



Grade **6**

LOUISIANA ENGLISH LANGUAGE ARTS LITERACY

LEAP2025 Practice

Updated for 2021-22



ONLINE

2 LEAP2025 Practice Tests

7 Question Types

COVERS 40+ SKILLS

Important Instruction

Students, Parents, and Teachers can use the URL or QR code provided below to access two full-length Lumos LEAP practice tests. Please note that these assessments are provided in the Online format only.

URL

Visit the URL below and place the book access code

<http://www.lumoslearning.com/a/tedbooks>

Access Code: xxxxxxxx-xxxxxx

INTRODUCTION

This book is specifically designed to improve student achievement on the Smarter Balanced Assessment Consortium (LEAP) Test. With over a decade of expertise in developing practice resources for standardized tests, Lumos Learning has designed the most efficient methodology to help students succeed on the state assessments (See Figure 1).

Lumos Smart Test Practice provides students LEAP assessment rehearsal along with an efficient pathway to overcome any standards proficiency gaps. Students perform at their best on standardized tests when they feel comfortable with the test content as well as the test format. Lumos online practice tests are meticulously designed to mirror the LEAP assessment. It adheres to the guidelines provided by the LEAP for the number of questions, standards, difficulty level, sessions, question types, and duration.

The process starts with students taking the online diagnostic assessment. This online diagnostic test will help assess students' proficiency levels in various standards.

After completion of the diagnostic assessment, students can take note of standards where they are not proficient. This step will help parents and educators in developing a targeted remedial study plan based on a student's proficiency gaps.

Once the targeted remedial study plan is in place, students can start practicing the lessons in this workbook that are focused on specific standards.

After the student completes the targeted remedial practice, the student should attempt the second on-line LEAP practice test. Record the proficiency levels in the second practice test to measure the student progress and identify any additional learning gaps. Further targeted practice can be planned to help students gain comprehensive skills mastery needed to ensure success on the state assessment.

Lumos Smart Test Prep Methodology

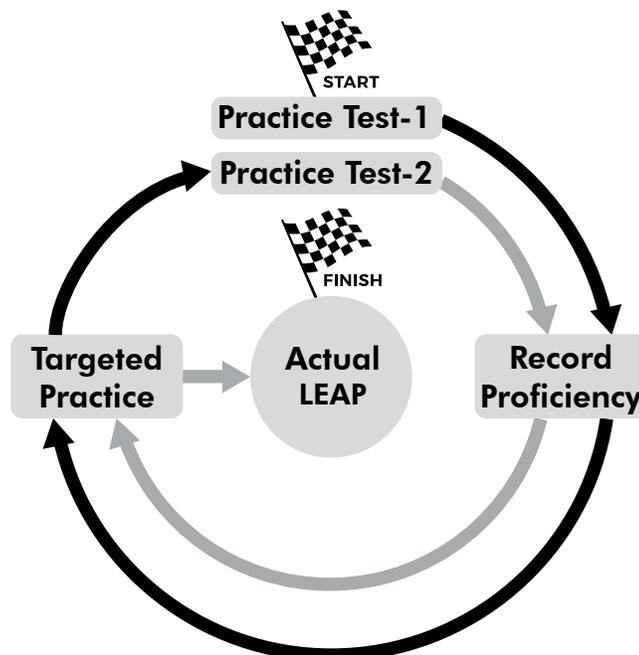


Figure 1

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Chapter 1

Lumos Smart Test Prep Methodology

Step 1: Access Online LEAP Practice Test

Use the URL and access code provided below or scan the QR code to access the first LEAP practice test to get started. The online LEAP practice test mirrors the actual Smarter Balanced assessments in number of questions, item types, test duration, test tools and more.

After completing the test, your student will receive immediate feedback with detailed reports on standards mastery. With this report, use the next section of the book to design a practice plan for your student.

URL

Visit the URL below and place the book access code

<http://www.lumoslearning.com/a/tedbooks>

Access Code: xxxxxxxx-xxxxxxx

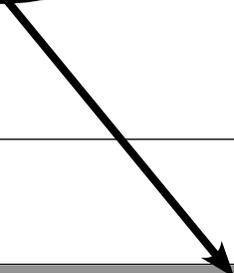
Step 2: Review the Personalized Study Plan Online

After student complete the online Practice Test 1, student can access their individualized study plan from the table of contents (Figure 2).

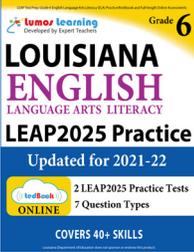
Parents and Teachers can also review the study plan through their Lumos account.

Lumos StepUp LEAP Online Practice and Assessments Grade 6 ELA							
HOMEWORK							
Lesson Name		Total			Student		
		Questions	Total Points	Incorrect	Score	% Score	Pending
PT1	Practice Test I						
	CAT I	4	4	3	1	25%	0
	PT I	4	4	3	1	25%	

Study Plan



BACK COURSE
Lumos Smart Test Practice: Personalized Study Plan for Sam





EXPORT AS EXCEL

Lumos StepUp - LEAP Online Practice and Assessments - Grade 6 ELA

Based on your performance in the online Practice Test 1, we recommend the following additional practice. Please uses the related lessons in the Grade 6 LEAP ELA practice book you purchased.

Upgrade to Full Program

50

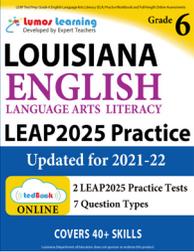
90

Lesson Name	Standard Info	<input type="checkbox"/> Targeted practice status	Percentage Score
Reading Literature			
Analysis of Key Events and Ideas	RL.6.1	<input type="checkbox"/>	0%
Conclusions Drawn from the Text	RL.6.1	<input type="checkbox"/>	0%
Development of Ideas	RL.6.2	<input type="checkbox"/>	0%

Step 3: Complete Targeted Practice

Using the information provided in the study plan report, complete the targeted practice using the appropriate lessons to overcome proficiency gaps. With lesson names included in the study plan, find the appropriate topics in this workbook and answer the questions provided. Students can refer to the answer key and detailed answers provided for each lesson to gain further understanding of the learning objective. Marking the completed lessons in the study plan after each practice session is recommended. (See Figure 3)

BACK COURSE
Lumos Smart Test Practice: Personalized Study Plan for Sam





EXPORT AS
EXCEL

Lumos StepUp - LEAP Online Practice and Assessments - Grade 6 ELA

Based on your performance in the online Practice Test 1, we recommend the following additional practice. Please use the related lessons in the Grade 6 LEAP ELA practice book you purchased.

Upgrade to Full Program



Lesson Name	Standard Info	<input type="checkbox"/> Targeted practice status	Percentage Score
Reading Literature			
Analysis of Key Events and Ideas	RL.6.1	<input checked="" type="checkbox"/>	0%
Conclusions Drawn from the Text	RL.6.1	<input checked="" type="checkbox"/>	0%
Development of Ideas	RL.6.2	<input type="checkbox"/>	0%

Figure 3

Step 4: Access the Practice Test 2 Online

After completing the targeted practice in this workbook, students should attempt the second LEAP practice test online. Using the student login name and password, login to the Lumos website to complete the second practice test.

Step 5: Repeat Targeted Practice

Repeat the targeted practice as per Step 3 using the second study plan report for Practice test 2 after completion of the second LEAP rehearsal.

Visit <http://www.lumoslearning.com/a/lstp> for more information on Lumos Smart Test Prep Methodology or Scan the QR Code





Name: _____

Date: _____

Chapter 2 - Reading: Literature

The objective of the Reading Literature standards is to ensure that the student is able to read and comprehend literature (which includes stories, dramas and poetry) related to Grade 6.

To help students master the necessary skills, information to help the student understand the concepts related to the standard is given. Along with this, we encourage the student to go through the resources available online on EdSearch to gain an in depth understanding of these concepts. The EdSearch page for each lesson can be accessed with the help of the URL or the QR code provided.

A small map is provided after each passage or text in which the student can enter the details as understood from the literary text. Doing this will help the student refer to key points that help in answering the questions with ease.



Chapter 2

Lesson 1: Analysis of Key Events and Ideas

Definitions:

1. Cite (textual evidence) means the same as name or quote or mention (textual evidence).
2. Explicitly means clearly expressed.
3. Inferences means conclusions reached or judgments made after reading and thinking about the meaning of a statement or proposal. These conclusions or judgments are not included in the statement or proposal.

Let us understand the concept with an example.

The Obesity Epidemic

In the United States population, 30% of adults and 17% of children are obese according to the American Heart Association. And by 2020, 83% of men and 72% of women are expected to be overweight or obese, according to research presented to the Heart Association's scientific meeting in 2011. More than one-third (36.5%) of U.S. adults have obesity, states the Centers for Disease Control and Prevention.

Being obese has negative health and health expense disadvantages. According to the Centers for Disease Control and Prevention:

- Obesity-related conditions include heart disease, stroke, type 2 diabetes, high blood pressure, arthritis and certain types of cancer - some of the leading causes of preventable death.
- The estimated annual medical cost of obesity in the U.S. was \$147 billion U.S. dollars in 2008; the medical costs for people who are obese were \$1,429 higher than those of normal weight.

What is causing so many people to be obese? More sedentary lifestyles are one factor. Sitting and watching television, driving instead of walking, not exercising enough. Nutrition is another. So much of our food is processed, which means fat and sugar are added. Also, we frequently eat portions larger than our bodies need, and we often snack between meals.

What can people do about reducing their obesity?

- Exercise: The Centers for Disease Control (CDC) recommends 2.5 hours of moderate aerobic exercise per week, along with 2 days of strength training. Americans are clearly not abiding by these



Name: _____

Date: _____

minimum recommendations. But diet can have more effect on weight loss than exercise, although both are important solutions.

- Nutrition: Controlling the intake of carbohydrates is one important action. Also, eating less processed food, less refined grains and bread and more vegetables are also important. You need to add lean protein to every meal and every snack, along with moderate amounts of healthy fats.
- An article in a fitness newsletter, published by a leading chain of physical fitness centers, emphasizes that participating daily in their fitness plans will result in losing weight, building endurance and increasing muscle tone.

Your assignment: Write text that meets the requirements of the standard.

Here is what you might write.

The authors state that there is an obesity epidemic today among adults and children in America. They cite statistics from the American Heart Association and the Centers for Disease Control and Prevention as proof. Because these two organizations are reputable and trustworthy, I believe that their arguments are relevant and accurate.

The authors also state that being obese has negative health and health expense disadvantages, and list diseases associated with obesity and the medical costs incurred by obese people. These facts were also provided by the Centers for Disease Control and Prevention. I checked with two family doctors and both agreed with the list of diseases. Therefore, I support these facts as accurate. The authors also speculate on the causes of the obesity epidemic, citing a more sedentary lifestyle, insufficient exercise and dietary factors. I have observed many fellow students, and the lifestyles of most of them fit these three causes of obesity. My parents also subscribe to a newsletter edited by a nutritionist, and it cites the same conclusions about the causes of obesity.

Lastly, the authors state what can be done to reduce obesity, citing suggestions for exercise and nutrition. These suggestions are also in line with the newsletter and with the recommendations of two trainers at my parent's physical fitness center.

However, the recommendations from an article in a newsletter published by a for-profit fitness center are not specific in providing data to support its claims about the benefits of participating in its programs, inferring that maybe the claims are not true.

Name: _____

Date: _____



You can scan the QR code given below or use the URL to access additional EdSearch resources including videos and mobile apps related to *Analysis of Key Events and Ideas*.

Categories About 6 results (0.005 seconds)

Questions (6)

Popular Searches ▾

Recent Searches ▾

Reading: Session 1 - Grade 6 ELA FSA Practice Test

 **Resource:** Question
Category: Multiple Choice - Single Answer
Standard(s): RL.6.1
What is the importance of paragraph 17?...

+

 ***Analysis of Key Events and Ideas***

URL	QR Code
http://www.lumoslearning.com/a/rl61	



Name: _____

Date: _____

As it poured outside, I settled down by the window to watch the rain. The green park opposite my house looked even more green and fresh than usual. Strong winds shook the branches of the tall trees. Some of the branches swayed so hard in the strong winds that I thought they would break.

1. Why is the author using such clear descriptions?

- Ⓐ just to say that it was raining hard
- Ⓑ creating imagery to show the reader what that moment was like
- Ⓒ to tell us that the wind was blowing
- Ⓓ to explain what the trees look like when it rains

The Forest's Sentinel

At night, when all is still
The forest's sentinel
Glides silently across the hill
And perches in an old pine tree,
A friendly presence his!
No harm can come
From night bird on the prowl.
His cry is mellow,
Much softer than a peacock's call.
Why then this fear of owls
Calling in the night?
If men must speak,
Then owls must hoot-
They have the right.
On me it casts no spell:
Rather, it seems to cry,
"The night is good- all's well, all's well."
-- RUSKIN BOND

2. From what point of view is the above poem?

- Ⓐ First person point of view - from the owl's perspective
- Ⓑ 3rd person point of view - from an unknown bystander or the author
- Ⓒ First person point of view - from another animal's perspective
- Ⓓ None of the above



3. According to the above poem when does the Owl come out?

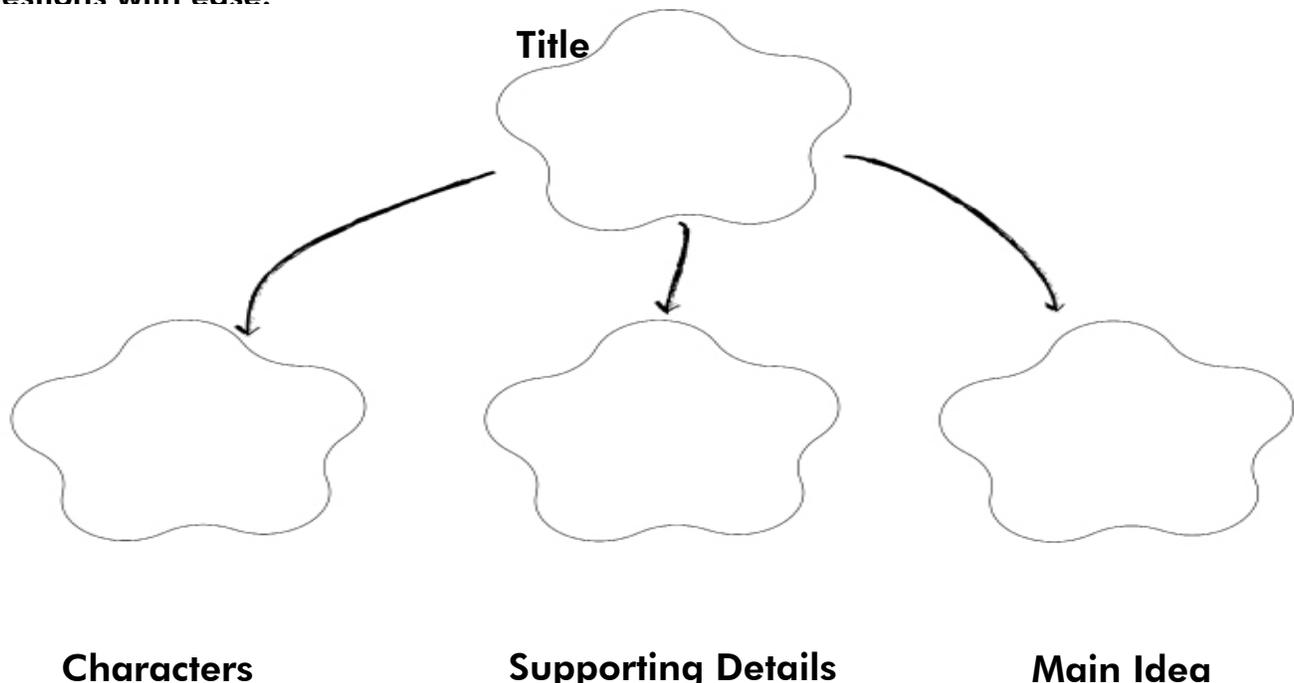
- Ⓐ at night
- Ⓑ at dawn
- Ⓒ at dusk
- Ⓓ at noon

Once upon a time, four boys lived in the countryside. One boy was very clever, but he did not like books. His name was Good Sense. The other boys were not very clever, but they read every book in the school. When they became grown men, they decided to go out into the world to earn their livelihood.

They left home and came to a forest where they halted for the night. When they woke up in the morning, they found the bones of a lion. Three of them, who had learned their books well at school, decided to make a lion out of the bones.

Good Sense told them, "A lion is a dangerous animal. It will kill us. Don't make a lion." But the three disregarded his advice and started making a lion. Good Sense was very clever. When his friends were busy making the lion, he climbed up a tree to save himself. No sooner had the three young men created the lion and gave it life, than it pounced upon them and ate them up. Good Sense climbed down the tree and went home very sadly.

After reading the story, enter the details in the map below. This will help you answer the questions with ease.





Name: _____

Date: _____

4. Part A

What did they see in the forest when they woke up in the morning?

- Ⓐ the bones of a lion
- Ⓑ a witch that could bring an animal to life
- Ⓒ Good Sense hiding in a tree
- Ⓓ none of the above

Part B

What did the four friends decide when they became grown men?

- Ⓐ They decided to go out into the world and earn their livelihood.
- Ⓑ They decided to play with animal bones.
- Ⓒ They decided to be friends forever.
- Ⓓ They decided to never leave home.

5. What advice did Good Sense give his friends?

- Ⓐ He told them how to create the lion.
- Ⓑ He told them how to beat the lion once it was created.
- Ⓒ He told them not to create the lion.
- Ⓓ He told them to hide from the lion once they created it.

One evening, long after most people had gone to bed, a friend and I were making our way merrily back home through the silent and almost deserted streets. We had been to a musical show and were talking about the actor we had seen and heard in it.

“That show made him a star overnight,” said my friend about one of the actors. “He was completely unknown before, and now thousands of teenagers send him chocolates and love letters through the mail.”

“I thought he was quite good,” I said, “but not worth thousands of love letters daily. As a matter of fact, one of his songs gave me pain.”

“What was that?” my friend asked. “Sing to me.” I burst into a parody of the song.

“Be quiet for heaven’s sake!” My friend gave me an astonished look. “You’ll give everybody a fright and wake people for miles around.”

“Never mind,” I said, intoxicated with the sound of my own voice. “I don’t care. Why does it matter?”

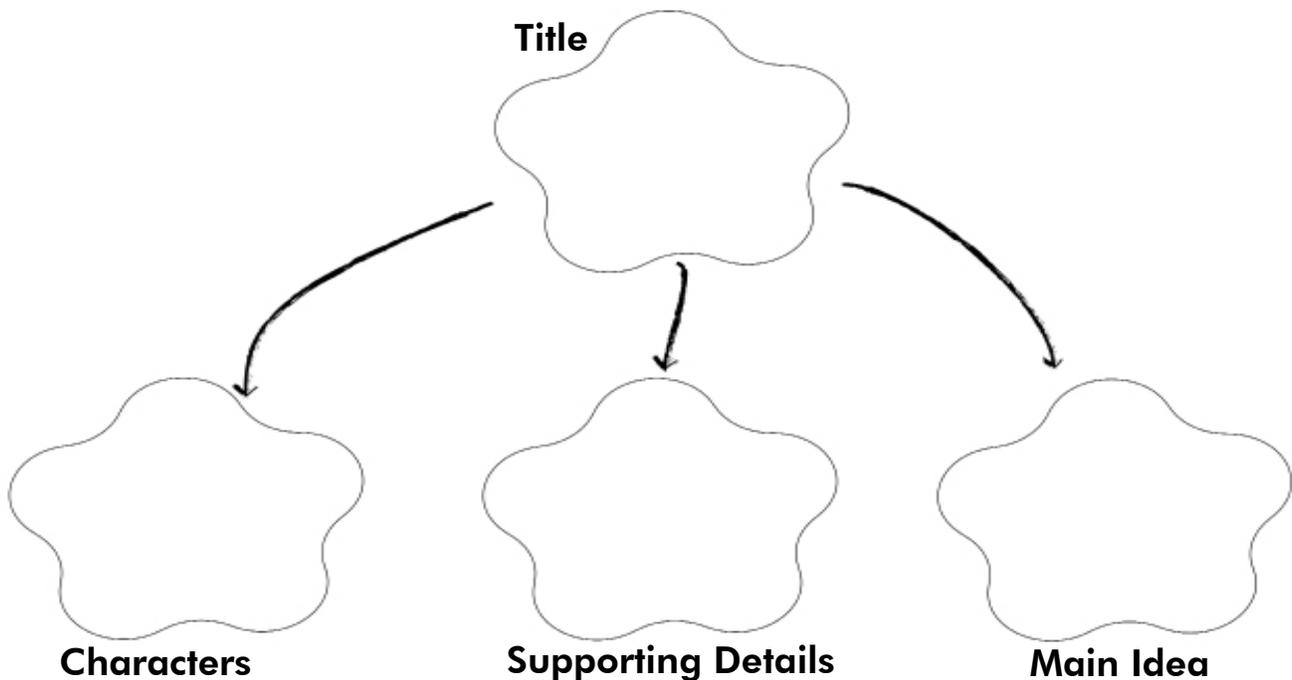
And I went on singing the latest tunes at the top of my voice.



Suddenly, there came behind us the sound of heavy footsteps, and before you could say "Jack Robinson," a policeman was standing in front of me, his notebook open, and a determined look on his face.

"Excuse me, sir," he said. "You have a remarkable voice if I may say so. Who taught you to sing? I'd very much like to find someone who can give my daughter singing lessons. Would you be kind enough to tell me your name and address? Then my wife or I can drop you a line and discuss the matter."

After reading the story, enter the details in the map below. This will help you answer the question with ease.



6. Why was the friend telling the man singing to be quiet?

- Ⓐ He did not like the sound of the singer's voice.
- Ⓑ He was embarrassed.
- Ⓒ He was worried that it would wake people for miles around.
- Ⓓ Because the policeman told them to be quiet.



Name: _____

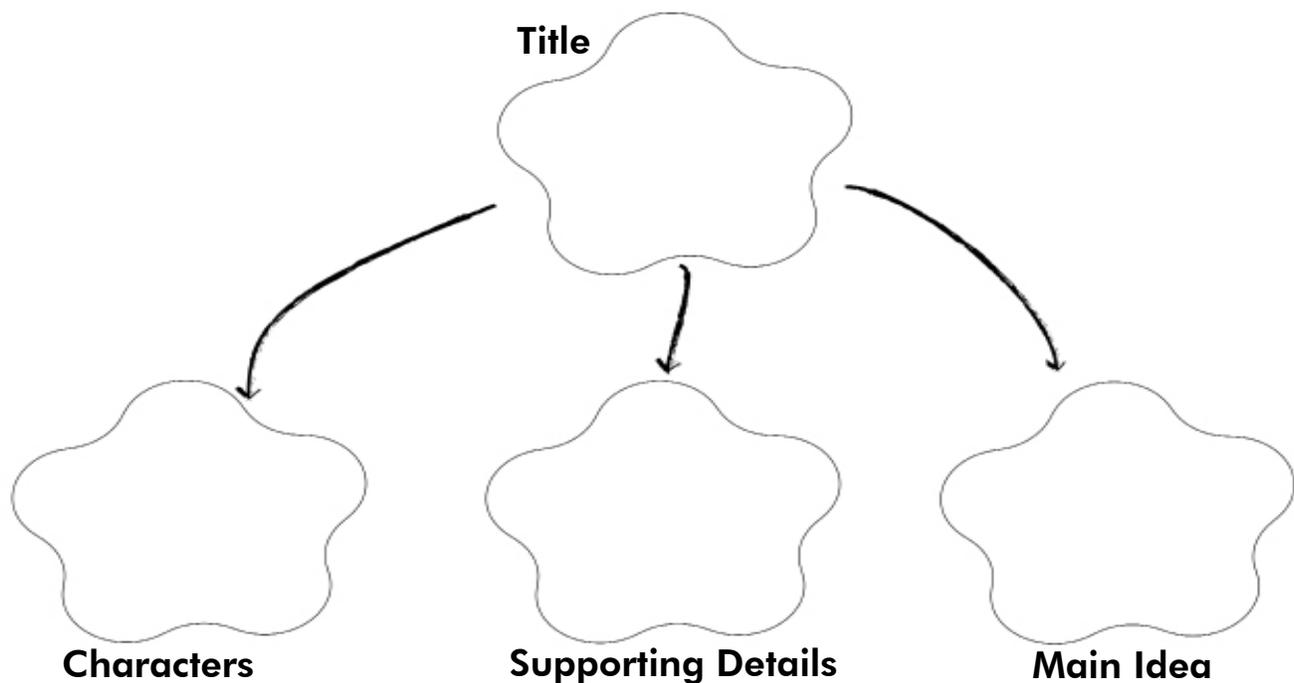
Date: _____

The sky was dark and overcast. It had been raining all night long, and there was no sign of it stopping. I thought that my Sunday would be ruined. As it poured outside, I settled down by the window to watch the rain. The park opposite my house looked even more green and fresh than usual. The branches of the tall trees swayed so hard in the strong wind that I thought they would break. A few children were splashing about in the mud puddles and having a wonderful time. I wished I could join them too! There were very few people out on the road and those who were hurried on their way, wrapped in raincoats and carrying umbrellas.

My mother announced that lunch was ready. It was piping hot and very welcoming in the damp weather. We spent the afternoon listening to music and to the downpour outside.

In the evening, we chatted and made paper boats that we meant to sail in the stream of water outside. It was not a bad day, after all!

After reading the story, enter the details in the map below. This will help you answer the question with ease.



7. What detail in the above passage tells us that the writer yearned to play outside?

- (A) The park opposite my house looked even more green and fresh.
- (B) We spent the afternoon listening to music and to the downpour outside.
- (C) I wished I could join them too!
- (D) All of the above

Name: _____

Date: _____



Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches,
And charging along like troops in a battle,
All through the meadows the horses and cattle,
All of the sights of the hill and the plain,
Fly as thick as driving rain,
And ever again, in the wink of an eye,
Painted stations whistle by.

Here is a child who clammers and scrambles,
All by himself and gathering brambles;
Here is a tramp who stands and gazes,
And there is the green for stringing the daisies;
Here is a cart run away in the road,
Lumping along with man and load;
And here is a mill and there is a river,
Each a glimpse and gone forever.
-- R. L. STEVENSON

8. What detail in the above poem tells us that this poem is about the view from inside a train?

- (A) All of the sights of the hill and the plain, Fly as thick as driving rain
- (B) Faster than fairies, faster than witches, Bridges and houses, hedges and ditches,
- (C) And ever again, in the wink of an eye, Painted stations whistle by.
- (D) Here is a cart run away in the road

Excerpt from Arabian Nights, Aladdin

After these words, the magician drew a ring off his finger, and put it on one of Aladdin's, telling him that it was a preservative against all evil, while he should observe what he had prescribed to him. After this instruction he said: "Go down boldly, child, and we shall both be rich all our lives."

Aladdin jumped into the cave, descended the steps, and found the three halls just as the African magician had described. He went through them with all the precaution the fear of death could inspire; crossed the garden without stopping, took down the lamp from the niche, threw out the wick and the liquor, and, as the magician had desired, put it in his vestband. But as he came down from the terrace, he stopped in the garden to observe the fruit, which he only had a glimpse of in crossing it. All the trees were loaded with extraordinary fruit, of different colors on each tree. Some bore fruit entirely white, and some clear and transparent as crystal; some pale red, and others deeper; some green, blue, and purple, and others yellow: in short, there were fruits of all colors. The white were pearls; the clear and transparent, diamonds; the deep red, rubies; the green, emeralds; the blue, turquoises; the purple, amethysts; and those that were of yellow cast, sapphires. Aladdin was altogether ignorant



Name: _____

Date: _____

of their worth, and would have preferred figs and grapes, or any other fruits. But though he took them only for colored glass of little value, yet he was so pleased with the variety of the colors, and the beauty and extraordinary size of the seeming fruit, that he resolved to gather some of every sort; and accordingly filled the two new purses his uncle had bought for him with his clothes. Some he wrapped up in the skirts of his vest, which was of silk, large and full, and he crammed his bosom as full as it could hold.

Aladdin, having thus loaded himself with riches, returned through the three halls with the same precaution, made all the haste he could, that he might not make his uncle wait, and soon arrived at the mouth of the cave, where the African magician expected him with the utmost impatience. As soon as Aladdin saw him, he cried out: "Pray, uncle, lend me your hand, to help me out." "Give me the lamp first," replied the magician; "it will be troublesome to you." "Indeed, uncle," answered Aladdin, "I cannot now; it is not troublesome to me: but I will as soon as I am up." The African magician was so obstinate, that he would have the lamp before he would help him up; and Aladdin, who had encumbered himself so much with his fruit that he could not well get at it, refused to give it to him till he was out of the cave. The African magician, provoked at this obstinate refusal, flew into a passion, threw a little of his incense into the fire, which he had taken care to keep in, and no sooner pronounced two magical words, than the stone which had closed the mouth of the cave moved into its place, with the earth over it in the same manner as it lay at the arrival of the magician and Aladdin.

9. What did the magician put on one of Aladdin's fingers? Write your answer in the box below.

Name: _____

Date: _____



Answer Key and Detailed Explanations

Chapter 2: Reading: Literature



Name: _____

Date: _____

Lesson 1: Analysis of Key Events and Ideas

Question No.	Answer	Detailed Explanations
1	B	The author used very descriptive language to pull the reader in. The author wants the reader to be able to imagine what the moment is like. It was raining and the wind was blowing, but the author's point was for the reader to be able to picture it.
2	B	Although the author is talking about the night owl, the point of view is that of the author.
3	A	The poem mentions that it's a night bird and, in the end, again mentions night. The answer is A.
4 Part A	A	Answer A is correct. Upon reading the passage, you will see in the second paragraph that it directly says that they found the bones of a lion.
4 Part B	A	If you chose A, you read the passage correctly. The last sentence in the first paragraph gives the correct answer.
5	C	If you chose answer C, you got it right. Good Sense told the other men NOT to create the lion.
6	C	Answer C is the correct answer because it's a direct quote in the story that the friend was afraid the singing would disturb others. The policeman was not behind them yet, or at least had not been noticed. There was no mention of the friend being embarrassed.
7	C	The only answer choice that shows a desire to play outside is C.
8	C	Answer choice C is correct. The fact that it goes by stations tells you that you're on a train.
9	Ring	Ring. This is given in the very first paragraph of the passage.

Name: _____

Date: _____



Chapter 3 - Reading: Informational Text

The objective of the Reading Informational Text standards is to ensure that the student is able to read and comprehend informational texts (such as history/social studies, science, and technical texts) related to Grade 6.

To help students master the necessary skills, information to help the student understand the concepts related to the standard is given. Along with this, we encourage the student to go through the resources available online on EdSearch to gain an in depth understanding of these concepts. The EdSearch page for each lesson can be accessed with the help of the url or the QR code provided.

A small map is provided after each passage or text in which the student can enter the details as understood from the literary text. Doing this will help the student to refer to key points that help in answering the questions with ease.



Name: _____

Date: _____

Chapter 3

Lesson 1: Cite Textual Evidence to Support Analysis

Let us understand the concept with an example.

Once upon a time there were four boys living in the same town who were good friends. One boy was very clever but he did not like books. His name was Good Sense. The other boys were not very clever but they had read every book in the school.

After they graduated from high school, they decided to take a hike in the woods. While hiking, they came upon the bones of a lion. The three of them who were book lovers decided to put the bones together to make a lion's skeleton. Good Sense told them: "A lion is a dangerous animal and if brought to life will kill us. Don't make a lion."

But the three boys disregarded his advice and started assembling a lion. Good Sense was very clever. While his friends were busy making the lion, he climbed up a tree to save himself. No sooner had the three boys finished constructing the lion and giving it life than it pounced on them and ate them up. Good Sense waited in the tree until the lion left, then walked home very sad at what had happened to his friends.

Here is what you might write.

Although this is a fantasy (imaginative fiction, not capable of happening), I have inferred an important message from this story. The message is: While we accept that book learning can be useful, it should be combined with common sense, which can be more valuable when facing actual situations, especially dangerous situations.

This story is proof of this. Good Sense survived because he used common sense, which led him to guess accurately what would happen when the lion's bones were assembled and the lion was given life. His common sense saved his life. The other three boys, while they had the knowledge to assemble the lion's bones (probably by reading books about lions), did not have the common sense to guess what would happen if the lion was brought back to life, even when warned by Good Sense. They did not survive.

Name: _____

Date: _____



You can scan the QR code given below or use the url to access additional EdSearch resources including videos and mobile apps related to *Cite Textual Evidence*.

Categories

About 4 results (0.006 seconds)

- Questions (4)
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Reading: Session 2 - Grade 6 ELA FSA Practice Test



Resource: Question
Category: Hot Text
Standard(s): RI.6.6

Which of the following is most likely the author's opinion of Miyamoto? Highlight the correct choice."He should have studied harder in school."He wastes a lot of time playing ..





Cite Textual Evidence

URL	QR Code
http://www.lumoslearning.com/a/ri61	



Name: _____

Date: _____

Everywhere around us, there are millions of tiny living things called germs. They are so tiny that they can be seen only under the most powerful microscope. Some of these germs are no wider than twenty-five thousandths of an inch!

Louis Pasteur, the great French scientist, was the first to prove that germs exist. The germs in the air can be counted. The number of germs around us, especially in crowded rooms, is tremendous. Certain scientists counted 42,000 germs in approximately one cubic meter of air in a picture gallery when it was empty. But when the gallery was crowded with people, they found nearly 5,000,000 germs in the same place. In the open-air, germs are less abundant. There are fewer germs in the country air than in town air. We see at once how important it is, therefore, to live as much as possible in the open air, and for the rooms, we live in to always be well ventilated by fresh air.

1. According to the passage, where will you find more germs?

- (A) In crowded spaces
- (B) In the country
- (C) In hospitals
- (D) In empty rooms

2. Which of the following statements can be concluded after reading the passage?

- (A) Louis Pasteur liked counting germs.
- (B) Germs are too small to be seen.
- (C) People have germs.
- (D) Fresher air has fewer germs.

George Washington was the first and most popular U.S. President. He was the only one elected by a unanimous vote. It is often said of him that he was "first in war, first in peace, and first in the hearts of his countrymen." Washington led comparatively untrained and ill-equipped American soldiers to victory over the well-trained British in the Revolutionary War. As soon as the Constitution was ratified, he was chosen to be president.

Many of the generals who had fought under Washington did not believe that the 13 colonies could cooperate to form a single country without the strong leadership of a king. They approached him, saying that they would support him as King George I of the United States. Washington was dismayed at the idea, and asked the generals to promise never to mention it again. He served two terms as president and refused a third term, retiring to his farm in Virginia. When England's King George heard that Washington had voluntarily given up the power of the presidency, he said, "If that is true, he is the greatest man in history."

**3. How does the author show that George Washington is a great man?**

- Ⓐ He led untrained soldiers into battle.
- Ⓑ He was unanimously elected president.
- Ⓒ He voluntarily gave up the power of the presidency.
- Ⓓ All of the above.

4. Based upon the above story about George Washington, which of the following words best describe him?

- Ⓐ Smart
- Ⓑ Power hungry
- Ⓒ Strong leader
- Ⓓ Kind

5. According to the text, why was Washington considered the most popular president?

- Ⓐ King George I said, "He is the greatest man in history."
- Ⓑ He was elected president by a unanimous vote.
- Ⓒ He wanted to be a powerful man and king.
- Ⓓ He was the first president

When Westinghouse, the inventor of the air brake, was working on his great invention, he made an application for a trial of his device to the New York Central Railroad. Vanderbilt, the president of the railroad, thought the inventor's claims were absurd. In comparison with the hand brake then in use, Westinghouse stated that one man instead of two could operate his brake and that his brake would stop a fifty-car train in fifty yards, compared to a sixty-five car train in two hundred yards with hand brakes.

It is said that Vanderbilt roared with laughter. The idea of stopping a train of cars using airpower appeared to be a joke to him. So, he returned the letter, with these words scribbled at the bottom: "I have no time to waste on fools."

The young inventor next turned to the head of another railroad. He was younger and more progressive than his New York rival. He sent for Westinghouse, listened to his explanations, and even advanced him money to continue his experiments. Best of all, he tested the new brake and found that Westinghouse was on the right track. Vanderbilt, hearing of the test, regretted his curt dismissal of the idea. He wrote a courteous note to the inventor, fixing a time for an interview. The note came back with the brief inscription: "I have no time to waste on fools," George Westinghouse.



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6. Which of the following statements can be concluded after reading the passage above?

- Ⓐ Westinghouse was thankful Vanderbilt helped him.
- Ⓑ Vanderbilt regretted not listening to Westinghouse's ideas.
- Ⓒ Westinghouse was a successful train engineer.
- Ⓓ Westinghouse's invention was foolish.

Michael Jordan was the greatest basketball player of all time. When he played for the Chicago Bulls, they had one winning season after another. He scored more than 100 points in 1,108 games, won two Olympic gold medals, and was ranked #1 by ESPN Magazine. Chosen for the NBA All-Stars 14 times, Jordan was ten times the scoring champ, five times the Most Valuable Player, and six times the scoring champ of the NBA. When he began losing his hair, he shaved his head completely and started a fashion trend for other players. He was chosen to make an animated movie called "Space Jam" with Bugs Bunny. No other player has come close to those achievements.

7. According to passage, which of the following is NOT a reason why Michael Jordan is considered the greatest basketball player of all time?

- Ⓐ Michael Jordan shaved his head.
- Ⓑ Michael Jordan won two gold medals in the Olympics.
- Ⓒ Michael Jordan scored more than 100 points in 1,108 games.
- Ⓓ Michael Jordan was the Most Valuable Player five times.

8. Why did the author write this passage about Michael Jordan?

- Ⓐ To describe about how Michael Jordan made a movie with Bugs Bunny.
- Ⓑ To show what a great basketball player Michael Jordan is.
- Ⓒ To give readers Michael Jordan's life story.
- Ⓓ To tell people what it is like to be a famous basketball player.

Most of the planets in our solar system have moons. Saturn has the most, with eighteen moons. Jupiter has sixteen; Uranus has fifteen. Earth has only one, but our moon has a big influence on the lives of humans on Earth. In ancient times, people believed that moonlight could affect people's brains. The Latin word for the moon was Luna. Words like "lunatic" and "looney" come from that idea. Many people still believe that more babies are born and more people die when the moon is full. Scientific studies that have been done to see whether the numbers of births and deaths actually increase when there is a full moon show that there is no increase. The gravitational pull of the moon affects the tides in the ocean, but does not seem to affect the births and deaths of people. Does the full moon cause people to fall in love? That's another question!

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9. What, according to the passage, has a “looney” effect on people?

- Ⓐ The tides
- Ⓑ Saturn
- Ⓒ Babies
- Ⓓ The moon

10. After reading this passage, what inference can you make? Circle the correct answer choice.

- Ⓐ People believe the moon causes crazy things to happen.
- Ⓑ Moonlight from the Earth’s moon is less powerful because we only have one moon.
- Ⓒ People believe that births, deaths, and love is not influenced by the moon.
- Ⓓ Earth’s moon is bigger than Jupiter’s.

How does the body know to breathe and move?

The central nervous system tells the body what to do.

The nervous system is made up of nerves, the spinal cord and the brain.

11. From the above lines, we can infer that the nervous system is the _____ of the human body.

Fill in the blank by choosing the correct option from among the 4 options given below.

- Ⓐ digesting system
- Ⓑ breathing system
- Ⓒ circulatory system
- Ⓓ control system



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Answer Key and Detailed Explanations

Chapter 3 Reading: Informational Text



Lesson 1: Cite Textual Evidence

Question No.	Answer	Detailed Explanations
1	A	The text specifically states that an empty gallery had 42,000 germs but when filled with people, that same gallery had nearly 5,000,000 germs. One can then conclude that a crowded space will hold more germs. The correct answer is A.
2	D	While Louis Pasteur discovered germs there is no evidence in the story to support that he liked counting germs. Yes, germs are too small to be seen with the naked eye but they can be seen using powerful microscopes. Even though people do carry germs, the best concluding statement from this passage would be that there are fewer germs in fresh air. The correct answer is D.
3	D	Throughout the passage, each of the options is pointed out as something significant George Washington did in order to make him a great man. One can draw the conclusion that each factor makes him a great man.
4	C	The text implies that George Washington was not interested in being powerful; therefore Answer B would not be a correct choice. There is no evidence within the text that either supports or disputes that George Washington was a kind man. While his actions certainly showed that he was a smart man, the fact that George Washington was a strong leader is implied in how he led his army as well as knowing when it was his time to share the power by leaving office.
5	B	At the beginning of the passage, the text not only states that George Washington is the most popular president but also specifically states that he was elected by a unanimous vote which means that everyone voted for him thus giving him the popular vote.
6	B	In the last paragraph, the passage states that Vanderbilt regretted dismissing Westinghouse's idea of an air brake. As a result, one can conclude that Vanderbilt regretted not taking the time to hear about Westinghouse's invention. The correct answer is B.
7	A	While it is true that Michael Jordan did shave his head, it does not support the idea that he is the greatest basketball player of all time; whereas all the other statements do support this idea. The correct answer is A.



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Question No.	Answer	Detailed Explanations
8	B	While Michael Jordan did star in a movie with Bugs Bunny, this is not the most significant part of the passage. Yes, it tells a little about Michael Jordan's life but it is not his life story, it is merely highlights of his career as a famous basketball player. Since the passage tells primarily about Michael Jordan as a basketball player and all he has accomplished, it can be concluded that the author wrote the passage to show what a great basketball player he is. The correct answer is B.
9	D	The passage specifically states that our moon is thought to influence the lives of humans. Therefore, the correct answer is D.
10	A	There is no evidence in the passage which shows that either our moon is less powerful because we only have one or that our moon is bigger than Jupiter's. The text does suggest that people believe the moon causes crazy things to happen like more births, deaths, and people falling in love but there is no proof these things happen. The only thing the passage says for sure, is that people do believe that "looney" things happen and since looney is a synonym for crazy, the correct answer is A.
11	D	It says in the text that the nervous system tells the body what to do. In other words, it controls the body.

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Chapter 4 - Language

The objective of the Language standards is to ensure that the student is able to accurately use grade appropriate general academic and domain specific words and phrases related to Grade 6.

To help students master the necessary skills, we encourage the student to go through the resources available online on EdSearch to gain an in depth understanding of these concepts. The EdSearch page for each lesson can be accessed with the help of the url or the QR code provided.



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Chapter 4

Lesson 1: Correct subject-verb agreement

You can scan the QR code given below or use the url to access additional EdSearch resources including videos and mobile apps related to *Correct subject-verb agreement*.



Correct subject-verb agreement

URL

QR Code

<http://www.lumoslearning.com/a/161>



**1. Correct the following sentence to show subject-verb agreement.**

Tracy and Gary likes to solve puzzles.

- (A) Tracy and Gary likes to solve puzzles.
- (B) Tracy and Gary like to solve puzzles.
- (C) Tracy and Gary like to solves puzzle.
- (D) Tracy likes to solve puzzle.

2. Correct the following sentence to show subject-verb agreement.

All of the students competes for the prizes.

- (A) All of the student competes for the prizes.
- (B) All of the students compete for the prizes.
- (C) The students competes for the prizes.
- (D) None of the above

3. Correct the following sentence to show subject-verb agreement.

Many people considers tea a stimulant.

- (A) Many a people considers tea a stimulant.
- (B) Many people consider tea a stimulant.
- (C) Many peoples consider tea a stimulant.
- (D) The above sentence needs no correction.

4. Correct the verb to show correct subject-verb agreement.

The enemies plots revenge and won the battle this time.

- (A) The enemy plot revenge and win the battle this time.
- (B) The enemy plot revenge and will win the battle this time.
- (C) The enemy will plot revenge and will won the battle this time.
- (D) The enemies plot revenge and win the battle this time.

5. Correct the following sentence to make it correct.

Sally finish her project earlier than the others.

- (A) Sally finish her projects earlier than the others.
- (B) Sally finished her project earlier than the others.
- (C) Sally have already finish her project earlier than the others.
- (D) Sally finishing her project earlier than the others.



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6. Fill in the blank with the correct word that fits in the sentence.

Some of the votes _____ to have been miscounted.

- (A) seems
- (B) seem
- (C) will seem
- (D) shall seem

7. Fill in the blank with the correct word that fits in the sentence.

All of the dancers _____ to be sick.

- (A) appear
- (B) has appeared
- (C) will appear
- (D) appears

8. Fill in the blank with the correct word that fits in the sentence.

Parents and students _____ against the hike in tuition fee.

- (A) is
- (B) are
- (C) are being
- (D) had been

9. Fill in the blank with the correct word that fits in the sentence.

Either the Principal in this School or the Chief Administrator _____ to make a quick decision.

- (A) have
- (B) will
- (C) has
- (D) are

10. Fill in the blank with the correct word that fits in the sentence.

She seems to forget that there _____ things to be done before the expedition.

- (A) is
- (B) has
- (C) are
- (D) have

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11. Correct the following sentence to show subject-verb agreement.

The girls' shirt is lime green.

12. Correct the following sentence to show subject-verb agreement.

Tony climb the tree every day after school.

13. Correct the following sentence to show subject-verb agreement.

The team are going to win the game.



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Answer Key and Detailed Explanations

Chapter 4: Language



Lesson 1: Correct Subject-Verb Agreement

Question No.	Answer	Detailed Explanations
1	B	The subject is plural (Tracy and Gary), so there needs to be a plural verb (one with no "s" on the end.)
2	B	"All" is a plural subject, so you need a plural verb (one without an "s".)
3	B	The subject of the sentence is people, which is plural. That means the verb needs to be plural (which means that the verb does not have an "s".)
4	D	Answer choice D is correct. The other three do not sound right if you read them carefully.
5	B	B is the correct answer. If you read all of the answer choices carefully, B is the only one that sounds correct.
6	B	B is the correct answer. Some is the plural subject of the sentence, so you need a plural verb (one without an "s".) Seem is the only one that sounds correct.
7	A	"All" is the plural subject of the sentence, so you need a plural verb (one with no "s".) That is why A "appear" is the correct answer.
8	B	Answer choice B is correct. "Parents and students" is the plural subject, so you need a plural verb (which is "are").
9	C	Either is a singular subject, so you need a singular verb (which is "has".)
10	C	The correct answer is C. "There are things" is the way it should be read. If it was only one THING, then it would read "There is a thing."
11	The girl's shirt is lime green.	There is one girl. We know that because it is girl's and not girls'. That means the subject is singular, so the verb must be singular too (which means the verb does not have an "s".)
12	Tony climbs the tree every day after school.	Tony is one person (singular subject), so it needs a singular verb (one with an "s".)
13	The team is going to win the game.	The team is a collective noun and is functioning as one person. That makes the subject singular, which means it needs a singular verb

Progress Chart

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