

# Missouri MAP Grade 6 English Language Arts Practice

Exam Materials  
Pages 2 - 28

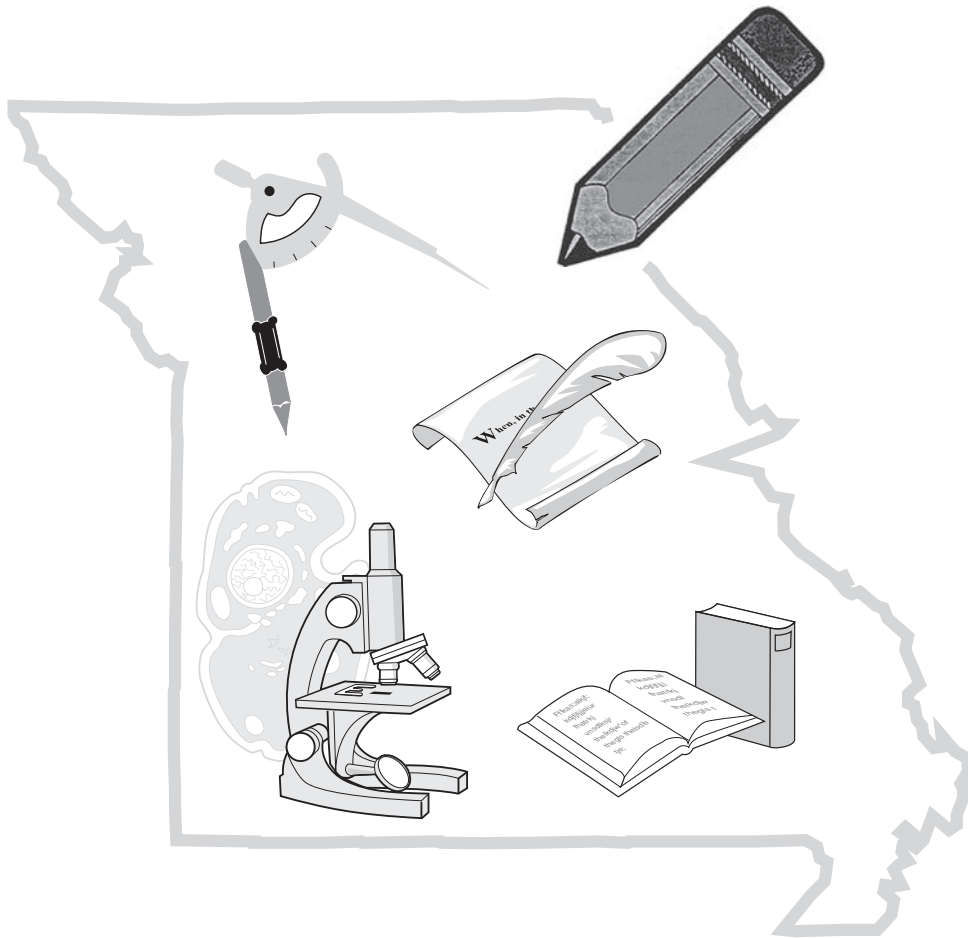
Answer Key Materials  
Pages 29 - 31

Name: \_\_\_\_\_

District/School: \_\_\_\_\_

## Missouri Assessment Program

# Released Practice Form Grade 6 English Language Arts



## New Responsibility

a story from colonial America

I opened my eyes and blinked a few times. Outside, the sky was still pitch black, and the air in the room felt chilly. While I normally might want to sleep a few minutes longer, today I felt jittery, so I jumped out of bed. I, Temperance Bishop, had been looking forward to this day since I was a little girl. I hurriedly got dressed and skipped to the barn to complete my chores of gathering the eggs from the chickens and checking the animals in the barn.

As I entered the kitchen with a basket of fresh eggs, Mother greeted me with a smile. “Good morning, Temperance. Remember what happens today after breakfast?” she asked me.

How could I forget? I had been waiting for this day since I noticed my mother walking down the street carrying a sack filled with pins, needles, and other sewing supplies. Today was the day I would become an official member of the town sewing circle. Members met weekly at Mrs. Johnson’s house and worked together to complete various sewing projects for their homes and community. Mother had made it clear that along with learning new skills and using a spinning wheel, the women used the time to converse with one another about local news.

“Yes, Mother, I know, and I am very excited!” I exclaimed. It was true; I was excited, but I was also very nervous. I had been sewing since I was old enough to hold a needle and thread, but being part of the sewing circle would be a whole new level of responsibility. Not only was I expected to sew, but I also had a vital role in creating admirable projects with other people. Mother and the others would expect me to do my best and uphold the high standards of the group.

I took my seat at the kitchen table and observed my siblings loading their plates with food in what seemed a blur of movements. Their voices sounded distant. My thoughts were focused on what might happen at my first day with the sewing circle. *Today I could make myself and Mother proud, but what if I make a big mistake?* My stomach began to ache with my nervousness, but not wanting anyone to realize my doubts, I began to eat. The food seemed tasteless in my dry mouth, and the knot in my stomach steadily grew. I didn’t say anything to anyone. Mother might forbid me from participating if she knew how anxious I was feeling.

After breakfast, I quietly helped clear the dishes from the table and then collected my sewing materials. Slowly I followed Mother to the door. With each step, I silently told myself that I would be OK, that I knew what I was doing, that I would have fun, and, after all, today I would be treated as a responsible adult.

Although it was only a ten-minute walk to Mrs. Johnson’s house, it felt like an eternity. With each step I lost focus of my positive thoughts as my negative doubts crept back in. *What if I don’t understand what the adults are talking about? What if I embarrass Mother and am sent home and told not to return until I’m older?* I felt faint and my knees began to buckle. My hands were wet with perspiration.

I was so caught up in my thoughts that I hadn’t realized that I was dragging my feet. Mother turned back, noticing that I was walking at a snail’s pace behind her. “Temperance, I was nervous my first time going to the sewing circle too,” she said reassuringly as she walked toward me.

“You were?” I asked incredulously.

“Of course I was,” she laughed. “I was so worried that I would make a mistake and embarrass your grandmother or that I wouldn’t understand the jokes that the adults were telling.”

I couldn’t believe it. My mother had once had the same worries I did, yet she’s a confident and accomplished woman. Everyone in the community respects her. I never imagined her as anything but self-assured. I breathed a sigh of relief and decided to be optimistic about all the aspects of the day that I had been looking forward to. *Today, I will contribute to my community. Today, I will show that I am responsible. Today, I will learn something new.* Together, Mother and I walked the rest of the way to Mrs. Johnson’s house. I was now ready to begin my journey as the newest member of the sewing circle.

1. Read the paragraph. Circle the underlined word or phrase that **best** reveals the meaning of the word admirable in the passage.

“Yes, Mother, I know, and I am very excited!” I exclaimed. It was true; I was excited, but I was also very nervous. I had been sewing since I was old enough to hold a needle and thread, but being part of the sewing circle would be a whole new level of responsibility. Not only was I expected to sew, but I also had a vital role in creating admirable projects with other people. Mother and the others would expect me to do my best and uphold the high standards of the group.

2. What is the **most likely** reason the author decided to tell the story from Temperance’s point of view?
  - A. to highlight the colonial time period in which the story is set
  - B. to show the importance of the main character’s external conflicts
  - C. to distinguish between the responsibilities of adults and children
  - D. to establish the importance of the main character’s internal conflicts
3. How does Temperance’s self-doubt affect the development of the plot?
  - A. It starts a series of events that lead her to commit to the group’s sewing circle.
  - B. It makes her consider delaying her participation in the sewing circle until she is older.
  - C. It causes her to behave differently, which alerts her mother to how Temperance is feeling.
  - D. It exposes her true feelings, which changes her mother’s opinion of Temperance’s abilities.

4. Read the sentence from the passage.

My stomach began to ache with my nervousness, but not wanting anyone to realize my doubts, I began to eat.

How does the sentence **most** contribute to the meaning of the passage? Choose **two** answers.

- A. It establishes Temperance's dislike of eating while feeling upset.
  - B. It creates suspense about the problems Temperance will later face.
  - C. It establishes that Temperance does not have a close relationship with her family.
  - D. It establishes Temperance's concern about her performance at the sewing circle.
  - E. It creates tension between how Temperance feels and what she wants others to know.
5. Read the quotes from the passage. What can be inferred from the quotes?

Read the choices in the Answer Bank. Write the letter of **one** correct inference in the box beside each quote. Only **two** choices in the Answer Bank will be used.

Quote	Inference
"I, Temperance Bishop, had been looking forward to this day since I was a little girl."	
"What if I embarrass Mother and am sent home and told not to return until I'm older?"	

**Answer Bank**

- A. Temperance's favorite hobby is sewing.
- B. Making her mother proud is important to Temperance.
- C. Temperance has many important responsibilities at home.
- D. Becoming part of the sewing circle is a rite of passage for young girls in the community.
- E. Growing up in colonial times is difficult for girls because of the responsibilities placed on them by adults.

## Cranes

### What are the physical features of cranes?

Cranes are long-necked birds known for their beauty and graceful movements. They can be found on all continents except South America and Antarctica. Most species are gray with patches of white and black. Some species have red or gold on their heads. Because cranes' necks are so long, their calls are some of the deepest and loudest in the bird world. The deep "whoop" sound made by one North American species earned it the name whooping crane. There are fifteen different species of cranes, which include the notable sarus and sandhill cranes. The sarus crane is the world's tallest flying bird at almost six feet tall.

### What are the migration routes of cranes?

Sandhill cranes are most known for their migration route between Texas and Western Canada. More than half a million of the sandhill cranes stop to rest and refuel in Nebraska for about a month each March. All cranes need a great deal of energy to power their flight. Wetlands, grasslands, and lakeshores provide these large, migrating birds with food sources. Cranes have omnivorous diets. In the wetlands, grasslands, and lakeshore, they find roots, stems, and seeds, as well as fish, insects, snails, small reptiles, and rodents to eat.

### What are the threats to cranes?

Although laws in many countries protect cranes, the birds' survival is at risk because of environmental threats. Development of land for construction can reduce their habitat. Farmers add to the loss of habitat as well when they drain water from a field in order to use the land to grow crops. The chemicals some farmers use to kill insects on the plants can also harm cranes. More work needs to be done to educate people on how to protect these magnificent birds.

### How do scientists do research on cranes?

Studying cranes presents special challenges. Most cranes migrate great distances, need a variety of food, and build their nests in areas that are difficult to find. This means scientists who study cranes must be good detectives just to find the birds. Research scientists have been caught in storms, lived in swamps, and searched mountain lakes from small airplanes while trying to learn about cranes. They sometimes search for years before finally finding a nest or mapping a migration route.

### How are people working to protect cranes?

Scientists around the world have begun working together to save the cranes. One crane protection group is the International Crane Foundation. This group, which is based in Wisconsin, started as a crane breeding program to bring back populations of severely threatened species. Now the foundation's workers travel around the world to work with local conservation groups to help protect crane migration paths. These paths typically cross many countries.

Citizens from across the globe are helping to save and protect cranes as well. In 1995, the Ministry of Natural Resources in Uganda launched a national policy to conserve and manage wetland resources in the country. It serves to protect cranes and other wild animals. Street signs in Uganda remind citizens to protect their national bird, the gray-crowned crane. Villagers there have learned farming methods that avoid draining lakes where cranes nest. They have limited the use of harmful

chemicals as well. China has also protected significant crane habitats, including a refuge at Poyong Lake. Because of these efforts, China has more Siberian cranes now than it had 30 years ago. Scientists visit each other's reserves and share data and ideas for the preservation of cranes. Humans have learned that many countries need to work together to protect the crane.

6. Read the sentence from the passage.

Cranes have omnivorous diets.

Which evidence helps the reader understand the meaning of the word omnivorous?

- A. Cranes travel very long distances to find food.
  - B. Cranes base their migration paths on food availability.
  - C. Cranes need a great deal of food to sustain themselves.
  - D. Cranes eat all types of food, including plants and animals.
7. Which statement **best** reveals the author's purpose in the passage?
- A. to inform by referring to cranes in a positive way and explaining why they must be protected
  - B. to argue by seeming puzzled by the behavior of cranes and the environmental dangers they face
  - C. to inform by including only basic facts about cranes and remaining completely objective in tone
  - D. to entertain by telling funny stories about the scientists and their efforts to find cranes

8. Read the claims in the table and the evidence from the passage in the Answer Bank. Choose the evidence that **best** supports each claim. Write the letter of **one** piece of evidence in the box beside each claim. Only **two** choices in the Answer Bank will be used.

Claim	Supporting Evidence
Efforts to protect cranes have been successful.	
Cranes are threatened by their environment.	

**Answer Bank**

- A. The deep “whoop” sound made by one North American species earned it the name whooping crane.
  - B. Sandhill cranes are most known for their migration route between Texas and Western Canada.
  - C. Wetlands, grasslands, and lakeshores provide these large, migrating birds with food sources.
  - D. The chemicals some farmers use to kill insects on the plants can also harm cranes.
  - E. In 1995, the Ministry of National Resources in Uganda launched a national policy to conserve and manage wetland resources in the country.
  - F. China has more Siberian cranes now than it had 30 years ago.
9. Circle the sentence in the paragraph that describes the behavior of cranes that makes studying them especially demanding.

Studying cranes presents special challenges. Most cranes migrate great distances, need a variety of food, and build their nests in areas that are difficult to find. This means scientists who study cranes must be good detectives just to find the birds. Research scientists have been caught in storms, lived in swamps, and searched mountain lakes from small airplanes while trying to learn about cranes. They sometimes search for years before finally finding a nest or mapping a migration route.



10. According to the passage, in what ways are species of cranes distinguished from one another? Choose **three** answers.

- A. what they eat
- B. what they sound like
- C. how they are colored
- D. where they find food
- E. how they are studied by scientists
- F. where their migration path is located

## King Midas Has Donkey Ears



**NARRATOR:** Apollo and Pan are arguing about who makes better music.

**APOLLO:** My lyre sings sweeter than silver bells.

**PAN:** My flute copies the songs of blackbirds.

**APOLLO:** Let judges decide who is a better musician.

**NARRATOR:** Three judges, including King Midas, agree to listen. (*APOLLO picks up his lyre and plays. JUDGE ONE nods his head; JUDGE TWO sways from side to side; KING MIDAS yawns.*)

**PAN:** You call that music? (*He picks up his flute and plays a lively tune. JUDGE ONE frowns; JUDGE TWO snorts; KING MIDAS taps his foot enthusiastically.*)

**NARRATOR:** When Pan finishes, the judges huddle to discuss the music.

**JUDGE ONE:** Apollo's music is soothing.

**JUDGE TWO:** I agree that Apollo is the superior musician.

**KING MIDAS:** I disagree, as I nearly napped while he was playing. Music should be lively, so I vote for Pan.

**APOLLO:** Two against one, clearly I have won. But Midas, your ears are too small to appreciate what you hear, so I will fix that. (*He touches KING MIDAS's ears.*)

**NARRATOR:** Still arguing, Apollo and Pan exit, while the two judges leave shaking their heads.

**KING MIDAS:** My ears are tingling, and they feel itchy. (*He examines his ears in a mirror.*) This is worse than awful; it is horrible, dreadful, and embarrassing. I have the ears of a donkey!

No one must know, so I'll let my hair grow, and hide these monstrous furry ears under a hat. (*He rummages through a box, takes out a hat, and pulls it over his ears.*)

**NARRATOR:** He is able to deceive for a time, but eventually his long hair becomes bothersome, so he summons his barber.

**KING MIDAS:** Timor!

*(TIMOR, the barber, enters.)*

**KING MIDAS:** I need my hair trimmed, but promise you will keep secret whatever you see.

**TIMOR:** Yes, Your Majesty.

**KING MIDAS:** Promise?

**TIMOR:** Yes, Your Majesty, I promise.

**NARRATOR:** When Timor takes off the king's hat and combs his hair, he is astonished.

**TIMOR:** *(in a whispery voice)* The king has donkey ears. King Midas has donkey ears.

**KING MIDAS:** I heard that. You just promised to never tell anyone. Now get on with the trimming, but be careful, my ears are sensitive.

**NARRATOR:** Timor has a difficult time keeping King Midas's secret, but he had promised. Meanwhile, King Midas goes about the business of his kingdom, wearing a hat pulled down to conceal his ears.

One day Timor can no longer hold the secret.

**TIMOR:** If I don't tell somebody about King Midas's donkey ears, I'll explode like a kernel of corn dropped into the fire.

I will go up the mountainside, dig a hole, and whisper the secret into it. That will relieve me of the burden of the king's secret.

**NARRATOR:** So that is what Timor does, but the hole he digs reaches into the chamber where Echo resides, and Echo has the habit of repeating everything she hears.

**TIMOR:** *(on hands and knees beside the hole)* The king has donkey ears.

**ECHO:** The king has donkey ears. King has donkey ears. Donkey ears. Ears, ears, ears.

**NARRATOR:** Soon the trees pick up the words Echo whispered.

**TREES:** The king has donkey ears.

**NARRATOR:** The words are carried on the breeze until they reach the village. Soon everyone knows King Midas's secret.

**SMALL CHILD:** King Midas has donkey ears. No wonder he always wears a hat!

**ANOTHER CHILD:** How wonderful. No one else has ears like his.

**KING MIDAS:** Timor!

**TIMOR:** Yes, Your Majesty.

**KING MIDAS:** You gave your word you would not disclose my secret, so you are hereby discharged of your duties as royal barber. Instead, you will work in the stables, grooming the horses—and the donkeys.

**TIMOR:** *(hanging his head)* Yes, Your Majesty. I have learned that when I promise not to reveal a secret, I must keep my word.

**KING MIDAS:** I have learned something too. I should not be ashamed of how I look. *(He throws his hat away.)*

11. Read the lines from the drama.

**APOLLO:** Two against one, clearly I have won. But Midas, your ears are too small to appreciate what you hear, so I will fix that. *(He touches KING MIDAS's ears.)*

**NARRATOR:** Still arguing, Apollo and Pan exit, while the two judges leave shaking their heads.

How do the lines **most** contribute to the meaning of the drama?

- A. They serve as a transition to introduce new characters to the drama.
- B. They serve as a link between scenes so that a moral can be developed.
- C. They serve as a method for contrasting the personalities of the musicians.
- D. They serve as a moment of comedy to interrupt the arguing of the musicians.

12. This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which line from the passage **best** supports a theme of the drama?

- A. “Let judges decide who is a better musician.”
- B. He is able to deceive for a time . . .
- C. . . . Echo has the habit of repeating everything she hears.
- D. “I should not be ashamed of how I look.”

**Part B**

Which detail from the drama helps to develop the theme in part A?

- A. The king’s new ears impress a child.
- B. The barber speaks to someone untrustworthy.
- C. The judges use good reasoning to make their decision.
- D. The village learns of the king’s secret in an unintended way.

13. How does King Midas's character in the drama respond as the plot moves toward the resolution? Complete the chart using the plot events and character responses in the Answer Bank. Write the letter of each answer in the correct box in chronological order.

Sequence	Plot Event	Character Response to Event
1		
2		
3		

### **Answer Bank**

#### **Plot Events**

- A. King Midas's appearance is thoughtlessly changed.
- B. King Midas disagrees with the other judges.
- C. King Midas confides in his barber.

#### **Character Responses**

- D. A character behaves in an unkind manner.
- E. A character unknowingly spreads a secret.
- F. A character creates a method of concealment.

14. Read the line from the drama.

**TIMOR:** If I don't tell somebody about King Midas's donkey ears, I'll explode like a kernel of corn dropped into the fire.

How does the author's use of figurative language in the line contribute to the meaning of the drama? Choose **two** answers.

- A. It allows readers to know that events have become serious.
- B. It uses vivid description to match the rest of the drama.
- C. It reveals a character trait that causes the conflict.
- D. It provides a problem that has no solution.
- E. It relates the urgency felt by a character.

## **Cities, Cities, Cities!**

by Marcia Amidon Lusted

Cities have been around for thousands of years. When people first began to grow their own food and raise animals, they began to stay in one place instead of wandering in search of food. They built permanent places to live and settled in villages. Over time, some villages grew into towns, then cities.

But what exactly is a city? A city is an area where a lot of people live close together. Cities have their own governments, as well as systems for sanitation, transportation, and housing. According to some definitions, the population must be at least 10,000 for a place to be called a city. Others say a city must have 30,000 residents to qualify.

But if you think that cities have always had towering skyscrapers and subways running beneath the streets, think again.

No one knows exactly when the first cities grew up. But by about 5,500 years ago there were real cities in ancient Mesopotamia, Egypt, and the Indus valley. These cities often had walls for protection and citadels (large elevated areas inside the city) where special ceremonies were held.

Later, the ancient Romans became expert city-builders. Many of their towns and cities were built according to a grid pattern. There were intersecting roads and carefully designed central areas for public buildings. Sewage systems, water systems, and roads helped these cities run more smoothly. Many modern cities, such as London and Paris, began as Roman cities.

In the United States today, many cities follow a similar grid pattern. In some cases, these cities began as colonies settled by Europeans. The colonists followed a city plan required by the laws of their home countries, such as Spain. Within the grid was a central square or plaza where important business and government buildings were located. In coastal cities, a straight street connected the plaza to the waterside docks.

Back in Europe, between 1600 and 1750, cities were becoming fancier. Kings built new palaces. Public spaces began to include formal parks and gardens. In some cities, streets were arranged like spokes on a wheel, heading out from the center of the city. Monuments, statues, and important buildings were located in the center.

In time, cities began to focus more on business. Instead of handsome gardens or statues, office buildings, factories, and warehouses took the central places of importance. Railroad tracks, and later highways, ran straight through the heart of some cities.

Today's modern cities are designed around the skyscraper. Skyscrapers contain both offices and apartments. Millions of city dwellers around the world live high above the ground in tall buildings.

What will the cities of tomorrow look like? Taller buildings? New kinds of transportation? We might even see underwater cities or cities high in the sky. Perhaps there will even be cities on the moon.

## Inventions That Changed City Life

by Marcia Amidon Lusted

Life in a city owes a lot to some smart inventors. Without them, today's cities wouldn't be the same. These three inventions changed the way cities are built—and lived in.

### STEEL

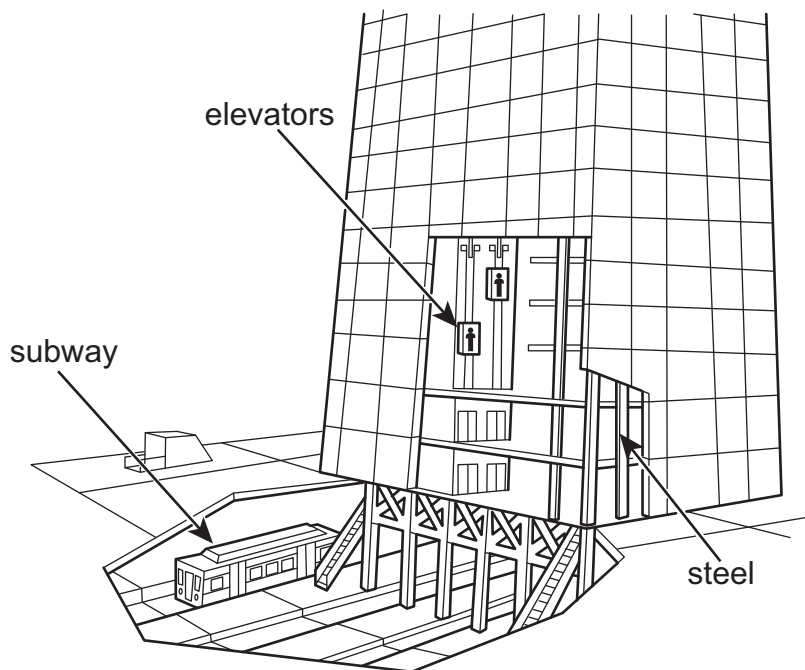
For centuries, walls were the main support of a building. The taller the building, the thicker the walls had to be. In the late 1800s a 16-story building in Chicago had walls 6 feet thick. Around that time, though, people figured out how to mass-produce steel. Steel is made from iron and a tiny amount of carbon. Stronger than pure iron, steel made it possible to build taller, stronger buildings—the buildings we call skyscrapers. A skeleton made of steel supported the walls. The walls could hang from the steel skeleton almost like curtains.

### ELEVATORS

Steel made taller buildings possible, but the elevator made them practical. Can you imagine walking up a hundred flights of stairs to your apartment? In 1852, Elisha Otis invented an elevator with a safety brake. The brake kept it from falling if the cables failed. His invention made it possible for people to move up and down tall buildings quickly and safely.

### SUBWAYS

Sure, you can get around in a city without subways, but it isn't always easy! As cities grew more crowded, streets filled with traffic. Subways make it possible to move around quickly. They help reduce traffic and keep transportation moving even in bad weather.





15. Which sentence from “Cities, Cities, Cities!” **best** supports the conclusion that ancient Roman cities were created in an organized way?
- A. But if you think that cities have always had towering skyscrapers and subways running beneath the streets, think again.
  - B. Many of their towns and cities were built according to a grid pattern.
  - C. In some cities, streets were arranged like spokes on a wheel, heading out from the center of the city.
  - D. Railroad tracks, and later highways, ran straight through the heart of some cities.
16. This question has two parts. First, answer part A. Then, answer part B.

**Part A**

What is one claim that the author makes in “Cities, Cities, Cities!”?

- A. Cities have become simpler over the years.
- B. The Romans were very skilled at building cities.
- C. Cities are now smaller than they used to be many years ago.
- D. The Americans built cities that focused on elements of nature.

**Part B**

Which evidence from the passage **best** supports the answer to part A?

- A. A city is an area where a lot of people live close together.
  - B. Sewage systems, water systems, and roads helped these cities run more smoothly.
  - C. In coastal cities, a straight street connected the plaza to the waterside docks.
  - D. Public spaces began to include formal parks and gardens.
17. In “Inventions That Changed City Life,” how does the diagram help the reader better understand the passage?
- A. by showing what the inventions look like
  - B. by indicating how much the inventions cost
  - C. by specifying how the inventions made life safer
  - D. by revealing when the inventions were developed

18. What does the information about elevators in “Inventions That Changed City Life” reveal about the author’s point of view?
- A. The author thinks that the invention of the elevator made more people move out of cities.
  - B. The author thinks that the invention of the elevator gave people who lived in cities less exercise.
  - C. The author believes that the invention of the elevator made people nervous to travel up and down skyscrapers.
  - D. The author believes that the invention of the elevator made it possible for people to live and work in skyscrapers.
19. In “Inventions That Changed City Life,” what does the use of the phrase “a skeleton made of steel” help the reader understand?
- A. how the steel helps the building move
  - B. how the steel changes as the building ages
  - C. how the steel protects people inside the building
  - D. how the steel functions to give strength to the building
20. How do the passages present the topic of cities differently?
- A. “Cities, Cities, Cities!” explains how kings made cities fancy, while “Inventions That Changed City Life” describes inventions that made cities polluted.
  - B. “Cities, Cities, Cities!” focuses on the history of cities, while “Inventions That Changed City Life” emphasizes inventions that made living in cities easier.
  - C. “Cities, Cities, Cities!” explains how colonists built cities with highways, while “Inventions That Changed City Life” describes inventions that made cities less organized.
  - D. “Cities, Cities, Cities!” focuses on the jobs people had in cities, while “Inventions That Changed City Life” emphasizes inventions that allowed people to meet their neighbors.

1. Which clue can indicate that an online source is **not** credible?
- A. the extension .edu, showing that it is a school website
  - B. articles that include an interview with only one person
  - C. questions answered by members who can join for free
  - D. the extension .org, showing that it is a nonprofit organization website

2. Students are writing a report about the benefits of rooftop gardens. Read the sources the students found for their report.

**Source A**

Building rooftop gardens is both complicated and expensive. Before the garden can even be planned, an engineer needs to review the building. It is the engineer's job to make sure the roof is strong enough to support the weight of the garden. Then an architect is hired to design the garden. Only then can construction begin. Rooftop gardens have multiple layers. Each one serves a different purpose, such as irrigating, or watering, the plants and preventing soil runoff.

**Source B**

Many urban developers are turning to rooftop gardens to make city living more attractive. Cities such as New York rely on multistory apartment buildings to house their dense populations. To attract new buyers, developers are using rooftop gardens to improve the appeal of the buildings. The gardens provide a place to escape from the concrete jungle of the city, even for a short time. They are an area for socialization, encouraging people to connect with their neighbors.

**Source C**

Many cities are facing increasing problems with air quality. Some cities, like Mexico City, are turning to gardens for help. Rooftop gardens are known for being beautiful, but they are also great at cleaning up the air. The plants use carbon dioxide and produce oxygen in return. They also collect dirt and grime in their leaves as the wind blows it around. Then rain washes all of that grime down the drain. The result is a cleaner, fresher environment for everyone!

The students wrote down some claims to use in their report. Read the claims in the table. Complete the table by writing each source name beside the claim it supports.

<b>Claim</b>	<b>Source that Supports the Claim</b>
People are developing unique solutions to the health problems faced in urban environments.	
Establishing a rooftop garden is a challenging process that requires the talents of many experts.	
Rooftop gardens can enhance the appeal of city dwelling.	

**Answer Bank**

Source A

Source B

Source C

3. Students are trying to prove the claim that using praise and food for dog training is more effective than punishment. Which research question would help them prove the claim?
- A. Which type of treats do dogs prefer the most?
  - B. How well do different dog breeds learn new tricks?
  - C. What effect does positivity have on dogs' behavior?
  - D. What does dogs' body language tell us about their moods?
4. Read the paragraph from a source.

**Source**

While some actors enjoy working in front of a camera, there are some who prefer standing behind a microphone. They are voice actors, and their job includes everything from commercials to cartoons. Voice actors might seem to have it easy, but their job is actually quite difficult. They have to work long hours in the studio, sometimes reading the same few lines over and over again. A lot of voice actors have studios in their homes so that they can practice or produce demo tapes. Demo tapes have examples of what they can do. They're used in place of auditions. Many famous actors do voice work. In fact, you can often hear the same voices in video games that are in the shows that inspired them.

A student wants to include information from the source in his report about voice actors but does not want to plagiarize the author's ideas. Read the paragraph from the student's report. Circle **two** sentences in the paragraph that are plagiarized.

It's not easy becoming a voice actor. It takes a lot of work and training, just like a movie actor. Voice actors work a long time in the studio, and they might have to say the same lines again and again. Just like regular actors, voice actors have to audition to get jobs. Voice acting auditions are different though. Voice actors will send demo tapes that have examples of what they can do. There is a lot of competition in voice acting too. Fortunately, there are many opportunities out there!

5. Students are writing an argumentative essay about stopping production of the penny. They found sources for their essay. Which sources would provide the **most** relevant information about the topic? Choose **two** answers.

- A. a book on the development of ancient money systems in Europe
- B. a blog about the different types of coins found throughout the world
- C. an opinion article in the local newspaper about throwing pennies into fountains
- D. an article on the website for the U.S. Mint that describes the process of making money
- E. a report in a news magazine about the effects of eliminating pennies in the United Kingdom

6. Read the student's draft paragraph from an informational essay.

Trains just keep getting faster and faster! The steam locomotives of the early 1800s could go about 20 miles per hour. Today, the fastest type of train in the world is a maglev train. These trains regularly carry passengers in several Asian countries. Maglev trains do not have wheels. Instead, they have powerful magnets that let them glide just above the track. Right now, the record for speed is held by the Shanghai Maglev in China. This amazing train can \_\_\_\_\_.

Which option completes the last sentence with the **most** precise information?

- A. travel at 270 miles per hour
- B. shock people with its speed
- C. appear to move like the wind
- D. go well over 100 miles per hour

7. A student is writing a report about Pluto. Read her draft.

Many adults grew up learning that Pluto was the ninth planet from the sun. In 2006, though, astronomers announced that Pluto was no longer considered a planet. The scientists said that to be a planet, an object must meet three conditions. First, it has to be in orbit around the sun. Second, it must be big and heavy enough to have a round shape. Third, it has to be the biggest object in its own path around the sun. Pluto is round, and it travels around the sun. However, it is not always the largest object in its orbit.

Which sentence would make the **best** conclusion for the student's draft?

- A. Although Pluto is small, it has several moons.
  - B. Because of this, scientists now call Pluto a "dwarf planet."
  - C. Astronomers are now looking at objects far beyond Pluto.
  - D. Therefore, Pluto's discovery in 1930 is now considered insignificant.
8. Read a student's draft essay about Costa Rica.

Costa Rica is a tiny country in Central America. Yet, Costa Rica has more plant and animal species than many other places on Earth. There are more than 800 different types of birds, for example. Some of them do not live anywhere else in the world! \_\_\_\_\_  
The different landscapes explain the country's many organisms. Costa Rica even has a rare place called a cloud forest. The trees and plants here are covered by cool, misty clouds. Many people visit Costa Rica to hike in the cloud forest.

Which sentence provides the **best** transition between ideas?

- A. Costa Rica has many reptiles and mammals.
- B. Hikers can see birds, monkeys, and much more.
- C. Costa Rica has meadows, mountains, rivers, and forests.
- D. The whole country is smaller than many states in the US.

9. Read the paragraph from a student's draft of a letter to the school principal. Circle the **two** sentences that should be revised to better match the style of the letter.

I am writing to express concern over the recent decision to take recess out of the sixth grade schedule. We do not have time to hang out with our friends during school, and that's not fair. Our school recently added health classes and the lunchroom has added healthier foods. The physical activity we receive during recess should also be important to our health. Due to the reasons set forth, the inclusion of recess is quite necessary. I ask you to reconsider and leave recess in the sixth grade schedule.

10. Read the paragraphs from a student's draft essay.

Jump-starting a school club or organization takes a lot of effort and collaboration between students and adults. Both students and adults should participate in the planning phases to start the process. There are several procedures to follow, so it's important to work together. \_\_\_\_\_

One of the first steps to starting a new club is determining what the purpose of the club will be. From there, a list of signatures is needed from the student body to show that there is sufficient interest. Once the signatures have been obtained, a presentation will need to be made to the administration. If the presentation is approved, you are on to the next step!

Which sentence provides the **best** transition between the first and second paragraphs?

- A. Therefore, getting people to join the club without the help of an adult is not possible.
- B. The students who plan to lead the club should plan to present ideas to school administrators.
- C. By working together, you will have a good chance of successfully completing the many steps in creating a new club.
- D. Once the steps are completed and everything has been approved, you have successfully created a new club for your school.



11. Read the student's draft paragraph from an informational essay.

\_\_\_\_\_ Historians examine primary and secondary sources so they can understand the daily life of historical people. Archaeologists search to uncover artifacts from ancient civilizations. Scientists study the artifacts and historians' notes in order to develop their own theories about historical civilizations. Together, the work of archaeologists, historians, and scientists has taught us a great deal about the past.

Which sentence **best** introduces the topic with precise information?

- A. Learning about history can teach us about our past.
  - B. There are many methods for people to learn about history.
  - C. Archaeologists, historians, and scientists have difficult jobs.
  - D. Many occupations work together to allow people to learn history.
12. Read the draft paragraph from a student's report about baseball. Circle the sentence that does **not** support the writer's purpose in the paragraph.

In the early 1800s America discovered a new favorite pastime. Baseball is a challenging but fun sport. There used to be a debate about where the game of baseball originated. Many people wanted to believe that the game was invented in the US. In fact, the fourth president of baseball's National League, Abraham G. Mills, declared that Abner Doubleday had invented baseball in Cooperstown, New York. However, it is now known that baseball is adapted from a British game called rounders, dating back to the 1700s. Regardless of its origin, baseball is still America's favorite pastime to this day.

Listen to the presentation. Then answer the questions.

### The Middle School Newspaper: A Worthwhile Effort

1. Which skill discussed by the speaker is developed by students meeting deadlines?
  - A. artistic creation
  - B. time management
  - C. personal expression
  - D. relationship building
  
2. According to the presentation, how does a school newspaper contribute to the lives of newspaper readers?
  - A. Readers can learn about important events happening in a community.
  - B. Readers can interact with volunteers from different grade levels.
  - C. Readers can express differing opinions.
  - D. Readers can meet writers and artists.
  
3. Which sentence expresses one of the speaker's **main** claims in the presentation?
  - A. School newspapers allow students to express their ideas and feelings.
  - B. Students who work on school newspapers gain many valuable life skills.
  - C. School newspapers help increase student satisfaction with their schools.
  - D. Students who work on school newspapers get to practice communicating with friends.
  
4. According to the presentation, which part of working on a school newspaper widens the number of people with whom students communicate?
  - A. putting writing and artistic skills to use
  - B. meeting deadlines for publishing stories
  - C. practicing needed computer technologies
  - D. gathering information for reports and stories

Listen to the presentation. Then answer the questions.

**Why Good Teachers Deserve Recognition**

5. According to the speaker, what is the **most** important quality of a good teacher?
- A. being an expert in a subject area
  - B. helping students learn study skills
  - C. making students want to learn
  - D. working without extra benefits
6. This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which sentence **best** states the claim of the presentation?

- A. Teachers rarely request additional pay or appreciation.
- B. Teachers should make students feel hopeful for the future.
- C. Teachers should be recognized and rewarded for their work.
- D. Teachers receive varying levels of respect in different cultures.

**Part B**

What evidence from the presentation **best** supports the answer to part A?

- A. Teachers use different ways to engage their students in learning.
- B. Teachers have a big influence on student success, according to research.
- C. Teachers use their own money and time to help students learn and grow.
- D. Teachers are treated with the same amount of respect as doctors in other countries.

7. What is one way the speaker builds support for the claim of the presentation?
- A. by using statistics to show how teachers are paid
  - B. by describing the tasks that teachers do each day
  - C. by comparing the lack of recognition teachers receive here to other nations
  - D. by giving an example of a specific teacher who had a great impact on students
8. According to the speaker, what should be done to recruit the **best** candidates to become teachers? Choose **two** answers.
- A. offer more money or bonuses
  - B. change requirements for licenses
  - C. employ organized administration staff
  - D. make teaching a high-status profession
  - E. give future teachers a free college education

### ITEM TYPES

**CR – Constructed Response**

**EBSR – Evidence-Based Selected Response**

**MC – Multiple Choice**

**MS – Multi-Select Response**

**SA – Short Answer**

**TE – Technology Enhanced**

**WP – Writing Prompt**

Session	Item	Type	MLS Code	Answer	Point(s)	Point Breakdown
1	1	MC (Paper) TE (Online)	6.RL.1.B	high standards	1	
1	2	MC	6.RL.2.B	D	1	
1	3	MC	6.RL.2.D	C	1	
1	4	MS	6.RL.2.A	D, E	2	<ul style="list-style-type: none"> <li>• 2 points for all correct</li> <li>• Each incorrect choice negates a correct choice</li> </ul>
1	5	MS (Paper) TE (Online)	6.RL.1.A	<b>Row 1</b> D <b>Row 2</b> B	2	<b>Row 1</b> <ul style="list-style-type: none"> <li>• 1 point for Row 1 correct</li> </ul> <b>Row 2</b> <ul style="list-style-type: none"> <li>• 1 point for Row 2 correct</li> </ul>
1	6	MC	6.RI.1.B	D	1	
1	7	MC	6.RI.2.B	A	1	
1	8	MS (Paper) TE (Online)	6.RI.2.D	<b>Row 1</b> F <b>Row 2</b> D	2	<b>Row 1</b> <ul style="list-style-type: none"> <li>• 1 point for Row 1 correct</li> </ul> <b>Row 2</b> <ul style="list-style-type: none"> <li>• 1 point for Row 2 correct</li> </ul>
1	9	MC (Paper) TE (Online)	6.RI.1.A	Sentence 2	1	
1	10	MS	6.RI.1.A	B, C, F	2	<ul style="list-style-type: none"> <li>• 2 points for all correct</li> <li>• Each incorrect choice negates a correct choice</li> </ul>
1	11	MC	6.RL.2.A	B	1	
1	12	EBSR	6.RL.1.D	<b>Part A</b> D <b>Part B</b> A	2	<b>Part A</b> <ul style="list-style-type: none"> <li>• 1 point for correct answer</li> </ul> <b>Part B</b> <ul style="list-style-type: none"> <li>• 1 point for correct answer ONLY if Part A is also correct</li> </ul>
1	13	MC (Paper) TE (Online)	6.RL.2.D	<b>Sequence 1 – Plot; Character</b> B; D <b>Sequence 2 – Plot; Character</b> A; F <b>Sequence 3 – Plot; Character</b> C; E	2	<ul style="list-style-type: none"> <li>• 2 points for all 6 correct</li> <li>• 1 point for 4–5 correct</li> <li>• 0 points for 0–3 correct</li> </ul>
1	14	MS	6.RL.2.C	C, E	2	<ul style="list-style-type: none"> <li>• 2 points for all correct</li> <li>• Each incorrect choice negates a correct choice</li> </ul>
1	15	MC	6.RI.1.A	B	1	

### ITEM TYPES

**CR – Constructed Response**

**EBSR – Evidence-Based Selected Response**

**MC – Multiple Choice**

**MS – Multi-Select Response**

**SA – Short Answer**

**TE – Technology Enhanced**

**WP – Writing Prompt**

Session	Item	Type	MLS Code	Answer	Point(s)	Point Breakdown
1	16	EBSR	6.RI.2.D	Part A B Part B B	2	Part A • 1 point for correct answer Part B • 1 point for correct answer ONLY if Part A is also correct
1	17	MC	6.RI.2.A	A	1	
1	18	MC	6.RI.2.B	D	1	
1	19	MC	6.RI.2.C	D	1	
1	20	MC	6.RI.3.B	B	1	
2	1	MC	6.W.1.A	C	1	
2	2	MS (Paper) TE (Online)	6.W.1.A	Row 1 C Row 2 A Row 3 B	2	• 2 points for all answers correct • 1 point for 1 answer correct and 0–2 incorrect • 0 points for no correct answers
2	3	MC	6.W.1.A	C	1	
2	4	MS (Paper) TE (Online)	6.W.1.A	Sentence 3, Sentence 6	2	• 2 points for all correct • Each incorrect choice negates a correct choice
2	5	MS	6.W.1.A	D, E	2	• 2 points for all correct • Each incorrect choice negates a correct choice
2	6	MC (Paper) TE (Online)	6.W.3.A.b	A	1	
2	7	MC	6.W.3.A.a	B	1	
2	8	MC (Paper) TE (Online)	6.W.3.A.d	C	1	
2	9	MS (Paper) TE (Online)	6.W.3.A.b	Sentence 2, Sentence 5	2	• 2 points for all correct • Each incorrect choice negates a correct choice
2	10	MC (Paper) TE (Online)	6.W.3.A.d	C	1	
2	11	MC (Paper) TE (Online)	6.W.3.A.a	D	1	
2	12	MC (Paper) TE (Online)	6.W.3.A.a	Sentence 2	1	
3	1	MC	6.SL.1.C	B	1	
3	2	MC	6.SL.1.B	A	1	
3	3	MC	6.SL.1.B	B	1	
3	4	MC	6.SL.1.C	D	1	
3	5	MC	6.SL.1.C	C	1	

**ITEM TYPES****CR – Constructed Response****EBSR – Evidence-Based Selected Response****MC – Multiple Choice****MS – Multi-Select Response****SA – Short Answer****TE – Technology Enhanced****WP – Writing Prompt**

Session	Item	Type	MLS Code	Answer	Point(s)	Point Breakdown
3	6	EBSR	6.SL.1.B	<b>Part A</b> C <b>Part B</b> B	2	<b>Part A</b> • 1 point for correct answer <b>Part B</b> • 1 point for correct answer ONLY if Part A is also correct
3	7	MC	6.SL.1.B	C	1	
3	8	MS	6.SL.1.C	A, D	2	• 2 points for all correct • Each incorrect choice negates a correct choice

*The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, gender identity, sexual orientation, national origin, age, veteran status, mental or physical disability, or any other basis prohibited by statute in its programs and activities. Inquiries related to department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Director of Civil Rights Compliance and MOA Coordinator (Title VI/Title VII/Title IX/504/ADA/ADAAA/Age Act/GINA/USDA Title VI), 5th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email [civilrights@dese.mo.gov](mailto:civilrights@dese.mo.gov).*