Maryland MCAP Grade 6 English Language Arts Practice

Exam Materials
Pages 2 - 34

Answer Key Materials
Pages 35 - 36

Student Name _____

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MCAP Maryland Comprehensive Assessment Program

Grade 6
English Language Arts/Literacy
Test Book

Practice Test

TEST BOOKLET SECURITY BARCODE

Section 1

Directions:

Today, you will take Section 1 of the Grade 6 English Language Arts/Literacy Practice Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

In this passage, you will learn the true story of how two young brothers, Joseph and Étienne Montgolfier of France, became inventors of hot-air balloon flight in 1783. Read the passage. Then answer the questions.

Flying Balloons: The Story of the Montgolfier Brothers

by Joseph Taylor

1 Greek, Latin, and theology were the subjects taught in his school, but it was science and mathematics that interested Joseph Montgolfier. As often as he could, he would steal time from his studies to escape outdoors, where he could let his mind wander and ponder nature.

2 One day, he found himself considering the possibility of flight. Though many had tried, no human had ever flown before. Most people thought it impossible. One noted scientist put it bluntly: "It has been proved that we human beings are incapable of rising from the ground and soaring in the air. Why waste time on attempts at changing nature's basic laws?"

3 Joseph had other ideas. He saw that many things in nature—bubbles, steam, clouds—did rise. "Surely, a human could lift off the ground and fly, too," he told his brother Étienne.

4 Étienne nodded his agreement. "But how?"

5 Joseph grew so frustrated with his formal studies and his father's rigid ways that he left school. He found a job picking mulberry leaves on a farm that raised silkworms. It wasn't exactly the life of a prosperous merchant's son, and his father soon had him returned to school. Joseph only grew more determined to study science and mathematics.

6 Meanwhile, Étienne excelled in school, much to his father's delight. When he grew up, he became an architect, then, when his father retired, manager of the family business.

7 Joseph, though, stumbled from one failed career endeavor to the next. Although he devised new kinds of paper and manufacturing techniques, most of the family was dismissive of his attempts at papermaking. Meanwhile, Joseph's dream of flight remained just a dream. Perhaps, he started to think, it always would.

8 Then one dreary November day in 1782, as forty-two-year-old Joseph warmed himself beside the fire in his apartment in Avignon, an idea came to him. He noticed how quickly the smoke rose up the chimney. Could it be, he wondered, that something could float up with it?

9 He glued together a few pieces of paper to make a small bag, then carefully held it upside down above the flame. When he released it, the bag flew up the chimney with the smoke.

10 His heart racing, Joseph borrowed some green silk taffeta from his landlady and sewed a larger bag using the dress material. When he filled the bag with smoke, he could hardly believe his eyes. It lifted out of his hands and rose up to the ceiling.

11 After sending a hurried note to Étienne, Joseph made for Annonay to show his younger brother his discovery. "It's incredible!" Étienne agreed.

12 The brothers quickly set to work experimenting. For months they tested many different bags—small and large, paper and cloth, square and round, some inflated over a smoky fire on the ground, others carrying kettles of fire up with them. Finally, they designed a large, round bag constructed of layers of paper and cloth that did not carry a kettle. It was 110 feet in circumference, weighed approximately 500 pounds—and was held together by more than 1,800 buttons!

13 Rumors of the Montgolfier brothers' experiments eventually aroused curiosity, and they were invited to give a public demonstration of their "machine." On 4 June 1783, surrounded by a crowd of local officials and townspeople, Joseph and Étienne built a smoky fire in a grate using straw and wool and sent their balloon aloft. It rose more than 3,000 feet and drifted for ten minutes before landing in a vineyard. The brothers agreed that the machine could have stayed up longer had the smoke not escaped from its buttoned sides. But the crowd was far from disappointed. Everyone rushed to congratulate them.

14 Soon the Academy of Sciences and the king and queen themselves, Louis XVI and Marie Antoinette, invited the Montgolfiers to Paris to demonstrate their invention. Joseph and Étienne were overjoyed. All they needed was some time to construct a better "aerostat," as they now called the balloon.

15 But time was something they did not have. A few weeks after their triumph, they learned that their demonstration had prompted a prominent Parisian scientist, Jacques Charles, to begin work on a similar machine. Stunned, the brothers decided that the more worldly Étienne should go to Paris to keep up with events and oversee the construction of their new aerostat.

16 On 27 August 1783, thousands of people assembled in Paris to witness the flight of Charles's *Le Globe*. When it was unveiled, Étienne and his new friend, Jean-François Pilâtre de Rozier, an ambitious young scientist, gasped at its small size. Then Étienne realized why it was so small. "He's using inflammable air!"

17 Indeed, unlike the Montgolfiers' aerostat, Charles's was filled with a gas discovered seventeen years earlier that would soon become known as hydrogen. It was lighter than air—but also explosive. When Charles heard first reports of the Montgolfiers' flight, he may have believed, with other scientists, that their balloon was lifted with this gas.

18 Forty-five minutes after *Le Globe* lifted off, the Charles aerostat burst. Although Charles's flight was not completely successful, Paris now buzzed with excitement. People talked about exploring the "air ocean" the way they had the sea.

19 A few weeks later, on 12 September, Étienne demonstrated his new, handsewn aerostat to members of the Academy of Sciences. Though the balloon rose up into the air, a sudden rain sent it crashing to the ground, destroying it. Étienne was horrified. The great demonstration before the king and queen was scheduled in less than a week! Trying not to panic, he and his workers quickly began to construct an entirely new aerostat.

20 Not only did they finish in time, but Étienne took the opportunity to add a wicker basket to the new design. This aerostat would carry passengers.

21 On 19 September, near the royal palace at Versailles, the king and queen watched expectantly as the Montgolfier aerostat took off, with a sheep, a rooster, and a duck in its basket. A gust of wind knocked the balloon against its support mast, tearing it slightly. Once in the air, another gust tilted it and sent a plume of smoke streaming out its side. Étienne grimaced and closed one eye. But the aerostat continued at an angle, traveling two miles in eight minutes before landing safely in a small meadow.

World History Archive / Alamy Stock Photo

Hand-colored etching depicting the hot-air balloon, released by the Montgolfier brothers, ascending from the Palace of Versailles before the royal family. Dated 1783.

1 Read paragraphs 2 and 3. Why did Joseph believe that human flight was possible?

A He had observed elements in nature moving upward.

B He had learned about human flight during his studies.

C He had a dream in which he imagined seeing the world from high above.

D He had heard that scientists were also wondering whether human flight could happen.

2 Which quote from the passage is **best** supported by the image and caption found at the end of the passage?

A "On 27 August 1783, thousands of people assembled in Paris to witness the flight of Charles's *Le Globe*." (paragraph 16)

B ". . . Étienne demonstrated his new, handsewn aerostat to members of the Academy of Sciences." (paragraph 19)

C "Though the balloon rose up into the air, a sudden rain sent it crashing to the ground, destroying it." (paragraph 19)

D "Once in the air, another gust tilted it and sent a plume of smoke streaming out its side." (paragraph 21)

3 Part A

Based on the passage, which statement **best** describes Joseph?

A He tries hard to win the approval of his family members.

B He feels jealous of his brother's academic accomplishments.

C He gets distracted and does not put much effort into his work.

D He does not always agree with the plans made for him by others.

Part B

Which quotation from the passage **best** supports the answer to Part A?

A "'Surely, a human could lift off the ground and fly, too,' he told his brother Étienne." (paragraph 3)

B "Joseph grew so frustrated with his formal studies and his father's rigid ways that he left school." (paragraph 5)

C "Meanwhile, Étienne excelled in school, much to his father's delight." (paragraph 6)

D "Although he devised new kinds of paper and manufacturing techniques, most of the family was dismissive of his attempts at papermaking." (paragraph 7)

4 In paragraph 7, what does the word **endeavor** mean?

A demand

B location

C attempt

D business

5 Part A

By describing Étienne as "worldly" in paragraph 15, what does the author suggest about him?

A He has business knowledge and experience.

B His ideas are creative and full of imagination.

C He has met with the French royalty before.

D His invention will inspire imitations by others.

Part B

Which quotation from the passage **best** supports the answer to Part A?

A "One day, he found himself considering the possibility of flight." (paragraph 2)

B "When he grew up, he became an architect, then, when his father retired, manager of the family business." (paragraph 6)

C ". . . they learned that their demonstration had prompted a prominent Parisian scientist, Jacques Charles, to begin work on a similar machine." (paragraph 15)

D "The great demonstration before the king and queen was scheduled in less than a week!" (paragraph 19)

6 Part A

Which statement is a central idea of the passage?

A Great achievements often require extra efforts.

B It is important to respect nature and its limitations.

C A successful life requires a formal education.

D New ideas quickly gain approval from others.

Part B

Which quotation from the passage **best** supports the answer to Part A?

A "Greek, Latin, and theology were the subjects taught in his school, but it was science and mathematics that interested Joseph Montgolfier." (paragraph 1)

B "Though many had tried, no human had ever flown before. Most people thought it impossible." (paragraph 2)

C "Meanwhile, Joseph's dream of flight remained just a dream." (paragraph 7)

D "The brothers quickly set to work experimenting. For months they tested many different bags. . . ." (paragraph 12)

Read the passage. Then answer the questions.

How a Foolish Wolf Learned to Be Satisfied

1 A dissatisfied wolf, sitting one day in the door of his house, saw a crow fly by.

2 "How is it," thought he, "that so good for nothing a creature can fly, while I can not? I would indeed be happy were I able to soar through the air."

3 With that he set about planning to get some wings, and being clever, as creatures go, he soon had an idea that he thought very fine. So he polished his boots; laid out his best clothes; and went to bed chuckling with glee, over what he was going to do.

4 Next morning, looking very fine, he was out betimes, and met a fat grey goose on her way to market, with her basket on her wing.

5 "Good morning!" said the goose. And having no more than a bowing acquaintance, she would have passed with a courtesy, but the wolf, as if quite by accident, scraped against her and caught his buttons in her feathers.

6 "Oh, madam, excuse me!" he cried, making such a fuss about getting loose that the goose was quite flurried, and glad enough to excuse him and go on her way. But that was not the end of the matter, for she had gone but a few steps when the wolf called after her.

7 "Madam, madam, you have lost something!" and came running up with a feather. "Oh!" said the goose, "is that all you have? You might have saved your breath, for feathers are of no use to me after they fall out."

8 "Oh!" cried the wolf, "I could not think it was worthless, for I so admire your beautiful wings. I wonder you are not flying all the time, instead of going along the ground, as we poor creatures must be content to do. Perhaps you will give me this beautiful feather for a keepsake."

9 The goose, too honest to be puffed up by this flattery, gave him the feather, wondering how it was that no one had ever before called her modest plumage "beautiful."

10 "Well begun is half done," thought the wolf, as he trotted off; for having won the good will of the honest goose by his flattery, she made no objection to his walking along the road with her every morning.

11 "Dear me, something is pinching me!" the goose would say, as they parted at the crossroads.

12 "It is the sun beating down," the wolf would reply, or else, "A fly is biting you." And he would be off through the woods with another feather, while the poor goose preened her wings, never guessing why they were ruffled.

13 At last the wolf had enough feathers and sat at home, with wire and string, making a pair of wings; nor was he the least bothered that he had not come by the feathers honestly.

14 When the wings were finished he fastened them to his sides, twisting the wire and string around his poor body till he could scarcely breathe; but he paid no attention to that, since he thought he looked so grand, and strutting before the glass he cried:

15 "How the birds and the fowls will envy me! I will outfly them all, and the ugly black crows will not dare caw at me anymore!"

16 Now he must show the goose what a handsome bird he made—not a delicate thing to do, you'll agree, since his wings were made of the goose's feathers.

17 When the grey goose saw him she was indeed surprised.

18 "Do not, I beg of you, try to fly!" she cried. Whereupon the wolf thought she was angry because he had stolen her feathers.

19 "Oh, no!" cried the goose. "Of what use are they to me now? I have new ones in place of them. If it were meant for you to fly, you would have wings. What should we all come to, I would like to know, if each wished to do the other's work, instead of what we are fitted for? If I tried to be a canary what kind of singing do you think I could do? I am indeed thankful that I am a goose, and shall be the best goose I know how to be!"

20 And this was wisdom from a goose, for aught people say they are silly.

21 But what did the wolf care for all this!

22 Only sorry that he had delayed trying his wings, he bade her good-bye, and trotted off, looking too vain and silly for anything. It is true he could not go very fast, as his wings did not lie flat when he tried to run, as did those of the goose.

23 "But one cannot have everything!" thought he, "and it will be so glorious to fly that I shall not want to run anymore."

24 Finally he reached the top of a hill so high that his nose was poking into the clouds, while the cattle in the valley below looked like specks.

GO ON ▶

25 "Ah!" exclaimed the wolf, trying to spread his wings, "this is something like it!"

26 His wings did not spread and flap as he expected, but he was quite certain that when he started to fly the wind would make them go; so swelling out his chest, he looked about to see if anyone was watching.

27 "Ha, ha!" he laughed, seeing the fox and the weasel and some other of his comrades below on the hill, "now they shall see a sight that will open their eyes!"

28 He gave a mighty leap into the air!

29 Crash, bang! crash, bang! down through tree-tops and bushes; rolling over and over; bumping on stones; scraping his shins on the sharp rocks, and into the creek at the bottom, came the wolf with his fine wings!

30 "Oh, let me get rid of these!" he cried, but they were so twisted about him that there was no getting them loose.

31 "Ho, ho!" laughed a hunter coming along, "you are caught in a trap, my fine fellow!" So he tied a rope round the wolf's neck, and led him along like a calf.

32 "Oh, sir!" cried the wolf, "let me go! I have harmed no one but myself. I was trying to fly."

33 "He, ho!" laughed the hunter, "so these are your wings, and it is you who have been plucking the feathers from my good goose. It is true that you have harmed no one but yourself; but that you may have time to think over your folly, I shall take you home with me and set you to churning my butter."

34 While the wolf was treading the milk into fine butter he thought somewhat in this wise[1] :

35 "Had I heeded the grey goose and been satisfied to be a good wolf, I should be safe in my house to-day!"

36 So much for being envious! For what was it but envy that got the wolf into all this trouble? And of what use are other creatures' wings to us, when we do not know how to use them?

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[1]**wise** manner

GO ON ▶

7 Part A

Read paragraphs 10 through 12. What is suggested about the wolf?

A He is lying to the goose.

B He is happy to have a loyal friend.

C He is concerned that the goose is being harmed.

D He often praises the goose because he admires her so much.

Part B

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

A "'Well begun is half done,' thought the wolf . . ." (paragraph 10)

B ". . . she made no objection to his walking along the road with her every morning." (paragraph 10)

C "'Dear me, something is pinching me!' the goose would say. . ." (paragraph 11)

D "'It is the sun beating down,' the wolf would reply. . ." (paragraph 12)

8 Part A

What is a theme of the passage?

A Treat others as you would want to be treated.

B Never stop seeking to learn new things.

C Be happy with who you are and what you can do.

D Honesty is the best way to make true friends.

Part B

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

A "'Oh!' cried the wolf, 'I could not think it was worthless, for I so admire your beautiful wings.'" (paragraph 8)

B "'. . . now they shall see a sight that will open their eyes!'" (paragraph 27)

C "'It is true that you have harmed no one but yourself. . .'" (paragraph 33)

D "'Had I heeded the grey goose and been satisfied to be a good wolf, I should be safe in my house to-day!'" (paragraph 35)

9 In paragraph 6, what does the word **flurried** mean?

A upset

B wise

C rushed

D helpful

10 In paragraph 8, what does the word **keepsake** mean?

A payment

B souvenir

C distraction

D project

11 Part A

Which statement **best** describes how the goose reacts to the wolf when she sees his wings?

A She argues with him because he took her feathers.

B She agrees that the feathers look beautiful on him.

C She boasts that she is a better goose than he will ever be.

D She pleads with him because she is worried about his safety.

Part B

Which quotation from the passage **best** supports the answer to Part A?

A "Now he must show the goose what a handsome bird he made. . . ." (paragraph 16)

B "When the grey goose saw him she was indeed surprised." (paragraph 17)

C "'Do not, I beg of you, try to fly!' she cried." (paragraph 18)

D "'I am indeed thankful that I am a goose, and shall be the best goose I know how to be!'" (paragraph 19)

12 The descriptive language in paragraph 29 **mainly** contributes to the development of the plot by showing that the wolf

A injures the goose to make his new wings.

B damages the forest with his new wings.

C fails in his attempt to fly with his new wings.

D entertains his friends with his new wings.

Section 2

Directions:

Today, you will take Section 2 of the Grade 6 English Language Arts/Literacy Practice Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

One of the questions may ask you to write a response. Write your response in the space provided in your answer document. Only responses written within the space provided will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

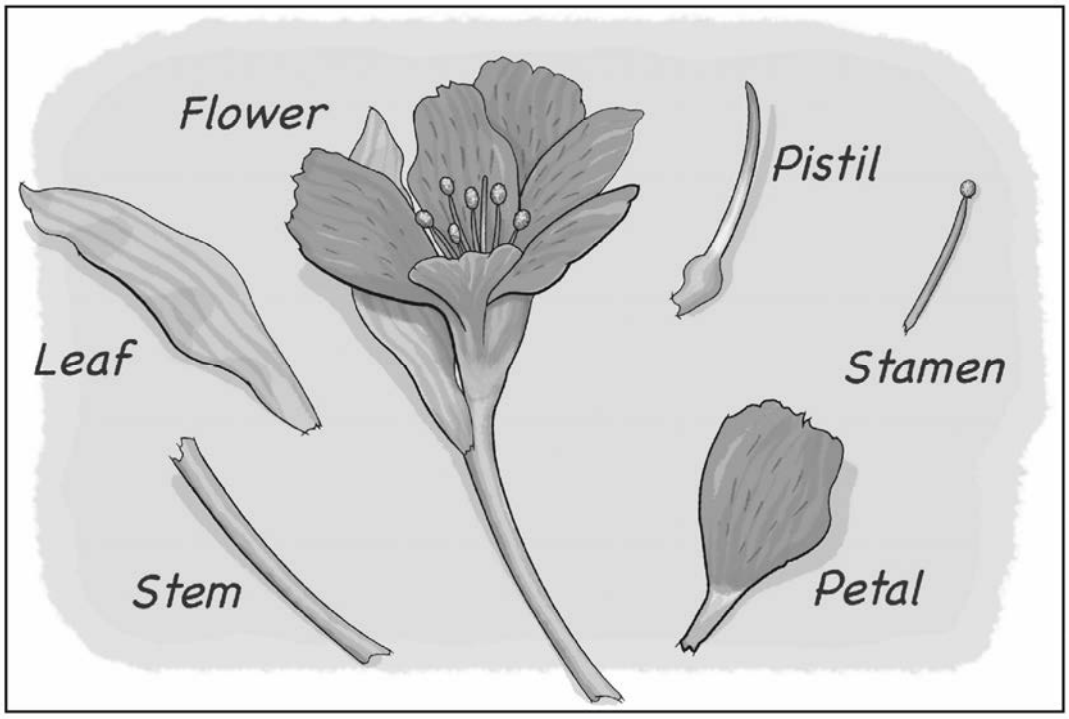
GO ON ▶

Today you will read the passages "Dissect a Flower" and "Venus Flytrap." Then you will answer questions about the passages and write a response in which you analyze both texts.

This passage describes an activity where students could dissect, or take apart and examine, the parts of a flower. Read the passage "Dissect a Flower." Then answer the questions.

Dissect a Flower

by Svenja Lohner



1 Springtime is when nature appears to come back to life after winter. Trees grow leaves, grass gets green, and flowers sprout, displaying beautiful colors and sometimes spreading a delightful scent. But have you ever looked at a flower in more detail? What parts do flowers consist of? Are all flowers alike? In this activity you will find out by dissecting, or taking apart, a flower piece by piece. How many plant parts do you think you can identify?

Background

2 Plants that make flowers are known as flowering plants. But do flowers only exist to make plants look pretty? Not quite! Although they can be beautiful to us, flowers are made to attract pollinators for reproduction. This means the flowers are a crucial part

of the process in growing seeds to make more plants. If you look closely at a flower, you might see that it is made of many different parts, each of which has a specific purpose.

3 Some flowering plants have a stem, which is a long stalk that carries water and nutrients and supports the flower. Leaves produce the food for the plant by photosynthesis, a process that helps makes plant food from light, carbon dioxide, and water.

4 When you look at the flower of a flowering plant, the most obvious parts are probably the petals. They can vary in size and shape but are usually brightly colored. Their purpose is to attract the bees and other insects that help to pollinate the plants. You might be surprised to learn that some flowers—in the botanical world they are called "perfect flowers"—have male parts and female parts, and each plays an important role during pollination.

5 The male parts, called stamens, look like long stalks (known as filaments) with a little round shape at their end (called the anther), which contains the plant pollen. This bright yellow or orange dust is what insects carry from one plant to another. Pollination occurs if the pollen gets carried to the female parts of a new flower, called the pistil. The pistil is usually a long stalk located in the center of the flower and is also made up of several parts. Most importantly it contains the ovary at its bottom, which houses the female plant eggs called ovules. When pollen is dropped into the pistil of a flower, the eggs, or ovules, inside the plant ovaries are fertilized. The fertilized ovules then grow into plant seeds, and the ovary becomes the fruit.

6 As you can see, a flower is much more than just beautiful to look at: it is essential for a plant to create more plants. Take a closer look at the many different plant parts in this activity, and see how they differ from one flower to another!

Materials

- Three different large fresh flowering plants, such as roses, tulips, lilies, petunias, carnations or irises. You will need at least the stem with a flower attached for each of these. Note: Make sure you select "perfect flowers," which have male (stamen) and female (pistil) plant parts, such as those listed above. If you have allergies to certain plants, make sure that you use an alternative.
- Glass or cup with water
- Six paper plates
- Tweezers
- Scissors
- Magnifying glass or hand lens (optional)

GO ON ▶

- At least one additional (intact) specimen of each of the flower types you chose to dissect (optional)
- Paper (optional)
- Colored pencils (optional)
- Poster-sized paper or poster board (optional)
- Tape (optional)
- One or more vegetables or fruits, such as carrots, beets, asparagus, broccoli, cauliflower, tomatoes, apples, peppers, lettuce, peas, corn or cabbage (optional)

Preparation

- Label each of the paper plates with one plant part ("Stem," "Petal," "Leaf," "Pistil" and "Stamen").
- Label one extra paper plate "Other."
- Draw lines onto each paper plate to divide it into three sections.
- Label each section on each plate with a name of one of the three flowering plants.

Procedure

- Carefully look at each of the flowering plants. If you have a magnifying glass, you can use it to examine your plants and their flowers. *What does each plant and flower look like?*
- Choose one of your flowering plants, and start your plant dissection. Use your hands, scissors or tweezers and carefully take apart your plant. *Which plant parts can you identify?*
- Once you have removed one part of the plant, try to identify it, and place it on the corresponding plate. Put it in the section that is labeled with the right plant name. *Can you find a plant part for each plate?*
- If you cannot identify a specific plant part, place it on the "Other" plate.
- When you have finished taking the first plant apart look at all its different parts. *How do different parts within one plant compare?*
- Next repeat the dissection with the remaining two flowering plants. Then compare the plant parts on each paper plate. *What do you notice about the same plant part from different flowering plants?*
- Look at all the plant parts that you placed on the "Other" plate. *What do you think these plant parts are? How can you find out?*

1 In paragraph 5 of "Dissect a Flower," the **pistil** is the part of the plant that

A grows the pollen.

B attracts bees and insects.

C holds the ovary.

D produces a sweet smell.

2 What are **two** purposes for including the picture of the flower in "Dissect a Flower"?

A to label the individual parts of a flower

B to support the idea that flowers are attractive

C to reveal how a flower looks under a magnifying glass

D to show how a flower looks when whole and when separated

E to demonstrate how to cut a flower using scissors

3 Part A

Which central idea about flowers is **best** supported in the passage "Dissect a Flower"?

A The purpose of flowers is to make plants look appealing.

B Flowers exist to attract pollinators for reproduction.

C The petals are the most noticeable part of a flower.

D Most flowering plants are brightly colored.

Part B

Which quotation from the passage **best** supports the answer to Part A?

A ". . . and flowers sprout, displaying beautiful colors and sometimes spreading a delightful scent." (paragraph 1)

B "If you look closely at a flower, you might see that it is made of many different parts. . . ." (paragraph 2)

C "Some flowering plants have a stem, which is a long stalk that carries water and nutrients and supports the flower." (paragraph 3)

D ". . . a flower is much more than just beautiful to look at: it is essential for a plant to create more plants." (paragraph 6)

Read the passage "Venus Flytrap." Then answer the questions.

Venus Flytrap

1 The Venus flytrap is a flowering plant best known for its carnivorous eating habits. The "trap" is made of two hinged lobes at the end of each leaf. On the inner surfaces of the lobes are hair-like projections called trichomes that cause the lobes to snap shut when prey comes in contact with them. This type of movement is called thigmonasty—a nondirectional plant response to being touched. To prevent the plant from wasting energy if prey isn't actually there, the trap will only shut when the trichomes are touched multiple times. The hinged traps are edged with small bristles that interlock when the trap shuts to ensure the prey can't squirm out. There are other carnivorous plants in the wild, but the Venus flytrap is one of the very few that exhibits motion to actively trap its prey.

RANGE

2 The Venus flytrap is endemic to North and South Carolina, but it has been introduced to a few other states, including Florida and New Jersey. It is popular as a potted plant in many parts of the world, but unfortunately most of the Venus flytraps sold have been cultivated or collected from declining wild populations.

3 The plant grows in moist, acidic soil that may be poor in nutrients. Venus flytraps need an open understory (the part of the forest below the canopy) to live. Part of what keeps the understory open is natural fires that sweep through and burn away parts of trees and shrubs. These fires can become dangerous to humans, so often we stop them before they have a chance to provide benefits to the forest. This results in less suitable habitat for the sun-loving Venus flytrap.

DIET

4 The Venus flytrap gets some of its nutrients from the soil, but to supplement its diet, the plant eats insects and arachnids. Ants, beetles, grasshoppers, flying insects, and spiders are all victims of the flytrap. It can take a Venus flytrap three to five days to digest an organism, and it may go months between meals.

LIFE HISTORY

5 Venus flytraps are perennial plants, which means they bloom year after year. The flowers are white with green veins running from the base of the petal toward the edges. Pollinated flowers eventually give rise to seeds.

6 Each trap on the plant can only open and close several times before it dies and falls off. Then the plant produces a new trap from its underground stems. The lifespan of the Venus flytrap isn't known for certain, but it's been estimated to live up to 20 years and possibly longer.

CONSERVATION

7 The Venus flytrap is internationally listed as vulnerable. It is also under consideration for federal listing on the U.S. endangered species list. This species is threatened by overcollection, habitat destruction, and fire suppression.

FUN FACT

8 Like all plants, the Venus flytrap gets its energy from the sun in a process called photosynthesis. It digests insects and arachnids to get nutrients that are not available in the surrounding environment.

4 Part A

What is the meaning of **digest** as it is used in paragraph 4 of "Venus Flytrap"?

A attract

B identify

C capture

D consume

Part B

Which quotation from paragraph 4 **best** supports the answer to Part A?

A "The Venus flytrap gets some of its nutrients from the soil. . . ."

B ". . . to supplement its diet, the plant eats insects and arachnids."

C "Ants, beetles, grasshoppers, flying insects, and spiders are all victims of the flytrap."

D ". . . it may go months between meals."

5 According to "Venus Flytrap," what effect do forest fires have on the survival of Venus flytraps?

A They create an area below the surface where Venus flytraps can grow.

B They block out the sunlight that Venus flytraps need.

C They reduce the amount of moisture available to Venus flytraps.

D They cause an increase in the insects that Venus flytraps prey upon.

6 Part A

What is a central idea in "Venus Flytrap"?

A Venus flytraps are aggressive hunters.

B Venus flytraps require a great deal of care.

C Venus flytraps need specific conditions to thrive.

D Venus flytraps are common household plants.

Part B

Which **two** details from the passage **best** support the answer to Part A?

A "The 'trap' is made of two hinged lobes at the end of each leaf." (paragraph 1)

B "To prevent the plant from wasting energy if prey isn't actually there . . ." (paragraph 1)

C "It is popular as a potted plant in many parts of the world. . . ." (paragraph 2)

D "Venus flytraps need an open understory (the part of the forest below the canopy) to live." (paragraph 3)

E "This results in less suitable habitat for the sun-loving Venus flytrap." (paragraph 3)

Refer to the passage "Dissect a Flower" and the passage "Venus Flytrap." Then answer the questions.

7 According to "Dissect a Flower" and "Venus Flytrap," what are **two** ways in which Venus flytraps are **similar** to other plants?

A They use photosynthesis to receive energy from the sun.

B They reproduce by growing flowers that are pollinated.

C They feed on insects by catching them in traps.

D They grow large flowers that produce a sweet odor.

E They are made up of parts that are easy to examine.

8 Part A

If a student was dissecting a flowering Venus flytrap as described in "Dissect a Flower," which part would go onto the plate labeled "Other"?

A stem

B leaf

C lobe

D stamen

Part B

Which paragraph from "Venus Flytrap" **best** provides descriptions that support the answer to Part A?

A paragraph 1

B paragraph 3

C paragraph 5

D paragraph 6

9 You have read two passages about plants. "Dissect a Flower" provides an experiment a reader can perform to learn about plants, while "Venus Flytrap" provides facts and descriptions to help the reader learn. Which type of passage provides a better opportunity for learning?

Write a response arguing whether a reader learns more from thinking through an experiment or from thinking through facts and descriptions. Use information from **both** passages in your argument.

MCAP Maryland Comprehensive Assessment Program

MCAP Paper Practice Test Answer and Alignment Document
ELA/Literacy: Grade 6

Section 1		
Items 1-12		
Task: Informational Single		
Passage 1: "Flying Balloons: The Story of the Montgolfier Brothers"		
Item Number	**Answer(s)**	**Standards Alignment**
1. VR198484	**Item Type: SR** A	RI.6.1
2. VR198493	**Item Type: SR** D	RI.6.7
3. VR219853	**Item Type: SR** **Part A:** D **Part B:** B	RI.6.3
4. VR219885	**Item Type: SR** C	L.6.4
5. VR219892	**Item Type: SR** **Part A:** A **Part B:** B	RI.6.4
6. VR219958	**Item Type: SR** **Part A:** A **Part B:** D	RI.6.2
Task: Literary Single		
Passage 2: "How a Foolish Wolf Learned to Be Satisfied"		
7. VR198474	**Item Type: SR** **Part A:** A **Part B:** D	RL.6.1
8. VR198473	**Item Type: SR** **Part A:** C **Part B:** D	RL.6.2
9. VR220287	**Item Type: SR** A	L.6.4
10. VR220304	**Item Type: SR** B	L.6.4
11. VR220350	**Item Type: SR** **Part A:** D **Part B:** C	RL.6.1
12. VR220379	**Item Type: SR** C	RL.6.5

Section 2		
Items 1-9		
Task: Informational Performance Task		
Passage 1: "Dissect a Flower"		
Item Number	**Answer(s)**	**Standards Alignment**
1. VR188526	**Item Type: SR** C	RST.6-8.4
2. VR188489	**Item Type: SR** A, D	RST.6-8.7
3. VR188534	**Item Type: SR** **Part A:** B **Part B:** D	RST.6-8.2
Passage 2: "Venus Flytrap"		
4. VR188676	**Item Type: SR** **Part A:** D **Part B:** B	RST.6-8.4
5. VR188622	**Item Type: SR** A	RI.6.3
6. VR188605	**Item Type: SR** **Part A:** C **Part B:** D, E	RST.6-8.2
Passages 1 and 2: "Dissect a Flower" and "Venus Flytrap"		
7. VR188726	**Item Type: SR** A, B	RI.6.3
8. VR188729	**Item Type: SR** **Part A:** C **Part B:** A	RST.6-8.3
9. VR188736	**Item Type: CR** Refer to MCAP Argument Performance Task Rubric Grades 6–10	W.6.1