

# Mississippi MAAP 2022 Grade 6 English Language Arts Practice

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# **Grade 6 English Language Arts**

## ***Practice Test***

**Read the passage and then answer the questions that follow.**

## **Streams in the City**

by the U.S. Environmental Protection Agency

1        Close your eyes and imagine a cool, running stream. What comes to mind? Green forests? Leaping trout? Warm breezes? If you're like most people, you probably don't envision skyscrapers, business suits, or city buses. Walden comes to mind, not Wal-Mart.

2        Streams are an important part of every landscape, no matter whether that landscape is a forest, a city, or a suburb. Often they lie low when people, buildings, and streets are around. But rest assured, streams are there, flowing under sidewalks, meandering past ball fields, and rippling by shopping centers.

3        Streams, stream banks, and the low lands around them provide important habitat for animals and plants that share the urban/suburban landscape with us. They are also part of the network of channels that drains rain and melting snow off our streets, parks, and yards.

### **The Difference Between Streams in Forests and Streams in Urban Areas**

4        Streams in a town or suburb are usually very different from streams in a forest or other natural area. Urban streams tend to carry more water at a faster speed after a storm than their country cousins. The reason for this has to do with what happens to rain after it hits the earth's surface. In forests, meadows, and other natural areas, about half the water that falls to earth soaks into or *infiltrates* the soil. Most of what remains on the ground and in the grass, tree leaves, and other plants gets returned to the atmosphere by *evapotranspiration*, a combination of *evaporation* and *transpiration* (loss of water vapor by plants). Only a small portion of rainfall (about 10 percent) travels across the land as runoff and drains into a stream, lake, or pond.

5        When people move into an area, they build houses, buildings, streets, and parking lots. When rain falls in urban areas it doesn't land on nice soft ground and plants. Instead it

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hits impervious surfaces like hard pavement and rooftops and has no chance to infiltrate the soil. Storm water has no choice but to flow downhill into street drains and ditches and then into streams. The panels below illustrate how the fate of rainwater changes as cities grow.

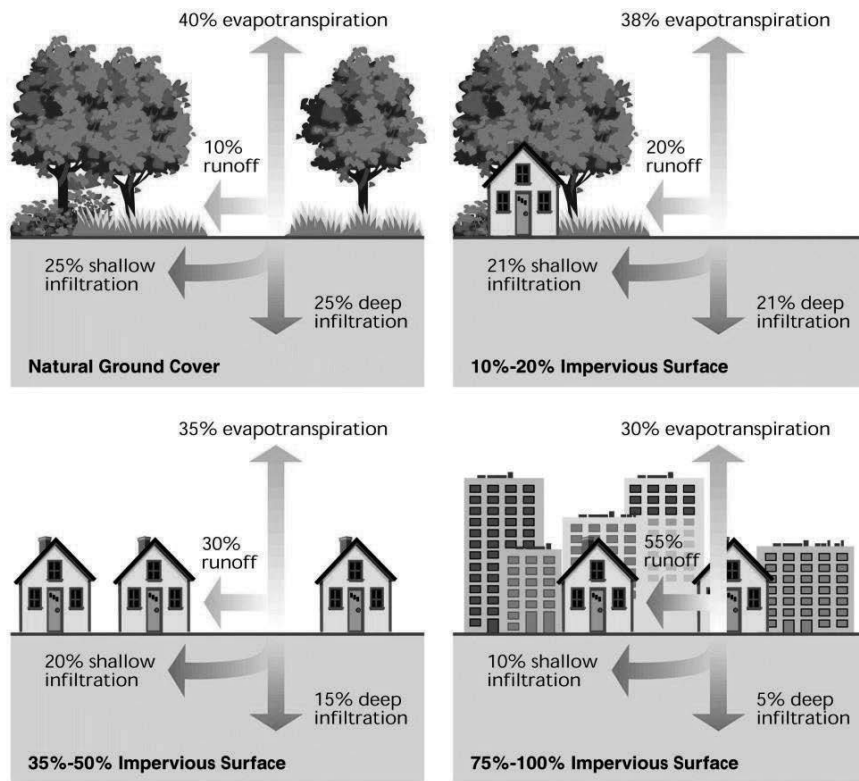
- 6 Scientists use *percent imperviousness* to describe how much of a given area is covered by hard surfaces.
- 7 Many cities have areas that are 75 to 95 percent impervious. This means that most of the rain that falls will not infiltrate into the soil and instead will flow off streets and parking lots. If all this extra water is diverted directly into a stream channel, several important changes will occur.

### **More Flooding During Rainstorms**

- 8 Streams that used to carry only a small portion of rain that falls are now asked to carry most of it. Natural channels easily become overwhelmed when a big storm hits. The extra water overflows the banks and floods the surrounding land.

### **Less Flow During Dry Times**

- 9 Where do you think the water that infiltrates into the ground goes?
- 10 Some of it moves slowly underground and empties into stream channels days and even months after soaking into the soil. This groundwater provides flowing water in the channel even during dry times. When impervious surfaces prevent infiltration of rainwater, there is less groundwater to move into the channel.



Adapted text and illustration from "Streams in the City," United States Environmental Protection Agency website.

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**1.** Which sentence states a central idea of paragraphs 1 and 2?

- Ⓐ Streams are vital resources for people.
- Ⓑ Streams are only found outside of cities.
- Ⓒ Streams are different in various landscapes.
- Ⓓ Streams are normal parts of natural settings.

- 2.** The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What is the author's purpose for using the phrase "Often they lie low" in paragraph 2?

- Ⓐ to provide an example of an urban stream
- Ⓑ to show that urban streams are often polluted
- Ⓒ to show that urban streams are not easily seen
- Ⓓ to contrast an urban stream with a rural stream

**Part B**

Which quotation from paragraph 2 supports the answer to Part A?

- Ⓐ ". . . part of every landscape, . . ."
- Ⓑ ". . . a forest, a city, or a suburb."
- Ⓒ ". . . flowing under sidewalks, . . ."
- Ⓓ ". . . rippling by shopping centers."

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3. Read the sentence from paragraph 3.

**Streams, stream banks, and the low lands around them provide important habitat for animals and plants that share the urban/suburban landscape with us.**

What does habitat mean as it is used in the sentence?

- Ⓐ area
  - Ⓑ environment
  - Ⓒ shelter
  - Ⓓ territory
4. How do paragraphs 4 and 5 support the central idea that streams are important to urban and rural settings?
- Ⓐ They discuss the importance of both types of streams.
  - Ⓑ They elaborate on how streams provide resources to plants.
  - Ⓒ They detail similarities and differences of both types of streams.
  - Ⓓ They explain why natural streams are better than urban streams.



5. How does the author introduce the idea of urban streams?

- Ⓐ by pointing out that urban settings also have streams
- Ⓑ by preparing readers to think only about rural streams
- Ⓒ by getting readers to focus on the characteristics of all streams
- Ⓓ by presenting readers with the transition from rural to urban streams

6. Read the sentence from paragraph 5.

**Instead it hits impervious surfaces like hard pavement and rooftops and has no chance to infiltrate the soil.**

What is the meaning of impervious as it is used in the sentence?

- Ⓐ affected
- Ⓑ cracked
- Ⓒ exposed
- Ⓓ resistant

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7. Read the sentence from paragraph 7.

**If all this extra water is diverted directly into a stream channel, several important changes will occur.**

What is the meaning of diverted as it is used in the sentence?

- Ⓐ pushed
  - Ⓑ redirected
  - Ⓒ sped forward
  - Ⓓ brought together
8. Based on the information in paragraph 8, what inference can be drawn about water movement in cities?
- Ⓐ Natural waterways have disappeared.
  - Ⓑ Natural waterways are overloaded with rainwater.
  - Ⓒ There are fewer natural waterways now than in the past.
  - Ⓓ Flooding is caused when man-made waterways overflow.

- 9.** The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What is the author's purpose in the passage?

- Ⓐ to describe to readers the creation of urban and rural streams
- Ⓑ to explain to readers the flooding of streams in rural and urban areas
- Ⓒ to persuade readers that urban and rural streams are important to cities
- Ⓓ to inform readers about the differences between rural and urban streams

**Part B**

Which quotation supports the answer to Part A?

- Ⓐ "Streams are an important part of every landscape, no matter whether that landscape is a forest, a city, or a suburb." (paragraph 2)
- Ⓑ "They are also part of the network of channels that drains rain and melting snow off our streets, parks, and yards." (paragraph 3)
- Ⓒ "Urban streams tend to carry more water at a faster speed after a storm than their country cousins." (paragraph 4)
- Ⓓ "Storm water has no choice but to flow downhill into street drains and ditches and then into streams." (paragraph 5)

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- 10.** The following question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is a central idea of the passage?

- Ⓐ Streams in the city contain more water than streams in the forest.
- Ⓑ Groundwater flows slowly underground and empties into stream channels.
- Ⓒ Rainfall in suburban areas lands on hard surfaces, so it cannot infiltrate the soil.
- Ⓓ City streams are different from streams that are found in the forest and other natural areas.

### Part B

Which statement supports the answer to Part A?

- Ⓐ The fast-moving water in streams erodes the banks of the streams.
- Ⓑ Streams provide habitat for many animals and plants that live around them.
- Ⓒ Only about half the rain that falls in the forest falls to the earth and soaks into the ground.
- Ⓓ Streams that are found in the city tend to contain more water and move faster than streams in the forests.

**11.** How does the author use the illustration to show the ideas presented in paragraphs 9–10?

- Ⓐ by showing how a stream looks in each setting
- Ⓑ by showing where the water goes in each setting
- Ⓒ by showing the effects of infiltration in urban streams
- Ⓓ by showing how wider channels exist in rural streams

**Read the passage and then answer the questions that follow.**

Excerpt from ***The Wind in the Willows***

by Kenneth Grahame

**The River Bank**

1       As he sat on the grass and looked across the river, a dark hole in the bank opposite, just above the water's edge, caught his eye, and dreamily he fell to considering what a nice, snug dwelling-place it would make for an animal with few wants and fond of a bijou riverside residence, above flood level and remote from noise and dust. As he gazed, something bright and small seemed to twinkle down in the heart of it, vanished, then twinkled once more like a tiny star. But it could hardly be a star in such an unlikely situation; and it was too glittering and small for a glow-worm. Then, as he looked, it winked at him, and so declared itself to be an eye; and a small face began gradually to grow up round it, like a frame round a picture.

2       A brown little face, with whiskers.

3       A grave round face, with the same twinkle in its eye that had first attracted his notice.

4       Small neat ears and thick silky hair.

5       It was the Water Rat!

6       Then the two animals stood and regarded each other cautiously.

7       "Hullo, Mole!" said the Water Rat.

8       "Hullo, Rat!" said the Mole.

9       "Would you like to come over?" enquired the Rat presently.

10      "Oh, it's all very well to talk," said the Mole rather pettishly, he being new to a river and riverside life and its ways.

11        The Rat said nothing, but stooped and unfastened a rope and hauled on it; then lightly stepped into a little boat which the Mole had not observed. It was painted blue outside and white within, and was just the size for two animals; and the Mole's whole heart went out to it at once, even though he did not yet fully understand its uses.

12        The Rat sculled smartly across and made fast. Then he held up his fore-paw as the Mole stepped gingerly down. "Lean on that!" he said. "Now then, step lively!" and the Mole to his surprise and rapture found himself actually seated in the stern of a real boat.

13        "This has been a wonderful day!" said he, as the Rat shoved off and took to the sculls again. "Do you know, I've never been in a boat before in all my life."

14        "What?" cried the Rat, open-mouthed: "Never been in a—you never—well I—what have you been doing, then?"

15        "Is it so nice as all that?" asked the Mole shyly, though he was quite prepared to believe it as he leant back in his seat and surveyed the cushions, the oars, the rowlocks, and all the fascinating fittings, and felt the boat sway lightly under him.

16        "Nice? It's the only thing," said the Water Rat solemnly as he leant forward for his stroke. "Believe me, my young friend, there is nothing—absolute nothing—half so much worth doing as simply messing about in boats. Simply messing," he went on dreamily: "messing—about—in—boats; messing—"

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Adapted from *The Wind In The Willows* by Kenneth Grahame. Originally published in 1908.

Photograph of a muskrat feeding on cattail, courtesy of Superstock, age fotostock/1566-282693.



12. Read the sentence from paragraph 1.

**As he sat on the grass and looked across the river, a dark hole in the bank opposite, just above the water's edge, caught his eye, and dreamily he fell to considering what a nice, snug dwelling-place it would make for an animal with few wants and fond of a bijou riverside residence, above flood level and remote from noise and dust.**

What does remote mean as it is used in the sentence?

- Ⓐ bothered
- Ⓑ delayed
- Ⓒ isolated
- Ⓓ reserved

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13. Read the sentence from paragraph 12.

**Then he held up his fore-paw as the Mole stepped gingerly down.**

What does gingerly mean as it is used in the sentence?

- Ⓐ angrily
  - Ⓑ carefully
  - Ⓒ clumsily
  - Ⓓ quickly
14. Select two quotations that support the claim that the Mole and Water Rat both appear nervous at the beginning of the passage.
- Ⓐ “. . . and dreamily he fell to considering what a nice, snug dwelling-place it would make for an animal with few wants. . . .” (paragraph 1)
  - Ⓑ “As he gazed, something bright and small seemed to twinkle down in the heart of it, vanished, . . .” (paragraph 1)
  - Ⓒ “Then the two animals stood and regarded each other cautiously.” (paragraph 6)
  - Ⓓ ““Oh, it’s all very well to talk,’ said the Mole rather pettishly, . . . ” (paragraph 10)
  - Ⓔ “The Rat said nothing, but stooped and unfastened a rope and hauled on it; . . .” (paragraph 11)

- 15.** Based on paragraphs 12–15, how does the Mole feel during the boat ride?
- Ⓐ nervous
  - Ⓑ delighted
  - Ⓒ bewildered
  - Ⓓ courageous
- 16.** How does the use of the words “bright,” “twinkle,” and “like a tiny star” impact the tone of the passage?
- Ⓐ The words develop a positive outlook.
  - Ⓑ The words create an unwelcoming setting.
  - Ⓒ The words establish an element of surprise.
  - Ⓓ The words describe a conflict in the passage.

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17. Read the sentence from paragraph 14.

**“What?” cried the Rat, open-mouthed: “Never been in a —you never—well I—what have you been doing, then?”**

How does the sentence contribute to the passage?

- Ⓐ by introducing the conflict between the characters
  - Ⓑ by using dialogue to develop the theme of friendship
  - Ⓒ by indicating the depth of the Rat’s devotion to boating
  - Ⓓ by showing the Mole’s distaste for those unfamiliar with the river
18. Which quotation supports the idea that the Mole and the Rat are unfamiliar with each other?
- Ⓐ “Then the two animals stood and regarded each other cautiously.” (paragraph 6)
  - Ⓑ “‘Hullo, Mole!’ said the Water Rat. ‘Hullo, Rat!’ said the Mole.” (paragraphs 7–8)
  - Ⓒ “‘Oh, it’s all very well to talk,’ said the Mole rather pettishly, . . .” (paragraph 10)
  - Ⓓ “The Rat sculled smartly across and made fast.” (paragraph 12)

- 19.** What central idea does the author convey during the boat ride?
- Ⓐ The Rat becomes a role model for the Mole.
  - Ⓑ The Mole feels adventurous about his new encounter.
  - Ⓒ The Rat and the Mole share new excitement together.
  - Ⓓ The Mole and the Rat develop an unexpected friendship.
- 20.** Which quotation shows the reader that the Mole has respect for the Rat?
- Ⓐ “The Rat said nothing, but stooped and unfastened a rope and hauled on it; then lightly stepped into a little boat. . . .” (paragraph 11)
  - Ⓑ “. . . and the Mole to his surprise and rapture found himself actually seated in the stern of a real boat.” (paragraph 12)
  - Ⓒ ““Do you know, I’ve never been in a boat before in all my life.”” (paragraph 13)
  - Ⓓ ““Is it so nice as all that?” asked the Mole shyly, though he was quite prepared to believe it as he leant back in his seat and surveyed the cushions, the oars, the rowlocks, . . .” (paragraph 15)

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**21.** What is a theme of the passage?

- Ⓐ Working hard can produce success.
- Ⓑ Being careful can prevent future problems.
- Ⓒ Taking chances can lead to new adventures.
- Ⓓ Forgiving others can be the beginning of friendship.

**22.** What does the photograph portray that helps the reader understand the passage?

- Ⓐ where the Rat lives
- Ⓑ the river filling with rainwater
- Ⓒ plants growing beside the river
- Ⓓ the Mole swimming in the river

**23.** Which paragraphs does the photograph help the reader understand?

- Ⓐ paragraphs 1–4
- Ⓑ paragraphs 5–8
- Ⓒ paragraphs 9–10
- Ⓓ paragraphs 15–16

**Read the passage and then answer the questions that follow.**

## **The Lighthouses of Point Loma**

by National Park Service; Israel, David & Jeanne

### **The Old Point Loma Lighthouse - Illuminating the Past**

- 1 The Old Point Loma Lighthouse stood watch over the entrance to San Diego Bay for 36 years. At dusk on November 15, 1855, the light keeper climbed the winding stairs and lit the light for the first time. What seemed to be a good location 422 feet above sea level, however, had a serious flaw. Fog and low clouds often obscured the light. On March 23, 1891, the light was extinguished and the keeper moved to a new lighthouse location closer to the water at the tip of the Point.
- 2 Today, the Old Point Loma Lighthouse still stands watch over San Diego, sentinel to a vanished past. The National Park Service has refurbished the interior to its historic 1880s appearance - a reminder of a bygone era. Ranger-led talks, displays, and brochures are available to explain the lighthouse's interesting past.

### **Construction - Why is it the "Old Point Loma Lighthouse"?**

- 3 The Old Point Loma Lighthouse is a reminder of simpler times - of sailing ships and oil lamps and the men and women whom day after day faithfully tended the coastal lights that guided mariners. In 1851, a year after California entered the Union, the U.S. Coastal Survey selected the heights of Point Loma for the location of a navigational aid. The crest seemed like the right location: it stood 422 feet above sea level, overlooking the bay and the ocean, and a lighthouse there could serve as both a harbor light and a coastal beacon. Construction began three years later. Workers carved sandstone from the hillside for walls and salvaged floor tiles from the ruins of an old Spanish fort. A rolled tin roof, a brick tower, and an iron and brass housing for the light topped the squat, thick-walled building. By late summer 1854, the work was done. More than a year passed before the lighting apparatus - a five foot tall 3rd order Fresnel lens, the best available technology - arrived from France and was installed. At dusk on November 15, 1855, the keeper climbed the



winding stairs and lit the oil lamp for the first time. In clear weather its light was visible at sea for 25 miles. For the next 36 years, except on foggy nights, it welcomed sailors to San Diego harbor.

### **Life at the Lighthouse - Family Memories** **By David & Jeanne Israel**

4        The Old Point Loma Lighthouse was not just the housing for a light; it was the home of the people who took care of the light. It's a light and a house in one.

5        Where did your grandfather grow up? Mine grew up in a lighthouse. The day he was born, June 2, 1871, his father (my great grandfather), Captain Robert Decatur Israel, was appointed Assistant Lighthouse Keeper at the Old Point Loma Lighthouse. When my grandfather was three years old, his father was promoted to Keeper, and his mother (my great grandmother), Maria Arcadia Machado de Alipas Israel, was appointed Assistant Keeper. The Lighthouse was a bustling family home, with the Israel's three boys and a niece all growing up there. In the yard lived three horses, chickens, pigs and goats. The Israel's lived and worked on Point Loma for 18 years, where they watched their children and grandchildren grow up. One of the Israel's grandsons was born at the lighthouse. Maria and her mother, Juana Machado, of Old Town San Diego, delivered the baby.

6        Life on the isolated Point was, at times, an adventure. My mother remembers as a child complaining to my grandfather about having to walk to school, and him telling her, "How would you like to have to ROW A BOAT across the bay to school?" That's how he and his two brothers got to school in Old Town San Diego from the Lighthouse.

7        My great grandfather kept the Old Point Loma light longer than any other keeper, and he was also the last keeper. He extinguished the light for the last time in March 1891. In 1984, the light re-lit again by the National Park Service for the first time in 93 years, in celebration of the site's 130th birthday. Approximately 3,000 people and over 100 descendants of the Israels attended. It is always a thrill for me to look up at night from anywhere in San Diego and see the light shining as it did over 100 years ago. It's as though my great grandparents still live there.

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- 8 Recently it has been our pleasure to volunteer our time, effort, and memories at the Old Point Loma Lighthouse. On special occasions the Park opens the very top of the tower to the public. The 360-degree view is breathtaking. We are there, in 1880's attire, to show visitors through the house at times. We can almost hear the footsteps of the children who once lived there, and glimpse in our imagination Maria knitting by the fire or the captain rushing upstairs to re-light a blown out wick. You may also see us recreating a kitchen garden beside the lighthouse, and helping park staff to reintroduce native plants to the area surrounding it. We are helping put the past back into place for the enjoyment of future generations.
- 9 The National Park Service, by preserving this historic lighthouse, gives us all a special place to step back in time, a windswept retreat from our busy modern world, a place to remember the people and times that went before us. Over 100 years ago, people drove out by horse and buggy, over steep and rutted dirt roads, to visit the Israels, to picnic, and to enjoy the spectacular view that visitors still come to enjoy today.



**It's easy to see why the Old Point Loma Lighthouse was taken out of service after only 36 years – heavy fog would often obscure the light.**



Adapted excerpt and photograph from “The Lighthouses of Point Loma,” National Park Service website.

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- 24.** Read the sentence from paragraph 3.

**Workers carved sandstone from the hillside for walls and salvaged floor tiles from the ruins of an old Spanish fort.**

What does salvaged mean as it is used in the sentence?

- Ⓐ abandoned
  - Ⓑ harmed
  - Ⓒ increased
  - Ⓓ recovered
- 25.** How do paragraphs 4–9 contribute to the development of ideas in the passage?
- Ⓐ They depict life in the lighthouse.
  - Ⓑ They describe the timeline of the lighthouse.
  - Ⓒ They show the construction of the lighthouse.
  - Ⓓ They list ways the Park Service helped the lighthouse.

**26.** How does the photograph help the reader understand obscure as it is used in the caption?

- Ⓐ It shows bad weather in the area.
- Ⓑ It shows the lighthouse is blurred.
- Ⓒ It shows how old the lighthouse is.
- Ⓓ It shows that the light is hard to see.

**27.** Which quotation from paragraph 7 describes how the author views lighthouses?

- Ⓐ "My great grandfather kept the Old Point Loma light longer than any other keeper, and he was also the last keeper."
- Ⓑ "In 1984, the light re-lit again by the National Park Service for the first time in 93 years, in celebration of the site's 130th birthday."
- Ⓒ "It is always a thrill for me to look up at night from anywhere in San Diego and see the light shining as it did over 100 years ago."
- Ⓓ "It's as though my great grandparents still live there."

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- 28.** How does the author’s use of personal stories contribute to the passage?
- Ⓐ by introducing the grandparents to the reader
  - Ⓑ by elaborating the dangers of living in a lighthouse
  - Ⓒ by illustrating the importance of the lighthouse to the family
  - Ⓓ by developing the idea that lighthouses represent a time in history
- 29.** Which quotation from the section “The Old Point Loma Lighthouse - Illuminating the Past” states a central idea of the section?
- Ⓐ “The Old Point Loma Lighthouse stood watch over the entrance to San Diego Bay for 36 years.” (paragraph 1)
  - Ⓑ “On March 23, 1891, the light was extinguished and the keeper moved to a new lighthouse location closer to the water at the tip of the Point.” (paragraph 1)
  - Ⓒ “Today, the Old Point Loma Lighthouse still stands watch over San Diego, sentinel to a vanished past.” (paragraph 2)
  - Ⓓ “Ranger-led talks, displays, and brochures are available to explain the lighthouse’s interesting past.” (paragraph 2)

**30.** Which quotation supports the idea that the Israel family members are proud of their ancestry?

- Ⓐ "Life on the isolated Point was, at times, an adventure."  
(paragraph 6)
- Ⓑ "My mother remembers as a child complaining to my grandfather about having to walk to school, . . ."  
(paragraph 6)
- Ⓒ "In 1984, the light re-lit again by the National Park Service. . . ." (paragraph 7)
- Ⓓ "It's as though my great grandparents still live there."  
(paragraph 7)

**31.** Which quotation reveals that maintaining the Old Point Loma Lighthouse will help preserve the past for future generations?

- Ⓐ "Today, the Old Point Loma Lighthouse still stands watch over San Diego, sentinel to a vanished past."  
(paragraph 2)
- Ⓑ "The Lighthouse was a bustling family home, with the Israel's three boys and a niece all growing up there."  
(paragraph 5)
- Ⓒ "It is always a thrill for me to look up at night from anywhere in San Diego and see the light shining as it did over 100 years ago." (paragraph 7)
- Ⓓ "The 360-degree view is breathtaking. We are there, in 1880's attire, to show visitors through the house at times." (paragraph 8)

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**32.** Which two quotations show that living on Point Loma was risky?

- Ⓐ "Fog and low clouds often obscured the light."  
(paragraph 1)
- Ⓑ "In the yard lived three horses, chickens, pigs and goats."  
(paragraph 5)
- Ⓒ "The Israel's lived and worked on Point Loma for 18  
years, . . ." (paragraph 5)
- Ⓓ "Life on the isolated Point was, at times, an adventure."  
(paragraph 6)
- Ⓔ ". . . people drove out by horse and buggy, over steep and  
rutted dirt roads, to visit the Israels, . . ." (paragraph 9)



Read the passage and then answer the questions that follow.

## The Capture of Father Time

by L. Frank Baum

*Jim, the son of an Arizona cowboy, thinks he won't have the opportunity to practice his lasso skills while visiting his uncle in the city. But then the butcher asks Jim to ride one of his horses to a pasture in the countryside.*

- 1        He rode through the streets demurely enough, but on reaching the open country roads his spirits broke forth into wild jubilation, and, urging the butcher's horse to full gallop, he dashed away in true cowboy fashion.
- 2        Then he wanted still more liberty, and letting down the bars that led into a big field he began riding over the meadow and throwing his lasso at imaginary cattle, while he yelled and whooped to his heart's content.
- 3        Suddenly, on making a long cast with his lasso, the loop caught upon something and rested about three feet from the ground, while the rope drew taut and nearly pulled Jim from his horse.
- 4        This was unexpected. More than that, it was wonderful; for the field seemed bare of even a stump. Jim's eyes grew big with amazement, but he knew he had caught something when a voice cried out:
- 5        "Here, let go! Let go, I say! Can't you see what you've done?"
- 6        No, Jim couldn't see, nor did he intend to let go until he found out what was holding the loop of the lasso. So he resorted to an old trick his father had taught him and, putting the butcher's horse to a run, began riding in a circle around the spot where his lasso had caught.
- 7        As he thus drew nearer and nearer his quarry he saw the rope coil up, yet it looked to be coiling over nothing but air. One end of the lasso was made fast to a ring in the saddle, and when the rope was almost wound up and the horse began

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to pull away and snort with fear, Jim dismounted. Holding the reins of the bridle in one hand, he followed the rope, and an instant later saw an old man caught fast in the coils of the lasso.

8        His head was bald and uncovered, but long white whiskers grew down to his waist. About his body was thrown a loose robe of fine white linen. In one hand he bore a great scythe, and beneath the other arm he carried an hourglass.

9        While Jim gazed wonderingly upon him, this venerable old man spoke in an angry voice:

10       “Now, then—get that rope off as fast as you can! You’ve brought everything on earth to a standstill by your foolishness! Well—what are you staring at? Don’t you know who I am?”

11       “No,” said Jim, stupidly.

12       “Well, I’m Time—Father Time! Now, make haste and set me free—if you want the world to run properly.”

13       “How did I happen to catch you?” asked Jim, without making a move to release his captive.

14       “I don’t know. I’ve never been caught before,” growled Father Time. “But I suppose it was because you were foolishly throwing your lasso at nothing.”

15       “I didn’t see you,” said Jim.

16       “Of course you didn’t. I’m invisible to the eyes of human beings unless they get within three feet of me, and I take care to keep more than that distance away from them. That’s why I was crossing this field, where I supposed no one would be. And I should have been perfectly safe had it not been for your beastly lasso. Now, then,” he added, crossly, “are you going to get that rope off?”

17       “Why should I?” asked Jim.

18       “Because everything in the world stopped moving the moment you caught me. I don’t suppose you want to make an

end of all business and pleasure, and war and love, and misery and ambition and everything else, do you? Not a watch has ticked since you tied me up here like a mummy!”

19        Jim laughed. It really was funny to see the old man wound round and round with coils of rope from his knees up to his chin.

20        “It’ll do you good to rest,” said the boy. “From all I’ve heard you lead a rather busy life.”

21        “Indeed I do,” replied Father Time, with a sigh. “I’m due in Kamchatka this very minute. And to think one small boy is upsetting all my regular habits!”

22        “Too bad!” said Jim, with a grin. “But since the world has stopped anyhow, it won’t matter if it takes a little longer recess. As soon as I let you go Time will fly again. Where are your wings?”

23        “I haven’t any,” answered the old man. “That is a story cooked up by some one who never saw me. As a matter of fact, I move rather slowly.” . . . .

24        Then he swung the old man, bound as he was, upon the back of the butcher’s horse, and, getting into the saddle himself, started back toward town, one hand holding his prisoner and the other guiding the reins. . . .

25        He rode on until he reached the city, where all the people stood in exactly the same positions they were in when Jim lassoed Father Time. Stopping in front of a big dry goods store, the boy hitched his horse and went in. The clerks were measuring out goods and showing patterns to the rows of customers in front of them, but everyone seemed suddenly to have become a statue.

26        There was something very unpleasant in this scene, and a cold shiver began to run up and down Jim’s back; so he hurried out again. . . .

27        He mounted the horse again and rode up the street. As he passed the shop of his friend, the butcher, he noticed several pieces of meat hanging outside.

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- 28        "I'm afraid that meat'll spoil," he remarked.
- 29        "It takes Time to spoil meat," answered the old man.
- 30        This struck Jim as being queer, but true.
- 31        "It seems Time meddles with everything," said he.
- 32        "Yes; you've made a prisoner of the most important personage in the world," groaned the old man; "and you haven't enough sense to let him go again."
- 33        Jim did not reply, and soon they came to his uncle's house, where he again dismounted. The street was filled with teams and people, but all were motionless. His two little cousins were just coming out the gate on their way to school, with their books and slates underneath their arms; so Jim had to jump over the fence to avoid knocking them down. . . .
- 34        "There's one thing I don't understand," said he.
- 35        "What's that?" asked Father Time.
- 36        "Why is it that I'm able to move around while everyone else is—is—froze up?"
- 37        "That is because I'm your prisoner," answered the other. "You can do anything you wish with Time now. But unless you are careful you'll do something you will be sorry for."



Adapted excerpt from "The Capture of Father Time" by L. Frank Baum from *American Fairy Tales*. Originally published in 1901.

- 33.** The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Read paragraph 1.

**He rode through the streets demurely enough, but on reaching the open country roads his spirits broke forth into wild jubilation, and, urging the butcher's horse to full gallop, he dashed away in true cowboy fashion.**

What does jubilation mean as it is used in the sentence?

- Ⓐ boldness
- Ⓑ joyfulness
- Ⓒ playfulness
- Ⓓ sadness

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### Part B

Which quotation is another example of jubilant as it is defined in Part A?

- Ⓐ “. . . urging the butcher’s horse to full gallop, he dashed away. . . .” (paragraph 1)
- Ⓑ “Then he wanted still more liberty, . . .” (paragraph 2)
- Ⓒ “. . . he yelled and whooped to his heart’s content.” (paragraph 2)
- Ⓓ “This was unexpected.” (paragraph 4)

**34.** How does the use of demurely in paragraph 1 convey Jim’s feelings?

- Ⓐ Jim feels limited while riding his horse in the city.
- Ⓑ Jim feels frustrated that his lasso skills are not appreciated in the city.
- Ⓒ Jim feels strong when he is riding his horse in the city or in the country.
- Ⓓ Jim feels angry about the way people in the city look at him riding his horse.

- 35.** Read the sentence from paragraph 18.

**“Not a watch has ticked since you tied me up here like a mummy!”**

What is “like a mummy” referring to in the sentence?

- Ⓐ Father Time’s age
- Ⓑ Father Time’s feelings
- Ⓒ the importance of time
- Ⓓ the tightness of the lasso

- 36.** Read paragraph 26.

**There was something very unpleasant in this scene, and a cold shiver began to run up and down Jim’s back; so he hurried out again.**

How does the sentence help develop the plot?

- Ⓐ It builds suspense by setting the mood of the story.
- Ⓑ It supports the plot through the author’s characterization of Jim.
- Ⓒ It advances the plot because of the hurried nature of Jim’s actions.
- Ⓓ It emphasizes Jim’s shy nature, thus impacting the overall tone of the story.

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- 37.** The following question has two parts. First, answer Part A. Then, answer Part B.

### Part A

How does Jim respond to Father Time's requests to be released from the lasso?

- Ⓐ He begins to tease Father Time.
- Ⓑ He makes a deal with Father Time.
- Ⓒ He refuses to listen to Father Time.
- Ⓓ He becomes angry with Father Time.

### Part B

Which quotation supports the answer to Part A?

- Ⓐ "'Here, let go! Let go, I say! Can't you see what you've done?'" (paragraph 5)
- Ⓑ "While Jim gazed wonderingly upon him, this venerable old man spoke in an angry voice:" (paragraph 9)
- Ⓒ "Jim laughed. It really was funny to see the old man wound round and round with coils of rope from his knees up to his chin." (paragraph 19)
- Ⓓ "'Yes; you've made a prisoner of the most important personage in the world,' groaned the old man; 'and you haven't enough sense to let him go again.'" (paragraph 32)



**38.** Which quotation supports the inference that Jim is adventurous?

- (A) "Then he wanted still more liberty, and letting down the bars that led into a big field he began riding over the meadow and throwing his lasso at imaginary cattle, . . ." (paragraph 2)
- (B) "So he resorted to an old trick his father had taught him and, putting the butcher's horse to a run, began riding in a circle around the spot where his lasso had caught." (paragraph 6)
- (C) "He rode on until he reached the city, where all the people stood in exactly the same positions they were in when Jim lassoed Father Time." (paragraph 25)
- (D) "Jim did not reply, and soon they came to his uncle's house, where he again dismounted. The street was filled with teams and people, but all were motionless." (paragraph 33)

**39.** Which quotation foreshadows the possible effects of Jim's actions?

- (A) ". . . the loop caught upon something and rested about three feet from the ground, . . ." (paragraph 3)
- (B) "Jim's eyes grew big with amazement, but he knew he had caught something. . . ." (paragraph 4)
- (C) ". . . riding in a circle around the spot where his lasso had caught." (paragraph 6)
- (D) ". . . the horse began to pull away and snort with fear, . . ." (paragraph 7)

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- 40.** Select two statements which should be included in an accurate summary of the passage.
- Ⓐ Jim witnesses time standing still as he rides through areas of the city.
  - Ⓑ Jim circles his catch many times, wrapping it in rope.
  - Ⓒ Jim casts his lasso and captures Father Time.
  - Ⓓ Father Time is bald with long white whiskers.
  - Ⓔ Jim casts his lasso at imaginary cattle.

**You will read two passages, “Changing Attitudes” and “What Were Women Up To, Anyway?” Answer the questions about each passage as well as questions about both passages.**

## **Changing Attitudes**

by Catherine Allgor

- 1 As Americans began to actively protest British policies in the 1760s, they raised the ideas of equality and liberty. Those conversations made everyone more politically aware, including enslaved people. White women, however, experienced the greatest transformation. Before the Revolutionary War, women felt intellectually inferior to men. In their letters, women constantly apologized for being uneducated and unable to understand “men’s business,” especially politics. The war changed those attitudes.
- 2 At first, Colonial men did not intend to launch a full-scale rebellion against Great Britain. Forming Sons of Liberty groups, they tried to bring about change through organized protests and acts of resistance to British policies. In 1768, they decided to boycott British-made products, such as cloth and tea, to force Parliament to repeal certain taxes. The men knew that the only way to get their boycott to work was to enlist their wives, sisters, and mothers. After all, women were the ones who shopped for and used the products.
- 3 In sermons and newspapers, women were told that they had the power to influence events with their purchases. Women responded, and the boycott resulted in the repeal of most of the Townshend Acts. A new group, the Daughters of Liberty, was formed. Its female members started weaving their own cloth—called “homespun”—to show Great Britain that the Americans were self-sufficient. The women gathered in “spinning bees” in public places to sew together and to show their patriotism. Articles praising the efforts of those women appeared in print for the first time.
- 4 Women had always shopped for and woven cloth. The difference during the Revolutionary War was that their activities became politically powerful. Women developed an interest in politics. They talked to the men in their lives, and they discussed the issues of the day with one another. After the war, white women stopped apologizing in their letters for

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being “just a woman.” They were on the path to seeing themselves as full and active citizens.



“Changing Attitudes” by Catherine Allgor, *Cobblestone*, March 1, 2016. Copyright © 2016 by Cricket Media. Used with permission of Carus Publishing Company via Copyright Clearance Center.

**Answer the following questions for “Changing Attitudes.”**

- 41.** The author of “Changing Attitudes” states in paragraph 1 that women experienced a great transformation after the Revolutionary War.

Which quotation supports the idea?

- Ⓐ “Forming Sons of Liberty groups, they tried to bring about change through organized protests and acts of resistance to British policies.” (paragraph 2)
- Ⓑ “After all, women were the ones who shopped for and used the products.” (paragraph 2)
- Ⓒ “The women gathered in ‘spinning bees’ in public places to sew together and to show their patriotism.” (paragraph 3)
- Ⓓ “They were on the path to seeing themselves as full and active citizens.” (paragraph 4)

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- 42.** Read the sentence from paragraph 2 in “Changing Attitudes.”

**At first, Colonial men did not intend to launch a full-scale rebellion against Great Britain.**

What does rebellion mean as it is used in the sentence?

- Ⓐ activity
- Ⓑ change
- Ⓒ opposition
- Ⓓ retreat

- 43.** The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What is the meaning of boycott as it is used in paragraph 2 of “Changing Attitudes”?

- Ⓐ blame
- Ⓑ deny
- Ⓒ dismiss
- Ⓓ reject

**Part B**

Which quotation supports the answer to Part A?

- Ⓐ “. . . to enlist their wives, sisters, and mothers.” (paragraph 2)
- Ⓑ “. . . the ones who shopped for and used the products.” (paragraph 2)
- Ⓒ “. . . female members started weaving their own cloth— . . .” (paragraph 3)
- Ⓓ “. . . they discussed the issues of the day with one another.” (paragraph 4)

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- 44.** How does the author of "Changing Attitudes" develop the idea that women were significant in obtaining freedom from British rule?
- Ⓐ by providing dates
  - Ⓑ by using newspaper articles
  - Ⓒ by telling first-hand accounts
  - Ⓓ by listing government reforms
- 45.** Which quotation from "Changing Attitudes" supports the author's idea that "women stopped apologizing in their letters for being 'just a woman'"?
- Ⓐ "Before the Revolutionary War, women felt intellectually inferior to men." (paragraph 1)
  - Ⓑ "Forming Sons of Liberty groups, they tried to bring about change through organized protests and acts of resistance to British policies." (paragraph 2)
  - Ⓒ "In sermons and newspapers, women were told that they had the power to influence events with their purchases." (paragraph 3)
  - Ⓓ "Women had always shopped for and woven cloth." (paragraph 4)



## What Were Women Up To, Anyway?

by Ann Jordan

- 1 In the 1600s and 1700s, the lives of American girls and women were very different from what their lives would be like today. Most girls didn't go to school. Women worked only at home. But when it came to founding a nation—our United States—girls and women played a big role. You've probably heard of some of the famous "founding fathers," men like Ben Franklin and George Washington and Thomas Jefferson. Did you know that there were "founding mothers" too?
- 2 Girls and women helped build America from the very beginning. In fact, in some American Indian tribes women held much of the power. When Europeans came to live in America, in colonial times, women's lives were more restricted. Men were expected to make most of the decisions in the family, in business, and in the community.
- 3 Mothers taught their daughters the skills necessary for becoming a good wife and mother. Whether rich or poor, a woman was expected to focus on her family.
- 4 In most colonial families, women helped raise the food for the table and knew how to mix herbs for medicine to treat the sick. They knew how to spin thread and sew clothing. Many women learned to read and do math so they could keep track of the family money when they got married. (Some women from wealthy families were better educated because their fathers would let them study with a brother. They were also more likely to have books at home that they could read.)
- 5 Women didn't have many rights. A single woman could own property, set up a business, and earn money. But if she got married, she became the responsibility of her husband. Her property and belongings became his, and she could no longer buy or sell property or own a business. Women were not allowed to vote in elections or run for office. Even so, they found ways to make their voices heard. . . .
- 6 Since the beginning of our nation, women have "worn many different hats;" they have been mothers, wives, writers, cooks, soldiers, washerwomen, farmers, seamstresses, nurses, spies, and much more. Colonial women might have

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lived with many restrictions, but they found great ways to help our country.



"What Were Women Up To, Anyway?" by Ann Jordan, *AppleSeeds*, December 1, 2005. Copyright © 2005 by Cricket Media. Used with permission of Carus Publishing Company via Copyright Clearance Center.

**Answer the following questions for “What Were Women Up To, Anyway?”**

- 46.** Read the sentence from paragraph 2 of “What Were Women Up To, Anyway?”

**In fact, in some American Indian tribes women held much of the power.**

How does the sentence support the idea in the passage that women were important?

- Ⓐ It shows the consistency of the role of women in colonial America.
- Ⓑ It explains why some women held power in society while others did not.
- Ⓒ It contrasts the power of women in one culture as opposed to the women in another culture.
- Ⓓ It describes how American Indian women inspired colonial women to accept a greater role in society.

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**47.** How is paragraph 5 important to the development of “What Were Women Up To, Anyway?”

Ⓐ It details how married women learned basic skills to keep a home.

Ⓑ It describes how women could own property, have businesses, and earn money.

Ⓒ It moves the passage from a historical account about women in colonial times to the reality women faced without rights.

Ⓓ It shifts the passage from an argument about women’s rights in colonial times to the various roles women held in society.

**48.** The author of “What Were Women Up To, Anyway?” states, “Women didn’t have many rights.”

Select the quotation that supports the idea.

Ⓐ “Mothers taught their daughters the skills necessary for becoming a good wife and mother.” (paragraph 3)

Ⓑ “Many women learned to read and do math so they could keep track of the family money when they got married.” (paragraph 4)

Ⓒ “Some women from wealthy families were better educated because their fathers would let them study with a brother.” (paragraph 4)

Ⓓ “Women were not allowed to vote in elections or run for office.” (paragraph 5)

- 49.** The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Which statement summarizes a central idea of “What Were Women Up To, Anyway?”

- Ⓐ Men were expected to make most of the decisions.
- Ⓑ Women took care of their families and their homes.
- Ⓒ Women contributed to the development of America.
- Ⓓ Men were responsible for maintaining property and their families.

**Part B**

Which quotation supports the answer to Part A?

- Ⓐ “You’ve probably heard of some of the famous ‘founding fathers,’ men like Ben Franklin and George Washington and Thomas Jefferson.” (paragraph 1)
- Ⓑ “Whether rich or poor, a woman was expected to focus on her family.” (paragraph 3)
- Ⓒ “But if she got married, she became the responsibility of her husband.” (paragraph 5)
- Ⓓ “Colonial women might have lived with many restrictions, but they found great ways to help our country.” (paragraph 6)

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### Answer the following question for “Changing Attitudes” and “What Were Women Up To, Anyway?”

- 50.** What is the difference between how the authors of “Changing Attitudes” and “What Were Women Up To, Anyway?” present women’s roles in society?

Ⓐ “Changing Attitudes” depicts the attitudes of the women during the war, while “What Were Women Up To, Anyway?” reinforces the traditional roles of women.

Ⓑ “Changing Attitudes” describes how women’s roles evolved to a more significant position in society, while “What Were Women Up To, Anyway?” depicts what women did in society.

Ⓒ “Changing Attitudes” explains the challenges women faced as a result of British policy, while “What Were Women Up To, Anyway?” demonstrates how women overcame obstacles.

Ⓓ “Changing Attitudes” illustrates how the media portrays women from the colonial period, while “What Were Women Up To, Anyway?” relies on the retelling of history to explain the role of women.

**STOP**

**Writing Prompt**

**Read the following passage. Write a response to the prompt that follows the passage.**

**Icarus and Daedalus**

by Josephine Preston Peabody

- 1        Among all those mortals who grew so wise that they learned the secrets of the gods, none was more cunning than Daedalus.
- 2        He once built, for King Minos of Crete, a wonderful Labyrinth of winding ways so cunningly tangled up and twisted around that, once inside, you could never find your way out again without a magic clue. But the king's favor veered with the wind, and one day he had his master architect imprisoned in a tower. Daedalus managed to escape from his cell; but it seemed impossible to leave the island, since every ship that came or went was well guarded by order of the king.
- 3        At length, watching the sea-gulls in the air,—the only creatures that were sure of liberty,—he thought of a plan for himself and his young son Icarus, who was captive with him.
- 4        Little by little, he gathered a store of feathers great and small. He fastened these together with thread, moulded them in with wax, and so fashioned two great wings like those of a bird. When they were done, Daedalus fitted them to his own shoulders, and after one or two efforts, he found that by waving his arms he could winnow the air and cleave it, as a swimmer does the sea. He held himself aloft, wavered this way and that, with the wind, and at last, like a great fledgling, he learned to fly.
- 5        Without delay, he fell to work on a pair of wings for the boy Icarus, and taught him carefully how to use them, bidding him beware of rash adventures among the stars. "Remember," said the father, "never to fly very low or very high, for the fogs about the earth would weigh you down, but the blaze of the sun will surely melt your feathers apart if you go too near."
- 6        For Icarus, these cautions went in at one ear and out by the other. Who could remember to be careful when he was to fly for the first time? Are birds careful? Not they! And not an idea remained in the boy's head but the one joy of escape.

- 7        The day came, and the fair wind that was to set them free. The father bird put on his wings, and, while the light urged them to be gone, he waited to see that all was well with Icarus, for the two could not fly hand in hand. Up they rose, the boy after his father. The hateful ground of Crete sank beneath them; and the country folk, who caught a glimpse of them when they were high above the tree-tops, took it for a vision of the gods,—Apollo, perhaps, with Cupid after him.
- 8        At first there was a terror in the joy. The wide vacancy of the air dazed them,—a glance downward made their brains reel. But when a great wind filled their wings, and Icarus felt himself sustained, like a halcyon-bird in the hollow of a wave, like a child uplifted by his mother, he forgot everything in the world but joy. He forgot Crete and the other islands that he had passed over: he saw but vaguely that winged thing in the distance before him that was his father Daedalus. He longed for one draught of flight to quench the thirst of his captivity: he stretched out his arms to the sky and made towards the highest heavens.
- 9        Alas for him! Warmer and warmer grew the air. Those arms, that had seemed to uphold him, relaxed. His wings wavered, drooped. He fluttered his young hands vainly,—he was falling,—and in that terror he remembered. The heat of the sun had melted the wax from his wings; the feathers were falling, one by one, like snowflakes; and there was none to help.
- 10       He fell like a leaf tossed down the wind, down, down, with one cry that overtook Daedalus far away. When he returned, and sought high and low for the poor boy, he saw nothing but the bird-like feathers afloat on the water, and he knew that Icarus was drowned.
- 11       The nearest island he named Icaria, in memory of the child; but he, in heavy grief, went to the temple of Apollo in Sicily, and there hung up his wings as an offering. Never again did he attempt to fly.



"Icarus and Daedalus" by Josephine Preston Peabody  
from *The Children's Hour*, Volume 3. Originally published in 1907.



- 1. Read the following prompt and write your complete response in the space provided.**

You have read “Icarus and Daedalus,” a passage about a son and father imprisoned in a tower. How does the tone of the passage change as a result of the characters’ decisions and actions? Provide key details and examples from the passage to support your writing.

Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.

**Write your response for the prompt on the lines below.**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

[illegible]

This image shows a single page from a notebook or ledger. It features approximately 20 evenly spaced horizontal black lines across its entire width, providing a guide for writing. The margins are consistent on all sides, and there are no other markings, text, or illustrations present.

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[illegible]



[illegible]

**STOP**

## ELA Grade 6 Practice Test Paper-Pencil Answer Key Document

Passage	DRP Range	Sequence	Standard	DOK	Key	Max Points
Streams in the City	57–67	1	RI.6.2	2	D	1
Streams in the City	57–67	2	L.6.5	2	C, C	2
Streams in the City	57–67	3	RI.6.4	2	B	1
Streams in the City	57–67	4	RI.6.5	2	C	1
Streams in the City	57–67	5	RI.6.3	2	A	1
Streams in the City	57–67	6	L.6.4	2	D	1
Streams in the City	57–67	7	RI.6.4	2	B	1
Streams in the City	57–67	8	RI.6.1	2	B	1
Streams in the City	57–67	9	RI.6.6	2	D, C	2
Streams in the City	57–67	10	RI.6.2	2	D, D	2
Streams in the City	57–67	11	RI.6.7	2	B	1
The Wind in the Willows	57–67	12	L.6.4	2	C	1
The Wind in the Willows	57–67	13	L.6.6	2	B	1
The Wind in the Willows	57–67	14	RL.6.3	2	C, D	2
The Wind in the Willows	57–67	15	RL.6.3	2	B	1
The Wind in the Willows	57–67	16	RL.6.4	2	A	1
The Wind in the Willows	57–67	17	RL.6.5	2	C	1
The Wind in the Willows	57–67	18	RL.6.1	2	A	1
The Wind in the Willows	57–67	19	RL.6.2	2	D	1
The Wind in the Willows	57–67	20	RL.6.6	2	B	1
The Wind in the Willows	57–67	21	RL.6.2	2	C	1
The Wind in the Willows	57–67	22	RL.6.7	2	A	1
The Wind in the Willows	57–67	23	RL.6.7	2	A	1
The Lighthouses of Point Loma	57–67	24	L.6.4	2	D	1
The Lighthouses of Point Loma	57–67	25	RI.6.5	2	A	1
The Lighthouses of Point Loma	57–67	26	RI.6.7	2	D	1
The Lighthouses of Point Loma	57–67	27	RI.6.6	2	C	1
The Lighthouses of Point Loma	57–67	28	RI.6.5	2	C	1
The Lighthouses of Point Loma	57–67	29	RI.6.2	2	C	1
The Lighthouses of Point Loma	57–67	30	RI.6.1	2	D	1
The Lighthouses of Point Loma	57–67	31	RI.6.1	2	D	1
The Lighthouses of Point Loma	57–67	32	RI.6.1	2	A, E	2
Excerpt from “The Capture of Father Time”	52–60	33	RL.6.4	2	B, C	2
Excerpt from “The Capture of Father Time”	52–60	34	RL.6.6	2	A	1
Excerpt from “The Capture of Father Time”	52–60	35	RL.6.4	2	D	1
Excerpt from “The Capture of Father Time”	52–60	36	RL.6.5	2	A	1
Excerpt from “The Capture of Father Time”	52–60	37	RL.6.3	2	A, C	2
Excerpt from “The Capture of Father Time”	52–60	38	RL.6.1	2	A	1

Excerpt from "The Capture of Father Time"	52–60	39	RL.6.5	2	D	1
Excerpt from "The Capture of Father Time"	52–60	40	RL.6.2	2	A, C	2
Changing Attitudes, What Were Women up to Anyway	57–67	41	RI.6.1	2	D	1
Changing Attitudes, What Were Women up to Anyway	57–67	42	RI.6.4	2	C	1
Changing Attitudes, What Were Women up to Anyway	57–67	43	L.6.6	2	D, C	2
Changing Attitudes, What Were Women up to Anyway	57–67	44	RI.6.3	2	D	1
Changing Attitudes, What Were Women up to Anyway	57–67	45	RI.6.8	3	C	1
Changing Attitudes, What Were Women up to Anyway	57–67	46	RI.6.5	3	C	1
Changing Attitudes, What Were Women up to Anyway	57–67	47	RI.6.5	2	C	1
Changing Attitudes, What Were Women up to Anyway	57–67	48	RI.6.8	2	D	1
Changing Attitudes, What Were Women up to Anyway	57–67	49	RI.6.2	2	C, D	2
Changing Attitudes, What Were Women up to Anyway	57–67	50	RI.6.9	3	B	1
Icarus and Daedalus	57–67	1	W.6.2	3	rubric	12