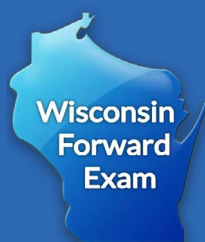



English Language Arts

Forward Exam Practice Test Grade 6



WISCONSIN DEPARTMENT OF
Public Instruction



Developed and published under contract with the Wisconsin Department of Public Instruction by Data Recognition Corporation, 13490 Bass Lake Road, Maple Grove, MN 55311. Copyright © 2024 by the Wisconsin Department of Public Instruction. All rights reserved. Only State of Wisconsin educators and citizens may copy, download, and/or print the document, located online at <https://dpi.wi.gov/assessment/forward/sample-items>. Any other use or reproduction of this document, in whole or in part, requires written permission of the Wisconsin Department of Public Instruction.

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.

Table of Contents

ENGLISH LANGUAGE ARTS ITEMS—SESSION 1.....	1
ENGLISH LANGUAGE ARTS ITEMS—SESSION 2.....	16
ENGLISH LANGUAGE ARTS ITEMS—SESSION 3.....	22
ENGLISH LANGUAGE ARTS—APPENDIX	26



**THIS PAGE IS
INTENTIONALLY BLANK.**

ENGLISH LANGUAGE ARTS ITEMS—SESSION 1**The Robot Debate**

“We should get a Worker Robot,” Max said, trying to persuade his father. Dad was heating a bowl of soup, which sat on the countertop in the kitchen. The counter automatically sensed what was in his bowl and used magnetic energy to warm it to the proper temperature.

“Every family has one!” Max added for extra emphasis. “They can do boring chores, like cleaning the bathroom.”

“People shouldn’t always rely on machines to perform their tasks,” Dad responded matter-of-factly.

“But machines make life easier,” Max argued, “so you have more time to play baseball or ride hover bikes.”

“Well, if you organize your schedule on the Master Screen, you can plan for those activities,” Dad stated, pointing to the electronic bulletin board on the kitchen wall. When a family member touched the screen, it recognized the person’s fingerprint and displayed that person’s daily schedule.

Max sighed, knowing he had lost this debate. It was time to pack his bag anyway. He was going camping tomorrow with his Uncle Stephen and cousin Dawn.

The next morning, Max piled into Uncle Stephen’s van, hauling his duffel bag behind him. Dawn greeted him cheerfully, but Max didn’t respond. He was too busy staring at the object packed into the seat next to her: a Worker Robot.

“His name’s Stanley,” Dawn said. “We’ve had him for a month.”

At the campground, Uncle Stephen unloaded Stanley, and Max admired the robot’s sleek rocket shape. Stanley effortlessly floated in the air, several inches above the ground. When Dawn touched Stanley’s front panel, a lighted menu appeared.

“Do you want to program Stanley to set up our tents?” Dawn asked Max. “You can tell him to collect firewood and to unpack our duffel bags too.”

Max leapt at the opportunity. His fingers danced across Stanley’s menu, tapping the options and entering the appropriate commands. When Max was finished, Stanley beeped, and two automated arms extended from the slots in Stanley’s sides. With a high-pitched swoosh, Stanley zipped toward the nylon bag that contained a tent and unzipped it.

Max watched, wide-eyed, as Stanley connected the tent poles and set them into place.

“Dad’s taking us fishing down by the lake while Stanley sets up camp,” Dawn said.

“Great! I’ll get my fishing rod,” Max said. Fishing was one activity he did not plan to delegate to a robot.

Go on to the next page.

When Max, Dawn, and Uncle Stephen returned from their excursion, the tents stood beneath a shady oak. Stanley floated nearby.

“Let’s build a campfire and cook some beans,” Uncle Stephen said.

Max and Dawn fetched some logs from Stanley’s sizable stack of firewood to help Uncle Stephen. Unfortunately, the wood was mucky and damp. Stanley had not comprehended that firewood needed to be dry in order to burn. Max’s stomach rumbled as he helped Dawn hunt for some dry branches to use for the fire.

Later, Dawn and Max discovered Stanley’s next blunder. They had programmed Stanley to unpack Max’s belongings in one of the tents, but instead, he had emptied everything out onto the floor of the van.

Dawn sighed as she and Max scooped up armfuls of clothes and transported them into the tent.

“It’s not really Stanley’s fault,” Max said, defending the robot. “We didn’t tell him specifically where to put my clothes.”

The rest of the evening passed by peacefully until heavy, threatening clouds began to roll across the sky. A stiff northern breeze with a sharp bite soon chased the family into their tents.

Max burrowed deep into his sleeping bag, thankful for its warmth as he drifted to sleep. Later, the rain pounded down in leaden sheets. Before long, its icy, wet fingers seeped into his sleeping bag, waking him suddenly.

“What’s happening?” Dawn asked as she ran into the tent where Max and Uncle Stephen were sleeping.

Uncle Stephen clicked on their electric lantern and surveyed the situation.

“Stanley must have pitched our tents in a low spot,” Uncle Stephen concluded. “The rainwater is pooling beneath us.”

“I’m cold,” Dawn said, shivering. Max could feel goose bumps forming on his skin as well.

“We’ll have to sleep in the van,” Uncle Stephen informed them. “Grab whatever is still dry, and let’s go.”

Fifteen minutes later, they had all settled stiffly into the seats of the van. Wiggling to get comfortable, Max spied Stanley resting on the floor.

For the first time, Max genuinely understood Dad’s logic. Robots like Stanley couldn’t analyze situations or consider different outcomes the way people could. Clearly, Max would need to develop some skills of his own. There was a lot he still needed to learn—starting with how to camp. Next time, Max decided, he would depend not on a machine but on himself.

Go on to the next page.

1. Read the sentences from the passage.

Stanley had not comprehended that firewood needed to be dry in order to burn. Max's stomach rumbled as he helped Dawn hunt for some dry branches to use for the fire.

How do the sentences mainly contribute to the development of the plot?

- A. They show that Max is starting to wish he had not come along on the trip.
 - B. They hint that Max will soon begin to understand his dad's point of view.
 - C. They signal that Max and Dawn's treatment of Stanley has not been fair.
 - D. They prove that Max knows more about camping than he realizes.
2. Read the sentences from the passage.

Max burrowed deep into his sleeping bag, thankful for its warmth as he drifted to sleep. Later, the rain pounded down in leaden sheets. Before long, its icy, wet fingers seeped into his sleeping bag, waking him suddenly.

Which statement **best** describes how the words in the sentences impact the tone of the passage?

- A. The words shift the tone from content to uncomfortable.
- B. The words shift the tone from curious to bored.
- C. The words shift the tone from humorous to serious.
- D. The words shift the tone from cheerful to angry.

Go on to the next page.

3. This item has two parts. First, answer part A. Then, answer part B.

Part A

Which sentence states a major theme of the passage?

- A. Machines can do work faster and better than humans can.
- B. Humans should use machines to help them plan for the future.
- C. Machines help humans learn how to do complicated tasks.
- D. Humans should be careful not to rely too much on machines.

Part B

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

- A. When a family member touched the screen, it recognized the person's fingerprint and displayed that person's daily schedule.
 - B. When Max, Dawn, and Uncle Stephen returned from their excursion, the tents stood beneath a shady oak.
 - C. They had programmed Stanley to unpack Max's belongings in one of the tents, but instead, he had emptied everything out onto the floor of the van.
 - D. Uncle Stephen clicked on their electric lantern and surveyed the situation.
4. Which **two** sentences from the passage **best** support the idea that Max likes the prospect of having a robot?
- A. "They can do boring chores, like cleaning the bathroom."
 - B. He was too busy staring at the object packed into the seat next to her: a Worker Robot.
 - C. "You can tell him to collect firewood and to unpack our duffel bags too."
 - D. Max and Dawn fetched some logs from Stanley's sizable stack of firewood to help Uncle Stephen.
 - E. Clearly, Max would need to develop some skills of his own.

Go on to the next page.

Water That You Can . . . Eat?

There's no doubt that people benefit from drinking water. Many studies have shown that drinking plenty of water on a daily basis is good for our health. People are heeding that advice, and millions of people choose to buy bottled water. They guzzle it down in order to stay hydrated.

Unfortunately, many of these plastic water bottles are not being recycled. Research shows that consumers in the United States recycle only about 20 percent of their water bottles. This means that every second, 1,500 plastic water bottles enter either the nation's landfills or the world's oceans. It can take centuries for these bottles to decompose. Because of these serious effects on the environment, it is hardly surprising that Canada and other countries are considering a total ban on plastic water bottles.

Tiny Size, Big Solution

For the last several years, three designers from Imperial College in London, England, have been working to address the problem of plastic water bottles. This team has a history of creative success. They have used sealed bags full of empty plastic bottles to help build bridges, arches, and other structures. They have even invented a robotic suitcase called Hop that can follow its owner around! The team's new goal, according to their company, Skipping Rocks Lab, is to "make packaging waste disappear." To achieve that goal, these designers have developed a unique product they call Ooho.

When people first see Ooho, they are both curious and confused. Some people think the product looks like a tiny jellyfish. Others think it looks like a small water balloon. Believe it or not, the Ooho is several small gulps of water encased in a golf-ball-sized bubble of clear, edible gel. If you pick one up, it sits in your hand, wobbling slightly. You can poke a hole in the casing and drink the water out of it. You can also pop the entire bubble in your mouth—no bottle needed!

A Creative Outer Covering

Ooho's gel covering is made from seaweed. It is virtually tasteless and easy for the body to digest. If people would rather not eat it, however, the casing can be thrown away. In less than a month, it will break down completely.

The gel casing is very affordable to make. First, a ball of water is frozen in a special chemical solution. Next, it is soaked in a solution made of brown algae. According to Skipping Rocks Lab, each bubble costs less than two cents to make. It is, therefore, a far cheaper alternative to making plastic bottles.

When the three London designers came up with the idea of Ooho, they went online to try to collect the funding they needed to get started. They were startled by how fast people signed up to become investors! It did not take long before Skipping Rocks Lab exceeded its goal and had raised one million dollars. The Ooho product was well on its way!

Go on to the next page.

The Future of Ooho

Since the fundraiser, the company has been working hard. They have been figuring out the flaws and searching for possible solutions. For example, the Ooho is great if someone just wants a single gulp of water. But what if the person is especially thirsty and wants more? Skipping Rocks Lab is exploring the idea of making bigger bubbles. They are also searching for a way to link multiple bubbles together for a larger drink of water. Another problem with the product has been how to transport it in packaging that is safe for the environment but still protects the bubbles from breaking.

To gauge people's interest in the Ooho product, the designers have set up booths at various events. They already have plans in place to distribute their bubbles next year at sporting events like marathons, as well as at entertainment venues and concerts. If Ooho becomes popular, people across the country may soon find themselves eating their water instead of drinking it!

5. Read the sentence from the passage.

It can take centuries for these bottles to decompose.

How does the sentence contribute to the central idea of the passage?

- A. It suggests that people need to pay more attention to cleaning up pollution.
- B. It highlights how long the problem of distributing water has been going on.
- C. It shows that an alternate approach to providing water to people is needed.
- D. It explains how important water has become over the past hundred years.

Go on to the next page.

6. Underline **two** sentences in the paragraph that introduce the idea that the design team is experienced in developing new types of products.

For the last several years, three designers from Imperial College in London, England, have been working to address the problem of plastic water bottles. This team has a history of creative success. They have used sealed bags full of empty plastic bottles to help build bridges, arches, and other structures. They have even invented a robotic suitcase called Hop that can follow its owner around! The team's new goal, according to their company, Skipping Rocks Lab, is to "make packaging waste disappear." To achieve that goal, these designers have developed a unique product they call Ooho.

7. How is the idea that some features of Ooho still need to be improved elaborated on in the passage?
- A. by comparing Ooho water bubbles to traditional water bottles
 - B. by including examples of what Skipping Rocks Lab has been working on after the money for Ooho was raised
 - C. by providing information about the process for making an Ooho water bubble
 - D. by pointing out how people reacted when Skipping Rocks Lab first introduced Ooho

Go on to the next page.

8. This item has two parts. First, answer part A. Then, answer part B.

Part A

Which inference can be made about Ooho?

- A. Ooho takes a long time to produce.
- B. Ooho will become very popular.
- C. Ooho has a strange taste.
- D. Ooho is an unusual product.

Part B

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

- A. When people first see Ooho, they are both curious and confused.
- B. Ooho's gel covering is made from seaweed.
- C. They were startled by how fast people signed up to become investors!
- D. They are also searching for a way to link multiple bubbles together for a larger drink of water.

Go on to the next page.

Opening Doors with Alexander Miles

Every time you step inside an elevator, you have Alexander Miles to thank. Over a century ago, Miles invented a way to make elevator doors automatically open and close. With this invention, Miles made elevator rides much safer, and the improvements that he made can still be seen in elevators today.

Alexander Miles was born in 1838 in Ohio. After he grew up, he moved to Wisconsin and then to Duluth, Minnesota, where he worked as a barber. Already, Miles was thinking of ways to make things better for people. He invented hair care products for his customers and began a business selling them.

Due to his success, Miles was able to open a real estate company. He also became the first African American member of the Duluth Chamber of Commerce.

No one knows for sure how Miles first became interested in elevator doors. One popular story says that he was riding an elevator with his daughter Grace and felt that it was too dangerous. At that time, people had to pull the elevator door closed. Sometimes passengers forgot to do this, and the elevator would travel up and down with the door wide open. People could fall down into the shaft if they weren't careful.

Miles began to think about how he might make doors that opened and closed automatically. After a few ideas that didn't work, he thought of a good solution. He attached a bendable belt to the elevator cage, or the box that carried the passengers. When the belt touched the drums, the parts of the elevator that were just above and below the floors, the doors opened or closed as needed.

Miles filed for a patent with the federal government for his design in 1887. The patent gave Miles complete control over his invention for a certain period of time. Builders used his invention long after his death in 1918. Over time, other inventors made improvements based on his ideas. In 2007, Miles was inducted into the National Inventors Hall of Fame. His creative efforts to solve a problem made riding elevators safer for people everywhere.

Go on to the next page.

Building on the Past

What do outdoor parties, school events, and large meetings have in common? In many cases, folding chairs are set out for guests to use. At the end of the event, the chairs can be folded into neat stacks and packed away in small spaces. Who invented this convenient form of seating? Actually, the folding chairs we use today were not invented by one single person. Instead, they came from the ideas of several people, building on the inventions of those who came before.

Versions of folding chairs have existed for thousands of years, even in ancient societies. Most of these were expensive to make, so only royalty and high society members used them. But in 1855, an American named John Cram changed that. Cram invented an actual chair that could fold flat and filed for a patent for that invention. With the patent, the government granted Cram exclusive rights to the chair for many years, allowing him to be the only person who could make or sell the chair. This was the first folding chair that had the shape of a modern chair when opened. In the description of his chair, he credits an earlier inventor as an influence for his design. However, no person had ever filed a patent for a folding chair before.

In 1911, inventor Nathaniel Alexander improved on Cram's design. He added a bookholder to the back of the chair. Groups such as choirs benefited from Alexander's addition. Choir members could rest their sheet music in the bookholder of the chair in front of them.

It was twenty years before another major improvement changed the folding chair. In 1931, inventor Philip E. G. Harrison patented the first "party chair," which was so named because it could be used to seat people at parties and events. Harrison's chair had a metal frame, and its seat and back were made out of fabric. This chair was comfortable and even included armrests. However, this chair had one major problem: because its design was sophisticated, the chair was difficult to mass-produce.

In 1956, inventor Fredric Arnold improved on Harrison's design. He also used a fabric seat and back. However, he developed a simpler design for the folding mechanism. He also made the chair's frame out of aluminum, which is a lightweight and inexpensive metal.

With its simpler design, Arnold's invention was easy to mass-produce. Soon, factories were making thousands of folding chairs to sell in stores. With Arnold's invention, folding chairs became available to almost everyone. They could be found in backyards, at picnics, in schools, and at sporting events.

Today folding chairs come in plastic, wood, and metal, but they all utilize a simple folding mechanism. People everywhere can enjoy the convenience of folding chairs thanks to the work of a few creative inventors.

Go on to the next page.

9. Which of the following arguments in “Opening Doors with Alexander Miles” is **best** supported with reasons and evidence from the passage?
- A. A growing number of people use elevators to be transported from one floor to another.
 - B. It is a challenging but rewarding experience to invent something that helps people.
 - C. Alexander Miles was afraid of elevators and wanted to find a way to make them safer for passengers.
 - D. Alexander Miles was a creative and determined inventor who made significant and enduring changes.

10. Read the sentence from “Building on the Past.”

However, this chair had one major problem: because its design was sophisticated, the chair was difficult to mass-produce.

What does the word sophisticated mean as it is used in the sentence? Choose **two** answers.

- A. worldly
- B. complex
- C. fashionable
- D. intricate
- E. delicate

Go on to the next page.

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

Part A

Which statement **best** describes one of the major differences between “Opening Doors with Alexander Miles” and “Building on the Past”?

- A. “Opening Doors with Alexander Miles” takes place in the past, while “Building on the Past” focuses on the present.
- B. “Opening Doors with Alexander Miles” highlights a still-used invention, while “Building on the Past” examines an outdated invention.
- C. “Opening Doors with Alexander Miles” details how patents work, while “Building on the Past” explains the process of mass production.
- D. “Opening Doors with Alexander Miles” centers on the invention of one man, while “Building on the Past” describes how multiple people created an invention.

Part B

Which sentence from the passages **best** supports the answer in part A?

- A. Every time you step inside an elevator, you have Alexander Miles to thank.
- B. Due to his success, Miles was able to open a real estate company.
- C. Instead, they came from the ideas of several people, building on the inventions of those who came before.
- D. Today, folding chairs come in plastic, wood, and metal, but they all utilize a simple folding mechanism.

Go on to the next page.

12. Choose **one** sentence from each passage to support the idea that inventions patented long ago can still be important years later.

Opening Doors with Alexander Miles	Building on the Past

Sentences from
“Opening Doors with Alexander Miles”

- A. Sometimes passengers forgot to do this, and the elevator would travel up and down with the door wide open.
- B. His creative efforts to solve a problem had made riding elevators safer for people everywhere.

Sentences from
“Building on the Past”

- A. It was twenty years before another major improvement changed the folding chair.
- B. Today, folding chairs come in plastic, wood, and metal, but they all utilize a simple folding mechanism.



STOP.



ENGLISH LANGUAGE ARTS ITEMS—SESSION 2**Finding Her Game**

On Saturday morning, Yolanda joined her friend Marcus at the park next to her home. Eagerly, they dribbled the soccer ball across the grassy field, attempting different passes and kicks. Yolanda loved playing soccer, and she was constantly recruiting her friends to practice with her. Finally, Marcus collapsed on a bench to rest and grabbed his water bottle. Breathless, Yolanda sat down next to him.

“You’re awesome at long passes,” Marcus complimented Yolanda. “I wish you were on my soccer team.”

“I wish I could be on any team,” Yolanda replied as she wiped her sweaty face with the bottom of her T-shirt.

“What’s stopping you?” Marcus asked.

“Our school only has a boys’ team, remember?” Yolanda said. She had discovered that several schools in nearby towns had girls’ soccer teams, but continually traveling to them for daily practices would be too difficult.

“Someone should change that,” Marcus replied as they stood to play more soccer.

For the rest of the weekend, Marcus’s words echoed through Yolanda’s mind. He was right—someone needed to start a girls’ soccer team at her school. However, that would not happen unless one person was willing to step forward. Gradually, Yolanda realized that she was the perfect candidate for the job.

On Monday, Yolanda excitedly shared her plan with Marcus and her other friends. First, she wanted to recruit a team of girl soccer players. Then, she would have to find a teacher who would volunteer to be their coach. After she managed to do that, she would ask the principal to officially add girls’ soccer to the school’s sports teams. Yolanda’s enthusiasm was contagious.

“I can help,” Marcus said. “I’ll ask the soccer players on my team to check with the girls in their classrooms and gather their names.”

“I can help too,” said Yolanda’s friend Henna. “My mother is the principal at the high school. I’ll ask her what we need to do to start a new team.”

“And I’ll go ask Mr. Henderson if he will be our coach,” Yolanda said. “He has a team picture for a college soccer team on his desk, and he’s right there in the middle!”

Later that week, Yolanda had an after-school meeting with the principal, who was impressed with her thorough preparations. Yolanda had even found a store that would donate uniforms.

“I heartily approve,” the principal said.

Yolanda felt ten feet tall. She had accomplished her mission, and her reward was more soccer games!

Go on to the next page.

- 1. Write **one** paragraph explaining why Yolanda was successful in convincing the principal to create a girls' soccer team. Be sure to introduce your topic, use descriptive words and details, and include a concluding statement.

Go on to the next page.

2. Read the letter of recommendation that the student editor of the school yearbook is writing for another student.

To Whom It May Concern:

Robert Leone has been a dedicated member of the staff for our school yearbook for the last two years. Not only is he highly motivated and intelligent, but he has a really laid-back personality and maintains his calm even in stressful situations. These qualities, among others, have made him an extremely valued member of our team.

Which phrase from the letter should be rewritten in order to maintain a formal style?

- A. a dedicated member of the staff
 - B. has a really laid-back personality
 - C. maintains his calm even in stressful situations
 - D. an extremely valued member of our team
3. Read the sentence. It is missing two em dashes (—). Write an em dash in each of the **two** underlined places in the sentence where dashes are needed.

My favorite fruit ___ Georgia peaches ___ comes from ___ the South. My father uses fresh ___ peaches and other fruit ___ to make the most wonderful pies.

4. Which **two** sources would **best** support the claim that reading fiction books is a valuable activity for students? Select **two** options.
- A. an interview with a popular fiction author explaining why she writes novels
 - B. a study describing how parts of the brain become more active when a person reads fiction
 - C. an online encyclopedia entry describing the spread of fiction in modern times
 - D. a graph showing the levels of stress people felt before and after reading fiction
 - E. a time line listing major events in the development of fiction writing around the world

Go on to the next page.

5. Read the sentences.

Last summer, my aunt said that her and my uncle were going to take my cousins and me hiking at Wildcat Mountain State Park. My aunt said that we would probably travel to the park in August, but then my uncle fell down some stairs and broke his ankle. Now we're going to wait until later this autumn for our trip so that my uncle's ankle will have time to heal and he will be able to hike.

Which underlined part in the sentences is written incorrectly?

- A. my aunt said that her and my uncle
- B. to take my cousins and me
- C. we would probably travel to the park
- D. so that my uncle's ankle will have time to heal

6. Read the sentences.

Prairie dogs make unique noises to send messages to other members of their colony about the dangers around them. _____, the noises they make to warn about the presence of hawks are different than the warning noises about humans.

Which transition **best** shows the relationship between the ideas in the two sentences?

- A. To sum up
- B. In the meantime
- C. Even so
- D. For instance





ENGLISH LANGUAGE ARTS ITEMS—SESSION 3

- 1. Think about a time when you joined a new club, team, or class at school. Perhaps you met new friends or learned a new skill.

Write a **one-paragraph** story, real or imagined, about a character who joins a new club, team, or class and what the character experiences after joining. Be sure to introduce your character and use descriptive words and details.

Go on to the next page.

2. Read the sentence. Then write a comma (,) in the **two** places in the sentence where a comma is needed.

My mother__ an experienced jet pilot__ broke a speed record__ last month__ when she flew a supersonic jet__ from Arizona__ to New Mexico.

3. A student is writing a report about a man named Mathew Brady. Read the information that was found in an online encyclopedia.

Mathew Brady (1822–1896) was a photographer who lived during the time of the Civil War. He captured on film many important leaders of the era, including United States presidents and generals. President Abraham Lincoln was one of Brady’s most notable subjects. Some argue, in fact, that Brady’s photographs of Lincoln helped to strengthen Lincoln’s fame.

Which is the **best** paraphrase of the information from the encyclopedia?

- A. Of all the people Brady photographed, President Abraham Lincoln was probably the most notable subject. In fact, some people argue that Brady’s photographs of Lincoln helped to make the president even more famous than he already was.
- B. One famous person that Brady took pictures of was President Abraham Lincoln. Some people believe that Brady’s photographs of Lincoln even helped strengthen Lincoln’s fame.
- C. One of the most famous people Brady photographed during the Civil War was President Abraham Lincoln. It is believed that Brady’s pictures of Lincoln may have contributed to making Lincoln even more popular and better known.
- D. Abraham Lincoln, who was the United States president during the Civil War, was one of Brady’s subjects. Some say, in fact, that Brady’s photographs of Lincoln are what made him famous.
4. Which **two** sentences use the intensive pronoun yourself correctly? Select **two** options.
- A. You yourself have seen how greatly our baseball team has improved over this season.
- B. It is up to yourself to make sure that you write down when the assignment is due.
- C. Yourself and everyone in your class will enjoy the field trip that we have planned.
- D. You should be proud that your sister and yourself cleaned up the entire backyard.
- E. I am extremely impressed that you baked these delicious cookies yourself.

Go on to the next page.

5. Read the paragraph.

Scientists have discovered that spiders, which have no ears, use their webs to sense sounds. In a recent study, researchers observed that spiders responded when sounds, such as music, were played. The scientists were pretty careful about making sure that the sounds traveled through the air. The spiders moved or stretched their legs in different ways depending on how loud the sound was.

Which underlined phrase should be rewritten with precise language to **best** match the rest of the paragraph?

- A. use their webs to sense sounds
- B. observed that spiders responded
- C. were pretty careful about making sure
- D. moved or stretched their legs

6. Read the sentence.

If you devour that peice of cake, you might have a temporary boost of energy, but you would be better off substituting a banana for the cake to give you sustaned endurance.

Which **two** words in the sentence are spelled incorrectly? Select **two** options.

- A. peice
- B. temporary
- C. substituting
- D. sustaned
- E. endurance



ENGLISH LANGUAGE ARTS—APPENDIX

SUMMARY DATA

Grade 6

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
Session 1				
1	ELA.R.6.5	B	2	Students need to analyze how the sentences from the passage contribute to the development of the plot. Option B is the correct answer. The other options do not contribute to the development of the plot.
2	ELA.R.6.4	A	3	Students need to determine the impact of the author’s words on the tone of the passage. Option A is the correct answer. The other options either misinterpret the language of the sentences or identify an incorrect tone.
3	ELA.R.6.2	D / C	3	In part A, students need to determine a theme of the passage. Option D is the correct answer. The other options are not themes of the passage. In part B, students need to provide evidence to support the answer to part A. Option C is the correct answer. The other options do not support the correct answer to part A.
4	ELA.R.6.1	A, C	2	Students need to determine which sentences from the passage best support the idea that Max likes the prospect of having a robot. Options A and C are the correct answers. The other options do not sufficiently support the idea.
5	ELA.R.6.5	C	3	Students need to analyze how the target sentence contributes to the central idea of the passage. Option C is the correct answer. The other options do not accurately describe the contribution of the target sentence.

Grade 6

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
6	ELA.R.6.3	See annotations.	2	Students need to select any combination of two of the three sentences that best introduce the idea that the design team is experienced in developing new types of products. The correct answers are “This team has a history of creative success,” “They have used sealed bags full of empty plastic bottles to help build bridges, arches, and other structures,” and “They have even invented a robotic suitcase called Hop that can follow its owner around!” The other sentences do not introduce the idea that the design team is experienced in developing new types of products.
7	ELA.R.6.3	B	2	Students need to analyze how the idea that some features of Ooho still need to be improved is elaborated on in the passage. Option B is the correct answer. The other options do not provide elaboration about how Ooho still needs to be improved.
8	ELA.R.6.1	D / A	3	In part A, students need to make an inference about Ooho. Option D is the correct answer. The other options are not inferences that can be made about Ooho based on the passage. In part B, students need to determine which evidence from the passage best supports the answer to part A. Option A is the correct answer. The other options do not support the correct answer in part A.
9	ELA.R.6.8	D	2	Students need to analyze claims to determine which one is supported with sufficient reasons and evidence from the passage. Option D is the correct answer. The other options either do not state a claim made in the passage or state a claim that is not sufficiently supported.
10	ELA.R.6.4	B, D	2	Students need to determine the meaning of the word “sophisticated” based on context. Options B and D are the correct answers. The other options do not provide the correct definition.

Grade 6

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
11	ELA.R.6.9	D / C	3	<p>In part A, students need to determine a major difference between the two passages. Option D is the correct answer. The other options either state ideas that are shared between the passages or do not accurately reflect ideas presented in the passages.</p> <p>In part B, students need to determine which evidence from the passage best supports the answer to part A. Option C is the correct answer. The other options do not support the correct answer to part A.</p>
12	ELA.R.6.1	See annotations.	2	<p>Students need to analyze sentences from each passage to determine which ones support the idea that inventions patented long ago can still be important years later. The correct answers are as follows:</p> <p>“Opening Doors with Alexander Miles”—“His creative efforts to solve a problem made elevators safer for people everywhere.”</p> <p>“Building on the Past”—“Today folding chairs come in plastic, wood, and metal, but they all utilize a simple folding mechanism.”</p>

Grade 6

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
Session 2				
1	ELA.W.6.2.b	n/a	3	Students need to write a one-paragraph expository text about why Yolanda was successful in convincing the principal to create a girls' soccer team. Writing will be scored using a Grade 6 Expository Rubric.
2	ELA.W.6.3.c	B	2	Students need to find the phrase in the paragraph that needs to be rewritten in order to maintain a formal style. Option B is the correct answer. The other options are already written in a formal style.
3	ELA.L.6.6.a	See annotations.	1	Students need to identify the proper location of em dashes in the sentence. The correct answers are around the words "Georgia peaches" (–Georgia peaches–). The other options do not need em dashes.
4	ELA.W.6.2.a	B, D	2	Students need to evaluate sources to identify the two sources that would best support a claim. Options B and D are the correct answers. The other options either would not be considered reliable or would not provide the needed information.
5	ELA.L.6.5.a	A	2	Students need to ensure that correct pronouns are used in the sentences. Option A is the correct answer. The other options already use correct pronouns.
6	ELA.W.6.3.b	D	2	Students need to determine the correct transition to complete the sentence. Option D is the correct answer. The other options do not link the ideas in the sentences correctly.

Grade 6

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
Session 3				
1	ELA.W.6.2.c	n/a	3	Students need to write a one-paragraph narrative about the experiences of a character who joins a new club, team, or class. Writing will be scored using a Grade 6 Narrative Rubric.
2	ELA.L.6.6.a	See annotations.	2	Students need to identify the proper location of commas in the sentence. The correct answers are after the words “mother” and “pilot.” The other options do not need commas.
3	ELA.W.6.8	C	2	Students need to analyze a paragraph and determine which option is an accurate paraphrase of the information. Option C is the correct answer. The other options either plagiarize the information or do not paraphrase the information correctly.
4	ELA.L.6.5.a	A, E	2	Students need to determine the correct use of the pronoun “yourself.” Options A and E are the correct answers. The other options use the pronoun incorrectly.
5	ELA.W.6.3.c	C	2	Students need to determine the phrase that needs to be revised to match the formal tone of the paragraph. Option C is the correct answer. The other options are already written in a formal tone.
6	ELA.L.6.6.b	A, D	2	Students need to correctly identify misspelled words. Options A and D are the correct answers. The other options do not include misspellings.

English Language Arts Practice Test Grade 6

Copyright © 2024 by the Wisconsin Department of Public Instruction. The materials contained in this publication may be duplicated by Wisconsin educators for local classroom use. This permission does not extend to the duplication of materials for commercial use.
