The Study/Resource Guides are intended to serve as a resource for parents and students. They contain practice questions and learning activities for each content area. The standards identified in the Study/Resource Guides address a sampling of the state-mandated content standards.

For the purposes of day-to-day classroom instruction, teachers should consult the wide array of resources that can be found at [www.georgiastandards.org](http://www.georgiastandards.org).
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Dear Student,

This Georgia Milestones Grade 6 Study/Resource Guide for Students and Parents is intended as a resource for parents and students. It contains sample questions and helpful activities to give you an idea of what test questions look like on Georgia Milestones and what the Grade 6 End-of-Grade (EOG) assessment covers.

These sample questions are fully explained and will tell you why each answer is either correct or incorrect.

Get ready—open this guide—and get started!
How to Use This Guide

HOW TO USE THIS GUIDE

Let’s get started!

* Get it together!
  * This guide
  * Pen or pencil
  * Highlighter
  * Paper

* Gather materials
  * Classroom notebooks
  * Textbooks

* Study space
  * Find a comfortable place to sit.
  * Use good lighting.
  * Time to focus—no TV, games, or phones!

* Study time
  * Set aside some time after school.
  * Set a goal—how long are you going to study?
  * Remember—you cannot do this all at one time.
  * Study a little at a time, every day.

* Study buddy
  * Work with a friend, sister, brother, parent—anyone who can help!
  * Ask questions—it is better to ask now and get answers.
  * Make sure you know what you need to do—read the directions before you start.
  * Ask your teacher if you need help.

* Test-taking help
  * Read each question and all of the answer choices carefully.
  * Be neat—use scratch paper.
  * Check your work!
Here are some ideas to think about before you take a test.

- Get plenty of rest and eat right. Take care of your body and your mind will do the rest.

- If you are worried about a test, don’t be. Talk with a teacher, parent, or friend about what is expected of you.

- Review the things you have learned all year long. Feel good about it.

- Remember that a test is just one look at what you know. Your class work, projects, and other tests will also show your teachers how much you have learned throughout the year.

Try your best!
What is on the End-of-Grade Assessment?

- English Language Arts (ELA)
- Mathematics
- Science
- Social Studies

TYPES OF ITEMS

- **Selected-response items**—also called multiple-choice
  - English Language Arts (ELA), Mathematics, Science, and Social Studies
  - There is a question, problem, or statement that is followed by four answer choices.
  - There is only ONE right answer, so read EACH answer choice carefully.
  - Start by eliminating the answers that you know are wrong.
  - Then look for the answer that is the BEST choice.

- **Constructed-response items**
  - English Language Arts (ELA) and Mathematics only
  - There is a question, problem, or statement but no answer choices.
  - You have to write your answer or work out a problem.
  - Read the question carefully and think about what you are asked to do.
  - In English Language Arts (ELA), go back to the passage to look for details and information.
  - You will be scored on accuracy and how well you support your answer with evidence.

- **Extended constructed-response items**
  - English Language Arts (ELA) and Mathematics only
  - These are similar to the constructed-response items.
  - Sometimes they have more than one part, or they require a longer answer.
  - Check that you have answered all parts of the question.

- **Extended writing prompt**
  - English Language Arts (ELA) only
  - There is a question, problem, or statement.
  - You may be asked to do more than one thing.
  - In English Language Arts (ELA), you will be asked to read two passages and then write an essay.
  - You will be scored on how well you answer the question and the quality of your writing.
  - Organize your ideas clearly.
  - Use correct grammar, punctuation, and spelling.
  - Support your answer with evidence from the text.
**DEPTH OF KNOWLEDGE**

Test questions are designed with a Depth of Knowledge (DOK) level in mind. As you go from Level 1 to Level 4, the questions get more and more challenging. They take more thinking and reasoning to answer. You may have experienced these types of questions in your classroom as your teachers find ways to challenge you each day.

A Level 1 item may not require as much thinking as a Level 4 item—but that does not mean it’s easy.

A Level 4 item may have more than one part or ask you to write something.

Here is some information to help you understand just what a DOK level really is.

**Level 1 (Recall of Information)**

- Identify, list, or define something.
- Questions may start with *who, what, when,* and *where.*
- Recall facts, terms, or identify information.

**Level 2 (Basic Reasoning)**

- Think about things—it is more than just remembering something.
- Describe or explain something.
- Answer the questions “how” or “why.”

**Level 3 (Complex Reasoning)**

- Go beyond explaining or describing “how and why.”
- Explain or justify your answers.
- Give reasons and evidence for your response.
- Make connections and explain a concept or a “big idea.”

**Level 4 (Extended Reasoning)**

- Complex thinking required!
- Plan, investigate, or apply a deeper understanding.
- These items will take more time to write.
- Connect and relate ideas.
- Show evidence by doing a task, creating a product, or writing a response.
### Depth of Knowledge

#### Level 1—Recall of Information
Level 1 asks you to identify, list, or define. You may be asked to recall who, what, when, and where. You may also be asked to recall facts and terms or identify information in documents, quotations, maps, charts, tables, graphs, or illustrations. Items that ask you to “describe” and/or “explain” could be Level 1 or Level 2. A Level 1 item requires that you just recall, recite, or repeat information.

<table>
<thead>
<tr>
<th>Skills Demonstrated</th>
<th>Question Cues</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Make observations</td>
<td>• Tell who, what, when, or where</td>
</tr>
<tr>
<td>• Recall information</td>
<td>• Find</td>
</tr>
<tr>
<td>• Recognize formulas, properties, patterns, processes</td>
<td>• List</td>
</tr>
<tr>
<td>• Know vocabulary, definitions</td>
<td>• Define</td>
</tr>
<tr>
<td>• Know basic concepts</td>
<td>• Identify; label; name</td>
</tr>
<tr>
<td>• Perform one-step processes</td>
<td>• Choose; select</td>
</tr>
<tr>
<td>• Translate from one representation to another</td>
<td>• Compute; estimate</td>
</tr>
<tr>
<td>• Identify relationships</td>
<td>• Express as</td>
</tr>
<tr>
<td></td>
<td>• Read from data displays</td>
</tr>
<tr>
<td></td>
<td>• Order</td>
</tr>
</tbody>
</table>

#### Level 2—Basic Reasoning
Level 2 includes some thinking that goes beyond recalling or repeating a response. A Level 2 “describe” and/or “explain” item would require that you go beyond a description or explanation of information to describe and/or explain a result or “how” or “why.”

<table>
<thead>
<tr>
<th>Skills Demonstrated</th>
<th>Question Cues</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply learned information to abstract and real-life situations</td>
<td>• Apply</td>
</tr>
<tr>
<td>• Use methods, concepts, and theories in abstract and real-life situations</td>
<td>• Calculate; solve</td>
</tr>
<tr>
<td>• Perform multi-step processes</td>
<td>• Complete</td>
</tr>
<tr>
<td>• Solve problems using required skills or knowledge (requires more than habitual response)</td>
<td>• Describe</td>
</tr>
<tr>
<td>• Make a decision about how to proceed</td>
<td>• Explain how; demonstrate</td>
</tr>
<tr>
<td>• Identify and organize components of a whole</td>
<td>• Construct data displays</td>
</tr>
<tr>
<td>• Extend patterns</td>
<td>• Construct; draw</td>
</tr>
<tr>
<td>• Identify/describe cause and effect</td>
<td>• Analyze</td>
</tr>
<tr>
<td>• Recognize unstated assumptions; make inferences</td>
<td>• Extend</td>
</tr>
<tr>
<td>• Interpret facts</td>
<td>• Connect</td>
</tr>
<tr>
<td>• Compare or contrast simple concepts/ideas</td>
<td>• Classify</td>
</tr>
<tr>
<td></td>
<td>• Arrange</td>
</tr>
<tr>
<td></td>
<td>• Compare; contrast</td>
</tr>
</tbody>
</table>
**Level 3—Complex Reasoning**

Level 3 requires reasoning, using evidence, and thinking on a higher level than Level 1 and Level 2. You will go beyond explaining or describing “how and why” to justifying the “how and why” through reasons and evidence. Level 3 items often involve making connections across time and place to explain a concept or a “big idea.”

<table>
<thead>
<tr>
<th>Skills Demonstrated</th>
<th>Question Cues</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Solve an open-ended problem with more than one correct answer</td>
<td>• Plan; prepare</td>
</tr>
<tr>
<td>• Create a pattern</td>
<td>• Predict</td>
</tr>
<tr>
<td>• Generalize from given facts</td>
<td>• Create; design</td>
</tr>
<tr>
<td>• Relate knowledge from several sources</td>
<td>• Ask “what if?” questions</td>
</tr>
<tr>
<td>• Draw conclusions</td>
<td>• Generalize</td>
</tr>
<tr>
<td>• Make predictions</td>
<td>• Justify; explain why; support; convince</td>
</tr>
<tr>
<td>• Translate knowledge into new contexts</td>
<td>• Assess</td>
</tr>
<tr>
<td>• Compare and discriminate between ideas</td>
<td>• Rank; grade</td>
</tr>
<tr>
<td>• Assess value of methods, concepts, theories, processes, and formulas</td>
<td>• Test; judge</td>
</tr>
<tr>
<td>• Make choices based on a reasoned argument</td>
<td>• Recommend</td>
</tr>
<tr>
<td>• Verify the value of evidence, information, numbers, and data</td>
<td>• Select</td>
</tr>
<tr>
<td></td>
<td>• Conclude</td>
</tr>
</tbody>
</table>

**Level 4—Extended Reasoning**

Level 4 requires the complex reasoning of Level 3 with the addition of planning, investigating, applying deeper understanding, and/or developing that will require a longer period of time. You may be asked to connect and relate ideas and concepts within the content area or among content areas in order to be at this highest level. The Level 4 items would be a show of evidence—through a task, a product, or an extended response—that the higher level demands have been met.

<table>
<thead>
<tr>
<th>Skills Demonstrated</th>
<th>Question Cues</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analyze and synthesize information from multiple sources</td>
<td>• Design</td>
</tr>
<tr>
<td>• Examine and explain alternative perspectives across a variety of sources</td>
<td>• Connect</td>
</tr>
<tr>
<td>• Describe and illustrate how common themes are found across texts from different cultures</td>
<td>• Synthesize</td>
</tr>
<tr>
<td>• Apply mathematical models to illuminate a problem or situation</td>
<td>• Apply concepts</td>
</tr>
<tr>
<td>• Design a mathematical model to inform and solve a practical or abstract situation</td>
<td>• Critique</td>
</tr>
<tr>
<td>• Combine and synthesize ideas into new concepts</td>
<td>• Analyze</td>
</tr>
<tr>
<td></td>
<td>• Create</td>
</tr>
<tr>
<td></td>
<td>• Prove</td>
</tr>
</tbody>
</table>
DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 6 English Language Arts (ELA) EOG assessment has a total of 60 items. You will answer a variety of item types on the test. Some of the items are selected-response (multiple-choice), which means you choose the correct answer from four choices. Some items will ask you to write your response using details from the text. There will also be a writing prompt that will ask you to write an essay.

The test will be given in three sections:

- Sections 1 and 2 will be given on Day 1. You may have up to 75 minutes to complete each section.
- Section 3 will be given on Day 2. You will be given a maximum of 90 minutes to complete this section.

CONTENT

The Grade 6 English Language Arts (ELA) EOG assessment will measure the Grade 6 standards that are described at www.georgiastandards.org.

The content of the assessment covers standards that are reported under these domains:

- Reading and Vocabulary
- Writing and Language

There are two kinds of texts—fiction (including stories and poems) and informational text. There are two kinds of essays—an argumentative essay and an informational/explanatory essay.

Students will also write extended constructed responses that use narrative techniques such as completing a story, writing a new beginning, or adding dialogue. (Item 4 on page 28 gives an example of a prompt that requires a narrative response.)

ITEM TYPES

The English Language Arts (ELA) portion of the Grade 6 EOG assessment consists of selected-response (multiple-choice), constructed-response, extended constructed-response, and extended writing response items.
ENGLISH LANGUAGE ARTS (ELA) DEPTH OF KNOWLEDGE
EXAMPLE ITEMS

Example items that represent applicable DOK levels are provided for you on the following pages. The items and explanations of what is expected of you to answer them will help you prepare for the test.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Example Item 1

DOK Level 1: This is a DOK level 1 item because it requires students to recognize the correct spelling of grade-level words.

English Language Arts (ELA) Grade 6 Content Domain II: Writing and Language


The sentence below contains a spelling error.

I did not mock the candidate’s reason for his absense because he seemed so honorable.

Which underlined word is NOT spelled correctly?

A. mock
B. candidate’s
C. absense
D. honorable

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) absense. The correct spelling is “absence.” Choices (A), (B), and (D) are all spelled correctly.
Read the poem “The Moon” and answer example items 2 and 3.

**The Moon**

by Emily Dickinson

The moon was but a chin of gold
A night or two ago,
And now she turns her perfect face
Upon the world below.

Her forehead is of amplest blond;
Her cheek like beryl stone;
Her eye unto the summer dew
The likest I have known.

Her lips of amber never part;
But what must be the smile
Upon her friend she could bestow
Were such her silver will!

And what a privilege to be
But the remotest star!
For certainly her way might pass
Beside your twinkling door.

Her bonnet is the firmament,
The universe her shoe,
The stars the trinkets at her belt,
Her dimities of blue.
Example Item 2

DOK Level 2: This is a DOK level 2 item because the student is asked to apply knowledge of the text in order to answer the question. The student must interpret ideas as presented in the text.

English Language Arts (ELA) Grade 6 Content Domain I: Reading and Vocabulary

Genre: Literary

Standard: ELAGSERL1. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Which line from the poem BEST expresses the poet’s opinion of the moon?

A. Upon the world below.
B. Her lips of amber never part;
C. And what a privilege to be
D. Her dimities of blue

Correct Answer: D

Explanation of Correct Answer: The correct answer is choice (C) And what a privilege to be. The word privilege demonstrates that the poet is appreciative of her location and would be even if she were the remotest star hoping to see the moon. Choice (A) is incorrect. The line expresses that the moon is above the poet but that does not help to express the poet’s opinion of the moon. Choice (B) is incorrect. The line expresses a description of the moon, but that description does not provide the best evidence of the poet’s opinion of the moon. Choice (D) is incorrect. The line expresses a concluding thought about the poet’s visual comparison of the moon but does not support the poet’s opinion of the moon.
Example Item 3

DOK Level 3: This is a DOK level 3 item because students are asked to analyze the author’s word choice and support their responses with evidence from the text.

English Language Arts (ELA) Grade 6 Content Domain I: Reading and Vocabulary

Genre: Literary

Standard: ELAGSE6RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Analyze the tone of the poem and how the author’s word choice creates that tone.

Use specific examples from the poem to support your answer. Write your answer on the lines provided.

________________________________________________________________________
________________________________________________________________________
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### Scoring Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| **2**  | The exemplar shows a full-credit response. It achieves the following:  
• Gives sufficient evidence of the ability to analyze word choice and how it creates tone  
• Includes specific examples/details that make clear reference to the text  
• Adequately explains the tone or gives an explanation of its development with clearly relevant information based on the text |
| **1**  | The exemplar shows a 1-point response. It achieves the following:  
• Gives limited evidence of the ability to analyze word choice and how it creates tone  
• Includes vague/limited examples/details that make reference to the text  
• Explains the tone or gives an explanation of its development with vague/limited information based on the text |
| **0**  | The exemplar shows a response that would earn no credit. It achieves the following:  
• Gives no evidence of the ability to analyze word choice and how it creates tone |

### Exemplar Response

<table>
<thead>
<tr>
<th>Points Awarded</th>
<th>Sample Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2</strong></td>
<td>The author’s word choice creates a tone of admiration. The author uses words like gold, perfect, amplest, and privilege to show positive feelings about the subject of the poem—the moon. In the last stanza, the imagery clearly shows the author’s admiration of the moon’s beauty. “The stars the trinkets at her belt” reveals that even the lovely stars are minor and unimpressive next to the moon.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>The author’s word choice includes gold and perfect as descriptions of the moon. This shows a positive feeling about the moon.</td>
</tr>
<tr>
<td><strong>0</strong></td>
<td>The poem says, “The moon was but a chin of gold.”</td>
</tr>
</tbody>
</table>
Example Item 4

DOK Level 4: This is a DOK level 4 item because it goes beyond explaining to analyzing and synthesizing information from different sources. The student must combine ideas from the two passages and write an essay in response to an extended writing prompt.

English Language Arts (ELA) Grade 6 Content Domain II: Writing and Language

Genre: Informational

Standard: ELAGSE6W1. Write arguments to support claims with clear reasons and relevant evidence.

In this section, you will read two passages about the ongoing debate over the use of pesticides. What are the benefits and dangers of using pesticides? You will write an argumentative essay supporting either side of the debate in which you argue for or against the use of pesticides.

Before you begin planning and writing, read these two passages:

1. The World Needs Honeybees
2. A Farmer’s Letter to the Editor

As you read the passages, think about what details from the passages you might use in your argumentative essay.
The World Needs Honeybees

Governments should make strict rules about the use of harmful chemicals, or pesticides, on commercial crops. Farmers should volunteer to cut their use of pesticides and make safer choices, but governments should also step in if needed. These harmful chemicals may kill weeds and unwanted insects, but they also kill honeybees. We need honeybees to grow crops in the first place.

What is the purpose of honeybees?

For years, honeybees have been disappearing. Many people think the only purpose for bees is to make honey. However, bees do so much more. The scent of pollen draws them to plants and flowers. Bees then pollinate those crops. Without bees, the world’s entire food supply would be in danger.

What is threatening honeybees?

Bees have many enemies. Some, like diseases, are found in nature. Others, such as pesticides, are made by people. When farmers spray their crops with chemicals, bees eat the chemicals during pollination. The chemicals can injure or even kill the bees. Without bees, there is nothing to pollinate the crops. This leaves farmers with fewer crops to sell.

Different pesticides affect bees in different ways. Some kill bees instantly. Others cause bees to die after they deposit the chemicals in their hives. Still other pesticides kill only young bees. Some pesticides, called neonicotinoids, are especially harmful. These chemicals confuse bees so that they forget what they are supposed to do. They are no longer drawn to the scent of pollen, so they can’t pollinate plants. Studies show that bees affected by neonicotinoids also have fewer offspring. As it turns out, neonicotinoids are the most popular pesticides in the United States.

How can the world save its honeybees?

Farmers can help honeybees survive by changing their farming habits. Bees prefer to work during the day, so limiting the use of pesticides to evenings will help. Also, farmers can use liquid pesticides, which are less toxic than other forms. Farmers should use chemicals only when absolutely necessary, and never while crops are blooming.

Other citizens can help, too. They can encourage farmers to limit their chemical use. They can share their thoughts about pesticides with their government representatives. If everyone works together, we can save honeybees—and our food supply.
A Farmer’s Letter to the Editor

To Whom It May Concern:

Lately, I’ve been hearing about a drop in the world’s bee population and how farmers are likely to blame. After all, we use chemicals to protect our crops from disease and destruction.

It might surprise you to know that nobody is more committed to saving bees than farmers. But there is no guarantee that eliminating pesticides will save the bees. If farmers do stop using certain chemicals, their crops could be destroyed by insects and disease, and then it won’t matter if there are bees or not. No one will have a food supply.

Furthermore, it is unfair to force farmers to make decisions that would hurt their businesses. Farmers should enjoy the freedom to choose how they grow their own crops, just like individuals enjoy the freedom to purchase their own food. If the government is allowed to tell us which chemicals we can use, what’s next? Will they start forcing us to grow certain crops? I don’t want to find out.

Sincerely,
Edward Malloy
Now that you have read “The World Needs Honeybees” and “A Farmer’s Letter to the Editor,” create a plan for and write your argumentative essay.

**WRITING TASK**

Think about both sides of the issue. Choose a side, and then write an argumentative essay supporting either side. In your essay, argue for or against the use of pesticides and their effect on the bee population.

Be sure to use information from BOTH passages in your argumentative essay. **Write your answer on the lines provided.**

**Before you write, be sure to:**

- Think about ideas, facts, definitions, details, and other information and examples you want to use.
- Think about how you will introduce your topic and what the main topic will be for each paragraph.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Be sure to identify the passages by title or number when using details or facts directly from the passages.

**Now write your argumentative essay. Be sure to:**

- Introduce your claim.
- Support your claim with logical reasoning and relevant evidence from the passages.
- Organize the reasons and evidence logically.
- Use words, phrases, and clauses to connect your ideas and to clarify the relationships among claims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.
The following are examples of a seven-point response. See the seven-point, two-trait rubric for a text-based argumentative response on pages 73 and 74 to see why these examples would earn the maximum number of points.

Examples of a Seven-Point Response:

Farmers should stop using pesticides until more studies can be done. If they don’t, the impact on our food supply will be scary. Edward Malloy claims in his letter that he will use pesticides responsibly and that “nobody is more committed to saving bees than farmers.” However, it still seems that pesticides are unsafe in any amount.

One effect of pesticides is the disappearance of bees. When farmers spray chemicals on their fields, they are putting poison on their crops that honeybees can eat. According to “The World Needs Honeybees,” different chemicals have different effects on bees, from instant death to confusion about how to do their jobs. If we cut pesticide use, we could save our bees.

If the chemicals can harm the bees, then they probably aren’t safe for humans to eat either. In addition, nobody wants pesticides in the food supply.

Our health and safety should come first. We can’t just trust farmers to do what’s right. It’s time to make laws that keep farmers from using pesticides.

OR

Pesticides are a necessary part of agriculture. It is unfortunate that some honeybees are affected by these chemicals, but pesticides are necessary to protect crops. Farmers should not be forced to make choices that will destroy their crops and put them out of business.

In his letter to the editor, farmer Edward Malloy states, “If farmers do stop using certain chemicals, their crops could be destroyed by insects and disease, and then it won’t matter if there are bees or not.” This logical point shows that farmers aren’t using pesticides for fun. They use pesticides because they are necessary to protect crops and to make a living. The fact is that pesticides prevent pests from feeding on crops.

The first article argues, “Governments should make strict rules about the use of harmful chemicals, or pesticides, on commercial crops.” This is unnecessary. Nobody needs honeybees to survive more than farmers do. Without bees, their crops won’t produce high yields, so the farmers won’t make money. We should trust that farmers will use pesticides responsibly.

Farmers will do what is best for the food supply. If we trust farmers enough to eat the foods they produce, we should be willing to trust their methods for growing the crops. Bees are important to farmers as well. They will voluntarily do what they should to protect bees.
ENGLISH LANGUAGE ARTS (ELA) CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS

In this section, you will find information about what to study in order to prepare for the Grade 6 English Language Arts EOG assessment. This includes key terms and important vocabulary words. This section also contains practice questions, with an explanation of the correct answers, and activities that you can do on your own or with your classmates or family to prepare for the test.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Unit 1: Reading Literary Text

READING PASSAGES: LITERARY TEXT

CONTENT DESCRIPTION

The literary passages in the English Language Arts (ELA) test are used to identify main ideas and details, cite evidence, make inferences, determine themes, and understand vocabulary.

Key Ideas and Details

- Ideas and details tell you what the story or poem is about.
- Use these ideas and details when writing or speaking about the story or poem.
- Look for central ideas or themes as you read. Ask yourself—what is this about?
- Think about the characters, setting, and events in the story.
- Summarize the important details and ideas after you read.

Structure of the Text

- Make sure you understand the words and phrases as you read.
- Think about how specific words can help you understand the meaning or tone.
- Look at the structure of stories. Pay attention to how the parts of the text (e.g., a section, chapter, scene, or stanza) work with each other and the story or poem as a whole.
- Think about the point of view or purpose of a text.

Understanding What You Read

- Think about the story and visualize, or make a mental picture, as you read.
- Think about the message or what the writer is trying to say.
KEY TERMS

Inference: To infer means to come to a reasonable conclusion based on evidence found in the text. By contrast, an explicit idea or message is fully stated or revealed by the writer. The author tells the reader exactly what they need to know. (RL1)

Theme: The theme of a literary text is its lesson or message. For example, a story could be about two friends who like to do things together, and the theme might be the importance of friendship. (RL2)

Plot: The series of events that form a story in a specific order. (RL3)

Resolution: In most stories there is a conflict or problem. The resolution is the solution to the problem or the end of the main dramatic conflict. The part of a literary work after the resolution is called the falling action, or denouement. (RL3)

Figurative Language: To understand figurative language, you need to distinguish between literal and figurative meanings of words and phrases. Literal refers to the actual meaning of a word or phrase. For example, if someone tells you to open the door, you can open a physical door. If someone tells you to “open the door to your heart,” you are not expected to find a door in your chest. Instead, you open up your feelings and emotions.

Examples of figurative language are similes and metaphors. Similes make comparisons using a linking word such as like, as, or than (her eyes shone like the stars). A metaphor makes a comparison without a linking word; instead of one thing being like another, one thing is another (her eyes were shining stars). If someone says the “sea was glass,” they are using a metaphor. The sea was calm, smooth, and clear; it was not literally glass. (RL4)

Point of View: The perspective from which a story is told. The point of view depends upon who the narrator is and how much he or she knows. The point of view could be first person (I went to the store), second person (You went to the store), or third person (He went to the store). (RL6)

Compare vs. Contrast: Though similar, comparing is analyzing two things such as characters or stories in relation to each other, while contrasting is specifically analyzing the differences between two things such as two different characters or stories. (RL7/RL9)

Genre: A genre is a category of passages, such as fiction and nonfiction. Each genre has a particular style, form, and content. (RL9)

Important Tips

➡️ Use details to support ideas and to answer what you know and how you know it.
➡️ When responding to an item, try to answer the question being asked before you read the answer choices.
➡️ Try to read the questions about a literary text before you read.
➡️ Re-read a literary text as you answer the questions to gain a better understanding.
Sample Items 1–4

Read the story “The Finish Line” and answer questions 1 through 4.

The Finish Line

Mother came into my bedroom. With her hands on her hips, she studied the cluttered floor and a wall of built-in bookshelves littered with art projects at every stage except finished. “What a mess,” she said. “You have projects here that you started in first grade, Maura. Maybe it’s time you finished them.”

She sat on the bed across from me and said, “Your baseball coach called. I know that you quit the team, but what I don’t get is why you didn’t come to your dad and me. We’re not the enemy, Maura, but we can’t help you unless you talk to us.”

I nodded and said, “I know.”

“All right, I better get you to your grandparents or I’m going to be late for my meeting. Downstairs in two, okay?”

I grabbed my sketchbook and headed downstairs, where I discovered that Mother was already outside. After I got in the car, minutes of awkward silence crawled. I wanted to explain why I’d quit the team without telling her, and I wanted her to know what it felt like to ride the bench because you weren’t as good as your teammates. But Mother didn’t understand this, because she had been born good at everything and didn’t realize that most people just weren’t like that. Some people were only talented at drawing.

When I arrived at my grandparents’ farm, Grandpa met me on the porch and said, “How would you like to go on a treasure hunt?”

I was excited for a moment but quickly realized that it was a trick. “You’re not still looking for Grandma’s ring, are you?” I asked suspiciously.

“Just until I find it,” he said, “and you’re part of my search team.”

Suddenly, my summer was not looking so good. I had heard the story a million times: when Grandma was young, her brothers had taken her ring and buried it somewhere on the property. To complicate matters, her parents and grandparents had frequently buried things they wanted to dig up later in fun family treasure hunts—old kitchen items, bottles, and anything else that might be fun to “discover” again—and Grandma’s brothers had followed their example. How were we going to find one ring in all those acres?

I followed Grandpa into the double garage that was his workshop. Tidy shelving, cupboards, and tool benches lined the perimeter. It did not resemble our garage, which was like a huge junk drawer with just enough space carved out for one car.

As I admired Grandpa’s organization, he retrieved his new metal detector, which looked like a cross between a vacuum cleaner and a weed trimmer. “You finally bought one!” I said.

“We have work to do,” he said, nodding.
We took the metal detector to the edge of the pasture, and Grandpa held the contraption out in front of him. Soon it began to hum and shake, indicating that it had found something.

I took the shovel and dug while Grandpa searched the upturned soil and fished out a penny. Not quite the payout we were looking for, but it was only our first attempt.

In the first few hours, we only managed to find coins, rusty nails, and an old fork. When I was about to give up, the machine jumped and rattled. “Maura, get the shovel!” Grandpa commanded.

I dug where he indicated, and my shovel immediately hit something—something a lot bigger than a ring. Grandpa reached into the dirt and retrieved a tin box. Some dirt had gotten through a crack in the lid, but the contents—a handful of tiny metal cars and toy soldiers, a few marbles, and a tarnished hair clip—appeared intact. There was no ring. “Failed again,” I said.

“What a beautiful clip for Grandma’s hair,” Grandpa marveled.

“Beautiful?!” I exclaimed. “Grandpa, it’s disastrously tarnished—it’s not even supposed to be that color!”

“A little elbow grease will fix that,” he retorted.

We headed back to Grandpa’s workshop, where he produced a soft rag and told me to buff the clip back to its original shine.

I didn’t have much hope until a cluster of tiny crystals emerged. Then we applied some silver polish and buffed it again. When I pulled the cloth away, the clip shone like a new mirror. Grandpa admired it and said, “Let’s show your grandma.”

We went inside, where we found Grandma reading, and Grandpa slid the hair clip onto a page of her book.

“Goodness!” she said. “Did you find this with that absurd metal detector?”

“Courtesy of your backyard,” I confirmed.

As we admired Grandma’s new accessory, someone knocked at the door. I knew it would be my mother. As I headed for the door, I considered the bevy of art projects covering my shelves. They all looked better than that hair clip had, so maybe there was potential for them after all. When we got home, I opened the door to my room. I knew which piece I would work on first.
Item 1

Based on this sentence from the story, what can the reader conclude about Grandpa?

“Just until I find it,” he said, “and you’re part of my search team.”

A. He is strict.
B. He is sensitive.
C. He is organized.
D. He is determined.

Item 2

What is the MAIN purpose of this paragraph from the story?

I followed Grandpa into the double garage that was his workshop. Tidy shelving, cupboards, and tool benches lined the perimeter. It did not resemble our garage, which was like a huge junk drawer with just enough space carved out for one car.

A. It teaches Maura the importance of being orderly.
B. It identifies Grandpa’s workshop as the main setting of the story.
C. It contrasts the organizational styles of Grandpa and Maura’s parents.
D. It suggests that Maura’s mother inherited her habits from her father.
Item 3

How does Maura change throughout the story?

Include details from the story to support your answer. Write your answer on the lines provided.

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Item 4

Write a conclusion to the story in which Maura goes home with her mother and expresses what she learned from her day on the farm.

Be sure to include what they say to each other and what Maura plans to do after they talk. Write your answer on the lines provided.
Unit 2: Reading Informational Text

READING PASSAGES: INFORMATIONAL TEXT

CONTENT DESCRIPTION
The informational and explanatory passages in the English Language Arts test can
be used to determine central ideas, write an objective summary, analyze ideas, and
provide supporting text evidence.

Key Ideas and Details
• Read closely to know exactly what the text says.
• Look for details that tell what the text is about.
• Use those details when writing or speaking about the text.
• Look for the central ideas in the text.
• Summarize the important details and ideas.
• Think about how ideas develop and work together in the text.

Structure
• Make sure you understand the words in the text.
• Use a dictionary, thesaurus, or glossary to help you with words that are new.
• Look at how the parts of the text work with each other.
• Think about the author’s point of view or purpose in the text.

Understanding the Text
• Think about the story and visualize, or make a mental picture, as you read.
• Think about the text and its message.
• Look for details or evidence in the text.
KEY TERMS

**Summary:** A summary is an overview of a text that captures the main points but does not give all of the details and does not include opinions. (RI2)

**Connotative meaning:** A meaning beyond the explicit meaning of a word. For example, the word *childlike* connotes innocence as well. Connotations are meanings inferred from certain words. (RI4)

**Organization:** The way in which a piece of writing is structured. Each sentence, paragraph, or chapter fits into the overall structure of a text and contributes to the development of ideas. (RI5)

**Author’s purpose:** The author’s intention for his or her piece. All passages have a purpose, whether it is to persuade, inform, explain, or entertain. (RI6)

**Author’s point of view:** The opinion of the author. Your opinion may differ from the opinion of the author writing a passage. (RI6)

**Evidence:** Something that proves or demonstrates the truth of something else. Informational texts may contain evidence to prove that the information they are providing is correct. (RI8)

**Fact and opinion:** A *fact* is a statement that can be proven. An *opinion* is a statement that cannot be proven because it states a writer’s belief or judgment about something. Deciding whether or not a statement is a fact or an opinion often comes down to a single question: “Can you prove it?” If you can prove a statement, then it is a fact. If not, it’s an opinion. (RI2)

**Chronological order:** The order in which a series of events happened. A text that is arranged in order of time from the beginning to the end is in chronological order. (RI5)

**Cause and effect:** This is a relationship where one thing causes another thing to happen. A passage may also be organized by stating the problem and solution as well. (RI3)

**Important Tips**

- Try to read the questions about an informational text before you read the text so that you know what to look out for.
- Use evidence from a passage to help explain what is being said.
- Use facts and details to support ideas and to answer what you know and how you know it.
Sample Items 5–8

Read the passage “Daylight Saving Time” and answer questions 5 through 8.

Daylight Saving Time

History
In the eighteenth century, Benjamin Franklin had an idea that became what we know today as daylight saving time (DST). Franklin realized that in some seasons, people wasted several hours of daylight while they slept. Then, in the evenings, they had to rely on candles. Candles were very expensive, and Franklin wanted to save money. He did not suggest a change in the clock. Instead, he urged people to get up earlier and go to bed earlier. However, this idea eventually led to DST.

How It Works
The concept of DST is fairly simple. Every fall, we “fall back,” or set our clocks back by one hour. This helps us maximize winter’s minimal hours of daylight. Every spring, we “spring forward,” or set our clocks ahead by one hour. In essence, we gain an hour in the fall and lose an hour in the spring. In the United States, all states except Hawaii and most of Arizona participate in DST.

Public Opinion
Supporters of DST like having plenty of time to be active outside. When people are outside, they are not using electricity at home. Therefore, they may save money on energy costs. But critics claim that DST does not actually save energy. Some research suggests that increased electricity use in the morning cancels out lower evening electricity use. For example, increased air-conditioning costs cancel out a lower light bill.

Some people argue that an extra hour of evening daylight actually encourages people to spend money. For example, they leave the house to shop. If saving money is the goal of DST, it likely fails.

Health Concerns
Many people have trouble adjusting to the DST changes, especially in the spring. Some people are groggy for several days as their bodies adapt. Some researchers suggest that this adjustment period may damage the heart due to interrupted sleep cycles. Reduced sleep decreases productivity. It also increases tiredness and harms overall health.

Making the Adjustment Easier
Experts suggest that people ease into a DST shift. A few days before the change, in the spring, for example, people can start going to bed fifteen minutes earlier. Then they can gradually increase the change until they reach an hour. Experts also recommend taking a daily nap, as long as it is not too close to bedtime. Finally, moderate exercise several times per week helps people get higher-quality sleep.
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**Item 5**

How does the section “Public Opinion” contribute to the passage?

A. It shows that DST is no longer controversial.
B. It suggests that DST does not meet its goals.
C. It provides a balanced report of both perspectives.
D. It helps readers adjust to losing an hour each spring.

**Item 6**

Which conclusion about daylight saving time can the reader draw based on this detail from the passage?

In the United States, all states except Hawaii and most of Arizona participate in DST.

A. Each state has the option of participating in DST.
B. In the South, DST has proven to be less effective.
C. The government is considering changing DST rules.
D. DST is only controversial in the western United States.
Item 7

Why does the author MOST LIKELY include the section “Health Concerns”?

Be sure to include details from the passage to support your answer. Write your answer on the lines provided.
Item 8

Based on the sections “Public Opinion” and “Health Concerns,” what is the author’s point of view about daylight saving time?

Be sure to include details that clearly show how the author reveals his or her viewpoint. Write your answer on the lines provided.
Unit 3: Writing Argumentative Texts

CONTENT DESCRIPTION
The argumentative passages in the English Language Arts test help you develop arguments and claims and support a point of view on a topic. In your writing, use evidence, examples, quotations, and reasons to develop and support your claims and arguments.

Purpose
- An argumentative piece takes a stand or agrees or disagrees with a point of view.
- Some common words are “agree” or “disagree” or “for” or “against.”
- When you state your argument, you need to support it with claims, reasons, examples, and evidence.

Editing Your Writing
- Check your writing for good organization.
- Make sure your writing fits the task, purpose, and audience.
- Strengthen your writing by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to do research.

Scoring Rubrics
- Scoring rubrics can be found beginning on page 68. You may find it helpful to read and discuss these with a parent or another adult.
- The rubrics show you what is needed to produce a strong piece of writing.
- Rubrics are important to understand. They tell you what to add to your writing.
- Writing on the EOG assessment will be scored using these rubrics.
**KEY TERMS**

**Claims:** Ideas and opinions set forth by the author. For example, a writer could make the claim that the school cafeteria is too expensive. (W1a)

**Reasons:** The evidence given to support a writer’s claims. For example, a writer could include information on the price of school lunch or the number of students who don’t want to buy it as reasons to support the claim that the school cafeteria is too expensive. (W1b)

**Relationships:** The ways in which ideas are connected. Writing should use words, phrases, and clauses to clarify the relationships among claims and reasons. (W1c)

**Purpose:** The writer’s intention for his or her piece. All writing has a purpose, whether it is to persuade, inform, explain, or entertain. (W4)

**Audience:** The people who will be reading the piece of writing. Writers should keep their audience in mind and adjust their ideas and vocabulary so that they can be best understood. (W4)

**Organization:** In writing, the organization helps explain ideas and information more clearly. Writers use transitions to organize information. Also, an entire piece of writing has an organizational structure to it. Writers structure their texts to match their purpose and audience. For example, if you were writing an argumentative text in which you wanted to show the negative effects of something, you might choose cause and effect as an organizational structure. (W1a/W4)

**Revision:** The process of editing and rewriting a piece of writing. All good writing requires a lot of revision in order to catch mistakes and clarify ideas. (W5)

**Important Tips**

鬻 Make sure that the arguments you make in your essay have clear reasons and relevant evidence. The evidence must strongly support your claims.

鬻 Organize your writing by using chronological order, cause and effect, compare and contrast, or asking and answering questions.

鬻 Make sure your writing has a concluding statement that supports the information or explanation presented.

鬻 Always read over your writing several times to check your work and catch errors.
Sample Items 9–12

[NOTE: The structure of the practice items for this unit and Unit 4 that follows is as it appears on the Georgia Milestones End-of-Grade assessment: 1) multiple-choice questions (three on the actual test); 2) a constructed-response item; and 3) an extended writing prompt. Additionally, the instructions for the extended writing prompt are in a format that is similar to the one on the End-of-Grade assessment. There is no extended writing prompt for Unit 4.]

In this section, you will read two passages and answer questions 9 through 12.

**WRITING TASK**

There is a controversy surrounding genetically modified organisms, or GMOs. What are the benefits and risks of consuming foods that have been genetically modified?

Think about both sides of the discussion, and then write an argumentative essay supporting either side. In your essay, you will argue for or against the use of GMOs.

Be sure to use information from BOTH passages. **Write your answer on the lines provided.**

Before you begin planning and writing, you will read two passages and answer three questions about what you have read. As you read the passages, think about what details from the passages you might use in your argumentative essay. These are the titles of the texts you will read:

1. GMOs Can Feed the World
2. Are GMOs Really Safe?
GMOs Can Feed the World

Genetically modified foods, or GMOs, are changing the way nations feed their people. In the past, farmers had to worry about droughts, disease, and other hardships. Now, crops can be bred to withstand these forces. The result is an abundance of food that will feed the world.

One benefit of GMOs is that crops can be strengthened. That way no disease or weed can mess with those crops! For example, wild sunflowers are found all over the United States. Each one contains a trait that could help human-grown sunflowers. For instance, a wild sunflower that grows in the desert has traits that allow it to survive on little water. Scientists can isolate this gene and transfer it to the DNA, or genetic material, of a commercial sunflower. This allows farmers to grow sunflowers even in regions that get little water. It also helps farmers in climates with four distinct seasons protect crops from dry spells.

GMOs have many health-related benefits. Scientists can create foods that taste better. If healthy fruits and vegetables taste better, people are more likely to eat them, which will in turn improve their health. In addition, some GMO crops actually have greater nutritional value than their commercial counterparts. Foods can also be bred to last longer. This allows people to store their fresh produce longer and prevent a lot of waste. All of these benefits can be created in a laboratory.

Some critics caution that GMOs pose health risks. For instance, they blame GMOs for food allergies. Allergies are not a new phenomenon, however. Many studies have been done on GMOs, and there has never been any proof linking GMOs to health risks.

Finally, GMOs provide financial benefits. With more crops available, prices decline. This saves consumers money, which allows them to buy more healthful foods. It also gives farmers more money because they have more crops to sell.

Research continues every day. Soon, there will be GMO versions of other common crops. Tomatoes and potatoes, for instance, may soon be able to withstand disease and drought. Then other crops will follow. The possibilities are as endless as the benefits GMOs bring to your health.
Are GMOs Really Safe?

Genetically modified organisms (GMOs) are plants or other organisms whose genetic structure has been changed by scientists. Scientists make these changes by taking desirable genes from other organisms. Then they add these genes to the DNA of plants. Corn and soy are often changed this way.

The purpose of this swap is to make crops stronger and more resistant to disease and parasites. Supporters believe that GMOs can also be used to produce crops that have a bigger yield. This would feed more people. Some crops can even be developed to survive droughts and hardships that would otherwise destroy them.

While all of these benefits sound good, some people have a bleaker outlook. Skeptics worry about the effects of GMOs on humans. Although the U.S. government has declared that GMOs are safe, some experts suspect that they cause food allergies in children and adults. The only way to find out for sure is to conduct long-term testing.

In addition to possibly causing food allergies, GMOs may also have a lower nutritional value than non-modified crops do. Until more studies are done, the public cannot know for sure.

Finally, people are concerned about the increased use of pesticides on GMO crops. It is true that these crops are engineered to survive pesticides. However, this has resulted in the growth of superbugs that require even greater amounts of pesticides. GMO crops are doused with extra chemicals. Later, they line the shelves of your local supermarket or become part of processed foods.

As of now, testing has not confirmed the risks associated with GMOs. Some consumers opt to purchase only non-GMO foods just to be safe. However, it is hard to tell which foods have GMOs. The United States does not require companies to label products that contain GMOs. However, any item labeled as organic and verified by the USDA does not have GMO ingredients.

The field is divided on GMOs for now. Producers proclaim the benefits. Meanwhile, some scientists ask for more testing to confirm the safety of these crops.
Item 9

Read this sentence from the second paragraph of “GMOs Can Feed the World.”

That way no disease or weed can mess with those crops!

Which revision of the sentence BEST maintains the formal style of the paragraph without changing the meaning of the sentence?

A. Crops will pick fights with weeds and disease.
B. Weeds and disease don’t stand a chance against GMO crops.
C. It is quite clear that weeds and disease need not bother attacking crops.
D. In this way, scientists can protect crops from harmful weeds and diseases.

Item 10

Based on the information in “Are GMOs Really Safe?” choose the sentence that would BEST conclude the last paragraph and the argument.

The field is divided on GMOs for now. Producers proclaim the benefits. Meanwhile, some scientists ask for more testing to confirm the safety of these crops.

A. Until then, consumers will have to educate themselves about the foods they buy.
B. Until then, mandatory labeling will help consumers make informed dietary choices.
C. Until then, most consumers will have to rely on the government for tighter restrictions.
D. Until then, consumers have no choice but to accept the foods that are currently available.
**Item 11**

Explain how the author of “GMOs Can Feed the World” illustrates the importance of using GMOs to strengthen crops.

Be sure to include details from the text to support your answer. Write your answer on the lines provided.

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Item 12

Now that you have read “GMOs Can Feed the World” and “Are GMOs Really Safe?” and answered some questions about what you have read, create a plan for and write your argumentative essay.

WRITING TASK

There is a controversy surrounding genetically modified organisms, or GMOs. What are the benefits and risks of consuming foods that have been genetically modified?

Think about both sides of the discussion, and then write an argumentative essay supporting either side. In your essay, you will argue for or against the use of GMOs. Be sure to use information from BOTH passages. Write your answer on the lines provided.

Before you write, be sure to:

- Think about ideas, facts, definitions, details, and other information and examples you want to use.
- Think about how you will introduce your topic and what the main topic will be for each paragraph.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Be sure to identify the passages by title or number when using details or facts directly from the passages.

Now write your argumentative essay. Be sure to:

- Introduce your claim.
- Support your claim with logical reasoning and relevant evidence from the passages.
- Organize the reasons and evidence logically.
- Use words, phrases, and clauses to connect your ideas and to clarify the relationships among claims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.
Unit 4: Writing Informational/Explanatory Texts

CONTENT DESCRIPTION

The informational/explanatory passages in the English Language Arts test help develop your writing. Informational writing states ideas, summarizes research, and uses information from more than one source.

Text Types and Purposes

• Write informational/explanatory texts to state ideas and information clearly and accurately.
• Use the best details, organize them, and explain them when necessary.

Production and Distribution of Writing

• Produce writing with organization and style that fits the task, purpose, and audience.
• Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
• Use technology, including the Internet, to produce and share writing.

Audience, Purpose, and Voice

• As you write, remember who your audience will be.
• Make sure your writing is appropriate. Watch your tone, style, and voice.
• Remember, you are writing for a purpose—think about what you are writing and why.

Range of Writing

• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Scoring Rubrics

• Scoring rubrics can be found beginning on page 68. You may find it helpful to read and discuss these with a parent or another adult.
• The rubrics show you what is needed to produce a strong piece of writing.
• Rubrics are important to understand. They tell you what to add to your writing.
• Writing on the EOG assessment will be scored using these rubrics.
KEY TERMS

Informational/explanatory texts are forms of writing that inform the reader or explain something. (W2d)

Introduction: The beginning of a piece of writing. The introduction should let readers know what they will be reading about and set up the main idea of the writing. (W2a)

Organization: The way in which a piece of writing is structured. Similar ideas and illustrations should be grouped together and the order of the information should make sense. (W2a/W4)

Transition: A word, phrase, or clause that links one idea to the next. Writing should not jump from one idea to the next without transitions that guide the reader to the next idea. Examples include words such as another, for example, also, and because. (W2c)

Conclusion: The end of a piece of writing is the conclusion. The conclusion should sum up the main idea of the writing and provide an overall message for the reader. (W2f)

Formatting: The way in which a piece of writing is organized. For example, a writer can use headings and subheadings to organize the writing and present the information in a clear way. (W2a)

Multimedia: A variety of mediums. Writing does not only include pen-to-paper or a typed essay. Other ways of enhancing writing can include mediums such as art, presentations, photographs, charts, videos, and more. (W2a)

Writing process: Most informational or technical pieces require hard work and revision before they can be considered ready. Even professional writers may struggle with their words. Drafting, revising, editing, and proofreading your writing are all essential parts of an effective writing process. The steps in the writing process are prewriting, drafting, revising and editing, proofreading, and publishing. (W5)

Important Tips

始め by organizing your ideas in different sections. You can use a graphic organizer such as a chart or Venn diagram, or you can create an outline of your piece. Then it will be easier to fill in the supporting details.

Be sure to develop your writing with details such as facts, definitions, quotations, or other information that supports your topic.

Organize your writing by using chronological order, cause and effect, compare and contrast, or asking and answering questions.

Make sure your writing has a concluding statement that supports your central idea.

Strengthen your writing by planning, revising, editing, rewriting, or trying a new approach.
Sample Items 13–16

[NOTE: The structure of the practice items for Unit 4 is similar to how the section appears on the Georgia Milestones End-of-Grade assessment with the exception of the extended writing prompt: 1) multiple-choice questions (three on the actual test); 2) a constructed-response item; and 3) two constructed-response items in the place of an extended writing prompt.]

In this section, you will read a passage and answer questions 13 through 16.
Read the passage “Circadian Rhythm” and answer questions 13 through 16.

**Circadian Rhythm**

Everyone is born with an inner clock, or circadian (sər-ˈkā-dē-ən) rhythm. This inner clock determines whether a person is more productive in the morning or in the evening. It basically tells the brain when it needs to sleep. Some people assume that these clocks are set for life. However, new research suggests that circadian rhythms can change after all.

**Perils of Artificial Light**

It is hard to imagine life without artificial light from cell phones, computers, and televisions. As it turns out, this light greatly affects the body’s inner clock. When there is too much light, even in the middle of the night, the body thinks it is time to be awake. The body sends this message to the brain, and the brain revives itself. This is why falling asleep after watching TV or checking email is difficult.

**Changing One’s Internal Clock**

Some researchers conducted an experiment on the adaptability of a person’s circadian rhythm. Their discoveries could change the way people label themselves.

Researchers took a small number of people camping for a week. No one was allowed electronics, including phones and computers. They lived only by natural light as they reset their internal clocks. By the end of the week, people who had been “night owls” had adjusted to the schedule of a morning person. They had little trouble getting up early. They also had more energy in the morning. This led researchers to draw several conclusions about light. One, excess light disturbs sleep. Two, light keeps people awake at night. Three, light prevents people from being energetic in the morning.

**Eliminating Light**

Based on the results of this study, night owls can follow several steps to become less resistant to early wakeups. First, people need to monitor their use of artificial light. While sunlight provides vital vitamin D, artificial light confuses the body. People can benefit from turning off their electronics before bed. Trying to fall asleep to the TV is counterproductive. The light from the screen keeps people alert instead of helping them become drowsy. Instead of watching TV, people should try relaxing in a dark area.

Everyone should have a sleep schedule. On weekdays and weekends, people should try to get up at about the same time. This helps the body develop a routine. When the body knows what to expect, it can perform optimally. With a schedule, a person can expect to wake up automatically without alarms.
Item 13

Which section heading would BEST introduce the final paragraph of the passage?

Everyone should have a sleep schedule. On weekdays and weekends, people should try to get up at about the same time. This helps the body develop a routine. When the body knows what to expect, it can perform optimally. With a schedule, a person can expect to wake up automatically without alarms.

A. Getting Peaceful Sleep
B. Striving for Consistency
C. The Dangers of Alarm Clocks
D. Disturbing Your Natural Sleep Cycle

Item 14

Which concluding statement is BEST to add to the end of the second paragraph of the passage to support the information presented?

It is hard to imagine life without artificial light from cell phones, computers, and televisions. As it turns out, this light greatly affects the body’s inner clock. When there is too much light, even in the middle of the night, the body thinks it is time to be awake. The body sends this message to the brain, and the brain revives itself. This is why falling asleep after watching TV or checking email is difficult.

A. As a result, people can also suffer eyestrain and headaches.
B. Few individuals are willing to give up their computers and cell phones.
C. Turning off screens close to bedtime will prevent these negative effects.
D. People have to decide which is more important: checking email or watching TV.
Item 15

Write a brief summary of the author's main points about circadian rhythms.
Be sure to include central ideas and details from the passage. Write your answer on the lines provided.
Item 16

How does the author illustrate the importance of eliminating light when changing one's internal clock?

Be sure to include details from the text to support your answer. Write your answer on the lines provided.
Unit 5: Language

CONTENT DESCRIPTION
The language portion of the English Language Arts test focuses on the use of proper grammar, punctuation, spelling, and usage.

Language
- You need to express yourself clearly and in an interesting way.
- Choose your words carefully so your readers understand what you are writing.
- Apply the rules of grammar as you write.

Conventions of Standard English
- Use correct grammar and usage when writing.
- Use correct capitalization, punctuation, and spelling.

Style
- Vary the words you use. Use a dictionary and thesaurus to help you.
- Your writing should be clear and interesting at the same time.
- Use colorful language and different sentence structures.

KEY TERMS
Subjective/Nominative pronoun: Pronouns that act as the subject of a sentence. Examples are I, we, he, she, and they. In the sentence They went to the beach, they is the subject in the subject-verb-object structure. (L1a)

Objective pronoun: Pronouns that act as the object of a sentence. Examples are me, us, him, her, and them. In the sentence, He gave it to them, them is the object in the subject-verb-object structure. (L1a)

Possessive pronoun: Pronouns that show possession. Examples are mine, his, hers, ours, and theirs. For example, Those cookies are mine. (L1a)

Indefinite pronoun: Pronouns that represent an object that may have already been identified or does not need explicit identification. Examples are another, any, both, each, neither, none, and some. (L1)

Punctuation: Writing marks that help to separate and clarify ideas. Examples of punctuation are the period, comma, colon, exclamation mark, and question mark. (L2)

Style: The particular form or way an author chooses to write. There are many different writing styles. It is important to maintain your style throughout a piece of writing. (L3b)

Context: Words and phrases that surround another phrase and help to explain its meaning. Sometimes a word cannot be understood without the context of the words and phrases around it. For example, he threw it could mean several things, but when the full sentence is included, He threw the basketball up high from midcourt and sunk it through the hoop for two points, the meaning is clear. (L4a)
Figurative language:

- **Personification:** When a writer describes an object as if it were a person. For example, *The trees sighed in the afternoon breeze.* The trees did not really sigh but seemed to as they blew gently in the breeze. (L5a)
- **Simile:** A comparison using *like* or *as*. For example, *“She is as pretty as a picture.”* (L5a)
- **Metaphor:** A direct comparison that states one thing *is* another. It isn’t meant to be literal, but descriptive. For example, *He is an animal on the soccer field* does not mean that the boy is really an animal, but it is a metaphor for how he plays soccer (very aggressively). (L5a)

**Important Tips**

ți To study for this part of the EOG assessment, concentrate on the kinds of errors you typically make in your own writing. Then review grammar rules for those specific kinds of errors. Use books or free online resources to find practice items that you can try. You can work with a partner and question each other on grammar rules or try editing sentences together. Focus your review time on strengthening the areas or skills that need to be reviewed the most.

ți When you are faced with an unknown word, go back to the passage. Start reading two sentences before the word appears, and continue reading for two sentences afterward. If that doesn’t give you enough clues, look elsewhere in the passage. By reading the context in which the word appears, you may be able to make an educated guess.
Sample Items 17–20

Item 17

Which sentence does NOT have an error in pronoun use?

A. Caleb is six years older than I.
B. Our aunt visited Kiana and I yesterday.
C. Who did Amelia share her lunch with today?
D. Damian and me scored the highest grades in class.

Item 18

Which sentence is the MOST concise way to combine the sentences while maintaining their meaning?

Eve went to a hockey game tonight. It was her first hockey game. She went with her parents. She was impressed by the speed of the players. She was also impressed by the skill of the players.

A. Along with her parents, Eve went to her first hockey game where the speed of the players and their skill impressed her.
B. The speed and the skill of the players impressed Eve when she attended her first hockey game tonight along with her parents.
C. Because she had never seen a hockey game before, Eve was impressed by the speed and skill of the players, and so were her parents.
D. Having never seen a hockey game until tonight with her parents, Eve was impressed by the speed of the players and the skill of the players.
Item 19

Which sentence, if added to the end of the paragraph, BEST maintains a consistent style?

Like humans, animals need to visit their doctors regularly. Veterinarians provide regular shots that keep pets healthy. They also check pets’ teeth, just like dentists do, to make sure they have no dangerous plaque. Veterinarians can even provide grooming services to keep your pets’ nails at a comfortable length.

A. I always take my pet to the vet to make sure he is healthy.
B. If you take your pet to the vet, be ready to have an active, happy pet!
C. With regular visits to the veterinarian, pets can enjoy long and healthy lives.
D. Provided one visits with veterinarians quite regularly, pets will maintain their health.

Item 20

Which sentence does NOT use commas correctly?

A. My older brother, Jonathan, attends college in Oregon.
B. Briana speaks several languages including French, and Spanish.
C. John, along with several of his friends, attended the symphony.
D. According to this week’s newspaper, the movie does not start until seven.
# ENGLISH LANGUAGE ARTS (ELA) ADDITIONAL SAMPLE ITEM KEYS

<table>
<thead>
<tr>
<th>Item</th>
<th>Standard/Element/Genre</th>
<th>DOK Level</th>
<th>Correct Answer</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ELAGSE6RL1 Literary</td>
<td>2</td>
<td>D</td>
<td>The correct answer is choice (D) He is determined. The context reveals that Grandpa has been looking for the ring for a long time, yet he is still determined to find it. Choices (A) and (B) are incorrect because although other details in the story support these traits, this example does not. Choice (C) is incorrect; this conclusion about Grandpa is not supported by the context of the quoted sentence.</td>
</tr>
<tr>
<td>2</td>
<td>ELAGSE6RL5 Literary</td>
<td>2</td>
<td>C</td>
<td>The correct answer is choice (C) It contrasts the organizational styles of Grandpa and Maura’s parents. Grandpa’s garage is neat and tidy, while Maura’s garage is messy and disorganized. Choice (A) is incorrect because the mere observation of Grandpa’s garage does not teach Maura a lesson. Choice (B) is incorrect because the characters are not in the garage for the majority of the action, so the garage is not the main setting. Choice (D) is incorrect because Maura’s mother has a messy garage, not an organized one like Grandpa’s.</td>
</tr>
<tr>
<td>3</td>
<td>ELAGSE6RL3 Literary</td>
<td>3</td>
<td>N/A</td>
<td>See scoring rubric and sample response beginning on page 59.</td>
</tr>
<tr>
<td>4</td>
<td>ELAGSE6W3e</td>
<td>4</td>
<td>N/A</td>
<td>See scoring rubric beginning on page 69 and sample response on page 61.</td>
</tr>
<tr>
<td>5</td>
<td>ELAGSE6RI5 Informational/Explanatory</td>
<td>2</td>
<td>B</td>
<td>The correct answer is choice (B) It suggests that DST does not meet its goals. The end of the section explicitly states, “If saving money is the goal of DST, it likely fails.” Choice (A) is incorrect because the existence of multiple perspectives implies that DST is, in fact, controversial. Choice (C) is incorrect because the section is not balanced; it is biased toward critics of DST. Choice (D) is incorrect because this section does nothing to help readers adjust to DST; this role is filled by the passage’s final paragraph.</td>
</tr>
<tr>
<td>6</td>
<td>ELAGSE6RI1 Informational/Explanatory</td>
<td>3</td>
<td>A</td>
<td>The correct answer is choice (A) Each state has the option of participating in DST. Since Hawaii and parts of Arizona do not participate, DST must be optional. Choice (B) is incorrect because although one of the non-participating states is in the south, there is no indication that DST is not as effective there. Choice (C) is incorrect because the sentence does not express the government’s plans. Choice (D) is incorrect because the controversy is not limited to one area.</td>
</tr>
<tr>
<td>Item</td>
<td>Standard/Element/Genre</td>
<td>DOK Level</td>
<td>Correct Answer</td>
<td>Explanation</td>
</tr>
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</tr>
<tr>
<td>7</td>
<td>ELAGSE6RI5 Informational/Explanatory</td>
<td>3</td>
<td>N/A</td>
<td>See scoring rubric and sample response on page 62.</td>
</tr>
<tr>
<td>8</td>
<td>ELAGSE6RI6 Informational/Explanatory</td>
<td>4</td>
<td>N/A</td>
<td>See scoring rubric and sample response on page 63.</td>
</tr>
<tr>
<td>9</td>
<td>ELAGSE6W1d</td>
<td>2</td>
<td>D</td>
<td>The correct answer is choice (D) In this way, scientists can protect crops from harmful weeds and diseases. This revision removes the informal phrase “mess with” and the exclamation point and uses appropriately formal language while preserving the meaning of the sentence. Choices (A) and (B) are incorrect because they are informal due to the phrases “pick fights” and “don’t stand a chance.” Choice (C) is incorrect because it is too formal with phrases like “quite clear” and “need not.”</td>
</tr>
<tr>
<td>10</td>
<td>ELAGSE6W1e</td>
<td>2</td>
<td>A</td>
<td>The correct answer is choice (A) Until then, consumers will have to educate themselves about the foods they buy. This conclusion follows the logic of the paragraph and reflects the balanced perspective of the article: in the absence of a firm judgment on GMOs, consumers are left to their own devices. Choice (B) is incorrect because, as the article states, there is no such mandatory labeling of GMOs. Choice (C) is incorrect because the article neither focuses on nor supports government restrictions. Choice (D) is incorrect because consumers do have choices between GMOs and non-modified foods.</td>
</tr>
<tr>
<td>11</td>
<td>ELAGSERI3 Informational/Explanatory</td>
<td>3</td>
<td>N/A</td>
<td>See scoring rubric and sample response on page 64.</td>
</tr>
<tr>
<td>12</td>
<td>ELAGSE6W1</td>
<td>4</td>
<td>N/A</td>
<td>See scoring rubric beginning on page 73 and sample response on page 65.</td>
</tr>
<tr>
<td>13</td>
<td>ELAGSE6W2a</td>
<td>2</td>
<td>B</td>
<td>The correct answer is choice (B) Striving for Consistency. The paragraph is about establishing and maintaining a consistent sleep schedule that is compatible with circadian rhythm. Choice (A) is incorrect because peaceful sleep is not the focus of the paragraph. Choice (C) is incorrect because the paragraph does not address dangers of alarm clocks. Choice (D) is incorrect because the paragraph is about catering to your natural sleep cycle, not disturbing it.</td>
</tr>
<tr>
<td>Item</td>
<td>Standard/Element/Genre</td>
<td>DOK Level</td>
<td>Correct Answer</td>
<td>Explanation</td>
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<tr>
<td>------</td>
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<tr>
<td>14</td>
<td>ELAGSE6W2f</td>
<td>2</td>
<td>C</td>
<td>The correct answer is choice (C) Turning off screens close to bedtime will prevent these negative effects. The paragraph is about how artificial light from electronics undermines circadian rhythm; a natural conclusion is that turning off the screens will restore their natural rhythms. Choice (A) is incorrect because eyestrain and headaches are outside the topic of the paragraph. Choice (B) is incorrect because it is an unsupported generalization, and the paragraph does not imply that people should entirely give up their electronic devices. Choice (D) is incorrect because checking email and watching TV both harm circadian rhythm; the best choice is to avoid both.</td>
</tr>
<tr>
<td>15</td>
<td>ELAGSE6RI2 Informational/Explanatory</td>
<td>3</td>
<td>N/A</td>
<td>See scoring rubric and sample response on page 66.</td>
</tr>
<tr>
<td>16</td>
<td>ELAGSE6RI3 Informational/Explanatory</td>
<td>4</td>
<td>N/A</td>
<td>See scoring rubric and sample response on page 67.</td>
</tr>
<tr>
<td>17</td>
<td>ELAGSE6L1b</td>
<td>2</td>
<td>A</td>
<td>The correct answer is choice (A) Caleb is six years older than I. This sentence has no errors in pronoun use. It requires the subjective pronoun I. Choice (B) is incorrect because it has an error in pronoun use. It needs the objective pronoun me instead of I, because the pronoun is the direct object of the verb visited. Choice (C) is incorrect because it has an error in pronoun use. It needs the objective pronoun Whom instead of Who, because the pronoun is the object of the preposition with. Choice (D) is incorrect because it has an error in pronoun use. It needs the subjective pronoun I because it is part of the sentence’s subject.</td>
</tr>
<tr>
<td>18</td>
<td>ELAGSE6L3a</td>
<td>3</td>
<td>B</td>
<td>The correct answer is choice (B) The speed and the skill of the players impressed Eve when she attended her first hockey game tonight along with her parents. This sentence preserves the meaning of the original sentences and combines their ideas correctly and without undue repetition. Choice (A) is incorrect because “the speed of the players and their skill” is awkward; “the speed and skill of the players” would be a better combination. Choice (C) is incorrect because it indicates a false cause/effect relationship; we do not know if Eve was impressed because this was her first hockey game. Choice (D) is incorrect because “the speed of the players and the skill of the players” is unnecessarily and awkwardly repetitive.</td>
</tr>
<tr>
<td>Item</td>
<td>Standard/Element/Genre</td>
<td>DOK Level</td>
<td>Correct Answer</td>
<td>Explanation</td>
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<td>------</td>
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</tr>
<tr>
<td>19</td>
<td>ELAGSE6L3b</td>
<td>3</td>
<td>C</td>
<td>The correct answer is choice (C) With regular visits to the veterinarian, pets can enjoy long and healthy lives. This moderately formal but not stiff style is most consistent with the rest of the paragraph. Choices (A) and (B) are incorrect because they break the style with pronouns that are in the wrong voice and sound too informal (I and you). Choice (D) is incorrect because it is overly formal and stiff due to the use of the indefinite pronoun one instead of a personal pronoun, and it has a dramatic change in tone.</td>
</tr>
<tr>
<td>20</td>
<td>ELAGSE6L2a</td>
<td>2</td>
<td>B</td>
<td>The correct answer is choice (B) Briana speaks several languages including French, and Spanish. There is no series of items, so the comma is unnecessary. Choice (A) is incorrect because it correctly uses commas to set off an appositive. Choice (C) is incorrect because it correctly uses commas to set off a non-crucial phrase. Choice (D) is incorrect because it correctly uses a comma to set off an introductory phrase.</td>
</tr>
</tbody>
</table>
### ENGLISH LANGUAGE ARTS (ELA) SAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

#### Item 3

**Scoring Rubric**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2      | The exemplar shows a full-credit response. It achieves the following:  
  - Gives sufficient evidence of the ability to understand characterization and analyze its development over the course of a text  
  - Includes specific examples/details that make clear reference to the text  
  - Adequately explains the characterization or gives an explanation of its development with clearly relevant information based on the text |
| 1      | The exemplar shows a 1-point response. It achieves the following:  
  - Gives limited evidence of the ability to understand characterization and analyze its development over the course of a text  
  - Includes vague/limited examples/details that make reference to the text  
  - Explains the characterization or gives an explanation of its development with vague/limited information based on the text |
| 0      | The exemplar shows a response that would earn no credit. It achieves the following:  
  - Gives no evidence of the ability to understand characterization or analyze its development over the course of a text |
Exemplar Response

<table>
<thead>
<tr>
<th>Points Awarded</th>
<th>Sample Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>In the beginning of the story, Maura does not finish what she starts, but in the end, she understands the rewards that come with completion. When the story starts, Maura’s mother points out shelves full of Maura’s unfinished art projects (some from first grade). Also, we find out that Maura recently quit the baseball team early in the season. Then, when Maura and her grandpa find an old hair clip, Maura persists in cleaning it until it looks new again. This inspires her to go home and finish a project of her own.</td>
</tr>
<tr>
<td>1</td>
<td>By the end of the story, Maura actually finishes a project. She and Grandpa find something that doesn’t look valuable but is. She polishes the hair clip until it looks brand-new. She thinks about what else she could finish.</td>
</tr>
<tr>
<td>0</td>
<td>Maura quits the baseball team. She has been giving up on art projects since first grade. Her room is messy, and she gets in trouble with her mom.</td>
</tr>
</tbody>
</table>
Item 4

To view the four-point holistic rubric for a text-based narrative response, see pages 69 and 70.

Exemplar Response

<table>
<thead>
<tr>
<th>Points Awarded</th>
<th>Sample Response</th>
</tr>
</thead>
</table>
| 4              | I followed Mother into the kitchen. Mother asked, “How was your day?”
|                | “Good. Grandpa bought a new metal detector, so we went looking for Grandma’s ring again.”
|                | “Did you find it?”
|                | “No,” I said. “But somehow I think we actually might find the ring this summer. We did find a box of old toys and a tarnished hair clip. Grandpa and I cleaned it up, and it looked brand-new. Grandma was pretty excited when we gave it to her.”
|                | Mother pulled some dinner ingredients out of the refrigerator. “Sounds like you have a new summer plan.”
|                | “Yep. When we find that ring, Grandma’s going to be so happy.”
|                | As I climbed the stairs toward my room, Mother asked what I was doing. “I’m headed off to finish a drawing,” I said. |
| 3              | Mother and I went to the kitchen. She asked me about my day, and I told her that Grandpa had bought a metal detector that we’d used to find some old toys and a hair clip. “We cleaned up that dirty hair clip until it looked brand-new. Grandma was so happy. Next time I go to the farm, I will help Grandpa find her missing ring.”
|                | “Sounds like you have a new summer plan.”
|                | I ran upstairs to my room to pick out an art project to finish. I imagined how it would look framed on my grandparents’ wall. |
| 2              | Mother and I went into the kitchen, and she asked me about my day. I told her about my adventures with Grandpa and how we found an old hair clip and made it look brand-new.
|                | I told Mother that Grandma loved the clip, but we still had to look for her ring. I told her Grandpa and I would find it next time.
|                | I ran upstairs to my room. |
| 1              | Me and Mom went to the kitchen. I told her about my day and she was happy that I had finished something. Talked to Dad about quitting baseball. |
| 0              | She had went home with her mom. |
**Scoring Rubric**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2      | The exemplar shows a full-credit response. It achieves the following:  
  • Gives sufficient evidence of how a section of a text contributes to the development of ideas in the text  
  • Includes specific examples/details that make clear reference to the text  
  • Adequately explains how the section fits in with the text and includes clearly relevant information based on the text |
| 1      | The exemplar shows a 1-point response. It achieves the following:  
  • Gives limited evidence of how a section of a text contributes to the development of ideas in the text  
  • Includes vague/limited examples/details that make reference to the text  
  • Explains how the section fits in with the text and includes clearly relevant information based on the text |
| 0      | The exemplar shows a response that would earn no credit. It achieves the following:  
  • Gives no evidence of how a section of a text contributes to the development of ideas in the text |

**Exemplar Response**

<table>
<thead>
<tr>
<th>Points Awarded</th>
<th>Sample Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The author most likely includes the section “Health Concerns” to show that the DST issue isn’t only about saving money and changing your schedule. It also affects your health. Some short-term effects include being tired. Research shows that DST can hurt your “…heart due to interrupted sleep cycles.” Sleep is more important than many people realize. The author wants people to know that while one hour may not seem like a lot, it is enough to hurt your body.</td>
</tr>
<tr>
<td>1</td>
<td>The author most likely includes the “Health Concerns” section because people need to know that their sleep schedules are important. Changing them can result in health problems among other things.</td>
</tr>
<tr>
<td>0</td>
<td>The author includes the section “Health Concerns” to support the main idea.</td>
</tr>
</tbody>
</table>
### Item 8

#### Scoring Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2      | The exemplar shows a full-credit response. It achieves the following:  
• Gives sufficient evidence of the ability to determine the author’s point of view and analyze its development over the course of a text  
• Includes specific examples/details that make clear reference to the text  
• Adequately explains the author’s point of view or gives an explanation of its development with clearly relevant information based on the text |
| 1      | The exemplar shows a 1-point response. It achieves the following:  
• Gives limited evidence of the ability to determine the author’s point of view and analyze its development over the course of a text  
• Includes vague/limited examples/details that make reference to the text  
• Explains the author’s point of view or gives an explanation of its development with vague/limited information based on the text |
| 0      | The exemplar shows a response that would earn no credit. It achieves the following:  
• Gives no evidence of the ability to determine the author’s point of view or analyze its development over the course of a text |

#### Exemplar Response

<table>
<thead>
<tr>
<th>Points Awarded</th>
<th>Sample Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The author provides a somewhat biased view of the controversy surrounding DST. In the Public Opinion section the author reveals his or her true feelings by saying, “If saving money is the goal of DST, it likely fails.” This is the author’s opinion and conclusion. He or she also adds, in the Health Concerns section, details about DST’s negative effects on health to solidify his or her argument. The tips for making the transition easier are general tips for good health and don’t guarantee relief from symptoms. In fact, the author implies that there is no guaranteed relief.</td>
</tr>
<tr>
<td>1</td>
<td>Although the author tries to be fair in the other sections, he or she believes that DST is a failure. This reveals the author’s bias.</td>
</tr>
<tr>
<td>0</td>
<td>DST adds an extra hour to the clocks in the fall. It takes away an hour in the spring.</td>
</tr>
</tbody>
</table>
**Item 11**

### Scoring Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2      | The exemplar shows a full-credit response. It achieves the following:  
- Gives sufficient evidence of the ability to illustrate the importance of an idea and analyze its development over the course of a text  
- Includes specific examples/details that make clear reference to the text  
- Adequately explains the key details or gives an explanation of their development with clearly relevant information based on the text |
| 1      | The exemplar shows a 1-point response. It achieves the following:  
- Gives limited evidence of the ability to illustrate the importance of an idea and analyze its development over the course of a text  
- Includes vague/limited examples/details that make reference to the text  
- Explains the key ideas or gives an explanation of their development with vague/limited information based on the text |
| 0      | The exemplar shows a response that would earn no credit. It achieves the following:  
- Gives no evidence of the ability to illustrate the importance of an idea or analyze its development over the course of a text |

### Exemplar Response

<table>
<thead>
<tr>
<th>Points Awarded</th>
<th>Sample Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The author illustrates the importance of using GMOs to strengthen crops by providing the example of the wild sunflower. At its best, genetic modification allows plants to survive harsh conditions. Wild sunflowers can survive in many harsh conditions, including drought, and “Scientists can isolate this gene and transfer it to the DNA, or genetic material, of a commercial sunflower.” This illustrates the value of GMOs by proving that farmers can now grow plants in rugged conditions that were unusable before. This benefits both the farmer and the consumer.</td>
</tr>
<tr>
<td>1</td>
<td>Wild sunflowers illustrate the importance of GMOs. Their traits can help other crops. GMOs can be harmful to people.</td>
</tr>
<tr>
<td>0</td>
<td>The details in the article illustrate the importance of GMOs.</td>
</tr>
</tbody>
</table>
Item 12

The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based argumentative response on pages 73 and 74 to see why this example would earn the maximum number of points.

Example of a Seven-Point Response:

GMOs can have a huge impact on the world, and therefore, their growth should be encouraged. Some people are concerned about harmful side effects from GMOs, but according to the first article, “Many studies have been done on GMOs, and there has never been any proof linking GMOs to health risks.” If not one single link has been found, it is fair to conclude, at least for the time being, that GMOs must be safe.

Although the second article points out that skeptics worry about the nutritional value of GMOs, there is again no evidence to support this. In fact, some scientists claim that the reverse is actually true—that GMOs are more nutritious than commercial crops.

Finally, in the past, many crops have been destroyed by diseases, insects, and droughts. Through the process of genetic modification, scientists can breed crops “... to withstand these forces. The result is an abundance of food that will feed the world.” That promise is too exciting to ignore.

Scientists will probably continue to argue the benefits of GMOs moving forward. It is clear that the long-term effects of GMOs are still unknown. However, people need to give GMOs a chance to make a positive impact on our food supply.
**Item 15**

**Scoring Rubric**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2      | The exemplar shows a full-credit response. It achieves the following:  
  • Gives sufficient evidence of the ability to determine and summarize the main idea and analyze its development over the course of a text  
  • Includes specific examples/details that make clear reference to the text  
  • Adequately explains the main idea or gives a summary of its development with clearly relevant information based on the text |
| 1      | The exemplar shows a 1-point response. It achieves the following:  
  • Gives limited evidence of the ability to determine and summarize the main idea and analyze its development over the course of a text  
  • Includes vague/limited examples/details that make reference to the text  
  • Explains the main idea or gives a summary of its development with vague/limited information based on the text |
| 0      | The exemplar shows a response that would earn no credit. It achieves the following:  
  • Gives no evidence of the ability to determine and summarize the main idea or analyze its development over the course of a text |

**Exemplar Response**

<table>
<thead>
<tr>
<th>Points Awarded</th>
<th>Sample Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Although people once thought that their inner clocks, or circadian rhythms, were set for life, research suggests that people can change their inner clocks after all. The main way to reset your clock is to limit light at night. The author emphasizes that this means no TV, phones, or other electronic devices before bed. In addition, people should go to bed and get up at the same time every day. This creates a routine that activates and maintains your inner clock. Camping trips, during which you rely only on natural light, can also ease the transition.</td>
</tr>
<tr>
<td>1</td>
<td>You can change your inner clock if you can spend a week camping. The natural light helps you make this change.</td>
</tr>
<tr>
<td>0</td>
<td>Night owls can reset their inner clocks.</td>
</tr>
</tbody>
</table>
### Item 16

#### Scoring Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2      | The exemplar shows a full-credit response. It achieves the following:  
• Gives sufficient evidence of the ability to determine a key idea and analyze its development over the course of a text  
• Includes specific examples/details that make clear reference to the text  
• Adequately explains a key idea or gives an explanation of its development with clearly relevant information based on the text |
| 1      | The exemplar shows a 1-point response. It achieves the following:  
• Gives limited evidence of the ability to determine a key idea and analyze its development over the course of a text  
• Includes vague/limited examples/details that make reference to the text  
• Explains a key idea or gives an explanation of its development with vague/limited information based on the text |
| 0      | The exemplar shows a response that would earn no credit. It achieves the following:  
• Gives no evidence of the ability to determine a key idea or analyze its development over the course of a text |

#### Exemplar Response

<table>
<thead>
<tr>
<th>Points Awarded</th>
<th>Sample Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The author explains that light makes the brain wake up. The light from the screens of phones, TVs, and computers makes your brain think it’s daytime. To change your internal clock, the author says, “People can benefit from turning off their electronics before bed.” Instead, people should relax in a dim place to let the brain know that it’s time to sleep. The author also uses an example of how camping can restore your body’s internal clock. People who went camping for a week and had no electronics “…adjusted to the schedule of a morning person.” This shows how strong the effects of light are.</td>
</tr>
<tr>
<td>1</td>
<td>The author illustrates the importance of eliminating light to change your body’s internal clock. Camping resets the body by letting only natural light in. If people could go camping more often, they could reset their clocks and have a happier life.</td>
</tr>
<tr>
<td>0</td>
<td>The author illustrates the importance of eliminating light to change one’s internal clock.</td>
</tr>
</tbody>
</table>
ENGLISH LANGUAGE ARTS (ELA) WRITING RUBRICS

Grade 6 items that are not machine-scored—i.e., constructed-response, extended constructed-response, and extended writing response items—are manually scored using either a holistic rubric or a two-trait rubric.

Four-Point Holistic Rubric

Genre: Narrative

A holistic rubric evaluates one major feature, which is ideas. On the Georgia Milestones EOG assessment, a holistic rubric is scored from zero to four. Each point value represents the difference in the levels or quality of the student’s work. To score an item on a holistic rubric, the scorer need only choose the description and associated point value that best represents the student’s work. Increasing point values represent a greater understanding of the content and, thus, a higher score.

Seven-Point, Two-Trait Rubric

Genre: Argumentative or Informational/Explanatory

A two-trait rubric, on the other hand, evaluates two major traits, which are conventions and ideas. On the Georgia Milestones EOG assessment, a two-trait rubric contains two scales, one for each trait, ranging from zero to three on one scale (conventions) and zero to four on the other (ideas). A score is given for each of the two traits, for a total of seven possible points for the item. To score an item on a two-trait rubric, a scorer must choose the description and associated point value for each trait that best represents the student’s work. The two scores are added together. Increasing point values represent a greater understanding of the content and, thus, a higher score.

On the following pages are the rubrics that will be used to evaluate writing on the Georgia Milestones Grade 6 English Language Arts EOG assessment.
## Four-Point Holistic Rubric

### Genre: Narrative

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| This trait examines the writer’s ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read. | 4 | The student’s response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.  
- Effectively establishes a situation and introduces a narrator and/or characters  
- Organizes an event sequence that unfolds naturally  
- Effectively uses narrative techniques, such as dialogue, description, and pacing, to develop rich, interesting experiences, events, and/or characters  
- Uses a variety of words and phrases consistently to convey the sequence of events and signal shifts from one time frame or setting to another  
- Uses precise words, phrases, and sensory language consistently to convey experiences and events  
- Provides a conclusion that follows from the narrated experiences or events  
- Integrates ideas and details from source material effectively  
*Has very few or no errors in usage and/or conventions that interfere with meaning* |
| | 3 | The student’s response is a complete narrative that develops a real or imagined experience based on text as a stimulus.  
- Establishes a situation and introduces one or more characters  
- Organizes events in a clear, logical order  
- Uses narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters  
- Uses words and/or phrases to indicate sequence of events and signal shifts from one time frame or setting to another  
- Uses words, phrases, and details to convey experiences and events  
- Provides an appropriate conclusion  
- Integrates some ideas and/or details from source material  
*Has a few minor errors in usage and/or conventions that interfere with meaning* |
| | 2 | The student’s response is an incomplete or oversimplified narrative based on text as a stimulus.  
- Introduces a vague situation and at least one character  
- Organizes events in a sequence but with some gaps or ambiguity  
- Attempts to use a narrative technique, such as dialogue, description, and pacing, to develop experiences, events, and/or characters  
- Uses occasional signal words inconsistently to indicate sequence of events and signal shifts from one time frame or setting to another  
- Uses some words or phrases inconsistently to convey experiences and events  
- Provides a weak or ambiguous conclusion  
- Attempts to integrate ideas or details from source material  
*Has frequent errors in usage and conventions that sometimes interfere with meaning* |
### Writing Trait Points Criteria

**This trait examines the writer’s ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.**

<table>
<thead>
<tr>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| 1 | The student’s response provides evidence of an attempt to write a narrative based on text as a stimulus.  
- Response is a summary of the story  
- Provides a weak or minimal introduction of a situation or a character  
- May be too brief to demonstrate a complete sequence of events  
- Shows little or no attempt to use dialogue, description, and pacing to develop experiences, events, and/or characters  
- Uses words that are inappropriate, overly simple, or unclear  
- Provides few, if any, words that convey experiences, events, or signal shifts from one time frame or setting to another  
- Provides a minimal or no conclusion  
- May use few, if any, ideas or details from source material  
- Has frequent major errors in usage and conventions that interfere with meaning* |
| 0 | The student’s response is flawed for various reasons and will receive a condition code:  
- Code A: Blank  
- Code B: Copied  
- Code C: Too Limited to Score/Illegible/Incomprehensible  
- Code D: Non-English/Foreign Language  
- Code E: Off Topic/Off Task/Offensive |

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in Appendix A for those standards that need continued attention beyond the grade in which they were introduced.
**Seven-Point, Two-Trait Rubric**

**Trait 1 for Informational/Explanatory Genre**

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idea Development, Organization, and Coherence</td>
<td>4</td>
<td>The student’s response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Effectively introduces a topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Effectively organizes ideas, concepts, and information using various strategies such as definition, classification, comparison/contrast, and cause/effect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Effectively develops a topic with multiple, relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Effectively uses transitions to connect and clarify relationships among ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Uses precise language and domain-specific vocabulary to effectively inform and explain about the topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Establishes and maintains a formal style</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Provides a strong concluding statement or section that follows from the information or explanation presented</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>The student’s response is a complete informative/explanatory text that examines a topic and presents information clearly based on text as a stimulus.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Introduces a topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Generally organizes ideas, concepts, and information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Develops a topic with a few facts, definitions, concrete details, quotations, or other information and examples</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Uses some transitions to connect and clarify relationships among ideas, but relationships may not always be clear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Uses some precise language and domain-specific vocabulary to inform and explain about the topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Maintains a formal style, for the most part</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Provides a concluding statement or section</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>The student’s response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Attempts to introduce a topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Attempts to develop a topic with too few details</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Ineffectively organizes ideas, concepts, and information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Uses limited language and vocabulary that does not inform or explain the topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Uses few transitions to connect and clarify relationships among ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Uses a formal style inconsistently or uses an informal style</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Provides a weak concluding statement or section</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The student’s response is a weak attempt to write an informative/explanatory text that examines a topic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- May not introduce a topic or topic is unclear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- May not develop a topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- May be too brief to group any related ideas together</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- May not use any linking words to connect ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Uses vague, ambiguous, or repetitive language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Uses a very informal style</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Provides a minimal or no concluding statement or section</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>The student’s response is flawed for various reasons and will receive a condition code:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Code A: Blank</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Code B: Copied</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Code C: Too Limited to Score/Illegible/Incomprehensible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Code D: Non-English/Foreign Language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Code E: Off Topic/Off Task/Offensive</td>
</tr>
</tbody>
</table>
# Seven-Point, Two-Trait Rubric

## Trait 2 for Informational/Explanatory Genre

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| **Language Usage and Conventions**<br>This trait examines the writer’s ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards. | 3 | **The student’s response demonstrates full command of language usage and conventions.**  
- Effectively varies sentence patterns for meaning, reader/listener interest, and style  
- Shows command of language and conventions when writing  
- Any errors in usage and conventions do not interfere with meaning* |
| | 2 | **The student’s response demonstrates partial command of language usage and conventions.**  
- Varies some sentence patterns for meaning, reader/listener interest and style  
- Shows some knowledge of languages and conventions when writing  
- Has minor errors in usage and conventions with no significant effect on meaning* |
| | 1 | **The student’s response demonstrates weak command of language usage and conventions.**  
- Has fragments, run-ons, and/or other sentence structure errors  
- Shows little knowledge of languages and conventions when writing  
- Has frequent errors in usage and conventions that interfere with meaning* |
| | 0 | The student’s response is flawed for various reasons and will receive a condition code:  
- Code A: Blank  
- Code B: Copied  
- Code C: Too Limited to Score/Illegible/Incomprehensible  
- Code D: Non-English/Foreign Language  
- Code E: Off Topic/Off Task/Offensive |

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in Appendix A for those standards that need continued attention beyond the grade in which they were introduced.
## Seven-Point, Two-Trait Rubric

### Trait 1 for Argumentative Genre

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| **Idea Development, Organization, and Coherence** | 4 | The student’s response is a well-developed argument that effectively relates and supports claims with clear reasons and relevant text-based evidence.  
- Effectively introduces claim(s)  
- Organizes supporting reasons and evidence clearly  
- Supports claim(s) with reasons and evidence using specific, well-chosen facts, details, or other information from credible sources and demonstrating an good understanding of the topic or texts  
- Uses words, phrases, or clauses effectively to connect ideas and clarify relationships among claim(s) and reasons  
- Establishes and maintains formal style that is appropriate for the task, purpose, and audience  
- Provides a strong concluding statement or section that logically follows from the argument presented |
| 3 | The student’s response is a complete argument that relates and supports claims with some text-based evidence.  
- Introduces claim(s)  
- Organizes supporting reasons and evidence  
- Supports claim(s) with reasons and evidence using some facts, details, or other information from generally credible sources  
- Uses words, phrases, or clauses to connect ideas and link claim(s) and reasons  
- Uses formal style fairly consistently for the task, purpose, and audience  
- Provides a concluding statement or section that follows from the argument presented |
| 2 | The student’s response is an incomplete or oversimplified argument that partially supports claims with loosely related text-based evidence.  
- Attempts to introduce claim(s)  
- Attempts to organize supporting reasons and evidence  
- Attempts to support claim(s) with facts, reasons and other evidence sometimes, but logic and relevancy are often unclear  
- Uses few words, phrases, or clauses to connect ideas and link claim(s) and reasons; connections are not always clear  
- Uses formal style inconsistently or uses informal style that does not fit task, purpose, or audience  
- Provides a weak concluding statement or section that may not follow the argument presented |
| 1 | The student’s response is a weak attempt to write an argument and does not support claims with adequate text-based evidence.  
- May not introduce claim(s)  
- May be too brief to demonstrate an organizational structure, or no structure is evident  
- May not support claim(s)  
- Uses minimal or no words, phrases, or clauses to connect ideas  
- Uses very informal style that is not appropriate for task, purpose, or audience  
- Provides a minimal or no concluding statement or section |
| 0 | The student’s response is flawed for various reasons and will receive a condition code:  
- Code A: Blank  
- Code B: Copied  
- Code C: Too Limited to Score/Illegible/Incomprehensible  
- Code D: Non-English/Foreign Language  
- Code E: Off Topic/Off Task/Offensive |
# Seven-Point, Two-Trait Rubric

## Trait 2 for Argumentative Genre

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Usage and Conventions</strong>&lt;br&gt;This trait examines the writer’s ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</td>
<td>3</td>
<td>The student’s response demonstrates full command of language usage and conventions.&lt;br&gt;• Effectively varies sentence patterns for meaning, reader/listener interest, and style&lt;br&gt;• Shows command of language and conventions when writing&lt;br&gt;• Any errors in usage and conventions do not interfere with meaning*</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>The student’s response demonstrates partial command of language usage and conventions.&lt;br&gt;• Varies some sentence patterns for meaning, reader/listener interest, and style&lt;br&gt;• Shows some knowledge of languages and conventions when writing&lt;br&gt;• Has minor errors in usage and conventions with no significant effect on meaning*</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The student’s response demonstrates weak command of language usage and conventions.&lt;br&gt;• Has fragments, run-ons, and/or other sentence structure errors&lt;br&gt;• Shows little knowledge of languages and conventions when writing&lt;br&gt;• Has frequent errors in usage and conventions that interfere with meaning*</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>The student’s response is flawed for various reasons and will receive a condition code:&lt;br&gt;• Code A: Blank&lt;br&gt;• Code B: Copied&lt;br&gt;• Code C: Too Limited to Score/Illegible/Incomprehensible&lt;br&gt;• Code D: Non-English/Foreign Language&lt;br&gt;• Code E: Off Topic/Off Task/Offensive</td>
</tr>
</tbody>
</table>

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in Appendix A for those standards that need continued attention beyond the grade in which they were introduced.
ACTIVITY

The following activity develops skills in Unit 1: Reading Literary Text.

**Standard:** ELAGSE6RL1

**Become a Character from a Literary Text**

Read any literary text of your own choosing. It can be a story, novel, play, or story poem.

- Participate in a first-person-only response group with your friends or family.
- Answer all questions about what you read from a first-person perspective, as if you were an actual character in the story.

Step into the minds of any character you choose. You should think like the character and explain how the character feels and why.

- Each person selects one character from a different literary text they have read.
- Be prepared to answer questions as your character.

Write down some questions to ask each other. Here are some sample questions you can use.

<table>
<thead>
<tr>
<th>Sample Question Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did you...?</td>
</tr>
<tr>
<td>What made you choose...?</td>
</tr>
<tr>
<td>Why did you treat ______ that way?</td>
</tr>
<tr>
<td>How did you expect things to turn out?</td>
</tr>
<tr>
<td>How did you feel when...?</td>
</tr>
<tr>
<td>What made you say...?</td>
</tr>
<tr>
<td>Would you ever...?</td>
</tr>
<tr>
<td>Will you change your ways after what happened?</td>
</tr>
<tr>
<td>What did you learn about yourself?</td>
</tr>
</tbody>
</table>
ACTIVITY

The following activity develops skills in Unit 5: Language.

Standard: ELAGSE6L1

Grammar Go-Round

Work with your friends or family.

- Use a copy of the English Language Arts language standards.
- Write three practice questions for each standard.

Once you have completed your questions, take turns passing your questions to another person. If the other person answers a question incorrectly, the first person is responsible for explaining why the answer is wrong.

Each person gets two points for a correct answer and they lose one point for an incorrect answer. The person with the most points wins the game.

Use the samples below as a model to help write your questions.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Sample Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELAGSE6L1a</td>
<td>Is this sentence written correctly? If not, fix it. My younger sister, Grace, is better at Math than me.</td>
</tr>
<tr>
<td>ELAGSE6L2a</td>
<td>Add commas to this sentence. The tour bus stopped at the White House the National Gallery and the Air and Space Museum.</td>
</tr>
</tbody>
</table>