This document includes assessment items by standard. Select the standard number for which you would like to view an assessment item and control/click to follow the link.

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**Use the following passage from literature for the RL standards unless otherwise noted.**

The Old Gumbie Cat

T. S. Eliot

I have a Gumbie Cat in mind, her name is Jennyanydots;
Her coat is of the tabby kind, with tiger stripes and leopard spots.
All day she sits upon the stair or on the steps or on the mat;
She sits and sits and sits and sits—and that's what makes a Gumbie Cat!

But when the day's hustle and bustle is done,
Then the Gumbie Cat's work is but hardly begun.
She tucks up her skirts to the basement to creep.
She is deeply concerned with the ways of the mice
Their behaviour's not good and their manners not nice;
So when she has got them lined up on the matting,
She teaches them music, crocheting and tatting.

I have a Gumbie Cat in mind, her name is Jennyanydots;
Her equal would be hard to find, she likes the warm and sunny spots.
All day she sits beside the hearth or on the bed or on my hat:
She sits and sits and sits and sits—and that's what makes a Gumbie Cat!

But when the day's hustle and bustle is done,
Then the Gumbie Cat's work is but hardly begun.
As she finds that the mice will not ever keep quiet,
She is sure it is due to irregular diet;
And believing that nothing is done without trying,
She sets right to work with her baking and frying.
She makes them a mouse-cake of bread and dried peas,
And a beautiful fry of lean bacon and cheese.

I have a Gumbie Cat in mind, her name is Jennyanydots;
The curtain-cord she likes to wind, and tie it into sailor-knots.
She sits upon the window-sill, or anything that's smooth and flat:
She sits and sits and sits and sits—and that's what makes a Gumbie Cat!

But when the day's hustle and bustle is done,
Then the Gumbie Cat's work is but hardly begun.
She thinks that the cockroaches just need employment
To prevent them from idle and wanton destroyment.
So she's formed, from that lot of disorderly louts,
A troop of well-disciplined helpful boy-scouts,
With a purpose in life and a good deed to do
And she's even created a Beetles' Tattoo.

So for Old Gumbie Cats let us now give three cheers
On whom well-ordered households depend, it appears.

**ELAGSE6RL1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CR:** Based on the poem, explain how the cat is different at night from how she is during the day. Support your answer with important details from the poem.

**ELAGSE6RL2:** Determine a theme or central **Based on the poem, what is the cat's work?**
### GSE in 6th ELA
#### Assessment Examples

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<tr>
<td><strong>Reading Informational</strong></td>
<td><strong>Picturing a New Age</strong>&lt;br&gt;Nick D’Alto&lt;br&gt;1 Want to capture the moment? Take a picture! It is easy with today’s cameras. But there was a lot of work involved in taking a photograph in 1880. Back then, cameras were big, heavy, wooden boxes. To take each picture, a photographer had to drag the equipment to the site; coat a fragile pane of glass with slippery, dangerous chemicals; and</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>ELAGSE6RL3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.</th>
<th><strong>In lines 7-14, how does the cat attempt to improve the manners of the mice?</strong>&lt;br&gt;A. by keeping them busy&lt;br&gt;B. by chasing them around&lt;br&gt;C. by giving them a lecture&lt;br&gt;D. by teaching them to cook&lt;br&gt;<strong>ANSWER: B</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td><strong>What is the meaning of the word disorderly in the following lines?</strong>&lt;br&gt;So she’s formed, from that lot of disorderly louts,&lt;br&gt;A troop of well-disciplined helpful boy-scouts,&lt;br&gt;A. happy&lt;br&gt;B. organized&lt;br&gt;C. uncontrolled&lt;br&gt;D. well-behaved&lt;br&gt;<strong>ANSWER: C</strong></td>
</tr>
<tr>
<td>ELAGSE6RL5: 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.</td>
<td><strong>What do lines 1-6 suggest about the cat during the day?</strong>&lt;br&gt;A. She is lazy.&lt;br&gt;B. She is angry.&lt;br&gt;C. She is lonely&lt;br&gt;D. She is annoyed.&lt;br&gt;<strong>ANSWER: A</strong></td>
</tr>
<tr>
<td>ELAGSE6RL6: Explain how an author develops the point of view of the narrator or speaker in a text.</td>
<td><strong>In the poem, which word BEST describes the speaker’s attitude toward the cat?</strong>&lt;br&gt;A. amused&lt;br&gt;B. hopeful&lt;br&gt;C. resentful&lt;br&gt;D. confused&lt;br&gt;<strong>ANSWER: A</strong></td>
</tr>
<tr>
<td>ELAGSE6RL7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</td>
<td>N/A</td>
</tr>
<tr>
<td>ELAGSE6RL8: (Not applicable to literature)</td>
<td>N/A</td>
</tr>
<tr>
<td>ELAGSE6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</td>
<td>Text complexity consists of three factors: quantitative evaluation, qualitative evaluation, and matching reader to text and task. The GSE stretch Lexile band for 6-8 is 925L–1185L; however, it is noted that the Lexile measure is only the quantitative measure.</td>
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<tr>
<td>ELAGSE6RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
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</tbody>
</table>
One young inventor changed all that, however. An unemployed, twenty-three-year-old bank clerk named George Eastman (1854–1932) studied photography on his own. He invented a dry powder that worked better than the wet chemicals the professionals used. And instead of taking pictures on glass, Eastman tried a tough new material called “nitrocellulose” which he coiled up to make the first “roll” of film. Eastman created a light-weight and portable camera that anyone could work. And when the film was completely used, the entire camera could be mailed back to Eastman, who would develop the pictures. He called his camera the “Kodak.”

First sold in 1888, Eastman’s camera was an instant success. He had given everyone — families, travelers, news reporters — the ability to take photographs.

But what about moving photos? Bringing motion to pictures was a goal of Thomas Edison’s (1847–1931). Called “the Wizard of Menlo Park” for the amazing number of inventions that came out of his laboratory in Menlo Park, New Jersey, Edison already had astounded the world with his invention of the light bulb. He also came up with the phonograph, which transformed entertainment by bringing music into every home.

Edison had seen toys and laboratory tests that could make simple pictures move. But he had his own ideas of how to do it better. So Edison asked Eastman to send him some of the plastic film. Then Edison and his assistant, William Dickson, invented another kind of camera that took pictures very quickly — this was the first movie camera. When Edison played the pictures back inside a special viewer, the images “moved,” just as in real life. He called his invention the “kinetoscope.”

**ELAGSE6RI1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<table>
<thead>
<tr>
<th>What textual evidence provides the BEST support that Eastman’s invention made photography more widely available?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. But there was a lot of work involved in taking a photograph in 1880.</td>
</tr>
<tr>
<td>B. First sold in 1888, Eastman's camera was an instant success.</td>
</tr>
<tr>
<td>C. He had given everyone — families, travelers, news reporters — the ability to take photographs.</td>
</tr>
<tr>
<td>D. Bringing motion to pictures was a goal of Thomas Edison's (1847–1931).</td>
</tr>
</tbody>
</table>

**ANSWER:** C

**ELAGSE6RI2:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

<table>
<thead>
<tr>
<th>How did Eastman help Edison create the first movie camera?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. He invited Edison to use his laboratory.</td>
</tr>
<tr>
<td>B. He gave Edison a dry film-coating powder.</td>
</tr>
<tr>
<td>C. He provided Edison with some of his plastic film.</td>
</tr>
<tr>
<td>D. He helped Edison figure out how to take pictures very quickly.</td>
</tr>
</tbody>
</table>

**ANSWER:** C

**ELAGSE6RI3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**ELAGSE6RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**ELAGSE6RI5:** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

<table>
<thead>
<tr>
<th>In which chapter in a book about photography would you find this selection?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Chapter 1: The Mechanics of the Camera</td>
</tr>
<tr>
<td>B. Chapter 2: The Origin of the Camera</td>
</tr>
<tr>
<td>C. Chapter 3: Basic Techniques of the Camera</td>
</tr>
<tr>
<td>D. Chapter 4: Advanced Techniques of the Camera</td>
</tr>
</tbody>
</table>

**ANSWER:** B

**Constructed Response:** The author uses both problem-solution and chronological order to organize this selection. Choose and identify either problem-solution or chronological order. Then, give two details that show how the organization you chose is used in the selection.
ELAGSE6RI6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

What is the author’s purpose in writing this text?
A. To explain how to take pictures
B. To convince the reader that Eastman was successful
C. To inform about how cameras have changed for the better
D. To narrate a story about how Eastman and Edison became friends

ANSWER: C

ELAGSE6RI7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Look at the train schedule.

<table>
<thead>
<tr>
<th>Departing Station-Time</th>
<th>Arriving Station-Time</th>
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</thead>
<tbody>
<tr>
<td>Abbey</td>
<td>6:12 p.m.</td>
</tr>
<tr>
<td>Browne</td>
<td>6:37 p.m.</td>
</tr>
<tr>
<td>Charles</td>
<td>6:52 p.m.</td>
</tr>
<tr>
<td>Dunmore</td>
<td>7:09 p.m.</td>
</tr>
<tr>
<td>Eldridge</td>
<td>7:22 p.m.</td>
</tr>
<tr>
<td>George</td>
<td>7:49 p.m.</td>
</tr>
<tr>
<td>Abbey</td>
<td>8:02 p.m.</td>
</tr>
<tr>
<td>Browne</td>
<td>6:32 p.m.</td>
</tr>
<tr>
<td>Charles</td>
<td>6:49 p.m.</td>
</tr>
<tr>
<td>Dunmore</td>
<td>7:06 p.m.</td>
</tr>
<tr>
<td>Eldridge</td>
<td>7:19 p.m.</td>
</tr>
<tr>
<td>George</td>
<td>7:46 p.m.</td>
</tr>
</tbody>
</table>

If a passenger leaves Abbey Station on a train at 6:12 p.m., what time will the passenger arrive at George Station?
A. 7:49 p.m.
B. 7:46 p.m.
C. 7:22 p.m.
D. 8:02 p.m.

ANSWER: B

ELAGSE6RI8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Which statement from the passage is an opinion?
A. It is easy with today’s cameras.
B. An unemployed, twenty-three-year-old bank clerk named George Eastman (1854–1932) studied photography on his own.
C. And when the film was completely used, the entire camera could be mailed back to Eastman, who would develop the pictures.
D. Bringing motion to pictures was a goal of Thomas Edison’s (1847–1931).

ANSWER: A

ELAGSE6RI9: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Text complexity consists of three factors: quantitative evaluation, qualitative evaluation, and matching reader to text and task. The GSE stretch Lexile band for 6-8 is 925L–1185L; however, it is noted that the Lexile measure is only the quantitative measure.

Writing

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

Use the following paragraph for W1a-e.
(1) I think that the sixth grade class at our middle school should have a class president. (2) Right now, only seventh and eighth grade classes are allowed to elect a class president. (3) That ain’t fair. (4) ______________, there are many reasons that having a class president would be as good for sixth graders as for older students. (5) Holding an election for class president would be a great learning opportunity. (6) Students who are interested in running for office would learn how to make speeches and listen to the concerns their classmates have. (7) Students who are not interested in running for office would learn how to select a good leader.

a. Introduce claim(s) and organize the reasons and evidence clearly.
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and

Which sentence should the writer add to the paragraph to BEST support the claim made in sentence 4?
| Demonstrating an understanding of the topic or text. | A. Students look up to their class presidents as much as they look up to students who are good at sports.  
B. Some people say that holding an election for class president would give students another way to get attention.  
C. The class president would have to bring student concerns to the principal of the school in a respectful and useful way.  
D. Most students would benefit because they would have a chance to find out how important it is to get involved and vote.  
**ANSWER:** D |
| --- | --- |
| C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. | **Which transition BEST completes the blank in sentence 4?**  
A. Because  
B. But  
C. Consequently  
D. In addition  
**ANSWER:** D |
| D. Establish and maintain a formal style. | **Which sentence is too informal and should be revised?**  
A. Sentence 2  
B. Sentence 3  
C. Sentence 6  
D. Sentence 7  
**ANSWER:** B |
| E. Provide a concluding statement or section that follows from the argument presented. | **Which sentence is the BEST closing sentence for this paragraph?**  
A. Class presidents have many duties and responsibilities.  
B. There are also problems selected with electing a class president.  
C. Many times, elections for class president are based on popularity.  
D. All sixth graders will benefit from involvement in selecting a class president.  
**ANSWER:** D |
| **ELAGSE6W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | Use the following paragraph to answer questions W2a-f.  
The Mississippi River is the second largest river in the United States. Only the Missouri River is larger. The Mississippi River flows from Minnesota to the Gulf of Mexico. The river supports many species of freshwater fish, birds, deer, raccoons, and other mammals. __________, it supports a variety of trees. The flow of the Mississippi is much slower than the Amazon River. |
| A. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | **Which heading would BEST introduce the paragraph?**  
A. Habitats for Raccoons  
B. Important Rivers of the World  
C. Facts about the Missouri River  
D. The Course of the Mississippi River  
**ANSWER:** D |
| B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | **Choose the sentence that contains irrelevant information and should be deleted from the paragraph.**  
A. The Mississippi River is the second largest river in the United States.  
B. The Mississippi River flows from Minnesota to the Gulf of Mexico.  
C. The river supports many species of freshwater fish, birds, deer, raccoons, and other mammals.  
D. The flow of the Mississippi is much slower than the Amazon River.  
**ANSWER:** D |
| C. Use appropriate transitions to clarify the relationships among ideas and concepts. | **Which transition BEST expresses the relationship between the following sentences?**  
*The river supports many species of freshwater fish, birds, deer, raccoons, and other mammals. __________, it supports a variety of trees.*  
A. Additionally  
B. And  

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**Assessment Examples**

| d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | C. However  
D. Instead  
**ANSWER:** A |
<table>
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</thead>
<tbody>
<tr>
<td>e. Establish and maintain a formal style.</td>
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</tbody>
</table>
| f. Provide a concluding statement or section that follows from the information or explanation presented. | **Which of the following would be the BEST closing sentence for the paragraph?**  
A.  
B.  |
| **ELAGSE6W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | **Which order of the following sentences BEST creates a logical sequence of events?**  
1. The last thing she had thought about doing that day was cleaning her room, and she hoped that was not what her mother might want her to do.  
2. She signed and went back into the house and followed her mother into the kitchen.  
3. Sharron was sitting on her front porch, enjoying the first morning of the first day of summer vacation.  
4. Suddenly, Sharron’s mother came to the door and said she needed Sharron’s help with something.  
5. The past school year had been challenging in some ways, and Sharron was ready for a break.  
6. To her surprise, Sharron saw a beautiful cake sitting on the counter with “Welcome to Summer!” piped in bright red frosting on the top.  
A. 4, 3, 2, 6, 1, 5  
B. 3, 5, 4, 1, 2, 6  
C. 5, 3, 1, 4, 2, 6  
D. 4, 6, 2, 1, 5, 3  
**ANSWER:** B |
| a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |  |
| b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |  |
| c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |  |
| d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |  |
| e. Provide a conclusion that follows from the narrated experiences or events. |  |
| **ELAGSE6W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |  |
| **ELAGSE6W5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards | **N/A** |
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<table>
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<th>Standard</th>
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<td><strong>About Writing</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ELAGSE6W6:</strong> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| **ELAGSE6W7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | A student is writing a research paper about the history of flying. Which is the MOST appropriate research source for the student’s paper?  
A. a newspaper article about modern advances in flight  
B. a magazine article about new equipment used in flight  
C. an encyclopedia entry about the first experiments with flight  
D. an almanac entry about the weather conditions during a historic flight  
**ANSWER:** C |
| **ELAGSE6W8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | Jonathan is writing a report about Abraham Lincoln. He wants to use primary sources and secondary sources for his research. Which of these is a secondary source?  
A. a diary written by Abraham Lincoln  
B. a letter from Abraham Lincoln to his wife  
C. a speech about Abraham Lincoln  
D. an autobiography of Abraham Lincoln  
**ANSWER:** C |
| **ELAGSE6W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.  
a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).  
b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). | 
| **ELAGSE6W10:** 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 discipline-specific tasks, purposes, and audiences. | 

## Speaking and Listening

**Use the following speech for items from the SL standards unless otherwise noted.**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELAGSE6SL1:</strong> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
<td><strong>Example</strong></td>
</tr>
</tbody>
</table>
### GSE in 6th ELA
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| a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | N/A |
| b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. | N/A |
| c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. | N/A |
| d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | N/A |

**ELAGSE6SL2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**ELAGSE6SL3:** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**ELAGSE6SL4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to enhance main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**ELAGSE6SL5:** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**UR. Buggin Pest Control Company** owns a fleet of small red trucks with oversized mosquitoes mounted on the roofs of the vehicles. The U.R. Buggin Pest Control Company is MOST LIKELY hoping that, by using this artistic medium, it will:

A. amuse the public with unusual pest-control techniques.

B. describe to the public how to control pests in homes.

C. persuade the public to learn more about pests.

D. inform the public about its local pest-control service

**ANSWER:** D

**ELAGSE6SL6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELAGSE6L1:</strong> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>See examples by element below.</td>
</tr>
<tr>
<td>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</td>
<td>Read the following sentence. Millions of people use your invention every day for they’re own purposes. Choose the correct revision of the underlined word. A. their B. its C. there</td>
</tr>
</tbody>
</table>
| b. Use intensive pronouns (e.g., myself, ourselves). | D. it's  
ANSWER: A  
---
Read the following sentence.  
*The pitcher itself said that he had not pitched his best game.*  
Which pronoun should replace the underlined pronoun to make the sentence correct?  
A. myself  
B. himself  
C. yourself  
D. themselves  
ANSWER: B  
---
| c. Recognize and correct inappropriate shifts in pronoun number and person.* | Read the following paragraph.  
(1) Learning to ride a bicycle safely is a very important skill.  (2) In the first place, everyone riding a bike needs to wear a helmet.  (3) Helmets are designed to help riders stay safe even if they accidently fall of their bikes.  (4) In addition, you need to learn which streets in your neighborhood have a special bicycle zone marked off for you.  (5) These zones help cyclists and automobiles travel safely on the same street.  
Which sentence should be revised because it contains an inappropriate shift from third to second person?  
A. sentence 2  
B. sentence 3  
C. sentence 4  
D. sentence 5  
ANSWER: C  
---
| d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* | Read the following paragraph.  Choose the revision of the third sentence that corrects the vague pronoun.  
1) *The Ancestral Pueblo people moved to Mesa Verde around 550 C.E., but the cliff dwellings weren’t built until around 1200 C.E.*  2) *The Pueblo people showed a high degree of skill in stone masonry.*  3) *They do not know why the Ancestral Pueblo people moved into the cliffs.*  4) *Cliff dwellings might have been safer in harsh weather.*  5) *Whatever the reason these people moved to the cliffs, their dwellings are amazing.*  
A. Archaeologists are not sure why the Ancestral Pueblo people moved into the high cliffs.  
B. The Ancestral Pueblo people do not know why they moved into the cliffs.  
C. It is unknown to them why the Ancestral Pueblo moved into the cliffs.  
D. Why the Ancestral Pueblos moved into the cliffs, they do not know.  
ANSWER: A  
---
| e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* | Which sentence uses the underlined words correctly according to Standard English usage?  
A. Some of the students in my class *hardly never* forget to finish their homework.  
B. My dog is so well behaved that it *don’t never* seem to matter much if I put him on a leash or not.  
C. Every summer my family *be taking* a trip to visit my grandparents who live on a big, beautiful farm.  
D. Most nights the actors in the play felt *as if* all the hard work that had gone into rehearsals was completely worthwhile.  
ANSWER: D  
---
| ELAGSE6L2: Demonstrate command of the conventions of standard English capitalization, | Read the following sentence.  
*I, for one, am very grateful to you for inventing this amazingly tool.*  
---

### GSE in 6th ELA
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<table>
<thead>
<tr>
<th><strong>punctuation, and spelling when writing.</strong></th>
<th>Choose the BEST revision for the underlined word.</th>
</tr>
</thead>
</table>
| Choose the BEST revision for the underlined word. | A.  amaze  
B.  amazed  
C.  amazing  
D.  amazement  
ANSWER:  C |

<table>
<thead>
<tr>
<th><strong>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</strong></th>
<th>Which sentence uses commas correctly?</th>
</tr>
</thead>
</table>
| Which sentence uses commas correctly? | A.  The book, that I liked most, had an exciting plot and very interesting characters.  
B.  Only the cheerleaders, who were wearing rain gear, stayed reasonably dry during the game.  
C.  Our band conductor, who was the best trumpet player I have ever heard, decided to retire last year.  
D.  The zoo exhibit, that everyone found most exciting this summer, was the one with the brand new tiger cub.  
ANSWER:  C |

<table>
<thead>
<tr>
<th><strong>b. Spell correctly.</strong></th>
<th>Which of the underlined words in the following sentence is spelled incorrectly?</th>
</tr>
</thead>
</table>
| Which of the underlined words in the following sentence is spelled incorrectly? | We're excited about the World Series starting next week.  
A.  We're  
B.  excited  
C.  Series  
D.  starting  
ANSWER:  C |

**ELAGSE6L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

<table>
<thead>
<tr>
<th><strong>a. Vary sentence patterns for meaning, reader/listener interest, and style.</strong></th>
<th>Read the following paragraph.</th>
</tr>
</thead>
</table>
| Read the following paragraph. | (1) Many of the insects were robots.  (2) I almost thought they were real.  (3) They moved like real insects.  (4) They were much larger than real insects.  
Which is the best way to revise sentence 1? | A.  For me, the insects were robots.  
B.  When looking, many of the insects were robots.  
C.  To my surprise, many of the insects were robots.  
D.  Surprised, many of the insects were robots.  
ANSWER:  C |

<table>
<thead>
<tr>
<th><strong>b. Maintain consistency in style and tone.</strong></th>
<th>Read the following paragraph.</th>
</tr>
</thead>
</table>
| Read the following paragraph. | (1) Until 2006, scientists said there were nine planets in our solar system.  (2) However, scientists changed their minds about Pluto.  (3) Pluto is much smaller than the other eight planets.  (4) In fact, scientists finally found other objects far out in the solar system that are somewhat larger than Pluto is.  (5) Therefore, they decided that Pluto is not special enough to be called a planet.  
Which of these is BEST to add after sentence 5 to maintain the tone of the report? | A.  Textbooks that still call Pluto a planet just go to show that people cannot trust everything they read.  
B.  Pluto is a good example of how new discoveries can change the way scientists think about the universe.  
C.  Think about it this way: at least students here on Earth do not have to worry about learning about Pluto anymore.  
D.  As far as scientists go, it looks as if Pluto is now just another lonely object flying around out there far away in space.  
ANSWER:  B |

**ELAGSE6L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

<table>
<thead>
<tr>
<th><strong>ELAGSE6L4:</strong> Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</th>
<th>Read the following sentence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the following sentence.</td>
<td>Their artificial wooden flippers move a boat forward or backward by</td>
</tr>
</tbody>
</table>
### GSE in 6th ELA
Assessment Examples

<table>
<thead>
<tr>
<th>phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</th>
<th>generating high-energy rings of spinning water.</th>
<th>What is the antonym for the word artificial as it is used in the sentence above?</th>
</tr>
</thead>
</table>
|  |  | A. complex  
B. manual  
C. flexible  
D. natural  
**ANSWER:** D |

| a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. | Read the following sentence.  
The book *A Wrinkle in Time* has been reprinted more than sixty times and is now considered a *classic*.  
In this sentence, classic means  
A. a standard of excellence.  
B. a memory of long ago.  
C. fashionable or stylish.  
D. dull or faded in color.  
**ANSWER:** A |

| b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). | Read the following sentence from the passage “Picturing a New Age.”  
“When Edison played the pictures back inside a special viewer, the images ‘moved,’ just as in real life. He called his invention the ‘kinetoscope.’”  
The suffix –scope comes from a Greek word that means “to see or observe.” What is the meaning of kineto?-?  
A. view  
B. motion  
C. picture  
D. invention  
**ANSWER:** B |

| c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | Read the dictionary definition below.  
**pass** (verb): 1. to go from control, ownership, or possession of one person or group to another; 2. to sit in judgment; 3. to go from one quality, state, or form to another; 4. to let something go without taking advantage of it  
Choose the definition of pass that is used in the following sentence.  
I’m going to pass on painting anymore props this year. It’s fun, but I think I’ll have to wait until next year to test my artistic talents.  
A. definition 1  
B. definition 2  
C. definition 3  
D. definition 4  
**ANSWER:** D |

| d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | Read the following sentence.  
When Mariah got to her room, she **rummaged** through her backpack, searching for her music folder.  
Which word is a synonym for **rummaged**?  
A. looked  
B. passed  
C. dodged  
D. moved  
**ANSWER:** A |

<table>
<thead>
<tr>
<th><strong>ELAGSE6L5:</strong> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</th>
<th>See elements below for examples.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Interpret figures of speech (e.g., personification) in context.</td>
<td>What does the underlined figure of speech mean in the following sentence?</td>
</tr>
</tbody>
</table>
### GSE in 6th ELA
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<table>
<thead>
<tr>
<th>elgse6l6: Acquire and use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suddenly, clouds gathered and chased the sun out of the sky. A. The clouds were faster than the sun. B. The clouds pushed the sun out of the sky forever. C. The clouds had an important meeting. D. The sun disappeared quickly when clouds filled the sky. <strong>ANSWER:</strong> D</td>
<td></td>
</tr>
</tbody>
</table>
| b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. | Complete the analogy. Page is to book as leaf is to ____________.
A. autumn
B. green
C. grass
D. tree  **ANSWER:** D |
| c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). | Read the following sentence. Which answer choice could replace the underlined word and provides the most positive connotation? *Carl and his wife had a debate about moving to a new home.*
A. quarrel
B. dispute
C. discussion
D. disagreement  **ANSWER:** C |