6th Grade English
PRE-POST TEST

https://www.pinterest.com/macristyrs/preescolar/

TEACHER’S EDITION
**Listening Standard**
*Show how much you understand spoken English*

**Expectation: 6.L1d** - Listen and respond during read-alouds to a variety of narrative and informational texts to comprehend and identify main idea, character, and setting.

**Directions:** Read the passage to the students two times, and in a normal pace. Then read the questions and answer choices twice, and have students circle the correct answer for each question.

**Listening: Passage #1**
© Copyright 2006 by Neuhaus Education Center.
Retrieved from: [www.readingteachersnetwork.org](http://www.readingteachersnetwork.org)

**Hippocampus**

Its scientific name is hippocampus. *Hippo* is from Greek and means horse. Kampus is also Greek and means sea monster. What is a hippocampus? It is a seahorse, which is neither a horse nor a sea monster.

The seahorse is a fascinating fish that is related to the pipefish. Its scientific name is derived from its horse-shaped head, its sea habitat, and its mystical appearance. Its head, body, and tail are covered with bony rings. There are 32 species of seahorses. Depending on the species, a seahorse can measure between two and fourteen inches in length.

A seahorse’s color is variable and camouflages the seahorse in its surroundings. A seahorse swims upright through shallow, temperate waters using fins on the sides and back of its body. When a seahorse is hungry, it curls its tail around seaweed or a coral branch to anchor itself in the water. The seahorse then sucks tiny shrimp and plankton in through its long snout.

*NOW READ ALOUD THE PASSAGE TO STUDENTS AGAIN.*
1. In this passage the word *hippo* means _________.
   a. sea monster
   b. horse
   c. pipefish
   d. kampus

2. How many species of seahorses are there?
   a. 32
   b. 14
   c. 2
   d. 30

3. Why is a seahorse’s color variable?
   a. It has a mythical appearance
   b. It curls its tail around seaweed
   c. *It camouflages itself*
   d. It is a sea monster

4. To what fish is the seahorse related?
   a. sea monster
   b. plankton
   c. shrimp
   d. pipefish

5. The seahorse stays upright by _____________.
   a. eating shrimps
   b. *using its fins*
   c. swimming on its back
   d. curling its tail on seaweed
Narrator: Listen to a conversation between a teacher and her students.

Female teacher: Today we are going to talk about family traditions. All families have traditions…things they do to celebrate a day or an event that means a lot to their family.

Male student: In my family, my mother gets up early to make us a big family breakfast on the first day of school every year. We rise and shine and hurry to the kitchen and there’s a new notebook, pencil, and eraser next to our plates.

Female teacher: Do you know how the tradition started?

Male student: My great-grandfather was a teacher and my great-grandmother did something like that for him every year.

6. Narrator: What are the students and the teacher talking about?
   a. Why the boy goes to his great-grandfather’s house.
   b. Why education is important in this boy’s family.
   c. How the boy’s family celebrates a special day.
   d. What the boy’s family does on weekend mornings.

7. Narrator: The boy’s family tradition would take place every ______________.
   a. day
   b. year
   c. morning
   d. night

8. Narrator: Who started the family tradition?
   a. The father
   b. The mother
   c. The great-grandfather
   d. The great-grandmother

9. Narrator: The notebook, the pencil, and the eraser were ________________.
   a. next to the boy’s plate.
   b. under the boy’s plate.
   c. across the boy’s plate.
   d. on top of the boy’s plate.

10. Narrator: Which of the following sentences states an opinion?
    a. The boy loved family traditions.
    b. The mother makes breakfast.
    c. The great-grandfather was a teacher.
    d. Traditions mean lot to a family.
Expectation: 6.S.6a - Retell texts and recount experiences using complete sentences, key words, and a growing number of general academic and content-specific words in order to communicate with increasing precision.

Directions: In this section you will meet individually with each student to evaluate his/her oral production. Ask the student to think about a positive experience in his/her life, and have him/her answer the following questions in complete sentences to aid the conversation. Fill in the rubric to score oral production.

1. When did the event happen?
2. How did it happen?
3. What did you learn?

SHORT ANSWER RUBRIC FOR ORAL OR NON-VERBAL PRODUCTION

<table>
<thead>
<tr>
<th>SCORE</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Full Oral or Non-verbal Production – A thorough oral or non-verbal production of the concept has been demonstrated. The student’s response is correct and complete and provides evidence related to the question/task. Details in the response are clear and accurate.</td>
</tr>
<tr>
<td>1</td>
<td>Partial Oral or Non-verbal Productions – Partial oral or non-verbal production of the concept has been demonstrated. The student’s response provides some information that is accurate. However, the response is not complete and may not provide clear evidence related to the questions/task.</td>
</tr>
<tr>
<td>0</td>
<td>No Oral or Non-verbal Production – The student’s response demonstrates no oral or non-verbal production no understanding of the concept being assessed. The response is inaccurate or unrelated to the question/task.</td>
</tr>
</tbody>
</table>

RESPONSES CAN BE NON-VERBAL OR VERBAL IN ENGLISH. SPANISH RESPONSES ARE NOT CONSIDERED WHEN ASSIGNING A SCORE TO A SHORT-ANSWER ORAL OR NON-VERBAL PRODUCTION ITEM MEASURING.
Expectation: 6.R.5L - Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

6.R.4L - Determine the meaning of words and phrases as they are used in a literary text, including figurative language.

6.R.2L - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Directions: In this section you will find three reading selections (Reading Selection #1 – The Lost Dog; Reading Selection #2 – Settlement; and Reading Selection #3 - Habits). Provide the student enough time to read all three selections and answer the questions provided about each one. Remind students to mark their answer choices on the answer sheet provided.

Reading Selection 1
Center for Urban Education, DePaul University © 2008

The Lost Dog

One particularly cold Saturday in January, I was supposed to take our dog out for a walk, but it was so cold that I didn’t want to go outside. Instead, I just opened the door and let the dog out by himself. I kept an eye on him to make sure he would come back inside. However, another neighborhood dog quickly ran past our house, and our dog sped after to catch him. I hurriedly went to grab my coat so I could follow my dog, and then I rushed outside. Unfortunately, I was already too late, and my dog was nowhere in sight. I walked a few blocks, but I was unable to find him.

Distressed, I returned home. My mother was standing at the door waiting, and she asked me what had happened. “I know I was supposed to walk our dog,” I confessed, “but I thought he would be able to go outside and come back by himself. Now he’s gone and I can’t find him anywhere.”

My mother was very angry with me; she said I should have been more responsible. She decided to help by making some signs. The signs read, “Lost: A big
black dog. Please call us right away” and she printed our phone number on the bottom. “Okay, Darrell,” she said, as she handed over the stack of signs, “now go post these fliers on all the street posts.” My sister and I grabbed the signs and we posted them along our street as well as along the surrounding streets. The whole time, I was incredibly sad and worried about our dog. All I could think about was how cold it was and how cold our dog must be. My sister wanted to go home, so I told her I’d walk her home, but then I would keep looking for the dog myself.

I took her home and resumed search. I continued circling the neighborhood, looking for our dog, but I didn’t see him anywhere. I called out his name, and I looked in all the alleys. I got more and more upset. I had made such a huge mistake. All I wanted was to stay warm, but now I was extremely cold — and so was my dog.

Finally, I gave up and sulked home. When I returned, my mother was waiting for me and smiling broadly. She told me, “Our dog came back home all by himself. So, you were right—he did come back—but you were wrong, too. You should have done your job this morning.” “You’re right, mom. I was wrong, and, as a result, I have learned a very important lesson today. What seems easy initially may turn out to be difficult in the end. This was a very difficult morning for everyone.” Ever since that morning, I have remembered that important lesson I learned.

Read carefully and select the correct answer.

6.R.5L
1. Which event happened first?
   a. The mother was very mad with Darrell.
   b. Darrell lets the dog out by himself.
   c. They make some “Lost Dog” signs.
   d. He continued looking for the dog.

6.R.4L
2. What is the meaning of the word sulked in the following sentence?

“Finally, I gave up and sulked home.”

   a. to be silent and resentful
   b. to be happy and cheerful
   c. to be worried and nervous
   d. to be scare and alert
6.R.2L

3. What did Darrell do when the dog got lost?
   a. He started to cry.
   b. He talked to his neighbor.
   c. **He started to look for the dog.**
   d. He went to sleep.

Reading Selection 2

**Expectation: 6.R.2I** - Determine main idea(s) of an informational text and explain how they are supported by key details; summarize the text.

**Settlement**

Center for Urban Education, DePaul University © 2008

Settlers came to this area to build farms. While they found the land difficult to plant in because of the thick root system, trees were not in the way—the area was mostly an open grassland. When settlers came, they **traded goods** with the Potawatomi to get food and animal skins. After a time, the Potawatomi were forced to move when homesteaders took over the land. The Potawatomi asked if they could stay “on the land given to us by the Great Spirit,” but they could not continue to live here. By 1831, they had to move.

*Here is what one woman wrote about her trip to live in Illinois.*

I have dragged one foot after the other so long and hope for the best. Friday Eve. We commence a fourteen mile prairie after we got to Paris, Illinois, hot though it was as the sun was setting, it was very good some part of the way—many bad slews. The Doctor got stuck, twice, the oxen drew him out. The prairies look fine. Many kinds of flowers grow on them— and prairie hens live on them, one of the company shot one. Eliza looks bad but says she feels like helping me get supper. Oh, dear, I think its hard time. Saturday 15th. Today have been traveling through prairie and timber, both, and got lost in the bargain—we took the wrong road and wallowed around the prairie grass, sometimes as high as the horses' back. Night came we pitched our tent after mowing the grass down and made as comfortable as we could be expected amongst the mosquitoes.

*Here is what one woman’s life was like after settling.*

The woman told me that they spun and wove all the cotton and woolen garments of the family, and knit all the stockings; her husband, though not a shoe-maker by trade, made all the shoes. She made all the soap and candles they used, and prepared her sugar from the sugar-trees on their farm. All she wanted with money, she said, was to buy coffee and tea, and she could “get enough any day by sending a batch of butter and chicken to market.” They used no wheat, nor sold any of their corn, which though it
appeared a very large quantity, was not more than they required to make their bread and cakes of various kinds, and to feed all their livestock during the winter."

*Here are the problems these settlers faced each season:*
Fall—the threat of fire—the prairie grass became very dry and a spark could start a fire that would burn the prairie and their cabin. Winter—freezing cold, deep snow, people got lost in the drifts when the trails were covered. Spring—the prairie became swampy when the snow melted. Summer—some days were very hot and there was no shady forest to cool yourself; there were so many insects that sometimes horses died from being stung so much.

**Read carefully and select the correct answer.**

**6.R.2**
4. The main idea of the text is to show how ____________.
   a. the settlers moved.
   b. **hard was to settle and live.**
   c. the Potawatomi were forced to move.
   d. happy the settlers were.

**6.R.4**
5. In the following sentence, what does the phrase *traded goods* mean?
   “When settlers came, they **traded goods** with the Potawatomi to get food and animal skins.”
   a. exchanging merchandise
   b. buying food
   c. selling furniture
   d. advertising houses

**6.R.5**
6. The settlers didn’t have a store to buy goods. They had to__________.
   a. go to another town.
   b. **make what they need.**
   c. find a place to buy it.
   d. wait for someone to bring goods.

**6.R.1**
7. Which one of the following sentences is an **opinion**?
   a. After a time, the Potawatomi were forced to move...
   b. The Doctor got stuck, twice,…
   c. **Oh, dear, I think it’s hard time.**
   d. Winter—freezing cold, deep snow,…
HABITS
http://www.ottawacountychristian.org

A habit is a sticky thing;
Much good or evil it can bring.
It binds a victim, holds him fast,
And keeps him in a vise-like grasp.

Bad habits grow with extra speed,
Much like a healthy, growing weed;
The roots grow deep, the stem grows stout;
How difficult to pull it out!

Good habits are a little slow;
They need a lot of care to grow.
If tended well, they grow more fair;
Than any bloom a plant can bear.

Good habits help us all through life;
Bad habits bring us pain and strife.
Our habits, whether right or wrong,
Each day will grow more firm and strong.

6.R.2L
8. The theme of the poem is to show __________.
   a. how habits are acquired.
   b. the effects of habits in our life.
   c. how a bad habit is good.
   d. the pain of having good habits.

6.R.4L
9. What is the meaning of the following phrase?
   A habit is a sticky thing;
   
   a. When we acquire a habit is difficult to get away from it.
   b. That a habit is something that is good for everyone.
   c. When a habit is gone never comeback.
   d. That a habit always helps me to live better.

6.R.8
10. How does the writer of the poem relate good habits with a plant?
   a. When writes, a stick thing.
   b. When writes, bad habits bring us pain and strife.
   c. When writes, they need a lot of care to grow.
   d. When writes, much good or evil it can bring.
Expectation: 6.W.3 - Write descriptive and narrative paragraphs to develop real or imagined experiences or events using effective technique, details, structure, and using transitional words and other cohesive devices to better organize writing.

Directions: Have students look at the picture as a guide to writing. Read to them the passage below and tell to write a descriptive paragraph (on the space provided) of at least 6 sentences, about what they want to be when they finish high school.

Have you ever stopped to think about what are you going to do when you finish high school? Perhaps you want to become a scientist, a professor, an artist, or a police officer. Maybe you want to be a mechanic, a beautician, a mailman or a doctor. The possibilities are endless! What do you want to be when you grow up? Take a moment to think about it. Then, write a short paragraph about what you want to be when you grow up and have finished high school.

Use the following questions to guide you while you’re writing.

- What do I want to become when I grow up?
- Why do I want to be ____________?
- What steps do I have to follow in order to become a ________________?
- How will I help others by becoming a ________________?
RESPONSES SHOULD BE WRITTEN IN ENGLISH. SPANISH RESPONSES ARE NOT CONSIDERED WHEN ASSIGNING A SCORE TO A SHORT-ANSWER WRITTEN PRODUCTION ITEM MEASURING.

<table>
<thead>
<tr>
<th>SCORE</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>Full Written Production</strong> – A thorough written production of the concept has been demonstrated. The student’s response is correct and complete and provides evidence related to the question/task. Details in the response are clear accurate.</td>
</tr>
<tr>
<td>1</td>
<td><strong>Partial Written Productions</strong> – Partial written production of the concept has been demonstrated. The student’s response provides some information that is accurate. However, the response is not complete and may not provide clear evidence related to the questions/task.</td>
</tr>
<tr>
<td>0</td>
<td><strong>No Written Production</strong> – The student’s response demonstrates no written production or no understanding of the concept being assessed. The response is inaccurate or unrelated to the question/task.</td>
</tr>
</tbody>
</table>

**Language Standard**
Student will show how much he/she can comprehend and apply English Grammar skills

**Expectations: 6.LA.1** - Demonstrate command of English grammar and usage when writing (e.g., various sentence types such as compound, complex, and simple) or speaking.

**6.LA.2** - Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.

6.LA.1 (prepositions – on, in, by, at)

1. Which sentence is written correctly?
   a. There is nothing interesting on TV.
   b. There is nothing interesting in TV.
   c. There is nothing interesting by TV.
   d. There is nothing interesting at TV.

2. Which sentence is written correctly?
   a. She stopped in the traffic light.
   b. **She stopped at the traffic light.**
   c. She stopped by the traffic light.
   d. She stopped on the traffic light.
6.LA.1 – (homophones - their – there / right - write)

3. Which sentence is written correctly?
   a. University students can enroll early for their classes.
   b. University students can enroll early for there classes.
   c. University students can enroll early for they’re classes.

4. Which sentence is written correctly?
   a. Your answer is write.
   b. Your answer is rite.
   c. Your answer is right.

6.LA.2 (commas)

5. Which sentence is written correctly?
   a. Luis drives, carefully sometimes a bit too slow.
   b. Luis, drives carefully sometimes a bit too slow.
   c. Luis drives but carefully sometimes a bit, too slow.
   d. Luis drives carefully, sometimes a bit too slow

6. Which sentence is written correctly?
   a. If you want to see the countryside, you will have to get off the highway.
   b. If you want, to see the countryside you will have to get off the highway.
   c. If you want to see the countryside. You will have to get off the highway.
   d. If you want to leave the countryside you will have to, get off the highway.

6.LA.4 – (Use context clues and other strategies to help determine meaning of a word or phrase.)

Directions for questions 7 & 8: Use the context to help you define the term in bold.

7. Homework is **mandatory**. If you don’t do it, you will not pass the class.
   a. Indulgent
   b. Required
   c. Unnecessary
   d. Waste of time

8. Please file these documents in **chronological** order, and arrange them by date.
   a. In step order
   b. In time order
   c. In size order
   d. In alphabetical order
6.LA.5 – (Recognize, explain, analyze, and apply common idioms, sayings, and proverbs.)

Directions for questions 9 & 10: Use the context to help you determine the meaning of the idiom

Lizbeth was not happy. She had lost her favorite ring. Also her best friend was moving away. She felt **down in the dumps**.

9. In the previous reading, what does the idiom “**down in the dumps**” mean?
   a. Sad
   b. Angry
   c. Confused
   d. Indifferent

Natasha’s grandmother spent months knitting a sweater for her. When Natasha saw it, she really did not like it. She couldn’t tell her grandmother that, so she told a little **white lie** instead.

10. In the previous reading, what does the idiom “**white lie**” mean?
    a. It is a colorful lie.
    b. It is a huge made up story.
    c. It is telling the truth to make someone feel better.
    d. It is a lie told to avoid hurting someone’s feelings.