

VIRGINIA STANDARDS OF LEARNING

GRADE 6 READING

2024 English Standards of Learning

Practice Item Set

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Printed in the United States of America.

Directions: Read the story and answer the questions that follow.

A Different View

- 1 Twelve-year-old Quinterro stood at the edge of the mountain pass high above the city of Lima, Peru. He aimed his binoculars at the city below. It was late afternoon, and lights were starting to sparkle. Quinterro scanned the streets and the buildings, letting the binoculars bring the busy place into focus for him. He picked a mark on the old main street of Lima, adjusted the lenses, and stood still for a few minutes.
- 2 Lowering the binoculars, Quinterro looked back at his family. He squirmed as he thought of his life, day after hot summer day, watching the llamas. Supper was cooking slowly on the fire. Quinterro's older brother Ireneo was talking quietly to his father. Behind them the llamas munched on the scrubby mountain grass. Quinterro sighed. His family seemed so content. Why couldn't he feel the same? Operating a llama caravan over the mountain wasn't exciting, but there were some benefits. He ran through the list in his head: trading old toys for new ones, keeping in shape for school sports, gazing across the city every chance he had. Quinterro looked down at the binoculars in his hand.
- 3 "Quint!" exclaimed Ireneo. "I've told you a million times to pay attention!"
- 4 Ireneo was scrambling toward the llamas. Quinterro aimed the binoculars toward the mountain pass only to see that he was too late. Another caravan with llamas had reached the clearing, and the day's peace was instantly disturbed. The new llamas smelled the other animals and bolted. Quinterro watched as a girl his age chased after one of the jumpy animals, and then he looked back at his brother. Ireneo had climbed partway up a steep incline to reach the nervous llamas.
- 5 Hurrying across the clearing to help, Quinterro shifted his binoculars so they hung down his back. He and Ireneo led the llamas back to the clearing, and Ireneo gave the strap around Quinterro's neck a slight tug.
- 6 "I thought you needed these to watch for other caravans," Ireneo shouted with irritation.
- 7 Quinterro did not respond to Ireneo. Instead, he glanced around until he spotted the girl he had been watching earlier. She spoke in a soft and gentle voice. She seemed to be making friends with the llamas. Quinterro headed back across the clearing.
- 8 "I think they're almost calmed down," the girl said as Quinterro approached.

- 9 "Ours too," Quinterro said.
- 10 "My name is Marta," the girl said.
- 11 Quinterro introduced himself. For a minute, there was nothing but the sound of llamas chewing grass. Then Marta spoke. "I'm curious," she said. "Do you do this all the time?"
- 12 "My family does. I help out during school breaks," Quinterro said.
- 13 Marta smiled. "I live in the city, and every day I look up at these mountains and wonder where they go. This place looks so beautiful from below. When my cousin said he was joining a caravan, I begged to come along."
- 14 Quinterro simply stared at her, disbelieving what he had heard, but Marta didn't seem to notice. He was surprised that anyone would choose to leave the exciting city for the quiet mountains.
- 15 "The city looks so different from up here," Marta said as she looked down.
- 16 A thought occurred to Quinterro, and he took the binoculars from around his neck. "Try these."
- 17 He passed the binoculars to Marta and then turned to look down at the city. When not magnified, the city looked smaller and duller. He was just about to ask for his binoculars back when Marta spoke.
- 18 "I think they're broken," she said.
- 19 Curious, Quinterro reached for the binoculars and held them to his eyes. The bushes in front of him were huge like green mountains. He saw every leaf and every branch in vivid detail. He aimed the binoculars at the llamas, at the mountain pass, and then at his family. Everything seemed bigger, closer, and more defined.
- 20 Next, he aimed the binoculars at the city below. It was completely out of focus. Quinterro adjusted the lenses to focus them on the city. With a smile, he handed the binoculars back to Marta.
- 21 "They're not broken," Quinterro said. "It depends on how you look through them."

1 Quinterro's thoughts in paragraphs 1 and 2 most contribute to the plot of the story by —

- A** creating a reflective mood
- B** providing details about the characters
- C** developing the conflict
- D** presenting information about the setting

2 The word binoculars in paragraph 17 comes from the Latin word *ocular*, which means —

- F** of the eye
- G** relating to view
- H** of equal parts
- J** including two

3 What is the main conflict of the story?

- A** Marta thinks that the binoculars are damaged.
- B** Ireneo wants his brother to watch the llamas more closely.
- C** Quinterro wishes for the more fascinating life of a city.
- D** Quinterro disagrees with Marta's opinion of the mountains.

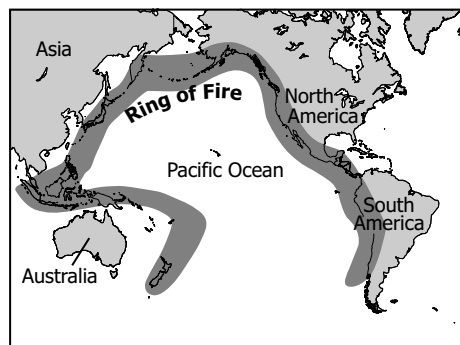
4 Which sentence best expresses the theme of the story?

- F** Dreams are very important.
- G** People often want what others have.
- H** Life is always changing.
- J** People should be generous to new friends.

Directions: Read the article and answer the questions that follow.

Along the Ring of Fire

- 1 Off the coast of Alaska, molten rock rises through cracks in the floor of the Pacific Ocean. This superheated material known as magma oozes like toothpaste squeezed from a tube. Stretching, grumbling, and erupting, Earth slowly builds a new island.
- 2 Along the Pacific coast of South America, one part of the planet's surface gradually drifts toward another. Although difficult to believe, the rocky outer crust of Earth is not solid; rather, it is broken up into gigantic pieces called plates. Up to 250 miles thick, the plates, which float on top of a softer layer of hot rock, move at a pace of 0.39 to 3.94 inches per year. As the plates slide past one another, the action can sometimes result in volcanic activity.



- 3 These dramatic events take place thousands of miles apart, yet they are connected. Surrounding the Pacific Ocean is a circle of volcanoes that includes more than half of the world's active volcanoes. While many are sleeping giants, others spew lava and toss ash and rock into the air. This region is called the Ring of Fire.
- 4 The Ring of Fire stretches from the west coast of South America northward to Alaska. It curves west at the Aleutian Islands and crosses the Pacific Ocean. Then it heads down the east coast of Asia toward New Zealand.

Historical Eruptions

- 5 Major volcanic eruptions along the Ring of Fire make history. In 1883 Krakatoa, an island volcano at the western edge of the ring, erupted in four explosions. The third explosion was so loud that it could be clearly heard 3,000 miles away. Krakatoa heaved a massive dust cloud nearly 50 miles into the air. For a year, that cloud covered Earth and changed the weather worldwide. Areas near the

eruption remained dark from dust for days. Even three years later, volcanic debris in the atmosphere caused red sunsets thousands of miles away.

- 6 Closer to home, Mount St. Helens, a volcano in the Cascade Range in the state of Washington, erupted in 1980. Although Mount St. Helens did not spew lava, it did cause tremendous damage. This eruption hurled a cloud of superheated ash, dirt, rock, and gases into the air. The ash blew eastward and was thick enough to disrupt travel. The side of the mountain fell away, causing a landslide.
- 7 In 1991 Mount Pinatubo in the Philippines erupted after 600 quiet years. During four days in June, Pinatubo released more than 20 million tons of debris into the air, destroying many homes.
- 8 Some volcanoes erupt more quietly, with lava oozing through the cracks in Earth's surface. This type of volcano is found in Hawaii. Fluid lava from a volcano such as Kilauea tends to advance slowly but still causes extensive damage. Deep beneath the surface of the ocean, the Ring of Fire is destructive, but it is constructive too. How can a volcano destroy and build at the same time?

How Volcanoes Can Be Helpful

- 9 After a volcano erupts, lava flows and then hardens into rock. More lava adds another layer to the rock. Eventually the rock builds into either a mountain or an island. Many years must pass before the harsh surface of the new island can sustain life. Over time the hard volcanic rock crumbles into soil. Wind carries seeds that fall into the soil and take root. Islands soon become covered with dense plant life. Flowers and fruits attract birds, insects, and other animals.
- 10 Island chains such as Japan, New Zealand, and Hawaii formed as a result of volcanic activity. Mount Fuji in Japan is one of these volcanoes, though it is not an active one. It is said to be a dormant, or sleeping, volcano for the time being. Part of a national park, it has not been active in hundreds of years. Farmers even plant crops in fields along the slopes of Mount Fuji.
- 11 The Ring of Fire is constructive in other ways too. Its activity not only forms islands; it also provides useful materials. Volcanic rock contains reserves of minerals commonly used in everyday life. Large deposits of aluminum, nickel, zinc, and copper are found in volcanic rock all over the world. Forms of aluminum appear on grocery store shelves as foil and cans. Nickel, zinc, and copper have dozens of uses, including the copper wire and pipes found in most homes.

- 12 Volcanic activity creates some of the most spectacular fireworks found in nature. True, destruction lies behind the fireworks, but eventually new life rises from the ruins. If the Ring of Fire seems distant and unreal, remember that it also exists as an island awaiting new life, as a field for growing food, and as part of the pipes that make a home.

5 The author's purpose for including paragraph 2 is to explain —

- A** how the surface of the planet effects volcano formation
- B** what causes plates to shift from one place to another
- C** where volcanoes are formed on the planet
- D** who discovered the motion of the plates

6 In paragraph 6, the author explains that lava —

- F** flows from more active volcanic areas
- G** is not as damaging as ash, dirt, and rock
- H** is not involved in every volcanic eruption
- J** flows after ash, dirt, and rock erupt from the volcano

7 Which sentence best summarizes paragraph 10?

- A** Mount Fuji, a volcano located in a national park in Japan, is used as farmland.
- B** Farmers often plant crops next to inactive volcanoes in Japan.
- C** Island chains, including Japan, New Zealand, and Hawaii, were formed by volcanoes.
- D** Mount Fuji, part of a national park, is an inactive volcano that helped to form parts of Japan.

8 Which sentence from the article states an opinion about the Ring of Fire?

- F** As the plates slide past one another, the action can sometimes result in volcanic activity.
- G** The Ring of Fire stretches from the west coast of South America northward to Alaska.
- H** The Ring of Fire is constructive in other ways too.
- J** Volcanic activity creates some of the most spectacular fireworks found in nature.

9 Based on the article, the reader can determine that volcanic activity —

- A** often creates more than it destroys
- B** affects the culture of the Pacific
- C** still requires further investigation
- D** occurs on a regular basis

Directions: Read the story and answer the questions that follow.

A Little Patience

- 1 Alice groaned as she walked into her room, letting her backpack fall to the ground with a loud thump. Once again her room looked like a whirlwind had blown through it, and she knew exactly who the culprit was. "Mom! She did it again!"
- 2 Alice's mom, who happened to be walking by, peeked through the doorway to appraise the damage that Alice's younger sister had left behind. "I've talked to Mary about it," Mom said with a sigh, "but she can't seem to stay out of here. Your room is too irresistible. Maybe you should talk to her."
- 3 "Right," Alice mumbled as she began to put away the stuffed animals and trinkets scattered everywhere. She was picking up the last of her belongings from the floor when she noticed her four-year-old sister at the door. "What do you want?" Alice snapped, tired from having to complete an unexpected chore.
- 4 "Nothing. I was just watching," Mary said. "Do you want to go play on the swings?"
- 5 "I can't because I have to finish cleaning my room," Alice growled, "and then I have to do my homework."
- 6 "Why didn't you do your homework already? Where were you?" Mary asked.
- 7 "I've explained this before, Mary. I have track practice immediately after school, so I don't have time to play with you *and* finish my homework." Alice plopped herself down at her desk and began pulling her books out of her backpack, pretending not to notice her little sister standing in the doorway. Mary lingered a few more minutes and then quietly left.
- 8 The next afternoon Alice walked into her room and found Mary in the middle of the floor surrounded by the stuffed animals that normally rested on her bed.
- 9 "Mary!" Alice shouted in annoyance. "Please leave my things alone. I'm tired of having to clean my room every day."
- 10 "But you have some of the best toys in here," Mary explained. "I really like this one!" she said as she held up a pink stuffed rabbit.
- 11 "Mary, put that down!" Alice shrieked as she noticed the toy Mary held in her hands. It wasn't just an ordinary stuffed animal; it was one of Alice's longtime favorites. Mary, shocked by Alice's intense reaction, immediately dropped it.
- 12 "I'm sorry, Mary, but you have to go play somewhere else," Alice pleaded.

- 13 Mary lifted the rabbit and carefully placed it on the bed before walking toward the door. She turned and looked at Alice, who was gathering the remaining stuffed animals from the floor. "I'm sorry," Mary said softly before leaving the room.
- 14 Alice cleaned her room and, once again, began working on her homework, just as she usually did in the afternoons. She opened her backpack and emptied its contents onto her desk. After settling into her chair, she flipped open a textbook and started to read. Unlike most afternoons, though, she was unable to concentrate.
- 15 When Alice realized she had read the same page three times in her history book, she gave up and began to walk around her room. She was absently staring out the window when something outside caught her eye. It was an empty swing, swaying in the wind. Mary's little face, with her big grin and twinkling eyes, immediately came to Alice's mind and held her thoughts for the rest of the evening.
- 16 The next day Alice was surprised when she returned home after practice to find her room flawless. Not a thing was out of place. She set down her backpack, picked up the pink rabbit, and with a look of determination, she went to find Mary. She found her sister sitting at the kitchen table, paper and crayons scattered in front of her.
- 17 "Hey, Mary. What are you doing?" Alice sat in the seat beside her. Mary glanced up but then immediately went back to her task. "Those are some pretty pictures." Still Mary did not answer.
- 18 Alice frowned. This was harder than she thought it would be. "Mary, I owe you an apology. I know I've been busy, but I shouldn't have become angry with you yesterday." She put the rabbit on the table. "This bunny misses you too," she teased. "I'm wondering if you would do me a favor."
- 19 Mary put down her crayon as soon as she saw the rabbit. Alice continued, "He is important to me, and I wouldn't trust him with just anyone. I thought maybe you could take care of him for me while I'm at school. Then the two of you could meet me at the swings when I arrive home from practice. What do you think?"
- 20 Mary looked up at Alice, her eyes wide with excitement. She jumped down from her chair and grabbed Alice's hand. "If we want to play on the swings today," Mary said, "we have to go now. You have homework that you have to finish later."
- 21 "Okay." Alice smiled and followed her sister. As they made their way to the swing, Alice saw the huge grin on Mary's face and was humbled by the thought that such a small child was able to teach her such a big lesson on patience.

10 Read this sentence from paragraph 1.

Once again her room looked like a whirlwind had blown through it, and she knew exactly who the culprit was.

The author uses hyperbole in this sentence to —

- F** describe the condition of Alice's room
- G** explain why Mary plays in Alice's room
- H** reveal how often Alice cleans her room
- J** tell how Alice feels as she enters her room

11 In paragraph 2, the word appraise means —

- A** offer feedback for
- B** respond quickly to
- C** examine carefully
- D** arrange in a tidy manner

12 The author includes paragraphs 11–13 mainly to —

- F** suggest that Alice will forgive Mary
- G** create sympathy for how Alice treated Mary
- H** reveal Mary's regret for her actions
- J** explain Alice's fondness for the stuffed rabbit

13 The empty swing in paragraph 15 leads Alice to the resolution by helping her realize —

- A** how much Mary enjoys playing with the stuffed animals
- B** the ways she can apologize to Mary for what has happened
- C** the regret she feels about her earlier reaction toward Mary
- D** why she enjoys spending time outdoors with Mary

14 The author chooses to use this point of view because —

- F** Alice is the older sibling
- G** characters can express feelings
- H** Mary is the younger sibling
- J** characters can describe the setting

Directions: Read the poem and answer the questions that follow.

My Family Home

The last time I visited here,
I was a small girl of six.
Now I am nearly twice that age.
I am taller and smarter,
5 and I have come to appreciate
that I am from two places.
Virginia is my first home,
the land where I have grown
from a child into
10 a young lady.
But the island of Puerto Rico
is my family home.
It is here in these lush, green tropics
where so much of *mi familia* resides.

15 When my parents and I arrive,
my grandparents, aunts, and uncles
wrap us in warm hugs,
and their arms tell me how much
they have missed me.

20 My cousins—some born
since I visited last—
wear gracious, welcoming grins.
Right away they invite me
to go outside and play.

25 Although we are in December,
the sun here shines hot
and bright.

At night when my father
hugs me before I go to bed,
30 he tells me again how special,
how lucky I am to be
from two places.
Through the window of my room
at my grandmother's house,
35 the voices of shouting, crashing waves remind me
of waves on the Virginia coast—
except that these waves crash
in my family's language.
These waves
40 are speaking
in Spanish.

15 Which sentence best summarizes lines 15–17?

- A** The trip to Puerto Rico is a tradition that the speaker and her relatives greatly enjoy.
- B** The family in Puerto Rico lovingly and immediately embraces the speaker and her parents.
- C** The speaker realizes that the family in Puerto Rico is still growing and changing.
- D** The visit to Puerto Rico means meeting new relatives and enjoying new experiences.

16 The setting of the poem affects the speaker by —

- F** allowing her to spend time with her father
- G** causing her to reflect on what it means to belong
- H** showing her the value of her life in Virginia
- J** helping her learn about Puerto Rico

17 The reader knows that the speaker’s point of view has changed since her last visit to the island because she —

- A** is older
- B** speaks another language
- C** enjoys taking trips
- D** develops gratitude

Directions: Read the article and answer the questions that follow.

Our Internal Clocks

- 1 Many people wake up to the sound of an alarm that they set the night before. At the end of the day when we look at a clock, we may be reminded that it is time to go to bed. Though we depend on external devices to tell time, our bodies follow their own built-in clocks, which work together to establish regular patterns. These internal clocks are the timekeeping systems that help our bodies adjust to changes.

A Sense of Timing

- 2 The body's internal clocks are necessary for a living organism to perform basic functions. Their roles are coordinated by the brain, locked in perfect time by what are known as *circadian rhythms*. The word *circadian* comes from the Latin words *circa* (about) and *dies* (a day). Circadian rhythms are the physical, mental, and behavioral changes that humans experience in a 24-hour period. Examples of circadian rhythms include sleep patterns, body temperature, and blood pressure.

Following a Pattern

- 3 Circadian rhythms are the fine-tuned timing system of the human body. For example, circadian rhythms can influence a person's athletic performance. A football player is more likely to perform better in the afternoon than in the evening. The human body becomes physically stronger as the day progresses and reaches full strength and alertness between the hours of 3 P.M. and 6 P.M. With less sunlight in the evening, the body begins slowing down and turns its energy toward fighting fatigue.
- 4 One researcher concluded that circadian rhythms may affect the outcome of football games that are broadcast on television on a Monday night. These games usually start around 9 P.M. Eastern time and often involve one professional team flying from the West Coast to play another team on the East Coast. When it is 9 P.M. on the East Coast, it is only 6 P.M. on the West Coast due to the difference in time zones. As a result, West Coast players' bodies are operating closer to their time of peak performance. In fact, West Coast teams playing on the East Coast win Monday night football games 63 percent of the time.
- 5 The first rays of morning sunlight detected by a person's eyes start a process in the nervous system that results in a wake-up message to the brain. The absence of sunlight at night, however, triggers the release of melatonin, a

substance produced by the brains of mammals. Melatonin signals the body to feel tired. After about eight hours of sleep, a person can wake up feeling mentally alert and ready to function effectively. Every 24 hours this circadian rhythm repeats itself, telling the body when it is time to rest and when it is time to wake up.

Nature in Rhythm

- 6 Circadian rhythms also play a role in an organism's consumption of food and water. For example, morning sunlight signals a plant to unfold its leaves to capture sunlight and convert it to the sugars it needs to survive. At night, the plant's leaves then fold back to conserve water.
- 7 One of the most interesting relationships between circadian rhythms involves bees and flowering plants. The circadian rhythms of flowers result in the opening and closing of petals at different times of day, depending on available sunshine. Since bees rely on nectar from flowers, their internal clocks coincide with plants' circadian rhythms. When flowers open their petals, bees will be present to gather nectar at exactly the right time.
- 8 Just as plants and animals follow a built-in biological timing system, we, too, fall into a repetitive pattern of waking and sleeping. These circadian rhythms guide our daily routines and keep our bodies on a schedule that helps us be as productive as possible during the time we spend awake.

18 The Latin word *internalis* means “extending to the interior.” In paragraph 1 of the article, internal means —

- F** deepest
- G** individual
- H** hidden
- J** inside

19 Which word is a synonym for fatigue in paragraph 3?

- A** boredom
- B** impatience
- C** distraction
- D** weariness

20 Paragraph 7 is organized by using —

- F** cause and effect to explain why bees are active at certain times
- G** comparison/contrast to suggest that bees are similar to other living organisms
- H** chronological order to describe when flowers open and close their petals
- J** problem/solution to show that bees and flowers rely on sunlight for energy

21 Based on the article, plants unfold their leaves to —

- A** produce nectar
- B** attract bees
- C** capture sunlight
- D** collect water

Directions: Read the story and answer the questions that follow.

Let It Shine

- 1 As her eyes danced across the crowd, Jada nervously tugged on her long braid. Where was Sydney? The bus to the planetarium was leaving in five minutes! The girls had been looking forward to this field trip for weeks. They were in different science classes, so the field trip was a chance for the friends to spend time together. Jada was about to check her watch again when Mr. Tao approached her. "Sydney's mother just called. Sydney has a cold and won't be coming today."
- 2 "Oh, no!" Jada said.
- 3 Mr. Tao continued, "Since you're lacking a partner, you can pair up with Zach. Tyler also stayed home with a cold today, so Zach needs a partner too."
- 4 Jada glanced at Zach then looked away. He seemed nice enough, but science and homeroom were the only classes they had together. Jada was always so busy listening to Sydney before and after homeroom that she didn't have time to talk to her other classmates. Jada didn't even remember if she and Zach had ever spoken to each other.
- 5 Mr. Tao began organizing the students into a line and onto the bus. As Jada slumped into a seat, she wished that Sydney were there. Sydney normally did all the talking while Jada just listened.
- 6 "Can I sit here?" Zach asked, pointing to the empty seat next to Jada. He didn't wait for an answer. "So, I guess we're science partners today."
- 7 Jada nodded.
- 8 "You're pretty quiet today, even without Sydney around."
- 9 Jada blushed and looked at her shoes, but when she looked up at Zach's face, his eyes were kind. He wasn't making fun of her; he was simply stating his observations.
- 10 "Sorry," she muttered.
- 11 "Hey, I don't mind if you're quiet," Zach said. "I have two sisters and one brother, and they never stop talking!"
- 12 Jada examined her braid. "I guess sometimes I don't have much to say."
- 13 "Sometimes you have a *lot* to say," he replied.
- 14 Jada looked up. "What do you mean?"

- 15 “Well, you always answer the questions in science. You seem to really understand the subject,” Zach said. “And I saw how you played the saxophone with Sydney in the band concert last fall. You were pretty good!”
- 16 “You went to the fall concert?” Jada asked.
- 17 “It was the same night as the art show, and I had a painting in one of the exhibits that night. I stopped by the concert when the art show was over.”
- 18 Jada did remember. She also remembered that the saxophone duet was supposed to be a solo; the program even listed only her name, but Jada had let Sydney talk her into performing it together. “You’re too shy to appear on stage all by yourself!” Sydney had demanded. “You know how anxious you get in front of people. I’ll perform it with you.”
- 19 Jada’s memory was interrupted by Mr. Tao’s announcement. “Students, we are on the way to the planetarium to view a program about the sun and the moon. Hopefully it will help all of you understand what we’ve been learning about eclipses. I’m passing around a handout for you to review with your partner.”
- 20 When the handout reached them, Zach groaned. “I always get the eclipses mixed up. How do you keep them straight?”
- 21 Jada took a deep breath. “Well, a lunar eclipse has to do with the moon being in a shadow.”
- 22 Zach nodded. “Okay, go on.”
- 23 She pointed to the first picture on the handout. “In the lunar eclipse, Earth moves between the sun and the moon, so the sun’s light is blocked from the moon.”
- 24 “And the solar eclipse?” Zach asked.
- 25 Jada pointed to the other picture. “In the solar eclipse, the moon is between Earth and the sun, blocking the sun’s light from Earth. If I forget those facts, I just remember that solar and sun both begin with an S.”
- 26 Zach laughed.
- 27 “Are you still confused?” Jada asked.
- 28 “It’s not that,” Zach replied. “I was just thinking that Sydney’s kind of like an eclipse.”
- 29 Jada frowned. “What do you mean?”
- 30 “When Sydney’s around, she does all the talking and that keeps you from saying anything,” Zach explained. “It’s like she’s the moon keeping you in its shadow.”

- 31 Jada blushed again. "Sydney's just trying to be a good friend. She knows I'm quiet."
- 32 Zach continued. "I just think you should try stepping out of her shadow. You can stand on your own."
- 33 Jada smiled as the bus pulled into the planetarium's parking lot. She knew she might always be shy, but she did have something to say. Maybe she could learn to speak up and, just like the sun, appear from behind the moon to allow her light to shine.

22 The author’s word choice in paragraph 1 introduces a tone of —

- F** alarm
- G** delight
- H** amazement
- J** embarrassment

23 Which word in paragraph 18 does the author use to influence the reader’s attitude about Sydney?

- A** shy
- B** appear
- C** demanded
- D** anxious

24 Jada most likely smiles at the end of the story because she —

- F** is looking forward to visiting the planetarium
- G** likes to share information with others
- H** realizes she has talents of her own
- J** is thinking about her new friendship

25 Zach knows that Jada is not as meek as she seems because she —

- A** has learned to play an instrument for school
- B** wants her friend to attend the field trip with her
- C** talks about the information on the handout
- D** has answered many questions in science class

26 Zach discusses eclipses with Jada because —

- F** Mr. Tao wants the students to better understand the subject
- G** Mr. Tao says the material will be included on a future test
- H** he knows that the other students are already familiar with the subject
- J** he wants to have a conversation with his new science partner

27 Based on information in the story, the reader understands that Zach —

- A** has spoken to Sydney sometimes in class
- B** has seen Sydney and Jada communicate with each other
- C** knows that Sydney and Jada enjoy science
- D** feels that he will be a good partner for Jada

28 Which sentence best expresses a theme of the story?

- F** Opinions from others are sometimes unwelcome.
- G** Everyday heroes receive little attention for their good deeds.
- H** Acquaintances often make the best of friends.
- J** Important lessons can come from unlikely sources.

29 Zach's character is important to the story because he —

- A** shows Jada she is a good partner
- B** allows Jada to be herself
- C** gives Jada a chance to answer questions
- D** lets Jada talk about school

**Grade 6 Reading
Practice Item Set Spring 2025
Answer Key**

Sequence Number	Correct Answer	Reporting Category	Reporting Category Description
1	C	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
2	F	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
3	C	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
4	G	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
5	A	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
6	H	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
7	D	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
8	J	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
9	A	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
10	F	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
11	C	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
12	G	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
13	C	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
14	G	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
15	B	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
16	G	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
17	D	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
18	J	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies

**Grade 6 Reading
Practice Item Set Spring 2025
Answer Key**

Sequence Number	Correct Answer	Reporting Category	Reporting Category Description
19	D	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
20	F	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
21	C	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
22	F	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
23	C	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
24	H	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
25	D	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
26	F	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
27	B	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
28	J	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
29	B	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies

