

Practice and Study Guide
for
2nd 9 Week ELA Common Assessment
~ Expository Writing / Informational Writing ~
6th Grade
November 2015

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Name: _____

Period: _____

Name: _____ Date: _____

Let's Go to the Library

Anya took out six books from the library, and she has to sort them into two piles: fiction and nonfiction. Can you help her sort them? Read the title and summary of each book. Then circle "fiction" or "nonfiction."



Who Was Leonardo da Vinci? by Roberta Edwards

This book is all about Leonardo da Vinci, a real artist and scientist who is famous for painting the Mona Lisa and The Last Supper.

Fiction Nonfiction

Sports by Tim Hammond

This is a book about the equipment, rules and backgrounds of different sports around the world.

Fiction Nonfiction

National Geographic Kids Ultimate Dinopedia by Don Lessem, Franco Tempesta and Rodolfo Coria

This book teaches us facts about different types of dinosaurs. It includes information about dinosaur diets, habitats and fossils.

Fiction Nonfiction

The Call of the Wild by Jack London

This book is about a dog's thoughts & adventures in Canada.

Fiction Nonfiction

The Cat in the Hat by Dr. Seuss

In this book, a giant talking cat turns a very dull day into a magical adventure.

Fiction Nonfiction

Knight by Christopher Gravett

How was armor made? What was a medieval castle like? You can find answers in this book about medieval knights.

Fiction Nonfiction

Name: _____

Date: _____

READ BETWEEN THE LINES

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on details from the text. Explain your answers by referencing the text.

① Charlotte was pet sitting her uncle's pet boa constrictor. When she went to check on him the next morning, he was missing. There also seemed to be fewer hamsters in the next cage.

What is the most likely conclusion? What happened to the hamsters?

② Isaac didn't want to sit by the new kid. He'd rather sit all by himself. He didn't want to make any friends. After the teacher handed out the assignments, the new kid leaned over, "Hey, my name is Rocky." Isaac didn't look up from his textbook. Rocky didn't take Isaac's silence personally. Instead, he stole a glance at the notebook on which Isaac was drawing. Rocky noticed that Isaac was drawing a guitar with skulls on it. Rocky asked politely, "Who's your favorite band?" Isaac ignored him. Rocky continued, "My favorite band is The Lords of Death." Isaac looked up at him for the first time. "Hello, Rocky, my name is Isaac. I believe that we are going to be great friends."

a Why did Isaac suddenly respond in a positive way to Rocky's questions?

Main Ideas and Supporting Details

Read each passage and circle the main idea that it supports.

1. Not surprisingly, Tyrannosaurus had huge teeth in its mammoth head. They were 6 inches long! Because it was a meat eater, Tyrannosaurus's teeth were sharp. They looked like spikes! In comparison, the long-necked, plant-eating Mamenchisaurus had a tiny head and small, flat teeth.
 - A. Scientists can't figure out why some dinosaurs had huge teeth.
 - B. Tyrannosaurus was probably scarier looking than Mamenchisaurus.
 - C. Meat-eating and plant-eating dinosaurs had specialized teeth.
2. Dinosaurs' names often reflect their size or some other physical trait. For example, *Compsognathus* means "pretty jaw." *Saltopus* means "leaping foot." *Lesothosaurus* means "lizard from Lesotho."
 - A. Of the three species, Lesothosaurus was probably the fastest.
 - B. Of the three species, Compsognathus was probably the fastest.
 - C. Of the three species, Saltopus was probably the fastest.
3. Edmontosaurus, a huge three-ton dinosaur, had 1,000 teeth! The teeth were cemented into chewing pads in the back of Edmontosaurus's mouth. Unlike the sharp teeth of the meat-eating Tyrannosaurus, this dinosaur's teeth were flat.
 - A. Edmontosaurus did not eat meat.
 - B. Edmontosaurus did not eat plants.
 - C. Edmontosaurus moved very fast.

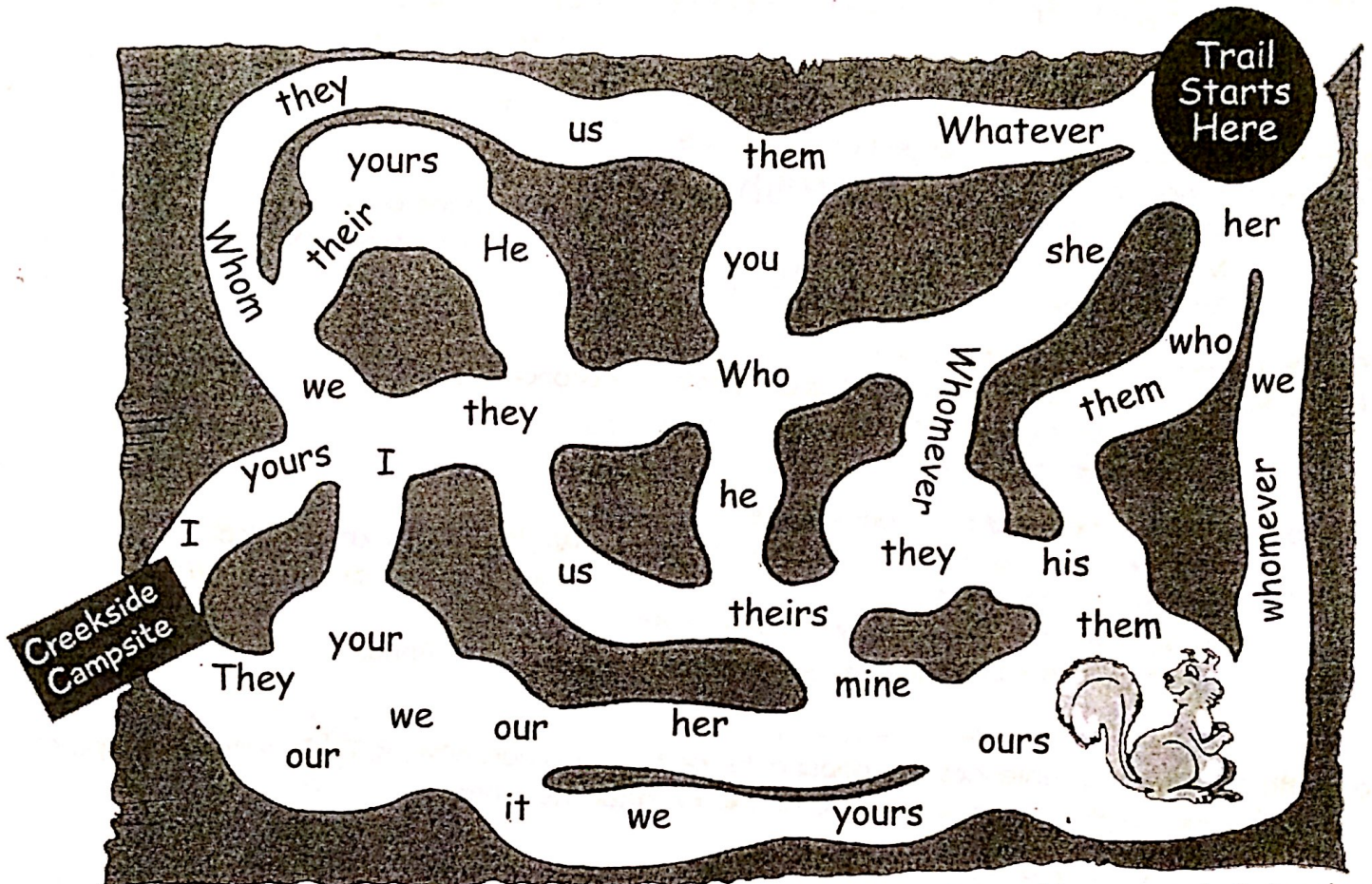


Watch a news, science, or information program on TV with your child. Can you each list three facts from the show? Can you each provide a summary that is based on those facts instead of on your own opinions?

THE RIGHT PATH

The trail to Creekside Campsite is littered with pronouns. Review the usage of subject, object, and possessive pronouns to find your way.

Follow the pronouns that are correct for the sentences below. Draw a line to show the path, in the sequence of the sentences.



★ Label the pronoun: subjective, objective, or possessive.

1. Was it (**her, she**) that fell in the river?
2. (**Who, Whom**) pulled her out?
3. Oh, (**he, him**) and they rescued her.
4. Somebody did warn (**we, us**) about that drop-off.
5. But didn't (**they, them**) warn Anna?
6. (**He, Him**) and Frankie should retrieve her pack.
7. Did you give (**them, their**) matches away?
8. Could you and (**us, we**) start a fire?
9. Sue and (**I, me**) will loan you some dry clothes.
10. We'll dry (**your, you**) sleeping bag too.
11. Anna is grateful for (**us, our**) help.
12. Stay away from riverbanks. (**Them, They**) are slippery!

Name _____

Pronouns

A **pronoun** is a word used in place of a noun.

A **subject pronoun** can be the subject of a sentence.

I, you, he, she, and it are subject pronouns.

I found the ball.

He found the ball.

It is my favorite sport.

You found the ball.

She found the ball.

An **object pronoun** can be the object of a sentence.

Me, you, him, her, and it are object pronouns.

Matt gave the ball to *me*.

Matt gave the ball to *him*.

Matt threw *it*.

Matt gave the ball to *you*.

Matt gave the ball to *her*.

Possessive pronouns show possession.

My, mine, your, yours, his, her, hers, and its are possessive pronouns.

Anna gave *my* ball to Matt.

Anna gave *mine* to Matt.

The plural forms of personal pronouns include:

Subject: *we, you, they*

Object: *us, you, them*

Possessive: *our, ours, your, yours, their, theirs*

Matt gave *our ball/ours/your ball/yours/their ball/theirs* to Anna.

We/You/They found the ball.

Matt gave the ball to *us/you/them*.

Complete the following sentences by choosing the best word in parentheses. Then, write what type of pronoun (subject, object, or possessive) it is on the line after the sentences.

- _____ (I, Me) like movies. _____
- Gloria handed the flowers to _____ (his, her) sister. _____
- Stephanie wanted _____ (him, he) to ask her to the dance. _____
- The teacher gave John _____ (his, her) paper back. _____
- _____ (It, You) is the team's favorite food. _____
- _____ (Him, You) are the quarterback on the football team. _____
- The teacher wanted _____ (me, he) to try out for the play. _____
- _____ (Her, She) likes volleyball better than softball. _____



Many students mix up the possessive pronoun *its* (The shirt lost its button) and the contraction *it's* (It's time to wake up). Encourage your child to read a chapter of a favorite book and look for examples of these words. Are they used correctly?