



**English Language Arts
Grade 6**

Sample Items

Introduction

The South Carolina State Department of Education provides districts and schools with tools to assist in delivering focused instruction aligned with the *2024 South Carolina College- and Career-Ready English Language Arts Standards*. This document contains a set of twenty SC READY English Language Arts (ELA) Grade 6 test items that have been written to align with the *2024 South Carolina College- and Career-Ready English Language Arts Standards*. These items were reviewed for content and bias prior to being field tested and approved for release to the public.

Purpose

This document is intended to be a resource for educators; it is not designed to be a practice test for students. The sample items are examples of college- and career-ready assessment items. The SC READY test assesses content standards in a variety of ways. This document does not include all item types. To see the full functionality of Technology Enhanced item types, access the Online Tools Training. <https://portal.te.drcedirect.com/SC>

Item Information Format

SC READY ELA Grade 6 Sample Item (#)	
Indicator Alignment	2024 South Carolina College- and Career-Ready English Language Arts Indicator
Indicator Description	text from the South Carolina College- and Career-Ready English Language Arts Indicator
Item Type	Drag and Drop, Evidence-Based Selected Response (EBSR), Selected Response
Answer Key	correct answer
Depth of Knowledge	cognitive demand
Estimated Difficulty	estimated based on student responses

Links

Assessment Quick Links for Teachers

<https://ed.sc.gov/tests/assessment-information/quick-links-for-teachers/>

South Carolina College- and Career-Ready English Language Arts Standards

<https://www.ed.sc.gov/instruction/standards/english-language-arts/standards/>

Norman Webb's Depth-of-Knowledge for the Four Content Areas

<https://www.webbalign.org/dok-summary-tables>

1. A student is researching the work of famous Mexican artist Frida Kahlo.

Which source would be most credible for the student to use to find information on Frida Kahlo's influence on the world of art?

- A. a magazine article on Kahlo's artistic techniques written by two college students taking a course on Kahlo
- B. a book titled *Frida Kahlo's Legacy* written by a college professor who teaches courses on Kahlo
- C. a collection of essays titled *Exploring Frida Kahlo's Worlds* written by an artist who models her work after Kahlo's
- D. a blog post on how Kahlo's style evolved over time written by a fan of Kahlo's art

SC READY ELA Grade 6 Sample Item 1	
Indicator Alignment	R.1.2
Indicator Description	Determine the credibility of one or more sources consulted and use the most credible source(s).
Item Type	Selected Response
Answer Key	B
Depth of Knowledge	2
Estimated Difficulty	Medium

2. A student is writing an argumentative response about why video gaming should be considered a sport.

Which sentence should the student include in the argument to acknowledge an alternative perspective?

- A. Playing team video games requires clear communication with teammates.
- B. Beating a video game requires concentration, practice, and dedication.
- C. Because video games require a player to sit for long periods of time, they do not encourage people to be as active as when playing sports.
- D. Some studies have shown that playing video games increases a person's heart rate similarly to how it increases while playing sports.

SC READY ELA Grade 6 Sample Item 2	
Indicator Alignment	C.1.1c
Indicator Description	Write arguments to support a claim with clear reasons and relevant evidence. When writing: c. acknowledge an alternative perspective.
Item Type	Selected Response
Answer Key	C
Depth of Knowledge	3
Estimated Difficulty	High

3. Read the paragraph.

Origami is the art of paper folding. It originated in Japan but is now practiced all over the world. Origami designs can range from simple to complex. Many people happily spend hours on their paper creations.

Which statement would **best** conclude the paragraph?

- A. One way to learn origami is to take classes.
- B. Origami is an inexpensive way to have fun with friends.
- C. Paper may increase in cost because origami is becoming more popular.
- D. Origami continues to fascinate people around the world.

SC READY ELA Grade 6 Sample Item 3	
Indicator Alignment	C.2.1e
Indicator Description	Write informative texts to examine a topic and analyze information from one or more sources. When writing: e. provide a concluding statement or section.
Item Type	Selected Response
Answer Key	D
Depth of Knowledge	2
Estimated Difficulty	Medium

The passage below needs revisions or edits. Read the passage. Then answer the questions.

Easy Money

(1) My 10 year old little brother, Derek, is a genius please allow me to explain. (2) Each weekday, I walk my dog around the neighborhood. (3) Our neighborhood is not too big, but there are a lot of houses. (4) A few months ago, Derek started to walk with us. (5) This is great.

(6) The trash collectors come. (7) So, everyone takes their trash cans to the curb each Thursday morning. (8) Every Thursday afternoon when they get home from work people have to go get their trash cans from the street and bring the cans back up to their houses. (9) Since we get home from school earlier than my dad gets home from work, it has become Derek's job to retrieve our trash can and bring it up to the house.

(10) One Saturday as we walked around the neighborhood, Derek went up to each house and made the people living there an offer. (11) For one dollar a week, he would bring their trash can up to their house for them. (12) It seems that no one must like to do that chore because by the time we got home, Derek had twenty-one people accept his offer. (13) Now every Thursday, Derek hauls twenty-one trash cans up to people's houses for them. (14) Every Saturday, he collects twenty-one dollars.

4. Which detail would **best** be added to the beginning of the last paragraph to connect ideas in the passage?
- A. Even though he is two years younger than me, Derek might be smarter.
 - B. Derek and I enjoy our weekends.
 - C. I enjoy walking around the neighborhood with Derek and our dog.
 - D. In any weather, Derek and I take our walks.

SC READY ELA Grade 6 Sample Item 4	
Indicator Alignment	C.3.1d
Indicator Description	Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and well-structured event sequences. When writing: d. use narrative techniques such as dialogue and description to develop experiences, events, setting, and/or characters.
Item Type	Selected Response
Answer Key	A
Depth of Knowledge	2
Estimated Difficulty	Medium

5. What is the correct way to punctuate sentence 8?

(8) Every Thursday afternoon when they get home from work people have to go get their trash cans from the street and bring the cans back up to their houses.

- A. Every Thursday afternoon, when they get home from work people have to go get their trash cans from the street and bring the cans back up to their houses.
- B. Every Thursday afternoon, when they get home from work, people have to go get their trash cans from the street and bring the cans back up to their houses.
- C. Every Thursday afternoon when they get home from work people have to go get their trash cans, from the street, and bring the cans back up to their houses.
- D. Every Thursday afternoon when they get home from work people, have to go get their trash cans from the street and bring the cans back up to their houses.

SC READY ELA Grade 6 Sample Item 5	
Indicator Alignment	C.4.1b
Indicator Description	Use the rules of and make intentional decisions about standard English grammar and conventions to write single- and multi-paragraph compositions with varied sentence structure. When writing: b. use punctuation (commas, parentheses, dashes) to set off nonrestrictive clauses.
Item Type	Selected Response
Answer Key	B
Depth of Knowledge	2
Estimated Difficulty	Medium

6. Read sentences 6 and 7 from the passage.

(6) The trash collectors come. (7) So, everyone takes their trash cans to the curb each Thursday morning.

What is the **best** way to revise sentence 6 for clarity?

- A. The trash collectors come to our neighborhood.
- B. The trash collectors are friendly—often greeting the neighbors when they drive by.
- C. The trash collectors gather trash and take it to the local wasteyard.
- D. The trash collectors for our neighborhood come once a week.

SC READY ELA Grade 6 Sample Item 6	
Indicator Alignment	C.5.1
Indicator Description	Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity of content.
Item Type	Selected Response
Answer Key	D
Depth of Knowledge	2
Estimated Difficulty	Medium

Read the passage. Then answer the questions.

Peyton's Landscape

Chapter I

Cautiously, I brushed a diluted, almost transparent, green wash over my landscape painting. It would add another layer of color to the trees. I was so busy concentrating that I did not notice my little brother Elias plop down on the chair next to me. He rolled his toy bus across the kitchen table and knocked over my glass of water. Like a flood, the water streamed across my canvas.

"I'm sorry, Peyton!" Elias shouted as I scrambled for some paper towels. Frustrated, I tried to hastily mop up the water, but my delicate colors merged into a muddy mess.

"I still like your painting," piped Elias's twin, Tyler. He had catapulted into the kitchen to investigate the latest disaster, and my sister, Noelle, who was on summer break from college, followed him.

"Maybe I can help you repair it," Noelle offered, but I just shook my head. Sometimes, my energetic family transforms our apartment into a noisy little city. I needed to escape, so I put away my paints and found my mother in her office.

"May I go and visit the Cool Oasis?" I grumbled.

Mom had already heard three different versions of the catastrophe, so she patted my back and nodded her head. With a sigh of relief, I pushed open our apartment door and headed for the stairwell.

Chapter II

The Cool Oasis is a rooftop garden that our neighbor Mrs. Myers and several other residents created. It has raised flower boxes, bird feeders, and wicker rocking chairs. The moment I stepped into that garden, a host of cheerful daisies, marigolds, and sunflowers welcomed me and the rest of the world faded away.

Sinking into a chair, I felt my body relax like a sleepy cat lying in a puddle of sunshine. Through half-open eyes, I watched Mrs. Myers and Mr. Thorne watering some flowers. We all smiled broadly when two robins landed on a bird feeder. They chirped bright, lively songs with dancing notes that lifted our spirits. Then the rooftop door opened again, and Noelle appeared. We both stared at each other with startled eyes.

"What . . . are you doing here?" I stuttered with a mixture of feelings. I didn't want to share my secret haven with anyone else in my family, but I also admired my older sister.

Noelle's eyes glinted with amusement as she sat down next to me in the other rocking chair. "I could ask you the same question," she said, chuckling. "I've been escaping to Mrs. Myers's Cool Oasis since I was your age—in fact, I planted daisies with her yesterday."

"Sometimes I wish I could put up a tent and live here for a month," I staunchly declared. "At least the robins wouldn't knock over my water and ruin my painting."

“I understand how you feel,” Noelle sympathized, “and I’m sorry about your painting.”

“There’s nothing you can do to fix it,” I told her.

“Maybe not,” Noelle agreed, “but I could show you some other painting methods. I took an art class this past semester that taught me some fun watercolor techniques.”

Noelle and I share a passion for art. I felt an instant spark of excitement at her suggestion. It was like she had promised me a gigantic present, and I could not wait to unwrap it. Leaping up, I pulled her hands and led her down the steps to our apartment.

Chapter III

When I told Mom our plan, she decided to take the twins to the park for an hour so Noelle and I could rule the kitchen table. Together, my sister and I filled some pitchers with water, assembled an army of brushes, and grabbed our palettes, paper, and paints.

“Watch this,” Noelle instructed as she covered her paper with a wet wash of dark-blue paint. Next, she sprinkled the glistening wash with salt from the shaker on the table. To my astonishment, tiny glittering starbursts formed wherever a salt crystal tumbled.

“Each crystal of salt soaks up some water,” Noelle explained, “which creates the starburst. When the painting dries, we can brush the salt off.”

Next, Noelle showed me how to make a swirled, veined design by dabbing at a layer of paint with crumpled plastic wrap. Then, we produced a forest of trees with textured trunks by scraping at the paint with dry brushes. Before I could blink, the hour had flown by and Mom and the twins had returned.

“Wow—you’re a great artist!” praised Elias as he charged into the kitchen to see our work.

“Please, please, can I hang that star picture on my bedroom wall?” pleaded Tyler.

“Yeah, sure,” I said with a laugh, feeling very grateful for my sister, Noelle. My family was overwhelming at times, but they were always there to help me and cheer for me too. I realized that without them all, my days would become an empty white landscape.

7. Read the paragraphs from the passage.

“What . . . are you doing here?” I stuttered with a mixture of feelings. I didn’t want to share my secret haven with anyone else in my family, but I also admired my older sister.

Noelle’s eyes glinted with amusement as she sat down next to me in the other rocking chair. “I could ask you the same question,” she said, chuckling. “I’ve been escaping to Mrs. Myers’s Cool Oasis since I was your age—in fact, I planted daisies with her yesterday.”

What does this event reveal about Peyton and Noelle?

- A. Both have used the rooftop garden to find peace.
- B. Both enjoy gardening with their neighbors.
- C. Both want the rooftop garden to be kept a secret.
- D. Both want to spend more time together.

SC READY ELA Grade 6 Sample Item 7	
Indicator Alignment	AOR.1.1
Indicator Description	Analyze how specific events and descriptive details develop the plot, reveal aspects of the characters, and/or create meaning.
Item Type	Selected Response
Answer Key	A
Depth of Knowledge	2
Estimated Difficulty	Low

8. Read the sentences in the chart. Then, move the word that **best** describes the tone each sentence creates into the chart.

Sentence from the Passage	Tone
Sinking into a chair, I felt my body relax like a sleepy cat lying in a puddle of sunshine.	
They chirped bright, lively songs with dancing notes that lifted our spirits.	

- cheerful**
- exciting**
- hopeful**
- serene**
- serious**

Key:

Sentence from the Passage	Tone
Sinking into a chair, I felt my body relax like a sleepy cat lying in a puddle of sunshine.	serene
They chirped bright, lively songs with dancing notes that lifted our spirits.	cheerful

SC READY ELA Grade 6 Sample Item 8	
Indicator Alignment	AOR.1.2
Indicator Description	Explain how figurative language impacts mood, tone, and meaning.
Item Type	Drag and Drop
Answer Key	serene; cheerful
Depth of Knowledge	3
Estimated Difficulty	High

9. This question has two parts. First, answer part A. Then, answer part B.

Part A

What is the theme of the passage?

- A. Spending time creating art can be a good way to enjoy nature.
- B. Dealing with younger siblings can be both challenging and amusing.
- C. Families may be imperfect, but you can count on them to support you.
- D. It is better to walk away than to become upset over things you cannot change.

Part B

Which sentence from the passage **best** supports the answer in part A?

- A. He rolled his toy bus across the kitchen table and knocked over my glass of water.
- B. I needed to escape, so I put away my paints and found my mother in her office.
- C. Then, we produced a forest of trees with textured trunks by scraping at the paint with dry brushes.
- D. My family was overwhelming at times, but they were always there to help me and cheer for me too.

SC READY ELA Grade 6 Sample Item 9	
Indicator Alignment	AOR.2.1
Indicator Description	Analyze how key details contribute to the development of a theme(s) over the course of a literary text.
Item Type	EBSR
Answer Key	C / D
Depth of Knowledge	3
Estimated Difficulty	Low

10. How does Noelle’s offer to teach Peyton new painting methods impact Peyton’s perspective?
- A. Peyton realizes how much he missed his sister while she was away.
 - B. Peyton understands how different he and his sister are as artists.
 - C. Peyton believes that his sister can help him fix his painting with her techniques.
 - D. Peyton becomes less upset and appreciates his sister’s effort to help him.

SC READY ELA Grade 6 Sample Item 10	
Indicator Alignment	AOR.3.1
Indicator Description	Determine and explain the impact of multiple narrators or shifts in points of view and/or perspective.
Item Type	Selected Response
Answer Key	D
Depth of Knowledge	2
Estimated Difficulty	Medium

11. How does chapter I contribute to the development of the setting?
- A. It shows that the apartment is bustling with activity.
 - B. It explains that Peyton feels cooped up inside the apartment.
 - C. It indicates that Peyton’s art supplies are overcrowding the apartment.
 - D. It suggests that the apartment is in the middle of a busy city.

SC READY ELA Grade 6 Sample Item 11	
Indicator Alignment	AOR.5.1
Indicator Description	Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of theme, setting, or plot.
Item Type	Selected Response
Answer Key	A
Depth of Knowledge	2
Estimated Difficulty	High

12. Read the paragraph from the passage.

When I told Mom our plan, she decided to take the twins to the park for an hour so Noelle and I could rule the kitchen table. Together, my sister and I filled some pitchers with water, assembled an army of brushes, and grabbed our palettes, paper, and paints.

How does this paragraph fit into the overall structure of the passage?

- A. It provides a shift in point of view.
- B. It introduces details about the setting.
- C. It helps develop the main theme of the passage.
- D. It reveals the conflict between the main characters.

SC READY ELA Grade 6 Sample Item 12	
Indicator Alignment	AOR.5.1
Indicator Description	Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of theme, setting, or plot.
Item Type	Selected Response
Answer Key	C
Depth of Knowledge	2
Estimated Difficulty	High

13. Which two words in the passage have similar meanings?

- A. delicate and transparent
- B. disaster and catastrophe
- C. instructed and produced
- D. catapulted and scrambled

SC READY ELA Grade 6 Sample Item 13	
Indicator Alignment	AOR.8.1b
Indicator Description	Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts: b. determine the relationship between words.
Item Type	Selected Response
Answer Key	B
Depth of Knowledge	2
Estimated Difficulty	Low

Read the passages. Then answer the questions.

Why Do We Blink?

We all blink. It happens automatically, and most of the time, we are not even aware we are doing it. It may surprise some people to learn that we blink about ten to fifteen times a minute. Now that you are thinking about it, you will probably be more aware of blinking, at least for the next few minutes. Why is it that we blink so often?

The Mechanisms of Blinking

Tear ducts, eyelids, and eyelashes all play a role in blinking. Tear ducts do not work only when people cry; they are constantly producing the fluid that we call tears. Tears are composed of water and oil, which prevent the eyes from drying out, and mucus, which helps spread the water and oil evenly over the eyes. The mucus also contains antibodies that protect the eyes from infection.

Eyelashes play an essential role when people blink. They act like feather dusters to help lift away tiny dust particles before they can adhere to our sensitive eyes. Eyelids protect the eyes too. Think about a time when you experienced a strong wind. You blinked more often because your eyelids acted like a window shade to protect your eyes from possible dirt, dust, and other blowing debris.

Blinking Helps Clean the Eyes

Blinking helps protect the eyes from foreign particles. If something gets into the eye, blinking helps clear the particle away. Dr. Brenda Pagan-Duran is an ophthalmologist, a doctor who specializes in eye care. She says, "If there's a foreign body, [blinking] helps get rid of it." Blinking helps irrigate the eyes and clean them.

Blinking Lubricates the Eyes

To properly focus vision, there needs to be a smooth surface on the eyes. Otherwise, vision will become blurry. The water, oil, and mucus produced by the tear ducts keep the surface of the eye smooth and lubricate the eyes. Dry eyes may sometimes be painful and make the eyes feel like they have been scratched. Blinking moisturizes the eyes and keeps them from becoming dry in the same way that lotions can moisturize dry skin.

Baby Blinks

There are some interesting differences in the rates at which babies and adults blink. Babies do not blink as often as older children and adults. Babies blink only one or two times a minute. The blink rate increases as children grow. By age 14, children blink at the same rate as adults.

No one is sure why babies and young children blink less often, but experts suspect it may be because they sleep for more hours than adults. When sleeping, the eyes are closed, so they require less lubrication.

The Brain Plays a Part

Adults and children blink less often when reading interesting material. When people read, they blink only three to eight times a minute rather than the average of fifteen times per minute. People also blink less often when they are actively listening. Why? Scientists think that people are busy taking in the information, so their brains block the blinking. People tend to blink, however, when switching from one page to another.

In one study, researchers found that when pilots were flying over safe areas, they blinked frequently. However, when they flew over difficult terrain, they blinked much less often. The pilots needed to focus and think clearly. It seems that the brain plays an important role in how often we blink.

Something similar happens when we are staring at computer screens. People staring at a computer screen blink only one-third as often as they would normally. Experts have found that when people working on computers do blink, they do not close their eyes completely. Dry eyes can be a problem for those who spend a lot of time looking at computer screens.

Giving Our Brains Pause

People blink more often when they are tired. Sleepy people blink twenty to thirty times a minute. That is twice as often as when they are wide-awake.

People also blink more often when they are confused. It may well be that if your teacher asks you a question and you are unsure of the answer, you will blink more frequently. You are unlikely to even notice it happening. You are too busy trying to think of the answer.

People are not usually aware of blinking unless they are thinking about it—like you may be right now.

Average Blink Rate

per minute	10–20 times
per day	21,600 times
per week	151,200 times
per month	657,400 times
per year	7.8 million times
per decade	78.8 million times
per lifetime	621.5 million times

14. How do the supporting details in the passage contribute to the idea that the brain plays a role in blinking?
- A. by describing what happens to the blink rate when people are tired or sleepy
 - B. by stating that people viewing computer screens do not completely close their eyes when blinking
 - C. by stating that people are usually unaware of their blinking unless they think about it
 - D. by giving examples of how blink rates change when people focus on certain tasks

SC READY ELA Grade 6 Sample Item 14	
Indicator Alignment	AOR.2.2
Indicator Description	Analyze how supporting details contribute to the development of a central idea(s) over the course of an informational text.
Item Type	Selected Response
Answer Key	D
Depth of Knowledge	2
Estimated Difficulty	High

15. This question has two parts. First, answer part A. Then, answer part B.

Part A

Which sentence **best** states a central idea of the passage?

- A. The process of blinking occurs automatically.
- B. Blinking can occur at different rates.
- C. Scientists have studied the process of blinking.
- D. Blinking serves some useful purposes.

Part B

How do the supporting details contribute to the development of the central idea in part A?

- A. by explaining how blinking benefits people's eyes
- B. by providing facts about blink rate averages
- C. by bringing readers' attention to their own blinking
- D. by referring to studies that are related to blinking

SC READY ELA Grade 6 Sample Item 15	
Indicator Alignment	AOR.2.2
Indicator Description	Analyze how supporting details contribute to the development of a central idea(s) over the course of an informational text.
Item Type	EBSR
Answer Key	D / A
Depth of Knowledge	3
Estimated Difficulty	High

16. How does the first paragraph fit into the overall structure of the passage?
- A. It convinces readers to pay better attention to how often they blink.
 - B. It emphasizes the importance of blinking by explaining that everyone does it.
 - C. It introduces the topic of blinking with a surprising fact and a question to generate interest in the topic.
 - D. It creates a sense of mystery by encouraging readers to think about blinking.

SC READY ELA Grade 6 Sample Item 16	
Indicator Alignment	AOR.5.2
Indicator Description	Analyze how individual text sections (e.g., a particular sentence, paragraph, chapter, or section) fit into the overall structure of an informational text.
Item Type	Selected Response
Answer Key	C
Depth of Knowledge	2
Estimated Difficulty	Medium

17. How does the “Average Blink Rate” table fit into the overall structure of the passage?
- A. It suggests that people begin to blink less often as they age.
 - B. It shows how the rate of blinking leads to a high lifetime number of blinks.
 - C. It shows how the rate of blinking changes as time passes.
 - D. It indicates how often people should blink to keep their eyes healthy.

SC READY ELA Grade 6 Sample Item 17	
Indicator Alignment	AOR.5.2
Indicator Description	Analyze how individual text sections (e.g., a particular sentence, paragraph, chapter, or section) fit into the overall structure of an informational text.
Item Type	Selected Response
Answer Key	B
Depth of Knowledge	2
Estimated Difficulty	High

18. Read the summary of “Why Do We Blink?” Then drag the **two** sentences that **best** complete the summary onto the blank lines.

Summary of “Why Do We Blink?”	
1.	Everyone continually blinks their eyes.
2.	Tear ducts, eyelids, and eyelashes all work together when a person blinks.
3.	
4.	
5.	Feeling tired or confused increases blinking.

Blinking keeps people’s eyes in healthy working condition.

Eyelashes dust foreign particles away from the eye.

Some types of mental concentration cause people to blink less.

Spending a lot of time looking at computer screens may dry the eyes.

Key:

Summary of “Why Do We Blink?”	
1.	Everyone continually blinks their eyes.
2.	Tear ducts, eyelids, and eyelashes all work together when a person blinks.
3.	Blinking keeps people’s eyes in healthy working condition.
4.	Some types of mental concentration cause people to blink less.
5.	Feeling tired or confused increases blinking.

SC READY ELA Grade 6 Sample Item 18	
Indicator Alignment	AOR.6.1
Indicator Description	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
Item Type	Drag and Drop
Answer Key	working condition, mental concentration
Depth of Knowledge	3
Estimated Difficulty	High

19. Read the sentence from the passage.

They act like feather dusters to help lift away tiny dust particles before they can adhere to our sensitive eyes.

What does the word adhere mean as it is used in the sentence?

- A. attach
- B. spread
- C. move
- D. arrive

SC READY ELA Grade 6 Sample Item 19	
Indicator Alignment	AOR.7.1a
Indicator Description	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies. a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases.
Item Type	Selected Response
Answer Key	A
Depth of Knowledge	2
Estimated Difficulty	Medium

20. Read the sentence from the passage.

The mucus also contains antibodies that protect the eyes from infection.

Based on the suffix “-tion,” what does the word “infection” mean?

- A. to be infected again
- B. the state of being infected
- C. without being infected
- D. to prevent being infected

SC READY ELA Grade 6 Sample Item 20	
Indicator Alignment	AOR.9.1
Indicator Description	Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.
Item Type	Selected Response
Answer Key	B
Depth of Knowledge	2
Estimated Difficulty	Low