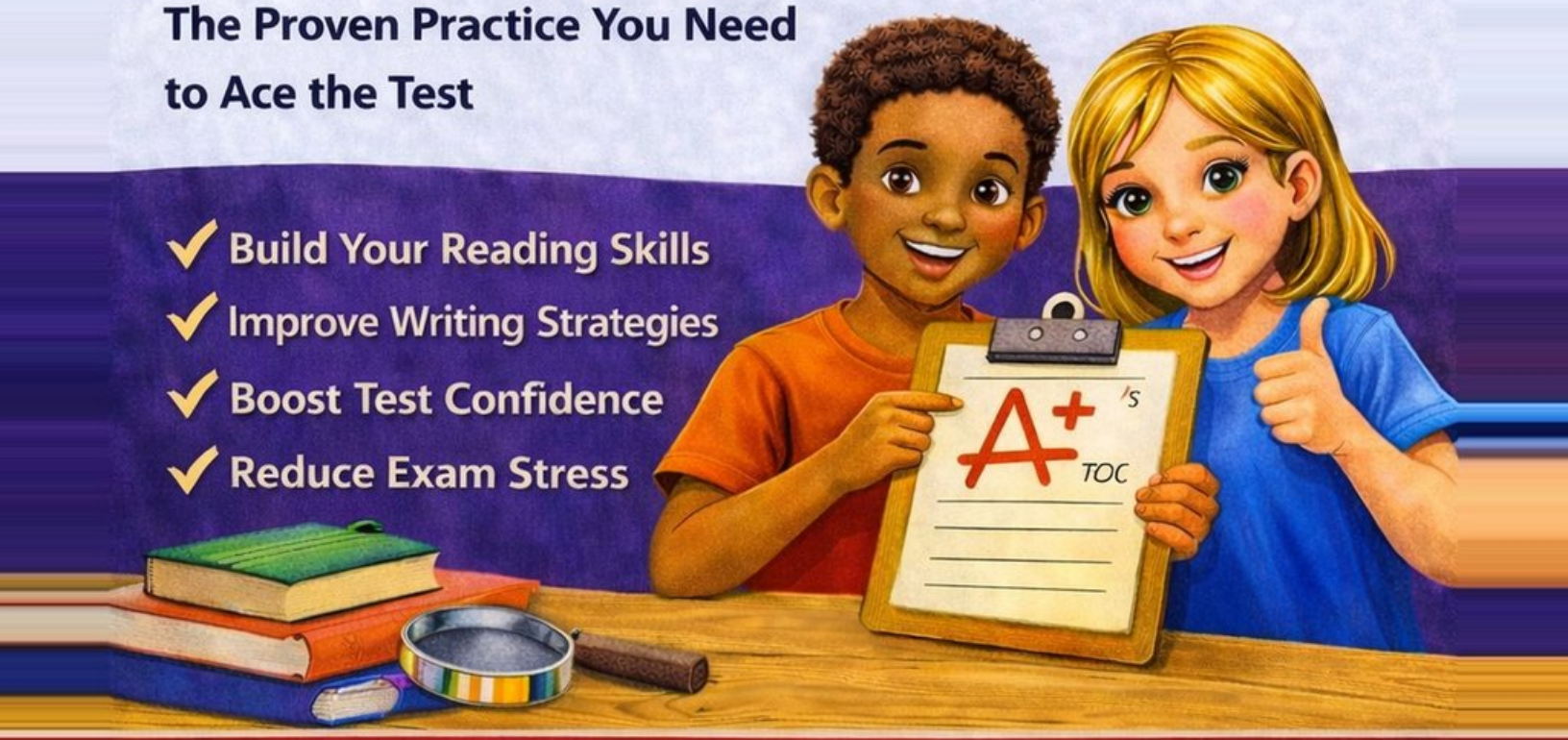
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8 Colorado CMAS Grade 6

English Language Arts (ELA)

Practice Tests

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Reza Nazari

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The Big Day

Your Test Day Playbook.

Tear this page out in your head. Take it with you.

◯ The Night Before

- Pack your bag now, not in the morning. Sharpened pencils, eraser, water bottle, ID if needed.
- Do *not* cram. A short, easy review is fine. A four-hour panic session is not.
- Eat a normal dinner. Tonight is not the night to try something new.
- Go to bed the same time you do on a school night. A tired brain reads slower.

◯ The Morning Of

- Eat breakfast — something with protein, not just sugar. Your brain is about to work hard.
- Move a little. A walk, stretching, even bouncing on your toes wakes up your body.
- Arrive early. Rushing in a few minutes late sets a rattled mood for the whole test.
- Take one slow, deep breath at the door. *In for four, out for six.* Try it.

◯ During the Test

- **Skim the questions first**, then read the passage with purpose.
- **Never leave a question blank.** A careful guess can be right; empty is always wrong.
- **Stuck? Circle it and move on.** Easier points are waiting. Come back when your brain is fresh.
- **Trust your first read.** Changing answers without a real reason almost always hurts.
- **Watch the clock but do not stare at it.** Glance every few questions. That is enough.

One last thing.

When you sit down on test day, remember: you are not starting this test alone. Every passage you read, every question you untangled, every morning you chose to open this book — all of it is sitting there in your head, on your team. Now go show it what you can do.

— Reza Nazari

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14) How do the story and poem approach a similar idea?

(A) Both texts show characters acting mainly to gain approval from others.
(B) Both texts show that what people choose to do matters more than quick praise.
(C) Both texts suggest that quick results matter more than careful choices.
(D) Both texts treat strong feelings as more important than lasting consequences.

Use both "Map of the Late Sky" and "Constellation Notes" to answer this question.

15) **This question has two correct answers.** Choose the **two** details from the story and the poem that **together** best support the shared theme.

(A) "Before the day closes, Bea uses the star map as a guide instead of pretending she remembers everything." (story, paragraph 4)
(B) "At the dark field behind the snack stand, Bea keeps glancing at a folded star map with pencil circles around summer constellations, unsure whether it belongs more to memory or to today's work." (story, paragraph 1)
(C) "What looks steady begins in the quiet hours, / and patient work can train the heart." (poem, second stanza)
(D) "Some lessons enter without sound, / and wait beside the things we hold." (poem, first stanza)
(E) "What starts as ordinary help begins to feel personal once Bea realizes one decision could change how the memory attached to a folded star map with pencil circles around summer constellations is used." (story, paragraph 2)

Use both "Map of the Late Sky" and "Constellation Notes" to answer this question.

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16) Which sentence best summarizes the connection between the two texts?

(A) The story shows a practical choice, while the poem suggests that effort matters only when others notice it.

(B) Both texts suggest that immediate results matter more than what lasts over time.

(C) The story focuses on a specific decision, while the poem mostly recalls a moment from the past.

(D) Both texts show how a difficult choice can lead to something lasting.

Read the article. Then answer questions 17–23.

Why Seed Banks Matter

1 Hidden in quiet buildings around the world are vaults that hold millions of seeds. These seed banks keep crop varieties safe from disease, drought, war, and other disasters. Some have been operating quietly for more than fifty years.

2 The most famous is the Svalbard Global Seed Vault in Norway, built deep inside a mountain. Cold, dry conditions and a secure door mean that seeds stored inside can stay alive for decades or even centuries. Countries can deposit copies of their seed collections there, much like storing important papers in a safe.

3 Seed banks matter because crop diversity matters. A single disease can sweep through a single type of wheat or rice. If all farmers grow the same variety, a failure in one place can become a disaster everywhere. But when scientists can reach back into a bank of thousands of related varieties, they often find a form of the crop that resists the disease.

4 Seed banks also preserve crops that farmers would otherwise abandon. Many traditional varieties, bred over generations, do not produce the biggest yields. As markets shifted toward a few high-yielding types, older varieties nearly disappeared. Banks protect those stories and the genes they carry.

5 Running a seed bank is quieter work than it sounds. Scientists check moisture levels, test seed viability every few years, and plant small sample plots to refresh the collection. Volunteers and local farmers contribute by sharing regional varieties that would not otherwise make it into a bank.

6 The work of seed banks reminds us that the future of food depends on choices made today. A vault full of seeds is both a quiet archive and a kind of insurance policy, one that may prove essential as climates and demands continue to change.

17) What is the central idea of the article?

(A) Seed banks are mainly important because they are located in cold places.
(B) Seed banks protect crop diversity so that farmers and scientists can respond to future problems.
(C) Seed banks exist only to store varieties that farmers have already abandoned.
(D) Seed banks make it easier for countries to share new kinds of food with each other.

Use the article "Why Seed Banks Matter" to answer this question.

18) Why does the author include the comparison to "storing important papers in a safe"?

(A) To argue that seed banks are less secure than bank vaults.
(B) To help readers picture how the vault protects copies of seeds from many countries.
(C) To explain why seeds must be kept warm at all times.
(D) To suggest that most countries do not trust each other with their seeds.

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