

6th ELA Study Guide - 1st Quarter Final Exam

Part I: Reading and Writing

Every paragraph has a main idea. The main idea is the big idea that is the focus of the entire paragraph; it is the most important idea in the paragraph. The sentence which states the main idea, or the topic of the paragraph, is called the topic sentence.

Supporting ideas and details explain and back up the main idea. They help the reader to understand the idea presented in the topic sentence.

The concluding sentence is usually the last sentence of the paragraph. It brings the paragraph to a close by summarizing the main idea.

Read the following paragraph. Underline and label the main idea, and list supporting details below.

Many students feel that they are assigned too much homework. To spend one or two hours each day working on school assignments, after having attended school for six or more hours, seems to be excessive. Students feel that schoolwork should be done at school, and only at school. Time away from school should be reserved for recreation, family, and friends. While many students feel that they are assigned too much work, they have no choice but to complete the assignments if they care about their grades.

1. _____
2. _____
3. _____

An author's purpose is his or her reason for writing. In general, writers create literature to entertain, inform (explain), or to persuade.

- Literature that entertains is created for the enjoyment of the reader. This generally refers to fiction. It may contain elements of action, adventure, and mystery.
- Literature that informs is written for the purpose of giving the reader information. For example, newspaper articles and textbooks are written to inform.
- Literature that persuades is written to convince or influence a reader.

Read the passage below and answer the question.

Langston Hughes, who lived from 1902 to 1967, was an African-American poet, essayist, and dramatist. He wrote during the Harlem Renaissance era. He was born in Joplin, Missouri, into a family that was well known for abolition and civil activism. Despite the disapproval of his father, Hughes began writing poetry in eighth grade. In his journey through life, Hughes found his voice through writing about the struggles and experiences of the African-American.

The author's purpose is to A) entertain B) inform C) persuade.

Comparison and contrast is a method that writer's use to organize their ideas. When writer's compare and contrast ideas, they show how these ideas are both alike and different. The transitions that a writer uses can give you clues about whether something is being compared or contrasted. See the charts below:

Theme

Theme refers to the message about life and the world that the author wants us to understand. When reading a text, you can determine the theme by looking for the "big ideas" about life. Theme can be stated directly (the author tells you what it is, such as in a fable), or it can be implied—this means that the author gives you clues about the theme, but doesn't come right out and tell you. Look at what happens in a story and what the characters learn to determine the theme..

Read the story below and choose the best option for the theme of the passage.

Jeri looked around her at the empty chairs where her friends used to sit for lunch. Misty would always sit on her right and share her two cupcakes. Amaya was usually in front of her, bobbing her head to the music that she always had in her head. Toni was usually on her left cutting her sandwich into squares. "If only I hadn't been such a jerk," Jeri thought to herself. There was no reason for her to have been so horrible to her good friends. She traded them in for a group of 7th grade girls who she thought were cooler than her crew, but her old friends had been friends since kindergarten. Now, as she sat alone, sipping her juice, she had no friends at all. What would it take to win her friends back?

Which of the following best states the theme of the passage?

- a) It is better to have weird friends than to have no friends at all.
- b) Cooler kids will never be your real friends.
- c) Treat friends with kindness and respect, or you will lose them.
- d) Girls rarely keep their friends for very long.

Tone

Tone is the attitude that a writer takes toward a subject. One way that writer's convey tone is through word choice (diction). Tone can also be revealed through punctuation and sentence structure. For example, a writer's use of exciting words and exclamation points might convey a tone of exhilaration. If a writer uses short, choppy sentences, it might show that he or she is impatient.

Read the following poem. Circle words or phrases that contribute to the poem's tone.

All is old
There's nothing new.
All is grey
Grey clouded, blue
Feeling sad,
A wasted day,
Waiting for the sun.
To chase the rain clouds away.

The tone of this poem can be described as _____.

Figurative Language

Simile – a comparison of two unlike things using the word like or as.

Metaphor – compares two things that are not alike by saying that one thing is the other.

Repetition – when a word or phrase is repeated

Personification – when nonhuman things are given human characteristics

Imagery – images that appeal to one of the five senses

Label each sentence with the correct figurative language.

1. January slipped an icy finger under his collar and down his back. _____
2. Mars Bar's eyes went as big as headlights. _____
3. To her the ripped page was the broken wing of a bird, a pet out in the rain. _____
4. The plane gone, his family gone, all of it gone. _____
5. He coughed them up, spat them out, sneezed them out, closed his eyes and kept brushing his face, slapping and crushing them by the dozens, by the hundreds. _____

Part II: Grammar

Pronouns are used to take the place of a noun in a sentence. Choose the correct pronoun for each sentence.

1. (I, Me) looked at the photograph of Tim's mother.
2. (She, Her) was standing in front of a castle in Sweden.
3. Today castles seem like unusual homes to (we, us).
4. The spelling trophy is (our, ours).
5. (Its, It's) future looks bright!