

TEST PREP PLANNED FOR YOU

INFORMATIONAL WRITING SKILLS

Seven wonders. The Great Pyramids were built at a size for leaders who came later.

A time of peace and riches

10

During the third and fourth dynasties, Egypt had a time of peace and wealth. Over the fifth and sixth dynasties, the kings lost some of their wealth. It was partly due to the cost of building pyramids. They lost power because of interest in the noble class and worship of the sun god Ra. King Pepy II is said to have ruled for about 94 years, but then the period ended in chaos.



Egyptian inventions

- 8 Egypt's growing population required more organization and productivity. Farmers began growing extra crops, allowing others to give up farming and pursue other trades. They could become merchants or skilled workers. This development of specialized labor is a hallmark of civilization.
- 9 Egyptian artisans created new inventions like copper tools such as chisels and needles. Metalworkers learned to mix copper and tin to create bronze, a stronger metal. Evidence also suggests that ancient Egyptians invented the potter's wheel. This tool made it easier to create pots and jars for storage, cooking and decoration.
- 10 One of the ancient Egyptians' inventions, the calendar, has helped define time itself. In order to know when to plant, the Egyptians needed to track days. They developed a calendar based on the flooding of the Nile that proved remarkably accurate.
- 11 How did the ancient Egyptians make their calendars? They developed a process that turned large reeds from the Nile into a flattened material. It was called papyrus and could be written on. In fact, the English word "paper" has its root in the ancient Greek word "papyrus." Among the first things recorded on papyrus were calendars.

Protected from invaders

- 12 The African deserts offered protection as the civilization of ancient Egypt grew. Few invaders could ever cross the dry sands to attack. After learning to take advantage of the Nile's floods — and not having to fear foreign attacks — the Egyptians concentrated on improving farming. As the years passed, Egyptians discovered that wheat could be baked into bread, barley could be turned into soup, and cotton could be spun into clothing.

- 13 With many of life's necessities provided, the Egyptians were free to think more about art, government, religion and philosophy. These are other aspects of a civilization. The pharaohs emerged. These rulers led Egypt for about 3,000 years, and most were capable leaders. Eventually, pyramids and great cities became examples of this flourishing culture, one that lasted for several thousand years.



© Mikey D Teach

© Mikey D Teach

Print & Digital Versions Included

PRACTICE TEST TAKING SKILLS

WHILE LEARNING ABOUT ANCIENT EGYPT

Read three passages about the Nile River's impact on Ancient Egypt.

Respond to an informational writing prompt.

Students self-assess how they did using a student friendly checklist.

People of the River

6 Farmers in Mesopotamia never knew when the nearby rivers would overflow or if flooding would be bad. This made it difficult to farm there. In Egypt, the Nile River also flooded, but its floods were regular. Farmers did not have to worry that floods would destroy crops or farms. Water came to the Nile from rain and melted snow. Then, during the summer, the Nile spilled over its banks. When the waters went down, they left a layer of dark, rich mud.

7 The Egyptians became successful farmers. They planted wheat, barley, and flax seeds. They grew enough food to feed themselves and their animals. They used irrigation when the weather was dry. To trap floodwaters, Egyptian farmers first dug basins, or bowl-shaped holes, in the earth. Then they dug canals to carry water from the basins to the fields. They used a **shadoof**, a bucket on a long pole. It could lift water from the river into the basins.

How Egyptians Farmed

- Used rich soil brought by floods
- Planted wheat, barley, and flax in wet soil
- Irrigated during dry seasons
- Dug basins and canals to catch water
- Used shadoof to move water

8 Egyptians also developed ways to use **papyrus**. This was a reed plant that grew along the shores of the Nile. They harvested papyrus to make baskets, sandals, and river rafts. The Egyptians also used papyrus for making writing paper. Like the Mesopotamians, Egyptians developed their own system of writing called **hieroglyphics**. It was made up of thousands of picture and sound symbols. Some symbols stood for objects and ideas. For example, to communicate the idea of a boat, a scribe would draw a tiny boat. Other symbols stood for sounds, like the letters of our own alphabet.

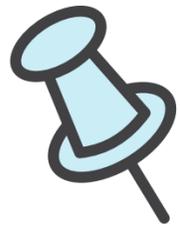
9 In ancient Egypt, few people could read and write. Some Egyptian men went to special schools to study reading and writing. They learned to become scribes, or record keepers for the rulers, priests, and traders. Some hieroglyphics conveyed public messages. Scribes carved these into stone walls and monuments. For everyday use, scribes invented a simpler script and wrote on papyrus.

© Mikey D Teach

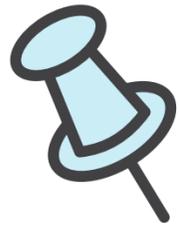
STANDARDIZED WRITING PRACTICE
INFORMATIONAL WRITING
GRADE 6

passages, write a multi-paragraph essay
paragraph essay that describes how the
Ancient Egyptian civilization. Include detail

© Mikey D Teach



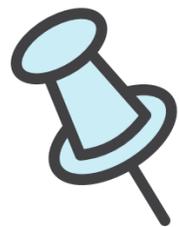
Student-Friendly Checklists



Teacher Checklist and Rubric for Scoring



Paired Passages about Ancient Egypt



Informational Writing Prompt Practice

INCLUDED IN THIS RESOURCE

Name: _____ Date: _____

Standardized Writing Test Templates and Practice Tests

Dear Awesome, Amazing, Absolutely Incredible 6th Graders,

This year you will be taking a standardized test that will assess how well you write. Let's show them just how smart you are! When you are taking the test, there are a couple of things you need to remember to include in your writing. These are skills that are great to always include in your writing, but we'll need them on the standardized test for sure.

After you are done writing your response, use this self-rubric below to rate yourself on how well you did. Did you include all the components of a good essay? If not, how can you improve next time? Your teachers are here to support you!

Topic: _____

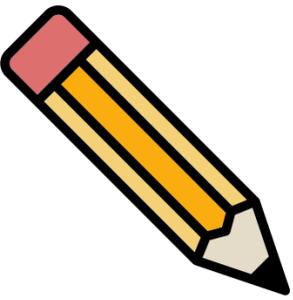
CHECKLIST		
I CAN...	STUDENT	TEACHER
Write a multi-paragraph (at least 4) essay.	Yes / No	Yes / No
Write an introduction with at least 3 sentences.	Yes / No	Yes / No
Write my thesis statement clearly in the introduction . "The Nile River impacted the development of the Ancient Egyptian civilization..."	Yes / No	Yes / No
Support my response with text evidence from all three passages .	Yes / No	Yes / No
Explain more about the text evidence I chose in my own words .	Yes / No	Yes / No
Choose facts to use that are very important.	Yes / No	Yes / No
Use transition words to begin each paragraph.	Yes / No	Yes / No
Use transition words within each paragraph.	Yes / No	Yes / No
Use precise vocabulary in my writing.	Yes / No	Yes / No
Spell to the best of my ability.	Yes / No	Yes / No
Use punctuation to the best of my ability.	Yes / No	Yes / No
Use capitalization to the best of my ability.	Yes / No	Yes / No
Write a conclusion with at least 3 sentences.	Yes / No	Yes / No

Comments: _____

© Mikey D Teach

RUBRIC	
Organization	Evidence and Elaboration
<p>The response is exemplary and includes thorough and convincing evidence that is directly related to the purpose of the task. It includes relevant evidence, facts, and details from all sources. Elaboration of evidence is focused, original writing and is clearly connected to the topic.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • strong evidence from all sources that is well integrated throughout, directly related to the task, and references the source(s). • clear connection between points and evidence. • effective use of a variety of relevant elaborative techniques (including but not limited to definitions and examples), and • use of precise academic and domain-specific vocabulary that is clearly appropriate for the task. 	<p>The response is adequate and includes support or evidence that is related to the purpose of the task. It includes the use of evidence, facts, and details that are from all sources and generally connected to the topic. Elaboration of evidence is original writing but may be generalized.</p> <p>The response includes most of the following:</p> <ul style="list-style-type: none"> • evidence from the sources that may not be specific but is generally integrated into the response and includes some reference to the source. • adequate connections between points and evidence. • adequate elaboration on the evidence included, and • academic and domain-specific vocabulary that is generally appropriate for the audience and purpose.

Prompt Practice



What effects did the Nile River have on the Ancient Egyptian civilization?

WRITING PRACTICE TEST (950L) INFORMATIONAL WRITING

PASSAGE 2: The Nile River Valley

By 5000 B.C., hunters and gatherers had moved into the Nile River valley.

- 1 They settled there, farmed the land, and built villages. These people became the earliest Egyptians.
- 2 Because Egypt gets little rainfall, Egyptians relied on the Nile River for water. They used its water for fishing, farming, cooking, and cleaning. The Nile River flows north from the heart of Africa to the Mediterranean Sea, about 4,000 miles. Two rivers meet to form the Nile. They are the Blue Nile in eastern Africa and the White Nile in central Africa. The water forms rapids where the rivers meet. These are called **cataracts**. Large ships cannot sail through the cataracts.
- 3 In Egypt, the Nile runs through a narrow valley. Just before it reaches the Mediterranean Sea, it divides into many branches. These branches spread out over an area of rich soil. This area is called a **delta**. Deserts lie on both sides of the Nile River valley. Because the deserts were so hot, the ancient Egyptians called them "the Red Land." These areas kept outside armies away from Egypt. To the south, dangerous cataracts blocked enemy boats. In the north, the delta marshes kept enemies from sailing into Egypt.
- 4 The geography of Mesopotamia did not protect people in the same way. The deserts and the rivers did not keep out invaders. Mesopotamians constantly fought off attackers. Egypt rarely faced such threats. As a result, Egyptian civilization grew and prospered.

How The Nile River Helped Egyptians

- River provided water for drinking and growing crops
- Cataracts kept out invaders
- Marshy delta kept our enemies

- 5 The deserts and Nile rapids did not completely close Egypt to the outside world. The Mediterranean Sea was to the north. Beyond the desert to the east was the Red Sea. These waters allowed Egyptians to trade with others. Within Egypt, people used the Nile for trade and transportation. Winds from the north pushed sailboats south. The flow of the Nile carried them north. This made Egypt different from Mesopotamia. There, city-states constantly fought each other. Egyptian villages, however, had friendly contact.

WRITING PRACTICE TEST (880L) INFORMATIONAL WRITING

PASSAGE 1: Ancient Egypt – Part One

- 1 For almost 30 centuries, ancient Egypt was the leading society in the Mediterranean world. From the great pyramids of the Old Kingdom through the military strength of the New Kingdom, Egypt has thrilled scientists and historians. It even has its own field of study, Egyptology.
 - 2 Information about Egypt comes from the objects and artifacts found at ancient places. They are covered with hieroglyphs that have only recently been understood. Monuments including the great pyramids show Egyptian skill in art, design and building.
- Predynastic Period (5000-3100 B.C.)
- ...written records or artifacts have been found from the period before family lines that ruled Egypt. The period included many ... instead of hunting.



CHECKLIST

I CAN...	STUDENT	TEACHER
Write a multi-paragraph (at least 4) essay.	Yes / No	Yes / No
Write an introduction with at least 3 sentences.	Yes / No	Yes / No
Write my thesis statement clearly in the introduction . "The Nile River impacted the development of the Ancient Egyptian civilization..."	Yes / No	Yes / No
Support my response with text evidence from all three passages .	Yes / No	Yes / No
Explain more about the text evidence I chose in my own words .	Yes / No	Yes / No
Choose facts to use that are very important .	Yes / No	Yes / No
Use transition words to begin each paragraph.	Yes / No	Yes / No
Use transition words within each paragraph.	Yes / No	Yes / No

“ Thank you for helping this stressed out teacher prepare for state testing. -*BuckeyeGirl* ”

“ After downloading and loving the opinion essay practice, I HAD to buy a copy of this! If you create more of these I will purchase them as well!! Love them!! Especially the self/teacher checklists. -*Caitlin* ”

“ This was a great resource to have students practice and be confident in their writing abilities before state testing. -*Tara* ”

leaders could ever cross the dry sands to attack. After the advantage of the Nile's floods — and not having to fear — the Egyptians concentrated on improving farming. As a result, Egyptians discovered that wheat could be baked into bread, and cotton could be spun into clothing.

13 With many of life's necessities provided, the Egyptians were free to think more about art, government, religion and philosophy. These are other aspects of a civilization. The pharaohs emerged. These rulers led Egypt for about 3,000 years, and most were capable leaders. Eventually, pyramids and great cities became examples of this flourishing culture, one that lasted for several thousand years.



Do you also need Argumentative Writing practice?

ARGUMENTATIVE WRITING TEST PREP

Grade 6

Writing Test Templates and Practice Tests

Grade 6

WRITING PRACTICE TEST (900L)
ARGUMENTATIVE WRITING

PASSAGE 1: Everyone Deserves a Trophy!

Raise your hand if you've ever come home from a game, heart sweaty palms clutching a plastic trophy. Now, raise your hand if the medal felt just as good even if you didn't cross the finish line first. Sure, both hands are up! That's because trophies represent more than winning. They're a tangible symbol of effort, dedication, and participation.

1 Sure, some scoff at the idea of everyone getting a trophy. They see it as a cheapens victory, erasing the thrill of true competition. But the one kid on the podium while ignoring the dozens who battled nerves, and learned valuable teamwork skills. She acknowledged it.

2 Think of trophies as participation certificates. They're a way to say, "You showed up, you played hard, and you recognized it." This acknowledgement fuels a child's inner drive to keep trying, improve, and discover their passion. Confidence, fosters a sense of belonging, and teaches that effort and good sportsmanship matter, even if it's not the first.

3 So, the next time you see a kid proudly display their trophy, don't dismiss it as meaningless. It's a badge of courage for a journey undertaken, and a reminder that in the end, everyone deserves a little gold star.

4

WRITING PRACTICE TEST (1070L)
ARGUMENTATIVE WRITING

PASSAGE 3: Shine Bright Without the Prize

1 Trophies, shiny symbols of winning, can be tempting treasures. But when they become the only goal, they can trap us in a chase for recognition, dimming our inner drive to truly thrive.

2 Imagine a young runner, eyes glued to the gold cup, not the joyous finish line. Every stride feels like a chore, not a dance with the wind. The trophy, meant to celebrate, becomes a burden, choking the fun out of running. This, the "trophy trap," replaces the joy of learning and growing with the pressure to simply win.

3 Trophies can trick us into measuring our worth by how others see us. A missing medal can deflate confidence, making us fear failure and hesitant to try new things. This obsession with winning can stifle curiosity, the very spark that ignites passion and fuels progress.

4 Instead of chasing trophies, let's celebrate the journey itself! The scientist lost in exploration, the artist swept away by creation, the athlete pushing limits just for the love of the game – these are the ones who truly shine. Their joy comes from within, not from a gold plate on a shelf.

5 This doesn't mean we throw away appreciation. Let's recognize effort, dedication, and growth as much as victory. Awards can be stepping stones, not finish lines, nudging us to keep reaching. The focus should be on passion, discovery, and self-improvement, not just the trophy at the end.

6 By escaping the trophy trap, we break free from the need for external validation. We find joy in the process, the thrill of learning, and the satisfaction of becoming better versions of ourselves. These are the trophies that truly matter, engraved on our hearts, not displayed on a shelf. So let's chase those inner victories, fueled by passion, not prizes, and shine bright, even without the gold.



Print and Digital

MIKEY D. TEACH

