2017
6th Grade Practice Tests

Parent: The pages that follow are taken from the Georgia Milestones Study/Resource Guide for Students and Parents. (www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/EOG-Study-Resource-Guides.aspx) Feel free to work with your child as he/she works these items. Don't fret if your child needs help with these. Just enjoy working alongside your child.

Overview of the End-of-Grade Assessment

What is on the End-of-Grade Assessment?

- English Language Arts (ELA)
- Mathematics

TYPES OF ITEMS

- **Selected-response items – also called multiple-choice**
  - English Language Arts (ELA) and Mathematics
  - There is a question, problem, or statement that is followed by four answer choices.
  - There is only ONE right answer, so reach EACH answer choice carefully.
  - Start by eliminating the answers that you know are wrong.
  - Then look for the answer that is the BEST choice.
- **Technology-enhanced items – also called multiple-select or two-part questions**
  - English Language Arts (ELA), Mathematics, Science, and Social Studies
  - There is a question, problem, or statement.
  - You may be asked to select more than one right answer.
  - You may be asked to answer the first part of the question. Then, you will answer the second part of the question based on how you answered part one.
  - Read the directions for each question carefully.
  - Start by eliminating the answers you know are wrong.
  - If the question has two parts, answer the first part before you move to the second part.
- **Constructed-response items**
  - English Language Arts (ELA) and Mathematics
  - There is a question, problem, or statement but no answer choices.
  - You have to write your answer or work out a problem.
  - Read the question carefully and think about what you are asked to do.
  - In English Language Arts (ELA), go back to the passage to look for details and information.
  - You will be scored on accuracy and how well you support your answer with evidence.
- **Extended constructed-response items**
  - English Language Arts (ELA) and Mathematics
  - These are similar to the constructed-response items.
  - Sometimes they have more than one part, or they require a longer answer.
  - Check that you have answered all parts of the question.
- **Extended writing prompt**
  - English Language Arts (ELA) only
  - There is a question, problem, or statement.
  - You may be asked to do more than one thing.
  - In English Language Arts (ELA), you will be asked to read two passages and then write an essay.
  - You will be scored on how well you answer the question and the quality of your writing.
  - Organize your ideas clearly.
  - Use correct grammar, punctuation, and spelling.
  - Support your answer with evidence from the text.

ENGLISH LANGUAGE ARTS (ELA)

- The Grade 6 English Language Arts (ELA) assessment has a total of 60 items.
- The English Language Arts (ELA) portion of the Grade 6 EOG Assessment consists of selected-response (multiple-choice), technology-enhanced (multiple-select or two-art questions), constructed-response, extended constructed-response, and extended writing-response items.
- The test will be given in three sections:
    - Section 1 will be given on Day 1. Students will be given a maximum of 90 minutes to complete this section.
    - Sections 2 and 3 will be given over one or two days. Students will be given up to 75 minutes to complete each section.
- The Grade 6 English Language Arts (ELA) EOG assessment will measure the Grade 6 standards that are described at www.georgiastandards.org.
- The content of the assessment covers standards that are reported under these domains:
    - Reading and Vocabulary
    - Writing and Language

Example Item 1

The sentence below contains a spelling error.

I did not mock the candidate's reason for his absense because he seemed so honorable.

Which underlined word is NOT spelled correctly?

A. mock
B. candidate's
C. absense
D. honorable

Read the poem "The Moon" and answer example items 2 and 3.

The Moon

By Emily Dickinson

The moon was but a chin of gold
A night or two ago,
And now she turns her perfect face
Upon the world below.

Her forehead is of amplest blond;
Her cheek like beryl stone;
Her eye unto the summer dew
The likest I have known.

Her lips of amber never part;
But what must be the smile
Upon her friend she could bestow
Were such her silver will!

And what a privilege to be
But the remotest star!
For certainly her way might pass
Beside your twinkling door.

Her bonnet is the firmament,
The universe her shoe.
The starts the trinkets at her belt,
Her dimities of blue.

Example Item 2

Which line from the poem BEST expresses the poet's opinion of the moon?

- **A.** Upon the world below.
- **B.** Her lips of amber never part.
- **C.** And what a privilege to be
- **D.** Her dimities of blue

Example Item 3

Analyze the tone of the poem and how the author's word choice creates that tone. Use specific examples from the poem to support your answer. (For this practice, write your answer on a separate piece of paper.)

Example Item 4

In this section, you will read two passages about the ongoing debate over the use of pesticides. What are the benefits and dangers of using pesticides? You will write an argumentative essay supporting either side of the debate in which you argue for or against the use of pesticides.

Before you begin planning and writing, read these two passages:

1. **The World Needs Honeybees**
2. **A Farmer's Letter to the Editor**

As you read the passages, think about what details from the passages you might use in your argumentative essay.

The World Needs Honeybees

Governments should make strict rules about the use of harmful chemicals, or pesticides, on commercial crops. Farmers should volunteer to cut their use of pesticides and make safer choices, but governments should also step in if needed. These harmful chemical may kill weeds and unwanted insects, but they also kill honeybees. We need honeybees to grow crops in the first place.

What is the purpose of honeybees?

For years, honeybees have been disappearing. Many people think the only purpose for bees is to make honey. However, bees do so much more. The scent of pollen draws them to plants and flowers. Bees then pollinate those crops. Without bees, the world's entire food supply would be in danger.

What is threatening honeybees?

Bees have many enemies. Some, like diseases, are found in nature. Others, such as pesticides, are made by people. When farmers spray their crops with chemicals, bees eat the chemicals during pollination. The chemicals can injure or even kill the bees. Without bees, there is nothing to pollinate the crops. This leaves farmers with fewer crops to sell.

Different pesticides affect bees in different ways. Some kill bees instantly. Others cause bees to die after they deposit the chemicals in their hives. Still other pesticides kill only young bees. Some pesticides, called neonicotinoids, are especially harmful. These chemicals confuse bees so that they forget what they are supposed to do. They are no longer drawn to the scent of pollen, so they can't pollinate plants. Studies show that bees affected by neonicotinoids also have fewer offspring. As it turns out, neonicotinoids are the most popular pesticides in the United States.

How can the world save its honeybees?

Farmers can help honeybees survive by changing their farming habits. Bees prefer to work during the day, so limiting the use of pesticides to evenings will help. Also, farmers can use liquid pesticides, which are less toxic than other forms. Farmers should use chemicals only when absolutely necessary, and never while crops are blooming.

Other citizens can help, too. They can encourage farmers to limit their chemical use. They can share their thoughts about pesticides with their government representatives. If everyone works together, we can save honeybees – and our food supply.

A Farmer's Letter to the Editor

To Whom It May Concern:

Lately, I've been hearing about a drop in the world's bee population and how farmers are likely to blame. After all, we use chemicals to protect our crops from disease and destruction.

It might surprise you to know that nobody is more committed to saving bees than farmers. But there is no guarantee that eliminating pesticides will save the bees. If farmers do stop using certain chemicals, their crops could be destroyed by insects and disease, and then it won't matter if there are bees or not. No one will have a food supply.

Furthermore, it is unfair to force farmers to make decisions that would hurt their businesses. Farmers should enjoy the freedom to choose how they grow their own crops, just like individuals enjoy the freedom to purchase their own food. If the government is allowed to tell us which chemicals we can use, what's next? Will they start forcing us to grow certain crops? I don't want to find out.

Sincerely,

Edward Malloy

Now that you have read "The World Needs Honeybees" and "A Farmer's Letter to the Editor," create a plan for and write your argumentative essay.

- **Think about both sides of the issue. Choose a side and then write an argumentative essay supporting either side. In your essay, argue for or against the use of pesticides and their effect on the bee population.**
- **Be sure to use information from BOTH passages in your argumentative essay.**
- **Write your essay in the space provided. (For this practice, on a separate piece of paper.)**

Before you write, be sure to:

- **Introduce your claim.**
- **Support your claim with logical reasons and relevant evidence from the passages.**
- **Organize the reasons and evidence logically.**
- **Develop your ideas clearly and use your own words, except when quoting directly from the passages.**
- **Use words, phrases, or clauses to connect ideas and to clarify the relationships among claims, reasons, and evidence.**
- **Establish and maintain a formal style.**
- **Use clear language and vocabulary.**
- **Provide a conclusion that supports the argument presented.**
- **Check your work for correct usage, grammar, spelling, capitalization, and punctuation.**

Example Items 5 – 8

Read the story "The Finish Line" and answer questions 5 through 8.

The Finish Line

Mother came into my bedroom. With her hands on her hips, she studies the cluttered floor and a wall of built-in-bookshelves littered with art projects at every stage except *finished*. "What a mess." She said. "You have projects here that you started in first grade, Maura. Maybe it's time you finished them."

She sat on the bed across from me and said, "You baseball coach called. I know you quit the team, but what I don't get is why you didn't come to your dad and me. We're not the enemy, Maura, but we can't help you unless you talk to us."

I nodded and said, "I know."

"All right, I better get you to your grandparents or I'm going to be late for my meeting. Downstairs in two, okay?"

I grabbed my sketchbook and headed downstairs, where I discovered that Mother was already outside. After I got in the car, minutes of awkward silence crawled. I wanted to explain why I'd quit the team without telling her, and I wanted her to know what it felt like to ride the bench because you weren't as good as your teammates. But Mother didn't understand this, because she had been born good at everything and didn't realize that most people just weren't like that. Some people were only talented at drawing.

When I arrived at my grandparents' farm, Grandpa met me on the porch and said, "How would you like to go on a treasure hunt?"

I was excited for a moment but quickly realized that it was a trick. "You're not *still* looking for Grandma's ring are you?" I asked suspiciously.

"Just until I find it," he said, "and you're part of my search team."

Suddenly, my summer was not looking so good. I had heard the story a million times: when Grandma was young, her brothers had taken her ring and buried it somewhere on the property. To complicate matters, her parents and grandparents had frequently buried things they wanted to dig up later in fun family treasure hunts – old kitchen items, bottles, and anything else that might be fun to "discover" again – and Grandma's brothers had followed their example. How were we going to find one ring in all those acres?

I followed Grandpa into the double garage that was his workshop. Tidy shelving, cupboards, and tool benches lined the perimeter. It did not resemble our garage, which was like a huge junk drawer with just enough space carved out for one car.

As I admired Grandpa's organization, he retrieved his new metal detector, which looked like a cross between a vacuum cleaner and a weed trimmer. "You finally bought one!" I said.

"We have work to do," he said, nodding.

We took the metal detector to the edge of the pasture, and Grandpa held the contraption out in front of him. Soon it began to hum and shake, indicating that it had found something.

I took the shovel and dug while Grandpa searched the upturned soil and fished out a penny. Not quite the payout we were looking for, but it was only our first attempt.

In the next few hours, we only managed to find coins, rusty nails, and an old fork. When I was about to give up, the machine jumped and rattled. "Maura, get the shovel!" Grandpa commanded.

I dug where he indicated, and my shovel immediately hit something – something a lot bigger than a ring. Grandpa reached into the dirt and retrieved a tin box. Some dirt had gotten through a crack in the lid, but the contents – a handful of metal cars and toy soldiers, a few marbles, and a tarnished hair flip – appeared intact. There was no sing. "Failed again," I said.

"What a beautiful clip for Grandma's hair," Grandpa marveled.

"Beautiful?!" I exclaimed. "Grandpa, it's disastrously tarnished – it's not even supposed to be that color!"

"A little elbow grease will fix that," he retorted.

We headed back to Grandpa's workshop, where he produced a soft rag and told me to buff the clip back to its original shine.

I didn't have much hope until a cluster of tiny crystals emerged. Then we applied some silver polish and buffed it again. When I pulled the cloth away, the clip shone like a new mirror. Grandpa admired it and said, "Let's show your grandma."

We went inside, where we found Grandma reading, and Grandpa slid the hair clip onto a page of her book.

"Goodness!" she said. "Did you find this with that absurd metal detector?"

"Courtesy of your backyard," I confirmed.

As we admired Grandma's new accessory, someone knocked at the door. I knew it would be my mother. As I headed for the door, I considered the bevy of art projects covering my shelves. They all looked better than that hair clip had, so maybe there was potential for them after all. When we got home, I opened the door to my room. I knew which piece I would work on first.

Example Item 5

Based on this sentence from the story, what can the reader conclude about Grandpa?

> "Just until I find it," he said, "and you're part of my search team."

A. He is strict.
B. He is sensitive.
C. He is organized.
D. He is determined.

Example Item 6

What is the MAIN purpose of this paragraph from the story?

> I followed Grandpa into the double garage that was his workshop. Tidy shelving, cupboards, and tool benches lined the perimeter. It did not resemble our garage, which was like a huge junk drawer with just enough space carved out for one car.

A. It teaches Maura the importance of being orderly.
B. It identifies Grandpa's workshop as the main setting of the story.
C. It contrasts the organizational styles of Grandpa and Maura's parents.
D. It suggested that Maura's mother inherited her habits from her father.

Example Item 7

PART A

Which statement BEST expresses a theme of the story?

A. Being kind to others is its own reward.
B. Growing up is a challenge for everyone.
C. Spending time with others can ease feelings of loneliness.
D. Working hard when faced with difficulties can lead to success.

PART B

Which sentence from the story BEST supports the answer in PART A?

A. We took the metal detector to the edge of the pasture, and Grandpa held the contraption out in front of him.
B. I took the shovel and dug while Grandpa searched the upturned soil and fished out a penny.
C. In the first few hours, we only managed to find coins, rusty nails, and an old fork.
D. They all looked better than that hair clip had, so maybe there was potential for them after all.

Example Item 8 (Extended-Constructed Response)

Write a conclusion to the story in which Maura goes home with her mother and expresses what she learned from her day on the farm.

Be sure to include what they say to each other and what Maura plans to do after they talk. Write your answer on the lines provided. (For this practice, on a separate sheet of paper.)

Example Item 9

Which sentence is the MOST concise way to combine the sentences while maintaining their meaning?

> Eve went to a hockey game tonight. It was her first hockey game. She went with her parents. She was impressed by the speed of the players. She was also impressed by the skill of the players.

A. Along with her parents, Eve went to her first hockey game where the speed of the players and their skill impressed her.
B. The speed and the skill of the players impressed Eve when she attended her first hockey game tonight along with her parents.
C. Because she had never seen a hockey game before, Eve was impressed by the speed and skill of the players, and so were her parents.
D. Having never seen a hockey game until tonight with her parents, Eve was impressed by the speed of the players and the skill of the players.

Example Item 10

Which sentence does NOT use commas correctly?

A. My older brother, Jonathan, attends college in Oregon.
B. Briana speaks several languages including French, and Spanish.
C. John, along with several of his friends, attended the symphony.
D. According to this week's newspaper, the movie does not start until seven.

Example Item 11

Which sentence does NOT have an error in pronoun use?

A. Caleb is six years older than I.
B. Our aunt visited Kiana and I yesterday.
C. Who did Amelia share her lunch with today?
D. Damian and me scored the highest grades in class.

English Language Arts Answer Key

1. **C**
2. **C**
3. **Writing Task**
4. **Writing Task (Argumentative Essay)**
5. **D**
6. **A**
7. **Part A – D / Part B - D**
8. **Writing Task (Extended Constructed Response)**
9. **B**
10. **B**
11. **A**

MATHEMATICS

- The Grade 6 Mathematics EOG assessment consists of a total of 73 items.
- You will answer a variety of item types on the test. Some of the items are selected-response (multiple-choice), which means you choose the correct answer from four choices. Some items will be constructed-response items, and extended constructed response items.
- The test will be given in two sections.
    - You may have up to 85 minutes per section to complete Section 1 and 2.
    - The test will take approximately 120 to 170 minutes.

Content

The Grade 6 Mathematics EOG assessment will measure the Grade 6 standards that are described at www.geogiastandards.org.

The content of the assessment covers standards that are reported under these domains:

- Ratios and Proportional Relationships
- The Number System
- Expressions and Equations
- Geometry
- Statistics and Probability

Item Types

The Mathematics portion of the Grade 6 EOG assessment consists of selected-response (multiple-choice), technology-enhanced (multiple-select or two-part), constructed-response, and extended constructed-response items.

Example Item 1

Which integer represents 10 degrees Fahrenheit below zero?

A. 10
B. 0
C. -10
D. -20

Example Item 2

Find the sum for this addition problem.

6.42 + 27.58 = ____

Show each step you used to find your answer. (Use the back to show your work.)

Example Item 3

Sam wrote these four expressions.

1. **n + n + n + n + 2**
2. **n + n + n + 2**
3. **4n + 2**
4. **2n + 2n + 2n**

Part A: Which expressions are equivalent?

_____
_____

Part B: Explain your reasoning for Part A.

_____
_____
_____
_____

Part C: Choose two of Sam's expressions that are not equivalent. Explain how you know they are not equivalent.

_____
_____
_____
_____

Part D: How can you change one of the expressions from Part C to make the two expressions equivalent?

_____
_____
_____
_____

Example Item 4

Which expression is equivalent to 36 + 24?

- **A.** 6 + 4
- **B.** 4(6 + 4)
- **C.** 4(6+6)
- **D.** 6(6+4)

Example Item 5

Solve the problem.

$\frac{3}{6} \div \frac{1}{4} = \square$

$\square$ = _____

Explain how you found your answer. Write your answer on the space provided.

_____
_____
_____

Example Item 6

Elena divided a decimal by a whole number. **84.36 ÷12 = □**

Part A: Explain each step needed to divide 84.36 by 12.

_____
_____
_____

Part B: What is the correct quotient?

Quotient = _____

Example Item 7

Fran has 18 paperback books and 24 hardcover books. What is the ratio of paperback to hardcover books?

- **A.** 3 to 4
- **B.** 4 to 3
- **C.** 3 to 7
- **D.** 7 to 3

Example Item 8

A tomato sauce recipe uses 96 ounces of crushed tomatoes.

How many pints of crushed tomatoes are needed to make the tomato sauce? (32 ounces = 2 pints)

- **A.** 2 pints
- **B.** 3 pints
- **C.** 4 pints
- **D.** 6 pints

Example Item 9

At the farmers' market, 2 watermelons cost $6. At the grocery store, 4 watermelons cost $20.

Part A

Number of Watermelons (Farmers' Market) (n)	Cost ($)
1	
2	6
3	
	12

Part B

Number of Watermelons (Grocery Store) (n)	Cost ($)
1	
	10
3	
4	20

Part A: Complete the table that shows the ratio of number of watermelons to price at the farmers' market. Explain what each row means.

_____
_____
_____

Part B: Complete the table that shows the ratio of the number of watermelons to price at the grocery store. Explain what each row means.

_____
_____
_____

Part C: At which place do watermelons cost less? Explain how you got your answer.

_____
_____
_____

Example Item 10

Adam is n years old. Mary Beth is 3n + 4 years old. If Adam is 9 years old, how old is Mary Beth?

- **A.** 23
- **B.** 27
- **C.** 31
- **D.** 43

Example 11

Select THREE expressions that are equivalent to 12*x* + 8*y*

- **A. 12 (x + 8y)**
- **B. 4(3x + 2y)**
- **C. 2(12x + 4y)**
- **D. 4(2x + 3y)**
- **E. 6x + 6x + 4y + 4y**
- **F. 5x + 3x + 3x + x + 6y + y + y**

Example Item 12

Look at this expression. $\frac{1}{5} \times \frac{1}{5} \times \frac{1}{5}$

Which expression is equivalent?

- A. $2 \times \frac{1}{5}$
- B. $3 \times \frac{1}{5}$
- C. $\left(\frac{1}{5}\right)^2$
- D. $\left(\frac{1}{5}\right)^3$

Example Item 13

Look at this expression. **5(4*x*-3)**

Which expression is equivalent?

- **A.** $20x - 3$
- **B.** $20x - 15$
- **C.** $4x - 15$
- **D.** $9x - 8$

Example Item 14

Look at this inequality. **5 *y* > 14**

Which value for *y* makes the inequality true?

- **A.** 1.5
- **B.** 2
- **C.** 2.8
- **D.** 3

Example Item 15

It costs $60 to reserve a movie theater for a party. There is also a charge of $3 for each person.

Which expression represents the total cost to reserve a movie theater for *n* persons?

- **A.** $60 + 3n$
- **B.** $60 - 3n$
- **C.** $3 + 60n$
- **D.** $3 - 60n$

Example Item 16

A bike shop needs to order new wheels for 10 tricycles. Hannah orders 10 new wheels. As this illustration shows, each tricycle has 3 wheels.

Part A: Did Hannah order the correct number of wheels? Explain your answer.

_____
_____

Part B: The equation $3x = y$ can be used to calculate the number of wheels to order for any number of tricycles. What does each part of the equation represent?

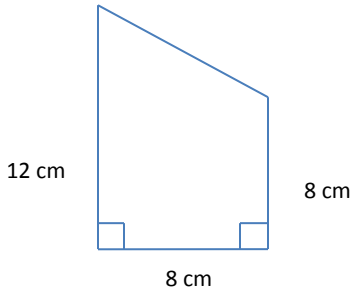
_____
_____

Part C: How many wheels should be ordered for 15 tricycles? Explain how you used the equation from Part B to get your answer.

_____
_____
_____
_____

Example Item 17

Mitch drew this quadrilateral.

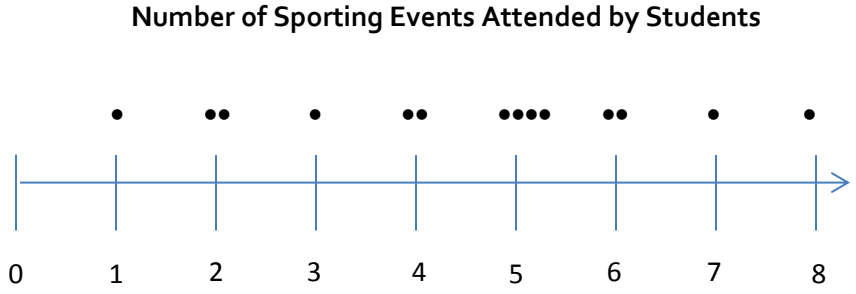


What is the area of the quadrilateral?

- **A.** 28 cm^2
- **B.** 80 cm^2
- **C.** 96 cm^2
- **D.** 128 cm^2

Example Item 18

The dot plot shows the number of times 14 students have attended a sporting event.



What number is the median of the data set?

- **A.** 1
- **B.** 4
- **C.** 5
- **D.** 7

Example Item 19

Which of these questions is a statistical question because it could have more than one answer?

A. "Where does the current U.S. president live?"
B. "What size coat am I wearing now?"
C. "Did Jack wear sneakers or boots to school today?"
D. "What size shirt do the kids in school wear?"

Example Item 20

Which list shows the numbers in descending order?

A. |-2.5|, -2.25, 2.75
B. -2.25, -2.5, |2.75|
C. -2.5, 2.5, |-2.75|
D. 2.75, |-2.5|, -2.25

Example Item 21

PART A

A metal rod is placed in the ground. The height of the rod above the ground is 100 feet. The depth of the rod is 20 feet above the ground.

What does 0 feet represent in this situation?

A. The middle of the rod.
B. The top end of the metal rod.
C. The bottom end of the metal rod.
D. The point at which the metal rod enters the ground.

PART B

Select TWO statements that can be represented by -40 feet.

A. The length of a sailboat.
B. The length of a piece of ribbon.
C. The change of altitude of a balloon.
D. The distance of a tree branch above the ground.
E. The distance of a fish below the surface of the water.

Mathematics Answer Key

1. **C**
2. **34**
   AND
   6.42 + 27.58 + __
   __ = (6 +7 + 20) + (0.4 + 0.5) + (0.02 + 0.08)
   __ = (13 + 20) + (0.9) + (0.1)
   __ = 33 + 1
   __ = 34
3. **Part A: Only expressions 1 and 3 are equivalent.**
   AND
   Part B: To show that only two of the four expressions are equivalent, I set *n* equal to 3 in each expression and evaluated.
   1. **When *n* is 3, the expression equals 14.**
   2. **When *n* is 3, the expression equals 11.**
   3. **When *n*, is 3, the expression equals 14.**
   4. **When *n* is 3, the expression equals 18.**

   Expressions 1 and 3 are equivalent because when you substitute *n* for a value, they both have the same result. If you substitute the same number for *n* in the other two expressions, the result is different. This is true for any value of *n*.

   Part C: (Answers will vary depending on which expression the student chooses)

   I chose expressions 2 and 3, which are not equivalent. I know they are not equivalent because when I substitute the same value for *n* in both expressions, they do not equal the same number.

   Part D: If I add one *n* to expression 2, they are equivalent.
4. **D**
5. **2 – I used equivalent factors to find the quotient. I know 3/6 is ½, which is also 2/4. So I found the number I need to multiply ¼ by to get 2/4. And that number is 2.**
6. **Part A: First, find the number of sets of 12 in 84. That is 7. Next, use a place holder 0 for the tenths place. Find the number of sets of 12 in 36. That is 84.36 divided by 12 = 7.03.**
   Part B: 7.03
7. **A**
8. **D**
9. **Part A:**
   Farmer's Market
   1 watermelon costs $3.
   2 watermelons cost $6.
   3 watermelons cost $9.
   4 watermelons cost 12.

Part B:
Grocery Store
1 watermelon costs $5.
2 watermelons cost $10.
3 watermelons cost $15.
4 watermelons cost $20.

Part C: A watermelon purchased at the farmers' market is $2 less than a watermelon purchased at the grocery story. The ratio of watermelon to dollars is 1 to 3 at the farmer's market. The ratio of watermelon to dollars is 1 to 5 at the grocery story. So the price at the farmers' market is $2 less than at the grocery store.

10. **C**
11. **B, E, and F**
12. **D**
13. **B**
14. **D**
15. **A**
16. **Part A: No, Hannah did not order the correct number of wheels. A tricycle has 3 wheels on it, so if you were to order new wheels for 10 tricycles, you would need to order 3 wheels on each tricycle, not 1 wheel per tricycle.**
    Part B: In the equation, 3 represents the number of wheels per tricycle, *x* represents the number of tricycles, and *y* represents the total number of wheels.
    Part C: 45 wheels; I substituted 15 for *x* in the equation and solved for *y*. Since 3 times 15 is 45, 45 wheels should be ordered for 15 new tricycles.
17. **B**
18. **C**
19. **D**
20. **D**
21. **Part A: D / Part B: C and E**