

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## FCPS ELA 6 Standard Benchmark 2

Read the selection. Then, choose the best answer to each question.

### Year-Round Education

- 1 Education has changed a lot over the centuries, including when students attend school. Given how many scheduling options there are, it is unfortunate that our school district still uses an old-fashioned school calendar. Students go to school for about nine months, followed by a long summer vacation of three months. However, forty-six states in the United States now have some of their school districts on a year-round calendar. Year-round education is much better than the system we have now. To benefit teachers, students, and our whole district, we should adopt year-round education.
- 2 The prospect of switching to a year-round calendar is very exciting. With year-round education, students would still attend school for the same number of days. The difference is that school would be in session for the entire year. School breaks would simply be scheduled differently. For example, most year-round schools use the 45-15 plan. This means that students attend school for 45 days and then have a 15-day break. The sequence is repeated for all 12 months of the year. Schools continue to close for holidays, but there is no summer vacation. The school buildings are never vacant for very long. Districts that embrace year-round calendars have vibrant school communities that almost always have activities going on.
- 3 The most important benefit of year-round education is that students can learn better. One major problem with a three-month summer vacation is that students suffer from what is known as “summer learning loss.” That is when students forget much of what was learned during the school year because there is such a long break in their learning during summer vacation. Students remember a lot more with year-round school. If our district changes to year-round education, the shorter breaks will allow students to retain more information. As a result, teachers can move from one unit or chapter to the next more easily; they will need less time to review the forgotten material. According to the University of Minnesota, twenty-seven studies show that there is a major positive impact on students attending year-round schools. Research at schools in Virginia discovered that some students improved their English or math scores faster than their peers at schools still following traditional calendars.
- 4 In addition, year-round education could save our district a lot of money. Our schools are currently overcrowded. For this reason, the district is discussing building more schools. Building new schools will be expensive, though, and the district will need many more

teachers, equipment, and materials. In contrast, year-round education would be less expensive. Schools that are in session all year can adopt a plan called multitasking. A multitask school allows different groups of students to attend school at different times of the year. The school days and vacation days are staggered. By doing this, the same resources are used by all students. There would be no need to build more schools. The money the district would have spent on construction could instead be used for much-needed after-school programs that offer activities such as sports and homework help.

- 5 Year-round education is a huge change, but it is a good change. It would help students learn, help teachers teach, and help the district save money. Changing the way students go to school benefits everyone. The stakes are high. We need to endorse year-round schooling for our district.

**1. Which quotation from the selection best states the author’s main claim?**

- A. “To benefit teachers, students, and our whole district, we should adopt year-round education.” (paragraph 1)
- B. “With year-round education, students would still attend school for the same number of days.” (paragraph 2)
- C. “Students remember a lot more with year-round school.” (paragraph 3)
- D. “There would be no need to build more schools.” (paragraph 4)

**2. What is the author’s main purpose for writing this selection?**

- A. to explain why year-round education can improve test scores
- B. to describe how year-round education can save the school district money
- C. to persuade readers that year-round education is better than a traditional school calendar
- D. to inform readers that students enrolled in year-round education lack a long summer vacation

**3. In this selection, what evidence supports the claim that students learn better with year-round education?**

- A. personal observations about improved after-school programs
- B. the fact that school buildings are never vacant for long
- C. research showing a positive impact on learning and improved scores
- D. statistics on the number of U.S. school districts using year-round calendars

**4. Read the following sentences from paragraph 4 of the selection.**

Our schools are currently overcrowded.

The money the district would have spent on construction could instead be used for much-needed after-school programs that offer activities such as sports and homework help.

**How do these sentences help to develop the author’s claim?**

- A. The sentences make the point that the author’s school district is smaller than others and doesn’t have as many classes.
- B. The sentences support the author’s claim that the school district should build more schools to address overcrowding.
- C. The sentences expand on the author’s claim that students should be doing more athletic activities after school.
- D. The sentences support the claim that the school district needs to make changes to better serve students’ needs.

**5. Which claim is BEST supported by strong evidence in the passage?**

- A. Education has changed a lot over the centuries.
- B. Year-round learning helps students avoid “summer learning loss.”
- C. Changing the way students go to school benefits everyone.
- D. Schools that adopt year-round school can use a multi-tracking system.

**6. How does the author convey their perspective on year-round education?**

- A. By listing various types of school calendars used in different states
- B. By citing specific studies and research findings that support year-round education
- C. By describing the history of the traditional school calendar
- D. By presenting both advantages and disadvantages of year-round education

Read the selection. Then, choose the best answer to each question.

### Selection 1: Freedom's Summit

- 1 Halfway up Pike's Summit, I can hear Grandpa *halloo-ing* from all the way down by the cabin. Grandpa is not as spry as he used to be, and a fall last winter left him with a limp. His ankle took months to heal, and even now, his mobility is still limited. Chopping and hauling loads of firewood are out of the question for him, so I spend hours tackling those jobs on my own. I also make the daily trek down the mountain to the mailbox to spare him that walk. Last week, I heard him whisper under his breath that the mountain seems more daunting now than when he was a child. However, his injury has not changed his attitude about independence. He can still kick up a lot of noise about that issue! The more irritated he gets, the louder the racket he makes.
- 2 Today, Grandpa is shouting and agitated because the woman from the agency has arrived to speak to him about going to an assisted-living home for senior citizens. Grandpa is polite enough most of the time, but he really forgets his manners when that lady tries to persuade him to move. The way Grandpa sees it, she expects him to trade his cabin in the mountains for some tiny room where people tell him what to do all day long. That is something he wants nothing to do with. Grandpa needs the mountains, his freedom, and all that sky around him. From the top of Pike's Summit, the sky looks as grand as the world. Up there, it's like floating in an ocean of blue among the cloud islands.
- 3 "That's all right, boy," I say to Hamilton. Hearing Grandpa down below, Hamilton is starting to get agitated too. He isn't very big, but when he gets restless, his claws can dig into my arm, and he can throw me off balance.
- 4 Hamilton is a hawk I found injured on the mountain two winters ago. Grandpa and I nursed him back to health as best we could. The folks at the raptor center told us, though, that Hamilton isn't likely to fully recover the use of his wings or his vision. He can get airborne for a short distance, but he has difficulty steering and comes back quickly. I wonder sometimes if he feels trapped or imprisoned. I take him outside with me every chance I get. I can tell, though, that Hamilton is like Grandpa. He wants his freedom more than anything else.
- 5 "All right, Hamilton," I say. "It sounds like Grandpa needs us back." Grandpa is really all the family I have. I will try to do everything I can to take care of him and make sure he stays healthy and safe.

## Selection 2: What About Tyler?

Michael and Chloe and Tyler and I  
Went up the big mountain to see the big  
sky.  
Mike was the strong one, so fast and so  
proud.  
Chloe was fun and we all laughed out loud.  
5 What about Tyler, just whistling his song?  
Tyler, oh Tyler, why did *he* come along?

Hiking and climbing with hardly a stop,  
Climbing all day until we reached the top,  
Michael was boasting that he'd get there  
first,  
10 Chloe was joking; she said, "I'm the  
worst!"  
What about Tyler? He didn't belong.  
Tyler, poor Tyler, why did *he* come along?

While we were hiking, a great hunger grew.  
Once at the top, we cried "ooh" at the view,  
15 Dumped out our backpacks and rummaged  
for food—  
Sandwiches, trail mix, and fruit that was  
stewed.  
What came from *my* backpack? Not a  
crumb could I find!  
Poor me, oh, poor me, I had left lunch  
behind!

What about Michael, who gobbled his  
food?  
20 What about Chloe, who chattered and  
chewed?

"Oh, dude, oh too bad," was all that they  
said.

And "forage for food!"—not "here, have  
some bread."

Tyler said nothing, just stretched out his  
hand—

I felt like a sailor who spots some dry land.

25 In Tyler's hand was one-half of his lunch—  
Most of a wrap and some goodies to  
munch!

I then said to Tyler, "Hey, thank you a  
bunch!"

Some friends are jokesters, and some  
friends have flair,

But friends who share food are the friends  
we can't spare!

30 True friends are these, the friends who do  
care!

All that is glittering may not be gold,  
But here is another truth, true to be told,  
Outwardly simple may much inner worth  
hold.

Michael and Chloe and Tyler and I

35 Went down the big mountain after seeing  
the sky.

Mike was the strong one, so fast and so  
proud.

Chloe was fun and we all laughed out loud.

And what about Tyler? A friend all along.

Tyler, brave Tyler, whistling his song.

7. **Which sentence from the story best reflects a possible theme of Selection 1?**
- A. “Last week, I heard him whisper under his breath that the mountain seems more daunting now than when he was a child.” (paragraph 1)
  - B. “The way Grandpa sees it, she expects him to trade his cabin in the mountains for some tiny room where people tell him what to do all day long.” (paragraph 2)
  - C. “I take him outside with me every chance I get.” (paragraph 4)
  - D. “He wants his freedom more than anything else.” (paragraph 4)
8. **In Selection 1, how does the scene with Hamilton the hawk contribute to the development of the theme?**
- A. By making connections between the hawk and Grandpa, this scene supports the theme that nothing is more important than freedom.
  - B. By building on the description of life in the mountains, this scene supports the theme that living in the mountains increases personal strength.
  - C. By describing the conclusion of the people at the raptor center, this scene supports the theme that you should always rely on your own opinions.
  - D. By pointing out that Hamilton can throw the grandson off balance even though the hawk “isn’t very big,” this scene supports the theme that one’s size does not determine one’s effect on others.
9. **What tone is established by the author’s choice of the word *halloo-ing* and the phrases “kick up a lot of noise” and “the racket he makes” in paragraph 1 of Selection 1?**
- A. nervous
  - B. relaxed
  - C. proud
  - D. Serious

**10. At the conclusion of Selection 1, how does the grandson respond to the conflict in the story?**

- A. He recognizes how important freedom is to his grandfather and is determined to take care of him so that he can remain in his mountain home.
- B. He further adds to the story's conflict by taking on the impossible task of caring for both Hamilton and his grandfather at the same time.
- C. He learns something important about himself through the story's conflict: he doesn't need anyone else to survive.
- D. He spends hours chopping and hauling firewood once he realizes his grandfather can no longer manage those tasks.

**11. In Selection 2, what narrative point of view does the poet use and what effect does it have on the reader?**

- A. The poet uses a first-person point of view to allow readers to see events from Tyler's perspective and show why Tyler offers half his lunch to one of the hikers.
- B. The poet uses a first-person point of view to allow readers to see events from the speaker's perspective and to understand why his feelings about Tyler change.
- C. The poet uses a third-person limited point of view to show events from Michael's perspective and explain why he doesn't offer to share his lunch.
- D. The poet uses a third-person omniscient point of view to show events through all four characters' eyes and explain each person's actions.

**12. Read this simile in line 24 of Selection 2.**

I felt like a sailor who spots some dry land.

**What does the simile mean?**

- A. The speaker is sweaty from hiking.
- B. Mountain tops and sail boats have great views.
- C. Both mountain hikers and sailors want dry land.
- D. The speaker is very relieved to be offered some food.

**13. How does the meaning of the simile identified in Question 13 affect the tone of Selection 2?**

- A. It shifts the poem's tone from scornful to admiring.
- B. It signals the beginning of the poem's sarcastic tone.
- C. It marks a shift to a depressing tone in the poem.
- D. It makes the poem take on a serious tone.

- 14. Which theme is shared by both selections?**
- A Stubbornness puts people in danger.
  - B Kindness is a precious trait.
  - C Selfishness ruins friendships.
  - D Freedom leads to good health.
- 15. Which is the best summary of Selection 2?**
- A. The narrator and three friends hike up a mountain, with the narrator forgetting their lunch but receiving unexpected kindness from Tyler, who proves to be a true friend.
  - B. Michael, Chloe, Tyler, and the narrator hike up a mountain and discover a beautiful view at the top.
  - C. The narrator goes on a mountain hike with his friends. Michael is strong, Chloe is funny, and Tyler reveals his talent for whistling.
  - D. During a mountain hike, the friends compete to reach the top first. Tyler wins by sharing his lunch with the narrator.
- 16. What key event leads to the resolution in Selection 2?**
- A. The narrator finds food in their backpack, leading to a celebration.
  - B. Tyler shares his lunch with the narrator, which leads to the realization of true friendship.
  - C. The friends hike up the mountain and return home without any significant events occurring.
  - D. Michael boasts about his speed, which leads to the realization that he is the fastest hiker.
- 17. How does the final stanza (lines 34-38) contribute to the development of the poem's theme?**
- A. It shows that Michael is the strongest hiker.
  - B. It reinforces the idea that Tyler is a true friend by summarizing the journey.
  - C. It focuses on the fun and laughter shared by Chloe during the hike.
  - D. It emphasizes the physical difficulty of the descent down the mountain.



- 18. In Selection 1, how does the author develop the perspective of the narrator regarding his responsibilities?**
- A. By describing how he enjoys chopping and hauling firewood.
  - B. By showing his resentment toward his duties on the mountain.
  - C. By showing his commitment to taking care of Grandpa.
  - D. By emphasizing his frustration with Hamilton’s behavior.
- 19. How do the forms of the two selections affect the presentation of the theme of true friendship?**
- A. The prose form of “Freedom’s Summit” allows for detailed descriptions of characters’ thoughts and actions, while the poetic form of “What About Tyler?” uses concise language and repetition to highlight important moments of friendship.
  - B. The prose form of “Freedom’s Summit” focuses on the physical setting, while the poetic form of “What About Tyler?” emphasizes dialogue between characters.
  - C. “Freedom’s Summit” uses complex sentences to show deep emotions, whereas “What About Tyler?” relies on simple rhymes to tell a lighthearted story.
  - D. “Freedom’s Summit” uses first-person narration to create an intimate connection, while “What About Tyler?” uses third-person narration to provide a broader perspective on friendship.

**Read the selection. Then, choose the best answer to each question.**

### **A Life of Invention**

- 1 Born in 1847, Thomas Alva Edison was a famous American inventor. He was responsible for major inventions such as the light bulb. His phonograph, or record player, was the first example of recorded sound.
- 2 In 1917, Thomas Alva Edison talked about these two famous inventions with the *New York Sun* newspaper. Edison was 70 years old at the time. He still worked regularly in his laboratory but not as intensely as he once had. He said he was now “in a position to tinker with a few personal hobbies.”
- 3 Edison described the light bulb as his most important and most difficult invention. He said his favorite invention was the phonograph. He used it to listen to a variety of musical pieces. He particularly enjoyed listening to sentimental songs, which he called “heart songs.”
- 4 Edison worked on the phonograph for thirty years. He regarded it as “about perfected.” He declared that it was difficult to tell the sound of the phonograph from the sound of a live performance. At age 70, though, he was still looking for ways to improve it. He was working on a better method for grinding diamonds for its stylus, or needle. For Edison, the phonograph was like a child who he was reluctant to see grow up.

#### References:

“Edison Views the World at Seventy,” *Edison Diamond Points*, February 1917, pp. 14–16.  
<https://www.loc.gov/collections/edison-company-motion-pictures-and-sound-recordings/articles-and-essays/edison-views-the-world-at-seventy/>. Accessed Nov. 3, 2023.

**20. Read this paragraph:**

Edison described the light bulb as his most important and most difficult invention. He said his favorite invention was the phonograph. He used it to listen to a variety of musical pieces. He particularly enjoyed listening to sentimental songs, which he called “heart songs.”

**How does the last sentence help develop a central idea of the paragraph?**

- A. It states a fact that proves that the phonograph worked in 1917.
- B. It provides an anecdote that shows why Edison preferred the light bulb over the phonograph.
- C. It offers an example that describes the effect of spending all your time with things instead of people.
- D. It provides a quotation that emphasizes how special the phonograph was to Edison.

- 21. Which detail from the passage best reflects the central idea that Thomas Edison continued to innovate and improve upon his inventions even later in life?**
- A. Edison described the light bulb as his most important and difficult invention.
  - B. He particularly enjoyed listening to sentimental songs.
  - C. He was working on a better method for grinding diamonds at age 70.
  - D. Edison was responsible for major inventions such as the light bulb and the phonograph.
- 22. How does the author develop the idea of Edison's dedication to his inventions over the course of the text?**
- A. By describing his early life and making a list of his inventions.
  - B. By highlighting his continuous work and improvements.
  - C. By explaining the technical difficulties he faced with the light bulb.
  - D. By mentioning his preference for sentimental music.
- 23. Which detail best describes how author develops a sense of who Thomas Edison is in the text?**
- A. By portraying him as a retired inventor who enjoys his leisure time.
  - B. By presenting him as a dedicated inventor who continually strives for perfection.
  - C. By focusing on his early inventions and their impact on society.
  - D. By showing his interactions with the newspaper and describing his opinions on modern technology.

## **Passage Lexile Range**

*Grade 6 Band: 855L to 1165L*

- Year Round Education **810L - 1000L**
- Freedom's Summit **810L to 1000L**
- What about Tyler? **N/A**
- A Life of Invention **810L - 1000L**

## **Answer Key**

1. **A - RI.6.8**
2. **C - RI.6.6**
3. **C - RI.6.8**
4. **D - RI.6.5**
5. **B - RI.6.8**
6. **B - RI.6.6**
7. **D - RL.6.2**
8. **A - RL.6.3**
9. **B - RL.6.4**
10. **A - RL.6.3**
11. **B - RL.6.6**
12. **D - RL.6.4**
13. **A - RL.6.4**
14. **B - RL.6.2**
15. **A - RL.6.2**
16. **B - RL.6.3**
17. **B - RL.6.5**
18. **C - RL.6.3**
19. **A - RL.6.5**
20. **D - RI.6.2**
21. **C - RI.6.3**
22. **B - RI.6.3**
23. **B - RI.6.3**