**COMMON CORE**

**ENGLISH LANGUAGE ARTS – GRADE 6**

**INTERIM ASSESSMENT 6-1**

##### **Read this rough draft of a student’s report. Then answer questions 1–5.**

**Cell Phones in School**

 Schools should embrace the use of cell phones in schools. We, the students at Highland High, are sick and tired of being treated like we just came out of an elementary school! We wish to be treated like the adults that we are striving to be. One of the most important forms of communication these days is the cell phone. Cell-phone use remains the primary source of communication between teens and their parent. Many family emergencies are relayed through the use of a cell phone. It is both impractical and unsafe to ban these devices in a school environment.

 Not allowing the use of cell phones on school campus is similar to not allowing students to drive to school. It is a right of teens to drive cars to school and to bring cell phones to school. I would say that all teachers and administrators would be upset if *their* right to bring a cell phone were taken away.

 There are many reasons why the use of cell phones in school would be **beneficial.** Even Governor Jane Rose supports the use of cell phones in schools. Some of the advantages to having a cell phone at school would be:

 \*Kids feel safer

 \*It allows sensitive issues to be kept more private

 \*Students and parents have open communication

 We do not feel that the right to carry a cell phone to school should be taken from the students at Highland High. There are many schools across the United States that have reconsidered this out-of-date regulation and allowed the use of cell phones in schools. They have not had any bad effects as a result of this. We at Highland High need to follow in their footsteps and allow the use of this.

 Administrators need to consider the rights of the students and allow us the chance to prove that we can handle the privilege by showing us:

 \*The respect and the responsibility that we can handle

 \*That you value and trust the students of our school

 \*That you listen to the concerns of the parents and students

 Remember that actions speak louder than words. We, the students, have waited patiently for our words to be heard. The ban on cell phones must be lifted.

**RI.6.02.**

1. Based on evidence from the passage, what is the central idea?
2. Cell phones make kids feel safer.
3. Schools across the United States have reconsidered this out-of-date regulation and allowed the use of cell phones in schools.
4. Cell phones should be allowed in school.
5. Administrators need to consider the rights of the students.

**L.6.04.b**

**2.** Read the following sentence from paragraph 3 of the passage.

“There are many reasons why the use of cell phones in school would be **beneficial.”**

Based on the Latin root **bene**, which means “good,” and the Latin suffix **cial,** which means “having to do with,” what does the word beneficial mean?

1. helpful
2. harmful
3. allowed
4. important

**RI.6.03**

**3.** How does the author illustrate the idea that the use of cell phones should be permitted in schools?

1. The author provides quotes from important individuals.
2. The author gives statistics on cell phone usage in the United States.
3. The author gives examples of the need for cell phones in schools.
4. The author presents the opposing viewpoint in an objective way.

**RI.6.01**

**4.** Based on evidence from the passage, what inference can be drawn from the text about the current cell phone policy at Highland High?

1. Cellphone use by students is not allowed on Highland High campus.
2. Students are permitted to use cell phones at school but not during class time.
3. Students are only permitted to use their cell phones to contact parents.
4. Most students at Highland High oppose the current cell phone policy.

**RI.6.04**

**5.** Read the following sentences from the passage:

“There are many schools across the United States that have reconsidered this out-of-date regulation and allowed the use of cell phones in schools. They have not had any bad effects as a result of this. We, at Highland High, need to **follow in their footsteps** and allow the use of cell phones in our schools.”

What does the author mean by the phrase “**follow in their footsteps**”?

1. Highland High School needs to adopt the same policy of the schools across the United States that already allow students to use cell phones in school.
2. Highland High School needs to visit and observe the schools across the United States that allow the use of cell phones.
3. The administrators that permit the use of cell phones in their schools need to convince the administrators of Highland High that cell phones belong in the schools.
4. The students of Highland High must first learn to follow behind one another in a single file line so that administrators will allow the cell phone policy at our school to be changed.

**Read the speech. Then answer questions 6–9.**

No Snacks in the Classroom, Please!

Thank you for joining me here today. Before you leave on winter break, I want you to know about some important changes in our school policy that will be in effect the day you return from your holiday vacation. I know that changes to a routine can be difficult, but as your principal, I am confident that you will do well with them.

Students here at Adams Middle School enjoy many special privileges. One of those is the freedom to have small snacks and chewing gum in the classroom. Students have also been allowed to have bottles of water from the school store during class. Unfortunately, this has caused a multitude of problems in recent months. Our school facilities are not as clean as they used to be. Teachers also believe that eating, drinking, or chewing gum in class severely disrupts learning. Both teachers and students have reported snack and beverage concerns. Some of these concerns are listed below:

* Water spills are damaging the carpets.
* Gum and candy, which attract pests, stick on desks and other school property.
* Food crumbs and candy stick to spills on the carpets and cause stains.
* Students usually arrive late to class after trips to the school store.
* Eating and drinking in class frequently distract other students and the teacher.
* Cleaning up spills and messes in the classroom takes away from instructional time.
* Conflict over these privileges puts a strain on student/teacher relationships.

With that said, allow me to cut to the chase. The vice-principal and I have decided that it would be best to alter our classroom policy as soon as possible. Our old policy must be put to rest. The new regulations are as follows, and will apply to teachers and students:

* No food or drink will be allowed in the classrooms or hallways at any time. Food and drink will be allowed in the cafeteria during lunch and class breaks only.
* No chewing of gum will be allowed on school property during school hours.
* Water and snacks will no longer be available in the school store. They will be sold in the cafeteria at class breaks and lunchtime only.

I realize that at first some of you will find these changes **absurd**, but I hope this information helps you understand why they are necessary. As your principal, my goal is to provide an environment that is conducive to learning and personal growth. I have spoken with officials at other local schools that have banned classroom snacks, and they all say students have benefited from these regulations. Let’s follow their lead and take steps to improve our school, too.

It is imperative that we all work together to keep our school clean and in pristine condition. Adams Middle School is a great school, and I want you to be proud of it! We need to work together to keep our school in good condition.

Thank you for your cooperation. I know that you all will do a wonderful job following the new rules. I hope you have a wonderful and restful winter break. See you in the New Year!

**RI.6.02**

**6.** Read the central idea of the passage below.

To improve the school, the principal is changing the current school’s snacking and beverage policies.

Which of the following is a detail to support this central idea?

1. “Students here at Adams Middle School enjoy many special privileges.”
2. “Both teachers and students have reported snack and beverage concerns.”
3. “Our old policy must be put to rest.”
4. “The vice-principal and I have decided that it would be easier to alter our classroom policy as soon as possible.”

**RI.6.01**

**7.** Based on the evidence from the passage, what inference can you draw from the first paragraph of the speech?

1. The principal thinks students should be allowed to have snacks outside the classroom.
2. The principal is angry with the students for being unruly during important lessons.
3. The principal thinks students may find the changes unpleasant.
4. The principal does not care about the desires of the students.

**RI.6.03**

**8.** What example does the speaker use to illustrate that bringing snacks into the classroom is no longer a good practice for their school?

1. The speaker states that it is important for all to work together to keep the school clean.
2. The speaker presents statistics about declining student test scores.
3. The speaker states that he understands the students may see these changes as absurd.
4. The speaker lists the concerns he has received from the school community.

**RI.6.04**

**9.** Read this sentence from the passage.

“I realize that at first some of you will find these changes **absurd**, but I hope this information helps you understand why they are necessary.”

What is the connotative meaning of the word **absurd** as it is used in this sentence?

1. The connotative meaning implies that the changes are long overdue.
2. The connotative meaning implies that the changes could be frustrating.
3. The connotative meaning implies that the changes will be enjoyable in the end.
4. The connotative meaning implies that the changes do not make sense.

**Read the poem. Then answer questions 10–15.**

Boys and Their Toys

They played and played through the night.

Sluggishly dragging sticks across a chain-link fence.

They ran, they ran, they took flight.

Mother May I, Red Rover, and Freeze Tag delight,

These boys forgot about pretense.

They played and played through the night.

Imaginations created a monstrous sight,

With T-rex hot on their heels,

They ran, they ran, they took flight.

Cops chased robbers in a perilous plight.

Cars crashed in rooms revving with Hot Wheels.

They played and played through the night.

Weary eyes shaded the invading sunlight,

Which startled their senses and dimmed their dreams;

They ran, they ran, they took flight.

These boys deserted their play and what they knew to be right.

They abandoned their toys with a silent scream.

They played and played through the night.

They ran, they ran, they took flight.

**RL.6.01**

**10.** Based on evidence from the poem, what inference can be drawn about the boys?

1. The boys are growing up.
2. The boys are afraid of their toys.
3. The boys threw all of their toys away.
4. The boys do not sleep.

**W.6.03.d**

**11.** Read the stanza below:

“**Imaginations created a monstrous sight**,

With T-rex hot on their heels,

They ran, they ran, they took flight.”

The phrase, “**Imaginations created a monstrous sight**,” is used by the author in the above stanza to convey which of the following experiences?

1. The young boys can use their minds to fly.
2. The young boys are afraid of pretend monsters.
3. The young boys pretend while they play.
4. The young boys want to grow up to escape their fears.

**L.6.04.a**

**12.** Read these lines from the poem.

“Cops chased robbers in a dangerous **plight**.

Cars crashed in rooms revving with Hot Wheels.

They played and played through the night.”

In this context, **plight** most likely means:

1. a difficult situation
2. a humorous situation
3. a mournful situation
4. a delightful situation

**RL.6.02**

**13.** What is a possible theme conveyed by the details of this poem?

1. Toys create scary memories or situations.
2. Boys use their imaginations because they get bored easily.
3. Toys should be replaced often to keep boys interested.
4. Boys grow up and forget their imaginative youth.

**RL.6.04**

**14.** Read these lines from the poem.

“These boys **deserted** their play and what they knew to be right.

They **abandoned** their toys with a silent scream.”

What meaning does the author attempt to convey at the end of the poem using the bolded words in the above stanza?

1. The boys gave their toys away because they did not want them.
2. The boys grew up and stopped playing with their toys.
3. The boys stopped playing with their toys because it was bedtime.
4. The boys broke their toys because they did not like them.

**RL.6.03**

**15.** Choose the answer that best describes how each stanza of “Boys and Their Toys” develops the poem’s plot.

1. With each new stanza, the boys get older and their interests change.
2. With each new stanza, the boys want to run more and get new toys.
3. With each new stanza, the boys grow tired as they near bedtime.
4. With each new stanza, the games and toys become more dangerous.

##### **Read this rough draft of a student’s composition. Then answer questions 16–22.**

**Words That Win**

 (1) Samuel had always wanted to play soccer, so he tried and made the team. (2) He was a rookie player and he had big dreams of one day going to the World Cup.

 (3) He played on a team called the Zen Zippers. (4) He knew the name was a little hokey, but it fit the team perfectly. (5) The team worked in harmony and zipped by their opponents to score fantastic goals. (6) Everyone on the team support one another!

 (7) The coach, Coach Miller, was a professionalsoccer player for six years before he messed up his knee in a game and was advised not to play anymore by his doctor. (8) The coach’s positive attitude and constructive criticism, and the last game of our 2012 season, made Samuel realize his ambition to be a soccer player.

 (9) The Zippers lost one game to the Twisters, and the Twisterslost one game to them. (11) The stakes in the playoff were high. (11) The Twisterswanted to win as badly as the Zippers did.

 (12) Coach Miller called the team into a huddle before the game started. (13) He told them how happy he was to be their coach. (14) He said the team had worked harder and with more heart than any team he had ever played on or coached. (15) He looked right at Samuel when he said the team was like a well-oiled machine with interchangeable parts. (16) Coach said that every team member played a very important role in the game. (17) He loved that each member of the team knew what everyone else’s role was on the playing field. (18) He stressed that they needed to remember that sometimes switching roles made them a better team because they were truly interchangeable.

 (19) Samuel knew what he meant. (20) There were many times when he knew he should have passed the ball and fallen back to mid-field. (21) He wanted to be the star and would force his way to the goal only to lose the ball to the other team. (22) He looked down at his cleats and shifted his weight to his other foot as the coach said that. (23) Coach Miller had a way of explaining how to do something without making anyone look like a fool. (24) He ended his speech with his usual, “Stay focused, have fun, and work as one!”

 (25) The Zippers took the field and gained possession of the ball. (26) The coach put Samuel in the position he had just talked to the team about. (27) Samuel had the ball, and another team member, Kenneth, was open, but Samuel went for the goal. (28) The moment he realized he was not playing as though he were a part of the “well-oiled machine,” he passed the ball and moved to the open space near the sideline. (29) Kenneth dribbled down the center and passed the ball back out to Samuel. (30) Samuel touched it once and sent a banana kick into the net. (31) Their goalie missed, and Samuel—no, Kenneth and Samuel—scored the first goal of the game. (32) It was the first time Samuel felt successful on the field as a team.

**RL.6.01**

 **16.** What textual evidence would you use to support that Samuel was a selfish player in the beginning of the season?

1. “The goalie missed, and Samuel—no, Kenneth and Samuel—scored the first goal of the game.”
2. “He wanted to be the star and would force his way to the goal only to lose the ball to the other team.”
3. “Coach said that every team member played a very important role in the game.”
4. “The team worked in harmony and zipped by their opponents to score fantastic goals.”

**W.6.03.d**

**17.** Read the sentences below.

“Samuel saw that his foolish acts of selfishness were hurting the team. Samuel felt guilt and was ashamed of his actions.”

If these two sentences were added to this passage, where should they be added to best convey Samuel’s soccer experience?

1. After sentence 15
2. After sentence 21
3. After sentence 28
4. After sentence 29

**L.6.02.a**

**18.** Which of the following is the correct way to punctuate sentence 7 to demonstrate that unnecessary information is included in the sentence?

1. The coach, Coach Miller; was a professional soccer player for six years before he messed up his knee in a game and was advised not to play anymore by his doctor.
2. The coach… Coach Miller was a professional soccer player for six years before he messed up his knee in a game and was advised not to play anymore by his doctor.
3. The coach, Coach Miller was a professional soccer player for six years before he messed up his knee in a game and was advised not to play anymore by his doctor.
4. The coach, Coach Miller, was a professional soccer player for six years before he messed up his knee in a game and was advised not to play anymore by his doctor.

**RL.6.02**

**19.** Read the statement below.

A theme statement for this story is, “Working as a team can help you become successful.”

 Which of the following details from the passage best supports this theme?

1. Samuel realizes he is not being a team player.
2. Samuel understands that a team should work together.
3. Samuel wants to play on a successful soccer team.
4. Samuel’s coach gives him the opportunity to work as a team.

**RL.6.3**

**20.** As the plot moves toward the resolution, which accurately describes Samuel’s response to the coach’s suggestion in the passage?

1. Samuel is too embarrassed to shoot the ball anymore and will now only pass to his teammates.
2. Samuel does not want to make his coach angry so he decides to play as a part of a team.
3. Samuel realizes that his coach wants him to play as a team, so he passes the ball to Kenneth.
4. Samuel no longer wants to be on the team, but changes his mind when he scores the goal with Kenneth.

**RL.6.04**

**21.** Read the sentence below.

“He looked right at Samuel when he said that the team was like a **well-oiled machine** with interchangeable parts.

How does the phrase “**well-oiled machine**” impact the meaning of the passage?

1. The coach uses the word “interchangeable” to imply to the players that anyone not doing their best will not play.
2. The coach implies that the team needs to stay hydrated and drink enough water to be an effective team.
3. The coach implies that working together is the only beneficial way to play on a team.
4. The coach implies that the players will soon begin using a machine to help improve their teamwork.