

**15-16 ELA Benchmark 4 Grade 6**

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

Class: \_\_\_\_\_

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

**Read and answer questions 1-8.**

1. W.4.1.d

Read the paragraph below.

(1) We spent science class yesterday learning about the NASA space program, and most of us thought it fascinating to learn about. (2) First we saw a movie about the famous astronaut Neil Armstrong and his first flight into space. (3) Then a guest speaker told us about her job as a flight engineer. (4) After that, we made model rockets and launched it to see whose rocket stayed in the air longest.

Which change should be made to correct the error in the paragraph?

- A. Change it to them in sentence 1.
- B. Change his to its in sentence 2.
- C. Change us to me in sentence 3.
- D. Change it to them in sentence 4.

2. W.1.4.d

In which sentence below does the underlined pronoun have a clear antecedent?

- A. Bella looks more like her sister now that her hair is short again.
- B. Dylan always keeps his credit card in his wallet, but it went missing last week.
- C. After the judges posted the final scores for the gymnastics meet, Kim knew the victory was hers.
- D. When Mario placed the the camera on the tripod next to the microphone, he noticed its case was missing.

3. W.5.2.a  
Read the paragraph below.

(1) The Border Collie, a working breed has always been a valued companion to farmers. (2) In fact, these dogs originally worked on farms that raised livestock. (3) The Border Collie, a highly intelligent and obedient dog, is best known for herding sheep. (4) These dogs are also quite athletic, which means they often perform well in dog competitions.

Which revision should be made to the paragraph?

- A. Add a comma after breed in sentence 1.
- B. Add a comma after farms in sentence 2.
- C. Remove the comma after dog in sentence 3.
- D. Remove the comma after athletic in sentence 4.

4. W.5.2.a  
Read the sentence below.

My mother who is 42 years old made lunch yesterday afternoon for the workers fixing our roof.

What is the correct way to punctuate the sentence?

- A. My mother, who is a great cook made lunch yesterday afternoon for the workers fixing our roof.
- B. My mother who is a great cook, made lunch yesterday afternoon for the workers fixing our roof.
- C. My mother, who is a great cook, made lunch yesterday afternoon, for the workers fixing our roof.
- D. My mother, who is a great cook, made lunch yesterday afternoon for the workers fixing our roof.

5. W.5.2.b  
What is the best way to punctuate the sentence below?

The following donations are especially needed disposable diapers, warm blankets, and infant formula.

- A. The following donations are especially needed. Disposable diapers, warm blankets, and infant formula.
- B. The following donations are especially needed: disposable diapers, warm blankets, and infant formula.
- C. The following donations are especially needed, disposable diapers, warm blankets, and infant formula.
- D. The following donations are especially needed; disposable diapers, warm blankets, and infant formula.

6. W.5.2.b  
What is the best way to punctuate the sentence below?

The jeweler's "four Cs" of appraising diamonds are these Color, Clarity, Cut, and Carats.

- A. The jeweler's "four Cs" of appraising diamonds are these. Color, Cut, Clarity, and Carats.
- B. The jeweler's "four Cs" of appraising diamonds are these, Color: Clarity: Cut: and Carats.
- C. The jeweler's "four Cs" of appraising diamonds are these: Color, Clarity, Cut, and Carats.
- D. The jeweler's "four Cs" of appraising diamonds are these; Color, Clarity, Cut, and Carats.

7. W.5.2.b  
What is the best way to combine the two sentences below?

She was not prepared for an overnight stay. She had not brought a change of clothes.

- A. She was not prepared for an overnight stay; she had not brought a change of clothes.
- B. She was not prepared for an overnight stay: she had not brought a change of clothes.
- C. She was not prepared for an overnight stay, she had not brought a change of clothes.
- D. She was not prepared for an overnight stay and she had not brought a change of clothes.

8. W.5.2.b  
What is the best way to combine the two sentences below?

Check back with me next week. I will have a better idea of the schedule by then.

- A. Check back with me next week, I will have a better idea of the schedule by then.
- B. Check back with me next week I will have a better idea of the schedule by then.
- C. Check back with me next week; I will have a better idea of the schedule by then.
- D. Check back with me next week and I will have a better idea of the schedule by then.

**Read the passage below. Then answer question 9.**

### **My Life as a Search and Rescue Dog**

I love my person, they call him Mike, and I love going everywhere with him. When it is time for work, I jump into my harness, and even though I'm excited, I stand very still; that way it is easier for Mike to fasten the harness securely. Now we can go!

In the moving machine that takes us to work, I often lie down and chew my toy, even though I'm in my harness, until Mike gives me a command to get out.

Today I must have fallen asleep, and I jolt awake when the moving machine stops and Mike opens the door. I am so, so excited, but I know I have to stay still and wait for him to snap a leash to my harness. Now, I'm ready! But where are we? All the people here keep saying the word earthquake. I've never been to this place before, and there are a lot of smells. Some are new, but many are familiar work smells, like burnt things, dust, and smoke. There are also a lot of different people smells. I see and smell other dogs with their people, but we know better than to sniff and greet each other when we are wearing our harnesses. That is not allowed. We need to be alert and ready to locate whatever our owners tell us to find.

Mike gives me a shirt to smell, and then he gives me my command. I immediately know what I'm supposed to do, but it's hard because there are so many other smells and so many other people and other dogs, and everyone is moving and it's noisy. But I stay focused on the unique smell Mike wants me to find.

Suddenly I smell it! I sit next to the smell so Mike knows exactly where it is, and then everyone rushes over to the pile I'm sitting on. I think it used to be a house. They quickly start to dig through the heaps of mangled metal, wood, plastic, and other things and smells that I don't recognize. My ear itches but I won't move to scratch it; I will wait until I'm done working. When we work together, Mike likes me to stay perfectly still, no matter what, and wait for my next command.

After a long time and lots of digging, I see them pull a boy from underneath the pile. He was my smell! The people are very happy; the boy is dirty and scared, but I don't smell blood, so I know he is safe.

9. Which of the following sentences best summarizes the main idea of the passage?
- This story is about how earthquakes affect different areas.
  - This story is about the loyalty and hard work of rescue dogs.
  - This story is about how to become a rescue worker.
  - This story is about the sights and sounds after natural disasters.

**Read the drama below. Then answer questions 10-12 for BOTH the story "My Life as a Rescue Dog" and "Remy to the Rescue."**

### **Remy to the Rescue**

#### **Cast of Characters**

EVAN, 12 year-old boy

CONNOR, 12 year-old boy

PARK RANGER

REMY THE RESCUE DOG

#### Scene 1

It is a warm October morning. Two middle-school friends are hiking in the woods as part of a Boy Scout camping trip. The rest of the class is ahead of them. Connor is reading a book and walking behind Evan. Evan bends down to tie his shoe. Connor, not looking where he is going, trips over Evan. Connor's book goes flying out of his hands and Evan's baseball hat falls to the ground.

EVAN: (annoyed) Hey, Watch it!

CONNOR: (unperturbed) Sorry.

(Connor picks up his book and keeps reading. Evan finishes tying his shoe and stands back up. He doesn't realize he dropped his baseball cap, and neither boy notices it on the ground.)

EVAN: We're supposed to be enjoying nature, not reading.

CONNOR: I'm reading about nature. (holds the book up for Evan) See, Life in the Woods by Henry David Thoreau.

EVAN: (shakes his head) You're weird, you know that?

CONNOR: (putting his nose back into the book) Mmm-hmm.

EVAN: (looking around) Did you see which way the others went?

CONNOR: (still reading) Nuh-uhh.

(Evan starts walking, followed by Connor, still reading.)

## Scene 2

A few hours later, the boys look tired, hair mussed, clothes disheveled. Evan's baseball cap is still on the ground. Connor is still reading his book.

EVAN: (stops when he sees his baseball cap on the ground) We must be walking in a circle. We've been here before.

CONNOR: (stops reading and looks around) How can you tell? These trees all look alike. They all have a trunk, and leaves, and Oh, I see...

(Connor picks up Evan's baseball cap and hands it to him.)

EVAN: Thanks.

CONNOR: (looking around) Do you think we're lost?

EVAN: We are so totally lost. And I'm exhausted!

(Evan collapses on a fallen log.)

CONNOR: Shouldn't we keep moving? We need to catch up to the others.

EVAN: (shrugs) We're not going to find the campsite by walking in circles. We might as well take a break.

(Connor sits down next to Evan, finds his water bottle in his backpack, and takes a drink. He offers the water to Evan, but Evan shakes his head.)

CONNOR: Do you think the others noticed we're missing?

EVAN: Probably. It's been almost two hours. I'm guessing it's around 4:00.

CONNOR: Actually, it's 5:15.

(Evan looks at Connor's wrists. He's not wearing a watch.)

EVAN: (surprised) How do you know what time it is?

CONNOR: I checked my cell phone when I took out my water bottle.

EVAN (fuming) You have your cell phone? Why didn't you say so? We can call someone!

(Connor holds his phone up to Evan to show him there's no signal.)

CONNOR: No bars.

EVAN: (disappointed) Oh.

CONNOR: Do you think they're looking for us?

EVAN: I hope so because we're obviously not going to find them.

(Connor picks up his book and continues reading.)

EVAN: (incredulous) How can you read at a time like this? We're lost! We don't know which way to go to the campsite. We don't know if the others are looking for us

(Slightly hysterical, Evan grabs Connor's book and hurls it into the woods. They hear a dog bark in the distance.)

EVAN: Did you hear that?

CONNOR: (distracted, looking for his book) The barking? Yeah.

EVAN: (musing) I wish my dog were here. He has a great sense of smell. He'd find us.

CONNOR: Your dog is the most distracted hound I've ever met. He'd be too busy chasing squirrels to look for us.

EVAN: Well he'd find us faster than your little mop dog.

CONNOR: Cody is not a mop. He's a Labradoodle.

EVAN: He still wouldnt find us.

CONNOR: Would so.

(The boys are so intent on their argument that they don't notice the park ranger standing behind them. His rescue dog, Remy, sits quietly by his side.)

PARK RANGER: Well, you two look and sound okay.

(The boys jump up and turn.)

EVAN: (relieved) How did you find us?

PARK RANGER: Boys, meet Remy the rescue dog. She caught your scent and got me on your track.

EVAN: She must have a really good sense of smell! Unlike Connor's mop dog.

(Connor glares at Evan but stays silent.)

PARK RANGER: Well she does, but sense of smell isn't quite enough in a rescue situation. Remy went through more than a year of training, learning how to be obedient, track a scent, and stay focused on the task at hand. She started training when she was just ten weeks old.

(Park Ranger pats Remy on the head.)

CONNOR: (shakes his head in amazement) I could barely teach my puppy to sit.

PARK RANGER: Remy got that out of the way early. Then she moved on to agility training, which taught her how to move through disaster sites. She used that training last fall after the earthquake. We had her crawling all over wrecked houses, looking for people.

EVAN: Wow. That's amazing.

(Connor nods in agreement.)

PARK RANGER: (laughs) Remy is pretty amazing. But I have to say you boys were making so much noise, I think she could have found you without even using her nose!

10. Which of the following sentences best describes the main idea of both passages?
- A. Dog's can be effective rescue workers.
  - B. It's important to prepare for earthquakes.
  - C. Always stay close to your hiking group.
  - D. Rescue dogs should always stay on their leashes.
11. Which of these statements are true about the ways in which the two passages approach the topic of rescue dogs? **Select all that apply.**
- A. The story uses a rescue dog's point of view to tell the story, and the play does not.
  - B. Both the story and the play feature dogs rescuing people from earthquakes.
  - C. The story uses a rescue dog as its main character, while the play uses the rescue dog as a minor character.
  - D. In both the story and the play, rescue dogs help people in tough situations.
  - E. In both the story and the play, a rescue dog is present throughout the plot.
12. Which of these is a true statement about the plots and settings of both passages?
- A. Both passages are set in the aftermath of an earthquake, and the plots of both texts involve rescue dogs bringing people to safety.
  - B. The play is set in the woods, and the story is set in the aftermath of an earthquake. The plots of both passages feature a failed rescue attempt.
  - C. The play is set in the woods and the story is set in the aftermath of an earthquake. The plots of both passages involve dogs rescuing people.
  - D. Both passages are set in the woods, but the plot of the story involves a successful rescue, while the plot of the play involves a failed rescue.