



Grade Six English/Language Arts  
Georgia Online Assessment Based  
Formative Benchmark One  
2014-2015



Read the passage and answer the questions that follow.

## A Return from Space



Akiko aimed her father's telescope at a speck of light in the star-filled sky and gazed through the viewer at Earth—a beautiful globe of blue and white suspended in the blackness of space.

Earth was Akiko's first target each night when she gazed through the telescope. She had been born there thirteen years ago, but her parents had moved to this remote planet, Anon 1, soon after her birth.

They had left Earth because her father, a high-ranking spaceship commander, had been transferred here. After he died on a mission to Delta Scorpii two years ago, Akiko and her mother remained on Anon 1.

Her father's death had hit Akiko like a plasma burst, crushing her spirit and causing her to withdraw into herself. She stopped hanging out with her friends and began spending most of her time scanning the universe through the telescope. All she wanted now was to become a spaceship commander, just like her father.

"Akiko," her mother called, "don't forget that you have that early tutoring session with Mr. Secus tomorrow. Please go to bed now and get some sleep."

Akiko was now in the sixth level of school, the year when students receive their first flight training in the classroom and in a simulator. Next year, advanced students would graduate to extensive training flights in space. Akiko wanted to participate in that, but she constantly worried that her best wasn't good enough.

When she reached the classroom at 0500 the next morning, Mr. Secus was already waiting.

"I have a surprise for you," Mr. Secus announced. "We're ascending into space."

"I'm prepared," Akiko responded, heading toward the simulator.

"No," Mr. Secus said lightly. "We'll be entering space in a spaceship."

Akiko paused in mid-stride. "Up into space, today? I wasn't expecting . . . I'm not ready... I mean . . . really?!"

Mr. Secus smiled infrequently, but the approval in his eyes indicated that he was genuinely pleased with Akiko. He knew that his young pupil had never recovered from her father's death and that the tragedy had somehow quashed her self-confidence. When Akiko became his student, he had made it his mission to help repair her self-esteem.

They crossed the quadrangle to the hanger where the training spaceships were housed. Mr. Secus supervised as Akiko verified each item on the checklist. As soon as she entered the cockpit, Akiko conducted the flight preparation sequence.

"I'll take it from here," Mr. Secus said, and powered up the spaceship. As it taxied slowly to the runway, he shifted the propulsion system full-on. The spaceship angled into a near vertical ascent and entered space just two minutes later.

As Anon 1 shrank to the size of a basketball, then to that of a baseball, and finally to the size of a quarter, Mr. Secus allowed Akiko to experience the pleasure of a first-time tourist marveling at the wonders of space flight. Then he asked, "Do you want to take control for a while? You've been preparing for flight for four months. These controls have the same placement, the same feel, and are calibrated exactly the same as the simulator."

Akiko couldn't speak. She merely nodded and nervously took over flight control. "We'll continue on this route for a few more minutes," Mr. Secus said gently.

As they continued, Mr. Secus reviewed numerous in-flight practices and procedures and then talked about the landing. He quizzed Akiko on the characteristics of the landing zone and the sequence of landing procedures.

"Now fade off to 0184 and look over your left shoulder," he said. "See that little blue and yellow speck? That's Anon 1. Do you think you can get back there from here and land this ship?"

Akiko took a deep breath. *That's what we've been practicing for weeks*, she told herself. *You can do this*. "I think so," she told Mr. Secus, reminding herself that her teacher would be there to guide her every step of the way. "Yes. Definitely."

"Tremendous," Mr. Secus nodded approvingly. "I'm going to check something down below. Keep the flight steady on 0184." Mr. Secus unhooked his seat restraint, disconnected his electronics, and descended to the ship's lower level.

Akiko smiled to herself and looked around at the cabin, which was glistening with lights, switches, and digital displays. Suddenly, the ship shuddered slightly, and a flash of blue light swung away to her right.

"Mr. Secus!" Akiko cried, as she realized that the blue light was on the shuttle transport that had just separated from her ship. "It's okay, Akiko," Mr. Secus's voice reassured her over the headset. "I'll see you back on Anon 1. Remember your training."

Stunned, Akiko watched his shuttle disappear back toward Anon 1. She was truly in command now, alone in the cosmos, barely within sight of home. She glanced again at the speck of light she called her home and turned the spaceship slowly toward Anon 1.

Twenty minutes later, Akiko landed her spaceship with only the slightest bump on touchdown. She jumped out excitedly to find Mr. Secus striding toward her. He was definitely smiling now, and Akiko was ecstatic. She knew something important had occurred that would forever alter the direction of her life. And she was pretty sure her father knew about it, too.

1. Read each plot event from the passage. Match it to the part of the plot that **best** describes it. (*ELACC6RL3, ELACC6RL5*)

- A. Mr. Secus leaves Akiko alone in the spaceship.
- B. Akiko turns the spacecraft toward Anon 1.

1. exposition
2. rising action
3. climax
4. falling action
5. resolution

- C. Akiko’s father perishes on a mission to Delta Scorpii.
- D. Akiko realizes that something important has occurred.
- E. Mr. Secus tells Akiko that they are going into space.

2. This question has two parts. First, answer Part A. Then, answer Part B.  
(*ELACC6RL1 and ELACC6RL6*)

**Part A:** Circle **one** choice in each column to indicate how the story is told.

<b>The point of view is</b>	<b>The narrator shares...</b>
First person	Akiko’s thoughts and feelings
Third-person omniscient	Mr. Secus’s thoughts and feelings
Third-person limited	Akiko’s and Mr. Secus’s thoughts and feelings

**Part B**

Underline **two** details in the passage that support your responses to Part A. Then write them in the space below.

3. Read this dialogue from the passage.

**“I have a surprise for you,” Mr. Secus announced. “We’re ascending into space.”**  
**“I’m prepared,” Akiko responded, heading toward the simulator.**  
**“No,” Mr. Secus said lightly. “We’ll be entering space in a spaceship.”**  
**Akiko paused in mid-stride. “Up into space, today? I wasn’t expecting . . .**  
**I’m not ready . . . I mean . . . really?!”**

What do you learn about Akiko from this dialogue? Circle **all** that apply. (*ELACC6RL3*)

- A. She dreads going up in a spaceship.
- B. She is surprised that she will be going into space.
- C. She distrusts Mr. Secus.
- D. She works hard at her space training.
- E. She doubts her own abilities.
- F. She doesn't like surprises.

4. Is Akiko a dynamic character or a static character? Use text evidence to explain your answer in the space below. (*ELACC6RL1 and ELACC6RL3*)

5. This question has two parts. First, answer Part A. Then, answer Part B.  
Read the following sentence from the passage.  
(*ELACC6RL4 and ELACC6L4a and ELACC6L5c*)

**She had been born there thirteen years ago, but her parents had moved to this remote planet, Anon 1, soon after her birth.**

**Part A**

Which phrase **best** describes the image suggested by the word remote?

- A. a planet without life
- B. a planet that is isolated
- C. a freezing planet
- D. an unexplored planet

**Part B**

Write one word that has the same denotation as the word remote. Then, write one word that has a similar connotation.

*Read the passage.*

## Alone and Lost



“Pierre’s still too young! He’s not ready,” cried Mother, pleading with Father. I was almost fourteen, but I didn’t feel that grown up. I had lived all my life in Montreal. I was a city boy and wasn’t ready to be thrust into the company of those crude and violent men on such a long and dangerous journey.

“If he’s not ready now, he’s never going to be ready,” was Father’s vehement response.

“He has been coddled all his life, and he must learn to survive on his own if he is to make it in this savage and untamed land. Besides, he has to begin learning the trading part of this business, and now’s the time for that.”

The argument about the business is what this was all about. Father wanted me to learn about fur trading so we could take advantage of that prosperous enterprise. He was planning his annual trip to the lands west of the Great Lakes, where he traded blankets, pots, beads, and supplies with the Potawatomi, Fox, Sac, and other Indian tribes. When Father returned,

the furs he received from the Indians would be sold to merchants from Europe. Eventually, the furs would be made into the hats and cloaks that were the craze among the wealthy elite.

Father finally won, and it was decided that I would make the journey with him and his men. We would start in March, as soon as the ice began breaking up on the rivers.

I was scared on the day we departed, but I didn't dare say anything. I just picked up my heavy pack and stumbled down to the river. My pack was carefully stowed in a long birch-bark canoe. A toughened voyageur handed me an oar and told me to sit in the middle of the canoe, stay quiet, and do as I was told.

The oar soon caused painful blisters on my hands. Yet all day, every day, I had to row continually. My arms and shoulders ached, and they didn't stop hurting even when we stopped for a rough night's rest on the ground. The only breaks I got from paddling occurred when we came to a treacherous stretch of rapids or when we reached the end of a lake. Then we would unload the supplies and trade goods and carry them and the canoes over long portages from one stream or lake to the next. These stretches of land were often so rocky that they cut into my boots and made my feet bleed. Or they wound through swamps where I had to wade in icy water up to my knees or even to my waist. And always, black flies and mosquitoes swarmed about, biting every exposed inch of skin. I knew I wasn't made for this kind of life, and I longed for home.

After more than two months, we reached the end of the Great Lakes, where the traveling party split into smaller groups. Along with a guide, my father and I turned west to trade with a large band of Sac Indians. One day, we started down a swift river whose splashing rapids carried us quickly along. On the third day, the canoe struck a submerged log and capsized, spilling everyone into the icy water. By the time I made it to land, I was shaking with cold and barely able to stand. I saw no sign of Father, the guide, or our canoe. Suddenly, I realized I was alone in the wilderness.

Despite being cold and scared, I knew I was fortunate that I had been traveling with the seasoned voyageurs. I took a deep breath and pushed down my panic—I knew what I must do. I carefully searched for sticks and small branches, and, with some flint and steel I carried in my pocket, I managed to get a fire going. My ability to make a fire saved my life that night.

After a hard night huddled by the fire, I started walking back up the stream to find the place where we started our journey. I ate berries and roots—things that the voyageurs had taught me to find along the way—and I found turtles and cooked them for a fine meal.

In time, I made my way back to Lake Superior. I stayed there for some days, hoping I might see voyageurs who would help me, but none came. Again I started walking toward home, trying to survive as best I could. I went several weeks without seeing another person.

Then one day, I looked up and saw a group of Potawatomi Indians watching me. None spoke French, but I was able to communicate with them by pointing and miming. I traveled with them for a few more weeks before coming upon a rendezvous of voyageurs, where I at last had hope of returning home. I joined a group traveling east, and, at long last, I finally reached Montreal.

When I opened the door to my home, Mother cried and hugged me until I thought she'd never stop. Father was stunned, having been convinced that I had perished in the wilderness, but he quickly recovered and welcomed me heartily. Father told me how he



admired me for surviving and was impressed by my strength and new demeanor. I had become a man, he said, in one long summer.

Answer the questions.

6. This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

*(ELACC6RL2 and ELACC6RL3 and ELACC6RL5)*

Which statement **best** describes the conflict at the start of “Alone and Lost”?

- A. Pierre doesn’t want to leave his mother alone in Montreal.
- B. Pierre doesn’t want to go with his father on the journey to learn the business.
- C. Pierre prefers to stay at home instead of traveling through the wilderness.
- D. Pierre must find a way to make up for the trade goods that were lost when the canoe capsized.

**Part B**

Summarize how the conflict becomes more complicated and is eventually resolved.

7. The words in the chart describe aspects of Pierre’s character that are revealed in “Alone and Lost.” Write one detail from the passage that supports each character trait.

*(ELACC6RL1 and ELACC6RL3)*

Insecure	
Resourceful	
Determined	

8. Which detail from “Alone and Lost” **best** reflects the author’s use of suspense?

*(ELACC6RL1 and ELACC6RL5)*

- A. I was scared on the day we departed, but I didn't dare say anything. I just picked up my heavy pack and stumbled down to the river.
- B. After a hard night huddled by the fire, I started walking back up the stream to find the place where we started our journey.
- C. I saw no sign of Father, the guide, or our canoe. Suddenly, I realized I was alone in the wilderness.
- D. When I opened the door to my home, Mother cried and hugged me until I thought she'd never stop.

9. This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

*(ELACC6RL1 and ELACC6RL2 and ELACC6RL9)*

Circle **two** statements that express a theme that is common to both passages.

<b>Themes</b>	Ability cannot be measured in age alone.
	A journey can teach you a lot about others.
	People are often capable of much more than they suspect.

**Part B**

Complete the chart below with two details from each passage that helped you infer one of the themes you chose in Part A.

Details from "A Return from Space"	Details from "Alone and Lost"

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10. Which sentence below would be a good closing sentence for a paragraph that argued against putting a parking garage over a neighborhood park? (*ELACC6W1*)
- A. Parking garages are needed by more people in the neighborhood than parks.
  - B. That's why the neighborhood should keep the park and find another place for the parking garage.
  - C. Many kids in the neighborhood enjoy spending time at the local park.
  - D. On the other hand, parks offer kids a pretty safe place to be with their friends after school.

11. Use the outline below to answer this question.

John Singer Sargent

- I. Early Years
  - A. Childhood
  - B. Education
- II. Career
  - A. Works of Art
  - B. Exhibits and sales
- III. Influence Today
  - A. Critics' comments
  - B. Public support

Sandra is writing a report on the artist John Singer Sargent. Above is her outline. Under which number in the outline should she place the information below? (*ELACC6W1*)

Training as an artist

- A. I, A
- B. II, B
- C. I, B
- D. III, A

12. Which sentence should be removed from the paragraph? (*ELACC6W2*)

(1) Peggy signed up to take clogging classes at a nearby dance studio. (2) She will be able to walk there. (3) Dance lessons always interested her, but she never knew what kind to take. (4) The cloggers she watched at the festival helped her make a decision.

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4

13. Which sentence does NOT belong in the paragraph? (*ELACC6W2*)

The live oak is a popular shade tree in the South. This large tree grows well in the soils of Georgia's coastal areas. Live oak trees are not like maple trees. The live oak produces flowers in early spring. This also is the time when it drops its old leaves and grows new ones. Acorns are produced by the tree in the fall. Many people in Georgia enjoy the live oak for its shade and size.

- A. The live oak is a popular shade tree in the South.
- B. Live oak trees are not like maple trees.
- C. The live oak produces flowers in early spring.
- D. Acorns are produced by the tree in the fall.

14. What is the topic sentence of the paragraph? (*ELACC6W1*)

I think I have discovered the most effective way to study for a test. First, I collect all of my notes, homework, and books. Next, I read over all of the material for the test once. After that, I create a study sheet for myself that includes important facts, terms, people, etc. Writing all of the information really helps me remember the material. Finally, I find someone to test me on the information, using the study sheet I created.

- A. I think I have discovered the most effective way to study for a test.
- B. First, I collect all of my notes, homework, and books.
- C. Writing all of the information really helps me remember the material.
- D. Finally, I find someone to test me on the information, using the study sheet I created.

14. Use the sentences below to answer this question.

1. The birds welcomed her as they chirped cheerfully.
2. Rosa entered the garden.
3. She walked through the flowers and past fluttering butterflies.
4. She wanted to stay, but her mother was calling.

If the four sentences above were to be used to create a paragraph, which would be the topic sentence?  
(*ELACC6W1*)

- A. sentence 4
- B. sentence 3
- C. sentence 2
- D. sentence 1

16. In 1815, Napoleon led the French army in the Battle of Waterloo. If you are looking for information on how Napoleon prepared his army to fight that battle, which combination of words would be the best to use in a key-word search on the Internet? (*ELACC6W8*)

- A. battle and preparation
- B. Napoleon and France
- C. preparation and battle
- D. Napoleon and Waterloo

17. On which Web site would you most likely find the latest presidential poll? (*ELACC6W6*)

- A. [www.cnn.com](http://www.cnn.com)
- B. [www.ushistory.com](http://www.ushistory.com)
- C. [www.presidents.com](http://www.presidents.com)
- D. [www.usgovernment.com](http://www.usgovernment.com)

18. Which sentence should be removed from the paragraph? (*ELACC6W5*)

(1)To train a new puppy, you must be firm and consistent. (2) Always use the same commands and reward the dog for good behavior. (3)Each session should last about ten minutes. (4)Larger dogs generally weigh about 60 pounds. (5)Start training in quiet areas, and use a deep voice. (6)Keep a pocketful of small treats to reward your puppy for following the new commands. (7)After repeating the training sessions, your puppy will soon be the well-behaved pet you always wanted.

- A. sentence 3
- B. sentence 4
- C. sentence 6
- D. sentence 7

19. *Use the paragraph below to answer this question.*

1As Dinah cheerfully climbed the train steps, she paused a moment to glance at the gathering crowd. 2She found her mother in the crowd and waved good-bye. 3With her father, she then went

inside of the train to find her place. 4While sitting in her seat, she looked out the window. 5The train gently began to roll forward. 6Gradually, it picked up speed and was soon zooming across the countryside.

Which sentence is unnecessary to the meaning of the paragraph above? (*ELACC6W1*)

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4

20. Use the sentences below to answer this question.

#### How to Make a Yarn Frame

1. Cut a rectangle the same shape as your picture in the center of the cardboard. The hole should be big enough to frame the picture but no bigger than the outer edge of the picture.
2. Get a piece of cardboard that is larger than the picture that you want to frame.
3. Wind yarn around all four sides of the cardboard frame, leaving the hole in the center open.
4. Glue the picture carefully to the frame, so that the yarn borders your picture.

The sentences above are out of order. What is the correct order for the steps to form a good paragraph? (*ELACC6W1*)

- A. 1, 2, 3, 4
- B. 2, 3, 4, 1
- C. 2, 1, 3, 4
- D. 3, 1, 2, 4

**Extended Response**

Akiko in “A Return from Space” and Pierre in “Alone and Lost” both change over the course of the story. Write an essay in which you compare and contrast the changes these two characters experience. In your response, consider the following:

- What does each character learn as he or she works to solve the conflict?
- What can you infer about the themes of each story as a result of the way each character solves the conflict and changes?

Be sure to include evidence from both passages in your response.

Write your response on the lines below.

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<b>Item Number</b>	<b>Answer</b>	<b>Standard Addressed</b>
1.	A-3; B-4; C-1; D-5; E-2	<i>ELACC6RL3 ELACC6RL5</i>
2.	Part A Students should circle “Third-person omniscient” and “Akiko’s and Mr. Secus’s thoughts and feelings.” Part B Responses will vary. Students might underline “All she wanted now was to become a spaceship commander, just like her father” and “When Akiko became his student, he had made it his mission to help repair her self-esteem.”	<i>ELACC6RL1 ELACC6RL6</i>
3.	B, D, E	<i>ELACC6RL3</i>



4.	Possible response: Akiko is a dynamic character because her attitude changes in response to the events she experiences. At the beginning of the story, she is withdrawn and lacks confidence. But after the encouragement of Mr. Secus and a successful spacecraft landing, her confidence grows and she realizes that she will make a good	<i>ELACC6RL1</i> <i>ELACC6RL3</i>
5.	Part A B Part B Possible response: <i>distant</i> (same denotation); <i>lonely</i> (similar connotation).	<i>ELACC6RL4</i> <i>ELACC6L4a</i> <i>ELACC6L5c</i>
6.	Part A- B Part B Possible response: The conflict is complicated by the accident that leaves Pierre lost and on his own in the wilderness. Thanks to what he has learned from the voyageurs, Pierre is able to survive on his own and eventually makes his way back home to Montreal.	<i>ELACC6RL2</i> <i>ELACC6RL3</i> <i>ELACC6RL5</i>
7.	Possible response: <i>insecure</i> : “I knew I wasn’t made for this kind of life, and I longed for home.” <i>resourceful</i> : “I carefully searched for sticks and small branches, and, with some flint and steel I carried in my pocket, I managed to get a fire going.” <i>determined</i> : “Again I started walking toward home, trying to survive as best I could. I went several weeks without seeing another person.”	<i>ELACC6RL1</i> <i>ELACC6RL3</i>
8.	C	<i>ELACC6RL1</i> <i>ELACC6RL5</i>
9.	Part A Students should circle “Ability cannot be measured in age alone” and “People are often capable of much more than they suspect.” Part B Possible response for “A Return from Space”: “Akiko took a deep breath. <i>That’s what</i>	<i>ELACC6RL1</i> <i>ELACC6RL2</i> <i>ELACC6RL9</i>

	<p><i>we've been practicing for weeks, she told herself.</i></p> <p><i>You can do this</i>" and "Twenty minutes later, Akiko landed her spaceship with only the slightest bump on touchdown." Possible response for "Alone and Lost": "I ate berries and roots—things that the voyageurs had taught me to find along the way—and I found turtles and cooked them for a fine meal" and "Father told me how he admired me for surviving and was impressed by my strength and new demeanor. I had become a man, he said, in one long summer."</p>	
10	B	<i>ELACC6W1</i>
11	C	<i>ELACC6W1</i>
12	B	<i>ELACC6W2</i>
13	B	<i>ELACC6W2</i>
14	A	<i>ELACC6W1</i>
15	C	<i>ELACC6W1</i>
16	D	<i>ELACC6W8</i>
17	A	<i>ELACC6W6</i>
18	B	<i>ELACC6W5</i>
19	D	<i>ELACC6W1</i>
20	C	<i>ELACC6W1</i>