# acadience® reading k–6

## Student Materials

### Grade 6 | Benchmark 2

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with

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For use with remote testing

# Acting

In the lifestyle section of the newspaper was a brief notice from the local community theater. “Open auditions!” it read. “Roles for two women ages eighteen to twenty-four, one man over age fifty, and a girl between the age of ten and thirteen.”

Mariko, age twelve, read the blurb aloud to her mother. “It sounds like a good opportunity,” her mother said, “and I know you’d enjoy performing in a play again.” Mariko grinned. Since first grade, she had written and acted in plays with other friends in the neighborhood.

Mariko wanted the part, but she was worried it might be too much trouble for everyone. Someone would have to take her and pick her up from rehearsals. She would need to invest time learning her lines, and she would need help memorizing the script. She mentioned all this to her mother. “Do you really think it will work?” she asked.

Her mother smiled and said, “I really think this could be a wonderful opportunity for you. If you want to pursue it, we’ll find a way to manage all the details.”

Mariko hugged her mother and then scanned the notice for the phone number. She called immediately and got information about how to apply and where to pick up a copy of the script. After walking to the theater to pick up the script and schedule an audition, she raced home, eager to begin practicing. She read through the entire script, and by the final epilogue, Mariko was convinced she could play the part.

Every evening for a week, Mariko finished her homework early and then spent an hour reading and rehearsing different ways of expressing the words and feelings of the character in the play. When her mother had time, she helped with suggestions. By the date of the audition, Mariko had already begun memorizing many of her character’s lines. She was prepared and confident, and she could tell that she had impressed the director.

A week later, Mariko learned she had received the part! She couldn’t wait for the rehearsals to begin.

# The Mariana Trench

Just as there is a highest point on our planet, there is also a lowest point. Mount Everest is the highest, and the lowest is the Mariana Trench. This deep slice in the ocean floor is also the deepest part of the ocean. It is found off the coast of the Mariana Islands, near Japan. The deepest point of this trench is Challenger Deep, named for the British ship that discovered it. The trench is nearly seven thousand feet deeper than Mount Everest is high.

The water deep in the trench is frigid and dark because sunlight cannot go deeper than about five hundred feet. As light decreases, pressure increases. Surprisingly, the floor of the trench is dotted with hydrothermal vents, which are openings in the ocean floor through which boiling hot water flows. Although plants and animals on land cannot live in such an extreme environment and need sunlight for life, there is an abundance of life in the ocean depths. Most of the life forms are very tiny organisms, but there are also communities of larger species, such as mussels and crabs, that live near the hydrothermal vents. One of the most unusual animals is the tubeworm, a white worm that can grow up to three feet long.

Tubeworms were unknown organisms until people began to explore the deep ocean and discovered hot vents and the life forms that live near them. This strange worm has no eyes and no mouth. Bacteria inside the worm convert chemicals from the hot vents into food for the worm. Tubeworms in turn provide a food source for other animals forming a complex food chain.

Exploration of the deepest part of the Earth is important to science and knowledge. Scientists can learn a great deal about how life began on Earth by discovering and investigating life forms that have existed unchanged for millions of years, like those living in the Mariana Trench.

# A Delicious Tradition

One of the world's most-loved flavors starts with small seeds found inside pods that grow on rainforest trees. Nearly two thousand years ago, the Mayan people of Central America discovered the unique properties of this seed. The pods grow on cacao trees, and the seeds can be made into the delicious treat we call chocolate.

The Maya ground up the beans and used the powder to make highly prized drinks. They did not have sugar, so the chocolate that the Maya made was very bitter. They spiced up the beverages with various other things, such as cornmeal and chili peppers. Later, the bean was discovered by the Aztecs, who loved it so much that they used the seeds as a form of money. For the Aztecs, chocolate was an important part of both their everyday lives and their celebrations.

After the Spanish crossed the ocean to the Americas, they took the seeds back with them to Spain. People began to sweeten the cacao with sugar and cinnamon. The seeds were so expensive that drinking chocolate became a sign of wealth. Still, demand for chocolate quickly spread through Europe. At this time, the chocolate was still too gritty and oily to be used in anything but drinks.

It wasn't until a new type of mill was invented that the beans could be ground into a much smoother paste. Chocolate could then be made into solid bars. Another inventor created a cocoa press that removed the oils from the seeds and left a fine powder, called cocoa, behind. This powder could be added to foods such as cakes. New machines allowed different forms of chocolate to be made, and today we can pick from a wide variety of chocolate flavors and items.

Chocolate has come a long way in its journey through the world. What was once reserved for royalty has become a favorite among people everywhere.

# 2

Name: _____

## Practice 1

After playing in the dirt, Sam went [home / summer / was] to wash her hands.

## Practice 2

On her way home, she [chair / sleep / saw] an ice cream truck.

STOP

**C:** _____

**I:** _____

**AS:** _____

**G6/Benchmark 2**

## Building More Than Houses

I am an architect. My job is to design, or [could / draw / are] plans for, all kinds of buildings. I [supervise / have / safe] designed a fire station, a hospital, a [ensure / church / ask], several schools, and a few skyscrapers. I've [phase / way / designed] many houses, including my own. All of my [same / most / designs] begin with drawings, and sometimes I [office / make / fire] plastic or cardboard models of the [such / wood / structure] that I'm planning.

I meet with my [plastic / clients / organization] before, during, and after each project. I [learn / kitchen / meet] what type of building a client [structure / designed / has] in mind, and then I help the [take / planning / client] decide how best to create this [structure / begin / costs]. During the planning phase, my chief [duty / part / canvas] as an architect is problem solving. My [task / enough / countries] is to figure out how to [many / each / make] a client's dream come true. I [simple / take / climate] the client's vision and combine it with my [museum / cardboard / knowledge] of what is practical to result in the [plans / best / participate] structure possible.

I have to consider [various / drawings / regardless] things as I design a building, [habitat / dream / such] as what the building will be [used / get / demanding] for and how many people will [than / use / client's] it. For example, designing an art [museum / construction / best] is very different from designing an [glamorous / show / elementary] school. Regardless of the type of [be / structure / frame], I have to

ensure that the [building / home / am] I design will be safe and [enjoyed / income / will] last for many years. In addition, I [think / hospital / determine] about how I want the building to [look / school / think], in the same way that a [painter / several / last] decides what to show on a [buildings / canvas / volunteers]. In other words, I have to [want / be / words] part artist and part engineer, which [is / other / houses] demanding and challenging but also fun.

[Story / People / Duty] sometimes ask me about my favorite structure to [easy / design / family]. The answer is easy. The project I [keep / create / have] most enjoyed is designing houses for Habitat for Humanity. Habitat for Humanity [families / is / large] an organization that builds affordable houses for [low / job / designing]-income families. The families actually help [customs / small / build] their own houses, with the assistance of [trained / rewarding / knowledge] staff and volunteers.

Habitat houses are [simple / very / mind] and modest in size. A Habitat [project / not / house] has to be large enough for a [vision / example / family's] needs but small enough to keep [different / building / celebrity] costs as low as possible. These [houses / satisfying / draw] are built in more than eighty [countries / low / building] around the world, which means that they [are / consider / type] not all the same. The local [climate / adobe / engineer] and culture determine the type of [house / art / area] I design. I might design a [wood / how / build]

frame house for a family in the United States or an [practical / assistance / adobe] house for a family in Peru. For a [have / has / family] in Africa, I might design a [providing / house / size] with a kitchen area outside, to [reflect / come / few] local customs.

People trained in construction [used / supervise / favorite] the work of volunteers and families [building / answer / kinds] the Habitat house. I have actually [church / helped / painter] build several of the Habitat houses I [decide / decides / designed]. Designing Habitat houses may not be as [own / challenging / helped] as planning a fifty-story office building or as [glamorous / reflect / possible] as designing an elegant home for a [celebrity / models / actually], but it is deeply rewarding. I [work / get / result] to participate in providing safe, affordable [shelter / addition / task] for people in need all over the [might / world / use]. What could be more satisfying than that?