

## 17

## Unit Assessment

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Unit Assessment (90 min.)</b>			
Unit Assessment	Whole Group	90 min.	<input type="checkbox"/> Activity Page 17.1
Optional Fluency Assessment	Independent		<input type="checkbox"/> Student Copy of Fluency Assessment text <input type="checkbox"/> Recording Copy of Fluency Assessment text, one for each student <input type="checkbox"/> Fluency Scoring Sheet, one for each student

## ADVANCE PREPARATION

### Unit Assessment

- Determine how many students will be assessed for fluency, and make that number of copies of the Recording Copy of “Patrick Henry” and the Fluency Scoring Sheet.

Start Lesson

### Lesson 17: Unit Assessment

# Unit Assessment



**Note:** This is a good opportunity to use the Tens scoring system to gather formative assessment data.

## UNIT ASSESSMENT (90 MIN.)

- Make sure each student has a copy of Activity Page 17.1. You may have collected this activity page from students at the beginning of the unit.
- Tell students they will read two selections, answer questions about each, and respond to a writing prompt. In the next sections, they will answer grammar and morphology questions evaluating the skills they have practiced in this unit.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure that everyone is working individually. Assist students as needed, but do not provide them with answers.

### Reading Comprehension

The reading comprehension section of the Unit Assessment contains two selections and accompanying questions. The first selection is an informational piece about Benjamin Franklin and the Revolutionary War. The second selection is a fictional excerpt from a boy’s diary during the start of the American Revolution.

These texts are considered worthy of students’ time to read and meet the expectations for text complexity at Grade 4. The texts feature core content and domain vocabulary from the American Revolution unit that students can draw on in service of comprehending the text.

Activity Page 17.1



## OPTIONAL FLUENCY ASSESSMENT

You may wish to assess students' fluency in reading, using the selection "Patrick Henry."

### Administration Instructions

- Turn to the student copy of "Patrick Henry" that follows the Unit Assessment Analysis section. This is the text students will read aloud. Turn to this copy each time you administer this assessment.
- Using one Recording Copy of "Patrick Henry" for each student, create a running record as you listen to each student read orally.
- Call the student you will assess to come sit near you.
- Explain that you are going to ask him or her to read a selection aloud, and you are going to take some notes as he or she reads. Also, explain that he or she should not rush but rather read at his or her regular pace.
- Read the title of the selection aloud for the student, as the title is not part of the assessment.
- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy using the following guidelines:

<b>Words read correctly</b>	No mark is required.
<b>Omissions</b>	Draw a long dash above the word omitted.
<b>Insertions</b>	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
<b>Words read incorrectly</b>	Write an "X" above the word.
<b>Substitutions</b>	Write the substitution above the word.
<b>Self-corrected errors</b>	Replace the original error mark with an "SC."
<b>Teacher-supplied words</b>	Write a "T" above the word (counts as an error).

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark where the student was in the text at that point. Allow the student to finish reading the selection aloud.
- Assess the student's comprehension of the selection by asking him or her to respond orally to the following questions:
  1. **Literal.** How did people describe Patrick Henry as a boy?
    - » idle, shiftless, will never amount to anything
  2. **Inferential.** What was the “same old story” referring to once Patrick Henry got married?
    - » He did the same thing he had done as a child—he didn't take care of the farm his parents had given him and let things drift.
  3. **Literal.** What did Patrick Henry try again after his farm failed?
    - » storekeeping
  4. **Literal.** What did Patrick Henry do well in?
    - » his law practice
- Repeat this process for additional students as needed. Scoring can be done later, provided you have kept running records and marked the last word students read after one minute elapsed.

## Unit Assessment Analysis

### Quantitative and Qualitative Analysis of the Text

The texts used in the reading comprehension assessment, “Benjamin Franklin and the Revolutionary War” (informational text) and “A Fictional Excerpt from a Boy’s Diary, Written in New York City, New York—July 11, 1776” (literary text), have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts, Supplement to Appendix A, “New Research on Text Complexity,” (CoreStandards.org/resources). Both selections fall within the Common Core 4th–5th Grade Band.

## Reading Comprehension Item Annotations and Correct Answers

**Note:** To receive a point for a two-part question, students must correctly answer both parts of the question.

Item	Correct Answer(s)	Standards
1 Part A Inferential	D	RI.4.1, RI.4.10
1 Part B Inferential	The colonies did eventually join together and they were able to defeat the French.	RI.4.1, RI.4.10, W.4.4
2 Inferential	A	RI.4.1, RI.4.4, RI.4.10, L.4.4a
3 Literal	3, 4, 5, 1, 2	RI.4.1, R.I.4.3, R.I.4.5, RI.4.10
4 Evaluative	B	RI.4.1, RI.4.2, RI.4.10
5 Evaluative	He was returning home to help the patriots fight for the colonies' independence from Great Britain.	RI.4.1, RI.4.3, RI.4.10, W.4.4
6 Literal	They thought the first part sounded so eloquent and poetic, but the last part was a long list of complaints.	RL.4.1, RL.4.10, W.4.4
7 Inferential	C	RL.4.1, RL.4.10, RL.4.3
8 Literal	A	RL.4.1, RL.4.10
9 Inferential	C, E	RL.4.1, RL.4.2, RL.4.10
10 Part A Inferential	No, Papa did not know the narrator saw the statue at Bowling Green Park being torn down.	RL.4.1, RL.4.10, W.4.4
11 Part B Inferential	He told the narrator about what happened because he assumed the narrator was at home, not at the park, and the narrator responded to the news in a surprised way.	RL.4.1, RL.4.10, W.4.4

## Writing Prompt Scoring

- The writing prompt addresses [W.4.1a–d, W.4.4, L.4.1, L.4.2, L.4.3, L.4.3a, L.4.6]

Score	4	3	2	1
<b>Criteria</b>	The answer identifies at least two examples from the text about how the story would change if written from the point of view of a British supporter. Examples are clearly supported by explanations.	The answer provides one example from the text about how the story would change if written from the point of view of a British supporter. There is some explanation as to why the text would change.	The answer either (1) misidentifies examples from the text to support how the story would change if it was written from the point of view of a British supporter and/or (2) includes examples from the text that support how the story would change if it was written from the point of view of a British supporter, but the answer does not provide support as to why the examples support the story.	The answer lacks any identification of how the story would change if written from the point of view of a British supporter.

## Grammar Answer Key

1. The Stamp Act was passed by Parliament on March 22, 1765.
2. Newspapers, magazines, legal documents, and even playing cards were taxed.
3. “How could any one man claim the right to rule over millions?” asked Thomas Paine.
4. “On July 2, 1776,” states the text, “the members of the Second Continental Congress voted for independence.”
5. the child watches
6. my friends are
7. I am

8. my sister cries
9. B
10. A
11. B

### **Morphology Answer Key**

1. D
2. C
3. active
4. inhale
5. convenient
6. impatient
7. impolite

### **Optional Fluency Assessment**

- The following is the Student Copy of the text for the Optional Fluency Assessment, titled “Patrick Henry.” Turn to this copy of the selection each time you administer this assessment.
- You will also find a Recording Copy of the text for doing a running record of oral reading for each student you assess. There is also a Fluency Scoring Sheet. Make as many copies of the Recording Copy and the Fluency Scoring Sheet as you need, having one for each student you assess.

## Patrick Henry

As a boy, Patrick Henry did not like to study, or work on his father's farm. His delight was to wander through the woods, gun in hand, hunting for game, or to sit on the bank of some stream fishing by the hour. When not outdoors, he might be heard playing his violin.

The neighbors said, "A boy so idle and shiftless will never amount to anything." His parents did not know what to do with him. When he was fifteen years old, they had him work as a clerk in a little country store. Here he remained for a year, and then opened a store of his own. But he was still too lazy to attend to business, and soon failed.

When he was only eighteen years old, he married. The parents of the young couple gave them a small farm and a few slaves. But it was the same old story. Patrick did not take care of the farm and let things drift. Before long, the farm had to be sold to pay debts. Once more Patrick turned to storekeeping, but after a few years he failed again.

At the age of twenty-three years, he decided to become a lawyer. He borrowed some law books, and after studying for six months, he applied for permission to practice law.

He did well in his law practice. In a few years, he had so much business that people in his part of Virginia began to take notice of him. In 1765, soon after the Stamp Act was passed by the British Parliament, he was elected a member of the Virginia House of Burgesses.



## Recording Copy

### Patrick Henry

As a boy, Patrick Henry did not like to study, or work on his	14
father's farm. His delight was to wander through the woods, gun in	26
hand, hunting for game, or to sit on the bank of some stream fishing by	41
the hour. When not outdoors, he might be heard playing his violin.	53
The neighbors said, "A boy so idle and shiftless will never amount	65
to anything." His parents did not know what to do with him. When he	79
was fifteen years old, they had him work as a clerk in a little country	94
store. Here he remained for a year, and then opened a store of his own.	109
But he was still too lazy to attend to business, and soon failed.	122
When he was only eighteen years old, he married. The parents of	134
the young couple gave them a small farm and a few slaves. But it was	149
the same old story. Patrick did not take care of the farm and let things	164
drift. Before long, the farm had to be sold to pay debts. Once more	178
Patrick turned to storekeeping, but after a few years he failed again.	190
At the age of twenty-three years, he decided to become a lawyer.	202
He borrowed some law books, and after studying for six months, he	214
applied for permission to practice law.	220
He did well in his law practice. In a few years, he had so much	235
business that people in his part of Virginia began to take notice of him.	249

Student Name \_\_\_\_\_ Date \_\_\_\_\_

In 1765, soon after the Stamp Act was passed by the British Parliament, 262

he was elected a member of the Virginia House of Burgesses. 273

**Word Count: 273**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

## Fluency Scoring Sheet

	Words Read in One Minute
	Uncorrected Mistake in One Minute
	W.C.P.M.

W.C.P.M.	National Percentiles for Fall, Grade 5
166	90th
139	75th
110	50th
85	25th
61	10th
<b>Comprehension Total _____/4</b>	

## Guidelines for Fluency Assessment Scoring

- To calculate a student's W.C.P.M. (Words Correct Per Minute) score, use the information you wrote on the Recording Copy and follow these steps. You may wish to have a calculator available.

1. *Count Words Read in One Minute.* This is the total number of words the student read or attempted to read in one minute. It includes words the student read correctly as well as words the student read incorrectly. Write the total in the box labeled Words Read in One Minute.
2. *Count the Uncorrected Mistakes in One Minute.* You noted these on the Recording Copy. They include words read incorrectly, omissions, substitutions, and words you had to supply. Write the total in the box labeled Uncorrected Mistakes in One Minute on the Fluency Scoring Sheet. (A mistake that the student self-corrects is not counted as a mistake.)
3. *Subtract Uncorrected Mistakes in One Minute from Words Read in One Minute to Get Words Correct.* Write the number in the box labeled W.C.P.M. Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from your Recording Copy for anecdotal purposes.

- As you evaluate W.C.P.M. scores, here are some factors to consider.

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal of Grade 4 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in this and subsequent grade levels. A student's W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year. For example, if you administered the assessment during the fall of Grade 4, and a student scored 94 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

### Oral Reading Fluency Norms for Grade 4 from Hasbrouck and Tindal (2006)

Percentile	Fall W.C.P.M.	Winter W.C.P.M.	Spring W.C.P.M.
90	145	166	180
75	119	139	152
50	94	112	123
25	68	87	98
10	45	61	72

#### Reference

Hasbrouck, Jan and Gerald A. Tindal. "Oral reading fluency norms: A valuable assessment tool for reading teachers." *The Reading Teacher* 59 (2006): 636–644.

## Unit Assessment—*American Revolution*

### Reading Comprehension

*Today you will read two selections about the American Revolution. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on the texts.*

### **Benjamin Franklin and the Revolutionary War**

- 1 You could say Benjamin Franklin played an important role in the American Revolution. However, it would be more accurate to say Franklin played several important roles.
- 2 Before discussing Franklin's roles in the Revolutionary War, it is necessary to describe something important Franklin did long before the Revolution. Back in the 1750s, during the French and Indian War, it seems Franklin created and printed a popular cartoon, which showed a snake divided into several sections. The tail was labeled S.C., for South Carolina. One of the middle sections was labeled N.J., for New Jersey. The head was labeled N.E., for New England. Underneath the snake Franklin printed the words "JOIN, or DIE." What was he trying to say? It's likely he was trying to say that if the colonies joined together to fight against the French, they would be much stronger. And if they did not join together, the French would defeat them. Franklin was urging the colonies to join together against a common enemy.
- 3 The colonies did eventually join together during the French and Indian War. With help from the British, as well as their own Native American allies, the colonists were able to defeat the French. However, when the British government tried to pay for the war with new taxes, another crisis occurred. This brings us to one of Franklin's important roles in the American Revolution — helping to oppose the Stamp Act.
- 4 Franklin was in England in 1765, when Parliament was voting on the Stamp Act. He was serving as a diplomat representing the Pennsylvania Assembly. His job was to represent the colony and try to protect the colonists' interests. Franklin opposed the Stamp Act and tried to convince members of Parliament to vote against it. Even though Franklin argued against the Stamp Act, Parliament approved it.

- 5 The colonists at home protested against the Stamp Act. The Stamp Act was a tax on all paper items. Many people refused to buy these items, therefore refusing to pay the tax. These protesters thought it was important for all colonies to join together and oppose the tax.
- 6 Some protesters remembered the cartoon Franklin had created 10 years earlier—the one with snake parts. They felt this cartoon was perfect for the current situation. Once again, the colonies had to join together against a common enemy. This time, the common enemy was not the French. It was Parliament and the king’s ministers. Franklin’s cartoon was reprinted in many colonial newspapers.
- 7 The colonists’ reaction to the Stamp Act surprised the king and his government. Franklin was called to speak in the Houses of Parliament. He tried to persuade Parliament to remove the Stamp Act by explaining why the colonists were so upset about the new law, and his remarks helped convince Parliament to repeal the act. Helping convince Parliament to repeal the Stamp Act was another one of Franklin’s important roles in the American Revolution.
- 8 Many colonists were pleased with Franklin because he had opposed the Stamp Act. Several other colonies decided to make him their representative in London. He not only served as a representative for Pennsylvania, he also represented Massachusetts, New Jersey, and Georgia.
- 9 In 1774, Franklin met with several top British ministers. They believed Franklin was being disloyal to them and unsupportive of their views. By this time, Franklin was getting very frustrated with King George III and Parliament. It seemed to him the king and Parliament were not listening to the colonists’ concerns or caring about their needs. Franklin felt the colonists would have no choice but to break away and declare independence. Despite Franklin’s frustration, he still had some hope that the British and colonies would come to an agreement. However, a few months later, he decided it was time to return home to help the patriots—a cause he now firmly supported.

### Questions

*The following question has two parts. Answer Part A and then answer Part B.*

1. **Part A:** What was Franklin’s important role during the French and Indian War?
  - A. He entertained people with his cartoons.
  - B. He fought in the war.
  - C. He urged the colonies to stay divided.
  - D. He urged the colonies to be united.

**Part B:** What was the result of Franklin’s role in the French and Indian War?

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2. In paragraph 3, what does the word *crisis* mean in the following sentence?

However, when the British government tried to pay for the war with new taxes, another *crisis* occurred.

- A. serious problem
- B. agreement
- C. celebration
- D. promise



3. The chart below lists a number of events that led up to the American Revolution and the role that Benjamin Franklin played in the events. Number each event in the correct order to show the sequence of events, writing “1” next to the first event, “2” next to the second event, and so on.

Events that Occurred	Correct Sequence of Events
Franklin traveled to England and persuaded Parliament to repeal the Stamp Act.	
In addition to Pennsylvania, Franklin went on to represent Massachusetts, New Jersey, and Georgia.	
Franklin left England and went home to support the patriots.	
Parliament passed the Stamp Act. Franklin and the colonists were upset.	
Franklin’s cartoon was used to encourage the colonies to be united against the Stamp Act.	

4. What is the main idea of this passage?
- A. Franklin was a persuasive man.
  - B. Franklin had many significant roles in the American Revolution.
  - C. Franklin worked with the British to find resolutions.
  - D. Franklin represented many colonies.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5. The last sentence of the passage says that Franklin returned home to help the patriots. What do you think he was returning home to help the patriots with?

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*Informational Text Comprehension Score: \_\_\_\_\_ / 5 points*

*To receive a point for a two-part question (i.e., 1), students must correctly answer both parts of the question.*

## A Fictional Excerpt from a Boy’s Diary, Written in New York City, New York—July 11, 1776

- 1 Yesterday was a day I will never forget. I got up early and ran to Dickie’s house. Then the two of us went out to see the soldiers from Connecticut march into town. Dickie thought there were about 400 soldiers.
  
- 2 After lunch, they called out each of the colonial regiments and they all lined up in formation. Then they read the Declaration of Independence aloud. There were so many people there that we couldn’t see General Washington. In fact, we couldn’t see much of anything, but we could hear some of the words. And what fine words they were! Dickie and I liked the part that began, “We hold these truths to be self-evident . . .” because it sounded so eloquent and poetic. The last part of it was a bit less exciting, though. It listed many complaints against King George: *he has raised our taxes, he has quartered troops in our cities, he has*—The list seemed to go on forever.
  
- 3 Dickie whispered, “This long list makes it clear that while King George may be a good king for the British, he is not a good king for the colonists.”
  
- 4 When they finished reading the list, the soldiers fired a salute and everybody cheered. It was so exciting that I was sad when I had to go home for supper. However, it turned out my day was not over yet.
  
- 5 Later that night, while I was lying in bed, I heard a noise that sounded like a bird call. The sound seemed to be coming from right outside our front door, and it kept repeating. Somehow, I didn’t think it was a bird.
  
- 6 I got out of bed and tiptoed over to the door. Then I made the same bird call. There was a short pause before I heard a voice whisper, “Come outside!”
  
- 7 It was Dickie!
  
- 8 I tiptoed over to look at Papa, and he was snoring loudly. Mama was sleeping, too, so I slipped on my breeches and tiptoed out.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

- 9 “You won’t believe it!” Dickie said. “They are tearing down the statue!”
- 10 “Which one?” I asked.
- 11 “The statue of the king in the Bowling Green Park!” Dickie said.
- 12 We ducked over to Broadway and then ran as fast as we could all the way down to Bowling Green. There stood the statue of King George III—the one that shows him dressed up like a Roman general riding on a horse.
- 13 A noisy crowd of people had gathered and most of them were men. Some of them were men I knew, men who were proud to call themselves Sons of Liberty. Others were men I had never seen before. They were shouting and yelling and singing patriotic songs. There were bonfires burning, and some men were pulling on ropes, trying to pull the statue down.
- 14 It took a lot of tugging, but eventually the statue tipped over and came crashing down. A great roar rose from the crowd.
- 15 Then a soldier with red hair jumped up on the statue and made a speech. “Good people!” he shouted. “Noble patriots and lovers of your country, I am a humble soldier from the great, independent state of New Jersey.”
- 16 The crowd applauded loudly for the speaker.
- 17 “I thank you in advance for the musket balls you have promised to make from this fallen statue. I assure you that my fellow soldiers and I will use those musket balls for a good cause.”
- 18 The crowd applauded loudly again after hearing this.
- 19 Dickie and I stayed at Bowling Green a while longer before returning home. I managed to sneak back into bed without Mama or Papa noticing I was gone.
- 20 When I woke up the next morning, Papa was reading the paper.

21 He said, “Well, my boy, it’s a good thing we were home in our beds last night! For it seems that the patriot crowd got a little out of hand. It says here that they tore down the statue of the king!”

22 “Really?” I said, trying to sound surprised while hiding my smile.

*[Note: this is an imaginary story based on real events that occurred in New York City on July 9, 1776. The story was inspired by a newspaper account in Frank Moore, Diary of the American Revolution (New York, 1860), pp. 270–271.]*

### Questions

6. Why did Dickie and the narrator think the last part of the Declaration of Independence they heard read aloud was a bit less exciting than the first part?

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7. Why did Dickie think the soldiers read the long list of complaints about King George?

- A. He felt the soldiers were trying to show their support for King George.
- B. He felt the soldiers wanted to show how King George wanted to help the colonies.
- C. He felt the soldiers were trying to say King George is a bad king.
- D. He felt the soldiers were trying to form a plan of attack against the colonies.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8. In paragraph 4, the narrator says “However, it turned out my day was not yet over.” What did he mean by this?
- A. He snuck out later with Dickie to Bowling Green Park.
  - B. He had to eat supper with his family.
  - C. He had chores to do around the house.
  - D. He was too excited to fall asleep.
9. Which two reasons best explain why people tore down the statue of King George III?
- A. They were part of a crowd.
  - B. The men wanted to put up a new statue.
  - C. They no longer supported the king.
  - D. They were restless.
  - E. They would make musket balls out of the statue.
  - F. They thought the statue looked like a Roman general.

*The following question has two parts. Answer Part A and then answer Part B.*

10. **Part A:** Did Papa know his son saw the statue at Bowling Green Park being torn down?

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**Part B:** How do you know?

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*Literary Text Comprehension Score: \_\_\_\_\_ / 5 points*

*To receive a point for a two-part question (i.e., 10), students must correctly answer both parts of the question.*

*Reading Comprehension Total: \_\_\_\_\_ / 10 points*

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Writing Prompt

How would the story “A Fictional Excerpt from a Boy’s Diary, written in New York City, New York—July 11, 1776” be different if it were told from the point of view of someone who supported the British? Share at least two specific parts of the story that would be different. Provide information from the story to explain and support your answer.

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## Grammar

*Insert commas in the appropriate locations.*

1. The Stamp Act was passed by Parliament on March 22 1765.
2. Newspapers magazines legal documents and even playing cards were taxed.

*Insert punctuation, including quotation marks, in the appropriate locations.*

3. How could any one man claim the right to rule over millions asked Thomas Paine
4. On July 2 1776 states the text the members of the Second Continental Congress voted for independence

*Complete the “Agreement” column of the following chart to combine the subject with the verb so the subject and verb agree. Remember to use the present tense (action is happening now).*

Subject	Verb	Agreement
5. the child	watch	
6. my friends	to be	
7. I	to be	
8. my sister	cry	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*Select the verb that correctly completes each sentence below. In some cases, there may be more than one possibility, but choose the ONE you think is best.*

9. I have a lot of work to do, so I \_\_\_\_\_ be able to go to the movie tonight.
- A. might
  - B. won't
  - C. can
10. Last year I couldn't make a basket with a basketball, but now I \_\_\_\_\_ play much better.
- A. can
  - B. will
  - C. could
11. If she wants to make it to the final competition, she \_\_\_\_\_ need to practice and work hard this season.
- A. might
  - B. will
  - C. can

*Grammar Score: \_\_\_\_\_ / 11 total*

## Morphology

- Which of the following best demonstrates the meaning of the word *visible*?
  - I can't see the mountains because they are covered in fog.
  - Ben felt around for the broom hidden in the back of the closet.
  - She dropped her key on the ground last night and couldn't find it in the dark.
  - I can see stars in the sky on a clear night.
- I found the plot of the movie to be very predictable. What does this mean about the movie?
  - I was surprised by what happened during the movie.
  - The movie was filmed in a pretty location.
  - I could easily guess what was going to happen during the movie.
  - The movie plot was very different from the book it was based on.

*Write the correct word to complete each sentence. Not all words will be used.*

polite	impolite	inhale	exhale	patient
impatient	active	inactive	convenient	inconvenient

- My little sister has so much energy and stays very \_\_\_\_\_.
- The doctor told me to first exhale and then \_\_\_\_\_ deeply so she could listen to my lungs.
- The library in town is close by and very \_\_\_\_\_ for our family to visit.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6. I was \_\_\_\_\_ for my friend to finish her homework so she could play with me.
7. It is considered \_\_\_\_\_ to stare at people.

*Morphology Score: \_\_\_\_\_ / 7 total*

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

16.1

ACTIVITY PAGE

### to be Verbs and Modal Auxiliary Verbs

Write the correct verb to complete each sentence.

to be Verbs: am, are, is      Modal Auxiliaries: can, might, will

- Not far from the Hudson River is a little valley known as Sleepy Hollow.
- In "The Legend of Sleepy Hollow" there is a teacher by the name of Ichabod Crane.
- He has huge ears, large green eyes, and fluttering clothes. You might mistake him for a scarecrow.
- Ichabod lives in the houses of the farmers whose children he teaches. The children are excited when they find out he is living with them.
- Ichabod can read. He especially likes to read scary stories.
- At night, as he rides home through the dark forest, he hears strange things and thinks he might/will run into a headless horseman or a wandering spirit.
- One day Ichabod does not show up at school. The pupils are worried. What might have happened to him?
- Some people think that Ichabod might have been spirited away.
- I can read, too. I am afraid to read scary stories because they might/will give me nightmares.
- Can you read? Are you afraid to read scary stories?

Write two sentences using modal auxiliaries (can, can't, could, couldn't, may, might, will, won't).

- Answers may vary, but should correctly use one of the following modal auxiliaries: can, can't, could, couldn't, may, might, will, won't.
- Answers may vary, but should correctly use one of the following modal auxiliaries: can, can't, could, couldn't, may, might, will, won't.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

16.2

ACTIVITY PAGE

### Practice Suffixes -able and -ible

Write the correct word to complete each sentence.

collectible      edible      predict      eat  
comfortable      comfort      predictable      collect

- When I am sick, I like the comfort of my own bed instead of the couch downstairs.
- I know a book is written well when I am unable to predict the ending ahead of time.
- Our nature guide explained which plants along the trail were edible and which plants were harmful if ingested.
- The car my grandfather restored is very rare and is now considered a collectible.
- My afternoons after school follow a predictable pattern as I usually have a snack first, then get started on my homework.
- I like to collect old stamps from mail sent long ago.

Write a sentence for each of the remaining words in the box.

- Answers may vary, but should correctly use the word eat.
- Answers may vary, but should correctly use the word comfortable.

NAME: \_\_\_\_\_  
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17.1

ASSESSMENT

### Questions

The following question has two parts. Answer Part A and then answer Part B.

- Part A:** What was Franklin's important role during the French and Indian War?  
A. He entertained people with his cartoons.  
B. He fought in the war.  
C. He urged the colonies to stay divided.  
 D. He urged the colonies to be united.

**Part B:** What was the result of Franklin's role in the French and Indian War?

The colonies did eventually join together and they were able to defeat the French.

- In paragraph 3, what does the word *crisis* mean in the following sentence?

However, when the British government tried to pay for the war with new taxes, another *crisis* occurred.

- A. serious problem  
B. agreement  
C. celebration  
D. promise

3. The chart below lists a number of events that led up to the American Revolution and the role that Benjamin Franklin played in the events. Number each event in the correct order to show the sequence of events, writing "1" next to the first event, "2" next to the second event, and so on.

Events that Occurred	Correct Sequence of Events
Franklin traveled to England and persuaded Parliament to repeal the Stamp Act.	3
In addition to Pennsylvania, Franklin went on to represent Massachusetts, New Jersey, and Georgia.	4
Franklin left England and went home to support the patriots.	5
Parliament passed the Stamp Act. Franklin and the colonists were upset.	1
Franklin's cartoon was used to encourage the colonies to be united against the Stamp Act.	2

4. What is the main idea of this passage?
- A. Franklin was a persuasive man.
  - B. Franklin had many significant roles in the American Revolution.
  - C. Franklin worked with the British to find resolutions.
  - D. Franklin represented many colonies.

NAME: \_\_\_\_\_ 17.1 ASSESSMENT  
CONTINUED

5. The last sentence of the passage says that Franklin returned home to help the patriots. What do you think he was returning home to help the patriots with?

He was returning home to help the patriots fight for the colonies?

independence from Great Britain.

Informational Text Comprehension Score: \_\_\_\_\_ / 5 points

To receive a point for a two-part question (i.e., 1), students must correctly answer both parts of the question.

21. He said, "Well, my boy, it's a good thing we were home in our beds last night! For it seems that the patriot crowd got a little out of hand. It says here that they tore down the statue of the king!"

22. "Really?" I said, trying to sound surprised while hiding my smile.

[Note: this is an imaginary story based on real events that occurred in New York City on July 9, 1776. The story was inspired by a newspaper account in Frank Moore, *Diary of the American Revolution (New York, 1860)*, pp. 270–271.]

#### Questions

6. Why did Dickie and the narrator think the last part of the Declaration of Independence they heard read aloud was a bit less exciting than the first part?
- They thought the first part was so eloquent and poetic sounding,  
but the last part was a long list of complaints.
- 
7. Why did Dickie think the soldiers read the long list of complaints about King George?
- A. He felt the soldiers were trying to show their support for King George.
  - B. He felt the soldiers wanted to show how King George wanted to help the colonies.
  - C. He felt the soldiers were trying to say King George is a bad king.
  - D. He felt the soldiers were trying to form a plan of attack against the colonies.

NAME: \_\_\_\_\_ 17.1 ASSESSMENT  
CONTINUED

8. In paragraph 4, the narrator says "However, it turned out my day was not yet over." What did he mean by this?

- A. He snuck out later with Dickie to Bowling Green Park.
- B. He had to eat supper with his family.
- C. He had chores to do around the house.
- D. He was too excited to fall asleep.

9. Which two reasons best explain why people tore down the statue of King George III?

- A. They were part of a crowd.
- B. The men wanted to put up a new statue.
- C. They no longer supported the king.
- D. They were restless.
- E. They would make musket balls out of the statue.
- F. They thought the statue looked like a Roman general.

The following question has two parts. Answer Part A and then answer Part B.

10. **Part A:** Did Papa know his son saw the statue at Bowling Green Park being torn down?

No, Papa did not know his son saw the statue at Bowling Green Park  
being torn down.

**Part B:** How do you know?

He told his son about what happened because he assumed his son  
was at home, not at the park, and his son responded to the news in a  
surprised way.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**Writing Prompt**

How would the story “A Fictional Excerpt from a Boy’s Diary, written in New York City, New York—July 11, 1776” be different if it were told from the point of view of someone who supported the British? Share at least two specific parts of the story that would be different. Provide information from the story to explain and support your answer.

**Answers may vary, but should clearly identify two examples from the text about how the story would change if written from the point of view of a British supporter. Examples are clearly supported by explanation from the text.**

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**Grammar**

*Insert commas in the appropriate locations.*

- The Stamp Act was passed by Parliament on March 22, 1765.
- Newspapers, magazines, legal documents, and even playing cards were taxed.

*Insert punctuation, including quotation marks, in the appropriate locations.*

- “How could any one man claim the right to rule over millions?”asked Thomas Paine.
- “On July 2, 1776,” states the text, “the members of the Second Continental Congress voted for independence.”

*Complete the “Agreement” column of the following chart to combine the subject with the verb so the subject and verb agree. Remember to use the present tense (action is happening now).*

Subject	Verb	Agreement
5. the child	watch	the child watches
6. my friends	to be	my friends are
7. I	to be	I am
8. my sister	cry	my sister cries

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

*Select the verb that correctly completes each sentence below. In some cases, there may be more than one possibility, but choose the ONE you think is best.*

- I have a lot of work to do, so I \_\_\_\_\_ be able to go to the movie tonight.  
A. might  
B. won't  
C. can
- Last year I couldn't make a basket with a basketball, but now I \_\_\_\_\_ play much better.  
A. can  
B. will  
C. could
- If she wants to make it to the final competition, she \_\_\_\_\_ need to practice and work hard this season.  
A. might  
B. will  
C. can

Grammar Score: \_\_\_\_\_ / 11 total

**Morphology**

- Which of the following best demonstrates the meaning of the word *visible*?  
A. I can't see the mountains because they are covered in fog.  
B. Ben felt around for the broom hidden in the back of the closet.  
C. She dropped her key on the ground last night and couldn't find it in the dark.  
D. I can see stars in the sky on a clear night.
- I found the plot of the movie to be very predictable. What does this mean about the movie?  
A. I was surprised by what happened during the movie.  
B. The movie was filmed in a pretty location.  
C. I could easily guess what was going to happen during the movie.  
D. The movie plot was very different from the book it was based on.

*Write the correct word to complete each sentence. Not all words will be used.*

polite	impolite	inhale	exhale	patient
impatient	active	inactive	convenient	inconvenient

- My little sister has so much energy and stays very active.
- The doctor told me to first exhale and then inhale deeply so she could listen to my lungs.
- The library in town is close by and very convenient for our family to visit.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**17.1**  
CONTINUED ASSESSMENT

6. I was impatient for my friend to finish her homework so she could play with me.
7. It is considered impolite to stare at people.

Morphology Score: \_\_\_\_\_ / 7 total

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**PP.1**  
ASSESSMENT

### The Road to Independence

#### Mid-Unit Content Assessment

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** The French and Indian War was fought between the:
- A. Spanish, French, and Germans
  - B. Native Americans and French
  - C. British and French
  - D. Canadian French, Native Americans
- Part B:** By defeating the \_\_\_\_\_ in the French and Indian War, the \_\_\_\_\_ became the most important power in North America.
- A. Spanish; French
  - B. Native Americans; French
  - C. British; Native Americans
  - D. French; British
2. As a result of the French and Indian War, the British:
- A. invited members of the colonies to serve as representatives in Parliament
  - B. imposed new taxes, including several that would have to be paid by the colonists
  - C. asked members of the House of Burgesses to raise money for Britain's debts
  - D. sailed back to England and left the colonists alone to govern themselves
3. The British government created the Stamp Act to:
- A. force colonists to help pay Britain's war debts
  - B. protect the colonists from French taxes
  - C. ensure that all British goods were stamped with the king's seal
  - D. issue stamps for packages between the colonies and Great Britain

4. The Sons of Liberty and many others felt that British taxes were unfair because the colonists:
- A. had no ties to Great Britain and felt they owed them nothing
  - B. had their own bills to pay following the war
  - C. had no say in how to raise money to pay Britain's debts
  - D. wanted complete independence from Britain
5. Discontent and a desire for independence grew in the colonies as a result of which of the following? Circle all that apply.
- A. Great Britain's increased taxation on the colonies
  - B. British show of military force in Boston
  - C. Native Americans' continued aggression
  - D. Great Britain's removal of colonial rights
6. When news of the Boston Tea Party reached Great Britain:
- A. noblemen made plans to sail to America for another splendid party
  - B. the British Parliament repealed the tax on tea
  - C. the British Parliament approved a new set of laws to punish the people of Boston
  - D. King George III was forced to resign as king of England

The following question has two parts. Answer Part A and then answer Part B.

7. **Part A:** The colonists referred collectively to the Boston Port Act, the Massachusetts Government Act, the Administration of Justice Act, and the Quartering Act as the \_\_\_\_\_ Acts because they \_\_\_\_\_.
- A. Freedom; gave more freedom to the colonists
  - B. Peace; established peace between the colonists and Great Britain
  - C. Intolerable; were too painful and hard to accept
  - D. Massachusetts; applied only to the state of Massachusetts

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**PP.1**  
CONTINUED ASSESSMENT

**Part B:** In response to these acts, representatives from 12 of the 13 colonies formed the First Continental Congress to:

- A. celebrate improved relationships between Great Britain and the colonies
  - B. draft a list of complaints and grievances against the British government
  - C. draft a letter to the king, asking him to enforce the same laws in all the colonies
  - D. wage war against Great Britain
8. Number the following events in the order in which they happened, from 1–4.
- A. 1 The first shots of the Revolutionary War were fired at Lexington, Massachusetts.
  - B. 4 Thomas Jefferson drafted a declaration of independence, stating reasons for breaking away from Great Britain.
  - C. 2 Paul Revere rode west from Boston, warning colonists that the British were planning to seize colonial weapons from Concord, Massachusetts.
  - D. 3 The British defeated the colonists at the Battle of Bunker Hill.
9. Which of the following statements about the Declaration of Independence are true? Circle all that apply.
- A. Thomas Jefferson was its main author.
  - B. It was reviewed by Benjamin Franklin and John Adams.
  - C. It listed reasons for the colonists' desire to break away from France.
  - D. It remains a key document in American history.

Mid-Unit Content Assessment total: \_\_\_\_\_ / 9 points.

To receive a point for a two-part question (i.e., 1, 7), students must correctly answer both parts of the question.