

Unit Assessment

Unit Assessment

LESSON AT A GLANCE

	Grouping	Time	Materials
Spelling (15 min.)			
Assessment	Whole Group	15 min.	<input type="checkbox"/> Activity Page 15.1
Unit Assessment (75 min.)			
Unit Assessment	Individual	75 min.	<input type="checkbox"/> Activity Page 15.2
Optional Fluency Assessment			
Unit Assessment Analysis	Individual		<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

Spelling

- Erase or cover the list of spelling words prior to the assessment.

Unit Assessment

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

Fluency (optional)

- If students were assigned a selection from the Fluency Supplement, determine which students will read the selection aloud and when.

Morphology

- Collect Activity Page 14.3 to review and grade, as there is no morphology lesson today.

Start Lesson



Lesson 15: Unit Assessment

Unit Assessment



UNIT ASSESSMENT (75 MIN.)

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

- Make sure each student has a copy of Activity Page 15.2. 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, which evaluate 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.

Activity Page 15.2



Check for Understanding

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 a literary text that tells the story of the escape from the *Hispaniola*, as narrated by Dr. Livesey, one of the characters in *Treasure Island*. The second selection is an informational text that describes how *Treasure Island* has inspired our way of thinking about such things as pirates and buried treasure.

These texts were created using guidance from the Common Core State Standards (CCSS) and recommendations from Student Achievement Partners (AchievetheCore.org). 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 *Treasure Island* unit that students can draw on in service of comprehending the text.

OPTIONAL FLUENCY ASSESSMENT

- You may wish to assess students' fluency in reading, using the selection "Robert Louis Stevenson."

Administration Instructions

- Turn to the student copy of "Robert Louis Stevenson" 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 "Robert Louis Stevenson" for each student, create a running record as you listen to each student read aloud.
- 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 that 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:

Words read correctly	No mark is required.
Omissions	Draw a long dash above the word omitted.
Insertions	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
Words read incorrectly	Write an "X" above the word.
Substitutions	Write the substitution above the word.
Self-corrected errors	Replace original error mark with "SC."
Teacher-supplied words	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:
 - Literal.** How did Stevenson pass the time when he was sick in bed?
 - » He made up stories with the help of his nurse.
 - Literal.** Why did Stevenson wander over half the world?
 - » He was searching for a place that favored, or would be good for, his health.
 - Literal.** Where did Stevenson and his wife ultimately settle down?
 - » on an island in the South Pacific
 - Inferential.** What did people think of Stevenson?
 - » He was liked wherever he went because of his graceful, charming ways and his sincerity.
- 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, “The Escape from the *Hispaniola*” (literary text) and “Pirates, Parrots, and Pieces of Eight” (informational 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 <i>Inferential</i>	C	RL.4.1, RL.4.4
1 Part B <i>Literal</i>	B, E	RL.4.1, RL.4.4, L.4.4a,
2 Part A <i>Inferential</i>	A	RL.4.1, RL.4.3
2 Part B <i>Literal</i>	D	RL.4.1, RL.4.4, L.4.4a
3 <i>Inferential</i>	B	RL.4.1, RL.4.3
4 <i>Inferential</i>	Paragraphs 2, 4, and 17	RL.4.1, RL.4.3
5 <i>Literal</i>	<ol style="list-style-type: none"> 1. As Redruth stood guard, the men gathered supplies to take to the stockade. 2. The small boat was overloaded with men and supplies when it shoved off from the <i>Hispaniola</i>. 3. The men suddenly ducked to avoid a cannonball, causing the boat to tip to one side. 4. The men rushed ashore, carrying whatever supplies they could save from the boat. 5. Dr. Livesey ran to the stockade and discovered Jim Hawkins, safe and sound. 	RL.4.1
6 <i>Evaluative</i>	<p>Answers may vary, but should include evidence from the text. If students respond that it was safer to relocate to the stockade, they should include the following details: Dr. Livesey said it would make a good fortress; they brought some supplies from the <i>Hispaniola</i> so they could be somewhat prepared to handle different issues; they would be protected from the pirates; they would be on dry land. If students respond that it was not safer to relocate to the stockade, they should include the following details: staying on the ship would allow them to see enemies coming; there were already supplies on the ship; they wouldn't have to try to escape to land while pirates were attacking them; they could fight off the pirates on the ship.</p>	RL.4.1, RL.4.3, W.4.1, W.4.1b, W.4.4
7 <i>Inferential</i>	A	RI.4.1, RI.4.4, L.4.4a
8 <i>Inferential</i>	Paragraphs 3, 4, and 5	RI.4.1, RI.4.8

9 <i>Inferential</i>	D	RI.4.1, RI.4.4, L.4.4a
10 <i>Evaluative</i>	After Columbus, Spanish conquistadors conquered much of South America, where they set up large silver mines. The silver ore was dug out and melted down to make coins. Each coin, or piece of silver, was worth eight <i>reales</i> , which was a different Spanish coin; thus, the name of the coin was “a piece of eight.” As the Spanish were in control of the silver mines, they were the only ones making and issuing the coins. However, other countries used the coins because the silver was valuable, so people in other countries were willing to accept the coins as payment.	RI.4.1, RI.4.3, RI.4.5
Item	Correct Answer(s)	Standards
11 <i>Inferential</i>	B	RI.4.1, RI.4.8
12 Part A <i>Inferential</i>	B	RI.4.1, RI.4.2
12 Part B <i>Literal</i>	C	RI.4.1, RI.4.2
13 <i>Inferential</i>	B, D	RI.4.1, RI.4.3, RI.4.9
14 <i>Inferential</i>	C, F	RI.4.1, RI.4.3, RI.4.9

Writing Prompt Scoring

- The writing prompt addresses

[RL.4.1, RI.4.1, RI.4.9, W.4.2, W.4.2a–e, W.4.9, W.4.9b, L.4.2, and L.4.6.]

Score	4	3	2	1
Criteria	Two details that are likely inaccurate are identified in “The Escape from the <i>Hispaniola</i> .” At least one piece of evidence from “Pirates, Parrots, and Pieces of Eight” is used to support each detail the student chooses to write about.	One detail that is likely inaccurate is identified in “The Escape from the <i>Hispaniola</i> .” At least one piece of evidence from “Pirates, Parrots, and Pieces of Eight” is used to support the detail the student chooses to write about.	One detail that is likely inaccurate is identified in “The Escape from the <i>Hispaniola</i> .” No evidence from “Pirates, Parrots, and Pieces of Eight” is used to support the detail the student chooses to write about.	No details that are likely inaccurate are identified in “The Escape from the <i>Hispaniola</i> .”

Grammar Answer Key

1. are
2. am
3. could
4. will
5. The cup that is green is my favorite.
6. My grandmother, who is a good cook, makes delicious pie.
7. My uncle, whose car is old, sometimes needs a ride to work.
8. He wanted to go to the movie, but it was sold out.
9. Both my uncle and my aunt like peanuts.
10. The water park is a lot of fun, so you all should go there.

Morphology Answer Key

1. biodegradable
2. helpful
3. inaudible
4. faith
5. biography
6. important

Optional Fluency Assessment

The following is the text for the Optional Fluency Assessment, titled “Robert Louis Stevenson.” 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.

Robert Louis Stevenson

Robert Louis Stevenson was born in Scotland in 1850. He was the son of an engineer who built lighthouses. He was an only child and passed many days sick in bed, where he made up stories with the help of his nurse. All his life he was skinny and prone to illness, usually in his lungs. As an adult, he wandered over half the world in search of a place that favored his health.

He studied first to be an engineer, and then a lawyer. He turned instead to writing essays, plays, and stories. For a while, he wore long hair, floppy hats, and velvet jackets. His parents believed he had become a wanderer.

While hanging out at an artist’s colony near Paris, he met Fanny Osbourne, who would later become his wife.

In 1888, they sailed to the warm South Pacific, hoping the tropics would be good for Stevenson’s health. For a year and a half, they roamed the scattered islands. Finally they settled on one of the islands, where they built a plantation house.

Wherever he went, Stevenson was liked for his graceful, charming ways and his sincerity.

Though his health was better, the cares of his household were heavy. Fanny had a nervous breakdown in 1893. The next year, in 1894, a frail Stevenson died.

In his own time, his wandering life itself seemed a romantic adventure. He wrote *Treasure Island* in 1883 and it made him very popular. His other famous stories include *The Strange Case of Dr. Jekyll and Mr. Hyde* and *Kidnapped*.

Recording Copy

Robert Louis Stevenson

Robert Louis Stevenson was born in Scotland in 1850. He was the	12
son of an engineer who built lighthouses. He was an only child and	25
passed many days sick in bed, where he made up stories with the help	39
of his nurse. All his life he was skinny and prone to illness, usually in	54
his lungs. As an adult, he wandered over half the world in search of a	69
place that favored his health.	74
He studied first to be an engineer, and then a lawyer. He turned	87
instead to writing essays, plays, and stories. For a while, he wore	99
long hair, floppy hats, and velvet jackets. His parents believed he had	111
become a wanderer.	114
While hanging out at an artist's colony near Paris, he met Fanny	126
Osbourne, who would later become his wife.	133
In 1888, they sailed to the warm South Pacific, hoping the tropics	145
would be good for Stevenson's health. For a year and a half, they	158
roamed the scattered islands. Finally they settled on one of the islands,	170
where they built a plantation house.	176
Wherever he went, Stevenson was liked for his graceful, charming	186
ways and his sincerity.	190

Though his health was better, the cares of his household were	201
heavy. Fanny had a nervous breakdown in 1893. The next year, in 1894,	214
a frail Stevenson died.	218
In his own time, his wandering life itself seemed a romantic	229
adventure. He wrote <i>Treasure Island</i> in 1883 and it made him very	241
popular. His other famous stories include <i>The Strange Case of</i>	251
<i>Dr. Jekyll and Mr. Hyde</i> and <i>Kidnapped</i> .	258

Word Count: 258

Student Name _____ Date _____

Fluency Scoring Sheet

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

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

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

Unit Assessment — Treasure Island

Reading Comprehension

Today you will read two selections related to the story of Treasure Island. 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 it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

The Escape from the *Hispaniola*

(As told by Dr. Livesey)

- Much of Treasure Island, by Robert Louis Stevenson, is narrated from the first-person point of view of young Jim Hawkins. However, many events occur when the narrator is not around. For example, while Jim is exploring the island, the other crew members are embarking on adventures of their own. In the story that follows, Dr. Livesey is the narrator. He explains what happened to him and the other men while Jim was off exploring the island.*
- It was about half-past one when the *Hispaniola* reached Treasure Island. Thirteen men were to go ashore and six were to remain on the *Hispaniola*. Shortly afterward, we learned that Jim Hawkins had sneaked into a boat and gone ashore. It never occurred to us to doubt Jim, but we were worried about him. We were not sure we would ever see him again.
- Hunter, one of the squire's men, and I decided to go ashore as well. We steered a small rowboat ashore and discovered a stockade. I recognized that it would be a splendid fortress if ever we needed one. An abundant spring flowed with fresh water and small holes dotted the walls for weapons. It would be easy to defend the place against an entire regiment of experienced soldiers.
- While we were inspecting the stockade, Hunter and I heard a blood-curdling scream. It was the anguished cry of a man who had been injured seriously. My first thought was, "Jim Hawkins is gone!"

- 5 Hunter and I ran to the small boat and rowed back to the *Hispaniola*. The squire and the others had heard the cry, as well, and were all shaken.
- 6 It became evident that we could no longer stay onboard with the pirates. We determined that it would be in our best interest to relocate to the stockade Hunter and I had discovered.
- 7 We set up Redruth, another of the squire’s men, as a guard. We provided him with three loaded muskets and a mattress for protection. Hunter brought the landing boat ’round under the stern, and I loaded her with powder, muskets, bags of biscuits, kegs of pork, my medicine chest, and other essential supplies. Then, all the remaining good gentlemen climbed aboard and we shoved off.
- 8 The small boat was gravely overloaded. Onboard were five grown men, and three of them—Squire Trelawney, Redruth, and the captain—were over six feet tall. Several times we took on a little water, and my breeches and the tails of my coat were soaking wet before we had gone a hundred yards.
- 9 Besides sinking, we were worried about one other possible danger—the cannons on the *Hispaniola*. The pirates did not have muskets, but they might well fire one of the cannons. We had heard that Israel Hands was Captain Flint’s gunner. We kept an eye peeled on the ship and soon noticed that they were, in fact, preparing to fire upon us.
- 10 “Trelawney,” barked the captain. “Stop these men. Israel Hands, if possible.”
- 11 Trelawney was as cool as steel. He calmly primed his gun.
- 12 “Careful!” said the captain. “We mustn’t swamp the boat.”
- 13 The squire raised his gun. The rowing ceased and we leaned over the other side to keep the balance. Trelawney fired, but we had no luck. He had missed Israel Hands.
- 14 The other pirates were too preoccupied with priming the cannon to notice the shot.
- 15 Suddenly, boom! The cannon fired.

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15.2
CONTINUED

ASSESSMENT

- 16 The ball passed over our heads. We ducked, and our sudden movement caused the boat to rock and tip to one side. Water began to gush into the boat. It sank by the stern, quite gently, in three feet of water. Since the water was shallow, we were able to stand up and rescue some of our supplies. We carried the supplies over our heads to keep them dry and waded ashore as fast as we could, leaving the small boat behind, along with half of our powder and provisions.
- 17 To add to our concern, we heard voices drawing near us in the woods along the shore. We figured it must be Silver and his crew. We soon realized that we were in danger of being cut off from the stockade. At the same time, I was wondering about poor Jim's fate, when suddenly I heard a voice from the land side.
- 18 "Doctor! Squire! Captain! Hello, Hunter, is that you?" came the cries.
- 19 I ran to the door in time to see Jim Hawkins, safe and sound, climbing over the stockade.

Questions

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

1. **Part A:** In paragraph 3, what does the word *stockade* mean?

- A. brush along the seashore
- B. sailing ship
- C. barrier used for protection or defense
- D. weapon

Part B: From the following answers, choose two phrases from paragraph 3 that best help the reader understand the meaning of *stockade*.

- A. go ashore
- B. splendid fortress
- C. abundant spring
- D. squire's men
- E. to defend
- F. small row boat

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

2. **Part A:** How do Dr. Livesey, Hunter, the squire, and others feel after Dr. Livesey and Hunter row back to the *Hispaniola*?

- A. fearful
- B. adventurous
- C. bored
- D. thrilled

Part B: Which phrase from the text best supports the answer to Part A?

- A. in our best interest
 - B. It became evident
 - C. stay on board
 - D. were all shaken
3. What does the reader learn from the captain's words in paragraph 10?
- A. that the boat was filling up with water
 - B. that the men on the *Hispaniola*, especially Israel Hands, are dangerous
 - C. that Trelawney can stop Israel Hands
 - D. that Israel Hands wants to help Trelawney and the captain
4. Draw a circle around the paragraphs that help the reader infer Dr. Livesey is concerned about what happens to Jim.

5. Put the following events in the correct order they occurred in the selection. Use the number 1 for the first event.

_____ The men rushed ashore, carrying whatever supplies they could save from the boat.

_____ Dr. Livesey ran to the stockade and discovered Jim Hawkins, safe and sound.

_____ The small boat was overloaded with men and supplies when it shoved off from the *Hispaniola*.

_____ As Redruth stood guard, the men gathered supplies to take to the stockade.

_____ The men suddenly ducked to avoid a cannonball, causing the boat to tip to one side.

6. Was it safer for the men to relocate to the stockade than stay on the ship with the pirates? Why or why not? Use evidence from the text to support your answer.

Literary Text Comprehension Score: _____ /6 points

To receive a point for a two-part question (i.e., 1, 2), students must correctly answer both parts of the question.

Pirates, Parrots, and Pieces of Eight

- 1 *Treasure Island* seems to have inspired some popular beliefs about pirates and piracy. However, some of the story’s details about pirates are accurate and others are not. Each of the following sections introduces historic or scientific evidence to set straight common myths and misunderstandings about pirates and piracy. Each section also explains which details about pirates and piracy could have been accurate in *Treasure Island*.

Parrots

- 2 One of the most well-known characters from *Treasure Island* is Long John Silver’s parrot, Captain Flint. The talkative bird has become so iconic that many people believe every pirate had a parrot. Some people think of parrots as the symbolic pet for pirates. Historians say that was probably not the case. It would have been difficult to carry a parrot with you everywhere, as Long John Silver did. Also, when pirates’ food ran out, a parrot might have been in danger of becoming something other than a pet!
- 3 However, many details about parrots in the story are accurate. Parrots are intelligent and really can learn to repeat single words and short phrases. If a pirate did have a pet parrot, it might have learned to mimic a phrase like “pieces of eight.”
- 4 Parrots are native to tropical areas. Many varieties are found in Central and South America. There are more than 350 species of parrots in warm climates all over the world. It is thus possible they would be native to the Spanish Main.
- 5 Parrots typically live 30 to 50 years, but some species live more than 80 years. That’s not quite the 200 years old Captain Flint was said to be, but still a long lifespan for a pet.

Pieces of Eight

- 6 “Pieces of eight” were Spanish coins made of silver. They were first created a few years after Christopher Columbus landed in the Americas. Each piece of silver was worth eight reales (Spanish coins), which is why they were called “pieces of eight.” Reference to “pieces of eight” in *Treasure Island* is thus historically accurate.

- 7 The Spanish conquistadors who came after Columbus conquered much of South America. In Peru and elsewhere, they set up large silver mines. They had the native people dig out the silver ore. Then they melted the ore down to make coins—coins that pirates were eager to steal!
- 8 Although Spain issued pieces of eight, people in many other countries used them, too. The silver they contained was valuable, so people were willing to accept the coins as payment. People used pieces of eight in the United States until 1854—just before the Civil War.
- 9 The United States began minting its own coins in the 1790s. They stamped pieces of metal, creating coins similar to pieces of eight. Back then, a U.S. dollar was worth “eight bits.” Two bits were equal to a quarter. Later, the United States switched to a monetary system in which a dollar represented one hundred cents. However, people continued referring to “bits” even after the new system was introduced.

Pirates

- 10 Pirates were much more interested in loot than in taking prisoners or fighting others. The amount and kind of violence was likely different from the violence in *Treasure Island*. Instead of fighting violently, pirates generally held prisoners for ransom or marooned them. Pirates often set captured crews free with their ships after stealing their goods.
- 11 The so-called golden age of piracy began in the 1500s, during the reign of Queen Elizabeth I. This golden age lasted until the early 1800s. Around that time, the United States and European navies ended the practice. The time period during which *Treasure Island* was set probably coincided with the golden age of piracy. Thus, the timing in the story could have been accurate. However, contrary to how piracy was portrayed in *Treasure Island*, it was not a fun and adventurous way of life. It was actually a serious business, not something a young boy like Jim Hawkins would have wanted to be part of.

Questions

- 7. In paragraph 4, what word or phrase helps the reader understand what the word *tropical* means?
 - A. warm climates
 - B. species
 - C. parrot
 - D. native

- 8. The text says that many details about parrots in *Treasure Island* are accurate. Circle the three paragraphs that support the idea that many of the details about parrots in *Treasure Island* are accurate.

- 9. In paragraph 2, which word helps the reader understand the meaning of the word *iconic*?
 - A. difficult
 - B. danger
 - C. pet
 - D. well-known

- 10. Why was Spain the only country that issued pieces of eight but not the only country to use them? Use evidence from the text to support your answer.

11. Read the following sentence from the text. Which point is supported by including this sentence?

Pirates often set captured crews free with their ships after stealing their goods.

- A. Pirates were never violent.
- B. Pirates were more interested in loot than violence.
- C. Pirates left prisoners on deserted islands.
- D. Pirates shared loot fairly.

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

12. **Part A:** Which sentence best states the main idea of this selection?

- A. Sailing ships were loaded with pieces of eight.
- B. The story of *Treasure Island* contains a mix of accurate and inaccurate details.
- C. The Spanish Main had pirates and buried treasures.
- D. The story of *Treasure Island* features some of the most well-known pirates.

Part B: Which sentence from the selection best support the answer to Part A?

- A. Then they melted the ore down to make coins—coins that pirates were eager to steal!
- B. One of the most well-known characters from *Treasure Island* is Long John Silver’s parrot, Captain Flint.
- C. However, contrary to how piracy was portrayed in *Treasure Island*, it was not a fun and adventurous way of life.
- D. They had the native people dig out the silver ore.

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13. Based on information in the selection, what are two details in *Treasure Island* that are probably inaccurate?
- A. Parrots can learn to mimic short words and phrases.
 - B. Piracy was a fun and adventurous way of life.
 - C. “Pieces of eight” were Spanish coins.
 - D. The amount and kind of violence in *Treasure Island* was probably typical for pirates.
 - E. Piracy was a serious business.
 - F. It is possible parrots were native to the Spanish Main.
14. Based on information in the selection, what are two details in *Treasure Island* that could be accurate?
- A. Parrots typically live about 200 years.
 - B. Pirates preferred fighting to stealing loot.
 - C. “Pieces of eight” were Spanish coins.
 - D. Pirates collected as many prisoners as they could carry on their ship.
 - E. The golden age of piracy continues today.
 - F. It is possible parrots were native to the Spanish Main.

Informational Text Comprehension Score: _____ /8 points

To receive a point for a two-part question (i.e., 12) students must correctly answer both parts of the question.

Reading Comprehension total _____ /14 points

NAME: _____

DATE: _____

Grammar

Write the correct to be verb in the present tense to complete each sentence.

1. They _____ excited.

2. I _____ tired.

Write the correct modal auxiliary verb to complete each sentence.

3. My mom says she _____ hold me in one of her arms when I was a baby.
(might, could, can, can't)

4. I _____ definitely go to the pool tomorrow.
(won't, couldn't, may, will)

Read each pair of sentences. Then, combine each pair of sentences into one sentence, using the appropriate relative pronoun.

5. The cup is green. The cup is my favorite.

6. My grandmother makes delicious pie. My grandmother is a good cook.

7. My uncle's car is old. My uncle sometimes needs a ride to work.

For each sentence, underline the coordinating conjunction. When necessary, insert a comma in the appropriate place. Some sentences will not need commas.

8. He wanted to go to the movie but it was sold out.
9. Both my uncle and my aunt like peanuts.
10. The water park is a lot of fun so you all should go there.

Grammar Score: _____ /10 points

NAME: _____

DATE: _____

Morphology

Write the correct word to complete each sentence.

1. He stopped using plastic grocery bags because they are not

_____.
(symbiotic, biosphere, biodegradable, biology)

2. When we asked the police officer for directions, he was very

_____ and told us exactly where we needed to go.
(helpful, helpless, powerful, powerless)

3. The music was turned down so low that it was _____, so we had to turn up the volume.
(audible, inaudible, immature, mature)

4. I have _____ and hope that everything will work out for the best.
(sense, senseless, power, faith)

5. She read a(n) _____ about Benjamin Franklin's life written by a famous historian.
(biosphere, autobiography, biography, biology)

6. It is _____ to arrive on time for the meeting so the others aren't waiting for us.
(measurable, amphibious, immeasurable, important)

Morphology Score: _____ /6 points

NAME: _____
DATE: _____

14.3 TAKE-HOME
CONTINUED

Challenge: Based on the following sentences from *Treasure Island* and your knowledge of the suffix *-ful*, what do you think *useful* means?

The captain and the others would be safe—and they would not need my help. I thought it might be more useful for me to go ashore.

Answers may vary, but should include something related to the meaning of *useful* as being full of use or capable of being put to use.

NAME: _____
DATE: _____

14.4 ACTIVITY PAGE

Practice Spelling Words

Write the correct spelling word to complete each sentence. Words will not be used more than once.

enjoyable	predictable	comfortable
accessible	visible	edible
faithful	successful	powerful
helpless	senseless	endless

1. Wearing sandals during a snowstorm would be pretty senseless and silly.
2. The fog was so thick that, even if I held my hand up to my face, it would not have been visible.
3. The canned food drive was very successful; we collected hundreds of cans to help feed those in need.
4. I tried sleeping outside in my sleeping bag but the ground was cold, hard, and not very comfortable at all.
5. I wasn't doing my fair share of the chores until my brother told me he felt helpless and explained he couldn't do it all by himself.
6. I thought this day would be like any other predictable day, but it turned out differently because something completely unexpected happened.
7. My uncle was a(n) powerful official in the U.S. Army, so he had lots of responsibility and authority.

8. The movie lasted so long that it seemed to be endless.
9. The pretend food looked very real but it was not edible.
10. We had a(n) enjoyable and fun experience at the carnival.
11. That door is not accessible from the outside of the building; you can only use it from the inside.
12. Elephants often live in large groups and are loyal and faithful to the other members of their herd.

NAME: _____
DATE: _____

15.2 ASSESSMENT

Unit Assessment — Treasure Island

Reading Comprehension

Today you will read two selections related to the story of *Treasure Island*. 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 it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

The Escape from the *Hispaniola*

(As told by Dr. Livesey)

1. Much of *Treasure Island*, by Robert Louis Stevenson, is narrated from the first-person point of view of young Jim Hawkins. However, many events occur when the narrator is not around. For example, while Jim is exploring the island, the other crew members are embarking on adventures of their own. In the story that follows, Dr. Livesey is the narrator. He explains what happened to him and the other men while Jim was off exploring the island.
2. It was about half-past one when the *Hispaniola* reached *Treasure Island*. Thirteen men were to go ashore and six were to remain on the *Hispaniola*. Shortly afterward, we learned that Jim Hawkins had sneaked into a boat and gone ashore. It never occurred to us to doubt Jim, but we were worried about him. We were not sure we would ever see him again.
3. Hunter, one of the squire's men, and I decided to go ashore as well. We steered a small rowboat ashore and discovered a stockade. I recognized that it would be a splendid fortress if ever we needed one. An abundant spring flowed with fresh water and small holes dotted the walls for weapons. It would be easy to defend the place against an entire regiment of experienced soldiers.
4. While we were inspecting the stockade, Hunter and I heard a blood-curdling scream. It was the anguished cry of a man who had been injured seriously. My first thought was, "Jim Hawkins is gone!"

Questions

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

1. **Part A:** In paragraph 3, what does the word *stockade* mean?

- A. brush along the seashore
- B. sailing ship
- C. barrier used for protection or defense
- D. weapon

Part B: From the following answers, choose two phrases from paragraph 3 that best help the reader understand the meaning of *stockade*.

- A. go ashore
- B. splendid fortress
- C. abundant spring
- D. squire's men
- E. to defend
- F. small row boat

NAME: _____
DATE: _____

15.2 ASSESSMENT
CONTINUED

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

2. **Part A:** How do Dr. Livesey, Hunter, the squire, and others feel after Dr. Livesey and Hunter row back to the *Hispaniola*?

- A. fearful
- B. adventurous
- C. bored
- D. thrilled

Part B: Which phrase from the text best supports the answer to Part A?

- A. in our best interest
- B. It became evident
- C. stay on board
- D. were all shaken

3. What does the reader learn from the captain's words in paragraph 10?

- A. that the boat was filling up with water
- B. that the men on the *Hispaniola*, especially Israel Hands, are dangerous
- C. that Trelawney can stop Israel Hands
- D. that Israel Hands wants to help Trelawney and the captain

4. Draw a circle around the paragraphs that help the reader infer Dr. Livesey is concerned about what happens to Jim.

Paragraphs 2, 4, and 17

5. Put the following events in the correct order they occurred in the selection. Use the number 1 for the first event.

- 4 The men rushed ashore, carrying whatever supplies they could save from the boat.
- 5 Dr. Livesey ran to the stockade and discovered Jim Hawkins, safe and sound.
- 2 The small boat was overloaded with men and supplies when it shoved off from the *Hispaniola*.
- 1 As Redruth stood guard, the men gathered supplies to take to the stockade.
- 3 The men suddenly ducked to avoid a cannonball, causing the boat to tip to one side.

6. Was it safer for the men to relocate to the stockade than stay on the ship with the pirates? Why or why not? Use evidence from the text to support your answer.

Answers may vary, but should include evidence from the text. If students respond that it

was safer to relocate to the stockade, they should include details about how Dr. Livesey said it would make a good fortress, they brought some supplies from the *Hispaniola* so they could be somewhat prepared to handle different issues, they would be protected from the pirates, and they would be on dry land.

If students respond that it was not safer to relocate to the stockade, they should include details about how staying on the ship would allow them to see enemies coming, there are already supplies on the ship, they wouldn't have to try to escape to land while pirates were attacking them, and they could fight off the pirates on the ship.

Literary Text Comprehension Score: _____ /6 points

To receive a point for a two-part question (i.e., 1, 2), students must correctly answer both parts of the question.

NAME: _____
DATE: _____

15.2 ASSESSMENT
CONTINUED

Questions

7. In paragraph 4, what word or phrase helps the reader understand what the word *tropical* means?

- A. warm climates
- B. species
- C. parrot
- D. native

8. The text says that many details about parrots in *Treasure Island* are accurate. Circle the three paragraphs that support the idea that many of the details about parrots in *Treasure Island* are accurate.

Paragraphs 3, 4, and 5

9. In paragraph 2, which word helps the reader understand the meaning of the word *iconic*?

- A. difficult
- B. danger
- C. pet
- D. well-known

10. Why was Spain the only country that issued pieces of eight but not the only country to use them? Use evidence from the text to support your answer.

Spanish conquistadors after Columbus conquered much of South America, where they set up large silver mines. The silver ore was dug out and melted down to make coins. Each coin, or piece of silver, was worth eight reales, which was a different Spanish coin; thus the name of the coin was a piece of eight. As the Spanish were in control of the silver mines, they were the only ones making and issuing the coins. However, other countries used the coins because the silver in the coins was valuable so people in other countries were willing to accept the coins as payment.

For each sentence, underline the coordinating conjunction. When necessary, insert a comma in the appropriate place. Some sentences will not need commas.

8. He wanted to go to the movie, but it was sold out.
9. Both my uncle and my aunt like peanuts.
10. The water park is a lot of fun, so you all should go there.

Grammar Score: _____ /10 points

NAME: _____
DATE: _____

15.2 ASSESSMENT
CONTINUED

Morphology

Write the correct word to complete each sentence.

1. He stopped using plastic grocery bags because they are not biodegradable.
(symbiotic, biosphere, biodegradable, biology)
2. When we asked the police officer for directions, he was very helpful and told us exactly where we needed to go.
(helpful, helpless, powerful, powerless)
3. The music was turned down so low that it was inaudible, so we had to turn up the volume.
(audible, inaudible, immature, mature)
4. I have faith and hope that everything will work out for the best.
(sense, senseless, power, faith)
5. She read a(n) biography about Benjamin Franklin's life written by a famous historian.
(biosphere, autobiography, biography, biology)
6. It is important to arrive on time for the meeting so the others aren't waiting for us.
(measurable, amphibious, immeasurable, important)

Morphology Score: _____ /6 points

End-of-Year Assessment

End-of-Year Assessment

Assessment Day 1

LESSON AT A GLANCE

	Time	Materials
End-of-Year Assessment		
Reading Comprehension Assessment	90 min.	<input type="checkbox"/> Activity Pages A.1, A.2

ADVANCE PREPARATION

End-of-Year (EOY) Assessment

- Prepare to distribute Activity Page A.1 that you collected from students at the beginning of the unit.
- Please plan to have reading material available for students to select from and read independently as they finish the EOY Assessment.

The primary purpose of the EOY Assessment is to determine students' preparedness for Grade 5 CKLA instruction.

END-OF-YEAR ASSESSMENT

During the first day of the three-day assessment, all students will complete the Reading Comprehension Assessment (Activity Page A.1) independently. It includes three passages and corresponding comprehension questions. After students complete this portion of the assessment, use the EOY Assessment Summary (Activity Page A.2), which you will have collected from students, to analyze each student's performance. Please score the Reading Comprehension Assessment prior to Day 2 of the EOY Assessment, as you will use the scores to determine which students should complete the Word Reading in Isolation Assessment.

Beginning on Day 2 of the EOY Assessment, all students will work independently on the Grammar Assessment (Activity Page A.3).

In addition, you will pull students aside, one at a time, and administer the Word Reading in Isolation Assessment (to students who scored 10 or fewer on the

Reading Comprehension Assessment, or 11–13, as time allows). Administer the Fluency Assessment to all students.

The Word Reading in Isolation Assessment uses Activity Page A.4 (Word Reading in Isolation Assessment Scoring Sheet), which you will have collected from students, as well as the Word Reading in Isolation Assessment located in the Teacher Resources section of this Teacher Guide. A Word Reading in Isolation Analysis and a Word Reading in Isolation Remediation Guide have also been included in Assessment Day 2.

The Fluency Assessment uses Activity Pages A.2 and A.5 (which you will have collected from students), as well as the student copy of the Fluency Assessment text “Paul Bunyan,” located in the Teacher Resources section. You will use Activity Page A.5 (End-of-Year Fluency Assessment Recording Copy) to create a running record while students read the fluency passage. Activity Page A.2 (End-of-Year Assessment Summary) includes a Fluency Assessment Scoring Sheet.

On Day 3 of the EOY Assessment, all students will complete the Morphology Assessment (Activity Page A.6). You will continue to pull students individually to administer the Word Reading in Isolation Assessment and the Fluency Assessment.

READING COMPREHENSION ASSESSMENT (90 MIN.)

- Ensure each student has a copy of Activity Page A.1. You may have collected this activity page from students at the beginning of the unit.
- Have students work independently to complete the Reading Comprehension Assessment on Activity Page A.1. After you have scored the assessment, record individual scores on each student’s EOY Assessment Summary (Activity Page A.2).

The texts used in the Reading Comprehension Assessment—“Mercury and the Woodman” (literary text), “Benjamin Banneker” (informational text), and “The Circulatory System” (informational 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” (www.corestandards.org/resources). All selections fall within the Common Core 4th–5th Grade Band.

The reading comprehension questions pertaining to these texts are aligned to the CCSS and are worthy of students' time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might thus address multiple standards. In general, the selected-response items address Reading standards and the constructed-response items address Writing standards. To prepare students for CCSS-aligned assessments, such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced, some items replicate how technology may be incorporated in those assessments, using a paper and pencil format.

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. Inferential	<i>Answers may vary, but should include that it was late in the day, and the Woodman was tired so he was less focused and/or had less energy compared to the morning, so he wasn't as careful in his movements. Thus, the axe slipped out of his hands. Because he was cutting a tree near the edge of a pool, the axe could easily have landed in the pool when it slipped.</i>	RL.4.1, RL.4.4, W.4.4										
2. Inferential	D	RL.4.1, L.4.4a, L.4.6										
*3. Part A. Literal	<i>The Woodman showed honesty by:</i> <i>saying the golden axe wasn't his</i> <i>saying the silver axe wasn't his</i>	RL.4.1, RL.4.2, L.4.4a, W.4.4										
*3. Part B. Evaluative	<i>The Woodman could have said the golden axe was his and/or said the silver axe was his. Doing either of these would not have shown honesty because neither of these axes was his.</i>	RL.4.1, RL.4.2, W.4.4, L.4.4a										
4. Inferential	A	RL.4.1, RL.4.4, L.4.4a										
5. Evaluative	<i>Answers may vary, but should include that when you are honest, you are rewarded for telling the truth. By not being honest, you may end up worse off than you were when you started.</i>	RL.4.2, RL.4.4, W.4.4										
6. Inferential	B	RI.4.4, L.4.4a, L.4.6										
*7. Part A. Literal *7. Part B. Inferential	<table border="1"> <thead> <tr> <th>Part A: What Benjamin Banneker built or made</th> <th>Part B: Why he built or made this</th> </tr> </thead> <tbody> <tr> <td><i>large clock with the same working parts as a pocket watch</i></td> <td><i>He wanted to see if he could make a larger version of a pocket watch. Text Evidence: He wanted to know how a pocket watch works so he took it apart. Looking at the watch parts, he had the idea to try and build a large clock that works just like a pocket watch, only bigger.</i></td> </tr> <tr> <td><i>irrigation system</i></td> <td><i>He was working on his family's farm. Text Evidence: While working in the farm, he created this system. The system allowed crops to be watered even during dry times. It was made up of ditches and small dams. It controlled water that flowed from springs near the farm.</i></td> </tr> <tr> <td><i>cabin with a skylight</i></td> <td><i>He loved astronomy so much. Text Evidence: He loved astronomy so much; through the window in the roof, he could observe the sky during the day and at night.</i></td> </tr> <tr> <td><i>almanac of all the useful information he gathered</i></td> <td><i>He wanted to share the information with other people. Text Evidence: Readers used the facts in their daily lives; they enjoyed the puzzles, health tips, and advice on farming.</i></td> </tr> </tbody> </table>	Part A: What Benjamin Banneker built or made	Part B: Why he built or made this	<i>large clock with the same working parts as a pocket watch</i>	<i>He wanted to see if he could make a larger version of a pocket watch. Text Evidence: He wanted to know how a pocket watch works so he took it apart. Looking at the watch parts, he had the idea to try and build a large clock that works just like a pocket watch, only bigger.</i>	<i>irrigation system</i>	<i>He was working on his family's farm. Text Evidence: While working in the farm, he created this system. The system allowed crops to be watered even during dry times. It was made up of ditches and small dams. It controlled water that flowed from springs near the farm.</i>	<i>cabin with a skylight</i>	<i>He loved astronomy so much. Text Evidence: He loved astronomy so much; through the window in the roof, he could observe the sky during the day and at night.</i>	<i>almanac of all the useful information he gathered</i>	<i>He wanted to share the information with other people. Text Evidence: Readers used the facts in their daily lives; they enjoyed the puzzles, health tips, and advice on farming.</i>	RI.4.1, RI.4.2, RI.4.3, W.4.4
Part A: What Benjamin Banneker built or made	Part B: Why he built or made this											
<i>large clock with the same working parts as a pocket watch</i>	<i>He wanted to see if he could make a larger version of a pocket watch. Text Evidence: He wanted to know how a pocket watch works so he took it apart. Looking at the watch parts, he had the idea to try and build a large clock that works just like a pocket watch, only bigger.</i>											
<i>irrigation system</i>	<i>He was working on his family's farm. Text Evidence: While working in the farm, he created this system. The system allowed crops to be watered even during dry times. It was made up of ditches and small dams. It controlled water that flowed from springs near the farm.</i>											
<i>cabin with a skylight</i>	<i>He loved astronomy so much. Text Evidence: He loved astronomy so much; through the window in the roof, he could observe the sky during the day and at night.</i>											
<i>almanac of all the useful information he gathered</i>	<i>He wanted to share the information with other people. Text Evidence: Readers used the facts in their daily lives; they enjoyed the puzzles, health tips, and advice on farming.</i>											

Item	Correct Answer(s)	Standards									
8. Inferential	Answers may vary, but should include that Jefferson was aware of Banneker's talents and knew Banneker had good ideas.	RI.4.1, RI.4.4, W.4.4, W.4.9									
9. Evaluative	Answers may vary, but should include that Jefferson knew Banneker was talented, had accomplished many things, and had great abilities. Planning the design for the nation's capital was an important task for a specific group of people, and Jefferson likely felt that Banneker's talents, especially his mathematical abilities, would serve the group, and the overall plan for the city, well.	RI.4.1, W.4.4, W.4.9									
10. Inferential	A	RI.4.4, L.4.4a, L.4.5									
*11. Part A. Literal	<p>Important Jobs Blood Has in the Body</p> <p>carries life-giving oxygen to body cells</p> <p>removes carbon dioxide from body cells</p> <p>moves nutrients from food to body tissues</p> <p>carries away waste products from body tissues</p> <p>protects the body against disease</p> <p>helps distribute heat throughout the body</p>	RI.4.1, W.4.9									
*11. Part B. Evaluative	Answers may vary, but should include information from the chart, which is text evidence, and the information should directly support the reasons provided.	RI.4.1, RI.4.4, W.4.2d, W.4.4, W.4.9									
12. Literal	D	RI.4.3									
13. Literal	B	RI.4.3									
*14. Part A. Literal	<table border="1"> <thead> <tr> <th></th> <th>How Blood is Used in the Body</th> <th>Where Blood Starts before Going through the Body</th> </tr> </thead> <tbody> <tr> <td>Galen</td> <td>blood is made and used up in the body</td> <td>liver</td> </tr> <tr> <td>Harvey</td> <td>blood is used over and over again, not used up</td> <td>heart</td> </tr> </tbody> </table>		How Blood is Used in the Body	Where Blood Starts before Going through the Body	Galen	blood is made and used up in the body	liver	Harvey	blood is used over and over again, not used up	heart	RI.4.1, RI.4.3, W.4.4, W.4.9
	How Blood is Used in the Body	Where Blood Starts before Going through the Body									
Galen	blood is made and used up in the body	liver									
Harvey	blood is used over and over again, not used up	heart									
*14. Part B. Evaluative	Answers may vary, but should include that Harvey observed blood flow in humans and animals and confirmed that the heart is the organ that pumps blood through the body. Galen thought blood came from the liver before going through the rest of the body. Harvey also determined that blood circulated throughout the body over and over again. Galen thought blood was used up and more was made by the liver, using food we eat. In addition, Harvey discovered valves that stop blood from flowing backward in the blood vessels. Harvey explained the pulse we feel in our bodies. Harvey's work showed that the heart was the important part of the circulatory system, not the liver as Galen had described. Harvey's discoveries about the heart and blood vessels changed how doctors thought about these parts of the body.	RI.4.1, RI.4.2, RI.4.3, W.4.4, W.4.9									
15. Inferential	Answers may vary, but should include that given all the work that is required to move blood through the body, all of the blood vessels, and the length of all the blood vessels put together in your body, one would think it would take a very long time for blood to circulate through the body. However, the heart and blood vessels work well together to circulate blood very quickly.	RI.4.1, RI.4.2, RI.4.3, W.4.4, W.4.9									

Reading Comprehension Assessment Analysis

Students who answered 10 or fewer questions correctly out of 15 total questions appear to have **minimal preparation** for Grade 5. Administer the Word Reading in Isolation Assessment and the Fluency Assessment to these students to gain further insight as to possible weaknesses. These students may have fairly significant skill deficits and may not be ready for Grade 5. Carefully analyze their performance on the Reading Comprehension Assessment, the Word Reading in Isolation Assessment, and the Fluency Assessment to determine whether students may need to be regrouped to an earlier point of instruction in the CKLA grade level materials when they reach Grade 5.

Students who answered 11–13 questions correctly out of 15 total questions appear to have **adequate preparation** for Grade 5. Administer the Word Reading in Isolation Assessment to these students, as time permits, and administer the Fluency Assessment. Use results from the Word Reading in Isolation Assessment to identify gaps in the mastery of specific letter-sound spellings that may require targeted remediation in Grade 5.

Students who answered 14–15 questions correctly out of 15 total questions appear to have **outstanding preparation** for Grade 5. You do not need to administer the Word Reading in Isolation Assessment to these students. However, please administer the Fluency Assessment to determine whether practice and progress monitoring in the area of fluency are warranted in Grade 5.

The following chart provides an overview of how to interpret students' scores.

Reading Comprehension Assessment Analysis	
Number of Questions Answered Correctly	Interpretation
10 or fewer	Student appears to have minimal preparation for Grade 5; administer Word Reading in Isolation Assessment and Fluency Assessment on Day 2 or Day 3
11–13	Student appears to have adequate preparation for Grade 5; administer Word Reading in Isolation Assessment on Day 2 or Day 3, only as time permits; administer Fluency Assessment
14–15	Student appears to have adequate preparation for Grade 5; administer Word Reading in Isolation Assessment on Day 2 or Day 3, only as time permits; administer Fluency Assessment

End-of-Year Assessment

Assessment Day 2

LESSON AT A GLANCE

	Time	Materials
End-of-Year Assessment		
Grammar Assessment	45 min.	<input type="checkbox"/> Activity Page A.3
Word Reading in Isolation Assessment; Fluency Assessment	Ongoing	<input type="checkbox"/> Activity Pages A.2, A.4, A.5 <input type="checkbox"/> stopwatch

ADVANCE PREPARATION

End-of-Year (EOY) Assessment

- Please plan to have reading material available for students to select from and read independently as they finish the EOY Assessment.

END-OF-YEAR ASSESSMENT

During the second day of the three-day assessment, all students will complete the Grammar Assessment independently. It includes 25 items assessing knowledge of parts of speech, sentence elements (subject/predicate), conjunctions, sentence fragments and run-ons, sentence types, and punctuation. After students complete this portion of the assessment, enter their scores on the Grammar Assessment Scoring Sheet in this Teacher Guide, making additional copies if needed. Benchmark results for individual students are not included for the Grammar Assessment.

Begin to administer the Word Reading in Isolation Assessment, based on students' performance on the Reading Comprehension Assessment, and administer the Fluency Assessment to all students.

GRAMMAR ASSESSMENT (45 MIN.)

- Make sure each student has a copy of Activity Page A.3. You may have collected this activity page from students at the beginning of the unit.
- Have students work independently to complete the Grammar Assessment on Activity Page A.3. Enter all student scores into the Grammar Assessment Scoring Sheet. To receive a point for a multiple-part question, students must correctly answer all parts of the question.

WORD READING IN ISOLATION ASSESSMENT (ONGOING)

Begin to administer the Word Reading in Isolation Assessment individually to all students who scored 10 or fewer on the Reading Comprehension Assessment and to students who scored 11–13, as time permits, to gain further insight as to possible weaknesses.

This section of the EOY Assessment assesses single-word reading to identify the specific letter-sound correspondences a student may have not yet mastered.

Administration Instructions

- Locate the Word Reading in Isolation Assessment on the next page of this Teacher Guide. Students will read from this copy.
- Cover all of the words before calling a student to complete the assessment.
- Tell the student he or she will read words aloud to you and that it is important to do his or her best reading.
- Uncover the first row of words by moving the paper down.
- As the student reads a word, mark any incorrect letter-sound correspondences above the word on the Word Reading in Isolation Assessment Scoring Sheet (Activity Page A.4 that you collected from students). Also, note whether the student incorrectly chunks letters into syllables, leading to mispronunciation. If the student reads the word correctly, place a check mark above the word.
- If, after 10 seconds, the student is unable to read the word at all, simply tell the student the word and move on. Mark an 'X' above the word on the scoring sheet.
- Administer the Fluency Assessment after completing this section and continue administering these two individual assessments as time permits, throughout Day 2 and Day 3, to the remaining students.

End-of-Year Assessment Materials

Word Reading in Isolation Assessment					
1.	steady	asphalt	oxygen	dovetail	birthplace
2.	bravo	washtub	consume	delight	council
3.	accuse	riddle	trolley	scoreboard	cruise
4.	marvelous	betrayal	freighter	floored	guarantee
5.	blizzard	prairie	concrete	crescent	bowful
6.	breakwater	peachy	spiffier	gherkin	qualify
7.	yearning	exercise	loathe	ivory	disprove
8.	audit	baboon	continue	taught	overdue
9.	chasm	human	pulled	warning	worthless
10.	scowl	avoidance	paperboy	courses	woodchuck
11.	switch	crumb	whopper	sprinkle	knitting
12.	calculate	mustache	partridge	singe	assign
13.	wriggle	bizarre	recommit	youthful	mistletoe

WORD READING IN ISOLATION ANALYSIS

The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger his or her preparation is for Grade 5. A Word Reading in Isolation Analysis sheet and Remediation Guide are located in this lesson.

The number of words read correctly indicates the following:

- Students who score 43 or fewer words out of 65 correctly appear to have **minimal preparation** for Grade 5.
- Students who score 44–51 out of 65 words correctly appear to have **adequate preparation** for Grade 5.
- Students who score 52–65 out of 65 words correctly appear to have **outstanding preparation** for Grade 5.

After scoring the assessment, you might find it helpful to determine which letter-sound correspondences students missed that caused them to score below the benchmark for word recognition. Note that one-syllable words are not included in the Syllabication Analysis.

Score required to meet benchmark of 80%					
Phonemes					
Consonants					Totals
/b/	/d/	/f/	/g/	/h/	166/208
/j/	/k/	/l/	/m/	/n/	
/p/	/r/	/s/	/t/	/v/	
/w/	/x/	/y/	/z/	/ch/	
/sh/	/th/	/th/	/ng/	/qu/	
Vowels					108/136
/a/	/e/	/i/	/o/	/u/	39/49
/ae/	/ee/	/ie/	/oe/	/ue/	25/31
/ə/	/oo/	/oo/	/aw/	/ou/	19/23
/oi/	/ar/	/er/	/or/	/aer/	27/33
Syllabication (words with 2 or more syllables)					
Closed Syllable/short					39/49
Open Syllable/long					13/17
Magic E and Digraph Syllable					21/26
R-Controlled Syllable					16/20
ə Syllable					7/9
-le Syllable					4/4

WORD READING IN ISOLATION REMEDIATION GUIDE

Write the names of students who missed questions under each header in the following chart. This will help you determine what kind of remediation may be needed in Grade 5.

Refer to the Table of Contents in the *Decoding and Encoding Remediation Supplement* to locate information about specific phonemes and syllabication for remediation purposes.

Phonemes—Consonants (Item numbers in parentheses)

/b/ (1e, 2a, 2b, 3d, 4b, 5a, 5e, 6a, 8b, 10c, 13b)	/d/ (1a, 1d, 2d, 3b, 3d, 4d, 5a, 7e, 8a, 8e, 9c, 10b, 10e)	/f/ (1b, 4c, 4d, 5e, 6c, 6e, 13d)
/g/ (4e, 6d, 13a)	/h/ (9b)	/j/ (1c, 12c, 12d)
/k/ (2c, 2e, 3a, 3d, 3e, 5c, 5d, 6a, 6d, 8c, 9a, 10a, 10d, 10e, 11b, 11d, 12a, 13c)	/l/ (1b, 1d, 1e, 2d, 3c, 4d, 5a, 5e, 6e, 7c, 9c, 9e, 10a, 12a)	/m/ (2c, 4a, 9a, 9b, 11b, 12b, 13c, 13e)
/n/ (1c, 2c, 2e, 4e, 5c, 5d, 6d, 7a, 8b, 8c, 9b, 9d, 10b, 11e, 12d, 12e)	/p/ (1e, 5b, 6b, 6c, 7e, 9c, 10c, 11c, 11d, 12c)	/r/ (2a, 3b, 3c, 3e, 4b, 4c, 5b, 5c, 5d, 6a, 7d, 7e, 11b, 11d, 12c, 13a, 13c)
/s/ (1a, 1b, 1e, 2c, 2e, 3d, 4a, 5d, 6c, 7b, 7e, 9e, 10a, 10b, 10d, 11a, 11d, 12b, 12d, 12e, 13e)	/t/ (1a, 1b, 1d, 2b, 2d, 3c, 4b, 4c, 4e, 5c, 5d, 6a, 8a, 8c, 8d, 11e, 12a, 12b, 12c, 13c, 13e)	/v/ (1d, 2a, 4a, 7d, 7e, 8e, 10b)
/w/ (2b, 6a, 9d, 9e, 10e, 11a, 11c)	/x/ (1c, 7b)	/y/ (7a, 13d)
/z/ (3a, 3e, 5a, 7b, 9a, 10d, 13b)	/ch/ (6b, 10e, 11a)	/sh/ (2b, 12b)
/th/ (1e, 9e, 13d)	/th/ (7c)	/ng/ (7a, 9d, 11d, 11e)
/qu/ (6e)		

Phonemes—Vowels (Item numbers in parentheses)

/a/ (1b, 8b, 9a, 12a, 12b)	/e/ (1a, 5d, 7b, 9e, 10d)	/i/ (1c, 3b, 5a, 6c, 6d, 6e, 7a, 7e, 8a, 8c, 9d, 11a, 11d, 11e, 12c, 12d, 13a, 13b, 13c, 13e)
/o/ (1c, 2a, 2b, 3c, 5c, 6a, 6e, 11c)	/u/ (1d, 2b, 2c, 4a, 8c, 10e, 11b, 12b, 13c)	/ae/ (1d, 1e, 4b, 4c, 6a, 10c, 12a)
/ee/ (1a, 3c, 4e, 5b, 5c, 6b, 6c, 7d, 13c)	/ie/ (2d, 6e, 7b, 7d, 12e)	/oe/ (2a, 5e, 7c, 8e, 13e)
/ue/ (3a, 8c, 9b, 12a)	/ə/ (1c, 2d, 3a, 4b, 4e, 9a, 9b, 10b, 12e)	/oo/ (2c, 3e, 7e, 8b, 8e, 13d)
/oo/ (9c, 10e)	/aw/ (1b, 8a, 8d)	/ou/ (2e, 10a)
/oi/ (10b, 10c)	/ar/ (4a, 12c, 13b)	/er/ (1e, 4c, 5a, 6a, 6c, 6d, 7a, 7b, 8e, 9e, 10c, 11c)
/or/ (3d, 4d, 9d, 10d)	/aer/ (4e, 5b)	/ə/ + /l/ (2e, 3b, 4a, 4b, 5e, 11d, 13a, 13d, 13e)

Syllabication (words with 2 or more syllables; Item numbers in parentheses)

Closed Syllable/short (1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4e, 5a, 5c, 5d, 6a, 6c, 6d, 6e, 7a, 7b, 7e, 8a, 8b, 8c, 9a, 9b, 9d, 9e, 10b, 10d, 10e, 11c, 11d, 11e, 12a, 12b, 12c, 13a, 13b, 13c, 13e)	Open Syllable/long (1a, 2a, 3c, 4e, 5b, 6b, 6c, 6e, 7d, 8c, 8e, 9b, 10c, 12a, 13c, 13e)	Magic E and Digraph Syllable (1b, 1d, 1e, 2c, 2d, 2e, 3a, 4a, 4b, 4c, 5c, 5e, 6a, 6b, 7b, 7e, 8a, 8b, 8e, 10b, 10c, 10e, 12a, 12e, 12d)
R-Controlled Syllable (1e, 3d, 4a, 4c, 4e, 5a, 5b, 6a, 6c, 6d, 7a, 7b, 8e, 9d, 9e, 10c, 10d, 11c, 12c, 13b)	ə Syllable (1c, 2d, 2e, 3a, 4a, 4b, 5e, 9a, 12e, 13d)	-le Syllable (3b, 11d, 13a, 13e)

FLUENCY ASSESSMENT (ONGOING)

Begin to administer the Fluency Assessment individually to all students.

This section of the EOY Assessment assesses students' fluency in reading, using the selection "Paul Bunyan" (literary text) located on the next page of this Teacher Guide.

Administration Instructions

- Turn to the student copy of "Paul Bunyan" on the next page of this Teacher Guide. Students will read from this copy.
- Using the Recording Copy of "Paul Bunyan" (Activity Page A.5) for each student, you will create a running record as you listen to each student read orally.
- Explain that the student will read a selection aloud while you take some notes. Encourage the student not to rush and to 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 of the text using the following guidelines:

Words read correctly	No mark is required.
Omissions	Draw a long dash above the word omitted.
Insertions	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
Words read incorrectly	Write an 'X' above the word.
Substitutions	Write the substitution above the word.
Self-corrected errors	Replace original error mark with an 'SC'.
Teacher-supplied words	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 the student's place in the text at that point. Allow the student to finish reading the selection aloud.

End-of-Year Fluency Assessment

Student Copy

Paul Bunyan

Even as a baby, Paul Bunyan was mighty big. How big? Well, he was so big that his parents had to use a covered wagon for his cradle.

As you might imagine, young Paul Bunyan had a big appetite. He gobbled up five barrels of porridge a day, and his parents had to milk four dozen cows every morning and evening just to keep his baby bottle filled.

Paul was so big it caused some problems in the little town in Maine where he grew up. When he sneezed, he blew the birds from Maine to California. When he snored, the neighbors ran out of their houses hollering, “Earthquake! Earthquake!”

After that, Paul’s father thought it might be better if Paul didn’t sleep in town. He built a cot on a large raft for Paul and floated it off the coast. Paul slept on the raft for a few nights, but the floating cot didn’t work out. When Paul turned over in his sleep, he created gigantic waves that knocked down houses along the coast.

Eventually, Paul’s father decided that the East Coast was just too small for Paul Bunyan. The only sensible thing to do was to move out West. So the Bunyan family moved to Minnesota. In those days Minnesota was full of logging camps, sawmills, and lumberjacks. Americans were moving west and “building the country.” They had to cut down a lot of trees to make their homes, not to mention their schools, churches, boats, and furniture.

Word Count: 250

- Assess the student’s comprehension of the selection by asking him or her to respond orally to the following questions:
 1. **Literal** What did Paul Bunyan’s parents have to do to keep his baby bottle filled?
 - » milk four dozen cows every morning and evening
 2. **Inferential** Why did Paul’s father think it would be better if Paul didn’t sleep in town?
 - » When Paul snored, neighbors thought an earthquake was happening, so it would be better if Paul didn’t sleep near neighbors and cause that kind of problem.
 3. **Literal** What happened when Paul slept on a large raft?
 - » When he turned over in his sleep, he created gigantic waves that knocked down houses along the coast.
 4. **Inferential** Why was moving out West the best plan for the Bunyan family?
 - » Americans were moving west and building things as they moved so they would have schools, churches, and furniture. All these new things were built because they didn’t exist yet, which meant there was a lot of space out West. Paul needed a lot of space.
- Continue administering the Fluency Assessment as time permits, throughout Day 2 and Day 3.
- You may score the assessment later, provided you have kept running records and marked the last word students read after one minute elapsed.

Guidelines for Fluency Assessment Scoring

- Use one Fluency Assessment Scoring Sheet for each student taking the assessment. The Fluency Assessment Scoring Sheet appears in each student’s EOY Assessment Summary (Activity Page A.2).

To calculate a student’s Words Correct Per Minute (W.C.P.M) score, use the information you recorded 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 that the student read or attempted to read in one minute. It includes words that the student read correctly as well as words that 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 in the running record. They include words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes in One Minute on the 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 the 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 Grades 4 and 5 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 spring of Grade 4, and a student scored 113 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

Oral Reading Fluency Norms from Hasbrouck and Tindal (2006)

Percentile	Spring Grade 4 W.C.P.M.	Fall Grade 5 W.C.P.M.
90	180	166
75	152	139
50	123	110
25	98	85
10	72	61

Reference

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

End-of-Year Assessment

Assessment Day 3

LESSON AT A GLANCE

	Time	Materials
End-of-Year Assessment		
Morphology Assessment	45 min.	<input type="checkbox"/> Activity Page A.6
Word Reading in Isolation Assessment; Fluency Assessment	Ongoing	<input type="checkbox"/> Activity Pages A.2, A.4, A.5 <input type="checkbox"/> stopwatch

ADVANCE PREPARATION

End-of-Year (EOY) Assessment

- Please plan to have reading material available for students to select from and read independently as they finish the EOY Assessment.

END-OF-YEAR ASSESSMENT

During the third day of the three-day assessment, all students will complete the Morphology Assessment independently. It includes 20 items assessing knowledge of the prefixes *un-*, *non-*, *en-*, *im-*, and *in-*; suffixes *-y*, *-ly*, *-able*, *-ible*, *-ful*, and *-less*; and roots *arch*, *graph*, *rupt*, *port*, and *bio*, all of which were taught in CKLA prior to the end of Grade 4. Have students work independently to complete the Morphology Assessment on Activity Page A.6. Enter all student scores into the Morphology Assessment Scoring Sheet.

Continue to administer the Word Reading in Isolation Assessment and the Fluency Assessments, as described on Assessment Day 2.

MORPHOLOGY ASSESSMENT (45 MIN.)

- Make sure each student has a copy of Activity Page A.6. You may have collected this activity page from students at the beginning of the unit.
- Have students work independently to complete the Morphology Assessment on Activity Page A.6. Enter all student scores into the Morphology Assessment Scoring Sheet. To receive a point for a multiple-part question, students must correctly answer all parts of the question.

INTERPRETING END-OF-YEAR ASSESSMENT SCORES

You should use the results of three assessments to determine students' preparedness for Grade 5 CKLA instruction: the Reading Comprehension Assessment, the Word Reading in Isolation Assessment (if administered), and the Fluency Assessment. Please refer to the Grade 4 End-of-Year Assessment Summary (Activity Page A.2) and consider students' performance on these three assessments, in combination.

It is most challenging to analyze results for students **with ambiguous or borderline scores**. In particular, you may have some students who are right on the border between being strong enough readers to benefit from Grade 5 instruction and not having adequate preparation. This might include students who answered most questions correctly on one story of the Reading Comprehension Assessment but not other stories, or this might include students whose performance was uneven on the Word Reading in Isolation Assessment or Fluency Assessment.

In analyzing results from the **Reading Comprehension Assessment**, be aware that some students may not be strong test-takers. They may struggle to answer the questions even if they read the selection and understood it. You may wish to have students with borderline scores read the selection(s) aloud to you and then discuss it with you so you can better determine if their struggles are a result of comprehension difficulties or other factors.

In analyzing results from the **Word Reading in Isolation Assessment**, remember that not all poor scores are the same.

Students who have difficulty reading one-syllable words may have a major problem reading the words or spellings in question and need intensive remediation beyond what can likely be provided in a Grade 5 classroom.

Benchmark results for individual students are not included for the Grammar Assessment or the Morphology Assessment. You should use the results of the Grammar Assessment and the Morphology Assessment to determine the extent to which students may benefit from the additional practice of certain grammar and morphology skills taught in CKLA prior to beginning the Grade 5 grammar and/or morphology instruction.

End-of-Year Assessment—Reading Comprehension

You will read three selections. 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 it. Finally, you will read the third selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Passage 1: “Mercury and the Woodman,” by Aesop

- 1 A poor Woodman was cutting down a tree near the edge of a deep pool in the forest. It was late in the day and the Woodman was tired. He had been working since sunrise and his strokes were not so sure as they had been early that morning. Thus it happened that the axe slipped and flew out of his hands into the pool.
- 2 The Woodman was in despair. The axe was all he possessed with which to make a living, and he had not money enough to buy a new one. As he stood wringing his hands and weeping, the god Mercury suddenly appeared and asked what the trouble was. The Woodman told him what had happened, and straightway the kind Mercury dived into the pool. When he came up again, he held a wonderful golden axe.
- 3 “Is this your axe?” Mercury asked the Woodman.
- 4 “No,” answered the honest Woodman, “that is not my axe.”
- 5 Mercury laid the golden axe on the bank and sprang back into the pool. This time he brought up an axe of silver, but the Woodman declared again that his axe was just an ordinary one with a wooden handle.
- 6 Mercury dived down for the third time, and when he came up again, he had the very axe that had been lost.
- 7 The poor Woodman was very glad that his axe had been found and could not thank the kind god enough. Mercury was greatly pleased with the Woodman’s honesty.

- 8 “I admire your honesty,” he said, “and as a reward you may have all three axes, the gold and the silver as well as your own.”
- 9 The happy Woodman returned to his home with his treasures, and soon the story of his good fortune was known to everybody in the village. Now there were several Woodmen in the village who believed that they could easily win the same good fortune. They hurried out into the woods, one here, one there, and hiding their axes in the bushes, pretended they had lost them. Then they wept and wailed and called on Mercury to help them.
- 10 And indeed, Mercury did appear, first to this one, then to that. To each one he showed an axe of gold, and each one eagerly claimed it to be the one he had lost. But Mercury did not give them the golden axe. Oh no! Instead he gave them each a hard whack over the head with it and sent them home. And when they returned the next day to look for their own axes, they were nowhere to be found.
- 11 *Honesty is the best policy.*

NAME: _____

DATE: _____

Questions 1–5 pertain to Passage 1: “Mercury and the Woodman,” by Aesop.

1. Explain why the axe slipped and flew out of the Woodman’s hands into the pool.

2. *Despair* means the feeling of having lost hope that something will improve. Why was the Woodman in despair?
- A. He didn’t finish cutting down the tree he had started cutting down.
 - B. He didn’t want to tell Mercury what had happened.
 - C. He wanted the golden axe.
 - D. He didn’t know how he would get his axe back.

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

3. **Part A:** How did the Woodman show honesty, or the quality of being fair and truthful? Find two examples in the text and write them in the following chart.

The Woodman showed honesty by:

Part B: What could the Woodman have done that would not have shown honesty?

4. What good fortune did the other Woodmen in the village hope to easily win?
 - A. getting a golden axe and a silver axe in addition to their own
 - B. losing their own axes in the pool in the forest
 - C. returning the next day to find their hidden axes
 - D. showing honesty to Mercury when he asked what the trouble was

5. The moral of the story is “Honesty is the best policy.” Explain what this moral means, using evidence from the text.

Passage 2: “Benjamin Banneker”

- 1 Imagine that you are given an old-fashioned pocket watch. Because you are a curious person and you are interested in how the watch works, you take it apart. Looking at the array of watch parts, you have an idea. Is it possible to use the watch as a model and build a large clock with the same kinds of working parts? It sounds like it could work, but where will you begin? How will you enlarge the design of the watch to build the clock? What materials will you use for the clock parts? It sounds challenging, doesn't it? Believe it or not, a man named Benjamin Banneker accomplished this task in 1753—more than 250 years ago. And he did it without the use of modern tools or technology. He built the clock from wood, and he carefully carved each of the gears. That clock ran for more than 40 years and kept almost perfect time. Benjamin Banneker used his brilliant mind in this and other ways to examine and improve the world around him.
- 2 Benjamin Banneker was born near Baltimore, Maryland, in 1731. Many African Americans were enslaved during this time in American history, but Benjamin was born a free man. Benjamin grew up on his family's farm. When he was young, his grandmother taught him to read. Later, Benjamin went to a nearby school where he showed great skill in mathematics and science. Benjamin's schooling did not last long, however, because he was needed on the family farm. While working on the farm, Benjamin created an irrigation system that allowed crops to be watered even during dry times. The irrigation system was made up of ditches and small dams. The system controlled water that flowed from springs near the farm.
- 3 Banneker was in his early 20s when he built his famous clock. But that accomplishment didn't satisfy his curiosity about the world around him. He continued to learn and grow. When he was older, Banneker began to teach himself astronomy. Astronomy is the study of the sun, moon, stars, planets, and other bodies in space. This area of study fascinated Banneker. He loved astronomy so much that he built a cabin with a skylight. Through this window in the roof, he could observe the sky during the day and at night. Banneker used his observations to record the weather and the appearance of stars in the sky. He used his outstanding mathematical abilities to calculate the tides and correctly predict eclipses of the sun and the moon.

- 4 Benjamin Banneker decided to create an almanac in which he would publish all the useful information that he gathered. Each year between 1792 and 1797, Banneker published an almanac that included all of his astronomical calculations and weather predictions. Readers used the facts in their daily lives. They also enjoyed the puzzles, health tips, and advice on farming that were included in the pages.
- 5 Benjamin Banneker's abilities were outstanding. People who knew him thought he could put his skills to use in other areas. Thomas Jefferson was among those who were made aware of Banneker's talents. At that time, Jefferson was secretary of state under President George Washington. Jefferson requested that Banneker be made part of a group that was planning the design for the nation's capital. In 1791, Banneker was made an assistant to Major Andrew Ellicott. Major Ellicott was the man appointed by President Washington to lay out the boundaries for the area. Banneker used his mathematical abilities to help plan the way that Washington, D.C., would look in the years to come.
- 6 In 1791, Banneker also sent a copy of the manuscript for his first almanac to Thomas Jefferson. Along with the almanac manuscript, Banneker included a letter to Jefferson that expressed how he felt about slavery. Banneker felt that slavery should be abolished, or ended, and that the abilities of African Americans like himself should be recognized. Jefferson reacted favorably to the almanac and responded to Banneker's comments politely. However, it would be years before slavery was abolished in the United States.
- 7 As Banneker grew older, he continued to observe the natural world around him and to support the anti-slavery movement. He had become well-known and widely respected, and he often enjoyed visits from scientists and others who admired his work. Benjamin Banneker died at his home in 1806. Today the contributions of this farmer, scientist, mathematician, astronomer, writer, and city planner are recognized around the world. In 1980, the U.S. Postal Service remembered the contributions of Benjamin Banneker by issuing a stamp in his honor.

Questions 6–9 pertain to Passage 2: “Benjamin Banneker.”

6. Knowing what Banneker accomplished in his life, what does the word *outstanding* mean in the following sentence from paragraph 5?

Benjamin Banneker’s abilities were outstanding.

- A. unpaid
- B. excellent
- C. poor
- D. average

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

7. **Part A:** Benjamin Banneker was curious about the world around him. Using evidence from the text, fill in the column labeled “Part A: What Benjamin Banneker built or made.”

Part A: What Benjamin Banneker built or made	Part B: Why he built or made this

Part B: Now that you have identified things Banneker built or made, use evidence in the text to help you determine why he built or made these things. Record your answers for why Banneker built each item in the column labeled “Part B: Why he built or made this.”

8. In paragraph 6, the text states the following:

Jefferson reacted favorably to the almanac and responded to Banneker's comments politely.

Using evidence from the text, explain why Jefferson might have reacted favorably to the almanac and why he might have responded to Banneker's comments politely.

9. In paragraph 5, the author states that Thomas Jefferson was aware of Banneker's talents and requested that Banneker be made part of a group that was planning the design for the nation's capital. Using information from the text, explain why Thomas Jefferson might have requested that Banneker be part of an important group planning the design of the nation's capital.

Passage 3: “The Circulatory System”

- 1 If you have ever cut your finger or scraped your knee, you know what your own blood looks like. But have you ever wondered why you need blood or how your blood travels through your body? Long ago, people did not know a lot about blood. For example, it was once thought that bloodletting, or taking blood from a person, would help a sick person. People thought bloodletting would allow a disease to flow out of a person who was ill. Today we know this is not true. Modern scientists and medical professionals have learned a great deal more about blood. They have also learned more about the way blood moves through the body.
- 2 Blood has many important jobs in the body. It carries life-giving oxygen to body cells and removes carbon dioxide. Blood also moves nutrients from food to body tissues, and it carries away waste products. Some cells in blood help protect the body against disease. Blood also helps distribute heat throughout the body. In addition, it carries the hormones that a body needs to grow and function.
- 3 Your blood moves through your body along a network called the circulatory system. The circulatory system is made up of the heart, blood vessels, and blood itself. At one time, it was thought that blood was constantly being made and used up in the body. This idea came from an ancient Greek physician, or doctor, named Galen. Galen believed that the food we eat was turned into blood in the liver. He thought that blood flowed through the veins into the body where it was used up. Then new blood would be made. In the 1600s an English physician named William Harvey proved that this was not true.
- 4 William Harvey was a physician at a hospital in London, England. He was also a doctor to two English kings. Harvey observed blood flow in animals and in the bodies of humans. He confirmed that the heart is an organ that pumps blood through the body. He discovered that blood vessels have valves in them that stop the blood from flowing back the wrong way. In 1628, Harvey published a book that explained how blood is pumped from the heart through the body and then returned to the heart again. His paper proved that blood was circulated over and over again in the body. Harvey also explained the pulse we feel in our bodies. He said the pulse is caused by blood vessels that expand, or grow larger, each time the heart contracts and sends out blood. Harvey’s work changed the way doctors thought of the heart and blood vessels.

- 5 So just how does the circulatory system work? Let's begin with the heart and blood vessels. The heart is a muscular organ that is about the size of a person's fist. It pushes blood out when it contracts, or squeezes together, and it pulls blood in when it relaxes. The blood vessels make up the "pipeline" through which blood flows. You have so many blood vessels in your body, they could circle the earth more than two times if they were strung together! There are different kinds of blood vessels. Arteries are large blood vessels that carry blood away from the heart. The arteries take blood to tiny blood vessels called capillaries. The capillaries are the connections between arteries and veins. Veins are the blood vessels that take blood back to the heart.
- 6 Blood itself is made up of liquid and solid particles. The liquid is called plasma. Plasma is made mostly of water, proteins, and minerals. The solids in blood are called red blood cells, white blood cells, and platelets. The red blood cells carry oxygen and carbon dioxide. The white blood cells protect the body from disease and infection. Platelets help the blood clot. Without the clotting substances in platelets, blood would keep flowing from a wound and a person might bleed to death.
- 7 What happens during blood circulation? The heart pumps blood to the lungs where the blood mixes with oxygen. The blood then goes back to the heart again and is pumped through the arteries to the capillaries. As the blood travels through the capillaries, oxygen and nutrients are delivered to body tissues. The blood also picks up carbon dioxide and other waste products that the body does not need. The blood crosses through the capillaries into the veins. Now it's on its way back to the heart. When the blood reaches the heart, it is pumped into the lungs. In the lungs, carbon dioxide is removed from the blood and fresh oxygen is mixed with the blood again. Other waste products have already been removed from the blood along the way by the liver and the kidneys.
- 8 Your heart, blood, and blood vessels do an amazing job of making sure your body stays strong, healthy, and alive. And they do it in a very short time. It might seem that it would take hours or even days for blood to circulate through your body. But it takes less than a minute. The circulatory system is one of the most important systems in your body. The next time you feel your pulse or hear your heartbeat, remember how hard your circulatory system is working for you!

Questions 10–15 pertain to Passage 3: “The Circulatory System.”

10. In paragraph 5, what does the following sentence mean?

You have so many blood vessels in your body, they could circle the earth more than two times if they were strung together!

- A. If you took all the blood vessels from your body and put them together in one long string, you could wrap that string around the earth more than two times.
- B. If you took all the blood from your body and put it in one place, it would wrap around the earth more than two times.
- C. If you took all the blood vessels from your body, each one is long enough to circle the earth on its own more than two times.
- D. If you took all the blood vessels from your body and put them together in one long string, you could wrap that string around the earth less than two times.

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

11. **Part A:** List the important jobs blood has in the body in the following chart.

Important Jobs Blood Has in the Body

Part B: Using information from the chart, write complete sentences to give at least two reasons why blood is important to the body.

12. Which blood vessels carry blood away from the heart and which blood vessels carry blood back to the heart?
- A. Veins carry blood away from the heart; arteries carry blood back to the heart.
 - B. Veins carry blood away from the heart; capillaries carry blood back to the heart.
 - C. Arteries carry blood away from the heart; capillaries carry blood back to the heart.
 - D. Arteries carry blood away from the heart; veins carry blood back to the heart.
13. Which of the following shows the correct sequence of where blood goes when it circulates through the body?
- A. heart → lungs → heart → veins → capillaries → arteries → heart
 - B. heart → lungs → heart → arteries → capillaries → veins → heart
 - C. lungs → veins → heart → capillaries → veins → heart → lungs
 - D. lungs → arteries → heart → capillaries → veins → heart → lungs

NAME: _____

DATE: _____

Grade 4 End-of-Year Assessment Summary

Reading Comprehension Assessment

Score Required to Meet Benchmark of 80%	Student Score
12/15	_____/15

Word Reading in Isolation Assessment (if administered)

List the missed letter-sound correspondences and syllabication errors in the spaces below:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Other Notes:

Fluency Assessment Scoring Sheet

		Words Read in One Minute
—		Uncorrected Mistakes in One Minute
		W.C.P.M.

Percentile	Spring Grade 4 W.C.P.M.
90	180
75	152
50	123
25	98
10	72
Comprehension Questions Total Correct ____/4	

Benchmark Fluency: Percentile 50 or above
Student Fluency: _____
Benchmark Comprehension: 3/4 Questions
Student Comprehension: ____/4 Questions

Recommended placement in Grade 5 (check one)

- _____ CKLA Grade 5 without reservation
- _____ CKLA Grade 5 with additional support
- _____ Intensive remedial intervention

End-of-Year Grammar Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

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

1. **Part A:** Write *n.* above the nouns in each sentence and *adj.* above the adjectives in each sentence.

Strong storms caused extensive damage to the new bank.

Scientists may be able to provide advance warning if an active volcano showed signs of imminent eruption.

Part B: Draw an arrow from each adjective to the noun it describes.

2. Change the adjective in parentheses to an adverb and identify the verb it describes in the sentence.

Damion waved (excited) when he saw his friend walking down the sidewalk toward him.

Adverb: _____ **Verb the adverb describes:** _____

3. Write a sentence using the verb and adverb provided.

verb: looked **adverb:** quickly

4. Which of the following sentences contains an adverb that describes the verb?
- A. Rabbits hop quietly in the meadow.
 - B. We hung our towels outside so the warm breeze would dry them.
 - C. The strong winds shook the tent at the campsite.
 - D. Water rushes over the edge of the tall waterfall.

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

5. **Part A:** Draw a line separating the subject from the predicate in each sentence.

Paul Revere and others warned people the British soldiers were on the move.

The Bayeaux Tapestry tells the story of the Norman Conquest.

Part B: Underline the entire subject in each sentence. Draw a wiggly line under the entire predicate in each sentence.

6. Correct the following sentence fragments by rewriting each one to be a complete sentence.

Fragment: *missed soccer practice*

Corrected Sentence:

Fragment: *the new family on our street*

Corrected Sentence:

NAME: _____

DATE: _____

7. Correct the following run-on sentences by breaking each into two sentences and adding correct capitalization and punctuation.

We didn't go to school for a week after the massive snowstorm dumped so much snow we made snowmen and went sledding.

Corrected Sentences:

Becoming a monk took many years men started the process by learning to read and write.

Corrected Sentences:

8. For each sentence, add appropriate punctuation for the sentence type indicated.

- A. Imperative: Sit down
- B. Declarative: The sky is blue
- C. Interrogative: Do you know how to get to the grocery store
- D. Exclamatory: Today is my birthday

9. Write an exclamatory sentence.

10. Which of the following sentences shows the correct way to use commas to separate items in a series?

- A. Kendra put her homework, math book, and lunch in her backpack.
- B. Kendra put her homework math book and lunch in her backpack.
- C. Kendra put her homework, math book and lunch in her backpack.
- D. Kendra put her homework math book, and lunch in her backpack.

11. Add a comma to show the correct way to use it when writing a date.

July 4 1776

NAME: _____

DATE: _____

12. Which of the following shows the correct use of a comma in an address?
- A. Marcus Wilhelm
1326 Bellevue Lane
Fayetteville, NC 28301
 - B. Marcus Wilhelm
1326, Bellevue Lane
Fayetteville NC 28301
 - C. Marcus Wilhelm
1326 Bellevue Lane
Fayetteville NC, 28301
 - D. Marcus Wilhelm
1326 Bellevue, Lane
Fayetteville NC 28301
13. Which of the following is the correct way to use a comma and quotation marks to note a quotation from a text?
- A. On page 14, the author states I couldn't tell if my dad was joking or serious when he mentioned the baseball game.
 - B. On page 14, the author states, I couldn't tell if my dad was joking or serious when he mentioned the baseball game.
 - C. On page 14, the author states "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."
 - D. On page 14, the author states, "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."

14. Choose the answer that demonstrates the correct way to use a comma and quotation marks when quoting direct speech.
- A. Ramon was serious when he said “I think you should go talk to Mr. Barnes before you make a decision!”
 - B. Ramon was serious when he said, “I think you should go talk to Mr. Barnes before you make a decision.”
 - C. Ramon was serious when he said, I think you should go talk to Mr. Barnes before you make a decision.
 - D. Ramon was serious when he said I think you should talk to Mr. Barnes before you make a decision!
15. Choose the answer that demonstrates the correct way to sequence multiple adjectives.
- A. She wears a pretty, green dress.
 - B. She wears a green pretty dress.
 - C. A green, pretty dress she wears.
 - D. She wears pretty, a green dress.

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

16. **Part A:** Identify the subject and the verb in the present tense in the following sentence and write each on the lines that follow the sentence.

We are first in line for tickets to the new movie.

Subject: _____ **Verb:** _____

Part B: Write a new subject or a new verb in the present tense to agree with the following changes to the previous sentence.

New Sentence: _____ is first in line for tickets to the new movie.

New Sentence: I _____ first in line for tickets to the new movie.

17. Write the correct form of the verb in the present tense to agree with the subject and complete the sentence.

Verb: choose

Maria _____ nonfiction books each time she goes to the library.

18. Complete the “Agreement” column of the following chart, using the information provided. Remember to use the present tense (action is happening now).

Subject	Action Verb	Agreement
You	read	
Jim Hawkins	write	
The pirates	fight	
She	learn	

19. Complete the “Agreement” column of the following chart for *to be* verbs, using the information provided. Remember to use the present tense (action is happening now).

Subject	Agreement
I	
he/she/it	
we	
you (plural)	

20. Select the modal auxiliary verb that correctly completes the sentence.

We didn't get to go to the park today, but we _____ definitely go tomorrow.

- A. might
- B. will
- C. may
- D. couldn't

21. Select the modal auxiliary verb that correctly completes the sentence.

I took swimming lessons last summer, so now I _____ swim.

- A. can
- B. can't
- C. won't
- D. could

22. Read the following pair of sentences. Then, select the sentence that correctly combines the pair, using the appropriate relative pronoun.

My neighbor is friendly. My neighbor lives across the street.

- A. My neighbor, who is friendly, lives across the street.
- B. My neighbor whom is friendly lives across the street.
- C. My neighbor whose is friendly lives across the street.
- D. My neighbor, which is friendly, lives across the street.

23. Read the following pair of sentences. Then, select the sentence that correctly combines the pair, using the appropriate relative pronoun.

I found the notebook. The notebook was lost.

- A. I found the notebook, which was lost.
- B. I found the notebook, who was lost.
- C. I found the notebook that was lost.
- D. I found the notebook whose lost.

NAME: _____

DATE: _____

24. Select the sentence that correctly uses a coordinating conjunction with appropriate punctuation.
- A. My aunt, and I wanted to go to the beach.
 - B. He loves peanut butter but I do not like it.
 - C. They wanted to take a walk so we did.
 - D. She was sick, yet she looked well.
25. Add commas in the appropriate places for the following sentences using coordinating conjunctions. Some sentences will not need punctuation.
- A. I went to the library on Thursday and my sister went to the library on Friday.
 - B. We planned to walk a mile every day but didn't.
 - C. The weather forecast predicted snow yet it did not snow.
 - D. She asked me to bring her a pencil so I did.

End-of-Year Grammar Assessment total _____ /25 points

To receive a point for a multiple-part question (i.e., 1, 2, 5, 6, 7, 16, 18, and 19), students must correctly answer all parts of the question.

Word Reading in Isolation Assessment Scoring Sheet

	a	b	c	d	e
1	steady /sted*ee/ closed * open	asphalt /as*fawlt/ closed * digraph	oxygen /ox*ij*ən/ closed * closed * closed	dovetail /duv*tael/ digraph * digraph	birthplace /berth*plaes/ r-controlled * digraph
2	bravo /brov*oe/ closed * open	washtub /wosh*tub/ closed * closed	consume /kun*soom/ closed * digraph	delight /dē*liet/ ə * digraph	council /koun*səl/ digraph * ə
3	accuse /ə*kuez/ ə * digraph	riddle /rid*əl/ closed * -le	trolley /trol*ee/ closed * open	scoreboard /skor*bord/ r-controlled * r-controlled	cruise /krooz/ r-controlled
4	marvelous /mar*val*us/ r-cont. * ə * digraph	betrayal /bē*trae*əl/ ə * digraph * ə	freighter /fraet*er/ digraph * r-controlled	flooded /flord/ r-controlled	guarantee /gaer*ən*tee/ r-cont. * closed * open
5	blizzard /bliz*erd/ closed * r-controlled	prairie /praer*ee/ r-controlled * open	concrete /kon*kreet/ closed * digraph	crescent /kres*ent/ closed * closed	bowful /boel*fəl/ digraph * ə
6	breakwater /braek*wot*er/ digraph * closed * r-controlled	peachy /peech*ee/ digraph * open	spiffier /spif*ee*er/ closed * open * r-cont.	gherkin /ger*kin/ r-controlled * closed	qualify /quol*if*ie/ closed * closed * open
7	yearning /yern*ing/ r-controlled * closed	exercise /ex*er*siez/ closed * r-cont. * digraph	loathe /loeth/ r-controlled	ivory /ie*vree/ open * open	disprove /dis*proov/ closed * digraph

Word Reading in Isolation Assessment Scoring Sheet

	a	b	c	d	e
8	audit /aw*dit/ digraph * closed	baboon /bab*oon/ closed * digraph	continue /kun*tin*ue/ closed * closed * open	taught /tawt/ r-controlled * closed	overdue /oe*ver*doe/ open * r-cont. * digraph
9	chasm /kaz*əm/ closed * closed	human /hue*mən/ open * closed	pulled /poold/ r-controlled * closed	warning /worn*ing/ r-controlled * closed	worthless /werth*les/ r-controlled * closed
10	scowl /skoul/ r-controlled * closed	avoidance /ə*void*əns/ ə * digraph * closed	paperboy /pae*per*boi/ open * r-cont. * digraph	courses /kors*ez/ r-controlled * closed	woodchuck /wood*chuk/ digraph * closed
11	switch /swich/ r-controlled * closed	crumb /krum/ r-controlled * closed	whopper /wop*er/ closed * r-controlled	sprinkle /spring*kəl/ closed * -le	knitting /nit*ing/ closed * closed
12	calculate /kal*kue*laet/ closed * open * digraph	mustache /mus*tash/ closed * closed	partridge /par*trij/ r-controlled * closed	single /sinj/ r-controlled * closed	assign /ə*sien/ ə * digraph
13	wriggle /rig*əl/ closed * -le	bizarre /biz*ar/ closed * r-controlled	recommit /ree*kum*it/ open * closed * closed	youthful /yooth*fəl/ digraph * ə	mistletoe /mis*al*toe/ closed * -le * open

End-of-Year Fluency Assessment Recording Copy

Paul Bunyan

Even as a baby, Paul Bunyan was mighty big. How big? Well, he was so big that his parents had to use a covered wagon for his cradle.	18 28
As you might imagine, young Paul Bunyan had a big appetite. He gobbled up five barrels of porridge a day, and his parents had to milk four dozen cows every morning and evening just to keep his baby bottle filled.	43 60 68
Paul was so big it caused some problems in the little town in Maine where he grew up. When he sneezed, he blew the birds from Maine to California. When he snored, the neighbors ran out of their houses hollering, “Earthquake! Earthquake!”	85 101 110
After that, Paul’s father thought it might be better if Paul didn’t sleep in town. He built a cot on a large raft for Paul and floated it off the coast. Paul slept on the raft for a few nights, but the floating cot didn’t work out. When Paul turned over in his sleep, he created gigantic waves that knocked down houses along the coast.	127 149 166 175
Eventually, Paul’s father decided that the East Coast was just too small for Paul Bunyan. The only sensible thing to do was to move out West. So the Bunyan family moved to Minnesota. In those days Minnesota was full of logging camps, sawmills, and lumberjacks. Americans were moving west and “building the country.” They had to cut down a lot of trees to make their homes, not to mention their schools, churches, boats, and furniture.	189 205 219 232 248 250

Word Count: 250

End-of-Year Morphology Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

1. If you come across something that is *uncommon*, what does that mean?
 - A. It is not rare.
 - B. It is rare.
 - C. It is well-known.
 - D. It is easy to find.
2. If someone is speaking in a *nonthreatening* way, describe how that person is speaking.

3. Which of the following words correctly completes the sentence below?

The tour guide _____ my brother with reading the map for the group during the hike.

- A. enjoyed
- B. enclosed
- C. endangered
- D. entrusted

4. Choose the sentence that does **not** demonstrate an example of what the word *patriarch* means.
- A. My grandfather is the head of our family.
 - B. The king is the leader of the country.
 - C. The archbishop is the most important leader in the Church.
 - D. My mother is the head of our family.
5. Someone who is skilled in *calligraphy* is skilled at what?
- A. writing his or her signature
 - B. the art of beautiful handwriting
 - C. the art of making pictures to provide information
 - D. telling the story of his or her life

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

6. **Part A:** When you add the suffix *-y* to the word *taste*, what new word do you create?

New Word: _____

Part B: What is the part of speech of the root word *taste* and the new word from Part A?

Part of Speech of *taste*: _____

Part of Speech of new word: _____

7. Which of the following words with the suffix *-ly* means in a way that indicates something is for a limited time?
- A. easily
 - B. speedily
 - C. temporarily
 - D. daily

NAME: _____

DATE: _____

8. If you *interrupt* someone while he or she studies, what are you doing?

9. Which word pair shares the same root and means the opposite of each other?

- A. import and export
- B. biography and biology
- C. erupt and rupture
- D. monarchy and hierarchy

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

10. **Part A:** Circle the correct prefix to add to the root word in the following sentence.

The bus driver got _____ *patient* with me as I dug in my bag for correct change for the fare.

- A. *un-*
- B. *non-*
- C. *im-*
- D. *in-*

Part B: Identify the word you created in Part A by adding the prefix and write its meaning.

New Word: _____

Meaning: _____

11. Complete the following sentence:

If my homework is *incomplete*, that means it is _____

12. A laptop is a portable computer. What does *portable* mean?

- A. able to be eaten
- B. able to bend
- C. able to be carried around
- D. able to be seen

13. Which of the following items is *edible*?

- A. paint
- B. folder
- C. poison ivy
- D. broccoli

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

14. **Part A:** Which of the following roots means “life?”

- A. rupt
- B. bio
- C. graph
- D. loc

Part B: Choose the word with the root that means “life” and write a sentence using the word.

- A. disrupt
- B. biography
- C. autograph
- D. relocate

Sentence:

15. Which of the following demonstrates the meaning of the word *purposeful*?
- A. having the TV on in the background while you finish math homework
 - B. working hard to finish a science project so you can go to a friend’s house the next day
 - C. asking your dad if you can ride your bike to the park
 - D. throwing your backpack on the floor by the door

16. Circle the correct suffix to add to the root word in the following sentence.

-y	-ly	-ful	-less	-able	-ible
----	-----	------	-------	-------	-------

There were <i>end</i> _____ possibilities for who to choose as the topic of the biography project.
--

17. Complete the following sentence:

She accidentally _____

18. If someone disrupts something, what do they do?

- A. They make something messy.
- B. They send out rock, lava, and ash in a sudden explosion.
- C. They break or burst something.
- D. They stop something from happening.

19. Explain what the following statement means.

The house was still visible from the top of the hill.

20. Which of the following words with the root *bio* means “able to be broken down naturally”?

- A. autobiography
- B. biodegradable
- C. biography
- D. symbiotic

End-of-Year Morphology Assessment total _____ /20 points

To receive a point for a two-part question (i.e., 6, 10, and 14), students must correctly answer both parts of the question.

Part B: What could the Woodman have done that would not have shown honesty?
The Woodman could have said the golden axe was his and/or said the silver axe was his. Doing either of these would not have shown honesty because neither of these axes was his.

4. What good fortune did the other Woodmen in the village hope to easily win?
 A. getting a golden axe and a silver axe in addition to their own
 B. losing their own axes in the pool in the forest
 C. returning the next day to find their hidden axes
 D. showing honesty to Mercury when he asked what the trouble was

5. The moral of the story is "Honesty is the best policy." Explain what this moral means, using evidence from the text.
Answers may vary, but should include that when you are honest, you are rewarded for telling the truth. By not being honest, you may end up worse off than you were when you started.

NAME: _____ DATE: _____ **A.1** ASSESSMENT
 CONTINUED

Questions 1–5 pertain to Passage 1: "Mercury and the Woodman," by Aesop.

1. Explain why the axe slipped and flew out of the Woodman's hands into the pool.
Answers may vary, but should include that it was late in the day, and the Woodman was tired so he was less focused and/or had less energy compared to the morning, so he wasn't as careful in his movements. Thus, the axe slipped out of his hands. Because he was cutting a tree near the edge of a pool, the axe could easily have landed in the pool when it slipped.

2. *Despair* means the feeling of having lost hope that something will improve. Why was the Woodman in despair?
 A. He didn't finish cutting down the tree he had started cutting down.
 B. He didn't want to tell Mercury what had happened.
 C. He wanted the golden axe.
 D. He didn't know how he would get his axe back.

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

3. **Part A:** How did the Woodman show honesty, or the quality of being fair and truthful? Find two examples in the text and write them in the following chart.

The Woodman showed honesty by:
<u>saying the golden axe wasn't his</u>
<u>saying the silver axe wasn't his</u>

NAME: _____ DATE: _____ **A.1** ASSESSMENT
 CONTINUED

Questions 6–9 pertain to Passage 2: "Benjamin Banneker."

6. Knowing what Banneker accomplished in his life, what does the word *outstanding* mean in the following sentence from paragraph 5?
 Benjamin Banneker's abilities were outstanding.

A. unpaid
 B. excellent
 C. poor
 D. average

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

7. **Part A:** Benjamin Banneker was curious about the world around him. Using evidence from the text, fill in the column labeled "Part A: What Benjamin Banneker built or made."

Part A: What Benjamin Banneker built or made	Part B: Why he built or made this
	<u>See Teacher Guide, Assessment Day 1 for answers.</u>

Part B: Now that you have identified things Banneker built or made, use evidence in the text to help you determine why he built or made these things. Record your answers for why Banneker built each item in the column labeled "Part B: Why he built or made this."

8. In paragraph 6, the text states the following:

Jefferson reacted favorably to the almanac and responded to Banneker's comments politely.

Using evidence from the text, explain why Jefferson might have reacted favorably to the almanac and why he might have responded to Banneker's comments politely.

Answers may vary, but should include that Jefferson was aware of Banneker's talents and knew Banneker had good ideas.

9. In paragraph 5, the author states that Thomas Jefferson was aware of Banneker's talents and requested that Banneker be made part of a group that was planning the design for the nation's capital. Using information from the text, explain why Thomas Jefferson might have requested that Banneker be part of an important group planning the design of the nation's capital.

Answers may vary, but should include that Jefferson knew Banneker was talented, had accomplished many things, and had great abilities.

Planning the design for the nation's capital was an important task for a specific group of people, and Jefferson likely felt that

Banneker's talents, especially his mathematical abilities, would serve the group, and the overall plan for the city, well.

Part B: Using information from the chart, write complete sentences to give at least two reasons why blood is important to the body.

Answers may vary, but should include information from the chart, which is text evidence, and the information should directly support the reasons provided.

12. Which blood vessels carry blood away from the heart and which blood vessels carry blood back to the heart?

- A. Veins carry blood away from the heart; arteries carry blood back to the heart.
- B. Veins carry blood away from the heart; capillaries carry blood back to the heart.
- C. Arteries carry blood away from the heart; capillaries carry blood back to the heart.
- D. Arteries carry blood away from the heart; veins carry blood back to the heart.

13. Which of the following shows the correct sequence of where blood goes when it circulates through the body?

- A. heart → lungs → heart → veins → capillaries → arteries → heart
- B. heart → lungs → heart → arteries → capillaries → veins → heart
- C. lungs → veins → heart → capillaries → veins → heart → lungs
- D. lungs → arteries → heart → capillaries → veins → heart → lungs

NAME: _____
DATE: _____

Questions 10–15 pertain to Passage 3: "The Circulatory System."

10. In paragraph 5, what does the following sentence mean?

You have so many blood vessels in your body, they could circle the earth more than two times if they were strung together!

- A. If you took all the blood vessels from your body and put them together in one long string, you could wrap that string around the earth more than two times.
- B. If you took all the blood from your body and put it in one place, it would wrap around the earth more than two times.
- C. If you took all the blood vessels from your body, each one is long enough to circle the earth on its own more than two times.
- D. If you took all the blood vessels from your body and put them together in one long string, you could wrap that string around the earth less than two times.

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

11. **Part A:** List the important jobs blood has in the body in the following chart.

Important Jobs Blood Has in the Body
carries life-giving oxygen to body cells
removes carbon dioxide from body cells
moves nutrients from food to body tissues
carries away waste products from body tissues
protects the body against disease
helps distribute heat throughout the body

NAME: _____
DATE: _____

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

14. **Part A:** Fill in the following chart comparing the physicians Galen and Harvey and their beliefs.

	How Blood Is Used in the Body	Where Blood Starts before Going through the Body
Galen	blood is made and used up in the body	liver
Harvey	blood is used over and over again, not used up	heart

Part B: Using information from the chart and information from the text, explain how Harvey's work changed the way doctors thought about the heart and blood vessels.

Answers may vary, but should include that Harvey observed blood flow in humans and animals and confirmed that the heart is the organ that pumps blood through the body. Galen thought blood came from the liver before going through the rest of the body. Harvey also determined that blood circulated throughout the body over and over again. Galen thought blood was used up and more was made by the liver, using food we eat. In addition, Harvey discovered valves to stop blood from flowing backward in the blood vessels. Harvey explained the pulse we feel in our bodies. Harvey's work showed that the heart was the important part of the circulatory system, not the liver as Galen had described. Harvey's discoveries about the heart and blood vessels changed how doctors thought about these parts of the body.

15. In paragraph 8, the text states that it might seem like it would take hours or days for blood to circulate through your body. Using evidence from the passage, explain why it might seem that blood would take so long to circulate through your body.

Answers may vary, but should include that given all the work that is required to move blood through the body, all of the blood vessels, and the length of all the blood vessels put together in your body, one would think it would take a very long time for blood to circulate through the body. However, the heart and blood vessels work well together to circulate blood very quickly.

*End-of-Year Reading Comprehension total _____ /15 points
To receive a point for a two-part question (i.e., 3, 7, 11, and 14), students must correctly answer both parts of the question.*

NAME: _____
DATE: _____

A.3 ASSESSMENT

End-of-Year Grammar Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

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

1. **Part A:** Write *n.* above the nouns in each sentence and *adj.* above the adjectives in each sentence.

adj. n. adj. n. adj. n.
Strong storms caused extensive damage to the new bank.

n. n. adj. n. adj. n.
Scientists may be able to provide advance warning if an active volcano showed signs of imminent eruption.

Part B: Draw an arrow from each adjective to the noun it describes.

2. Change the adjective in parentheses to an adverb and identify the verb it describes in the sentence.

Damion waved (excited) when he saw his friend walking down the sidewalk toward him.

Adverb: excitedly Verb the adverb describes: waved

3. Write a sentence using the verb and adverb provided.

verb: looked adverb: quickly

Answers may vary.

4. Which of the following sentences contains an adverb that describes the verb?

- A. Rabbits hop quietly in the meadow.
- B. We hung our towels outside so the warm breeze would dry them.
- C. The strong winds shook the tent at the campsite.
- D. Water rushes over the edge of the tall waterfall.

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

5. **Part A:** Draw a line separating the subject from the predicate in each sentence.

Paul Revere and others | warned people the British soldiers were on the move.

The Bayeux Tapestry | tells the story of the Norman Conquest.

Part B: Underline the entire subject in each sentence. Draw a wiggly line under the entire predicate in each sentence.

6. Correct the following sentence fragments by rewriting each one to be a complete sentence.

Fragment: missed soccer practice

Corrected Sentence:

Answers may vary.

Fragment: the new family on our street

Corrected Sentence:

Answers may vary.

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7. Correct the following run-on sentences by breaking each into two sentences and adding correct capitalization and punctuation.

We didn't go to school for a week after the massive snowstorm dumped so much snow we made snowmen and went sledding.

Corrected Sentences:

We didn't go to school for a week after the massive snowstorm dumped so much snow. We made snowmen and went sledding.

Becoming a monk took many years men started the process by learning to read and write.

Corrected Sentences:

Becoming a monk took many years. Men started the process by learning to read and write.

8. For each sentence, add appropriate punctuation for the sentence type indicated.
- A. Imperative: Sit down.
 - B. Declarative: The sky is blue.
 - C. Interrogative: Do you know how to get to the grocery store?
 - D. Exclamatory: Today is my birthday!

9. Write an exclamatory sentence.

Answers may vary.

10. Which of the following sentences shows the correct way to use commas to separate items in a series?

- A. Kendra put her homework, math book, and lunch in her backpack.
- B. Kendra put her homework math book and lunch in her backpack.
- C. Kendra put her homework, math book and lunch in her backpack.
- D. Kendra put her homework math book, and lunch in her backpack.

11. Add a comma to show the correct way to use it when writing a date.

July 4, 1776

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12. Which of the following shows the correct use of a comma in an address?

- A. Marcus Wilhelm
1326 Bellevue Lane
Fayetteville, NC 28301
- B. Marcus Wilhelm
1326, Bellevue Lane
Fayetteville NC 28301
- C. Marcus Wilhelm
1326 Bellevue Lane
Fayetteville NC, 28301
- D. Marcus Wilhelm
1326 Bellevue, Lane
Fayetteville NC 28301

13. Which of the following is the correct way to use a comma and quotation marks to note a quotation from a text?

- A. On page 14, the author states I couldn't tell if my dad was joking or serious when he mentioned the baseball game.
- B. On page 14, the author states, I couldn't tell if my dad was joking or serious when he mentioned the baseball game.
- C. On page 14, the author states "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."
- D. On page 14, the author states, "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."

14. Choose the answer that demonstrates the correct way to use a comma and quotation marks when quoting direct speech.

- A. Ramon was serious when he said "I think you should go talk to Mr. Barnes before you make a decision!"
- B. Ramon was serious when he said, "I think you should go talk to Mr. Barnes before you make a decision."
- C. Ramon was serious when he said, I think you should go talk to Mr. Barnes before you make a decision.
- D. Ramon was serious when he said I think you should talk to Mr. Barnes before you make a decision!

15. Choose the answer that demonstrates the correct way to sequence multiple adjectives.

- A. She wears a pretty, green dress.
- B. She wears a green pretty dress.
- C. A green, pretty dress she wears.
- D. She wears pretty, a green dress.

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

16. **Part A:** Identify the subject and the verb in the present tense in the following sentence and write each on the lines that follow the sentence.

We are first in line for tickets to the new movie.

Subject: we Verb: are

Part B: Write a new subject or a new verb in the present tense to agree with the following changes to the previous sentence.

New Sentence: He/she is first in line for tickets to the new movie.

New Sentence: I am first in line for tickets to the new movie.

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17. Write the correct form of the verb in the present tense to agree with the subject and complete the sentence.

Verb: choose

Maria chooses nonfiction books each time she goes to the library.

18. Complete the "Agreement" column of the following chart, using the information provided. Remember to use the present tense (action is happening now).

Subject	Action Verb	Agreement
You	read	<u>You read</u>
Jim Hawkins	write	<u>Jim Hawkins writes</u>
The pirates	fight	<u>The pirates fight</u>
She	learn	<u>She learns</u>

19. Complete the "Agreement" column of the following chart for *to be* verbs, using the information provided. Remember to use the present tense (action is happening now).

Subject	Agreement
I	<u>am</u>
he/she/it	<u>is</u>
we	<u>are</u>
you (plural)	<u>are</u>

20. Select the modal auxiliary verb that correctly completes the sentence.

We didn't get to go to the park today, but we _____ definitely go tomorrow.

- A. might
- B. will
- C. may
- D. couldn't

21. Select the modal auxiliary verb that correctly completes the sentence.

I took swimming lessons last summer, so now I _____ swim.

- A. can
B. can't
C. won't
D. could
22. Read the following pair of sentences. Then, select the sentence that correctly combines the pair, using the appropriate relative pronoun.

My neighbor is friendly. My neighbor lives across the street.

- A. My neighbor, who is friendly, lives across the street.
B. My neighbor whom is friendly lives across the street.
C. My neighbor whose is friendly lives across the street.
D. My neighbor, which is friendly, lives across the street.
23. Read the following pair of sentences. Then, select the sentence that correctly combines the pair, using the appropriate relative pronoun.

I found the notebook. The notebook was lost.

- A. I found the notebook, which was lost.
B. I found the notebook, who was lost.
 C. I found the notebook that was lost.
D. I found the notebook whose lost.

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24. Select the sentence that correctly uses a coordinating conjunction with appropriate punctuation.

- A. My aunt, and I wanted to go to the beach.
B. He loves peanut butter but I do not like it.
C. They wanted to take a walk so we did.
 D. She was sick, yet she looked well.

25. Add commas in the appropriate places for the following sentences using coordinating conjunctions. Some sentences will not need punctuation.

- A. I went to the library on Thursday and my sister went to the library on Friday.
B. We planned to walk a mile every day but didn't.
C. The weather forecast predicted snow, yet it did not snow.
D. She asked me to bring her a pencil, so I did.

End-of-Year Grammar Assessment total _____ /25 points

To receive a point for a multiple-part question (i.e., 1, 2, 5, 6, 7, 16, 18, and 19), students must correctly answer all parts of the question.

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A.6
ASSESSMENT

End-of-Year Morphology Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

1. If you come across something that is *uncommon*, what does that mean?
A. It is not rare.
 B. It is rare.
C. It is well-known.
D. It is easy to find.
2. If someone is speaking in a *nonthreatening* way, describe how that person is speaking.
Answers may vary, but should demonstrate understanding of the meaning of *nonthreatening*.
3. Which of the following words correctly completes the sentence below?

The tour guide _____ my brother with reading the map for the group during the hike.

- A. enjoyed
B. enclosed
C. endangered
 D. entrusted

4. Choose the sentence that does **not** demonstrate an example of what the word *patriarch* means.
A. My grandfather is the head of our family.
B. The king is the leader of the country.
C. The archbishop is the most important leader in the Church.
 D. My mother is the head of our family.
5. Someone who is skilled in *calligraphy* is skilled at what?
A. writing his or her signature
 B. the art of beautiful handwriting
C. the art of making pictures to provide information
D. telling the story of his or her life

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

6. **Part A:** When you add the suffix *-y* to the word *taste*, what new word do you create?
New Word: tasty

Part B: What is the part of speech of the root word *taste* and the new word from Part A?

Part of Speech of *taste*: verb

Part of Speech of new word: adjective

7. Which of the following words with the suffix *-ly* means in a way that indicates something is for a limited time?
A. easily
B. speedily
 C. temporarily
D. daily

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8. If you *interrupt* someone while he or she studies, what are you doing?

Answers may vary, but should demonstrate understanding of the meaning of *interrupt*.

9. Which word pair shares the same root and means the opposite of each other?

- A. import and export
B. biography and biology
C. erupt and rupture
D. monarchy and hierarchy

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

10. **Part A:** Circle the correct prefix to add to the root word in the following sentence.

The bus driver got _____ *patient* with me as I dug in my bag for correct change for the fare.

- A. *un-*
B. *non-*
 C. *im-*
D. *in-*

Part B: Identify the word you created in Part A by adding the prefix and write its meaning.

New Word: impatient

Meaning: not patient

11. Complete the following sentence:

If my homework is *incomplete*, that means it is not complete, or not done.

12. A laptop is a portable computer. What does *portable* mean?

- A. able to be eaten
B. able to bend
 C. able to be carried around
D. able to be seen

13. Which of the following items is *edible*?

- A. paint
B. folder
C. poison ivy
 D. broccoli

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

14. **Part A:** Which of the following roots means "life"?

- A. *rupt*
 B. *bio*
C. *graph*
D. *loc*

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Part B: Choose the word with the root that means "life" and write a sentence using the word.

- A. disrupt
 B. biography
C. autograph
D. relocate

Sentence:

Answers may vary, but should demonstrate understanding of the meaning of *biography*.

15. Which of the following demonstrates the meaning of the word *purposeful*?

- A. having the TV on in the background while you finish math homework
 B. working hard to finish a science project so you can go to a friend's house the next day
C. asking your dad if you can ride your bike to the park
D. throwing your backpack on the floor by the door

16. Circle the correct suffix to add to the root word in the following sentence.

-y -ly -ful -less -able -ible

There were *end* _____ possibilities for who to choose as the topic of the biography project.

17. Complete the following sentence:

She accidentally Answers may vary, but should demonstrate understanding of the meaning of accidentally.

18. If someone disrupts something, what do they do?

- A. They make something messy.
B. They send out rock, lava, and ash in a sudden explosion.
C. They break or burst something.
 D. They stop something from happening.

19. Explain what the following statement means.

The house was still visible from the top of the hill.

You can still see the house from the top of the hill.

20. Which of the following words with the root *bio* means "able to be broken down naturally"?

- A. autobiography
 B. biodegradable
C. biography
D. symbiotic

End-of-Year Morphology Assessment total _____ /20 points

To receive a point for a two-part question (i.e., 6, 10, and 14), students must correctly answer both parts of the question.