

## 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: How the Turkey Buzzard Got His Suit

- 1 It was a long, long time ago, when the earth was very young. Trees and flowers were growing everywhere, but there were no birds. One morning the Great Spirit drew back the blanket from the door of his wigwam in the sky. He looked upon the earth and smiled, for he saw that his work was good.
- 2 “Today,” thought he, “I will make big birds to fly in and out among the beautiful trees and flowers of the earth, and they shall sing as they fly.”
- 3 Then the Great Spirit spoke, and the treetops were full of birds—but they had no feathers.
- 4 All day he watched them fly and listened to their songs. But their bodies and long legs did not please him, and before the sun had set he had made feathered suits, of every size and color, to cover them.
- 5 That night, as the birds hid their heads under their wings, the Great Spirit spoke to them. He told them about the feathered suits he had made for them, and where these suits could be found.
- 6 A council was called the next day by the birds. They chose *Gah gah go wah*, the Turkey Buzzard, to get the suits. He could fly over a long trail and not be tired.
- 7 The birds told him that if he would go, he could have the first choice of the suits of feathers, but he must not try on any suit more than once.
- 8 Turkey Buzzard promised not to try on any suit more than once and set out toward

the setting sun. Twice the sun set, and three times it rose, before he found the feathered suits. There were many of them, and they were very beautiful. He could not make up his mind about which one he would like best to wear.

- 9 Then he remembered that he could try on each suit of feathers once. So he began to put them on.
- 10 The feathers of the first suit were too long and trailed on the ground as he walked. He could not fly well in them either. Turkey Buzzard laid that suit aside.
- 11 The next suit shone like gold, and the feathers were a beautiful yellow. Turkey Buzzard put it on and strutted up and down the forest.
- 12 “Oh, how handsome I am!” he said. “But I must not keep this, for if I did, I should shine like the face of the Great Spirit that all the other birds would see me.”
- 13 And he slipped off the suit of yellow feathers as quickly as possible.
- 14 A third suit was of pure white feathers. Turkey Buzzard thought it looked very beautiful and it was a perfect fit.
- 15 “But it will get dirty too soon,” he said. “I will not choose this.”
- 16 And this, too, was laid aside.
- 17 There were not enough feathers in the fourth suit so Turkey Buzzard shivered with cold. It was not warm enough, and he would not have it.
- 18 There were too many feathers, and too many pieces, in the fifth suit. It took too much time to put it on, and Turkey Buzzard did not want that.
- 19 So he went from one suit to another, trying it on and taking it off. Always he had some new fault to find. Something was wrong with each one, nothing quite pleased him, and no suit was just right.
- 20 At last there was but one suit left, and it was not pretty. It was a plain, dull color and

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very short of feathers at the neck and head. Turkey Buzzard put it on. He did not like it, and it did not fit him well as it was cut too low in the neck. Turkey Buzzard thought it was the homeliest suit of all. But it was the last suit, so he kept it on.

- 21 Then *Gah gah go wah*, the Turkey Buzzard, gathered up the suits and flew back to the bird lodge still wearing the plain, dull-colored suit.
- 22 The birds again called a council. Each was told to select a suit from those that *Gah gah go wah* had brought, and put it on, which they did.
- 23 Then the birds in their beautiful feathered suits began to walk and fly about the Turkey Buzzard, and to make fun of his plain, dull dress.
- 24 But *Gah gah go wah* held his head high and walked proudly about among the birds. He looked with scorn on their beautiful suits. After a time he spoke.
- 25 He said, “*Gah gah go wah*, the Turkey Buzzard, does not want your suits. He had the pick of them all, and he likes his own suit best.”

## Questions

1. Why did the Great Spirit make feathered suits for the birds?
  - A. He wanted to use the feathers he had for something.
  - B. He couldn't make up his mind about which birds he liked best.
  - C. He didn't like the way the birds' bodies and long legs looked.
  - D. He wanted the birds to be warm.
2. Why did Turkey Buzzard try on every suit?
  - A. He couldn't make up his mind about which would be the best suit to wear.
  - B. He wanted to touch all the feathers.
  - C. He was told he could try on each suit as many times as he wanted.
  - D. He had to fly a long way to get to the suits.
3. A simile compares two things, usually using *like* or *as*. What does the following simile from Paragraph 11 mean?

The next suit shone like gold and the feathers were a beautiful yellow.

- A. The suit was dull in color and less attractive than the other suits.
- B. The suit had many colors that made it attractive to look at.
- C. The feathers were made of gold and they shone in the sunlight.
- D. The bright yellow feathers made the suit vibrant and colorful, as if it were made of gold

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4. What was wrong with each of the following suits Turkey Buzzard tried on?

Suit	What was wrong with it?
first suit	
next suit	
third suit	
fourth suit	
fifth suit	

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

5. **Part A:** What is the meaning of the word *homeliest* in the following sentence from paragraph 20?

Turkey Buzzard thought it was the homeliest suit of all.

- A. colorful
- B. itchy
- C. appealing
- D. unattractive

**Part B:** Underline the words and phrases in the text that helped you determine the meaning of *homeliest*.

6. Why did Turkey Buzzard hold his head high and walk proudly in his chosen suit among the other birds?

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## Passage 2: Titian

- 1 We have seen how most of the great painters loved to paint scenes which they had known when they were boys. They clearly and vividly remembered these scenes all their lives. So when we come to the great Venetian painter Titian, we look with interest to see where he was born. This will help us know what pictures of nature he had in his mind when he was still a boy.
- 2 At the foot of the Alps lies the little town of Cadore on the Pieve River. This is where Titian was born. On every side rise great masses of rugged mountains towering up to the sky, with jagged peaks and curious fantastic shapes. Clouds float around their summits. The mist will often wrap them in gloom and give them a strange and awesome look. At the foot of the craggy pass the mountain-torrent of the Pieve roars and tumbles on its way. Far-reaching forests of trees, with weather-beaten, gnarled, old trunks, stand firm against the mountain storms. Beneath their wide-spreading boughs there is a gloominess almost of twilight, showing glimpses here and there of deep purple distances beyond.
- 3 No wonder Titian loved to paint mountains and was the first to paint a purely landscape picture. He grew up in those strange solemn mountains and the wild country around them, in the deep gloom of the woods and the purple of the distance beyond.
- 4 The boy's father, Gregorio Vecelli, was one of the nobles of Cadore, but the family was not rich. When Titian was 10 years old he was sent to an uncle in Venice to be taught some trade. He had always been fond of painting. It is said that when he was a very little boy he was found trying to paint a picture with the juices of flowers. His uncle, seeing that the boy had some talent, placed him in the studio of Giovanni Bellini.
- 5 Titian learned much from Bellini. But it was not until he first saw the artist Giorgione's work that he dreamed of what was possible to do with color. From that point forward he began to paint with a marvelous richness of color. This is what made his name famous all over the world.
- 6 At first, young Titian worked with Giorgione. Together they began to create frescoes on the walls of the Exchange above the Rialto Bridge in Venice. But over time

Giorgione grew jealous. Titian's work was praised too highly and was even thought to be the better of the two. So they parted company.

- 7 It became clear that Titian was another great painter who was likely to bring fame and honor to the city of Venice. He was invited to finish the frescoes in the Grand Council chamber, which Bellini had begun. He was also invited to paint the portraits of the Doges, Venice's rulers.
- 8 These portraits which Titian painted were greatly admired. All the great princes and nobles desired to have themselves painted by the Venetian artist. The Emperor Charles V himself stopped at Bologna and sent someone to Venice to get Titian. The Emperor was so delighted with Titian's work that he made the painter a knight with a pension, or retirement payment, of two hundred crowns.
- 9 Fame and wealth awaited Titian wherever he went. Before long he was invited to Rome to paint a portrait of the Pope. There he met Michelangelo, who looked with much interest at his work. Michelangelo praised Titian's work highly, for the use of color was like nothing he had ever seen before.
- 10 "It is most beautiful," Michelangelo said afterwards to a friend. "But it is a pity that in Venice they do not teach men how to draw as well as how to use color. If this Titian drew as well as he painted, it would be impossible to surpass him."
- 11 But ordinary eyes can find little fault with Titian's drawing, and his portraits are thought to be among the most wonderful ever painted. Besides painting portraits, Titian painted many other kinds of paintings, and these too are considered to be masterpieces.
- 12 Titian lived to be a very old man, almost a hundred years old. Even as an old man, he was always seen with the brush in his hand, painting some new picture. When he passed away, he left behind many beautiful paintings that adorned the walls of his beloved Venice. In fact, he made the whole world richer and more beautiful.



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## Questions

7. What is the painter Titian known for?
- A. richness of color in landscapes and portraits
  - B. religious art
  - C. working with the artist Giorgione
  - D. being the son of a noble

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

8. **Part A:** What work made it clear that Titian would bring fame and honor to Venice?
- A. the first purely landscape picture he created
  - B. pictures he painted using juices of flowers
  - C. the portrait of Emperor Charles V
  - D. the walls of the Exchange above the Rialto Bridge

**Part B:** Why did this work make it clear Titian was a talented painter?

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9. Why is it not surprising that Titian was the first artist to paint a purely landscape picture?
- A. He grew up in Venice, among the canals and busy trading atmosphere.
  - B. He grew up in the mountains, among beautiful, natural scenes.
  - C. He grew up in Rome, around religious art commissioned by the pope.
  - D. He grew up in a busy city, around lots of people, merchants, and art.

10. What does the following sentence from paragraph 9 mean?

Fame and wealth awaited Titian wherever he went.

- A. It was hard for Titian to find work no matter where he went.
- B. Titian was so talented that wherever he went he became famous and wealthy.
- C. Titian became famous and wealthy only when he worked with Giorgione.
- D. Titian became famous and wealthy only because he worked with Michelangelo.

### Passage 3: Improvements in Transportation

#### Getting Around

- 1 In the 1700s, America's population grew and spread. One thing became clear: The United States would need to improve its transportation system. Roads were dirt paths really, dusty in summer, muddy in winter, with tree stumps sticking up here and there. These would not do for a growing nation.
- 2 By 1800, improvements had, in fact, been made on many of the roads that connected the growing cities and towns of the East. They had been widened and were able to handle wagon traffic as well as horses. It was now possible to travel between the main towns by stagecoach.
- 3 The stagecoach got its name from the fact that it made its journey "in stages": every 15 or 20 miles, the driver of the coach stopped at a station to change the team of horses for the next stage of the journey.
- 4 Although stagecoach travel was an improvement over travel on horseback, it was still hardly a comfortable experience. You began your trip at 2:00 or 3:00 in the morning. Sitting on hard, wooden seats in a coach without springs, you felt every bump and hole in the unpaved roads. Male passengers learned not to dress in fancy clothes, because when the wheels of the coach got stuck in a mud hole the men were expected to help lift the coach out.
- 5 When the sun went down and your stagecoach stopped at an inn, you found things hadn't changed much since the early 1700s. You still got a bad meal and a terrible night's sleep. Often travelers slept four in a bed, with males in one bedroom and females in another.

## Turnpikes

- 6 Another improvement was the development of roads called turnpikes. Just before 1800, a number of people figured that if they could build good roads, they could charge people for using them. Every ten miles or so, the road's owners would collect a toll, or fee. They did this by placing a pike, or pole, across the road, blocking passage until the traveler paid the toll. That is how the turnpike got its name. When the toll was paid, the pike would be turned, allowing the traveler to pass.
- 7 Some of these turnpikes were actually paved with stone or gravel. Most, though, were just improved versions of the old dirt road—a little smoother, a little wider, with the tree stumps in them a little lower. But the newer roads were just as dusty and muddy, depending on the season, as the older roads. And most of them ran between the cities of the East, where there were lots of users to pay the tolls. No turnpike ran very far west.
- 8 None of these improvements, then, answered the growing needs of people who were moving west. There were few roads wide enough for wagons. Pioneers, therefore, still traveled mainly on foot, leading a horse or mule that carried their supplies.

## Steamboats

- 9 Improved roads were a big help, but they were still a very slow and expensive way for westerners to ship their farm products to the markets of the world. Rivers provided a better way to do that. Most of the streams west of the Appalachian Mountains emptied into the Ohio River. The Ohio in turn emptied into the great Mississippi River. That is why so many settlers chose to farm the land along these waterways. They could load their goods on flatboats and float them downstream all the way to the port of New Orleans. From there the goods could be sent by ship anywhere in the world.
- 10 But flatboats could not return upstream against the current without great human effort. Most farmers therefore, after selling their crops in New Orleans, would break up their boats and sell them for lumber. They then returned north by horseback or on foot.
- 11 Was there some way that would allow river travel to go upstream as well? An American inventor named Robert Fulton believed he knew how. He built a boat and

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placed two large paddle wheels on its sides. He then installed a steam engine that would turn the paddle wheels, which would work like oars and push the boat through the water.

- 12 Fulton named his boat the *Clermont*. Others who saw this odd-looking boat laughed and called it a different name: *Fulton's Folly*. But Robert Fulton had the last laugh. In August 1807, the *Clermont* steamed up the Hudson River, against the current, from New York City to Albany—150 miles in only 32 hours. Fulton's steamboat made the trip in far less time than a horse-drawn wagon could, and it carried a much larger cargo. It did not take long for steamboats to make their appearance on the Ohio and Mississippi Rivers, carrying passengers and goods down and especially up these water highways.

## Questions

11. What improvements in transportation are presented in this passage? Circle all that apply.

- A. roads widened to handle wagons and horses
- B. stagecoach travel
- C. turnpikes
- D. flatboats
- E. steamboats

12. Why did road owners collect a toll?

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13. Why were improvements in transportation needed in the United States in the 1700s and 1800s?

- A. The population in the United States was declining, as was the need for transportation was methods.
- B. The population in the United States was growing and spreading, and transportation was needed to accommodate those changes.
- C. People didn't need to use roads and waterways for travel or for shipping goods.
- D. Turnpike developers stopped collecting tolls from travelers using the roads.

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

14. **Part A:** What is the meaning of the word *folly* in the following sentence from paragraph 12?

Others who saw this odd-looking boat laughed and called it a different name: *Fulton's Folly*.

- A. important improvement
- B. new approach
- C. foolish idea
- D. slow method

**Part B:** What words and phrases in the text helped you determine the meaning of *folly*?

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15. The idiom *had the last laugh* means to succeed when others thought you wouldn't. What does it mean in paragraph 12 when it says Fulton had the last laugh?

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16. Compare and contrast the stagecoach, turnpikes, and the steamboat as improvements in transportation. Which improvement best addressed transportation issues and why?

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*End-of-Year Reading Comprehension Score: \_\_\_\_\_ /16 points*

*To receive a point for a two-part question (i.e., 5, 8, and 14), students must correctly answer both parts of the question.*



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## Grade 5 End-of-Year Assessment Summary

### Reading Comprehension Assessment

Score Required to Meet Benchmark of 80%	Student Score
13/16	_____/16

### 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

		<b>Words Read in One Minute</b>
—		<b>Uncorrected Mistakes in One Minute</b>
		<b>W.C.P.M.</b>

Percentile	Spring Grade 5 W.C.P.M.
90	194
75	168
50	139
25	109
10	83
Comprehension Questions Total Correct ____/4	

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

### Recommended placement in Grade 6 (check one)

- \_\_\_\_\_ CKLA Grade 6 without reservation
- \_\_\_\_\_ CKLA Grade 6 with additional support
- \_\_\_\_\_ Intensive remedial intervention

## End-of-Year Grammar Assessment

*Read and answer each question.*

*For each sentence, draw a vertical line separating the subject and predicate. Circle the entire subject. Draw a wiggly line under the entire predicate.*

1. Copernicus observed that the planets moved in ways that didn't agree with the long-held geocentric model.
2. The Maya and the Aztec civilizations developed in Mesoamerica.

*Read each pair of sentences about Don Quixote. If the information in the pair of sentences is similar, rewrite the two sentences using a transition word or phrase that compares the two sentences. If the information in a pair of sentences is different, combine the sentences using a word or phrase that contrasts the two sentences.*

Words and Phrases That Compare	Words and Phrases That Contrast
in the same way	on the other hand
similarly	alternatively
just as	in contrast
also	instead

3. Don Quixote thought he saw a man wearing an enchanted helmet. Sancho saw a barber riding a donkey and wearing a basin on his head to protect it from the rain.

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4. Don Quixote meddled in an interaction between a farmer and a young boy. Don Quixote meddled in a situation with merchants and servants.

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5. Don Quixote is idealistic, or thinks positively about things. Sancho is realistic, or sees things the way they actually are.

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*For each of the following sentences, identify the subject by circling it. Then identify the verb. If it is an action verb, underline it with a straight line. If it is a linking verb, underline it with a wiggly line.*

6. Guild members in Florence chose Ghiberti to help Brunelleschi build the cathedral dome.
7. Brunelleschi was angry.
8. In the summer of 1911, Ishi emerged from the wilderness in Oroville.
9. He was a very unusual sight.

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Use the information provided in the “Subject” and “Verb” columns of the following chart to fill in the “Agreement in the Present Tense” column so the subject and verb are in agreement in the present tense.

Subject	Verb	Agreement in the Present Tense
I	to be	10.
the sky	to look	11.
the authors	write	12.
he	to see	13.
they	run	14.
we	to be	15.

Write a complete sentence for any of the subject-verb agreement statements you created in the chart.

16. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

For each of the following items in a series, write a complete sentence using commas correctly.

crisp air colorful leaves hot cider

17. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

carrots peas potatoes

18. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Use the information provided in the “Subject” and “Verb” columns of the following chart to fill in the “Agreement in the Past Tense” column so the subject and verb are in agreement in the past tense.*

Subject	Verb	Agreement in the Past Tense
Leonardo da Vinci	to have	19.
Native Americans	to be	20.
Jacob	to see	21.
I	to be	22.
we	to have	23.
she	to feel	24.

*Write a complete sentence for any of the subject-verb agreement statements you created in the chart.*

25. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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*Use the correct preposition from the word box to complete each sentence. Then write the function (place, time, or partner) in the box below the preposition.*

out	with	after	in
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26. Galileo was born \_\_\_\_\_ Pisa, Italy, in 1564 CE and lived

\_\_\_\_\_ Copernicus, building on Copernicus's work.

27. The Arapahoe and Cheyenne fought \_\_\_\_\_ the Lakota at the Battle

of the Little Bighorn.

*For each pair of words, write a sentence using the correlative conjunctions correctly.*

28. *not only/but also*

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29. *either/or*

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*Underline the interjection in each sentence. Then write the type of interjection on the line that follows, strong or mild.*

30. Stop! There might be poison ivy under that bush.

Type: \_\_\_\_\_

31. Oh, let’s come back later when the store is less crowded.

Type: \_\_\_\_\_

*For each word provided in Column 1: Word(s), write one correct pronoun in “Column 2: Pronoun”.*

Column 1: Word(s)	Column 2: Pronoun
Isabella d’Este	32.
the clouds	33.
Mom, Dad, and I	34.
the teacher	35.
Martin Luther	36.
my sister	37.

*Select one row from the chart, and write two sentences. The first sentence should use the noun in Column 1: Word(s) as the subject, and the second sentence should use the pronoun in Column 2: Pronoun as the subject.*

38. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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*Fill in the blanks with the correct pronoun antecedent from the box.*

his	her	their	its
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39. Martin Luther nailed \_\_\_\_\_ Ninety-Five Theses to the church door at the University of Wittenberg.
40. Both the Maya and the Aztec built temples in \_\_\_\_\_ important city centers.
41. The woman shown in Leonardo da Vinci's painting *Mona Lisa* is well-known for \_\_\_\_\_ mysterious smile.
42. When Native Americans on the Great Plains hunted the buffalo, they used \_\_\_\_\_ hide for clothing, tepee covers, bedding, and moccasins.

*Add a comma in the appropriate place for each of the following sentences.*

43. First I will finish my homework.
44. Oh Roberto said it would be easy and it was!
45. Well we won't get to the field before the game starts.

*Read each set of sentences. If the verb tenses are the same and correct, put a ✓ (check mark). If there is an inappropriate shift in verb tense, put an X on the line. Rewrite the sentence(s) marked with an X with the correct verb tense(s).*

46. \_\_\_\_\_ Don Quixote tried to do what he thought was right. Sometimes he will make mistakes when he will attempt to fix things.

Rewrite sentence(s), if needed:

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47. \_\_\_\_\_ Rather than conquer or tame the land, Native Americans blended into the land. They built sturdy, cozy houses.

Rewrite sentence(s), if needed:

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*Fill in the blanks with the best transitional words or phrases that help make the sentences flow together.*

48. Don Quixote and Sancho Panza traveled for days. (*First/At last*) \_\_\_\_\_, they arrived home.
49. Custer was sure he and his soldiers would win the Battle of the Little Bighorn. (*Next/In the end*) \_\_\_\_\_, though, the Lakota and their allies won.

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*Insert a comma in the correct place in the following sentences.*

50. No we won't have time to stop at the craft store before dinner.

51. Teresa can you please fill this cup with water for the experiment?

52. Saturday is the first day of spring isn't it?

*Circle the correct way to write the following titles.*

53. Chapter      "Myths of the Maya"      Myths of the Maya

54. Book      "Shifts in Power"      *Shifts in Power*

55. Work of Art      "Self-Portrait" by Sofonisba Anguissola's      *Self-Portrait* by Sofonisba Anguissola's

*End-of-Year Grammar Score: \_\_\_\_\_ /55 points*



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**A.4**

ASSESSMENT

## 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/ 
4	marvelous /mar*val*us/ r-cont. * ə * digraph	betrayal /bə*trae*əl/ ə * digraph * ə	freighter /fraet*er/ digraph * r-controlled	flooded /flord/ 	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/ 	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/	overdue /oe*ver*do/ open * r-cont. * digraph
9	chasm /kaz*əm/ closed * closed	human /hue*mən/ open * closed	pulled /poold/ paperboy /pae*per*boi/ open * r-cont. * digraph	warning /worn*ing/ r-controlled * closed	worthless /werth*les/ r-controlled * closed
10	scowl /skoul/	avoidance /ə*void*əns/ ə * digraph * closed		courses /kors*ez/ r-controlled * closed	woodchuck /wood*chuk/ digraph * closed
11	switch /swich/	crumb /krum/	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	singe /sinj/	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*əl*toe/ closed * -le * open

## End-of-Year Fluency Assessment Recording Copy

### Birds

Birds have several characteristics that enable them to fly, but being warm-blooded	13
is essential to flight. They have a very high metabolism as only warm-blooded animals	28
do. Metabolism is the process which produces energy in most animals' bodies. The high	42
metabolism of birds is a steady flow of energy that helps them maintain the high levels	58
of activity required by flight. The higher the activity level of an animal, the higher its	74
metabolism is likely to be. What this means when it comes to eating is that they need lots	92
of food to maintain that energy.	98
Have you ever heard the saying <i>eats like a bird</i> for someone who eats very small	114
amounts of food at one time? An important thing to remember about this expression is	129
that it does not mean birds do not eat very much. In fact, birds need to eat two times their	149
body weight in food every day. This is because they have such a high metabolism and	165
burn lots more energy than most animals. There are lots of small meals a day for birds. So,	183
someone who "eats like a bird" is usually someone who "picks" at his or her food and only	201
eats small bits at a time.	207
Cold-blooded animals depend on their surroundings to regulate internal body	218
temperatures. But warm-blooded animals are able to produce heat for energy within	231
their own bodies. They can travel farther and live in more extreme conditions than cold-	246
blooded animals. The only warm-blooded animals that are able to go without food for	261
long periods of time are hibernating animals. That's because their metabolism slows way	274
down when they are hibernating, and they require less energy to stay alive.	287
Wings are also essential to flight. The shape of a bird's wings determines how far and	303
high a bird can fly, in addition to its lightweight bones.	314

What else helps all birds fly? Feathers are a great help, serving as lightweight coverings 329  
for their wings. They mesh together as their wings flap downward, parting again to let air 345  
through as their wings sweep upward again. Feathers also act as insulation. Insulation is 359  
an extra layer that protects birds' skin from the sun and traps in heat. The trapped heat 376  
provides energy and warmth in the winter months. The point of the feather where it is 392  
attached to a bird's body is called the quill. All birds have feathers. No other animals do, 409  
so if you spot a feathered friend, you may assume that it's a bird. Because their precious 426  
feathers take quite a beating, birds take good care of them. Birds often preen their feathers 442  
with their beaks to keep them clean, waterproof, and in the right position. 455

**Word Count:** 455



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

**A.6**

ASSESSMENT

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

## End-of-Year Morphology Assessment

*Read and answer each question. Some questions have two parts. Answer Part A and then answer Part B.*

*For 1 and 2, write the correct word to complete each sentence.*

1. Be sure to take your time when you write the note, because the last time, your handwriting was \_\_\_\_\_, and I couldn't figure out the message.  
(legible, illegible, legal, illegal)
2. I have a \_\_\_\_\_ piano lesson each week that I attend  
(responsible, irresponsible, regular, irregular)  
on Tuesday of each week.
3. If someone is working on an *international* project, what does that mean?
  - A. That person is working on a project that involves one or more countries outside of the country in which he or she lives.
  - B. That person is working on a project alone with no help.
  - C. That person is working on a project for the country where he or she lives.
  - D. That person is working on a project with one other person.
4. If you *distract* someone from what they are doing, you are \_\_\_\_\_
  - A. helping them concentrate
  - B. adding more work for them to complete
  - C. taking their attention away from what they are doing
  - D. asking them to explain what they are doing

5. Which of the following words with the suffix *-ness* means the state or condition of being about to fall asleep?
- A. steadiness
  - B. crispness
  - C. drowsiness
  - D. emptiness

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

6. **Part A:** Which of the following roots means “to empty”?
- A. *tract*
  - B. *mem*
  - C. *cred*
  - D. *vac*

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

- A. tractor
- B. remember
- C. credible
- D. evacuate

Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

*For 7 and 8, write the correct word to complete each sentence.*

7. The man was clearly \_\_\_\_\_ about waiting in line for his  
(mobile, immobile, patient, impatient)  
turn to purchase his items at the store, as he kept checking his watch.
8. My science project is \_\_\_\_\_ because I haven't finished  
(audible, inaudible, complete, incomplete)  
the last part.
9. If the dentist extracts a tooth from your mouth, what does the dentist do?
- A. The dentist puts in another tooth.
  - B. The dentist pulls out a tooth.
  - C. The dentist cleans a tooth.
  - D. The dentist protects a tooth.

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

10. **Part A:** What does the root *serv* mean?
- A. *to empty*
  - B. *to save, protect, or serve*
  - C. *to draw or pull*
  - D. *to remember or recall*

**Part B:** Write a sentence using the word *conserve*. Make sure the sentence demonstrates the meaning of the word.

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11. Which of the following demonstrates the meaning of the word *enable*?
- A. severe drought preventing farmers from getting good crops
  - B. getting a good night's sleep before an important soccer game in order to play well
  - C. misplacing the library book you need for your history project
  - D. running late for school because you overslept
12. If someone is a *scientist*, what does that person do?
- A. performs a musical solo
  - B. plays the piano
  - C. works in a branch of science
  - D. makes art
13. A *credible* source is one that is \_\_\_\_\_.
- A. not trustworthy
  - B. trustworthy
  - C. remembered
  - D. not remembered
14. Circle the correct prefix to add to the root word in the following sentence.

*im-*

*in-*

*post-*

*fore-*

Not every baseball team plays games during the \_\_\_\_\_ season because only the teams that did the best during the regular season continue to play.

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

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

*For 15 and 16, write the correct word to complete each sentence.*

15. The police officer had to \_\_\_\_\_ traffic through the  
(cancel, cancellation, direct, direction)  
intersection because the stoplights weren't working.

16. Please tell me what \_\_\_\_\_ I should make to my essay about  
(revise, revisions, decide, decisions)  
Don Quixote.

17. Which of the following words with the root *mem* means “easy to remember for a particular reason”?

- A. *memoir*
- B. *remember*
- C. *commemorate*
- D. *memorable*

18. Explain what the following statement means:

She had the *foresight* to save money early so when she retired, she could live comfortably.

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*End-of-Year Morphology Score:* \_\_\_\_\_ */18 points*

