

15

Unit 2

Assessment

LESSON AT A GLANCE

	Grouping	Time	Materials
Spelling (15 min.)			
Spelling Assessment	Whole Group	15 min.	☐ Activity Page 15.1
Unit Assessment (75 min.)			
Unit Assessment for <i>Early American Civilizations</i>	Whole Group	75 min.	☐ Activity Pages 15.2, 15.3 ☐ Student Copy of Fluency Assessment (optional) ☐ Recording Copy of Fluency Assessment text, one for each student (optional) ☐ Fluency Scoring Sheet, one for each student (optional)

ADVANCE PREPARATION

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 “Cortes’s Letter to the King of Spain” and the Fluency Scoring Sheet.

Language

Grammar; Morphology

- Collect Activity Pages 14.2 and 14.3 to review and grade.

Start Lesson

Lesson 15: Unit 2 Assessment

Spelling



SPELLING ASSESSMENT (15 MIN.)

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

- Have students turn to Activity Page 15.1 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner: say the word, use it in a sentence, then repeat the word.
- Tell students that at the end you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.
- After reading all the words, review the list slowly, reading each word once more.
- Collect all spelling assessments for grading later. Use of the template provided at the end of this lesson to identify and analyze students’ errors is highly recommended.

Activity Page 15.1



Spelling Word	Example Sentence
1. interaction	Watching the <u>interaction</u> between my dog and my cat can be very entertaining.
2. irresponsible	My mom says it is <u>irresponsible</u> to throw things in the garbage that could be recycled.

3. intercept	She was able to <u>intercept</u> the ball in football practice today.
4. intercede	When the children were fighting over which board game to play, I decided to <u>intercede</u> and flip a coin to determine the game.
5. irreplaceable	When her <u>irreplaceable</u> vase broke, my grandmother was very upset because it had been in our family for generations.
6. illegal	The man was not aware that crossing the street without being in a crosswalk was <u>illegal</u> in the city until he received a ticket.
7. international	The soccer player became an <u>international</u> superstar after he won the World Cup with his team.
8. irrational	Some might say it is <u>irrational</u> to believe in aliens because it has not been proven that they exist.
9. illegible	People often joke that our doctor's handwriting is <u>illegible</u> when she writes out prescriptions.
10. irregular	I stopped taking the bus because it had a very <u>irregular</u> route and I couldn't depend on it to arrive on time.
11. illogical	He decided the brainteaser must be <u>illogical</u> because he could not make sense of it no matter how long he tried.
12. intersection	The city installed a traffic light at the busy <u>intersection</u> .

Lesson 15: Unit 2 Assessment

Unit Assessment



UNIT ASSESSMENT FOR *EARLY AMERICAN CIVILIZATIONS* (75 MIN.)

Note: This is a good opportunity to use the Tens scoring system and 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 and answer questions about each. In the next sections, they will answer grammar and morphology questions evaluating the skills they have practiced in this unit.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.

Activity Page 15.2





Check for Understanding

Circulate around the room as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers.

Note to Teacher

The reading comprehension section of the Unit Assessment uses text adapted from the book *Inca Land: Explorations of the Highlands of Peru* by Hiram Bingham, published in 1922. Bingham was director of the Peruvian Expeditions of Yale University and the National Geographic Society, a member of the American Alpine Club, and a professor of Latin American history at Yale University. Bingham's book, which describes his expedition to Machu Picchu, was the first to bring this long-hidden site to the public's attention and has undoubtedly inspired many people to visit this historical area.

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 and meet the expectations for text complexity at Grade 5. The texts feature core content and domain vocabulary from the Early American Civilizations unit that students can draw on in service of comprehending the text.

FLUENCY (OPTIONAL)

- You may wish to assess students' fluency in reading using the selection "Cortés's Letter to the King of Spain."

Administration Instructions

- Turn to the student copy of "Cortés's Letter to the King of Spain" that follows these directions. This is the text students will read aloud. Turn to this copy each time you administer this assessment.
- Using one Recording Copy of "Cortés's Letter to the King of Spain" for each student, create a running record as you listen to each student read orally.
- Call the student you will assess to come sit near you.
- Explain that you are going to ask him or her to read a selection aloud, and 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 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 where the student was in the text at that point. Allow the student to finish reading the selection aloud.
- Assess the student's comprehension of the selection by asking him or her to respond orally to the following questions:

1. **Literal.** What surrounded the Aztec capital city?
 - » water; specifically, a salt lake
 2. **Literal.** What are two things people sold in the Aztec market?
 - » Answers may vary, but could include food, precious stones, shells, feathers, medicines, wood, coal, sleeping mats, clothing, or pottery.
 3. **Literal.** Along with the items for sale, name one other kind of building at the Aztec market.
 - » Possible answers are restaurants, barbershops, or a building like a courthouse.
 4. **Inferential.** Why were bridges important to the Aztec capital city?
 - » The capital city was surrounded by a lake; bridges served as the four entrances to the capital city; people and horses used the bridges to come and go.
- Repeat this process for additional students as needed. Scoring can be done later, provided you have kept running records and marked the last word each student read at the one-minute mark.

[illegible]

- It may be helpful to refer back to the Pronunciation/Syllabication Chart.

Pronunciation/Syllabication Chart

Word	CK Code	Syllable Type
irrational	/eer*ra*shən*əl/	r-controlled*open*ə*ə
intercept	/in*ter*sept/	closed*r-controlled*closed
illegal	/il*lee*gəl/	closed*open*ə
international	/in*ter*na*shən*əl/	closed*r-controlled*open*ə*ə
irresponsible	/eer*re*spon*si*bəl/	r-controlled*open*closed*open*ə
illegible	/il*lej*i*bəl/	closed*closed*open*ə
intersection	/in*ter*sek*shən/	closed*r-controlled*closed*ə
irregular	/eer*reg*ue*ler/	r-controlled*closed*open*r-controlled
interaction	/in*ter*ak*shən/	closed*r-controlled*closed*ə
illogical	/il*loj*i*kəl/	closed*closed*open*ə
irreplaceable	/eer*re*plaes*ə*bəl/	r-controlled*ə*digraph*ə*ə
intercede	/in*ter*seed/	closed*r-controlled*ə

- Students might make the following errors:
 - words with prefix *il-*: using one *l* instead of *ll*
 - words with prefix *ir-*: using one *r* instead of *rr*
 - words with *-tion*: using *shun* instead of *tion*
- Although any of the above student-error scenarios may occur, other misspellings are possible. You may find it helpful to use the analysis chart to record any student errors. For example:
 - Is the student consistently making errors on specific vowels?
Which ones?
 - Is the student consistently making errors at the ends of the words?
 - Is the student consistently making errors in multisyllabic words, but not single-syllable words?

UNIT ASSESSMENT ANALYSIS

The reading comprehension assessment texts adapted from the book *Inca Land: Explorations of the Highlands of Peru* by Hiram Bingham 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 4–5 Grade Band.

Reading Comprehension Answer Key

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

Item	Correct Answer		Standards
*1 Part A <i>Inferential</i>	A		RI.5.1, RI.5.4
*1 Part B <i>Literal</i>	C, D		RI.5.1, RI.5.4
*2 Part A <i>Inferential</i>	B		RI.5.1, RI.5.3
*2 Part B <i>Literal</i>	Paragraph 4		RI.5.1, RI.5.3
3 <i>Literal</i>	Evidence from the text for why someone should have discovered Machu Picchu sooner	Evidence from the text for why more people had not discovered Machu Picchu sooner	RI.5.1, RI.5.2, RI.5.8
	People believe that several explorers came close to Machu Picchu, but missed it.	[The author] had to cross harsh and cold Andes Mountains, where there are heavy snowfalls and low temperatures.	
	In 1875, as has been said, the French explorer Charles Wiener heard of there being ruins at “Huaina-Picchu or Matcho-Picchu.”	[The author] also had to wind [his] way through gigantic canyons into the dense jungles of the Amazon Basin	
4 <i>Literal</i>	In that year, Agustín Lizárraga wrote his name on the walls of one of the finest buildings.		RI.5.1, RI.5.8
5 <i>Inferential</i>	C		RI.5.1, RI.5.4
6 <i>Evaluative</i>	D		RI.5.1, RI.5.2, RI.5.8

Grammar Answer Key

- For items 7, 8, 12, 13, and 14, see the Answer Key in Teacher Resources for placement of circles and underlines.
7. Archaeologists | study the remains of past civilizations.
 - Circled: *Archaeologists*. Wiggly-underlined: *study the remains of past civilizations*.
 8. Spanish letters and records | provide information about early American civilizations.
 - Circled: *Spanish letters and records*. Wiggly-underlined: *provide information about early American civilizations*.
 - Answers may vary for items 9–11, but should combine the two sentences using a word or phrase that compares or contrasts.
 9. Answers may vary but should combine the two sentences using a word or phrase that contrasts.
 10. Answers may vary but should combine the two sentences using a word or phrase that compares.
 11. Answers may vary but should combine the two sentences using a word or phrase that contrasts.
 12. The Inca divided their empire into four quarters. Some quarters were larger than others.
 - Circled: *The Inca* and *Some quarters*. Wiggly-underlined: *were*.
 13. The Inca lived in the Andes Mountains. The Andes Mountains are high and tall.
 - Circled: *The Inca* and *the Andes Mountains*. Wiggly-underlined: *are*.
 14. The tropics are near the Equator. Mesoamerica lies north of the Equator.
 - Circled: *The tropics* and *Mesoamerica*. Wiggly-underlined: *are*.

Morphology Answer Key

- 15. regular
- 16. logical
- 17. international
- 18. interact
- 19. extract
- 20. attract

Optional Fluency Assessment

- The following is the text for the Optional Fluency Assessment, “Cortés’s Letter to the King of Spain.” 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. Make as many copies of the Recording Copy and the Fluency Scoring Sheet as you need to have one for each student you assess.

Excerpt 2: From Chapter 17 of *Inca Land: Explorations of the Highlands of Peru*, by Hiram Bingham

- 3 Under a carved rock the little boy showed me a cave beautifully lined with the finest cut stone. It was evidently intended to be a Royal Tomb. On top of this particular boulder a semicircular building had been built. The wall followed the natural curvature of the rock. It had one of the finest examples of masonry I have ever seen. This beautiful wall was made of carefully matched stones of pure white granite. It was the work of a master artist. The inside surface of the wall included slots and square stone-pegs. The outside surface was perfectly simple and plain. The lower rows, of large stones, made the structure look solid and strong. The upper rows, becoming smaller in size toward the top, made the structure look graceful and delicate. The flowing lines, symmetrical arrangement of the stones, and gradual movement from thicker to thinner rows, produced a wonderful effect. The look is softer and more pleasing than that of the marble temples of the Old World. Because there is no mortar, there are no ugly spaces between the rocks. They might have grown together.
- 4 I find this pure, undecorated surface to be mysteriously beautiful. The mason who built the wall did not have the same kinds of tools available that masons have today. He had no instruments of precision, so he had to depend on his eye. He had a good eye, an artistic eye, an eye for symmetry and beauty of form. His product lacks the harshness of mechanical and mathematical accuracy. The rectangular blocks are not really rectangular. The straight lines of the rows are not actually straight in the exact sense of that term.
- 5 I was amazed at how fine this wall and its adjoining semicircular temple over the cave were. They were as fine as the finest stonework in the famous Temple of the Sun in Cuzco. I continued to be surprised as I went farther. I climbed a marvelous great stairway of large granite blocks. Then I walked along a prairie where indigenous people had a small vegetable garden, and came into a little clearing. Here were the ruins of two of the finest structures I have ever seen in Peru. They were made of selected blocks of beautifully grained white granite. Their walls contained huge stones, ten feet in length, and higher than a man. The sight held me spellbound.
- 6 ... It seems incredible that this place remained undescribed by travelers for so long. It also seems incredible that it was relatively unknown to the Peruvians themselves. It was less than three days' journey from Cuzco. If the Spanish ever saw this wonderful place, they would have surely written about it. However, nothing can be found which

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15.2
CONTINUED

ASSESSMENT

clearly refers to the ruins of Machu Picchu. No one is sure when a Spanish-speaking person first saw it. People believe that several explorers came close to Machu Picchu, but missed it. The earliest local record of someone discovering Machu Picchu is from 1902. In that year, Agustín Lizárraga wrote his name on the walls of one of the finest buildings. Yet some one must have visited Machu Picchu long before that. In 1875, as has been said, the French explorer Charles Wiener heard of there being ruins at "Huaina-Picchu or Matcho-Picchu." He tried to find them but he failed. He did not reach Machu Picchu because there was no road through a nearby canyon. Also, he had to make a wide detour through another valley. His route brought him to the Urubamba River, twenty-five miles below Machu Picchu.

Adapted from Bingham, Hiram. *Inca Land: Explorations in the Highlands of Peru*. Boston and New York: Houghton Mifflin Company and The Riverside Press Cambridge, 1922.

Questions

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

1. **Part A:** In paragraph 2 of excerpt 1, the author states he hopes that his photographs inspire others. What is the meaning of the word *inspire*?
☒ A. to make someone want to do something
☐ B. to scare someone from doing something
☐ C. to make someone take a picture of something
☐ D. to explore a mysterious place
- Part B:** Which phrases from paragraph 2 of excerpt 1 best help the reader determine the meaning of *inspire*? [Choose two.]
☐ A. the imaginative pencil
☐ B. relatively unknown region
☒ C. to further explore
☒ D. lead future travelers
☐ E. some wonderful pictures
☐ F. in the stories
☐ G. "the Cradle of the Incas"

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

2. **Part A:** Based on *Inca Land: Explorations of the Highlands of Peru*, what inference can be made about how the author felt about the stone walls at Machu Picchu?
☐ A. He wished the stone walls had been discovered sooner.
☒ B. He had great admiration and respect for the people who built the walls.
☐ C. He believed someone had discovered the stone walls but kept them secret.
☐ D. He believed marble walls would have been too expensive to build.

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15.2
CONTINUED

ASSESSMENT

Part B: In the text, circle the paragraph that provides evidence for the answer you selected above.

3. In the excerpts from *Inca Land: Explorations of the Highlands of Peru*, the author gives some reasons for why someone should have discovered Machu Picchu before the early 1900s and also gives some reasons for why more people had not discovered Machu Picchu sooner. The headings in the chart below list these two different ideas. Complete each row of the chart by writing facts and details from the text to support each idea.

Evidence from the text for why someone should have discovered Machu Picchu sooner	Evidence from the text for why more people had not discovered Machu Picchu sooner
It was less than three days' journey from Cuzco	Charles Wiener did not reach Machu Picchu because there was no road through a nearby canyon.
People believed that several explorers came close to Machu Picchu, but missed it.	[The author] had to cross harsh and cold Andes Mountains, where there are heavy snowfalls and low temperatures.
In 1875, as has been said, the French explorer Charles Wiener heard of there being ruins at "Huaina-Picchu or Matcho-Picchu."	[The author] also had to wind [his] way through gigantic canyons into the dense jungles of the Amazon Basin.

4. In the excerpts from *Inca Land: Explorations of the Highlands of Peru*, the author gives one piece of evidence for the discovery of Machu Picchu. Underline the sentence in the excerpt that best supports how we know when Machu Picchu was probably first discovered.

5. In paragraph 5 of the excerpt from *Inca Land: Explorations of the Highlands of Peru*, what is the meaning of the word *spellbound*?

A. scared
B. bored
C. amazed
D. strengthened

6. Read the following sentence from paragraph 4.

If the Spanish ever saw this wonderful place, they would have surely written about it.

Which point is the author supporting by including this sentence?

A. He thinks the Spanish found Machu Picchu.
B. He believes someone found Machu Picchu but did not write about it.
C. He thinks he was the first to find Machu Picchu.
D. He believes no one discovered Machu Picchu until the early 1900s because no one wrote about it before that time.

Reading Comprehension total _____ of 6 points

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

NAME: _____

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15.2
CONTINUED

ASSESSMENT

Grammar

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

7. Archaeologists study the remains of past civilizations.
8. Spanish letters and records provide information about early American civilizations.

Read the pairs of sentences about the Maya myth "The Creation of the Earth" following the chart. If the information in a pair of sentences is similar, combine the sentences using a word or phrase that compares. If the information in a pair of sentences is different, combine the sentences using a word or phrase that contrasts.

Words and Phrases That Compare	Words and Phrases That Contrast
similar to	however
similarly	in contrast
likewise	on the contrary
in the same way,	alternatively
just as	whereas
at the same time	instead
also	on the other hand
additionally	but

9. The gods were pleased with how the clay people looked. The gods were not pleased that the clay people could not walk.

Answers may vary but should combine the two sentences using a word or phrase that contrasts.

10. The gods were pleased that that wooden people looked like humans. The gods were pleased that the wooden people talked like humans.

Answers may vary but should combine the two sentences using a word or phrase that compares.

11. The gods were pleased that that the corn people could think, hear, speak, and see. The gods were not pleased that the corn people's vision was even better than their own vision.

Answers may vary but should combine the two sentences using a word or phrase that contrasts.

For each pair of sentences, circle the subject, underline the action verb with a straight line, and underline the linking verb with a wiggly line.

12. The Inca divided their empire into four quarters. Some quarters were larger than others.
13. The Inca Empire began in the Andes Mountains. The Andes Mountains are high and tall.
14. The tropics are near the equator. Mesoamerica lies north of the Equator.

Grammar total _____ of 8 points

NAME: _____

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15.2
CONTINUED

ASSESSMENT

Morphology

Write the correct word to complete each sentence.

16. Potatoes served as food for the Inca year round. They were a(n) regular part of the Inca diet.
(regular, irregular, legal, illegal)
17. Mesoamerica was a(n) logical name for the area where the Maya and Aztec lived because Mesoamerica means Middle America.
(legible, illegible, logical, illogical)
18. Conquistadors Cortés and Pizarro were international explorers who left their homeland to establish colonies for the Spanish king.
(coastal, intercoastal, national, international)
19. Maya cities were places where people could interact with one another to exchange goods and ideas.
(interact, act, interflow, flow)
20. Archaeologists were able to extract King Pakal's death mask from the rubble in his tomb.
(attract, extract, tractor, subtract)
21. Beautiful pictures from an 1800s explorer seemed to attract Hiram Bingham to Peru.
(distract, retract, tractor, attract)

Morphology total _____ of 6 points

Unit Assessment total _____ of 20 points

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	

CORTÉS'S LETTER TO THE KING OF SPAIN

The Aztec capital city is made up of two islands that sit in the middle of a salt lake. There are four entrances to this huge city. People use large bridges to cross over the lake into the city. The bridges are so wide that as many as ten horses walking side by side could cross them. The main streets are very wide and straight. Some of the smaller streets are made of land and some are made of water, similar to streams or canals. The people of the city use canoes to travel in the streets made of water.

There are several main squares, all of which contain markets. One of the squares is very large. On any given day there are thousands of people in it buying and selling things. Because there are so many different kinds of products, it would be impossible to name every single thing. Some of the items include food, precious stones, shells, feathers, medicines, wood, coal, sleeping mats, clothing, pottery, and much more! Along with all the items that are for sale, there are also restaurants and barber shops. A building, like a courthouse, also sits in the market. People in this building are like judges, resolving arguments and ordering punishment for criminals.

Recording Copy

Cortés's Letter to the King of Spain

The Aztec capital city is made up of two islands that sit in the middle of a salt lake. There are four entrances to this huge city. People use large bridges to cross over the lake into the city. The bridges are so wide that as many as ten horses walking side by side could cross them. The main streets are very wide and straight. Some of the smaller streets are made of land and some are made of water, similar to streams or canals. The people of the city use canoes to travel in the streets made of water.

There are several main squares, all of which contain markets. One of the squares is very large. On any given day there are thousands of people in it buying and selling things. Because there are so many different kinds of products, it would be impossible to name every single thing. Some of the items include food, precious stones, shells, feathers, medicines, wood, coal, sleeping mats, clothing, pottery, and much more! Along with all the items that are for sale, there are also restaurants and barber shops. A building, like a courthouse, also sits in the market. People in this building are like judges, resolving arguments and ordering punishment for criminals.

Word Count: 210

Guidelines for Fluency Assessment Scoring

- To calculate a student's W.C.P.M. (Words Correct Per Minute) score, use the information you wrote on the Recording Copy and follow these steps. You may wish to have a calculator available.
1. Count the 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 the student read correctly as well as words the student read incorrectly. Write the total in the box labeled "Words Read in One Minute."
 2. Count the Uncorrected Mistakes in One Minute. You noted these in the Recording Copy. 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 Fluency Scoring Sheet. (A mistake that the student self-corrects is not counted as a mistake.)
 3. Subtract the Uncorrected Mistakes in One Minute from the Words Read in One Minute to get the 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 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 those 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 administer the assessment during the fall of Grade 5, and a student scores 100 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 5 from Hasbrouck and Tindal (2006)

Percentile	Fall W.C.P.M	Winter W.C.P.M	Spring W.C.P.M
90	166	182	194
75	139	156	168
50	110	127	139
25	85	99	109
10	61	74	83

Reference

- Hasbrouck, Jan and Gerald A. Tindal. "Oral fluency norms: A valuable assessment tool for teachers." *The Reading Teacher* 59 (2006): 636–44.

End Lesson

Unit Assessment for *Early American Civilizations*

Reading Comprehension

Today you will read two book excerpts, or pieces, about Machu Picchu. An explorer named Hiram Bingham wrote the book in 1922. The first excerpt is from the book's preface, or introduction. The second excerpt is from Chapter 17 of the book. After reading the excerpts, you will answer several questions based on the texts. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Excerpt 1: From the Preface of *Inca Land: Explorations of the Highlands of Peru*, by Hiram Bingham

- 1 This book describes parts of four of my journeys into Peru. Although my travels covered only a part of southern Peru, they took me into every kind of climate. My travels also forced me to camp at many different heights. I camped at very low heights when at sea level and at very high levels when in the mountains. On my journey, I had to cross the harsh and cold Andes Mountains. In the Andes, I experienced heavy snowfalls and low temperatures. I also had to wind my way through huge canyons into the dense jungles of the Amazon Basin. The Amazon Basin is as hot and humid a region as exists anywhere in the world. The Incas lived in a land of extremes. No deserts in the world have less vegetation than their deserts. No fertile tropical valleys have more plant life than their jungles. In Inca Land one may pass from glaciers to tree ferns within a few hours. Present-day writings about the last of the Incas illustrate this contrast. Historians shift rapidly from fact to fantasy and from observation to imagination in their writings. They also often omit important details and give conflicting statements. Because present-day writings are such a mix of fact and fantasy, the story of the Incas remains mysterious.
- 2 Some wonderful pictures from an 1800's explorer first interested me in a relatively unknown region of Peru. The area is sometimes called "the Cradle of the Incas." I believe my photographs cannot compete with the imaginative pencil of such an artist. However, I hope that some of them may lead future travelers even farther into the Land of the Incas. I also hope my photographs inspire others to further explore the mysterious places mentioned in the stories.

Excerpt 2: From Chapter 17 of *Inca Land: Explorations of the Highlands of Peru*, by Hiram Bingham

- 3 Under a carved rock the little boy showed me a cave beautifully lined with the finest cut stone. It was evidently intended to be a Royal Tomb. On top of this particular boulder a semicircular building had been built. The wall followed the natural curvature of the rock. It had one of the finest examples of masonry I have ever seen. This beautiful wall was made of carefully matched stones of pure white granite. It was the work of a master artist. The inside surface of the wall included slots and square stone-pegs. The outside surface was perfectly simple and plain. The lower rows, of large stones, made the structure look solid and strong. The upper rows, becoming smaller in size toward the top, made the structure look graceful and delicate. The flowing lines, symmetrical arrangement of the stones, and gradual movement from thicker to thinner rows, produced a wonderful effect. The look is softer and more pleasing than that of the marble temples of the Old World. Because there is no mortar, there are no ugly spaces between the rocks. They might have grown together.
- 4 I find this pure, undecorated surface to be mysteriously beautiful. The mason who built the wall did not have the same kinds of tools available that masons have today. He had no instruments of precision, so he had to depend on his eye. He had a good eye, an artistic eye, an eye for symmetry and beauty of form. His product lacks the harshness of mechanical and mathematical accuracy. The rectangular blocks are not really rectangular. The straight lines of the rows are not actually straight in the exact sense of that term.
- 5 I was amazed at how fine this wall and its adjoining semicircular temple over the cave were. They were as fine as the finest stonework in the famous Temple of the Sun in Cuzco. I continued to be surprised as I went farther. I climbed a marvelous great stairway of large granite blocks. Then I walked along a prairie where indigenous people had a small vegetable garden, and came into a little clearing. Here were the ruins of two of the finest structures I have ever seen in Peru. They were made of selected blocks of beautifully grained white granite. Their walls contained huge stones, ten feet in length, and higher than a man. The sight held me spellbound.
- 6 ... It seems incredible that this place remained undescribed by travelers for so long. It also seems incredible that it was relatively unknown to the Peruvians themselves. It was less than three days' journey from Cuzco. If the Spanish ever saw this wonderful place, they would have surely written about it. However, nothing can be found which

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15.2
CONTINUED

ASSESSMENT

clearly refers to the ruins of Machu Picchu. No one is sure when a Spanish-speaking person first saw it. People believe that several explorers came close to Machu Picchu, but missed it. The earliest local record of someone discovering Machu Picchu is from 1902. In that year, Agustín Lizárraga wrote his name on the walls of one of the finest buildings. Yet some one must have visited Machu Picchu long before that. In 1875, as has been said, the French explorer Charles Wiener heard of there being ruins at “Huaina-Picchu or Matcho-Picchu.” He tried to find them but he failed. He did not reach Machu Picchu because there was no road through a nearby canyon. Also, he had to make a wide detour through another valley. His route brought him to the Urubamba River, twenty-five miles below Machu Picchu.

Adapted from Bingham, Hiram. *Inca Land: Explorations in the Highlands of Peru*. Boston and New York: Houghton Mifflin Company and The Riverside Press Cambridge, 1922.

Questions

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

1. **Part A:** In paragraph 2 of excerpt 1, the author states he hopes that his photographs inspire others. What is the meaning of the word *inspire*?

- A. to make someone want to do something
- B. to scare someone from doing something
- C. to make someone take a picture of something
- D. to explore a mysterious place

Part B: Which phrases from paragraph 2 of excerpt 1 best help the reader determine the meaning of *inspire*? [Choose two.]

- A. the imaginative pencil
- B. relatively unknown region
- C. to further explore
- D. lead future travelers
- E. some wonderful pictures
- F. in the stories
- G. “the Cradle of the Incas”

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

2. **Part A:** Based on *Inca Land: Explorations of the Highlands of Peru*, what inference can be made about how the author felt about the stone walls at Machu Picchu?

- A. He wished the stone walls had been discovered sooner.
- B. He had great admiration and respect for the people who built the walls.
- C. He believed someone had discovered the stone walls but kept them secret.
- D. He believed marble walls would have been too expensive to build.

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Part B: In the text, circle the paragraph that provides evidence for the answer you selected above.

3. In the excerpts from *Inca Land: Explorations of the Highlands of Peru*, the author gives some reasons for why someone should have discovered Machu Picchu before the early 1900s and also gives some reasons for why more people had not discovered Machu Picchu sooner. The headings in the chart below list these two different ideas. Complete each row of the chart by writing facts and details from the text to support each idea.

Evidence from the text for why someone should have discovered Machu Picchu sooner	Evidence from the text for why more people had not discovered Machu Picchu sooner
It was less than three days' journey from Cuzco	Charles Wiener did not reach Machu Picchu because there was no road through a nearby canyon.

4. In the excerpts from *Inca Land: Explorations of the Highlands of Peru*, the author gives one piece of evidence for the discovery of Machu Picchu. Underline the sentence in the excerpt that best supports how we know when Machu Picchu was probably first discovered.

5. In paragraph 5 of the excerpt from *Inca Land: Explorations of the Highlands of Peru*, what is the meaning of the word *spellbound*?
- A. scared
 - B. bored
 - C. amazed
 - D. strengthened
6. Read the following sentence from paragraph 4.

If the Spanish ever saw this wonderful place, they would have surely written about it.

Which point is the author supporting by including this sentence?

- A. He thinks the Spanish found Machu Picchu.
- B. He believes someone found Machu Picchu but did not write about it.
- C. He thinks he was the first to find Machu Picchu.
- D. He believes no one discovered Machu Picchu until the early 1900s because no one wrote about it before that time.

Reading Comprehension total _____ of 6 points

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

Grammar

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

7. Archaeologists study the remains of past civilizations.
8. Spanish letters and records provide information about early American civilizations.

Read the pairs of sentences about the Maya myth “The Creation of the Earth” following the chart. If the information in a pair of sentences is similar, combine the sentences using a word or phrase that compares. If the information in a pair of sentences is different, combine the sentences using a word or phrase that contrasts.

Words and Phrases That Compare	Words and Phrases That Contrast
similar to	however
similarly	in contrast
likewise	on the contrary
in the same way,	alternatively
just as	whereas
at the same time	instead
also	on the other hand
additionally	but

9. The gods were pleased with how the clay people looked. The gods were not pleased that the clay people could not walk.

10. The gods were pleased that that wooden people looked like humans. The gods were pleased that the wooden people talked like humans.

11. The gods were pleased that that the corn people could think, hear, speak, and see. The gods were not pleased that the corn people's vision was even better than their own vision.

For each pair of sentences, circle the subject, underline the action verb with a straight line, and underline the linking verb with a wiggly line.

12. The Inca divided their empire into four quarters. Some quarters were larger than others.

13. The Inca Empire began in the Andes Mountains. The Andes Mountains are high and tall.

14. The tropics are near the equator. Mesoamerica lies north of the Equator.

Grammar total _____ of 8 points

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15.2
CONTINUED

ASSESSMENT

Morphology

Write the correct word to complete each sentence.

16. Potatoes served as food for the Inca year round. They were a(n) _____
(regular, irregular, legal, illegal)
part of the Inca diet.
17. Mesoamerica was a(n) _____ name for the area where the Maya
(legible, illegible, logical, illogical)
and Aztec lived because Mesoamerica means Middle America.
18. Conquistadors Cortés and Pizarro were _____ explorers
(coastal, intercoastal, national, international)
who left their homeland to establish colonies for the Spanish king.
19. Maya cities were places where people could _____ with one another to
(interact, act, interflow, flow)
exchange goods and ideas.
20. Archaeologists were able to _____ King Pakal's death mask from the
(attract, extract, tractor, subtract)
rubble in his tomb.
21. Beautiful pictures from an 1800s explorer seemed to _____ Hiram
(distract, retract, tractor, attract)
Bingham to Peru.

Morphology total _____ of 6 points

Unit Assessment total _____ of 20 points