

GRADES K-5

Assessment sampler



Assessment is a necessary first step for helping struggling readers. It is particularly important for educators to have a broad overview of each student’s strengths and weaknesses at the very beginning of the year—or whenever a new student enters a classroom—so that they can make the best use of instructional time.

In this booklet, you’ll be able to explore Amplify CKLA assessment samples by grade level.

Amplify.

Table of contents

Overview	4
Kindergarten.....	8
Grade 1.....	16
Grade 2.....	24
Grade 3.....	32
Grade 4.....	38
Grade 5.....	44
mCLASS®.....	50



Assess your students at every step

Amplify CKLA has a progression of moment-by-moment assessments to benchmark assessments. Assessment and feedback give teachers the information they need to differentiate instruction effectively.



Checks for Understanding

Each lesson segment incorporates checks for understanding to increase engagement and to let teachers make real-time adjustments to their instruction.



Formative Assessment

Each lesson goal is tied to a formative assessment opportunity, allowing teachers to see which students need more support with a benchmark.



Amplify CKLA includes regular checks for understanding, formative assessment, and unit assessments designed to prepare students for success.



Mid- and End-of-Unit Assessments

Mid-Unit and End-of-Unit Assessments provide valuable information on the skills and content students have mastered. Digital end-of-unit assessments are available on a variety of platforms.



Benchmark and Placement Assessments

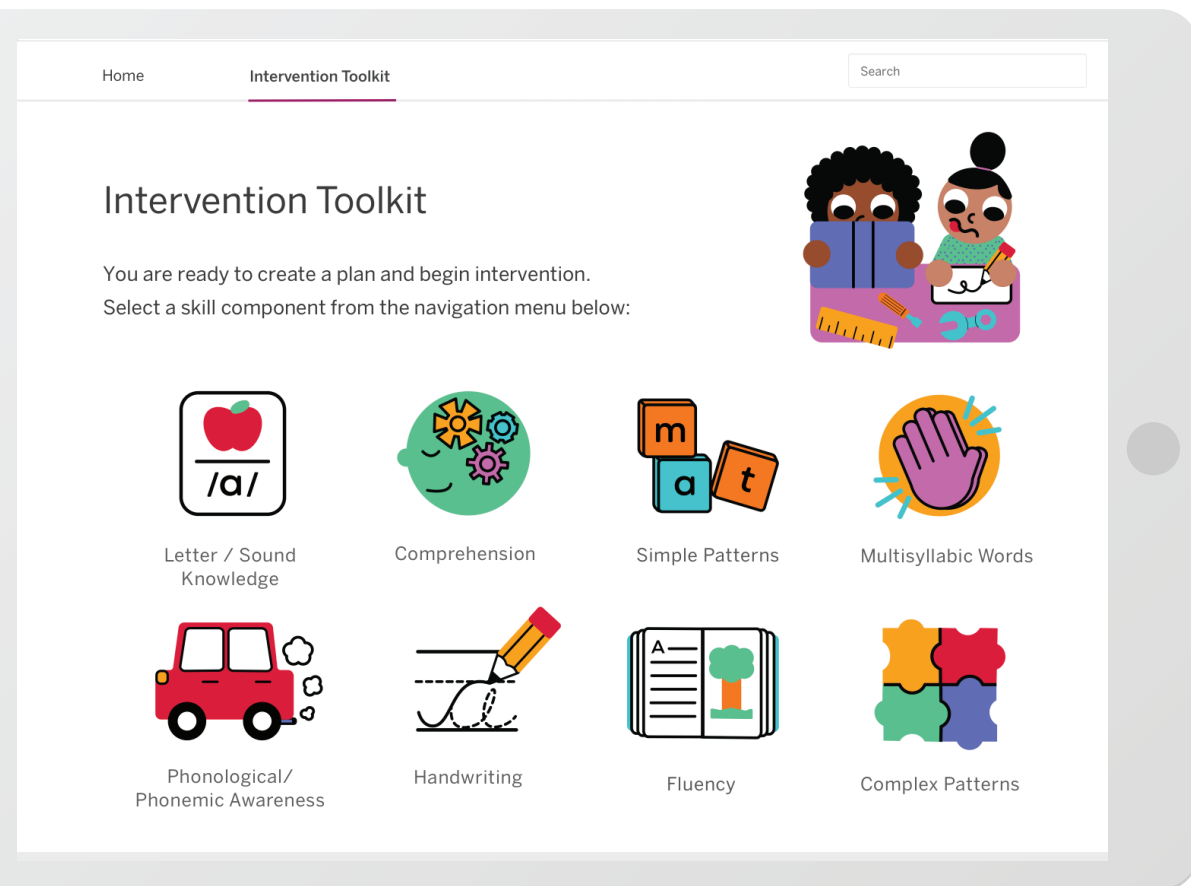
Benchmark and Placement Assessments help teachers set goals and monitor the growth of each student, providing a baseline at the beginning of the year and ensuring students are advancing toward grade-level objectives.



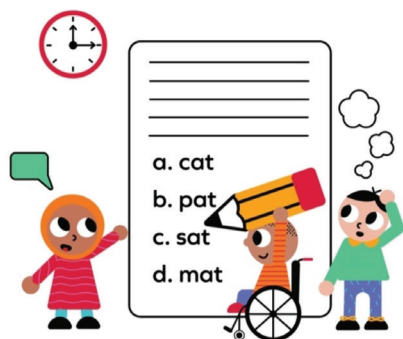
Intervention Toolkit

The Intervention Toolkit provides easy-to-use resources to assist teachers in filling gaps in students' foundational skills. Whether a student needs additional practice in a specific skill, explicit reteaching, or intensive intervention, the Intervention Toolkit will help.

Teachers will find **placement assessments** and **guidance** for determining what each student needs, in addition to **hundreds of activities** to support phonics, fluency, comprehension, handwriting, and other key skills.



The Intervention Toolkit is based on a three-step approach.



Step 1: Assess

Amplify CKLA placement, mid-year, and unit assessments help you gather important information about your students.



Step 2: Determine need

It is time to analyze the data collected to determine three things: which student(s) need intervention, which skills need intervention, and what level of support is needed.



Step 3: Plan and teach

Based on the needs of your students, the resources in the Intervention Toolkit help you create an instructional plan and monitor the progress of your students based on that instruction.

Benchmark Assessment Teacher Guide

LESSON

27

STUDENT PERFORMANCE ASSESSMENT

Sound Writing

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment two-syllable words with up to eight phonemes.*
[RF.K.2b]

Students will name lowercase letters of the alphabet and provide the corresponding sound. [RF.K.1d; RF.K.3a,b]

Reading

Students will read “The Skiff Ride” with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.
[RF.K.4; RL.K.1; W.K.3]

**exceeds CCSS for K*

FORMATIVE ASSESSMENT

Observation	“The Skiff Ride” Anecdotal Reading Record [RF.K.4]
Observation	Discussion Questions Observation Record [RL.K.1]
Activity Page 27.2	“The Skiff Ride” Story Questions [RF.K.4; RL.K.1; W.K.3]

SUMMATIVE ASSESSMENT

Activity Page 27.1	Part 2: Sound Writing Assessment
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Students studying Amplify CKLA in Kindergarten will complete two benchmark assessments in the Skills Strand—Middle of Year and End of Year. Benchmark assessments should be used to differentiate instruction and inform remediation needs.

NAME: _____
DATE: _____

27.4

Assessment

Letter Sounds Assessment Summary Sheet

- | | |
|--------------------------------------|---|
| 1. _____ 'm' > /m/ as in <i>mat</i> | 19. _____ 'r' > /r/ as in <i>red</i> |
| 2. _____ 'a' > /a/ as in <i>at</i> | 20. _____ 'u' > /u/ as in <i>up</i> |
| 3. _____ 't' > /t/ as in <i>tip</i> | 21. _____ 'w' > /w/ as in <i>wet</i> |
| 4. _____ 'd' > /d/ as in <i>dig</i> | 22. _____ 'j' > /j/ as in <i>job</i> |
| 5. _____ 'o' > /o/ as in <i>odd</i> | 23. _____ 'y' > /y/ as in <i>yes</i> |
| 6. _____ 'c' > /k/ as in <i>cat</i> | 24. _____ 'x' > /x/ as in <i>box</i> |
| 7. _____ 'g' > /g/ as in <i>get</i> | 25. _____ 'k' > /k/ as in <i>kid</i> |
| 8. _____ 'i' > /i/ as in <i>it</i> | 16. _____ 'ch' > /ch/ as in <i>chip</i> |
| 9. _____ 'n' > /n/ as in <i>nut</i> | 27. _____ 'sh' > /sh/ as in <i>ship</i> |
| 10. _____ 'h' > /h/ as in <i>hug</i> | 28. _____ 'th' > /th/ as in <i>thin</i>
or / <u>th</u> / as in <i>this</i> |
| 11. _____ 's' > /s/ as in <i>sit</i> | 29. _____ 'qu' > /qu/ as in <i>quit</i> |
| 12. _____ 'f' > /f/ as in <i>fun</i> | 30. _____ 'ng' > /ng/ as in <i>sing</i> |
| 13. _____ 'v' > /v/ as in <i>van</i> | 31. _____ 'ss' > /s/ as in <i>toss</i> |
| 14. _____ 'z' > /z/ as in <i>zip</i> | 32. _____ 'ck' > /k/ as in <i>rock</i> |
| 15. _____ 'p' > /p/ as in <i>pet</i> | 33. _____ 'll' > /l/ as in <i>bill</i> |
| 16. _____ 'e' > /e/ as in <i>end</i> | 34. _____ 'ff' > /f/ as in <i>stuff</i> |
| 17. _____ 'b' > /b/ as in <i>bug</i> | 35. _____ 'ee' > /ee/ as in <i>bee</i> |
| 18. _____ 'l' > /l/ as in <i>leg</i> | Total correct _____/35 |

Skills Unit Assessment Teacher Guide

Start Lesson

Lesson 16: Student Performance Assessment



Foundational Skills

Primary Focus

Students will orally segment up to five sounds in a single-syllable word. [RF.K.2d]

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', and /t/ > 't', /qu/ > 'qu', and /ng/ > 'ng'.

[L.K.2d; RF.K.2e; RF.K.3d]

WARM-UP (5 MIN.)

Oral Segmenting

- Follow the steps outlined in Lesson 1, dropping the word *traps* and adding the word *shelf*.

1	2	3	4	5	6
brings	/b/	/r/	/i/	/ng/	/s/

- | | |
|------------------------------------|----------------------------------|
| 1. brings (5) /b/ /r/ /i/ /ng/ /z/ | 6. things (4) /th/ /i/ /ng/ /z/ |
| 2. stamp (5) /s/ /t/ /a/ /m/ /p/ | 7. crush (4) /k/ /r/ /u/ /sh/ |
| 3. thrill (4) /th/ /r/ /i/ /l/ | 8. frogs (5) /f/ /r/ /o/ /g/ /z/ |
| 4. trash (4) /t/ /r/ /a/ /sh/ | 9. stars (4) /s/ /t/ /a/ /r/ |
| 5. bench (4) /b/ /e/ /n/ /ch/ | 10. shelf (4) /sh/ /e/ /l/ /f/ |



Foundational Skills

Foundational Literacy Skills

Prior to segmenting, tell students you will show them pictures of some of the words they will segment. Point to the picture of the shelf and say *shelf*, asking students to repeat. Then point to and name each pictured item or action, asking students to repeat. Note that there is no picture support for the word *things*.

Each unit has an end-of-unit assessment that measures students' mastery of content so teachers can respond appropriately, providing additional challenges, remediation, or support to students.

Skills Unit Assessment Student Activity Book

NAME: _____

12.2

Assessment

DATE: _____

Student Record Sheet—**Reading Assessment** (Part 2)

Note: The number in parentheses represents the number of points/sounds in each word.

	Word	Phonemes					Total Correct
1.	then	/th/	/e/	/n/			_____ (3)
2.	path	/p/	/a/	/th/			_____ (3)
3.	chin	/ch/	/i/	/n/			_____ (3)
4.	lunch	/l/	/u/	/n/	/ch/		_____ (4)
5.	thrash	/th/	/r/	/a/	/sh/		_____ (4)
6.	quilts	/qu/	/i/	/l/	/t/	/s/	_____ (5)
7.	ring	/r/	/i/	/ng/			_____ (3)
8.	shut	/sh/	/u/	/t/			_____ (3)
9.	song	/s/	/o/	/ng/			_____ (3)
10.	quiz	/qu/	/i/	/z/			_____ (3)

Initial Digraphs

_____ /6

Final Digraphs

_____ /5

Total Correct

_____ /34



There are a range of formal assessment opportunities found within units, including but not limited to the following:

- Spelling Assessments
- Word Recognition Assessments
- Story Comprehension Assessments
- Fluency Assessments

Knowledge Domain Assessment Teacher Guide

Kindergarten | Knowledge 11

Domain Assessment

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Taking Care of the Earth*. The results should guide review and remediation the following day.

There are two parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Part II of the assessment addresses the core content targeted in *Taking Care of the Earth*.

PART I (ACTIVITY PAGE DA.1)

Directions: I am going to ask a question using a word you have heard in the read-alouds. If the answer to the question is yes, circle thumbs up. If the answer is no, circle thumbs down. I will ask each question two times. Let's do number one together.

1. **Earth:** Do we all live on the planet Earth? (*thumbs up*)
2. **Conserve:** Does using a lot of water help conserve our water supply? (*thumbs down*)
3. **Exhaust:** Does exhaust from cars make the air clean and smell good? (*thumbs down*)
4. **Landfill:** Is a landfill where garbage ends up after people throw it away? (*thumbs up*)
5. **Reservoirs:** Are reservoirs places where people store water? (*thumbs up*)
6. **Pollution:** Is pollution bad for the earth and for people? (*thumbs up*)
7. **Carpool:** If a person drives himself to work alone, is that a carpool? (*thumbs down*)
8. **Litter:** Is litter another word for trash that was not put in the right place? (*thumbs up*)
9. **Compost:** Does compost turn into freshwater after it sits awhile? (*thumbs down*)
10. **Recycle:** Are glass bottles and aluminum cans examples of items we can recycle to make new items? (*thumbs up*)

Activity Page DA.1




Tier 3 and Tier 2 vocabulary words taught in Knowledge Domains are assessed through end-of-domain assessments, which require recognition and understanding of learned vocabulary in a new context.


Knowledge Domain 11

Knowledge Domain Digital Assessment

Please listen carefully to the following story. After the story you will answer some questions.

Keep the Oceans Clean!

1 

2 

Knowledge Domain Digital Assessments offer an optional listening comprehension assessment that is fully voice acted, ensuring that each student's comprehension skills are being authentically tested.

Knowledge Domain 11

Daily Formative Assessment Teacher Guide

LESSON

12

Student Performance Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment up to five sounds in a single-syllable word. [RF.K.2d]

Students will provide the sound and letter name for each letter card shown. [RF.K.1d; RF.K.3a,b]

Students will read and spell single-syllable, short-vowel words with /ch/ > 'ch', /sh/ > 'sh', /th/ > 'th', and /t/ > 't', /qu/ > 'qu', and /ng/ > 'ng'. [L.K.2d; RF.K.2e; RF.K.3d]

Reading

Students will read "Seth's Dad" with purpose and understanding. [RF.K.4]

FORMATIVE ASSESSMENTS

Observation	Oral Segmenting Observation Record [RF.K.2d]
Observation	Letter Name and Letter Sound Observation Record [RF.K.3a,b]
Activity Page 12.2	Reading Assessment (Part 2) [L.K.2d; RF.K.2e; RF.K.3d]
Observation	"Seth's Dad" Anecdotal Reading Record [RF.K.4]

Formative Assessments are highlighted at the start of the lesson for easy review and access.

Checks for Understanding Teacher Guide

- Ask students if /th/ is a vowel sound or a consonant sound. (*It is a consonant sound because the flow of air is blocked by the tongue and teeth; the air has to squeeze out.*)
- Tell students you are going to say a number of words. Some of the words will begin with the /th/ sound and some will not.

- | | |
|-----------|----------|
| 1. thumb | 6. thigh |
| 2. gate | 7. sign |
| 3. star | 8. think |
| 4. thanks | 9. foot |
| 5. chart | 10. torn |



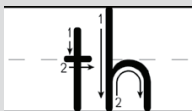
Check for Understanding

Have students close their eyes and listen as you read the words in the chart. Ask students to raise their hands when they hear a word beginning with the /th/ sound.

INTRODUCE THE SPELLING /TH/ → 'TH' (20 MIN.)

Teacher Modeling

- Write the spelling 'th' on the board/chart paper, following the directions in the sidebar.
- Point out the spelling 'th' is made up of two letters.
- Remind students of the digraphs /ch/ and /sh/ learned in earlier lessons. In each case, two letters work together as a team to make a single sound.
- Cover the letter 'h' with your hand. Explain that the letter 't' by itself is usually a picture of /t/.
- Cover the letter 't' with your hand. Explain that the letter 'h' by itself is usually a picture of /h/.
- Circle the spelling 'th' and explain that these two letters 't' and 'h', in this order, stand for the sound /th/.
- Have students write the spelling in the air while saying the sound.



Start just below the dotted line.

1. long line down (lift)
 2. line across
- Start on the top line.
1. long line down
 2. hump

Checks for Understanding are quick Formative Assessments to determine if students are ready to move on with the rest of the lesson. These are marked with a special icon in the text.

Benchmark Assessment Teacher Guide

LESSON

26
27
28

MID-YEAR ASSESSMENT

Reading Comprehension and Word Reading in Isolation

PRIMARY FOCUS OF LESSON

Reading

Students will read "Amber the Bat" and will answer written multiple-choice and short-answer comprehension questions requiring literal recall of key details. [RI.1.1]

Foundational Skills

Students will decode one- and two-syllable words with the spelling features taught in this unit in isolation. [RF.1.3a-g]

FORMATIVE ASSESSMENT

Activity Page 26.1

Assessment

Reading Comprehension Assessment
[RI.1.1]

Word Reading in Isolation Assessment
[RF.1.3a-g]

Students studying Amplify CKLA in grades 1–5 will complete a Placement Assessment in the Beginning of Year and Benchmark Assessments in the Middle of Year and End of Year.

Benchmark Assessment Student Activity Guide

NAME: _____

DATE: _____

26.1

CONTINUED

Assessment

Directions: Have students use the story on the previous pages to answer the questions.

1. What is Am·ber?
 - a fox
 - a bat
 - a dog
 - a cat
2. Am·ber's wings are _____ long.
 - three feet
 - three wing·spans
 - two feet
 - five feet
3. Where do bats like Am·ber make their homes?
 - up in the north
 - in the trop·ics
 - in the des·ert
 - in cool lakes

Skills 4

129

Benchmark assessments should be used to direct remediation and differentiate instruction.

Skills Unit Assessment Teacher Guide

LESSON

UNIT ASSESSMENT

Dictation and Grammar

25

Each unit has an end-of-unit assessment that measures students' mastery of content so teachers can respond appropriately, providing additional challenges, remediation, or support to students.

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will spell dictated words with the /ar/, /er/, and /or/ sounds and will divide the written words by each sound/spelling. [RF.1.3d,e]

Language (Grammar)

Students will identify nouns and verbs in written sentences. [L.1.1b]

Students will read and match two words to corresponding contractions. [L.1.2]

Students will read present-tense verbs and will write past- and future-tense verbs to complete fill-in-the-blank sentences. [L.1.1e]

Reading/Writing

Students will reread stories from *The Green Fern Zoo* with increased accuracy, appropriate rate, and expression. [RF.1.4b]

Students will write an informational paragraph about an animal from *The Green Fern Zoo*. [W.1.2]

FORMATIVE ASSESSMENT

Exit Pass

Dictation Assessment

[RF.1.3d,e]

Activity Page 25.1

Grammar Assessment

[L.1.1b,e; L.1.2]

Skills Unit 4

Skills Unit Assessment Student Activity Book

NAME: _____

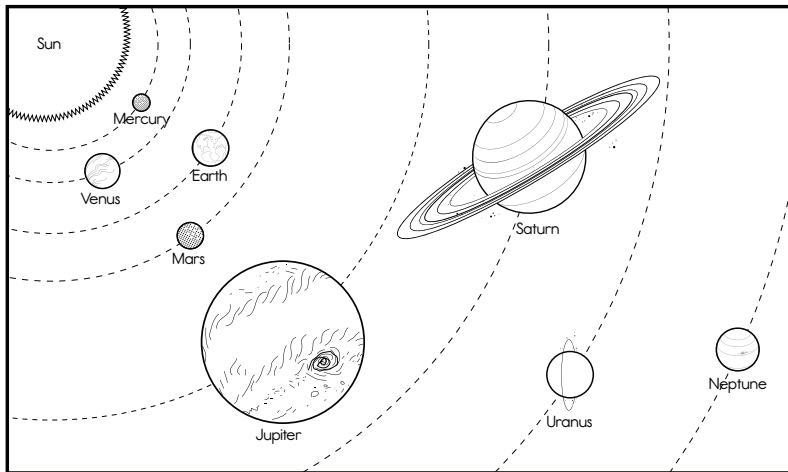
DR.1

Assessment

DATE: _____



Directions: Read and answer each question using the diagram. You may wish to color the diagram to reflect what you know about the colors of certain planets in the solar system.



1. How many planets orbit the sun?

2. Which planet is closest to the sun?

3. Is Mars larger or smaller than Earth?

4. Which planet is famous for its rings?

There are a range of formal assessment opportunities found within units, including but not limited to the following:

- Spelling Assessments
- Word Recognition Assessments
- Story Comprehension Assessments
- Fluency Assessments

Knowledge Domain Assessment Teacher Guide

Tier 3 and Tier 2 vocabulary words taught in Knowledge Domains are assessed through end-of-domain assessments, which require recognition and understanding of learned vocabulary in a new context.

Grade 1 | Knowledge 3

Domain Assessment

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Different Lands*, *Similar Stories*. The results should guide review and remediation the following day.

There are two parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Part II of the assessment addresses the core content targeted in *Different Lands*, *Similar Stories*.

PART I

Directions: I am going to say a sentence using a word you have heard in the read-alouds and the domain. If I use the word correctly in my sentence, circle the thumbs up. If I do not use the word correctly in my sentence, circle the thumbs down. First I will say the word, then I will say each sentence two times. Let's do number one together.

1. **Characters:** Could people and talking animals be characters in a story? (*thumbs up*)
2. **Setting:** Is the setting of a story what happens in the story? (*thumbs down*)
3. **Plot:** Is the plot of a story where the story takes place? (*thumbs down*)
4. **Lesson:** Is a lesson something valuable learned through a character's experiences in a story? (*thumbs up*)
5. **Folktale:** Is a folktale a story that people have told to each other over and over again for a long time? (*thumbs up*)

Directions: Now I am going to read more sentences using other words you have heard and practiced. If I use the word correctly in my sentence, circle the thumbs up. If I do not use the word correctly in my sentence, circle the thumbs down. First I will say the word, then I will say each sentence two times.

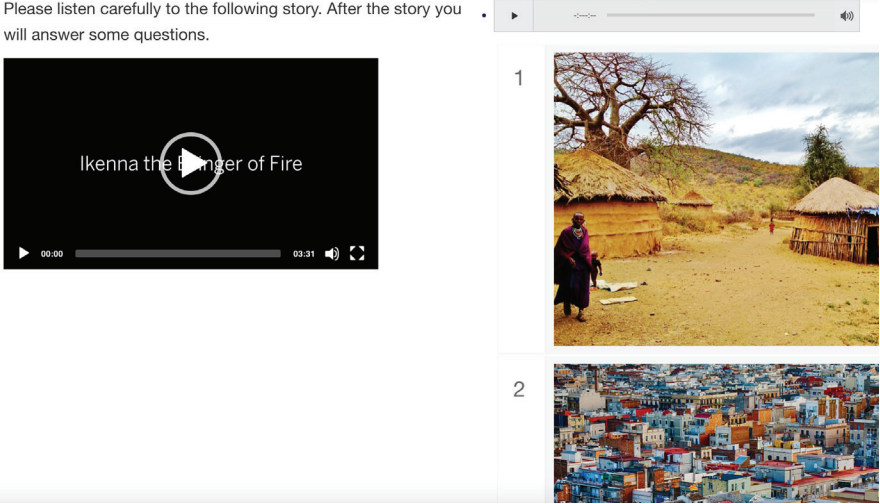
6. **Cherished:** If Little Red Riding Hood cherished the gift from her grandmother, does that mean she wore it every day and took it everywhere with her? (*thumbs up*)

Activity Page DA.1



Knowledge Domain Digital Assessment

Please listen carefully to the following story. After the story you will answer some questions.



1

2

Knowledge Domain Digital Assessments offer an optional listening comprehension assessment that is fully voice acted, ensuring that each student's comprehension skills are being authentically tested.

Knowledge Domain 3

Daily Formative Assessment Teacher Guide

LESSON

2

DIFFERENT LANDS, SIMILAR STORIES

The Girl with the Red Slippers

PRIMARY FOCUS OF LESSON

Reading

Students will identify story elements of a fairy tale.

[RL.1.3]

Students will identify similarities and differences in two fairy tales.

[RL.1.9]

Language

Students will demonstrate understanding of the Tier 2 word *cautiously*.

[L.1.5c]

Writing

Students will illustrate and describe an event from a fairy tale.

[W.1.7]

FORMATIVE ASSESSMENT

Exit Pass

Beginning, Middle, or End Students will identify in writing whether a part of the story happened in the beginning, middle, or end.

[RL.1.3]

Formative Assessments are highlighted at the start of the lesson for easy review and access.



Writing Studio

If you are using Writing Studio, you may begin Unit 2 Lesson 1 after completing this Knowledge lesson. If you have not done so already, you may wish to review the Writing Studio materials and their connections to this domain.

Checks for Understanding Teacher Guide

Start Lesson

Lesson 2: The Girl with the Red Slippers

Introducing the Read-Aloud

10M

Reading: Students will identify story elements of a fairy tale.

[RL.1.3]

WHAT HAVE WE ALREADY LEARNED? (5 MIN)

- Review with students that people around the world love listening to and telling stories.
- Remind students that some of the stories told around the world are quite similar to each other, even though the stories originated in different places. Although the variations come from different countries, or lands, the characters have similar adventures and face similar conflicts.



Check for Understanding

One-Word Answer: In stories, what are conflicts? (*problems*)

- Review the previous read-aloud by asking students the following questions:
 - What was the name of the fairy tale you listened to in the previous read-aloud? (*The name of the fairy tale we listened to in the previous read-aloud was "Cinderella."*)
 - In which country, or land, did the story of "Cinderella" originate? (*The story of "Cinderella" originated in France.*) [Have students locate France on a world map or globe.]
 - Who are the main characters in "Cinderella?" (*The main characters in "Cinderella" are Cinderella, her stepmother and stepsisters, her fairy godmother, and the prince.*)
 - What is the setting of "Cinderella?" Remember, the setting of a story is where and when a story takes place. (*The setting of "Cinderella" is Cinderella's home and the royal palace. This story takes place long, long ago.*)



Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Ask students simple yes/no questions (e.g., "Are the mice main characters in 'Cinderella?'").

Transitioning/Expanding

Provide students with a specific sentence frame (e.g., "One of the main characters in 'Cinderella' is...").

Bridging

Encourage students to use key words from the story in complete sentences (e.g., "The main characters in 'Cinderella' are Cinderella, her stepmother, her stepsisters, her fairy godmother, and the prince.>").

Checks for Understanding are quick Formative Assessments to determine if students are ready to move on with the rest of the lesson. These are marked with a special icon in the text.

Benchmark Assessment Teacher Guide

PLACEMENT ASSESSMENT

LESSON

6

Placement Assessments help you set goals and monitor the growth of each student, providing a baseline at the beginning of the year and ensuring students are advancing toward grade-level objectives.

Story Reading Assessment

PRIMARY FOCUS OF LESSON

Reading
Students will read “Snacks,” a short story comprised of one-syllable words with basic spellings, and will answer eight written multiple-choice questions about key details in the text. [RF.2.4a; RL.2.1]

Language
Students will pair individual words to form the compound words *backpack*, *pancake*, *ladybug*, *popcorn*, *bedtime*, *sunshine*. [RF.2.3c; L.2.4d]

Lesson 6 Placement Assessment: Story Reading Assessment

77

Skills Unit 1

NAME: _____
DATE: _____

6.1

Assessment

Snacks



Six kids sat and had a snack.

Rob had six fish sticks.

Bud had ham.

Beth had a bag of chips and a glass of milk.

Rich had fish sticks and figs.

Jill had a hot dog.

Sam had six eggs.

Sam got sick.

The rest of the kids did not.

Students studying Amplify CKLA in grades 1–5 will complete a Placement Assessment in the Beginning of Year and Benchmark Assessments in the Middle of Year and End of Year.

Skills Unit Assessment Teacher Guide

LESSON

16

UNIT ASSESSMENT

Dictation Identification, Comprehension, and Fluency

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will correctly identify dictated words in a list of similarly spelled words. [RF.2.3 a,d,e]

Reading

Students will read "The Cat and Mouse Keep House" independently and will answer written multiple-choice and short-answer questions about key details in the text. [RL.2.1; RF.2.4a]

Students will read "The Fox and the Cat" with accuracy, appropriate rate, and expression; and will answer oral literal and inferential questions about key details in the text. [RF.2.4a, b]

FORMATIVE ASSESSMENT

Activity Page 16.1	Dictation Identification Assessment [RF.2.3a, d, e]
Activity Page 16.2	Story Comprehension Assessment [RL.2.1; RF.2.4a]
Activity Page 16.3	Fluency Assessment [RF.2.4a, b]

Each unit has an end-of-unit assessment that measures students' mastery of content so teachers can respond appropriately, providing additional challenges, remediation, or support to students.

Skills Unit Assessment Student Activity Book

NAME: _____

DATE: _____

16.1

Assessment

Mark the words that are said.

1. sitter stern sister stinger
2. rate rake rat ran
3. be bet beet best
4. booking bout bake book
5. here there theme them
6. foil foul feel fool
7. join joint joust joyful
8. pork park perk pick
9. fin fine five fit

Skills 2

89



There are a range of formal assessment opportunities found within units, including but not limited to the following:

- Spelling Assessments
- Word Recognition Assessments
- Story Comprehension Assessments
- Fluency Assessments

Knowledge Domain Assessment Teacher Guide

Grade 2 | Knowledge 8

Domain Assessment

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Insects*. The results should guide review and remediation the following day.

There are two parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Part II of the assessment addresses the core content targeted in *Insects*.

PART I

- Read the following directions aloud:
 - I am going to ask you a *yes* or *no* question using a word you have heard in the read-alouds. First I will say the word, and then I will ask the *yes* or *no* question. If the answer is "yes," circle the thumbs up. If the answer is "no," circle the thumbs down. I will say each question two times. Let's do number one together.
 - Read the word, and then read the sentence. Pause for students to record their answers.
1. **Host:** Is a host an animal or a plant on which or in which another living thing lives? (*thumbs up*)
 2. **Social:** Do social insects live by themselves? (*thumbs down*)
 3. **Solitary:** Do solitary insects live by themselves? (*thumbs up*)
 4. **Antennae:** Are an insect's antennae located on its head and used to get information about its surroundings? (*thumbs up*)
 5. **Exoskeletons:** Are insects' exoskeletons located on the inside of their bodies, just like a person's skeleton? (*thumbs down*)
 6. **Metamorphosis:** Is metamorphosis the change an insect goes through from egg, to larva, to pupa, to adult? (*thumbs up*)
 7. **Molt:** Do insects molt so they can grow? (*thumbs up*)
 8. **Pollen:** Is pollen the part of the insect's body that is farthest from its head? (*thumbs down*)

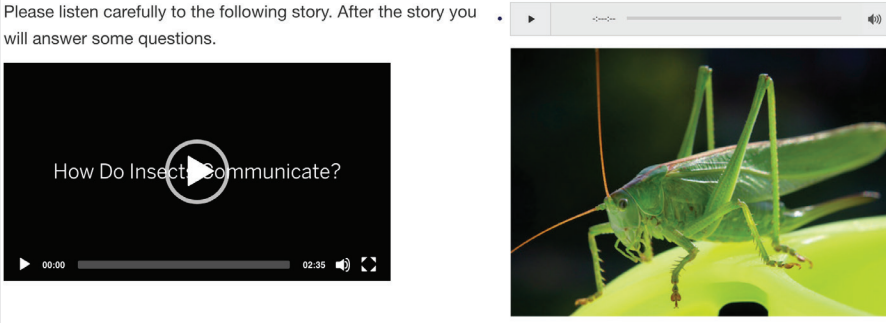
Tier 3 and Tier 2 vocabulary words taught in Knowledge Domains are assessed through end-of-domain assessments, which require recognition and understanding of learned vocabulary in a new context.

Activity Page DA.1




Knowledge Domain Digital Assessment

Please listen carefully to the following story. After the story you will answer some questions.



How Do Insects Communicate?

00:00 02:35



Knowledge Domain Digital Assessments offer an optional listening comprehension assessment that is fully voice acted, ensuring that each student's comprehension skills are being authentically tested.

Knowledge Domain 8

Daily Formative Assessment Teacher Guide

<p>REVIEW</p> <h1>Tricky Words and Quotation Marks</h1> <p>PRIMARY FOCUS OF LESSON</p> <p>Language (Grammar) Students will match contractions with the words that make up that contraction. [L.2.2c]</p> <p>Foundational Skills Students will read the Tricky Words <i>all</i> and <i>who</i>. [RF.2.3f]</p> <p>Language (Grammar) Students will recognize that quotation marks are used for dialogue in text, and will write quotation marks around dialogue in written sentences. [L.2.2.c]</p> <p>Reading Students will read "The Jumping Frog" in pairs with purpose and understanding; will answer written multiple-choice and short-answer questions about the story; and will answer literal and inferential questions about key details in the text. [RF.2.4a,b; RL.2.1; RL.2.5; W.2.3]</p>	<p>LESSON</p> <h1>4</h1>					
<p>FORMATIVE ASSESSMENT</p> <table border="1"> <tr> <td data-bbox="178 1228 438 1270">Activity Page 4.2</td> <td data-bbox="446 1228 828 1312">Story Questions "The Jumping Frog" (Group 2) [RL.2.1; RL.2.5; W.2.3]</td> </tr> <tr> <td data-bbox="178 1312 438 1354">Observation</td> <td data-bbox="446 1312 828 1354">Discussion Questions "The Jumping Frog" [RL.2.1; RL.2.5]</td> </tr> </table>	Activity Page 4.2	Story Questions "The Jumping Frog" (Group 2) [RL.2.1; RL.2.5; W.2.3]	Observation	Discussion Questions "The Jumping Frog" [RL.2.1; RL.2.5]		<p>Formative Assessments are highlighted at the start of the lesson for easy review and access.</p>
Activity Page 4.2	Story Questions "The Jumping Frog" (Group 2) [RL.2.1; RL.2.5; W.2.3]					
Observation	Discussion Questions "The Jumping Frog" [RL.2.1; RL.2.5]					

Checks for Understanding Teacher Guide

- **Tricky:** the letter 'o' is pronounced /oe/ (just like the 'o' in *no*).
- Place these words on the Tricky Word Wall.



Check for Understanding

Ask students to briefly and quietly **Turn and Talk** with a partner, using the Tricky Words *no*, *so*, and/or *go* in an oral sentence. Circulate to listen to determine if students are properly pronouncing and using the words.

Lesson 5: "The Frog Race"

Reading



Primary Focus: Students will read "The Frog Race" with purpose and understanding, and will answer oral literal questions about key details in the text. [RF.2.4a,b; RL.2.1; RL.2.5]

INTRODUCE THE STORY (5 MIN.)

- Tell students that today's story is the second part of the trickster tale they began in the previous lesson. Briefly review the characters, setting, and events from "The Frog Race." (The characters are two men, Big Jim and Pete. The story takes place a long time ago, in the West. The events are that Big Jim brags that his frog is the fastest in the land. A stranger, Pete, challenges Big Jim and his frog to a race, but he doesn't have a frog of his own. While Big Jim heads to the stream to get a frog for Pete, he leaves his frog with Pete.)
- Remind students that they learned about quotation marks in the previous lesson.
- Draw a stick figure with a speech bubble on the board/chart paper and briefly review that quotation marks are used to indicate when a character is speaking.

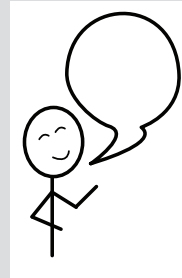
Preview Spellings

- Refer to the chart you prepared in advance to preview spellings before reading the story.

Reader



Page 24



Support

Remind students to use the Individual Code Chart as they read.

Checks for Understanding are quick Formative Assessments to determine if students are ready to move on with the rest of the lesson. These are marked with a special icon in the text.

Benchmark Assessment Teacher Guide

earlier. To help them with their acting, tell them to think about how they would feel if they were Mole or Rat. You may also have students create some of their own dialogue to go along with the story. Encourage students to use domain-related vocabulary in their dialogue whenever possible.

Lesson 6: Dulce Domum, Part I

Assessment



SILENT READING ASSESSMENT: "THE BUG HUNT" AND "THE SNAKE" (30 MIN.)

Note: The Silent Reading Assessment measures students' ability to read connected prose and answer simple multiple-choice questions. Each assessment consists of a story and eight multiple-choice questions. The questions are meant to be relatively easy. The first story, "The Bug Hunt," is only 54 words long. It uses only one-syllable words and only a handful of the most basic spellings, all of which are taught in the Kindergarten curriculum, so this particular story and set of questions should be very easy for nearly all students.

- Have students remove Activity Page 6.1.
- Have students complete Activity Page 6.1 independently and answer the multiple-choice questions. Tell them that they can look back at the story and use it to help them answer the questions. This is not a timed assessment. Allow enough time for students to answer the questions.
- Tell students that once they complete Activity Page 6.1, they should bring it to you.
- We recommend that you score the "The Bug Hunt" assessment on Activity Page 6.1 during this class period, as soon as students complete the assessment.
- Enter students' scores on the Placement Planning Chart located at the end of this lesson.
- Any students who answered fewer than five comprehension questions correctly about "The Bug Hunt" should be given the individually administered Word Reading in Isolation Assessment starting in the next lesson to help you determine an appropriate placement for those students.
- Answer key for "The Bug Hunt"

Lesson 6 Dulce Domum, Part I

Speaking and Listening
Listening Actively

Entering/Emerging

Assign students a character prior to the Read-Aloud and assist with practice.

Transitioning/Expanding

Provide students a note card with key words as a cue.

Bridging

Allow students to work as partners.

Activity Page 6.1



Placement Assessments help you set goals and monitor the growth of each student, providing a baseline at the beginning of the year and ensuring students are advancing toward grade-level objectives.

149

Unit 1

NAME: _____

DATE: _____

6.1

ASSESSMENT

Silent Reading Assessment

The Bug Hunt

Six kids went on a bug hunt.

The kids set off with cans and lids.

Sam ran back with a red ant in his can.

Max got a black ant.

Jen got a black bug with six legs.

Fred got a red bug with black spots.

Jill got a moth.

Cal got a slug.

Students in grades 3–5 complete a Placement Assessment in the Beginning of Year and two benchmark assessments in the Middle of Year and End of Year. Students can be offered additional support and remediation depending on their performance.

Unit Assessment Teacher Guide

Start Lesson

Lesson 19: Performance Task: The Big Bang Theory, Part 1



Reading

Primary Focus: Students will identify cause and effect and sequence ideas about the big bang theory. [RI.3.3, RI.3.8]
 Students will compare and contrast two texts about the big bang theory. [RI.3.9, RI.3.10]

VOCABULARY: “THE BIG BANG THEORY”

The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times.

- compressed**, pressed together into less space
- data**, facts or pieces of information that have been collected, often in the form of measurements
- expanding**, becoming larger; increasing in area; spreading out
- phenomenon**, an interesting fact or event that can be studied

Vocabulary Chart for “The Big Bang Theory”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary		data expanding phenomenon compressed
Multiple Meaning		
Sayings and Phrases		

INTRODUCING THE PERFORMANCE TASK (5 MIN.)

- To conclude the unit about Astronomy, tell students that they’ll be reading and writing about how the theory of how the universe began—the Big Bang theory.
- Tell students that people have had beliefs and told stories about how the universe began for thousands of years. The Big Bang theory is a modern theory based on a great deal of evidence, observations, measurements, thinking, and discussions by scientists. Nearly all astronomers support the Big Bang theory, but like all theories, it will continue to change as scientists gain more evidence and information.

Each unit has an assessment that measures students’ mastery of content so teachers can respond appropriately, providing additional challenges, remediation, or support to students.

Unit 7

Unit Assessment Student Activity Book

Performance Task, Part 1a

Directions: Answer the questions below about “The Big Bang Theory” with evidence from the text. Use the information below to help you during the class discussion.

1. What is the difference between a theory and a fact?

2. What was the “Big Bang”?

166 Unit 7 | Activity Book

Grade 3 | Core Knowledge Language Arts

19.1 ASSESSMENT

reads it aloud.
complete Activity

energy, and all the
gs that you can see
o big, that we don't
e asking yourself is
ome from?

e new discoveries
rse. A theory is an

nations based
bservations and
t theories that
r new data to help
dy it to look for

Today, there is a common theory about how the universe first developed called the **Big Bang Theory**. It is a **theory** that is well-tested and widely accepted by many scientists, but not by everyone. The **Big Bang Theory** seeks to explain how the universe may have come to be. And it began with—a tiny speck!

Core Knowledge Language Arts | Grade 3

Activity Book | Unit 7 163



In grades 3–5, unit assessments include the following:

- Reading comprehension
- Vocabulary
- Morphology
- Writing
- Fluency

Digital Unit Assessment

Digital Unit Assessments offer an optional reading comprehension assessment with technologically enhanced features such as word highlighting, drag-and-drop tool, and more.

Thirsty? Have a Comet!

by NASA Space Place

(1) Most scientists agree that a big comet or asteroid crashed into Earth about 65 million years ago. That crash might have wiped out the dinosaurs. Asteroids and comets cause a lot of damage when they hit Earth. Long before the dinosaurs, objects from space hammered the planet. But what if they brought something good with them?



Refer to the passage, "Thirsty? Have a Comet!"

(1) Most scientists agree that about 65 million years ago, a big comet or asteroid crashed into Earth. (2) That crash might have wiped out the dinosaurs. (3) Asteroids and comets cause a lot of damage when they hit Earth. (4) Long before the dinosaurs, objects from space hammered the planet. (5) But what if they brought something good with them?

What is the purpose of sentence 2 in the paragraph?

Select the **best** answer.

- It compares comets to asteroids.
- It sets up a cause-and-effect relationship.
- It describes the central idea of the passage.
- It begins a sequence of events.

Digital Unit Assessment

What Is a Planet?

by NASA Space Place

(1) You live on a giant sphere of rock, water, and gas called Earth. Earth is one of eight planets in our solar system. The solar system includes planets and other objects that orbit a star called the sun.

(2) The solar system started out as a big cloud of gas and dust. Gravity collected lots of matter in the center of that cloud to make the sun. Leftover matter kept swirling around the sun. Over millions of years, bits of that swirling gas and dust bumped into one another and stuck together. Eventually, they formed planets and other objects.

(3) In 2006, scientists came up with this definition for planet. First, a planet must orbit the sun. Second, it must have a spherical shape. Third, it must be big enough and have enough gravity to keep other large bodies out of its orbit. Our solar system has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune.

(4) The universe is a big place! Many other solar systems exist outside our own. They have planets that orbit stars, too. These are called exoplanets. They formed from their

Refer to the passages, "What Is a Planet?" and "Thirsty? Have a Comet!"

Select the correct answers from the box.

Both passages show the importance of

One passage focuses on understanding how scientists determine whether an object is a

The other explores how might have brought to Earth.

Daily Formative Assessment Teacher Guide

LESSON

3

The Planets Closest to the Sun

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will listen to and discuss informational text about the planets in our solar system. [SL.3.2]

Reading

Students will read informational text about the inner planets and make connections between main ideas in paragraphs. [RI.3.2]

Writing

Students will write a summary statement of paragraphs in an informational text about the inner planets. [W.3.8]

Language

Students will write words using spelling patterns and rules for words with the /j/ sound. [L.3.2f]

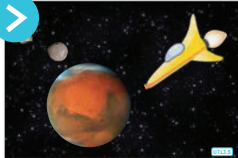
FORMATIVE ASSESSMENT

Activity Page 3.1

Main Ideas in Paragraphs Students will write a summary statement connecting paragraphs in a text. [RI.3.2; W.3.8]

Formative Assessments are highlighted at the start of the lesson for easy review and access.

Checks for Understanding Teacher Guide



Show Image U7.L3.5 Mars and Its Moons

As we prepare to leave the Martian orbit, we will pass by its two moons, Phobos [foe- bos] and Deimos [dye- mos]. The planet Mars was named for the Roman god of war—Mars—who was called Ares [air-eez] by the ancient Greeks. Phobos and Deimos were Ares' two sons.



Check for Understanding

Have students raise their hands if the following planets you have discussed so far have an atmosphere: Mercury (no), Venus (yes), Earth (yes), Mars (yes).



Show Image U7.L3.6 Jupiter

We'll have to go through the asteroid belt to get from Mars to Jupiter, the fifth planet from the sun.

What objects can be found in the asteroid belt? (*thousands of asteroids and the dwarf planet Ceres*)

The distance between Mars and Jupiter is more than three times the distance we've traveled so far! Do you see Jupiter? There's no way you could miss it if you tried! Remember, Jupiter is the largest planet in our solar system, and it's absolutely gigantic. It's so big that more than 1,300 Earths could fit inside it.

If Earth were the size of a math unit cube, Jupiter would be the size of a cube made with 11 units on each side. (Show unit cube model—optional)

Checks for Understanding are quick Formative Assessments to determine if students are ready to move on with the rest of the lesson. These are marked with a special icon in the text.

Benchmark Assessment Teacher Guide

Middle-of-Year Assessment

Assessment Day 1

LESSON AT A GLANCE

	Time	Materials
Middle-of-Year Assessment		
Reading Comprehension Assessment	90 min.	<input type="checkbox"/> Activity Pages A.1, A.2
Fluency Assessment	Ongoing	<input type="checkbox"/> Activity Pages A.2, A.6 <input type="checkbox"/> stopwatch

ADVANCE PREPARATION

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

MIDDLE-OF-YEAR ASSESSMENT

During the first day of the two-day assessment, all students will complete the Reading Comprehension Assessment (Activity Page A.1) independently. It includes four passages and corresponding comprehension questions. After students complete this portion of the assessment, use the MOY 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 MOY 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 MOY Assessment, all students will work independently on the Grammar Assessment (Activity Page A.3) and the Morphology Assessment (Activity Page A.4).

Students in grades 3–5 complete a Placement Assessment in the Beginning of Year and two benchmark assessments in the Middle of Year and End of Year. Students can be offered additional support and remediation depending on their performance.

Unit 5

NAME: _____

A.1

ASSESSMENT

DATE: _____

Middle-of-Year Assessment – Reading Comprehension

You will read four passages. After reading the first passage, you will answer several questions based on it. Then, you will read the second passage and answer several questions based on it. Next, you will read the third passage and answer several questions based on it. Finally, you will read the fourth passage 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:

All-Ball, Part I

Mary Pope Osborne

- 1 I remember the first time I got really bad news.
- 2 I was eight years old, and my family was living in white wooden army quarters at the edge of a thick pine forest in Fort Eustis, Virginia. All my life we had lived on military posts, and I loved them. I loved the neat lawns, clean streets, trim houses, and starched uniforms. I loved parade bands, marching troops, green jeeps, tanks, and transport trucks. I loved having military police at the entrance gate. When I was four, I dreamed that the M.P.s guarding the gate chased away a couple of ghosts that tried to come onto our post. It is one of the most vivid dreams I've ever had, and to this day, it makes me feel good to remember it.
- 3 Living on an army post in those days was so safe that in all the early summers of our lives the children of our family were let out each morning like dandelions to the wind. My teenage sister went off with her friends while my brothers and I filled our time playing with our toy soldiers, including my favorite—a small silver statue of General Omar Bradley. We played “maneuvers” by carrying large cardboard boxes around the parade field, stopping every hundred yards to “bivouac” by making grass beds and napping inside our boxes.
- 4 At five o'clock, when the bugle played and the flag was lowered, we went home. Our return was often punctuated by the joyous sight of our dad stepping out of a chauffeured military car, his arms raised to embrace us.

Benchmark assessments should be used to direct remediation and differentiate instruction.

Unit Assessment Teacher Guide

Lesson 15: Unit Assessment

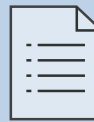
Unit Assessment



UNIT ASSESSMENT (75 MIN.)

- 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



Each unit has an assessment that measures students' mastery of content so teachers can respond appropriately, providing additional challenges, remediation, or support to students.

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.

Unit 8

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, had taken a small rowboat ashore and discovered a splendid fortress if ever we needed one. The walls were thick and the holes dotted the walls for the entire regiment of experienced soldiers.
- 4 While we were inspecting the fortress, it was the anguished cry of the squire's men that was, "Jim Hawkins is gone!"



In grades 3–5, unit assessments include the following:

- Reading comprehension
- Vocabulary
- Morphology
- Writing
- Fluency

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

Digital Unit Assessment

Digital Unit Assessments offer an optional reading comprehension assessment with technologically enhanced features such as word highlighting, drag-and-drop tool, and more.

Excerpt From *Treasure Island* (adapted)

by Robert Louis Stevenson

Jim Hawkins is cabin boy on a ship that has been captured by pirates. The leader of the pirates, Long John Silver, has sailed to an island to look for buried treasure. In this excerpt, Jim tries to get away.

(1) From the side of the hill, which was here steep and stony, a spout of gravel was dislodged and fell rattling through the trees. My eyes turned instinctively in that direction, and I saw a figure leap with great rapidity behind the trunk of a pine. What it was, whether bear or man or monkey, I could not tell. It seemed dark and shaggy. But the terror of this new apparition brought me to a standstill.

(2) I was now, it seemed, cut off upon both sides; behind me the attackers, before me this lurking creature. And immediately I began to prefer the dangers that I knew to those I knew not. Silver himself appeared less terrible in contrast with this creature of the woods, and I turned on my heel, and looking sharply behind me over my shoulder, began to retrace my steps in the direction of the boats.

Refer to the passage, "Excerpt from *Treasure Island*."

Which statements accurately describe the narrator of the passage? Choose "Yes" if the description is accurate. Choose "No" if it is not.

Select the correct answer for each of the statements below.

	Yes	No
The narrator does not identify himself to Ben Gunn.	<input type="radio"/>	<input type="radio"/>
The narrator is trying to escape from some attackers.	<input type="radio"/>	<input type="radio"/>
The narrator is surprised to find Gunn in the woods.	<input type="radio"/>	<input type="radio"/>

Unit 8

Digital Unit Assessment

Excerpt From *Treasure Island* (adapted)

by Robert Louis Stevenson

Jim Hawkins is cabin boy on a ship that has been captured by pirates. The leader of the pirates, Long John Silver, has sailed to an island to look for buried treasure. In this excerpt, Jim tries to get away.

(1) From the side of the hill, which was here steep and stony, a spout of gravel was dislodged and fell rattling through the trees. My eyes turned instinctively in that direction, and I saw a figure leap with great rapidity behind the trunk of a pine. What it was, whether bear or man or monkey, I could not tell. It seemed dark and shaggy. But the terror of this new apparition brought me to a standstill.

Refer to the passage, "Excerpt from *Treasure Island*."

What are the missing words to complete this sentence about the excerpt?

Select the correct answer from each box.

Even though meeting for the first time in the forest, the narrator quickly realizes that Gunn knows how to survive .

Daily Formative Assessment Teacher Guide

LESSON

4

A Real Adventure

PRIMARY FOCUS OF LESSON

Reading

Students will summarize the upcoming voyage and describe the character of Long John Silver in depth. [RL.4.1, RL.4.3]

Grammar

Students will use the relative pronouns *who*, *whom*, and *whose* correctly in sentences. [L.4.1a]

Students will correctly use the frequently confused words *there*, *their*, and *they're*. [L.4.1g]

Morphology

Students will use words with the root *bio* in sentences. [L.4.4b]

Writing

Students will use descriptive details to write about a character. [W.4.3a, W.4.4]

FORMATIVE ASSESSMENT

- Activity Page 4.2** **The Real Adventure Begins** Students read the chapter and answer comprehension questions. [RL.4.1]
- Activity Page 4.3** **Relative Pronouns** Students combine each pair of sentences into one sentence, using the appropriate relative pronoun. [L.4.1a]
- Activity Page 4.4** **Root *bio*** Students select the correct word to complete sentences. [L.4.4b]

Formative Assessments are highlighted at the start of the lesson for easy review and access. They are aligned to Florida B.E.S.T. Standards and used to track whether students are mastering the Primary Focus Objectives.

Checks for Understanding Teacher Guide

- What does her hair color remind you of? (Her hair is dark brown like the mane of a racehorse.)
- Divide students into small groups.
- Have students turn to Activity Page 3.2 and share their answers to the question “What does your character look like?” with the group.
- Encourage students to help each other use descriptive language and specific details to make each character come alive. Have students revise their answers to the question “What does your character look like?” using descriptive language discussed in the group.



Check for Understanding

Circulate and check in with students, ensuring they are sharing and revising appropriately. Provide support as needed.

- As time permits, have each group choose one descriptive detail about someone’s character to share with the class.
- Have students keep Activity Page 3.2 for use in future lessons.

End Lesson

Lesson 4: A Real Adventure

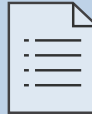
Take-Home Materials

GRAMMAR

- Have students complete Activity Page 4.3 for homework.

Lesson 4 A Real Adventure

Activity Page 3.2



Writing
Writing

Entering/Emerging

Prompt students to elaborate on descriptive details of character using yes/no questions.

Transitioning/Expanding

Prompt students to elaborate on descriptive details of character using *wh*- questions.

Bridging

Prompt students to elaborate on descriptive details of character asking questions that touch upon each of the five senses.

Challenge

Ask students to share and revise their answers to additional questions on Activity Page 3.2.

Activity Page 4.3



Checks for Understanding are quick Formative Assessments to determine if students are ready to move on with the rest of the lesson. These are marked with a special icon in the text.

99

Benchmark Assessment Teacher Guide

End-of-Year Assessment

Assessment Day 1

LESSON AT A GLANCE

	Time	Materials
End-of-Year Assessment		
Reading Comprehension Assessment	90 min.	☐ 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.
- Plan to have reading material available for students to select from and read independently as they finish the EOY Assessment.

END-OF-YEAR ASSESSMENT

The primary purpose of the EOY Assessment is to determine students' preparedness for English language arts instruction in Grade 6.

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.

In addition, you will pull students aside, one at a time, and administer the Word Reading in Isolation Assessment to students who scored 11 or fewer on the Reading Comprehension Assessment, and, as time permits, to those who scored between 12–14. Administer the Fluency Assessment to all students.

Benchmark assessments should be used to direct remediation and to differentiate instruction.

NAME: _____ DATE: _____

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.

Students in grades 3–5 complete a Placement Assessment in the Beginning of Year and two benchmark assessments in the Middle of Year and End of Year. Students can be offered additional support and remediation depending on their performance.

Unit Assessment Teacher Guide

LESSON

15

Unit Assessment

LESSON AT A GLANCE

	Grouping	Time	Materials
Spelling (15 min.)			
Spelling Assessment	Independent	15 min.	☐ Activity Page 15.1
Unit Assessment (75 min.)			
Unit Assessment	Independent	75 min.	☐ Activity Page 15.2
Optional Fluency Assessment	Independent		<ul style="list-style-type: none"> ☐ Student Copy of Fluency Assessment text ☐ Recording Copy of Fluency Assessment text, one for each student ☐ Fluency Scoring Sheet, one for each student ☐ stopwatch

Each unit has an assessment that measures students' mastery of content so teachers can respond appropriately, providing additional challenges, remediation, or support to students.

NAME: _____
DATE: _____

15.2

ASSESSMENT

Unit Assessment—Native Americans
Reading Comprehension

Today you will read two selections about Native Americans. 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.

The National Museum of the American Indian

- 1 The National Museum of the American Indian (NMAI) opened in Washington, D.C., in 2004. It is one of the Smithsonian Institution Museums. Other Smithsonian Institution Museums include the Museum of Natural History, the Air and Space Museum, the American Art Museum, and many others. The museum boasts an unmatched collection of indigenous American art and artifacts. It includes objects from many different cultures in North, Central, and South America.
- 2 There are many fine, smaller museums all over the United States with great collections of Native American artworks and artifacts. The founders of the NMAI did not necessarily think these other museums were bad. But they were bothered by one thing that seemed to be very common. These museums often presented the artifacts as if they came from lost or dead cultures. However, the founders of the NMAI wanted to create a different kind of museum. They were successful. Outside and inside—from the architecture and landscaping to the layout and design of the exhibits—the NMAI is unique. In fact, it is nothing like other museums on the National Mall, or anywhere else for that matter.
- 3 The founders of the NMAI knew that Native American culture is not dead. Lifestyles and everything else have changed. But the traditions and beliefs live on among the Native American tribes and nations of today. The objects in the collections at the NMAI are not made by archaeologists and scholars or discovered in ancient objects from cultures that

1. What one thing bothered the founders of the National Museum of the American Indian (NMAI) that was common among other museums with Native American collections?
 - A. These museums often asked tribes to create artifacts they use today.
 - B. These museums often allowed visitors to see and touch the artifacts on display.
 - C. These museums often presented the artifacts as if they came from lost or dead cultures.
 - D. These museums often did not pay enough money to purchase Native American artifacts.

Core Knowledge Language Arts | Grade 5

In grades 3–5, unit assessments include the following:

- Reading comprehension
- Vocabulary
- Morphology
- Writing
- Fluency

Digital Unit Assessment

The Way to Live

from *When Buffalo Ran* by George Bird Grinnell

(1) My uncle was a brave man, and he was always going off on the warpath, searching for the camps of enemies, taking their horses, and sometimes fighting bravely. He was still a young man, not married, but was quiet and of good sense, and all the people respected him.

(2) All my life I have tried to remember what he told me this first time that he talked with me. It was good advice, and came to me from a good man, who afterwards became one of the chiefs of the tribe.

(3) He said to me: "My son, I am going to tell you some things that will be useful to you, and if you listen to what I say, your life will be easier for you to live. You will not make mistakes, and you will come to be liked and respected by all the people. Before many years now you will be a man, and as you grow up you must try more and more to do the things that men do. There are a few things that a boy must always remember.

Digital Unit Assessments offer an optional reading comprehension assessment with technologically enhanced features such as word highlighting, drag-and-drop tool, and more.

Refer to the passage, "The Way to Live."

Suppose the narrator is asked this question, "Do you want to learn the way to live?"

Select the **best** answer.

Which reply to this question uses the correct punctuation?

- Yes I want to learn, how to become a good man.
- Yes, I want to learn how to become a good man.
- Yes I want to learn how to become a good man.
- Yes I want to learn how to become, a good man.

Unit 8

Digital Unit Assessment

Dr. Susan La Flesche

by Nicole O'Donnell

(1) The things that happen to us when we are young can shape us into the people we become. Susan La Flesche, an 8-year-old girl from the Omaha tribe in Nebraska, watched an older woman in her tribe die because no physician would agree to help a Native American. Susan decided then that she would become a doctor and take care of her people.

(2) As Susan grew up, in the late 1800s, she took advantage of every educational opportunity. She attended the Elizabeth Institute for Young Ladies, in New Jersey. At the age of 17, she returned home to teach at the Quaker Mission School on the Omaha Reservation. While teaching, Susan met a woman named Alice Fletcher. Ms. Fletcher recommended that Susan finish medical school. She helped Susan get a scholarship to attend a three-year medical program. Susan graduated from the program in only two years and at the top of her class. She was the first Native American woman to become a medical doctor.

Refer to the passage, "Dr. Susan La Flesche."

Select the answers that describe each relationship between events in the passage.

Select the correct answers from the box.

When she was young, Susan La Flesche saw an old woman from her tribe get treated

. Susan decided to become a so she could help people like the old woman. She was very successful in many ways, including establishing a in Nebraska.

Daily Formative Assessment Teacher Guide

Word Sort



Reading for Information
Reading/Viewing Closely

Entering/Emerging

Provide 1:1 support for students during word sort.

Transitioning/Expanding

Allow students to partner with a classmate to complete word sort.

Bridging

Preview/review directions for word sort to ensure understanding of the task.

3. The tension in a tightrope allows a tightrope walker to bounce up and down on the rope as she walks across.
 - » 2
4. During the Civil War, there was a great deal of tension between the North and the South.
 - » 1

Note: Make sure students understand that Meaning 1 can be of varying degrees. For example, there can be severe, or strong, tensions between groups or countries that can lead to war, and there can be much less serious tensions between people or groups, such as the tension that exists between opponents in a sporting event.

FORMATIVE ASSESSMENT: WORD SORT (5 MIN.)

- On loose-leaf paper, have students copy the following Formative Assessment Word Sort chart that was prepared in advance.

Great Plains		
Northwest		
Southwest		
Northeast		

- Have students pick a word from the choices listed in the box to describe each region.

Word Choices:			
grasses	desert	longhouse	teepees
rivers	plank houses	mesas	evergreen trees

- Remind students to put their name on the loose-leaf paper.

Formative Assessments are highlighted at the start of the lesson for easy review and access.

Checks for Understanding Teacher Guide



Check for Understanding

Have students turn to Activity Page 2.4. Briefly review the directions. Complete the first two sentences together as a class. Have students complete the rest of Activity Page 2.4 for homework. If students need more assistance, complete the entire activity page as a teacher-guided activity.

Activity Page 2.4



Checks for Understanding are quick Formative Assessments to determine if students are ready to move on with the rest of the lesson. These are marked with a special icon in the text.

Lesson 2: Conflicting Beliefs

Writing



Primary Focus: Students will identify the structure and purpose of a persuasive essay. [W.5.4]

INTRODUCE A PERSUASIVE ESSAY (15 MIN.)

- Tell students that during this unit they will write a persuasive essay. Remind students they wrote a persuasive essay about Don Quixote in a previous unit. They wrote about whether his actions were justified or acceptable.
- Remind students that a persuasive essay is an essay that tries to convince or persuade someone that the opinion presented is right. In a persuasive essay, the writer presents an argument for that opinion and supports the argument with reasons or evidence. Review that an opinion is a personal view or belief, whereas a fact is true and can be proven.
- Have students turn to Activity Page 2.5. Direct students' attention to the Native American Outside Tepee Image and description you displayed in advance. Have a student read the description aloud.
- Have students look at the Sample Persuasive Essay on Activity Page 2.6. Direct students' attention to the Sample Persuasive Essay you displayed in advance.
- Read the essay aloud.
- Have students describe the relationship between the persuasive essay, the image, and the image's description. (The essay is written about the image, explaining why the writer thinks the image best shows the relationship between Native Americans and the land. The description of the image provides factual information about the image, which is used in the essay.)

Activity Pages 2.5 and 2.6



Universal and dyslexia screening aligned to Amplify CKLA

mCLASS with CKLA Connect is a gold-standard universal and dyslexia screener. Amplify CKLA integrates with mCLASS's comprehensive screening and reporting platform.

Universal screening

mCLASS directly measures students' skills in the same areas taught in Amplify CKLA through universal screening and progress-monitoring based on proven DIBELS® 8th Edition measures.

	Beginning of Year	Middle of Year		End of Year		Summary	
		Composite	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Reading Fluency ORF
Class Summary	Well Below Benchmark	20% 3 Students	13% 2 Students	27% 4 Students	7% 1 Student	20% 3 Students	7% 1 Student
15/15 Students Assessed	Below Benchmark	27% 4 Students	33% 5 Students	20% 3 Students	67% 10 Students	40% 6 Students	73% 11 Students
0 Not Assessed	At Benchmark	33% 5 Students	40% 6 Students	13% 2 Students	27% 4 Students	20% 3 Students	13% 2 Students
0 In Progress	Above Benchmark	20% 3 Students	13% 2 Students	40% 6 Students	0% 0 Students	20% 3 Students	7% 1 Student

Progress monitoring

mCLASS results are predictive and based on decades of research, helping educators understand how students are progressing next to their peers nationally in order to set growth goals. For students at risk, progress monitoring is provided at regular intervals.

CKLA Connect

mCLASS pairs with Amplify CKLA through the CKLA Connect feature, which matches small groups with targeted Amplify CKLA lessons based on their mCLASS assessment data.

Educators get the data they need with powerful reporting and instant recommendations of which Amplify CKLA activities can be used to reteach or remediate specific skills.

CKLA Connect
Find lessons from your CKLA core instruction to support students in this group.

Introduce	Review & Practice	Reteach & Remediate
Unit 2, Lesson 1, Introduce the Sound /ee/: Hear Medial Sounds /ee/ or /e/ Unit 2, Lesson 3, Introduce the Sound /ae/: Hear the New Sound /ae/	Unit 1, Lesson 1, Warm-Up: Oral Blending Unit 1, Lesson 1, Warm-Up: Segmenting Unit 1, Lesson 1, Concept Review:	ARG Skills 1 Introduction, Introduction ARG Skills 1 Section 1, Phonics

[See less ^](#)

LETTER SOUNDS [Download all activities](#)

GROUP 2 Letter Sound Knowledge 2 Students

Jon B Elijah C

Can segment sounds in words fluently. **Need to work on** learning the primary sounds of common letters, including short and long vowel sounds, and building fluency in letter/sound association.

[See activities v](#)

Dyslexia screening

mCLASS offers universal and dyslexia screening in a single powerful tool—no additional assessment system required. Your most vulnerable readers are identified at the earliest levels.

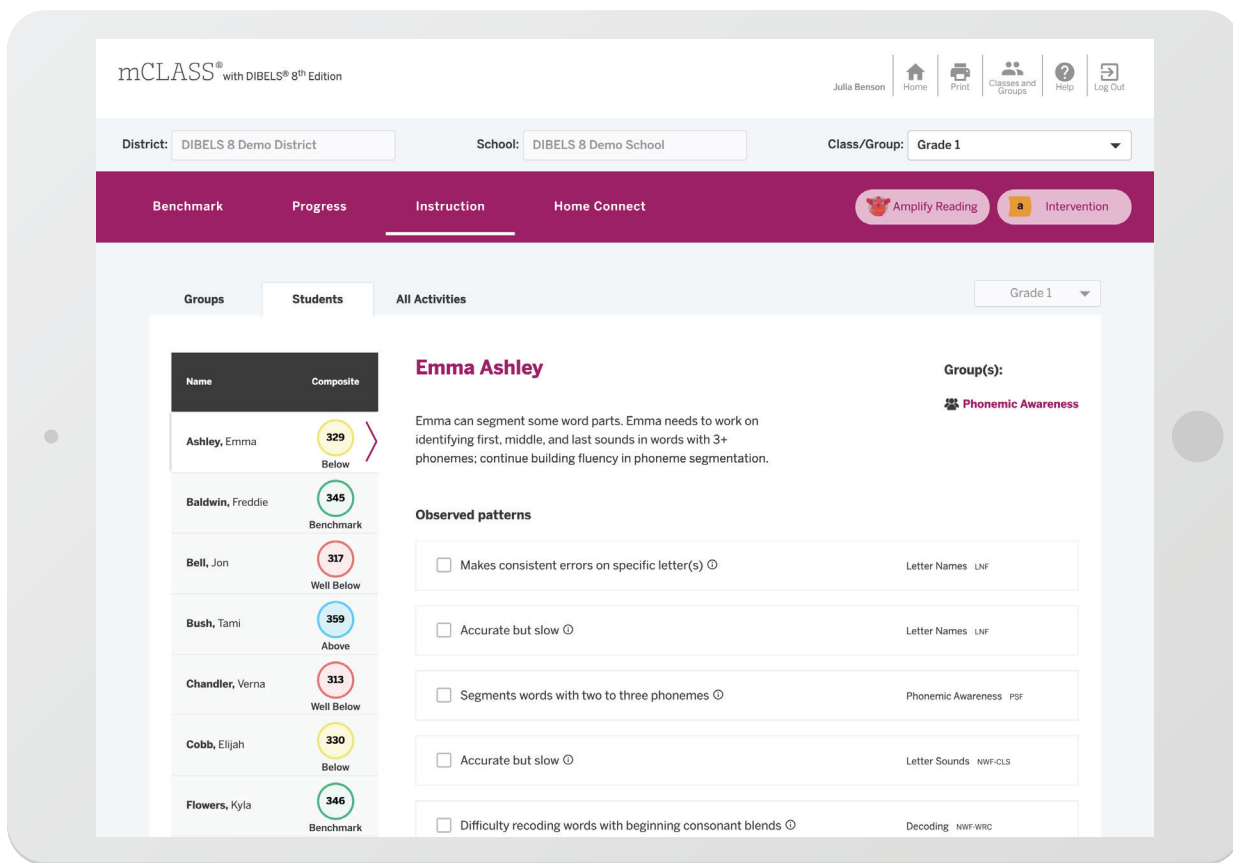
Grade 1 Last Name, First Name	Composite Goal 331	Letter Names		Phonemic Awareness		Letter Sounds		Decoding		Word Reading		Reading Accuracy		Reading Fluency	
		LNF Goal 51	PSF Goal 39	NWF-CLS Goal 42	NWF-WRC Goal 8	WRF Goal 15	ORF-Accu Goal 67%	ORF Goal 21	VOCAB Goal 23						
Ashley, Emma	324 Below	55 Benchmark	46 Benchmark	45 Benchmark	6 Below	12 Below	70% Benchmark	21 Benchmark	-						
Baldwin, Freddie	338 Benchmark	64 Benchmark	43 Benchmark	53 Above	16 Above	19 Benchmark	76% Benchmark	37 Above	-						
Bell, Jon	313 Well Below	48 Below	21 Well Below	36 Below	3 Below	7 Well Below	63% Below	12 Below	9 Well Below						
Bush, Tami	355 Above	84 Benchmark	66 Above	72 Above	13 Benchmark	26 Above	94% Benchmark	48 Above	-						
Chandler, Verna	296 Well Below	37 Well Below	16 Well Below	13 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	-						
Cobb, Elijah	323 Below	65 Benchmark	44 Benchmark	42 Benchmark	3 Below	14 Below	60% Below	18 Below	-						
	334	96	51	50	7	21	95%	19							



mCLASS instruction and reporting help you reach every student

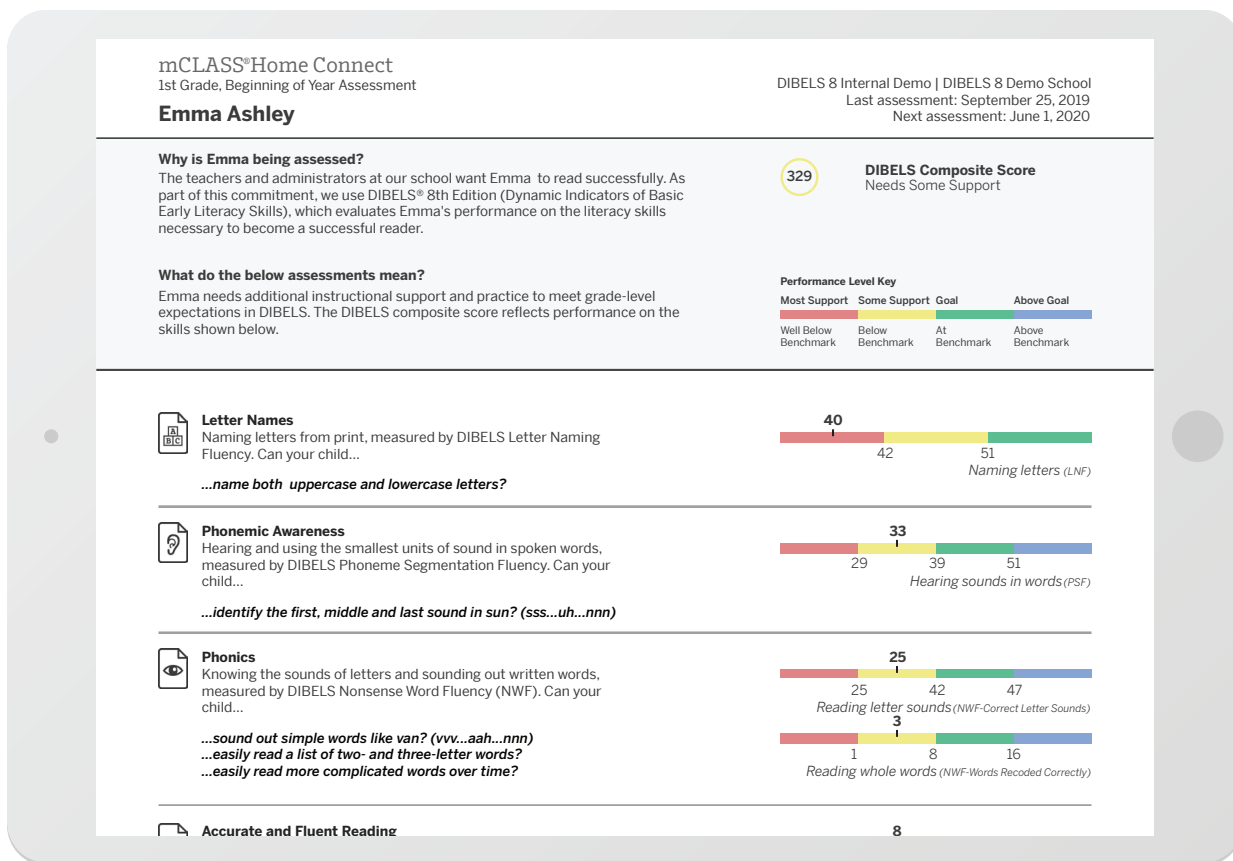
Instruction

mCLASS analyzes students' assessments to give you instant instructional and grouping recommendations to help you reach every student. mCLASS's hundreds of short instructional activities are targeted to each student's unique needs at the sub-skill level.



Reporting

mCLASS provides in-depth student data reports for everyone—from classroom teachers and literacy specialists, to principals and district leaders, as well as caregivers at home.



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