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## Assessment and Data Tracking

Data tracking is an essential element in modern classrooms. Teachers are often required to capture student learning through both formative and summative assessments. They then must use the results to guide teaching, remediation, and lesson planning and provide feedback to students, parents, and administrators. Because time is always at a premium in the classroom, it is vital that teachers have the assessments they need at their fingertips. The assessments need to be suited to the skill to be assessed as well as adapted to the stage in the learning process. This is true for an informal checkup at the end of a lesson or a formal assessment at the end of a unit.

This book will provide the tools and assessments needed to determine your students' level of mastery throughout the school year. The assessments are both formal and informal and include a variety of formats—pretests and posttests, flash cards, prompt cards, traditional tests, and exit tickets. Often, there are several assessment options for a single skill or concept to allow you the greatest flexibility when assessing understanding. Simply select the assessment that best fits your needs, or use them all to create a comprehensive set of assessments for before, during, and after learning.

Incorporate Instant Assessments into your daily plans to streamline the data-tracking process and keep the focus on student mastery and growth.

|   |  |   |
|---|--|---|
| <p>If you could research anything, what would you want to learn more about?<br/>List three references where you could find more information about your topic.</p> <p>1. bryan went to the beach last weekend. he went with his family. bryan build a giant sand castle with his brother. he swammed to. bryan really enjoys his trip</p> <p>2. im so excited about camping this summer! we are going fishing and swimming two. my favorite part is sleeping under the stars. i no we will have so much fun.</p> <p>3. deer aunt hazel<br/>i can't wait to see you next month. i have so many things planned for your visit. don't forget to bring your towel goggles and surf! we will spend most of are time at the lake! love<br/>your nephew</p> <p>4. The phone was ringing. i answered it.</p> <p>5. It's time for dinner. i am not hungry.</p> <p>6. We cannot run in the hallway. We cannot talk in the hallway.</p> | <p>Who read your writing today?<br/>What suggestions did he/she give you?</p> <p>Combine the following sentences by joining them with a conjunction.</p> <p>69</p> | <p>Should children, ages 10 and under, have their own cell phone?</p> <p>D</p> <p>Write a short biography about your favorite celebrity.</p> <p>A</p> <p>Write instructions on how to clean your room.</p> <p>D</p> <p>One day, a spaceship lands on the playground at your school....Tell what happens next.</p> <p>A</p> <p>Imagine waking up and finding that you had switched places with your pet dog or cat. What would you do? Write a story of your day as a dog or cat.</p> <p>C</p> <p>Research the Lost Colony and write about the possible explanations.</p> <p>E</p> |
|---|--|---|

A variety of instant assessments for writing

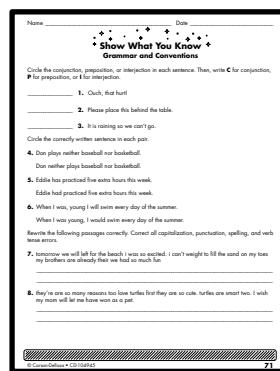
# Types of Assessment

Assessment usually has a negative association because it brings to mind tedious pencil-and-paper tests and grading. However, it can take on many different forms and be a positive, integral part of the year. Not all assessments need to be formal, nor do they all need to be graded. Choose the type of assessment to use based on the information you need to gather. Then, you can decide if or how it should be graded.

|                      | What Does it Look Like?   | Examples   |
|----------------------|---|--|
| Formative Assessment | <ul style="list-style-type: none"> <li>• occurs during learning</li> <li>• is administered frequently</li> <li>• is usually informal and not graded</li> <li>• identifies areas of improvement</li> <li>• provides immediate feedback so a student can make adjustments promptly, if needed</li> <li>• allows teachers to rethink strategies, lesson content, etc., based on current student performance</li> <li>• is process-focused</li> <li>• has the most impact on a student's performance</li> </ul> | <ul style="list-style-type: none"> <li>• in-class observations</li> <li>• exit tickets</li> <li>• reflections and journaling</li> <li>• homework</li> <li>• student-teacher conferences</li> <li>• student self-evaluations</li> </ul> |
| Interim Assessment   | <ul style="list-style-type: none"> <li>• occurs occasionally</li> <li>• is more formal and usually graded</li> <li>• feedback is not immediate, though still fairly quick</li> <li>• helps teachers identify gaps in teaching and areas for remediation</li> <li>• often includes performance assessments, which are individualized, authentic, and performance-based in order to evaluate higher-level thinking skills</li> </ul>  | <ul style="list-style-type: none"> <li>• in-class observations</li> <li>• exit tickets</li> <li>• reflections and journaling</li> <li>• homework</li> <li>• student-teacher conferences</li> <li>• student self-evaluations</li> </ul> |
| Summative Assessment | <ul style="list-style-type: none"> <li>• occurs once learning is considered complete</li> <li>• the information is used by the teacher and school for broader purposes</li> <li>• takes time to return a grade or score</li> <li>• can be used to compare a student's performance to others</li> <li>• is product-focused</li> <li>• has the least impact on a student's performance since there are few or no opportunities for retesting</li> </ul>   | <ul style="list-style-type: none"> <li>• cumulative projects</li> <li>• final portfolios</li> <li>• quarterly testing</li> <li>• end-of-the-year testing</li> <li>• standardized testing</li> </ul>                                    |

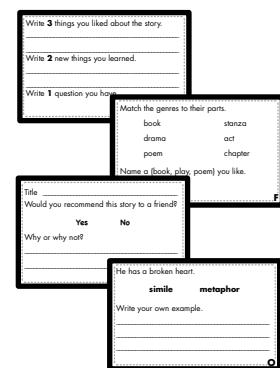
# How to Use This Book

The assessments in this book follow a few different formats, depending on the skill or concept being assessed. Use the descriptions below to familiarize yourself with each unique format and get the most out of Instant Assessments all year long.



## Show What You Know

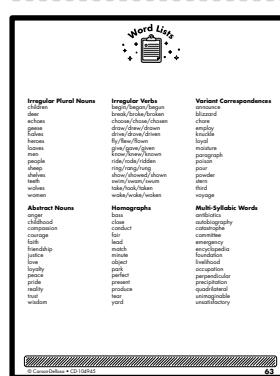
Most anchors begin with two *Show What You Know* tests. They follow the same format with the same types of questions, so they can be used as a pretest and posttest that can be directly compared to show growth. Or, use one as a test at the end of a unit and use the second version as a retest for students after remediation.



## Exit Tickets

Most anchors end with exit tickets that cover the variety of concepts within the anchor. Exit tickets are very targeted questions designed to assess understanding of specific skills, so they are ideal formative assessments to use at the end of a lesson. Exit tickets do not have space for student names, allowing teachers to gather information on the entire class without placing pressure on individual students. If desired, have students write their names or initials on the back of the tickets. Other uses for exit tickets include the following:

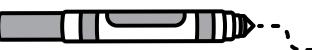
- Use the back of each ticket for longer answers, fuller explanations, or extension questions. If needed, students can staple them to larger sheets of paper.
- They can also be used for warm-ups or to find out what students know before a lesson.
- Use the generic exit tickets on pages 7–8 for any concept you want to assess. Be sure to fill in any blanks before copying.
- Laminate them and place them in a language arts center as task cards.
- Use them to play Scoot or a similar review game at the end of a unit.
- Choose several to create a targeted assessment for a skill or set of skills.



## Word Lists

Word lists consist of several collections of grade-appropriate words in areas that students need to be assessed in, such as sight words, spelling patterns, and words with affixes. They are not comprehensive but are intended to make creating your own assessments simpler. Use the word lists to create vocabulary tests, word decoding fluency tests, spelling lists, etc., for the year.

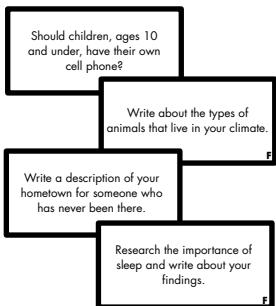
# Exit Tickets



## Cards

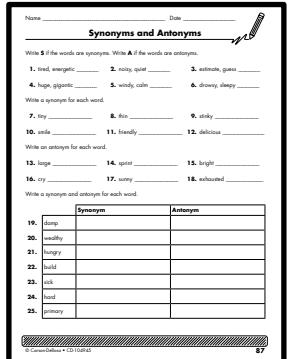
Use the cards as prompts for one-on-one conferencing. Simply copy the cards, cut them apart, and follow the directions preceding each set of cards. Use the lettering to keep track of which cards a student has interacted with.

- Copy on card stock and/or laminate for durability.
- Punch holes in the top left corners and place the cards on a book ring to make them easily accessible.
- Copy the sets on different colors of paper to keep them easily separated or to distinguish different sections within a set of cards.
- Easily differentiate by using different amounts or levels of cards to assess a student.
- Write the answers on the backs of cards to create self-checking flash cards.
- Place them in a language arts center as task cards or matching activities.
- Use them to play Scoot or a similar review game at the end of a unit.



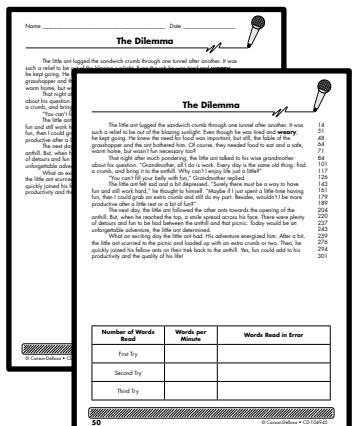
## Assessment Pages

The reproducible assessment pages are intended for use as a standard test of a skill. Use them in conjunction with other types of assessment to get a full picture of a student's level of understanding. They can also be used for review or homework.



## Fluency Pages

Use the paired fluency pages to assess students' oral reading fluency. Provide a copy of the student page to the student, and use the teacher copy to track how far the student read, which words he or she struggled with, and the student's performance on repeated readings. The word count is provided at the end of each line for easy totaling. Then, use the related comprehension questions to assess the student's understanding of what he or she read.



an informal formative assessment tool that you can easily work into your day.

You can choose to use a single exit ticket at the end of the day, or at the end of each lesson. Simply choose a ticket below, make one copy for each student, and have students complete the prompt and present them to you as their ticket out of the door. Use the student responses to gauge overall learning, make small remediation groups, or target areas for reteaching. A blank exit ticket is included on page 8 so you can create your own exit tickets as well.

|   |   |
|---|---|
| <p>What stuck with you today?</p> <hr/> <hr/> <hr/> <hr/> <hr/>   | <p>List three facts you learned today. Put them in order from most important to least important.</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> </ol> |
| <p>The first thing I'll tell my family about today is</p> <hr/> <hr/> <hr/> <hr/> <hr/>   | <p>The most important thing I learned today is</p> <hr/> <hr/> <hr/> <hr/> <hr/>  |
| <p>Color the face that shows how you feel about understanding today's lesson.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Explain why. _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> | <p>Summarize today's lesson in 10 words or less.</p> <hr/> <hr/> <hr/> <hr/> <hr/>  |

One example of \_\_\_\_\_  
is \_\_\_\_\_

One question I still have is \_\_\_\_\_

How will understanding \_\_\_\_\_  
help you in real life? \_\_\_\_\_

One new word I learned today is \_\_\_\_\_.  
It means \_\_\_\_\_

Draw a picture related to the lesson. Add a caption.  
\_\_\_\_\_

If today's lesson were a song, the title would  
be \_\_\_\_\_  
because \_\_\_\_\_

The answer is \_\_\_\_\_.  
What is the question? \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

• • • • •  
• Show What You Know •  
Literature

Read the story. Then, answer the questions.

**My Big Moment**

We double-checked the amp volume before I sat down on the stool Candice had set out for me. Erin sat down on a stool to my left, and I looked down at my hands. Although this was a big event, I couldn't figure out why I was so nervous. I had rehearsed this at least a thousand times. I took a deep breath to calm the butterflies in my stomach and nodded to Erin. She smiled and began to strum the first chords. I closed my eyes and joined in to start the first verse. After a few moments, Caitlin began to sing. My hands were sweating, and I had to concentrate to keep my breathing even. I worried my fingers would slip and mess up the chords, but I kept playing anyway. Before I knew it, I realized the song was almost over, so I opened my eyes and looked up. The audience was smiling and I found myself smiling too. Many people were even tapping their toes with the beat that we were strumming. Caitlin finished her last **note**, and our final chords died away. After our performance, Candice thanked me and said she thought our song was perfect.

1. What was the narrator doing?

\_\_\_\_\_

2. What clue best reveals what the narrator was doing?

- A. "We double-checked the amp volume . . ."
- B. "My hands were sweating, and I had to concentrate to keep my breathing even."
- C. "I worried my fingers would slip and mess up the chords, but I kept playing anyway."
- D. "Erin sat down on a stool to my left, and I looked down at my hands."

3. Which statement best describes Erin's attitude?

- A. Erin is calmer than the narrator.
- B. Erin is more nervous than the narrator.
- C. Erin is glad to be playing guitar instead of singing.
- D. Erin is not happy.

4. How would this story be different if Candice were the narrator?

- A. The reader would not know that the audience enjoyed the song.
- B. The reader would not know that the narrator is very nervous.
- C. The reader would not know that Erin played guitar.
- D. The reader would not know that Candice liked the song.



1. What will happen if Terrance and Tabitha do a good job taking care of the animals all summer?

- A. Their parents will allow them to keep using the barn.
- B. Dr. Wong will give them full-time jobs.
- C. They will not take in any more stray animals.
- D. Their parents will buy them a building in town for their rescue shelter.

2. Is this story told in first person, second person, or third person? \_\_\_\_\_

3. Why did Tabitha and Terrance think starting an animal rescue would be a good idea? Use details from the text to support your answer.

---

---

5. What does Mr. O'Kelley mean by **residents**?

- A. volunteers
- B. rescued animals
- C. potential pet owners
- D. veterinarians

6. Who is Dr. Wong? Use details from the text to support your answer. \_\_\_\_\_

---

7. Why is the information in the first paragraph important?

- A. It shows that rescue centers are difficult to manage.
- B. It shows that Terrance and Tabitha do everything together.
- C. It shows that Terrance and Tabitha will be good at running the rescue center.
- D. It shows that Terrance and Tabitha have little experience with animals.

8. In the text, "tickled pink" is what type of figurative language? \_\_\_\_\_  
What does it mean? Use details from the story to support your answer.

---

9. What is a possible theme to this passage? Use details to support your answer.

---

---

10. Based on the passage, how would you describe Terrance and Tabitha? Use details from the text to support your answer. \_\_\_\_\_



## Making Inferences



Use these cards to assess students' general understanding of making inferences. Teachers can quickly use the cards to assess a student one-on-one. Students could also work individually or in pairs to answer all cards. Have students support their answers for a more in-depth understanding of their inferencing skills. To use the cards as a formative assessment, read a card aloud and have students respond on whiteboards for a quick check of understanding inferences. As students progress with the skill, students could create their own cards to add to the deck.

|   |   |
|---|---|
| <p>Nina and Carlos woke up late and missed the bus. Luckily, their mom dropped them off and they arrived just as the bell was ringing.</p> <p>Where were Nina and Carlos going?</p> <p><b>A</b></p>       | <p>When I entered the building, it was very quiet. There were people walking around looking at the books on the shelves. People were also sitting at tables reading.</p> <p>Where am I?</p> <p><b>B</b></p>   |
| <p>Mom packed the tent, sleeping bags, pillows, marshmallows, flashlights, and firewood in the back of the van. It was going to be a great weekend!</p> <p>Where is the family going?</p> <p><b>C</b></p> | <p>My grandfather and I went to the hardware store to pick up one more pack of seeds. The almanac says today is the day. We have the shovel, hoe, and water hose ready to go.</p> <p>What am I doing with my grandfather today?</p> <p><b>D</b></p> |
| <p>I smiled as I looked around the room at family, friends, balloons, and presents. I blew out my candles and made my wish.</p> <p>Where am I?</p> <p><b>E</b></p>  | <p>According to my list, we didn't need anything on aisle 3 so I sent the boys to aisle 4 to get tomato sauce, pasta, and beans. We only needed to get fresh fruit and then we would be ready to check out.</p> <p>Where am I?</p> <p><b>F</b></p>  |



## Making Inferences

|   |   |
|---|---|
| <p>She told me that I didn't have a fever after she took my temperature, but my throat was red and swollen. She prescribed some medicine to pick up at the pharmacy.</p> <p>Where am I?</p> <p><b>G</b></p>                               | <p>The family had seen so many animals already today. But they were most excited about the polar bears, giraffes, and monkeys. According to their map, those were the next three exhibits.</p> <p>Where is the family?</p> <p><b>H</b></p>                      |
| <p>John clapped and yelled for his team when he heard the ball hit the bat and sail into the stands.</p> <p>Where is John?</p> <p><b>I</b></p>  | <p>She laid out all of the ingredients first. Then she followed the directions step by step and placed the pan in the oven. When the timer went off, the house was already filled with the delicious sweet aroma.</p> <p>What is she doing?</p> <p><b>J</b></p> |
| <p>The class lined up at the door. The two helpers grabbed the tub full of balls and jump ropes.</p> <p>Where was the class going?</p> <p><b>K</b></p>  | <p>Finally, the day had come! After applying sunscreen, the sisters walked to the edge, held their breath and jumped in.</p> <p>What are they doing?</p> <p><b>L</b></p>  |
| <p>After a loud pop, Toby carefully drove the car to the side of the road. He got out to look and it was just as he suspected. Good thing he had a jack and a spare in the trunk.</p> <p>What happened to Toby's car?</p> <p><b>M</b></p> | <p>She walked through the classroom door and saw it on her desk. She was nervous but glad she spent her extra time over the weekend studying.</p> <p>What is she doing?</p> <p><b>N</b></p>   |

Read the story. Use context clues to infer the answers to the questions.

### The Audition

Hayley's heart thudded as she took her place in the registration line. When she reached the front, a woman handed her an application. Hayley completed it, leaving the section marked *Experience* empty.

Applicants crowded the lobby—chatting, laughing, and stretching their muscles. Some girls wore dance attire. Hayley felt awkward in her simple T-shirt and shorts. Her stomach twisted from nerves.

She nearly vaulted out of her seat when someone tapped on her shoulder. "Hi, Hayley! Trying out for the production?"

Roxanne nodded. She recognized the girl as Roxanne from geography class.

"The dance portion of the audition will be difficult in those flip-flops. Did you bring a pair of character shoes?"

"What are character shoes?" Hayley asked.

Roxanne smiled sympathetically. "I have an extra pair of jazz sneakers in my backpack. They are flexible, and I think they will fit."

"Thank you. I must have amateur emblazoned on my forehead. I probably shouldn't audition, but I love singing."

Roxanne's grin lit up her face. "We are all amateurs, and it is fantastic! The choreographer will conduct the dance audition after the vocal audition. I looked at the schedule. You audition right before me! Have you marked 16 bars on your music?"

"What do you mean by 16 bars?"

Roxanne reached for the sheet music in Hayley's hand. "You need to sing 16 measures of music from your audition piece. If the director likes your voice, he might ask you to sing more. You should try these ones." Roxanne marked the page and tilted her head. "They just called your number!"

Hayley checked the paper in front of her. She gulped. "Break a leg," Roxanne said. "What?" "It means 'good luck!'" Roxanne pushed Hayley up to the stage. Hayley's legs were shaking so hard she wondered if they would shatter. She handed her sheet music to the accompanist, but she was nervous about singing with a piano. She'd never done it before. Luckily, after a couple of bars she lost herself in the music. She almost forgot to stop! A man in the audience clapped. "That was very nice. Would you please sing a little more?"

Hayley grinned. "Absolutely!"

**1.** Is this Hayley's first time auditioning for a show? How do you know? \_\_\_\_\_

**2.** Is this Roxanne's first time auditioning for a show? How do you know? \_\_\_\_\_

**3.** Has Hayley had dance training? How do you know? \_\_\_\_\_

## Making Inferences

Read the story. Then, answer the questions.

### In Line for a License

"Come on, Mom!" Peter urged. He practically dragged her through the revolving front doors. They made their way toward a room with a sign that read "Department of Motor Vehicles."

Once inside the room, Peter completed some paperwork. Then, he joined a long line of people. They were waiting their turn at the counter. As Peter waited, he stared at a poster on the wall. It read, "You must be at least 16 to apply for a license."

As Peter moved forward, he **peppered** his mom with questions. "You'll let me have the keys right away, won't you?" he asked. "It's all right if I take it out tonight, isn't it? I'll fill up the tank, I promise."

An hour later, Peter raced out of the building with a huge grin on his face. His success was evident. "Come on, Mom!" he called. "Your driver is ready to take you home!"

1. When Peter first enters the building, he feels

- A. agitated.
- B. relieved.
- C. impatient.
- D. angry.

2. Where is Peter? Why is Peter here? \_\_\_\_\_

List three clues that helped you come to that conclusion.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

3. What does the word **peppered**, as used in this reading selection, mean?

- A. asked rapidly
- B. spice
- C. shower with
- D. argued with

4. To what keys is Peter referring? Explain how you know. \_\_\_\_\_

5. Describe how Peter felt upon leaving the building and why. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Making Inferences

Read the poem. Then, answer the questions.

### Smack

His knees knocked as he stepped up to the plate,  
All he wanted to do was hit it clear to the gate.

But last time he was here, he swung not once, not twice  
But three times for air and his team paid the price.

This time, he hoped for more but he watched the ball zip by  
Not once, but twice. Third time he swung and let out a cry.

Smack went the bat. Flying went the ball. Cheers from the stands.  
Around he ran to home with high fives into all his teammates hands.

1. What is the poem about? Explain how you know. \_\_\_\_\_

2. In line 1, what does "his knees knocked" mean? Explain how you know.

\_\_\_\_\_

\_\_\_\_\_

3. Compare how you think the narrator felt at the beginning of the poem compared to the end of the poem.

\_\_\_\_\_

\_\_\_\_\_

4. In line 4, what does "pay the price" mean? Explain.

\_\_\_\_\_

\_\_\_\_\_

5. Make up a different title for this poem. \_\_\_\_\_

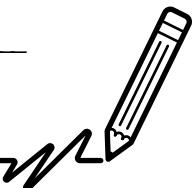
Why do you think it is a good title?

\_\_\_\_\_

\_\_\_\_\_



# Theme Matching



Stories often include a theme. Match the common themes to their messages.

acceptance      courage      perseverance  
compassion      honesty      friendship

1. Characters find that it is always best to tell the truth no matter what.
2. Characters work together to solve a problem or achieve a goal.
3. Characters show strength to overcome a fear or accept a risk.
4. Characters respect and accept others' differences and beliefs.
5. Characters continue to believe even when facing difficult times.
6. Characters are friendly, generous, and considerate of others.
7. Characters trust each other and never turn their backs on their friends.
8. Characters want to make those who are suffering feel better.
9. Characters avoid trouble by being prepared and ready for any situation.
10. Characters work hard and it pays off in the end.

# Understanding Theme



Read the passage. Then, answer the questions.

## The Test

There was going to be a test on Friday covering the meteorology unit. Ethan was determined to get at least 95 percent on the test. He had to get an A in science on his report card. Grades were important to Ethan. He had several days to prepare, so he knew he could do it if he studied hard.

On Monday, Ethan made study cards with all of the vocabulary words and definitions he needed to know. That evening, he took the cards with him and reviewed them as his mom drove him to soccer practice. The next day, he made an outline of the unit. His dad quizzed him from the outline. On Wednesday, his friend Zach came home with him after school. They each made 25 game cards with questions from the unit. The boys kept track of the number of questions they each answered correctly. Ethan got the most correct; his hard work was paying off! Ethan went to his room on Thursday evening and studied quietly for an hour. The next day, he confidently answered every question on the test. He knew he had done well. When his teacher passed back the tests at the end of the day, Ethan smiled with pride. He had **exceeded** his goal. He scored 100 percent on the test!

1. What is the theme of the passage?
  - hard work pays off
  - good grades are important
  - meteorology is a difficult subject
  - success comes from working together
2. What information from the passage supports the theme? Circle all of the answers that apply.
  - There was going to be a test.
  - He knew he could do it if he studied hard.
  - He scored 100 percent on the test.
  - His friend Zach came home with him.
3. How did the author structure this passage?

|                                 |                     |
|---------------------------------|---------------------|
| A. cause/effect                 | B. problem/solution |
| C. chronologically (time order) | D. compare/contrast |
4. In the passage, what does **exceeded** mean? Use details from the story to support your answer.

## Understanding Theme

Read the poem. Then, answer the questions.

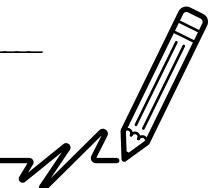
### Progress

March  
Bounce, dribble, drop, roll  
Bounce, dribble, shoot  
Nowhere even close to the goal

April  
Bounce, dribble, dribble, drop, roll  
Bounce, bounce, dribble, shoot  
A little bit closer to the goal

May  
Bounce, bounce, dribble, dribble  
Bounce, dribble, dribble, shoot  
**Grazed** the rim of the goal

June  
Bounce, dribble, dribble, dribble  
Shoot, shoot, shoot  
Swish, straight in the goal



## Comparing and Contrasting

Read the passage. Compare and contrast the two characters. Then, answer the questions.

### Two Talents

Brayden and Reid were next-door neighbors and in the same class at school. Brayden was probably the brightest, most studious student in the class. Reid was definitely the best, most dominant athlete in the school. The boys often carpooled to school. But, in the afternoon, they came home separately. Reid usually stayed and played basketball with some of the other boys. He was very competitive and enjoyed winning. Brayden usually went straight home and did his homework and then read a book. He was diligent and took pride in his academic achievements.

One day after school, Brayden asked Reid if he could stay and play basketball with him and the other boys.

"No way! Do you even know how to play basketball?" Reid scoffed as he headed to the court. Brayden was hurt. He went home and studied for the science test.

The next day when Brayden and Reid got to the classroom, their teacher passed out the science test. Everything on the test was material Brayden had studied, so he had no trouble answering the questions. When Brayden had finished, he noticed that Reid had barely written anything on his test. Later, when the tests were returned, Brayden received a 100 at the top of his paper. Reid had a note written on his test saying he must take the test again.

After school, Brayden offered to help Reid study for the test. Reid gratefully accepted the help even though he was a little embarrassed at how he had treated Brayden the day before. The next day, Reid passed his science test. He thanked Brayden for his help and asked him if he could return the favor by teaching Brayden how to play basketball. Brayden gladly accepted the invitation.

1. What is the theme of the poem? \_\_\_\_\_

2. Use details from the text to explain why you chose that theme.  
\_\_\_\_\_  
\_\_\_\_\_

3. In the poem, what does the word **grazed** mean? Use details from the story to support your answer.  
\_\_\_\_\_  
\_\_\_\_\_

4. Follow the structure of the poem and write your own stanza for February or July.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. How are the boys alike? \_\_\_\_\_

2. How are the boys different?  
\_\_\_\_\_  
\_\_\_\_\_

3. Write the words and phrases that are used to describe each boy in the passage.

A. Brayden \_\_\_\_\_

B. Reid \_\_\_\_\_

4. How did Reid's feelings toward Brayden change from the beginning of the story to the end? Underline the details from the text to support your answer.  
\_\_\_\_\_  
\_\_\_\_\_