

Reading

► Read the selection and answer each question.

In the Woods

Characters

MIA, a seven-year-old girl

TIM, Mia's twin brother

BOY, about nine years old

ACT 1, SCENE 1

(It is summer, late morning. Mia and Tim are playing in the woods.)

MIA: Tim, come look at this neat fort! (*She is standing in front of a wall and roof made of tree branches, grinning.*)

TIM: (*excited*) I wonder who built it. (*They go inside.*) Look at those nuts and berries! Maybe raccoons live here—or a bear!

MIA: (*looks afraid, but then sees something and smiles*) Would a bear fill cups with beautiful flowers? Maybe it was fairies.

TIM: Fairies are only in fairy tales.

VOICE: Children, time for lunch!

TIM: Coming, Grandma!

ACT 1, SCENE 2

(*It is afternoon. Mia and Tim are walking to the fort. Mia stops.*)

MIA: Tim, hear that?

TIM: (*whispering*) It's coming from the fort!

Name _____ Date _____

(They hide behind a tree. A boy comes out of the fort. He picks up things from the ground. With his pockets full, he runs back in. Now voices are heard from inside.)

MIA: Come on! (*Mia and Tim go near the fort.*) Hello in there. (*The boy comes out.*) Hi, I'm Mia and this is Tim. We're visiting our grandparents who live over there (*points to the house*).

BOY: (*smiling*) I'm Nick. We live two houses away. This is our fort. Do you want to come in?

MIA and TIM: Sure!

1 Read the line from the play.

MIA: Tim, come look at this neat fort! (She is standing in front of a wall and roof made of tree branches, grinning.)

Which word is a synonym of the word grinning as it is used in the sentence?

- Ⓐ hopping
- Ⓑ smiling
- Ⓒ pointing
- Ⓓ waving

Name _____ Date _____

2 How does the setting change in Scene 2 from Scene 1?

- Ⓐ It is inside the grandparents' house.
- Ⓑ It is in another part of the woods.
- Ⓒ It is later in the same day.
- Ⓓ It is a different day.

3 Read the line from Act 1, Scene 2.

TIM: (whispering) It's coming from the fort!

What does the stage direction in this line tell the reader?

- Ⓐ Tim is speaking quietly.
- Ⓑ Tim is in the woods.
- Ⓒ Tim is running.
- Ⓓ Tim is excited.

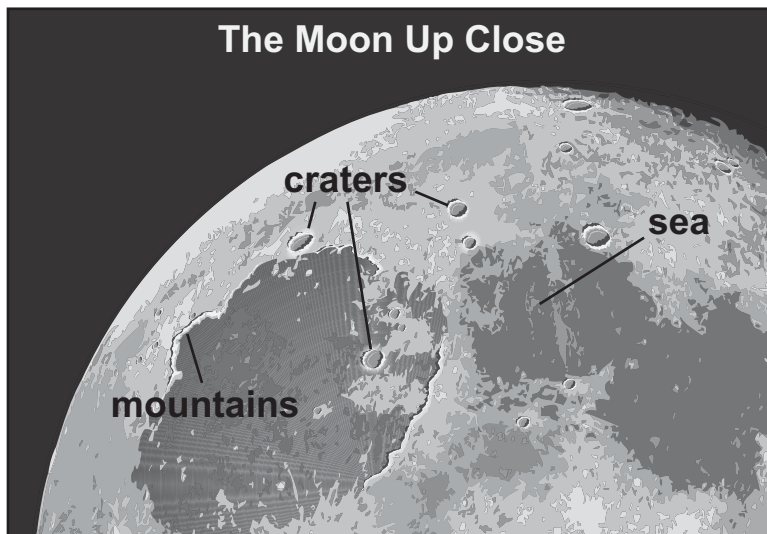
Name _____ Date _____

► Read the selection and answer each question.

The Man in the Moon

¹ When you look up at the full moon, you can see dark parts. What are they?

² If you went to the moon, you'd see mountains and wide holes called **craters**. The mountains and craters were made over time by rocks from space. When the rocks hit the moon, parts of the ground were pushed up. This made mountains. Other parts fell in and made craters. Very hot soft rock called **lava** filled some craters. When the lava cooled it became hard and dark. Long ago, people looking up at the moon called these dark parts seas. But the moon's seas hold no water, only rock.



³ Many people think the moon's seas look like a face—the Man in the Moon. Other people see a frog. Some people see a tree.

⁴ There are many stories about the pictures people see in the moon. Can you see a rabbit making sweet rice flour cakes?

⁵ When you look at the moon, what do you see looking back at you?

Name _____ Date _____

- 4 Which idea from the article does the visual “The Moon Up Close” help you understand?
- Ⓐ how rocks from space hit the moon
 - Ⓑ what hot lava looks like on the moon
 - Ⓒ what the dark spots on the moon are
 - Ⓓ why the moon has no water in its seas

- 5 Read the sentence from paragraph 2.

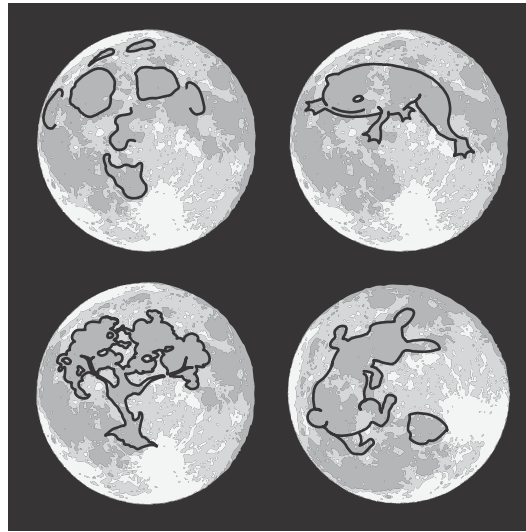
The mountains and craters were made over time by rocks from space.

Which word from the sentence names a place?

- Ⓐ *made*
- Ⓑ *time*
- Ⓒ *rocks*
- Ⓓ *space*

Name _____ Date _____

6 Look at the visual below.



How does the visual help you understand what you read in the article? Use details from both the visual and the article to explain your answer.

Name _____ Date _____

Writing

► Read the selection and choose the best answer to each question.

Lani's teacher asked the class to write about what they like most about fall. Read Lani's story and look for any changes she should make. Then answer the questions that follow.

Fall Fun

(1) In fall, the trees are a mix of red and yellow and orange. (2) Soon, the colorful leafs drop from the trees. (3) I help Mom rake the colors into one big pile. (4) After we are done, we go inside. (5) Mom pours two glass of apple juice. (6) What a nice treat after our hard work!

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- 1 What change should be made in sentence 2?
- Ⓐ Change *leafs* to *leaf*.
 - Ⓑ Change *leafs* to *leavs*.
 - Ⓒ Change *leafs* to *leaves*.
 - Ⓓ No change is needed.
- 2 What change should be made in sentence 3?
- Ⓐ Change *Mom* to *Moms*.
 - Ⓑ Change *colors* to *collors*.
 - Ⓒ Change *pile* to *piles*.
 - Ⓓ No change is needed.

Name _____ Date _____

- 3 What change should be made in sentence 5?
- Ⓐ Change *glass* to **glasses**.
 - Ⓑ Change *apple* to **apples**.
 - Ⓒ Change *juice* to **juices**.
 - Ⓓ No change is needed.

Answer Key: Module 2, Week 3 Assessment

| Item Number | Correct Answer | Module, Week, Program Skill | Depth of Knowledge |
|----------------|---|---|--------------------|
| READING | | | |
| 1 | B | M2W1: Vocabulary Strategy: Synonyms | 1 |
| 2 | C | M2W3: Comprehension: Elements of Drama | 2 |
| 3 | A | M2W3: Comprehension: Elements of Drama | 2 |
| 4 | C | M2W3: Comprehension: Connect Text and Visuals | 2 |
| 5 | D | M2W3: Generative Vocabulary: Words that Name Places | 1 |
| 6 | See rubric on p. R1. | M2W3: Comprehension: Connect Text and Visuals | 2 |
| | Sample two-point response: The article tells about the different shapes that people see in the moon, and the visual shows those shapes. The article says that people do not only see a man in the moon. Some people also see a frog, tree, or rabbit. | | |
| WRITING | | | |
| 1 | C | M2W3: Grammar: More Plural Nouns | 1 |
| 2 | D | M2W3: Grammar: More Plural Nouns | 2 |
| 3 | A | M2W3: Grammar: More Plural Nouns | 1 |

Constructed-Response Rubric

| Points | Description |
|--------|---|
| 2 | 2 points <ul style="list-style-type: none">• Response gives a complete and correct explanation of, or answer to, the question.• Response includes clear and specific explanations, interpretations, or opinions based on an accurate understanding of the text.• Response is supported with details from the text. |
| 1 | 1 point <ul style="list-style-type: none">• Response gives a partially complete and correct explanation of, or answer to, the question.• Response attempts to include explanations, interpretations, or opinions, but they may be unclear and show a limited understanding of the text.• Response is supported with limited details (in quantity or quality) from the text. |
| 0 | 0 points <ul style="list-style-type: none">• Response is incorrect, irrelevant, or not provided. |