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Reading

► Read the selection and answer each question.

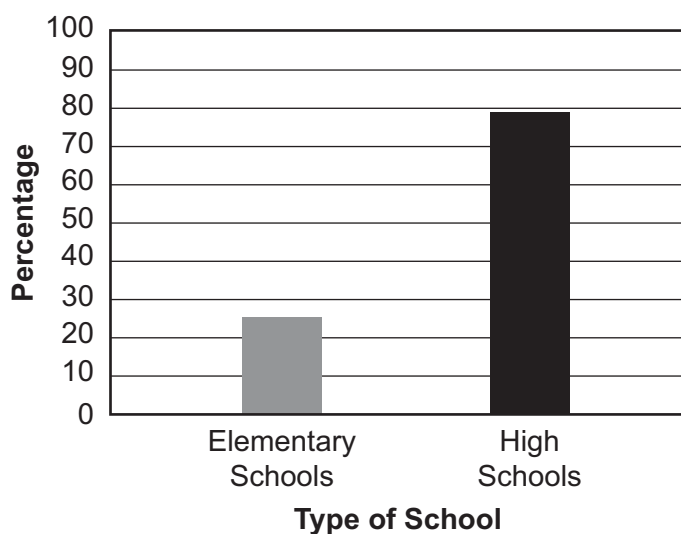
Learning a Second Language

- ¹ Next year, Mountain Trail Elementary School plans to offer some new courses. The school board has asked students, teachers, parents, and others for ideas. I am a fourth grade student, and I would like our school to teach a language class, such as Spanish or Arabic. Learning a second language is important. It can strengthen our thinking skills and help us better understand the world.
- ² Studying a different language can help our brains in several ways. First, it can improve our memory. To master a language, we have to remember a lot of words. The more we use our memory, the stronger it becomes. Studies show that people who speak more than one language are better at remembering many things, such as names and directions—not just lists of words. Studying a language can also improve our listening skills. If we want to understand a new language, we have to listen carefully. We have to pay close attention to other people in order to figure out what they are saying. According to one study, people who speak two languages can pay attention for 20% more time than people who speak only one.
- ³ Did you know that learning a second language can also help us understand our first language? When we study another language, we learn more than just new words. We learn new grammar rules too. For example, we might study how to order the words in a sentence or express different verb tenses. This allows us to see how language works, which can make us more skillful readers and writers in our first language. Studying a language can help us to be successful in classes other than English too! The problems we solve when using a different language—such as quickly working out what someone said and how to reply—can make us better at solving all kinds of problems.
- ⁴ Learning a second language can also help us understand the world around us. When we study a language, we often find out about the people who speak it. We make discoveries about their history, their homeland, and their beliefs, which can help us become more open-minded. New languages are like bridges. They help us connect to each other and move beyond any differences.

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⁵ It is true that the middle school and high school in our town offer language classes. The elementary school should too. It is possible to learn a new language at any age. But studies show it is quicker and easier when we are young children. The brain is more “plastic,” or able to change, before people become teenagers. Those who study languages at this time can learn them in a flash. So Mountain Trail should start offering language classes as soon as possible. There is no time to lose!

Percentage of U.S. Schools That Taught a Language Other than English in 2007–2008



1 Read the sentence from paragraph 3.

Studying a language can help us to be successful in classes other than English too!

Think about the suffix *-ful*. What is the meaning of the phrase be successful above?

- (A) do very well
- (B) speak clearly
- (C) practice often
- (D) think very hard

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2 Mark the box that matches each fact to the idea it supports.

Fact	Idea from the Passage	
	Learning a language can improve memory.	Learning a language can improve attention skills.
People who speak two languages can stay focused for 20% longer than people who speak one.		
People who speak more than one language are better at remembering names and directions.		

3 How does the author use facts to support the idea that learning a second language can help us better understand our first language? Use details from the article to support your answer.

4 Read the sentence from paragraph 4.

We make discoveries about their history, their homeland, and their beliefs, which can help us become more open-minded.

Which word means nearly the same as open-minded as it is used above?

- (A) distant
- (B) excited
- (C) truthful
- (D) accepting

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- 5 Read the sentences from paragraph 4.

New languages are like bridges. They help us connect to each other and move beyond any differences.

Why does the author compare languages to bridges?

- Ⓐ to show that languages often change over time
- Ⓑ to show that languages can link people together
- Ⓒ to show that there are many languages around the world
- Ⓓ to show that some people know how to speak many languages

- 6 Read the sentence from paragraph 5.

Those who study languages at this time can learn them in a flash.

What is the meaning of the phrase “in a flash” as it is used above?

- Ⓐ partly
- Ⓑ poorly
- Ⓒ happily
- Ⓓ speedily

- 7 What does the graph show?

- Ⓐ High school students must learn a second language.
- Ⓑ More elementary schools are starting to add language classes.
- Ⓒ Language classes are more common in high schools than in elementary schools.
- Ⓓ It is easier to learn a second language in elementary school than it is in high school.

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Writing

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

Madeline wrote about a silly contest she and her friends held. Read Madeline's story and look for any changes she should make. When you finish reading, answer the questions that follow.

Rare Gifts

(1) My friends and I were enjoying lunch the other day when Marek announced that he could dangle a spoon from his nose. (2) And then he did it! (3) We all burst out laughing because it was the funnier thing we had seen all week. (4) It got us thinking about our special and rare “gifts,” so we decided to have a contest. (5) Nailah and Eli were both good at wiggling their ears, but we agreed Eli was better at it. (6) Sophie blew a bubble gum bubble—and immediately blew another one inside it. (7) The more amazing trick of all, though, was one Shen performed. (8) He was able to roll his tongue three times until it looked like a three-leaf clover! (9) I truly enjoy the company of my very interesting and gifted friends.

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- 1 What change should be made in sentence 3?
- (A) Change *funnier* to **funny**.
 - (B) Change *funnier* to **funniest**.
 - (C) Change *funnier* to **most funny**.
 - (D) No change is needed.
- 2 What change should be made in sentence 5?
- (A) Change *better* to **best**.
 - (B) Change *better* to **more good**.
 - (C) Change *better* to **more better**.
 - (D) No change is needed.

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- 3 What change should be made in sentence 7?
- Ⓐ Change *more* to **most**.
 - Ⓑ Change *more* to **better**.
 - Ⓒ Change *more* to **goodest**.
 - Ⓓ No change is needed.

Answer Key: Module 9, Week 2 Assessment

Item Number	Correct Answer	Module, Week, Program Skill	Depth of Knowledge
READING			
1	A	M9W2: Generative Vocabulary: Suffixes <i>-ful, -ous, -less</i>	2
2	See answer below.	M9W2: Comprehension: Ideas and Support	2
	People who speak two . . . : Learning a language can improve attention skills; People who speak more . . . : Learning a language can improve memory.		
3	See rubric on p. R1.	M9W2: Comprehension: Ideas and Support	3
	Sample two-point response: The author explains that learning a second language can show us how language works, which can help us better understand our first language. For example, when we learn a new language, we learn how to arrange the words in a sentence in that language. This can help us think about how to write clearer sentences in our first language.		
4	D	M9W2: Vocabulary Strategy: Synonyms and Antonyms	2
5	B	M9W2: Comprehension: Figurative Language	2
6	D	M9W2: Comprehension: Figurative Language	2
7	C	M9W2: Comprehension: Text and Graphic Features	1
WRITING			
1	B	M9W2: Grammar: Making Comparisons	1
2	D	M9W2: Grammar: Making Comparisons	1
3	A	M9W2: Grammar: Making Comparisons	1

Constructed-Response Rubric

Points	Description
2	2 points <ul style="list-style-type: none">• Response provides a complete and correct explanation of, or answer to, the question.• Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with details from the text.
1	1 point <ul style="list-style-type: none">• Response provides a partially complete and correct explanation of, or answer to, the question.• Response attempts to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they show limitation in comprehension, inference, analysis, evaluation, and/or comparison.• 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.