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## Reading

► Read the selection and answer each question.

### The Unstoppable Clara Barton

- <sup>1</sup> Clara Barton was born in 1821 in Massachusetts. She was a bright and independent child, although somewhat shy. Barton was only 11 when her older brother David fell while helping raise a barn. After the accident, she became his nurse. She cared for him for two years until he was well again. It was then that she discovered her gift for helping those in need. When Barton was just 16, she became a teacher. She later studied for a year in New York and then started a school in New Jersey.
- <sup>2</sup> The American Civil War broke out in 1861, and Barton went straight to work nursing soldiers who were sick or wounded. The Army provided some of the things she needed. She raised money and even used some of her own to buy food, clothing, and other supplies. In addition to nursing care, Barton gave the soldiers healthful meals, made sure they had water, and comforted them.
- <sup>3</sup> In 1862 Barton began helping doctors who were working on the battlefield. She soon proved useful by developing quick, workable systems to help the wounded soldiers. One of her systems, known as *triage*, is used to this day. It helps doctors decide which patients need immediate care and which can safely wait.
- <sup>4</sup> Barton worked tirelessly no matter where she found herself. Always energetic and ready to help, she became known as the “Angel of the Battlefield.” She had two guiding principles, or rules, during the war. The first principle was “unconcern for what cannot be helped.” She would not spend time on something that could not be improved. The second principle was “control under pressure.” No matter what was happening around her, Barton stayed calm and carried out her duties. She could sail through even the roughest waters.
- <sup>5</sup> Once the Civil War was over in 1865, Barton went to work for the United States War Department. She tracked down information about missing soldiers and helped soldiers return to their families. She became a public speaker. Her speeches about her service during the war were very popular. She was famous across the country for her courage and hard work on the battlefield.

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- <sup>6</sup> While Barton was visiting Europe in 1869, she learned about the International Red Cross, which was formed to help people in times of war. Barton set up an American branch to offer the same services in this country. It would deal not only with the effects of war but also with peacetime and natural disasters, such as floods and earthquakes. In 1881, as a result of her efforts, the American Red Cross came to be. Barton was its first president. During her time with the American Red Cross, she directed aid for victims of disasters in Pennsylvania and Texas.
- <sup>7</sup> Clara Barton headed the American Red Cross for 23 years. Today, many markers honor her work during the Civil War and her life of service. One of them can be found at Antietam National Battlefield in Maryland. Another can be found at her home in Glen Echo, Maryland, where she lived out her later years. People who visit these sites remember Clara Barton and all that she did for the country.
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- 1** Why does the author tell the story about Barton's brother David?
- (A) to show that David was thankful to his sister
  - (B) to show how Barton spent most of her early life
  - (C) to show that David and his sister had a close friendship
  - (D) to show how Barton learned she was good at helping others
- 2** What is one way the Civil War affected Barton's life?
- (A) It gave her a chance to be a nurse.
  - (B) It brought her closer to her family.
  - (C) It let her fight for what she believed in.
  - (D) It helped her raise money to open a school.

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- 3 Read the sentence from paragraph 4.

*Always energetic and ready to help, she became known as the “Angel of the Battlefield.”*

Think about the suffix *-ic*. What is the meaning of energetic above?

- Ⓐ full of life
  - Ⓑ on the way
  - Ⓒ open to ideas
  - Ⓓ wanting a change
- 4 How does the author present the events in the article?
- Ⓐ from most important to least important
  - Ⓑ in the order in which they happened
  - Ⓒ as a list of problems and solutions
  - Ⓓ as a cause and its many effects

- 5 Read the sentence from paragraph 4.

*She could sail through even the roughest waters.*

What does the metaphor tell readers about Barton?

- Ⓐ She knew how to steer a boat.
- Ⓑ She enjoyed being on the ocean.
- Ⓒ She remained calm in hard times.
- Ⓓ She rarely faced difficulty in her life.

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6 Why was Barton's trip to Europe important? Support your answer with details from the article.

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## Writing

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

*Jonati wrote about the animal figures she and a friend, Rudy, made in art class. Read her paper and look for any changes she should make. When you finish reading, answer the questions that follow.*

### The Wolf and the Dove

(1) Ms. O’Keeffe, my art teacher and Rudy’s art teacher, thought it would be fun for us to try origami, or paper folding. (2) She explained that we would be making an animal using only one square of paper. (3) We wouldn’t even need scissors.

(4) My friend Rudy and I chose directions from the many Ms. O’Keeffe had for us to use. (5) We decided not to tell each other what animal we were making until we were done. (6) Then we’d try to guess.

(7) After a few minutes of folding, I showed Rudy mine animal.

(8) “It’s a bird,” he said. (9) “I think it looks like a dove.”

(10) “That’s right!” I replied. (11) “I made a dove because that’s what Jonati means.” (12) Then he held up his figure. (13) “Yours looks like a dog—no, it’s a wolf!”

(14) “Yes,” he smiled. (15) “Rudy means ‘wolf.’ (16) It looks like both of our origami figures have a special meaning for us.”

1 Read sentence 1.

*Ms. O’Keeffe, my art teacher and Rudy’s art teacher, thought it would be fun for us to try origami, or paper folding.*

What is the best way to write the underlined part of the sentence?

- Ⓐ your art teacher
- Ⓑ our art teacher
- Ⓒ her art teacher
- Ⓓ his art teacher

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- 2 What change should be made in sentence 7?
- Ⓐ Change *I* to **me**.
  - Ⓑ Change *Rudy* to **his**.
  - Ⓒ Change *mine* to **my**.
  - Ⓓ No change is needed.
- 3 What change should be made in sentence 16?
- Ⓐ Change *our* to **ours**.
  - Ⓑ Change *our* to **your**.
  - Ⓒ Change *us* to **ours**.
  - Ⓓ No change is needed.

# Answer Key: Module 9, Week 3 Assessment

Item Number	Correct Answer	Module, Week, Program Skill	Depth of Knowledge
<b>READING</b>			
1	D	M9W3: Comprehension: Author's Craft	2
2	A	M9W3: Comprehension: Literary Elements	1
3	A	M9W3: Generative Vocabulary: Suffixes <i>-en, -ic</i>	2
4	B	M9W3: Comprehension: Text Structure	2
5	C	M9W3: Comprehension: Author's Craft	2
6	See rubric on p. R1.	M9W3: Comprehension: Literary Elements	2
	Sample two-point response: Barton's trip to Europe was important because it introduced her to the International Red Cross. Learning about this organization gave Barton the idea to set up a similar one in America. Since then, the American Red Cross has helped many people suffering through wars and natural disasters.		
<b>WRITING</b>			
1	B	M9W3: Grammar: Possessive Pronouns	2
2	C	M9W3: Grammar: Possessive Pronouns	1
3	D	M9W3: Grammar: Possessive Pronouns	1

# Constructed-Response Rubric

Points	Description
2	<b>2 points</b> <ul style="list-style-type: none"><li>• Response provides a <b>complete and correct</b> explanation of, or answer to, the question.</li><li>• Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison.</li><li>• Response is supported with details from the text.</li></ul>
1	<b>1 point</b> <ul style="list-style-type: none"><li>• Response provides a <b>partially complete and correct</b> explanation of, or answer to, the question.</li><li>• 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.</li><li>• Response is supported with limited details (in quantity or quality) from the text.</li></ul>
0	<b>0 points</b> <ul style="list-style-type: none"><li>• Response is incorrect, irrelevant, or not provided.</li></ul>