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Reading

► Read the selection and answer each question.

The Glockentown Clock Case

by Julia Quay

- ¹ Detective Raclette pedaled his bicycle over the hills toward Glockentown. *This better be worth delaying my afternoon nap*, he thought, turning the last corner into the town square.
- ² To his surprise, all the villagers had gathered in the square—from old Englebert, who never left his house, to Frau Becker, still wearing her baker’s apron.
- ³ Herr Stoppen, the town clockmaker, ran to Raclette’s side, waving his hands wildly. “Raclette! You are the only one who can save Glockentown from ruin! Listen, it’s almost two o’clock!”
- ⁴ Silence descended upon the square, and everyone stared anxiously at the town clock.
- ⁵ Understand, Glockentown is famous for its clock, which was designed and built by Stoppen’s grandfather many years ago. It proudly faces the square, keeping the world’s most exact time. Each hour after ringing the time, the clock plays a delicate 10-minute music-box concert, and a family of carved figures appears and dances to the music. People are drawn from miles around just to observe this amazing clock.
- ⁶ *CLANG! CLANG!* Two deep bells interrupted Raclette’s thoughts. *It is exactly two o’clock, so what is the problem?*
- ⁷ And then Raclette heard it—*BRAAAAAP, BRAAAAAP!* *That’s definitely not a music box*, he thought. It sounded more like a trumpet with a wet rag stuck inside it. The awful screeching continued throughout the entire 10-minute concert.
- ⁸ Stoppen groaned, “The carved figures’ motions are based on sound, and a few more blasts like that might break them.” He grabbed Raclette by the vest and insisted, “You must identify what is causing this!”
- ⁹ Raclette followed Stoppen to the clock tower, where they climbed the creaky staircase to reach the inside of the great clock—but they found nothing suspicious.
- ¹⁰ “We really are high up here,” observed Raclette, peeking out from behind the face of the clock at the town square far below.

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- ¹¹ “Yes!” agreed Stoppen. “And the music echoes off that mountaintop over there and is heard throughout the region, so we must fix this problem immediately.”
- ¹² *Immediately?* thought Raclette. *So much for my afternoon nap!*
- ¹³ Back in town, Raclette settled in at a café to consider the case. He had just taken a sip of his hot chocolate when he heard music outside coming from an alpenhorn.
- ¹⁴ After taking another thoughtful sip, Raclette went out to meet the musician, who had posted a sign that read: *Professor Berg, Alpenhorn Player. Lessons offered.*
- ¹⁵ “I’d like to take a lesson from you, Professor,” Raclette announced.
- ¹⁶ “I’m delighted,” the professor answered.
- ¹⁷ “Tell me,” Raclette continued, “what advice do you give your students about practicing?”
- ¹⁸ “I tell beginners to pick a time—the same time every day—and just make sound for ten minutes, because that really develops the mouth muscles.”
- ¹⁹ Feeling a rush of excitement, Raclette hastily inquired, “Do you suggest practicing indoors?”
- ²⁰ “No!” the professor objected. “Take your horn to the highest place outside—to a mountaintop if possible.”
- ²¹ After hearing that advice, Raclette was off and running, to the top of the mountain that towered behind the town clock. When he reached the lone house near the mountaintop, Raclette knocked on the door, and a young man answered.
- ²² “Sorry to disturb you,” Raclette apologized, “but do you play the alpenhorn?”
- ²³ “Every day at two o’clock,” the young man replied proudly.
- ²⁴ Raclette smiled and politely asked, “Since the people in the village could hear your practices better at two-thirty, would you be willing to delay them until then?”
- ²⁵ “With pleasure!” the young man exclaimed, thrilled to know he had an audience.
- ²⁶ And finally, Raclette pedaled home to enjoy his afternoon nap.

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- 1 Which statement is true about Herr Stoppen?
- (A) Herr Stoppen doubts that Raclette will be able to solve the case.
 - (B) Herr Stoppen does not think Raclette is interested in the case.
 - (C) Herr Stoppen demands help when Raclette wants to nap.
 - (D) Herr Stoppen keeps shouting questions to Raclette.
- 2 Which one of these sentences from the story includes sensory words?
- (A) *Understand, Glockentown is famous for its clock, which was designed and built by Stoppen's grandfather many years ago.*
 - (B) *CLANG! CLANG! Two deep bells interrupted Raclette's thoughts.*
 - (C) *It is exactly two o'clock, so what is the problem?*
 - (D) *"Since the people in the village could hear your practices better at two-thirty, would you be willing to delay them until then?"*

- 3 Read the sentence from paragraph 5.

People are drawn from miles around just to observe this amazing clock.

Which meaning of the word drawn is used above?

- (A) attracted
 - (B) pictured
 - (C) selected
 - (D) gained
- 4 How do the sensory words and figurative language in paragraph 7 help the reader share in Raclette's experience? Use details from the story to support your answer.

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- 5 Read the sentence from paragraph 8.

He grabbed Raclette by the vest and insisted, "You must identify what is causing this!"

Think about the Latin root *fy*. What is the meaning of identify above?

- (A) stop
 - (B) catch
 - (C) repair
 - (D) discover
- 6 How does the conversation between Raclette and Professor Berg affect the story's plot?
- (A) It provides Raclette with a clue he needs to solve the case.
 - (B) It discourages Raclette from learning to play the alpenhorn.
 - (C) It confuses Raclette and causes him to run back to the village.
 - (D) It makes Raclette eager to tell Herr Stoppen what he has learned.
- 7 What event is the story's resolution?
- (A) Raclette hears the screeching sound after the clock rings.
 - (B) Herr Stoppen demands that Raclette solve the case immediately.
 - (C) Professor Berg plays the alpenhorn as Raclette listens inside the café.
 - (D) Raclette convinces a young alpenhorn player to practice later in the day.

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Writing

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

Audrey wrote an essay about creating a special place for her cat. Read the first part of the essay and look for any changes she should make. When you finish reading, answer the questions that follow.

A Special Place for Chaz

(1) Our cat Chaz likes to spend some of his time outdoors. (2) He is unhappy when he isnt allowed to go outside. (3) To keep him happy and safe, we built an outdoor room for him. (4) The room is attached to the house in front of a window that faces the backyard. (5) Its the same spot where Chaz always loved to sit and gaze outside. (6) His outdoor room has a solid floor and roof, but they're are screens around all the sides. (7) Now, whenever we open the window, Chaz can safely enjoy being in the great outdoors.

1 What change should be made in sentence 2?

- (A) Change *isnt* to *isn't*.
- (B) Change *isnt* to *is'nt*.
- (C) Change *isnt* to *isnt'*.
- (D) No change is needed.

2 What change should be made in sentence 5?

- (A) Change *Its* to *It has*.
- (B) Change *Its* to *It's*.
- (C) Change *Its* to *Its'*.
- (D) No change is needed.

3 What change should be made in sentence 6?

- (A) Change *they're are* to *they're*.
- (B) Change *they're are* to *their are*.
- (C) Change *they're are* to *there are*.
- (D) No change is needed.

Answer Key: Module 9, Week 1 Assessment

Item Number	Correct Answer	Module, Week, Program Skill	Depth of Knowledge
READING			
1	C	M9W1: Comprehension: Characters	2
2	B	M9W1: Comprehension: Figurative Language	1
3	A	M9W1: Vocabulary Strategy: Multiple-Meaning Words	2
4	See rubric on p. R1.	M9W1: Comprehension: Figurative Language	3
	Sample two-point response: The author uses sensory words and figurative language that help the reader imagine the sounds that Raclette hears after the clock rings the hour. Sensory words such as “awful screeching” and “BRAAAAAP, BRAAAAAP” describe the sounds, as does the simile in “It sounded more like a trumpet with a wet rag stuck inside it.” The author also includes this sentence describing Raclette’s thoughts: “That’s definitely not a music box.”		
5	D	M9W1: Generative Vocabulary: Latin Roots <i>fac, fec, fy</i>	2
6	A	M9W1: Comprehension: Literary Elements	2
7	D	M9W1: Comprehension: Literary Elements	2
WRITING			
1	A	M9W1: Grammar: Contractions	1
2	B	M9W1: Grammar: Contractions	1
3	C	M9W1: Grammar: Contractions	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.