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Reading

► Read the selection and answer each question.

Adding Up the Clues

¹ Sam led Nina and Lily to his room, where clothes lay in piles, stacks of papers and books wobbled, ready to fall, and a mess of candy wrappers, trading cards, and pennies covered the floor.

² “Now do you see why I need a detective?” asked Sam.

³ Lily looked around the room and groaned, “Please, you *have* to find it. My report on China is due tomorrow, and the abacus was my best prop; I was going to demonstrate how the ancient Chinese used it to do really difficult math.”

⁴ “This is where we had band practice two weeks ago, and we used Lily’s abacus as a shaker, but then it just disappeared,” Sam said. He then turned to Nina and begged, “Will you help me?”

⁵ Nina often solved mysteries to amuse herself, but she could already see that this would be an especially tough case. “I’ll help,” she said, “for a price: you have to pay me with something small that you don’t want anymore.”

⁶ Sam thought for a moment and finally replied, “How about my key chain with the dolphins on it?”

⁷ “It’s a deal,” Nina said as she began to circle the room, picking her way through piles of junk and looking for clues. “Where did the band rehearse?”

⁸ “Over by the desk,” said Sam, “but I already looked all around there.”

⁹ After lifting a jar of marbles and a half-empty pack of gum, Nina ran her finger along the edge of Sam’s desk. “There’s so much dust, you can see where these things were sitting,” she said.

¹⁰ Sure enough, the objects’ shapes stood out on the dusty surface of the desk. “Maybe the abacus is buried under all the dust,” Lily said, giggling.

¹¹ “It’s really dark in here,” said Nina. “Can we open the blinds?” Sam nodded, and Nina tugged at a cord, letting sunlight pour in. She ran a finger along the slats that she had just tilted open, but this time, her finger came away clean, and she asked, “Are these new?”

¹² “My mom put them up a few days ago because the old ones wouldn’t close,” Sam answered.

¹³ “So they were open all the time?” Nina said.

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- ¹⁴ "What does this have to do with my abacus?" asked Lily.
- ¹⁵ Nina pointed to the windowsill, where a harmonica rested on a faded sheet of purple construction paper. "Here's one of the band's instruments," said Nina. "Sam, do you ever move these piles?"
- ¹⁶ "Not very often," said Sam, "unless I accidentally trip over one."
- ¹⁷ Nina announced, "The first clue we have is that Sam rarely, if ever, cleans his room, and the second clue is that in this room, things sit in one spot and leave a lasting mark." Nina pulled the construction paper out from under the harmonica and held it up for Sam and Lily to see.
- ¹⁸ "Notice how some parts of the paper are dark purple," Nina said, pointing to the spots, "while others have faded to light purple. It's like a picture showing where an object was sitting. When the blinds were broken, the sun shone through the window all the time and made the paper fade, but some spots didn't fade because they were covered up."
- ¹⁹ "There's the harmonica shape," Sam said, "but what's this weird big one?"
- ²⁰ "It's from my abacus!" Lily exclaimed. "You can see where the beads were."
- ²¹ Nina bent down and, reaching between a pile of clothes on the floor and the wall under the window, pulled out the abacus; she waved it, triumphant, before handing it over to Lily.
- ²² "I guess I owe you, Nina," said Sam, sheepishly looking around the room, "but do you think you could help me find that key chain, too?"

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- 1** Why is the setting of Sam's bedroom important to the plot?
- (A) It is so dark, the abacus is hard to see.
 - (B) It is so messy, the abacus is hard to find.
 - (C) It is the only place the band can practice.
 - (D) It is where the friends store their instruments.
- 2** Which clause from the story helps to create a mysterious tone?
- (A) *pennies covered the floor*
 - (B) *but then it just disappeared*
 - (C) *she began to circle the room*
 - (D) *the sun shone through the window*

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3 Read the sentence from paragraph 21.

Nina bent down and, reaching between a pile of clothes on the floor and the wall under the window, pulled out the abacus; she waved it, triumphant, before handing it over to Lily.

Think about the Latin suffix *-ant*. What is the meaning of triumphant as it is used above?

- (A) celebrating a victory
- (B) trying to clean off a surface
- (C) in the grip of a difficult battle
- (D) without appreciating a success

4 What event leads Nina to resolve the mystery?

- (A) She agrees to help find the abacus for the price of a dolphin key chain.
- (B) She learns that an abacus was used by ancient people to do difficult math.
- (C) She finds that the abacus is actually just hidden under all the dust in the bedroom.
- (D) She notices that the abacus had been sitting on the windowsill before it disappeared.

5 Read the sentence from paragraph 22.

"I guess I owe you, Nina," said Sam, sheepishly looking around the room, "but do you think you could help me find that key chain, too?"

What tone does the author create in this sentence?

- (A) gloomy
- (B) anxious
- (C) amused
- (D) excited

6 Explain how the story would be different if it were told from Sam's first-person point of view. Use details from the story to support your answer.

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Writing

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

Marty wrote a story about working on a jigsaw puzzle. Read the first part of the story and look for any changes he should make. When you finish reading, answer the questions that follow.

A Puzzling Puzzle

(1) I am attempting to complete a challenging jigsaw puzzle that has five hundred pieces.

(2) When Mom asked if I was prepared for that challenge, I confidently replied, "I sure am Mom!"

(3) My finished puzzle will picture a perfect day at the beach. (4) First I located all the pieces for the edges by looking for those that had at least one straight side. (5) Once I had the edges in place, I sorted the remaining pieces by color. (6) I gathered three groups: red the color of the beach umbrellas; blue, the color of the sky and ocean; and tan, the color of the sand. (7) My next step was to work toward the center from one of the corners. (8) I thought that an upper corner of the sky would be simple, but I have discovered that the blues of the sky are very much like the blues of the ocean.

- 1 What change should be made in sentence 2?
- (A) Change "*I sure am Mom!*" to "*I sure am, Mom!*"
 - (B) Change "*I sure am Mom!*" to "*I, sure am Mom!*"
 - (C) Change "*I sure am Mom!*" to "*I sure, am Mom!*"
 - (D) No change is needed.

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2 What change should be made in sentence 4?

- Ⓐ Change *First I located* to **First; I located**.
- Ⓑ Change *First I located* to **First, I located**.
- Ⓒ Change *First I located* to **First. I located**.
- Ⓓ No change is needed.

3 What change should be made in sentence 6?

- Ⓐ Change the colon after *groups* to a period.
- Ⓑ Add a comma after *red*.
- Ⓒ Delete the comma after *blue*.
- Ⓓ No change is needed.

Answer Key: Module 9, Week 3 Assessment

Item Number	Correct Answer	Module, Week, Program Skill	Depth of Knowledge
READING			
1	B	M9W3: Comprehension: Literary Elements	2
2	B	M9W3: Comprehension: Author's Craft	2
3	A	M9W3: Generative Vocabulary: Review Suffixes <i>-ous/-ious, -al, -ant, -ment</i>	2
4	D	M9W3: Comprehension: Literary Elements	1
5	C	M9W3: Comprehension: Author's Craft	2
6	See rubric on p. R1.	M9W3: Comprehension: Point of View	3
	Sample two-point response: If Sam were telling the story, he would likely reveal more about his private thoughts and feelings. Paragraph 12 might focus on Sam's memory of his mom putting up new blinds and wondering why Nina is asking the question.		
WRITING			
1	A	M9W3: Grammar: Commas in Sentences	1
2	B	M9W3: Grammar: Commas in Sentences	1
3	B	M9W3: Grammar: Commas in Sentences	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.