

## Reading

► Read the selection and answer each question.

### Blackout

- <sup>1</sup> It was a Monday night in early November, and heavy rain pounded on the rooftop. Our parents were at a neighborhood block meeting. My sister and I were supposed to be getting our homework finished. I was sitting in the wing chair in the family room, frowning and staring off into space.
- <sup>2</sup> "You look worried, Abby," said Lisa, who was sitting at the table nearby filling out a science worksheet on energy. "I can see you out of the corner of my eye, and it's making it really hard for me to think."
- <sup>3</sup> "I'm in trouble," I moaned. "I need an interesting idea for a paper, but my brain is empty. I have to write three hundred words on how to make or do something useful. I need it for tomorrow, and Mr. Collins says it's important to turn in work on time."
- <sup>4</sup> "Remember our trip last summer, when you helped organize all of our packing?" Lisa asked. "Why not use that?"
- <sup>5</sup> "Packing a suitcase was Mr. Collins's example, so I can't. I'm trying to come up with something different. So far, all I have is how to take out the garbage, which I can probably stretch to four or five sentences—at most. I'm discouraged."
- <sup>6</sup> At that moment, a bright flash of lightning, followed immediately by a crash of thunder, interrupted our conversation. The lights flickered once and then failed. Everything went dark.
- <sup>7</sup> "The entire street is dark," Lisa said, looking out the front window and turning her head right and left to check the neighbors' properties. "I imagine the storm knocked something out."
- <sup>8</sup> "Maybe we should call the power company to report the problem. We might get an idea of when to expect the repairs to be finished," I said. "Where's the flashlight? I can dig up an electric bill and find the number on that."
- <sup>9</sup> "It might be in the drawer next to the dishwasher," Lisa answered.

Name \_\_\_\_\_ Date \_\_\_\_\_

<sup>10</sup> We carefully felt our way to the kitchen to find the flashlight.

<sup>11</sup> "Good news!" I said, holding up the metal tube like a runner bearing the Olympic flame. However, when I pushed the button on the handle, nothing happened. "Great," I said, shaking the flashlight without much hope of success. "The batteries are dead."

<sup>12</sup> "Here are a couple of candles," Lisa offered, reaching far back into the drawer. Her triumph was short-lived, though, as she pulled out a pair of glue sticks.

<sup>13</sup> "We'd better hope this blackout doesn't last too long," I said, feeling around in another drawer for anything that seemed waxy. "Our level of preparation for a power loss isn't exactly perfect."

<sup>14</sup> Just then, all the lights came back on, the refrigerator returned to humming softly, and the microwave oven sounded a few cheerful "beep-boops." We looked at each other and smiled with relief.

<sup>15</sup> "Boy, that was kind of alarming," Lisa said. "Let's go shopping tomorrow for the right supplies."

<sup>16</sup> "Good idea. I'll help you make a list just as soon as I finish my paper on being prepared in case the power fails. That's something we all need to know!"

<sup>17</sup> "Wow!" laughed Lisa. "What luck! We've got light bulbs going on in the neighborhood—and inside your head at the same time!"

<sup>18</sup> I laughed and then wrote a poem to start my paper:

*Storms can be scary and ruin our plans.  
We need to prepare and have candles on hand.  
Flashlights are helpful when the power goes out,  
and so are good batteries, there is no doubt.  
These three things can bring you light,  
breaking up the darkness on a rainy night.  
Read this paper to learn more about being prepared,  
so that when the next storm comes, we won't be scared.*

1 How does Lisa try to help Abby with her homework?

- Ⓐ She works very quietly so as not to disturb Abby.
- Ⓑ She suggests that Abby write about packing for their trip last summer.
- Ⓒ She tells her that their parents will help when they return.
- Ⓓ She cheers her by saying they can go shopping tomorrow.

2 Read the sentences from paragraph 5.

*"So far, all I have is how to take out the garbage, which I can probably stretch to four or five sentences—at most. I'm discouraged."*

Think about the prefix *dis-*. What is the meaning of discouraged above?

- Ⓐ full of encouragement
- Ⓑ before encouragement
- Ⓒ not encouraged
- Ⓓ encouraged little

3 Read the sentence from paragraph 11.

*"Good news!" I said, holding up the metal tube like a runner bearing the Olympic flame.*

How does Abby feel when she finds the flashlight?

- Ⓐ delighted
- Ⓑ defeated
- Ⓒ anxious
- Ⓓ sleepy

- 4 Read the sentence from paragraph 12.

*Her triumph was short-lived, though, as she pulled out a pair of glue sticks.*

What is the meaning of triumph as it is used above?

- Ⓐ urge
  - Ⓑ sadness
  - Ⓒ chance
  - Ⓓ celebration
- 5 Read the poem in paragraph 18. What three things are important to have during a power outage and why? Use details from the story to support your answer.

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- 6 What causes Abby the most trouble in the story?
- Ⓐ She finds it difficult to come up with an idea for her paper.
  - Ⓑ She is fearful that her parents will be caught in the rain.
  - Ⓒ She is unable to help Lisa with her science homework.
  - Ⓓ She is worried that the storm might damage the house.

- 7 Who is the narrator of the story?
- Ⓐ Lisa
  - Ⓑ Mr. Collins
  - Ⓒ Abby
  - Ⓓ the parents

## Writing

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

*Isabelle's teacher asked the students to write a paragraph about a little-known fact. Read Isabelle's paragraph and look for any changes she should make. When you finish reading, answer the questions that follow.*

### The Surprising Tomato

(1) You have probably eaten tomatoes in pizza sauce or in dips or cut up in salads. (2) Did you know that they were once called "poison apples." (3) Long ago, some people who ate them got sick afterward, but it wasn't the tomato's fault. (4) The plates the tomatoes were served on were made of metal that contained some lead? (5) The chemical in tomatoes that makes them taste sour caused the lead to leak out. (6) Today, we eat tomatoes from plates and bowls that are safe. (7) Enjoy your tomatoes.

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- 1 Which sentence should end with a question mark?
- (A) sentence 1
  - (B) sentence 2
  - (C) sentence 3
  - (D) sentence 4
- 2 What change needs to be made to sentence 4?
- (A) Change *were* to *was*.
  - (B) Change *contained* to *containing*.
  - (C) Change the question mark to a period.
  - (D) Change the question mark to a comma.
- 3 Which would be the best sentence to end with an exclamation point?
- (A) sentence 4
  - (B) sentence 5
  - (C) sentence 6
  - (D) sentence 7

# Answer Key: Module 1, Week 2 Assessment

Item Number	Correct Answer	Module, Week, Program Skill	Depth of Knowledge
<b>READING</b>			
1	B	M1W2: Comprehension: Characters	2
2	C	M1W2: Generative Vocabulary: Prefixes <i>mis-</i> , <i>pre-</i> , <i>dis-</i>	2
3	A	M1W2: Comprehension: Point of View	2
4	D	M1W2: Vocabulary Strategy: Context Clues	2
5	See rubric on p. R1.	M1W2: Comprehension: Elements of Poetry	3
	Sample two-point response: According to the poem, batteries, flashlights, and candles are important things to have during a power outage. Those three things will provide light during dark times.		
6	A	M1W2: Comprehension: Characters	1
7	C	M1W2: Comprehension: Point of View	2
<b>WRITING</b>			
1	B	M1W2: Grammar: Kinds of Sentences	2
2	C	M1W2: Grammar: Kinds of Sentences	2
3	D	M1W2: Grammar: Kinds of Sentences	2

# 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>