

## Reading

► Read the selection and answer each question.

### Ben Franklin's Big Splash

by Barb Rosenstock

- <sup>1</sup> Before the world knew the famous Doctor Benjamin Franklin, his neighbors knew him as Ben, the son of a soap-maker. He was the boy who, on hot summer days, snuck away from his father's shop, headed straight for the river, and splashed in. This made Ben a strange kid in colonial Boston. At the time, almost no one went swimming because most people thought it would make you sick. But fearless Ben swam as often as possible, and it only made him stronger.
- <sup>2</sup> Ben spent hours soaking in the river. He asked himself big questions: *Will I always work at the shop? Should I run away to sea? How will I find success?* He also asked himself small questions: *Why can't I swim like a fish?* It seemed simpler to start with small questions.
- <sup>3</sup> Ben thought fish were speedy swimmers because of their shape. He stared at some fish bellies and then at his own belly. He stared at some fish noses and then at his own nose. Ben certainly was not shaped like a fish, so how could he help himself swim like one? Suddenly, he stared at his hands and then back at the fish. And then he ran away from the river.
- <sup>4</sup> Back at the shop, Ben made drawings of his ideas. He snapped up some wood scraps and shaped them into something between circles and squares. He sanded the surfaces smooth and stamped in some holes. Ben kept working until he finished his first invention. Ta-da! Swim fins.
- <sup>5</sup> Ben ran to the river bank. He stuck his thumbs in the holes of the fins, spread his arms wide, and splashed in—which made him even stranger than before. He never kept his ideas secret, and he never cared what people said. He couldn't wait to see if the fins succeeded.
- <sup>6</sup> Ben struck forward with the paddles, shoving the water back under his shoulders. He was swimming alongside the fish! But after a few seconds, his wrists grew sore and his arms shook. The fish began to pass him by.

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

<sup>7</sup> Ben noticed the fish had more than one set of fins. He stopped, stared at his feet, and then ran away from the river once more. Ta-da! Swim sandals.

<sup>8</sup> Ben ran back to the river bank. He put his feet in the sandals, stuck his thumbs in the fins, spread his arms wide, and splashed in.

<sup>9</sup> The problems surprised him. The sandals slipped off his feet, and his wrists still grew sore. No matter how hard he tried, he swam slower and slower until he almost sank.

<sup>10</sup> Ben slogged toward shore. He slogged up the bank, shook himself off, and smiled—which surely made him the strangest kid in all of America.

<sup>11</sup> Most kids might have felt sad or ashamed, but Ben simply thought he had made a mistake. He wouldn't stop searching, studying, and struggling until he succeeded.

<sup>12</sup> And though he didn't call himself one yet, that was the day Benjamin Franklin became a scientist. Soon enough he would make a big splash, solving big problems—his own, his neighbors', and ours.

**1** Read the sentences from paragraph 1.

*At the time, almost no one went swimming because most people thought it would make you sick. But fearless Ben swam as often as possible, and it only made him stronger.*

Think about the suffix *-less*. What is the meaning of fearless above?

- Ⓐ out of luck
- Ⓑ not careful
- Ⓒ full of fun
- Ⓓ not afraid

- 2 What is one way the setting of the story is important to the plot?
- A Ben likes to clean off in the river because there are no indoor showers.
  - B Ben has not seen tools that help people swim because no one has invented them yet.
  - C Ben and his family live near the ocean because his father needs the water to make soap.
  - D Ben has lots of time to invent swim fins and sandals because most children do not go to school.

- 3 Read the sentence from paragraph 2.

*It seemed simpler to start with small questions.*

Which word means the opposite of simpler as it is used above?

- A easier
  - B braver
  - C harder
  - D quieter
- 4 Mark the box that matches each event from the story with the correct part of the plot.

	Rising Action	Climax	Falling Action
Ben gets out of the water and smiles.			
Ben's swim sandals fall off, and he almost sinks.			
Ben decides to learn how to swim like a fish.			

- 5 Why does the author repeat the phrase *Ta-da!* in paragraphs 4 and 7?
- A to show that Ben has invented things in the past
  - B to show that Ben will grow up to be a swimmer
  - C to show that Ben has invented something new
  - D to show that Ben has finished a drawing

6 Read the sentence from paragraph 11.

*He wouldn't stop searching, studying, and struggling until he succeeded.*

Why does the author most likely use the words "searching, studying, and struggling"?

- Ⓐ to show that Ben is willing to work hard
- Ⓑ to show that Ben often makes mistakes
- Ⓒ to show that Ben wants to become a famous swimmer
- Ⓓ to show that Ben does not enjoy learning

7 What is the theme of the story? 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.

*Jackson wrote a story about his first day on a new baseball team. Read his story and look for any changes he should make. Then answer the questions that follow.*

### New Kid on the Field

(1) I leaned my bike against a tree and looked out at the baseball diamond, where the other players were already warming up. (2) I pull on my glove and adjusted my cap.

(3) It was time to jog over to the field and join the rest of the team. (4) I adjusted my cap once more.

(5) My family had just moved to town, and it was my first day on the team. (6) I play baseball for years, but I was nervous about starting over. (7) My old teammates were my best friends. (8) Here, I didn't know anyone, and judging by the smiles and laughter on the field, everyone else knew each other well. (9) How would they feel about a new kid?

(10) Just then, the coach noticed me and waved me over. (11) I adjusted my cap once more, took a deep breath, and headed her way.

(12) "I hear you're a pitcher," she said.

(13) I nodded.

(14) "That's great! (15) Our old pitcher moved away, so we could really use someone new."

(16) A feeling of relief washed over me. (17) I thought, "Maybe I will fit in after all."

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1 What change should be made in sentence 2?

- Ⓐ Change *pull* to **pulled**.
- Ⓑ Change *pull* to **will pull**.
- Ⓒ Change *pull* to **pulling**.
- Ⓓ No change is needed.

- 2 What change should be made in sentence 6?
- Ⓐ Change *play* to **will play**.
  - Ⓑ Change *play* to **had played**.
  - Ⓒ Change *play* to **have play**.
  - Ⓓ No change is needed.
- 3 What change should be made in sentence 17?
- Ⓐ Change *will fit* to **fitted**.
  - Ⓑ Change *will fit* to **had fitted**.
  - Ⓒ Change *will fit* to **fitting**.
  - Ⓓ No change is needed.

# Answer Key: Module 3, Week 1 Assessment

Item Number	Correct Answer	Module, Week, Program Skill	Depth of Knowledge
<b>READING</b>			
1	D	M3W1: Generative Vocabulary: Suffixes <i>-ful, -ous, -less</i>	2
2	B	M3W1: Comprehension: Plot	2
3	C	M3W1: Vocabulary Strategy: Synonyms and Antonyms	2
4	See answer below.	M3W1: Comprehension: Plot	2
	Ben gets out of the water . . . Falling Action; Ben's swim sandals fall off . . . Climax; Ben decides to learn . . . Rising Action		
5	C	M3W1: Comprehension: Author's Craft	1
6	A	M3W1: Comprehension: Author's Craft	2
7	See rubric on p. R1.	M3W1: Comprehension: Theme	3
	Sample two-point response: The theme of the story is that when solving a problem, it is important to stay positive and try different approaches. Ben wants to swim like a fish, so he tries making swim fins. When the swim fins do not work well, he tries making swim sandals. The sandals do not work well either, but Ben does not get upset. He keeps trying new things, and eventually, he becomes a scientist and an inventor.		
<b>WRITING</b>			
1	A	M3W1: Grammar: Verb Tenses	1
2	B	M3W1: Grammar: Verb Tenses	1
3	D	M3W1: Grammar: Verb Tenses	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>