

## Reading

► Read the selection and answer each question.

### The Only Crow in Crickshaw

#### Characters

GRANDPA

GRANDMA

CROW

SALLY

#### Setting

Completely bare stage except for a sign that says, "Welcome to Crickshaw. Population: 7"

#### SCENE 1

(GRANDPA and GRANDMA sit on chairs on one side of the stage, facing the audience.)

GRANDPA: Crickshaw is a tiny town. It's a remote place, about as far off the nearest highway as anyone could imagine. Blink and you miss it.

GRANDMA: There's only one post office in Crickshaw.

GRANDPA: Only one grocery store.

GRANDMA: Only one school. Only one teacher, only one child.

GRANDPA: And only one crow.

(Enter CROW, happy and chipper. He flies to the middle of the stage, spreads his wings, and caws. From his pocket, he pulls out a long to-do list.)

CROW: To do today: Have a snack. (*He dives for something on the ground and munches it.*) Done. Sing a little song. (*He caws merrily.*) Done! Make friends. (*He looks around the stage and spots GRANDPA and GRANDMA. He flies over to them, cawing loudly.*) Hello! Hello! Hello! Will you be my friends? Will you be my friends?

GRANDMA: Shoo, Crow.

GRANDPA: Go play with some other birds.

(CROW slinks offstage.)

**SCENE 2**

GRANDMA: It's not that we don't like Crow. In fact, it's nice to see a bit of nature in Crickshaw.

GRANDPA: It's just that we're much too busy to play with him.

(They sit silently, twirling their thumbs.)

GRANDMA: Well. Day after day, Crow played alone in the streets of Crickshaw.

(CROW comes back onstage, sadder than before. His wings are dragging. He pulls out his to-do list.)

CROW: To do today. Get some exercise. *(He circles the stage sorrowfully.)* Anyone there? No? Oh. I guess it was just the wind. *(He sighs and shuts his eyes.)*

(Offstage, someone rings a bell loudly. School's out!)

**SCENE 3**

GRANDPA: Sally is the only child at the only school in Crickshaw.

GRANDMA: Let's just say she has a lot of imaginary friends, and her parents are finally letting her play on Main Street. Crickshaw's streets are very safe, of course.

GRANDPA: Hush! Sally's coming.

(CROW perks up.)

CROW: Hello? Is anyone there?

SALLY: Hello? Is anyone there?

(Slowly, they both turn around and see each other.)

SALLY: Want me to teach you a game I learned in school?

CROW: Yes, please!

SALLY: It's called hopscotch. You draw a bunch of squares and then you HOP on them.

(SALLY draws an imaginary hopscotch game.)

SALLY: Ready? GO!

(CROW leaps across the hopscotch game. Then he caws happily and races around the stage, flapping his wings. SALLY laughs and claps her hands.)

SALLY: You're really great at games!

CROW: Could we . . . could we play another one?

SALLY: Yeah, c'mon!

(She grabs CROW's wing. They walk offstage together, chatting.)

SALLY: By the way, do you have any imaginary friends?

CROW: Lots. Their names are Creek and Cloud and Tree . . .

SALLY: Mine are Sarah and Stephen and Suzy and Sorrel . . .

(Exit SALLY and CROW. GRANDMA looks over at GRANDPA.)

#### SCENE 4

GRANDPA: Grandma, I was wondering something.

GRANDMA: Not another one of your silly schemes, is it?

GRANDPA: You could bake a little pie. We could go for a ride in my car.

GRANDMA: You are such a softy! Well, I suppose I am the best baker in Crickshaw. And we do have the only cherry tree in Crickshaw right in our backyard.

(They smile at each other and rise from their chairs.)

GRANDPA: Crow! Sally! Wait for us!

(The end. Take a bow!)

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- 1 Read the line from the beginning of Scene 1.

*GRANDPA: . . . It's a remote place, about as far off the nearest highway as anyone could imagine.*

Think about the prefix *re-*. What is the meaning of remote as it is used above?

- (A) dark
- (B) tiny
- (C) distant
- (D) strange

2 Read the line from Scene 1.

*GRANDPA: Crickshaw is a tiny town. . . . Blink and you miss it.*

What kind of figurative language is the phrase "Blink and you miss it"?

- (A) a simile
- (B) an idiom
- (C) repetition
- (D) personification

3 Which of these statements best describes why Crow slinks offstage at the end of Scene 1?

- (A) His mood is anxious.
- (B) His feelings are hurt.
- (C) He wants to find other birds.
- (D) He wants to finish more tasks.

4 Read these stage directions from Scene 2.

*(CROW comes back onstage, sadder than before. His wings are dragging. He pulls out his to-do list.)*

How do the stage directions help show Crow's feelings? Support your answer with details and examples from the play.

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

- 5 Read the lines from the beginning of Scene 2.

*GRANDMA: It's not that we don't like Crow. In fact, it's nice to see a bit of nature in Crickshaw.*

*GRANDPA: It's just that we're much too busy to play with him.*

*(They sit silently, twirling their thumbs.)*

What do the stage directions in these lines suggest about the grandparents?

- (A) Their actions do not match their words.
  - (B) They enjoy spending quiet time together.
  - (C) They do not have time to spend with Crow.
  - (D) Their opinions about Crow have improved.
- 6 Read the dialogue from the end of Scene 3.

*SALLY: By the way, do you have any imaginary friends?*

*CROW: Lots. Their names are Creek and Cloud and Tree . . .*

*SALLY: Mine are Sarah and Stephen and Suzy and Sorrel . . .*

What does this dialogue help the reader to understand about Sally and Crow?

- (A) They both miss their imaginary friends.
  - (B) They like to give real names to their imaginary friends.
  - (C) They understand the difference between real and imaginary friends.
  - (D) They are now friends with each other but once had only imaginary friends.
- 7 Read the lines from Scene 4.

*GRANDPA: Grandma, I was wondering something.*

*GRANDMA: Not another one of your silly schemes, is it?*

Which word means the same as schemes as it is used above?

- (A) plans
- (B) hopes
- (C) opinions
- (D) thoughts

## Writing

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

Dakota wrote an essay about her plans for summer break. Read the first part of the essay and look for any changes she should make. Then answer the questions that follow.

### My Grandparents' House in Galveston

(1) As the spring days get warmer, I begin thinking about my plans for the upcoming summer break. (2) The past five summers, I have traveled to my grandparents' house in Galveston, Texas. (3) I really hope I get to go there again this summer. (4) My grandma makes big pitchers of ice-cold sweet tea and fresh loafs of banana bread. (5) I play with my grandparents' dogs in the yard. (6) Sometimes, other children in the neighborhood will visit. (7) Our group usually walk to a park to fly kites if it is windy enough.

1 What change should be made in sentence 2?

- (A) Change *five* to *one*.
- (B) Change *summers* to *summer*.
- (C) Change *Galveston* to *galveston*.
- (D) No change is needed.

2 What change should be made in sentence 4?

- (A) Change *loafs* to *loavs*.
- (B) Change *loafs* to *loafes*.
- (C) Change *loafs* to *loaves*.
- (D) No change is needed.

3 What change should be made in sentence 7?

- (A) Change *walk* to *walks*.
- (B) Change *park* to *Park*.
- (C) Change *kites* to *kite*.
- (D) No change is needed.

# Answer Key: Module 2, Week 2 Assessment

Item Number	Correct Answer	Module, Week, Program Skill	Depth of Knowledge
<b>READING</b>			
1	C	M2W2: Generative Vocabulary: Prefixes <i>re-</i> , <i>pre-</i> , <i>post-</i> , <i>fore-</i>	2
2	B	M2W2: Comprehension: Figurative Language	1
3	B	M2W2: Comprehension: Literary Elements	2
4	See rubric on p. R1.	M2W2: Comprehension: Elements of Drama	3
	Sample two-point response: The stage directions help show that Crow is feeling sad. For example, the stage direction states, "His wings are dragging." This quote shows that Crow is feeling unhappy. Crow's face also looks sad. You can infer this from the stage direction that says he's "sadder than before."		
5	A	M2W2: Comprehension: Elements of Drama	2
6	D	M2W2: Comprehension: Elements of Drama	2
7	A	M2W2: Vocabulary Strategy: Antonyms/Synonyms	2
<b>WRITING</b>			
1	D	M2W2: Grammar: Singular and Plural Nouns	2
2	C	M2W2: Grammar: Singular and Plural Nouns	1
3	A	M2W2: Grammar: Singular and Plural Nouns	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>