

## Reading

► Read the selection and answer each question.

### Back in Time for Dessert

by Bradford H. Robie

<sup>1</sup> "It's our turn to do dessert!" Jed announced while he and his sister, Mia, cleared the dishes. "There's just one thing: we need your time machine."

<sup>2</sup> Uncle Filby raised his eyebrows.

<sup>3</sup> "We'll bring back one of your favorite treats," Mia promised.

<sup>4</sup> "And I'll chaperone," Aunt Fontana said.

<sup>5</sup> "Oh, all right!" Uncle Filby threw his hands up and grinned because he couldn't say no when it came to his sweet tooth. "But remember—"

<sup>6</sup> "We know," Jed and Mia replied. "Don't stand out!" They hurried downstairs to the laboratory, where their uncle's invention stood quietly humming.

<sup>7</sup> "I hope these clothes will be OK," Mia said after they'd changed into the 1960s outfits their aunt had provided.

<sup>8</sup> "I doubt anyone will notice us anyway," Jed said. "According to my research, 51 million people visited the New York World's Fair in 1964 and 1965!"

<sup>9</sup> "You look fine, Mia," Aunt Fontana said, beginning the time machine's start-up process. "Jed, did you find a safe spot for the portal entrance?"

<sup>10</sup> Jed nodded and read off the location, which his aunt entered along with the time and date information: 09 August 1965, 2:00 p.m. A glowing entrance formed, and the group stepped through what looked like a mirrored ball. They then shielded their eyes from the brilliant flash that signaled their arrival back in time.

<sup>11</sup> From where they stood behind a stand of trees, the three time travelers could see throngs of fairgoers strolling along a broad sidewalk. "OK," Jed said, "if we take the Avenue of the United Nations and turn right on Court of Nations, we'll end up at the Belgian Village."

<sup>12</sup> "Home of Belgian waffles," Mia said, "reportedly the fair's most popular treat—and the one Uncle Filby always talks about!"

<sup>13</sup> "We have only an hour before the entrance reappears, so let's get going," replied Aunt Fontana.

<sup>14</sup> Soon they found themselves in a re-created European village, in which it seemed everyone was eating thick waffles topped with powdered sugar, whipped cream, and strawberries. Nearby was a crowded stand advertising Belgian waffles, and the time travelers quickly got in the stand's long line. It took them a while before they were able to order.

<sup>15</sup> "Twenty minutes left," Jed said, checking his watch. He handed the cashier a crisp five-dollar bill.

<sup>16</sup> Mia poked her brother and whispered, "That's the wrong money!"

<sup>17</sup> "Oh no!" Jed said. He'd meant to use the 1964 bill he'd brought, which had Lincoln in the center of the bill, not a little to the left as on current five-dollar bills. "Wait," he said to the cashier, adding, "I meant to pay with this!"

<sup>18</sup> "I thought it looked irregular," the woman said while she swapped bills and gave him his change.

<sup>19</sup> Jed checked his watch again and said nervously, "We're running out of time!"

<sup>20</sup> Aunt Fontana agreed. But the sidewalks were more crowded than ever, slowing their progress. Soon the three broke into a panicky run, clutching their waffles and dodging fairgoers. When they finally reached the trees, they were breathless, their clothes smeared with whipped cream and strawberries.

<sup>21</sup> "Get ready!" Jed shouted. With just seconds to spare, the shiny ball of light appeared, and they leaped into it. In a flash, they were transported to Uncle Filby's laboratory.

<sup>22</sup> "Dessert's here!" Mia announced, still breathless.

<sup>23</sup> Uncle Filby appeared in the doorway and laughed. "I see you're wearing it!" Then his jaw dropped. "Belgian waffles, my boyhood favorite from the World's Fair!"

<sup>24</sup> "Let's eat!" Aunt Fontana said, and soon everyone was enjoying the sweet, powdery treats.

<sup>25</sup> "Mmm," Uncle Filby murmured. "Crunchy on the outside, just as I remember. And so fresh!"

<sup>26</sup> "I hope so," Jed laughed. "They were made just a few minutes ago—in 1965, that is!"

- 1 Why does Uncle Filby agree to let Mia and Jed use his time machine?
- Ⓐ Mia promises to take care of his invention.
  - Ⓑ Mia says they will only be gone for an hour.
  - Ⓒ Mia promises to return with something he wants.
  - Ⓓ Mia says they are going back to the World's Fair.

- 2 Read the sentences from paragraphs 17 and 18.

*"Oh no!" Jed said. He'd meant to use the 1964 bill he'd brought, which had Lincoln in the center of the bill, not a little to the left as on current five-dollar bills. "Wait," he said to the cashier, adding, "I meant to pay with this!"*

*"I thought it looked irregular," the woman said while she swapped bills and gave him his change.*

Think about the prefix *ir-*. What does irregular mean as it is used above?

- Ⓐ faded
  - Ⓑ unusual
  - Ⓒ wrinkled
  - Ⓓ ancient
- 3 Read the sentences from paragraphs 19 and 20.

*Jed checked his watch again and said nervously, "We're running out of time!"*

*Aunt Fontana agreed.*

Which statement best describes what Jed and Aunt Fontana are worried about?

- Ⓐ The dessert is not being made fast enough.
- Ⓑ They will not be able to find the food stand.
- Ⓒ The cashier has not given them the correct change.
- Ⓓ They will not reach the time machine entrance before it closes.

4 What do Mia and Jed’s actions suggest about their feelings for Uncle Filby? Support your answer with details and examples from the story.

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5 Why did the author most likely include paragraphs 20 and 21?

- (A) to help provide a resolution to the story
- (B) to explain the conflict the characters faced
- (C) to give more information about the characters
- (D) to describe what the setting was like in the past

6 How does the author’s word choice in paragraph 23 help the reader understand Uncle Filby?

- (A) It shows his sense of humor.
- (B) It shows his concern for others.
- (C) It shows his skill at inventing things.
- (D) It shows his interest in going on adventures.

## Writing

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

*Maria wrote a story about a dream she had. Read the first part of Maria's story and look for any changes she should make. Then answer the questions that follow.*

### Dreaming of the Big Catch

(1) On a Saturday afternoon I started reading a book about fishing. (2) I was excited because my dad had promised to take me fishing out in the ocean the next day. (3) I was enjoying reading the book. (4) I began to fall asleep. (5) Somewhere in the fog I began to hear waves lapping against the hull of the boat. (6) My eyes opened. (7) I was amazed to discover that I was not at home. (8) Instead, I was floating on a big boat out in the Gulf of Mexico with my dad! (9) My dad and I had our lines in the water. (10) We was both hoping to catch a big fish. (11) I started feeling tugs on my line. (12) I told my dad, "Hey, I am getting bites!" (13) Suddenly, my fishing pole bent in half! (14) Had hooked a huge fish!

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- 1 What is the best way to combine sentences 3 and 4?
- (A) I was enjoying reading the book, if I began to fall asleep.
  - (B) I was enjoying reading the book, or I began to fall asleep.
  - (C) I was enjoying reading the book, but I began to fall asleep.
  - (D) I was enjoying reading the book, since I began to fall asleep.

- 2 Read sentence 10.

*We was both hoping to catch a big fish.*

What is the correct way to write the underlined part of the sentence?

- (A) is
- (B) are
- (C) been
- (D) were

**3** What is the best way to write sentence 14?

- Ⓐ Hooked, I had a huge fish!
- Ⓑ I had hooked a huge fish!
- Ⓒ Had a huge fish, hooked!
- Ⓓ A huge fish had hooked!

# Answer Key: Module 1, Week 3 Assessment

| Item Number    | Correct Answer   | Module, Week, Program Skill                                   | Depth of Knowledge |
|----------------|--|---|--------------------|
| <b>READING</b> |  |   |                    |
| 1              | C  | M1W3: Comprehension: Literary Elements                        | 1                  |
| 2              | B  | M1W3: Generative Vocabulary: Prefixes <i>ir-</i> , <i>il-</i> | 2                  |
| 3              | D  | M1W3: Comprehension: Literary Elements                        | 2                  |
| 4              | See rubric on p. R1.   | M1W3: Comprehension: Literary Elements                        | 3                  |
|                | Sample two-point response: Their actions suggest they care a lot about Uncle Filby. They risk not being able to return to their own time just to get him his favorite dessert. Instead of going to a nearby supermarket or store to buy dessert, they use the time machine to visit the 1965 World's Fair, where Uncle Filby's favorite dessert, Belgian waffles, is being served. |   |                    |
| 5              | A  | M1W3: Comprehension: Author's Purpose                         | 2                  |
| 6              | A  | M1W3: Comprehension: Author's Craft                           | 2                  |
| <b>WRITING</b> |  |   |                    |
| 1              | C  | M1W3: Grammar: Compound Sentences                             | 2                  |
| 2              | D  | M1W3: Grammar: Compound Sentences                             | 1                  |
| 3              | B  | M1W3: Grammar: Compound 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>  |