

Unit 3 Assessment

Read the passage, and then answer the following questions.

The Street Where She Lives

1 Louise was born on Clover Avenue almost eighty years ago. When she was a child, she watched the trolley cars run down the street on their tracks, taking people downtown to their jobs. The city was full of small factories then. These factories, which produced everything from tools to clothing, meant that anyone who was willing to work hard could get a decent job and support a family.



2 Clover Avenue was full of activity in those days. There weren't many cars, but there were a lot of people. Colorful canvas awnings extended over the sidewalks from shops of all kinds, and in their shade shopkeepers made outdoor displays of their merchandise. Louise's mother often brought Louise and her sisters to shop for fruits and vegetables, eggs, meat, and spices. The family would thread their way past pushcart peddlers whose carts were laden down with clothing, household items, or foods. The peddlers called out what they were selling in musical slogans in all of the languages spoken on Clover Avenue: German, Russian, Italian, Lithuanian, Hungarian, Polish, Yiddish, and English in all kinds of accents.

3 Louise went to high school three blocks from her home. By the time she was in college, the trolley had been replaced by a city bus line, and she rode the bus crosstown to college. She came back to teach at her old high school. She married a friend from the neighborhood and raised her children on the block.

4 Eventually, many of the city's small, busy factories closed down or moved out of town to places where they could pay their workers lower salaries. When the jobs moved, many of the people did, too. Those who stayed were poorer. Many buildings were abandoned. Others became shabby and rundown. The streets grew more dangerous,

especially at night. The city itself seemed to give up on Clover Avenue.

5 Many of the younger people left the neighborhood if they could, but the older ones, like Louise, stayed. “It’s my home,” said Louise, who was a grandmother by this time. She often visited her children and grandchildren uptown or in the suburbs, but she stayed on Clover Avenue. She continued teaching at the high school and joined a community group. The group worked hard to make the neighborhood better and safer.

6 In time, low rents brought new people to the neighborhood. Again, the stores opened. Again, voices called out in different languages along the avenue, this time mixing Spanish, Korean, and Arabic in with Russian and Polish. Today, the neighborhood is alive again. Louise is still there.

1. From this selection, what can you conclude about Louise?

- (a) She wanted to work in a small factory downtown.
- (b) She was afraid to ride the bus crosstown to college.
- (c) She wanted to move away from Clover Avenue and was jealous of the younger people.
- (d) She acknowledged the changes on Clover Avenue but was dedicated to staying there.

2. How does the author convey Louise's character to the reader?

- (a) by describing the outdoor displays of merchandise
- (b) by telling you what college she attended
- (c) by describing how she reacted to the changes in her city over time
- (d) by telling you what was produced in the factories near her home

3. Why does the author include the quote, " 'It's my home,' said Louise."?
- (a) to support his ideas that Louise is dedicated to staying in her community
 - (b) to describe how much effort Louise had put into decorating her home
 - (c) to support the idea that Louise could have her grandchildren over to visit
 - (d) to suggest that she would soon put her home up for sale

4. "The family would **thread** their way past pushcart peddlers whose carts were laden down with clothing, household items or foods."

What is the correct dictionary definition for the word "thread"?

- (a) twisted filament or fiber used for sewing
- (b) to move through a winding course
- (c) to put a series of beads onto a string
- (d) to pass a string through the end of a needle

5. "The family would thread their way past pushcart peddlers whose carts were **laden** down with clothing, household items, or foods."

Which dictionary definition describes the way in which the word **laden** is being used?

- (a) loaded down
- (b) almost empty
- (c) ragged and broken
- (d) led by horses

Read the passage, and then answer the questions below.



Flight to Yesterday

1 Danny looked out of the airplane window. Below him, he saw nothing but clouds. Soon, he knew, the airplane would touch down in a country he had never seen before. But if not for a historical event over a hundred years ago, this would have been his homeland.

2 Over a century ago, Danny's ancestors had been farmers in Galway, a city in western Ireland. They had raised mostly potatoes on a small plot of land. Then, in 1845, an airborne fungus started infecting the potato crop all across Ireland. Danny knew that in those days, the potato was Ireland's main crop. In the poorer parts of Ireland, there was very little meat or bread. Potatoes were the chief source of protein, fat, and carbohydrates for most poor Irish families. When the fungus rotted all the potato plants in the fields, there was no food at all.

3 The potato *blight* nearly emptied Ireland. Thousands starved or died of illnesses that their weakened bodies couldn't resist. Thousands of others left their homes for new countries where they could find food for their families. Danny's ancestors, Will and Helen Hannigan, got on a boat in 1848 to cross the Atlantic Ocean, bound for America.

4 The Hannigans had a hard time at first in their new homeland. But after years of hard work, they and their children and their children's children built a better life.

5 Danny had grown up hearing stories of Ireland told by his father, his grandparents, and his uncles and aunts. Now, over a hundred years later, he and his parents were on their way to the family's first home.

6 Danny walked through Dublin Airport with his parents. Danny realized that he had expected to see the Ireland of the old family photos outside the airport doors. But of course Ireland was as much a part of the twenty-first century as the United States was. When he left the airport, he saw modern buses and cars and people dressed the same way his friends dressed at home.

7 "Is anything left of the old country?" Danny asked his parents.

8 “I think there are parts of Ireland that are more traditional,” said Mom. “But time didn’t stand still here anymore than it did in the United States. Did you know that one of the main industries in today’s Ireland is computer programming?”

9 “You mean there are no farmers anymore?” asked Danny.

10 “There are farmers, artists, singers, business owners, and other kinds of people—just the way there are in the rest of the world,” said Dad.

11 “And some of them are related to us,” said Mom. “Come on; let’s go meet the other side of the family.”

6. Why does the author provide a historical account of the **Irish Potato famine** at the beginning of this story?

- (a) to encourage you to buy more potatoes
- (b) to persuade the reader to visit Ireland
- (c) to entertain the reader
- (d) to help the reader understand the character’s connection to Ireland

7. Which information from the passage supports the idea that Danny's family values their heritage?

- (a) The Hannigans had a hard time at first in their new homeland.
- (b) Danny's ancestors, Will and Helen Hannigan, got on a boat in 1848 to cross the Atlantic Ocean, to come to America.
- (c) Danny had grown up hearing stories of Ireland told by his father, his grandparents and his uncles and aunts.
- (d) When (Danny) left the airport, he saw modern buses and cars and people dressed the way his friends dressed at home.

8. "Then, in 1845, an airborne fungus started infecting the potato crop all across Ireland."

airborne [air-borhn]

Based on the dictionary pronunciation, the second syllable of the word "airborne" rhymes with which word?

- (a) thorny
- (b) storm
- (c) corn
- (d) warm

9. "Potatoes were the chief source of protein, fat and carbohydrates for most poor Irish families."

chief

(noun)

- 1. the head or leader of a group
- 2. the ruler of a tribe

(adjective)

- 3. highest in rank or authority
- 4. most important

Based on the dictionary definitions, the word "chief" is used in the above sentence in what part of speech?

- (a) noun
- (b) verb
- (c) adverb
- (d) adjective

10. The potato blight nearly destroyed Ireland and caused the Irish Potato Famine.

Where would you most likely look to find out more about the Irish Potato Famine?

- (a) encyclopedia
- (b) thesaurus
- (c) dictionary
- (d) magazine article

Read the passage, and answer the following questions.

THE GREAT HUNGER

Before the Famine:

- 1 In the 1800s, over 8 million people lived in Ireland. Over half of the people living in rural areas lived in poverty. Their main source of nutrition was the potato.
- 2 Potatoes were easy to grow and would feed many people. Potatoes were also rich in protein, carbohydrates, minerals and many vitamins such as Vitamin C. Poor farmers could survive on a diet that consisted mainly of potatoes.

When the Famine Begins:

- 3 In the summer of 1845, farmers began to notice that the leaves of the potato plants had turned black, curled and rotted mysteriously. When they dug up the potatoes, they also quickly rotted. An airborne fungus had been brought to Ireland in the holds of ships. The fungus spread quickly in windy weather and ruined the potato crops throughout the country.
- 4 The farmers of Ireland had problems with their crops in the past, and poor farmers could survive for one season without potatoes. This was the first time that the crops had failed two years in a row, and farmers began to feel the loss.



5 Eventually, many farmers, who worked long, hard hours, turned to corn to survive. They found corn did not make them feel full, it was hard to cook, it was hard for their stomachs to digest, and it lacked some of the vitamins found in potatoes.

Several Years into the Famine:

6 Along with famine, or lack of food, disease began to spread quickly in the rural areas of Ireland. Being malnourished, the Irish were not able to fight off associated diseases. And since the Rural Irish were known for their hospitality and kindness, they never refused to allow a stranger into their homes. This included the sick, allowing for the spread of disease.

7 As the crop failure continued for several years, there were efforts to open soup kitchens to help the poor. These were not very effective as they could not feed all the people that needed assistance.

8 In the time period from 1845-1852, over a million Irish died from starvation or disease. Another group of over a million Irish chose to flee from the country. This period in history is known, mostly outside of Ireland, as the Irish Potato Famine. In the Irish language, it is called "an Gorta Mór" [ˈn̪ˠ ˈɡˠoːɾˠa ˈmˠoːɾˠ], meaning "the Great Hunger".

11. What structure does the author use in this informational passage?

- (a) how to
- (b) definition/examples
- (c) compare/contrast
- (d) time order

12. Why does the author include the information in the last paragraph?

- (a) to summarize the main idea of the passage
- (b) to persuade the reader to reread the passage
- (c) to entertain the reader
- (d) to provide background knowledge

13. What do "Flight to Yesterday" and "The Great Hunger" have in common?

- (a) Both authors write a narrative account of modern families.
- (b) Both authors want the reader to feel inspired about their heritage.
- (c) Both authors provide information for the reader to learn about the past.
- (d) Both authors write a persuasive text about potato farmers.

14. Why does "Flight to Yesterday" include a paragraph about the potato famine?

- (a) to force the reader to think about their eating habits
- (b) to provide background knowledge of Danny's ancestors
- (c) to suggest that Danny's family changes their travel plans
- (d) to summarize Danny's personal experiences

15. How do the two passages, "Flight to Yesterday" and "The Great Hunger" differ in their explanations of the Irish potato famine?

- (a) One is narrative and one is persuasive.
- (b) One is narrative and one is informational.
- (c) Both were written as historical fiction stories.
- (d) Both provide in-depth explanations as to the causes of the potato famine.

16. Which argument would you include if you were trying to persuade your teacher to allow your class to chew gum during a test?

- (a) The benefits of chewing gum during test time
- (b) The problems with chewing gum during test time
- (c) The availability of coupons to lower the cost of the gum
- (d) The availability of various flavors of gum

Sixth graders at Washington Middle School were asked to write an informational text about the polarized light microscope. Answer the following questions that relate to writing this type of informational paper.

17. A student doing research for a report on "polarized Light Microscopes" found an article with the following outline:

- I. History of Microscopes
- II. Types of Microscopes
- III. Parts of a Microscope
- IV. Invention of the Polarized Light Microscope
- V. Uses of the Polarized Light Microscope

Which heading would include information on how the polarized light microscope is different from other types of microscopes?

- (a) History of Microscopes
- (b) Types of Microscopes
- (c) Invention of the Polarized Light Microscope
- (d) Uses of the Polarized Light Microscope

18. What detail could be added to a rough draft that supports the following statement "Polarized Light Microscopes revolutionized the way scientists study gasses."

- (a) the name of the scientist who invented the microscope
- (b) the date the microscope was invented
- (c) objects that can be studied with the microscope
- (d) where to buy a polarized light microscope

Assessment Breakdown

	Answer	CCSS	Skill
1	D	RL.6.1	Infer
2	C	RL.6.2	Evaluate
3	A	RL.6.6	Infer
4	B	RL.6.4, L.6.4a	Use Context Clues
5	A	RL.6.4, L.6.4a	Use Context Clues
6	D	RL.6.5	Evaluate
7	C	RL.6.1	Support / Cite Evidence
8	C	L.6.4c	Identify
9	D	L.6.4c	Identify
10	A	L.6.4c	Identify
11	D	RI.6.5	Analyze
12	A	RI.6.3	Analyze Author's Purpose
13	C	RI.6.9	Compare
14	B	RI.6.5	Evaluate
15	B	RI.6.9	Contrast
16	A	RI.6.8	Distinguish Support
17	C	W.6.2a	Draw Conclusions
18	C	W.6.2b	Distinguish Support