

Unit 6 Assessment

Read the selection and answer the questions that follow.



Uncle Lars Tells a Story

Pete stomped through the living room without saying hello to his Uncle Lars, who was, as sitting in his favorite chair, reading the paper. Uncle Lars had been living with Pete’s family since Pete was in third grade. He was really Pete’s great-uncle, but Pete called him Uncle Lars anyway. It was easier.

“Hey, hey, not so fast!” said Uncle Lars. “Where are you going? Why the long face? No soccer practice today?”

“Dad won’t let me go,” moaned Pete. “I have to clean the garage. I forgot to do it yesterday, and I have to do it *now*. It’s not fair!” Pete’s face was a mask of despair. “I’m tired of doing what grown-ups tell me to do!”

“That won’t last forever, you know,” said Uncle Lars, chuckling softly. “Before you know it, you’ll be grown up, too. Then you’ll be telling *yourself* what to do. Do you know what a *chrysalis* is?”

“No, I don’t, but Dad says I have to—”

“It’s an early stage in the life of some insects,” Uncle Lars continued as if he hadn’t heard. “A wormlike caterpillar spins itself a casing of silk from its body so it can change into an adult. While it’s inside the chrysalis, the caterpillar can’t move around and never comes out into the light.”

“Okay,” said Pete. “Can I go now?”

“I’m telling you a *story*,” Uncle Lars said meaningfully. Pete sat.

“Once there was a chrysalis on a leaf near the side of a road. An ant happened to pass by. ‘What a sad life!’ said the ant. ‘I can do anything I want, but this poor chrysalis must lie here trapped in its casing!’” For the role of the ant, Uncle Lars made his voice go all high and squeaky.

“Well, wouldn’t you know it, just a few days later the ant passed that way again. He looked for the chrysalis but saw only the empty casing. ‘Poor thing!’ said the ant, thinking the caterpillar had died. But then he looked up, and guess what he saw? He saw the gorgeous wings of a beautiful butterfly. You know what had happened?”

“The chrysalis turned into a butterfly,” Pete said, as if it were obvious.

“Exactly,” said Uncle Lars. “So one day you’ll be your own boss. Now you’re a chrysalis. You’ll grow into a strong adult *if* you practice doing things like keeping your promises while you’re still a chrysalis.”

“Yes, Uncle Lars,” said Pete, grinning. Uncle Lars smiled, picked up his paper, and began to read, as if the matter had been settled.

1. Why is Pete upset?

- (a) He has to go to soccer practice.
- (b) His dad tells him to clean the garage.
- (c) The butterfly he found flew away.
- (d) Uncle Lars makes him listen to a story.

2. How can you tell that Pete doesn't really want to listen to Uncle Lars story?

- (a) He dribbles the soccer ball back and forth.
- (b) He sits quietly in his favorite chair.
- (c) Pete asks to go and interrupts his uncle.
- (d) Pete questions his uncle to learn more

3. Uncle Lars asks Pete, "Why the long face?" in paragraph 2.

What is the meaning of long face?

- (a) excited and happy outlook
- (b) to appear lost in thought
- (c) to look like you are concentrating
- (d) unhappy or gloomy expression

4. What *best* shows that Uncle Lars enjoys telling stories?

- (a) He changes his voice when reading different characters.
- (b) He emphasizes each word.
- (c) Uncle Lars answers Pete's questions patiently.
- (d) Uncle Lars uses many examples.

5. At what stage does Uncle Lars say Pete is now?

- (a) egg
- (b) caterpillar
- (c) chrysalis
- (d) butterfly

6. How are Uncle Lars and Pete different?

- (a) Pete is impatient and Uncle Lars is laid-back.
- (b) Pete is thoughtful while Uncle Lars rushes to decisions.
- (c) Uncle Lars is active while Pete is lazy.
- (d) Uncle Lars is excitable and Pete is calm.

7. According to Uncle Lars, what does Pete need to do in order to grow into a strong adult?

- (a) always tell the truth
- (b) complete his chores
- (c) keep his promises
- (d) practice his soccer skills

8. How does Pete change after hearing Uncle Lars's story?

- (a) He grows angrier with his father and refuses to complete his chores.
- (b) He is frustrated with Uncle Lars and will avoid him in the future.
- (c) Pete is even more anxious to get to soccer practice.
- (d) Pete is grinning and calmer about being told what to do.

9. Sometimes authors include information that is not needed to express their thoughts or further develop the story.

In *Uncle Lars Tells a Story*, what sentence is not needed, but included for the purposes of giving extra information?

- (a) Uncle Lars had been living with Pete's family since Pete was in third grade.
- (b) Pete's face was a mask of despair.
- (c) I'm tired of doing what grown-ups tell me to do!
- (d) Uncle Lars smiled, picked up his paper and began to read, as if the matter had been settled.

Use this sample of student writing to answer the questions that follow.

School has finally started for the year! I was so excited to see my friends! I was excited to meet my new teacher! I had bought new clothes and supplies. My favorite class is Math. I could barely eat my breakfast or concentrate on what my mom said as I got ready to leave for the bus. It was going to be a great year.

10. Which two sentences are combined correctly?

- (a) School had finally started for the year and it was going to be a great year!
- (b) I was so excited to see my friends and excited to meet my new teacher!
- (c) I was so excited to see my friends and meet my new teacher!
- (d) I had bought new clothes and supplies and my favorite class is Math.

11. Which sentence is not on topic and should be *removed* from the paragraph?

- (a) School had finally started for the year!
- (b) I was excited to meet my new teacher!
- (c) My favorite class is Math.
- (d) It was going to be a great year.

12. Where are you *most likely* to find this selection?

- (a) diary
- (b) encyclopedia
- (c) presentation
- (d) textbook

A classmate took notes to research her presentation. She organized her notes in the table below. Use her notes to answer the questions that follow.



Becoming an Astronaut

Education	<ul style="list-style-type: none"> - Bachelor's Degree - Masters or Ph.D. strongly encouraged - Engineering - Science (Geology, Biology) - Math - Medicine
Character Traits	<ul style="list-style-type: none"> - Determination - Patience - Ability to deal well with Boredom - Calm, able to handle stress - MUST get along well with others and be able to work with a team
Skills	<ul style="list-style-type: none"> - Speak more than one language (Russian, Japanese, French, German and Spanish are especially helpful) - Pilot's license - Strong swimmer - SCUBA certification
Health	<ul style="list-style-type: none"> - Healthy and strong - Excellent physical condition - Between 5 ft and 6ft 3in tall - 20/20 Eyesight - Blood Pressure meets targets
Experience	<ul style="list-style-type: none"> - Military experience helpful - 3 years working in your field
Training	<ul style="list-style-type: none"> - 2 years

Internet Sources:

- European Space Agency
- NASA Images
- Universe Today
- Scholastic

13. What would be the *best* introduction to your classmate's presentation?

- (a) Astronauts must be strong and in excellent physical condition, so I plan to join the military.
- (b) Becoming an astronaut will take many years and a lot of work, but I am excited to get started.
- (c) Being an astronaut and traveling in space is cool and I think it would make a great career.
- (d) I plan to go to college to become an astronaut, because education is the key to being selected.

14. What *best* summarizes the personality needed to become an astronaut?

- (a) Astronauts must be flexible and adaptable to changing conditions.
- (b) Astronauts need to speak more than one language.
- (c) They often have military experience and a pilot's license.
- (d) They should have a bachelor's degree and at least three years of work experience.

15. What additional information is needed to create a list of sources?

- (a) authors and dates published
- (b) book titles and page numbers
- (c) publishers and volume numbers
- (d) web addresses and dates visited

16. What source could be used to find additional information about becoming an astronaut?

- (a) almanac
- (b) dictionary
- (c) historical artifact
- (d) interview

17. What would be the best time to use the image in a presentation?

- (a) to demonstrate the training needed to become an astronaut
- (b) to explain the effects of gravity in space
- (c) to illustrate types of astronaut missions
- (d) to show the height and weight requirements

18. A classmate is using a PowerPoint presentation to persuade the rest of the class that students should wear school uniforms.

At what point in the presentation should the student use a graph?

- (a) When comparing the amount of office referrals in uniform and non-uniform schools.
- (b) When explaining how clothing companies target young people in their advertisements.
- (c) When showing what types of uniforms are available.
- (d) When telling a story about a girl who was bullied because of her clothes.

19. A teacher is giving a presentation on **The March on Washington**.

What would be an appropriate use of sound in this presentation?

- (a) applause at the end of the presentation
- (b) a band playing to entertain the crowd
- (c) speeches given by speakers at the event
- (d) noises from the crowd

20. What is the *best* use of graphics, sound or other media in presentations?

- (a) to add or clarify information
- (b) to entertain the audience
- (c) to improve the appearance of your presentation
- (d) to make your presentation longer

Adapted From Wayne Resa's Testlet (Class A)

Assessment 6 Breakdown

	Answer	CCSS	DOK Level	Skill
1	B	RF.5.4	1	Recall
2	C	RL.5.3	2	Infer / Use Context Clues
3	D	RF.5.4	2	Infer / Use Context Clues
4	A	RF.5.4	2	Infer
5	C	RF.5.4	1	Recall
6	A	RL.5.3	2	Compare
7	C	RF.5.4	1	Recall
8	D	RF.5.4	1	Recall
9	A	L.5.3	3	Evaluate
10	C	L.5.3a	4	Analyze
11	C	L.5.3a	3	Revise
12	A	L.5.3b	3	Apply
13	B	W.5.8	4	Analyze
14	A	W.5.8	4	Analyze
15	D	W.5.8	3	Assess
16	D	W.5.8	1	Recall
17	C	SL.5.5	3	Evaluate
18	A	SL.5.5	4	Analyze
19	C	SL.5.5	3	Evaluate
20	A	SL.5.5	3	Evaluate