

# Unit 1

## *Memoir*

# Brown Girl Dreaming

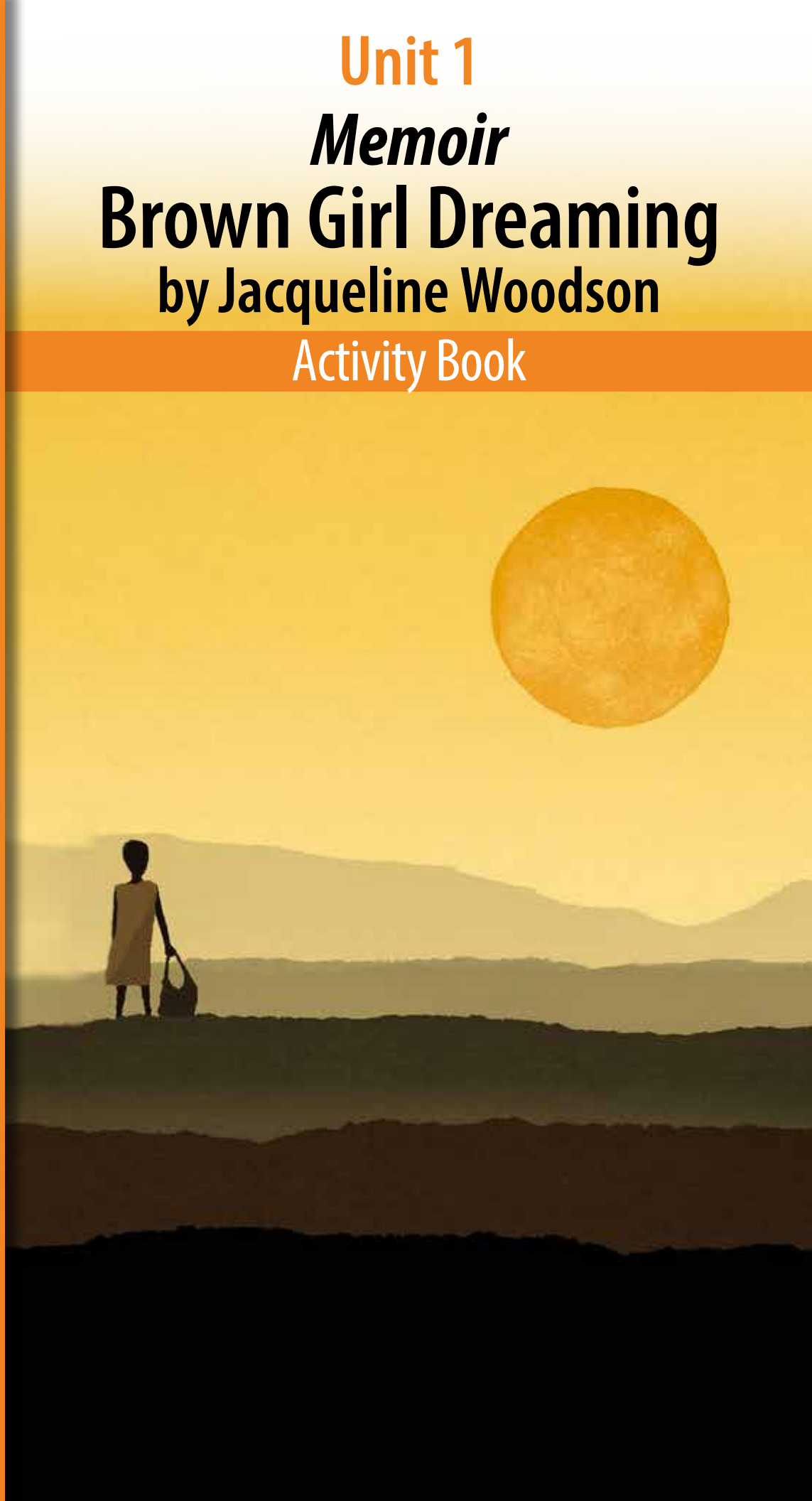
by Jacqueline Woodson

## Activity Book

GRADE 4 Core Knowledge Language Arts®



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Unit 1  
*Memoir*  
**Brown Girl Dreaming**  
by Jacqueline Woodson  
Activity Book

GRADE 4

Core Knowledge Language Arts®



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## Vocabulary for “february 12, 1963” by Jacqueline Woodson

1. **unfree, *adj.*** not able to control one’s own life or choices (1)
2. **dawn, *n.*** the first daylight in a day when the sun is rising (1)
3. **dusk, *n.*** the last daylight in a day when the sun is setting (1)
4. **gourd, *n.*** a large fruit with a hard outer shell (**gourds**) (1)
5. **constellation, *n.*** a group of stars in the sky that looks like an item, an animal, or a person; the group is given a name (1)
6. **explode, *v.*** to burst open because of too much pressure inside (**explodes**) (1)
7. **enslave, *v.*** to capture and put someone under the control of someone else (**enslaved**) (2)
8. **emancipate, *v.*** to set free from slavery or from being under the control of someone else (**emancipated**) (2)

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**“february 12, 1963”**

*Respond to each of the following questions by writing your answers in each of the boxes. Be sure to write each of your answers in complete sentences.*

**Jacqueline  
Woodson**

**When she was born?**

**Where she was born?**

**What do we know about her great-great grandparents?**

**What was happening in the United States in 1963?** *Use the timeline we created to help with this. What was Martin Luther King, Jr., doing in that year?*

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**2.1**

ACTIVITY PAGE

## Vocabulary for “second daughter’s second day on earth”

1. **soapbox, *n.*** a box or some type of platform that is used to make an informal or unplanned speech (3)
2. **vast, *adj.*** large (3)
3. **overcome, *v.*** to beat or defeat (4)
4. **injustice, *n.*** something that is not fair (4)
5. **automatically, *adv.*** done without help, prompting, or encouragement (5)
6. **fiercely, *adv.*** strongly or violently (5)

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**“second daughter’s second day on earth”**

*PART I: Respond to each of the following questions by writing your answers in each of the boxes. Be sure to write each of your answers in complete sentences*

**Jacqueline Woodson**

What did the author look like when she was born?

What did the author say about Martin Luther King, Jr. in this selection?

What did the author say about Malcolm X in this selection?

What did the author say about Rosa Parks in this selection?



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What did the author say about James Baldwin in this selection?


What did the author say about Ruby Bridges in this selection?


*PART 2: Choose one of the people the author discussed in this selection that made you think of something that you did or may want to do. Write one paragraph in which you describe how you can relate something in your life to the person described by the author in this selection.*


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### Vocabulary for “the ghosts of the nelsonville house”

1. **parlor, *n.*** a room in a house that is often used for conversation or socializing (10)
2. **trunk, *n.*** a large box or compartment used to store or carry items (trunks) (10)
3. **icebox cake, *n.*** a cake that does not need to be baked (11)
4. **spiral, *v.*** to form a curve around a certain point (spiraling) (11)
5. **bouquet, *n.*** a bunch of flowers (11)
6. **university, *n.*** a large school that one attends after finishing high school, or the twelfth grade (12)
7. **furrow, *n.*** a line or crease (12)
8. **slyness, *n.*** the quality of being sneaky or smart (12)

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**“the ghosts of the nelsonville house”**

1. Describe the house the Woodson family lived in. (Lines 1-4)

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2. What image comes to mind when the author describes the sun as “a watery Nelsonville sun”?

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3. What season is being described by the author in lines 5 through 11 of this passage? Use specific references from the text to support your answer.

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4. What kinds of food did the Woodson children have in their house, according to this section of the text?

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5. How does the author describe Aunt Alicia? (Lines 32-36)

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6. How does the author describe her father, Jack? (Lines 37-41)

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7. How does the author describe her uncle Woody? (Lines 42-46)

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8. How does the author describe her aunts, Anne and Ada? (Lines 47-49)

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9. What connection does the author make between herself and her ancestors? (Lines 51-55)

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NAME: \_\_\_\_\_

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"the ghosts of the nelsonville house"

Sensory Details: Setting	
See	
Hear	
Smell	
Taste	
Touch	

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## Vocabulary for “it’ll be scary sometimes” and “no returns”

1. **coal, *n.*** a hard, black substance, found in the earth, that is dug up and burned as fuel (13)
2. **memorial, *n.*** a building or statue that honors a person who is dead, or an important event that happened in the past (13)
3. **monument, *n.*** something built or created to honor a special person or event (13)
4. **face, *v.*** to stand before, or deal with, something in a way that shows you are brave (14)
5. **return, *n.*** something that is sent back or taken back (**returns**) (19)

*In previous lessons, you’ve learned about the elements included in a memoir. On this Activity Page, you will record two of those elements – the setting and the significant, or important, event – from each of the selections you read.*

Elements of a Memoir		
Selection	Setting	Significant Event
“february 12, 1963”		
“second daughter’s second day on earth”		
“the ghosts of the nelsonville house”		
“it’ll be scary sometimes”		
“no returns”		
“greenville, south carolina, 1963,” “home,” and “our names”		



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Elements of a Memoir		
Selection	Setting	Significant Event
“ribbons,” “sometimes, no words are needed” and “leaving greenville”		
“new york city,” “brooklyn, new york,” and “herzl street”		
“first grade” and “brooklyn rain”		
“what everybody knows now”		

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## Vocabulary for “greenville, south carolina, 1963,” “home,” and “our names”

1. **dare, *v.*** to challenge someone to do something that takes courage (30)
2. **dash *n.*** a punctuation mark that is a short, horizontal line (30)
3. **curb, *n.*** The edge of the sidewalk where it curves down to meet the street (31)
4. **apology, *n.*** a statement in which someone says he or she is sorry for something (apologies) (31)
5. **immense, *adj.*** very large (32)
6. **azalea, *n.*** a shrub that has dark green leaves and colorful flowers (azaleas) (32)
7. **waft, *v.*** to carry or cause to move gently on water or in the air (wafting) (32)
8. **handkerchief, *n.*** a small piece of cloth that is used to wipe one’s nose or face (32)
9. **embroidered, *adj.*** cloth that is decorated with stitches in a decorative pattern (32)

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**“greenville, south carolina, 1963,” “home,” and “our names”**

1. Why did the narrator’s mother move her children to the back of the bus? (page 30, lines 1-6)

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2. What line(s) of the text suggest that perhaps at another point in time her mother may have chosen a seat closer to the front of the bus?

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3. What is another example you’ve heard in this unit about someone who was asked to give up a seat on the bus because she was African-American?

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4. Why do you think the narrator’s mother gave her children strict directions about how to behave, i.e., “Sit up straight. ...Take your fingers out of your mouth?”

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5.What does the narrator's mother mean by the phrase *This isn't Ohio*? (page 30, line 17)

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6. Why did the narrator's mother say to "step off the curb if a white person comes toward you, and not to look them in the eye"? (page 31, lines 22-23)

[illegible]

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7. In lines 28 and 29 on page 31, the author says her brother is three years old and his wide eyes are open to the world. What does she mean by this? Compare this to line 17 on page 3, where the author says she was wide-eyed at birth, or innocent and unaware of problems like discrimination. How is the descriptive language in these lines different, even though it also refers to “open eyes”?

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8. The mother’s actions and behavior changes in lines 30-32 on page 31. Compare the mother’s actions in these lines with the way she was described as acting in lines 22-26. What words would you use to describe the mother’s attitude in these lines.

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NAME: \_\_\_\_\_

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9. Why do you think this selection is called “home”? (page 32)

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10. Why might the narrator’s grandparents say “Welcome home,” and why might her mother be crying? (page 32, lines 10-14)

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NAME: \_\_\_\_\_

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11. In the story “home,” how do you think the author feels about her grandparents’ house? Use evidence from the text to support your answer.

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12. Remember that the narrator’s grandparents’ house is in South Carolina and that in the selection “greenville, south carolina, 1963,” evidence of discrimination is described. Describe the differences the author and her family feel when they are at her grandparents’ home compared to how they feel when they are riding the bus in Greenville.

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13.What are the different ways the author and her siblings are referred to while they are in South Carolina? (page 45, lines 1-13)

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14.Who are Gunnar, Sister Irby, and MaryAnn?

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## Showing Versus Telling

*Rewrite the following telling sentences as showing sentences, including sensory details and descriptive language.*

1. My mother was tired.

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2. David admires his older brother.

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3. The bus driver was frustrated.

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4. My little sister is funny.

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5. Gran is so thoughtful.

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6. My dog was ashamed.

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7. The children were amused.

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8. My aunt looked scared.

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9. The kittens were playful.

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10. My grandfather is proud of me.

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NAME: \_\_\_\_\_

**7.1**

ACTIVITY PAGE

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### Vocabulary for “the garden” and “at the end of the day”

1. **promise, *n.*** a statement (spoken or unspoken) that something will happen (48)
2. **miss, *v.*** fail to experience (**missed**) (48)
3. **generation, *n.*** a group of people who were all born around the same time period; the time period between parents and their children (48)
4. **collard, *n.*** a type of green vegetable, similar to cabbage (**collards**) (49)
5. **printing press, *n.*** a machine used to print words or images on paper or material (53)
6. **foreman, *n.*** the leader of a group of workers (53)

*Respond to each of the following questions by writing your answers in each of the boxes. Be sure to write each of your answers in complete sentences.*

**“the garden” and “at the end of the day”**

**Gunnar Irby**

Where did Mr. Irby’s family live?

What do we know about Mr. Irby’s father?

What do we know about Mr. Irby’s grandfather?

What do we know about Mr. Irby’s job?

**Vocabulary for “the beginning,” and “south carolina at war”  
by Jacqueline Woodson**

1. **write, v.** to create marks on a paper with a tool such as a pen, pencil, or other instrument **(62)**
2. **infinity, n.** something that never ends or cannot be measured **(63)**
3. **right, n.** something that a person is entitled to have **(72)**
4. **allow, v.** to permit **(allowed) (72)**
5. **calm, adj.** not upset or excited **(72)**
6. **fist, n.** a hand when the fingers are curled into the palm **(73)**
7. **insist, v.** refuse to give up or change one’s mind about something **(73)**
8. **gently, adv.** softly **(73)**
9. **imagine, v.** to form an idea or picture in one’s mind **(73)**
10. **preach, v.** to give advice to a group in public, often connected to religion **(74)**

**Practice Using Action Verbs**

*Rewrite each of the following sentences, to show, not tell, using more descriptive language.*

1. The sky was grey.

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2. The puppy was tired.

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3. The water is cold.

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4. We were noisy.

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5. The books are heavy.

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**9.1**

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**Vocabulary for “ribbons,” “sometimes, no words are needed,” and  
“leaving greenville”**

1. **pale, *adj.*** light or lacking color (121)
2. **iron, *v.*** to press wrinkles out of a piece of material or paper (**ironed**) (63)
3. **anchor, *v.*** to hold something in place (121)
4. **still, *adj.*** not moving; quiet; calm (131)
5. **ceiling, *n.*** the top surface in a room (131)
6. **whine, *n.*** a long, high-pitched sound that expresses fear, pain, or complaint (131)
7. **slightly, *adv.*** by a small amount or degree (136)

## Examining Parts of a Descriptive Paragraph

*Underline the topic sentence with a single line. Underline the concluding sentence with two lines. Paraphrase the main idea on the lines provided. Circle the detail sentences that support the main idea.*

### Paragraph A

My most valuable possession is an old black recorder, the first instrument I ever played. At the top, its tapered fipple, or mouthpiece, fits easily between the lips. Six finger holes, of varying sizes—none any bigger than a dried pea—march like soldiers in a straight line down its slender body. Its matte black plastic is smeared with fingerprints and the thumbhole on its back is worn from loving use. Looking a little like a flute, but only about as long as a carving knife, the recorder is the most valuable thing I own because I used it to create my own melodies.

*Paraphrase the main idea in your own words on the lines below.*

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### Paragraph B

The mobile hanging from a nail in my ceiling is a very special mobile. Its countless white paper cranes are strung from a metal coat hanger by clear nylon fishing line. When the wind blows through my window, the birds seem to dance in flight, their pointed beaks bobbing to and fro. The precise origami folds of each tiny bird stay tightly sealed, undisturbed as the birds sway from side to side. The mobile is a reminder to me of the friends who made each sturdy bird and sent them to me as a flock to wish me well when I was very ill.

*Paraphrase the main idea in your own words on the lines below.*

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### Paragraph C

The purple mug is everyone's favorite because it holds the most cocoa. Its small round base widens to about three inches in diameter at the top. A curved handle, shaped like one half of a heart, makes it easy to grasp. Long rectangular grooves wrap around its ceramic body, giving it a bumpy feel. Hairline cracks on its white interior disappear when steaming cocoa fills everybody's favorite mug to the brim.

*Paraphrase the main idea in your own words on the lines below.*

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**Paragraph D**

The can of paintbrushes on my windowsill makes me feel like a real artist. The can itself is nothing spectacular; it used to house ground coffee. Its hard blue metal surface is barely visible beneath a mosaic of different colored paints, but the letters 'MAXWE' are clear as day. Brushes short and tall—some thick, some thin—are crammed into the dented vessel. Their tufted bristles remind me that someday I may just be the next Picasso.

*Paraphrase the main idea in your own words on the lines below.*

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### Vocabulary for “new york city,” “brooklyn, new york,” and “herzl street”

1. **speckle, v.** to mark with dots of color or light (**speckling**) (143)
2. **dim, adj.** not well-lit; dark (**144**)
3. **cast, v.** to give off or project across a distance (**casting**) (144)
4. **bundle, v.** to gather things and tie or put them into a single package (**bundled**) (144)
5. **sizzle, v.** to make a hissing or crackling sound, especially while being cooked (**sizzled**) (145)
6. **firefly, n.** an insect whose lower body flashes a light at night (**fireflies**) (145)

**“brooklyn, new york” and “herzl street”**

1. What sensory language does the author use to describe the apartment they lived in in Brooklyn? (page 144, lines 1-9)

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2. What is the author’s mother referring to in line 13 on page 144?

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3. Why did the author’s family not stay in the first home in Brooklyn? (page 144, lines 1-9)

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4. Where in Brooklyn did the author and her family move? (page 145, lines 1-3)

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5. What does the author mean by “sitting and running their mouths” in line 6 on page 145?

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6. What sights, sounds, smells, and tastes does the author describe in this selection on page 145?

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7. What does the author mean by lines 17-19 on page 145, and how do you think she feels about her time living on Herzl Street?

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8. What does the author mean by the last line in this selection on page 146, “They were family”?

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**Brainstorming Ideas for a Mini Memoir**

1. List possible ideas or topics for your own mini memoir. Think about significant events in your life that were a positive or negative.

**Positive**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Negative**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

2. Circle the idea or topic you want to write about.
3. How did you feel when the event you chose to write about happened? Remember to use showing, not telling words

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4. What kinds of things did you say when the event happened?

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5. What kinds of things did other people say to you?

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**Vocabulary for “composition notebook” and “on paper”**

1. **composition, *n.*** a piece of writing, such as a story or an essay (154)
2. **fan, *v.*** to move or flip through quickly (**fanned**) (154)
3. **hush, *n.*** the calm or silence that takes place after noise (154)
4. **gather, *v.*** to slowly collect or build up (**gathering**) (156)



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**11.2**

ACTIVITY PAGE

## Memoir Organizer

### Topic Sentence for Paragraph One:

State the main idea of this paragraph.

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### Detail Sentences for Paragraph One:

Use sensory details and descriptive showing sentences to support the topic sentence.

1. 

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2. 

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3. 

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Concluding Sentence for Paragraph One:**

Restate the topic sentence or summarize the paragraph.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Topic Sentence for Paragraph Two:**

State the main idea of this paragraph.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Detail Sentences for Paragraph Two:**

Use sensory details and descriptive showing sentences to support the topic sentence.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

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**Concluding Sentence for Paragraph Two:**

Restate the topic sentence or summarize the paragraph.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Topic Sentence for Paragraph Three:**

State the main idea of this paragraph.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Detail Sentences for Paragraph Three:**

Use sensory details and descriptive showing sentences to support the topic sentence.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_

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**Concluding Sentence for Paragraph Three:**

Restate the topic sentence or summarize the paragraph.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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12.1

ACTIVITY PAGE

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### Vocabulary for “fir t grade,” and “brooklyn rain”

1. **marble, *n.*** a very hard stone that comes from the earth and is often used to build things such as buildings, stairs, monuments, etc. (158)
2. **jut, *v.*** to stick out (**jutting**) (158)
3. **sway, *n.*** to swing back and forth, from side to side (**swaying**) (158)
4. **honeysuckle, *n.*** a vine with sweet-smelling flowers (165)
5. **squish, *v.*** to make a soft sound, like quiet splashing, when pushed together or walked on (165)

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**Vocabulary for “gifted,” “writing #1,” and “reading”**

1. **brilliant, *adj.***                      very smart (**169**)
2. **achieve, *v.***                      to do something successfully, or to reach a goal (**achieved**)  
(**169**)
3. **excel, *v.***                      to do better than others or better than expected (**169**)
4. **twirl, *v.***                      to spin around (**169**)
5. **disappear, *v.***                      to go away from view (**226**)

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### Vocabulary for “what everybody knows now”

1. **fare, *n.***      the price that must be paid to ride a bus, subway, plane, or other public transportation (237)
2. **neatly, *adv.***      cleanly, or done in an organized way (238)
3. **clasp, *v.***      to hold in your hands or in your arms (**clasped**) (238)

Read your Memoir draft and decide whether your draft has all of the following elements. If any element is missing, revise (or change) your draft until it meets the “Exemplary” category for each element.

Rubric for a Memoir				
	Exemplary	Strong	Developing	Beginning
<b>Focus</b>	<ul style="list-style-type: none"> <li>Focus is clearly on one moment or topic</li> </ul>	<ul style="list-style-type: none"> <li>Focus is mostly on one moment or topic</li> </ul>	<ul style="list-style-type: none"> <li>One or two sentences focus on one moment or topic</li> </ul>	<ul style="list-style-type: none"> <li>Each sentence introduces a new moment or topic</li> </ul>
<b>Showing</b>	<ul style="list-style-type: none"> <li>Details clearly describe the focus</li> <li>Strong verbs and sensory details are used well</li> </ul>	<ul style="list-style-type: none"> <li>Details mostly describe the focus</li> <li>Strong verbs and sensory details are mostly used appropriately</li> </ul>	<ul style="list-style-type: none"> <li>A few details describe the focus</li> <li>Either strong verbs or sensory details are missing</li> </ul>	<ul style="list-style-type: none"> <li>Details do not describe the focus</li> <li>Strong verbs and sensory details are missing</li> </ul>
<b>Structure of Paragraph</b>	<ul style="list-style-type: none"> <li>Sentences are in sequential order</li> <li>Clear beginning and end of paragraph are included</li> </ul>	<ul style="list-style-type: none"> <li>Most sentences are in sequential order</li> <li>Beginning and end are included but one may not be clear</li> </ul>	<ul style="list-style-type: none"> <li>A few sentences are in a sequential order, but not all</li> <li>Beginning or end is missing</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are in random order and do not follow a sequence</li> <li>Doesn't begin clearly and doesn't end clearly</li> </ul>
<b>Point of View</b>	<ul style="list-style-type: none"> <li>Uses first-person point of view</li> </ul>	<ul style="list-style-type: none"> <li>Uses mostly first-person point of view</li> </ul>	<ul style="list-style-type: none"> <li>Uses some first-person point of view</li> </ul>	<ul style="list-style-type: none"> <li>Does not use first-person point of view</li> </ul>



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## Vocabulary for “the butterfly poems” and “every wish, one dream”

1. **encyclopedia, *n.*** a book, arranged alphabetically, that has information on a wide range of topics (249)
2. **dandelion, *n.*** a common plant with bright yellow flowers. After a few days, the dandelion’s flowers dry out and turn to seed. These seeds are then spread by the wind (313)
3. **windowpane, *n.*** the sheet of glass that fills a window frame (313)

### Memoir Editing Checklist

#### Format

**My paragraphs are indented.**

**I have a topic sentence for each paragraph.**

**I have three detail sentences in each paragraph.**

**I have a concluding sentence for each paragraph.**

**I have a title for my memoir.**

#### Capitals

**I began each sentence with a capital letter.**

**I used capital letters for all proper nouns.**

#### Spelling

**I have checked the spelling for any words I was unsure of or my teacher marked.**

#### Punctuation

**I read my writing aloud to check for commas at pauses; and periods, question marks, and exclamation points at the end of my sentences.**

NAME: \_\_\_\_\_

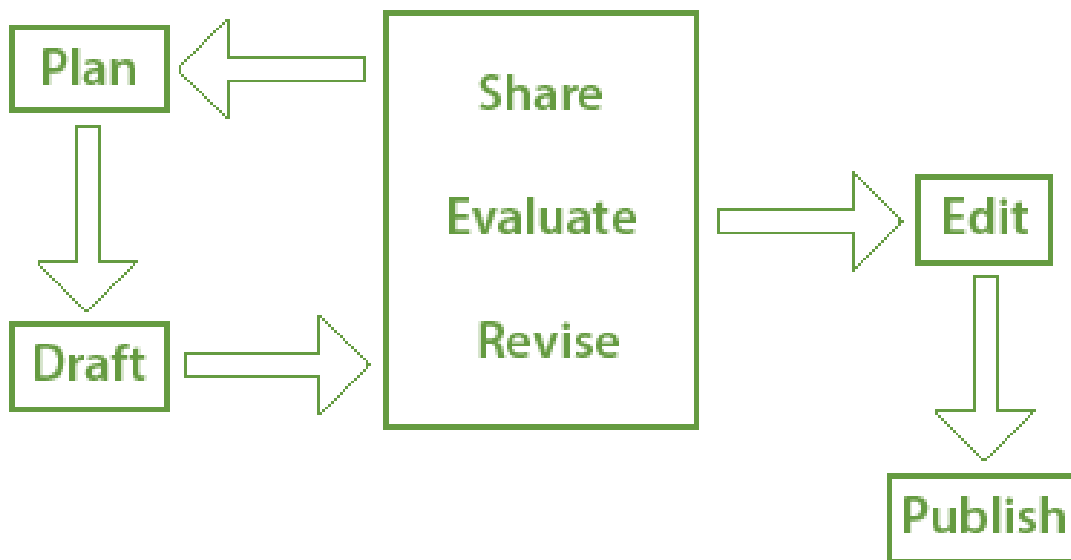
**SR.1**

ACTIVITY PAGE

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Memoir	
Element	Example
1. Uses first person point of view	I, we, me, us, our, ours, my, mine
2. May focus on one or more significant event or personal experience	An event or experience that is first, last, or significant
3. Includes characteristics of a memoir	Setting, characters, plot, dialogue
4. Includes descriptive language	Sensory details, figurative language
5. Makes importance of event or experience clear to reader	Descriptions about how event or experience affected the author
6. May be written in the form of free verse, or poetry	Includes additional sensory details, figurative language

## The Writing Process



### Glossary for *Brown Girl Dreaming*

<b>achieve, v.</b>	to do something successfully, or to reach a goal ( <b>achieved</b> )(169)
<b>allow, v.</b>	to permit ( <b>allowed</b> )(72)
<b>anchor, v.</b>	to hold something in place ( <b>121</b> )
<b>apology, n.</b>	a statement in which someone says he or she is sorry for something ( <b>apologies</b> )(31)
<b>automatically, adv.</b>	done without help, prompting, or encouragement ( <b>5</b> )
<b>azalea, n.</b>	a shrub that has dark green leaves and colorful flowers ( <b>azaleas</b> ) ( <b>32</b> )
<b>bouquet, n.</b>	a bunch of flowers ( <b>11</b> )
<b>brilliant, adj.</b>	very smart ( <b>169</b> )
<b>bundle, v.</b>	to gather things and tie or put them into a single package ( <b>bundled</b> ) ( <b>144</b> )
<b>calm, adj.</b>	not upset or excited ( <b>72</b> )
<b>cast, v.</b>	to give off or project across a distance ( <b>casting</b> ) ( <b>144</b> )
<b>ceiling, n.</b>	the top surface in a room ( <b>131</b> )
<b>clasp, v.</b>	to connect with a device that holds things together ( <b>clasped</b> ) ( <b>238</b> )
<b>coal, n.</b>	a hard, black substance, found in the earth, that is dug up and burned as fuel ( <b>13</b> )
<b>collard, n.</b>	a type of green vegetable, similar to cabbage ( <b>collards</b> ) ( <b>49</b> )
<b>composition, n.</b>	a piece of writing, such as a story or an essay ( <b>154</b> )
<b>constellation, n.</b>	a group of stars in the sky that looks like an item, an animal, or a person; the group is given a name ( <b>1</b> )

<b>curb, <i>n.</i></b>	the edge of the sidewalk where it curves down to meet the street (31)
<b>dandelion, <i>n.</i></b>	a common plant with bright yellow flowers. After a few days, the dandelion plant's flowers dry out and turn to seed. These seeds are then spread by the wind (313)
<b>dare, <i>v.</i></b>	to challenge someone to do something that takes courage (30)
<b>dash, <i>n.</i></b>	a punctuation mark that is a short, horizontal line (30)
<b>dawn, <i>n.</i></b>	the first daylight in a day when the sun is rising (1)
<b>dim, <i>adj.</i></b>	not well-lit; dark (144)
<b>disappear, <i>v.</i></b>	to go away from view (226)
<b>dusk, <i>n.</i></b>	the last daylight in a day when the sun is setting (1)
<b>emancipate, <i>v.</i></b>	to set free from slavery or from being under the control of someone else ( <b>emancipated</b> ) (2)
<b>embroidered, <i>adj.</i></b>	cloth that is decorated with stitches in a decorative pattern (32)
<b>encyclopedia, <i>n.</i></b>	a book, arranged alphabetically, that has information on a wide range of topics (249)
<b>enslave, <i>v.</i></b>	to capture and put someone under the control of someone else ( <b>enslaved</b> ) (2)
<b>excel, <i>v.</i></b>	to do better than others or better than expected (169)
<b>explode, <i>v.</i></b>	to burst open because of too much pressure inside ( <b>explodes</b> ) (1)
<b>face, <i>v.</i></b>	to stand before, or deal with, something in a way that shows you are brave (14)
<b>fan, <i>v.</i></b>	a piece of writing, such as a story or an essay ( <b>fanned</b> ) (154)
<b>fare, <i>n.</i></b>	the price that must be paid to ride a bus, subway, plane, or other public transportation (237)
<b>fist, <i>n.</i></b>	a hand when the fingers are curled into the palm (73)

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<b>fiercely, <i>adv.</i></b>	strongly or violently (5)
<b>firefly, <i>n.</i></b>	an insect whose lower body flashes a light at night ( <b>fireflies</b> )(145)
<b>foreman, <i>n.</i></b>	the leader of a group of workers (53)
<b>furrow, <i>n.</i></b>	a line or crease (12)
<b>gather, <i>v.</i></b>	to slowly collect or build up ( <b>gathering</b> )(156)
<b>generation, <i>n.</i></b>	a group of people who were all born around the same time period; the time period between parents and their children (48)
<b>gently, <i>adv.</i></b>	softly (73)
<b>gourd, <i>n.</i></b>	a large fruit with a hard outer shell ( <b>gourds</b> ) (1)
<b>handkerchief, <i>n.</i></b>	a small piece of cloth that is used to wipe one's nose or face (32)
<b>honeysuckle, <i>n.</i></b>	a vine with sweet-smelling flowers (165)
<b>hush, <i>n.</i></b>	the calm or silence that takes place after noise (154)
<b>icebox cake, <i>n.</i></b>	a cake that does not need to be baked (11)
<b>imagine, <i>v.</i></b>	to form an idea or picture in one's mind (73)
<b>immense, <i>adj.</i></b>	very large (32)
<b>infinity, <i>n.</i></b>	something that never ends or cannot be measured (63)
<b>injustice, <i>n.</i></b>	something that is not fair (4)
<b>insist, <i>v.</i></b>	refuse to give up or change one's mind about something (73)
<b>iron, <i>v.</i></b>	to press wrinkles out of a piece of material or paper ( <b>ironed</b> )(63)
<b>jut, <i>v.</i></b>	to stick out ( <b>jutting</b> )(158)
<b>marble, <i>n.</i></b>	a very hard stone that comes from the earth and is often used to build things such as buildings, stairs, monuments, etc. (158)
<b>memorial, <i>n.</i></b>	a building or statue that honors a person who is dead, or an important event that happened in the past (13)

<b>miss, v.</b>	fail to experience ( <b>missed</b> ) (48)
<b>monument, n.</b>	something built or created to honor a special person or event (13)
<b>neatly, adv.</b>	cleanly, or done in an organized way (238)
<b>overcome, v.</b>	to beat or defeat (4)
<b>pale, adj.</b>	light or lacking color (121)
<b>parlor, n.</b>	a room in a house that is often used for conversation or socializing (10)
<b>preach, v.</b>	to give advice to a group in public, often connected to religion (74)
<b>printing press, n.</b>	a machine used to print words or images on paper or material (53)
<b>promise, n.</b>	statement (spoken or unspoken) that something will happen (48)
<b>return, n.</b>	something that is sent back or taken back ( <b>returns</b> ) (19)
<b>right, n.</b>	something that a person is entitled to have (72)
<b>sizzle, v.</b>	to make a hissing or crackling sound ( <b>sizzled</b> ) (145)
<b>slightly, adv.</b>	by a small amount or degree (136)
<b>slyness, n.</b>	the quality of being sneaky or smart (12)
<b>soapbox, n.</b>	a box or some type of platform that is used to make an informal or unplanned speech (3)
<b>speckle, v.</b>	to mark with dots of color or light ( <b>speckling</b> ) (143)
<b>spiral, v.</b>	to form a curve around a certain point ( <b>spiraling</b> ) (11)
<b>squish, v.</b>	to make a soft sound, like quiet splashing, when pushed together or walked on (165)
<b>still, adj.</b>	not moving; quiet; calm (131)
<b>sway, v.</b>	to swing back and forth, from side to side ( <b>swaying</b> ) (158)
<b>trunk, n.</b>	a large box or compartment used to store or carry items ( <b>trunks</b> ) (10)



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<b>twirl, v.</b>	to spin around ( <b>169</b> )
<b>unfree, adj.</b>	not able to control one's own life or choices ( <b>1</b> )
<b>university, n.</b>	a large school that one attends after finishing high school, or the twelfth grade ( <b>12</b> )
<b>vast, adj.</b>	large ( <b>3</b> )
<b>waft, v.</b>	to carry or cause to move gently on water or in the air ( <b>wafting</b> ) ( <b>32</b> )
<b>whine, n.</b>	a long, high-pitched sound that expresses fear, pain, or complaint ( <b>131</b> )
<b>windowpane, n.</b>	the sheet of glass that fills a window frame ( <b>313</b> )
<b>write, v.</b>	to create marks on a paper with a tool such as a pen, pencil, or other instrument ( <b>62</b> )



# Beginning-of-Year Assessment

**GRADE4**

Core Knowledge Language Arts®



**Beginning-of-Year Reading Comprehension Assessment**

Today you will read three selections from the CKLA Grade 3 Ecology unit. The first selection is called "The Cat," the second selection is called "The Wolf, the Elk, and the Aspen Tree," and the third selection is called "Invasive Species." After reading each passage, you will answer several questions based on the text. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

**Passage 1: "The Cat"**

1. Once upon a time in Denmark, there was a man named Franz. Franz lived a good life all year long, until one night. That evening, a pack of horrible, badly behaved trolls descended on him. The trolls drove poor Franz from his house and took over the place for the night.
2. This went on for many years on the exact same night every year, until, one year, a famous hunter visited the house the morning of the dreaded night. The hunter had just captured a large, white bear and planned to present it to the king of Denmark. The hunter had a long journey ahead of him and asked Franz if he and the bear could spend the night.
3. "I would let you stay," said Franz, "but I can't, for every year at this time I am visited by trolls at night who drive me out of the house. They will be here tonight and you do not want to be here when they arrive!"
4. "Oh," said the hunter, "I am not afraid of trolls. If that is all you are worried about, let me stay in the house. The bear can sleep under the stove there. I will sleep in the back, in the comfortable bedroom."
5. "Very well," said Franz. "You may stay, at your own risk, but I must get the house ready for the trolls. If I don't, they will be furious."
6. Franz worked diligently to get his house ready for the trolls. He chopped wood and built a fire. He set the table with his best dishes and loaded them with porridge, assorted fruit, smoked fish, and delicious sausages. When he was done, he left the hunter and the bear in the house and went to stay with a friend.
7. At sunset, the trolls arrived. They stormed into the house and began a raucous celebration. They ate and drank, sang songs, and made a terrible mess.
8. One of the trolls caught a glimpse of the bear. It was lying under the stove, with only an ear sticking out.
9. "Look!" the troll said, "Franz has a cat!"
10. The troll cut off a bit of sausage and tossed it on the floor. Then, he kicked the bear in the ear and shouted, "Wake up, kitty! Get the sausage!"
11. The bear rose up on its hind legs, ripping the stove away from the floor. The stove was launched across the room. The bear, in a great fury, roared ferociously. The trolls were terrified. They screamed and ran for their lives.

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**A.1**  
CONTINUED

ASSESSMENT

12. Franz returned home the next day. He cleaned up the horrific mess the trolls had made, repaired the stove, and lived another year in his house. When the dreaded evening arrived once again the next year, he expected the trolls to come again. He went out into the yard to cut wood for them.
13. After a few minutes, he heard a voice calling, "Franz! Franz!"
14. Franz squinted into the woods but saw nothing but trees.
15. Then, he heard the voice again say, "Franz! Franz!"
16. "Yes?" Franz said. "What is it?"
17. "Have you still got that huge, ferocious cat?" the voice asked.
18. Franz thought for a minute. Then, he replied.
19. "Yes," Franz said. "I still have the cat. It is lying under the stove, and, earlier this year, it had seven kittens. Now, all of the kittens have grown up. They are bigger and fiercer than their mother!"
20. "Egad!" said the voice. "Then, you will never see us again!"
21. Franz heard a rustling of feet in the woods. Then, there was silence.
22. After that, Franz went on with his life and the trolls never bothered him again.

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Questions 1–8 pertain to Passage 1: “The Cat”

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** In paragraph 17, what is the meaning of the word *ferocious*?

- A. hungry
- B. dangerous
- C. enormous
- D. furry

**Part B:** Which phrase from the text best helps the reader determine the meaning of *ferocious*?

- A. It was lying under the stove.
- B. The trolls were terrified.
- C. Then, he heard the voice again say, “Franz! Franz!”
- D. Then, he kicked the bear in the ear.

2. Based on information from the text, which statement best expresses how the characters Franz and the hunter feel about trolls?

- A. Franz is afraid of trolls and the hunter is afraid of trolls.
- B. The hunter is afraid of trolls, but Franz is not afraid of trolls.
- C. The hunter is not afraid of trolls and Franz is not afraid of trolls.
- D. Franz is afraid of trolls, but the hunter is not afraid of trolls.

3. In what two ways do paragraphs 12–19 of the text contribute to the development of the plot?

- A. These paragraphs show how Franz remained afraid of the trolls.
- B. These paragraphs show how the trolls forgot the way to Franz’s house.
- C. These paragraphs show how the hunter was kind to Franz.
- D. These paragraphs show Franz was clever.
- E. These paragraphs show the trolls were clever.
- F. These paragraphs show the bear was clever.

4. Using the numbers 1–5, sequence the following events (as they occurred in the selection).

- \_\_\_\_\_ Franz told the voices in the forest that his cat had seven kittens.
- \_\_\_\_\_ On the exact same night each year, trolls drove Franz from his house and took over the place.
- \_\_\_\_\_ A troll threw a piece of sausage to the bear lying under the stove.
- \_\_\_\_\_ A hunter asked if he could stay at Franz’s house on his way to take the bear he had captured to the king of Denmark.
- \_\_\_\_\_ The bear roared ferociously and scared the trolls away.

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The following question has two parts. Answer Part A and then answer Part B.

**5. Part A:** In paragraph 7, what is the meaning of the word *raucous*?

- A. soft and peaceful
- B. friendly
- C. loud and disorderly
- D. unfriendly

**Part B:** Which phrase from the text best helps the reader determine the meaning of *raucous*?

- A. At sunset, the trolls arrived
- B. sang songs, and made a terrible mess
- C. they ate and drank
- D. into the house

6. The text describes how Franz reacted to the trolls before and after the hunter's visit. Compare these events in Box 2 below by choosing details from the text that show how Franz reacted to the trolls. Write the letter of the details from Box 1 in Box 2 to show how Franz reacted.

Box 1		
Details from the story		
A. He told the trolls he still had the cat.		
B. He asked if he could spend the night.		
C. He chopped wood and built a fire.		
D. He tossed some sausage on the floor.		
E. He set the table with his best dishes.		
F. He told the trolls all of the kittens had grown up.		

Box 2		
Event	Detail 1 Showing Franz's Reaction	Detail 2 Showing Franz's Reaction
How Franz reacted to the trolls before the hunter's stay.		
How Franz reacted to the trolls after the hunter's stay.		

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*The following question has two parts. Answer Part A and then answer Part B.*

**7. Part A:** Which statement best describes a main theme of the story?

- A. Trolls are kind.
- B. Cats are ferocious.
- C. Using your wits can make for a happy ending.
- D. People from Denmark are clever.

**Part B:** Which character from the story acts as the best example of this theme?

- A. the hunter
- B. Franz
- C. a troll
- D. the bear

**8.** What are two details from the story that show the trolls thought the bear was a cat.

- A. The trolls screamed and ran for their lives.
- B. Franz squinted into the woods but saw nothing but trees.
- C. The trolls drove poor Franz from his house and took over the place.
- D. The troll shouted, "Wake up, kitty!"
- E. The troll asked, "Have you still got that huge, ferocious cat?"
- F. Franz went on with his life and the trolls never bothered him again.



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**A.1**  
CONTINUED

ASSESSMENT

*“The Wolf, the Elk, and the Aspen Tree”*

1. The wolf is the villain in some of the greatest stories ever told.
2. Who chased the three little pigs and blew down their houses? It was the wolf, of course!
3. Who pestered Little Red Riding Hood and her grandmother? The wolf!
4. These are fiction stories, but they tell us a lot about how real people felt about wolves in the old days. For many years, people were scared of wolves. They worried that wolves might attack their farm animals. They also worried that wolves might attack them or their children.
5. People hated wolves. They disliked them so much that they paid people to hunt them. In England, King William I paid hunters per wolf pelt. The rulers of Russia, the tsars, paid hunters for an adult wolf and half of the adult wolf amount for a wolf cub. The kings of Sweden viewed wolf hunting as a civic duty. They expected every able-bodied man to help out with wolf hunts.
6. The European settlers who came to America brought this way of thinking with them. They hunted wolves to protect themselves and their livestock. The development of guns helped them. It allowed them to kill more wolves than ever before. By 1920, wolves had been wiped out in most parts of the United States. At the time, almost everyone thought this was a good thing. Most people did not see any reason to keep wolves around. “Good riddance!” they said.
7. In the past few years, a lot of people have changed their mind about wolves. Scientists who studied Yellowstone National Park were some of the first to change. They noticed that certain kinds of trees were starting to die out in the park. One of the trees they were worried about was the aspen tree. There were lots of old-growth aspen trees in Yellowstone, meaning there were lots of aspen trees that had been there a long time. But there were very few young aspens.
8. Scientists investigated this. They found that elk were a big part of the problem. Elk like the taste of aspen seedlings and there were lots of elk in the park. In the old days, packs of wolves preyed on the elk. The wolves kept the herds of elk from getting too big. But the wolves had been wiped out. There were no predators left who hunted for elk. A pack of elk could spend all day eating aspen seedlings. They did not have to worry about predators.
9. The scientists had an idea. They thought they might be able to help the aspen trees by bringing in wolves. This idea was very controversial. Many farmers and ranchers objected. They still viewed the wolves as farmers in the old days had—as a threat to people and livestock. They thought bringing wolves back was a bad idea.
10. It took many years to convince people that it might be a good idea to bring wolves to Yellowstone. Wolves were finally re-introduced there in 1995.
11. Several years later the scientists went back to the park to see if their plan was working. They found evidence that it was. Many of the wolves they had brought in survived. The wolves had formed packs and begun hunting. They were also having pups. There were still lots of elk in the park, but the elk were starting to get nervous. They could no longer spend all day nibbling aspen saplings, without a care in the world. They had to be a bit more careful. Some aspen trees had survived. They had grown large enough that elk could no longer eat them.

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12. "This is really exciting!" said one of the researchers. "It's great news for Yellowstone. The level of recovery we are seeing is very encouraging."
13. So here is one story in which the wolf is not the villain!
14. There are some lessons for human beings in this story. One lesson is that we need to be careful when we make decisions about the value of a species. In the past, we decided that some animals are just plain bad. We decided that the planet would be better without these animals. In the past few decades we have come to understand that it is dangerous to think that way. All of the animals and plants in an ecosystem are interdependent. That means they all depend on each other. They are connected in ways we may not notice at first. When we get rid of one animal, we may put other animals or plants at risk. We may remove an animal's food source or we may remove its main predator, as happened in Yellowstone. Every ecosystem has its own balance. If we remove one species, we may throw the whole system out of balance.

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**A.1**  
CONTINUED

ASSESSMENT

*Questions 9–14 pertain to Passage 2: “The Wolf, the Elk, and the Aspen Tree”*

9. What does the information in paragraph 4 help the reader understand about wolves?
- A. Fiction stories about wolves are not true.
  - B. Scientists view wolves as a threat to people and livestock.
  - C. People were afraid of wolves in the old days, which is why they were the villain in some fiction stories.
  - D. Children do not like wolves.
10. In paragraph 1, the author states, “The wolf is the villain in some of the greatest stories ever told.” Circle the two paragraphs that support the idea that the wolf is the villain in some of the greatest stories ever told.

*The following question has two parts. Answer Part A and then answer Part B.*

- 11. Part A:** According to the text, what did farmers think about the idea to bring wolves back to Yellowstone?

- A. The farmers thought they might be able to help the aspen trees.
- B. The farmers were not afraid of the wolves.
- C. The farmers did not want to bring wolves back to Yellowstone.
- D. The farmers were also scientists.

**Part B:** Which detail from the text best supports the answer to Part A?

- A. The scientists had an idea.
  - B. They still viewed the wolves as farmers in the old days had—as a threat to people and livestock.
  - C. It’s great news for Yellowstone.
  - D. Many of the wolves they had brought in survived.
12. Based on information in the text, how did scientists think bringing wolves to Yellowstone National Park would help the aspen trees?
- A. Elk eat aspen trees, aspen trees die. Wolves eat aspen trees, more aspen trees survive.
  - B. Wolves eat aspen trees, aspen trees die. Wolves eat elk, more aspen trees survive.
  - C. Elk eat wolves, wolves die. Wolves eat aspen trees, more aspen trees survive.
  - D. Elk eat aspen trees, aspen trees die. Wolves eat elk, more aspen trees survive.
13. Based on information in the text, how might you illustrate the food chain found in Yellowstone National Park?
- A. Aspen tree eats elk. Elk eats wolf.
  - B. Elk eats aspen tree. Aspen tree eats wolf.
  - C. Wolf eats aspen tree. Aspen tree eats elk.
  - D. Elk eats aspen tree. Wolf eats elk.

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*The following question has two parts. Answer Part A and then answer Part B.*

**14. Part A:** Which sentence best states the main idea of “The Wolf, the Elk, and the Aspen Tree?”

- A. Our planet would be better without wolves.
- B. People should not be afraid of wolves.
- C. Wolves eat elk and elk eat Aspen trees.
- D. The animals and plants in an ecosystem are interdependent.

**Part B:** Which detail from the article best supports the answer to Part A?

- A. “If we remove one species, we may throw the whole system out of balance.”
- B. “There are some lessons for human beings in this story.”
- C. “We decided that the planet would be better without these animals.”
- D. “In the past, we decided that some animals are just plain bad.”

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**A.1**  
CONTINUED

ASSESSMENT

### Passage 3: "Invasive Species"

1. In today's world, people are on the move. Salesmen jet from one city to another. Tourists visit foreign countries. Immigrants leave their homes and settle in new lands.
2. But did you know that animals are also on the move? Sometimes people bring exotic animals back from their trips. Sometimes, they buy exotic animals in pet shops. Other times, the animals travel by themselves. They may sneak into crates that are shipped from one country to another or they may find their way onto ships that cross the oceans.
3. This animal travel has caused some problems. Sometimes animals end up in a new place that is just right for them. The land is just right for them. The climate is perfect. There is lots of food. This is a good thing for them. But it may be a bad thing for other animals in the ecosystem. The newly arrived animals may settle in and have babies. They may disrupt the ecosystem by eating up or crowding out the native animals. When this happens, we say the ecosystem has a problem with "invasive species." The ecosystem is being invaded by outsiders.
4. There are invasive species in many parts of the United States. In Florida, the invasive species that people are most worried about these days is the Burmese python. Burmese pythons are snakes that are native to Asia and not native to Florida. They are big snakes. An average Burmese python is twelve feet long.
5. Burmese pythons like to live near water, but they can also slither up into trees. These snakes are carnivores. They eat small mammals like rats and mice. They also eat birds. The Burmese python is a constrictor. It bites its victim and holds it. Then, it wraps itself around the victim and squeezes it to death. Once the victim is dead, the snake swallows it whole.
6. So how did these Burmese pythons make their way to Florida? Some people like to keep snakes as pets. For a long time, you could buy a Burmese python for about twenty dollars. You could feed it mice and watch it grow. There was only one problem: the snake might eventually get too big for its cage. Experts think some pet owners set their snakes free when they got too big. Some pythons may also have escaped when a hurricane hit Florida in 1996.
7. In any case, thousands of Burmese pythons now make their home in the swamps of southern Florida. This part of Florida is warm, wet, and full of small mammals. At least, it used to be full of small mammals. A 2011 study found that lots of small mammals in these areas are in trouble. The pythons are gobbling up raccoons, rabbits, and opossums. They are even eating larger animals, including deer, bobcats, and alligators!
8. Experts are worried. They are afraid that the pythons may wipe out some of the endangered species that live in the area. A new law has made it illegal for pet shops in the United States to sell Burmese pythons. Another law has allowed hunters to hunt pythons. Officials are hoping these laws will help keep the python problem under control.

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9. In the Midwest, people are worried about Asian carp. Asian carp are fish that are native to Asia. Some of them were brought to the United States in the 1970s. They got loose in the Mississippi River. Now, they are spreading like wildfire. The carp are not just in the Mississippi River. They have also been found in other rivers that feed into the Mississippi. People are worried that they may get into the Great Lakes.
10. Asian carp are big eaters. They gobble up food that other fish need. The carp get so big that other fish can't eat them. So, the arrival of Asian carp is bad news for other fish.
11. Asian carp are dangerous in another way, too. They are amazing jumpers. An Asian carp can jump eight to ten feet in the air.
12. Asian carp tend to be scared by boats. If you drive a motorboat past them, they may start to jump out of the water. You may see hundreds of flying fish. You may even be hit with a fish. A number of people have been injured by these jumping fish.
13. Invasive species, like the Burmese python and Asian carp, can harm environments they invade. Animals and plants suffer and some of the damage caused by these invasive species may be permanent.

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**A.1**  
CONTINUED

ASSESSMENT

**Questions 15–19 pertain to Passage 3: “Invasive Species”**

*The following question has two parts. Answer Part A and then answer Part B.*

**15. Part A:** In the title, what does the word *invasive* mean?

- A. tame
- B. intended as a pet in the home
- C. not living or growing naturally in a certain area
- D. not found in nature

**Part B:** Which two phrases from paragraph 3 best help the reader understand the meaning of *invasive*?

- A. “invaded by outsiders”
- B. “lots of food”
- C. “the land is just right for them”
- D. “the newly arrived animals”
- E. “a good thing”
- F. “the climate is perfect”

16. The author states that animals are on the move. Choose two details from the text that support this statement.

- A. Some people bring exotic animals back from trips.
- B. People are on the move.
- C. Some animals sneak into crates or onto ships that end up in new lands.
- D. Tourists visit foreign countries.
- E. Immigrants leave their homes and settle in new lands.
- F. Salesmen jet from one city to another.

17. In paragraph 5 of the text, which two phrases help the reader understand what the word *carnivore* means?

- A. Burmese pythons like to live near water
- B. they eat small mammals like rats and mice
- C. swallows it
- D. squeezes it
- E. they also eat birds
- F. they can also slither up into trees

18. What does the information in paragraph 3 help the reader understand about invasive species?

- A. An invasive species might find a new environment to be a good thing, but the invasive species could be a bad thing for the ecosystem.
- B. An invasive species cannot find food in a new environment that is just right for them.
- C. An invasive species cannot find land in a new environment that is just right for them.
- D. Newly arrived animals live in a perfect climate.

NAME: \_\_\_\_\_

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*The following question has two parts. Answer Part A and then answer Part B.*

**19. Part A:** What do you think was the author's purpose for writing "Invasive Species"?

- A. to provide information on the habitat of pythons
- B. to entertain with a story about animals
- C. to provide information about how much Asian carp eat
- D. to inform about how invasive species can be harmful

**Part B:** Which detail from the article best supports the answer to Part A?

- A. Asian carp are big eaters.
- B. You may see hundreds of flying fish.
- C. Invasive species, like the Burmese python and Asian carp, can harm environments they invade.
- D. Burmese pythons like to live near water, but they can also slither up into trees.

*Beginning-of-Year Reading Comprehension total \_\_\_\_\_ of 19 points*

*To receive a point for a two-part question (i.e., 1, 5, 7, 11, 14, 15, 19)*

*students must correctly answer both parts of the question.*



NAME: \_\_\_\_\_

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### Grade 4 Beginning-of-Year Assessment Summary

### Reading Comprehension Assessment

Score Required to Meet Benchmark of 80%	Student Score
15/19	_____/19

### Word Reading in Isolation Assessment (if administered)

List the missed letter-sound correspondences and syllabication errors in the spaces below:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

### Other Notes:

_____
_____
_____
_____
_____

*Fluency Assessment Scoring Sheet*


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	<b>Words read in one minute</b>
	<b>Uncorrected Mistakes in one minute</b>
<hr style="border: 1px solid black;"/>	
	<b>W.C.P.</b>

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*Oral Reading Fluency Norms for Grade 4 from Hasbrouck and Tindal (2006)*

W.C.P.M.	National Percentiles for Fall, Grade 4
145	90th
119	75th
94	50th
68	25th
45	10th
comprehension total _____ / 5	

**Recommended placement (Check one)**

\_\_\_\_\_ CKLA Grade 4

\_\_\_\_\_ An earlier point of instruction in the CKLA grade level materials

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**A.3**

ASSESSMENT

DATE: \_\_\_\_\_

**Word Reading in Isolation Assessment Scoring Sheet**

	a	b	c	d	e
1	steady /sted*ee/ closed * open	asphalt /as*fawlt/ closed * digraph	oxygen /ox*ij*ən/ closed * closed * closed	dovetail /duv*tael/ digraph * digraph	birthplace /berth*plaes/ r-controlled * digraph
2	bravo /brov*oe/ closed * open	washtub /wosh*tub/ closed * closed	consume /kun*soom/ closed * digraph	delight /dθ*liet/ θ * digraph	council /koun*sθl/ digraph * θ
3	accuse /ə*kuez/ ə * digraph	riddle /rid*θl/ closed * –le	trolley /trol*ee/ closed * open	scoreboard /skor*bord/ r-controlled * r-controlled	cruise /krooz/
4	marvelous /mar*vəl*us/ r-cont. * θ * digraph	betrayal /bθ*trae*θl/ θ * digraph * θ	freighter /fraet*er/ digraph * r-controlled	floored /flord/	guarantee /gaer*ən*tee/ r-cont. * closed * open
5	blizzard /bliz*erd/ closed * r-controlled	prairie /praer*ee/ r-controlled * open	concrete /kon*kreet/ closed * digraph	crescent /kres*ent/ closed * closed	bowful /boel*fθl/ digraph * θ
6	breakwater /braek*wot*er/ digraph * closed * r-controlled	peachy /peech*ee/ digraph * open	spiffier /spif*ee*er/ closed * open * r-cont.	gherkin /ger*kin/ r-controlled * closed	qualify /quol*if*ie/ closed * closed * open
7	yearning /yern*ing/ r-controlled * closed	exercise /ex*er*siez/ closed * r-cont. * digraph	loathe /loeth/	ivory /ie*vree/ open * open	disprove /dis*proov/ closed * digraph

## Word Reading in Isolation Assessment Scoring Sheet

	a	b	c	d	e
8	audit /aw*dit/ digraph * closed	baboon /bab* <u>oo</u> n/ closed * digraph	continue /kun*tin*ue/ closed * closed * open	taught /tawt/	overdue /oe*ver*doo/ open * r-cont. * digraph
9	chasm /kaz*Θm/ closed * closed	human /hue*mΘn/ open * closed	pulled /poold/	warning /worn*ing/ r-controlled * closed	worthless /werth*les/ r-controlled * closed
10	scowl /skoul/	avoidance /Θ*void *Θns/ Θ * digraph * closed	paperboy /pae*per *boi/ open * r-cont. * digraph	courses /kors*ez/ r-controlled * closed	woodchuck /wood*chuk/ digraph * closed
11	switch /swich/	crumb /krum/	whopper /wop*er/ closed * r-controlled	sprinkle /spring*kΘl/ closed * -le	knitting /nit*ing/ closed * closed
12	calculate /kal*kue*laet/ closed * open * digraph	mustache /mus*tash/ closed * closed	partridge /par*trij/ r-controlled * closed	sing /sinj/	assign /Θ*sien/ Θ * digraph
13	wriggle /rig*Θl/ closed * -le	bizarre /biz*ar/ closed * r-controlled	recommit /ree*kum*it/ open * closed * closed	youthful /y <u>oo</u> th*fΘl/ digraph * Θ	mistletoe /mis*Θl*toe/ closed * -le * open

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### Beginning-of-Year Fluency Assessment Recording Copy

#### *The Elephant and the Ape*

"Look at me!" cried Tusk the elephant. "See how big and strong I am!"	14
"Look at me!" cried his friend Nim the ape. "See how quick and clever I am!"	30
"It is better to be big and strong than quick and clever!" said Tusk.	44
"Not so," answered Nim. "It is better to be quick and clever than big and strong."	60
So the two friends began to argue.	67
"Let's not argue," said Nim. "Let's go to Sage and ask him to settle the matter."	83
"Agreed!" said Tusk and off they ran.	90
Sage was a wise old owl who lived in the darkest corner of an old tower.	106
Sage listened to what Tusk and Nim had to say.	116
"I see," he said. "There is a way to settle this. You must do just as I say. Then, I shall tell you which is better."	138 142
"Agreed!" said Tusk.	145
"Agreed!" said Nim.	148
"Cross the river," said Sage, "and pick me some of the mangoes that grow on the great tree."	165 166
Tusk and Nim set off on their mission.	174
Soon, they came to the river, which was very wide and deep. Nim was afraid.	189
"I can't cross that river!" he cried. "Let's go back."	199

NAME: \_\_\_\_\_

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Tusk laughed. "Didn't I tell you it is better to be big and strong than to be quick and clever? It is an easy thing for me to cross the river"	218 230
Tusk lifted Nim up with his trunk and put him on his broad back. Then, he swam across the river.	247 250
Soon, they came to the mango tree. It was so tall that Tusk could not reach the mangoes, even with his long trunk. He tried to knock the tree over but could not do it.	267 285
"I can't reach the mangoes," he said. "The tree is too high. We shall have to go back without the mangoes."	303 306
Nim laughed. "Didn't I tell you it is better to be quick and clever than big and strong?"	324
It is an easy thing for me to climb this tree."	335
Nim scampered up the tree and tossed down a whole basketful of ripe mangoes. Tusk picked them up. Then, the two of them the crossed the river as before.	350 364
When they came again to Sage's tower, Tusk said, "Here are your mangoes. Now tell us which is better—to be big and strong or to be quick and clever?"	380 394
Sage answered, "I should think you would know that yourself. You crossed the river, and Nim gathered the fruit. Sometimes it is better to be big and strong and sometimes it is better to be quick and clever. Each thing in its place is best."	408 426 439
"That is true," answered Tusk.	444
"Indeed it is," said Nim.	449
Then, away they went, and from that day on, they were better friends than ever before.	465

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**A.5**

ASSESSMENT

### Beginning-of-Year Grammar Assessment

*Read the following paragraph carefully and then answer questions 1–4.*

Summer is the very best time of year! Our family always goes to the beach, and we play in the sand and surf for days. We love to build sandcastles and watch the waves creep in and flatten them. The next day we just build them again. If we're lucky we will see the dolphins swimming offshore. Tulips bloom in the spring. I can't wait for summer to arrive so we can head toward the ocean again!

1. Which of the following is the topic sentence of the paragraph?
  - A. Our family always goes to the beach, and we play in the sand and surf for days.
  - B. Tulips bloom in the spring.
  - C. I can't wait for summer to arrive so we can head toward the ocean again!
  - D. Summer is the very best time of year!
2. Which of the following is the concluding sentence of the paragraph?
  - A. Our family always goes to the beach, and we play in the sand and surf for days.
  - B. Tulips bloom in the spring.
  - C. I can't wait for summer to arrive so we can head toward the ocean again!
  - D. Summer is the very best time of year!
3. Which of the following is an irrelevant sentence in the paragraph?
  - A. Our family always goes to the beach, and we play in the sand and surf for days.
  - B. Tulips bloom in the spring.
  - C. I can't wait for summer to arrive so we can head toward the ocean again!
  - D. Summer is the very best time of year!
4. Which of the following would be the best title for the paragraph?
  - A. Tulips are Beautiful
  - B. Summer Fun
  - C. Summer, Fall, Winter, and Spring
  - D. Dolphins Swim in the Surf

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5. Number the following sentences in order as they should appear in a paragraph about making scrambled eggs:

\_\_\_\_\_ Mix the eggs with a splash of milk and a dash of salt and pepper.

\_\_\_\_\_ Get the eggs out of the refrigerator.

\_\_\_\_\_ Enjoy your warm scrambled eggs with toast and jam!

\_\_\_\_\_ Cook the eggs over a low heat so they don't burn.

*Read the following sentences carefully and then answer questions 6–9.*

The weekly basketball game excited and thrilled all of us greatly.

The two teams played enthusiastically in the large gym at Scottsdale Elementary School.

We arrived early to get the best seats and stayed until the final, climactic seconds.

6. Choose the answer with words that are nouns.
- A. played, gym, early
  - B. game, seats, seconds
  - C. game, excited, gets
  - D. thrilled, gym, final
7. Choose the answer with words that are verbs.
- A. thrilled, arrived, stayed
  - B. excited, early, best
  - C. thrilled, greatly, final
  - D. excited, gym, get
8. Choose the answer with words that are adjectives.
- A. thrilled, large, best
  - B. game, early, final
  - C. large, best, climactic
  - D. all, large, until



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9. Choose the answer with words that are adverbs.

- A. excited, early, climactic
- B. Elementary, early, stayed
- C. greatly, enthusiastically, early
- D. Scottsville, best, final

10. Draw a vertical line to separate subject and predicate in the following sentence.

The striped hot air balloon drifted high in the puffy clouds.

11. Which sentence uses the conjunction *but* correctly?

- A. Mrs. Wells said we could have both recess but extra time to read after the spelling test.
- B. The child's picture was painted green, purple, but yellow.
- C. Bob likes to read nonfiction, but Bill would rather read fiction.
- D. The babysitter said, "You may stay up until 9:00 tonight but you finished your supper!"

12. Choose the sentence that uses the conjunction *because* correctly.

- A. Because we left the picnic early the thunderstorm drenched everyone's lunch.
- B. Mom is baking a three-layer birthday cake because Dad turns 30 years old today.
- C. Because we spelled all of our spelling words correctly we practiced the words carefully.
- D. We blew out all the candles in the room because it got very dark.

13. Which sentence uses the conjunction *so* correctly?

- A. My sister knocked over her glass of milk so she helped clean it up.
- B. We watched television inside so the storm came up suddenly.
- C. My friend was very excited so he won the game.
- D. We arrived at the movie on time so we left the house early.

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14. Write the sentence using correct capitalization and punctuation.

your disguise is so creative that I hardly recognized you said Donny

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15. Write the sentence adding commas where needed.

Mary invited Fran Molly and Nancy to her house for an afternoon of movies and popcorn.

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16. Circle the letter of the sentence that uses the past tense of the verb correctly.

- A. Reggie eats more ice cream than all of his brothers.
- B. The threatening clouds will scare away the children.
- C. My trip to the ocean last weekend calmed and renewed my spirit.
- D. The department store is having a half-price sale.

17. Write the correct verb on the blank.

The fussy baby will \_\_\_\_\_ lots of attention from her grandparents.  
(have, has)

18. Choose the sentence that uses the linking words *for example* correctly.

- A. The girl loves to cook, for example, for her family grilled cheese sandwiches, tomato soup, and apple pie.
- B. Lamps come in all shapes and sizes, for example, table lamps, floor lamps, and hanging lamps.
- C. The shopper finds wonderful bargains at the store, for example.
- D. Birds fly overhead, for example, singing their songs, moving from place to place, and looking for food.

NAME: \_\_\_\_\_

**A.5**  
CONTINUED

ASSESSMENT

DATE: \_\_\_\_\_

19. You can use the linking words *for example* to do all of the following except:

- A. To add adjectives to a sentence, making it more interesting.
- B. To add adverbs to a sentence, making it more interesting.
- C. To add a list of things to a sentence, making it more interesting.
- D. To signal a conclusion to a paragraph.

20. Which sentence uses the linking words *in the same way* correctly?

- A. We live on a farm in the country. In the same way, you live in downtown New York City.
- B. The third grade class is on a field trip today. In the same way, the fourth grade class is on a trip, too.
- C. Hannah is a very pleasant person. In the same way, Hank is a mean person.
- D. Wanda grew three inches last year. In the same way, her brother has been the same height for years.

21. The words *in conclusion* signal \_\_\_\_\_.

- A. two things are the same.
- B. a summary is coming up next.
- C. two things are different.
- D. a cause and effect are coming up next.

22. Choose the sentence that uses the words *in contrast* correctly.

- A. The clowns make us laugh. In contrast, the funny movie makes us laugh, too.
- B. Fairy-tale giants are make-believe. In contrast, flying elephants are found in fiction.
- C. The desks in our classroom are all lined up. In contrast, the desks across the hall are all out of order.
- D. Spelling is an easy subject for me. In contrast, grammar isn't difficult either.

23. Write the correct singular possessive noun on the blank.

We are all invited to \_\_\_\_\_ for a party.  
(the house of our teacher)

NAME: \_\_\_\_\_

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24. Which sentence uses the apostrophe correctly?

- A. The freshly baked cookies'were delicious.
- B. The cookie frosting's was gooey and yummy.
- C. Chocolate chip and peanut butter cookie's are my favorite!
- D. Can you see all of the cookies' burned edges?

25. Choose the sentence that is correctly punctuated.

- A. Lions, tigers, and bears are coming thisway!
- B. The lions roars could be heard all overthe zoo.
- C. The stripes on the tigers fur are orange and yellow.
- D. Do you see the bears claws scratchingthe tree?

26. Write the correct possessive pronoun on the blank.

Can the rushing river overflow \_\_\_\_\_ banks?  
(its, it's)

*Write the correct form of the comparative or superlative adjective or adverb in the blank.*

27. The apple slices on your plate are cut in \_\_\_\_\_ slices than  
the apple slices on my plate. thin

28. The paintings in that museum are the \_\_\_\_\_ I've ever  
seen! unusual

29. Our grandmother lives \_\_\_\_\_ to the mall than we do.  
close

30. Our class recited multiplication tables \_\_\_\_\_ than the  
other class. correctly

*Beginning-of-Year Grammar Assessment total \_\_\_\_\_ of 30 points*

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**A.6**

ASSESSMENT

## Beginning-of-Year Morphology Assessment

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1. Which of the following words has the prefix *un-*, meaning “not,” as in the word *unsafe*?
  - A. understand
  - B. unable
  - C. uncle
  - D. under
2. If someone is giving *nonverbal* signals, how are they giving signals?
  - A. using written words
  - B. not using any words
  - C. using spoken words loudly
  - D. using spoken words quietly
3. If you want to *rewrite* something, what do you want to do?
  - A. write it above
  - B. write it below
  - C. write it again
  - D. write it big
4. Which of the following words correctly fits in the sentence below?

The recipe said to \_\_\_\_\_ the oven to 350° while prepping the food for baking.

- A. preheat
- B. preschool
- C. preview
- D. preselect

NAME: \_\_\_\_\_

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5. Choose the phrase that is an example of what the word *disobey* means.
- A. unplugging the printer from the computer
  - B. saying no thank you to a vegetable you don't like
  - C. sharing your toys with a younger sibling
  - D. not cleaning your room after your mom says you have to
6. When you add the prefix *mis-* to the verb *behave*, the new word is *misbehave*. What part of speech is *misbehave*?
- A. noun
  - B. verb
  - C. adjective
  - D. adverb
7. Which of the following words have suffixes that both mean "a person who"?
- A. *dirty* and *coastal*
  - B. *farmer* and *actor*
  - C. *dangerous* and *decorative*
  - D. *stylish* and *loneliness*
8. What is the root word and part of speech of the underlined word in the following sentence?

Sometimes, the counselor at school comes to our class to teach lessons about being a good person and helping others.

Root Word: \_\_\_\_\_

Part of Speech of *counselor*: \_\_\_\_\_

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9. An *artist* is a person who\_\_\_\_\_.

- A. erases art
- B. makes or creates art
- C. is full of art
- D. lacks art

10.If you are skilled in pediatrics, or the branch of medicine dealing with babies and children, what are you?

- A. a cosmetician
- B. a politician
- C. a pediatrician
- D. a musician

11.Circle the word that has the suffix –y, which means “full of or covered with,” correctly added to a root word?

rusty	sorry	happy	story
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12. Which of the following choices is a *nutritional* food choice?

- A. potato chips
- B. ice cream
- C. a lollipop
- D. asparagus

13. What word means “full of danger”?

- A. dangerly
- B. nondanger
- C. dangerous
- D. dangerless

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*Choose the correct word to complete each sentence.*

14. She \_\_\_\_\_ presented the results of her study and kept the audience interested and entertained.

- A. humorous
- B. humorly
- C. humorously
- D. humory

15. I enjoy drawing \_\_\_\_\_.

- A. creativer
- B. creativous
- C. creativish
- D. creatively

16. The \_\_\_ cut on my hand hurt even more when Mom started to clean it.

- A. painful
- B. careless
- C. hopeful
- D. fearless

17. Which of the following word correctly fits in the sentence below?

I gave my mother a \_\_\_\_\_ look when she told me I had to finish my science project before I could go to the soccer game; I knew I still had a lot of work and would not be able to go to the game.

- A. fearless
- B. careless
- C. painless
- D. hopeless



NAME: \_\_\_\_\_

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18. Complete this sentence:

My brother acted in a *selfish* way when he

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19. Which of the following might cause *loneliness* to set in?

- A. All of your friends left.
- B. You took the dog for a walk.
- C. Your neighbor invited you to join a bookclub.
- D. The baseball game went into extra innings.

20. If something is *chewable*, that means it is

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21. When adding the suffix *-ible* to the verb *flex*, you create *flexible*. What part of speech is the new word?

- A. noun
- B. verb
- C. adjective
- D. adverb

22. Which of the following words with the prefix *pro-* means “to move forward”?

- A. proceed
- B. pronoun
- C. proposal
- D. provide

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

23. If you need an *antidote*, what might have happened?

- A. You might have eaten a salad for lunch.
- B. You might have cut your finger on a thorn from a rosebush.
- C. You might have fallen asleep on the couch.
- D. You might have been bitten by a poisonous snake.

24. How many wheels does a *unicycle* have?

\_\_\_\_\_

25. My father is *bilingual* so that means he can speak \_\_\_\_\_ languages.

26. Rachel's favorite author just published a *trilogy*, which is a series of \_\_\_\_\_ books.

27. What type of literature includes selections that reflect many cultures?

- A. multicultural
- B. agricultural
- C. subcultural
- D. cultural

28. Which of the following words correctly fits in the sentence below?

Mom insisted that Dad stop mowing the lawn to drink some water because she was worried he would \_\_\_\_\_ on such a hot day.

- A. overeat
- B. underestimate
- C. overheat
- D. underline

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**A.6**  
CONTINUED

ASSESSMENT

29. When adding the prefix *mid-* to the noun *field*, you create *midfield*. What does the word *midfield* mean?
- A. the center of the field
  - B. the left side of the field
  - C. the right side of the field
  - D. the top of the field
30. What type of camera would you need to buy if you wanted to take pictures of fish and plants in the ocean on your vacation?
- A. an overpowered camera
  - B. an underwater camera
  - C. an underpowered camera
  - D. an overfish camera

*Beginning-of-Year Morphology Assessment total \_\_\_\_\_ of 30 points*



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Unit1

***Memoir***

**Brown Girl Dreaming**

by Jacqueline Woodson

Activity Book

GRADE 4