

# Beginning-of-Year Assessment

## Teacher Guide

**GRADE 4**

Core Knowledge Language Arts®



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## BEGINNING-OF-YEAR ASSESSMENT

# Assessment Day 1

### LESSON AT A GLANCE

### TIME

### MATERIALS

#### Beginning-of-Year Assessment

Reading Comprehension Assessment

90 min.

Activity Pages A.1, A.2

### ADVANCE PREPARATION

#### *Beginning-of-Year (BOY) Assessment*

- Please plan to have reading material available for students to select from and read independently as they finish the BOY Assessment.

## BEGINNING-OF-YEAR ASSESSMENT

- The primary purpose of the BOY Assessment is to determine students' preparedness for Grade 4 CKLA instruction.
- During the first day of the three-day assessment, all students will complete the Reading Comprehension Assessment (Activity Page A.1) independently. It includes three passages and corresponding comprehension questions. After students complete this portion of the assessment, use the BOY Assessment Summary (Activity Page A.2), which you will have collected from students, to analyze each student's performance. Please score the Reading Comprehension Assessment prior to Day 2 of the BOY Assessment, as you will use the scores to determine which students should complete the Word Reading in Isolation Assessment.
- Beginning on Day 2 of the BOY Assessment, all students will work independently on the grammar assessment.
- In addition, you will pull students aside, one at a time, and administer the Word Reading in Isolation Assessment (to students who scored 13 or fewer on the Reading Comprehension Assessment, or between 14–16, as time allows). Administer the Fluency Assessment to all students.
- The Word Reading in Isolation Assessment uses Activity Page A.3 (Scoring Sheet

for student responses), as well as the Word Reading in Isolation Assessment located in the Assessment Day 2 lesson. A Word Reading in Isolation Analysis and a Word Reading in Isolation Remediation Guide have been included in the Assessment Day 2 lesson.

- The Fluency Assessment uses Activity Pages A.2 and A.4 (which you will have collected from students), as well as the Fluency Assessment text, “The Elephant and the Ape,” located in the Teacher Resources section of the Teacher Guide. You will use Activity Page A.4 (Beginning-of-Year Fluency Assessment Recording Copy) to create a running record while students read the fluency passage. Activity Page A.2 (Beginning-of-Year Assessment Summary) includes a Fluency Assessment Scoring Sheet.
- Beginning on Day 3 of the BOY Assessment, all students will complete the morphology assessment. You will continue to pull students individually to administer the Word Reading in Isolation Assessment and the Fluency Assessment.

### Reading Comprehension Assessment

90 minutes

Have students work independently to complete the Reading Comprehension Assessment on Activity Page A.1. After you have scored the assessment, record individual scores on each student’s BOY Assessment Summary (Activity Page A.2).

The Reading Comprehension Assessment uses text from the End-of-Year Assessment from CKLA Grade 3, related to the domain-based unit on Ecology.

The texts used in the Reading Comprehension Assessment, “The Cat” (literary text), “The Wolf, the Elk, and the Aspen Tree” (informational text), and “Invasive Species” (informational text), have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts Supplement to Appendix A, “New Research on Text Complexity” ([www.corestandards.org/resources](http://www.corestandards.org/resources)). All selections fall within the Common Core 4th–5th Grade Band.

The reading comprehension questions pertaining to these texts are aligned to the CCSS and are worthy of students’ time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might thus address multiple standards. In general, the selected-response items address Reading standards and the constructed-response item addresses Writing standards. To prepare students for CCSS-aligned assessments, such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced, some items replicate how technology may be incorporated in those assessments, using a paper and pencil format.

### Item Annotations and Correct Answers

\*Note: To receive a point for a two-part question, students must correctly answer both parts of the question.

| Item                                   | Correct Answer(s)   | Standards              |
|--|---|------------------------|
| <b>*1 Part A</b><br><i>Inferential</i> | B   | RL.4.4, RL.4.1         |
| <b>*1 Part B</b><br><i>Literal</i>     | B   |                        |
| <b>2</b><br><i>Inferential</i>         | D   | RL.4.3, RL.4.1         |
| <b>3</b><br><i>Inferential</i>         | A, D  | RL.4.3, RL.4.1         |
| <b>4</b><br><i>Literal</i>             | 5,1,3,2,4   | RL.4.3, RL.4.1         |
| <b>*5 Part A</b><br><i>Inferential</i> | C   | RL.4.4, RL.4.1         |
| <b>*5 Part B</b><br><i>Literal</i>     | B   |                        |
| <b>6</b><br><i>Literal</i>             | Detail 1 showing how Franz reacted to the trolls before the hunter's stay: (C) He chopped wood and built a fire. (E) He set the table with his best dishes.<br>Detail 2 showing how Franz reacted to the trolls after the hunter's stay: (A) He told the trolls he still had the cat. (F) He told the trolls all of the kittens had grown up. | RL.4.3, RL.4.1         |
| <b>*7 Part A</b><br><i>Evaluative</i>  | C   | RL.4.3, RL.4.2, RL.4.1 |
| <b>*7 Part B</b><br><i>Evaluative</i>  | B   |                        |
| <b>8</b><br><i>Literal</i>             | D, E  | RL.4.1                 |
| <b>9</b><br><i>Inferential</i>         | C   | RI.4.3, RI.4.1         |
| <b>10</b><br><i>Literal</i>            | Paragraphs 2–3  | RI.4.8, RI.4.1         |
| <b>*11 Part A</b><br><i>Literal</i>    | C   | RI.4.8, RI.4.1         |
| <b>*11 Part B</b><br><i>Literal</i>    | B   |                        |
| <b>12</b><br><i>Evaluative</i>         | D   | RI.4.3, RI.4.1         |

| Item                                    | Correct Answer(s) | Standards      |
|---|-------------------|----------------|
| <b>13</b><br><i>Evaluative</i>          | D                 | RI.4.4, RI.4.1 |
| <b>*14 Part A</b><br><i>Evaluative</i>  | D                 | RI.4.2, RI.4.1 |
| <b>*14 Part B</b><br><i>Literal</i>     | A                 |                |
| <b>*15 Part A</b><br><i>Inferential</i> | C                 | RI.4.4, RI.4.1 |
| <b>*15 Part B</b><br><i>Literal</i>     | A, D              |                |
| <b>16</b><br><i>Literal</i>             | A, C              | RI.4.8, RI.4.1 |
| <b>17</b><br><i>Literal</i>             | B, E              | RI.4.4, RI.4.1 |
| <b>18</b><br><i>Evaluative</i>          | A                 | RI.4.3, RI.4.1 |
| <b>*19 Part A</b><br><i>Evaluative</i>  | D                 | RI.4.2, RI.4.1 |
| <b>*19 Part B</b><br><i>Literal</i>     | C                 |                |

### *Reading Comprehension Assessment Analysis*

Students who answered 13 or fewer questions correctly out of 19 total questions appear to have **minimal preparation** for Grade 4. Administer the Word Reading in Isolation Assessment and the Fluency Assessment to these students to gain further insight as to possible weaknesses. These students may have fairly significant skills deficits and may not be ready for Grade 4. Carefully analyze their performance on the Reading Comprehension Assessment, the Word Reading in Isolation Assessment, and the Fluency Assessment to determine whether students need to be regrouped to an earlier point of instruction in the CKLA grade level materials.

Students who answered 14–16 questions correctly out of 19 total questions appear to have **adequate preparation** for Grade 4. Administer the Word Reading in Isolation Assessment to these students, as time permits, and administer the Fluency Assessment. Use results from the Word Reading in Isolation Assessment to identify gaps in the mastery of specific letter-sound spellings that may require targeted remediation.

Students who answered 17–19 questions correctly out of 19 total questions appear to have **outstanding preparation** for Grade 4. You do not need to administer the Word

Reading in Isolation Assessment to these students. However, please administer the Fluency Assessment to determine whether practice and progress monitoring in the area of fluency are warranted.

The following chart provides an overview of how to interpret students' scores.

| <b>Reading Comprehension Assessment Analysis</b> |  |
|--|--|
| <b>Number of Questions Answered Correctly</b>    | <b>Interpretation</b>  |
| 13 or fewer                                      | Student appears to have minimal preparation for Grade 4; administer Word Reading in Isolation Assessment and Fluency Assessment on Day 2 or Day 3                                |
| 14–16  | Student appears to have adequate preparation for Grade 4; administer Word Reading in Isolation Assessment on Day 2 or Day 3, only as time permits; administer Fluency Assessment |
| 17–19  | Student appears to have outstanding preparation for Grade 4; do not administer Word Reading in Isolation Assessment; administer Fluency Assessment on Day 2 or Day 3             |

## 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.

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!”

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- 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.

*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.

*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

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**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.  |                                   |                                   |

*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.

**Passage 2: “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.

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. Wolf eats elk. Elk eats aspen tree.

*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.
- 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.

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- 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.

*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: \_\_\_\_\_

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

*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: \_\_\_\_\_

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

## 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:

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## Fluency Assessment Scoring Sheet

|   |   |  |
|---|---|--|
|   | <div style="border: 1px solid black; height: 40px; width: 100%;"></div> | <b>Words Read in One Minute</b>  |
| — | <div style="border: 1px solid black; height: 40px; width: 100%;"></div> | <b>Uncorrected Mistakes in One Minute</b>  |
|   |   | <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <b>W.C.P.M</b> |

### 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                                   |
| <b>Comprehension Total _____ / 5</b> |  |

### Recommended placement (Check one)

- CKLA Grade 4  
 An earlier point of instruction in the CKLA grade level materials

## BEGINNING-OF-YEAR ASSESSMENT

# Assessment Day 2

| LESSON AT A GLANCE   | TIME    | MATERIALS                         |
|--|---------|-----------------------------------|
| <b>Beginning-of-Year Assessment</b><br>Grammar Assessment  | 45 min. | Activity Page A.5                 |
| <b>Beginning-of-Year Assessment</b><br>Word Reading in Isolation Assessment;<br>Fluency Assessment | Ongoing | Activity Pages A.2–A.4; stopwatch |

### ADVANCE PREPARATION

#### *Beginning-of-Year (BOY) Assessment*

- Please plan to have reading material available for students to select from and read independently as they finish the BOY Assessment.

## BEGINNING-OF-YEAR ASSESSMENT

- During the second day of the three-day assessment, all students will complete the Grammar Assessment, independently. It includes thirty items assessing knowledge of paragraph parts, parts of speech, sentence elements (subject/predicate), conjunctions, capitalization and punctuation, verbs, linking words, possessives, and comparative and superlative adjectives and adverbs. After students complete this portion of the assessment, enter their scores on the Grammar Assessment Scoring Sheet in this lesson, making additional copies if needed. Benchmark results for individual students are not included for the Grammar Assessment.
- Begin to administer the Word Reading in Isolation Assessment, based on students' performance on the Reading Comprehension Assessment, and administer the Fluency Assessment to all students.

### **Grammar Assessment**

**45 minutes**

Have students work independently to complete the Grammar Assessment on Activity Page A.5. Enter all student scores into the Grammar Assessment Scoring Sheet.



## Word Reading in Isolation Assessment

Ongoing

- Begin to administer the Word Reading in Isolation Assessment individually to all students who scored 13 or fewer on the Reading Comprehension Assessment and to students who scored between 14-16, as time permits, to gain further insight as to possible weaknesses.
- This section of the BOY Assessment assesses single-word reading to identify the specific letter-sound correspondences a student may have not yet mastered.

### Administration Instructions

- Locate the Word Reading in Isolation Assessment in this lesson. Students will read from this copy.
- Cover all of the words before calling a student to complete the assessment.
- Tell the student he or she will read words aloud to you and that it is important to do his or her best reading.
- Uncover the first row of words by moving the paper down.
- As the student reads a word, mark any incorrect letter-sound correspondences above the word on the Word Reading in Isolation Assessment Scoring Sheet (Activity Page A.3). Also, note whether the student incorrectly chunks letters into syllables, leading to mispronunciation. If the student reads the word correctly, place a check mark above the word.
- If, after 10 seconds, the student is unable to read the word at all, simply tell the student the word and move on. Mark an X above the word on the recording sheet.
- Administer the Fluency Assessment after completing this section and continue administering these two individual assessments as time permits, throughout Day 2 and Day 3, to the remaining students.

### Word Reading in Isolation Analysis

The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger his or her preparation is for Grade 4. A Word Reading in Isolation Analysis sheet and Remediation Guide are located at the end of this lesson.

The number of words read correctly indicates the following:

- Students who score 30 or fewer words out of 45 correctly appear to have **minimal preparation** for Grade 4.

- Students who score 31–35 out of 45 words correctly appear to have **adequate preparation** for Grade 4.
- Students who score 36–45 out of 45 words correctly appear to have **outstanding preparation** for Grade 4.

After scoring the assessment, you might find it helpful to determine which letter-sound correspondences students missed that caused them to score below the benchmark for word recognition. Note that one-syllable words are not included in the Syllabication Analysis.

| Score required to meet benchmark of 80%        |      |      |      |       |         |       |
|--|------|------|------|-------|---------|-------|
| Phonemes                                       |      |      |      |       |         |       |
| Consonants                                     |      |      |      |       | Totals  |       |
| /b/  | /d/  | /f/  | /g/  | /h/   |         |       |
| /j/  | /k/  | /l/  | /m/  | /n/   |         |       |
| /p/  | /r/  | /s/  | /t/  | /v/   | 168/210 |       |
| /w/  | /x/  | /y/  | /z/  | /ch/  |         |       |
| /sh/   | /th/ | /th/ | /ng/ | /qu/  |         |       |
| Vowels   |      |      |      |       | 106/134 |       |
| /a/  | /e/  | /i/  | /o/  | /u/   | 37/47   |       |
| /ae/   | /ee/ | /ie/ | /oe/ | /ue/  | 25/31   |       |
| /ə/  | /oo/ | /oo/ | /aw/ | /ou/  | 22/28   |       |
| /oi/   | /ar/ | /er/ | /or/ | /aer/ | /ə+/l/  | 22/28 |
| Syllabication (words with 2 or more syllables) |      |      |      |       |         |       |
| Closed Syllable/short                          |      |      |      |       | 39/49   |       |
| Open Syllable/long                             |      |      |      |       | 13/17   |       |
| Magic E and Digraph Syllable                   |      |      |      |       | 21/26   |       |
| R-Controlled Syllable                          |      |      |      |       | 16/20   |       |
| ə Syllable                                     |      |      |      |       | 7/9     |       |
| -le Syllable                                   |      |      |      |       | 4/4     |       |

## Word Reading in Isolation Remediation Guide

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Write the names of students who missed questions under each header. This will help you determine what kind of remediation is needed.

Refer to the Table of Contents in the Decoding and Encoding Remediation Supplement to locate information about specific phonemes and syllabication for remediation purposes.

| Phonemes—Consonants (item numbers in parentheses)  |   |  |
|--|---|--|
| <b>/b/ (1e, 2a, 2b, 3d, 4b, 5a, 5e, 6a, 8b, 10c, 13b)</b>  | <b>/d/ (1a, 1d, 2d, 3b, 3d, 4d, 5a, 7e, 8a, 8e, 9c, 10b, 10e)</b>                                     | <b>/f/ (1b, 4c, 4d, 5e, 6c, 6e, 13d)</b>   |
| _____  | _____   | _____  |
| _____  | _____   | _____  |
| _____  | _____   | _____  |
| <b>/g/ (4e, 6d, 13a)</b>   | <b>/h/ (9b)</b>   | <b>/j/ (1c, 12c, 12d)</b>  |
| _____  | _____   | _____  |
| _____  | _____   | _____  |
| _____  | _____   | _____  |
| <b>/k/ (2c, 2e, 3a, 3d, 3e, 5c, 5d, 6a, 6d, 8c, 9a, 10a, 10d, 10e, 11b, 11d, 12a, 13c)</b>               | <b>/l/ (1b, 1d, 1e, 2d, 2e, 3c, 4a, 4d, 5a, 5e, 6e, 7c, 9c, 9e, 10a, 12a)</b>                         | <b>/m/ (2c, 4a, 9a, 9b, 11b, 12b, 13c, 13e)</b>                                  |
| _____  | _____   | _____  |
| _____  | _____   | _____  |
| _____  | _____   | _____  |
| <b>/n/ (1c, 2c, 2e, 4e, 5c, 5d, 6d, 7a, 8b, 8c, 9b, 9d, 10b, 11e, 12d, 12e)</b>                          | <b>/p/ (1e, 5b, 6b, 6c, 7e, 9c, 10c, 11c, 11d, 12c)</b>   | <b>/r/ (2a, 3b, 3c, 3e, 4b, 4c, 5b, 5c, 5d, 6a, 7e, 11b, 11d, 12c, 13a, 13c)</b> |
| _____  | _____   | _____  |
| _____  | _____   | _____  |
| _____  | _____   | _____  |
| <b>/s/ (1a, 1b, 1e, 2c, 2e, 3d, 4a, 5d, 6c, 7b, 7e, 9e, 10a, 10b, 10d, 11a, 11d, 12b, 12d, 12e, 13e)</b> | <b>/t/ (1a, 1b, 1d, 2b, 2d, 3c, 4b, 4c, 4e, 5c, 5d, 6a, 8a, 8c, 8d, 11e, 12a, 12b, 12c, 13c, 13e)</b> | <b>/v/ (1d, 2a, 4a, 7d, 7e, 8e, 10b)</b>   |
| _____  | _____   | _____  |
| _____  | _____   | _____  |
| _____  | _____   | _____  |

| Phonemes—Consonants (item numbers in parentheses) |                            |                                |
|---|----------------------------|--------------------------------|
| <b>/w/ (2b, 6a, 9d, 9e, 10e, 11a, 11c)</b>        | <b>/x/ (1c, 7b)</b>        | <b>/y/ (7a, 13d)</b>           |
| _____   | _____                      | _____                          |
| _____   | _____                      | _____                          |
| _____   | _____                      | _____                          |
| <b>/z/ (3a, 3e, 5a, 7b, 9a, 10d, 13b)</b>         | <b>/ch/ (6b, 10e, 11a)</b> | <b>/sh/ (2b, 12b)</b>          |
| _____   | _____                      | _____                          |
| _____   | _____                      | _____                          |
| _____   | _____                      | _____                          |
| <b>/th/ (1e, 9e, 13d)</b>                         | <b>/th/ (7c)</b>           | <b>/ng/ (7a, 9d, 11d, 11e)</b> |
| _____   | _____                      | _____                          |
| _____   | _____                      | _____                          |
| _____   | _____                      | _____                          |
| <b>/qu/ (63)</b>                                  |                            |                                |
| _____   |                            |                                |
| _____   |                            |                                |
| _____   |                            |                                |

| Phonemes—Vowels (item numbers in parentheses) |   |  |
|---|---|--|
| <b>/a/ (1b, 8b, 9a, 12a, 12b)</b>             | <b>/e/ (1a, 5d, 7b, 9e, 10d)</b>                    | <b>/i/ (1c, 3b, 5a, 6c, 6d, 6e, 7a, 7e, 8a, 8c, 9d, 11a, 11d, 11e, 12c, 12d, 13a, 13b, 13c, 13e)</b> |
| _____   | _____   | _____  |
| _____   | _____   | _____  |
| _____   | _____   | _____  |
| <b>/o/ (1c, 2a, 2b, 3c, 5c, 6a, 6e, 11c)</b>  | <b>/u/ (1d, 2b, 2c, 4a, 8c, 10e, 11b, 12b, 13c)</b> | <b>/ae/ (1d, 1e, 4b, 4c, 6a, 10c, 12a)</b>   |
| _____   | _____   | _____  |
| _____   | _____   | _____  |
| _____   | _____   | _____  |



**Phonemes—Vowels (item numbers in parentheses)**

|   |  |  |
|---|--|--|
| <b>/ee/ (1a, 3c, 4e, 5b, 5c, 6b, 6c, 7d, 13c)</b> | <b>/ie/ (2d, 6e, 7b, 7d, 12e)</b>                                  | <b>/oe/ (2a, 5e, 7c, 8e, 13e)</b>                              |
| _____   | _____  | _____  |
| _____   | _____  | _____  |
| _____   | _____  | _____  |
| <b>/ue/ (3a, 8c, 9b, 12a)</b>                     | <b>/ə/ (1c, 2d, 2e, 3a, 4a, 4b, 4e, 5e, 9a, 9b, 10b, 12e, 13d)</b> | <b>/oo/ (2c, 3e, 7e, 8b, 8e, 13d)</b>                          |
| _____   | _____  | _____  |
| _____   | _____  | _____  |
| _____   | _____  | _____  |
| <b>/oo/ (9c, 10e)</b>                             | <b>/aw/ (1b, 8a, 8d)</b>   | <b>/ou/ (2e, 10a)</b>  |
| _____   | _____  | _____  |
| _____   | _____  | _____  |
| _____   | _____  | _____  |
| <b>/oi/ (10b, 10c)</b>                            | <b>/ar/ (4a, 12c, 13b)</b>   | <b>/er/ (1e, 4c, 5a, 6a, 6c, 6d, 7a, 7b, 8e, 9e, 10c, 11c)</b> |
| _____   | _____  | _____  |
| _____   | _____  | _____  |
| _____   | _____  | _____  |
| <b>/or/ (3d, 3d, 4d, 9d, 10d)</b>                 | <b>/ær/ (4e, 5b)</b>   | <b>/ə/ + /l/ (3b, 11d, 13a, 13e)</b>                           |
| _____   | _____  | _____  |
| _____   | _____  | _____  |
| _____   | _____  | _____  |

| <b>Syllabication (words with 2 or more syllables); (item numbers in parentheses)</b>   |  |  |
|--|--|--|
| <b>Closed Syllable/short (1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4e, 5a, 5c, 5d, 6a, 6c, 6d, 6e, 7a, 7b, 7e, 8a, 8b, 8c, 9a, 9b, 9d, 9e, 10b, 10d, 10e, 11c, 11d, 11e, 12a, 12b, 12c, 13a, 13b, 13c, 13e)</b> | <b>Open Syllable/long (1a, 2a, 3c, 4e, 5b, 6b, 6c, 6e, 7d, 8c, 8e, 9b, 10c, 12a, 13c, 13e)</b> | <b>Magic E and Digraph Syllable (1b, 1d, 1e, 2c, 2d, 2e, 3a, 4a, 4b, 4c, 5c, 5e, 6a, 6b, 7b, 7e, 8a, 8b, 8e, 10b, 10c, 10e, 12a, 12e, 12d)</b> |
| _____  | _____  | _____  |
| _____  | _____  | _____  |
| _____  | _____  | _____  |
| <b>R-Controlled Syllable (1e, 3d, 4a, 4c, 4e, 5a, 5b, 6a, 6c, 6d, 7a, 7b, 8e, 9d, 9e, 10c, 10d, 11c, 12c, 13b)</b>   | <b>ə Syllable (1c, 2d, 2e, 3a, 4a, 4b, 5e, 9a, 12e, 13d)</b>                                   | <b>-le Syllable (3b, 11d, 13a, 13e)</b>  |
| _____  | _____  | _____  |
| _____  | _____  | _____  |
| _____  | _____  | _____  |

## Beginning-of-Year (BOY) Assessment

| Word Reading in Isolation Assessment |            |           |           |            |            |
|--------------------------------------|------------|-----------|-----------|------------|------------|
| 1.                                   | steady     | asphalt   | oxygen    | dovetail   | birthplace |
| 2.                                   | bravo      | washtub   | consume   | delight    | council    |
| 3.                                   | accuse     | riddle    | trolley   | scoreboard | cruise     |
| 4.                                   | marvelous  | betrayal  | freighter | floored    | guarantee  |
| 5.                                   | blizzard   | prairie   | concrete  | crescent   | bowful     |
| 6.                                   | breakwater | peachy    | spiffier  | gherkin    | qualify    |
| 7.                                   | yearning   | exercise  | loathe    | ivory      | disprove   |
| 8.                                   | audit      | baboon    | continue  | taught     | overdue    |
| 9.                                   | chasm      | human     | pulled    | warning    | worthless  |
| 10.                                  | scowl      | avoidance | paperboy  | courses    | woodchuck  |
| 11.                                  | switch     | crumb     | whopper   | sprinkle   | knitting   |
| 12.                                  | calculate  | mustache  | partridge | singe      | assign     |
| 13.                                  | wriggle    | bizarre   | recommit  | youthful   | mistletoe  |

## Fluency Assessment

Ongoing

- Begin to administer the Fluency Assessment individually to all students.
- This section of the BOY Assessment assesses students' fluency in reading, using the selection "The Elephant and the Ape" (literary text), located in the Teacher Resources section of the Teacher Guide.

### Administration Instructions

- Turn to the student copy of "The Elephant and the Ape" in this lesson. Students will read from this copy.
- Using the Recording Copy of "The Elephant and the Ape" (from students' Activity Page A.4) for each student, you will create a running record as you listen to each student read orally.
- Explain that the student will read a selection aloud while you take notes. Encourage the student not to rush and to read at his or her regular pace.
- Read the title of the selection aloud for the student, as the title is not part of the assessment.
- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy using the following guidelines:

|                               |   |
|-------------------------------|---|
| <b>Words read correctly</b>   | No mark is required.  |
| <b>Omissions</b>              | Draw a long dash above the word omitted.  |
| <b>Insertions</b>             | Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted. |
| <b>Words read incorrectly</b> | Write an "X" above the word.  |
| <b>Substitutions</b>          | Write the substitution above the word.  |
| <b>Self-corrected errors</b>  | Replace original error mark with an "SC."   |
| <b>Teacher-supplied words</b> | Write a "T" above the word (counts as an error).  |

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark the student's place in the text at that point. Allow the student to finish reading the selection aloud.

- Assess the student’s comprehension of the selection by asking him or her to respond orally to the following questions:

1. *Literal* What were the two animals in the story?
  - » elephant and ape
2. *Literal* What did they disagree about?
  - » whether it was better to be big and strong or quick and clever
3. *Literal* Who did they visit to decide the matter?
  - » Sage, the wise old owl
4. *Literal* What task did the owl give them?
  - » cross the river and pick some mangoes for him
5. *Inferential* What lesson did they learn in the end?
  - » 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.”

- Continue administering the Fluency Assessment as time permits, throughout Day 2 and Day 3.
- You may score the assessment later, provided you have kept running records and marked the last word students read after one minute elapsed.

### Guidelines for Fluency Assessment Scoring

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Use one Fluency Assessment Scoring Sheet for each student taking the assessment. The Fluency Assessment Scoring Sheet appears in each student’s BOY Assessment Summary (Activity Page A.2).

To calculate a student’s W.C.P.M. (Words Correct Per Minute) score, use the information you recorded on the Recording Copy and follow these steps. You may wish to have a calculator available.

1. Count Words Read in One Minute. This is the total number of words that the student read or attempted to read in one minute. It includes words that the student read correctly as well as words that the student read incorrectly. Write the total in the box labeled Words Read in One Minute.
2. Count the Uncorrected Mistakes in One Minute. You noted these in the Recording Copy. They include words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes in One Minute on the scoring sheet. (A mistake that the student self-corrects is not counted as a mistake.)
3. Subtract Uncorrected Mistakes in One Minute from Words Read in One Minute to get Words Correct. Write the number in the box labeled W.C.P.M. Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from the Recording Copy for anecdotal purposes.

As you evaluate W.C.P.M. scores, here are some factors to consider.

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal of Grade 4 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in this and subsequent grade levels. A student's W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms for Grade 4 obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year. For example, if you administered the assessment during the fall of Grade 4, and a student scored 85 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

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

| <b>Percentile</b> | <b>Fall W.C.P.M</b> | <b>Winter W.C.P.M.</b> | <b>Spring W.C.P.M</b> |
|-------------------|---------------------|------------------------|-----------------------|
| 90                | 145                 | 166                    | 180                   |
| 75                | 119                 | 139                    | 152                   |
| 50                | 94                  | 112                    | 123                   |
| 25                | 68                  | 87                     | 98                    |
| 10                | 45                  | 61                     | 72                    |

# The Elephant and the Ape

“Look at me!” cried Tusk the Elephant. “See how big and strong I am!”

“Look at me!” cried his friend Nim the Ape. “See how quick and clever I am!”

“It is better to be big and strong than quick and clever!” said Tusk.

“Not so,” answered Nim. “It is better to be quick and clever than big and strong.”

So the two friends began to argue.

“Let’s not argue,” said Nim. “Let’s go to Sage and ask him to settle the matter.”

“Agreed!” said Tusk and off they ran.

Sage was a wise old owl who lived in the darkest corner of an old tower.

Sage listened to what Tusk and Nim had to say.

“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.”

“Agreed!” said Tusk.

“Agreed!” said Nim.

“Cross the river,” said Sage, “and pick me some of the mangoes that grow on the great tree.”

Tusk and Nim set off on their mission.

Soon, they came to the river, which was very wide and deep. Nim was afraid.

“I can’t cross that river!” he cried. “Let’s go back.”

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.”

Tusk lifted Nim up with his trunk and put him on his broad back. Then, he swam across the river.

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.

“I can’t reach the mangoes,” he said. “The tree is too high. We shall have to go back without the mangoes.”

Nim laughed. “Didn’t I tell you it is better to be quick and clever than big and strong? It is an easy thing for me to climb this tree.”

Nim scampered up the tree and tossed down a whole basketful of ripe mangoes. Tusk picked them up. Then, the two of them crossed the river as before.

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?”

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.”

“That is true,” answered Tusk.

“Indeed it is,” said Nim.

Then, away they went. And from that day on, they were better friends than ever before.





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

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

**Word Reading in Isolation Assessment Scoring Sheet**

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

Word Reading in Isolation Assessment Scoring Sheet

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

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

**A.4**

ASSESSMENT

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

## **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<br>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<br>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               |
| 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<br>230        |
| Tusk lifted Nim up with his trunk and put him on his broad back. Then, he swam across the river.   | 247<br>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<br>285        |
| “I can’t reach the mangoes,” he said. “The tree is too high. We shall have to go back without the mangoes.”  | 303<br>306        |
| Nim laughed. “Didn’t I tell you it is better to be quick and clever than big and strong? It is an easy thing for me to climb this tree.”   | 324<br>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<br>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<br>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<br>426<br>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               |

## 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
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

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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

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.

14. Write the sentence using correct capitalization and punctuation.

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

---

---

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

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.

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)

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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 this way!
  - B. The lions roars could be heard all over the zoo.
  - C. The stripes on the tigers fur are orange and yellow.
  - D. Do you see the bears claws scratching the 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*



# Assessment Day 3

| LESSON AT A GLANCE  | TIME    | MATERIALS                          |
|---|---------|------------------------------------|
| <b>Beginning-of-Year Assessment</b>                         |         |                                    |
| Morphology Assessment                                       | 45 min. | Activity Page A.6                  |
| <b>Beginning-of-Year Assessment</b>                         |         |                                    |
| Word Reading in Isolation Assessment;<br>Fluency Assessment | Ongoing | Activity Pages A.2–A.4; stop watch |

## ADVANCE PREPARATION

### *Beginning-of-Year (BOY) Assessment*

- Please plan to have reading material available for students to select from and read independently as they finish the BOY Assessment.

## BEGINNING-OF-YEAR ASSESSMENT

- During the third day of the three-day assessment, all students will complete the Morphology Assessment, independently. It includes thirty items assessing knowledge of the prefixes *un-*, *non-*, *re-*, *pre-*, *dis-*, and *mis-*; suffixes *-er*, *-or*, *-ist*, *-ian*, *-y*, *-al*, *-ous*, *-ly*, *-ive*, *-ful*, *-less*, *-ish*, *-ness*, *-able*, and *-ible*; and prefixes *pro-*, *anti-*, *uni-*, *bi-*, *tri-*, *multi-*, *over-*, *mid-*, and *under-*, all of which were taught in CKLA Grade 3. Have students work independently to complete the Morphology Assessment on Activity Page A.6. Enter all student scores into the Morphology Assessment Scoring Sheet.
- Continue to administer the Word Reading in Isolation Assessment and the Fluency Assessment, as described on Day 2.

### **Morphology Assessment**

**45 minutes**

Have students work independently to complete the Morphology Assessment on Activity Page A.6, then enter all scores into the Morphology Assessment Scoring Sheet on the following page.



## Interpreting Beginning-of-Year Assessment Scores

You should use the results of three assessments to determine students' preparedness for Grade 4 CKLA instruction: the Reading Comprehension Assessment, the Word Reading in Isolation Assessment (if administered), and the Fluency Assessment. Please refer to the Grade 4 Beginning-of-Year Assessment Summary (Activity Page A.2) and consider students' performance on these three assessments, in combination.

It is most **challenging to analyze results for students** with ambiguous or borderline scores. In particular, you may have some students who are right on the border between being strong enough readers to benefit from Grade 4 instruction and not having adequate preparation. This might include students who answered most questions correctly on one story of the Reading Comprehension Assessment but not other stories, or this might include students whose performance was uneven on the Word Reading in Isolation Assessment or Fluency Assessment.

In analyzing results from the **Reading Comprehension Assessment**, be aware that some students may not be strong test-takers. They may struggle to answer the questions even if they read the selection and understood it. You may wish to have students with borderline scores read the selection(s) aloud to you and then discuss it with you so you can better determine if their struggles are a result of comprehension difficulties or other factors.

In analyzing results from the **Word Reading in Isolation Assessment**, remember that not all poor scores are the same.

Students who have difficulty reading one-syllable words may have a major problem reading the words or spellings in question and need intensive remediation beyond what can likely be provided in a Grade 4 classroom.

Benchmark results for individual students are not included for the Grammar Assessment or the Morphology Assessment. You should use the results of the Grammar Assessment and the Morphology Assessment to determine the extent to which students may benefit from certain grammar and morphology skills taught in Grade 3 CKLA.





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

**A.6**

ASSESSMENT

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

## Beginning-of-Year Morphology Assessment

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

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 |
|-------|-------|-------|-------|

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

*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

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17. Which of the following words 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

18. Complete this sentence:

My brother acted in a *selfish* way when he

\_\_\_\_\_

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 book club.
- D. The baseball game went into extra innings.

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

\_\_\_\_\_

\_\_\_\_\_

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. project
  - C. proposal
  - D. provide
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.

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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

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 Grammar Assessment total \_\_\_\_\_ of 30 points*

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

**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!

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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

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

- 2 Mix the eggs with a splash of milk and a dash of salt and pepper.
- 1 Get the eggs out of the refrigerator.
- 4 Enjoy your warm scrambled eggs with toast and jam!
- 3 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

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**A.5** ASSESSMENT  
CONTINUED

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
9. Choose the answer with words that are adverbs.
  - A. excited, early, climactic
  - B. Elementary, early, stayed
  - C. greatly, enthusiastically, early
  - D. Scottsdale, 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!"

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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.

14. Write the sentence using correct capitalization and punctuation.

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

**"Your disguise is so creative that I hardly recognized you,"**  
said Donny.

15. Write the sentence adding commas where needed.

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

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

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

**A.5**  
CONTINUED ASSESSMENT

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 have 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.

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 our teacher's house for a party.  
(the house of our teacher)

NAME: \_\_\_\_\_  
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**A.5**  
CONTINUED ASSESSMENT

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 this way!
- B. The lions roars could be heard all over the zoo.
- C. The stripes on the tigers fur are orange and yellow.
- D. Do you see the bears claws scratching the tree?

26. Write the correct possessive pronoun on the blank.

Can the rushing river overflow its 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 thinner slices than the apple slices on my plate.  
thin
28. The paintings in that museum are the most unusual I've ever seen!  
unusual
29. Our grandmother lives closer to the mall than we do.  
close
30. Our class recited multiplication tables more correctly than the other class.  
correctly

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

NAME: \_\_\_\_\_  
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**A.6** ASSESSMENT

**Beginning-of-Year Morphology Assessment**

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

  - preheat
  - preschool
  - preview
  - preselect

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

- 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: \_\_\_\_\_ counsel \_\_\_\_\_

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

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**A.6** ASSESSMENT  
CONTINUED

- An *artist* is a person who \_\_\_\_\_.
  - erases art
  - makes or creates art
  - is full of art
  - lacks art
- If you are skilled in pediatrics, or the branch of medicine dealing with babies and children, what are you?
  - a cosmetician
  - a politician
  - a pediatrician
  - a musician
- Circle the word that has the suffix *-y*, which means “full of or covered with,” correctly added to a root word?
 

|              |       |       |       |
|--------------|-------|-------|-------|
| <u>rusty</u> | sorry | happy | story |
|--------------|-------|-------|-------|
- Which of the following choices is a *nutritional* food choice?
  - potato chips
  - ice cream
  - a lollipop
  - asparagus
- What word means “full of danger”?
  - dangerly
  - nondanger
  - dangerous
  - dangerless

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Choose the correct word to complete each sentence.

- She \_\_\_\_\_ presented the results of her study and kept the audience interested and entertained.
  - humorous
  - humorly
  - humorously
  - humory
- I enjoy drawing \_\_\_\_\_.
  - creativer
  - creativous
  - creativish
  - creatively
- The \_\_\_\_\_ cut on my hand hurt even more when Mom started to clean it.
  - painful
  - careless
  - hopeful
  - fearless

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## A.6 CONTINUED ASSESSMENT

17. Which of the following words 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
18. Complete this sentence:  
My brother acted in a *selfish* way when he  
Answers may vary but should complete the sentence with a reasonable example of selfish behavior.
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 book club.  
D. The baseball game went into extra innings.

20. If something is *chewable*, that means it is  
able to be chewed.

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. project  
C. proposal  
D. provide

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?

one

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

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

NAME: \_\_\_\_\_  
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## A.6 CONTINUED ASSESSMENT

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
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



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