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## Unit 1 Pre-Assessment

Read the selection. Then answer the questions.

# Sensory Objects Are for Learning

*by Greta Greenberg*

Sensory objects, such as stress balls and playdough, have recently been banned at our school. However, I believe there are compelling reasons why students should be permitted to use sensory objects in our classrooms.

Sensory objects allow students to relieve stress and anxiety. School can be an intimidating place for many students. Reading aloud, answering questions, and participating in groups are daunting tasks for some students. Allowing these students to use sensory objects can help reduce stressful feelings.

Sensory objects help students focus on their school activities. Students who struggle to pay attention to the teacher or to assignments benefit from manipulating sensory objects. They help to minimize distractions and to increase concentration.

Most importantly, sensory objects increase brain function. The repetitive actions used with these sensory objects actually increase connections in the brain. Greater connections lead to deeper learning.

Sensory objects serve many purposes because they help students relieve stress, support students as they focus, and promote productive brain function. Because these sensory objects can produce positive effects in our classrooms, teachers and administrators should endorse rather than oppose their use.

1. Read the paragraph from the selection.

Sensory objects allow students to relieve stress and anxiety. School can be an intimidating place for many students. Reading aloud, answering questions, and participating in groups are *daunting* tasks for some students. Allowing these students to use sensory objects can help reduce stressful feelings.

Which word in the paragraph helps the reader determine the meaning of the word *daunting*?

- A. "Sensory"
- B. "intimidating"
- C. "participating"
- D. "feelings"

2. Read the sentence from the selection.

They help to *minimize* distractions and to increase concentration.

Based on the Latin root *mini*, meaning "small," what does *minimize* mean?

- A. lessen
- B. notice
- C. predict
- D. reject

3. Read the dictionary entry.

**deep** /dēp/ *adjective* 1. extending far below a surface 2. mysterious or odd 3. rich in quality 4. difficult to understand

Which definition matches how the word *deeper* is used in the sentence, "Greater connections lead to *deeper* learning"?

- A. definition 1
- B. definition 2
- C. definition 3
- D. definition 4

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4. Read the sentence from the selection.

Because these sensory objects can produce positive effects in our classrooms, teachers and administrators should *endorse* rather than oppose their use.

Which context clues throughout the selection reveal the meaning of the word *endorse* in this sentence? Use details from the selection to support your answer.

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## Unit 2 Pre-Assessment

Read the stories. Then answer the questions.

# Why So Quiet?

*by Richard Clinton*

“You want popcorn?” Elena asked Becca. Her friend only shrugged. Although Becca normally talked a mile a minute, she had been unusually quiet on the way to the movie theater.

Elena thought she knew what was going on. Yesterday, when the girls had talked about seeing a movie, they had disagreed about what to see. Becca had finally agreed to Elena’s choice. Elena hadn’t thought it was a big deal, but now, she wondered how long Becca was planning to sulk.

The girls made their way into the theater and waited for the movie to begin. As the uncomfortable silence continued, Elena’s annoyance grew. Becca was acting so childish. Elena struggled to contain her emotions, but she ultimately failed. She snapped, “You didn’t have to come, you know!”

Becca turned shocked eyes in Elena’s direction. “What do you mean?”

“You’re upset with me,” Elena fumed.

“Yes, I’m upset,” Becca admitted, “but not with you. Last night my aunt and uncle came over to tell us they’re moving to Singapore.”

“Singapore?” Elena repeated blankly. “Why didn’t you tell me?”

“I would have. I’m not ready to talk about it yet,” Becca said with a sniffle. Feeling remorseful, Elena squeezed Becca’s hand and resolved to be a better friend.

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## Looking Closely

by Dan Pfeiffer

Jayesh's grandmother looked critically at one of the paintings on the wall at the Student Art Show. "This one's not as good as yours," she commented loudly.

"Sh!" Jayesh looked at the painting, in which swirling, colorful forms blurred into each other. "I'm glad you liked my self-portrait, but this is a different kind of art. It's abstract."

His grandmother looked skeptical, but Jayesh continued to study the painting. "Look at that big blue streak, Grandma. It looks like a river, doesn't it? A clover-shaped river. The artist clearly wants the observer to think about nature." He warmed to his topic. "Here on the left side, it's all bright colors and rounded shapes. But look at that top right corner, full of dark, jagged streaks."

He snapped his fingers. "I've got it! This painting is about pollution. It's saying we should have more respect for the environment."

"Wow!" said a floppy-haired boy standing nearby. "You got all that from this painting?"

"Anyone can learn to interpret art. You just have to look closely," Jayesh said modestly. "Of course, there's no way to be absolutely sure what the artist was thinking . . ."

"I wasn't thinking about anything in particular," said the boy. "But I like your interpretation. I think I'll change the title from *Almost Lunchtime* to *Save Our Planet*."

1. Which theme is explored in both stories?
  - A. Listening to others is more important than voicing your opinions.
  - B. Different art forms often require different methods of interpretation.
  - C. People should consider the preferences of others when planning outings.
  - D. It might be a mistake to assume you know what another person is thinking.
  
2. Which sentence in “Why So Quiet?” develops the theme that a misunderstanding can escalate quickly ?
  - A. “Although Becca normally talked a mile a minute, she had been unusually quiet on the way to the movie theater.”
  - B. “Yesterday, when the girls had talked about seeing a movie, they had disagreed about what to see.”
  - C. “The girls made their way into the theater and waited for the movie to begin.”
  - D. “As the uncomfortable silence continued, Elena’s annoyance grew.”
  
3. Which is the best summary of “Looking Closely”?
  - A. Two boys with different styles display very different paintings at their school’s Student Art Show.
  - B. Jayesh interprets an artist’s abstract painting with a deeper meaning than the artist intended.
  - C. At the Student Art Show, Jayesh interprets an abstract work of art for his grandmother.
  - D. Jayesh helps another boy see that his painting is better than the boy thought it was.
  
4. Read the paragraphs from “Looking Closely.”

“Anyone can learn to interpret art. You just have to look closely,” Jayesh said modestly. “Of course, there’s no way to be absolutely sure what the artist was thinking . . .”

“I wasn’t thinking about anything in particular,” said the boy. “But I like your interpretation. I think I’ll change the title from *Almost Lunchtime* to *Save Our Planet*.”

Which theme do these paragraphs develop? Use details from the story to support your answer.

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### Unit 3 Pre-Assessment

Read the poems. Then answer the questions.

## The Oak

*by H.F. Chorley*

A song to the oak  
The brave old oak,  
Who hath ruled in the greenwood long:  
Here's health and renown  
To his broad green crown  
And his fifty arms so strong.  
There's fear in his frown  
When the sun goes down,  
And the fire in the west fades out;  
And he showeth his might  
On a wild midnight,  
When the storms through his branches shout.  
Then here's to the oak  
The brave old oak!  
Who stands in his pride alone;  
And still flourish he,  
A hale, green tree  
When a hundred years are gone.

## Woodman, Spare That Tree

*by George P. Morris*

Woodman, spare that tree!  
Touch not a single bough!  
In youth it sheltered me,  
And I'll protect it now.  
'Twas my forefather's hand  
That placed it near his cot;  
There, woodman, let it stand—  
Thy axe shall harm it not!  
That old familiar tree,  
Whose glory and renown  
Are spread o'er land and sea—  
And wouldst thou hew it down?  
Woodman, forbear thy stroke!  
Cut not its earth-bound ties;  
Oh, spare that aged oak,  
Now towering to the skies!  
My heartstrings round thee cling,  
Close as thy bark, old friend!  
Here shall the wild bird sing,  
And still thy branches bend.  
Old tree! the storm still brave!  
And, woodman, leave the spot.  
While I've a hand to save,  
Thy axe shall harm it not!



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1. How are the structures of the poems similar?
  - A. They both have a predictable rhyme scheme.
  - B. They both use punctuation in creative ways.
  - C. They both portray interrupted thoughts.
  - D. They both end on a joyful note.
  
2. Why might “Woodman, Spare That Tree” have a more anxious tone than “The Oak”?
  - A. Many of its lines create a rhythmic effect.
  - B. Many of its lines use a limited number of words.
  - C. Many of its lines suggest that the oak tree is old.
  - D. Many of its lines make an appeal to the woodman.
  
3. How is the poet limited because “The Oak” has only one stanza?
  - A. He cannot include figurative language.
  - B. He cannot describe what the oak looks like.
  - C. He cannot reveal how the speaker feels about the oak.
  - D. He cannot give background information about the speaker.
  
4. How and why do both poems use repetition? Use details from both poems to support your answer.

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**Unit 4 Pre-Assessment**

Read the story. Then answer the questions.

## The Girl and the Almost Art Entry

*a modern-day retelling of an Aesop fable*

Rita firmly gripped her latest masterpiece in her hands. She just knew this painting was going to win the contest. She had spent five long weeks crafting it, dedicating every weeknight and all weekends. With that much time invested, there was no way that she wouldn't win—No Way!

"I think with my prize money I'll buy some chiseling tools," Rita concluded, picturing in her mind the sharp instruments that she would use to carve Grandfather's blocks of wood into intricate totems.

"Then, I'll sell those totems at the Farmers Bazaar next month," she determined. "I know I'll be able to sell them for big bucks. The people who come to the bazaar love artsy stuff like that." Rita could almost feel the money in her hands.

She could picture what she was going to buy with it too—a summer pass to the pool. Rita's imagination transported her to next summer with the sun beating down on her like an oven and the cool water splashing on her suit. Rita pictured her ascent to the diving board to perform her perfect swan dive. She threw her arms outward and . . .

Just as she did, Rita was suddenly thrust back into reality as her beautiful masterpiece crashed to the ground, right into a big muddy puddle on the sidewalk.

Rita burst into tears, retrieving her soggy painting from the ground. As she did, she could hear her grandmother's words of wisdom replaying in her mind. "Don't count your chicks before they hatch, my dear," she frequently would say when Rita's imagination got the best of her. And today, Grandmother's words couldn't ring more true.

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1. Read the sentences from the story.

Rita pictured her ascent to the diving board to perform her perfect swan dive. She threw her arms outward and . . .

How does this incident help shape the story?

- A. by showing that Rita loves swimming and diving
- B. by causing Rita to think about her grandmother
- C. by causing Rita to drop her painting in the mud
- D. by showing Rita that she should be more careful

2. Read the sentence from the story.

“I think with my prize money I’ll buy some chiseling tools,” Rita concluded, picturing in her mind the sharp instruments that she would use to carve Grandfather’s blocks of wood into intricate totems.

What do Rita’s thoughts tell the reader about her?

- A. She is bossy.
- B. She is foolish.
- C. She is helpful.
- D. She is confident.

3. Which of Rita’s actions propels the action in the story?

- A. Rita creates a painting for a contest.
- B. Rita assumes she will win a contest.
- C. Rita goes outdoors with her painting.
- D. Rita remembers her grandmother’s words.

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4. Read the sentences from the story.

As she did, she could hear her grandmother's words of wisdom replaying in her mind. "Don't count your chicks before they hatch, my dear," she frequently would say when Rita's imagination got the best of her.

What do these sentences help the reader understand about Rita's grandmother? Use details from the story to support your answer.

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## Unit 5 Pre-Assessment

Read the selections. Then answer the questions.

### Make Way for Millet

*by Boris Jackson*

Can you guess the number of plastic utensils deposited into landfills each year? Experts estimate this number to be 40 billion in the United States alone. And in India, where the population hovers around 1.3 billion, scientists say the Indian people throw away 120 billion pieces a year. That's more than the number of stars in the Milky Way!

One man, Narayana Peesapaty of India, wondered how he could make a difference. He began to experiment with a recipe to bake edible spoons. That is right. Bakey's, the company manufacturing these *eat-able* utensils, wants to change the way you sip soup, stir coffee, and eat ice cream.

The edible spoons are made mostly from sorghum, a grain in the millet family. Not only do the utensils leave no waste, but they also require limited water or energy to produce. According to the company's website, it takes the same amount of energy to produce 100 edible spoons as it does to produce a single plastic spoon.

The edible spoons are made in eight flavors from sugar to black pepper. But if you don't like the options, you can always dispose of them. They will biodegrade in as few as three days. Compare that with the 450-year life expectancy of a plastic spoon.

### No Straw, Please

*by Diane Orson*

500,000,000—that's the number of straws used in the United States each day, enough to circle the globe 2.5 times! That sounds alarming. But what does it really mean? Why does it matter? How can you help?

Plastics, especially disposable straws, do indeed circle the globe. Much of our plastic waste ends up in our oceans. Unfortunately, once plastic objects are caught in a gyre, an orbiting ocean current, that's where they remain. As the trash collects on the surface of the ocean, it forms what is commonly referred to as a *garbage patch*. The largest garbage patch on Earth is the Great Pacific Garbage Patch. Conservative estimates say the garbage patch is about 270,000 square miles. That's the size of Texas!

All plastic debris are harmful to marine life. Plastic straws are especially deadly. Sea birds, sea turtles, and dolphins mistake the colorful objects for food. Many animals choke when they consume straws that obstruct their airways. And plastic is indigestible. That means it sits in the digestive tract, sometimes puncturing organs, and prevents animals from absorbing necessary nutrients.

Thanks to the *No Straw, Please* social media campaign and others such as the Last Plastic Straw organization, the straw dilemma has a simple solution. Just tell your waiter, "No straw, please." You can make your next plastic straw your last plastic straw.

1. Which statement **expresses** the purposes of both selections?
  - A. The purpose of “Make Way for Millet” is to convince people to buy edible spoons, while the purpose of “No Straw, Please” is to explain challenges for Earth’s oceans.
  - B. The purpose of “Make Way for Millet” is to show that some plastic items are more useful than others, while the purpose of “No Straw, Please” is to show that all plastic is harmful.
  - C. The purpose of “Make Way for Millet” is to explain a new environmentally friendly product, while the purpose of “No Straw, Please” is to explain why plastic utensils can be harmful.
  - D. The purpose of “Make Way for Millet” is to compare the use of plastic in different countries, while the purpose of “No Straw, Please” is to invite people to join a campaign against the use of plastic.
  
2. How does the author of “Make Way for Millet” attempt to reassure people who dislike the idea of eating spoons?
  - A. by pointing out that edible spoons are available in different flavors
  - B. by pointing out that edible spoons do not take much energy to produce
  - C. by pointing out that edible spoons quickly biodegrade when disposed of
  - D. by pointing out that edible spoons are made from a grain in the millet family
  
3. Which point of view does the author express in “No Straw, Please”?
  - A. Plastic waste is more harmful in the oceans than it is on land.
  - B. The problem of harmful plastic waste can easily be solved.
  - C. Humans should avoid using any items made of plastic.
  - D. People can avoid using some popular plastic items.
  
4. Based on both selections, what is a point of view that the authors share? Use details from both selections to support your answer.

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## Unit 6 Pre-Assessments

Read the drama. Then answer the questions.

# Goat on the Rooftop

*adapted from the Aesop fable "The Kid on the Housetop"*

## Characters

GOAT

WOLF

### SCENE 1

*[The scene opens near a small thatched cottage covered in thick wildflowers and mosses sitting in the middle of a clearing.]*

**GOAT:** *[Trotting past.]* Oh, how lucky I am to have stumbled across such a delightful cottage! A feast for the eyes, exercise for the body, . . . and another feast for my belly!

*[Goat gazes for a moment at the cottage, scrambles happily to the rooftop, and munches the wildflowers and mosses growing there.]*

### SCENE 2

*[Something yet unseen catches Goat's attention.]*

**GOAT:** What have we here? That wily Wolf usually terrorizes me with his ferocious bark and his even worse bite. I believe I'll have a bit of fun from the safety of my rooftop retreat!

*[Wolf comes into view. As he strolls near the cottage, Goat pushes a clod of moss onto Wolf's head.]*

**GOAT:** *[Scampering to the highest point of the roof.]* Hello, there, Wolf! I guess you're not so big after all! Bark all you want, but you can't bite me up here! Let this teach you a lesson!

**WOLF:** *[Looking up at Goat.]* I will neither bark nor bite, for it is not *you* who mock me, young Goat, but the roof on which you stand.

*[Wolf walks away, leaving Goat feeling rather sheepish.]*

**GOAT:** Perhaps, it is I who has the lesson to learn.

1. How do the events of Scene 1 contribute to the action in the drama?

- A. They portray Goat as playful and impulsive.
- B. They emphasize that Goat wants to eat healthily.
- C. They highlight the fact that Goat is luckier than Wolf.
- D. They demonstrate that Goat pays close attention to his surroundings.

2. Read this dialogue from Scene 2.

**GOAT:** What have we here? That wily Wolf usually terrorizes me with his ferocious bark and his even worse bite. I believe I'll have a bit of fun from the safety of my rooftop retreat!

How does this dialogue by Goat contribute to the action in the drama?

- A. It resolves the conflict between Goat and Wolf.
- B. It proves that Goat is smarter than he appears.
- C. It provides evidence for Goat's motivations.
- D. It shows why Wolf deserves to be tricked.

3. Read the stage directions from Scene 2.

*[Something yet unseen catches Goat's attention.]*

How does this incident affect the drama?

- A. It explains how Goat feels about Wolf.
- B. It creates curiosity about what Goat sees.
- C. It foreshadows a problem that will affect Goat.
- D. It reveals that Wolf moves in a slow, careful way.

4. How is Wolf characterized by his response to Goat's teasing? Use details from the drama to support your answer.

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## Unit 7 Pre-Assessments

Read the story. Then answer the questions.

# Bike Ride

*by Lucy Himes*

Cool morning air streamed into my face as I crouched low over my handlebars and pedaled for dear life. At this hour, there was very little traffic, allowing me to focus my gaze on the dazzling emerald forest that stretched from the road on both sides. Birds swooped and called as I drew closer to my destination, a sunny spot with a beautiful view of the creek.

I was enjoying my ride so much that I didn't notice that my front tire felt weird. It seemed to be bumping against the ground more forcefully than it should have been. Of course, my thoughts flashed to my dad, who believes in being over-prepared for absolutely everything. Last night, when I told him I was going for a long ride this morning, he urged me to take his bicycle repair kit with me. I didn't bring it because I didn't want to be weighed down. I knew my bike was fine since I had just ridden it two days ago.

After another minute of riding, I could no longer ignore the *whump, whump* of my tire against the road. I stopped to take a look. My heart sank as I realized I had a flat tire. I must have ridden over something sharp on my last ride, and air had been slowly leaking since. If I had only squeezed the tire this morning before leaving, I would have discovered the problem. Now here I was, over a mile from home. It would be a long walk, but I would have plenty of time to consider if maybe Dad was right about "being prepared."

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1. What does using the first-person point of view allow the author to emphasize?
  - A. the beauty of the landscape of the narrator's ride
  - B. the dad's attempts to prepare for difficult situations
  - C. the nature of the problem with the narrator's bicycle
  - D. the narrator's change of thinking regarding her dad's advice
  
2. Which event illustrates the reason for the difference in the points of view of the narrator and her dad?
  - A. The narrator must return home even though she told her dad she was going for a long ride.
  - B. The narrator thinks her front tire feels strange just before she remembers the advice her dad gave her.
  - C. The narrator needs a bicycle repair after she ignored her dad's suggestion that she should take his repair kit.
  - D. The narrator must use the time she spends walking home to consider her dad's words about being prepared.
  
3. How does the author convey the narrator's point of view about nature?
  - A. by showing she does not hesitate to walk home
  - B. by describing what she sees while biking on the trail
  - C. by showing how fast she pedals before her tire is flat
  - D. by describing her emotions when her ride is shortened
  
4. How does the narrator's point of view differ from her dad's at the beginning of the story? Use details from the story to support your answer.  
  
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## Unit 8 Pre-Assessment

Read the selection. Then answer the questions.

# Let's Go for a Crun!

*by Jim DeLauro*

What do you get when you cross crawling with running? Crunning! Crunning is essentially running on your hands and feet. The term and the fitness movement were developed by Australian Shaun McCarthy. McCarthy explains that crunning is a good workout because it engages both the upper and lower body, with an emphasis on the thighs and shoulders.

As with any type of exercise, technique and safety are key. McCarthy recommends wearing gloves to protect your hands. Proper running shoes are also essential for your safety. Fitness specialists recommend stretching before and after crunning.

Currently, this new exercise trend is enjoyed mostly in Australia. But in China, people are doing a similar movement at a slower pace; it's more like crawl-walking rather than crawl-running.

McCarthy encourages people to give crunning a try. He reminds people that crunning engages more muscle groups than running upright. Because crunning is both an upper body and lower body workout, it also burns calories more quickly.

So if you enjoy physical activity, why not try crunning? You might just help crunning become the next big thing.

1. According to the selection, how is crunning different in China than it is in Australia?
  - A. People in China burn more calories.
  - B. People in China move more slowly.
  - C. People in China engage their whole body.
  - D. People in China protect their hands with gloves.

2. Read the sentences from the selection.

What do you get when you cross crawling with running? Crunning! Crunning is essentially running on your hands and feet.

Why does the author most likely use this analogy?

- A. to convince the reader to give crunning a try
  - B. to explain what equipment is needed for crunning
  - C. to provide information about the history of crunning
  - D. to help the reader visualize a person who is crunning
  
3. According to the selection, how is crunning superior to traditional running?
  - A. Crunning was developed by an Australian trainer.
  - B. Crunning works both the upper and lower body.
  - C. Crunning is not popular in many countries.
  - D. Crunning requires less equipment.
  
4. According to the selection, what does crunning have in common with other forms of exercise? Use details from the selection to support your answer.

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## Unit 9 Pre-Assessment

Read the story. Then answer the questions.

# The Mascot Contest

*by Emily Coates*

On Monday morning, Mrs. Martinez beamed at her students. “This weekend,” she announced, “school administrators chose the winner of our school’s Pick-Our-Mascot contest. And . . . ” she paused dramatically “. . . the winner is someone in this class!”

Izzy sat up a little straighter. She knew Mrs. Martinez was about to say her name. When the mascot contest had been announced, Izzy had made a beeline to the nearest computer. She’d spent hours researching school mascots. She’d even polled her family and friends for their preferences.

“Those both stink,” her twin brother, Ryan, had said promptly when Izzy asked him whether she should go with Sarah the Seahawk or Liv the Lion. Izzy had decided to ignore him. She knew Sarah and Olivia were two of the most popular girl names in America.

When the day of the contest had finally arrived, Izzy had actually felt a flash of pity for Ryan. He obviously had no idea what to write down on his blank slip of paper. He’d just stared out their classroom window at the dark clouds massing overhead.

Izzy snapped back to attention just in time to hear Mrs. Martinez congratulate Ryan for winning the contest. “From now on,” Mrs. Martinez chirped, “our sports teams will be known as The Storm!”

*That’s awful, Izzy thought. How can our mascot dress up as a storm?*

She looked at Ryan and was nearly blinded by the force of his grin.

*It’s more original than my idea, she admitted to herself. And who knows, maybe he’ll be willing to split that \$50 gift card with his beloved sister.*

Izzy stood up and joined the congratulatory crowd around her brother.

1. Read the sentence from the story.

She'd even polled her family and friends for their *preferences*.

Which word is an antonym for the word *preferences*?

- A. complaints
- B. dislikes
- C. interests
- D. thoughts

2. Read the sentence from the story.

When the mascot contest had been announced, Izzy had made a beeline to the nearest computer.

What does the figurative language in this sentence help the reader understand about Izzy?

- A. She likes insects.
- B. She felt confused.
- C. She did not hesitate.
- D. She ignored her friends.

3. Read the sentence from the text.

*It's more original than my idea*, she admitted to herself.

Which word has the closest connotation to the word *original* as it is used in this sentence?

- A. ancient
- B. creative
- C. eccentric
- D. genuine

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4. Read the sentence from the story.

She looked at Ryan and was nearly blinded by the force of his grin.

What does the figurative language in this sentence tell the reader? Use details from the story to support your answer.

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## Unit 10 Pre-Assessments

Read the selections. Then answer the questions.

### Googie Architecture

*by Brittney Schoffstall*

During the 1950s and 1960s, an American design movement emerged. This new style called Googie architecture was named for a coffee shop in West Hollywood, California. Googie's Coffee Shop was designed and constructed in 1949.

Googie architecture was a reflection of America's fascination with the Space Age. Shapes such as boomerangs, atomic shapes, starbursts, and flying saucers were common in Googie design. These buildings often resembled spacecraft.

The architectural designs used in Googie were originally intended to attract customers. Owners of gas stations, restaurants, and motels along freeways needed original ways to gain the attention of travelers. The futuristic designs of Googie were the answer to that need.

By the late 1960s, Googie architecture faded. But buildings such as the Space Needle in Seattle and the Theme Building at Los Angeles International Airport still exist as examples of this period in American architectural design.

### Seattle's Space Needle

*by Rosa Lamont*

Soaring above the Seattle, Washington, skyline is an iconic image: Seattle's Space Needle. Built for the 1962 World's Fair, the unique saucer design reflects elements of the Googie architecture design movement.

The Space Needle is 605 feet tall. At the time it was completed, it was the tallest building west of the Mississippi River. The foundation for this unique tower extends 30 feet underground. The 72 bolts that hold it in place are 30 feet in length. Visitors can ride an elevator as high as 520 feet and observe amazing views of the city. At 500 feet, the rotating SkyCity Restaurant is a popular attraction.

Googie architecture was designed to make a statement and to attract attention, and the Space Needle certainly does that. It rises over the city of Seattle like an alien invasion has just entered the Emerald City's atmosphere. It is considered to be one of the most recognizable landmarks in the United States. About 1.3 million people zip to the Space Needle's observation deck each year.



Name: \_\_\_\_\_

1. Based on the information in “Googie Architecture,” what can the reader infer?
  - A. People enjoy visiting buildings that were constructed long ago.
  - B. This space-age architectural style is predicted to make a comeback.
  - C. People in the 1950s and 1960s were excited about space exploration.
  - D. Buildings were more difficult to construct in the 1950s and 1960s than they are today.
  
2. Which evidence from “Seattle’s Space Needle” supports the idea that the architect of the Space Needle had safety in mind?
  - A. The tower extends 30 feet into the ground.
  - B. The top of the building is designed like a spacecraft.
  - C. The elevator climbs over 500 feet above the main floor.
  - D. The building was designed as a showcase for the World’s Fair.
  
3. Which sentence from “Seattle’s Space Needle” supports the idea that the Space Needle is a popular tourist attraction?
  - A. “Soaring above the Seattle, Washington, skyline is an iconic image: Seattle’s Space Needle.”
  - B. “At the time it was completed, it was the tallest building west of the Mississippi River.”
  - C. “Visitors can ride an elevator as high as 520 feet and observe amazing views of the city.”
  - D. “About 1.3 million people zip to the Space Needle’s observation deck each year.”
  
4. Based on both selections, what was the intended purpose of Googie architecture? Use details from both selections to support your answer.

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## Unit 11 Pre-Assessment

Read the selections. Then answer the questions.

# Sammezzano Castle

*by Bill Cabbage*

Ah, the Italian countryside. Ancient villages, rolling hills, and . . . a Moorish castle? Unbelievable as it may seem, a fabulous piece of Moorish-style architecture lies hidden just 20 minutes from Florence, Italy.

### From Ordinary to Anything But

Sammezzano was a fairly typical castle when it was built in 1605. In 1843, however, the Italian nobleman who inherited it decided to give free reign to his passion for Oriental design. For the next 46 years, Panciatichi Ximenes Aragona transformed Sammezzano into a place like none other on Earth. Thanks to him, the castle now boasts 365 rooms, one for each day of the year. The rooms are decorated with bright colors and intricate designs. Each has a representative name, such as the White Room, the Peacock Room, or the Room of Stars.

### An Uncertain Future

Sammezzano Castle remained in the nobleman's family until the 1970s, when it was bought and briefly renovated as a luxury hotel. In the 1990s, it was sold again, but due to the great expense of repairing the property, the company that purchased it has not developed the castle as they planned.

Some groups feel strongly that the Italian government should buy this property and renovate it as a museum. At this time, however, the castle remains under the control of the company that acquired it, slowly becoming ruins. The fate of Sammezzano Castle remains a story for the future.

#### Seeing Sammezzano

The castle is not officially open to visitors. However, Comitato FPXA, a nonprofit group dedicated to preserving this landmark, occasionally provides virtual tours. Sign up for alerts through their [Web page](#)—or browse the photos and videos of those people who have visited.

Name: \_\_\_\_\_

# The Empty Castle

*by Penelope Windemere*

There are many stunning castles throughout the world. But how about one with 365 rooms, one for each day of the year, surrounded by a 450-acre park? It sounds like something a child would imagine, but in the 1800s, one Italian nobleman made this dream a reality.

This fantastical place is Sammezzano Castle in Regello, Italy. The Moorish influence on this structure is immediately apparent. This feature in itself is not remarkable as Italy has its share of Moorish-influenced architecture. But what sets Sammezzano Castle apart is the level of artistry and detail evident in its every nook and cranny. Colorful, patterned tilework, arches, and columns are found throughout, with every room having its own unique flair. The surrounding grounds are home to Italy's largest forest of giant sequoia trees as well as several pools, fountains, and bridges.

In the early 1800s, many people in Europe developed an interest in the cultures of Asia and the Middle East. One gentleman who took this interest to another level was the nobleman, Fernando Panciatici Ximenes. In the mid-1800s, Ximenes inherited the castle, which had been built over 200 years before. He soon decided a complete renovation was needed. Ximenes ensured that Moorish-influenced touches were infused in every corner of the castle. Over the next 30 years, he oversaw its transformation into the sprawling masterpiece it is today.

After the death of Ximenes, the castle was closed, briefly turned into a hotel, and closed again. In 1999, the owners of the castle made some necessary renovations, but since then it has been shuttered, and only opened occasionally to visitors. The castle is now in need of upgrades and repairs. In fact, there are concerns about allowing visitors inside due to the potential for falling plaster and other dangerous effects of neglect.

Currently, the castle needs a new owner. Several foreign investors have expressed interest; however, a sale has yet to be finalized due to concerns over the cost. Despite its exquisite beauty, a 400-year-old castle in need of repairs with no running water or electricity is difficult to sell. If you have a spare 18 million dollars, then Sammezzano Castle could be yours!

1. On which point does the author of “The Empty Castle” disagree with the author of “Sammezzano Castle”?
  - A. whether visitors to Italy are impressed with Sammezzano castle
  - B. how architecture in Italy compares to that of other countries in Europe
  - C. why many people in Italy are concerned about the future of Sammezzano castle
  - D. whether the influence of Moorish-style architecture is commonly seen in rural Italy
  
2. Which sentence from “Sammezzano Castle” presents the author of this selection as more critical of the current owner of the castle than the author of “The Empty Castle”?
  - A. “Sammezzano Castle remained in the nobleman’s family until the 1970s, when it was bought and briefly renovated as a luxury hotel.”
  - B. “Some groups feel strongly that the Italian government should buy this property and renovate it as a museum.”
  - C. “At this time, however, the castle remains under the control of the company that acquired it, slowly becoming ruins.”
  - D. “The fate of Sammezzano Castle remains a story for the future.”
  
3. Which sentence expresses how the information presented in both selections about visiting the Sammezzano castle differs?
  - A. Only the author of “Sammezzano Castle” mentions that people can visit the castle.
  - B. Only the author of “The Empty Castle” raises concerns about the safety of visitors to the castle.
  - C. Only the author of “Sammezzano Castle” describes the castle in a way that makes readers want to visit.
  - D. Only the author of “The Empty Castle” mentions how the ownership of the castle will affect whether people can visit in the future.
  
4. Explain a specific example of how the authors take different approaches to presenting similar information. Use details from both selections to support your answer.

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Name: \_\_\_\_\_

## Unit 12 Pre-Assessment

Read the story. Then answer the questions.

# My First 5K

The 2nd Annual Fun Run to benefit the Furry Friends Pet Shelter was about to begin. All around me, runners were stretching, jogging in place, and preparing to sprint to the finish line. I studied them with the curiosity of an anthropologist suddenly dropped in the midst of an alien culture. While I wanted to do my part to help the animal shelter, I wasn't a runner, and I had no problem with walking every step of this race.

At precisely 9 a.m., the race organizers sounded the starting bell. Most of the runners took off as if they were thoroughbred colts trying to win the Kentucky Derby. By contrast, I plodded along like a Clydesdale hitched to a heavy wagon. Like any good draft horse, I focused on my task, resolutely placing one foot in front of the other while ignoring the distractions around me. Within minutes, most of the thoroughbreds were ahead of me and out of sight.

At first, I enjoyed the relative calm. But then I started to feel self-conscious about my uncontested last-place status. Trees and stop signs were looking at me reproachfully, as if reminding me I had signed up for a *Fun Run*, not a *Fun Walk*. Somewhat unwillingly, I quickened my pace from snail to turtle.

The next hour was the longest of my life. However, after I crossed the finish line, my pain was forgotten. As I accepted a banana and a cup of water from a volunteer, I knew I had helped the pet shelter just as much as the first-place finisher.

1. Read the sentence from the story.

Like any good draft horse, I focused on my task, *resolutely* placing one foot in front of the other while ignoring the distractions around me.

What does the word *resolutely* most likely mean?

- A. feeling no emotion
- B. paying no attention
- C. with determination
- D. in a graceful manner

2. Read the sentence from the story.

I studied them with the curiosity of an anthropologist suddenly dropped in the midst of an alien culture.

What does this figurative language tell the reader about the narrator?

- A. He has a keen interest in science.
- B. He does not want to take part in the 5K.
- C. He feels different from the other participants.
- D. He realizes that he should have worn running clothes.

3. Read the sentence from the story.

The next hour was the longest of my life.

Which idea from the story is reinforced by this hyperbole?

- A. The narrator finds walking more enjoyable than running.
- B. Helping the pet shelter animals is important to the narrator.
- C. The narrator feels angry at himself for moving at a slow pace.
- D. Running in a race is not the narrator's preferred type of activity.

Name: \_\_\_\_\_

4. Read the sentences from the story.

Trees and stop signs were looking at me reproachfully, as if reminding me I had signed up for a *Fun Run*, not a *Fun Walk*. Somewhat unwillingly, I quickened my pace from snail to turtle.

How do these sentences affect the tone of the story? Use details from the story to support your answer.

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Name: \_\_\_\_\_

## Unit 13 Pre-Assessment

Read the poems. Then answer the questions.

# Trust

*by Samantha Perry*

Trust is a warm blanket.  
It embraces me with confidence.  
It calms my insecurities  
and allows me to be free.

Trust is not a broken mirror.  
It does not shatter  
when times are tough.

Trust is not a dying tree.  
Its branches do not break  
from pressure.

Trust is a smile.  
It brings joy to my heart  
and comfort to my soul.

Trust is my friend.



Name: \_\_\_\_\_

## I Will Be There

*by Melinda Mann*

Life will get tough with struggles and decisions,  
Making each moment so unfair.  
Just believe me when I tell you:  
I will be there.

Friends may disappoint with their words and their actions,  
Leaving you lonely in your despair.  
Just believe me when I tell you:  
I will be there.

School will be difficult with new knowledge and facts,  
Creating burdens of stress and fear.  
Just believe me when I tell you:  
I will be there.

When life sends challenges with every new sunrise,  
And you wonder who truly cares.  
Just believe me when I tell you:  
I will be there.

1. Based on the structures of “Trust” and “I Will Be There,” what do both poets most likely want to do?

- A. solve a nagging problem
- B. reinforce an important idea
- C. explain an extended metaphor
- D. provide humor and entertainment

2. How are the structures of “Trust” and “I Will Be There” similar?

- A. They both directly address the reader.
- B. They both repeat key words and ideas.
- C. They both rely heavily on personification.
- D. They both use the same number of lines and stanzas.

3. What is an important difference between the structures of “Trust” and “I Will Be There”?

- A. “Trust” has a speaker, while “I Will Be There” does not.
- B. “Trust” tells a story, while “I Will Be There” evokes a feeling.
- C. “Trust” is free verse, while “I Will Be There” uses a rhyme scheme.
- D. “Trust” introduces many ideas, while “I Will Be There” repeats one idea.

4. What is one similarity in the structures of “Trust” and “I Will Be There” that both poets use to enhance meaning? Use details from both poems to support your answer.

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Name: \_\_\_\_\_

## Unit 14 Pre-Assessment

Read the selection. Then answer the questions.

# Jason deCaires Taylor: An Environmental Artist

*by Felicia Montague*

In 2004, Jason deCaires Taylor began working on a creative solution to a problem. As a scuba diving instructor, Taylor had seen firsthand the destruction of natural reefs. He wanted to do something to bring an awareness to this situation. He knew he needed to steer scuba divers away from endangered natural reefs.

Taylor researched the problem for two years. After speaking with scientists and government officials, he decided to create sculptures and place them underwater. He wanted his sculptures to become artificial reefs, so he made them from pH-neutral cement and anchored them to the seabed to prevent movement. This stable foundation encouraged coral reef growth. In turn, the coral changed the appearance of the sculptures from year to year.

In 2006, he submerged his first sculpture, a young man sitting at a desk with a typewriter. Each piece that Taylor sculpts holds special significance in his life. This first sculpture, which Taylor calls *The Lost Correspondent*, was inspired by his grandfather, an avid letter writer.

Taylor has installed underwater sculpture gardens in the waters of the Atlantic Ocean in Grenada, Cancun, England, the Bahamas, and the Canary Islands. His artistic works have been recognized worldwide. Taylor is famous for combining art and awareness about the environment in a unique way.

1. Which summarizes the selection?

- A. Jason Taylor, a scuba instructor, was worried about the safety of natural coral reefs. After doing research, Taylor decided he could best help by making underwater sculptures. Taylor places his sculptures in different underwater locations, and in time, they become artificial reefs.
- B. Jason Taylor creates sculptures out of pH-neutral cement and attaches them to the seafloor. He has spoken with scientists and government officials and spent two years researching a problem he noticed while scuba diving. His sculptures encourage the formation of coral reefs.
- C. In a creative solution to a problem, Jason Taylor makes sculptures that encourage the growth of coral. Before starting to make his sculptures, Taylor spent two years talking to government officials and scientists. His first submerged sculpture was of a young man with a typewriter.
- D. Many different locations in the Atlantic Ocean have anchored cement sculptures made by the artist Jason Taylor. Taylor has become famous because his meaningful art encourages people to be more aware of the environment. Taylor is also a scuba diving instructor.

2. Which sentence from the selection develops the idea that Taylor felt concerned about the health of coral reefs?

- A. "Taylor researched the problem for two years."
- B. "In turn, the coral changed the appearance of the sculptures from year to year."
- C. "In 2006, he submerged his first sculpture, a young man sitting at a desk with a typewriter."
- D. "His artistic works have been recognized worldwide."

3. Which statement expresses the selection's central idea?

- A. Jason Taylor places his sculptures in beautiful locations such as the Bahamas and the Canary Islands.
- B. Artists such as Jason Taylor are able to combine their love of sculpting with an awareness of the environment.
- C. Scuba divers view amazing sculptures in Grenada, Cancun, England, the Bahamas, and the Canary Islands.
- D. Jason Taylor's underwater sculpture gardens have earned him worldwide recognition as an environmental artist.

4. Read the sentences from the selection.

He wanted his sculptures to become artificial reefs, so he made them from pH-neutral cement and anchored them to the seabed to prevent movement. This stable foundation encouraged coral reef growth.

How does the idea contained in these sentences relate to the selection's central idea? Use details from the selection to support your answer.

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Name: \_\_\_\_\_

## Unit 15 Pre-Assessment

Read the story. Then answer the questions.

# The Farmer and His Dream

*adapted from the English tale "A Cobbler in Somersetshire"*

There once was a poor farmer who lived in the English countryside. He was happy in his humble home. He had a lovely garden with beautiful flowers and towering oak trees. But for three nights in a row, he had the same strange dream. He dreamed that if he went to London Bridge and stood there patiently, he would receive wonderful news.

After much thought, the farmer decided to make the long journey. He stood on London Bridge for three days. The owner of a nearby shop noticed the farmer standing on the bridge. On the third day, the shop owner decided to ask the farmer what he was doing. When the farmer explained to the shop owner his purpose, the shop owner laughed.

"Why, Sir! I have had a similar dream for many nights too. I dreamed that if I traveled to the English countryside, I would find a great treasure buried under a tall oak tree behind a farmer's humble home. I would be a fool to take such a journey based on a silly dream!"

The farmer wondered if the shop owner's dream was about him. He made the journey back home and discovered a pot filled with gold under his tallest oak tree. For the rest of his days, the farmer had everything he needed. He gave much of his gold to those who were less fortunate. And from that day forward, he never failed to follow his dreams.

1. What can the reader infer about the shop owner?
  - A. He believes that he is too clever to follow instructions from a dream.
  - B. He thinks the farmer on the bridge is the farmer from his dream.
  - C. He is happy with his life so he has no interest in treasure.
  - D. He is annoyed at the farmer for standing on the bridge.
  
2. Based on the story, why does the farmer travel to London?
  - A. to learn good news
  - B. to help a shopkeeper
  - C. to appreciate his simple farm life
  - D. to understand the instructions in his dream
  
3. Which sentence from the story supports the idea that the farmer is kindhearted?
  - A. "There once was a poor farmer who lived in the English countryside."
  - B. "After much thought, the farmer decided to make the long journey."
  - C. "For the rest of his days, the farmer had everything he needed."
  - D. "He gave much of his gold to those who were less fortunate."
  
4. Based on the story, what can the reader infer about the farmer's dream? Use details from the story to support your answer.

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Name: \_\_\_\_\_

## Unit 16 Pre-Assessment

Read the selection. Then answer the questions.

# The Case for Print Books

*by Ben Murphy*

E-books, which are read on electronic devices like cell phones or tablets, have become popular in recent years. Supporters of e-books claim that this format of reading makes the most sense in our technological world. However, print books are superior to e-books in many ways.

Publishers are keenly interested in the reading habits of young adults. They know that we are the next generation of book buyers. Our choices will shape what they produce and sell in the future. For this reason, we must support the publication of print books, which are more appealing and better for learning.

Print books have an aesthetic appeal that e-books simply cannot offer. Illustrations in print books have more impact than those in e-books. Turning the pages of print books provides sensory experiences that e-books cannot match. Another reason to favor print books is that many famous authors, including literary geniuses Maurice Sendak and Sherman Alexie, prefer them more than e-books. In addition, print books support learning in ways e-books do not. Studies have shown that people who read print books remember more of what they read.

E-book supporters believe that e-books are more convenient. It is true that e-books are easy to store and carry; however, they are not necessarily more convenient than print books. If electronic devices are not charged, they cannot display the content from e-books, which is certainly not convenient!

Even though e-books are a part of the technology age, I believe that e-books will never replace the joy of reading print books.

1. What is the author's main claim in the selection?
  - A. E-books have become much more popular than they were in the past.
  - B. People tend to learn more from print books than from e-books.
  - C. Publishers pay attention to the preferences of book buyers.
  - D. Print books offer advantages over e-books.
  
2. Which sentence in the selection is least relevant to the author's argument?
  - A. "Print books have an aesthetic appeal that e-books simply cannot offer."
  - B. "Turning the pages of print books provides sensory experiences that e-books cannot match."
  - C. "Another reason to favor print books is that many famous authors, including literary geniuses Maurice Sendak and Sherman Alexie, prefer them more than e-books."
  - D. "Studies have shown that people who read print books remember more of what they read."
  
3. How does the author support his claim that e-books are not always convenient?
  - A. by stating that illustrations in e-books have less impact than those in print books
  - B. by stating that publishers want to know how young people feel about print books
  - C. by stating that reading e-books depends on having charged electronic devices
  - D. by stating that people often use their cell phones or tablets to read e-books
  
4. How might the author have better supported his claim that print books are better for learning than e-books? Use details from the selection to support your answer.  

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Name: \_\_\_\_\_

## Unit 17 Pre-Assessment

Read the selection. Then answer the questions.

# The Queen of Iodized Salt

*by Elizabeth Emery*

Iodine is a necessary nutrient. It supports the function of the thyroid gland, which maintains healthy weight and energy. More importantly, it protects the brains of unborn babies.

Iodine occurs naturally in only a few foods. The World Health Organization recommends iodizing salt. Salt is widely used to flavor foods around the globe. Fatick, Senegal, is one of the largest salt-harvesting areas in western Africa. Small salt-harvesting businesses are common. These small operations rarely add iodine to the salt they harvest.

Marie Diouf lives in Fatick and is a salt harvester, but she is no ordinary salt harvester. When the opportunity arose, she purchased a salt flat and started her own company. She employs twelve women. They harvest, process, and package the salt. Diouf learned that adding iodine to salt would improve the lives of the people of her country. Today, she works with an international health organization that provides the equipment needed to iodize salt. Women and children who benefit from the addition of iodine call her the Queen of Iodized Salt.

Salt harvesters are part of an important strategy to prevent iodine deficiencies. As a part of this work, Marie Diouf is making her country more flavorful by increasing awareness of iodine deficiency in women and babies as she helps them live free of this serious health issue.

1. Read the sentence from the selection.

Iodine occurs naturally in only a few foods.

How does this sentence develop a key concept in the selection?

- A. by revealing other sources of iodine besides salt
  - B. by emphasizing the value of naturally occurring iodine
  - C. by explaining why it is considered beneficial to add iodine to salt
  - D. by suggesting it may not be necessary for salt harvesters to add iodine
2. Why does the author begin the selection with the information in the first paragraph?
- A. to provide an analogy that clarifies why humans need this nutrient
  - B. to show the most common argument for the addition of iodine to salt
  - C. to argue for the idea that iodine should be consumed more frequently
  - D. to explain the specific reasons that iodine is necessary for the human body

3. Read this paragraph from the selection.

Marie Diouf lives in Fatick and is a salt harvester, but she is no ordinary salt harvester. When the opportunity arose, she purchased a salt flat and started her own company. She employs twelve women. They harvest, process, and package the salt. Diouf learned that adding iodine to salt would improve the lives of the people of her country. Today, she works with an international health organization that provides the equipment needed to iodize salt. Women and children who benefit from the addition of iodine call her the Queen of Iodized Salt.

Why is the information in this paragraph important to the selection?

- A. It provides details that help the reader understand why the work of Marie Diouf is important.
  - B. It refers to a respected organization that has made recommendations about salt harvesting.
  - C. It tells why one particular country is a world leader in salt harvesting.
  - D. It explains how salt is used by people around the world.
4. Why is the last paragraph an appropriate conclusion for the selection? Use details from the selection to support your answer.
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Name: \_\_\_\_\_

## Unit 18 Pre-Assessment

Read the drama. Then answer the questions.

# Sir Francis Drake

*adapted from a play by Mary Ella Lyng*

Cast of Characters

**NARRATOR**

**FIRST MAID OF HONOR**

**QUEEN**

**SECOND MAID OF HONOR**

**COURT**

**DRAKE**

**MAN**

**NOBLE**

## SCENE ONE

**NARRATOR:** Francis Drake was a most daring seaman. He had loved the sea since childhood.

**FIRST MAID OF HONOR:** Francis Drake has returned from his voyage around the world.

**QUEEN:** Tell me about this Francis Drake.

**SECOND MAID OF HONOR:** He is a cousin of Captain Hawkins and was with him when he had command of a ship against Mexico. The Spaniards killed many of the sailors and took all they had.

**COURT:** He hates the Spanish because he thought they were plotting to kill Your Majesty.

**QUEEN:** Take me to Francis Drake. I will visit him on his ship.

*[The Queen and Court enter stage left.]*

**QUEEN:** How do you do, Francis Drake? They tell me you have made a voyage around the world.

**DRAKE:** Yes, Your Majesty.

**QUEEN:** Tell me of your trip.

**DRAKE:** *[Pointing to a map as he speaks.]* We left England and sailed for the Strait of Magellan. I was determined to sail the Pacific. We entered this harbor. This is where Magellan spent a winter when he made his trip around the world. One of my men will tell you what happened here.

**MAN:** *[Also pointing to the map while speaking.]* We sailed safely through the Strait but a terrible storm arose. One of our ships was lost and one sailed for England. We went from here, south, and here, we saw the first great treasure ship. We captured four hundred pounds of gold.

Name: \_\_\_\_\_

**DRAKE:** Week after week, we sailed northward until we reached Peru, Pizarro's conquered land.

**MAN:** Here, we saw another great treasure ship. We pursued her and captured more than twenty tons of silver bars, thirteen chests of silver, and a great store of precious gems.

**DRAKE:** We sailed northward and back southward and spent a time in this beautiful bay. I named the country New Albion and took possession in Your Majesty's name.

**MAN:** The natives believed Francis Drake to be a god and begged us to stay with them always.

**DRAKE:** We sailed on until we saw the island where Magellan had been. We sailed on through the Indian Ocean, around the Cape of Good Hope, and back to England.

**QUEEN:** Kneel, Francis Drake. [*Drake kneels and is knighted by the Queen.*] Arise, Sir Francis Drake.

## SCENE TWO

**NARRATOR:** Drake again went to fight the Spaniards. He sailed boldly toward the coast of Spain. He captured shiploads of treasure. He made the Spanish King very angry by his actions and the King resolved to crush England. Drake sailed into the harbor of Cadiz. He burned many Spanish ships, which required Spain another year to ready their fleet.

**QUEEN:** My brave and noble Sir Francis Drake, you have crushed the Spanish power on the sea for all time.

**NOBLE:** He has certainly.

**DRAKE:** The terrible storm helped us to destroy the Spanish Fleet.

**QUEEN:** From this time on, our power on the sea will grow greater and greater. We can now go to America without threat from the Spanish.

Name: \_\_\_\_\_

1. What is one thing the script does not tell the director of a live production?
  - A. where the action should take place
  - B. whether there should be a Narrator
  - C. when Drake and the Queen should meet
  - D. how many actors should make up the Court

2. Read this line from Scene One.

**DRAKE:** *[Pointing to a map as he speaks.]* We left England and sailed for the Strait of Magellan.

During a live production of this drama, the director chooses to ignore the stage direction that accompanies this line. Why does the director most likely makes this choice?

- A. to encourage the actor playing Drake to portray his character as more important than the Man
  - B. to encourage the actor playing Drake to interact with the other characters while speaking
  - C. to encourage the actor playing Drake to draw a map for the Queen while speaking
  - D. to encourage the actor playing Drake to avoid taking too long while saying his lines
3. Which of these lines from Scene One would be most important for the live production to be a faithful portrayal of the script?
    - A. “**MAN:** Here, we saw another great treasure ship.”
    - B. “**DRAKE:** We sailed northward and back southward and spent a time in this beautiful bay.”
    - C. “**DRAKE:** We sailed on until we saw the island where Magellan had been.”
    - D. “**QUEEN:** Arise, Sir Francis Drake.”
  4. How might the director of a live production show the audience that time has passed between Scene One and Scene Two? Use details from the drama to support your answer.

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**Unit 19 Pre-Assessment**

**Read the story. Then answer the questions.**

*In the myth of Echo and Narcissus, Echo falls in love with Narcissus because of his unimaginable beauty. But Echo is only able to repeat the sounds and words she hears so she is unable to tell Narcissus how much she loves him. One day, Echo sees Narcissus looking into a stream. He is mesmerized by what he sees—his own reflection. Narcissus returns to the stream day after day, entranced by his beauty. Echo can only watch in despair. Narcissus becomes so obsessed that he stops eating and drinking, eventually dying.*

## Starstruck

*by Morgan Jamison*

Some people wear their hearts on their sleeves, but Deandra let hers run out in front of her like a puppy on a long leash. She loved indiscriminately—her cat, volleyball, pepperoni pizza, her several BFFs.

But she loved no one and nothing the way she loved her little brother, Christopher. Born three months early, Christopher had a tenuous beginning. A host of doctors and nurses and most of the family dedicated themselves to keeping him alive. When he finally arrived home from the hospital, Deandra, too young to see him all those weeks in the hospital, made up for lost time. She smothered him with love and attention.

Now, Christopher was celebrating birthday number twelve, and Deandra had used all her money to splurge on tickets to a Landon Perry concert. The warm-up band had already left the stage and Deandra and Christopher, in their third row seats, waited for the pop star to appear.

“I hope he sings ‘Get Over It’ and ‘Wake Up Now!’” Deandra gushed.

When she heard no reply from Christopher, she tugged at his sleeve. “Can you hear me?” she demanded, raising her voice as the crowd noise grew.

“Hang on!” was all the answer she got as he studied his phone. He turned his back to the stage and faced the back of the auditorium, lifting his chin just so, changing his smile, intent on his own image looking back at him.

The crowd noise spiked sharply and Christopher felt Deandra tugging harder on his arm. She might have been saying, “Look! Look!” But he couldn’t be sure. He snapped photo after photo.

“Did you get it? Did you get it?” Deandra demanded.

“Get what?” he said with irritation.

“A photo of Landon! He was right there! He walked right past us!”

Christopher shrugged.

Deandra grabbed the phone from his hand and scrolled quickly through his photos and discovered photo after photo of Christopher smiling back at her. Nothing else.

Name: \_\_\_\_\_

1. How might Christopher in “Starstruck” be seen as a modern-day Narcissus?
  - A. He takes a number of photos of himself.
  - B. He attends a concert with his sister.
  - C. He is obsessed with his own image.
  - D. He talks about his attractiveness.
  
2. How is Deandra in “Starstruck” similar to Echo?
  - A. They both follow another person from place to place.
  - B. They both are unable to speak the words they would like to say.
  - C. They both focus their attention on another person in an extreme way.
  - D. They both are annoyed with a person they have a close relationship with.
  
3. How does the pattern of events in “Starstruck” differ from the pattern of events in the myth of Echo and Narcissus?
  - A. Christopher does not suffer consequences of his actions as Narcissus does.
  - B. Christopher does not become mesmerized with himself as Narcissus does.
  - C. Christopher does not ignore those around him as Narcissus does.
  - D. Christopher has a difficult birth but Narcissus does not.
  
4. How does “Starstruck” transform the myth about Echo and Narcissus while still conveying a similar theme? Use details from the story to support your answer.  

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**Unit 20 Pre-Assessment**

Read the selection. Then answer the questions.

# The Human Brain

*by Robin Moore*

The human brain is a complex organ that controls the activities of the human body. It is composed of three main structures.

**Cerebrum**

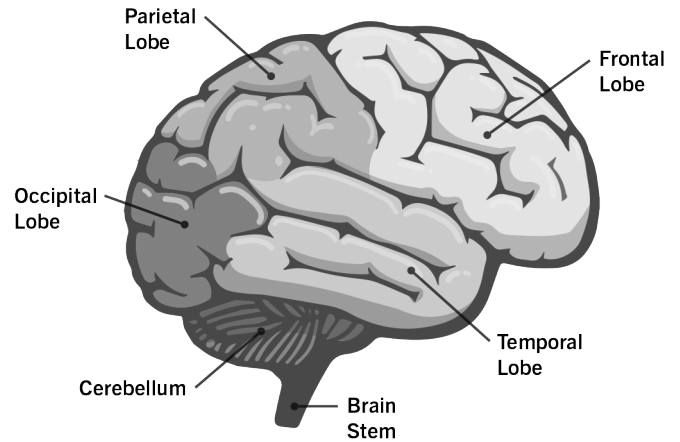
- Is the largest part of the brain
- Interprets and responds to the body's signals
- Is divided into two hemispheres and into four different lobes

**Cerebellum**

- Coordinates movement

**Brain Stem**

- Connects the brain to the spinal cord
- Regulates breathing and heartbeat



This chart shows which parts of the brain are involved with which functions. Note that some of the functions overlap.

Part of Brain	Function
frontal lobe	<ul style="list-style-type: none"> <li>• critical thinking skills</li> <li>• memory</li> <li>• personality and emotions</li> <li>• movement</li> <li>• speech (speaking and writing)</li> </ul>
parietal lobe	<ul style="list-style-type: none"> <li>• touch</li> <li>• pain</li> <li>• spatial perception</li> <li>• visual perception</li> </ul>
temporal lobe	<ul style="list-style-type: none"> <li>• speech (understanding language)</li> <li>• long-term memory</li> <li>• hearing</li> </ul>
occipital lobe	<ul style="list-style-type: none"> <li>• vision</li> <li>• dreams</li> </ul>
cerebellum	<ul style="list-style-type: none"> <li>• balance</li> <li>• muscle coordination</li> </ul>
brain stem	<ul style="list-style-type: none"> <li>• breathing</li> <li>• heart rate</li> <li>• consciousness</li> </ul>



Name: \_\_\_\_\_

1. What information about the brain does the diagram provide that the text and chart do not?
  - A. It shows that the human brain is more complex than many other organs.
  - B. It shows which part of the brain is responsible for a person's breathing.
  - C. It shows that some parts of the brain are more important than others.
  - D. It shows how the different brain parts are connected to one another.
  
2. What does the diagram make it easier than the chart to see?
  - A. that there are six distinct areas of the brain
  - B. that the occipital lobe is responsible for dreams
  - C. that each part of the brain has more than one function
  - D. that the different lobes of the brain are equally important
  
3. What might be one advantage of creating a Web page using the information in the chart?
  - A. The reader could click on linked terms in the chart to learn more about them.
  - B. The reader could gain a visual understanding of which brain functions overlap.
  - C. The reader could better understand the brain's overall importance to the human body.
  - D. The reader could learn how to pronounce the names of the different parts of the brain.
  
4. What would be an advantage of presenting the information in the diagram and the chart in a video format? Use details from the selection to support your answer.

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# Level 8 NCSCOS Pre-Assessments

## Unit 1 Answer Key Sensory Objects Are for Learning

Item	Answer	NCSCOS	DOK	RBT
1	B	NCSCOS.L.8.4	2	Apply
2	A	NCSCOS.L.8.4	1	Apply
3	C	NCSCOS.L.8.4	1	Apply

4. Student responses might include any or all of these context clues: “banned,” “should be permitted” (paragraph 1); “allow students to relieve stress” (paragraph 2); “help students,” “benefit from” (paragraph 3); “serve many purposes,” “positive effects,” “oppose” (paragraph 5).

*(NCSCOS.RI.8.4, NCSCOS.L.8.4, DOK: 2, RBT: Apply)*

## Unit 2 Answer Key Why So Quiet? and Looking Closely

Item	Answer	NCSCOS	DOK	RBT
1	D	NCSCOS.RL.8.2	3	Understand
2	D	NCSCOS.RL.8.2	3	Understand
3	B	NCSCOS.RL.8.2	2	Understand

4. Student responses might include: The paragraphs develop the theme that the same work of art may mean different things to different people because Jayesh is convinced that the painting is “about pollution,” while the boy who painted it called it *Almost Lunchtime*.

*(NCSCOS.RL.8.2, DOK: 3, RBT: Understand)*

## Unit 3 Answer Key The Oak and Woodman, Spare That Tree

Item	Answer	NCSCOS	DOK	RBT
1	A	NCSCOS.RL.8.5	2	Analyze
2	D	NCSCOS.RL.8.5	2	Analyze
3	D	NCSCOS.RL.8.5	2	Analyze

4. Student responses might include: Both poems use repetition to convey their main ideas. In “The Oak,” the poet repeats the phrases “to the oak” and “The brave old oak!” to emphasize the speaker’s admiration of the tree. In “Woodman, Spare That Tree,” the poet repeats the word “woodman” and repeats “Thy axe shall harm it not!”, emphasizing the main idea that the speaker wants the tree to be protected.

*(NCSCOS.RL.8.5, DOK: 2, RBT: Analyze)*

## Unit 4 Answer Key The Girl and the Almost Art Entry

Item	Answer	NCSCOS	DOK	RBT
1	C	NCSCOS.RL.8.3	2	Analyze
2	D	NCSCOS.RL.8.3	2	Analyze
3	B	NCSCOS.RL.8.3	2	Analyze

4. Student responses might include: The reader learns that the grandmother is wise and cautious because she warns Rita not to count on things that might not happen. The reader also learns that the grandmother knows Rita very well since she “frequently” reminds her to control her imagination.

*(NCSCOS.RL.8.3, DOK: 2, RBT: Analyze)*

# Level 8 NCSCOS Pre-Assessments

## Unit 5 Answer Key Make Way for Millet and No Straw, Please

Item	Answer	NCSCOS	DOK	RBT
1	C	NCSCOS.RI.8.6	3	Analyze
2	C	NCSCOS.RI.8.6	2	Analyze
3	D	NCSCOS.RI.8.6	2	Analyze

4. Student responses might include: Both authors believe that plastic waste is harmful and that individuals can help Earth by using less plastic.

*(NCSCOS.RI.8.6, DOK: 3, RBT: Analyze)*

## Unit 6 Answer Key Goat on the Rooftop

Item	Answer	NCSCOS	DOK	RBT
1	A	NCSCOS.RL.8.3	2	Analyze
2	C	NCSCOS.RL.8.3	2	Analyze
3	B	NCSCOS.RL.8.3	2	Analyze

4. Student responses might include: Wolf responds to Goat by saying “I will neither bark nor bite,” followed by his action of calmly walking away. This shows Wolf is more reasonable and less foolish than Goat believes him to be.

*(NCSCOS.RL.8.3, DOK: 2, RBT: Analyze)*

## Unit 7 Answer Key Bike Ride

Item	Answer	NCSCOS	DOK	RBT
1	D	NCSCOS.RL.8.6	2	Analyze
2	C	NCSCOS.RL.8.6	2	Analyze
3	B	NCSCOS.RL.8.6	2	Analyze

4. Student responses might include: The narrator thinks her dad worries too much. She says her dad “believes in being over-prepared for absolutely everything.” The narrator, by contrast, “didn’t want to be weighed down” and “knew [her] bike was fine.”

*(NCSCOS.RL.8.6, DOK: 2, RBT: Analyze)*

## Unit 8 Answer Key Let’s Go for a Crun!

Item	Answer	NCSCOS	DOK	RBT
1	B	NCSCOS.RI.8.3	2	Understand
2	D	NCSCOS.RI.8.3	2	Analyze
3	B	NCSCOS.RI.8.3	2	Understand

4. Student responses may include: The selection states, “As with any type of exercise, technique and safety are key.” The selection mentions that people should stretch before and after exercise. It also says that crunning “engages more muscle groups,” which is important for all types of exercise

*(NCSCOS.RI.8.3, DOK: 3, RBT: Understand)*

# Level 8 NCSCOS Pre-Assessments

## Unit 9 Answer Key The Mascot Contest

Item	Answer	NCSCOS	DOK	RBT
1	B	NCSCOS.L.8.5.b	1	Analyze
2	C	NCSCOS.L.8.5.a	2	Analyze
3	B	NCSCOS.L.8.5.b	2	Analyze

4. Student responses might include: The figurative language “blinded by the force of his grin” tells the reader that Ryan is very happy and proud for winning the contest and the “\$50 gift card.”

*(NCSCOS.L.8.5.a, DOK: 2, RBT: Analyze)*

## Unit 10 Answer Key Googie Architecture and Seattle’s Space Needle

Item	Answer	NCSCOS	DOK	RBT
1	C	NCSCOS.RI.8.1	3	Understand
2	A	NCSCOS.RI.8.1	3	Understand
3	D	NCSCOS.RI.8.1	3	Understand

4. Student responses might include: Both selections state that Googie architecture was intended to attract attention. “Googie Architecture” supports this with, “The architectural designs used in Googie were originally intended to attract customers.” “Seattle’s Space Needle” supports this with “Googie architecture was designed to make a statement and to attract attention, and the Space Needle certainly does that.”

*(NCSCOS.RI.8.1, DOK: 3, RBT: Understand)*

## Unit 11 Answer Key Sammezzano Castle and The Empty Castle

Item	Answer	NCSCOS	DOK	RBT
1	D	NCSCOS.RI.8.9	3	Understand
2	C	NCSCOS.RI.8.9	3	Analyze
3	B	NCSCOS.RI.8.9	3	Understand

4. Student responses should include a specific example of how the authors take different approaches to presenting similar information and support the response with evidence from both selections.

*(NCSCOS.RI.8.9, DOK: 3, RBT: Understand)*

## Unit 12 Answer Key My First 5K

Item	Answer	NCSCOS	DOK	RBT
1	C	NCSCOS.RL.8.4	2	Apply
2	C	NCSCOS.RL.8.4	2	Analyze
3	D	NCSCOS.RL.8.4	2	Analyze

4. Student responses might include: These sentences create a humorous tone. The narrator is exaggerating and making fun of his slow pace by comparing himself to a turtle and suggesting that even trees and stop signs look at him “reproachfully.”

*(NCSCOS.RL.8.4, DOK: 2, RBT: Analyze)*

# Level 8 NCSCOS Pre-Assessments

## Unit 13 Answer Key Trust and I Will Be There

Item	Answer	NCSCOS	DOK	RBT
1	B	NCSCOS.RL.8.5	2	Analyze
2	B	NCSCOS.RL.8.5	2	Analyze
3	C	NCSCOS.RL.8.5	3	Analyze

4. Student responses might include: “Trust” and “I Will Be There” are poems that use short, rhythmic lines and are broken into short stanzas. These features reinforce both the simplicity and the importance of each poet’s message.

*(NCSCOS.RL.8.5, DOK: 3, RBT: Analyze)*

## Unit 14 Answer Key Jason deCaires Taylor: An Environmental Artist

Item	Answer	NCSCOS	DOK	RBT
1	A	NCSCOS.RI.8.2	2	Understand
2	A	NCSCOS.RI.8.2	2	Understand
3	D	NCSCOS.RI.8.2	2	Understand

4. Student responses might include: The sentences relate to the selection’s central idea, which is that Taylor’s sculptures help the coral reefs, by reflecting the research he has done in preparation with phrases such as “pH-neutral cement” and “anchored them to the seabed.” They also explain that his sculptures “encourage[d] coral reef growth.”

*(NCSCOS.RI.8.2, DOK: 3, RBT: Understand)*

## Unit 15 Answer Key The Farmer and His Dream

Item	Answer	NCSCOS	DOK	RBT
1	A	NCSCOS.RL.8.1	3	Understand
2	A	NCSCOS.RL.8.1	2	Understand
3	D	NCSCOS.RL.8.1	3	Understand

4. Student responses might include: The reader can infer that the farmer’s dream was accurate and came true. It told him he would receive “wonderful news” if he patiently stood on London Bridge. He does so and learns where to find a treasure of gold.

*(NCSCOS.RL.8.1, DOK: 3, RBT: Understand)*

## Unit 16 Answer Key The Case for Print Books

Item	Answer	NCSCOS	DOK	RBT
1	D	NCSCOS.RI.8.8	3	Understand
2	C	NCSCOS.RI.8.8	3	Understand
3	C	NCSCOS.RI.8.8	3	Understand

4. Student responses might include: The author does support his claim by stating, “Studies have shown that people who read print books remember more of what they read.” However, he could have better supported the claim by giving the name of one such study or by quoting an expert involved in the study.

*(NCSCOS.RI.8.8, DOK: 3, RBT: Understand)*

# Level 8 NCSCOS Pre-Assessments

## Unit 17 Answer Key The Queen of Iodized Salt

Item	Answer	NCSCOS	DOK	RBT
1	C	NCSCOS.RI.8.5	3	Understand
2	D	NCSCOS.RI.8.5	2	Understand
3	A	NCSCOS.RI.8.5	3	Understand

4. Student responses might include: The paragraph is a good conclusion because it restates the two most important ideas in the selection: That iodine is needed for good health and that Marie Diouf is working to ensure that people in her country get the iodine they need.

*(NCSCOS.RI.8.5, DOK: 3, RBT: Understand)*

## Unit 18 Answer Key Sir Francis Drake

Item	Answer	NCSCOS	DOK	RBT
1	D	NCSCOS.RL.8.7	2	Analyze
2	B	NCSCOS.RL.8.7	2	Analyze
3	D	NCSCOS.RL.8.7	2	Analyze

4. Student responses might include: The director could have the Queen and Drake wear different clothes in Scene Two. Or the director could use makeup to make the characters look older in Scene Two.

*(NCSCOS.RL.8.7, DOK: 2, RBT: Analyze)*

## Unit 19 Answer Key Starstruck

Item	Answer	NCSCOS	DOK	RBT
1	C	NCSCOS.RL.8.9	2	Analyze
2	C	NCSCOS.RL.8.9	2	Analyze
3	A	NCSCOS.RL.8.9	2	Analyze

4. Student responses might include: “Starstruck” transforms the myth by presenting a self-obsessed character in a present-day setting and context. Christopher, who is obsessed with taking selfies rather than being present in the moment, is like the character Narcissus who meets his demise because of his obsession with his own image, highlighting the theme that there are consequences for being self-absorbed.

*(NCSCOS.RL.8.9, DOK: 2, RBT: Analyze)*

## Unit 20 Answer Key The Human Brain

Item	Answer	NCSCOS	DOK	RBT
1	D	NCSCOS.RI.8.7	2	Apply
2	A	NCSCOS.RI.8.7	2	Apply
3	A	NCSCOS.RI.8.7	2	Apply

4. Student responses might include: A video could combine the information in the chart with the information in the diagram, and possibly include an audio description of information from the chart. The diagram shows the different parts of the brain and what they are called, but it does not show what they do. The chart tells what the different parts of the brain are responsible for, but the reader has no opportunity to picture them. In a video, viewers would see a picture of the part of the brain and a list of what it does at the same time.

*(NCSCOS.RI.8.7, DOK: 2, RBT: Apply)*