

DIFFERENTIATED ASSESSMENTS

FICTION

NONFICTION

**INCLUDES
SELF-GRADING
DIGITAL FORMAT**



DISCREETLY LEVELED WITH SYMBOLS:


● 2ND GRADE ▲ 3RD GRADE ● 4TH GRADE ■ 5TH GRADE

Name: _____ Date: _____

Easter Egg Roll

The Easter Egg Roll is an outdoor race where children push a dyed, hard-boiled egg across the grass with a long-handled spoon. This game has been played since the early 1800s.

In 1876, children went to Capitol Hill on the Monday after Easter to play the game. They rolled eggs – and themselves – down the lawn. Unfortunately, their fun destroyed the grass. President Ulysses S. Grant signed the Turf Protection Law “to prevent any portion of the Capitol grounds and terraces from being used as play-grounds or otherwise, so far as may be necessary to protect the public property, turf, and grass from destruction and injury.”



Children filled the White House South Lawn on Monday, April 9, 2007, for the White House Easter Egg Roll.

In 1878, President Rutherford B. Hayes allowed children to have their Easter Egg Roll on the White House lawn. Since then, the tradition has continued every Monday after Easter, growing in popularity. More people attend the event each year. In 2016, 35,000 people went to the Easter Egg Roll, including celebrities!

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Answer these questions about Easter Egg Roll.

When does the Easter Egg Roll happen each year? R.1
The Monday after Easter

What is the passage mostly about? R.2

a. the history of the White House Easter Egg Roll
b. how to play the Easter Egg Roll game
c. how to make Easter eggs
d. the signing of the Turf Protection Law

What was the cause of the Turf Protection Law? R.3

a. President Hayes allowed children to play on the White House lawn.
b. Children played on the lawn at Capitol Hill and ruined the grass.
c. President Grant signed the law.
d. The White House has an Easter event each year.

What is a synonym for the word, turf? R.4

a. dirt b. grass c. children d. law

Which sentence would most likely match the point of view of President Hayes? R.6

a. Children don't belong on government property. b. Capitol Hill is not where kids belong.
c. Children should be allowed to enjoy playtime. d. The White House is not a playground.

What details of the passage are also shown in the photograph? R.7
The children are hitting eggs with long-handled spoons on the lawn. The White House is in the background, so you know it's happening on the lawn of the White House.

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Answer these questions about Easter Egg Roll.

What can you infer about the White House Easter Egg Roll? Cite evidence from the text. R.1
It is a fun event. More people go every year, 35,000 in 2016, and that many people wouldn't want to go to something that isn't fun.

Summarize the text. R.2
The Easter Egg Roll is a tradition that started over a hundred years ago. It has been played at the White House each year on the Monday after Easter since it was outlawed on Capitol Hill.

How did Grant's Turf Protection Law affect children in 1878 and after? R.3

a. They didn't have an Easter Egg Roll. b. They had their Easter Egg Roll at Capitol Hill.
c. Hayes reversed the law so kids could play. d. The location of the Easter Egg Roll was moved.

What is a synonym for the word, turf? R.4

a. dirt b. grass c. children d. law

Write a short story from the point of view of the boy in the photograph. Be sure to also include details you learned from the text. R.6, R.7
answers will vary, but should include details from the text

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4 LEVELS
OF EVERY
PASSAGE

3 LEVELS
OF

QUESTIONS

QUESTIONS ARE ADJUSTED WHEN GRADE LEVEL
EXPECTATIONS ARE DIFFERENT FOR THE STANDARDS

WAYS TO USE THIS RESOURCE

- ✓ pre-assessments
- ✓ formative assessments
- ✓ whole group mini-lessons
- ✓ independent practice
- ✓ homework
- ✓ small group remediation
- ✓ re-assessing
- ✓ progress monitoring
- ✓ standards-based grading
- ✓ assign digital Google Forms

court system?	no	yes
President of the United States	no	yes
changes to the document	all 13 states had to agree to changes	2/3 of the Congress must agree
state representation	1 vote per state, no matter the size	2 votes per state (Senate) and based on population (House)
passing laws	9/13 had to agree	50% of Congress agrees, plus President

What does the chart NOT prove? * 1 point

☐ Our government has changed over the years.

☐ Changes were never made to government documents.

☐ There were many differences between the Articles of Confederation and the United States Constitution.

☐ It took a long time to approve a government document.

What evidence is shown on the chart that supports the claim that having a President also affects how laws were passed? * 1 point

Your answer

Why did the author create a chart instead of writing paragraphs? * 1 point

ONE FICTION AND ONE NONFICTION
PASSAGE TO ASSESS ONE STANDARD

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PAIRED TEXTS

TO ASSESS ONE STANDARD

A black and white photograph showing a group of men in early 20th-century attire standing in a line outside a building. Above the entrance, a large sign reads "HEADQUARTERS OF THE NATIONAL ASSOCIATION ON OPPOSED TO WOMAN SUFFRAGE". The men are holding up various posters or signs, some of which are partially visible. The scene is set on a city street with a building facade in the background.

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MIX & MATCH IDEAS

Answer these questions about Pandora's Box. R5

Name: _____ Date: _____

Pandora's Box

The Titan, Prometheus, disobeyed the king, Zeus. Zeus wanted men to be poor and dumb so the Mighty Ones would always be the best and smartest. But Prometheus did not listen. He helped men by showing them how to make fire so " " taught them how to build houses. He helped them showed men how to make tools and protect the men in the world were. He decided to punish ksmith to mold a woman from clay. The woman is perfect as a statue. She was the first woman to / Ones all gave her gifts. One gave her beauty, another gave her curiosity. They named her down to the world to be the wife of Epimetheus, "e sent her with a golden box. He told her she must had warned his brother not to accept any gifts is warning when he saw how beautiful and smart was amazed at Pandora's beauty. w home. But every day, she stared at the box, ybe there are jewels," she thought. "Why did Zeus wear them?" Pandora was so curious to see what inside without taking off the lid. pened the lid just a little bit to peek inside. All of a : with terrible faces came flying out. They all flew All of these creatures were greed, pain, diseases, d had any sickness or worries before Pandora a's Box ended the joy of mankind.

What caused Zeus to punish Prometheus?

What caused the bees to sting?

Why is paragraph 1 important to the story?

a. It presents the problem of the story. b. It shows how silly the boy's older sister is. c. It shows how the boy's father warned him. d. It presents the solution of the story. of the bees.

If the boy hadn't been listening to his father, how do you think the story would have been different?

ONE SHORT PASSAGE AND ONE LONG PASSAGE TO ASSESS ONE STANDARD

Answer these questions about The Story of Fidgety Philip. R2

Name: _____ Date: _____

The Story of Fidgety Philip
adapted from the poem by Heinrich Hoffman

"Let me see if Philip can
Be a little gentleman;
Let me see if he is able
To sit still for once at the table!"
So Papa told Phil to behave;
And Mamma looked very grave.
But fidgety Philip,
He won't sit still;
He wriggles,
And giggles,
And then, I declare,
He swings backwards and forwards,
And tilts up his chair,
Just like the rocking-horse he had-
"Philip! I am getting mad!"

See the naughty, restless child
Growing still more rude and wild,
Till his chair falls on its back,
Philip screams after the smack,
Grabs the tablecloth, but then
That makes matters worse again,
Down upon the ground they fall,
Glasses, plates, knives, forks, and all,
How Mamma did fuss and frown,
When she saw them tumbling down!

What is the poem mostly about (the main idea)?

a. Philip's parents want him to sit nicely at the table.
b. Philip cannot sit still at the table even though his parents ask him to.
c. Philip fell over in his chair.
d. Philip's parents are

Name: _____ Date: _____

What did Philip do that

Number the following ex

____ Philip screams.
____ Philip wriggles an
____ Papa told Phil to l
____ Philip tilts up his
____ Glasses, plates, k

A Robin's Nest

Robins are expert nest-builders! It's a good thing since they build nests three times a year. Birds, like Robins, are born with the ability to make a nest. No one teaches them how. This is called instinct.

First, Robins find the perfect place to begin building their nest. It must be away from sun, wind, and rain. It should also be close to a good feeding spot. Birds don't want to fly too far from their nest. Lastly, the nest needs to be out of sight from predators, like cats, hawks, and Blue Jays.

Once the perfect spot is found, Robins collect dry grass and small branches. Then, they weave the grass pieces and twigs. They use mud to make it all stick together. They also use the mud to make a cement to hold the nest in place. Robins use their bellies to shape the inside of the nest. Last, they line the inside with soft grass and hair.

Finally, the Robin can lay her blue eggs in her perfectly-formed nest. She will sit on her eggs for five weeks to keep them warm, safe, and dry until they hatch.

Answer these questions about A Robin's Nest.

What is the main idea of the text?

a. Birds build perfect nests.
b. Robins are expert nest-builders.
c. Robins collect grass and twigs for their nests.
d. Robins sit on their nest for five weeks.

Which of these details DOES NOT support the main idea?

a. Robins find the perfect place to build their nest.
b. Robins weave grass and twigs to make their nest.
c. Robins use their bellies to shape the inside of their nest.
d. Robins lay blue eggs.

ONE NONFICTION PASSAGE AND ONE POEM TO ASSESS ONE STANDARD

MIX & MATCH IDEAS

ASSESS GRADE LEVEL
SKILLS WITH A
LOWER-LEVEL TEXT
TO ASSESS MASTERY
OF STANDARDS
RATHER THAN ABILITY
TO READ WITH YOUR
STRUGGLING READERS

Name: _____ Date: _____


Days on the Road: Crossing the Plains in 1865
adapted from excerpt of a letter by Sarah Raymond Herndon

Thursday, July 13

We passed two large ponds of *alkali* this morning. The water had dried up. The alkali was two or three inches thick all over the pond. It looked like ice, until we got close to it.

There was a rather serious accident as we were driving into corral. Mr. Hazelwood's horses were frightened and ran away. This turned over the wagon and greatly smashed it up. Mrs. Hazelwood, her sister, and two children were in the wagon. Mrs. H. was really bruised. The others were not hurt.

My horse drank alkali this evening. I have been feeding him bacon fat. I'm sure the grease and alkali have turned to soap by now in his stomach. Soap is not poison, so he will not die this time. I will take better care of him the next time we are near alkali.



alkali a chemical that is the salt of a metal

2nd grade level text

Name: _____ Date: _____ R6

Answer these questions about Days on the Road.

Which of the following is Sarah's point of view?

- a. There are many dangers on the road.
- b. Mrs. Hazelwood is a brave woman.
- c. Alkali isn't all that dangerous.

Rewrite the second paragraph telling it from her point of view.

Name: _____ Date: _____ R5

Answer these questions about Days on the Road.

What is the text structure of the passage?

- a. problem/solution
- b. cause and effect
- c. chronological/sequence
- d. compare and contrast

What key words help you understand the text?

In which paragraph do you think the writer is most happy?

- a. paragraph 1
- b. paragraph 2
- c. paragraph 3
- d. paragraph 4

Name: _____ Date: _____ R4

Answer these questions about Days on the Road.

Which phrase from the letter best helps you understand what alkali is?

- a. We passed two large ponds of alkali.
- b. The alkali was two or three inches thick.
- c. The grease and alkali have turned to soap, and soap is not poison, so he will not die this time.
- d. My horse drank alkali this evening.

Write your own sentence to explain alkali using information from Sarah's letter:

Which word can be used in place of rather in the underlined sentence in the passage?

- a. soon
- b. very
- c. almost
- d. hardly

4th grade level questions

ONE PASSAGE WITH ALL STANDARDS

PUSH YOUR
ADVANCED
READERS WHILE
STILL ASSESSING
GRADE LEVEL
SKILLS WITH A
HIGHER-LEVEL
TEXT

Name: _____
Date: _____

Belling The Cat


adapted from Aesop's Fables

The mice once called a meeting to decide on a plan to free themselves of their enemy, the cat. At least they wished to find some way of knowing when she was coming, so they might have time to run away. Something had to be done, for they lived in such fear of her claws that they hardly dared stir from their dens by night or day.

Many plans were discussed, but none of them was thought good enough. At last, a very young mouse got up and said: 'I have a plan that seems very simple. I think it will be successful. All we have to do is to hang a bell about the cat's neck. When we hear the bell ringing we will know immediately that our enemy is coming.'

All the mice were surprised that they had not thought of such a good plan before. But in the midst of the rejoicing over their good fortune, an old mouse arose and said: 'I will say that the plan of the young mouse is very good. But let me ask one question: Who will bell the cat?'

*It is one thing to say that something should be done,
but quite a different matter to do it.*



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5th grade level text

Name: _____ Date: _____

Belling The Cat

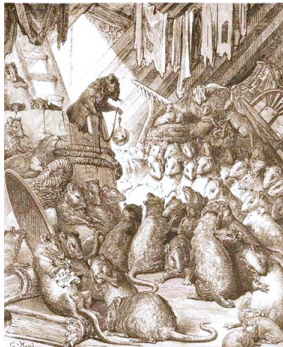
adapted from Aesop's Fables

The mice once called a meeting to decide on a plan. They wanted to be free of their enemy, the cat. At least they wished to find some way of knowing when she was coming, so they might have time to run away. Something had to be done. They lived in such fear of her claws that they hardly left their dens at night or in daytime.

Many plans were discussed, but none of them seemed good enough. At last, a very young mouse got up and said: "I have a plan that seems very simple. I think it will be successful. All we have to do is to hang a bell around the cat's neck. When we hear the bell ringing we will know immediately that our enemy is coming."

All the mice were surprised that they had not thought of such a good plan before. But in the middle of the rejoicing over the good idea, an old mouse arose and said: "I will say that the plan of the young mouse is very good. But let me ask one question: Who will bell the cat?"

It is one thing to say that something should be done, but quite a different matter to do it.



Answer these questions about **Belling The Cat** and **The Plan**.

How are the main characters similar?

Answer these questions about **Belling The Cat**.

What is the th _____

a. Greed _____

b. Loyalty _____

c. Determin _____

d. Fear _____

How does the _____

Name: _____ Date: _____

What do you _____

a. Both incl _____

b. Both incl _____

c. Both incl _____

d. Both incl _____


What does the _____

It _____

What is told in _____

The Plan

Tonight's the night. I'm going to eat all of the dog biscuits in the cabinet in the kitchen. I will wait until my boy is asleep. I will crawl out of my bed, which is between my boy's bed and his desk. I will creep into the living room and hide behind the sofa. Then, when I'm sure no one heard me, I will run quietly across the living room. I will sit between the plant and the piano to make sure I don't hear anyone coming. Then I will sneak into the kitchen. I will push a chair over to the counter by the stove. I can jump up on the chair, then hop up onto the counter. Those dog biscuits will be all mine!



Follow the directions.

Draw the speaker of the story in his boy's room.

Draw the speaker of the story in his boy's room.

What does the map show? _____

FABULOUS FEEDBACK

Used this resource with my **targeted intervention groups** to prepare for state testing! This was PERFECT. The passages were **engaging** and truly **prepared them** for what was to come on the actual BIG test. Thank you for taking the time to create amazing resources like this!

Amanda N., 3rd Grade Teacher

With a **multi-level classroom**, I love how easy it is to **differentiate** for my students with a **wide range of abilities**.
Thank you!

Emmalee P., 3rd / 4th / 5th Grade Teacher

I loved this resource because it provided me with **useful data** and the students were **fully engaged**. There were multiple levels making **differentiation** a breeze.

Maureen L., 4th Grade Teacher