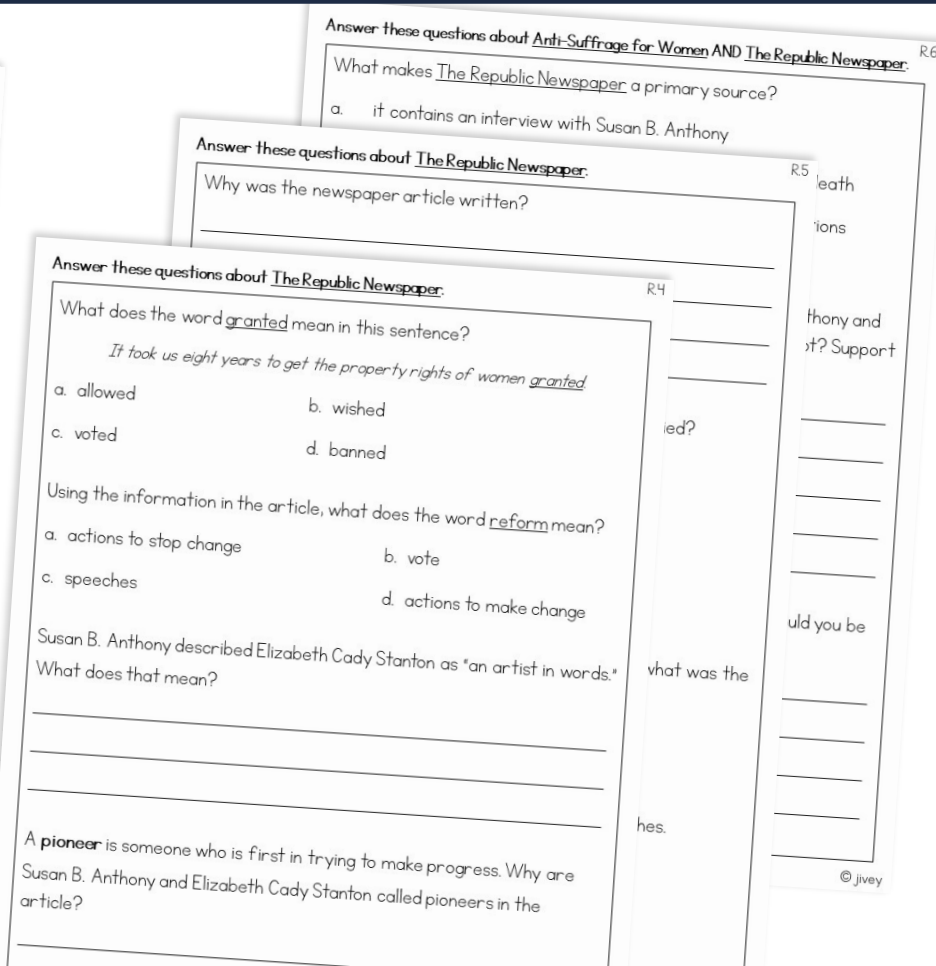
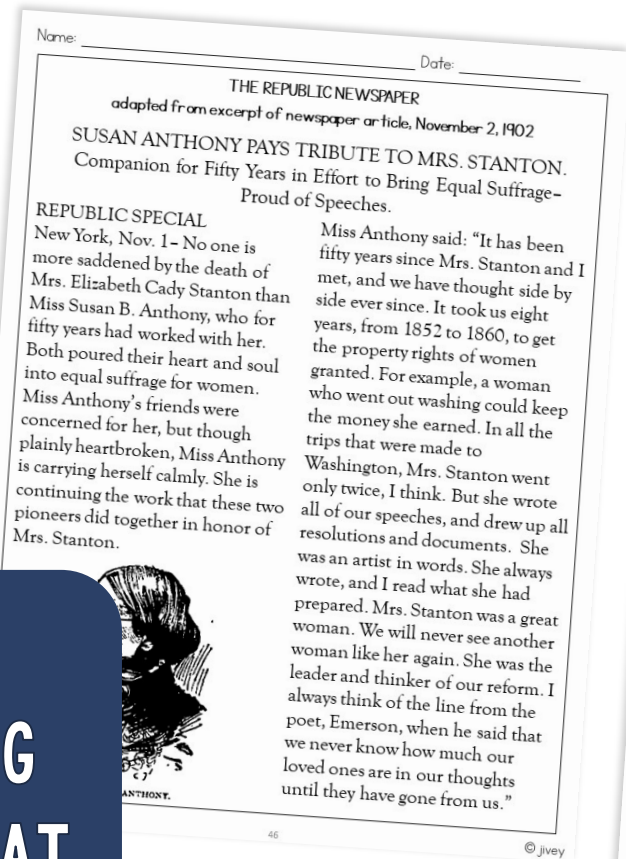


STANDARDS-BASED DIFFERENTIATED ASSESSMENTS



INCLUDES
SELF-GRADING
DIGITAL FORMAT



R.4

R.5

R.6



DISCREETLY LEVELED WITH SYMBOLS:

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

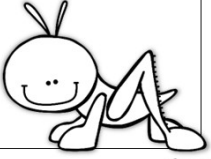
Name: _____ Date: _____

The Ant and The Cricket
adapted from *Aesop's Fables*

A silly young cricket who loved to sing
Through the warm, sunny months of the summer and spring,
Began to complain, when he found that at home
His pantry was empty and winter had come.
Not a crumb to be found
on the snow-covered ground;
Not a flower could he see,
Not a leaf on a tree:
"Oh," said the cricket, "what will become of me?"

The cricket was starving, truth be told,
All dripping with wet and all trembling with cold,
Away he set off to a stockpiling ant,
To see if, to keep him alive, he would grant
Him shelter from rain:
A mouthful of grain
He wished only to borrow,
He'd repay it tomorrow:
If not, he must die of starvation and sorrow.

Says the ant to the cricket, "I'm your servant and friend,
But we ants never borrow, we ants never lend;
But tell me, dear sir, didn't you store some
When the weather was warm, for the winter to come?"
Cricket replied, "My heart was light
So I sang day and night,
For nature made me want to play."
"You sang, sir, you say?"
Go then," said the ant, "and dance winter away."



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Answer these questions about The Ant and the Cricket. R5

How many stanzas are in the poem? 3

Which two verses rhyme?

a. verse 1 and verse 3 ☒ b. verse 1 and verse 2
c. verse 1 and verse 4 d. verse 2 and verse 4

In which stanza does the cricket see that he has no food? 1

What caused the cricket to starve?

He did not collect food in the spring and summer, and sang all day and night
instead.

In stanza 2, what does the cricket hope the ant will give him?

He hoped to get shelter from the rain and a mouthful of grain.

Why is the last line important to the poem?

a. It shows the ant will help the cricket.
b. It shows the ant wants to dance with the cricket.
c. It shows the ant likes winter.
☒ d. It shows the ant does not approve of the cricket's choices.

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Answer these questions about The Ant and the Cricket. R5

How many stanzas are in the poem? 3

How does stanza 3 contribute to the poem?

a. It provides the setting.
b. It introduces the problem.
☒ c. It provides the moral of the poem.
d. It introduces the cricket.

In which stanza does the cricket see that he has no food? 1

What caused the cricket to starve?

He did not collect food in the spring and summer, and sang all day and night
instead.

Why is the last line important to the poem?

a. It shows the ant will help the cricket.
b. It shows the ant wants to dance with the cricket.
c. It shows the ant likes winter.
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4 LEVELS
OF EVERY
PASSAGE

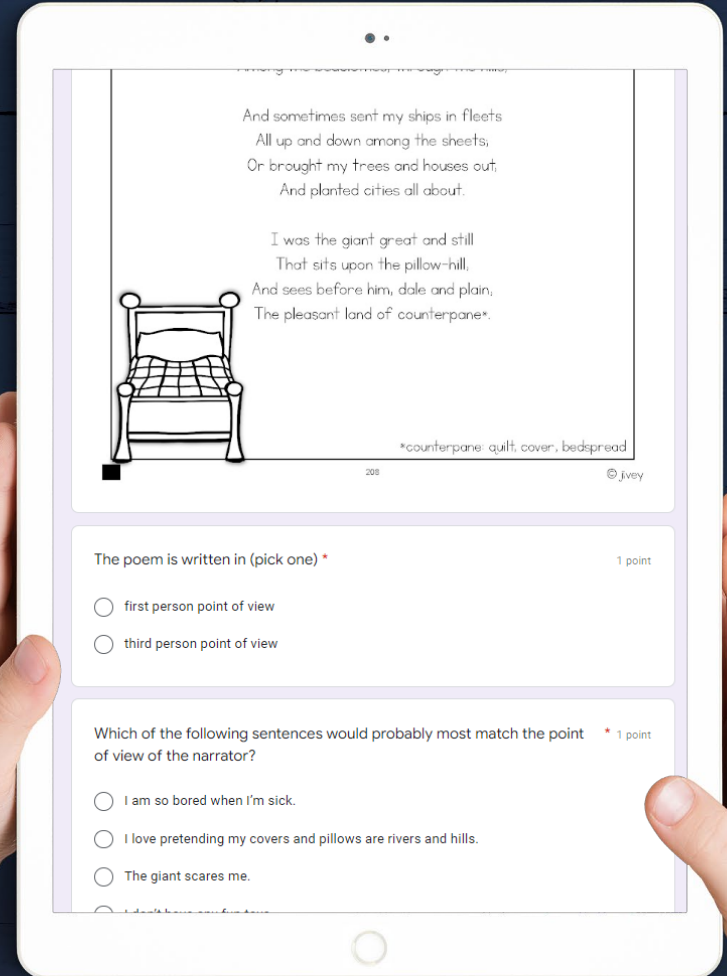
3 LEVELS
OF

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



And sometimes sent my ships in fleets
All up and down among the sheets;
Or brought my trees and houses out;
And planted cities all about.

I was the giant great and still
That sits upon the pillow-hill,
And sees before him, dale and plain,
The pleasant land of counterpane*.

*counterpane: quilt, cover, bedspread

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The poem is written in (pick one) * 1 point

☐ first person point of view

☐ third person point of view

Which of the following sentences would probably most match the point of view of the narrator? * 1 point

☐ I am so bored when I'm sick.

☐ I love pretending my covers and pillows are rivers and hills.

☐ The giant scares me.

☐ I don't know for sure.

MIX & MATCH IDEAS

Answer these questions about Underwater Forests.

R5

Use the information from the passage to label the illustration of kelp:

bladder blade stipe

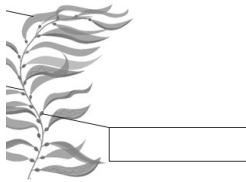
Name: _____ Date: _____

Underwater Forests

When you think of forests, you probably think of those on land, like pine forests or rainforests. But did you know there are underwater forests, too? These forests are filled with hundreds of living things, including plants called algae.

ad is a brown algae called giant kelp. It is the

ints. Kelp is a fast-growing plant that lives in cool, w over one foot longer each day, growing as long as called a bed. The large areas are called kelp sts stretch for miles along the west coast of



oldfast. Using the description from the

illustration above and label it.

rectangle around the sidebar link that would of the creatures that live in kelp. Circle the where giant kelp lives.

Check out our newest exhibit at the aquarium: the kelp exhibit! You will see these hundred-foot plants up close! The exhibit is full of these brown algae plants, along with fish, crustaceans, and snails that are all native to the Pacific Ocean.

Visit the Aquarium

- Directions/Map
- Cost

Kelp Exhibit

- Animal Guide
- Kelp Bed Maps
- Preservation

18

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n called a stipe. A stipe is like a thick, flexible piece d and wave as the water moves. Leaf-like blades les provide shelter for many types of fish.

land plants use the sun's energy in their leaves to nergy to make food in its blades. Most types of elp have little pods filled with air on the stipe near lades. These pods are called bladders. The bladders kelp blades float to the surface to absorb sunlight.

One way kelp differs from land plants is that isn't have roots. Instead, the base of the plant is a tangled cluster of "fingers" called the holdfast. The it acts as an anchor. It grips onto rocks on the sea o keep the kelp in place. An animal called a sea e holdfast, releasing it from its location.

rge kelp forests for protection from predators. gray whales hide in kelp from sharks and killer ving there. Sea otters eat the sea urchins that can inds feed on the fish, shrimp, jellyfish, and snails e is so much life in this ecosystem!

15

© jivey

The Dog



I sit here, staring at the door. I am waiting for the lady to come home. It's almost time for her to be here. I know because my warm spot on the floor that comes through the window has moved to the wall.

I hear the lady's car! She's here! I spin in circles and wag my tail. Finally! It's almost time! The lady comes home everyday and takes me for a walk. I am so excited for her to come through the door. I can't even sit still!

"Hey there, old boy!" The lady leans down and pats me on the head. My tail waves in the air like a whip. I jump up and lick her on the cheek. She laughs. "Okay, hold on! I have to put on my walking shoes!"

She puts on her walking shoes. She puts on my walking rope. Here we go! The second my feet hit the sidewalk, the smells of squirrels, birds, cats, and other dogs fill my nose. I like to sniff in all of the yards we walk by, but the lady always tells me that isn't polite. I have to stay on the sidewalk if I want to go on a long walk. Walks with the lady are my favorite time of day!

Answer these questions about The Dog.

What caused the dog to spin in circles?

What is the importance of paragraph 2 to the story?

- a. It introduces the problem of the story. b. It shows when they go on their walk.
- c. It shows how excited the dog is for the lady to be home. d. It presents the solution of the story.

If it had been raining when the lady got home, how do you think the dog would have been excited?

Answer these questions about Anti-Suffrage for Women AND The Republic Newspaper.

R6

What makes The Republic Newspaper a primary source?

- a. it contains an interview with Susan B. Anthony
- b. it was written during the time-period of Mrs. Stanton's death
- c. it reports firsthand observations of Mrs. Anthony's emotions
- d. all of the above

Name: _____ Date: _____

What does The Repu

Elizabeth Cady Stant

your answer with evi

After reading Anti-S

a part of?

THE REPUBLIC NEWSPAPER

adapted from excerpt of newspaper article, November 2, 1902

SUSAN ANTHONY PAYS TRIBUTE TO MRS. STANTON
Companion for Fifty Years in Effort to Bring Equal Suffrag
Proud of Speeches.

REPUBLIC SPECIAL

New York, Nov. 1 - To none of her own family is the death of Mrs. Elizabeth Cady Stanton a more severe shock than to Miss Susan B. Anthony. For fifty years she worked with her, both heart and soul devoted to equal suffrage for women.

Miss Anthony's friends were concerned about the shock for her, but though plainly grief-stricken, Miss Anthony is carrying herself calmly and continuing the work that these two pioneers did together in Mrs. Stanton's honor.



SUSAN B. ANTHONY.

Miss Anthony said: "It has been fifty years since Mrs. Stanton met, and we have thought side ever since. It took us eighty years, from 1852 to 1860, to the property rights of women granted, so that a woman went out washing could keep own wages, for example. In trips that were made to Washington, Mrs. Stanton only twice, I think; but she all of our speeches, and drew all resolutions and documents. She was an artist in words. I always wrote, and I read what had prepared. Mrs. Stanton great woman. We shall never another like her again. She leader and philosopher of our reform. I am constantly reminded of Emerson, when he said that we never know how much our loved ones are doing for us."

Name: _____ Date: _____

Anti-Suffrage for Women

Suffrage, or the right to vote, wasn't always a privilege for everyone. It wasn't until 1870 that Black Americans could vote, and women weren't given the right to vote until 1920. Many leaders, like Susan B. Anthony and Elizabeth Cady Stanton, fought for women's rights. They founded organizations, like the National American Women Suffrage Association (NAWSA), so that women who wanted the right to vote could be represented with a strong voice. NAWSA held conventions where people could speak about why women should have more rights. They also wrote articles that were published in newspapers across the country.

Organizations were formed against women's suffrage as well. The National Association Opposed to Woman Suffrage (NAOWS) was established in 1911 in New York City. You might be surprised to learn that it wasn't solely men that didn't want women to vote. The leader and organizer of the NAOWS was a woman named Josephine Dodge. The members of the organization believed that women were more useful to their communities without voting, and that most women did not even want the right to vote. Women like Josephine Dodge felt that the role of women was in the home, taking care of her husband and children. She believed that women should not be sidetracked by politics because it would interfere with their home-making duties. The women in the NAOWS thought that having a voice in a government controlled by men wasn't needed. The NAOWS also felt that women had satisfying lives with freedom to run their homes the way they wished. Women in the NAOWS said, "It is unwise to risk the good we already have for the evil which may occur."



Men stop outside of the entrance to the Headquarters of the National Association Opposed to Woman Suffrage to read posters on display against women's suffrage.

65

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ONE FICTION AND ONE NONFICTION
PASSAGE TO ASSESS ONE STANDARD

PAIRED TEXTS
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

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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 ponds of alkali.
- b. Mrs. Hazelwood is a very 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 did the accident happen?

- 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. quite
- d. hardly

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4th grade level questions

ONE PASSAGE WITH ALL STANDARDS

MIX & MATCH IDEAS

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

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, and the alkali was two or three inches thick all over the pond. It looked like ice, until we came very near.

There was a rather serious accident as we were driving into corral. Mr. Hazelwood's horses were frightened and ran away, upsetting the wagon and smashing it up considerably. Mrs. Hazelwood, her sister, and two children were in the wagon. Mrs. H. was really bruised, but the others were not hurt.

My horse drank alkali this evening. I have been feeding him bacon fat. No doubt the grease and alkali have turned to soap by now in his stomach, and soap is not poison, so he will not die this time, and I will take better care of him the next time we are near alkali.



alkali: a chemical that is the salt of a metal

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4th grade level text

Name: _____ Date: _____

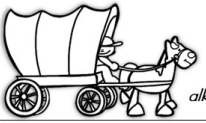
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alkali: a chemical that is the salt of a metal

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3rd grade level questions

Name: _____ Date: _____ R.6

Answer these questions about Days on the Road.

Who is writing the letter?

Name: _____ Date: _____ R.5

Answer these questions about Days on the Road.

Rewrite the telling it from _____

What text feature can be used to help you understand the meaning of alkali?

a. table of contents b. date

Name: _____ Date: _____ R.4

Answer these questions about Days on the Road.

In which paragraph is the writer getting hurt?

a. paragraph 1 b. paragraph 2 c. paragraph 3

What text feature can be used to help you understand the meaning of alkali?

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.

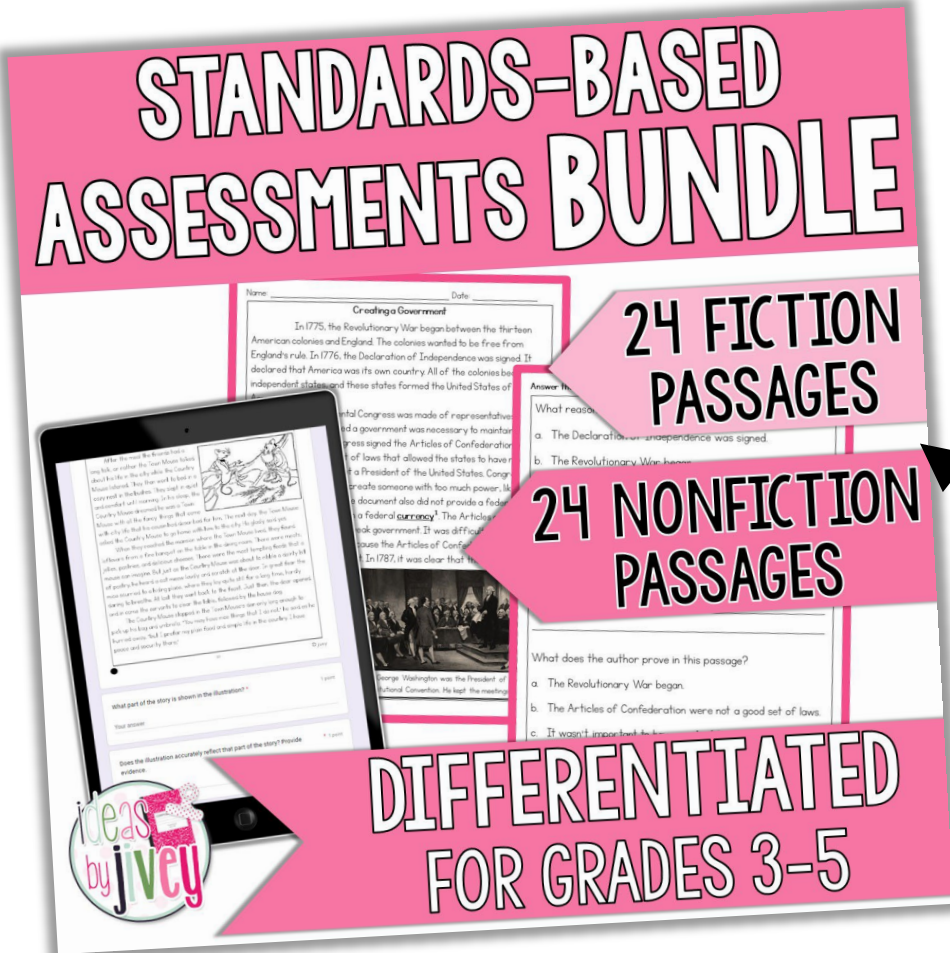
Write your own sentence to explain alkali using information from Sarah's letter:

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

a. soon b. very c. expensive d. hardly

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BUY THE BUNDLE & SAVE!



Your year will be set with assessments for EVERY reading standard in fiction and nonfiction!

I love how **easy** it was to **differentiate** for all students. Thank you very much for this resource. I could see how much time and effort was put into this. You saved me hours of planning!

check it out!

Miss Nguyen, 3rd Grade Teacher

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