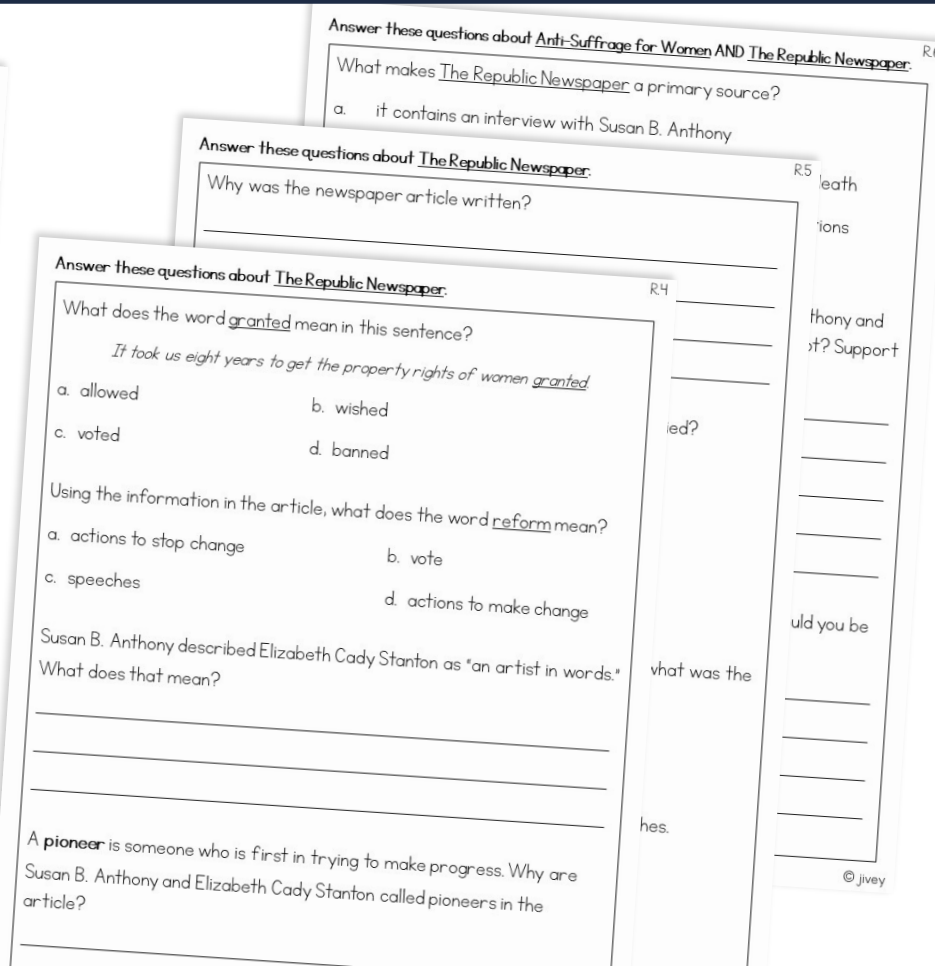
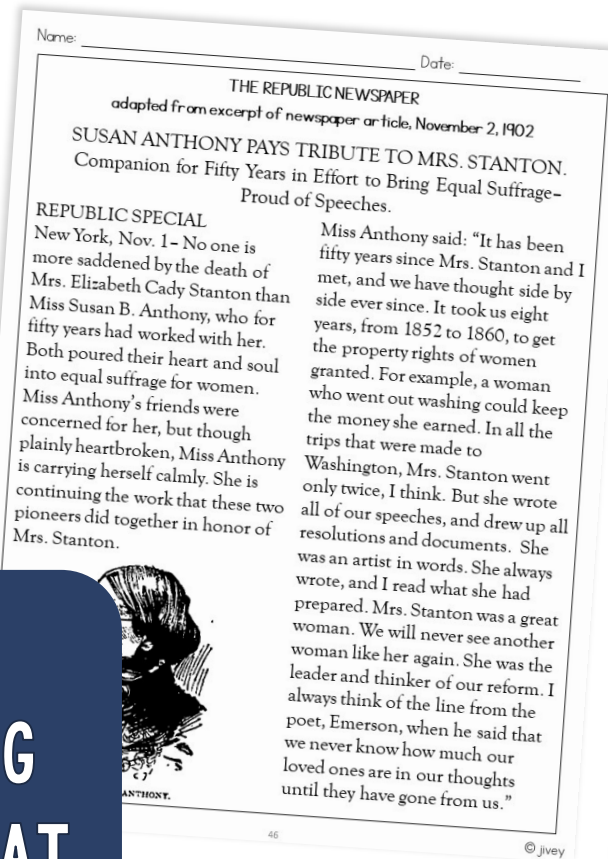


STANDARDS-BASED DIFFERENTIATED ASSESSMENTS



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: _____

Anti-Suffrage for Women

Suffrage, or the right to vote, wasn't always a right 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 created organizations, like the National American Women Suffrage Association (NAWSA). These organizations were formed 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 only 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 a woman's job 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. They also felt that women had good 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.

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Answer these questions about Anti-Suffrage for Women.

R5

What information do you learn in the caption that you don't learn in the body of the article?

- a. Men didn't want women to vote.
- b. The NAOWS was against women's suffrage.
- c. The NAOWS displayed posters for people to read.
- d. Women should be home taking care of their family.

What was probably the author's purpose for including a photograph?

The author probably wanted to show that men were interested in what the NAOWS had to say, so they were probably opposed to women voting. The photograph also shows that the NAOWS had a headquarters, or a place to meet.

In the website image below, draw a rectangle around the sidebar link that you would click and expect to find information about Josephine Dodge. Circle the sidebar link that you would click and expect to read about Susan B. Anthony.



19

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

R5

What information do you learn in the caption that you don't learn in the body of Anti-Suffrage for Women?

- a. Men didn't want women to vote.
- b. The NAOWS was against women's suffrage.
- c. The NAOWS displayed posters for people to read.
- d. Women should be home taking care of their family.

Why was the newspaper article written?

The newspaper article was written to honor Elizabeth Cady Stanton after her death. It was written to show the great work of Mrs. Stanton and also to share the words of Susan B. Anthony in a tribute to her friend of fifty years.

How are the two texts' structures different from each other?

- a. Anti-Suffrage for Women is written as a comparison, but The Republic Newspaper is not.
- b. The Republic Newspaper is written to show problem/solution, but Anti-Suffrage for Women is not.
- c. Anti-Suffrage for Women is written to show problem/solution, but The Republic Newspaper is not.
- d. The Republic Newspaper is written as a comparison, but Anti-Suffrage for Women is not.

72

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4 LEVELS
OF EVERY
PASSAGE

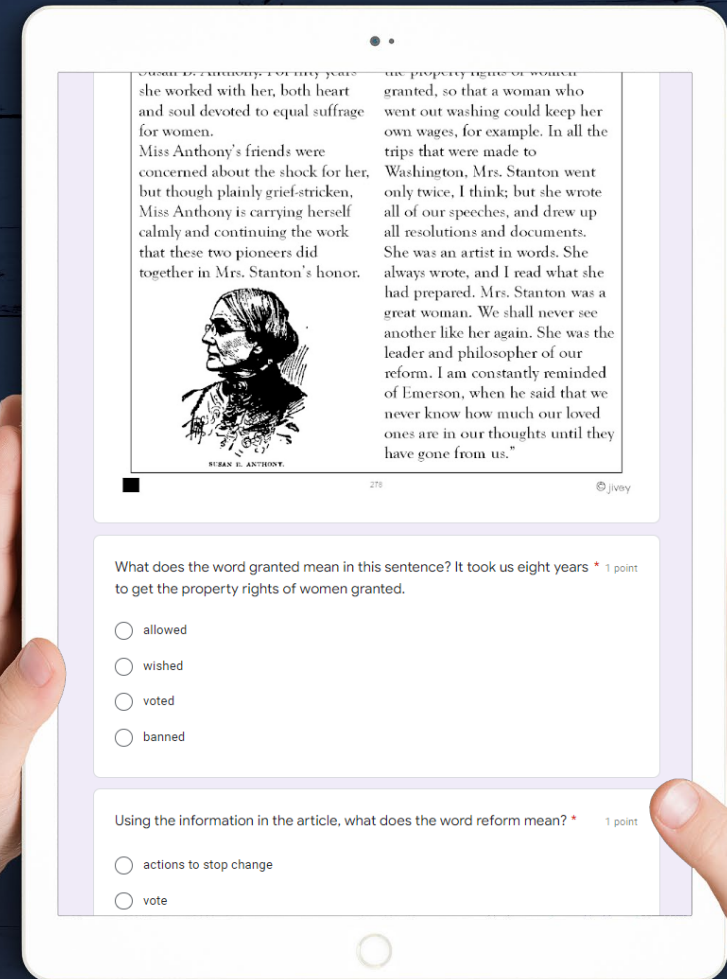
3 LEVELS
OF

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



ONE SHORT PASSAGE AND ONE LONG PASSAGE TO ASSESS ONE STANDARD

PAIRED TEXTS

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.

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. because
- d. hardly

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: _____

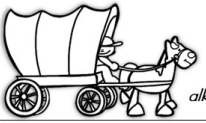
Days on the Road: Crossing the Plains in 1865
adapted from excerpt of a letter by Sarah Raymond Herndon

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 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, upsetting the wagon and greatly smashing it up. 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. I'm sure 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. 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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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.

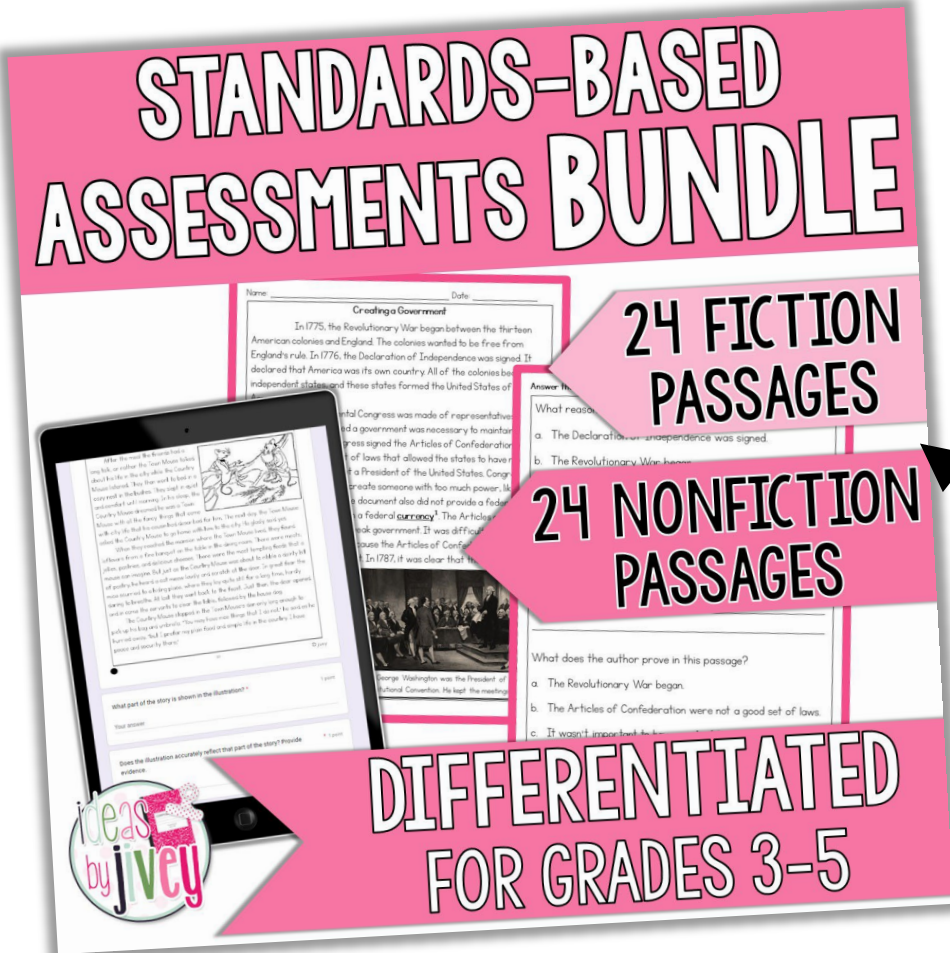
Write your own sentence to explain alkali using information from Sarah's letter:

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!

*check
it out!*

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!

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