

4th Grade, Quarter 2 Formative Assessment



This assessment is meant to measure progress towards the following standards:

- RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Students are expected to define “theme,” and then they will compare and contrast *theme* with *main idea*. Students will then two short passages. For each passage, students are asked one vocabulary-related question, to identify a theme from the passage, and to provide evidence to support their theme choice. Students will be held accountable for understanding the following examples of theme: acceptance, courage, perseverance, cooperation, compassion, honesty, kindness, and loyalty. In future units and assessments students will identify a theme and support their choice without a word bank from which to pull “theme words”.

Directions for Giving the Assessment:

Students should spend 10 minutes independently reading the passage and answering the questions on this assessment. Encourage students, especially struggling readers, to think about strategies they have for reading difficult passages/texts.

After 10 minutes, please read the passage and questions aloud for the class. If asked, continue to read aloud any portion of the passage or question. While we know that *read aloud* is not an allowable accommodation on the reading portion of high-stakes testing, the purpose of this assessment is to measure reading comprehension...not independent reading comprehension.

Please give this assessment to your students on November 11th. We will discuss it during GPLC on November 16th.

Name _____

1. What does “theme” mean?
 - a) And hypothetical guess as to the meaning of a word
 - b) The lesson revealed in the story
 - c) To make a conclusion based on background knowledge and text
 - d) To tell about in great detail; to explain thoroughly.

2. Compare and contrast the terms “theme” and “main idea.”

Passage 1

Even though they were sisters, Suzie and June were nothing alike. If Suzie wanted to jump rope, June wanted to play hopscotch. If June wanted to watch cartoons, Suzie wanted to watch talk shows. Tensions **rose** to the point that the girls could no longer stand one another’s company. It seemed that they had nothing in common, until the day that progress reports came out. While riding the bus home from school, the girls—startled by how upset the other looked—realized that they were both failing a subject. Suzie was failing math and June was failing reading. Since both girls wanted to pass their classes, they got to talking and agreed to help one another. So every day after school for the next few weeks, Suzie tutored June in reading and then June tutored Suzie in math. By the time report cards were distributed, Suzie and June were passing all of their classes. The girls were delighted, but their mother was happiest of all. Not just because her daughters passed their classes, but because they had learned to be good sisters.

3. What does **rose** mean as it is used in line 3?
 - a) A beautiful flower
 - b) To grow stronger
 - c) A light pink color
 - d) To come together

4. Which of the following is a theme from passage 1? Circle the best choice.

acceptance honesty courage cooperation loyalty

Justify your answer by providing evidence from the passage.

Passage 2

In his sophomore year of high school, Michael Jordan tried out for the varsity basketball team at Laney High School in Wilmington, North Carolina. But at five feet and eleven inches tall, the coach believed that Jordan was too short to play at that level, so Jordan was cut from the team. Jordan didn't let this obstacle defeat him. In fact, it pushed him to work even harder. He trained **vigorously** and grew another four inches the following summer. When he finally made the varsity squad, Jordan averaged 25 points a game and went on to become one of the greatest basketball players in history.

5. What does **vigorously** mean as it is used in the passage?

- e) With intensity and focus
- f) To scrub and clean thoroughly
- g) To become exhausted and overworked
- h) In a smart and logical way

6. Which of the following is a theme from passage 1? Circle the best choice.

bravery courage perseverance loyalty

Justify your answer by providing evidence from the passage.

1. What does "theme" mean?

- a) And hypothetical guess as to the meaning of a word
- b) The lesson revealed in the story
- c) To make a conclusion based on background knowledge and text
- d) To tell about in great detail; to explain thoroughly.

2. Compare and contrast the terms "theme" and "main idea."

Theme and main idea are similar in that they both tell the big idea of a text. They both tell what the author wants the reader to learn. They are different in that main idea relates to informational text, and theme relates to literature/fiction texts.

3. What does **rose** mean as it is used in line 3?

- a) A beautiful flower
- b) To grow stronger
- c) A light pink color
- d) To come together

4. Which of the following is a theme from passage 1? Circle the best choice.

acceptance courage cooperation loyalty

Justify your answer by providing evidence from the passage.

Suzie and June demonstrate cooperation by working together to help one another catch up in school. They worked together to solve the problem.

5. What does **vigorously** mean as it is used in the passage?

- a) With intensity and focus
- b) To scrub and clean thoroughly
- c) To become exhausted and overworked
- d) In a smart and logical way

6. Which of the following is a theme from passage 2? Circle the best choice.

bravery courage perseverance loyalty

Justify your answer by providing evidence from the passage.

Michael Jordan showed perservance by continuing to work hard until he achieved his goal of becoming a basketball player. He practiced and trained until he got his chance to play on the team.