

5th Grade
Unit 2: What a Character!
Summative Evaluation

ESSENTIAL QUESTIONS

How do authors effectively develop characters in a text?

How do authors use characters to develop the theme?

This test assesses the following Common Core Standards and is based on a short reading passage:

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text (e.g., how characters interact)

Answer Key & Standards Assessed:

Part 1

Part A: B; C	RL.5.2	RL.5.1
Part B: C; A	RL.5.2	RL.5.1
Part C: B; D	RL.5.2	RL.5.1

Part D:	RL.5.2
1. Emily and Hannah wake up and find out they are going to Grandma's.	
2. Emily doesn't want to visit her Grandma.	
3. Emily lies to her mom about being excited to see Grandma.	
4. Hannah is optimistic about their trip to Grandma's.	
5. Grandma shows them pictures of their mom.	
6. Emily and Hannah feel close to their Grandma.	
7. Emily thinks about how family members have things in common.	

Part 2

This test assesses the following Common Core Standards and is based on notes and stories read throughout the unit:

Part E & F:	RL.5.1	RL.5.2	RL.5.3
Open Response			

***Note:** Teachers may choose to modify the open response portion of the test to allow for usage of the characters from the short story, "Grandma's House."

Part 1

Today you will read “Grandma’s House,” a short text by Rachel Howard. You will analyze how characters develop and change and contribute to the story’s theme. As you read you will also gather information about key details in the story in order to determine an appropriate summary.

“Grandma’s House”

By Rachel Howard

The sun was just peeking through the curtains in Emily and Hannah’s room when their mom called upstairs to wake them. “It’s time to go to Grandma’s!” she said.

Emily groaned and looked over at her twin sister, who was rubbing her eyes. “I don’t want to go to Grandma’s house,” Emily said grumpily.

“Me neither,” Hannah said. She sat up and stretched. “But maybe Uncle Joe will be there.”

Uncle Joe was their favorite. He always brought them chocolate chip cookies from the bakery he owned.

“Yeah, maybe,” Emily said. She hated going to their Grandma’s house. It smelled like an old person, and there was plastic on all the couches, which stuck to their legs whenever they wore shorts and tried to get up. Their Grandma was also very deaf, so they had to talk right in her ear whenever they needed to tell her something. Mostly when Emily and Hannah went over to their Grandma’s house, they whispered to each other and let their mom talk to Grandma.

Hannah went to the bathroom to brush her teeth, and Emily reluctantly got out of bed. She got dressed quickly and went downstairs for breakfast. Their mom was sitting at the table with a steaming cup of coffee and the newspaper in front of her.

“Morning, Em,” she said.

“Hi, Mom.” Emily pulled out the cereal she and Hannah liked and poured two bowls before sitting at the table next to their mom.

“Excited to see Grandma?”

“Yeah, kind of,” Emily said, in between bites. She knew it would hurt her mom’s feelings if her mom knew how uncomfortable she was at their grandmother’s house. It was better not to tell her.

Hannah came running down the stairs and started eating quickly, shoveling the cereal into her mouth. “Sorry I’m late, Mom!” she said.

Emily rolled her eyes. Hannah was always the good one. She was even wearing a nice dress to go to Grandma’s house. Emily looked down at her old jeans with holes at the knees and the lumpy sweater she had pulled out of her closet.

“You’re not late,” their mom said. She closed the newspaper and took a long drink of coffee. “I really appreciate you guys going over to Grandma’s today. I have a ton of Christmas presents to buy, and I know Grandma will appreciate the company.”

Hannah smiled, but Emily felt her stomach drop. They would be at Grandma's house alone? Emily finished her breakfast slowly and took her empty bowl to the sink.

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"Bye!" their mom called, waving from the car before she drove away. Emily and Hannah walked up the long driveway to their grandma's house.

"This is going to be so weird," Emily said.

"It'll be fine, Emily. Maybe Grandma will let us watch TV," Hannah said, swinging her arms. Emily didn't understand why Hannah was so optimistic: Grandma, like their mom, "didn't believe in television."

When they got to the front door, Hannah rang the bell. They could hear the loud ring reverberate through Grandma's house and had to wait a long time until they heard Grandma's shuffling steps walking to the front door.

"Hi, girls," Grandma said. She opened the door and Hannah and Emily walked in, dutifully kissing her on the cheek as they passed into the dark house. They waited in the foyer, not quite knowing where to go or what to do. After their grandma had locked the door carefully, they followed her into the kitchen, where they all sat at the table.

"Are you girls hungry?" Grandma said, looking from one to the other.

Emily wasn't sure if she could tell them apart. Both she and Hannah shook their heads.

"Okay, well there's something I want to show you," Grandma said. "Will one of you go get that album over there?" She pointed to a thick, brown photo album that was on the kitchen counter. Hannah got up and brought it to the table, placing it right in front of Grandma.

Their grandma opened the album and the spine cracked. "These are pictures of your mom when she was a little girl," Grandma said. Hannah moved closer to Grandma, and even Emily was curious. She pushed her chair closer to Grandma's and looked over her shoulder as she showed them pictures of their mom's childhood.

A few hours later, they heard a loud honk, which meant that their mom was back to pick them up. Emily and Hannah hugged their grandma, and for the first time they felt really close to her.

As they walked down the long driveway, Hannah grabbed Emily's hand. "That wasn't so bad, was it?" she said.

"No," Emily said. She smiled at her sister.

When they got in the car, Emily thought about how she, Hannah and their mom had the same way of raising one eyebrow when they were happy. Today she had noticed that Grandma had that same habit, too.

Answer the questions using the short story, "Grandma's House."

Part A

What problem do the characters face?

- A. An unpleasant breakfast
- B. Going to their grandma's house
- C. Waking up too early
- D. Not getting along with each other

Which of the following quotes from the text could best be used to support your answer?

- A. Emily finished her breakfast slowly and took her empty bowl to the sink.
- B. The sun was just peeking through the curtains in Emily and Hannah's room when their mom called upstairs to wake them.
- C. "I don't want to go to Grandma's house," Emily said grumpily. "Me neither," Hannah said.
- D. Emily didn't understand why Hannah was so optimistic.

Part B

In the story, how does Emily respond to the problem?

- A. She refuses to eat her breakfast.
- B. She goes back to bed when her mom stops calling.
- C. She goes with her sister to her grandma's house.
- D. She yells at her sister about going to her grandma's house.

Which of the following quotes from the text could best be used to support your answer?

- A. Emily and Hannah walked up the long driveway to their grandma's house. "This is going to be so weird," Emily said.
- B. Emily groaned and looked over at her twin sister, who was rubbing her eyes.
- C. "It'll be fine, Emily. Maybe Grandma will let us watch TV," Hannah said, swinging her arms.
- D. "Are you girls hungry?" Grandma said, looking from one to the other. Emily wasn't sure if she could tell them apart. Both she and Hannah shook their heads.

Part C

How does Emily change from the beginning of the story to the end?

- A. She started the story not wanting to get out of bed, but by the end of the story she was excited to begin her day.
- B. She started the story not wanting to visit her grandmother, but by the end, Emily realized all of the things she had in common with Grandma.
- C. She started the story not getting along with her sister, but by the end of the story, they forgave each other.
- D. She started the story not wanting to disappoint her mother, but by the end of the story, she decided that she didn't care if her mom was disappointed.

Which of the following quotes from the text could best be used to support your answer?

- A. As they walked down the long driveway, Hannah grabbed Emily's hand. "That wasn't so bad, was it?" she said. "No," Emily said. She smiled at her sister.
- B. Emily pulled out the cereal she and Hannah liked and poured two bowls before sitting at the table next to their mom.
- C. She knew it would hurt her mom's feelings if her mom knew how uncomfortable she was at their grandmother's house. It was better not to tell her.
- D. When they got in the car, Emily thought about how she, Hannah and their mom had the same way of raising one eyebrow when they were happy. Today she had noticed that Grandma had that same habit, too.

Part D

Write the events in the correct sequence in the provided boxes to create a summary. Use the events that are **most** important in the passage. Not all statements will be used.

Events

Hannah is late to breakfast.

Grandma shows Emily and Hannah pictures of their mom.

Emily doesn't want to visit her grandma.

Hannah brushes her teeth.

Emily thinks about how family members have things in common.

Emily lies to her mom about being excited to see Grandma.

Grandma cannot tell Emily and Hannah apart.

Hannah is optimistic about their visit to Grandma's.

Emily and Hannah wake up and find out they are going to Grandma's.

Emily and Hannah feel close to their Grandma.

	Summary
First	
Last	

Part 2

Answer Part E using the texts you have read and the notes you have gathered throughout the course of the unit.

Think of two characters that you have studied throughout the course of the unit. Compare and contrast the characters by filling out the graphic organizer below; make sure to support your ideas with quotes from the text. Consider their unique traits, the ways each approaches the problems in their story, and if/how the characters each change at the end of their story.

Character Comparison Sheet

Name: _____

Title and Author

Character 1: _____

Character 2: _____

CHARACTER SIMILARITIES

CHARACTER DIFFERENCES
