*4th Grade, Quarter 3*

*Formative Assessment*

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

* RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
* 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.

Directions for Giving the Assessment:

Students should spend 20 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 20 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 during the week of January 25th. We will discuss it during GPLC on Wednesday, February 3rd.

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His First Dollar

After he became President, Lincoln told his Secretary of State the following story of the first dollar he ever had for his own:

“Seward,” he said, “did you ever hear how I earned my first dollar?”

“No,” replied Seward.

“Well, I was about eighteen years of age . . . and had constructed a flatboat. . . . A steamer was going down the river. We have, you know, no wharves on the western streams, and the custom was, if passengers were at any of the landings they had to go out in a boat, the steamer stopping and taking them on board.

I was contemplating my new boat, and wondering whether I could make it stronger or improve it in any part, when two men with trunks came down to the shore in carriages, and looking at the different boats, singled out mine, and asked, “Who owns this?”

I answered modestly, “I do.”

“Will you,” said one of them, “take us and our trunks out to the steamer?”

“Certainly,” said I. I was very glad to have a chance of earning something, and supposed that they would give me a couple of *bits*.

The trunks were put in my boat, the passengers seated themselves on them, and I sculled them out to the steamer. They got on board, and I lifted the trunks and put them on deck. The steamer was moving away when I called out, “You have forgotten to pay me.” Each of them took from his pocket a silver half-dollar and threw it on the bottom of my boat. I could scarcely believe my eyes as I picked up the money.

You may think it was a very little thing, and in these days it seems to me like a trifle, but it was a most important incident in my life at that time. I could scarcely credit that I, a poor boy, had earned a dollar in less than a day—that by honest work I had earned a dollar. I was a more hopeful and thoughtful boy from that time.

1. What does *bits* mean as it is used in the highlighted section?

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Tiny pieces of paper
2. Chewing and swallowing of food
3. A form of payment
4. A treat or treasure
5. Which of the following sentences from the passage best supports the claim that, as a young man, Lincoln was honest and fair?
6. I was about eighteen years of age, and had constructed a flatboat.
7. We have, you know, no wharves on the western streams.
8. “Certainly,” said I. I was very glad to have a chance of earning something, and supposed they would give me a couple of bits.
9. The steamer was moving away when I called out, “You have forgotten to pay me.”
10. Which of the following best describes Lincoln’s reaction to earning his first dollar?
11. He was relieved to finally have money.
12. He was shocked that the passengers paid his so much.
13. He was disappointed that he had to ask for the money.
14. He was hopeful that the passengers would hire him again.
15. How did earning his first dollar change the way Lincoln thought about the world?
16. He believed he could build a sturdy flatboat.
17. He knew that being from a poor home would not keep him from being successful.
18. His kindness to the passengers would make him rich.
19. He knew that his dreams of being president would come true and he would bring an end to slavery.
20. Describe one way the setting of the story impacts the characters and events. Use specific details from the passage to support your answer.