**CCS Reading Literature Assessment**

**GRADE:** 5th

**NAME OF ASSESMENT:** Reading Literature Performance Assessment

**STANDARDS ASSESSED:** RL 5.1, 5.4, 5.5, 5.7, 5.8

**EXPLANATION OF STANDARD ALIGNMENT:**

* RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
* RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
* RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
* RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
* RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

**MATERIALS**:

* Tall Tale PowerPoint
* Watch Paul Bunyan video (18 minutes total)
  + Part 1 - <http://www.youtube.com/watch?v=SoG94ieN828>
  + Part 2 - <http://www.youtube.com/watch?v=UyDAr-hjw80>
* *ImagineIt!* “McBroom the Rainmaker” page 565-577

**DURATION OF ASSESSMENT:**

* End of the first trimester
* Should be done over a two day period (60 minutes for day 1 and 45 for day 2)
  + Day 1
    - PowerPoint (10-15 minutes)
    - Paul Bunyan (17 minutes)
    - Read “McBroom the Rainmaker” (20-30 minutes)
  + Day 2
    - Complete Task 1-3 (45 minutes)

**PREPERATION FOR THE ASSESSMENT:**

* The teacher must have the Tall Tale PowerPoint
* Each student must have all of the following:
  + Their own technology device and internet access
  + Their own hardcopy of the assessment
  + Their own copy of the handout and *ImagineIt!* Textbook
  + Two pencils with erasers

**INTRODUCTIONS:**

1. Go over the Tall Tale PowerPoint and lead classroom in discussion on the elements that make up a tall tale.
2. Watch the Paul Bunyan video on Youtube.
3. Discussion the elements found in Paul Bunyan that makes it a tale tale.
4. Read “McBroom the Rainmaker” from *ImagineIt!*
5. Complete the task below

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Fifth Grade Literature Reading Performance Assessment**

**Task 1: Is “McBroom the Rainmaker” a Tall Tale?**

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| **A tall tale has all three of the following items:**  **1. The hero has larger than life or super human abilities**  **2. The hero has a problem that they solve in a funny and exaggerated way.**  **3. Details in the story are exaggerated** |

**Use the above chart and the video to help you identify the three items listed below from “McBroom the Rainmaker” and support them with textual evidence.**

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| **Abilities \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Problem \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **How is the problem solved? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Exaggerated details\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**    **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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**Fifth Grade Literature Reading Performance Assessment**

**Task 2: Idioms**

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| **An idiom is an expression or phrase whose meaning cannot be determined by the words individually or literally.** |

**Quote two idioms found in “McBroom the Rainmaker”, and then give the literal and figurative meaning of each idiom. Use previously learned knowledge and context clues, including illustrations, to help identify the idioms.**

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| **Idiom #1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **What is the literal meaning? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **What is the figurative meaning? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Idiom #2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **What is the literal meaning? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **What is the figurative meaning? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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**Fifth Grade Literature Reading Performance Assessment**

**Task 3: Cause and Effect**

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| **Most stories revolve around several cause-and-effect relationships.**   * **A *cause* is why something happens.** * **An *effect* is what happens.**   **When one event causes another to happen, the events have a cause-and-effect relationship.**   * **A *cause* is the reason that an event happens.** * **An *effect* is the result of the cause.** |

**Look through “McBroom the Rainmaker” and identify five effects on animals caused by the drought using textual evidence to support.**

**Effect:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**ANSWER KEY**

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**Fifth Grade Literature Reading Performance Assessment**

**Task 1: Is “McBroom the Rainmaker” a Tall Tale?**

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**Use the above chart and the video to help you identify the three items listed below from “McBroom the Rainmaker” and support them with textual evidence.**

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| **Abilities –** *Mosquitos the size of woodpeckers*  **Problem –** *A really bad drought*  **How is the problem solved? –** *The townspeople gather topsoil in wagons and using a Rain Crow look for rain. The raincrow can smell rain from 60 miles away. They finally found water and planted onion seeds in the wagons with their special topsoil. The onions quickly grew in the rain. Once the rain was gone the mosquitos returned. Pa shot the onions which made the mosquitos cry giving the town tons of water and making the mosquitos go away forever.*  **Exaggerated details –** *Giant mosquitos, plants growing to full size in a day, vegetables floating away, hens laying fried eggs (do to the heat), growing fireworks, etc.* |

**ANSWER KEY**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Fifth Grade Literature Reading Performance Assessment**

**Task 2: Idioms**

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| **An idiom is an expression or phrase whose meaning cannot be determined by the words individually or literally.** |

**Quote two idioms found in “McBroom the Rainmaker”, and then give the literal and figurative meaning of each idiom. Use previously learned knowledge and context clues, including illustrations, to help identify the idioms.**

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| **Idiom #1** *“clocks began running slow”*  **What is the literal meaning?** *The literal meaning of the clocks began to run slow is that the clock is running slower (with its feet) than it used to.*  **What is the figurative meaning?** *The figurative meaning of the clocks began to run slow is that the time on the clock was earlier than it really is. (i.e. Real time 5:00, a slow running clock might show 4:55)* |
| **Idiom #2** *“dry spell”*  **What is the literal meaning?** *The literal meaning is that someone cast a magic spell making everything dry.*  **What is the figurative meaning?** *The figurative meaning is that there is a drought or a long period without rain.*  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**ANSWER KEY**

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**Fifth Grade Literature Reading Performance Assessment**

**Task 3: Cause and Effect**

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| **Most stories revolve around several cause-and-effect relationships.**   * **A *cause* is why something happens.** * **An *effect* is what happens.**   **When one event causes another to happen, the events have a cause-and-effect relationship.**   * **A *cause* is the reason that an event happens.** * **An *effect* is the result of the cause.** |

**Look through “McBroom the Rainmaker” and identify five effects on animals caused by the drought using textual evidence to support.**

**Effect:** *The clocks they grew like vegetables began running slow.*

**Effect:** *The vegetables began to grow slow.*

**Effect:** *The topsoil began to dry up.*

**Effect:** *Chickens laid fried eggs.*

**Effect:** *Cows began giving off powered milk.*