

Everett Public Schools

Secondary Reading Assessment

Supplemental Teacher Guide



Baseline Reading Assessment

Grade 9

“The Myth of Persephone”

“What Size is Your Footprint?”

“The Seasons”

“Change of the Seasons”

“Yard Waste & Recycling Collection Guidelines”

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1. Short Answer – 2 points

Strand: Comprehension

Learning Target: LC02 Summary

In your own words, write a summary of the story “The Myth of Persephone.” Include **three** main events from the story in your summary.

2	A 2-point response accurately summarizes the selection by including a summarizing statement and three main events from the selection.
1	A 1-point response partially summarizes the selection by including a summarizing statement and two of the main events OR Provides three main events, but does not include a summarizing statement.

Text-based main events may include, but are not limited to:

Beginning

- *Persephone picks the narcissus flower causing her to be taken to the Underworld.*
- *Earth splits in two and Persephone falls in a crevice to the Underworld.*
- *Demeter is so upset and depressed about her daughter’s disappearance she allows the plants to wither and die.*

Middle

- *Demeter goes to Eleusis.*
- *Four young females agree to take her home and meet their mother.*
- *Demeter cares for the mother’s son.*
- *Demeter sticks him in a fire and the mother is horrified and asks Demeter to leave the home.*
- *Once the mother realizes Demeter is a goddess she feels horrible for being angry with Demeter and the care of her son.*
- *The town builds Demeter a temple.*

End

- *Demeter confronted Zeus who had arranged the abduction.*
- *Zeus sends Hermes to retrieve Persephone, but she had become a great goddess and was content.*
- *Hades tricks Persephone into eating the pomegranate so that she could not return to earth.*
- *Zeus decrees that Persephone could return to her mother half the year, causing the seasons.*

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2. Short Answer – 2 points

Strand: Analysis

Learning Target: IA05 Text Features

Explain two ways that the text feature on page 12, “Small Foot – Big Foot” from the article “What Size is Your Footprint?” helps you understand the selection? Include information from “Small Foot – Big Foot” in your answer.

2	A 2-point response provides two details from the text feature to demonstrate how the text feature helps you understand the selection.
1	A 1-point response provides one detail from the text feature to demonstrate how the text feature helps you understand the selection.

Text-based details may include, but are not limited to the following:

This text feature helps me to see how I personally have a big **or** small impact on the climate:

I reduce my impact on the climate by:

- Eating more locally grown fruits and vegetables (paragraph 5)
- Riding a bike to a friends rather than ask mom for a ride (paragraph 5)
- Playing board games with friends rather than computer games (paragraph 9)
- Recycling everything (paragraph 10)
- Buying used clothes (paragraph 6)

I increase my impact on the climate by:

- Eating packaged foods (paragraph 5)
- Buying new clothes (paragraph 6)
- By leaving lights on or chargers left in outlets when not in use (paragraph 9)
- Buying fruits from and vegetables from other countries or far away parts of U.S.

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3. Extended Response– 4 points

Strand: Analysis

Learning Target: LA06 Compare and Contrast

What are **two** ways the changing of seasons in the poem “The Seasons” is like the changing of seasons in the poem “Change of the Seasons”? Include information from “The Seasons” and “Change of the Seasons” in your answer.

What are **two** ways the changing of seasons in the poem “The Seasons” is like the changing of seasons in the poem “Change of the Seasons”? Include information from “The Seasons” and “Change of the Seasons” in your answer.

4	A 4-point response includes the following elements: <ul style="list-style-type: none">▪ One text-based way the changing of seasons is similar in both poems.▪ A second text-based way the changing of seasons is similar in both poems.▪ One text-based way the changing of seasons is different in each of the poems.▪ A second text-based way the changing of seasons is different in each of the poems.
3	A 3-point response includes three of the four elements above.
2	A 2-point response includes two of the four elements above.
1	A 1-point response includes one of the four elements above.

Text-based details may include, but are not limited to:

Similarities:

- Both are cold and chilly (see line 1 of each poem)
- Both include breezes and winds (“winds that are warm” and “cool breeze”)
- Both include colored skies (“mantle of white” and “blue sky”)
- Both include snow (“small frosty patches” and “covered in snow”)
- Both grow new life in the springtime (“crocus and snowdrops, in clusters appear” and “mother earth rejuvenates”)
- Both end with the beginning of spring (see last line of each poem)

Differences:

- Although both include winds, the winds are different. One is a “cool breeze”; the other is a “warm wind”.
- Although both describe colored skies, the skies are different. One is “white”; the other is “blue”.
- In “The Seasons”, the poem describes how trees grow new leaves. In “Change of the Seasons”, the trees lose leaves.
- In “The Seasons”, the setting includes a “misty steam”, whereas in the “Change of the Seasons”, the setting is against cold, snow, and rain.

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4. Completion Item – 1 point

Strand: Analysis

Learning Target: IA07 Cause and Effect

Text-based details may include, but are not limited to:

Solution could include:

- Check the date, is it after June 28th?
- Call customer service/ complain ask for pick-up
- Call billing and ask for credit / verify bill was paid
- Is it the correct day (FRIDAY)?

Incorrect answers are not supported by text, and might include:

- They were too heavy
- Check with a neighbor
- Leave it out until next pick up date