

95 Phonics Core Program®
Grade 5 Word Study—Unit Assessment #2
Teacher Directions
(Administer after Lesson 14.)

A. SYLLABLE MAPPING CCSS: RF.3, L.2e

You are going to spell multisyllable words with the closed, silent-e, or open syllable pattern and either a simple or complex syllable division. These words will also include some of the affixes and roots you have learned during this unit.

We will begin by spelling the first word together. The word is photograph. In the table on your paper, tap one box for each syllable you hear. (pho/to/graph) How many syllables? (3) Now, for each syllable, write the letters that spell it in the correct syllable box, next to the word *Example*. Finally, write the whole word. (Give the students time to complete their spellings.)

Watch me and correct your work if it does not match mine. (Model how to write each syllable in the correct syllable box.) The syllable p-h-o should be in the First Syllable box. The syllable t-o should be in the Second Syllable box. The syllable g-r-a-p-h should be in the Third Syllable box. The word photograph, spelled p-h-o-t-o-g-r-a-p-h, should be in the last box.

Now it's your turn. I'll say some more words. For each word, you'll count its syllables and then write each one in the correct syllable box on your paper. Finally, you'll write the whole word.

Words to Dictate	First Syllable	Second Syllable	Third Syllable	Word
Example: <i>photograph</i>	pho	to	graph	photograph
1. produce	pro (1)	duce (1)		produce (1)
2. disrupted	dis (1)	rupt (1)	ted (1)	disrupted (1)
3. satisfy	sat (1)	is (1)	fy (1)	satisfy (1)
4. endoscope	en (1)	do (1)	scope (1)	endoscope (1)
5. translate	trans (1)	late (1)		translate (1)

Now that you have completed your spellings, follow the directions below the table on your paper.

- Underline one syllable that follows the closed syllable pattern. (answers vary) (1)
- Circle one syllable that follows the open syllable pattern. (answers vary) (1)
- Draw a V connecting the vowels in one syllable that follows the long vowel silent-e pattern. (answers vary) (1)

Scoring: Each word is worth 3 points. Award 1 point for each correctly spelled syllable and 1 point for each correctly spelled word. Then award 1 point for each correct response to the three prompts below the table.

Example: The student has correctly spelled the word translate but incorrectly mapped its syllables as tran-slate. Therefore, the student receives 1 point total (0 points for each syllable spelling and 1 point for the whole-word spelling).

Total possible points: 21

B. SENTENCE DICTATION CCSS: RF.3, L.2

You are going to write one sentence using correct spelling and punctuation. I'll say the sentence and you'll repeat it. Then, you'll have time to write the sentence on your paper. Listen as I say the sentence.

We must dispel any misconceptions relating to the economic distress. (12)

Say it with me: **We must dispel any misconceptions relating to the economic distress.** Repeat the sentence one more time: **We must dispel any misconceptions relating to the economic distress.** Now write it. If you forget a word, raise your hand, and I will repeat the sentence for you. (Allow ample time for students to write the sentence.)

Now that you have written the sentence, underline any 2-syllable words that contain 2 closed syllables (or follow the Closed|Closed syllable pattern). (2)

Scoring: Award 1 point for each correctly spelled word, 1 point for an uppercase letter at the beginning of the sentence, 1 point for correct end punctuation, and 1 point for each correctly underlined pattern word.

Total possible points: 14

C. MORPHOLOGY CCSS: RF.3, RF.4c, L.4, L.5c

Read the directions and complete the morphology table on your paper.

- 1) Begin by reading the sentence.
- 2) Then look at the underlined word in the sentence. Use your Morphology Key to help you write the meaning for the Greek Combining Form.
- 3) Now write a definition for the underlined word in the space provided. Use the word's morpheme meanings and the sentence's context clues to help you.
- 4) Finally, circle the synonym that best replaces the underlined word in the sentence. Check your answer by rereading the sentence with the synonym in place of the underlined word. Make sure the sentence still makes sense.

Sentence: The marble sculpture is <u>biomorphic</u> and almost appears to be alive.		
Bio	morph	ic
life	form or shape	having the characteristic of
Write a definition for the underlined word.		
Having the characteristic of the shape of life (a living creature)		
Circle a synonym for the underlined word.		
creative	artificial	<u>lifelike</u>

Scoring:

- Award 2 points for the correct meaning of the Greek Combining Form.
- Award 2 points for circling the correct synonym.
- Use the rubric below to determine the number of points to award for the definition of the underlined word:
 - 6 points if the meaning is clear and demonstrates understanding of the morphemes and context.
 - 3 points if the meaning is clear but shows a limited understanding of the morphemes and context.
 - 0 points if the meaning is unclear and demonstrates no understanding of the morphemes or context.

Total possible points: 10

D. READING AND RESPONSE CCSS: RI.4, RF.3, RF.4a, RF.4c, L.2, L.4, L.5c

Before you begin this section, read the directions carefully.

Read the passage to yourself. After reading the passage, read each question carefully and then write your response.

The U.S. Launches Astronauts in Space

1 February 26, 1962, marks one of many milestones in space travel. It is the day John Glenn became
 2 the first American to orbit Earth. Glenn’s spacecraft, the *Friendship 7*, launched from Cape
 3 Canaveral, Florida, and circled Earth three times before landing in the Atlantic Ocean near The
 4 Bahamas. Glenn’s fortitude and bravery made him an instant hero. He is regarded as a true pioneer
 5 of space travel. This achievement inspired biologists, engineers, and machinists all over the world
 6 to join the race to be the first country to step foot on the moon by the end of the decade. The
 7 space race was escalating. In September 1962, President Kennedy delivered an important speech
 8 at Rice University in Houston, Texas. In that speech, the president restated his reasons for going to
 9 the moon. Kennedy said, “I choose to go to the moon in this decade and for the other things,
 10 not because they are easy, but because they are hard, because that goal will serve to organize and
 11 measure the best of our energies and skills, because that challenge is one that we are willing to
 12 accept, one we are willing to postpone and on which we intend to win . . .” Kennedy claimed
 13 that focusing on sending a person to the moon was one of the most innovative decisions of his
 14 presidency.

***Differentiation Option:** For students who may need extra support, you can provide the suggested sentence stems to jumpstart responses.

1. Line 4 says, “Glenn’s fortitude and bravery made him an instant hero.” Use your Morphology Key and the sentence’s context clues to help you define fortitude. Then use a complete sentence to tell what fortitude means. **Fortitude means “a condition of strength.” (2)**

***Sentence Stem:** Fortitude means _____.

2. This passage says that Kennedy claimed the goal of landing on the moon was “one of the most innovative decisions of his presidency.” You learned that the morpheme *nova* comes from the Latin word meaning “new.” Why do you think Kennedy claimed that his decision was innovative? **Kennedy claimed that his decision was innovative because sending a person to the moon had never been done and was a “new” advancement in the exploration of space. (2)**

***Sentence Stem:** Kennedy claimed that his decision was innovative because _____.

3. Circle the synonym that best replaces the word *sending* in line 13. **(1)**

transcribing

intercepting

transporting

circulating



95 Phonics Core Program®
Grade 5 Word Study—Unit Assessment #2
Teacher Directions
(Administer after Lesson 14.)

Scoring: For items 1 and 2, award 1 point for an accurate written response and 1 additional point if the response is written as a complete sentence. For item 3, award 1 point if the correct word is circled.

Example (based on Question 1) Student response: *having strength*

The student receives 1 out of 2 points because the response is correct (1 point) but the response is not a complete sentence (0 points).

Example (based on Question 2) Student response: *He means that he will be a new president.*

The student receives 0 out of 2 points because the answer is incorrect (0 points) and it is not an accurate response written as a complete sentence (0 points).

Total possible points: 5

Total Points: 50