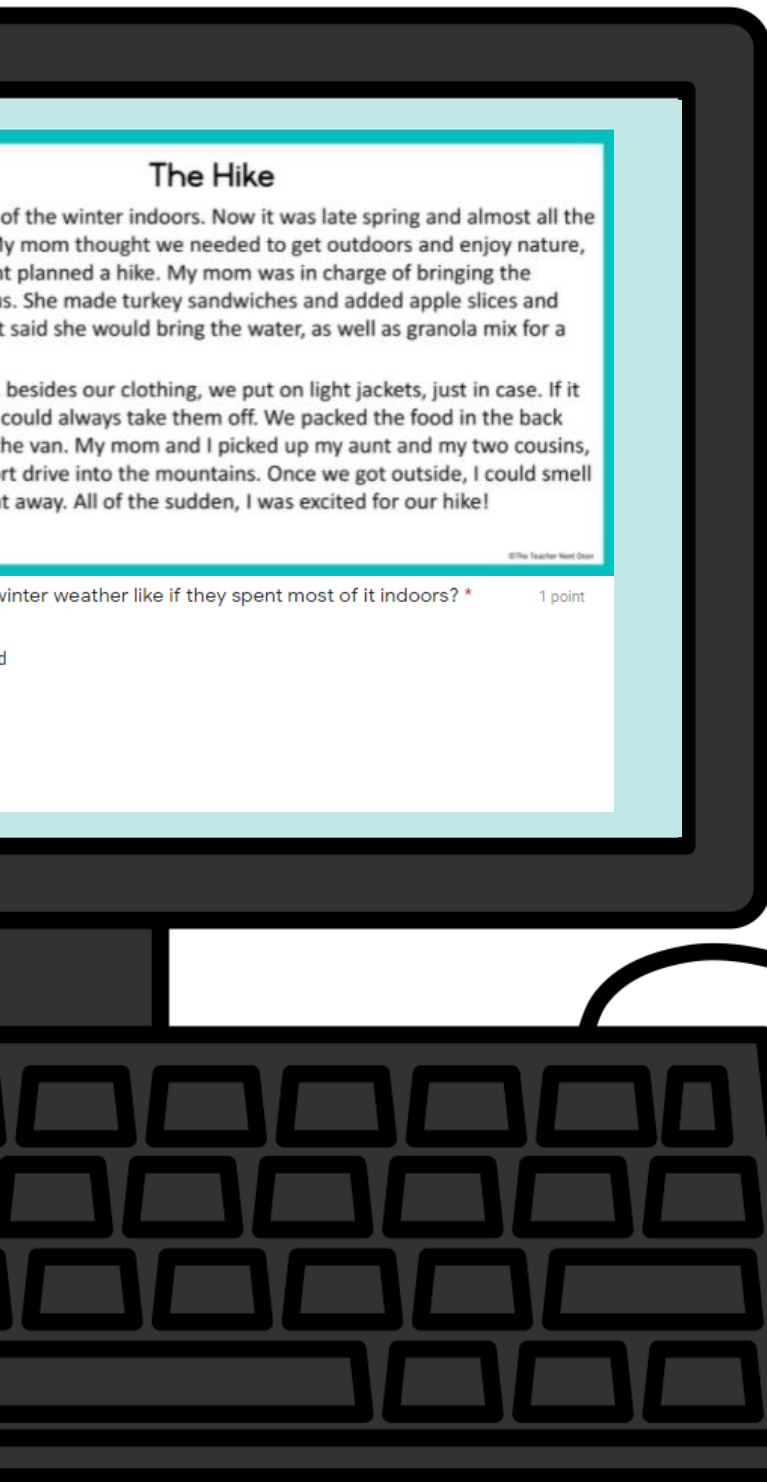


# RIGHT THERE INFORMATION AND MAKING INFERENCES READING ASSESSMENTS PRINT AND DIGITAL



## The Hike

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

### LIZARD'S DAY OUT

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As Luka sat sunning himself on a rock, an eagle swooped down to catch a tasty lizard meal. Right before the eagle grabbed Luka with her talons, Luka scampered off the rock to look at a ladybug walking by. Then Luka started to walk to the creek. A fluffy dog on a leash spotted him, but Luka didn't notice. Right before the dog could bite him, Luka hopped into a gopher hole to explore a bit. He snacked on a worm, then started to crawl out of the hole. Just then a snake woke up and opened his mouth to try to bite him. The snake was so sleepy that he missed! Luka started back for home. As Luka walked home he realized his mother was wrong. The world wasn't dangerous at all!

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The TEACHER next Door

# TEACHER NOTES

## THANK YOU FOR DOWNLOADING THIS RESOURCE!

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# TEACHER NOTES

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- <https://www.teacherspayteachers.com/Store/Miss-5th>
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# TEACHER NOTES

## HOW TO USE THIS RESOURCE #1



### MASTERY-BASED GRADING

**PLEASE NOTE:** The following is a suggestion on how to use this product within your classroom to ensure you get the MOST out of this resource. As always, use this resource as best fits the needs of your students!

#### This resource comes with:

- 3 Print & Digital Reading Assessments that are aligned to a grade-level specific reading skill

#### How to make the most of this resource:

- Utilize the first Reading Assessment as a pre-assessment, also known as a formative assessment. This will allow you to collect data to see which students are proficient with this reading skill and which students are still in need of instruction and possibly additional help through small group support.
- Utilize the second Reading Assessment as a graded, summative assessment. If your school utilizes standards-based report cards, use this grade to reflect student mastery of this skill.
- Utilize the third Reading Assessment as a graded reassessment if students did not display proficiency in this skill during the first summative assessment. Please keep in mind, students who are given the third Reading Assessment *should* continue to receive direct or small group instruction on this skill.



**Reading Assessment #1**  
Formative Assessment  
for Pre-Instruction Data  
Collection



**Reading Assessment #2**  
Summative Assessment  
for Post Instruction Grade &  
Decision Making



**Reading Assessment #3**  
Additional Summative  
Assessment for Students Who  
Did Not Show Proficiency  
During 1<sup>st</sup> Summative

# TEACHER NOTES

## HOW TO USE THIS RESOURCE #2



### *FORMATIVE/SUMMATIVE GRADING*

**PLEASE NOTE:** The following is a suggestion on how to use this product within your classroom to ensure you get the MOST out of this resource. As always, use this resource as best fits the needs of your students!

#### **This resource comes with:**

- 3 Print & Digital Reading Assessments that are aligned to a grade-level specific reading skill

#### **How to make the most of this resource:**

- Utilize the first Reading Assessment as a pre-assessment given to all students prior to instruction on this reading skill. Use the data from this skill to form small groups so that you can tailor your instruction.
- Utilize the second Reading Assessment as a formative-assessment mid-way through your unit. Adjust your small groups accordingly to ensure that students who still need support can receive it from you.
- Utilize the third Reading Assessment as a summative assessment for all students after all direct and small group instruction has been delivered. You may wish to collect this data for your gradebook if your school uses traditional report cards or use this data to reflect a score for standards-based grade report cards.



**Reading Assessment #1**  
Formative Assessment  
for Pre-Instruction Data  
Collection



**Reading Assessment #2**  
Formative Assessment  
Mid-way Through Instruction to  
Make Data-based Decisions



**Reading Assessment #3**  
Summative Assessment for All  
Students Once All Instruction  
Has Been Delivered

# TEACHER NOTES

## HOW TO USE THIS RESOURCE #3



### READING CENTERS/INTERVENTION

**PLEASE NOTE:** The following is a suggestion on how to use this product within your classroom to ensure you get the MOST out of this resource. As always, use this resource as best fits the needs of your students!

#### This resource comes with:

- 3 Print & Digital Reading Assessments that are aligned to a grade-level specific reading skill

#### How to make the most of this resource:

- You may also choose to utilize this resource within reading centers or during intervention time to track data on student progress.
- To use within reading centers, assign one reading assessment at a time to students after direct instruction has already been delivered. Use scores to develop small groups that you will service throughout your reading unit.
- To use within intervention time, ensure that small group instruction is being delivered to students who are showing a deficit in this skill. Choose to administer one assessment every X number of weeks to progress monitor students. *(Commonly, six weeks of intervention is suggested prior to progress monitoring, but that can be quite lengthy – choose an amount of time that works best for your students. Be sure to keep consistency to adhere to MTSS/RTI Standards.)*
- **If the above ways do not fit the needs of your classroom, these reading assessments also make for great independent work, morning work, homework, or study materials for students.**



#### Reading Assessment #1

Utilize as first task in reading centers after direct instruction **or** as first progress monitoring assessment during RtI/MTSS



#### Reading Assessment #2

Utilize as a secondary task in reading centers **or** as a second round of progress monitoring after additional intervention has been delivered.



#### Reading Assessment #3

Utilize as a final task in reading centers **or** as final progress monitoring assessment during RtI/MTSS.



# DIGITAL ASSESSMENTS



## LINKS HERE!

### SELF-GRADING GOOGLE FORMS ASSESSMENTS



Click the icons on the right to add each Digital Reading Assessment to your Google Drive.



### Need assistance?

Click the blog post below to read through step-by-step directions.



# DIGITAL: EXTRA GOOGLE SLIDES COPY OF PASSAGES



**LINK HERE!**

**ALL 3 PASSAGES TO TARGET  
THIS READING SKILL ON  
GOOGLE SLIDES!**



**Click the icon to add  
these to your Google  
Drive.**

**You may choose to use these passages to:**

- Meet IEP and 504 requirements
- Highlight words or phrases for students
- Increase passage size and eliminate digital distraction for students
- Read the passage together (or to a small group) before assessing
- Add notes, task lists, or other helpful reminders to passages for students
- and more!

*Please note, the paired questions are only available on the printable and Google Forms versions of these resources.*



# how to earn

# FREE RESOURCES

Did you know that you can earn FREE resources from Teachers Pay Teachers?

## STEP 1:

Log into your TPT account and click your username.

## STEP 2:

When the menu opens, click “My Purchases” which can be found under “Buy” in the menu.

## STEP 3:

For each product you’ve purchased, tap the “Leave a Review” button. Leave meaningful feedback to teacher authors by sharing your experience using each resource.

## STEP 4:

For each review you leave, you will earn TpT Credits that you can use towards new purchases. Read more [here](#)!

# RELATED RESOURCES

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[Details and Examples Print and Digital Game](#)

[Inferences, Details, and Examples Digital Reading Unit](#)

[Inferences Using Literature – Print and Digital](#)

[Inference Game – Print and Digital](#)

[Famous American Inferences Task Cards](#)

## Other Reading Resources for 4th Grade:

**Digital Reading Units: (Drag and Drop Interactive)**

[Digital Reading Fiction Bundle \(10 units\)](#)

[Digital Reading Nonfiction Bundle \(10 units\)](#)

[Digital Reading Fiction and Nonfiction Bundle \(20 units\)](#)

**Print and Digital Reading Games:**

[Fiction Reading Games Bundle](#)

[Nonfiction Reading Games Bundle](#)

[Fiction and Nonfiction 20 Reading Games Bundle](#)

**Print and Digital Reading Bundle: (10 units)**

[4<sup>th</sup>/5th Grade Reading Bundle \(Passages, Task Cards...\)](#)

# RIGHT THERE INFORMATION *and* MAKING INFERENCES

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

## THE HIKE

We spent most of the winter indoors. Now it was late spring and almost all the snow was gone. My mom thought we needed to get outdoors and enjoy nature, so she and my aunt planned a hike. My mom was in charge of bringing the lunches for all of us. She made turkey sandwiches and added apple slices and chips too. My aunt said she would bring the water, as well as granola mix for a snack.

That Saturday, besides our clothing, we put on light jackets, just in case. If it got too warm, we could always take them off. We packed the food in the back and climbed into the van. My mom and I picked up my aunt and my two cousins, and we took a short drive into the mountains. Once we got outside, I could smell the pine trees right away. All of the sudden, I was excited for our hike!

**1. What was the winter weather like if they spent most of it indoors?**

- A. Warm and mild                      B. Very cold                      C. Very hot

**2. Why did the mom plan a hike?**

- A. To get outside                      B. To enjoy nature                      C. Both A and B

**3. The mom and aunt planned together. What might this mean?**

- A. They didn't like each other.    B. They got along well.    C. They ignored each other.

**4. What did he/she smell when they got out of the van?**

- A. Pine trees                      B. A skunk                      C. Rain

**5. Make an inference. The text says, "... almost all the snow was gone." This means:**

- A. The weather was getting colder.  
B. It never snows there.  
C. There used to be a lot of snow.

Number Correct:

/5

# RIGHT THERE INFORMATION *and* MAKING INFERENCES

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

## ANANSI AND THE SKY KING

West African Folktale

When the world was new, everything was dark. One day, Lion asked for volunteers to visit the Sky King and ask for light. Many animals tried, (Eagle, Monkey, Hippo, Elephant, Zebra, and Giraffe) but none of them could reach the sky. Then Anansi announced that he could reach the sky by spinning a web. Everyone laughed and told Anansi that he was too small to help. Anansi said that he and his friends could do anything if they worked together. So, Lion agreed to let Anansi try.

Right away, Anansi called his friends, Ant and Fly, to help. Anansi wove a web from the Earth to the clouds. He and Ant climbed it while Fly flew nearby. At the top of the clouds stood the Sky King! Anansi explained that they needed light. The Sky King said they could have light if they completed three tests. The first test was to cut down every blade of grass in a large field before sunrise. Anansi asked Ant to call his friends to help. They cut down the grass easily. The second test was to eat all the fruit in a field. Anansi asked Fly to call his family to help. They ate the fruit easily. The third test was for Anansi. The Sky King offered him a tiny silver box and a large box of gold. Fly overheard the King talking and told Anansi to choose the small box. Then the Sky King sent them back to Earth. Anansi gave the box to Lion who opened it. Inside it was a rooster. Every time the rooster crowed, the sun appeared. From that day on, Earth had light.

**1. Make an inference. What kind of animal was Anansi?**

- A. Centipede                                      B. Spider                                      C. Worm

**2. Why did the animals laugh at Anansi for volunteering?**

- A. He was so small.                                      B. He was clumsy.                                      C. He was lazy.

**3. Which one was NOT one of the tests?**

- A. Cut down grass.                      B. Eat a field of fruit.                      C. Swim across a river.                      D. Choose a box.

**4. Where did Sky King live?**

- A. In the tall mountains                      B. At the top of the clouds                      C. In a castle on Earth

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- A. To show everyone that small animals can do great things when they cooperate  
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## LIZARD'S DAY OUT

In a small field, under a dandelion plant, lived a mother lizard and her young son, Luka. It was Luka's first day out. Before he left, his mother gave him a stern chat to warn him of every possible danger, like any good mother would. Luka listened carefully, but he wasn't afraid. He set out happily to see the world.

As Luka sat sunning himself on a rock, an eagle swooped down to catch a tasty lizard meal. Right before the eagle grabbed Luka with her talons, Luka scampered off the rock to look at a ladybug walking by. Then Luka started to walk to the creek. A fluffy dog on a leash spotted him, but Luka didn't notice. Right before the dog could bite him, Luka hopped into a gopher hole to explore a bit. He snacked on a worm, then started to crawl out of the hole. Just then a snake woke up and opened his mouth to try to bite him. The snake was so sleepy that he missed! Luka started back for home. As Luka walked home he realized his mother was wrong. The world wasn't dangerous at all!

### 1. Where do the lizards live?

- A. Forest                                      B. Desert                                      C. Field

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- A. She worried about him.                      B. She loved him.                      C. Both A and B

### 3. Which animal did NOT try to eat Luka in this story?

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### 4. When was Luka afraid?

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### 5. Make an inference. Why did Luka think the world wasn't dangerous?

- A. He didn't realize anything was trying to catch him.  
B. He was the biggest lizard in the field.  
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Number Correct:

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We spent most of the winter indoors. Now it was late spring and almost all the snow was gone. My mom thought we needed to get outdoors and enjoy nature, so she and my aunt planned a hike. My mom was in charge of bringing the lunches for all of us. She made turkey sandwiches and added apple slices and chips too. My aunt said she would bring the water, as well as granola mix for a snack.

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