

READING EXIT TICKETS

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2,000
TEACHERS

Interpret Information

Sharks' bodies are perfectly designed for effortless swimming. Sharks' bodies are narrower at their head and their tail. This shape helps them easily cut through the water.

As a shark glides through the water, its powerful tail, known as caudal fin, move from side to side to push the shark ahead in the water. The two dorsal fins on a shark's back help keep the shark steady while the pectoral, or side fins, lift them up.

All the shark's specialized parts work together to make the shark a flawless swimmer.

Body of a Shark

1. What is the diagram showing?

- The body parts of a shark
- Where sharks live
- Different types of shark teeth
- The difference between hammerhead and great white sharks

2. What does the text explain that the diagram does not?

- How sharks breathe using gills
- Why sharks need extra rows of teeth
- How each body part is used in swimming
- None of the above

3. What does the diagram show that the text does not include?

- Different parts that make up a shark's head
- How pectoral fins are used
- The number of dorsal fins and how they are used
- All of the above

Fiction Supporting Details

Name: _____ Date: _____

"I'm not sure we should go in there," Bryant said to his friend River. Bryant's hands felt sweaty. He felt a chill go up his neck, and it was not because it was Halloween night. "Creak!" the boys heard. They stared at the old wooden stairs that led to a porch with rotting wood and holes throughout. The porch led to a huge wooden door with peeling paint. The door was framed by windows with broken glass.

"I dare you to knock," said River.

"Not a chance. I have no idea who or what is in there," said Bryant. "Fine. I'll do it! I'm feeling brave tonight," said Bryant as he slipped his mask on again.

1. Where does the story take place?

- A scary old house
- A fun costume party
- The state fair
- The theater at school

2. What clues help you understand where the story takes place? (Choose all that apply)

- "Old wooden stairs"
- "Slipped on his mask"
- "Windows with broken glass"
- "Not a chance"

3. When does this story take place?

- October 23
- January 2
- July 4
- October 31

Magi
CORE

4th Grade



Interpret Information

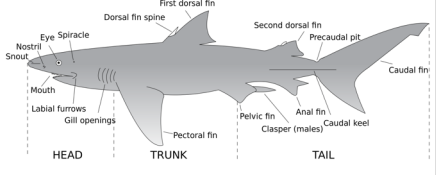
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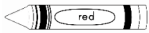
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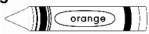


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RI.4.1 Using Details: Passage 1

A Dog's Sense of Smell

* Required

Read the passage below and answer the prompts.



Using Details

What is a dog's most powerful sense? You may be surprised! The answer is right under your nose, or rather your dog's nose. A dog's sense of smell is its strongest sense and the way it figures out the world around him.

Inside a dog's nose are millions of tiny smell receptors. These receptors send a message to the brain to tell it what the dog is smelling. When dogs sniff, they are trying to collect more information for their smell receptors. The dog will breath in and out until there is enough information to identify the smell.

Some dogs have up to 125 million of these smell receptors compared to people who only have 5-6 million, so it's no wonder dogs have a much stronger sense of smell than us.

What is a dog's strongest sense? *

- Smell
- Touch
- Sight
- Taste

Fiction Words and Phrases

Name: _____ Date: _____

My brother Max came home yesterday and told us he had a surprise for all of us. He asked us to close our eyes. He said that this surprise he had for us was from very, very long ago, or prehistoric times.

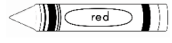
When we opened our eyes, standing right in front of us was a fierce-looking Stegosaurus. Yes, that's right, I said a Stegosaurus. We were so shocked; you could have knocked us down with a feather.

"Meet Sprinkles, our new dinosaur pet!" he exclaimed. "Don't worry, no people eating will happen here. Sprinkles is an herbivore. Only plants in this girl's diet," he explained when he saw the fear in our faces.

"But, where will she sleep? She's nine feet tall, and she has to weigh close to 7,000 pounds." asked my mom.

As much as I would love to have a dinosaur for a pet, I'm not sure that my parents are going to let Max keep Sprinkles - at least not inside the house.

1. What does the phrase "knocked us down with a feather" mean?



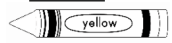
- a. Surprised
- b. Angered
- c. Excited
- d. Lonely

2. What does the word prehistoric mean?



- a. In the future
- b. Surprised
- c. Long ago
- d. Dinosaur

2. What words best help you understand what herbivore means?



- a. "Only plants in this girl's diet."
- b. "Don't worry!"
- c. "She has to weigh close to 7,000 pounds."
- d. "fear in our faces."

Nonfiction Main Idea

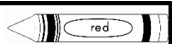
Name: _____ Date: _____

What's for dinner? How about grilled scorpion kabobs followed by barbecued beetle and roasted tarantulas? For a tasty treat, you might have some chocolate-covered ants. This may sound strange, but in many parts of the world, people love to scarf down insects in arachnids, such as spiders, scorpions, and even ticks.

Insects are an excellent source of protein. Many of these insects and arachnids have many vitamins and minerals and can be a big part of a healthy meal.

From crunchy crickets to munchy mealworms, for many around the world, insects and arachnids are what's for dinner!

1. What is the main idea of paragraph 2?



- a. Insects and arachnids are nutritious.
- b. Insects and arachnids are flavorful and tasty.
- c. Eating tarantulas and other spiders is a safe practice.
- d. There are many ways to prepare insects to eat.

2. What is the main idea of the entire text?



- a. Many insects are becoming endangered because they are being hunted and eaten.
- b. Preparing insects to eat is fun and easy.
- c. There are insects you can eat.
- d. People around the world enjoy different cuisine.

3. Which details support the main idea of the article? (Choose all that apply.)



- a. "Insects are an excellent source of protein."
- b. "Many of these insects and arachnids have many vitamins and minerals."
- c. "What's for dinner?"
- d. "First, gather your insects and other ingredients."

his eyes becoming heavy.
"Excuse me," he heard a tiny voice say. Oscar's eyes popped open. He looked around and noticed he was deep in the aqua-colored ocean, and the person talking to him was, believe it or not, a mermaid. "How did you find our community?" the mermaid asked. Oscar's heart beats fast. How did he get here? How would he get back to his spot on the sand? Suddenly, all the problems he might have to solve made his brain move into overdrive.
"Well, I'm not exactly sure," Oscar answered.
"Welcome anyway! We are glad you are here. Would you like to go for a swim?" the mermaid said with her bright blue hair floating in the water. Oscar could not believe this was happening.
Just then, Oscar opened his eyes with a jolt and looked around. He took a big sigh of relief. He was still on his towel on the sand in his most favorite place on Earth.


What best describes the setting at the beginning of the story? *

- Calm
- Chaotic
- Scary
- Messy

How does Oscar feel in the middle of the story? *

Read the passage below and answer the prompts.

Fiction **Illustrations**



The book! He, of all people, had finally found it. He stared at the ancient leather cover and the gold letters printed on the front. The edges of the pages seemed to sparkle in the sun. People had been searching for centuries for this book, and now, he could reach out and touch it.

What can you determine about the setting of the story? *

- This story takes place in another country.
- This story takes place in a public park.

EXIT TICKETS

STANDARDS ALIGNMENT

4th grade

Literature

Common Core Standard	Skill	Passage #1	Passage #2
RL.4.1	Supporting Details	Halloween Dare	Landon's Lemonade
RL.4.2	Theme	A Birthday Gift	A Passion for Painting
RL.4.3	Describe Characters	The Mystery Door	A Mermaid Surprise
RL.4.4	Words & Phrases	Sprinkles the Dinosaur	The Wizard's Mistake
RL.4.5	Literature Structure	The Snowflake Adventures	The Unicorn Sighting
RL.4.6	Point of View	Love for the Game	The Walk
RL.4.7	Illustrations	The Smiling Girl	The Book Discovery
RL.4.9	Compare & Contrast	The Best Kind of Win	Magibury Quest

Informational

Common Core Standard	Skill	Passage #1	Passage #2
RI.4.1	Using Details	A Dog's Sense of Smell	Funny Bone
RI.4.2	Main Idea & Details	Bugs to Eat	The World's Most Popular Sport
RI.4.3	Using Details to Explain	Amelia Earhart	Chameleon's Color
RI.4.4	Context Clues	Walking Fish	Deadliest Animal
RI.4.5	Text Structure	The Invention of the Trampoline	The Invention of the Braille Alphabet
RI.4.6	Compare & Contrast	Asteroids vs. Comets	Llamas & Alpacas
RI.4.7	Interpret Information	Moon Phases	Sharks' Bodies
RI.4.8	Reasons Support Points	Talented Seals	The Red Tails
RI.4.9	Integrate Information	A Dangerous Landslide	A Hidden Hero

HOW TO USE EXIT TICKETS

I love using exit tickets for assessment because they are:

- Short and quick to have students complete
- Easy to grade and give you valuable data

I like to use exit tickets toward the end of the teaching unit for each standard. Toward the end of the unit, give each student one exit ticket, and allow him or her to read and answer the corresponding questions. Collect the exit tickets, assess, and use the data to determine if your students need reteaching, more practice, or are ready for a larger assessment and the next unit.

There are two exit tickets for each skill. This gives you the opportunity to assess twice if you address a standard more than once.

If you have a more advanced class, you can give the exit ticket as a pre-assessment, as well. This can help you determine if students need explicit instruction in a particular skill or not. If the majority of your students do not need explicit instruction, you can teach those who do using small groups.



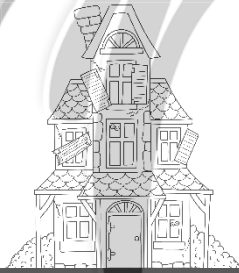


Supporting Details

"I'm not sure we should go in there," Bryant said to his friend River. Bryant's hands felt sweaty. He felt a chill go up his neck, and it was not because it was Halloween night. "Creek!" the boys heard. They stared at the old wooden stairs that led to a porch with rotting wood and holes throughout. The porch lead to a huge wooden door with peeling paint. The door was framed by windows with broken glass.

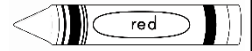
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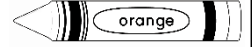
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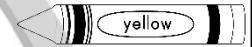
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- b. "Slipped on his mask"
- c. "Windows with broken glass"
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3. When does this story take place?



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- b. January 2
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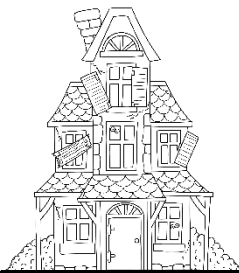


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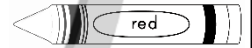
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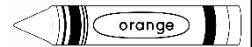
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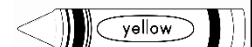
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