



# READING EXIT TICKETS

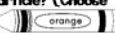
Nonfiction Main Idea

Do you know what the number one most popular sport in the world is? You'll get a kick out of this answer! It's soccer, known as football everywhere outside of the United States. The team sport is played in almost every country in the world. More than 3 billion people either play or watch soccer. Before 1970, soccer was not played much in the United States. Then, immigrants brought it to the U.S. and the sport caught on like wildfire.

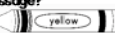


1 What is the main idea of this paragraph? 

- a. Baseball is America's sport.
- b. Football, basketball, and soccer are the three largest sports in the United States.
- c. Soccer is the most popular sport in the world.
- d. Soccer is not a popular sport but is beginning to grow.

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

- a. Soccer can start wildfires.
- b. Soccer is most popular in the United States.
- c. More than 3 billion people either play or watch soccer.
- d. The team sport is played in almost every country.

3 Which detail could the author add to the passage? 

- a. There are many positions to play in soccer.
- b. Soccer is played in over 200 countries.
- c. Soccer game length can change depending on the country.
- d. Soccer coaches must be certified.

5th Grade

# EXIT TICKETS

## STANDARDS ALIGNMENT

5th grade

### Literature

Common Core Standard	Skill	Passage #1	Passage #2
RL.5.1	Supporting Details	Halloween Dare	Landon's Lemonade
RL.5.2	Theme	A Birthday Gift	A Passion for Painting
RL.5.3	Compare Characters, Settings, Events	The Party Invite	Beach Trip
RL.5.4	Words & Phrases	Sprinkles the Dinosaur	The Wizard's Mistake
RL.5.5	Literature Structure	The Snowflake Adventures	The Unicorn Sighting
RL.5.6	Point of View	Love for the Game	The Walk
RL.5.7	Multimedia Elements	Trouble in the Woods	The Gargoyle
RL.5.9	Compare & Contrast Genres	The Ant and the Butterfly and The Tortoise and the Hare	Magicbury Quest and The Moving Target

### Informational

Common Core Standard	Skill	Passage #1	Passage #2
RI.5.1	Using Details	A Dog's Sense of Smell	Funny Bone
RI.5.2	Main Idea & Details	Bugs to Eat	The World's Most Popular Sport
RI.5.3	Using Details to Explain	Amelia Earhart	Chameleon's Color
RI.5.4	Context Clues	Walking Fish	Deadliest Animal
RI.5.5	Compare Text Structure	Trampoline	Braille
RI.5.6	Compare & Contrast	Asteroids vs. Comets	Llamas & Alpacas
RI.5.7	Interpret Information	Moon Phases	Sharks' Bodies
RI.5.8	Reasons Support Points	Talented Seals	The Red Tails
RI.5.9	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.





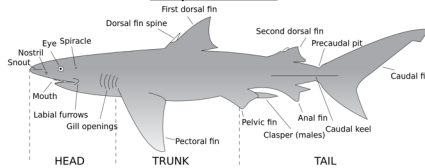
## Interpret Information

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 tails, known as caudal fins, 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 sharks specialized parts work together to make the shark a flawless swimmer.

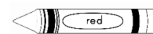
### Body of a Shark



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

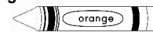
#### 1. What is the diagram showing?

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



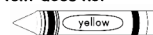
#### 2. What does the text explain that the diagram does not?

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



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

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



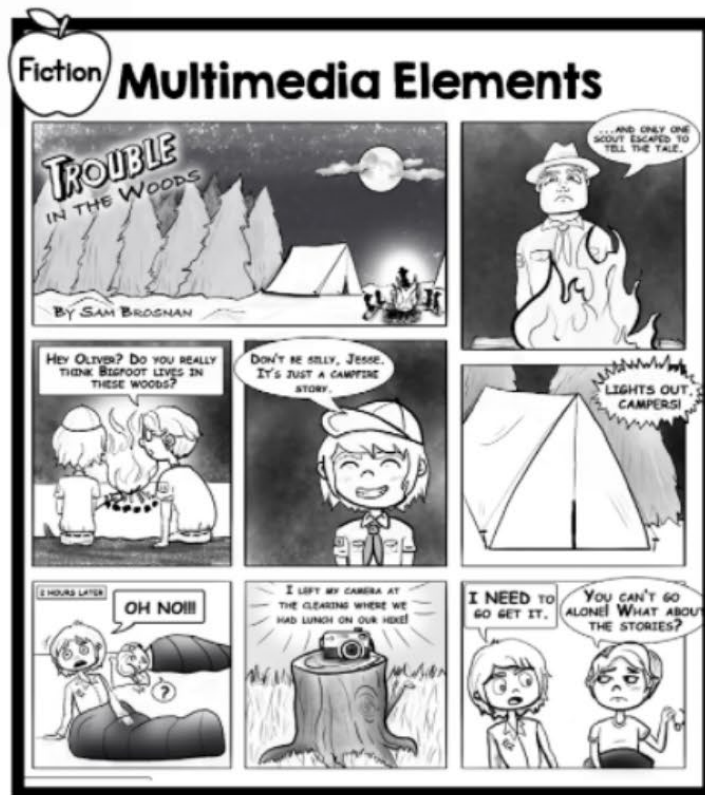


## RL.5.7 Multimedia Elements: Passage 1

Trouble in the Woods

\* Required

Read the passage below and answer the prompts.



What kind of mood do the illustrations set for the story? \*

- ☐ Sad
- ☐ Spooky
- ☐ Calm
- ☐ Cheerful



## 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.

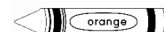
As much as I would love to have a dinosaur for a pet, I'm not sure that my parents are going to let Max keep Sprinkles - at least not inside the house.

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



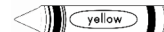
- a. Surprised
- b. Angered
- c. Excited
- d. Lonely

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."



## Main Idea

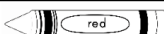
Name: \_\_\_\_\_ Date: \_\_\_\_\_

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.

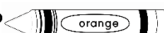
From crunchy crickets to munchy mealworms, for many around the world, insects and arachnids are what's for dinner!

1. What is the main idea of paragraph 2?



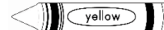
- a. Insects and arachnids are nutritious.
- b. Insects and arachnids are flavorful and tasty.
- c. Eating tarantulas and other spiders is a safe practice.
- d. There are many ways to prepare insects to eat.

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."



Fiction

## Literature Structure

### The Unicorn Sighting

#### Scene I

Two nine-year-old girls stand at the edge of a forest covered in large green trees.

Ana: Let's go! Time to explore! (*runs into the forest*)

Bertie: (*follows Ana*) Wait up!

(*both girls stop suddenly and look off in the distance*)

Ana: (*whispering*) Bertie! That's a unicorn. Get your camera out! Quick! (*Bertie searches her backpack for her camera as the unicorn runs off*)

Bertie: Ugh! I wasn't fast enough! Did I just see that? Was that real?

Ana: I think it was. That was a unicorn! Let's follow it!

What type of literature is this text? \*

☐ Poem



What kind of mood do the illustrations set for the story? \*

- ☐ Sad
- ☐ Spooky
- ☐ Calm
- ☐ Cheerful

What does the character's clothing tell you about them? \*

- ☐ They are part of a scout group.
- ☐ They are camping on a family vacation.
- ☐ They are mountain climbing on this trip.
- ☐ They are camping on a beach.

After "lights out", how long does it take the character to figure out he left his camera at the clearing? \*

- ☐ The next day
- ☐ 1 hour later
- ☐ 2 hours later
- ☐ 3 hours later





## Supporting Details

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

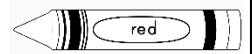
"I'm not sure we should go in there," Bryant said to his friend River. Bryant's hands felt sweaty. He felt a chill go up his neck, and it was not because it was Halloween night. "Creek!" the boys heard. They stared at the old wooden stairs that led to a porch with rotting wood and holes throughout. The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

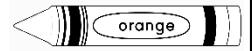


### 1. Where does the story take place?



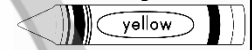
- a. A scary old house
- b. A costume party
- c. River's house
- d. A haunted hotel

### 2. When does this story take place?



- a. October 23
- b. January 2
- c. July 4
- d. October 31

### 3. Which word best describes how Bryant is feeling?



- a. Serious
- b. Fearless
- c. Anxious
- d. Thoughtful



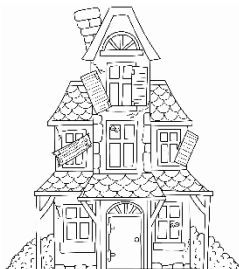
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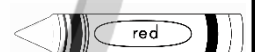
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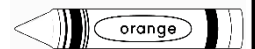


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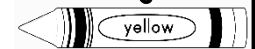
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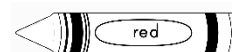
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What is a dog's most powerful sense? You may be surprised! The answer is right under your nose, or rather your dog's nose. A dog's sense of smell is its strongest sense and the way it figures out the world around him.

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.

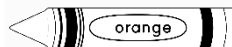
Some dogs have up to 125 million of these smell receptors compared to people who only have 5-6 million, so it's no wonder dogs have a much stronger sense of smell than us.

### 1. What is a dog's strongest sense?



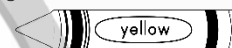
- a. Smell
- b. Touch
- c. Sight
- d. Taste

### 2. What evidence in the passage supports what sense is strongest in dogs?



- a. Dogs use all their senses.
- b. Dogs have a stronger sense of smell than cats.
- c. Dogs have 125 million smell receptors.
- d. Dogs' strongest sense is sight.

### 3. According to the passage, how does a dog use their sense of smell?



- a. To find lost toys
- b. To figure out the world around them
- c. To get their owner's attention
- d. To protect their home



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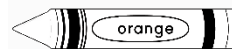
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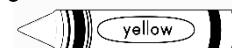
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