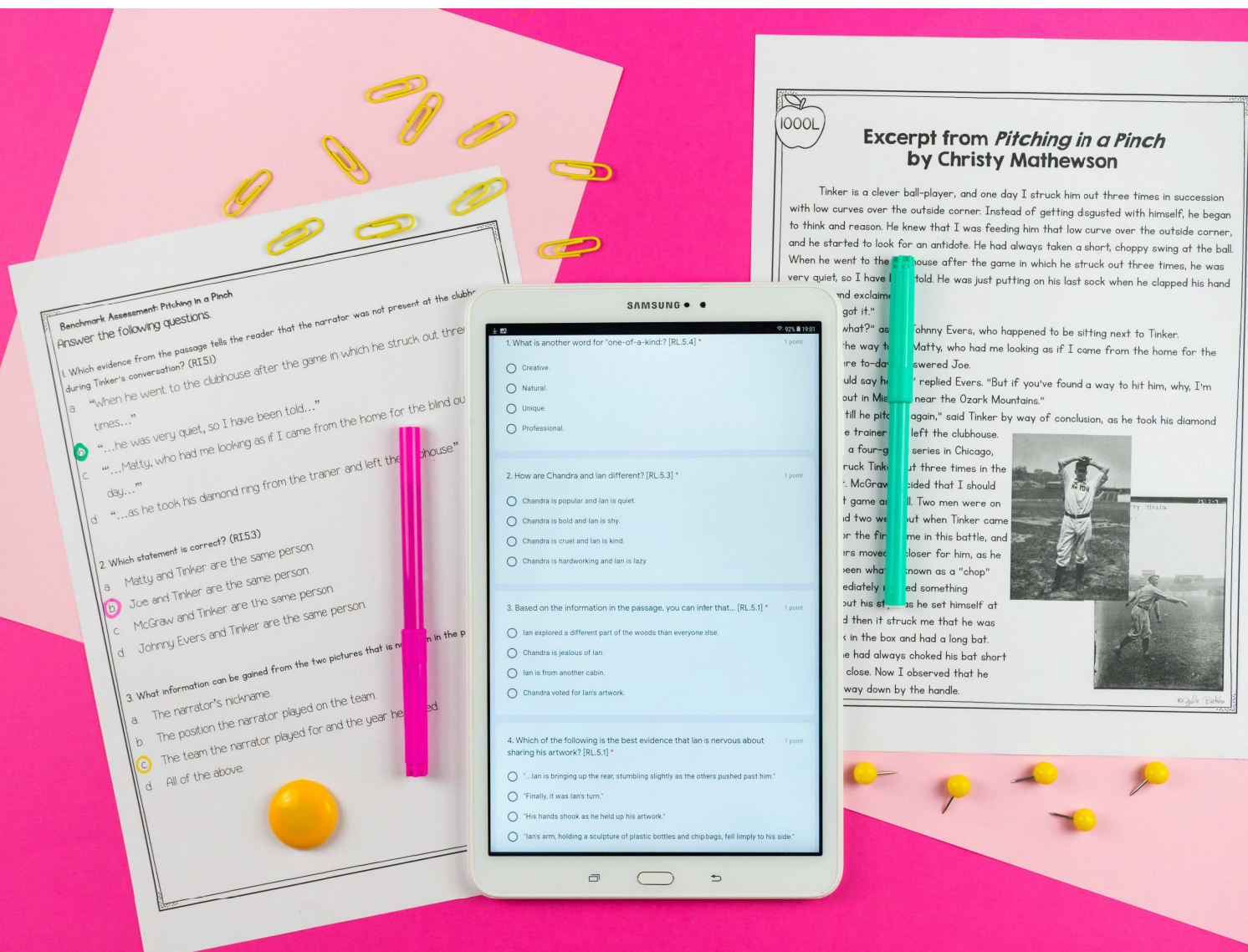


READING BENCHMARK ASSESSMENTS

5th grade



READING BENCHMARK PREVIEW



PEDAGOGY

It is important to track student progress.

To accurately track progress, I recommend administering the assessment at 3 points throughout the year with consistent testing conditions. I have split the fiction and nonfiction assessments up, so teachers can break testing up into at least two days.

At the **beginning of the year**, it is important to assess students' knowledge to help you make informed decisions about instruction.

How to Use Results

- Determine which students are above, below, or on grade level.
- Determine general trends for the entire class. What are areas of focus for all students?

During the **middle of the year**, assessing student growth and areas of weakness helps teachers implement appropriate instruction and interventions.

How to Use Results

- Track student progress by comparing results to the beginning of the year.
- Determine which standards need to be retaught to the whole class, in small groups, or individually.
- Target students for interventions.

At the **end of the year**, assess students to track student growth over the year. This serves as a tool for teachers to show student improvement and also tells teachers if students are performing at grade level expectations.

How to Use Results

- Track student progress by comparing results to the beginning and middle of the year.
- Determine if students are performing at grade level.
- Develop goals with students and parents

ABOUT LEXILE LEVELS



MagiCore Learning, LLC is a certified Lexile[®] Partner. These texts are officially measured and approved by Lexile and MetaMetrics[®] to ensure appropriate rigor and differentiation for students.

The Lexile Framework[®] for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile [®] Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



DIGITAL BENCHMARK ASSESSMENTS

google virtual versions

Use the provided links to make copies of these resources to your own Google Drive. Then you can share the Google Forms with your students and automatically collect and analyze their answers using the Google Forms version of the Assessment Data Form.

730L

Halloween Costume

"Okay, everyone, then it's agreed," Holly smiled in satisfaction as she crunched down on a piece of carrot.

"So we're all going to be princesses this year?" Lisa asked, opening her lunchbox and pulling out a thermos of soup.

"Yup," Holly replied, her mouth full. "You can choose which color you want your dress to be, but just make sure you wear some kind of crown."

I looked down at my food, frowning. The chatter of students eating at nearby tables was loud, but not as loud as the pounding of my heart. I had to say something, for once.

"Aren't princess costumes kind of boring?" I asked quietly. "They're a little bit old-fashioned. What if we all dressed up as a different famous woman? I could be Marie Curie, the famous scientist, and Lisa could be—"

"No way, Jasmine!" Holly interrupted. "We're dressing as princesses for Halloween, and that's final!" I sat back in my chair and nodded, looking at my feet. Holly was the leader of our group and was rarely challenged. But Halloween only came once a year, and I wanted to choose my own costume. What was I going to do?

All too soon, Halloween night arrived. As I put on my crown, I thought about what it meant to be Holly's friend, and what it meant to be true to myself.

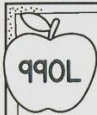
I met the rest of the girls outside Holly's house at seven o'clock. Holly gasped and turned red when she saw my white lab coat and microscope.

"What are you wearing?!" she shrieked. "I clearly said to dress as a princess!"

"I *am* a princess," I replied. "I'm dressed as Princess Therese of Bavaria, a scientist who studied plants, animals, and people. And look, I'm wearing a crown, just like you told me to." Holly angrily clenched her hands into fists, but Lisa laughed and winked at me behind Holly's back.

"I think you look great, Jasmine," she said, and she linked arms with me as we walked ahead of Holly towards the first house.





Frederick Douglass on his escape from slavery (modified)

I was not so fortunate as to resemble any of my free acquaintances sufficiently to answer the description of their papers. But I had one friend - a sailor - who



d in Baltimore and other sea-ports at
de and sailors' rights' just then
d out in sailor style. I had on a red
arelessly and loosely about my neck.
e. I knew a ship from stem to stem,
alt'

stor came into the negro car to
s was a critical moment in the drama.
tated though I was while this
lm and self-possessed. He went on
ng me. He was somewhat harsh in
e enough, and to my surprise and
lucy my free papers, as the other
trast with his bearing toward the

s to sea with me."
aven't you?"
gle on it..."
s protection, as before described. The
nt on about his business. This moment

©Julie Baker

Benchmark Assessment: Frederick Douglass on his escape from slavery

Answer the following Questions.

1. If something is "certifying to the fact," it is...(RI.5.4)

- a. suggesting
- b. arguing
- c. confirming.
- d. representing

2. "Externally" refers to...(RI.5.4)

- a. conflicting behaviors.
- b. the emotions within.
- c. a continuous action.
- d. the outside appearance.

3. Which of the following best describes the conductor's behavior towards the passengers in the car?
(RI.5.3)

- a. He was only friendly towards the men.
- b. He was only friendly towards the sailors.
- c. He was only rude to the narrator.
- d. He was rude to all the African American passengers.

4. Why would "close examination" of the sailor's protection have caused the narrator's arrest "at the start"?
(RI.5.8)

- a. His physical appearance didn't match the information in the document.
- b. The document was a fake.
- c. When it was read, the document made it clear he was not actually a sailor.
- d. He didn't look like the picture on the document.

©Julie Baker

1000L

Excerpt from *P...* by Christy

Tinker is a clever ball-player, and one day he showed me a ball with low curves over the outside corner. Instead of trying to think and reason. He knew that I was feeding him, and he started to look for an antidote. He had a plan. When he went to the clubhouse after the game, he was very quiet, so I have never told. He was just put his hand to his forehead and exclaimed, "I've got it."

"What?" asked Johnny Evers, who had been watching the way Tinker pitched. "Matty, who had me looking for a way to-day," answered Joe. "But I can't say how," replied Evers. "But I know you're out in Mississippi near the Ozark Mountains. You'll tell me till he pitches again," said Tinker by way of a joke. The trainer left the clubhouse. Tinker pitched a four-game series in Chicago, and he struck out three times in the first game. McGraw decided that I should pitch the next game as well. Two men were on the mound and I had two weeks out when Tinker came for the first time in this battle, and he pitched closer for him, as he had been what was known as a "chop" pitcher. He immediately pitched something out his strike zone as he set himself at the mound and then it struck me that he was in the box and had a long bat. He had always choked his bat short of the handle. Now I observed that he pitched the way down by the handle.

SAMSUNG

1. What is another word for "one-of-a-kind"? [RL.5.4] * 1 point

- Creative.
- Natural.
- Unique.
- Professional.

2. How are Chandra and Ian different? [RL.5.3] * 1 point

- Chandra is popular and Ian is quiet.
- Chandra is bold and Ian is shy.
- Chandra is cruel and Ian is kind.
- Chandra is hardworking and Ian is lazy.

3. Based on the information in the passage, you can infer that... [RL.5.1] * 1 point

- Ian explored a different part of the woods than everyone else.
- Chandra is jealous of Ian.
- Ian is from another cabin.
- Chandra voted for Ian's artwork.

4. Which of the following is the best evidence that Ian is nervous about sharing his artwork? [RL.5.1] * 1 point

- "...Ian is bringing up the rear, stumbling slightly as the others pushed past him."
- "Finally, it was Ian's turn."
- "His hands shook as he held up his artwork."
- "Ian's arm, holding a sculpture of plastic bottles and chip bags, fell limply to his side."

FICTION

Nature Art

"All right, campers, gather 'round!" Mr. Pinto smiled as the ten students in cabin B made a circle around him. "We're going to do a special art project today," he explained. "You will have twenty minutes to explore the fenced-in wooded area surrounding the camp. Your job is to collect anything you want from the natural setting and place it in your cloth bag. Then you will have another twenty minutes to construct a one-of-a-kind artwork of your own design. Ready, set, go!"

The campers dashed away one by one, Chandra in the lead and Ian bringing up the rear, stumbling slightly as the others pushed past him. Twenty minutes later, they were back, happily gluing, taping, and painting.

When it was time to present their artwork, Chandra volunteered to go first.

"I made a leaf collage," she said proudly. "Each leaf is from a different tree."

"Wonderful, Chandra," Mr. Pinto praised. Next up was Justine, who had made a tiny house out of sticks, and then Glen, who had made a fan out of bird feathers. Finally, it was Ian's turn. His hands shook as he held up his artwork.

"What is *that*?" Chandra asked, her mouth curling in disgust. "You were supposed to make something out of nature, not trash!" Ian's arm, holding a sculpture of plastic bottles and chip bags, fell limply to his side.

"Now, wait a minute, Chandra," Mr. Pinto interrupted. "The assignment was to collect objects that you found in nature. Although these plastic objects do not occur naturally, Ian did find them in the woods, so he has followed the instructions."

Ian smiled and held up his sculpture again. "This way, I got rid of some of the trash that shouldn't be there," he explained.

"I think it looks cool, Ian," Glen shouted, and the other kids nodded. Chandra scowled, but when it was time to select the best artwork, not a single person failed to vote for Ian.



Benchmark Assessment: Nature Art

Answer the following questions.

1. What is another word for “one-of-a-kind”? (RL.5.4)

- a. Creative.
- b. Natural.
- c. Unique.
- d. Professional.

2. How are Chandra and Ian different? (RL.5.3)

- a. Chandra is popular and Ian is quiet.
- b. Chandra is bold and Ian is shy.
- c. Chandra is cruel and Ian is kind.
- d. Chandra is hardworking and Ian is lazy.

3. Based on the information in the passage, you can infer that... (RL.5.1)

- a. Ian explored a different part of the woods than everyone else.
- b. Chandra is jealous of Ian.
- c. Ian is from another cabin.
- d. Chandra voted for Ian’s artwork.

4. Which of the following is the best evidence that Ian is nervous about showing his artwork? (RL.5.1)

- a. “...Ian bringing up the rear, stumbling slightly as the others pushed past him.”
- b. “Finally, it was Ian’s turn.”
- c. “His hands shook as he held up his artwork.”
- d. “Ian’s arm, holding a sculpture of plastic bottles and chip bags, fell limply to his side.”

Benchmark Assessment: Nature Art

5. Look at the picture. How does it connect to the story? (RL.5.7)

- a. It shows why the kids were working to clean up the woods.
- b. It shows what a character saw in the woods.
- c. It shows what one character's artwork looked like.
- d. It clarifies the setting of the story.

6. How was Ian's presentation different from the others? (RL.5.3)

- a. He used different materials.
- b. He spent more time making his art.
- c. Someone spoke during his.
- d. He didn't follow the directions.

7. Which of the following is the best summary of the story? (RL.5.2)

- a. A class learns about nature from their teacher.
- b. Kids make different artwork out of natural objects.
- c. A kid approaches a project in an unusual way.
- d. Summer campers realize the importance of keeping the woods clean.

NONFICTION

Excerpt from *Sailing Alone Around the World* by Joshua Slocum

It was indeed a mountainous sea. When the sloop was in the fiercest squalls, with only the reefed forestaysail set, even that small sail shook her from keelson to truck when it shivered by the leach. Had I harbored the shadow of a doubt for her safety, it would have been that she might spring a leak in the garboard at the heel of the mast; but she never called me once to the pump. Under pressure of the smallest sail I could set she made for the land like a race-horse, and steering her over the crests of the waves so that she might not trip was nice work. I stood at the helm now and made the most of it.

Night closed in before the sloop reached the land, leaving her feeling the way in pitchy darkness. I saw breakers ahead before long. At this I wore ship and stood offshore, but was immediately startled by the tremendous roaring of breakers again ahead and on the lee bow. This puzzled me, for there should have been no broken water where I supposed myself to be. I kept off a good bit, then wore round, but finding broken water also there, threw her head again offshore. In this way, among dangers, I spent the rest of the night. Hail and sleet in the fierce squalls cut my flesh till the blood trickled over my face; but what of that? It was daylight, and the sloop was in the midst of the Milky Way of the sea, which is northwest of Cape Horn, and it was the white breakers of a huge sea over sunken rocks which had threatened to engulf her through the night. It was Fury Island I had sighted and steered for, and what a panorama was before me now and all around! It was not the time to complain of a broken skin.

What could I do but fill away among the breakers and find a channel between them, now that it was day? Since she had escaped the rocks through the night, surely she would find her way by daylight. This was the greatest sea adventure of my life. God knows how my vessel escaped.



Photo of Spray, en: Joshua Slocum 's sailing boat, taken in 1898.

Benchmark Assessment: Sailing Alone Around the World

Answer the following questions.

1. What is another word for "sloop"? (RI.5.4)

- a. Wind.
- b. Ocean.
- c. Ship.
- d. Sailor.

2. What is another word for "squall"? (RI.5.4)

- a. Leak.
- b. Storm.
- c. Bird.
- d. Wave.

3. You can infer that the strongest emotion the narrator felt during his experience was... (RI.5.1)

- a. terror.
- b. surprise.
- c. excitement.
- d. awe.

4. Which of the following is the narrator most concerned about? (RI.5.1)

- a. The sunken rocks.
- b. His ship leaking.
- c. The hail and sleet.
- d. The breakers.

Benchmark Assessment: Sailing Alone Around the World

5. Which is the best evidence to support your answer to question four? (RI.5.1)

- a. “Had I harbored the shadow of a doubt for her safety, it would have been that she might spring a leak in the garboard at the heel of the mast...”
- b. “...was immediately startled by the tremendous roaring of breakers again ahead and on the lee bow.”
- c. “Hail and sleet in the fierce squalls cut my flesh till the blood trickled over my face...”
- d. “Since she had escaped the rocks through the night, surely she would find her way by daylight.”

6. What reason does the author give for why he was startled? (RI.5.8)

- a. He couldn't believe there was hail and sleet.
- b. He was going in the wrong direction.
- c. He couldn't see well in the dark.
- d. He didn't expect more breakers.

7. Which of the following is the best summary of the passage? (RI.5.2)

- a. A sailor and his female companion go on a sea journey.
- b. A fisherman discovers and claims Fury Island.
- c. A sailor survives a dangerous night at sea.
- d. A fisherman has problems with his ship during a storm.

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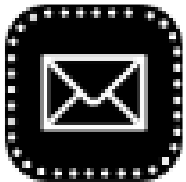
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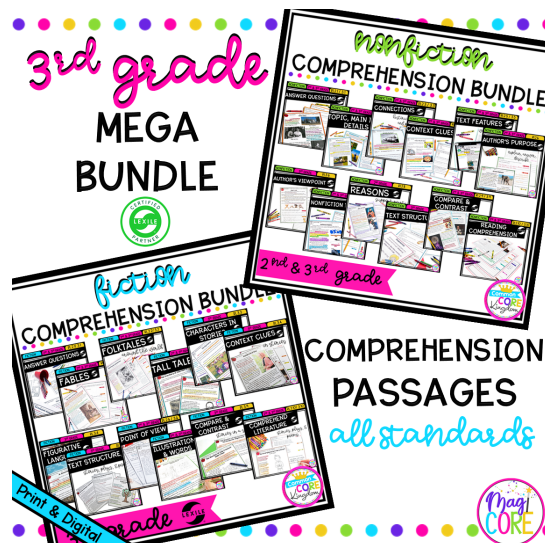


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