

WordWise Literacy

Reading Diagnostic[®]

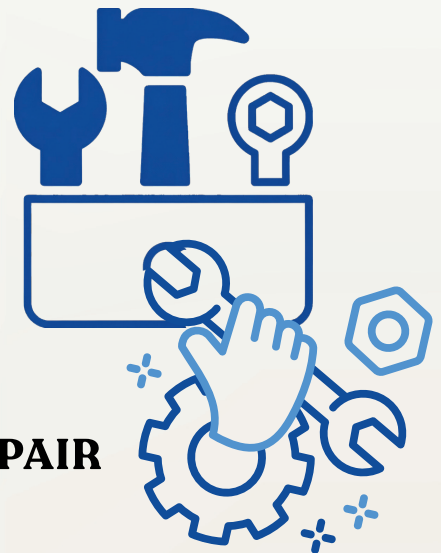
Grades 4-8



1. DIAGNOSE



2. PLAN



3. REPAIR

3 Complete diagnostics for comprehensive results and systematic repair!



Parents,

If you are here, you've already taken an important first step—you've recognized that your child may be struggling with reading or writing, and you're ready to do something about it. That can feel overwhelming, but you are not alone. This process will guide you, step by step.

The WordWise Literacy Reading Diagnostic includes three targeted diagnostics designed to identify the most common gaps in upper elementary and middle school literacy. Each diagnostic is brief but powerful:

- Word-Level Skills (Decoding & Accuracy) ~10 min.
- Reading Comprehension ~20 min.
- Writing Skills ~15 min.

Together, they will give you a clear picture of where your child needs support.

Before you begin: Watch the brief video near the download button on the site, read the directions for each diagnostic carefully, and be sure you understand the scoring guidelines provided. Take your time—you don't need to be in a hurry, and you do not need to be a teacher to complete this. The tools are designed to guide you. If you have questions or need help at any point during the process, don't hesitate to contact me at wordwiselit@gmail.com – I'm here to support you.

Recording Your Results: As you complete each section, record your child's scores on the ***Diagnostic Record Sheet*** located at the end of this packet. Once all three diagnostics are complete:

1. Return to the WordWise Literacy Diagnostic Submission webpage
2. Open the Results Submission Form
3. Use your record sheet to enter your child's scores by category

What Happens Next: After you submit your child's results, you will receive an email within 24 hours with your child's personalized literacy profile, a clear explanation of their primary area of need, and specific next steps to begin support at home.

Your child is fortunate to have a parent who is paying attention and taking action. With the right support and a clear plan, growth is absolutely possible. WordWise Literacy is here to walk with you every step of the way—

because every child deserves to love reading and writing!

~ Gabrielle ~



Word-Level & Fluency Audit Grades 4-8



Identify strengths and gaps in your child's word-level skills and fluency to plan for repair



WordWise Literacy
Read, Write, NOW!

Word-Level Skills Audit



Reading & Word-Level (Decoding) Skills

This audit contains real and made-up words. Tell your child to read each line aloud. Draw a line through words read incorrectly, and if two or more real words in sections 1-6 (three or more in section 7) are read incorrectly, skip the made-up words in that section and move on. If your child reads the real words correctly, tell them that they will now read made-up words in line 3. They should not try to make them sound like real words. Be sure to complete each section and record how many words are read correctly in total.

SECTION 1: CONSONANT BLENDS

____/15

1. slap crud quit dwell spot
2. cast milk pump bank held
3. nilt quet nask lang drap

SECTION 2: DIGRAPHS TRIGRAPHS

____/15

1. when chop thin shut wick
2. judge rash ring them catch
3. metch chif shog phap zuth

SECTION 3: R-CONTROL VOWELS

____/15

1. harm dirt surf torn fern
2. worn perm bark bird burn
3. nerm gorf lirt parn vurd

SECTION 4: LONG VOWEL

____/15

1. cape key toe paid feet
2. leap boat pie ray blow
3. koe hine meap faim soat

SECTION 5: DIPHTHONGS & VARIANTS

____/15

1. few down moon hawk coin
2. cue loud cook haunt toy
3. voot rew fout zoy bawk

SECTION 6: LOW FREQUENCY

____/15

1. kneel cent type ghost wrist
2. giant sweat gnat bomb sigh
3. pice knod dimb zigh wrep

SECTION 7: MULTI- SYLLABIC WORDS

____/24

1. unless competes depend zero locate stable further railways
2. consent admire radishes menu inhaled dimple bordered roaring
3. nimbut romhete godated promu lentate vorkle karber fauntoon

Student Copy



SECTION 1:

1. slap crud quit dwell spot
2. cast milk pump bank held
3. nilt quet nask lang drap

SECTION 2:

1. when chop thin shut wick
2. judge rash ring them catch
3. metch chif shog phap zuth

SECTION 3:

1. harm dirt surf torn fern
2. worn perm bark bird burn
3. nerm gorf lirt parn vurd

SECTION 4:

1. cape key toe paid feet
2. leap boat pie ray blow
3. koe hine meap faim soat

SECTION 5:

1. few down moon hawk coin
2. cue loud cook haunt toy
3. voot rew fout zoy bawk

SECTION 6:

1. kneel cent type ghost wrist
2. giant sweat gnat bomb sigh
3. pice knod dimb zigh wrep

SECTION 7:

1. unless competes depend zero locate stable further railways
2. consent admire radishes menu inhaled dimple bordered roaring
3. nimbut romhete godated promu lentate vorkle karber fauntoon

Word-Level (Decoding) Benchmark Guide



Section 1: Consonant Blends

_____ out of 15

Section 2: Digraphs/Trigraphs

_____ out of 15

Section 3: "R" Control Vowels

_____ out of 15

Section 4: Long Vowels

_____ out of 15

Section 5: Diphthongs & Variants

_____ out of 15

Section 6: Low Frequency

_____ out of 15

Section 7: Multi-Syllabic Words

_____ out of 24

Each Reading Section 1-6

- On Target: 14-15 out of 15
- At Risk: 10-13 out of 15
- Intervention: 0-9 out of 15

Reading Section 7

- On Target: 21-24 out of 24
- At Risk: 15-20 out of 24
- Intervention: 0-14 out of 24

◦ Word-Level (Decoding) ♦ Interpretation Guide ♦



What Your Child's Decoding Score Means

If Decoding is **ON TARGET**

- Your child reads words quickly and smoothly with strong accuracy. Their reading is not slowed down in order to figure out words.

What this means: Your child is likely a fluent reader that can comfortably manage the text. Comprehension issues are not due to difficulty with reading the words.

If Decoding is **AT RISK**

- Your child will benefit from targeted instruction and practice/review in phonics, phonemic awareness, and sound/spelling correspondences

What this means: Your child has difficulty reading words smoothly, which is likely interfering with their ability to read at a good pace and understand the text.

If Decoding is **INTERVENTION**

- Your child will benefit from targeted, intensified instruction and extensive practice in phonics, phonemic awareness, and sound/spelling correspondences

What this means: Your child struggles to sound out words and may need support with foundational sound and spelling patterns to decode (read) words more smoothly.

Oral Reading Fluency Quick Check - A



Directions:

- Have your child read the passage out loud for exactly **1 minute** (start a timer when they say the first word).
- Follow along and mark mistakes (misread, skipped, or hesitated more than 3 seconds; **self-correcting within 3 seconds does not count as an error**).
- Count total words read and subtract errors. (If your child stops in the middle of a line, use the number above that line and add the words on the next line up to where they stopped, then subtract total errors).

Example: Student stops at 137 words and made 7 errors

Fluency Score - Words Read Correctly Per Minute (WCPM) = 130

Student Passage gr. 4-5

Title: The Power of Small Changes (**200 total words**)

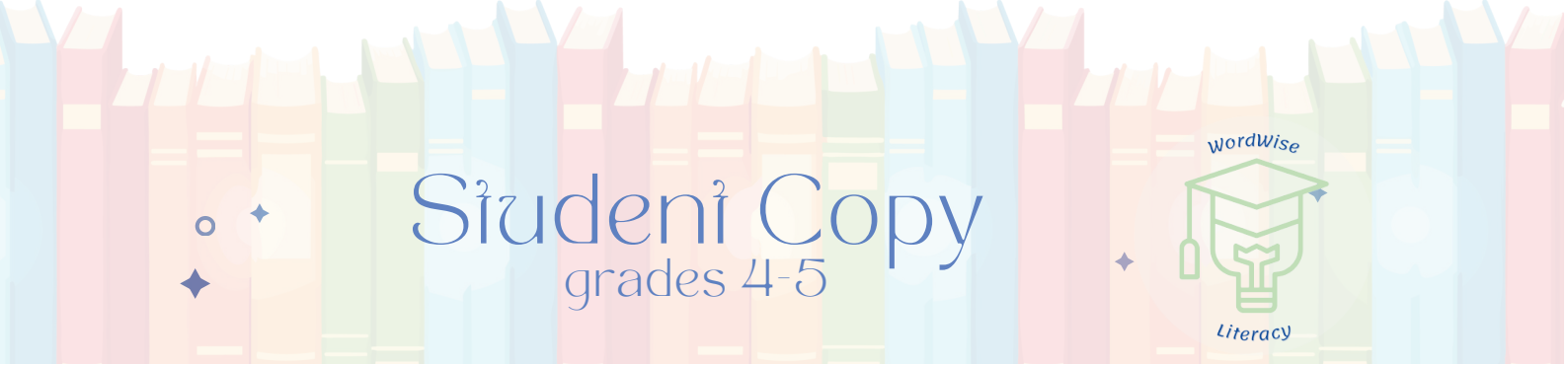
14 Many people believe that big success comes from big actions, but this is not
25 always true. In fact, small changes can make a powerful difference
39 over time. When a student chooses to read for just ten extra minutes each
52 day, those minutes add up. Over weeks and months, that small habit can
61 lead to stronger vocabulary, better comprehension, and more confidence.

74 The same idea applies to writing. A student who practices writing a few
86 sentences each day will slowly improve their ability to organize ideas and
98 express thoughts clearly. At first, the progress may feel slow, but consistency
102 is what matters most.

115 Even outside of school, small changes can lead to big results. Choosing to
127 stay focused, ask questions, or try again after a mistake builds important
138 skills. These habits help students grow into stronger learners over time.

151 In the end, success is not about doing everything perfectly. It is about
163 making small, steady efforts every day. Those efforts, no matter how small
174 they seem, can lead to meaningful growth and lasting achievement. Every
186 great reader, writer, and thinker once started as a beginner and reached
200 their potential by staying consistent and taking it one small step at a time.

This passage is intentionally designed to measure reading fluency, not difficulty level.



Student Copy

grades 4-5

Title: The Power of Small Changes

Many people believe that big success comes from big actions, but this is not always true. In fact, small changes can make a powerful difference over time. When a student chooses to read for just ten extra minutes each day, those minutes add up. Over weeks and months, that small habit can lead to stronger vocabulary, better comprehension, and more confidence.

The same idea applies to writing. A student who practices writing a few sentences each day will slowly improve their ability to organize ideas and express thoughts clearly. At first, the progress may feel slow, but consistency is what matters most.

Even outside of school, small changes can lead to big results. Choosing to stay focused, ask questions, or try again after a mistake builds important skills. These habits help students grow into stronger learners over time.

In the end, success is not about doing everything perfectly. It is about making small, steady efforts every day. Those efforts, no matter how small they seem, can lead to meaningful growth and lasting achievement.

Every great reader, writer, and thinker once started as a beginner and reached their potential by staying consistent and taking it one small step at a time.

Oral Reading Fluency Quick Check - B



Directions:

- Have your child read the passage out loud for exactly **1 minute** (start a timer when they say the first word).
- Follow along and mark mistakes (misread, skipped, or hesitated more than 3 seconds).
- Count total words read and subtract errors. (If your child stops in the middle of a line, use the number above that line and add the words on the next line up to where they stopped, then subtract total errors; **self-correcting before 3 seconds does not count as an error**).

Example: Student stops at 137 words and made 7 errors

Fluency Score - Words Read Correctly Per Minute (WCPM) = 130

Student Passage gr. 6-8

Title: The Value of Persistence (**216 total words**)

12 Success is often described as the result of talent, but in reality
22 persistence plays an equally important role in long term achievement.
32 Many students believe that if something feels difficult at first,
45 it means they are not capable of doing it well. However this belief
56 can prevent them from developing the skills they need to improve.

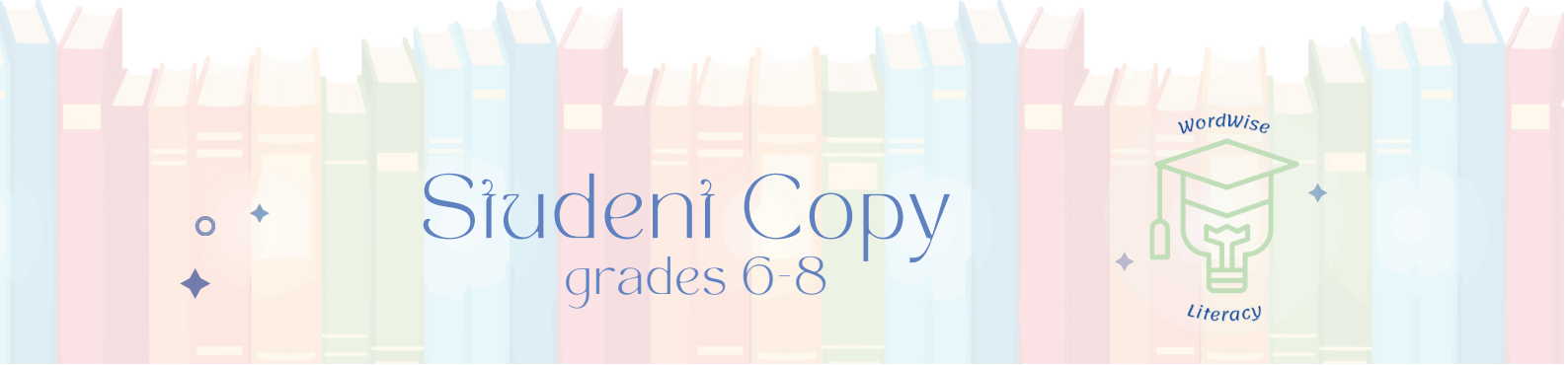
65 When learners choose to continue working through challenges they
75 begin to build confidence in their ability to solve problems.
84 This confidence does not appear overnight but grows gradually
95 as effort is repeated over time. In fact mistakes are often
105 the most valuable part of the learning process because they
115 show students exactly where they need to focus their attention.

123 In addition persistence helps students develop independence and
133 responsibility for their own growth. Instead of relying on others
143 to provide answers they begin to ask questions think critically
151 and apply strategies that lead to deeper understanding.

162 Over time these habits become part of how a student approaches
172 both academic work and everyday challenges. The ability to persist
183 even when something is frustrating, it is a skill that will benefit
188 them far beyond the classroom.

199 For this reason persistence is not just about completing a task.
209 It is about developing a mindset that supports long lasting
216 success in many different areas of life.

This passage is intentionally designed to measure reading fluency, not difficulty level.



Student Copy

grades 6-8

Title: The Value of Persistence

Success is often described as the result of talent, but in reality persistence plays an equally important role in long term achievement. Many students believe that if something feels difficult at first, it means they are not capable of doing it well. However this belief can prevent them from developing the skills they need to improve.

When learners choose to continue working through challenges they begin to build confidence in their ability to solve problems. This confidence does not appear overnight but grows gradually as effort is repeated over time. In fact mistakes are often the most valuable part of the learning process because they show students exactly where they need to focus their attention.

In addition persistence helps students develop independence and responsibility for their own growth. Instead of relying on others to provide answers they begin to ask questions think critically and apply strategies that lead to deeper understanding.

Over time these habits become part of how a student approaches both academic work and everyday challenges. The ability to persist even when something is frustrating is a skill that will benefit them far beyond the classroom.

For this reason persistence is not just about completing a task. It is about developing a mindset that supports long lasting success in many different areas of life.

Fluency Benchmark Guide



- Total words read in 1 minute: _____
- Errors: _____ (quick self-corrections do not count as errors)
- Words Correct Per Minute (WCPM): _____

Use the information below to categorize results:

Grade 4 (Fluency Check A)

- Above Target: 185+ WCPM
- On Target: 161–184 WCPM
- At Risk: Below 133 WCPM

Grade 5 (Fluency Check A)

- Above Target: 196+ WCPM
- On Target: 170–195 WCPM
- At Risk: Below 146 WCPM

Grade 6 (Fluency Check B)

- Above Target: 205+ WCPM
- On Target: 174–204 WCPM
- At Risk: Below 146 WCPM

Grade 7 (Fluency Check B)

- Above Target: 203+ WCPM
- On Target: 178–202 WCPM
- At Risk: Below 150 WCPM

Grade 8 (Fluency Check B)

- Above Target: 200+ WCPM
- On Target: 178–199 WCPM
- At Risk: Below 151 WCPM

Source: Hasbrouck & Tindal (2017) oral reading fluency norms. These are **end-of-year targets**: your child should be On Target for their grade at the end of the school year.



Fluency Interpretation Guide

What Your Child's Fluency Score Means

If Fluency is **ABOVE TARGET**

- Your child reads quickly and smoothly with strong accuracy.
- Reading sounds natural and expressive, more like conversation
- They move through text with ease

What this means: Your child is ready to focus on deeper critical thinking skills, like understanding complex ideas, learning new vocabulary, and strengthening writing.

If Fluency is **ON TARGET**

- Your child is reading at a steady and appropriate pace for their grade level.
- They can read most words correctly and smoothly
- Reading sounds more natural, not overly slow or labored

What this means: If your child struggles with understanding what they read, the issue is likely not reading the words but making meaning from the text.

If Fluency is **AT RISK**

- Your child may still be working hard to read the words correctly, which can slow them down.
- They might get stuck on unfamiliar words
- Reading may sound choppy or word-by-word
- Because so much effort goes into reading the words, it can be harder to understand what they're reading

What this means: Your child may need support with foundational sound patterns to become a smoother, more confident reader.



Middle Grades (4-8) Reading Comprehension Diagnostic



WordWise Literacy
Read, Write, NOW!

Contents

Parent Guide	3
Grades 4-5	
Fiction Passage with Questions —Anthony's Surprise	7
Fiction Passage Answer Key	10
Nonfiction Passage with Questions —Great Wall of China	13
Nonfiction Passage Answer Key	16
Scoring Rubric	19
Grades 6-8	
Fiction Passage with Questions —A Day at the Beach	20
Fiction Passage Answer Key	24
Nonfiction Passage with Questions —Exploring the West	27
Nonfiction Passage Answer Key	30
Scoring Rubric	33
Parent Reflection	34

Parent Guide to Middle Grades Reading Comprehension Profile Grades 4-8

Dear Parent,

Thank you for taking the time to administer and score this reading comprehension diagnostic. Your role is incredibly important. This assessment is not meant to “grade” your child in the traditional sense — it is designed to help identify strengths and areas that may need support. This guide will help you understand what to look for when scoring the fiction and nonfiction passages for Grades 4-5 and Grades 6-8.

1. Understanding the Purpose of the Diagnostic

This assessment measures your child’s ability in four key areas:

- Literal Understanding – identify key facts and details stated directly in the text
- Inferential Thinking – read between the lines and explain ideas that are implied
- Vocabulary in Context – determine the meaning of words using clues from the passage
- Written Response – clearly explain their thinking using details from the text

No single section determines overall ability. Patterns across sections are what matter most.

2. How to Score Literal and Inferential Questions

These questions are scored on a scale of 1-4, with 4 being the strongest and 1 needing the most support. When reviewing answers, ask yourself:

- Did my child answer the question directly?
- Did they include details from the passage?
- Is their explanation clear and complete?

Score of 4 (Strong Understanding/Recall)

- Accurate and complete answer
- Includes specific details from the text
- Shows clear comprehension

Score of 3 (Developing)

- Mostly correct
- May be missing small details
- Explanation is ok but could be clearer

Score of 2 (Partial)

- Shows some understanding
- Lacks specific text details
- Vague or incomplete explanation

Score of 1 (Needs Support)

- Incorrect or unrelated answer
- Minimal explanation
- Shows confusion about the passage

3. Scoring Vocabulary Questions

Vocabulary is typically scored by number correct (0-3).

If your child:

- **Gets most correct** → Vocabulary is likely not interfering with comprehension.
- **Misses several** → Word-level understanding may be impacting overall reading comprehension.

For **open-ended vocabulary questions**, look for:

- A definition that fits the sentence.
- Evidence that your child used context clues, not just a guess.

4. Scoring the Written Response

The written response is scored in three areas on a scale of 1-3 with 3 being the strongest and 1 needing the most support. This section measures both comprehension and written expression.

- Comprehension - how well your child understood what they read in context (author's message)
- Organization - how logically your child explained what they understood about the reading
- Clarity & Conventions - how clearly your child was able to structure their sentences with minimal grammar, punctuation, or spelling errors

Comprehension

- 3 = Clearly explains the main idea and supports it with text details.
- 2 = Basic explanation but limited evidence.
- 1 = Minimal or inaccurate understanding.

Organization

- 3 = Clear paragraph with logical flow of ideas.
- 2 = Some organizational structure but ideas are choppy
- 1 = Disorganized ideas; difficult to follow or off topic.

Clarity & Conventions (grammar, punctuation, spelling)

- 3 = Clear sentence structure with very few errors.
- 2 = Understandable, but some grammar or sentence structure errors.
- 1 = Hard to understand due to several errors in grammar or structure.

IMPORTANT** - Use the *Diagnostic Suite Record Sheet* to record the scores/categories from each of the diagnostics. Remember to go back to the WordWise Literacy website to submit the scores to receive your child's ***personalized literacy profile and next steps!

How to Interpret Your Child's Results

This diagnostic is designed to help you understand how your child processes and explains what they read. Many students who struggle with reading comprehension do not have just one problem. Instead, they may have one primary area of difficulty and one or two secondary areas that need support. Use the sections below to help identify where your child may need the most support.

Literal Understanding (Questions 1-4)

These questions measure whether your child can locate key ideas and important information directly in the text.

If your child did well in this section: He/She can find facts and details when they read.

If your child struggled in this section: He/She may have difficulty

- Identifying the main idea or central topic
- Remembering important details
- Tracking who, what, when, and where in a passage or how information is organized

Students who struggle here often need practice slowing down while reading and identifying important information.

Inferential Thinking (Questions 5-7)

These questions measure whether your child can think beyond the information directly in the text (*read between the lines*) to analyze information and draw logical conclusions based on evidence.

If your child did well in this section: He/She can connect ideas using clues in the text and support conclusions with evidence.

If your child struggled in this section: He/She may have difficulty

- Understanding cause and effect
- Explaining why events happen
- Making logical conclusions from clues

Students who struggle here often benefit from learning how to look for clues and explain their thinking step-by-step.

Vocabulary in Context (Questions 8-10)

These questions measure whether your child can use context to understand unfamiliar words.

If your child did well in this section: He/She can use surrounding words and sentences to determine meaning.

If your child struggled in this section: He/She may have difficulty

- Using context clues to recognize how words change meaning in different sentences
- Understanding academic vocabulary
- Break down words using roots, prefixes, and suffixes

Students who struggle here may need support with vocabulary development and word analysis

Written Response (Question 11)

This question measures whether your child can explain their thinking using evidence from the text.

If your child wrote a strong response: He/She can organize ideas and support them with relevant evidence from the passage.

If your child struggled with the written response: He/She may have difficulty

- Clearly explaining ideas about how or why things happen
- Using specific details from the passage
- Organizing thoughts into a structured paragraph

Sometimes this difficulty reflects reading comprehension challenges, and sometimes it reflects writing organization challenges. Many students may understand the text but struggle to express their thinking clearly in writing.

A Final Encouragement

It is completely normal for students to struggle with some parts of this assessment. The goal is not perfection. The goal is clarity. By identifying specific strengths and needs, we can target instruction more effectively and help your child grow in confidence and skill.

Thank you for partnering in this process—***because every child deserves to love reading and writing!***

Sincerely,

Gabrielle A. Bryant, Ed.S.

WordWise Literacy, LLC

Read, Write, Now!

Grade 4-5 Comprehension

Fiction Passage: Anthony's Surprise

Read the text and answer the questions that follow.

Anthony almost slipped as he ran towards the bus to head home. It had been raining all day at school. The playground was closed, so everyone had to stay inside for recess. By the time the bus reached his stop, Anthony was full of extra energy. He jumped down the bus steps two at a time.

His mom had told him that morning that she had a surprise for him, but he had to wait until after school to find out what it was. Anthony had tried not to think about it all day, but it was impossible. What could it be? A new bike? A puppy? Maybe tickets to a game? Lately, his parents had been acting strange. They had been smiling a lot—more than usual. His dad would hum while washing the dishes. His mom would laugh at little things that were not even that funny. When Anthony asked what was going on, his mom would just grin and say,

“Oh, nothing special.”

But it felt special.

Anthony hurried up the front steps and pushed open the door. He ran inside so fast that he almost slid across the kitchen floor. He caught himself just in time.

“Anthony!” someone called.

He looked up and froze. Grandpa Alex and Grandma Eden were standing in the living room with their arms wide open.

“Grandma! Grandpa!” Anthony shouted. He raced toward them and gave each of them a tight hug. “What are you doing here?”

His grandparents laughed but did not answer right away. Instead, they stepped to the side.

That’s when Anthony saw his mom and dad. They were standing behind a large blue banner. They lifted it up together. In big, bold letters it read: **YOU’RE GOING TO BE A BIG BROTHER!!!**

For a moment, Anthony just stared. His brain tried to catch up with his eyes.

“A big brother?” he whispered.

His mom nodded, smiling even wider than before. “Yes. We wanted to surprise you.”

Anthony felt something burst inside his chest—like fireworks. He had always wanted a little brother or sister. He imagined teaching the baby how to throw a ball, read books, and ride a bike.

“I’m going to be a big brother!” he shouted.

Everyone laughed as Anthony jumped up and down. Now he understood why his parents had been smiling so much, because he couldn’t stop himself from smiling either. This was the best surprise ever!

Name:

Date:

4-5 Fiction Questions

Fiction Passage: Anthony's Surprise

Part A – Literal Understanding

- 1 Why didn't Anthony go outside for recess at school?

- 2 What did Anthony think the surprise could possibly be?

- 3 Who was waiting for Anthony at his house?

- 4 What message was written on the blue banner?

Part B – Inferential Thinking

- 5 Why do you think Anthony's parents were smiling a lot before the surprise?

- 6 Why didn't Anthony's parents tell him the surprise right away?

- 7 How might Anthony's life change after this surprise? Use clues from the text and your own reasoning.

4-5 Fiction Questions

Fiction Passage: Anthony's Surprise

Part C – Vocabulary in Context

- 8 What does the word froze mean in this sentence?
“He looked up and froze.”
A) He became very cold B) He ran away
C) He stopped moving because he was surprised D) He started laughing
- 9 What does the word burst most nearly mean in this sentence?
“Anthony felt something burst inside his chest—like fireworks.”
A) Broke open suddenly B) Felt angry C) Felt sleepy D) Fell down
- 10 What does the word impossible mean in this sentence?
“Anthony had tried not to think about it all day, but it was impossible.”

Part D – Short Written Response

- 11 Explain why the surprise was so important to Anthony and how he felt about the news. Use details from the passage to support your answer.

4-5 Fiction Answer Key

Passage: Anthony's Surprise

Part 1: Literal Understanding

1. Why didn't Anthony go outside for recess at school?

It had been raining all day, so they had to stay inside for recess.

2. What did Anthony think the surprise could possibly be?

He thought his parents may have gotten him a puppy, a new bike, or tickets to a game.

3. Who was waiting for Anthony at his house?

Grandpa Alex and Grandma Eden and his parents were waiting for him.

4. What message was written on the blue banner?

The banner message said, "You're going to be a big brother!"

Part 2: Inferential Thinking (Answers may vary – look for logical reasoning and text evidence.)

5. Why were Anthony's parents smiling a lot before the surprise?

(Strong answers should include):

They were excited about the new baby; they were excited to see how Anthony would react to the news; they thought keeping the surprise was fun.

6. Why didn't Anthony's parents tell him the surprise right away?

They wanted to wait for the right moment to surprise him; they wanted time to prepare a banner and get his grandparents involved in the surprise.

7. How might Anthony's life change after this surprise?

(Strong interpretations may include):

He will have to help take care of the baby; he will have more responsibility; he will have someone new to play with.

4-5 Fiction Answer Key

Passage: Anthony's Surprise

Part 3: Vocabulary in Context

8. froze

Correct answer: C) He stopped moving because he was surprised

9. burst

Correct answer: A) Broke open suddenly

10. impossible

Correct answer: not able to happen; very hard to do

Part 4: Short Written Response

Prompt: Explain why the surprise was so important to Anthony. Use details from the passage to support your answer.

Sample Strong Paragraph:

The surprise was very important to Anthony because he had always wanted to be a big brother, and he was finally getting his wish. When he saw the banner, he stared at first because he was shocked, but then he felt excitement “burst” inside him like fireworks. This shows that he was extremely happy about the news. The story also says he imagined teaching the baby how to throw a ball, read books, and ride a bike. These details show that Anthony was not just surprised — he was excited about helping and spending time with his new brother or sister.

Why this would score a 3 – Strong

- Writing is clear and organized
- Uses details from the passage for support
- Shows an understanding of character emotions and his motivation for wanting a little brother or sister
- Explains the connection between the character's motivation and actions and the importance of the surprise

4-5 Fiction Answer Key

Passage: Anthony's Surprise

Developing Sample Paragraph:

The surprise was important to Anthony because he was very excited about it. At the beginning of the story, he keeps thinking about the surprise and wonders what it could be. When he finds out he is going to be a big brother, he feels very happy and starts jumping up and down. The story also says he imagined teaching the baby how to do things like ride a bike. This shows the surprise mattered to him because he really wanted a brother or sister.

Why this would score a 2 - Developing

- Clearly answers the question
- Includes relevant details from the story
- Shows understanding of Anthony's feelings
- Explanation is clear but reasoning not deeply developed

Needs Support Sample Paragraph:

The surprise was important because Anthony got a surprise after school. He went home and saw his grandparents and a banner. It said he was going to be a big brother. Anthony was happy and jumped up and down. He liked the surprise a lot.

Why this would score a 1 - Needs Support

- Mentions events but does not explain why the surprise mattered
- Mostly retells the story
- Limited or no deeper explanation
- Weak connection to the prompt

Grade 4-5 Comprehension

Nonfiction Passage: The Great Wall of China

Read the text and answer the questions that follow.

When most people think about the Great Wall of China, they picture one long, twisting wall that never ends. It seems like a giant snake stretching across the land. But the truth is a little different. In fact, more than one-third of the Great Wall has disappeared over time, and the wall does have an ending point. Let's explore the real story behind this famous structure.

The Great Wall began more than 2,700 years ago, around the 7th century BC. Different groups in China started building walls to protect their land from enemies. Construction continued for nearly 2,500 years. The last parts were added in 1878 during the Qing Dynasty.

Many people believe the Great Wall is one single wall built all at once. That is not true. The Great Wall is actually a collection of many walls built by different states and dynasties over hundreds of years. These walls were later connected and strengthened to form what we now call the Great Wall of China. The wall was built mainly for protection. On average, it stands about 20 to 23 feet tall and about 21 feet wide. That means it is wide enough for several people to walk side by side. The highest point of the wall rises about 4,700 feet above sea level in the mountains. The lowest point is in Hebei Province, where the wall reaches the sea.

Over time, about twenty different dynasties and states helped build the wall. More than one million workers labored to construct it. Some were soldiers. Others were farmers and workers who were ordered to help. Building the wall took great effort and lasted many generations.

At its greatest length, the Great Wall stretched across fifteen regions of China. Even so, it does not go on forever. The wall ends in Hebei Province, where it meets the water at the edge of the Bohai Sea. Another common myth is that the Great Wall can be seen from space. Many people repeat this claim, but it is not true. The wall is only about 21 feet wide, which makes it too narrow to see with the human eye from space without special tools. Although the wall is very long, it blends in with the natural colors of the land around it.

Today, the Great Wall of China is one of the most famous landmarks in the world. More than fifty million visitors travel to see it each year. Even though some parts have fallen apart over time, the wall remains an amazing example of human effort and engineering. The Great Wall may not be exactly what many people imagine, but its true story is just as impressive. It is not one endless wall that can be seen from space. Instead, it is a powerful symbol of history, hard work, and the people who built it.

Name:

Date:

4-5 Nonfiction Questions

Nonfiction Passage: The Great Wall of China

Part A – Literal Understanding

- 1 When did construction on the Great Wall of China first begin?

- 2 Why was the Great Wall originally built?

- 3 Where does the Great Wall end?

- 4 About how many workers built the wall, and who were they?

Part B – Inferential Thinking

- 5 Why do you think the Great Wall is one of the most famous landmarks in the world? Use evidence from the passage.

- 6 The passage explains that the wall was built by about 20 different dynasties over 2500 years. What does this tell you about how important the wall was to the people of China?

- 7 Why might some parts of the Great Wall have disappeared over time? Use clues from the text and your own reasoning.

4-5 Nonfiction Questions

Nonfiction Passage: The Great Wall of China

Part C – Vocabulary in Context

- 8 In the sentence below, what does the word construct most nearly mean?
“More than one million workers labored to construct it.”
- A. destroy B. build C. paint D. measure
- 9 In the sentence below, what does the word dynasties most nearly mean?
“Over time, about twenty different dynasties and states helped build the wall.”
- A. Workers hired for one job B. Families/rulers who hold power for many years
C. Cities located near each other D. Types of building materials
- 10 The word engineering is used near the end of the passage. Based on the paragraph, what does engineering most likely mean?

Part D – Short Written Response

- 11 Explain two myths about the Great Wall of China and describe the facts that prove those myths are incorrect. Use details from the passage to support your answer.

4-5 Nonfiction Answer Key

Passage: The Great Wall of China

Part 1: Literal Understanding

1. When did construction on the Great Wall of China first begin?

It began around the 7th century B.C., more than 2,700 years ago.

2. Why was the Great Wall originally built?

It was built for defense to protect the land from enemies.

3. Where does the Great Wall end?

It ends in Hebei Province, where it meets the water at the edge of the Bohai Sea

4. How many workers built the wall, and who were they?

More than one million soldiers, farmers, and workers that were ordered to help contributed to building the wall.

Part 2: Inferential Thinking (Answers may vary – look for logical reasoning and text evidence.)

5. Why do you think the Great Wall is one of the most famous landmarks in the world?

Use evidence from the passage.

(Strong answers should include):

The Great Wall is so famous because of the amazing facts about why and how it was built, including how many people it took to build over thousands of years; It is a structure that an entire country united to build; There is no other structure as long on Earth; It is so long that millions of people go to see it every year.

6. The wall was built by about 20 different dynasties over 2500 years. What does this tell you about how important the wall was to the people of China?

It was very important to protect the country; many leaders believed it was necessary; It mattered for many generations; it was a major national effort.

7. Why might some parts of the Great Wall have disappeared over time? Use clues from the text and your own reasoning.

(Strong interpretations may include):

Weather over time may have caused erosion because the wall is very old; damage over time was not repaired.

4-5 Nonfiction Answer Key

Passage: The Great Wall of China

Part 3: Vocabulary in Context

8. construct

Correct answer: B) build

9. dynasties

Correct answer: B) Families/rulers who hold power for many years

10. engineering

Correct answer: The skill of planning, designing, and building large structures.

Part 4: Short Written Response

Prompt: Explain two myths about the Great Wall of China and describe the facts that prove those myths are incorrect. Use details from the passage to support your answer.

Strong Sample Paragraph:

Many people believe myths about the Great Wall of China that are not true. One myth is that the Great Wall is one long wall that was built all at once. The passage explains that this is incorrect because the wall is actually made of many different walls built by different dynasties over thousands of years. Another myth is that the Great Wall can be seen from space. The passage explains that this is also not true because the wall is only about 21 feet wide and blends in with the natural colors of the land around it, making it impossible to be seen from so far away. These facts show that the real story of the Great Wall is different from what many people believe.

Why this would score a 3 – Strong

- Identifies two myths
- Clearly explains the facts that correct them
- Uses details from the passage
- Writing is clear and organized

4-5 Nonfiction Answer Key

Passage: The Great Wall of China

Developing Sample Paragraph:

Many people believe things about the Great Wall that are not true. One myth is that the wall can be seen from space, but the passage says it cannot because it is too narrow. Another myth is that the wall never ends, but that is not true either.

Why this would score a 2 – Developing

- Identifies two myths correctly
- Provides some explanation
- Uses limited details from the passage
- Writing is clear but less developed

Needs Support Sample Paragraph:

The Great Wall is very big, and people believe different things about it. Some people think it is very long and amazing. The wall was built a long time ago, and many workers helped build it.

Why this would score a 1 – Needs Support

- Does not clearly identify myths
- Does not explain the correct facts
- Shows minimal use of passage information
- Response stays general and vague

4-5 Scoring Rubric

Fiction & Nonfiction Passages:

Literal: Basic Facts and Ideas (Questions 1-4)

- 4 - Strong Recall: All answers are complete using accurate text details.
- 3 - Developing: Answers are mostly correct but missing detail or clarity.
- 2 - Partial: Answers show some understanding but are vague or incomplete.
- 1 - Needs Support: Incorrect or minimal understanding.

Inference: Ideas Beyond the Written Text (Questions 5-7)

- 4 - Strong Understanding: All answers are complete using accurate text details.
- 3 - Developing: Answers are mostly correct but missing detail or clarity.
- 2 - Partial: Answers show some understanding but are vague or incomplete.
- 1 - Needs Support: Incorrect or minimal understanding.

Vocabulary: Meaning in Context (Questions 8-10)

- 3/3 Correct: Strong word-level comprehension
- 2/3 Correct: Developing (minor vocabulary gaps)
- 0-1 Correct: Needs Support (likely impacting comprehension)

Written Response: Tie it Together (Question 11)

Comprehension

- 3 (Strong) = Clearly explains events and impact with text evidence
- 2 (Developing) = Basic explanation with limited text support
- 1 (Needs Support) = Minimal or inaccurate understanding

Organization

- 3 (Strong) = Clear paragraph with logical flow of ideas
- 2 (Developing) = Some organization with inconsistent ideas
- 1 (Needs Support) = Disorganized and ideas are not connected

Clarity & Conventions (grammar, spelling, capitalization, punctuation)

- 3 (Strong) = Clean grammar with zero to few errors that do not change meaning
- 2 (Developing) = Understandable with some errors
- 1 (Needs Support) = Difficult to follow due to several errors

Grade 6-8 Comprehension

Fiction Passage: A Day at the Beach

Read the text and answer the questions that follow.

"Avery, please hurry up! We're already late," Sarah called from the driveway. "You don't need all of that for the beach."

Avery struggled toward the car, both arms wrapped around a stack of bright plastic buckets. Shovels poked out at odd angles. A small rake fell to the ground behind him.

"It's the first day of summer," he said, slightly out of breath. "I need my stuff."

Veronica sighed and checked the time on her phone. They were already twenty minutes behind schedule. The roads would be packed. Everyone had been waiting for warm weather after a long, icy winter. Veronica had counted down the days until she could finally feel soft sand between her toes again.

"Avery, you only need one bucket and one shovel," she said, picking up the rake and handing it to him. "Last time, sand got all over the car. And what if someone takes one of your buckets by mistake?"

Avery frowned. "That only happened once."

"Yes," Veronica replied, "and you were upset for the rest of the day."

Avery hesitated, then shook his head. "I just want to build a really big sandcastle. What if I need more sand? I don't want to keep running back and forth."

After a long look at her little brother, Veronica opened the trunk. "Fine. But you're cleaning the car later."

The drive took almost an hour because of heavy traffic. Cars stretched down the highway in a slow-moving line. When they finally reached the beach, Veronica forgot all about the delay. The sun warmed her face as she slipped off her sandals. The sand was soft and cool under her feet, and the breeze carried the salty scent of the ocean. Avery wasted no time. He dropped to his knees and began digging with determination. Sand flew in every direction as he filled one bucket after another. Veronica waded into the water, letting the small waves splash against her legs. After a few minutes, she turned to check on Avery. That's when she noticed a girl standing beside him.

The girl had a ponytail that bounced as she moved. She was carefully packing sand into one of Avery's buckets. Instead of arguing, Avery was showing her how to flip the bucket over without ruining the shape. Curious, Veronica walked closer.

The girl smiled shyly. "I lost my bucket last time I was here," she explained. "And my shovel too."

Avery shrugged. "I let her use one of mine since I brought extra."

Grade 6-8 Comprehension

Fiction Passage: A Day at the Beach

Veronica watched as the two of them worked side by side, smoothing walls and carving tiny windows into the castle. Avery's serious expression softened as he explained his design plans. Soon, the castle had towers, a moat, and even a small bridge. When the sun began to lower in the sky, they packed up their things. On the ride home, Avery leaned back in his seat, sandy and tired but smiling.

"She said she might come back next weekend," he said quietly. "I'm glad I had extra buckets."

Veronica looked at him, surprised by how grown-up he suddenly seemed. "I guess bringing all that stuff wasn't such a bad idea," she admitted.

Avery grinned. "Sometimes you need more than one bucket."

Veronica smiled out the window as the sky turned shades of orange and pink. Maybe summer was going to be better than she thought.

Name:

Date:

6-8 Fiction Questions

Fiction Passage: A Day at the Beach

Part A – Literal Understanding

- 1 Why were Veronica and Avery in a hurry at the beginning of the story?

- 2 What was Veronica worried would happen if Avery brought too many buckets?

- 3 What did Veronica do after they arrived at the beach?

- 4 Why did Avery let the girl use his bucket and shovel?

Part B – Inferential Thinking

- 5 Why do you think Avery insisted on bringing extra buckets, even after Veronica objected? Use details from the story to support your answer.

- 6 What does Avery's interaction with the girl at the beach say about his character? Use details from the story to support your answer.

- 7 What does Avery mean when he says, "Sometimes you need more than one bucket"? What larger idea might this represent?

6-8 Fiction Questions

Fiction Passage: A Day at the Beach

Part C – Vocabulary in Context

- 8 In the sentence, “Avery hesitated, then shook his head,” what does the word hesitated most nearly mean?
- A. rushed forward B. paused or stopped briefly C. became angry
D. forgot what to say
- 9 In the sentence, “Avery dropped to his knees and began digging with determination,” what word could replace determination?
- A. doubt B. trepidation C. frustration D. persistence
- 10 The word admitted in the sentence “I guess bringing all that stuff wasn’t such a bad idea,” she admitted, suggests that Veronica:
- A. was embarrassed to agree B. shouted proudly C. was confused
D. was joking

Part D – Short Written Response

- 11 In one paragraph, explain how Veronica’s attitude toward Avery changes from the beginning of the story to the end. What events cause this change? Use at least two details from the passage to support your response.

6-8 Fiction Answer Key

Passage: A Day at the Beach

Part 1: Literal Understanding

1. Why were Veronica and Avery in a hurry at the beginning of the story?

It was the first day of summer, so the roads were expected to be crowded, and they were already twenty minutes behind schedule.

2. What was Veronica worried would happen if Avery brought too many buckets?

She was worried sand would get all over the car and that other kids might take one of his buckets by mistake.

3. What did Veronica do after they arrived at the beach?

She removed her sandals and waded out into the water.

4. Why did Avery let the girl use his bucket and shovel?

He shared with her because she lost her bucket and shovel the last time she was at the beach.

Part 2: Inferential Thinking (Answers may vary – look for logical reasoning and text evidence.)

5. Why do you think Avery insisted on bringing extra buckets?

(Strong answers should include):

He wanted to build a large sandcastle; he didn't want to keep running back and forth for sand; he likes being prepared

6. What does Avery's interaction with the girl at the beach say about his character?

It shows that he is thoughtful or generous because he shares with her; he is also patient as he explains and shows her how to build the castle. He enjoys helping people.

7. What does "Sometimes you need more than one bucket" represent?

(Strong interpretations may include):

Being prepared for the unexpected is helpful; it's good to think beyond yourself; sometimes what seems unnecessary can turn out to be important; a willingness to share or help others can make situations better.

6-8 Fiction Answer Key

Passage: A Day at the Beach

Part 3: Vocabulary in Context

8. Hesitated

Correct answer: B) Paused or stopped briefly

9. Determination synonym

Correct answer: D) persistence

10. Admitted

Correct answer: A) Was embarrassed to agree

Part 4: Short Written Response

Prompt: Explain how Veronica's attitude towards Avery changes from the beginning of the story to the end and what causes this change.

Sample Strong Paragraph:

Avery's decision to bring extra buckets made a big difference at the beach. At first, Veronica is impatient, frustrated, and dismisses Avery's idea. When the girl explained that she had lost her bucket and shovel during a previous visit, Avery was able to share one of his extras with her. Once Veronica sees him share with the girl, she realizes his extra buckets helped someone else, and then she becomes understanding and proud of him. Veronica's attitude changed because she realized it was more important to help someone else rather than worry about sand messing up her car or having the buckets taken.

Why this would score a 3 – Strong

- Correctly explains Veronica's change in attitude
- Includes several details from the story
- Explanation is clear and complete
- Gives clear insight into why the change matters

6-8 Fiction Answer Key

Passage: A Day at the Beach

Developing Sample Paragraph:

At the beginning of the story, Veronica is annoyed with Avery because he brings too many buckets to the beach, and she thinks he only needs one bucket and one shovel. She worries that sand will get all over the car. Later, Veronica sees Avery sharing his extra buckets with a girl who lost hers, and they work together to build a sandcastle. After seeing this, Veronica realizes bringing the extra buckets helped someone, and she becomes more understanding of Avery.

Why this would score a 2 - Developing

- Correctly explains Veronica's change in attitude
- Includes details from the story
- Explanation is clear but somewhat basic
- Less insight into why the change matters

Needs Support Sample Paragraph:

At the beginning Veronica is annoyed with Avery because he brings a lot of buckets. They go to the beach and he builds a sandcastle. A girl helps him, and they play in the sand together. At the end, Veronica is not mad anymore.

Why this would score a 1 - Needs Support

- Retells some events from the story but does not clearly explain character development
- No explanation of cause and effect
- Includes very few details from the story
- Minimal connection to the prompt

Grade 6-8 Comprehension

Nonfiction Passage: Exploring the West

Read the text and answer the questions that follow.

In the early 1800s, the United States was still a young nation. Much of the land west of the Mississippi River had not been explored by Americans. Thomas Jefferson, the third president of the United States, believed it was important to learn more about this land. He wanted to understand its rivers, mountains, and natural resources. He also hoped that exploring the West would help the country grow stronger.

One of Jefferson's main goals was to study the Missouri River. He thought the river might connect to other waterways that could create trade routes across the continent. If people could transport goods by river, it would make travel faster and less expensive. Farmers and merchants would be able to sell their products in new areas. Jefferson believed strong trade routes would improve the nation's economy.

In 1804, Jefferson sent an expedition led by Meriwether Lewis and William Clark. Their mission was to travel west, map the land, and find a practical route to the Pacific Ocean. As they traveled, they recorded details about rivers, mountains, plants, animals, and Native American tribes living there. Their journals provided important information about the western territories and helped future settlers understand what to expect.

At first, Lewis and Clark tried to find a route through the Rocky Mountains. However, the mountains were steep and difficult to cross. Wagons could not easily travel through the rough terrain. This made it clear that settlers would struggle to move west using that path.

The explorers followed rivers whenever possible because river valleys were flatter and easier to travel through. Even so, they did not find a simple water route all the way to the Pacific Ocean. Another challenge was that many western lands were already home to Native American tribes. Traveling through these territories required cooperation and sometimes caused tension.

Although Lewis and Clark did not discover an easy route across the continent, their expedition was still important. They mapped large areas and provided valuable knowledge about the West. Over time, settlers used this information to begin moving west in greater numbers, creating new trails for migration and trade, including parts of what would later become known as the Oregon Trail. The explorations ordered by President Jefferson gave Americans knowledge, maps, and confidence to expand the United States' territories and grow the economy. Because of their work, Lewis and Clark are remembered as two of the most important explorers in American history.

Name:

Date:

6-8 Comprehension Questions

Nonfiction Passage: Exploring the West

Part A – Literal Understanding

- 1 What was one main reason Thomas Jefferson wanted to explore the West?

- 2 Who led the expedition sent by Jefferson?

- 3 Why were the Rocky Mountains difficult for settlers to cross?

- 4 What important information did Lewis and Clark record during their journey?

Part B – Inferential Thinking

- 5 Why did Jefferson believe trade routes would help the country grow stronger? Use evidence from the passage.

- 6 Why might traveling through Native American territories have created tension?

- 7 Was the expedition a success? Explain your answer using evidence from the passage. Use clues from the text and your own reasoning.

6-8 Comprehension Questions

Nonfiction Passage: Exploring the West

Part C – Vocabulary in Context

- 8 What does the word expedition most nearly mean in this passage?
- A. a battle B. a business C. a journey with a purpose D. a law
- 9 What does the word terrain suggest about the Rocky Mountains?
- _____
- _____
- 10 Which word from the text suggests conflict, strain, or disagreement?
- A. exploration B. expansion C. routes D. tension

Part D – Short Written Response

- II In one paragraph, explain why Jefferson thought western exploration could accomplish his goal of growing the country's economy. Use details from the passage to support your answer.

6-8 Nonfiction Answer Key

Passage: Exploring the West

Part 1: Literal Understanding

1. What was one main reason Thomas Jefferson wanted to explore the West?
He wanted to study the rivers, mountains, and natural resources to learn more about the land west of the Mississippi River. He also wanted to find trade routes to help the country grow stronger (one or more goals clearly stated from the text).
2. Who led the expedition sent by Jefferson?
Meriwether Lewis and William Clark (partial credit if only one name given)
3. Why were the Rocky Mountains difficult for settlers to cross?
They were steep, and the terrain was rough; Wagons could not easily travel through them.
4. What important information did Lewis and Clark record during their journey?
They recorded rivers, mountains, plants and animals, Native American tribes, and details about the land (should include at least two)

Part 2: Inferential Thinking (Answers may vary – look for logical reasoning and text evidence.)

5. Why did Jefferson believe trade routes would help the country grow stronger?
(Strong answers should include):
Trade routes would make transportation easier; People could sell goods in new places; The economy would improve; Businesses would grow
6. Why might traveling through Native American territories have created tension?
The land already belonged to Native American tribes, and settlers moving through to claim land for themselves could cause conflict. The settlers' desire for expansion might threaten tribes' ability to protect and keep their territories.
7. Was the expedition a success? Explain your answer using evidence from the passage. (Strong interpretations may include):
Yes, the expedition was considered a success because Lewis and Clark mapped large areas and provided valuable information, even though they did not find an easy water route. Settlers used this information to create new trails, expand trade, and acquire more Native American territory.

6-8 Nonfiction Answer Key

Passage: Exploring the West

Part 3: Vocabulary in Context

8. expedition

Correct answer: C) a journey with a purpose

9. terrain suggests

Correct answer: The ground was rocky, and the physical features made travel hard

10. conflict/disagreement synonym

Correct answer: D) tension

Part 4: Short Written Response

Prompt: In one paragraph, explain why Jefferson thought western exploration could accomplish his goal of growing the country's economy. Use text details to support your answer.

Sample Strong Paragraph:

Thomas Jefferson believed that exploring the West would help grow the country's economy by creating new trade routes. He thought the Missouri River might connect to other waterways that would allow people to transport goods more easily and cheaply. If farmers and merchants could move products by river, they could sell their goods in new areas which would grow their businesses. Jefferson believed that stronger trade routes would achieve his goal of improving business to help the nation become more successful.

Why this would score a 3 - Strong

- Clearly states Jefferson's economic goal
- Explains how exploration connects to trade routes
- Explains how trade routes connect to selling goods
- Connects selling goods to economic growth
- Includes details directly from the passage

6-8 Nonfiction Answer Key

Passage: Exploring the West

Developing Sample Paragraph:

Thomas Jefferson believed exploring the West could help grow the country's economy. He thought the Missouri River might connect to other rivers that could be used for trade. This would make it easier for people to move goods and sell them in new places. The passage also explains that Jefferson believed better trade routes would help the country become stronger. However, the explorers did not find a direct water route across the continent.

Why this would score a 2 - Developing

- Correctly identifies Jefferson's goal but does not explain how trade is connected to economic growth
- Includes relevant details from the text
- Shows understanding but includes extra or less focused information (about not finding a route)
- Although the explanation is clear, it is more of a summary and is not deeply developed

Needs Support Sample Paragraph:

Thomas Jefferson wanted to explore the West, so he sent Lewis and Clark on an expedition. They traveled across the land and wrote about rivers, mountains, and animals. They also met Native American tribes and tried to find a route to the Pacific Ocean. Their journey helped people learn more about the West.

Why this would score a 1 - Needs Support

- Does not directly answer the question about the economy
- Mostly retells events from the passage
- Lacks explanation of Jefferson's reasoning about trade and why it mattered
- Minimal connection to the prompt

6-8 Scoring Rubric

Fiction & Nonfiction Passages:

Literal: Basic Facts and Ideas (Questions 1-4)

- 4 – Strong Recall: All answers are complete using accurate text details.
- 3 – Developing: Answers are mostly correct but missing detail or clarity.
- 2 – Partial: Answers show some understanding but are vague or incomplete.
- 1 – Needs Support: Incorrect or minimal understanding.

Inference: Ideas Beyond the Written Text (Questions 5-7)

- 4 – Strong Understanding: All answers are complete using accurate text details.
- 3 – Developing: Answers are mostly correct but missing detail or clarity.
- 2 – Partial: Answers show some understanding but are vague or incomplete.
- 1 – Needs Support: Incorrect or minimal understanding.

Vocabulary: Meaning in Context (Questions 8-10)

- 3/3 Correct: Strong word-level comprehension
- 2/3 Correct: Minor vocabulary gaps
- 0-1 Correct: Vocabulary likely impacting comprehension

Written Response: Tie it Together (Question 11)

Comprehension

- 3 (Strong) = Clearly explains events and impact with text evidence
- 2 (Developing) = Basic explanation with limited text support
- 1 (Needs Support) = Minimal or inaccurate understanding

Organization

- 3 (Strong) = Clear paragraph with logical flow of ideas
- 2 (Developing) = Some organization with inconsistent ideas
- 1 (Needs Support) = Disorganized and ideas are not connected

Clarity & Conventions (grammar, spelling, capitalization, punctuation)

- 3 (Strong) = Clean grammar with zero to few errors that do not change meaning
- 2 (Developing) = Understandable with some errors
- 1 (Needs Support) = Difficult to follow due to several errors

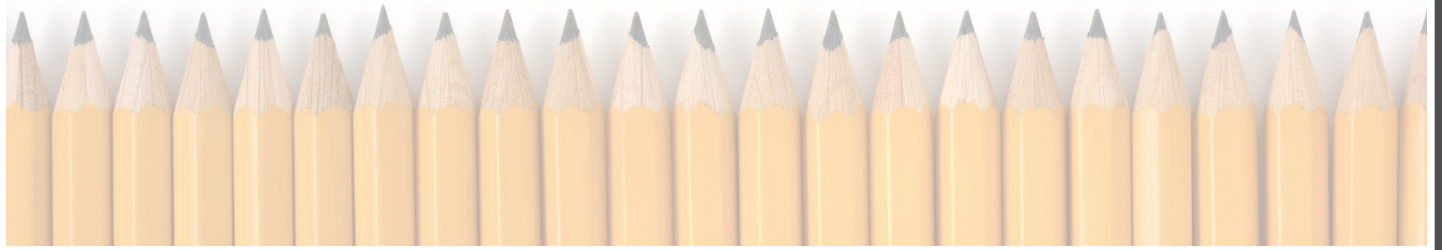
Parent Reflection

Fiction & Nonfiction Passages:

Parent Observations: Take a few minutes to jot down what you observed during the diagnostic.

- ☐ My child reread if they got stuck.
- ☐ My child avoided longer questions.
- ☐ My child struggled with decoding (reading/sounding out words).
- ☐ My child became frustrated quickly.

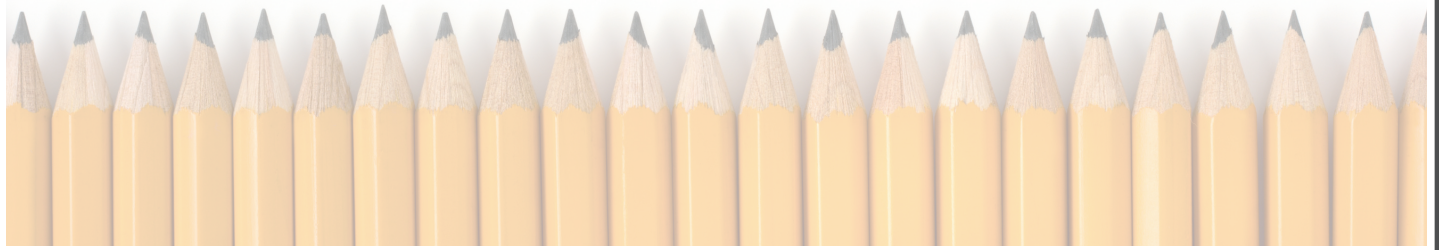
IMPORTANT** – Use the *Diagnostic Record Sheet* to record the scores/categories from each of the diagnostics. Remember to go back to the WordWise Literacy website to submit the scores to receive your child's ***personalized literacy profile and next steps!



Writing Skills Baseline

Grades 4-8





Dear Parents,

The purpose of this writing activity is to help understand how your child organizes ideas, constructs sentences, and communicates their thinking in writing, and it acts as a baseline for intervention.

Many students who struggle with reading also experience challenges with writing because both skills rely on the same underlying language systems.

This baseline allows us to identify patterns such as:

- Weak sentence structure
- Difficulty organizing ideas
- Limited vocabulary
- Trouble explaining thinking clearly

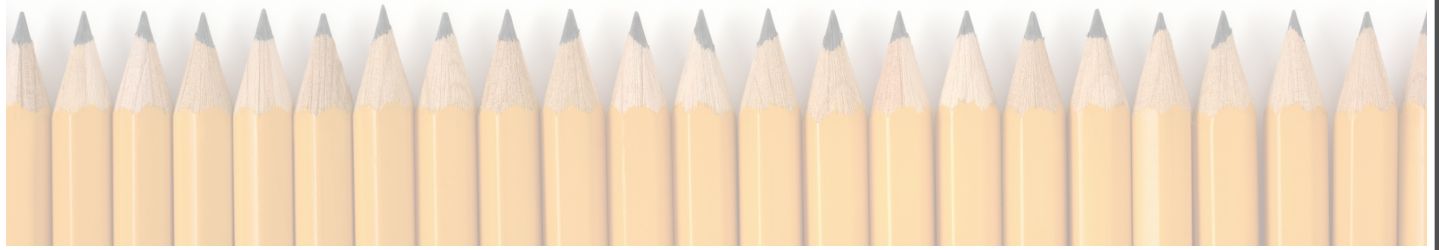
The goal is not to judge your child's writing but to identify where support may be most helpful.

Instructions

1. Give your child the writing prompt, and allow 15–20 minutes for writing.
2. Ask them to write at least one paragraph (between 5–8 sentences, but they can write more if they wish).
3. Encourage them to do their best, but do not help with ideas or corrections while they are writing.
4. When they finish, review the paragraph using the rubric provided.

Important Notes

- Do not focus heavily on spelling or handwriting for this activity.
- The focus is primarily looking at ideas, sentence construction, and organization.
- If your child gets stuck, gently encourage them to keep writing and explain their thinking as clearly as possible.



Writing Skills Rubric

Use the descriptions below to determine where your child's writing currently falls.

1. Sentence Control

Strong - 3

- Sentences are complete and clear
- Variety in sentence length or pattern structure
- Few grammatical errors

Developing - 2

- Most sentences are complete
- Some repetition in sentence pattern structure
- Occasional grammar mistakes

Needs Support - 1

- Frequent sentence fragments or run-ons
- Very simple sentence structure throughout
- Grammar errors make ideas hard to follow

2. Paragraph Organization

Strong - 3

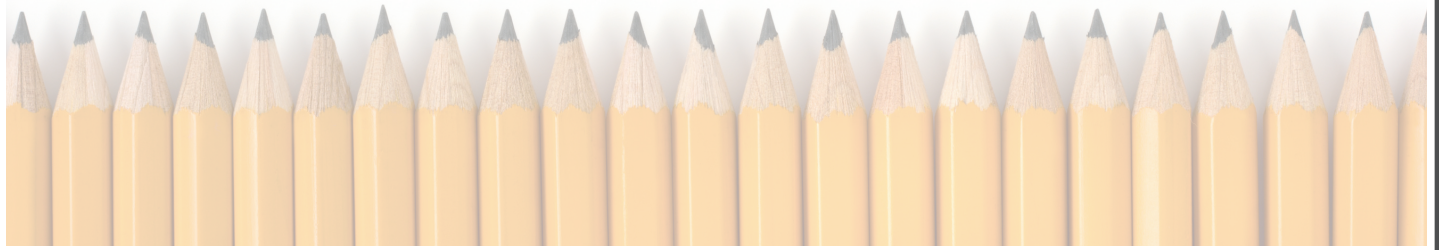
- Clear topic and concluding sentences
- Supporting details with examples
- Paragraph has a logical transition of ideas

Developing - 2

- Main idea is present but not clearly introduced
- Some supporting details have examples
- Closing is unclear or unconnected to main idea

Needs Support - 1

- No clear main idea
- Statements with no details or examples
- Closing is missing or difficult to follow



3. Evidence and Explanation

Strong - 3

- Ideas are supported with examples or explanations.
- The reader can clearly understand the writer's thinking

Developing - 2

- Some explanation is provided with examples
- Details may be brief or unclear

Needs Support - 1

- Ideas are stated but not explained
- Writing lacks supporting details or examples

4. Clarity and Coherence

Strong - 3

- Ideas flow logically
- Writing is on topic and easy to follow
- The reader understands the message

Developing - 2

- Ideas are mostly clear but may feel slightly disorganized
- Support is mostly on topic; some examples may be unrelated

Needs Support - 1

- Ideas are unclear or difficult to follow
- Ideas are disconnected or irrelevant

5. Vocabulary and Word Choice

Strong - 3

- Words are specific, varied, and appropriate
- Descriptive or academic language is used

Developing - 2

- Vocabulary is simple but understandable
- Variety in word choice and descriptive language is limited

Needs Support - 1

- Very basic, nondescriptive vocabulary
- Word choices may be incorrect or repetitive

Name: _____

Date: _____

Reading Connection



Think about a story you have read. Explain how a character or something that happened in the story is similar to another story or something you have experienced in real life.

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name:

Date:

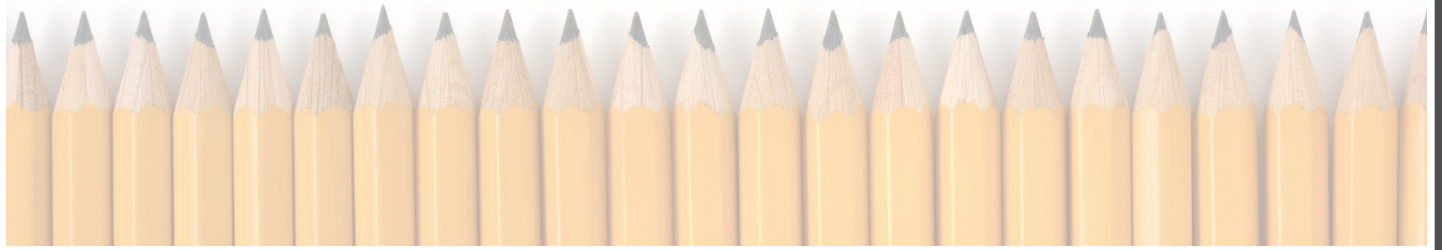
Reading Connection



Think about a story you have read. Explain how an event, character, or theme from the story connects to real life or another story you know.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]



Parent Observation Section

While your child was writing, what did you notice?

Check any that apply:

- ☐ My child struggled to get started
- ☐ My child wrote very quickly with little detail
- ☐ My child erased or restarted frequently
- ☐ My child seemed unsure how to organize ideas
- ☐ My child asked for help generating sentences
- ☐ My child became frustrated or avoided writing

Understanding Your child's Results

1. Sentence Control

If your child scored **Strong**, it means:

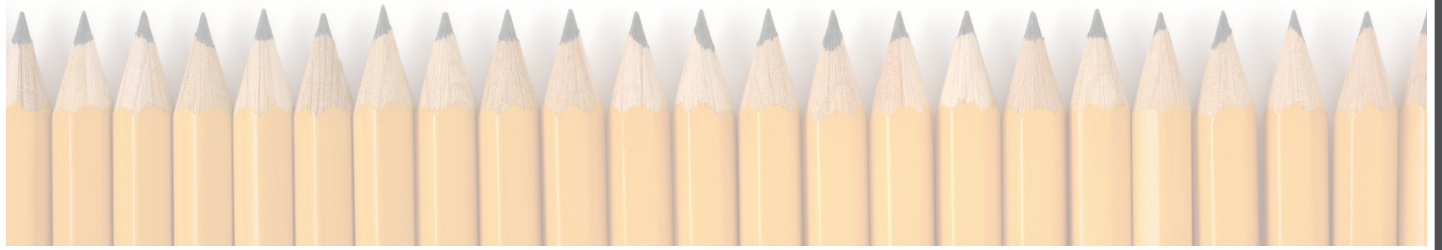
Your child is able to construct clear, complete sentences that communicate ideas effectively. Sentence structure is unlikely to be interfering with writing development.

If your child scored **Developing**, it means:

Your child can write complete sentences but may rely on very simple sentence patterns or make occasional grammar errors. This often indicates that sentence variety needs strengthening.

If your child scored **Needs Support**, it means:

Your child may struggle to construct complete or grammatically clear sentences. When sentence structure is weak, it can make writing feel difficult and can interfere with expressing ideas clearly.



2. Paragraph Organization

If your child scored **Strong**, it means:

Your child can organize ideas into a clear paragraph with a main idea and supporting details.

If your child scored **Developing**, it means:

Your child has a general idea of the topic but may struggle to clearly introduce ideas or keep details organized around one main point.

If your child scored **Needs Support**, it means:

Your child may have difficulty organizing ideas into a structured paragraph. Ideas may feel scattered or disconnected.

3. Evidence and Explanation

If your child scored **Strong**, it means:

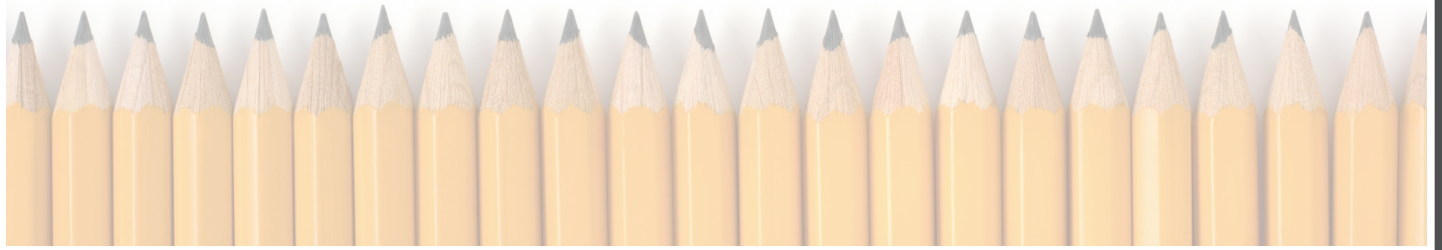
Your child can support ideas with examples or explanations, helping the reader understand their thinking.

If your child scored **Developing**, it means:

Your child may state ideas but provide limited explanation or supporting detail.

If your child scored **Needs Support**, it means:

Your child may struggle to explain ideas or provide supporting information in writing.



4. Clarity and Coherence

If your child scored **Strong**, it means:

The paragraph is easy to follow and ideas flow logically.

If your child scored **Developing**, it means:

The main idea is understandable but the writing may feel slightly disorganized.

If your child scored **Needs Support**, it means:

Ideas may feel disconnected, making the writing difficult for a reader to follow.

5. Vocabulary and Word Choice

If your child scored **Strong**, it means:

Your child is using precise or descriptive vocabulary to express ideas.

If your child scored **Developing**, it means:

Vocabulary is clear but fairly simple.

If your child scored **Needs Support**, it means:

Limited vocabulary may be making it harder for your child to communicate ideas effectively.

*Writing results often connect to other literacy skills such as vocabulary development, reading comprehension, and sentence-level language development. In the next step, we'll look at how these results fit into your child's broader literacy profile.

Diagnostic Record Sheet

Use this page to record results from the word-level decoding, fluency, and reading comprehension diagnostics. ***Return to the WordWise Literacy website to submit your child's results to get their personalized literacy profile within 24 hours!***

1. WORD-LEVEL DECODING & FLUENCY AUDIT

DECODING	ON TARGET	AT RISK	INTERVENTION
Section 1:	☐	☐	☐
Section 2:	☐	☐	☐
Section 3:	☐	☐	☐
Section 4:	☐	☐	☐
Section 5:	☐	☐	☐
Section 6:	☐	☐	☐
Section 7:	☐	☐	☐

FLUENCY (WPM)	ABOVE TARGET	ON TARGET	AT RISK
	☐	☐	☐

2. READING COMPREHENSION

	STRONG	DEVELOPING	PARTIAL	SUPPORT
Literal	☐	☐	☐	☐
Inferential	☐	☐	☐	☐

	STRONG	DEVELOPING	SUPPORT
Vocabulary	☐	☐	☐
Written Response	☐	☐	☐

Diagnostic Record Sheet

Use this page to record results from the writing skills diagnostic.
Return to the WordWise Literacy website to submit your child's results to get their personalized literacy profile within 24 hours!

3. WRITING SKILLS BASELINE

	STRONG	DEVELOPING	SUPPORT
Sentence Control	☐	☐	☐
Paragraph Organization	☐	☐	☐
Evidence & Explanation	☐	☐	☐
Clarity & Coherence	☐	☐	☐
Vocabualry & Word Choice	☐	☐	☐