A Read the following directions to the group:

*I'm going to ask you to draw a circle around one of the pictures.*

*Let's do the example. Circle the picture of a feather.*

Be sure students circle the correct picture.

*Look at number one. Circle the picture of a vase.*

1. 

*Look at number two. Circle the picture of a bird with large wings.*

2. 

*Look at number three. Circle the picture of a natural hazard.*

3. 

*Look at number four. Circle the picture of a mythological character.*

4.
Listen to the story. Then, circle the correct picture.

Let’s do the example. Where does the play take place? Circle the picture.

Observe students completing the example and assist them as necessary. Then, say

The play takes place on an island. Did you circle the picture of the island? That is the answer.

Let’s do number five. What did Daedalus see that gave him an idea?

Let’s do number six. What did Daedalus use to attach the feathers?

Let’s do number seven. What did Daedalus tell Icarus to stay away from?
You may read the story again before administering this part of the assessment.

Read the following directions to the group:

Now I’m going to ask you some more questions about the story. For each question, I’ll read four answers. Circle the letter of the correct answer.

Let’s do the example. Who are Daedalus and Icarus?

If they are brothers, circle the letter a.
If they are father and son, circle the letter b.
If they are classmates, circle the letter c.
If they are birds, circle the letter d.

Observe students completing the example and assist them as necessary. Then, say

Daedalus and Icarus are father and son. Did you circle the letter b?” That is the answer.

Let’s do number eight. Why did Daedalus and Icarus want to fly?

If they wanted to fly because it looked like fun, circle the letter a.
If they wanted to fly because they loved birds, circle the letter b.
If they wanted to fly because they wanted to get off the island, circle the letter c.
If they wanted to fly because they were hot, circle the letter d.

Let’s do number nine. Why did Icarus fall into the sea?

If he fell because he didn’t like to fly, circle the letter a.
If he fell because he flew too fast, circle the letter b.
If he fell because he was happy with this father, circle the letter c.
If he fell because he flew too close to the sun, circle the letter d.
A Read the following directions to the group:

*Look at the sentences. A word is missing from each one. Circle the word that completes the sentence.*

*Now do the example.*

**Example**

Daedalus built a labyrinth ____________ keep the Minotaur trapped.

- to
- for
- with

Observe students completing the example and assist them as necessary. Then, say

*Did you circle the first word, to? That is the correct word. Daedalus built a labyrinth to keep the Minotaur trapped.*

*Now circle the words for numbers one through four.*

1. Daedalus made wings ____________ Icarus.
   - for
   - on
   - of

2. King Minos punished Daedalus by locking ____________ in the labyrinth forever.
   - they
   - it
   - him

3. The ____________ mask fell off, so he had to pick it up.
   - actor
   - actor’s
   - actors’

4. The Greek governments included monarchies, oligarchies, and ____________.
   - treasuries
   - democracies
   - festivals
B Read the following directions to the group:

You’re going to read a story. When you’ve finished reading, you’ll answer some questions about the story. For each question, circle the correct answer.

Our class wrote a play. We did not write a tragedy because we did not want our play to be about suffering. Instead, we wrote a comedy. Our play was about the adventures of three friends who found an ancient Greek vase. The play had a cast of five: the three friends, who spoke all the dialogue, and two Greek gods. Although the two students who played the gods did not have any lines, they were on the stage in their helmets and shields during the whole play. Their helmets were too big for their heads. Their shields were full of holes. They looked very silly. We all liked the play because it told a good story and was funny at the same time.

When students have finished reading, ask them to answer the example question.

Example

What is the story about?

a. A class play
b. A class trip
c. A day in class
d. A class talent show

Once students have answered the example question, say

Did you circle the first answer, a class play? That is the correct answer. The story is about a class play. Now answer questions five through nine.

5. What kind of story is a tragedy?

a. A story about life
b. A story about suffering
c. A story about finding a Greek vase
d. A story about funny people
6. What was wrong with the shields in the play?
   a. They were full of holes.
   b. They were made of paper.
   c. They were the wrong size.
   d. They didn’t look real.

7. Why did the students like the play?
   a. Because it told a good story and was also funny
   b. Because it was about Greek vases
   c. Because some of the actors had silly costumes
   d. Because it was about adventures

Allow students additional time to answer questions eight and nine.

8. According to the story, what is a helmet?
   a. Something you wear on your feet
   b. Something you wear on your arms
   c. Something you wear on your head
   d. Something to make people laugh

9. Why did the play have a cast of five?
   a. Because five students wrote the play
   b. Because there are five characters in the play
   c. Because five people talk in the play
   d. Because the play lasted five minutes
A Read the following directions to the group:

*Look at the example. It’s the beginning of a sentence. You’ll write the rest of the sentence. You can write anything that makes sense to you, as long as it completes the sentence.*

*Now do the example.*

**Example**

Our government ____________________________
______________________________
______________________________

Observe students completing the example and assist them as necessary. Then, say

*Did you write something about our government? One answer could be “is a democracy.” The sentence would be “Our government is a democracy.”*

Be sure students understand the directions.

*Now complete the sentences for numbers one through four.*

1. The labyrinth was ____________________________
______________________________
______________________________

2. The scenery for that play is ____________________________
______________________________
______________________________

3. Myths are ____________________________
______________________________
______________________________

4. Economic hardships ____________________________
______________________________
______________________________
Read the following directions to the group:

You’re going to write three paragraphs using the blank lines. Each paragraph should be at least three sentences long. Remember to use capital letters and end punctuation. And don’t forget to use quotation marks for quotes.

Now look at the example. There are three paragraphs telling the story of a quest. The first paragraph explains the quest, and says “My two friends and I went on a quest for a winged helmet. We heard that if you wear a winged helmet, you can fly! I packed food and water to take along on our long quest.”

The second paragraph tells what happened during the quest, and says “We walked for a long time, and my friends became impatient because we didn’t know where to find the helmet. My friend Robert was careless and dropped some of our food! Finally, we came to a city where people had heard of a winged helmet. They told us where to go to find it.”

The third paragraph tells how the quest ended, and says “We went where the people of the city told us to go, but all we could find was a big vase. We looked inside the vase, and we found the helmet! We took the helmet and returned to our homeland. Now we can fly wherever we want!”

Example. Imagine that you went on a quest for a winged helmet. Write three paragraphs describing your quest.

---

My two friends and I went on a quest for a winged helmet. We heard that if you wear a winged helmet, you can fly! I packed food and water to take along on our long quest.

We walked for a long time, and my friends became impatient because we didn’t know where to find the helmet. My friend Robert was careless and dropped some of our food! Finally, we came to a city where people had heard of a winged helmet. They told us where to go to find it.

We went where the people of the city told us to go, but all we could find was a big vase. We looked inside the vase, and we found the helmet! We took the helmet and returned to our homeland. Now we can fly wherever we want!

---

Now look at number five. Use the blank lines to write three paragraphs telling the story of a quest that you would like to go on. Remember to use capital letters and end punctuation.

5. Imagine that you and a friend went on a quest. Write three paragraphs describing your quest.
Administer this assessment individually. Use the Speech Observation Form to record all responses.

A Direct the student’s attention to the picture on page 152 in the Student Book. Use it to elicit a verbal response from the student. Say

*Look at this picture. I'm going to ask you to talk about it.*

1. *Point to and name three things in the picture.*

If the student responds in a language other than English, ask him or her to respond in English (*Can you say it in English?*). If the student cannot name at least one item in the picture in English, stop and do not ask the rest of the questions.

B Ask the student to explain or describe something in the picture.

2. *What's this man doing?*

If the student gives a plausible but incorrect response, rephrase the question or ask the student for alternative responses. For instance, if the student says *He making*, you may ask *What's he making?* If the student is unable to answer, stop and do not ask question 3.

C Ask the student to make inferences about the picture.

3. *Why do you think someone might want to fly?*

If the student gives a plausible but incomplete or incorrect response, rephrase the question or ask the student for alternative responses. For instance, if the student responds *They have fun*, ask why it would be fun to fly.