

Lift FUNDAMENTALS UNIT 4 Assessment



VOCABULARY

DIRECTIONS: Choose the correct answer.

- 1** What is *meaning*?
- (A) a person who does an action in a story
 - (B) the length of time it takes to finish doing a job
 - (C) the thing or idea represented by words or gestures
 - (D) the way someone feels when something is done to them
- 2** When people *collect* things, they
- (A) get or gather things.
 - (B) make or create things.
 - (C) sell things for money.
 - (D) break things.
- 3** When something is *clear*, it is
- (A) difficult to see.
 - (B) long and boring.
 - (C) fun and exciting.
 - (D) easy to understand.
- 4** When something is *positive*, it is
- (A) bad.
 - (B) good.
 - (C) short.
 - (D) long.
- 5** What do people do when they *translate* words?
- (A) They speak using correct grammar.
 - (B) They listen to words that are being spoken.
 - (C) They write the words using a pen and paper.
 - (D) They say what the words mean in another language.
- 6** What does it mean to *switch*?
- (A) to trade
 - (B) to remove
 - (C) to create
 - (D) to break
- 7** The word *cause* means
- (A) to fix a problem.
 - (B) to do something quickly.
 - (C) to exchange information.
 - (D) to make something happen.
- 8** A rule / print / messenger is a person who delivers something.
- 9** A correct / confusing / long answer in math is one that solves a problem in the right way.

10 When people collect / communicate / switch, they exchange information using words or gestures.

11 The letters *A, B, C, D, E, F*, and *G* are in alphabetical messenger / order / rule.

12 When people *shout*, they are speaking

- (A) slowly.
- (B) loudly.
- (C) quietly.
- (D) quickly.

13 When something *negative* happens, it means that something

- (A) new happens.
- (B) bad happens.
- (C) good happens.
- (D) surprising happens.

14 A voice may sound *familiar* to someone because

- (A) the person is afraid of how the voice sounds.
- (B) it is a voice that is saying something important.
- (C) the person remembers hearing the voice before.
- (D) it is a voice that the person hears for the first time.

15 What is a *rule*?

- (A) a book that gives the history of a place
- (B) a person who is important and tells others what to do
- (C) a kind of animal that has fur and moves very quickly
- (D) a statement that says something a person can or cannot do

16 An *effect* is

- (A) the effort needed to make a change.
- (B) a person who experiences a change.
- (C) an action that makes a change happen.
- (D) a change resulting from an event or action.

17 What is an animal *print*?

- (A) a mark left by a foot
- (B) a layer of skin that comes off
- (C) a tail that moves back and forth
- (D) a bark or howl that shows fear

18 When something is *confusing*, it is

- (A) extremely small.
- (B) large and heavy.
- (C) hard to understand.
- (D) far off in the distance.

READING

DIRECTIONS: Read the poem and answer the questions.

Math Mysteries

- 1 Once, I hated doing math in words.
I liked problems that were direct,
with clear order and signs –
multiplication, subtraction, division, addition.
Just tell me what I need to do.
- 2 Word problems felt like a trick,
a collection of confusing statements
that aim to hide solutions
from students who wish to see numbers.
Stories that were no fun to read.
- 3 I do love stories, they are my home,
but I don't like to get them wrong.
Math made stories different,
too black or white, left or right – too concrete.
Only one correct answer.
- 4 Since word problems felt nothing about my dislike,
my thoughts would have to change.
Instead of math, I decided to see
that word problems were just mysteries –
stories that needed a solution.
- 5 Playing detective is far more fun.
If I don't like the story, I search for a clue
to make the tale mean something to me.
I find out when the boat arrives,
so we can catch the bad guys.
- 6 Who cares how fast the train is going?
I do, because only I know the villain's plan.
I likewise need to know how many apples someone has,
because they're not apples at all –
they're the last hope for the Earth.

GO ON 

- 7 To solve the problem, I collect the clues,
even the ones that I don't trust.
The answer is within them.
I translate the words into numbers
and seek hints for the order and signs.
- 8 Now, word problems are just fine,
because I've found a way to make them mine.



19 What does the title “Math Mysteries” say about the topic of the poem?

- (A) Doing math problems is stressful, which makes it much harder to do.
- (B) Working on math problems is fun when the problems are word problems.
- (C) Completing math problems is easier than reading mystery books.
- (D) Making word problems into mysteries is another way of thinking about math.

20 Read the line from “Math Mysteries.”

Once, I hated doing math in words.

What does this detail reveal about the poet’s feelings?

- (A) The poet still dislikes doing all kinds of math problems.
- (B) The poet has always disliked all schoolwork, especially math.
- (C) The poet disliked doing word problems in math.
- (D) The poet wants other people to dislike completing math problems.

21 Read stanza 4 of “Math Mysteries.” What did the poet realize in these lines?

The poet realized that he or she

- (A) had to work harder to be successful at solving math problems.
- (B) had to think differently about solving math problems.
- (C) could read stories to improve their math skills.
- (D) could focus on other subjects instead of doing math.

22 In 3–5 sentences, explain how the poet’s feelings about word problems change by the end of the poem. Cite evidence to support your explanation.

23 In 3–5 sentences, explain the main message or lesson of “Math Mysteries.” Cite evidence to support your explanation.



READING

DIRECTIONS: Read the passage and table. Then answer the questions.

World Languages

What language do you speak at home? The language you learned first is your native language. Do you speak a different language in your community or in school? Many people speak a second or even third language. The table provides information on the five most spoken languages in the world in 2020. It shows the total number of speakers and the number of native speakers of each language. The table also tells how many countries have decided each language is an official language.

| Languages with the Most Speakers | | | |
|----------------------------------|----------------|-----------------|---------------------|
| Language | Total Speakers | Native Speakers | Official Language |
| English | 1,500 million | 375 million | 45 countries |
| Chinese | 1,100 million | 982 million | China and Singapore |
| Hindi | 650 million | 460 million | India |
| Spanish | 420 million | 330 million | 20 countries |
| French | 370 million | 79 million | 33 countries |

- 24** What is the topic of the table in “World Languages”?
- (A) total speakers of different languages
 - (B) languages with the most native speakers
 - (C) languages with the most speakers
 - (D) number of countries where a language is official

- 25** Which sentence from “World Languages” **best** states the purpose of the table?
- (A) It shows the total number of speakers . . . of each language.
 - (B) It shows . . . the number of native speakers of each language.
 - (C) The table also tells how many countries have decided each language is an official language.
 - (D) The table provides information on the five most spoken languages in the world in 2020.

- 26** In 2–3 sentences, explain how the table helps you better understand the text “World Languages.”

GO ON 

FOCUS ON LANGUAGE

DIRECTIONS: Underline the relative clause once. Then put two lines under the noun that the relative pronoun refers to.

- 27 She likes people who are friendly.
- 28 He does not like problems that have words.
- 29 They saw the paintings that showed nature.
- 30 We met two sisters who just moved into the neighborhood.
- 31 We hiked the trail that goes through the mountains.

DIRECTIONS: Underline the word or phrase that signals a comparison or contrast. Then put two lines under the two things being compared.

- 32 Both the blue jay and the cardinal were at the birdfeeder.
- 33 I prefer to eat apples instead of oranges.
- 34 My bike is the same as your bike.
- 35 Although most beaches near here are rocky, this beach is sandy.
- 36 The flour and the butter are equally important in this recipe.

GO ON 

WRITING

- 37** Write a poem that includes your thoughts and feelings about music. For example, you could write a poem about a song that is meaningful to you, your favorite type of music, or a music group you are a member of or enjoy.

Your poem should include:

- a title that connects to the theme and content of the poem
- at least ten lines
- at least two stanzas
- your thoughts and feelings
- at least two relative clauses.

Write your poem in the space below.

This image shows a blank 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.