



RULE of 3 RAP

IMAGINE

Student Benchmarks Level 5

To the Teacher

- * These reading and writing benchmarks have been reformatted for the students. The benchmarks are to be used at the end of every unit. The benchmark assessments review the words and the standards.



Linda D. Ventriglia

L.D. Ventriglia, Ph.D.



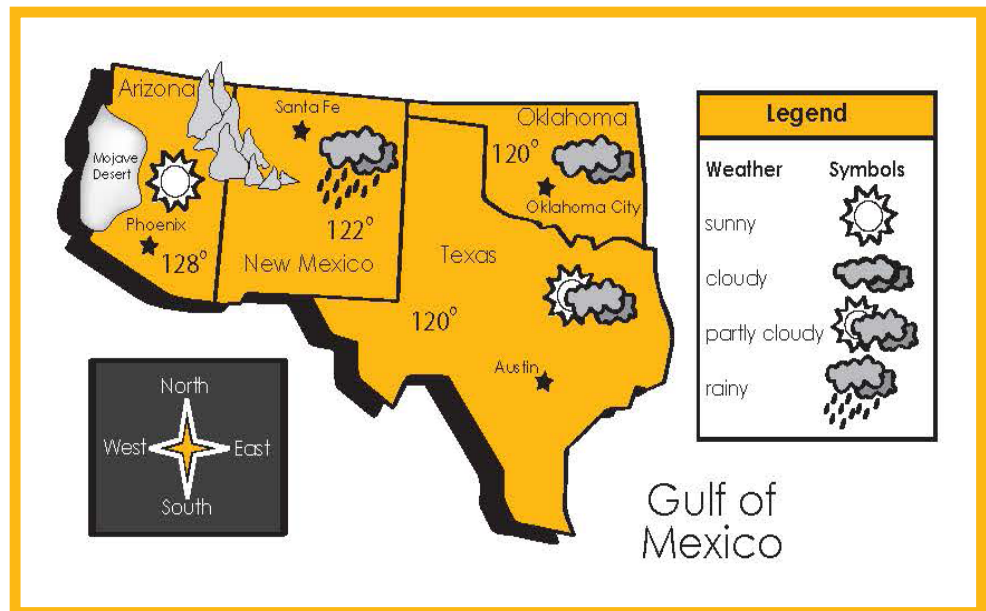
IMAGINE Unit 10: Student Benchmark Reading

Student Directions for Reading Main Ideas and Key Details

1. Read the introduction on the Southwest region of the United States and the passage entitled *Extraterrestrials and Unidentified Flying Objects (UFOs)*.
2. Underline with a partner the Unit 10 Power Words in the passage.

extreme, climate, temperatures, fluctuates, weather, highest, lowest, altitudes, elevation, on the contrary, diverse, opportunity, expedition, claimed, unidentified, aliens, mesmerized, advantages, interviewed, annually, without a doubt, communicated, capsule, strategically, formations, awed, inhuman, decades, attest, convinced, currently, critical, commented

3. Complete the direct and inferred evidence worksheet with a partner.



The Southwest Region of the United States

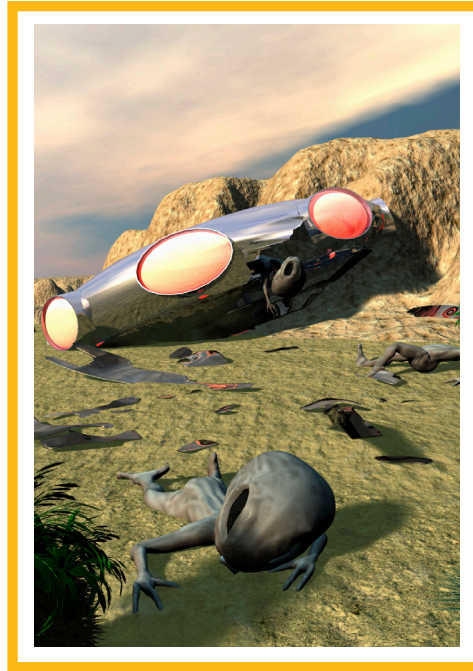
¹ The Southwest region of the United States has extreme differences in climate. The temperature in this region fluctuates from some of the highest to the lowest temperatures in the United States. The weather hinges upon the states' altitudes. The states with the highest elevations have the coldest temperatures in the winter. On the contrary, the states with the lowest deserts have the highest temperatures in the summer.

² In addition to the diverse temperatures, the states in the Southwest region offer many attractions and places of interest. Travelers can see the rock formations in Sedona, Arizona, or take an expedition to Texas to see the Alamo. A trip to Oklahoma gives the visitor an occasion to view firsthand the beautiful plains where many Native Americans still make their homes.

³ New Mexico offers some interesting scenery and some interesting stories. Do you believe in extraterrestrials? Have you ever seen an Unidentified Flying Object (UFO)? Some residents of Roswell, New Mexico, claimed they saw a UFO in 1947. As a result of this reported sighting, there is a UFO festival every year.

⁴ Some people are convinced that the extraterrestrials plan to make another visit to New Mexico. What do you think? Do you think there are space aliens that live on other planets?





Extraterrestrials and Unidentified Flying Objects (UFOs)

¹ Can you imagine what it would be like to attend the UFO festival in New Mexico? Annually in Roswell, New Mexico, people come together at the UFO festival to discuss the possibility that there may be life on other planets. In this huge universe people argue, it is possible that we are the only inhabitants.

² Some of the attendees at the UFO festival are totally convinced that there is life on other planets. They even claim that they have communicated and interviewed extraterrestrials. The results of these interviews they claim left them mesmerized by the intelligence of the extraterrestrials' conversations.

³ Those who communicated with the extraterrestrials discovered that the space aliens have some advantages over Earthlings. These advantages included advanced interstellar communication and transportation systems. Those who report having conversations with extraterrestrials describe them as having big heads and elongated bodies, with long fingers and toes.

⁴ While these reports may sound like fiction, there are those who really believe that it will be possible to go on a space expedition with extraterrestrials in the near future. Where will they go? Look up at the stars! Have you ever stopped and wondered, as you look up at the stars at night, if we are really all alone in the universe?

⁵ People for centuries have been fascinated by the possibility that we are not alone in the universe. Many have believed that there may be life on other planets. As far back as the 1600s, an astronomer named Galileo positioned his newly invented telescope and peered at the mountain formations on the moon. Galileo was awed by what he saw. He then stopped and visualized just what might be out in space beyond the moon.

⁶ It was about 60 years after Galileo's discovery that other astronomers observed polar ice caps on Mars. They documented color variations on the planet's surface. The astronomers believed these color variations were vegetation changing with the seasons. This finding led the astronomers to conclude that there might be life on Mars. Their belief was rejected by other astronomers, who commented that the changing colors resulted from dust storms.

⁷ As technology advanced in the later part of the 20th century, cameras were launched on an unmanned space capsule. The cameras on the spacecraft were able to capture good images of the planet Mars. The pictures strategically showed what appeared to be long-gone rivers. These images confirmed that if Mars had rivers at one time, then maybe it also had life.

⁸ Samples of soil removed in the 1970s by the Viking spacecraft led some scientists to conclude that there was no life on Mars. Other scientists did





not agree with this conclusion. They thought that maybe there was some other kind of inhuman life on Mars.

⁹The search for extraterrestrial life has continued into the 21st century. New technology has allowed astronomers to gather evidence about other planets. Astronomers have verified that there are three distant stars similar to our sun. Scientists who were interviewed claimed that planets orbiting those stars may have life on them.

¹⁰In 2014, at an Open Minds UFO meeting, Richard Hoover, a respected scientist who worked for NASA for 46 years said that he found “the remains of life forms on meteorites.” Hoover reported that his scientific research on meteorites revealed microbial extraterrestrial life. He stated that he was convinced that “these life forms were absolutely and conclusively extraterrestrial.”

¹¹Furthermore, he proceeded to report that these fossilized remains of life in meteorites were recovered from France in 1864, Australia in 1969 and Sri Lanka in 2012.

¹²Although Hoover documented his belief that there is sufficient evidence of extraterrestrial life, other scientists did not accept his evidence as conclusive. Currently, these scientists have taken the position that Hoover must come up with more critical and conclusive evidence that proves without a doubt that there is life on other planets.

¹³As technology progresses in the next decades of the twenty-first century, innovative scientists may be able to discover the conclusive evidence of extraterrestrial life.

¹⁴Do you think scientists will discover life on planets in our galaxy or on other galaxies? Perhaps you will get the opportunity to hear the answers to these questions in this century or in your lifetime.

IMAGINE Unit 10: Reading Benchmark



Directions:

- ✓ Find the direct or inferred evidence in the passage to support each statement or question.
- ✓ Highlight the sentence or sentences that give the direct or inferred evidence.
- ✓ Read and discuss your answers with a partner.

Direct Evidence: The facts are directly stated.

Inferred Evidence: The ideas are inferred in the passage.

1. The UFO Festival in New Mexico is an annual event.

Is the evidence direct or inferred?

Evidence: _____

2. What information from this passage supports this quote:

"There is some recent evidence that there may be life on other planets."

Is the evidence direct or inferred?

Evidence: _____

3. Scientists have had great challenges trying to prove there is life on other planets,

Is the evidence direct or inferred?

Evidence: _____

4. Extraterrestrials do not look like humans.

Is the evidence direct or inferred?

Evidence: _____



IMAGINE Unit 10: Student Benchmark Narrative Writing Directions

Student Directions for the Narrative Writing Prompt

1. Read the prompt to a partner.

Imagine that you and your friend are in an open field. Suddenly, a spacecraft appears. The door opens. You and your friend are invited aboard. Write about what happened.

2. Write three of these Power Words in your story.
claimed, removed, awed, convinced, evidence
3. Write two to three paragraphs.
4. Follow the Steps for Narrative Writing.
 1. Write a story introduction
 - Introduce the narrator.
 - Introduce the setting.
 - Introduce the problem.
 2. Label and develop the story characters.
 - Write the dialogue. Use quotes.
 3. Tell the story.
 - Write a sequence of events.
 - Use the temporal words: first, second, finally.
 4. Write a conclusion or ending to the story.
 - Solution to the problem.
5. Use quotes around what people say in the story. Remember the quotes go outside the period.
For example: He said, *"Come visit my planet!"*
6. Complete the Story Planning Worksheet entitled *A Visit with an Extraterrestrial* before writing.
7. Use the Narrative Writing Graphic Organizer to plan your writing.
8. Use the Writing Checklist from your IMAGINE book to check your punctuation and grammar.
9. Use the Narrative Writing Rubric with a partner to score your writing.

For the Student: Steps for Narrative Writing



Plan your writing: Use a graphic organizer to organize your story.

1. Follow the Narrative Story Map.

2. Tell the story. The most important thing to consider is the plot, or what the story is mainly about. Think about a plot that is interesting and will capture the reader's attention.

3. Develop the characters in the story.

Who are they?

What do they say and do?

- It is best to use only two or three characters in a short story.
- Describe how the characters look and feel.
- Use details to describe the characters' actions and the result of the actions.
- Use real dialogue, using quotes for what the characters say.

4. Develop a plot with a sequence of events.

Create a problem or conflict. End the story with the solution to the problem.

- Use your imagination to create a plot and sequence of events.
- Develop the plot using sensory words (afraid, excited, etc.) to capture the reader's attention.
- You may want to invent a problem.

5. Story Ending: The story should end with some solution of the problem or with some surprise at the end of your story.

7. Write your first draft of the story. Check the grammar, spelling and punctuation using the IMAGINE Writing Checklist.

8. Revise your story. Have a partner read your story and give you suggestions.

Does each paragraph continue the narrative in a logical order of events?

Do all the events lead up to the conclusion of the story?

9. Proofread your story. Score your story using the Narrative Writing Rubric.

Story Planning Worksheet

A Visit with an Extraterrestrial

Story Title: _____ Author: _____

| Questions | Picture |
|---|---------|
| What did the spacecraft and extraterrestrial look like? | |
| What was the name of the extraterrestrial? | |
| Where did you go? | |
| What did you do first when you got there? | |
| What was the second thing you did while you were there? What did you learn about the planet? What will you tell your friends? | |

Narrative Writing Story Map

Title _____.

The characters in this story are:

This story takes place:

The action begins when

Then,

Next,

After that,

The story ends when



Narrative Writing Graphic Organizer

Story Introduction

- Introduce the narrator.
- Introduce the setting.



Characters:



Tell the story.

Sequence of Events:

1.

2.

3.



Conclusion:

Narrative Writing Rubric

| Writing Quality | 4 | 3 | 2 | 1 |
|--|---|---|--|--|
| Has a story introduction. | I have a very clear introduction to start the story. | I have a clear introduction to start the story. | The introduction of the story is unclear. | There is no introduction to the story. |
| Has a narrator and story characters. | I clearly introduce the narrator and characters in the story. | I introduce the narrator and characters in the story. | I do not clearly introduce the narrator or characters in the story. | I do not introduce the characters in the story. |
| Has a sequence of events. | I have a very clear sequence of events in my story. One event leads to the next. | I have a sequence of events in my story. One event leads to the next. | I sequence some events. | I do not clearly sequence the events in the story. |
| Uses dialogue and descriptions. | I clearly use dialogue and descriptions to show the response of characters to events. | I use dialogue and descriptions to show the response of characters to events. | I use some dialogue and a few descriptions to show the response of characters to events. | I do not use dialogue and descriptions to show the response of characters to events. |
| Uses temporal words for the sequence of events. | I clearly use temporal words first, second, next, finally. | I use temporal words first, second, next, finally. | I do not clearly use temporal words. | I do not use temporal words. |
| Has a story conclusion. | I write a very clear story conclusion. | I write a conclusion to the story. | I write an unclear story conclusion. | I do not have a story conclusion. |