

Common Core Aligned Comprehension Assessment

Name: _____

Score: _____

Fish in a Tree
CCSS Assessment

Directions: Use what you know about **Fish in a Tree** to answer each of the following questions.

In chapter 12 Ally had a mind movie of a girl dragging around a concrete block. Ally saw herself in the girl and she said, "I'd like to help her break free from that." What did the concrete block represent to Ally?

- A Her friends always asking her help
- B Teachers who don't let her work on her own
- C Suffering a loss in her family
- D Not feeling confident in who she is

RL.6.1

Which of the following best captures the theme of the story?

- A Embrace differences as gifts.
- B Don't let others persuade you when you know best.
- C Manage stress by tackling one thing at a time.
- D Always be true to your family.

RL.6.2

How is Ally different by the end of the story?

- A She gets along better with her mother and brother.
- B She recognizes that her talents outweigh her challenges.
- C She decides to leave her family.
- D She vows to rejoin her family.

RL.6.3

CCSS Assessment

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)



Fish in a Tree
CCSS Assessment

Answer Key

Directions: Use what you know about **Fish in a Tree** to answer each of the following questions.

Mr. Daniels tells Ally, "If you judge a fish on its ability to climb a tree, it will spend its whole life thinking that it's stupid." What does he mean by this?

- A Fish aren't smart enough to climb trees.
- B Don't try to survive in an environment you aren't meant to be in.
- C Just because you can't do one thing, doesn't mean you don't have strengths.
- D Anybody can do anything if they try hard enough.

RL.6.4

Mr. Daniels tells Ally to tear the paper that says IMPOSSIBLE so that only POSSIBLE is left. He says, "There is no impossible anymore, okay?" influence the story?

- A Shay decides to befriend Ally.
- B Mr. Daniels tells Ally to practice her reading and writing on her own when he is not able to tutor her.
- C Albert and Keisha say it's impossible not to want Ally as a friend.
- D Ally begins to believe she can be successful even though she learns differently.

RL.6.5

How does author Lynda Mullaay Hunt develop Ally's character throughout the story?

- A She has Ally share all her thoughts and feelings with Keisha.
- B She includes sketches of Ally in each chapter.
- C She uses Ally's Sketchbook of Impossible Things to show Ally's inner thoughts and feelings.
- D She begins each chapter with figurative language.

RL.6.6

CCSS Assessment 6th Grade Reading Standards for Literature | ©BookPagez.com

Answer Key

