

# Common Core Aligned Comprehension Assessment

## The Story of Ruby Bridges CCSS Assessment

Name: \_\_\_\_\_

Score:    / 9

### Directions:

Use what you know about *The Story of Ruby Bridges* to answer each of the following questions.

1. After reading *The Story of Ruby Bridges*, what is the main idea the author is presenting?

- ☐ (A) Ruby Bridges liked school.
- ☐ (B) The federal Marshalls had to walk Ruby to school each day.
- ☐ (C) It was against the law to put students in different schools based on their skin color.
- ☐ (D) Ruby Bridges was one of the first black students to go to an integrated school in New Orleans.

2. Which of these best supports the idea that all children should be able to go to school together?

- ☐ (A) Ruby walked to school each day.
- ☐ (B) The judge said that it was not fair to separate kids. It was against the law.
- ☐ (C) Ruby came in a clean dress with her lunch each day.
- ☐ (D) When Ruby came, other families refused to send their children to school.

3. What was the result of Ruby going to the school where white students were going?

- ☐ (A) Mobs of angry adults tried to scare her on her way into the school each day.
- ☐ (B) Ruby had to sit in the back of the class, behind all the other students.
- ☐ (C) Nothing was different – she just went to school like everyone else.
- ☐ (D) Ruby got scared and decided not to go to school anymore.

4. When Ruby stopped in front of the crowd, the Marshalls tried to get her to move, but she "wouldn't budge." What does that phrase mean?

- ☐ (A) She wouldn't listen. She was angry.
- ☐ (B) She started running.
- ☐ (C) She would not move.
- ☐ (D) She dropped to the floor.

CCSS Assessment

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



5. Which of these keywords could be used to find out more about Ruby Bridges' first day at William Franz Elementary? (RI.3.5)

- ☐ (A) Ruby Bridges, married
- ☒ (B) Ruby Bridges, 1<sup>st</sup> grade, New Orleans
- ☐ (C) New Orleans, schools
- ☐ (D) First day of school

6. What was Robert Coles' purpose in writing this selection? (RI.3.6)

- ☒ (A) To give you information about an important person and event in U.S. history
- ☐ (B) To convince you to not be afraid of your first day of school
- ☐ (C) To describe the city of New Orleans
- ☐ (D) To give you information about what 1<sup>st</sup> grade was like in 1960

7. Ruby stops and seems to speak in front of the angry mob. Looking at the illustration, what does it show you about Ruby? (RI.3.7)

- ☐ (A) She is afraid and is crying.
- ☐ (B) She is worried the mob is going to get her.
- ☐ (C) She is very happy and joking around with them.
- ☒ (D) She is small, but she is brave. She stands strong in front of them.

8. What is the main way this text was written (structure/organization)? (RI.3.8)

- ☐ (A) compare and contrast
- ☒ (B) sequential (time order)
- ☐ (C) fictional story
- ☐ (D) as a newspaper article

9. Which text feature does the author include to support the main idea? (RI.3.10)

- ☐ (A) Maps of New Orleans
- ☐ (B) Timeline of Ruby Bridge's life
- ☒ (C) Afterword (at the end)
- ☐ (D) Diagram of William Franz Elementary School

Answer Key

