

Third Grade Wonders Unit 1 Assessment

Reading Informational Text

Directions: Read the story, *Ruth Asawa*. Then, answer the questions.

Ruth Asawa

Ruth Asawa loved to draw when she was a child. Most children like using paper and pencils to draw. She did not. Instead she drew in the dirt. For most of her childhood, Ruth lived in Norwalk, California. This is a city near Los Angeles. Later, she lived in San Francisco. Ruth became an artist when she grew up. She wanted to continue making beautiful projects using simple supplies. Ruth is known for her splendid works of art made from everyday materials that last.

Making a Map

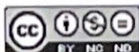
One day Ruth had a great idea. She wanted to make an unusual map of her city. She believed that many hands could make something beautiful and useful for the city. So she asked all of her friends to help her with this art project.

First, Ruth drew a map on paper. Then, she enlisted her friends. They all began working together to help Ruth with the art project. Ruth mixed flour, salt, and water into a thick paste. Her friends used the thick paste to make people and buildings. Then they added these figures to a map. The people and buildings stood straight up on the map.

One of her friends wanted to make a copy of her school. She took some of the thick paste to help her build it. Another friend found a pointed stick. Together they formed the walls out of the paste. They used the walls to construct the school. They used the pointed stick to carve little bricks into the paste walls. After they were finished adding the details to the school, they carefully placed the school on the map. It fit well with all of the other small buildings.

Beauty from Simple Things

Ruth's friends and neighbors in the community worked together on the map. From simple things such as water, salt, and cardboard, they made a beautiful piece of art that everyone could enjoy. They were proud of what they made. The map is like much of Ruth's artwork. It is made from simple things. However, it has a great effect on those who view it.



Open to the Public

Ruth Asawa wanted to make the map of the city last for a long time. She wanted all people to have the chance to look at her art and get something out of the viewing. She made a metal copy of the map two years later. She did not think that the paste was a bad idea. She just knew that a metal map would last much longer. Now Ruth's map is outdoors for visitors that come to the city to admire and use.

Ruth always knew she wanted to make art that people could touch and admire from every side. She even created art using wire. She made the wire into strange and unique shapes. Now her wire art is shown in many art museums and city parks. It is yet another creation by Ruth that is "open to the public."



Ruth Asawa working on her art.

Photo Credit: Imogen Cunningham



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Name _____
Date _____

Key Ideas and Details
Reporting Strand: Reading
Informational Text

Score

Part 1: Key Ideas and Details

1. What did Ruth become when she grew up?

- a. an artist
- b. a doctor
- c. a lawyer
- d. a traveler

2. What is the main idea of the article?

The story is mostly about...

a. Ruth Asawa who was a talented artist.

b. Ruth Asawa who was a talented painter.

3. Ruth made maps and a metal copy of one of her maps. What other kind of art did she make? Use evidence from the article in your answer.

In the section _____ it said that

Ruth also made art from _____.



4. In the sections **Making a Map**, **Beauty from Simple Things**, and **Open to the Public** the article discusses different ways that Ruth made her map unusual. Explain three unusual things about Ruth's map. Use evidence from more than one section of the article.

In **Making a Map**, Ruth used these materials to create her art...

In **Beauty from Simple Things**, Ruth used these materials to make her art...

In **Open to the Public**, Ruth used these materials to make her art...

4. Explain the header, **Beauty from Simple Things**. What did Ruth and her friends make their map from? Use at least two pieces of evidence from the section in your answer.

In the section **Beauty from Simple Things**, Ruth and her friends used _____ to make their art.

A second material that Ruth and her friends used in **Beauty from Simple Things** is _____



Score

Name _____

Date _____

Craft and Structure:
Reporting Strand: Reading
Informational Text

Part 2: Craft and Structure

5. Read the sentence from the article.

Ruth is known for her splendid works of art made from everyday materials that last.

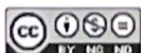
Which word has almost the same meaning as the word *splendid* as used in the sentence above?

- a. awful
- ~~b. clever~~
- c. excellent
- ~~d. expensive~~

6. Locate the header, **Beauty from Simple Things**. What did Ruth and her friends make their map from? Use at least two pieces of evidence from the section in your answer.

In the section Beauty from Simple Things, Ruth and her friends used _____ to make their art.

A second material that Ruth and her friends used in Beauty from Simple Things is _____



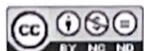
7. Describe the author's purpose in writing **Ruth Asawa** and describe what things might have influenced the author's feelings about Ruth Asawa and her artwork.

In your answer:

- Describe the author's purpose in writing the text *Ruth Asawa*.
- Describe what things might have influenced the author's feelings about Ruth Asawa and her artwork. Use details from the article to answer this question.

The author wrote this text to _____
(persuade, inform, entertain) readers about Ruth Asawa.

The author was influenced by Ruth Asawa because of her...



Name _____
Date _____

Integration of Knowledge and Ideas
Reporting Strand: Reading Informational
Text

Score

Part 3: Integration of Knowledge and Ideas

8. What happens AFTER Ruth decided to make an unusual map of her city but BEFORE her friends made a copy of their school?

- a. ~~Ruth created art out of wire.~~
- b. ~~Ruth made a metal copy of the map.~~
- c. Ruth mixed flour, salt, and water into a thick paste.
- d. Ruth put her map outdoors for people to look at her art.

9. Find the section, **Making a Map** and then read the second paragraph. Explain how the author uses words to connect the sentences.

In **Making a Map** the author puts events in sequence order by using the words _____ and _____.

10. Look at the picture of Ruth on page 2. Describe Ruth based on what you see in the picture AND based on what you read in the text.

The picture of Ruth on page 2 shows me that she is ...

*Hint: What is she doing? *

