

❖ **Part 5: Comprehension & Analysis Short Answer**

Answer the following questions in complete sentences.

17. Explain why Claudia decides to run away. In your opinion, is her decision justified? What advice would you give Claudia if you could speak to her?
- _____
- _____
- _____
- _____

18. Choose one of the following events from the story. Write about at least two effects that this event has.

- a. Claudia is tired of the unfairness in her life.
 - b. Claudia makes Jamie the treasurer.
 - c. Claudia catches a glimpse of Angel.
- _____
- _____
- _____

19. What part of this story so far made you feel a strong emotion (e.g., happiness, sadness, anger, empathy, etc.) Explain why you felt that way.
- _____
- _____
- _____

20. Name one strength and one weakness that you believe Claudia has.
- _____
- _____
- _____

❖ **Part 4: Comprehension Multiple Choice**

Choose the best answer for each question below.

11. Which of the following does not occur in the story?
- a. Claudia and Jamie get caught hiding on the school bus.
 - b. Claudia and Jamie argue.
 - c. Claudia and Jamie catch a glimpse of a famous Angel statue.
 - d. Claudia makes Jamie the official Treasurer.
12. Choose the best word to describe Claudia at the beginning of the story.
- a. Satisfied
 - b. Mystical
 - c. Discontent

Name _____ Date _____

FROM THE MIXED-UP FILES OF MRS. BASIL E. FRANKLIN
Assessment #1: Chapters 1-5

❖ **Part 1: Vocabulary Matching**

Match the words with their definitions by writing the correct letter on the lines.

- | | |
|----------------------|--|
| 1. imposter _____ | A. wasteful, lavish, and irresponsible |
| 2. sternly _____ | B. same repetition, lack of variety |
| 3. extravagant _____ | C. low view of one's own importance |
| 4. monotony _____ | D. pretend to be a fake |
| 5. injustice _____ | E. unfairness |
| 6. humility _____ | F. eagerly and seriously |

❖ **Part 2: Vocabulary Fill-in-the-Blank**

Choose the word that best completes each sentence below.

7. The mission to save the child was _____ but it was necessary.
- a. quarrel
 - b. extravagant
 - c. peculiar
 - d. perilous
8. We were _____ when we walked in to discover that our dog had completely torn and chewed our sofa to shreds.
- a. injustice
 - b. insisted
 - c. dismayed
 - d. despised

❖ **Part 3: Vocabulary Sentences**

Write two sentences below, each containing one or more of the words.

despised inconspicuous musty de

9. _____
10. _____

describe Jamie.

sh

ess

rvative

nie sleep in the museum?

ards' office

as the first art gallery that they would learn about?

ince

at Claudia and Jamie learn from reading the Angel? Circle all that apply.

d for \$5 million.

w lives in Manhattan.

lieve Angel was created by Michelangelo.

at the museum drew humongous crowds.

Assessments included:

- 2 Comprehension and Vocabulary Tests
 - ✓ Test #1: Chapters 1-5
 - ✓ Test #2: Chapters 6-10
- Mix of question types

ASSESSMENTS ANSWER KEYS

Assessment #1: Chapters 1-5

(page 1)

Part 1: Vocabulary Matching

1. D
2. F
3. A
4. B
5. E
6. C

Part 2: Vocabulary Fill-in-the-Blank

7. d
8. c

Part 3: Vocabulary Sentences

9. Answers will vary.
10. Answers will vary.

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Part 4: Comprehension Multiple Choice

11. a
12. c
13. a
14. b
15. b
16. b

(page 3)

Part 5: Comprehension + Analysis Written Response

17. Claudia decides to run away because she feels very discontent with her life. She is the oldest child in her family, and she is the oldest, which means she has a lot of responsibilities and chores, unlike her little brothers. She is also tired of being the same old Claudia who always longs for some sort of adventure. In my opinion, her decision is not justified. I think she will worry about her family a lot, and that she is being selfish and not considering how her family feels. If I could speak to her, I would tell her to try talking to her family about her feelings and maybe they could work on some solutions together. (Answers to the second question will vary.)
18. Example answer for a. *Claudia is tired of the unfairness in her life.* One effect of her running away, and another effect is that she drags her brother Jamie along with her to the Metropolitan Museum of Art. (Answers will vary.)
19. I felt nervous and in suspense in Chapters 2 and 3, when Claudia and Jamie sneak into the museum at night, and when they sneak into the museum at night because I was scared that they were going to get caught and get into big trouble.
20. One strength that she has is that she is a very good and organized planner. Because of her planning skills, they are actually able to run away successfully and have a safe hideout in the museum. One weakness that she has is that she is not willing to communicate with her parents and siblings, without taking the drastic step of running away.

Name _____
 Vocabulary Words and Definitions: **From The Mixed-Up Files of Mrs. Basil E. Frankweiler**

CHAPTER(S)	PAGE #	WORD	DEFINITION
1-2	2	injustice	unfairness
	3	monotony	sameness, repetition, lack of variety
	6	despised	passionately hated
3	25	quarrel	argument
	28	extravagant	wasteful, lavish, and irresponsible
	31	inconspicuous	hidden and unnoticeable
	35	astounded	shocked and horrified
4	43	musty	damp and smelly
	45	eccentric	strange
	49	perilous	dangerous
	51	despair	unhappiness and hopelessness
	59	imposter	pretender; a fake
5	63	insisted	commanded; declared
	67	determination	purposefulness and persistence
	68	humility	a low view on one's own importance
	69	sternly	severely and seriously
	70	accustomed	used to
	71	stealthily	secretively and sneakily
	72	triumphant	victorious and successful
	73	puzzled	confused
	74	strolled	wandered
	75	inspected	examined
	76	fidgeted	wriggled; moved around restlessly
	77	consulting	asking; seeking advice from
	78	ascended	went up
79	reassuring	comforting	
80	summoned	called for	
81	commotion	uproar and confusion	
82	preoccupied	busy with; wrapped up in	
83	persuade	convince	
84	bequeathing	leaving in one's will; passing down	
85	suspecting	having a feeling	

ASSESSMENT PACKET

From the Mixed-Up Files of Mrs. Basil E. Frankweiler

by F. C. Konigsburg



Low Prep & EASY Organization:

- Complete Vocabulary List comes with and without definitions
 - Students are tested on these words
- Assessment Packet Cover Page
- All Answer Keys included

TABLE OF CONTENTS:

Assessment Packet

Resource	Pages
Vocabulary List with definitions	3
Vocabulary List without definitions	4
Vocabulary List with definitions (NO page numbers)	5
Vocabulary List without definitions (NO page numbers)	6
Assessment Packet Cover	7
Assessment #1: Chapters 1-8	8-10
Assessment #2: Chapters 9-20	13
Answer Keys	14-15
Terms of Use + Artist Credit	16-17



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Instructions

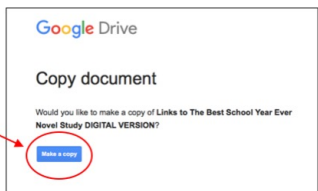
for Digital Version/Google™ Drive Document

1. In the Google folder you received after purchasing my product, you should have found three files: the **digital version**, the **printable PDF**, and the **instructions** you are currently reading.

2. You will notice that the digital version contains the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere that students will need to type.

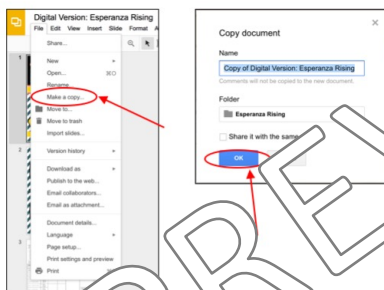
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

You will customize this additional copy in whatever ways you want, according to your students' needs.

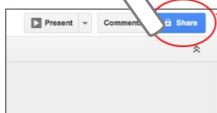


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want your students to have access to, and **reorganize** the remaining pages however you wish.

4. If you need to, make additional copies (as outlined in Step 3). For example, maybe you want to separate the assignments into smaller chunks, or withhold certain resources until a certain time. Just be sure to name all of your customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.

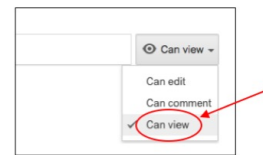


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

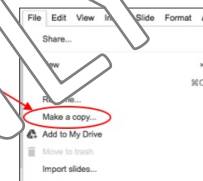


Note: Sharing with students can also be done through Google™ Classroom.

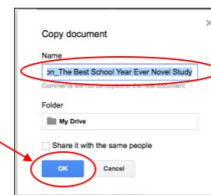
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



7. Students will need to make their own copies since you don't want them to be able to edit your original documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open the document you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the top left corner.



A box will pop up like the one below. Students can change the name of their copied documents to something of your choosing so that it is not confusing when they share their document back with you. After they hit OK, the document will be saved to their own Google™ Drives.



Students will rename their copied documents here.

8. Students will be able to access the content, type in text boxes, and text boxes, draw pictures, etc. Changes that students make to their documents will be automatically saved.

9. Students may share with you their works in progress.

10. Don't forget that you do have the option to print the documents in black and white and printer-friendly, while the Google™ Drive version is in color. Both versions are most handy if they are printed. Many teachers find that they end up using both versions.

11. There are places where students can use their devices to interact with the content on iPads or tablets, this is easy to do. However, if you are using a computer, there are tools under the "Insert" dropdown menu in Google™ Drive that can be used to add images and other content.

Your purchase includes both the PAPER version and the GOOGLE™ version of this resource.

BONUS Paperless Version included!

- Compatible with Google™ Drive & Google™ Classroom
- Within this product are easy instructions for how to get started right away!

Why do it digital?

- ✓ No paper or pencil
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- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

PREVIEW ONLY

Comprehension and Analysis: Answer the questions in complete sentences.

1. What is your opinion of Digory so far? Explain your thoughts, and use textual evidence to support your opinion.
[Text here](#)
2. Use the subject to describe Uncle Andrew. Explain why you chose each of your three adjectives.
[Text here](#)
3. How does Uncle Andrew manipulate both Polly and Digory to do what he wants them to do in these chapters?
[Text here](#)

have done something your writing.

MORE about the GOOGLE™ version...

- All pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the resource itself is *not editable*. This version simply offers students the opportunity to access the pages via Google Drive™, so they may type and draw directly on the pages on their computers or tablets.
- Though the text is not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.