

End of Unit Assessment Responses and Exemplars

Question 1. (R.5.2.b, 2.T2.3)

The main idea of the section “The Power of Water” is:

- a. Smaller streams of water join larger streams.
- b. The Grand Canyon was formed by rushing water.
- c. **Water is the main source of erosion and weathering.**
- d. Rain moves soil.

Question 2. (R.7.2.b, L.4, 2.T2.3)

In this section, the word **gathers** means: (R.7.2.b)

- a. **collects**
- b. a social event
- c. harms
- d. prevents

Which words or phrases from these sentences helped you choose your answer to Question 2?

The phrases that helped me determine the meaning of gathers are “more” and “creating larger and larger valleys.”

Children should reference at least one piece of evidence that provides context to what **gathers** means in this context.

Question 3. (R.4.2, R.6.2.b, 2.T2.3)

According to paragraph 2, which is **not** a way that glaciers contribute to erosion and weathering?

- a. Glaciers melt and refreeze across landscapes.
- b. Glaciers pick up sediment as they move.

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- c. Glaciers carve the land and create new landforms.
- d. **Glaciers blow sand around which wears down rocks.**

Question 4. (R.8.2.b)

Which section of the text would someone read to understand how wind causes erosion?

- a. The Power of Water
- b. **Ice, Wind, and More**
- c. Human Impact
- d. Possible Solutions

Question 5. (R.11.2.c, R.11.2.d)

What do you see in Photograph 1 that shows the process and the effects of erosion? Use details from the text and the photograph to support your response.

In Photograph 1, I see that the river has eroded the rocks and created the Grand Canyon. In the text it says that water is the main cause of erosion and this photograph shows what happens after moving water has worn away rocks for 5 million years.

Children should reference at least one detail from the photograph and one detail from the text.

- From the photograph:
 - The river at the bottom of the Grand Canyon
 - The rocks being worn away by moving water for a long time
- From the text:
 - “Moving water created the Grand Canyon”
 - “Water is the primary cause of weathering and erosion”

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Question 6. (R.4.2, R.6.2.b, 2.T2.4, W.1.2.b)

Use details from the text to answer these two questions:

What is one way that people speed up erosion?

What is one way that people can slow down erosion?

Even though erosion happens naturally, humans can speed it up or slow it down. One way people speed up erosion is by cutting down trees and pulling up plants to build structures. For example, when humans build apartments close to the water, they might remove trees that were protecting the bank from erosion. One way that people can slow down erosion is by planting trees and plants along creek banks. Plant and tree roots are strong and can “help to protect the banks from further erosion.” This shows that humans can have a positive or negative impact on erosion.

Children may also reference details from the text that show the human impact on erosion. Children should explain both how humans speed up and slow down erosion. For example:

- “Human-made structures like apartment buildings and canals have caused many of our natural landforms to erode.”
- “...these natural barriers have been impacted by developments and businesses.”
- “Volunteers are planting trees and plants along creek banks.”
- “Businesses can no longer cut down trees near certain creeks. Plant and tree roots help to protect the banks from further erosion.”
- “Creek banks are being restored by using rocks and fencing. This helps to prevent the banks from collapsing and eroding. Then more plants and trees are planted.”