

Skills Assessment Supplement

**Focus on
English-Language Arts Standards**



FORM C

TEACHER MATERIALS

GRADE 2

Skills Assessment Supplement

Focus on Language Arts Standards

Preface

The *Skills Assessment Supplement: Focus on Language Arts Standards* has been developed to help teachers monitor student progress toward mastery of grade-level standards. Three forms (Forms A, B, and C) are available to Reading First school districts (www.calread.net). These forms may be used in any order and independently of each other, as each form provides different questions to test the same standards to assess student achievement.

Formal directions for the administration of the *Skills Assessment Supplement* have intentionally not been included, to allow flexibility in the use of the supplements for assessment and instruction. Time limits have not been suggested for any section. Individual districts or schools may develop their own administration guidelines. However, it is recommended that students independently read the directions and answer the questions prior to receiving teacher support. Additional instruction and practice should be provided for students who are unable to independently read and follow directions or have not mastered specific content standards.

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.

Read the first word. Choose the word that has the same sound or sounds as the underlined letter or letters.

1. drove

- A. glove
- B. crow
- C. moth
- D. blond

2. clue

- A. lure
- B. luck
- C. bunk
- D. hoop

3. throat

- A. moon
- B. know
- C. doll
- D. ground

4. thought

- A. through
- B. rough
- C. caught
- D. shout

5. large

- A. shark
- B. square
- C. stage
- D. spear

6. weigh

- A. they
- B. high
- C. peg
- D. wheat

7. grudge

- A. huge
- B. bridge
- C. shove
- D. blurt



1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per).

Read each sentence. Then mark the correct answer.

8. Choose the correct way to divide the word paper into syllables.

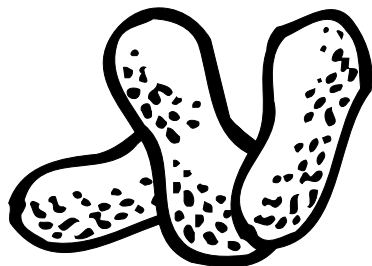
- A. pap-er
- B. paper
- C. pape-r
- D. pa-per

9. Choose the correct way to divide the word cargo into syllables.

- A. carg-o
- B. car-go
- C. ca-rgo
- D. cargo

10. Choose the correct way to divide the word bottom into syllables.

- A. bott-om
- B. bo-ttom
- C. bot-tom
- D. b-ottom



1.3 Decode two-syllable nonsense word and regular multisyllable words.

Read the nonsense word. Choose the word that is divided into syllables using the same rule as the nonsense word.

11. wis-ket

- A. hap-pen
- B. nev-er
- C. pea-nut
- D. bro-ken

12. gir-ty

- A. read-y
- B. like-ly
- C. par-ty
- D. thirst-y

13. gi-lay

- A. or-bit
- B. dis-play
- C. re-lay
- D. real-ly

14. row-len

- A. no-where
- B. wood-en
- C. swol-len
- D. pow-der



15. gin-dle

- A. fin-ish
- B. ket-tle
- C. yel-low
- D. af-ter

1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).

Read each pair of words. Mark the answer that has an incorrect abbreviation.

16. A. February – Feb.
 B. Road – Rd.
 C. Wednesday – Wed.
 D. Thursday – Thr.
17. A. Drive – Dr.
 B. November – No.
 C. October – Oct.
 D. July – Jul.
18. A. Avenue – Ave.
 B. Doctor – Dr.
 C. Street – Str.
 D. Monday – Mon.



1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).

Choose the word that correctly completes each sentence. Mark your answer.

19. Mom placed _____ around the table.

- A. bench
- B. benches
- C. benches
- D. benchies

20. There are three red _____ in the yard.

- A. fox
- B. foxs
- C. foxies
- D. foxes

21. Rainy _____ are cloudy and gray.

- A. skys
- B. skyes
- C. skies
- D. sky

22. The two _____ visit the store every night.

- A. elves
- B. elfs
- C. elvs
- D. elfes



Vocabulary and Concept Development

1.7 Understand and explain common antonyms and synonyms.

Read each sentence. Find the synonym, the word that means the same as the underlined word. Mark your answer.

23. Would you go the market for me?

- A. kitchen
- B. store
- C. school
- D. office

24. The string was loosely tied around the package.

- A. alarm
- B. pound
- C. lot
- D. bag

25. A huge storm brought rain for days.

- A. vast
- B. heavy
- C. tall
- D. calm

Read each sentence. Find the antonym, the word that means the opposite of the underlined word. Mark your answer.

26. Be careful with that sharp knife.

- A. dangerous
- B. long
- C. dull
- D. large

27. We laughed at the ending of the story.

- A. wept
- B. yawned
- C. clapped
- D. joked

28. My teacher said the remark was rude.

- A. loud
- B. polite
- C. funny
- D. true



1.8 Use knowledge of individual words in unknown compound words to predict their meaning.

Read each sentence. Find the compound word that means the same as the underlined words. Mark your answer.

29. Is that a cake you made at home?

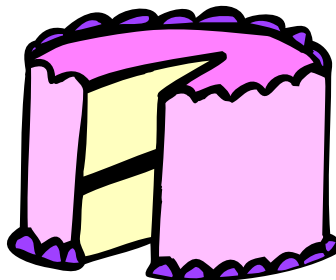
- A. homemade
- B. homework
- C. homeplate
- D. homeless

30. We didn't see the cave hidden under the ground.

- A. undercover
- B. understand
- C. underwear
- D. underground

31. The setting of the sun was a beautiful sight.

- A. sunrise
- B. sunset
- C. sunshine
- D. sunbeam



1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

Read each sentence. Find the word or words that mean the same as the underlined word. Mark your answer.

32. Don't overflow that milk pitcher.

- A. fill less than
- B. fill too much
- C. fill again
- D. empty

33. You can reuse that box for something else.

- A. use again
- B. useless
- C. useful
- D. not using

34. This broken table is worthless.

- A. worth more
- B. very worthy
- C. without worth
- D. worthwhile



35. The weather was unlike any we'd ever had.

- A. the same as
- B. too much like
- C. just like
- D. not like

36. Watching someone work is not very helpful.

- A. helping again
- B. helpless
- C. full of help
- D. without help

1.10 Identify simple multiple-meaning words.

37. Someone had carved his name on the oak tree's trunk.

In which sentence does the word trunk mean the same thing as in the sentence above?

- A. The circus elephant used his trunk to pick up a nut.
- B. We moved the large wooden trunk to the attic.
- C. The tree had a big yellow ribbon around its trunk.
- D. Would you put this suitcase in the car's trunk?

38. Let's watch the parade from here.

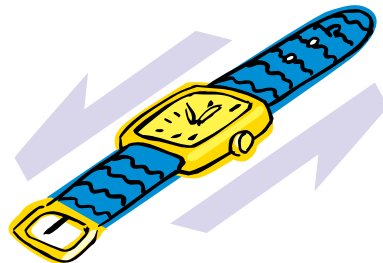
In which sentence does the word watch mean the same thing as in the sentence above?

- A. Is that a new watch you're wearing?
- B. The guard fell asleep during the night watch.
- C. Watch what you're doing with those scissors.
- D. I plan to watch the six o'clock news.

39. Mark the place where you stopped reading with a bookmark.

In which sentence does the word place mean the same thing as in the sentence above?

- A. Place the cat's dish next to its food bowl.
- B. Please save me a place at your table.
- C. Disneyland is a fun place to visit.
- D. Our team took first place in the race.



READING COMPREHENSION

2.0 Reading Comprehension

Structural Features of Informational Materials

2.1 Use titles, table of contents, and chapter headings to locate information in expository text.

The table of contents below is from a book called The Book of Games. Use it to answer questions 1, 2, and 3.

The Book of Games		
Table of Contents		
Chapter 1	Board Games	page 3
Chapter 2	Card Games	page 9
Chapter 3	Paper and Pencil Games	page 15
Chapter 4	Outdoor Games	page 24
Chapter 5	Indoor Games	page 36

1. In which chapter would you find backyard games?

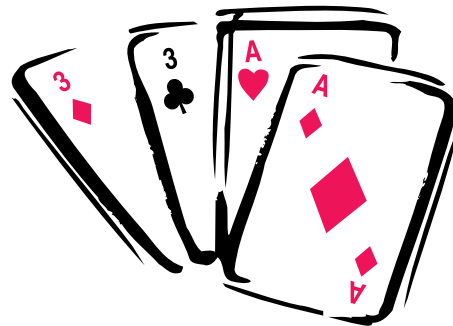
- A. Chapter 3
- B. Chapter 2
- C. Chapter 4
- D. Chapter 1

2. Chapter 3 has information about

- A. Board Games
- B. Paper and Pencil Games
- C. Card Games
- D. Indoor Games

3. On what page does Chapter 1 begin?

- A. page 36
- B. page 15
- C. page 1
- D. page 3



Comprehension and Analysis of Grade-Level Appropriate Text

- 2.2 State the purpose in reading (i.e., tell what information is sought).
- 2.3 Use knowledge of the author's purpose(s) to comprehend informational text.
- 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).
- 2.5 Restate facts and details in the text to clarify and organize ideas.
- 2.6 Recognize cause-and-effect relationships in a text.

Read the passage below. Then use the information to answer questions 4-12.

Fish are important to us. They are part of the food chain. Fish eat water plants, bugs, and smaller fish. Then they may become food for larger fish and other animals. The idea that bigger animals eat plants and smaller animals is called the *food chain*. All plants and animals are part of the food chain. The health of one part or link affects the health of the next. The health of a plant or animal depends upon where it lives and what it eats.

Fish live in two kinds of water. Some fish live in salty oceans. Others live in fresh water. Streams, rivers, and lakes have fresh water. Wherever fish make their homes, they need a clean habitat. A habitat is the place where animals live. Fish thrive when they have plenty of food to eat. They also need clean water in which to swim.

It is unhealthy for fish to live in dirty water. Careless people can cause rivers and oceans to become unhealthy. Motor oil and other chemicals harm waterways if people throw them into sewers. Tossing old tires and other garbage into rivers is also a bad idea. These things pollute water. They make the water dirty and unhealthy. Water bugs, tadpoles, and small fish can become ill in the unclean water. This is because there is less healthy food for larger fish or other animals to eat. After a while, the larger fish can also become sick. People can get sick, too, if they eat unhealthy fish.

Fish are affected by polluted water in other ways. For example, fish breathe under water. Fish breathe with gills. As they swim, the gills take in oxygen from the water. Dirty water hinders the flow of oxygen through a fish's gills.

Dirty waterways affect the health of all the links in the food chain. It is important to keep our rivers and oceans clean and healthy. All living things depend on clean water.



4. This passage is _____.

- A. a folk tale
- B. nonfiction
- C. a poem
- D. a fairy tale

5. The word **polluted** means

- A. fishing
- B. dirty
- C. salty water
- D. clean

6. Why are clean waterways important?

- A. They are the habitats for many animals and plants.
- B. They are prettier than polluted waterways.
- C. Fish enjoy swimming in clean water.
- D. No one likes to swim in dirty water.

7. Which of the following is not healthy food for a fish?

- A. water bugs
- B. minnows
- C. tadpoles
- D. garbage

8. What is a **habitat**?

- A. a playground for fish
- B. dirty water
- C. a food chain
- D. a place where animals live

9. How do fish breathe under water?

- A. They take in air through their mouths.
- B. They take in air through their gills.
- C. They don't need to breathe under water.
- D. They breathe with their lungs.

10. People shouldn't throw old tires and toxic waste into rivers because

- A. they make the water look funny.
- B. old tires belong on cars.
- C. fish like salty water more.
- D. they make water plants and animals ill.



11. The author's purpose for writing this passage is to ____.

- A. tell a story about a family of fish.
- B. explain why it is important to keep our waterways clean.
- C. tell the reader to join a team to clean the rivers and streams.
- D. inform the reader about where fish live.

12. What would be a good title for this passage?

- A. Be Cute, Don't Pollute
- B. Why Fish Like to Swim
- C. Fish are Important to Our Health
- D. Dirty Water Is No Place to Live



Comprehension and Analysis of Grade-Level Appropriate Text

2.7 Interpret information from diagrams, charts, and graphs.

Use the chart below to answer questions 13, 14 and 15.



Favorite Foods from Room 2A

	Food Group			
Meal	Dairy	Grain	Fruit	Meat
Breakfast	milk	cereal	orange	bacon
Lunch	cheese	bread	banana	turkey
Dinner	ice cream	rice	peaches	roast beef

13. What is Room 2A’s favorite lunch meat?

- A. bacon
- B. turkey
- C. cereal
- D. meat

14. The children like eating peaches for

- A. Lunch
- B. Breakfast
- C. Dessert
- D. Dinner

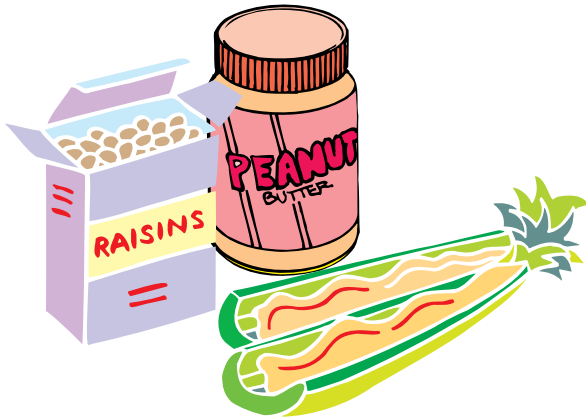
15. Cheese is listed under which food group?

- A. Meat
- B. Grain
- C. Dairy
- D. Fruit



2.8 Follow two-step written directions.

Read the directions below about making Bugs on a Log. Then answer questions 16, 17, and 18.



Bugs on a Log

Celery
Peanut butter
Raisins

1. Place celery on a cutting board. 2. Cut celery stalk into three lengths. 3. Fill each celery piece with peanut butter. 4. Dot peanut butter with raisins. 5. Enjoy the yummy bugs on a log snack.

16. The first step is

- A. place celery on a cutting board.
- B. fill each celery piece with peanut butter.
- C. dot peanut butter with raisins.
- D. cut celery stalk into three lengths.

17. What do you do after the celery is cut into three lengths?

- A. Dot peanut butter with raisins.
- B. Enjoy the yummy snack.
- C. Place celery on cutting board.
- D. Fill celery pieces with peanut butter.

18. Which of the following is not listed as a step in making Bugs on a Log?

- A. Enjoy the Bugs on a Log snack.
- B. Go to the store to buy celery.
- C. Cut celery into three lengths.
- D. Fill celery with peanut butter.



3.0 Literary Response and Analysis

Narrative Analysis of Grade-Level Appropriate Text

3.1 Compare and contrast plots, settings, and characters presented by different authors.

3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.

3.3 Compare and contrast different versions of the same stories that reflect different cultures.

Read Story One. Then answer questions 1, 2, 3, 4, 5, and 6.



Story One:
Coyote and the Mountain Lion
A Native American Tale



Long ago there was a coyote. One day he was trotting through a narrow, rocky mountain pass. As he walked along, he kept his nose to the ground hoping to catch the scent of his next meal. He knew it was unlikely he would find a rat in the midday heat, but perhaps he could catch a lizard or a toad.

Suddenly he was aware of movement on the road ahead. “Oh, no! It’s Lion!” Coyote moaned. He stopped dead in his tracks. Lion was bounding toward him. He too was looking for his next meal. Realizing Lion was too near to escape, Coyote was filled with fear. He had played so many tricks on great Lion in the past. He was sure Lion would like to have him for dinner. In a flash, Coyote thought of a plan.

Coyote noticed a large boulder above his head. He quickly crouched down on the narrow path. He covered his head with his paws, covering in fear. He peeked through his paws, looking for Lion’s reaction.

Lion stopped short in surprise.

“Help!” Coyote howled. He didn’t have to pretend he was scared. There was real fear in his voice. Coyote looked up at Lion. “Oh, great and strong Lion, help! There is no time to lose. See that huge boulder above our heads? It is about to come crushing down on us. Oh, mighty Lion, do something.



Save us!” Coyote cowered even lower. Indeed, he was shaking in fear of what might happen.

Lion looked up, very alarmed. A boulder that could crush both him and Coyote was on the edge of the cliff above his head. He was flattered Coyote was asking him to use his strength to hold up the large, overhanging rock. Before he had a chance to think, Lion stood on his hind legs. He put his brawny shoulder against the rock and pushed with all his might.

“Oh, thank you, great king of the forest!” yelled Coyote. “I saw a felled tree on the path a while back. I will fetch it and we can place it under the boulder. If we use it to prop up the rock, we will both be saved.” No sooner had the words left his mouth, Coyote bounded down the path. He was relieved to be out of Lion’s reach and sight.

Lion was left all alone struggling with the boulder. He used his mighty strength to push against the unmoving rock. How long he remained there before realizing that it was another trick is not known. What is known is that it wasn’t the first time Coyote had fooled Lion. And wouldn’t be the last, because Coyote is an animal that lives by his wits.

1. What is Coyote doing when he sees Lion?

- A. He is looking for something to eat.
- B. He is coming home from work.
- C. He is taking a stroll through the forest.
- D. He is meeting friends for lunch.

2. How does Coyote get Lion to help him?

- A. He promises Lion something to eat.
- B. He flatters Lion.
- C. He threatens to harm him.
- D. He promises to give Lion his large rock.



3. A ***boulder*** is a _____

- A. bulky bag.
- B. huge tree stump.
- C. foot bridge.
- D. huge rock.

4. Which pair of words describes Coyote?

- A. smart but lazy
- B. mean and cruel
- C. clever and tricky
- D. helpful but foolish

5. Which other ending fits best with the story?

- A. Coyote throws the boulder at Lion and kills him.
- B. The boulder falls on Coyote and Lion, hurting them both.
- C. Coyote brings Lion a rabbit for dinner.
- D. Coyote runs to the top of the pass and waves at Lion.

6. Which statement is not true?

- A. Coyote is afraid he will be Lion's dinner.
- B. The boulder is falling.
- C. Lion believes the boulder will kill him.
- D. Coyote thought of a plan to get escape from Lion.



Now read Story Two. Then answer questions 7, 8, 9, and 10.



Story Two:
Spider's Voice
A West African Tale



Once upon a time, Spider crawled inside Hare's house while Hare was away. Spider thought, "What a nice, quiet house this is. I think I'll stay." At noon Hare came home. He saw new tracks on the ground going into his house. He called out, "Who's in my house?"

Spider boomed out in a loud voice, "It is I, who crushes rhinos and tramples elephants!"

Hare backed up crying, "What can a small animal like me do? This creature crushes rhinos and tramples elephants. I need a fierce beast to help me. So Hare left his house to look for help.

He soon met Jackal. He asked Jackal to talk to the terrible creature. Jackal agreed to help. When they reached Hare's house Jackal barked loudly and said, "Who is in Hare's house?"

Spider replied in a voice that rocked the earth, "It is I! Yes, I who crushes rhinos to the earth and tramples elephants to dust." Upon hearing this, Jackal said, "I can do nothing against such a fierce creature. You will have to find someone fiercer than I."

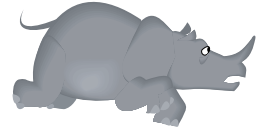
Soon Hare met Leopard walking through the jungle. He begged Leopard to help him. Leopard told Hare it would be no trouble to scare away the creature in his house. When they reached Hare's house, Leopard bared his claws. He growled, "Who is in the house of my friend Hare?" Spider replied in the same manner. Leopard was scared, too. She said to Hare, "If he crushes rhinos and elephants, I don't want to think about what he could do to me!" Leopard ran quickly away.

Next, Hare found his friend Rhino. He asked him to help. "No doubt, I am the most fearsome beast in the jungle," snorted Rhino. Rhino marched right up to the entrance of Hare's house. He snorted. He pawed the ground with his massive feet. He asked, "Who is in my friend Hare's house?" He heard the same booming reply as had Leopard and Jackal. With that, Rhino thundered away,



crashing through the forest.

By now Hare was frantic. He thought he'd never get his home back. He asked Elephant for help. Like the others, Elephant was frightened when he heard the voice from inside Hare's house. Also like the others, Elephant stomped away.



In despair Hare asked Frog, who was passing by, if he could possibly make the creature leave his house. Frog went to the door of Hare's house. He stood on Hare's shoulder and shouted. "I am the strongest, fiercest creature in the jungle. I crush those who crush rhinos. I trample those who trample elephants. I am coming in to tear you into a hundred pieces."

When Spider heard this, he trembled. He saw the tall shadow of the creature coming nearer. He decided it was time to return the house to Hare. Spider did not want to be ripped to pieces. He inched his way out of Hare's den along its edge. He was trying not to be noticed.

All of the animals of the jungle gathered around Hare's house. They seized Spider as he snuck out of the den. "What? It was only you?" they all shouted.

Spider sheepishly replied, "I would never dream of staying in Hare's den! It's far too crude for the likes of me!" Spider sniffed the air and crawled away. All of the other animals looked at each other. They could not believe Spider had fooled them once again.

7. When the story begins Hare is away from home. Where did he go?

- A. shopping for new clothes
- B. visiting his friend Leopard
- C. The story does not tell the reader.
- D. out to lunch with his friends

8. Why does Hare need help when he returns home?

- A. He thinks a terrible creature is in his house.
- B. His house is destroyed.
- C. He is afraid of spiders.
- D. There is a huge tree in the doorway.



9. Who yells that he crushes rhinos and tramples elephants?

- A. Jackal
- B. Hare
- C. Spider
- D. Frog

10. Which character helps Hare?

- A. Rhino
- B. Frog
- C. Leopard
- D. Jackal

Think about what happened in Story One and Story Two then answer questions 11, 12, and 13.

11. When do both stories take place?

- A. during the present time
- B. a few years ago
- C. in the future
- D. a long time ago

12. In what way are Coyote and Spider alike?

- A. both are very brave and strong
- B. both are cruel and mean to others
- C. both are helpless and rely on others' strength
- D. both are known to fool or trick others

13. What statement about both stories is not true?

- A. Both tales have a trickster.
- B. Both are true stories.
- C. Both are tales with animals acting like people.
- D. The two tales are from different countries.



3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.



Use the poem below to answer questions 14 and 15.

Bouncing Buddies

1. Big bubbly bouncing buddies
2. Traveled to town today.
3. Moving to the tune they sang
4. Before they bounced away.

14. Which lines are examples of alliteration?

- A. 1 and 4
- B. 2 and 3
- C. 1 and 2
- D. 3 and 4

15. Lines 2 and 4 are examples of:

- A. rhyme
- B. rhythm
- C. alliteration
- D. none of the above



WRITING

1.0 Writing Strategies

Research

1.3 Understanding the purpose of various reference materials (e.g., dictionary, thesaurus, atlas).

Read each question. Choose the best reference material to answer the question.

1. Which resource would you use to find the meaning of the word *fence*?

- A. Thesaurus
- B. Dictionary
- C. Encyclopedia
- D. Atlas

2. Where would you find a map of the world?

- A. Index
- B. Dictionary
- C. Atlas
- D. Table of Contents

3. Which is the best resource to find synonyms for the word *large*?

- A. Dictionary
- B. Glossary
- C. Atlas
- D. Thesaurus

Evaluation and Revision

1.4 Revise original drafts to improve sequence and provide more descriptive detail.

Read the passage below.

1. Once there was a poor farmer. 2. He worked the land day and night to feed his family. 3. He feared he would never get ahead in the world. 4. After working his entire lifetime, he had no more than the day he was born.

This sentence has been left out. Still they never had enough to eat.

4. Revise the passage. Where does the missing sentence belong?

- A. after sentence 2
- B. after sentence 4
- C. after sentence 1
- D. after sentence 3



2.0 Writing Applications (Genres and Their Characteristics)

2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

Use the following letter to answer questions 5 and 6.

May 5, 2005

Dear Chris,

I hope you are enjoying your new home. Do your new neighbors have kids? The family who moved into your old house has an older girl. She is babysitting for us on Friday.

I miss you. There is no one to ride bikes with me.

Your friend,
Lin

5. Which answer is the signature of the letter?

- A. Dear Chris,
- B. May 5, 2005
- C. Your friend,
- D. Lin

6. Which item is the first part of the body of the letter?

- A. May 5, 2005
- B. Dear Chris,
- C. I hope you
- D. Your friend,



WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0 Written and Oral English Language Conventions

Sentence Structure

1.1 Distinguish between complete and incomplete sentences.

Read each sentence. Mark the answer that is NOT a complete sentence.

1. A. My house is too noisy.
 B. Cats make good pets.
 C. This soup is very yummy.
 D. Ice cream my favorite dessert.
2. A. Summer vacation in two weeks.
 B. We are late for school.
 C. Let's skate at the park.
 D. Is it going to rain?
3. A. Come to the park with us.
 B. Are you going to the movie?
 C. Hot dogs and chips for lunch.
 D. Juan plays soccer all day.

1.2 Recognize and use correct word order in written sentences.

Read each sentence. Choose the sentence that is written correctly. Mark your answer.

4. A. There are still 28 days until our trip.
 B. Still our trip there are until 28 days.
 C. Twenty eight days still there are until our trip.
 D. Our trip there until are 28 days still.

5. A. Leaving before school we breakfast had.
 B. Before we had school leaving for breakfast.
 C. Breakfast we had before leaving for school.
 D. We had breakfast before leaving for school.
6. A. An hour bus ride the beach takes.
 B. An hour the beach bus ride takes.
 C. The beach bus ride takes an hour.
 D. The ride beach bus takes an hour.

Grammar

1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Read each sentence. Circle the letter below the noun in each sentence.

7. The moon is shining brightly.

A (B) C D

8. Does your dog like peanut butter?

A B (C) D

9. He showed us how to draw pictures.

A B C (D)



Read each sentence. Circle the letter below the verb in each sentence.

10. The large tree grew beside the stream.
A (B) C D

11. My sister went to science camp.
A B (C) D

12. Brush your teeth after meals.
(A) B C D

Punctuation

1.4 Uses commas in the greeting and closure of a letter and with dates and items in a series.

1.5 Use quotation marks correctly.

Capitalization

1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months, and days of the week, and titles and initials of people.

Read each letter. Choose the letter that is written correctly. Mark your answer.

13. A.

March 22 2005

Dear Lee,

 Could you please come to my baking party next Tuesday? We are going to make cookies and brownies to sell at the bake sale. Hope you can make it.

Your friend
Taci

B.

March 22, 2005

Dear Lee,

 Could you please come to my baking party next Tuesday? We are going to make cookies and brownies to sell at the bake sale. Hope you can make it.

Your friend,
Taci

C.

March 22, 2005

Dear Lee

 Could you please come to my baking party next Tuesday? We are going to make cookies and brownies to sell at the bake sale. Hope you can make it.

Your friend,
Taci



Read each sentence. Choose the sentence that is written correctly. Mark your answer.

14. A. The farmer planted beans, squash and corn.
- B. Pack a toothbrush pillow and sleeping bag for the sleepover.
- C. Luann won the bike race on may 2, 2004.
- D. Bring your bat, ball, and glove to Tuesday's game.
15. A. "It's going to rain today, Mario said."
- B. "Oh no, it's not" answered Pete.
- C. Mario said, "A storm is coming in this afternoon."
- D. Pete replied "I hope it doesn't rain until after our game."
16. A. This bus stops at the market, park, and mall.
- B. Can we buy crayons and pencils, mrs. long?
- C. Yes, you can buy crayons, pencils and pens.
- D. Bring your book money on March 1 2005.

17. Isn't _____?

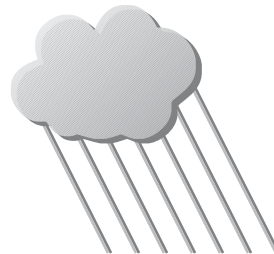
- A. mr. Rosario a wonderful baker
- B. Mr. Rosario a wonderful baker
- C. Mr Rosario a wonderful Baker
- D. mr. rosario a wonderful baker

18. It rained every _____.

- A. Monday and Friday in January this year
- B. monday and friday in january this year
- C. Monday and Friday in january this year
- D. Monday and friday in January this year

19. Choose the best way to write the greeting of your letter.

- A. dear Uncle Joe and Aunt Em,
- B. Dear uncle Joe and aunt Em.
- C. dear uncle Joe and aunt Em,
- D. Dear Uncle Joe and Aunt Em,



Read the following paragraph. Use it to answer questions 20, 21, 22, and 23.

1. Marta picks Sal and me up after school each day. 2. At the end of each day, we meet under the maple avenue school sign. 3. We wait with our teacher, mr. jones. 4. when we see marta wave, we walk to the car.

20. In sentence 1, Sal and me up after school should be written

- A. sal and me up after School
- B. Sal and I up after School
- C. sal and me up after school
- D. no mistake

21. In sentence 2, the maple avenue school sign should be written

- A. the Maple Avenue School sign
- B. the Maple Avenue school sign
- C. the maple Avenue School sign
- D. no mistake

22. In sentence 3, our teacher, mr. jones should be written

- A. our Teacher, Mr. Jones
- B. our teacher, Mr. Jones
- C. our Teacher, mr. jones
- D. no mistake

23. In sentence 4, when we see marta wave, should be written

- A. when we see Marta wave,
- B. When we see marta wave,
- C. When we see Marta wave,
- D. no mistake



Read each sentence. Choose the sentence that is written correctly. Mark your answer.

24. A. The longest day of the year is around june 21.
- B. My baby sister asked me to read corduroy to her.
- C. Our soccer coach is miss Riley.
- D. April, May, and June are spring months.

Choose the friendly letter greeting that is written correctly.

25. A. Dear Mrs Willis,
- B. dear Mrs. Willis
- C. Dear Mrs. Willis,
- D. Dear Mrs Willis

Choose the friendly letter closing that is written correctly.

26. A. Your friend,
Lou
- B. Your Friend
Lou
- C. your friend
Lou
- D. your friend,
Lou

Spelling

1.7 Spell frequently used irregular words correctly (e.g. was, were, says, said, who, what, why).

Read each sentence. Mark the answer that is spelled correctly.

27. ____ wants to go to the movies?

- A. Whoo
- B. How
- C. Who
- D. Hoo

28. The cat ____ out all night.

- A. whuz
- B. wus
- C. Whus
- D. was

29. We ____ planning on leaving at noon.

- A. we're
- B. were
- C. where
- D. wear

30. The weather person ____ it will rain today.

- A. sez
- B. says
- C. seyz
- D. seys



1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant blend patterns correctly.

Read each sentence. Mark the answer that correctly completes the sentence and is spelled correctly.

31. The children left _____ books at school.

- A. they're
- B. their
- C. there
- D. thare

32. Goldilocks liked Baby Bear's _____.

- A. chare
- B. chair
- C. chayr
- D. chaer

33. The hikers found an old _____ in the woods.

- A. shacke
- B. shake
- C. shak
- D. shack

34. We filled the balloon with water until it _____.

- A. burst
- B. birst
- C. brist
- D. berst

35. We watched the children _____ each other in the pool.

- A. spach
- B. spash
- C. splash
- D. splach

36. We can't get the raft to _____.

- A. flote
- B. flowt
- C. foat
- D. float

37. This wagon is too _____.

- A. heavie
- B. hevey
- C. hevvy
- D. heavy

First Edition

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