

# *Skills Assessment Supplement*

**Focus on  
English-Language Arts Standards**



FORM B

**TEACHER MATERIALS**

***GRADE 3***

# 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](http://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 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.

1.2 Decode regular multisyllabic words.

Read the first word. Find the word that has the same sounds as the underlined word part. Mark your answer.

#### 1. plunge

- A. golden
- B. forget
- C. jeans
- D. agree

#### 2. should

- A. sound
- B. moody
- C. aloud
- D. wooden

#### 3. tough

- A. though
- B. graph
- C. caught
- D. ghost

#### 4. steady

- A. reading
- B. deal
- C. hundred
- D. area

#### 5. through

- A. dough
- B. thought
- C. glue
- D. throw

#### 6. gourd

- A. order
- B. ground
- C. aloud
- D. proud

Read the underlined word. Find the word that can be added to the underlined word to make a compound word. Mark your answer.

#### 7. night

- A. ball
- B. gown
- C. storm
- D. cracker



8. ship

- A. down
- B. walk
- C. wreck
- D. brush

9. flash

- A. light
- B. way
- C. mate
- D. land

10. under

- A. sand
- B. keep
- C. bed
- D. ground

Which word in each set is divided into syllables correctly? Mark your answer.

11.  A. cost-ly  
 B. drugs-tore  
 C. bel-ong  
 D. forw-ard

12.  A. tra-vel  
 B. bo-dy  
 C. cer-tain  
 D. app-ear

13.  A. seld-om  
 B. anyt-hing  
 C. midd-le  
 D. na-tion

14.  A. surp-rise  
 B. re-main  
 C. bec-ome  
 D. wind-ow



## Vocabulary and Concept Development

1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.

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

15. Nothing but weeds grew in the vacant lot.

- A. grouchy
- B. huge
- C. empty
- D. ruined

16. Our bus was scheduled to depart at 2:00.

- A. leave
- B. travel
- C. quit
- D. arrive

17. The child made a feeble attempt to clean the kitchen.

- A. grand
- B. usual
- C. weak
- D. exciting

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

18. The skimpy snack left me hungry.

- A. large
- B. teeny
- C. silly
- D. eager

19. Pirates captured the treasure ship.

- A. seized
- B. tricked
- C. attacked
- D. freed

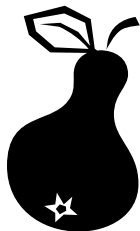
20. There is a bowl of mixed nuts on the table.

- A. loose
- B. separated
- C. mighty
- D. fancy



**Choose the sentence in which the underlined homophone is used correctly. Mark your answer.**

21.  A. My ant is coming to visit tomorrow.
- B. Get that aunt off my sandwich.
- C. Grandma is making a berry pie for us.
- D. Berry these flower bulbs in the garden.
22.  A. Turn write at the next corner.
- B. Don't forget to right your name on your paper.
- C. Someone cent us a box of cookies.
- D. I have only one cent in my pocket.
23.  A. Where is the movie theater?
- B. What will you where to the ballgame?
- C. We need a pear of paddles for the boat.
- D. Our pair tree is loaded with fruit.



*1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things).*

**In each of the following groups, one of the words does not belong with the others. Choose the word that does not belong. Mark your answer.**

24.  A. cup
- B. yard
- C. foot
- D. inch
25.  A. house
- B. hut
- C. palace
- D. office
26.  A. week
- B. calendar
- C. day
- D. month

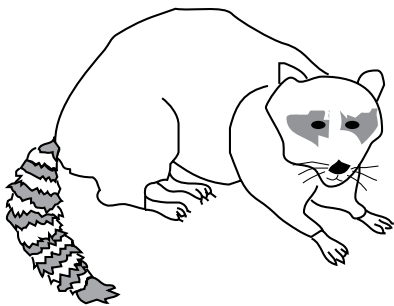


**Choose the correct order for the following group of words. Mark your answer.**

27. ● A. paragraph, sentence, word  
○ B. paragraph, word, sentence  
○ C. sentence, paragraph, word  
○ D. word, paragraph, sentence

28. ○ A. tree, grass, forest  
○ B. forest, grass, tree  
● C. grass, tree, forest  
○ D. tree, forest, grass

29. ● A. animal, mammal, deer  
○ B. deer, animal, mammal  
○ C. mammal, deer, animal  
○ D. animal, deer, mammal



*1.6 Use sentence and word context to find the meaning of unknown words.*

**Read each sentence. Choose the word that means the same as the underlined word. Mark your answer.**

**30. The old man was famished because he hadn't eaten all day.**

- A. popular  
○ B. soiled  
● C. starving  
○ D. comfortable

**31. Each citizen casts one vote to elect a President.**

- A. realize  
○ B. admit  
○ C. effect  
● D. choose

**32. The hilarious movie made everyone laugh out loud.**

- A. sorrowful  
● B. funny  
○ C. secure  
○ D. harsh



1.7 Use a dictionary to learn the meaning and other features of unknown words.

Use the dictionary entry below to answer questions 33, 34, and 35. Mark the correct answers about the entry word, *reverse*.

**re·verse** (ri·vurss) 1. *verb* To turn something inside out. *I can reverse this jacket.* 2. *verb* To change to the opposite position. *The judge reversed the jury's verdict.* 3. *noun* A gear that allows a car to go backwards. *Mom put the car in reverse and backed up.* 4. *noun* The opposite. *This is the reverse of being funny.* 5. *adjective* Opposite in order. *Starting with number 20, line up in reverse order.*

33. Which pair of guide words are on the same page as this entry word?

- A. reveal/rib
- B. retire/return
- C. rest/result
- D. ribbon/ring

34. The entry word can be used as which parts of speech?

- A. adjective/pronoun
- B. verb/adverb
- C. adjective/adverb
- D. noun/adjective

35. Which word could be used as a synonym for *reverse*?

- A. funny
- B. position
- C. opposite
- D. under





1.8 Use knowledge of prefixes and suffixes to determine the meaning of words. (e.g., un-, re-, pre-, bi-, mis-, dis-) and (e.g., -er, -est, -ful)

**Read each item. Find the words that mean the same as the underlined word. Mark your answer.**

**36. When we left the game, we were uncertain who had won.**

- A. very certain
- B. not certain
- C. one who is certain
- D. too certain

**37. We can reuse that gift bag.**

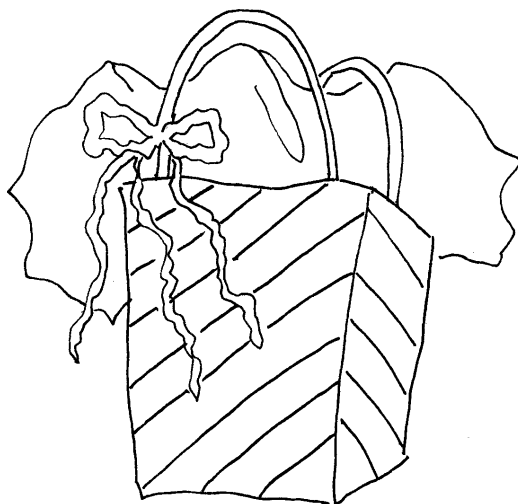
- A. of no use
- B. full of uses
- C. fail to use
- D. use again

**38. Lin was successful in her new job.**

- A. full of success
- B. without success
- C. after having success
- D. able to have success

**39. We saw the sneak preview of the latest Harry Potter movie.**

- A. view again.
- B. stop viewing
- C. not to view
- D. view before



# READING COMPREHENSION

## Structural Features of Informational Materials

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

The table of contents below is from a book called *How Things Work*. Use it to answer questions 1-3.

<u>How Things Work</u>		
Chapter 1	Aircraft	page 5
Chapter 2	Sailboats	page 25
Chapter 3	Automobiles	page 42
Chapter 4	Computers	page 69
Chapter 5	Television	page 84
Glossary		page 101
Index		Page 121

1. In which chapter would you find information about why an airplane can stay in the air?

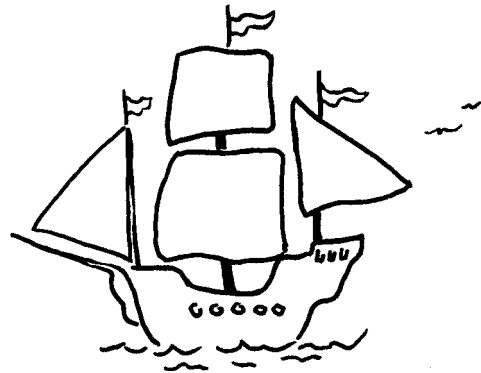
- A. Chapter 1
- B. Chapter 4
- C. Chapter 3

2. On which page would you begin looking to find out how cars work?

- A. page 25
- B. page 42
- C. page 69

3. Where would you look to find the meaning of the word *motor*?

- A. Chapter 2
- B. Index
- C. Glossary



Read each question. Choose the best source to find the answers for questions 4 and 5. Mark your answer.

4. What is an alphabetical list that shows you where to find things in a book?

- A. Index
- B. Table of Contents
- C. Chapter headings
- D. Encyclopedia

5. Where would you look to find the chapter headings listed in the book?

- A. Glossary
- B. Index
- C. Encyclopedia
- D. Table of Contents

Use the Index below to answer questions 6 and 7.

<u>Animals</u>		
<b>INDEX</b>		
Birds	Cats	Dolphins, 67
Cockatoos, 28	domestic, 39	Eagles
Eagles, 22-23	wild, 52	bald, 22
Egrets, 30	Cheetah, 53	golden, 23
Ostriches, 25		Lions and Tigers, 53
Parrot, 27		
Sea gulls, 24		
Bears		
Black, 10		
Brown, 12		
Grizzly, 13		

6. On which two pages would you find information about wild cats?

- A. pages 24 and 67
- B. pages 52 and 53
- C. pages 22 and 52
- D. pages 39 and 52

7. On which page would you find information about the bald eagle?

- A. page 30
- B. page 24
- C. page 23
- D. page 22



## 2.0 Reading Comprehension

### Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

2.3 Demonstrate comprehension by identifying answers in the text.

2.4 Recall major points in the text and make and modify predictions about forthcoming information.

2.5 Distinguish the main idea and supporting details in expository text.

2.6 Extract appropriate and significant information from the text, including problems and solutions.

### 3.0 Literary Response and Analysis Narrative Analysis of Grade-Level-Appropriate Text

3.4 Determine the underlying theme or author's message in fiction and nonfiction text.

Use the story below to answer questions 8 through 14. Choose the best answer for each question.

### BICYCLES THROUGH THE YEARS

Bicycles have had many design changes over the years. They were first invented in 1817. A rich land baron in England wanted to get around his gardens quickly. So, he made the first riding machine. It had two wheels. The new device wasn't called a bicycle. It was called a hobbyhorse. It was made of wood, and it was very heavy. It was also quite uncomfortable to ride. Even so, the baron's invention became a popular fad among the wealthy. Rich people could ride the two-wheel machines on the smooth, dirt paths around their estates. In the 1800s, most towns did not have paved roads. So, common people had no place to ride the new machines.

In 1870, the first metal, two-wheeled machine was built. It had a large front wheel with a small back wheel. The pedals were placed on the front wheel. Both wheels had tires made of rubber. Rubber tires made the ride smoother. This machine was the first to be called a bicycle.

Later the bike's design changed again. Both wheels were made the same size. The pedals were placed in the center of the bike's frame. These changes made the bike easier to ride. It was also more comfortable. Cycling became very popular among young men and women. They enjoyed riding bikes on country roads.

Many cities and parks built smoother roads for bike riding.



8. According to the passage, why did the common person not ride the hobbyhorse?

- A. It was too costly and uncomfortable.
- B. The pedals were on the wrong wheel.
- C. There were made of wood and too heavy to pick up.
- D. The roads where they lived were rough and unpaved.

9. What is the meaning of the word *popular* in this passage?

- A. changeable
- B. available
- C. well liked
- D. wealthy

Cycling was popular until the early 1900s. Then the automobile was invented. Thousands were being made each day. People bought cars instead of bicycles. Cars could travel faster and farther. Cars were more comfortable. They also carried more people than bikes.

Bicycles have gone through many changes over the last thirty years. Scientific knowledge has been used to improve bicycle designs. Now, they are made with lightweight metals. Gear systems have made them faster.

Some bicycles are built for a special purpose. Touring bikes can have up to 27 gears. Gears help bikers travel up steep hills with ease. Mountain bikes have wide knobby tires. These tires give the bikes better traction on rough surfaces and rocks. The latest design changes have made cycling a sport all can enjoy.

10. The main idea of this passage is

- A. bicycles have gone through many design changes over the years.
- B. the wooden hobbyhorse was popular with the rich.
- C. cycling is more popular today than yesterday.
- D. rubber tires made the bicycle more comfortable for everyone to ride.

11. The author wrote this passage so the reader would

- A. know why rubber tires were put on wheels.
- B. ride a bike more often.
- C. know who invented the first bike.
- D. understand how science has helped change the bicycle.



**12. What contributed most to the bike's increased popularity over the years?**

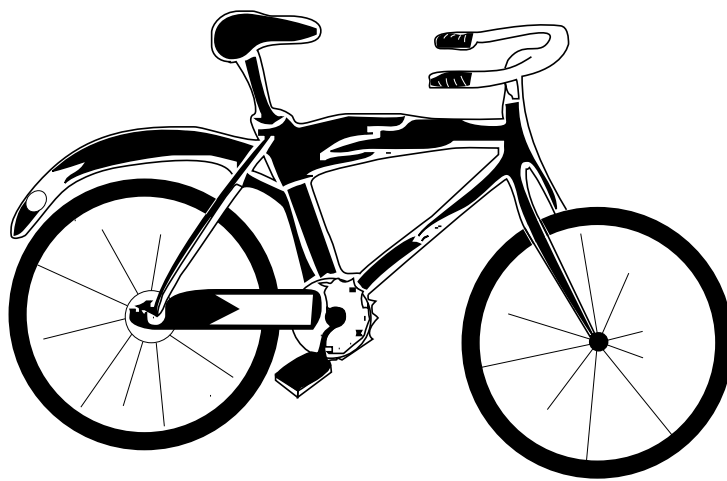
- A. the use of science when designing bikes
- B. paved roads
- C. the use of rubber padded seats
- D. bike trails in city parks

**13. What happened in the early 1900s that affected the sale of bicycles?**

- A. Gear systems were put on bikes.
- B. Bikes were made with metal.
- C. People began driving cars instead of bikes.
- D. Wide knobby tires made bikes more comfortable on rough roads.

**14. Which sentence is not a supporting detail of the passage's main idea?**

- A. The first riding machine had two wheels.
- B. Rubber wheels made the ride smoother and more comfortable.
- C. Gear systems made bikes faster than ever.
- D. Many cities built parks with bike trails.



## 2.0 Reading Comprehension

### Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

2.3 Demonstrate comprehension by identifying answers in the text.

2.4 Recall major points in the text and make and modify predictions about forthcoming information.

## 3.0 Literary Response and Analysis

### Structural Features of Literature

3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).

### Narrative Analysis of Grade-Level-Appropriate Text

3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

3.6 Identify the speaker or narrator in a selection.

Use the story below to answer questions 15 through 21. Choose the best answer for each question.

### THREE WHITE TIGERS

Long ago and far away lived a family of white tigers. Their home was a forest high on a mountain in China. They were happy living among the tall pine trees. Every morning, they went for a walk through the forest and around their mountain. On the other side of the mountain, the hunting was good, and the weather was warm.

One morning, Father Tiger woke up earlier than usual. The cool air was unusually still as the night turned to dawn. He raised his head off the large limb where he had been sleeping. From his spot in the treetop, Father Tiger saw the shape of a hunched-over old hunter. The hunter was carrying a bundle of netting on his back. Across his shoulder he had something that looked like a long, shiny stick. The tiger heard the old hunter chanting, “Hum-dee-dum, hum-dee-dum. Look out tigers, here I come!”

Father Tiger called out, “Quick! Wake up, Mother Tiger! Get up, Baby Tiger! Hunter is in our forest! He’s killed all the tigers in the valley and now he’s coming to get us. We must do something to save ourselves.”

The tiger family put their heads together. They came up with a plan. They busily dug a hole on the trail at the top of their mountain. Then, Little Tiger took his place on the trail halfway down the mountain.

“Hum-dee-dum, hum-dee-dum. Look out tigers, here I come!” chanted the old hunter. Just ahead of him on the trail, he saw a beautiful, small, white tiger.

The old hunter yelled out, “Stop where you are!” He raised his rifle and aimed it at Baby Tiger.



“Oh, old hunter, don’t waste your time killing me. I am much too small for a man of your great skill. Wait until Mother Tiger comes along. Her fur is thicker and more beautiful than mine,” said Baby Tiger.

The old hunter mumbled, “Very well, go on. I will wait for Mother Tiger. Her coat will bring more money.” As the hunter passed, Baby Tiger threw a small hook at the bundle of netting on the hunter’s back. The old hunter climbed the trail up the steep mountain. The climb was difficult, so he didn’t notice that the bundle of netting had slipped off his back. As he climbed, the hunter chanted, “Hum-dee-dum, hum-dee-dum. Look out tigers, here I come!”

Soon, the old hunter came upon a beautiful, large, white tiger. The old hunter yelled out, “Stop where you are!” He pointed his gun at Mother Tiger.

“Oh, old hunter, don’t waste your time killing me. At the top of the mountain lives the largest, whitest tiger you’ll ever see. His fur is much thicker and more beautiful than mine,” said Mother Tiger.

Old hunter mumbled, “Very well, go on. I’ll keep climbing until I meet the largest, whitest tiger on the mountain. When the hunter was out of sight, Mother Tiger leapt up the other side of the mountain. Soon, she was busy helping Father and Baby Tiger.

When the hunter reached the top of the mountain, the largest, whitest tiger he had ever seen stood in his path. Old hunter slowly moved closer. He grabbed his gun. He thought of the pile of gold coins this tiger would bring. Father Tiger, pretending not to see the hunter, took a few steps back. The hunter moved even closer.

He mumbled under his breath, “Hum-dee-dum, hum-dee-dum. Look out tiger, here I come!”

Father Tiger turned and stepped backward. The hunter raised his rifle and stepped forward. As he put his foot down, the ground beneath him gave way.

Whoosh! The old hunter disappeared into a large deep pit. He twisted and struggled. He pulled and kicked, but he couldn’t get out. The more the hunter fought to get out of the deep pit, the more his feet and hands became tangled in the netting that lined it.

Quickly, the tigers pulled on the netting rope. They had wrapped it around a large limb in a nearby tree. They pulled and pulled. Slowly, out of the pit came the hunter, trapped in the netting. The tiger family gave the bundle a great big push. Over the edge of the cliff flew the hunter. As the hunter rolled down the mountain, the tigers chanted, “Hum-dee-dum, hum-dee-dum. Look out villagers, here he comes!”





**15. What was the hunter carrying that looked like a long, shiny stick?**

- A. a bamboo pole
- B. a rifle
- C. his walking stick
- D. a spear

**16. What happened to the bundle on the hunter's back after he walked by Baby Tiger?**

- A. He gave it to Baby Tiger.
- B. He dropped it when he picked up his gun.
- C. Baby Tiger hooked it, and it fell off.
- D. He dropped it because the climb was steep and difficult.

**17. This story is an example of which genre of literature?**

- A. fairytale
- B. nonfiction
- C. biography
- D. folktale

**18. This story is written**

- A. in the first person.
- B. in the second person.
- C. in the third person.
- D. from the hunter's point of view.

**19. What clues helped you decide what genre it is?**

- A. the main characters are real
- B. the story's problem is solved with magic
- C. the story begins long ago and far away
- D. Answers A and B

**20. The plot in the story is most like which of the following stories?**

- A. Goldilocks and the Three Bears
- B. The Three Billy Goats Gruff
- C. The Ant and the Grasshopper
- D. Little Red Riding Hood

**21. After the tigers throw the hunter off the mountain, what do you think the tigers will do?**

- A. talk with the villagers
- B. invite the hunter to lunch
- C. sit down and cry
- D. live happily without fear of the hunter



Read the directions below and answer questions 22, 23, and 24. Mark your answers.

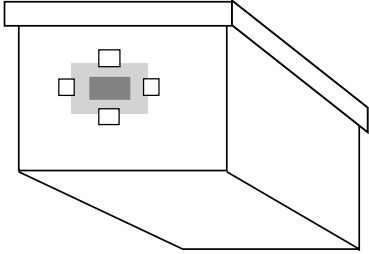
**Make a Pinhole Camera**

Materials

shoebox	scissors
black tempera paint	3 x 5 inch piece
paint brush	of waxed paper
pencil	tape

Instructions

Paint the inside of the shoebox black. Let it dry completely. Cut a 2 inch x 4 inch hole in one end of the shoebox. Tape the piece of waxed paper over the opening. With the pencil, punch a small hole in the middle of the other end of the shoe box. Put the lid on the box and go outside. Look through the end with waxed paper at an object. The object will appear upside down.



**22. What do you do after cutting the hole in the shoebox?**

- A. punch a hole in the other end
- B. paint the shoebox black
- C. tape waxed paper over the opening
- D. go outside

**23. What is the last step in making the pinhole camera?**

- A. paint the inside of the shoebox.
- B. collect the materials needed
- C. let the paint dry
- D. put the lid on the shoebox

**24. What do you use to punch a hole in the box?**

- A. scissors
- B. paperclip
- C. knife
- D. pencil



## Structural Features of Literature

3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).

**Read the passage, then answer the question that follows. Mark your answers.**

Helen Keller was born in 1880 in a rural town in Alabama. When she was 19 months old she became very ill. She was not expected to live. She did recover. However, the illness left her deaf and blind. Even with these handicaps, she learned to read, speak, and write. Her story has inspired many people.

**25. This passage is an example of what form of literature?**

- A. fiction/tall tale
- B. nonfiction/biography
- C. poetry/rhyme
- D. nonfiction/autobiography

A storm that has lightning and thunder is called a thunderstorm. This type of storm usually has pouring rain and strong winds. Sometimes, a severe thunderstorm will produce hail and a tornado.

**26. This passage is an example of what form of literature?**

- A. drama/play
- B. fiction/realistic
- C. nonfiction/expository text
- D. fiction/folk tale

Sam: Hurry. We'll be late for the game!

Kate: I can't be late. I'm the pitcher.

Tony: And I'm the first baseman.

Sam: Then you both need to move faster.

We have to be on the field in fifteen minutes.

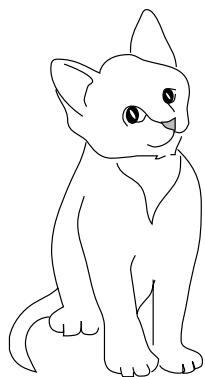
**27. This passage is an example of what form of literature?**

- A. poetry/rhyme
- B. drama/play
- C. nonfiction/biography
- D. fiction/tall tale



3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

Read each poem, then answer the question that follows. Mark your answer.



**Noisy Kitten**

“Meow!” cries the kitten.  
She wants some milk.  
Lap! Lick! Lap!

“Meow!” cries the kitten.  
She wants your hand.  
Pat! Pat! Pat!

“Meow!” cries the kitten.  
She wants to go out.  
Creak! Bang! Scoot!

She’s out and about.

28. The poem above has several examples of

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

**Salamander**

Slippery, slimy, salamander  
Slithering slowing in the sun.  
Looking for a lazy lizard, who’s  
Longing for some fun,  
Spying, eyeing, tongue a-twitching,  
Frogs and lizards on the run.

29. The poem above has several examples of

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

3.6 Identify the speaker or narrator in a selection.

Read each passage, then answer the question that follows. Mark your answer.

It had been years since Carla had been to the farm. She wondered what it would be like after all this time. Would the kitchen still have the same smoked bacon and freshly baked bread smell? Would the front porch swing still be there?

30. What person is the storyteller?

- A. first person
- B. second person
- C. third person
- D. unknown



I was happy in my family's new home. Our journey had been long. It had been difficult. Many times it was dangerous and scary. But now we were all together again, Grandma, Grandpa, Mama, Papa and my brother and sisters.

**31. What person is the storyteller?**

- A. first person
- B. second person
- C. third person
- D. unknown

The starting point on the map was clearly marked. We would begin at the old well, and then we'd follow the notched trees through the woods. By the rusty water pump we'd find our next clue. It would be under a tin cup, and so we began our treasure hunt.

**32. What person is the storyteller?**

- A. first person
- B. second person
- C. third person
- D. unknown

## WRITING

### 1.0 Writing Strategies

#### Research and Technology

*1.3 Understand the structure and organization of various reference materials (e.g, dictionary, thesaurus, atlas, encyclopedia).*

**Choose the reference material that answers questions 1-3. Mark your answer.**

**1. In which book would you look for a map of North America?**

- A. thesaurus
- B. map
- C. atlas
- D. dictionary

**2. In which book would you look for a synonym for the word *tiny*?**

- A. dictionary
- B. atlas
- C. encyclopedia
- D. thesaurus

**3. In which book would you find the parts of speech and definition of a word?**

- A. dictionary
- B. atlas
- C. encyclopedia
- D. thesaurus



# WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

## 1.0 Written and Oral English Language Conventions

### Sentence Structure

1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

**Read the passage. Decide which type of ending punctuation is needed for each sentence. Mark your answer.**

The score was tied<sub>1</sub> There were only five seconds left in the game<sub>2</sub> Our team had the ball<sub>3</sub> Was there enough time to score<sub>4</sub> Number 10 shot from the 3 point line<sub>5</sub> Whoosh<sub>6</sub> The ball dropped into the basket<sub>7</sub> Buzz<sub>8</sub>

**1. Which type of punctuation is needed at the end of the first sentence?**

- A. exclamation mark
- B. period
- C. question mark
- D. none

**2. Which type of punctuation is needed at the end of the fourth sentence?**

- A. exclamation mark
- B. period
- C. question mark
- D. none

**3. Which type of punctuation is needed at the end of the sixth sentence?**

- A. exclamation mark
- B. period
- C. question mark
- D. none

**Choose the word and punctuation mark that belongs at the end of each sentence. Mark your answer.**

**4. Do you know the name of that \_\_\_\_**

- A. plant
- B. plant,
- C. plant?
- D. plant!

**5. The crowd cheered, “Take the ball \_\_\_\_\_**

- A. back?”
- B. back.”
- C. back!”
- D. back”

**6. Uncle Jack is coming to dinner \_\_\_\_**

- A. tomorrow!
- B. tomorrow?
- C. tomorrow,
- D. tomorrow.



1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

Choose the word or group of words that best completes each sentence. Mark your answer.

7. Yesterday the new puppy \_\_\_\_\_ a bath and collar.

- A. were given
- B. are given
- C. is given
- D. was given

8. The team \_\_\_\_\_ about the tournament.

- A. was excited
- B. were excited
- C. are excited
- D. am excited

9. They wore \_\_\_\_\_ winter coats to school

- A. them
- B. them's
- C. their
- D. theirs

Choose the words that correctly replaces the underlined words in the sentences. Mark your answer.

10. Jo and John's house is at the end of the street.

- A. Their
- B. Our
- C. Her and his
- D. Them

11. Mary will read two library books while on vacation.

- A. it
- B. those
- C. her
- D. them

Read the sentence. Choose the adjective from the underlined words in questions 12 and 13. Circle the letter below the adjective in each sentence.

12. The leaves on the maple tree were

A B C

brilliant shades of orange and red.

D

13. A huge, hairy gorilla relaxed against

A B C

the trunk of the tree.

D



1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.

**Read the paragraph. Look at the underlined words in each sentence. If there is a mistake, choose the correct verb form. If no mistake, mark “correct the way it is.”**

This morning the mailman leaves<sup>14</sup> a small package on the front porch. He usually leaves<sup>15</sup> packages with our neighbor. From now on, he left<sup>16</sup> them at the neighbors.

14.  A. leave  
 B. leaved  
 C. left  
 D. correct the way it is
15.  A. is leaving  
 B. leaved  
 C. leave  
 D. correct the way it is
16.  A. will leave  
 B. leaved  
 C. leaves  
 D. correct the way it is

**Read the sentences. Choose the answer that correctly completes each sentence.**

17. The \_\_\_\_\_ not late yesterday afternoon.

- A. train is  
 B. train was  
 C. train were  
 D. trains are

18. My rabbit \_\_\_\_\_ out of the backyard again.

- A. dugged  
 B. have dug  
 C. has dug  
 D. digged

1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.

**Read the sentences. Choose the verb from the underlined words in questions 19 and 20. Circle the letter below the verb in each sentence.**

19. The children planned a trip to the zoo  
A B (C)  
on Thursday.  
D

20. The team practiced soccer in the  
(A) B  
pouring rain.  
C D





## Punctuation and Capitalization

1.5 Punctuate dates, city and state, and titles of books correctly.

1.6 Use commas in dates, locations, and address and for items in a series

1.7 Capitalize geographic names, holidays, historic periods, and special events correctly.

**Mark the sentence that is written correctly.**

21.  A. The Lincoln hills mall opened July 12 2003.
- B. The lincoln hills Mall opened July 12, 2003.
- C. The lincoln hills mall opened july 12, 2003.
- D. The Lincoln Hills Mall opened July 12, 2003.
22.  A. On may 23 our boat docked in new york city.
- B. On May 23 our boat docked in new york City.
- C. On may 23, our boat docked in New York City.
- D. On May 23, our boat docked in New York City.
23.  A. Our plane made one stop in denver colorado.
- B. Our plane made one stop in Denver, Colorado.
- C. Our plane made one stop in Denver Colorado.
- D. Our plane made one stop in denver Colorado.
24.  A. The next book I'm going to read is "Stuart Little".
- B. The next book I'm going to read is "Stuart Little."
- C. The next book I'm going to read is Stuart Little.
- D. The next book I'm going to read is "*Stuart Little.*"
25.  A. We dusted the tables chairs and floors, and washed the dishes.
- B. We dusted the tables, chairs, and floors and washed the dishes.
- C. We dusted the tables chairs, and floors, and washed the dishes.
- D. We dusted the tables, chairs, and floors and, washed the dishes.
26.  A. We went to the store to buy oranges, apples, grapes, and bread.
- B. We went to the store to buy, oranges, apples, grapes and bread.
- C. We went to the store to buy oranges apples, grapes and bread.
- D. We went to the store to buy, oranges, apples, grapes, and bread.

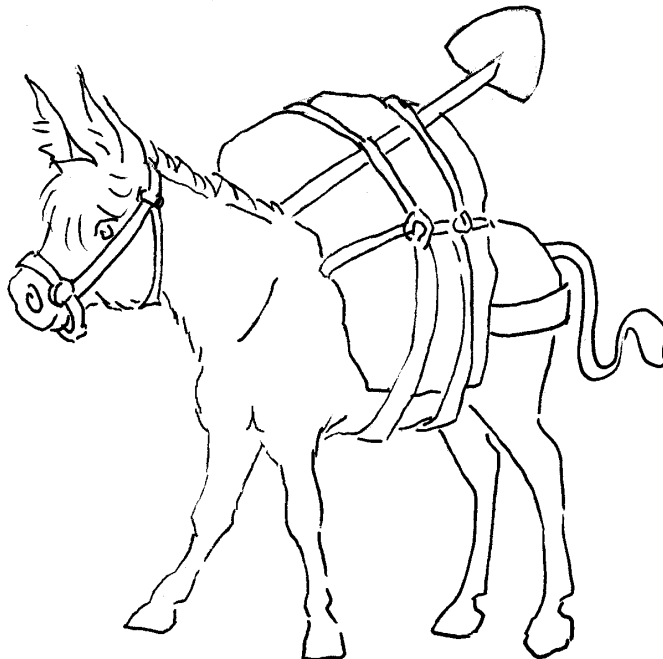




27.  A. This year Halloween is on Friday October 31.
- B. This year halloween is on friday, october 31.
- C. This year Halloween is on friday, october 31.
- D. This year Halloween is on Friday, October 31.

28.  A. The gold rush of 1849 brought many gold seekers to California.
- B. The gold rush of 1849 brought many gold seekers to california.
- C. The Gold Rush of 1849 brought many gold seekers to California.
- D. The gold Rush of 1849 brought many gold seekers to California.

29.  A. We will go to Sea World and Six Flags while on vacation.
- B. We will go to sea world, and six flags while on vacation.
- C. We will go to Sea World, and Six Flags while on Vacation.
- D. We will go to sea World, and six Flags while on vacation.



## Spelling

1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g. qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).

Mark the correctly spelled word to complete the sentence.

30. The large snow \_\_\_\_\_ covered the sidewalk.

- A. dift
- B. drift
- C. grift
- D. griff

31. \_\_\_\_\_ leaving on the six o'clock train.

- A. You're
- B. Your
- C. Your're
- D. Your'e

32. The note \_\_\_\_\_ the party begins at seven in the evening.

- A. sais
- B. seize
- C. says
- D. saids

33. The clock chimes every \_\_\_\_\_.

- A. are
- B. ower
- C. our
- D. hour

34. Please make several \_\_\_\_\_ of the story.

- A. kopies
- B. copys
- C. copies
- D. coppies

35. Grandmother lost her favorite \_\_\_\_\_.

- A. earings
- B. earrings
- C. harebrushs
- D. hairbrushs

36. The young child \_\_\_\_\_ around the room.

- A. hoped
- B. runned
- C. hopped
- D. ranned



Mark the list of words that are in alphabetical order.

37.  A. finish, enough, husky, ignore  
 B. enough, finish, husky, ignore  
 C. husky, finish, ignore, enough  
 D. enough, finish, ignore, husky
38.  A. paper, panda, pancake, pantry  
 B. pantry, paper, panda, pancake  
 C. pancake, panda, paper, pantry  
 D. pancake, panda, pantry, paper
39.  A. thatch, theater, there, thank  
 B. thank, there, theater, thatch  
 C. thatch, thank, there, theater  
 D. thank, thatch, theater, there

Mark the homophone that correctly completes the sentence.

40. \_\_\_\_\_ stop by the grocery store on his way home.
- A. Heal  
 B. He'll  
 C. Heel  
 D. Heale
41. Let's \_\_\_\_\_ at the mall after the game.
- A. bee  
 B. meat  
 C. mete  
 D. meet





**First Edition**

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