

Skills Assessment Supplement

**Focus on
English-Language Arts Standards**



FORM A

TEACHER MATERIALS

GRADE 6

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

Vocabulary and Concept Development

1.2 Identify and interpret figurative language and words with multiple meanings.

Read each sentence. Mark the answer that has the same meaning as the underlined word.

1. Each witness gave a different account of what happened.

- A. Do you have a bank account?
- B. Please don't change plans on my account.
- C. Our treasurer keeps an account of how we spend our money.
- D. His account of the problem was correct.

2. What is the range of ages among your classmates?

- A. We studied that mountain range last year.
- B. There is something boiling on the range.
- C. Last summer Chicago had a wide range of temperatures.
- D. They rode their horses across the open range.

3. We could not agree on the point of the novel.

- A. He carried the knife with the point facing down.
- B. At this point we are ready to move forward with our plans.
- C. The speaker made his point in his opening statement.
- D. All indications point to an early spring.

Read each sentence. Mark the answer that has the same meaning as the underlined words.

4. He lost his cool when he missed the last bus.

- A. was neither warm nor cold
- B. became unfriendly
- C. became angry
- D. was relaxed

5. He was in the dark about how to solve the problem.

- A. without lights
- B. puzzled
- C. disappointed
- D. threatening

6. The entire school was down in the dumps after losing the championship game.

- A. complaining
- B. without hope
- C. sad
- D. by the county dump



1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.

Read each question and mark the correct answer.

7. Which word probably comes from the Spanish word *mosca*, meaning “fly”?

- A. mosque
- B. mosaic
- C. mosquito
- D. flytrap

8. Which word probably comes from the French word *medicus*, meaning “doctor”?

- A. doctrine
- B. document
- C. meditate
- D. medicine

9. Which word probably comes from the Latin word *umbra*, meaning “shade”?

- A. shadow
- B. umbrella
- C. under
- D. shady

10. Which word probably comes from the Greek word *chroma*, meaning “colorful”?

- A. colors
- B. chrysalis
- C. crimson
- D. chromatic

1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.

Read each passage. Then read each question and mark the correct answer.

What will the temperature be today? A meteorologist can tell you by using specialized instruments to monitor clouds, air pressure, and rainfall.

11. In the paragraph above, the word *meteorologist* means a person who _____.

- A. makes thermometers
- B. studies meteors
- C. studies weather
- D. studies storms

In chemistry you learn about the basic forms of matter. There are three states of matter: gas, liquid, and solid.

12. In the paragraph above, the word *states* means _____.

- A. territories
- B. forms
- C. areas
- D. powers

An orchestra is made up of four families of instruments. Each instrument has a different pitch that produces the beautiful sound of the music.

13. In the paragraph above, the word *pitch* means _____.

- A. high or low sounds
- B. to throw
- C. a steep slope
- D. an angle



1.5 Understand and explain “shades of meaning” in related words (e.g., softly and quietly).

Read each sentence. Mark the answer that means the same or about the same as the underlined word.

14. The gate was firmly attached to the house.

- A. constantly
- B. rigidly
- C. securely
- D. steadily

15. He finished the difficult test.

- A. demanding
- B. rigid
- C. uphill
- D. unyielding

16. She would not take sides in the dispute.

- A. obtain
- B. capture
- C. choose
- D. require



2.0 Reading Comprehension
(Focus on Informational Materials)

Structural Features of Informational Materials

2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.

The following screen is from a library's online catalog system. Use it to answer questions 1, 2, 3, and 4.

COMPUTER CATALOG ENTRY

Call Number: 570.83 Joh Status: Checked in
Author : Johnson, Benjamin T.
Title : In the Ocean
Publisher : Houston, Tx: World Science Press,
Copyright © : 1995
Descript : 172 p.: ill., 25 cm
Subjects : 1. Marine Plants 2. Marine Animals
3. Reefs

Press <Return> to view next screen

1. Which number will help you locate this book in the library?

- A. 172
- B. 25 cm
- C. 1995
- D. 570.83 Joh

2. The publisher of this book is _____,

- A. Houston, Texas
- B. World Science Press
- C. Johnson Benjamin
- D. Descript: 172 p.

3. You would find other books on this subject under _____.

- A. Oceans
- B. Plants
- C. Marine Animals
- D. World Science Press

4. This book has _____ pages.

- A. 25
- B. 172
- C. 570
- D. 1,995



2.2 Analyze text that uses the compare-and-contrast organizational pattern.

Read the passage. Then read each question and mark the correct answer.

For thousands of years, people have used ships to move goods and people from one place to another. The first ships were small and slow because they were powered by men with oars. In time, new inventions — like sails, steam engines, and diesel engines — made it possible to build faster and bigger ships.

The first ships were driven by oars. Ancient boats had rows of men on either side, each pulling on a long oar. The speed of the boat was determined by the strength and coordination of the rowers. In time someone discovered that the wind could be used to move boats. Sails were attached to the ships and the need for rowers ended.

The first sailing ships were clumsy, slow, and dangerous in rough seas. Later, European ships moved by means of square-rigged sails. They could make short trips along the coast, but they could sail only in the direction of the wind. Arab sailors introduced the lateen sail, a triangle-shaped sail that could catch winds from the sides and the rear. Lateen sails enabled sailors to make longer voyages without being blown off course. Eventually, sailing ships became more slender, larger, and carried more sails so they could cross oceans in less time.

In the eighteenth century, steam engines were invented. Soon these engines were put in ships, and the age of the steamship began. The steamship had a big advantage over the sailing ship. When calm winds stranded sailing ships, steamships could still deliver cargo and passengers to their destinations.

5. What is the main idea of this passage?

- A. A sailing ship is not as fast as a steamship.
- B. Ships with lateen sails were an improvement over square-rigged sails.
- C. Modern ships have developed from early rowing ships.
- D. The invention of the steam engine signaled the end of the sailing ship.

6. In what way can sailing ships and steamships be compared?

- A. Both have moved goods and people across the ocean.
- B. Both are safe in rough seas.
- C. Both were developed in the eighteenth century.
- D. Both use wind as a source of power.

7. Which of the following is an example of a contrast between sailing ships and steamships?

- A. Steamships can travel without sailors.
- B. Sailing ships are dependent on wind.
- C. Sailing ships don't need rowers.
- D. Steamships can make longer voyages.



Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 *Connect and clarify main ideas by identifying their relationships to other sources and related topics.*

Read the passage. Then read each question and mark the correct answer.

POPCORN

A popcorn seed is made of three basic parts: 1) a thin outer layer or skin, 2) an inner hard layer of starch, and inside that, 3) a soft droplet, or globule, of starch. The water in a popcorn kernel is stored in the tiny globule of soft starch inside each kernel. As the kernel heats up, the moisture in the globule of starch also heats up. The hard starch surrounding the soft globule resists the pressure of the expanding water. When the kernel gets extremely hot, the hard layer of starch is no longer strong enough to hold the expanding water and the popcorn explodes.

Microwave popcorn is the best popcorn on the market today. A new hybrid of popping corn for use in a microwave has been developed to produce a superior popcorn that is light, fluffy, and tender. The best way to serve popcorn is with melted butter and salt. You should always eat it fresh, however. There is nothing worse than day-old popcorn.

8. Which sentence best summarizes the main idea of the first paragraph?

- A. Expanding water is stronger than starch in a popcorn kernel.
- B. Corn pops when heated water expands in a kernel.
- C. A new hybrid of popping corn has been developed.
- D. Popcorn contains both soft and hard starches.

9. Which detail supports the main idea of the second paragraph?

- A. Popcorn is best if eaten immediately.
- B. Microwave popcorn is light, fluffy, and tender.
- C. Microwave popcorn is the best popcorn on the market.
- D. Popcorn is best when served with butter and salt.

10. Which statement about the paragraphs is NOT true?

- A. One paragraph is based on fact and the other is based on opinion.
- B. Both paragraphs use details to support the main idea.
- C. Both paragraphs persuade the reader to buy microwave popcorn.
- D. One paragraph talks about the science of popcorn and the other about the taste of popcorn.



2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

Read the passage. Then read each question and mark the correct answer.

Mt. Vesuvius is a volcano that erupted on August 24 in A.D. 79, near Naples, Italy. It erupted so quickly that the nearby city of Pompeii was buried in dust and lava before many people had a chance to escape. Now Pompeii is an interesting place to visit. Archaeologists have dug out most of the dust and lava and found the city beneath very much as it was 1,900 years ago. The scientists have uncovered ordinary tools, cooking pots, and utensils, many in excellent condition. All of the buildings and houses have been preserved. It is fascinating to imagine life as it was then — before the volcano erupted.

11. Which of the following would be a good heading for an outline of the passage?

- A. Pompeii — Fascinating City
- B. Eruption of Mt. Vesuvius
- C. Volcanoes in Italy
- D. Life in A.D. 79

12. Which statement would support the heading “Learning About Ancient Pompeii”?

- A. Pompeii is near Naples, Italy.
- B. Mt. Vesuvius is a volcano.
- C. Buildings and houses have been preserved by the dust and lava.
- D. Pompeii is an interesting place to visit.

13. Which of the following is an opinion in the passage?

- A. It is fascinating to imagine life before the volcano.
- B. Many people could not escape the dust and lava.
- C. Scientists have uncovered cooking utensils.
- D. Mt. Vesuvius erupted quickly in A.D. 79.



2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).

Read the following application. Then read each question and mark the correct answer.

Sequoia Sports Camp
APPLICATION
Summer 2004

Name _____ Date of Birth _____

Parent or Guardian (First and Last Name) _____

Address (Street, City, State, Zip) _____

Phone Number _____ E-mail (optional) _____

Session June 8 - 14 June 15 - 21 June 22 - 28

Signature _____ Date _____

Signature of Parent or Guardian _____ Date _____

Application Fee \$10.00 (non-refundable)
Return application and fee to:
John Wilcox
1041 Foresthill Way

14. By what date must you apply to Sequoia Sports Camp?

- A. June 8, 2004
- B. June 15, 2004
- C. June 22, 2004
- D. April 1, 2004

15. What is not required on the application?

- A. Application fee
- B. E-mail address
- C. Parent signature
- D. Date of birth

16. Who should sign the application?

- A. only the applicant
- B. only the parent or guardian of the applicant
- C. John Wilcox
- D. both the applicant and the parent or guardian



Expository Critique

2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.

Read the passage. Then read each question and mark the correct answer.

GEORGIA O'KEEFFE: American Artist

In 1899, when she was twelve, Georgia O'Keeffe confided to a friend that she was going to be an artist. She never changed her mind, and today the world of art is richer for her decision.

In 1877, the Senate had denied women the right to vote. By law or custom, other rights were also denied. In those times, a career as a female artist was nearly unthinkable. In life and art, O'Keeffe had a talent for being different.

In her twenties, while teaching art in Texas, O'Keeffe fell in love with the Southwest. Its wide-open vistas, bold sun, and sharp contrasts matched her own style. Later in life, she would call New Mexico home.

The Texas landscape left its mark on her. The young teacher would paint for hours under the hot sun, unprotected by umbrella or hat. Not surprisingly, her painting became flooded with light and seemed larger than life.

When she was in New York, she painted many skyscrapers, and to make busy New Yorkers notice, she added huge flowers. New Yorkers did notice her work; in 1923 a New Yorker paid an unheard-of \$25,000 for pictures of six lilies.

Changing times were mirrored in changing topics: skyscrapers, flowers, bones, roads, clouds, and shadows. O'Keeffe hated to part with her work and asked outrageous prices to discourage buyers she disliked. Still, the paintings sold.

Like her art, O'Keeffe was a truly American original.

17. What is the main conclusion made by the author of this passage?

- A. Georgia O'Keeffe contributed a great deal to American art.
- B. Even though she lived in New Mexico, Georgia O'Keeffe painted in New York.
- C. Georgia O'Keeffe's paintings are very expensive.
- D. Georgia O'Keeffe's most famous works are paintings of the Southwest.

18. Which of these facts best supports the conclusion that O'Keeffe was a different kind of artist?

- A. She painted in the hot sun without an umbrella or hat.
- B. She lived in New Mexico but painted in New York.
- C. She painted huge flowers and skyscrapers in the same painting.
- D. She charged high prices for her paintings.

19. Which of the following conclusions is NOT supported by evidence in the text?

- A. Georgia O'Keeffe was influenced by the landscape of the Southwest.
- B. People admired her work so much they were willing to pay high prices for it.
- C. Georgia O'Keeffe was an inspiring teacher.
- D. Georgia O'Keeffe painted unusual contrasts in her work.



2.7 Make reasonable assertions about a text through accurate, supporting citations.

Read the passage. Then read each question and mark the correct answer.

A NEW GOVERNMENT

Delegates to the 1787 Constitutional Convention worked to balance the powers of the three parts of government. Under the harsh rule of a British king, colonists had learned to fear a government with absolute authority and no written laws. James Madison planned the system of checks and balances to make the legislative, executive, and judicial branches equally powerful. In addition to its own separate powers, each branch is empowered to check the other two.

The delegates also balanced the government by giving each branch a different job. They called this the separation of powers. The legislative branch would make laws that every state had to follow, regulate foreign trade, declare war, and collect taxes. The executive branch would see that the laws were obeyed and make treaties. The judicial branch would make sure laws were fair and rule on cases when federal laws were broken.

20. What might happen if the Constitution did not have a system of checks and balances?

- A. Laws would not be written down.
- B. A British king might take over the government.
- C. One branch of government might become too powerful.
- D. The legislative branch might not be able to collect taxes.

21. Dividing the jobs of the three branches of government is called ____.

- A. checks and balances
- B. balancing the power
- C. empowering the branches
- D. separation of powers

22. Which statement explains why the colonists didn't want a government with just one branch?

- A. "...colonists had learned to fear a government with absolute authority...."
- B. "The legislative branch would make laws that every state had to follow...."
- C. "The executive branch would see that the laws were obeyed...."
- D. "The judicial branch would make sure laws were fair...."



2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.

Read the passage. Then read each question and mark the correct answer.

I find it surprising that so few people like to study the dictionary. It must be because they use it only to look up the meanings of specific words and not as a source of information about inventions, history, and how people live. Dictionary entries tell you pronunciations, parts of speech, definitions, origins, and irregular forms. An entry in the dictionary sometimes really gets my thoughts going. The other day, for example, I was reading a novel in which the author described an idea as *splendiferous*. I recognized part of the word *splendid*, so I guessed *splendiferous* meant really splendid. I was right. No wonder I find our big dictionary full of fascinating words.

23. Based on information in the passage, which statement is an unsupported inference?
- A. You can get a lot of information from a dictionary.
 - B. You can find the correct way to say a word in the dictionary.
 - C. You can find where a word came from.
 - D. Reading a dictionary will make you a better student.

24. What was the writer's purpose in writing this passage?
- A. to inform the reader of new words
 - B. to persuade the reader to investigate meanings of unfamiliar words
 - C. to tell the reader the meaning of *splendiferous*
 - D. to persuade the reader to read dictionaries instead of novels
25. Which sentence best states the writer's position?
- A. *Splendiferous* is a word everyone should know.
 - B. A dictionary is much more than words and definitions.
 - C. Dictionaries have more information than novels.
 - D. Few people study the dictionary because they don't care what a word means.



3.0 Literary Response and Analysis

Structural Features of Literature

3.1 Identify the forms of fiction and describe the major characteristics of each form.

Read the passages below and mark the answer that correctly completes each statement.

During the reign of Julius Caesar, many brave gladiators fought in the coliseums of Rome. Marius was one such man.

1. This passage would most likely be found in a _____.

- A. book of historical fiction
- B. science-fiction story
- C. myth
- D. fable

Aphrodite, the goddess of love and beauty, was sitting on a mountainside with her son, Eros. She gazed at the bounty of the valley that had been visited by Demeter, goddess of the harvest.

2. This passage would most likely be found in a _____.

- A. book of historical fiction
- B. legend
- C. myth
- D. fairytale

Few things are known about the strange man who drifted down the Ohio River with two canoes lashed together and loaded with apple seeds. He wore a tin pan for a hat and he planted apple seeds across the Midwest.

3. This passage would most likely be found in a _____.

- A. book of fantasies
- B. legend
- C. myth
- D. science-fiction story



Narrative Analysis of Grade-Level-Appropriate Text

3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

Read the passage. Then read each question and mark the correct answer.

Completing the requirements for the demanding whitewater rafters' certification had been Carlos's dream for two years. More than anything else he wanted to become a guide in the Rushing Waters Rafting Company. His classes had included rafting and swimming instruction, first aid, and survival skills. At school, Carlos had taken a weight-training class and worked hard to keep himself in top physical condition. The class on survival skills had been his favorite because he liked testing himself against the challenges of nature. Now on his final solo rafting trip, things had suddenly changed. The river at the bottom of the canyon was running faster than Carlos had anticipated. Taking his eyes off the river, Carlos had not seen the huge rocks just below the churning water of the rapids. As he swam to shore, he watched his raft tear away in pieces and tumble down the river ahead of him.

4. Which adjective best describes Carlos?

- A. stubborn
- B. fearful
- C. mischievous
- D. adventuresome

5. A likely resolution for this story is _____.

- A. Carlos will find a way out of the canyon.
- B. Carlos will wait for a rescue team.
- C. Carlos will try to catch up to the raft.
- D. Carlos will walk along the river until he finds a campground.

6. What information about Carlos is most likely to affect the resolution of the story?

- A. His raft is in pieces.
- B. He did not see the huge rocks.
- C. He was well prepared for the trip.
- D. He only has one raft trip to complete.



3.3 Analyze the influence of setting on the problem and its resolution.

Read the passage. Then read each question and mark the correct answer.

Carlos wandered through the rugged canyon looking longingly at the distant cliffs. Just two days before, he had been rafting down the river. Then in a careless moment, he allowed his raft to smash into a rock. It was ripped by the jagged edges of the granite, and he had been lucky to get to shore safely. Now, everything was changed. On every side were steep cliffs that could not be climbed. He was exhausted and hungry and growing more afraid. As he looked at the rock wall before him, the sun already sinking behind it, he felt for the first time that this was no longer just a rafting adventure.

7. What physical characteristics of the setting cause Carlos's concern?

- A. the jagged edges of the granite
- B. the river
- C. the steep cliffs
- D. the lost raft

8. What does Carlos probably think as he looks at the rock wall before him?

- A. He will have to replace the raft.
- B. He will find a way out tomorrow.
- C. He didn't plan well for the trip.
- D. His life is in danger.

9. When does the action in this passage take place?

- A. in the morning
- B. late at night
- C. in the early evening
- D. around noon

3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

Read the poem. Then read each question and mark the correct answer.

His eyes look to the west
Casting an anxious hope
Clouds darken the horizon
Threatening
Wanting to cover all in
Blackness
Swift streaks of light
Burning
Flashing like neon signs in the city
Waves pound, a drumroll of
overpowering sound
Leaving only foam and things that
won't be carried out this time
No sailing today

10. What is the effect of separating the words *Threatening*, *Blackness*, and *Burning*?

- A. It makes the poem easier to read.
- B. It helps the reader understand the poem.
- C. It adds rhythm to the poem.
- D. It emphasizes the power of the storm.



11. The poet uses the phrase “*flashing like neon signs*” to _____.

- A. compare a city and the ocean
- B. describe lightning
- C. compare signs and lights
- D. describe light on the horizon

12. The poet uses a drumroll to describe _____.

- A. waves
- B. thunder
- C. clouds
- D. storms

3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).

Read each passage. Then read each question and mark the correct answer.

Passage A

Every day when I get out of school, I walk to the subway station. While waiting on the train platform, I hear the roar and feel the rumble of approaching trains. My train rattles into the station and squeals to a halt. Moving with the crowd, I squeeze through the doors and sit down.

Passage B

Professor Bullfinch began to make his marvelous robot-like machine. It was a small, movable object that could barely be seen. However, the machine could see, hear, and feel through built-in sensors. Next, the professor built a metal box with control keys on the top.

13. Passage A is _____.

- A. from a biography
- B. from a science-fiction story
- C. a first-person narration
- D. a third-person narration

14. Passage B is _____.

- A. a third-person narration
- B. from a nonfiction article about inventions
- C. a first-person narration
- D. an account of a personal experience

15. Which of these statements is true?

- A. In the first-person point of view, the narrator is a character in the story.
- B. In the third-person point of view, the narrator is a character in the story.
- C. The first-person point of view does not tell events from a personal experience.
- D. The third-person point of view tells events from personal experience.



3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

Read the passage. Then read each question and mark the correct answer.

“Horses, horses, horses! Is that all you can draw? Everyone knows you can’t become famous painting horses!” Mrs. James exclaimed to Victor.

Victor ignored her and continued putting the finishing touches on his mural of wild horses running on the plains. It was true that Victor drew nothing but horses — every kind you could imagine. His collection of horse paintings filled every corner of his room.

Along with other student artists, Victor had been invited to paint holiday scenes on the windows of local stores. Store owners had told him window painting is an artist’s key to fame. He knew several artists who had been discovered because of their window work. Mrs. James, his workshop teacher, had encouraged him to use his talent to make money and become well-known among other artists. But Victor didn’t care about fame; he was quite happy drawing horses. Victor stared out the window of the art studio and watched the traffic and rushing crowds of people. He thought about all the horses he had yet to finish.

Mrs. James and a visitor walked slowly through the room, looking carefully at drawings on the easels. The visitor made comments about some of the art, and Victor found himself annoyed by the intrusion. Finally, the visitor turned to Victor and said, “Interesting work! I make no promises, mind you, but I might have space in my gallery next month. I’ll call you,” she added before she left the room.

16. Which statement from the passage is an opinion?

- A. Victor painted nothing but horses.
- B. He thought about all the horses he had yet to finish.
- C. Window painting is an artist’s key to fame.
- D. Victor found himself annoyed by the intrusion.

17. What is the theme of this story?

- A. Painting windows can make an artist famous.
- B. Horses are nice to draw, but they’ll never make anyone rich.
- C. A horse can be a good friend.
- D. People should do what they like, not what someone else tells them to do.

18. Which statement reveals information about the kind of person Victor is?

- A. Victor had been invited to paint holiday scenes.
- B. Victor knew several artists who had been discovered.
- C. Victor thought about all the horses he had yet to finish.
- D. Victor had been told window painting is the key to fame.



3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

Read the passage. Then read each question and mark the correct answer.

**HARRIET TUBMAN:
Early Freedom Fighter**

As a girl, Harriet Tubman escaped from slavery. As a woman, she dedicated herself to helping others escape the chains of slavery. She also assisted other African Americans in their struggle to gain the right to vote.

Harriet Tubman was one of the most daring conductors of what was known as the Underground Railroad. This term did not refer to an actual railroad, but to a nationwide network of homes, backroads, rivers, and tunnels that stretched from the Deep South to Canada. To African Americans living as slaves, it represented hope for freedom and a new life. Workers for the Underground Railroad shared one goal: to undermine and eventually eliminate the institution of slavery. While leading the frightened but determined slaves along the path to freedom, Mrs. Tubman was a beacon of light for all run-away slaves.

19. In the passage, the Underground Railroad is a _____.

- A. symbol of hope for slaves
- B. system of tracks and railroad cars
- C. system of underground rivers
- D. symbol of the chains of slavery

20. “Mrs. Tubman was a beacon of light” is an example of _____.

- A. a simile
- B. a theme
- C. a metaphor
- D. personification

21. A person who is a “beacon of light” can best be described as _____.

- A. lighthearted
- B. cheerful
- C. famous
- D. helpful



Literary Criticism

3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

Read the passage. Then read each question and mark the correct answer.

No one knew the extent of the Louisiana Purchase, but President Jefferson wanted to learn. He asked Meriweather Lewis and William Clark, expert frontiersmen, to explore the unknown land west to the Pacific Ocean. In 1804 Lewis and Clark led 42 men on one of the greatest and most successful expeditions in American history. Sacajawea, a sixteen year-old Shoshone Indian, served as the expedition's main guide and translator. Using a pocket compass, Clark recorded the exact direction the group traveled each day. Later, he drew accurate maps of the country. Both men wrote journal entries on climate, rivers, mountains, plants, animals, and the people they encountered. Because the trip out had been so long, Lewis and Clark decided to fly back to Missouri. Covering almost 8,000 miles roundtrip, they returned in 1806 having achieved their objectives.

22. This passage is _____.

- A. a legend about the Old West
- B. a play written to act out the story of Lewis and Clark
- C. a nonfiction passage written to give information
- D. a fable

23. An example of an unrealistic event in the passage is _____.

- A. recording the exact direction with a pocket compass
- B. flying back to Missouri
- C. traveling with an Indian guide
- D. writing journal entries about climate and mountains



WRITING

1.0 Writing Strategies

Research and Technology

1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information

Read each sentence. Then read each question and mark the correct answer.

1. You are writing a report on mammals that live in the ocean. Which of the following would NOT be a keyword in your Internet information search?

- A. whales
- B. porpoises
- C. seashells
- D. dolphins

2. The word *or* is a key search connector that ____.

- A. narrows a search
- B. broadens a search
- C. gives you synonyms
- D. helps you find a new topic for your report

3. A keyword is ____.

- A. a search word that is related to the subject of a report
- B. a word used in the title of a report
- C. a search word that must be used in a report
- D. required in a bibliography



WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0 Written and Oral English Language Conventions

Sentence Structure

1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

Read each question and mark the correct answer.

1. Which of the following sentences contains a subordinating conjunction?

- A. We left the campsite a few minutes before dawn.
- B. After the storm, a rainbow appeared in the sky.
- C. If the weather stays nice, we can go biking this afternoon.
- D. Last spring, we hiked along the Pacific Crest Trail.

2. Which of the following sentences is a compound sentence?

- A. She likes soccer; I prefer baseball.
- B. I hurried over to Rick's house and met Joe on the way.
- C. Some trees and shrubs live for hundreds of years in the desert.
- D. My aunts and uncles from Costa Rica visited us last summer.

3. What is the independent clause in the following sentence?

When bees collect pollen in the spring, they fertilize flowers in the garden.

- A. they fertilize flowers
- B. they fertilize flowers in the garden
- C. when bees collect pollen
- D. when bees collect pollen in the spring

Read the sentences and mark the answer that best combines the sentences without changing the meaning.

4. Emma did not try out for the school play. Emma needed more time for her studies.

- A. Emma did not try out for the play, and she needed more time for her studies.
- B. Because she needed more time for her studies, Emma did not try out for the school play.
- C. Emma needed more time for her studies and the school play.
- D. For the school play, Emma did not try out because she needed more time for her studies.

Grammar

1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

Read each question and mark the correct answer.

5. Which of the following sentences is written correctly?

- A. Have everyone turned in their test?
- B. Each of the brothers travels with the team.
- C. Many of the people cheers at the game.
- D. Several of the passengers has left the plane.



6. Which of the following sentences correctly uses the present perfect tense of the verb *study*?

- A. He studies every night for two hours.
- B. He will have studied every night this week.
- C. He had studied last week.
- D. He has studied every night this week.

7. Which of the following sentences is written correctly?

- A. Neither the garage nor the house is painted.
- B. Flowers and trees in the backyard needs to be watered.
- C. Either Ted or Maria want to be team captain.
- D. Teachers and students is on vacation this summer.

Punctuation

1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

Read each question and mark the correct answer.

8. Which salutation in a business letter is written correctly?

- A. Dear Sir,
- B. Dear sir:
- C. Dear Sir:
- D. Dear sir;

9. Which sentence is written correctly?

- A. When we visited Houston, I wanted to see the Astrodome; my brother wanted to visit the Johnson Space Center.
- B. When we visited Houston, I wanted to see the Astrodome, my brother wanted to visit the Johnson Space Center.
- C. When we visited Houston, I wanted to see the Astrodome and my brother wanted to visit the Johnson Space Center.
- D. When we visited Houston, I wanted to see the Astrodome my brother wanted to visit the Johnson Space Center.

10. Which sentence is written correctly?

- A. The library books were informative; but I learned even more in my history class.
- B. The library books were informative but I learned even more in my history class.
- C. The library books were informative, but I learned even more in my history class.
- D. The library books were informative but, I learned even more in my history class.



Capitalization

1.4 Use correct capitalization.

Read each sentence. Mark the sentence that uses correct capitalization.

11. A. Mr. Tanner asked, “have you visited lake Shasta before?”
- B. Our guide, Ms. Westover, told us she had seen the Andes mountains in South America.
- C. After visiting Yosemite national Park, I read a biography of john muir.
- D. I told the students, “He is the man who founded the Sierra Club.”
12. A. The Constellation orion was not visible in December.
- B. England passed a series of laws called the intolerable acts to punish the colonists for the Boston tea party.
- C. My cousins have lived on Cypress Street in Santa Cruz for three years.
- D. Thomas Jefferson helped write the declaration of independence, and he founded the university of Virginia.
13. A. Many tourists visit the Eiffel Tower in Paris, France.
- B. On june 8, 1994, we traveled to Washington, D.C. to tour the Capitol.
- C. “Did you read the article about president Kennedy?” mr. Peters asked.
- D. If you read the book Robert E. Lee, you will learn about the civil war.

Spelling

1.5 Spell frequently misspelled words correctly (e.g., their, they’re, there).

Read each sentence. Mark the sentence in which the underlined word is used and spelled correctly.

14. A. They’re the most valuable coins in the collection.
- B. I don’t think were going on this train.
- C. We have found the too most valuable coins.
- D. Do you know whose coming to the party?
15. A. We to have found valuable coins.
- B. We are anxious to hear about your trip.
- C. Have you seen there coin collection?
- D. She found it’s nest in the pine trees.
16. A. Whose letter is this?
- B. Please show us you’re pictures from Italy.
- C. Its time to go back to class.
- D. Where we’re you when I called?

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