

Skills Assessment Supplement

Focus on
English-Language Arts Standards



FORM B

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. **The difficulty of the dive was based on a scale of 1 to 10.**

- A. He tried to scale off the old paint.
- B. Our teacher explained the grading scale at the beginning of class.
- C. Will she be able to scale the peak tomorrow?
- D. The violinist played the difficult scale with confidence.

2. **Our recess break was canceled because it was raining**

- A. Did you see the shark's fin break the water?
- B. My supervisor gave me a break and changed my shift.
- C. The prisoners attempted a prison break last night.
- D. We took a break from studying for the science test.

3. **Unfortunately, the goal would not count in the final score.**

- A. He was asked to take a count of the students on the bus.
- B. Count to ten before you start running.
- C. The witness's testimony did not count for much in court.
- D. We were introduced to the count at the palace.

Read each sentence. Mark the answer that correctly completes the statement.

4. **“I’ve told you a million times to pick up your shoes!”**

The underlined words are an example of _____.

- A. an idiom
- B. hyperbole
- C. personification
- D. a metaphor

5. **The team won the game by the skin of their teeth.**

The underlined words are an example of _____.

- A. a simile
- B. personification
- C. hyperbole
- D. an idiom

6. **Our old car moaned and groaned as it slowly climbed the hill.**

The underlined words are an example of _____.

- A. personification
- B. an idiom
- C. a metaphor
- D. a simile



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 Latin verb *vacuare*, meaning “to make empty”?

- A. empty-handed
- B. evacuated
- C. vaccination
- D. vacation

8. Which word probably comes from the French word *cafe*, meaning “coffeehouse”?

- A. coffin
- B. coherent
- C. caffeine
- D. cashier

9. Which word probably comes from the Spanish verb *tornar*, meaning “to turn”?

- A. tortilla
- B. turquoise
- C. tortoise
- D. tornado

10. Which word probably comes from the Native American word *makisin* meaning “soft shoe”?

- A. shoelace
- B. moccasin
- C. mockery
- D. softer

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

11. The jury found the police officer’s testimony to be very credible.

- A. able to be seen
- B. able to be believed
- C. able to be proved
- D. able to be heard

12. We compared several cultures in our sociology class.

- A. the study of religion
- B. the study of environment
- C. the study of the way people live
- D. the study of animal life

13. The editor wanted to check the author’s original manuscript pages.

- A. illustrated
- B. handwritten
- C. signature
- D. copied



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. Voters will cast their ballots in the next election.

- A. indicate
- B. throw
- C. roll
- D. calculate

15. Many fine artists live in Rome, Italy.

- A. small in size
- B. thin
- C. sharp
- D. skillful

16. He took the news of the accident lightly.

- A. of little weight
- B. using small amounts
- C. without care
- D. moving easily



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.

Read the following newspaper index. Use it to answer questions 1, 2, 3 and 4.

INSIDE THE TIMES TODAY	
WORLD NEWS A	BUSINESSC
Events.....A1	Financial News.....C1
People.....A3	Stocks.....C3
NATIONAL NEWS A	CLASSIFIEDD
People.....A2	ART &
Weather.....A4	ENTERTAINMENTE
LOCAL NEWSB	Art and Music.....E3
Editorials.....B4	Comics.....E3
Letters to the Editor.....B3	Dear Abby.....E2
Obituaries.....B6	Movies.....E5
	SPORTSF

1. In which section of the newspaper would you find information about a new exhibit at a local art gallery?

- A. E
- B. A
- C. C
- D. B

2. In which section of the newspaper would you find job listings?

- A. B
- B. C
- C. D
- D. E

3. Where would you find information about the weather in Washington, D.C.?

- A. C3
- B. B6
- C. A4
- D. A1

4. How many sections does this newspaper have?

- A. 6
- B. 8
- C. 18
- D. 20



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

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

Two pioneers in the world of art were the Dutch painters Rembrandt and Van Gogh. Both had wealthy parents, and both showed artistic talent at an early age. However, Van Gogh did not begin to paint seriously until he was twenty-seven. By the time Rembrandt was twenty-six, he had already completed many paintings.

Rembrandt established himself in Amsterdam; there he attracted many wealthy patrons who paid him to paint their portraits. When Holland defeated Spain in war, Rembrandt was asked to create a painting to celebrate the victory. Many people did not understand Rembrandt's use of extreme darkness and light in the painting, "The Night Watch." As a result, his work lost popularity, and he died a poor and lonely man.

Not liking Amsterdam, Van Gogh moved to France. He remained a poor man all his life, making over 800 paintings but selling only one. While Rembrandt tried to hide his painting technique, Van Gogh drew attention to his canvases by using wild, feverish brushstrokes. His work was not well-received during his lifetime. Like Rembrandt, Van Gogh died a poor and lonely man.

5. **How are Rembrandt and Van Gogh alike?**
- A. Both began painting at an early age.
 - B. Both used extreme darkness and light in their paintings.
 - C. Both attracted wealthy art patrons.
 - D. Both showed artistic talent as children.
6. **How are Rembrandt and Van Gogh different?**
- A. Van Gogh began painting at an early age and Rembrandt did not.
 - B. Van Gogh liked living in Amsterdam and Rembrandt liked living in France.
 - C. Van Gogh used wild brushstrokes, and Rembrandt used extremes of dark and light.
 - D. Rembrandt died a poor and lonely man, and Van Gogh did not.
7. **Which statement about the passage is true?**
- A. Both artists painted over 500 paintings.
 - B. Paintings of both artists were not popular during their lifetime.
 - C. Both artists had sold many paintings by the time they were thirty.
 - D. Both artists used the same painting techniques.



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.

Plants that trap insects for food are called carnivorous plants. The Venus's-flytrap is the most well-known of flesh-eating plants. Others include the bladderwort, the butterwort, the pitcher plant, and the sundew. These plants are sometimes called insectivorous plants. They are especially equipped to catch the food they need for their nutritional requirements.

Carnivorous plants need insects because they grow in soil that does not have enough nitrogen available for the plant's survival. For example, the Venus's-flytrap grows in bogs which lack nitrogen. They get the needed nitrogen from the decaying bodies of insects which they trap and digest. The plants secrete special digestive fluids that break down the bodies of insects.

The plants trap their prey in various ways. Some have flowers that look or smell like decaying meat which attract the insects to them. The Venus's-flytrap has two leaves that stand open in the shape of a bear trap. The leaves are edged with bristles which hold the insect inside when the leaves snap closed. Pitcher plants hold water, and the insect simply drowns in it. The sundews catch insects on the sticky hairs of their leaves which then curl around the insect. Thus, the carnivorous plants are equipped with efficient ways to get the nutrition they need.

8. What is the topic of this passage?

- A. the Venus's-flytrap
- B. why plants need insects
- C. carnivorous plants
- D. nutritional requirements of plants

9. What is the main idea of this passage?

- A. Carnivorous plants are also called insectivorous plants.
- B. The Venus's-flytrap catches insects in its trap-like leaves.
- C. Carnivorous plants do not need nitrogen for survival.
- D. Carnivorous plants have special methods for catching food.

10. Which of these is a detail that supports the main idea of the passage?

- A. The Venus's-flytrap grows in bogs.
- B. The nutritional requirements of carnivorous plants are different than those of other plants.
- C. Carnivorous plants get nitrogen from the soil.
- D. Some plants get nitrogen from insects.



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

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

Have you ever seen a streak of light in the night sky? The streak was probably a meteor – a chunk of metal or stone that enters the earth’s atmosphere from outer space. Meteors travel at such great speeds that they heat up and glow from friction with the air. The extreme heat causes most meteors to burn up in the atmosphere. Meteors are the “falling stars” you see in the night sky.

A few meteors fall to the Earth’s surface before they burn up. These meteors are called meteorites. Although meteorites can be any size, only a few are large enough to cause great damage. Many scientists believe a meteorite from prehistoric times caused a mile-wide crater in Arizona. A meteorite that fell in Siberia in 1908 caused trees for thirty miles around to die from the extreme heat and fire. However, because most of the earth’s surface is water, most meteorites fall into the oceans.

- I. Meteors
- A. Chunks of metal or stone
 - B. Great speed
 - C. _____
- II. _____
- A. Meteors that land on earth
 - B. Damage caused
 - 1. Arizona crater
 - 2. Siberian trees

11. What is the best topic for II in the outline?

- A. Streaks of light in night sky
- B. Meteorites
- C. Falling stars
- D. Sizes of meteors

12. What is the best subtopic for IC in the outline?

- A. Enter Earth’s atmosphere
- B. The glow of meteors
- C. Most burn up
- D. Meteorites

13. In this passage, prehistoric means ____.

- A. after recorded history
- B. before mankind
- C. after dinosaurs
- D. before recorded history



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.

River Park Public Library Card APPLICATION

To obtain a River Park Public Library Card, you will need the following:

- Two forms of identification with your River Park address (one photograph identification)
- An application form which must be signed at the library's circulation desk
- If you are under 18, a parent or guardian signature — completed at the library's circulation desk
- Non-residents must provide a certificate of residence (available at the City Clerk's office)

River City Public Library Card

<div style="display: flex; justify-content: space-between;"> Last Name MI </div>	<div style="display: flex; justify-content: space-between;"> First Name MI </div>	
Home Address - Number and Street		
City	State	Zip
Telephone - area code and number		

River Park Public Library Lending Policy

Most circulating books may be borrowed for 28 days. Audiocassettes and videocassettes may be checked out for 7 days. Overdue items will be charged to the account of the cardholder at the rate of 10 cents per day for books, and \$1.00 per day for audio and videocassettes.

I agree to be responsible for all materials borrowed with my library card and for all charges incurred.

Date of Birth <small>(if under 18)</small>	Signature of Applicant	Date
Name of Parent or Guardian (PRINT)		
Signature of Parent or Guardian		



14. If you are 18, you _____.

- A. must obtain a certificate of residence
- B. must have a parent or guardian signature
- C. must have two forms of identification
- D. may check out videocassettes for 14 days

15. If you do not live in River Park, you ____.

- A. must have a photograph identification
- B. must provide a certificate of residence
- C. must have a parent or guardian signature
- D. may not obtain a River Park Public Library card

16. You may check out audiocassettes for ____.

- A. 1 day
- B. 7 days
- C. 10 days
- D. 28 days



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.

In 1821, William Becknell led the first wagon train from Franklin, Missouri, to Santa Fe, New Mexico. This was the beginning of a trade route, called the Santa Fe Trail, that was to last for fifty years.

Until the start of the trail, the only outsiders the Indians of the West had known were the Spanish. The Indians had learned about horses and metal from the Spanish. The relations between the Spanish and Indians were not always friendly, but the Indians liked some of the Spanish goods and adapted them to their way of life. Spanish settlers traded for beautiful Indian jewelry, blankets, and baskets.

When the wagon trains began crossing the prairies, the relationship between the Indians and the "Easterners" was similar to the Indians' experience with the Spanish. Many Indians welcomed the goods being brought for trade, but some felt the arrival of the wagon trains was an invasion of their lands.

Forts were built along the trail to protect the growing trade and passenger route and the many men who were hired to build the railroad. Soon after the railroad began service, the Santa Fe Trail ceased to operate.

17. The author of the passage is most likely to support which statement?

- A. Indian jewelry was more valuable than metal.
- B. Forts signaled the end of the Santa Fe Trail.
- C. The Indians welcomed the men who built the railroad.
- D. The Indians and Spanish welcomed trade with each other.

18. Why do you think the Santa Fe Trail ceased to operate?

- A. Passengers stopped traveling to the West.
- B. Indians stopped trading with "Easterners."
- C. The railroad was faster and safer.
- D. There were not enough forts along the Santa Fe Trail.

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

- A. The Spanish and Indians did not always get along.
- B. The Santa Fe Trail was one of the first trade routes in the West.
- C. The Indians learned about horses from the Spanish.
- D. The arrival of wagon trains led to a decrease in trade with the Indians.



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

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

Smoke detectors alert people to fire. One kind of smoke detector is an ionization detector. It has a tiny radioactive cell that creates particles called ions. These ions produce an electric current which flows at a constant rate. If the ions become attached to smoke, the rate of the current slows down and the alarm sounds.

The other kind of smoke detector is a photoelectric detector. This kind of device uses a photocell which is sensitive to light. If smoke passes in front of the photocell, the alarm is triggered.

Ionization detectors sound their alarms faster in flaming fires. Photoelectric alarms are faster in smoldering fires. Either kind is available in a plug-in or battery-operated model. People must check to make sure their detectors are in good operating condition.

20. Based on the information in the passage, which statement is true?

- A. Photoelectric detectors work better than ionization detectors.
- B. Smoke detectors need electric currents to work.
- C. Battery-operated detectors are more reliable than plug-in detectors.
- D. Having both detectors helps protect people from both types of fires.

21. Which detail supports the statement that smoke detectors save lives?

- A. If the ions become attached to smoke, the rate of the current slows down and the alarm sounds.
- B. If smoke passes in front of the photocell, the alarm is triggered.
- C. Smoke detectors alert people to the danger of fire.
- D. Either kind is available in a plug-in or battery-operated model.

22. Based on the information in the passage, which statement is false?

- A. Ionization detectors work best in flaming fires.
- B. All smoke detectors require maintenance.
- C. Photoelectric detectors work best in smoldering fires.
- D. Photoelectric detectors are better than ionization detectors.



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.

Paul Revere played an important part in the Revolutionary War. Revere made his famous ride on April 18, 1775, to warn the colonists that the British were coming. He told the people that the British were coming by sea. He knew this because he had arranged with two other patriots to give him a signal from a distance. When Revere saw two lantern lights in the church steeple, he set off on his famous ride. If he hadn't made that ride, we would not be a free nation today.

Although he is most famous for his midnight ride to warn colonists of a British raid, Paul Revere was an active participant in the Boston Tea Party in December 1773. Before the event, he was one of the colonists who guarded the tea ship; he is also believed to have been on the ship's deck dumping tea into Boston harbor.

Before the war, Revere had been a successful silversmith. After the war, he invented a process for rolling sheet copper. He used his skills to make many fine art objects of copper. Objects made by Paul Revere are very valuable today, and it is for his craftsmanship that he will be best remembered in American history.

23. Which statement is NOT supported by evidence in the passage?

- A. Paul Revere was an active participant in the Boston Tea Party.
- B. Paul Revere played an important part in the Revolutionary War.
- C. If Paul Revere hadn't made his famous ride, we would not be a free nation today.
- D. Paul Revere warned the colonists that the British were coming by sea.

24. Which statement supports the author's opinion that Paul Revere will be best remembered for his craftsmanship?

- A. Paul Revere participated in the Boston Tea Party.
- B. Paul Revere was a silversmith before the war.
- C. Objects made by Paul Revere are very valuable today.
- D. Paul Revere played an important part in the Revolutionary War.

25. Based on information in the passage, which statement is true?

- A. Paul Revere was the most famous silversmith of his time.
- B. Copper objects made by Paul Revere are more valuable than those made of silver.
- C. Patriots used signals to warn that the British were coming.
- D. Paul Revere is the most famous participant in the Boston Tea Party.



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.

Max bought the time machine at a garage sale for \$3.00. As he pulled the lever, he felt the marvelous machine whirling; he was on a vibrating conveyor belt, out of control and hurtling through a long ink-black tunnel to the Middle Ages.

1. This passage would be found in a book of _____.

- A. fantasies
- B. myths
- C. fables
- D. realistic fiction

Finn MacCool was not the bravest of all giants. He knew Cuchulain was the biggest and strongest of all the giants in Ireland. But Finn also knew Oona was good at thinking quickly. She would save him.

2. This passage would be found in a book of _____.

- A. myths
- B. realistic fiction
- C. folktales
- D. science fiction

The characters in the play are King Acrisios of Argos, an ancient city in southern Greece; Zeus, king of the Greek gods; Apollo, Greek god of light. The first scene opens in the palace of King Acrisios.

3. This passage would be found in the introduction of a book of _____.

- A. science fiction
- B. fantasies
- C. folktales
- D. myths



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.

Lisa had always been curious by the world that was hidden to the naked eye. Although she had never read about cells, she had seen illustrations of one-celled organisms in her science book. Joe was sharing a microscope with her today in science class. He yawned when Lisa examined the microscope. Usually Joe enjoyed science class, but he was sure that even with the microscope, they wouldn't be able to see actual cells.

Ms. Turner, the science teacher, had passed out pieces of onions to each student. She carefully demonstrated how to separate a thin piece of the onion's skin and place it under the microscope. She said it was extremely important that the onion skin be as thin as possible.

After separating the thinnest piece she could, Lisa put the piece of onion on a slide and clipped it under the microscope. Lisa looked through the eyepiece with anticipation, but she saw nothing. She pulled the slide out and put it back again.

She turned the light on and off. She even cleaned the eyepiece, but nothing worked. She asked her teacher what was wrong. "You have to focus the microscope," Ms. Turner said, turning a knob near the base of the microscope.

Lisa looked through the eyepiece after Ms. Turner had adjusted it. What she saw amazed her. She couldn't get over the fantastic number of cells she saw. The cells of the onion skin looked like thousands of clear squares or rectangles, each one just like the rest.

Lisa had almost forgotten about Joe because he had wandered off and was now looking out the window.

4. How do Lisa and Joe feel about the science class?

- A. Lisa enjoys the class, but Joe does not.
- B. Lisa is excited about using the microscope, but Joe doesn't think it will work.
- C. Both Lisa and Joe are eager to learn more about cells.
- D. Neither Lisa nor Joe likes using the microscope, but Joe enjoys science.

5. In this passage, Lisa's goal is to _____.

- A. persuade Joe that microscopes are important
- B. make her teacher proud of her
- C. see cells under a microscope
- D. learn more about onions

6. What probably would have happened if Lisa had used a thick piece of onion?

- A. Lisa would not have been able to see the onion cells.
- B. The microscope would not have been focused.
- C. Lisa would have been able to see more onion cells.
- D. The light from the microscope would have been too bright.



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.

“Beth! Are you reading again? Put that book down now! You’ll get in trouble!” Mrs. Mason worried about her headstrong daughter. Girls were not supposed to want to read in their colonial village in the New World. In fact, Puritan parents only allowed their children to read the Bible. In some communities girls were not taught to read at all.

Beth quickly put the book behind the loose log next to her bed. She hated to disobey, but it was the only way she could get “book learning.” Beth knew times were hard for all the colonists. She knew she was expected to do her share of the work: making candles, cooking, and sewing clothes for the harsh winter months ahead. She understood that, and she accepted it. But she didn’t understand why she wasn’t allowed to learn and study, too, as long as she did her work first.

Beth wasn’t sure why she didn’t want to be like her mother. She only knew that she wanted to learn all that she could. She wished she could be like her older sister, satisfied with learning only women’s skills, but Beth felt differently. So she continued to read and study in secret. Years later, when Beth Mason became one of the first businesswomen in all the colonies, she would know the reason why.

7. What problem does Beth have because she lives in a Puritan village?

- A. She is not allowed to read or study.
- B. She doesn’t want to be like her mother.
- C. The harsh winters make Beth’s life difficult.
- D. She doesn’t like making candles, cooking, and sewing clothes.

8. What is the setting of this story?

- A. present-day United States
- B. England in the 1900s
- C. colonial America
- D. the midwest in the 1800s

9. How does the setting influence the resolution of the story?

- A. The ending shows that Beth Mason was a typical Puritan woman.
- B. At the end of the story, Beth Mason is like her mother and older sister.
- C. Beth Mason proved that housework was not important in Puritan society.
- D. Beth Mason achieves what few women were able to do in Puritan society.



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.

Sometimes I'm like ice cream,
all sugary and sweet.
Sometimes I'm like a prickly pine tree,
ready to jab you
with my sharp needles.
I'm like a sleek, red sports car,
racing as fast as the speed of sound.
I'm like a friendly puppy
when I'm around my friends.
But I'm like a
FIERCE, ROARING
lion
when I see an injustice.
I'm like a kite,
blowing this way and that way
in the wind
if I'm unsure.
I'm a bright, sunny spring day,
just waiting to turn into summer.
I'm like so many different things
but I'm nothing like anyone else.
I'm just me.

10. To show the difficulty of making a decision the speaker uses a _____.

- A. sports car
- B. lion
- C. pine tree
- D. kite

11. The words **FIERCE** and **ROARING** describe _____.

- A. the speaker's car
- B. the speaker's feelings
- C. friends
- D. a kite in a storm

12. The speaker uses a metaphor to _____.

- A. compare pine trees and needles.
- B. emphasize the speed of sound
- C. compare himself to a spring day
- D. compare spring and summer

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

Read each passage. Mark the answer that correctly completes each statement.

Passage A

I am the computer-game champion of my neighborhood. Every day after school, my friends and I meet in my room to challenge one another. We play outer-space games, fantasy games, and math games.

Passage B

George Washington Carver liked working in the lab best of all. The lab reminded him of the greenhouse he had as a boy. He rose every morning at four to work in the lab; it was here that he discovered many uses for the sweet potato and the peanut.



13. **Passage B** is _____.

- A. written from a third-person point of view
- B. a passage from an autobiography
- C. written from a first-person point of view
- D. written by a character in the story

14. **Passage A** is _____.

- A. written by a speaker outside the story
- B. a third-person narration
- C. a passage from a biography
- D. written from a first-person point of view

15. **Passage B** is probably found in _____.

- A. a fairy tale
- B. a biography
- C. a fable
- D. an autobiography

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.

The Ant and the Dove
from a fable by Aesop

A thirsty Ant was climbing down a blade of grass that grew beside a stream. He was trying to reach the water so he could take a drink. Unfortunately, he slipped and tumbled into the stream.

Now a Dove was sitting on a branch over the water. She saw the Ant fall in and was struck with pity. Quick as a wink she plucked off a

leaf and let it fall into the stream. The little raft settled down on the water right beside the drowning Ant. The insect climbed aboard and was soon safe on shore again.

But what did he see? Hidden behind a bush, a hunter was spreading his net. He was going to snare the Dove!

“No, indeed!” the grateful Ant said. “You shall not take the bird that saved my life!” And with all his might he stung the hunter on his bare heel.

With a cry, the hunter dropped his net. The next moment the startled Dove was flying away into the woods.

16. **Dove helped Ant** by _____.

- A. plucking Ant from the stream
- B. holding out a branch to save Ant
- C. dropping a leaf so Ant would not drown
- D. taking the hunter’s net

17. **Dove helps Ant** because _____.

- A. she knows Ant will save her
- B. she is kind and feels sorry for Ant
- C. she knows the hunter is behind the bush
- D. Ant is her friend

18. **Which of the following best states the theme of the passage?**

- A. One never knows how a kindness may be repaid.
- B. In nature, ants and doves make good friends.
- C. The hunter dropped his net because Ant stung him.
- D. Ant should be more careful near the stream.



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 mark the answer that correctly completes each sentence.

**From *As You Like It*
Act 2, Scene 7**

Blow, blow thou winter wind,
Thou art not so unkind
 As man's ingratitude.
Thy tooth is not so keen,
Because thou art not seen,
 Although thy breath be rude.
Heigh-ho, sing heigh-ho, unto the green holly.
Most friendship is feigning, most loving mere
 folly.
Then heigh-ho, the holly!
 This life is most jolly.

19. In the passage, “Thy tooth” and “thy breath” are used as _____ to describe the wind.

- A. personification
- B. simile
- C. metaphor
- D. idiom

20. In the passage, man's ingratitude is symbolized by _____.

- A. a tooth
- B. green holly
- C. the winter wind
- D. friendship

21. The theme of the passage is _____.

- A. green holly makes life more jolly
- B. the wind is not seen
- C. the winter wind is cold
- D. friendship can be unkind



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.

Outside the night was dark and the wind was howling. Inside Amy's house, she and Alisha clicked off the TV. "That was a really spooky show," said Amy. "I wish we could have an adventure like that one."

"Your pesty little brother would probably ruin it," said Alisha. "He's always making fun of us or playing tricks."

"Shh! What was that noise?" asked Amy.

"I don't know," said Alisha. "Let's get out of here!"

"We can't; we're babysitting, remember?" Amy reminded her. Just then they heard the sound again. Then the lights went out. The girls tiptoed into the kitchen to get a flashlight.

"The noise! It's back here." Alisha pointed to the hallway leading to the bedrooms. The girls crept slowly down the hallway.

22. What did Amy and Alisha probably find at the end of the hallway?

- A. a ghost
- B. another TV with the volume turned up too high
- C. someone breaking into the house
- D. Amy's little brother

23. Where was Amy's little brother during the story?

- A. outside playing by himself
- B. hiding in the hallway making a scary noise
- C. staying overnight at a friend's house
- D. sound asleep in his bed



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

The Readers' Guide to Periodical Literature is an index that lists articles from periodicals – newspapers and magazines. Use the example of an online Readers' Guide entry to answer questions 1, 2, and 3.

ONLINE

Result of Online Search of Readers' Guide

Author:	Stanley, Charles A.
Title:	Vegetables for all seasons
Source:	Western Living v.37 no. 2 Dec. '98 pp. 23-28 il.
Standard No:	0029-0804
Date:	1998
Contents:	feature article
Subject:	nutrition

1. The name of the periodical in the entry is ____.

- A. *Vegetables for All Seasons*
- B. *Nutrition*
- C. *Feature Article*
- D. *Western Living*

2. Information about vegetables is found in ____.

- A. volume 2
- B. volume 23
- C. volume 37
- D. volume 98

3. You would find related topics under ____.

- A. seasons
- B. nutrition
- C. western living
- D. feature article



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 is a compound-complex sentence?

- A. In the United States, diamonds are precious gems, but they are also used in industry.
- B. Since diamonds are not mined in the United States, the demand for them is high.
- C. Because they are very durable, diamonds are very valuable, but some emeralds are even more valuable.
- D. The diamond glitters with different colors; one type of gem cut has fifty-eight facets.

2. Which word is a subordinating conjunction in the following sentence?

Because they are millions of miles away, even the largest stars look like little points of light.

- A. because
- B. even
- C. like
- D. away

Read the sentences and mark the answer that best combines each group of words without changing the meaning.

3. I will walk the dog. When I have finished my homework.

- A. I will walk the dog, and I have finished my homework.
- B. When I walk the dog I will have finished my homework.
- C. When I have finished my homework, I will walk the dog.
- D. I have finished my homework, I will walk the dog.

4. Our school has just started a peer-tutoring program. I plan to join.

- A. Our school, having just started a peer-tutoring program; I plan to join.
- B. Our school has just started a peer-tutoring program, I plan to join.
- C. Our school has just started a peer-tutoring program; I plan to join.
- D. I plan to join our school peer-tutoring program, it has just started.



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. Everybody was pleased with the test scores.
- B. Both of the concerts was canceled.
- C. Have each of you finished the test?
- D. One of these books are mine.

6. Which of the following sentences correctly uses the past perfect tense of the verb *give*?

- A. She has given us the assignment.
- B. She had gave us the assignment.
- C. She had given us the assignment.
- D. She will have given us the assignment.

7. Which of the following sentences is written correctly?

- A. Our computer and television is both broken.
- B. Math and science require hours of study.
- C. Last year a library and museum was built in our city.
- D. He and Sam makes many kinds of candles.

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 Editor,
- B. Dear Editor
- C. Dear Editor;
- D. Dear Editor:

9. Which sentence is written correctly?

- A. The tickets for the game went on sale at nine o'clock they were all sold by noon.
- B. The tickets for the game went on sale at nine o'clock, they were all sold by noon.
- C. The tickets for the game went on sale at nine o'clock; they were all sold by noon.
- D. The tickets for the game went on sale, at nine o'clock they were all sold by noon.

10. Which sentence is written correctly?

- A. You may come on the camping trip but, you will have to carry your own gear.
- B. You may come on the camping trip but you will have to carry your own gear.
- C. You may come on the camping trip, but you will have to carry your own gear.
- D. You may come on the camping trip; but you will have to carry your own gear.



Capitalization

1.4 Use correct capitalization.

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

11. A. Did your vacation include a visit to buckingham palace in London?
- B. Mr. Williams said, "on Memorial Day we honor Americans who died in war."
- C. During the Revolutionary War, the Johnson brothers fought on opposite sides.
- D. His father worked as an electrician for the Copper Lantern lighting company.
12. A. We planned a tour of the smithsonian institution in Washington, D.C.
- B. The gardener remarked, "These plants should bloom in May."
- C. She found the article in the *San Francisco chronicle*.
- D. In Oregon, the hunting season began last tuesday.
13. A. He wanted to borrow *the Pushcart War*, a book by Jean Merrill.
- B. Ms. Williams asked, "does anyone know Mark Twain's real name?"
- C. "Valentine for Earth" is a delightful poem by Francis Frost.
- D. Did you see the Statue of Liberty when you were in new york city?

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. Researchers discovered the ancient idol in the temple.
- B. Freedom of speech is a key principal of democratic government.
- C. We found cones from the fur trees scattered on the ground.
- D. The school bored approved the purchase of new equipment.
15. A. I only needed for nails to repair the fence.
- B. According to legend, the brave knight rides a white horse.
- C. She waists no time in getting her homework finished.
- D. Terms of the piece agreement were announced yesterday.
16. A. His science project is do this Friday.
- B. She did quiet well on last week's test.
- C. Did you drive through the long tunnel?
- D. We could here thunder in the distance.

First Edition

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