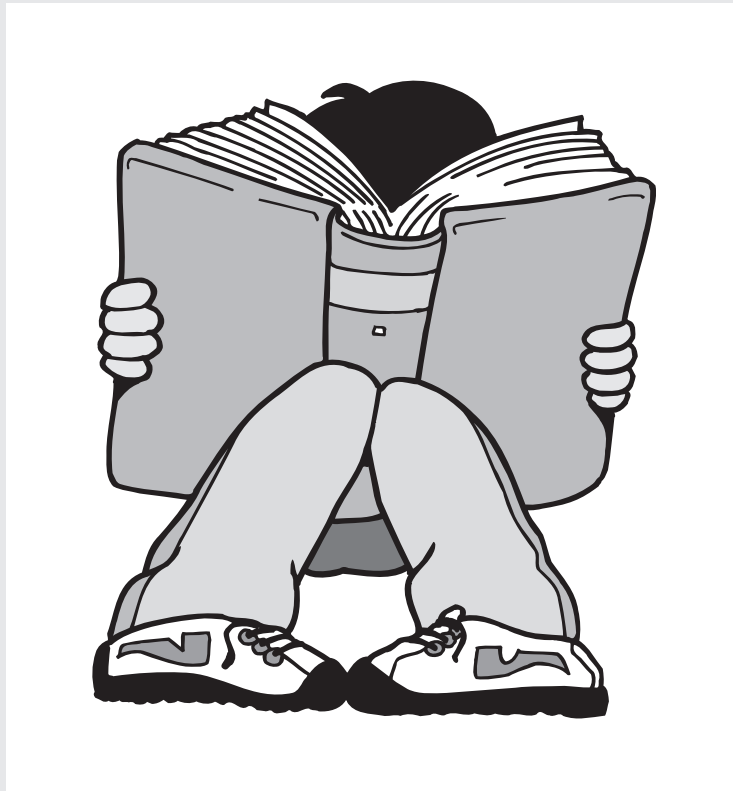


# STUDENT TEST BOOKLET

6-8 Week Skills Assessments for  
Reading Comprehension and Fluency



**GRADE 5**  
**Weeks 6–18**

Student Name \_\_\_\_\_

**DIRECTIONS:** Read the story carefully. Then read each question and fill in the bubble next to the correct answer.

## The Demon Star

*David Warner*

Many of the world's famous astronomers lived in the desert lands of Arabia, where the blazing daytime heat often made traveling at night a necessity. Men led camel caravans through the empty desert darkness, and like the first sailors, they had only the stars to guide them. Night after night, they watched the lights in the sky. They learned to recognize them and gave them names.

One star was different from the others. They called it *Algol*, which is Arabic for "The Ghoul." The reason for this ghostly name is that, now and then, Algol almost disappears. In the ancient stories, the star was a glittering demon who slowly and mysteriously winked his eye, as though he knew a dark secret.

What could cause a star's light to dim and grow bright again? What could cause such a thing, again and again, year after year? Nobody knew. Algol kept its secret for centuries.

The puzzle was finally solved in 1783 by a young man in England. He was eighteen years old, and his name was John Goodricke. John was born totally deaf and spent his early years not knowing how to speak. In those days most people believed that deaf children could not be educated. But there was a school for deaf children in Scotland, and John went there and learned to speak, read, and write. He also learned to be curious. Later he became an excellent mathematics student.

When John's schooling was finished, he went home to live with his family. One of his neighbors, a friend of John's father, was an amateur astronomer. John had probably studied a bit of astronomy at school before he and the older man became friends.

John's curiosity was aroused when his neighbor told him about the demon star. He began to watch Algol and one night was amazed to see it almost blink out. He was fascinated and continued to observe the star for many, many nights.

John did not have a telescope, but he had sharp eyes. He watched the star carefully and, using an accurate clock, discovered that Algol's dimming kept to a precise schedule. John calculated that every 2 days, 20 hours, and 49 minutes the star almost blinked out after fading for 5 hours. Then, over a 5-hour period, it became steadily brighter.

*Now answer the questions about this part of the selection.*

1. Which of the following answers best explains why Arabian men were interested in the stars?
  - A. They believed the stars were demons.
  - B. Famous Arabian astronomers lived in the desert and studied the stars.
  - C. They often made up stories about the stars.
  - D. They used stars to find their way in the dark.
  
2. The Arabs called Algol a demon because
  - A. it is bright orange.
  - B. it has a ghost-like shape.
  - C. it dims and brightens.
  - D. mysterious things happen when it dims.
  
3. In John Goodricke's day, some people were surprised when he solved the puzzle of Algol because
  - A. he was deaf.
  - B. he was curious.
  - C. he studied mathematics.
  - D. he was an amateur astronomer.
  
4. How did John learn about the demon star?
  - A. He read about it in a newspaper.
  - B. He studied astronomy in school.
  - C. His neighbor told him about it.
  - D. He saw it outside his window.
  
5. Which of the following instruments played a significant role in John's discovery?
  - A. calculator
  - B. clock
  - C. telescope
  - D. calendar

But why did Algol blink? After days of studying and thinking, John had an idea. Algol dims, he figured, because there is a planet revolving around it. As regularly as the second hand on an enormous watch, the planet passes in front of the star and blocks most of its light.

John's answer was almost correct. Years later, with the help of high-powered telescopes, the actual answer was found. Algol is not one star, but two. One star is smaller and brighter than the other. The stars circle each other and are so close together that when they are side by side, they look like a single bright light. When the fainter star moves in front of the other, the light from the star behind is blocked, and the star seems to dim.

Sharp-eyed John continued to gaze at the heavens and discovered several other blinking stars, which astronomers call *variables*. They had always been there, of course, but their dimming had been so slight that no one, before John, had ever noticed them. One variable star that John discovered in the constellation Cepheus turned out to be an important clue in measuring the size of the universe.

Astronomers with modern telescopes have found hundreds of variable stars. It all started with Algol and with John Goodricke who discovered that the demon star was really no demon at all.

*Now answer the questions about this part of the selection.*

6. Which question did John want to answer?
- A. Why do some stars shine more brightly than others?
  - B. Why do stars appear in the same place in the sky?
  - C. Why would astronomers name a star “The Ghoul”?
  - D. Why would a star “blink”?
7. John Goodricke reasoned that a planet revolving around Algol made the star dimmer. The word *revolve* means
- A. to get larger, then smaller.
  - B. to circle another object.
  - C. to brighten and dim.
  - D. to change into another object.
8. The change in Algol’s brightness can best be compared to what happens when
- A. the moon passes in front of the sun.
  - B. a person wears dark glasses on a sunny day.
  - C. the sun slowly sinks below the horizon.
  - D. the moon shines through a window.
9. Without a high-powered telescope, John could not see that Algol
- A. is part of a constellation.
  - B. is a demon star.
  - C. is actually two stars.
  - D. has several planets orbiting the star.
10. What do astronomers call stars that have their light blocked for short periods of time by other stars?
- A. blinking stars
  - B. variables
  - C. demon stars
  - D. black holes

**STOP**

*Please do not turn the page.  
You may go back and check your work.*

TOTAL SCORE: \_\_\_\_\_/10

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

**Say these specific directions to the student:**

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Captain Gore, an android, had a new mission. He had been summoned from his home planet, Zan, located in the Star Galaxy. He was assigned to guard agents returning to Zan from Earth. The diplomats were carrying secret documents to their homeland. Word had reached them that cruel and hostile invaders were roaming the universe. The agents had requested Gore’s protection. Soon a convoy retrieved the agents and headed back to Zan.

The fleet of starships whizzed around several galaxies. Then without warning, the main ship’s computer broke down. The convoy was stranded between two stars. Hastily, the captain’s engineer fixed the broken mainframe.

During the stop, Gore received a dire message. It was sent by high-frequency waves. The commander was alarmed. An armada of attacking raiders was headed their way. He quickly sought the advice of his most trusted crewman. When the assistant arrived, Gore explained the situation. He asked for suggestions. The assistant helped his captain consider all possible options.

Suddenly lights flashed. Sirens blared. The ship’s gadgets had detected a huge comet. It was speeding directly at Gore’s transport vehicle. Right away, he shouted “Mach 90!” He had to prevent his fleet from being demolished. Luckily, the spaceships narrowly avoided the impending collision. The attacking raiders were taken off guard. The rogues were destroyed.

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EVALUATING CODES FOR ORAL READING	
sky (/)	word read incorrectly
blue sky (^)	inserted word
	(□) after the last word read

**Comments:**

FLUENCY SCORE	
Number of Words	
Read Per Minute:	_____
Number of Errors:	— _____
Number of Words	
Read Correctly:	_____
Passing Criterion (50th %ile)	= <u>110</u>

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

## Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

**Say these specific directions to the student:**

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Ancient cultures observed the stars and wondered  
 about their origin. Ursa Major is visible in northern  
 skies. This star pattern is one of the better known and  
 easier to find constellations. It is often the first star  
 formation people learn to recognize. Ursa Major is one of  
 the largest celestial groups and contains the famous Big  
 Dipper.

People once thought the Big Dipper looked like a  
 wagon. Others thought it was a plow or a bull’s thigh.  
 They often named star groups after gods or other mythical  
 creatures. Lacking scientific knowledge, elaborate  
 stories were created. These tales helped explain why the  
 shining images appeared in night skies.

Native American Indians created myths, too. They  
 called the Big Dipper the Great Bear. The handle of the  
 Dipper was the Great Bear’s tail, and the Dipper’s cup  
 was the Bear’s flank. Other Indians believed the “bowl”  
 was a giant bear and the last stars of the handle were  
 three warriors chasing it. Because the Big Dipper sits  
 low in the autumn sky, it was thought that hunters had  
 injured the bear. American Indians believed the blood  
 from the bear’s injury caused the trees to change color.  
 This legend helped explain why leaves turned red in the  
 fall.

The best time to observe the Big Dipper is on a  
 moonless night when stars appear to be brightest.

EVALUATING CODES FOR ORAL READING	
sky (/)	word read incorrectly
blue ^ sky (^)	inserted word
	(□) after the last word read

**Comments:**

FLUENCY SCORE	
Number of Words	
Read Per Minute:	_____
Number of Errors:	— _____
Number of Words	
Read Correctly:	_____
Passing Criterion (50th %ile)	= <u>110</u>

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

**DIRECTIONS:** Read the story carefully. Then read each question and fill in the bubble next to the correct answer.

## Marco Polo

*Gian Paolo Ceserani*

At the top right side of the boot-shaped country that is Italy, there lies the famous seaport of Venice. It is built right on the water. Its houses spring up from islands connected to each other by bridges flung every which way. The streets themselves are winding canals that rise and fall with the tide. People travel by gondolas—long, flat-bottomed boats that curve up like a smile on either end.

During the thirteenth century, Venice was called “the Queen of the Seas.” It was also at the height of its powers. Its harbor was crammed with vessels coming in and going out. Right in the middle of this busy, thriving century, Marco Polo was born. He would travel farther than any ship in the harbor. He would become as famous as any Venetian ever born.

Most of the people in Venice were engaged in the business of buying and selling, trading, and shipping. The men in the Polo family were merchants, too. When Marco was born, his father, Niccolo Polo, and his uncle, Maffeo Polo, were away on one of their frequent trading voyages. As he grew up, young Marco had no idea where his father and uncle were or if they were even alive. Marco was fifteen years old when Niccolo and Maffeo Polo arrived back in Venice. They had been all the way to China, they said. They had stayed at the court of the Great Kublai Khan!

This famous Mongol ruler was wealthy and powerful. He was also curious. He wanted to know how different people lived, what they knew, and what they thought. He wanted the Polos to return to his court.

Marco was seventeen years old when his uncle and father were finally ready for their return trip. They invited Marco to go along. On a summer day in 1271, Marco Polo said good-bye to Venice. He was starting on his great adventure.

The most dangerous part of the adventure was crossing the great Gobi desert. It took thirty days. Nothing grew in this endless sand. Nothing lived on it, and nothing flew over it.

The Polos rested for a week before starting across the desert. They loaded their camels and horses with supplies of food and water. They tied bells around the necks of all their caravan animals so none would get lost. Fortunately, they managed to stay together and came through the ordeal of the Gobi without harm.

For some time, the Polos traveled through the land of the Mongols. Under Kublai Khan’s grandfather, these people had conquered much of the world. However, the Mongols that Marco Polo saw were shepherds. They wandered over the countryside, setting up their round, felt-covered tents wherever they found grass for their animals.

*Now answer the questions about this part of the selection.*



1. How were the Polos like most other people in Venice at that time?

- A. They made frequent voyages to China.
- B. They traveled for years at a time.
- C. They made their living by trading and shipping.
- D. They admired Kublai Khan.

2. Why did Kublai Khan like the Polos?

- A. They brought him jewels and other expensive gifts.
- B. They brought him news of the rest of the world.
- C. They served as his bodyguards.
- D. They taught him how to print paper money.

3. What caused Marco's father and uncle to return to China?

- A. Khan wanted Marco to teach him about the world.
- B. Khan wanted the Polos to return to his court.
- C. Khan wanted to trade goods with Marco's father.
- D. Khan wanted the Polos to take him to Venice.

The Polos' journey was long and slow. During one part of the trip, Marco became very sick. The travelers stayed in one city for a whole year while he recovered. They had been away from home for over three-and-a-half years before they finally reached the land of Kubla Khan.

It was summer when they arrived. Kublai Khan was in Shangtu at his summer palace. Climbing the marble steps, the Polos were greeted by buglers, soldiers, and noblemen dressed in their ceremonial robes. Khan was delighted to see Niccolo and Maffeo again.

"But who is this young man?" he asked, pointing to Marco.

Niccolo bowed low. "Sir, this is my son who will serve you well."

Marco was impressed by the lavishness of the palace. Indeed, there seemed to be nothing that the Great Khan could want that he did not have. He even had astrologers on the rooftop to chant magic words for keeping storm clouds away.

In the fall, Khan, his court, and the Polos, moved to the capital city. The city was laid out in squares like a chessboard, with twelve gates and three sets of walls, one behind the other. In the center stood the palace, more splendid than anything Marco could ever have imagined. In and out of the palace was a constant procession of soldiers, bodyguards, noblemen, and servants, all eager to wait on the Khan. Whenever Kublai Khan took a drink, everyone in his presence knelt, and a band played until he set his glass down again.

The Mongols in China had learned much from the Chinese, whose civilization was older and more advanced. No one was more eager to learn than Kublai Khan himself. Marco Polo (who by this time could speak the Mongol language) found that the Khan was always asking him questions. Since Marco was both curious and observant, the two became great friends.

When the Khan went hunting, he took Marco with him. What grand occasions these were! According to Marco, ten thousand men were assigned to watch for game.

Kublai Khan soon began sending Marco out on special missions. He was pleased with how well he did. Indeed, the Khan said that Marco was the only one of his emissaries who ever gave him news on his return. He provided Marco with a sedan chair, many coolies, and a procession of soldiers and workers.

It seemed that wherever Marco went, he found surprises. Paper money is one example. Europeans had never thought of making paper money, but here it was the common currency. The Chinese called it "flying money." Printed on pieces of black, clothlike paper, each bill was stamped with the Emperor's red seal.

*Now answer the questions about this part of the selection.*

4. The Polos' journey from Venice to China can best be described as
- A. a smooth, trouble-free ocean voyage.
  - B. a rough trip on the open seas.
  - C. a long, bold, and dangerous adventure.
  - D. a long trek through the desert.
5. Kublai Khan can best be described as
- A. eager to learn.
  - B. unwilling to share his wealth.
  - C. greedy and unfriendly.
  - D. unwilling to change his ways.
6. Marco Polo discovered that the Chinese civilization
- A. was more advanced than the Mongols.
  - B. did not know how to speak Mongolian.
  - C. lived the same way as the people in Venice.
  - D. did not care about other countries.

Coal was still another surprise. “Coal,” Marco wrote, “is a black stone dug out of the mountains. When it is lit, it keeps the flame much better than wood.” The Chinese used fire not only for cooking and heating, but also for warming water for baths. Marco Polo, who came from a part of the world where people rarely took baths, was amazed that the Chinese took as many as three baths a week.

Marco Polo was twenty-one years old when he arrived in China. He stayed for seventeen years—until he was thirty-eight. The Khan had turned into a frail old man in his seventies. Then it was time for the Polos to return to Venice.

In 1292, they set sail. Although the voyage was marked by one disaster after another, they arrived safely in Venice in 1295.

At first, the Polos had a hard time convincing their family and friends that they were really Marco, Niccolo, and Maffeo back from China. People laughed at Marco’s stories. “Master Millions,” they called him, for he sprinkled his adventures with such huge figures that no one could believe them. The Khan had a bodyguard of 12,000 horsemen, he said. Every year on his birthday he was given 100,000 white horses. He received so many presents it took 5,000 elephants and a train of camels to carry them all!

At the moment, however, no one had much time for listening. Genoa and Venice were at war. In 1296, Marco Polo, sailing in an armed merchant ship, was captured and taken as a prisoner to Genoa, where he remained for a year.

Marco thought that if his stories could be read in print, people would believe them. While he was in prison, he dictated an account of his adventures to another prisoner, who was a scribe. Marco didn’t just talk about places he had actually seen. Sometimes he included accounts he had only heard. Although he had never been to Japan, for instance, he depicted it in glowing detail.

When people read his book, *The Travels of Marco Polo*, some believed his stories and some did not. Christopher Columbus, who read the book more than one hundred years after Marco’s death, believed every word—even the part about Japan. In a way, this was too bad because Marco had put Japan in the wrong place, and that, of course, confused Columbus.

People now agree that when Marco described what he’d seen firsthand, he was, for the most part, a good reporter, leaving the world with information it would not otherwise have had. But in his own day, he was accused of outright lying. Indeed, as he lay on his deathbed, he was asked to take back the parts of the book that were untrue.

Marco replied, “I have not written down half of those things I saw.”

*Now answer the questions about this part of the selection.*

7. Which of the following best describes the stories in *The Travels of Marco Polo*?
- A. well-documented facts
  - B. pure fiction
  - C. outright lies
  - D. some fact, some fiction
8. How did the people of Venice react to Marco Polo’s stories of China?
- A. They wanted to write their own stories about their adventures.
  - B. They admired his bravery but thought he was conceited.
  - C. Some believed him and some did not.
  - D. They laughed at him, yet they felt sorry for him at the same time.
9. People today think of Marco Polo as a man who
- A. kept news of other places secret.
  - B. made up stories to impress people.
  - C. was an unimportant explorer.
  - D. shared important discoveries with the world.
10. Which of the following literary characteristics does **not** appropriately describe this selection?
- A. informational text
  - B. tall tale
  - C. nonfiction
  - D. expository text

**STOP**

*Please do not turn the page.  
You may go back and check your work.*

TOTAL SCORE: _____/10
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Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

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Local folktales referred to the dangerous 6  
 shoreline. Apparently, no one had ever tried 13  
 mapping the hidden, jagged boulders beneath the 20  
 surface of the sea. Unaware of the danger, Captain 29  
 Ahab was routinely steering his ship into port. 37  
 Suddenly, a strong wind ripped the main sail. The 46  
 ship uncontrollably veered toward the sharp rocks, 53  
 piercing the boat and cutting a huge hole in the 63  
 stern. It was moments from sinking. 69  
 Captain Ahab weighed his options. Knowing it 76  
 was possible that his ship would be torn apart by 86  
 the wind and waves hammering his vessel, he tried 95  
 to save his crew. Roaring over his bullhorn, he 104  
 ordered the crew to abandon ship. He assured his 113  
 crew everyone would safely escape. Ahab would be 121  
 the last man to leave his post. As captain, he was 132  
 prepared to go down with his ship. When all hope of 143  
 salvation was lost, a fishing trawler drew close and 152  
 fired a lifeline to the men. 158  
 The thankful captain heard his men cheer 165  
 each time another shipmate was pulled to safety. 173  
 When he knew the last of his crew was aboard the 184  
 rescue ship, he grabbed the lifeline and joined his 193  
 men. Fortunately, due to the wise judgment of the 202  
 captain, he and all crewmates were saved. 209

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
 blue ^ sky (^) inserted word  
 (□) after the last word read

Comments:

**FLUENCY SCORE**

Number of Words  
 Read Per Minute: \_\_\_\_\_

Number of Errors: — \_\_\_\_\_

Number of Words  
 Read Correctly: \_\_\_\_\_

Passing Criterion  
 (50th %ile) = 119

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

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When most women were not even driving cars, Amelia Earhart was flying airplanes. In fact, she made a daring attempt to become the first woman to fly around the world. Toward the end of this dangerous journey, she mysteriously vanished.

The attempt to fly around the globe began when she flew east from Oakland, California. Earhart piloted her plane over twenty thousand miles. She nearly completed the flight. She was only a hundred miles from a tiny Pacific Island when the U.S. Coast Guard lost track of her. Her final message was at 8:30 PM on June 29, 1937.

Since then, no trace of her has ever been found. What happened to her? There are many theories. Some suggested she was on a spy mission for the President. They think he asked her to fly over the Pacific Ocean to observe Japanese activities.

Others say she was shot down and captured. Some insist she crashed in the ocean. No one may ever know what really happened to this famous pilot.

Earhart is best known for her fateful mission. Yet, she had many other flying achievements. She was the first to fly solo from Hawaii to California. She was the first woman to fly across the Atlantic Ocean. She soon followed Charles Lindbergh’s flight across the Atlantic. This made her the second person to solo across the Atlantic.

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
 blue ^ sky (^) inserted word  
 (□) after the last word read

Comments:

**FLUENCY SCORE**

Number of Words  
 Read Per Minute: \_\_\_\_\_

Number of Errors: — \_\_\_\_\_

Number of Words  
 Read Correctly: \_\_\_\_\_

Passing Criterion  
 (50th %ile) = 119

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

**DIRECTIONS:** Read the story carefully. Then read each question and fill in the bubble next to the correct answer.

## A Legacy of Words

*Pat Bush*

### BENJAMIN FRANKLIN

Benjamin Franklin is one of the most quoted patriots from the American Revolution. He spoke about the cause of liberty with great passion. He often addressed the Continental Congress. During a heated debate at the signing of the Declaration of Independence, Ben Franklin responded to a remark by John Hancock. Hancock thought the revolutionaries should remain united and speak with one voice. When Franklin heard this idea, he rose from his seat. He declared to the assembly, “We must indeed all hang together, or most assuredly, we shall all hang separately.” These powerful words inspired the colonists to take action.

Franklin wasn’t the only hero that left a legacy of words during this difficult, turbulent time. Other dedicated patriots made interesting and timely statements. Some motivated colonists to fight for freedom. Others have caused Americans to reflect upon their lives and wonder whether they would have reacted in the same way. The circumstances behind these famous sayings are worth knowing.

### NATHAN HALE

Nathan Hale was a young schoolteacher in Connecticut when the war began. Although he was a member of the militia, Hale was in no hurry to join in the fighting. As the war progressed, a friend convinced him he should join the army. Hale finally agreed. He was made a first lieutenant in a regiment. Later, he became a captain. He was eventually placed with a group of New England Rangers. Their mission was to gather information about the British. In other words, they were spies. Hale volunteered to go behind British lines. His duty was to report to George Washington about the most probable site of an upcoming invasion. Hale left Connecticut and traveled to Long Island. During the mission, he was caught with secret British documents. Hale freely admitted his identity and the purpose of his assignment. Knowing he was about to die, Hale said, “I only regret that I have but one life to lose for my country.” At the time of his death, Nathan Hale was only twenty-one years old.

*Now answer the questions about this part of the selection.*



1. How did colonists react after Benjamin Franklin said, “We must indeed all hang together, or most assuredly, we shall all hang separately.”?
  - A. They decided it was better to hang separately.
  - B. They were inspired to take action.
  - C. The colonists suffered many casualties during the war.
  - D. Each colony fought its own battles.
  
2. Nathan Hale was anxious to join the army when the war began. This statement is either true or false for the following reason:
  - A. False, because a friend had to convince Hale to join the army.
  - B. False, because Hale was too young to fight when the war began.
  - C. True, that’s why he said, “I only regret that I have but one life to lose for my country.”
  - D. True, Hale wanted to be a spy.

**PATRICK HENRY**

By 1775 the colonies were weary of England's rules and taxes. They wanted to govern themselves. They often asked their Colonial governors for more freedom. The governors, loyal to England, pledged they would ease the colonists' tax burden and rules. However, they never kept their promise. Each week tensions between the colonists and England grew. Finally, England sent ships carrying guns and troops to the colonies. Patrick Henry, a Virginian, became alarmed.

Patrick Henry was a lawyer. He was a member of the Virginia House of Burgess. This was like today's state congress. Patrick Henry believed England was sending armed ships and troops to scare colonists. He protested these war-like preparations. He believed the arrival of these ships made war unavoidable. He felt it was time to address the House. On March 23, 1775, Patrick Henry spoke to his fellow Virginians. His inspiring speech urged the colony to prepare for war. Patrick Henry ended his oratory with these impassioned words, "I know not what course others may take, but as for me, give me liberty or give me death!" Everybody at the assembly rose to their feet. They called for members to take up arms against the British.

*Now answer the questions about this part of the selection.*

3. Patrick Henry thought England sent a fleet of ships carrying guns and troops into colonial harbors for the following reason:
- A. Britain had pledged to improve conditions in America.
  - B. The British wanted to promote a peaceful settlement with the colonists.
  - C. Colonial governors made a request to England to help them gain control over rebel forces.
  - D. England wanted to scare the colonists.
4. Patrick Henry believed the actions by Britain made war unavoidable.  
The word *unavoidable* means
- A. inescapable.
  - B. preventable.
  - C. uncertain.
  - D. reliable.
5. Why did colonists attending the convention stand up when Patrick Henry finished his speech?
- A. The meeting had lasted a long time and assembly members needed to stretch.
  - B. Assembly members usually stood and applauded each speaker at the end of a talk.
  - C. Patrick Henry asked the assembly members to stand if they agreed.
  - D. Assembly members were impassioned by his speech.

**JOHN and ABIGAIL ADAMS**

During this time, John Adams was often away from home. He and his wife, Abigail, wrote letters to each other. Abigail Adams thought about life in the New World. She wanted freedom for all people. When writing to her husband, she said, “I wish most sincerely there was not a slave in the province. It always seemed a most [unjust idea to fight for]...what we are daily robbing and plundering from those who have as good a right to freedom as we have.” Later, she penned this message, “—and by the way in the new code of laws...I desire you would remember the ladies and be more favorable to them than your ancestors.” Unfortunately, her dreams would not be realized until long after her death.

John Adams was a lawyer by trade. He often quoted, “In every thing one must consider the end.” Adams was well aware of the dangers and tragedies people would suffer during the struggle for independence. It was his nature to think about outcomes when tough decisions needed to be made.

John Adams also thought about what life would be like in the future. For example, he knew later generations would celebrate the day the Declaration of Independence was signed. In a letter to his wife he states, that the fourth of July “...will be the most memorable epoch in the history of America. I am apt to believe that it will be celebrated by succeeding generations as the great anniversary festival.” He went on to say that it ought to be celebrated with pomp and parade, shows, games, sports, bonfires, and fireworks from one end of this continent to the other.

People around the world have honored the sacrifices and triumphs of the brave colonists who fought for freedom. It is remarkable that almost one hundred years later, William Gladstone, who served four times as Prime Minister of Britain, paid tribute to these courageous patriots. He said, “...the American Constitution is, so far as I can see, the most wonderful work ever struck off at a given time by the brain and purpose of man.”

*Now answer the questions about this part of the selection.*

6. Which of the following characteristics best describes Abigail Adams?
- A. brave and powerful
  - B. solemn and shy
  - C. fair-minded and kindhearted
  - D. hesitant and prejudiced
7. When making tough decisions, John Adams
- A. considered the effects his actions would have on people.
  - B. tried to help the colonies unite and speak with one voice.
  - C. thought about how his actions would affect his political career.
  - D. knew future generations would celebrate the day the Declaration of Independence was signed.
8. How did John Adams respond to his wife's requests?
- A. He inspired colonists to fight for freedom for all.
  - B. He said the Declaration of Independence would assure the freedoms of all people.
  - C. John Adams was unable to convince colonists to listen to his wife's ideas.
  - D. There isn't enough information in this article to answer this question.
9. What is the most likely reason the author included this quote by William Gladstone, "...the American Constitution is, so far as I can see, the most wonderful work ever struck off at a given time by the brain and purpose of man"?
- A. The author wanted readers to like both the United States and England.
  - B. The author thought it was extraordinary that a British Prime Minister would praise people who had fought against his country.
  - C. The author often quotes William Gladstone in Revolutionary War articles.
  - D. All of the above
10. What was the author's purpose for writing this article?
- A. The author wanted to share some historical quotes with readers.
  - B. The author wanted readers to understand some sacrifices colonists made for freedom.
  - C. The author wanted readers to understand why the patriots made these statements.
  - D. All of the above

**STOP**

*Please do not turn the page.  
You may go back and check your work.*

TOTAL SCORE: \_\_\_\_/10

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

8 Many legends and myths grew around the heroic  
18 men and women who founded our country. Some of the  
27 more popular stories are about Betsy Ross and George  
28 Washington.

37 We know Betsy Ross was a seamstress. However, we  
47 cannot be certain the first flag of the thirteen colonies  
57 was designed and sewn by her. This story was originally  
68 told by one of her grandsons. Whether this tale was real  
78 or fictional, no one knows for sure. The story encouraged  
86 patriotism and love of country. Proud colonists rallied  
94 around the flag as well as the legend.

100 Myths were told about George Washington.  
109 Supposedly, he cut down a cherry tree and later  
119 confessed to his father. Was the story true? To the  
129 contrary, a friend made up this folktale. The friend was  
137 trying to impress others about how honest Washington  
147 really was. Another legend is he threw a silver dollar  
157 across the Potomac River. Did he actually do it? The  
168 answer is no. This waterway is a mile wide, making such  
177 a feat impossible. Also, silver dollars didn’t exist when  
186 Washington was alive. To this day, many people believe  
197 he wore false teeth made of wood. This sparks a smile  
207 because, while he did wear false teeth, the truth is  
214 stranger yet. Washington’s dentures were made from  
222 human teeth, cow teeth, and carved elephant tusks.  
226 They were extremely uncomfortable.

234 These stories, though not factual, are colorful tales  
241 about America’s fight for independence from England.

EVALUATING CODES FOR ORAL READING	
sky (l)	word read incorrectly
blue sky (^)	inserted word
(□)	after the last word read

Comments:

FLUENCY SCORE	
Number of Words	
Read Per Minute:	_____
Number of Errors:	— _____
Number of Words	
Read Correctly:	_____
Passing Criterion	
(50th %ile)	= <u>127</u>

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

**Say these specific directions to the student:**

*When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.*

Colonists from various races fought for our  
country during the Revolutionary War. About five  
thousand were sons and grandsons of freed slaves.  
They were present during the first battles in April  
1775. Soldiers of African descent fought in every  
major battle. These brave men played a vital part  
in winning freedom from England.

Some joined the Navy. Others served in the  
Army. They suffered beside fellow starving, freezing,  
and dying soldiers. Dozens fought in General  
Washington’s regiment. The first African-American  
officer was Sam Middleton. He led a brave, black  
unit during the war.

James Forten was only fourteen years old when  
he joined the Navy. He was a powder boy on the  
Royal Louis. After little more than a month at sea,  
the British captured the ship’s crew. James was  
held prisoner for seven months. He had a chance to  
escape by hiding in an officer’s trunk. The officer  
was being exchanged for a British prisoner. James  
allowed a younger boy to take the space. James was  
finally released when he became part of a hostage  
exchange.

Today, military records reveal the names of  
many freed slaves who fought in this war. Indeed,  
they were a part of the “Spirit of 1776.”

EVALUATING CODES FOR ORAL READING	
sky (/)	word read incorrectly
blue sky (^)	inserted word
(□)	after the last word read

**Comments:**

FLUENCY SCORE	
Number of Words	
Read Per Minute:	_____
Number of Errors:	— _____
Number of Words	
Read Correctly:	_____
Passing Criterion (50th %ile)	= <u>127</u>

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

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