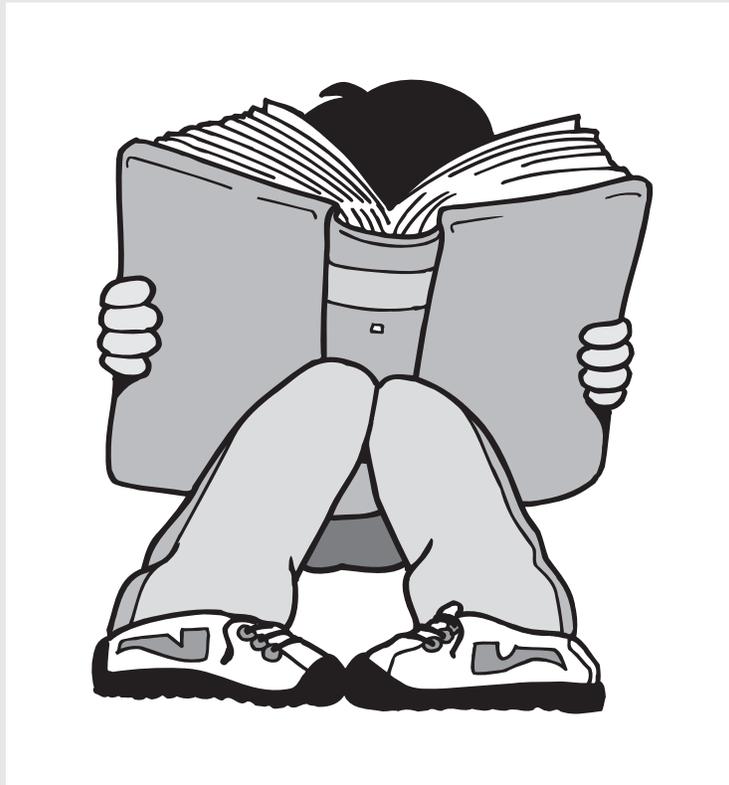


STUDENT TEST BOOKLET

6-8 Week Skills Assessments for
Reading Comprehension and Fluency



GRADE 5
Weeks 24–36

Student Name _____

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

The Fun They Had

Isaac Asimov

Margie wrote about it that night in her diary. On the page headed May 17, 2157, she wrote, “Today, Tommy found a real book!”

It was a very old book. Margie’s grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

They turned the pages, which were yellow and crinkly. It was awfully funny to read words that stood still instead of moving the way they were supposed to—on a screen, you know. Then, when they turned back to the page before, it had the same words on it as when they read it the first time.

“Gee,” said Tommy, “What a waste. When you’re through with the book, you just throw it away, I guess. Our television screen must have had a million books on it, and it’s good for plenty more. I wouldn’t throw *it* away.”

“Same with mine,” said Margie. She was eleven and hadn’t seen as many telebooks as Tommy had. He was thirteen.

She said, “Where did you find it?”

“At my house, in the attic.” He pointed without looking because he was busy reading.

“What’s it about?”

“School.”

Margie was scornful. “School? What’s there to write about school? I hate school.”

Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test after test in geography and she had been doing worse and worse, until her mother had shaken her head sorrowfully and sent for the County Inspector.

He was a round, little man with a red face and a whole box of tools with dials and wires. He smiled at Margie and gave her an apple, then took the teacher apart. Margie had hoped he wouldn’t know how to put it together again, but he knew all right. After an hour or so, there it was again, large, silver, and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn’t so bad. The part Margie hated most was the slot where she had to put homework and test papers. She always had to write them out in a punch code, which they had made her learn when she was six years old; the mechanical teacher calculated the marks in no time.

The Inspector had smiled after he was finished and patted Margie’s head. He said to her mother, “It’s not the little girl’s fault, Mrs. Jones. I think the geography sector was geared a little too quick. Those things happen sometimes. I’ve slowed it up to an average ten-year level. Actually, the overall pattern of her progress is quite satisfactory.” Then he patted Margie’s head again.

Now answer the questions about this part of the selection.

1. Why do Margie and Tommy find the book interesting?
 - A. The pages were full of colorful pictures.
 - B. The story was written by their favorite author.
 - C. They liked to read books.
 - D. It was very old and printed on paper.

2. Telebooks differ from regular books because they
 - A. are written in a punch code.
 - B. have words which move on a screen.
 - C. must be played on a tape recorder.
 - D. are books that have been made into movies.

3. Margie writes her homework in special code because
 - A. she doesn't want anyone to copy her work.
 - B. a machine grades her work.
 - C. her parents write everything in code.
 - D. her teacher doesn't speak English.

4. Margie is having trouble with geography because
 - A. she does not study hard enough.
 - B. her teacher assigns too much homework.
 - C. the geography sector was presented too fast.
 - D. she hates the slot where she puts test papers.

5. Which of the following best explains why Margie hates school more than ever?
 - A. She never understands what her teacher is saying.
 - B. The County Inspector visits her school too often.
 - C. Her teacher makes her take too many tests.
 - D. There are no other students in her class.

Margie was disappointed. She had been hoping they would take the teacher away. They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely.

So she said to Tommy, "Why would anyone write about school?"

Tommy looked at her with very superior eyes. "Because it's not our kind of school. This is the old kind of school that they had hundreds and hundreds of years ago." He added loftily, pronouncing the word carefully, "*centuries* ago."

Margie was hurt. "Well, I don't know what kind of school they had long ago." She read the book over his shoulder for a while, then said, "Anyway, at least they had a teacher."

"Sure they had a teacher, but it wasn't a regular teacher. It was a man."

"A man? How could a man be a teacher?"

"Well, he just told the boys and girls things and gave them homework and asked them questions."

"A man isn't smart enough to be a teacher."

"Sure he is. My father knows as much as my teacher."

"He can't. A man can't know as much as a teacher."

"He knows almost as much, I betcha."

Margie wasn't prepared to dispute that statement. She said, "I wouldn't want a strange man in my house teaching me."

Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there."

"And all the kids learned the same thing?"

"Sure, if they were the same age."

"But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches, and that each kid has to be taught differently."

"Just the same they didn't do it that way then. If you don't like it, you don't have to read the book."

"I didn't say I didn't like it," Margie said quickly. She wanted to read about those peculiar schools.

They weren't even half-finished when Margie's mother called, "Margie! School!" Margie looked up. "Not yet, Mama."

"Now!" said Mrs. Jones. "And it's probably time for Tommy, too."

Margie said to Tommy, "Can I read the book some more with you after school?"

"Maybe," he said nonchalantly. He walked away whistling, the dusty old book tucked beneath his arm.

Now answer the questions about this part of the selection.

6. Why does Margie think humans can't teach as well as mechanical teachers?
- A. They aren't as smart as machines.
 - B. They can't understand their students.
 - C. They make their students take too many tests.
 - D. They can't teach all subjects.
7. The story says that Tommy answered Margie nonchalantly as he walked away. The word *nonchalantly* means
- A. disagreeably.
 - B. curiously.
 - C. casually.
 - D. reluctantly.

Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on and waiting for her. It was always on at the same time every day except Saturday and Sunday because her mother said little girls learned better if they learned at regular hours.

The screen was lit up, and it said: "Today's arithmetic lesson is on the addition of proper fractions. Please insert yesterday's homework in the proper slot."

Margie did so with a sigh. She was thinking about the old schools they had when her grandfather's grandfather was a little boy. She imagined all the kids from the whole neighborhood laughing and shouting in the schoolyard, sitting together in the schoolroom, and going home together at the end of the day. They learned the same things, so they could help one another on the homework and talk about it.

And the teachers were people...

The mechanical teacher was flashing on the screen: "When we add the fractions $\frac{1}{2}$ and $\frac{1}{4}$ —"

Margie was thinking about how the kids must have loved going to school in the old days. She was thinking about the fun they had.

Now answer the questions about this part of the selection.

8. How were students' schooling experiences in the old days different from Margie's?
- A. They had homework.
 - B. They took tests.
 - C. They studied different subjects.
 - D. They talked to each other about what they were learning.
9. Margie would like a classroom filled with
- A. books and maps and charts.
 - B. a big chalkboard.
 - C. children her own age.
 - D. desks and tables.
10. What advice do you think the author might give about teaching?
- A. Put children in a classroom with other students.
 - B. Have children learn by watching television.
 - C. Give students more tests and less homework.
 - D. Encourage children to read more telebooks.

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.”

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.

Eight of the ficus trees in the school’s courtyard 9
 were looking unhealthy. They were wilted and could 17
 soon perish. A cure needed to be discovered at once. 27
 The school community was mystified. Therefore, the 34
 botany club was placed in charge of the dilemma. 43
 This frazzled group felt the extreme pressure. The 51
 club devised a contest to determine how to save the 61
 school’s precious vegetation. The students’ biggest 67
 concern was that perhaps no one would discover a 76
 way to revive the plants. 81
 After hearing about the contest, Rob and Jon 89
 formed a two-man team. The following weekend, 97
 Jon drove to a neighboring town to get an unusual 107
 fertilizer for the beloved plants. 112
 On Monday morning, tension was apparent in 119
 Rob’s face as he paced back and forth in front of the 131
 school waiting for Jon’s arrival. He watched with 139
 nervous anticipation. Soon he spied the bus as it 148
 slowed and stopped at the curb. When he saw his 158
 friend disembark, Rob hoped the solution had been 166
 found. As Jon exited, Rob noticed that he held a 176
 bottle of pellets in his hand. Jon waved and yelled, 186
 “Our plants are saved!” 190
 The young future scientists won the contest. 197
 The club project was successful although further 204
 research to discover a permanent cure for the ailing 213
 plants would be necessary. 217

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>131</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.”

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Athletes gather at the starting line of the Boston Marathon. The sun peeks over the horizon. Wind blows toward Peter and then drifts westward across the river into town. The scene crackles with excitement. As tension builds, racers squint their eyes and flex their muscles. No words are spoken as they move into position. There are hundreds of people participating every year, each individual with a different reason for being there.

Peter is a rookie sports reporter. When the editor assigned today’s work, he told Peter to cover the competition from beginning to end. The rookie knows his first assignment may determine his future success as a writer. He breaks out in a cold sweat. His first story must be interesting and well written. Removing his fleece gloves, Peter’s fingers sting with the morning chill. Nervously, he cracks his knuckles.

As Peter takes his pencil and writes a few preliminary notes, a gun signals the start of the twenty-six mile race. Should he focus on the leading racers? Who will reach the finish line first? Some, he knows, won’t cross until late afternoon. Some won’t complete the race. Will something sensational happen? Peter panics. He must decide on the main focus of his story. His editor wants the finished article on his desk before the 8:00 p.m. deadline.

EVALUATING CODES FOR ORAL READING	
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Comments:

FLUENCY SCORE	
Number of Words	
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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.

Charley Parkhurst

Pat Bush

Charlotte shivered in the cold New Hampshire morning. Her mother and father had been recently killed in a wagon accident. It was tragic to lose her parents at such an early age. It was more traumatic when her uncle decided to send her and her brother to an orphanage. As she neatly braided her long hair, she wondered what living in an orphanage would be like. She knew her brother would probably not stay long since boys could become an apprentice in trades such as carpentry or blacksmithing. Charlotte envied him. She knew it was unthinkable for a girl to have such opportunities. Sighing, she took her small bundle of belongings and walked to the living room where the trustees for the orphanage were waiting for the two children. Departing in the carriage, Charlotte left behind the life she had always known.

Soon after arriving, Charlotte's brother became an apprentice and left the orphanage. Before leaving he secretly gave Charlotte some of his clothes, as they both realized it was the only way she could support herself outside of the orphanage.

Then one night she cut her hair and left quietly, embarking on an odyssey that would take her on a lifelong journey of danger and deception. Masquerading as a boy, she changed her name to Charley. She found a job as a stable boy on a farm. From that time on everyone thought Charley was a boy. For a long time she mucked the stalls, and she walked and fed the horses. When her employers realized how good she was with horses, Charley was allowed to ride them for their daily exercise. As she progressed from menial duties, she drove a stagecoach to and from neighboring towns.

Now answer the questions about this part of the selection.

1. Why did Charlotte envy her brother?

- A. He was a boy.
- B. She wanted to be a blacksmith.
- C. Boys didn't have to do housework.
- D. Boys who had jobs could leave the orphanage.

2. In paragraph 3, the author states that Charlotte embarked on an odyssey.
The word *odyssey* means

- A. danger and deception.
- B. an extended adventure.
- C. masquerade.
- D. change your name.

At a time when a lady's options were limited to household duties, Charley enjoyed her time outside working with horses. Keeping her real identity from fellow workers became too burdensome, so she decided to head West. In this wild, unsettled, and rugged land, nobody asked questions about one's past. Charley continued life as a man driving a stagecoach during the gold-rush days in California.

Charley was only about 5'6" in height, slim and wiry, and had attentive gray eyes. She did not speak very often, and when she did, her voice was oddly sharp and high-pitched. Charley wore a patch over one eye either to distract people from the lack of a beard, or because she had been injured by a horse. She refused to bunk with the other drivers. Instead, she slept in barns with the horses to maintain her privacy.

A skilled driver, Charley took danger and hardship in stride. On one trip, one-eyed Charley was carrying a large amount of gold. Sensing danger, she felt the hair on the back of her neck rise. Suddenly two masked gunmen jumped from behind a pile of boulders. The outlaws pointed six-shooters at her and demanded the gold. Too fast for the thieves to know what was happening, Charley swung her shotgun around and fired. They dropped. Charley put down her gun, ignoring the cheers of her passengers. She was only doing her job. From that time on, no outlaw dared mess with Charley. They were afraid of meeting the same fate.

In Charley's day, women were not allowed to vote. But Charley was not known to be female. Ulysses S. Grant ran for president in 1868. Charley cast her vote in November of that year, becoming the first woman ever to vote in a presidential election.

Now answer the questions about this part of the selection.

3. Why did Charley move to the West?
- A. It would be easier to keep her secret.
 - B. She wanted to join the gold rush miners.
 - C. She was slim and wiry.
 - D. She was looking for her brother.
4. What was one of the ways Charley kept her secret?
- A. She spoke with a high-pitched voice.
 - B. She took hardships in stride.
 - C. She slept in barns with the horses.
 - D. She enjoyed working outside.
5. Why did Charley ignore the cheers of her passengers after she saved them and the gold shipment?
- A. Charley was too frightened.
 - B. Charley was just doing her job.
 - C. Charley thought the cheers were silly.
 - D. Charley was too embarrassed.
6. Charley was the first woman to vote for a president because
- A. people thought she was a man.
 - B. she was responsible.
 - C. everyone in California was allowed to vote.
 - D. she was good with horses.

She gained the respect of almost all of the people in the towns and stations she served. She helped women during childbirth, set broken bones, donated money to needy causes, and kissed babies. Charley was plagued by arthritis after long years of heat, cold, rain, and snow. Aches and pains were part of her daily routine. However, people knew her stagecoach would arrive on time. Nothing could stop her, neither wrecks in flooded washes nor wild pigs in the road. More than once she had to pull flailing passengers from a shattered coach. Still the passengers and mail continued to be delivered.

Charley woke one morning so stiff she was reluctant to take the stagecoach on its run. As she painfully walked across the barn floor, she decided it was time to retire. She purchased a stagecoach station because a sedentary life was not for her. Each day, drivers knew she would be patiently waiting for them to come around the bend. She would wave at the first sound of horses pulling another load of the gold seekers.

One day Charley was not outside. The driver pulled up and gave a loud “whoa” to stop the horses; still Charley was nowhere in sight. The driver knew something was wrong. When he entered the small station house, he found Charley. She had died in her sleep. Until that day, nobody had suspected this extraordinary pioneer was a woman.

Now answer the questions about this part of the selection.

7. Charley gained the respect of others because
- A. she decided to retire.
 - B. she wore a patch over one eye.
 - C. she voted for president in 1868.
 - D. her stagecoach was always on time.
8. One of the jobs listed below was not something Charley did. What is the job she did **not** do?
- A. stable boy
 - B. carpenter
 - C. stagecoach driver
 - D. stagecoach station owner
9. The theme of this story is
- A. the West is a dangerous place to live.
 - B. everyone liked Charley.
 - C. stagecoach drivers developed lots of aches and pains from exposure to heat, cold, rain, and snow.
 - D. women are capable of performing jobs that many thought only men could do.
10. This story is an example of
- A. a play.
 - B. science fiction.
 - C. historical fiction.
 - D. autobiography.

STOP

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

TOTAL SCORE: _____/10

Passage #1

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In the summer of 1896, gold fever spread like wildfire across North America. According to rumors, someone had found gold near the Klondike River in Canada. Hopeful men and women were stricken with gold fever. People combed western Canada and Alaska in search of the precious metal. Nome, Alaska, was first settled as a mining camp. It became an important hub of the gold rush. Fortune seekers relied on the growing city for supplies.

Prospectors grumbled but were willing to face the hardships. They chose to endure the harsh, frigid weather for a chance to become wealthy. Lives were lost in the freezing, arctic climate. Gritty miners searched the land for hidden riches. Burros plodded beside their masters with huge boxes of mining supplies. They were also laden with food items such as flour, beef jerky, and beans. Fresh vegetables were scarce.

There were many other hazards. Danger lurked everywhere. A ghastly fate awaited anyone who stumbled upon a grizzly bear. Bandits often robbed miners of their gold.

Some lucky miners struck gold in the mother lode. They filled their coffers with treasure. Most, however, returned home empty handed.

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) = 135

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

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The Oregon Trail began in Saint Louis, Missouri. 8
 Pioneers were hoping to establish homesteads in the 16
 West. Settlers were advised to only pack basic food 25
 items. With drinking water, clothing, and cooking 32
 utensils, a covered wagon weighed more than three tons. 41
 Some people tried to take too much. So the trail was 52
 littered with abandoned belongings. 56
 The westward migration began in early spring. 63
 Pioneers needed to make it across the mountains before 72
 winter. The people and livestock required water. 79
 They also needed relief from the sizzling sun. For these 89
 reasons, the trail followed various rivers. Oregon’s 96
 Columbia River marked the final leg of the journey. 105
 Pioneers were robust people. They had a great sense 114
 of adventure. Fathers drove the wagons. Mothers and 122
 young children rode in the wagons. Older sons and 131
 daughters herded animals alongside the caravan. 137
 The wooden wagon seats were hard and uncomfortable. 145
 To get relief, banged and bruised riders jumped off their 155
 wagons and walked. 158
 Encounters with hostile Indians were not very 165
 common. Contrary to old, western movies, “circle the 173
 wagons” was not a cry to fend off Indians. It was an 185
 order by the wagon master. It meant it was time to form 197
 a corral for horses and oxen. 203
 The journey wasn’t always unbearable. Settlers took 210
 time to have fun. They told stories, sang, and danced 220
 around the campfire. 223

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

The Day Mother Sold the Family Swords

A True Story by Shizuko Obo

When people think about Japan, they either think of Old Japan—people wearing bright, flowing kimonos, living in wooden houses with thatched straw roofs and sliding paper walls, writing poetry on paper lanterns, and practicing the martial arts. Or they think of New Japan—everybody wearing business suits, rushing for crowded trains, working fourteen hours a day, making a lot of cars and cameras, TVs and VCRs, but still taking the time to practice the martial arts.

I grew up in Japan during a time between the old and the new ways of life, in the final days of the Second World War, when more changes took place in Japan than had taken place in the past thousand years. When I was a little girl, living on the outskirts of Tokyo, I could look out over one of the biggest cities in the world and see nothing but brown, burned buildings, and wreckage. There wasn't a tree or a spray of green leaves anywhere. Some of the things I remember about those days were shocking. Some of them were funny. One of the things I remember most clearly is the day my mother sold the family swords.

Near the end of the war that had started when Japan made a surprise attack on Pearl Harbor, American B-29 planes dropped thousands of firebombs on Tokyo. During this biggest firebombing in history, most of the wooden houses with their thatched straw roofs and paper screens burned like stacks of crumpled paper. My mother had taken me and my older brother and sister to live with relatives in the country before this happened. However, my father and my oldest brother, Takeo, had stayed home. My father had to work. My brother, who was fifteen years older than I, had been drafted into the navy and was to begin flight training to become a pilot.

During the last days of the war, my brother Takeo was chosen to be a member of a special attack squadron called the *kamikaze*. By 1945, Japan was so short of trained pilots that young, inexperienced pilots were asked to dive their airplanes right into the American ships instead of trying to drop bombs on them. The pilots were killed, of course, when they crashed their planes into the ships, which were badly damaged or sunk. These kamikazes were the last weapons Japan had left in 1945. Many young Japanese were willing to sacrifice their lives for their country rather than give up.

Now answer the questions about this part of the selection.

1. The first paragraph of the story describes
 - A. how people in Japan make TVs and VCRs.
 - B. the martial arts.
 - C. some of the differences between Old Japan and New Japan.
 - D. what the author saw as a little girl.

2. Which of the following did the author actually see?
 - A. the surprise attack on Pearl Harbor
 - B. Tokyo after the firebombing
 - C. The Emperor speaking over the radio
 - D. the crash of a kamikaze pilot

3. The author describes the kamikaze in order to show how strongly the Japanese believed in
 - A. sacrificing themselves for their country.
 - B. preserving the old ways of life in Japan.
 - C. training skilled pilots.
 - D. ending the war as soon as possible.

Americans found the kamikaze unbelievable. How could you train a pilot to crash his own plane like that? The Japanese had a long tradition of self-sacrifice. In the olden times, the samurai were warriors and were something like police officers. They carried two swords: a long sword for fighting and a short sword to kill themselves if they were disgraced.

During the night in 1945, when the firebombs rained on Tokyo, my brother Takeo was still at home. The bombs didn't hit our house, but the fire spread from burning debris. Our house also began to burn.

Takeo, who was very brave, ran back into the house to save whatever he could. First, he threw the mattresses out of the window to the ground. Then he started to save my father's swords.

My father owned a small factory, but his ancestors were daimyo—a title that was one rank above the samurai. In Old Japan, only noblemen had the right to own or carry swords. A daimyo was the master of many samurai. My father had kept all of the ceremonial and historical swords from our clan. He had about twenty of them, two of which dated back to the thirteenth century. These swords were our most precious heirlooms.

Takeo threw the swords out of the burning house onto the mattresses, while the roof began to cave in. My father shouted for Takeo to get out of the house. His son was worth more to him than a thousand swords. Finally, Takeo jumped onto the mattress after the swords. A moment later, the roof fell in. The house where I was born had been destroyed.

In August of 1945, the last bombs fell. American B-29s dropped an atomic bomb on Hiroshima, and another on Nagasaki. Both cities were blown to bits. The Emperor spoke on the radio. He told the Japanese that they must surrender. This was the first time in three hundred years that Japan had ever lost a war. It was the first time in history that Japan would be occupied by foreign troops. Old Japan soon began to disappear.

My father was stunned. He had never believed that Japan would lose the war. Yet, there was good news for the family. Takeo came back home from the navy. He did not get the chance to crash his airplane into an American ship. The war ended before he was to make his flight.

Now that our family didn't have to worry about bombs anymore, we had to worry about getting enough to eat. Before the war, Japan had owned overseas territories like Korea and Formosa (now called Taiwan). These countries had produced much of our food. Suddenly we had no overseas territories anymore, and food became expensive. In addition, many people were out of work.

Now answer the questions about this part of the selection.

4. To the father, the swords were a symbol of
- A. Japan's hardships during the war.
 - B. his son's bravery during the war.
 - C. his own experiences as a samurai warrior.
 - D. his family's noble heritage.
5. The author says that the swords were family heirlooms. Which of the following best describes an heirloom?
- A. an item passed on from generation to generation
 - B. an object used by the samurai
 - C. an item used to protect one's home and property
 - D. a tool used for weaving
6. One of the ways life changed in Japan after the war was
- A. people had to worry about having enough food.
 - B. all of the young men were gone.
 - C. most families had saved their heirlooms.
 - D. many items became inexpensive to buy.

My father was a proud man. Still, in order to buy rice, he sold some of his most valuable possessions, one by one. Even when we ran out of food, he never considered selling our family swords. I remember one day when we had no rice, my mother cooked some dandelion leaves and some tender leaves from the shrubbery around our new house. The dandelions tasted like spinach—or maybe we were just hungry.

We had few luxuries. Takeo had not thought of saving my dolls—only the swords that were the symbol of the Japanese warrior. After the fire, the only thing I had left was an American Kewpie doll Mother had given me. I took it with me everywhere until I was about ten years old.

One of the few luxuries adults allowed themselves was to go to a fortune-teller. Japanese loved to have their fortunes told. Many people took them very seriously. One day when my mother was having her fortune told, the fortune-teller said something that frightened her: “If there is a sword in the family, the family will see blood.”

My mother had always said we were a lucky family. Our house had burned down, and we lost most of our money, but nobody had been killed. Even Takeo had come home alive and unhurt. Many families were still waiting for their husbands or sons to return—many never would.

My mother didn’t want anyone to die. She did something that took great courage for a Japanese woman of her time. She ran home, gathered up all the family swords, and sold them to a junk dealer!

When my father came home that night, he was so angry he couldn’t even talk. Sometimes he would mutter under his breath. However, he never raised a hand to strike my mother. In Old Japan, that was unusual because a woman had no power, not even to disagree with her husband or to sell his property. My brother Takeo was angry, too. He wanted the swords to hand down to his own sons when he had them. Men were supposed to be warriors.

I quietly agreed with my mother. I didn’t want Japan to fight in any more wars. I didn’t want any more bombs falling on my house. I didn’t want to see any blood spilled in my family.

Today, when I look back, I see that many of the things my father believed in were right. He believed in hard work, in keeping his word, and in loyalty to his country. He believed in facing death without fear. I see that my mother was right, too. She believed that wars were bad and that the Japanese had been wrong in wanting to conquer the world. They both believed that it was important to build a new Japan where people worked hard for peace and not for war—a modern and prosperous Japan. That’s why I loved both of my parents.

Now answer the questions about this part of the selection.

7. By selling the swords, the mother hoped to stop
- A. her family from starving.
 - B. someone in her family from dying.
 - C. her son from becoming a warrior.
 - D. Japan from losing the war.
8. The mother showed great courage in selling the swords because women in Old Japan
- A. practiced martial arts.
 - B. were very superstitious.
 - C. had no power or rights.
 - D. were not allowed to handle weapons.
9. The author would probably agree that the Second World War
- A. was the first time the Japanese used swords in battle.
 - B. gave women equal power with men.
 - C. had very little effect on her own family.
 - D. revolutionized life in Japan forever.
10. “The Day Mother Sold the Family Swords” is an example of
- A. realistic fiction.
 - B. drama.
 - C. autobiography.
 - D. fable.

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.

Improved working conditions for the migrant farm worker is the legacy of Cesar Chavez. While growing up, his own family was forced to move from farm to farm. They followed seasonal, maturing crops. When he was only ten years old, he worked in the fields. He became aware of the awful working conditions Latino migrants endured. He watched husbands and wives labor side by side. Chavez saw the hardships his people faced each day.

Chavez attended over sixty-five different schools. Then he joined the navy. After serving his country, he returned to work as a farm laborer. He observed more hardships. Workers were given short-handled hoes for tending the fields. When people used this tool, they were forced to bend over all day. This caused severe back pain. Several families lived together in small, one-room dwellings. Sanitary facilities were poor. There were few medical services for either adults or children.

Cesar Chavez was enraged. He wanted his people to be treated with respect. He quit his job and began organizing the workers. After a few successes, he convinced grape pickers to strike. This resulted in a five-year boycott. The nation watched with interest. Although he was a pacifist, hostile conflicts with the growers occurred. Yet, under the leadership of Chavez, agreements were reached between laborers and farm owners.

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) = 139

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.

In the 1850s, men from China traveled to this country in large numbers. They were seeking a better life. The men sought work anywhere. When they earned enough money, they planned to send for their families.

At this same time, people in the United States were moving west. They needed a safe and practical means of transportation across the country. Traveling from the East Coast to the West Coast was treacherous. Wagon trains were slow and awkward. Sailing around the tip of South America was hazardous. Businessmen knew building a railroad was the answer. Yet, the perilous task would be costly. It would also be labor intensive. They decided to build a cross-country, iron railway in spite of the problems.

Many laborers were needed. Chinese men were desperate for work. The immigrants were hired right away because their manual labor was cheap. Thousands accepted the tedious, dangerous job. The men had to level the land and lay heavy wooden ties and steel rails. They blasted tunnels with dynamite. They toiled in freezing mountains. They labored in burning-hot deserts. Workers faced many harsh conditions. They had to endure severe weather, shortages of food and water, and perilous terrain. Many died. Others persevered. The last spike connected the Union Pacific and the Central Pacific Railroads on May 10, 1869. Thanks to Chinese workers, people could now travel across the continent.

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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) = 139

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.

Notes

Notes

First Edition

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