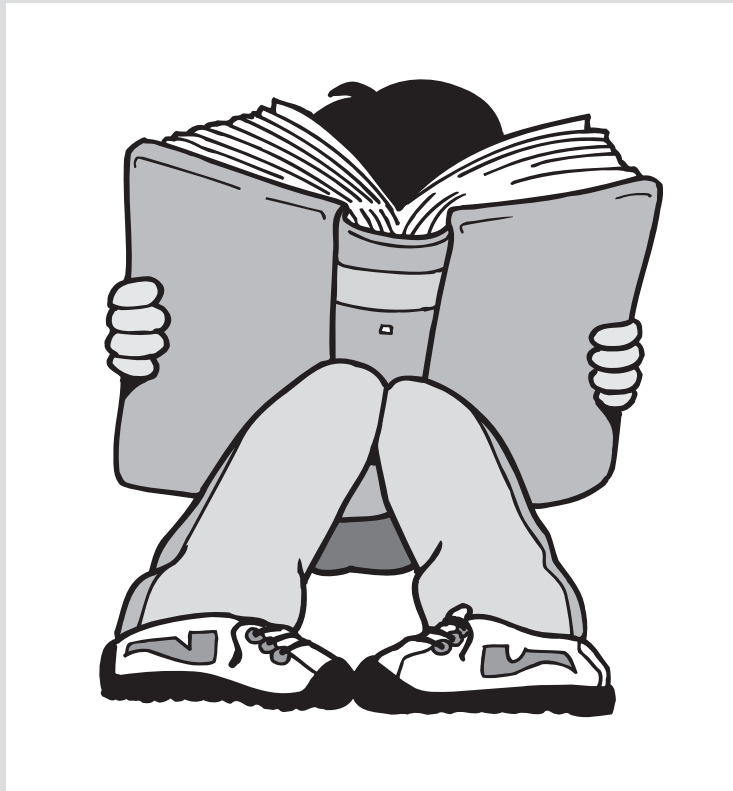


STUDENT TEST BOOKLET

6-8 Week Skills Assessments for
Reading Comprehension and Fluency



GRADE 6
Weeks 6-18

Student Name _____

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

When Bright Eyes Spoke

Della A. Yannuzzi

In 1854, the Omaha signed away their hunting lands in Nebraska. That same year, a baby girl, Susette, was born to Omaha Chief Iron Eyes and his wife, Mary. The Chief was also known as Joseph La Flesche. According to Omaha custom, a child had no special tribal name for the first four years of life. It was only after the Omaha ceremony called “Turning of the Child” that Susette’s father declared her a member of the tribe. She was given the name Bright Eyes. She would become a leader in the fight for Native-American rights.

Susette grew up in two worlds. Her father was part-French and part-Omaha. Therefore, he brought the cultures of both worlds to her. He was convinced that if his people were to survive the many changes they were facing, they would have to follow the white man’s example. The great herds of bison his people depended on for food were disappearing. Iron Eyes knew they would have to find other things besides bison to eat. He encouraged his people to cultivate corn and wheat on their farms.

One of Iron Eyes’s most important goals was to educate his children. At the age of six, Susette was sent to a mission boarding school with her older brother, Louis. Susette was a shy child, and her early days at the school were unbearable. The food was unfamiliar, and the bed was uncomfortable. She was embarrassed to speak English with the other children because she could not speak it very well. Eventually, she became accustomed to her new surroundings. She loved her studies and took a great interest in reading. At the end of each school week, Susette and Louis would ride home on their ponies to their land along the Missouri River.

Susette’s other world always welcomed her. Sitting comfortably on a bison robe in her grandmother’s lodge, Susette would listen to the beautiful legends and songs of her people. As she grew older, Susette knew she wanted to help her people by becoming a teacher. However, when she was fifteen, her education was interrupted. The Indian Agent closed the mission boarding school. There was not enough money to run it. Susette was heartbroken.

Now answer the questions about this part of the selection.

1. Why did the author say that Susette grew up in two worlds?

- A. Her father was part-French and part-Omaha.
- B. Susette was sent to an English-speaking boarding school with her brother.
- C. Iron Eyes encouraged his people to follow the white man's example.
- D. all of the above

2. Susette's early days at the mission boarding school were unbearable.

The word *unbearable* means

- A. excitable.
- B. dull.
- C. educational.
- D. miserable.

With the help of a former teacher, she was able to attend the Institute for Young Girls in New Jersey. She spent two years at the Institute. She graduated with honors in 1875. Susette was happy to return home, but there were many problems waiting. She had grown accustomed to freedom, but now she couldn't leave the reservation without a pass from the Agent. To make matters worse, Susette could not obtain a teaching position. The Indian Agent told her there were not any positions available. Susette studied the laws governing the reservation. She learned that a qualified Native American must be given first priority for any teaching position in the reservation school. She wrote letters to the Indian Commissioner in Washington, D.C., but had to wait two years before she finally obtained a teaching job.

Susette loved teaching. Yet, she became distressed by the problems of her people. More and more land was being taken from Native Americans. In its place they were offered hostile land in a remote place called the Indian Territory, far away from their original home. In 1877, the Omahas' close friends, the Poncas, were ordered to give part of their ancestral land to the Dakotas. The Poncas were forced to move to the Indian Territory.

Standing Bear, the leader of the Poncas, decided to escape from the Indian Territory with his family and some friends. It seemed sure there would be trouble. In bitterly cold weather, the little group traveled 500 miles to the Omaha reservation. There, Iron Eyes gave Standing Bear and the others protection. But they were told they could not stay. Standing Bear and his family were ordered back to the Indian Territory. Standing Bear refused to go and was imprisoned with his followers.

Now answer the questions about this part of the selection.

3. The Indian Agent told Susette there weren't any teaching positions available. From the following reasons, which one best explains why she continued to try to obtain a teaching job?

- A. Susette wanted to share with others the beautiful legends and songs of her people.
- B. Susette wanted to teach her people how to cultivate corn and wheat.
- C. Susette's education and the freedoms she had experienced made her realize there were ways to achieve her goal of becoming a teacher.
- D. The Indian Agent encouraged Susette to study the law and write to the Indian Commissioner.

4. Which of the statements does **not** show that Susette stood up for her rights as a Native American once she graduated?

- A. Susette did not accept the Indian Agent's rejection.
- B. Susette made sure the reservation laws were followed.
- C. Susette wrote letters to the Indian Commissioner in Washington, D.C.
- D. Susette became distressed by the problems of her people.

5. Who was Standing Bear?

- A. the Indian Commissioner
- B. chief of the Omaha Indians
- C. chief of the Poncas
- D. the Indian Agent

6. Why was Standing Bear sent to prison?

- A. He wouldn't live in the Indian Territory set up by the government.
- B. The government wanted to use Standing Bear as a test case.
- C. The government was trying to prevent a war.
- D. The Poncas were a hostile tribe and didn't like the Omaha reservation.

The long battle that Susette knew could not be avoided had finally arrived. A group of concerned citizens formed a committee to help Standing Bear and his people stay in Nebraska. Susette was asked to speak to a group in an Omaha church about the Poncas' problem. She was only twenty-three years of age, and she was terrified. However, Susette agreed. Her speech was a success. It contributed greatly to Standing Bear's release. In April of 1879, a judge upheld the Poncas' rights. He ruled that an Indian is a person within the meaning of the law and cannot be imprisoned without good reason. In his judgment, Standing Bear and his followers had not committed a crime by leaving Indian Territory. The judge said that no lawful authority existed to make them return.

It wasn't long after that first speech and the decision granting certain rights that Susette began a lecture tour. She met with many famous writers and historians. She testified before a special Senate committee investigating the removal of the Poncas. Susette was a frail, shy person, but her determination far outweighed her fear of speaking to large audiences.

Susette believed in freedom. One of her most famous sayings was "Law is liberty." She knew that once Native Americans became United States citizens they would be entitled to the protection of the Constitution.

In March of 1880, the Senate committee said, "A great wrong has been done to the Poncas." Later, Congress passed a bill which said that Standing Bear and his followers would not have to return to the Indian Territory. Unfortunately, those already there would not be permitted to leave.

In her lifetime, Susette tried to bring justice to her people. She died in May, 1903. The epitaph on her tombstone reads: "She did all that she could to make the world happier and better." Susette would have been proud to know that in 1924 citizenship was conferred on all Native Americans born in the United States.

Now answer the questions about this part of the selection.

7. How did Susette help Standing Bear and his people?
- A. She hired a lawyer to defend them.
 - B. She made a speech in their defense.
 - C. She became a news correspondent.
 - D. She moved to Washington, D.C.
8. According to the selection, Susette said, “Law is liberty.” What did she mean by that?
- A. The laws of the Constitution required Native Americans to return to Indian Territory.
 - B. Native Americans are citizens.
 - C. The laws of the Constitution would protect Native Americans once they became United States citizens.
 - D. all of the above
9. Susette La Flesche is known because she was
- A. a leader in the fight for Native-American schools.
 - B. the first Native-American school teacher.
 - C. the first Native-American Congresswoman.
 - D. a leader in the fight for Native-American rights.
10. What is the main point the author wants you to learn from this selection?
- A. By taking a stand, one person can make a difference.
 - B. One person can make a difference by becoming famous.
 - C. Most Indian Agents were unfair to Native Americans.
 - D. Susette needed help from famous people.

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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The Boston Tea Party in 1773 was not a party. It was a risky act of defiance. The events that led up to this act began in England.

A British business had more tea than it could sell in England. The British Parliament let the company sell its excess tea tax-free to American colonists. This gave the company an unfair advantage over local merchants who had to pay taxes. Even though the cost of the tea was lower, colonists were unwilling to pay the unjust taxes.

People in Philadelphia decided to boycott. They forced British tea agents to resign their positions. Colonists in other areas tried blocking the company’s ships. They wanted to keep the vessels from docking in their ports. People in Boston tried the same thing. They were unsuccessful. Three British ships docked in Boston’s harbor. The ships’ officers refused to leave the port.

To protest, colonist Samuel Adams and fifty followers, carrying hatchets and dressed like Mohawk Indians, boarded the ships. They chopped chests of tea open and threw them into the harbor. Paul Revere spread the word of the anti-tax protest.

On April Fool’s day in 1774, the King of England closed the Boston port. The governor of Massachusetts did not support the colonists. Ben Franklin printed unflattering letters about the governor. England scolded Franklin for his critical words. Tax laws and the dressing down of Franklin hardened the colonists. Inevitably, the disputes led to the American Revolution.

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) = 127

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.

Jacob Riis moved to the United States from 8
Denmark when he was twenty-one. Living in his new 18
homeland was difficult. Unable to find work for a long 28
time, he suffered severe hardships. Eventually, he 35
became a police reporter and photographer for the 43
New York Tribune. He was assigned to work in the 53
Lower East Side. There poverty abounded. Although 60
Jacob had been quite poor, he was shocked at the 70
awful conditions of ordinary people who were living 78
in the slums. 81

Jacob vowed to improve the intolerable situations. 88
He photographed the perilous streets, housing blight, 95
and alleyways. Then he wrote a book entitled 103
How the Other Half Lives. The book depicted slum 112
dwellings and abuses of lower-class urban life. It 121
was an effective tool for his cause. After reading the 131
book, Teddy Roosevelt, who was the New York Police 140
Commissioner at the time, called Riis and said, 148
“I have read your book, and I have come to help.” 159
It has been stated that Mr. Riis was “the most useful 170
citizen in America.” 173

Riis, now famous, pushed harder for reform. 180
Living conditions of tenement dwellers improved. 186
Drinking water was purified. Fewer people were 193
contracting cholera, yellow fever, and small pox. 200
His unrelenting efforts helped improve the lives of 208
people across the nation. 212

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.

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

Theodate, the Different

Mary Evans Andrews

“Effie, Effie! Still in your school dress?”

Eight-year-old Effie Pope looked up from her drawing as her beautiful mother entered the playroom. “Hurry, now. Our guests will soon be here. Iris will help you dress and bring you down for tea.”

“Oh, Mama, do I have to?”

Effie’s parents were tall and handsome. She was short, plump, and “plain.” When they met her, most grownups would look surprised and politely admire her expensive dresses. Then they talked to each other while she stood by feeling awkward and bored.

“Please come see what I’m drawing, Mama. It’s my biggest house yet.”

With a sigh, Effie’s mother stepped over to her desk.

“It’s very nice, dear, but you mustn’t spend all your time drawing houses. You should be wearing your pretty clothes and going to parties like other girls.”

In 1868, when Effie was born, proper young ladies grew up to be wives and mothers. Her parents could not believe their only child would want to do anything else. Effie’s father was a millionaire; her mother was a popular and stylish society leader.

Growing up in a large Cleveland, Ohio, house, Effie was surrounded by servants—and she was lonely. The place she liked best was her grandmother’s house in Salem, Ohio. There she could play with her cousins and even slide down the banisters. She wrote:

“Christmas morning: cousins laughing in the upstairs hall, legs thrown over the mahogany stair rail. Swish, and I am caught in the curve of the newel post. Tree and gifts wait inside the library. Its locked door refuses to open to determined rattling. Run to see the new snow through four-colored glass of the entry door. Blue makes a ghastly dawn, rose a cheery pink morning. Climbing on a chair, we see a golden world, and stretching on tiptoe, a violent red one.”

When Effie was eight, she gave her parents a “portfolio” of her best drawings. Watching nervously, hoping for “expressions of delight,” she received only halfhearted thank-yous.

At school, shy Effie was only interested in art and reading and didn’t enjoy her classmates’ games. Her rich parents traveled a lot, so she had plenty of time to read—and think. She decided that Effie was no name for a future architect. In fact it sounded downright silly. She changed her name to that of her grandmother, Theodate (which means “God’s gift” or “God-given”). From that day, she refused to answer anyone who called her Effie.

Luckily, Theodate and her favorite cousin, Elizabeth, were sent off to a boarding school together. It was the famous Miss Porter’s School in Farmington, Connecticut. Theodate loved the charming, little town with its beautiful, old homes. Privately, she resolved to live here, not in crowded, busy Cleveland.

Now answer the questions about this part of the selection.

1. Theodate's main interest when she was growing up was
 - A. dressing up in fancy dresses.
 - B. going to parties.
 - C. drawing houses.
 - D. playing school sports.

2. Theodate changed her name from Effie to Theodate because
 - A. she never liked the name "Effie."
 - B. Theodate was her nickname.
 - C. she wanted to make her grandmother proud.
 - D. she felt nobody would take an architect named Effie seriously.

3. The last sentence on page 2 states that Theodate was privately resolved to live in Farmington, Connecticut, not Cleveland. The word *resolved* means
 - A. determined.
 - B. solved.
 - C. refusing.
 - D. surrounded.

Of course, her parents had other plans. When she graduated, they took her on a “grand tour” of Europe. Theodate was thrilled by the beauty of foreign art and architecture. She sketched buildings everywhere, especially in England. The sturdy, stone villages in the Cotswolds near London made a lasting impression on her. She knew she would enjoy building houses more than anything.

Back in Cleveland, Mrs. Pope made an effort to launch her daughter into the social whirl. Theodate loved her parents, so she tried to please them—briefly. But going to parties dressed in Paris finery simply bored her to death.

Finally, she persuaded them to let her return to Farmington. She had a place picked out, a modest, eighteenth-century house. “They thought I would be tired of it in three months,” she wrote later. “How wrong they were.”

The old house needed repairs. She bought it and a cottage next-door, which she attached to the big house. Restoring them both, inside and out, was her first experience as a builder. Working on the house only made Theodate more interested in buildings. She realized that to use her imagination and creativity fully, repairing and restoring were not enough. She was determined to become a professional architect.

She decided to study at Princeton, though the school did not admit women. Theodate solved this problem by moving to the town and employing university professors as her private tutors. She was allowed to sit in on some classes in architecture, but she wasn’t given college credit. Theodate didn’t mind. All she wanted was information—to pass the exam for her architect’s license.

Besides classroom study, Theodate knew she needed experience with an established architect. She convinced her parents to move to Farmington, and she began to design a large country house for them.

McKim, Mead, and White, the largest architectural firm in New York in 1898, was hired to provide the drawings for the house. Theodate worked closely with the firm, and her ideas influenced the final design.

Theodate was interested in creating a new sort of house, one that looked original. She wanted it to remind people of their American background; she wanted it to be comfortable and homey, yet stand tall and proud. She used George Washington’s Mount Vernon home as a model. Theodate’s house was called Hill-Stead. One famous guest, Theodore Roosevelt, commented, “Hill-Stead is the ideal of what an American country home should be.”

Theodate passed her architect’s exam in 1910. Her first large job was to design a girl’s school in Middlebury, Connecticut. Finished in 1912, the original building forms a handsome quadrangle, or hollow square. Students can walk from their rooms to classes, to meals, chapel, or library without going out in bad weather. Westover School, a boarding high school, still stands today.

Mary Hillard, Theodate’s good friend, was the new school’s first headmistress. Theodate used to visit several times a year, sometimes without warning. Whenever “The Yellow Peril,” her big, powerful, sports car, roared up the drive, Miss Hillard would dismiss classes for the rest of the day. The girls were delighted.

Now answer the questions about this part of the selection.

4. When Theodate began to restore the old house in Farmington, her parents thought
- A. they should support her efforts to become an architect.
 - B. she would be tired of it in three months.
 - C. she would do a good job.
 - D. she would go on to design office buildings.
5. Theodate wanted to study architecture at Princeton, but the school didn't admit women. How did she get an education if she couldn't attend classes?
- A. She studied by herself at the university library.
 - B. She asked for help from other students.
 - C. She hired the professors to teach her.
 - D. She persuaded professors to let her take the exams without attending classes.
6. Theodate realized she needed practical experience before she could take the exam for her architect's license. How did she solve that problem?
- A. She got a job with an architectural firm.
 - B. She helped design a house for her parents.
 - C. She hired and trained the local builders.
 - D. She bought and rebuilt a modest eighteenth-century home in Farmington.
7. What was Theodate's first job after getting an architect's license?
- A. She designed a girl's boarding school in Connecticut.
 - B. She restored an old house and cottage in Connecticut.
 - C. She built Hill-Stead for Theodore Roosevelt.
 - D. She restored Mary Hillard's country home.

In 1918, Theodate became a distinguished member of the American Institute of Architects. The Theodore Roosevelt Memorial Association chose her to rebuild the former president's birthplace in New York City. The townhouse had been torn down, and she had to start over from the original plans. She also had to add a wing to serve as a museum and refurnish the home in the style of 1865.

When the National Park Service took over and spruced up the house more than fifty years later, they discovered how accurate she had been. Every detail down to the nails and cupboard hinges belonged to the correct period.

Theodate and her husband, the American diplomat John Wallace Riddle, had no children, but they raised three boys whose parents, all missionaries, had died. Perhaps because she had been so lonely and "different" as a child, Theodate always sympathized with young people. She would listen by the hour to their hopes and problems. "Be yourself," she advised. "Let the world think what it likes."

She believed that every individual has talent. She decided to build a school for boys that would help each student discover and develop his own talent. In her school, a boy would learn from books, and he would learn to work with his hands also. He would spend part of each day in community service.

Theodate bought 2,500 acres along the Farmington River: forest and farmland, a quarry, and ponds. Over a period of years, she tramped across the land, picturing in her mind the buildings and where each would stand. That was how she always worked, seeing a building whole in her mind before she drew a line on paper.

One Sunday afternoon, she jumped up from her chair on the porch at Hill-Stead and called an assistant to meet her at the nearby studio. As fast as he could pin paper on the drawing board, she sketched. In minutes, the rough outlines of all eighteen buildings appeared.

She brought builders from the Cotswolds in England who used seventeenth-century tools and methods. In time, they trained about 250 local workers. Red-brown stone was quarried on the place, and oaks were cut from its forest. Slate shingles and most other materials were shaped by hand. When the buildings rose, they looked as if they had grown where they stood.

Two quadrangles were made up of dormitories, classrooms, a chapel, a library, and even a bank! The school had its own water tower, power plant, carpenter and blacksmith shops, and a working farm, with sheep, cattle, and horses.

Theodate planned and supervised not only the construction, but also the program of studies. Her ideals were so high that she was not easy to work with. But her idea worked. Avon Old Farms School is still flourishing, with a student body of 300 to 400 boys from all parts of the United States.

Carved above its gate is Theodate's personal motto, *Aspire and Persevere*. "Be glad you are different," she would add. "The ways in which people differ are more important than the ways they are alike."

Now answer the questions about this part of the selection.

8. Which of the following choices best explains why Theodate became a distinguished member of the American Institute of Architects?
- A. She spent time with young people and respected and encouraged them.
 - B. She had traveled through Europe.
 - C. She was a careful designer who paid attention to the smallest details.
 - D. She raised three boys whose parents had died.
9. Why did the Avon Old Farms School buildings look “as if they had grown where they stood”?
- A. Theodate hired local builders to do most of the work.
 - B. McKim, Mead, and White provided the drawings for the school.
 - C. The school had its own tower and power plant.
 - D. Theodate carefully planned her design using stones and other natural materials from the property.
10. What advice do you think Theodate would give to parents?
- A. Be strict when children are growing up.
 - B. Encourage children to follow their interests and talents.
 - C. Take children to Europe if you can afford it.
 - D. Always sympathize with young people.

STOP

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

TOTAL SCORE: _____/10

Passage #1

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Jackie Robinson excelled in sports at the University of California in Los Angeles. He played baseball, track, football, and basketball. He was the first athlete to letter in four sports in the same year at UCLA. This means he received four achievement awards in sports.

After leaving school, he was drafted into the army. While serving, he refused to sit in the back of a bus. He was protesting this common act of racial discrimination. Although he was almost court-martialed over his refusal, the charges were dropped.

Early in the last century, African-American athletes were not allowed to play professional baseball with Major League ball teams. In 1945 Branch Rickey, the general manager of the Brooklyn Dodgers, knew it was wrong. He also knew it would take an extremely unusual talent to overcome the long-standing race barrier. When one of his scouts told him about Jackie Robinson, Rickey was certain he had the right man. By hiring Jackie Robinson, he defied strong resistance.

Robinson signed on knowing he would face many hardships. Even some of his teammates hurled racial slurs at him. He had promised Rickey he would control his anger and not respond to the abuse. He kept his word.

Robinson played second base. Soon others would follow: Satchel Paige, Willie Mays, and Hank Aaron, the first hitter to beat Babe Ruth’s home run record. Each is a legend, but Jackie Robinson was the first to persevere and break the race barrier.

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>134</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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Ann Bancroft was born in 1955. She spent her 9
 early childhood in a rural area of Minnesota. Ann 18
 overcame a learning disability and graduated from 25
 college. She taught physical education and wilderness 32
 survival. 33

In 1986, Ann heard that a group was forming an 43
 expedition to the North Pole. She displayed her first 52
 risk-taking traits by becoming part of the six-member 62
 team. 63

The group was going to replicate the experiences 71
 of adventurers that had first traveled this cold and 80
 desolate land long ago. They wanted the journey to 89
 match the expedition of earlier explorers. The team 97
 had to be self-sufficient. Taking only what they 106
 needed, they used dogsleds and walked. No plans 114
 were made for additional supplies to be provided 122
 during their trek. Ann was the first woman to arrive 132
 at the North Pole under these primitive and arduous 141
 conditions. It took fifty-six days. 147

Ms. Bancroft has continued to explore. She 154
 became the first woman to ski across Greenland. 162
 She led the first team of women on a skiing odyssey 173
 over six hundred miles to the South Pole. Traveling 182
 about ten miles each day, the undertaking lasted 190
 sixty-seven days. Ann’s message to others: “Girls 198
 should go on thinking there is a world out there that 209
 is theirs for the taking.” 214

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

Comments:

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Passing Criterion	
(50th %ile)	= 134

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.

Yasha, Sasha & Misha

Toby Joan Rosenstrauch

On the outskirts of St. Petersburg there once lived a wealthy Russian merchant. He had a large shop that sold the finest wares. His home was a huge stone mansion where he lived with his wife and three sons, Yasha, Sasha, and Misha.

The sons were as different from one another as they could possibly be. They did not eat the same foods, enjoy the same work, or have the same opinions about anything. Even their hair and eyes were different. Yasha had red hair and brown eyes, Sasha had blond hair and blue eyes, and Misha had black hair and gray eyes.

One morning the merchant looked in his mirror and saw that his hair was turning gray. He knew that one day in the not-too-distant future he would be too old to take care of his business. He wanted to leave it to his three sons, but they did not get along together. When he brought them to the shop to teach them how to run it, they could never agree on anything. If Yasha said, "Papa, buy furs," Sasha said, "Papa, buy jewels," and Misha said, "Papa, buy silks." If Yasha said, "Charge three rubles," Sasha said, "Charge five rubles," and Misha said, "Charge eight rubles."

One evening the merchant called his sons into the parlor and spoke to them with sadness in his heart. "I am growing old," he said, "and soon I shall give my shop to one younger and stronger than myself. I had hoped you could all work together, but, alas, that can never be. So I have decided to send all of you out into the world for a while to see what you will do with the money I shall give you."

To each son he gave a large sack of rubles and a horse.

"Go," he said, "and return to me in four years' time. Whichever one of you brings me the best wares to sell shall have the shop as his own."

Now answer the questions about this part of the selection.

1. Which word best describes the wealthy merchant at the beginning of the story?

- A. worried
- B. content
- C. proud
- D. angry

2. Why does the merchant send his sons away for four years?

- A. They are always arguing with one another.
- B. He wants to give them a chance to make money on their own.
- C. They refuse to work in the family business.
- D. He wants to find out who is best suited to take over the family business.

Yasha, Sasha, and Misha each took one sack of rubles, mounted their horses, and galloped off in different directions.

As the years passed, the merchant became grayer and more wrinkled, and his shoulders were bent with age. He tired easily and longed for the day when he could give the shop to another to run. He looked forward to the return of his sons with great eagerness.

The first to come back was Yasha, but he was so changed that his father could barely recognize him and took him at first for a beggar. Yasha stood in rags before his father, his eyes downcast in shame.

“What wares have you brought for me?” asked the merchant.

“Oh, Papa,” cried Yasha, “I traveled far and purchased the finest furs. But one night, on the way back to St. Petersburg, I slept in a forest. As I slept, thieves came and took the furs, the rest of my money, and even the horse. It was only through the kindness of a farmer who gave me a ride in his wagon that I was able to come back to you today.”

The merchant was happy to see his son home safely, but he was saddened that Yasha had brought no goods to show for all the time and money. Clearly this was not the son to whom the merchant could entrust his business.

A few days later, Sasha arrived home. He, too, had tattered clothes and no horse or money. He, too, had no wares for his father.

“Oh, Papa,” he said, “I sold my horse. Then, with the money you gave me, I boarded a ship for the Orient. There I bought the finest jewels. But one night, as I was returning to Russia by sea, there was a terrible storm. All the merchandise on the ship was washed overboard. I and the other merchants were lucky to escape with our lives.” Sasha hung his head, and a few tears trickled down his face. He was sorry that he had disappointed his father.

The merchant was thankful that Sasha’s life had been spared, but he knew that this son was not suited to run his business, either.

Now answer the questions about this part of the selection.

3. What does Sasha do during the four years he is away from home?
- A. He travels far and purchases the finest furs.
 - B. He goes to the Orient to buy jewels.
 - C. He prospects for gold in India.
 - D. He goes to college in St. Petersburg.
4. When Yasha and Sasha return home empty-handed, the merchant decides that he can't entrust the family business to them because they
- A. cannot get along with each other.
 - B. are not responsible enough to protect their property.
 - C. don't appreciate the value of money.
 - D. didn't take advantage of the opportunity he gave them to become rich.
5. Sasha arrives home in tattered clothes. The word *tattered* means
- A. brand-new.
 - B. dirty.
 - C. ragged.
 - D. second-hand.

Days passed, and the merchant waited anxiously for the return of Misha. Then, one bright morning, the merchant looked out the window and saw Misha walking up the hill to the house. Misha had no horse and carried nothing in his arms. The merchant's heart sank, but he tried not to make a judgment before he had spoken to his son.

“Oh, Papa,” Misha said, “I hope you will be pleased with me. I have no furs, no jewels, and no silks to give you, but I have something more valuable. I have not traveled far—only to St. Petersburg, to the university. I have spent all the money and sold the horse, but I have received a fine education. What I have learned can never be taken away from me. It cannot be lost. It cannot be stolen. I hope you will feel that I have used my money wisely.”

The merchant heard Misha, and the joy in his heart made his face light up. “The shop shall be yours,” he said, “because you have indeed brought something even more valuable than wares.”

To Misha the father gave his business, secure in the knowledge that this educated son would run it well. Misha, with love for his brothers, secured work for each as an apprentice with local tradesmen. When the father died, he died in peace, knowing that his sons were provided for and that his business would continue to grow and prosper.

Now answer the questions about this part of the selection.

6. Misha tells his father he has something more valuable than furs, jewelry, and silk. What does Misha have that is so valuable?
- A. knowledge
 - B. gold
 - C. health
 - D. happiness
7. Misha spends his money wisely because
- A. what he learned can never be taken away.
 - B. he doesn't have tattered clothes.
 - C. he stays in St. Petersburg.
 - D. his father gives him the business.
8. The merchant decides to turn his business over to Misha because the youngest son
- A. is his favorite.
 - B. demonstrates he knows how to run a business.
 - C. is friendly, agreeable, and intelligent.
 - D. has proved he knows how to spend time and money wisely.
9. Which word best describes the merchant at the end of the story?
- A. confused
 - B. anxious
 - C. contented
 - D. disappointed
10. What lesson does the author want you to learn from this story?
- A. Parents shouldn't criticize children when they fail.
 - B. Education is a wise investment for the future.
 - C. Not everyone can learn how to run a business.
 - D. You have to have a lot of luck to run a business successfully.

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.

The Louisiana Purchase in 1803 doubled the size of a young United States. Purchasing this vast, fertile land helped our country rise to world-power status. The events leading up to history’s largest peaceful land transfer are extremely interesting.

The sale of the Louisiana Territory to the United States by Napoleon was the result of a complex chain of events. France first claimed the land as its own. The French and Indian War shifted the balance of power among France, England, and Spain. At the end of the war in 1762, France gave the land to Spain. Forty years later, Spain began to decline as a world power. France again became interested in Louisiana. During secret talks, France convinced Spain to return the territory.

When news reached President Thomas Jefferson in the States, he conferred with France. He wanted to purchase New Orleans and Louisiana. The United States wanted this land. Many American settlers and merchants lived in the region.

France was having financial problems. It could no longer defend the territory. Napoleon talked officials into selling the entire area. The land was purchased for fifteen million dollars. This was a mere three cents an acre. Today, this region is often referred to as “the nation’s breadbasket.” It provides an abundance of the country’s food products.

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)	= 140

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 1979, Jan Scruggs, an honored Vietnam War veteran, had an idea. The idea was to build a memorial. Its purpose was to honor the soldiers who had died during this unpopular war.

The following year, the Vietnam Veterans Memorial Fund held a national design contest. Maya Lin, a young, talented woman was studying structural design and sculpture at Yale. She entered the contest. Her entry was a polished, black-granite, v-shaped wall. It was inscribed with the names of the 58,000 who had perished. Maya won the competition.

Some people felt the design was not suitable. They wanted a different tribute to the fallen heroes. Critics were split into supporters and opponents. Both sides were eventually satisfied. The parties agreed to erect a statue of three soldiers with a flag at the entrance.

The wall was completely funded through private donations. It has become one of our most valued monuments. People visit it daily seeking the names of friends and relatives who died. Photographs, flowers, and mementos are tearfully placed on the sidewalk in front of the wall. These items are kept and cataloged in a building near the site. A scaled-down version of the wall travels throughout the country. This allows people unable to visit Washington D.C. to see the names of their loved ones.

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>140</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.

NOTES

NOTES

First Edition

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