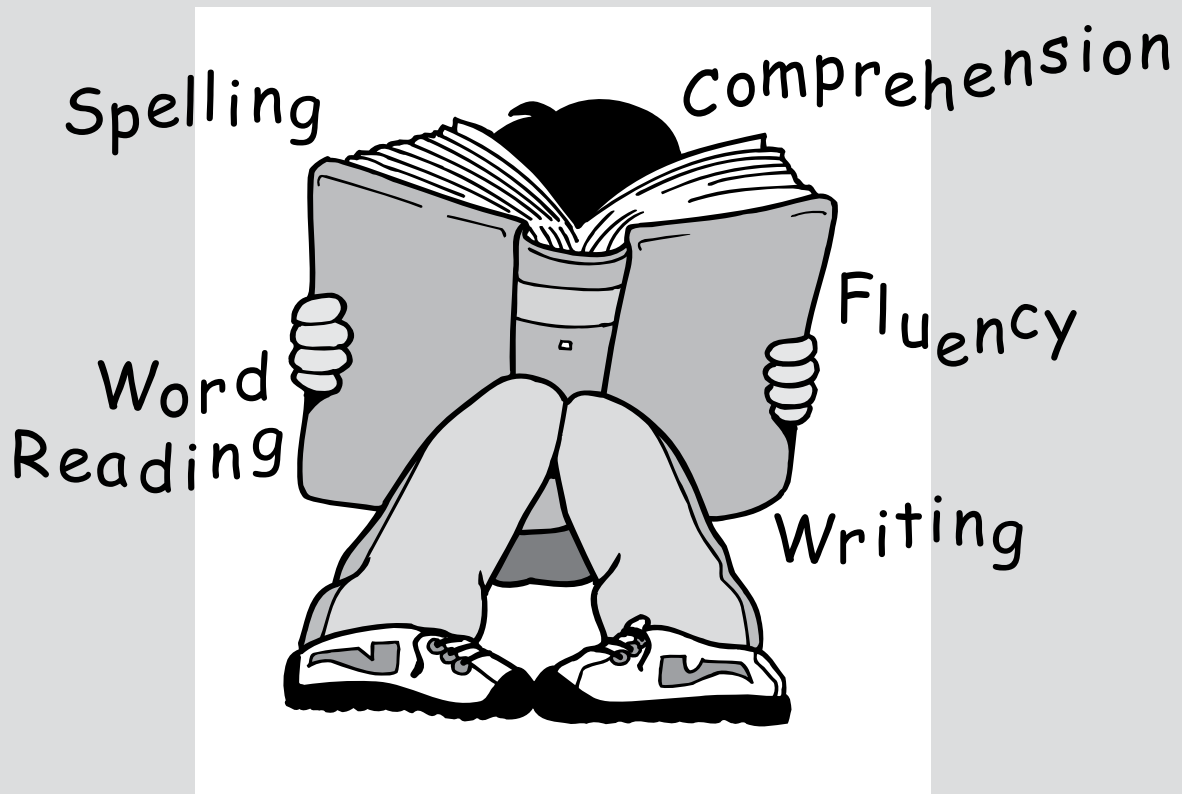


STUDENT TEST BOOKLET

6-8 Week Skills Assessments Developed for
Districts Using *Houghton Mifflin Reading*



GRADE 1 Theme 9

Student Name _____

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

How the Hummingbird Got Its Colors

Long ago, all birds were the same color. They were brown and gray. The birds sang happy songs. They could fly. Some birds were big and some were small. Yet, they were all the same color.

One day, it started raining. It rained very hard. It rained for a long time. All the animals were sad. The birds were very sad because they couldn't fly. The rain was too heavy.

It rained for days and days. Then it stopped. A beautiful rainbow appeared in the sky. All the animals said the rainbow was pretty. It was the most beautiful thing they had ever seen.

Now answer the questions about this part of the fable.

1. The fable tells that long ago all birds were
 - A. brown and white.
 - B. gray and black.
 - C. brown and gray.

2. The birds were sad when it rained because they
 - A. couldn't fly.
 - B. were hungry.
 - C. had no homes.

3. The fable says, "A beautiful rainbow appeared in the sky." Another way to say this sentence is
 - A. The rainbow was ugly.
 - B. A rainbow could be seen in the sky.
 - C. The rainbow left the sky.

4. What did the animals say about the rainbow?
 - A. They said it was ugly.
 - B. They said it was pretty.
 - C. They said it was scary.

One of the birds, the robin, flew close to the rainbow. It wanted to get a better look. As the robin flew near the rainbow, it touched the red part. Then it flew back to the other birds. It was no longer just brown and gray. The robin had a red breast.

The other birds saw what happened. They wanted some color, too. They all flew to the rainbow. The bluebird became blue. The finch became yellow.

The rainbow began to disappear. Only a little bit of the rainbow was left. All the birds had taken its color.

Now answer the questions about this part of the fable.

5. What happened to the robin after it touched the rainbow?
- A. It had a red breast.
 - B. Its body became yellow.
 - C. It became sick.
6. Why did the other birds fly to the rainbow?
- A. They thought it might be good to eat.
 - B. They wanted some color, too.
 - C. They wanted to see how tall it was.
7. The rainbow began to disappear. **Disappear** means
- A. get brighter.
 - B. get bigger.
 - C. go away.
8. Only a little bit of the rainbow was left because
- A. all the birds had taken its color.
 - B. the sun came out.
 - C. it started to rain.

A tiny bird felt sorry for the rainbow. It flew to the rainbow. The little hummingbird did not touch it. The bird said, "I'm sorry, rainbow. You were so beautiful. But, all the birds took your colors."

The rainbow looked at the tiny bird. "Thank you," the rainbow said. "You did not take my colors. So, I will give them to you. From now on, hummingbirds will have all the colors of the rainbow. Do not worry about me. Whenever it rains, I shall return."

The hummingbird flew back to the other birds. It was the most beautiful bird of all. Even today, it has all the colors of the rainbow.

Now answer the questions about this part of the fable.

9. Why do you think the tiny bird did not touch the rainbow?
- A. The rainbow was too hot.
 - B. The little bird felt sorry for the rainbow.
 - C. The rainbow had disappeared.
10. Why is the hummingbird the most colorful bird of all?
- A. The rainbow gave the hummingbird all of its colors.
 - B. The other birds gave the hummingbird all of their colors.
 - C. The hummingbird eats flowers.

TOTAL SCORE: _____/10

DIRECTIONS: Your teacher will say a word. Choose the correct spelling for that word. Fill in the bubble below the word you have chosen.

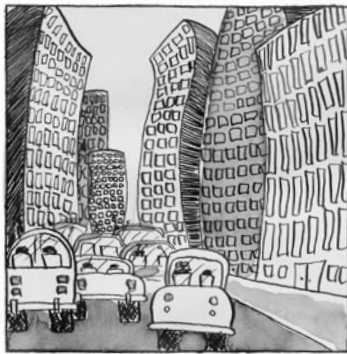
- | | | | |
|-----|--------------------------------------|-------------------------------------|-------------------------------------|
| 1. | shi
A. <input type="radio"/> | shie
B. <input type="radio"/> | shy
C. <input type="radio"/> |
| 2. | peachs
A. <input type="radio"/> | peaches
B. <input type="radio"/> | peches
C. <input type="radio"/> |
| 3. | windie
A. <input type="radio"/> | windy
B. <input type="radio"/> | windee
C. <input type="radio"/> |
| 4. | strow
A. <input type="radio"/> | stro
B. <input type="radio"/> | straw
C. <input type="radio"/> |
| 5. | families
A. <input type="radio"/> | familys
B. <input type="radio"/> | familes
C. <input type="radio"/> |
| 6. | moist
A. <input type="radio"/> | moyst
B. <input type="radio"/> | most
C. <input type="radio"/> |
| 7. | clod
A. <input type="radio"/> | clawd
B. <input type="radio"/> | cloud
C. <input type="radio"/> |
| 8. | pinfl
A. <input type="radio"/> | painful
B. <input type="radio"/> | panful
C. <input type="radio"/> |
| 9. | crawd
A. <input type="radio"/> | crowd
B. <input type="radio"/> | crood
C. <input type="radio"/> |
| 10. | sauc
A. <input type="radio"/> | souce
B. <input type="radio"/> | sauce
C. <input type="radio"/> |

TOTAL SCORE: ____/10

DIRECTIONS: For each section, read each word in the line. Then choose the word that tells something about the picture. Fill in the bubble below the word you have chosen.



- | | | |
|--------------------------|--------------------------|--------------------------|
| 1. rabbit | hawk | clown |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 2. happy | frown | unhappy |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 3. work | mouth | destroy |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |



- | | | |
|--------------------------|--------------------------|--------------------------|
| 4. unload | traffic | field |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 5. city | proudly | ocean |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 6. bunnies | buildings | pennies |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |



- | | | |
|--------------------------|--------------------------|--------------------------|
| 7. friends | scream | sprout |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 8. dance | brushes | dishes |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 9. washing | walking | drawing |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 10. sky | water | garden |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |

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.

Alex crawled under the blankets on his bunk bed. He was afraid of storms. Bursts of light flashed outside and thunder rolled. Tree branches scratched at his window, and he shook with fear.

Soon his father came home from work and found Alex in his room. “What’s wrong?” he asked as he sat on the edge of the bed.

“I’m afraid of the noise,” answered Alex.

“I know a storm can be scary. Cheer up. Think of the good things that happen when it rains,” said his father. “The wind scatters seeds, and the rain gives them water to grow. Plants and wild animals need water to help them stay alive.”

“That’s true,” said Alex. “I’ll think about that and try not to be scared.” He bravely took his dad’s hand. “Thanks, Dad,” he sighed.

His proud father said, “Come with me. Let’s go to the kitchen and have some apple pie.”

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) = 55

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.

Each night Dora’s mother tucked her 6
 in bed. Then, her mother turned off the 14
 bedroom light as she left the room. For Dora, 23
 this was awful. Dora’s eyes grew wide in the 32
 dark. She would lay in bed with the covers 41
 pulled under her chin. She shook with fright. 49
 She just knew monsters were hiding under 56
 her bed. Maybe they were lurking in the 64
 closet or creeping behind her drapes. 70

One night, Dora told her mother how 77
 scared she was. “I did not know the dark 86
 room bothered you,” said her mother. “From 93
 now on, you may turn off your own light.” 102

The next bedtime was different. Dora’s 108
 mother closed the door but left on the light. 117
 So, Dora looked under her bed. She checked 125
 the closet. She peeked behind the drapes. 132
 Then she wrapped her teddy bear in a 140
 blanket. Dora clutched her toy animal. 146
 She paused, then reached the chain on the 154
 glowing lamp and turned off the light. Soon 162
 Dora became used to the dark, and she was 171
 not afraid. 173

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) = 55

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.

Narrative Writing Prompt

Writing Situation: You are thinking about a special time with a friend.

Writing Directions: Write a story describing a special time you had with a friend. Plan your ideas on a sheet of paper before you begin writing your story.

Student Checklist:

Revising
<p>_____ Did you describe the characters in your story?</p> <p>_____ Did you describe the place where your story happened?</p> <p>_____ Does your story have a beginning, middle, and end?</p> <p>_____ Do you have details in your story?</p> <p>_____ Are your sentences complete?</p>
Proofreading
<p>_____ Did you begin each sentence with a capital letter?</p> <p>_____ Did you use the right mark at the end of each sentence?</p> <p>_____ Did you spell each word correctly?</p>

Conventions Score: _____ /4	TOTAL RUBRIC SCORE: _____ /4
Genre Score: _____ /4	
Writing Traits Score: _____ /4	

NOTES

NOTES

NOTES

Sixth Edition

© 2008 Reading Lions Center

**Unauthorized reproduction of this booklet, or any part thereof, is strictly prohibited.
Permission to reproduce materials must be obtained in writing from the Reading Lions Center.**