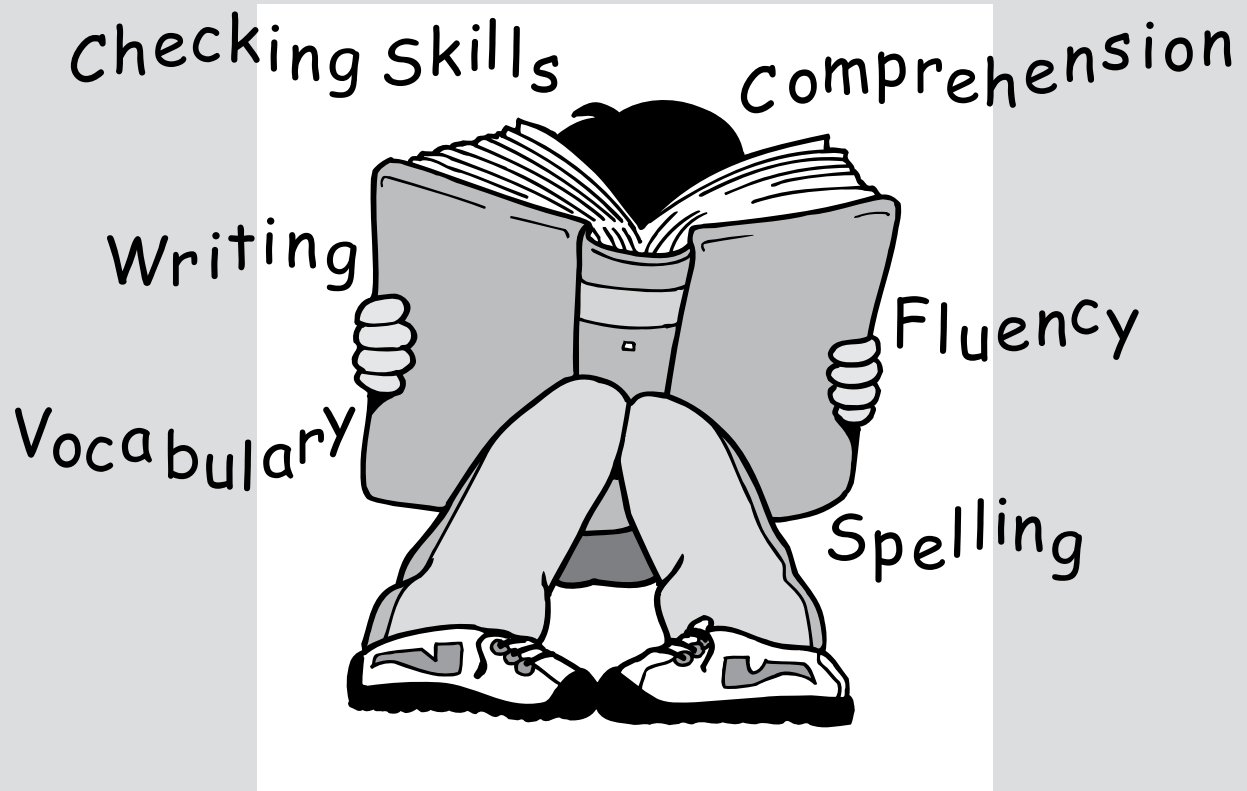


# STUDENT TEST BOOKLET

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



## GRADE 2 Theme 2

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

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

## A Home for Lizzie

*by Beth Thompson*

I was in the backyard pretending I was a gold miner searching for treasure when I saw Lizzie. She was sitting on a rock, not moving at all. She could have been a leaf or a twig because her nubby skin blended in with the dark-gray stone. But she was watching me. Then she slowly blinked her shiny, black eyes. It was like saying hello.

I named her Lizzie. When I said her name out loud, she lifted herself up on her tiny toes as if she were going to tiptoe away. But she didn't go. I guess she liked her name.

I think Lizzie knew I didn't want to hurt her. When I touched her back, she twitched her long, skinny tail. Maybe she thought my finger was a strange, new bug!

The sun had warmed Lizzie's rock. Now the rock felt like the porch steps under bare toes. "Does that rock feel good to your toes, too?" I asked her. But Lizzie only blinked a blink that could mean "yes," or could mean "no."

I found an empty, plastic butter tub under the kitchen sink. It was smooth, white, and just the right size for a lizard home. It had a clear, almost-see-through lid. Mom helped me punch holes in the lid. I made six small holes so Lizzie would get lots of air.

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

1. What was the child doing in the backyard?
  - A. looking for leaves and twigs
  - B. hunting for imaginary treasure
  - C. sitting on a rock
  
2. In the first paragraph, why could Lizzie “have been a leaf or a twig”?
  - A. Lizzie’s color blended in with the stone.
  - B. Lizzie was standing on a rock.
  - C. Lizzie had tiny toes.
  
3. Lizzie was
  - A. a leaf.
  - B. a twig.
  - C. a lizard.
  
4. Why did Lizzie’s rock “feel like the back steps under bare toes”?
  - A. Both had been warmed by the sun.
  - B. They were the same color.
  - C. Both were the same size.
  
5. The child was going to use the butter tub
  - A. for a new home for Lizzie.
  - B. as a hiding place.
  - C. under the kitchen sink.

I picked a handful of grass and sprinkled it inside the tub. Then I showed it to Lizzie.

“Look, your very own room,” I told her. “You don’t have to share it with anyone.” She blinked. “It has air conditioning and a nice, soft, green rug you can nibble on. Do you like it?” Lizzie blinked “yes,” but it might have been “no.”

I set her carefully on the grass in the tub and then put on the lid. I peeked through the holes to see what she would do.

Lizzie didn’t move at first. Then she tried to climb up the side of the butter tub, but it was too smooth and slippery. She slid back to the grass and sat very still. She couldn’t hide against the white plastic or the green grass. She couldn’t warm herself against the cold, smooth tub. She couldn’t feel the sun through the plastic ceiling of her new home.

I took off the lid and held it over my head, pretending I was Lizzie. Six tiny bits of sun shone through a cloudy window that needed washing. The wilted grass felt limp and coarse. Then I sniffed the tub. It smelled like butter and plastic and soap-under-the-sink, not at all like the backyard.

So I took Lizzie out of the butter tub and put her back on the rock. She didn’t make a sound or run away. She just sat there, blinking. I knew this time she meant “yes” because now Lizzie was home.

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

6. The “nice, green rug”

- A. was wet and slippery.
- B. had holes in it.
- C. was a handful of grass and food for Lizzie.

7. Did Lizzie climb out of the butter tub?

- A. No, the sides were too smooth.
- B. No, Lizzie liked the new home.
- C. Yes, climbing out was easy.

8. The child pretended to be Lizzie to find out

- A. what lizards like to eat.
- B. why Lizzie slid back on the grass.
- C. how Lizzie felt living in the butter tub.

9. Why did the child take Lizzie out of the tub and put her back on the rock?

- A. The child didn't like Lizzie.
- B. The child realized Lizzie wasn't happy.
- C. The child was afraid of Lizzie.

10. Which words best describe the child?

- A. thoughtful and caring
- B. hard working
- C. angry and nervous

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

Change these **telling sentences** to **questions** using correct capitalization and punctuation.

1. Mudge had a backpack.

---

2. It was quiet in the tent.

---

Change these **questions** to **telling sentences**. Use the same words, correct capitalization, and punctuation.

3. Did Mudge love camping?

---

4. Did Henry's mother build a campfire?

---

Read the sentences below. If a sentence is a **command**, write the letter “C” on the line next to it.

\_\_\_\_\_ 5. Follow the rules in the park.

\_\_\_\_\_ 6. Ranger Dockett helps protect plants and animals.

\_\_\_\_\_ 7. Look for turtles and frogs in the pond.

Write each group of words as a **command** or an **exclamation** using correct punctuation and capitalization.

8. pick the blueberries and wash them in the sink

\_\_\_\_\_

9. watch out for that car

\_\_\_\_\_

10. put your toys away

\_\_\_\_\_

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

**DIRECTIONS:** Read all of the sentences. Decide which one of the underlined words is misspelled. Then fill in the bubble next to the answer.

1.  A. The second grader won first place in the spelling bee.
  - B. You need a new battery cell for your flashlight.
  - C. My sister wore a fancy dress to the dance.
  - D. The young princ didn't want to live in the castle.
  
2.  A. They saw a brown mouse run out of the barn.
  - B. A snail began to crole up the flower pot.
  - C. Our dog's tail was caught in the fence.
  - D. Is this plot of land for sale?
  
3.  A. The nurse put a bandag on his arm.
  - B. The necklace had one large, red gem on a silver chain.
  - C. It's time to go to the gym for basketball practice.
  - D. Would you like to have a hot fudge sundae?
  
4.  A. Please put an ice cube in my soda.
  - B. Close the door so the bugs don't get in the house!
  - C. Are thees your gardening gloves?
  - D. Strap the safety belt around the baby's car seat.
  
5.  A. Dad took a painting class at the local college.
  - B. The full muen looks perfectly round in the night sky.
  - C. That was my first dive into the deep end of the pool.
  - D. There are many shades of blue in the artist's painting.



6.  A. The store is closing at six o'clock.
- B. Birds were nesting in our apple tree.
- C. The child was willing to try anything to get his way.
- D. Hopeing for rain, the farmer planted his garden.
7.  A. Would you like to examine the dinosaur bones?
- B. The runner was safe when he slid into second base.
- C. We toasted marshmallows over the hot fir.
- D. This is my second trip to the ocean.
8.  A. The grocery clerk bagged the groceries carefully.
- B. Turn right at the third stop sign.
- C. The children made mud pies with wet dart after the storm.
- D. The rice burned when Mother answered the door.
9.  A. Father made beef stew for dinner.
- B. Gloo the stars onto your paper after you draw the sky.
- C. Is it true the family is moving?
- D. Chew your food carefully before swallowing it.
10.  A. Put the toy doll away in your room.
- B. Boil the potatoes before you mash them.
- C. If you leave food in the refrigerator too long, it will spoil.
- D. They enjoy throwing stones into the creek.

TOTAL SCORE: _____/10
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**PART 1 — Antonyms**

**DIRECTIONS:** Read the sentence. Choose the word that means the **opposite** of the word that is underlined. Then fill in the bubble next to the word you have chosen.

1. We waded across the shallow stream to find a picnic spot.
  - A. mossy
  - B. squishy
  - C. swift
  - D. deep
  
2. There are many tall buildings in urban areas.
  - A. rural
  - B. city
  - C. important
  - D. busy

**PART 2 — Multiple Meanings**

**DIRECTIONS:** Read the sentence. Read and answer the question. Fill in the bubble next to the answer you have chosen.

3. Father reads the first page of the newspaper every morning.
 

In which sentence is the word page used **in the same way** as in the sentence above?

  - A. Page through the magazine and look for pictures of flowers.
  - B. Please page my mother at the store.
  - C. The knight's page carried a message to the king.
  - D. This is a colorful page in your art book.

4. Cinderella promised to leave the ball before midnight.
 

In which sentence is the word ball used **in the same way** as in the sentence above?

  - A. Did you bring the bat and ball for the game?
  - B. I am standing on the ball of my foot.
  - C. We enjoyed dancing at the ball last night.
  - D. That student is really on the ball!

**PART 3 — Context Meaning**

**DIRECTIONS:** Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

5. Yesterday we did math and other ordinary activities at school.
  - A. unusual
  - B. normal
  - C. task
  - D. backpack
  
6. The children shivered when they got out of the cold swimming pool.
  - A. practiced
  - B. protected
  - C. shook
  - D. repeated
  
7. The statue of the animal was delicately carved out of cherry wood.
  - A. lantern
  - B. form
  - C. mussel
  - D. container

**PART 4 — Synonyms**

**DIRECTIONS:** Read the sentence. Choose the word that means the **same**, or **about the same**, as the word that is underlined. Then fill in the bubble next to the word you have chosen.

8. The girl drew pictures around the edge of her paper.
  - A. quiet
  - B. border
  - C. branches
  - D. path
  
9. The boy scout troop was exploring the meadow.
  - A. camping
  - B. dangling
  - C. studying
  - D. snuggling
  
10. The rabbit's cozy habitat was in an old, hollow log.
  - A. crater
  - B. home
  - C. tent
  - D. scent

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.*

Misha opened her birthday present. It 6  
 was from her grandmother. She was excited. 13  
 “Cool, this is my best birthday gift ever!” 21  
 Her new present wasn’t a toy. It was a 30  
 camera. Now she could take pictures of birds 38  
 in the park. 41  
 Misha was a bird watcher. She knew 48  
 it was a good idea to try to be invisible 58  
 when studying animals in the wild. Misha 65  
 wanted her clothing to blend with the colors 73  
 of the ground, trees, and shrubs. Bright reds 81  
 and yellows might frighten the birds. She 88  
 didn’t want them to fly away. Misha looked 96  
 through her closet. She found her camping 103  
 clothes. She thought they would be perfect 110  
 for bird watching. 113  
 At the park, she took a photograph of a 122  
 red-breasted robin. It was looking for worms. 130  
 She caught a glimpse of a hawk gliding 138  
 across the sky. The bird darted away before 146  
 she could focus her camera. Next, she 153  
 snapped a picture of a blue jay scolding a 162  
 squirrel. The birds did not see her. Even her 171  
 friends walked right past her. They did not 179  
 notice Misha crouching in the bushes. 185

**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) = 65

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.*

Nature has given animals ways to fool 7  
 their enemies. An insect called the walking 14  
 stick is an example. This insect is skinny 22  
 and brown or green in color. It is a strange- 32  
 looking bug. When it stands still on a twig, it 42  
 looks exactly like a stick. This helps it avoid 51  
 being eaten by birds. 55

Some lizards can change their color, 61  
 helping them blend into the background. 67  
 One such lizard is a gecko. It can change 76  
 color when it is afraid. 81

The coloring of a fawn helps it blend into 90  
 nature. A baby fawn is light brown. It has 99  
 white spots on its back. When its mother is 108  
 away, it snuggles in tall grass to hide. 116

Some birds change the color of their 123  
 feathers with the seasons. They become 129  
 white in the winter to blend in with the 138  
 snow. In the summer, they turn brown. 145

Hawks are speckled with a mix of brown, 153  
 tan, and white. This camouflage helps them 160  
 hide when they are perched in trees. 167

Animals have different ways to hide. 173  
 The next time you walk in the forest, look 182  
 for clues of hiding animals. 187

**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) = 65

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.

## Expository (Descriptive) Writing Prompt

**Writing Situation:** You are thinking about your classroom and how it looks, feels, sounds, and smells.

**Purpose:** To describe your classroom

**Audience:** Your teacher

**Writing Directions:** Write a paragraph that describes your classroom. Include descriptive words and details. Plan your description before you begin writing.

### Student Checklist:

<b>Revising</b>
<p>_____ Is your topic sentence the first sentence in the paragraph?</p> <p>_____ Did you use sense words in your description?</p> <p>_____ Did your words make a picture in the reader’s mind?</p> <p>_____ Do all of your sentences support the topic sentence?</p> <p>_____ Do you have complete sentences?</p>
<b>Proofreading</b>
<p>_____ Did you capitalize proper nouns and the beginnings of sentences?</p> <p>_____ Did you end all sentences with the correct punctuation?</p> <p>_____ Did you spell all words correctly?</p> <p>_____ Did you indent paragraphs?</p>

Conventions Score: _____ /4 Genre Score: _____ /4 Writing Traits Score: _____ /4	<b>TOTAL RUBRIC SCORE:</b> _____ /4
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# NOTES

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**Sixth Edition**

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