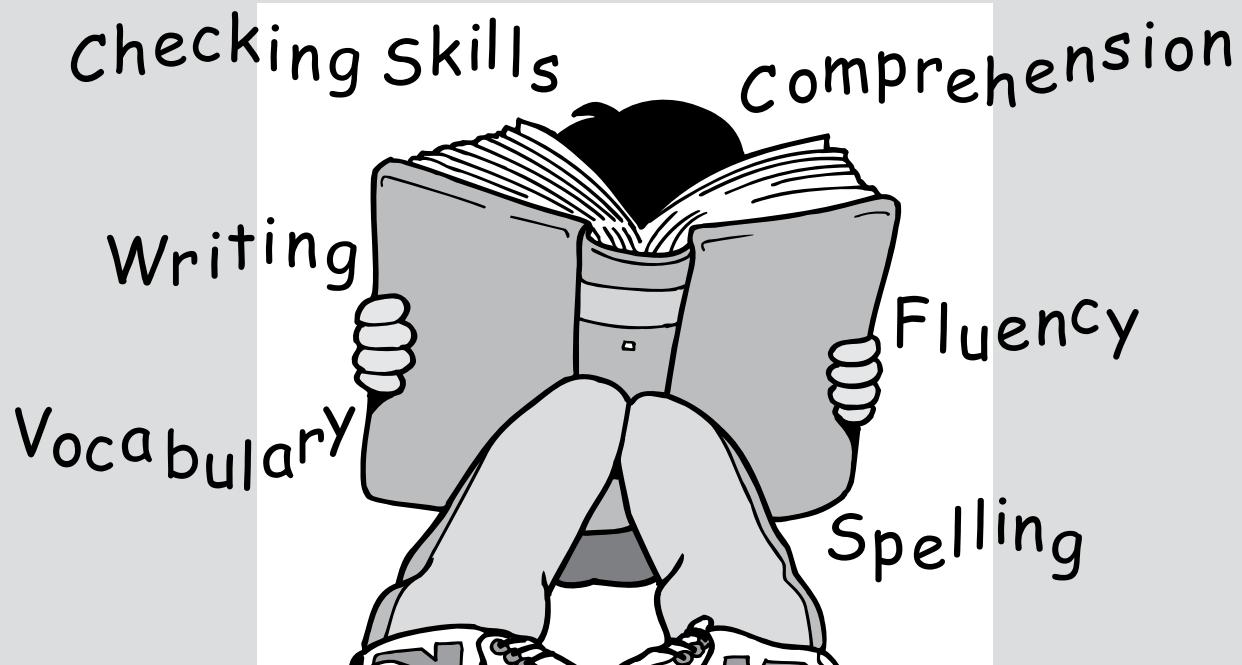


STUDENT TEST BOOKLET

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



GRADE 3
Theme 5

Student Name _____

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

Stories from a Time Before

Valiska Gregory

Always there were stories. We ate them with our daily bread. We swallowed them whole and begged for more. “Tell us about the Old Country,” my brothers and I would say at supper. “Tell us about when you came over on the boat from Czechoslovakia.”

“But I’ve already told you *that* one,” Papa would say. Then he’d smile as if he knew more stories than he’d ever have time to tell. I loved the Old Country stories because they came from a time before. It was a time I could barely taste, yet wanted to know more.

Mama was spooning vanilla ice cream into bowls. “Of course,” Papa said, “we didn’t have refrigerators in the Old Country. We kept our vegetables outside during the winter, in a pit covered with straw.”

“Is that why you came? To get a refrigerator?” asked my brother.

Papa laughed. “Well, partly yes, and partly no. We did hope for a better life, but we weren’t absolutely sure we’d get one. We lived in a small village of about two hundred people, near the city of Palin. Our house had a dirt floor that your grandma swept clean every day. We were called *kmetz*, peasants. We had a small farm, but the taxes on the land were very high.”

“Is that why you came? So you wouldn’t have to pay such high taxes?” asked my brother.

“Well,” said my papa, “partly yes, and partly no.”

Now answer the question about this part of the story.

1. Why did the children want to hear the “Old Country” stories?
 - A. They wanted to learn about Papa’s past.
 - B. They wanted to avoid doing their homework.
 - C. They wanted to write a story about Papa.
 - D. They wanted to eat more ice cream.

“Everybody said the streets of America were paved with gold. But not everyone believed it. More important than money was the chance to be what we wanted to be. In the Old Country, if a man was a farmer, his son was a farmer. We were allowed to go to school, but not past the sixth grade. At school we had to speak Hungarian. At home we spoke only Slovak. I got spanked once for mixing up the two languages.”

We giggled because we couldn’t imagine Papa being spanked. “I wanted to stay in school more than anything,” Papa said. “Your grandma said that I was such a bookworm. I’d rock my brother’s cradle with my feet so I could turn book pages with my hands.”

“Is that why you came? So you could go to school?” I asked.

“Well,” said Papa, “partly yes, and partly no. That’s why I wanted to come. But that’s not why your grandpa wanted to come. In the Old Country, if you were the oldest son, you inherited all your father’s property. If you were a younger son, you had to make your own fortune. Your grandpa was a younger son in a very poor family. So he decided to try America.”

“That doesn’t seem fair to the youngest son,” I said.

“But that was the custom,” Papa said. “Your grandpa went to America alone and lived with some relatives. He needed to save enough money to send for the rest of us. He took a job setting dynamite in the Pennsylvania coal mines. Lighting fuses was dangerous. It paid only \$3.62 for ten long hours of work each day. But to my Pa, the money seemed like a fortune. We couldn’t leave Czechoslovakia until we could buy the proper stamps for our passports. It took Pa a few years to save enough for the steamship tickets. While we waited, we heard stories about people who had taken the long voyage and died on board.”

“Were those stories true? Did people really die?” I asked.

Now answer the questions about this part of the story.

2. The main reason people wanted to live in America was because
- A. people had refrigerators.
 - B. taxes were lower.
 - C. the streets were paved with gold.
 - D. people had the opportunity to be what they wanted to be.
3. Which statement was **not** part of Papa's story?
- A. Teachers spoke Hungarian, not Slovak.
 - B. Grandpa wanted to be a farmer.
 - C. Grandpa had to make his own fortune.
 - D. Papa could only get a sixth-grade education in the Old Country.
4. How long did it take Grandpa to save enough money so his family could come to America?
- A. three months
 - B. six months
 - C. one year
 - D. more than two years

“Yes,” said Papa. “The boats were so crowded with people. There were many diseases. Sometimes whole families died before they ever got to America. It was not an easy journey. We traveled first by train. Then we got on a huge ship at Cherbourg, France. We took from home only what we could carry. To save space, we all wore as many clothes as we could—sweaters and coats and shawls. I even wore two hats. We carried food wrapped in a linen tablecloth.”

“Were you scared, Papa?” asked my brother.

“Well,” said Papa, “partly yes, and partly no. I was twelve. I was big enough to be a man, I thought. I’d never been to a big city. I had never seen an ocean nor traveled on a boat before. I was much more excited than scared. We had steerage tickets. This meant our cabins were far below and very crowded. The berths where we slept were bunk beds. The beds were made of iron, and the mattresses were filled with straw. On our boat, steerage had only two washrooms for almost two hundred people. When the weather was bad, many people got seasick. The smell was awful. When the weather was good, we would all climb the stairs and spend the day on deck where the air was fresh.”

“Tell us about the Statue of Liberty,” I begged.

“I could never forget the Statue of Liberty,” he said. “She was what we all talked about during the long days on board the boat. When she finally came in sight, we all cheered and waved. Ma told me to hold my brother up though he was just a baby then. She wanted him to see her, too.

“Before we could actually set foot in America, we had to go through customs at Ellis Island. It seemed a fearsome place. It had huge red-and-white brick buildings. We waited with hundreds of other immigrants in a large, white room. The center of the room was like a maze. There were bars between the lines of people to keep the lines straight. You could hear a dozen languages being spoken all at once.

Now answer the questions about this part of the story.

5. The longest and most dangerous part of the journey to America was

- A. the train ride to Cherbourg.
- B. the ocean voyage to New York.
- C. waiting in line at Ellis Island.
- D. the train ride to Chicago.

6. How did the family react when they saw the Statue of Liberty?

- A. They worried about landing on shore.
- B. They were surprised.
- C. They cheered and waved.
- D. They huddled together.

7. Based on the story, what is the best definition of the word *steerage*?

- A. a place where passengers went when the weather was bad
- B. a crowded cabin on a lower level of a ship
- C. the wheel used for steering a ship
- D. a ship's cabin with a view of the ocean

Finally we filled out our papers and had our medical examinations. When the last man finally stamped our papers, Ma told us all to stand tall. “Boh je dobrativy,” she said, “God is kind.”

Mama sat down with us at the table, and Papa took her hand in his. “At first,” he said, “we stayed with relatives, first in New York, and then in Pennsylvania, but work was scarce there. My father decided to move on. ‘Get off the train when you see smokestacks,’ our relatives said. ‘Where there are smokestacks you can always find work.’ And so we did. A family from our village had settled here in Chicago, and we stayed with them until your grandpa found a job in the steel mill and could afford a house.”

“Is that why you came to America?” my brother asked.
“So Grandpa could buy a house?”

“Well,” said Papa, squeezing Mama’s hand, “partly yes, and partly no. We did want a home, a place, as my pa used to say, where our children’s children could be happy. It was also the excitement we were after, the chance to start a new life. The minute we saw the Statue of Liberty, we knew we would find the strength to make it through the hard times. She was the most beautiful lady I’ve ever seen—except for your mother, of course.”

Mama smiled and gave Papa a quick kiss on the cheek. Papa looked at each of us, studying our faces as if we were letters in a book. “Now for *this*,” he said as he wrapped my brothers and me in a giant hug, “it was worth coming to America.”

Now answer the questions about this part of the story.

8. Why did Papa's relatives suggest that the family get off the train when they saw smokestacks?
- A. Chicago needed bakers.
 - B. The weather was better in cities with smokestacks.
 - C. Smokestacks indicated a job might be available.
 - D. Houses were cheaper in cities with smokestacks.
9. At the end of the story, Papa said, "Now for *this*, it was worth coming to America." What did he mean by *this*?
- A. a chance to have a better job
 - B. a chance to have a better education
 - C. a chance to have a better life for his children
 - D. a chance to have a larger house
10. *Stories from a Time Before* is an example of
- A. realistic fiction.
 - B. fable.
 - C. drama.
 - D. fantasy.

TOTAL SCORE: _____ /10

Read each sentence. Circle each **subject pronoun** and write the correct **verb** on the line to complete each sentence.

1. He _____ the waves crash against the ship. (feel, feels)

2. Standing on the dock, we _____ the ship as it glides past the Statue of Liberty. (watches, watch)

3. After the journey, they _____ a place for our new settlement. (find, finds)

Read each sentence. On the line provided, write the correct **word or phrase** to complete each sentence.

4. The birthday celebration is a special day for _____. (he, him)

5. Halmoni told _____ about the Korean custom. (us, we)

6. Relatives took _____ sightseeing in the city.
(me and Halmoni, Halmoni and me)

7. A vendor sold _____ a blue parasol. (me, I)

Read each sentence. On the line provided, write the **correct word** to complete each sentence.

8. Snow and ice broke _____ ship apart. (they're, their)

9. Lifeboats were part of _____ plan. (his, he's)

10. _____ journey was filled with perilous adventures. (Its, It's)

TOTAL SCORE: ____/10

DIRECTIONS: Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

1. A. He beamed with happyness as he received the award.
 B. The Indians showed great kindness to the Pilgrims.
 C. The careless child was scolded for running with the glass dish.
 D. No mistake

2. A. The tall building shaded the sidewalk in the afternoon.
 B. Her interest grew with each new discovery about her family's history.
 C. Mother used a wooden spewn to stir the hot soup.
 D. No mistake

3. A. We tried to catch a fish while wading in the bruck.
 B. Father looked like a giant when he stood beside my baby brother.
 C. It was just luck that I found my jacket.
 D. No mistake

4. A. I decorated the house while my sister was baking a birthday cake.
 B. Thank you for carrying my groceries.
 C. The hiker carryed a heavy pack of supplies on his back.
 D. No mistake

5. A. If you bring the food, I'll bring the drinks.
 B. Are you positive we're going camping in Yosemite?
 C. Its relaxing to sit on my porch and read a book.
 D. No mistake

6. A. At first glance, I thought those donkeys were horses.
- B. “How old is your doughter?” the doctor asked.
- C. Put the dollar in your pocket so it won’t get lost.
- D. No mistake
9. A. The close in my suitcase were very wrinkled.
- B. Be sure to get plenty of exercise every day.
- C. First choose your topic, and then write a short draft.
- D. No mistake
7. A. My sister was drenched by the suden rainstorm.
- B. The basset hound stuck its head outside the car window.
- C. A sore throat makes it painful for the child to swallow.
- D. No mistake
10. A. The Girl Scout troop met on Mondays after school.
- B. It was my oldest cousins’ birthday last week.
- C. Parents’ questions and concerns were addressed by the principal.
- D. No mistake
8. A. If you leave food in the refrigerator too long, it will spoil.
- B. He bought two pounds of potatoes.
- C. Mother took a pie too the neighbor’s house.
- D. No mistake

TOTAL SCORE: _____/10

PART 1 — Antonyms

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

1. The fisherman spent three perilous weeks drifting in his wrecked sailboat.
 - A. safe
 - B. weary
 - C. temporary
 - D. grueling

2. The popcorn vendor prepared for a hungry crowd.
 - A. anchor
 - B. floes
 - C. buyer
 - D. sightseers

3. Camels carried supplies across the barren desert.
 - A. impassable
 - B. seeping
 - C. marinated
 - D. fruitful

PART 2 — Multiple Meanings

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

4. This down ski jacket is too warm to wear today.

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

- A. The children ran up and down the hill all afternoon.
 - B. I like my new, down feather comforter.
 - C. When you feel down and unhappy, think of something pleasant.
 - D. Push the button down to lock the car door, please.
-
5. Put your vocabulary words in alphabetical order.
- In which sentence is the word order used **in the same way** as in the sentence above?
- A. I would like to order a cheeseburger, small fries, and a soda.
 - B. We received the book order yesterday.
 - C. The court order required the woman to do forty hours of community service.
 - D. Line up the children in order from tallest to shortest.

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.

6. The desperate, lost skier wondered if he would be rescued by nightfall.

- A. bustling
- B. scarce
- C. hopeless
- D. foreign

7. The monument honors the memory of soldiers who died defending our country.

- A. protecting
- B. deserting
- C. surviving
- D. stalking

PART 4 — Synonyms

DIRECTIONS: Read the sentence. 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.

8. Ancestors passed their customs to the next generation by telling stories.

- A. journeys
- B. hardships
- C. cargo
- D. traditions

9. Our country's early settlements had few libraries.

- A. passports
- B. skyscrapers
- C. communities
- D. nationals

10. The raging fire destroyed many acres of forest terrain.

- A. horizons
- B. summits
- C. land
- D. torrents

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.

Everyone called him Gramps. Of course, he wasn't	8
everyone's grandfather. However, he did have nineteen	15
grandchildren. It just seemed natural to call him Gramps.	24
He wanted to buy a new Model T Ford. The car had just	37
been invented. It was the first auto ever offered for sale.	48
He thought he would enjoy taking the children for a ride.	59
Gramps hurried to the dealership. There was no	67
problem choosing the color. The motor company had told	76
its work crew to paint all of the automobiles black.	86
With much fanfare, Gramps came chugging home.	93
He proudly honked the car's horn. He rapidly approached	102
the driveway. Just then, he realized he didn't know how	112
to stop! Luckily, the coal wagon was not parked in front	123
of the house. Wildly waving his arms, Gramps went	132
bouncing between his home and the next-door neighbor's	141
house. He narrowly missed them. The skinny car wheels	150
straddled Grandma's row of gooseberry bushes. The car	158
rolled across her garden. It destroyed bunches of tomatoes	167
before crashing through the side of the chicken coop. All	177
the while Gramps was yelling, “Whoa! Whoa! You crazy	186
Tin Lizzy!”	188
The automobile didn't understand. It kept going.	195
After many huffs and hisses, the engine died. The auto	205
finally came to a stop. There it sat covered with tomatoes	216
and dripping with juice. Chickens and feathers were	224
scattered everywhere in the yard.	229

**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)	= 110

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.

The girl sat quietly in her tire swing watching
her great uncle. She was anxious for him to finish
making her a new wooden flute. He was carving on
a thin, straight branch. He hollowed out the center
of the stick and peeled back the loose bark. As he
created the instrument, he retold a story about his
childhood.

“Many people did not have jobs in the 1930s.
This desperate time was called the Depression,” he
said. The girl’s uncle skillfully dug holes along the
top of the flute. He sliced one end at an angle and
plugged the other end with a wooden peg. He spoke
again saying, “Many kids didn’t have warm coats.
They wore shoes with holes in the bottoms during
icy, cold winters. Times were tough for everyone. To
save money, people planted gardens. They gathered
nuts and fruit in the woods. Women cooked and
stored the food in tightly sealed, sterilized, mason
jars.”

“Some people found work with the government.
They joined a work force and built bridges, dams,
roads, and parks all across the country. Men with
families found jobs with local city projects. They
dug sewers, laid water pipes, and paved streets.”

The Depression was hard for families. Yet,
people were resourceful and worked together. That
is how they were able to survive.

9
19
29
38
49
58
59

**EVALUATING CODES FOR
ORAL READING**

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

Comments:

149
157
158
165
174
183
191
199

FLUENCY SCORE

Number of Words Read Per Minute:	_____
Number of Errors:	- _____
Number of Words Read Correctly:	_____
Passing Criterion (50th %ile)	= 110

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 Writing Prompt

Writing Situation: You are thinking about your neighborhood.

Purpose: To describe your neighborhood

Audience: Your teacher

Writing Directions: Write a description of your neighborhood. Use sensory language to help create a picture in your reader's mind. Make a web to help organize your details before you begin writing.

Student Checklist:

Revising

- Does your first sentence tell what you are describing?
- Did you use sensory words to describe your neighborhood?
- Do your details create a picture of your neighborhood?
- Is your description easy to understand?

Proofreading

- Did you indent paragraphs?
- Did you use correct capitalization and punctuation?
- Did you use correct grammar?
- Did you spell all words correctly?

Conventions Score: _____ /4

Genre Score: _____ /4

Writing Traits Score: _____ /4

TOTAL RUBRIC

SCORE: _____ /4

NOTES

Sixth Edition

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