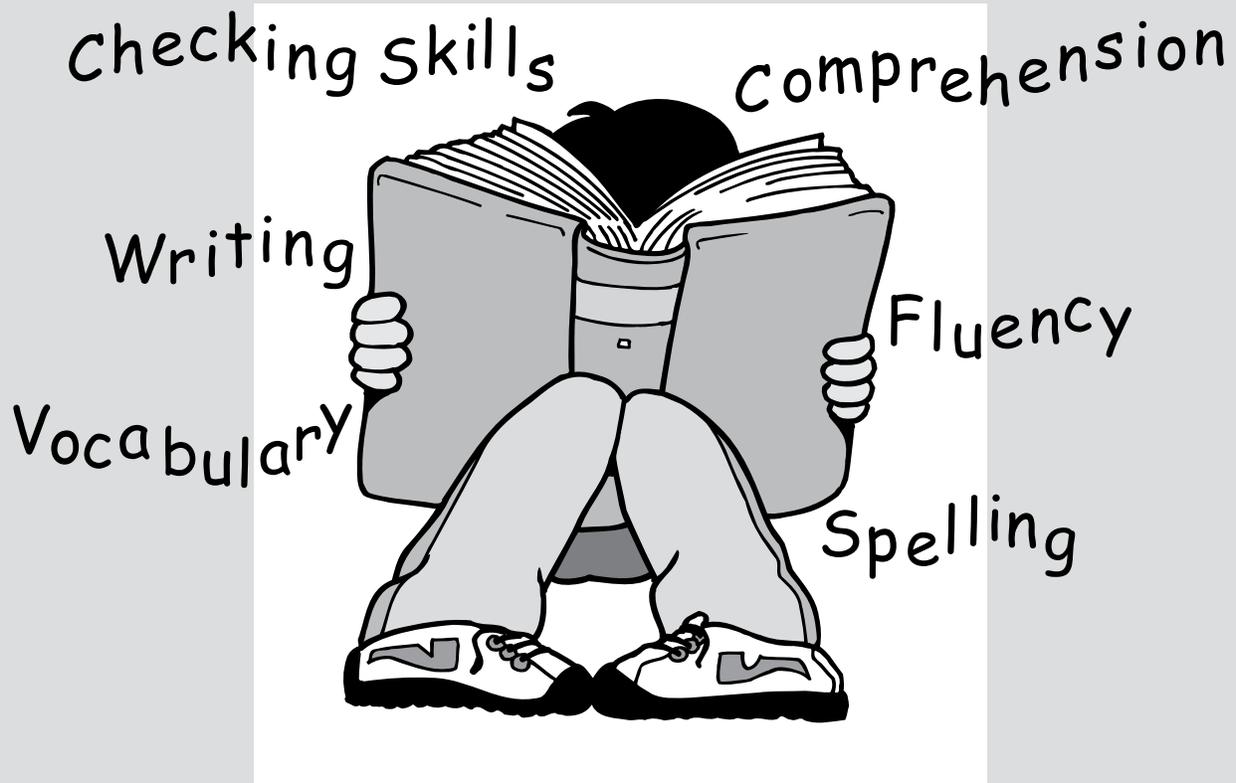


STUDENT TEST BOOKLET

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



GRADE 4
Theme 3

Student Name _____

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

The Surprise

Roberta Wiegand

One Friday in August, Sarah's Poppa left in the buggy at noon and told the family he wouldn't be home until tomorrow.

"Just keep your shirts on—all of you—because when I come back, I'll bring you a real surprise."

The Lewis family spent the afternoon guessing what the surprise would be. Sarah thought it might be a set of encyclopedias, but the older boys, Harry and Charlie, thought it might be another bicycle.

"Do you suppose it could be a new washing machine?" Momma murmured.

"It's a baby sister!" Maryrose chanted. Georgie said that another dog would be better, a young *boy* dog!

When Poppa came home the next morning, he grinned and unfolded a piece of pink paper in his hand and waited. He looked like a magician who was showing them he had nothing up his sleeve. Then he laid the paper in the center of the kitchen table. BILL OF SALE it said across the top.

Now the magician waved his wand.

"This goes with what you'll see in front of the house," he announced.

The family rushed outside to look; however, what they saw never came from a magician's hat!

It was long and shiny with a copper-colored body and a coal-black top. It had brass lamps at the front and black leather seats and black wheels and fenders. This was not the first automobile they'd ever seen, but no one in their town had ever owned one.

"It's a Jackson," Poppa said proudly. "It has the same name as the first man to drive all the way across the United States."

The Lewis children raced to the street and ran around and around the car. They shouted at each other. "Look at this! Hey, see this!" They scrambled into and over the seats. Poppa had to take hold of Charlie's shoes and pull him out from underneath the automobile.

Then Poppa collapsed the top of the auto and folded it across the back of the rear seat. "We'll leave it like that while we take our first ride," he said. Now Sarah noticed that the auto was indeed all set to go. Its radiator was already pointed right down the Main Street hill.

Momma asked, "But, Herb—what about the buggy? It's brand-new."

"Why, I traded it, of course," Poppa said matter-of-factly. "No one needs a car and a buggy."

Now answer the questions about this part of the selection.

1. Everyone is excited when Poppa brings home a new automobile because
 - A. Poppa is going to take the family on a vacation.
 - B. Poppa is going to teach everyone how to drive.
 - C. it's the first automobile the family has ever owned.
 - D. it's the best automobile the family has ever had.

2. How did Poppa pay for the new car?
 - A. He traded the buggy for the car.
 - B. He sold the washing machine and used the money to pay for the car.
 - C. He sold a set of encyclopedias.
 - D. He traded his old car for a new one.

3. The setting of this story is
 - A. one summer day in the future.
 - B. an August day in the present.
 - C. one day last week.
 - D. one summer day many years ago.

Sarah didn't say a word. She quickly ran to the backyard, tugged open the door to the carriage house, and discovered it was completely empty inside.

She walked slowly back to tell the others. "He sold Old Belle, too," Sarah said.

Everyone looked accusingly at Poppa. Georgie started to whimper as the others began muttering.

"Naturally I sold her. Why would we keep a horse without a buggy? We have over twenty horsepower parked here. These are new times; we have to change with them. Now everyone get washed, and we'll go for our first ride."

Sarah stomped up to her room, but she didn't get cleaned up. She thought about all the years they'd had Old Belle. Her nose burned inside, and she could tell she was getting ready to cry. She decided to look at the car because she needed something to think about fast.

Outside, Harry was sitting bolt upright behind the wheel of the automobile with his new tweed cap on. Beside him sat old Bowser, staring straight down Main Street as if he expected to go along on the ride.

Sarah skipped down the walk. She wanted to tell Harry how funny they both looked. She knew he hadn't seen her because he kept on turning the wheel and pretending to drive. He pretended that he was moving some of the levers and knobs. He did it so well Sarah almost believed he knew what he was doing. It even looked as if the wheels on the car were going around.

The wheels *were* going around.

Sarah hollered at Harry to stop.

Harry and Bowser turned to look at her, their brown eyes wide with surprise. Then Sarah knew that Harry hadn't meant to go anywhere at all! The car started moving faster, and now Harry was too busy to look at her any more.

Sarah yelled for Poppa, who saw what was happening and dashed to the street, shouting at Harry as he ran. The car swerved gently across the road and then back again. Poppa chased the car as fast as he could. His long legs were moving so fast that he looked like a skinny spider.

When the car reached the corner by the Opera House, Everett Wagner started across with a cartload of watermelons. Harry swung the car behind it. Everett and his horse stopped as if they were frozen in the middle of the street, but one of Everett's watermelons fell off the cart and tumbled after them down the hill.

Now Harry seemed to be getting used to the steering wheel. He guided the beautiful, copper-colored Jackson on down the Main Street hill just as he did his sled in the wintertime. Poppa galloped along behind.

Now answer the questions about this part of the selection.

4. The author says that after Sarah discovered Poppa had sold Old Belle, she stomped out of the room. How does a person who “stomps out of a room” feel?
- A. angry
 - B. joyous
 - C. gloomy
 - D. tired
5. Poppa sold Old Belle because
- A. he didn't think anyone would mind.
 - B. Old Belle was too old to pull the buggy.
 - C. he thought the family didn't need a horse without a buggy.
 - D. he needed the money to buy the automobile.
6. Which of the following experiences would help you understand how Sarah felt after she discovered Poppa had sold Old Belle?
- A. trading in an old car when you buy a new one
 - B. giving away a dog when you move to an apartment
 - C. getting a new coat of paint in your bedroom
 - D. having a friend who went on a trip without you
7. Harry managed to steer the Jackson down the street because
- A. he had driven a car many times.
 - B. Poppa told Harry how to drive as he chased the car.
 - C. he had taken driving lessons.
 - D. he steered the car just as he did his sled in the winter.

Finally the car neared the bottom of the hill. People were lined up on both sides of the road waiting for it to come, but ready to run if they needed to. It crossed Church Lane and aimed itself right at the courthouse door.

“It’s going inside!” Sarah thought frantically.

Luckily, the proud Jackson rolled majestically up onto the lawn. It came to a perfect stop with its radiator just touching the bottom step of the stone courthouse building.

Poppa was there almost at once.

By the time the rest of the Lewises panted down the hill, there was a great crowd around the car. Even Momma arrived at last.

Poppa reached in and pulled Harry out of the car. Sarah couldn’t tell if he was clapping Harry on the back for driving so well or hitting him because he was mad. Poppa didn’t seem to know either; Harry looked even more unsure. Bowser sat on the front seat and barked.

Eventually everyone decided to laugh. Harry managed a sickly grin, and at last the whole family piled into the Jackson. Bowser jumped in the car, too! This time Poppa cranked it, and the engine finally started. They chugged up the hill.

Sarah was excited with the ride, of course. But she remembered all the times Old Belle had pulled them up the same hill. She quietly cried herself to sleep that night. She could still feel Old Belle’s velvety lips slurping sugar from her hand. She could see the long, bony ridges on her nose and the soft, dark gray of her nostrils.

Early on Sunday the family took a long, bumpy ride in the country. This time Harry rode in the back seat.

The next morning Sarah was tired when she took Bowser’s breakfast to him. That was when she heard the noise. It seemed to come from the carriage house. When she peeked in the door, she saw the shiny Jackson where the buggy used to be. Then Sarah’s eyes grew used to the dark, and she could see the lumpy slope of Old Belle’s back.

Sarah rushed inside and threw her arms around the old horse’s neck. Belle smelled of oats and leather and the warm sweetness of something alive.

Sarah ran back into the kitchen where Poppa was already eating his breakfast. She threw her arms around his neck. “Oh, Poppa,” she squealed. “You got Old Belle back for us! Oh, I love you! I love you!”

Poppa sputtered and unclasped her arms from around his neck; his face was red. “Don’t make such a fuss, Sarah. You’re really a goose.” He gave her a friendly swat on her rear.

“When I took the car over those roads yesterday, I found out they’re terrible. I can see we’ll still need the sleigh this winter. You don’t think I’m going to pull it myself, do you?”

Now answer the questions about this part of the selection.

8. What reason does Poppa give Sarah for buying Old Belle back?

- A. He didn't realize Sarah would miss Old Belle.
- B. They will need Old Belle to pull the sleigh next winter.
- C. He found out the new owner didn't want Old Belle.
- D. They will need Old Belle if the automobile breaks down.

9. What is the author's message in this story?

- A. Life was simpler in the good old days.
- B. The old ways are always better than the new.
- C. There is value in both the old and the new.
- D. Modern ways are always better.

10. At the end of the story, Sarah can best be described as

- A. joyful.
- B. furious.
- C. depressed.
- D. puzzled.

TOTAL SCORE: _____/10

Read each sentence. Underline the action verbs.

- 1. Leaves on the Baileys' trees stay green in autumn.
- 2. Mr. Bailey and the stranger worked together in the fields.
- 3. A flock of geese flew in perfect formation.

Read each sentence. Underline the whole verb. Write the helping verb and the main verb on the lines provided.

- 4. Cendrillon's dress had changed from calico to velvet.

helping verb

main verb

- 5. My godmother has cast a spell on Paul with her mahogany wand.

helping verb

main verb

- 6. Paul had placed the elegant, pink slipper on her foot.

helping verb

main verb

Read each sentence. Underline the verb and fill in the bubble next to the correct tense.

7. Mercury blasts out of the porch thermometer like a rocket.

- present tense
 past tense
 future tense

8. Iceberg lettuce will cool the air in Kansas.

- present tense
 past tense
 future tense

9. During the heat wave, the cows churned milk into butter.

- present tense
 past tense
 future tense

10. Tonight, Hank and Ma will sell buttered popcorn at the drive-in movie.

- present tense
 past tense
 future tense

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. Acting as the middleman, the boy tried to resolve the argument between his friends.
- B. We explored the large, underground cave with an experienced guide.
- C. The soldier told about his experiences on the battlfield.
- D. No mistake
2. A. Ninety-nine percent of all homes in the United States have a television set.
- B. Don't be frightened because the story is only make-believe.
- C. I tried to keep everyone calm; meanwhile my friend called 911.
- D. No mistake
3. A. Please bring your baseball glove to the game.
- B. It was already noon, and the lawyer had not received the important document.
- C. Your answers to the test questions were alright.
- D. No mistake
4. A. I have to wear a special knee brace when I play sports.
- B. The fireman received a medol for saving the child's life.
- C. Model airplanes hung from the boy's bedroom ceiling.
- D. No mistake
5. A. She'll fry the eggs while you set the table.
- B. The world seems smaller because of the Internet.
- C. Did you eat the whole pizza, or did you share it?
- D. No mistake

6. A. The caller on his shirt had a catsup stain.
- B. Ships sailed out of the harbor into the vast ocean.
- C. The teacher reminded students to use proper manners in the cafeteria.
- D. No mistake
7. A. The baby's fever was higher, so mother phoned the doctor.
- B. Photographers snaped pictures of the actor as he waved to the crowd.
- C. Campers carefully checked their supplies as they loaded the jeep.
- D. No mistake
8. A. We watched geese as they were landing on the pond.
- B. The reader was flipping through the first few chapters of the story.
- C. The lights in the theater were dimming; we knew it was time for the play to start.
- D. No mistake
9. A. Fun-loving elves began to dance in the woods.
- B. She didn't hear any trace of anger in her friend's voice.
- C. Please do not wast any more time getting ready for school.
- D. No mistake
10. A. They labord in the hot sun mowing lawns and pulling weeds.
- B. The designer was skillfully placing the flowers in the vase.
- C. My sister was troubled because she couldn't find her homework.
- 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 timid puppy, afraid of the large crowd in the room, hid in the corner.
 - A. hollow
 - B. crinkled
 - C. bold
 - D. shy

2. We thought it was peculiar to see a kangaroo on the busy city street.
 - A. usual
 - B. strange
 - C. hypnotizing
 - D. peasant

3. The proud athlete told everyone he met about winning the race.
 - A. frisky
 - B. churned
 - C. boastful
 - D. modest

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. Mother said there must be a window open because she felt a cold draft blowing through the room.

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

 - A. My grandfather used draft horses to pull a hay wagon around his farm.
 - B. Although castles had thick stone walls, they still had many drafts and leaks.
 - C. Professional sports teams draft new players from college and minor-league teams.
 - D. Over the weekend, I finished writing the first draft of my adventure story.

5. The boy traces pictures of wild animals into his nature notebook.

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

 - A. We followed the muddy traces of a raccoon until they stopped at the tree.
 - B. There were no traces of anger in the friendly barks of the dogs.
 - C. When the team of sled dogs have been connected to their traces, they are ready to leave.
 - D. The young artist often traces part of an old photograph and then draws a picture around it.

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. If you hold the curling iron on your hair too long, you will singe it.
- A. orphan
 - B. burn
 - C. shift
 - D. harvest
7. Our teacher looked crossly at us when we were late for class.
- A. trembling
 - B. godmotherly
 - C. windswept
 - D. grumpily

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. The girl’s bicycle accident affected her attitude about wearing a helmet.
- A. changed
 - B. etched
 - C. jammed
 - D. glided
9. We were careful not to miscalculate how much food we needed for the trip.
- A. calculate
 - B. charge
 - C. miscount
 - D. pad
10. The elegant dancer seemed to float across the stage.
- A. frosty
 - B. graceful
 - C. autumn
 - D. main

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.

Jan listened to her favorite music on the radio. 9
 She had decided she wanted to be a disk jockey. She 20
 didn’t want anything to get in the way of her future 31
 goal. She asked her school counselor what she 39
 should do to make her dream come true. He said that 50
 having a pleasant voice would increase her chances. 58
 He suggested she practice talking into a recorder. 66
 Jan was to play it back and listen to the tape. 77
 Practice would help to improve her voice quality. 85
 He also encouraged her to use proper grammar. 93
 He told her to study different music labels to 102
 learn which artists had signed contracts. Becoming 109
 familiar with various music companies might also 116
 help. It would give her a greater understanding of 125
 music trends. She was told to learn as much as 135
 possible on her own. College courses would round 143
 out her education. 146
 Not being very studious, Jan thought this seemed 154
 complicated. She had hoped all she needed for success 163
 was desire. She thought sitting in the studio, playing 172
 music, and telling jokes were all she would have to do. 183
 Now Jan understood. Wanting a career in a certain 192
 field and getting it were two different things. It would 202
 take lots of preparation. Yet, she was not discouraged. 211
 She had great passion for radio announcing and was 220
 an ambitious, young girl. It would be worth all her 230
 efforts when she succeeded and landed her first job. 239

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>112</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.”

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.

At one time, language only consisted of simple grunts and gestures. It took thousands of years for writing to evolve. Ancient man carved symbols and pictures in rocks. Some of those early drawings are still visible in caves and on canyon walls.

Some cultures used these pictures to record their daily activities. Others created an alphabet. Pen and paper made sharing one’s thoughts possible. A messenger could take news from one place to another. Yet, news only traveled as far as man could walk, ride, or sail. It often took months for a package to arrive.

In the 1840s, the Morse code was invented. The phone and radio came next. News could be sent long distances by wire or air. These devices changed the way people shared ideas. TV was viewed as a miracle of modern science sixty years ago. This brought moving pictures into people’s homes. Today, people can exchange ideas over the Internet. People can talk around the world almost instantly.

New inventions are made every day. With each idea, the world seems smaller. Imagine what communication will be like in the future!

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) = 112

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 (Summary) Prompt

Writing Situation: You have read the story, The Stranger. You are thinking about the characters and the main events in the story.

Purpose: To explain the main ideas of a story

Audience: Your teacher

Writing Directions: Write a summary of the story, The Stranger. Include the characters and the most important events. Use a graphic organizer to plan your summary. Refer to your student anthology to write this summary.

Student Checklist:

Revising
<p>___ Does your summary begin with the main idea stated in a topic sentence?</p> <p>___ Did you support the main idea with important details?</p> <p>___ Have you paraphrased the author’s words?</p> <p>___ Does your ending restate the main idea?</p>
Proofreading
<p>___ Did you write in well-organized paragraphs?</p> <p>___ Did you use a variety of sentence structures with proper subject-verb agreement?</p> <p>___ Did you use correct grammar, punctuation, capitalization, and spelling?</p>

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

NOTES

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NOTES

Sixth Edition

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