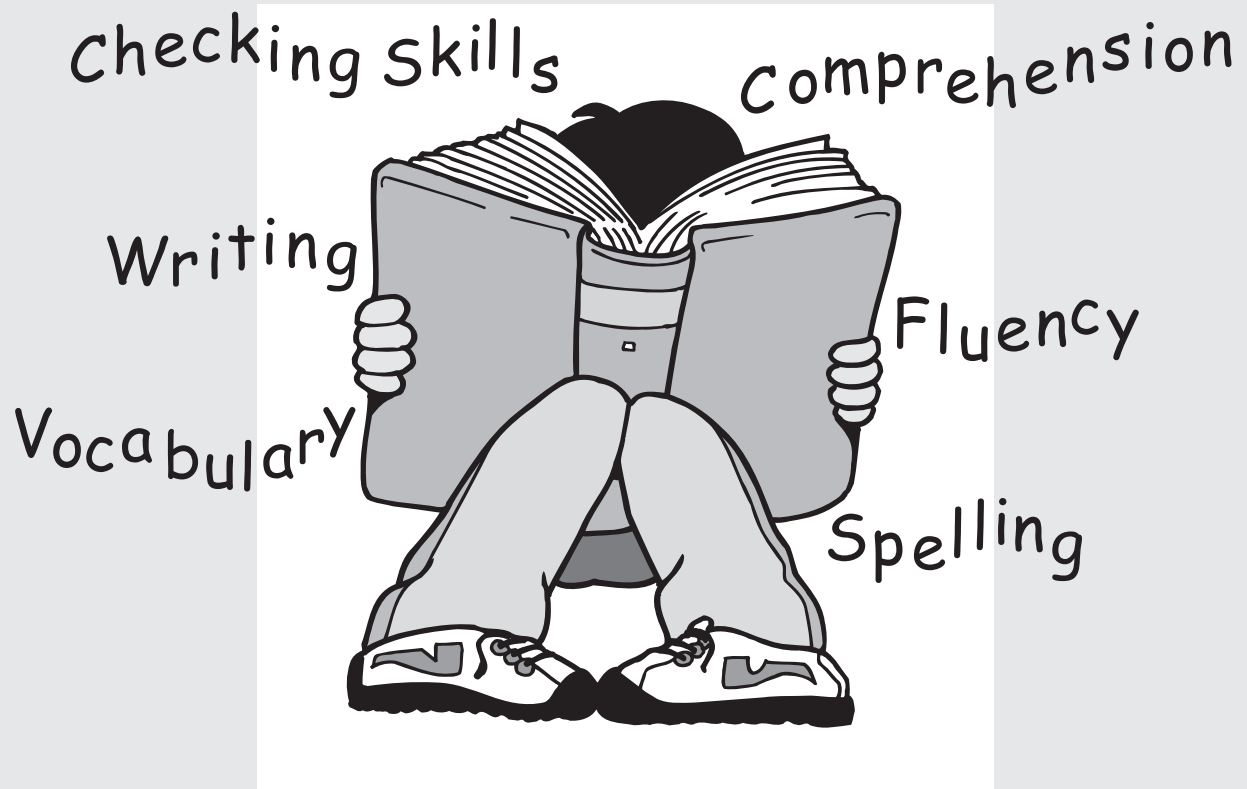


STUDENT TEST BOOKLET

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



GRADE 5 Theme 1

Student Name _____

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

The Demon Star

David Warner

Many of the world's famous astronomers lived in the desert lands of Arabia, where the blazing daytime heat often made traveling at night a necessity. Men led camel caravans through the empty desert darkness, and like the first sailors, they had only the stars to guide them. Night after night, they watched the lights in the sky. They learned to recognize them and gave them names.

One star was different from the others. They called it *Algol*, which is Arabic for "The Ghoul." The reason for this ghostly name is that, now and then, Algol almost disappears. In the ancient stories, the star was a glittering demon who slowly and mysteriously winked his eye, as though he knew a dark secret.

What could cause a star's light to dim and grow bright again? What could cause such a thing, again and again, year after year? Nobody knew. Algol kept its secret for centuries.

The puzzle was finally solved in 1783 by a young man in England. He was eighteen years old, and his name was John Goodricke. John was born totally deaf and spent his early years not knowing how to speak. In those days most people believed that deaf children could not be educated. But there was a school for deaf children in Scotland, and John went there and learned to speak, read, and write. He also learned to be curious. Later he became an excellent mathematics student.

When John's schooling was finished, he went home to live with his family. One of his neighbors, a friend of John's father, was an amateur astronomer. John had probably studied a bit of astronomy at school before he and the older man became friends.

John's curiosity was aroused when his neighbor told him about the demon star. He began to watch Algol and one night was amazed to see it almost blink out. He was fascinated and continued to observe the star for many, many nights.

John did not have a telescope, but he had sharp eyes. He watched the star carefully and, using an accurate clock, discovered that Algol's dimming kept to a precise schedule. John calculated that every 2 days, 20 hours, and 49 minutes the star almost blinked out after fading for 5 hours. Then, over a 5-hour period, it became steadily brighter.

Now answer the questions about this part of the selection.

1. Which of the following answers best explains why Arabian men were interested in the stars?
 - A. They believed the stars were demons.
 - B. Famous Arabian astronomers lived in the desert and studied the stars.
 - C. They often made up stories about the stars.
 - D. They used stars to find their way in the dark.

2. The Arabs called Algol a demon because
 - A. it is bright orange.
 - B. it has a ghost-like shape.
 - C. it dims and brightens.
 - D. mysterious things happen when it dims.

3. In John Goodricke's day, some people were surprised when he solved the puzzle of Algol because
 - A. he was deaf.
 - B. he was curious.
 - C. he studied mathematics.
 - D. he was an amateur astronomer.

4. How did John learn about the demon star?
 - A. He read about it in a newspaper.
 - B. He studied astronomy in school.
 - C. His neighbor told him about it.
 - D. He saw it outside his window.

5. Which of the following instruments played a significant role in John's discovery?
 - A. calculator
 - B. clock
 - C. telescope
 - D. calendar

But why did Algol blink? After days of studying and thinking, John had an idea. Algol dims, he figured, because there is a planet revolving around it. As regularly as the second hand on an enormous watch, the planet passes in front of the star and blocks most of its light.

John's answer was almost correct. Years later, with the help of high-powered telescopes, the actual answer was found. Algol is not one star, but two. One star is smaller and brighter than the other. The stars circle each other and are so close together that when they are side by side, they look like a single bright light. When the fainter star moves in front of the other, the light from the star behind is blocked, and the star seems to dim.

Sharp-eyed John continued to gaze at the heavens and discovered several other blinking stars, which astronomers call *variables*. They had always been there, of course, but their dimming had been so slight that no one, before John, had ever noticed them. One variable star that John discovered in the constellation Cepheus turned out to be an important clue in measuring the size of the universe.

Astronomers with modern telescopes have found hundreds of variable stars. It all started with Algol and with John Goodricke who discovered that the demon star was really no demon at all.

Now answer the questions about this part of the selection.

6. Which question did John want to answer?
- A. Why do some stars shine more brightly than others?
 - B. Why do stars appear in the same place in the sky?
 - C. Why would astronomers name a star “The Ghoul”?
 - D. Why would a star “blink”?
7. John Goodricke reasoned that a planet revolving around Algol made the star dimmer. The word *revolve* means
- A. to get larger then smaller.
 - B. to circle another object.
 - C. to brighten and dim.
 - D. to change into another object.
8. The change in Algol’s brightness can best be compared to what happens when
- A. the moon passes in front of the sun.
 - B. a person wears dark glasses on a sunny day.
 - C. the sun slowly sinks below the horizon.
 - D. the moon shines through a window.
9. Without a high-powered telescope, John could not see that Algol
- A. is part of a constellation.
 - B. is a demon star.
 - C. is actually two stars.
 - D. has several planets orbiting the star.
10. What do astronomers call stars that have their light blocked for short periods of time by other stars?
- A. blinking stars
 - B. variables
 - C. demon stars
 - D. black holes

TOTAL SCORE: _____/10

Read each sentence. Draw a slash mark (/) between the complete subject and the complete predicate. Then circle the simple subject and underline the simple predicate.

1. This adventure story describes the powerful forces of nature.
2. Rumbling sounds continued along the San Andreas fault.
3. Each student in school will practice the earthquake drills.
4. A giant redwood tree was a safe place for them.

Read each sentence. Fill in the bubble next to the answer that correctly identifies the sentence.

5. Storm chasers may travel to mountains or seacoasts to photograph weather.
 not a compound sentence compound sentence
6. Overhead, a huge bolt of lightning flashed and leaped between the clouds.
 not a compound sentence compound sentence
7. Scientists use radar, and photographers use cameras to study weather.
 not a compound sentence compound sentence

Read each sentence. Underline the plural form in parentheses that correctly completes each sentence.

8. (Ashs, Ashes) from Mount St. Helens exploded into the air.
9. Quick-moving lava destroyed the trees' (leafs, leaves).
10. Many (deer, deers) lost their homes in the fiery explosions.

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. The school’s faculty and staff meeting was postponed until next week.
 - B. Spider monkeys use their tails to grasp tree limbs.
 - C. She washed her new jeans five times to fad them and make them look worn.
 - D. No mistake
2. A. The baby slept peacefully in his crib.
 - B. Helen Keller became deaf and blind when she was only nineteen months old.
 - C. Take a deep breth before you dive into the water.
 - D. No mistake
3. A. Two squirrels scampered into the orchard and stol the farmer’s walnuts.
 - B. The ship slowly approached the dock.
 - C. Red signs warned skiers of the hazardous mountain slope.
 - D. No mistake
4. A. The imaginary beast was said to have a hairy body and only one eye.
 - B. When she finished her speech, the woman smiled and walked off the stage.
 - C. Will your niece be attending the family reunion?
 - D. No mistake
5. A. Crush the strawberries and add sugar to make a sauce for ice cream.
 - B. Each year grandpa puts money into my college fond.
 - C. Mother picked a large bunch of flowers to decorate the house for the party.
 - D. No mistake

6. A. The stayn on the carpet was difficult to remove.
- B. Fields of yellow grain began to sway softly with the gentle breeze.
- C. Miners excavated their claim for months without finding gold.
- D. No mistake
7. A. Swift flood waters caused the bridge to collapse.
- B. My older brother always walks ahead of me because he has a faster strid.
- C. We weren't allowed to play near the deep ditch.
- D. No mistake
8. A. Except for a slight difference in their hair color, the boy looked exactly like his father.
- B. The coach wanted the baseball pitcher to strike the batter out.
- C. Would you rather have a chicken thy or a wing?
- D. No mistake
9. A. Many crops are able to grow in the valley's fertile soil.
- B. The wrestler began to boast about winning the match.
- C. Some of the garbage we throa away can be recycled.
- D. No mistake
10. A. Choose the book that's most interesting to you.
- B. Grandpa liked to tell stories about his yooth.
- C. Dad bruised his elbow when he hit it on the table.
- 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. Because the rock climbers didn't wear gloves, they cut their hands on the jagged edges of the granite cliff.
 - A. sizzling
 - B. fault
 - C. sharp
 - D. smooth

2. When the mountaineers reached the summit of Mt. Everest, they were exhausted but elated.
 - A. base
 - B. top
 - C. debris
 - D. crust

3. The rescue team knew where to begin digging once they heard the miner's frantic cries.
 - A. advancing
 - B. calm
 - C. undulating
 - D. excited

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. Union members voted to strike when the company owners didn't meet their demand for better health benefits.

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

 - A. We saw the strike of lightning hit the oak tree and set it on fire.
 - B. The umpire yelled, "Strike three!" when the batter missed the ball for the third time.
 - C. When grandma's clock strikes the hour, it plays a lovely chime.
 - D. The steel workers voted to go on strike rather than agree to a cut in pay.

5. A sign of autumn is leaves turning shades of red, orange, and gold.

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

 - A. The stop sign on our street is covered by the overgrown tree.
 - B. I want to learn sign language to communicate with my friend.
 - C. The police were puzzled by the robbery because there was no sign of a break-in.
 - D. Be careful how you sign your name on a legal document.

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 dark, ominous clouds warned us of the approaching thunderstorms.
 - A. threatening
 - B. fortunate
 - C. rotating
 - D. colliding

7. We hoped cool, evening breezes would give us relief from the stifling, hot weather.
 - A. shuddering
 - B. suffocating
 - C. jolting
 - D. isolating

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. When the race car struck the wall, the noise from the impact was startling.
 - A. equator
 - B. drought
 - C. collision
 - D. crater

9. The devastation caused by the powerful and massive tornado left the people stunned.
 - A. cinders
 - B. prairies
 - C. eruption
 - D. destruction

10. The forecaster advised listeners there was a ninety-percent chance of severe thunderstorms today.
 - A. susceptible
 - B. composite
 - C. extreme
 - D. extinct

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.

Captain Gore, an android, had a new mission. He had been summoned from his home planet, Zan, located in the Star Galaxy. He was assigned to guard agents returning to Zan from Earth. The diplomats were carrying secret documents to their homeland. Word had reached them that cruel and hostile invaders were roaming the universe. The agents had requested Gore’s protection. Soon a convoy retrieved the agents and headed back to Zan.

The fleet of starships whizzed around several galaxies. Then without warning, the main ship’s computer broke down. The convoy was stranded between two stars. Hastily, the captain’s engineer fixed the broken mainframe.

During the stop, Gore received a dire message. It was sent by high-frequency waves. The commander was alarmed. An armada of attacking raiders was headed their way. He quickly sought the advice of his most trusted crewman. When the assistant arrived, Gore explained the situation. He asked for suggestions. The assistant helped his captain consider all possible options.

Suddenly lights flashed. Sirens blared. The ship’s gadgets had detected a huge comet. It was speeding directly at Gore’s transport vehicle. Right away, he shouted “Mach 90!” He had to prevent his fleet from being demolished. Luckily, the spaceships narrowly avoided the impending collision. The attacking raiders were taken off guard. The rogues were destroyed.

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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>110</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.

Ancient cultures observed the stars and wondered
 about their origin. Ursa Major is visible in northern
 skies. This star pattern is one of the better known and
 easier to find constellations. It is often the first star
 formation people learn to recognize. Ursa Major is one of
 the largest celestial groups and contains the famous Big
 Dipper.

People once thought the Big Dipper looked like a
 wagon. Others thought it was a plow or a bull’s thigh.
 They often named star groups after gods or other mythical
 creatures. Lacking scientific knowledge, elaborate
 stories were created. These tales helped explain why the
 shining images appeared in night skies.

Native American Indians created myths, too. They
 called the Big Dipper the Great Bear. The handle of the
 Dipper was the Great Bear’s tail, and the Dipper’s cup
 was the Bear’s flank. Other Indians believed the “bowl”
 was a giant bear and the last stars of the handle were
 three warriors chasing it. Because the Big Dipper sits
 low in the autumn sky, it was thought that hunters had
 injured the bear. American Indians believed the blood
 from the bear’s injury caused the trees to change color.
 This legend helped explain why leaves turned red in the
 fall.

The best time to observe the Big Dipper is on a
 moonless night when stars appear to be brightest.

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.

Expository Writing Prompt

Writing Situation: You are imagining the perfect vacation.

Purpose: To describe the perfect vacation

Audience: Your classmates

Writing Directions: Write a description of the perfect vacation using sensory words. Use a graphic organizer to plan your description.

Student Checklist:

Revising
<p>___ Does your beginning have a topic sentence that tells what you are describing?</p> <p>___ Do you use sensory words to create a picture in your reader’s mind?</p> <p>___ Are your details important to the description?</p> <p>___ Does your description have a strong ending?</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

Sixth Edition

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