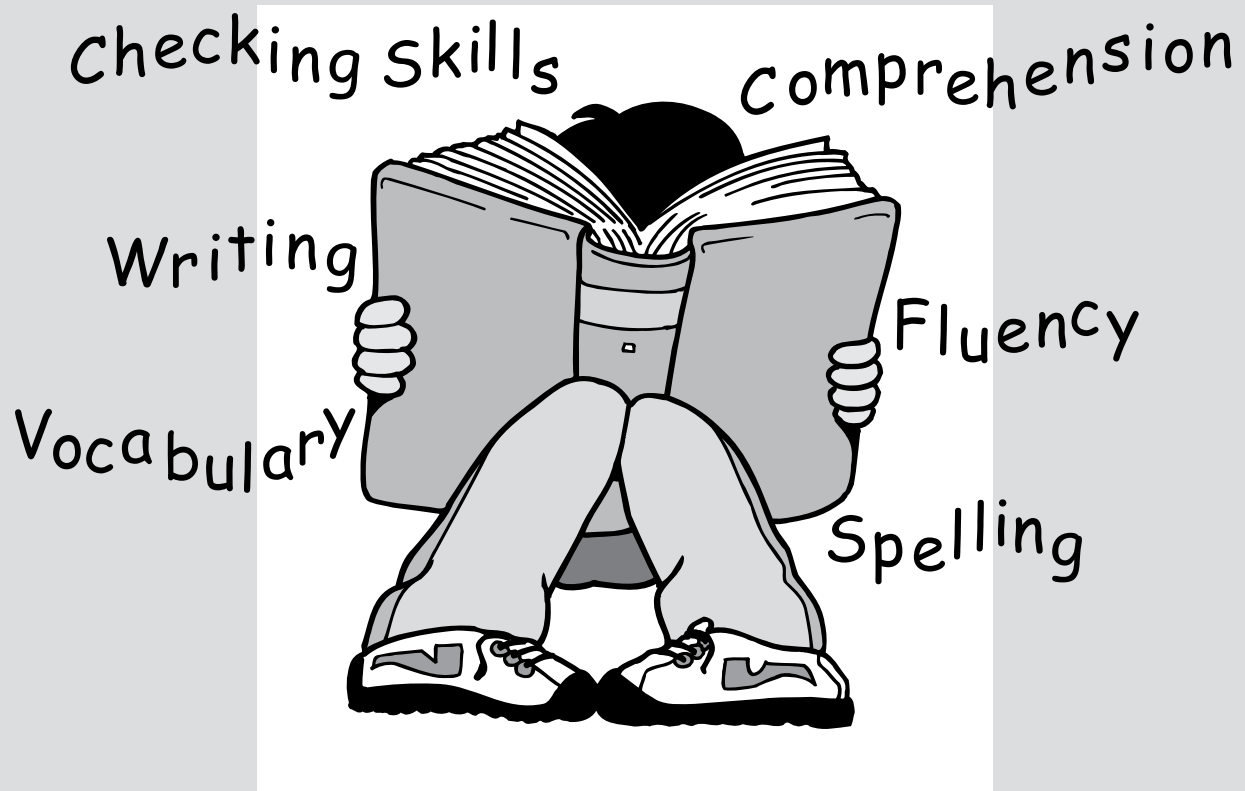


# STUDENT TEST BOOKLET

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



## GRADE 6 Theme 1

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

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

## When Bright Eyes Spoke

*Della A. Yannuzzi*

In 1854, the Omaha signed away their hunting lands in Nebraska. That same year, a baby girl, Susette, was born to Omaha Chief Iron Eyes and his wife, Mary. The Chief was also known as Joseph La Flesche. According to Omaha custom, a child had no special tribal name for the first four years of life. It was only after the Omaha ceremony called “Turning of the Child” that Susette’s father declared her a member of the tribe. She was given the name Bright Eyes. She would become a leader in the fight for Native-American rights.

Susette grew up in two worlds. Her father was part-French and part-Omaha. Therefore, he brought the cultures of both worlds to her. He was convinced that if his people were to survive the many changes they were facing, they would have to follow the white man’s example. The great herds of bison his people depended on for food were disappearing. Iron Eyes knew they would have to find other things besides bison to eat. He encouraged his people to cultivate corn and wheat on their farms.

One of Iron Eyes’s most important goals was to educate his children. At the age of six, Susette was sent to a mission boarding school with her older brother, Louis. Susette was a shy child, and her early days at the school were unbearable. The food was unfamiliar, and the bed was uncomfortable. She was embarrassed to speak English with the other children because she could not speak it very well. Eventually, she became accustomed to her new surroundings. She loved her studies and took a great interest in reading. At the end of each school week, Susette and Louis would ride home on their ponies to their land along the Missouri River.

Susette’s other world always welcomed her. Sitting comfortably on a bison robe in her grandmother’s lodge, Susette would listen to the beautiful legends and songs of her people. As she grew older, Susette knew she wanted to help her people by becoming a teacher. However, when she was fifteen, her education was interrupted. The Indian Agent closed the mission boarding school. There was not enough money to run it. Susette was heartbroken.

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

1. Why did the author say that Susette grew up in two worlds?

- A. Her father was part-French and part-Omaha.
- B. Susette was sent to an English-speaking boarding school with her brother.
- C. Iron Eyes encouraged his people to follow the white man's example.
- D. all of the above

2. Susette's early days at the mission boarding school were unbearable.

The word *unbearable* means

- A. excitable.
- B. dull.
- C. educational.
- D. miserable.

With the help of a former teacher, she was able to attend the Institute for Young Girls in New Jersey. She spent two years at the Institute. She graduated with honors in 1875. Susette was happy to return home, but there were many problems waiting. She had grown accustomed to freedom, but now she couldn't leave the reservation without a pass from the Agent. To make matters worse, Susette could not obtain a teaching position. The Indian Agent told her there were not any positions available. Susette studied the laws governing the reservation. She learned that a qualified Native American must be given first priority for any teaching position in the reservation school. She wrote letters to the Indian Commissioner in Washington, D.C., but had to wait two years before she finally obtained a teaching job.

Susette loved teaching. Yet, she became distressed by the problems of her people. More and more land was being taken from Native Americans. In its place they were offered hostile land in a remote place called the Indian Territory, far away from their original home. In 1877, the Omahas' close friends, the Poncas, were ordered to give part of their ancestral land to the Dakotas. The Poncas were forced to move to the Indian Territory.

Standing Bear, the leader of the Poncas, decided to escape from the Indian Territory with his family and some friends. It seemed sure there would be trouble. In bitterly cold weather, the little group traveled 500 miles to the Omaha reservation. There, Iron Eyes gave Standing Bear and the others protection. But they were told they could not stay. Standing Bear and his family were ordered back to the Indian Territory. Standing Bear refused to go and was imprisoned with his followers.

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

3. The Indian Agent told Susette there weren't any teaching positions available. From the following reasons, which one best explains why she continued to try to obtain a teaching job?

- A. Susette wanted to share with others the beautiful legends and songs of her people.
- B. Susette wanted to teach her people how to cultivate corn and wheat.
- C. Susette's education and the freedoms she had experienced made her realize there were ways to achieve her goal of becoming a teacher.
- D. The Indian Agent encouraged Susette to study the law and write to the Indian Commissioner.

4. Which of the statements does **not** show that Susette stood up for her rights as a Native American once she graduated?

- A. Susette did not accept the Indian Agent's rejection.
- B. Susette made sure the reservation laws were followed.
- C. Susette wrote letters to the Indian Commissioner in Washington, D.C.
- D. Susette became distressed by the problems of her people.

5. Who was Standing Bear?

- A. the Indian Commissioner
- B. chief of the Omaha Indians
- C. chief of the Poncas
- D. the Indian Agent

6. Why was Standing Bear sent to prison?

- A. He wouldn't live in the Indian Territory set up by the government.
- B. The government wanted to use Standing Bear as a test case.
- C. The government was trying to prevent a war.
- D. The Poncas were a hostile tribe and didn't like the Omaha reservation.

The long battle that Susette knew could not be avoided had finally arrived. A group of concerned citizens formed a committee to help Standing Bear and his people stay in Nebraska. Susette was asked to speak to a group in an Omaha church about the Poncas' problem. She was only twenty-three years of age, and she was terrified. However, Susette agreed. Her speech was a success. It contributed greatly to Standing Bear's release. In April of 1879, a judge upheld the Poncas' rights. He ruled that an Indian is a person within the meaning of the law and cannot be imprisoned without good reason. In his judgment, Standing Bear and his followers had not committed a crime by leaving Indian Territory. The judge said that no lawful authority existed to make them return.

It wasn't long after that first speech and the decision granting certain rights that Susette began a lecture tour. She met with many famous writers and historians. She testified before a special Senate committee investigating the removal of the Poncas. Susette was a frail, shy person, but her determination far outweighed her fear of speaking to large audiences.

Susette believed in freedom. One of her most famous sayings was "Law is liberty." She knew that once Native Americans became United States citizens they would be entitled to the protection of the Constitution.

In March of 1880, the Senate committee said, "A great wrong has been done to the Poncas." Later, Congress passed a bill which said that Standing Bear and his followers would not have to return to the Indian Territory. Unfortunately, those already there would not be permitted to leave.

In her lifetime, Susette tried to bring justice to her people. She died in May, 1903. The epitaph on her tombstone reads: "She did all that she could to make the world happier and better." Susette would have been proud to know that in 1924 citizenship was conferred on all Native Americans born in the United States.

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

7. How did Susette help Standing Bear and his people?
- A. She hired a lawyer to defend them.
  - B. She made a speech in their defense.
  - C. She became a news correspondent.
  - D. She moved to Washington, D.C.
8. According to the selection, Susette said, “Law is liberty.” What did she mean by that?
- A. The laws of the Constitution required Native Americans to return to Indian Territory.
  - B. Native Americans are citizens.
  - C. The laws of the Constitution would protect Native Americans once they became United States citizens.
  - D. all of the above
9. Susette La Flesche is known because she was
- A. a leader in the fight for Native-American schools.
  - B. the first Native-American school teacher.
  - C. the first Native-American Congresswoman.
  - D. a leader in the fight for Native-American rights.
10. What is the main point the author wants you to learn from this selection?
- A. By taking a stand, one person can make a difference.
  - B. One person can make a difference by becoming famous.
  - C. Most Indian Agents were unfair to Native Americans.
  - D. Susette needed help from famous people.

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|----------------------|
| TOTAL SCORE: ____/10 |
|----------------------|

**Read each sentence. Draw a line between the complete subject and the complete predicate. Then write the simple subject and the simple predicate on the lines.**

1. Brian quickly learned an important rule of survival.

**simple subject**

**simple predicate**

\_\_\_\_\_

\_\_\_\_\_

2. Shredded paper was needed for the fire.

**simple subject**

**simple predicate**

\_\_\_\_\_

\_\_\_\_\_

3. Sparks from the hatchet had ignited the leaves.

**simple subject**

**simple predicate**

\_\_\_\_\_

\_\_\_\_\_

4. His hatchet became his most important possession.

**simple subject**

**simple predicate**

\_\_\_\_\_

\_\_\_\_\_



**Read each sentence. Circle the conjunction. On the line write whether the conjunction joins words or sentences.**

5. My father wrote many visas and saved hundreds of lives.

\_\_\_\_\_

6. Most diplomats can speak at least three or four languages.

\_\_\_\_\_

7. Refugees kept coming to our country, but our government refused to help.

\_\_\_\_\_

**Read each sentence. Draw a line under the subordinate clause in each sentence.**

8. After she found a foothold, Jill was able to climb the icy side of the mountain.

9. Although Jake pounded on the door, the men inside were unable to hear him.

10. We couldn't see the weather station because it was on another summit.

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 caveman’s tools were primitive but skillfully crafted.
  - B. As we gazed at the heavens, a shower of shooting stars raced across the night sky.
  - C. Wash and strayn the lettuce before you make the salad.
  - D. No mistake
2.  A. We were asked to dress like cowboys for the western-theme party.
  - B. The vet commented on my cat’s plesant disposition.
  - C. Did you read about the automobile wreck on Highway 99?
  - D. No mistake
3.  A. Apply a tourniquet to the victim’s arm to stop the bleeding.
  - B. The actor switched into a different costume.
  - C. We must all striv to be tolerant of cultural diversity.
  - D. No mistake
4.  A. Would you please make a tuna sandwich on toste?
  - B. The king renounced the throne to marry a commoner.
  - C. Although the saber-toothed tiger once roamed the earth, it is now extinct.
  - D. No mistake
5.  A. Dr. Martin Luther King, Jr., preached tolerance and peace.
  - B. After cooking the meat, drain the greese before adding the vegetables.
  - C. Roll up your sleeves so you won’t get paint on them.
  - D. No mistake

6.  A. Each day the principal would appoynt a different student to raise the flag.
- B. If you annoy that old dog, it might bite you.
- C. The student had to run across the playground to avoid being late for school.
- D. No mistake
7.  A. The novice gymnast felt anxious as she practiced her balance beam routine.
- B. Deep grooves in the orchard held water for irrigation.
- C. If I plant daisies in the spring, will they bloum during the summer?
- D. No mistake
8.  A. Finally, the noisy parrot stopped squawking.
- B. Steel doors, eight inches thick, protected the bank's vawlt.
- C. We sought shelter from the blazing sun.
- D. No mistake
9.  A. Smoke from the burning mound of tires polluted the air.
- B. Hungry fishermen used sharp knives to scale the trout.
- C. Hunting for prey, the lioness crouched down in tall grass to avoid detection.
- D. No mistake
10.  A. Scuba divers plunged into the ocean.
- B. The mosquito stung me on my arm.
- C. Helen Keller became deaf and meut after a serious illness when she was young.
- D. No mistake

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| TOTAL SCORE: _____/10 |
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**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 players were frustrated when the game was postponed again because of rain.
  - A. decided
  - B. governed
  - C. irritated
  - D. encouraged
  
2. Some animals are terrified and try to hide because of thunder and lightning.
  - A. frightened
  - B. comforted
  - C. entangled
  - D. embraced
  
3. Fatigued from the long ride, the cyclists wearily crossed the finish line.
  - A. functioned
  - B. belayed
  - C. refreshed
  - D. exhausted

**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. The bottle was thrown into the ocean and allowed to drift out to sea.
 

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

  - A. We watched the balloon drift eastward until it was out of sight.
  - B. Hungry party guests began to drift toward the food table to see what was being served.
  - C. Blocking the entrance to the driveway was a six-foot-deep snow drift.
  - D. I got the drift of the lecture, but not the specific facts.
  
5. The unstable log began to pitch as the bear ran over it.
 

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

  - A. The sales pitch did not convince the customer to buy the property.
  - B. If you place that ladder on those rocks, it will pitch and you will fall.
  - C. To strike out the batter, he needed to pitch a curve ball.
  - D. The sharp pitch of the roof prevented snow from collecting on 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. Exasperated by all the work to do around the house, mother assigned chores for all of us.
- A. irritated
  - B. seasoned
  - C. survived
  - D. escorted
7. The author’s novel, based on a true story, was a veritable description of pioneer life in the late 1800s.
- A. musty
  - B. desperate
  - C. genuine
  - D. slithering

**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 journey across the great plains was treacherous for early pioneers.
- A. superior
  - B. painstaking
  - C. diplomatic
  - D. hazardous
9. When the dryer broke down, father improvised a temporary laundry line.
- A. ignited
  - B. devised
  - C. sheltered
  - D. coaxed
10. The young man endeavored to become the first person in his family to graduate from college.
- A. rummaged
  - B. maimed
  - C. quailed
  - D. attempted

|                       |
|-----------------------|
| 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.*

The Boston Tea Party in 1773 was not a party. It was a risky act of defiance. The events that led up to this act began in England.

A British business had more tea than it could sell in England. The British Parliament let the company sell its excess tea tax-free to American colonists. This gave the company an unfair advantage over local merchants who had to pay taxes. Even though the cost of the tea was lower, colonists were unwilling to pay the unjust taxes.

People in Philadelphia decided to boycott. They forced British tea agents to resign their positions. Colonists in other areas tried blocking the company’s ships. They wanted to keep the vessels from docking in their ports. People in Boston tried the same thing. They were unsuccessful. Three British ships docked in Boston’s harbor. The ships’ officers refused to leave the port.

To protest, colonist Samuel Adams and fifty followers, carrying hatchets and dressed like Mohawk Indians, boarded the ships. They chopped chests of tea open and threw them into the harbor. Paul Revere spread the word of the anti-tax protest.

On April Fool’s day in 1774, the King of England closed the Boston port. The governor of Massachusetts did not support the colonists. Ben Franklin printed unflattering letters about the governor. England scolded Franklin for his critical words. Tax laws and the dressing down of Franklin hardened the colonists. Inevitably, the disputes led to the American Revolution.

**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) = 127

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.

Jacob Riis moved to the United States from 8  
Denmark when he was twenty-one. Living in his new 18  
homeland was difficult. Unable to find work for a long 28  
time, he suffered severe hardships. Eventually, he 35  
became a police reporter and photographer for the 43  
*New York Tribune*. He was assigned to work in the 53  
Lower East Side. There poverty abounded. Although 60  
Jacob had been quite poor, he was shocked at the 70  
awful conditions of ordinary people who were living 78  
in the slums. 81

Jacob vowed to improve the intolerable situations. 88  
He photographed the perilous streets, housing blight, 95  
and alleyways. Then he wrote a book entitled 103  
*How the Other Half Lives*. The book depicted slum 112  
dwellings and abuses of lower-class urban life. It 121  
was an effective tool for his cause. After reading the 131  
book, Teddy Roosevelt, who was the New York Police 140  
Commissioner at the time, called Riis and said, 148  
“I have read your book, and I have come to help.” 159  
It has been stated that Mr. Riis was “the most useful 170  
citizen in America.” 173

Riis, now famous, pushed harder for reform. 180  
Living conditions of tenement dwellers improved. 186  
Drinking water was purified. Fewer people were 193  
contracting cholera, yellow fever, and small pox. 200  
His unrelenting efforts helped improve the lives of 208  
people across the nation. 212

**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) = 127

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 remembering a time in your life when you had to overcome an obstacle to achieve a goal.

**Purpose:** To tell the reader about a personal experience

**Audience:** Your classmates

**Writing Directions:** Write a personal narrative that tells about a goal you reached. Include the challenges and obstacles you faced. Use a graphic organizer to plan your narrative.

### Student Checklist:

| <b>Revising</b>  |
|--|
| <p>_____ Do you have an interesting beginning?</p> <p>_____ Did you use first-person point of view?</p> <p>_____ Did you develop your narrative with specific details and a logical sequence of events?</p> <p>_____ Does your conclusion show the importance of this experience in your life?</p> |
| <b>Proofreading</b>  |
| <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    | <b>TOTAL RUBRIC SCORE: _____/4</b> |
| Genre Score: _____/4          |                                    |
| Writing Traits Score: _____/4 |                                    |



# NOTES

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# NOTES

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# NOTES

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**Sixth Edition**

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