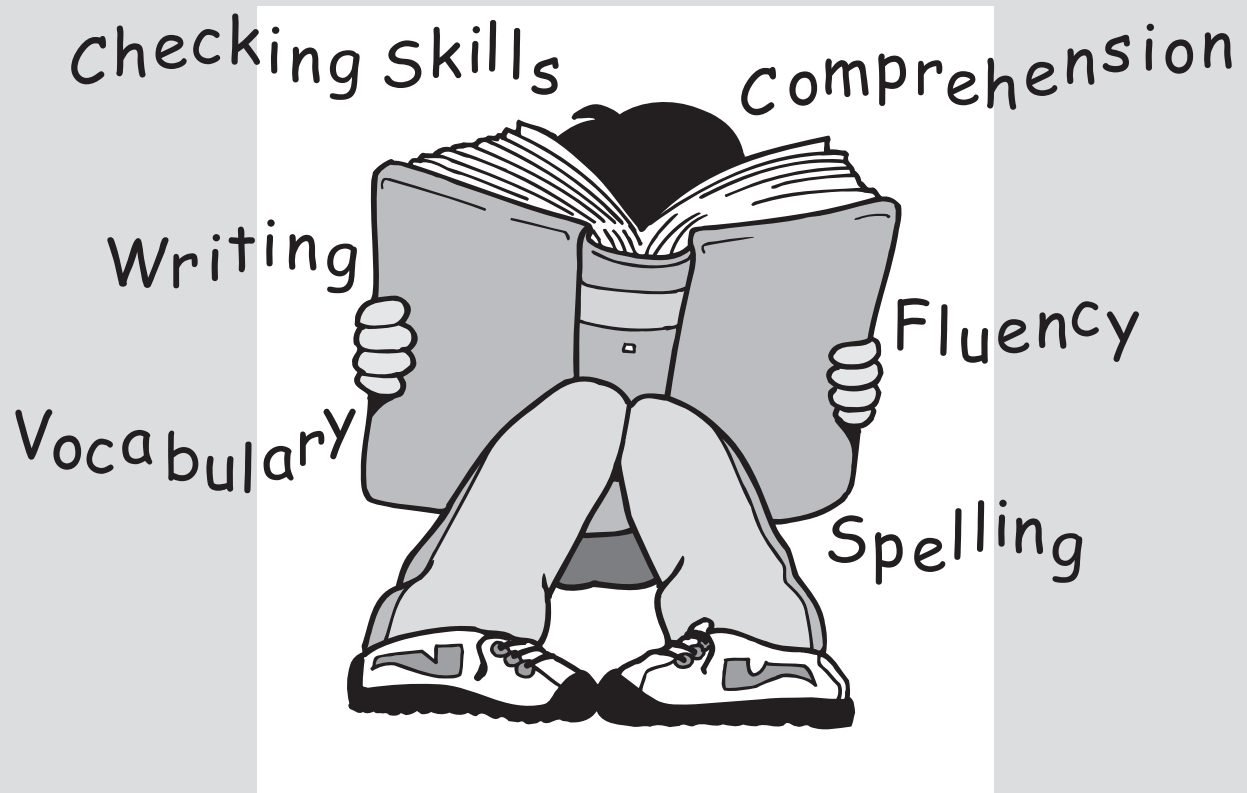


STUDENT TEST BOOKLET

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



GRADE 6 Theme 6

Student Name _____

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

Walk on the Wild Side

Donna D'Amelio

Have you ever wondered what it would be like to touch a living sea star or examine the underside of a horseshoe crab? Have you contemplated how an animal survives in the scorching desert? Where do clouds come from, or how close is the nearest star?

If you've asked yourself even one of these questions, there are places you can go to learn the answers. These places are called "living museums."

What makes a living museum different from other museums? Living museums all have the same goal: to preserve and conserve our natural resources and make people aware of the variety of plants and animals in the world and how important each one is to our survival.

To meet these goals, living museums provide something no other museum can. "We provide kids with a one-on-one experience with animals," says George Mathews, Jr., curatorial director at the Virginia Living Museum in Newport News, Virginia.

Kids visiting these museums are encouraged to touch and experience the many exhibits. Whether it's getting a close look at a Gila monster, examining the underground tunnels of a burrowing owl, or scrambling through caves, these museums make learning fun.

At the Virginia Living Museum, visitors are encouraged to experience the "touch tank." The tank is "home" for a variety of sea animals, including whelks, hermit crabs, sea stars, and horseshoe crabs.

In the museum's classrooms, children are challenged to a snake race. They get on the floor and wiggle around like snakes, but they aren't allowed to move any body part that a snake can't move. Other exhibits in the museum include a living beehive and a room filled with night creatures.

The museum also has a nature walk where visitors can view Virginia's wild animals in their natural habitats. "We stay away from the typical zoo setting," George says. "No bars or cement."

So how do these living museums make sure their animals' habitats are just right? It takes a lot of hard detective work. David West, the plant specialist at the Virginia Living Museum, designs the landscapes and grows the plants that make the animals' exhibits look so natural.

"With the exception of sunlight, plants are the most important part of our ecological system," David explains. "People need to understand how important plants are to the health of the world. Plants provide oxygen, stop erosion, and clean our air."

There's no better way to understand about clean air and what's happening in the sky than a visit to the museum's planetarium. "With television and video games, people just don't look up anymore," says Jon Bell, director of astronomy for the museum. As the head of the planetarium, Jon wants to get everyone interested in the wonders of the sky.

The planetarium is equipped with the latest technology—from computers to a star machine. Inside the planetarium, technicians put on a variety of shows. Visitors experience thunderstorms, take a trip underwater, learn why we have rainbows, and examine sunspots on the surface of the sun.

"We make science come alive," says Pete Money, education director for the Virginia Living Museum. "Doing it, touching it, experiencing it. That's what we're all about."

But if you don't live in Virginia, where else can you go? Deep in the Sonora Desert in Arizona, you'll find the Arizona-Sonora Desert Museum outside Tucson. It helps young people of all ages understand the delicate balance between plants and animals living in the desert. If you visit, you'll get to travel along an underground tunnel and learn how desert animals survive in the heat. You'll also get to experience the thrill of spelunking through a replica of a cave found in the wild. But keep your eyes open or you'll miss the real bats that call the cave home.

The Living Desert Museum in Palm Desert, California, has some of the world's rarest and most exotic desert animals, including the desert "unicorn," the Arabian oryx. This living museum's botanical gardens represent ten major North American desert regions. Work has already begun on a new exhibit, Eagle Canyon, where you'll come "face to face with the animals that rule the desert's skies, mountains, canyons, and sands."

The High Desert Museum in Bend, Oregon, takes you on a "walk through time" and explores the pioneer settlements of the West. The museum recreates the "legends, lore, and life of the high desert." You can walk beside a trout stream, feed a porcupine, or learn what it was like to be part of a Paiute Indian family.

Yet it isn't all fun and games. At the Virginia Living Museum and at some of the other museums as well, every day is "Earth Day." Staff members encourage visitors to take an active role in doing their part to stop pollution and conserve our natural resources.

"If I had to pick just one thing people could do that would have the most effect, it would be to recycle," says Pete Money. "It only takes three minutes a day to recycle 70 percent of the trash."

Some other living museums found around the United States are the Tulsa Zoological Park in North Tulsa, Oklahoma, the living Desert State Park in Carlsbad, New Mexico, and the Ghost Ranch Living Museum in Española, New Mexico. It's museums like these that are working hard to preserve nature so future generations can walk on the wild side.

Now answer the questions about the selection.

1. What is the main goal of a living museum?
 - A. to provide people with a one-on-one experience with animals
 - B. to encourage children to touch and experience the many exhibits
 - C. to make people aware of how important plants and animals are to our survival
 - D. to provide a place where school children can go on field trips

2. How do living museums meet that goal?
 - A. They sell all kinds of nature books and posters.
 - B. They show nature films every day of the week.
 - C. They have special Saturday morning nature programs for children.
 - D. They provide people with a one-on-one experience with nature.

3. When you visit a planetarium, you will learn about
 - A. how to preserve our natural resources.
 - B. sunspots.
 - C. why plants are an important part of our ecological system.
 - D. how snakes move.

4. What is one thing people can do to help preserve our natural resources?
 - A. recycle trash
 - B. bring their friends to a living museum
 - C. go spelunking in a cave
 - D. encourage zoos to create habitats that are just right for their animals

5. Which of the following exhibits would **not** be found in a living museum?
 - A. a gorilla in a cage with cement floors
 - B. a “touch tank” with a variety of sea animals
 - C. a snake in its natural habitat
 - D. a planetarium

6. Designing an animal habitat takes a lot of hard detective work. Which of the following things would you do to create an animal’s habitat?

- A. grow plants that will make the animal’s exhibit look natural
- B. observe the animal in its natural environment
- C. visit zoos and living museums that exhibit the same animal
- D. all of the above

7. According to this article, plants are important to the earth’s health because

- A. they shade animals.
- B. animals eat plants.
- C. they provide oxygen.
- D. all of the above

8. The selection says that the Arabian oryx is an exotic desert animal. What does the word *exotic* mean? (page 3, paragraph 5)

- A. able to go without water
- B. common and plain
- C. rare, unusual, or foreign
- D. able to eat cactus plants

9. The museum recreates the “legends, lore, and life of the high desert.” (page 3, paragraph 6) In this sentence, the word *recreates* means

- A. refreshes one’s mind or body through play in the high desert.
- B. simulates the experiences and environment of the high desert.
- C. happens or shows up again.
- D. the quality or condition of being correct.

10. Another good title for this article is

- A. “The Life-Cycle of Bats.”
- B. “Living Museums: Where Science Comes Alive.”
- C. “Animals of the Desert.”
- D. “A Walk Through Time.”

TOTAL SCORE: _____/10

Read each sentence. Circle the prepositional phrase. Fill in the bubble that tells if the prepositional phrase acts as an adjective or adverb.

1. Scientists used rocks of different shapes.
 - adjective adverb

2. Sojourner drove slowly down the ramp.
 - adjective adverb

3. Pathfinder landed smoothly on Mars.
 - adjective adverb

4. Geologists studied the data from the mission.
 - adjective adverb

Read each sentence. Fill in the bubble next to the sentence that has commas used correctly.

5. A. Have you read about mountains, earthquakes, and volcanoes in the ocean Mrs. Watson?
 - B. Have you read about mountains, earthquakes and volcanoes in the ocean Mrs. Watson?
 - C. Have you read about mountains, earthquakes, and volcanoes in the ocean, Mrs. Watson?
 - D. Have you read about mountains, earthquakes, and volcanoes, in the ocean Mrs. Watson?

6. A. Yes, we learned about *Alvin* a deep-sea sub in our story.
 - B. Yes, we learned about *Alvin*, a deep-sea sub, in our story.
 - C. Yes we learned about *Alvin*, a deep-sea sub in our story.
 - D. Yes we learned about, *Alvin* a deep-sea sub, in our story.

7. A. Biologists videotape animals on the ocean floor and, they study the pictures.
- B. Biologists videotape animals on the ocean floor, and they study the pictures.
- C. Biologists, videotape animals on the ocean floor, and they study the pictures.
- D. Biologists videotape animals on the ocean floor and they study the pictures.

Read each sentence. Fill in the bubble next to the sentence that has correct punctuation, underlining, and quotation marks.

8. A. I told the reporter, A sea ghost appeared behind the boat”.
- B. I told the reporter “a sea ghost appeared behind the boat”.
- C. I told the reporter, “A sea ghost appeared behind the boat.”
- D. I told the reporter, “a sea ghost appeared behind the boat.”
-
9. A. We read the chapter “Leaving Dana Harbor” in the book Out There.
- B. We read the Chapter Leaving Dana Harbor in the book Out There.
- C. We read the chapter “Leaving dana harbor” in the book Out there.
- D. We read the chapter “Leaving Dana Harbor” in the book “Out There.”
-
10. A. Our class enjoyed the poem “Under The Sea.”
- B. Our class enjoyed the poem Under the Sea.
- C. Our class enjoyed the poem “Under the Sea.”
- D. Our class enjoyed the poem *Under the Sea*.

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 thaught about his speech for two days before he wrote the first draft.
 - B. Violent thunder storms caught the campers off guard.
 - C. The fundraiser brought a renewed sense of community to our school.
 - D. No mistake
2. A. A disease was causing forest pines to drop their needles.
 - B. Mountain climbers were determined to reach the summit.
 - C. Critics discribed the movie as a delight for the young at heart.
 - D. No mistake
3. A. Do you have permission to go to the school’s library?
 - B. He presuaded his father to go to the toy store.
 - C. The campers were not properly prepared for the wet weather.
 - D. No mistake
4. A. The team’s owner traded three players to acquire a new quarterback.
 - B. Please put half of your allowance into a savings account.
 - C. As we approached the deserted fort, we wondered about the people who had built it.
 - D. No mistake
5. A. Train locomotives pull both passenger and frate cars.
 - B. While reading this story, be sure to concentrate on the author’s purpose.
 - C. Fear and panic reigned during the hurricane.
 - D. No mistake

6. A. Please proceed with the discussion while I'm away from the room.
- B. Don't forget to bring a receipt for the items you want to return.
- C. Scale model airplanes hang from the boy's bedroom cieling.
- D. No mistake
7. A. Do you like to observe the stars on a cloudless night?
- B. Family reunions are joyous ocasions.
- C. Changing the format on this document will occupy my entire weekend.
- D. No mistake
8. A. The girl was disabled, but she could still play basketball.
- B. Please be quiet and try not to disturb the baby while he's sleeping.
- C. Disagreement between the two political parties caused a delay in the budget.
- D. No mistake
9. A. Neither solution was accepted by the opposing lawyers.
- B. When she is embarrassed, her cheeks turn firey red.
- C. If you follow your mother's advice, you will learn how to become a responsible adult.
- D. No mistake
10. A. Our coach incouraged us to eat healthy foods.
- B. Your piano playing has improved over a short period of time.
- C. Before Thomas Edison invented the light bulb, he experienced failure many times.
- 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. Scientists methodically examined the strange object.
 - A. carelessly
 - B. painstakingly
 - C. laboratory
 - D. preliminarily

2. The distant mountains are visible on a clear day.
 - A. derelict
 - B. hidden
 - C. perilous
 - D. sparse

3. When the detective inquired if anyone had witnessed the crime, two people responded.
 - A. simulated
 - B. solicited
 - C. answered
 - D. tethered

PART 2 — Multiple Meanings

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

4. An office employee was charged with destroying public property.

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

- A. The vice president was in charge of marketing and finance.
 - B. I charged the groceries on my credit card because I didn't have enough cash.
 - C. Critics charged the poet with a lack of imagination and poor writing skills.
 - D. The children got a charge out of watching the comical monkeys.
-
5. The beam of the ship measured twelve feet at its widest point.
- In which sentence is the word beam used **in the same way** as in the sentence above?
- A. When will the workers replace the broken ceiling beam?
 - B. Did you see the actress beam as they gave her the award?
 - C. The beam from her flashlight helped her find the path in the dark.
 - D. If the boat's beam is too wide, it cannot dock in this marina.

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. Cesar Chavez organized a grape boycott to make people aware of the plight of migrant farm workers.
- A. discount
 - B. predicament
 - C. incident
 - D. deputy
7. Realizing her mistake, the woman wondered how she could rectify the error.
- A. undulate
 - B. abandon
 - C. correct
 - D. renovate

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. We nervously watched the captain of the ship navigate the vessel around the dangerous coral reef.
- A. rehearse
 - B. render
 - C. submerge
 - D. maneuver
9. Despite the foggy conditions, the qualified pilot smoothly landed his plane.
- A. auxiliary
 - B. skilled
 - C. unfathomable
 - D. aeronautics
10. The museum’s curator interpreted many of the art pieces for the visiting students.
- A. monitored
 - B. demonstrated
 - C. explained
 - D. retracted

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.

When most people speak about rain forests, 7
 they refer to the lush, tropical regions in the jungles 17
 near the equator. People seldom mention the dense, 25
 temperate rain forests located along the Pacific coast. 33
 This forest ranges from Alaska to Oregon. Here 41
 warm, moist air from the Pacific Ocean drops up to 51
 sixteen feet of rain in a single year. 59
 Let us examine a few differences between 66
 temperate and tropical rain forests. Both ecosystems 73
 receive a great deal of rain. Tropical forests have rain 83
 evenly spread throughout the year. Strong shower 90
 bursts occur frequently. In contrast, temperate rain 97
 forests have lengthy wet seasons and fairly dry 105
 summers. Fog provides the necessary moisture for 112
 plants during the summer. 116
 A tropical rain forest has three layers: the forest 125
 floor, the understory, and the canopy. It is home for 135
 well over half of the earth’s plant and animal species. 145
 The poor soil supports a wealth of vines, climbing 154
 plants, and broad-leafed evergreens. The temperate 161
 rain forest has a less complex ecology. Its cool 170
 winters limit the numbers and variety of life forms 179
 that survive there. The most common trees are 187
 evergreens. 188
 Tropical rain forests are more fragile than 195
 temperate rain forests. However, both forests are 202
 threatened. Once they are destroyed, it will take 210
 years for these ecosystems to revive. 216

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) = 150

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 bison, native to North America, is also called a buffalo. The powerful male is twice the weight of the female. It measures over six feet tall at its shoulders and weighs nearly a ton. The bison’s shaggy, brown fur grows longest on the animal’s head, neck, and shoulders; a straggling beard hangs from its chin. Both male and female have short, curving horns. Despite their massive size, buffalo are agile runners, capable of sprinting up to thirty-five miles an hour.

Herds of buffalo were rapidly dying by the early 1800s. Once, the animals numbered over sixty million. People were pushing across the continent. The herds had to compete with the settlers. They were turning the animals’ grazing grounds into farmland. The westward expansion encroached upon the buffalo’s habitat. Building the railroad from the Atlantic to Pacific Ocean made the buffalo’s demise certain. Organized hunting parties killed this huge mammal for sport. People shot the animal from trains as they passed through its territory.

Some settlers were concerned. They thought the slaughter of the buffalo might also wipe out Native Americans. Bison were an important staple and their main source of protein. They used the hides for clothing, blankets, and shelter. In 1885, fewer than nine hundred buffalo remained on the plains. Cattlemen became alarmed. So people created refuges to save the animals. Today, herds number around 200,000. Hopefully, the buffalo will endure for future generations to enjoy.

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) = 150

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.

Persuasive Writing Prompt

Writing Situation: Your principal has decided that there will no longer be after-school sports. You are taking a position on this decision.

Purpose: To convince your reader to think a certain way

Audience: The principal

Writing Directions: Write a persuasive essay either supporting the importance of after-school sports or supporting the decision to cancel after-school sports. Use logical reasons and specific examples to support your opinion. Use a graphic organizer to plan your essay.

Student Checklist:

Revising
<p>___ Did you state your purpose and position in the first paragraph?</p> <p>___ Did you give strong reasons to support your position?</p> <p>___ Did you use convincing facts and examples to persuade your audience?</p> <p>___ Did you restate your position in your conclusion?</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 Genre Score: ___/4 Writing Traits Score: ___/4	TOTAL RUBRIC SCORE: ___/4
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NOTES

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