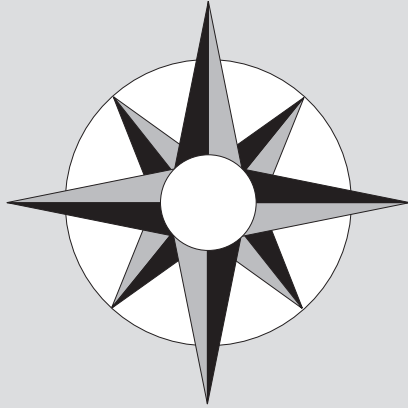


STUDENT TEST BOOKLET – LAUSD



Skills Assessments

Developed for
Los Angeles Unified School District Teachers
Using *Open Court Reading 2000*

G **R** **A** **D** **E**

3

Unit 3

Student Name _____

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

The Girl Who Brought Down the Wind

Constance Veatch Toney

One spring long ago, the wind roared down from his western palace to play with the earth. It was his favorite game. But that day, for some reason, the wind was angry.

Instead of sailing gently through the trees, he ripped them from the ground and flung them about. Instead of whistling merrily through the wind chimes, he tore off roofs, flattened temples, and scattered the newly planted rice shoots.

The people were terrified and called out fearful curses against the wind. This angered the wind even more.

“I will show them!” he howled. “When I have finished here, I will stay in my palace. Let them see just how much they need me.” The wind pulled his dark cloak of clouds about him and stormed back to his palace. And there he stayed.

The people in Cherry Blossom’s province gave thanks when they saw the wind departing. For days afterward they cleaned, gathered, chopped, and rebuilt. Cherry Blossom helped her father repair their little house. She went with her mother to search for rice seedlings and fruit trees to replant. She watched over her baby brother and thought about the wind and all he had done.

As weeks passed, the people noticed something strange. While they rebuilt their houses, no gentle breeze came to cool their sweating brows. When they replanted their rice fields, no playful winds rippled the water.

Now answer the questions about this part of the story.

1. Why did the wind decide to stop blowing?
 - A. The wind was sorry for causing so much damage.
 - B. Cherry Blossom was upset.
 - C. The people told him to stop.
 - D. The wind was angry because people had yelled at him.

2. At first the people were glad when the wind stopped blowing. Why did they change their minds?
 - A. They missed the cooling breezes.
 - B. They were sorry they hurt the wind's feelings.
 - C. They needed a breeze to fly their kites.
 - D. They were ashamed of the way they acted.

“Why is it so hot, Father?” Cherry Blossom asked one day.

“The wind has gone elsewhere,” her father replied, wiping his forehead.

“Where is the wind?” she asked her mother.

“I fear we drove it away with our curses,” her mother said with a wave of her fan.

“How can we bring back the wind?” Cherry Blossom asked.

“Perhaps Wind Singer can tell us,” her father answered.

The people gathered around the old man called Wind Singer. He had more wrinkles than a dried plum, and his hair hung down like cobwebs. He was very wise.

“Sing down the wind for us,” the people begged.

“I have called the wind for many years,” he said. “I will try again.” Wind Singer’s voice sailed out into the air like a thin note from a bamboo flute. It drifted along the ground and then fell silent.

The people sighed and waited for the first breath of wind. Nothing happened.

“The wind is very angry with us,” the old man said. “I do not think he will return until we apologize.”

“But he hurt us and ruined our houses!” one man cried.

“Nevertheless,” Wind Singer cautioned, “the wind is like a spoiled child who must be always entertained. We must coax him back.”

So the people tried many things. Some went to the temple and beat upon gongs and cymbals. Others blew silver flutes and whistles. The wind listened but sat unmoved in his palace. Great bonfires burned in the night. The people hoped the wind might see the flames and come to play with them. He watched the stars instead.

Now answer the questions about this part of the story.

3. Wind Singer said that the wind is like a spoiled child because the wind

- A. liked to play with toys.
- B. thought he was better than everyone else.
- C. wanted people to entertain him.
- D. destroyed so many buildings.

4. Which word **best** describes the wind?

- A. selfish
- B. cooperative
- C. cheerful
- D. generous

Cherry Blossom saw all these things and thought about them. Remembering Wind Singer's words, she went to her father. "If the wind is like a child, perhaps we should make him a toy to play with," she said.

Her father smiled and shook his head. "What can a girl know of these things?" he asked. But he told his neighbor who told others. The people laughed at Cherry Blossom and her idea, but Wind Singer sat and thought.

The days grew hot. No wind blew in rain clouds, so the rice fields slowly dried, and the young seedlings withered. The trees drooped, and the birds could not fly. The wind chimes in every window were silent. A great, hot hush settled over the province.

At last, Wind Singer came to Cherry Blossom's house. "Make a toy that will bring down the wind for us," he said.

Cherry Blossom took paper and carefully cut out a strange shape. She painted a beautiful design over the paper, using all the colors she thought the wind would enjoy. Then she sewed the paper to thin wooden slats and added a tail of colored cloth. She tied a long string to it and carried the wonderful toy outside and fixed it to a long pole.

The people gathered about Cherry Blossom and her strange creation. She ignored their snickering and watched the tail.

Was it moving ever so slightly?

Now answer the questions about this part of the story.

5. How did the people treat Cherry Blossom **before** she made the toy?

- A. They offered to help make the toy.
- B. They laughed at her.
- C. They encouraged her to build the toy.
- D. They ignored her.

6. Which word **best** describes Cherry Blossom?

- A. lucky
- B. creative
- C. impatient
- D. mysterious

From his western palace the wind was surveying Cherry Blossom's province when he saw the brightly painted thing on the pole. Silently he sailed out to look at it. Gently he puffed at its tail. Why, it was only cloth! He could easily blow it any way he wished. First to the left, then to the right. It switched like a cat's tail. The wind chuckled.

Next the wind pressed against the beautiful toy. It crackled and shifted easily on the pole. Why, it's only paper! He thought. How often had he tossed paper up into the sky and chased it for miles? But this paper was different. It was beautiful and delightfully shaped. It would be much more fun to lift this pretty scrap up into the sky and play with it.

Softly at first, then with stronger gusts, the wind lifted his new toy up off the pole and carried it above the treetops. At just the right moment, Cherry Blossom leaned forward and caught the string she had tied to the paper. The people held their breath.

Suddenly, all about them, the trees sprang to new life, their leaves clapping in the breeze. Wind chimes sang from every window, and the birds rose up on eager wings to dance with the wind.

The people cheered and laughed. "Cherry Blossom!" they chanted. "The girl who brought down the wind!"

Cherry Blossom only smiled and held tightly to the string, while high above her the wind tugged and played with his pretty new toy.

Ever after, the children in the province made bright paper toys like Cherry Blossom's so that the wind wouldn't forget to come down from his western palace. And even today, in all parts of the world, children still bring down the wind every spring in the same special way.

Now answer the questions about this part of the story.

7. Cherry Blossom's trick worked because the wind

- A. couldn't resist playing with the new toy.
- B. missed the people.
- C. wanted to please Cherry Blossom.
- D. was no longer angry with the people.

8. How did the people feel about Cherry Blossom **after** she tricked the wind?

- A. They were jealous of her success.
- B. They were sad they hadn't made the toy.
- C. They were happy she succeeded.
- D. They were afraid the wind would get angry again.

9. Cherry Blossom's toy was a paper

- A. airplane.
- B. ball.
- C. kite.
- D. frisbee.

10. What lesson can you learn from Cherry Blossom?

- A. Always finish what you start.
- B. Adults can solve problems more quickly than children.
- C. You can solve any problem if you are old and wise.
- D. Have faith in yourself no matter what others say.

TOTAL SCORE: _____/10

Read each sentence and place **commas** where they are needed.

1. The people played gongs cymbals and silver flutes.
2. The wind's new toy was made with paper wood and cloth.

Read each sentence. Fill in the bubble next to the correct **possessive noun** to complete each sentence.

3. _____ house has a stairway with a wooden banister.

Grandpas Grandpa's Grandpas'

4. We heard the three _____ songs in the morning.

birds' birds bird's

5. My best _____ father works at a gas station.

friend's friends friends'

Choose the **subject** that agrees with the **verb**. Then fill in the bubble next to your answer.

6. “ _____ am not going to leave my palace,” said the angry wind.

- Me He I

7. _____ are afraid the wind will never return.

- I Them They

8. _____ is sure the wind will like her toy.

- I She We

Choose the **subject** or **object pronoun** that best completes the sentence. Then fill in the bubble next to your answer.

9. Max saw _____ in a tree.

- he him she

10. _____ knew the game would be canceled because it was raining.

- them I me

TOTAL SCORE: _____/10

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

1. A. The scratchy lining of Mom’s dress bothered her.
 - B. Spinters from the broken glass covered the kitchen floor.
 - C. The strong winds toppled the tree onto the parked car.
 - D. No mistake
2. A. Do you allow your dog to sleep on the bed?
 - B. We were shocked by the amount of money our trip would cost!
 - C. May I borrow your pencil?
 - D. No mistake
3. A. Did you see the frog leap into the brook?
 - B. He could do a backflip into the pool.
 - C. She shouk the dice, then moved her Monopoly marker five spaces.
 - D. No mistake
4. A. The rotten banana had an awful taste.
 - B. It was a hot, humid August afternoon.
 - C. Did you see the rocket on the huge lawunch pad?
 - D. No mistake
5. A. Everyone enjoyed watching the basketball game.
 - B. The discussion was purposely avoided.
 - C. The raging fire destroyed many acres of forestland.
 - D. No mistake

6. A. The soldiers stood at attenshun.
- B. Musicians take very good care of their instruments.
- C. Did you mention that great idea to the principal?
- D. No mistake
7. A. I needed a stamp to mail the letter.
- B. A strand of hair blew across her face.
- C. The clasp on the necklace was broken.
- D. No mistake
8. A. The elderly woman wore a shawl over her shoulders.
- B. We need to buy laundry soap to wash the clothes.
- C. The leaky foucet kept me awake all night.
- D. No mistake
9. A. Mom uses a quiet voice when the baby is sleeping.
- B. The queen received royal treatment when she came to town.
- C. Won't the milk spoel if it is left out too long?
- D. No mistake
10. A. Did you mesplace your homework?
- B. The doctor expected his patient to have a speedy recovery.
- C. Her sister got a pink tricycle for her birthday.
- 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. Father used a sturdy, heavy ladder to climb onto the roof.
 - A. burglar
 - B. strong
 - C. fragile
 - D. serenade

2. The coach encouraged his team to eat healthy foods.
 - A. inspired
 - B. approached
 - C. discouraged
 - D. commanded

3. The weather was so marvelous that we played outside all day.
 - A. miserable
 - B. original
 - C. patient
 - D. stern

PART 2 — Multiple Meanings

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

4. Over the period of one’s life, many changes take place.
 In which sentence is the word period used **in the same way** as in the sentence above?
 - A. Use an exclamation point rather than a period to show excitement.
 - B. Mother said, “Clean up your room, period!”
 - C. My sister said, “Your piano playing has improved over a short period of time.”
 - D. Our hockey team had three goals after the second period of the game.

5. The alarmed audience groaned when the opera star sang a flat note.
 In which sentence is the word flat used **in the same way** as in the sentence above?
 - A. He was surprised he got a sliver from such a flat board.
 - B. The musician struck a flat chord on the piano.
 - C. The famous actor lived in a New-York style flat.
 - D. Everyone was charged the same flat rate for the football tickets.

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. We could tell by the frown on her face that our teacher was not amused by our practical joke.
- A. alarmed
 - B. chiseled
 - C. pleased
 - D. inclined
7. Forecasting is a weather man’s job because he studies the weather.
- A. imagining
 - B. seizing
 - C. bordering
 - D. predicting

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. During a game of hide and seek, the children were lurking in the corner.
- A. squirming
 - B. hiding
 - C. miserable
 - D. shocked
9. The politician discussed an emotional and controversial topic.
- A. hearth
 - B. scenery
 - C. rouse
 - D. disputed
10. We were amazed as we observed the life-size sculpture.
- A. statue
 - B. fugitive
 - C. companion
 - D. poet

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.

Lin and Vern lay stretched out on the grass. 9
 They were friends. They liked to watch clouds float- 18
 ing across the blue sky. They enjoyed the endless, 26
 changing shapes. The boys imagined they saw bears, 34
 ocean liners, angels, and people with funny faces. 42
 They thought the thunderhead cloud they saw on 50
 the horizon was a giant, snow-covered mountain. 58
 The friends talked about what they had seen. 66
 They wanted to learn more about storms and clouds. 75
 So they went to the city library. There they learned 85
 some interesting new facts. Different cloud shapes 92
 have names. Many storms are seasonal. For example, 100
 tornadoes usually occur in springtime. These funnel 107
 clouds look like huge coils. This violent storm slashes 116
 across the land. It causes serious damage to buildings 125
 in its path. 128
 The curious boys often had lively talks. They 136
 wanted to know why a hurricane has a calm center 146
 eye. Why are tornadoes so powerful? Both kinds of 155
 storms spin in a circular pattern. The boys wondered 164
 if the two storms had other things in common. 173
 Each of them enjoyed predicting the weather. 180
 Every morning they watched the clouds. Would it 188
 rain today? It may be no surprise to learn that they 199
 became weather forecasters after college. 204

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) = 93

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.

People tell stories about Big Foot. Some of them
believe this beast is real. They say it lives in the
deep, mountain forests of the western United States.
It is described as being over six feet tall with coarse,
human-like hair from head to toe. Big Foot is said to
give off a very foul odor.

Some people claim to have heard a loud, bellowing
cry when they were camping. Did Big Foot make
the noise? Visitors to the area have told friends they
saw the hairy beast. Some say they saw it running
through the forest. Yet, they didn’t tell forest rangers.
They were afraid the animal would be captured.
Others insist they have photographs of huge
footprints that prove its existence.

Most people think Big Foot is an imaginary
creature. They say the reports are just plain silliness.
They suggest the people who saw the beast were
simply mistaken. They failed to report the sightings
because it was just their imagination.

What is the truth? Until a live Big Foot or its
skeleton is found, the debate will not end. Stories
about Big Foot are like tales about the jack-a-lope.
Cowboys invented it. It is a cross between a
jackrabbit and an antelope. They made it up while
sitting around campfires. Could this be how the
legend of Big Foot began?

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) = 93

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 Assessment Prompt

Writing Situation: You have been asked to use your imagination to write story for a children’s magazine.

Audience: Readers of the children’s magazine

Directions for Writing: Think about the stories you read in the *Imagination* unit. Use your imagination to write a story about a character who is helping a friend solve a problem. Describe in detail the characters and setting. Make the problem and solution clear in your story.

You will score the most points if you use the following checklist.

Revising for Genre: Narrative

You should:

- _____ use your imagination to write your story.
- _____ tell how the character helps a friend solve a problem.
- _____ use details to describe the characters and setting.

Revising for Writing Strategies (Traits)

You should:

- _____ have a clear story line.
- _____ write at least one paragraph with clear sentences.
- _____ use supporting details to explain the problem and solution.

Proofreading for Conventions

You should:

- _____ use correct punctuation, capitalization, and grammar.
- _____ use correct spelling (remember to check the Sound Spelling Cards).
- _____ write legibly so your paper can be clearly read.

TOTAL SCORE: _____/4

NOTES

Tenth Edition

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