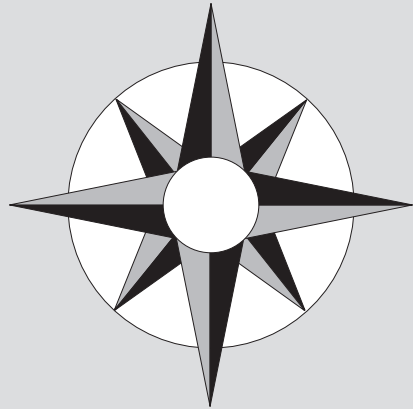


STUDENT TEST BOOKLET - LAUSD



Skills Assessments

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

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

3

Unit 4

Student Name _____

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

Stories from a Time Before

Valiska Gregory

Always there were stories. We ate them with our daily bread. We swallowed them whole and begged for more. “Tell us about the Old Country,” my brothers and I would say at supper. “Tell us about when you came over on the boat from Czechoslovakia.”

“But I’ve already told you *that* one,” Papa would say. Then he’d smile as if he knew more stories than he’d ever have time to tell. I loved the Old Country stories because they came from a time before. It was a time I could barely taste, yet wanted to know more.

Mama was spooning vanilla ice cream into bowls. “Of course,” Papa said, “we didn’t have refrigerators in the Old Country. We kept our vegetables outside during the winter, in a pit covered with straw.”

“Is that why you came? To get a refrigerator?” asked my brother.

Papa laughed. “Well, partly yes, and partly no. We did hope for a better life, but we weren’t absolutely sure we’d get one. We lived in a small village of about two hundred people, near the city of Palin. Our house had a dirt floor that your grandma swept clean every day. We were called *kmetz*, peasants. We had a small farm, but the taxes on the land were very high.”

“Is that why you came? So you wouldn’t have to pay such high taxes?” asked my brother.

“Well,” said my papa, “partly yes, and partly no.”

Now answer the question about this part of the story.

1. Why did the children want to hear the “Old Country” stories?
- A. They wanted to learn about Papa’s past.
 - B. They wanted to avoid doing their homework.
 - C. They wanted to write a story about Papa.
 - D. They wanted to eat more ice cream.

“Everybody said the streets of America were paved with gold. But not everyone believed it. More important than money was the chance to be what we wanted to be. In the Old Country, if a man was a farmer, his son was a farmer. We were allowed to go to school, but not past the sixth grade. At school we had to speak Hungarian. At home we spoke only Slovak. I got spanked once for mixing up the two languages.”

We giggled because we couldn't imagine Papa being spanked. “I wanted to stay in school more than anything,” Papa said. “Your grandma said that I was such a bookworm. I'd rock my brother's cradle with my feet so I could turn book pages with my hands.”

“Is that why you came? So you could go to school?” I asked.

“Well,” said Papa, “partly yes, and partly no. That's why I wanted to come. But that's not why your grandpa wanted to come. In the Old Country, if you were the oldest son, you inherited all your father's property. If you were a younger son, you had to make your own fortune. Your grandpa was a younger son in a very poor family. So he decided to try America.”

“That doesn't seem fair to the youngest son,” I said.

“But that was the custom,” Papa said. “Your grandpa went to America alone and lived with some relatives. He needed to save enough money to send for the rest of us. He took a job setting dynamite in the Pennsylvania coal mines. Lighting fuses was dangerous. It paid only \$3.62 for ten long hours of work each day. But to my Pa, the money seemed like a fortune. We couldn't leave Czechoslovakia until we could buy the proper stamps for our passports. It took Pa a few years to save enough for the steamship tickets. While we waited, we heard stories about people who had taken the long voyage and died on board.”

“Were those stories true? Did people really die?” I asked.

Now answer the questions about this part of the story.

2. The main reason people wanted to live in America was because
- A. people had refrigerators.
 - B. taxes were lower.
 - C. the streets were paved with gold.
 - D. people had the opportunity to be what they wanted to be.
3. Which statement was **not** part of Papa's story?
- A. Teachers spoke Hungarian, not Slovak.
 - B. Grandpa wanted to be a farmer.
 - C. Grandpa had to make his own fortune.
 - D. Papa could only get a sixth-grade education in the Old Country.
4. How long did it take Grandpa to save enough money so his family could come to America?
- A. three months
 - B. six months
 - C. one year
 - D. more than two years

“Yes,” said Papa. “The boats were so crowded with people. There were many diseases. Sometimes whole families died before they ever got to America. It was not an easy journey. We traveled first by train. Then we got on a huge ship at Cherbourg, France. We took from home only what we could carry. To save space, we all wore as many clothes as we could—sweaters and coats and shawls. I even wore two hats. We carried food wrapped in a linen tablecloth.”

“Were you scared, Papa?” asked my brother.

“Well,” said Papa, “partly yes, and partly no. I was twelve. I was big enough to be a man, I thought. I’d never been to a big city. I had never seen an ocean nor traveled on a boat before. I was much more excited than scared. We had steerage tickets. This meant our cabins were far below and very crowded. The berths where we slept were bunk beds. The beds were made of iron, and the mattresses were filled with straw. On our boat, steerage had only two washrooms for almost two hundred people. When the weather was bad, many people got seasick. The smell was awful. When the weather was good, we would all climb the stairs and spend the day on deck where the air was fresh.”

“Tell us about the Statue of Liberty,” I begged.

“I could never forget the Statue of Liberty,” he said. “She was what we all talked about during the long days on board the boat. When she finally came in sight, we all cheered and waved. Ma told me to hold my brother up though he was just a baby then. She wanted him to see her, too.”

“Before we could actually set foot in America, we had to go through customs at Ellis Island. It seemed a fearsome place. It had huge red-and-white brick buildings. We waited with hundreds of other immigrants in a large, white room. The center of the room was like a maze. There were bars between the lines of people to keep the lines straight. You could hear a dozen languages being spoken all at once.”

Now answer the questions about this part of the story.

5. The longest and most dangerous part of the journey to America was
- A. the train ride to Cherbourg.
 - B. the ocean voyage to New York.
 - C. waiting in line at Ellis Island.
 - D. the train ride to Chicago.
6. How did the family react when they saw the Statue of Liberty?
- A. They worried about landing on shore.
 - B. They were surprised.
 - C. They cheered and waved.
 - D. They huddled together.
7. Based on the story, what is the best definition of the word *steerage*?
- A. a place where passengers went when the weather was bad
 - B. a crowded cabin on a lower level of a ship
 - C. the wheel used for steering a ship
 - D. a ship's cabin with a view of the ocean

Finally we filled out our papers and had our medical examinations. When the last man finally stamped our papers, Ma told us all to stand tall. “Boh je dobrotivy,” she said, “God is kind.”

Mama sat down with us at the table, and Papa took her hand in his. “At first,” he said, “we stayed with relatives, first in New York, and then in Pennsylvania, but work was scarce there. My father decided to move on. ‘Get off the train when you see smokestacks,’ our relatives said. ‘Where there are smokestacks you can always find work.’ And so we did. A family from our village had settled here in Chicago, and we stayed with them until your grandpa found a job in the steel mill and could afford a house.”

“Is that why you came to America?” my brother asked. “So Grandpa could buy a house?”

“Well,” said Papa, squeezing Mama’s hand, “partly yes, and partly no. We did want a home, a place, as my pa used to say, where our children’s children could be happy. It was also the excitement we were after, the chance to start a new life. The minute we saw the Statue of Liberty, we knew we would find the strength to make it through the hard times. She was the most beautiful lady I’ve ever seen—except for your mother, of course.”

Mama smiled and gave Papa a quick kiss on the cheek. Papa looked at each of us, studying our faces as if we were letters in a book. “Now for *this*,” he said as he wrapped my brothers and me in a giant hug, “it was worth coming to America.”

Now answer the questions about this part of the story.

8. Why did Papa's relatives suggest that the family get off the train when they saw smokestacks?
- A. Chicago needed bakers.
 - B. The weather was better in cities with smokestacks.
 - C. Smokestacks indicated a job might be available.
 - D. Houses were cheaper in cities with smokestacks.
9. At the end of the story, Papa said, "Now for *this*, it was worth coming to America." What did he mean by *this*?
- A. a chance to have a better job
 - B. a chance to have a better education
 - C. a chance to have a better life for his children
 - D. a chance to have a larger house
10. *Stories from a Time Before* is an example of
- A. realistic fiction.
 - B. fable.
 - C. drama.
 - D. fantasy.

TOTAL SCORE: _____/10

Fill in the bubble beside the correct **verb tense** to complete the sentence.

1. Anansi _____ back when he sees the leopard.
 jump jumped will jump

2. The Brothers Grimm _____ to the university and studied old manuscripts.
 walks walked will walk

Read each sentence and determine whether the underlined word is an **adjective** or an **adverb**. Then fill in the bubble next to your answer.

3. Special tools are used to safely carve the totem pole.
 adjective adverb

4. Mountain folklore provides an important piece of American history.
 adjective adverb

5. Aunt Flossie’s favorite hat was saved by a dog.
 adjective adverb

Correct each sentence by replacing the underlined word with its proper **plural form**. Write the new word on the line below.

6. Songs and stories are memorized by child to preserve their family history.

7. Neighborhood woman made a quilt from scraps of clothing.

Rewrite each sentence below using **quotation marks** and **correct punctuation** where it is needed.

8. Aunt Sue told the child My stories of slaves are true

9. Will you help us with the quilt Anne's mother asked

10. Our teacher asked Did you read the poem last night

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.”

- | | |
|---|--|
| <p>1. <input type="radio"/> A. The basketball player had a lot of athletic <u>shoes</u>.</p> <p><input type="radio"/> B. My favorite <u>stories</u> are science fiction.</p> <p><input type="radio"/> C. The fussy <u>babys</u> were hungry and tired.</p> <p><input type="radio"/> D. No mistake</p> | <p>4. <input type="radio"/> A. <u>Peopel</u> gathered in the park to celebrate the Fourth of July.</p> <p><input type="radio"/> B. Did you see the <u>little</u> kittens playing on the lawn?</p> <p><input type="radio"/> C. Another word for rain forest is <u>jungle</u>.</p> <p><input type="radio"/> D. No mistake</p> |
| <p>2. <input type="radio"/> A. The <u>flame</u> on the candle flickered softly.</p> <p><input type="radio"/> B. The waitress carried many heavy <u>chrays</u> of food.</p> <p><input type="radio"/> C. The horseshoe <u>crab</u> is an interesting creature!</p> <p><input type="radio"/> D. No mistake</p> | <p>5. <input type="radio"/> A. They were not happy with the judge's <u>decision</u>.</p> <p><input type="radio"/> B. Mother mailed the <u>invitasions</u> to my birthday party today.</p> <p><input type="radio"/> C. The scouts will be awarded badges after the <u>completion</u> of their project.</p> <p><input type="radio"/> D. No mistake</p> |
| <p>3. <input type="radio"/> A. The <u>boxs</u> were loaded onto the truck.</p> <p><input type="radio"/> B. My dog's <u>ears</u> are soft and floppy.</p> <p><input type="radio"/> C. The crowd cheers as the band <u>marches</u> down the street.</p> <p><input type="radio"/> D. No mistake</p> | |

6. A. The seamstress pined the skirt to the desired length.
- B. He wore a striped shirt and a red hat.
- C. The mailman tripped on the broken step.
- D. No mistake
7. A. The score of the soccer match was ate to four.
- B. The exciting baseball game went into extra innings.
- C. Do you lift weights?
- D. No mistake
8. A. The feild was muddy from the rain.
- B. May I have another piece of bread?
- C. She received a large package in the mail.
- D. No mistake
9. A. Mother cept her necklace in a jewelry box.
- B. The bear statue had been carved from wood.
- C. Be ready to stop when you coast down the hill.
- D. No mistake
10. A. The story of Paul Bunyan is a tall tale.
- B. Our dog's tail was caught in the fence.
- C. The monkey swung by its tale.
- 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 children were fascinated by the new dinosaur exhibit at the museum.
 - A. bartered
 - B. uninterested
 - C. trumpeted
 - D. enchanted

2. He was pretending to be sorry; his tears were artificial.
 - A. genuine
 - B. patriotic
 - C. flamboyant
 - D. oval

3. The ancient jewel collection was kept locked in a glass case.
 - A. listless
 - B. inherited
 - C. modern
 - D. cultured

PART 2 — Multiple Meanings

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

4. Grandpa preserves our family history by telling tales of long ago.

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

 - A. My aunt preserves memories of her childhood by sharing stories with us.
 - B. I ate blackberry preserves on my toast this morning.
 - C. America has wildlife preserves to protect endangered animals.
 - D. The United Nations tried to preserve harmony among countries around the world.

5. Record each client’s name and address in a computer file.

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

 - A. The Olympic swimmer shattered the world freestyle record.
 - B. Grandfather’s old stereo record player is sitting on a shelf in the closet.
 - C. The college carefully examined each applicant’s academic record.
 - D. After the votes are counted, record the results at city hall.

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. In America, we have more than a 200-year heritage of celebrating our independence on the Fourth of July.
- A. dialect
 - B. bouquet
 - C. dialogue
 - D. tradition
7. Many animals outwit their enemies by blending into their surroundings.
- A. tatter
 - B. trick
 - C. translate
 - D. disturb

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 audience waited for the storyteller to recite her story.
- A. reservation
 - B. retell
 - C. research
 - D. conquer
9. The young shepherd wandered away leaving his flock of sheep defenseless.
- A. thriving
 - B. unguarded
 - C. hauling
 - D. celebrating
10. Her fingers delicately glided over the surface of the quilt.
- A. eventually
 - B. furiously
 - C. softly
 - D. meaningfully

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.

Everyone called him Gramps. Of course, he wasn’t 8
 everyone’s grandfather. However, he did have nineteen 15
 grandchildren. It just seemed natural to call him Gramps. 24
 He wanted to buy a new Model T Ford. The car had just 37
 been invented. It was the first auto ever offered for sale. 48
 He thought he would enjoy taking the children for a ride. 59
 Gramps hurried to the dealership. There was no 67
 problem choosing the color. The motor company had told 76
 its work crew to paint all of the automobiles black. 86
 With much fanfare, Gramps came chugging home. 93
 He proudly honked the car’s horn. He rapidly approached 102
 the driveway. Just then, he realized he didn’t know how 112
 to stop! Luckily, the coal wagon was not parked in front 123
 of the house. Wildly waving his arms, Gramps went 132
 bouncing between his home and the next-door neighbor’s 141
 house. He narrowly missed them. The skinny, car wheels 150
 straddled Grandma’s row of gooseberry bushes. The car 158
 rolled across her garden. It destroyed bunches of tomatoes 167
 before crashing through the side of the chicken coop. All 177
 the while Gramps was yelling, “Whoa! Whoa! You crazy 186
 Tin Lizzy!” 188
 The automobile didn’t understand. It kept going. 195
 After many huffs and hisses, the engine died. The auto 205
 finally came to a stop. There it sat covered with tomatoes 216
 and dripping with juice. Chickens and feathers were 224
 scattered everywhere in the yard. 229

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) = 105

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 girl sat quietly in her tire swing watching 9
 her great uncle. She was anxious for him to finish 19
 making her a new wooden flute. He was carving on 29
 a thin, straight branch. He hollowed out the center 38
 of the stick and peeled back the loose bark. As he 49
 created the instrument, he retold a story about his 58
 childhood. 59

“Many people did not have jobs in the 1930s. 68
 This desperate time was called the Depression,” he 76
 said. The girl’s uncle skillfully dug holes along the 85
 top of the flute. He sliced one end at an angle and 97
 plugged the other end with a wooden peg. He spoke 107
 again saying, “Many kids didn’t have warm coats. 115
 They wore shoes with holes in the bottoms during 124
 icy, cold winters. Times were tough for everyone. To 133
 save money, people planted gardens. They gathered 140
 nuts and fruit in the woods. Women cooked and 149
 stored the food in tightly sealed, sterilized, mason 157
 jars.” 158

“Some people found work with the government. 165
 They joined a work force and built bridges, dams, 174
 roads, and parks all across the country. Men with 183
 families found jobs with local city projects. They 191
 dug sewers, laid water pipes, and paved streets.” 199

The Depression was hard for families. Yet, 206
 people were resourceful and worked together. That 213
 is how they were able to survive. 220

EVALUATING CODES FOR ORAL READING	
sky (l)	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>105</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.

Narrative [Personal Story] Writing Assessment Prompt

Writing Situation: Your class is creating a book of memorable experiences.

Audience: Third Grade Classmates

Directions for Writing: Think about the stories you read in the *Storytelling* unit. Write a personal story about a memorable experience you had. Use well chosen details to develop the plot. Use concrete sensory details to describe the setting. Tell why the experience was memorable.

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

Revising for Genre: Narrative (Personal Story)

You should:

- _____ write a personal story about a memorable experience.
- _____ use details to develop the plot.
- _____ use sensory details to describe the setting and experience.
- _____ tell why the experience was memorable.

Revising for Writing Strategies (Traits)

You should:

- _____ have a topic sentence.
- _____ write at least one paragraph with sentences that make sense.
- _____ use supporting details that tell about the memorable experience.

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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