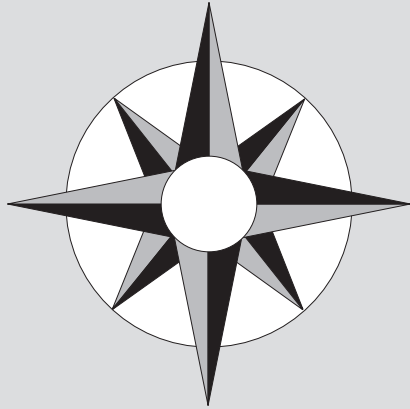


STUDENT TEST BOOKLET - LAUSD



Skills Assessments

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

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

4

Unit 2

Student Name _____

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

Stuck on the Ground Floor: Otis Elevators

Nathan Aaseng

In Elisha Otis's time, the average person was not interested in riding an elevator. They thought elevators were too dangerous. Otis improved elevators. He worked hard to overcome people's fears by showing that his elevator was safe. Before he died, Otis was slowly winning over the public. He paved the way for modern skyscrapers.

Otis was born in 1811. He grew up on a farm, but he had no interest in raising crops. Otis tried many different jobs. He built a gristmill in Vermont but did not earn enough money to keep it going. After building carriages for several years, he tried operating a sawmill. Business was no better for Otis than it had been in the old days. So he gave up milling for good.

After working briefly as an inventor and a mechanic, Otis opened a shop in Albany, New York. He intended to build small machines. He had barely begun his business, using water from a stream for power, when the city claimed the stream for its water supply.

Otis was still looking for a way to use his talents. In 1852, a company hired him as a master mechanic. It was expanding its business into New Jersey. Heavy, bulky equipment had to be hauled up to the second floor. Otis had to build an elevator that could move the freight safely.

A tinkerer by nature, Otis tried to improve the elevator designs then in use. He noticed that elevators depended too much on a single cable. If that cable snapped, nothing could prevent the whole works from crashing down. Otis thought the system was too risky to lift thousands of pounds of machinery. He looked for a backup system. He wanted to prevent disaster if the rope should break.

The device he came up with used a simple wagon spring. The ends of the spring were attached to the top of the elevator platform. The middle of the spring was connected to the overhead lifting cable. If the cable broke, the tension on the spring would disappear, and the spring would straighten out. Its ends would then catch in ratchets on the side rails of the elevator shaft. The platform would be held in place. Then a new cable could be attached.

Now answer the questions about this part of the selection.

1. Before building elevators, which of the following was **not** an occupation of Elisha Otis?
 - A. carriage builder
 - B. gristmill operator
 - C. tightrope walker
 - D. mechanic

2. In 1852, a company hired Elisha Otis to
 - A. keep its passenger elevators operating.
 - B. build a safe freight elevator.
 - C. build a machine factory.
 - D. manufacture small machines.

3. Otis improved the elevator designs then in use by
 - A. installing a safety device.
 - B. making the cable stronger.
 - C. adding a second cable.
 - D. installing a warning light.

4. Which word **best** describes Elisha Otis's approach to building elevators?
 - A. aimless
 - B. inventive
 - C. unskilled
 - D. wealthy

The safety hoist worked well. The company completed its move with no problems. Otis didn't realize that he might have invented something of value to many people. He was satisfied knowing the job was done well. Then it was time to move on to something else.

Otis was still searching for a successful career. The tales of the gold strike in the West impressed him. So, Otis prepared to take his family to California. Just before he left he received an urgent request. A cable on a freight hoist at a factory had recently snapped. This caused a terrible accident. The owner had heard about Otis's safety device. He wanted it for his factory. Otis postponed his move. He agreed to install two safety elevators at the plant. Before he had finished this job, a picture frame business asked if he could build a similar hoist for them.

This sudden interest made Otis realize that he had found something very valuable. He formed the E.G. Otis Company in 1853. However, his business floundered almost as soon as he started it. The initial interest in his safety elevator was followed by silence. Stories of awful elevator accidents were far too common. Everyone could imagine the terror of hearing the cable snap, then feeling the elevator fall out from under them. Otis received only a few requests from merchants. They were not willing to trust their goods to the strength of a cable rope.

Now answer the questions about this part of the selection.

5. Otis decided to start his own elevator company because
- A. he was fired from his job.
 - B. he didn't want to work for other people.
 - C. he was searching for a successful career.
 - D. the company went out of business.
6. After Otis started his elevator company, why did he have trouble selling elevators to other stores?
- A. The stores thought the elevators were too expensive.
 - B. The stores didn't think elevators were necessary.
 - C. The elevators were too small for people.
 - D. People still thought elevators were too dangerous.
7. What does the word *floundered* mean in the third paragraph?
- A. ran into trouble
 - B. improved
 - C. failed
 - D. succeeded

His latest enterprise was sinking quickly. Otis desperately sought a way to prove his elevator was safe. The chance came in 1854. The American Institute Fair had allowed him to set up a demonstration in the main hall of New York's Crystal Palace. Otis set up the most dramatic situation he could imagine. He created elevator accidents with himself aboard!

He built a large elevator in the hall. While people watched, he stepped onto the elevator platform. He had it lifted four stories above the crowd. An assistant cut the cable. Then the platform plummeted toward the ground. The onlookers gasped and screamed in horror. Each time, Otis's safety device brought the elevator to a quick halt in midfall.

Repeated demonstrations of Otis's safety device slowly overcame the public's fear of elevators. He installed 15 elevators in 1855 and 27 the following year. All of them were designed to handle freight and not people. In 1857 he was asked to construct the world's first safety passenger elevator. It was built in a five-story china store in New York City.

Now answer the questions about this part of the selection.

8. Otis finally convinced the public that his passenger elevators were safe when he
- A. demonstrated how his safety device worked.
 - B. advertised his elevators in newspapers.
 - C. gave people free elevator rides.
 - D. helped a company complete its move.
9. Otis went from one business to another until he finally built a successful elevator manufacturing business. What does this show about Otis?
- A. He didn't like working with people.
 - B. He wasn't very responsible.
 - C. He never gave up.
 - D. He only liked to build elevators.
10. In the first paragraph of the story (on page 2), the author says that Otis paved the way for modern skyscrapers. What does the author mean?
- A. Otis built modern skyscrapers.
 - B. Otis took satisfaction in a job well done.
 - C. Elevators were designed to handle freight, not people.
 - D. Skyscrapers may never have been built without safe elevators.

TOTAL SCORE: _____/10

Read each sentence. Underline the adverb in each sentence.

1. Otis carefully set up a demonstration to prove his elevators were safe.
2. Finally, safety devices made passenger elevators safe.

Underline the prepositional phrase in each sentence.

3. For many years, Otis was not successful.
4. Otis demonstrated the safety device above the crowd.
5. He took another job in a new location.

Using a conjunction, combine the sentences below to create one sentence with a compound subject.

6. When starting a new business, income must be considered.
Expenses must be considered when starting a new business.

Use a conjunction in the following sentence to write a compound sentence.

7. There are many reasons for starting a business.
It takes skill and insight to be successful in business.

Add a prefix or suffix from the box to each of the words in parentheses. Then write the new word on the line to complete the sentence.

un- de- -ness -ful

8. Elevators were (safe) before Otis’s new designs. _____
9. Otis demonstrated his elevator in front of a (watch) crowd. _____
10. The crowd was filled with (happy) when the demonstration succeeded. _____

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 exchange student could speak three different <u>languages</u>.</p> <p><input type="radio"/> B. Put half of your allowance into a <u>savins</u> account.</p> <p><input type="radio"/> C. She went to the <u>wrong</u> address and was late for the meeting.</p> <p><input type="radio"/> D. No mistake</p> | <p>4. <input type="radio"/> A. Store shelves were <u>loeded</u> with toys for holiday shoppers.</p> <p><input type="radio"/> B. Your flowers will <u>grow</u> better if you use fertilizer.</p> <p><input type="radio"/> C. Do you want baked or mashed <u>potatoes</u>?</p> <p><input type="radio"/> D. No mistake</p> |
| <p>2. <input type="radio"/> A. The little, yellow ducklings <u>followed</u> their mother to the pond.</p> <p><input type="radio"/> B. The musician <u>composed</u> a beautiful song on his piano.</p> <p><input type="radio"/> C. The carpenter used a <u>hamer</u> and nails to secure the shelf.</p> <p><input type="radio"/> D. No mistake</p> | <p>5. <input type="radio"/> A. <u>They're</u> having lunch at the park.</p> <p><input type="radio"/> B. The kindergartners enjoy reading with <u>there</u> buddies.</p> <p><input type="radio"/> C. Once upon a time <u>there</u> lived an ugly troll.</p> <p><input type="radio"/> D. No mistake</p> |
| <p>3. <input type="radio"/> A. Frightened and lost, the kitten kept <u>crying</u> for its mother.</p> <p><input type="radio"/> B. We will be <u>voteing</u> for the class president tomorrow.</p> <p><input type="radio"/> C. She promptly <u>replied</u> to my voice mail message.</p> <p><input type="radio"/> D. No mistake</p> | |

6. A. What color did you paint your bedroom?
- B. Grandpa's telephone number is easy to remember.
- C. Human beings cannot survive without food, water, and shelter.
- D. No mistake
7. A. Turn rite at the first stop signal.
- B. Get into groups and brainstorm ideas for the play.
- C. In September, grandfather always dried fresh figs.
- D. No mistake
8. A. The houseplant grue larger than they expected, so they put it outside.
- B. Read the first story in unit two before tomorrow afternoon.
- C. The detective only needed a few clues to solve the mystery.
- D. No mistake
9. A. I still need to sell five more boxes of candy.
- B. Sharpen your pencil before school begins.
- C. The patient was in criticil condition after the accident.
- D. No mistake
10. A. Family reunions are fun, joyous occasions.
- B. The fresh strawberries tasted delicious.
- C. A ruby is a precious stone.
- 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 young girl had an exasperated look on her face when her best friend moved away.
 - A. executive
 - B. calm
 - C. aggressive
 - D. conscious

2. Because the profits for the year were above average, the money was invested.
 - A. benefits
 - B. groundwork
 - C. losses
 - D. products

3. The frustrated author couldn't decide on an ending for his new book.
 - A. encouraged
 - B. incorporated
 - C. upset
 - D. infested

PART 2 — Multiple Meanings

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

4. The vice president was in charge of marketing and finance.

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

 - A. Do you mind if I put you in charge of the refreshments?
 - B. I watched the frightened horses charge up the hill.
 - C. I would like to charge the groceries on my credit card.
 - D. The children got a charge out of watching the comical monkeys.

5. The accountant at the bank figured the amount of interest the boy had earned.

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

 - A. The company's partners shared equal interest in the business.
 - B. Can I interest you in joining our club?
 - C. The judge declared a conflict of interest in the case because the lawyer used to work for the company.
 - D. If you loan me the money, I will pay you back with interest.

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 food-canning machinery was adapted to process baby food.
- A. organic
 - B. adjusted
 - C. continued
 - D. tallied
7. Pulling weeds was so tedious that the girl began to daydream about doing homework.
- A. fortunate
 - B. interesting
 - C. boring
 - D. novel

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 customer purchased a large amount of merchandise from the factory.
- A. consumers
 - B. goods
 - C. debt
 - D. income
9. The sailors who explored the uncharted seas often made maps to guide others.
- A. unsupervised
 - B. community
 - C. advertised
 - D. unknown
10. Because their plans were not working, the partners devised a different system.
- A. created
 - B. funded
 - C. restored
 - D. impaired

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.

Most of Paul’s friends are football fanatics. They watch the Super Bowl every year. However, Paul prefers viewing televised stock-car races. He likes watching the cars speed around the raceway. Each driver wants to take first place. It is exciting to him when a driver comes from behind and surpasses the leader.

The day of his favorite auto race was fast approaching. The weather forecasters predicted rain. Paul earnestly hoped the speedway would not get too slick. Wet asphalt could delay the contest. The roadway was designed to drain water from the track. Nevertheless, rainwater could still cause grease to splatter on the cars’ powerful engines. This could ignite an engine fire and end the competition for the driver and his team.

Paul tried to predict who would win. He kept penciled notes of critical speeds and the number of laps drivers completed. During the race, he pretended he was riding with his favorite driver. He would worry when precious moments were lost during pit stops.

This avid young fan hopes to someday become a stock car racer. He wants to win trophies and earn big prize money. At one time, Paul had thought it was an impossible dream. Now he was more determined than ever to pursue his greatest desire.

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>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.

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.

To follow dreams, one must overcome trying
 conditions. Maya Angelou is a person who overcame
 obstacles. She was raised in a small, rural town in the
 south. There, she survived a violent attack at the age
 of eight. For quite some time, she was mute. This
 means she was unable to speak. Her humble start in
 life was the subject of her first book. It was entitled
I Know Why the Caged Bird Sings.

Maya has unlimited talents. She is well known
 in several artistic fields. She is a famous author of
 poetry and children’s stories. She was the first
 African-American woman to have a screenplay
 become a feature film. She was a stage performer
 and sang in a modern opera. This versatile woman
 studied dance with a famous dance instructor. She
 also acted in movies and on TV.

Her talents have achieved acclaim across the
 nation. Maya received a special request from
 President Bill Clinton. He asked her to read a poem
 when he was sworn into office at the White House.
 She was awarded the National Medal of Arts.
 Ms. Angelou has won the hearts of people around
 the world.

**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.

Information Report [Expository Writing] Assessment Prompt

Writing Situation: Your class wants to raise money for a trip. You are to think of a class business. Write an information report describing how the class business will earn money for the class trip.

Audience: Your teacher and your classmates

Directions for Writing: Think about the stories you read in the *Dreams to Jobs* unit. Write a multiple-paragraph report about your business. Include an introductory paragraph that tells how your business will raise money for the class trip. Write supporting paragraphs that describe supplies needed, time schedules, location and the roles of people involved. Explain your plan using facts and details. Make your ideas clear and focused. Write a concluding paragraph to summarize your ideas.

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

Revising for Genre: Expository

You should:

- _____ write the main idea of your business plan.
- _____ stick to the topic (organizing a business to raise money).
- _____ use details and facts that explain and describe the information about the business.

Revising for Writing Strategies (Traits)

You should:

- _____ write multiple paragraphs that explain your ideas and include:
 - _____ an introductory paragraph, which tells what your business will be.
 - _____ supporting paragraphs, that describe in detail needed supplies, time schedules, selected business location and the roles of people involved.
- _____ have a topic sentence for each paragraph.
- _____ include facts and details that explain and support your business plan.
- _____ make the writing clear, focused and interesting to your audience.
- _____ use correct indentation.

Proofreading for Conventions

You should:

- _____ use correct punctuation, capitalization, and grammar.
- _____ use correct spelling.
- _____ use simple and compound sentences in your writing.

TOTAL SCORE: _____ /4

NOTES

NOTES

NOTES

Tenth Edition

© 2008 Reading Lions Center

**Unauthorized reproduction of this booklet, or any part thereof, is strictly prohibited.
Permission to reproduce materials must be obtained in writing from the Reading Lions Center.**