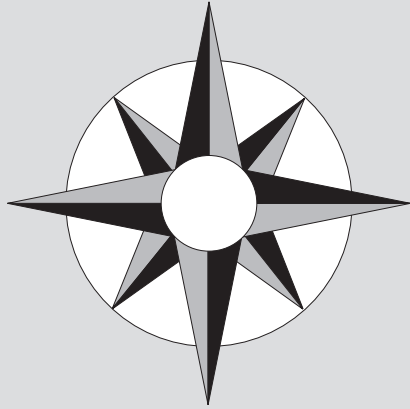


STUDENT TEST BOOKLET – LAUSD



Skills Assessments

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

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

4

Unit 4

Student Name _____

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

Kenji Moto the Hermit

Alan Romanoff

There once was a man in Japan named Kenji Moto. Kenji was a hermit by choice. He had been crippled as a boy and had decided to live alone on the side of a hill. He didn't want to stay among people who might pity or scorn him. So, slowly and painfully, he tilled a small rice field for food. He traded the food for fish in the nearby village.

From his humble house on the hill, Kenji could see the village of his birth. It was nearly an hour's walk away. Just beyond the village was the ocean, stretching out as far as the eye could see.

The villagers were mostly fishermen who hauled their living from the ocean. A few of the men and most of the women and children worked in the rice fields which reached from the edge of the village to the slope just below Kenji's hut.

One afternoon as Kenji was toiling in his field, he paused for a moment's rest and gazed out toward the ocean. His casual glance became an intense stare as he saw something strange and frightening on the horizon.

The sky above the ocean was threateningly dark. The ocean seemed to be rising up to engulf the sky. Kenji looked in wonderment, trying to understand what was happening.

Suddenly, he knew what the darkened sky and towering waters meant. Many years ago, long before anyone now living in the village had been born, a tidal wave had come rushing in from the sea. Kenji had heard his grandfather tell how, within an hour, the entire village had been swept away and the land covered with ocean water.

Now answer the questions about this part of the selection.

1. Which word **best** describes Kenji Moto at the beginning of the story?
 - A. independent
 - B. angry
 - C. bored
 - D. energetic

2. Why does Kenji see the tidal wave long before the villagers are aware of the danger?
 - A. The villagers are asleep in their homes.
 - B. Kenji lives high on a hill.
 - C. Kenji has a telescope.
 - D. The villagers are busy working in their fields.

3. Kenji knew what the towering waters meant. The word *towering* means
 - A. darkened.
 - B. high.
 - C. signaling.
 - D. retreated.

“I must warn the villagers,” thought Kenji. “But how? By the time I could get down there with my crippled leg, the tidal wave would be upon them.”

Desperately, he looked around for some method to signal a warning. However, nothing was large enough to be seen that far away. Then, an idea came to him.

“A fire!” he thought. “A fire would be seen for miles.”

Kenji knew of only one thing large enough to make a fire that bright. He lit a torch and, with quiet resignation, set fire to the rice crop he had cultivated so painfully and that meant life itself to him. Within seconds, the field was ablaze, and Kenji retreated some distance away. When he turned his attention toward the steadily darkening sky, he saw that the wall of water was much closer. He guessed that the full impact of the tidal wave would strike within the hour.

Anxiously, Kenji stared down at the village. “They have to see the fire,” he muttered. “They have to!”

Meanwhile, in the village below, many eyes had spotted the fire on the hill, and an excited crowd had gathered.

“It’s Kenji’s rice field,” said one man.

“Yes,” agreed another, “and if the fire spreads, it will take all our fields.”

“We must hurry and put out the fire, or there will be no rice for any of us this year.”

Within minutes, all the villagers were hastening toward the top of the hill. Even those who were too young or too old to help fight the fire went along to watch.

Now answer the questions about this part of the selection.

4. What is Kenji's first concern when he sees the tidal wave?
- A. to save his house
 - B. to save his rice crop
 - C. to save the villagers' rice crop
 - D. to warn the villagers of the danger
5. Why doesn't Kenji go down the hill and tell the villagers of the approaching tidal wave?
- A. Kenji can't walk fast enough.
 - B. The tidal wave is still far away.
 - C. He was too frightened.
 - D. The tidal wave washed out the road.
6. Why does Kenji set fire to his rice crop?
- A. to get the villagers' attention
 - B. to harvest his rice crop
 - C. to save his rice crop from the tidal wave
 - D. to burn the villagers' rice fields
7. Why do the villagers rush up the hill?
- A. They want to escape the tidal wave.
 - B. They want to save Kenji.
 - C. They want to save their own rice crops.
 - D. They want to watch the tidal wave.

From his position on the hillside, Kenji saw the parade making its way up the slope. He compared the progress of the villagers to the oncoming wave. “Why don’t they hurry?” he worried aloud. “The big wave is almost here.”

As the villagers climbed higher and higher, they were able to see the wall of water for the first time. Swift runners were sent back to the village to gather important records and to make certain that everyone had left. The rest of the group hurried even faster up the hill.

When the villagers arrived at Kenji’s house, they gathered around him. “It’s fortunate that your rice field caught fire,” said one, “for it brought us here, safe from the giant wave.”

“How did the fire get started?” asked another.

“With this,” said Kenji quietly, holding up the charred and smoking torch.

Only then did the villagers realize that Kenji had deliberately set fire to his field in order to warn them. Not even the most eloquent among them could find words to express their gratitude.

Silently everyone turned to watch the huge wave draw nearer and nearer. When it struck, it would destroy everything they owned. Thanks to Kenji, they were saved and they would rebuild.

Each of them silently vowed there would always be a place in his new home for Kenji Moto, the hermit.

Now answer the questions about this part of the selection.

8. When do the villagers finally realize the danger?

- A. when they are climbing the hill
- B. when they reach Kenji's house
- C. when the tidal wave hits the village
- D. after they put out the fire

9. The genre of this story is

- A. autobiography.
- B. nonfiction.
- C. realistic fiction.
- D. a play.

10. Another **good** title for this story is

- A. "Villagers Save Their Crops."
- B. "Kenji Moto the Hero."
- C. "No More Rice."
- D. "The Humble House."

TOTAL SCORE: _____/10

Read each sentence. Fill in the bubble next to the verb that correctly completes the sentence.

1. Kenji _____ alone on the side of a hill.
 lives live
2. Villagers _____ the hill to put out the fire.
 climbs climb
3. Tidal waves _____ walls of water.
 are is

Read each sentence and underline the adjectives.

4. The giant, dangerous wave destroyed the tiny village.
5. Swift runners gathered several, important records.
6. Kenji was carefully holding the charred, smoking torch.
7. Excited villagers watched from the steep hill.

Read each sentence. Circle the adverb in each of the following sentences.

8. The old farmer slowly tilled the small rice field.

9. The tidal wave moved rapidly.

10. His elderly grandfather spoke sadly about the entire village being destroyed.

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. We fed fish to the walruses.
 - B. The dolphins swam ahead of the boat.
 - C. Arctic foxs have adapted to the harsh climate.
 - D. No mistake.
2. A. The active baby fussed and squirmed in her high chair.
 - B. Eskimos hunted reindeer for furs and meat.
 - C. Draw a circle, a triangle, and a skware on your paper.
 - D. No mistake
3. A. The gopher poked his head out of its burrow.
 - B. We decided to display the hockey trofy on the mantel.
 - C. Did the plumber fix our leaky faucet?
 - D. No mistake
4. A. Let’s deside on a fun place to go for our vacation.
 - B. People in the fishing village listened to the weatherman’s advice.
 - C. Carefully place this bouquet of flowers on the table.
 - D. No mistake
5. A. The clouds moved lazily across the sky.
 - B. She bought a paund of butter.
 - C. Students were not allowed to wear shorts at my school.
 - D. No mistake

6. A. Mom bought a satchel that matched her shoes.
- B. Our dog feched the newspaper every morning.
- C. Stretch your muscles before you run in the relay race.
- D. No mistake
7. A. He had saved so many pennies his piggy bank was full.
- B. White geese were flapping their wings and making lots of noise.
- C. Please put the dirty dishes in the sink after you finish eating.
- D. No mistake
8. A. The more I learn, the happyer I become.
- B. The last moment in the movie was the saddest.
- C. The stronger wrestler won the match.
- D. No mistake.
9. A. Be very gentel with your new baby brother.
- B. Will you please cut the pie into six equal pieces?
- C. Each jar of jelly had a label on the lid.
- D. No mistake
10. A. Dancers were stomping their feet and clapping their hands.
- B. We had lots of londry after our long trip.
- C. Dinner will be late because I forgot to turn on the oven.
- 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. She was unconscious because of her injuries from the accident.
 - A. sorrowful
 - B. aware
 - C. quivering
 - D. ornery

2. The rambunctious toddler ran through the house and scattered toys everywhere.
 - A. unique
 - B. noisy
 - C. unfortunate
 - D. peaceful

3. We have distinct strategies to learn for survival.
 - A. peculiar
 - B. specific
 - C. unclear
 - D. describable

PART 2 — Multiple Meanings

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

4. Eskimos use sealskin traces to connect their dogs to the sled.

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

 - A. The boy traces the picture of the dog into his notebook.
 - B. Leather traces on the harness helped to guide the plow horse.
 - C. We followed traces of the dog's footprints.
 - D. There were no traces of anger in the friendly barks of the dogs.

5. The high winds forced a brace of geese out of the sky.

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

 - A. Each time I go skiing, I must wear a special brace to protect my knee.
 - B. Brace yourself in case the bus stops too quickly.
 - C. A brace of wild game landed in the pond.
 - D. The carpenter used a brace to hold the bookshelves in place.

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. Their musical heritage was handed down from their ancestors to help preserve the history of previous generations.
 - A. tradition
 - B. misery
 - C. tribute
 - D. renew

7. As dawn approached, a faint ray of light could barely be seen through the thick clouds.
 - A. idle
 - B. dim
 - C. bright
 - D. arctic

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. After packing his gear, the man joined the expedition to Antarctica.
 - A. journey
 - B. wreckage
 - C. glacier
 - D. concentration

9. The cunning fox pursued the rabbit across the meadow.
 - A. deserted
 - B. chased
 - C. skirted
 - D. persuaded

10. We ran out of gasoline because we did not calculate the distance carefully enough.
 - A. ration
 - B. portion
 - C. confide
 - D. measure

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.

Sam and his younger sister were looking for red squirrels and foxes in the backwoods. Suddenly they realized they had wandered far from camp and were lost in unfamiliar terrain. Luckily, Sam had taken a survival course and knew the importance of staying calm. Panicking would only make matters worse.

By the angle of the sun, Sam was able to calculate it was mid-morning. He stood facing east, the direction of the sun. He explained to his sister south was to his right and north was to his left. West was at his back. He knew their family’s campground was on the west edge of a small river. Concentrating on these helpful clues, Sam drew a crude map in the dirt with a stick. They decided to head east.

Walking toward the sun, they soon reached the riverbank. There, they quickly gathered dry twigs. They located a sandy clearing beside the water and used matches from Sam’s survival kit to start a small fire. The kindling began to burn. Sam and his sister steadily placed green leaves and pine needles on the hot flames. Thick, pungent smoke billowed up over the trees. A rescue squad saw the alarming smoke signal and came to investigate. They transported the two siblings safely back to camp.

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>116</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.

Plant life is abundant in the deserts of Arizona 9
 and New Mexico. There the average rainfall is only 18
 about seven inches a year. How have plants learned 27
 to survive in these arid, southwestern regions? They 35
 have adapted in a variety of ways to this harsh 45
 terrain. 46
 Desert plant life does not bloom during phases 54
 of drought. If it did, the flowers would wither and 64
 die in the remorseless sun. These unique plants are 73
 capable of lying dormant for years until it rains. 82
 Then once the plants have enough water, flowers 90
 quickly mature and bloom. 94
 Most cactus plants have thorns instead of 101
 leaves. The surface area of thorns is much smaller 110
 than leaves. This reduces the plant’s exposure to the 119
 parched, hot air. Therefore, not much moisture can 127
 evaporate from the vegetation. 131
 The barrel cactus is short and fat. It is shaped 141
 like a round accordion. This allows it to expand 150
 during rainfall. When water is absorbed through its 158
 roots, it gets bigger. As it loses moisture during the 168
 dry season, it contracts. 172
 The creosote bush thrives in the desert. It does 181
 not grow in bunches because it doesn’t like sharing 190
 the scarce water. It has an unpleasant, acrid aroma. 199
 This smell keeps other flora from growing nearby. 207
 These are ways plant life endures the deserts of 216
 the United States. 219

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) = 116

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 [Diary Entry] Writing Assessment Prompt

Writing Situation: You have been hiking or on a camping trip with your family and you have become separated from them in an unfamiliar and remote place.

Audience: Your Diary

Directions for Writing: Think about the stories you read in the *Survival* unit. Consider the people and the actions they took to survive in dangerous situations. Imagine that you have to survive a cold evening in the woods without your family. Write a multiple-paragraph diary entry with you as the main character. Describe the setting using sensory details. Describe in detail what you did to overcome hardship and how you survived. Include your thoughts and feelings about the experience and why it was memorable to you.

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

Revising for Genre: Narrative

You should:

- _____ describe your hardship and your solution for survival.
- _____ use the first-person point of view (you are the main character).
- _____ tell about your thoughts, feelings, and actions.
- _____ use concrete sensory details to describe the setting and your experience.
- _____ tell why the experience was memorable.

Revising for Writing Strategies (Traits)

You should:

- _____ tell your story (Diary Entry) in a logical order.
- _____ tell the story in the first person using words like (I, me, and my).
- _____ give details about the story.

Proofreading for Conventions

You should:

- _____ use correct punctuation, capitalization, and grammar.
- _____ use correct spelling.
- _____ use a variety of sentence styles to make your writing interesting.

TOTAL SCORE: _____/4

NOTES

NOTES

NOTES

Tenth Edition

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