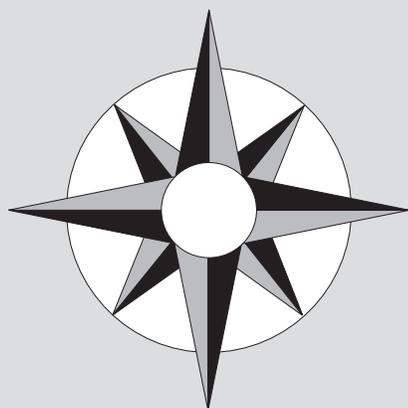


STUDENT TEST BOOKLET – LAUSD



Skills Assessments

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

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

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Unit 3

Student Name _____

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

The Day Mother Sold the Family Swords

A True Story by Shizuko Obo

When people think about Japan, they either think of Old Japan—people wearing bright, flowing kimonos, living in wooden houses with thatched straw roofs and sliding paper walls, writing poetry on paper lanterns, and practicing the martial arts. Or they think of New Japan—everybody wearing business suits, rushing for crowded trains, working fourteen hours a day, making a lot of cars and cameras, TVs and VCRs, but still taking the time to practice the martial arts.

I grew up in Japan during a time between the old and the new ways of life, in the final days of the Second World War, when more changes took place in Japan than had taken place in the past thousand years. When I was a little girl, living on the outskirts of Tokyo, I could look out over one of the biggest cities in the world and see nothing but brown, burned buildings, and wreckage. There wasn't a tree or a spray of green leaves anywhere. Some of the things I remember about those days were shocking. Some of them were funny. One of the things I remember most clearly is the day my mother sold the family swords.

Near the end of the war that had started when Japan made a surprise attack on Pearl Harbor, American B-29 planes dropped thousands of firebombs on Tokyo. During this biggest firebombing in history, most of the wooden houses with their thatched straw roofs and paper screens burned like stacks of crumpled paper. My mother had taken me and my older brother and sister to live with relatives in the country before this happened. However, my father and my oldest brother, Takeo, had stayed home. My father had to work. My brother, who was fifteen years older than I, had been drafted into the navy and was to begin flight training to become a pilot.

During the last days of the war, my brother Takeo was chosen to be a member of a special attack squadron called the *kamikaze*. By 1945, Japan was so short of trained pilots that young, inexperienced pilots were asked to dive their airplanes right into the American ships instead of trying to drop bombs on them. The pilots were killed, of course, when they crashed their planes into the ships, which were badly damaged or sunk. These kamikazes were the last weapons Japan had left in 1945. Many young Japanese were willing to sacrifice their lives for their country rather than give up.

Now answer the questions about this part of the selection.

1. The first paragraph of the story describes
 - A. how people in Japan make TVs and VCRs.
 - B. the martial arts.
 - C. some of the differences between Old Japan and New Japan.
 - D. what the author saw as a little girl.

2. Which of the following did the author actually see?
 - A. the surprise attack on Pearl Harbor
 - B. Tokyo after the firebombing
 - C. The Emperor speaking over the radio
 - D. the crash of a kamikaze pilot

3. The author describes the kamikaze in order to show how strongly the Japanese believed in
 - A. sacrificing themselves for their country.
 - B. preserving the old ways of life in Japan.
 - C. training skilled pilots.
 - D. ending the war as soon as possible.

Americans found the kamikaze unbelievable. How could you train a pilot to crash his own plane like that? The Japanese had a long tradition of self-sacrifice. In the olden times, the samurai were warriors and were something like police officers. They carried two swords: a long sword for fighting and a short sword to kill themselves if they were disgraced.

During the night in 1945, when the firebombs rained on Tokyo, my brother Takeo was still at home. The bombs didn't hit our house, but the fire spread from burning debris. Our house also began to burn.

Takeo, who was very brave, ran back into the house to save whatever he could. First, he threw the mattresses out of the window to the ground. Then he started to save my father's swords.

My father owned a small factory, but his ancestors were daimyo—a title that was one rank above the samurai. In Old Japan, only noblemen had the right to own or carry swords. A daimyo was the master of many samurai. My father had kept all of the ceremonial and historical swords from our clan. He had about twenty of them, two of which dated back to the thirteenth century. These swords were our most precious heirlooms.

Takeo threw the swords out of the burning house onto the mattresses, while the roof began to cave in. My father shouted for Takeo to get out of the house. His son was worth more to him than a thousand swords. Finally, Takeo jumped onto the mattress after the swords. A moment later, the roof fell in. The house where I was born had been destroyed.

In August of 1945, the last bombs fell. American B-29s dropped an atomic bomb on Hiroshima, and another on Nagasaki. Both cities were blown to bits. The Emperor spoke on the radio. He told the Japanese that they must surrender. This was the first time in three hundred years that Japan had ever lost a war. It was the first time in history that Japan would be occupied by foreign troops. Old Japan soon began to disappear.

My father was stunned. He had never believed that Japan would lose the war. Yet, there was good news for the family. Takeo came back home from the navy. He did not get the chance to crash his airplane into an American ship. The war ended before he was to make his flight.

Now that our family didn't have to worry about bombs anymore, we had to worry about getting enough to eat. Before the war, Japan had owned overseas territories like Korea and Formosa (now called Taiwan). These countries had produced much of our food. Suddenly we had no overseas territories anymore, and food became expensive. In addition, many people were out of work.

Now answer the questions about this part of the selection.

4. To the father, the swords were a symbol of
- A. Japan's hardships during the war.
 - B. his son's bravery during the war.
 - C. his own experiences as a samurai warrior.
 - D. his family's noble heritage.
5. The author says that the swords were family heirlooms. Which of the following best describes an heirloom?
- A. an item passed on from generation to generation
 - B. an object used by the samurai
 - C. an item used to protect one's home and property
 - D. a tool used for weaving
6. One of the ways life changed in Japan after the war was
- A. people had to worry about having enough food.
 - B. all of the young men were gone.
 - C. most families had saved their heirlooms.
 - D. many items became inexpensive to buy.

My father was a proud man. Still, in order to buy rice, he sold some of his most valuable possessions, one by one. Even when we ran out of food, he never considered selling our family swords. I remember one day when we had no rice, my mother cooked some dandelion leaves and some tender leaves from the shrubbery around our new house. The dandelions tasted like spinach—or maybe we were just hungry.

We had few luxuries. Takeo had not thought of saving my dolls—only the swords that were the symbol of the Japanese warrior. After the fire, the only thing I had left was an American Kewpie doll Mother had given me. I took it with me everywhere until I was about ten years old.

One of the few luxuries adults allowed themselves was to go to a fortune-teller. Japanese loved to have their fortunes told. Many people took them very seriously. One day when my mother was having her fortune told, the fortune-teller said something that frightened her: “If there is a sword in the family, the family will see blood.”

My mother had always said we were a lucky family. Our house had burned down, and we lost most of our money, but nobody had been killed. Even Takeo had come home alive and unhurt. Many families were still waiting for their husbands or sons to return—many never would.

My mother didn’t want anyone to die. She did something that took great courage for a Japanese woman of her time. She ran home, gathered up all the family swords, and sold them to a junk dealer!

When my father came home that night, he was so angry he couldn’t even talk. Sometimes he would mutter under his breath. However, he never raised a hand to strike my mother. In Old Japan, that was unusual because a woman had no power, not even to disagree with her husband or to sell his property. My brother Takeo was angry, too. He wanted the swords to hand down to his own sons when he had them. Men were supposed to be warriors.

I quietly agreed with my mother. I didn’t want Japan to fight in any more wars. I didn’t want any more bombs falling on my house. I didn’t want to see any blood spilled in my family.

Today, when I look back, I see that many of the things my father believed in were right. He believed in hard work, in keeping his word, and in loyalty to his country. He believed in facing death without fear. I see that my mother was right, too. She believed that wars were bad and that the Japanese had been wrong in wanting to conquer the world. They both believed that it was important to build a new Japan where people worked hard for peace and not for war—a modern and prosperous Japan. That’s why I loved both of my parents.

Now answer the questions about this part of the selection.

7. By selling the swords, the mother hoped to stop
- A. her family from starving.
 - B. someone in her family from dying.
 - C. her son from becoming a warrior.
 - D. Japan from losing the war.
8. The mother showed great courage in selling the swords because women in Old Japan
- A. practiced martial arts.
 - B. were very superstitious.
 - C. had no power or rights.
 - D. were not allowed to handle weapons.
9. The author would probably agree that the Second World War
- A. was the first time the Japanese used swords in battle.
 - B. gave women equal power with men.
 - C. had very little effect on her own family.
 - D. revolutionized life in Japan forever.
10. "The Day Mother Sold the Family Swords" is an example of
- A. realistic fiction.
 - B. drama.
 - C. autobiography.
 - D. fable.

TOTAL SCORE: _____/10

Read each compound sentence. Draw one line under the first sentence and two lines under the second sentence that make up each compound sentence.

1. Takeo ran back into the house; he saved my father's swords.
2. We didn't have any rice, but we did have dandelion leaves.
3. The swords were too valuable to sell; they were the symbol of the Japanese warrior.

Read the following sentences and replace the underlined word or words with a pronoun. Fill in the bubble next to your answer.

4. The swords belonged to my father.
 It Them They
5. Shizuko respected her parents for what they believed.
 him them they
6. My mother had taken Takeo and me to live with relatives in the country.
 them us we

Read each sentence. Underline the correct verb choice.

7. One of the players (are, is) not on the field.

8. Everyone in the theatre (like, likes) the play.

9. Francis and Mario (take, takes) the bus to school.

10. Television shows (is, are) popular all over the world.

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 ski season lasted longer this year due to the deep snow in the mountains.
 - B. The animal’s teeth were sharp and menacing.
 - C. Soon it will be time to break for lunch.
 - D. No mistake
2. A. The king was known for his great wisdom.
 - B. The tired child wined throughout the entire performance.
 - C. A security belt was strapped around my whole waist.
 - D. No mistake
3. A. My best friend’s parents bought a new house near the lagune.
 - B. Hail and wind ruined the farmer’s cherry crop.
 - C. Birthday balloons were a welcome surprise for grandmother.
 - D. No mistake
4. A. Papa Bear’s porridge was too hot for Goldilocks to eat.
 - B. Be careful not to pass jugement until you know all the facts.
 - C. The more he told the story, the stranger it became.
 - D. No mistake
5. A. We have weekly quizzs in math.
 - B. The tundra stretches for miles beyond the horizon.
 - C. These berries are the tastiest we’ve had in years!
 - D. No mistake
6. A. The factory needed to employ three hundered new workers.
 - B. Two members of the team significantly contributed to its success.
 - C. If you are kind and honest you, to, will earn respect.
 - D. No mistake

7. A. She put on her raincoat before going out in the storm.
- B. We'll have to stop at the gas station before leaving town.
- C. The magician's trick remayns a mystery.
- D. No mistake
8. A. In bright sunlight, the pupils of your eyes get smaller.
- B. Would it be possibil to meet with you after school?
- C. An isosceles triangle has two sides of equal length.
- D. No mistake
9. A. Do you have enuff money for your lunch?
- B. The overcooked meat was tough and tasteless.
- C. We laughed at the clown until our sides hurt!
- D. No mistake
10. A. The pudding slowly thickened on the stove.
- B. A single burning candle softly flikered in the window.
- C. A sneaky weasel was prowling for food.
- D. No mistake

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 design of her skirt included an intricate pattern of colors.
 - A. impressive
 - B. simple
 - C. traditional
 - D. complicated

2. The lightning illuminated the evening sky.
 - A. eclipsed
 - B. lightened
 - C. darkened
 - D. dramatized

3. Her passion grew with each new discovery about her heritage.
 - A. embarrassment
 - B. longing
 - C. enthusiasm
 - D. indifference

PART 2 — Multiple Meanings

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

4. The artist will carefully develop his ideas before he paints the picture.

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

- A. Mother was beginning to develop a cold, so we couldn't go to the movies.
 - B. Buds began to develop on the cherry tree in the spring.
 - C. Next year our contractor will develop the plans for our new house.
 - D. Did you develop the film from your vacation?
5. Mother's stroke caused her to be paralyzed on her left side.

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

- A. Partygoers cheered at the stroke of midnight; a new year had just begun!
- B. Thomas Edison's discovery of the light bulb is still considered a stroke of genius.
- C. Physical therapists helped my grandfather recover from his stroke.
- D. The young tennis player had a powerful backhand stroke.

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 angry, village people intentionally sabotaged the property of their enemies.
- A. damaged
 - B. managed
 - C. secluded
 - D. foresaw
7. The food became rancid because it was left out of the refrigerator too long.
- A. cultivated
 - B. spoiled
 - C. edible
 - D. succulent

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 the bell rang, the students entered the classroom to commence their lessons.
- A. influence
 - B. synchronize
 - C. begin
 - D. patch
9. Life for the Eskimos of long ago was precarious.
- A. resourceful
 - B. immortal
 - C. kosher
 - D. dangerous
10. The thoughtful girl meditated about why her friend was angry.
- A. contemplated
 - B. ingratiated
 - C. obliterated
 - D. diminished

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.

Improved working conditions for the migrant farm worker is the legacy of Cesar Chavez. While growing up, his own family was forced to move from farm to farm. They followed seasonal, maturing crops. When he was only ten years old, he worked in the fields. He became aware of the awful working conditions Latino migrants endured. He watched husbands and wives labor side by side. Chavez saw the hardships his people faced each day.

Chavez attended over sixty-five different schools. Then he joined the navy. After serving his country, he returned to work as a farm laborer. He observed more hardships. Workers were given short-handled hoes for tending the fields. When people used this tool, they were forced to bend over all day. This caused severe back pain. Several families lived together in small, one-room dwellings. Sanitary facilities were poor. There were few medical services for either adults or children.

Cesar Chavez was enraged. He wanted his people to be treated with respect. He quit his job and began organizing the workers. After a few successes, he convinced grape pickers to strike. This resulted in a five-year boycott. The nation watched with interest. Although he was a pacifist, hostile conflicts with the growers occurred. Yet, under the leadership of Chavez, agreements were reached between laborers and farm owners.

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) = 127

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.

In the 1850s, men from China traveled to this 9
country in large numbers. They were seeking a better 18
life. The men sought work anywhere. When they earned 27
enough money, they planned to send for their families. 36
At this same time, people in the United States were 46
moving west. They needed a safe and practical means 55
of transportation across the country. Traveling from the 63
East Coast to the West Coast was treacherous. Wagon 72
trains were slow and awkward. Sailing around the tip 81
of South America was hazardous. Businessmen knew 88
building a railroad was the answer. Yet, the perilous 97
task would be costly. It would also be labor intensive. 107
They decided to build a cross-country, iron railway in 117
spite of the problems. 121
Many laborers were needed. Chinese men were 128
desperate for work. The immigrants were hired right 136
away because their manual labor was cheap. Thousands 144
accepted the tedious, dangerous job. The men had to level 154
the land and lay heavy wooden ties and steel rails. They 165
blasted tunnels with dynamite. They toiled in freezing 173
mountains. They labored in burning-hot deserts. Workers 181
faced many harsh conditions. They had to endure severe 190
weather, shortages of food and water, and perilous 198
terrain. Many died. Others persevered. The last spike 206
connected the Union Pacific and the Central Pacific 214
Railroads on May 10, 1869. Thanks to Chinese workers, 223
people could now travel across the continent. 230

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) = 127

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: Your class is creating a book of family stories based on traditions.

Audience: Your classmates

Directions for Writing: Think about the selections you read and the discussions you had in the *Heritage* unit, then think about one of your family’s traditions. Write a multiple-paragraph narrative about one time when this tradition was especially memorable to you. As you write, be sure to describe this tradition for the reader who may not be familiar with it. Conclude your narrative by telling why this event was memorable.

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

Revising for Genre: Narrative

You should:

- _____ establish the point of view and setting
- _____ describe the tradition for those who may not be familiar with it
- _____ develop the storyline about the one-time event
- _____ show, rather than tell, the events of the story
- _____ tell why this event was memorable

Revising for Writing Strategies (Traits)

You should:

- _____ write a multiple-paragraph narrative
- _____ provide details (setting, family members, or events) to help the reader visualize your story
- _____ write a concluding paragraph

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 and connect ideas

TOTAL SCORE: _____/4

NOTES

NOTES

NOTES

Tenth Edition

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