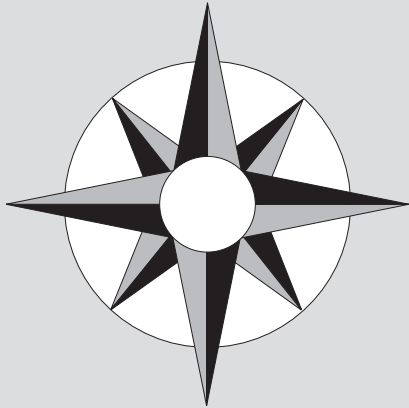


STUDENT TEST BOOKLET - LAUSD



Skills Assessments

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

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

6

Unit 2

Student Name _____

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

Secrets of an Old Indian Well

by Karen Callinan

The two hissing ducks awakened Edward Thompson from a deep sleep. He was staying at one of the Mayan Indian ruins in Mexico's Yucatán Peninsula. During the day, he studied the old temples and carvings in the jungle city of Chichén Itzá. At night, he slept in an ancient building nearby. He kept wood ducks in his room to eat the cockroaches and tarantulas that wandered in from the night. But one evening, small, crawling bugs had never made the ducks hiss so loudly.

The room was dark, and no lights were handy. Edward got out of bed to investigate. Something thick and cold slithered underneath his feet, and Edward toppled to the floor. The ropelike creature began to curl around him. Edward tried to wiggle out of its grip, but the winding creature tightened its hold.

"Bring the lights!" Edward yelled to his Mayan Indian friends sleeping in the other room. They rushed in. Their lighted torches revealed a huge boa constrictor. With a quick swish of a machete, one of the Indians killed the snake. Edward breathed easier.

The jungles of Mexico held many secrets but many dangers as well. While searching for treasure, Edward came face to face with boas and jaguars. Once he nearly lost a leg after stepping into a poisoned thorn trap set by unfriendly Indians. Yet, all these dangerous encounters didn't stop him from doing what he set out to do.

While studying at the university, Edward had read a legend written by a sixteenth-century Spanish bishop. It was about a sacred well at Chichén Itzá, in the jungles of the Yucatán. The bishop described how the Mayan Indians sacrificed valuable objects, even human lives to their rain god, Chac. The Maya needed rains to grow corn. However, drought sometimes threatened this important food crop, so they would throw precious offerings into Chac's well to please him. They hoped Chac would send rain in return.

Edward wondered whether this legend was true. If it was, what ancient and mysterious treasures were buried in the muddy bottom of the Sacred Well of Chichén Itzá?

Now answer the questions about this part of the selection.

1. Ancient Mayas threw valuable objects into the Sacred Well in order to
 - A. hide the precious objects from thieves.
 - B. please Chac, their rain god.
 - C. honor Kinich Ahau, their sun god.
 - D. preserve them for future generations.

2. Edward Thompson first learned about the sacred well from
 - A. Mayan Indians living at Chichén Itzá.
 - B. a teacher at the university.
 - C. a bishop's description of a Mayan legend.
 - D. the American consul in Mexico.

In 1885, Edward's dream of discovering these treasures became a possibility when he was appointed American consul in Mexico. During his first years in Yucatán, Edward studied many buildings, roads, tombs, and monuments. In 1894 he bought the land of the sacred well. Then he began to plan how he would systematically explore the pit. The well, he discovered, was huge. It was almost two hundred feet across at its widest point, one hundred sixty-eight feet at its narrowest. Surrounding the pool was a steep, jagged limestone wall. Out of the rocky sides grew trees that cast mysterious shadows on the water. It was sixty-four feet straight down from the ground to the well water. Fallen trees and plants had piled into the hole, and tons of mud and silt had settled on the bottom. He couldn't be sure exactly how deep the murky water was, but he knew that exploring in it wouldn't be easy. It was impossible to tell what lay hidden beneath the soupy, jade-green surface.

Edward returned to the United States. He took a course in deep-sea diving from an old sea captain. Then he bought a dredge with a thirty-foot swinging boom and a metal scoop to shovel the mud. Now all Edward needed was money. He asked members of the American Antiquarian Society and the Peabody Museum at Harvard University to help him pay for the digging.

"You'll never come out alive," they protested.

Edward explained his plans, and they finally agreed to help him. By the time all the people and equipment were ready, it was 1904. On the 5th of March, Edward and his crew set up the derrick and lowered the bucket. They found only mud.

For weeks and months Edward sifted through muck and more muck. He tossed away bits of trees and bones of jaguars and deer, and then, nothing. Finally, they found old vases. But such relics had been found all over the city. The legend remained unproven.

Doubts grew in Edward's mind as the weeks passed and nothing of value was unearthed. Then one day, as the dredge bucket dropped its dark muck, two small yellow-white lumps caught Edward's eye. He picked them out and studied them. They looked as if they were formed by human hands. The small lumps had the consistency of resin. Edward tossed them into the embers of the fire. As a wonderful fragrance sweetened the damp air, he remembered what a Mayan friend once told him. Ancient Mayan priests used pom, balls of sticky copal tree sap, as sacred incense to send prayers on smoke clouds to Kinich Ahau, their sun god. Edward had discovered some of this sacred pom in the well. He was ecstatic!

Now answer the questions about this part of the selection.

3. What did Thompson do to assure he would have time to explore the sacred well?
- A. He was granted permission from the Mexican government.
 - B. He bought the land surrounding the sacred well.
 - C. He was appointed American consul in Mexico.
 - D. He received permission to dig at the site from Mayan priests.
4. Why did some people have reservations about Thompson's plans?
- A. People thought the Mexican government would reclaim the land.
 - B. People worried about the Mayas becoming angry.
 - C. They thought the project was too expensive.
 - D. They thought the project was too dangerous.
5. According to the story, how was Thompson able to purchase equipment and hire a crew?
- A. He obtained a bank loan.
 - B. He borrowed money from his relatives.
 - C. He asked members of the Peabody Museum to help him.
 - D. He used his own savings.
6. Thompson knew he was on the right track when he found
- A. two small balls of pom.
 - B. some old Mayan pottery.
 - C. human skulls and bones.
 - D. bones of jaguars and deer.

From that day on, the dredge scooped up many more ancient relics. When the bucket started coming up with only mud once again, Edward decided to take the final risk. He put on his diving gear and dove into the well himself. Working in the thick muddy water was highly dangerous, but it certainly paid off.

Edward brought many treasures to the surface by hand. In seven years he retrieved over thirty thousand artifacts, including objects made of gold, jade, copper, wood, and stone. He also discovered offerings of fabric, pottery, rubber, and pom. He even found human skulls and bones. Edward sent all these treasures to the Peabody Museum at Harvard.

When the Mexican government discovered they were losing some valuable and culturally important property, they took control of Edward's plantation and filed a claim on the artifacts. The dispute was brought before the Supreme Court of Mexico. But not until 1944, nine years after his death, did the court rule that Edward legally owned the treasure of the well.

Peabody Museum kept most of the artifacts but traded some with Mexico after publishing research papers on them. When the Mexican government took over Edward's plantation, they allowed the Carnegie Institution of Washington, D.C., and Mexico's Museo Nacional de Antropología e Historia to restore Chichén Itzá. For sixteen years, from 1924 to 1940, they repaired the historic buildings of Chichén Itzá. Today the Sacred Well of Chichén Itzá, the Temple of Warriors, the High Priest's Tomb, the market, a sweat bath, the largest ball court in the Americas, an ancient observatory, and the towering pyramid of El Castillo attract many visitors.

If it hadn't been for Edward Thompson's dream and his great drive to see it through, the world still might not know of the secrets within an old Indian well and the truth behind an important Mayan legend.

Now answer the questions about this part of the selection.

7. What did Thompson do with the valuable objects he found in the well?
- A. He sold them to art collectors in the United States.
 - B. He donated them to the Mexican government.
 - C. He sent them to the Peabody Museum.
 - D. He kept them for himself.
8. Why did the Mexican government file a claim on the artifacts?
- A. They thought Thompson was getting rich.
 - B. They thought the valuable objects rightfully belonged to the Mexican people.
 - C. They wanted to explore the sacred well themselves.
 - D. They worried Thompson was destroying valuable Mexican property.
9. Which statement is an **opinion** in this story?
- A. In 1894, Thompson bought the land of the sacred well.
 - B. If it hadn't been for Thompson's dream, the world would not know the truth behind an important Mayan legend.
 - C. It was sixty-four feet straight down from the ground to the well water.
 - D. Edward returned to the U.S. and took a course in deep-sea diving from an old sea captain.
10. After reading the story, which of the following was most important to Edward Thompson?
- A. finding the Sacred Well of Chichén Itzá
 - B. getting rich by selling the artifacts
 - C. being appointed American Consul in Mexico
 - D. proving the legend of the sacred well was true

TOTAL SCORE: _____/10

DIRECTIONS: Read each complex sentence below.
Step one: Underline each **dependent clause**.
Step two: Circle the **introductory word (adverb)** that begins that clause.

1. After the soccer team won the play-off game, the coach bought ice cream sundaes for everyone.

2. When Juan received the scholarship on stage, he made a heart-warming speech.

3. Our class went on an archeological expedition because we wanted to experience what it would be like to discover artifacts.

DIRECTIONS: Read the following sentences. Fill in the bubble next to the helping verb that correctly completes the sentence. Be sure that the verbs agree with the subjects of the sentences.

4. Because my father _____ cooking dinner for us, we are eating at our apartment.

was
 were
 is

5. The boys and girls _____ returned to their classrooms by the end of the recess period.

has
 had
 is

DIRECTIONS: Read each complex sentence below.
Step one: Circle the **conjunction** that joins the two complete sentences.
Step two: Identify the (7) nouns in the following two sentences by underlining them.

6. The gubernatorial election is approaching, and Bobby is determined to run for office.

7. The police department has many outreach programs, so officers can interact and engage with the community.

DIRECTIONS: Read each group of sentences. Fill in the bubble next to the sentence that is punctuated correctly.

8. A. The merchant’s basket contained his goods: Persian metalwork, glass, and musical instruments.
- B. The merchants basket contained his goods: Persian metalwork, glass, and musical instruments.
- C. The merchants’ basket contained his goods: Persian metalwork, glass, and musical instruments.
- D. The merchants’s basket contained his goods: Persian metalwork glass and musical instruments.
-
9. A. Hundreds of thousands of silkworms’ cocoons are used to make material we call silk; it is a long, tedious process.
- B. Hundreds of thousands of silkworms’ cocoons are used to make material we call silk, it is a long, tedious process.
- C. Hundreds of thousands of silkworm’s cocoons are used to make material we call silk, it is a long; tedious process.
- D. Hundreds of thousands of silkworms cocoons are used to make material we call silk; it is a long, tedious process.
-
10. A. Each night the tour guides did the following things; pitched the traveler’s tents; cooked their food; and set up the campfire.
- B. Each night the tour guides did the following things: pitched the traveler’s tents, cooked their food, and set up the campfire.
- C. Each night the tour guides did the following things: pitched the travelers’ tents, cooked their food, and set up the campfire.
- D. Each night the tour guides did the following things: pitched the traveler’s tents; cooked their food; and set up the campfire.

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. After playing in the lawn sprinklers, the children were drenched from head to toe.
 - B. Sir Nelson, a ship captain, used a compass to circumnavigate the world.
 - C. The seamstress had several bolts of cotten fabric at her disposal.
 - D. No mistake
2. A. The king’s palace contained some of the world’s finest art.
 - B. Grandmother’s oldest living relative resides in a small town 100 miles away.
 - C. The elephants were the largest animals at the zoo, but the monkeys were the funnyest.
 - D. No mistake
3. A. The museum was hosting an exhibit of prehistoric artifacts.
 - B. After exiting the building, we had to reenter through the double doors.
 - C. The movie preview was enough to excite me into buying four tickets for opening night.
 - D. No mistake
4. A. The football game was delayed for an hour because of a huge downpour.
 - B. After spilling ketchup on my favorite shirt, it had to be soaked in cold water.
 - C. The whoal picnic had to be moved indoors when the storm arrived.
 - D. No mistake
5. A. The award-winning travel agent was efficient and hardworking.
 - B. The carefel tailor measured his client three times to be sure he hadn’t made a mistake.
 - C. Stars seem to sparkle in the night sky, while planets reflect a constant stream of light.
 - D. No mistake

6. A. It was the professor's nachure to do his research in the evening.
- B. The police dog was trained to search for illegal materials.
- C. The lifeguard is capable of keeping a close watch on the swimmers.
- D. No mistake
7. A. Our team has been writing a research report that explains the effects of global warming on wildlife.
- B. The ship's reckage is 100 meters off the coast of Hawaii.
- C. The reason I strained my muscle is that I am not in good physical condition.
- D. No mistake
8. A. The band specialized in playing rock, blues, and jazz tunes.
- B. The hikers went trailblazing through the Sierra Nevada wilderness.
- C. The zipper on my jacket will need to be replaced.
- D. No mistake
9. A. There is a strong chance the party will be postponed.
- B. Their research methods were unscientific; the results were unproven.
- C. The regulations of the game we were playing were filled with ambiguity.
- D. No mistake
10. A. Digging up artifacts is one way to learn about past civilizations.
- B. The judge presided over a hearing instead of having a high-profile trial.
- C. I sneezed as I was posing for my yearbook picture and had to have the photo retaken.
- 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. Archaeologists carefully plotted the area before they began to excavate the site.
 - A. retain
 - B. observe
 - C. bury
 - D. erupt

2. Because the civilization grew at such a phenomenal pace, it was difficult to keep the city clean.
 - A. amazing
 - B. incredible
 - C. ordinary
 - D. curious

3. Mules and oxen pulled huge wagons laden with coal.
 - A. empty
 - B. encrusted
 - C. dank
 - D. sifted

PART 2 — Multiple Meanings

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

4. The sinister king rules his people by issuing unpopular decrees.

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

 - A. Mrs. Kay, our science teacher, warned us to follow the rules as we combined liquids
 - B. The algebraic rules determine how I solve my mathematical problems.
 - C. A carpenter carefully rules his wood before cutting pieces with a sharp saw.
 - D. The governor rules the constituents of the state only as long as he or she is elected by popular vote.

5. Our class agreed that the Tuesday after Memorial Day would be the best date for our field trip.

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

 - A. Our reading club picked a date to discuss our opinions of the book.
 - B. I picked a ripe date out of the basket and savored its flavor.
 - C. This persuasive paragraph is my best writing to date.
 - D. The dinosaur bones found in Montana date back to the Jurassic Period.

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. Curious about his heritage, the man searched the internet for information about his ancestors.
 - A. artisans
 - B. inheritance
 - C. archaeologists
 - D. forefathers

7. Stranded on a deserted island, the survivors felt they had been tossed into oblivion.
 - A. civilization
 - B. enlightenment
 - C. nothingness
 - D. artifacts

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. Although the ancient Greeks did not have the technology of today, they were enlightened, as evidenced by their modern system of plumbing.
 - A. rude
 - B. average
 - C. educated
 - D. anointed

9. The high school campus was a labyrinth of confusing hallways, buildings, and doors.
 - A. location
 - B. map
 - C. section
 - D. maze

10. The old professor was acting in a condescending manner towards the new aide.
 - A. intelligent
 - B. hysterical
 - C. humble
 - D. superior

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.

Around 100 B.C., a tribe called the Anasazi lived in the desert regions of Arizona. Once they were a nomadic tribe. They eventually settled down and colonized. These people were thought to have a primitive culture. However, after examining their ancient society, scientists changed their minds.

These early people built amazing cities. Their dwellings indicated they had an advanced knowledge of architecture. Some of the buildings were three stories high and made from stone. One village had an arena and a ball court. Rooms for religious rites were built throughout their pueblos. Their artistic skills are amply displayed in stone drawings on caves and canyon walls.

The Anasazi’s ability to survive the blistering heat in the high desert plateau was also discovered. Their buildings had a clever structural design. Their homes were constructed above underground stone crevices. Air pockets in the fissures stored chilly night air that was released during the day. This created a highly efficient exchange of air. The cool breezes made afternoons bearable.

Anasazi were able to farm the arid land due to ash from an ancient volcano. Its porous properties retained moisture from scant rainfall. This residue covered eight hundred square miles. The tribe abandoned their adobe villages in the mid-twelfth century A.D. No one knows why. Some people think a severe, extended drought caused the departure. Fortunately, remains of their civilization were not destroyed.

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) = 134

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.

Who first discovered America? Usually, the credit goes to Christopher Columbus. In 1492, he landed on this continent and claimed he had found a new world. However, there are ample clues other explorers had reached the shores of North America before Columbus. Evidence suggests people from Asia were here prior to Columbus. Once, a shallow waterway linked the northern part of Asia to Alaska. People from Asia could have traveled between the two continents. Perhaps they were the first humans to have discovered this land. We know Vikings were aggressive explorers. A long-standing debate has taken place over a Viking map of Vinland. Carbon dating of this map suggests they arrived about fifty years before Columbus. Some claim this map is authentic; others say it is a forgery. Men from Portugal traveled to the New World. They sailed along the Atlantic coast. Strange symbols have been found on a massive landmark known as Dighton Rock. They are thought to have Portuguese origins. Are these writings proof these sailors explored America before Columbus? In the end, which country claims the honor of discovering America is a moot point. Native Americans had been here for thousands of years. They had settled in villages from the Atlantic to the Pacific Ocean. However, Columbus’s landing is regarded as the most historically important. Unlike the others, he set up two-way commerce between the Old World and the New 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: _____

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Expository Writing Assessment Prompt

Writing Situation: You will write an article for a student magazine, informing your readers about the significant contributions of an ancient civilization.

Audience: Readers of the Student Magazine

Directions for Writing: Think about the stories you read, the research you did, and the discussions you had in the *Uncovering the Past* unit. Choose one of the civilizations to write about. Use your Inquiry Journal notes, research notes, and reflections from classroom discussions. Write a multi-paragraph essay, describing the significant contributions of this civilization and its relevance to history. Use important facts, details, and examples to support your writing. In your conclusion, summarize the contributions and their relevance to history.

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

Revising for Genre: Expository

You should:

- _____ write multiple paragraphs that explain the significant contributions of the civilization
- _____ tell the civilization’s relevance in history
- _____ use important facts, details, and examples
- _____ summarize the civilization’s contributions and relevance in history

Revising for Writing Strategies (Traits)

You should:

- _____ clearly state your purpose
- _____ arrange your concrete, sensory details in a sequential and climactic order
- _____ end with a detailed summary linked to the topic of the essay

Proofreading for Conventions

You should:

- _____ use correct punctuation, capitalization, and grammar
- _____ use correct spelling
- _____ use a variety of sentence structures to make your writing interesting and connect ideas

TOTAL SCORE: _____/4

NOTES

NOTES

NOTES

Fifth Edition

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