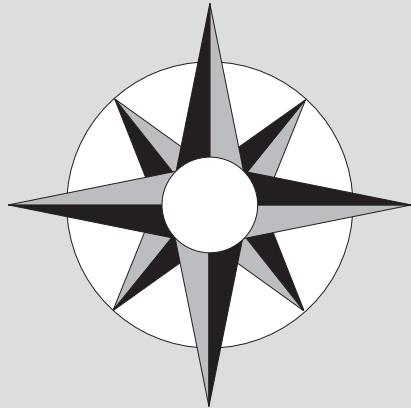


STUDENT TEST BOOKLET - LAUSD



Skills Assessments

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

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

6

Unit 4

Student Name _____

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

You Can't Be Timid with a Trumpet

Betty Lou English

*Mark Gould, Associate Principal Trumpet Player
of the Metropolitan Opera Orchestra*

When I was in the eighth grade, I wanted to play in the school band. I was given a test that showed I had no talent, and the conductor wouldn't give me an instrument. So, I went out and rented a trumpet. I wanted very much to learn. I did learn, and I did play in the band. In a year, I was its best brass player.

Later, I studied music for four summers at the Interlochen Music Camp in Michigan. I also learned a lot by playing in jazz bands. You have to be very flexible when you play jazz. Playing in the orchestra is different; it's hitting the target. If you miss a note there, everybody knows it because the trumpet is the most brilliant of the brass instruments. In a climax in a symphony, the trumpet comes in above the whole orchestra. You're riding a wave on top of the orchestra. You're soaring. The trumpet is an aggressive instrument. You can't be timid with a trumpet. It's joyful, too. And of course, it plays fanfares. It can play softer or louder than any instrument in the orchestra.

A couple of years ago, a friend told me there was an opening for trumpet in the Metropolitan Opera Orchestra. So I thought, "Well, I'll audition." I was really surprised when I got the position. I was the only one in the orchestra who hadn't had a formal music background. Playing in the opera, I've learned a lot about music, especially from the singers. Singing is the basis of all music.

I'm still playing my trumpet and I guess I always will. For me, music is magic.

*Doriot Anthony Dwyer, Principal Flutist
of the Boston Symphony Orchestra*

It was raining, the trees and bushes heavy with wet green leaves, when I got to Tanglewood to audition for the principal flute of the Boston Symphony Orchestra. After the audition, I returned to California, where I was playing second flute with the Los Angeles Philharmonic. Weeks went by without any word from Boston. Finally their manager called and offered me the job. There was a lot of excitement. This was the first time a woman had been appointed permanently to a principal position in a major symphony orchestra.

In my family, there are examples of other unusual women. Susan B. Anthony, remembered for her fight to give women the vote, was my great-cousin. And my mother, who achieved artistry as a professional flutist, supported herself this way before she married. This was quite uncommon in those days. Mother was my first teacher, starting me as soon as I could hold the flute properly—when I was about eight. At first the progress was slow and very difficult. I couldn't understand my mother's strictness. I did know why it was necessary to learn the three Rs of music—reading, rhythm, and 'rithmetic. In addition, music did not yet have any clear meaning to me, even though for years she had sat down with me in front of the radio to listen to symphony and opera performances. Finally, however, when we went to a Chicago Symphony Orchestra concert—I remember they played the William Tell overture by Rossini—I suddenly understood what music was about, and it thrilled me.

When my parents saw my enthusiasm, they took me backstage to meet the first flutist, Ernest Liegl. Soon arrangements were made for me to study with him. He was a wonderful teacher. He gave me regular professional training similar to the rigorous coaching an athlete receives when training for the Olympics. This was the beginning of my lifelong fascination with the liquid, moving sound of the flute as well as with the form and beauty of music.

As a soprano voice of the woodwinds, the flute often carries the melody. It can play very fast or be tender and warm. It can even be whining or demanding. The ancient Greeks had entire orchestras of flutes, though the instrument was somewhat different then. Theobald Boehm developed the modern flute in the 1800s. He invented the key system in use today.

Underneath one of the keys, there is a cork about a quarter-inch thick. One time during a Boston Symphony concert, this cork fell out as I was playing a solo passage in Mendelssohn's Italian Symphony. It is fast music, and with the cork missing, many notes that I played sounded completely wrong. Luckily Charles Munch, the conductor, had a sense of humor. While I was cringing in embarrassment, he was shaking with laughter because of the way it sounded and because he had seen that cork rolling on the floor.

Now answer the questions about the selection.

1. Which of the following experiences would best help you understand how Mark felt when the school's band conductor didn't give him an instrument?
 - A. having your parents say that they don't have enough money to send you to college
 - B. not receiving the gift you wanted on your birthday
 - C. failing to get a role in a school play because you can't act
 - D. getting second place in a swimming relay

2. "If you miss a note... everybody knows it because the trumpet is the most brilliant of the brass instruments." Used in this context, the word *brilliant* means
 - A. shiniest.
 - B. smartest.
 - C. easiest to find.
 - D. easiest to hear.

3. Why was Mark surprised when he was picked to play in the Metropolitan Opera Orchestra?
 - A. He had no formal musical training.
 - B. He thought he wasn't good enough.
 - C. He had never been to an opera.
 - D. He had only played in jazz bands.

4. Which of the following statements would **not** be an appropriate description of Mark Gould?
 - A. He was determined and not easily discouraged by other people.
 - B. He thought he knew more about music than the other people who auditioned for the Metropolitan Opera Orchestra.
 - C. He enjoyed different kinds of music.
 - D. He was a hard worker.

5. Why was Doriot Dwyer particularly happy when she learned she had been picked to play the flute in the Boston Symphony Orchestra?
 - A. She would be the first woman to get a job with a major symphony orchestra.
 - B. She felt that her famous aunt, Susan B. Anthony, would be proud.
 - C. She was the first woman awarded a permanent, principal position in a major symphony orchestra.
 - D. She knew her mother would be proud.

6. What does Doriot Anthony Dwyer like best about playing the flute?
- A. The flute is beautiful and an easy instrument to play.
 - B. The flute has a fascinating fluid sound that can be used to express a variety of emotions.
 - C. Flute players get to play the best parts.
 - D. No one notices if a flute player makes a mistake.
7. What was Doriot's most embarrassing moment as a musician?
- A. Her flute didn't work properly during a performance.
 - B. She dropped her flute on the floor during a performance.
 - C. She kept making mistakes during a performance.
 - D. She kept losing her place during a performance.
8. How was Doriot's musical background different from Mark's?
- A. She always practiced much longer than Mark.
 - B. She was naturally talented.
 - C. She had formal training with a professional flutist.
 - D. Doriot's mother taught her everything she knows.
9. With which of the following statements would Mark and Doriot most likely agree?
- A. Orchestra musicians should also play in jazz bands.
 - B. Opera is the best kind of music.
 - C. Jazz is the best kind of music.
 - D. Music is a rewarding career.
10. Mark Gould and Doriot Anthony Dwyer were alike in several ways. Which statement below is **not** supported by the text?
- A. Both were willing to take risks.
 - B. Both had parents who played musical instruments.
 - C. Both were dedicated and eager to learn about music.
 - D. Both were surprised when they won their auditions.

DIRECTIONS: Read the following sentences. Add **colons** and **commas** where needed.

1. The teacher asked “Class why do you think Fausto put the twenty-dollar bill in the church basket?”
2. To make her beautiful quilts the quiltmaker needed the following things brilliant colors needles and cloth.
3. In order to receive a quilt the king had to give away his favorite treasures velvet coats Siamese cats whimsical toys and a merry-go-round.

DIRECTIONS: Read the following sentences. Circle the **adjective** that best completes each sentence.

4. Everyone thought the scientist was the (more smart, smart, smartest) person in town.
5. Cheryl was (more sympathetic, sympathetic, most sympathetic) of Mr. Thomas than her peers.
6. Joseph feels that Language Arts is the (important, more important, most important) part of the school day.

DIRECTIONS: Rewrite each pair of sentences as one **compound sentence**. Remember to use a conjunction and the correct punctuation.

7. Beethoven was a famous composer. He was committed to his work.

8. I had tickets to a concert at Carnegie Hall. The stormy weather conditions made it impossible to attend.

DIRECTIONS: Read the following sentences. Circle the **adjectives** in the sentence.

9. The ecstatic children cheered when they heard about the school’s field trip to the theater.

10. The worn books were relocated to a moldy shed.

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 giant computer company reported windfall profits for the previous year.
 - B. Ray Charles is a wonderfull writer of timeless music.
 - C. The newspaper received numerous calls after printing misspelled words on billboard captions.
 - D. No mistake.
2. A. The ballet, *Sleeping Beauty*, is a literary composition which was adapted for the stage by adding music and choreography.
 - B. Unlike many artists, Beethoven’s talent for composeing symphonies was recognized and appreciated during his lifetime.
 - C. Composers such as Quincy Jones and John Lennon have made a permanent impact on modern music culture.
 - D. No mistake
3. A. Jurors refrained from discussing the case with the media until after the verdict.
 - B. Refering to the prosecution’s timeline, the defense attorney stated it was impossible his client committed the crime.
 - C. Each October we drive through the foothills so we can enjoy the flaming red and golden leaves of autumn.
 - D. No mistake
4. A. Trucks make periodic stops along the highway to weigh their cargo.
 - B. The noble prince was the next heir to the kingdom.
 - C. The pirates will sieze the gold once they overtake the ship.
 - D. No mistake

5. A. The Black Plague was an illness that rapidly spread throughout the country.
- B. Meg's nervousnes affected her ability to perform during the recital.
- C. The slowness of the conductor's hand movements allowed everyone to experience the intensity of the musical overture.
- D. No mistake
6. A. The volunteer worker went from room to room proping the pillows for the patients.
- B. The conductor kept changing his mind about the direction of the stage.
- C. My brother is going to be managing high-rise apartments.
- D. No mistake
7. A. The class enjoyed hearing the myths and legends told by their principal.
- B. Cab Calloway was a great musical entertainer.
- C. My father desires to develop strong relationships with his employees.
- D. No mistake
8. A. We were nearly finished with the puzzle when we discovered there were five pieces missing.
- B. "Ali Baba and the Fort Thieves" is an exciting tale from the *Arabian Nights* collection.
- C. Signs posted on the warehouse door indicated the receiving department was open.
- D. No mistake
9. A. If you stretch your legs before your basketball game, you can prevent muscle cramps.
- B. The tone and pitch of the melody created a soothing effect for the audience.
- C. The students watched attentively as the conductor randomly selected musical pieces for them to play.
- D. No mistake.
10. A. Kimberly's lips turned blew from exposure to the freezing, blistering wind.
- B. There is a definite musical style to the work of certain artists.
- C. One byte represents a small amount of data stored in your computer.
- 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 nightingale told the Emperor, “I venerate your crown, for there is an aura of sanctity about it.”
 - A. improvise
 - B. authorize
 - C. disrespect
 - D. expose

2. The team of anthropologists came upon the obscure village during one of their island jungle expeditions.
 - A. known
 - B. peculiar
 - C. ravishing
 - D. mournful

3. The king’s insensitive acts as the country’s ruler have not yet affected his popularity.
 - A. tribunal
 - B. disloyal
 - C. sympathetic
 - D. glorious

PART 2 — Multiple Meanings

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

4. During warm-up exercises, the team captain took the coach’s place while he met with the referee.

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

- A. Use this bookmark to save your place in the novel.
 - B. First through third place trophies will be awarded at the end of the competition.
 - C. When the executive became ill, her assistant temporarily took her place.
 - D. I will place the cards on the table.
5. The judge denied the lawyer’s grounds for appeal stating the defendant had received a fair trial.

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

- A. The principal explained that fighting on school property was grounds for suspension.
- B. This year’s livestock show will be held in the indoor arena at the county fair grounds.
- C. Mother dumps old coffee grounds, table scraps, and eggshells in the compost pile to add nutrients to the soil.
- D. Continental soldiers were desperate to hold the ground they had taken from the Tories.

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 laborers were delirious because of the intolerable heat, poor working conditions, and putrid air in the sweatshop.
 - A. belabored
 - B. confused
 - C. enthralled
 - D. ecstatic

7. The crown was protected by a sensitive alarm system because it was encrusted with jewels.
 - A. covered
 - B. enclosed
 - C. resurrected
 - D. engaged

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 basketball team lost the game, the marching band played a mournful song.
 - A. inclined
 - B. peeling
 - C. sorrowful
 - D. culminating

9. For months, rebels secretly despised their tyrannical, cruel leader.
 - A. entertained
 - B. scorned
 - C. dictated
 - D. serenaded

10. The gown was made of white, silk chiffon with an exquisitely embellished bodice of lace and miniature pearls.
 - A. classically
 - B. romantically
 - C. intricately
 - D. logically

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.

John Phillip Sousa is best remembered for his rousing, 9
 marching music. Known as “The March King,” his most 18
 famous composition is “Stars and Stripes Forever.” Never 26
 idle for long, Sousa composed one hundred thirty-six 35
 marches. He demonstrated his unusual talent as a young 44
 boy. When he was only thirteen years old, Sousa began an 55
 apprenticeship with the Marine Band in Washington, D.C. 63
 By age twenty-six, he had been appointed bandleader. 72
 The famous band was assigned to the president of the 82
 United States. This band still plays at official functions. 91
 Sousa was not just interested in marching bands; he 100
 enjoyed band concerts in theaters and invented a new kind 110
 of tuba. The large tuba was perfect for outdoor marching, 120
 but its blaring sound was too direct for concert halls. 130
 The tuba’s flared bell, angled parallel to the ground, sent 140
 sound forward. Concert halls required something different. 147
 Sousa designed a new brass instrument that was better 156
 suited for the stage. Then he had the new piece manufac- 167
 tured. It was a circular tuba with a bell facing upward. 177
 The sound was sent toward the ceiling instead of into the 188
 audience. It became known as the sousaphone in honor of 198
 its inventor. 200
 During his lifetime, Sousa received several honorary 207
 degrees and fought for music education and composers’ 215
 rights. He continued to tour and conduct his own band 225
 until the age of 77. 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) = 144

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 life of Stephen Foster, like the lives of many talented people in history, has become embedded in folklore. Before he was thirty, Foster had written and published many songs. He was a popular musical genius. He lived in the era of slavery and musical shows. Foster tried to write songs that could be appreciated by all people. He accomplished this impressive feat by composing songs with lyrics that touched the hearts of young and old. His first big hit was “Oh! Susanna.” Songs such as “Jeannie with the Light Brown Hair,” “My Old Kentucky Home,” and “Old Folks at Home” became familiar favorites.

During his lifetime, no copyright laws existed. Composers were not protected from other people stealing their work. Musicians were allowed to rewrite any composer’s song. All they had to do was create a new or different musical arrangement.

Foster realized people were infringing on the ownership of his compositions. So, he would sometimes write his own contracts. At that time, this was a practice considered highly unusual.

Publishing houses also took advantage of him. They made one-time, buy-out payments for his songs. Steven Foster died penniless. Had current copyright laws been in place at the time, he would have received millions of dollars for his creative talents.

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>144</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.

Expository Writing Assessment Prompt

Writing Situation: You have been asked to write a report for the school newspaper about two of the musicians you have learned about in the *Beyond the Notes* unit.

Audience: Readers of the School Newspaper

Directions for Writing: Think about the stories you read in the *Beyond the Notes* unit and the discussions you had. Write a multi-paragraph essay about two of the musicians, comparing and contrasting their contributions to the world through their music. Use supporting details and examples to develop your topic. Use precise verbs, nouns and adjectives that paint a visual image in the mind of the reader. Conclude with a summary of the similarities between the two musicians.

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

Revising for Genre: Expository

You should:

- _____ write multiple paragraphs that compare and contrast the two musicians
- _____ use transitional phrases that link your paragraphs in sequential order
- _____ support your main idea with facts, details and examples

Revising for Writing Strategies (Traits)

You should:

- _____ engage the interest of the reader and state a clear purpose for your essay
- _____ write using precise verbs, nouns and adjectives to paint a picture in the mind of the reader
- _____ keep your ideas consistent within and between paragraphs
- _____ conclude with a summary related to both musicians

Proofreading for Conventions

You should:

- _____ use correct punctuation, capitalization, and grammar
- _____ use simple, compound and complex sentence structure to express your thoughts
- _____ use correct spelling

TOTAL SCORE: _____/4

NOTES

Fifth Edition

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