


# STUDENT TEST BOOKLET - LAUSD



6-8 Week  
**S**kills  
Assessments

Developed for  
Los Angeles Unified School District Teachers  
Using *Open Court Reading 2002*

**G** **R** **A** **D** **E** **1**

## Units 5 & 6

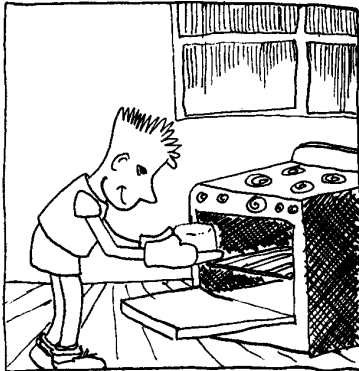
Student Name \_\_\_\_\_

**DIRECTIONS:** Your teacher will say a word. Choose the correct spelling for that word. Fill in the bubble below the word you have chosen.

- |     |                                    |                                    |                                   |
|-----|------------------------------------|------------------------------------|-----------------------------------|
| 1.  | strem<br>A. <input type="radio"/>  | stream<br>B. <input type="radio"/> | seam<br>C. <input type="radio"/>  |
| 2.  | bloom<br>A. <input type="radio"/>  | blown<br>B. <input type="radio"/>  | blue<br>C. <input type="radio"/>  |
| 3.  | crood<br>A. <input type="radio"/>  | crawd<br>B. <input type="radio"/>  | crowd<br>C. <input type="radio"/> |
| 4.  | kot<br>A. <input type="radio"/>    | coat<br>B. <input type="radio"/>   | cowt<br>C. <input type="radio"/>  |
| 5.  | sound<br>A. <input type="radio"/>  | sond<br>B. <input type="radio"/>   | sawnd<br>C. <input type="radio"/> |
| 6.  | voy<br>A. <input type="radio"/>    | vose<br>B. <input type="radio"/>   | voice<br>C. <input type="radio"/> |
| 7.  | chrain<br>A. <input type="radio"/> | train<br>B. <input type="radio"/>  | tran<br>C. <input type="radio"/>  |
| 8.  | huj<br>A. <input type="radio"/>    | hudge<br>B. <input type="radio"/>  | huge<br>C. <input type="radio"/>  |
| 9.  | faw<br>A. <input type="radio"/>    | fow<br>B. <input type="radio"/>    | few<br>C. <input type="radio"/>   |
| 10. | sow<br>A. <input type="radio"/>    | saw<br>B. <input type="radio"/>    | say<br>C. <input type="radio"/>   |

<b>TOTAL SCORE:</b> _____/10
------------------------------

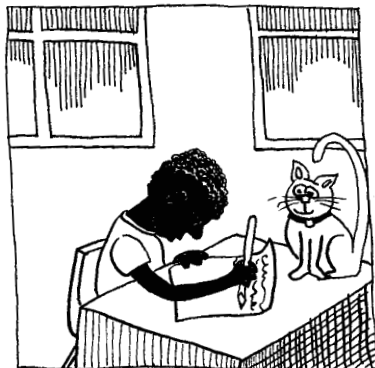
**DIRECTIONS:** For each section, choose one word in each line that tells something about the picture. Then fill in the bubble below the word you have chosen.



- |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| 1. cried                 | baked                    | snowed                   |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 2. stove                 | road                     | telephone                |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 3. coin                  | thread                   | cake                     |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |



- |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| 4. glue                  | shawl                    | paint                    |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 5. playing               | working                  | lazy                     |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 6. inside                | outside                  | under                    |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 7. cage                  | street                   | house                    |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |



- |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| 8. writer                | runner                   | player                   |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 9. food                  | animal                   | baby                     |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 10. paper                | tire                     | towel                    |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |

TOTAL SCORE: \_\_\_\_\_ /10

## Optional 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.*

One of the boys in the class had a glass 10  
 jar. He filled it with water. Then the teacher 19  
 put frog eggs in it. It took a long time for 30  
 the eggs to hatch. First, they were tadpoles. 38  
 Next, they grew legs. At last, they were frogs. 47  
 It was time to set them free in the lake. 57

The next day, the sun came up and the 66  
 wind blew. The sky was getting cloudy. It 74  
 looked like it might rain. The class had to set 84  
 the frogs free that day. If it rained, the boys 94  
 and girls would get wet. 99

They took the frogs to the lake. It was fun 109  
 to see the frogs jump and swim. Two frogs 118  
 played in the mud. The class was glad it did 128  
 not rain. 130

EVALUATING CODES FOR ORAL READING	
sky (l)	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>35</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.

## Optional 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.*

Sam and his best friend took the same 8  
 bus to school. The two boys liked to walk, side 18  
 by side, to the bus. One day, Sam knocked on 28  
 his friend’s door. When the door opened, a 36  
 white sheet jumped at him. Sam yelled out 44  
 and jumped back! He did not know his friend 53  
 was under the sheet. It was an April Fools’ 62  
 Day joke. 64

Sam had to watch for more tricks all day 73  
 long in class. He played pranks, too. He made 82  
 a sound like a lost kitten. The kids and the 92  
 teacher could not find the cat. 98

Sam was glad when the last bell rang. He 107  
 went home and played tricks on his mom and 116  
 dad. They told him he made up silly pranks. 125

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>35</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.

**Prewriting Situation:**

Think and Pair-Share about a place you have visited and what it was like. Draw a picture of the place you visited.


**Audience:** Classmates

**Directions:**


Think of the stories you read with your teacher in the *Journeys* unit. Now, think of the place you have visited and you would like to go back to again and again. Name the place. Write about what you saw, heard, or felt. Be sure to use details to make your writing interesting. Remember to write neatly.

**Revising for Genre: Narrative and Writing Strategies**


**You should:**

\_\_\_\_\_ 

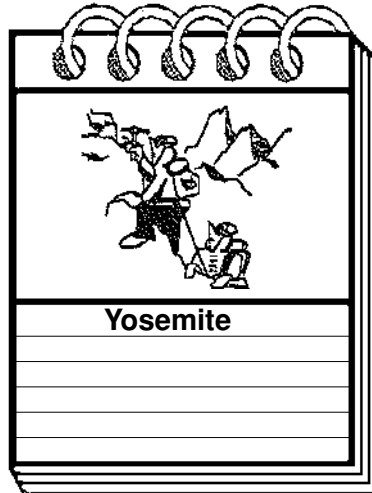
Name the place you would like to go back to.


\_\_\_\_\_ 

Draw a picture.

\_\_\_\_\_ 

Use two finger spaces between words.



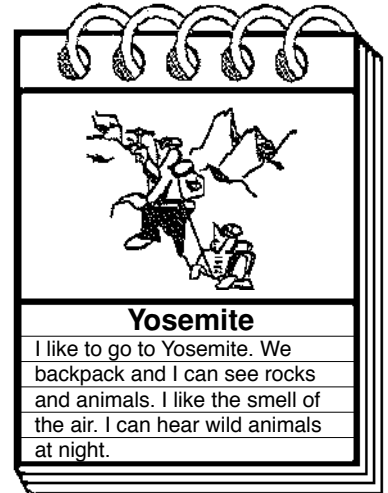
\_\_\_\_\_ 

Write 3 or more sentences.

Use details to tell:

- what you saw
- what you heard
- what you felt

Stick to the idea of a place you would go back to again and again.



**Proofreading for Conventions**

**You should:**

\_\_\_\_\_ Write in complete sentences

\_\_\_\_\_ Use capitals for:

\_\_\_\_\_ names of people and places

\_\_\_\_\_ first word of the sentence

\_\_\_\_\_ pronoun "I"

\_\_\_\_\_ Use periods, exclamation points, or question marks at the end of sentences

\_\_\_\_\_ Use the Sound/Spelling Cards to check your spelling

**TOTAL SCORE:** \_\_\_\_\_ /4



**Seventh Edition**

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