

# 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** **4**

**Unit 5**

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

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

## The Surprise

*Roberta Wiegand*

One Friday in August, Sarah’s Poppa left in the buggy at noon and told the family he wouldn’t be home until tomorrow.

“Just keep your shirts on—all of you—because when I come back, I’ll bring you a real surprise.”

The Lewis family spent the afternoon guessing what the surprise would be. Sarah thought it might be a set of encyclopedias, but the older boys, Harry and Charlie, thought it might be another bicycle.

“Do you suppose it could be a new washing machine?” Momma murmured.

“It’s a baby sister!” Maryrose chanted. Georgie said that another dog would be better, a young *boy* dog!

When Poppa came home the next morning, he grinned and unfolded a piece of pink paper in his hand and waited. He looked like a magician who was showing them he had nothing up his sleeve. Then he laid the paper in the center of the kitchen table. BILL OF SALE it said across the top.

Now the magician waved his wand.

“This goes with what you’ll see in front of the house,” he announced.

The family rushed outside to look; however, what they saw never came from a magician’s hat!

It was long and shiny with a copper-colored body and a coal-black top. It had brass lamps at the front and black leather seats and black wheels and fenders. This was not the first automobile they’d ever seen, but no one in their town had ever owned one.

“It’s a Jackson,” Poppa said proudly. “It has the same name as the first man to drive all the way across the United States.”

The Lewis children raced to the street and ran around and around the car. They shouted at each other. “Look at this! Hey, see this!” They scrambled into and over the seats. Poppa had to take hold of Charlie’s shoes and pull him out from underneath the automobile.

Then Poppa collapsed the top of the auto and folded it across the back of the rear seat. “We’ll leave it like that while we take our first ride,” he said. Now Sarah noticed that the auto was indeed all set to go. Its radiator was already pointed right down the Main Street hill.

Momma asked, “But, Herb—what about the buggy? It’s brand-new.”

“Why, I traded it, of course,” Poppa said matter-of-factly. “No one needs a car and a buggy.

*Now answer the questions about this part of the selection.*

1. Everyone is excited when Poppa brings home a new automobile because
  - A. Poppa is going to take the family on a vacation.
  - B. Poppa is going to teach everyone how to drive.
  - C. it's the first automobile the family has ever owned.
  - D. it's the best automobile the family has ever had.
  
2. How did Poppa pay for the new car?
  - A. He traded the buggy for the car.
  - B. He sold the washing machine and used the money to pay for the car.
  - C. He sold a set of encyclopedias.
  - D. He traded his old car for a new one.
  
3. The setting of this story is
  - A. one summer day in the future.
  - B. an August day in the present.
  - C. one day last week.
  - D. one summer day many years ago.

Sarah didn't say a word. She quickly ran to the backyard, tugged open the door to the carriage house, and discovered it was completely empty inside.

She walked slowly back to tell the others. "He sold Old Belle, too," Sarah said.

Everyone looked accusingly at Poppa. Georgie started to whimper as the others began muttering.

"Naturally I sold her. Why would we keep a horse without a buggy? We have over twenty horsepower parked here. These are new times; we have to change with them. Now everyone get washed, and we'll go for our first ride."

Sarah stomped up to her room, but she didn't get cleaned up. She thought about all the years they'd had Old Belle. Her nose burned inside, and she could tell she was getting ready to cry. She decided to look at the car because she needed something to think about fast.

Outside, Harry was sitting bolt upright behind the wheel of the automobile with his new tweed cap on. Beside him sat old Bowser, staring straight down Main Street as if he expected to go along on the ride.

Sarah skipped down the walk. She wanted to tell Harry how funny they both looked. She knew he hadn't seen her because he kept on turning the wheel and pretending to drive. He pretended that he was moving some of the levers and knobs. He did it so well Sarah almost believed he knew what he was doing. It even looked as if the wheels on the car were going around.

The wheels *were* going around.

Sarah hollered at Harry to stop.

Harry and Bowser turned to look at her, their brown eyes wide with surprise. Then Sarah knew that Harry hadn't meant to go anywhere at all! The car started moving faster, and now Harry was too busy to look at her any more.

Sarah yelled for Poppa, who saw what was happening and dashed to the street, shouting at Harry as he ran. The car swerved gently across the road and then back again. Poppa chased the car as fast as he could. His long legs were moving so fast that he looked like a skinny spider.

When the car reached the corner by the Opera House, Everett Wagner started across with a cartload of watermelons. Harry swung the car behind it. Everett and his horse stopped as if they were frozen in the middle of the street, but one of Everett's watermelons fell off the cart and tumbled after them down the hill.

Now Harry seemed to be getting used to the steering wheel. He guided the beautiful, copper-colored Jackson on down the Main Street hill just as he did his sled in the wintertime. Poppa galloped along behind.

*Now answer the questions about this part of the selection.*

4. The author says that after Sarah discovered Poppa had sold Old Belle, she stomped out of the room. How does a person who “stomps out of a room” feel?
- A. angry
  - B. joyous
  - C. gloomy
  - D. tired
5. Poppa sold Old Belle because
- A. he didn't think anyone would mind.
  - B. Old Belle was too old to pull the buggy.
  - C. he thought the family didn't need a horse without a buggy.
  - D. he needed the money to buy the automobile.
6. Which of the following experiences would help you understand how Sarah felt after she discovered Poppa had sold Old Belle?
- A. trading in an old car when you buy a new one
  - B. giving away a dog when you move to an apartment
  - C. getting a new coat of paint in your bedroom
  - D. having a friend who went on a trip without you
7. Harry managed to steer the Jackson down the street because
- A. he had driven a car many times.
  - B. Poppa told Harry how to drive as he chased the car.
  - C. he had taken driving lessons.
  - D. he steered the car just as he did his sled in the winter.

Finally the car neared the bottom of the hill. People were lined up on both sides of the road waiting for it to come, but ready to run if they needed to. It crossed Church Lane and aimed itself right at the courthouse door.

“It’s going inside!” Sarah thought frantically.

Luckily, the proud Jackson rolled majestically up onto the lawn. It came to a perfect stop with its radiator just touching the bottom step of the stone courthouse building.

Poppa was there almost at once.

By the time the rest of the Lewises panted down the hill, there was a great crowd around the car. Even Momma arrived at last.

Poppa reached in and pulled Harry out of the car. Sarah couldn’t tell if he was clapping Harry on the back for driving so well or hitting him because he was mad. Poppa didn’t seem to know either; Harry looked even more unsure. Bowser sat on the front seat and barked.

Eventually everyone decided to laugh. Harry managed a sickly grin, and at last the whole family piled into the Jackson. Bowser jumped in the car, too! This time Poppa cranked it, and the engine finally started. They chugged up the hill.

Sarah was excited with the ride, of course. But she remembered all the times Old Belle had pulled them up the same hill. She quietly cried herself to sleep that night. She could still feel Old Belle’s velvety lips slurping sugar from her hand. She could see the long, bony ridges on her nose and the soft, dark gray of her nostrils.

Early on Sunday the family took a long, bumpy ride in the country. This time Harry rode in the back seat.

The next morning Sarah was tired when she took Bowser’s breakfast to him. That was when she heard the noise. It seemed to come from the carriage house. When she peeked in the door, she saw the shiny Jackson where the buggy used to be. Then Sarah’s eyes grew used to the dark, and she could see the lumpy slope of Old Belle’s back.

Sarah rushed inside and threw her arms around the old horse’s neck. Belle smelled of oats and leather and the warm sweetness of something alive.

Sarah ran back into the kitchen where Poppa was already eating his breakfast. She threw her arms around his neck. “Oh, Poppa,” she squealed. “You got Old Belle back for us! Oh, I love you! I love you!”

Poppa sputtered and unclasped her arms from around his neck; his face was red. “Don’t make such a fuss, Sarah. You’re really a goose.” He gave her a friendly swat on her rear.

“When I took the car over those roads yesterday, I found out they’re terrible. I can see we’ll still need the sleigh this winter. You don’t think I’m going to pull it myself, do you?”

*Now answer the questions about this part of the selection.*

8. What reason does Poppa give Sarah for buying Old Belle back?

- A. He didn't realize Sarah would miss Old Belle.
- B. They will need Old Belle to pull the sleigh next winter.
- C. He found out the new owner didn't want Old Belle.
- D. They will need Old Belle if the automobile breaks down.

9. What is the author's message in this story?

- A. Life was simpler in the good old days.
- B. The old ways are always better than the new.
- C. There is value in both the old and the new.
- D. Modern ways are always better.

10. At the end of the story, Sarah can best be described as

- A. joyful.
- B. furious.
- C. depressed.
- D. puzzled.

<b>TOTAL SCORE:</b> _____/10
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**Read each of the following sentences. Fill in the bubble next to the answer that correctly identifies the underlined phrase.**

1. Poppa purchased a car, a shiny, new Jackson, as a surprise for his family.
 

<input type="radio"/> participial phrase	<input type="radio"/> appositive phrase
<input type="radio"/> prepositional phrase	
  
2. Harry, turning the wheel, drove the Jackson down the Main Street hill.
 

<input type="radio"/> participial phrase	<input type="radio"/> appositive phrase
<input type="radio"/> prepositional phrase	
  
3. Sarah was excited to find Old Belle in the carriage house.
 

<input type="radio"/> participial phrase	<input type="radio"/> appositive phrase
<input type="radio"/> prepositional phrase	

**Read each of the following sentences. First, underline the adjective or adverb clauses in each sentence. Then fill in the bubble beside the answer that correctly identifies the clause.**

4. The humpbacks’ songs, which change every season, echo from the canyons on the bottom of the ocean.
 

<input type="radio"/> adjective clause	<input type="radio"/> adverb clause
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5. Elephants are able to communicate because they send infrasonic messages over great distances.
 

<input type="radio"/> adjective clause	<input type="radio"/> adverb clause
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**Read each of the following sentences and circle the direct objects.**

6. Advertisers use commercials to persuade people to buy things.
  
7. Gutenberg printed a Bible using six printing presses.

**Read each of the following sentences. Circle the pronoun that correctly completes the sentence.**

8. KoKo loved kittens, and she understood (them, they) needed warmth and affection.
  
9. Braille's alphabet was based on letters because (it, he) was easier to read.
  
10. A boa constrictor can swallow prey whole because (they, it) doesn't need to chew it.

**DIRECTIONS:** Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

1.  A. We were fearful of the approaching thunderstorm because it could cause flooding and power outages.
  - B. When the artist finished his newest creation, he was proud of his accomplishment.
  - C. The government took extreem measures to conserve the state’s power supply.
  - D. No mistake
2.  A. Mother wandered around the antique furnichure store like a pirate searching for buried treasure.
  - B. Before Thomas Edison successfully invented the light bulb, he experienced failure many times.
  - C. A mixture of hard work and persistence was the business man’s best asset.
  - D. No mistake
3.  A. When the house was remodeled, we replaced the sliding glass door with French doors.
  - B. If the janitor retires this year, we will have to find a replacement.
  - C. We are replacing our computer with a newer model.
  - D. No mistake
4.  A. Colorful flowers were carefully arranged in the vase and placed on the table.
  - B. When the supply of crude oil decreased, the oil companies rayased the price of gasoline.
  - C. Two hundred years ago, most of the land west of the Mississippi River was untamed wilderness.
  - D. No mistake
5.  A. Tiger Woods, an ambitious and dedicated golfer, was confident he could win the tournament.
  - B. The salesman hoped the car’s luxureous, leather seats would attract buyers.
  - C. Various flowers, including roses, mums, and petunias, were used to decorate the homecoming float.
  - D. No mistake

6.  A. Thomas Jefferson’s philosophy of government helped shape the Declaration of Independence.
- B. That large canteen of water should satisfy the parched hiker’s thirst.
- C. Satellite photography enhanced the accurate mapping of the earth’s geografy.
- D. No mistake
7.  A. The bride wore a white gown with a fitted bodice.
- B. Will the wedding be a private, closed ceremony with only a few guests?
- C. The groom was late, and everyone was distressed.
- D. No mistake
8.  A. Listing student names in alphabetical order simplifies the school’s record keeping.
- B. The artist simplified the painting by limiting his color choices to blue, green, and orange.
- C. Vacuum cleaners and washing machines helped simplify housekeeping in the early twentieth century.
- D. No mistake
9.  A. We should preserve this land, nature’s gift for us to treasure.
- B. Several of our friend’s fathers helped us build a new playground.
- C. Did you visit all of the exhibits at the state fair?
- D. No mistake
10.  A. Each morning the neighborhood children stand at the corner and wait for the school bus.
- B. Students gathered around the physical education teacher as she discussed weight lifting safety.
- C. We had to weight in line for three hours to purchase concert tickets.
- D. No mistake

TOTAL SCORE: _____/10
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**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 obnoxious children distracted the audience and embarrassed their mother.
  - A. annoying
  - B. determined
  - C. convincing
  - D. nice
  
2. The aggressive basketball player charged down the court.
  - A. discouraged
  - B. effective
  - C. passive
  - D. prominent
  
3. The marathon runners crossed the finish line exhausted but proud of their accomplishment.
  - A. tiresome
  - B. energized
  - C. durable
  - D. throbbing

**PART 2 — Multiple Meanings**

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

4. Did you understand the speaker's point about why the project must be delayed?
 

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

  - A. I watched the umpire point his finger toward first base and yell, "Out!"
  - B. She cut her finger on the sharp point of the knife.
  - C. At that point, everyone began to laugh and clap at the clown's funny tricks.
  - D. The reporter carefully wrote every point the senator made for voting against the new bill.
  
5. If you place a solar cell in sunlight, it will generate electricity.
 

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

  - A. One infected cell can eventually make a person very sick.
  - B. The engine won't start because the cell in our car battery is dead again.
  - C. The tiny room resembled a prison cell.
  - D. Louis Braille used a six-dot pattern called a cell to create an alphabet for the blind.

## 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. My studious brother always does his homework immediately after school.
- A. privileged
- B. persuasive
- C. scholarly
- D. improved
7. People become enlightened by reading books and having real life experiences.
- A. educated
- B. complicated
- C. marvelous
- D. masterpieces

## 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. Experiences with Koko the gorilla changed scientists' perceptions about animal behavior.
- A. insights
- B. encounters
- C. situations
- D. displays
9. The scribes copied the manuscripts by hand.
- A. parchment
- B. conversations
- C. documents
- D. infomercial
10. The gorilla sat on the ground looking at the open book and signed to herself by using arm movements.
- A. reflected
- B. sympathized
- C. reasoned
- D. gestured

TOTAL SCORE: _____/10
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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.*

Jan listened to her favorite music on the radio. 9  
 She had decided she wanted to be a disk jockey. She 20  
 didn’t want anything to get in the way of her future 31  
 goal. She asked her school counselor what she 39  
 should do to make her dream come true. He said that 50  
 having a pleasant voice would increase her chances. 58  
 He suggested she practice talking into a recorder. 66  
 Jan was to play it back and listen to the tape. 77  
 Practice would help to improve her voice quality. 85  
 He also encouraged her to use proper grammar. 93  
 He told her to study different music labels to 102  
 learn which artists had signed contracts. Becoming 109  
 familiar with various music companies might also 116  
 help. It would give her a greater understanding of 125  
 music trends. She was told to learn as much as 135  
 possible on her own. College courses would round 143  
 out her education. 146  
 Not being very studious, Jan thought this seemed 154  
 complicated. She had hoped all she needed for success 163  
 was desire. She thought sitting in the studio, playing 172  
 music, and telling jokes were all she would have to do. 183  
 Now Jan understood. Wanting a career in a certain 192  
 field and getting it were two different things. It would 202  
 take lots of preparation. Yet, she was not discouraged. 211  
 She had great passion for radio announcing and was 220  
 an ambitious, young girl. It would be worth all her 230  
 efforts when she succeeded and landed her first job. 239

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>120</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.*

At one time, language only consisted of simple grunts and gestures. It took thousands of years for writing to evolve. Ancient man carved symbols and pictures in rocks. Some of those early drawings are still visible in caves and on canyon walls.

Some cultures used these pictures to record their daily activities. Others created an alphabet. Pen and paper made sharing one’s thoughts possible. A messenger could take news from one place to another. Yet, news only traveled as far as man could walk, ride, or sail. It often took months for a package to arrive.

In the 1840s, the Morse code was invented. The phone and radio came next. News could be sent long distances by wire or air. These devices changed the way people shared ideas. TV was viewed as a miracle of modern science sixty years ago. This brought moving pictures into people’s homes. Today, people can exchange ideas over the Internet. People can talk around the world almost instantly.

New inventions are made every day. With each idea, the world seems smaller. Imagine what communication will be like in the future!

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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>120</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.

**Information Report Writing Assessment Prompt**

**Writing Situation:** An article states that “humans communicate only with speech.” You disagree with that position and you want to tell other people the true facts about the ways humans communicate.

**Audience:** Your classmates

**Directions for Writing:** Think about the stories you read in the *Communication* unit. Think about human communication. Write a multiple-paragraph composition to explain the facts about the ways humans communicate. Include an introductory paragraph that states your main ideas. Write supporting paragraphs that include a topic sentence and details. Each supporting paragraph should include a topic sentence and details. Include examples from the selections you have read in the unit. (Use your Inquiry Journal.) Write a concluding paragraph that summarizes your main ideas. Remember to make your position clear and focused.

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

**Revising for Genre: Informational Report**

**You should:**

- \_\_\_\_\_ state your ideas on human communication in an introductory paragraph.
- \_\_\_\_\_ support your ideas by giving examples from the selections in the unit.
- \_\_\_\_\_ summarize your main ideas in a concluding paragraph.

**Revising for Writing Strategies (Traits)**

**You should:**

- \_\_\_\_\_ write multiple paragraphs that include:
  - \_\_\_\_\_ an introductory paragraph that states your ideas.
  - \_\_\_\_\_ supporting paragraphs explain your ideas in detail.
  - \_\_\_\_\_ a concluding paragraph that summarizes the main points.
- \_\_\_\_\_ organize your paragraphs with topic sentences.
- \_\_\_\_\_ use proper indentation for each of your paragraphs.
- \_\_\_\_\_ stay focused throughout your paper.

**Proofreading for Conventions**

**You should:**

- \_\_\_\_\_ use correct punctuation, capitalization, and grammar.
- \_\_\_\_\_ use correct spelling.
- \_\_\_\_\_ use simple and compound sentences to make your writing interesting.

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

# NOTES

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**Seventh Edition**

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