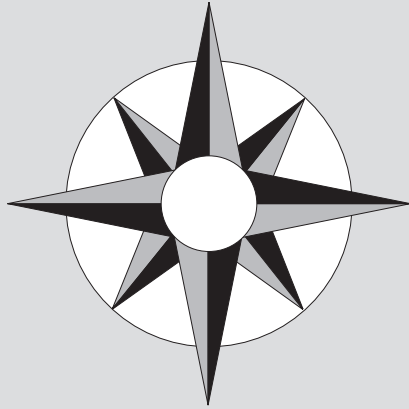


STUDENT TEST BOOKLET



Skills Assessments

Developed for Districts
Using *Open Court Reading 2000*

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

2

Unit 1

Student Name _____

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

Buried Treasure

by Annie Gage

On the day we found the treasure, the air was cold. It had been raining a lot.

“Time to put the garden to bed, Amy,” said Mama.

“Do we have to cover it with blankets?” I asked.

Mama smiled. “Sort of,” she said. “We need to cover the garden with leaves.”

I ran across the wet lawn. *Squish, squash, plosh,* said my boots in the soaking grass. Mama opened the shed. She balanced her big rake on the wheelbarrow. I put on my gardening gloves. Then I picked up my little rake.

Most of the leaves had fallen off our trees. Mama and I began raking. I used my hands and the rake to scoop up the leaves. I put the leaves into the wheelbarrow to join the pile Mama had started.

Now answer the questions about this part of the story.

1. What does Mama mean when she says, “Time to put the garden to bed, Amy”?
- A. The garden was wet.
 - B. They had to cover the garden with leaves.
 - C. Leaves had fallen off the trees.
2. Amy’s boots squished in the **soaking** grass.
What does **soaking** mean?
- A. wet
 - B. cold
 - C. dry

Whenever the wheelbarrow was full, Mama and I wheeled the load to the flower garden and dumped out the leaves. The piles were high! We spread them around. Every inch of dirt was covered.

After five trips from the trees to the flowerbeds, the lawn was bare. “Mama!” I said. “We’ve used up all the leaves under the trees!”

“Yes,” Mama answered, “We still have the whole vegetable garden to tuck in for the winter. I wonder what we should do.”

I looked around the neighborhood. Leaves had fallen onto the road. They lay clumped in the gutters. I pointed at them and asked, “Can we use those?”

Mama laughed. “Of course we can, Amy! What a great idea.”

Now answer the questions about this part of the story.

3. When the wheelbarrow was full, what did they do?

- A. They walked around the neighborhood.
- B. They put the leaves in the flower garden.
- C. They played in the leaves.

4. How many trips did Amy and Mama make from the trees to the flowerbed?

- A. seven
- B. five
- C. four

5. Where did Amy and Mama get more leaves for the vegetable garden?

- A. from the flowerbed
- B. from the trees
- C. from the gutters

Watching carefully for cars, we leaned over the curb. Then we raked the leaves out of the gutters. The leaves had been soaking in rainfall for so long they were mushy. A few times, a sour smell rose up from the rot.

“It’s an icky smell for our noses,” Mama said, “But it’s a good smell for the yard. When leaves decompose in dirt, they help feed the soil.”

When we got to the bottom of each leaf pile, our rakes scraped the concrete. The rakes made a loud scratching noise. That is when we found the treasure.

“Oh my goodness!” Mama shouted.

“What is it, Mama? Is something wrong? I asked.

“No, honey, something’s right,” she said.

I looked at the gutter. Under the soggy, rotten leaves were many earthworms. There were so many some had become tangled together in knots.

“Earthworms are good for the soil,” Mama said.

“They make tunnels that help the earth get more oxygen.”

Now answer the questions about this part of the story.

6. The leaves smelled sour because

- A. they were wet and rotten.
- B. they were dry.
- C. they were dirty.

7. Mama thought earthworms were helpful because they

- A. can tangle in knots.
- B. help the earth get oxygen.
- C. live in the soil.

“Can we move the worms into our garden?” I asked.

“Good idea,” said Mama. “They will make the soil even healthier for growing flowers and vegetables.”

We found more earthworms under the wet gutter leaves. I carried the worms to the gardens in a little shovel called a trowel. We were just about finished when it was my turn to shout.

“Oooh!” I screamed. “Mama, it’s huge!” There in front of me was the longest, fattest earthworm I had ever seen. It almost looked like a snake.

“That’s a night crawler, Amy,” Mama explained. “It’s just a big earthworm.”

“It sure surprised me!” I said.

After that, I was ready to go inside. So was Mama. All of our gardens’ bare spots were covered with leaves. We had moved all of the earthworms we could find.

“After such hard work,” Mama said, “I think it’s time for the earthworm gardeners to have a special treat. How would you like some watery mud with dirt clods on the side?”

Hot chocolate and brownies had never tasted better.

Now answer the questions about this part of the story.

8. In the story, Amy learned

- A. how to rake leaves.
- B. how to make hot chocolate and brownies.
- C. earthworms make soil healthier.

9. A **trowel** is a

- A. night crawler.
- B. rake.
- C. little shovel.

10. In the story, did Amy really eat mud and dirt clods?

- A. No, she had hot chocolate and brownies.
- B. Yes, she used to eat mud when she was little.
- C. No, she just let her mother think she ate them.

TOTAL SCORE: ____/10

Decide if the underlined **noun** in each sentence is a **person**, a **place**, or a **thing**. Fill in the bubble next to your answer.

1. Amy's boots are soaking wet.

person place thing

2. Mother put on her gardening gloves.

person place thing

3. They raked the leaves out of the road.

person place thing

4. The leaves were put in the garden.

person place thing

Underline the **verb** in each sentence below:

5. Mother used a wheelbarrow for the leaves.

6. Earthworms made tunnels in the ground.

7. It looked like a snake.

In the following sentences, **circle the adjective** and **underline the noun** it describes:

8. The vegetable garden was ready for winter.
9. It was a huge earthworm.
10. After working, they drank hot chocolate.

TOTAL SCORE: ____/10

DIRECTIONS: Read all of the sentences. Decide which one of the underlined words is misspelled. Then fill in the bubble next to the answer.

- | | |
|---|--|
| <p>1. <input type="radio"/> A. My bike was <u>stuk</u> in the muddy ditch.</p> <p><input type="radio"/> B. Did you see the car <u>wreck</u> on the highway?</p> <p><input type="radio"/> C. Don't forget to take your <u>backpack</u> to school.</p> <p><input type="radio"/> D. Please put the fruit <u>basket</u> on the table.</p> | <p>4. <input type="radio"/> A. When do you <u>expect</u> to finish your homework?</p> <p><input type="radio"/> B. Take this <u>boks</u> of chocolate to the party.</p> <p><input type="radio"/> C. Children happily <u>skipped</u> down the street.</p> <p><input type="radio"/> D. I can't find the <u>exit</u>!</p> |
| <p>2. <input type="radio"/> A. A <u>blast</u> of wind toppled several trees.</p> <p><input type="radio"/> B. Do you like the taste of <u>skim</u> milk?</p> <p><input type="radio"/> C. Students worked quietly at their school <u>dests</u>.</p> <p><input type="radio"/> D. Please don't be a <u>pest</u> and bother me while I'm busy.</p> | <p>5. <input type="radio"/> A. Father <u>chuckled</u> when the dog jumped into the water.</p> <p><input type="radio"/> B. Use a needle and thread to <u>stitch</u> the hole in your shirt.</p> <p><input type="radio"/> C. <u>Lach</u> the gate before you leave.</p> <p><input type="radio"/> D. Please put an apple in your sister's <u>lunch</u> bag.</p> |
| <p>3. <input type="radio"/> A. Did you <u>nock</u> on my door?</p> <p><input type="radio"/> B. Dad wore a tie around his <u>neck</u>.</p> <p><input type="radio"/> C. The boy left his <u>knapsack</u> in the car.</p> <p><input type="radio"/> D. The <u>knot</u> in your shoelace is too tight.</p> | |

6. A. She was the first person in the line.
- B. The gurl was reading a story about a unicorn.
- C. Stay on the sidewalk away from the curb.
- D. Mother uses ginger to make our favorite sauce.
7. A. The duck raised its head and began flapping its wings.
- B. The dog was fetching sticks his master had thrown.
- C. In math we made a graf showing students' favorite colors.
- D. How quickly can you say the alphabet?
8. A. My uncle payd the bill for dinner.
- B. She felt faint because she hadn't eaten all day.
- C. Did you lay your green towel on the bench?
- D. The stain on the carpet was difficult to remove.
9. A. Cut the pie into six equal wedges.
- B. Would you like to judge the pie eating contest?
- C. The actors left the stage as the curtain came down.
- D. I have a black smuge on my new skirt!
10. A. Wip the pancake batter with a spoon.
- B. We opened the door and welcomed the guests.
- C. The man quickly whisked the child from the busy street.
- D. Which bike would you like to buy?

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. The stubborn child refused to wear his coat in the rain.
 - A. glaring
 - B. howling
 - C. giddy
 - D. flexible

2. My new book was too exciting to put down.
 - A. boring
 - B. heavy
 - C. thrilling
 - D. nimble

3. Nature lovers want to preserve the redwood forests for the future.
 - A. crumple
 - B. accept
 - C. damage
 - D. keep

PART 2 — Multiple Meanings

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

4. He learned to write each character of the alphabet.

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

 - A. My friend is truthful and has a lot of character.
 - B. The character I liked best in the story was the prince.
 - C. My teacher asked me to draw the character for the letter “B.”
 - D. Mom’s grumpy mood was really out of character.

5. It took a crew of twenty men to build the house.

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

 - A. During the summer, I wear my hair in a crew cut style.
 - B. I gave my brother a crew neck sweater for his birthday.
 - C. Our school’s crew team has the best boat rowers in the state.
 - D. My boss hired a large crew to help with the housing project.

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. She came up with a very imaginative and clever plan to make money.

- A. smart
- B. searched
- C. steep
- D. decorated

7. The pumpkin was so enormous that it wouldn't fit through our front door.

- A. thorny
- B. huge
- C. cultured
- D. quick

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. My family was eager and willing to move into our new house.

- A. captured
- B. ready
- C. mistaken
- D. solitary

9. Children should always honor their parents.

- A. respect
- B. amaze
- C. communicate
- D. interpret

10. The patient bus driver never yells at the noisy students.

- A. bristled
- B. midnight
- C. uncertain
- D. calm

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.

Ginny was in a hurry. She skipped down 8
 the block and jumped over a puddle. She ran 17
 up the path and around the hedge. Saturday 25
 morning was story time at Grandma’s. 31
 Several of Ginny’s relatives would be there. 38
 She didn’t want to be late. It was almost ten 48
 o’clock. 49
 When Ginny reached the porch, she 55
 knocked on the oak door. She heard someone 63
 turn the doorknob. Paul, her favorite cousin, 70
 opened it. “Am I late?” asked Ginny. 77
 “No,” said Paul. “But you are the last to 86
 arrive. Let’s join the others.” 91
 Story time was usually held on the back 99
 porch. Last night it had rained. It was cold 108
 outside, so they agreed to meet in the house. 117
 They sat by the cozy fireplace in the living 126
 room. Some drank hot chocolate while they 133
 listened to the stories. 137
 Ginny clung to her book. She read the 145
 first story from her school reader. Then each 153
 of her cousins took turns reading their stories. 161
 After that, grandmother told them a funny 168
 tale. The children enjoyed hearing about life 175
 on the farm. 178

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) = 53

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.

It was Monday evening. Rob was waiting 7
 for his dad to get home. As usual, they would 17
 trade stories after eating dinner. First, Rob 24
 read from his book. Then his father told 32
 stories about childhood baseball games. 37
 He always loved to play on the corner lot. 46
 Sometimes, his father told tall tales. Rob liked 54
 both kinds of stories. Today, Rob had a good 63
 story to read to his dad. It was about an old 74
 fur trader. 76
 Just then his dad came through the 83
 kitchen door. “What story will you tell me 91
 tonight?” asked Rob. 94
 His father said he wasn’t sure. “Maybe I’ll 102
 share a very exciting story about the time my 111
 friends and I won a ball game. The prize was 121
 free tickets to a Cubs game.” 127
 After a quick family meal, the two sat 135
 down. Rob took his book from his backpack. 143
 He eagerly began reading about the fur 150
 trader. When he finished reading, he closed 157
 his book. Now he was ready to listen to his 167
 dad’s baseball story. 170

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) = 53

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.

Friendly Letter Writing Prompt

Writing Situation: You are thinking about a gift you have received.

Purpose: To tell about a gift in a friendly letter

Audience: Your friend

Writing Directions: Think about a gift someone has given you. Write a letter to a friend describing the gift and explaining why it is so special. Write your ideas on a sheet of paper before you begin writing your letter.

Student Checklist:

Revising	
<input type="checkbox"/> Include the five parts of a good letter:	<input type="checkbox"/> Heading (Date) <input type="checkbox"/> Greeting (Salutation) <input type="checkbox"/> Body <input type="checkbox"/> Closing <input type="checkbox"/> Signature
<input type="checkbox"/> Did you make your purpose for writing clear in the beginning?	<input type="checkbox"/> Did you include sensory words that describe your gift?
<input type="checkbox"/> Does your letter show why your gift is special?	<input type="checkbox"/> Does your letter make sense?
<input type="checkbox"/> Does your letter sound friendly?	
Proofreading	
<input type="checkbox"/> Is every paragraph indented?	<input type="checkbox"/> Did you capitalize proper nouns and the beginnings of sentences?
<input type="checkbox"/> Did you use correct grammar?	<input type="checkbox"/> Did you use correct punctuation?
<input type="checkbox"/> Is every word spelled correctly?	

Conventions Score: _____/4	TOTAL RUBRIC SCORE: _____/4
Genre Score: _____/4	
Writing Traits Score: _____/4	

NOTES

Tenth Edition

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