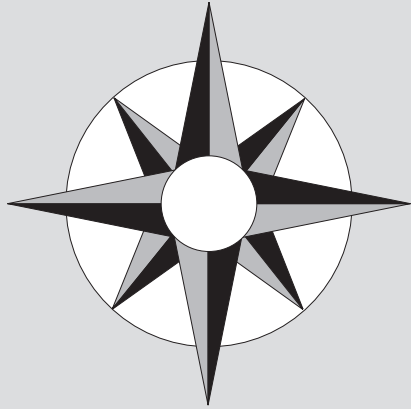


STUDENT TEST BOOKLET



Skills Assessments

Developed for Districts
Using *Open Court Reading 2000*

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

2

Unit 2

Student Name _____

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

A Home for Lizzie

by Beth Thompson

I was in the backyard pretending I was a gold miner searching for treasure when I saw Lizzie. She was sitting on a rock, not moving at all. She could have been a leaf or a twig because her nubbly skin blended in with the dark-gray stone. But she was watching me. Then she slowly blinked her shiny, black eyes. It was like saying hello.

I named her Lizzie. When I said her name out loud, she lifted herself up on her tiny toes as if she were going to tiptoe away. But she didn't go. I guess she liked her name.

I think Lizzie knew I didn't want to hurt her. When I touched her back, she twitched her long, skinny tail. Maybe she thought my finger was a strange, new bug!

The sun had warmed Lizzie's rock. Now the rock felt like the porch steps under bare toes. "Does that rock feel good to your toes, too?" I asked her. But Lizzie only blinked a blink that could mean "yes," or could mean "no."

I found an empty, plastic butter tub under the kitchen sink. It was smooth, white, and just the right size for a lizard home. It had a clear, almost-see-through lid. Mom helped me punch holes in the lid. I made six small holes so Lizzie would get lots of air.

Now answer the questions about this part of the story.

1. What was the child doing in the backyard?
 - A. looking for leaves and twigs
 - B. hunting for imaginary treasure
 - C. sitting on a rock

2. In the first paragraph, why could Lizzie “have been a leaf or a twig”?
 - A. Lizzie’s color blended in with the stone.
 - B. Lizzie was standing on a rock.
 - C. Lizzie had tiny toes.

3. Lizzie was
 - A. a leaf.
 - B. a twig.
 - C. a lizard.

4. Why did Lizzie’s rock “feel like the back steps under bare toes”?
 - A. Both had been warmed by the sun.
 - B. They were the same color.
 - C. Both were the same size.

5. The child was going to use the butter tub
 - A. for a new home for Lizzie.
 - B. as a hiding place.
 - C. under the kitchen sink.

I picked a handful of grass and sprinkled it inside the tub. Then I showed it to Lizzie.

“Look, your very own room,” I told her. “You don’t have to share it with anyone.” She blinked. “It has air conditioning and a nice, soft, green rug you can nibble on. Do you like it?” Lizzie blinked “yes,” but it might have been “no.”

I set her carefully on the grass in the tub and then put on the lid. I peeked through the holes to see what she would do.

Lizzie didn’t move at first. Then she tried to climb up the side of the butter tub, but it was too smooth and slippery. She slid back to the grass and sat very still. She couldn’t hide against the white plastic or the green grass. She couldn’t warm herself against the cold, smooth tub. She couldn’t feel the sun through the plastic ceiling of her new home.

I took off the lid and held it over my head, pretending I was Lizzie. Six tiny bits of sun shone through a cloudy window that needed washing. The wilted grass felt limp and coarse. Then I sniffed the tub. It smelled like butter and plastic and soap-under-the-sink, not at all like the backyard.

So I took Lizzie out of the butter tub and put her back on the rock. She didn’t make a sound or run away. She just sat there, blinking. I knew this time she meant “yes” because now Lizzie was home.

Now answer the questions about this part of the story.

6. The “nice, green rug”

- A. was wet and slippery.
- B. had holes in it.
- C. was a handful of grass and food for Lizzie.

7. Did Lizzie climb out of the butter tub?

- A. No, the sides were too smooth.
- B. No, Lizzie liked the new home.
- C. Yes, climbing out was easy.

8. The child pretended to be Lizzie to find out

- A. what lizards like to eat.
- B. why Lizzie slid back on the grass.
- C. how Lizzie felt living in the butter tub.

9. Why did the child take Lizzie out of the tub and put her back on the rock?

- A. The child didn't like Lizzie.
- B. The child realized Lizzie wasn't happy.
- C. The child was afraid of Lizzie.

10. Which words best describe the child?

- A. thoughtful and caring
- B. hard working
- C. angry and nervous

TOTAL SCORE: ____/10

Decide if each sentence **tells, asks, or shows strong feelings**.
Then add the correct punctuation mark in the blank space at the
end of the sentence.

1. Watch out _____

2. Did you give Lizzie some food _____

3. The lizard was sitting on a rock _____

4. Can I please keep the lizard _____

Underline the **pronoun** in each sentence below. Circle the **noun** the
pronoun refers to.

5. Emily drank her milk.

6. Daddy read his newspaper on the steps.

7. The kittens enjoyed their new home.

Rewrite the underlined words as a **possessive noun**.

8. The elf of the shoemaker made the shoes.

9. The button of Corduroy was lost.

10. The eyes of the cats were sad and green.

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. That was a <u>lucky</u> guess.</p> <p><input type="radio"/> B. <u>Merry</u> elves danced in the forest.</p> <p><input type="radio"/> C. I have fifty <u>pennies</u> in my bank.</p> <p><input type="radio"/> D. Can you hear the <u>sillie</u> clown's horn?</p> | <p>4. <input type="radio"/> A. A pleasant <u>smile</u> is a nice way to begin the day.</p> <p><input type="radio"/> B. Plants need <u>sunlight</u> to live.</p> <p><input type="radio"/> C. <u>Trie</u> to pry the gate open with a hammer.</p> <p><input type="radio"/> D. The baby <u>cried</u> because she was hungry.</p> |
| <p>2. <input type="radio"/> A. Beautiful, orange poppies were growing in the <u>fields</u>.</p> <p><input type="radio"/> B. Would you like a <u>peece</u> of pie for dessert?</p> <p><input type="radio"/> C. You may read a book after you <u>complete</u> your homework.</p> <p><input type="radio"/> D. <u>Please</u> remember to call me in the morning.</p> | <p>5. <input type="radio"/> A. The <u>doe</u> bounded through the forest.</p> <p><input type="radio"/> B. Try to <u>thro</u>e the ball across the yard.</p> <p><input type="radio"/> C. See if you can <u>blow</u> out all the candles.</p> <p><input type="radio"/> D. We found a heavy <u>stone</u> to prop the door open.</p> |
| <p>3. <input type="radio"/> A. Could you see the look of <u>frite</u> in his eyes?</p> <p><input type="radio"/> B. Cut the large, green apple into six <u>slices</u>.</p> <p><input type="radio"/> C. We watched the balloon as it floated into the <u>sky</u>.</p> <p><input type="radio"/> D. The children's puppet show was a <u>delight</u> to see.</p> | |

6. A. The tree branch fell across the road.
- B. The coachman brought the prince to the castle.
- C. I need to stitch the tear in my dress.
- D. Do you need a wrench to fix your bike?
7. A. We must try not to argue when we disagree.
- B. You'll have to use the large pot to make soup.
- C. The emergency crew hurried to rescue the trapped kitten.
- D. The mule carried the supplies on its back.
8. A. There's my favorite place in the park.
- B. She doesn't live next door to me anymore.
- C. I asked him a question, but he didn't answer.
- D. Next week, I'm going to visit my grandmother.
9. A. Your shampoo smells like bubble gum.
- B. After thirty days at sea, the ship's crew was very tired.
- C. The Girl Scout troop met on Monday afternoon.
- D. Will you watch the news report tomorrow?
10. A. The ripe, yellow grains of wheat swayed in the wind.
- B. The tale was enjoyed by all.
- C. The dress she wore was very plain.
- D. Have you studied how the brayn works?

TOTAL SCORE: _____/10

PART 1 — Antonyms

DIRECTIONS: Read the sentence. Choose the word that means the **opposite** of the word that is underlined. Then fill in the bubble next to the word you have chosen.

1. It was wondrous to see the double rainbow after the storm.
 - A. strange
 - B. unusual
 - C. wonderful
 - D. boring

2. The hiker trudged through deep snow with his heavy pack.
 - A. rushed
 - B. surfaced
 - C. lurked
 - D. squeezed

PART 2 — Multiple Meanings

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

3. The prince sent a page to talk to every family in the kingdom.

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

 - A. Look for pictures of flowers as you page through the magazine.
 - B. Please page my mother at the store.
 - C. This is a colorful page in your art book.
 - D. The knight's page carried a message to the king.

4. Cinderella promised to leave the ball before midnight.

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

 - A. Did you bring the bat and ball for the game?
 - B. I am standing on the ball of my foot.
 - C. We enjoyed dancing at the ball last night.
 - D. That student is really on the ball!

PART 3 — Context Meaning

DIRECTIONS: Read the sentence. Using context, choose the word that means the **same** or **about the same** as the word that is underlined. Then fill in the bubble next to the word you have chosen.

5. Although it was snowing, the child finally persuaded her father to drive her to the toy store.
 - A. overjoyed
 - B. convinced
 - C. sighed
 - D. served

6. Did you see how he leapt high over the fence?
 - A. gasped
 - B. flicked
 - C. jumped
 - D. imagined

7. Are you ready to perform in the school play?
 - A. bloom
 - B. act
 - C. froth
 - D. admire

PART 4 — Synonyms

DIRECTIONS: Read the sentence. Choose the word that means the **same**, or **about the same**, as the word that is underlined. Then fill in the bubble next to the word you have chosen.

8. We polished the rough stones until they were shiny.
 - A. rustled
 - B. smoothed
 - C. drenched
 - D. exclaimed

9. When the alarm clock rang, I could barely get out of bed.
 - A. secretly
 - B. quietly
 - C. hardly
 - D. amazingly

10. The statue on the shelf toppled when the house shook.
 - A. fell
 - B. fastened
 - C. huddled
 - D. shimmered

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.

Marcus was an eight-year-old boy who 8
 had a brown and white puppy named Rex. 16
 Most of the time, he and his dog had fun. 26
 Today, the little boy was angry at his puppy. 35
 He wanted Rex to mind him, but the puppy 44
 had not even learned how to sit. Marcus 52
 kicked a stone with his toe. He sighed, “I’ve 61
 been trying to teach you a few tricks, and now 71
 I’m too tired and frustrated!” The puppy was 79
 scared and ran behind an oak tree. 86
 Marcus’s father was watching the 91
 situation. He smiled and said, “I’ll give you a 100
 few clues. Learning is not easy. Treat your 108
 puppy with kindness and show him you are 116
 pleased when he obeys. Then he’ll learn how 124
 to behave.” 126
 The next day, Marcus took his puppy to 134
 the wheat field behind their barn. He wanted 142
 to teach Rex how to sit on command. The little 152
 boy had stuffed crispy snacks into his pocket 160
 to use as rewards. “Come on, Rex,” Marcus 168
 said. Rex wagged his tail. The puppy jumped 176
 up and licked his trainer’s face. Each time 184
 Rex obeyed, Marcus told him he was a good 193
 dog and gave him a tasty snack. Marcus 201
 learned a lesson. Little deeds of kindness can 209
 make a big difference. 213

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) = 65

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.

Becky was the new girl in gym class. 8
 She was sitting alone on a bench. She leaned 17
 on a steel post. She looked quietly at the 26
 children as they practiced flips and turns. 33
 Becky was having a hard time making 40
 friends. She had just moved into town with 48
 her family. She wished she had friends like 56
 the other children. Nobody seemed to notice 63
 her, and she was feeling left out. 70
 Coach Margo watched her from across 76
 the gym floor. The coach wondered if Becky 84
 knew any of the skills that she had taught 93
 the team. 95
 When Becky saw the coach walking 101
 toward her, she tried not to look nervous. 109
 Margo slowly approached the shy girl. “Hi, 116
 are you Becky?” she asked. 121
 “Yes,” replied the girl. “I don’t know 128
 anyone.” 129
 Margo offered to show her some of their 137
 balance beam routines. She taught Becky 143
 some new tricks. Then she introduced her to 151
 other members in the gym class. Becky was 159
 grateful for Coach Margo’s kindness. After 165
 that, she made many new friends. 171

EVALUATING CODES FOR ORAL READING

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Comments:

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Number of Words Read Per Minute: _____
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Narrative Writing Prompt

Writing Situation: You are thinking about people showing kindness to others.

Purpose: To write about kindness

Audience: Your classmates

Writing Directions: Think about how people show kindness. Write a paragraph about one of the ways kindness can be shown. Write your ideas on a sheet of paper before you begin writing.

Student Checklist:

Revising
<p>___ Does your paragraph have a topic sentence at the beginning?</p> <p>___ Does every sentence tell something about the topic sentence?</p> <p>___ Does your paragraph make your ideas clear to the reader?</p> <p>___ Is your paragraph well organized?</p> <p>___ Did you include all your ideas?</p>
Proofreading
<p>___ Is every paragraph indented?</p> <p>___ Did you capitalize proper nouns and the beginnings of sentences?</p> <p>___ Did you use correct grammar?</p> <p>___ Did you use correct punctuation?</p> <p>___ Is every word spelled correctly?</p>

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

NOTES

Tenth Edition

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