

STUDENT TEST BOOKLET



6-8 Week
Skills
Assessments

Developed for Districts
Using *Open Court Reading 2002*

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 **common noun** or a **proper noun**. Fill in the bubble next to your choice.

1. The children found a castle.
 common proper

2. Jack fell down the rocky hill.
 common proper

3. Elizabeth gave the books to her friend.
 common proper

4. Tomás and his family worked in Texas.
 common proper

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

5. Jill ran away from the giant.

6. Mother and I walked to the courthouse.

7. Papá Grande told stories in Spanish.

Circle the pronouns in the sentences below.

8. The lady gave him a new book.

9. Ant liked your story.

10. They looked for an adventure.

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. The farmer's <u>truk</u> was filled with fruits and vegetables.</p> <p><input type="radio"/> B. We were <u>stuck</u> in traffic for two hours.</p> <p><input type="radio"/> C. Try not to <u>blink</u> when I take your picture.</p> <p><input type="radio"/> D. <u>Park</u> your bicycle by the gate and lock it.</p> | <p>4. <input type="radio"/> A. Take this bath <u>towel</u> to swim team practice.</p> <p><input type="radio"/> B. Daisies would look nice in that <u>flor</u> pot.</p> <p><input type="radio"/> C. We <u>found</u> a nickel on the sidewalk.</p> <p><input type="radio"/> D. Their new king wore a <u>crown</u> of gold and jewels.</p> |
| <p>2. <input type="radio"/> A. A <u>blast</u> of wind toppled several trees.</p> <p><input type="radio"/> B. Students worked quietly at their school <u>desks</u>.</p> <p><input type="radio"/> C. We arrived at the ball game <u>jus</u> before the kick-off.</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. Children were <u>spending</u> their weekends at the beach.</p> <p><input type="radio"/> B. Fall leaves <u>dropped</u> on the ground each time the wind blew.</p> <p><input type="radio"/> C. Fans <u>claped</u> and yelled when the team scored a point.</p> <p><input type="radio"/> D. The toddler was <u>crying</u> for his stuffed bear.</p> |
| <p>3. <input type="radio"/> A. Put a worm on your fishing <u>hok</u>.</p> <p><input type="radio"/> B. The fox hopped over the <u>brook</u> and ran into the forest.</p> <p><input type="radio"/> C. <u>Could</u> we go to the zoo next week?</p> <p><input type="radio"/> D. How far can you throw this <u>football</u>?</p> | |

6. A. The blind man's dog helped its owner get on the bus.
- B. Please stant in front of the class and read your story.
- C. Let's stop for a minute and rest under the tree.
- D. The blast of wind made trees fall over.
7. A. I read three stories today.
- B. Please put your toys away.
- C. That softball player always trys to do her best.
- D. How many books did you check out of the library?
8. A. Color the elephant grai and the tusks white.
- B. We rode the train to New York.
- C. The children molded clay into different shapes.
- D. Please do not be late for dinner.
9. A. In the winter, our family cooks chocolate fudge candy.
- B. Would you like to judge the pizza-eating contest?
- C. Our dog jumped over the fence and ran down the street.
- D. Watch your step when you cross the rickety, old brige.
10. A. Did you go for a rid on your bicycle today?
- B. The clear night sky was filled with stars.
- C. Grandmother made a cherry pie.
- D. Why don't you want to go to the show?

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. When it saw the dog, the squirrel quickly scampered up the tree.
 - A. promptly
 - B. rapidly
 - C. finally
 - D. slowly

2. The pumpkin was so enormous that they couldn't fit it through the door.
 - A. tiny
 - B. huge
 - C. thorny
 - D. steep

3. I lost interest in the boring movie.
 - A. glaring
 - B. midnight
 - C. exciting
 - D. manufactured

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. The tall pine tree shades the lawn in front of our house.

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

 - A. Mom asked me to close the shades in the living room.
 - B. My brother thinks he's "cool" when he wears his shades.
 - C. The tall building shades the sidewalk in the afternoon.
 - D. Do you want the shades up or down for the party?

5. The front side of the building needed fresh paint.

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

 - A. Large windows were on each side of the house.
 - B. The shy child wouldn't leave her mother's side.
 - C. Whose side of the argument did you take?
 - D. The school district office was on the west side of town.

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. After careful thinking, she came up with a very clever plan to make money.
- A. smart
 - B. chancy
 - C. searched
 - D. nearsighted
7. The teacher showed her assistant how to help her grade the tests.
- A. figs
 - B. helper
 - C. crowd
 - D. tutor

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 looking forward to moving in to our new house.
- A. mistaken
 - B. excited
 - C. howling
 - D. chattering
9. The beautiful view of the towering mountains was incredible.
- A. steep
 - B. amazing
 - C. crumpled
 - D. decorated
10. The patient bus driver never yells at the noisy students.
- A. nimble
 - B. anytime
 - C. library
 - 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 (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>53</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.

Narrative Writing Prompt

Writing Situation: You are thinking about a special time or event in your life.

Purpose: To tell about a special time

Audience: Your friend

Writing Directions:

Think about a time or event in your life that you will always remember. Write at least one paragraph that tells your reader about this special time and why it is important. Use a web graphic organizer to plan your writing.

Student Checklist:

Revising
<p>_____ Do you tell the main idea in the first paragraph?</p> <p>_____ Do you use details that tell about the special event?</p> <p>_____ Do you use the best words to tell why you will remember this time?</p> <p>_____ Do your sentences stay on topic?</p> <p>_____ Does your last sentence make a good ending?</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

Seventh Edition

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