

STUDENT TEST BOOKLET



6-8 Week
Skills
Assessments

Developed for Districts
Using *Open Court Reading 2002*

G **R** **A** **D** **E** **2**

Unit 4

Student Name _____

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

Cockroaches Are Here to Stay

Pat Bush

The cockroach is a brown or black insect. It lives in warm, dark places. Many people think it's a household pest. This insect has six legs with three joints on each leg. Little claws on their feet help them climb walls. They have long feelers that let them know when they are close to an object. The feelers keep them from bumping into things even in the dark. The skin of a cockroach is thick and hard. This is their skeleton. It holds the insect together.

There are thousands of different kinds of cockroaches. They live in almost every part of the world. They are even found at the North and South Poles. In these very cold places they survive by moving in with humans. The cockroach looks like a common bug. But it is much more.

Cockroaches were living before dinosaurs roamed the earth. We know this because fossils of these insects have been found. Fossils are the hardened remains of animals or plants that lived long ago. The cockroach fossils that were found are almost three hundred million years old. They said hello to the dinosaurs and goodbye. They welcomed the woolly mammoths and then watched them die off.

Now answer the questions about this part of the story.

1. A cockroach

- A. has four legs.
- B. is a plant.
- C. is an insect.

2. How many different kinds of cockroaches are there?

- A. hundreds
- B. thousands
- C. millions

3. We know cockroaches lived before the dinosaurs because

- A. cockroach fossils were found.
- B. cockroaches look very old.
- C. cockroaches live in warm, dark places.

Why have these insects survived when other animals have not? The dinosaurs and many other animals of the ice age became extinct. They were not able to survive as the earth changed. The cockroaches did. They handled the earth's changes. They always found food and a place to live. They lived on.

One reason the cockroach has survived is its diet. They like food scraps but will eat almost anything. They eat plants and dead animals. If it is rotten and disgusting, it is a feast for them. These bugs also like paper and paste. They often make paper boxes and bags their home. Lunch is always handy. Kitchen cupboards provide snacks all day long.

The cockroach has also survived because it is quick. It can quickly get away from people or animal predators. These are fast moving bugs. They can run at speeds up to three miles an hour. That is faster than any other known living bug. This makes it very difficult to catch them. Try to step on one. It will zigzag in twenty-five directions in one second. It's even quicker than Michael Jordan. To escape their enemies, they can crawl into spaces as thin as a quarter. Their babies can zip into a thin, dime-sized crack.

Now answer the questions about this part of the story.

4. Why did some animals become extinct?

- A. They were too big.
- B. They couldn't survive the earth's changes.
- C. All animals died during the ice age.

5. Cockroaches eat

- A. plants.
- B. dead animals.
- C. all of the above.

6. What are two reasons cockroaches have survived for such a long time?

- A. They are brown and can climb walls.
- B. They are household pests and live in kitchen cupboards.
- C. They can quickly escape their enemies and eat almost anything.

This insect can do some amazing things. It can hold its breath for about forty minutes. So drowning it doesn't work. It is able to survive without food for a month. It can lose its head and live for a week. Another interesting fact is about its heart. It doesn't beat when the insect is moving. It beats when the insect is still.

The cockroach is not a common bug. It is unique. It has learned to adapt to life on earth over millions of years. In time, other animals may become extinct like the dinosaurs. But the cockroach is here to stay.

Now answer the questions about this part of the story.

7. Why does the author think cockroaches are amazing?

- A. This insect does things other animals can't do.
- B. This insect is interesting.
- C. This insect does not have a heart.

8. The word **unique** means

- A. not common.
- B. amazing.
- C. extinct.

9. The author's purpose for writing this article is to tell why cockroaches

- A. eat scraps.
- B. are household pests.
- C. have lived for such a long time.

10. "Cockroaches Are Here to Stay" is

- A. fiction.
- B. nonfiction.
- C. a fable.

TOTAL SCORE: ____/10

Circle the **adjectives** and **articles** in each of the following sentences.

1. Hard bones of a dinosaur were found in sandy ground.

2. Scientists study the old fossils.

Write the **contractions** for the **boldfaced** words on the line.

3. **I am** going on a fossil dig this summer. _____

4. **I have** never been a fossil hunter. _____

5. Most animals and plants **do not** become fossils. _____

Fill in the bubble beside the correct form and spelling of the **noun** to complete the sentence.

6. Fossil hunters use _____ to remove sand from the fossil.
- brush brushes brushes
-
7. We placed a _____ of fossils in the truck.
- box boxes boxes
-
8. We read five fossil _____ in class this week.
- story stories storys

Look at the words in **boldface** print. Fill in the bubble next to the correct **verb tense**.

9. Who **is going** on the fossil dig with us?
- present past
-
10. The scientists **were digging** in California when they found the fossil.
- present past

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.

1. A. The umpire was wise to stop the game until the thunderstorm ended.
 - B. Wen will the cake be ready to frost?
 - C. Can you explain why we need classroom rules?
 - D. We waited while they loaded the truck with lumber.
2. A. If you buy fish at the market, make sure it is fresh.
 - B. We watched the fox chase the rabbit across the meadow.
 - C. It was a shock to my team because we won the game.
 - D. The wood carver used a charp tool to create the design.
3. A. She won two free tickets to the concert.
 - B. Please remember to buy bread and milk if you go to the grocery store.
 - C. The cookie jar was placed out of the child's reach.
 - D. Will you teech us how to examine a fossil?
4. A. Darken the room so the baby can sleep.
 - B. My cousin lives on a farm in Kansas.
 - C. A smort business person is usually successful.
 - D. The pencil is too short to use.
5. A. He bought two pawnds of potatoes.
 - B. Her bike was outside in the garage.
 - C. Last night the electrical power went out at our house.
 - D. The ground was covered with fall leaves.

6. A. The birthday girl chose her favorite dessert.
- B. The runner slid safely into therd base.
- C. “Is it my turn?” asked the child.
- D. Sometimes people get their feelings hurt.
7. A. Are you going to visit your friend after school?
- B. The children formed animal shapes out of clay.
- C. The elephant is the largest land animal.
- D. You will find the book’s title on the phront cover.
8. A. The cause of the fire was unknown.
- B. Burned popcorn tastes awful!
- C. The baby had just learned to cral.
- D. Do you see that frog sitting on a lily pad?
9. A. It’s relaxing to sit on my porch and read a book.
- B. This baby chick will become a rooster.
- C. Hundreds of turtles hatched on the beach overnight.
- D. That was a very tasty peatch.
10. A. Your puppy is friskyer than mine.
- B. Do you think math is harder than reading?
- C. Of all of the kittens, this one is the friskiest.
- D. What do you think is the hardest?

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. Without a flashlight, it was difficult to see in the dark.
 - A. protection
 - B. hard
 - C. easy
 - D. prehistoric

2. The candy hardened as it cooled on the stove.
 - A. softened
 - B. preserved
 - C. warmed
 - D. swirled

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 gym teacher had students form four teams for a lunchtime kickball game.

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

 - A. Use your imagination and shape the clay into an animal form.
 - B. After several meetings, the parents decided to form a babysitting club.
 - C. Sign this field trip form and give it to your teacher.
 - D. Tardiness is always bad form.

4. Mother made grape jello in a star-shaped mold.

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

 - A. Did you see the mold the artist made to form the statue?
 - B. We found mold growing on the old cheese in the refrigerator.
 - C. Teachers have the power to mold their students' minds.
 - D. Young people often mold themselves after someone they respect and admire.

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.

5. Broken windows and chipped paint made the house look ancient.
 - A. petrified
 - B. shallow
 - C. old
 - D. extinct

6. Alligators can be found living in the rivers and muddy swamps of the deep South.
 - A. limestone
 - B. marshes
 - C. museums
 - D. minerals

7. Scientists used to believe that dinosaurs disappeared because the climate became colder.
 - A. sediment
 - B. moisture
 - C. lagoons
 - D. weather

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. The scientists analyzed the bones to figure out what they were.
 - A. protected
 - B. examined
 - C. instructed
 - D. discovered

9. Clouds of smoke warned us that the volcano might erupt.
 - A. reverse
 - B. shake
 - C. hatch
 - D. explode

10. The dinosaur left its imprint in the mud.
 - A. rescue
 - B. amber
 - C. mark
 - D. neighborhood

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.

People come from far away to visit a 8
 park in the desert. This area has trees that 17
 have turned into stone. These tree fossils 24
 lay scattered on the sandy ground. It is an 33
 amazing sight to see. The red, blue, green, 41
 and yellow remains of the trees sparkle in 49
 the sun. 51

How did the trees turn into stone? 58

Why do the fossils have different colors? 65

Long ago the trees died. They fell to the 74
 ground. When the wind blew, sand and dirt 82
 covered the trees. Each time it rained, 89
 minerals dissolved in the soil. Rain helped 96
 the minerals seep into the dead trees. 103

The minerals were different colors. 108

The water evaporated in the hot sun. 115

The minerals stayed in the trees. They filled 123
 the cracks of the trees’ trunks and branches. 131

The wood rotted away. The minerals had 138
 replaced the wood. The trees had turned into 146
 fossils that were shaped just like the trees. 154

Some are small. Others are huge. 160

Laws help preserve this park for future 167
 visitors. 168

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) = 85

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.

During the summer, Tom and his father 7
took long walks. They stopped to rest under 15
an elm tree on warm days. The huge tree 24
stood beside a narrow river. This was their 32
favorite resting spot. Tom would remove his 39
sandals and dangle his feet in the cool water. 48

One day, Tom was gazing at rocks and 56
pebbles in the mud. He noticed something 63
strange. It was a rock with an unusual 71
pattern. He quickly picked it up and asked 79
his father, “What is this? It looks like the 88
drawing of a skeleton.” 92

“You have found an animal fossil,” replied 99
his father. “A fossil is what’s left of a plant or 110
animal that lived long ago.” 115

“How did the animal become a fossil?” 122
Tom asked. 124

“When it died, the animal’s body was 131
trapped in the soil. It turned into the stone 140
you found. You might enjoy collecting fossils,” 147
said Tom’s father. “Would you like to learn 155
more about them? I know several books you 163
could read.” 165

Tom read the books. He began to look for 174
more fossils. Soon he had eight in his precious 183
collection. 184

EVALUATING CODES FOR ORAL READING

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(□) after the last word read

Comments:

FLUENCY SCORE

Number of Words Read Per Minute: _____

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Expository Writing Prompt

Writing Situation: You are thinking about words and details that describe your classroom.

Purpose: To describe your classroom

Audience: Your teacher

Writing Directions: Think about your classroom and how you would describe it. Write a paragraph using description words that help make a picture of your classroom. Use a web graphic organizer to plan your description.

Student Checklist:

Revising
<p>_____ Is your topic sentence the first sentence in the paragraph?</p> <p>_____ Do you have enough details about the topic?</p> <p>_____ Did your words make a picture in the reader’s mind?</p> <p>_____ Do all of your sentences support the topic sentence?</p> <p>_____ Did you include all the details from your web?</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	

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