


# STUDENT TEST BOOKLET



6-8 Week  
**S**kills  
Assessments

Developed for Districts  
Using *Open Court Reading 2002*

**G** **R** **A** **D** **E** **6**

**Unit 2**

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

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

## Secrets of an Old Indian Well

*by Karen Callinan*

The two hissing ducks awakened Edward Thompson from a deep sleep. He was staying at one of the Mayan Indian ruins in Mexico's Yucatán Peninsula. During the day, he studied the old temples and carvings in the jungle city of Chichén Itzá. At night, he slept in an ancient building nearby. He kept wood ducks in his room to eat the cockroaches and tarantulas that wandered in from the night. But one evening, small, crawling bugs had never made the ducks hiss so loudly.

The room was dark, and no lights were handy. Edward got out of bed to investigate. Something thick and cold slithered underneath his feet, and Edward toppled to the floor. The ropelike creature began to curl around him. Edward tried to wiggle out of its grip, but the winding creature tightened its hold.

"Bring the lights!" Edward yelled to his Mayan Indian friends sleeping in the other room. They rushed in. Their lighted torches revealed a huge boa constrictor. With a quick swish of a machete, one of the Indians killed the snake. Edward breathed easier.

The jungles of Mexico held many secrets but many dangers as well. While searching for treasure, Edward came face to face with boas and jaguars. Once he nearly lost a leg after stepping into a poisoned thorn trap set by unfriendly Indians. Yet, all these dangerous encounters didn't stop him from doing what he set out to do.

While studying at the university, Edward had read a legend written by a sixteenth-century Spanish bishop. It was about a sacred well at Chichén Itzá, in the jungles of the Yucatán. The bishop described how the Mayan Indians sacrificed valuable objects, even human lives to their rain god, Chac. The Maya needed rains to grow corn. However, drought sometimes threatened this important food crop, so they would throw precious offerings into Chac's well to please him. They hoped Chac would send rain in return.

Edward wondered whether this legend was true. If it was, what ancient and mysterious treasures were buried in the muddy bottom of the Sacred Well of Chichén Itzá?

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

1. Ancient Mayas threw valuable objects into the Sacred Well in order to
  - A. hide the precious objects from thieves.
  - B. please Chac, their rain god.
  - C. honor Kinich Ahau, their sun god.
  - D. preserve them for future generations.
  
2. Edward Thompson first learned about the sacred well from
  - A. Mayan Indians living at Chichén Itzá.
  - B. a teacher at the university.
  - C. a bishop's description of a Mayan legend.
  - D. the American consul in Mexico.

In 1885, Edward's dream of discovering these treasures became a possibility when he was appointed American consul in Mexico. During his first years in Yucatán, Edward studied many buildings, roads, tombs, and monuments. In 1894 he bought the land of the sacred well. Then he began to plan how he would systematically explore the pit. The well, he discovered, was huge. It was almost two hundred feet across at its widest point, one hundred sixty-eight feet at its narrowest. Surrounding the pool was a steep, jagged limestone wall. Out of the rocky sides grew trees that cast mysterious shadows on the water. It was sixty-four feet straight down from the ground to the well water. Fallen trees and plants had piled into the hole, and tons of mud and silt had settled on the bottom. He couldn't be sure exactly how deep the murky water was, but he knew that exploring in it wouldn't be easy. It was impossible to tell what lay hidden beneath the soupy, jade-green surface.

Edward returned to the United States. He took a course in deep-sea diving from an old sea captain. Then he bought a dredge with a thirty-foot swinging boom and a metal scoop to shovel the mud. Now all Edward needed was money. He asked members of the American Antiquarian Society and the Peabody Museum at Harvard University to help him pay for the digging.

"You'll never come out alive," they protested.

Edward explained his plans, and they finally agreed to help him. By the time all the people and equipment were ready, it was 1904. On the 5th of March, Edward and his crew set up the derrick and lowered the bucket. They found only mud.

For weeks and months Edward sifted through muck and more muck. He tossed away bits of trees and bones of jaguars and deer, and then, nothing. Finally, they found old vases. But such relics had been found all over the city. The legend remained unproven.

Doubts grew in Edward's mind as the weeks passed and nothing of value was unearthed. Then one day, as the dredge bucket dropped its dark muck, two small yellow-white lumps caught Edward's eye. He picked them out and studied them. They looked as if they were formed by human hands. The small lumps had the consistency of resin. Edward tossed them into the embers of the fire. As a wonderful fragrance sweetened the damp air, he remembered what a Mayan friend once told him. Ancient Mayan priests used pom, balls of sticky copal tree sap, as sacred incense to send prayers on smoke clouds to Kinich Ahau, their sun god. Edward had discovered some of this sacred pom in the well. He was ecstatic!

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

3. What did Thompson do to assure he would have time to explore the sacred well?
- A. He was granted permission from the Mexican government.
  - B. He bought the land surrounding the sacred well.
  - C. He was appointed American consul in Mexico.
  - D. He received permission to dig at the site from Mayan priests.
4. Why did some people have reservations about Thompson's plans?
- A. People thought the Mexican government would reclaim the land.
  - B. People worried about the Mayas becoming angry.
  - C. They thought the project was too expensive.
  - D. They thought the project was too dangerous.
5. According to the story, how was Thompson able to purchase equipment and hire a crew?
- A. He obtained a bank loan.
  - B. He borrowed money from his relatives.
  - C. He asked members of the Peabody Museum to help him.
  - D. He used his own savings.
6. Thompson knew he was on the right track when he found
- A. two small balls of pom.
  - B. some old Mayan pottery.
  - C. human skulls and bones.
  - D. bones of jaguars and deer.

From that day on, the dredge scooped up many more ancient relics. When the bucket started coming up with only mud once again, Edward decided to take the final risk. He put on his diving gear and dove into the well himself. Working in the thick muddy water was highly dangerous, but it certainly paid off.

Edward brought many treasures to the surface by hand. In seven years he retrieved over thirty thousand artifacts, including objects made of gold, jade, copper, wood, and stone, as well as offerings of fabric, pottery, rubber, and pom. He even found human skulls and bones. Edward sent all these treasures to the Peabody Museum at Harvard.

When the Mexican government discovered that they were losing some valuable and culturally important property, they took control of Edward's plantation and filed a claim on the artifacts. The dispute was brought before the Supreme Court of Mexico. But not until 1944, nine years after his death, did the court rule that Edward legally owned the treasure of the well.

Peabody Museum kept most of the artifacts but traded some with Mexico after publishing research papers on them. When the Mexican government took over Edward's plantation, they allowed the Carnegie Institution of Washington, D.C., and Mexico's Museo Nacional de Antropología e Historia to restore Chichén Itzá. For sixteen years, from 1924 to 1940, they repaired the historic buildings of Chichén Itzá. Today the Sacred Well of Chichén Itzá, the Temple of Warriors, the High Priest's Tomb, the market, a sweat bath, the largest ball court in the Americas, an ancient observatory, and the towering pyramid of El Castillo attract many visitors.

If it hadn't been for Edward Thompson's dream and his great drive to see it through, the world might still not know of the secrets within an old Indian well and the truth behind an important Mayan legend.

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

7. What did Thompson do with the valuable objects he found in the well?
- A. He sold them to art collectors in the United States.
  - B. He donated them to the Mexican government.
  - C. He sent them to the Peabody Museum.
  - D. He kept them for himself.
8. Why did the Mexican government file a claim on the artifacts?
- A. They thought Thompson was getting rich.
  - B. They thought the valuable objects rightfully belonged to the Mexican people.
  - C. They wanted to explore the sacred well themselves.
  - D. They worried Thompson was destroying valuable Mexican property.
9. Which statement is an **opinion** in this story?
- A. In 1894, Thompson bought the land of the sacred well.
  - B. If it hadn't been for Thompson's dream, the world would not know the truth behind an important Mayan legend.
  - C. It was sixty-four feet straight down from the ground to the well water.
  - D. Edward returned to the U.S. and took a course in deep-sea diving from an old sea captain.
10. After reading the story, which of the following was most important to Edward Thompson?
- A. finding the Sacred Well of Chichén Itzá
  - B. getting rich by selling the artifacts
  - C. being appointed American Consul in Mexico
  - D. proving the legend of the sacred well was true

TOTAL SCORE: _____/10
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**Read each of the following sentences. Circle the adjectives and underline comparative forms once and superlative forms twice.**

1. Cliff Palace is the largest dwelling in the national park.
2. Earlier discoveries revealed the most beautiful walls in the Southwest.

**Read each of the following sentences. Circle the adverbs and underline the words they modify.**

3. Scientists recently found gems on the island of Crete.
4. When Mount Vesuvius erupted unexpectedly, hot ash buried the city of Pompeii.

**Read each of the following sentences. Underline each preposition once and circle each object of the preposition.**

5. Scholars unlocked Egyptian secrets of the Rosetta Stone.
6. The queen wore gold necklaces from the chamber.



Read each of the following sentences. Underline the linking verb and circle the predicate nouns or predicate adjectives.

7. The Silk Route was a network of trade linking great empires of the East and West.
  
8. Travelers in the desert seemed tired and thirsty.
  
9. Many of the nomads living in the desert were bandits.
  
10. Baghdad and Damascus became famous for fine silk and satin.

TOTAL SCORE: \_\_\_\_/10

**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.”

- |   |   |
|---|---|
| <p>1. <input type="radio"/> A. The music composer tried to <u>intugrate</u> trumpets and violins into his composition.</p> <p><input type="radio"/> B. Our principal was asked to <u>recommend</u> three students for the spelling bee.</p> <p><input type="radio"/> C. Fans agreed that the rock concert was <u>superb</u>.</p> <p><input type="radio"/> D. No mistake</p>                           | <p>4. <input type="radio"/> A. The farmer was forced to sell the old cow because it couldn't <u>proaduce</u> milk.</p> <p><input type="radio"/> B. Would you mind if I <u>imposed</u> on your hospitality and stayed here one more day?</p> <p><input type="radio"/> C. Legislators decided to <u>postpone</u> the hearing for at least two weeks.</p> <p><input type="radio"/> D. No mistake</p> |
| <p>2. <input type="radio"/> A. The king's palace contained some of the world's <u>finest</u> art.</p> <p><input type="radio"/> B. Grandmother's <u>nearest</u> living relative resides in a small town ninety miles away.</p> <p><input type="radio"/> C. The elephants were the largest animals at the zoo, but the monkeys were the <u>funnyest</u>.</p> <p><input type="radio"/> D. No mistake</p> | <p>5. <input type="radio"/> A. The manager stated he was <u>responsible</u> for the final decision.</p> <p><input type="radio"/> B. The lawyer's arguments were <u>illogical</u>, so he lost the case.</p> <p><input type="radio"/> C. Please <u>subtotul</u> the bill before you add the tax and tip.</p> <p><input type="radio"/> D. No mistake</p>   |
| <p>3. <input type="radio"/> A. The company laid off a third of its work force in an effort to <u>increase</u> its profits.</p> <p><input type="radio"/> B. Be sure to let the cake mix set before adding the remaining <u>ingredeents</u>.</p> <p><input type="radio"/> C. Mother seldom tried to <u>intervene</u> when my sister and I argued.</p> <p><input type="radio"/> D. No mistake</p>        | <p>6. <input type="radio"/> A. Long ago, traveling around the world seemed <u>impossible</u>.</p> <p><input type="radio"/> B. Slaves were <u>illiterate</u> because they were not allowed to go to school.</p> <p><input type="radio"/> C. The <u>nonviolent</u> protest was staged in front of the college's administration building.</p> <p><input type="radio"/> D. No mistake</p>             |

7.  A. Traffic was very heavy on the freeway interchange.
- B. By the end of summer, these immachure cornstalks will grow to full size.
- C. Worried and insecure, the new student shyly walked up the steps to his new school.
- D. No mistake
8.  A. Because of the scandal, people doubted whether the judge was imparshal.
- B. The emperor made a proclamation that he would give his bravest warrior a golden sword.
- C. The woman was given a substantial raise for her hard work and diligence.
- D. No mistake
9.  A. The drought caused much suffering; fear and panic began to reign.
- B. Farmhouse cellars were used to store canned foods, potatoes, and other perishables during the winter.
- C. Recycle bins were distributed to county residences to help reduce the amount of waist in our landfills.
- D. No mistake
10.  A. The baby's innate senses made him aware of his mother's presence.
- B. By noon, the customer service employee had only received three complants.
- C. Futuristic visions of accident-free superhighways could become a reality.
- D. No mistake.

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. Archaeologists carefully plotted the area before they began to excavate the site.
  - A. retain
  - B. observe
  - C. bury
  - D. erupt
  
2. Each high school had an equivalent number of students.
  - A. identified
  - B. curious
  - C. subdivided
  - D. different
  
3. Mules and oxen pulled huge wagons laden with coal.
  - A. empty
  - B. encrusted
  - C. dank
  - D. sifted

**PART 2 — Multiple Meanings**

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

4. I will always associate the Grand Canyon with adventurous camping trips with my grandparents.
 

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

  - A. The reporter was thrilled to be promoted to associate editor.
  - B. If you need investment advice, you should speak to my business associate.
  - C. Father refused to associate with narrow-minded people.
  - D. The girl couldn't help but associate the movie with a similar experience she had when she was living in Texas.
  
5. Archaeologists try to preserve ancient artifacts so we can learn about our past.
 

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

  - A. His favorite preserve to spread on his peanut butter sandwich is strawberry.
  - B. The townspeople were anxious to preserve the area's rural and rustic character.
  - C. The wildlife preserve was established to protect animals.
  - D. Try to preserve a calm, professional attitude during the debate.

**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 the unusual inscription was deciphered, treasure seekers knew where to find the gold.
  - A. anointed
  - B. etched
  - C. interpreted
  - D. inherited
  
7. Water inundated the city after the torrential downpour.
  - A. blockaded
  - B. impoverished
  - C. flooded
  - D. preserved

**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 judge reminded the jury that the defendant is to be presumed innocent until proven guilty.
  - A. reluctantly
  - B. translated
  - C. circulated
  - D. supposed
  
9. Curious about his heritage, the man searched the internet for information about his ancestors.
  - A. forefathers
  - B. inheritance
  - C. artisans
  - D. archaeologists
  
10. Shipwrecked on a deserted island, the survivors felt they had been tossed into oblivion.
  - A. civilization
  - B. unknown
  - C. enlightenment
  - D. artifacts

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.

Around 100 B.C., a tribe called the Anasazi lived in the desert regions of Arizona. Once they were a nomadic tribe. They eventually settled down and colonized. These people were thought to have a primitive culture. However, after examining their ancient society, scientists changed their minds.

These early people built amazing cities. Their dwellings indicated they had an advanced knowledge of architecture. Some of the buildings were three stories high and made from stone. One village had an arena and a ball court. Rooms for religious rites were built throughout their pueblos. Their artistic skills are amply displayed in stone drawings on caves and canyon walls.

The Anasazi’s ability to survive the blistering heat in the high desert plateau was also discovered. Their buildings had a clever structural design. Their homes were constructed above underground stone crevices. Air pockets in the fissures stored chilly night air that was released during the day. This created a highly efficient exchange of air. The cool breezes made afternoons bearable.

Anasazi were able to farm the arid land due to ash from an ancient volcano. Its porous properties retained moisture from scant rainfall. This residue covered eight hundred square miles. The tribe abandoned their adobe villages in the mid-twelfth century A.D. No one knows why. Some people think a severe, extended drought caused the departure. Fortunately, remains of their civilization were not destroyed.

**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) = 134

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.

Who first discovered America? Usually, the credit goes to Christopher Columbus. In 1492, he landed on this continent and claimed he had found a new world. However, there are ample clues other explorers had reached the shores of North America before Columbus.

Evidence suggests people from Asia were here prior to Columbus. Once, a shallow waterway linked the northern part of Asia to Alaska. People from Asia could have traveled between the two continents. Perhaps they were the first humans to have discovered this land.

We know Vikings were aggressive explorers. A long-standing debate has taken place over a Viking map of Vinland. Carbon dating of this map suggests they arrived about fifty years before Columbus. Some claim this map is authentic; others say it is a forgery.

Men from Portugal traveled to the New World. They sailed along the Atlantic coast. Strange symbols have been found on a massive landmark known as Dighton Rock. They are thought to have Portuguese origins. Are these writings proof these sailors explored America before Columbus?

In the end, which country claims the honor of discovering America is a moot point. Native Americans had been here for thousands of years. They had settled in villages from the Atlantic to the Pacific Ocean.

However, Columbus’s landing is regarded as the most historically important. Unlike the others, he set up two-way commerce between the Old World and the New World.

**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) = 134

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.

**Expository Writing Prompt**

**Writing Situation:** You are thinking about music and the differences between types of music.

**Purpose:** To compare and contrast two types of music in an expository composition

**Audience:** Your teacher

**Writing Directions:** Think about the characteristics of two types of music. Consider ways they are alike and how they are different. Write a four-paragraph essay with an introduction and a conclusion. Make your points of comparison clear and include supporting details. Use a Venn diagram to organize your essay.

**Student Checklist:**

<b>Revising</b>
<p>_____ Does your introduction include the two things you are comparing?</p> <p>_____ Is there a topic sentence that tells the main idea in each paragraph?</p> <p>_____ Have you included supporting details that help illustrate the similarities and differences?</p> <p>_____ Do you have a similar number of supporting details for each point of comparison?</p> <p>_____ Does the body of your essay have two paragraphs?</p> <p>_____ Did you include a conclusion summarizing the main ideas?</p>
<b>Proofreading</b>
<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	<b>TOTAL RUBRIC SCORE: _____ /4</b>
Genre Score: _____ /4	
Writing Traits Score: _____ /4	



# NOTES

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# NOTES

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**Seventh Edition**

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