


STUDENT TEST BOOKLET



6-8 Week
Skills
Assessments

Developed for Districts
Using *Open Court Reading 2002*

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

Unit 3

Student Name _____

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

When Bright Eyes Spoke

Della A. Yannuzzi

In 1854, the Omaha signed away their hunting lands in Nebraska. That same year, a baby girl, Susette, was born to Omaha Chief Iron Eyes and his wife, Mary. The Chief was also known as Joseph La Flesche. According to Omaha custom, a child had no special tribal name for the first four years of life. It was only after the Omaha ceremony called “Turning of the Child” that Susette’s father declared her a member of the tribe. She was given the name Bright Eyes. She would become a leader in the fight for Native-American rights.

Susette grew up in two worlds. Her father was part-French and part-Omaha. Therefore, he brought the cultures of both worlds to her. He was convinced that if his people were to survive the many changes they were facing, they would have to follow the white man’s example. The great herds of bison his people depended on for food were disappearing. Iron Eyes knew they would have to find other things besides bison to eat. He encouraged his people to cultivate corn and wheat on their farms.

One of Iron Eyes’s most important goals was to educate his children. At the age of six, Susette was sent to a mission boarding school with her older brother, Louis. Susette was a shy child, and her early days at the school were unbearable. The food was unfamiliar, and the bed was uncomfortable. She was embarrassed to speak English with the other children because she could not speak it very well. Eventually, she became accustomed to her new surroundings. She loved her studies and took a great interest in reading. At the end of each school week, Susette and Louis would ride home on their ponies to their land along the Missouri River.

Susette’s other world always welcomed her. Sitting comfortably on a bison robe in her grandmother’s lodge, Susette would listen to the beautiful legends and songs of her people. As she grew older, Susette knew she wanted to help her people by becoming a teacher. However, when she was fifteen, her education was interrupted. The Indian Agent closed the mission boarding school. There was not enough money to run it. Susette was heartbroken.

Now answer the questions about this part of the selection.

1. Why did the author say that Susette grew up in two worlds?
- A. Her father was part-French and part-Omaha.
 - B. Susette was sent to an English-speaking boarding school with her brother.
 - C. Iron Eyes encouraged his people to follow the white man's example.
 - D. all of the above
2. Susette's early days at the mission boarding school were unbearable.
The word *unbearable* means
- A. excitable.
 - B. dull.
 - C. educational.
 - D. miserable.

With the help of a former teacher, she was able to attend the Institute for Young Girls in New Jersey. She spent two years at the Institute. She graduated with honors in 1875. Susette was happy to return home, but there were many problems waiting. She had grown accustomed to freedom, but now she couldn't leave the reservation without a pass from the Agent. To make matters worse, Susette could not obtain a teaching position. The Indian Agent told her there were not any positions available. Susette studied the laws governing the reservation. She learned that a qualified Native American must be given first priority for any teaching position in the reservation school. She wrote letters to the Indian Commissioner in Washington, D.C., but had to wait two years before she finally obtained a teaching job.

Susette loved teaching. Yet, she became distressed by the problems of her people. More and more land was being taken from Native Americans. In its place they were offered hostile land in a remote place called the Indian Territory, far away from their original home. In 1877, the Omahas' close friends, the Poncas, were ordered to give part of their ancestral land to the Dakotas. The Poncas were forced to move to the Indian Territory.

Standing Bear, the leader of the Poncas, decided to escape from the Indian Territory with his family and some friends. It seemed sure there would be trouble. In bitterly cold weather, the little group traveled 500 miles to the Omaha reservation. There, Iron Eyes gave Standing Bear and the others protection. But they were told they could not stay. Standing Bear and his family were ordered back to the Indian Territory. Standing Bear refused to go and was imprisoned with his followers.

Now answer the questions about this part of the selection.

3. The Indian Agent told Susette there weren't any teaching positions available. From the following reasons, which one best explains why she continued to try to obtain a teaching job?
- A. Susette wanted to share with others the beautiful legends and songs of her people.
 - B. Susette wanted to teach her people how to cultivate corn and wheat.
 - C. Susette's education and the freedoms she had experienced made her realize there were ways to achieve her goal of becoming a teacher.
 - D. The Indian Agent encouraged Susette to study the law and write to the Indian Commissioner.
4. Which of the statements does **not** show that Susette stood up for her rights as a Native American once she graduated?
- A. Susette did not accept the Indian Agent's rejection.
 - B. Susette made sure the reservation laws were followed.
 - C. Susette wrote letters to the Indian Commissioner in Washington, D.C.
 - D. Susette became distressed by the problems of her people.
5. Who was Standing Bear?
- A. the Indian Commissioner
 - B. chief of the Omaha Indians
 - C. chief of the Poncas
 - D. the Indian Agent
6. Why was Standing Bear sent to prison?
- A. He wouldn't live in the Indian Territory set up by the government.
 - B. The government wanted to use Standing Bear as a test case.
 - C. The government was trying to prevent a war.
 - D. The Poncas were a hostile tribe and didn't like the Omaha reservation.

The long battle that Susette knew could not be avoided had finally arrived. A group of concerned citizens formed a committee to help Standing Bear and his people stay in Nebraska. Susette was asked to speak to a group in an Omaha church about the Poncas' problem. She was only twenty-three years of age, and she was terrified. However, Susette agreed. Her speech was a success. It contributed greatly to Standing Bear's release. In April of 1879, a judge upheld the Poncas' rights. He ruled that an Indian is a person within the meaning of the law and cannot be imprisoned without good reason. In his judgment, Standing Bear and his followers had not committed a crime by leaving Indian Territory. The judge said that no lawful authority existed to make them return.

It wasn't long after that first speech and the decision granting certain rights that Susette began a lecture tour. She met with many famous writers and historians. She testified before a special Senate committee investigating the removal of the Poncas. Susette was a frail, shy person, but her determination far outweighed her fear of speaking to large audiences.

Susette believed in freedom. One of her most famous sayings was "Law is liberty." She knew that once Native Americans became United States citizens they would be entitled to the protection of the Constitution.

In March of 1880, the Senate committee said, "A great wrong has been done to the Poncas." Later, Congress passed a bill which said that Standing Bear and his followers would not have to return to the Indian Territory. Unfortunately, those already there would not be permitted to leave.

In her lifetime, Susette tried to bring justice to her people. She died in May, 1903. The epitaph on her tombstone reads: "She did all that she could to make the world happier and better." Susette would have been proud to know that in 1924 citizenship was conferred on all Native Americans born in the United States.

Now answer the questions about this part of the selection.

7. How did Susette help Standing Bear and his people?
- A. She hired a lawyer to defend them.
 - B. She made a speech in their defense.
 - C. She became a news correspondent.
 - D. She moved to Washington, D.C.
8. According to the selection, Susette said, "Law is liberty." What did she mean by that?
- A. The laws of the Constitution required Native Americans to return to Indian Territory.
 - B. Native Americans are citizens.
 - C. The laws of the Constitution would protect Native Americans once they became United States citizens.
 - D. all of the above
9. Susette La Flesche is known because she was
- A. a leader in the fight for Native-American schools.
 - B. the first Native-American school teacher.
 - C. the first Native-American Congresswoman.
 - D. a leader in the fight for Native-American rights.
10. What is the main point the author wants you to learn from this selection?
- A. By taking a stand, one person can make a difference.
 - B. One person can make a difference by becoming famous.
 - C. Most Indian Agents were unfair to Native Americans.
 - D. Susette needed help from famous people.

TOTAL SCORE: _____/10

Read each of the following sentences. Underline the main clause once and the subordinate clause twice.

1. Susette La Flesche's first speech, which she gave in an Omaha church, contributed to Standing Bear's freedom.
2. Native Americans did not receive the protection of the Constitution until they became United States citizens.

Read each of the following sentences. Underline the participial phrases and circle the noun each phrase modifies.

3. Challenging the school board, the class wrote letters to keep their school open.
4. The Grimke sisters, speaking out against slavery, demanded women's rights and equality with men.

Read each of the following sentences. Underline the verb and fill in the bubble next to the correct tense.

5. Martin Luther King wrote "I Have a Dream" in 1963.
 present past future
6. Gandhi's commitment to nonviolent protest will change people's lives throughout the world.
 present past future

7. Members of the club formed a picket line in front of the store.

- present past future

8. “Passage to Freedom” tells an inspiring story of Jewish refugees in Europe.

- present past future

Read each of the following sentences. Fill in the bubble next to the correct pronoun.

9. The girls _____ took a stand against unjust treatment.

- themselves theirselves

10. According to Nellie Bly, the factory owner _____ was responsible.

- hisself himself

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.”

1. A. In the previous chapter, Tom Sawyer tricked his friends into white-washing Aunt Polly’s picket fence.
 - B. A parade was held for the town’s victoryous high school basketball team.
 - C. Nervous, but anxious to demonstrate his skills, the rookie baseball player paced in the dugout.
 - D. No mistake
2. A. People marveled at the child’s ability to play difficult pieces on the piano.
 - B. Diplomatic immunity allows foreign officials to operate under the laws of their own country.
 - C. Because she is shy in public, my sister likes the secureity of holding my dad’s hand.
 - D. No mistake
3. A. When the witness confidenly answered the lawyer’s question, the jury was sure she had told the truth.
 - B. Family members sat in the hospital lounge patiently waiting for the doctor.
 - C. My school friendships keep me from getting lonely.
 - D. No mistake
4. A. The aggression displayed by the military force when it invaded the country was overwhelming.
 - B. People gathered on the street to watch the destrucstion of the old concert hall.
 - C. After studying all of the facts, the detective was sure his conclusion was correct.
 - D. No mistake
5. A. What if bicycles were the ekslusive means of transportation in your city?
 - B. If you can’t complete these tax forms by April 15, you will have to file for an extension.
 - C. The experiance of climbing Kilimanjaro, the highest mountain in Africa, is something I will never forget.
 - D. No mistake

6. A. Before traveling to Australia, you will have to get a visa proving you have permission to enter the country.
- B. Because the decision was made behind closed doors, opponents did not have an opportunity to express their views.
- C. The bird watcher was studying the declining bird populasion in Louisiana swamps.
- D. No mistake
7. A. Signing that good-faith document was more than just a formality; it was proof you had agreed to complete the project.
- B. The grafic artist drew his design in pen and ink and scanned the picture into the computer.
- C. Please write a paragraph about your favorite hobby and remember to proofread your work.
- D. No mistake
8. A. As you read the story, pay special attention to the sequence of events.
- B. Advertisers try to influence young people into purchasing their products by making them seem fun or popular.
- C. The doctor expressed her reluctance to perform the risky surgery.
- D. No mistake
9. A. Guards accompanyd the dignitary when he traveled into hostile territory.
- B. Watching the people in the theater was more amusing than the movie.
- C. Just when I thought the show was over, the band continued to play for another hour.
- D. No mistake
10. A. Popular rock music from the 1960s was playing during the high school reunion.
- B. In spite of harsh weather conditions, the mountain climbers were determined to accomplish their goal.
- C. It will take approximately twenty days for the egg to mature and the chick to hatch.
- 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. After fifty years, the downtown buildings still looked the same, giving people a sense of continuity.
 - A. incorporation
 - B. superiority
 - C. appreciation
 - D. interruption

2. If the discord between the English and American colonies had been resolved, the Revolutionary War might have been prevented.
 - A. disobedience
 - B. agreement
 - C. resistance
 - D. incident

3. The image of refugees huddling in the cold rain had a profound effect on the relief worker.
 - A. rebellious
 - B. superior
 - C. insignificant
 - D. deported

PART 2 — Multiple Meanings

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

4. Each new year, tribal leaders would fast to cleanse their bodies and prepare themselves for future challenges.

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

 - A. The men, having known each other since they were in preschool, were fast friends.
 - B. The doctor told his patient to fast and only drink water for twenty-four hours before the blood test.
 - C. When mother checked on the twins who had been playing all day, she found them fast asleep in their beds.
 - D. The shutters were locked fast because of the impending storm.

5. Stranded in Japan without a passport, the weary tourist hoped the American Embassy would quickly issue a new one.

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

 - A. The June issue of the magazine featured an article on Mexico.
 - B. Legislators on both sides of the issue were concerned about the proposed bill.
 - C. The Dead Sea is a landlocked, salt lake with no issue to the sea.
 - D. Before the DMV will issue a driver's license, the applicant is required to take a written exam.

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. The detective knew he would have to verify the anonymous tip before he talked to the police chief.
- A. unidentified
 - B. proposed
 - C. motley
 - D. reformer
7. People resisted the king, their oppressor, with nonviolent civil disobedience.
- A. picketed
 - B. ally
 - C. abuser
 - D. refunded

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. Aristocrats, dressed in their finest clothes, strolled up and down the street to attract attention.
- A. chaperons
 - B. deluded people
 - C. shopkeepers
 - D. upper-class people
9. The audience was so riveted by the play that when it ended the theater was momentarily silent.
- A. insistent
 - B. dulcet
 - C. quelled
 - D. attentive
10. This prodigious statue of Abraham Lincoln conveys the president's importance in American history.
- A. curvaceous
 - B. contested
 - C. enormous
 - D. boycotted

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.

The Boston Tea Party in 1773 was not a party. It was a risky act of defiance. The events that led up to this act began in England.

A British business had more tea than it could sell in England. The British Parliament let the company sell its excess tea tax-free to American colonists. This gave the company an unfair advantage over local merchants who had to pay taxes. Even though the cost of the tea was lower, colonists were unwilling to pay the unjust taxes.

People in Philadelphia decided to boycott. They forced British tea agents to resign their positions. Colonists in other areas tried blocking the company’s ships. They wanted to keep the vessels from docking in their ports. People in Boston tried the same thing. They were unsuccessful. Three British ships docked in Boston’s harbor. The ships’ officers refused to leave the port.

To protest, colonist Samuel Adams and fifty followers, carrying hatchets and dressed like Mohawk Indians, boarded the ships. They chopped chests of tea open and threw them into the harbor. Paul Revere spread the word of the anti-tax protest.

On April Fool’s day in 1774, the King of England closed the Boston port. The governor of Massachusetts did not support the colonists. Ben Franklin printed unflattering letters about the governor. England scolded Franklin for his critical words. Tax laws and the dressing down of Franklin hardened the colonists. Inevitably, the disputes lead to the American Revolution.

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)	= <u>140</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.

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.

Jacob Riis moved to the United States from 8
Denmark when he was twenty-one. Living in his new 18
homeland was difficult. Unable to find work for a long 28
time, he suffered severe hardships. Eventually, he 35
became a police reporter and photographer for the 43
New York Tribune. He was assigned to work in the 53
Lower East Side. There poverty abounded. Although 60
Jacob had been quite poor, he was shocked at the 70
awful conditions of ordinary people who were living 78
in the slums. 81

Jacob vowed to improve the intolerable situations. 88
He photographed the perilous streets, housing 94
blight, and alleyways. Then he wrote a book entitled 103
How the Other Half Lives. The book depicted slum 112
dwellings and abuses of lower-class urban life. It 121
was an effective tool for his cause. After reading the 131
book, Teddy Roosevelt, who was the New York Police 140
Commissioner at the time, called Riis and said, 148
“I have read your book, and I have come to help.” 159
It has been stated that Mr. Riis was “the most useful 170
citizen in America.” 173

Riis, now famous, pushed harder for reform. 180
Living conditions of tenement dwellers improved. 186
Drinking water was purified. Fewer people were 193
contracting cholera, yellow fever, and small pox. 200
His unrelenting efforts helped improve the lives of 208
people across the nation. 212

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) = 140

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 - Response to Literature

Writing Situation: You have read “I Have a Dream” by Dr. Martin Luther King, Jr. You are thinking about the important points of the speech and the message Dr. King was giving.

Purpose: To respond to literature in an expository essay

Audience: Your teacher

Writing Directions: Think about Dr. Martin Luther King Jr.’s reasons for giving his speech. Consider how he felt about equality and civil rights. Write at least two paragraphs answering the question, “What difference did Dr. King want to make in the lives of African-Americans?” Refer to your anthology to write this essay.

Student Checklist:

Revising
<p>_____ Do you have a topic sentence in each paragraph?</p> <p>_____ Are your paragraphs arranged logically?</p> <p>_____ Do your paragraphs connect?</p> <p>_____ Have you given specific details from the text that support your response?</p> <p>_____ Does your essay reflect your understanding of the speech?</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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Seventh Edition

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