

Script and Instructions for Practice Test

Distribute a test booklet and a copy of the appropriate answer sheet (page T6 or T7 in this Guide) to each student. (Note: If you are using Hampton-Brown's e-Assessment system, print out the special answer sheet for the Practice Test.) Show students how to fill in the identifying information on the answer sheet.

Items 1–2

Have students look at the directions at the top of page 2. Say:

It is very important to understand the directions before you answer the items. Listen carefully as I read the directions. If you don't understand the directions, ask for help.

Then read the directions aloud to students and have them tell you what they are to do.

Next, model how to do Item 1:

- *To do this item, first I look at the picture.*
- *Next I read all the possible answers: **taco, hot dog, sandwich, hamburger.***
- *Then I decide which answer is the best and I mark my answer on the answer sheet. For Item 1, answer C is correct because the word **sandwich** names the picture.*

Show students how to find Item 1 in the Practice Test section of the answer sheet and fill in the circle for C.

Have students do Item 2 on their own. Circulate to answer questions and clarify the process.

Items 3–4

Read aloud the directions for Items 3–4 and have students tell you what they are to do.

Next, model how to do Item 3:

- *This item is different from the ones before. To do this item, first I look at the picture and I read the top part of the item. It starts with a blank.*

- *Next I try all the possible answers in the blank:*

I has a book.

It has a book.

He has a book.

She has a book.

- *Then I decide which answer makes sense and goes with the picture. I mark my answer on the answer sheet. For Item 3, answer D is correct. The sentence **She has a book** makes sense and goes with the picture.*

If necessary, show students how to find number 3 in the Practice Test section of the answer sheet and fill in the circle for D. Have students do Item 4 on their own. Circulate to answer questions and clarify the process.

Item 5

Read aloud the directions for Item 5. Tell students:

Before you do some items on the test, you'll read a little story. Read the story carefully to understand it. The questions that come after the story will ask you about what you read. When you finish the story, go on with the questions. It's okay to go back and read the story again to answer a question.

Next, read the story aloud, or have a volunteer read it aloud. Then work with students to answer Item 5. Say:

Let me read all the different ways to complete the sentence:

*Jack likes to **run.***

*Jack likes to **fish.***

*Jack likes to **read.***

*Jack likes to **study.***

Answer B is the correct one. The story says that Jack likes to fish. The story doesn't say that Jack likes to run, read, or study.

If necessary, show students how to find number 5 in the Practice Test section of the answer sheet and fill in the circle for B.

Lakeside Test • Teacher Script and Test Directions

VOCABULARY

Items 1–23 Read aloud the directions on page 4. Then work through the sample item. Say:

*Look at the picture in the Sample box. Then read each of the answer choices. Does the picture show a **gym**, a **field**, a **fence**, or a **bench**? (Pause.) Answer D is correct because the word **bench** names the picture. Now do Items 1–23:*

- Read each item and choose your answer.
- Find the item number on your answer sheet.
- In the row of circles for that item, find the letter for the answer you chose. Fill in its circle.

PATTERNS AND STRUCTURES

Items 24–38 Read aloud the directions on page 7. Then work through the sample item. Say:

Look at the picture in the Sample box. Read the incomplete sentence. Then see which of the answer choices works best in the blank. Let's try each one:

- Hi, is it Carlos.*
Hi, am I Carlos.
Hi, I am Carlos.
Hi, you are Carlos.

*Which one makes the most sense? (Pause.) Answer C is correct because the words **I am** best complete the sentence. Now do Items 24–38.*

LETTERS AND SOUNDS

Items 39–64 Read aloud the directions on page 11. Then work through the sample item. Say:

*Look at the picture in the Sample box. It shows a **keyboard**. What is the first sound you hear in **keyboard**? (/k/) Now read each of the answer choices. Which letter spells the sound /k/: **h**, **k**, **y**, or **j**? (Pause.) Answer B is correct because **k** spells the sound /k/, the first sound you hear in **keyboard**. Now do Items 39–64. Be sure to read the special directions for Items 63 and 64.*

For Item 64, emphasize that students are looking for the letter that spells the last two sounds they hear in the pictured word.

Items 65–69 Read aloud the directions on page 14. Then work through the sample item. Say:

*Look at the picture in the Sample box. Then read each of the answer choices. Does the picture show a **man**, a **mop**, a **map**, or a **mat**? (Pause.) Answer C is correct because the word **map** names the picture. Now do Items 65–69.*

WORD RECOGNITION

Items 70–91 Read aloud the directions on page 15. Then work through the sample item. Say:

*Listen to this word: **have**. Read the sentence in the Sample box. Which word in the sentence is the word **have**? (Pause.) Answer B is correct because the word above this circle is the word **have**. Now let's do Items 70–91.*

Read the following words for items 70–91:

70	me	78	not	86	which
71	here	79	work	87	put
72	great	80	for	88	things
73	around	81	read	89	think
74	good	82	my	90	year
75	point	83	girl	91	time
76	later	84	no		
77	can	85	she		

WRITING

Items A–C Read aloud each prompt on page 16. Then allow time for students to write their responses. Remind students that they should write their responses on a separate sheet of paper.

Units 1–3 Test • Teacher Script and Test Directions

VOCABULARY

Items 1–11 Read aloud the directions on page 19. Then work through the sample item. Say:

Look at the picture in the Sample box. Then read each of the answer choices. Does the picture show a kiwi, yogurt, a burrito, or crackers? (Pause.) Answer C is correct because the word burrito names the picture. Now do Items 1–11:

- Read each item and choose your answer.
- Find the item number on your answer sheet.
- In the row of circles for that item, find the letter for the answer you chose. Fill in its circle.
- Be sure to read the new directions before Items 10–11.

Items 12–15 Read aloud the directions on page 21. Then work through the sample item. Say:

Look at the picture in the Sample box. Read the beginning of the sentence. Then see which of the answer choices best completes the sentence. Let's try each one:

- A banana is **red**.
- A banana is **purple**.
- A banana is **green**.
- A banana is **yellow**.

Which one makes the most sense? (Pause.) Answer D is correct because the word yellow best completes the sentence. Now do Items 12–15.

PATTERNS AND STRUCTURES

Items 16–30 Read aloud the directions on page 22. Then work through the sample item. Say:

Look at the picture in the Sample box. Read the incomplete sentence. Then see which of the answer choices works best in the blank. Let's try each one:

- The milk **is** cold.
- The milk **am** cold.
- The milk **are** cold.
- The milk **can** cold.

Which one makes the most sense? (Pause.) Answer A is correct because the word is best completes the sentence. Now do Items 16–30. Be sure to read the new directions before Items 29–30.

DECODING

Items 31–45 Read aloud the directions on page 24. Then work through the sample item. Say:

Look at the picture in the Sample box. Then read each of the answer choices. Does the picture show a mat, a man, a miss, or a mom? (Pause.) Answer B is correct because the word man names the picture. Now do Items 31–45.

WORD RECOGNITION

Items 46–60 Read aloud the directions on page 26. Then work through the sample item. Say:

Listen to this word: an. Read the sentence in the Sample box. Which word in the sentence is the word an? (Pause.) Answer B is correct because the word above this circle is the word an. Now let's do Items 46–60.

Read the following words for Items 46–60:

- | | | |
|---------|----------|----------|
| 46 go | 51 want | 56 from |
| 47 long | 52 same | 57 study |
| 48 open | 53 make | 58 use |
| 49 when | 54 find | 59 learn |
| 50 many | 55 carry | 60 then |

READ ON YOUR OWN

Items 61–64 Read aloud the directions on page 27. Then have students read the story on their own and answer the items.

WRITING

Items A–C Read aloud each prompt on page 28. Then allow time for students to write their responses. Remind students that they should write their responses on a separate sheet of paper.

Units 4–6 Test • Teacher Script and Test Directions

VOCABULARY

Items 1–15 Read aloud the directions on page 31. Then work through the sample item. Say:

Look at the picture in the Sample box. Read the beginning of the sentence. Then read each of the answer choices. Which one best completes the sentence? Let's try each one:

- A banana is **red**.*
- A banana is **purple**.*
- A banana is **green**.*
- A banana is **yellow**.*

*Which one makes the most sense? (Pause.) Answer D is correct because the word **yellow** best completes the sentence. Now do Items 1–15:*

- *Read each item and choose your answer.*
- *Find the item number on your answer sheet.*
- *In the row of circles for that item, find the letter for the answer you chose. Fill in its circle.*
- *Be sure to read the new directions for Items 9–12 and for Items 13–15.*

PATTERNS AND STRUCTURES

Items 16–23 Read aloud the directions on page 34. Then work through the sample item. Say:

Look at the picture in the Sample box. Read the incomplete sentence. Then see which of the answer choices works best in the blank. Let's try each one:

- Do jet have wings?*
- Do the jet have wings?*
- Does the jet have wings?*
- Does the jets have wings?*

*Which one makes the most sense? (Pause.) Answer C is correct because the words **Does the jet** best complete the sentence. Now do Items 16–23.*

Items 24–30 Read aloud the directions on page 35. Then work through the sample item. Say:

*Look at the picture in the Sample box. Read the sentence and look at the underlined words. Now look at the answer choices. Which one shows the best way to write the contraction of **is not**? (Pause.) Answer C shows the correct way to write the contraction of **is not**. Now do Items 24–30. Be sure to read the new directions before Items 29–30.*

DECODING

Items 31–37 Read aloud the directions on page 37. Then work through the sample item. Say:

*Look at the picture in the Sample box. Then read each of the answer choices. Does the picture show a **rip**, a **rug**, a **ring**, or a **rush**? (Pause.) Answer C is correct because the word **ring** names the picture. Now do Items 31–37.*

Items 38–43 Read aloud corresponding the directions on page 38. Then work through the sample item. Say:

*Read the question in the sample box and say the name of the picture: **feet**. Now say each one of the answer choices with me: **we**, **egg**, **hen**, **dress**. Which one has the long e sound that you hear in **feet**? (Pause.) Answer A is correct because we has the long e sound that you hear in **feet**. Now do Items 38–43.*

Items 44–45 Read aloud the corresponding directions on page 38. Then work through the sample item. Say:

*Read the sentence in the Sample box and look at the underlined word. Now look at the answer choices. Which one shows the correct way to divide **basket** into syllables? (Pause.) Answer A shows the correct way to divide **basket** into syllables. Now do Items 44–45.*

WORD RECOGNITION

Items 46–60 Read aloud the directions on page 39. Then work through the sample item. Say:

*Listen to this word: **find**. Read the sentence in the Sample box. Which word in the sentence is the word **find**? (Pause.) Answer A is correct because the word above this circle is the word **find**. Now let's do Items 46–60.*

Read the following words for items 46–60:

46 more	51 eyes	56 come
47 father	52 other	57 enough
48 sometimes	53 really	58 without
49 by	54 above	59 three
50 her	55 down	60 head

READ ON YOUR OWN

Items 61–64 Read aloud the directions on page 40. Then have students read the story on their own and answer the items.

WRITING

Items A–C Read aloud each prompt on page 41. Then allow time for students to write their responses. Remind students that they should write their responses on a separate sheet of paper.

Units 7–9 Test • Teacher Script and Test Directions

VOCABULARY

Items 1–9 Read aloud the directions on page 45. Then work through the sample item. Say:

Look at the picture in the Sample box. Then read each of the answer choices. Does the picture show a tree, a rock, sand, or a cactus? (Pause.) Answer A is correct because the word tree names the picture. Now do Items 1–9:

- Read each item and choose your answer.
- Find the item number on your answer sheet.
- In the row of circles for that item, find the letter for the answer you chose. Fill in its circle.

Items 10–15 Read aloud the directions on page 46. Then work through the sample item. Say:

Look at the picture in the Sample box and read the sentences. Then see which of the answer choices best completes the second sentence. Let's try each one:

- It is sunny. She wears a tie.*
- It is sunny. She wears shorts.*
- It is sunny. She wears boots.*
- It is sunny. She wears a parka.*

Which one makes the most sense? (Pause.) Answer B is correct because the word shorts best completes the sentence. Now do Items 10–15.

PATTERNS AND STRUCTURES

Items 16–28 Read aloud the directions on page 48. Then work through the sample item. Say:

Look at the picture in the Sample box. Read the incomplete sentence. Then see which of the answer choices works best in the blank. Let's try each one:

- Go a slice of pizza.*
- Pack a slice of pizza.*
- Eat a slice of pizza.*
- Chop a slice of pizza.*

Which one makes the most sense? (Pause.) Answer C is correct because the word Eat best completes the sentence. Now do Items 16–28.

Items 29–30 Read aloud the directions on page 50. Then work through the sample item. Say:

Look at the picture in the Sample box. Read the question. Then read the answer choices to see which is correct. Let's try each one. Read aloud the answer choices. Which one makes the most sense? (Pause.) Answer A is the only one that is correct. Now do Items 29–30.

DECODING

Items 31–36 Read aloud the directions on page 51. Then work through the sample item. Say:

Look at the picture in the Sample box. Then read each of the answer choices. Does the picture show a sell, a sail, a seal, or sand? (Pause.) Answer B is correct because the word sail names the picture. Now do Items 31–36.

Items 37–39 Read aloud the corresponding directions on page 52. Then work through the sample item. Say:

Read the question in the sample box and say the name of the picture: feet. Now say each one of the answer choices with me: hen, end, deep, shell. Which one has the long e sound that you hear in feet? (Pause.) Answer C is correct because deep has the long e sound that you hear in feet. Now do Items 37–39.

Items 40–45 Read aloud the corresponding directions on page 52. Then work through the sample item. Say:

Read the sentence in the Sample box and look at the word in the small box with the underlined vowel. Which of the answer choices names the sound that the underlined vowel makes? (Pause.) Answer B is correct because the a in landed has the short a sound. Now do Items 40–45.

WORD RECOGNITION

Items 46–60 Read aloud the directions on page 53. Then work through the sample item. Say:

Listen to this word: work. Read the sentence in the Sample box. Which word in the sentence is the word work? (Pause.) Answer B is correct because the word above this circle is the word work. Now let's do Items 46–60.

Read the following words for items 46–60:

46 world	51 children	56 were
47 always	52 below	57 said
48 thought	53 following	58 young
49 their	54 only	59 dance
50 began	55 started	60 another

READ ON YOUR OWN

Items 61–64 Read aloud the directions on page 54. Then have students read the story on their own and answer the items.

WRITING

Items A–C Read aloud each prompt on page 55. Then allow time for students to write their responses. Remind students that they should write their responses on a separate sheet of paper.

Units 10–12 Test • Teacher Script and Test Directions

VOCABULARY

Items 1–11 Read aloud the directions on page 59. Then work through the sample item. Say:

Look at the picture in the Sample box. Read the beginning of the sentence. Then see which of the answer choices best completes the sentence. Let's try each one:

The time is ten six.

The time is six ten.

The time is ten to six.

The time is six twenty.

*Which one makes the most sense? (Pause.) Answer B is correct because the phrase **six ten** best completes the sentence. Now do Items 1–11.*

- Read each item and choose your answer.
- Find the item number on your answer sheet.
- In the row of circles for that item, find the letter for the answer you chose. Fill in its circle.

Items 12–15 Read aloud the directions on page 61. Then work through the sample item. Say:

*Look at the picture in the Sample box. Then read each of the answer choices. Does the picture show a **snake**, a **toucan**, a **seagull**, or a **starfish**? (Pause.) Answer A is correct because the word **snake** names the picture. Now do Items 12–15.*

PATTERNS AND STRUCTURES

Items 16–27 Read aloud the directions on page 64. Then work through the sample item. Say:

Look at the picture in the Sample box. Read the incomplete sentence. Then see which of the answer choices works best in the blank. Let's try each one:

*He **has** recycle the trash.*

*He **have** recycle the trash.*

*He **has to** recycle the trash.*

*He **have to** recycle the trash.*

*Which one makes the most sense? (Pause.) Answer C is correct because the words **has to** best complete the sentence. Now do Items 16–27.*

Items 28–30 Read aloud the directions on page 64. Then work through the sample item. Say:

Look at the picture in the Sample box. Read the question. Then read the answer choices to see which sentence is correct. Let's try each one. Read aloud the answer choices. Which one makes sense? (Pause.) Answer A is the only one that is correct. Now do Items 28–30.

DECODING

Items 31–43 Read aloud the directions on page 65. Then work through the sample item. Say:

*Look at the picture in the Sample box. Then read each of the answer choices. Does the picture show a **pit**, a **pie**, a **play**, or a **peach**? (Pause.) Answer B is correct because the word **pie** names the picture. Now do Items 31–43.*

Items 44–45 Read aloud the corresponding directions on page 66. Then work through the sample item. Say:

*Read the sentence in the Sample box and look at the underlined word. Now look at the answer choices. Which one shows the correct way to divide **sister** into syllables? (Pause.) Answer B shows the correct way to divide **sister** into syllables. Now do Items 44–45.*

WORD RECOGNITION

Items 46–60 Read aloud the directions on page 67. Then work through the sample item. Say:

*Listen to this word: **help**. Read the sentence in the Sample box. Which word in the sentence is the word **help**? (Pause.) Answer C is correct because the word above this circle is the word **help**. Now let's do Items 46–60.*

Read the following words for items 46–60:

46 four	51 American	56 try
47 oil	52 should	57 called
48 could	53 story	58 between
49 almost	54 few	59 sound
50 life	55 why	60 caused

READ ON YOUR OWN

Items 61–64 Read aloud the directions on page 68. Then have students read the story on their own and answer the items.

WRITING

Items A–C Read aloud each prompt on page 69. Then allow time for students to write their responses. Remind students that they should write their responses on a separate sheet of paper.

Units 13–15 Test • Teacher Script and Test Directions

VOCABULARY

Items 1–7 Read aloud the directions on page 73. Then work through the sample item. Say:

Read the beginning of the sentence in the Sample box. Then see which of the answer choices best completes the sentence. Let's try each one:

- A news report with moving pictures is a **telecast**.*
- A news report with moving pictures is a **history book**.*
- A news report with moving pictures is a **newspaper**.*
- A news report with moving pictures is a **magazine**.*

*Which one makes the most sense? (Pause.) Answer A is correct because the word **telecast** best completes the sentence. Now do Items 1–7:*

- *Read each item and choose your answer.*
- *Find the item number on your answer sheet.*
- *In the row of circles for that item, find the letter for the answer you chose. Fill in its circle.*

Items 8–15 Read aloud the corresponding directions on page 73. Then work through the sample item. Say:

*Look at the picture in the Sample box. Then read each of the answer choices. Does the picture show a **tree**, a **rock**, **sand**, or a **cactus**? (Pause.) Answer A is correct because the word **tree** names the picture. Now do Items 8–15.*

PATTERNS AND STRUCTURES

Items 16–30 Read aloud the directions on page 75. Then work through the sample item. Say:

Look at the picture in the Sample box. Read the incomplete sentence. Then see which of the answer choices works best in the blank. Let's try each one:

- During World War II, people **listen** to the radio for news.*
- During World War II, people **listens** to the radio for news.*
- During World War II, people **listened** to the radio for news.*
- During World War II, people **listening** to the radio for news.*

*Which one makes the most sense? (Pause.) Answer C is correct because the word **listened** best completes the sentence. Now do Items 16–30.*

DECODING

Items 31–39 Read aloud the directions on page 77. Then work through the sample item. Say:

*Look at the picture in the Sample box. Then read each of the answer choices. Does the picture show **teas**, **ties**, **toys**, or **tapes**? (Pause.) Answer C is correct because the word **toys** names the picture. Now do Items 31–39.*

Items 40–45 Read aloud the directions on page 78. Then work through the sample item. Say:

*Read the question in the Sample box and say the name of the picture: **pie**. Now say each one of the answer choices with me: **by**, **lucky**, **yes**, **candy**. Which one has the long i sound that you hear at the end of **pie**? (Pause.) Answer A is correct because **by** has the long i sound that you hear at the end of **pie**. Now do Items 40–45.*

WORD RECOGNITION

Items 46–60 Read aloud the directions on page 79. Then work through the sample item. Say:

*Listen to this word: **my**. Read the sentence in the Sample box. Which word in the sentence is the word **my**? (Pause.) Answer C is correct because the word above this circle is the word **my**. Now let's do Items 46–60.*

Read the following words for items 46–60:

46	sentence	51	trees	56	news
47	talked	52	much	57	as
48	asked	53	air	58	ever
49	plants	54	example	59	but
50	before	55	along	60	such

READ ON YOUR OWN

Items 61–64 Read aloud the directions on page 80. Then have students read the story on their own and answer the items.

WRITING

Items A–C Read aloud each prompt on page 81. Then allow time for students to write their responses. Remind students that they should write their responses on a separate sheet of paper.

Units 16–18 Test • Teacher Script and Test Directions

VOCABULARY

Items 1–6 Read aloud the directions on page 84. Then work through the sample item. Say:

Look at the picture in the Sample box. Then read each of the answer choices. Does the picture show a tree, a rock, sand, or a forest? (Pause.) Answer A is correct because the word tree names the picture. Now do Items 1–6:

- Read each item and choose your answer.
- Find the item number on your answer sheet.
- In the row of circles for that item, find the letter for the answer you chose. Fill in its circle.

Items 7–15 Read aloud the directions on page 85. Then work through the sample item. Say:

Look at the picture in the Sample box. Read the beginning of the sentence. Then see which of the answer choices best completes the sentence. Let's try each one:

- The carrots cost 50¢ per cup.*
- The carrots cost 50¢ per row.*
- The carrots cost 50¢ per crop.*
- The carrots cost 50¢ per pound.*

*Which one makes the most sense? (Pause.) Answer D is correct because the word **pound** best completes the sentence. Now do Items 7–15.*

PATTERNS AND STRUCTURES

Items 16–18 Read aloud the directions on page 87. Then work through the sample item. Say:

Look at the picture in the Sample box. Then read the answer choices to see which sentence is correct. Let's try each one. Read aloud the answer choices. Which one makes sense? (Pause.) Answer B is the only one that is correct. Now do Items 16–18.

Items 19–30 Read aloud the corresponding directions on page 87. Then work through the sample item. Say:

Read the incomplete sentence in the Sample box. Then see which of the answer choices works best in the blank. Let's try each one:

- Last night I cook soup.*
- Last night I cooks soup.*
- Last night I cooked soup.*
- Last night I is cooking soup.*

*Which one makes the most sense? (Pause.) Answer C is correct because the word **cooked** best completes the sentence. Now do items 19–30. Be sure to read the new directions before Items 27–30.*

You may want to point out and explain the different format for Items 27–30.

DECODING

Items 31–36 Read aloud the directions on page 88. Then work through the sample item. Say:

*Read the sentence in the Sample Box. Then read each of the answer choices. Which answer means the same as the sentence? (Pause.) Answer D is correct because the sentence **The girl puts the book back on the shelf** means the same as the original sentence. Now do Items 31–36.*

Items 37–45 Read aloud the directions on page 89. Then work through the sample item. Say:

*Read the sentence in the Sample box and look at the underlined word. Now look at the answer choices. Which one shows the correct way to divide **happen** into syllables? (Pause.) Answer B shows the correct way to divide **happen** into syllables. Now do Items 37–45.*

WORD RECOGNITION

Items 46–60 Read aloud the directions on page 90. Then work through the sample item. Say:

*Listen to this word: **later**. Read the sentence in the Sample box. Which word in the sentence is the word **later**? (Pause.) Answer D is correct because the word above this circle is the word **later**. Now let's do Items 46–60.*

Read the following words for items 46–60:

46 Earth	51 right	56 special
47 show	52 weigh	57 than
48 close	53 any	58 healthy
49 million	54 form	59 own
50 watch	55 near	60 warm

READ ON YOUR OWN

Items 61–64 Read aloud the directions on page 91. Then have students read the story on their own and answer the items.

WRITING

Items A–C Read aloud each prompt on page 92. Then allow time for students to write their responses. Remind students that they should write their responses on a separate sheet of paper.