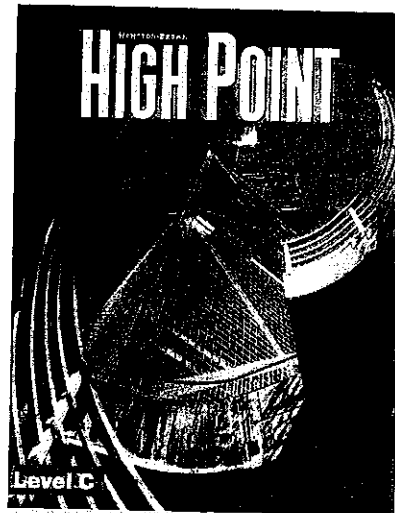
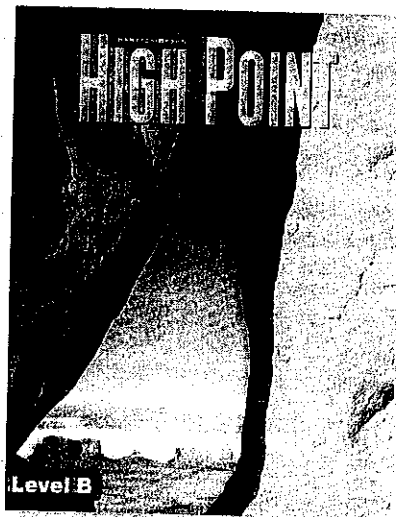
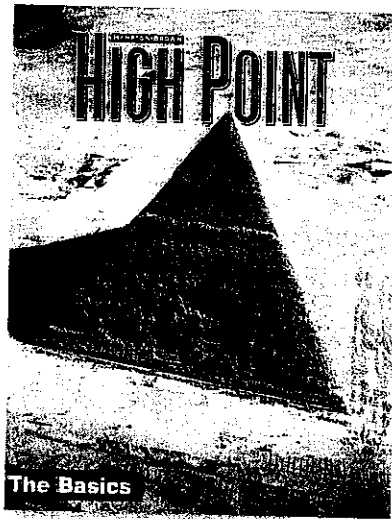


HAMPTON-BROWN  
**HIGH POINT**  
SUCCESS IN LANGUAGE • LITERATURE • CONTENT

**Diagnosis and Placement Inventory**



HAMPTON-BROWN

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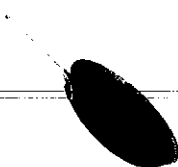


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**Decoding** (45 points — 1 point each)

**DIRECTIONS** Say the name of the picture. Find the letter that spells the first sound. Mark your answer.

Sample




g  
 p  
 m  
 c

1



w  
 o  
 h  
 k

2



u  
 v  
 qu  
 y

3



s  
 c  
 e  
 a

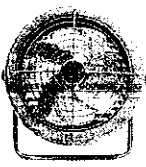
4



j  
 i  
 r  
 f

**DIRECTIONS** Say the name of the picture. Find the letter that spells the last sound. Mark your answer.

Sample



d  
 m  
 n  
 t

5



m  
 z  
 g  
 d

6



l  
 p  
 n  
 g

7



d  
 p  
 l  
 x

8



m  
 b  
 s  
 n

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GO ON 

# Decoding, *continued*

**DIRECTIONS** Which word names the picture?  
Mark your answer.

## Sample



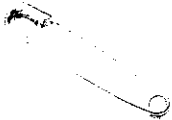
- (A) cap
- (B) cot
- (C) cat
- (D) cup

9



- (F) hit
- (G) hat
- (H) hot
- (J) hut

10



- (A) pen
- (B) pin
- (C) pick
- (D) pack

11



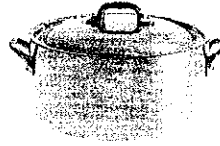
- (F) big
- (G) bag
- (H) bug
- (J) beg

12



- (A) not
- (B) nut
- (C) net
- (D) nest

13



- (F) pot
- (G) pat
- (H) pit
- (J) pet

14



- (A) bed
- (B) bell
- (C) belt
- (D) bench

15



- (F) class
- (G) brush
- (H) block
- (J) trunk

16



- (A) sea
- (B) seal
- (C) seed
- (D) sail

17



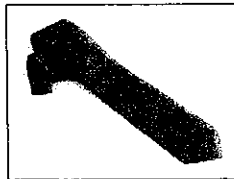
- (F) team
- (G) tree
- (H) truck
- (J) train

18



- (A) bat
- (B) bank
- (C) boat
- (D) beach

19



- (F) tip
- (G) tie
- (H) tray
- (J) tea

20



- (A) fast
- (B) first
- (C) fruit
- (D) fright

21



- (F) fern
- (G) fear
- (H) form
- (J) farm

22



- (A) cub
- (B) curl
- (C) car
- (D) clue

23



- (F) pear
- (G) park
- (H) prize
- (J) porch

24



- (A) dirt
- (B) deep
- (C) deer
- (D) dress

25



- (F) can
- (G) coin
- (H) cone
- (J) cane

26



- (A) clock
- (B) cloud
- (C) clean
- (D) clown

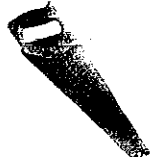
27




- (F) man
- (G) mine
- (H) mean
- (J) moon

**Decoding, continued**

28.  (A) box  
 (B) back  
 (C) bike  
 (D) book


29.  (F) say  
 (G) saw  
 (H) see  
 (J) six

30.  (A) boil  
 (B) bell  
 (C) bull  
 (D) ball


31.  (F) kite  
 (G) night  
 (H) knife  
 (J) write

**DIRECTIONS** Read each question.  
 Say the name of the little picture to yourself.  
 Find the answer. Mark your answer.


**Sample**

Which word has the long *o* sound you hear in  ?


- (A) no  
 (B) not  
 (C) mop  
 (D) song

32. Which word has the long *e* sound you hear in  ?

- (F) she  
 (G) let  
 (H) end  
 (J) bell


33. Which word has the long *a* sound you hear in  ?

- (A) mad  
 (B) land  
 (C) tape  
 (D) catch


34. Which word has the long *i* sound you hear in  ?

- (F) fin  
 (G) drip  
 (H) time  
 (J) stick


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35 Which word has the long *o* sound you hear in  ?

- (A) on
- (B) chop
- (C) rock
- (D) rope

36 Which word has the sound for *g* that you hear at the end of  ?

- (F) gum
- (G) got
- (H) gem
- (J) game

37 Which word has the sound for *c* that you hear in  ?

- (A) cut
- (B) city
- (C) place
- (D) center

**DIRECTIONS** Read the sentence. Look at the word in the box. Is the underlined vowel long or short? Mark your answer.

**Sample**

We planned a picnic at the beach.

planned

- (F) long vowel
- (G) short vowel

38 Deb is jogging in the park.

jogging

- (A) long vowel
- (B) short vowel

39 Jack raked the leaves.

raked

- (F) long vowel
- (G) short vowel

**Decoding**, *continued*

**DIRECTIONS** Read the sentence. Look at the underlined word. Choose the correct way to divide the word into syllables. Mark your answer.

**Sample**

I am in the contest.

- (A) cont est
- (B) co ntest
- (C) con test

**40** They planted one hundred trees.

- (F) hun dred
- (G) hund red
- (H) hu ndred

**41** I ate an apple.

- (A) app le
- (B) ap ple
- (C) a pple

**42** She likes music.

- (F) mu sic
- (G) mus ic
- (H) m usic

**43** Read it carefully.

- (A) car efully
- (B) care fu lly
- (C) care ful ly
- (D) car eful ly

**DIRECTIONS** What does each sentence mean? Mark your answer.

**Sample**

The beach is sandy.

- (F) The beach has no sand.
- (G) The beach is full of sand.
- (H) The beach is close to the sand.
- (J) The beach has just a little bit of sand.

**44** The cake is uncut.

- (A) The cake is not cut.
- (B) The cake is cut again.
- (C) The cake has many cuts.
- (D) The cake is cut in a messy way.

**45** The horse ran quickly across the field.

- (F) The horse was not very quick.
- (G) The horse ran across the field again.
- (H) The horse did not run across the field.
- (J) The horse ran across the field in a quick way.



# Word Recognition (15 points - 1 point each)

**DIRECTIONS** Find the word your teacher reads. Mark your answer.

## Sample

I can only find one sock.

- (A) (B) (C) (D)

46 Take both books to school.

- (F) (G) (H) (J)

47 Give each group some more work.

- (A) (B) (C) (D)

48 The boy wants two cups of water.

- (F) (G) (H) (J)

49 Put a picture here, too.

- (A) (B) (C) (D)

50 They have a house in the city.

- (F) (G) (H) (J)

51 She almost got another new car.

- (A) (B) (C) (D)

52 My father said, "You should study."

- (F) (G) (H) (J)

53 Where were his friends last night?

- (A) (B) (C) (D)

54 People around the world watch the stars.

- (F) (G) (H) (J)

55 The children walked through the park together.

- (A) (B) (C) (D)

56 Are any other kids indoors?

- (F) (G) (H) (J)

57 If we go into this cave, what will we see?

- (A) (B) (C) (D)

58 Get that idea out of your head!

- (F) (G) (H) (J)

59 The letter was about something special.

- (A) (B) (C) (D)

60 He says that each person on Earth is important.

- (F) (G) (H) (J)

## Vocabulary (15 points - 1 point each)

**DIRECTIONS** Find the word that names the picture. Mark your answer.

### Sample



- (A) fish
- (B) salad
- (C) steak
- (D) chicken

61



- (F) writer
- (G) farmer
- (H) dancer
- (J) carpenter

62



- (A) rice
- (B) potato
- (C) corn
- (D) butter

63



- (F) store
- (G) library
- (H) theater
- (J) hospital

64



- (A) hallway
- (B) kitchen
- (C) bedroom
- (D) bathroom

65



- (F) bored
- (G) scared
- (H) happy
- (J) proud

66



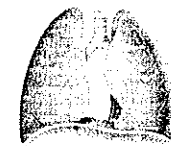
- (A) crab
- (B) turtle
- (C) butterfly
- (D) raccoon

67



- (F) diary
- (G) magazine
- (H) newspaper
- (J) history book

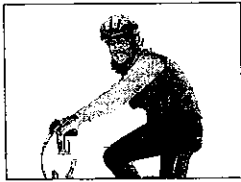
68



- (A) ribs
- (B) lungs
- (C) heart
- (D) brain

**DIRECTIONS** Choose the answer that completes the sentence. Mark your answer.

**Sample**



She stays safe.  
She wears a —

- (F) coat
- (G) suit
- (H) mask
- (J) helmet

69



It is cold.  
She wears —

- (A) shorts
- (B) a skirt
- (C) a scarf
- (D) sandals

70



They are Japanese.  
They are from —

- (F) Jamaica
- (G) Japan
- (H) Java
- (J) Jordan

71



What time is it?  
It is —

- (A) four thirty
- (B) four and thirty
- (C) a quarter after four
- (D) a quarter before five

72



The man has a —

- (F) sign
- (G) ballot
- (H) banner
- (J) computer

73



The opposite of  
short is —

- (A) old
- (B) tall
- (C) brave
- (D) strong

74



These people were the first  
people to live in a new  
area. They are —

- (F) soldiers
- (G) cowboys
- (H) pioneers
- (J) inventors

75



It orbits the Earth.  
It is —

- (A) a star
- (B) the Sun
- (C) a planet
- (D) the Moon

## Reading Comprehension (10 points – 1 point each)

**DIRECTIONS** Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

### Kids Are Helping Kids



Nadja Halilbegovich is from Bosnia.



Hafsat Abiola is from Nigeria.



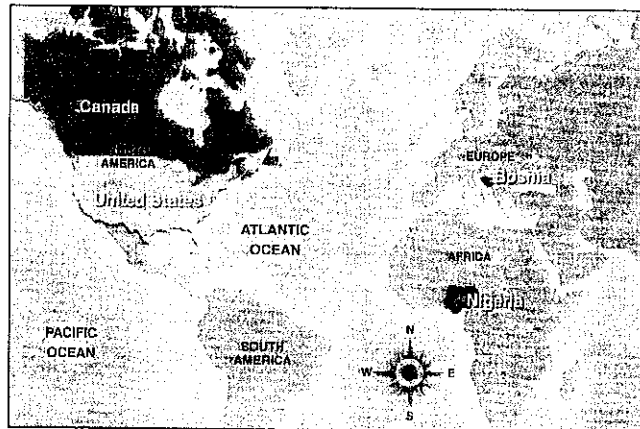
Craig Kielburger is from Canada.

Kids can help other kids in important ways. Nadja, Hafsat, and Craig show us how.

Nadja helped kids in Bosnia. When Nadja was a girl, ethnic groups in Bosnia started a war. Kids lived in fear. A lot of them were hurt. Nadja started a radio show. She sang on the air to give children courage. She also published two books. They tell how hard it is to live through a war. She hopes her books will help end fighting in the world.

Hafsat helps kids in Nigeria. She formed a group called KIND. The group teaches children their rights. It shows kids how to be leaders. KIND also helps women and children get fair treatment.

Craig was 12 years old when he read that many kids were made to work in hard jobs for no pay. People treated them very badly. He had to help these kids. He formed a group called Free the Children. Now, his group speaks out for children's rights in 27 countries.



- 76** Why did kids in Bosnia live in fear?
- (F) There was a war.
  - (G) They worked for no pay.
  - (H) They were badly hurt at their jobs.
  - (J) There were no leaders in the country.

- 77** Where does Hafsar live?
- (A) Bosnia
  - (B) Nigeria
  - (C) Canada
  - (D) the United States

- 78** The map shows—
- (F) cities in Europe
  - (G) seven seas
  - (H) the whole world
  - (J) the countries where the kids are from

- 79** How are Nadja, Hafsar, and Craig alike?
- (A) They all help other kids.
  - (B) They are all 12 years old.
  - (C) They all work in Africa.
  - (D) They all lived through a war.

- 80** What will Nadja, Hafsar, and Craig probably be like when they are adults?
- (F) rich
  - (G) quiet
  - (H) afraid
  - (J) helpful

Reading Comprehension, *continued*

**DIRECTIONS** Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

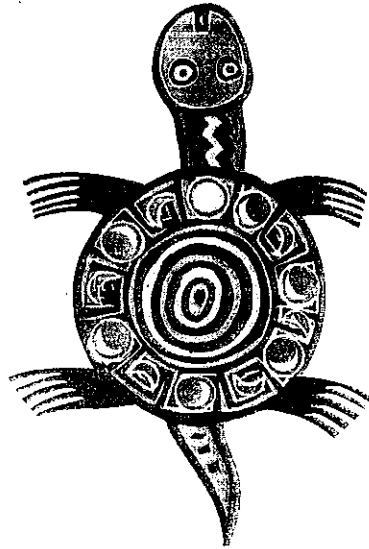
**Fifth Moon's Story**

In the Old Time, Winter stayed on Earth forever. Rain and snow fell on the land. Fields and rivers were covered with snow. The Earth Children asked the kind Sun for help, "Please send Winter away!"

Sun went to Winter's house. Winter sat all alone. He was huddled close to a cold fire. He recognized Sun. "Go away!" Winter shouted.

"No!" Sun exclaimed. "It is you who must go. Leave the Land of the Earth Children, now!"

Winter frowned. He blasted Sun with icy rain, but he was not able to make Sun leave.



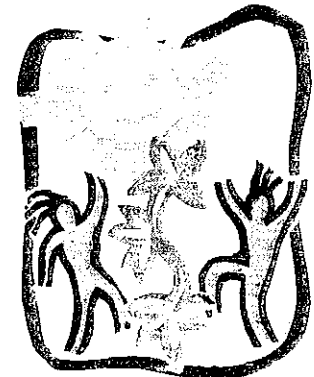
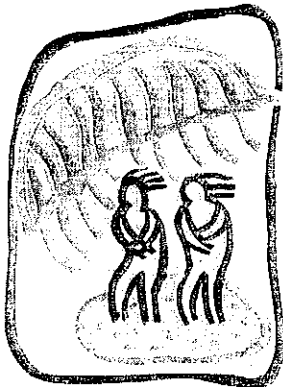
Thirteen moons on Turtle's back

Sun just watched and smiled happily. He kept shining and shining. At last, Winter began to melt away. He grew smaller and smaller until he became the size of a snowflake. Sun then called to Owl. Owl flew into the room. Sun said, "Take Winter to the snows in the far north. He will remain there a long time." Owl did as Sun asked.

Suddenly the Land of the Earth Children began to grow

warm. Green leaves reappeared on the trees.

The people came together to celebrate. They danced joyfully as gentle Spring came back into their land.



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**81** This story helps explain —

- (A) where owls live
- (B) how to build a fire
- (C) when the moon is full
- (D) why the seasons change

**82** The Earth Children asked Sun for help because —

- (F) Owl wanted a new home
- (G) Winter would not leave the Earth
- (H) Sun and Winter were good friends
- (J) Winter was the size of a snowflake

**83** Which sentence tells how Sun and Winter are different?

- (A) Sun is small, but Winter is big.
- (B) Winter is warm, but Sun is cold.
- (C) Sun is kind, but Winter is mean.
- (D) Winter has friends, but Sun is alone.

**84** What happened after Owl took Winter to the far north?

- (F) Spring came back.
- (G) Winter blasted Sun.
- (H) Sun melted Winter.
- (J) Winter sat by the fire.

**85** How do the pictures at the bottom help you understand the story?

- (A) They show where Owl lives.
- (B) They show how strong Winter is.
- (C) They show the land far north.
- (D) They show the main events in the story.

# Written Conventions (8 points – 1 point each)

**DIRECTIONS** Read each item. Choose the answer that goes in the sentence. Mark your answer.

## Sample



I like soup.  
 \_\_\_ is good.

- (F) I
- (G) It
- (H) They

86



\_\_\_ is a student.

- (A) It
- (B) He
- (C) She

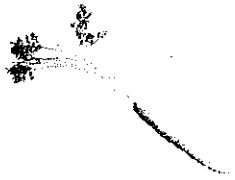
87



The people are in a race.  
 We watch \_\_\_ run.

- (F) her
- (G) they
- (H) them

88



The \_\_\_ is crunchy.

- (A) carrot long
- (B) carrot orange
- (C) orange carrot

89



She \_\_\_ well.

- (F) build
- (G) builds
- (H) builder

90



She \_\_\_ the crop last year.

- (A) plant
- (B) plants
- (C) planted

91



Later tonight, the band \_\_\_.

- (F) play
- (G) played
- (H) will play

**DIRECTIONS** Read each item. Find the sentence that is correct. Mark your answer.

## Sample



Which of these is a complete sentence?

- (A) Is small and green.
- (B) The frog small and green.
- (C) The frog is small and green.

92



Which of these is a complete sentence?

- (F) The family a picnic.
- (G) The family has a picnic.
- (H) Has a picnic in the park.

93



Which of these asks a question?

- (A) The man jumps high.
- (B) Is the man jumping?
- (C) Look at the man jump!



# Writing Strategies and Applications *(7 points)*

**DIRECTIONS** Get ready to write a paragraph. Read each item. Follow the directions.

94 Look at each picture. Circle one topic to write about.



A New Friend

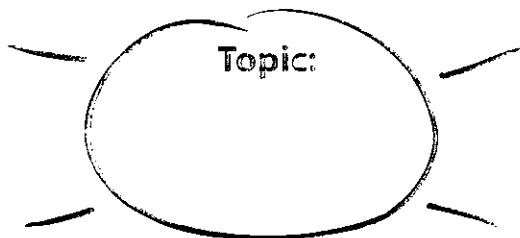


At the Talent Show



A Walk in the Woods

95 Complete the map. Write your topic. Write details that tell what happened and what you saw and heard.



96 Now write your paragraph. Start with a topic sentence. Then add the details from your map.

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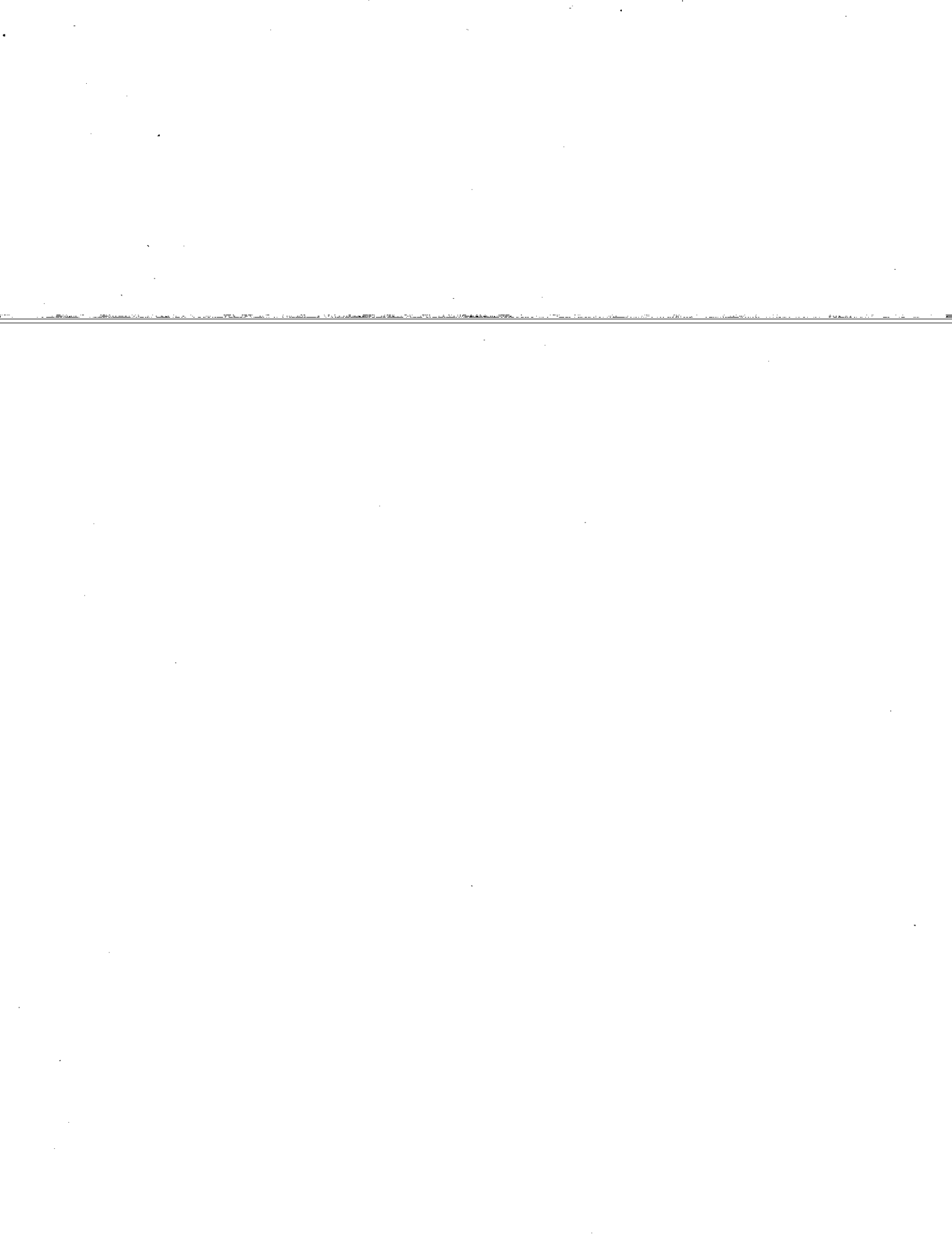
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**STOP**



# Tests for Levels A, B, and C

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# Vocabulary (15 points – 1 point each)

**DIRECTIONS** Read each item carefully. Then choose the best answer. Mark your answer.

**Sample**

When you express an idea, you —

- (A) change it
- (B) keep it secret
- (C) decide not to do it
- (D) share it with others

**1** To improve means to —

- (F) go faster
- (G) do better
- (H) grow larger
- (J) act proudly

**2** When you accept something, you —

- (A) think it is funny
- (B) try to change it
- (C) like it the way it is
- (D) learn how it works

**3** Entire means —

- (F) fat or thick
- (G) cold or slippery
- (H) complete or whole
- (J) expensive or beautiful

**4** When you remove something, you —

- (A) reach for it
- (B) take it away
- (C) pay money for it
- (D) give it to someone else

**5** An ancestor is —

- (F) a young child
- (G) a person who travels
- (H) a person who lives far away
- (J) a family member who lived before you

**6** When you need supplies, you need —

- (A) answers
- (B) buildings
- (C) materials
- (D) suggestions

**7** An effect of sunshine is —

- (F) rain
- (G) heat
- (H) wealth
- (J) sickness

**8** If something is familiar, you —

- (A) know it well
- (B) tell others about it
- (C) think it is important
- (D) hide it from a friend

9 When something is believable, you think it —

- (F) will be popular
- (G) could really happen
- (H) can fit in a small place
- (J) comes from another country

10 When something is dangerous, it —

- (A) can harm people
- (B) makes a loud noise
- (C) is hard to remember
- (D) takes a lot of time to do

11 A homeless person —

- (F) stays inside
- (G) has no place to live
- (H) lives in an apartment
- (J) builds new houses

12 When you figure out something, you —

- (A) write about it
- (B) show it to others
- (C) learn how to do it
- (D) measure and weigh it

**DIRECTIONS** Read each item carefully. Choose the sentence that matches the meaning given for the underlined word. Mark your answer.

**Sample**

In which of these sentences does miss mean “to feel sad because something is not there”?

- (F) It’s easy to miss a fast ball.
- (G) Hurry, or we will miss the movie.
- (H) When I’m away, I miss my family.

13 In which of these sentences does water mean “a liquid you drink”?

- (A) Don’t add water to the pool.
- (B) I water my plants once a week.
- (C) Pour yourself a glass of water.

14 In which of these sentences does character mean “what a person is really like”?

- (F) I wrote a Chinese character.
- (G) She has a shy, sweet character.
- (H) Don is the main character in the story.

15 In which of these sentences does wave mean “move your hand from side to side”?

- (A) Did you wave to your friend?
- (B) The wave splashed over the rocks.
- (C) We stayed inside during the heat wave.

# Reading Comprehension (50 points – 5 points each)

**DIRECTIONS** Read the article. Then read each item carefully. Choose the best answer. Mark your answer.

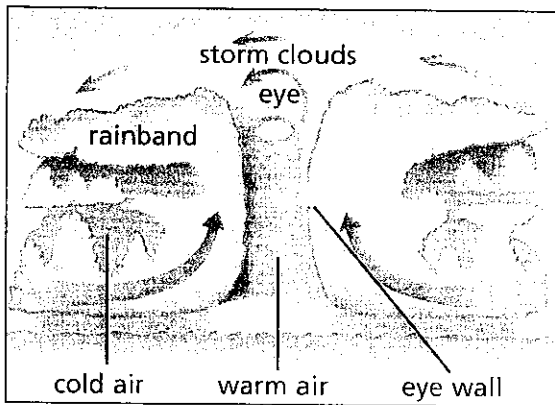
## Hurricane in the Caribbean, 1998

**MONDAY, SEPTEMBER 21, 1998**

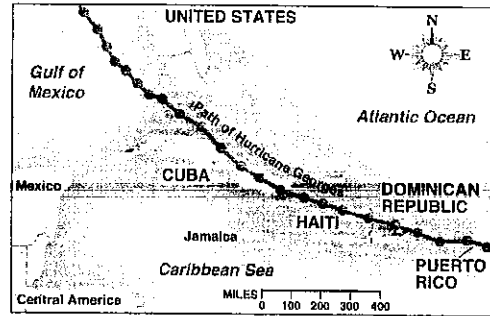
### Hurricane Georges Hits Puerto Rico

Hurricane Georges slammed into the island of Puerto Rico at around 6 p.m. today. Winds reached over 115 miles per hour. Airplanes flipped over like toys. Trees were **uprooted** and flew through the air like missiles. Over 80 percent of the island is without electricity. Seventy percent of all homes are without water.

#### Inside a Hurricane



Low pressure in the eye of a hurricane pulls in cooler air, creating a powerful storm with winds over 74 miles per hour.



The path of Hurricane Georges

**TUESDAY, SEPTEMBER 22, 1998**

### Georges Blasts Dominican Republic — Rescue Efforts Begin

Hurricane Georges spreads its destruction to the Dominican Republic. Mudslides and flooding kill over 200 people. More than 100,000 people are left homeless.

Meanwhile, rescue workers bring aid to Puerto Rico. More than 20,000 people **crowd into** shelters in San Juan and other cities.

**FRIDAY, SEPTEMBER 25, 1998**

### Hurricane Relief Underway

Rescue workers in the Dominican Republic and Haiti struggle to bring food, water, and shelter to people. House after house **lies in ruins** or without a roof.

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**uprooted** pulled from the ground

**crowd into** are pushed together in

**lies in ruins** is broken in pieces

"There's no water. There's no power. There is nothing." says Domingo Osvaldo Fortuna as he fills a plastic jug with water from the garbage-filled Ozama River in Santo Domingo.

Aid from the United States begins to arrive. A French cargo plane brings relief workers, food, and medicine. Sixty-three firefighters from New York help to search for survivors.

**SUNDAY, SEPTEMBER 27, 1998**

### **Hurricane Continues — Tons of Food On the Way**

Tons of food and supplies begin to arrive in the Dominican Republic and Haiti. Volunteers fly in with tons of bottled water and enough **plastic sheeting** to repair 15,000 houses. Members of the U.S. military carry aid to towns **cut off by** flooding and mudslides.

Although it will take weeks or even years for the islands to repair the damage, **recovery** has slowly begun.

- 16 What country did Hurricane Georges hit first?  
(F) Haiti  
(G) Puerto Rico  
(H) the United States  
(J) the Dominican Republic
- 17 In what direction was the hurricane moving?  
(A) northeast  
(B) southeast  
(C) northwest  
(D) southwest
- 18 In the Dominican Republic, about 200 people died because of —  
(F) uprooted trees  
(G) electrical wires  
(H) garbage in the river  
(J) mudslides and flooding
- 19 Why do firefighters and members of the military make good rescue workers?  
(A) They wear uniforms.  
(B) They come from other countries.  
(C) They have experience and special equipment.  
(D) They have worked in many parts of the world.
- 20 What will probably happen the next time a hurricane hits the Caribbean?  
(F) There will be less damage.  
(G) Puerto Rico will help Haiti.  
(H) Other countries will send aid.  
(J) Rescue workers will not come.

plastic sheeting waterproof covering

cut off by unable to have contact with the outside world because of

recovery return to normal activities



## Reading Comprehension, *continued*

**DIRECTIONS** Read the story. Then read each item carefully. Choose the best answer. Mark your answer.

### “Owl” from *Unwinding the Magic Thread*

by Diane Wolkstein



*Owl meets a girl he likes. She invites him to dance at her house, but Owl thinks he is ugly. He does not want the girl to see his face in the daytime.*

Owl was very pleased with the invitation: a dance **in his honor**. He was also very frightened. He told his cousin, Rooster, about the girl and asked him to **accompany** him to the dance. That Sunday afternoon, as Owl and Rooster were riding on their horses to the dance,

Owl glanced over at Rooster. Rooster **held himself with such assurance**, he was so elegantly and fashionably dressed, that Owl imagined the girl seeing the two of them and was filled with shame.

“I can’t go on,” he choked. “You go and tell them I’ve had an accident and will be there later.”

Rooster rode to the dance. “Tsk, tsk, poor Owl,” he explained. “He has had an accident, and he has asked me to let you know that he will be here later.”

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**in his honor** especially for him  
**accompany** go with

**held himself with such assurance** felt so comfortable about himself



When it was quite dark, Owl tied his horse a good distance from the dance and stumbled up to the porch steps. "Pssst," he whispered to a young man sitting on the steps. "Is Rooster here?"

"Well now, I don't know."

"Go and look. Tell him a friend is waiting for him by **the mapou tree.**"

Rooster came out. "OWL!"

"Shhhhh—"

"Owl, what are you wearing over your head—I mean your face?"

"It's a hat. Haven't you ever seen a hat before? Look, tell them anything. Tell them I scratched my eyes on a branch as I was riding here and the light—even the light from a lamp—hurts them. And you must be certain to watch for the day for me, and to crow as soon as you see the light, so we can leave."



*Owl and Rooster go into the dance. Owl has a good time dancing with the girl until morning. Then the girl's mother pulls the hat from his face.*

The sun moved up in the sky, higher and higher, until it filled the house and the yard with light.

"Now—let us see your fiancé's face!" the mother said.

"Kokioko!" Rooster crowed.

And before Owl could hide, she reached out and pulled the hat from his face.

Reading Comprehension, *continued*

"MY EYES!" Owl cried, and covering his face with his hands, he ran for his horse.

"Wait, Owl!" the girl called.

"Kokioko!" Rooster crowed.

"Wait, Owl, wait."

And as Owl put his hands down to untie his horse, the girl saw his face. It was **striking** and **fierce**, and the girl thought it was the most handsome face she had ever seen.

"Owl—"

But Owl was already on his horse, riding away, farther and farther away.

Owl never came back.

The girl waited. Then she married Rooster. She was happy, except sometimes in the morning when Rooster would crow "kokioko-o-o." Then she would think about Owl and wonder where he was.

**striking** unusual and good-looking

**fierce** strong and wild

21 Who thought Owl was ugly?

- (A) Owl
- (B) the girl
- (C) Rooster
- (D) the mother

22 Owl was filled with shame because he thought that —

- (F) he could not dance well
- (G) his horse was too slow
- (H) the dance would be boring
- (J) Rooster looked much better than he did

23 What did the girl's mother want?

- (A) to ride a horse
- (B) to see Owl's face
- (C) to marry Rooster
- (D) to dance with Owl

24 The ending of the story suggests that —

- (F) the girl still loved Owl
- (G) the girl learned to crow
- (H) Rooster sent Owl a message
- (J) Owl came back every evening

25 What lesson can you learn from the story?

- (A) Be polite.
- (B) Work hard.
- (C) Be cheerful.
- (D) Accept yourself.

**Written Conventions** (20 points – 2 points each)

**DIRECTIONS** Read the story. Then read each item carefully. Choose the best answer. Mark your answer.

My family <sup>1</sup>travel every summer. First we talk about where to go. Next we study our maps.<sup>2</sup> The maps help him<sup>3</sup> plan the trip. Then we pack<sup>4</sup> and get ready to go.

Last year, we gone<sup>5</sup> to Zion National Park. Was so much fun!<sup>6</sup> Everywhere we look<sup>7</sup>, we saw mountains, canyons, and rivers. We took many pictures.<sup>8</sup> Our camera had no film! So we do not have any pictures from our trip.

My parents<sup>9</sup> wants to go to Hawaii next. They say it is the more beautiful<sup>10</sup> place in the world. I know we will have<sup>11</sup> a great time there.

**Sample**

In number 1, My family travel is best written —

(F) My family travels  
 (G) My family traveling  
 (H) My family is traveling  
 (J) as it is written

- 26 In number 2, we study our maps is best written —
- (A) we study my maps  
 (B) we study her maps  
 (C) we study their maps  
 (D) as it is written

- 27 In number 3, help him is best written —
- (F) help us  
 (G) help her  
 (H) help them  
 (J) as it is written

- 28 In number 4, we pack is best written —
- (A) we packs  
 (B) we packing  
 (C) we are packing  
 (D) as it is written

29 In number 5, we gone is best written —

- (F) we go
- (G) we goed
- (H) we went
- (J) as it is written

30 In number 6, Was so much fun! is best written —

- (A) Much fun!
- (C) It was so much fun!
- (B) So was much fun!
- (D) as it is written

31 In number 7, we look is best written —

- (F) we looks
- (G) we looked
- (H) we are looking
- (J) as it is written

32 The best way to combine the two sentences in number 8 is —

- (A) pictures, so our
- (B) pictures but our
- (C) pictures, but our
- (D) pictures, since our

33 In number 9, My parents wants is best written —

- (F) My parents want
- (G) My parents wanting
- (H) My parents can want
- (J) as it is written

34 In number 10, more beautiful place is best written —

- (A) beautifuller place
- (B) most beautifullest
- (C) most beautiful place
- (D) as it is written

35 In number 11, we will have is best written —

- (F) we had
- (G) we have
- (H) we are having
- (J) as it is written



## Writing Strategies (5 points – 1 point each)

**DIRECTIONS** Read about the description that Katya plans to write. Read each item carefully. Then choose the best answer. Mark your answer.

Katya plans to write a description of her mother. She wants to tell how cheerful and funny her mother is. She begins with a 5Ws chart like this one:

**Who?** \_\_\_\_\_

**What?** \_\_\_\_\_

**Where?** \_\_\_\_\_

**When?** \_\_\_\_\_

**Why?** \_\_\_\_\_

Then Katya makes a list of colorful adjectives and verbs.

- 36** Katya is writing her description to —
- (A) tell about a made-up person
  - (B) show what her mother is like
  - (C) give information about families
  - (D) persuade people to be like her mother
- 37** The 5Ws chart will help Katya plan her writing because it —
- (F) organizes information
  - (G) shows a character map
  - (H) suggests different topics
  - (J) gives lists of adjectives and verbs
- 38** Which of these would be the best main idea sentence for Katya's paragraph?
- (A) My mom's sister is very tall.
  - (B) Mom and Dad are both thirty-six.
  - (C) Mom has a wonderful sense of humor.
  - (D) Mom and Dad like to read books and go to the movies.
- 39** Which of these should Katya include in her description to support the main idea?
- (F) My sister looks a lot like Mom.
  - (G) Mom's jokes make everyone laugh.
  - (H) Dad works at Jackson Computer Store.
  - (J) Sometimes I make dinner for the family.
- 40** When Katya proofreads her description, she should —
- (A) add interesting details
  - (B) add a photograph of her mother
  - (C) write a strong main idea sentence
  - (D) check the spelling and punctuation



**Vocabulary** (15 points – 1 point each)

**DIRECTIONS** Read each item carefully. Then choose the best answer. Mark your answer.

**Sample**

To represent is to —

- (A) insist on
- (B) try again
- (C) stand for
- (D) give back

**1** To challenge something is to —

- (F) fight against it
- (G) make it more valuable
- (H) change its appearance
- (J) look for where it starts

**2** A community is a —

- (A) store that sells supplies
- (B) group of people who live close together
- (C) family that moves to a new country
- (D) school that teaches languages

**3** A conversation is a —

- (F) friendly talk
- (G) long journey
- (H) wise companion
- (J) frightening event

**4** Exhausted means —

- (A) very tired
- (B) extremely hot
- (C) quite embarrassed
- (D) seriously wounded

**5** When you stay tuned, you —

- (F) do not move
- (G) listen to advice
- (H) play a musical instrument
- (J) do not change the radio station

**6** An opportunity is —

- (A) a wrong choice
- (B) an event in the past
- (C) an important memory
- (D) a chance to do something

**7** Another word for triumph is —

- (F) history
- (G) victory
- (H) dignity
- (J) industry

**8** Another word for provide is —

- (A) profit
- (B) supply
- (C) oppose
- (D) command





9 When you feel confident, you are —

- F sure of yourself
- G afraid to be alone
- H careful with your work
- J sorry for someone else

10 When you preview something, you —

- A work hard to get it
- B look at it before others
- C put it in your own words
- D tell other people about it

11 Something is invisible if it —

- F is very strong
- G cannot be seen
- H makes people laugh
- J needs electricity to work

12 When you take a stand, you —

- A write a poem
- B wait for a place in line
- C find someone to help you
- D do what you think is right

**DIRECTIONS** Read the chart and the item. Choose the best answer. Mark your answer.

| Root  | Meaning          |
|-------|------------------|
| auto  | self             |
| bio   | life             |
| geo   | earth            |
| photo | light            |
| graph | to write or draw |

13 Which word means “the story of a person’s life”?

- F autograph
- G biography
- H geography
- J photograph

**DIRECTIONS** Find the sentence that matches the meaning given for the underlined word. Mark your answer.

**Sample**

In which of these sentences does miss mean “to feel sad because something is not there”?

- A It’s easy to miss a fast ball.
- B Hurry, or we’ll miss the movie.
- C When I’m away, I miss my family.

14 In which of these sentences does right mean “something that is allowed by law”?

- F She has the right to vote.
- G Turn right at the next street.
- H That is the right answer.

15 In which of these sentences does dull mean “not shiny”?

- A The ring was old and dull.
- B The dull knife could not cut.
- C We were bored at the dull party.



## Reading Comprehension (50 points — 5 points each)

**DIRECTIONS** Read the article. Then read each item carefully. Choose the best answer. Mark your answer.

### Saving the Peregrine Falcon

by Caroline Arnold

*When the poison DDT gets into the food chain of the peregrine falcon, the birds lay eggs with thin shells. The baby chicks cannot survive inside the shells. Scientists take them to laboratories to help them hatch.*

In the laboratory each egg is carefully weighed. Then it is held in front of a bright light in a dark room. This is called *candling*. When an egg is candled, the shadow of the chick growing inside and a lighter area at the large end of the egg can be seen. The lighter area is called the air pocket.

Then the egg is placed on a rack inside an incubator. The incubator keeps the egg warm and **moist**. Each day the egg will be weighed and candled again. As the chick grows, water slowly **evaporates** from the egg, making room for the air pocket to get bigger. The egg's weight shows how much water it is losing. If it is losing water too quickly, the incubator can be made more moist.

Wild birds turn their eggs **constantly** as they move around in the nest. But in the laboratory, people must carefully turn each

egg four or five times each day. This prevents the growing chick from sticking to the inside of the eggshell. If the eggs are not turned, they will not hatch.

Sometimes eggs are found with shells so thin that they have already begun to crack. Then people in the laboratory try to repair them with glue. Sometimes eggs are also waxed to prevent them from losing moisture. Everything possible is done to make sure that each egg hatches into a healthy peregrine chick.

The eggs are kept in the incubator until they are  $31\frac{1}{2}$  days old. Then they are carefully watched for the first signs of hatching.

Each chick has a hard pointed knob on the top of its beak. This is called an egg tooth. The chick pushes against the inside of the shell with its egg tooth and breaks the shell.

The first crack in the egg is called the *pip*. When the pip appears, the egg is moved to a special hatching chamber. There the egg will take 24 to 48 hours to hatch. During this time somebody watches it all the time. Some chicks are too weak to break out of their

**moist** slightly wet

**evaporates** becomes water vapor and moves into the air

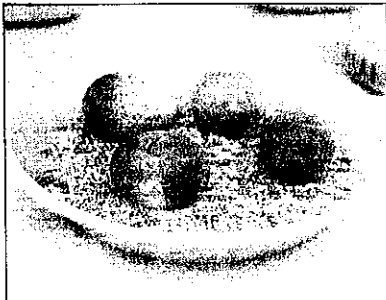
**constantly** all the time

shells. Then the scientists are there to help them.

Often two eggs begin to hatch at about the same time. Then they are put next to each other. When a chick is ready to hatch, it begins to peep inside its shell. The two chicks can hear each other peep. This seems to encourage them to move around and break their shells. Sometimes when there is only one

egg, the scientists make peeping sounds for the chick to hear.

Starting at the pip, the chick slowly turns, pressing its egg tooth against the shell. Soon the crack becomes a ring around the shell. Then the chick pushes its head against the top of the shell, and the shell pops open. After hatching, the egg tooth is no longer needed, and in a week or so it falls off.



The first crack in the egg is called the pip.



The chick breaks a ring around the entire shell.



Then the chick pushes its head against the top of the shell, and the shell pops open.

16. Scientists take some peregrine falcon eggs to laboratories to —

- (F) help them hatch
- (G) teach them to fly
- (H) write reports about them
- (J) use them in experiments

17. What do scientists do if a shell has begun to crack too early?

- (A) They weigh the egg.
- (B) They turn the egg less often.
- (C) They repair the egg with glue.
- (D) They start the hatching process sooner.

18. Which of these happens first?

- (F) The egg is candled.
- (G) The egg is weighed.
- (H) The egg is placed in an incubator.
- (J) The egg is taken to a hatching chamber.

19. What does the chick use to break out of its shell?

- (A) a pip
- (B) a ring
- (C) an egg tooth
- (D) an incubator

20. What is the main idea of the article?

- (F) DDT gets into food chains.
- (G) Scientists have interesting jobs.
- (H) The eggshells of peregrine chicks can crack.
- (J) Scientists save peregrine chicks in laboratories.

Reading Comprehension, *continued*

**DIRECTIONS** Read the story. Then read each item carefully. Choose the best answer. Mark your answer.

**The Clever Wife**

*an ancient Chinese folk tale retold by Carol Kendall and Yao-wen Li*

*Whenever Fu-hsing has a problem, his wife always solves it. She helps him become very successful. Fu-hsing decides to praise and thank his wife. This causes a problem that he does not expect.*

Fu-hsing was remarkably proud of his wife and often spoke of her as his **“Incomparable Wisdom,”** his **“Matchless Wit,”** or his **“Dearest Capability.”** He only wished that all who passed his house could know it was her cleverness that had brought him such good fortune. For months he puzzled his head over a **suitable** way of declaring his gratitude. He at last created a **couplet** that delicately **conveyed** his feeling. He wrote the lines on twin **scrolls** and posted them on the gate before his house:

A Matchless Wit like Fu-hsing’s  
Does with ease a million things.

All who passed the house saw the scrolls. Those who knew Fu-hsing thought he was a true and honest husband to praise his wife in this way.

One day, however, the district **magistrate** happened to pass that way. On reading the scrolls, he drew his mouth down and his eyebrows together in a terrible frown. “What a boastful, **conceited** fellow lives there!” he thought. “What **appalling arrogance!** Such boastfulness should not go unpunished.”

When he returned to his quarters, he ordered Fu-hsing to appear before him. This frightened Fu-hsing so much that he could hardly tell his wife of it. “. . . can’t understand . . . I’m law-abiding . . . good citizen . . . pay taxes without cheating . . .” He pulled at his hair, dropping strings of it on the floor. “My dear Capability, what did I do to bring this upon myself?”

His wife laid a calming hand on his before he could tear out the last of his thinning hair. “It must be,” she said, after a moment’s thought, “that the scrolls on the gate gave the wrong **impression**. Really, it is not worth worrying about! Go see the magistrate and have no fear. If you run into difficulty, we can talk it over when you return.”

Much relieved, Fu-hsing soon was standing

his **“Incomparable Wisdom”** a person with knowledge beyond compare  
**Capability** ability to do something well  
**suitable** proper  
**couplet** two rhyming lines of poetry  
**conveyed** showed

**scrolls** rolls of paper for writing  
**magistrate** person who carries out the laws  
**conceited** too proud  
**appalling arrogance** strong and shocking pride  
**impression** idea



before the magistrate. By now his eyebrows were crossing each other. He stared frowning from behind an immense table. His arms were folded into his sleeves.

“So!” he exclaimed “This is the **braggart** who posts scrolls on his gate to boast of his extraordinary cleverness. He **leant** forward to glare into Fu-hsing’s face. His terrible eyebrows **bristled** like angry hedgehogs. “You think you can do anything at all, do you! No matter how difficult? Very well!”

Loosing his arms from his sleeves, he struck an angry fist on the table. “I have three small **tasks** for you to perform. At once! For a fellow of your remarkable talents, they should

provide no difficulty. No difficulty whatsoever.

“First, then,” and *pound* went the fist, “you shall make a cloth as long as a road. Second,” *pound, pound*, “you shall make as much tea as there is water in the ocean. Third,” *pound, pound, pound*, “you shall raise a pig as big as a mountain.”

With an awful smile, the magistrate opened his fist to wave a long finger under poor Fu-hsing’s nose. “Of course, if you do not complete these tasks for me one, two, three, you will soon learn how this court deals with a swollen head!”

**Wretched and anxious**, Fu-hsing hastened home to his wife and told her about the three impossible tasks.

Fu-hsing listened carefully to his wife’s instructions. The next morning, carrying a ruler, a large measuring bowl, and a balancing scale, he stood in front of the magistrate once again.

When he started speaking, the magistrate’s eyebrows were as tightly knotted

**braggart** person who praises himself or herself too much  
**leant** leaned  
**bristled** became stiff

**tasks** jobs  
**Wretched and anxious** very unhappy and nervous



Reading Comprehension, *continued*

as before. But when Fu-hsing laid the three tools down, his brows lifted up and up until they became flying birds of astonishment.

“This morning, as I was setting out to do the tasks you gave me,” Fu-hsing began, “I realized that I needed further instruction from you before I could finish. Therefore, your Honor, I have brought these three tools to help you. I must respectfully ask you, first, to measure the road with this ruler so that I know the length of cloth I must make. Second, measure the ocean’s water with this bowl so that I know how much tea I must make. Third, weigh the mountain with this balance so that I know how big a pig I must raise.”

Fu-hsing bowed deeply. “Just as soon as you have made the measurements, your Honor, I shall be pleased to finish the tasks.”

The magistrate was so surprised by the **cunning** solution that he allowed Fu-hsing to go without punishment, and never bothered him again.



**cunning** very clever

- 21 Fu-hsing has a problem because —
- (A) his wife is too honest
  - (B) he refuses to pay his taxes
  - (C) the magistrate is jealous of his wife
  - (D) the magistrate thinks he is conceited

- 22 Fu-hsing's wife can best be described as —
- (F) young and silly
  - (G) clever and calm
  - (H) smart and greedy
  - (J) worried and anxious

- 23 The solution given by Fu-hsing's wife works because it —
- (A) proves Fu-hsing is not guilty
  - (B) explains what the scrolls mean
  - (C) gives the magistrate impossible tasks
  - (D) allows Fu-hsing to complete the tasks

- 24 How is the magistrate different at the end of the story?
- (F) He has respect for Fu-hsing.
  - (G) He thinks Fu-hsing is stupid.
  - (H) He becomes Fu-hsing's good friend.
  - (J) He is more determined to punish Fu-hsing.

- 25 Which of these details should be included in a summary of the story?
- (A) The magistrate folds his arms in his sleeves.
  - (B) The magistrate reads the scrolls and frowns.
  - (C) Fu-hsing's wife hears his problem and smiles.
  - (D) Fu-hsing puts up the scrolls to praise his wife's cleverness.



Written Conventions (20 points – 2 points each)

**DIRECTIONS** Read the story. Then read each item carefully. Choose the best answer. Mark your answer.

Last week, a scientist came<sup>1</sup> to visit our class. Her name were<sup>2</sup> Dr. Margaret Smith. She gave a presentation about space. She showed<sup>3</sup> us a model of the planets. Then she explains<sup>4</sup> how the planets move around the Sun.

Now our class learning<sup>5</sup> more about space. Sometimes we go to the library. We do<sup>6</sup> research and use computers. Ryan and I is<sup>7</sup> partners. We gone<sup>8</sup> to two different libraries in our city. Have learned<sup>9</sup> a lot of facts about space.

In two weeks, we will going to<sup>10</sup> give a speech. We will discuss Pluto, which is<sup>11</sup> the smallest planet in the solar system.

**Sample**

In number 1, a scientist came is best written —

(F) a scientist come  
 (G) a scientist comes  
 (H) a scientist comed  
 (J) as it is written

**26** In number 2, Her name were is best written —

(A) Her name is  
 (B) Her name am  
 (C) Her name was  
 (D) as it is written

**27** The best way to combine the two sentences in number 3 is —

(F) space, or she showed  
 (G) space and she showed  
 (H) space, but she showed  
 (J) space, and she showed

**28** In number 4, she explains is best written —

(A) she explain  
 (B) she explained  
 (C) she is explaining  
 (D) as it is written

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29. In number 5, our class learning is best written —

- (F) our class learn
- (G) our class learned
- (H) our class is learning
- (J) as it is written

30. ~~The best way to combine the two sentences in number 6 is —~~

- (A) library until we
- (B) library after we
- (C) library where we
- (D) library although we

31. In number 7, Ryan and I is best written —

- (F) Ryan and I are
- (G) Ryan and I am
- (H) Ryan and I was
- (J) as it is written

32. In number 8, We gone is best written —

- (A) We are gone
- (B) We has gone
- (C) We have gone
- (D) as it is written

33. Number 9 is best written —

- (F) Learned facts about space.
- (G) A lot of facts about space.
- (H) We have learned a lot of facts about space.
- (J) as it is written

34. In number 10, we will going to is best written —

- (A) we will go to
- (B) we are going to
- (C) we are be going to
- (D) as it is written

35. In number 11, which is is best written —

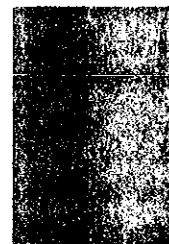
- (F) who is
- (G) whose is
- (H) whom is
- (J) as it is written

**Writing Strategies** (5 points - 1 point each)

**DIRECTIONS** Read about the fantasy story Dan plans to write. Read each item carefully. Then choose the best answer. Mark your answer.

Dan wants to write a fantasy story about creatures who live underground in the center of Earth. They are really curious about humans, so they decide to dig their way to the surface.

- 36** The purpose of Dan's story is to —
- (A) entertain people
  - (B) explain how to dig a tunnel
  - (C) describe the surface of Earth
  - (D) persuade people to build a park
- 37** Dan already has his story idea. What should he do next?
- (F) Write dialogue for his story.
  - (G) Write the beginning of his story.
  - (H) Read stories about imaginary events.
  - (J) Make a list of the main events in his story.
- 38** Which of these would be the best beginning for the story?
- (A) This story is about something impossible.
  - (B) Human beings live on the surface of Earth.
  - (C) "I wish we could make bigger rooms down here," Grubber said to his wife.
  - (D) Grubber climbed slowly out of the hole without making a sound.
- 39** To make the events in his story come to life, Dan should —
- (E) tell what happens
  - (G) use time lines to explain the events
  - (H) use descriptive words that show what happens
  - (J) compare the events to experiences in his own life
- 40** Dan should tell how the problem in the story is solved in the —
- (A) title
  - (B) end
  - (C) middle
  - (D) beginning





**Vocabulary** (15 points – 1 point each)

**DIRECTIONS** Read each item carefully. Then choose the best answer. Mark your answer.

**Sample**

Someone with beauty is —

- (A) pleasing to look at
- (B) difficult to deal with
- (C) simple to understand
- (D) happy to serve others

**1** To influence is to —

- (F) get an idea
- (G) help someone
- (H) have an effect
- (J) remember the past

**2** A feature is part of a person's —

- (A) face or body
- (B) culture or beliefs
- (C) interests or hobbies
- (D) education or background

**3** Another word for conflict is —

- (F) accident
- (G) conclusion
- (H) presentation
- (J) disagreement

**4** Someone who is capable is —

- (A) able to do things well
- (B) determined to succeed
- (C) slowed down by illness
- (D) famous for playing a sport

**5** Decline means —

- (F) get louder
- (G) think hard
- (H) rise above
- (J) grow smaller

**6** To mature is to —

- (A) meet new people
- (B) become fully grown
- (C) know the correct answer
- (D) learn another language

**7** Something is superior if it is —

- (F) near the bottom
- (G) in a secret place
- (H) of the highest quality
- (J) for a particular purpose

**8** To assemble is to —

- (A) take time
- (B) decide upon
- (C) put together
- (D) give commands

**9** A personal touch is someone's —

- (F) first try
- (G) own idea
- (H) secret plan
- (J) graceful movement

**DIRECTIONS** Find the sentence that matches the meaning given for the underlined word. Mark your answer.

**Sample**

In which of these sentences does lead mean "show people where to go"?

- (A) I will lead you home.
- (B) The lead singer is my cousin.
- (C) He was in the lead all through the race.

10 In which of these sentences does free mean "not under someone's control"?

- (F) Are you free after school?
- (G) The prisoner was set free.
- (H) The movie was free last week.

11 In which of these sentences does land mean "part of Earth's surface"?

- (A) We grow corn on our land.
- (B) The ship will land at the dock.
- (C) The birds land on the rooftop.

12 In which of these sentences does spot mean "a mark or stain"?

- (F) Find a good spot for a picnic.
- (G) His shirt has a red spot on it.
- (H) Can you spot Jill in the crowd?

**DIRECTIONS** Read the chart and each item. Choose the best answer. Mark your answer.

| Root | Meaning              |
|------|----------------------|
| aud  | to hear              |
| port | to carry             |
| loc  | place                |
| path | sensitive, suffering |
| phon | sound                |
| spir | breathe              |

13 Which of these words means "sad or sorrowful"?

- (A) inspire
- (B) pathetic
- (C) auditory
- (D) symphony

14 Which of these words means "to find where something is"?

- (F) locate
- (G) sympathize
- (H) auditorium
- (J) respiration

15 Which of these words means "to carry from one place to another"?

- (A) transport
- (B) audition
- (C) perspire
- (D) dislocate

**Reading Comprehension** (50 points – 5 points each)

**DIRECTIONS** Read the article. Then read each item carefully. Choose the best answer. Mark your answer.

**Aimee Mullins: World-Class Athlete**

by *Johnette Howard*

Georgetown track coach Frank Gagliano says he doesn't remember if he was shuffling through papers on his desk or "whatever" when the call came to his office **out of the blue**—he just knows that the details of what the caller was saying didn't register. In 37 years of coaching track and field, Gagliano had trained Olympians such as Steve Holman, Kevin McMahon, and John Trautmann. He **fields a lot of calls**. So when the caller that day in August 1995 introduced herself as Aimee Mullins and said that she was a **double below-the-knee amputee** and that she wanted to run track, it was completely **in character** for Gagliano to say, "Fine. Meet me at the track at noon."

Not until Mullins, then a junior at Georgetown University, showed up did Gagliano realize that each of her shins ended about six inches below the knee and that she ran on **prostheses**. Mullins told him she wanted to train for the August 1996 **Paralympics** in Atlanta, and Gagliano said, "O.K. Well, let me see you run."



Aimee surges ahead to win this race in San Diego, California.

Gagliano says he never doubted Mullins would make the 1996 U.S. team. Asked why, he drops his wise-guy voice into a stage whisper and says, "Because the kid **was on a mission**, see? Desire. To take a bus to practice? Get a ride from a friend? Ride a bike? Desire. So I had no doubt she'd go all

**out of the blue** unexpectedly

**fields a lot of calls** talks to a lot of people on the telephone

**double below-the-knee amputee** a person with both legs removed below the knee by a doctor

**in character** normal, typical

**prostheses** legs made with plastic or man-made materials

**Paralympics** Olympics for the physically disabled

**was on a mission** determined to get something done

the way to the Paralympics.” He leans forward in his office chair and adds, “You know, she’s not like everyone else.”

He and his staff only treated her that way. When his assistant, Ron Helmer, introduced Mullins to her teammates that first day, he said, “This is Aimee Mullins. She’s from Allentown, Pennsylvania. She’s a transfer student from George Washington University. And she’s gonna run.”

If you ask Mullins what she loves about running, she’ll say it’s not just the thrill of being in motion—that sensation when “you’re sprinting fast and your legs almost throw you down the track.” More than anything, Mullins loves to compete. She says, “Every single meet when they say, ‘On your mark’—that feeling in my stomach and my throat, it’s like the first time I ever ran. I always think, Why am I doing this? It’s so **nerve-racking**. I can’t sleep the night before. And as soon as the race is over?”—here she smiles—“I can’t wait to do it again. Running is like a **test of will**.”

That’s especially true for Mullins. A single-leg amputee requires 30% to 40% more oxygen to perform the same activity as an **able-bodied person**. Those figures are even higher for a double-leg amputee.



Aimee Mullins competes in the long jump.

**nerve-racking** frightening

**test of will** chance to see how much you really want something

**able-bodied person** person with a strong, healthy body

GO ON 

Reading Comprehension, *continued*

Yet Mullins insists she finds nothing amazing about herself. As a kid she played softball and soccer. She skied competitively. The first time her parents took her to the beach, at age 7, she ran straight into the surf—only to be driven underwater by a crashing wave. When she came back up she had already taken off her **buoyant** wooden legs and tucked one under each arm. “And then I just kinda hung out that way, just floating,” she says, laughing.

Aimee considers athletics important but adds, “there are so many things I want to explore.” She’s conversant in Italian. She’s an accomplished painter. In 1993 she was among the three **full-ride college scholarship** winners the U.S. Defense Department selects annually on the basis of academic performance, SAT scores, writing samples, and a panel interview. She was a

dean’s list senior majoring in history and diplomacy at Georgetown’s **rigorous** School of Foreign Service.

Aimee also chose to pursue a career in modeling. She says, “One reason I want to model is to do projects that challenge people’s idea of beauty and the myth that disabled people are less capable, less interesting. I want to expose people to disability as something that they can’t pity or fear or closet, but something that they accept.”



Aimee is both glamorous and athletic.

**buoyant** floatable, unsinkable

**full-ride college scholarship** all college costs paid for

**rigorous** difficult



16. Aimee might best be described as —

- (F) shy
- (G) silly
- (H) angry
- (J) amazing

17. The author makes the story come alive for readers by —

- (A) including quotes and photographs
- (B) writing about her own experiences
- (C) including journal entries from long ago
- (D) inventing exciting characters and events

18. Why do you think Gagliano treated Aimee like everyone else on the team?

- (F) He didn't know her very well.
- (G) The team members asked him to do that.
- (H) He wanted Aimee to run despite her disability.
- (J) Aimee was no different from anyone else on the team.

19. Why do you think the author includes information about Aimee's other interests?

- (A) to make the article more believable
- (B) to show that Aimee has many talents
- (C) to make the article long enough for a magazine
- (D) to encourage readers to pursue many interests

20. Aimee would agree that —

- (F) anything is possible if you work at it
- (G) most people cannot be successful in sports
- (H) people with disabilities should set easy goals
- (J) it takes a lot of luck to overcome a disability

Reading Comprehension, *continued*

**DIRECTIONS** Read the article. Then read each item carefully. Choose the best answer. Mark your answer.

**The Great Dust Bowl from *Children of the Dust Bowl***

by Jerry Stanley

Life had always been hard on the farmers who lived in Oklahoma, and in the 1930s it was especially hard on those who lived in the Panhandle, a barren stretch of rock and red soil sandwiched between Texas, Kansas, and New Mexico. These people owned small family farms of forty to eighty acres and were

“dry farmers.” They had no irrigation system, no reservoirs to store water, no canals to bring water to their farms.

In 1931 it stopped raining in the Panhandle. The sky became bright and hot, and it stayed that way every day. Cornstalks in the field **shriveled** from the sizzling heat. Shoots of wheat dried up and fell to the ground. The farmers were caught in an impossible situation. They were already suffering from the effects of the **Great Depression**, which had started in 1929 when **the stock market collapsed**. The Depression caused the price of wheat and corn to fall so low that it made growing these crops unprofitable.

Then when it seemed that things couldn't get any worse, they did. The year was 1936. It hadn't rained more than a few drops in the Panhandle for five straight years. One day the wind started to blow, and every day it blew harder and harder, as if nature were playing a cruel joke on the **Okies**. The wind blew the



March 1936: A dust storm rises over the Texas Panhandle.

**shriveled** became dried up and wrinkled  
**Great Depression** period of hard times in the 1930s

**the stock market collapsed** the business of buying and selling stocks and bonds failed  
**Okies** farmers from Oklahoma

© Hampton-Brown

dry soil into the air, and every morning the sun rose only to disappear behind a sky of red dirt and dust. The wind knocked open doors, shattered windows, and leveled barns.

It became known as the great Dust Bowl, and it was centered in the Panhandle near Goodwell, Oklahoma. From there it stretched to the western half of Kansas, the eastern half of Colorado, the northeastern portion of New Mexico, and northern Texas. In these areas, and especially in the Panhandle, the dry winds howled for four long years, from 1936 to 1940. Frequently the wind blew more than fifty miles an hour, carrying away the **topsoil** and leaving only hard **red clay**, which made farming impossible.



The Dust Bowl, 1936-1940

**topsoil** loose, rich dirt—good for growing crops

**red clay** fine particles of soil that stick together like glue

- 21 Which of these did the farmers of the Panhandle *have*?
- (A) canals (C) acres of land  
(B) reservoirs (D) irrigation systems
- 22 The Great Depression began because —
- (F) the stock market collapsed  
(G) dust storms ruined the land  
(H) farmers couldn't pay for their crops  
(J) the price of wheat and corn fell
- 23 Which of these happened last?
- (A) The Great Depression started.  
(B) The rain in the Panhandle stopped.  
(C) Oklahoma farmers grew crops in their fields.  
(D) The winds started to blow in the Panhandle.

- 24 According to the map, how many states were part of the Dust Bowl?
- (F) 4  
(G) 5  
(H) 6  
(J) 7
- 25 Which sentence tells the main idea of the selection?
- (A) The sky in Oklahoma was full of red dirt.  
(B) Dust storms blew away topsoil and left red clay.  
(C) In the 1930s, farmers suffered from drought and the Dust Bowl.  
(D) The Panhandle is a barren stretch of rock and red soil in Oklahoma.

**Written Conventions** (20 points – 2 points each)

**DIRECTIONS** Read the story. Then read each item carefully. Choose the best answer. Mark your answer.

After dinner, Yukiko strolling into the kitchen to retrieve her sister's birthday cake. As soon as she opened the door. Crumbs and frosting was all over the floor.

"The cat been here," she gasped, looking at the paw prints all around the room. Then she saw a huge hole in the center of the cake! Yukiko could cry. She had spent hours decorating the cake and now it was ruined. "If you fix this," she told herself, "you will performing a miracle!" Then Yukiko had an idea.

Yukiko smiled proudly. She marched out of the kitchen ten minutes later. She was carrying a beautiful cake what was covered with flowers from the garden.

"It all look lovely. You have done a great job!" her sister said with amazement. "It was nothing," Yukiko declared.

**Sample**

In number 1, Yukiko strolling is best written —

- (F) Yukiko strolled
- (G) Yukiko stroll
- (H) Yukiko have strolled
- (J) as it is written

26. Which of the following should be added to number 2 to make it a complete sentence?

- (A) into the kitchen
- (B) to get the cake
- (C) then she walked into the kitchen
- (D) she knew something was wrong

27. In number 3, Crumbs and frosting was is best written —

- (F) Crumbs and frosting is
- (G) Crumbs and frosting are
- (H) Crumbs and frosting were
- (J) as it is written

28. In number 4, cat been is best written —

- (A) cat is been
- (B) cat has been
- (C) cat have been
- (D) as it is written

29 In number 5, could cry is best written —

- (F) could have cry
- (G) could have been crying
- (H) could have cried
- (J) as it is written

30 In number 6, She had spent is best written —

- (A) She has spent
- (B) She will have spent
- (C) She will spend
- (D) as it is written

31 In number 7, will performing is best written —

- (F) will have performed
- (G) will have been performed
- (H) will performed
- (J) as it is written

32 The best way to combine the two sentences in number 8 is —

- (A) Smiling proudly, Yukiko marched
- (B) Smiling proudly, Yukiko marching
- (C) Yukiko was smiling proudly, she marched
- (D) Yukiko smiled proudly, Yukiko marched

33 In number 9, cake what is best written —

- (F) cake who
- (G) cake it
- (H) cake which
- (J) as it is written

34 In number 10, look lovely is best written —

- (A) looks lovely
- (B) looking lovely
- (C) has looked lovely
- (D) as it is written

35 In number 11, You have done is best written —

- (F) You had done
- (G) You would do
- (H) You will have done
- (J) as it is written

**Writing Strategies** (5 points – 1 point each)

**DIRECTIONS** Read about the description that Mira plans to write. Read each item carefully. Then choose the best answer. Mark your answer.

Mira wants to write about her hobby, photography. She plans to describe the process of developing film in a darkroom.

**36** When you describe a process, you want your readers to —

- (A) feel entertained
- (B) agree with your opinion
- (C) picture each step in their minds
- (D) understand your thoughts and feelings

**37** Which of these should Mira not include for each step?

- (F) pictures
- (G) conclusions
- (H) order words
- (J) descriptive details

**38** What should Mira think about before she starts to write?

- (A) another topic
- (B) the punctuation
- (C) her purpose and audience
- (D) the most interesting details

**39** To organize her ideas, Mira should —

- (F) make a list of the steps
- (G) draw a diagram of a camera
- (H) choose her favorite photographs
- (J) list different kinds of photographs

**40** When Mira writes her introduction, she should include —

- (A) all the steps in order
- (B) a history of the invention of the camera
- (C) a topic sentence that tells the main idea
- (D) an explanation of how the film turns out



# Student Profile and Placement Chart

**DIRECTIONS** Transfer the score for each subtest. Add to get the total score. Then calculate the percent correct. Refer to pages T10-T11 of the Teacher's Edition for the *Diagnosis and Placement Inventory* for scoring and placement guidelines.

| Subtest                             | Test 1:<br>The Basics Level | Test 2:<br>Level A | Test 3:<br>Level B | Test 4:<br>Level C |
|-------------------------------------|-----------------------------|--------------------|--------------------|--------------------|
| Decoding                            | /45                         |                    |                    |                    |
| Word Recognition                    | /15                         |                    |                    |                    |
| Vocabulary                          | /15                         | /15                | /15                | /15                |
| Reading Comprehension               | /10                         | /50                | /50                | /50                |
| Written Conventions                 | /8                          | /20                | /20                | /20                |
| Writing Strategies and Applications | /7                          | /15                | /15                | /15                |
| TOTAL SCORE                         | /100                        | /100               | /100               | /100               |
| PERCENT CORRECT                     | %                           | %                  | %                  | %                  |

## Decoding Item Analysis for The Basics

For students who score lower than 80% on The Basics, complete this item analysis to determine where they should begin in The Basics. Circle the numbers of the items the student answered correctly. Total the correct responses and calculate the percent correct. Refer to page T11 of the Teacher's Edition for the *Diagnosis and Placement Inventory* for placement guidelines.

| Placement Point 1:<br>Lakeside   | Placement Point 2:<br>Unit 5   | Placement Point 3:<br>Unit 14   |
|--|--|---|
| <b>letters/sounds:</b><br>1    2    3<br>4    5    6<br>7    8<br><br><b>short vowels:</b><br>9    10    11<br>12    13<br><br><b>blends/digraphs:</b><br>14    15 | <b>long vowels:</b><br>16    17    18<br>19    20    32<br>33    34    35<br><br><b>r-controlled vowels:</b><br>21    22    23<br>24<br><br><b>-ed and -ing:</b><br>38    39 | <b>diphthongs/variant vowels:</b><br>25    26    27<br>28    29    30<br><br><b>hard/soft c and g:</b><br>36    37<br><br><b>silent consonants:</b><br>31<br><br><b>prefixes/suffixes:</b><br>44    45<br><br><b>multisyllabic words:</b><br>40    41    42<br>43 |
| <b>Total:</b> /15            %   | <b>Total:</b> /15            %   | <b>Total:</b> /15            %  |



# Tips for Test-Taking –

- **Test-taking pledge:** (I actually make my students stand up and put up their right hand and repeat after me, which, of course, makes them think I'm crazy, but they like it). For example, you can start with: "I pledge allegiance, to myself, my future, and my classmates. I promise to..."
- **Poster of Test Promises:** This could also be used as the pledge. Have it somewhere that it's always visible to them. For example:

## During a test, I promise to:

- be quiet to respect others.
  - take my success seriously.
  - always write in complete sentences.
  - capitalize the start of every sentence, plus all proper nouns and adjectives.
  - remember all of my punctuation – especially at the end of every sentence.
  - use the book when I am allowed to (even when I think I already know).
  - only turn in work that I can be proud of.
  - do my very best work!
- 
- **Chunking:** Long tests can be giant beasts, and are too much for some students to take all at once. In my classroom, I have them take long tests in parts, never more than 2 pages at a time. I have seen drastic improvements in test scores since doing it this way. 😊
  - **Practice Tests/Study Guides:** A lot of the types of questions that students see on tests (multiple choice, matching, T/F, fill-in, etc.) are written in such a way that students who have no experience with test questions like this are easily confused. Make practice tests and study guides that closely resemble the actual tests so that the format of the test becomes old hat!

- **Incentives:** Take testing seriously – incentives kick-start this process. I have a “Wall of Fame” where students names go when they get 90 percent and above, or they improve by 10 points or more from their last test grade. If their name goes on that board, I also send a postcard home with them to let their families know of their success. They adore this. I also want them to feel a responsibility toward their class, so I have a class average goal for each test (beginning the semester, it’s 80 percent, but as soon as they beat that, the goal is to beat their best score). When they hit their goal, I make them cookies, brownies, etc.
- **Goal-setting and score-tracking:** Going along with the idea of incentives, make sure that you have a clear goal set for your classroom, and that your students understand the goal, its importance, and what it means to them. Track their average scores publicly in your classroom, so they always know where they stand in accomplishing their goals.

