

Assessment

Grade 3

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The *SRA Open Court Reading Foundational Skills Kit* Assessment

The *SRA Open Court Reading Foundational Skills Kit* focuses on helping students develop the abilities that are critical to reading with understanding. The assessments are designed to inform instruction while giving students an opportunity to practice and apply what they have learned.

Characteristics of the Assessments

As is true with the instructional materials, the assessments that are part of the *SRA Open Court Reading Foundational Skills Kit* are meaningful and efficient. They comprise tasks that encourage students to apply the skills they have learned, they can be completed in a reasonable amount of time, and they feature language with which students are familiar.

The foundational skills and assessments that are featured in the *SRA Open Court Reading Foundational Skills Kit* represent reasonable expectations for students at various grades. They reflect both the Common Core State Standards and the learning standards that have been adopted by various states. Research suggests that these skills are closely related to how well students learn to read a variety of texts with understanding.

Two levels of assessment are provided. **Lesson Assessments** cover the content of specific lessons, and **Unit Assessments** comprise all the content that was covered in the lessons within that unit. In most cases, content is tested at least twice within a unit, adding to the reliability of the assessment process.

The primary purpose of the lesson assessments is to allow the teacher to monitor student progress on a regular basis. This process makes it less likely that a student will fall behind because it gives teachers the opportunity to adapt or repeat instruction as needed.

The unit assessments are summative in the sense that they represent a collection of related skills and are administered at the conclusion of a number of lessons. The primary purpose of these assessments is to find out how well students have retained the content they have learned.

Although the assessments are tied closely to the instructional path featured in the *SRA Open Court Reading Foundational Skills Kit*, they may also be used independently because they reflect critical reading behaviors. For example, some assessments might be used to identify students who need the kind of supplemental instruction provided within the *SRA Open Court Reading Foundational Skills Kit*. In kindergarten, the letter reading assessments lend themselves to this purpose, as do the fluency assessments in grades 1 through 3.

Assessment Overview

Almost all of the grade 3 assessments may be administered individually or in groups. Students respond by filling in a bubble under the correct answer. The exception is the oral fluency assessments, which must be administered individually.

Lesson assessments should be administered as closely as possible to the completion of the lesson. This proximity will make it more likely that the assessment will measure the student's acquisition of the skill. The unit assessments should be administered close to the completion of a unit, but there is greater flexibility with the timing. The skills within a unit will have been practiced and measured several times before, making the unit assessment a reasonable measure of how well the skills have been retained.

Ideally, all students should complete all of the assessments. This level of fidelity will provide the teacher with a dependable measure of students' acquisition of the most important foundation skills. Comprehensive assessment will make it easier to identify students who are struggling, provide them with additional instruction and practice, and prevent their falling further behind.

Administering the Assessments

Review the assessments before administering them so you are familiar with the directions, which are on each page. Duplicate a copy of the assessment for each student. Students will mark their answers on this page.

If the entire class is being assessed at the same time, testing can take place in the classroom. If only a small group of students or a single student is being assessed, a quiet corner of the classroom will work well. There should be relatively few distractions, and you should be able to sit beside or across from the student at a table or large desk.

Follow the directions for administering the assessment. At the conclusion of the assessment, collect the assessments for scoring and record the results.

Organizing Assessment Results

The results of assessment are most useful when they are organized in a convenient and understandable way. The **Class Assessment Record** begins on page 106, the **Student Assessment Record** is on page 112, and the **Oral Fluency Assessment Record** can be found on page 113.

Make a copy of the **Student Assessment Record** for each student. Enter the results of each lesson and unit assessment after they have been completed. On a regular basis, review student progress. This will provide an overview of the literacy status of a given student at any time in the school year.

Next, record the results on the **Class Assessment Record**. The chief purpose of this record is to help you identify students who have not yet mastered specific skill clusters. These students can be grouped for additional instruction and practice in the skills they have not yet mastered.

Performance Expectations: Lesson and Unit Assessment

Because the skills featured in the **SRA Open Court Reading Foundational Skills Kit** are so critical to reading success, it is important that students demonstrate mastery. Generally speaking, a correct percentage of 80% is acceptable. All of the assessments in grade 3 consist of five items. For these assessments, **four out of five** correct is acceptable. Ideally, students should eventually reach 100% correct at least occasionally.

It is important to keep in mind that not all students learn in the same way or at the same rate. Many factors affect student progress, especially in the early grades. They include early language exposure, poverty, month of birth, and other factors. Moreover, individual students may acquire some skills at a different pace than other skills. Because of these sources of variance, we suggest several strategies.

- Evaluate progress over a reasonable time frame rather than at a single point.
- Do not hesitate to re-administer the same assessment several times when additional instruction and practice are provided. Research suggests that repeated assessment does not create a familiarity effect when feedback is not provided.
- When appropriate, allow students to move to new skills rather than limiting them to instruction and practice in only the skills with which they are struggling. For example, if students have not mastered digraph spellings, allow them to move on to other sound-spellings while continuing to practice digraphs.

The primary data source provided by the assessments is the total score. This is the most dependable measure of a student's performance. If a student's performance is inconsistent or far below that of the other students in the group, you may choose to do an item analysis of the student's performance on selected assessments.

The item analysis procedure is straightforward. Choose the assessments in which you are interested and examine the student's performance at the item level. One approach is to skim the relevant assessments to see if a pattern of performance is evident. For example, does the student seem to choose correct answers to the easier items in a cluster? If so, the student might understand the underlying construct, like /s/ spelled *ce*, *ci*, or *cy*, but might be unfamiliar with some of the words.

Another approach is to review a given assessment and have the student do an oral think-aloud item by item. This method is extremely informative because it gives insights into the cognitive processes that a student is using to choose an answer. Perhaps the greatest benefit is that it can confirm a student's understanding of the construct associated with the assessment.

Performance Expectations: Oral Fluency Assessment

Oral fluency assessment is a widely recognized method of evaluating how well students can read. In grade 3, oral fluency assessments take place at the end of every unit. The expectations for student performance are shown below. These expectations reflect what research suggests is acceptable performance for grade 3 students as represented by words correct per minute (WCPM).

Words Correct per Minute Expectations by Unit

Unit	1	2	3	4	5	6
WCPM	99	106	113	120	128	137

In addition to words correct per minute (WCPM), the **Oral Fluency Assessment: Student Record** includes a checklist for reading prosody. These are the qualitative characteristics of oral fluency like pace and intonation. The end of year expectation for students should be **four out of five prosody elements at the average level**.

Although the table above shows that student progress is consistently improving, this is rarely the case. The table reflects average scores that varied greatly among students. At the individual student level, there are many factors that can affect performance, including differences between passages, student learning rates, and conditions that might affect a student on a given day. Given these factors, it is likely that an individual student's performance will vary in a meaningful way both positively and negatively.

We encourage you to administer each oral fluency assessment more than once. The student's first attempt may be considered a "cold" reading, and the subsequent attempts are "warm" readings. You may even encourage the student to practice reading the fluency passage. When you record the results of the assessment in the **Oral Fluency Assessment Record**, be sure to identify the cold and warm readings. By the end of the school year, the student's scores for cold and warm oral fluency assessments should be approximately equal. The rationale for this expectation is that the student should be able to read new texts with a high degree of oral or silent fluency.

If time permits, you may choose to do an analysis of the errors the student makes. Here are some examples.

- A student who reads highly decodable words well but has difficulty with less decodable words probably understands the most common sound-spellings. The student probably needs practice in reading common words that have uncommon sound-spellings.
- Inserting extra words suggests that the student comprehends the text but is reading impulsively. This student may benefit from paired reading with a competent reader.
- Note where errors occur in the text. If the errors increase toward the end of the passage, the student might be affected by fatigue. Conversely, if the errors are more frequent at the beginning of the text, the student might be using context to supplement decoding.

After the student's first attempt to read the text, you may choose to answer questions about the passage. Begin with literal questions that are relatively simple. As the student's ability improves, the questions can become more inferential. You may even ask the student to point to the text within the passage that supports the answer. A related task is to ask the student to retell the passage and include as many details as the student can recall. These activities will help you understand how well the student is reading with understanding.

UNIT 1 • Oral Fluency Assessment: Student Record

Name _____ Date _____

Teacher Directions: Duplicate this page for each student you choose to assess. Make one copy of the Unit 1 Oral Fluency Assessment found on page 114 for students to read from.

Museums are wonderful places to visit. There are many different kinds of museums, and they are filled with curious things. They are found all over the world, and they have been around for more than four thousand years.

The oldest museum we know of was built in the Middle East. It contained things that were collected by a princess. It is amazing to think that even long ago, people were interested in things from the past.

Since that time, there have been museums in every civilization. Kings, queens, and other rulers collected things in which they were interested. They hired people to take care of the buildings and objects that were collected.

Over the years, other people started museums. Leaders of cities or countries built museums, and so did some universities. Some rich people started their own museums. Many of these museums were then given to cities or countries and were open to the public.

Some museums are very famous. They are usually found in big cities like London, New York, or Rome. They have collections of some amazing things. Other museums are smaller, and not many people know about them. These little museums have lots of surprising things, like toys.

The most popular museum on Earth is in Paris, a city in France. It is filled with famous pictures and statues, but that's only one kind of a museum. Some of the greatest museums are dedicated to science, history, and even sports.

Many museums are doing something unusual now. They are allowing people to touch some of the exhibits. This makes the museum a lot more fun. Just think how great it would be to touch a sword or crown from a thousand years ago.

1-9
10-18
19-29
30-38
39-48
49-58
59-69
70-76
77-85
86-92
93-102
103-112
113-119
120-129
130-137
138-146
147-155
156-163
164-174
175-182
183-191
192-199
200-201
202-213
214-223
224-234
235-242
243
244-251
252-261
262-272
273-284
285-286

Evaluating Codes for Oral Fluency	
sky	(/) words read incorrectly
blue ^ sky	(^) Inserted word () after the last word

Reading Rate and Accuracy	
Total Words Read:	
Number of Errors:	
Number of Correct Words Read per Minute (WCMPM):	
Accuracy Rate:	
(Number of Correct Words Read per Minute ÷ Total Words Read)	

Reading Prosody			
	LOW	AVG.	HIGH
Decoding Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Oral Fluency Passage Information	
Lexile Measure	740L
Mean Sentence Length:	11.52
Mean Log Word Frequency	3.63
Word Count	286

UNIT 2 • Oral Fluency Assessment: Student Record

Name _____ Date _____

Teacher Directions: Duplicate this page for each student you choose to assess. Make one copy of the Unit 2 Oral Fluency Assessment found on page 115 for students to read from.

The family stood by the door in the living room. Dad looked at everybody and asked, “Are you sure you want to do this?”

Everybody said yes all at once. They walked out the door, got in the car, and drove to the shelter. Today they were going to adopt a dog.

“Now remember,” said Mom, “we can only adopt one dog. I know you are going to fall in love with all the dogs, but we can only bring one home.”

“We promise,” said Karen. “But you said that if everything worked out well, we could talk about getting another dog later.”

“Aunt Wanda told me that it would be better for the new dog to get used to us,” added Jason. “I want to do a good job with one dog before we think about getting another one.”

Dad smiled and said, “That all sounds like good thinking, and I hope you feel the same way when you get inside and see the dogs.”

When they arrived at the shelter, Dad almost didn’t have time to park the car before they all got out. They were really excited. The family went inside and met with some of the volunteers. Mom had already filled out all the papers that they needed to adopt a dog. Then they went into the place where the dogs were waiting.

“This is going to be really hard,” said Karen. “I want to take all of them home.”

“That’s exactly what I thought would happen,” said Dad.

“I was only kidding,” said Karen. “I know we can only take one dog home. I just don’t know how we will choose. But I have a feeling that whatever decision we make, it will be a perfect choice.”

- 1-11
- 12-21
- 22-24
- 25-34
- 35-46
- 47-52
- 53-61
- 62-75
- 76-82
- 83-91
- 92-100
- 101-103
- 104-114
- 115-127
- 128-138
- 139-140
- 141-149
- 150-161
- 162-166
- 167-175
- 176-187
- 188-197
- 198-208
- 209-219
- 220-227
- 228-239
- 240-244
- 245-253
- 254-264
- 265-276
- 277-287
- 288-292

Evaluating Codes for Oral Fluency	
sky	(/) words read incorrectly
blue ^ sky	(^) Inserted word () after the last word

Reading Rate and Accuracy	
Total Words Read:	
Number of Errors:	
Number of Correct Words Read per Minute (WCPM):	
Accuracy Rate:	
(Number of Correct Words Read per Minute ÷ Total Words Read)	

Reading Prosody			
	LOW	AVG.	HIGH
Decoding Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Oral Fluency Passage Information	
Lexile Measure	650L
Mean Sentence Length:	12.17
Mean Log Word Frequency	3.96
Word Count	292

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UNIT 3 • Oral Fluency Assessment: Student Record

Name _____ Date _____

Teacher Directions: Duplicate this page for each student you choose to assess. Make one copy of the Unit 3 Oral Fluency Assessment found on page 116 for students to read from.

Bridges are structures that are very useful. They cross canyons, bodies of water, and other obstacles that get in the way of travel. Many bridges are beautiful and have interesting stories.

The Golden Gate Bridge crosses the channel where San Francisco Bay meets the Pacific Ocean. Building the bridge was a great challenge because the currents are strong and the distance it had to cross was very long. The bridge is painted a color that is between orange and gold. Some people think that is where the name came from. That's not correct. The name came from the body of water that is under the bridge.

In London, England, you can visit the Tower Bridge. This bridge crosses the big river that flows through London. It is a beautiful bridge that has two main towers in the middle of the river. The bridge itself goes from each shore to the towers and then between the towers. There is even a special walkway that goes from the top of one tower to the other. The name of the bridge comes from the Tower of London, which is right beside the bridge.

There is a special bridge in the town of Bath in the state of New Hampshire. It is the oldest covered bridge in America that is still in use. A covered bridge looks exactly as what the name says. It is a bridge that has sides and a roof. Bridges like this were built in the United States hundreds of years ago. They are beautiful and look a lot like the barns and houses in the land around them. If you visit one of these bridges, it's easy to imagine a time long ago.

- 1-9
- 10-18
- 19-29
- 30-31
- 32-39
- 40-48
- 49-57
- 58-69
- 70-80
- 81-90
- 91-101
- 102-106
- 107-116
- 117-125
- 126-137
- 138-148
- 149-159
- 160-171
- 172-182
- 183-190
- 191-202
- 203-213
- 214-224
- 225-237
- 238-248
- 249-259
- 260-270
- 271-281
- 282-284

Evaluating Codes for Oral Fluency	
sky	(/) words read incorrectly
blue ^ sky	(^) Inserted word () after the last word

Reading Rate and Accuracy	
Total Words Read:	
Number of Errors:	
Number of Correct Words Read per Minute (WCPM):	
Accuracy Rate:	
(Number of Correct Words Read per Minute ÷ Total Words Read)	

Reading Prosody			
	LOW	AVG.	HIGH
Decoding Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Oral Fluency Passage Information	
Lexile Measure	760L
Mean Sentence Length:	12.86
Mean Log Word Frequency	3.78
Word Count	284

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UNIT 4 • Oral Fluency Assessment: Student Record

Name _____ Date _____

Teacher Directions: Duplicate this page for each student you choose to assess. Make one copy of the Unit 4 Oral Fluency Assessment found on page 117 for students to read from.

The new girl in class sat in the row of desks by the window. She seemed shy and didn't look at the other students. She didn't even look at the teacher until Mr. Walters spoke to her.

"Welcome to our class, Maria. Would you like to tell us a little about yourself?" said Mr. Walters.

"There's really not much to say," answered Maria. "My family just moved here, and this is the school where I'm supposed to go."

Mr. Walters smiled a little and went on with the lesson. The class was studying geography, and they were talking about mountain ranges.

"Does anyone know the names of some mountain ranges that are not in the United States?" asked Mr. Walters.

No one answered right away, but Maria raised her hand just a little. When Mr. Walters nodded at her, she answered, "How about the Alps?"

"That's a great answer," said Mr. Walters. "What do you know about the Alps?"

"We used to live near the Alps in Germany," said Maria. "On weekends, we would go hiking or skiing in the Alps."

Bart was sitting near Maria. He turned and asked, "How did you end up living in Germany?"

"My parents are in the military, and we were stationed there," answered Maria. She seemed more comfortable now and not so shy. "It was pretty much fun, but I missed my friends and family. We had friends who were German or Austrian, but my German is not very good. Some of them spoke English or Spanish, and that made things easier."

"I'll bet you played soccer there," said Vicky. "Maybe you can come to the soccer field after school and show us what you learned."

- 1-13
- 14-23
- 24-32
- 33-37
- 38-48
- 49-55
- 56-64
- 65-75
- 76-78
- 79-89
- 90-98
- 99-101
- 102-109
- 110-118
- 119-120
- 121-129
- 130-140
- 141-145
- 146-154
- 155-159
- 160-170
- 171-181
- 182-189
- 190-198
- 199-208
- 209-215
- 216-228
- 229-239
- 240-250
- 251-259
- 260-268
- 269-279
- 280-283

Evaluating Codes for Oral Fluency	
sky	(/) words read incorrectly
blue ^ sky	(^) Inserted word () after the last word

Reading Rate and Accuracy	
Total Words Read:	
Number of Errors:	
Number of Correct Words Read per Minute (WCPM):	
Accuracy Rate:	
(Number of Correct Words Read per Minute ÷ Total Words Read)	

Reading Prosody			
	LOW	AVG.	HIGH
Decoding Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Oral Fluency Passage Information	
Lexile Measure	670L
Mean Sentence Length:	11.32
Mean Log Word Frequency	3.77
Word Count	283

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UNIT 5 • Oral Fluency Assessment: Student Record

Name _____ Date _____

Teacher Directions: Duplicate this page for each student you choose to assess. Make one copy of the Unit 5 Oral Fluency Assessment found on page 118 for students to read from.

When scientists look at the moon, planets, and stars, they use a telescope. It is one of the most important scientific instruments. Many people have a telescope at home. They can watch the night skies whenever they want.

There are two kinds of telescopes. One uses a lens to gather light and is called a refracting telescope. The other uses mirrors and is called a reflecting telescope.

The refracting telescope was invented around 500 years ago. No one is sure who invented it because a number of people were using lenses made of glass. The famous Italian astronomer Galileo is one possibility. He may have been the first person to make a telescope and use it to look at the moon, planets, and stars. He made several telescopes, and you can still see them in a museum in Italy.

The reflecting telescope was invented a little later. Scientists knew that curved mirrors changed the way things were seen. The scientist Isaac Newton may have been the first person to make a reflecting telescope. He built it during the sixteen hundreds.

The telescopes that astronomers use today are more powerful than those used long ago. In fact, the telescope that you can buy at a local store or online is more powerful than the ones used by Galileo or Newton.

The most powerful telescopes today are huge and are kept in special buildings. The buildings are usually on top of a mountain. This is a good location for a telescope. There are no city lights around, and the air is a little cooler and clearer. One of the most famous telescopes is the Hubble Space Telescope. This is in orbit around Earth and sends the pictures it takes of the stars back to Earth.

1-9
10-20
21-27
28-36
37-38
39-49
50-59
60-67
68-75
76-86
87-96
97-104
105-115
116-126
127-136
137-139
140-147
148-155
156-164
165-174
175-180
181-188
189-198
199-210
211-219
220-228
229-238
239-249
250-261
262-271
272-281
282-293

Evaluating Codes for Oral Fluency	
sky	(/) words read incorrectly
blue ^ sky	(^) Inserted word () after the last word

Reading Rate and Accuracy	
Total Words Read:	
Number of Errors:	
Number of Correct Words Read per Minute (WCPM):	
Accuracy Rate:	
(Number of Correct Words Read per Minute ÷ Total Words Read)	

Reading Prosody			
	LOW	AVG.	HIGH
Decoding Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Oral Fluency Passage Information	
Lexile Measure	780L
Mean Sentence Length:	12.21
Mean Log Word Frequency	3.63
Word Count	293

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UNIT 6 • Oral Fluency Assessment: Student Record

Name _____ Date _____

Teacher Directions: Duplicate this page for each student you choose to assess. Make one copy of the Unit 6 Oral Fluency Assessment found on page 119 for students to read from.

A canal is a kind of ditch through which water flows. It sounds pretty simple, so how important can a canal be? When you think about it, however, canals are really important.

Thousands of years ago, humans learned how to grow their own fruits and vegetables. These people needed water to grow their crops. The easiest way to do this was to dig a ditch, a canal, from a river or lake to the farm. Water would flow from the river or lake to the farm. There it would be used to grow the fruits and vegetables.

In today's modern world, canals like these are still used to grow food. The most common way to bring water to farms is through canals. In places that are very dry, like the Southwest of the United States, there are many canals. If it were not for canals, the farmers in these dry places could not grow the food we eat.

Another way that canals are important is for shipping. Many of the things we use every day come from faraway places, often across an ocean. There are two famous canals that save a lot of travel time for these ships. One is the Suez Canal in the Middle East. The other is the Panama Canal in Central America. These canals are shortcuts from one body of water to another.

Here's how the Panama Canal saves time and money. Suppose you wanted to ship something from San Francisco to New York. Before the Panama Canal, you had to sail around South America. After the Panama Canal, you only had to go as far south as Central America. This saved around eight thousand miles, which was equal to several weeks of sailing time.

1-11

12-21

22-31

32

33-41

42-49

50-61

62-75

76-87

88-97

98-106

107-117

118-128

129-138

139-150

151-158

159-167

168-178

179-187

188-198

199-210

211-219

220-227

228-236

237-244

245-254

255-263

264-275

276-284

285-289

Evaluating Codes for Oral Fluency	
sky	(/) words read incorrectly
blue ^ sky	(^) Inserted word () after the last word

Reading Rate and Accuracy	
Total Words Read:	
Number of Errors:	
Number of Correct Words Read per Minute (WCPM):	
Accuracy Rate:	
(Number of Correct Words Read per Minute ÷ Total Words Read)	

Reading Prosody			
	LOW	AVG.	HIGH
Decoding Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intonation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Oral Fluency Passage Information	
Lexile Measure	800L
Mean Sentence Length:	12.65
Mean Log Word Frequency	3.65
Word Count	289

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UNIT 1 • Oral Fluency Assessment

Museums are wonderful places to visit. There are many different kinds of museums, and they are filled with curious things. They are found all over the world, and they have been around for more than four thousand years.

The oldest museum we know of was built in the Middle East. It contained things that were collected by a princess. It is amazing to think that even long ago, people were interested in things from the past.

Since that time, there have been museums in every civilization. Kings, queens, and other rulers collected things in which they were interested. They hired people to take care of the buildings and objects that were collected.

Over the years, other people started museums. Leaders of cities or countries built museums, and so did some universities. Some rich people started their own museums. Many of these museums were then given to cities or countries and were open to the public.

Some museums are very famous. They are usually found in big cities like London, New York, or Rome. They have collections of some amazing things. Other museums are smaller, and not many people know about them. These little museums have lots of surprising things, like toys.

The most popular museum on Earth is in Paris, a city in France. It is filled with famous pictures and statues, but that's only one kind of a museum. Some of the greatest museums are dedicated to science, history, and even sports.

Many museums are doing something unusual now. They are allowing people to touch some of the exhibits. This makes the museum a lot more fun. Just think how great it would be to touch a sword or crown from a thousand years ago.

UNIT 2 • Oral Fluency Assessment

The family stood by the door in the living room. Dad looked at everybody and asked, “Are you sure you want to do this?”

Everybody said yes all at once. They walked out the door, got in the car, and drove to the shelter. Today they were going to adopt a dog.

“Now remember,” said Mom, “we can only adopt one dog. I know you are going to fall in love with all the dogs, but we can only bring one home.”

“We promise,” said Karen. “But you said that if everything worked out well, we could talk about getting another dog later.”

“Aunt Wanda told me that it would be better for the new dog to get used to us,” added Jason. “I want to do a good job with one dog before we think about getting another one.”

Dad smiled and said, “That all sounds like good thinking, and I hope you feel the same way when you get inside and see the dogs.”

When they arrived at the shelter, Dad almost didn’t have time to park the car before they all got out. They were really excited. The family went inside and met with some of the volunteers. Mom had already filled out all the papers that they needed to adopt a dog. Then they went into the place where the dogs were waiting.

“This is going to be really hard,” said Karen. “I want to take all of them home.”

“That’s exactly what I thought would happen,” said Dad.

“I was only kidding,” said Karen. “I know we can only take one dog home. I just don’t know how we will choose. But I have a feeling that whatever decision we make, it will be a perfect choice.”

UNIT 3 • Oral Fluency Assessment

Bridges are structures that are very useful. They cross canyons, bodies of water, and other obstacles that get in the way of travel. Many bridges are beautiful and have interesting stories.

The Golden Gate Bridge crosses the channel where San Francisco Bay meets the Pacific Ocean. Building the bridge was a great challenge because the currents are strong and the distance it had to cross was very long. The bridge is painted a color that is between orange and gold. Some people think that is where the name came from. That's not correct. The name came from the body of water that is under the bridge.

In London, England, you can visit the Tower Bridge. This bridge crosses the big river that flows through London. It is a beautiful bridge that has two main towers in the middle of the river. The bridge itself goes from each shore to the towers and then between the towers. There is even a special walkway that goes from the top of one tower to the other. The name of the bridge comes from the Tower of London, which is right beside the bridge.

There is a special bridge in the town of Bath in the state of New Hampshire. It is the oldest covered bridge in America that is still in use. A covered bridge looks exactly as what the name says. It is a bridge that has sides and a roof. Bridges like this were built in the United States hundreds of years ago. They are beautiful and look a lot like the barns and houses in the land around them. If you visit one of these bridges, it's easy to imagine a time long ago.

UNIT 4 • Oral Fluency Assessment

The new girl in class sat in the row of desks by the window. She seemed shy and didn't look at the other students. She didn't even look at the teacher until Mr. Walters spoke to her.

"Welcome to our class, Maria. Would you like to tell us a little about yourself?" said Mr. Walters.

"There's really not much to say," answered Maria. "My family just moved here, and this is the school where I'm supposed to go."

Mr. Walters smiled a little and went on with the lesson. The class was studying geography, and they were talking about mountain ranges.

"Does anyone know the names of some mountain ranges that are not in the United States?" asked Mr. Walters.

No one answered right away, but Maria raised her hand just a little. When Mr. Walters nodded at her, she answered, "How about the Alps?"

"That's a great answer," said Mr. Walters. "What do you know about the Alps?"

"We used to live near the Alps in Germany," said Maria. "On weekends, we would go hiking or skiing in the Alps."

Bart was sitting near Maria. He turned and asked, "How did you end up living in Germany?"

"My parents are in the military, and we were stationed there," answered Maria. She seemed more comfortable now and not so shy. "It was pretty much fun, but I missed my friends and family. We had friends who were German or Austrian, but my German is not very good. Some of them spoke English or Spanish, and that made things easier."

"I'll bet you played soccer there," said Vicky. "Maybe you can come to the soccer field after school and show us what you learned."

UNIT 5 • Oral Fluency Assessment

When scientists look at the moon, planets, and stars, they use a telescope. It is one of the most important scientific instruments. Many people have a telescope at home. They can watch the night skies whenever they want.

There are two kinds of telescopes. One uses a lens to gather light and is called a refracting telescope. The other uses mirrors and is called a reflecting telescope.

The refracting telescope was invented around 500 years ago. No one is sure who invented it because a number of people were using lenses made of glass. The famous Italian astronomer Galileo is one possibility. He may have been the first person to make a telescope and use it to look at the moon, planets, and stars. He made several telescopes, and you can still see them in a museum in Italy.

The reflecting telescope was invented a little later. Scientists knew that curved mirrors changed the way things were seen. The scientist Isaac Newton may have been the first person to make a reflecting telescope. He built it during the sixteen hundreds.

The telescopes that astronomers use today are more powerful than those used long ago. In fact, the telescope that you can buy at a local store or online is more powerful than the ones used by Galileo or Newton.

The most powerful telescopes today are huge and are kept in special buildings. The buildings are usually on top of a mountain. This is a good location for a telescope. There are no city lights around, and the air is a little cooler and clearer. One of the most famous telescopes is the Hubble Space Telescope. This is in orbit around Earth and sends the pictures it takes of the stars back to Earth.

UNIT 6 • Oral Fluency Assessment

A canal is a kind of ditch through which water flows. It sounds pretty simple, so how important can a canal be? When you think about it, however, canals are really important.

Thousands of years ago, humans learned how to grow their own fruits and vegetables. These people needed water to grow their crops. The easiest way to do this was to dig a ditch, a canal, from a river or lake to the farm. Water would flow from the river or lake to the farm. There it would be used to grow the fruits and vegetables.

In today's modern world, canals like these are still used to grow food. The most common way to bring water to farms is through canals. In places that are very dry, like the Southwest of the United States, there are many canals. If it were not for canals, the farmers in these dry places could not grow the food we eat.

Another way that canals are important is for shipping. Many of the things we use every day come from faraway places, often across an ocean. There are two famous canals that save a lot of travel time for these ships. One is the Suez Canal in the Middle East. The other is the Panama Canal in Central America. These canals are shortcuts from one body of water to another.

Here's how the Panama Canal saves time and money. Suppose you wanted to ship something from San Francisco to New York. Before the Panama Canal, you had to sail around South America. After the Panama Canal, you only had to go as far south as Central America. This saved around eight thousand miles, which was equal to several weeks of sailing time.

UNIT 1 Assessment • Lesson 1

Name _____ Date _____ Score _____

Phonics: /ā/ spelled a, a_e

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

1. The _____ is filled with warm water.

baasin

beasin

basin

2. The squirrel was eating an _____.

acorn

eacorn

aceorn

3. A few _____ of snow began to fall.

flaks

flakes

fleakes

4. Can we _____ seats so I can look out the window?

trade

traad

traid

5. Don't let the dog _____ the cat.

chas

chais

chase

Name _____ Date _____ Score _____

Phonics: /i/ spelled *i, i_e*

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

6. A dingo is a kind of _____ dog.

weild

wild

wiled

7. A machine will _____ the wheat into flour.

grind

grinde

greind

8. The water _____ is a lot of fun.

slid

slaid

slide

9. Amy won the math _____.

priz

preiz

prize

10. Bees live in a place called a _____.

hiiv

hive

haiv

Name _____ Date _____ Score _____

Phonics: /ō/ spelled o, o_e**Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.****11.** We visited a _____ of orange trees.

grove

groove

groav

12. The friends went for a _____ along the river.

stroal

strool

stroll

13. My mother _____ us to the beach.

drov

drove

droav

14. Why do you _____ he did that?

suppos

suppoas

suppose

15. Our _____ park has a small pond.

loocal

local

loacal

Name _____ Date _____ Score _____

Word Analysis: Compound Words

Read each word. Fill in the bubble under the word that is a compound word.

16. question railroad practice
 ○ ○ ○

17. pitcher narrow football
 ○ ○ ○

18. nowhere mirror jacket
 ○ ○ ○

19. leader meeting anyone
 ○ ○ ○

20. jungle moonlight grocery
 ○ ○ ○

UNIT 1 Assessment • Lesson 2

Name _____ Date _____ Score _____

Phonics: /ē/ spelled e, e_e

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

1. These coins are _____ to a dollar.

eaqual

equal

eigual

2. The _____ king was defeated by the people.

evil

eveil

eavil

3. How much are _____ shoes?

theas

these

thees

4. The sidewalk was made of _____.

concrete

concreet

concreat

5. The _____ of the poem is that life is a journey.

theem

theam

theme

Name _____ Date _____ Score _____

Phonics: /ū/ spelled *u, u_e*

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

6. The states came together to form a _____.

uenion

eunion

union

7. What kind of _____ do you like?

music

mousic

muesic

8. A _____ has six sides.

coub

cube

cuub

9. The farmer let us ride the _____.

moul

mul

mule

10. Carlos had a good _____ for being late.

excus

excuse

excuus

Name _____ Date _____ Score _____

Word Analysis: Antonyms and Synonyms**Fill in the bubble under the answer you think is correct.****11.** Which word has the same or similar meaning as *damp*?

moist

faint

dull

12. Which word has the same or similar meaning as *strong*?

delicious

curious

powerful

13. Which word has the same or similar meaning as *journey*?

crown

voyage

saddle

14. Which word means the opposite of *flood*?

travel

curtain

drought

15. Which word that means the opposite of *lead*?

follow

crash

learn

UNIT 1 Assessment • Lesson 3

Name _____ Date _____ Score _____

Phonics: /j/ spelled *ge, gi_* and /s/ spelled *ce, ci_, cy*

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

1. This is a _____ bug.

stranje

strandge

strange

2. The plane's _____ was very loud.

endjine

engine

enyine

3. A _____ went around the garden.

fense

fence

fench

4. This _____ isn't very sharp.

pencil

pensil

penshil

5. This peach is really _____.

juise

juicy

juisy

Name _____ Date _____ Score _____

Word Analysis: Shades of Meaning

Fill in the bubble under the answer that best matches the meaning of the sentence.

6. It was a _____ day, so Anna wore a light jacket.

cool

frigid

7. The jar fell from the table and _____ in hundreds of pieces.

broke

shattered

8. Jeff worked hard for six hours to get the room _____.

clean

spotless

9. The water is leaking badly, so the pipe should be fixed _____.

immediately

soon

10. After walking in the rain for an hour, the hikers were _____.

wet

soaked

UNIT 1 Assessment • Lesson 4

Name _____ Date _____ Score _____

Phonics: /ā/ spelled *ai*_, *_ay*

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

1. My parents will _____ my room.

paint

pante

piant

2. The dog wagged its _____.

taal

tail

teal

3. This road is _____ crowded with traffic.

alwais

alwaes

always

4. Our class picnic is _____.

todai

today

todae

5. You should _____ some water on the lawn.

spray

sprai

sprae

Name _____ Date _____ Score _____

Phonics: /ə/ spelled *_le, _el, _al, _il***Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.**

6. A bird landed in the _____ tree.

appal

apple

appil

7. How many _____ will be at the party?

peopul

peopol

people

8. Please mail this _____.

envalope

envelope

enveelope

9. A _____ fell from the flower.

petal

petle

petil

10. Her _____ likes to go fishing.

famly

famaly

family

Name _____ Date _____ Score _____

Word Analysis: Regular Plurals

Read each sentence. Fill in the bubble under the plural word that best completes the sentence and is spelled correctly.

- 11.** There were four _____ of pie left.
- | | | |
|-----------------------|-----------------------|-----------------------|
| pieces | pieceys | piecies |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- 12.** We picked some wild _____.
- | | | |
|-----------------------|-----------------------|-----------------------|
| berrys | berries | berryes |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- 13.** These _____ can be used to build a bookcase.
- | | | |
|-----------------------|-----------------------|-----------------------|
| boards | bordies | boardes |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- 14.** The _____ moved the cattle toward the corral.
- | | | |
|-----------------------|-----------------------|-----------------------|
| cowboies | cowboys | cowboyes |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- 15.** How many _____ long is that fish?
- | | | |
|-----------------------|-----------------------|-----------------------|
| inchs | inchies | inches |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

UNIT 1 Assessment • Lesson 5

Name _____ Date _____ Score _____

Phonics: /f/ spelled *ph*, /m/ spelled *_mb*, /n/ spelled *kn_*, /r/ spelled *wr_*, /w/ spelled *wh_*

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

1. Please answer the _____.

fone

plone

phone

2. It has been a long _____ since it rained.

wile

hwile

while

3. Let's _____ to the top of that hill.

climb

clime

climt

4. The _____ on that door is stuck.

nob

knob

gnob

5. Ken _____ the gift he bought for his sister.

wrapped

rapped

rhapped

Name _____ Date _____ Score _____

Word Analysis: Irregular Plurals

Read each sentence. Fill in the bubble under the plural word that best completes the sentence and is spelled correctly.

6. Some _____ were playing in the park.

childes

children

childrens

7. Vicky cut the roll into _____.

halfs

halfies

halves

8. Some _____ got into the basement.

mice

mousies

mouses

9. A flock of _____ flew over the lake.

gooses

geese

geeses

10. Which of these _____ is the sharpest?

knifes

knivies

knives

Name _____ Date _____ Score _____

Phonics: Long Vowel Spellings /ā/ /ē/ /ī/ /ō/ /ū/**Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.****1.** The workers used a _____ to move the fallen tree.

chane

chain

chein

2. That is my favorite _____ in the movie.

scene

scean

sceen

3. The river is very _____ here.

wid

wide

weid

4. The players _____ a captain for the team.

choos

choas

chose

5. May I borrow your _____?

rueler

rouler

ruler

UNIT 1 Assessment (continued)

Name _____ Date _____ Score _____

Phonics: /j/ spelled *ge, gi_* and /s/ spelled *ce, ci_, cy*

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

6. The singers stood on the _____.

stage	staje	stadge
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. A _____ fish swam beside the boat.

jiant	giant	djiant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. My mother's _____ is around the corner.

offis	offisc	office
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. The _____ on this cake is really good.

ising	icing	eising
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. The students dressed in _____ clothes for the prom.

fancy	fansy	fanzzy
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Name _____ Date _____ Score _____

Phonics: /ə/ spelled *_le, _el, _al, _il***Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.****11.** The _____ rabbit stayed near its mother.

littl

little

littell

12. Put your books on the _____.

tabel

tablle

table

13. Use this _____ to dig the hole.

shovel

shovle

shoval

14. Pete won a _____ for swimming.

medle

medal

medol

15. A dust _____ is a kind of spinning wind.

deval

devol

devil

UNIT 1 Assessment (continued)

Name _____ Date _____ Score _____

Phonics: /f/ spelled *ph*, /m/ spelled *_mb*, /n/ spelled *kn_*, /r/ spelled *wr_*, /w/ spelled *wh_*

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

16. This _____ shows how the team is doing.

graph

graf

grapf

17. Ben had a _____ in his pocket.

comm

comp

comb

18. She hurt her _____ playing soccer.

gnee

knee

nee

19. I will _____ a letter to my grandmother.

rite

write

rhite

20. That _____ field is ready for harvest.

wheat

weat

hwheat

Name _____ Date _____ Score _____

Word Analysis: Compound Words, Antonyms and Synonyms, and Shades of Meaning**Fill in the bubble under the answer you think is correct.****21.** Which word is a compound word?

insect

gather

bedspread

22. Which word is a compound word?

foolish

cupcake

difference

23. Which word has the same or similar meaning as *under*?

matter

dozen

below

24. Which word means the opposite of *smooth*?

rough

shadow

traffic

25. Which word best matches the meaning of this sentence?

Rita had to _____ the rope hard to free the boat.

pull

jerk

Name _____ Date _____ Score _____

Word Analysis: Shades of Meaning, Regular Plurals, and Irregular Plurals

Fill in the bubble under the answer that best completes each a sentence.

26. He was only a little _____ of the dark.

afraid

terrified

27. This street has some really nice _____.

gardenes

gardens

gardenies

28. The _____ here are rocky, not sandy.

beaches

beachs

beachies

29. Some _____ painted the benches in the park.

ladys

lades

ladies

30. You can sometimes see _____ in this park.

wolfs

wolves

wolvies

UNIT 2 Assessment • Lesson 1

Name _____ Date _____ Score _____

Phonics: /ē/ spelled *ee, ea, _y, _ie_, _ey*

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

1. The _____ was lined with trees.

streat

street

strete

2. We went to the _____ on Saturday.

beach

beche

biech

3. A box of _____ was on the table.

candiy

candey

candy

4. Some cows were standing in the _____.

feeld

field

feald

5. How do bees make _____?

honee

honiey

honey

Name _____ Date _____ Score _____

Word Analysis: Contractions and Possessives

Fill in the bubble under the answer you think is correct.

6. Which word is the contraction for *cannot*?

cant'

ca'nt

can't

7. Which word is the contraction for *did not*?

didn't

did'nt

didnt'

8. Which word is the contraction for *she will*?

she'll

shell

shel'l

Fill in the bubble under the possessive word that best completes the sentence and is spelled correctly.

9. A _____ mane is usually dark fur.

lion'es

lion's

lions'

10. Some _____ roots can be cooked and eaten.

plant's

plants's

plants'

UNIT 2 Assessment • Lesson 2

Name _____ Date _____ Score _____

Phonics: /i/ spelled *_igh, _ie, _y*

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

1. An eagle flew _____ above the lake.

high

hijh

hygh

2. The sun seems really _____ today.

breight

bright

breite

3. The baby _____ all night.

cryded

cryed

cried

4. This book is about a _____ in the Civil War.

spie

spy

spiy

5. The children rode bikes in a _____ park.

nearbie

nearbuy

nearby

Name _____ Date _____ Score _____

Word Analysis: Irregular Verbs**Read each sentence. Fill in the bubble under the verb that best completes the sentence and is spelled correctly.**

6. Dan _____ his dog to school for Pet Day.

broat

braught

brought

7. The mayor _____ to the newspaper reporters.

spoke

spouk

spoak

8. It _____ cloudy late in the afternoon.

becomed

becoom

became

9. A tree _____ beside the pond.

grue

grew

grou

10. Mom _____ for the pizza.

paid

pade

pead

Name _____ Date _____ Score _____

Word Analysis: Abstract Nouns

Look at each group of words. Fill in the bubble under the word in each group that is an abstract noun. An abstract noun is not a person, place, or thing.

11. house truth mother
 ○ ○ ○

12. honesty balloon truck
 ○ ○ ○

13. box peace dress
 ○ ○ ○

14. flower kitten bravery
 ○ ○ ○

15. kindness peanut window
 ○ ○ ○

UNIT 2 Assessment • Lesson 3

Name _____ Date _____ Score _____

Phonics: /ō/ spelled oa_, _ow

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

1. Who is the _____ of the soccer team?

coche

coach

coech

2. The dog wanted to _____ around the park.

roam

rome

room

3. The hikers were _____ after walking in the rain.

sokked

soeked

soaked

4. Water will always _____ down a hill.

flow

flou

floe

5. How far can you _____ the ball?

throu

throw

thro

Name _____ Date _____ Score _____

Word Analysis: Homophones

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

6. The horse waved its _____ back and forth.

tail

tale

7. The water in the lake was a deep _____ color.

blew

blue

8. What will you _____ to the party?

where

wear

9. The _____ cleaned the hotel room.

maid

made

10. A heavy _____ held the boat in place.

wait

weight

Name _____ Date _____ Score _____

Phonics: /ū/ spelled *_ew, _ue*

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

1. The plane _____ above the clouds.

flew

flou

flue

2. Fran _____ the ball to first base.

thru

threw

throw

3. We heard the good _____ about the game.

noos

nous

news

4. The sailors were able to _____ the people in the water.

rescue

rescou

rescew

5. A _____ helped the police solve the crime.

cloo

clue

clew

Name _____ Date _____ Score _____

Word Analysis: Homographs/Multiple-Meaning Words

Read each question and sentence. Fill in the bubble under the answer you think is correct.

6. Does the word lead sound most like head or bead?

A guide will lead us through the museum.

bead

head

7. Does the word wind sound most like find or grinned?

The wind was very strong this afternoon.

find

grinned

Read each sentence. Fill in the bubble under the answer that shows what the underlined word means in the sentence.

8. Jan went to the store to buy bread.

to save things for later

a place to buy things

9. Pam used a ruler to find out the depth of the snow.

a tool used for measuring

a leader like a king or queen

10. We did not see Jeff wave at us.

move your hand

moving water

UNIT 2 Assessment • Lesson 5

Name _____ Date _____ Score _____

Phonics: /oo/ spelled *oo, u, u_e, _ew, _ue*

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

1. We had to _____ down to get into the small cave.

stoup

stuup

stoop

2. A _____ is a flower that blooms in early spring.

toulip

toolip

tulip

3. My friend knows how to play the _____.

flout

flute

floote

4. We had _____ for dinner last night.

stew

steu

stue

5. The worker tried to _____ two boards together.

gloo

glue

glou

Name _____ Date _____ Score _____

Word Analysis: Homographs/Multiple-Meaning Words

Read each question and sentence. Fill in the bubble under the answer you think is correct.

6. Does the word close sound most like nose or dose?

Tina tried to stand close to the fire to keep warm.

nose

dose

7. Does the word tear sound most like wear or fear?

Be careful or you will tear your shirt.

wear

fear

Read each sentence. Fill in the bubble under the answer that shows what the underlined word means in the sentence.

8. We learned how to row on the lake last week.

make a boat move

things in a straight line

9. My brother did not feel well yesterday.

a hole that gives water

good or healthy

10. The pitcher threw the ball really fast.

a baseball player

something to hold water

Name _____ Date _____ Score _____

Phonics: /ē/ spelled ee, ea, _y, _ie_, _ey**Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.****1.** The _____ made the roads slippery.

sleat

sleet

slete

2. Rob gave a _____ to the dog.

treat

trete

triet

3. Please make a _____ of this page.

copie

copy

copey

4. The knight carried a _____.

shield

sheald

sheyld

5. A wild _____ walked along the creek.

turkee

turkie

turkey

UNIT 2 Assessment (continued)

Name _____ Date _____ Score _____

Phonics: /i/ spelled *_igh, _ie, _y*, /ō/ spelled *oa_*, and /ū/ spelled *_ew*

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

6. These shoes are too _____.

teit

teight

tight

7. We had _____ fish for dinner.

fride

fried

fryde

8. A battery will _____ electricity to the motor.

supplie

suppliy

supply

9. A cork will _____ on water.

float

floot

flote

10. The _____ of the ship helped the passengers.

crou

crew

crow

Name _____ Date _____ Score _____

Phonics: /oo/ spelled *oo, u, u_e, _ew, _ue***Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.****11.** Carla twisted the wire into a _____.

loop

loup

lope

12. Vic plays _____ in the school band.

tooba

tuba

touba

13. Did you ever hear that _____ before?

tune

toon

toune

14. My dog likes to _____ a bone.

chou

choo

chew

15. What is that _____ made of?

statoo

statou

statue

Name _____ Date _____ Score _____

Word Analysis: Contractions and Possessives

Fill in the bubble under the answer you think is correct.

16. Which word is the contraction for *are not*?

are'nt

aren't

arent'

17. Which word is the contraction for *he will*?

he'll

he'ill

hee'll

18. Which word is the contraction for *they are*?

they'r

theyre'

they're

Fill in the bubble under the possessive word that best completes the sentence and is spelled correctly.

19. My _____ ears are floppy.

dogs

dog's

dogss'

20. We saw many _____ nests in the tree.

birds'

bird's

birds

Name _____ Date _____ Score _____

Word Analysis: Irregular Verbs, Abstract Nouns, and Homophones**Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.**

- 21.** Lightning _____ that tree last year.
- | | | |
|-----------------------|-----------------------|-----------------------|
| striked | strick | struck |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- 22.** Terry _____ the candles on the table.
- | | | |
|-----------------------|-----------------------|-----------------------|
| lit | lighted | latted |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- 23.** Look at the words. Fill in the bubble under the word that is an *abstract noun*.
- | | | |
|-----------------------|-----------------------|-----------------------|
| window | dream | bread |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Fill in the bubble under the word that fits best in each sentence.

- 24.** The bookstore is having a _____ today.
- | | |
|-----------------------|-----------------------|
| sail | sale |
| <input type="radio"/> | <input type="radio"/> |

- 25.** The pirates wanted to _____ the treasure.
- | | |
|-----------------------|-----------------------|
| bury | berry |
| <input type="radio"/> | <input type="radio"/> |

UNIT 3 Assessment • Lesson 1

Name _____ Date _____ Score _____

Phonics: /oo/ and /ōō/ spelled oo

Fill in the bubble under the word that has the same sound as the underlined part in the first word.

- | | | | |
|-----------|------|-----------------------|-----------------------|
| 1. | room | soon | cook |
| | | <input type="radio"/> | <input type="radio"/> |
| 2. | good | food | look |
| | | <input type="radio"/> | <input type="radio"/> |
| 3. | room | foot | boot |
| | | <input type="radio"/> | <input type="radio"/> |
| 4. | good | book | moon |
| | | <input type="radio"/> | <input type="radio"/> |
| 5. | room | spoon | stood |
| | | <input type="radio"/> | <input type="radio"/> |

Name _____ Date _____ Score _____

Word Analysis: Inflectional Endings *-ing* and *-ed*

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

6. My parents are _____ the kitchen.

paintng

painting

painteng

7. Who _____ you wash the car?

helpded

helpd

helped

8. Ruth likes _____ on the beach.

running

runing

runningg

9. The children _____ the baby goat.

peted

petted

pettd

10. Dad is _____ sandwiches for us.

makeng

makng

making

UNIT 3 Assessment • Lesson 2

Name _____ Date _____ Score _____

Phonics: /ow/ spelled *ow, ou_* and /ō/ spelled *_ow*

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

1. The _____ rode a funny bike.

clown

cloun

clawn

2. Traffic is really _____ today.

sloo

slow

slou

3. The pond in the park is _____.

roond

round

rownd

4. What do you _____ in your garden?

groa

grou

grow

5. That ball can _____ really high.

bounce

bownce

baunce

Name _____ Date _____ Score _____

Word Analysis: Comparatives and Superlatives

Read each sentence. Fill in the bubble under the word that best completes the sentence.

6. This end of the pool is _____ than that end.

deepr

deepar

deeper

7. Do you know where the _____ library is?

nearist

nearest

nearst

8. Your town is _____ than mine.

bigger

biger

biggr

9. Lucy is my _____ friend.

happyest

happist

happiest

10. This book is _____ than the last one I read.

longr

longer

longor

UNIT 3 Assessment • Lesson 3

Name _____ Date _____ Score _____

Phonics: /aw/ spelled *au*_, *aw*, *augh*, *ough*, *al*

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

1. My favorite time of year is _____.

autumn

owtumn

atumn

2. The baby is learning to _____.

crowl

crawl

craal

3. Dad _____ me how to play piano.

tawt

taught

tawght

4. It is _____ time to go.

almost

awlmost

olmost

5. Will _____ the game was today.

thawt

thaught

thought

Name _____ Date _____ Score _____

Word Analysis: Irregular Comparatives and Superlatives

Read each sentence. Fill in the bubble under the word that best completes the sentence.

6. Water is _____ for you than soda.

good

better

best

7. This is the _____ I have ever run.

far

farther

farthest

8. Our team is the _____ in the league.

worst

bad

worse

9. The lake has the _____ water I've ever seen.

less

least

lesser

10. It costs _____ to travel by plane than train.

some

most

more

Name _____ Date _____ Score _____

Phonics: /oi/ spelled oi, _oy

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

1. Did you hear a strange _____?

noyse

naise

noise

2. A big storm can _____ a boat.

destroi

destroy

destrey

3. Let's _____ the tennis team.

joyn

joen

join

4. Did you _____ the movie?

enjoy

enjoi

enjow

5. The _____ of the knife was sharp.

point

poynt

poent

Name _____ Date _____ Score _____

Word Analysis: Content Words and Shades of Meaning

Fill in the bubble under the answer that best matches the meaning of the sentence.

6. Pioneers had hard lives on the _____.

downpour

residence

frontier

7. Only a _____ can be mayor of our town.

citizen

follower

traveler

8. Our form of government is a _____.

general

democracy

royalty

9. The _____ light helped us see in the basement.

bright

dazzling

10. The noise of the jet plane was _____.

loud

deafening

UNIT 3 Assessment • Lesson 5

Name _____ Date _____ Score _____

Phonics: /ō/ spelled ow, /ōō/ spelled ue, ew, u_e, and /ow/ spelled ow

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

1. Abe _____ a picture of a turtle.

drue

drew

droo

2. This map will _____ you the way.

show

shoe

shou

3. The story about the big fish is _____.

troo

trew

true

4. Each _____ in the class read a book.

stoudent

student

stodent

5. The monkey climbed _____ from the tree.

doun

doon

down

Name _____ Date _____ Score _____

Word Analysis: Words with the Same Base

Read each word. Fill in the bubble under the word that is the base word for the other two words.

6. backward backed back
 ○ ○ ○

7. friend friendly friendship
 ○ ○ ○

8. imagined imagine imagination
 ○ ○ ○

9. unchanged changing change
 ○ ○ ○

10. writing write rewrite
 ○ ○ ○

UNIT 3 Assessment

Name _____ Date _____ Score _____

Phonics: /oo/ spelled oo, /oo/ spelled oo, _ue, _ew, u_e

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

1. The ground _____ when the big truck went by.

shook

shouk

shuk

2. Use this _____ to sweep up the mess.

broum

broom

brome

3. My library book is _____ next week.

due

dew

duw

4. The _____ school is really nice.

nuw

noo

new

5. A sand _____ was near the beach.

doon

dune

done

UNIT 3 Assessment (continued)

Name _____ Date _____ Score _____

Phonics: /aw/ spelled au_, aw, augh, ough, al

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

6. Dad washed the _____ yesterday.

lawndry

laundry

loandry

7. Fran _____ the ball and threw it back.

caught

cawt

cought

8. The rain made the _____ grow fast.

loun

laun

lawn

9. Paul _____ a new pair of skis.

bought

bowt

boawt

10. The baby is just learning how to _____.

tawk

tolk

talk

Name _____ Date _____ Score _____

Phonics: /oi/ spelled *oi*, *_oy*, /ow/ spelled *ow*, /ow/ spelled *ou_* and /ō/ spelled *_ow*

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

11. The _____ you heard was my little sister.

voice

voyce

voace

12. The people loved the _____ family.

rowal

roial

royal

13. Our _____ is a nice place to live.

toun

town

toan

14. That is my friend's _____.

howse

house

hoase

15. My cat likes to sit by the _____.

windoe

windoo

window

UNIT 3 Assessment (continued)

Name _____ Date _____ Score _____

Word Analysis: Inflectional Endings *-ing* and *-ed*, and Comparatives and Superlatives

Read each sentence. Fill in the bubble under the word that best completes the sentence.

- 16.** That ferry is _____ to the island.
- | | | |
|-----------------------|-----------------------|-----------------------|
| gong | goyng | going |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- 17.** Grandmother _____ the clothes.
- | | | |
|-----------------------|-----------------------|-----------------------|
| foldid | folded | foldud |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- 18.** Pam _____ the correct answer.
- | | | |
|-----------------------|-----------------------|-----------------------|
| guessed | guesd | guesst |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- 19.** Let's walk down to the _____ level.
- | | | |
|-----------------------|-----------------------|-----------------------|
| low | lower | lowly |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- 20.** This is the _____ book I have ever read.
- | | | |
|-----------------------|-----------------------|-----------------------|
| funniest | funny | funnier |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Name _____ Date _____ Score _____

**Word Analysis: Irregular Comparatives and Superlatives,
and Words with the Same Base****Fill in the bubble under the word that best completes
the sentence.****21.** The weather is _____ today than yesterday.

worst

bad

worse

22. This is the _____ desert in the world.

drier

driest

dry

**Fill in the bubble under the word that is the base word for
the other two words.****23.** runner

running

run

24. hopeful

hope

hopeless

25. large

largest

larger

Name _____ Date _____ Score _____

Word Analysis: Suffixes -ly, -y

Fill in the bubble under the word that is an adverb formed by the suffix -ly.

1. butterfly friendly dolly

2. quickly fly silly

3. hilly dragonfly safely

Fill in the bubble under the word that is an adjective formed by the suffix -y.

4. rainy sky safety

5. berry bumpy try

Name _____ Date _____ Score _____

Word Analysis: Latin Suffixes *-ment*, *-ive*

Fill in the bubble under the answer you think is correct.

6. Which word has the correct suffix added to it to show that *someone is feeling excited*?

excitive

excitely

excitement

7. Which word is an adjective formed by adding the suffix *-ive*?

invasive

drive

survive

8. Which word has the correct suffix added to it to show that *something is being shipped*?

shipment

shippive

shiplly

9. Which word is an adjective formed by adding the suffix *-ive*?

give

five

active

10. Which word has the correct suffix added to it to show that *a place is being settled by people*?

settlful

settlement

settlive

Name _____ Date _____ Score _____

Word Analysis: Suffixes -ful, -less

Fill in the bubble under the answer you think is correct.

1. Which word means *having no leaves*?

leafful

leafless

leafish

2. Which word means *having much beauty*?

beautiful

beautiless

beautiment

3. Which word means *being filled with peace*?

peaceless

peaceive

peaceful

4. Which word means *having no hair*?

hairful

hairless

hairsome

5. Which word means *having a lot of cheer*?

cheerful

cheerless

cheering

Name _____ Date _____ Score _____

Word Analysis: Latin Suffixes *-ity*, *-able*

Fill in the bubble under the answer you think is correct.

6. Which word has the correct suffix added to it to form a noun related to *curious*?

curiosity

curiousable

curiousish

7. Which word has the correct suffix added to it to form a noun related to *electric*?

electricful

electricity

electricable

8. Which word has the correct suffix added to it to form a noun related to *active*?

activable

activeish

activity

9. Which word has the correct suffix added to it to form an adjective related to *comfort*?

comfortable

comfortful

comfortness

10. Which word has the correct suffix added to it to form an adjective related to *enjoy*?

enjoyless

enjoyable

enjoyish

Name _____ Date _____ Score _____

Word Analysis: Suffixes -ion, -tion, -sion, -al

Fill in the bubble under the answer you think is correct.

1. Which word has the correct suffix added to it to form a noun meaning *a person who goes with another person*?

companionable

companion

companionship

2. Which word has the correct suffix added to it to form a noun meaning *the way you are going*?

directness

directionless

direction

3. Which word has the correct suffix added to it to form a noun meaning *something you watch*?

televisionable

television

televisionity

4. Which word has the correct suffix added to it to form an adjective related to *history*?

historical

historicalful

historicalive

5. Which word has the correct suffix added to it to form an adjective related to *dentist*?

dentive

dentment

dental

Name _____ Date _____ Score _____

Word Analysis: Multiple-Meaning Words

Read each sentence. Fill in the bubble under the answer that shows what the underlined word means in the sentence.

6. The trees in the park are covered with snow.

move a car into place

a public place with trees and grass

7. Don't face the sun when you take a picture.

look in a certain direction

where your eyes, nose, and mouth are

8. Don't ring the doorbell, just knock.

make a noise

a round piece of jewelry

9. Put one more coat of paint on the wall.

something you wear outside

a layer or covering

10. You will need a light jacket today.

not heavy

something that you see

Name _____ Date _____ Score _____

Word Analysis: Suffixes -ness, -er

Fill in the bubble under the answer you think is correct.

1. Which word has the correct suffix added to it to form a noun related to *sick*?

sickness

sicker

sickment

2. Which word has the correct suffix added to it to form a noun related to *dark*?

darking

darkal

darkness

3. Which word has the correct suffix added to it to form a noun related to *sad*?

sadment

sadness

sadive

4. Which word has the correct suffix added to it to form a noun related to *hunt*?

huntfull

huntal

hunter

5. Which word has the correct suffix added to it to form a noun related to *play*?

playness

player

playly

Name _____ Date _____ Score _____

Word Analysis: Content Words and Words with the Same Base

Read each sentence. Fill in the bubble under the word that best completes each sentence.

6. A day that feels damp is _____.

similar

humid

fragile

7. The wind and snow made the storm a real _____.

blizzard

equator

claim

8. Water rushing over the cliff caused it to _____.

implore

outcast

erode

9. Fill in the bubble that has the same base word as *completely*.

compass

company

completion

10. Fill in the bubble that has the same base word as *expected*.

expectation

explanation

expensive

Name _____ Date _____ Score _____

Word Analysis: Greek Roots *ast*, *graph*, *log*, *scop*

Fill in the bubble under the answer you think is correct.

1. The root in the word *astronomy* that relates to *star* is

tro

ast

nom

2. The root in the word *telescope* that relates to see is

les

elesc

scop

3. The root in the word *biology* that relates to *study* is

log

iol

olo

4. The root in the word *photograph* that relates to *write* is

pho

graph

togr

5. What does the root in the word *astronaut* mean?

star

author

strong

Name _____ Date _____ Score _____

Word Analysis: Latin Roots *grat, mar, miss, port*

Fill in the bubble under the answer you think is correct.

6. The root in the word *grateful* that relates to *thank* is

efu

atef

grat

7. The root in the word *portable* that relates to *carry* is

port

orta

ble

8. The root in the word *marina* that relates to *sea* is

mar

rin

ari

9. The root in the word *admission* that relates to *send* is

adm

ion

miss

10. What does the root in the word *export* mean?

sports

carry

extra

Name _____ Date _____ Score _____

Word Analysis: Suffixes *-ly*, *-y*, *-ment*, *-ive*, *-ful*

Fill in the bubble under the answer you think is correct.

- 1.** Which word is an adverb formed by the suffix *-ly*?

jelly

slowly

lying

- 2.** Which word is an adjective formed by the suffix *-y*?

lucky

hay

lady

- 3.** Which word has the correct suffix added to it to form a noun related to *argue*?

arguive

argueness

argument

- 4.** Which word is an adjective formed by adding the suffix *-ive*?

creative

beehive

forgive

- 5.** Which word means *being filled with thanks*?

thankable

thankish

thankful

UNIT 4 Assessment (continued)

Name _____ Date _____ Score _____

Word Analysis: Suffixes -less, -ity, -able, -ness, -er

Fill in the bubble under the answer you think is correct.

6. Which word means *having no hair*?

hairful

hairless

hairable

7. Which word has the correct suffix added to it to form a noun related to *able*?

ability

ableish

abilness

8. Which word has the correct suffix added to it to form an adjective related to *measure*?

measureful

measureive

measurable

9. Which word has the correct suffix added to it to form a noun related to *weak*?

weakish

weakable

weakness

10. Which word has the correct suffix added to it to form a noun related to *jump*?

jumpish

jumper

jumpless

Name _____ Date _____ Score _____

Word Analysis: Suffixes -ion, -tion, -sion, -al**Fill in the bubble under the answer you think is correct.**

- 11.** Which word has the correct suffix added to it to form a noun meaning *you think something doesn't look right*?

suspicion

suspectable

suspicious

- 12.** Which word has the correct suffix added to it to form a noun meaning *something you are doing*?

actish

actual

action

- 13.** Which word has the correct suffix added to it to form a noun meaning *breaking something into smaller parts*?

divisment

division

divisish

- 14.** Which word has the correct suffix added to it to form a noun meaning *things are all mixed up*?

confusion

confusful

confusement

- 15.** Which word has the correct suffix added to it to form an adjective related to *accident*?

accidentish

accidental

accidentable

UNIT 4 Assessment (continued)

Name _____ Date _____ Score _____

Word Analysis: Root Words *ast, graph, log, scop, grat*

Fill in the bubble under the answer you think is correct.

16. The root in the word *asterisk* that relates to *star* is

isk

ast

ter

17. The root in the word *autograph* that relates to *write* is

auto

togr

graph

18. The root in the word *geology* that relates to *study* is

log

geo

olo

19. The root in the word *microscope* that relates to *see* is

micr

scop

cros

20. The root in the word *congratulate* that relates to *thanks* is

grat

cong

tula

Name _____ Date _____ Score _____

Word Analysis: Root Words *mar*, *miss*, *port*, and Multiple-Meaning Words

Fill in the bubble under the answer you think is correct.

21. The root in the word *submarine* that relates to sea is

mar

sub

ine

22. The root in the word *missile* that relates to *send* is

ile

miss

sil

23. The root in the word *transport* that relates to *carry* is

tra

ansp

port

Read each sentence. Fill in the bubble under the answer that shows what the underlined word means in the sentence.

24. The bat flew over the pond.

something used in baseball

a flying animal

25. A large rock rolled down the hill.

a kind of stone

to move back and forth

Name _____ Date _____ Score _____

Word Analysis: Prefixes *re-*, *pre-*, *mis-*, *un-*

Fill in the bubble under the answer you think is correct.

1. Which word has a prefix that means *again*?

depeat

repeat

mispeat

2. Which word has a prefix that means *before*?

inpay

dispay

prepay

3. Which word has a prefix that means *wrong*?

mister

mistake

misty

4. Which word has a prefix that means *not*?

uncle

under

untied

5. Which word means *count wrong*?

miscount

uncount

recount

Name _____ Date _____ Score _____

Word Analysis: Prefixes con-, in-/im-

Fill in the bubble under the answer you think is correct.

6. Which word has a prefix that means *with*?

president

unlike

contest

7. Which word has a prefix that means *not*?

incomplete

unicomplete

subcomplete

8. Which word has a prefix that means *not*?

return

impossible

command

9. Which word means *join together*?

defend

connect

remove

10. Which word means *not efficient*?

inefficient

conefficient

misefficient

Name _____ Date _____ Score _____

Word Analysis: Prefixes *ex-*, *en-/em-*

Fill in the bubble under the answer you think is correct.

1. Which word has a prefix that means *out*?

explore

replace

confer

2. Which word has a prefix that means *in*?

descend

misuse

enclose

3. Which word means *to put into power*?

empower

dispower

repower

4. Which word means *send out*?

import

export

misport

5. Which word means *to put in danger*?

condanger

exdanger

endanger

Name _____ Date _____ Score _____

Word Analysis: Prefixes *dis-*, *auto-*

Fill in the bubble under the answer you think is correct.

6. Which word has a prefix that means *not*?

succeed

balance

disappear

7. Which word has a prefix that means *self*?

backward

autograph

tonight

8. What does the prefix *dis-* mean in the word *dislike*?

lots

small

not

9. What does the prefix *auto-* mean in the word *automobile*?

self

drive

sit

10. Which of these words does not begin with a prefix?

automatic

shallow

disagree

Name _____ Date _____ Score _____

Word Analysis: Number Prefixes *uni-*, *bi-*, *tri-*, *multi-*

Fill in the bubble under the answer you think is correct.

1. What does the prefix *tri-* mean in the word *triangle*?

sides

three

shape

2. How many wheels does a *unicycle* have?

one

two

three

3. What does the prefix *multi-* mean in the word *multicolor*?

pretty

like

many

4. What does the prefix *bi-* mean in the word *biweekly*?

days

two

time

5. What does the prefix *uni-* mean in the word *unicorn*?

one

animal

horn

Name _____ Date _____ Score _____

Word Analysis: Location Prefixes *mid-*, *sub-*, *trans-*, *inter-*

Fill in the bubble under the answer you think is correct.

6. What does the prefix *mid-* mean in the word *midway*?

move

half

stop

7. Which word has a prefix that means *under*?

interest

hundred

submarine

8. Which word has a prefix that means *across*?

transfer

corner

hospital

9. What does the prefix *inter-* mean in the word *international*?

country

distant

between

10. Which of these words does not begin with a prefix?

midnight

jealous

submerge

Name _____ Date _____ Score _____

Word Analysis: Words with the Same Base

Fill in the bubble under the answer you think is correct.

1. Which word has the same base word as *inspector*?

inspection

protection

position

2. Which word has the same base word as *commandment*?

commonly

demanding

commander

3. Which word has the same base word as *forceful*?

forest

forced

harmful

4. Which is the base word in the words *judgment, judge, judging*?

judgment

judge

judging

5. Which is the base word in the words *fright, frightful, frightening*?

fright

frightful

frightening

Name _____ Date _____ Score _____

Word Analysis: Shades of Meaning

Fill in the bubble under the answer that best matches the meaning of the sentence.

6. The family was _____ and spent their money wisely.

thrifty

cheap

7. The _____ rolled down the hill and crashed into the barn.

pebble

boulder

8. The dog was _____ after going for a short walk.

tired

exhausted

9. The day was _____, so we didn't play outside.

warm

scorching

10. Grandmother said something _____, and the whole family started laughing.

funny

hilarious

Name _____ Date _____ Score _____

Word Analysis: Word Parts

Fill in the bubble under the answer you think is correct.

1. What does the word part *octo-* mean in the word *octopus*?

water

arms

eight

2. What does the word part *cent-* mean in the word *percent*?

small

hundred

divide

3. Which of these word parts means *half*?

semi-

igni-

freq-

4. Which of these word parts means *beside*?

decl-

util-

para-

5. Which of these words means *the state or condition of being free*?

freeship

freedom

freement

Name _____ Date _____ Score _____

Word Analysis: Word Parts

Fill in the bubble under the answer you think is correct.

6. Which word means *the state of being a champion*?

championship championment championdom

7. Which word means *being inclined to differ*?

differish different differly

8. What does the word part *-ous* mean in the word *dangerous*?

full of near to almost all

9. What does the word part *post-* mean in the word *postseason*?

good after rich

10. What does the word part *micro-* mean in the word *microfilm*?

kind similar small

Name _____ Date _____ Score _____

Word Analysis: Prefixes *re-*, *pre-*, *mis-*, *un-*, *con-***Fill in the bubble under the answer you think is correct.****1.** Which word has a prefix that means *again*?

unplay

replay

instead

2. Which word has a prefix that means *before*?

prepare

postpone

compare

3. Which word has a prefix that means *wrong*?

prewrite

rewrite

miswrite

4. Which word has a prefix that means *not*?

rekindle

unkind

trickle

5. Which word has a prefix that means *with*?

deflect

reflect

conflict

UNIT 5 Assessment (continued)

Name _____ Date _____ Score _____

Word Analysis: Prefixes *in-*, *im-*, *ex-*, *en-*, *em-*

Fill in the bubble under the answer you think is correct.

6. Which word has a prefix that means *not*?

inedible

refill

misspell

7. Which word means *something can't be moved*?

removable

immovable

movement

8. Which word has a prefix that means *out*?

defeat

repair

except

9. Which word has a prefix that means *in*?

misplace

entangle

unify

10. What does the prefix *em-* mean in the word *embrace*?

in

before

with

Name _____ Date _____ Score _____

Word Analysis: Prefixes *dis-*, *auto-*, *uni-*, *bi-*, *tri-***Fill in the bubble under the answer you think is correct.****11.** Which word has a prefix that means *not*?

reconnect

problem

dishonest

12. Which word has a prefix that means *self*?

natural

autopilot

favorite

13. What does the prefix *uni-* mean in *uniform*?

one

clothes

not

14. Which word has a prefix that means *two*?

discolor

multicolored

bicolor

15. How many wheels does a *tricycle* have?

four

three

two

UNIT 5 Assessment (continued)

Name _____ Date _____ Score _____

Word Analysis: Prefixes *multi-*, *mid-*, *sub-*, *trans-*, *inter-*

Fill in the bubble under the answer you think is correct.

16. Which of these prefixes means *many*?

dis-

multi-

inter-

17. Which word means *halfway through summer*?

midsummer

consumer

summoning

18. Which word has a prefix that means *under*?

discount

subzero

complain

19. Which word has a prefix that means *across*?

release

include

transmit

20. Which prefix means *between*?

dis-

mis-

inter-

Name _____ Date _____ Score _____

Word Analysis: Words with the Same Base, and Word Parts**Fill in the bubble under the answer you think is correct.****21.** What is the base word in *construction*?

consider

trucking

construct

22. Which word shares a base word with *earthworm*?

earthquake

early

farther

23. When you make an *apology*, what do you do?

dispology

apologize

apoloment

24. What does the word part *-ist* mean in the word *chemist*?

person who

greater than

near to

25. Which word means *relating to a child*?

shielded

childish

chilly

Name _____ Date _____ Score _____

Word Analysis: Compound Words, Antonyms and Synonyms, and Shades of Meaning

Fill in the bubble under the answer you think is correct.

1. Which word is a compound word?

straighten

afternoon

bouncing

2. Which word is a compound word?

amazing

machine

watermelon

3. Which word is the antonym of *crowded*?

empty

lousy

notice

4. Which word is a synonym for *cheerful*?

nibble

sandy

jolly

5. Which word best matches the meaning of this sentence?

The _____ puppies were hard to tell apart.

similar

identical

Name _____ Date _____ Score _____

Word Analysis: Shades of Meaning, Regular Plurals, and Irregular Plurals

Fill in the bubble under the answer that best matches the meaning of the sentence.

6. The bird's _____ was so loud it was scary.

yell

scream

7. The dogs like to _____ around the lawn.

run

stampede

Fill in the bubble under the plural word that best completes the sentence and is spelled correctly.

8. Dad put the _____ beside the dishes.

forkes

forkies

forks

9. People were sitting in all the _____ in the park.

benches

benchs

bench

10. The _____ on that tree are really big.

leafs

leafies

leaves

Name _____ Date _____ Score _____

Word Analysis: Contractions and Possessives

Fill in the bubble under the answer you think is correct.

1. Which word is the contraction for *were not*?

weren't

were'nt

werent'

2. Which word is the contraction for *should have*?

should'ove

shouldv'e

should've

3. Which word is the contraction for *they will*?

they'l

they'll

the'yll

Fill in the bubble under the possessive word that best completes the sentence and is spelled correctly.

4. The pilot fired the _____ engine.

rockets

rockets'

rocket's

5. The _____ mascots danced on the field.

teams'

teams's

teamss'

Name _____ Date _____ Score _____

Word Analysis: Irregular Verbs and Abstract Nouns

Read each sentence. Fill in the bubble under the verb that best completes the sentence and is spelled correctly.

6. The sun _____ before the campers woke up.

rised

rise

rose

7. A bee _____ my older sister.

stinged

stung

stang

Look at each group of words. Fill in the bubble under the word in each group that is an *abstract noun*.

8. volcano

courage

servant

9. fear

sauce

pump

10. mask

crayon

power

Name _____ Date _____ Score _____

Word Analysis: Homophones and Homographs/ Multiple-Meaning Words

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

11. Gina changed her _____ and went for a run.

mind

mined

12. The smallest part of a living thing is a _____.

sell

cell

Read the sentence. Fill in the bubble under the answer that shows what the underlined word means in the sentence.

13. The baby goose was covered with down.

a kind of feather

a lower place

14. The driver paid a fine for driving too fast.

a sum of money

high quality

Read the sentence. Fill in the bubble for the correct answer.

15. Does the word lead sound most like head or bead?

Pipes are not made of lead anymore.

bead

head

UNIT 6 Assessment • Lesson 3

Name _____ Date _____ Score _____

Word Analysis: Inflectional Endings *-ing* and *-ed*, and Comparatives and Superlatives

Read each sentence. Fill in the bubble under the word that best completes the sentence and is spelled correctly.

1. Dad was _____ what you wanted for lunch.
wondered wonderful wondering

2. The plane should be _____ in a few minutes.
arrival arrived arriving

3. This hill is _____ than the one beside the lake.
steep steeper steepest

4. The _____ fruit is picked from a tree.
freshest fresher freshly

5. That is the _____ fish I have ever seen.
strange strangest strangely

Name _____ Date _____ Score _____

Word Analysis: Irregular Comparatives and Superlatives, and Words with the Same Base**Read each sentence. Fill in the bubble under the word that best completes the sentence.****6.** It is _____ now than it was this morning.

sunny

sunnier

sunniest

7. This is the _____ we have ever spent on vacation.

least

less

lesser

8. Which word has the same base word as *understanding*?

unreasonable

understandable

expanding

9. Which word has the same base word as *progression*?

progressive

congressional

prohibited

10. Which word has the same base word as *exhausted*?

explanation

astronaut

exhaustion

UNIT 6 Assessment • Lesson 4

Name _____ Date _____ Score _____

Word Analysis: Suffixes *-ly*, *-y*, *-ment*, *-ive*, *-ful*

Fill in the bubble under the answer you think is correct.

1. Which word is an adverb formed by the suffix *-ly*?

directly

stylish

royalty

2. Which word is an adjective formed by the suffix *-y*?

company

grocery

chewy

3. Which word has the correct suffix added to it to show that *something has been stated*?

stateness

stateable

statement

4. Which word is an adjective formed by adding the suffix *-ive*?

explosive

arrive

forgive

5. Which word means *having much peace*?

peacement

peaceful

peaceish

Name _____ Date _____ Score _____

Word Analysis: Root Words *ast*, *graph*, *log*, *scop*, *grat***Fill in the bubble under the answer you think is correct.**

6. The root in the word *asterisk* that relates to *star* is

ter

ast

isk

7. The root in the word *paragraph* that relates to *write* is

graph

para

arag

8. The root in the word *mythology* that relates to *study* is

myt

hol

log

9. The root in the word *periscope* that relates to *see* is

peri

scop

eris

10. The root in the word *gratitude* that relates to *thank* is

grat

tude

rati

Name _____ Date _____ Score _____

Word Analysis: Root Words *mar*, *miss*, *port*, and Multiple-Meaning Words

Fill in the bubble under the answer you think is correct.

11. The root in the word *mariner* that relates to sea is

ari

mar

iner

12. The root in the word *mission* that relates to *send* is

miss

issi

sion

13. The root in the word *imported* that relates to *carry* is

im

ted

port

Read the sentence. Fill in the bubble under the answer that shows what the underlined word means in the sentence.

14. The piece of wood was about a yard long.

open ground near a house

a unit of measure

15. The people sat on the bank with their feet in the water.

the side of a river

a place to keep money

UNIT 6 Assessment • Lesson 5

Name _____ Date _____ Score _____

Word Analysis: Prefixes *re-*, *pre-*, *mis-*, *un-*, *con-*

Fill in the bubble under the answer you think is correct.

- 1.** Which word has a prefix that means *again*?

dewrite

rewrite

underwrite

- 2.** Which word has a prefix that means *before*?

precook

uncook

concook

- 3.** Which word has a prefix that means *wrong*?

reread

preread

misread

- 4.** Which word has a prefix that means *not*?

unwrap

disappoint

recharge

- 5.** Which word has a prefix that means *with*?

dislike

congress

predict

Name _____ Date _____ Score _____

Word Analysis: Prefixes *in-*, *im-*, *ex-*, *en-*, *em-*

Fill in the bubble under the answer you think is correct.

6. Which word means *not active*?

inactive

actively

attractive

7. Which word has a prefix that means *not*?

ultraprofect

multiprofect

improfect

8. Which word has a prefix that means *out*?

insert

repeal

expand

9. Which word means *put into law*?

enact

repack

express

10. Which word has a prefix that means *in*?

discount

embrace

discover

Name _____ Date _____ Score _____

Word Analysis: Words with the Same Base, and Word Parts**Fill in the bubble under the answer you think is correct.****11.** Which word has the same base as *encircle*?

enchanted

recycle

semicircle

12. Which word has the same base as *breathtaking*?

breakfast

breathless

retreat

13. Which word has a part that means *inside*?

introduce

reporter

examine

14. What does the word part *terra* mean in *terrain*?

afraid

land

broken

15. Which word means *the state of attending an event*?

intending

attorney

attendance

UNIT 6 Assessment

Name _____ Date _____ Score _____

Word Analysis: Suffixes *-less, -ity, -able, -ness, -er*

Fill in the bubble under the answer you think is correct.

1. Which word means *having no clouds*?

cloudless

cloudy

cloudiness

2. Which word has the correct suffix added to it to form a noun related to *generous*?

generally

generosity

generation

3. Which word has the correct suffix added to it to form an adjective related to *value*?

devalued

velocity

valuable

4. Which word has the correct suffix added to it to form an adjective related to *clumsy*?

clumsiness

clumping

exclamation

5. Which word means a *person who founds an organization*?

foundation

founder

foundry

Name _____ Date _____ Score _____

Word Analysis: Suffixes -ion, -tion, -sion, -al**Fill in the bubble under the answer you think is correct.**

6. Which word has the correct suffix added to it to form a noun related to *competing*?

completely

competition

compromise

7. Which word has the correct suffix added to it to form a noun related to *rebellng*?

bellowing

rebellion

expelled

8. Which word has the correct suffix added to it to form a noun related to *electng*?

selected

electrical

election

9. Which word has the correct suffix added to it to form a noun related to *deciding*?

decision

decrease

delicate

10. Which word has the correct suffix added to it to form an adjective related to *center*?

uncertain

scented

central

UNIT 6 Assessment (continued)

Name _____ Date _____ Score _____

Word Analysis: Root Words *mar*, *miss*, *port*, and Multiple-Meaning Words

Fill in the bubble under the answer you think is correct.

11. What does the root *mar* mean in the word *marina*?

sea

broken

march

12. The root in the word *dismiss* that relates to *send* is

dis

miss

imi

13. What does the root *port* in the word *porter* mean?

write

listen

carry

Read each sentence. Fill in the bubble under the answer that shows what the underlined word means in the sentence.

14. Jeff was able to coast down the hill.

the land beside water

move without effort

15. The soccer match ended in a tie.

when two teams play

make things the same

Name _____ Date _____ Score _____

Word Analysis: Prefixes *dis-*, *auto-*, *uni-*, *bi-*, *tri-***Fill in the bubble under the answer you think is correct.****16.** Which word has a prefix that means *not*?

react

inform

distrust

17. What does the prefix *auto-* mean in the word *autograph*?

self

star

nice

18. Which word has a prefix that means *one*?

interfere

uniform

accept

19. Which word has a prefix that means *two*?

binoculars

overtake

purposes

20. Which word has a prefix that means *three*?

terrible

target

tripod

UNIT 6 Assessment (continued)

Name _____ Date _____ Score _____

Word Analysis: Prefixes *multi-*, *mid-*, *sub-*, *trans-*, *inter-*

Fill in the bubble under the answer you think is correct.

21. What does the prefix *multi-* mean in the word *multinational*?

far

many

same

22. What does the prefix *mid-* mean in the word *midday*?

hot

late

half

23. Which word has a prefix that means *under*?

subway

standard

superior

24. Which word has a prefix that means *across*?

closet

transplant

terminal

25. What does the prefix *inter-* mean in the word *interfere*?

unlike

between

search

Lesson and Unit Assessment

Unit 4 Class Assessment Record

Lesson 1 pp. 55–56

Lesson 2 pp. 57–58

Lesson 3 pp. 59–60

Lesson 4 pp. 61–62

Lesson 5 pp. 63–64

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Student Name							

Lesson and Unit Assessment

Unit 6 Class Assessment Record

Lesson 1 pp. 87-88

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Unit 6 Assessment pp. 100-104

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Student Name							

Unit Assessment

Oral Fluency Assessment Record

Student Name	Date								

Answer Key

Unit 1, Lesson 1 ♦ pp. 1–4

1. basin
2. acorn
3. flakes
4. trade
5. chase
6. wild
7. grind
8. slide
9. prize
10. hive
11. grove
12. stroll
13. drove
14. suppose
15. local
16. railroad
17. football
18. nowhere
19. anyone
20. moonlight

Unit 1, Lesson 2 ♦ pp. 5–7

1. equal
2. evil
3. these
4. concrete
5. theme
6. union
7. music
8. cube
9. mule
10. excuse
11. moist
12. powerful
13. voyage
14. drought
15. follow

Unit 1, Lesson 3 ♦ pp. 8–9

1. strange
2. engine
3. fence
4. pencil

5. juicy
6. cool
7. shattered
8. spotless
9. immediately
10. soaked

Unit 1, Lesson 4 ♦ pp. 10–12

1. paint
2. tail
3. always
4. today
5. spray
6. apple
7. people
8. envelope
9. petal
10. family
11. pieces
12. berries
13. boards
14. cowboys
15. inches

Unit 1, Lesson 5 ♦ pp. 13–14

1. phone
2. while
3. climb
4. knob
5. wrapped
6. children
7. halves
8. mice
9. geese
10. knives

Unit 1 Assessment ♦ pp. 15–20

1. chain
2. scene
3. wide
4. chose
5. ruler
6. stage

7. giant
8. office
9. icing
10. fancy
11. little
12. table
13. shovel
14. medal
15. devil
16. graph
17. comb
18. knee
19. write
20. wheat
21. bedspread
22. cupcake
23. below
24. rough
25. jerk
26. afraid
27. gardens
28. beaches
29. ladies
30. wolves

Unit 2, Lesson 1 ♦ pp. 22–23

1. street
2. beach
3. candy
4. field
5. honey
6. can't
7. didn't
8. she'll
9. lion's
10. plants'

Unit 2, Lesson 2 ♦ pp. 24–26

1. high
2. bright
3. cried
4. spy
5. nearby
6. brought
7. spoke

Answer Key

8. became
9. grew
10. paid
11. truth
12. honesty
13. peace
14. bravery
15. kindness

Unit 2, Lesson 3 ♦

pp. 27–28

1. coach
2. roam
3. soaked
4. flow
5. throw
6. tail
7. blue
8. wear
9. maid
10. weight

Unit 2, Lesson 4 ♦

pp. 29–30

1. flew
2. threw
3. news
4. rescue
5. clue
6. bead
7. grinned
8. a place to buy things
9. a tool used for measuring
10. move your hand

Unit 2, Lesson 5 ♦

pp. 31–32

1. stoop
2. tulip
3. flute
4. stew
5. glue
6. dose
7. wear
8. make a boat move
9. good or healthy
10. a baseball player

Unit 2 Assessment ♦

pp. 33–37

1. sleet
2. treat
3. copy
4. shield
5. turkey
6. tight
7. fried
8. supply
9. float
10. crew
11. loop
12. tuba
13. tune
14. chew
15. statue
16. aren't
17. he'll
18. they're
19. dog's
20. birds'
21. struck
22. lit
23. dream
24. sale
25. bury

Unit 3, Lesson 1 ♦

pp. 39–40

1. soon
2. look
3. boot
4. book
5. spoon
6. painting
7. helped
8. running
9. petted
10. making

Unit 3, Lesson 2 ♦

pp. 41–42

1. clown
2. slow
3. round
4. grow

5. bounce
6. deeper
7. nearest
8. bigger
9. happiest
10. longer

Unit 3, Lesson 3 ♦

pp. 43–44

1. autumn
2. crawl
3. taught
4. almost
5. thought
6. better
7. farthest
8. worst
9. least
10. more

Unit 3, Lesson 4 ♦

pp. 45–46

1. noise
2. destroy
3. join
4. enjoy
5. point
6. frontier
7. citizen
8. democracy
9. bright
10. deafening

Unit 3, Lesson 5 ♦

pp. 47–48

1. drew
2. show
3. true
4. student
5. down
6. back
7. friend
8. imagine
9. change
10. write

Answer Key

Unit 3 Assessment ♦

pp. 49–53

1. shook
2. broom
3. due
4. new
5. dune
6. laundry
7. caught
8. lawn
9. bought
10. talk
11. voice
12. royal
13. town
14. house
15. window
16. going
17. folded
18. guessed
19. lower
20. funniest
21. worse
22. driest
23. run
24. hope
25. large

Unit 4, Lesson 1 ♦

pp. 55–56

1. friendly
2. quickly
3. safely
4. rainy
5. bumpy
6. excitement
7. invasive
8. shipment
9. active
10. settlement

Unit 4, Lesson 2 ♦

pp. 57–58

1. leafless
2. beautiful
3. peaceful
4. hairless

5. cheerful
6. curiosity
7. electricity
8. activity
9. comfortable
10. enjoyable

Unit 4, Lesson 3 ♦

pp. 59–60

1. companion
2. direction
3. television
4. historical
5. dental
6. a public place with trees and grass
7. look in a certain direction
8. make a noise
9. a layer or covering
10. not heavy

Unit 4, Lesson 4 ♦

pp. 61–62

1. sickness
2. darkness
3. sadness
4. hunter
5. player
6. humid
7. blizzard
8. erode
9. completion
10. expectation

Unit 4, Lesson 5 ♦

pp. 63–64

1. ast
2. scop
3. log
4. graph
5. star
6. grat
7. port
8. mar
9. miss
10. carry

Unit 4 Assessment ♦

pp. 65–69

1. slowly
2. lucky
3. argument
4. creative
5. thankful
6. hairless
7. ability
8. measurable
9. weakness
10. jumper
11. suspicion
12. action
13. division
14. confusion
15. accidental
16. ast
17. graph
18. log
19. scop
20. grat
21. mar
22. miss
23. port
24. a flying animal
25. a kind of stone

Unit 5 Assessment, Lesson 1 ♦ pp. 71–72

1. repeat
2. prepay
3. mistake
4. untied
5. miscount
6. contest
7. incomplete
8. impossible
9. connect
10. inefficient

Unit 5 Assessment, Lesson 2 ♦ pp. 73–74

1. explore
2. enclose
3. empower
4. export

Answer Key

5. endanger
6. disappear
7. autograph
8. not
9. self
10. shallow

Unit 5 Assessment, Lesson 3 ♦ pp. 75–76

1. three
2. one
3. many
4. two
5. one
6. half
7. submarine
8. transfer
9. between
10. jealous

Unit 5 Assessment, Lesson 4 ♦ pp. 77–78

1. inspection
2. commander
3. forced
4. judge
5. fright
6. thrifty
7. boulder
8. tired
9. scorching
10. hilarious

Unit 5 Assessment, Lesson 5 ♦ pp. 79–80

1. eight
2. hundred
3. semi-
4. para-
5. freedom
6. championship
7. different
8. full of
9. after
10. small

Unit 5 Assessment ♦ pp. 81–85

1. replay
2. prepare
3. miswrite
4. unkind
5. conflict
6. inedible
7. immovable
8. except
9. entangle
10. in
11. dishonest
12. autopilot
13. one
14. bicolor
15. three
16. multi-
17. midsummer
18. subzero
19. transmit
20. inter-
21. construct
22. earthquake
23. apologize
24. person who
25. childish

Unit 6 Assessment, Lesson 1 ♦ pp. 87–88

1. afternoon
2. watermelon
3. empty
4. jolly
5. identical
6. scream
7. run
8. forks
9. benches
10. leaves

Unit 6 Assessment, Lesson 2 ♦ pp. 89–91

1. weren't
2. should've
3. they'll
4. rocket's

5. teams'
6. rose
7. stung
8. courage
9. fear
10. power
11. mind
12. cell
13. a kind of feather
14. a sum of money
15. head

Unit 6 Assessment, Lesson 3 ♦ pp. 92–93

1. wondering
2. arriving
3. steeper
4. freshest
5. strangest
6. sunnier
7. least
8. understandable
9. progressive
10. exhaustion

Unit 6 Assessment, Lesson 4 ♦ pp. 94–96

1. directly
2. chewy
3. statement
4. explosive
5. peaceful
6. ast
7. graph
8. log
9. scop
10. grat
11. mar
12. miss
13. port
14. a unit of measure
15. the side of a river

Answer Key

Unit 6 Assessment, Lesson 5 ♦ pp. 97–99

1. rewrite
2. precook
3. misread
4. unwrap
5. congress
6. inactive
7. imperfect
8. expand
9. enact
10. embrace
11. semicircle
12. breathless
13. introduce
14. land
15. attendance

Unit 6 Assessment ♦ pp. 100–104

1. cloudless
2. generosity
3. valuable
4. clumsiness
5. founder
6. competition
7. rebellion
8. election
9. decision
10. central
11. sea
12. miss
13. carry
14. move without effort
15. when two teams play
16. distrust
17. self
18. uniform
19. binoculars
20. tripod
21. many
22. half
23. subway
24. transplant
25. between