

SRA
**Reading
Mastery**
Signature Edition

**Curriculum-Based
Assessment and Fluency
Teacher Handbook**
Grade 2

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**Mc
Graw
Hill** **SRA**

Columbus, OH

SRAonline.com



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Printed in the United States of America.

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4400 Easton Commons
Columbus, OH 43219

ISBN: 978-0-07-612552-4
MHID: 0-07-612552-1

2 3 4 5 6 7 8 9 10 MAZ 13 12 11 10 09 08 07

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Introduction

This curriculum-based assessment and fluency system for *Reading Mastery Signature Edition, Grade 2*, is a complete system for monitoring student performance in the program. By using the curriculum-based assessment and fluency system, you can

- ensure that students are properly placed in the program
- measure student achievement within the program
- identify the skills that students have mastered
- maintain individual and group records
- administer remedial exercises

The materials for the curriculum-based assessment and fluency system consist of this Handbook and a separate Student Book for each student. The Student Book contains a placement test and a series of assessments. The Handbook contains instructions for administering the assessments and fluency checkouts, passages for fluency checkouts, remedial exercises for each assessment, Individual Skills Profile Charts, Group Summary Charts, and an Individual Fluency: Rate/Accuracy Chart.

The Assessments

Two kinds of assessments are used in the curriculum-based assessment and fluency system: the placement test and the assessments. The placement test appears on the first page of the Student Book. It measures the decoding and comprehension skills of students entering *Reading Mastery Signature Edition, Grade 2*. The test results provide guidelines for grouping the students and also allow you to identify those students who should not be placed in the program.

The assessments are criterion referenced, which means they assess each student's achievement within the program. Each assessment item measures student mastery of a specific skill or concept taught in *Reading Mastery Signature Edition, Grade 2*. There are seven assessments, one for every twenty lessons. The assessments measure comprehension, literary appreciation, and study skills.

There are also in-program mastery tests that occur every 10 lessons beginning with lesson 10. These tests consist primarily of content introduced and practiced in the preceding nine lessons. The tests also assess skill items and the vocabulary sentences that students have practiced. Directions for these tests are located in the teacher presentation books. The tests are located in the student textbooks.

Decoding skills are measured by the individual fluency checkouts. Beginning with lesson 10, each student receives an individual reading fluency checkout every fifth lesson. For

these individual fluency checkouts, a student reads a passage aloud as you count decoding errors. A fluency checkout takes about a minute and a half per student. The fluency checkout passages, along with further instructions, begin on page 29.

The Remedial Exercises

To pass each assessment, a student must answer at least 80 percent of the items correctly. The remedial exercises are designed to help students who score below 80 percent on the assessments. Each assessment has its own set of remedial exercises. The exercises provide a general review of the tested skills and concepts, using examples different from those on the test. There is a specific remedial exercise for every tested skill or concept. The remedial exercises are similar to the exercises found in the Presentation Books for *Reading Mastery Signature Edition, Grade 2*.

The Charts

Three charts are used in the curriculum-based assessment and fluency system: the Individual Skills Profile Chart, the Group Summary Chart and the Individual Fluency: Rate/Accuracy Chart.

The Individual Skills Profile Chart appears on page 59 of this Teacher Handbook. This chart lists the specific skills and concepts taught in *Reading Mastery Signature Edition, Grade 2*, and indicates what each assessment item measures. When the chart is completed, it will show how well a student has mastered the skills and concepts taught in *Reading Mastery Signature Edition, Grade 2*.

The Group Summary Chart appears on page 60. It summarizes the group's scores on the assessments. The chart provides an objective measure of the group's progress and can be used to evaluate the group's overall performance.

The Individual Fluency: Rate/Accuracy Chart appears on page 61. This chart helps you keep track of an individual student's fluency checkout scores.

Use of Color, Bold, and Italic Type

Text is distinguished in the following ways for your convenience in administering the test and presenting remedial exercises.

- Blue text shows what you say.
- **Bold blue text shows words you stress.**
- (Text in parentheses tells what you do.)
- *Italic text gives students' responses.* (If a student response is preceded by the word *Idea*, the printed response gives the general idea of a correct answer.)

Placement Test

A reproducible copy of the placement test appears on page 63. The placement test has two parts. Part 1 consists of 11 vocabulary words and a reading passage. The vocabulary word–reading is not scored. The reading passage contains 159 words and is timed and scored.

Part 1 is administered individually and requires about two and a half minutes per student. Each student will need a Student Book, and you will need a **stop watch**.

Part 2 may be presented to all students at the same time. For Part 2, students write answers to comprehension questions about the Part 1 passage. Students have two minutes to complete Part 2.

Instructions for Part 1

Administer Part 1 in a corner of the classroom, so that other students will not overhear the testing. Use the following script.

Vocabulary Reading

1. (Give a Student Book to the student.)
 - Open the Student Book to page 1. ✓
2. (Point to the column of words at the top of Part 1.)

(Teacher reference)

1. expert
2. clinic
3. interest
4. changes
5. themselves
6. people
7. difference
8. mirror
9. through
10. practicing
11. questions

3. Touch word 1. ✓
 - That word is **expert**.
4. (Repeat step 3 for words 2–11.)
5. Your turn to read those words.
6. Word 1. What word? *Expert*.
7. (Repeat step 6 for words 2–11.)

Passage Reading

1. (Point to the passage in part 1.)
 - You're going to read this passage out loud. I want you to read it as well as you can. Don't try to read it so fast that you make mistakes. But don't read it so slowly that it doesn't make any sense. You have two minutes to read the passage. Go.
2. (Time the student. If the student takes more than three seconds on a word, say the word, count it as an error, and permit the student to continue reading. To record errors, make one tally mark for each error. Count all the following behaviors as errors:)
 - Misreading a word [count as one error].
 - Omitting a word part [count as one error].
 - Skipping a word [count as one error].
 - Skipping a line [immediately show the student the correct line; count as one error].
 - Not identifying a word within three seconds [tell the word; count as one error].
 - Also count each word not read by the end of the two-minute limit as an error. For example if the student is eight words from the end of the passage by the time limit, count eight errors.
3. (Collect the Student Book.)

Instructions for Part 2

After you've administered Part 1 to all the students, present Part 2, which is a group test. Administer Part 2 no more than two hours after students complete Part 1. Use the following script:

Comprehension Questions

1. (Assemble the students.)
2. (Give a Student Book to each student. Have each student write his or her name on the back of the book.)

3. Open your Student Book to page 1 and touch Part 2. ✓
 - These are questions about the passage that you read earlier. Write the answers. You have two minutes to finish. Go.
4. (Time the students. Collect the Student Books after two minutes.)
5. (Check the tests using the following Answer Key.)

Answer Key

1. What was the name of the man in the story?
Bill
2. Underline 4 things he did to try to be more interesting.
 - frown more
 - smile more
 - whisper
 - ask questions
 - answer questions
 - talk louder
 - talk softer
 - talk faster
 - talk slower
3. His problem was that he
 - was old
 - put people to sleep
 - had five dogs
4. He practiced in front of
 - his wife
 - the mirror
 - the TV
5. Who came over when he was practicing?
 - a sleeper
 - a dog expert
 - a sleep expert
6. Name the place where she worked.
Sleep More Clinic

Placement Criteria

Use the table below to determine placement for each student.

Errors	Placement
If a student makes 7 errors or more on Part 1 OR 2 errors or more on Part 2	Place the student in a more elementary reading program, such as <i>Reading Mastery Signature Edition, Grade 1</i> .
If a student makes no more than 6 errors on Part 1 AND no more than 1 error on Part 2	Place the student in <i>Reading Mastery Signature Edition, Grade 2, lesson 1</i> .

Remedies

Students' performance on the Placement Test shows whether students are weak in decoding, comprehension, or both. Their performance may also imply remedies.

If students fail Part 1, they are weak in decoding. The simplest remedy for these students is to select material that they are able to read without making more than two errors per hundred words. Set a rate criterion for these students (based on their current rate for reading one hundred words with no more than two errors). As students improve, change the criterion so students are required to read faster. Continue to provide ample practice until the students read at the minimum rate of 90 words per minute without making more than two errors per hundred words.

If students fail Part 2, they are weak in comprehension. Give them practice on basic comprehension questions (who, what, when, where, why). Direct these students to read a passage aloud. Ask questions after each sentence. Make sure that each question can be clearly answered by the passage. Provide this kind of comprehension practice until the students are proficient at answering questions.

Retesting

When you feel that students are firm on skills that were initially deficient, readminister the Placement Test. If students fail a second time, they should be placed, if possible, in a more elementary program, such as *Reading Mastery Signature Edition, Grade 1*.

Assessments

LESSON 20

Administering the Assessment

The Lesson 20 Assessment should be administered after the students complete all work on lesson 20 and before they begin work on lesson 21. To administer the assessment, you will need a Student Book and a pencil for each student. Use the following script.

1. (Have the students clear their desks and make sure that each student has a pencil.)
2. You're going to take a short test on what you have learned. I will give each of you a Student Book. Do not open the book until I tell you.
3. (Pass out the Student Books.)
4. Look at page 16 of your Student Book. Write your name on the line. ✓
5. Page 16 shows a sample test item. I'll read the instructions and the item. (Read the following item.)

Circle the letter of the correct answer.

1. Here's a rule: *Every girl went swimming.* Gail is a girl. So what else do you know about Gail?
 - a. She is a girl.
 - b. She ate dinner.
 - c. She went swimming.
6. Everybody, what is the correct answer? (Signal.) *She went swimming.*
 - Circle the letter for that answer. ✓
 - What letter did you circle? (Signal.) C.
 - (Make sure all students have circled the letter correctly.)
7. You will answer all the items in your Student Book like you answered this sample item. For each item, you must circle the letter of the correct answer.

8. Find the **Lesson 20** test in your Student Book. ✓
 - This is the first test. For each item, you must circle the letter of the correct answer. There is no time limit.
 - When you are finished, close your Student Book and look up at me. Begin the test now.

Grading the Assessment

You can grade the tests yourself, or the students can grade their own tests. If the students grade their own tests, use the following script.

1. We're going to grade the test. I'll read the correct answer for each item.
 - If the answer is correct, mark it with a **C**.
 - If the answer is wrong, mark it with an **X**.
2. (Read the correct answers from the Answer Key.)
3. Count up the number of correct answers and enter the score at the bottom of the test. ✓

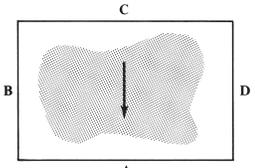
Answer Key

Lesson 20

For each item, circle the letter of the correct answer.

1. What's a good title for a story about poodles, pointers, and beagles?
 - a. All About Dogs
 - b. Insects to Watch For
 - c. Trees that Grow in Forests
2. Here's a rule: *Every big boy drank milk.* Hector is a big boy. So what else do you know about Hector?
 - a. He is a big boy.
 - b. He ate meat.
 - c. He drank milk.
3. Which one of the following animals is make-believe?
 - a. A pig that grunts
 - b. A horse that flies
 - c. A dog that runs
4. Here's a rule: *All cats can purr.* Here are some facts: *Oscar is a cat. Biff is a dog. Tweed is a bird. Grump is a cat.* Which animals can purr?
 - a. Biff and Tweed
 - b. Oscar and Grump
 - c. Biff and Grump
5. How many legs does an insect have?
 - a. 4
 - b. 6
 - c. 8
6. Which apple trees have deeper roots?
 - a. Tall apple trees
 - b. Medium apple trees
 - c. Short apple trees

Look at the map below. Then answer items 7-8.



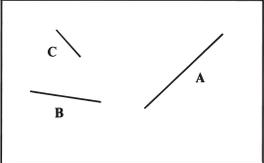
7. Which letter shows the north side of the map?

- a. A
- b. B
- c. C

8. In which direction is the arrow pointing?

- a. North
- b. South
- c. East

Look at the lines in the box below. Then answer items 9–10.



9. Which line is one centimeter long?

- A
- B
- C

10. How many centimeters are in one meter?

- 10
- 100
- 1000

Read the passage below. Then answer items 11–15.

Once there was a toad named Goad. Goad was the biggest toad you have ever seen. Goad was bigger than a baseball. She was even bigger than a toaster.

Goad was not only big. She was fast. She was faster than a cat chasing a mouse.

Goad lived near a large lake called Four Mile Lake. It was four miles from one end of the lake to the other.

Goad liked to visit places on Four Mile Lake. Sometimes, she would hop over to the logs near the north shore of the lake.

When Goad the toad was in the water, she was not fast. When Goad was in the water, she looked like a floating pillow with two big eyes.

11. What is a toad?

- A floating pillow with big eyes
- A type of trained seal
- An animal that looks like a frog

12. Why did Goad sometimes hop over to logs?

- She wanted to cross the lake.
- She needed the logs to build a house.
- She liked visiting places on the lake.

13. Why was the lake called Four Mile Lake?

- It was four miles wide.
- It was four miles deep.
- It was four miles from town.

14. What was Goad faster than?

- A baseball
- A water lily
- A cat

15. Pretend Goad is going fast. What will happen if Goad jumps into Four Mile Lake?

- She will go faster.
- She will stay at the same speed.
- She will go slower.

STOP - end of test - SCORE: _____

- What item does that number tell about? (Signal.) *Item 4.*
 - You can see that the order of the numbers changes in each column.
5. Here's how you record your test results on the chart. First look at the test and find out which items you got wrong. Then circle those items on the chart.
 - Which number would you circle if you got item 2 wrong? (Signal.) 2.
 6. Now record your results. I will help you if you have any questions. (Circulate among the students as they record their results.)
 7. (After the students finish, say:) Now count up the items that you did **not** circle and write the total in the **Total** box near the bottom of the column. The total should be the same as your test score.
 8. Below the **Total** box is the **Retest** box. If you scored 0 to 11 points, write an **X** in the **Retest** box.
 - Below the **Retest** box is the **Final Score** box. If you scored 12 to 15 points, write your score in the **Final Score** box.

Recording Individual Results

The students record their test results on the Individual Skills Profile Chart. Use the following script to explain the chart.

1. (Give each student a copy of the chart on page 59.)
2. Touch the left side of the chart. ✓
 - The words on the left side tell about the reading skills you are learning.
3. Touch the top line of the chart. ✓
 - The numbers on the top line are lesson numbers.
 - Everybody, what is the first number? (Signal.) 20.
 - What is the last number? (Signal.) 140.
 - You will take a test on each of those lessons. You have just finished the test for lesson 20.
4. Touch the column of numbers under lesson 20. ✓
 - Those numbers tell about the items on the test for lesson 20.
 - Everybody, what is the first number in the column? (Signal.) 14.
 - That number tells about item 14 on the test.
 - Now look down the column. What is the last number in the column? (Signal.) 4.

Remedial Exercises

Students who scored 0 to 11 points on the test should be given remedial help. After the regular reading period is over, assemble these students and present the following exercises. The students will need their Student Books.

EXERCISE 1

General Review

1. Here's a title for a story: **My Favorite Boats.**
 - Name some things that story might tell about. (Call on individual students. Ideas: *Canoes, rowboats, sailboats, steamboats.*)
2. Pretend someone wrote a story about meat, bread, and cheese. What's a good title for that story? (Call on individual students. Ideas: *Things We Eat; My Favorite Foods; What People Have for Dinner.*)

3. Here's a rule: **All cows can moo.** Everybody, say that rule. (Signal.) *All cows can moo.* Everybody, Allie is an alligator. Does the rule say that Allie can moo? (Signal.) *No.* Everybody, Hilda is a cow. Does the rule say that Hilda can moo? (Signal.) *Yes.*
4. Here's a rule: **Every city has a park.**
 - Everybody, say that rule. (Signal.) *Every city has a park.*
 - Miami is a city. So what else do you know about Miami? (Signal.) *It has a park.*
 - Dinkyville is **not** a city. So what else do you know about Dinkyville? (Signal.) *Nothing.*
5. Everybody, can goats fly? (Signal.) *No.*
 - So is a flying goat a **real** animal or a **make-believe** animal? (Signal.) *Make-believe.*
6. Everybody, a fly is an insect. So how many legs does a fly have? (Signal.) *Six.*
 - Is a spider an insect? (Signal.) *No.*
7. Pretend you have a short apple tree, a medium apple tree, and a tall apple tree. Which one has the shallowest roots? (Call on a student. Idea: *The short apple tree.*)
8. I'll show you how long a centimeter is. (Hold your thumb and forefinger about one centimeter apart.)
 - It's about one centimeter from my thumb to my finger.
 - What does 100 centimeters equal? (Call on a student. Idea: *One meter.*)
9. Everybody, open your Student Book to lesson 20 and find the map above item 7. ✓
 - Which letter shows the **south** side of the map? (Signal.) *A.*
 - Which letter shows the **east** side of the map? (Signal.) *D.*
 - If you go from point A to point C, what direction are you going? (Signal.) *North.*

EXERCISE 2

Passage Reading

1. Everybody, find the passage for lesson 20. ✓
 - You're going to read the passage out loud.
2. (Call on individual students to read several sentences each. Correct all decoding errors. When the students finish, present the following questions.)
3. What kind of animal is Goad? (Call on a student. Idea: *A toad.*)
 - What other animal does a toad look like? (Call on a student. Idea: *A frog.*)
4. What is one of the places that Goad liked to visit on Four Mile Lake? (Call on a student. Ideas: *Logs; Logs on the north shore of the lake.*)
5. Pretend the lake is only three miles long. What would it be called then? (Call on a student. Idea: *Three Mile Lake.*)
6. How fast was Goad? (Call on a student. Idea: *Faster than a cat chasing a mouse.*)
7. Everybody, was Goad fast when she was in the water? (Signal.) *No.*
 - What did Goad look like when she was in the water? (Call on a student. Idea: *Like a floating pillow with two big eyes.*)

Retesting the Students

After you have completed the remedial exercises, retest each student individually. To administer the retest, you will need the student's Student Book, a blank copy of the Student Book, and a red pencil. Test the student in a corner of the classroom, so that the other students will not overhear the testing. Give the student the blank copy of the Student Book. Say, **Open the book to lesson 20. You're going to take this test again. Read each item aloud and tell me the answer.**

Use the student's own Student Book to grade the retest. With the red pencil, mark each correct answer with a **C** and each incorrect answer with an **X**. Then count one point for each correct answer and write the new score at the bottom of the page. Finally, revise the Individual Skills Profile Chart by drawing

an **X** over any items the student missed on the retest. The chart should now show which items the student missed on the initial test and which items the student missed on the retest.

Page 58 of this Teacher Handbook shows a sample Individual Skills Profile Chart.

Recording Group Results

After the students have completely filled in the Individual Skills Profile Chart for lesson 20, you should fill in the Group Summary Chart, which appears on page 60 of this Teacher Handbook. Make a copy of the chart; then enter the students' names on the left side of the chart. Record the students' scores in the boxes under the appropriate lesson number.

Fluency: Rate/Accuracy

Administer the fluency checkout for lesson 20. For further instructions, see page 29.

Tested Skills and Concepts

The Lesson 20 Assessment measures student mastery of the following skills.

- answering literal questions (item 14)
- completing written deductions (item 2)
- comprehending vocabulary definitions (item 11)
- distinguishing realism from fantasy (item 3)
- drawing conclusions (item 15)
- identifying literal cause and effect (item 13)
- identifying standard measurements (items 9–10)
- interpreting a character's motives (item 12)
- interpreting maps (items 7–8)
- memorizing science facts and rules (items 5–6)
- relating titles to story content (item 1)
- using rules to classify objects (item 4)

LESSON 40

Administering the Assessment

The Lesson 40 Assessment should be administered after the students complete all work on lesson 40 and before they begin work on lesson 41. To administer the assessment, you will need a Student Book and a pencil for each student. Use the following script.

1. (Have the students clear their desks and make sure that each student has a pencil.)
2. **You're going to take another test in your Student Book. Do not open the book until I tell you.**
3. (Pass out the Student Books.)
4. **Find the test for Lesson 40. ✓**
 - **Answer all the items on the test. For each item, circle the letter of the correct answer.**
 - **There is no time limit. When you are finished, close your Student Book and look up at me. Begin the test now.**

Grading the Assessment

You can grade the tests yourself, or the students can grade their own tests. If the students grade their own tests, use the following script.

1. **We're going to grade the test. I'll read the correct answer for each item.**
 - **If the answer is correct, mark it with a **C**.**
 - **If the answer is wrong, mark it with an **X**.**
2. (Read the correct answers from the answer key.)
3. **Count up the number of correct answers and enter the score at the bottom of the test. ✓**

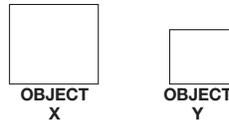
Answer Key

Lesson 40

For each item, circle the letter of the correct answer.

- When something tries to move in one direction, something else tries to move _____.
 a. in the opposite direction
 b. in the same direction
 c. at the same speed
- What happens to your voice if you get smaller?
 a. It gets lower.
 b. It stays the same.
 c. It gets higher.
- Here's a rule: *Cats can jump very high.* Mopsy is not a cat. So what else do you know about Mopsy?
 a. Nothing
 b. Mopsy can jump very high.
 c. Mopsy cannot jump high.
- What do we use when we weigh very small things?
 a. Grams
 b. Centimeters
 c. Kilograms
- What do we call drops of water that you can see early in the morning?
 a. Dunes
 b. Cubes
 c. Dew
- How did Goad escape from the Browns?
 a. By filling up with air
 b. By digging into the ground
 c. By turning into a rock

Look at the picture below. Then answer items 7–8.



- How are both objects the same?
 a. They're both rulers.
 b. They're both circles.
 c. They're both squares.
- How is object X different from object Y?
 a. X is bigger.
 b. X is a square.
 c. X is smaller.

Look at the map below. Then answer items 9–10.

WIND →



- Which way is the wind blowing?
 a. West
 b. East
 c. South
- Which way will the smoke go?
 a. West
 b. East
 c. South

Read the passage below. Then answer items 11–15.

Nancy's mother was crying. She said, "I don't know where Nancy went. We've looked all over for her, but nobody's seen her."

The police officer said, "Now, let me make sure I understand this. The last time Nancy was seen she was playing with Sally Allen. Is that right?"

Nancy's mother said, "That's right, she was playing with Sally."

The police officer said, "And Sally Allen claims that Nancy shrank up until she was less than one centimeter tall."

A large tear fell down and almost hit Nancy. The tear was bigger than she was. "I don't know what made Sally make up such a crazy story," Nancy's mother said. "But all I know is that my dear little Nancy is gone and I miss her. I love her very much."

"Here I am, Mom," Nancy shouted from the doorway of her dollhouse. But her voice was so small that it sounded like a tiny, tiny squeak.

- How tall does the police officer look to Nancy?
 a. As tall as a mountain
 b. As tall as a door
 c. As tall as a mouse
- Why is Nancy's mother crying?
 a. She hurt her foot.
 b. She's mad at Nancy.
 c. She's worried about Nancy.
- Why did Nancy's voice sound like a tiny squeak?
 a. Nancy was very small.
 b. Nancy had a sore throat.
 c. Nancy was out of breath.
- Where did the large tear come from?
 a. Nancy
 b. Nancy's mother
 c. The police officer
- What will Nancy's mother probably do next?
 a. Take a nap
 b. Look for Nancy some more
 c. Try to forget about Nancy

STOP - end of test - SCORE: _____

Recording Individual Results

Use the following script to record individual results.

- (Distribute the Individual Skills Profile Chart.)
- You're going to record your test results for lesson 40.
 - First look at the test and find out which items you got wrong. Then circle those items on the chart. I will help you if you have any questions. (Circulate among the students as they record their results.)
- (After the students finish, say:) Count up the items that you did **not** circle and write the total in the **Total** box near the bottom of the column. The total should be the same as your test score. ✓
- Now you'll fill in the other boxes for lesson 40.
 - If you scored 0 to 11 points, write an **X** in the **Retest** box.
 - If you scored 12 to 15 points, write your score in the **Final Score** box.

Remedial Exercises

Students who scored 0 to 11 points on the test should be given remedial help. After the regular reading period is over, assemble these students and present the following exercises. The students will need their Student Books.

EXERCISE 1

General Review

- Pretend you're paddling a canoe across a lake. Your paddle moves east. In which direction will the canoe move? (Signal.) *West.*
- In the story about Nancy, did her voice get lower or higher when she returned to her normal size? (Call on a student. Idea: *It got lower.*)
- Here's a rule: **Squirrels can climb trees.**
 - Everybody, say that rule. (Signal.) *Squirrels can climb trees.*
 - Simba is **not** a squirrel. So what else do you know about Simba? (Signal.) *Nothing.*
 - Bimbo **is** a squirrel. So what else do you know about Bimbo? (Signal.) *Bimbo can climb trees.*

4. **What do we use grams for?** (Call on a student. Idea: *To weigh small things.*)
 - **What do we use centimeters for?** (Call on a student. Idea: *To tell how long things are.*)
5. **What is **dew**?** (Call on a student. Idea: *Drops of water.*)
6. **In the story about Goad, where did the Browns chase Goad?** (Call on a student. Idea: *Into the lake.*)
 - **Then what did Goad do?** (Call on a student. Idea: *Filled up with air and flew away.*)
7. **Think about a red shirt and a blue shirt.**
 - **How are those two objects the same?** (Call on a student. Idea: *They're both shirts.*)
 - **How are those two objects different?** (Call on a student. Idea: *They are different colors.*)
8. **Open your Student Book to lesson 40 and find the picture above item 9. ✓**
 - **What direction is always on the top of a map?** (Signal.) *North.*
 - **If the wind blows north, which way will the smoke go?** (Call on a student. Idea: *North.*)

EXERCISE 2

Passage Reading

1. **Everybody, find the passage for lesson 40. ✓**
 - **You're going to read the passage out loud.**
2. (Call on individual students to read several sentences each. Correct all decoding errors. When the students finish, present the following questions.)
3. **How tall is Nancy?** (Call on a student. Idea: *Less than one centimeter tall.*)
 - **So how tall does a normal person look to Nancy?** (Call on a student. Idea: *Very tall.*)
4. **Which person really missed Nancy?** (Call on a student. Idea: *Nancy's mother.*)
 - **So what was Nancy's mother doing?** (Call on individual students. Ideas: *Looking for Nancy; crying.*)
5. **Nancy was very small. So what did her voice sound like?** (Call on a student. Idea: *A tiny squeak.*)
6. **Who was crying?** (Call on a student. Idea: *Nancy's mother.*)

Retesting the Students

After you have completed the remedial exercises, retest each student individually. To administer the retest, you will need the student's Student Book, a blank copy of the Student Book, and a red pencil. Test the student in a corner of the classroom, so that the other students will not overhear the testing. Give the student the blank copy of the Student Book. Say, **Open the book to lesson 40. You're going to take this test again. Read each item aloud and tell me the answer.**

Use the student's own Student Book to grade the retest. With the red pencil, mark each correct answer with a **C** and each incorrect answer with an **X**. Then count one point for each correct answer and write the new score at the bottom of the page. Finally, revise the Individual Skills Profile Chart by drawing an **X** over any items the student missed on the retest. The chart should now show which items the student missed on the initial test and which items the student missed on the retest.

All of the Individual Skills Profile Charts should now be completely filled in for lesson 40. Enter the students' final scores in the right side of the appropriate boxes on the Group Summary Chart.

Fluency: Rate/Accuracy

Administer the fluency checkout for lesson 40. For further instructions, see page 29.

Tested Skills and Concepts

The Lesson 40 Assessment measures student mastery of the following skills.

- completing written deductions (item 3)
- comprehending vocabulary definitions (item 5)
- identifying standard measurements (item 4)
- inferring a character's point of view (item 11)
- inferring causes and effects (item 13)
- inferring story details and events (item 14)
- interpreting a character's feelings (item 12)
- interpreting diagrams (item 9)
- making comparisons (items 7–8)
- making predictions (item 15)
- memorizing science facts and rules (items 1–2)
- recalling details and events (item 6)
- using rules to predict outcomes (item 10)

LESSON 60

Administering the Assessment

The Lesson 60 Assessment should be administered after the students complete all work on lesson 60 and before they begin work on lesson 61. To administer the assessment, you will need a Student Book and a pencil for each student. Use the following script.

1. (Have the students clear their desks and make sure that each student has a pencil.)
2. You're going to take another test in your Student Book. Do not open the book until I tell you.
3. (Pass out the Student Books.)
4. Find the test for Lesson 60. ✓
 - Answer all the items on the test. For each item, circle the letter of the correct answer.
 - There is no time limit. When you are finished, close your Student Book and look up at me. Begin the test now.

Grading the Assessment

You can grade the tests yourself, or the students can grade their own tests. If the students grade their own tests, use the following script.

1. We're going to grade the test. I'll read the correct answer for each item.
 - If the answer is correct, mark it with a **C**.
 - If the answer is wrong, mark it with an **X**.
2. (Read the correct answers from the Answer Key.)
3. Count up the number of correct answers and enter the score at the bottom of the test. ✓

Answer Key

Lesson 60

For each item, circle the letter of the correct answer.

1. A fly is outside when the temperature is 40 degrees. What is the temperature inside the fly's body?
 - a. 0 degrees
 - b. 20 degrees
 - c. 40 degrees
2. Which animal is cold-blooded?
 - a. Ant
 - b. Horse
 - c. Cat
3. What are the branches of palm trees called?
 - a. Needles
 - b. Fronds
 - c. Leaves
4. Animal A has four legs. Animal B has six legs. Animal C has eight legs. Which animal is a spider?
 - a. Animal A
 - b. Animal B
 - c. Animal C
5. What is the name of the country that is shaped like a boot?
 - a. Japan
 - b. Italy
 - c. Turkey
6. Here's a rule: *Every dog jumped over the fence.* Fred is a goat. So what else do you know about Fred?
 - a. Nothing
 - b. Fred jumped over the fence.
 - c. Fred is a goat.

The plane suddenly bounced. Then it dropped. "Oh," some of the people said. They began to hang onto their seats. The plane bounced again and again.

It seemed as if the plane was going over a very, very rough road. Some of the passengers looked at the wings. The wings were bouncing up and down. A lot of the passengers were thinking the same thing. They thought, "We're going to crash," but they didn't say that. They tried to look brave. "This air is not rough," they said with a smile. But they were not smiling inside.

10. In which direction was the jet going?
 - a. West
 - b. South
 - c. East
11. Why did the captain talk over the loudspeaker?
 - a. To tell the passengers that dinner was ready
 - b. To tell the passengers about the rough air
 - c. To ask the passengers what they wanted
12. Why were the wings bouncing up and down?
 - a. The plane was on a rough road.
 - b. The plane was landing.
 - c. The plane was in rough air.
13. How did a lot of the passengers feel?
 - a. Brave
 - b. Sleepy
 - c. Frightened

7. Which type of water will not freeze when the temperature reaches 32 degrees?

- a. Fresh water
- b. Drinking water
- c. Ocean water

Look at the map below. Then answer items 8-9.



8. What is the name of country B?

- a. Italy
- b. China
- c. Turkey

9. Which direction do you travel to get from country B to country C?

- a. East
- b. West
- c. South

Read the passage below. Then answer items 10-15.

The jet plane took off from San Francisco and headed toward New York City. The plane began to climb higher and higher. Then it reached the huge clouds that had been blown in by the strong west wind. "Ladies and gentlemen," the captain said over the loudspeaker, "please stay in your seat and keep your seat belt fastened. We are going to run into some rough..."

14. What kind of wind was blowing the huge clouds?

- a. An east wind
- b. A cold wind
- c. A west wind

15. What was the first thing the jet did?

- a. Reached some huge clouds
- b. Climbed higher and higher
- c. Ran into some rough air

STOP - end of test - SCORE: _____

Recording Individual Results

Use the following script to record individual results.

1. (Distribute the Individual Skills Profile Chart.)
2. You're going to record your test results for lesson 60.
 - First look at the test and find out which items you got wrong. Then circle those items on the chart. I will help you if you have any questions. (Circulate among the students as they record their results.)
3. (After the students finish, say:) Count up the items that you did **not** circle and write the total in the **Total** box near the bottom of the column. The total should be the same as your test score. ✓
4. Now you'll fill in the other boxes for lesson 60.
 - If you scored 0 to 11 points, write an **X** in the **Retest** box.
 - If you scored 12 to 15 points, write your score in the **Final Score** box.

Remedial Exercises

Students who scored 0 to 11 points on the test should be given remedial help. After the regular reading period is over, assemble these students and present the following exercises. The students will need their Student Books.

EXERCISE 1

General Review

1. Name some cold-blooded animals. (Call on individual students. Ideas: *Ants, fleas, flies, spiders, butterflies.*)
2. Here's a fact: The temperature **outside** a cold-blooded animal is the same as the temperature **inside** the animal.
 - Let's say an ant is in a place that is 50 degrees. Everybody, what is the temperature **inside** the ant's body? (Signal.) *50 degrees.*
 - Let's say the ant goes to a place that is 70 degrees. Now what's the temperature **inside** the ant's body? (Signal.) *70 degrees.*

3. Everybody, how many legs do insects have? (Signal.) *6.*
 - How many legs do spiders have? (Signal.) *8.*
4. Let's name the parts of a palm tree. (Call on individual students. Ideas: *Fronds, coconuts, trunk, roots.*)
5. What piece of clothing does Italy look like? (Call on a student. Idea: *A boot.*)
6. Here's a rule: **Every bird ate a worm.**
 - Everybody, Polly is **not** a bird. So what else do you know about Polly? (Signal.) *Nothing.*
 - Tweety **is** a bird. So what else do you know about Tweety? (Signal.) *Tweety ate a worm.*
7. How is ocean water different from fresh water? (Call on individual students. Ideas: *Ocean water is salty; ocean water doesn't freeze at 32 degrees; ocean water is heavier.*)
8. Open your Student Book to lesson 60 and find the map above item 8. ✓
 - Everybody, what is the name of country D? (Signal.) *Japan.*
 - What is the name of country A? (Signal.) *Italy.*
 - What direction do you travel to get from Japan to Italy? (Signal.) *West.*

EXERCISE 2

Passage Reading

1. Everybody, find the passage for lesson 60. ✓
 - You're going to read the passage out loud.
2. (Call on individual students to read several sentences each. Correct all decoding errors. When the students finish, present the following questions.)
3. When you fly from San Francisco to New York City, what direction do you go? (Call on a student. Idea: *East.*)
4. What did the plane do before it climbed higher and higher? (Call on a student. Idea: *It took off.*)
5. What kind of clouds did the plane reach? (Call on a student. Idea: *Huge clouds.*)
 - What had blown those clouds in? (Call on a student. Idea: *A strong west wind.*)
 - What was the air like inside those clouds? (Call on a student. Idea: *Rough.*)

6. **What happened to the plane when it went into that rough air?** (Call on individual students. Ideas: *It bounced around; the wings went up and down.*)
7. **What did the captain want to tell the passengers about?** (Call on a student. Idea: *The rough air.*)
8. **Which people were not smiling inside?** (Call on a student. Idea: *The passengers.*)
 - **So how did those people feel?** (Call on individual students. Ideas: *Frightened; worried.*)

Retesting the Students

After you have completed the remedial exercises, retest each student individually. To administer the retest, you will need the student's Student Book, a blank copy of the Student Book, and a red pencil. Test the student in a corner of the classroom, so that the other students will not overhear the testing. Give the student the blank copy of the Student Book. Say, **Open the book to lesson 60. You're going to take this test again. Read each item aloud and tell me the answer.**

Use the student's own Student Book to grade the retest. With the red pencil, mark each correct answer with a **C** and each incorrect answer with an **X**. Then count one point for each correct answer and write the new score at the bottom of the page. Finally, revise the Individual Skills Profile Chart by drawing an **X** over any items the student missed on the retest. The chart should now show which items the student missed on the initial test and which items the student missed on the retest.

All of the Individual Skills Profile Charts should now be completely filled in for lesson 60. Enter the students' final scores in the right side of the appropriate boxes on the Group Summary Chart.

Fluency: Rate/Accuracy

Administer the fluency checkout for lesson 60. For further instructions, see page 29.

Tested Skills and Concepts

The Lesson 60 Assessment measures student mastery of the following skills.

- answering literal questions (item 14)
- completing written deductions (item 6)
- comprehending vocabulary definitions (item 3)
- drawing conclusions (item 1)
- inferring causes and effects (item 12)
- inferring story details and events (item 10)
- interpreting a character's feelings (item 13)
- interpreting a character's motives (item 11)
- interpreting maps (items 8–9)
- memorizing science facts and rules (item 2)
- recalling details and events (item 5)
- sequencing narrative events (item 15)
- using rules to classify objects (item 4)
- using rules to predict outcomes (item 7)

LESSON 80

Administering the Assessment

The Lesson 80 Assessment should be administered after the students complete all work on lesson 80 and before they begin work on lesson 81. To administer the assessment, you will need a Student Book and a pencil for each student. Use the following script.

1. (Have the students clear their desks and make sure that each student has a pencil.)
2. You're going to take another test in your Student Book. Do not open the book until I tell you.
3. (Pass out the Student Books.)
4. Find the test for Lesson 80. ✓
 - Answer all the items on the test. For each item, circle the letter of the correct answer.
 - There is no time limit. When you are finished, close your Student Book and look up at me. Begin the test now.

Grading the Assessment

You can grade the tests yourself, or the students can grade their own tests. If the students grade their own tests, use the following script.

1. We're going to grade the test. I'll read the correct answer for each item.
 - If the answer is correct, mark it with a **C**.
 - If the answer is wrong, mark it with an **X**.
2. (Read the correct answers from the Answer Key.)
3. Count up the number of correct answers and enter the score at the bottom of the test. ✓

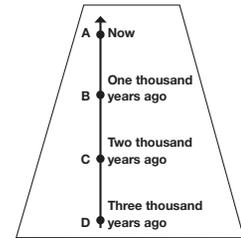
Answer Key

Lesson 80

For each item, circle the letter of the correct answer.

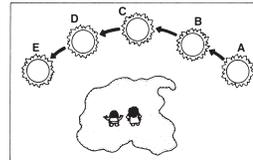
1. What word means *moved toward something*?
 - a. retreated
 - b. protected
 - c. approached
2. When something is *required*, that thing is _____.
 - a. resting
 - b. empty
 - c. needed
3. Here are some sentences that describe a glass of water: *It is not salty. It does not have tiny plants in it.* What type of water do the sentences describe?
 - a. Well water
 - b. Creek water
 - c. Ocean water
4. What kind of place did Bertha and Bonnie visit?
 - a. An oil well
 - b. An oil refinery
 - c. A water well
5. What is the temperature inside your body when you are healthy?
 - a. 98 degrees
 - b. 100 degrees
 - c. 0 degrees
6. What liquid is gasoline made from?
 - a. Salt water
 - b. Crude oil
 - c. Fresh water

Look at the timeline below. Then answer items 7–8.



7. What letter shows the year when the story of Troy took place?
 - a. D
 - b. C
 - c. A
8. What letter shows the year you are living in?
 - a. C
 - b. B
 - c. A

Look at the picture below. Then answer items 9–10.



9. Which sun do the people see at noon?
 - a. B
 - b. C
 - c. E
10. What time of day is it when the people see sun A?
 - a. Morning
 - b. Afternoon
 - c. Evening

Read the passage below. Then answer items 11–15.

Linda and Kathy were alone on an island. One day, Linda and Kathy heard something. It was an airplane. They ran out onto the beach and looked into the sky. Where was it?
They looked and listened for a long time. The sound of the plane got louder and louder, but still they couldn't see it. Then, all at once, it came over the trees. It was not very high. There it was, speeding over the beach.

The girls ran down the beach, waving their arms. They yelled, "Here we are. Here we are." They ran after the plane, but it went on, over the ocean. "Here we are. Here we are," they called.
They watched the plane get smaller and smaller and smaller. "Come back. Come back!" Kathy yelled. The girls watched it until they couldn't see it anymore.
"Maybe it will come back," Kathy said.
The girls looked at the sky for at least an hour. Then Kathy started to cry. "We'll never get off this island," she said.
"Don't talk like that," Linda said. "We will get off this island."

11. Why did the plane get smaller and smaller?
 - a. It was going away from the girls.
 - b. It was coming toward the girls.
 - c. It lost its wings.
12. What did the girls do last?
 - a. They watched the plane get smaller.
 - b. They heard the plane get louder.
 - c. They ran down the beach.
13. What will the plane probably do next?
 - a. Turn around and come back
 - b. Keep going in the same direction
 - c. Crash into the ocean
14. How is Linda different from Kathy?
 - a. Linda thinks that things will get better.
 - b. Linda is on an island.
 - c. Linda ran down the beach.
15. To the pilot, how big would a person on the ground look?
 - a. Regular size
 - b. Tiny
 - c. Large

STOP - end of test - SCORE: _____

Recording Individual Results

Use the following script to record individual results.

1. (Distribute the Individual Skills Profile Chart.)
2. You're going to record your test results for lesson 80.
 - First look at the test and find out which items you got wrong. Then circle those items on the chart. I will help you if you have any questions. (Circulate among the students as they record their results.)
3. (After the students finish, say:) Count up the items that you did **not** circle and write the total in the **Total** box near the bottom of the column. The total should be the same as your test score. ✓
4. Now you'll fill in the other boxes for lesson 80.
 - If you scored 0 to 11 points, write an **X** in the **Retest** box.
 - If you scored 12 to 15 points, write your score in the **Final Score** box.

Remedial Exercises

Students who scored 0 to 11 points on the test should be given remedial help. After the regular reading period is over, assemble these students and present the following exercises. The students will need their Student Books.

EXERCISE 1

General Review

1. Listen to this sentence: The shopper **approached** the store.
 - Say that sentence using different words for **approached**. (Call on a student. Idea: *The shopper moved toward the store.*)
2. Listen to this sentence: Umbrellas are **needed** when it rains.
 - Say that sentence using a different word for **needed**. (Call on a student. Idea: *Umbrellas are required when it rains.*)
3. Let's talk about different kinds of water.
 - How is ocean water different from creek and well water? (Call on individual students. Ideas: *Ocean water is salty, but creek and well water*

are fresh; ocean water weighs more; ocean water doesn't freeze at 32 degrees.)

- How is creek water different from well water? (Call on a student. Idea: *Creek water has tiny plants growing in it, but well water does not.*)
4. In the story, what was the name of the factory that Bertha and Bonnie visited? (Call on a student. Idea: *Reef Oil Refinery.*)
 5. A girl's temperature is 100 degrees. Is she healthy, or does she have a fever? (Call on a student. Idea: *She has a fever.*)
 6. What do oil refineries do? (Call on a student. Idea: *Turn crude oil into gasoline.*)
 7. What year is it right now? (Call on a student. Accept correct response.)
 - About how many years ago did the story of Troy take place? (Call on a student. Idea: *About 3,000.*)
 8. Where does the sun rise in the morning? (Call on a student. Idea: *In the east.*)
 - Where does the sun set in the evening? (Call on a student. Idea: *In the west.*)

EXERCISE 2

Passage Reading

1. Everybody, find the passage for lesson 80. ✓
 - You're going to read the passage out loud.
2. (Call on individual students to read several sentences each. Correct all decoding errors. When the students finish, present the following questions.)
3. When did the plane get louder and louder? (Call on a student. Idea: *When it came near the girls.*)
 - When did the plane get smaller and smaller? (Call on a student. Idea: *When it went away from the girls.*)
4. What would have happened if the pilot had seen the girls? (Call on a student. Idea: *The plane would have landed.*)
 - But what happened instead? (Call on a student. Idea: *The plane kept on going.*)
5. Everybody, which girl started to cry? (Signal.) *Kathy*.
 - Everybody, which girl thought they would get off the island? (Signal.) *Linda*.
6. If you go way up in the air, how big do the

houses on the ground look? (Call on a student. Idea: *Tiny*.)

- But if you stand next to a house, how big does it look? (Call on a student. Idea: *Big*.)

Retesting the Students

After you have completed the remedial exercises, retest each student individually. To administer the retest, you will need the student's Student Book, a blank copy of the Student Book, and a red pencil. Test the student in a corner of the classroom, so that the other students will not overhear the testing. Give the student the blank copy of the Student Book. Say, **Open the book to lesson 80. You're going to take this test again. Read each item aloud and tell me the answer.**

Use the student's own Student Book to grade the retest. With the red pencil, mark each correct answer with a **C** and each incorrect answer with an **X**. Then count one point for each correct answer and write the new score at the bottom of the page. Finally, revise the Individual Skills Profile Chart by drawing an **X** over any items the student missed on the retest. The chart should now show which items the student missed on the initial test and which items the student missed on the retest.

All of the Individual Skills Profile Charts should now be completely filled in for lesson 80. Enter the students' final scores in the right side of the appropriate boxes on the Group Point Chart.

Fluency: Rate/Accuracy

Administer the fluency checkout for lesson 80. For further instructions, see page 29.

Tested Skills and Concepts

The Lesson 80 Assessment measures student mastery of the following skills.

- comprehending vocabulary definitions (items 1–2)
- drawing conclusions (item 3)
- identifying literal cause and effect (item 11)
- inferring a character's point of view (item 15)
- interpreting diagrams (items 9–10)
- interpreting time lines (items 7–8)
- making comparisons (item 14)
- making predictions (item 13)
- memorizing science facts and rules (items 5–6)
- recalling details and events (item 4)
- sequencing narrative events (item 12)

LESSON 100

Administering the Assessment

The Lesson 100 Assessment should be administered after the students complete all work on lesson 100 and before they begin work on lesson 101. To administer the assessment, you will need a Student Book and a pencil for each student. Use the following script.

1. (Have the students clear their desks and make sure that each student has a pencil.)
2. You're going to take another test in your Student Book. Do not open the book until I tell you.
3. (Pass out the Student Books.)
4. Find the test for Lesson 100. ✓
 - Answer all the items on the test. For each item, circle the letter of the correct answer.
 - There is no time limit. When you are finished, close your Student Book and look up at me. Begin the test now.

Grading the Assessment

You can grade the tests yourself, or the students can grade their own tests. If the students grade their own tests, use the following script.

1. We're going to grade the test. I'll read the correct answer for each item.
 - If the answer is correct, mark it with a **C**.
 - If the answer is wrong, mark it with an **X**.
2. (Read the correct answers from the Answer Key.)
3. Count up the number of correct answers and enter the score at the bottom of the test. ✓

Answer Key

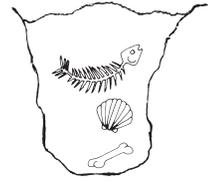
Lesson 100

For each item, circle the letter of the correct answer.

1. What does *frequently* mean?
 a. often
b. seldom
c. never
2. What do we call something that is worth a lot?
a. worthless
 b. valuable
c. inexpensive
3. Baseball A is going 120 miles an hour. Baseball B is going 30 miles an hour. Baseball C is going 60 miles an hour. Which baseball will probably knock a catcher over?
 a. Baseball A
b. Baseball B
c. Baseball C
4. When did eohippus live?
a. 38 thousand years ago
b. 3 million years ago
 c. 38 million years ago
5. About how much force can a chimpanzee pull with?
a. 100 pounds
 b. 500 pounds
c. 150 pounds
6. What gave Andrew Dexter his super strength?
a. A baseball bat
b. A dream
 c. An electromagnet

7. How long is a football field?
a. 100 feet
 b. 100 yards
c. 100 meters

Look at the picture below. Then answer item 8.



8. Which thing went into the pile first?
a. The fish
 b. The bone
c. The shell

Look at the check below. Then answer items 9-10.

Tom Baker 123 Center St. Anywhere, USA	May 20, 2007
Pay to Gail Goodwin	15 dollars
Fifteen	dollars
Big Bucks Bank	Tom Baker

9. Who should the bank pay?
 a. Gail Goodwin
b. Tom Baker
c. Big Bucks
10. Whose money should the bank use to pay the check?
 a. Gail Goodwin's
 b. Tom Baker's
c. The bank's

Read the passage below. Then answer items 11-15.

For the first time in four years, the stands were filled with people. Most of the fans were talking about Andrew Dexter. You could hear them talking near the hot dog stand. "He doesn't look like much," one fan would say. "Yes," another would say, "this had better not be a trick to get us out here."
But the fans did come to see Andrew. Over fifty thousand fans crowded into the stands. None of the fans really thought that the Titans would win this game, because the Titans were playing the best team in the league—the Wildcats.
The sun was bright, and a slight breeze was blowing. The air was just cold enough that you could see your breath. Most of the fans wore heavy shoes and mittens.

Now came the time when all players start to feel a little uneasy. Just before the game, they know that they will go out on the field. Everybody will be watching them. Will they do well? Will they make mistakes? These questions run through the players' minds. Sometimes the players have daydreams of being a star who wins the game. But there are very few stars on a team. Most of the players must do their job so the stars can look like stars.

The name of each player was announced over the loudspeaker. Each player ran onto the playing field, and the crowd whooped and hollered. They whooped very loudly for Andrew.

11. What was the main reason the fans came to the game?
a. They wanted to see the Titans win.
 b. They wanted to see Andrew Dexter.
c. They wanted to eat hot dogs.
12. Why do players feel uneasy before a game?
a. They're afraid they'll win the game.
 b. They're afraid they'll make mistakes.
c. They want to be stars.
13. What was the temperature in the stands?
a. About 0 degrees
 b. About 40 degrees
c. About 80 degrees
14. Why did the crowd whoop loudly for Andrew?
 a. They thought he was a star.
b. They had seen him play before.
c. They liked his uniform.
15. Why did the fans wear heavy shoes?
 a. The weather was cold.
b. They wanted to kick the football.
c. They had to walk a long way.

STOP - end of test - SCORE: _____

Recording Individual Results

Use the following script to record individual results.

1. (Distribute the Individual Skills Profile Chart.)
2. You're going to record your test results for lesson 100.
 - First look at the test and find out which items you got wrong. Then circle those items on the chart. I will help you if you have any questions. (Circulate among the students as they record their results.)
3. (After the students finish, say:) Count up the items that you did **not** circle and write the total in the **Total** box near the bottom of the column. The total should be the same as your test score. ✓
4. Now you'll fill in the other boxes for lesson 100.
 - If you scored 0 to 11 points, write an **X** in the **Retest** box.
 - If you scored 12 to 15 points, write your score in the **Final Score** box.
4. What is the name of the small horse that lived 38 million years ago? (Call on a student. Idea: *Eohippus*.)
5. You read about an animal that can pull with 500 pounds of force. What's the name of that animal? (Call on a student. Idea: *Chimpanzee*.)
6. In the story, how did Andrew Dexter change when the electromagnet got a jolt of electricity? (Call on a student. Ideas: *He got stronger; he got super strength*.)
7. What game do you play on a field that is 100 yards long and has goalposts? (Call on a student. Idea: *Football*.)
8. Open your Student Book to lesson 100 and touch the picture above item 8. ✓
 - Everybody, which thing went into the pile last? (Signal.) *The fish*.
9. Touch the check above item 9. ✓
 - Everybody, which person is the check made out to? (Signal.) *Gail Goodwin*.
 - Which person signed the check? (Signal.) *Tom Baker*.
 - What's the name of Tom Baker's bank? (Signal.) *Big Bucks Bank*.

Remedial Exercises

Students who scored 0 to 11 points on the test should be given remedial help. After the regular reading period is over, assemble these students and present the following exercises. The students will need their Student Books.

EXERCISE 1

General Review

1. Listen to this sentence: The children played soccer **frequently**.
 - Say that sentence with a different word for **frequently**. (Call on a student. Idea: *The children played soccer often*.)
2. Listen to this sentence: That necklace is **valuable**.
 - Say that sentence with different words for **valuable**. (Call on a student. Idea: *That necklace is worth a lot*.)
3. What is easier to catch, a baseball that's going 10 miles an hour or a baseball that's going 100 miles an hour? (Call on a student. Idea: *A baseball that's going 10 miles an hour*.)

EXERCISE 2

Passage Reading

1. Everybody, find the passage for lesson 100. ✓
 - You're going to read the passage out loud.
2. (Call on individual students to read several sentences each. Correct all decoding errors. When the students finish, present the following questions.)
3. Which player were most of the fans talking about? (Call on a student. Idea: *Andrew*.)
4. The story says the players felt uneasy before the game. What does that mean? (Call on individual students. Ideas: *They were nervous; they were afraid*.)

5. [At what temperature does fresh water freeze?](#) (Call on a student. Idea: *32 degrees.*)
 - [What happens to your breath when the temperature gets near freezing?](#) (Call on a student. Idea: *You can see it.*)
6. [How was Andrew different from the other players on the Titans?](#) (Call on individual students. Ideas: *He was a star; he had never played with them before; he had super strength.*)
7. [Why were the fans wearing mittens?](#) (Call on a student. Idea: *Because it was cold.*)

Retesting the Students

After you have completed the remedial exercises, retest each student individually. To administer the retest, you will need the student's Student Book, a blank copy of the Student Book, and a red pencil. Test the student in a corner of the classroom, so that the other students will not overhear the testing. Give the student the blank copy of the Student Book. Say, [Open the book to lesson 100. You're going to take this test again. Read each item aloud and tell me the answer.](#)

Use the student's own Student Book to grade the retest. With the red pencil, mark each correct answer with a **C** and each incorrect answer with an **X**. Then count one point for each correct answer and write the new score at the bottom of the page. Finally, revise the Individual Skills Profile Chart by drawing an **X** over any items the student missed on the retest. The chart should now show which items the student missed on the initial test and which items the student missed on the retest.

All of the Individual Skills Profile Charts should now be completely filled in for lesson 100. Enter the students' final scores in the right side of the appropriate boxes on the Group Summary Chart.

Fluency: Rate/Accuracy

Administer the fluency checkout for lesson 100. For further instructions, see page 29.

Tested Skills and Concepts

The Lesson 100 Assessment measures student mastery of the following skills.

- comprehending vocabulary definitions (items 1–2)
- drawing conclusions (item 3)
- filling out forms (items 9–10)
- identifying literal cause and effect (item 15)
- identifying standard measurements (item 7)
- inferring causes and effects (item 14)
- inferring story details and events (item 13)
- interpreting a character's feelings (item 12)
- interpreting a character's motives (item 11)
- interpreting diagrams (item 8)
- memorizing science facts and rules (items 4–5)
- recalling details and events (item 6)

LESSON 120

Answer Key

Administering the Assessment

The Lesson 120 Assessment should be administered after the students complete all work on lesson 120 and before they begin work on lesson 121. To administer the assessment, you will need a Student Book and a pencil for each student. Use the following script.

1. (Have the students clear their desks and make sure that each student has a pencil.)
2. You're going to take another test in your Student Book. Do not open the book until I tell you.
3. (Pass out the Student Books.)
4. Find the test for Lesson 120. ✓
 - Answer all the items on the test. For each item, circle the letter of the correct answer.
 - There is no time limit. When you are finished, close your Student Book and look up at me. Begin the test now.

Grading the Assessment

You can grade the tests yourself, or the students can grade their own tests. If the students grade their own tests, use the following script.

1. We're going to grade the test. I'll read the correct answer for each item.
 - If the answer is correct, mark it with a **C**.
 - If the answer is wrong, mark it with an **X**.
2. (Read the correct answers from the Answer Key.)
3. Count up the number of correct answers and enter the score at the bottom of the test. ✓

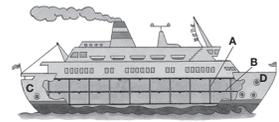
Lesson 120

For each item, circle the letter of the correct answer.

1. What does *construct* mean?
 - a. destroy
 - b. build
 - c. put in trucks
2. What are koalas?
 - a. Nuts
 - b. Sweet drinks
 - c. Bears
3. Randy is the most important kangaroo in his mob. In which part of the mob will Randy travel?
 - a. Front
 - b. Middle
 - c. Back
4. What country is north of the main part of the United States?
 - a. Alaska
 - b. Canada
 - c. Japan
5. What type of animal is a peacock?
 - a. Bird
 - b. Fish
 - c. Reptile
6. Here's a rule: *Every animal can breathe.* An oak tree is a plant. So what else do you know about an oak tree?
 - a. It can breathe.
 - b. It's an animal.
 - c. Nothing

7. How much time passes in 60 seconds?
 - a. One second
 - b. One minute
 - c. One hour

Look at the picture below. Then answer item 8-9.



8. What part is shown by letter A?
 - a. bulkhead
 - b. cargo
 - c. deck
9. Which letter shows the stern?
 - a. A
 - b. B
 - c. C

Read the passage below. Then answer items 10-15.

This story starts in Australia, where Toby lived. Toby was a kangaroo. Like other kangaroos, he was part of a mob. A mob is a herd of kangaroos. There were over 50 kangaroos in Toby's mob.

Every year, Toby's mob would move in a great circle. The mob would stay in a place for a while, until the kangaroos had eaten all the grass in that place. Then the mob would hop, hop, hop to the next place where there was grass.

Those 50 kangaroos hop, hop, hopped on ground that was dry and dusty. They made a cloud of dust that you could see for many miles. The leader of the mob would be the first to hop along.

The leader did not have to breathe any dust. The important kangaroos that came right after the leader had to breathe a little bit of dust. The kangaroos that were not very important to the mob came last, right in the middle of the dust.

Toby was the last kangaroo in the whole mob. Toby breathed lots and lots of dust. When the leader said that the mob was going to move to another place, some of the kangaroos would cheer. Toby did not cheer. He would say things like, "Oh, bad, double bad, and big bad."

10. What was the name of the country where Toby lived?
 - a. Australia
 - b. Austria
 - c. Asia
11. Pretend the mob is in Place A. When will they hop to Place B?
 - a. After they have eaten all the grass in Place A.
 - b. Before they have eaten all the grass in Place A.
 - c. After they have eaten all the grass in Place B.
12. How did Toby feel when the leader said the mob was moving to a new place?
 - a. He was excited.
 - b. It didn't matter to him.
 - c. He was worried.

13. What will probably happen when the mob moves to a new place?
 - a. They will stay in the new place for several years.
 - b. Toby will cheer right before they leave the new place.
 - c. The leader won't have to breathe any dust.
14. When the mob was hopping along, what did Toby probably see?
 - a. Bright sunshine and blue skies
 - b. A cloud of dust
 - c. Green grass under his feet
15. How was Toby different from the leader?
 - a. Toby traveled at the back of the group.
 - b. Toby was part of a mob.
 - c. Toby ate less grass.

STOP - end of test - SCORE: _____

Recording Individual Results

Use the following script to record individual results.

1. (Distribute the Individual Skills Profile Chart.)
2. You're going to record your test results for lesson 120.
 - First look at the test and find out which items you got wrong. Then circle those items on the chart. I will help you if you have any questions. (Circulate among the students as they record their results.)
3. (After the students finish, say:) Count up the items that you did **not** circle and write the total in the **Total** box near the bottom of the column. The total should be the same as your test score. ✓
4. Now you'll fill in the other boxes for lesson 120.
 - If you scored 0 to 11 points, write an **X** in the **Retest** box.
 - If you scored 12 to 15 points, write your score in the **Final Score** box.

Remedial Exercises

Students who scored 0 to 11 points on the test should be given remedial help. After the regular reading period is over, assemble these students and present the following exercises. The students will need their Student Books.

EXERCISE 1

General Review

1. Listen to this sentence: Those girls will **build** a bench.
 - Say that sentence with a different word for **build**. (Call on a student. Idea: *Those girls will construct a bench*.)
2. In the story, Toby lived in Australia. What are some other unusual animals that live in Australia? (Call on individual students. Ideas: *Koala bears, platypuses*.)

3. In what part of the kangaroo mob did Toby travel when he was young? (Call on a student. Idea: *The back*.)
 - Why did Toby travel in the back of the mob? (Call on a student. Idea: *Because he was the least important member of the mob*.)
4. Toby traveled to Canada. Which country borders Canada on the south? (Call on a student. Idea: *The United States*.)
5. What kind of bird is Toby's friend Pip? (Call on a student. Idea: *A peacock*.)
6. Here's a rule: **All birds have feathers**.
 - Everybody, say that rule. (Signal.) *All birds have feathers*.
 - A robin is a bird. So what does the rule tell you about a robin? (Call on a student. Idea: *A robin has feathers*.)
 - A mouse is a mammal. So what does the rule tell you about a mouse? (Call on a student. Idea: *Nothing*.)
7. Everybody, how many seconds are in one minute? (Signal.) *Sixty*.
8. Everybody, open your Student Book to lesson 120 and touch the boat above item 8. ✓
 - What part is shown by letter B? (Call on a student. Idea: *A deck*.)
 - What part is shown by letter D? (Call on a student. Idea: *The bow*.)

EXERCISE 2

Passage Reading

1. Everybody, find the passage for lesson 120. ✓
 - You're going to read the passage out loud.
2. (Call on individual students to read several sentences each. Correct all decoding errors. When the students finish, present the following questions.)
3. What is Australia? (Call on individual students. Ideas: *The country where Toby lived; a country; a continent*.)
4. What did the kangaroos do after they had eaten all the grass in one place? (Call on a student. Idea: *Hopped to another place with grass*.)

5. At the end of the passage, why did Toby say, “Oh, bad, double bad, and big bad”? (Call on individual students. Ideas: *He didn’t want to go to another place; he didn’t want to breathe dust; he wanted to stay where they were.*)
6. Which kangaroo didn’t have to breathe any dust? (Call on individual students. Ideas: *The leader; the most important kangaroo.*)
 - Which kangaroo had to breathe the most dust? (Call on a student. Idea: *Toby.*)
7. If you’re in a big cloud of dust, what’s the main thing you see? (Call on a student. Idea: *Dust.*)

Retesting the Students

After you have completed the remedial exercises, retest each student individually. To administer the retest, you will need the student’s Student Book, a blank copy of the Student Book, and a red pencil. Test the student in a corner of the classroom, so that the other students will not overhear the testing. Give the student the blank copy of the Student Book. Say, *Open the book to lesson 120. You’re going to take this test again. Read each item aloud and tell me the answer.*

Use the student’s own Student Book to grade the retest. With the red pencil, mark each correct answer with a **C** and each incorrect answer with an **X**. Then count one point for each correct answer and write the new score at the bottom of the page. Finally, revise the Individual Skills Profile Chart by drawing an **X** over any items the student missed on the retest. The chart should now show which items the student missed on the initial test and which items the student missed on the retest.

All of the Individual Skills Profile Charts should now be completely filled in for lesson 120. Enter the students’ final scores in the right side of the appropriate boxes on the Group Summary Chart.

Fluency: Rate/Accuracy

Administer the fluency checkout for lesson 120. For further instructions, see page 29.

Tested Skills and Concepts

The Lesson 120 Assessment measures student mastery of the following skills.

- answering literal questions (item 10)
- comprehending vocabulary definitions (items 1–2)
- drawing conclusions (item 6)
- identifying standard measurements (item 7)
- inferring a character’s point of view (item 14)
- interpreting a character’s feelings (item 12)
- interpreting diagrams (items 8–9)
- making comparisons (item 15)
- making predictions (item 13)
- memorizing science facts and rules (item 4)
- recalling details and events (item 5)
- sequencing narrative events (item 11)
- using rules to predict outcomes (item 3)

LESSON 140

Administering the Assessment

The Lesson 140 Assessment should be administered after the students complete all work on lesson 140. To administer the assessment, you will need a Student Book and a pencil for each student. Use the following script.

1. (Have the students clear their desks and make sure that each student has a pencil.)
2. You're going to take another test in your Student Book. Do not open the book until I tell you.
3. (Pass out the Student Books.)
4. Find the test for Lesson 140. ✓
 - Answer all the items on the test. For each item, circle the letter of the correct answer.
 - There is no time limit. When you are finished, close your Student Book and look up at me. Begin the test now.

Grading the Assessment

You can grade the tests yourself, or the students can grade their own tests. If the students grade their own tests, use the following script.

1. We're going to grade the test. I'll read the correct answer for each item.
 - If the answer is correct, mark it with a **C**.
 - If the answer is wrong, mark it with an **X**.
2. (Read the correct answers from the Answer Key.)
3. Count up the number of correct answers and enter the score at the bottom of the test. ✓

Answer Key

Lesson 140

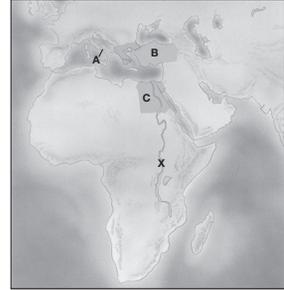
For each item, circle the letter of the correct answer.

1. Which year is in the future?
 - a. 1950
 - b.** 2050
 - c. 2000
2. Why can you see only the top part of a ship that is far out on the ocean?
 - a.** Because the world is round
 - b. Because the world is flat
 - c. Because ships sink in the ocean
3. Which animal lived forty thousand years ago?
 - a. Quarter horse
 - b.** Saber-toothed tiger
 - c. African elephant
4. Which two words make up the contraction *we're*?
 - a. we and were
 - b. we and re
 - c.** we and are
5. Which word has a homonym?
 - a.** eight
 - b. town
 - c. vase
6. Here's a sentence: *We live in a city.* In that sentence, what does the word *live* rhyme with?
 - a. five
 - b. leave
 - c.** give

7. What does *moist* mean?

- a. more than half
- b. very windy
- c.** slightly wet

Look at the map below. Then answer item 8-9.



8. What's the name of country C?

- a. Italy
- b.** Egypt
- c. Turkey

9. What's the name of river X?

- a. Amazon River
- b. Mississippi River
- c.** Nile River

Read the passage below. Then answer items 10-15.

Eric and Tom had gone back in time. They were now walking down a street in San Francisco in 1906.

Three boys were standing in the street. They were wearing funny pants that stopped just below their knees. They were laughing at Tom and Eric. The tallest boy said to Tom, "You sure look funny wearing those funny clothes."

Tom looked at the clothes he and Eric were wearing. They didn't look funny to him. "Let's get out of here," Eric said. "Let's go downtown."

Eric and Tom walked past blocks and blocks of buildings. Most people were riding horses or riding in wagons pulled by horses. Some boys and girls rode bicycles. Tom and Eric saw only one car. It was one of the very first cars ever made. When the car went by, a horse went wild and started to run down the street. The horse was pulling a wagon full of fruit. Fruit spilled all over the street. Tom and Eric picked up some apples.

Just then, the street shook. The ground moved to one side. It moved so fast that Eric fell down. Then the ground moved the other way, and Tom could see a large crack starting to form right in the middle of the street.

10. Why did the horse go wild?

- a.** It was scared by the car.
- b. It was scared by Eric and Tom.
- c. It was tired of pulling fruit.

11. What event started happening at the end of the story?

- a. A thunderstorm
- b. A fire
- c.** An earthquake

12. Why did the boys laugh at Eric and Tom?

- a.** They thought that Eric and Tom's clothes looked funny.
- b. They knew that Eric and Tom were far from home.
- c. They thought that Eric and Tom were too short.

13. Why did Eric say, "Let's get out of here"?

- a. He knew an earthquake was coming.
- b.** He didn't like the boys.
- c. He was hungry.

14. How did Eric and Tom probably feel at the end of the story?

- a. Angry
- b.** Scared
- c. Silly

15. What will probably happen next?

- a.** Buildings will fall down.
- b. Workers will fill in the crack.
- c. Tom will go to sleep.

STOP - end of test - SCORE: _____

Recording Individual Results

Use the following script to record individual results.

1. (Distribute the Individual Skills Profile Chart.)

2. You're going to record your test results for lesson 140.
 - First look at the test and find out which items you got wrong. Then circle those items on the chart. I will help you if you have any questions. (Circulate among the students as they record their results.)
3. (After the students finish, say:) Count up the items that you did **not** circle and write the total in the **Total** box near the bottom of the column. The total should be the same as your test score. ✓
4. Now you'll fill in the other boxes for lesson 140.
 - If you scored 0 to 11 points, write an **X** in the **Retest** box.
 - If you scored 12 to 15 points, write your score in the **Final Score** box.
5. What do we call a word that sounds the same as another word? (Call on a student. Idea: A *homonym*.)
 - Name some homonyms. (Call on individual students. Ideas: *Four/for; ate/eight; new/knew; hear/here; to/too/two*.)
6. Name some words that rhyme with **five**. (Call on individual students. Ideas: *Alive; dive; hive*.)
 - Name some words that rhyme with **leave**. (Call on individual students. Ideas: *Grieve; heave; we've; receive*.)
 - Name some words that rhyme with **give**. (Call on individual students. Ideas: *Live; sieve*.)
7. Listen to this sentence: The towel was **slightly wet**.
 - Say that sentence with a different word for **slightly wet**. (Call on a student. Idea: *The towel was moist*.)
8. Open your Student Book to lesson 140 and touch the map above item 8. ✓
 - Everybody, what letter is Italy? (Signal.) A.
 - What letter is Turkey? (Signal.) B.
 - What letter is Egypt? (Signal.) C.
 - What letter is the Nile River? (Signal.) X.

Remedial Exercises

Students who scored 0 to 11 points on the test should be given remedial help. After the regular reading period is over, assemble these students and present the following exercises. The students will need their Student Books.

EXERCISE 1

General Review

1. Everybody, tell me if each year is **in the past** or **in the future**.
 - The year 1800. (Signal.) *In the past*.
 - The year 2100. (Signal.) *In the future*.
 - The year 3500. (Signal.) *In the future*.
2. Pretend you are looking at a ship that is far out on the ocean.
 - If the world was flat, how much of the ship would you see? (Call on a student. Idea: *All of it*.)
 - But the world is round. So how much of the ship can you really see? (Call on a student. Idea: *Only the top part*.)
3. Name some animals that lived forty thousand years ago. (Call on individual students. Ideas: *Saber-toothed tigers; mammoths; horses*.)
4. What do we call a word that joins two words? (Call on a student. Idea: *A contraction*.)
 - Which two words make up the contraction **we'll**? (Call on a student. Idea: *We and will*.)
 - Which two words make up the contraction **you're**? (Call on a student. Idea: *You and are*.)

EXERCISE 2

Passage Reading

1. Everybody, find the passage for lesson 140. ✓
 - You're going to read the passage out loud.
2. (Call on individual students to read several sentences each. Correct all decoding errors. When the students finish, present the following questions.)
3. What machine scared the horse? (Call on a student. Idea: *The car*.)
 - So what did the horse do? (Call on a student. Idea: *Ran wild*.)
4. What did the ground start doing at the end of the story? (Call on a student. Idea: *Moving around*.)
 - So what kind of disaster was probably happening? (Call on a student. Idea: *An earthquake*.)
5. What happens to buildings during an earthquake? (Call on individual students. Ideas: *They shake; they fall down*.)
 - How would you feel during an earthquake? (Call on individual students. Ideas: *Scared; frightened*.)
6. What did the three boys think of Eric and Tom's clothes? (Call on a student. Idea: *They thought their clothes looked funny*.)
 - How did Eric feel about the three boys? (Call on a student. Idea: *He didn't like them*.)

Retesting the Students

After you have completed the remedial exercises, retest each student individually. To administer the retest, you will need the student's Student Book, a blank copy of the Student Book, and a red pencil. Test the student in a corner of the classroom, so that the other students will not overhear the testing. Give the student the blank copy of the Student Book. Say, [Open the book to lesson 140. You're going to take this test again. Read each item aloud and tell me the answer.](#)

Use the student's own Student Book to grade the retest. With the red pencil, mark each correct answer with a **C** and each incorrect answer with an **X**. Then count one point for each correct answer and write the new score at the bottom of the page. Finally, revise the Individual Skills Profile Chart by drawing an **X** over any items the student missed on the retest. The chart should now show which items the student missed on the initial test and which items the student missed on the retest.

All of the Individual Skills Profile Charts should now be completely filled in for lesson 140. Enter the students' final scores in the right side of the appropriate boxes on the Group Summary Chart.

Fluency: Rate/Accuracy

Administer the fluency checkout for lesson 140. For further instructions, see page 29.

Tested Skills and Concepts

The Lesson 140 Assessment measures student mastery of the following skills.

- comprehending vocabulary definitions (item 7)
- identifying homographs (item 6)
- identifying homonyms (item 5)
- identifying literal cause and effect (item 12)
- interpreting time-lines (item 1)
- inferring causes and effects (item 10)
- inferring story details and events (item 11)
- interpreting a character's feelings (item 14)
- interpreting a character's motives (item 13)
- interpreting maps (items 8–9)
- making predictions (item 15)
- memorizing science facts and rules (items 2–3)
- spelling out contractions (item 4)

Fluency: Rate/Accuracy

The individual fluency checkouts measure decoding skills. For an individual fluency checkout, a student reads a passage aloud as you count decoding errors. Students earn points for reading the passage accurately. A fluency checkout takes about a minute and a half per student. Checkouts should be administered in a corner of the classroom so that the other students won't overhear.

Procedure

The student will read the passage for that lesson. The passage appears in the student's textbook in the lesson preceding the checkout lesson. For example, the passage for checkout lesson 10 appears in lesson 9. Flower icons mark the beginning and end of the passages. The shaded portion in your answer key shows the amount of words the student must read. The student may read further if able to. Use the following procedure.

1. Tell the student to look at the passage lesson being assessed.
2. Note the time and tell the student to begin reading the passage.
3. As the student reads, make a tally mark on a sheet of paper for each decoding error the student makes. (See below for a complete description of decoding errors.)
4. At the end of one minute, tell the student to stop reading.
5. Record student performance as total time over number of errors in the appropriate box on the Individual Fluency: Rate/Accuracy Chart.

Decoding Error Guidelines

- If the student misreads a word, count one error.
- If the student omits a word ending, such as *s* or *ed*, count one error.
- If the student reads a word incorrectly and then correctly, count one error.
- If the student sounds out a word instead of reading it normally, count one error.
- If the student does not identify a word within three seconds, tell the student the word and count one error.
- If the student skips a word, count one error.
- If the student skips a line, point to the line and count one error.
- If the student does not finish the passage within the given time limit, count every word not read as an error. For example, if the student is eight words from the end of the passage at the end of the time limit, count eight errors.

LESSON 10

When Joe told his wife that he was thinking of	10
taking up a new job, she said, “Don’t be silly, Joe. What	22
else can you do?” Joe looked at himself. He couldn’t	32
work as an eraser because he didn’t have an eraser. He	43
couldn’t work as a pencil holder, because he didn’t have	53
the right shape. He couldn’t work as a sheet of paper.	64
He said to himself, “Let’s face it, Joe. You’re just made	75
to be a red felt-tipped pen.” Then he said, “But I must be	88
able to do something else.”	93
Joe felt sad, but he didn’t stop thinking about a	104
new job.	105

LESSON 15

So Carl did a dive. People say it was the best dive he ever did. He turned around five times. He made seven loops. And he landed in the water without making any splash at all.

The crowd went wild. “Yea, yea,” the people cheered. “What a show!” they shouted.

Now everybody in Aunt Fanny’s Flea Circus is happy. Aunt Fanny is happy because the fleas work harder and put on a better show. The fleas are happy because they live in a great big fancy dog house that is a meter high and a meter wide. And they have lots and lots of money.

LESSON 20

That sounds like an easy thing to do, but there is one problem. You first have to find Goad when she is in the water. **11**
23
25

There's an old man in the town of Toadsville who shows pictures of Goad swimming in the lake. The old man took the pictures from high above the lake. Everyone who sees the pictures says the same sort of thing. They say, "If I saw that toad swimming in the lake like that, I'd get in a boat and catch her." **35**
45
55
66
79
86

Sometimes in the summer you can count hundreds of people stationed around the lake, ready for action. **95**
103
Some of the people have binoculars. They sit hour after hour, looking through the binoculars. Their great hope is that they will see Goad swimming far from the shore of the lake. **113**
122
133
135

LESSON 25

On Saturday, Jack and Lisa went to a bike path near the river. They started at a place that was one mile from the big white bridge. Jack said, “By the time you get to the bridge, you’ll see me there, resting in the grass.”	11 23 36 45
The race started and Jack was soon far ahead of Lisa. He looked back and smiled. “Come on,” he called. “Is that as fast as you can run?”	56 66 73
Lisa did not answer.	77
By the time Jack could clearly see the white bridge, he was running much slower. Lisa was now right behind him, running quite a bit faster than he was.	88 98 106
By the time Jack was close enough to read the large signs over the bridge, Lisa was two hundred feet ahead of him. She was pulling away, and he was panting like a sick dog.	117 128 140 141
Lisa won the race by a thousand feet. After Jack caught his breath and was able to speak without panting, he said to Lisa, “You were right. I can’t run a mile as fast as you. So I’ll have to start running with you in the mornings.”	151 161 175 187 188
And that’s what he did.	193

LESSON 30

If Nancy knew more about very small things, she	9
wouldn't have been so afraid of climbing to high places to	20
find water. Here's the rule: If tiny animals fall from high	31
places, they don't get hurt. If we dropped an ant from a	43
high airplane, the ant would not be hurt at all when it	55
landed on the ground. A mouse wouldn't be hurt either.	65
A squirrel wouldn't be badly hurt. A dog would probably	75
be killed. And you can imagine what would happen to an	86
elephant.	87
Nancy was thirsty, so thirsty that she wanted to yell and	98
scream and stamp her feet like a baby.	106
Nancy knew that it wouldn't do any good to act like a	118
baby. So she made up her mind to start thinking. She was	130
pretty smart. She said to herself, "If it were early morning,	141
I could go out and drink dew from the lawn." But the	153
grass was not moist with dew, and Nancy couldn't wait	163
until morning.	165

LESSON 35

The little green man answered, “Of course it’s me.	9
I’ve come to see if you’re happy.”	16
“No, I’m not happy,” Nancy said.	22
“And why not?” the green man asked.	29
“Because I don’t like being so little.”	36
“Oh,” the green man said and sat down. “I thought you	47
never wanted to get big.”	52
“I was wrong,” Nancy replied. “I want to get big. I	63
want to grow up. I want to be back with my parents and	76
my friends.”	78
The little green man said, “I can change you back to	89
your regular size if I want to. But I’m not going to	101
change you unless you tell me some things that you	111
learned.” The green man stood up and stared at Nancy.	121
“What have you learned about kicking and screaming and	130
acting like a baby?”	134
Nancy smiled. “I don’t have to act like a baby because	145
I can take care of myself.”	151

LESSON 40

He bounced around for a while, and then his eyes	10
saw a crack where light was coming in. Herman ran up	21
the inside of the purse and went through the crack. There	32
were smells in the air, but most of them did not smell very	45
good to Herman. They were the clean smells of clean	55
seats and clean floors and clean windows.	62
Herman took off to find some better smells or some	72
better light. He found a nice, warm red. It was fuzzy and	84
very warm. Herman took a nap. He was on the back of a	97
seat, right next to the window. The sun was shining	107
through the window. That felt great.	113

LESSON 45

The workers stacked the dinners next to Herman.	8
The dinners didn't smell very good because they were frozen, and flies do not like things that are too cold. The air was too cold for Herman. While it was blowing on him, he kept thinking, "This air is too cold. I should fly to a warmer place." Every time he got ready to take off, the air stopped blowing so hard and he could feel the nice warm panel. So he made a decision to stay on the metal panel.	17 29 40 54 65 76 88 89
If Herman had felt a nice warm breeze and sunlight outside, he would have flown out the open door. But on that day, the weather in San Francisco was as cool as it usually is. Here's why the weather is usually cool in San Francisco. San Francisco is next to the ocean. The air over the ocean is cool. The air blows from the ocean to San Francisco. So, San Francisco is cool.	99 109 122 133 143 155 162
The jet that Herman was on was going back to New York City. That jet would go faster on the trip to New York City. Here's why. The jet was going to fly in the same direction the wind was blowing.	173 185 197 203

LESSON 50

Because flies work this way, they have a problem:	9
Their body slows down when it gets cold. Try catching a fly on a warm day. It is hard to do because the fly is fast.	20
The fly is fast because everything inside the fly's body is hot and is working fast.	35
Try catching a fly when the weather is very cool. The fly is slow and easy to catch. The fly is slow because everything inside the fly's body is cool and is working very slowly. Remember: A fly's body slows down when it gets cold.	46
Herman didn't know this rule. He did know that he didn't like cool places and he didn't like dark places unless they were warm. He was in Japan. He wanted to leave the jet because it was getting too cool for him. The air temperature was down to 45 degrees. He was slowing down. And his eyes could see that something was coming toward him.	51
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LESSON 55

“Hold on to my hand,” Linda said. The girls went to	11
the lifeboats. People were all around them, pushing and	20
yelling. Linda could not see much. She was afraid.	29
Suddenly she was no longer holding Kathy’s hand.	37
Just then a strong pair of arms grabbed Linda. “In you	48
go,” a voice said. A big man picked Linda up and put her	61
in the lifeboat.	64
“Where’s my sister?” Linda asked. Linda looked but	72
she couldn’t see her younger sister.	78
“Kathy!” Linda called. Linda jumped from the lifeboat	86
to the deck and started to look for her sister.	96
“Kathy! Kathy!” she called. There was so much	104
noise on the deck that Linda could hardly hear her	114
own voice.	116
Then she saw Kathy, who was standing behind a crowd	126
of people. Kathy was crying. Linda ran over to her. “Hold	137
my hand and don’t let go,” Linda said.	145

LESSON 60

Linda explained “We’ll put the net out in the water	10
and wait for fish to swim into it. Then we’ll just turn the	23
handle on our machine. The vines will wind around the	33
log, and we’ll pull the net up onto the beach.”	43
So the girls put their net in the water. They went back	55
up on the rock and waited. But no fish swam into the net.	68
The day was hot and the wind was not blowing. The girls	80
waited for more than an hour. Then a wind started to	91
blow, and in a short time lots of fish started to gather	103
close to the shore—some very large fish.	111
When there were lots of fish in the net, Linda said,	122
“Okay, let’s pull our net out of the water.”	131
The girls ran up the beach to their machine. They	141
grabbed the handle and turned it. It took a lot of force,	153
but each time they turned the handle all the way around,	164
the net got closer and closer to the shore.	173

LESSON 65

The ship was an ocean liner like the one that Linda and Kathy had been on. Now Linda could see people standing on the deck.	11 21 25
“It’s stopping!” Kathy yelled. “The ship is stopping!” Linda and her sister ran down the hill. Linda fell and cut her leg. But she didn’t notice it. Linda got up and ran as fast as she could until she reached the shore. She waved her arms.	33 45 58 69 71
A little boat was slowly lowered down the side of the great ocean liner. The little boat started toward the shore. Linda was crying for the first time since the ship went down almost three weeks before. “We’re going home,” Linda said. “We’re going home.”	82 92 103 111 116
The little boat came up to the beach. The girls ran into the ocean to meet the boat. One of the three men in the boat said, “I’m Captain Reeves from the ship S. S. Milton.”	128 141 152

LESSON 70

“I can’t figure this one out,” Maria said, “and I have	11
to finish my report today. I don’t think I’m a very good	23
investigator.” She shook her head and looked back at her	33
computer screen.	35
Bertha asked, “Can you tell me what you’re writing?”	44
“Sure,” Maria said. “Somebody told us that a large oil	54
company is breaking the law. The person said that the	64
company is taking water from a creek that runs next to the	76
company’s land. The company is supposed to take water	85
from deep wells that are on the company’s land.”	94
Maria showed Bertha a map. The yellow part of the	104
map was the land owned by the oil company. The creek that	116
Maria was investigating was east of the oil company’s	125
land.	126
Bertha looked at the map and then laughed. “When you	136
talked about an oil company, I thought you were talking	146
about a little gas station. This is a place that makes	157
gasoline.”	158

LESSON 75

Ted walked away, and Bertha and Maria were once	9
more standing all alone in the middle of the huge garage.	20
None of the workers looked at them. Nobody talked	29
to them.	31
Within ten minutes, Donna’s car pulled up in front of the	42
building. Mr. Daniels got out of the car. “What’s the	52
problem?” he said as he walked toward Maria.	60
“Plenty,” Maria shouted. Bertha didn’t know that Maria	68
could shout that loudly. The workers stopped and began	77
to stare again. “What kind of tricks are you trying to	88
pull?” Maria demanded. Before Mr. Daniels could answer,	96
she continued, “You bring us out here to a garage and	107
show us some water that you brought in by truck. Why	118
don’t you just take us to the place where you are using	130
the water? Let us test <u>that</u> water.”	137
“Well,” Mr. Daniels said, looking away from Maria, “I	146
can’t do that. I just can’t...”	152
“Why not?” Maria demanded.	156
Mr. Daniels looked up. “You’ll have to come back on	166
another day. You cannot go to the refining buildings	175
today.”	176
“Just a minute,” Maria said. “If you throw us out, I’m	187
coming back with the police. I’m an investigator for the	197
state, and you’d better remember that.”	203

LESSON 80

Achilles grew up to be the greatest soldier that	9
Greece ever had. All the cities in Greece heard about	19
Achilles, and the soldiers from these cities were afraid of	29
him. When he was still a boy, he battled the best soldiers.	41
They hit him with their swords, but the swords did not cut	53
him. They shot him with arrows, but the arrows did not	64
hurt him. When they saw that they could not kill him, they	76
tried to run from him. But Achilles rode after them on his	88
horse and killed them.	92
When the war with Troy started, Achilles was the most	102
feared soldier in the world.	107

LESSON 85

The man licks his fingers, and the others watch the fire.	11
Soon, all the people gather close to the fire. One of the children touches the part of the branch that is not on fire. Slowly, the child picks up the branch and holds it so the burning part is down. The child drops the branch inside the cave and runs away from the fire. A man picks up the branch and holds it so the burning end is up. He smiles. The others smile. They like the fire.	24 39 54 69 84 89
The man holding the burning branch waves it over his head. A girl picks up a stick and waves it over her head. The man shakes his branch. The girl imitates the man.	102 117 122
The man smiles and points his stick at the girl's stick. The girl points her stick at the man's stick. The ends touch. When the girl pulls her stick away, the end is on fire.	135 149 157
For a moment she stares at her stick with wide eyes. Then she smiles. Then everybody in the cave smiles and laughs. They pick up sticks and branches that are inside the cave and hold one end of them in the fire. For a while everybody laughs and runs around with burning sticks and branches. A woman drops her stick onto a pile of sticks and large branches near the back of the cave. Soon, there is a large fire in the cave, and it is hot inside the cave.	170 182 195 208 221 235 247

LESSON 90

But he also dreamed. Everybody has dreams. Andrew had dreams	10
about being a big star at football and baseball and basketball. When	22
he was at work, he would dream. Here is one of his favorite dreams.	36
Andrew is at a baseball game. Suddenly, the star player	46
gets hurt. The crowd says, “Oh, no! We’ll never win without our	58
star player!”	60
The coach of the team looks around and sees Andrew.	70
“Can you play?” the coach asks.	76
“Yes,” Andrew says.	79
Andrew walks onto the field. The crowd says, “Who is	89
that guy? He can’t take the place of our star.” But then Andrew does	103
things that are greater than anything anybody ever saw. He makes	114
catches that the best star in the world can’t make.	124
The crowd cheers. “That guy is great,” they yell.	133
Then Andrew has a turn at bat. BLAM—he blasts the ball	145
completely out of sight.	149
The crowd goes wild. “We love Andrew,” they yell. “We love	160
him. He’s the greatest player in the world.”	168
And Andrew becomes a star: a super, super, super star.	178
Andrew’s dreams were just like the dreams that you may	188
have. In Andrew’s dreams, people loved him. But Andrew’s dreams	198
were just dreams. In real life, not many people loved him. In fact,	211
not many people noticed that he was around.	219
Get a picture of Andrew. There he was, working in the bank.	231
He did his job, but his mind was often far from the bank. He	245
dreamed about being important. He wanted to be the star. He	256
wanted people to love him.	261

LESSON 95

If you understand the kind of problems that Denny had every	11
day, you can see why he was mad most of the time. You can also see	27
why he wasn't very happy when Andrew came to the ball park of the	41
Titans and tried to talk to Denny. The team was on the field trying to	56
practice some running plays. The coaches were doing as much running	67
as the players. The coaches were blowing whistles and trying to tell the	80
players how to run the play the right way. Denny was standing on the	94
sidelines, with his arms folded. Every now and then, Denny would	105
yell, "No, you clowns. Use your head and think about what you're	117
doing." Then Denny would mumble something like, "I think they're	127
daydreaming half the time."	131
"Pardon me," Andrew said. "I would like to try out for your team."	144
Andrew was standing behind Denny.	149
Andrew had told a guard at the gate that he had a meeting with Denny.	164
That wasn't true, but it was the only way that Andrew could think of to	179
meet Denny.	181
Denny turned around and gave Andrew a mean look. "Who let you	193
in here?" he demanded.	197
"I told a guard that I had a meeting with you so..."	209

LESSON 100

Just as Smiling Sam was ready to bury his helmet	10
in Andrew's chest, Andrew put his head down and charged.	20
KA-SPLAT. A terrible sound, almost like a clap of thunder,	30
echoed through the stands as the players hit head-on. Smiling	40
Sam flew backwards into two of his own players. He knocked them	52
about five yards back. He was knocked out. His helmet was	63
cracked. And two of his teeth were loose.	71
Andrew ran forward. Two more Wildcats tried to tackle him.	81
They bounced off. He ran down the field. The fans were cheering	93
and yelling and stamping as he approached the goal line. A touchdown.	105
The score was tied.	109
Titan players crowded around Andrew. "Wow," one of them said.	119
"You're the greatest."	122
"Yeah," another one said. "I didn't know you could run with the ball."	135
Andrew ran with the ball three more times during that game and he	148
made three more touchdowns. The Titans won the game, 35 to 21.	160

LESSON 105

Andrew’s super strength had faded completely. It	7
was now a week before the championship. “Denny,” he	16
told the coach, “I can’t play in the championship game.”	26
Denny was standing on the sideline with a whistle in his	37
mouth when Andrew made this announcement. Denny	44
almost swallowed the whistle. Denny coughed and stared	52
at Andrew with big eyes. “You can’t <u>what</u> ?”	60
“I can’t play,” Andrew explained. “I couldn’t do the	69
team any good.”	72
“Of course you can do us good. We need you. I	83
mean, you’ve been the star of this team ever since you	94
came to us. What’s...”	98
Andrew shook his head. “I lost my strength,”	106
Andrew said. “I can’t kick and I can’t run. I won’t do you	119
any good.”	121
“Maybe you need to rest for a couple of days,” Denny	132
said. “Why don’t you take it easy for a few days. We’ve	144
got time. Your strength will come back. You’ll be just as	155
good as you ever were.”	160

LESSON 110

This trick didn't work because the other words	8
always caught the words from the back row. "Hey, you	18
can't move up here," they would say. "Go back to the last	30
row where you belong." So the sad words would sit and	41
wait and hope. Once in a while, somebody would say	51
their names and they would feel good, very good. They	61
tried to remember how good they felt. Sometimes, they	70
would talk about it. The word runner liked to say, "I	81
remember one day when my name was said four times.	91
Four times in one day."	96
The other sad words got tired of hearing this story.	106
They would say, "Oh, be quiet. You just got lucky. You	117
usually don't have your name said once a month."	126
"Yeah," one of the other sad words would say. "You	136
don't get said any more often than the rest of us."	147

LESSON 115

Toby looked at the hill the leader pointed to. It was	11
a very big hill. Toby was thinking about how hard it was	23
going to be to climb to the top of that hill. But he didn't	37
say anything, except, "Okay."	41
As Toby started up the hill, his mother hopped up to	52
him. "Be careful, honey," she said. "Remember what	60
happened to your father."	64
"Oh, bad and big bad," Toby mumbled. He had almost	74
forgotten about his father.	78
Years ago, when Toby was just a tiny kangaroo in his	89
mother's pouch, Toby's father was a lookout. But he fell	99
asleep and hunters caught him. Nobody in the mob	108
ever saw his father again. But some of the kangaroos	118
heard that he had been taken from Australia to another	128
country, far across the Pacific Ocean. He was supposed to	138
be in some kind of circus in that country.	147
Toby remembered his father. His father had the longest	156
tail that any kangaroo ever had. And Toby's father had	166
three large white spots on the top of his tail. Toby would	178
never forget such a fine tail.	184

LESSON 120

The owner tried to argue with the crowd, but when	10
people started to throw things at him, he said, “All right,	21
he will ride a bicycle backward.”	27
The owner got a dusty bicycle. He held up one hand	38
and said to the crowd, “Ladies and gentlemen. Today the	48
Kankan Circus presents Toby, the wonder kangaroo. Toby	56
will amaze you by riding a bicycle backward. And he will	67
do this amazing trick on a high wire ten meters above the	79
floor.	80
Toby looked up at the wire ten meters above the floor.	91
You know what Toby said.	96
The owner handed Toby the bicycle and said, “Take	105
this bicycle up the ladder. Then ride it backward on the	116
high wire.”	118
Toby shook his head, no.	123
The owner said, “ <u>Do</u> it, you bad kangaroo. Get up	133
there and ride that bicycle.”	138
Toby shook his head, no.	143
The owner turned to the crowd. “Before Toby, the	152
wonder kangaroo, rides the bicycle on the high wire, he	162
will ride it backward on the floor.” The owner turned to	173
Toby. “Ride that bicycle on the floor.”	180

LESSON 125

The words in the word bank had a problem because	10
they listened to the words that were said by the people in Hohoboho. Some words sound the same. When the	22
people in Hohoboho said these words, the words that	30
sounded the same would fight over who got the point.	39
The words their and there were always fighting. But they	49
were not the only ones. The words for numbers were	59
involved in some of the worst fights you could imagine.	69
The word three never fought. Nor did the words five, six,	79
or seven . But one, two, four, and eight went from one	90
fight to another.	101
The word one fought with the word won . Every time	104
somebody in Hohoboho said, “I won ,” a fight would take	114
place. Every time somebody in Hohoboho said, “You have	124
one more turn,” another fight would take place.	133
	141

LESSON 130

Eric grabbed one of the handles. “I wonder what this handle does.”	9 12
“Don’t touch it,” Tom said. “Don’t touch it.”	20
Eric pulled the handle down a little bit. Suddenly more lights started going on. Dials started moving and clicking and buzzing. And then Tom felt a great force. He could feel it push against his face and his chest.	30 39 50 59
“We—we’re going through time,” Tom announced. He heard Eric’s voice. It sounded very far away. “Oh, no,” Eric cried.	66 76 79
And then everything was quiet. The dials slowed down. Most of the lights stopped flashing.	88 94
Eric stood up and the door opened. The boys looked outside. For a long time they looked. They could not believe what they saw.	103 113 118

LESSON 135

Suddenly, many people came into the room. They	8
were carrying all kinds of food. Tom looked at all of the	20
food in front of him. He saw a large bowl. It had milk in	34
it. Tom said, "I'll bet it's goat milk."	42
Eric tasted it. He made a face. "It's warm," he said.	53
"Why don't they have cold milk?"	59
Tom said, "Their milk isn't cold because they don't have	69
any way to keep it cold. Nobody had refrigerators until	79
after the year 1800."	83
Tom and Eric ate and ate. Then the old man took Tom	95
and Eric to their room. Tom put his flashlight in his	106
pocket and went to sleep.	111
In the morning the old man took the boys to a great	123
room at the end of the hall. Inside the room a young man	136
sat on a throne. The throne was made of gold and silver.	148
Eric said, "That young man must be the king."	157
"Hara uha <u>ho</u> ," the king said. His voice was sharp.	167

LESSON 140

The man became angry. “Did you say Columbus?”	8
The man pointed to the ship at the dock. “That ship belongs to Columbus. Columbus is a crazy person.”	19
The man went into his shack. Tom and Eric followed.	27
On the walls were many maps, but they did not look like any maps that Tom and Eric had ever seen.	37
The man touched a spot on the largest map. “We are here in Spain. Columbus plans to sail his ships off the end of the world. He says that the world is round, but it is flat. If the world was round, we would roll off.”	49
Eric said, “Everybody knows that the world is round.”	58
The man shouted, “You lie. I am going to call the soldiers.”	69
Tom took out the tape recorder. Then he said to the man, “Say something. Say anything at all.”	81
The man said, “I will take you to the soldiers.”	95
Tom played back what the man had said. “I will take you to the soldiers.”	104
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LESSON 145

The dog barked and ran down the street. Tom	9
started to run after him. A man caught up to Tom and	21
said, "Here." He handed Tom a big coat. It was made of	33
fur. Tom put it on as he ran. The coat was very warm.	46
The man who ran with Tom was tall and skinny. He took	58
great big steps, and Tom had trouble keeping up with him.	69
"My name is Robert," the man said as they ran along.	80
They followed the dog up a hill and down the other	91
side. Then they saw Eric. He was sitting in the snow,	102
crying. He looked very cold. Robert took off his coat and	113
wrapped it around Eric. Eric said, "I...I got lost." The	124
dog licked his face. Eric patted the dog on the head.	135
Eric, Tom, and Robert started walking back to town.	144
Eric studied Robert's clothes and said, "We are not in the	155
right year, are we?"	159

Interpreting the Test Results

The test results are recorded on both the Individual Skills Profile Chart and the Group Point Chart. Each chart gives a different interpretation of the results. The Individual Skills Profile Chart shows the specific skills that the students have mastered; the Group Summary Chart shows the group's overall performance.

The Individual Skills Profile Chart

The Individual Skills Profile Chart should be used to assess each student's strengths and weaknesses. Test items that the student missed on an initial test will be circled; items missed on a retest will be crossed out. On the sample chart, the student took a retest on lesson 60. Note that some items have been both circled and crossed out on lesson 60.

If a chart has more than 21 circled or crossed-out items, the student may still be weak in certain areas. Look for two general patterns of weakness. In the first pattern, a student will consistently fail items that measure a particular skill. On the sample chart, for example, the student consistently failed items that measured the skill, "inferring causes and effects." Students who fall into this pattern may require further teaching of particular skills.

In the second pattern, a student will do poorly on one test but fairly well on the other tests. On the sample chart below, for example, the student did poorly on the test for lesson 60. Students who fall into this pattern may have been absent on the days preceding the test. These students may profit from a review of the lessons they missed.

Individual Skills Profile Chart

Name _____

Skills	20	40	60	80	100	120	140
answering literal questions	14		14			10	
completing written deductions	2	3	6				
comprehending vocabulary definitions	11	5	3	1	1	1	7
distinguishing realism from fantasy	3			2		2	
drawing conclusions	15		1	3	3	6	
filling out forms					9 10		
identifying homographs							6
identifying homonyms							5
identifying literal cause and effect	13			11	15		12
identifying standard measurements	9 10	4			7	7	
inferring a character's point of view		11		15		14	
inferring causes and effects		13	12		14		10
inferring story details and events		14	10		13		11
interpreting a character's feelings		12	12		12	12	14
interpreting a character's motives	12		11		11		13
interpreting diagrams		9		9 10	8	8 9	
interpreting maps	7 8		8 9				8 9
interpreting time lines				7 8			1
making comparisons		7 8		14		15	
making predictions		15		13		13	15
memorizing science facts and rules	5 6	1 2	2	5 6	4 5	4 5	2 3
recalling details and events		6	5	4	6	5	
relating titles to story content	1						
sequencing narrative events			15	12		11	
spelling out contractions							4
using rules to classify objects	4		4				
using rules to predict outcomes		10	7			3	
Total							
Retest							
FINAL SCORE							

Individual Skills Profile Chart

Name _____

Skills	20	40	60	80	100	120	140
answering literal questions	14		14			10	
completing written deductions	2	3	6				
comprehending vocabulary definitions	11	5	3	1 2	1 2	1 2	7
distinguishing realism from fantasy	3						
drawing conclusions	15		1	3	3	6	
filling out forms					9 10		
identifying homographs							6
identifying homonyms							5
identifying literal cause and effect	13			11	15		12
identifying standard measurements	9 10	4			7	7	
inferring a character's point of view		11		15		14	
inferring causes and effects		13	12		14		10
inferring story details and events		14	10		13		11
interpreting a character's feelings		12	13		12	12	14
interpreting a character's motives	12		11		11		13
interpreting diagrams		9		9 10	8	8 9	
interpreting maps	7 8		8 9				8 9
interpreting time lines				7 8			1
making comparisons		7 8		14		15	
making predictions		15		13		13	15
memorizing science facts and rules	5 6	1 2	2	5 6	4 5	4	2 3
recalling details and events		6	5	4	6	5	
relating titles to story content	1						
sequencing narrative events			15	12		11	
spelling out contractions							4
using rules to classify objects	4		4				
using rules to predict outcomes		10	7			3	
Total							
Retest							
FINAL SCORE							

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Placement Test

Part 1

1. expert
2. clinic
3. interest
4. changes
5. themselves
6. people
7. difference
8. mirror
9. through
10. practicing
11. questions

Bill tried to say things that would interest other people. He asked questions and tried to get people to talk about themselves. He said things that were funny. He talked faster and louder. He tried to smile more when he talked. But all those changes made no difference. After Bill was through speaking, everybody else was sleeping.

One day, Bill was at home. He was practicing in front of a mirror. He smiled, moved around a lot, and talked to the mirror.

Just then the door bell rang. Bill opened the door and saw a woman who said, "I am an expert at making people sleep. I work for the Sleep More Clinic. We help people who have trouble sleeping. I hear that you can make people sleep, too."

"Yes," Bill said. "If I speak for a while, people will sleep."

"That is interesting," the sleep expert said. "Can you explain why people sleep?"

"Yes, I can," Bill said.

Part 2

1. What was the name of the man in the story?

2. Underline 4 things he did to try to be more interesting.
 - frown more
 - smile more
 - whisper
 - ask questions
 - answer questions
 - talk louder
 - talk softer
 - talk faster
 - talk slower
3. His problem was that he
 - was old
 - put people to sleep
 - had five dogs
4. He practiced in front of
 - his wife
 - the mirror
 - the TV
5. Who came over when he was practicing?
 - a sleeper
 - a dog expert
 - a sleep expert
6. Name the place where she worked.
