Vocabulary and Word Study Skills Assessment

**Directions**: Read questions 1-10 and circle the best answer for each question in your test booklet. Transfer your answer choices to your bubble sheet.

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| 1. | Read the sentence below:  The tired young man had thoughtlessly put on two different color shoes. As he walked into the classroom, his friends ***ridiculed*** his appearance. Their comments and laughter could be heard down the hall.  In this sentence, the word ***ridiculed*** means | |
|  | A. | were saddened by |
|  | B. | teased |
|  | C. | complimented |
|  | D. | were scared of |

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| 2. | Read the sentence below:  The wedding was beautiful! The flowers looked like they had been picked fresh from the garden that morning. No one could tell the ***artificial*** flowers had been purchased from a store months before.  In this sentence the word ***artificial*** means | |
|  | A. | not good at drawing |
|  | B. | a vase full of flowers |
|  | C. | not very bright |
|  | D. | fake; not real |

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| 3. | Read the sentences below.  The tired donkey ***plodded*** slowly up the mountain road. He was so tired he could hardly lift his hooves above the dust.  In the sentence, the word ***plodded*** means | |
|  | A. | trotted |
|  | B. | slowly walked |
|  | C. | ran quickly |
|  | D. | tripped |

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| 4. | Read the sentences below.  The little girl was so sad when her puppy died that she could not ***compose*** herself enough to tell her father. Knowingly, her father just held the little girl while she cried.  In the sentence, the word ***compose*** means | |
|  | A. | to write music |
|  | B. | to frighten |
|  | C. | to scream and yell |
|  | D. | to quiet down |

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| 5. | Read the sentences below.  The man began digging a hole for a fence post early Saturday morning. The wind blew, the rain poured, the lightening thundered, but the man was ***diligent*** in his efforts. Finally, by sunset, the hole was complete and ready for the post.  The word ***diligent*** means | |
|  | A. | hard working. |
|  | B. | very smart. |
|  | C. | very dangerous. |
|  | D. | talented musician. |

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| 6. | Read the sentences below.  The Rogers family bought season football tickets every year. Every weekend, they traveled at least two hours to see their team play. They did not care that the team lost almost every game they played. The family was ***dedicated***!  A ***dedicated*** fan would | |
|  | A. | be sad when their team won. |
|  | B. | like baseball better than football. |
|  | C. | wear a t-shirt with their team’s name on it. |
|  | D. | turn off the television when their team is on. |

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| 7. | Read the sentences below.  My father is a fantastic cook! His cooking ***inspires*** me to take a cooking class when I get to middle school.  In the sentence, the word ***inspires*** means | |
|  | A. | make someone learn to roll out a pie crust. |
|  | B. | make someone want to do something. |
|  | C. | make someone jealous of someone else. |
|  | D. | make someone angry about something. |

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| 8. | Read the sentences below.  I wanted to volunteer at the animal shelter, but I did not know how to do the job. The manager assigned a ***mentor*** to me, and she was terrific! She showed me how to handle the animals, fill out the paperwork, and made me feel much more comfortable with the rules and routines.  In this sentence, the word ***mentor*** means | |
|  | A. | someone that makes fun of you. |
|  | B. | someone that helps you figure out new things. |
|  | C. | someone who delivers messages to your home. |
|  | D. | someone who loves animals. |

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| 9. | Read the sentences below.  The early spring rains, and bright Kansas sunshine made the perfect weather conditions for growing corn. As Jake looked across the field he saw nothing but green leaves and huge ears of corn. Jake could tell he would have a ***bountiful*** harvest.  In this sentence, the word ***bountiful*** means   1. to fill with paper towels. 2. to be more than enough; overflowing. 3. to be hard to plant and harvest. 4. to be easy to plant and harvest. | |
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10. Read the sentences below.

Sam had always been interested in outer space, but he did not know much about the planets, or how they moved. However, this

chapter in science explained their ***rotation,*** and how they traveled

around the sun.

In this sentence, the word ***rotation*** means

1. movement.
2. sunshine.
3. solar system.
4. growth.

Affixes Skills Assessment

**Directions**: Answer questions 11-15. Circle the best answer for each question in your test booklet. Transfer your answer choices to your bubble sheet.

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| 11.  ▲1.3.4 | The prefix de- helps the reader understand that the word “decamp” means | |
|  | A. | to make a campsite |
|  | B. | to take a campsite apart |
|  | C. | to make a campsite again |
|  | D. | to improve a campsite |

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| 12.  ▲1.3.4 | Knowing the meaning of the prefix bi- helps the reader know that the word “bifanged” means | |
|  | A. | having broken fangs |
|  | B. | having folded fangs |
|  | C. | having two fangs |
|  | D. | having purchased fangs |

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| 13.  ▲1.3.4 | The prefix co- helps the reader understand that the word “cosign” means | |
|  | A. | sign together |
|  | B. | sign badly |
|  | C. | sign twice |
|  | D. | sign before |

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| 14.  ▲1.3.4 | Knowing the meaning of the suffix –ish helps the reader know that the word “greenish” means | |
|  | A. | very green |
|  | B. | not green |
|  | C. | fear of green |
|  | D. | some what green |

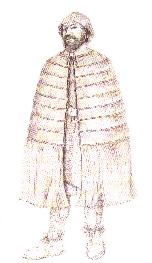
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| 15.  ▲1.3.4 | The suffix –able helps the reader know that the word “drivable” means | |
|  | A. | driven again |
|  | B. | has been driven |
|  | C. | able to be driven |
|  | D. | driven two times |

Comprehension Skills Assessment -- Expository Text

MCj02336740000[1]**Directions**: Read questions 16- 24 first. Then, read the passage and circle the best answer for each question in your test booklet. Transfer your answer choices to your bubble sheet.

**I Want To Hold Your Hand!**

Gloves are an item of clothing that most people take for granted. However, the history of humans and their gloves is long and fascinating. The word *glove* comes from an old English word that means “the palm of the hand.”



**www.york.ac.uk**

**The History of Gloves**

Humans have been wearing gloves since prehistoric times. In the last 6,000 years, humans have made gloves to serve many purposes.

**Prehistoric Humans**

Archeologists1 evidence that humans were wearing gloves long before the pyramids were built. In 1991, hikers in the mountains of Italy discovered the frozen body of a man who lived 5,000 years ago. The 5,000-year-old man was wearing gloves when he died. The gloves he wore looked like leather bags that tied around his wrist. A small slit was cut so that his thumb stuck out. The gloves were stuffed with grass to keep his hands warm.

**Ancient Egypt**

Archaeologists found evidence of gloves in Egyptian tombs that date back 4000 years. Inside the tombs, there are murals2 that show daily life in ancient Egypt. Workers can be seen covering their hands with gloves as they work in the fields.

www.kingtutone.com/clipart4

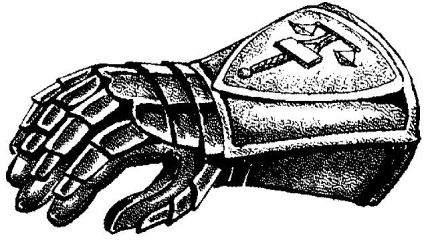
**Ancient Greece**

 In ancient Greece, about 3,000 years ago, people wore gloves to protect their hands when they did hard work. We know this because of decorated pots and murals in ancient Grecian ruins3 that show scenes of daily life in ancient Greece. Ancient Greeks also wore gloves during sports. They used gloves to protect their hands.

**This is a photo of an actor dressed as a Greek soldier.**

**The Middle Ages**

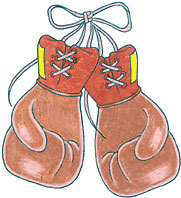
During the days of knights in armor, gloves became fashion items for rich people. They would wear gloves covered with jewels and decorations.

 Women would give one of their gloves to a favorite knight. As the knight went off to war, he would tuck the lady’s glove into his armor. He wore the glove as a token, or symbol, of the lady’s love.

Knights used a glove to start a fight. If a knight wanted to fight, he threw his *gauntlet* down on the ground in front of the other knight. If the other knight picked it up, it meant that he wanted to fight.

**A gauntlet, an armor covered clove, protected a knight’s hands from sword blows.**

**Gloves in Sports**

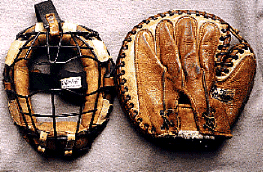
 In addition to using gloves for protection and for decoration, humans have made gloves to their sports equipment.

**Boxing**

Archaeologists found evidence of early boxing gloves in Ethiopia, Africa. They believe that the use of boxing gloves spread to Egypt, a neighboring country. From there, the use of boxing gloves spread to Greece.

The Greeks used boxing gloves for the first Olympic Games in 688 BC. They used heavy leather to wrap around their fists. The leather gloves were designed to protect the hands of the athlete. They needed protection because boxing was a rough sport. A boxing match did not end until one boxer was unconscious or gave up. Punching, kicking, choking, finger breaking were allowed. Only biting and eye gouging4 were illegal in a boxing match.

Ancient Romans used boxing gloves that were like the Greeks’. The Romans studded nails in the leather wrappings. Often the faces of boxers in these contests were **unrecognizable** after a boxing match!

**Baseball**

Baseball, as we know it, was invented in the United States in the 1845. Until the 1870’s, baseball players did not use gloves. No one is sure who got the idea to create a glove to pad the hands of fielders when they caught balls. However, the first players who wore gloves were ridiculed by other players for not being tough. By the 1890’s though, baseball gloves were common and began to look like the ones players use today.



**Hawking**

During the time of knights in armor, a popular sport for kings, queens, and other wealthy people was Hawking. Knights would ride out wearing one very thick and heavy leather glove on one arm. Perched on their arm, was a specially trained hawk. The hawk was trained by his handlers to fly out, catch rabbits, and then bring the rabbit back to the knight. The thick glove was worn to protect the knight from the sharp nails of the hawk.

**An actor with a trained hawk**

Next time you pull on a pair of gloves, you should not take them for granted. Stop a minute and think about the long history humans have with our simple, but important, hand covers.

**Glossary**

1 archaeologist -- person who studies the human remains and buildings of the past

2 mural -- a large painting or carving displayed on a wall or a ceiling

3 ruins -- the tumbled-down remains of a building

4 gouge -- digging a finger into something

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| 16.  1.4.10 | What is the MAIN topic of this passage? | |
|  | A. | how gloves are made |
|  | B. | the history and use of gloves |
|  | C. | the invention of boxing gloves |
|  | D. | how gloves protect hands from injury |

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| 17.  ▲1.4.15 | Which statement from the passage is an opinion? | |
|  | A. | “The hawk was trained by the handler to fly out, catch a rabbit, and bring it back.” |
|  | B. | “The gloves were stuffed with grass to keep his hands warm.” |
|  | C. | “Next time you pull on a pair of gloves, you shouldn’t take them for granted.” |
|  | D. | “The leather gloves were designed to help protect the hands of the boxer.” |

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| 18.  ▲1.4.10 | Based on the passage, what did it mean if a knight threw his *gauntlet* down on the ground in front of you? | |
|  | A. | It was heavy because it was made of iron. |
|  | B. | He wanted to challenge you to a fight. |
|  | C. | He wanted you to pick it up. |
|  | D. | The knight was showing his respect for you. |

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| 19.  ▲1.4.11 | What is the author’s MAIN purpose for writing the passage? | |
|  | A. | to inform the reader about the development of boxing |
|  | B. | to persuade the reader to study the history of gloves |
|  | C. | to describe boxing in ancient Greece |
|  | D. | to inform the reader about the history and use of gloves |

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| 20.  ▲1.4.6 | The section titled **Prehistoric Humans** was written using which text structure? | |
|  | A. | problem and solution |
|  | B. | description |
|  | C. | compare and contrast |
|  | D. | cause and effect |

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| 21. | Which BEST retells the passage? | |
| ▲1.4.9 | A. | Humans have made use of gloves for thousands of years. Gloves have been used to protect our hands, as fashion items, and for sports equipment. Most people never think about the long history we have with gloves. |
|  | B. | Humans have used gloves for sports for thousands of years. Ancient Greeks had gloves for boxing. Baseball players invented gloves to protect their hands. People have used gloves to protect their skin when hawking. |
|  | C. | Prehistoric humans used gloves. Archaeologists know this because they examined the remains of a 5,000 year old man found frozen on a mountain top. The man wore a king of mittens. |
|  | D. | Ancient Greeks used gloves to protect their knuckles when they were boxing. Boxing matches were fierce in 688 BC. The only illegal move was eye gouging or biting. |

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| 22.  ▲1.4.2 | Under which subheading can the reader find information about gauntlets? | |
|  | A. | The Middle Ages |
|  | B. | Prehistoric Humans |
|  | C. | Baseball |
|  | D. | Hawking |

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| 23.  ▲1.4.2 | The word *gauntlet* is printed in italics probably because it is | |
|  | A. | unfamiliar to the reader |
|  | B. | difficult to pronounce |
|  | C. | help the reader know how to spell the word |
|  | D. | written in another language |

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| 24.  ▲1.4.5 | Based on the passage, readers know that | |
|  | A. | baseball players in 1870 did not wear gloves. |
|  | B. | baseball players in 1845 probably had injured hands. |
|  | C. | baseball players in 1845 probably wore gloves. |
|  | D. | baseball players did not wear gloves until 1900. |

Comprehension Skills Assessment Narrative Text

**Directions**: Read questions 25 - 30 first. Then, read the passage and circle the best answer for each question in your test booklet. Transfer your answer choices to your bubble sheet.

**Clever Gretel**

*by The Brothers Grimm*

Long, long ago, before your great-great-great grandfather was born, there lived a rich farmer. The farmer loved to eat the good food he raised on his farm. He was sad, though, because he was a terrible cook. Everything he cooked tasted like mud. So, he hired a girl named Gretel to cook for him.

Gretel was a fantastic cook! Her chickens were cooked perfectly with crispy skin. Her vegetables were always cooked just right—not too crunchy or too mushy. The farmer was completely happy with Gretel as his cook.

Once, late in the day, the farmer came into the kitchen and said, “Gretel, there is a guest coming this evening. Prepare two chickens cooked with your special sauce.” Gretel went into the farmyard, caught two chickens, killed and cleaned them for cooking. As the afternoon turned into evening, Gretel stuck the chickens on a spit to roast over the fire. As the chickens turned on the spit, the flames roasted the chickens to a lovely golden-brown. The chickens were just about ready, but the farmer’s guest had not yet arrived. Gretel called out to the farmer, “If your guest doesn’t get here soon, I will have to take the chicken away from the fire. It will be a terrible waste if they are not eaten when they are perfectly done and at their juiciest.” The farmer said, “You’re quite right. It would be a shame to let the chickens loose their tastiness. I will run over to our guest’s farm and fetch him back here.”

After the farmer left, Gretel took the chickens off the fire so that they would not continue to cook. Then, she said to herself, “Standing and cooking over that hot fire makes me sweaty and thirsty. Who knows when the farmer will be back? Meanwhile, I’ll just run down to the cellar and get a jug of wine to quench my thirst.” She ran down, got the jug and said, “Cheers to you Gretel,” and took a long drink of the wine. The first drink quenched her thirst so well that she took several more glasses.

Finally, Gretel put the chickens back on the fire. She turned the spit and based the chickens until they sizzled. The roasted chickens smelled so good, but Gretel was a very serious cook. She took great pride in her work. Gretel thought, “Ummmm, the chicken smells so heavenly. But, something might be wrong with my recipe. I really should taste this chicken to make sure it’s up to my usual standards.” She ran to the window to see if the farmer and his guest were coming. But, she saw no one, and turned by to her roasting chickens. She peered into the fireplace and said, “One of the wings is burning! I had better take it off and eat it.”” So she cut it off, ate it, and enjoyed it. When she was finished, Gretel looked at the one-winged chicken and thought, “Uh oh, the farmer will notice the missing wing. I guess I better eat the other one to even things out.”

After both wings were eaten, Gretel went to the window to check again to see if the farmer and the guest were coming. At that moment, Gretel said to herself, “Who knows? Perhaps the farmer and his guest are not coming after all.” Then she said, “Well, Gretel, enjoy yourself, one chicken has been cut into, have another drink, and eat the rest of that chicken.” Gretel then ate up the wingless chicken with great relish.

Time passed and still the farmer and his guest had not returned. Gretel looked at the remaining chicken and said, “Surely this chicken is too dried out now to serve to the farmer.” So, Gretel gobbled down the second chicken and followed it up with another drink of the farmer’s wine.

As Gretel was dozing in a rocking chair next to the fire, she was startled to hear the farmer calling, “Hurry up, Gretel, our guest is coming down the road a few minutes behind me!” Gretel jumped up and replied, “Yes, sir, I will soon be ready to serve up your dinner.”

The farmer went into the dining room to check that the table was properly laid. He took the enormous carving knife that he used to carve chickens and began to sharpen it on a stone with a very loud “*Zzzt, zzzt, zzt*” sound.

The guest arrived and knocked politely at the front door. Gretel ran to the door and opened it quietly. When she saw the guest, she put her finger to her lips and whispered, “Shhh, go away quickly. If the farmer catches you, it will be the worse for you. He asked you to dinner, but his plan is to cut off both your ears! Just listen how he is sharpening his carving knife for it!” The guest looked up, terrified, and heard the “*Zzzt, zzzt, zzt*” sound coming through the window of the dining room. The guest turned and ran down the drive as quickly as his legs could carry him.

Gretel turned from the front door and ran into the dining room. She screamed angrily, “Oh, Farmer, you have invited a fine guest!” “Why, Gretel? What do you mean by that,” the farmer asked. “Yes,” said Gretel, “A fine guest who just stole the two chickens that I was getting ready to serve up! The delicious chickens were sitting on a plate ready to bring to both of you. But your guest just grabbed both chickens and ran down the road!”

Sadly, the farmer was not the smartest man on earth. He believed her when Gretel told him that his guest had stolen the chickens. He rubbed his empty belly and moaned, “I am so hungry after my walk. I wish he had left me **just one** of the chickens to eat.” The farmer turned to the window and shouted to the guest, “Stop, Stop! Don’t run away!” The guest pretended not to hear the farmer calling for him to stop. Then the farmer ran out the door and after his guest. Forgetting that he was still holding the carving knife, the farmer ran waving the knife over his head, as he shouted, “Come back! Come back! Just let me have one—**just one**!”

Of course, the farmer meant that the guest should leave him just one of the **chickens**. The guest, however, thought that the farmer was shouting that he wanted just one of the guest’s **ears**! The last Gretel and the farmer saw of the guest was his backside as he vanished over a hill. Gretel returned to her chair by the fire. During the long evening, Gretel sat rocking and giggling quietly about her own cleverness.

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| 25.  ▲1.4.11 | The author’s MAIN purpose for writing the passage is to | |
|  | A. | entertain the reader with a story about a clever cook. |
|  | B. | inform the reader about cooking over a fire. |
|  | C. | entertain the reader with a story about life on the farm. |
|  | D. | to persuade the reader to become a cook. |

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| 26.  ▲2.1.1 | How did Gretel feel when she stood watching the guest running away from the farmhouse? | |
|  | A. | embarrassed |
|  | B. | angry |
|  | C. | smart |
|  | D. | generous |

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| 27.  ▲2.1.1 | Why does Gretel tell the guest that the farmer is planning to cut off his ears? | |
|  | A. | She had to cover up the fact that she ate the chickens. |
|  | B. | She has to protect the guest from the farmer. |
|  | C. | She has always been afraid of the farmer. |
|  | D. | The farmer was planning to cut off his guest’s ears. |

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| 28.  ▲2.1.3 | Which event causes the conflict in the story? | |
|  | A. | Everything the farmer cooks tastes like mud. |
|  | B. | The guest is late so Gretel eats the chickens. |
|  | C. | The farmer has a bad temper. |
|  | D. | The farmer told Gretel not to eat the chickens. |

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| 29.  ▲2.1.3 | Which is the resolution of the story? | |
|  | A. | Gretel meets the guest at the door. |
|  | B. | Gretel giggles to herself in front of the fireplace. |
|  | C. | Gretel and the farmer watch the guest run away. |
|  | D. | Gretel cuts off and eats the second chicken wing. |

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| 30.  ▲1.4.9 | Which is the BEST retelling of the story? | |
|  | A. | A farmer’s food always tastes like mud. He asks a guest to eat dinner with him. But, then chases the guest away and threatens to cut off his ears. |
|  | B. | A farmer hires a cook. The cook is very good, but eats all of his food. The farmer gets mad at his guest for eating the food. |
|  | C. | A cook eats the dinner meant for a farmer and his guest. To avoid trouble, the cook makes the guest believe the farmer wants to cut his ears off. Then, she makes the farmer believe the guest stole the chicken. In the end, no one knows the cook ate the chickens. |
|  | D. | A cook tells a guest that the farmer wants to cut his ears off. The farmer thinks his guest stole his food. The guest runs over a hill and never comes back. |