

# Vocabulary

Ex. glance to the side

- a. slip
- b. follow a shortcut
- c. laugh
- ⇒ d. take a quick look
- e. lean over

1. to crave something
  - a. create
  - b. praise
  - c. desire
  - d. carve
  - e. discover
2. that interior wall
  - a. indented
  - b. inside
  - c. quaint
  - d. inferior
  - e. inspected
3. She seldom visited.
  - a. never
  - b. sincerely
  - c. often
  - d. rarely
  - e. quickly
4. books to classify
  - a. sort into groups
  - b. store
  - c. falsify
  - d. fasten together
  - e. clarify
5. The airport was accessible.
  - a. under attack
  - b. easy to reach
  - c. out of service
  - d. being constructed
  - e. long distance
6. long-lasting commotion
  - a. train ride
  - b. shower
  - c. insect repellent
  - d. disturbance
  - e. choral performance
7. a dreary day
  - a. pretty
  - b. dreamy
  - c. gloomy
  - d. merry
  - e. dreaded
8. the elderly donor
  - a. sheriff
  - b. guide
  - c. shopper
  - d. visitor
  - e. contributor
9. We compiled our recipes.
  - a. tried
  - b. collected
  - c. compressed
  - d. typed
  - e. located
10. a valiant effort
  - a. common
  - b. valuable
  - c. convincing
  - d. brave
  - e. peaceful
11. terminate our agreement
  - a. end
  - b. figure out
  - c. sign
  - d. jot down
  - e. extend
12. a new technique
  - a. laboratory
  - b. transfer
  - c. survey
  - d. territory
  - e. method
13. They felt harassed.
  - a. embarrassed
  - b. tied down
  - c. tormented
  - d. left out
  - e. hoarse
14. the vital information
  - a. visual
  - b. complete
  - c. financial
  - d. serious
  - e. essential

15. He had **perseverance**.  
 a. a quick temper  
 b. suspicion  
 c. lack of character  
 d. persistence  
 e. personality
16. a **whimsical** note  
 a. musical  
 b. flattering  
 c. fanciful  
 d. ransom  
 e. vindictive
17. with no **compensation**  
 a. comparison  
 b. dissatisfaction  
 c. payment  
 d. skill  
 e. animation
18. the **supple** ballerina  
 a. clumsy  
 b. alternate  
 c. powerful  
 d. flexible  
 e. listless
19. They used **guile**.  
 a. deception  
 b. reproach  
 c. rudeness  
 d. guilt  
 e. psychology
20. a **primary** ingredient  
 a. tasty  
 b. promised  
 c. colorful  
 d. main  
 e. preferred
21. a good **portrayal**  
 a. representation  
 b. bargain  
 c. account  
 d. ornament  
 e. portfolio
22. He **resisted**.  
 a. kept going  
 b. relaxed  
 c. answered  
 d. fought back  
 e. retreated
23. the **resplendent** locket  
 a. irreplaceable  
 b. dazzling  
 c. silver-colored  
 d. returnable  
 e. machine-made
24. a poor **imitation**  
 a. imagination  
 b. request  
 c. quality  
 d. copy  
 e. example
25. The result was **tangible**.  
 a. terrible  
 b. confusing  
 c. funny  
 d. foolish  
 e. real
26. an amusing **dialogue**  
 a. conversation  
 b. riddle  
 c. diary  
 d. conclusion  
 e. performance
27. The horse **balked**.  
 a. trotted  
 b. kicked  
 c. went backwards  
 d. refused to move  
 e. grazed
28. **passive** lifestyle  
 a. healthy  
 b. extravagant  
 c. inactive  
 d. passionate  
 e. aggressive
29. filled with **debris**  
 a. trash  
 b. regret  
 c. flowers  
 d. water  
 e. decay
30. They **flaunted** their wealth.  
 a. wasted  
 b. faked  
 c. gambled away  
 d. decreased  
 e. showed off
31. It was a **trifle**.  
 a. tiny amount  
 b. trial  
 c. big bird  
 d. miracle  
 e. great height
32. **broach** the theory  
 a. support  
 b. bring up  
 c. practice using  
 d. experiment with  
 e. disprove

33. the indifferent landlord

- a. feared
- b. unusual
- c. innocent
- d. unconcerned
- e. displeased

34. with humility

- a. wit
- b. moisture
- c. anger
- d. pride
- e. modesty

35. His parents condone it.

- a. discuss
- b. excuse
- c. argue with
- d. denounce
- e. donate to

36. compulsory exercises

- a. complicated
- b. boring
- c. spontaneous
- d. required
- e. impossible

37. render services

- a. demand
- b. give
- c. grade
- d. return
- e. hire

38. The child was petrified.

- a. very cold
- b. mellow
- c. terribly afraid
- d. not qualified
- e. positive

39. The movie enthralled us.

- a. altered
- b. frightened
- c. purposely deceived
- d. fascinated
- e. completely informed

40. the need for temperance

- a. warmth
- b. assistance
- c. restraint
- d. sunshine
- e. outrage

# Sentence Comprehension

Ex. Unfortunately, the explorer's desire to travel around the world in a balloon was \_\_\_\_\_.

- a. apparent
- b. fulfilled
- c. elated
- d. proud
- ➔ e. frustrated

1. When Steve drove over the nail, his tire quickly \_\_\_\_\_ .
  - a. digested
  - b. evacuated
  - c. deflated
  - d. vaccinated
  - e. related
2. Her coach was surprised to learn that, in spite of her lack of playing experience, she was so versatile that she could do \_\_\_\_\_ .
  - a. little
  - b. anything
  - c. poetry
  - d. nothing
  - e. work
3. We were \_\_\_\_\_ because of the huge, growling dog.
  - a. wary
  - b. jealous
  - c. danger
  - d. glorious
  - e. serious
4. During the campaign, the \_\_\_\_\_ made promises to improve the government.
  - a. nomination
  - b. navigator
  - c. typhoon
  - d. politician
  - e. pioneer
5. The company was ahead of its time in \_\_\_\_\_ a day-care program for the children of its employees.
  - a. suspecting
  - b. instituting
  - c. reciting
  - d. deciding
  - e. playing
6. Although he practiced \_\_\_\_\_ , he never became an excellent player.
  - a. rarely
  - b. leisurely
  - c. carelessly
  - d. routinely
  - e. cautiously
7. The soldier used a shield to \_\_\_\_\_ the arrows.
  - a. sharpen
  - b. elect
  - c. deflect
  - d. poison
  - e. launch
8. After her lost child was found, the distraught mother thanked everyone, hugged the child, and then, understandably, began \_\_\_\_\_ .
  - a. weeping
  - b. eating
  - c. searching
  - d. joking
  - e. playing
9. He wrote a \_\_\_\_\_ about the famous explorer and her real-life experiences.
  - a. dictionary
  - b. signature
  - c. traveling
  - d. geography
  - e. biography

10. The fire began to \_\_\_\_\_, and smoke soon filled the room.
- smolder
  - retreat
  - matches
  - shriek
  - pretend
11. Julie said, "The decision should be \_\_\_\_\_, so we all have to agree."
- suspicious
  - unanimous
  - numerous
  - continual
  - sympathetic
12. Because she planned to refuse his invitation to the concert, she tried to \_\_\_\_\_ him from buying the tickets.
- simulate
  - fidelity
  - celebrate
  - dissuade
  - announce
13. Don't \_\_\_\_\_ the officers until you are certain where they are supposed to go.
- salvage
  - indulge
  - dispatch
  - swindle
  - distort
14. Although his extensive wardrobe made him seem \_\_\_\_\_, he was really quite thrifty.
- expensive
  - liberal
  - petty
  - extraordinary
  - extravagant
15. I think Joe is an \_\_\_\_\_ person because he always works very hard.
- unruly
  - explosive
  - industrious
  - imaginary
  - indifferent
16. The \_\_\_\_\_ kept the bandage in place.
- information
  - adhesive
  - nozzle
  - embroidery
  - injury
17. Upon waking from a sound sleep, the groggy teen moved \_\_\_\_\_ as he got ready for school.
- sluggishly
  - speedily
  - sideways
  - decidedly
  - inwardly
18. The castle with its thick, high walls was a strong \_\_\_\_\_ against invading armies.
- military
  - fortress
  - capitol
  - emperor
  - canal
19. For excellent work in her math and science classes, Lauren received an \_\_\_\_\_ award.
- artistic
  - athletic
  - ignorant
  - academic
  - accomplish

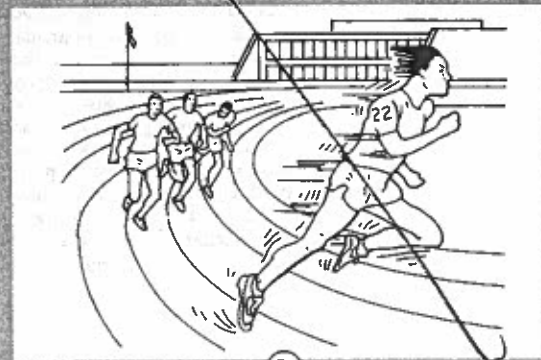


# Listening Comprehension

Ex.



I.



# Passage Comprehension



The potato chip was invented by accident. Many years ago, a restaurant cook in Saratoga Springs, New York, served thick, french-fried potatoes as his specialty. One day a diner complained that the potatoes were too thick. The cook, George Crum, became angry and sliced the potatoes very thin. He fried them in hot oil and sent them back to the diner. This time, the diner liked them. Potato chips had been created!

1. Who invented the potato chip?
  - a. a fast food chain
  - b. no one knows for sure
  - c. a specialty company
  - ⇒ d. a cook
2. Why was the cook angry?
  - ⇒ a. the diner complained about his specialty
  - b. the potatoes were too thin
  - c. the oil was too hot
  - d. he had an accident

"There it is! There it is!" The words were shouted, sometimes whispered, in a multitude of languages as immigrants crowded the rails of the vessel. In front of them, growing larger as the ship steamed closer, was that great symbol of freedom, the Statue of Liberty. Their sea voyage was over. Their voyage to the future lay ahead in America.

People came to America for a variety of reasons—some to avoid starvation and poverty, some to find work in the many factories and industries springing up all over America, some to escape religious persecution. Most immigrants, however, simply believed that their lives would be improved.

Before they could begin their voyage into the future, most immigrants had to stop at Ellis Island. This island was often called the Gateway to America and, sometimes, the Island of Tears. Here, government officials decided which immigrants could remain and which ones would be deported.

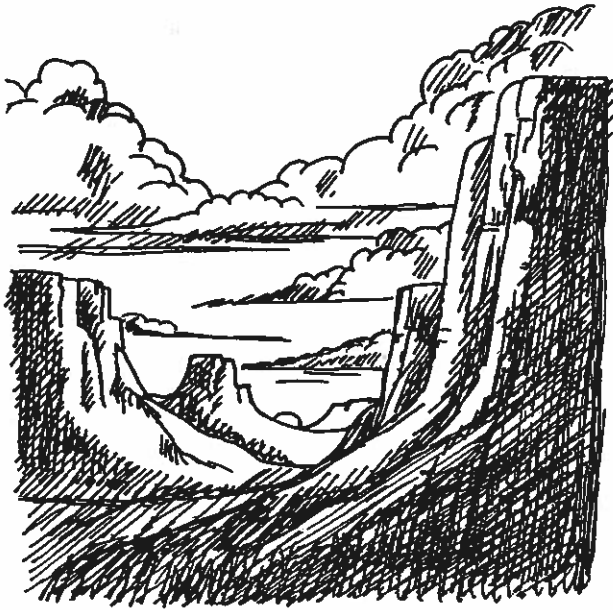
Immigrants had to pass several inspections. The first was a medical examination performed by a doctor. Those who passed the exam moved on to answer a long list of questions: What is your name? Why did you come? How old are you? Are you married? If government inspectors decided that a person was healthy and could work, that person was allowed to enter the United States.

Sometimes one member of a family failed the inspection, and the family had to decide whether to return home together or to separate. For these people, Ellis Island became the Island of Tears.

About fifteen million immigrants were processed through Ellis Island between 1892 and its closing in 1954. Almost half the citizens living in the United States today are descendants of immigrants whose first stop in America was Ellis Island.

1. How did immigrants probably feel when they saw the Statue of Liberty?
  - a. worried
  - b. excited
  - c. angry
  - d. confused
2. What was the main reason that most immigrants came to the United States?
  - a. for new friends
  - b. for better jobs
  - c. for religious freedom
  - d. for a better life
3. Where would people who had failed the inspection go?
  - a. to a special office in New York
  - b. to work in a factory
  - c. back to the country they had come from
  - d. to the Statue of Liberty
4. Why was the island sometimes called the Island of Tears?
  - a. It was a sad place to visit.
  - b. The buildings were dreary.
  - c. The officials were unfriendly and cruel.
  - d. Some people were told they could not stay.
5. Why do you think someone might go to Ellis Island today?
  - a. to visit a historical landmark
  - b. to protest environmental laws
  - c. to restore the inspections
  - d. to be processed for immigration





### Song of the Sky Loom

O our Mother the Earth, O our Father the Sky,  
Your children are we, and with tired backs  
We bring you the gifts that you love.  
Then weave for us a garment of brightness;  
May the warp be the white light of morning,  
May the weft be the red light of evening,  
May the fringes be the falling rain,  
May the border be the standing rainbow.  
Thus weave for us a garment of brightness  
That we may walk fittingly where birds sing,  
That we may walk fittingly where grass is green,  
O our Mother the Earth, O our Father the Sky!

*A traditional Pueblo poem*

6. What is described throughout the poem?
- the children's tiredness
  - the Earth and Sky's anger
  - the gifts the children brought
  - the beauty of nature

7. What words in the poem describe the light?
- warp and green
  - bright and green
  - red and white
  - fringes and falling
8. How do the words "loom," "garment," "warp," and "weft" go together?
- They are all words that tell about walking.
  - They each describe something about weaving.
  - They are actions the writer wants Earth and Sky to do.
  - They are words that explain how tired the children are.
9. Who are "your children" in line 2?
- Pueblo youth
  - next year's crops
  - all Pueblo people
  - birds and animals
10. What is the writer requesting in the poem?
- good weather
  - something to wear
  - green grass
  - a chance to rest

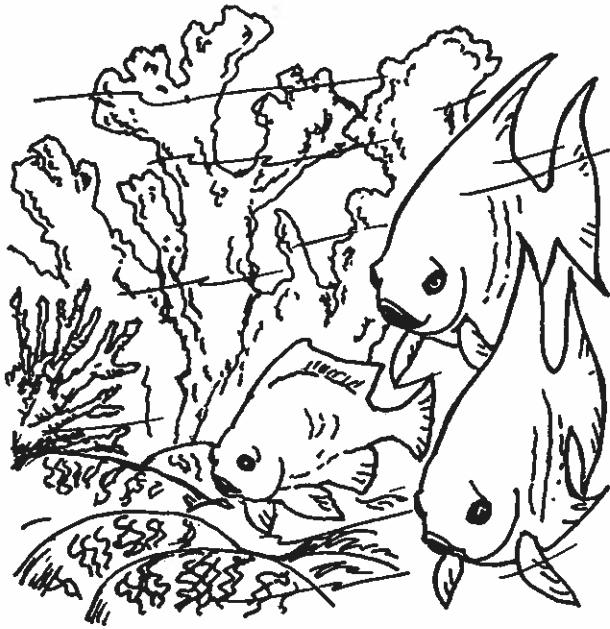
As you snuggle into bed at night and pull the covers up around you, do you ever wonder why you sleep? Scientists around the world ask that same question as they try to solve one of the body's greatest mysteries: the reason for sleep. No one really knows how or why we sleep. Sleep is innate—no one needs to teach you how to do it. Your brain tells your body exactly what to do.

As a person falls deeply into sleep, the brain sends out slower but larger brain waves. These waves occur during the first two hours of sleep. During slow-wave sleep, mental activity slows down. However, periods of small, fast waves (similar to the brain waves of an awake person) occur three to five times during an average eight-hour sleep cycle. During these periods, a sleeper's eyes move rapidly back and forth, as if watching a movie. This period of "active" sleep is called dream sleep or REM (Rapid Eye Movement) sleep. A REM period can last from five to thirty minutes. Sleepers who are awakened during REM sleep usually recall the details of their dreams.

Scientists know that sleep is essential for the body. Slow-wave sleep helps build protein and restore the brain's control over the body systems. REM sleep helps maintain learning and reasoning. People require both slow-wave and REM sleep. Extra sleep of one kind does not make up for lack of the other. People who don't sleep lose energy, become short-tempered, and have trouble concentrating. People who go without sleep for more than three days will have great difficulty thinking, seeing, and hearing clearly.

11. What is the main purpose of this story?
- to persuade readers that they need more sleep
  - to tell readers about the effects of sleeplessness
  - to solve the mystery of why we need to sleep
  - to describe the stages of sleep and their importance

12. What is REM sleep?
- a period of small, fast brain waves
  - a period of large, slow-wave sleep
  - interrupted sleep
  - sleep without dreams
13. What happens to a sleeper who is awakened during REM sleep?
- The person has trouble concentrating the next day.
  - The person falls back asleep instantly.
  - The person recalls the details of his or her dreams.
  - The person has difficulty seeing clearly.
14. Based on what you learned in the story, which of the following could be the result of having too little sleep?
- craving certain foods
  - fighting with your friends
  - running a race
  - writing a composition
15. According to the story, which of these statements is true?
- People can experience long periods of no sleep without any problems.
  - REM periods last for about two hours at a time.
  - Scientists have finally discovered why we sleep.
  - Sleep is critical to both physical and mental health.



I wasn't thrilled about going snorkeling in the ocean. First of all, I'm not a great swimmer. Plus, I hate deep water—especially if it has things with teeth and stingers living in it. And, I knew I'd get stuck having to help my pesky little brother. So you can understand why I was cranky that morning as my family headed out to the coral reef.

The guide's reassurance that the water there was "only 17 feet deep" wasn't helping. The guide showed us how to adjust our goggles so they were watertight. We also learned the proper way to breathe through the curved snorkel tube. I was still nervous, though, when we hopped into the water. I spent a few minutes paddling around (and only got one mouthful of salty water). Saltwater buoys you up, so it's easy to stay afloat. I soon found that I could keep my face underwater for minutes at a time.

There was so much to see I didn't even want to blink! The delicate coral shapes were filled with an underwater community. Tropical fish in brilliant blues, greens, and reds darted everywhere. Stingrays and sea urchins and a hundred other forms of life went about their business.

16. What is the writer's attitude toward the ocean at the beginning of the story?
  - a. thrilled
  - b. bored
  - c. scared
  - d. pleased
  
17. By the end of the story, how does the writer feel about snorkeling?
  - a. scared because the water is full of creatures
  - b. panicked because she gets water in her eyes and can't blink
  - c. comfortable because the water is only 17 feet deep
  - d. fascinated because she feels safe and there is so much to see
  
18. According to the story, why can snorkelers keep their faces underwater for long periods of time?
  - a. They are trained to hold their breath.
  - b. They can breathe through a special curved tube.
  - c. They wear oxygen tanks.
  - d. There is oxygen in the water.
  
19. What does the writer discover about the coral reef?
  - a. The reef is a barren wasteland of environmental pollution.
  - b. The reef is a smooth, sandy surface of serene beauty.
  - c. The reef is a dangerous site filled with pesky urchins.
  - d. The reef is a bustling community of underwater life.
  
20. What is the best title for this story?
  - a. Snorkeling Made Me a Believer
  - b. My Boring Family Vacation
  - c. Stingrays Are Busy Creatures
  - d. The Scientific Qualities of Saltwater

What we call the "lead" pencil has a long history. The ancient Greeks and Romans used small lead disks for drawing on papyrus, an early kind of paper. Centuries ago, artists in Germany and other parts of Europe drew with metal rods of lead, silver, and zinc. But that changed in 1564 when miners in England discovered graphite.

Soon, Europeans were writing with graphite. They liked the rich, dark lines the soft marking stones made. But they did not like the way the stones blackened the writer's hands. Eventually, writers figured out a way to keep their hands clean. They wrapped each graphite stone with string and then unwound the string as the writing point wore down. The pencil was born!

21. What does the story tell you about the lead in many modern pencils?
- It is blended with other metals.
  - It is not really lead.
  - It was first used in Greece and Rome.
  - It is not very soft.
22. Which of the following questions does the passage answer?
- What type of paper was used long ago by artists in Germany?
  - When did Europeans begin using string on their graphite stones?
  - What shape were ancient writing instruments?
  - When did miners in England discover zinc?

23. What was the purpose of wrapping the stones with string?
- to keep the soft graphite from breaking into pieces
  - to allow people to press hard to darken the graphite line
  - to make the pencils more like those the Germans had used
  - to cover the graphite and keep people's hands clean
24. When and where was the writing stone that is used in the modern pencil discovered?
- hundreds of years ago in England
  - hundreds of years ago in Greece or Rome
  - thousands of years ago in Germany
  - thousands of years ago in Europe
25. What would be a good title for this story?
- The History of Writing
  - How Pencils Came to Be
  - Graphite Meets Papyrus
  - The Many Uses of Graphite

In the early 1700s, most people in Europe lived on farms. Families were largely self-sufficient. They raised their own food, gathered their own fuel to heat their homes, and even made their own cloth. Women and children spun wool for thread, and men wove it into material for clothes.

All of this changed during a period in history known as the Industrial Revolution. The Industrial Revolution lasted from about 1750 to 1850. During this time there was an explosion of inventions and economic changes that eventually would transform the world.

Machinery revolutionized the way many people lived their lives. Spinning machines and great looms meant that factories could mass-produce cloth and sell it. Steam power was harnessed, and newer, stronger metals were produced. Improved plows and livestock breeding made farming more productive. Better bridges could be built, and railroads came into being. Trains and better roads made travel easier and quicker for the ordinary person. Raw materials and manufactured goods could be moved more efficiently, too.

Farm workers moved to the cities to work in the new factories, raising the population of the cities. At the same time, overcrowded and cheap housing for the factory workers led to unhealthy, unsafe living conditions. Children as young as five years old worked 12 to 15 hours a day in underground mines or windowless factories.

26. If you had lived during the Industrial Revolution, which of the following would you most likely have done?
- lived on a farm
  - worn clothing made from hand-woven cloth
  - eaten food raised by your own family
  - worked in a factory for 12 to 15 hours a day

27. What was one result of the Industrial Revolution?
- The number of people farming increased.
  - Cloth was easier to make at home.
  - People moved to the cities to work.
  - Life became easier for children.
28. What is the main point of this story?
- During the Industrial Revolution, people had to work hard.
  - The Industrial Revolution was a time of great change in Europe.
  - Before the Industrial Revolution, most people lived on farms.
  - The Industrial Revolution improved the process of making cloth.
29. Which conclusion can you draw from the facts in this story?
- Children benefited in many ways during the Industrial Revolution.
  - Railroads existed long before the Industrial Revolution.
  - Machines made it possible to mass-produce many types of items in factories.
  - The Industrial Revolution caused only positive changes.
30. Where did many of the factory workers live?
- in poorly constructed, filthy buildings
  - in brand-new apartments that had a good view of the city
  - on farms just outside of the cities
  - right inside the factories



Level

- 4
- 5
- 6
- M
- H
- A

# GRADE

Group Reading Assessment  
and Diagnostic Evaluation

Form

- A
- B

## Vocabulary

- 1  a  b  c  d  e
- 2  a  b  c  d  e
- 3  a  b  c  d  e
- 4  a  b  c  d  e
- 5  a  b  c  d  e
- 6  a  b  c  d  e
- 7  a  b  c  d  e
- 8  a  b  c  d  e
- 9  a  b  c  d  e
- 10  a  b  c  d  e
- 11  a  b  c  d  e
- 12  a  b  c  d  e
- 13  a  b  c  d  e
- 14  a  b  c  d  e
- 15  a  b  c  d  e
- 16  a  b  c  d  e
- 17  a  b  c  d  e
- 18  a  b  c  d  e
- 19  a  b  c  d  e
- 20  a  b  c  d  e
- 21  a  b  c  d  e
- 22  a  b  c  d  e
- 23  a  b  c  d  e
- 24  a  b  c  d  e
- 25  a  b  c  d  e

- 26  a  b  c  d  e
- 27  a  b  c  d  e
- 28  a  b  c  d  e
- 29  a  b  c  d  e
- 30  a  b  c  d  e
- 31  a  b  c  d  e
- 32  a  b  c  d  e
- 33  a  b  c  d  e
- 34  a  b  c  d  e
- 35  a  b  c  d  e

Levels 4, 5, and 6:  
Go to Sentence Comprehension.  
Items 36-40 are for Levels M, H,  
and A only.

- 36  a  b  c  d  e
- 37  a  b  c  d  e
- 38  a  b  c  d  e
- 39  a  b  c  d  e
- 40  a  b  c  d  e

## Sentence Comprehension

- 1  a  b  c  d  e
- 2  a  b  c  d  e
- 3  a  b  c  d  e
- 4  a  b  c  d  e
- 5  a  b  c  d  e
- 6  a  b  c  d  e
- 7  a  b  c  d  e
- 8  a  b  c  d  e
- 9  a  b  c  d  e
- 10  a  b  c  d  e
- 11  a  b  c  d  e
- 12  a  b  c  d  e
- 13  a  b  c  d  e
- 14  a  b  c  d  e
- 15  a  b  c  d  e
- 16  a  b  c  d  e
- 17  a  b  c  d  e
- 18  a  b  c  d  e
- 19  a  b  c  d  e



If time remains, you  
may check your answers.

## Listening Comprehension

- 1  a  b  c  d
- 2  a  b  c  d
- 3  a  b  c  d
- 4  a  b  c  d
- 5  a  b  c  d
- 6  a  b  c  d
- 7  a  b  c  d
- 8  a  b  c  d
- 9  a  b  c  d
- 10  a  b  c  d
- 11  a  b  c  d
- 12  a  b  c  d
- 13  a  b  c  d
- 14  a  b  c  d
- 15  a  b  c  d
- 16  a  b  c  d
- 17  a  b  c  d

## Passage Comprehension

- 1  a  b  c  d
- 2  a  b  c  d
- 3  a  b  c  d
- 4  a  b  c  d
- 5  a  b  c  d
- 6  a  b  c  d
- 7  a  b  c  d
- 8  a  b  c  d
- 9  a  b  c  d
- 10  a  b  c  d
- 11  a  b  c  d
- 12  a  b  c  d
- 13  a  b  c  d
- 14  a  b  c  d
- 15  a  b  c  d
- 16  a  b  c  d
- 17  a  b  c  d
- 18  a  b  c  d
- 19  a  b  c  d
- 20  a  b  c  d

- 21  a  b  c  d
- 22  a  b  c  d
- 23  a  b  c  d
- 24  a  b  c  d
- 25  a  b  c  d

- 26  a  b  c  d
- 27  a  b  c  d
- 28  a  b  c  d

Level 4: Stop here.

- 29  a  b  c  d
- 30  a  b  c  d



If time remains, you  
may check your answers.