The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for primary language-arts.
PRIMARY LANGUAGE ARTS

BEHAVIORAL OBJECTIVES AND TEST ITEMS

EVALUATION FOR INDIVIDUALIZED INSTRUCTION

A Title III ESEA project

Administered by

Downers Grove, Illinois

School District 59

1972 EDITION.

Institute for Educational Research
1400 West Maple Avenue
Downers Grove, Illinois 60515

Phone: 312-571-2340


Primary

Intermediate

Junior High

High School

X
PRIMARY LANGUAGE ARTS

Behavioral Objectives and Test Items

by Dr. Marcus Lieberman, Director
Dr. lei Brown, Project Associate
Mr. William Neibling, Project Associate
Mrs. Linda Swanson, Project Associate

Evaluation for Individualized Instruction Project
AN ESEA TITLE III PROJECT
Administered

by
Downers Grove Public School District 89
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BACKGROUND

The Evaluation for Individualized Instruction Project, an ESEA Title III project administered by the Downers Grove, Illinois, School District 98, has developed an Objective-Item Bank covering sixteen sectors of four subject areas in each of four grade levels.

<table>
<thead>
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Near 5000 behavioral objectives and over 27,000 test items based on these objectives were recently published as the culmination of this three-year project. The complete output of seventeen volumes totals over 4500 pages. These publications have been reproduced by the Institute for Educational Research to make them available at cost to teachers and administrators.

The objectives and items were written by over 300 elementary and secondary teachers, representing forty Chicago suburban school districts, who participated in workshops of three to nine weeks duration throughout the project. In these workshops they learned to write effective behavioral objectives and test items based on the objectives. The results of their work were edited for content and measurement quality to compile the largest pool of objectives and test items ever assembled.

PRINCIPLES AND MERITS

Unfortunately, the Objective-Item Bank is often viewed mainly as a source of test items. Although this is an important function, its greatest potential lies not in the availability of a multitude of test items, but rather in the ability of these items to measure carefully selected educational goals.

The almost frenetic search for test items on the part of some educators has been spurred by the current emphasis on measurement. Some educators have become so enamored with measurement that they seem more interested in obtaining a numerical index than examining what they are really trying to measure. Further, it is
not unusual for teachers to speak about a child obtaining a score of 95% on a particular test. Frequently, they encounter considerable difficulty in interpreting the real meaning of a score and are content to just accept its numerical value. A much more important question would seem to be: What are our goals of measurement? Unless we can answer this question precisely, the only real purpose that testing serves is to gather data concerning pupils to facilitate the marking of report cards. This is not to say that this function is not legitimate— it is rather to say that such a view of measurement is much too constraining. The goal of measurement should be to provide feedback both to the teacher and the child regarding the success or failure of the learning experiences in realizing specifically stated objectives.

One of the main strengths of the EII Objective and Item Bank is that all the items are directly tied to specifically stated objectives. Each group of items is designed to measure a specific objective and therefore provides the means whereby the teacher can obtain feedback on the success of the educational program.

It is disheartening to observe so many districts attacking the complex problem of curriculum development independently. One cannot help reflecting on the mammoth duplication of efforts involved. The Objective-Item Bank offers a possible alternative to this duplication. Utilizing its resources, the curriculum committee is provided with some point of departure. The efforts of three-hundred teachers participating in the Evaluation Project's workshops and the thoughts of forty districts can be evaluated and utilized. This is not to suggest that any set of objectives should be viewed as the "answer" to an individual district's curricular problem but rather the efforts of others offer a convenient point of departure and may serve to stimulate diverse opinions about the direction of curricular thrust within the individual district. The words of Sir Isaac Newton seem appropriate; "If I have seen further, it is by standing upon the shoulder of giants." The efforts of others, whether we consider them giant-like or pygmyish, do offer a threshold to view the immense, complicated problem of curricular development in better perspective.

The title of an article in a recent educational journal, "If You're Not Sure Where You're Going, You're Liable to End up Someplace Else," succinctly describes a continuing dilemma in our educational system. The vagueness of our goals often promotes the idea that "anything goes." Without a guiding beacon many classrooms become activity-centered rather than goal-oriented. One educator recently compared the all-too-typical classroom with Henry Ford's observation concerning history. He defined history as, "One damned thing after another." Is this true of the succession of activities within our classrooms? Does the teacher really know the educational purpose of each activity? Perhaps, even more importantly, do the children know the purpose?

The Objective-Item Bank offers a mechanism to assist teachers in stating more specifically the goals of their instructional program and further provides the means to determine the extent to which the objectives are accomplished. The specification of goals assists the teacher in discovering whether favored activities advance learning, or are merely time fillers; whether they get the "materials" across, or are merely perfunctory exercises.
Much discussion has been devoted to the topic of, "why individualized instruction?" and occasionally some dialogue has even centered on the "how." But an even more basic question is one that is often ignored: "Individualize what?"

Many school districts mention their individualized programs in reading or mathematics. What is individualized within these programs? Are certain skills definitely identified? Is the practice of pretesting to determine the child's level of proficiency when he enters the program a guideline?

The Objective-Item Bank has two potential contributions to make to all school districts embarking on or presently engaged in individualized instruction programs. These contributions are: 1. A group of well-specified objectives which could form the "what" of the program. 2. A set of items designed to provide information on the degree of mastery of the objective.

APPLICATIONS AND TECHNIQUES

The versatility of the Objective-Item Bank is evident in the value and usability by both teachers and administrators.

To the Administration the Objective-Item Bank:

1. Provides an initial starting point for curriculum development. The existence of many objectives avoids the necessity of each district duplicating the efforts of another. The task of the curriculum committee becomes one of selecting and/or rejecting objectives from the Objective-Item Bank and then supplementing them with objectives developed at the local level. Past participants of the Evaluation Project workshops would be valuable resource people in this endeavor.

2. Provides the instrumentation for program evaluation. The selection of items from those objectives representative of the main emphases of the local district provides the framework for the evaluation of the stated goals.

To the Teacher the Objective-Item Bank:

1. Provides the pooling of talent and imagination of teachers of varied experience and interests, thus avoiding the present duplication of effort.

2. Provides resources for more highly sensitized program evaluation instead of a battery of standardized tests. Since the objectives are tailored to the program, the associated test items can be used to determine precisely the efficacy of the instructional materials.

3. Provides the means whereby the teacher can become more acutely aware of that which he is seeking to have occur in his classroom and that which he will accept as evidence of its occurrence. Hopefully, as teachers become more aware of their goals, they will share these
objectively with children and let the pupils become acutely aware of that which is expected of them, ergo allowing them to seek their own modality of instruction for the realization of the stated goals.

4. Provides the nucleus of an individualized instruction program.
   a. It provides for more precise curriculum planning by differentiating those goals specific to each grade and even to each student. With the bank at their disposal, teachers are encouraged to become aware of their responsibilities in developing a set of basic objectives which every child must attain and a further set which can be pursued according to the students' abilities and interests.

   b. It provides several items per objective, some of which may be used as a pre-test to discover whether a student should undertake that objective while the remainder may be employed to measure the mastery of those students who do tackle the objective.

NOTES

Several of the volumes have been reproduced from punched cards by the IBM 407, a machine which does not print all characters exactly as they appear on a typewriter. Thus:

% is actually (  
Z is actually )
0 is actually ? or !

Apostrophes cannot be printed.

The number immediately after the statement of each objective represents the number of items measuring attainment of that objective.

Information on the EII publications or purchase requests can be directed to:

INSTITUTE FOR EDUCATIONAL RESEARCH
1400 West Maple Avenue
Downers Grove, Illinois 60515
THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF SINGULAR AND PLURAL FORMS OF KNOWN Nouns AND VERBS BY CHOOSING THE CORRECT FORM IN A GIVEN SENTENCE.

DIRECTIONS - CHOOSE THE CORRECT FORM OF THE WORD TO COMPLETE THE SENTENCE.

MOTHER SAID, "________ HERE, DICK."
*A. COME
B. COMES

DICK _______ THE MAN.
A. SEE
B. SEES

THEY HAVE MORE THAN ONE ________
*A. BOOK
B. BOOKS

"THOSE ________ ARE RED," SAID DAN.
*A. CARS
B. CAR

SALLY _______ ROPE EVERY DAY.
A. JUMP
B. JUMPS

I WOULD _______ TO HAVE THAT GAME.
*A. LIKE
B. LIKES

"THIS SCHOOL HAS MANY ________
*A. BALLS
B. BALL

I _______ TO SCHOOL IN THE MORNING.
*A. WALKS
B. WALK

SALLY AND DICK _______ TO SCHOOL EACH DAY.
*A. WALKS
B. WALK

TOM _______ HOME FROM SCHOOL.
*A. WALKS
B. WALK

I _______ TO GO TO THE ZOO.
*A. LIKE
DO YOU LIKE TO PLAY?
*A. GAME
*B. GAMES

THAT IS FUN TO PLAY.
*A. GAMES
*B. GAME

TIM AND PEG __________ THE BUS.
*A. RIDE
*B. RIDES

JACK __________ HIS BIKE IN HIS YARD.
*A. RIDES
*B. RIDE

MOM CAN ________ A GOOD CAKE.
*A. MAKES
*B. MAKE

SHE __________ TO THE STORE FOR CANDY.
*A. GO
*B. GOES

PATTY AND PEGGY CAN ________ TO THE SHOW.
*A. GO
*B. GOES

ALL BOYS HAVE TWO _________
*A. LEG
*B. LEGS

ARE FUN TO PLAY WITH.
*A. DOG
*B. DOGS

PAUL GOES ________ FOR LUNCH.
*A. HOME
*B. HOMES

_______ IN THE BOX AND SEE THE NEW TOY.
*A. LOOK
*B. LOOKS

JOHN ________ IN THE BOX NOW.
*A. LOOK
*B. LOOKS

I LIKE TO SLEEP IN MY ________ AT NIGHT.
*A. BED
*B. BEDS

_______ ARE FOR WORK AND PLAY.
*A. MORNING
*B. MORNINGS

HERE ________ DADDY DOWN THE STREET.
*A. COMES
THE FIREMAN SAID TO ______ AT THE CORNER.
* A. STOP
 B. STOPS

BOB ______ OUTSIDE AFTER DINNER.
* A. PLAY
 B. PLAYS

THEY ______ DO THE WORK NOW.
* A. CAN
 B. CAN

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF NOUNS PERSON, PLACE, OR THING, BY CHOOSING THE NOUN FROM A GIVEN LIST OF WORDS.

DIRECTIONS - CHOOSE THE LETTER OF THE WORD THAT IS A NOUN.

* A. DOG
 B. RAP
 C. FUNKY

* A. SWIMMER
 B. GOOD
 C. LOUD

* A. MAND
 B. HAPPY
 C. GLADLY

* A. SCHOOL
 B. STORED
 C. EAT

* A. DEEP
 B. BOAT
 C. WATCHING

* A. WHISTLING
 B. HAIRY
 C. PAPER

* A. READ
 B. PENCIL
 C. SAD

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE TERM "DETERMINER" BY CHOOSING THE SENTENCE HAVING A DETERMINER IN THE SUBJEST.

DIRECTIONS -- CHOOSE THE LETTER IN FRONT OF THE SENTENCE THAT HAS A DETERMINER IN THE SUBJECT.
A. Jeff got a new baseball glove.
B. Karen wanted a white kitten.
C. The boy broke his airplane.
D. Bill and Bob flew their kites.

A. Apples grow on trees.
B. Grapes grow on vines.
C. Potatoes grow underground.
D. The corn grows on a stalk.

Given a sentence, the student will demonstrate his knowledge of the kinds of nouns by identifying the kind of noun used as the subject in the sentence.

Choose the kind of noun that is used as the subject in each sentence below.

The books were on the shelf.
A. A personal pronoun
B. A proper noun
C. A determiner plus a common noun
D. A common noun by itself

He saw them in the movie.
A. A personal pronoun
B. A proper noun
C. A determiner plus a common noun
D. A common noun by itself

It helps the ice melt.
A. A personal pronoun
B. A proper noun
C. A determiner plus a common noun
D. A common noun by itself

Rain makes flowers grow.
A. A personal pronoun
B. A proper noun
C. A determiner plus a common noun
D. A common noun by itself

Mary called her friend every day.
A. A personal pronoun
B. A proper noun
C. A determiner plus a common noun
D. A common noun by itself

Shepherds watch sheep in the meadow.
A. A personal pronoun
B. A proper noun
C. A determiner plus common noun
D. A common noun by itself
THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE RULE FOR THE FORMATION OF NOUN PLURALS FOR NOUNS ENDING IN *CH* OR *ICH* BY CHOOSING THE LIST OF WORDS TO WHICH *ES* MUST BE ADDED TO MAKE THE PLURALS.  

CHOOSE THE GROUP OF WORDS TO WHICH *ES* MUST BE ADDED TO FORM THE PLURAL FOR EACH WORD IN THE GROUP:

  A. STRETCH, JUMP, SLIDE
  B. PINCH, HURT, PUNCH
  C. HATCH, REACH, PATCH

THE STUDENT WILL UNDERSTAND THE RULE FOR PLURAL FORMATION OF WORDS ENDING IN *S*, *X*, *CH*, AND *SH* BY CHOOSING THE ONE WORD IN FOUR TO WHICH THE RULE APPLIES.

CHOOSE THE WORD BELOW THAT NEEDS AN *ES* ENDING TO BE PLURAL:

  A. TOY
  B. BABY
  C. PUP
  D. CIRCUS
  E. BUGGY
  F. BANK
  G. FOX
  H. SHEEP
  I. CAR
  J. DISH
  K. COW
  L. CITY
  M. FOUR
  N. DAY
  O. WATCH
  P. WIN
  Q. BOY
  R. DRESS
  S. STORY
  T. BABY

THE STUDENT WILL UNDERSTAND THE RULE FOR PLURAL FORMATION OF WORDS ENDING WITH A VOWEL BEFORE THE *Y* BY CHOOSING THE ONE WORD IN FOUR TO WHICH THE RULE APPLIES.

CHOOSE THE WORD THAT NEEDS AN *S* ENDING TO BE PLURAL:

  A. BABY
  B. PENNY
  C. STORY
  D. DONKEY
  E. LADY
THE STUDENT WILL RECOGNIZE SINGULAR AND PLURAL WORD FORMS WHEN PRESENTED A GIVEN SET OF WORDS BY LISTING EACH WORD UNDER THE CORRECT HEADING OF SINGULAR OR PLURAL. **1**

TEACHER TELLS CHILD-- LOOK AT THE LIST OF WORDS. EACH WORD IS EITHER SINGULAR--MEANING ONE, OR PLURAL--MEANING MORE THAN ONE. NOW LOOK AT THE FIRST WORD. DOES THE WORD MEAN ONE OR MORE THAN ONE? CHOOSE THE CORRECT MEANING.

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<th>Plural</th>
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<td>Cars</td>
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<td>Boats</td>
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<td>Friends</td>
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<td>B. PLURAL</td>
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<td>Sister</td>
<td>A. SINGULAR</td>
<td>B. PLURAL</td>
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<td>Letters</td>
<td>A. SINGULAR</td>
<td>B. PLURAL</td>
</tr>
</tbody>
</table>
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO USE SINGULAR AND PLURAL WORD FORMS WHEN PRESENTED A GIVEN SET OF SENTENCES BY SELECTING THE CORRECT WORD FORM TO COMPLETE THE SENTENCE.

TEACHER TELLS CHILD-- IN EACH SENTENCE A WORD HAS BEEN LEFT OUT. ONE OF THE WORDS UNDERNEATH THE SENTENCE WILL CORRECTLY COMPLETE THAT SENTENCE. UNDERLINE EACH MISSING WORD.

WE SAW MANY ______ AT THE FARM.
A. CAT
B. CATS

THIS IS HER ______.
A. HAT
B. HATS

THESE ______ ARE HIS.
A. MITTEN
B. MITTENS

THAT PENCIL COSTS TEN ______.
A. CENT
B. CENTS

WHY DO WE NEED TWO ______?
A. SPOON
B. SPOONS

PLEASE GIVE A ______ TO HER.
A. PEN
B. PENS

THOSE ______ ARE IN THE YARD.
A. TOY
B. TOYS

THE STUDENT DEMONSTRATES HIS ABILITY TO APPLY THE PRINCIPLE OF PLURAL FORMATION BY CORRECTLY ADDING THE SUFFIX ENDING TO A GIVEN LIST OF WORDS IN ORDER TO MAKE THEM PLURAL.

DIRECTIONS - WRITE THE PLURALS OF THESE WORDS.

CHURCH
A. ES

BOSS
A. ES

SHOE
A. S

NAIL
A. S
THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF SPECIAL PLURALS BY CHOOING FROM THE GIVEN LIST THE CORRECT PLURAL FORM FOR THE STIMULUS WORD. 

DIRECTIONS--CHOOSE THE LETTER IN FRONT OF THE PLURAL FOR THE GIVEN FORM.

MAN
A. MANS
B. MENS
THE STUDENT WILL UNDERSTAND THE RULE FOR PLURAL FORMATION OF WORDS ENDING WITH A CONSONANT BEFORE THE "Y" BY CHOOSING THE ONE WORD IN FOUR TO WHICH THE RULE APPLIES.

CHOOSE THE WORD THAT NEEDS THE "Y" CHANGED TO "IS" AND "ES" ADDED TO BE PLURAL.

A. DONKEY
B. TOY
C. STORY
D. DAY

A. TURKEY
B. PENNY
C. BOY
D. MONKEY
THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE RULE FOR PLURALIZING WORDS THAT END WITH 'S' BY CHOOSING THE CORRECT PLURAL FORM FOR THE STIMULUS WORD FROM THE GIVEN LIST.

**DIRECTIONS:** CHOOSE THE LETTER IN FRONT OF THE PLURAL FOR THE GIVEN FORM.

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<thead>
<tr>
<th>Stimulus Word</th>
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<th>B.</th>
<th>C.</th>
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<td>Wolf</td>
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<td>Wolfes</td>
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<td>Loafs</td>
<td>Loaves</td>
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<td>Half</td>
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<td>Thief</td>
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<td>Calf</td>
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</tbody>
</table>
LEAF
A. LEAFES
B. LEAFES
C. LEAVES

THE STUDENT WILL RECOGNIZE A COMMON NOUN BY CHOOSING THE SENTENCE THAT CONTAINS A COMMON NOUN.

CHOOSE THE SENTENCE THAT CONTAINS A COMMON NOUN.
A. MARY RAN FAST.
B. HE LAUGHED HEARTILY.
C. I LIKE ICE CREAM.
A. HE READ RAPIDLY.
B. I SAW A MOVIE.
C. BETTY LIKES MARIE.
A. HARRY READ THREE BOOKS.
B. MARK WALKED SLOWLY.
C. JACK SAW ROBERT.

GIVEN THREE SENTENCES, THE STUDENT WILL RECOGNIZE PROPER NOUNS BY CHOOSING THE SENTENCE THAT CONTAINS THE PROPER NOUN.

CHOOSE THE SENTENCE THAT CONTAINS A PROPER Noun.
A. MARY RAN HOME.
B. I LIKE ICE CREAM.
C. THE BOY CRIED LOUDLY.
A. THE GIRLS RAN HOME.
B. GEORGE DREW A PRETTY PICTURE.
C. HE IS A FUNNY PERSON.
A. PLEASE GET THE BOOK.
B. WILL YOU OPEN THE WINDOW.
C. THE KITTEN'S NAME WAS FLUFFY.

PRONOUN

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF PERSONAL PRONOUNS BY SELECTING THE PERSONAL PRONOUN THAT MAY BE USED TO REPLACE THE NOUN AS THE SUBJECT IN A GIVEN SENTENCE.

FROM THE LIST BELOW, EACH SENTENCE, CHOOSE THE PERSONAL PRONOUN THAT MAY BE USED IN PLACE OF THE SUBJECT OF THE SENTENCE.
THE BOY SPOKE TO US.
* A. HE
B. YOU
C. WE
D. I

THE PENCIL FELL TO THE FLOOR.
* A. HE
B. IT
C. YOU
D. THEY

JANE HAS READ MANY BOOKS.
* A. WE
B. ME
C. SHE
D. THEY

THE CLASS DID THEIR WORK WELL.
* A. WE
B. THEY
C. YOU
D. SHE

ALL OF US ARE GOING ON A PICNIC.
* A. THEY
B. YOU
C. IT
D. WE

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF PRONOUN REFERENCE
BY CHOOSING THE CORRECT PRONOUN TO COMPLETE A SENTENCE.

ORAL DIRECTIONS—READ EACH SENTENCE AND CHOOSE THE CORRECT WORD
UNDER EACH SENTENCE.

JOHN WENT TO THE STORE. _____ SAID, "I WANT A BOTTLE OF MILK."
* A. HE
B. THEY

GINGER WROTE SEVERAL POEMS. _____ SAID, "I LIKE TO WRITE POEMS."
* A. SHE
B. WE

MOTHER SAID, "COME HERE BILLY, I WILL HELP _____.
* A. YOU
B. HIM

THE GIRL SAID, "I LIKE MY BOOK. _____ IS ABOUT DOGS."
* A. IT
B. THEY

THE TEACHER SAID, "WE MUST EAT THE ICE-CREAM NOW OR _____ WILL MELT.
* A. THEY
B. IT
I see the traffic light is red.

A: it
B: they

Mary is busy. she is reading the papers.

A: she
B: her

The girl is on her way home.

A: she
B: her

David wants to read. he will get a book.

A: he
B: she
C: they

Mother and Ann will bake a cake. they need a pan.

A: he
B: she
C: they

Mary would like to play. she will get her toys.

A: he
B: she
C: they

Peter is going to play baseball. he will take his bat.

A: he
B: she
C: they

Ann and David are going to the park. they will take their toys.

A: he
B: she
C: they

Mother is going to the store. she will take the car.

A: he
B: she
C: they

The boys want to play a game. they need a deck of cards.

A: he
B: she
C: they

The girls want to play house. they need their dolls.
THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF PRONOUN REFERENCE WITHIN A SINGLE SENTENCE BY CHOOSING THE PRONOUNS ANTECEDENT IN THE SENTENCE.

DIRECTIONS-- EACH SENTENCE HAS A WORD THAT HAS BEEN STARRED. FIND THE WORD OR WORDS THAT MEAN THE SAME AS THE STARRED WORD, AND UNDERLINE THAT WORD OR WORDS.

SALLY SAID, "I WANT TO GO WITH YOU.
A. SALLY

"WE CAN RUN FAST," SAID PAM AND PENNY.
A. PAM, PENNY

MOTHER SAID, "DICK IS JANE WITH YOU."  
A. DICK

"LOOK AT ME," RUNO SAID MIKE.
A. MIKE

PAM SAID, "PENNY, WILL YOU PLAY WITH ME?"
A. PAM

THE STUDENT CAN RECOGNIZE PERSONAL PRONOUNS AND POSSESSIVES.

DIRECTIONS-- READ THE SENTENCES. CHOOSE THE WORD OR WORDS THAT MEAN THE SAME AS THE STARRED WORD.

BETSY AND JEAN WALKED TO SALLY'S BIRTHDAY PARTY. THEY WERE LATE.
A. SALLY
B. BETSY AND JEAN
C. SALLY AND JEAN
D. BETSY AND SALLY
E. JEAN

JEAN WANTED TO HELP MARY SET THE TABLE. SHE SAID, "ASK YOUR MOTHER IF I CAN HELP."
A. JEAN
B. MARY'S
C. MARY AND JEAN
D. MOTHER
E. MARY AND MOTHER

DICK AND PETER WENT FOR A WALK AFTER A HEAVY RAIN. PETER FELL IN SOME WATER. HIS PANTS GOT WET.
A. DICK AND PETER
B. DICK'S
C. PETER AND DICK
D. PETER'S
E. DICK

DOTTY AND PATTY WERE PLAYING. THEY CALLED MARY TOOME AND PLAY, TOO. HER MOTHER SAID SHE WAS NOT HOME.
A. MOTHER
B. DOTTY
C. PATTY
D. MARY
E. DOTTY AND PATTY

J. JOHN KNEW ALL THREE BOYS. THEY OFTEN PLAYED WITH JOHN. THEIR
L. LAST NAME WAS GRAY.
A. JOHN
B. ALL THREE BOYS.
C. JOHN AND THE THREE BOYS
D. ALL BOYS

K. IN AND PATRICIA HAD BALLOONS FILLED WITH HELIUM. SUDDENLY KIM
YELLED, "MY BALLOON IS FLOATING AWAY."
A. KIM AND PATRICIA
B. KIM'S
C. PATRICIA
D. PATRICIA'S

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VERB.

THE STUDENT WILL RECOGNIZE VERBS BY IDENTIFYING THE VERB IN A
GIVEN SENTENCE. %624

CHOOSE THE VERB FOUND IN THE SENTENCE.

THE BIRDS FLEW OVER THE ROOF.
A. BIRDS
B. FLEW
C. OVER
D. ROOF

IT IS A VERY GOOD BOOK.
A. BOOK
B. GOOD
C. IT
D. IS

SOME PEOPLE LIKE APPLE PIE.
A. SOME
B. LIKE
C. PEOPLE
D. PIE

ORANGES ARE GOOD TO EAT.
A. ORANGES
B. TO
C. ARE
D. EAT

EVERYONE HERE KNOWS HIS NAME.
A. KNOWS
B. EVERYONE

---------------------------------------------------------------------------------
THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF VERBS & ACTION WORDS BY CHOOSING THE VERB FROM A GIVEN LIST OF WORDS. ONLY ONE WORD BEING A VERB. $35$

**DIRECTIONS** - CHOOSE THE LETTER OF THE WORD THAT IS A VERB.

- A. SING
- B. RUG
- C. DOG
- A. HAIR
- B. SWIM
- C. FEET
- A. BALL
- B. DOOR
- C. HIT
- A. HAT
- B. DRIVE
- C. GLASSES
- A. GLASS
- B. FOOD
- C. TALK

THE STUDENT WILL UNDERSTAND THE RULE FOR ADDING *ING* TO A VERB ENDING IN FINAL *E* BY CHOOSING THE ONE WORD-PAIR IN THREE WHICH IS A CORRECT APPLICATION OF THE RULE. $32$

**CHOOSE THE CORRECTLY FORMED WORD.**

- A. RAKE--RAKEING
- B. RAKE--RAKING
- C. RAKE--RAKEING
- A. SMOKE--SMOKEING
- B. SMOKE--SMOKEING
- C. SMOKE--SMOKING

THE STUDENT WILL UNDERSTAND THE RULE FOR ADDING *ING* TO A VERB CONTAINING A SHORT VOWEL BEFORE THE LAST LETTER BY CHOOSING THE ONE WORD-PAIR IN THREE WHICH IS A CORRECT APPLICATION OF THE
RULE #27

CHOOSE THE CORRECTLY FORMED WORD:

A. RUN--RUNING
B. RU--RUNING
C. RUN--RUNNING

A. BAT--BATING
B. BAT--BATTING
C. BAT--BATING

THE STUDENT WILL RECALL THE RULES FOR ADDING "ING" TO A VERB BY CORRECTLY COMPLETING THE RULES. *#29*

COMPLETE THE RULE CORRECTLY:

WHEN ADDING "ING" TO A WORD CONTAINING A SHORT VOWEL BEFORE THE LAST LETTER, IT IS NECESSARY TO

A. ADD "E" THEN "ING"
B. ADD "I" THEN "ING"
C. DOUBLE THE LAST LETTER AND THEN ADD "ING"
D. DROP THE LAST LETTER AND THEN ADD "ING"

WHEN ADDING "ING" TO A WORD ENDING IN FINAL "E" IT IS NECESSARY TO

A. ADD "I" THEN "ING"
B. DOUBLE THE LAST LETTER
C. DROP THE "E" AND ADD "ING"
D. DOUBLE THE CONSONANT

THE STUDENT WILL RECOGNIZE VERBS THAT MUST BE CHANGED WHEN ADDING "ING" BY CHOOSING THE WORD IN A GROUP THAT MUST BE CHANGED. *#30*

CHOOSE THE WORD THAT MUST BE CHANGED IN SOME WAY BEFORE ADDING "ING":

A. SHOW
B. PICK
C. RUB
D. WALK

A. FFLL
B. SWIM
C. SHOW
D. RING

A. SCREAM
B. TALK
C. JUMP
D. TASTE
THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF HOW TO USE THE VERBS "COME" AND "CAME" CORRECTLY WHEN PRESENTED A GIVEN SET OF SENTENCES BY CHOOSING THE WORD WHICH CORRECTLY COMPLETES THE SENTENCE.  

TEACHER WILL READ DIRECTIONS — READ EACH SENTENCE AND CHOOSE EITHER THE WORD "COME" OR "CAME" TO CORRECTLY COMPLETE THE SENTENCE.

WE WILL _______ TO YOUR PARTY.
A. COME  
B. CAME  

SUSAN WILL _______ TOO.
A. COME  
B. CAME  

OUR DOG _______ HOME.
A. COME  
B. CAME  

HAS PATTY _______ YET?
A. COME  
B. CAME  

THEY _______ TO SEE US.
A. COME  
B. CAME  

JANE AND LINDA _______ ON THE BUS.
A. COME  
B. CAME  

THEY HAVE _______ THAT WAY BEFORE.
A. COME  
B. CAME  

I SAID THAT THEY _______ HERE.
A. COME  
B. CAME  

A ROBIN _______ TO THE BIRDHOUSE.
A. COME  
B. CAME  

IT HAS _______ THERE MANY TIMES.
A. COME  
B. CAME  

*****************************************  
THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF HOW TO USE THE WORDS "ARE" AND "OUR" CORRECTLY WHEN GIVEN A SET OF SENTENCES BY SELECTING THE WORD OR WORDS WHICH CORRECTLY COMPLETE THE SENTENCE.  

DIRECTIONS — READ EACH SENTENCE AND WRITE EITHER THE WORD "ARE" OR "OUR" TO CORRECTLY COMPLETE THE SENTENCE.

HAVE YOU SEEN _______ DOG?
**THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF HOW TO USE THE VERBS *DID* AND *DONE* CORRECTLY WHEN PRESENTED A GIVEN SET OF SENTENCES BY CHOOSING THE WORD WHICH CORRECTLY COMPLETES THE SENTENCE.**

**TEACHER WILL READ DIRECTIONS:** — READ EACH SENTENCE AND CHOOSE EITHER THE WORD *DID* OR *DONE* TO CORRECTLY COMPLETE EACH SENTENCE.

**WE HAVE ______ OUR HOMEWORK.**

- A. DID
- B. DONE

**WE ______ IT AFTER SCHOOL.**

- A. DID
- B. DONE

**YOU KNOW THEY HAD MOVED**

- A. DID

---

**WE ARE GOING TO SEE ______ GRANDMOTHER.**

- A. ARE
- B. OUR

**THEY HAVE ______ BOOKS.**

- A. ARE
- B. OUR

**SOME CATS ______ WILD.**

- A. ARE
- B. OUR

**CAT IS NOT WILD.**

- A. ARE
- B. OUR

**SUSAN AND I ______ COMING TO GET ______ THINGS.**

- A. OUR, ARE
- B. ARE, OUR

**DICK AND TOM ______ HAVING A PET SHOW.**

- A. ARE
- B. OUR

**YOU GOING TO SEE ______ PLAY NEXT WEEK.**

- A. ARE, OUR
- B. OUR, ARE

**WE ______ GOING TO ______ SUMMER COTTAGE.**

- A. ARE, OUR
- B. OUR, ARE

**DOGS ______ IN IT.**

- A. OUR, ARE
- B. ARE, OUR
THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE USE OF THE VERBS *HAS* AND *HAVE* WHEN PRESENTED A GIVEN SET OF SENTENCES BY CHOOSING THE VERB WHICH WILL CORRECTLY COMPLETE THE SENTENCE.

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE USE OF THE VERBS *HAS* AND *HAVE* WHEN PRESENTED A GIVEN SET OF SENTENCES BY CHOOSING THE VERB WHICH WILL CORRECTLY COMPLETE THE SENTENCE.
THEY SAID HE _______ A SISTER.
* A * HAS
B * HAVE

LINDA AND PATTY _______ NEW DRESSES.
* A * HAS
B * HAVE

IF WANT TO _______ THEM COME, TOO.
* A * HAS
B * HAVE

MARY _______ TO BRING HER LUNCH.
* A * HAS
B * HAVE

I _______ TO WALK HOME FROM SCHOOL.
* A * HAS
B * HAVE

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF HOW TO USE THE VERBS *Saw* AND *Seen* CORRECTLY WHEN PRESENTED A GIVEN SET OF SENTENCES BY CHOOSING THE WORD WHICH CORRECTLY COMPLETES THE SENTENCE.

THE TEACHER WILL READ DIRECTIONS.--READ EACH SENTENCE AND CHOOSE EITHER THE WORD *Saw* OR *Seen* TO CORRECTLY COMPLETE EACH SENTENCE.

WE _______ HIM LAST NIGHT.
* A * saw
B * seen

HE HAD _______ US LAST WEEK.
* A * saw
B * seen

LINDA _______ HER GRANDFATHER.
* A * saw
B * seen

MY FRIENDS HAVE _______ MY HOUSE.
* A * saw
B * seen

WE _______ THE LITTLE PUPPIES.
* A * saw
B * seen

TOM WANTED A PUPPY WHEN HE _______ THEM.
* A * saw
B * seen

THEY WERE JUST ONE WEEK OLD WHEN WE _______ THEM.
* A * saw
B * seen
MY SISTER HASN'T _______ THEM YET.
A. SAW
* B. SEEN

HAVE YOU _______ THEM:
A. SAW
* B. SEEN

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE FORMS OF THE VERBS *SEE* BY CHOOSING THE CORRECT FORM FOR EACH SENTENCE. 0866

DIRECTIONS: BEFORE BEGINNING THE ITEMS, THE TEACHER WILL READ EACH SENTENCE. THEN SHE WILL SAY, CHOOSE THE WORD BELOW THE SENTENCE THAT WILL CORRECTLY COMPLETE THE SENTENCE.

WE WENT TO _______ THE PARADE.
A. SEE
B. SAW
*C. SEEN

SUSAN _______ A BIG SHIP.
A. SEE
B. SAW
*C. SEEN

HAVE YOU EVER _______ A CHEETAH?
A. SEE
B. SAW
*C. SEEN

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF HOW TO USE THE VERBS *WENT* AND *GONE* CORRECTLY WHEN PRESENTED A GIVEN SET OF SENTENCES BY CHOOSING THE WORD WHICH CORRECTLY COMPLETES THE SENTENCE. 0203

TEACHER WILL READ DIRECTIONS: READ EACH SENTENCE AND CHOOSE EITHER THE WORD *WENT* OR *GONE* TO CORRECTLY COMPLETE EACH SENTENCE.

THEY HAVE _______ TO SEE TOM.
A. WENT
*B. GONE

THEY _______ TO THE STORE FIRST.
*A. WENT
*B. GONE

THEY HAD _______ WHEN I CAME HOME.
A. WENT
*B. GONE

MOTHER KNEW WHERE THEY HAD _______.
A. WENT
*B. GONE
I _______ to school this morning.
A. went
B. gone

I had _______ to find my mitten.
A. went
B. gone

My sister _______ with me.
A. went
B. gone

We _______ to Ohio last Thanksgiving.
A. went
B. gone

We have _______ there many times.
A. went
B. gone

My pets have _______ with this, too.
A. went
B. gone

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE USE OF THE VERBS *WENT* AND *WANT* WHEN PRESENTED A GIVEN SET OF SENTENCES BY CHOOSING THE VERB WHICH CORRECTLY COMPLETES THE SENTENCE.  

I _______ that book now.
A. went
B. want

Patty _______ to see the kittens.
A. went
B. want

She _______ over to Sue's house.
A. went
B. want

I saw them when they _______ away.
A. went
B. want

Do you _______ a candy bar?
A. went
B. want

Yes, I _______ one.
A. went
B. want

Why do they _______ that dish?
A. went
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO USE THE PROPER FORM OF THE VERB *BE* BY CHOOSING FROM A GIVEN LIST THE PROPER FORM FOR THE SENTENCE GIVEN.  

**DIRECTIONS:** CHOOSE THE LETTER OF THE PROPER FORM OF *BE* FOR EACH OF THE SENTENCES BELOW.

**LIONS AND TIGERS**
A. IS  
B. BE  
C. AM  
D. ARE

**A MONKEY CAN**
A. IS  
B. BE  
C. AM  
D. ARE

**THE ELEPHANT**
A. IS  
B. BE  
C. AM  
D. ARE

**READING ABOUT ANIMALS**
A. IS  
B. BE  
C. AM  
D. ARE

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISCRIMINATE BETWEEN PAST AND PRESENT TENSE VERBS WHEN GIVEN A SERIES OF WORDS BY LISTING EACH WORD UNDER THE PROPER HEADING.  

READ EACH WORD BELOW. DECIDE IF IT IS A WORD THAT TELLS WHAT WE DID OR A WORD THAT TELLS WHAT WE DO. CHOOSE A OR B.

**SAW**
A. DID  
B. DO

**UN**
A. DID  
B. DO
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE NEW WORDS FORMED BY FINAL CONSONANT SUBSTITUTION BY CHOOSING THE LETTER FOR THE SOUND HE HEARS IN THE NEW WORD.

DIRECTIONS: THE TEACHER SAYS *** FIRST, LOOK AT THE KEY WORD AT THE LEFT. NOW, BY CHANGING THE LAST LETTER YOU CAN MAKE A NEW WORD. I WILL SAY THE NEW WORD EACH TIME AND YOU WILL CHOOSE ONE OF THE THREE LETTERS GIVEN TO SPELL IT.

**MUG**
- \text{M} \text{U} -
  - A, B
  - *R, D
  - C, G

**TOM**
- \text{T} \text{O} -
  - A, B
  - *R, Y
  - C, M

**CAN**
- \text{C} \text{A} -
  - A, N
  - B, M
  - *C, P

**CAT**
- \text{C} \text{A} -
  - A, D
  - *R, N
  - C, L

**PIT**
- \text{P} \text{I} -
  - A, L
  - R, T
  - *C, G

**BIT**
- \text{B} \text{I} -
  - A, V
THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF FINAL CONSONANT SOUNDS BY SUBSTITUTING THE FINAL CONSONANT OF THE GIVEN WORD TO MAKE A REAL WORD OUT OF A NONSENSE WORD.  

DIRECTIONS—SUBSTITUTE THE FINAL SOUND OF THE GIVEN WORD IN PLACE OF THE FINAL SOUND IN THE NONSENSE WORDS TO MAKE A REAL WORD. CHOOSE THE NEW WORD. 

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF FINAL CONSONANT SOUNDS BY SUBSTITUTING THE FINAL CONSONANT OF THE GIVEN WORD TO MAKE A REAL WORD OUT OF A NONSENSE WORD. 

DIRECTIONS—SUBSTITUTE THE FINAL SOUND OF THE GIVEN WORD IN PLACE OF THE FINAL SOUND IN THE NONSENSE WORDS TO MAKE A REAL WORD. CHOOSE THE NEW WORD.
THE STUDENT WILL DEMONSTRATE AN ABILITY TO INTERPRET TIME RELATIONSHIPS IN CONTEXT BY CHOOSING THE VERB THAT SHOWS THE CORRECT TENSE IN THE SENTENCE. 3304

DIRECTIONS - SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE 25
CORRECTLY.

DADDY came home early today.
A. come
B. coming
C. came

I CAN see you by the tree.
A. see
B. saw
C. seeing

JIM is putting rope on the playground.
A. jump
B. jumping
C. jumped

PAT rode his bike to school.
A. ride
B. riding
C. rode

JOHN looked into the box and yelled.
A. look
B. looked
C. looking

SHE looked cold in summer.
A. have
B. having
C. had

BILL and Bob liked to fish when they were six.
A. like
B. liked
C. liking

CAN YOU make a big mask?
A. make
B. making
C. made

JACK played in the band.
A. play
B. playing
C. played

THE BUS will stop at the corner.
A. stop
B. stopped
C. stopping

HIS COW walked away from the barn.
A. walk
B. walked
C. walking

MFG likes to eat cookies.
A. eat
B. eating
C. ate
MOM HAS TO CALL ME FOR DINNER.
A. CALL
B. CALLED
C. CALLING

MR. JONES IS PARKING HIS TRUCK ON THE STREET.
A. PARK
B. PARKED
C. PARKING

"I CAN PLAY ALL DAY AND NIGHT," SAID BETH.
A. PLAY
B. PLAYING
C. PLAYED

I HAVE TEN FINGERS AND TOES.
A. HAS
B. HAVE
C. HAVING

MOTHER IS HELPING SUE PICK UP HER TOYS.
A. HELP
B. HELPING
C. HELPED

JACK STOPPED FOR AN ICE CREAM CONF.
A. STOP
B. STOPPING
C. STOPPED

"HOME FOR YOUR DINNER SPOT," SAID SANDY.
A. COME
B. COMING
C. CAME

LARRY IS RIDING HIS BIKE HOME TODAY.
A. RIDE
B. RIDING
C. ROID

AFTER EATING LUNCH, TED A COOKIE.
A. EAT
B. ATE
C. EATEN

DO YOU KNOW HOW TO ROPE?
A. JUMP
B. JUMPING
C. JUMPED

THE CAR IN THE STREET.
A. PARK
B. PARKING
C. PARKED
I am_______to the store for some gum.
A. walk
B. walked
C. walking

Tommy is_______his bed before school.
A. make
B. making
C. made

The farmer_______his pigs to come to the pen.
A. call
B. calling
C. called

If you_______in the room, you will see a present.
A. look
B. looking
C. looked

I_______you at the show last night.
A. see
B. seeing
C. saw

Would you_______to go to the beach with us?
A. like
B. liked
C. liking

ADJECTIVE

The student will demonstrate his ability to recognize adjectives by choosing the sentence from a given list which includes an adjective in the predicate. 1020

Directions: Choose the letter in front of the sentence that has an adjective in the predicate.

A. Birds fly.
B. The plants grow.
C. Snow falls.
D. The sand feels hot.

A. The roses bloomed.
B. The grass grew.
C. The ant slept.
D. The worm was fuzzy.

The student can recognize comparative and superlative forms of
Adjectives by choosing the correct form to complete a given sentence.

Choose the missing word that would go in the sentence.

Jack is nine years old. Mark is five, and Sally is three. Jack is the ________ child.
A. old
B. older
C. oldest

Which is ________ a pillow or a stone?
A. soft
B. softer
C. softest

Grandmother has a very ________ doll.
A. old
B. older
C. oldest

Mr. Jones is rich but Mr. Mack is ________.
A. rich
B. richer
C. richest

The grass is always ________ on the other side.
A. green
B. greener
C. greenest

Father is the ________ one in our family.
A. tall
B. taller
C. tallest

Roy's brother is ________ than he is.
A. small
B. smaller
C. smallest

Don can run ________ than Dorothy.
A. fast
B. faster
C. fastest

The cowboy said his horse was the ________ in the West.
A. fast
B. faster
C. fastest

The student will recognize the different types of sentences by
identifying given sentences.

Identify the type of sentence. The punctuation has been omitted.

When will you be leaving?
A. declarative

29 38
A. DECLARATIVE
B. EXCLAMATORY
C. INTERROGATIVE
D. IMPERATIVE

SHUT THE DOOR, PLEASE
A. DECLARATIVE
B. EXCLAMATORY
C. INTERROGATIVE
D. IMPERATIVE

THE HOUSE IS ON FIRE
A. DECLARATIVE
B. EXCLAMATORY
C. INTERROGATIVE
D. IMPERATIVE

THERE ARE FORTY PEOPLE IN THIS BUS
A. DECLARATIVE
B. EXCLAMATORY
C. INTERROGATIVE
D. IMPERATIVE

IT IS WARM AND HUMID IN THE JUNGLE
A. DECLARATIVE
B. EXCLAMATORY
C. INTERROGATIVE
D. IMPERATIVE

PLEASE PUT THE BOOKS AWAY
A. DECLARATIVE
B. EXCLAMATORY
C. INTERROGATIVE
D. IMPERATIVE

THE STORY IS VERY INTERESTING
A. DECLARATIVE
B. EXCLAMATORY
C. INTERROGATIVE
D. IMPERATIVE

WHY DO YOU WANT TO GO
A. DECLARATIVE
B. EXCLAMATORY
C. INTERROGATIVE
D. IMPERATIVE
THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF SENTENCE TYPES BY
DISCRIMINATING AMONG THE TYPES I.E. DECLARATIVE, INTERROGATIVE,
EXCLAMATORY BY SELECTING THE FINAL PUNCTUATION MARK FOR A GIVEN
LIST OF SENTENCES WHERE THE FINAL PUNCTUATION MARKS HAVE BEEN
OMITTED. %100

DIRECTIONS - CHOOSE THE CORRECT PUNCTUATION MARK THAT BELONGS
AT THE END OF EACH SENTENCE.

WE ARE GOING TO THE PARK
* A. PERIOD
 B. QUESTION MARK
 C. EXCLAMATION MARK

WHO IS YOUR BEST FRIEND
* A. PERIOD
 B. QUESTION MARK
 C. EXCLAMATION MARK

WHAT ARE YOU DOING THIS WEEKEND
* A. PERIOD
 B. QUESTION MARK
 C. EXCLAMATION MARK

RUN FOR YOUR LIFE...
* A. PERIOD
 B. QUESTION MARK
 C. EXCLAMATION MARK

I "LIKE TO READ BOOKS
* A. PERIOD
 B. QUESTION MARK
 C. EXCLAMATION MARK

THE ROOF IS FALLING IN
* A. PERIOD
 B. QUESTION MARK
 C. EXCLAMATION MARK

HOW ARE YOU FEELING TODAY
* A. PERIOD
 B. QUESTION MARK
 C. EXCLAMATION MARK

THE HOUSE IS ON FIRE
* A. PERIOD
 B. QUESTION MARK
 C. EXCLAMATION MARK

TOMORROW IS MY BIRTHDAY
* A. PERIOD
 B. QUESTION MARK
 C. EXCLAMATION MARK

WHERE IS THE BLUE BALL
* A. PERIOD
 B. QUESTION MARK
 C. EXCLAMATION MARK
THE STUDENT WILL RECALL THE CONCEPT THAT A SENTENCE MUST EXPRESS COMPLETE THOUGHT BY SELECTING FROM GROUPS OF WORDS THE GROUP THAT IS A SENTENCE.

**INDICATE WHICH GROUP OF WORDS IS A SENTENCE.**

A. A PRETTY GIRL
B. GOING TO THE STORE
C. SHE WALKED FIVE MILES
D. AFTER THE PARADE

A*. HE SAW MANY CLOWNS
B. FOR MANY DAYS AFTER
C. PUTTING AWAY THE DISHES
D. UNDER THE WASTEBASKET

A. ERASING THE BOARD
B. EVERYONE STAYED IN LINE
C. RIPPING UP THE PAPERS
D. BROKE THE WINDOW

A. PUTTING EVERYTHING AWAY
B. BECAUSE OF THE RAIN
C. GETTING HIS WORK FINISHED
D. WE ALL ENJOYED THE PLAY

A. SALUTING THE FLAG
B. FOR EVERY DAY IN THE WEEK
C. HELPING CLEAR THE SHELVES
D. HIS PAPERS WERE ALL CORRECT

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE THE SUBJECT OF THE SENTENCE BY CHOOSING THE WORD OR WORDS IN THE GIVEN SENTENCE.

**AFTER READING THE FOLLOWING SENTENCE CHOOSE THE WORD OR WORDS IN THE COMPLETE SUBJECT.**

THE RABBIT RAN AWAY FROM ME.
A. RAN
B. AWAY
C. FROM ME
D. THE RABBIT

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO IDENTIFY THE PREDICATE BY SELECTING THE SENTENCE IN WHICH THE PREDICATE IS STARRED.

**WHICH OF THESE SENTENCES HAS THE COMPLETE PREDICATE STARRED?**

A. THE RAIN **FELL** ON ME.
B. THIS CASTLE **IS OLD**.
C. **THE PALACE** **IS BIG**.
D. THE KING **IS VERY RICH**.
GIVEN A SENTENCE THE STUDENT WILL DEMONSTRATE HIS ABILITY TO APPLY THE PRINCIPLE OF SUBJECT-VERB AGREEMENT BY CHOOSING EITHER A SINGULAR OR PLURAL NOUN TO CORRECTLY COMPLETE THE SENTENCE.

THE teacher will say - choose the correct word from the set of two to correctly complete each sentence.

1. The ______ is black.
   *A. cat
   *B. cats

2. The ______ are fat.
   *A. pigs
   *B. pig

3. Sue has five ______.
   *A. apple
   *B. apples

4. Dick has two ______.
   *A. ball
   *B. balls

5. Are the ______ happy?
   *A. girl
   *B. girls

6. Mary ate two ______.
   *A. cooky
   *B. cookies

7. Are Jane and Tom reading ______?
   *A. book
   *B. books

8. Why do Jack's ______ bark?
   *A. dogs
   *B. dog

9. Mother bought a new ______.
    *A. coat
    *B. coats

THE student can understand the inflectional changes when 's is added to a noun to form the possessive, or when 's is added to form the plural by choosing the correct word to complete a given sentence.

DIRECTIONS - choose the form of the word that best completes the sentence.

1. The ______ hat is red and blue.
   *A. girl
   *B. girls
THE GIRL'S HAT IS MADE FOR HER.
A. GIRL
B. GIRLS
C. GIRL'S

THE FIVE GIRLS WENT TO SCHOOL.
A. GIRL
B. GIRLS
C. GIRL'S

THE NEW HAT IS ON THE FLOOR.
A. GIRL
B. GIRLS
C. GIRL'S

THE FINISHED ALL HER WORK.
A. GIRL
B. GIRLS
C. GIRL'S

ALL THE COWBOYS LASSOED THE STEER.
A. COWBOY
B. COWBOYS
C. COWBOY'S

THIS IS THE HORSE.
A. COWBOY
B. COWBOYS
C. COWBOY'S

THE GAVE HIS MOTHER MONEY.
A. COWBOY
B. COWBOYS
C. COWBOY'S

EIGHT HAD PIE FOR LUNCH.
A. COWBOY
B. COWBOYS
C. COWBOY'S

THE HORSE OBEYS THE COMMAND OF ALL THE COWBOYS.
THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF MIDDLE CONSONANT SOUNDS BY SELECTING THE PICTURE OF AN OBJECT WHOSE NAME HAS THE DESIGNATED SOUND IN THE MIDDLE WHEN THREE PICTURES ARE SHOWN TO AND IDENTIFIED FOR HIM.

DIRECTIONS: I WILL SHOW YOU THREE PICTURES AND TELL YOU WHAT EACH ONE IS. YOU WILL THEN SELECT THE PICTURE OF THE OBJECT WHOSE NAME HAS THE MIDDLE SOUND THAT I SAY.

WHICH ONE HAS THE *T* SOUND IN THE MIDDLE?
A. PICTURE OF A KITTEN
B. PICTURE OF A TOOTH
C. PICTURE OF A TENT

WHICH ONE HAS THE *B* SOUND IN THE MIDDLE?
A. PICTURE OF A BABY
B. PICTURE OF A BIB
C. PICTURE OF A BENCH

WHICH ONE HAS THE *P* SOUND IN THE MIDDLE?
A. PICTURE OF A PENNY
B. PICTURE OF A ZIPPER
C. PICTURE OF A TUB

WHICH ONE HAS THE *N* SOUND IN THE MIDDLE?
A. PICTURE OF A NEST
B. PICTURE OF A MOON
C. PICTURE OF A PENNY

WHICH ONE HAS THE *X* SOUND IN THE MIDDLE?
A. PICTURE OF A CLOCK
B. PICTURE OF A CAT
C. PICTURE OF A NICKEL

******************************

THE STUDENT WILL RECOGNIZE A SILENT LETTER IN A WORD BY CHOOSING THE WORD THAT DOES OR DOES NOT CONTAIN A SILENT LETTER.

CHOOSE THE WORD THAT DOES OR DOES NOT CONTAIN A SILENT LETTER.

A. CORN
B. CUB
C. SO
* D. SIGN

A. CAN
B. WENT
* C. CAME
D. RING

CHOOSE THE WORD THAT DOES NOT CONTAIN A SILENT LETTER.

A. KNEE
B. CALF
* C. SENT
D. THUMB

******************************
THE STUDENT WILL RECOGNIZE THE SOUNDS OF INITIAL, MIDDLE, AND FINAL CONSONANTS AS THEY APPEAR IN A WORD BY IDENTIFYING THE WORD THAT MATCHES WITH THE WORD THE TEACHER PRONOUNCES.

CHOOSE THE WORD YOU THINK THE TEACHER SAYS.

<table>
<thead>
<tr>
<th>TEACHER SAYS <em>CAT</em></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>A. CAB</td>
<td>1100048</td>
</tr>
<tr>
<td>B. CAN</td>
<td>1100048</td>
</tr>
<tr>
<td>C. CAT</td>
<td>1100048</td>
</tr>
<tr>
<td>D. CAF</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>TEACHER SAYS <em>TEAM</em></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>A. REAM</td>
<td>1100049</td>
</tr>
<tr>
<td>B. SEEM</td>
<td>1100049</td>
</tr>
<tr>
<td>C. TEAM</td>
<td>1100049</td>
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<tr>
<td>D. BEAM</td>
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<table>
<thead>
<tr>
<th>TEACHER SAYS <em>BUDDY</em></th>
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<tbody>
<tr>
<td>A. BUDDY</td>
<td>1100050</td>
</tr>
<tr>
<td>B. BUSSY</td>
<td>1100050</td>
</tr>
<tr>
<td>C. BUFFY</td>
<td>1100050</td>
</tr>
<tr>
<td>D. BULLY</td>
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</tbody>
</table>

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF BEGINNING AND ENDING CONSONANTS BY CHOOSING A WORD THAT HAS THE EXACT SAME BEGINNING AND ENDING LETTERS AS THOSE GIVEN.

CHOOSE THE WORD THAT BEGINS LIKE BAT AND ENDS LIKE PARK.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>A. MEAN</td>
<td>1100140</td>
</tr>
<tr>
<td>B. PINK</td>
<td>1100140</td>
</tr>
<tr>
<td>C. BANK</td>
<td>1100140</td>
</tr>
<tr>
<td>D. BARN</td>
<td></td>
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</tbody>
</table>

GIVEN THE WORD *BAD*, THE STUDENT WILL APPLY HIS KNOWLEDGE OF PHONICS BY MAKING A LIST OF NEW WORDS THROUGH SUBSTITUTION OF THE LETTERS S, H, M, L, D, AND P.

<table>
<thead>
<tr>
<th>USING THE LETTER S CHANGE BAD TO</th>
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<tbody>
<tr>
<td>A. SAD</td>
<td>1102325</td>
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<table>
<thead>
<tr>
<th>USING THE LETTER H CHANGE BAD TO</th>
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</thead>
<tbody>
<tr>
<td>A. MAD</td>
<td>1102326</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>USING THE LETTER M CHANGE BAD TO</th>
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<tbody>
<tr>
<td>A. MAD</td>
<td>1102327</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>USING THE LETTER L CHANGE BAD TO</th>
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</thead>
<tbody>
<tr>
<td>A. LAD</td>
<td>1102328</td>
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<td>1102328</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>USING THE LETTER D CHANGE BAD TO</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. DAD</td>
<td>1102329</td>
</tr>
<tr>
<td></td>
<td>1102329</td>
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</tbody>
</table>
THE STUDENT WILL RECOGNIZE FINAL CONSONANT SOUNDS BY SAYING THE LETTER NAMES OF THOSE FINAL SOUNDS IN WORDS PRONOUNCED BY THE TEACHER. 0116

AFTER THE TEACHER PRONOUNCES EACH WORD, THE CHILD WILL RESPOND BY SAYING THE LETTER NAME OF EACH FINAL CONSONANT SOUND. 0100

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF FINAL CONSONANT SOUNDS BY SELECTING THE CONSONANT WHICH CORRECTLY COMPLETES THE WORD. 0086

CHOOSE THE CONSONANT THAT CORRECTLY COMPLETES THE WORD.

LAM- 1100298
    *A. P
    R. F
    C. T

HOO- 1100299
    *A. T
    B. L
    C. S

PIN- 1100300
    A. B
    R. L
    *C. T

STE- 1100301
    A. L
    *R. M
    C. T

PENCI- 1100302
    A. M
    B. T
    *C. L

CHAI- 1100303
    *A. N
    R. P
    C. L

PLAN- 1100304
    A. B
    *R. T
    C. M

NAI- 1100305
    *A. L
    B. P
    C. D

USING THE LETTER P CHANGE PAD TO A. PAD.
THE STUDENT WILL DEMONSTRATE HIS ABILITY IN AUDITORY DISCRIMINATION OF FINAL CONSONANTS BY CHOOSING THE WORD ENDING IN A DESIGNATED CONSONANT SPECIFIED EACH TIME BY THE TEACHER FROM A SET OF TWO WORDS.

DIRECTIONS - THE TEACHER SAYS ... LOOK AT THE TWO WORDS IN EACH BOX. I WILL SAY THEM AND ASK YOU TO LISTEN FOR A FINAL LETTER IN EACH SET. YOU CHOOSE THE WORD WHICH HAS THE SOUND OF THE LETTER I NAME.

FINAL LETTER *L*
- A. TELL
- B. TALK

FINAL LETTER *G*
- A. HIT
- B. HUG

FINAL LETTER *P*
- A. PUP
- B. PUT

FINAL LETTER *M*
- A. HOT
- B. HAM

FINAL LETTER *N*
- A. MOP

*Teacher Says: Leg.
A. Child Says: *G*.

Teacher Says: Club.
A. Child Says: *B*.

Teacher Says: Stuff.
A. Child Says: *F*.

Teacher Says: Tall.
A. Child Says: *L*.

Teacher Says: Red.
A. Child Says: *D*.

Teacher Says: Hop.
A. Child Says: *P*.

Teacher Says: Car.
A. Child Says: *R*.

Teacher Says: How.
A. Child Says: *W*.

Teacher Says: Fan.
A. Child Says: *N*.

Teacher Says: Caught.
A. Child Says: *T*.
THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF FINAL CONSONANT SOUNDS BY SELECTING A PICTURE OF THE OBJECT WHOSE NAME ENDS WITH THE DESIGNATED LETTER SOUND WHEN THREE PICTURES ARE SHOWN TO AND IDENTIFIED FOR HIM. %05d

DIRECTIONS-- I WILL SHOW YOU THREE PICTURES AND TELL YOU WHAT EACH ONE IS. YOU WILL THEN SELECT THE PICTURE THAT ENDS WITH THE SOUND OF THE LETTER I SAY.

WHICH ONE ENDS WITH THE *M* SOUND?
A. PICTURE OF A MOON    1106184
B. PICTURE OF A BROOM   1106184
C. PICTURE OF A RAT     1106184

WHICH ONE ENDS WITH THE *F* SOUND?
A. PICTURE OF A LION     1106185
B. PICTURE OF A LEAF     1106185
C. PICTURE OF A FENCE    1106185

WHICH ONE ENDS WITH THE *D* SOUND?
A. PICTURE OF A RED      1106186
B. PICTURE OF A DOOR     1106186
C. PICTURE OF A ROY      1106186

WHICH ONE ENDS WITH THE *G* SOUND?
A. PICTURE OF A GUN      1106187
B. PICTURE OF A BUG      1106187
C. PICTURE OF A BAT      1106187

WHICH ONE ENDS WITH THE *R* SOUND?
A. PICTURE OF A CRIP      1106188
B. PICTURE OF A BOTTLE    1106188
C. PICTURE OF A CLOCK     1106188

******************************************
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO HEAR A FINAL CONSONANT SOUND AND IDENTIFY THE LETTER SYMBOL FOR THAT SOUND BY CHOOSING THE CORRECT LETTER FROM A CHOICE OF FOUR. %10d

DIRECTIONS-- LISTEN TO THE *LAST* SOUND IN THE WORD I SAY AND CHOOSE THE LETTER IN THE ROW THAT STANDS FOR THAT SOUND.

RED
A. D
B. T
C. R
D. S

CAR
A. M
B. N
C. H
D. R

MAN
A. M
B. N
C. R
D. H

0903
0888
0932
0916
41
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO HEAR THE FINAL CONSONANT SOUND OF A SPOKEN WORD AND WRITE THE LETTER FOR THAT SOUND.

DIRECTIONS—LISTEN TO THE WORD I SAY AND THEN WRITE THE LETTER THE WORD ENDS WITH ON YOUR PAPER.
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE ENDING CONSONANT SOUNDS FROM A SET OF THREE WORDS BY CHOOSING THE WORD THAT ENDS WITH THE SAME SOUND AS THE STIMULUS WORD SPoken BY THE TEACHER.  0965

ORAL DIRECTIONS-- YOU HAVE A LIST OF WORDS IN FRONT OF YOU FOR EACH ROW I AM GOING TO SAY A WORD, YOU ARE TO THINK OF THE ENDING SOUND OF THE WORD I SAY, THEN LOOK AT THE WORDS IN THAT ROW AND CHOOSE THE WORD THAT HAS THE SAME ENDING SOUND.

TEACHER SAYS -- DOG
A. BIG
B. SAP
C. WORD

TEACHER SAYS -- PUFF
A. DEEP
B. KICK
C. STIFF

TEACHER SAYS -- GLAD
A. LAST
B. COB
C. FED
THE STUDENT CAN RECOGNIZE COMPARATIVE AND SUPERLATIVE FORMS OF

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF CONSONANT SOUNDS IN

MEDIAL POSITION BY CHOOSING FROM A GROUP OF THREE WORDS READ

ALOUD THE ONE WHICH HAS THE GIVEN CONSONANT IN THE MIDDLE

POSITION. %02b

WHICH OF THESE WORDS HAS THE *R* SOUND IN THE MIDDLE

A. RABBIT
B. DOOR
C. CARROT

WHICH OF THESE WORDS HAS THE *D* SOUND IN THE MIDDLE

A. DOG
B. LADDER
C. RAD

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF CONSONANT SOUNDS IN

INITIAL POSITION BY SELECTING FROM A GROUP OF THREE PICTURES

THE ONE PICTURE WHOSE NAME BEGINS WITH THE SAME SOUND AS THE

GIVEN PICTURE. %02c
IDENTIFY THE TYPE OF SENTENCE. THE PUNCTUATION HAS BEEN OMITTED.
WHEN WILL YOU BE LEAVING
A. DECLARATIVE

DIRECTIONS-- LOOK AT THE PICTURES IN THE FIRST BOX, THEN FIND
AND COLOR THE PICTURE IN THE SECOND BOX THAT BEGINS WITH THE SAME
SOUND AS THIS ONE.

PICTURE OF PUPPY
A. PICTURE OF A HOUSE
**B. PICTURE OF A PIE
C. PICTURE OF A SEVEN

PICTURE OF A KITF
**A. PICTURE OF A KEY
B. PICTURE OF A HAT
C. PICTURE OF A LEAF

GIVEN A WORD WITH THE FIRST LETTER MISSING, THE STUDENT WILL
DEMONSTRATE HIS KNOWLEDGE OF INITIAL CONSONANT SOUNDS BY SELECT-
ING THE CONSONANT THAT CORRECTLY COMPLETES THE WORD.

CHOOSE THE CONSONANT THAT CORRECTLY COMPLETES THE WORD.

ALENTINE
A. B
**B. V
C. L

ONKEY
A. R
**B. D
C. F

AMILY
A. T
B. M
**C. F

INUTE
A. L
* B. M
C. K

ARRAGE
A. G
**B. R
C. N

ILLOW
A. L
**B. Q
C. P

THE STUDENT WILL RECOGNIZE INITIAL CONSONANT SOUNDS BY SAYING THE
LETTER NAMES OF THOSE INITIAL SOUNDS IN WORDS PRONOUNCED BY THE
TEACHER.
The teacher will pronounce each word, and the child will respond by saying the letter name of each initial consonant sound.

Teacher says: NO.
A. Child says: N.

Teacher says: RAINBOW.
A. Child says: R.

Teacher says: TURTLE.
A. Child says: T.

Teacher says: CURVE.
A. Child says: C OR K.

Teacher says: JAR.
A. Child says: J.

Teacher says: LONG.
A. Child says: L.

Teacher says: MANY.
A. Child says: M.

Teacher says: SAT.
A. Child says: S.

Teacher says: GIRL.
A. Child says: G.

Teacher says: HAPPY.
A. Child says: H.

Teacher says: FARMER.
A. Child says: F.

Teacher says: PARTY.
A. Child says: P.

Teacher says: DOCTOR.
A. Child says: D.

Teacher says: WINDOW.
A. Child says: W.

Teacher says: BALL.
A. Child says: B.

The student will demonstrate his ability to recognize new words formed by initial consonant substitution by choosing the letter for the sound he hears in the new word.

Directions - The teacher says **RAT**, for example, is a word we have learned. By adding a different consonant letter at the beginning you can spell a new word. Listen as I say new words, and you choose the letter from a set of three to write. At the beginning of the word to spell it by adding the last two letters of the old word.

---

THE TEACHER WILL PRONOUNCE EACH WORD, AND THE CHILD WILL RESPOND BY SAYING THE LETTER NAME OF EACH INITIAL CONSONANT SOUND.

TEACHER SAYS: NO.
A. CHILD SAYS: N.

TEACHER SAYS: RAINBOW.
A. CHILD SAYS: R.

TEACHER SAYS: TURTLE.
A. CHILD SAYS: T.

TEACHER SAYS: CURVE.
A. CHILD SAYS: C OR K.

TEACHER SAYS: JAR.
A. CHILD SAYS: J.

TEACHER SAYS: LONG.
A. CHILD SAYS: L.

TEACHER SAYS: MANY.
A. CHILD SAYS: M.

TEACHER SAYS: SAT.
A. CHILD SAYS: S.

TEACHER SAYS: GIRL.
A. CHILD SAYS: G.

TEACHER SAYS: HAPPY.
A. CHILD SAYS: H.

TEACHER SAYS: FARMER.
A. CHILD SAYS: F.

TEACHER SAYS: PARTY.
A. CHILD SAYS: P.

TEACHER SAYS: DOCTOR.
A. CHILD SAYS: D.

TEACHER SAYS: WINDOW.
A. CHILD SAYS: W.

TEACHER SAYS: BALL.
A. CHILD SAYS: B.

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE NEW WORDS FORMED BY INITIAL CONSONANT SUBSTITUTION BY CHOOSING THE LETTER FOR THE SOUND HE HEARS IN THE NEW WORD.

DIRECTIONS - THE TEACHER SAYS **RAT**, FOR EXAMPLE, IS A WORD WE HAVE LEARNED. BY ADDING A DIFFERENT CONSONANT LETTER AT THE BEGINNING YOU CAN SPELL A NEW WORD. LISTEN AS I SAY NEW WORDS, AND YOU CHOOSE THE LETTER FROM A SET OF THREE TO WRITE AT THE BEGINNING OF THE WORD TO SPELL IT BY ADDING THE LAST TWO LETTERS OF THE OLD WORD.
THE STUDENT WILL RECOGNIZE CONSONANT SOUNDS HEARD IN AN INITIAL POSITION AND RECALL THE CORRESPONDING WRITTEN LETTER OF THE ALPHABET BY WRITING THE LETTER FOR THE BEGINNING SOUND OF WORDS PRONOUNCED BY THE TEACHER.

DIRECTIONS-- THE TEACHER WILL PRONOUNCE THE WORD AND THE PUPIL WILL WRITE THE NAME OF THE SOUND THAT IT BEGINS WITH.
FAMILY
A. F

GIVF
A. G

GAB
A. G

HILL
A. H

HAM
A. H

JUST
A. J

JACK
A. J

LAMP
A. L

LIFT
A. L

MAP
A. M

MILL
A. M

NUT
A. N

NAP
A. N

PILL
A. P

PAM
A. P

RIG
A. R

SUN
A. S

SICK
A. S

TIN
A. T

TUCK
A. T
THE STUDENT WILL SHOW HIS COMPREHENSION OF SIMILAR INITIAL
CONSONANT SOUNDS BY SELECTING A WORD THAT BEGINS WITH THE SAME
CONSONANT SOUND AS THE OTHER WORDS IN THAT SENTENCE. %10

DIRECTIONS - CHOOSE THE WORD WHICH WILL COMPLETE THIS SENTENCE
AND WILL BEGIN WITH THE SAME SOUND AS THE OTHER WORDS IN THE
SENTENCE.

MICKEY MOUSE MIGHT MOVE
A. RANANAS
B. MACHINES
C. TRUCKS

BILLY'S RABBIT BUMPED THE
A. BED
B. CHAIR
C. STOVE

HARRY HAMSTER HID HIS HEART
A. THERE
B. HERE
C. EVERYWHERE

PRITILLA PIG POURED PICKLES IN THE
A. SOUP
B. COFFEE
C. POOL

GERTIE GOOSE GOBBLED THE
A. GLASS
B. MONEY
C. STOVE

SILLY SIMON SILENTLY SAT
A. COOKING
B. EATING
C. SEWING

CORKY CAMEL CAME COOLLY WITH HIS
A. BICYCLE
TIMOTHY TAYLOR TOOK A TOY TO ________.
A. Town
B. School
C. Play

WANDA WITCH WAITED, WATCHING FOR ________.
A. Susan
B. George
C. Willie

DILLY DONKEY DANCED DOWN THE ________.
A. Road
B. Dune
C. Path

*THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISCRIMINATE BETWEEN INITIAL CONSONANT SOUNDS BY REPEATING THE ONE WORD OF DIFFERENT INITIAL CONSONANT SOUND FROM THE FOUR PRONOUNCED BY THE TEACHER.

TEACHER SAYS— I WILL SAY FOUR WORDS, THREE OF THEM BEGIN WITH THE SAME CONSONANT SOUND, AND ONE DOES NOT. SAY THE WORD THAT BEGINS DIFFERENTLY.

A. Sun
B. Seven
C. Man
D. Seal

A. Moon
B. Man
C. Mittens
D. Tree

A. Cap
B. Vacuum
C. Violin
D. Valentine

A. Farm
B. Vegetables
C. Fan
D. Fence

A. Cage
B. Calf
C. Corn
D. Gate

A. Fork
B. Goat
C. Gun
D. Garden

A. Beak
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<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tr>
<td>BEADS</td>
<td>RIKF</td>
<td>CUP</td>
<td><strong>P</strong>EAR</td>
</tr>
<tr>
<td><strong>J</strong>ACKS</td>
<td><strong>K</strong>ING</td>
<td><strong>J</strong>EEP</td>
<td>J<strong>U</strong>G</td>
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<tr>
<td><strong>D</strong>OG</td>
<td><strong>D</strong>OLL</td>
<td><strong>D</strong>UCK</td>
<td><strong>P</strong>EN<strong>C</strong>IL</td>
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<td><strong>K</strong>EY</td>
<td><strong>K</strong>ITTEN</td>
<td><strong>J</strong>ELLO</td>
<td>K<strong>I</strong>TE</td>
</tr>
<tr>
<td><strong>R</strong>EELT</td>
<td><strong>T</strong>REE</td>
<td><strong>T</strong>ENT</td>
<td><strong>T</strong>OP</td>
</tr>
<tr>
<td><strong>P</strong>EAR</td>
<td><strong>D</strong>ONUTS</td>
<td><strong>P</strong>ONY</td>
<td><strong>P</strong>AN</td>
</tr>
<tr>
<td><strong>Y</strong>ARN</td>
<td><strong>L</strong>ION</td>
<td><strong>L</strong>ETTERS</td>
<td><strong>L</strong>ADDER</td>
</tr>
<tr>
<td><strong>H</strong>ILL</td>
<td><strong>H</strong>O<strong>U</strong>SF</td>
<td><strong>M</strong>AIL</td>
<td><strong>H</strong>ORSE</td>
</tr>
<tr>
<td><strong>N</strong>UT</td>
<td><strong>H</strong>AND</td>
<td><strong>N</strong>UM<strong>B</strong>ERS</td>
<td><strong>N</strong>EST</td>
</tr>
<tr>
<td><strong>W</strong>ING</td>
<td><strong>W</strong>INDOW</td>
<td><strong>V</strong>ANE</td>
<td>W<strong>I</strong>TCH</td>
</tr>
<tr>
<td><strong>Y</strong>ELLOW</td>
<td><strong>L</strong>EAF</td>
<td><strong>Y</strong>ARDSTICK</td>
<td><strong>Y</strong>O<strong>Y</strong>O</td>
</tr>
</tbody>
</table>

...
THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF INITIAL CONSONANT SOUNDS BY CHOOSING THE WORD IN THE LIST HAVING THE SAME INITIAL SOUND AS THAT OF THE STIMULUS WORD.

DIRECTIONS—CHOOSE THE LIST WORD HAVING THE SAME BEGINNING SOUND AS THE WORD SPOKEN BY THE TEACHER.

PAT
A. BAT
B. HALF
C. DRAG
D. PAD

TIGER
A. KITE
B. TOM
C. CAMP
D. RIP

BADGE
A. JUMP
B. DANCE
C. BOW
D. DANCE
E. SLIDE

************************************************************

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE INITIAL CONSONANT SOUNDS BY SELECTING THE PICTURE OF THE OBJECT WHOSE NAME BEGINS WITH THE DESIGNATED SOUND WHEN THREE PICTURES ARE SHOWN TO HIM.

DIRECTIONS—I WILL SHOW YOU THREE PICTURES AND TELL YOU WHAT EACH ONE IS. YOU WILL THEN SELECT THE PICTURE THAT BEGINS WITH THE SOUND OF THE LETTER I SAY.

WHICH ONE BEGINS WITH THE *M* SOUND?
A. PICTURE OF A MOUSE
B. PICTURE OF A FISH
C. PICTURE OF A DOLL

WHICH ONE BEGINS WITH THE *F* SOUND?
A. PICTURE OF A DESK
B. PICTURE OF A FISH
C. PICTURE OF A MOP

WHICH ONE BEGINS WITH THE *D* SOUND?
A. PICTURE OF A DOG
B. PICTURE OF A MAN
C. PICTURE OF A FIRE

WHICH ONE BEGINS WITH THE *G* SOUND?
A. PICTURE OF MOON
B. PICTURE OF A FARMER
C. PICTURE OF A GIRL

WHICH ONE BEGINS WITH THE *R* SOUND?
A. PICTURE OF A BALL
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ASSOCIATE THE BEGINNING CONSONANT SOUND OF A WORD WITH THE SYMBOL FOR THAT SOUND BY MARKING THE LETTER SYMBOL FOR THAT SOUND FROM A CHOICE OF FOUR.

**DIRECTIONS**—LISTEN TO THE BEGINNING SOUND IN THE WORD THAT I SAY AND CHOOSE THE LETTER IN THE ROW THAT STANDS FOR THAT SOUND. THE WORD SPEAKEN BY THE TEACHER IS NOT SHOWN TO THE STUDENT.

<table>
<thead>
<tr>
<th>BALL</th>
<th>A. P</th>
<th>B. B</th>
<th>C. D</th>
<th>D. T</th>
</tr>
</thead>
<tbody>
<tr>
<td>FARM</td>
<td>A. T</td>
<td>B. F</td>
<td>C. V</td>
<td>D. S</td>
</tr>
<tr>
<td>PAPER</td>
<td>A. B</td>
<td>B. S</td>
<td>C. P</td>
<td>D. T</td>
</tr>
<tr>
<td>NOSE</td>
<td>A. R</td>
<td>B. M</td>
<td>C. N</td>
<td>D. H</td>
</tr>
<tr>
<td>WOOD</td>
<td>A. W</td>
<td>B. S</td>
<td>C. Y</td>
<td>D. M</td>
</tr>
<tr>
<td>TIME</td>
<td>A. L</td>
<td>B. T</td>
<td>C. E</td>
<td>D. M</td>
</tr>
<tr>
<td>SIX</td>
<td>A. C</td>
<td>B. S</td>
<td>C. T</td>
<td>D. Z</td>
</tr>
<tr>
<td>DOG</td>
<td>A. G</td>
<td>B. D</td>
<td>C. F</td>
<td></td>
</tr>
</tbody>
</table>
THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE TWO SOUNDS OF *S* BY PUTTING THE GIVEN WORDS IN THE CORRECT COLUMN MARKED *Z* OR *S* REPRESENTING THE TWO SOUNDS OF *S*: %70

ORAL DIRECTIONS-- LOOK AT EACH WORD. IF THE S SOUNDS LIKE *Z* CHOOSE A. IF THE S SOUNDS LIKE *S* CHOOSE B.

US
* A. *S* SOUND
* B. *Z* SOUND

IS
* A. *S* SOUND
* B. *Z* SOUND

THIS
* A. *S* SOUND
* B. *Z* SOUND

HIS
* A. *S* SOUND
* B. *Z* SOUND

YES
* A. *S* SOUND
* B. *Z* SOUND

WAS
* A. *S* SOUND
* B. *Z* SOUND

MAKES
* A. *S* SOUND
* B. *Z* SOUND

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE SILENT CONSONANTS IN A WORD BY SELECTING EACH SILENT CONSONANT IN A GIVEN LIST OF WORDS. %14

ORAL DIRECTIONS-- SAY EACH WORD SILENTLY. THEN SELECT EACH SILENT CONSONANT. THE FIRST ONE IS DONE FOR YOU.
The student will demonstrate a knowledge of final consonant substitution by choosing from a list of three consonants the one which will give another real word. Items will be structured so that both the stimulus word and the new word are in the child's vocabulary.

Directions---read each word and then look at the three letters. If you take away the ending consonant in the word, which one of the consonants may you substitute in its place to make another real word.

A. Rat
   *A. D
   B. F
   C. H
THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF INITIAL CONSONANT SUBSTITUTION BY CHOOSING FROM A LIST OF THREE CONSONANTS THE ONE WHICH WILL GIVE ANOTHER REAL WORD. ITEMS WILL BE STRUCTURED SO THAT BOTH THE STIMULUS WORD AND THE NEW WORD ARE IN THE CHILD'S VOCABULARY.

DIRECTIONS—READ EACH WORD AND THEN LOOK AT THE THREE LETTERS. IF YOU TAKE AWAY THE BEGINNING CONSONANT IN THE WORD, WHICH ONE OF THE CONSONANTS MAY YOU SUBSTITUTE IN ITS PLACE TO MAKE ANOTHER REAL WORD?

TAN
*A. R
*B. S
*C. G

BAD
*A. R
*B. S
*C. G

HOT
*A. C
*B. S
*C. R

RUN
*A. S
*B. C
*C. M

SAME
*A. C
*B. B
*C. R

RAN
*A. L
*B. M
*C. S
THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE SOUNDS OF STR, SPL, AND SHR BLENDS IN INITIAL POSITION BY SELECTING THE PROPER BLEND TO MAKE THREE REAL WORDS.

CHOOSE THE BLEND THAT WILL MAKE THE WORDS COMPLETE.

A. SPR
B. SPL
C. STR
D. SCR

***ASH *B*
***INTER *B*
***IT *B*

CHOOSE THE BLEND THAT WILL MAKE THE WORDS COMPLETE.

A. SPR
B. STR
C. SHR
D. SCR

***INK *C*
***IMP *C*
***UG *C*

THE STUDENT WILL RECOGNIZE TWO LETTER CONSONANT BLENDS WHEN PRESENTED A GIVEN LIST OF MONO-SYLLABIC BLEND AND NON-BLEND WORDS BY SAYING EACH BLEND AND THE WORD CONTAINING THAT BLEND.

THE TEACHER WILL INSTRUCT CHILD TO READ THE WORDS SILENTLY SAYING EACH BLEND WORD AND THE BLEND CONTAINED IN THAT WORD.
THE STUDENT WILL APPLY AN UNDERSTANDING OF CONSONANT BLENDS BY SUPPLYING CONSONANT BLENDS IN INITIAL OR FINAL POSITIONS TO FORM WORDS WHICH COMPLETE GIVEN SENTENCES.  

TEACHER WILL TELL CHILD-- IN EACH SENTENCE THERE IS A WORD WITH MISSING LETTERS. THE MISSING LETTERS ARE BLENDS. READ EACH SENTENCE TO YOURSELF, AND THEN FILL IN THE MISSING BLENDS.

THE GIRL HAD A BLUE --ESS.

A. DR

THE --AIN WENT CHOO-CHOO.

A. TR

MOTHER WENT TO THE --ORE.

A. ST

SHE BOUGHT SOME MILK AND --EAD.

A. RRR

I SAW A --OWN DOG.

A. RRR

THEY WENT UP THE --AIRS.

A. ST
THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF CONSONANT BLENDS BY CORRECTLY SAYING THE TWO WORDS WHICH HAVE THE SAME BLEND WHEN HEARING A GIVEN LIST OF THREE TWO-LETTER CONSONANT BLENDS.

THE TEACHER WILL READ EACH GROUP OF THREE WORDS, INSTRUCTING THE CHILD TO LISTEN AND SAY THE TWO WORDS WHICH HAVE THE SAME BLEND.

BROWN, GLAD, BREAD
A. GLAD - BREAD
B. BROWN - BREAD
C. BROWN - GLAD

TRUCK, TRAIN, BLUE
A. TRUCK - TRAIN
B. TRAIN - BLUE
C. BLUE - TRUCK

CROW, STAIR, STONE
A. STAIR - STONE
B. STAIR - CROW
C. STONE - CROW

DRESS, DRAIN, TRAIN
A. TRAIN - DRAIN
B. DRESS - TRAIN
C. DRESS - DRAIN

GLASS, BLUE, BLACK
A. GLASS - BLUE
B. BLUE - BLACK
C. BLACK - GLASS

SPOON, STONE, SPEAR
A. SPOON - SPEAR
B. STONE - SPEAR
C. SPOON - STONE

Frog, Fruit, Fan
A. FROG - FRUIT
B. FRUIT - FAN
C. FAN - FROG

GREEN, GREW, GLASS
A. GREEN - GREW
B. GREW - GLASS
**THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF LETTER SYMBOLS FOR CONSONANT BLENDS BY CHOOSING FROM A GROUP OF THREE BLENDS THE ONE WITH WHICH THE GIVEN PICTURE BEGINS.**

**DIRECTIONS** — SAY THE NAME OF THE PICTURE. CHOOSE THE BLEND WITH WHICH THE WORD BEGINS.

**PICTURE OF A TREE.**
*A. TR
B. PR
C. GR"

**PICTURE OF STRING**
*A. STR
B. SPR
C. SM"

**THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF CONSONANT BLEND SUBSTITUTION BY CHOOSING FROM A GROUP OF THREE CONSONANT BLENDS THE ONE WHICH WILL MAKE ANOTHER REAL WORD WHEN SUBSTITUTED FOR THE CONSONANT BLEND IN THE GIVEN WORD.**

**DIRECTIONS** — READ THE WORD IN EACH ROW. IF YOU TAKE AWAY THE CONSONANT BLEND, WHICH OF THE OTHER THREE BLENDS CAN YOU USE TO MAKE ANOTHER REAL WORD?”

**BROWN**
*A. CL
B. GL
C. SL"

**BRAIN**
*A. FR
B. TR
C. PR"

**GRASS**
*A. FR
B. FL
C. BR"

**BLAME**
*A. FR
**DIGRAPHS BY CHOOSING A BLEND OR DIGRAPH FROM THE LIST WHICH COMPLETES THE NAME OF THE PICTURE.**

**DIRECTIONS—LOOK AT THE PICTURE IN THE BOX. THEN CHOOSE THE BLEND ON THE LIST WHICH WILL COMPLETE THE WORD FOR THE PICTURE.**

<table>
<thead>
<tr>
<th>Picture of a Broom</th>
<th>OOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. TR</td>
<td></td>
</tr>
<tr>
<td>B. FR</td>
<td></td>
</tr>
<tr>
<td>C. BR</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Picture of a Church</th>
<th>CHUR--</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. SH</td>
<td></td>
</tr>
<tr>
<td>B. CH</td>
<td></td>
</tr>
<tr>
<td>C. TH</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Picture of a Wheel</th>
<th>EEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. WH</td>
<td></td>
</tr>
<tr>
<td>B. BR</td>
<td></td>
</tr>
<tr>
<td>C. SK</td>
<td></td>
</tr>
</tbody>
</table>

******* THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE LETTER-SOUND ASSOCIATIONS OF BEGINNING CONSONANT BLENDS FROM A GIVEN SET OF WORDS BY CHOOSING THE ONE WORD IN EACH SET SPoken BY THE TEACHER. *******

**ORAL DIRECTIONS—FOR EACH BOX: I AM GOING TO SAY A WORD. YOU ARE TO CHOOSE THE WORD I SAY.**

**TEACHER SAYS — CRACK**

| A. CRACK          | 1106952 |
| B. SHACK          | 1106952 |
| C. SLACK          | 1106952 |

**TEACHER SAYS — SNAKE**

| A. BRAKE          | 1106953 |
| B. SNAKE          | 1106953 |
| C. FLAKE          | 1106953 |

**TEACHER SAYS — PLAY**

| A. CLAY           | 1106954 |
| B. PLAY           | 1106954 |
| C. TRAY           | 1106954 |

**TEACHER SAYS — STRAP**

| A. FLAP           | 1106955 |
| B. SLAP           | 1106955 |
| C. STRAP          | 1106955 |

**TEACHER SAYS — SMUG**

| A. CHUG           | 1106956 |
| B. DRUG           | 1106956 |
| C. SMUG           | 1106956 |

**TEACHER SAYS — THANK**

| A. PRANK          | 1106957 |
|                  |       |
|                  |       |
|                  | 1106957 |
C. THANK

TEACHER SAYS - BLOT
A. TROT
B. SHOT
C. BLOT

TEACHER SAYS - CHECK
A. CHECK
B. BRICK
C. STICK

TEACHER SAYS - DRAG
A. SNAG
B. DRAG
C. FLAG

TEACHER SAYS - FRAIL
A. FRAIL
B. TRAIL
C. SNAIL

TEACHER SAYS - GRAIN
A. PLAIN
B. GRAIN
C. TRAIN

TEACHER SAYS - SCAT
A. BRAT
B. FLAT
C. SCAT

TEACHER SAYS - SLUMP
A. CHUMP
B. PLUMP
C. SLUMP

TEACHER SAYS - FLAME
A. BLAME
B. FRAME
C. FLAME

TEACHER SAYS - SKILL
A. DRILL
B. SPILL
C. SKILL

TEACHER SAYS - SPUNK
A. DRUNK
B. SPUNK
C. TRUCK

TEACHER SAYS - SWELL
A. SHELL
B. SWELL
C. SPELL

TEACHER SAYS - SLIT
A. GRIT
B. FLIT
C. SLIT
Teacher says - trim
A. trim
B. slim
C. grim

Teacher says - clear
A. spear
B. smear
C. clear

Teacher says - shop
A. flop
B. shop
C. drop

Teacher says - gland
A. brand
B. gland
C. grand

Teacher says - wheat
A. cheat
B. treat
C. wheat

****************************************************************************************************

The student will demonstrate a knowledge of the sounds of *squ*, *scr*, *spr*, and *thr* blends by identifying a blend in a word pronounced by the teacher. %40

Choose the blend you think the teacher says.

Teacher says *squash*
A. ske
B. swig
C. str
D. squ

Teacher says *screen*
A. sko
B. spr
C. scr
D. str

Teacher says *spring*
A. str
B. spr
C. squ
D. thr

Teacher says *threw*
A. tho
B. str
C. spr
D. thr

****************************************************************************************************
The student can demonstrate his knowledge of sou, scr, spr, and thr blends by choosing the blend to make three real words.

Choose the blend that will make the words complete.

A. spr
B. scr
C. sou
D. thr

***FAM ***R
***APE ***R
***AP ***R

The student will demonstrate a knowledge of three-letter consonant blends in the initial position by selecting the blend that correctly completes a given partial word.

Choose the three letter blend to correctly complete the word.

EAD
A. THR
B. SPL
C. SCH

ATCH
A. SPR
B. SCR
C. THR

AYED
A. THR
B. SCR
C. SPR

INK
A. SHR
B. THR
C. SCR

OOL
A. SCH
B. THR
C. SPR

OW
A. SHR
B. SPL
C. THR

ough
THE STUDENT WILL RECOGNIZE THREE LETTER CONSONANT BLENDS WHEN PRESENTED A GIVEN LIST OF MONO-SYLLABIC BLEND AND NON-BLEND WORDS BY SAYING EACH BLEND AND THE WORD CONTAINING THAT BLEND.

TEACHER WILL INSTRUCT CHILD TO READ THE WORDS SILENTLY SAYING THE BLEND CONTAINED IN THAT WORD.

STREET
A. STR

MADE
A. NONE

WORD
A. NONF

SQUIRREL
A. SQU

SPLASH
A. SPL

THROW
A. THR

COULD
A. NONE

FOUR
A. NONE

STRAW
A. STR

THREE
A. THR

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE SEVEN *R* BLEND IN INITIAL POSITION BY CORRECTLY MATCHING A BLEND TO AN ENDING THAT MAKES A REAL WORD.
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISCRIMINATE BETWEEN THE INITIAL BLENDS *PL* AND *SL* BY WRITING THE BLEND HE HEARS AT THE BEGINNING OF THE NAME OF A GIVEN PICTURE.  %100

DIRECTIONS - LOOK AT THE PICTURE, SAY ITS NAME TO YOURSELF, DECIDE WHICH BLEND IT BEGINS WITH, *PL* OR *SL*, AND CHOOSE THE CORRECT BLEND:

PLANT
*A. *PL*
*B. *SL*

PLANE
*A. *PL*
*B. *SL*

SLED
*A. *PL*
*B. *SL*

PLATE
*A. *PL*
*B. *SL*
Slate
A. *PL*
*B. *SL*

Plow
*A. *PL*
*B. *SL*

Slipper
*A. *PL*
*B. *SL*

Plank
*A. *PL*
*B. *SL*

Sleep
*A. *PL*
*B. *SL*

Slave
*A. *PL*
*B. *SL*

*****************************************

Given a partial word, the student will demonstrate his knowledge of final consonant blend sounds by selecting the correct consonant blend to complete the word.

Choose the consonant blend that correctly completes the word.
THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE SOUNDS OF INITIAL CONSONANT BLENDS BY CHOOSING FROM A LIST THE BLEND WHICH IS THE BLEND SOUND IN A WORD SPOKEN BY THE TEACHER.

LOOK AT THE LIST OF BLENDS ON YOUR PAPER AND CHOOSE THE BLEND WHICH HAS THE SAME SOUND AS THE BLEND IN THE WORD "BLACK".

CHOOSE THE BLEND WHICH HAS THE SAME SOUND AS THE BLEND IN THE WORD "GLASS".

THE STUDENT WILL RECOGNIZE THE SOUNDS OF HARD C "K" AND THE SOFT C "S" BY CHOOSING WORDS CONTAINING ONE OF THE DESIGNATED FORMS.

CHOOSE THE WORD CONTAINING A HARD "K" WHICH HAS THE "K" SOUND.

CHOOSE THE WORD CONTAINING A SOFT "S" THAT SOUNDS LIKE THE LETTER "S".

********************

A. ND
B. ST

CLA--
A. ND
B. SP
C. NT

FRIE--
A. NT
B. ST
C. ND
THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE HARD AND SOFT SOUND OF *C* BY IDENTIFYING EACH IN A GIVEN LIST OF WORDS. *(12)*

LOOK AT THE LIST OF WORDS. INDICATE WHETHER THE WORD HAS A HARD *C* OR A SOFT *C* SOUND.

CITY
- A. HARD *C*
- B. SOFT *C*

NANCY
- A. HARD *C*
- B. SOFT *C*

CENT
- A. HARD *C*
- B. SOFT *C*

CAT
- A. HARD *C*
- B. SOFT *C*

CELL
- A. HARD *C*
- B. SOFT *C*

MERCY
- A. HARD *C*
- B. SOFT *C*

FANCY
- A. HARD *C*
- B. SOFT *C*

COT
- A. HARD *C*
- B. SOFT *C*

PRICE
- A. HARD *C*
- B. SOFT *C*

CAR
- A. HARD *C*
- B. SOFT *C*

CALL
- A. HARD *C*
- B. SOFT *C*

COW
- A. HARD *C*
- B. SOFT *C*

******************************************************************************

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF THE SOUND OF THE HARD *C* WITHIN WORDS BY IDENTIFYING THE SOUND WHEN HE HEARS IT, WITH A *YES* OR *NO* RESPONSE, WHEN A LIST OF WORDS IS READ TO HIM, ONE WORD AT A TIME. *(15)*
DIRECTIONS: I AM GOING TO READ A LIST OF WORDS TO YOU. I WANT YOU TO LISTEN FOR THE HARD *C* SOUND. SOME OF THE WORDS HAVE THE HARD *C* SOUND AND OTHERS DO NOT HAVE THAT SOUND. AS I SAY EACH WORD, ANSWER *YES* IF YOU HEAR THE HARD *C* SOUND AND *NO* IF YOU DO NOT HEAR THE HARD *C* SOUND.

ICY
A. NO

CURVE
A. YES

ACTOR
A. YES

CENTER
A. NO

DISTANCE
A. NO

CORNER
A. YES

PICNIC
A. YES

CYLINDER
A. NO

REDUCE
A. NO

ADVANCE
A. NO

EXCITED
A. NO

CITRATE
A. YES

COUG
A. YES

DECORATE
A. YES

TFRRIFIC
A. YES

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF THE SOUND OF THE SOFT "C" WITHIN WORDS BY IDENTIFYING THE SOUND WHEN HE HEARS IT, WITH A *YES* OR *NO* RESPONSE, WHEN A LIST OF WORDS IS READ TO HIM, ONE WORD AT A TIME.

DIRECTIONS— I AM GOING TO READ A LIST OF WORDS TO YOU. I WANT...
YOU TO LISTEN FOR THE SOFT \*C\* SOUND. SOME OF THE WORDS HAVE A
SOFT \*C\* SOUND AND OTHERS DO NOT HAVE THAT SOUND. AS I SAY EACH
WORD, ANSWER \*YES\* IF YOU HEAR THE SOFT \*C\* SOUND AND \*NO\* IF
YOU DO NOT HEAR THE SOFT \*C\* SOUND.

RECITE
\*A\* YES

CLIMATE
\*A\* NO

COLUMN
\*A\* NO

FANCY
\*A\* YES

CURTAIN
\*A\* NO

\*ATOMIC
\*A\* NO

CIDER
\*A\* YES

PRINCIPAL
\*A\* YES

ELECTRIC
\*A\* NO

OUNCE
\*A\* YES

PFACEFUL
\*A\* YES

COIN
\*A\* NO

ACROBAT
\*A\* NO

THE STUDENT WILL RECOGNIZE THE DIFFERENCE BETWEEN THE HARD \*G\*
AND SOFT, \*G\* SOUNDS WHEN GIVEN A LIST OF WORDS BY IDENTIFYING THE
SOUND IN EACH WORD. \*15\*

DIRECTIONS-- READ EACH WORD. LIST EACH WORD UNDER THE \*G\* IF IT
HAS A HARD \*G\* SOUND OR UNDER \*J\* IF IT HAS A SOFT \*G\* SOUND.

GATE
\*A\* HARD \*G\*
\*B\* SOFT \*G\*

PAGE
\*A\* HARD \*G\*
\*B\* SOFT \*G\*
The student demonstrates his knowledge of the sound of the hard *G* within words by identifying the sound when he hears it, with a *yes* or *no* response, when a list of words is read to him, one word at a time. %15
Directions — I am going to read a list of words to you. I want you to listen for the hard *g* sound. Some of the words have the hard *g* sound and others do not have that sound. As I say each word, answer *yes* if you hear the hard *g* sound and *no* if you do not hear the hard *g* sound.

*Wiggle*  A. Yes
*Sugar*    A. Yes
*Cage*     A. No
*August*   A. Yes
*Judge*    A. No
*Gym*      A. No
*Glove*    A. Yes
*Agree*    A. Yes
*Carbage*  A. No
*Gather*   A. Yes
*Magic*    A. No
*Angle*    A. Yes
*Again*    A. Yes
*Organ*    A. Yes
*Passenger* A. No

--------------------------

The student demonstrates his knowledge of the sound of the soft *g* within words by identifying the sound when he hears it with a *yes* or *no* response, when a list of words is read to him, one word at a time.
SOFT *G* SOUND AND OTHERS DO NOT HAVE THAT SOUND, AS I SAY EACH WORD. ANSWER "YES" IF YOU HEAR THE SOFT *G* SOUND AND "NO" IF YOU DO NOT HEAR THE SOFT *G* SOUND.

CHARGE
A. YES

COURAGE
A. YES

PILGRIMS
A. NO

GROUP
A. NO

REGUN
A. NO

MAGIC
A. YES

STRANGER
A. YES

GUEST
A. NO

MANAGER
A. YES

FIGURE
A. NO

PROGRAM
A. NO

LEGEND
A. YES

GENERAL
A. YES

ENERGY
A. YES

GLORY
A. NO

DIGRAPHS

THE STUDENT WILL RECOGNIZE CONSONANT DIGRAPHS *TH*, *CH*, AND *SH* BY SAYING EACH CONSONANT DIGRAPH AND WORD CONTAINING THE
TEACHER WILL INSTRUCT CHILD TO READ SILENTLY THE LIST OF WORDS SAYING ALOUD EACH CONSONANT DIGRAPH WORD AND THE DIGRAPH CONTAINED IN THAT WORD.

TELL
A. NONE

THEM
A. TH

CHILD
A. CH

HERE
A. NONE

WISH
A. SH

FOUND
A. NONE

WITCH
A. CH

WITH
A. TH

JUMP
A. NONE

SHOW
A. SH

THE STUDENT WILL APPLY HIS UNDERSTANDING OF CONSONANT DIGRAPHS BY SUPPLYING CONSONANT DIGRAPHS IN INITIAL OR FINAL POSITIONS TO FORM WORDS WHICH COMPLETE GIVEN SENTENCES.

TEACHER WILL TELL CHILD— IN EACH SENTENCE THERE IS A WORD WITH MISSING LETTERS. READ EACH SENTENCE TO YOURSELF, AND THEN FILL IN THE MISSING LETTERS.

WF WENT WITH THEM.
A. TH

THE CHILDREN ARE PLAYING.
A. CH

I WANT—OOSE BOOKS.
A. TH

WE WEAR—OFS ON OUR FEET.
A. SH

FI— SWIMS IN WATER.
A. SH

ON SUNDAY WE WENT TO __IRCH__. A. CH

I WANT __AT ROOK__. A. TH

MY MOTHER AND I READ TOGETHER. A. TH

PUT THE COOKIES ON A DR___. A. SH

MY TEACHER IS AT SCHOOL. A. CH

**********************************************************************

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO INDICATE THE
CONSONANT DIGRAPH BEGINNINGS OF WORD-PICTURES BY CHOOSING THE
CORRECT PICTURE BEGINNING WITH *CH*, *SH*, *TH*, OR *WH* AS THE
TEACHER DESIGNATES EACH DIGRAPH. %39

_IN THE FIRST ROW MARK THE PICTURE THAT BEGINS WITH *CH*. A. COW

* B. CHURCH.

C. CAT

_IN THE SECOND ROW MARK THE PICTURE THAT BEGINS WITH *SH*. A. BOAT

B. FAN

*C. SHIP

_IN THE THIRD ROW MARK THE PICTURE THAT BEGINS WITH *TH*. A. THUMB

B. SHELL

C. BAT

**********************************************************************

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF CONSONANT DIGRAPHS BY
CHOOSING FROM A GROUP OF THREE DIGRAPHS THE ONE WHICH IS MISSING
IN THE NAME OF THE GIVEN PICTURE. %039

DIRECTIONS--SAY THE NAME OF THE PICTURE. CHOOSE THE MISSING
CONSONANT DIGRAPH.

PICTURE OF THUMB --UMB

A. CH

*B. TH

C. WH

PICTURE OF FISH FI--

A. CH

*B. SH

C. TH

PICTURE OF BLOCK BLO--
THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF FINAL CONSONANT DIGRAPHS *CH*, *SH*, *TH*, AND *WH* BY CHOOSING THE DIGRAPH THAT WOULD FORM A REAL WORD WHEN COMBINED WITH THE GIVEN LETTERS.

DIRECTIONS—CHOOSE THE DIGRAPH IN THE LIST THAT COULD BE JOINED TO THE GIVEN LETTERS TO MAKE A REAL WORD.

DI—
A. SH  1105925
B. TH  1105925
C. WH  1105925

CAT—
A. TH  1105926
B. WH  1105926
C. CH  1105926

FOUR—
A. TH  1105927
B. SH  1105927
C. CH  1105927

THE STUDENT WILL RECOGNIZE THE LETTER SYMBOLS OF FINAL CONSONANT DIGRAPH SOUNDS BY CHOOSING THE CORRECT LETTERS TO MAKE REAL WORDS TO COMPLETE A SENTENCE.

MOTHER USUALLY DOES THE WA—ON MONDAY.
A. ST  1100095
B. CH  1100095
C. NG  1100095
D. SH  1100095

YOU SHOULD COVER YOUR MOUTH WHEN COUGHING.
A. SH  1100096
B. NG  1100096
C. TH  1100096
D. ST  1100096

I ATE SOUP FOR LUNCH.
A. SH  1100097
B. CH  1100097
C. TH  1100097
D. ST  1100097

DID YOU HEAR THE BELL RING?
A. ND  1100098
B. NE  1100098
C. NG  1100098
THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF FINAL CONSONANT DIGRAPH SOUNDS BY SELECTING A PICTURE OF A WORD CONTAINING THOSE SOUNDS.

CHOOSE THE PICTURE CONTAINING ONE OF THESE ENDING SOUNDS, *SH*, *TH*, *CH*, *NG*.

A. PICTURE OF A BONE
B. PICTURE OF A CUP
*C. PICTURE OF A RING
D. PICTURE OF A HAND

GIVEN A PARTIAL WORD, THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF FINAL CONSONANT DIGRAPHS BY SELECTING THE CORRECT DIGRAPH TO COMPLETE THE WORD.

CHOOSE THE CORRECT FINAL CONSONANT DIGRAPH TO COMPLETE THE WORD.

PEA--
A. SH
B. NG
*C. CH

BRU--
A. CH
*F. SH
C. WH

GROW--
A. NG
B. SH
*C. TH

FLA--
*F. SH
B. NG
C. WH

WHI--
A. TH
*R. CH
C. SH

SWI--
A. WH
*B. NG
C. CH

SOU--
A. CH
B. NG
*C. TH
THE STUDENT WILL RECOGNIZE THE FIVE FINAL CONSONANT DIGRAPH SOUNDS BY SAYING THE LETTER NAMES OF SOUNDS HE HEARS AT THE END OF WORDS PRONOUNCED BY THE TEACHER.  $15^o$

THE TEACHER WILL PRONOUNCE A WORD AND THE CHILD WILL RESPOND BY SAYING THE LETTER NAMES OF THE FINAL DIGRAPH SOUND.

TEACHER SAYS: CHURCH.
A. CHILD SAYS: *CH*.

TEACHER SAYS: WISH.
A. CHILD SAYS: *SH*.

TEACHER SAYS: WITH.
A. CHILD SAYS: *TH*.

TEACHER SAYS: SING.
A. CHILD SAYS: *NG*.

TEACHER SAYS: THINK.
A. CHILD SAYS: *NK*.

TEACHER SAYS: REACH.
A. CHILD SAYS: *CH*.

TEACHER SAYS: SPRANG.
A. CHILD SAYS: *NG*.

TEACHER SAYS: BIRTH.
A. CHILD SAYS: *TH*.

TEACHER SAYS: PLANK.
A. CHILD SAYS: *NK*.

TEACHER SAYS: FISH.
A. CHILD SAYS: *SH*.

TEACHER SAYS: MIRTH.
A. CHILD SAYS: *TH*.

TEACHER SAYS: SONG.
A. CHILD SAYS: *NG*.

TEACHER SAYS: PEACH.
A. CHILD SAYS: *CH*.

TEACHER SAYS: WASH.
A. CHILD SAYS: *SH*.

TEACHER SAYS: MINK.
A. CHILD SAYS: *NK*. 
THE STUDENT DEMONSTRATES HIS ABILITY TO DISTINGUISH THE FINAL CONSONANT DIGRAPHS CH, SH, TH, NG FROM ONE ANOTHER WITHIN WORDS BY ORALLY RESPONDING CH, SH, TH, OR NG WHEN A LIST OF WORDS IS READ TO HIM, ONE WORD AT A TIME.

DIRECTIONS - I AM GOING TO READ A LIST OF WORDS TO YOU. I WANT YOU TO LISTEN FOR THE CH, SH, TH, OR NG SOUND AT THE END OF EACH WORD. YOU TELL ME THE SOUND YOU HAVE HEARD, AFTER I SAY THE WORD.

RICH
  A. CH

MUSH
  A. SH

BATH
  A. TH

STRING
  A. NG

SING
  A. NG

RANCH
  A. CH

RFACH
  A. CH

CATCH
  A. CH

DISH
  A. SH

RING
  A. NG

SOUTH
  A. TH

CLASH
  A. SH

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE CONSONANT DIGRAPHS AT THE END OF WORDS, BY INDICATING WHETHER OR NOT A WORD ENDS WITH A CONSONANT DIGRAPH IN A GIVEN LIST OF WORDS.

ORAL DIRECTIONS - INDICATE WHETHER THE WORD ENDS WITH A CONSONANT DIGRAPH. REMEMBER DIGRAPHS ARE COMBINATIONS OF TWO LETTERS WHICH RESULT IN ONE SPEECH SOUND. THE SOUND HEARD IS NOT A BLEND OF THE TWO LETTERS INVOLVED, BUT IS A COMPLETELY NEW SOUND.

DISH
  A. DIGRAPH
<table>
<thead>
<tr>
<th>LAST</th>
<th>A. DIGRAPH</th>
<th>B. NO DIGRAPH</th>
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<tbody>
<tr>
<td>SANG</td>
<td>A. DIGRAPH</td>
<td>B. NO DIGRAPH</td>
</tr>
<tr>
<td>DESK</td>
<td>A. DIGRAPH</td>
<td>B. NO DIGRAPH</td>
</tr>
<tr>
<td>FIND</td>
<td>A. DIGRAPH</td>
<td>B. NO DIGRAPH</td>
</tr>
<tr>
<td>GONG</td>
<td>A. DIGRAPH</td>
<td>B. NO DIGRAPH</td>
</tr>
<tr>
<td>PICK</td>
<td>A. DIGRAPH</td>
<td>B. NO DIGRAPH</td>
</tr>
<tr>
<td>JET</td>
<td>A. DIGRAPH</td>
<td>B. NO DIGRAPH</td>
</tr>
<tr>
<td>DITCH</td>
<td>A. DIGRAPH</td>
<td>B. NO DIGRAPH</td>
</tr>
<tr>
<td>PRESENT</td>
<td>A. DIGRAPH</td>
<td>B. NO DIGRAPH</td>
</tr>
<tr>
<td>PATH</td>
<td>A. DIGRAPH</td>
<td>B. NO DIGRAPH</td>
</tr>
<tr>
<td>TRAIN</td>
<td>A. DIGRAPH</td>
<td>B. NO DIGRAPH</td>
</tr>
<tr>
<td>TANK</td>
<td>A. DIGRAPH</td>
<td>B. NO DIGRAPH</td>
</tr>
<tr>
<td>FRY</td>
<td>A. DIGRAPH</td>
<td>B. NO DIGRAPH</td>
</tr>
<tr>
<td>RUSH</td>
<td>A. DIGRAPH</td>
<td>B. NO DIGRAPH</td>
</tr>
</tbody>
</table>

*NO DIGRAPH"
GIVEN A PARTIAL WORD, THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF INITIAL CONSONANT DIGRAPHS BY SELECTING THE CORRECT DIGRAPH TO COMPLETE THE WORD.

CHOOSE THE CORRECT CONSONANT DIGRAPH TO COMPLETE THE WORD.

E E E S E
* A. CH
R. WH
C. SH

E L L
A. CH
B. WH
* C. SH

E C K
* A. CH
B. WH
C. SH

A R P
A. TH
B. WH
* C. SH

O U G H T
A. WH
* B. TH
C. CH

F. E R HER
* A. WH
B. SH
C. TH

O U L D
A. TH
B. SH
* C. CH

F. E S T
* A. CH
B. WH
C. SH

THE STUDENT WILL RECOGNIZE THE FIVE INITIAL DIGRAPH SOUNDS BY SAYING THE LETTER NAMES OF SOUNDS HE HEARS AT THE BEGINNING OF WORDS PRONOUNCED BY THE TEACHER.

THE TEACHER WILL PRONOUNCE A WORD AND THE CHILD WILL RESPOND BY SAYING THE LETTER NAMES OF THE DIGRAPH SOUND.

TEACHER SAYS, "SHIP."
A. CHILD SAYS, "SH."

TEACHER SAYS, "WHALE."
A. CHILD SAYS, "WH."

83
THE STUDENT DEMONSTRATES HIS ABILITY TO DISTINGUISH THE INITIAL CONSONANT DIGRAPH SOUNDS %SH, WH, TH, CH FROM ONE ANOTHER WITHIN WORDS BY ORALLY RESPONDING SH, WH, TH, OR CH, WHEN A LIST OF WORDS IS READ TO HIM, ONE WORD AT A TIME. %12b

DIRECTIONS - I AM GOING TO READ A LIST OF WORDS TO YOU. I WANT YOU TO LISTEN FOR THE SH, WH, TH, OR CH SOUND AT THE BEGINNING OF EACH WORD. YOU TELL ME THE SOUND YOU HAVE HEARD. AFTER I SAY THE WORD.

SHOT
A. SH

CHOP
A. CH

WHAT
A. WH
THIN
A TH
THINK
A TH
WHIP
A WH.
SHIRT
A SH
CHOICE
A CH
THIRTY
A TH
CHECK
A CH
THANK
A TH
SHIVER
A SH.

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE BEGINNING CONSONANT DIGRAPHS BY UNDERLINING ALL OF THE WORDS THAT BEGIN WITH A CONSONANT DIGRAPH IN THE GIVEN SENTENCES.

ORAL DIRECTIONS--UNDERLINE ALL THE WORDS THAT BEGIN WITH A CONSONANT DIGRAPH IN THE FOLLOWING SENTENCES. REMEMBER DIGRAPHS ARE COMBINATIONS OF TWO LETTERS WHICH RESULT IN A COMpletely NEW SOUND.

I LOST MY SHOE.
A SHOE
WHEN WILL THE SHOW BEGIN?
A WHEN, THE SHOW
A CHILD IS THERE.
A CHILD, THERE
THIS IS MY SHIRT.
A THIS, SHIRT
WHAT IS YOUR NAME?
A WHAT
THAT TRUCK IS PAINTED WHITE.
A THAT, WHITE
MY CHURCH IS NEAR THE SCHOOL.
A CHURCH, THE
WHICH COLOR OF CHALK DO YOU WANT?
A. WHICH, CHALK

DID YOU SINK THE SHIP?
A. THE, SHIP

CHECK YOUR ANSWERS.
A. CHECK

THE QUEEN HAS ARRIVED.
A. THE, QUEEN

*****************************************************************************

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE *CH* SOUND IN WORDS BY CHOOSING THE PICTURE WHOSE NAME HAS THE *CH* SOUND IN IT. 0857

DIRECTIONS-- CHOOSE THE PICTURE WHOSE NAME HAS THE *CH* SOUND IN IT.

1. PICTURE OF A CHURCH
2. PICTURE OF A SHIP
3. PICTURE OF A SHIRT

4. PICTURE OF A THIMBLE
5. PICTURE OF A CHAIR
6. PICTURE OF A WHALE

*****************************************************************************

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF CONSONANT SOUNDS IN FINAL POSITION BY CHOOSING THE ONE OF THREE PICTURES WHICH ENDS WITH A GIVEN CONSONANT SOUND. 0815

DIRECTIONS-- LOOK AT THE LETTER AT THE BEGINNING OF EACH ROW AND THEN COLOR THE PICTURE IN THE SAME ROW WHOSE NAME ENDS WITH THIS LETTER SOUND.

P
1. PICTURE OF HAT
2. PICTURE OF CAP
3. PICTURE OF PONY

L
1. PICTURE OF SLED
2. PICTURE OF LEAF
3. PICTURE OF HILL

*****************************************************************************

VOWELS
THE STUDENT WILL RECOGNIZE VOWEL LETTERS BY SELECTING VOWELS FROM A GROUP CONTAINING BOTH VOWEL AND CONSONANT LETTERS.

COUNT THE NUMBER OF VOWELS YOU SEE. CHOOSE THE NUMBER BELOW.

A. ONE
B. TWO
C. THREE
D. FOUR

THE STUDENT WILL RECOGNIZE VOWEL SOUNDS BY SELECTING THE WORD CONTAINING THE VOWEL SOUND DESIGNATED BY THE TEACHER.

FIND THE WORD THAT HAS A LONG *A* SOUND.

A. HAT
B. FAR
C. HAT
D. WALL

FIND THE WORD THAT HAS A SHORT *A* SOUND.

A. CALL
B. CAMP
C. SAT
D. SELL

FIND THE WORD THAT HAS A LONG *E* SOUND.

A. ATE
B. ROPE
C. SLEEP
D. PUT

FIND THE WORD THAT HAS A SHORT *E* SOUND.

A. CREATE
B. EVERY
C. RELONG
D. RADIO

FIND THE WORD THAT HAS A LONG *I* SOUND.

A. HAPINESS
B. RECALL
*C. FINALLY
D. UNDERSTAND

FIND THE WORD THAT HAS A SHORT *I* SOUND.
A. KINDLY
B. ITEM
C. FIFTY
D. CRATE

FIND THE WORD THAT HAS A LONG *O* SOUND.
A. FORT
B. FOOD
C. VOTED
D. DESK

FIND THE WORD THAT HAS A SHORT *O* SOUND.
A. OCTOPUS
B. UNITED
C. ROLE
D. HOWEVER

FIND THE WORD THAT HAS A LONG *U* SOUND.
A. UNDER
B. APPLY
C. UNIT
D. ORDER

FIND THE WORD THAT HAS A SHORT *U* SOUND.
A. REQUIRE
B. BUTTERFLY
C. PAINT
D. VICTORY

******************************************************************************

THE STUDENT WILL RECOGNIZE THE SOUND OF A VOWEL IN A GIVEN WRITTEN WORD BY CHOOSING A DIFFERENT WORD IN A LIST WITH THAT SAME VOWEL SOUND.

CHOOSE THE WORD FROM THE LIST THAT HAS 'THE SAME VOWEL SOUND AS THE WORD GIVEN.'
SAD
A. TAP
B. FAIL
C. SAME

PIN
A. PINE
B. LIMP
C. FIGHT

PAY
A. FALL
B. TRAIN
C. RAT

RAY
A. AM
B. HAY
C. LAM\n
Go
A. HOME
B. ROAD
C. SOON

AM
A. SAME
B. AIM
C. SAND

Who
A. STOP
B. POOL
C. HOT

DISH
A. ASH
B. SASH
C. INCH

GIM\nA. SPEND
B. TUNE
C. SPUN

On
A. KNOW
B. NO
C. TOP

BLACK
A. SAD
B. BALL
C. SAIL

BY
A. SAY
B. HI
C. PRAY
THE STUDENT WILL RECOGNIZE A LONG OR SHORT VOWEL SOUND IN A WORD
BY CHOOSING THE VOWEL LONG OR SHORT AFTER VIEWING A PICTURE OF
THE WORD.  0159

LOOK AT A PICTURE OF THE WORD GIVEN. CHOOSE IF THE VOWEL SOUND
IS LONG OR SHORT.

PICTURE OF A SLED:
A. LONG
B. SHORT

PICTURE OF A CAP:
A. LONG
B. SHORT

PICTURE OF A WHEEL:
A. LONG
B. SHORT

PICTURE OF A KITE:
A. LONG
B. SHORT

PICTURE OF A KNIFE:
A. LONG
B. SHORT

PICTURE OF A FISH:
A. LONG
B. SHORT

PICTURE OF A SOCK:
A. LONG
B. SHORT

PICTURE OF A BOAT:
A. LONG
B. SHORT

PICTURE OF A BUS:
A. LONG
B. SHORT

PICTURE OF A SUIT:
A. LONG
B. SHORT

PICTURE OF A SUN:
A. LONG
B. SHORT

PICTURE OF A NOSE:
A. LONG
B. SHORT

0140
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISCRIMINATE BETWEEN TWO VOWEL SOUNDS BY REPEATING THE ONE WORD OF DIFFERENT VOWEL SOUND FROM THE FOUR PRONOUNCED BY THE TEACHER.

TEACHER SAYS -- I WILL SAY FOUR WORDS. THREE OF THEM CONTAIN THE SAME VOWEL SOUND, AND ONE DOES NOT. SAY THE WORD THAT CONTAINS THE DIFFERENT VOWEL SOUND.

A. CAKE
B. CANE
C. RAG
D. CHAIN

A. TRAIN
B. PLANT
C. STAMP
D. FAN

A. CAT
B. JACK
C. TRACK
D. LANE

A. SNAKE
B. LAKE
C. PAINT
D. RAT

A. TIGER
B. TIP
C. RING
D. SLIDE

A. TIRE
B. LIPS
C. BIB
D. PIG

A. TIRF
B. TIME
C. RITE
D. SIX

A. PIN
B. PIT
C. KIT
D. DRIVE

A. HEN
B. GET
C. SEAT
D. LET

A. NEAT
B. FEED
C. LED
D. WER

A. MEAT
B. FEED
C. BEEF

---

0777

0786
THE STUDENT CAN DISTINGUISH THE SHORT VOWEL SOUND FROM THE LONG VOWEL SOUND BY IDENTIFYING EXAMPLES IN A SELECTED LIST OF WORDS.

HAS THE SAME VOWEL SOUND, AS IN THE WORD *HAT*:

A. STAY
B. CATCH
C. START
D. BRAVE
E. SAUSAGE

A. SPOT
B. POND
C. HOT
D. GO

A. BLOW
B. SNOW
C. DO
D. CROW

A. YOU
B. GUN
C. GUM
D. THUMP

A. MUSIC
B. CUTE
C. BRUSH
D. MULF

A. NUT
B. TUR
C. FOX
D. MUCH

A. WILL
B. LEFT
C. PEN
D. TELL

A. DRUM
B. COT
C. CUT
D. CUP

A. TEN
B. PIN
C. PEN
D. STEP

***************

0945
**THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE VOWELS AS SHORT, LONG OR SILENT BY LISTING EACH STARRED VOWEL FROM A GIVEN LIST OF WORDS UNDER THE APPROPRIATE COLUMN—SHORT, LONG, OR SILENT. %112**

**ORAL DIRECTIONS—LOOK AT THE FOLLOWING WORDS. IN EACH WORD THERE IS A STARRED VOWEL. YOU ARE TO SAY THE WORD SILENTLY AND THINK IF THE VOWEL STARRED IS SHORT, LONG OR SILENT. IF THE VOWEL IS SHORT, THEN WRITE THE LETTER IN COLUMN A. IF THE VOWEL IS LONG, WRITE THE LETTER IN COLUMN B. IF THE VOWEL IS SILENT, WRITE THE LETTER IN COLUMN C. THE FIRST ONE IS DONE FOR YOU.**

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>SHORT</th>
<th>LONG</th>
<th>SILENT</th>
</tr>
</thead>
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<tr>
<td>TRICK</td>
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<td>HIGHEST</td>
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<td></td>
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<tr>
<td>KIND</td>
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<td>DIAL</td>
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</table>
### Directions
Read each word. Write each word in the correct column. Choose A if the long *I* and B if the long *E* sound appears.

<table>
<thead>
<tr>
<th>Word</th>
<th>Column A</th>
<th>Column B</th>
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<tbody>
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<td>FLY</td>
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<td>HAPPY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BY</td>
<td></td>
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</tr>
<tr>
<td>BABY</td>
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</table>
THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF *Y* AS A VOWEL AND AS A CONSONANT, BY CHOOSING WHETHER THE *Y* IS A VOWEL OR A CONSONANT IN A GIVEN LIST OF WORDS.

ORAL DIRECTIONS--LOOK AT THE LIST OF WORDS. IF THE *Y* IS A VOWEL CHOOSE A AND IF *Y* IS A CONSONANT CHOOSE B.

1. SKY
   *A. VOWEL
   *B. CONSONANT

2. YOU
   *A. VOWEL
   *B. CONSONANT

3. YARD
   *A. VOWEL
   *B. CONSONANT

4. YFS
   *A. VOWEL
   *B. CONSONANT

5. YELLOW
   *A. VOWEL
   *B. CONSONANT

6. YEAR
   *A. VOWEL
   *B. CONSONANT

7. TRY
   *A. VOWEL
   *B. CONSONANT

8. YET
   *A. VOWEL
   *B. CONSONANT

9. FLY
   *A. VOWEL
   *B. CONSONANT

10. YELL
    *A. VOWEL
    *B. CONSONANT
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE SILENT VOWELS IN WORDS BY CHOOSING THE WORDS THAT HAVE SILENT VOWELS IN A GIVEN GROUP OF WORDS.

LOOK AT EACH WORD. CHOOSE THE WORD THAT HAS A SILENT VOWEL LETTER.

* A. SWEAT
  B. SMALL
  C. SEW

* A. PAID
  B. PAT
  C. DID

* A. COLD
  B. COAL
  C. COD

* A. MAIL
  B. TAG
  C. MAT

* A. SEE
  B. SET
  C. SELL

* A. READ
  B. RED
  C. BEG
THE STUDENT WILL DISCRIMINATE BETWEEN THE SOUND OF *00* AS IN THE WORD *BOOK* AND THE SOUND OF THE *00* AS IN THE WORD *MOON* BY CHOOSING THE WORD IN THE LIST WHICH HAS THE SAME *00* SOUND AS THE WORD SPOKEN BY THE TEACHER. %0311

DIRECTIONS—CHOOSE THE WORD THAT HAS THE SAME *00* SOUND AS THE WORD I SAY.

BOOK
A. TOOK
B. SOON
C. ROOM

MOON
A. COOK
B. FOOD
C. LOOK

SPOON
A. NOON
B. HOOD
C. NOOK

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN THE LONG AND SHORT *A* VOWEL SOUND IN WORDS BY READING A LIST AND IDENTIFYING WHETHER THE VOWEL SOUND IS LONG OR SHORT. %0325

DIRECTIONS—READ THESE WORDS TO YOURSELF. INDICATE WHETHER THE *A* IN EACH WORD IS LONG OR SHORT.

DATE
A. LONG *A*
B. SHORT *A*

CAT
A. LONG *A*
B. SHORT *A*

SAT
A. LONG *A*
B. SHORT *A*

TAKE
A. LONG *A*
B. SHORT *A*

CAKE
A. LONG *A*
B. SHORT *A*

FAKE
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN THE LONG AND SHORT *E* VOWEL SOUND IN WORDS BY READING A LIST AND IDENTIFYING WHETHER THE VOWEL SOUND IS LONG OR SHORT. 

DIRECTIONS: READ THESE WORDS TO YOURSELF. INDICATE WHETHER THE *E* IN EACH WORD IS LONG OR SHORT.

THE LIST:

- Bell
  - A. Long *E*
  - B. Short *E*

- Belt
  - A. Long *E*
  - B. Short *E*

- Bend
  - A. Long *E*
  - B. Short *F*

- Bench
  - A. Long *E*
  - B. Short *E*

- Cream
  - A. Long *E*
  - B. Short *F*

- Read
  - A. Long *E*
  - B. Short *E*

- Tank
  - A. Long *E*
  - B. Short *E*
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN THE LONG AND SHORT *I* VOWEL SOUND IN WORDS BY READING A LIST AND IDENTIFYING WHETHER THE VOWEL IS LONG OR SHORT.

DIRECTIONS -- READ THESE WORDS TO YOURSELF. INDICATE WHETHER THE *I* IN EACH WORD IS LONG OR SHORT.

<table>
<thead>
<tr>
<th>Word</th>
<th>Long <em>I</em></th>
<th>Short <em>I</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>A. LONG <em>I</em></td>
<td>B. SHORT <em>I</em></td>
</tr>
<tr>
<td>PIN</td>
<td>A. LONG <em>I</em></td>
<td>B. SHORT <em>I</em></td>
</tr>
<tr>
<td>BRISK</td>
<td>A. LONG <em>I</em></td>
<td>B. SHORT <em>I</em></td>
</tr>
<tr>
<td>PIE</td>
<td>A. LONG <em>I</em></td>
<td>B. SHORT <em>I</em></td>
</tr>
<tr>
<td>CRIME</td>
<td>A. LONG <em>I</em></td>
<td>B. SHORT <em>I</em></td>
</tr>
<tr>
<td>DING</td>
<td>A. LONG <em>I</em></td>
<td>B. SHORT <em>I</em></td>
</tr>
<tr>
<td>CRIMP</td>
<td>A. LONG <em>I</em></td>
<td>B. SHORT <em>I</em></td>
</tr>
<tr>
<td>DIG</td>
<td>A. LONG <em>I</em></td>
<td>B. SHORT <em>I</em></td>
</tr>
<tr>
<td>LIKE</td>
<td>A. LONG <em>I</em></td>
<td>B. SHORT <em>I</em></td>
</tr>
<tr>
<td>DRIVE</td>
<td>A. LONG <em>I</em></td>
<td>B. SHORT <em>I</em></td>
</tr>
<tr>
<td>DIAL</td>
<td>A. LONG <em>I</em></td>
<td>B. SHORT <em>I</em></td>
</tr>
<tr>
<td>SIT</td>
<td>A. LONG <em>I</em></td>
<td>B. SHORT <em>I</em></td>
</tr>
<tr>
<td>BILL</td>
<td>A. LONG <em>I</em></td>
<td>B. SHORT <em>I</em></td>
</tr>
</tbody>
</table>
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN THE LONG AND SHORT O VOWEL SOUND IN WORDS BY READING A LIST AND IDENTIFYING WHETHER THE VOWEL IS LONG OR SHORT. 25s

DIRECTIONS -- READ THESE WORDS TO YOURSELF—INDICATE WHETHER THE 0 IN EACH WORD IS LONG OR SHORT.
<table>
<thead>
<tr>
<th>Item</th>
<th>A. Long</th>
<th>B. Short</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poach</td>
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<td>SOR</td>
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<td>Box</td>
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<tr>
<td>Roam</td>
<td></td>
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<tr>
<td>Cob</td>
<td></td>
<td></td>
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<tr>
<td>Rock</td>
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<tr>
<td>Doll</td>
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<tr>
<td>Dome</td>
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<tr>
<td>Block</td>
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<tr>
<td>Cot</td>
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<tr>
<td>Cope</td>
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<tr>
<td>Rodach</td>
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<td></td>
</tr>
<tr>
<td>Coast</td>
<td></td>
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<tr>
<td>Dolf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dock</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. LONG *O*
B. SHORT *O*

ROPE
A. LONG *O*
B. SHORT *O*

COAL
A. LONG *O*
B. SHORT *O*

DOT
A. LONG *O*
B. SHORT *O*

ROAD
A. LONG *O*
B. SHORT *O*

GOJ
A. LONG *O*
B. SHORT *O*

POSE
A. LONG *O*
B. SHORT *O*

ROT
A. LONG *O*
B. SHORT *O*

WROTE
A. LONG *O*
B. SHORT *O*

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN THE LONG AND SHORT VOWEL SOUNDS IN WORDS BY READING A LIST AND IDENTIFYING WHETHER THE VOWEL IS LONG OR SHORT.

DIRECTIONS: READ EACH OF THESE WORDS TO YOURSELF. INDICATE WHETHER THE *O* IN EACH WORD IS LONG OR SHORT.
THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF LONG VOWEL SUBSTITUTION BY CHOOSING FROM A GROUP OF THREE VOWELS THE ONE WHICH WILL MAKE ANOTHER REAL WORD WHEN SUBSTITUTED FOR THE LONG VOWEL IN THE GIVEN WORD.

DIRECTIONS--READ THE WORD IN EACH ROW. IF YOU TAKE AWAY THE STARRED LONG VOWEL, WHICH OF THE OTHER THREE VOWELS CAN YOU USE TO MAKE ANOTHER REAL WORD?

**A**. LONG *U*  
**B**. SHORT *U*  
**TUR**  
**A**. LONG *U*  
**B**. SHORT *U*  
**DUKE**  
**A**. LONG *U*  
**B**. SHORT *U*  
**BUT**  
**A**. LONG *U*  
**B**. SHORT *U*  
**NUT**  
**A**. LONG *U*  
**B**. SHORT *U*  
**JUNE**  
**A**. LONG *U*  
**B**. SHORT *U*  
**DUCK**  
**A**. LONG *U*  
**B**. SHORT *U*  

**THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF LONG VOWEL SUBSTITUTION BY CHOOSING FROM A GROUP OF THREE VOWELS THE ONE WHICH WILL MAKE ANOTHER REAL WORD WHEN SUBSTITUTED FOR THE LONG VOWEL IN THE GIVEN WORD.**

**DIRECTIONS--READ THE WORD IN EACH ROW. IF YOU TAKE AWAY THE STARRED LONG VOWEL, WHICH OF THE OTHER THREE VOWELS CAN YOU USE TO MAKE ANOTHER REAL WORD?**
THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF SHORT VOWEL SUBSTITUTION BY CHOOSING FROM A GROUP OF THREE VOWELS THE ONE WHICH WILL MAKE ANOTHER REAL WORD WHEN SUBSTITUTED FOR THE SHORT VOWEL IN THE GIVEN WORD.

DIRECTIONS -- READ THE WORD IN EACH ROW. IF YOU TAKE AWAY THE VOWEL WHICH OF THE OTHER THREE VOWELS CAN YOU USE TO MAKE ANOTHER REAL WORD?

SIT
A. A  
B. I  
C. O  

ROD
A. U  
B. E  
C. A  

SAD
A. O  
B. U  
C. I  

LIN
A. A  
B. O  
C. U  

LIP
A. O  
B. A  
C. U  

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF MEDIAL VOWELS BY SUBSTITUTING THE MEDIAL VOWEL IN A KNOWN WORD AND MAKING A NEW WORD.

IN WHICH OF THE WORDS BELOW CAN YOU CHANGE THE MIDDLE LETTER TO AN *A* AND MAKE A NEW WORD?
A. GOT  
B. CRY  
C. BED  
D. HER  
E. WET  

IN WHICH OF THE WORDS BELOW CAN YOU CHANGE THE MIDDLE LETTER TO AN *E* AND MAKE A NEW WORD?
A. CAR  
B. CRY  
C. WHY  
D. SIT
IN WHICH OF THE WORDS BELOW CAN YOU CHANGE THE MIDDLE LETTER TO AN *O* AND MAKE A NEW WORD:

A. BUD
B. DUG
C. SET
D. BAT
E. BAD

IN WHICH OF THE WORDS BELOW CAN YOU CHANGE THE MIDDLE LETTER TO AN *G* AND MAKE A NEW WORD:

A. BUD
B. DUG
C. SET
D. BAT
E. BAD

IN WHICH OF THE WORDS BELOW CAN YOU CHANGE THE MIDDLE LETTER TO AN *R* AND MAKE A NEW WORD:

A. BUD
B. DUG
C. SET
D. BAT
E. BAD

IN WHICH OF THE WORDS BELOW CAN YOU CHANGE THE MIDDLE LETTER TO AN *L* AND MAKE A NEW WORD:

A. BUD
B. DUG
C. SET
D. BAT
E. BAD

IN WHICH OF THE WORDS BELOW CAN YOU CHANGE THE MIDDLE LETTER TO AN *U* AND MAKE A NEW WORD:

A. BIT
B. WAS
C. SAT
D. ARE
E. SAY

THE STUDENT WILL RECOGNIZE A VOWEL DIGRAPH IN A WORD BY IDENTIFYING WORDS THAT DO OR DO NOT CONTAIN DIGRAPHS.

CHOOSE THE WORD THAT HAS A VOWEL DIGRAPH:

A. CUTE
B. SHOT
C. TRAIN
D. CAKE

A. WAGON
B. WEATHER
C. WATER
D. WINDOW

CHOOSE THE WORD THAT DOES *NOT* CONTAIN A VOWEL DIGRAPH:

A. COAT
B. THESE
C. HEAVY
D. BOAT

A. PLAY
B. WAIT
C. EAST
D. WEAK

CHOOSE THE LIST OF WORDS THAT ARE ALL EXAMPLES OF WORDS THAT CONTAIN VOWEL DIGRAPHS:

A. PICK, STICK, TRUCK, TRICK
B. LIKES, BIKES, KITES, WRITES
THE STUDENT WILL RECALL THE DEFINITION OF A VOWEL DIGRAPH BY
COMPLETING CORRECTLY THE DEFINITION WHEN PARTIALLY GIVEN. 
SELECT THE WORDS THAT WILL CORRECTLY COMPLETE THE DEFINITION OF A
VOWEL DIGRAPH.

A VOWEL DIGRAPH IS __________ APPEARING TOGETHER IN A WORD WHEN
THE FIRST LETTER OF THE PAIR IS LONG AND THE SECOND SILENT.

A. TWO CONSONANTS  
B. TWO VOWELS  
C. ONE VOWEL AND ONE CONSONANT  
D. ONE CONSONANT AND ONE VOWEL.

GIVEN A WORD CONTAINING A VOWEL, THE STUDENT WILL DEMONSTRATE A
KNOWLEDGE OF VOWEL DIGRAPHS BY CHOOSING A DIGRAPH THAT WOULD MAKE
A REAL WORD IF SUBSTITUTE FOR THE VOWEL IN THE WORD. 

CHOOSE THE DIGRAPH IN THE LIST THAT IF SUBSTITUTED FOR THE *E* IN
MF* WOULD MAKE A NEW REAL WORD.

A. AI  
B. AE  
C. OA

CHOOSE THE DIGRAPH IN THE LIST THAT IF SUBSTITUTED FOR THE *I*
IN THE WORD *SIP*, WOULD MAKE A NEW REAL WORD.

A. AI  
B. AE  
C. OA

CHOOSE THE DIGRAPH IN THE LIST THAT IF SUBSTITUTED FOR THE *O*
IN THE WORD *COT*, WOULD MAKE A NEW REAL WORD.

A. AO  
B. AE  
C. IE

CHOOSE THE DIGRAPH IN THE LIST THAT IF SUBSTITUTED FOR THE *I*
IN THE WORD *BED*, WOULD MAKE A NEW REAL WORD.

A. EA  
B. OF  
C. IE

CHOOSE THE DIGRAPH IN THE LIST THAT IF SUBSTITUTED FOR THE *O*
IN THE WORD *GOT*, WOULD MAKE A NEW REAL WORD.
THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF VOWEL VARIANTS BY CHOOSING A WORD CONTAINING A VOWEL VARIANT FROM A LIST. %10

CHOOSE THE ONE WORD BELOW THAT CONTAINS A VOWEL VARIANT:

A. STAY  
B. STORE  
C. STRONG  
D. STRANGE

THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF THE SOUNDS OF *IR*, *ER*, *AR*, *OR*, AND *UR* BY CHOOSING LETTERS TO MAKE A WORD THAT NAMES A GIVEN PICTURE. %09

CHOOSE THE MISSING LETTERS THAT ARE NEEDED TO COMPLETE THE WORD THAT NAMES THE PICTURE.

H--N  PICTURE OF A HORN
A. OR  
B. AR  
C. ER  
D. IR  
E. UR

B--D  PICTURE OF A BIRD
A. OR  
B. AR  
C. ER  
D. IR  
E. UR

F--TY  PICTURE OF NUMERAL 40
A. OR  
B. AR  
C. ER  
D. IR  
E. UR

S--T  PICTURE OF A SKIRT
A. OR  
B. AR  
C. ER  
D. IR  
E. UR

S--  PICTURE OF A STAR
A. OR  
B. AR  
C. ER  
D. IR  
E. UR

B--N  PICTURE OF A FIRE
A. AR  
B. OR
THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF THE SOUNDS OF AR, IR, ER, OR, AND UR BY CHOOSING THE CORRECT WORD CONTAINING ONE OF THOSE SOUNDS TO COMPLETE A GIVEN SENTENCE.

**THE STUDENT WILL DISTINGUISH BETWEEN THE SHORT VOWEL SOUNDS BY**

**THE STUDENT WILL DISTINGUISH BETWEEN THE SHORT VOWEL SOUNDS BY**
SELECTING THE CORRECT VOWEL TO COMPLETE A WORD IN A SENTENCE.

SELECT THE LETTER OF THE SHORT VOWEL SOUND THAT COMPLETES THE WORD TO FIT IN THE SENTENCE.

THE PIN MADE THE BALLOON P-P.

A: O
R: A
C: U
D: I
E: E

THE P-P WAGS HIS TAIL WHEN HE'S HUNGRY.

A: A
B: B
C: C
D: D
E: E

THE CHEERLEADER HAD LOTS OF P-P.

A: O
B: B
C: C
D: D
E: E

BE CAREFUL NOT TO T-P OVER YOUR MILK.

A: O
B: B
C: C
D: D
E: E

WRITE YOUR NAME AT THE T-P OF THE PAGE.

A: A
B: B
C: C
D: D
E: E

I CAN CATCH BETTER WITH A M-T.

A: A
B: B
C: C
D: D
E: E

THE TWO ROYS M-T AT THE CORNER.

A: A
B: B
C: C
D: D
E: E

PLEASE WIPE YOUR FEET ON THE M-T.

A: A
B: B
C: C
D: D
E: E
THF TALL SKINNY M-N HAD A HAT ON HIS HEAD.

THF CAN WAS MADE OF T-N.

WE COULDN'T FIND THE M-P TO CLEAN THE FLOOR.

THE SUN MAY T-N YOUR SKIN.

I WILL BE T-N YEARS OLD NEXT WEEK.

THE STUDENT WILL RECOGNIZE THE FIVE SHORT VOWEL SOUNDS IN WORDS BY SAYING THE LETTER NAMES OF THE VOWEL SOUNDS HE HEARS IN WORDS PRONOUNCED BY THE TEACHER.

THE TEACHER WILL PRONOUNCE A WORD AND THE CHILD WILL RESPOND BY SAYING THE LETTER NAME OF THE VOWEL SOUND.
**THE STUDENT WILL RECOGNIZE THE FIVE SHORT VOWEL SOUNDS IN SIMILAR WORDS BY CHOOSING THE WORD THAT CORRECTLY NAMES THE PICTURE.**

Look at the first picture next to it there are three words that are similar in appearance. Look carefully at the vowels in these words. Decide which word tells what is in the picture, and choose that word. Demonstrate on the chalkboard. Do the same with every picture on your paper.

**PICTURE OF A PAN LID.**

A. LED
B. *LID
C. LAD

**PICTURE OF A HAT.**

A. *HAT
B. HOT
C. HIT

**PICTURE OF A CUP.**

A. *CUP
B. *CAP
C. COP

**PICTURE OF A TOP.**

A. TIP
B. *TOP
THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF LONG VOWEL SOUNDS BY IDENTIFYING WORDS THAT DO OR DO NOT CONTAIN THE LONG VOWEL.
CHOOSE THE WORD THAT DOES NOT CONTAIN A LONG VOWEL SOUND.

A. RAIN  1100042
B. PROGRAM  1100042
C. CUBE  1100042
D. SINCE  1100042
E. ROW  1100042

A. WAIT  1100043
B. COAT  1100043
C. PIE  1100043
D. RED  1100043

A. NEED  1100044
B. EAST  1100044
C. SCRUB  1100044
D. CUTE  1100044

COUNT THE NUMBER OF WORDS IN THE GROUP THAT CONTAIN *LONG* VOWEL SOUNDS. SELECT THE NUMBER BELOW.

A. PIE, POT, SKATE, SAT  1100045
B. ONE  1100045
C. TWO  1100045
D. THREE  1100045
E. FOUR  1100045

A. NINE, SWING, COOK, COW  1100047
B. NONE  1100047
C. ALL  1100047
D. ONE  1100047
E. TWO  1100047

THE STUDENT WILL RECOGNIZE A LONG VOWEL IN THE 1ST SYLLABLE OF A TWO SYLLABLE WORD BY CHOOSING THE WORD WHICH CONTAINS A LONG VOWEL IN THE 1ST SYLLABLE.

CHOOSE THE WORD THAT HAS A LONG VOWEL IN THE 1ST SYLLABLE.

A. FABBIT  1100126
B. HABIT  1100126
C. PAPER  1100126
D. LADDER  1100126

A. PIDDLE  1100127
B. SPIDER  1100127
C. BRIDGE  1100127
D. ENGINE  1100127

THE STUDENT WILL DISTINGUISH BETWEEN LONG VOWEL SOUNDS BY SELECTING THE CORRECT VOWEL TO COMPLETE A WORD IN A SENTENCE.
SELECT THE LONG VOWEL SOUND THAT WILL COMPLETE THE WORD TO FIT IN THE SENTENCE.

HE SWIMS AT THE L-KF.
A E I O U

SHE HAD TO STAY AFTER SCHOOL.
A E I O U

WE FORGOT TO FEED THE DOG.
A E I O U

THE BOOK IS MINE. IT BELONGS TO ME.
A E I O U

THEY TOY WAS BROKEN.
A E I O U

I SOLD MY BIKE FOR $20.00.
A E I O U

THE KITTEN FOLLOWED ME HOME.
A E I O U

I CAN'T SEE YOURS.
A E I O U

I LIVE IN THE UNITED STATES.
A E I O U
B. A
C. I
D. O
E. U

Will soon be nine years old.

A. A
B. E
C. I
D. O
E. U

You are happy when you smile.

A. A
B. E
C. I
D. O
E. U

I fell down on the sidewalk.

A. A
B. E
C. I
D. O
E. U

The student will recognize the five long vowel sounds in words by saying the letter names of the vowel sounds he hears in words pronounced by the teacher.

The teacher will pronounce a word and the child will respond by saying the letter name of the vowel sound.

Teacher says: robe.
   A. Child says: *o*.

Teacher says: huge.
   A. Child says: *u*.

Teacher says: note.
   A. Child says: *o*.

Teacher says: hide.
   A. Child says: *i*.

Teacher says: see.
   A. Child says: *e*.

Teacher says: cave.
   A. Child says: *a*.

Teacher says: cute.
   A. Child says: *u*.

Teacher says: pie.
   A. Child says: *i*.

Teacher says: seed.
A. Child says *e*.
Teacher says plate.
A. Child says *a*.
Teacher says cage.
A. Child says *a*.
Teacher says boat.
A. Child says *o*.
Teacher says blue.
A. Child says *u*.
Teacher says mean.
A. Child says *e*.

*******************************************************************************

The student will demonstrate a knowledge of long-vowel sounds by choosing from three vowels the one which is heard in the name of the given picture.

Directions:—Look at the picture at the beginning of the row and then choose the vowel whose long sound you hear when you say the name of the picture.

Picture of boat
A. a
B. e
C. o

Picture of seed
A. a
B. e
C. o

*******************************************************************************

The student demonstrates his knowledge of the sound of the long *e* within words by identifying the sound when he hears it with a *yes* or *no* response when a list of words is read to him; one word at a time.

Directions:—I am going to read a list of words to you. I want you to listen for the long *e* sound. Some of the words have the long *e* sound, and others do not have that sound. As I say each word, answer *yes* if you hear the long *e* sound and *no* if you do not hear the long *e* sound.

Beach:
A. yes
B. no

Men:
A. yes
B. no

Roan:
A. yes
B. no
THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF THE SOUND OF THE LONG "I" WITHIN WORDS BY IDENTIFYING THE SOUND WHEN HE HEARS IT WITH A "YES" OR "NO" RESPONSE WHEN A LIST OF WORDS IS READ TO HIM, ONE WORD AT A TIME.

DIRECTIONS— I AM GOING TO READ A LIST OF WORDS TO YOU. I WANT YOU TO LISTEN FOR THE LONG "I" SOUND. SOME OF THE WORDS HAVE THE LONG "I" SOUND AND OTHERS DO NOT HAVE THAT SOUND. IF YOU HEAR THE LONG "I" SOUND, SAY "YES" AND SAY "NO" IF YOU DO NOT HEAR THE LONG "I" SOUND.

CRY
A. YES
FISH
A. NO
TEETH
A. NO
The student demonstrates his knowledge of the sound of the long "o" within words by identifying the sound when he hears it with a "yes" or "no" response when a list of words is read to him, one word at a time.

Directions -- I am going to read a list of words to you. I want you to listen for the long "o" sound. Some of the words have the long "o" sound, and others do not have that sound. As I say each word, answer "yes" if you hear the long "o" sound and "no" if you do not hear that sound.

<table>
<thead>
<tr>
<th>Word</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long</td>
<td>No</td>
</tr>
<tr>
<td>Home</td>
<td>Yes</td>
</tr>
<tr>
<td>Some</td>
<td>No</td>
</tr>
<tr>
<td>Fun</td>
<td>No</td>
</tr>
<tr>
<td>Tops</td>
<td>No</td>
</tr>
<tr>
<td>Toast</td>
<td>Yes</td>
</tr>
<tr>
<td>Rise</td>
<td>No</td>
</tr>
<tr>
<td>Step</td>
<td>No</td>
</tr>
<tr>
<td>Low</td>
<td>Yes</td>
</tr>
<tr>
<td>Blue</td>
<td>No</td>
</tr>
<tr>
<td>Clock</td>
<td>No</td>
</tr>
<tr>
<td>Soda</td>
<td>No</td>
</tr>
<tr>
<td>Coat</td>
<td>Yes</td>
</tr>
<tr>
<td>Cot</td>
<td>No</td>
</tr>
<tr>
<td>Hole</td>
<td>Yes</td>
</tr>
<tr>
<td>Shoe</td>
<td>No</td>
</tr>
</tbody>
</table>
THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE SOUND OF THE LONG *U* WITHIN WORDS BY IDENTIFYING THE SOUNID WHEN HE HEARS IT WITH A *YES* OR *NO* RESPONSE WHEN A LIST OF WORDS IS READ TO HIM. ONE WORD AT A TIME.

DIRECTIONS-- I AM GOING TO READ A LIST OF WORDS TO YOU. I WANT YOU TO LISTEN FOR THE LONG *U* SOUND. SOME WORDS HAVE THE LONG *U* SOUND, AND OTHERS DO NOT. AS I SAY EACH WORD, ANSWER *YES* IF YOU HEAR THE LONG *U* SOUND AND *NO* IF YOU DO NOT HEAR THE LONG *U* SOUND.

TUNE
A. YES

UNDER
A. NO

FULL
A. NO

TAN
A. NO

TUESDAY
A. YES

THIR
A. YES

REST
A. NO

FINE
A. NO

RULE
A. YES

SUITE
A. YES

GO
A. NO

MUSIC
A. YES

RODE
A. NO

RIREF
A. YES

FATE
A. NO

RAT
A. NO
**DIPHTHONGS**

The student demonstrates his knowledge of diphthongs by choosing the proper diphthong to complete a word.

Choose the diphthong that makes a real word.

1. The diphthong that makes the word "peal" is
   A. EW
   B. OA
   C. OW
   D. OU

2. When the word \[\text{L---SE}\] is read, the correct answer is
   A. EW
   B. OA
   C. OW
   D. OU

3. When the word \[\text{T---}\] is read, the correct answer is
   A. EW
   B. OA
   C. OW
   D. OU

The student demonstrates his knowledge of the sound of the diphthongs "OY" and "OY" within words by identifying the sound when he hears it, with a "YES" or "NO" response, when a list of words is read to him, one word at a time.

Directions: I am going to read a list of words to you. I want you to listen for the sound of "OY." Some words have the "OY" sound and others do not have that sound. As I say each word, answer "YES" if you hear the "OY" sound; and "NO" if you do not hear the "OY" sound.

1. **LOBSTER**
   A. NO

2. **AHOY**
   A. YES

3. **MOIST**
   A. YES
THE STUDENT WILL RECOGNIZE WORDS CONTAINING THE *OW* SOUND AS HEARD IN THE WORD *COW* BY IDENTIFYING THE WORD IN A GROUP THAT HAS THIS SOUND.

WHICH WORD CONTAINS THE VOWEL SOUND HEARD IN THE WORD *COW*?

CHOOSE THE WORD YOU THINK HAS THIS SOUND.

A. CROW
B. THROUGH
C. SHOW
D. PLOW

THE STUDENT WILL RECOGNIZE THE DIFFERENCE BETWEEN THE SOUNDS OF THE VOWEL Diphthong *OW* WHEN GIVEN A SERIES OF WORDS BY INDICATING WHETHER EACH WORD HAS A LONG *OW* OR *OW* SOUND.
DIRECTIONS-- READ EACH "OW" WORD, THEN LIST EACH IN THE CORRECT COLUMN.

| BROWN   | A: LONG "O" SOUND |
|         | B: "OW" SOUND    |
| GROW    | A: LONG "O" SOUND |
|         | B: "OW" SOUND    |
| DOWN    | A: LONG "O" SOUND |
|         | B: "OW" SOUND    |
| TOWN    | A: LONG "O" SOUND |
|         | B: "OW" SOUND    |
| SHOW    | A: LONG "O" SOUND |
|         | B: "OW" SOUND    |
| CLOWN   | A: LONG "O" SOUND |
|         | B: "OW" SOUND    |
| CROW    | A: LONG "O" SOUND |
|         | B: "OW" SOUND    |
| FLOWER  | A: LONG "O" SOUND |
|         | B: "OW" SOUND    |
| SNOW    | A: LONG "O" SOUND |
|         | B: "OW" SOUND    |
| SLOW    | A: LONG "O" SOUND |
|         | B: "OW" SOUND    |
| FROWN   | A: LONG "O" SOUND |
|         | B: "OW" SOUND    |
| THROW   | A: LONG "O" SOUND |
|         | B: "OW" SOUND    |
| HOW     | A: LONG "O" SOUND |
|         | B: "OW" SOUND    |
| LOW     | A: LONG "O" SOUND |
|         | B: "OW" SOUND    |
| COW     | "OW"            |
PHONEME

THE STUDENT CAN RECOGNIZE CERTAIN PHONEME-GRAPHEME CORRESPONDENCES IN WORDS BY IDENTIFYING EXAMPLES IN A LIST.  

**CROOK** HAS THE SAME MIDDLE SOUND AS _______.
A. SHOOK
B. MOON
C. ROOM
D. DROOP
E. FOOD

**BOWL** HAS THE SAME VOWEL SOUND AS _______.
A. COW
* B. ROAT
C. SHOE
D. WOULD
E. NOW

**THE WORD CITY** BEGINS WITH THE SAME SOUND AS _______.
A. CAGF
* B. SEEM
C. KEEP
D. SHOW
E. CARE

**THE WORD COOK** HAS THE SAME MIDDLE SOUND AS _______.
A. SOUND
* B. WOULD
C. TOOTH
D. LOOP
E. SOUP

**THE WORD NONE** HAS THE SAME VOWEL SOUND IN THE MIDDLE AS _______.
A. KNOWN
B. PHONE
* C. PUNCH
D. CUTE
E. GONE
GIVEN FOUR WORD LISTS, THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE *SCHWA* SOUND BY SELECTING THE LIST OF WORDS IN WHICH EVERY WORD CONTAINS THE SOUND. %10

CHOOSE THE LIST THAT CONTAINS WORDS ALL HAVING THE *SCHWA* SOUND. %10

A. ATE, AIM, ABLE
* B. ABOUT, AROUND, AGAINST
 C. AT, APPLE, ANSWER
 D. SCAT, STAY, SPACE

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE *SCHWA* SOUND BY CHOOSING THE WORD THAT BEGINS WITH THE *SCHWA* SOUND IN EACH GROUP. %7#

LOOK AT EACH WORD. CHOOSE THE WORD THAT BEGINS WITH THE *SCHWA* SOUND.

A. APRON 1104782
* B. ALONE 1104782
 C. APPLE 1104782

* A. AHEAD 1104783
 B. ALL 1104783
 C. ALSO 1104783

A. AFTER 1104784
 B. ALMOST 1104784
* C. AWAY 1104784

* A. AGAIN 1104785
 B. APPLE 1104785
 C. O'CLOCK 1104785

A. APRON 1104786
* B. AGO 1104786
 C. AFTER 1104786

* A. ABOUT 1104787
 B. EACH 1104787
 C. OPEN 1104787

A. APRIL 1104788
 B. APPLE 1104788
* C. ALIVE 1104788

**************************

SYLLABLES

THE STUDENT WILL RECOGNIZE WORDS MADE UP OF TWO SYLLABLES BY SELECTING LISTS CONTAINING ONLY TWO-SYLLABLE WORDS. %10
CHOSE THE LIST WHERE ALL FOUR WORDS CONTAIN TWO SYLLABLES EACH.

A. POCKET, SLEEP, TRADED, RACE
B. AFTER, VISIT, NEVER, SANDWICH
C. CHANGED, FINES, FIXED, LAND
D. UNHAPPY, REFLEASING, MAGICAL, CERTAINLY

***************THE STUDENT WILL RECOGNIZE WORDS MADE UP OF THREE SYLLABLES BY
SELECTING LISTS CONTAINING ONLY THREE-SYLLABLE WORDS.***************

CHOSE THE LIST WHERE ALL FOUR WORDS CONTAIN THREE SYLLABLES EACH.

A. AUDITORIUM, GEOGRAPHY, POETRY, PIANO
B. WONDERFUL, SATISFY, TERRIBLE, CONNECTION
C. MAGNET, ADVISE, BROKEN, PANEL
D. PRESENT, INFORMATION, SCHOOL, SAYING

***************THE STUDENT WILL RECOGNIZE THE NUMBER OF SYLLABLES IN A WORD BY
INDICATING HOW MANY SYLLABLES ARE IN A GIVEN WORD.***************

SELECT THE NUMERAL WHICH TELLS HOW MANY SYLLABLES ARE IN A GIVEN WORD.

DICTIONARY
A. 1
B. 3
* C. 4

DELICIOUS
A. 2
B. 4
* C. 3

BEAUTIFUL
A. 5
* B. 3
C. 4

SPECIAL
A. 2
B. 3
* C. 1

NATIONAL
A. 1
* B. 3
C. 2

PROFITABLE
A. 5
B. 2
* C. 4
THE STUDENT WILL RECALL RULES FOR SEPARATING A WORD INTO SYLLABLES BY CHOOSING THE SYLLABLE SEPARATION.

INSTRUCTIONS—SEPARATE THE FOLLOWING WORDS INTO SYLLABLES BY DRAWING A LINE BETWEEN THE SYLLABLES.

HANDLE
A. HANDLE

LIGHTNING
A. LIGHTNING

CERTAIN
A. CERTAIN

HANDFUL
A. HANDFUL

PERFUME
A. PERFUME

PRACTICE
A. PRACTICE

TRAFFIC
A. TRAFFIC

MATTER
A. MATTER

PUMPKINS
A. PUMPKINS

TURKEY
A. TURKEY

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF CORRECT PRONUNCIATION BY INDICATING WHICH SYLLABLE IN A GIVEN WORD IS ACCENTED.

INDICATE WHICH SYLLABLE IS ACCENTED IN THE GIVEN WORD.

POSSIBLE
*A. FIRST
 B. SECOND
 C. THIRD
MECHANICS

DIRECTIONS

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF DIRECTIONS BY SELECTING THE CORRECT RESPONSE TO A QUESTION ABOUT A GIVEN DIRECTION.

DIRECTIONS - YOU WILL BE GIVEN A SET OF DIRECTIONS. READ THE DIRECTIONS CAREFULLY. THEN ANSWER THE FOLLOWING QUESTIONS ABOUT THE DIRECTIONS BY CHOOSING THE CORRECT RESPONSE.

DIRECTIONS - FIND THE BIG BOX. DRAW A CIRCLE AROUND IT.

YOU ARE TO FIND THE

A. BIG BOX
B. SMALL BOX
C. OPENED BOX

YOU ARE TO DRAW A

A. LINE UNDER IT
B. CIRCLE AROUND IT
C. LINE OVER IT
DIRECTIONS CAREFULLY. THEN ANSWER THE FOLLOWING QUESTIONS ABOUT THE DIRECTIONS BY CHOOSING THE CORRECT RESPONSE.

DIRECTIONS - DRAW A LINE ABOVE THE PICTURE OF A BANANA.

YOU ARE TO LOOK FOR
A. A PICTURE OF AN ORANGE
B. A PICTURE OF AN APPLE
*C. A PICTURE OF A BANANA

YOU ARE TO DRAW
A. A LINE UNDER THE PICTURE OF A BANANA
B. A LINE ABOVE THE PICTURE OF AN ORANGE
*C. A LINE ABOVE THE PICTURE OF A BANANA

DIRECTIONS - YOU WILL BE GIVEN A SET OF DIRECTIONS. READ THE DIRECTIONS CAREFULLY. THEN ANSWER THE FOLLOWING QUESTIONS ABOUT THE DIRECTIONS BY CHOOSING THE CORRECT RESPONSE.

DIRECTIONS - PUT TWO LINES UNDER THE TREE.

YOU ARE TO FIND
A. BUSH
B. TREE
C. FLOWER

YOU ARE TO DRAW
A. ONE LINE
B. TWO LINES
C. THREE LINES

WHICH IS CORRECTO
A. A BUSH WITH 3 LINES UNDER IT
B. A FLOWER WITH ONE LINE UNDER IT
*C. A TREE WITH TWO LINES UNDER IT

DIRECTIONS - YOU WILL BE GIVEN A SET OF DIRECTIONS. READ THE DIRECTIONS CAREFULLY. THEN ANSWER THE FOLLOWING QUESTIONS ABOUT THE DIRECTIONS BY CHOOSING THE CORRECT RESPONSE.

DIRECTIONS - DRAW A LINE FROM THE STAR TO THE MOON.

YOU ARE TO FIND
A. A STAR AND THE SUN
B. THE SUN AND THE MOON
*C. A STAR AND THE MOON

YOU ARE TO DRAW
*A. A LINE
B. AN ARROW
C. A CIRCLE

DIRECTIONS - YOU WILL BE GIVEN A SET OF DIRECTIONS. READ THE DIRECTIONS CAREFULLY. THEN ANSWER THE FOLLOWING QUESTIONS ABOUT THE DIRECTIONS BY CHOOSING THE CORRECT RESPONSE.

DIRECTIONS - DRAW AN ARROW FROM THE SQUARE TO THE CIRCLE.

YOU ARE TO FIND
A. A SQUARE AND A TRIANGLE
*B. A CIRCLE AND A SQUARE
C. A SQUARE AND A TRIANGLE

YOU ARE TO DRAW FROM THE SQUARE TO THE
A. CIRCLE
B. TRIANGLE
C. SQUARE

DIRECTIONS - YOU WILL BE GIVEN A SET OF DIRECTIONS. READ THE DIRECTIONS CAREFULLY. THEN ANSWER THE FOLLOWING QUESTIONS ABOUT THE DIRECTIONS BY CHOOSING THE CORRECT RESPONSE.


YOU ARE TO FIND OUT IF MAGNETS PICK UP
A. METAL OBJECTS
B. PLASTIC OBJECTS
C. WOODEN OBJECTS

FIRST YOU ARE TO HOLD THE MAGNET OVER THE
A. TOOTHPICK
B. STICK
C. WOODEN BLOCK

DIRECTIONS - YOU WILL BE GIVEN A SET OF DIRECTIONS. READ THE DIRECTIONS CAREFULLY. THEN ANSWER THE FOLLOWING QUESTIONS ABOUT THE DIRECTIONS BY CHOOSING THE CORRECT RESPONSE.

DIRECTIONS - THIS IS A GAME TO TEST YOUR MEMORY. ONE CHILD IS SELECTED TO LEAVE THE ROOM. ANOTHER IS SELECTED TO HIDE. THE OTHER CHILDREN CHANGE SEATS. THE CHILD WHO LEFT THE ROOM IS ASKED TO RETURN. HE MUST TRY TO GUESS WHO IS HIDING.

THIS IS A GAME TO TEST YOUR
A. RUNNING
B. MEMORY
C. HIDING

WHEN THE CHILD RETURNS TO THE ROOM, HE IS TO
A. GUESS WHO IS MISSING IN THE ROOM
B. GUESS WHO IS IN THE WRONG SEAT
C. FIND A DIFFERENT SEAT IN THE ROOM

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO FOLLOW DIRECTIONS GIVEN IN SEQUENTIAL ORDER BY PERFORMING THE GIVEN TASKS AFTER LISTENING TO THE DIRECTIONS FOR THE TASKS.

DIRECTIONS - I WILL TELL YOU THREE THINGS TO DO AT A TIME. AFTER YOU HAVE LISTENED CAREFULLY YOU WILL DO WHAT I TOLD YOU TO DO IN THE ORDER THAT I TOLD YOU TO DO IT.

RAISE ONE HAND
RAISE ONE FOOT
HOP TWO TIMES
A. CHILD WILL FOLLOW DIRECTIONS.
CLAP YOUR HANDS TWO TIMES
BLINK YOUR EYES ONCE
JUMP TWICE
A. CHILD WILL FOLLOW DIRECTIONS.

TURN AROUND
SIT DOWN
STAND UP.
A. CHILD WILL FOLLOW DIRECTIONS.

WALK THREE STEPS FORWARD
WALK ONE STEP BACK
JUMP ONCE IN PLACE
A. CHILD WILL FOLLOW DIRECTIONS.

HOP ONCE ON THE FOOT NEAR THE WINDOW
HOP ONCE ON THE FOOT NEAR THE DOOR
JUMP TWICE ON BOTH FEET
A. CHILD WILL FOLLOW DIRECTIONS.

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO FOLLOW DIRECTIONS BY PERFORMING THE GIVEN TASK AFTER LISTENING TO THE DIRECTIONS FOR THAT TASK.

DIRECTIIONS--- I WILL TELL YOU TO DO SOMETHING. AFTER YOU HAVE LISTENED CAREFULLY, YOU WILL DO WHAT I TOLD YOU TO DO.

JUMP
A. CHILD WILL FOLLOW DIRECTIONS.

HOP ON ONE FOOT
A. CHILD WILL FOLLOW DIRECTIONS.

TURN AROUND
A. CHILD WILL FOLLOW DIRECTIONS.

SIT DOWN
A. CHILD WILL FOLLOW DIRECTIONS.

STAND UP
A. CHILD WILL FOLLOW DIRECTIONS.

RAISE THE HAND NEAR THE WINDOW AND WAVE IT
A. CHILD WILL FOLLOW DIRECTIONS.

WIGGLE YOUR THUMBS
A. CHILD WILL FOLLOW DIRECTIONS.

BLINK YOUR EYES
A. CHILD WILL FOLLOW DIRECTIONS.

CLAP YOUR HANDS THREE TIMES
A. CHILD WILL FOLLOW DIRECTIONS.

SAY YOUR NAME
A. CHILD WILL FOLLOW DIRECTIONS.
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO COMPREHEND AND FOLLOW WRITTEN DIRECTIONS BY READING A GIVEN SET OF DIRECTIONS AND FOLLOWING THEM. 

DIRECTIONS - READ THE DIRECTION, DO WHAT IT TELLS YOU.

DRAW A HOUSE.
A. ACCEPT ANY BUILDING-LIKE STRUCTURE.

DRAW FOUR WINDOWS IN THE HOUSE.
A. MUST BE WITHIN THE STRUCTURE.

DRAW A TREE NEXT TO THE HOUSE.
A. ACCEPT ANY PLANT-LIKE STRUCTURE NOT TOUCHING THE HOUSE.

COLOR THE LEAVES ON THE TREE GREEN.
A. TOP PART OF TREE MUST BE GREEN.

COLOR TWO WINDOWS IN THE HOUSE BLUE.
A. TWO WINDOWS MUST BE BLUE.

COLOR TWO WINDOWS IN THE HOUSE YELLOW.
A. TWO WINDOWS MUST BE YELLOW.

DRAW A CHIMNEY ON THE ROOF.
A. ACCEPT ANY BOX-LIKE STRUCTURE ON TOP PART OF THE HOUSE.

DRAW ANY FOUR THINGS YOU WOULD LIKE YOUR PICTURE TO HAVE.
A. ACCEPT ANY FOUR ADDITIONAL OBJECTS.

CONTRACTIONS

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF CONTRACTIONS WHEN PRESENTED A GIVEN LIST OF CONTRACTIONS BY WRITING THE TWO WORDS WHICH FORM THE CONTRACTION. 

TEACHER TELLS CHILD-- EACH WORD ON YOUR SHEET IS A CONTRACTION. DECIDE WHICH WORDS WERE PUT TOGETHER TO FORM THE CONTRACTION AND WRITE THOSE WORDS NEXT TO IT.

I'M
A. I AM

ISN'T
A. IS NOT

THEY'RE
A. THEY ARE

DOESN'T
DOES NOT
WE'VE
HE'S
AREN'T
YOU'LL
DON'T
YOU'VE
HASN'T
WE'RE
IT'S
WO'N'T
LET'S

THE STUDENT WILL APPLY A COMPREHENSION OF CONTRACTIONS
WHEN PRESENTED GIVEN PAIRS OF WORDS BY WRITING CONTRACTIONS
FORMED BY COMBINING EACH PAIR. **130**

TEACHER TELLS CHILD--EACH PAIR OF WORDS BELOW CAN BE COMBINED TO
FORM A CONTRACTION. WRITE THE NEW CONTRACTION NEXT TO EACH PAIR.

THEY ARE
DO NOT
WE WILL
IS NOT
LET US

1101634
1101635
1101636
1101637
1101638
1101639
1101640
1101641
1101642
1101643
1101644
1101645
1101646
1101647
1101648
1101649
1101650
1101651
THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF CONTRACTIONS WHEN PRESENTED A GIVEN SET OF SENTENCES BY CHOOSING THE CONTRACTION WHICH CORRECTLY COMPLETES THE SENTENCE. NO

TEACHER TELLS CHILD— IN EACH SENTENCE A WORD HAS BEEN LEFT OUT. ONE OF THE CONTRACTIONS UNDER IT WILL COMPLETE THE SENTENCE. READ EACH SENTENCE AND THEN UNDERLINE THE WORD WHICH BELONGS IN THE SENTENCE.

_______ BEEN VERY HELPFUL.
A. YOU'RE
* R. YOU'VE

I KNOW ______ BE THERE.
A. THEY'RE
* R. THEY'LL

JIM SAID ______ GOING, TOO.
* A. HE'S
* R. HE'LL

I ______ NEED ANY PENCILS.
A. DOESN'T
* R. DON'T

TOM ______ RUNNING NOW.
* A. ISN'T
* R. AREN'T

THEY KNOW ______ WAITING.
* A. I'M
* R. I'LL

_______ BEEN AT MY HOUSE.
A. WE'RE
LETTER FORM

THE STUDENT CAN DISPLAY HIS KNOWLEDGE OF TYPES OF LETTERS BY CHOOSING THE TYPE THAT COMPLETES THE DEFINITION.

DIRECTIONS - SELECT THE WORDS THAT COMPLETE THE DEFINITION.

A LETTER THAT ASKS A PERSON TO A PARTY IS ________.
A. A FRIENDLY LETTER
B. AN INVITATION
C. A GET-WELL LETTER

A LETTER THAT TELLS ABOUT AN INTERESTING TRIP YOU TOOK IS ________.
A. AN INVITATION
B. A THANK-YOU LETTER
C. A FRIENDLY LETTER

A LETTER THANKING SOMEONE FOR A GIFT IS ________.
A. A FRIENDLY LETTER
B. A THANK-YOU LETTER
C. A GET-WELL LETTER

A LETTER TO CHEER UP SOMEONE WHO IS ILL IS ________.
A. A FRIENDLY LETTER
B. A THANK-YOU LETTER
C. A GET-WELL LETTER

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF LETTER CONTENT BY CHOOSING THE CORRECT TYPE OF LETTER WHEN GIVEN AN EXAMPLE.

DIRECTIONS - FOR EACH QUESTION THERE IS A PART OF A LETTER. READ THE LETTER AND CHOOSE THE WORDS THAT TELL WHAT KIND OF A LETTER IT IS.

YESTERDAY OUR CLASS WENT ON A TRIP TO CHICAGO. WE RODE ON A TRAIN. WE WENT TO A MUSEUM AND SAW MANY INTERESTING THINGS. WHAT KIND OF A LETTER IS THIS?
A. THIS IS A THANK-YOU LETTER.
B. THIS IS A FRIENDLY LETTER.
C. THIS IS AN INVITATION.

OUR CLASS HAD A GOOD TIME ON OUR TRIP TO THE MUSEUM. THANK YOU FOR BEING OUR GUIDE AND SHOWING US THE INTERESTING THINGS. WHAT KIND OF A LETTER IS THIS?
A. THIS IS A GET-WELL LETTER.
B. THIS IS AN INVITATION.
C. THIS IS A THANK-YOU LETTER.

WE ARE SORRY YOU COULD NOT GO WITH US ON OUR TRIP TO CHICAGO. WE HOPE YOU ARE FEELING BETTER AND CAN COME BACK TO SCHOOL SOON.

WHAT KIND OF A LETTER IS THIS?
A. THIS IS AN INVITATION.
B. THIS IS A GET-WELL LETTER.
C. THIS IS A THANK-YOU LETTER.

OUR CLASS IS GOING ON A TRIP TO CHICAGO ON MAY 12. WE HOPE YOU WILL BE ABLE TO COME WITH US.

WHAT KIND OF A LETTER IS THIS?
A. THIS IS AN INVITATION.
B. THIS IS A THANK-YOU LETTER.
C. THIS IS A GET-WELL LETTER.

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF PROPER LETTER FORM BY CHOOSING THE CORRECT PART WHEN GIVEN AN EXAMPLE.

DIRECTIONS — FOR EACH QUESTION THERE IS AN EXAMPLE OF A PART OF A LETTER. CHOOSE THE WORDS THAT TELL WHAT EACH PART IS.

DEAR AUNT SUSAN,

THIS PART OF A LETTER IS CALLED THE ________.
A. HEADING
B. GREETING
C. CLOSING

I WENT TO THE ZOO TODAY WITH MY MOTHER AND FATHER. WE SAW A BIG ELEPHANT, A BLACK AND WHITE ZEBRA AND SOME FUNNY MONKEYS.

THIS PART OF A LETTER IS CALLED THE ________.
A. BODY
B. HEADING
C. CLOSING

YOUR FRIEND,

THIS PART OF A LETTER IS CALLED THE ________.
A. BODY
B. GREETING
C. CLOSING

407 MAY STREET
FLUSHING, ILLINOIS 60126
JUNE 26, 1970

THIS PART OF A LETTER IS CALLED THE ________.
A. HEADING
B. CLOSING
C. BODY

ABBREVIATIONS
THE STUDENT DEMONSTRATES HIS KNOWLEDGE OF THE WORD ABBREVIATION AND HIS ABILITY TO APPLY THE CONCEPT BY WRITING THE ABBREVIATIONS FOR A LIST OF GIVEN WORDS.

DIRECTIONS--WRITE THE ABBREVIATIONS FOR THE FOLLOWING WORDS:

<table>
<thead>
<tr>
<th>WORD</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ounce</td>
<td>oz.</td>
</tr>
<tr>
<td>December</td>
<td>Dec.</td>
</tr>
<tr>
<td>Mister</td>
<td>Mr.</td>
</tr>
<tr>
<td>Friday</td>
<td>Fri.</td>
</tr>
<tr>
<td>Teaspoon</td>
<td>tsp.</td>
</tr>
<tr>
<td>Pound</td>
<td>lb.</td>
</tr>
<tr>
<td>Mistress</td>
<td>MRS.</td>
</tr>
<tr>
<td>August</td>
<td>AUG.</td>
</tr>
<tr>
<td>Road</td>
<td>RD.</td>
</tr>
<tr>
<td>Street</td>
<td>ST.</td>
</tr>
<tr>
<td>Tablespoon</td>
<td>T. CAPITA</td>
</tr>
<tr>
<td>Quart</td>
<td>QT.</td>
</tr>
<tr>
<td>April</td>
<td>APR.</td>
</tr>
<tr>
<td>Gallon</td>
<td>GAL.</td>
</tr>
<tr>
<td>Avenue</td>
<td>AVE.</td>
</tr>
<tr>
<td>Hour</td>
<td>HR.</td>
</tr>
<tr>
<td>Monday</td>
<td>MON.</td>
</tr>
<tr>
<td>Boulevard</td>
<td></td>
</tr>
</tbody>
</table>

Abbreviations for the following words:

- Ounce: oz, 1103668
- December: Dec., 1103669
- Mister: Mr., 1103670
- Friday: Fri., 1103671
- Teaspoon: tsp., 1103672
- Pound: lb., 1103673
- Mistress: MRS., 1103674
- August: AUG., 1103675
- Road: RD., 1103676
- Street: ST., 1103677
- Tablespoon: T. CAPITAL, 1103678
- Quart: QT., 1103679
- April: APR., 1103680
- Gallon: GAL., 1103681
- Avenue: AVE., 1103682
- Hour: HR., 1103683
- Monday: MON., 1103684
- Boulevard: ROU. 142
PUNCTUATION

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE PERIOD, QUESTION MARK AND EXCLAMATION POINT BY CHOOSING FROM A LIST OF THREE SENTENCES THE ONE WHICH IS CORRECTLY PUNCTUATED.

DIRECTIONS—IN EACH SET OF SENTENCES CHOOSE THE ONE WHICH IS CORRECTLY PUNCTUATED.

*A.* WHERE ARE THE COOKIES?  
*B.* WHERE ARE THE COOKIES.  
*C.* WHERE ARE THE COOKIES?  

*A.* WHERE ARE YOU GOING?  
*B.* WHERE ARE YOU GOING.  
*C.* WHERE ARE YOU GOING?  

*A.* MY NAME IS DAVID.  
*B.* MY NAME IS DAVID.  
*C.* MY NAME IS DAVID.  

*A.* LOOK, I SEE A FIRE!  
*B.* LOOK, I SEE A FIRE.  
*C.* LOOK, I SEE A FIRE!
A. WHEN DID YOU GET HERE?
B. WHEN DID YOU GET HERE?
C. WHEN DID YOU GET HERE?

*A. I READ THAT BOOK.
B. I READ THAT BOOK.
C. I READ THAT BOOK.

*A. WHAT IS YOUR NAME?
B. WHAT IS YOUR NAME?
C. WHAT IS YOUR NAME?

*A. COME HOME SOON.
B. COME HOME SOON.
C. COME HOME SOON.

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF CORRECT SENTENCE ENDING BY CHOOSING THE TYPE OF PUNCTUATION TO BE USED AT THE END OF EACH GIVEN SENTENCE.

ORAL DIRECTIONS--READ EACH SENTENCE AND CHOOSE THE TYPE OF PUNCTUATION BELOW THAT SHOULD BE USED AT THE END OF THE SENTENCE.

MOTHER BAKED A CAKE
*A. PERIOD
B. QUESTION MARK
C. EXCLAMATION POINT

ARE YOU GOING TO SEE THE MOVIES
*A. PERIOD
B. QUESTION MARK
C. EXCLAMATION POINT

LOOK, THE HOUSE IS BURNING
*A. PERIOD
B. QUESTION MARK
C. EXCLAMATION POINT

POSSessives

THE STUDENT WILL SHOW HIS KNOWLEDGE OF THE USE OF THE APOSTROPHE SHOWING POSSESSION BY SELECTING THE CORRECT POSSESSIVE TO FILL THE BLANK IN GIVEN SENTENCES.

DIRECTIONS--READ THE SENTENCES. COMPLETE THE SENTENCE BY CHOOSING A WORD THAT SHOWS THE APOSTROPHE IN THE CORRECT POSITION.

*** MEETINGS ARE HELD ON WEDNESDAYS.
A. TEACHER'S
B. TEACHERS'

*** BOOKS ARE KEPT IN THE LIBRARY.
A. BOY'S
* B. BOYS'

... BAT WAS BROKEN.
* A. JOHN'S
 B. JOHNS'

THAT ... OFFICE WAS ON MAIN STREET.
* A. DOCTOR'S
 B. DOCTORS'

SUE THOUGHT THAT ... PENCIL WAS SHARPENED.
* A. MARY'S
 B. MARYS'

MOST OF ... SHIRTS WERE BLUE.
* A. BILLY'S
 B. BILLYS'

ALL OF THE ... COATS IN OUR ROOM WERE IN THE CLOSET.
 A. GIRL'S
* B. GIRLS'

THF CLASS LISTENED TO ONE ... DIRECTIONS.
* A. TEACHER'S
 B. TEACHERS'

... CRIBS WERE ON SALE.
* A. BABIES'
 B. BABIES'

* A. WORK IS HARD.
 B. FARMERS'

EACH ... STORY WAS ABOUT AN ANIMAL.
* A. CHILD'S
 B. CHILD'S

RUTH IS MY YOUNGEST ... FRIEND.
* A. SISTER'S
 B. SISTERS'

THE ... TOOLS WERE BEING REPAIRED FOR THEM.
* A. CARPENTER'S
 B. CARPENTERS'

TOM CLEANED MANY ... CAGES.
* A. CANARY'S
 B. CANARIES'

TWO OF THIS MOTHER ... EGGS WERE BROKEN.
* A. ROBIN'S
 B. ROBINS'

***************

***************

***************

CAPITALIZATION

THE STUDENT WILL APPLY HIS UNDERSTANDING OF CAPITALIZATION WHEN PRESENTED WITH A SET OF SENTENCES BY CORRECTLY SUBSTITUTING CAPITAL LETTERS WHERE NEEDED.

TEACHER WILL READ DIRECTIONS— IN EACH SENTENCE, THERE ARE WORDS WHICH NEED CAPITAL LETTERS. READ EACH SENTENCE TO YOURSELF PRACTICING CAPITAL LETTERS. IN WHERE THEY ARE NEEDED. ALL ARE WRITTEN IN LOWER CASE LETTERS.

WE ARE GOING TO THE SHOW NOW.
   A. WE

PATTY AND TOM WILL GO, TOO.
   A. PATTY, TOM

SHE WAS IN CALIFORNIA LAST SUMMER.
   A. SHE, CALIFORNIA

WE THINK OF CHRISTMAS IN DECEMBER.
   A. WE, CHRISTMAS, DECEMBER

MARY WILL COME MONDAY FOR DINNER.
   A. MARY, MONDAY

HE LIVES IN DOWNERS GROVE, ILLINOIS.
   A. HE, DOWNERS GROVE, ILL

HE GOES TO FAIRMOUNT SCHOOL.
   A. HE, FAIRMOUNT SCHOOL

MOTHER AND MRS. GREEN WILL BE HERE.
   A. MOTHER, MRS. GREEN

DICK AND I SAW MOTHER AND FATHER.
   A. DICK, I, MOTHER, FATHER

THIS PICTURE IS VERY PRETTY.
   A. THIS

WE WILL GO TO A ZOO IN CHICAGO.
   A. WE, CHICAGO

LINDA WENT TO PLAY AT SUSAN'S.
   A. LINDA, SUSAN'S

MANY NAY ANIMALS ARE BORN IN SPRING.
   A. MANY

THE BOOK I READ WAS BORN FREE.
   A. THE, I, BORN FREE

FOR THANKSGIVING WE ARE GOING TO OHIO.
   A. FOR, THANKSGIVING, OHIO

**************************************************************************************************************************
THE STUDENT WILL DEMONSTRATE THAT HE KNOWS THE CAPITALIZATION RULES BY SELECTING THE CATEGORIES THAT SHOULD BE CAPITALIZED. %4n

DIRECTIONS - SELECT THE PHRASE THAT TELLS WHAT WORDS SHOULD BE CAPITALIZED.

A. WORDS FOR THINGS TO BUY 9660
B. WORDS FOR NAMES OF TOWNS 9660
C. WORDS FOR NAMES OF THINGS 9660

A. WORDS FOR THINGS WE DO 9661
B. WORDS FOR THINGS WE SEE 9661
C. WORDS FOR CHILDREN'S NAMES 9661

A. WORDS THAT BEGIN A SENTENCE 9662
B. WORDS THAT END A SENTENCE 9662
C. WORDS THAT ARE IN THE MIDDLE OF A SENTENCE 9662

A. WORDS THAT TELL DIRECTIONS 9663
B. WORDS THAT TELL THE TITLE OF A STORY 9663
C. WORDS THAT TELL US WHAT TO DO 9664

******************************

SPELLING

THE STUDENT WILL RECOGNIZE THE CORRECT SPELLING OF BASIC SPOKEN WORDS BY SELECTING THE CORRECT SPELLING OF THE WORD THE TEACHER PRONOUNCES. %4n

TEACHER SAYS *WHAT*
A. WHEN 1100065
B. WHAT 1100065
C. WANT 1100065
D. WANT 1100065

TEACHER SAYS *THESE*
A. THOSE 1100066
B. THIS 1100066
C. THAT 1100066
D. THESE 1100066

TEACHER SAYS *WANT*
A. WHAT 1100067
B. WHERE 1100067
C. WENT 1100067
D. WANT 1100067

TEACHER SAYS *WHERE*
A. WHAT 1100068
B. WENT 1100068
C. WHERE 1100068
D. WHERE 1100068
The student can recognize spelling patterns by identifying sounds made by starred letter patterns in words.

Directions-- Choose the sound of the starred letters.

**BEAUTIFUL**
- A. LONG U
- B. N
- C. LONG I

**KNIGHT**
- A. LONG U
- B. N
- C. LONG I

**BRIGHT**
- A. LONG U
- B. N
- C. LONG I

**LIGHT**
- A. LONG U
- B. N
- C. LONG I

**NEW**
- A. LONG U
- B. N
- C. LONG I

**FEU**
- A. LONG U
- B. N
- C. LONG I

**KNOW**
- A. LONG U
- B. N
- C. LONG I

The student will demonstrate a knowledge of the correct spelling of a given list of words by correctly unscrambling the letters of those words so they are in their proper order.

Directions-- Here are the new words from the story we read yesterday. I have scrambled the letters in each word. You will unscramble them so the words are correctly spelled.

**RE**
- A. RED

**TA**
- A. AT

**LOOK**
- A. LOOK
THE STUDENT WILL RECALL THE CORRECT SPELLING OF THE DAYS OF THE WEEK BY CHOOSING THE WORD THAT IS SPELLED CORRECTLY.

CHOOSE THE DAY OF THE WEEK THAT IS SPELLED CORRECTLY.

A. FRIDAY
B. SATURDAY
C. THURSDAY

A. MONDAY
B. WEDNESDAY
C. TUESDAY

A. SUNDAY
B. MUNDAY
C. SATURDAY

A. FRIDAY
B. SATURDAY
C. THURSDAY

THE STUDENT WILL RECALL THE CORRECT SPELLING OF THE MONTHS OF THE YEAR BY CHOOSING THE WORD THAT IS CORRECTLY SPELLED.

CHOOSE THE MONTH THAT IS CORRECTLY SPELLED.

A. JANUARY
B. AUGUST
C. SEPTEMBER

A. FEBRUARY
B. FEBRUARY
C. DECEMBER

A. JUMP
B. JENUARY
C. APRIL

A. AUGUST
THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF ABBREVIATIONS OF THE DAYS OF THE WEEK BY SELECTING THE ABBREVIATION FOR A GIVEN DAY. "

DIRECTIONS - CHOOSE THE CORRECT ABBREVIATION FOR EACH WEEKDAY.

SUNDAY
A. SUN.
B. SUN.
C. SU.

MONDAY
A. MO.
B. MON.
C. MOND.

TUESDAY
A. TU.
B. TUE.
C. TUES.

WEDNESDAY
A. WE.
B. WED.
C. WEDNES.

THURSDAY
A. THU.
B. THUR.
C. THURS.

FRIDAY
A. FR.
B. FRI.
C. FRID.

SATURDAY
A. SAT.
B. SATU.
C. SATUR.

THE STUDENT CAN DEMONSTRATE HIS UNDERSTANDING OF THE SEQUENCE OF DAYS OF THE WEEK BY SELECTING THE DAY THAT COMES BEFORE OR AFTER A GIVEN DAY. "

DIRECTIONS - SELECT THE WEEKDAY THAT ANSWERS THE QUESTION DIRECTLY.

* B. FEBRUARY
C. SEPTEMBER
WHAT IS THE DAY BEFORE TUESDAY?
A. SATURDAY
B. FRIDAY
*C. MONDAY

WHAT IS THE DAY AFTER FRIDAY?
*A. SATURDAY
B. SUNDAY
C. THURSDAY

WHAT IS THE DAY AFTER SUNDAY?
A. SATURDAY
*B. MONDAY
C. FRIDAY

WHAT IS THE DAY AFTER THURSDAY?
A. FRIDAY
B. SUNDAY
*C. WEDNESDAY

WHAT IS THE DAY AFTER MONDAY?
A. TUESDAY
B. WEDNESDAY
*C. FRIDAY

WHAT IS THE DAY BEFORE SATURDAY?
A. SUNDAY
*B. FRIDAY
C. MONDAY

WHAT IS THE DAY BEFORE MONDAY?
A. TUESDAY
B. WEDNESDAY
*C. SUNDAY

WHAT IS THE DAY AFTER WEDNESDAY?
A. TUESDAY
B. FRIDAY
*C. THURSDAY

WHAT IS THE DAY AFTER THURSDAY?
A. FRIDAY
B. SUNDAY
*C. SATURDAY

WHAT IS THE DAY AFTER TUESDAY?
A. THURSDAY
B. MONDAY
*C. WEDNESDAY

WHAT IS THE DAY BEFORE FRIDAY?
A. TUESDAY
B. WEDNESDAY
*C. THURSDAY

WHAT IS THE DAY BEFORE WEDNESDAY?
A. SUNDAY
B. SATURDAY
*C. TUESDAY
WHAT IS THE DAY AFTER SATURDAY?
A. SUNDAY
B. FRIDAY
C. WEDNESDAY

MONTH

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF ABBREVIATIONS OF THE MONTHS OF THE YEAR BY SELECTING THE ABBREVIATION OF A GIVEN MONTH IF IT CAN BE ABBREVIATED.  

DIRECTIONS – CHOOSE THE CORRECT ABBREVIATION FOR EACH MONTH IF IT CAN BE ABBREVIATED.

JANUARY
A. JAN.
B. JANU.
C. JA.

FEBRUARY
A. FEB.
B. FEBR.
C. FEBRU.

MARCH
A. MAR.
B. MAR.
C. MARCH

APRIL
A. APR.
B. APR.
C. APRIL

MAY
A. MA.
B. MA.
C. MAY

JUNE
A. JU.
B. JUN.
C. JUNE

JULY
A. JUL.
B. JUL.
C. JULY

AUGUST
A. AU.
B. AUG.
C. AUGS.

SEPTEMBER
A. SEPT.
THE STUDENT WILL RECALL THE SEQUENCE OF THE MONTHS OF THE YEAR BY CHOOSING FROM A LIST THE CORRECT ARRANGEMENT OF MONTHS.

**A. JANUARY, JUNE, FEBRUARY**
**B. APRIL, JUNE, MAY**
**C. SEPTEMBER, OCTOBER, NOVEMBER**

**A. JUNE, JULY, MAY**
**B. APRIL, MAY, JUNE**
**C. SEPTEMBER, FEBRUARY, OCTOBER**

**A. APRIL, MARCH, DECEMBER**
**B. OCTOBER, MAY, DECEMBER**
**C. JULY, AUGUST, SEPTEMBER**

THE STUDENT WILL RECALL THE MONTHS OF THE YEAR IN RELATION TO HOLIDAYS AND SEASONS BY SELECTING THE MONTH WHICH HAS A PARTICULAR HOLIDAY OR FALLS WITHIN A SEASON OF THE YEAR.

DIRECTIONS - SELECT THE MONTH THAT HAS THE HOLIDAY MENTIONED OR WHICH FALLS WITHIN A SEASON OF THE YEAR.

**THE MONTH OF *** COMFS DURING THE FALL.**
**A. AUGUST**
**B. OCTOBER**
**C. JANUARY**

**WHEN IS VALENTINE'S DAY?**
**A. JANUARY**
**B. MARCH**
**C. FEBRUARY**

**HALLOWEEN IS IN THE MONTH OF**
**A. OCTOBER**
**B. NOVEMBER**
**C. SEPTEMBER**

**DURING THE MONTH OF *** YOU WOULD BE IN THE SEASON OF SPRING.**
**A. FEBRUARY**
**B. JULY**
**C. APRIL**
NEW YEAR’S DAY IS IN THE MONTH OF ________,
A. DECEMBER
B. JANUARY
C. FEBRUARY

THE MONTH OF ____ COMES DURING THE WINTER,
A. NOVEMBER
B. DECEMBER
C. MAY

DURING THE MONTH OF ____ YOU WOULD BE IN THE SEASON OF SUMMER,
A. JUNE
B. MAY
C. APRIL

WHEN IS INDEPENDENCE DAY?
A. JUNE
B. MAY
C. JULY

THANKSGIVING IS IN THE MONTH OF ________,
A. NOVEMBER
B. SEPTEMBER
C. OCTOBER

CHRISTMAS COMES DURING THE MONTH OF ________,
A. NOVEMBER
B. DECEMBER
C. JANUARY
THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE SEQUENCE OF THE MONTHS OF THE YEAR BY SELECTING THE MONTH THAT COMES BEFORE OR AFTER A GIVEN MONTH.

DIRECTIONS - SELECT THE MONTH THAT COMPLETES EACH SENTENCE CORRECTLY.

THE MONTH THAT COMES AFTER SEPTEMBER IS
A. JULY
B. AUGUST
C. OCTOBER

THE MONTH THAT COMES AFTER JANUARY IS
A. FEBRUARY
B. DECEMBER
C. MARCH

THE MONTH THAT COMES BEFORE JUNE IS
A. MAY
B. JULY
C. MARCH

THE MONTH THAT COMES BEFORE APRIL IS
A. JULY
B. MARCH
C. JUNE

THE MONTH THAT COMES BEFORE FEBRUARY IS
A. JANUARY
B. JULY
C. JUNE

THE MONTH THAT COMES AFTER NOVEMBER IS
A. DECEMBER
B. JANUARY
C. OCTOBER

THE MONTH THAT COMES AFTER JULY IS
A. AUGUST
B. JUNE
C. MARCH

THE MONTH THAT COMES BEFORE DECEMBER IS
A. JANUARY
B. NOVEMBER
C. OCTOBER

THE MONTH THAT COMES AFTER JUNE IS
A. JANUARY
B. JULY
C. MAY

THE MONTH THAT COMES BEFORE OCTOBER IS
A. SEPTEMBER
B. NOVEMBER
C. DECEMBER

THE MONTH THAT COMES BEFORE MAY IS
A. JUNE
B. JANUARY
C. APRIL
THE MONTH THAT COMES AFTER MAY IS
A. JANUARY
B. JULY
C. JUNE

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF WEEKS, MONTHS, AND YEARS BY APPLYING IT TO THE USAGE OF A CALENDAR. THE STUDENT IS TO USE A GIVEN CALENDAR AS A REFERENCE TO SELECT THE CORRECT ANSWERS TO QUESTIONS.

DIRECTIONS - USING THE CALENDAR THAT HAS BEEN HANDED TO YOU, ANSWER THE FOLLOWING QUESTIONS BY CHOOSING THE CORRECT ANSWER. THE TEACHER IS TO PASS OUT A CALENDAR OF ONE MONTH.

<table>
<thead>
<tr>
<th>WHAT DOES THIS CALENDAR COVER?</th>
<th>A. A WEEK</th>
<th>B. A MONTH</th>
<th>C. A YEAR</th>
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<tr>
<th>HOW MANY DAYS ARE ON THIS CALENDAR?</th>
<th>A. 25</th>
<th>B. 30 OR 31 DEPENDING ON MONTH</th>
<th>C. 20</th>
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<tr>
<th>HOW MANY FULL WEEKS ARE THERE ON THIS CALENDAR?</th>
<th>A. 3</th>
<th>B. 4</th>
<th>C. 5</th>
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<tr>
<th>ON WHAT DAY DOES THE WEEK START ON THIS CALENDAR?</th>
<th>A. SATURDAY</th>
<th>B. SUNDAY</th>
<th>C. MONDAY</th>
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<table>
<thead>
<tr>
<th>HOW MANY TUESDAYS ARE THERE IN THIS MONTH?</th>
<th>A. 3</th>
<th>B. 4</th>
<th>C. 5</th>
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| ANSWER DEPENDS ON CALENDAR HANDED OUT. | |
|---------------------------------------| |
|                                       | |

SEASONS

THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF THE TERMS SPRING, SUMMER, FALL, AND WINTER BY MARKING A PICTURE IN A ROW OF THREE THAT MATCHES THE SEASON THE TEACHER NAMES. I AM GOING TO SAY THE NAME OF A SEASON AND I WANT YOU TO CIRCLE THE PICTURE THAT FITS WITH THAT SEASON.
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN FACT AND OPINION STATEMENTS BY CORRECTLY CATEGORIZING A GIVEN SET OF STATEMENTS DEALING WITH SEASONS.

INSTRUCTIONS--THINK ABOUT EACH SENTENCE. IF IT TELLS A FACT, CHOOSE *A*. IF IT TELLS SOMETHING PEOPLE THINK, CHOOSE *B*, OPINION.

FALL IS THE BEST TIME OF THE YEAR.

A. FACT

* B. OPINION

THE LEAVES TURN MANY COLORS IN FALL.

A. FACT

* B. OPINION

IN SUMMER WE USUALLY HAVE WARMER WEATHER THAN IN WINTER.

A. FACT
**SUMMER IS FUN.**
*A. FACT*
*B. OPINION*

**HALLOWEEN COMES IN THE FALL.**
*A. FACT*
*B. OPINION*

**WE HAVE NO FUN WHEN IT RAINS.**
*A. FACT*
*B. OPINION*

**THE BIRDS COME BACK FROM THE SOUTH IN SPRING.**
*A. FACT*
*B. OPINION*

**NO ONE LIKES WINTER WHEN IT IS COLD.**
*A. FACT*
*B. OPINION*

**SPRING IS A BEAUTIFUL TIME OF YEAR.**
*A. FACT*
*B. OPINION*

**SUMMER COMES RIGHT AFTER SPRING.**
*A. FACT*
*B. OPINION*

**********************************************************************************

**THE STUDENT WILL DEMONSTRATE A COMPREHENSION OF THE SEASONS BY READING A POEM AND SELECTING THE SEASON IT IS DESCRIBING.**

**DIRECTIONS - READ THE POEM. CHOOSE THE SEASON DESCRIBED BY THE POEM.**

LEAVES FALL,
BROWN LEAVES,
YELLOW LEAVES STREAKED WITH BROWN,
THEY FALL,
FLUTTER,
FALL AGAIN.

A. SUMMER,
B. FALL,
C. WINTER,
D. SPRING

SNOW MAKES WHITENESS WHERE IT FALLS,
THE BUSHES LOOK LIKE POP-CORN BALLS,
AND PLACES WHERE I ALWAYS PLAY LOOK LIKE SOMEWHERE ELSE TODAY.

A. SUMMER,
B. FALL,
C. WINTER,
D. SPRING
THE DAY BEFORE APRIL
ALONE, ALONE,
I WALKED IN THE WOODS
AND I SAT ON A STONE.

A. SUMMER
B. FALL
C. WINTER
D. SPRING

DOWN, DOWNO
YELLOW AND BROWN
THE LEAVES ARE FALLING OVER THE TOWN.

A. SUMMER
B. FALL
C. WINTER
D. SPRING

AND WHAT IS SO RARE AS A DAY IN JUNE?
THEN, IF EVER, COME PERFECT DAYS.

A. SPRING
B. FALL
C. WINTER
D. SUMMER

*****************************************************************************
THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF THE SEASONS BY
CHOOSING THE SEASON WHICH MATCHES THE DESCRIPTION GIVEN.

DIRECTIONS—-CHOOSE THE SEASON WHICH IS DESCRIBED BY THE
SENTENCE.

IT WAS A COLD, SNOWY DAY.
A. SUMMER
B. FALL
C. WINTER
D. SPRING

THE TREES WERE BEGINNING TO TURN A LIGHT GREEN.
A. SUMMER
B. FALL
C. WINTER
D. SPRING

THE WEATHER WAS BEGINNING TO TURN COOL, AND THE LEAVES ON THE
TREES WERE BEAUTIFUL, BRIGHT COLORS.
A. SUMMER
B. FALL
C. WINTER
D. SPRING

IT WAS HOT AND SUNNY.
A. SUMMER
B. FALL
C. WINTER
D. SPRING
WE RAKE LEAVES AND HAVE A BONFIRE IN__________.

A. SUMMER  7393
B. FALL  7393
C. WINTER  7393
D. SPRING  7393

WE GO SWIMMING AT THE BEACH IN__________.

A. SUMMER  7394
B. FALL  7394
C. WINTER  7394
D. SPRING  7394

WE GO SLEDDING AND THROW SNOWBALLS IN__________.

A. SUMMER  7395
B. FALL  7395
C. WINTER  7395
D. SPRING  7395

WE PLANT SEEDS IN A GARDEN IN__________.

A. SUMMER  7396
B. FALL  7396
C. WINTER  7396
D. SPRING  7396

*************************************************************************

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ALPHABETIZE USING THE
FIRST LETTER BY CHOOSING THE LIST OF WORDS WHICH ARE IN ALPHABETICAL ORDER.

CHOOSE THE LIST WHERE ALL THE WORDS ARE IN ALPHABETICAL ORDER.

A. CAT, KIRK, DOCK, TEMPLE  1106077
B. DOCK, CAT, TEMPLE, KIRK  1106077
C. CAT, DOCK, KIRK, TEMPLE  1106077
D. KIRK, CAT, TEMPLE, DOCK  1106077

*************************************************************************

THE STUDENT WILL APPLY THE PRINCIPLE OF ALPHABETIZING WORDS
BEGINNING WITH THE SAME LETTER, THE SAME TWO LETTERS, OR THE
SAME THREE LETTERS BY CHOOSING THE ONE LETTER THAT IS THE CLUE TO
THE ALPHABETICAL SEQUENCE OF THE WORDS.

TO PUT THESE WORDS INTO ALPHABETICAL SEQUENCE, AT WHICH LETTERS
SHOULD YOU LOOK CLOSELY TO SELECT THE WORD THAT TELLS YOU WHICH
LETTER YOU SHOULD PAY ATTENTION TO.

A. SECOND  1100191
B. THIRD  1100191
C. FIRST  1100191

**************************************************************************
**THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF ALPHABETICAL ORDER BY CHOOSING THE LIST OF WORDS ARRANGED ALPHABETICALLY.**

**CHOOSE THE LIST WHERE ALL THE WORDS ARE IN ALPHABETICAL ORDER.**

*A. APPLE, ORCHARD, TOWN*
* B. BALL, HOUSE, DOWN*
* C. COW, ABOUT, BOOK*
*A. CLOAK, CLOCK, CLATTER*
* B. CLATTER, CLOAK, CLOCK*
* C. CLOCK, CLATTER, CLOAK*
*A. SPOKE, SPEAK, SPELL*
* B. SPELL, SPOKE, SPEAK*
* C. SPEAK, SPOKE, SPELL*
*A. CREAM, CRAYON, CRASH*
* B. CRASH, CRAYON, CREAM*
* C. CRAYON, CRASH, CREAM*
*A. BRIGHT, BROKE, BRING*
* B. BRING, BROKE, BRIGHT*
* C. BRIGHT, BRING, BROKE*
*A. FLASH, FLICKER, FLUTTER*
* B. FLICKER, FLASH, FLUTTER*
* C. FLUTTER, FLICKER, FLASH*
*A. SNOB, SNICKER, SNAP*
* B. SNICKER, SNOB, SNAP*
* C. SNAP, SNICKER, SNOB*
*A. GRAND, GRIM, GROW*
* B. GROW, GRAND, GRIM*
* C. GRIM, GRAND, GROW*
THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF ALPHABETICAL ORDER
BY WRITING THE NEXT LETTER SYMBOL IN A GIVEN SERIES OF ALPHABET
LETTER SYMBOLS. %10%

TEACHER TELLS CHILD-- I WILL SHOW YOU A WORDSHEET WITH ALPHABET
LETTER SERIES ON IT. AT THE END OF THE SERIES YOU WILL SEE A
BLANK. I WANT YOU TO WRITE THE NEXT LETTER SYMBOL IN THAT
SERIES.

A B C
D E F
G H I
J K L
M N O
P Q R
S T U
V W X

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF ALPHABETICAL ORDER
BY CROSSING OUT THE INCORRECT LETTER SYMBOL IN A GIVEN SERIES OF
8 ALPHABET LETTER SYMBOLS. %10%

TEACHER TELLS CHILD-- I WILL GIVE YOU A WORDSHEET WITH A SET OF
ALPHABET LETTER SYMBOLS ON IT. THE LETTERS ARE IN ALPHABETICAL
ORDER. ONE LETTER DOES NOT BELONG. CHOOSE THE INCORRECT LETTER
SYMBOL.

A B C W D E F G
A W
Q R B S T U V W
A B
T U V W X
W
THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF ALPHABETICAL ORDER BY ARRANGING IN ORDER A GIVEN SET OF 8 SCRAMBLED ALPHABET LETTER CARDS.

TEACHER TELLS CHILD-- ON THIS TABLE YOU WILL SEE A SET OF ALPHABET LETTER SYMBOLS. I WANT YOU TO ARRANGE THESE CARDS IN ALPHABETICAL ORDER.

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF ALPHABETICAL ORDER.
BY CHOOSING THE LETTER MISSING IN A SERIES OF FOUR LETTERS IN CORRECT ORDER IN BOTH LOWER AND UPPER CASE.

THE TEACHER WILL READ EACH QUESTION TO THE CHILD, THEN SHOW THE CHILD A CARD WITH THE GROUP WHERE A LETTER IS MISSING AND A LIST OF 3 CHOICES.

WHICH LETTER IS MISSING -- A B___D, UPPER CASE
  *A. C
  B. E
  C. F

WHICH LETTER IS MISSING -- J___L M, LOWER CASE
  *A. P
  B. H
  C. K

WHICH LETTER IS MISSING -- Q R___T, LOWER CASE
  *A. U
  B. S
  C. P

WHICH LETTER IS MISSING -- ___G H I, UPPER CASE
  *A. E
  B. J
  C. F

WHICH LETTER IS MISSING -- V W___Y, UPPER CASE
  *A. X
  B. Z
  C. U

WHICH LETTER IS MISSING -- N O P___, LOWER CASE
  *A. R
  B. S
  C. Q

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF ALPHABETICAL ORDER WHEN PRESENTED A GROUP OF THREE WORDS BEGINNING WITH THE SAME LETTER BY SELECTING THE WORD WHICH WOULD COME FIRST IN THE DICTIONARY.

THE TEACHER WILL READ THE QUESTION TO THE CHILD, THEN SHOW FLASH CARD WITH CHOICES TO THE CHILD.

WHICH WORD WILL COME FIRST IN THE DICTIONARY?
  *A. BLUE
  B. FACT
  C. BEEN

WHICH WORD WILL COME FIRST IN THE DICTIONARY?
  *A. GRAY
  B. GUM
  C. GONE

WHICH WORD WILL COME FIRST IN THE DICTIONARY?
  *A. MEN
  B. MAN

0143 0145 0146
WHICH WORD WILL COME FIRST IN THE DICTIONARY:

A. READ
B. REED
C. RFD.

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF INITIALS WHEN GIVEN A LIST OF NAMES OF PEOPLE BY WRITING INITIALS FOR EACH NAME. DIRECTIONS—READ EACH NAME AND WRITE THE INITIALS FOR EACH. USE CAPITAL LETTERS AND PERIODS.

JANE ANN HILL
A. J. A. H.

LINDA SUSAN GREEN
A. L. S. G.

JACK ROY PARKS
A. J. R. P.

SALLY ANN RELL
A. S. A. R.

DON PETR BROWN
A. D. P. B.

JOHN CARL COOK
A. J. C. C.

HEFFY SUE LITTLE
A. H. S. L.

MY INITIALS ARE
A. CHILD WILL WRITE HIS/HER OWN INITIALS.
THE STUDENT CAN DEMONSTRATE HIS UNDERSTANDING OF THE KINDS OF INFORMATION CONTAINED IN RESOURCE MATERIALS BY SELECTING THE BEST RESOURCE BOOK THAT WOULD CONTAIN THE ANSWERS TO GIVEN QUESTIONS.

DIRECTIONS—SELECT THE *BEST* REFERENCE IN WHICH TO FIND THE ANSWER TO EACH QUESTION.

HOW MANY SYLLABLES ARE IN THE WORD PRACTICE?
A. ALMANAC
B. ATLAS
C. ENCYCLOPEDIA
D. DICTIONARY

WHAT WAS THE POPULATION OF CHICAGO, ILLINOIS, DURING THE PAST YEAR?
A. ALMANAC
B. ATLAS
C. ENCYCLOPEDIA
D. DICTIONARY

WHAT WORDS MEAN THE OPPOSITE OF EXCELLENT?
A. ALMANAC
B. ATLAS
C. ENCYCLOPEDIA
D. DICTIONARY

WHAT IS THE MEANING OF THE PREFIX HEMI?
A. ALMANAC
B. ATLAS
C. ENCYCLOPEDIA
D. DICTIONARY

WHAT ARE THE LARGE CITIES OF ILLINOIS?
A. ALMANAC
B. ATLAS
WHAT ARE SOME SPECIAL CUSTOMS OF GREAT BRITAIN?
A. ALMANAC
B. ATLAS
C. ENCYCLOPEDIA
D. DICTIONARY

WHAT IS THE HIGHEST PLACE IN THE WORLD?
A. ALMANAC
B. ATLAS
C. ENCYCLOPEDIA
D. DICTIONARY

WHAT ARE THE INDUSTRIES OF CALIFORNIA?
A. ALMANAC
B. ATLAS
C. ENCYCLOPEDIA
D. DICTIONARY

WHAT ARE THE ROUTES SHIPS TRAVEL BETWEEN NEW YORK AND GREAT BRITAIN?
A. ALMANAC
B. ATLAS
C. ENCYCLOPEDIA
D. DICTIONARY

WHERE ARE THE GRASSLANDS OF NORTH AMERICA?
A. ALMANAC
B. ATLAS
C. ENCYCLOPEDIA
D. DICTIONARY

HOW DID THE FIRST THANKSGIVING BEGIN?
A. ALMANAC
B. ATLAS
C. ENCYCLOPEDIA
D. DICTIONARY

HOW MANY PEOPLE OWNED T.V. SETS LAST YEAR?
A. ALMANAC
B. ATLAS
C. ENCYCLOPEDIA
D. DICTIONARY

WHAT IS ANOTHER WORD I CAN USE INSTEAD OF FRIGHTENING?
A. ALMANAC
B. ATLAS
C. ENCYCLOPEDIA
D. DICTIONARY

WHAT IS THE AVERAGE RAINFALL OF ILLINOIS AND INDIANA?
A. ALMANAC
B. ATLAS
C. ENCYCLOPEDIA
D. DICTIONARY

WHAT BASEBALL PLAYER HIT THE MOST HOMERUNS LAST YEAR?
A. ALMANAC
B. ATLAS
C. ENCYCLOPEDIA
D. DICTIONARY
The student will apply his understanding of how to use the card catalogue when given a specific list of book titles by locating the books from the guide numbers or letters on the catalogue cards.

The teacher will give the child a list of book titles instructing the child to locate these books by the guide numbers or letters given in the card catalogue.

Cat in the Hat
A. Guide No. F S

The Incredible Journey
A. Guide No. F B

Stanley
A. Guide No. E H

Dinosaurs and Other Prehistoric Animals
A. Guide No. N 568

Rascal
A. Guide No. N 599
THE STUDENT WILL APPLY AN UNDERSTANDING OF HOW TO USE THE ENCYCLOPEDIA BY LISTING VOLUME AND PAGE NUMBER WHERE EACH TOPIC ON A LIST CAN BE FOUND.

THE TEACHER WILL GIVE CHILD A LIST OF SPECIFIC TOPICS INSTRUCTING THE CHILD TO FIND EACH TOPIC IN THE ENCYCLOPEDIA AND LIST ON A SHEET THE VOLUME AND PAGE NUMBER WHERE EACH TOPIC IS LOCATED.

HORSES
A. WORLD BOOK ENCYCLOPEDIA, 1964, VOL. 9, P. 308  
B. 1101786
C. 1101786

SPACE TRAVEL
A. WORLD BOOK ENCYCLOPEDIA, 1964, VOL. 17, P. 560  
B. 1101787
C. 1101787

PREHISTORIC ANIMALS
A. WORLD BOOK ENCYCLOPEDIA, 1964, VOL. 15, P. 660  
B. 1101788
C. 1101788

BASEBALL
A. WORLD BOOK ENCYCLOPEDIA, 1964, VOL. 2, P. 97  
B. 1101789
C. 1101789

DIinosaur
A. WORLD BOOK ENCYCLOPEDIA, 1964, VOL. 5, P. 170  
B. 1101790
C. 1101790

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF CLASSIFICATION OF WORDS BY SELECTING THE SECTION OF "MY SECOND DICTIONARY" WHERE A PARTICULAR WORD WOULD BE FOUND.

DIRECTIONS - CHOOSE THE SECTION WHERE YOU WOULD FIND EACH WORD IN "MY SECOND DICTIONARY."

WHERE WOULD "ELEPHANT" BE FOUND?
A. WORDS FOR PEOPLE
B. WORDS FOR PLACES
C. WORDS FOR ANIMALS

WHERE WOULD "GRANDMOTHER" BE FOUND?
A. WORDS FOR WHAT WE DO AND DID
B. WORDS FOR PEOPLE
C. WORDS THAT TELL HOW

WHERE WOULD "FIVE" BE FOUND?
A. WORDS THAT TELL WHAT KIND OR COLOR
B. WORDS THAT HELP TELL WHEN
C. WORDS THAT HELP TELL HOW MUCH, HOW MANY, OR WHICH ONE

WHERE WOULD "PAPER" BE FOUND?
A. WORDS FOR THINGS
B. WORDS THAT TELL HOW
C. WORDS THAT HELP TELL WHERE

WHERE WOULD "HOUSE" BE FOUND?
A. WORDS FOR ANIMALS
B. WORDS FOR PLACES
C. WORDS FOR WHAT WE DO AND DID

WHERE WOULD "SWEEP" BE FOUND?  
A. 169
B. 176
C. 176
<table>
<thead>
<tr>
<th></th>
<th>A. WORDS THAT TELL WHAT KIND OR COLOR</th>
<th>B. WORDS THAT HELP TELL WHERE</th>
<th>C. WORDS FOR WHAT WE DO AND DID</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHERE WOULD <em>DOWN</em> BE FOUND</td>
<td>A. WORDS THAT TELL WHAT KIND OR COLOR</td>
<td>B. WORDS THAT HELP TELL WHERE</td>
<td>C. WORDS FOR WHAT WE DO AND DID</td>
</tr>
<tr>
<td>WHERE WOULD <em>RED</em> BE FOUND</td>
<td>A. WORDS THAT TELL WHAT KIND OR COLOR</td>
<td>B. WORDS FOR ANIMALS</td>
<td>C. WORDS THAT HELP TELL WHERE</td>
</tr>
<tr>
<td>WHERE WOULD <em>AFTERNOON</em> BE FOUND</td>
<td>A. WORDS THAT TELL HOW</td>
<td>B. WORDS THAT HELP TELL WHEN</td>
<td>C. WORDS FOR PLACES</td>
</tr>
<tr>
<td>WHERE WOULD <em>CAREFULLY</em> BE FOUND</td>
<td>A. WORDS THAT TELL HOW</td>
<td>B. WORDS FOR PLACES</td>
<td>C. WORDS THAT TELL WHEN</td>
</tr>
<tr>
<td>WHERE WOULD <em>DOLLAR</em> BE FOUND</td>
<td>A. WORDS FOR THINGS</td>
<td>B. WORDS THAT TELL HOW</td>
<td>C. WORDS FOR PLACES</td>
</tr>
<tr>
<td>WHERE WOULD <em>PIRM</em> BE FOUND</td>
<td>A. WORDS THAT TELL HOW</td>
<td>B. WORDS FOR PEOPLE</td>
<td>C. WORDS THAT HELP TELL WHEN</td>
</tr>
<tr>
<td>WHERE WOULD <em>BUSY</em> BE FOUND</td>
<td>A. WORDS FOR PEOPLE</td>
<td>B. WORDS FOR ANIMALS</td>
<td>C. WORDS THAT TELL WHAT KIND OR COLOR</td>
</tr>
<tr>
<td>WHERE WOULD <em>ASKED</em> BE FOUND</td>
<td>A. WORDS THAT HELP TELL WHEN</td>
<td>B. WORDS THAT TELL HOW</td>
<td>C. WORDS FOR WHAT WE DO AND DID</td>
</tr>
<tr>
<td>WHERE WOULD <em>FEM</em> BE FOUND</td>
<td>A. WORDS FOR WHAT WE DO AND DID</td>
<td>B. WORDS THAT HELP TELL HOW MUCH, HOW MANY, OR WHICH ONE</td>
<td>C. WORDS THAT HELP TELL WHEN</td>
</tr>
<tr>
<td>WHERE WOULD <em>RACCOON</em> BE FOUND</td>
<td>A. WORDS THAT TELL HOW</td>
<td>B. WORDS FOR ANIMALS</td>
<td>C. WORDS FOR PLACES</td>
</tr>
<tr>
<td>WHERE WOULD <em>ILLINOIS</em> BE FOUND</td>
<td>A. WORDS FOR PLACES</td>
<td>B. WORDS THAT TELL HOW</td>
<td>C. WORDS THAT HELP TELL WHEN</td>
</tr>
<tr>
<td>WHERE WOULD <em>POLITELY</em> BE FOUND</td>
<td>A. WORDS THAT HELP TELL WHEN</td>
<td>B. WORDS FOR PEOPLE</td>
<td>C. WORDS FOR PLACES</td>
</tr>
</tbody>
</table>
4. WORDS FOR WHAT WE DO AND DID
   *C. WORDS THAT TELL HOW

WHERE WOULD *INSIDE* BE FOUND?
   A. WORDS THAT TELL HOW
   *B. WORDS THAT HELP TELL WHERE
   C. WORDS THAT HELP TELL WHEN

******************************************************************************************
USING THE WORDS AND PICTURES SECTION OF MY SECOND PICTONARY,*
THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF WORD CATEGORIES
BY CHOOSING THE GENERAL CATEGORY THAT WOULD SUPPLY A LOGICAL WORD
TO COMPLETE A SENTENCE.* 510*

DIRECTIONS - CHOOSE THE SECTION OF YOUR PICTONARY THAT TELLS WHAT
*KIND* OF WORD WOULD MAKE SENSE IN THE BLANK IN EACH SENTENCE.*

THE CHILDREN ** ALL DAY SATURDAY.
   A. WORDS FOR PEOPLE
   *B. WORDS FOR WHAT WE DO AND DID
   C. WORDS THAT HELP TELL WHERE

JOHN HAS A NEW PFT **
   A. WORDS FOR PLACES
   *B. WORDS FOR PEOPLE
   C. WORDS FOR ANIMALS

SUE IS ** YEARS OLD.
   A. WORDS THAT HELP TELL HOW MANY
   B. WORDS FOR PLACES
   C. WORDS FOR WHAT WE DO AND DID

MOTHER BOUGHT A ** DRESS.
   A. WORDS THAT HELP TELL WHEN
   B. WORDS THAT TELL HOW
   C. WORDS THAT TELL WHAT KIND OR COLOR

THE DOG RAN ** THE STREET.
   A. WORDS FOR ANIMALS
   *B. WORDS THAT HELP TELL WHERE
   C. WORDS THAT HELP TELL WHEN

HILL DOES HIS WORK VERY **
   A. WORDS THAT TELL HOW
   B. WORDS FOR WHAT WE DO AND DID
   C. WORDS THAT HELP TELL WHERE

THAT OLD HOUSE NEEDS A NEW **
   A. WORDS THAT TELL HOW
   B. WORDS FOR THINGS
   C. WORDS THAT HELP TELL WHERE

OUR CLASS WENT ON A TRIP TO THE **
   A. WORDS THAT TELL HOW
   B. WORDS THAT HELP TELL WHEN
   C. WORDS FOR PLACES

MY ** WROTE A LETTER TO M**
   A. WORDS FOR PEOPLE
WORDS FOR PLACES
C. WORDS THAT HELP TELL WHEN

FATHER LEFT FOR WORK THIS MORNING.
A. WORDS FOR ANIMALS
*R. WORDS THAT HELP TELL WHEN
C. WORDS THAT TELL WHAT KIND OR COLOR

THE STUDENT WILL RECALL THE USE OF GUIDE WORDS BY SELECTING THEIR USE AS OPPOSED TO OTHER METHODS FOR FINDING WORDS IN A DICTIONARY.

TO FIND A WORD IN A DICTIONARY YOU SHOULD FIRST
A. LOOK AT THE LAST ENTRY WORD ON THE PAGE.
B. LOOK AT THE FIRST ENTRY WORD ON THE PAGE.
*C. LOOK AT THE GUIDE WORDS.
D. SKIM THE PAGE UNTIL YOU FIND THE WORD.

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF GUIDE WORDS BY CHOOSING THE WORD THAT WOULD BE ON THE SAME DICTIONARY PAGE AS TWO GUIDE WORDS.
MACHINESPRING
*A. SPOKE
B. SQUIRREL
C. LESSON

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THE STUDENT WILL APPLY SKILLS NEEDED IN ALPHABETIZING IN USE OF
THE DICTIONARY BY SELECTING THE GUIDE WORDS THAT SHOULD BE USED
TO LOCATE A GIVEN WORD. *20%

DIRECTIONS - SELECT THE PAIR OF GUIDE WORDS BETWEEN WHICH THE
GIVEN WORD WOULD BE FOUND.

CAMEL
A. CHARGER - CHEAT
B. CALCULATE - CAMOUFLAGE
C. CLENCH - CLOCKWORD

EVERY
A. FASEL - EDDY
B. ELUDE - EMIGRATE
C. EVERGREEN - EXAMPLE

GLUE
*A. GLOOMY - GOAT
B. GARTER SNAKE - GAZETTEER
C. GEAR - GENEROUS

IFFM
A. IOWA - ISLE
B. ISLET - IVY
C. INTELLIGENT - INTEREST

MINK
A. MOCKERY - MOLD
B. MOSTLY - MOUNT
C. MINF - MINUTE

POTATO
*A. POST - POUND
B. PRINTER - PROBABLE
C. PUNCTURE - PURPOSE

RESTAURANT
*A. REST - RETAIL
B. RIFT - RING
C. ROWDY - RUFFLE

SAND
A. SAUNTER - SCAT
B. SCROLL - SEA
C. SAMPLE - SAPPHIRE

SOLO
A. SPELL - SPILL
B. SOLE - SOMERSAULT
C. SPANKING - SPECIALIST
THE STUDENT CAN RECALL THE RULE OF PROPER BOOK SELECTION BY IDENTIFYING THE RULE IN A LIST. *10
HOW CAN YOU TELL IF YOU CAN READ A BOOK WELL? CHOOSE THE RULE THAT WILL HELP YOU.

A. ALWAYS LOOK AT THE PICTURES TO DECIDE.
B. COUNT THE TOTAL NUMBER OF PAGES.
C. TRY TO READ A PAGE WITHOUT MISSING MORE THAN FIVE WORDS.
D. DECIDE BY LOOKING AT THE TITLE AND THE COVER.

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THE STUDENT CAN DEMONSTRATE HIS ABILITY TO ANALYZE A LIST OF BOOK TITLES BY SELECTING THE ONE THAT IS RELEVANT TO A PARTICULAR SITUATION. %10

DIRECTIONS - READ EACH GROUP OF SENTENCES CAREFULLY. CHOOSE THE BOOK TITLE THAT IS THE BEST ENDING FOR THE LAST SENTENCE.

SALLY LIKES TO LOOK AT PICTURE BOOKS.
SALLY LIKES TO SEE PICTURES OF DICK WHEN HE WAS A BABY.
SALLY WILL LIKE THE BOOK CALLED
A. *A BIG FAMILY*
B. *OUR FAMILY*
C. *THE FUNNY FAMILY*

PETE LIKES TO MAKE THINGS.
RIGHT NOW HE WANTS TO MAKE A TOY CAR FOR BILLY.
PETE WILL WANT THE BOOK CALLED
A. *TOYS BOYS LIKE*
B. *TOYS THAT CAN GO*
C. *TOYS YOU CAN MAKE*

MOTHER WILL HAVE A BIRTHDAY SOON.
JANE WANTS TO SURPRISE HER WITH A PRETTY CAKE.
JANE WILL WANT THE BOOK CALLED
A. *SOMETHING GOOD TO EAT*
B. *SOMETHING YOU LIKE*
C. *SOMETHING FOR MOTHER*

THE CHILDREN ARE FINDING OUT ABOUT RABBITS.
PATTY IS TO FIND OUT WHAT RABBITS EAT.
PATTY WILL READ THE BOOK CALLED
A. *PETER RABBIT*
B. *THE RABBIT HABIT*
C. *ALL ABOUT RABBITS*

FATHER LET DICK HAVE SOME WOOD.
HE WANTS TO MAKE A LITTLE WAGON FOR SALLY.
DICK WILL WANT THE BOOK CALLED
A. *HOW WAGONS WORK*
B. *WAGONS YOU CAN MAKE*
C. *FUN WITH WAGONS*

ONE DAY MIKE WENT TO THE ZOO.
NOW HE WANTS TO KNOW HOW ANIMALS GET INTO THE ZOO.
HE WILL READ THE BOOK CALLED
A. *ANIMALS YOU LIKE*
B. *ANIMALS ARE FUNNY*
C. *ANIMALS FOR THE ZOO*

MOTHER WAS LOOKING AT SOME PICTURES IN A BOOK.
"I want to do my hair a new way," she said.

Mother is looking at a book called ____________.

* A. *How to Look Pretty*
B. *Make Something Pretty*
C. *Pretty Things to Make*

TOM helped put out the fire at the farm.
Then he said, "I want to be a fireman."
TOM will like to read the book called ____________.

A. *Fire Can Help*
B. *In the Firehouse*
C. *Look Out for Fire*

The children are finding out how to tell time.
Bill said, "I have a book that will help us."

Bill's book is called ____________.

A. *Time for School*
B. *What Time Is It*
C. *Time After Time*

Mike knows how to make pictures of many things.
He cannot make animals very well.
Mike will want the book called ____________.

A. *You Can Make Animals*
B. *Animals Are Good Friends*
C. *Come to See the Animals*

********* *

The student will differentiate between fiction and non-fiction books when presented a given worksheet by selecting 3 to 6 books of each category from the library shelves. 0196

The teacher will give worksheet with titles fiction and non-fiction to the child instructing the child to select books of each category from the library shelves.

A. Child selects fiction and non-fiction stories. 1101785

********* *

The student will demonstrate his knowledge of the term *title page* by locating that page when given a book. 0200

The teacher will give the child a book instructing the child to locate the title page.

A. The child locates the title page. 1101797

********* *

The student will indicate his knowledge that a page of print is read from top to bottom and left to right by correctly running a finger along the lines of print. 0201

The teacher will give the child a book instructing the child to run a finger along the lines of print as he would read it.
A. THE CHILD RUNS HIS FINGERS ALONG THE LINES OF PRINT.

The student will apply his understanding of how to use a table of contents by locating the page on which a given article or story begins.

The teacher will give the child a book, name a story, and instruct the child to find the page number for the story by using the table of contents.

**THE STUDENT WILL APPLY HIS UNDERSTANDING OF HOW TO USE A TABLE OF CONTENTS BY LOCATING THE PAGE ON WHICH A GIVEN ARTICLE OR STORY BEGINS.**

**THE TEACHER WILL GIVE THE CHILD A BOOK, NAME A STORY, AND INSTRUCT THE CHILD TO FIND THE PAGE NUMBER FOR THE STORY BY USING THE TABLE OF CONTENTS.**

**PATTY READS TO TIM**

A. P. 35

A GOOD FRIEND

A. P. 49

THE LITTLE TRAIN IN A HURRY

A. P. 132

A PANT FOR THE ZOO

A. P. 116

WHAT WAS IT TO

A. P. 167

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**VOCABULARY**

The student demonstrates an understanding of vocabulary by selecting the correct meaning of a specified word in a sentence.

Select the meaning you think is the same as the meaning of the starred word in the sentence.

HE STEPPED OUT OF *LINE*.

A. A STRONG CORD
B. A TELEGRAPH WIRE
C. ONE VERSE OF POETRY
D. A ROW OF PERSONS OR THINGS

THE BARK ON THE DEAD *TRUNK* WAS FALLING OFF.

A. A PIECE OF LUGGAGE
B. THE NOSE OF AN ELEPHANT
C. A VEHICLE USED TO CARRY THINGS
D. THE STEM OF A TREE

I GOT A NEW *WATCH* FOR MY BIRTHDAY.

A. TO LOOK VERY CLOSELY AT SOMETHING
B. A TIME TELLING DEVICE
C. TO BE ON DUTY
GIVEN A SENTENCE CONTAINING A WORD WITH SEVERAL MEANINGS, THE STUDENT CAN APPLY HIS ABILITY TO COMPREHEND WORD MEANING BY SELECTING THE SENTENCE USING THE GIVEN WORD IN A *DIFFERENT* WAY.

DIRECTIONS—READ THE FIRST SENTENCE THINKING CAREFULLY OF THE STARRED WORD. THEN READ THE OTHER SENTENCES; AND CHOOSE THE ONE IN WHICH THE STARRED WORD HAS A *NEW* OR *DIFFERENT* MEANING.

MOTHER CUT HER *HAND* ON A CAN.
A. WHICH IS YOUR RIGHT, *HAND*.
B. PLEASE *HAND* ME THAT BOOK.
C. PUT YOUR *HAND* ON YOUR HEAD.

SUSAN READS AS *WELL* AS JANE.
A. *JACK AND JILL WENT TO A *WELL*.
B. HOW *WELL* CAN YOU TELL TIME?
C. MIKE CAN NOT DRAW ANIMALS *WELL*.

TOM CAN'T FIND HIS *PEN*.
A. THIS *PEN* HAS RED INK IN IT.
B. DICK PUT THE PIGS IN THE *PEN*.
C. PETE WANTS A *PEN* FOR HIS BIRTHDAY.

DO YOU *HAVE* ANYTHING TO EAT?
A. PETE WILL *HAVE* A BIRTHDAY PARTY.
B. *HAVE* YOU GOT ANY PENNIES?
C. WE *HAVE* TO GO HOME NOW.

SUSAN'S WORK IS ALL *RIGHT* NOW.
A. THAT IS THE *RIGHT* WAY TO PLAY THE GAME.
B. MIKE CAME *RIGHT* HOME AFTER SCHOOL.
C. *YOU ARE *RIGHT* ABOUT THAT* SAID PETE.

WILL YOU *PLEASE* COME HERE?
A. THIS WORK WILL *PLEASE* MOTHER.
B. *PLEASE* PUT YOUR BOOKS AWAY, *PLEASE*.
C. *PLEASE* MAY I HAVE A PENNY?

THAT COAT IS *LIKE* THE ONE I WANT.
A. PETE WANTED A HAIRCUT *LIKE* TOM'S.
B. IS YOUR NEW ROOM *LIKE* THIS ONE?
C. IT LOOKS *LIKE* IT WILL RAIN SOON.

THERE IS *ROOM* TO PLAY BALL IN OUR YARD.
A. DO YOU HAVE *ROOM* TO WRITE YOUR NAME?
B. THIS IS THE *ROOM* I KEEP MY TOYS IN.
C. THERE WAS NO *ROOM* FOR BILLY IN THE WAGON.

PETE LEFT HIS SCHOOLHOOK AT HOME.
A. MOTHER KNOWS WHERE SUSAN LEFT HER SHOES.
B. GRANDFATHER *LEFT* THE CAKE AT DICK'S HOUSE.
C. THERE WAS NO ONE *LEFT* TO PLAY WITH SALLY.

MIKE HAD TO GO *BACK* HOME FOR HIS BOOK.
A. PUT YOUR NAME ON THE *BACK* OF YOUR WORK.

**************
B. THE BOYS WENT BACK TO SCHOOL TO FIND PETE.
C. YOU CAN COME BACK HERE AGAIN SOMEDAY.

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF VOCABULARY BY CHOOSING FROM A GIVEN LIST THE WORD OR WORDS HAVING THE SAME MEANING AS THE STIMULUS WORD.

DIRECTIONS—FOR EACH OF THE FOLLOWING WORDS CHOOSE ONE CORRECT MEANING.

CASTLE
- A. CHURCH
- B. TEMPLE
- C. KIRK
- D. FORTIFIED BUILDING

STANZA
- A. A PALACE
- B. A DOCK FOR SHIPS
- C. A PART OF A POEM
- D. A HARBOR

ROAM
- A. WALK TOWARD
- B. GO AWAY
- C. WANDER AROUND
- D. GO PAST

VESSEL
- A. A RAMP
- B. A BOARD
- C. A CONTAINER
- D. A ROD

MOORED
- A. SUNK INTO
- B. SAILED AWAY
- C. TIED UP
- D. BLEW UP

FARLF
- A. A SONG
- B. AN OLD LADY
- C. A LIE
- D. A LITTLE STORY

MODERATELY
- A. QUICKLY
- B. MODERN
- C. VERY HARD
- D. MEDIUM

VINEYARD
- A. A MEADOW
- B. A FOREST
- C. A PLACE WHERE GRAPES GROW
- D. A FLOWER BED
THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF VOCABULARY BY CHOOSING FROM THREE WORDS THE ONE WHICH IS THE ANSWER TO A GIVEN RIDDLE.

DIRECTIONS—READ EACH RIDDLE AND CHOOSE THE WORD WHICH IS THE ANSWER TO THE RIDDLE.

IT IS SOMETHING GIRLS WEAR.
IT IS PRETTY.
WHAT IS IT?
A. DIME
B. DINNER
* C. DRESS

IT COMES FROM A CHICKEN.
IT IS SOMETHING YOU EAT.
WHAT IS IT?
A. EAR
B. EAT
* C. EGG

IT IS AN ANIMAL.
IT ATE THE PANCAKE, MAN.
WHAT IS IT?
A. FOX
B. FIRE
* C. FAST

IT IS YELLOW AND HAS A PIT.
IT IS GOOD TO EAT.
WHAT IS IT?
A. PAPER
* B. PEACH
C. PARTY

IT IS AN ANIMAL.
IT LIVES AT YOUR HOUSE.
WHAT IS IT?
A. PET
B. PIT
* C. POT

IT SAYS MEW-MEW.
IT IS LITTLE.
WHAT IS IT?
A. PUP

MEEK
A. LOUD
B. LONG
* C. ROUGH
D. MILD

ABSURD.
A. TRUE
B. DIFFICULT
C. SERIOUS
* D. RIDICULOUS
B. KEY
*C. KITTEN

IT IS SOMETHING BOYS USE.
IT GOES WITH A BALL.
WHAT IS IT?
A. BIKE
*B. RAT
C. BOAT

IT IS MONEY.
IT IS TEN CENTS.
WHAT IS IT?
A. DRESS
B. DOOR
*C. DIMF

IT IS A MEAL.
YOU EAT IT AT NOON.
WHAT IS IT?
*A. LUNCH
B. BREAKFAST
*C. SUPPER

IT IS TO WRITE WITH.
TEACHERS USE ONE.
WHAT IS IT?
A. PIN
*B. PEN
C. PAN

******************************************************************************

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO APPLY THE CONCEPT
SUFFIX BY SELECTING THE SUFFIX FROM EACH WORD IN A GIVEN LIST OF
WORDS. %25

DIRECTIONS-- IF THERE IS A SUFFIX IN THE WORD, WRITE IT AFTER THE
WORD.

HARMLESS
A. LESS %19

HELPFUL
A. FUL %24%

CLOUDY
A. Y %21

SADLY
A. LY %24

WAKEN
A. EN %26%

COMFORTABLE
A. ABLE %26

DRIVER
A. ER %26

**********
THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE MEANING OF THE SUFFIX *LESS* WHEN GIVEN A SET OF SENTENCES EACH CONTAINING A WORD WITH THE SUFFIX *LESS*. BY MARKING WHETHER THE SENTENCE IS
TRUE OR FALSE  %80

DIRECTIONS-- IN EACH SENTENCE BELOW THERE IS A WORD WITH THE
SUFFIX *LESS*. READ EACH SENTENCE AND MARK IT *T* IF THE SENTENCE
IF TRUE OR *F* IF IT IS FALSE.

A TEARLESS GIRL IS SAD. *F*

ON A CLOUDLESS DAY WE CAN SEE THE SUN. *T*

A FEARLESS BOY IS NOT AFRAID. *T*

WE NEED TO WASH SPOTLESS CLOTHES. *F*

MOST BABY ANIMALS ARE HELPLESS AT FIRST. *T*

WE FIND SHADE ON TREELESS LAND. *F*

FALLING FROM A TALL TREE IS PAINLESS. *F*

IT IS CARELESS TO LEAVE TOYS ON STAIRS. *T*

*****************************************************************************

GIVEN A ROOT WORD AND A DEFINITION THE STUDENT CAN APPLY AN
UNDERSTANDING OF MEANING OF PREFIXES AND SUFFIXES BY CHOOSING THE
CORRECT PREFIX OR SUFFIX TO ADD TO THE ROOT WORD TO MAKE THE WORD
ASKED FOR IN THE DEFINITION. %110

DIRECTIONS--READ EACH ROOT WORD AND DEFINITION. CHOOSE THE PRE-
FIX OR SUFFIX YOU WOULD HAVE TO ADD TO EACH ROOT WORD IN ORDER TO
MAKE THE WORD ASKED FOR IN THE DEFINITION. WRITE THE NEW WORD.

DEFINITION--*NOT TAKING CARE*

ROOT WORD--CARE
* A. -LESS
 B. -FUL
 C. -FULLY

DEFINITION--*NEVER SEEMING TO END*

ROOT WORD--END
 A. -LY
 B. -ABLE
 C. -LESS

DEFINITION--*BE VERY SILLY*

ROOT WORD--FOOL
 A. -LY
 B. -ISH
 C. -ABLE

DEFINITION--*MADE OUT OF WOOD*

ROOT WORD--WOOD
 A. -MENT
 B. -EN
 C. -ATION

*****************************************************************************
DEFINITION - *TO OPEN AGAIN*

ROOT WORD - OPEN
A. RE-
B. DF-
C. EX-

DEFINITION - *A FIB, NOT TRUE*

ROOT WORD - TRUE
A. RE-
B. LY
C. UN-

DEFINITION - *TO PLAY OVER AGAIN*

ROOT WORD - PLAY
A. UN-
B. RE-
C. MIS-

DEFINITION - *NOT SAY CORRECTLY*

ROOT WORD - PRONOUNCE
A. UN-
B. DIS-
C. MIS-

DEFINITION - *TO MAKE DARKER*

ROOT WORD - DARK
A. -EN
B. -LY
C. -ABLE

DEFINITION - *CAN BE EASILY BROKEN*

ROOT WORD - BREAK
A. -EN
B. -ABLE
C. -MENT

DEFINITION - *NOT TRUSTING*

ROOT WORD - TRUST
A. RE-
B. DIS-
C. IN-

****************************************************************************************
THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF SUFFIXES BY CHOOSING THE SUFFIX THAT WILL COMPLETE A ROOT WORD AND MAKE SENSE IN A GIVEN INCOMPLETE SENTENCE. %20a

DIRECTIONS - CHOOSE THE SUFFIX WHICH WILL CORRECTLY COMPLETE THE WORD TO MAKE THE SENTENCE CORRECT.

MR. JONES WILL BE A *** FOR THE SCHOOL BUS.

A. ER  B. ING  C. EN

MISS SMITH IS THE *** FOR OUR SCHOOL PLAY.

A. ER  B. ED  C. OR

THE *** OF FRUIT ARRIVED AT THE DOCK.

A. ED  B. MENT  C. ING

THE WIND BLEW *** DURING THE STORM.

A. LY  B. ISH  C. FUL

THE GOBLIN COSTUME LOOKED ***.

A. ISH  B. FUL  C. ER

WE WERE *** FOR A DRINK OF LEMONADE.

A. LY  B. Y  C. LESS

THE OCEAN WATER WAS VERY ***.

A. FUL  B. LESS  C. Y

WHEN OUR DOG CAME HOME SAFELY, WE WERE VERY ***.

A. ING  B. LESS  C. FUL

SALLY HAD A *** OF SAND.

A. FUL  B. NESS  C.IENT

193
I wandered through the woods.

The paint was fresh.

The water looked green.

The roses were very fresh.

For letting the dog out.

The red was softer than the floor.

There was a smell in the air after the rain.

The missing keys caused much puzzlement.

The death brought us much surprise.

The accident left him slight.

The water looked green.

The dog stood smoking.

The fire fought.

The death fought.

The fire fought.

There was a smell in the air after the rain.

The missing keys caused much puzzlement.

The death brought us much surprise.

The accident left him slight.
THE STUDENT DEMONSTRATES AN UNDERSTANDING OF THE CHANGE IN MEANING WHEN A SUFFIX IS ADDED BY SELECTING THE CORRECT WORD FORM TO COMPLETE A GIVEN SENTENCE.

CHOOSE THE WORD YOU THINK BEST COMPLETES THE SENTENCE.

SPOT WATCHES OUR HOUSE CAREFULLY. HE IS A _____ DOG.
A. WATCHLESS
B. WATCHFUL
C. WATCHER

DAN DOESN'T TAKE GOOD CARE OF HIS CLOTHES. HE IS A _____ BOY.
A. CAREFUL
B. CAREFULLY
C. CARELESS

MY DOG MAY BARK LOUDLY, BUT HE WOULDN'T HARM ANYONE. HE IS A _____ DOG.
A. HARM
B. HARMLESS
C. HARMFUL

THE STUDENT DEMONSTRATES HIS ABILITY TO APPLY THE CONCEPT PREFIX BY SELECTING THE PREFIX FROM EACH WORD IN A GIVEN LIST OF WORDS.

DIRECTIONS--IF THERE IS A PREFIX IN THE WORD WRITE THE PREFIX AFTER THE WORD.

REWRITE:
A. RE
UNHAPPY
A. UN
DISLIKE
A. DIS
REFILL
A. RE
FORGIVE
A. NONE
PREVIEW
A. PRE
REPLANT
A. RF

IHE STUDENT DEMONSTRATES AN UNDERSTANDING OF THE CHANGE IN WORD MEANING WHEN A SUFFIX IS ADDED BY SELECTING THE CORRECT WORD FORM TO COMPLETE A GIVEN SENTENCE.
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PRFCOOK

A. ,PRE"
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A. UN,-

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DISLOYAL

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A. tIS

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RFSTR1NG
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A. RE

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112345'

A. RE

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UNSAFE

A. ON
pLAYF,UL

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A. NONE

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UNDRESS

A. UN

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IS

4.

'DISPLEASED

tp./").A 1103485

A. 015

1'103485.

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PRETEST\

..-A. PRe
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1..103487
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TODAY
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A. NONE'

-13

RFNAME'.

* A. RE

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A. NONE

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THt STUDENT 1.ALL DEiIONSTRATE HIS'UNDERSTANDING OF THE PREF11 *UN*
.WHEN:iIVEN A SET OF SENTENCES'.EAcH CONTMINING A,WORD.:W.ITH THE

PREFM*UN* BY WRITING NIFTHER THE SENTENCE IS TRUE OR FALSE.

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Directions: Read each sentence and decide whether the sentence is true or false. Then mark each *T* for true or *F* for false.

An unhappy girl is sad. *T*

When you get ready to go on a trip you unpack. *F*

It is unsafe to play in the street. *T*

When you give a present you unwrap it first. *F*

In the morning you undress and go to bed. *F*

Something that is false is untrue. *T*

An unclean shirt is dirty. *F*

-----------------------------

The student can demonstrate his ability to understand prefix and suffix meanings by selecting the word containing the prefix or suffix that would fit a stated definition. %B 9

Directions: After each definition, a root word is shown with different prefixes or suffixes. Select the one whose meaning would fit the definition.

Definition - *To say over again*: 9

A. Tellarlf
B. Retell
C. Untell

Definition - *To open*: 9

A. Relock
B. Mislock
C. Unlock

Definition - *Mistake, wrong*: 9

A. Incorrect
B. Correctable
C. Corrected

Definition - *To put in a wrong place*: 9

A. Placement
B. Unplace
C. Misplace

Definition - *To go out of sight, vanish*: 9

A. Unappear
B. Disappear
C. Reappear

Definition - *First in time, most important*: 9

A. Mostly
B. Mostness
C. Foremost

Definition - *Rapid, fast*: 9

A. Quickly
B. QUICKLY
C. QUICKLY

**DEFINITION.** GREEDY, NOT SHARING
A. SELFLESS
B. SELFLESS
C. SELFLESS

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH DIFFERENT MEANINGS OF A WORD BY READING THREE SENTENCES AND MARKING THE SENTENCE WHERE THE STARRED WORD DOES NOT MEAN THE SAME AS IT DOES IN THE OTHER TWO.

DIRECTIONS—READ THE FOLLOWING SENTENCES. IN TWO OF THE SENTENCES THE STARRED WORD MEANS THE SAME THINGS. IN THE OTHER SENTENCE IT DOES NOT. CHOOSE THE SENTENCE THAT DOES NOT HAVE THE WORD OF THE SAME MEANING.

A. FATHER TOOK OUT THE GARDEN *HOSE*.
B. MOTHER HAD A RUN IN HER *HOSE*.
C. MOTHER BOUGHT A *HOSE* TO WATER THE LAWN.

A. THE CAR WENT *OVER* THE BRIDGE.
B. READ THE STORY *OVER* AGAIN.
C. JIM HAD TO DO HIS WORK *OVER*.

A. PLEASE *HAND* ME THE JAR.
B. RAISE YOUR RIGHT *HAND*.
C. JIM GRABBED THE FISH WITH HIS *HAND*.

A. HOW DID YOU LIKE YOUR *TRIP*?
B. WE ARE GOING TO TAKE A *TRIP*.
C. DID YOU *TRIP* OVER THE RUG?

A. WE ARE IN THE FRONT *ROOM*.
B. WE DO NOT HAVE ENOUGH *ROOM*.
C. YOU ARE IN THAT *ROOM*.

A. *SEE* IF YOU CAN DO THIS.
B. *SEE* THE MOUNTAIN.
C. I CAN *SEE* THE TREE.

A. WE WENT TO THE *GAME*.
B. WE SAW A LOT OF *GAME* IN THE WOODS.
C. THE BASEBALL *GAME* WAS FUN.

A. WE LIKE TO *RUN*.
B. WHEN DOES THE *SUN* COME UP?
C. THE *SUN* IS HOT IN SUMMER.

A. THE WEATHER IS NICE IN *SPRING*.
B. WE GOT WATER FROM THE *SPRING*.
C. WE PLAY BALL IN *SPRING*.

A. HE *RUNS* THROUGH THE WOODS.
B. SHE HAS *RUNS* IN HER NYLONS.
C. SHE NEVER WALKS BUT *RUNS*.
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECALL A SIGHT WORD BY REPLACING ONE LETTER WHICH HAS BEEN DELETED. %10939

DIRECTIONS-- LOOK AT THE FOLLOWING SENTENCES AND YOU WILL NOTICE THAT ONE LETTER HAS BEEN LEFT OUT. I WANT YOU TO CHOOSE THE LETTER WHICH WILL CORRECTLY COMPLETE THE WORD.

P-FF IS A CAT.
A. O
B. U
C. I

THE BOY CAN R-N.
A. A
B. U
C. I

FATHER WILL H-LP ME.
A. A
B. E
C. I

SALLY W-NTS TIM.
A. O
B. E
C. A

COME W-TH ME.
A. I
B. O
C. A

SALLY CAN R-DE IN HER CAR.
A. A
B. I
C. O

COME H-ME WI-TH ME.
A. A
B. I
C. O

LOOK H-RE, DICK.
A. E
B. I
C. O

RUN JAN?, RUN F-ST.
A. I
B. O

0923
THE STUDENT WILL RECOGNIZE ROOT WORDS BY CHOOSING THE WORD THAT IS A ROOT OR BASE WORD.  %44

CHOOSE THE WORD THAT IS A ROOT WORD.

A. WATCHING
B. WATCHFUL
C. WATCH
D. WATCHED

A. UNSAFE
B. HAPPILY
C. DIRTY
D. GOLD

A. THIRSTY
B. SMILED
C. TALKING
D. FAMILY

A. WINNING
B. BOOKS
C. ARRANGE
D. FILLED

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE THE ROOT WORD FROM INFLECTED FORMS WITH PREFIXES AND SUFFIXES IN, PE, ING, AND ED; BY CHOOSING THE ROOT.  %80

DIRECTIONS-- LOOK CLOSELY AT EACH WORD IN EACH ROW AND WRITE ONLY THE ROOT OF EACH WORD.

UNABLE
A. ABLE

UNHAPPY
A. HAPPY

RUNNING
A. RUN

PLAYED
A. PLAY

TALKING
A. TALK

HAPPENING
**THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF COMPOUND WORDS BY IDENTIFYING THE LIST THAT CONTAINS ONLY COMPOUND WORDS.**

**SELECT THE WORDS THAT ARE ALL EXAMPLES OF COMPOUND WORDS.**

A. AFTERNOON, BAREFOOT, WALKING, TALKED
B. FIREPLACE, FOOTBALL, RULER, TRUCKING
C. BOOKS, BUTTONING, BEDTIME, COWBOY
D. GRANDMOTHER, BASEBALL, COFFEE POT, GOLDFISH

**THE STUDENT WILL UNDERSTAND THE MEANING OF COMPOUND WORDS BY CHOOSING THE COMPOUND WORD THAT CORRECTLY NAMES THE PICTURE.**

**LOOK AT THE FIRST PICTURE BELOW. IF YOU WILL SEE THREE COMPOUND WORDS. PLEASE STUDY THEM CAREFULLY AND DECIDE WHICH WORD CORRECTLY NAMES THE PICTURE. CHOOSE THAT WORD. DO THE SAME FOR ALL OF THE PICTURES.**

**PICTURE OF A FIREMAN.**
A. FIREHOUSE
B. FIREMAN
C. MAILMAN

**PICTURE OF A DOGHOUSE.**
A. DOGHOUSE
B. TREEHOUSE
C. HOUSEBOAT

**PICTURE OF A SNOWMAN.**
A. SNOWMAN
B. SNOWFLAKE
C. SNOWBALL

**THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF COMPOUND WORDS WHEN GIVEN A SPECIFIC GROUP OF WORDS BY LISTING THE TWO WORDS WHICH FORM EACH COMPOUND WORD.**

**TEACHER TELLS CHILD: LOOK AT THE FIRST COMPOUND WORD ON YOUR SHEET. DECIDE WHICH TWO WORDS WERE JOINED TO MAKE THE COMPOUND WORD. THEN, WRITE THOSE WORDS NEXT TO IT. DO THE SAME FOR EACH OF THE OTHER WORDS.**

**SNOWBALL**
A. SNOW BALL
THE STUDENT WILL APPLY HIS UNDERSTANDING OF COMPOUND WORDS WHEN GIVEN A SPECIFIC LIST OF MONOSYLLABIC WORDS BY COMBINING PAIRS OF WORDS TO FORM COMPOUND WORDS.

TEACHER TELLS CHILD.—LOOK AT THE COLUMNS OF WORDS. PAIRS OF THESE WORDS CAN BE JOINED TO MAKE A COMPOUND WORD. YOU ARE TO MAKE EACH COMPOUND WORD BY JOINING ONE WORD FROM EACH COLUMN.

HIM MAN
A. HIMSELF

TOOTH OUT
A. TOOTHBRUSH

BOOK THING
A. BOOKCASE
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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<tbody>
<tr>
<td>SHARP WRITER</td>
<td>A. BROADCAST</td>
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<tr>
<td>DRAW CYCLE</td>
<td>A. SHARPSHOOTER</td>
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<tr>
<td>LIFE SHOOTER</td>
<td>A. DRAWBRIDGE</td>
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<td>SWORD MAT</td>
<td>A. LIFETIME</td>
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<td>FINGER POKE</td>
<td>A. SWORDFISH</td>
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<tr>
<td>SLOW TIME</td>
<td>A. FINGERTIP</td>
</tr>
<tr>
<td>MOTOR CAST</td>
<td>A. SLOWPOKE</td>
</tr>
<tr>
<td>TYPE FISH</td>
<td>A. MOUNTAIN</td>
</tr>
<tr>
<td></td>
<td>A. MOTORCYCLE</td>
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<tr>
<td></td>
<td>A. TYPWRITER</td>
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</tbody>
</table>

THE STUDENT CAN DEMONSTRATE HIS UNDERSTANDING OF THE MEANING OF COMPOUND WORDS PREVIOUSLY STUDIED BY CIRCLING THE CORRECT DEFINITION FROM A GIVEN LIST.

DIRECTIONS: CHOOSE THE DEFINITION FOR EACH COMPOUND WORD.

WHAT IS THE DEFINITION OF A LIGHTHOUSE?
A. A HOUSE FOR BUYING LAMPS
B. A HOUSE THAT IS PAINTED WHITE
C. A HOUSE THAT GUIDES SHIPS

WHAT IS THE DEFINITION OF A LIGHTHOUSE?
A. A HOUSE FOR BUYING LAMPS
B. A HOUSE THAT IS PAINTED WHITE
C. A HOUSE THAT GUIDES SHIPS

WHAT IS THE DEFINITION OF A LIGHTHOUSE?
A. A HOUSE FOR BUYING LAMPS
B. A HOUSE THAT IS PAINTED WHITE
C. A HOUSE THAT GUIDES SHIPS

WHAT IS THE DEFINITION OF A SCHOOL BOOK?
A. A SCHOOL FULL OF BOOKS
B. A BOOK USED IN SCHOOL
C. A BOOK ABOUT SCHOOLS

WHAT IS THE DEFINITION OF SPRINGTIME?
A. A TIME WHEN A CREEK FREEZES
B. A TIME FOR JUMPING ON A BED
C. A TIME OF WARM, SUNNY WEATHER
THE STUDENT WILL FORM A COMPOUND WORD BY CHOOSING THE WORD IN A LIST WHICH FORMS A COMPOUND WORD WHEN IT IS JOINED WITH A WORD SPOKEN BY THE TEACHER.

DIRECTIONS-- CHOOSE THE WORD THAT CAN BE JOINED WITH THE WORD I WILL SAY. THE TWO COMBINED WORDS SHOULD FORM A COMPOUND WORD.

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<tbody>
<tr>
<td><em>A. ROOM</em></td>
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<td><em>B. YARD</em></td>
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<td><em>C. COAT</em></td>
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<tbody>
<tr>
<td>A. HOUSE</td>
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<td>B. MOTHER</td>
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<tbody>
<tr>
<td>A. GROUND</td>
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<td>B. BROTHER</td>
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<td>C. MAN</td>
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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE COMPOUND WORDS AMONG OTHER WORDS IN A SENTENCE BY CHOOSING THE COMPOUND WORDS IN THE GIVEN SET OF SENTENCES.

ORAL DIRECTIONS-- DRAW A LINE UNDER EACH COMPOUND WORD YOU FIND IN THE FOLLOWING SENTENCES.

| TOM CAME INTO THE HOUSE | 1107007 | 1107007 |
| A. INTO                |         |         |

| THE SUN MELTED THE SNOWMAN | 1107008 | 1107008 |
| A. SNOWMAN               |         |         |

| SOMEONE SANK THE ROWBOAT | 1107009 | 1107009 |
| A. SOMEONE, ROWBOAT      |         |         |

| DID ANYONE SEE FLIPO     | 1107010 | 1107010 |
| A. ANYONE                |         |         |

| THE BATHTUB WAS DIRTY    | 1107011 | 1107011 |
| A. BATHTUB               |         |         |

| JOHN WENT TO A BIRTHDAY PARTY | 1107012 | 1107012 |
| A. BIRTHDAY               |         |         |

| THE BOOKCASE WAS FILLED WITH BOOKS | 1107013 | 1107013 |
| A. BOOKCASE                |         |         |

| THE SAND WAS NOT IN THE SANDBOX | 1107014 | 1107014 |
| A. SANDBOX                  |         |         |

| JANE HAS HER HAIR IN PIGTAILS | 1107015 | 1107015 |
| A. PIGTAILS                 |         |         |
THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE TERMS SYNONYM, ANTONYM, AND HOMONYM BY SELECTING ONE OF THE THREE TERMS WHICH IS ILLUSTRATED BY UNDERLINED WORDS IN GIVEN SENTENCES.

DIRECTIONS - READ EACH GROUP OF SENTENCES, NOTING THE UNDERLINED WORDS. THEN SELECT THE APPROPRIATE ANSWER INDICATING IF THE UNDERLINED WORDS ARE SYNONYMS, ANTONYMS, OR HOMONYMS.

*DAY* IS WHEN WE PLAY, AND *NIGHT* IS WHEN WE SLEEP.

A. SYNONYMS
B. ANTONYMS
C. HOMONYMS

SHE IS *VERY PRETTY*, IN FACT, SHE IS *BEAUTIFUL*.

A. SYNONYMS
B. ANTONYMS
C. HOMONYMS

*I* HAVE ONE BLUE *EYE* AND ONE GREEN ONE.

A. SYNONYM
B. HOMONYM
C. ANTONYM

WE WENT TO THE *VILLAGE* TO SHOP. ON OUR WAY HOME FROM *TOWN*, WE HAD A FLAT TIRE.

A. HOMONYMS
B. ANTONYMS
C. SYNONYMS

THE ICE CREAM WAS *SWEET*, BUT THE LEMON TOPPING HAD A *SOUR* TASTE.

A. ANTONYM
B. SYNONYM
C. HOMONYM

IT WAS *HOT* OUTSIDE, BUT THE AIR CONDITIONER MADE IT *COLD* INSIDE.

A. HOMONYM
B. ANTONYM
C. SYNONYM

WE SOLD OUR OLD *ICE BOX* AND BOUGHT A NEW *REFRIGERATOR*.

A. SYNONYM
B. ANTONYM
C. HOMONYM

SHE LOOKED *PALE* AND THEN FAINTED, SO WE THREW A *PAIL* OF WATER ON HER.

A. ANTONYM
B. SYNONYM
C. HOMONYM

THE WASHCLOTH WAS *WET*, AND THE TOWEL WAS *DRY*.

A. SYNONYM
B. ANTONYM
C. Homonyms

**THEIR** house is over **THERE** on the corner.

A. Antonyms
B. Synonyms
*C. Homonyms*

---

**THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF HOMONYMS WHEN**

GIVEN SPECIFIC LISTS OF WORDS BY MATCHING THE HOMONYM PAIRS.**

**TEACHER WILL TELL STUDENT-- LOOK AT THE FIRST WORD. UNDER IT ARE**

**TWO WORDS. ONE SOUNDS ALIKE BUT IS SPELLED DIFFERENTLY. FIND IT.**

MEET:
*A. MEAT*
*B. SEA*

SO:
*A. SEW*
*B. DEAR*

TWO:
*A. SAIL*
*B. TOO*

SEE:
*A. SEA*
*B. SON*

ROAD:
*A. NO*
*B. RODE*

SALE:
*A. MEAT*
*B. SAIL*

KNOW:
*A. SUM*
*B. NO*

SUN:
*A. SON*
*B. SEW*

DEER:
*A. RODE*
*B. DEAR*

SOME:
*A. TOO*
*B. SUM*

FOR MORE ADVANCED STUDENTS:

HAIR:
*A. HARP*
*B. PEAR*

---
NOT
A. THERE
#B. KNOT

MAIL
#A. MALF
#B. TAIL

PAIR
A. OWE
#B. PEAR

OH
A. HFEAR
#B. OWE

THEIR
#A. THERE
#B. FARE

TALE
A. HOLE
#B. TAIL

WHOLE
#A. HOLE
#B. KNOT

HFRF
#A. HFEAR
#B. HREF

FAIR
#A. FARE
#B. MALE

FOR FURTHER ADVANCED WORK.
NEW
#A. RIGHT
#B. KNEW

HOUR
A. ISLE
#B. OUR

WRAP
#A. RAP
#B. PEACE

ATE
A. WAIT
#B. EIGHT

WOOD
#A. WOULD
#B. HARF

PIECE
#A. PEACE
#B. OUR
WEIGHT
A. WAIT
B. EIGHT

I'LL
A. KNEW
B. ISLE

WRITE
A. RAP
B. RIGHT

BARE
A. BARE
B. WOULD.

TEACHER WILL TELL CHILD-- READ THE FIRST LIST OF WORDS. FROM THAT COLUMN OF WORDS FIND A WORD WHICH IS PRONOUNCED THE SAME BUT SPelled DIFFERENTLY. WRITE THE LETTER NEXT TO THE CORRECT WORD. DO EACH WORD THE SAME WAY.

A. HERE
B. ROAD
C. ONE
D. PAIR
E. SO

WON *C
PEAR *D
RODE *B
SEW *E
HEAR *A

TEACHER WILL TELL CHILD-- READ THE FIRST LIST OF WORDS. FROM THAT COLUMN OF WORDS FIND A WORD WHICH IS PRONOUNCED THE SAME BUT SPelled DIFFERENTLY. WRITE THE LETTER NEXT TO THE CORRECT WORD. DO EACH WORD THE SAME WAY.

A. MADE
B. DEER
C. FUR
D. SUN
E. KNOW

FIR *C
NO *E
SON *D
MAID *A
DEAR *B

TEACHER WILL TELL CHILD-- READ THE FIRST LIST OF WORDS. FROM THAT COLUMN OF WORDS FIND A WORD WHICH IS PRONOUNCED THE SAME BUT SPelled DIFFERENTLY. WRITE THE LETTER NEXT TO THE CORRECT WORD. DO EACH WORD THE SAME WAY.

A. MADE
B. DEER
C. FUR
D. SUN
E. KNOW

FIR *C
NO *E
SON *D
MAID *A
DEAR *B
WORD. DO EACH WORD THE SAME WAY.

A. BEET
B. THERE
C. BY
D. TALE
E. SOME

TAIL. D
SUM. E
BUY. C
THEIR. R
REAT. A

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DIFFERENTIATE BETWEEN HOMONYMS BY CHOOSING THE RIGHT WORD TO COMPLETE THE SENTENCE.

DIRECTIONS - CHOOSE THE HOMONYM WHICH CORRECTLY COMPLETES THE SENTENCE.

JACK ______ HIS HOUSE BY THE RED FLOWERS.
A. KNEW
B. NEW

JACK HAD A ______ RFD WAGON.
A. KNEW
B. NEW

I ______ I CAN DO THAT TRICK.
A. NO
B. KNOW

WE HAVE ______ ICE CREAM AT HOME.
A. NO
B. KNOW

SHE WENT IN ______.
A. THERE
B. THEIR

THIS IS ______ CAR.
A. THERE
B. THEIR

I HAVE ______ BOOKS.
A. TWO
B. TOO
C. TO

GO ______ SLEEP.
A. TWO
B. TOO
C. TO
THIS IS _______ HOT TO DRINK.
A. TOO  
B. TOO  
C. TO

MY AUNT IS VERY _______ TO ME.
A. DEAR  
B. DEAR

WE SHOT THREE ________.
A. DIFFER  
B. DEAR

THIS KILL IS _______ HOT.
A. RED  
B. READ

TOM HAS ________ FOUR BOOKS.
A. RED  
B. READ

THIS IS A FIVE POUND BAG OF ________.
A. FLOUR  
B. FLOWER

THIS ________ IS FOR MY HAIR.
A. FLOUR  
B. FLOWER

THE CHILDREN EACH HAD ________ COOKIES.
A. TWO  
B. TOO  
C. TO

GINGER SAID, "I AM ________ SLEEPY.
A. TOO  
B. TOO  
C. TWO

ELAINE HAS ________ GO HOME.
A. TO  
B. TWO  
C. TOO

IN FALL THE TREES BEGIN TO GET ________.
A. BARE  
B. BEAR  
C. BAR

_______ ARE THE BIRDS FOR YOUR CAGE.
A. HREF  
B. HEAR  
C. HEARD

JOHN ________ HIS BIKE TO SCHOOL.
A. RODE  
B. ROAD  
C. ROLE

NOT ________ THE LIGHT CHANGE.
A. SEA.
B. SEE.
C. SEEM.

THE STUDENT WILL APPLY HIS UNDERSTANDING OF ANTONYMS BY SAYING ONE
FOR EACH WORD SPOKEN BY THE TEACHER. %10%

DIRECTIONS: LISTEN CAREFULLY AS I SAY A WORD. THINK ABOUT THE
WORD AND SAY A WORD THAT MEANS THE OPPOSITE. FOR EXAMPLE:
UP - DOWN.

WORD GIVEN - GOOD
A. POSSIBLE RESPONSE - BAD

WORD GIVEN - LEFT
A. POSSIBLE RESPONSE - RIGHT OR TOOK

WORD GIVEN - WHITE
A. POSSIBLE RESPONSE - BLACK

WORD GIVEN - DAY
A. POSSIBLE RESPONSE - NIGHT

WORD GIVEN - RUN
A. POSSIBLE RESPONSE - WALK

WORD GIVEN - SLEEP
A. POSSIBLE RESPONSE - AWAKE

WORD GIVEN - OFF
A. POSSIBLE RESPONSE - ON

WORD GIVEN - IN
A. POSSIBLE RESPONSE - OUT

WORD GIVEN - HARD
A. POSSIBLE RESPONSE - SOFT OR EASY

WORD GIVEN - HOT
A. POSSIBLE RESPONSE - COLD

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO USE THE HOMONYMS
*THEIR* AND *THERE* WHEN PRESENTED A GIVEN SET OF SENTENCES BY
SUPPLYING THE HOMONYM OR HOMONYMS WHICH CORRECTLY COMPLETE THE
SENTENCE. %10%

DIRECTIONS: READ EACH SENTENCE AND IN THE BLANK WRITE EITHER
*THEIR* OR *THERE*.

PUT ______ BOOKS OVER _______.
A. THEIR, THERE
B. THERE, THEIR

_______ ARE THE DISHES.
A. THEIR

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THE STUDENT WILL APPLY AN UNDERSTANDING OF HOW TO USE THE WORDS *TO*; *TWO*; AND *TOO* CORRECTLY WHEN GIVEN A SET OF SENTENCES BY SUPPLYING THE WORD WHICH CORRECTLY COMPLETES THE SENTENCE.

DIRECTIONS--READ EACH SENTENCE AND IN THE BLANK WRITE THE WORD WHICH CORRECTLY COMPLETES THE SENTENCE.

THE_______OF US CAME LATE.
  A. TWO
  B. TOO

WE WANT A PUPPY,_______.
  A. TOO

DO YOU HAVE_______PUPPIESO
  A. TWO

FATHER WENT_______WORK TODAY.
  A. TO

I HAVE_______MANY PENCILS.
  A. TOO

SHE WENT HOME_______GET SOME MONEY.
A. Too

Susan saw that show.
A. Too

The pencil costs cents.
A. Two

Mother will go to the park with us.
A. To

We have much work to do.
A. Too

Candy bars are many.
A. Two

I want to see you.
A. To

% answer could also be to, too.

**********************************************************************************************************

The student will demonstrate his understanding of word meaning by choosing the synonym of a given word.

The teacher will tell the child to read the first word in the line and from the other three choose a word of similar meaning.

Happy
A. Nice
B. Good
C. Glad

Little
A. High
B. Small
C. Bad

Hurry
A. Slow
B. Walk
C. Rush

Wash
A. Clean
B. Hurt
C. Dust

Big
A. More
B. Wish
C. Large

**********************************************************************************************************

The student will demonstrate his understanding of word meaning by matching synonym pairs from two lists of words.

Read the first group of words. From that column of words find a
WORD WHICH MEANS THE SAME, IN THE SECOND GROUP.

A. HAPPY
B. BIG
C. FALL
D. HOUSE
E. CLEAN

F. HOME
G. GLAD
H. WASH
I. AUTUMN
J. LARGE

READ THE FIRST GROUP OF WORDS FROM THAT COLUMN OF WORDS FIND A WORD WHICH MEANS THE SAME, IN THE SECOND GROUP.

A. SMALL
B. RUSH
C. NIGHT
D. START
E. SMILE
F. HURRY
G. GRIN
H. LITTLE
I. EVENING
J. BEGIN

THE STUDENT APPLIES HIS UNDERSTANDING OF SYNONYMS BY SAYING ONE FOR EACH WORD SPOKEN BY THE TEACHER.

DIRECTIONS—LISTEN CAREFULLY AS I SAY A WORD, THINK ABOUT THE WORD AND SAY ANOTHER THAT MEANS THE SAME THING. ACCEPT ANY APPROPRIATE SYNONYM—EXAMPLE GIVEN.

WORD GIVEN—GLAD
A. POSSIBLE RESPONSE—HAPPY

WORD GIVEN—DIRTY
A. POSSIBLE RESPONSE—UNTIDY

WORD GIVEN—BEFORE
A. POSSIBLE RESPONSE—EARLIER

WORD GIVEN—SAD
A. POSSIBLE RESPONSE—UNHAPPY

GIVEN—ANGRY
A. POSSIBLE RESPONSE—MAD
THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF OPPOSITE WORD MEANING BY CHOOSING THE ANTONYM OF A GIVEN WORD.  

TEACHER WILL INSTRUCT CHILD TO READ FIRST WORD IN LINE AND FROM OTHER THREE CHOOSE A WORD OF OPPOSITE MEANING.

- NEAR
  - A. HIGH
  - B. FAR
  - C. AWAY

- DOWN
  - A. HIGH
  - B. LOW
  - C. UP

- HERE
  - A. THERE
  - B. THERE
  - C. NEAR

- SOME
  - A. LITTLE
  - B. FEW
  - C. NONE

- WARM
  - A. HOT
  - B. COLD
  - C. COOL

- HAPPY
  - A. SILLY
  - B. SAD
  - C. FUNNY
**Teacher tells child:** Read the first numbered word from the first group of words. Find a word which means the opposite.

<table>
<thead>
<tr>
<th>Option</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>OVER</td>
</tr>
<tr>
<td>B.</td>
<td>COOL</td>
</tr>
<tr>
<td>C.</td>
<td>GO</td>
</tr>
<tr>
<td>D.</td>
<td>DOWN</td>
</tr>
<tr>
<td>WARM <strong>B</strong></td>
<td></td>
</tr>
<tr>
<td>UNDER <strong>A</strong></td>
<td></td>
</tr>
<tr>
<td>UP <strong>D</strong></td>
<td></td>
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<tr>
<td>COMF <strong>C</strong></td>
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**Teacher tells child:** Read the first numbered word. From the first group of words find a word which means the opposite.

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<tbody>
<tr>
<td>A.</td>
<td>ALWAYS</td>
</tr>
<tr>
<td>B.</td>
<td>CLEAN</td>
</tr>
<tr>
<td>C.</td>
<td>ON</td>
</tr>
<tr>
<td>D.</td>
<td>HOT</td>
</tr>
<tr>
<td>F.</td>
<td>RIGHT</td>
</tr>
<tr>
<td>COLD <strong>D</strong></td>
<td></td>
</tr>
<tr>
<td>OFF <strong>C</strong></td>
<td></td>
</tr>
<tr>
<td>NEVER <strong>A</strong></td>
<td></td>
</tr>
<tr>
<td>WRONG <strong>F</strong></td>
<td></td>
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<tr>
<td>DIRTY <strong>B</strong></td>
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</table>

**Teacher tells child:** Read the first numbered word. From the first group of words find a word which means the opposite.

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<tr>
<td>A.</td>
<td>WORK</td>
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<tr>
<td>B.</td>
<td>OPFN</td>
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<tr>
<td>C.</td>
<td>RUN</td>
</tr>
<tr>
<td>D.</td>
<td>FAST</td>
</tr>
<tr>
<td>SLOW <strong>D</strong></td>
<td></td>
</tr>
<tr>
<td>PLAY <strong>A</strong></td>
<td></td>
</tr>
<tr>
<td>WALK <strong>C</strong></td>
<td></td>
</tr>
<tr>
<td>CLOSE <strong>B</strong></td>
<td></td>
</tr>
</tbody>
</table>

*The student demonstrates his knowledge of homonyms, antonyms and synonyms and his ability to discriminate among them by writing either H, A or S after a pair of words, depending on whether they are homonyms, antonyms or synonyms.*

**Directions:** After each pair of words, choose — H. HOMONYM A. ANYONYM S. SYNONYM
THE STUDENT CAN DEMONSTRATE HIS UNDERSTANDING OF HOMONYMS, SYNONYMS, AND ANTONYMS, BY SELECTING THE HOMONYM, SYNONYM, OR ANTONYM OF A GIVEN FAMILIAR WORD. %15d

DIRECTIONS - SELECT THE HOMONYM, SYNONYM OR ANTONYM FOR EACH WORD 0582

THE ANTONYM FOR HIGH IS
A. TALL
B. HI
C. LOW
THE SYNONYM FOR *NO* IS __________.
A. NOT
B. KNOW
C. YES

THE ANTONYM FOR *RIGHT* IS __________.
A. CORRECT
B. WRONG
C. WRITE

THE HOMONYM FOR *HEAR* IS __________.
A. LISTEN
B. SEE
C. HERE

THE SYNONYM FOR NIGHT IS __________.
A. DAY
B. KNIGHT
C. EVENING

THE HOMONYM FOR *BALL* IS __________.
A. BAWL
B. BAT
C. TOY

THE ANTONYM FOR *IN* IS __________.
A. WITH
B. OUT
C. INN

THE SYNONYM FOR *FLOWER* IS __________.
A. STEM
B. FLOUR
C. BLOSSOM

THE HOMONYM FOR *WHOLE* IS __________.
A. PART
B. HOLE
C. TOTAL

THE SYNONYM FOR *WON* IS __________.
A. VICTORY
B. ONE
C. LOST

THE ANTONYM FOR *PLAIN* IS __________.
A. PLANE
B. SIMPLE
C. FANCY

THE SYNONYM FOR *WAR* IS __________.
A. PEACE
B. BATTLE
C. WORE

THE HOMONYM FOR *DIE* IS __________.
A. DYE
B. LIVE
C. STOP
THE SYNONYM FOR *CLOSE* IS  
A. OPEN  
*B. SHUT  
C. CLOTHES  

THE ANTONYM FOR *NEW* IS  
A. KNEW  
B. RECENT  
*C. OLD  

READING SKILLS

FIGURATIVE LANGUAGE

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF METAPHORS BY SELECTING THE BEST EXPLANATION OF METAPHORS WITHIN THE POEM.  

DIRECTIONS - READ THE FOLLOWING POEM CAREFULLY TO YOURSELF AND CHOOSE THE CORRECT ANSWER FOR THE QUESTIONS BELOW.

MORNING IS  
A NEW SHEET OF PAPER  
FOR YOU TO WRITE ON.

WHATEVER YOU WANT TO SAY,  
ALL DAY,  
UNTIL NIGHT  
FOLDS IT UP  
AND FILES IT AWAY.

THE BRIGHT WORDS AND THE DARK WORDS  
ARE GONE  
UNTIL DAWN  
AND A NEW DAY  
TO WRITE ON.

BY EVE MERRIAM

TO THE POET, MORNING IS LIKE  
*A. A NEW SHEET OF PAPER  
B. A NEW SHEET OF BRIGHT WORDS  
C. A NEW SHEET OF DARK WORDS  

WHAT IS WRITTEN ON THE PAPER?  
A. THE DAYS OF THE MONTH  
B. THE BRIGHT WORDS OF THE DAY  
*C. ALL THE ACTIONS OF THE DAY  

BRIGHT WORDS AND DARK WORDS MEAN  
A. SUNRISE AND SUNSET  
*B. HAPPY AND UNHAPPY EVENTS
C. MORNING AND EVENING EVENTS

WHAT OTHER TITLE COULD THIS POEM HAVE:
* A. A DAY
B. A MORNING
C. A SUNSET

DIRECTIONS - READ THE FOLLOWING POEM CAREFULLY TO YOURSELF AND CHOOSE THE CORRECT ANSWER FOR THE QUESTIONS BELOW.

RAIN

TODAY THE RAIN
IS AN AGED MAN
A. GRAY OLD MAN
B. CURIOUS OLD MAN
IN A MUSIC STORE

TODAY HOUSES
ARE STRINGS OF A HARP
SOPRANO HARP STRINGS
BASS HARP STRINGS
IN A MUSIC STORE

THE ANCIENT MAN
STRUMS THE HARP
WITH THIN LONG FINGERS
ATTENTIVELY PICKING
A WEARY JINGLE
A SOFT JAZZY JANGLE
THEN DODDERS AWAY
BEFORE THE ROSS COMES 'ROUND...

BY FRANK MARSHALL DAVIS

RAIN IS DESCRIBED AS
* A. AN OLD MAN
B. AN OLD STORE
C. AN OLD HOUSE

TO THE POET, HOUSES ARE
* A. LONG FINGERS
B. MUSIC STORES
C. HARP STRINGS

WHAT IS THE POET REFERRING TO AS THE ROSS IN THE POEM'S LAST LINE?
A. THE CURIOUS MAN
B. THE CLOUD
*C. THE SUN

WHAT KIND OF RAIN IS BEING WRITTEN ABOUT BY THE POET?
A. A POURING RAIN
*B. A GENTLE RAIN
C. A WINDY RAIN

PERSONIFICATION IS A FIGURE OF SPEECH IN WHICH ONE OF TWO OR MORE WORDS
A. IS ALIKE IN SPELLING BUT DIFFERENT IN MEANING
B. IN WHICH WORDS HAVE MEANINGS DIFFERENT FROM THEIR USUAL DEFINITION
*C. IN WHICH NON-LIVING THINGS ARE GIVEN HUMAN QUALITIES
THE STUDENT CAN DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN SIMILES, METAPHORS, AND PERSONIFICATIONS BY IDENTIFYING FROM VARIOUS SELECTIONS THE FIGURE OF SPEECH USED IN EACH.

DIRECTIONS - IDENTIFY THE FIGURE OF SPEECH THAT IS FOUND IN EACH EXAMPLE.

SOME SAY THE NORTH STAR IS A NAIL ON WHICH THE HEAVENS ARE HUNG.  
A. SIMILE  
B. METAPHOR  
C. PERSONIFICATION

"YOU'RE ANGRY, AREN'T YOU," EILONWY WENT ON. I CAN ALWAYS TELL. YOU LOOK AS IF YOU'VE SWALLOWED A WASP.  
A. SIMILE  
B. METAPHOR  
C. PERSONIFICATION

THE MILKY WAY IS A SAIL, THE SAIL OF A GREAT CANOE THAT GOES AMONG THE STARS.  
A. SIMILE  
B. METAPHOR  
C. PERSONIFICATION

THE CHAIR HAD GONE BERSERK. IT DANCED AWAY FROM THE WALL AND RAN OVER TO THE DRESSER AND WHACKED IT.  
A. SIMILE  
B. METAPHOR  
C. PERSONIFICATION

THRAIN CRAWLED TOWARD THE CAGE, CLINGING TO THE STEPPING-DECK LIKE A BEETLE ON A WIND-TOSSED-LEAF. WHEN HE HAD ALMOST REACHED THE BIRD, HE HEARD A ROAR AND HISST OVERHEAD. ANOTHER HILL OF WATER WAS IN FRONT OF THEM, LIKE THE ONES THAT HAD COME BEFORE, IT WAS AS TALL AS A CLIFF. LONG, WHITE FINGERS OF FOAM WriggLED DOWN ITS STEEP SIDE, AS IF TRYING TO GRASP THE BRITTLE BOAT AND CRUSH IT.  
A. SIMILE  
B. PERSONIFICATION  
C. BOTH

TIMOTHY TIM WAS A VERY LITTLE CAT WHO LOOKED LIKE A TIGER THE SIZE OF A RAT.  
A. SIMILE  
B. METAPHOR  
C. BOTH

WHEN HE SMILED, LITTLE LINES RAN FROM THE CORNERS OF HIS EYES IN ALL DIRECTIONS LIKE THE RAYS OF THE SUN.  
A. SIMILE  
B. PERSONIFICATION  
C. BOTH

SOME SAY THE SUN IS A GOLDEN EARRING, THE EARRING OF A BEAUTIFUL GIRL.  
A. METAPHOR  
B. PERSONIFICATION
BUT THE PHANTOM WAS NOT RUNNING A RACE. SHE WAS A PIECE OF THISTLEDOWN BORN BY THE WIND, MOVING THROUGH SPACE IN WILD ABANDON.

A. METAPHOR
B. PERSONIFICATION
C. BOTH

DISGUSTED WITH OUR ONE-SIDED BATTLE, THE BED PUNCHED ME, VIOLENTLY DISCHARGING ME, AND I STAGGERED AWAY FROM IT TO THE DOOR.

A. SIMILE
B. PERSONIFICATION
C. BOTH

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE WORD "IDIOM" BY IDENTIFYING THE MEANING FROM A LIST OF THREE DEFINITIONS.

DIRECTIONS -- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

IDIOMS ARE EXPRESSIONS THAT
A. COMPARE AND CONTRAST TWO DIFFERENT OBJECTS
B. USE WORDS DIFFERENTLY THAN THEIR USUAL MEANINGS
C. TELL MORE THAN THE TRUTH OR LESS THAN THE TRUTH

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO RECOGNIZE IDIOMS BY SELECTING THEM FROM A GIVEN LIST OF EXPRESSIONS.

DIRECTIONS -- IDENTIFY THE ONE EXAMPLE IN THREE THAT IS AN IDIOM.

A. FIERCE AS A LION
B. DOWN IN THE MOUTH
C. A SHOOTING STAR

A. FIT AS A FIDDLE
B. GENTLE AS A LAMB
C. SHADOWS ON A WALL

A. A STRANGE DARK ROOM
B. GLITTERED LIKE GOLD
C. A SQUARE MEAL

A. BY THE SKIN OF ONE'S TEETH
B. CORN AS HIGH AS AN ELEPHANTS EYE
C. GREAT BLACK ANIMALS CRAWLING

A. INTERRUPTED
B. CHICKENHEARTED
C. EMPTY-HANDED
THE STUDENT CAN SHOW HIS COMPREHENSION OF PARTICULAR IDIOMS BY SELECTING MEANINGS THAT MATCH THEIR USAGE IN GIVEN SENTENCES.

DIRECTIONS - CHOOSE THE MEANING FOR THE IDIOM MENTIONED IN THE QUESTION.

WHEN IS A PERSON *ALL EARS*?
* A. WHEN HE LISTENS CAREFULLY
* B. WHEN HE DOES NOT PAY CLOSE ATTENTION
* C. WHEN HE LAUGHS ALOUD

WHAT WOULD A *BUTTERFINGERS* DO WITH A PLATEFUL OF SANDWICHES?
* A. EAT THEM
* B. CUT THEM
* C. DROP THEM

HOW DO YOU FEEL ALL OVER WHEN YOU ARE *DOWN IN THE MOUTH*?
* A. UNHAPPY
* B. SILLY
* C. SURPRISED

IF THE DOCTOR SAYS YOU ARE AS *FIT AS A FIDDLE*, HE MEANS
* A. YOUR HEALTH IS GOOD
* B. YOUR HEALTH IS NOT GOOD
* C. YOU NEED AN OPERATION
THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE WORD SIMILE BY IDENTIFYING THE MEANING FROM A LIST OF THREE DEFINITIONS.

DIRECTIONS -- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

SIMILES ARE FIGURES OF SPEECH THAT
A. GIVE HUMAN QUALITIES TO NON-LIVING THINGS.
B. USE LIKE OR AS TO MAKE COMPARISONS.
C. HAVE NO COMPARING WORD IN THEM.

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO RECOGNIZE SIMILES BY SELECTING THEM FROM A GIVEN LIST OF EXPRESSIONS.

DIRECTIONS - SELECT THE ONE EXAMPLE IN THREE THAT IS A SIMILE.

A. THE SHOE HID ITSELF.
B. HER NOSE WAS SHAPED LIKE A SHOE.
C. THE SUN IS AN INDIAN GIRL.

A. YOU ARE A CLOWN.
B. THE FLOOR IS SPINNING AROUND.
C. THE FLOOR IS LIKE ICE.

A. SHE LOOKED FIERCE BUT TURNED OUT TO BE AS GENTLE AS A LAMB.
B. A CHAIR RUSHED ACROSS THE ROOM AND CRASHED AGAINST THE FLOOR.
C. THE MOON IS A WHITE CAT THAT HUNTS THE GRAY MICE OF NIGHT.

A. HE'S A RAT.
B. QUICK AS A WINK.
C. THE DOOR RATTLED.

A. THE CORN IS AS HIGH AS AN ELEPHANT'S EYE.
B. THE SKY IS A BLUE CANOPY OVER THE LAND.
C. BY THE SKIN OF THE TEETH.

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO INTERPRET FIGURATIVE LANGUAGE BY SELECTING FROM THE POSSIBLE INTERPRETATIONS THE MEANING OF UNDERLINED, FIGURATIVE PHRASES IN GIVEN SENTENCES.

DIRECTIONS - THE UNDERLINED WORDS IN THE SENTENCES BELOW ARE INTERESTING WAYS TO DESCRIBE THINGS. SELECT THE MEANING OF THE UNDERLINED WORDS.

*LIKE A FLASH* THE DOG RACED AFTER THE CURIOUS CAT.
A. Shiny
B. Very quickly
C. Hot and fiery

JOE KEPT *AN EYE ON THE CLOCK* TO MAKE SURE HE WASN'T LATE FOR BASEBALL PRACTICE.
A. checking the time often
B. making paper clock faces
C. putting his face next to a clock.
"WALKING ON AIR*" THE LITTLE BOY BROUGHT HOME HIS PERFECT REPORT CARD.
A. FLOATING IN SPACE
B. MOVING ALONG A TIGHTROPE
C. HAPPY AND GAY

MR. SMITH WAS SO HUNGRY THAT HE ATE *LIKE A HORSE.*
A. STANDING UP
B. A LOT OF FOOD
C. OATS AND HAY

MARY WAS *TICKLED PINK* WITH HER NEW DRESS AND SHOES.
A. VERY HAPPY
B. TURNING A NEW COLOR
C. BLUSHING BRIGHTLY

JOE HAD HIS *HEART SET ON* GOING TO THE CIRCUS.
A. COUNTED HIS HEARTBEATS
B. DID NOT WANT TO GO
C. WANTED TO GO VERY MUCH

SHE *LAUGHED HER HEAD OFF* AT THE FUNNY CARTOON.
A. CHUCKLED TO HERSELF
B. LAUGHED VERY HARD
C. LOST HER HEAD

THE NEWLY MOWED LAWN LOOKED *LIKE A GREEN CARPET.*
A. BUMPY AND UNEVEN
B. PLEASANT AND SOFT
C. GOOD TO EAT

THE OLD BREAD WAS *AS HARD AS STONE.*
A. VERY ROCKY
B. NOT MOVING
C. STALE AND BRITTLE

*WITH A RUSH*, THE WAVES POUNDED ON THE SHORE.
A. VERY QUICKLY
B. HURRYING
C. MOVING SLOWLY

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE WORD *METAPHOR* BY IDENTIFYING THE MEANING FROM A LIST OF THREE DEFINITIONS.

DIRECTIONS--SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

WHICH STATEMENT IS TRUE OF METAPHORS?
A. SOMETHING THAT IS NOT HUMAN IS GIVEN THE QUALITIES OF A PERSON.
B. THE WORD *LIKE* OR *AS* IS USED TO MAKE THE COMPARISON.
C. THE COMPARISON WORD IS OMITTED. AND ONE THING IS SIMPLY SAID TO BE ANOTHER.
THE STUDENT CAN DEMONSTRATE HIS ABILITY TO RECOGNIZE *PERSONIFICATIONS* BY SELECTING THEM FROM A GIVEN LIST OF SENTENCES.

**DIRECTIONS - CHOOSE THE ONE EXAMPLE IN THREE THAT IS A *PERSONIFICATION.***

A. DOGS ARE NOISIER THAN CATS.
B. THE CHAIR HIT THE MIRROR.
C. MY COAT FEELS LIKE SOFT FUR.

A. THE MONKEY WAS HANGING BY ITS BROWN FURRY TAIL.
B. THE WIND HOWLED AND MOVED SWIFTLY ACROSS THE FOREST.
C. THE PINK COTTON CANDY WAS BEING SOLD TO MANY CHILDREN.

A. THE BALL HID UNDER A PILE OF LEAVES.
B. THE BALL WAS AS HARD AS A ROCK.
C. THE BALL WAS BIGGER THAN THE HOUSE.

A. THE ZEBRA HAS BLACK AND WHITE STRIPES.
B. THE CHRISTMAS TREE LOOKED PRETTY.
C. THE WIND SWEEPS LITTER OFF THE STREET.

**THE STUDENT CAN EVALUATE ISSUES IN THE MYSTERY OF MORGAN CASTLE BY MAKING AND SUPPORTING A JUDGMENT.**

**DIRECTIONS - AFTER READING THE QUESTION, CHOOSE EITHER YES OR NO.**

IVE REASONS FOR YOUR CHOICE.

HERE GARRY, BILL AND VINNY WRONG IN NOT GOING TO THE POLICE?

A. YES
B. NO

IVE REASONS FOR YOUR CHOICE.

OULD IT HAVE BEEN WRONG IF GABBY CHOSE TO KEEP THE MONEY HE FOUND IN THE PAPER BAG?

A. YES
B. NO

IVE REASONS FOR YOUR CHOICE.

OU KNOW FROM THE STORY THAT THE MORGAN FAMILY WAS GOOD AND LWAYS HELPED THOSE WHO NEEDED HELP. WHY DO YOU THINK ROSS' MORGAN TURNED OUT TO BE THE KIND OF PERSON HE WAS?

**THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF RHYMING BY CHOOING FROM A GROUP OF THREE PICTURES THE ONE WHOSE NAME RYMES WITH THE NAME OF THE GIVEN PICTURE.**
DIRECTIONS-- BEFORE THE FIRST ITEM THE TEACHER WILL SAY-- LOOK AT THE PICTURE ON THE LEFT. SAY THE NAME TO YOURSELF, CHOOSE THE PICTURE ON THE RIGHT WHOSE NAME RHYMES WITH THE FIRST ONE.

PICTURE OF BOAT
A. PICTURE OF BALL
B. PICTURE OF HOUSE
*C. PICTURE OF COAT

PICTURE OF KEY
A. PICTURE OF KITE
*B. PICTURE OF TREE
C. PICTURE OF SLEET

PICTURE OF BAG
*A. PICTURE OF FLAG
B. PICTURE OF BOAT
*C. PICTURE OF FOX

PICTURE OF CAKE
A. PICTURE OF ROAD
*B. PICTURE OF RAKE
C. PICTURE OF COAT

PICTURE OF BOX
A. PICTURE OF BAT
*B. PICTURE OF FOX
C. PICTURE OF FRUIT

PICTURE OF CAR
A. PICTURE OF CAT
*B. PICTURE OF STAR
C. PICTURE OF STAIRS

PICTURE OF FAN
*A. PICTURE OF MAN
B. PICTURE OF MOP
C. PICTURE OF FARM

PICTURE OF FEET
*A. PICTURE OF SEAT
B. PICTURE OF SAIL
C. PICTURE OF FAN

PICTURE OF ROPE
*A. PICTURE OF SOAP
B. PICTURE OF RAT
C. PICTURE OF RABBIT

PICTURE OF NURSE
A. PICTURE OF PAIL
*B. PICTURE OF Purse
C. PICTURE OF NAIL

GIVEN 3 1-Syllable Words, 2 of Which Rhyme, The Student Will Demonstrate His Ability To Recognize 1-Syllable Rhyming Words By Correctly Choosing The Rhyming Pair Of Words.
Teacher says, I will say 3 words. 2 of them rhyme. Tell me the 2.

RHYMING WORDS: CAT, HIS, FAT
A. Child says: CAT-HIS.
B. Child says: CAT-FAT.
C. Child says: HIS-FAT.
D. Child does not respond.

Teacher says, I will say 3 words. 2 of them rhyme. Tell me the 2.

RHYMING WORDS: LET, PIG, BIG
A. Child says: LET-PIG.
B. Child says: LET-BIG.
C. Child says: PIG-BIG.
D. Child does not respond.

Teacher says, I will say 3 words. 2 of them rhyme. Tell me the 2.

RHYMING WORDS: RED, BED, PLAY
A. Child says: RED-BED.
B. Child says: RED-PLAY.
C. Child says: BED-PLAY.
D. Child does not respond.

Teacher says, I will say 3 words. 2 of them rhyme. Tell me the 2.

RHYMING WORDS: FLOWER, BUTTER, SHOWER
A. Child says: FLOWER-BUTTER.
B. Child says: FLOWER-SHOWER.
C. Child says: BUTTER-SHOWER.
D. Child does not respond.

Teacher says, I will say 3 words. 2 of them rhyme. Tell me the 2.

RHYMING WORDS: PLAYING, SAYING, THINKING
A. Child says: PLAYING-SAYING.
B. Child says: PLAYING-THINKING.
C. Child says: SAYING-THINKING.
D. Child does not respond.

Teacher says, I will say 3 words. 2 of them rhyme. Tell me the 2.

RHYMING WORDS: SUMMER, LETTER, BETTER
A. Child says: SUMMER-LETTER.
B. Child says: SUMMER-BETTER.
C. Child says: LETTER-BETTER.
D. Child does not respond.

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Given 3 2-syllable words, 2 of which rhyme, the student will demonstrate his ability to recognize 2-syllable rhyming words by correctly choosing the rhyming pair of words. #38

Teacher says, I will say 3 words. 2 of them rhyme. Tell me the 2.

RHYMING WORDS: FLOWER, BUTTER, SHOWER
A. Child says: FLOWER-BUTTER.
B. Child says: FLOWER-SHOWER.
C. Child says: BUTTER-SHOWER.
D. Child does not respond.

Teacher says, I will say 3 words. 2 of them rhyme. Tell me the 2.

RHYMING WORDS: PLAYING, SAYING, THINKING
A. Child says: PLAYING-SAYING.
B. Child says: PLAYING-THINKING.
C. Child says: SAYING-THINKING.
D. Child does not respond.

Teacher says, I will say 3 words. 2 of them rhyme. Tell me the 2.

RHYMING WORDS: SUMMER, LETTER, BETTER
A. Child says: SUMMER-LETTER.
B. Child says: SUMMER-BETTER.
C. Child says: LETTER-BETTER.
D. Child does not respond.

The student will recognize rhyming words by choosing one of three words which rhyme with a given word. #48

Teacher will direct child to read first word and select from the other three a word which rhymes.
C. SMILE
A. BALL
B. SMELL
C. SMILE

THE STUDENT WILL DEMONSTRATE AUDITORY RECOGNITION OF RHYMING ELEMENTS BY CHOOSING THE WORD THAT DOES NOT RHYME WITH THE OTHER TWO WORDS IN THE LIST. ±085±

DIRECTIONS--CHOOSE THE WORD IN EACH ROW THAT DOES *NOT* RHYME WITH THE OTHER TWO WORDS IN THE ROW. THE TEACHER WILL READ THE WORDS IN EACH ITEM.

A. SEE
B. TREE
C. BY

A. JAM
B. JIM
C. HIM

A. SAT
B. HIT
C. HAT

THE STUDENT WILL RECOGNIZE A WORD THAT RHYMES WITH A GIVEN WORD BY FINDING AND NAMING THE OBJECT IN A BOX CONTAINING FIVE FAMILIAR OBJECTS WHOSE NAME RHYMES WITH THE GIVEN WORD. ±086±

FIND THE OBJECT IN THIS BOX WHOSE NAME RHYMES WITH *BELL*.
A. RING
B. HOUSE
C. PEN
D. FAN
*E. SHELL

FIND THE OBJECT IN THIS BOX WHOSE NAME RHYMES WITH *MAN*.
A. RING
B. HOUSE
C. PEN
*D. FAN
E. SHELL
E STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF RHYMING WORDS
BY CHOOSING THE WORD TO ANSWER THE CLUE READ BY
THE TEACHER.

RECTIONS-- I'M GOING TO ASK YOU TO FIND A WORD THAT RHYMES WITH
WORD I SAY. I WILL ALSO GIVE YOU A CLUE ABOUT THIS WORD. CHOOSE
A RHYMING WORD AND THEN WRITE IT IN THE BLANK. CHILDREN DON'T
YOUR QUESTIONS.

ND THE WORD THAT RHYMES WITH *GOAT* AND SAILS IN THE WATER.
A. COAT
B. BOAT
C. SHIP

ND THE WORD THAT RHYMES WITH *HOUSE* AND IS A TINY ANIMAL.
A. HORSE
B. CAT
C. MOUSE

ND THE WORD THAT RHYMES WITH *CUP* AND IS A BABY DOG.
A. PUPPY
B. TUP
C. PUP

ND THE WORD THAT RHYMES WITH *BEAR* AND YOU HAVE IT ON YOUR
AD.
A. HAT
B. HAIR
C. CARE

ND THE WORD THAT RHYMES WITH *RAT* AND IS THE MOTHER OF A
TTFN.
A. KITTY
B. SAT
C. CAT

FIND THE WORD THAT RHYMES WITH *FAR* AND YOU CAN RIDE IN IT.
A. WAGON
B. CAR
C. TAR

FIND THE WORD THAT RHYMES WITH *PURSE* AND HELPS YOU WHEN YOU'RE SICK.
A. NURSE
B. DOCTOR
C. CURSE.

FIND THE WORD THAT RHYMES WITH *DISH* AND YOU CAN CATCH IT IN THE WATER.
A. BUG
B. WISH
C. FISH

FIND THE WORD THAT RHYMES WITH *SAG* AND YOU CAN PUT THINGS IN IT.
A. TAG
B. BAG
C. BOX

FIND THE WORD THAT RHYMES WITH *FUN* AND IT'S FASTER THAN TO WALK.
A. RUN
B. SUN
C. RACE

FIND THE WORD THAT RHYMES WITH *FIT* AND YOU CAN DO IT IN A CHAIR.
A. JUMP
B. SIT
C. LIT

FIND THE WORD THAT RHYMES WITH *JANE* AND CAN HELP YOU WALK.
A. SHOES
B. LANE
C. CANE

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THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF RHYMING WORDS BY, GIVEN GROUPS OF WORDS, THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISCRIMINATE BETWEEN SOUNDS OF WORDS THAT BEGIN ALIKE AND THOSE THAT RHYME BY IDENTIFYING EACH AS THE WORDS ARE PRONOUNCED BY THE TEACHER.

DIRECTIONS--LISTEN TO THE FOUR WORDS I WILL SAY, THEN YOU CHOOSE WHETHER THE WORDS BEGIN ALIKE OR RHYME. REPEAT DIRECTIONS FOR EACH ITEM:

CAT, RAT, SAT, HAT
A. ALIKE
B. RHYME

SALLY, SAMMY, SARA, SUSAN
TORY DETAIL

FOR LISTENING TO A STORY, THE STUDENT WILL RECALL DETAILS IN THE STORY BY SELECTING A PICTURE FROM AMONG 3 PICTURES THAT ANSWERS A QUESTION ABOUT THE STORY. WILL BE ASKING YOU SOME QUESTIONS ABOUT THIS STORY AFTER I READ IT TO YOU.

TEACHER READS THE STORY.

SUE AND ALAN WERE PLAYING IN THEIR BACKYARD. ALAN HEARD A LITTLE SQUEAKY SOUND. HE STOPPED PLAYING TO LISTEN. HE HEARD IT AGAIN. SUE STOPPED PLAYING. "ALAN, WHAT ARE YOU DOING? I HEARD A SQUEAKY SOUND," ALAN SAID. THE NOISE SEEMED TO BE COMING FROM THE GARAGE. "C'MON," SAID ALAN MOTIONING FOR HER TO FOLLOW HIM. THEY WENT TO THE GARAGE DOOR AND ALAN OPENED IT QUIETLY.

THEY LOOKED ALL AROUND THE GARAGE. THERE WERE DADDY'S ADDERS AND THE LAWN MOWER AND MOTHER'S GARDENING TOOLS. THERE WERE ALAN AND SUE'S BICYCLES, BUT NOTHING THAT MADE A SQUEAKY SOUND. SUE LISTENED. THERE IT IS AGAIN. "MAYBE IT'S COMING FROM THE BUSHES BY THE GARAGE." SO THEY HURRIED OUT TO LOOK BEHIND THE BUSHES. "NOTHING HERE," ALAN SAID, "EXCEPT AN OLD BEAT-UP GOLF BALL."

SUE LOOKED UP FROM THE BUSHES. "THERE GOES SNOWBALL. I WONDER WHERE SHE SPENT THE NIGHT. SHE DIDN'T COME HOME FOR HER
"Supper," she can always catch a mouse in the vacant lot," replied Alan.

"Here Snowball, here Kitty, Kitty, Kitty," called Sue.

Snowball was hurrying across the yard. She ducked around the corner of the house. Sue chased after her. Sue stopped in her tracks for Snowball was nowhere in sight.

"The squeaky noise is louder now," said Alan walking over to Sue. "It's coming from under the back porch."

The children crouched down and peeked under the porch. There was Snowball, but Snowball didn't come over to the children as usual. She was busy licking something. The children crawled toward Snowball. Snowball proudly stepped back from her little nest and stroked herself against Sue's legs as if to say, "Come and see what I have."

Sue and Alan bent forward to peek into the little hole in the ground. There were five tiny, wiggling, fluffy kittens mewing. They were crawling over each other poking their little faces into the air and searching for Snowball's warm motherly body.

"Oh, Alan, aren't they cute."

"They need a better bed. Let's get a box with some old soft rags."

The children hurried to tell their mother.

Choose the picture that tells where Sue and Alan were playing.
- A. Picture of a school playground.
- B. Picture of a city street.
- C. Picture of a backyard.

Choose the picture that tells where the children looked for the sound first.
- A. Picture of woods.
- B. Picture of a garage.
- C. Picture of a house.

Choose something they saw in the garage.
- A. Picture of a car.
- B. Picture of a lawn mower.
- C. Picture of a pile of boxes.

Choose what they found behind the bushes.
- A. Picture of an old beat-up golfball.
- B. Picture of five little kittens curled up.
- C. Picture of a lunch bucket.

Choose the picture that tells what Snowball was.
- A. Picture of a snowball.
- B. Picture of a dog.
- C. Picture of a white cat.

Choose the picture that tells where Snowball went.
- A. Picture of a side view of a porch.
- B. Picture of a back door on a house.

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C. Picture of a garage.

Choose the picture that tells what was in the little hole under the porch.
A. Picture of three little puppies curled up.
B. Picture of five wiggling little kittens.
C. Picture of an old shoe.

Choose the picture that tells what the children went to get for Snowball and her kittens.
A. Picture of a leash with a collar.
B. Picture of a cardboard box with old soft rags in it.
C. Picture of a bone.

The student can recall story detail of *The Hare and the Hedgehog* by choosing the word or phrase that correctly completes a fact from the story.

Directions - Select the word or words which will correctly complete each sentence.

Hare is another name for a
A. Chipmunk
B. Rabbit
C. Hedgehog

The animal who had the idea to run the race was
A. The Hedgehog
B. The Hedgehog's wife
C. The Hare

For his breakfast, the Hedgehog ate
A. Lettuce
B. Carrots
C. Turnips

The hare laughed, "Neighbor Hedgehog, it must be hard for you to walk because"
A. You are so close to the ground
B. You have such short legs
C. You have such a fat stomach

The hare's home was
A. In the bushes
B. In a tree trunk
C. In a hole in the ground

The first thing to happen in the story was
A. The Hedgehog told his wife of his plan
B. The Hedgehog met the hare on the path
C. The hare boasted about how fast he was
THE YOUNG TURTLE WANTED TO ......  
*A. VISIT NEW PLACES  
B. VISIT HIS FRIENDS, THE BIRDS  
C. GO SOUTH FOR THE WINTER

THE YOUNG TURTLE CALLED HIMSELF A POOR TURTLE BECAUSE ......  
*A. HE DIDN'T HAVE ANY FRIENDS  
B. HE WANTED TO LIVE IN THE FOREST  
C. HE COULDN'T TRAVEL VERY FAR

THE YOUNG TURTLE TALKED IN A ...... VOICE.  
*A. CRACKILY  
*B. SQUEAKY  
*C. HOARSE

A WISE OLD TURTLE TOLD THE YOUNG TURTLE, ......  
*A. ONE DAY YOU WILL SURELY WISH YOU HAD BEEN HAPPY WITH YOUR LIFE  
B. ONE DAY YOU WILL SURELY WISH YOU HAD TAKEN A TRIP TO A FARAWAY LAND  
*C. ONE DAY YOU WILL SURELY WISH YOU HAD NOT TALKED SO MUCH

TWO WILD GEESE SAID THEY WOULD CARRY THE YOUNG TURTLE SOUTH WITH THEM, BUT HE MUST REMEMBER ......  
*A. NOT TO LOOK DOWN  
*B. TO KEEP HIS MOUTH SHUT  
*C. TO HANG ON WITH BOTH HANDS

AS THE GEESE CARRYING THE TURTLE FLEW OVER A POND, A BOY SHOUTED FROM BELOW ......  
*A. WHAT A SILLY TURTLE, IT THINKS IT CAN FLY  
*B. WHAT A FUNNY LOOKING TURTLE, HE IS GOING SOUTH WITH THE BIRDS  
*C. WHAT A SMART TURTLE, HE KNOWS HOW TO TRAVEL EASILY

THE TURTLE NEVER MADE IT TO A WARMER CLIMATE BECAUSE ......  
*A. HE GOT TIRED OF FLYING  
*B. HE OPENED HIS MOUTH  
*C. HE CHANGED HIS MIND

THE STUDENT CAN RECALL STORY DETAIL BY CHOOSING GIVEN FACTS TO COMPLETE SENTENCES CONCERNING THE STORY *THE MAN WHO KEPT HOUSE*.  

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

AT THE BEGINNING OF THE STORY, THE MAN THOUGHT THAT THE WOMAN'S JOB WAS ......  
*A. HARDER THAN HIS JOB  
*B. EASIER THAN HIS JOB  
*C. JUST AS HARD AS HIS JOB

THE FIRST THING THAT THE MAN DID AFTER HE TOOK OVER HIS WIFE'S JOB ......  
*A. HARDER THAN HIS JOB  
*B. EASIER THAN HIS JOB  
*C. JUST AS HARD AS HIS JOB
A. Fill the churn with cream to make butter
B. Take the cow to the roof to eat the grass
C. Give the cow water to drink

Then the man returned with the baby. He found the pig
A. Trying to climb up the wall and into the well
B. Eating the carrots he had planned to have for dinner
C. Drinking the cream which had spilled when the churn tipped over

He wife came running from the field because
A. She saw the cow hanging from the roof
B. She heard a splash from inside the house
C. She saw that no one was watching the baby

After the woman helped her husband out of the chimney she
A. Asked her husband if keeping house was as easy as he had thought
B. Went back to the field and worked for the rest of the day
C. Cleaned the house, churned the butter, and cooked dinner

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He student will apply his understanding of a story by selecting
acts of a new situation which will parallel events in the known
story "The man who kept house".

Directions - Read the story below. Think about how this story is like the story "The man who kept house". Select the words which best answer the question.

Joe and Jane were in the second grade. They were both good
helpers around the room. Sue's job was to wash the blackboards and
Jane's job was to dust.

One day Jane said, "Sue, your job looks like much more fun than mine. All I get to do is dust, but you get to wash all of the
boards. I want to do your job. Let's trade."

He said, "All right," and they switched jobs the next day. Everything went wrong for Jane. While she was washing the boards, an
eraser fell into the water. When she went to get it out, three pieces of chalk fell to the floor and broke. As she bent down to
tick up the pieces of chalk, she kicked over the bucket of water.

She cried, "I don't like this job. I want my old one back."

He was *most* like which character in "The man who kept house"?
A. The baby
B. The man
C. The woman

He was *most* like which character in "The man who kept house"?
A. The baby
B. The man
C. The woman

The sentence, "Sue, your job looks much more fun than mine," is
like which sentence from the story "The man who kept house"?

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A. TOMORROW I'LL WORK IN THE FIELDS.
B. OH, YOUR WORK IS EASY.
C. KEEPING HOUSE WILL BE NO TROUBLE.

THE STUDENT WILL RECALL STORY DETAIL BY CHOOSING FACTS THAT COMPLETE SENTENCES PERTAINING TO THE STORY. THE BIG WHISTLE.

DIRECTIONS-- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

THE TOWN OF GREEN APPLE HAD A BIG WHISTLE THAT SAT ON TOP OF ..... A. THE COURT HOUSE  B. A LARGE TOWER  C. A COOKIE STORE

BIG TOOT BLEW HIS WHISTLE THREE TIMES A DAY. WHEN THE PEOPLE HEARD THE THIRD WHISTLE EACH DAY THEY KNEW IT WAS TIME TO ..... A. EAT LUNCH  B. GO HOME  C. START WORK

BIG TOOT FELT THE PEOPLE NEEDED TO TAKE A DAY OFF BECAUSE ..... A. THEY DID THE SAME THING EVERYDAY  B. THEY HAD WORKED HARD ALL DAY  C. IT WAS A BEAUTIFUL DAY FOR A PICNIC

BY TEN O'CLOCK IN THE MORNING, BIG TOOT HAD BLOWN HIS WHISTLE ..... A. ONE TIME  B. THREE TIMES  C. TWO TIMES

BIG TOOT STOPPED BLOWING HIS WHISTLE WHEN THE PEOPLE DECIDED TO ..... A. GO BACK TO WORK  B. SING A SONG  C. TAKE THE DAY OFF

THE PEOPLE SPENT THE DAY ..... A. AT THE BEACH  B. IN THE PARK  C. AT THE FAIR

NO ONE WANTED THE LITTLE GRAY TRUCK BECAUSE ..... A. IT MADE TOO MUCH NOISE  B. IT WAS AN UGLY COLOR  C. IT WENT TOO FAST

FARMER FIELD WANTED TO USE THE LITTLE GRAY TRUCK TO CARRY .....
A. CORN
B. HAY
C. POTATOES

ARMER FIELD FINALLY LEFT LITTLE GRAY TRUCK •••••
A. IN A PARKING LOT
B. ON THE STREET CORNER
C. IN A USED-CAR LOT

R. BUSY WANTED LITTLE GRAY TRUCK TO HELP HIM •••••
A. TAKE FLOWERS TO HIS FRIENDS
B. PICK UP OLD PAPERS
C. CARRY DIRT TO HIS GARDEN

HEN, MRS. FLOWER BOUGHT LITTLE GRAY TRUCK, HE WAS SO HAPPY TO
E USED AGAIN THAT HE •••••
A. WENT FASTER THAN EVER.
B. WENT VERY, VERY SLOW.
C. DID JUST WHAT HIS DRIVER WANTED

HE FIREMEN DIDN'T CARE IF THE TRUCK WENT FAST BECAUSE •••••
A. THE FIREMEN ARE GOOD DRIVERS
B. THEY NEEDED A FAST TRUCK
C. THE FIREMEN LIKED TO RIDE IN THE BACK

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HE STUDENT WILL RECALL STORY DETAIL OF "SAM, BANGS, AND SUNSHINE" BY CHOOSING THE WORD OR PHRASE THAT CORRECTLY COMPLETES A STATEMENT ABOUT THE STORY. %130

INSTRUCTIONS—SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY:

AM WAS A NICKNAME FOR •••••
A. SAMMY
B. SAMANTHA
C. SAMUEL

AM WAS A •••••
A. LADY
B. BOY
C. GIRL

AM'S FATHER WAS A •••••
A. FARMER
B. FISHERMAN
C. CARPENTER

AM HAD A BAD HABIT OF •••••
A. LYING
B. STEALING
C. FIGHTING

AM'S WAS SAM'S PET •••••
A. MOUSE
B. DOG
C. CAT

AM LIKES TO TELL STORIES TO THOMAS BECAUSE •••••
A. He believes every word she says.
B. He always does such funny things.
C. He is the best friend Sam has ever had.

When Thomas came to see Sam’s kangaroo every morning, Sam would tell him that the kangaroo
A. was still asleep
B. had just stepped out
C. was eating breakfast.

This morning, Sam told Thomas that her baby kangaroo had gone
A. fishing with her father
B. visiting at Blue Rock
C. hopping to the corn field.

Thomas and Bangs were in trouble at Blue Rock because
A. a dragon lived there
B. the rocks were sharp
C. the tide was coming up.

When Sam’s father came back, he had found Thomas but Bangs had
A. fallen from a high rock
B. been washed away
C. was eaten by the dragon.

As Sam was lying in bed, she saw
A. Bangs at the window
B. a tree bang against the window
C. her father looking for Thomas.

Sam’s father brought her a gerbil he had found on a boat. Sam decided to
A. call it a baby kangaroo
B. take it on a chariot ride
C. give it to Thomas.

Sam named the gerbil
A. Bangs
B. Moonshine
C. Blue Rock.

The student can demonstrate his knowledge of the story “City Mouse and Country Mouse” by selecting a statement to complete a sentence about the story. %7b

Directions: Select the words which will complete the sentence correctly.

The country mouse was
A. very rich
B. very poor
C. very selfish

The country mouse lived
A. with a friend
B. with her family
C. all alone.
**THE COUNTRY MOUSE'S HOUSE WAS MADE OF**
- A. STRAW
- B. BRICK
- C. MUD

**THE COUNTRY MOUSE GAVE THE CITY MOUSE... TO EAT**
- A. CAKE AND PIE
- B. SEEDS AND PLANTS
- C. BREAD AND CHEESE

**THE CITY MOUSE TOLD THE COUNTRY MOUSE TO**
- A. BUILD A NEW HOUSE
- B. COME TO LIVE IN THE CITY
- C. COME OUT TO PLAY

**THE CITY MOUSE'S HOUSE WAS FULL OF**
- A. WONDERFUL SMELLS
- B. MANY OTHER MICE
- C. MANY CATS

**THE OLD CAT**
- A. LIKE THE CAKE
- B. BIT THE COUNTRY MOUSE'S TAIL
- C. BIT THE CITY MOUSE'S TAIL

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**THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF THE STORY *RED CAR AND THE CHILDREN* BY SELECTING COMPLETIONS TO STATEMENTS ABOUT THE STORY.**

**DIRECTIONS**— SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

**ALL DAY LONG RED CAR...**
- A. TALKED TO THE BLUE PLANE
- B. SANG AND LAUGHED
- C. TOOK CHILDREN FOR RIDES

**RED CAR WANTED TO KNOW...**
- A. WHY THE MERRY-GO-ROUND HORSE WAS TIRED
- B. WHERE THE CHILDREN WENT AT NIGHT
- C. WHY THE FAT DUCKS WOULDN'T HELP HIM

**WHEN RED CAR LEFT THE PARK, HE WAS GONE FOR...**
- A. TWO DAYS
- B. ONE NIGHT
- C. ONE DAY

**WHEN RED CAR LOOKED IN THE WINDOWS, HE SAW...**
- A. CHILDREN SLEEPING
- B. CHILDREN PLAYING
- C. CHILDREN EATING

**RED CAR WAS GOING TO HAVE A VERY HARD DAY BECAUSE...**
- A. HE DIDN'T WANT TO WORK
- B. HE WAS ANGRY WITH THE CHILDREN
- C. HE WAS TIRED AND NEEDED SLEEP
THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF THE STORY "FOREST FRIENDS" BY RECALLING SPECIFIC EVENTS AND CHARACTERS BY SELECTING THE APPROPRIATE RESPONSE TO A QUESTION ABOUT THE STORY.  

**DIRECTIONS** - CHOOSE THE ANSWER TO THE FOLLOWING QUESTIONS BASED UPON THE STORY "FOREST FRIENDS". 

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<th>Question</th>
<th>Answer Options</th>
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<td>WHICH ANIMAL WAS MOST AFRAID OF HUNTERS?</td>
<td>A. THE DEER  B. THE CROW  C. THE MOUSE</td>
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<td>WHY DID THE DEER WANDER OFF INTO THE FOREST?</td>
<td>A. IT WAS A BEAUTIFUL DAY  B. HE WENT TO FIND THE TURTLE  C. HE WENT TO LOOK FOR FOOD</td>
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<td>WHO LEFT HOME FIRST TO LOOK FOR THE DEER?</td>
<td>A. THE CROW  B. THE TURTLE  C. THE MOUSE</td>
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<tr>
<td>WHO SET THE DEER FREE?</td>
<td>A. THE TURTLE  B. THE MOUSE  C. THE CROW</td>
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THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF SPECIFIC DETAIL IN THE POEM "LITTLE ORPHANT ANNIE" BY CORRECTLY CHOOSING THE WORD OR WORDS TO COMPLETE A SENTENCE TELLING ABOUT THE POEM.  

**LITTLE ORPHANT ANNIE**

LITTLE ORPHANT ANNIE'S COME TO OUR HOUSE TO STAY,
AN' WASH THE CUPS AND SAUCERS UP, AN' BRUSH THE CRUMBS AWAY,
AN' SHOO THE CHICKENS OFF THE PORCH, AN' DUST THE HEARTH, AN' SWEEP
AN' MAKE THE FIRE, AN' BAKE THE BREAD, AN' EARN HER KEEP,
AN' ALL US OTHER CHILDREN, WHEN THE SUPPER THINGS IS DONE,
WE SET AROUND THE KITCHEN FIRE AN' HAS THE MOSTEST FUN
'LIST'NIN TO THE WITCH TALES AT ANNIE TELLS ABOUT,
AN' THE GOBBLE -UNS 'AT GITS YOU
EF YOU DONT WATCH OUT,
ONCE THEY WAS A LITTLE BOY WOULDN'T SAY HIS PRAYERS--
AN' WHEN HE WENT TO BED AT NIGHT, AWAY UPSTAIRS
HIS MAMMY HEERD HIM HOLLER, AN' HIS DADDY HEED HIM BAWL,
AN' WHEN THEY TURN'T THE KIVER DOWN, HE WASN'T THERE AT ALLO
THEY SEEKED HIM IN THE RAFTER ROOM, AND CURRYHOLE AN' PRESS.

SECKED HIM UP THF CHIMNEY FLUE, AND EVER-WHERES, I GUESS,

BUT ALL THEY EVER FOUND WAS HIS PANTS AN' ROUND ABOUT

AN' THE GORBLE-UNS'LL GIT YOU

EF YOU

DON'T

WATCH

OUTO

ONE TIME A LITTLE GIL'ID ALLUS LAUGH AN' GRIN,

AND MAKE FUN O' EVERYONE, AN' ALL HER BLOOD AN' KIN.

WHEN THEY WAS COMPANY, AN' OLE FOLKS WAS THERE,

SHE MOCKED 'EM AN' SHOCKED 'EM AN' SAID SHE DIDN'T CARE

THIST AS SHE KICKED HER HEELS, AN' TURNED TO RUN AN' HIDE

THEY WAS TWO GREAT, BIG BLACK THINGS A-STANDING BY HER SIDE,

AN' THEY SNATCHER HER THROUGH THE CEILING, FORE SHE KNEW WHAT

SHE'S ABOUT

AN' THE GORBLE-UNS'LL GIT YOU

EF YOU

DON'T

WATCH

OUTO

LITTLE ORPHANT ANNIE SAYS, WHEN THE BLAZE IS BLUE,

THE LAMPWICK SPUTTERS, AN' THE WIND GOES WOO-000,

YOU HEAR THE CRICKETS QUIT; AN' THE MOON IS GRAY,

THE LIGHTNING-HUGS IN DEW IS ALL SQUENCHED AWAY--

OU BETTER MIND YER PARENTS, AN' YER TEACHERS FOND AN' DEAR,

CHURISH THEM 'AT LOVES YOU, AN' DRY THE ORPHANTS TEAR

HE'P THE POOR AN' NEEDY ONES 'AT CLUSTERS ALL ABOUT,

R THE GORBLE-UNS'LL GIT YOU

EF YOU

DON'T

WATCH

OUTO

IRECTIONS - CHOOSE THE WORD OR WORDS THAT BEST COMPLETES THE

FENTENCE.

LITTLE ORPHANT ANNIE IS GOING TO STAY

A. AT HER AUNT'S HOUSE

B. AT THE LITTLE BOY'S HOUSE

C. AT OUR HOUSE

HE FIRST THING LITTLE ORPHANT ANNIE WILL DO IS

A. BRUSH THE CRUMBS AWAY

B. WASH THE CUPS AND SAUCERS

C. SHOO THE CHICKENS

LITTLE ORPHANT ANNIE WILL WORK TO

A. MAKE THE BREAD

B. TELL WITCH TALES

C. EARN HER BOARD AN' KEEF

HE CHILDREN HAVE THE MOSTEST FUN

A. WHEN THE SUPPER THINGS IS DONE

B. WHEN THE OLE FOLKS WAS THERE

C. WHEN THE BLAZE IS BLUE

NNIE TELLS

A. BED-TIME STORIES

B. WITCH TALES

C. FUNNY STORIES
THE LITTLE BOY DIDN'T LIKE TO
A. LISTEN TO STORIES
B. MIND HIS MOTHER
C. SAY HIS PRAYERS

WHEN THE MOTHER AND FATHER LOOKED IN THE BED FOR THE LITTLE BOY
A. HE WAS READING
B. HE WASN'T THERE
C. HE WAS CRYING

THE LITTLE BOY
A. WAS CAUGHT BY THE GOBLE-UNS
B. WAS IN RAFTER ROOM
C. WAS UNDER THE BED

THE LITTLE GIRL
A. WAS VERY BAD
B. MADE FUN OF EVERYONE
C. LIKED ANNIE'S TALES

WHEN THE LITTLE GIRL TRIED TO HIDE
A. THE BIG BLACK THINGS GOT HER
B. SHE TRIPPED AS SHE WAS RUNNING
C. THE COMPANY GOT HER

ANNIE TOLD ALL THE CHILDREN
A. TO BE CAREFUL NOT TO GET CAUGHT IF YOU'RE PLAYING TRICKS
B. TO BE SURE TO OBEY YOUR PARENTS AND YOUR TEACHERS
C. DON'T BE AFRAID OF THE WIND THAT GOES WOO-OO

THE STUDENT CAN RECALL DETAIL FROM THE STORY "GRAY OWL AND THE RABBITS" BY SELECTING THE APPROPRIATE RESPONSE TO A QUESTION ABOUT THE STORY.

DIRECTIONS--SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

THE STORY "GRAY OWL AND THE RABBITS" TOOK PLACE IN THE
A. SUMMER
B. FALL
C. WINTER

IT WAS HARD FOR THE ANIMALS TO FIND ENOUGH TO EAT BECAUSE
A. THE HORNED OWL HAD IT ALL
B. SNOW COVERED THE LAND
C. MOST OF THE SMALL ANIMALS WERE HIDING

MOST OF THE ANIMALS HAD STORED AWAY
A. DRY SEEDS AND PLANTS
B. DRY FRUIT AND NUTS
C. INSECTS AND MICE

GRAY OWL DIDN'T STORE AWAY FOOD BECAUSE
A. HE HAD PLAYED WHEN HE SHOULD HAVE WORKED
B. HE DIDN'T EAT THE KIND OF FOOD YOU COULD STORE
C. HE KNEW HE WAS A GREAT HUNTER

THE FIRST ANIMAL GRAY OWL FOUND WAS A

0323 0512 237
A. FAT-MOUSE
B. RABBIT
C. SQUIRREL

WHEN GRAY OWL CAUGHT THE RABBITS, HE Couldn'T FLY WITH THEM
BECAUSE

A. THEY WERE TOO HEAVY
B. THEY WIGGLED TOO MUCH
C. HORNY OWL WOULDN'T LET HIM

GRAY OWL WANTED BOTH RABBITS, BECAUSE

A. HE WAS VERY HUNGRY
B. HE CAUGHT BOTH
C. HE DIDN'T LIKE HORNY OWL

THE STUDENT WILL RECALL THE POEM "SEEIN' THINGS" BY CHOOSING A WORD OR PHRASE THAT CORRECTLY COMPLETES A SENTENCE HAVING TO DO WITH DETAILS IN THE POEM.

DIRECTIONS - READ THE POEM BELOW. CHOOSE THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

SEEIN' THINGS

BY EUGENE FIELDS

I AIN'T AFRAID UV SNAKES, OR TOADS,
OR BUGS, OR WORMS, OR RICE,
AN' THINGS AT GIRLS ARE SKEERED UV
I THINK ARE AWFUL NICE,
I'M PRETTY SUAVE, I GUESS, AN YET
I HATE TO GO TO BED,
FOR WHEN I'M TUCKED UP WARM AN
SNUG AN WHEN MY PRAYERS ARE SAID,
MOTHER TELLS ME, HAPPY DREAMS AN
'TAKES AWAY THE LIGHT
AN LEAVES ME LYIN' ALL ALONE AN
SEEIN' THINGS AT NIGHTO

SOMETIMES THEY'RE IN THE CORNER, SOMETHING THEY'RE BY THE DOOR,
SOMETIMES THEY'RE ALL A-STANDIN' IN THE MIDDLE UV THE FLOOR,
SOMETIMES THEY'RE A-SITTIN' DOWN,
SOMETIMES THEY'RE WALKIN' ROUND
SO SOFTLY AND SO CREEPYLIKE THEY NEVER MAKE A SOUNDO
SOMETIMES THEY'RE AS BLACK AS INK,
AN' OTHER TIMES THEY'RE WHITE--
BUT THE-COLOR AIN'T NO DIFFERENCE
WHEN YOU'RE SEEIN' THINGS AT NIGHTO

ONCE WHEN I LICKED A FELLER AT HAD
JUST MOVED ON OUR STREET,
AN' FATHER SENT ME UP TO BED WITHOUT A BIT TO EAT,
I WOKE UP IN THE DARK AN SAW THINGS
STANDIN' IN A ROW.
A-Lookin' at me cross-eyes an' pointin' at me--soo
Oh my I wuz so skeered that time
I never slip a mite--
it's almost alluz when I'm bad I

See things at night

Lucky thing I ain't a girl, or I'd rf
Skeered to death
If I'm a boy, I duck my head an' hold my breath.
An I'm. Oh, so sorry I'm a naughty
Boy, an' then
I promist to be better an' I say my prayers again.
Grandma tells me that's the only
Way to make it right
When a feller has been wicked
An sees things at night.

An so, when other naughty boys
Would coax me into sin,
I try to skwush. The tempters voice
At urges me within.
An when theys pie for suppers, or cakes ats bug an nice,
I want to--but I do not pass my plate for them things twice.
No-ruther let starvation wipe me slowly out of sight.

Than I should keep a-livin' on
An seein' things at night.

The boy in the poem is afraid of
A. bugs. worms, and mice
B. things he sees at night
C. things that girls are afraid of

The boy in the poem is very brave except
A. he hates bugs
B. he hates large animals
C. he hates to go to bed

When the boy sees things at night, he usually sees them
A. everywhere
B. in the corner
C. standing up

When you see things at night, it doesn't make any difference
A. how much noise they make
B. what color they are
C. what they are doing

One time the boy in the poem licked a boy on his street. His
father
A. gave him a spanking and sent him to bed
B. wouldn't let him ride his bike for a week.
C. sent him to bed without anything to eat

The little boy sees things at night mostly
A. when he has been bad

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B. WHEN HE GOES TO BED LATE
C. WHEN HE WATCHED A SCARY MOVIE

GRANDMA SAYS THAT THE ONLY WAY TO MAKE IT RIGHT AFTER YOU HAVE BEEN BAD IS TO
A. DUCK YOUR HEAD UNDER THE COVERS AND GO TO SLEEP
B. PROMISE TO BE BETTER AND SAY YOUR PRAYERS AGAIN
C. NOT EVER BE BAD IN THE FIRST PLACE

THE LITTLE BOY WOULD RATHER STARVE THAN
A. SEE THINGS AT NIGHT
B. HAVE HIS FATHER MAD AT HIM
C. SEE A BUG OR A SNAKE

*********************************************************************************************************************

SEQUENCE

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO UNDERSTAND A SEQUENCE OF EVENTS BY CORRECTLY ARRANGING A SCRAMBLED PICTURE STORY OF THREE PARTS. %44

TEACHER SAYS: HERE ARE THREE PARTS OF A PICTURE STORY. LOOK AT THEM CAREFULLY. NOW ARRANGE THEM IN THE PROPER ORDER SO THAT THE STORY MAKES GOOD SENSE.

PICTURE 1 - AN EMPTY BIRD'S NEST IN A TREE.
PICTURE 2 - 4 BIRD'S NEST IN A TREE.
PICTURE 3 - 4 BLUE EGGS IN A BIRD'S NEST.
A. 1 3 2

TEACHER SAYS: HERE ARE THREE MORE PICTURES.

PICTURE 1 - A BOY IS WALKING AWAY FROM A STREAM WITH A FISHING POLE AND A STRING OF FISH.
PICTURE 2 - A BOY IS SITTING ON THE BANK FISHING.
PICTURE 3 - A BOY IS WALKING TOWARD A STREAM CARRYING ONLY A FISHING POLE.
A. 3 2 1

TEACHER SAYS: PLEASE ARRANGE THESE IN ORDER.

PICTURE 1 - A BOY IS BRUSHING HIS TEETH WHILE DRESSED IN PAJAMAS.
PICTURE 2 - A BOY IS GETTING OUT OF BED.
PICTURE 3 - A BOY IS WALKING TO SCHOOL.
A. 2 1 3

TEACHER SAYS: NOW, HERE ARE THE LAST THREE PICTURES.

PICTURE 1 - A GIRL IS WALKING TOWARD A DRINKING FOUNTAIN.
PICTURE 2 - A GIRL IS STANDING BY THE FOUNTAIN AND HAS WATER DRIPPING FROM HER FRONT. SHE LOOKS SOMEWHAT UPSET.
PICTURE 3 - A GIRL IS BENDING OVER THE FOUNTAIN AND IS ABOUT TO TURN THE HANDLE ON.
A. 1 3 2
THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF THE STORY *A CLEVER FOX* RECALLING THE SEQUENCE OF EVENTS OBSERVED BY IDENTIFYING THE CORRECT ORDER OF EVENTS.  0479

DIRECTIONS - CHOOSE *A*, *B*, OR *C* TO INDICATE THE ORDER IN WHICH THE FOLLOWING EVENTS OCCURRED IN THE STORY *A CLEVER FOX*.

1. THE LAD PUT THE DOG IN THE EMPTY BAG.  7625
2. THE HEN Gobbled THE BEE.  7625
3. THE FOX STARTED WITH AN EMPTY BAG.  7625
4. THE PET SHEEP SCARED THE HEN AWAY.  7625

A. 4, 3, 1, 2
*B. 3, 2, 4, 1
*C. 2, 4, 1, 3

THE STUDENT CAN SHOW HIS KNOWLEDGE OF SEQUENCE TO DETERMINE THE CORRECT ORDER OF THE FOLLOWING EVENTS FROM *THE MYSTERY OF MORGAN CASTLE* BY SELECTING THE CORRECT ORDER FROM A LIST OF CHOICES.  0501

DIRECTIONS - READ THE FOLLOWING EVENTS. SELECT THE LIST WHICH SHOWS THE CORRECT ORDER OF THESE EVENTS.

1. GABBY SAW A TRUCK;
2. VINNY LOOKED AT THE TWENTY-DOLLAR BILLS.
3. GABBY NEEDS A JOB TO BUY A SURFBOARD.
4. THE POLICE COME.
5. THE BOYS HEARD A MAN IN THE BASEMENT.
6. THE MEN TOOK GABBY TO THE BASEMENT.
7. MISS WELLINGTON STOOD BY THE SEA-WALL.

A. 1, 2, 3, 4, 5, 6, 7
B. 5, 2, 4, 1, 3, 6, 7
*C. 3, 1, 7, 5, 6, 2, 4

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE MAIN IDEA OF THE POEM *LITTLE ORPHANT ANNIE* BY SELECTING AN APPROPRIATE ALTERNATE TITLE FROM A GIVEN LIST OF SUGGESTIONS.  0510

FROM THE CHOICES LISTED BELOW, CHOOSE ONE WHICH COULD BE THE TITLE OF *LITTLE ORPHANT ANNIE*.
*A. NEW GIRL AT HOME
*B. SPOOKY STORIES
*C. BEHAVE OR WATCH OUT

THE STUDENT WILL COMPREHEND THE SEQUENCE OF THE STORY *THE LITTLE GRAY TRUCK* BY IDENTIFYING THE ORDER OF CERTAIN EVENTS.  0423

DIRECTIONS -- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF THE STORY *A CLEVER FOX* RECALLING THE SEQUENCE OF EVENTS OBSERVED BY IDENTIFYING THE CORRECT ORDER OF EVENTS.  0479

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A. 4, 3, 1, 2
*B. 3, 2, 4, 1
*C. 2, 4, 1, 3

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4. THE POLICE COME.
5. THE BOYS HEARD A MAN IN THE BASEMENT.
6. THE MEN TOOK GABBY TO THE BASEMENT.
7. MISS WELLINGTON STOOD BY THE SEA-WALL.

A. 1, 2, 3, 4, 5, 6, 7
B. 5, 2, 4, 1, 3, 6, 7
*C. 3, 1, 7, 5, 6, 2, 4

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE MAIN IDEA OF THE POEM *LITTLE ORPHANT ANNIE* BY SELECTING AN APPROPRIATE ALTERNATE TITLE FROM A GIVEN LIST OF SUGGESTIONS.  0510

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*B. SPOOKY STORIES
*C. BEHAVE OR WATCH OUT

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3. THE FOX STARTED WITH AN EMPTY BAG.  7625
4. THE PET SHEEP SCARED THE HEN AWAY.  7625

A. 4, 3, 1, 2
*B. 3, 2, 4, 1
*C. 2, 4, 1, 3

THE STUDENT CAN SHOW HIS KNOWLEDGE OF SEQUENCE TO DETERMINE THE CORRECT ORDER OF THE FOLLOWING EVENTS FROM *THE MYSTERY OF MORGAN CASTLE* BY SELECTING THE CORRECT ORDER FROM A LIST OF CHOICES.  0501

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3. GABBY NEEDS A JOB TO BUY A SURFBOARD.
4. THE POLICE COME.
5. THE BOYS HEARD A MAN IN THE BASEMENT.
6. THE MEN TOOK GABBY TO THE BASEMENT.
7. MISS WELLINGTON STOOD BY THE SEA-WALL.

A. 1, 2, 3, 4, 5, 6, 7
B. 5, 2, 4, 1, 3, 6, 7
*C. 3, 1, 7, 5, 6, 2, 4

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE MAIN IDEA OF THE POEM *LITTLE ORPHANT ANNIE* BY SELECTING AN APPROPRIATE ALTERNATE TITLE FROM A GIVEN LIST OF SUGGESTIONS.  0510

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*A. NEW GIRL AT HOME
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*C. BEHAVE OR WATCH OUT

THE STUDENT WILL COMPREHEND THE SEQUENCE OF THE STORY *THE LITTLE GRAY TRUCK* BY IDENTIFYING THE ORDER OF CERTAIN EVENTS.  0423

DIRECTIONS -- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.
THE FIRST OWNER OF THE LITTLE GRAY TRUCK WAS  
A. MR. BUSY 
B. FARMER FIELD 
C. MRS. FLOWER  

THE FIRST STATEMENT MADE WAS  
A. I WANT A SMALL TRUCK TO HELP ME TAKE FLOWERS TO MY FRIENDS 
B. WE WILL BUY YOUR TRUCK. IT CAN'T GO TOO FAST FOR US 
C. LOOK AT ALL THE PAPERS BEHIND US! YOU DON'T GIVE ME TIME TO PICK THEM UP  

THE THIRD OWNER OF THE LITTLE GRAY TRUCK WAS  
A. MRS. FLOWER 
B. THE FIREMEN 
C. MR. BUSY  

THE STUDENT CAN PREDICT THE ORDER IN WHICH A PRODUCT BECOMES AVAILABLE TO HIM NOW AND CAN COMPARÈ AND CONTRAST THIS ORDER TO THE ORDER OF A HUNDRED YEARS AGO BY SELECTING THE ITEMS IN CORRECT ORDER.  

DIRECTIONS-CHOOSE THE LETTER IN FRONT OF THE ITEMS THAT ARE IN THE CORRECT ORDER. EXPLAIN HOW THIS IS DIFFERENT FROM 100 YEARS AGO.  

DRESS OR SHIRT  
A. STORE - COTTON - FACTORY - YOU 
B. FACTORY - YOU - COTTON - STORE 
C. COTTON - FACTORY - STORE - YOU  

FRESH VEGETABLES  
A. FARMER - SEED - YOU - STORE 
B. SEED - FARMER - STORE - YOU 
C. STORE - SEED - YOU - FARMER  

DRINKING WATER  
A. WELLS - PUMPING STATION - PIPES - HOMES 
B. PIPES - WELLS - PUMPING STATION - HOMES 
C. WELLS - HOMES - PIPES - PUMPING STATION  

MEAT  
A. STORE - ANIMALS - MEAT PLANT - YOU 
B. ANIMALS - MEAT PLANT - STORE - YOU 
C. MEAT PLANT - ANIMALS - YOU - STORE  

THE STUDENT CAN READ AND COMPREHEND A GROUP OF FOUR INDIVIDUAL SENTENCES AND REORGANIZE THEM INTO A LOGICAL SEQUENCE BY NUMBERING THE STATEMENTS IN CORRECT ORDER.  

DIRECTIONS-READ THE FOLLOWING SENTENCES. THEY ARE NOT IN THE RIGHT ORDER. REARRANGE THEM SO THAT THEY COME IN THE CORRECT ORDER.  

1. HE ASKED HIS MOTHER FOR MONEY.  
2. JIM PAID FOR THE MOVIE.
3. SHE GAVE HIM ONE DOLLAR.
4. JIM WANTED TO GO TO THE MOVIE.
   A. 4, 1, 3, 2.

1. JIM WAS WALKING DOWN THE STREET.
2. THE DOG GROWLED AND WALKED AWAY.
3. HE SAW A BIG BLACK DOG COMING TOWARD HIM.
4. JIM REACHED OUT TO PET HIM.
   A. 1, 3, 4, 2
   B. 3, 4, 1

1. SHE WENT OUT TO PLAY.
2. SHE OPENED THE WINDOW TO FEEL THE TEMPERATURE.
3. MARY GOT UP IN THE MORNING.
4. MARY GOT DRESSED.
   A. 3, 2, 4, 1

*******************************************************************************
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE A LINEAR PATTERN IN A SEQUENCE BY CHOOSING THE NEXT SYMBOL NEEDED TO REPEAT THE PATTERN OF CIRCLES AND SQUARES.

DIRECTIONS--LOOK FOR A PATTERN IN THIS LINE OF SYMBOLS, ONE GROUP THAT LOOKS LIKE ANOTHER GROUP. CHOOSE EITHER A CIRCLE OR A SQUARE TO FINISH THE SEQUENCE.

CIRCLE-CIRCLE-SQUARE-CIRCLE-CIRCLE-SQUARE-CIRCLE-CIRCLE-CIRCLE-SQUARE-
   A. CIRCLE
   B. SQUARE

SQUARE-SQUARE-CIRCLE-SQUARE-SQUARE-CIRCLE-SQUARE-CIRCLE-CIRCLE-
   A. CIRCLE
   B. SQUARE

CIRCLE-SQUARE-CIRCLE-SQUARE-CIRCLE-SQUARE-CIRCLE-SQUARE-CIRCLE
   A. CIRCLE
   B. SQUARE

SQUARE-SQUARE-SQUARE-CIRCLE-SQUARE-SQUARE-CIRCLE-SQUARE-
   A. CIRCLE
   B. SQUARE

CIRCLE-CIRCLE-CIRCLE-SQUARE-CIRCLE-CIRCLE-CIRCLE-SQUARE-
   A. CIRCLE
   B. SQUARE

*******************************************************************************
THE STUDENT WILL ANALYZE PAIRS OF STATEMENTS BASED UPON THE STORY "A CLEVER FOX" DISTINGUISHING THE CAUSE-EFFECT RELATIONSHIP BY INDICATING WHETHER A GIVEN STATEMENT IS A CAUSE OR AN EFFECT.

DIRECTIONS--READ THE STATEMENTS AND CHOOSE THE CAUSE *A*, AND THE RESULT *B*.

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THE OLD WOMAN WAS FooLED.
* A. THE CAUSE
  B. THE RESULT

THE FOX WAS VERY CLEVER.
* A. THE CAUSE
  B. THE RESULT

THE HEN GORBED THE BEE.
* A. THE CAUSE
  B. THE RESULT

THE BEE STOPPED BUZZING.
* A. THE CAUSE
  B. THE RESULT

THE HEN RAN AWAY.
* A. THE CAUSE
  B. THE RESULT

THE SHEEP SCARED THE HEN.
* A. THE CAUSE
  B. THE RESULT

THE BOY WAS MORE CLEVER THAN THE FOX.
* A. THE CAUSE
  B. THE RESULT

THE BOY HIRED PUT THE FIERCE DOG IN THE BAG.
* A. THE CAUSE
  B. THE RESULT

A. THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE STORY *THE MYSTERY OF MORGAN CASTLE* BY SELECTING THE CAUSE OF CERTAIN ACTIONS IN THE STORY. %15n

DIRECTIONS--SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

GARRY SUMMERS WENT TO MISS WELLINGTON'S HOUSE BECAUSE
A. HE NEEDED A SURFBOARD AND KNEW SHE HAD ONE
B. SHE NEEDED SOMEONE FOR DOG-SITTING FOR A FEW DAYS
C. HE WANTED TO SEE THE INSIDE OF A LARGE OLD HOUSE

FRITZ JUMPED OVER THE SEA WALL AND RAN AWAY BECAUSE
A. HE WAS SO HAPPY TO BE OUTSIDE
B. HE DIDN'T LIKE BEING ON A LEASH
C. HE WANTED TO FIND OUT WHAT WAS GOING ON NEXT DOOR

GARRY CHASED INTO THE GARDEN AFTER FRITZ BECAUSE
A. HE HAD TO GET THE DOG BACK
B. MISS WELLINGTON WAS YELLING TO HIM
C. HE WANTED TO FIND THE PAPER BOY

GARRY KNEW SOMEONE WAS AT MORGAN CASTLE BECAUSE
A. PART OF THE FENCE WAS MISSING
B. HE HEARD A DOOR OPEN AND CLOSE
C. THERE WERE LIGHTS HE COULD SEE
MISS WELLINGTON TOLD GABBY NOT TO COME BACK ANYMORE BECAUSE
A. SHE DECIDED NOT TO GO AWAY
B. HE WASN'T STRONG ENOUGH FOR FRITZ
C. SHE COULD TAKE CARE OF FRITZ HERSELF

GABBY WAS GOING OUT IN THE MIDDLE OF THE NIGHT BECAUSE
A. HE WASN'T TIRED AND WANTED TO THINK
B. HE THOUGHT HE COULD FIND MORE MONEY
C. HE KNEW SOMEONE WAS IN MORGAN'S CASTLE

GABBY KNEW IT WASN'T A GARDENER'S TRUCK HE SAW BECAUSE
A. THERE WAS A BOX ON THE TRUCK
B. THE GARDEN HAD NOT BEEN CARED FOR
C. THE MAN DIDN'T LOOK LIKE A GARDENER

MISS WELLINGTON WAS STANDING NEAR THE SEA WALL BECAUSE
A. SHE WAS CALLING FRITZ HOME
B. SHE HEARD NOISES AT MORGAN CASTLE
C. SHE LIKED TO HEAR THE SOUND OF THE SURF

GABBY WENT BACK TO MISS WELLINGTON'S HOUSE BECAUSE
A. HE WANTED TO KNOW WHY SHE HAD BEEN OUTSIDE THE NIGHT BEFORE
B. HE HAD TO TELL HER THAT HE HAD FOUND FRITZ DEAD
C. HE THOUGHT SHE MIGHT BE LONELY

GABBY DIDN'T THINK MISS WELLINGTON WOULD HAVE GONE UPSTAIRS BECAUSE
A. NO ONE EVER USED THE ROOMS THERE
B. IT WAS COLD AND WINDY THERE
C. SHE HAD TOO MUCH TROUBLE WALKING

MISS WELLINGTON REALLY HAD GONE UPSTAIRS BECAUSE
A. SHE COULD SEE INTO THE CASTLE GARDEN
B. SHE WANTED TO BE ALONE
C. SHE WAS LOOKING FOR FRITZ FROM THE WINDOW

GABBY KNEW MISS WELLINGTON WENT TO MORGAN CASTLE BECAUSE
A. BILL TOLD HIM SO
B. HE FOUND HER CANE
C. HE COULD HEAR HER TALKING

GABBY WAS FRIGHTENED IN THE GARDEN BECAUSE
A. HE COULDN'T FIND BILL
B. THE MAN IN THE TRUCK WAS MORGAN
C. THE MEN CAUGHT MISS WELLINGTON AND BILL

MISS WELLINGTON TOLD MORGAN THAT SHE HAD CALLED THE POLICE BECAUSE
A. SHE WANTED TIME TO THINK
B. SHE REALLY HAD
C. SHE THOUGHT IT WOULD SCARE HIM

VINNY KNEW THE MONEY WASN'T GOOD BECAUSE
A. IT WAS ROSS MORGAN'S MONEY
B. THE M N WAS MISSING FROM JACKSON
C. IT CAME OUT OF A PAPER BAG

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THE STUDENT WILL ANALYZE PAIRS OF STATEMENTS BASED UPON THE STORY "GRAY OWL AND THE RABBITS" DISTINGUISHING THE PROBABLE CAUSE-EFFECT RELATIONSHIPS BY INDICATING WHETHER THE STATEMENT IS A CAUSE OR AN EFFECT. %12


GRAY OWL HUNTED FOR FOOD.
   *A. CAUSE
   *B. EFFECT

GRAY OWL WAS HUNGRY.
   *A. CAUSE
   *B. EFFECT

THE FOREST ANIMALS COULD HARDLY FIND FOOD.
   *A. CAUSE
   *B. EFFECT

SNOW COVERED THE LAND.
   *A. CAUSE
   *B. EFFECT

GRAY OWL SPOTTED A SQUIRREL.
   *A. CAUSE
   *B. EFFECT

DOWN SWOOPED GRAY OWL.
   *A. CAUSE
   *B. EFFECT

THE TWO RABBITS WERE HEAVY.
   *A. CAUSE
   *B. EFFECT

GRAY OWL COULDN'T LIFT THE RABBITS.
   *A. CAUSE
   *B. EFFECT

GRAY OWL HIT HIS HEAD ON THE ROCK.
   *A. CAUSE
   *B. EFFECT

THE RABBITS RAN ON EITHER SIDE OF THE ROCK.
   *A. CAUSE
   *B. EFFECT

THE RABBITS RAN AWAY.
   *A. CAUSE
   *B. EFFECT

GRAY OWL HAD NO DINNER.
   *A. CAUSE
   *B. EFFECT

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THE STUDENT WILL ANALYZE THE PROBABLE CAUSE OF AN EVENT FROM THE STORY "GRAY OWL AND THE RABBITS".
STORY: "A TIME OF THANKSGIVING" BY SELECTING THE MOST LOGICAL CAUSE.

DIRECTIONS - CHOOSE THE *BEST* SENTENCE THAT TELLS WHY EACH THING HAPPENED.

THE INDIANS ACCEPTED THE PILGRIMS’ INVITATION BECAUSE
A. They wanted to spy on the settlement
*B. They wanted to be friends with the Pilgrims
C. They didn’t have much food of their own

THE PILGRIM WOMEN WORKED HARD TO PREPARE FOOD BECAUSE
A. They had so much extra food
B. They wanted to impress the Indians
*C. They wanted to share the good harvest

THE PILGRIMS LET ALL THE INDIANS EAT FIRST BECAUSE
*A. It is always polite to let guests eat first
B. They were afraid the Indians would get mad
C. The Pilgrims really weren’t very hungry

RED FEATHER SMILED AT GILES BECAUSE
A. He had a trick to play on Giles
B. He thought Giles looked funny
*C. He wanted Giles to shoot with him

RED FEATHER WANTED GILES TO SHOOT BOW AND ARROWS WITH HIM BECAUSE
*A. He wanted to be friends with Giles
B. He knew he could shoot better than Giles
C. He wanted to get away from the grown-ups

GILES DIDN’T SHOOT AS WELL AS RED FEATHER BECAUSE
A. Indians are better athletes than white men
*B. Red Feather had had lots more practice than Giles
C. He didn’t want to make Red Feather mad

CONSTANCE WORRIED WHEN SHE SAW GILES GO OFF WITH RED FEATHER BECAUSE
A. She was afraid they might get lost
B. She wanted to go along with the boys
*C. She was afraid he might harm Giles

RED FEATHER GAVE GILES THE BOW AND ARROW BECAUSE
A. He had lots more at home
*B. He wanted to show his friendship
C. White man had touched his bow.

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PLACES

THE STUDENT WILL DEMONSTRATE AN ABILITY TO INFER PLACE IN A WRITTEN STORY, ACCORDING TO THE DESCRIPTION OF THE CHARACTERS’ ACTIONS, BY CHOOSING THE MOST APPROPRIATE CHOICE OF PLACE FROM A LIST. 

0145
TED AND BILL HURRIED TO CLEAN THEIR ROOM. BILL SAID, "WE SURE AND BRING YOUR BALL AND BAT." BILL TOOK HIS KITE DOWN FROM THE WALL. THEY PUT ON THEIR JACKETS AND TED SAID, "WELL, OUR ROOM IS CLEAN. LET'S GO."

WHERE WERE TED AND BILL GOING?
- A. TO THE GARDEN
- B. TO THE STORE
- C. TO THE PARK

"LOOK AT THE FLAGS AND ALL THE PEOPLE," SAID JACK. "THE GRASS IS REALLY GREEN AND THE FIELD LOOKS LIKE IT IS READY FOR RUNNERS." SAID PETE. "I SURE HOPE THEY HAVE POPCORN AND PEANUTS," SAID DAVE. "HERE COMES THE FIRST BALL."

WHERE ARE JACK, PETE, AND DAVE?
- A. AT THE RACES
- B. AT THE BASEBALL GAME
- C. AT A HOCKEY GAME

CHARLIE BUTTONED HIS TOP BUTTON OF HIS COAT. HE HURRIED HOME SO HE WOULDN'T GET HIS SHOES WET. HE KNEW A BIG BOWL OF HOT SOUP WOULD BE WAITING FOR HIM WHEN HE FINISHED ALL HIS JOBS. CHARLIE LIKED TO WATCH THE PATTERNS THAT FLOATED PAST HIM DURING THIS TIME OF YEAR.

WHERE WAS CHARLIE?
- A. IN A SNOWSTORM
- B. IN A RAINSTORM
- C. IN A HAILSTORM
"I CAN SEE ALL THE HOUSES IN OUR TOWN," SAID NANCY. "IT LOOKS LIKE WE COULD TOUCH THE CLOUDS," SAID JIM. "I AM GETTING A LITTLE COLD HERE AND HUNGRY, TOO," SAID DON. "I THINK WE SHOULD START CLIMBING FOR HOME." SO OFF THE CHILDREN WENT WITH THEIR BASKETS IN THEIR HANDS AND A HOP, AND SKIP IN THEIR STEP.

WHERE WERE THE CHILDREN IN THIS STORY?
A. IN A TREE
B. IN A PLANE
C. ON A MOUNTAIN TOP

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO COMPREHEND PHRASE MEANINGS BY SELECTING THE PHRASE THAT CORRESPONDS WITH A GIVEN DESCRIPTIVE CATEGORY. WHO, WHAT, WHERE, WHEN, HOW %15%

DIRECTIONS - CHOOSE THE PHRASE THAT ANSWERS THE QUESTION.

WHICH ONE TELLS WHATO?
A. A BOY AND A GIRL
B. A HOUSE ON A HILL
C. A DAY AFTER CHRISTMAS

WHICH ONE TELLS WHENO?
A. AS IF IT WOULD RAIN
B. AS FAST AS HE COULD
C. AS SOON AS HE GOT HOME

WHICH ONE TELLS WHOO?
A. MY MOTHER'S FRIEND
B. MY FRIEND'S HOUSE
C. MY MOTHER'S BOOK

WHICH ONE TELLS WHEREO?
A. AT ANOTHER TIME
B. AT ANOTHER SCHOOL
C. AT ANOTHER ROOM

WHICH ONE TELLS HOWO?
A. IN THREE MORE DAYS
B. IN THE NEXT ROOM
C. IN A BIG HURRY

WHICH ONE TELLS WHENO?
A. AFTER THE BIG DOG
B. AFTER I GET HOME
C. AFTER THE TRAIN

WHICH ONE TELLS HOWO?
A. AS HE SAT DOWN
B. AS SOON AS IT RAINED
C. AS SLOW AS A TURTLE

WHICH ONE TELLS WHEREO?
A. IN TIME FOR SCHOOL
B. IN MY FRIEND'S WAGON
C. IN THREE BIG STEPS

WHICH ONE TELLS WHATO?
**A. THREE BOOKS FOR PETE  
B. THREE DAYS IN MARCH  
C. THREE BOYS AT SCHOOL**

**WHICH ONE TELLS *WHOM***
- A. ALL THE CHAIRS  
- B. ALL DAY LONG  
- C. ALL MY FRIENDS

**WHICH ONE TELLS *HOW***
- A. BY THE TIME HE GOT HOME  
- B. BY RUNNING VERY FAST  
- C. BY THE BIG OLD HOUSE

**WHICH ONE TELLS *WHAT***
- A. THE TOY BILLY WANTED  
- B. THE GIRL PATTY SAW  
- C. THE DAY IT RAINED

**WHICH ONE TELLS *WHEN***
- A. THE BOY NEXT TO ME  
- B. THE HOUSE NEXT TO MINE  
- C. THE VERY NEXT DAY

**WHICH ONE TELLS *WHO***
- A. THE LAST DAY OF SCHOOL  
- B. THE LAST BOY I SAW  
- C. THE LAST BOOK I READ

**WHICH ONE TELLS *WHERE***
- A. *BY LOOKING IN A BOOK  
- B. BY THAT BIG TREE  
- C. BY THE NEXT DAY

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**CONTEXT CLUES**

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO USE CONTEXT CLUES IN WORD ATTACK BY CHOOSING THE WORD THAT BEST COMPLETES A GIVEN SENTENCE. **%12@**

READ THE SENTENCE TO YOURSELF. CHOOSE WHICH OF THE THREE WORDS UNDER IT MAKES SENSE IN THE BLANK. **0107**

**THIS IS THE _____ WE GO HOME.**
- A. WAY  
- B. HAY  
- C. PLAY

**THIS IS THE _____ WE PLAY HOUSE.**
- A. SAY  
- B. DAY  
- C. MAY
DICK WILL NOT _______ PUFF.
A. IT
B. RIT
C. HIT.

THIS PAN IS _______ JANÉ.
A. DOT
B. NOT
C. NOT

TOM AND JANÉ ARE _______ TO SPOT.
A. FIND
B. MIND
C. KIND

WILL YOU _______ SPOT'S DISHO
A. MILL
B. FILL
C. WILL

I WILL GIVE THE KITTEN A _______ PAN OF WATER.
A. FIN
B. PIN
C. TIN

FATHER HAS NOT COME HOME _______
A. ME
B. GET
C. YET

GET DOWN. YOU ARE _______
A. WET
B. GET
C. NFT

SUHAN HAS _______ MOTHER.
A. GET
B. MET
C. YET

THIS IS THE DOG THAT ______ ME.
A. IT
B. FIT
C. RIT

WE WILL PLAY ON THE _______
A. HILL
B. WILL
C. FILL

************ THE STUDENT WILL DEMONSTRATE HIS ABILITY TO GET MEANING FROM THE CONTEXT BY SELECTING THE RIGHT WORD FROM A SET OF THREE WORDS TO COMPLETE THE SENTENCE. **0356-**

DIRECTIONS—READ THE FIRST PART OF EACH SENTENCE, THEN CHOOSE THE WORD THAT COMPLETES THE SENTENCE. **0296**

THE DOG GNAWED THE ______. **251**
TO HIT THE BALL THE BOY NEEDED A ________.
A. GLOVE
B. BAT
C. BELT

THE BIRD ATE THREE ________.
A. WORDS
B. WORMS
C. NESTS

MARY BOUGHT AN APPLE AT THE ________.
A. BARN
B. START
C. STORE

TOM EAT THE HFN SOME ________.
A. CAMP
B. CORN
C. CROWS

DICK RAN ALL THE WAY TO ________.
A. HOME
B. SKATE
C. SCHOOL

THE TEACHER SAID, "PLEASE CLOSE YOUR ________!"
A. PAPER
B. PENCIL
C. BOOK

GIVEN A SENTENCE AND TWO SIMILAR WORDS, THE STUDENT WILL
DEMONSTRATE AN UNDERSTANDING OF WORD USAGE BY SELECTING THE
CORRECT WORD TO COMPLETE THE SENTENCE. *370

THE ________ STEPPED UP TO THE PLATE AND WAITED FOR THE PITCH.
A. BATTER
B. BATTER

MOTHER WASHED THE DISHES AFTER SHE FINISHED ________ THE FLOOR.
A. MOPPING
B. MOPING

THERE WAS A ________ NOISE THAT FRIGHTENED ALL OF THE ANIMALS IN
THE PFT SHOW.
A. SANDEN
B. SUDDEN

GRANDFATHER RABBIT TOLD THE YOUNG BUNNIES TO RUN ________ HOME TO
THEIR OWN HOLE IN THE WOODS.
A. ALLOW
B. ALONG

IVY STOOD ________ CAUSE SHE KNEW IT WOULD BE HIS TURN ________ TO
THROW THE BALL.
"FIRST MY SHOE WAS LOST, THEN MY MILK SPILLED ON ME, AND FINALLY I FORGOT MY BOOK FOR SCHOOL. THIS HAS BEEN A _______ DAY," SAID MARY.

WHERE WOULD BE A GOOD PLACE TO HIDE SO ANDY CAN'T FIND ME?

THOUGHT BILL. THOSE GREEN _______ LOOK LIKE JUST THE PLACE.

A. BUSHES
B. BUSES

SMALL MOUSE HAD LIVED IN THE SAME HOUSE HOLD ALL OF HIS ______.

A. LIFE
B. LIVE

SAMANTHA RABBIT _______ ALL THE WAY TO MRS. SHEEP'S PARTY.

A. HOPPED
B. HOPED

RED RIDING HOOD PULLED HER RED ______ CLOSER AROUND HER

SHOULDERS.

A. CAPE
B. CAP

"ANN, WILL YOU PLEASE HELP ME WIPE UP THE DIRTY _______ ON THE

FLOOR OF THE KITCHEN? ASKED MOTHER.

A. SPOT
B. SPOT

RILL AND TOM GOT _______ THE MONKEY BARS AND RAN TO THE SLIDE.

A. OFF
B. OFF

THE SLY FOX _______ THINKING OF A WAY TO CATCH JOHNNY CAKE.

A. WAS
B. SAW

WISE OWL STOPPED AND LISTENED CAREFULLY, BUT THE WOODS WERE ______.

A. QUIET
B. QUIET

"GOSH! I'VE _______ HAD SUCH A FUN TIME," LAUGHED SUSAN.

A. NEWFR
B. NEWFR

CINDY WAS TOO SLEEPY TO READ ANY LONGER. SHE PUT HER BOOK ON THE _______ TABLE AND TURNED OUT THE LIGHT.

A. BESIDE
B. BEDSIDE

"MOTHER, I WON'T NEED THE GLUE," SAID ELLEN. "I'VE _______ MY

BROKEN TOY."

A. TAPED
B. TAPPED

TED WAS COLORING THE PICTURE OF A PLANE HE HAD JUST MADE BY FOLLOWING THE _______.

A. DOTES
B. DOTS
**NY MEND LOUDLY WHEN THE FARMER TOOK HER NEW EGGS.**

- A: SQUEAKED
- B: SQUAWKED

"WHO IS WALKING ON MY _______?" ASKED THE UGLY TROLL.

- A: BRIDGE
- B: BRIDE

THE KIND _______ HELPED ALL THE PEOPLE WHO LIVED IN HIS KINGDOM.

- A: PRICE
- B: PRINCE

I WILL GATHER MANY NUTS, THOUGHT GRAY SQUIRREL. IT _______ BE A VERY LONG WINTER.

- A: MIGHT
- B: MILE

I THINK THIS LETTER FROM ME _______ TO MAKE GRANDMOTHER VERY HAPPY, THOUGHT DAVID AS HE DROPPED THE LETTER INTO THE MAILBOX.

- A: OUGHT
- B: OUCH

"UNCLE BILL, I AM SO GLAD YOU _______ THE FIREPLACE WITH WOOD SO WE COULD HAVE THIS WARM FIRE," SAID DANNY.

- A: FILLED
- B: FILLED

I WILL TRY TO _______ THE CAT OUT OF THE TREE WITHOUT SCARING HIM, THOUGHT BILLY.

- A: COAX
- B: COAT

BILLY HEARD THE LOUD, ANGRY VOICES OF HIS FRIENDS AND SAID,

"PLEASE DON'T _______."  

- A: QUACK
- B: QUARREL

"I LOVE _______ PIE," SAID JIM.

- A: APPLE
- B: AMPLE

AS MEN WALKED TO THE BUS STOP HE WENT _______ MANY OTHER CHILDREN.

- A: PASTE
- B: PAST

LINDA LOOKED AT ALL THE PRETTY WRAPPING PAPER IN THE STORE. "I WILL TAKE THE PAPER WITH WHITE AND YELLOW _______" SHE TOLD THE CLERK.

- A: STRIPES
- B: STRIPS

RUDY ROOSTER WATCHED THE SKY CAREFULLY. JUST AS HE SAW THE SUN BEGIN TO _______ HE GAVE A LOUD CROW.

- A: RINSE
- B: RISE

WHAT A LONG LINE, THOUGHT TIM. I WONDER WHERE THE _______ OF IT IS.

- A: AND
- B: END

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"MOTHER, HAVE YOU ANY GLUE?" ASKED MARY.

* A. HANDY
  R. HAIRY

WHAT IS THE SECRET WORD? ASKED JOHN. "COME HERE AND I'LL ______ IT TO YOU," SAID JACK.

A. WHISTLE
  R. WHISPER

"I'M SORRY, I DIDN'T ______ TO BUMP INTO YOU," SAID MRS. HILL.

* A. MEAN
  R. SEEN

THE HUNGRY BEAR STOOD WATCHING ALL THE FISH IN THE POND AND TRIED TO THINK OF A ______ TO CATCH SOME.

* A. PLAN
  R. PLANE

MRS. GREEN WALKED TO THE STOVE AND PUT A ROAST IN THE ______.

A. OVER
  R. OVEN

DAFFY DUCK ASKED ALL ______ FRIENDS HE SAW TO COME TO HIS PARTY.

* A. FOUR
  R. FLOOR

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF WORD MEANING IN SENTENCE CONTEXT BY CHOOSING A DEFINITION FROM A LIST OF ALTERNATIVES. SENTENCES ARE BASED ON THE STORY "CITY MOUSE AND COUNTRY MOUSE." *0510*

DIRECTIONS - READ THE STATEMENT AND CHOOSE THE BEST DEFINITION FOR THE WORD OR WORDS SELECTED.

THE COUNTRY MOUSE WANTED TO LEAVE AT ONCE.

AT ONCE MEANS

A. SOON
  R. RIGHT NOW
  C. LATER

HOW CLEVER YOU WERE, MY FRIEND, TO FIND THIS HOUSE TO LIVE IN.

CLEVER MEANS

* A. SMART
  R. FUNNY
  C. FAST

IF YOU ARE SLOW, THE FIerce CAT WILL Gobble YOU UP.

GOBBLE MEANS

A. CATCH
  R. CHASE
  * C. EAT

THE COUNTRY MOUSE WAS SO FRIGHTENED THAT SHE COULD HARDLY STOP SHAKING.
FRIGHTENED MEANS
A. HAPPY
B. SCARED
C. EXCITED

ALL OF A SUDDEN THE CITY MOUSE SAW TWO FIERCE GREEN EYES CLOSE BY.

FIFTH MEANS
A. ANGRY
B. HUNGRY
C. LARGE

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE MEANING OF PHRASES IN A SPECIFIC CONTEXT BY IDENTIFYING THAT MEANING FROM A LIST OF CHOICES. THE PHRASES ARE BASED UPON THE STORY *FOREST FRIENDS.*

DIRECTIONS - READ THE FOLLOWING QUESTIONS TAKEN FROM *FOREST FRIENDS* AND CHOOSE THE *BEST* ANSWER.

WHEN THE DEER SAID, "WITH A BIRD WHO SQUAWS LIKE YOU, I SHALL NEVER BE AFRAID," HE MEANT:
A. THE CROW COULD TELL HIM WHAT TO DO IN CASE OF DANGER.
B. THE CROW WAS LOUD ENOUGH TO WARN HIM OF DANGER.
C. THE CROW WOULD KEEP THE DEER SO BUSY BY TALKING THAT HE COULDN'T BE AFRAID.

WHEN THE CROW SAID TO THE DEER, "YOU ARE TOO QUICK OF FOOT TO BE CAUGHT LIKE THIS," HE MEANT:
A. THE DEER HAD HIS FOOT CAUGHT IN THE TRAP.
B. IF THE DEER WOULD GET UP AND RUN FAST, HE COULD GET AWAY.
C. THE DEER WAS FAST ENOUGH THAT HE SHOULD HAVE GOTTEN AWAY.

WHAT DID THE CROW MEAN WHEN HE SAID, "FRIENDS MUST ALWAYS STICK TOGETHER."
A. FRIENDS MUST ALWAYS BE THERE TO HELP ONE ANOTHER.
B. FRIENDS ARE NICE TO HAVE WHEN YOU NEED HELP.
C. FRIENDS MUST NOT GO ANYWHERE WITHOUT ONE ANOTHER.

WHY DID THE HUNTER SAY, "SOMETHING QUEER SURELY IS HAPPENING."
A. HE DIDN'T KNOW HOW A DEER COULD CUT THE ROPE.
B. HE DIDN'T UNDERSTAND HOW THE DEER AND THE TURTLE GOT AWAY.
C. HE WANTED A DEER FOR DINNER, AND NOT A TURTLE.

WHY WAS THE HUNTER SO FRIGHTENED?
A. HE THOUGHT SOMETHING VERY STRANGE WAS HAPPENING.
B. THE CROW SCARED THE HUNTER WHEN HE FLEW AT HIS FACE.
C. HE THOUGHT THERE WERE OTHER HUNTERS IN THE FOREST.

THE STUDENT WILL UNDERSTAND THE USE OF SPOKEN CONTEXT CLUES TO ANTICIPATE A SINGLE-WORD RESPONSE BY CHOOSING THE PICTURE THAT CORRECTLY COMPLETES A SENTENCE READ BY THE TEACHER.
LOOK AT THE FOUR PICTURES. I WILL READ A SENTENCE, BUT PART OF IT WILL BE MISSING. YOU MUST CHOOSE ONE OF THE FOUR PICTURES THAT WILL MAKE SENSE IN THE SENTENCE.

WHEN TOM LOOKED UP, THERE IN THE SKY ABOVE HIM WAS A __________.
A. PICTURE OF A BOAT
B. PICTURE OF A KITE
C. PICTURE OF A TRAIN
D. PICTURE OF A DOG

JIM AND DICK LIKE TO PLAY WITH A BALL AND __________.
A. PICTURE OF A BUS
B. PICTURE OF A JACKET
C. PICTURE OF A BASEBALL GLOVE
D. PICTURE OF A CHAIR

SUSAN SAID, "COLD AIR IS BLOWING THROUGH THAT OPEN __________."  
A. PICTURE WINDOW
B. PICTURE OF A CUPBOARD
C. PICTURE OF A SUITCASE
D. PICTURE OF A JAR

IT WAS JOHN'S BIRTHDAY, AND HIS MOTHER INVITED MANY OF HIS FRIENDS TO COME TO A __________.
A. PICTURE OF A CAR
B. PICTURE OF A STORE
C. PICTURE OF A GARAGE
D. PICTURE OF A PARTY

FOR HER SUMMER VACATION, MARY PACKED A __________ IN HER SUITCASE.
A. PICTURES OF MITTENS
B. PICTURE OF A WINTER COAT
C. PICTURE OF A SWIMMING SUIT
D. PICTURE OF A SLED

JOHNNY RODE DOWN THE STREET ON HIS __________.
A. PICTURE OF A TRICYCLE
B. PICTURE OF A CHICKEN
C. PICTURE OF A RING
D. PICTURE OF A PENCIL

MARY WENT WADING IN THE __________.
A. PICTURE OF A HOUSE
B. PICTURE OF A CAR
C. PICTURE OF A WAGON
D. PICTURE OF A POOL

JANET WANTED TO DRAW A PICTURE, SO SHE GOT OUT HER __________.
A. PICTURE OF CRAYONS
B. PICTURE OF A DOLL
C. PICTURE OF A WAGON
D. PICTURE OF A GLASS

ON HIS WAY TO SCHOOL, TERRY WILL HAVE TO CROSS THE __________.
A. PICTURE OF A TREE
B. PICTURE OF A BUS
C. PICTURE OF A STREET
D. PICTURE OF A POLICEMAN

THE MOUSE RAN UNDER THE TABLE TO PICK UP SOME __________.
A. PICTURE OF MARBLES
A. PICTURE OF CHEESE  
B. PICTURE OF PENCILS  
C. PICTURE OF SHOES  
D. PICTURE OF CHEESE

IN TIM'S BACK YARD THERE IS A CAGE WITH A _____ IN IT.  
A. PICTURE OF A FLAG  
B. PICTURE OF A GIRAFFE  
C. PICTURE OF A CHAIR  
D. PICTURE OF A RABBIT

LAURIE CAME IN FROM PLAYING AND DISCOVERED THAT SHE HAD LOST  
THE_______FROM HER FINGER.  
A. PICTURE OF A ICE CREAM CONE  
B. PICTURE OF A RING  
C. PICTURE OF A DOLL  
D. PICTURE OF A BALL

THIS_____ LIKES TO MAKE PEOPLE LAUGH.  
A. PICTURE OF A TABLE  
B. PICTURE OF A SNAKE  
C. PICTURE OF A BOX  
D. PICTURE OF A CLOWN

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INTERPRETATION

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO INTERPRET A PARAGRAPH  
BY SELECTING THE STATEMENT WHICH TELLS WHAT IS HAPPENING IN  
THE PARAGRAPH. **

"JILL, ARE YOU DRESSED YET?" CALLED JIM. "OH BO YOU ARE GOING TO BE  
THE FUNNIEST WITCH ON THE BLOCK TONIGHT. DON'T FORGET YOUR BAG. I  
CAN ALREADY TASTE THE CANDY AND APPLES." WHAT WERE JILL AND JIM  
GOING TO DO?  
A. THEY WERE GOING TO SCHOOL.  
* B. THEY WERE GOING TRICK OR TREATING.  
C. THEY WERE GOING TO THE GROCERY STORE.

SALLY WAS STANDING BY THE FRONT DOOR. SHE HEARD A LOUD CRASH  
BELOW HER. SHE RAN TO SEE WHAT HAD MADE THE NOISE. WHAT DID  
SALLY DO?  
A. SHE RAN OUTDOORS.  
B. SHE RAN UPSTAIRS.  
*C. SHE RAN TO THE BASEMENT.

TWENTY CHILDREN WERE PLAYING A GAME. MOST OF THEM WERE IN A  
CIRCLE. SOME WERE IN THE CENTER, AND THE OTHER CHILDREN WERE  
THROWING BALLS AT THEM. WHAT WERE THE CHILDREN PLAYING?  
A. THE CHILDREN WERE PLAYING SPIN.  
*B. THE CHILDREN WERE PLAYING DODGEBALL.  
C. THE CHILDREN WERE PLAYING FARMER IN THE DELL.

FIRST SALLY SMOOTHED THE SHEETS, AND THEN SHE PULLED UP THE  
BLANKETS AND PUT THE PILLOWS IN PLACE. THEN SHE PUT THE COVER ON.  

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WHAT WAS SALLY DOING?
A. Sally was making a bed.
B. Sally was fixing her dog's box.
C. Sally was folding laundry.

SUNNY AND PATTY WERE PLAYING IN THE PLAYGROUND. THERE WERE MANY THINGS TO PLAY ON. THEY CHOSE ONE OF THEM. FIRST BUNNY CLIMBED ON. AS SHE WENT DOWN, PATTY WENT UP. THEN PATTY WENT DOWN AS BUNNY CLIMBED UP. WHAT WERE BUNNY AND PATTY PLAYING ON?
A. They were playing on the see-saw.
B. They were playing on the slide.
C. They were playing on the swings.

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF THE POEM *SEEIN' THINGS* BY CHOOSING THE PARAPHRASE FOR A LINE WHICH BEST TRANSLATES ITS MEANING.

DIRECTIONS - READ EACH LINE FROM THE POEM *SEEIN' THINGS*. SELECT THE LINE BELOW IT WHICH MEANS THE SAME THING.

I AIN'T AFEARD UV SNAKES, OR TOADS, OR BUGS, OR WORMS, OR MICE.
A. The boy does not like to play with snakes, toads, bugs, worms, and mice.
B. The boy is not afraid of snakes, toads, bugs, worms, and mice.
C. The boy is brave but girls are always afraid of everything.

ONCE WHEN I LICKED A FELLER...
A. Once when I beat-up a boy.
B. Once when I bit a man.
C. Once when I had a fight with a girl.

LOOKIN' AT ME CROSS-EYED AN' P'INTIN' AT ME - SOO
A. Looking cross-eyed and pinching me.
B. Looking at me with four eyes and pointing at me.
C. Looking cross-eyed and pointing at me.

I NEVER SLEP' A MITE--
A. I didn't sleep at all.
B. I slapped the monster.
C. I never slept with a monster.

WOULD COAX ME INTO SIN.
A. Would talk to me about being bad.
B. Would try to get me to be bad.
C. Would tell me not to be bad.

I TRY TO SKWUSH THE TEMPTER'S VOICE ....
A. I try not to be bad.
B. I try to kill the monsters.
C. I try to tell others to be good.

THE STUDENT WILL UNDERSTAND THE POEM *AMERICA* BY SELECTING FROM GIVEN CHOICES WHAT THE POET PROBABLY INTENDED CERTAIN PHRASES TO MEAN.
DIRECTIONS - CHOOSE THE BEST ANSWER FOR WHAT THE POET MEANT BY A CERTAIN PHRASE.

LAND WHERE MY FATHERS DIED.
A. HIS FATHER DIED HERE.
*B. PILGRIM FATHERS DIED HERE.
C. ALL FATHERS DIED HERE.

LAND OF THE PILGRIMS PRIDE.
*A. THE PILGRIMS WERE PROUD OF THIS LAND.
B. WE ARE PROUD OF THE PILGRIMS.
C. EVERYONE TAKES PRIDE IN THIS LAND.

FROM EVERY MOUNTAINSIDE
LFT FREEDOM RING.
A. A BELL RINGS FROM THE MOUNTAINSIDE.
B. THE MOUNTAINS IN THIS COUNTRY ARE FREE.
*C. TELL EVERYONE THAT THE COUNTRY IS FREE.

MY NATIVE COUNTRY, THEE.
*A. COUNTRY WHERE HE WAS BORN
B. A COUNTRY WITH MANY NATIVES
C. HIS COUNTRY HAS MANY NATIVES

LAND OF THE NOBLE FREE--
A. LAND WHERE NOBLES ARE FREE
*B. LAND FREE FROM RULERS
C. LAND WHERE NOBLES PAY NOTHING

MY NAME I LOVE.
A. HE LOVES THE NAME AMERICA.
*B. HE LOVES THE FREEDOM OF AMERICA.
C. HE LOVES HIS NAME.

I LOVE THY ROCKS AND RILLS,
THY WOODS AND TEMPELED HILLS;
MY HEART WITH RAPTURE THRILLS
LIKE THAT ABOVE.
*A. HE SINGS TO THE HEAVENS WITH PRAISE OF THE LAND.
B. HE LOVES NATURE SO MUCH THAT HE IS THRILLED.
C. HIS HEART SINGS ABOUT NATURE TO THE ANGELS.

LET MUSIC SWELL THE FREEDOM
AND RING FROM ALL THE TREES
SWEET FREEDOMS SONG,
A. LET BELLS AND MUSIC RING FROM ALL THE TREES.
B. LET LOUD MUSIC BE HEARD OUTSIDE.
*C. LET THE SONG OF FREEDOM BE HEARD ALL OVER.

LET MORTAL TONGUES AWAKE,
LET ALL THAT BREATHE PARTAKE,
LET ROCKS THEIR SILENCE BREAK--
THE SONG PROLONG.
*A. EVERYTHING WILL SING OUT ABOUT AMERICA.
B. EVERYTHING WILL WAKE UP FROM A SLEEP.
C. EVERYTHING WILL BE VERY NOISY.

OUR FATHERS GOD, TO THEE,
AUTHOR OF LIBERTY,
TO THEE WE SING.
A. HE IS SINGING TO AN AUTHOR.
*B. HE IS THANKING GOD FOR AMERICA.
C. GOD IS THE FATHER OF EVERYONE.

LONG MAY OUR LAND BE BRIGHT
WITH FREEDOM'S HOLY LIGHT,
PROTECT US BY THY MIGHT.
GREAT GOD, OUR KING.
A. HE LIKES THE LAND TO BE BRIGHT AND LIGHT.
B. GOD IS OUR KING AND HAS A HOLY LIGHT.
*C. HE IS ASKING GOD'S PROTECTION TO KEEP AMERICA FREE.

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DIALECT

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO TRANSLATE DIALECT FROM THE POEM *SEEIN' THINGS* BY SELECTING THE EVERYDAY WORD OR PHRASE WHICH BEST MATCHES ITS MEANING.

DIRECTIONS - CHOOSE THE WORD THAT MEANS THE SAME AS THE WORD GIVEN IN A SENTENCE FROM THE POEM *SEEIN' THINGS*.

I *AIN'T* AfEARD UV SNAKES...
*A. AM
B. AM NOT
C. ARE
I AIN'T AFEOARD *UV* SNAKES...
*A. OF
B. US
C. OF THOSE
AN' THINGS *AT* GIRLS...
*A. THOSE
B. ATE
C. THAT
...*AN* YET I HATE TO GO TO BED...
*A. BECAUSE
B. ALWAYS
*C. AND
...I *WUZ* SO SKEERED...
*A. WERE
B. WAS
*C. WASN'T
ITS ALMOST *ALLUZ* WHEN I AM BAD...
...BUT I DO NOT PASS MY PLATE \*F\*R* THEM THINGS TWICE.
\*F\*R* MEANS *****
A. FUR
B. FOR
C. FRONT

THAN I SHOULD KEEP \*A-LIVIN* ON...
A. LIVING
B. ALIVE
C. SEEING

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THE STUDENT CAN COMPREHEND THE USE AND MEANING OF DIALECT IN THE
POEM *LITTLE ORPHANT ANNIE* BY SELECTING THE MEANING OF PHRASES
FROM A GIVEN LIST.

DIRECTIONS - READ THE FOLLOWING SELECTIONS FROM *LITTLE ORPHANT ANNIE*
AND CHOOSE THE ANSWER THAT COMPLETES THE SENTENCE.

AN SHOO THE CHICKENS OFF THE PORCH, AN DUST THE HEARTH AND
Sweep.

ANNIE IS GOING TO_________.
A. FIND SOMETHING TO PUT ON THE CHICKENS**FEET BEFORE SHE DUSTS
    AND SWEEPS.
B. CHASE THE CHICKENS AWAY, AND THEN DUST AND SWEEP
C. CLEAN THE HOUSE BEFORE SHE BEGINS TO TELL TALES

AN? MAKE THE FIR, AN BAKE THE BREAD, AN EARN HER BOARD AND KEEP.

ANNIE WILL_______.
A. WORK AT THE HOUSE TO BE ALLOWED TO EAT AND SLEEP THERE
B. BE ALLOWED TO KEEP ONE OF THE BOARDS FROM THE FIRE
C. GET THE WORK FINISHED SO THEY HAVE TIME FOR WITCH TALES

HIS MAMMY HEERD HIM HOLLFR AN* HIS DADDY HFERD HIM BAWLO HEERD
MEANS______.
A. MADE HIM
B. LISTENED TO
C. HEARD

AN WHEN THEY TURNED THE KIVVFRS DOWN, HE WASNT THERE AT ALL.
KIVVFRS MEANS______.
A. SHIVERS
B. SHADES
C. BLANKETS

BUT ALL THEY EVER FOUND WAS THIST HIS PANTS AND ROUND AROOT0'

THIST MEANS__________.
A. THIS
B. JUST
C. THESE

ONE TIME A LITTLE GIRL UD ALLUS LAUGH AN GRIN

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UD ALLUS MEANS__________.
A. WOULD ALWAYS
B. SHOULD ALL
C. SHE' ALL US

THEY SNATCHED HER THROUGH THE CEILIN'FORE SHE KNEWED WHAT SHES
ABOUTO'.

'FORE MEANS__________
A. WHEREFORE
B. BEFORE
C. THERE

AN HE'P THE PORE AN NEEDY ONES AT CLUSTERS ALL ABOUT

HE'P MEANS__________
A. HEAP
B. HEAP
C. HELP

'AT MEANS__________
A. THAT
B. HAT

A-LIST'NIN TO THE WITCH TALE'S AT ANNIE TLL's ABOUT

A-LIST'NIN MEANS__________
A. LISTING
B. A LISTENING
C. A LISTEN

THOUGHT UNITS

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF GROUPING WORDS INTO
THOUGHT UNITS FOR READING ORALLY BY SELECTING THE CORRECT
GROUPING FROM INCORRECT FORMS. %10

CHOOSE THE BEST WAY TO FORM GROUPS OF WORDS FOR EASY READING
OUT LOUD.

A. TED PASSED THE---- DISH OF----- CHICKEN---- TO MEG.
B. TED PASSED THE DISH OF----- CHICKEN TO MEG.
C. TED PASSED------ THE DISH----- OF------ CHICKEN TO MEG.
*D. TED PASSED------ THE DISH OF CHICKEN------ TO MEG.

THE STUDENT WILL DEMONSTRATE AN ABILITY TO COMPREHEND THE MEANING
OF OPPOSITES BY INDICATING WHICH ONE OF TWO PICTURES ILLUSTRATES
THE OPPOSITE OF A KEY PICTURE WHEN THE TEACHER NAMES THE KEY
WORD. %8

0053

0056

1100183

1100183

1100183

1100183

0234
LOOK AT THE TURTLE IN THE BEGINNING OF THE FIRST ROW. FIND THE PICTURE THAT SHOWS THE *OPPOSITE* OF SLOW IN THE FIRST ROW AND PUT A LINE UNDER IT. PICTURE OF A TURTLE--SLOW

* A. PICTURE OF A JET--FAST
B. PICTURE OF A MOUNTAIN CLIMBER--SLOW

LOOK AT THE EMPTY JAR IN ROW 2. FIND THE PICTURE THAT SHOWS THE *OPPOSITE* OF EMPTY AND PUT A LINE UNDER IT. PICTURE OF AN EMPTY JAR--EMPTY

* A. PICTURE OF A FULL GLASS OF WATER--FULL
B. PICTURE OF AN EMPTY GLASS--EMPTY

NOW LOOK AT THE TALL GIRAFFE. FIND THE PICTURE THAT SHOWS THE *OPPOSITE* OF TALL AND PUT A LINE UNDER IT. PICTURE OF A GIRAFFE--TALL

A. PICTURE OF A TALL MAN--TALL
B. PICTURE OF A SHORT BOY--SHORT

IN THE NEXT ROW WHERE THE BAG OF POTATOES IS FIND THE OBJECT THAT IS THE *OPPOSITE* OF HEAVY AND PUT A LINE UNDER IT. PICTURE OF A BAG OF POTATOES--HEAVY

* A. PICTURE OF A FEATHER IN HAND--LIGHT
B. PICTURE OF A WATERMELON ON A DIFFERENT KIND OF SCALE--HEAVY

IN ROW 5 WHERE THE OLD MAN IS FIND THE *OPPOSITE* OF OLD AND PUT A LINE UNDER IT. PICTURE OF AN OLD MAN--OLD

A. PICTURE OF AN OLD MARF--OLD
B. PICTURE OF A YOUNG COLT--YOUNG

IN ROW 6 FIND THE *OPPOSITE* OF ON AND UNDERLINE IT. PICTURE OF A CHILD WITH MITTENS ON--ON

A. PICTURE OF A CHILD WITH SHOES OFF--OFF
B. PICTURE OF A CHILD WITH SHOES ON--ON

IN ROW 7 FIND THE *OPPOSITE* OF STOP AND UNDERLINE IT. PICTURE OF A CAR STOPPED AT A CROSSWALK BECAUSE OF A STOP SIGN--STOP

A. PICTURE OF CHILDREN STOPPED AT A CORNER WITH A RED LIGHT--STOP
B. PICTURE OF CHILDREN WALKING ACROSS THE STREET WHERE THE LIGHT IS GREEN--GO

IN ROW 8 FIND THE *OPPOSITE* OF HOT AND UNDERLINE IT. PICTURE OF STEAMING HOT COFFEE--HOT

A. PICTURE OF STEAMING BOWL OF SOUP--HOT
B. PICTURE OF A DISH OF ICE CREAM--COLD

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THE STUDENT WILL UNDERSTAND THE TERMS UNDER, BELOW, AT THE BOTTOM, OVER, ABOVE, AND AT THE TOP BY CHOOSING A PICTURE OR PICTURES FROM AMONG THREE, WHEN GIVEN THE ORAL DIRECTIONS, OF AN OBJECT OR OBJECTS LOCATED IN ONE OF THESE POSITIONS.

PUT YOUR FINGER ON THE FIRST BOX, IN THE UPPER LEFT-HAND CORNER OF THE PAGE. CHECK TO SEE THAT ALL PUPILS ARE STARTING IN THE BOX.

PUT A CIRCLE AROUND THE PICTURE AT THE TOP OF THAT BOX.
SWING NECKLACE RING
A. SWING

PUT YOUR FINGER ON THE SECOND BOX WHERE THE SAILBOAT IS. CIRCLE THE THING BELOW THE SAILBOAT.

GHOST SAILBOAT HOUSE
A. HOUSE

IN BOX NUMBER 3 CIRCLE THE THINGS AT THE BOTTOM OF THE BOX.

MOUSE BED COOK
A. BED AND COOK

IN BOX NUMBER 4 CIRCLE THE THING UNDER THE GLASS.

TURTLE GLASS FEATHER
A. FEATHER

IN BOX NUMBER 5 CIRCLE THE THING OVER THE BOOK.

LEAF BOOK HUG
A. LEAF

IN BOX NUMBER 6 CIRCLE THE THING ABOVE THE CLOWN.

WATERMELON DOG
A. WATERMELON

IN THE BOX NUMBER 7 CIRCLE THE THING UNDER THE DOLL.

SNOWMAN DOLL BROOM
A. BROOM

IN BOX 8 CIRCLE THE THING OVER THE AIRPLANE.

CLOCK AIRPLANE LAWNMOWER
A. CLOCK

IN BOX 9 CIRCLE THE THING BELOW THE BUILDING.

OWL BUILDING CRICKET
A. CRICKET

IN BOX 10 CIRCLE THE THING AT THE BOTTOM OF THE BOX.
THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE TERMS *UP*, *DOWN*, *LEFT*, AND *RIGHT* BY SELECTING THE WORD WHICH NAMES THE DIRECTION SHOWN IN A GIVEN PICTURE.

DIRECTIONS-- LOOK CAREFULLY AT EACH PICTURE. CHOOSE THE WORD WHICH TELLS WHAT DIRECTION THE PICTURE IS GOING.

**PICTURE OF BOY COMING DOWN STAIRS**
* A. UP  
* B. DOWN  
* C. LEFT  
* D. RIGHT

**PICTURE OF CAR GOING LEFT**
* A. UP  
* B. DOWN  
* C. LEFT  
* D. RIGHT

**PICTURE OF PLANE GOING UP**
* A. UP  
* B. DOWN  
* C. LEFT  
* D. RIGHT

**PICTURE OF TRUCK GOING RIGHT**
* A. UP  
* B. DOWN  
* C. LEFT  
* D. RIGHT

# CRITICAL THINKING
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CENTRAL ISSUE

THE STUDENT WILL RECOGNIZE THE MAIN IDEA OF A STORY BY SELECTING THE MOST APPROPRIATE TITLE FOR A GIVEN STORY FROM A LIST OF TITLES.

SQUEAKY THE MOUSE HAD A NICE WARM, SNUG HOLE IN THE GROUND. ONE DAY HE WOKE UP TO FIND WATER POURING THROUGH HIS HOLE. HE LOOKED OUT TO SEE THE RIVER RUSHING PAST HIM. "IT'S TIME TO SWIM ON BEFORE I'M FLOODED OUT," SAID SQUEAKY, AND THAT IS JUST WHAT HE DID.

SELECT THE TITLE YOU FEEL BEST FITS THE STORY.

*A. SQUEAKY AND THE FLOOD
B. SQUEAKY IN THE SUN
C. SQUEAKY THE MOUSE

SALLY WANTED TO PLAY IN THE YARD, BUT IT WAS RAINING. I WILL HAVE TO FIND SOMETHING TO DO HERE IN THE HOUSE SHE THOUGHT. SHE LOOKED AT THE JUMPROPE, BUT THAT WAS NOT FOR INSIDE. SHE LOOKED AT THE LARGE BALLS IN THE TOYBOX. THEY WERE NOT FOR INDOORS EITHER.

THEN SHE HEARD THE VOICE OF UNCLE HAPPY ON T.V. AND KNEW WHAT SHE WOULD DO. SHE SAT DOWN AND WATCHED THE WHOLE SHOW.

*A. WATCHING T.V.
B. FINDING SOMETHING TO DO ON A RAINY DAY
C. A RAINY DAY

MANY ELEPHANTS ARE USED FOR WORK. SOME ARE USED IN LUMBER YARDS. THEY PUSH, PULL AND LIFT VERY HEAVY LOGS. CIRCUS ELEPHANTS HELP PULL AND LIFT POLES FOR THE LARGE TENTS. SOME ELEPHANTS ARE USED FOR WORK IN THICK WOODS WHERE TRUCKS ARE NOT ABLE TO GO.

*A. ELEPHANTS DO WORK
B. CIRCUS ELEPHANTS
C. ELEPHANTS IN THE FOREST

TIM WAS SAD. IT WAS HIS BIRTHDAY AND NOT ONE PERSON HAD WISHED HIM A HAPPY BIRTHDAY AT BREAKFAST. NOW IT WAS TIME FOR LUNCH AND HE WAS SO UNHAPPY HE DID NOT EVEN WANT TO EAT. HE SAT DOWN AT THE TABLE WITHOUT LOOKING UP. JUST THEN EVERYONE YELLED SURPRISE AND MOTHER WALKED IN WITH THE BIGGEST BIRTHDAY CAKE HE HAD EVER SEEN.

*A. THE BIRTHDAY SURPRISE
B. A NOISY LUNCH
C. MOTHER BAKES A CAKE

EVERYONE WAS VERY EXCITED. THIS WAS THE DAY THEY HAD WAITED FOR. WOULD IT GO AS PLANNED? THE PEOPLE COULD HARDLY WAIT TO SEE. ALL OF THE MEN WERE BUSY MAKING FINAL CHECKS. EVERYTHING WAS WORKING WELL. IT WAS TIME FOR THE COUNTDOWN. 10-9-8-7-6-5-4-3-2-1 BLAST-OFF--THE LARGE RED ROCKET LIFTED OFF THE PAD AND STARTED INTO SPACE. ALL THE PEOPLE WATCHING HAD BIG SMILES ON THEIR FACES.

*A. THE BLAST-OFF
B. THE RED ROCKET
C. HAPPY PEOPLE

MARY JANE AND HER MOTHER WERE SITTING IN THE SHOE STORE. THEY WERE LOOKING AT NEW SHOES FOR MARY JANE. FIRST THE SALESMAN SHOWED HER A PAIR OF WHITE SHOES BUT SHE DID NOT LIKE THEM. THEN

---

...
A pair of black shoes, but they were too big.

Finally she chose a pair of pretty, red shoes that fit just right.

A. Mary Jane goes with Mother
B. Buying new shoes
C. Shoes

After buying the Goldfish, Bill hurried home to put them in his new bowl. He washed the bowl well, and then he put sand and shells on the bottom. Finally he added the water and fish. Then Bill carefully placed the bowl, on a table and watched his new fish swim.

A. Bill hurries home
B. Bill fixes the Goldfish bowl
C. Bill watches fish

The student can demonstrate his comprehension of the story *City Mouse and Country Mouse* by selecting the main idea from a given list.

Directions — choose the answer which is the main idea of the story *City Mouse and Country Mouse.*

The main idea is
A. Mice like cake, pie and cream puffs
B. Fine food is not everything in life
C. The old cat liked the little mice

The student can demonstrate his comprehension of the story *A Clever Fox* by choosing the main idea from a given list.

Directions — select the statement which *best* tells the main idea in the story *A Clever Fox.*

A. The fox was more clever than the people.
B. The fox was clever but someone was more clever.
C. Both the old and the young were fooled.

The student will demonstrate his ability to locate the main idea by selecting it after reading a given paragraph from *Forest Friends.*

Directions — read the paragraphs below, and choose the main idea contained in the paragraphs from *Forest Friends.*

The deer said, "Oh, how useful it is to have good friends! That hunter would surely have killed me if I had not had such good friends." "You are right, Deer," said the turtle. "I'm sure I would have been killed and eaten if my friends had not saved me."

A. The deer and the turtle are good friends.
B. The deer and the turtle are thankful for friends.
THE HUNTER COULDN'T CATCH THE DEER AND THE TURTLE.

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE STORY *GRAY OWL AND THE RABBITS* BY SELECTING THE MAIN IDEA FROM GIVEN CHOICES.  


THE MAIN IDEA IS: __________________________________________

A. FOOD IS DIFFICULT TO FIND IN THE WINTER FOREST
B. THE OWL DESERVED TO LOSE HIS DINNER BECAUSE HE WAS GREEDY
C. THE RABBITS WERE SMALL BUT SMARTER THAN THE OWL

THE STUDENT WILL ANALYZE THE MAIN IDEA OF THE STORY *LAND HO* BY READING SIMILAR SELECTIONS AND CHOOSING THE SELECTION WITH THE SAME MAIN IDEA.

DIRECTIONS - READ THE THREE SELECTIONS BELOW AND CHOOSE THE ONE WITH THE SAME MAIN IDEA AS *LAND HO*.

A. LINDA WAS HELPING HER MOTHER BAKE COOKIES. SHE WANTED THEM TO BE EXTRA SPECIAL SO SHE COULD TAKE THEM TO THE CHRISTMAS PARTY.

   JUST AS THE LAST GINGERBREAD BOY WAS FROSTED, LINDA'S LITTLE BROTHER, TOMMY, CAME RUNNING INTO THE KITCHEN. BEFORE ANYONE COULD STOP HIM, HE JERKED THE TABLECLOTH AND THE COOKIES STARTED SLIDING TO THE FLOOR.

   QUICK AS COULD BE, MOTHER GRABBED THE END OF THE CLOTH AND CAUGHT THE COOKIES BEFORE THEY REACHED THE GROUND.

   "OH, THANK YOU, MOTHER," EXCLAIMED LINDA. "WE WOULDN'T HAVE HAD TIME TO BAKE ANYMORE COOKIES AND I WOULDN'T HAVE HAD ANY TO TAKE TO THE PARTY."

B. THE MOTION OF THE MOVING CAR SEEMED TO MAKE DAVID VERY SLEEPY. SUDDENLY HE WAS ON A SPACESHIP WITH HIS FRIEND MARK. THEY WERE GOING UP, HIGHER AND HIGHER.

   WITH A CRASH, THE SHIP LANDED. THE BOYS PICKED THEMSELVES UP OFF THE FLOOR OF THE SHIP AND PEERED OUT THE WINDOW. MUCH TO THEIR SURPRISE, THEY WERE LOOKING AT A VERY UNFAMILIAR PLACE.

   AS THEY TRIED TO CLIMB OUT OF THE SHIP, THEY WENT TUMBLING TO THE GROUND. "MY LEGS I CAN'T WALK." THEY BOTH EXCLAIMED.

   "DAVID, DAVID, GET UP OFF THE FLOOR OF THE CAR," SHOUTED MOTHER. "YOU MUST HAVE HAD SOME DREAM."

C. IT SEEMED AS IF THE LUXTONS HAD BEEN DRIVING ACROSS THE HOT DESERT FOR DAYS. GRANDMOTHER LIVED IN NEW MEXICO WHICH WAS A LONG WAY FROM CHICAGO. THE CHILDREN WERE VERY RESTLESS. FINALLY MOTHER HAD AN IDEA. THE CHILD WHO CAN SEE GRANDMOTHER'S HOUSE FIRST WILL GET THE BIGGEST ICE CREAM CONE.

   THE CHILDREN WATCHED FOR FAMILIAR SIGNS AND LANDMARKS EAGERLY.

   AT LAST, LITTLE JOHNNY SAID, "I SEE IT, I SEE IT!"
EVERYONE LAUGHED. THE LITTLEST ONE WILL GET THE BIGGEST ICE CREAM CONE.

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THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE MAIN IDEA OF THE POEM *LITTLE ORPHANT ANNIE* BY SELECTING AN APPROPRIATE ALTERNATIVE TITLE FROM A GIVEN LIST OF SUGGESTIONS. %1

WHICH OF THE FOLLOWING WOULD BE ANOTHER GOOD TITLE FOR THE POEM *LITTLE ORPHANT ANNIE*? CHOOSE THE BEST ONE FROM THE LIST BELOW.

A. NEW GIRL AT HOME
B. SPOOKY STORIES
C. BEHAVE OR WATCH OUT

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THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF A STORY BY SELECTING AN APPROPRIATE ALTERNATE TITLE FROM A GIVEN LIST. BASED ON THE STORY *THE HARE AND THE HEDGEHOG*. %1

DIRECTIONS - AFTER READING THE STORY *THE HARE AND THE HEDGEHOG* SELECT ANOTHER GOOD TITLE FOR THIS STORY. CHOOSE THE BEST ONE FROM THE LIST BELOW.

THE BEST TITLE FOR THE STORY *THE HARE AND THE HEDGEHOG* WOULD BE
A. *THE HEDGEHOG WINS THE RACE*
B. *THE TURNIP PATCH*
C. *THE CLEVER HEDGEHOG*

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THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF A STORY BY CHOOSING AN APPROPRIATE ALTERNATE TITLE FROM A GIVEN LIST. BASED ON THE STORY *THE BIG WHISTLE*.

DIRECTIONS - THINK ABOUT THE STORY *THE BIG WHISTLE* CHOOSE ANOTHER TITLE FOR THIS STORY. CHOOSE THE *BEST* ONE FROM THE LIST BELOW.

A. *BIG TOOT'S SURPRISE*
B. *A DAY IN THE PARK*
C. *THE FIREWORK SHOW*

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THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF A STORY BY SELECTING AN APPROPRIATE ALTERNATE TITLE FROM A GIVEN LIST. BASED ON THE STORY *THE LITTLE GRAY TRUCK*.

DIRECTIONS - AFTER READING THE STORY *THE LITTLE GRAY TRUCK* CIRCLE THE LETTER IN FRONT OF ANOTHER GOOD TITLE FOR THIS STORY. CHOOSE THE *BEST* ONE FROM THE LIST BELOW.

A. *THE USED-CAR LOT*
B. *MRS. FLOWER TAKES A RIDE*
THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF A STORY BY CHOOSING AN APPROPRIATE ALTERNATE TITLE FOR *THE TURTLE WHO TALKED TOO MUCH.*

**DIRECTIONS - THINK ABOUT THE STORY *THE TURTLE WHO TALKED TOO MUCH.* CIRCLE THE LETTER IN FRONT OF ANOTHER TITLE FOR THIS STORY. CHOOSE THE *BEST* ONE FROM THE LIST BELOW.**

- A. *THE GEESE GO SOUTH*
- B. *THE BIG SPLASH*
- C. *THE UNHAPPY TURTLE*

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THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF THE POEM *SEE IN THINGS* BY CHOOSING AN APPROPRIATE ALTERNATE TITLE FROM A GIVEN LIST.

**DIRECTIONS - THINK ABOUT THE POEM *SEE IN THINGS.* CHOOSE ANOTHER TITLE FOR THIS POEM. CHOOSE THE *BEST* ONE FROM THE LIST BELOW.**

- A. *ONE NIGHT IN BED*
- B. *AFTER I’VE BEEN BAD*
- C. *SPOOKS AND THINGS*

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**REAL - MAKE BELIEVE**

**GIVEN A POEM THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DIFFERENTIATE BETWEEN A REAL AND A MAKE-BELIEVE THEME BY CHOOSING WHETHER IT IS REAL OR MAKE-BELIEVE.**

**DIRECTIONS - READ THE POEMS BELOW CAREFULLY. IF THEY ARE TALKING ABOUT SOMETHING REAL, CHOOSE *A*. IF THEY ARE TALKING ABOUT SOMETHING MAKE-BELIEVE, CHOOSE *B*.**

- HFY. DIDDLE, DIDDLEO
- THE CAT AND THE FIDDLE
- THE COW JUMPED OVER THE MOON...

- A. REAL
- B. MAKE-BELIEVE

- I OFTEN SIT AND WISH THAT I COULD BE A KITE UP IN THE SKY,
AND RIDE UPON THE BREEZE AND GO WHICHEVER WAY I CHANCED TO BLOW.
A. REAL
B. MAKE-BELIEVE

THE REST GAME THE FAIRIES PLAY,
THE REST GAME OF ALL,
IS SLIDING DOWN STEEPLES
YOU KNOW THEY ARE VERY TALL...

A. REAL
B. MAKE-BELIEVE

A GOBLIN LIVES IN OUR HOUSE, IN OUR HOUSE, IN OUR HOUSE,
A GOBLIN LIVES IN OUR HOUSE
ALL THE YEAR ROUND...
A. REAL
B. MAKE-BELIEVE

RAIN ON THE GREEN GRASS,
AND RAIN ON THE TREE,
AND RAIN ON THE HOUSE-TOP,
BUT NOT UPON ME.

A. REAL
B. MAKE-BELIEVE

THE MAID WAS IN THE GARDEN,
HANGING OUT THE CLOTHES,
WHEN DOWN CAME A BLACKBIRD
AND SNAPPED OFF HER NOSE.

A. REAL
B. MAKE-BELIEVE

I SAW A LITTLE SQUIRREL,
SITTING IN A TREE,
HE WAS EATING A NUT
AND WOULDN'T LOOK AT ME.

A. REAL
B. MAKE-BELIEVE

I HAVE NEW SHOES IN THE FALL-TIME
AND NEW ONES IN THE SPRING.
WHENEVER I WEAR MY NEW SHOES
I ALWAYS HAVE TO SING.

A. REAL
B. MAKE-BELIEVE

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DIFFERENTIATE BETWEEN A REAL AND A MAKE-BELIEVE STATEMENT BY SELECTING THE STATEMENT WHICH IS EXAGGERATED FROM A LIST OF CHOICES.
C. A Pig Was Digging in the Mud Inside His Pen.

*A.* A Baby Met a Man Who Was No Bigger Than His Thumb.
*B.* A Horse Was Galloping Down the Street Chewing on an Apple.
*C.* A Spider Was Spinning a Web in Order to Catch His Dinner.

*A.* The Family Took a Hike Through the Woods After Their Picnic.
*B.* A Little Girl Screamed with Joy as She Tore Open Her Present.
*C.* A Young Boy Blasted Off in a Rocket to Take a Trip to Mars.

*A.* The Father Snake Stopped to Ask a Bear How to Get to the Ocean.
*B.* A Baby Kangaroo Bounced Along in His Mother's Pocket.
*C.* A Father Bear and His Baby Cubs Fell Asleep Until Spring.

*A.* John and Sue Found a Hidden Treasure.
*B.* Timothy Turtle Went to Work in a Toy Factory.
*C.* The Tree Outside Our House Began to Sway.

*A.* Charlie Chipmunk Hides His Nuts in His Cheeks.
*B.* Peter Rabbit Rode John's New Bike Around the Block.
*C.* Olive Owl Spends All Day Asleep in Her Tree.

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO DIFFERENTIATE BETWEEN WHAT COULD BE REAL AND FANCIFUL STATEMENTS TAKEN FROM *FOREST FRIENDS* BY PROPERLY LARFLING THESE STATEMENTS.

DIRECTIONS - CHOOSE *A* IF THE STATEMENT COULD BE REAL AND *B* IF THE STATEMENT IS PROBABLY FANTASY.

A Crow and a Mouse Lived in a Tree.

*A.* Real
*B.* Fantasy

THE STUDENT WILL ANALYZE A SITUATION FROM *A TIME OF THANKSGIVING* AND DISTINGUISH BETWEEN THOSE THAT ARE HISTORICAL FACTS AND THOSE THAT ARE MADE UP BY CATEGORIZING THEM AS SUCH.

DIRECTIONS - IF THE ITEM REALLY HAPPENED IN HISTORY, CHOOSE FACT. IF THE ITEM JUST HAPPENED IN THIS STORY, CHOOSE FICTION.

The People of Plymouth Were Thankful for Their Good Harvest.

*A.* Fact
*B.* Fiction

William Bradford Was Made Governor After John Carver Died.

*A.* Fact
*B.* Fiction

Red Feather Smiled at Giles During the Feast.

*A.* Fact
*B.* Fiction

The Young Brave and Giles Went to the Edge of the Woods.
A. FACT
B. FICTION

THE INDIANS CAME TO SHARE THE FEAST WITH THE PILGRIMS.
A. FACT
B. FICTION

GILES MISSED THE BULLS EYE WHEN HE HAD A TURN.
A. FACT
B. FICTION

RED FEATHER HELPED STEADY GILES HAND.
A. FACT
B. FICTION

THERE WAS AN INDIAN NAMED SQUANTO.
A. FACT
B. FICTION

---

THE STUDENT WILL DISTINGUISH FACT FROM FICTION IN GIVEN SENTENCES FROM THE STORY "LAND HO" BY CATEGORIZING THEM AS SUCH.

DIRECTIONS--- IF THE ITEM REALLY HAPPENED IN HISTORY, CHOOSE FACT. IF THE ITEM JUST HAPPENED IN THIS STORY, CHOOSE FICTION.

THE PEOPLE ON THE SHIP CHOSE JOHN CARVER TO BE THEIR GOVERNOR.
A. FACT
B. FICTION

THE WOMEN WENT ASHORE TO WASH THEIR CLOTHES.
A. FACT
B. FICTION

GOVERNOR JOHN CARVER HADN'T A CLEAN SHIRT TO WEAR.
A. FACT
B. FICTION

THE MAYFLOWER WAS THE NAME OF THE SHIP.
A. FACT
B. FICTION

HARTH AND GILES FELL AS THEIR FEET TOUCHED THE GROUND.
A. FACT
B. FICTION

THE GOVERNOR'S WHITE SHIRT WAS CAUGHT BY GILES HOPKINS.
A. FACT
B. FICTION

THE SETTLERS FINALLY REACHED AMERICA AFTER NINE WEEKS OF TRAVELING.
A. FACT
B. FICTION

---

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH REAL...
CHARACTERS FROM FICTIONAL ONES IN PICTURES BY SELECTING THE FICTIONAL ONE FROM A SET OF THREE.

DIRECTIONS-- LOOK AT EACH PICTURE. CHOOSE WHICH IS MAKE-BELIEVE OR FICTIONAL.

A. PIG
B. CAT WITH FIDDLE
C. DOG

A. CAT
B. COW
C. HEN WEARING A HAT

A. HORSE
B. FISH
C. DOG WITH GLASSES

A. MOUSE WEARING APRON
B. BIRD
C. LAMB

A. RABBIT HOLDING TELEPHONE
B. GOAT
C. TURKEY

************************************************************************************************************

FACT -- OPINION

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN FACT AND OPINION STATEMENTS BY CORRECTLY CATEGORIZING A GIVEN SET OF STATEMENTS. §197

DIRECTIONS -- THINK ABOUT EACH SENTENCE. IF IT TELLS A FACT, CHOOSE *F*. IF IT TELLS SOMETHING THAT IS JUST A MATTER OF HOW PEOPLE THINK ABOUT IT, CHOOSE *O*.

BRICK HOUSES ARE BEST.

F 8242
O 8242

FOOTBALL IS MORE EXCITING THAN BASEBALL.

F 8243
O 8243

MAMMALS ARE WARM-BLOODED.

F 8244
O 8244

FISH LIVE IN WATER.

F 8245
O 8245

FIRES MAKE HEAT.

F 8246
GALF SAYS HE IS THE GREATEST FOOTBALL PLAYER.

INK IS A LIQUID.

SUE AND ELLEN ARE GIRLS.

BOB IS STUPID.

IT IS FUN TO LIVE ON A FARM.

BOOKS ARE WRITTEN BY PEOPLE.

WET SAND FEELS GOOD ON YOUR FEET.

CHRISTMAS IS THE BEST HOLIDAY.

IF YOU WORK HARD YOU WILL MAKE A LOT OF MONEY.

THE OCEAN WATERS ARE SALTY.

SQUIRRELS ARE CUTE ANIMALS.

BOYS HAVE MORE FUN THAN GIRLS.

PINK IS A PRETTY COLOR.

SURFING IS MORE FUN THAN SWIMMING.

FACT IS TRUE.
THE SUN SETS IN THE WEST.

WOOL IS BETTER THAN COTTON FOR CLOTHING.

CHEVROLETS ARE GOOD CARS.

ABRAHAM LINCOLN DID THE MOST FOR OUR COUNTRY.

FIVE CENTS HAS THE SAME VALUE AS ONE NICKEL.

SMOKING IS HARMFUL TO OUR HEALTH.

LIBRARY BOOKS HELP US GET INFORMATION.

THE BEST GAME TO PLAY IS KICKBALL.

PINK IS THE PRETTIEST COLOR.

A CHEVROLET IS BETTER THAN A VOLKSWAGEN.

COLORADO IS A PRETTIER STATE THAN ILLINOIS.

TOO MUCH SUN IS HARMFUL TO THE SKIN.

OAKBROOK IS NICER THAN YORKTOWN.

PILOTS HAVE A MORE EXCITING JOB THAN A FARMER.

IT IS EASIER TO WASH A CAR THAN TO WASH A WALL.
<table>
<thead>
<tr>
<th>Statement</th>
<th>True/False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europe is the best place to go on a trip.</td>
<td>False</td>
</tr>
<tr>
<td>Italy has a warmer climate than England.</td>
<td>False</td>
</tr>
<tr>
<td>Red, blue, and yellow are the primary colors.</td>
<td>True</td>
</tr>
<tr>
<td>Spain is the rest color for a car.</td>
<td>False</td>
</tr>
<tr>
<td>Summer school is worse than regular school.</td>
<td>True</td>
</tr>
<tr>
<td>Picnics are more fun than eating indoors.</td>
<td>True</td>
</tr>
<tr>
<td>Most bugs are helpful in some way.</td>
<td>True</td>
</tr>
<tr>
<td>Ten elephants make more noise than one mouse.</td>
<td>True</td>
</tr>
<tr>
<td>Everyone loves Santa Claus.</td>
<td>True</td>
</tr>
<tr>
<td>The sun is hot.</td>
<td>True</td>
</tr>
<tr>
<td>Swimming is easier than diving.</td>
<td>False</td>
</tr>
<tr>
<td>Math is harder than reading.</td>
<td>False</td>
</tr>
</tbody>
</table>
MRS. JONES IS A BETTER COOK THAN MRS. SMITH.
* F

SUMMER IS THE BEST SEASON OF THE YEAR.
* F

ALL PEOPLE CAN BREATHE.
* F

ELEPHANTS ARE BIGGER THAN HORSES.
* F

BOOKS ARE FUN TO READ.
* F

STEAK IS THE MOST DELICIOUS MEAT.
* F

YELLOW IS A PRETTIER COLOR THAN BLUE.
* F

AN APPLE IS HARDER THAN A MARSHMALLOW.
* F

A TREE IS TALLER THAN A FLOWERS.
* F

AN AIRPLANE IS FASTER THAN A BIRD.
* F

EVERYONE SHOULD WATCH TELEVISION SOMETIMES.
* F

YOU SHOULD ALWAYS WASH YOUR HANDS BEFORE EATING.
* F

SOME PEOPLE HAVE BAD Colds.
* F

MANY PEOPLE CAN NOT SWIM.
* F

POTATO SALAD IS MADE FROM POTATOES.
* F

ICE CREAM IS GOOD WHEN IT IS MELTED.
FIVE AND FIVE ARE TEN.

SINGING IS LOTS OF FUN.

A TENNIS BALL IS SMALLER THAN A BASKETBALL.

BIRTHDAYS ARE FUN.

ICE CUBES ARE HARDER THAN ICE CREAM.

HOCKEY IS MORE INTERESTING THAN FOOTBALL.

A TRAIN IS FASTER THAN A BICYCLE.

THE COUNTRY IS NICER THAN THE CITY.

PETS ARE MORE FUN THAN TOYS.

JANET IS SHORTER THAN ELLEN.

THE SKY IS BLUE.

COFFEE IS GOOD TO DRINK.

THE INDIANS MADE BEAUTIFUL POTTERY.

THE SUN RISES IN THE EAST.

FLOWERS SMELL GOOD.
BLACK ARMS ARE DANGEROUS.  
*  

SUNGLASSES PROTECT YOUR EYES.  
*  

PEOPLE LOOK BETTER WITH TANS.  
*  

SOME CATS ARE BIGGER THAN SOME DOGS.  
*  

SUE IS DRESSED IN A BEAUTIFUL SUIT.  
*  

NIXON IS A GOOD PRESIDENT.  
*  

SOME DOGS ARE MEAN.  
*  

SUMMER IS MORE FUN THAN WINTER.  
*  

DOWNERS GROVE IS BETTER THAN WESTMONT.  
*  

LAUGH-IN IS THE FUNNIEST SHOW ON T.V.  
*  

THE JOHN HANCOCK BUILDING IS IN CHICAGO.  
*  

DOCTORS TAKE CARE OF SICK PEOPLE.  
*  

MATH IS FUN TO DO.  
*  

ROSES ARE BEAUTIFUL FLOWERS.  
*  

WHITE IS NOT A PRIMARY COLOR.  
*  

WHATEVER.
'PLANTS GROW TOWARD THE LIGHT.'  
**F**

TADPOLES HAVE GILLS.  
**F**

THE BOILING POINT OF WATER IS 212 DEGREES F. AT SEA LEVEL.  
**F**

DOLLS ARE FUN TO PLAY WITH.  
**F**

RECESS IS THE BEST PART OF SCHOOL.  
**F**

MERCURY DOESN'T ROTATE AT THE SAME RATE AS THE EARTH.  
**F**

THE NEGROES ARE BETTER OFF TODAY THAN THEY USED TO BE.  
**F**

THE UNITED STATES IS AT WAR IN S. E. ASIA.  
**F**

PEOPLE ARE NOT AS RELIGIOUS TODAY AS THEY USED TO BE.  
**F**

STEAK IS BETTER THAN HAMBURGER.  
**F**

JACK WON THE RELAY RACES YESTERDAY.  
**F**

HONDA MOTORCYCLES ARE THE BEST MADE.  
**F**

MR. HUBER IS A MATH TEACHER.  
**F**

SOUTH SCHOOL IS AN ELEMENTARY SCHOOL.  
**F**

JIM PLAYS GOOD BASEBALL.  
**F**

JOHN IS BIGGER THAN JERRY.
Some houses are made of wood.

Most elementary school teachers are women.

Males should wear ties to work.

Everyone needs water.

Refusal comes twice a day.

School starts at 8:45 A.M.

One and one equals two.

Chocolate candy is good to eat.

All breathe air.

Peggy's dress is pretty.

Some grandmothers have white hair.

All babies cry.

Short hair is prettier than long hair.

Easter is the best holiday.

Green vegetables are healthy for your body.
TOMATOES ARE GOOD WITH SUGAR ON THEM.

*O

CAMPING IS FUN.

*O

SOME PEOPLE LIVE IN VERY TALL BUILDINGS.

*O

MY TEACHER LOOKS NICE IN HER BLUE DRESS.

*O

MITZI IS WEARING A RING ON HER LEFT HAND.

*O

MITZI'S HAIR STYLE IS PRETTY.

*O

SOME SHOES ARE BLACK.

*O

THERE ARE 12 MONTHS IN A YEAR.

*O

SCIENCE IS THE BEST SUBJECT.

*O

GERALD IS FUNNY.

*O

JUNE IS THE BEST MONTH.

*O

MISS MORE IS A LOUSY PRINCIPAL.

*O

JOE WHISTLES BETTER THAN SAM.

*O

CHEVYS RIDE SMOOTHER THAN FORDS.

*O

THOMAS HAS A BIG MOUTH.

*O
THOSE ARE THE UGLIEST SHOES.

F 0

IT WAS A BORING ASSEMBLY.

F 0

THERE WILL BE AN ASSEMBLY TOMORROW AT 1-10 P.M.

F 0

THE PRINCE HAS A LOVELY WIFE.

F 0

KIM AND JUDY ARE RELATIVES.

F 0

JUDY HAS A PRETTIER SMILE THAN KIM.

F 0

BETTY IS SMARTER THAN JOE.

F 0

ED GETS MORE OUT OF CLASS THAN BETTY.

F 0

WINTER IS A SEASON.

F 0

WINTER IS THE BEST SEASON.

F 0

EVERYONE LOVES ANIMALS.

F 0

THE CHICAGO CUBS ARE BETTER BASEBALL PLAYERS THAN THE WHITE SOX.

F 0

THERE ARE 9 PLAYERS ON A BASEBALL TEAM.

F 0

HASKETBALLS ARE BIGGER THAN BASEBALLS.

F 0

CHEERLEADERS ARE PRETTY.

F 0
SWIMMING IS A SPORT.

A QUARTERBACK IS A MEMBER OF A FOOTBALL TEAM.

ERNIE BANKS IS A BASEBALL PLAYER.

RFD IS A COLOR.

MARIJUANA IS A SAFE DRUG.

ICE IS COLD.

TREES HAVE ROOTS.

JOHN F. KENNEDY WAS A PRESIDENT.

BAN IS A GOOD DEODORANT.

CARTOON TOWN IS A FUNNY SHOW.

GRASS IS GREEN.

SKYSCRAPERS ARE TALL.

SNAKES MAKE GOOD PETS.

AIRPLANES ARE DANGEROUS.

INSECTS HAVE SIX LEGS.

SUGAR IS SWEET.
GUITAR'S HAVE 6 STRINGS.  
*

THE SUPERMARKET WAS A GOOD PLACE TO SHOP.  
*

ELLEN'S MOTHER MADE GOOD GINGERBREAD.  
*

LINDA HAD ALL THE PEANUTS SHE NEEDED.  
*

THIS WAS A FUNNY STORY.  
*

JACK GOT THE WORST GIFT FROM HIS FATHER.  
*

IT WAS UNKIND OF PUSS TO THREATEN THE FARMERS.  
*

PUSS WAS A CLEVER CAT.  
*

JACK LIVED HAPPLY EVER AFTER.  
*

BROTHER MATTHIAS KNOWS HOW TO HANDLE BOYS.  
*

THE YANKEES COULDN'T HAVE WON SO MANY GAMES WITHOUT HARM.  
*

THE STUDENT CAN ANALYZE A STATEMENT BY INDICATING WHETHER IT IS FACT OR OPINION. BASED ON THE STORY "CITY MOUSE AND COUNTRY MOUSE."  

DIRECTIONS--THINK ABOUT EACH SENTENCE. IF IT TELLS A FACT, CHOOSE "A." IF IT TELLS SOMETHING PEOPLE THINK ABOUT, CHOOSE "B."  

THE COUNTRY MOUSE WAS VERY POOR.  
A. FACT  
B. OPINION
THE CITY MOUSE IS SMARTER THAN THE COUNTRY MOUSE.

A. FACT
B. OPINION

CATS LIKE TO CHASE MICE.
A. FACT
B. OPINION

THE QAT BIT THE COUNTRY MOUSE'S TAIL.
A. FACT
B. OPINION

THE STUDENT CAN ANALYZE STATEMENTS BY INDICATING WHETHER THEY ARE FACT OR OPINION AS TAKEN FROM "THE MYSTERY OF MORGAN CASTLE." DIRECTIONS - READ THE FOLLOWING STATEMENTS. IF IT REALLY HAPPENED IN THE STORY, CHOOSE "A." IF IT IS JUST SOMEONE'S OPINION CHOOSE "B.*"

THE RIG HOUSES ALONG THE BEACH HAD BEEN THERE FOR MANY YEARS.
A. FACT
B. OPINION

GABBY DID NOT LIKE LIVING IN MORGAN BAY.
A. FACT
B. OPINION

MISS WELLINGTON WANTED SOMEONE TO WALK FRITZ SO THAT THEN SHE WOULD SEE SOMEONE AND NOT BE LONELY.
A. FACT
B. OPINION

MISS WELLINGTON WILL LOVE HER NEW DOG MORE THAN FRITZ BECAUSE GABBY GOT IT FOR HER.
A. FACT
B. OPINION

THE BOYS SHOULD HAVE CALLED THE POLICE WHEN THEY FIRST THOUGHT SOMETHING WAS WRONG.
A. FACT
B. OPINION

ROSS MORGAN WOULD HAVE HURT GABBY, BILL AND MISS WELLINGTON IF THE POLICE HADN'T COME.
A. FACT
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ANALYZE STATEMENTS TAKEN FROM "GRAY OWL AND THE RABBITS" BY INDICATING WHICH ARE FACT AND WHICH ARE OPINION. 89%

DIRECTIONS - READ THE FOLLOWING STATEMENTS. IF IT REALLY HAPPENED IN "GRAY OWL AND THE RABBITS" CHOOSE "A". IF IT IS SOMEONE'S OPINION, CHOOSE "B".

ONE WINTER DAY THE FIRST SNOW FELL IN THE FOREST.
"A". FACT
"B". OPINION

BY AFTERNOON THE SNOW HAD MELTED.
"A". FACT
"B". OPINION

MOST OF THE FOREST ANIMALS HAD FOOD TO EAT.
"A". FACT
"B". OPINION

GRAY OWL DIDN'T STORE AWAY FOOD.
"A". FACT
"B". OPINION

GRAY OWL DIDN'T HAVE TIME TO STORE AWAY FOOD.
"A". FACT
"B". OPINION

GRAY OWL CATCHED A SQUIRREL BUT LET IT GO BECAUSE IT WAS TOO SKINNY.
"A". FACT
"B". OPINION

ON HIS WAY HOME, GRAY OWL FOUND TWO RABBITS.
"A". FACT
"B". OPINION

GRAY OWL DIDN'T LIKE HORNED OWL SO HE WOULDN'T GIVE UP A RABBIT.
"A". FACT
"B". OPINION

GRAY OWL KNEW WHAT THE RABBITS WERE GOING TO DO, BUT HE COULDN'T STOP FAST ENOUGH.
"A". FACT
"B". OPINION
THE STUDENT WILL ANALYZE THE FACTORS INVOLVED IN FACTS OR OPINIONS BY SELECTING THE STATEMENT WHICH WOULD BE MOST DIFFICULT TO PROVE.

DIRECTIONS - FOR EACH OF THE FOLLOWING ITEMS CHOOSE THE ONE OF THREE ITEMS WHICH WOULD BE MOST DIFFICULT TO PROVE.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE
- A. ALEX WAS NINE YEARS OLD.
- B. ALEX WAS A BOY.
- *C. ALEX WAS HAPPY.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE
- A. BILLY WAVED AT JIM.
- *B. JIM WAS GLAD TO SEE HIM.
- C. THE BOYS PLAYED TOGETHER.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE
- A. DOCTORS HELP SICK PEOPLE.
- B. SOME DOCTORS ARE OLD.
- *C. SOME DOCTORS ARE BAD.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE
- A. SHE STIRRED AND TASTED THE STEW AGAIN.
- B. IT SMELLED DELICIOUS TO THEM.
- *C. THEY ATE IT AS SOON AS IT COOLED.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE
- A. LANSLEY BUILT A MODEL FOR A FLYING MACHINE.
- B. IN 1887, HE MADE HIS FIRST MODEL POWERED BY STEAM.
- *C. HE WAS VERY DISAPPOINTED WHEN IT FAILED TO FLY.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE
- A. THE WRIGHTS TOOK THEIR NEW GLIDER TO KITTY-HAWK.
- B. THE NEXT SUMMER THEY MADE ALMOST 1000 GLIDERS.
- *C. THE NEW GLIDER WAS THE BEST YET.

WHICH OF THE FOLLOWING WOULD BE THE MOST DIFFICULT TO PROVE TRUE OR FALSE
- A. SOME PEOPLE USED TO STRING POPCORN AND PUT IT ON THEIR CHRISTMAS TREES.
- B. THE CHRISTMAS SPIRIT CAN JUST BE ABOUT ANYWHERE.
- *C. THE FAMILY TRIMMED THE LITTLE HOLLY TREE.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE
- A. TEDDY LIVED IN NEW YORK CITY.
- B. IT WAS FUN WHEN THE FIRE HYDRANTS WERE TURNED ON.
- *C. TEDDY BOUGHT POLISH AND BRUSHES IN A HARDWARE STORE.

WHICH OF THE FOLLOWING WOULD BE DIFFICULT TO PROVE TRUE OR FALSE
- A. IF ALL 10 CARTONS ARE KNOCKED DOWN, YOU GET 20 POINTS.
- B. A SCORE OF 100 WINS THE GAME.
- *C. IT IS FUN TO WIN THE GAME.
WHICH OF THE FOLLOWING WOULD BE DIFFICULT TO PROVE TRUE OR FALSE?
A. ALBERT PICKED SOME FLOWERS FOR HIS MOTHER.
B. SICK PEOPLE FEEL BETTER WHEN THEY HAVE FLOWERS TO LOOK AT.
C. ALBERT PLANT THE FLOWERS IN A VASE.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?
A. THEODORE ROOSEVELT, THE 26TH PRESIDENT, WROTE ABOUT JACOB RIES.
B. JACOB RIES CAME THE CLOSEST TO BEING THE IDEAL AMERICAN CITIZEN.
C. JACOB RIES WORKED AS A NEWSPAPER REPORTER.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?
A. IT WAS A BEAUTIFUL DAY ON THE FOURTH OF JULY.
B. PEOPLE WERE COMING TO THE PARK.
C. THERE WOULD BE A PARADE AT NOON.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?
A. A BIG WHITE CRYSTAL EARRING MADE OF LIGHTS DANCED ON THE GROUND.
B. THE FLASHING WATERFALL THAT CAME NEXT WAS BEAUTIFUL.
C. AT THE END THERE WAS A LARGE AMERICAN FLAG, ALL RED, WHITE AND BLUE.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?
A. TELESCOPES WERE DISCOVERED BY THE GREEKS 2,000 YEARS AGO.
B. PEOPLE DIDN'T KNOW ABOUT PLUTO UNTIL 1930.
C. TODAY, ASTRONOMY IS A POPULAR AND INTERESTING SCIENCE.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?
A. SEA OTTERS ARE VERY SMART.
B. SEA OTTERS SPEND THEIR WHOLE LIVES IN THE OCEAN.
C. A LAW SHOULD BE PASSED TO SAVE THE SEA OTTERS FROM DISAPPEARING.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?
A. BANANAS AND CHOCOLATE ARE AMERICA'S FAVORITE IMPORTED FOODS.
B. CRANBERRIES ARE GROWN IN NEW ENGLAND.
C. THE U.S. CAN GROW ALMOST ANY FOOD THAT PEOPLE WANT TO BUY.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?
A. MOST OF OUR CHOCOLATE COMES FROM SOUTH AMERICA AND AFRICA.
B. BANANAS ARE EXPENSIVE IN SOME COUNTRIES.
C. CACAO TREES GROW IN THE COOL, DAMP SOIL OF NEW ENGLAND.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?
A. AMERICANS DO NOT CARE MUCH ABOUT THE PRICE OF THINGS.
B. SHIPPING COSTS ADD TO THE PRICE AMERICANS PAY.
C. BANANAS COST LESS IN COUNTRIES WHERE THEY ARE GROWN.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?
A. JAMES WATT INVENTED THE STEAM ENGINE.
WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE:

A. CALIFORNIA HAS MORE RIVERS THAN COLORADO.
B. THERE ARE MORE FARMERS IN CALIFORNIA THAN ILLINOIS.
C. CALIFORNIA IS A BETTER PLACE TO LIVE THAN ILLINOIS.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE:

A. BY 1975 CALIFORNIA WILL NEED TO FIND MORE NEW SOURCES FOR WATER.
B. MORE LETTUCE IS GROWN IN NORTHERN CALIFORNIA THAN SOUTHERN.
C. PEOPLE IN SAN FRANCISCO WASTE MORE WATER THAN PEOPLE IN LOS ANGELES.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE:

A. MOST PEOPLE MOVE TO CALIFORNIA BECAUSE OF THE CLIMATE.
B. THE FEATHER RIVER WATER HAS HELPED THE FARMERS TO RECLAIM MORE DESERT LAND.
C. THERE ARE NO OTHER TREES AS LARGE AS THE GIANT SEQUOIAS.

WHICH ONE OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE:

A. CALIFORNIA HAS TWO WATER BOUNDARIES.
B. THE MEN IN CALIFORNIA'S GOVERNMENT ARE EASIER TO WORK WITH THAN ANY OTHER STATE.
C. THERE IS MORE GOLD MINED IN CALIFORNIA THAN NEVADA.

WHICH ONE OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE:

A. THE AVERAGE TEMPERATURE IN LOS ANGELES IN 1969 WAS 75 DEGREES.
B. CALIFORNIA IS LARGER THAN IDAHO.
C. PEOPLE USE THE BEACHES MORE IN CALIFORNIA THAN THEY DO IN FLORIDA.

WHICH SENTENCE IS MOST DIFFICULT TO PROVE:

A. COLUMBUS CAME TO AMERICA IN 1492.
B. THE INDIANS WERE VERY HAPPY TO SEE COLUMBUS.
C. COLUMBUS HAD 3 SHIPS - THE PINTA, NINA, SANTA MARIA.

WHICH SENTENCE IS MOST DIFFICULT TO PROVE:

A. THE PILGRIMS CAME FROM ENGALAND.
B. THANKSGIVING IS ALWAYS ON THE THIRD THURSDAY OF NOVEMBER.
C. EVERYONE WAS HAPPY ON THE FIRST THANKSGIVING.

WHICH SENTENCE IS THE MOST DIFFICULT TO PROVE:

A. PRESIDENT LINCOLN WAS BORN IN A LOG CABIN.
B. ABRAHAM LINCOLN WAS OUR 6TH PRESIDENT.
C. EVERYONE LIKED ABRAHAM LINCOLN.
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY INDICATING WHETHER INFERRED STATEMENTS ARE PROBABLY TRUE, PROBABLY FALSE OR UNCERTAIN BASED ON EVIDENCE GIVEN IN THE PASSAGE. 

DIRECTIONS - READ THE FOLLOWING PARAGRAPHS. INDICATE WHETHER EACH STATEMENT IS PROBABLY TRUE, PROBABLY FALSE, OR IF YOU CAN'T SAY BASED ON THE EVIDENCE GIVEN IN THE PASSAGE.

GEORGE WASHINGTON CARVER MOVED FROM TOWN TO TOWN FOR THE NEXT SEVERAL YEARS. HE WORKED PART OF THE TIME AND WENT TO SCHOOL PART OF THE TIME. FINALLY HE FINISHED HIGH SCHOOL WHEN HE WAS ABOUT 20 YEARS OLD.

"NOW I'M GOING TO COLLEGE," GEORGE TOLD A FRIEND. THE FRIEND SEEMED TO THINK THAT WAS A PECULIAR THING FOR GEORGE TO PLAN TO DO. "I NEVER HEARD OF A NEGRO GOING TO COLLEGE," SAID THE FRIEND.

"WELL, I'M GOING JUST THE SAME," SAID GEORGE. "THERE WILL BE LOTS OF WASHING AND IRONING TO DO AROUND A COLLEGE."

GEORGE DIDN'T CARE HOW LONG IT TOOK TO GET THROUGH HIGH SCHOOL.

A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

GEORGE HAD TO WORK TO EARN MONEY FOR HIMSELF.

A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

GEORGE MOVED OFTEN BECAUSE HE WANTED TO SEE THE COUNTRY.

A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

A GOOD EDUCATION WAS IMPORTANT TO GEORGE.

A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

GEORGE'S FRIEND DIDN'T THINK GEORGE WAS SMART ENOUGH TO GO TO COLLEGE.

A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

GEORGE LIKED TO WASH AND IRON.

A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

LEARNING TO WASH AND IRON CLOTHES WHEN HE WAS A BOY HELPED GEORGE TO EARN MONEY WHEN HE WAS ON HIS OWN.

A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY
George didn't care so much about going to college. He only thought about the money he would earn from washing and ironing.

A. Probably True
B. Probably False
C. Can't Say

Directions - Read the following sentences.

The next morning the two men came back for Brown pet. Jack and Nancy ran to the barnyard. They wanted to tell the cow good-bye.

Mr. Stone said, "Your pet will be happy at the zoo."

If the sentence below could be true, choose *A*. If the sentence is probably false, choose *B*. If you can't say whether it is true or false, choose *C*.

The men were going to take Brown pet away.

A. Probably True
B. Probably False
C. Can't Say

Brown pet was in the barnyard.

A. Probably True
B. Probably False
C. Can't Say

The men were taking Brown pet to the zoo.

A. Probably True
B. Probably False
C. Can't Say

The men came for Brown pet in the morning because it would take all day to get to the zoo.

A. Probably True
B. Probably False
C. Can't Say

Mr. Stone knows everything about zoo animals.

A. Probably True
B. Probably False
C. Can't Say

Jack and Nancy will never forget Brown pet.

A. Probably True
B. Probably False
C. Can't Say

Directions - Read the following sentences.

"Oh, Fireball," laughed Jack.

"You know where your feed is. You saw me get it here this morning. But you can't get any feed out of here. I'll have to get it for you."

If the statement below could be true, choose *A*. If the statement is probably not true, choose *B*. If you can't tell whether it is true or false, choose *C*.

Fireball is an animal.
**Directions:** Read the following sentences. If the sentence is 
true, choose "A". If the sentence is probably false, choose "B". 
If you cannot tell from the information given, choose "C".

"Come here, Boots," called Dick.
"Give me a little help. There is a pig under the car. Help me get it back in the pen."

Boots barked and barked at the pig.

The pig has escaped from the pen.

**Directions:** Read the following paragraphs. From reading these 
paragraphs decide if the following sentences could be true.
Jimmy Day looked out the door of his new home. A strange dog was sitting on the front porch. It had black curly hair and long ears.

When Jimmy came out on the porch, the dog held up a paw. Jimmy shook the paw and said, "Hi!

The dog gave an excited bark.

The dog belonged to someone.
*A. COULD BE TRUE
B. PROBABLY NOT TRUE
C. CAN'T SAY

The dog was lost.
*A. COULD BE TRUE
B. PROBABLY NOT TRUE
C. CAN'T SAY

The dog lived in the neighborhood.
*A. COULD BE TRUE
B. PROBABLY NOT TRUE
C. CAN'T SAY

*******************************

Relevance of Statements

The student will demonstrate his ability to distinguish between facts that are relevant and facts that are not relevant to a situation or problem by correctly identifying the relevant phrases. *RELEVANT*

Directions — Think of the word we have discussed — *RELEVANT.* If the phrase relates to the statement *IS RELEVANT,* choose *R.* If the phrase does not relate to the statement *IS NOT RELEVANT,* choose *N.*

*A CHEVROLET IS A GOOD AUTOMOBILE."

Mrs. Miller has driven her Chevrolet many thousands of miles.
*R.

I saw a red Chevrolet.
*R.*

*N.*

Mother's Chevrolet gives me a smooth ride.
*R.*

*N.*

A Chevrolet is parked in front of the school.
*R.*

*N.*
I. OPERATIONS
"RELEVANT" IF THE PHRASE RELATES TO THE STATEMENT. "IS NOT RELEVANT," IF THE PHRASE DOES NOT RELATE TO THE STATEMENT. CHOOSE "*".

**FELTY'S MOTHER IS VERY GOOD TO FETTY.**
*SERVES MEALS THAT ARE WELL-BALANCED.*

**HAS A RED DRESS.**

**READS STORIES TO FETTY.**

**IS VERY TALL.**

**IRONS FETTY'S DRESSES VERY CAREFULLY.**

DIRECTIONS - THINK OF THE WORD WE HAVE DISCUSSED - "RELEVANT" IF THE PHRASE RELATES TO THE STATEMENT. "IS RELEVANT," IF THE PHRASE DOES NOT RELATE TO THE STATEMENT. CHOOSE "*".

**OUR PRINCIPAL IS A HAPPY PERSON.**

**WHISTLES A LOT.**

**WEARS BROWN SHOES.**

**WEARS A SMILE ON HIS FACE.**

**SAYS HE ENJOYS VISITING OUR ROOM.**

**DRIVES A WHITE CAR.**

**MRS. MILLER LIKES TO TEACH SCHOOL.**
Wearing a flowered dress.
*a*

Wants us all to understand a new lesson.
*a*

Likes to read stories to us.
*a*

Is happy when we can read well.
*a*

Drives a red car to school.
*a*

Directions — Think of the word we have discussed — *relevant.* If the phrase relates to the statement it is relevant; choose *a*.* If the phrase does not relate to the statement, it is not relevant; choose *c*.

*a* A map tells us many things.

Colored my map blue and green.
*a* The blue area stands for water.
*a* A United States map shows state capitals.
*a* Daddy has trouble folding a map.
*a* A map can show the best way to go someplace.

Directions — Read the following sentences. Choose *a* if the statement would help you if you were writing about katydids. Choose *c* if the statement would not be helpful.

Katydids eggs are very small.
*a* Tom found a box for the katydids.
*a* Katydids can hop when they are very small.
KATYDIDS NEED TO LIVE OUTSIDE.

KATYDIDS LAY THEIR EGGS ON TREE BRANCHES.

KATYDIDS ARE INSECTS.

KATYDIDS ARE GREEN.

MR. WELLS THOUGHT THE KATYDIDS WERE INTERESTING.

ONE BOY WANTED TO BRING IN OTHER KINDS OF EGGS.

DIRECTIONS - CHOOSE *A* IF THE STATEMENT WOULD BE HELPFUL IN WRITING A REPORT ON THE SEMAPHORE CODE. CHOOSE *B* IF IT WOULD NOT BE HELPFUL.

LITTLE BILL WAS TURNED TOWARD SHORE, WAVING HIS ARMS.

HE WAS USING THE ARMS CODE THAT JOHNNY HAD BEEN TEACHING HIM.

THE SEMAPHORE CODE IS USED BY SEAMEN TO SEND MESSAGES.

YOU MUST HOLD YOUR ARMS IN A SPECIAL POSITION TO STAND FOR EACH LETTER FROM A TO Z.

JOHNNY REACHED THE PHONE AND CALLED THE LIFE SAVING STATION.

LETTERS MADE ONE AFTER ANOTHER CAN MAKE WORDS TO SEND MESSAGES.

AFTER JOHNNY HAD GIVEN HIS MESSAGE HE WAS SHAKING ALL OVER.
MESSAGES ARE SENT AT NIGHT BY HOLDING FLASHING LIGHTS IN EACH HAND.

SAILORS AT SEA USE COLORED FLAGS TO SEND THEIR MESSAGES IN THE DAYTIME.

THE LETTERS SOS MEAN THAT THE SENDER NEEDS HELP.

DIRECTIONS - READ THE FOLLOWING SENTENCES. CHOOSE *A* IF THE STATEMENT WOULD HELP YOU IF YOU WERE WRITING ABOUT BABY ELEPHANTS. CHOOSE *B* IF THE STATEMENT WOULD NOT BE HELPFUL.

BABY ELEPHANTS ARE ROCKED BY THEIR MOTHERS.

A MOTHER ELEPHANT IS VERY LARGE.

LITTLE ELEPHANTS DO NOT USE THEIR TRUNKS VERY WELL.

SHE CAUGHT HER BABY WITH HER LONG TRUNK.

LITTLE ELEPHANTS ACT LIKE LITTLE BOYS AND GIRLS SOME TIMES.

BABY ELEPHANTS SQUEAL.

MOTHER ELEPHANT FILLED HER TRUNK WITH WATER.

LITTLE ELEPHANTS CAN SOMETIMES SQUEEZE BETWEEN THE BARS AT THE ZOO.

BABY ELEPHANTS ARE FUNNY.

DIRECTIONS - READ THE FOLLOWING SENTENCE.

JANE IS VERY HAPPY TODAY.
INDICATE WHICH OF THE FOLLOWING PARAGRAPHS HELP TO PROVE THAT THIS SENTENCE IS TRUE BY CHOOSING *A*, CHOOSE *B* IF THE PARAGRAPH DOES NOT PROVE THE STATEMENT TO BE TRUE.

JANE'S MOTHER CALLED HER TO DINNER, AND JANE RAN DOWN THE HALL. SUDDENLY SHE TRIPPED ON THE RUG AND SPRAWLED FULL LENGTH ON THE FLOOR.

A.

IN THE MIDDLE OF THE TABLE WAS A BIG CAKE WITH PINK ICING. JANES EYES SHONE.

*A*.

WHERE WAS THAT SHOE? SHE HAD LOOKED AND LOOKED BUT NOWHERE COULD IT BE FOUND. MOTHER WAS GOING TO BE CROSS.

A.

SAUL KRANTZ AND FRANKS WHO EVER HEARD OF SUCH FOOD FOR ONE'S IMPORTANT SEVENTH BIRTHDAY DINNER? UGH!

*A*.

AS JANE GLANCED OUT THE WINDOW, SHE SAW A GROUP OF HER FRIENDS, ALL CARRYING GIFT-WRAPPED PACKAGES SO THEY COULD BE COMING TO HER HOUSE. HOW EXCITING!

*A*.

DIRECTIONS - READ THE FOLLOWING SENTENCE.

JOHN CARVER WAS A GOOD GOVERNOR.

INDICATE WHICH OF THE FOLLOWING SENTENCES HELP YOU TO KNOW THIS IS TRUE BY CHOOSING *A*, CHOOSE *B* IF IT DOES NOT PROVE THE STATEMENT TRUE.

HE SENT MANY LANDING PARTIES TO SEARCH FOR A GOOD PLACE TO SETTLE.

*A*.

HE TOLD THE WOMEN THEY COULD WASH THEIR CLOTHES.

*A*.

HE TALKED WITH SAMOSF AND TREATED HIM AS A FRIEND.

*A*.

HE LIKED TO SEE THE CHILDREN PLAY GAMES.

*A*.

HE SAW TO IT THAT THE PLANS WHICH WERE MADE ON THE MAYFLOWER WERE CARRIED OUT.
DIRECTIONS - 'SALLY WAS WRITING A REPORT ON HOW VOLCANOES ARE FORMED. BELOW ARE SOME PARAGRAPHS THAT MIGHT HELP. READ EACH ONE CAREFULLY AND INDICATE IF IT WOULD HELP OR NOT.'

FOR HUNDREDS OF YEARS VOLCANOES HAVE STRUCK TERROR AND WONDER INTO THE HEART OF MEN. IN ANCIENT TIMES THEY EVEN MOVED MAN TO WORSHIP.

A. THE PARAGRAPH HELPS.
B. THE PARAGRAPH DOES NOT HELP.

* THE NAME WAS FIRST 'USED FOR VOLCANO, ONE OF THE LIPARI ISLANDS IN THE MEDITERRANEAN SEA, WHERE THE GOD WAS THOUGHT TO LIVE.

A. THE PARAGRAPH HELPS.
B. THE PARAGRAPH DOES NOT HELP.

WITHIN THE LAST 100 YEARS, SCIENTISTS HAVE COME TO A BETTER UNDERSTANDING OF WHAT CAUSES VOLCANOES. THEY BELIEVE THAT PLACES OF EXTREMELY HOT MAGMA MUST LIE 20 TO 40 MILES BELOW THE VOLCANO.

A. THE PARAGRAPH HELPS.
B. THE PARAGRAPH DOES NOT HELP.

VOLCANOES ARE FOUND IN MANY PARTS OF THE WORLD. THEY ARE DEEP CRACKS IN THE EARTH'S CRUST. SOMETIMES THE ASHES AND LAVA COMING OUT OF THE EARTH PILE UP AROUND THE CRACK.

A. THE PARAGRAPH HELPS.
B. THE PARAGRAPH DOES NOT HELP.

SCIENTISTS WHO STUDY VOLCANOES HAVE A DANGEROUS JOB. THEY GO TO VOLCANOES TO STUDY THE ASHES, LAVA, AND GASES THAT COME OUT. TO PROTECT THEIR BODIES FROM THE HEAT AND FIRE, THEY WEAR SPECIAL SUITS.

A. THE PARAGRAPH HELPS.
B. THE PARAGRAPH DOES NOT HELP.

FROM LOOKING AT HOT SPRINGS, GEYSERS, AND VOLCANOES THEMSELVES, WE KNOW THAT EXTREME HEAT EXISTS BELOW THE EARTH'S SURFACE.

A. THE PARAGRAPH HELPS.
B. THE PARAGRAPH DOES NOT HELP.

DIRECTIONS - 'SALLY WAS WRITING A REPORT ON THE WAY THE PEOPLE OF PANAMA LIVE. BELOW ARE PARAGRAPHS ABOUT PANAMA, WHICH OF THEM WOULD HELP? READ EACH PARAGRAPH CAREFULLY, CHOOSE THE CORRECT ANSWER.'

THE COUNTRY OF PANAMA IS ON THE NARROW STRIP OF LAND THAT JOINS NORTH AMERICA TO SOUTH AMERICA. THE CENTER OF PANAMA HAS HILLS AND MOUNTAINS THAT ARE COVERED WITH THICK FORESTS.

A. THE PARAGRAPH HELPS.
B. THE PARAGRAPH DOES NOT HELP.

THE FARMERS IN THE FORESTS RAISE VEGETABLE CROPS. THEY OFTEN DO NOT HAVE CLOSE NEIGHBORS, THICK JUNGLES, FEW ROADS, OR RAILROADS CAUSE PEOPLE TO TRAVEL ON HORSEBACK OR ON FOOT.

A. THE PARAGRAPH HELPS.
B. THE PARAGRAPH DOES NOT HELP.

MOST FARMERS WORK THEIR LAND MUCH AS THE INDIANS DID BEFORE COLUMBUS' TIME. THEY WORK BY HAND.

A. THE PARAGRAPH HELPS.
B. THE PARAGRAPH DOES NOT HELP.
Panama is not a very large country. There are only a few major cities. It is only a little smaller than South Carolina and has about half as many people as the state. But, it is important because it lies on trade routes between North and South America.

A. The paragraph helps.
B. The paragraph does not help.

Panama has the shape of a giant lying on its side. The Caribbean Sea lies to the north of Panama. Columbia lies to the east. The Pacific Ocean to the south, and Costa Rica to the west.

A. The paragraph helps.
B. The paragraph does not help.

Which of the following three statements tells best what you were reading to find out?
A. About the history of Panama
B. About the way the people live in Panama
C. About how Panama became settled

Directions - Sally was writing a report on how leaf-cutter ants grow fungus. Below are paragraphs about ants. Which of them would help read each paragraph carefully. Choose the correct answer *A* or *B*.

Many leaf-cutter ants live in the jungles of Central and South America. Their favorite food is a kind of fungus that does not grow wild. The ants must raise it.

A. The paragraph helps.
B. The paragraph does not help.

Leaf-cutter ants hide under piles of dead leaves. This protects them from their enemies. They often have to watch out for larger insects and other animals that are dangerous to them.

A. The paragraph helps.
B. The paragraph does not help.

The leaves are brought into the nest. There ants chew them up and spit them out. The chewed leaves become soil on which the ants plant their gardens.

A. The paragraph helps.
B. The paragraph does not help.

Sometimes, ants can find their way into homes. They invade kitchens where they find a large food supply. They seem to like sweet foods the most.

A. The paragraph helps.
B. The paragraph does not help.

It takes much care to grow the fungus. Worker ants keep the gardens weeded. To keep the climate in the nest just right they close or open tunnels that let in air from outside.

A. The paragraph helps.
B. The paragraph does not help.

*********** ********************
Given a statement, the student will analyze facts for verification of the original statement by locating the facts which will help prove the general statement.
DIRECTIONS-- AFTER EACH OF THE FOLLOWING STATEMENTS, THERE IS A LIST
OF FACTS. IF YOU THINK A FACT COULD BE USED TO HELP PROVE THE
SENTENCE, CHOOSE LETTER *A*. IF YOU THINK IT DOES NOT HELP PROVE
IT, CHOOSE *B*.

STATEMENT-- THE GORGEOUS PEACOCK IS SO PROUD OF HIMSELF HE PAYS
NO ATTENTION TO THE SMALLER BIRDS.
*A. YES
*B. NO

THE PEACOCK LIKES HIMSELF A LOT.
*A. YES
*B. NO

THE SMALL BIRDS LIKE THE PEACOCK.
*A. YES
*B. NO

THE PEACOCK IS THE KING OF THE BIRDS.
*A. YES
*B. NO

IT PAYS TO BE PROUD OF YOURSELF.
*A. YES
*B. NO

THE BEAUTIFUL PEACOCK LIKES HIMSELF BUT NOT THE LITTLE BIRDS.
*A. YES
*B. NO

STATEMENT-- THE RED WINGED BLACKBIRD IS ONE OF THE FIRST BIRDS TO
COME BACK IN THE SPRING.

THE REDWING BLACKBIRD LEAVES EARLY IN THE FALL.
*A. YES
*B. NO

THE REDWINGED BLACKBIRD COMES EARLY IN THE SPRING.
*A. YES
*B. NO

ALL OF THE BIRDS COME BACK AFTER THE REDWINGED BLACKBIRDS.
*A. YES
*B. NO

THE ROBIN, THE REDWING, AND THE BLUEBIRD ALL COME AT THE SAME
TIME.
*A. YES
*B. NO

IN THE EARLY SPRING YOU MIGHT SEE A BLACKBIRD WITH A SPECIAL
COLOR ON HIS WING.
*A. YES
*B. NO

THE STUDENT WILL DISTINGUISH BETWEEN RELEVANT AND IRRELEVANT
STATEMENTS BY CHOOSING THE SENTENCE THAT DOES *NOT* BELONG IN A
GROUP OF SENTENCES COMPRISING A STORY.
DIRECTIONS—READ THE FOUR SENTENCES BELOW. THREE OF THEM WILL MAKE A STORY. ONE DOES NOT BELONG. CHOOSE THE ONE THAT DOES NOT BELONG.

A. JEFF AND SCOTT LIKE TO PLAY BASEBALL.
B. THE BOYS HAVE THEIR OWN BALLS AND BATS.
C. THE TWO BOYS ALSO LIKE TO GO THE HOCKEY GAMES.
D. WHEN SPRING COMES, THEY WILL START PLAYING BASEBALL.

A. THE CLASS PLANTED BEAN SEEDS TO WATCH THEM GROW.
B. CARROTS COULD BE PLANTED TOO.
C. THE CHILDREN WATERED THEIR OWN BEAN PLANTS.
D. IN A FEW DAYS, LEAVES HAD FORMED ON THE PLANT.

A. THERE WAS GOING TO BE A MUSIC FESTIVAL AT SCHOOL.
B. THE TEACHER WAS GONE FOR THREE WEEKS.
C. THE CHILDREN WERE PRACTICING VERY HARD ON THEIR SONGS FOR THE FESTIVAL.
D. THE NIGHT OF THE FESTIVAL CAME, AND THE CLASS DID A FINE JOB.

A. JERRY AND JIM WANTED TO GO SWIMMING.
B. THEIR MOTHER SAID THAT SHE WOULD TAKE THEM TO THE POOL.
C. THE SUN WAS SHINING AND THE AIR WAS WARM.
D. JERRY AND JIM HAD PLAYED BASEBALL IN THE MORNING.

A. LYNN AND WENDY WANTED TO HELP THEIR TEACHER AFTER SCHOOL.
B. THEIR MOTHERS SAID THEY COULD STAY AT SCHOOL.
C. THE GIRLS STAYED AT SCHOOL YESTERDAY.
D. THE TEACHER ASKED THE GIRLS TO HELP HER.

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BIAS

THE STUDENT WILL BE ABLE TO RECOGNIZE AND DISTINGUISH BETWEEN A BIASED AND AN UNBIASED SOURCE OF INFORMATION BY IDENTIFYING SEVERAL EXAMPLES.

DIRECTIONS—FOR EACH OF THE FOLLOWING ITEMS, DECIDE WHETHER OR NOT THE SOURCE OF INFORMATION IS BIASED. CHOOSE *B* FOR BIASED, AND *U* FOR UNBIASED.

DEFINITIONS WRITTEN IN THE DICTIONARY
*R* 8158
*U* 8158

AN EXPLANATION FOR SOMEONE'S ERROR
*R* 8159
*U* 8159

ARTIFACTS FOUND IN EUROPE
*R* 8161
*U* 8161
*U* 8161
JOHNNY DESCRIBING THE FIRST FISH HE CAUGHT

A SNAPSHOT OF THE FIRST FISH JOHNNY CAUGHT

A MOTHER'S ACCOUNT OF HER DAUGHTER'S PIANO RECITAL

A TAPE RECORDING OF THE GIRL'S PIANO RECITAL

A SNAPSHOT OF OLD AUTOS IN A PARADE

A PRINCIPAL'S SUMMARY REPORT OF THE YEAR'S ACTIVITIES

A TAPE RECORDING OF BABY'S FIRST WORDS

JOHNNY'S BOOK REPORT ON TOM SAWYER

BILLY MAKING A LIST OF TEACHER'S PETS

MY DADDY SAID PRESIDENT NIXON IS THE BEST PRESIDENT WE HAVE HAD.

A LIST OF PUPILS IN MRS. MILLER'S CLASS

A CARICATURE OF BETTY DRAWN BY HER BEST FRIEND

A CARICATURE OF BETTY DRAWN BY HER BROTHER

A CARICATURE OF BETTY DRAWN BY A SIDEWALK ARTIST
A SCHOOL NEWSPAPER ARTICLE ON THE PRINCIPAL

A POST CARD ABOUT THE WEATHER FROM A NATIVE CALIFORNIAN

A REPORT ON CONDITIONS AT SOUTH SCHOOL WRITTEN BY AN ANGRY STUDENT

A TAPE RECORDING ON THE CONSPIRACY TRIAL

A PHOTOGRAPH OF THE CITY OF WESTMONT TAKEN BY THE CHAMBER OF COMMERCE

A PHOTOGRAPH OF A PLANE

A STORY WRITTEN ABOUT THE SLUMS OF CHICAGO

SEA SHELLS FOUND ON THE COAST OF FLORIDA

A REPORT DESCRIBING A PAINTING DONE BY A FAMOUS ARTIST

STATED - UNSTATED ASSUMPTIONS

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN STATED AND UNSTATED ASSUMPTIONS BY IDENTIFYING THEM AFTER READING A GIVEN PARAGRAPH.
DIRECTIONS - READ THE FOLLOWING PARAGRAPH. IN THE STATEMENTS BELOW CHOOSE **5** IF THE IDEA IS A STATED ASSUMPTION, SOMETHING YOU HAVE READ IN THE PARAGRAPH. IF THE STATEMENT IS AN UNSTATED ASSUMPTION, SOMETHING YOU THINK IS TRUE BUT IS NOT ACTUALLY STATED IN THE PARAGRAPH, CHOOSE *1*.

"MY KITTEN IS AFRAID," SAID TED. AND UP THE TREE HE WENT. DOWN CAME TED WITH THE KITTEN. OH, LITTLE KITTEN," SAID TED. "I WAS NOT AFRAID. I LIKED TO CLIMB TREES NOW."

TED'S KITTEN WAS UP IN THE TREE.

*5*

TED CLIMBED UP THE TREE BECAUSE HIS KITTEN WAS AFRAID TO COME DOWN.

*5*  
*1*

TED USED TO BE AFRAID TO CLIMB TREES.

*5*  
*1*

TED LIKES TO CLIMB TREES NOW.

*5*  
*1*

TED WILL NO LONGER BE AFRAID TO CLIMB TREES.

*5*  
*1*

DIRECTIONS - READ THE FOLLOWING PARAGRAPH. IN THE STATEMENTS BELOW CHOOSE **5** IF THE IDEA IS A STATED ASSUMPTION, SOMETHING YOU HAVE READ IN THE PARAGRAPH. IF THE STATEMENT IS AN UNSTATED ASSUMPTION, SOMETHING YOU THINK IS TRUE BUT IS NOT ACTUALLY STATED IN THE PARAGRAPH, CHOOSE *1*.

DOWN THE ROAD WENT LITTLE RED CAR. "CHUG-CHUG-CHUG!" SAID LITTLE RED. "THIS IS NOT WHAT I WANT TO DO. I WANT TO FLY."

LITTLE RED CAR COULD *NOT* FLY.

*5*  
*1*

LITTLE RED CAR WAS UNHAPPY.

*5*  
*1*

LITTLE RED CAR COULD GO FROM ONE PLACE TO ANOTHER.

*5*  
*1*

LITTLE RED CAR WANTED TO DO SOMETHING HE COULD *NOT* DO.

*5*  
*1*
ONCE THERE WAS A FUNNY LITTLE MAN WHO HAD A TOY STORE. HIS NAME WAS MR. WILLING. HIS STORE WAS THE TALK OF THE TOWN. HE MADE ALL THE TOYS FOR HIS STORE. MR. WILLING WORKED ALL DAY, AND HE WORKED LATE AT NIGHT.

**MR. WILLING WAS A FUNNY MAN.**
*U*

**MR. WILLING HAD A TOY STORE.**
*U*

**MR. WILLING'S STORE WAS FAMOUS.**
*U*

**MR. WILLING MADE THE TOYS IN HIS STORE.**
*U*

**MR. WILLING WAS A HARD WORKER.**
*U*

**MR. WILLING WORKED DAY AND NIGHT.**
*U*

**DIRECTIONS - READ THE FOLLOWING PARAGRAPH. IN THE STATEMENTS BELOW CHOOSE **S** IF THE IDEA IS A STATED ASSUMPTION, SOMETHING YOU HAVE READ IN THE PARAGRAPH. IF THE STATEMENT IS AN UNSTATED ASSUMPTION, SOMETHING YOU THINK IS TRUE BUT IS NOT ACTUALLY STATED IN THE PARAGRAPH, CHOOSE **U**.**

LITTLE BUNNY SAID, "WELL, WELL, WHAT IS THAT PRETTY RED THING? MAYBE IT'S SOMETHING TO EAT. I THINK I'LL TRY TO GET IT. MAYBE I CAN GET DOWN THE HILL FASTER THAN FAT PUPPY CAN."

**BUNNY WAS CURIOUS ABOUT THE RED THING.**
*U*

**THE RED THING WAS AT THE BOTTOM OF THE HILL.**
*U*

**BUNNY WANTED TO TRY TO GET THE RED THING.**
*U*

**BUNNY THOUGHT HE COULD RUN FASTER THAN THE PUPPY.**
*U*

**FAT PUPPY WAS TRYING TO GET THE RED THING.**
*U*
DIRECTIONS - READ THE FOLLOWING PARAGRAPH. IN THE STATEMENTS,  
IF THE IDEA IS A STATED ASSUMPTION, SOMETHING YOU HAVE READ IN  
THE PARAGRAPH, IF THE STATEMENT IS AN UNSTATED ASSUMPTION, SOMETHING YOU THINK IS TRUE BUT IS NOT ACTUALLY STATED  
IN THE PARAGRAPH, CHOOSE *S*.  

SOON THE WOMAN SAW A PIG.  
"GOOD MORNING," SAID THE PIG.  
"WHAT IS IN YOUR BROWN BASKET?"  
"NOTHING," LAUGHED THE OLD WOMAN.  
"NOTHING FOR YOU."  
"MAY I SEE?" ASKED THE PIG.  
"I'LL BE GLAD TO GIVE YOU A PENNY."  
THE OLD WOMAN TOOK THE PENNY.  

THE WOMAN CARRIED A BASKET.  
*S*.  
*U*.  

THE PIG WANTED TO LOOK INTO HER BROWN BASKET.  
*S*.  
*U*.  

NOTHING WAS IN THE BASKET.  
*S*.  
*U*.  

THE PIG THOUGHT SOMETHING WAS IN THE BASKET.  
*S*.  
*U*.  

THE WOMAN NEEDED THE PENNY.  
*S*.  
*U*.  

THE WOMAN DID NOT WANT THE PIG TO LOOK IN THE BASKET.  
*S*.  
*U*.  

DIRECTIONS - READ THE FOLLOWING PARAGRAPH. IN THE STATEMENTS,  
IF THE IDEA IS A STATED ASSUMPTION, SOMETHING YOU HAVE READ IN THE PARAGRAPH, IF THE STATEMENT IS AN UNSTATED ASSUMPTION, SOMETHING YOU THINK IS TRUE BUT IS NOT ACTUALLY STATED IN THE PARAGRAPH, CHOOSE *S*.  

"I HAVE SOME NEWS FOR YOU," MR. RABBIT SAID.  
"GRANDMOTHER HEN IS GOING TO MOVE."  
SHE SAID THAT SHE IS GOING TO MOVE AWAY FROM THE LITTLE FARM NEXT TO US."  
"OH DEAR," SAID MRS. RABBIT.  
"WE WILL MISS GRANDMOTHER HEN."  
WE MUST GO AND TELL HER GOOD-BYE.  
LET'S HAVE A GOING-AWAY PARTY FOR HER."  

MR. RABBIT HAD SOME NEWS TO TELL.  
*S*.  
*U*.  

GRANDMOTHER HEN IS GOING TO MOVE FROM HER LITTLE FARM.  
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THE RABBITS ARE NOT GOING TO SEE GRANDMOTHER HEN AGAIN.

THE RABBITS PLAN TO GIVE GRANDMOTHER HEN A GOING-AWAY PARTY.

GRANDMOTHER HEN IS GOING TO MOVE FAR AWAY.

DIRECTIONS - READ THE FOLLOWING PARAGRAPH. IN THE STATEMENTS BELOW CHOOSE *S* IF THE IDEA IS A STATED ASSUMPTION, SOMETHING YOU HAVE READ IN THE PARAGRAPH. IF THE STATEMENT IS AN UNSTATED ASSUMPTION, SOMETHING YOU THINK IS TRUE BUT IS NOT ACTUALLY STATED IN THE PARAGRAPH, CHOOSE *U*.

THE CHEROKEE PEOPLE WERE EAGER TO LEARN TO READ AND WRITE. EVERYWHERE THEY PRACTICED WRITING. THEY PRINTED WITH A STICK IN THE DUST, WITH A KNIFE ON A TREE TRUNK, WITH A STONE ON ANOTHER STONE, WITH A PEN ON PAPER. IN A FEW MONTHS' TIME NEARLY ALL CHEROkees COULD WRITE AND READ.

SEQUOYAH FELT REWARDED FOR HIS WORK WHEN HE SAW HIS PEOPLE SENDING LETTERS TO FRIENDS AND FAMILY AND BEGINNING TO WRITE DOWN THE WISDOM OF THE TRIBE. HIS WORK HAD BROUGHT HIM HAPPINESS, HE DID NOT DREAM IT WOULD BRING HIM HONORS IN THE YEARS TO COME.

THE CHEROkees WERE EXCITED ABOUT LEARNING TO READ AND WRITE.

THEY WROTE WORDS, PHRASES AND SENTENCES OVER AND OVER.

THEY WROTE WHENEVER THEY HAD EXTRA TIME FROM THEIR DAILY TASKS.

SEQUOYAH FELT ALL HIS YEARS OF WORK WERE REALLY WORTHWHILE WHEN HE SAW HIS PEOPLE WRITING LETTERS TO EACH OTHER.

SEQUOYAH WOULD NOT LIVE LONG ENOUGH TO SEE HOW MUCH THE PEOPLE THOUGHT OF WHAT HE HAD DONE.

DIRECTIONS - READ THE FOLLOWING PARAGRAPH. IN THE STATEMENTS BELOW CHOOSE *S* IF THE IDEA IS A STATED ASSUMPTION, SOMETHING YOU HAVE READ IN THE PARAGRAPH. IF THE STATEMENT IS AN UNSTATED ASSUMPTION, SOMETHING YOU THINK IS TRUE BUT IS NOT ACTUALLY STATED IN THE PARAGRAPH, CHOOSE *U*.
IN THE PARAGRAPH, CHOOSE YES OR NO.

RUFÉ WATCHED, HIDING LIKE A WILD THING AMONG THE PINES. THE BOY LEFT THE TELESCOPE AND BEGAN FOOLING WITH THE FANCHEST FISHING ROD AND REEL RUFÉ HAD EVER SEEN. AT TIMES THE WHOLE FAMILY WANDERED OFF, LEAVING THE TELESCOPE BY THE FIRE. HOW EASY TO TAKE IT BUT RUFÉ COULDN'T FACE HIS UNCLE IF HE DID, AND MARY KATE WOULD THROW SUCH A PRESENT BACK AT HIM.

RUFÉ WAS VERY INTERESTED IN WATCHING THE CAMPERS.

HE COULD EASILY TAKE IT WHILE THEY WERE AWAY FROM THE FIRE.

RUFÉ KNEW RIGHT FROM WRONG.

RUFÉ'S UNCLE WOULD BE HURT IF RUFÉ TOOK THE TELESCOPE.

MARY KATE WOULDN'T ACCEPT THE PRESENT.

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EVALUATE MORAL

THE STUDENT WILL BE ABLE TO EVALUATE THE SELECTION *PILGRIM PLYMOUTH* MAKING JUDGEMENTS ABOUT VARIOUS INCIDENTS IN THE STORY BY WRITING REASONS FOR HIS JUDGEMENT.

DIRECTIONS - CHOOSE YES OR NO IF YOU AGREE OR DISAGREE TO THE FOLLOWING STATEMENTS ABOUT THE PILGRIMS AND THEN GIVE A REASON FOR YOUR ANSWER.

WAS IT FAIR THAT WILLIAM BRADFORD GOT TO BE GOVERNOR OF PLYMOUTH LONGER THAN ANY OTHER MAN?

A. YES

B. NO

GIVE A REASON FOR YOUR ANSWER.

DO YOU FEEL GOVERNOR BRADFORD WASTED HIS TIME WRITING A HISTORY OF PLYMOUTH?

A. YES

B. NO

GIVE A REASON FOR YOUR ANSWER.
DO YOU THINK THAT IT WAS HARD FOR THE PILGRIMS TO DECIDE TO LEAVE THEIR HOMES?
A. YES
B. NO

GIVE A REASON FOR YOUR ANSWER.

DO YOU THINK IT WAS FAIR THAT THE PILGRIMS HAD TO LEAVE THEIR HOMES IN ORDER TO WORSHIP AS THEY PLEASED?
A. YES
B. NO

GIVE A REASON FOR YOUR ANSWER.

DO YOU THINK THAT VISITING PLYMOUTH TODAY WOULD HELP YOU LEARN MORE ABOUT THE PILGRIMS?
A. YES
B. NO

GIVE A REASON FOR YOUR ANSWER.

WAS IT A GOOD IDEA FOR THE PILGRIMS TO HAVE THEIR PLACE OF WORSHIP ON A HILL?
A. YES
B. NO

GIVE A REASON FOR YOUR ANSWER.

THE STUDENT WILL EVALUATE A LESSON IN A STORY AND SUBSTANTIATE A JUDGEMENT BY CHOOSING THE APPROPRIATE ANSWER TO A QUESTION AND WRITING THE REASONS FOR THE CHOICE. QUESTION IS BASED ON THE STORY "THE HARE AND THE HEDGEHOG." DIRECTIONS—AFTER READING THE QUESTION, CHOOSE EITHER YES OR NO. GIVE REASONS FOR YOUR CHOICE.

DO YOU THINK THE HARE DESERVED THE TREATMENT HE GOT?
A. YES
B. NO
WHY DO YOU THINK SO?

THE STUDENT WILL EVALUATE THE LESSON TAUGHT IN THE STORY BY GIVING AN OPINION AND WRITING A REASON TO SUPPORT THAT OPINION. EXERCISES BASED ON "THE MAN WHO KEPT HOUSE." THINK ABOUT THE STORY "THE MAN WHO KEPT HOUSE." ALSO THINK ABOUT THE WORK YOUR MOTHER AND FATHER DO. ANSWER THE QUESTION BELOW AND GIVE A FEW REASONS FOR YOUR CHOICE.

DO YOU THINK A MAN OR A WOMAN HAS THE EASIEST JOB?

THE STUDENT WILL EVALUATE A LESSON IN A STORY AND SUBSTANTIATE A
JUDGMENT BY CHOOSING THE APPROPRIATE ANSWER TO THE QUESTION AND WRITING THE REASONS FOR THE CHOICE. QUESTION IS BASED ON THE STORY "THE BIG WHISTLE."  0326

DIRECTIONS-- AFTER READING THE QUESTION, CHOOSE EITHER YES OR NO. GIVE REASONS FOR YOUR CHOICE.

THE LESSON TAUGHT IN THE STORY "THE BIG WHISTLE" IS TO TAKE THE TIME TO HAVE FUN. DO YOU THINK THIS IS IMPORTANT?

A. YES
B. NO

WHY DO YOU THINK SO?

THE STUDENT WILL EVALUATE A LESSON FROM A STORY AND SUBSTANTIATE A JUDGMENT BY CHOOSING THE APPROPRIATE ANSWER TO THE QUESTION AND WRITING THE REASONS FOR THE CHOICE. QUESTION IS BASED ON THE STORY "THE LITTLE GRAY TRUCK."  0430

DIRECTIONS-- AFTER READING THE QUESTION, CHOOSE EITHER YES OR NO. GIVE REASONS FOR YOUR CHOICE.

IN THE STORY "THE LITTLE GRAY TRUCK" THE TRUCK FINALLY FOUND A PLACE WHERE HE WAS USEFUL WHEN HE BECAME A FIRETRUCK. DO YOU THINK IT IS IMPORTANT FOR A PERSON TO FEEL USEFUL AND FEEL HE FITS IN?

A. YES
B. NO

THE STUDENT WILL EVALUATE A LESSON FROM A STORY AND SUBSTANTIATE A JUDGMENT BY CHOOSING THE APPROPRIATE ANSWER TO THE QUESTION AND WRITING THE REASONS FOR THE CHOICE. QUESTION IS BASED ON THE STORY "SAM, WANGS AND MOONSHINE." 0442

DIRECTIONS-- AFTER READING THE QUESTION, CHOOSE EITHER YES OR NO. GIVE REASONS FOR YOUR CHOICE.

DO YOU THINK IT IS IMPORTANT FOR A PERSON TO LEARN THE DIFFERENCE BETWEEN REAL AND MAKE-BELIEVE?

A. YES
B. NO

WHY DO YOU THINK SO?

THE STUDENT WILL EVALUATE A LESSON FROM A STORY AND SUBSTANTIATE A JUDGMENT BY CHOOSING THE APPROPRIATE ANSWER TO THE QUESTION AND WRITING THE REASONS FOR THE CHOICE. QUESTION IS BASED ON THE STORY "THE TURTLE WHO TALKED TOO MUCH."  0450

WE SOMETIMES SAY COUNT TO TEN BEFORE YOU SPEAK, WHICH IS JUST ANOTHER WAY OF SAYING "THINK FIRST." DO YOU THINK IT IS IMPORTANT TO COUNT TO TEN BEFORE YOU SPEAK?

A. YES
B. NO
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO PERCEIVE ANALOGOUS RELATIONSHIPS AND TO ANALYZE THE RELATIONSHIP BETWEEN THE FIRST TWO WORDS BY SELECTING THE WORD WHICH COMPLETES THE ANALOGY.

TEACHER TELLS CHILD-- IN EACH SENTENCE, A WORD HAS BEEN LEFT OUT. READ EACH SENTENCE TO YOURSELF, THEN CHOOSE THE ONE WORD WHICH BEST COMPLETES THE SENTENCE.

BOY IS TO GIRL AS MAN IS TO
A. GRANDMOTHER
B. GRANDFATHER
C. WOMAN

LEAF IS TO TREE AS ROOM IS TO
A. ROOF
B. WALL
C. HOUSE

EGG IS TO CHICKEN AS SEED IS TO
A. HEN
B. PLANT
C. BREAKFAST

KITTEN IS TO CAT AS CALF IS TO
A. HORSE
B. COW
C. MULE

NIGHT IS TO DAY AS DARK IS TO
A. COLD
B. LIGHT
C. BLACK

GREEN IS TO GRASS AS YELLOW IS TO
A. SUN
B. SEED
C. SKY

PILLOW IS TO SOFT AS ROCK IS TO
A. LARGE
B. WARM
C. HARD

HEAR IS TO CRASH AS TASTE IS TO
A. BUZZ
B. CANDY
C. BANG
Given one complete sentence and one partial sentence, the student will demonstrate his ability to form analogous relationships by completing the second sentence in a relationship analogous to the relationship in the first. 

**Birds fly.**
- A. Bite
- B. Swim
- C. Eat

**Fish cook in a kitchen.**
- A. Bed
- B. Red
- C. Tent

**Soup is hot.**
- A. Cold
- B. Soft
- C. Sweet

**Boats sail in water.**
- A. In air
- B. High
- C. Fast

**When we are tired, we rest.**
When we are hungry, we **________*.**
- A. Play
- B. Eat
- C. Drink

**An arm has an elbow.**
- A. Leg has a ___________
- B. Foot
- C. Knee

**Sentences are made of words.**
Words are made of **________*.**
- A. Numbers
- B. Letters
- C. Sentences

**Children read books.**
Children **________*.**
- A. Read
- B. Listen to
- C. Play

**Cats have fur.**
- A. Nests
- B. Feathers
- C. Worms
GRASS IS GREEN.
THE SKY IS__________
A. HIGH
B. CLOUDY
*C. BLUE
A CAR IS HEAVY.
COTTON IS__________
A. ROUND
B. WHITE
*C. LIGHT
ICF CREAM IS SOFT.
A ROCK IS__________
*A. HARD
B. RIG
*C. GREY
THE OCEAN IS DEEP.
THE MOUNTAIN IS__________
A. BLUE
*B. HIGH
*C. CLOUDY
EARS ARE FOR HEARING.
EYES ARE FOR__________
A. TEARING
B. BLINKING
*C. SEEING
A BEFF MAKES HONEY.
A GOW__________
*A. GIVES MILK
B. MOOS
*C. EATS GRASS
FISH HAVE SCALES.
DOGS HAVE__________
A. TAILS
*B. FUR
*C. FARS

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THE STUDENT WILL SHOW HIS UNDERSTANDING OF ANALOGIES, ANALYZING A
GIVEN PAIR OF WORDS BY SELECTING A WORD TO COMPLETE THE ANALOGY.
THE VOCABULARY IS TAKEN FROM THE STORIES "THE TERRIBLE FRIGHT".

DIRECTIONS - CHOOSE THE WORD WHICH IS RELATED TO THE UNDERLINED
WORD IN THE SAME WAY THE FIRST TWO WORDS ARE RELATED.

CHICAGO IS TO ILLINOIS AS *PLYMOUTH* IS TO__________
*A. MASSACHUSETTS
B. NEW YORK
*C. MAINE

COLD IS TO HOT AS *COMMON* IS TO__________
*A. ALIKE
B. SAME
*C. DIFFERENT

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Milk is to ice cream as *trees* are to
A. ground
B. logs
C. roots

Eggs are to cartons as *thatch* is to
A. handles
B. wood
C. straw

Gilt is to barth as *peter* is to
A. Thomas
B. John
C. William

Apartment is to city as *log cabin* is to
A. settlement
B. city
C. house

Up is to down as *cheerful* is to
A. happy
B. excited
C. gloomy

Know is to no as *meat* is to
A. met
B. meat
C. mean

Tired is to sleep as *stumbled* is to
A. fall
B. trip
C. skid

Roar is to lion as *howl* is to
A. horse
B. cat
C. wolf

Wet is to dry as *helpful* is to
A. handy
B. useless
C. helper

Table is to eating as *bed* is to
A. mattress
B. blanket
C. alcohol

Resting is to bed as *attack* is to
A. dif
B. war
C. peace

Soap is to washed as *signal* is to
A. warned
B. red light
C. sign
ORANGE IS TO APPLE AS *SQUARE* IS TO
A. RULER
B. BOX
C. CIRCLE

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THE STUDENT CAN APPLY HIS KNOWLEDGE OF THE IDEAS CONTAINED IN ONE
STORY BY MATCHING THEM WITH A SIMILAR BUT UNFAMILIAR STORY. BASED
ON THE STORY *CITY MOUSE AND COUNTRY MOUSE.*

DIRECTIONS - READ THE FOLLOWING STORY AND CHOOSE ANSWERS TO THE
QUESTIONS THAT FOLLOW.

ONCE THERE WERE TWO BOYS: NAMES BILL AND JOHN. BILL HAD A BRAND
NEW SHINY BIKE. HE RODE IT TO JOHNS HOUSE TO SHOW JOHN.

JOHN HAD AN OLD BIKE THAT ALL OF A SUDDEN LOOKED VERY SMALL
NEXT TO BILL'S. JOHN LIKED HIS BIKE, AND IT ALWAYS TOOK HIM WHERE
HE WANTED TO GO, BUT NOW HE FELT IT WASN'T ANY GOOD.

BILL SAID, "JOHN, YOU MAY RIDE MY NEW BIKE DOWN THE STREET IF
YOU WOULD LIKE." JOHN WAS SO HAPPY HE HAD NEVER RIDDEN ON A BIG
BIKE SO OFF HE WENT.

AS JOHN WAS RIDING DOWN THE STREET, HE HIT A ROCK AND FELL.
AS HE LOOKED AT HIS SCRAPED ARM HE SAID, "MY OWN BIKE MAY BE
SMALL, BUT AT LEAST I FEEL SAFE ON IT."

BILL REMINDS YOU OF WHICH CHARACTER FROM *CITY MOUSE AND COUNTRY
MOUSE*?
A. CITY MOUSE
B. COUNTRY MOUSE
C. THE CAT

WHEN JOHN SAID, "MY OWN BIKE MAY BE SMALL, BUT AT LEAST I FEEL
SAFE," HE SOUNDED LIKE THE COUNTRY MOUSE SAYING
A. COME AND LIVE WITH ME IN THE CITY
B. IT IS BETTER TO LIVE A LONG TIME IN THE COUNTRY THAN TO LIVE
A SHORT TIME IN THE CITY
C. WELL, WELL, WE GOT AWAY FROM THE CAT THAT TIME

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THE STUDENT CAN APPLY HIS KNOWLEDGE OF THE IDEAS AND CHARACTERS OF
A FAMILIAR STORY *A CLEVER FOX* TO THOSE OF AN UNFAMILIAR ONE BY
CHOOSING SIMILARITIES AND DIFFERENCES FROM A LIST OF CHOICES.

DIRECTIONS - READ THE FOLLOWING STORY AND COMPARE IT TO *A CLEVER
FOX* BY CHOOSING THE WORD OR WORDS TO COMPLETE THE STATEMENT.

IT WAS APRIL FOOL'S DAY, AND ALL OF THE CHILDREN CAME TO SCHOOL
JUST LIKE ANY OTHER DAY. THEY ALL LOOKED JUST AS THEY DID ON ANY
OTHER DAY, TOO, EXCEPT FOR MIKE WHO HAD A SLY GRIN ON HIS FACE.

AS THE CHILDREN WERE WALKING INTO THE BUILDING MIKE CRIED,
"FIRE, I SMELL SMOKE!" ALL THE CHILDREN RUSHED TO THE PLAYGROUND,
AND MIKE SAID, "HA, HA, APRIL FOOL." NO ONE THOUGHT HE WAS VERY FUNNY.

WHEN THE CHILDREN WERE ALL BACK IN THE ROOM, MIKE WHISPERED TO BILL, "WE AREN'T HAVING A SPELLING TEST TODAY, THE TEACHER SAID," BUT AS THEY BEGAN THEIR TEST BILL LOOKED AT MIKE WHO SAID, "APRIL FOOL."

AFTER LUNCH MIKE TOLD THE TEACHER HE DIDN'T FEEL WELL AND NEEDED TO GO TO THE NURSES OFFICE. AFTER AN HOUR HE CAME BACK AND SAID, "HA, HA, I WASN'T REALLY SICK. I JUST WANTED TO TAKE A NAP. APRIL FOOL."

MIKE HAD MISSED SO MUCH WORK THAT DAY THE TEACHER SAID, "BECAUSE YOUR WORK ISN'T FINISHED, YOU'LL HAVE TO STAY AFTER SCHOOL UNTIL YOU ARE CAUGHT UP."

THE FOX IN *A CLEVER FOX* WAS *MOST* LIKE ... IN THIS STORY.
A. BILL
B. MIKE
C. THE TEACHER

THE OLD WOMAN WHO TOOK THE FOX'S BAG WAS *MOST* LIKE ... IN THE STORY.
A. BILL
B. MIKE
C. THE TEACHER

THE BIG BOY IN *A CLEVER FOX* WAS MOST LIKE ... IN THIS STORY.
A. BILL
B. MIKE
C. THE TEACHER

THE MAIN IDEA OF BOTH STORIES COULD BE ... 
A. TRICKS ARE FUN TO PLAY ON OTHERS
B. SOMETIMES YOU'RE NOT AS CLEVER AS YOU THINK
C. IF YOU THINK HARD, YOU CAN ALWAYS FOOL EVERYONE

THE STUDENT CAN APPLY PRINCIPLES CONTAINED IN THE FAMILIAR STORY *FOREST FRIENDS* TO A NEW STORY *THE LION AND THE MOUSE* BY MATCHING SIMILARITIES AND DIFFERENCES.

DIRECTIONS - TEACHERS NOTE - *THE LION AND THE MOUSE* IS FOUND ON P. 69 OF THE SCOTT FORESMAN WORKBOOK TO ACCOMPANY *MORE FRIENDS OLD AND NEW.* REFER STUDENT TO THIS, COPY IT, OR READ ALTOUD.

READ THE FOLLOWING QUESTIONS AND CHOOSE THE *BEST* ANSWER.

WHEN THE MOUSE WAS LOOKING FOR FOOD AND BUMPED INTO THE LION, SHE WAS LIKE WHAT CHARACTER FROM *FOREST FRIENDS*?
A. THE MOUSE
B. THE DEER
C. THE TURTLE

WHEN THE LION WAS CAUGHT IN THE TRAP, HE WAS LIKE WHAT CHARACTER FROM *FOREST FRIENDS*?
A. THE DEER
B. THE CROW
C. THE MOUSE
THE MOUSE IN EACH STORY
A. WAS ALMOST KILLED.
B. WAS ALWAYS AFRAID.
C. CHEWED THE TRAP ROPES.

THE MAIN IDEA OF EACH STORY COULD BE
A. A MOUSE IS VERY BRAVE EVEN IF HE IS SMALL.
B. KIND ACTS OF FRIENDSHIP ARE NEVER FORGOTTEN.
C. EVEN VERY LARGE ANIMALS CAN GET CAUGHT IF THEY ARE NOT CAREFUL.

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THE STUDENT WILL APPLY HIS KNOWLEDGE OF CHARACTERS AND EVENTS OF
GRAY AND THE RABBITS* TO ANOTHER UNFAMILIAR STORY BY SELECTING
SIMILARITIES AND DIFFERENCES. %046

DIRECTIONS--SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE
CORRECTLY.

IN THE HOUSE NEXT DOOR LIVE TWO BROTHER BEAGLES,
SNOOPY AND SNAPPY. USUALLY THEY ARE VERY GOOD DOGS AND PLAY
NICELY TOGETHER.
ONE DAY THEY WERE ROMPING DOWN THE STREET AND CAME UPON A
BONE THE GARBAGE MAN HAD DROPPED. SNOOPY RAN TOWARD IT, AND
SNAPPY WAS RIGHT BEHIND HIM. "I GOT IT FIRST!" SAID SNOOPY. "BUT I
SAW IT FIRST" SAID SNAPPY TUGGING AT THE BONE. "IT'S MINE! NO IT'S
MINE!"

ALL THE TIME WHILE SNOOPY AND SNAPPY WERE FIGHTING, THEY DIDN'T
SEE THE BIG COLLIE COMING TOWARD THEM. WHEN THEY OPENED THEIR
MOUTHS TO SAY "NO, IT'S MINE!" THE COLLIE STEPPED UP, GRABBED THE
BONE, AND RAN AWAY SAYING IN A MUFFLED VOICE, "DON'T YOU KNOW IT'S
BETTER TO HAVE HALF A BONE THAN NO BONE AT ALL?"

SNOOPY AND SNAPPY IN THIS STORY ARE SIMILAR TO ... IN *GRAY OWL
AND THE RABBITS.*
A. THE RABBITS
B. GRAY OWL
C. HORNED OWL

THE COLLIE IN THIS STORY COULD BE SIMILAR TO ... IN *GRAY OWL AND
THE RABBITS.*
A. THE RABBIT
B. GRAY OWL
C. HORNED OWL

THE BONE IN THIS STORY IS SIMILAR TO ... IN *GRAY OWL AND THE
RABBITS.*
A. MOUSE
B. HORNED OWL
C. RABBITS

DON'T YOU KNOW IT'S BETTER TO HAVE HALF A BONE THAN NO BONE AT
ALL MEANS
A. THE COLLIE WANTS TO CUT THE BONE FOR THEM
B. EVEN HAVING ONLY SOME OF ALL YOU WANT IS BETTER THAN
   NOTHING
C. IF YOU CAN'T HAVE A WHOLE BONE, THEN DON'T HAVE ANYTHING
THE STUDENT WILL RECOGNIZE THE LIKENesses OF OBJECTS BY CHOOSING A WRITTEN STATEMENT THAT TELLS HOW ALL THE ITEMS DRAWN IN THE PICTURE ARE ALIKE. %50

LOOK AT THE PICTURE. CHOOSE THE SENTENCE THAT BEST TELLS HOW ALL THE OBJECTS IN THE PICTURE ARE ALIKE.

PICTURE OF A SUN, FIRE, AND LIGHTED MATCH.
A. THEY ALL GIVE HEAT.
B. THEY ALL NEED WOOD TO BURN.
C. THEY ALL MUST BE LIGHTED.

PICTURE OF A ROCK, A TABLE, AN ICE BLOCK.
A. THEY ARE ALL CLEAR.
B. THEY ARE ALL COLD.
C. THEY ARE ALL HARD.

PICTURE OF A CRAYON, A TYPEWRITER, A PENCIL.
A. THEY ALL ARE USED TO WRITE.
B. THEY ALL NEED TO BE SHARPENED.
C. THEY ALL MAY BE HELD IN ONE HAND.

PICTURE OF AN ICe CREAM, ICICLE, REFRIGERATOR.
A. THEY ARE ALL GOOD TO EAT.
B. THEY ARE ALL COLD.
C. THEY ARE ALL WHITE.

PICTURE OF A LAWN MOWER, A RAKE, A BROOM.
A. WE USE THEM TO DO WORK.
B. WE USE THEM TO SWEEP.
C. THEY ARE SHARP.

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH SIMILARITIES AND DIFFERENCES AMONG ITEMS BY CATEGORIZING GIVEN OBJECTS INTO GROUPS. %90

DIRECTIONS - SELECT THE ITEM THAT DOES *NOT* BELONG IN THE CATEGORY OF THE OTHER ITEMS.

A. MILK
B. TEA
C. CANDY
D. SODA POP

A. SHOES
B. SHIRT
C. COAT
D. UMBRELLA

A. PEN
B. SCISSORS
C. PENCIL
D. CRAYON
E. HOUSE
THE STUDENT CAN DEMONSTRATE HIS ABILITY TO PERCEIVE RELATIONSHIPS BY ANALYZING A GROUP OF ITEMS AND SELECTING THE ONE WHICH IS *NOT* RELATED TO THE OTHERS.

**DIRECTIONS** - IN EACH GROUP OF WORDS, ONE THING IS *NOT* LIKE THE OTHERS IN SOME WAY. READ EACH GROUP OF WORDS CAREFULLY AND CHOOSE THE THING THAT IS *NOT* LIKE THE OTHERS.

WHICH ONE IS *NOT* LIKE THE OTHERS?

A. RUN
B. TALK
C. JUMP
D. WALK

A. AN OLD HEN
B. SALLY'S BLUE HORSE
C. TWO FAT PIGS
D. A LITTLE DUCK

A. MORNING
B. NOON
C. YEAR
D. NIGHT

A. CAT
B. DOG
C. BIRD
D. RABBIT

WHICH ONE IS *NOT* LIKE THE OTHERS?
A. A BAT AND BALL
B. A TALKING DOLL
C. A FOOTBALL GAME
D. A NEW TOY JET

WHICH ONE IS *NOT* LIKE THE OTHERS?
A. SOME MEAT
B. BIRTHDAY CAKE
C. A CANDY BAR
D. GOOD CUPCAKES

WHICH ONE IS *NOT* LIKE THE OTHERS?
A. A TOY STORE
B. A FARMHOUSE
C. THE CHILDREN'S ZOO
D. A BIG SCHOOL

WHICH ONE IS *NOT* LIKE THE OTHERS?
A. A SLOW SNAIL
B. DICK'S TURTLE
C. SOME GOLDFISH
D. A LITTLE KITTEN

WHICH ONE IS *NOT* LIKE THE OTHERS?
A. A NEW COAT
B. YOUR BLUE HAT
C. A GOOD RED
D. MY GOOD SHOES

WHICH ONE IS NOT LIKE THE OTHERS?
A. A PRETTY BUTTERFLY
B. A LITTLE BEE
C. A BLUEBIRD
D. A BIG JET

WHICH ONE IS *NOT* LIKE THE OTHERS?
A. A FARM
B. A HOUSE
C. A SCHOOL
D. A STORE

THE STUDENT WILL ANALYZE TO FIND AN ANALOGOUS RELATIONSHIP
BETWEEN A PAIR OF IDENTIFIED PICTURED OBJECTS BY SELECTING THE
SECOND PAIR OF IDENTIFIED PICTURED OBJECTS FROM A CHOICE OF
THREE THAT HAS THE SAME ANALOGOUS RELATIONSHIP AS THE FIRST
PAIR. 

DIRECTIONS-- SELECT THE WORD WHICH WILL SHOW THE SAME RELATIONSHIP THAT YOU SEE BETWEEN THE FIRST TWO WORDS.

ROY -- GIRL
WOMAN
BABY
ROY

MAN--
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hand</strong>—<strong>Man</strong></td>
<td><strong>Paw</strong>—<strong>Man</strong></td>
</tr>
<tr>
<td>A. <strong>Foot</strong></td>
<td>1106246</td>
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<tr>
<td>B. <strong>Dog</strong></td>
<td>1106246</td>
</tr>
<tr>
<td>C. <strong>Tail</strong></td>
<td>1106246</td>
</tr>
<tr>
<td><strong>Twig</strong>—<strong>Tree</strong></td>
<td><strong>Petal</strong>—<strong>Flower</strong></td>
</tr>
<tr>
<td>A. <strong>Grass</strong></td>
<td>1106247</td>
</tr>
<tr>
<td>B. <strong>Flower</strong></td>
<td>1106247</td>
</tr>
<tr>
<td>C. <strong>Seed</strong></td>
<td>1106247</td>
</tr>
<tr>
<td><strong>Car</strong>—<strong>Road</strong></td>
<td><strong>Train</strong>—<strong>Express</strong></td>
</tr>
<tr>
<td>A. <strong>Ride</strong></td>
<td>1106248</td>
</tr>
<tr>
<td>B. <strong>Car</strong></td>
<td>1106248</td>
</tr>
<tr>
<td>C. <strong>Track</strong></td>
<td>1106248</td>
</tr>
<tr>
<td><strong>Plane</strong>—<strong>Air</strong></td>
<td><strong>Boat</strong>—<strong>Ship</strong></td>
</tr>
<tr>
<td>A. <strong>Water</strong></td>
<td>1106249</td>
</tr>
<tr>
<td>B. <strong>Ship</strong></td>
<td>1106249</td>
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<tr>
<td>C. <strong>Sail</strong></td>
<td>1106249</td>
</tr>
<tr>
<td><strong>Chalk</strong>—<strong>Blackboard</strong></td>
<td><strong>Pencil</strong>—<strong>Eraser</strong></td>
</tr>
<tr>
<td>A. <strong>Eraser</strong></td>
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<tr>
<td>B. <strong>Paper</strong></td>
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<td>C. <strong>Pen</strong></td>
<td>1106250</td>
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<tr>
<td><strong>Ring</strong>—<strong>Finger</strong></td>
<td><strong>Bracelet</strong>—<strong>Hand</strong></td>
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<tr>
<td>A. <strong>Arm</strong></td>
<td>1106251</td>
</tr>
<tr>
<td>B. <strong>Chain</strong></td>
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</tr>
<tr>
<td>C. <strong>Neck</strong></td>
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<tr>
<td><strong>Clothes</strong>—<strong>Man</strong></td>
<td><strong>Fur</strong>—<strong>Garment</strong></td>
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<tr>
<td>A. <strong>Coat</strong></td>
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<tr>
<td>B. <strong>Bear</strong></td>
<td>1106252</td>
</tr>
<tr>
<td>C. <strong>Bird</strong></td>
<td>1106252</td>
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<tr>
<td><strong>Cow</strong>—<strong>Milk</strong></td>
<td><strong>Hen</strong>—<strong>Chick</strong></td>
</tr>
<tr>
<td>A. <strong>Egg</strong></td>
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<tr>
<td>B. <strong>Chicken</strong></td>
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<tr>
<td>C. <strong>Farm</strong></td>
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<tr>
<td><strong>Rig</strong>—<strong>Floor</strong></td>
<td><strong>Curtain</strong>—<strong>Window</strong></td>
</tr>
<tr>
<td>A. <strong>Desk</strong></td>
<td>1106254</td>
</tr>
<tr>
<td>B. <strong>Chair</strong></td>
<td>1106254</td>
</tr>
<tr>
<td>C. <strong>Window</strong></td>
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<tr>
<td><strong>Sock</strong>—<strong>Foot</strong></td>
<td><strong>Glove</strong>—<strong>Hand</strong></td>
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<tr>
<td>A. <strong>Arm</strong></td>
<td>1106255</td>
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<tr>
<td>B. <strong>Hand</strong></td>
<td>1106255</td>
</tr>
<tr>
<td>C. <strong>Leg</strong></td>
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<td><strong>Lid</strong>—<strong>Pan</strong></td>
<td><strong>Roof</strong>—<strong>House</strong></td>
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<td>A. <strong>Floor</strong></td>
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<tr>
<td>B. <strong>Sky</strong></td>
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<tr>
<td>C. <strong>House</strong></td>
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<tr>
<td><strong>Cave</strong>—<strong>Hive</strong></td>
<td><strong>Bear</strong>—<strong>Habitat</strong></td>
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<tr>
<td>A. <strong>Honey</strong></td>
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<tr>
<td>B. <strong>Cave</strong></td>
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</tr>
<tr>
<td>C. <strong>Cub</strong></td>
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PREDICTIONS

THE STUDENT CAN APPLY HIS KNOWLEDGE OF A CHARACTER FROM *THE MYSTERY OF MORGAN CASTLE* TO PREDICT WHAT HE PROBABLY WOULD DO IN A NEW SITUATION BY SELECTING FROM GIVEN CHOICES THE APPROPRIATE ACTIVITY.

DIRECTIONS - FROM WHAT YOU KNOW ABOUT THE FOLLOWING CHARACTERS, CHOOSE WHAT EACH WOULD PROBABLY DO IN THE FOLLOWING CIRCUMSTANCES.

GABBY HAS HEARD THERE WAS A BANK ROBBERY IN THE NEXT TOWN AND $90,000 DOLLARS WAS TAKEN.

GABBY PROBABLY WOULD ____________________________
A. RUN TO TELL BILL AND VINNY ABOUT IT
B. PLAN A WAY TO FIND THE MONEY AND ROBBERS
C. FORGET ALL ABOUT IT AND GO SURFING

HILL PROBABLY WOULD ____________________________
A. THINK A PLAN TO FIND THE MONEY WAS A GOOD IDEA
B. TELL GABBY THAT THERE WASN'T REALLY ANY BANK ROBBERY
C. TELL GABBY THE POLICE KNOW WHAT THEY ARE DOING AND HE SHOULDN'T STAY OUT OF IT

HILL AND GABBY THINK THEY MAY HAVE A CLUE ABOUT THE MISSING $90,000 DOLLARS.

HILL WOULD ____________________________
A. GO TO THE POLICE
B. CAREFULLY GO OVER WHAT HE KNOWS
C. TRY TO FORGET HE EVER HEARD A THING

VINNY WOULD ____________________________
A. GO TO THE POLICE
B. SAY THEY SHOULD TELL THEIR PARENTS
C. BECOME VERY FRIGHTENED

***************
THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF EMOTIONAL WORDS BY IDENTIFYING EMOTIONAL WORDS FROM A LIST OF MANY WORDS. 

DIRECTIONS - DETERMINE WHETHER THE FOLLOWING WORDS ARE EMOTIONAL OR NOT.

<table>
<thead>
<tr>
<th>Word</th>
<th>A. EMOTIONAL</th>
<th>B. NOT EMOTIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>HATE</td>
<td>*A.</td>
<td>B.</td>
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<tr>
<td>WHISTLE</td>
<td>*A.</td>
<td>B.</td>
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<tr>
<td>DISLIKE</td>
<td>*A.</td>
<td>B.</td>
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<td>LOVE</td>
<td>*A.</td>
<td>B.</td>
</tr>
<tr>
<td>SWING</td>
<td>*A.</td>
<td>B.</td>
</tr>
<tr>
<td>TATTLE-TALE</td>
<td>*A.</td>
<td>B.</td>
</tr>
<tr>
<td>SMILE</td>
<td>*A.</td>
<td>B.</td>
</tr>
<tr>
<td>COLLECT</td>
<td>*A.</td>
<td>B.</td>
</tr>
<tr>
<td>TERRIBLE</td>
<td>*A.</td>
<td>B.</td>
</tr>
<tr>
<td>RATTY</td>
<td>*A.</td>
<td>B.</td>
</tr>
<tr>
<td>LIAR</td>
<td>*A.</td>
<td>B.</td>
</tr>
<tr>
<td>FORGIVE</td>
<td>*A.</td>
<td>B.</td>
</tr>
<tr>
<td>THANK</td>
<td>*A.</td>
<td>B.</td>
</tr>
</tbody>
</table>
AFTER CLASS DISCUSSIONS, THE STUDENT WILL SHOW HIS UNDERSTANDING OF WORDS THAT EXPRESS A FEELING BY CHOOSING THE WORD THAT EXPRESSES A FEELING FROM GIVEN SENTENCES. %10

DIRECTIONS - CHOOSE THE WORD IN THE SENTENCE THAT EXPRESSES A FEELING.

THE *NOISE* FROM THE *WOODS* SCARED LAURA.

THE *LOG* HOUSE WAS *COZY*.

THE *DIFF* WAS *SHY*.

THE *PIG* WAS *AFRAID* OF THE *REAR*.

LAURA WAS *EXCITED* ABOUT CHRISTMAS.*
Para was *tired* after *hunting* all *day*.

Laura and *Mary* were *glad* Pa trapped a *bear*.

Ma was *happy* to re *going* to the *store*.

Laura *loved* her *new* rag *doll*.

*Charley* *hated* the *yellow-jackets* that stung *him*.

The student will apply his understanding of emotional words by writing words that could replace emotional words in a given sentence.

DIRECTIONS - Read the sentences. Write words or phrases which you might use in place of the underlined word.

THE MOUSE WAS SO *FRIGHTENED* THAT SHE COULD HARDLY STOP SHAKING.

BUT NOT BEFORE THE CAT *SNAPPED* OFF PART OF MY TAIL.

THE *FIERCE* CAT WILL GORBLE YOU UP.

DO NOT LET HIM *Gobble* YOU UP.

The student will demonstrate his ability to infer the emotions of characters in a story by choosing the correct emotion from a list of three emotions.

DIRECTIONS -- Choose the word that best tells the feeling of the paragraph.
George could hardly wait to get to his pet rabbit's cage. He knew that soon, there would be baby bunnies and he wished that this would be the day he would find them. George probably felt ______.  
A. alone  
*B. hopeful  
C. lucky

When George got to his rabbit's cage he began to smile. He found what he had been waiting for - there were five new baby bunnies. George probably felt ______.  
A. happy  
B. friendly  
*C. foolish

There was a new boy in the class. Ted wondered what his name was and what he would be like. He saw all of the other children crowded around him. Ted went closer so he could meet him too. Ted was ______.  
A. happy  
B. helpful  
*C. interested

"Hello Jim, my name is Jack. I live across the street and I'm very happy your family has moved here. I would like for you to come play in my yard if your mother says you may." Jack probably felt ______.  
A. excited  
B. happy  
*C. friendly

Ann found an interesting trail that led away from the spot where she and her family were camping. She followed it for a way and then stopped. For as far as she could see, there were no other people. She could not hear any voices. She shouted "Hello," but there was no answer. There were only the trees. Ann probably felt ______.  
A. alone  
B. sad  
C. angry

"I would never get anywhere if I went as slowly as the turtle," said the hare. "I can run like the wind. There are very few animals in the forest that can run as fast as I can." The hare was ______.  
A. sly  
*B. boastful  
C. jolly

All the children at the party were watching Debbie open her presents. One package looked very interesting. Why doesn't she open that one next? They thought. Finally she picked it up. She slowly took the ribbon off, and then the paper. The children could hardly wait to see what was inside. Oh, why doesn't she hurry? They thought. The children were ______.  
A. surprised  
B. angry  
*C. excited

Jill liked the monkey cage better than any other place in the zoo. There was one monkey that was her favorite. She watched him more than any of the other monkeys. As she moved a little closer to see him better, he turned around and spit water right in Jill's face. Jill probably felt ______.  
A. surprised  
*B. angry  
C. excited
A. Surprised
B. Lucky
C. Excited

Miss White's arms were filled with packages. Jerry was walking out of his door as she walked by. He rushed over to her and took some of her packages and carried them to her home. Jerry probably felt:

A. Proud
B. Pleased
C. Helpful

Mrs. Goose had never baked cookies before. One day, she decided to make some apple cookies. She invited all of her friends over to taste them. All of the animals told her they were the best cookies they had ever eaten. Mrs. Goose probably felt:

A. Proud
B. Helpful
C. Lucky

Running through Mrs. Hill's sprinkler was a lot of fun when we did it and we didn't think she would mind. I didn't know that we would ruin the lawn by running on it while it was wet. Now I wish we had asked her first. This person probably felt:

A. Angry
B. Sorry
C. Afraid

GIVEN A PASSAGE TO READ, THE STUDENT WILL DEMONSTRATE HIS ABILITY TO COMPREHEND AND INTERPRET A CHARACTER'S FEELINGS FROM "RED CAR AND THE CHILDREN" BY CHOOSING FROM A LIST THE IMPLIED FEELING.

DIRECTIONS - READ THE FOLLOWING PARAGRAPHS AND CHOOSE THE FEELING CONTAINED IN THE PARAGRAPH.

Red Car liked to ring his bell. He liked to hear the children laugh. He liked his work. Red Car was ...

A. Helpful
B. Happy
C. Little

One day Red Car cried. "Wait, children! I'll give you another ride!" But not one of the children came back. Red Car was ...

A. Glad
B. Tired
C. Sad

All day long Red Car took children for rides. Every five minutes he rang his bell and cried, "Let's go, children!" Red Car was ...

A. Busy
B. Little
C. Sad

Suddenly Red Car's front wheels went off the road. Next the other wheels went off. Then there was a big splash! Red Car was ...

A. Cold
B. Wet
**THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF HOW A CHARACTER FROM THE STORY "THE TERRIBLE FRIGHT" FELT IN A GIVEN SITUATION BY SELECTING THE WORD WHICH BEST DESCRIBES HIS FEELINGS.**

**DIRECTIONS: CHOOSE THE WORD THAT TELLS HOW THE PERSON FELT IN EACH SENTENCE BELOW.**

**HOW DID THE MEN FEEL AS THEY WERE BUILDING THE COMMON HOUSE?**
- A. ANGRY
- B. FRIGHTENED
- C. HAPPY

**HOW DID JOHN AND PETER FEEL AS THEY SET OUT TO CUT THATCH?**
- A. ANGRY
- B. USEFUL
- C. SILLY

**HOW DID JOHN AND PETER FEEL AS THEY SAW THE DEER?**
- A. EXCITED
- B. FRIGHTENED
- C. AMUSED

**HOW DID JOHN AND PETER FEEL WHEN THEY REALIZED THEY WERE LOST?**
- A. ANGRY
- B. WORRIED
- C. EXCITED

**HOW DID JOHN AND PETER FEEL WHEN THEY SAW PLYMOUTH HARBOR?**
- A. RELIEVED
- B. FRIGHTENED
- C. USEFUL

**HOW DID JOHN FEEL WHEN HE FOUND OUT THE LIONS WERE REALLY WOLVES?**
- A. ANGRY
- B. AMUSED
- C. EMBARRASSED

**THE STUDENT WILL DEMONSTRATE HIS ABILITY TO ANALYZE A GIVEN SET OF CIRCUMSTANCES AND TO INFERENCE FROM THOSE CIRCUMSTANCES, THE EMOTIONAL REACTION OF A DESIGNATED CHARACTER.**

**DIRECTIONS:-- READ EACH GROUP OF SENTENCES BELOW AND FIND OUT WHAT IS HAPPENING. THINK HOW EACH PERSON THAT YOU READ ABOUT FEELS WHEN THAT THING IS HAPPENING. CHOOSE THE THING THAT TELLS BEST HOW HE FEELS.**

**TODAY IS THE DAY THAT SALLY'S FAMILY IS GOING ON THEIR PICNIC LAST THREE YEARS.**
Pam, Penny, mother and father are going to watch Mike play in his first baseball game. The game had already started when they got there. Just as they sat down in their seats, Mike hit a home run. Mike's family felt

A. angry  
B. tired  
C. happy

Mother was washing the kitchen floor. Father was working in the garden. Just as mother finished washing the floor, in walked father with mud all over his shoes. "Look, there's mud all over the floor!" said mother. Mother felt

A. happy  
B. angry  
C. surprised

Today is Mike's birthday. He felt sad because no one wished him a happy birthday. Then when he got home and opened the door, he saw all his friends and a big birthday cake. Mike felt

A. surprised  
B. angry  
C. happy

Pete went out to play ball with his friends. When he got outside, the game had already started. The boys told Pete he couldn't play until they started the next game. Pete felt

A. happy  
B. hurt  
C. surprised

---

The student will be able to evaluate the actions of various characters in the story "The Visitor" by writing reasons for his judgements.

Directions: After reading the question, choose either yes or no. Give reasons for your choice.

Were Barth and Giles frightened when they saw an Indian approaching the common house?

A. yes  
B. no

Why or why not?

Was Mr. Hopkins afraid of the Indian visitor?

A. yes  
B. no

Why or why not?

Was Giles telling the truth when he boasted he was not afraid of
JUST ONE INDIAN
A. YES
B. NO

WHY OR WHY NOTO

WAS SAMOSET RUDE WHEN HE REFUSED THE BED AND SLEPT ON THE FLOOR?
A. YES
B. NO

WHY OR WHY NOTO

WID THE GOVERNOR FEAR SAMOSET A LITTLE?
A. YES
B. NO

WHY OR WHY NOTO

WAS GILES HAPPY THAT THE INDIAN HAD COME TO STAY WITH THEM AT THE END?
A. YES
B. NO

WHY OR WHY NOTO

COULD MANY OTHER INDIANS SPEAK ENGLISH?
A. YES
B. NO

WHY OR WHY NOTO

************************************************************************************
THE STUDENT WILL DISTINGUISH WORDS THAT SHOW THE FEELINGS OF A CHARACTER BY SELECTING THEM AMONG CHOICES IN A GIVEN SENTENCE. THE EXERCISE IS BASED ON THE STORY *A CLEVER FOX.*  
DI RECTIONS - READ EACH SENTENCE. CHOOSE THE WORD THAT TELLS ABOUT FEELINGS.

THE POOR OLD WOMAN BEGAN TO CRY.
A. OLD
B. WOMAN
C. CRY

"YOU MUST GIVE ME YOUR HEN," HE SNAPPED.
A. GIVE
B. HEN
C. SNAPPED

IT SOWAHD AND RAN INTO THE YARD.
A. SOWAAKF D
B. RAN
C. YARD

AGAIN THE FOX LOOKED ANGRY.
A. AGAIN
B. FOX
C. ANGRY

THE FRIGHTENED WOMAN LOOKED AT THE EMPTY BAG.
THE STUDENT CAN DEMONSTRATE HIS ABILITY TO RECOGNIZE WORDS THAT SHOW THE FEELINGS OF A CHARACTER BY SELECTING THEM FROM AMONG CHOICES IN A GIVEN SENTENCE. BASED ON *GRAY OWL AND THE RABBITS.*

DIRECTIONS--READ EACH SENTENCE. CHOOSE THE WORD THAT TELLS ABOUT FEELINGS.

GRAY OWL CAUGHT ONE FRIGHTENED RABBIT IN HIS RIGHT FOOT...
A. CAUGHT  
B. FRIGHTENED  
C. RABBIT

THE FIERCE GRAY BIRD HELD THEM FAST.
A. FIERCE  
B. BIRD  
C. THEM

GRAY OWL WAS TOO PROUD OF HIS CATCH TO OBEY.
A. OWL  
B. PROUD  
C. OBEY

ALL AT ONCE THE TROUBLED RABBITS SAW A ROCK AHEAD.
A. TROUBLED  
B. SAW  
C. ROCK

THE STUDENT WILL APPLY HIS UNDERSTANDING OF A CHARACTER'S FEELINGS, COMPARING THE FEELINGS OF A KNOWN CHARACTER WITH A NEW CHARACTER IN A SIMILAR SITUATION, BY SELECTING THE CHARACTER WITH SIMILAR FEELINGS. THE EXERCISE IS BASED ON THE STORY *THE HARE AND THE HEDGEHOG.*

DIRECTIONS--READ THE STORY BELOW. SELECT THE CHARACTER FROM *THE HARE AND THE HEDGEHOG* WHO FELT THE SAME AS BILL FELT AT THE END OF THIS STORY.

JOE AND BILL WERE PLAYING BASEBALL. BILL SAID, "I AM THE BEST BASEBALL PLAYER ON OUR STREET. I ALWAYS GET A HIT WHEN I AM AT BAT." IT WAS JOE'S TURN TO BAT. AS JOE STEPPED UP TO THE PLATE, BILL SAID, "YOU CAN NEVER HIT THE BALL. YOU AREN'T ANY GOOD TO OUR TEAM. YOU SHOULD PLAY LIKE I DO!"

JOE SWUNG AT THE FIRST BALL AND HIT A HOME RUN. AS HE CAME AROUND TO HOME PLATE, BILL SAID, "WHAT A LUCKY SWING. WAIT UNTIL YOU SEE ME HIT." IT WAS BILL'S TURN TO BAT. STRIKE ONE. STRIKE TWO. STRIKE THREE. BILL STRUCK OUT!

FROM THE STORY: *THE HARE AND THE HEDGEHOG* BILL FELT THE SAME AS
A. THE HEDGEHOG
B. THE HEDGEHOG'S WIFE
THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF A CHARACTER'S FEELINGS BY SELECTING A WORD FROM A LIST OF CHOICES WHICH BEST DESCRIBES A CHARACTER'S FEELINGS. THE EXERCISE IS BASED ON "THE MAN WHO KEPT HOUSE." 

DIRECTIONS—SELECT THE WORD WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

WHEN THE MAN FOUND THE PIG DRINKING THE CREAM FROM THE CHURN, HE FELT......
* A. ANGRY
* B. MAD
* C. AFRAID

WHEN THE MAN REMEMBERED THAT HE HAD NOT SEEN THE BABY FOR AWHILE, HE FELT......
A. SILENT
B. MAD
* C. WORRIED

AT THE END OF THE STORY, THE MAN FELT......
A. HAPPY
B. EXCITED
* C. UNHAPPY

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF A CHARACTER'S FEELINGS BY SELECTING A WORD FROM A LIST OF CHOICES WHICH BEST DESCRIBES A CHARACTER'S FEELINGS. THE EXERCISE IS BASED ON "THE BIRD WHO WHISTLED." 

DIRECTIONS—SELECT THE WORD WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

WHEN THE MAN LOOKED AT HIS WATCH AND FOUND THAT BIG TOOT HAD BLOWN THIRTY TIMES BEFORE TEN O'CLOCK, HE WAS......
* A. SURPRISED TO FIND THE HOUSE CLEAN
* B. FEELING SORRY FOR HIMSELF
C. HAPPY, THAT HIS WORK WAS FINISHED.

WHEN THE MAN LOOKED AT HIS WATCH AND FOUND THAT BIG TOOT HAD BLOWN THIRTY TIMES BEFORE TEN O'CLOCK, HE WAS......
A. SAFELY
B. MAD
* C. WORRIED

AT THE END OF THE STORY, THE MAN FELT......
A. HAPPY
B. EXCITED
* C. UNHAPPY
WHEN THE CHILDREN HEARD THE WHISTLE BLOW SAYING SCHOOL WAS OUT, THE CHILDREN FELT ..... A. FOOLISH B. HURT *C. EXCITED

AT THE END OF THE STORY THE PEOPLE FELT ..... A. SLY *R. JOLLY C. FORGETFUL

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF A CHARACTER'S FEELINGS BY SELECTING A WORD FROM A LIST OF CHOICES WHICH BEST DESCRIBES A CHARACTER'S FEELINGS IN A GIVEN SITUATION. EXERCISE IS BASED ON THE STORY *SAM, BANGS, AND MOONSHINE.*

DIRECTIONS -- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

AT THE BEGINNING OF THE STORY, SAM FELT ..... A. ANGRY B. UPSFT *C. HAPPY

IN THE MORNINGS WHEN THOMAS CAME DOWN, HE ALWAYS FELT ..... A. UNHAPPY *R. EXCITED C. AFRAID

WHEN SAM WOULD TELL MOONSHINE, HER FATHER FELT ..... A. ANGRY B. EXCITED *R. JOLLY

WHILE SAM WAS IN THE HOUSE WAITING FOR HER FATHER TO FIND BANGS AND THOMAS, SHE FELT ..... A. PROUD *R. FRIGHTENED C. SILLY

WHEN SAM DECIDED TO TAKE THE GERBIL TO THOMAS, HER FATHER FELT ..... A. WORRIED *R. MAD C. PROUD

THE STUDENT WILL APPLY HIS UNDERSTANDING OF A CHARACTER'S ROLE BY COMPARING A KNOWN CHARACTER WITH A NEW CHARACTER IN A SIMILAR SITUATION AND SELECTING THE CHARACTER WITH SIMILAR FEELINGS. EXERCISE IS BASED ON THE STORY *THE TURTLE WHO TALKED TOO MUCH.*

DIRECTIONS - READ THE STORY BELOW. THINK ABOUT HOW THIS STORY AND THE STORY *THE TURTLE WHO TALKED TOO MUCH* ARE ALIKE. CHOOSE THE
Words which will answer the question correctly.

One day Mrs. Jones and her daughter Linda were baking cookies.

"Linda," said her mother, "you must learn to think first before you get angry with your friends. Many times if we think first, we realize what we were mad about really isn't very important after all."

"Oh, mother," cried Linda, "I don't do that."

The next day Linda was playing with her friend Sue. Sue had a ball which looked just like a ball of Lindas. "That's my ball," said Linda. "What are you doing with my ball?"

"This is not your ball. It is mine," yelled Sue. "It is not I know my own ball when I see it," screamed Linda. "I am going to go tell mom that you took my ball."

Linda ran home and banged the door shut behind her. As she was yelling for her mother, she saw her ball sitting in her bedroom. She had not taken her ball after all.

Mrs. Jones was most like which character in the story? The turtle who talked too much.  
A. The old turtle  
B. The gese  
C. The young turtle

The sentence: You must learn to think first before you get angry with your friends is most like which sentence from the story?  
A. But I can't fly. I am just a poor turtle who cannot go far.  
B. One day you will surely wish you had not talked so much.  
C. It is almost time to crawl into the sand and sleep all winter.

******************************************************************************************************************

The student will demonstrate his comprehension of a character's role in the story *The Little Gray Truck* by choosing from a list of choices the reason for a character's name. 0424

Directions: Select the words which will complete the sentence correctly.

Mrs. Flowers name was a good one for her because  
A. She had flowers in every corner of her house  
B. She loved to pick flowers in the field  
C. She liked to give her friends pretty flowers
FARMER FIELDS NAME WAS A GOOD ONE FOR HIM BECAUSE 
A. HE LIKED TO SIT IN A FIELD  
B. HIS CORN GREW IN A FIELD  
C. HIS COWS ATE GRASS IN THE FIELD

MR. BUSY'S NAME WAS A GOOD ONE FOR HIM BECAUSE 
A. HE LIKED TO PICK UP PAPERS  
B. HE ALWAYS HAD A LOT TO DO  
C. HIS WHOLE FAMILY WAS ALWAYS BUSY

THE STUDENT WILL APPLY HIS UNDERSTANDING OF A CHARACTER'S ROLE BY ANALYZING A NEW AND SIMILAR SITUATION AND SELECTING THE CHARACTER WITH A SIMILAR ROLE. EXERCISE IS BASED ON THE STORY *THE LITTLE GRAY TRUCK.*

DIRECTIONS - READ THE STORY BELOW. CHOOSE THE WORDS WHICH WILL ANSWER THE QUESTION CORRECTLY.

ONCE UPON A TIME THERE WAS A DOG NAMED FLOPPY. NO ONE WANTED FLOPPY BECAUSE HE WAS SO BIG AND CLUMSY. HE WAS ALWAYS KNOCKING SOMETHING OVER. HIS OWNER DECIDED TO PUT HIM UP FOR SALE.

THE FIRST PERSON TO WALK BY WAS A LITTLE OLD WOMAN WHO WAS LOOKING FOR A DOG TO KEEP HER COMPANY. "OH, WHAT A CUTE DOG. I WOULD LOVE TO TAKE HIM HOME, BUT HE IS TOO BIG FOR ME. I NEED A CUTE LITTLE DOG," AND OFF SHE WENT.

THE NEXT PERSON TO WALK BY WAS A LITTLE BOY. HE HAD ALWAYS WANTED A DOG AND FELL IN LOVE WITH FLOPPY. "HE IS THE CUTEST DOG IN THE WORLD. I LOVE HIM AND I KNOW HE LOVES ME. I AM GOING TO ASK MOM AND DAD IF I CAN HAVE HIM." OFF RAN THE LITTLE BOY DOWN THE STREET.

IN A FEW MINUTES THE LITTLE BOY RETURNED WITH HIS PARENTS. "OH, BILLY," SAID HIS MOTHER. "WE CAN NOT TAKE THIS DOG. HE IS MUCH TOO BIG AND WE HAVE A VERY SMALL HOUSE. WE WILL GET YOU A SMALLER DOG!"

POOR FLOPPY. HE FELT SO BAD. HOW HE WANTED SOMEONE TO COME AND TAKE HIM HOME.

IT WAS ALMOST DARK WHEN FARMER JONES PULLED UP IN HIS TRUCK. "OH, THERE IS JUST THE DOG I NEED FOR THE FARM. HE IS LARGE ENOUGH TO BRING THE COWS IN AND BE A WATCH DOG. I WILL BUY THIS DOG!"

FLOPPY WAS SO HAPPY. HE JUMPED UP AND DOWN AND LICKED THE MAN'S HAND. HE HAD FINALLY FOUND A HOME.

WHICH CHARACTER IN THE STORY *THE LITTLE GRAY TRUCK* IS MOST LIKE FLOPPY IN THE STORY ABOVE?
A. MR. BUSY
B. THE LITTLE GRAY TRUCK
C. THE FIREMAN

WHICH CHARACTER IN THE STORY *THE LITTLE GRAY TRUCK* IS MOST LIKE THE FARMER IN THE STORY ABOVE?
A. THE FIREMEN
B. MRS. FLOWER
C. THE LITTLE GRAY TRUCK
### Student can identify characters from *The Mystery of Morgan Castle* by matching the description with the character.

**Directions:** Read the description and select the character who is being described.

1. The character who wanted to earn money to buy a surfboard
   - A. Bill Summers
   - B. Garry Summers
   - C. Vinny Summers

2. The character who discovered the bag of twenty dollar bills
   - A. Garry Summers
   - B. Lucy Wellington
   - C. Fritz

3. The character who thought at first that they should all stay away from Morgan Castle and mind their own business.
   - A. Bill Summers
   - B. Vinny Summers
   - C. Garry Summers

4. The character who knew all along that Ross Morgan was alive.
   - A. Policeman
   - B. Lucy Wellington
   - C. Vinny Summers

5. The character who called the police
   - A. Lucy Wellington
   - B. Ross Morgan
   - C. Vinny Summers

6. The character who found Gaby in the garden of the castle
   - A. Bill Summers
   - B. Ross Morgan
   - C. Vinny Summers

7. The character who would never hurt the Morgan family.
   - A. Vinny Summers
   - B. Ross Morgan
   - C. Lucy Wellington

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### Student can recognize a given passage from *The Mystery of Morgan Castle* by selecting from a list the name of the character who is speaking.

**Directions:** Read the following quote and identify the character who said it.

1. "Now, then, did you come about a dog-sitting job?"
   - A. Garry Summers
   - B. Bill Summers
   - C. Lucy Wellington

2. "Someone is over there. I think Fritz went after someone in the garden."
   - A. Garry Summers
   - B. Bill Summers
   - C. Lucy Wellington
C. VINNY SUMMERS

WELL, I DON'T KNOW HOW THE MONEY GOT INTO THE GARDEN. BUT WE CAN'T KEEP IT.

A. VINNY SUMMERS
B. BILL SUMMERS
C. LUCY WELLINGTON

LISTEN. I KNOW SOMEONE IS IN MORGAN CASTLE. I'M GOING TO FIND OUT WHO IT IS.

A. VINNY SUMMERS
B. GABBY SOMMERS
C. VINNY SUMMERS

WHAT ARE YOU DOING NOISiNG AROUND HERE?

A. ROSS MORGAN
B. LUCY WELLINGTON
C. VINNY SUMMERS

I COULDN'T MOVE. BUT I WAS WATCHING YOU.

A. BILL SUMMERS
B. ROSS MORGAN
C. LUCY WELLINGTON

NOW WHAT ARE YOU GOING TO DO WITH THE THREE OF US, ROSS MORGAN?

A. LUCY WELLINGTON
B. BILL SUMMERS
C. GABBY SUMMERS

DON'T MOVE, MORGANO.

A. VINNY SUMMERS
(B. POLICEMAN
C. BILL SUMMERS

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THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE CHARACTERS IN THE STORY, *A WELCOME FRIEND* BY READING A NEW SENTENCE AND DECIDING WHO WOULD HAVE SAID IT IN THE STORY.

DIRECTIONS — READ EACH SENTENCE AND DECIDE WHICH CHARACTER IN *A WELCOME FRIEND* WOULD HAVE SAID EACH STATEMENT.

IF ARE VERY LUCKY THAT SQUANTO TAUGHT US HOW TO BAIT THESE TRAPS.

A. SAMOSET
B. MOTHER
C. REMEMBER

THIS RAW MEAT THAT SQUANTO TAUGHT US TO BAIT OUR TRAPS WITH SURE LOOKS TERRIBLE.

A. GILES
B. BARTH
C. MARY

NEVER MIND THE SMELL. RAW MEAT IS GOOD BAIT.

A. SQUANTO
B. ARTH
C. REMEMBER

SOMEONE HAS TAKEN THE RAW MEAT FROM THE TRAPS.

A. ROSS MORGAN
B. BILL SUMMERS
C. GABBY SUMMERS

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I HATE TO THINK OF REBAITING ALL THOSE TRAPS AGAIN.

A. REMEMBER
B. SQUANTO
C. CONSTANCE

THE STUDENT WILL BE ABLE TO APPLY HIS UNDERSTANDING OF THE STORY TO DECIDE HOW A CHARACTER FROM THAT STORY WOULD SOLVE A GIVEN PROBLEM BY SELECTING THE BEST SOLUTION.

DIRECTIONS - CHOOSE THE BEST SOLUTION TO EACH PROBLEM.

REMEMBER AND BARTH HAD TO PLANT A WHOLE FIELD OF CORN. FATHER TOLD THEM THAT, IF THEY FINISHED BEFORE NOON, THEY COULD GO WITH SQUANTO TO VISIT THE INDIAN VILLAGE. THEY WERE AFRAID THEY'D NEVER FINISH IN TIME.

WHICH IS THE BEST SOLUTION TO THEIR PROBLEM?

A. THEY GOT ANGRY AND REFUSED TO PLANT ANY CORN.
B. THEY ASKED SQUANTO TO HELP THEM PLANT THE CORN.
C. THEY DIDN'T FINISH IN TIME, BUT WENT ANYWAY.

BARTH AND GILES STARTED OUT ONE MORNING IN SEARCH OF SOME FRESH DEER MEAT. THEY WANDERED FARTHER AND FARTHER INTO THE WOODS. ALL OF A SUDDEN SOME INDIANS APPEARED. BARTH AND GILES WERE SO FRIGHTENED. THEY WERE SURE THEY'D EITHER BE KILLED OR TAKEN PRISONERS.

JUST THEN SQUANTO APPEARED FROM BEHIND THEM. SQUANTO KNEW IF HE STOOD WITH THE BOYS IT COULD MEAN HIS LIFE AS WELL.

WHICH WILL SQUANTO PROBABLY DECIDE TO DO?

A. SIDE WITH THE INDIANS TO SAVE HIS OWN LIFE.
B. TURN AROUND AND RUN BACK AS FAST AS HE CAN.
C. HELP THE BOYS AND TRY TO TALK TO THE INDIANS.

THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE CHARACTERS IN THE BOOK, BEFORE WE READ, BY MATCHING A SPECIFIC FACT CONCERNING A PARTICULAR CHARACTER WITH THE NAME OF THAT CHARACTER FROM THE BOOK.

DIRECTIONS - I WILL READ A SENTENCE THAT TELLS ABOUT SOMEONE IN OUR BOOK, BEFORE WE READ, AND SELECT THE NAME OF THE ONE I AM TALKING ABOUT.

SHE IS PENNY'S SISTER.

A. SALLY
B. JANF
C. PAM

IT IS SALLY'S CONSTANT COMPANION.

A. JANF
B. TIM
C. DICK
HE IS DICK'S PET.
A. PUFF
B. TIM
*C. SPOT*

HE HAS TWIN SISTERS.
A. DICK
B. FATHER
*C. MIKE*

HER FAVORITE COLOR IS RED.
A. SALLY
B. PAM
*C. PENNY*

SHE IS JANE'S KITTEN.
A. SPOT
*B. PUFF
C. ROOTS

BLUE IS HER FAVORITE COLOR.
A. JANE
B. PENNY
*C. PAM*

SHE HAS A YOUNGER SISTER AND OLDER BROTHER.
*A. JANF
R. SALLY
C. PENNY*

HER GRANDMOTHER LIVES ON A FARM.
A. PENNY
B. PAM
*C. SALLY*

HER GRANDMOTHER LIVES IN THE CITY.
*A. PENNY
B. JANE
C. SALLY*

SHE HAS A RAGGEDY ANDY DOLL.
*A. PENNY
R. PAM
C. SALLY*

SHE HAS A RAGGEDY ANN DOLL.
A. PENNY
*B. PAM
C. SALLY

SHF IS PENNY'S SISTER.
A. JANE
R. SALLY
*C. PAM*

HE IS THE SAME AGE AS MIKE.
*A. DICK
R. TIM
C. GRANDFATHER
THE STUDENT WILL ANALYZE THE FEELINGS OF CHARACTERS IN THE STORY *LOST IN A SNOWSTORM* BY INDICATING HOW A CHARACTER SHOWED HIS FEELINGS.  

DIRECTIONS - SELECT THE CORRECT ANSWER TO QUESTIONS ABOUT THE STORY *LOST IN A SNOWSTORM*.

HOW DO YOU KNOW THAT MRS. CAMP WAS WORRIED ABOUT NANCY IN THE SNOW STORM?
A. SHE WENT OUT TO LOOK FOR HER.
B. SHE BEGAN TO CRY.
C. SHE KEPT LOOKING OUT THE WINDOW.

WHICH MEMBER OF THE FAMILY WAS MOST SURE NANCY WOULD BE SAFE?
A. UNCLE JACK
B. MOTHER
C. FATHER

HOW DO YOU KNOW NANCY WASN'T AFRAID?
A. SHE KNEW HER PONY WOULD TAKE HER HOME SAFELY.
B. SHE REMEMBERED THE LIGHT POLES WOULD LEAD HER TO A HOUSE.
C. SHE WAS SURE SOMEONE WOULD COME ALONG.

THE STUDENT WILL ANALYZE THE ACTIONS AND FEELINGS OF CHARACTERS IN THE STORY *OUT OF HER SHELL* BY CHOOSING A STATEMENT SUPPORTING THE ACTION OR FEELING.

DIRECTIONS - CHOOSE THE STATEMENT THAT EXPLAINS THE CHARACTERS ACTIONS OR FEELINGS.

KIRSTEN FELT ALONE BECAUSE
A. THERE WERE ONLY A FEW GIRLS IN HER CLASS.
B. SHE WAS NEW IN THE SCHOOL.
C. SHE HADN'T LEARNED THE NEW WAYS OF CHILDREN IN AMERICA.

DEBBIE WAS THINKING ONLY OF HERSELF WHEN
A. SHE SAID, WE HAVE TO THINK OF SOMETHING FOR THE BEST BOOTH.
B. SHE LEFT KIRSTEN AND AMY'S GROUP FOR THE K GROUP.
C. SHE ARRIVED LATE FOR THE MEETING.

AMY SHOWED KINDNESS WHEN
A. SHE WANTED TO WORK WITH KIRSTEN AND ENCOURAGED HER.
B. SHE TRIED TO THINK OF A GOOD IDEA FOR THE FAIR.
C. SHE LISTENED TO THE TEACHER'S SURPRISE PLANS.

KIRSTEN WAS ABLE TO COME OUT OF HER SHELL BY
A. SHOWING OTHERS ABOUT HER COUNTRY'S FOOD AND CUSTOMS.
B. PING ON THE COMMITTEE.
C. WALKING HOME WITH AMY.

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE CHARACTERS.
ACTIONS IN THE STORY *LAND HO* BY CHOOSING A CAUSE FOR THIS ACTION FROM A LIST.

DIRECTIONS - CHOOSE THE REST CAUSE FOR THE GIVEN ACTION OF THE CHARACTERS IN THE STORY *LAND HO*.

WHY WERE THE SETTLERS SO EAGER TO SEE LANDO
A. THEY HAD BEEN ON THE SHIP MANY MONTHS.
B. THEY WERE EAGER TO SEE THE INDIANS.
C. THEY WERE AFRAID THE SHIP WOULDN’T HOLD UP.

WHY COULDN’T THE PILGRIMS GO ASHORE IMMEDIATELY
A. THEY HAD TO PACK UP ALL THEIR BELONGINGS.
B. THEY HAD TO FIND A GOOD PLACE TO SETTLE.
C. THEY HAD TO SEE IF THERE WERE ANY INDIANS.

WHY DID THE WOMEN WANT TO GO ASHORE TO WASH CLOTHES
A. THEY HAD TO PACK UP ALL THEIR BELONGINGS.
B. THEY WANTED A CHANGE FROM WASHING ON THE SHIP.
C. THEY HAD TO USE THE FRESH WATER POND.

WHY WERE BARTH AND GILES CHOSEN TO GO ASHORE?
A. BOYS ARE STRONGER THAN GIRLS.
B. THEY COULD HELP THE WOMEN.
C. THEY WERE THE OLDEST BOYS.

WHY WAS GILES HAPPY TO CATCH THE GOVERNOR’S WHITE SHIRT
A. IT WAS THE GOVERNOR’S BEST SHIRT.
B. HE MADE THE WOMEN VERY HAPPY.
C. HIS LEGS WERE AS GOOD AS EVER.

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IMPLIED MEANING

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO INFER THE AUTHOR'S PURPOSE BY SELECTING THE LESSON BEING TAUGHT IN THE STORY FROM A LIST OF CHOICES.

DIRECTIONS -- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

THE LESSON TAUGHT BY THE STORY *THE MAN WHO KEPT HOUSE* IS
A. DON’T BE AFRAID TO TRY SOMETHING NEW.
B. BE HAPPY IN YOUR JOB AND LET OTHERS DO THEIRS.
C. KEEPING HOUSE IS TOO DIFFICULT FOR ANYONE TO DO.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO INFER THE LESSON TAUGHT IN THE STORY *THE HARE AND THE HEDGEHOG* BY SELECTING FROM A LIST OF CHOICES THE LESSON BEING TAUGHT.

DIRECTIONS -- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

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THE LESSON TAUGHT IN THE STORY "THE HARE AND THE HEDGEHOG" IS:

A. You will never win a race if you stop to rest.
B. It is better to be slow and sure than to be fast and lazy.
C. It is better to be clever than to be fast.

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO INFER THE AUTHOR'S PURPOSE BY SELECTING FROM A LIST OF CHOICES THE LESSON BEING TAUGHT IN THE STORY "THE BIG WHISTLE*.

DIRECTIONS--SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

THE LESSON TAUGHT IN THE STORY "THE BIG WHISTLE* IS:

A. Be kind to your friends.
B. Take time to have fun.
C. Think before you act.

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO INFER THE AUTHOR'S PURPOSE BY SELECTING FROM A LIST OF CHOICES THE LESSON BEING TAUGHT IN THE STORY "THE LITTLE GRAY TRUCK*.

DIRECTIONS--SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

THE LESSON TAUGHT IN THE STORY "THE LITTLE GRAY TRUCK* IS:

A. People can be very mean without realizing it.
B. A person should be careful when he is buying a truck.
C. A special place can be found somewhere for everything and every person.

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO INFER THE AUTHOR'S PURPOSE IN THE STORY "SAM, BANGS AND MOONSHINE* BY SELECTING THE LESSON BEING TAUGHT IN THE STORY FROM A LIST OF CHOICES.

DIRECTIONS--SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

THE LESSON SAM LEARNED IN THE STORY "SAM, BANGS AND MOONSHINE* WAS:

A. Telling a make-believe story as a true one may get someone into trouble.
B. You should be nice to your friends because you may need them sometime.
C. It is silly to cry over a lost pet because they are only animals anyway.

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO INFER THE AUTHOR'S PURPOSE.
PURPOSE BY SELECTING FROM A LIST OF CHOICES THE LESSON BEING TAUGHT IN THE STORY "THE TURTLE WHO TALKED TOO MUCH."  

DIRECTIONS—SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY. 

THE LESSON TAUGHT IN THE STORY "THE TURTLE WHO TALKED TOO MUCH" IS 

A. BE KIND TO YOUR FRIENDS 
B. THINK BEFORE YOU SPEAK 
C. BE HAPPY WHERE YOU ARE 

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO INTERPRET THE IMPLIED MEANING OF A STORY BY SELECTING THE CORRECT ENDING TO A SENTENCE WHICH STATES THAT IMPLIED IDEA. SENTENCES ARE BASED ON THE STORY "THE HARE AND THE HEDGEHOG." 

DIRECTIONS—SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY. 

THE ANIMAL WHO WAS TAUGHT A LESSON IN THIS STORY WAS ___ 

A. THE HARE 
B. THE HEDGEHOG 
C. THE HEDGEHOG'S WIFE 

THE HARE WAS MORE TIRED THAN THE HEDGEHOG BECAUSE ___ 

A. HE RAN FASTER THAN THE HEDGEHOGS 
B. THE HEDGEHOGS DID NOT DO ANY RUNNING 
C. THE HEDGEHOGS DID NOT HURRY TO FINISH 

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO INTERPRET THE IMPLIED MEANING OF THE STORY "THE MAN WHO KEPT HOUSE" BY SELECTING THE CORRECT ENDING TO A SENTENCE WHICH STATES THE IMPLIED IDEA. 

DIRECTIONS—SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY. 

AFTER SWITCHING JOBS WITH HIS WIFE, THE MAN FOUND THAT ___ 

A. A WOMAN'S WORK IS NOT AS EASY AS IT LOOKS 
B. A WOMAN'S WORK IS MORE FUN THAN A MAN'S 
C. A WOMAN'S WORK IS NOT FUN BUT IT IS EASY 

THE MAN HAD SO MUCH TROUBLE BECAUSE ___ 

A. THE JOBS WERE TOO HARD FOR HIM TO DO 
B. HE DID NOT LIKE THE WORK SO HE DIDN'T TRY 
C. HE TRIED TO DO TOO MANY THINGS AT ONCE 

THE CHARACTER WHO LEARNED A LESSON IN THIS STORY WAS ___ 

A. THE WOMAN 
B. THE MAN 
C. THE BABY
THE STUDENT CAN INTERPRET THE IMPLIED MEANING OF A STORY BY SELECTING THE CORRECT ENDING TO A SENTENCE WHICH STATES THE IMPLIED IDEA OF THE STORY. SENTENCES ARE BASED ON THE STORY "THE BIG WHISTLE."

DIRECTIONS -- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

THE CHARACTER WHO TAUGHT SOMEONE A LESSON IN "THE BIG WHISTLE" WAS:
A. THE PEOPLE
B. BIG TOOT
C. THE STOREKEEPER

THE PEOPLE WILL NEVER FORGET THIS DAY BECAUSE:
A. EVERYONE IN TOWN HAD FUN TOGETHER
B. THE WHISTLE DIDN'T BLOW AT THE RIGHT TIMES
C. EVERYONE IN TOWN MET AT THE CANDY BOX STORE

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO INTERPRET THE IMPLIED MEANING OF THE STORY "SAM, BANGS AND MOONSHINE" BY SELECTING THE CORRECT ENDING TO A SENTENCE WHICH STATES THE IMPLIED IDEA.

DIRECTIONS -- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

IN THE STORY "SAM, BANGS AND MOONSHINE," MOONSHINE MEANT:
A. THE LIGHT OF THE MOON
B. TELLING THINGS THAT ARE NOT TRUE
C. LIKEING TO STAY UP LATE AT NIGHT

THE CHARACTER WHO WAS TAUGHT A LESSON IN THE STORY WAS:
A. BANGS
B. THOMAS
C. SAM

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF THE STORY "THE TURTLE WHO TALKED TOO MUCH" BY SELECTING A WORD OR PHRASE WHICH WILL COMPLETE A SENTENCE STATING AN IMPLICATION FROM THE STORY.

DIRECTIONS -- SELECT THE WORDS WHICH WILL COMPLETE THE SENTENCE CORRECTLY.

THE TURTLE WAS ENJOYING HIMSELF WHEN:
A. HE WAS TALKING TO THE OLD TURTLE AT THE POND
B. HE Fell INTO A NEW POND
C. HE WAS FLYING WITH THE GEESE TO A WARMER PLACE

WHEN THE TURTLE ENDED UP IN THE POND IT WAS THE FAULT OF:
A. THE GEESE
B. THE YOUNG TURTLE
C. THE HOY NEAR THE POND

THE CHARACTER WHO LEARNED A LESSON IN THE STORY WAS:

---
A. THE OLD TURTLE
B. THE GESE
C. THE YOUNG TURTLE

The geese told the turtle he could come with them if he kept his mouth closed. The young turtle said he would have no trouble doing that. Just then the old turtle laughed. He laughed because

**A.** He knew the young turtle could not keep his mouth closed.
**B.** He thought everything the young turtle said was funny.
**C.** He knew he was too old to go but was happy for the young turtle.

The student can demonstrate his comprehension of the story *City Mouse and Country Mouse* by selecting from given choices the interpretation of the story.

Directions - choose the statement which best answers the question.

In what part of the story did both mice agree the city was a wonderful place to live?

**A.** When they got away from the cat.
**B.** When they crawled through the hole in the floor.
**C.** When they saw all the good food.

Who liked to live dangerously?

**A.** The city mouse.
**B.** The country mouse.
**C.** The old cat.

When did the country mouse decide she didn't like the city?

**A.** When she bit into the cream puff.
**B.** When she saw the cat.
**C.** When the cat bit her tail.

What did the country mouse say that sounds like a wise saying?

**A.** How clever you were, my friend, to find this house to live in. I'll never return to the country.
**B.** It's better to live a long time in the country than a short time in the city.
**C.** We weren't fast enough. The cat snapped off part of my tail.

The student can demonstrate his comprehension of the story *A Clever Fox* by selecting the correct response to a question about that story.

Directions - choose the statement which best answers the question.

How did the fox plan to fill his bag?

**A.** By buying things in town.
**B.** By asking the old woman to help.
**C.** By tricking the people he met.
WHY DID THE FOX TELL EVERYONE *NOT* TO OPEN THE BAG?
A. HE DIDN'T WANT THE REF TO FLY OUT.
B. HE KNEW THEY WOULD OPEN IT IF HE SAID THAT.
C. HE DIDN'T WANT THEM TO KNOW NOTHING WAS THERE.

WHICH WORD TELLS HOW THE FOX SOUNDED WHEN HE MADE THE OLD WOMAN AND THE LASS OBEY HIM?
A. HE SNAPPED.
B. HE TOLD.
C. HE CRIED.

WHAT DID THE FOX MEAN WHEN HE SAID HE'D LIVE LIKE A KING?
A. HE'D HAVE A CASTLE.
B. THE BOY WOULD DO HIS WORK.
C. HE NOW HAD GOLD AND SILVER.

HOW DID THE BOY SHOW HE COULD BE JUST AS CLEVER AS THE FOX?
A. HE RAN AFTER THE SHEEP.
B. HE GAVE HIS BROTHER TO THE FOX.
C. HE PUT THE DOG IN THE BAG.

WHAT HAPPENED AT EVERY PLACE THE FOX STOPPED?
A. THE BEE FLEW OUT OF THE BAG.
B. THE FOX DEMANDED SOMETHING.
C. THE WOMAN PUT THE BAG IN THE HOUSE.

HOW CAN YOU REMEMBER THE ORDER IN WHICH EACH ANIMAL WAS PLACED IN THE BAG?
A. EACH WAS LARGER THAN THE ONE BEFORE.
B. THE BEE WAS IN THE BAG FIRST.
C. THE FOX TELLS YOU THE ORDER.

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO COMPREHEND A STORY AND QUESTIONS BASED UPON THAT STORY BY IDENTIFYING THE SENTENCE WITHIN THE STORY THAT CONTAINS THE STATED OR IMPLIED ANSWER TO A QUESTION. %27Pi

DIRECTIONS - READ THE STORY. THEN READ THE QUESTION. FIND THE SENTENCE THAT ANSWERS THAT QUESTION AND CHOOSE THE LETTER OF THE SENTENCE.

STORY 1

BABY HORSES

A baby horse takes his first steps following his mother into the meadow. He drinks milk— but, later he will eat oats and bran, corn and grass. He is wobbly on his feet. As he gets older he is called a colt and he races across the meadow with other young horses. *He* When they tire of playing games, they rest and eat grass. *He* The colt sleeps in a barn. *Sometimes* He sleeps standing up. *Sometimes* When the jumping and romping and racing tire him, he lies down in a bed of straw.

WHEN DO HORSES REST AND EAT?

A. He.
B. He.
C. He.

SENTENCE
A. 
B. 
C. 

How do horses sometimes sleep?

A. The horse gets a little older. What will he like to eat?
B. 
C. 
D. 
E. 
F. 

Where does a baby horse go for his first walk?

A. 
B. 
C. 
D. 
E. 
F. 

When does the baby horse become more steady on his feet?

A. 
B. 
C. 
D. 
E. 
F. 

When does a horse lie down?

A. 
B. 
C. 
D. 
E. 
F. 

Directions - Read the story. Then read the question. Find the sentence that answers that question and choose the letter of the sentence.

Story 2

Baby Cows

*A. The new calf is wobbly. B. The mother cow stays close to him because calves are always hungry for cow’s milk. C. After a few days the calf is taught to drink milk from a pail. D. The mother cow chews green grass and gives white milk to make yellow butter. E. The calf stays close by and learns to eat green grass, too.

Since the calves are always hungry, what does the mother cow do?

A. 
B. 
C. 
D. 

When does the calf begin drinking milk from a pail?

A. 
B. 
C. 
D. 

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HOW DO YOU KNOW THE CALF IS NOT TOO STRONGO
SENTENCE:
A. 
B. 
C. 
D. 

WHERE DOES MILK COME FROMO
SENTENCE
A. 
B. 
C. 
D. 
E. 

DIRECTIONS - READ THE STORY. THEN READ THE QUESTION. FIND THE SENTENCE THAT ANSWERS THAT QUESTION AND CHOOSE THE LETTER OF THE SENTENCE.

STORY 3
BABY PIGS

ALL THE LITTLE PIGS WAKE UP AT THE SAME TIME, BECOME HUNGRY AT THE SAME TIME, AND WANT TO BE FED AT THE SAME TIME. THE LITTLE PIGS RUSH TO MOTHER PIG FOR BREAKFAST. WHEN THEY ARE VERY SMALL THEY EAT AND SLEEP MOST OF THE DAY. MOTHER PIG EATS HER BREAKFAST FROM A TROUGH WHILE THE LITTLE PIGS ROLL AND PLAY IN THE MUD. SOON, THEY WILL EAT FROM A TROUGH, TOO.

HOW DO YOU KNOW THAT ALL AT ONCE THE MOTHER PIG IS VERY BUSY?
SENTENCE
A. 
B. 
C. 
D. 
E. 

WHAT DOES A VERY YOUNG PIG DO DURING THE DAY?
SENTENCE
A. 
B. 
C. 
D. 

HOW DO YOU KNOW THE MOTHER PIG WILL NOT ALWAYS FEED THE BABIES?
SENTENCE
A. 
B. 
C. 
D. 
E. 

WHEN DOES MOTHER PIG EAT?
SENTENCE
A. 
B. 
C. 
D. 

DIRECTIONS - READ THE STORY. THEN READ THE QUESTION. FIND THE SENTENCE THAT ANSWERS THAT QUESTION AND CHOOSE THE LETTER OF THE SENTENCE.

STORY 4
BABY SHEEP
Lambs snuggle close, for momma sheep has soft warm wool.

When lambs are old enough to be left alone, they romp and jump in the meadow. It will be many months before they have wool.

Lambs like to eat grass.

How do you know lambs like to play?

A. 
B. 
C. 
D. 

Why might momma sheep be nice and warm?

A. 
B. 
C. 

How do you know the lambs' coat is not like the mother's?

A. 
B. 
C. 

Directions - Read the story. Then read the question. Find the sentence that answers that question and choose the letter of the sentence.

Story 5

Baby Kangaroo

The baby kangaroo is carried in mother's pouch. From there the baby can see the world while mother kangaroo hops, skips, and jumps, looking for food. After baby kangaroo is a few months old, he can reach out of the pouch for food. When he is old enough, he is taught to use his powerful back legs. Then he hops, skips, and jumps just like his mother.

How does baby kangaroo get from place to place?

A. 
B. 
C. 
D. 

When can baby kangaroo get food himself?

A. 
B. 
C. 

Where do kangaroos get the strength to hop so much?

A. 
B. 
C. 
D. 

Directions - Read the story. Then read the question. Find the sentence that answers that question and choose the letter of the sentence.
BABY CHIMPANZEEs

BABY CHIMPANZEEs HAVE MUCH TO LEARN. THEY MUST LEARN TO CLimb TREES. THE MOTHER CHIMP IS ALWAYS CLOSE BY TO TEACH HIM. SHE TEACHES HIM TO USE HIS LONG TOES AND BIG Fingers. SHE GRAPS AT BRANCHES TO KEEP FROM FALLING. THEN, WHEN HIS LESSONS ARE OVER, MOTHER CHIMPANZEE AND BABY REST IN A BIG TREE. THERE THEY HAVE A SNACK OF RIPE YELLOW BANANAS, THEIR FAVORITE FOOD.

WHO TEACHES THE BABY CHIMP TO CLIMB TREES

A.
B.
C.
D.

WHAT HELPS THE CHIMP TO NOT FALL OUT OF A TREE

A.
B.
C.
D.

WHEN CAN THE BABY REST

A.
B.
C.
D.

DIRECTIONS - READ THE STORY. THEN READ THE QUESTION. FIND THE SENTENCE THAT ANSWERS THAT QUESTION AND CHOOSE THE LETTER OF THE SENTENCE.

BABY OTTERS

BABY OTTERS CURL UP INTO A BALL WHEN THEY SLEEP. SOMETIMES THEY HOLD THEIR TAIL IN THEIR MOUTH. OTTERS LEARN TO SWIM SLOWLY. THEN, IN A FEW MONTHS THEY ARE ABLE TO SWIM FAST ENOUGH TO CATCH ALL KINDS OF FISH FOR FOOD. OTTERS LOVE TO PLAY. ONE FAVORITE GAME IS SLIDING DOWN A MUDBANK INTO THE WATER WHILE THEY ARE LEARNING TO SWIM.

WHAT DO OTTERS LIKE TO EAT

A. B. C. D.

HOW DO YOU KNOW OTTERS AREN'T BORN GOOD FAST SWIMMERS

A. B. C. D.

WHEN CAN OTTERS CATCH THE FISH THEY WANT

A. B. C. D.
THE STUDENT CAN DEMONSTRATE HIS ABILITY TO INTERPRET THE IMPLIED MEANING IN A STATEMENT BY SELECTING THE CORRECT INTERPRETATION FROM THREE POSSIBLE MEANINGS.

**DIRECTIONS**—READ THE FIRST SENTENCE THINKING CAREFULLY OF THE WORD WITH A LINE UNDER IT. THEN READ THE OTHER SENTENCES, AND CHOOSE THE ONE IN WHICH THE UNDERLINED WORD HAS A *NEW* OR *DIFFERENT* MEANING.

---

**GRANDMOTHER PUT A NEW HAT ON SALLY AND SAID, "YOU LOOK AS PRETTY AS A PICTURE." NOW SALLY WILL WANT TO**

A. PUT THE HAT IN HER TOY BASKET
B. SHOW THE HAT TO MOTHER AND FATHER
C. GIVE THE HAT BACK TO GRANDMOTHER

---

**MOTHER SAID, "OH, DICK! YOU ARE EATING LIKE A PIG." MOTHER WANTS DICK TO**

A. EAT NO FOOD AT ALL
B. EAT WITH GOOD MANNERS
C. EAT SOME MORE FOOD

---

**MRS. WILLS SAID, "YOU CHILDREN ARE AS BUSY AS BESSES." SHE THOUGHT THE CHILDREN**

A. WERE ROTHERING MANY PEOPLE
B. WERE PLAYING AND WORKING HARD
C. WERE DOING NOTHING AT ALL

---

**MOTHER SAID, "OH DEAR, MIKE! YOU ARE GROWING LIKE A WEED." SHE COULD SEE THAT**

A. MIKE'S TOYS WERE TOO OLD
B. MIKE'S PANTS WERE TOO BIG
C. MIKE'S COAT WAS TOO SMALL

---

**MOTHER SAID, "SOMETIMES PENNY EATS LIKE A BIRD." MOTHER THINKS THAT PENNY SHOULD**

A. EAT NO FOOD AT ALL
B. EAT JUST A LITTLE FOOD
C. EAT SOME MORE FOOD

---

**GRANDFATHER SAID, "TOM, YOU SWIM LIKE A FISH." GRANDFATHER THINKS THAT TOM**

A. CAN SWIM VERY WELL
B. CAN SWIM WITH A FISH
C. CANNOT SWIM AT ALL

---

**GRANDMOTHER SAID, "JANE SINGS JUST LIKE A BIRD." AFTER THAT, JANE**
READ-- THE HARRY DONKEY IN THE CHILDREN'S ZOO IS THE MOST LOVED ANIMAL THERE. HE LETS THE CHILDREN RIDE ON HIS BACK. HE NEVER KNOCKS THEM OFF. HE LIKES THE CANDY THEY GIVE HIM.

IS THE HARRY DONKEY THE BIG ATTRACTION IN THE CHILDREN'S ZOO?
*A. YES
*R. NO

PITE SAY: "OH, HILLYO, YOU ARE AS SLOW AS A SNAIL." PETE THINKS THAT HILLY SHOULD:
* A. DO THINGS SLOWER
* R. DO NOTHING AT ALL
* C. DO THINGS FASTER

THE STUDENT WILL DRAW INFERENCES FROM A STORY WHEN IT IS READ ALOUD BY CHOOSING THE CORRECT ANSWERS TO QUESTIONS ABOUT THE STORY. *A* FOR YES AND *R* FOR NO.

READ THE STORY AND THEN ANSWER THE QUESTIONS. USE ONLY FACTS GIVEN IN THE STORY AND SUCH OTHER FACTS THAT YOU MAY SEE FROM THE ONES GIVEN. CHOOSE *A* FOR YES AND *R* FOR NO.

READ-- THE ZOO ANIMALS ARE HAVING A FIGHT. THE LIONS ARE LOUDER THAN THE TIGERS. THE TIGERS ARE MEANER THAN THE LIONS. NOISE IS EVERYWHERE.

ARE THE TIGERS LOUDER THAN THE LIONS?
*A. YES
*R. NO

ARE THE LIONS VERY QUIET?
*A. YES
*R. NO

MIGHT YOU WANT TO PUT YOUR HANDS OVER YOUR EARS IF YOU WERE AT THE ZOO THAT DAY?
*A. YES
*R. NO

ARE ALL OF THE ANIMALS GETTING ALONG WELL TOGETHER AT THIS TIME?
*A. YES
*R. NO
DOES THE BABY DONKEY ENJOY ANYTHING TO EAT?
*A. YES
B. NO

READ THE STORY AND THEN ANSWER THE QUESTIONS. USE ONLY FACTS GIVEN IN THE STORY AND SUCH OTHER FACTS THAT YOU MAY SEE FROM THE ONES GIVEN. CHOOSE *A* FOR YES AND *B* FOR NO.

READ-- BIRD LAND IS BEAUTIFUL AT THE ZOO. FLAMINGOS ARE MORE COLORFUL THAN THE STORKS. BOTH BIRDS HAVE VERY LONG LEGS. THE BIRDS IN THE PARROT FAMILY DON'T HAVE LONG LEGS BUT THEY HAVE VERY LARGE BILLS.

1. ARE THE COLORS OF THE BIRDS AT THE ZOO RATHER DARK?
   *A. YES
   *B. NO

2. ARE THE STORKS THE MOST COLORFUL BIRDS IN THE ZOO?
   *A. YES
   *B. NO

3. DO BIRDS IN THE PARROT FAMILY HAVE TINY BEAKS?
   *A. YES
   *B. NO

4. COULD THE STORKS AND FLAMINGOS LOOK OVER THE HEADS OF THE PARROTS?
   *A. YES
   *B. NO

READ THE STORY AND THEN ANSWER THE QUESTIONS. USE ONLY FACTS GIVEN IN THE STORY AND SUCH OTHER FACTS THAT YOU MAY SEE FROM THE ONES GIVEN. CHOOSE *A* FOR YES AND *B* FOR NO.

READ-- THE SNAKE HOUSE MAY BE FUN FOR THE BOYS, BUT MOST OF THE GIRLS DON'T LIKE IT. ONE LITTLE GIRL WENT BY EVERY DISPLAY, BUT SHE DIDN'T SEE ONE SNAKE. DO YOU KNOW WHY SHE COVERED HER EYES WHEN SHE STOOD IN FRONT OF THEM.

5. IS THE SNAKE HOUSE ENJOYED BY EVERYONE?
   *A. YES
   *B. NO

6. DID THE ONE LITTLE GIRL SEE THE COBRA?
   *A. YES
   *B. NO

7. DID SHE OPEN HER EYES WIDE WHEN THE SNAKES COILED?
   *A. YES
   *B. NO

8. DO MOST BOYS LIKE THE SNAKE HOUSE BETTER THAN MOST GIRLS?
   *A. YES
   *B. NO

9. IS THIS LITTLE GIRL VERY BRAVE?
   *A. YES
   *B. NO

***********************************************************************************************************************
THE STUDENT WILL ANALYZE THE PARAGRAPH BY INDICATING WHETHER GIVEN INFERENCES CAN BE DRAWN AND SHOWING EVIDENCE OF HIS CONCLUSION.  

READ-- THE PENGUINS AT THE ZOO WERE A FAVORITE WITH THE CLASS. THESE BIRDS LOOKED AS THOUGH THEY HAD WHITE VEST AND LONG BLACK COATS. EVEN IF THEY DIDN'T DO ANY TRICKS, THEY WERE VERY FUNNY. IT WAS JUST THE WAY THEY WALKED THAT MADE THE CLASS LAUGH.

UNLESS PENGUINS DO TRICKS NO ONE WILL WATCH THEM.
A. YES
B. NO

PENGUINS HAVE A FUNNY WAY OF WALKING.
A. YES
B. NO

THE CLASS REALLY ENJOYED THESE BLACK AND WHITE BIRDS.
A. YES
B. NO

READ-- THE SCHOOL BUS WAS WAITING FOR THE CHILDREN. BECAUSE IT WAS THE END OF THEIR ZOO TRIP, THE CHILDREN WERE SLOW IN GETTING ON THE BUS. THEN THE BUS DRIVER CALLED "ALL ABOARD, WE'RE LEAVING NOW." THE CHILDREN MADE A DASH AND SOON EVERYONE WAS IN THE BUS. THEY WERE HEADING FOR SCHOOL AGAIN.

THE BUS WAS LATE.
A. YES
B. NO

THE CHILDREN DID NOT WANT TO LEAVE THE ZOO.
A. YES
B. NO

NO ONE WANTED TO BE LEFT BEHIND.
A. YES
B. NO

THE TEACHER TOLD THE CHILDREN TO HURRY.
A. YES
B. NO

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE STORY "GRAY OWL AND THE RABBITS" BY SELECTING FROM GIVEN CHOICES THE CORRECT RESPONSE TO A QUESTION WITH AN INFERRRED ANSWER. 

DIRECTIONS-- CHOOSE THE STATEMENT WHICH BEST ANSWERS THE QUESTION.

WHEN DID GRAY OWL SEEM LIKE A MIGHTY HUNTER?
A. WHEN HE SWOOPED DOWN ON THE SQUIRREL
B. WHEN HE DIDN'T LISTEN TO THE HORNED OWL
C. WHEN HE WAS ABLE TO HANG ON TO THE WIGGLING RABBITS.

WHAT POINT IN THE STORY COULD GRAY OWL HAVE STILL ACTED LIKE A 360
SENSIBLE HUNTERO

A. IF HE HAD LET GO OF THE RABBITS BEFORE HE HIT THE ROCK.
B. IF HE WOULD HAVE LISTENED TO THE HORNED OWL.
*C. IF HE HAD BEEN MORE CAREFUL AND NOT LET THE SQUIRREL GO.

WHEN DID THE RABBITS SHOW HOW SMART THEY WERE?

A. WHEN THEY WIGGLED SO OWL COULDN'T PICK THEM UP.
B. WHEN THEY PULLED THE OWL THROUGH THE SNOW.
*C. WHEN THEY RAN ON EITHER SIDE OF THE ROCK.

WHY DIDN'T GRAY OWL OBEY HIS WISE FRIEND?

A. HE WAS GREEDY.
B. HE WAS MEAN.
C. HE WAS COLD.

WHAT SAYING MIGHT BE LIKE THE MAIN IDEA OF THIS STORYY?

A. SAVE FOR A RAINY DAY.
B. A BIRD IN THE HAND IS WORTH TWO IN THE BUSH.
C. DON'T PUT THE CART BEFORE THE HORSE.

THE STUDENT WILL BE ABLE TO DEMONSTRATE HIS UNDERSTANDING OF IMPLIED REASONS FOR AN ACTION IN THE STORY *THE TERRIBLE FRIGHT* BY CHOOSING THE BEST OF THREE POSSIBLE REASONS FOR THE ACTIONS.

DIRECTIONS - SELECT THE *BEST* REASON FOR EACH ACTION.

WHY DID THE SETTLERS BUILD THEIR HOMES NEAR PLYMOUTH HARBOR?

A. IT WAS A GOOD PLACE FOR A SETTLEMENT.
B. THE INDIANS INVITED THEM TO STAY THERE.
C. EARLIER SETTLERS HAD ALREADY BUILT HOMES THERE.

WHY DID JOHN AND PETER FOLLOW THE INDIAN PATH?

A. THEY HOPED TO SEE SOME INDIANS.
B. THEY WANTED TO SEE WHERE IT WENT.
C. THEY HAD TO CHASE THEIR DOGS.

WHY WOULD FRESH DEER MEAT BE A TREAT TO THE PILGRIM?

A. THEY DIDN'T HAVE DEER MEAT IN EUROPE.
B. IT WAS THE BEST KIND OF MEAT.
C. THEY DIDN'T GET FRESH MEAT VERY OFTEN.

WHY DID THE MEN THINK THE HOWLS THEY HEARD WERE LIONS?

A. THEY WERE UNFAMILIAR WITH LIONS AND WOLVES.
B. THEY KNEW THERE WERE LIONS IN 'AMERICA.
C. THE DOGS ACTED LIKE IT WAS LIONS.

WHY WOULD IT HAVE BEEN SO SERIOUS IF THE MEN REALLY HAD BEEN LOST IN THE WOODS?

A. THE LIONS WOULD HAVE EATEN THEM.
B. THEY COULDN'T HAVE BROUGHT THE THATCH BACK.
C. THE OTHER PILGRIMS MIGHT NEVER HAVE FOUND THEM.

GIVEN A PARAGRAPH AND SEVERAL INFERENCES, THE STUDENT WILL ANALYZE THE INFERENCES BY CHOOSING THE LOGICAL CONCLUSION TO THE
DIRECTIONS--READ THE PARAGRAPH BELOW. THEN READ THE SENTENCES AND CHOOSE THE BEST ENDING FOR THE PARAGRAPH.

SUSAN AND BILL HAD PLANTED FLOWER SEEDS IN THE GARDEN. THEY WERE TRY EXCITED WHEN THEY SAW THE FLOWERS COME UP. ONE DAY THEY SAW A RABBIT HOPPING THROUGH THEIR YARD. THE NEXT MORNING THEY LOOKED AT THEIR FLOWERS AND THEY WERE RUINED. SUSAN AND BILL WILL

A. NEVER PLANT FLOWERS AGAIN
B. ALWAYS WATCH OUT FOR RABBITS
C. COVER THE PLANTS TO PROTECT THEM

AMY AND LAURIE WERE PLANNING A 'TEA PARTY. THE GIRLS THOUGHT IT WOULD BE FUN TO MAKE SOME COOKIES. THEY MIXED UP THE COOKIE DOUGH AND PUT THE COOKIES IN THE OVEN. WHILE THE COOKIES WERE BAKING, THEY WERE OUTSIDE FIXING THE TABLE. LATER, LAURIE CAME IN TO GET THE COOKIES AND FOUND THEM ALL BURNED. AMY AND LAURIE WILL

A. GET AMY'S MOTHER TO MAKE SOME MORE COOKIES
B. FIND OUT HOW TO USE THE TIMER FOR THE OVEN
C. EAT THE CUPCAKES AMY'S MOTHER MADE YESTERDAY

CREATIVE WRITING THROUGH LITERATURE

THE STUDENT CAN SYNTHESIZE ELEMENTS FROM A STORY AND RELATE THEM TO A PERSONAL EXPERIENCE BY WRITING HIS OWN STORY.

WRITE A STORY ILLUSTRATING A TIME IN YOUR LIFE WHEN YOU MIGHT HAVE BEEN HURT OR IN SOME TROUBLE IF A FRIEND HAD NOT HELPED YOU.

THE STUDENT WILL DEMONSTRATE AN ABILITY TO DERIVE A UNIQUE APPROACH TO A GIVEN SITUATION BY WRITING HIS OWN ORIGINAL STORY BASED ON SPECIFIC IDEAS CONTAINED IN THE STORY *CITY MOUSE AND COUNTRY MOUSE*.

WRITE A STORY BASED UPON THE THEME OF *CITY MOUSE AND COUNTRY MOUSE* ASSUMING THEY HAD NEVER MET THE CAT.

THE STUDENT WILL SHOW HIS ABILITY TO SYNTHESIZE BY WRITING A PERSONAL STORY BASED UPON THE IDEAS CONTAINED IN *A CLEVER FOX*.

WRITE A STORY SIMILAR TO *A CLEVER FOX* IN WHICH YOU BELIEVED YOU WERE ACTING CLEVERLY, BUT WERE OUTFOXED IN THE END.
THE STUDENT CAN DEMONSTRATE HIS ABILITY TO SYNTHESIZE BY WRITING A STORY BASED UPON *THE MYSTERY OF MORGAN CASTLE* ASSUMING CERTAIN CHANGES OF EVENTS. | 0506

WRITE YOUR OWN STORY OF *THE MYSTERY OF MORGAN CASTLE* WITH ONE OR MORE OF THE FOLLOWING CHANGES. | 7795

A. BILL DID NOT GO TO MORGAN CASTLE WITH GARRY THE FIRST NIGHT. | 7795
B. GARRY GAVE THE POLICE THE FIRST BAG OF MONEY FRITZ HAD FOUND. | 7795
C. LUCY WELLINGTON TOLD THE POLICE TWENTY YEARS AGO THAT ROSS MORGAN WAS ALIVE. | 7795

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THE STUDENT CAN DEMONSTRATE HIS ABILITY TO SYNTHESIZE BY WRITING A PERSONAL OR IMAGINARY EXPERIENCE WHICH IS RELATED TO THE IDEAS CONTAINED IN *LITTLE ORPHANT ANNIE.* | 0511

WRITE A STORY OF AN EXPERIENCE THAT REALLY HAPPENED TO YOU OR THAT YOU MADE UP IN WHICH GOBBLE-UNS COULD GET YOU AS YOU SAW IN *LITTLE ORPHANT ANNIE.* | 7821

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THE STUDENT CAN DEMONSTRATE HIS ABILITY TO SYNTHESIZE BY WRITING AN ORIGINAL STORY BASED UPON IDEAS CONTAINED IN *GRAY OWL AND THE RABBITS.* | 0518

WRITE A STORY BASED UPON *GRAY OWL AND THE RABBITS* ASSUMING GRAY OWL HAD LISTENED TO HORNED OWL AND ONLY TOOK ONE RABBIT. WHAT WOULD HAVE HAPPENED? | 7861

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THE STUDENT WILL BE ABLE TO SYNTHESIZE USING THE STORIES AND HISTORICAL FACTS IN THE UNIT *ROADS TO THE PAST* BY WRITING A NEW STORY. | 0647

USE THE STORIES AND HISTORICAL FACTS IN THE UNIT *ROADS TO THE PAST* TO WRITE A NEW STORY.

IN YOUR STORY IMAGINE THAT THE INDIANS ARE THE ONES TO LEAVE THEIR HOME AND THEY SAIL TO ENGLAND. TELL ABOUT THE EXPERIENCES THEY ENCOUNTER WHEN THEY MEET THE SAME PILGRIM CHARACTERS AS WE READ ABOUT IN OUR UNIT. | 9922

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DERIVE A UNIQUE APPROACH TO A GIVEN SITUATION BY WRITING A POEM DESCRIBING A SEASON OF HIS CHOICE. | 0435

CHOOSE ONE OF THE FOUR SEASONS, USING EITHER RHYMING, HAIKU, OR FREE VERSE, WRITE A POEM WHICH WOULD TELL YOUR FAVORITE PART OF THAT SEASON. | 7412
THF STUDENT WILL DEMONSTRATE HIS ABILITY TO TELL A PERSONAL OR MAKE-BELIEVE EXPERIENCE EFFECTIVELY BY WRITING A UNIQUE COMPOSITION RELATING HIS FIRST REALIZATION OF REAL VS. MAKE-BELIEVE. %01n

THINK ABOUT SAM'S EXPERIENCE WITH *TELLING MOONSHINE*. WRITE A STORY, EITHER REAL OR MAKE-BELIEVE, ABOUT HOW YOU FIRST FOUND OUT THAT MAKE-BELIEVE THINGS DO NOT REALLY HAPPEN.

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO TELL A PERSONAL STORY EFFECTIVELY BY WRITING ABOUT A TIME WHEN HE HAS BEEN FRIGHTENED BY IMAGINARY CREATURES. QUESTION IS BASED ON THE POEM *SEEING THINGS* BY EUGENE FIELD. %01n

THINK ABOUT THE POEM *SEEING THINGS*. THE BOY IN THE POEM IS SCARED AT NIGHT BECAUSE HE SEES MAKE-BELIEVE THINGS IN THE DARKNESS. IN THE SPACE BELOW TELL ABOUT A TIME WHEN YOU SAW STRANGE THINGS AT NIGHT.

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO CONTRIBUTE A UNIQUE WAY OF VIEWING A WELL-WORN SOLUTION BY WRITING HIS EXPLANATION OF THE MEANING OF AN EXPRESSION IN REGARDS TO THE STORY *THE LITTLE GRAY TRUCK*. %01n

THERE IS A SAYING THAT SQUARE PEGS DO NOT FIT INTO ROUND HOLES. THINK ABOUT TRYING TO PUT A SQUARE PEG IN A ROUND HOLE, YOU CAN NOT DO IT. ON THE OTHER HAND, A ROUND PEG WILL FIT IN A ROUND HOLE, VERY NICELY. THINK ABOUT LITTLE GRAY TRUCK AS THE PEG.* DURING MOST OF THE STORY HE WAS A SQUARE PEG IN A ROUND HOLE, BUT AT ONE TIME IN THE STORY HE WAS ROUND PEG IN A ROUND HOLE. IN THE SPACE BELOW, TELL ABOUT LITTLE GRAY TRUCK WHEN HE WAS A SQUARE PEG AND HOW HE BECAME A ROUND PEG.

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DERIVE A UNIQUE APPROACH TO A GIVEN SITUATION BY LISTING SITUATIONS IN WHICH TALKING BEFORE YOU HAVE THOUGHT COULD GET YOU INTO TROUBLE. QUESTION IS BASED ON THE STORY *THE TURTLE WHO TALKED TOO MUCH*. %01n

IN THE STORY *THE TURTLE WHO TALKED TOO MUCH* THE TURTLE LEARNED THAT YOU SHOULD THINK BEFORE YOU TALK. THINK ABOUT TIMES WHEN TALKING BEFORE YOU HAVE THOUGHT GOT YOU INTO TROUBLE. BELOW LIST AT LEAST THREE TIMES WHEN THINKING FIRST WOULD HAVE KEPT YOU OUT OF TROUBLE.

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DERIVE A UNIQUE
APPROACH TO A GIVEN SITUATION BY WRITING A STORY IN WHICH A GIVEN LESSON IS LEARNED.* %01a

THINK ABOUT THE LESSON THE HARE LEARNED IN THE STORY *THE HARE AND THE HEDGEHOG.* WRITE YOUR OWN STORY AND HAVE ONE OF YOUR CHARACTERS LEARN THAT SAME LESSON.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DERIVE A UNIQUE APPROACH TO A GIVEN SITUATION BY WRITING AN EXAMPLE IN WHICH THE LESSON TAUGHT BY THE STORY *THE BIG WHISTLE* COULD BE APPLIED.* %02d

THINK ABOUT THE LESSON BIG TOOT TAUGHT THE PEOPLE IN *THE BIG WHISTLE.* WRITE A FEW SENTENCES TELLING HOW YOU COULD USE THIS LESSON IN YOUR LIFE.

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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DERIVE A UNIQUE APPROACH TO A GIVEN SITUATION BY COMPLETING A STORY GIVEN THE BEGINNING OF THAT STORY. EXERCISE IS BASED ON *THE MAN WHO KEPT HOUSE.* %01a

THINK ABOUT THE MAN'S EXPERIENCE IN THE STORY *THE MAN WHO KEPT HOUSE.* READ THE SENTENCES BELOW. FINISH THE STORY BY TELLING WHAT THINGS HAPPENED TO JOE WHEN HE TOOK OVER SUE'S JOB.

JOE, THE HORSE, AND SUE, THE GOOSE, WERE VERY GOOD FRIENDS. EVERYDAY JOE STOPPED TO SEE SUE ON HIS WAY HOME FROM WORK AND EVERYDAY HE SAID, "WHAT DO YOU DO ALL DAY? ALL YOU HAVE TO DO IS KEEP THE PEN CLEAN AND TAKE CARE OF THE BABY GEESE. WHAT AN EASY JOB YOU HAVE." ONE DAY SUE WAS TIRED OF HEARING THIS. SHE TOLD JOE,"TOMORROW, YOU STAY IN THE PEN AND I WILL PLOW THE FIELDS." "FINE,"SAID JOE.

THE NEXT DAY ARRIVED AND WAS JOE IN FOR A SURPRISED.
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