

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **Communication:** writing, speaking, media, and technology

1. Which strategy would **not** help you generate ideas for supporting an opinion?
  - a. cluster or web
  - b. listing
  - c. drafting
  - d. editing
2. Which word would **not** make sense in a dialogue tag?
  - a. shouted
  - b. declared
  - c. thought
  - d. said
3. If you were writing persuasively, your purpose for writing would **most** likely be
  - a. to entertain.
  - b. to inform.
  - c. to convince.
  - d. to remember.
4. Which of the following do good readers use to communicate their understanding of a text?
  - a. a discussion
  - b. an essay
  - c. a slideshow presentation
  - d. all of the above
5. The **best** way to ensure that your writing makes sense is to
  - a. copy from someone else.
  - b. revise and edit.
  - c. wait for it to be graded.
  - d. use spell check.
6. Which of the following types of communication includes both writing and speaking?
  - a. speeches
  - b. newspaper articles
  - c. diaries
  - d. none of the above

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## Communication *continued*

7. Which of the following should you consider before you begin writing?
- paragraphs
  - audience
  - purpose
  - both b and c
8. Which of the following would **not** fit in a brainstorming web on the topic of “ways to improve writing”?
- identify chapter titles
  - reread the paper
  - have a peer editor
  - know your audience
9. Which of the following would be the **best** format for communicating something personal about yourself?
- report
  - booktalk
  - journal
  - slide presentation
10. Read the following sentences describing a character in a book and choose the one that has the **most** specific detail.
- Kim is a student.
  - Kim has parents.
  - Kim’s friend lives next door.
  - Kim’s bright blue eyes sparkle in the light.

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## Conventions

1. Which of the following should **not** be part of a booktalk given to convince classmates to read a novel?
  - a. a leading question
  - b. the book's situation
  - c. the ending of the book
  - d. the author
2. Punctuation influences how we read by affecting
  - a. the pace of the writing.
  - b. the meaning of the writing.
  - c. the tone of the writing.
  - d. all of the above
3. Which of the following should **not** be included in a summary of a book?
  - b. the title
  - c. the author
  - d. every detail of the plot
  - e. the main character(s)
4. What might an author use to indicate a change in time in his or her writing?
  - a. white space
  - b. a new chapter
  - c. flashback
  - d. all of the above
5. Which of the following is **not** a convention of text?
  - a. bold words
  - b. commas
  - c. chapter titles
  - d. personification
6. Good readers use conventions of text in order to
  - a. help them understand what they read.
  - b. answer test questions.
  - c. skip over unimportant information.
  - d. know what to discuss with their teacher.

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## Conventions *continued*

7. Which of the following is **not** an example of a text structure?
- a. autobiography
  - b. compare/contrast
  - c. cause/effect
  - d. problem/solution
8. Which of the following is an example of a genre?
- a. comma
  - b. bold
  - c. fiction
  - d. prologue
9. If you are writing a comparison of two characters, you should include all of the following **except**
- a. similarities.
  - b. differences.
  - c. contrasts.
  - d. solutions.
10. Italics are often used for all of the following **except**
- a. titles.
  - b. foreign words.
  - c. summaries.
  - d. a character's thoughts.

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## Inquiry and Research

- Asking questions before or during the research process can help you
  - choose a topic.
  - develop an idea.
  - clarify your thinking.
  - all of the above
- The **most** effective way to check on the reliability of the information you find is to
  - read another source.
  - look at the index.
  - check the date of publication.
  - look in the table of contents.
- Author bias includes
  - figurative language.
  - specific details.
  - examining only one side of an issue.
  - multiple points of view.
- The purpose of research is to
  - attain information for personal/private use.
  - answer questions.
  - write a paper.
  - both a and b
- When you use information from someone else you should **always**
  - cite your source.
  - change the author's name to yours.
  - highlight the information.
  - copy it word for word.
- Good readers ask questions in order to
  - focus their reading.
  - anticipate what they will be reading.
  - set a purpose for reading.
  - all of the above

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## Inquiry and Research *continued*

7. Which of the following is **not** an example of a primary source?
- a. a speech
  - b. a diary
  - c. a letter
  - d. a textbook
8. A secondary source is
- a. the second report you write.
  - b. written in the time of the event.
  - c. an analysis of an event.
  - d. none of the above
9. If, while researching, you discover that many Japanese Americans were forced to leave their homes and live in camps during World War II, you might draw which of the following conclusions?
- a. The camps were very fancy.
  - b. The Japanese Americans did not want to leave their homes.
  - c. The Japanese Americans chose to move.
  - d. The Japanese Americans were happy.
10. The **main** reason for researching information related to a book is to help readers
- a. make connections.
  - b. summarize the story.
  - c. analyze the characters.
  - d. retell the events.

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## Literary Elements

1. Which of the following is **not** an element of narrative?

- a. setting
- b. plot
- c. prologue
- d. theme

2. Read the following excerpt from *No More Dead Dogs*.

I used to wonder if things would have been different if I'd had the guts to tell my dad that he didn't have to be a war hero or an astronaut or a CIA agent. It was enough for me that he was my dad.

This excerpt is an example of the character's

- a. personification.
- b. sarcasm.
- c. internal conflict.
- d. resolution.

3. Authors often use \_\_\_\_\_ to add humor to a story.

- a. simile
- b. hyperbole
- c. allusion
- d. foreshadowing

4. Read the following excerpt from *The Skin I'm In*.

The first time I seen her I got a bad feeling inside. Not like I was in danger or nothing. Just like she was somebody I should stay clear of. To tell the truth, she was a freak like me. The kind of person folks can't help but tease. That's bad if you're a kid like me. It's worse for a new teacher like her.

The mood of the book's lead is one of

- a. hope.
- b. dread.
- c. happiness.
- d. terror.

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## Literary Elements *continued*

5. Read the following excerpt from *The Lottery Rose*.

The next morning Georgie was not able to eat his breakfast. Timothy noticed after a time that Georgie's food was untouched and that his eyes had a tired look in them.

This is told from which point of view?

- a. first person
- b. second person
- c. third person
- d. none of the above

6. Read the following sentence.

The book *Wringer* is set in a small town where they have an annual Pigeon Day shootout.

What information do you get from this sentence?

- a. character
- b. plot
- c. setting
- d. tone

7. A story that is not real is which genre?

- a. autobiography
- b. essay
- c. fiction
- d. nonfiction

8. Which of the following is **not** a part of plot?

- a. introduction
- b. dialogue
- c. rising action
- d. resolution

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## Literary Elements *continued*

9. What literary device might an author use to indicate a change in time?
- a. personification
  - b. hyperbole
  - c. flashback
  - d. alliteration
10. The conflict in a story is
- a. the character's main problem.
  - b. the time and place the story occurs.
  - c. the ending of the story.
  - d. the overall message of the story.

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## Notetaking, Organizing, and Responding

1. Which of the following statements is true about notetaking?
  - a. Write only what your teacher tells you to write down.
  - b. It does not matter if your notes are organized or not.
  - c. The purpose of notes is to help you learn and remember information.
  - d. Note-taking is only important for textbooks.
2. Before you start taking notes on your reading, you should
  - a. summarize what you read.
  - b. know your purpose for reading.
  - c. take a test about the story.
  - d. all of the above
3. The **most** common purpose for highlighting while you are reading is to
  - a. keep your mind occupied.
  - b. illustrate the text.
  - c. mark important information.
  - d. all of the above
4. Which is the most efficient way to take notes?
  - a. Write notes in complete sentences.
  - b. Write notes in bulleted lists.
  - c. Write notes in paragraphs.
  - d. Record notes in class.
5. Which of the following describes the **best** notetaking habits?
  - a. Take notes only when the teacher says to.
  - b. Take notes whenever you see or hear something important.
  - c. Take notes only when you think you will be tested on the information later.
  - d. Wait for instructions before taking any notes.

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## Notetaking, Organizing, and Responding *continued*

6. Which statement **best** describes how responding to reading is different from summarizing reading?
- Summarizing includes details about the book, and responding does not.
  - Responding to a book is objective.
  - When summarizing, readers should not include opinions, but opinions are essential to responding.
  - Summaries are short, and responses are long.
7. The purpose of a graphic organizer is to
- give me something to write down.
  - help me organize my thinking.
  - record right answers.
  - anticipate questions the teacher will ask.
8. Responding to a book helps the reader to
- make connections.
  - understand the text.
  - clarify his or her thinking.
  - all of the above
9. The **most** important reason for using a graphic organizer to compare/contrast is to
- make predictions about characters.
  - make connections with the text.
  - analyze characters.
  - all of the above
10. The purpose of an anticipation guide is to
- help the reader summarize events in the book.
  - help the reader think about themes in the book.
  - help the reader draw conclusions about the characters.
  - help the reader understand characters' motivations.

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## Reading Skills and Strategies

- Monitoring your own comprehension means
  - you keep track of reading quiz grades.
  - you know when the text stops making sense to you.
  - you take notes about meaning after you read.
  - you keep track of how many books you have read.
- If a reader says, “I see a movie in my mind when I’m reading a book.” What is he or she doing?
  - predicting what he or she will read
  - visualizing what he or she has read
  - questioning the author
  - summarizing the plot
- Which of the following would be most helpful to know before you began a book about a character performing in a play?
  - how the book ends
  - other books the author has written
  - the basic situation the character is in
  - the setting of the story
- What can you infer from the following excerpt from *The Lottery Rose*?

By mid-summer Georgie was able to read simple stories and he was happy to read aloud to anyone who would listen.

- Georgie was sick.
  - Georgie hates reading.
  - Georgie got new glasses.
  - Georgie just learned how to read.
- Which of the following can you use to demonstrate your understanding of a novel?
    - Rewrite a scene from another point of view.
    - Explain a character’s actions and the consequences of those actions.
    - Relate the positive and negative events in a character’s life.
    - all of the above

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## Reading Skills and Strategies *continued*

6. Which reason below **best** explains how using background knowledge helps a reader understand what is being read?
- It helps the reader predict what will be on the test.
  - It helps the reader connect new information to what he or she already knows.
  - It helps the reader memorize what he or she is reading.
  - all of the above
7. If, while reading *No More Dead Dogs*, you realize that this book reminds you of something you read in *Where the Red Fern Grows*, you are making a
- text-to-nature connection.
  - text-to-self connection.
  - text-to-text connection.
  - text-to-world connection.
8. Inferring is when you combine information that you already know with new information in order to
- draw a conclusion.
  - form an opinion.
  - define words in context.
  - all of the above
9. Good readers use reading strategies in order to
- read faster.
  - understand what they read.
  - skip over unimportant information.
  - all of the above
10. Before you can predict, you must first have
- a clue from the author.
  - a question.
  - an answer.
  - both a and b

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## Test Taking

1. A short-response question **sometimes** requires the test-taker to
  - a. choose the correct answer.
  - b. fill in the correct word.
  - c. write an essay.
  - d. fill in a bubble.
2. Which of the following phrases does **not** signal a short-response question?
  - a. Choose the correct
  - b. Review briefly
  - c. Summarize the main points
  - d. State in one paragraph
3. If you are asked to synthesize information, you must
  - a. choose the correct answer.
  - b. put pieces together.
  - c. summarize the text.
  - d. none of the above
4. Which of the following phrases does **not** signal a drawing-conclusions question?
  - a. What leads you to believe ...
  - b. What do you think is meant by ...
  - c. Which details help you conclude ...
  - d. Which point of view is used ...
5. Drawing-conclusions questions may be written in which of the following formats?
  - a. multiple-choice
  - b. open-ended
  - c. extended-response
  - d. all of the above

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## Test Taking *continued*

6. Which type of question would ask you to identify why something happened in a story?
- a. author's purpose
  - b. compare and contrast
  - c. cause and effect
  - d. character analysis
7. Which of the following phrases signals a cause-and-effect question?
- a. The situation happened as a result of ...
  - b. What do you think is meant by ...
  - c. Briefly summarize the main points ...
  - d. all of the above
8. Why would test makers ask an author bias question?
- a. to see if the reader can read between the lines
  - b. to see if the reader can identify the author's preferences
  - c. to see if the reader can determine what is reliable and what is not
  - d. all of the above
9. Read the following example question from a test.

Why did the author include a newspaper clipping at the beginning of the book?

Which type of question is this?

- a. author bias
  - b. author's purpose
  - c. cause and effect
  - d. none of the above
10. Read the following example question from a test.

In chapter 1, we can conclude that Maleeka has low self-esteem. Which of the following facts supports that conclusion?

Which type of question is this?

- a. fact finding
- b. cause and effect
- c. drawing conclusions
- d. author bias

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## Word Study

- When you encounter an unfamiliar word while reading, you could
  - stop and look it up in the dictionary.
  - read around the word.
  - think about what the word reminds you of.
  - all of the above
- The literal meaning of a word
  - depends on the mood of the story.
  - is the usual or basic meaning of a word.
  - compares the word to something.
  - is a definition of the word in my own words.
- Which of the following is not an idiom?
  - a day late and a dollar short
  - a pretty penny
  - in the morning
  - all bark and no bite
- Which of the following is an example of figurative language?
  - “Trudi looked at me like I had just accused the Easter bunny of armed robbery” (Korman, 85).
  - “See, I got a way of attracting strange characters” (Flake, 1).
  - “Georgie felt envious, but he didn’t have anything to say” (Hunt, 92).
  - “He did not want to be a wringer” (Spinelli, 1).
- A homonym is a word that \_\_\_\_ another word.
  - has the same meaning as
  - sounds the same as
  - describes
  - is literally the same as
- Read the following sentence.

Good punctuation means not to be late.

The word *punctuation* is misused in this sentence. This is an example of a(n)

- simile.
- idiom.
- malapropism.
- allusion.

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## Word Study *continued*

7. A meaning that is suggested by a word, but not the direct definition is a
- connotation.
  - denotation.
  - structural analysis.
  - none of the above
8. I know that *pre* means before and *view* means to see, so I might determine that the word preview means to see something before other people.
- This is an example of
- connotation.
  - denotation.
  - structural analysis.
  - none of the above
9. Read the excerpt below from *The Skin I'm In*.

I ain't for looking at that woman's mug today.

- The sentence is an example of
- proper grammar.
  - dialect.
  - flashback.
  - foreshadowing.
10. Which of the following is an example of context clues?
- a picture or illustration
  - words or sentences directly after an unknown word
  - the entire paragraph a word appears in
  - all of the above

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## Attitudes Toward Reading

1. I enjoy reading.
  - a. always
  - b. sometimes
  - c. rarely
  - d. never
  
2. I choose to read instead of watch television when I have free time.
  - a. always
  - b. sometimes
  - c. rarely
  - d. never
  
3. I believe reading independently during class time is a valuable use of time.
  - a. always
  - b. sometimes
  - c. rarely
  - d. never
  
4. I like to read with a group.
  - a. always
  - b. sometimes
  - c. rarely
  - d. never
  
5. Following along in the book while listening to someone read is helpful to me.
  - a. always
  - b. sometimes
  - c. rarely
  - d. never

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## Attitudes Toward Reading *continued*

6. Reading helps me improve my vocabulary.
  - a. always
  - b. sometimes
  - c. rarely
  - d. never
7. I like to be read to.
  - a. always
  - b. sometimes
  - c. rarely
  - d. never
8. Rereading parts of a text is something I do to help myself understand.
  - a. always
  - b. sometimes
  - c. rarely
  - d. never
9. I like to read many different types of text, such as magazines, newspapers, nonfiction books, and fiction books.
  - a. always
  - b. sometimes
  - c. rarely
  - d. never
10. I feel reading is something that I am good at.
  - a. always
  - b. sometimes
  - c. rarely
  - d. never

# Pre- and Post-Assessment Answer Key—Level 1

## Communication: writing, speaking, media, and technology

1. d
2. c
3. c
4. d
5. b
6. a
7. d
8. a
9. c
10. d

## Conventions

1. c
2. d
3. c
4. d
5. d
6. a
7. a
8. c
9. d
10. c

## Inquiry and Research

1. d
2. a
3. c
4. d
5. a
6. d
7. d
8. c
9. b
10. a

## Literary Elements

1. c
2. c
3. b
4. b
5. c
6. c
7. c
8. b
9. c
10. a

## Notetaking, Organizing, and Responding

1. c
2. b
3. c
4. b
5. b
6. c
7. b
8. d
9. c
10. b

## Reading Skills and Strategies

1. b
2. b
3. c
4. d
5. d
6. b
7. c
8. a
9. b
10. d

## Test Taking

1. b
2. a
3. b
4. d
5. d
6. c
7. a
8. d
9. b
10. c

## Word Study

1. d
2. b
3. c
4. a
5. b
6. c
7. a
8. c
9. b
10. d