

Name: _____

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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. When writing a biography, which information would an author **most** likely include?
 - a. facts about a person's birth and death
 - b. facts about a person's lifestyle
 - c. facts about a person's career
 - d. all of the above
3. If you were writing a compare-and-contrast essay, your purpose for writing would **most** likely be to
 - a. entertain.
 - b. show similarities and differences.
 - c. convince.
 - d. all of the above.
4. Which of the following could 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. When filming a television news show, it is important to consider all of the following **except**
 - a. body language.
 - b. props.
 - c. alliteration.
 - d. implied subtext.
6. Which of the following types of communication is **not** written in prose?
 - a. biography
 - b. poem
 - c. essay
 - d. none of the above

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Communication *continued*

7. Which of the following should you consider before you begin writing?
- a. paragraphs
 - b. audience
 - c. purpose
 - d. both b and c
8. Propaganda is
- a. messages aimed to influence readers' opinions.
 - b. messages aimed to hint at the ending of a book.
 - c. an advertisement that strictly lies to the public.
 - d. all of the above
9. In order for a lead to be effective it should always
- a. hook the reader.
 - b. introduce the main character.
 - c. have dialogue.
 - d. give away the ending.
10. In order to **best** communicate a graphic representation of a location, you would use a(n)
- a. almanac.
 - b. graph.
 - c. map.
 - d. text message.

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Conventions

1. Which of the following would **not** be part of a map?
 - a. cast of characters
 - b. legend
 - c. landmarks
 - d. compass
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
 - c. all the details 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. On a timeline, an example of a convention of print is
 - a. dates.
 - b. paragraphs.
 - c. an index.
 - d. a glossary.

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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. A chapter title in fiction helps a reader to
- a. summarize.
 - b. contrast.
 - c. paraphrase.
 - d. predict.
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

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

Rejecting old Suwannee, Florida chose the Orange Blossom Trail, not a river at all but a slick 600-mile highway that knew how to dance .

This excerpt is an example of

- a. personification.
- b. sarcasm.
- c. foreshadowing.
- d. resolution.

3. Which of the following is **not** a form of poetry?

- a. diamante
- b. cinquain
- c. free verse
- d. propaganda

4. Read the excerpt below from *Bronx Masquerade*.

Every time I look at Lupe, she seems like she's somewhere else. Or maybe she just wants to be. Maybe she's thinkin' about the guy in that poem. But if she is, how come she never smiles?

The point of view in this excerpt is

- a. first person.
- b. second person.
- c. third person.
- d. omniscient.

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Literary Elements *continued*

5. Read the excerpt below from *Bronx Masquerade*.

... for I am coconut, and the heart of me is sweeter than you know.

This excerpt is an example of which type of literary device?

- a. simile
- b. personification
- c. metaphor
- d. allusion

6. Read the following sentence from *Dating Hamlet*.

Horror rises in me like bile.

What literary device does the author use to describe horror?

- a. flashback
- b. description
- c. simile
- d. tone

7. A multi-text type novel is made up of

- a. autobiography
- b. essays
- c. many text types
- d. nonfiction

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

- a. basic situation
- b. dialogue
- c. rising action
- d. resolution

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. Notetaking 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 noting text-to-world connections while you are reading is to
 - a. keep track of current events.
 - b. illustrate the text.
 - c. deepen your understanding of a text.
 - d. all of the above
4. Which is the most efficient way to take notes?
 - a. Write complete sentences.
 - b. Write words, phrases or bullets.
 - c. Write paragraphs.
 - d. Record notes in class.
5. Which of the following indicates how charting your difficulties with reading can be **most** helpful in improving your reading comprehension?
 - a. In order to overcome challenges, you must first be aware of them.
 - b. Writing out the problem will cause you to think of a solution.
 - c. Charting your difficulties will show you what you need to study before the test.
 - b. Good readers do not face difficulties with reading.

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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 and summarizing are both objective.
 - When summarizing, readers should not include opinions, but opinions are essential to responding.
 - Summaries are short, and responses are long.
7. In order to note details while you are reading you can
- draw pictures.
 - use Cornell notes.
 - highlight.
 - all of the above
8. A reader might take notes about a character's speech, actions, and traits in order to
- make connections.
 - analyze the character.
 - clarify his or her thinking.
 - all of the above
9. When you respond in a reflection log you should
- write down everything you can remember.
 - share your thoughts, feelings, and reactions to what you read.
 - summarize what you read.
 - write down only details about the characters.
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

1. Which of the following is a consideration when choosing a book for independent reading?
 - a. what you have read or learned from before
 - b. why you are choosing a book
 - c. what makes reading easier for you
 - d. all of the above
2. If a reader says, “I see a movie in my mind when I’m reading a book.” What is he or she doing?
 - a. predicting what he or she will read
 - b. visualizing what he or she has read
 - c. questioning the author
 - d. summarizing the plot
3. Which of the following is **least** effective for dealing with dense text?
 - a. Read the passage aloud.
 - b. Skip the passage.
 - c. Ask someone to explain.
 - d. Look up words in the dictionary.
4. What can you infer from the following sentence from *Finn*?

One morning, I saw that Silvia’s eyes were puffy and red, and her cheeks, which were plump to begin with, were all swollen.

- a. The narrator is being nosy.
 - b. The narrator feels sorry for Silvia.
 - c. Silvia is distressed.
 - d. Silvia is a morning person.
5. In terms of reading comprehension, which of the following is the **best** reason for asking questions as you read?
 - a. It shows the teacher you are paying attention.
 - b. You will earn a higher grade.
 - c. It gives you a purpose for reading.
 - d. It helps you prepare for the quiz.

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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 *Dating Hamlet*, you realize that this book reminds you of Shakespeare's *Hamlet*, you are making a
- text-to-nature connection.
 - text-to-self connection.
 - text-to-text connection.
 - text-to-world connection.
8. Which of the following stems does **not** indicate an opinion?
- It is obvious ...
 - I believe ...
 - He saw ...
 - He should ...
9. Which of the following would **best** help you identify the author's purpose for writing the book you are reading?
- the names of the characters
 - the language used
 - the chapter titles
 - the author's biography
10. When you read to get the main idea and a few supporting details in a short amount of time you are
- scanning.
 - skimming.
 - studying.
 - summarizing.

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Test Taking

1. One purpose of use-of-reference questions on a test is to determine if the reader can
 - a. summarize a passage.
 - b. read the entire reference book.
 - c. check for the accuracy of information.
 - d. all of the above
2. In order to answer use-of-reference questions, the reader needs to know
 - a. advantages and disadvantages of different reference types.
 - b. purposes of different text supports used in reference materials.
 - c. how to use text supports.
 - d. all of the above
3. Read the following sample test question.

Which of the following would help you the **most** in checking the accuracy of an article's facts?

- Which type of test-taking question is this?
- a. sentence completion
 - b. context clues
 - c. use-of-reference
 - d. essay
4. A test question that asks you to use words or examples to clarify understanding is asking you to do which of the following?
 - a. analyze
 - b. compare
 - c. define
 - d. describe
 5. A test question that asks you to _____ is asking you to break information into small parts and show their relationship to a larger idea.
 - a. analyze
 - b. compare
 - c. define
 - d. describe

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Test Taking *continued*

6. If you are asked to summarize on a test, you should
 - a. read and make corrections.
 - b. state the main points in a brief manner.
 - c. decide what the final point should be.
 - d. define the important vocabulary.
7. Which of the following does **not** indicate an author's purpose or author bias question?
 - a. What might the author's use of the word _____ mean?
 - b. What can you infer about the author by ...
 - c. What experiences do you think influenced ...
 - d. What is the main idea of the passage?
8. A context clue is
 - a. a dictionary definition of a word.
 - b. a hint that helps you figure out the meaning of a word.
 - c. a teacher's explanation of a word.
 - d. none of the above
9. Where can you find context clues?
 - a. in the sentences around the unknown word
 - b. inside the unknown word
 - c. in your background knowledge
 - d. both a and b
10. In nonfiction, if a writer does not directly state his or her point of view, what is the **best** way to determine the point of view?
 - a. Email the author to ask him or her.
 - b. Look for persuasive words or phrases.
 - c. Ask your teacher.
 - d. Read the author's biography to see if it is there.

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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
- If someone makes an indirect insult of a person, they may be using
 - doubletalk.
 - an innuendo.
 - an understatement.
 - an idiom.
- Which of the following is not an example of figurative language?
 - metonymy
 - synecdoche
 - simile
 - asynchronous
- One reason that it is important to use context clues, even for a simple word like *run*, is that
 - sometimes the word is defined in the sentence.
 - some words have multiple meanings and you may be thinking of the incorrect meaning.
 - it will help improve your spelling of the word.
 - it will help prepare you for the test.
- Which of the following statements about language is true?
 - It is important to use different language for different audiences.
 - It is important to use proper language with whomever you speak.
 - There is one correct form of language to use.
 - Written language and spoken language should be the same.
- Which of the following is the **best** text support for finding a word in the dictionary?
 - index
 - table of contents
 - guide words
 - word locator

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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. Using prefixes, suffixes, and roots to determine the meaning of a word is
- connotation.
 - denotation.
 - structural analysis.
 - none of the above
9. Which of the following is **not** an example of a context clue?
- a picture or illustration
 - words or sentences directly after an unknown word
 - the entire paragraph a word appears in
 - the definition in the dictionary
10. Read the following excerpt from *Dating Hamlet*.

Then I find my flint, bring forth a small flame, and use a dry twig to ignite the contents of the bowl.

Which of the following are context clues that would help you define the word flint?

- the definition
- flame, ignite
- bring forth
- twig, bowl

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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 3

Communication: writing, speaking, media, and technology

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

Conventions

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

Reading Skills and Strategies

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

Test Taking

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

Word Study

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