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																				<input type="radio"/> Alaska Native		
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Comprehensive System of Student Assessment



Alaska Department of Education & Early Development

Benchmark 1
Reading Practice Test

TEACHER'S USE ONLY
Fill in all that apply.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

Reading

- 1
- 2
- 3
- 4
- 5

Writing

- 1
- 2
- 3
- 4
- 5

Mathematics

- 1
- 2
- 3
- 4
- 5

Acknowledgments: CTB is indebted to the following for permission to use material in this book.

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"The Young Mouse" by CTB/McGraw-Hill editors.

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Reading

Directions

Read the sentences below. Then do Sample A and Sample B.

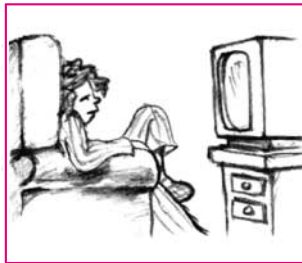
Kim was very sleepy on Monday morning.
It was hard for her to get up for school.

Sample A

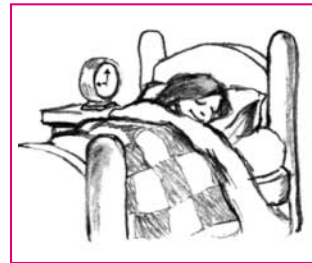
Find the picture that shows what Kim probably did on Sunday night.



ate a good dinner



stayed up late



went to bed early



Sample B

Why does Kim need to wake up on Monday morning?



Directions

Here is a story about two friends. Read the story. Then do Numbers 1 through 6. You may look back at the story.

CLOSE FRIENDS

by Sally Lucas

Squirrel and Bird were close friends. They went everywhere together. One day they saw a snowman standing alone in front of a house.

“Look at the sad snowman,” said Squirrel. “Do you think we could cheer him up?”

“Of course,” said Bird. “I’ll sing to him. Music may make him feel better.”

“I’ll give him a present,” said Squirrel. “That may cheer him up.”

Squirrel dug up some nuts he had been saving and laid them in a pile in front of the snowman. Bird sang her favorite songs. Still, the snowman didn’t smile.

“We can’t cheer him up,” whispered Squirrel. “Maybe someone else can make him happy. Can you call the children in the house out to play? Maybe they will know what to do.”

Bird flew to the window and chirped as loudly as he could.

“Listen,” cried the boy inside. “A bird is singing to tell us that it’s a nice day. Let’s go out and play.”

Tom and his sister, Amelia, put on their jackets, boots, and mittens. They ran out to play in the snow.

They saw the nuts lying on the ground. “We can use these to give our snowman a bigger

mouth,” cried Tom. “He needs a smile on his face.”

“And there will still be nuts left over,” said Amelia. “Let’s make another snowman. He can have a big grin, too.”

Squirrel and Bird watched the children from a nearby tree.

“Look,” said Squirrel to Bird. “You were right. The children knew what to do. The snowman is smiling.”

“And they are making another snowman,” chirped Bird.

“That’s good,” sighed Squirrel. “Everyone needs a close friend.”



READING

1 What is this story mostly about?

- Ⓐ playing in the snow
- Ⓑ cheering up a sad snowman
- Ⓒ learning how to make a snowman

2 We know that Squirrel and Bird are close friends because

- Ⓐ they go everywhere together
- Ⓑ squirrels and birds are usually friends
- Ⓒ they are trying to cheer up a sad snowman

3 Why did Squirrel and Bird think that the snowman was sad?

- Ⓐ because he told them
- Ⓑ because he was not smiling
- Ⓒ because he was hungry for nuts

4 The children make a second snowman because

- Ⓐ they like playing in the snow
- Ⓑ they don't want the first snowman to be lonely
- Ⓒ they are trying to show off for Squirrel and Bird

READING

5 Which of these is the root word, or base word, of standing?

ing

stan

stand

6 On the lines below, write two ways the children cheer up the sad snowman.

Directions

Sometimes the way something looks tricks us. Read the story. Then do Numbers 7 through 11. You may look back at the story.



The Young Mouse

Once a young mouse went out to see the world. When he came home, he told his mother about the things he had seen.

“I met an animal who was very loud. He had something red on his head. He seemed to be very tall. His body was red, yellow, and brown. He had a hard, sharp nose. I didn’t feel safe with him.”

“Oh?” said the mouse’s mother. “What else did you see?”

“I kept walking and I met a beautiful animal. His fur was the color of gold. He had ears like ours, and a long fluffy tail. He smiled at me and seemed very nice.”

“Then what happened?” asked the mouse’s mother.

“That big, noisy animal came. He screeched, and he waved his colorful arms. I was so scared that I ran all the way home.”

The mouse’s mother said, “Remember what happened today. You liked the furry animal because he was beautiful. But he is a cat and is NOT a friend of ours. You did not like the animal who was noisy and had a sharp nose. He is a rooster and he kept you from harm by scaring you away from the cat.”

READING

7 This passage is an example of

- A a poem
- B fiction
- C a play
- D nonfiction

8 The next time the young mouse sees a cat he will probably

- A find his mother
- B notice his beauty
- C ask him a question
- D run away from him

9 The young mouse didn't feel safe with the rooster because the rooster

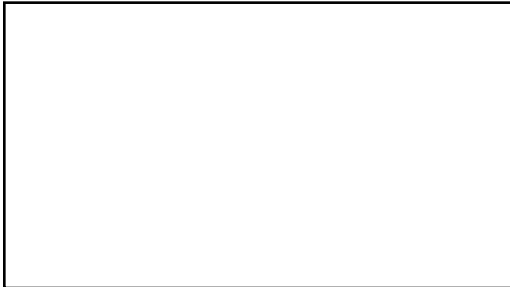
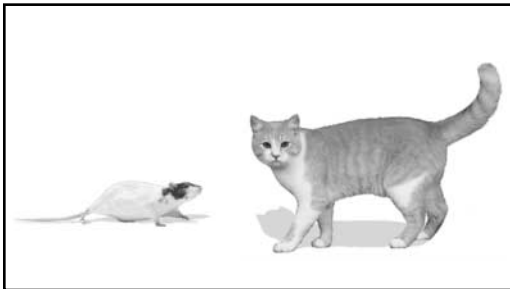
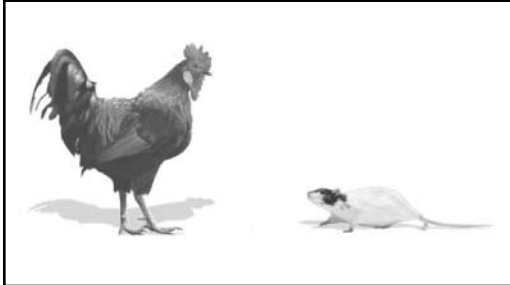
- A was very loud
- B had small ears
- C was not like him
- D had a long fluffy tail

10 What lesson does the young mouse learn from his mother?

- A All roosters are ugly.
- B Be careful who you talk to.
- C Beautiful animals can't be trusted.
- D Don't always judge someone by the way they look.

READING

11 These pictures tell the story of the mouse's journey. In the first picture, the mouse meets the rooster. In the second picture, the mouse meets the cat. In the empty box, draw what happens to the mouse right after he meets the cat. Then on the lines next to your picture tell about what you drew.

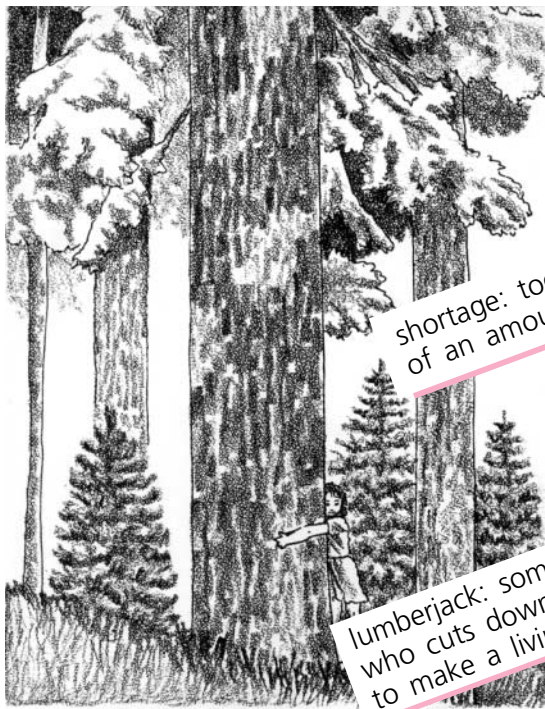


Directions

Read "Arbor Day." Then do Numbers 12 through 18. You may look back at the passage.

ARBOR DAY

by Diane L. Burns



kept them warm and safe. From the wood of the trees, pioneers made furniture, barrels, and tools. Wood, bark, leaves, sap, and fruit gave them paper, ink, medicines, food, and even padding for their beds.

Most people thought the forests would last forever. By 1800, though, America had its first wood shortage. How did it happen? People had not known that trees were being cut down faster than new ones could grow. As more and more people came to America, they used more and more wood for things they needed. Farmers cut down whole forests to make room to plant crops. Lumberjacks cut the best trees and left the others. When the lumberjacks moved on, some kinds of trees did not grow back.

During the early 1800s, only a few people thought about replacing the cut-down trees. John Chapman did. He traveled westward, from Pennsylvania to Illinois, planting apple orchards. He gave away apple trees and seedlings—small, young trees—to settlers. The settlers nicknamed him Johnny Appleseed.

Johnny met Chief Cornplanter, a Seneca Indian who also worked with trees. Chief Cornplanter taught Johnny how to make an apple tree grow two kinds of apple fruit. This method is called grafting, and many people

Trees are important in our world. Earth's oldest, biggest, and tallest living things are trees.

When settlers came to America during the 1600s, they were surprised to find so many trees. There were trees as far as a person could see. There were trees so huge that a large man could not put his arms around one. Those trees helped the pioneer families survive. Wood fires and log homes

READING

use it today. Johnny and the Chief also traded seeds. The trees that grew from their seeds helped people for many years.

Some American men made trips to foreign countries. There they saw ruined forests and learned how forestland could be protected. They came back to the United States and told people what they had learned. They warned that if Americans didn't use trees more carefully, someday the forests would all be gone. People were not ready to listen. Years went by, and America's forests kept disappearing.

Finally, J. Sterling Morton, the man who is remembered as the father of Arbor Day, got people to listen. He knew that trees could help the land in many ways. He named a Tree-Planting Day, or Arbor Day. He worked hard to make Arbor Day a national holiday. Today, many millions of trees have been planted in the United States because of Arbor Day, which is celebrated on J. Sterling Morton's birthday. Arbor Day was such a good idea that many other countries now also have an Arbor Day. Many, many trees are being planted all over the world because of J. Sterling Morton's work.

12 Which of these is something settlers made from trees?

- Ⓐ shoes
- Ⓑ clothing
- Ⓒ furniture
- Ⓓ covered wagons

13 America began to run out of wood because

- Ⓐ no one was planting trees
- Ⓑ America was a large country
- Ⓒ trees were not growing everywhere they were planted
- Ⓓ trees were being cut down faster than new ones could grow

READING

14 Johnny Appleseed got his nickname because

- Ⓐ he made friends with the Seneca chief who traded seeds with him
- Ⓑ he gave away seeds and seedlings to settlers
- Ⓒ his apple trees grew large and strong
- Ⓓ his favorite fruit was the apple

15 What is this passage mostly about?

- Ⓐ the Seneca Indians and their chief
- Ⓑ the many ways settlers used trees
- Ⓒ how to grow apple trees from seeds
- Ⓓ people who cared about planting trees

16 Why did John Chapman plant trees?

- Ⓐ Chief Cornplanter told him to.
- Ⓑ J. Sterling Morton was his friend.
- Ⓒ He wanted to replace the ones being cut down.
- Ⓓ He wanted to be remembered for the good things he did.

17 Why is Arbor Day important?

- Ⓐ It is a holiday on which most people do not work.
- Ⓑ Trees are planted on this day.
- Ⓒ It is the Seneca Indian chief's birthday.
- Ⓓ People celebrate this day only in certain, special places.

READING

- 18** The last two paragraphs of the story end with some bad news and some good news. What is the bad news about trees? Write your answer on the lines below.

What is the good news? Write your answer on the lines below.



READING

SCORING GUIDE

KEY FOR MULTIPLE-CHOICE ITEMS:

Sample A. **B**

1. **B**
2. **A**
3. **B**
4. **B**
5. **C**
7. **B**
8. **D**
9. **A**
10. **D**
12. **C**
13. **D**
14. **B**
15. **D**
16. **C**
17. **B**

READING

SCORING GUIDE

CONSTRUCTED-RESPONSE QUESTIONS:

Sample B

Why does Kim need to wake up on Monday morning?

Exemplary Response:

Kim needs to wake up because she has to go to school.

Score Points: 1 point possible

- 1 point for the correct answer

Item 6

On the lines below, write two ways the children cheer up the sad snowman.

Exemplary Response:

- They used the nuts to give the snowman a smile.
- They made another snowman.

Score Points: 2 points possible

- 1 point for each correct answer

Item 11

These pictures tell the story of the mouse's journey. In the first picture, the mouse meets the rooster. In the second picture, the mouse meets the cat. In the empty box, draw what happens to the mouse right after he meets the cat. Then on the lines next to your picture tell about what you drew.

Exemplary Response:

Score Points: 2 points possible

- 2 points Drawing of the rooster chasing the mouse and annotation with the words, "The rooster is chasing the mouse," or "The mouse is running home."
- 1 point Drawing or annotation only
- 0 points Irrelevant drawing or annotation

NOTE: Student must include the rooster either in the drawing or in the annotation, but need not include it in both places to receive a point for their answer.

Item 18

The last two paragraphs of the story end with some bad news and some good news. What is the bad news about trees? Write your answer on the lines below.

What is the good news? Write your answer on the lines below.

Exemplary Response:

A version of one of the following:

- The bad news is that no one was listening, and the forests were disappearing.
- The good news is that J. Sterling Morton, the father of Arbor Day, got people to listen to him.
- The good news is that lots of trees were planted.
- The good news is that many countries now have Arbor Day.
- The good news is that forests weren't disappearing anymore.

Score Points: 2 points possible

- 1 point for each correct answer

NOTE: The student need not cite Morton's name to receive full credit for a correct response.

CTB/McGraw-Hill

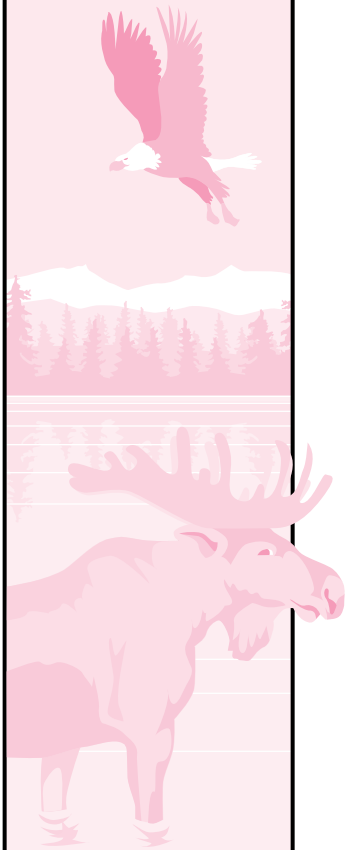
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Comprehensive System of Student Assessment

Benchmark 1

Reading Practice Test