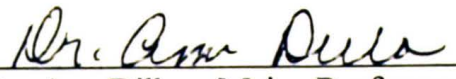


**READING INSTRUCTION USING COMPUTER-ASSISTED
INSTRUCTION VERSUS TRADITIONAL METHODS**

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READING INSTRUCTION USING COMPUTER-ASSISTED
INSTRUCTION VERSUS TRADITIONAL METHODS

A Field Study

Presented for the

Educational Specialist

Degree

Austin Peay State University

Elizabeth A. Altmeyer Jenkins

May 1995

DEDICATION

This paper is dedicated to the memory of my father, Frank A. Altmeyer, Sr. He demonstrated persistence until a task was completed. My Dad expected his children to complete any task they started, also. Because of his example this manuscript has been completed.

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This manuscript has come to fruition with the support and assistance of many individuals. Dr. Ann Dillon has guided and assisted me for the duration of the project. Dr. Camille Holt and Dr. Donald Lambert have been thoughtful to give my work prompt consideration and response.

My mother, Stella Altmeyer, has encouraged me to complete a project once it has been started. My husband, Kenneth and son, Daniel have been patient throughout the field study and thesis. Both have learned the meaning of long term goals.

ABSTRACT

The use of Computer-Assisted Instruction (CAI) in conjunction with traditional reading instruction was compared to reading instruction using strictly traditional methods in a group of 35 students who are learning disabled or mentally handicapped and assigned to a special education classroom. For the pre- and post-tests, the students received the Tennessee Basic Skills Reading Test. As a result of this 9-week study, the experimental group had achievement gains in reading scores ($p > .01$). These results demonstrated that the inclusion of CAI in a reading program did increase reading achievement in the experimental group. It could be probable that increased computer instruction in reading would raise student reading scores.

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CHAPTER 1

INTRODUCTION

Computers were introduced in the public schools during the 1980's with the goal of improving instruction and classroom management. As equipment costs continuously came down and the amount of instructional software increased, computer use in schools has continued to grow at a rapid pace. Computers dominate our educational system. The search for assurance that a growing use of computers is truly beneficial to educators and their students produced numerous studies attempting to validate their use.

Some authorities have urged that a failure to make students computer literate will leave them poorly prepared for the workplace (Collins, 1991; Jankowiak, 1990; Peterson and Williams, 1990). Others maintain that computer-assisted instruction (CAI) would give students a greater interest in school and a stronger yen for knowledge, reducing the dropout rate (Cicchelli and Richards, 1983; Darter and Phelps, 1990; Atwater, 1992; Indiana Opportunities, 1990).

The amount of time students are given for computer use varies greatly, depending upon grade level, availability of the equipment, and the focus of the instruction. In many schools, particularly at higher grade levels, computers are located in a laboratory setting, while in others, computers are placed in actual classrooms. According to some researchers, the major use of computers today is geared to instruction of mathematics and reading skills, particularly for drill, practice, problem solving, and tutorial games (Balajthy, 1987; Beckman, 1993; Karbal, 1985; Thompson, 1990).

The primary benefits of computer use, regardless of time or availability, currently lie in their power to: (1) motivate, (2) provide incentives, (3) provide a new method of

instructional delivery, (4) reinforce, (5) improve management capabilities for educators, and (6) control of the environment (Bolak, 1985; McArthur, 1989; Phillips, et al., 1993; Potter, 1989; Willing and Girard, 1990). Potter (1989) maintains that computers have been use efficiently as time-savers for skill-building activities.

Attempting to further define the benefits of CAI, researchers have examined the following aspects:

1. The effectiveness of CAI as compared to other models of instruction (Becker, 1990; Edeburn and Jacobi, 1985; Kocinski and Gast, 1993; Lore and Chamberlain, 1989; Thompson, 1990).
2. The measurable differences in CAI reading instruction compared to traditional reading instruction (Lore and Chamberlain, 1989; Raschal, 1993; Riding and Powell, 1987).
3. The achievement gains produced from using traditional reading instruction with CAI as a supplement (Atwater, 1992; Darter and Phelps, 1988; Hotard and Cortez, 1990).
4. Improved student attitudes towards computer use (Darter and Phelps, 1988).
5. Improved teacher attitudes towards computer use (Cicchelli and Richards, 1983; Piotrowski, 1992). This study compared the use of traditional (basal) reading instruction to the implementation of traditional reading instruction coupled with Computer-Assisted Instruction (CAI).

Statement of the Problem

The purpose of this experimental study was to compare two reading instructional methods. One method used traditional reading instruction with basal readers and

supplementary materials.

The second method used traditional reading instruction with the support of Computer-Assisted Instruction (CAI). All students who received this method engaged in reading instruction at the computer for at least fifty minutes per week. The computer software selected was Milliken's "The First R". This phonetically-based reading comprehension program uses drill and practice as the major components of its presentation.

Definition of Terms

1. Basal Reader - The reading textbook that accompanies a major reading series. The basal reader contains a collection of stories which are presented to provide reading at an appropriate reading level.
2. Basal Reader Program - This is a pre-planned, sequentially organized, detailed set of materials and methods to teach developmental reading skills systematically.
3. Computer-Assisted Instruction (CAI) - Use of computerized lessons that range from simple drills and practice sessions to complex interactive tutorials.
4. Control Group - The group of students who received reading instruction using the traditional reading instruction methods.
5. Experimental Group - That group of students who receives reading instruction using traditional reading instruction and Computer-Assisted Instruction (CAI).
6. Software (computer) - Any program that a computer uses to do its work. Software programs are stored on hard or floppy disks.

7. Supplementary Materials - Workbooks that accompany the reading series and other workbooks not correlated with the series. Materials that are self-administering, boxes of exercises with answer keys, and commercial or teacher prepared lessons on tape.

8. Tennessee Basic Skills Test - The Basic Skills First Program (Reading) was designed to identify the minimum skills which students should master as a result of reading instruction. The materials were designed by Tennessee educators for use with Tennessee students. The Basic Skills Test determines the students' mastery of designated objectives.

9. Traditional Reading Instruction - This includes methods which use a basal reading series, accompanying workbook exercises, and/or similar texts.

Limitations of the Study

1. The subjects who participated in this study were limited to the sixth, seventh, and eighth grade special education students at New Providence Middle School.

2. Only one computer was available for use by fourteen students.

3. The length of this study was limited to nine weeks.

4. Each student in the experimental group received fifty minutes per week of supplementary CAI.

5. The basal readers used in the control and experimental groups were from different publishing companies. Several recent studies have shown that this difference will not affect the results of the study. Both sets of materials may result in positive sequence order effects or enhancing carry-over effects which will not affect the results of this study (Wolery, Baily, and Sugai, 1981). Although different publishing companies were used in both groups, it has been noted by authors that these companies provide readers with the

same quality material (Flood and Lapp, 1987; McCallum, 1988; Morrow and Parse, 1989).

6. The number of subjects involved in the study was limited to thirty-five.

Fourteen subjects were in the experimental group and twenty-one subjects were in the control group.

CHAPTER 2

REVIEW OF LITERATURE

Reading has been defined as the meaningful interpretation of printed or written verbal symbols. Reading comprehension has been defined as the understanding of written language resulting from the interaction between the reader's perception of graphic symbols and his/her language skills, cognitive skills, and knowledge of the world (Harris and Sipay, 1985).

Therefore, understanding of printed words can be identified as the ultimate goal of reading instruction from the teacher's perspective. According to a number of authorities in the discipline of reading, helping students achieve meaningful interpretation of written work requires a variety of instructional techniques, rather than one single technique (Jensen and Rose, 1987; Ramey, 1990; Roberts and Madhere, 1990; Thompson, 1990). However, it is difficult without a solid research base for a teacher to choose an effective instructional technique to teach reading. A logical procedure for educators is to select instructional reading methods which have demonstrated their effectiveness in reliable and valid research studies.

This review of literature examines studies comparing traditional, CAI, and a combination of alternative methods for reading instruction. While various kinds of reading instruction have been used through the years, the focus here is on traditional reading instruction and CAI reading instruction.

A number of studies concluded that traditional reading instruction using basal reading programs was preferred to CAI (Duffy, Roehler, and Putnam, 1987; Flood and Lapp, 1987; Prince and Amber, 1987; Jensen and Roser, 1987; Reetz and Hoover, 1992).

Other studies found reading instruction that used only CAI produced superior gains in achievement (Atwater, 1991; Casteel, 1989; Edeburn and Jacobi, 1983; Harper and Ewing, 1986; Kocinski and Gast, 1993; Rachal, 1993; Seever, 1992). Other studies reviewed for this paper compared instruction using combinations of methods, such as reading instruction using traditional reading instruction and CAI with reading instruction using just the basal text (Becker, 1990; Darter and Phelps, 1990; Fitzgerald, et al., 1986; Hotard and Cortez, 1988; Lore and Chamberlain, 1989 and 1990; Macmurdo, 1988; Marcinkiewicz, 1988; Peterson, et al., 1990; Zollman, et al., 1989).

Numerous studies compared basal reading instruction with whole language, literature-based reading, predictable reading books, language experience approach, and special decoding strategies (Afflerbach and Walker, 1992; Downhower and Brown, 1992; Greenlaw, 1990; Hollingsworth and Harrison, 1991; Reutzel and Cooter, 1990). The results of these studies provided contradictory findings. In some cases traditional instruction produced superior achievement. In other cases the results demonstrated a preference for the combination of reading instruction methods. Some studies demonstrated no difference in reading achievement with the type of reading instruction used in the studies. Studies reviewed by Thompson (1990) examined reading achievement, phonics achievement, reading comprehension, and reading instruction using CAI or a combination of methods using CAI.

Traditional Reading Instruction

Traditional reading instruction typically includes methods involving a basal reading series and accompanying workbook exercises. Additional reading texts may also be

included for recreational or supplementary reading. Ancillary worksheets and exercises are included.

Basal readers and corresponding materials (i.e. reproducible exercises, workbooks, etc.) are known to dictate protocol and curriculum to teachers (Duffy, Roehler, and Putnam, 1987). Seventy-five to ninety percent of the content in basal reading programs is determined by the publishers (Anderson, et al., 1985). While many teachers are flexible enough to adjust the reading schedule or sequence to individual needs of the students, they are not bound by a defined teaching sequence. Duffy, et al (1987) expressed the opinion that each teacher must not be bound by a basal reader's restrictions or expectations, therefore enabling the teacher to adjust reading instruction to each classroom setting.

Similar results were uncovered in a review of the language arts programs. Jensen and Roser (1987) determined that basal readers cannot offer a full range of components for reading instruction. The authors decided that reading instruction is dependent on the language skills and individual achievement which children initially bring into the program. Therefore, remaining within the confines of a basal program limits the students' ability to think and communicate with precision, clarity, and creativity.

Types of reading materials, the purpose of eight basal reading series, and future improvements in basal readers were reviewed by Flood and Lapp (1987). Conclusions were that basal readers were the primary instructional tools for teaching decoding strategies, and that basal readers of the future need to include varied discourse forms to ensure exposure to and instruction in assorted writing types.

Five methods of reading instruction (basal reader or traditional, language

experience, direct instruction, multisensory, and neurological impress) and the associated materials were tested by thirty-two middle school learning disabled students (Reetz and Hoover, 1992). Reetz and Hoover (1992) concluded that traditional reading instruction was preferred over other types of reading instruction. This was due to the fact that the instructional format is preplanned for the teacher (Reetz and Hoover, 1992).

Computer Assisted Instruction

CAI reading instruction is documented in current literature by Atwater (1992) as a viable alternative in the reading programs of a Magnet High School. The subjects were evaluated by Tests of Achievement and Proficiency (TAP) and the Missouri Mastery and Achievement Test (MMAT). Students in all grades scored below the district norm in reading, math, and written expression subtests. There was no evidence of achievement demonstrating statistical significance ($P < .05$) on the TAP or the MMAT. Students in the experimental group achieved higher scores than the district norm for each grade level and higher scores than the control group. However, the differences were not statistically significant at the .05 level.

A three-year project which used computers to improve language and reading skills of students with limited English proficiency (LEP) was evaluated by Edeburn and Jacobi (1985). The subjects included 113 Lakota Indians in grades three to six. The Comprehensive Test of Basic Skills (CBTS) indicated significant improvement in all areas (word attack, vocabulary, comprehension, composite, and spelling) for students in grades three, five, and six. Fourth grade results improved significantly in the areas of vocabulary

and composite reading. In 75% of all cases reported, post-tests had a .05 significance level.

Harper and Ewing (1986) also indicated that CAI improved the reading comprehension of nine special education students. These junior high school students ranged in ages from 11.5 to 13.5 years. Findings revealed that the computer was more effective than workbooks producing student precision with questions answered correctly. Only one student, using a reading workbook, exhibited gains in reading scores.

Adult Basic Education classes conducted by Indiana Opportunities (1990) were also used to compare traditional reading instruction to CAI. The population included predominantly female, economically disadvantaged students, and ranged from 17 to 67 years of age. One hundred forty-nine subjects began the study which lasted from November, 1988 to April, 1990. Only 50 subjects remained with the study at its culmination.

The overall achievement gain in reading scores for all the ABE study completers was 2.2 grade equivalency. The average achievement gains for those students who received instruction using CAI was 2.6 grade equivalency. The students receiving traditional classroom instruction had an average achievement gain in reading of 1.84 grades. Conclusions indicated a benefit to achievement in reading for this population.

Twelve studies examining CAI were reviewed by Rachal (1993). In ten of the twelve studies, reading achievement of the subjects using CAI were compared to reading subjects using traditional reading instruction. Rachal states that CAI reading instruction was found to aid reading retention, self-confidence, and faster learning speed when

working with the computer.

Four hundred thirty-one subjects from the sixth, seventh, and eighth grades were randomly selected from the Kansas City, Missouri Middle Schools (Seever, 1992). The subjects in Group I used computers for instruction and consisted mainly of minority students housed at the Central Middle School. Group II was the comparison group which was randomly selected. This group received mainly traditional instruction and had fewer minority students than Group I.

The comparison demonstrated improved reading scores for the Group I students in grade 7. The statistical significance was at the .02 probability level. On the Iowa Test of Basic Skills (ITBS) increases, though not statistically significant, were noted in almost all areas (language, mathematics, and reading) for grades seven and eight.

Combination of Methods

A recent onslaught of studies comparing CAI and traditional reading instruction has appeared in the literature. These studies focused on areas such as phonics, vocabulary, reading comprehension, and the amount of progress made throughout the course of a study. Becker (1990) conducted studies in a variety of school systems using "Integrated Learning Systems" (which include CAI). Students from nineteen Chapter I reading programs were represented in the study. The samples included low income black, rural, middle class students, Arabic speaking students, private school, and parochial school students.

Of the nineteen programs, 84% or sixteen programs showed significant gains. The gains were determined by comparing pre-tests and post-tests using the Iowa Test of Basic

Skills (ITBS), the Stanford Achievement Test, or the Metropolitan Achievement Test. It was determined that computer instruction did raise the reading scores on the standardized achievement tests for 84% of the populations examined.

Confirming Becker's findings above, Darter and Phelps (1990) conducted a review of current literature regarding the impact of the computer on reading instruction. They agreed that most studies found that reading achievement was raised when CAI was used, particularly if it was used to supplement traditional instruction.

The Compensatory Language Experiences and Reading Program (CLEAR) indicated that using a combination of reading instruction which included CAI was also a positive instructional strategy (Lore and Chamberlain, 1989 & 1990). Lore and Chamberlain summarized the CLEAR Program of 1989-1990 and 1988-1989. The program served approximately 2,300 students in grades 1-8. One hundred two schools were included in the CLEAR Program. The students were given instruction on individual and small group projects using CAI.

CLEAR was evaluated using the Comprehensive Test of Basic Skills (pre- and post-tests). The results determined that those students with good attendance records who spoke English as their primary language averaged 5.9 Normal Curve Equivalent (NCE), a significant gain in reading achievement scores for the 5.7 months of instruction.

CLEAR was implemented with daily instructional activities to strengthen and extend regular classroom instruction without pursuing the basic reading in grades 1-8. These instructional activities were based on whole language principles, skill-centered objectives, and CAI.

The Comprehensive Test of Basic Skills was administered to approximately 5,000 students. The results indicated that: (1) 57.7% of 2,755 students in the overall sample gained more than 3.0 NCE points in the total reading category and there was an average gain of 5.6 NCE points across grades and treatment groups; (2) 64.7% of the students in the overall sample of 2,533 subjects for reading/oral comprehension category gained at least 30 NCE across grades and treatment groups; (3) 72.8% of the students passed their targeted programs; and (4) 80% of the students in the whole language program reached an appropriate reading level in the next grade. Instruction using a combination of whole language and CAI was an effective mode of reading instruction as demonstrated in this study.

Macmurdo (1988) investigated the use of computers with Laubach Literacy Materials in order to increase reading levels of adults who read at the 0-4th grade reading level. The Laubach Reading Materials/Program and CAI were used to determine if this method improved reading scores using an adult sample in a literacy class.

Fifteen subjects in both the control and experimental groups worked one-on-one with volunteer tutors using the Laubach Literacy Program, a typical phonics approach. The subjects in the experimental group worked one-on-one with volunteers using the Laubach Literacy Program in combination with CAI.

Findings indicated that the control group, using only the Laubach Literacy Materials/Program, evidenced 0.7 grade increase per fifty hours of work. The experimental group, using the Laubach Literacy Materials/Program and CAI, evidenced 1.2 grades increase per fifty hours of work. This project demonstrated that the

combination of two approaches, Laubach and CAI, of reading instruction resulted in an increase in the subjects' reading scores as determined by the CTBS.

A study by Peterson and Williams (1990) using literacy technology with adults indicated a 1.2 grade equivalent gain over a twenty-week period. The study included IBM's Principle of Alphabet Literacy Systems (PALS) used in a correctional setting and in a public library setting. This program was successful in both settings.

PALS was operational for a twenty-week period. Subjects gained 1.2 grade equivalents in reading achievement scores. The PALS program encouraged adult literacy within a phonics-based program.

Riding and Powell (1987) determined the effect on reasoning and number performance of computer-presented critical thinking activities in 64 five-year old subjects. These subjects were divided into four similar groups. A significant improvement ($P < .05$) was cited for those who had low initial reading achievement and computer activities (experimental). The control group consisted of subjects who had low reading achievement and received no supplementary intervention. Subjects in the experimental group became more accurate in work attack as well as in reading comprehension.

Strong evidence of improved reading achievement while using combined methods of reading instruction was uncovered by Zollman, et al (1989). The effects of CAI and traditional instruction on reading and math achievement of Chapter I students was investigated. The study was conducted in the Fayette County, Kentucky Public Schools with a sample of 561 Chapter I reading students and 420 Chapter I math students.

The purpose of Zollman's study was to determine the effects of CAI on elementary

students classified as Chapter I. The research sought to determine whether the students' reading and math achievement was affected by Education Systems Corporation (ESC) software.

The subjects involved in the study were enrolled in grades 2 through 6. Students in the experimental group worked on ESC software in the computer laboratory during the study. Students in the control group did not receive instruction on ESC software anytime during the study.

Chapter I students who worked with ESC software (experimental) gained an average 14.77 Normal Curve Equivalents (NCE) on the Metropolitan Achievement Test (MAT) reading survey. They evidence a statistical probability of .006. The control group gained an average 11.87 NCE on the MAT reading survey.

The data indicates that using the computer twice a week significantly increased the Chapter I experimental students' achievement in reading and math more than the control group who did not receive bi-weekly instruction. Similar studies were conducted by other authors (Indiana Opportunities, 1990; Niemiec and Walberg, 1987; Ramey, 1990; and Roberts and Madhere, 1990). Most findings determined there were no significant differences between the samples being examined.

In a study comparing CAI, the effects of CAI and traditional instruction, and "no practice" groups in spelling were tested. The "no practice" group was not found to be an effective method of instruction. Fitzgerald (1986) found that CAI and traditional instruction were significantly more effective than "no practice" for spelling performance.

Gambrell, Bradley, and McLaughlin (1987) studied subjects in grades 3 to 6. They

found that there was no difference in performance of developing readers who were taught with CAI or traditional instruction.

Hotard and Cortez (1988) conducted a study to determine how effective CAI might be as a remedial tool. They also attempted to determine how CAI might raise reading scores in general in a sample of Chapter I students from Louisiana. These students received traditional reading instruction in the classroom and remedial reading instruction in special education classes. The students also spent a specified amount of time in CAI.

Examiners determined that each student must spend at least 22 hours a year at the computer to achieve a gain in reading scores. As a result of this study, achievement of the students ranged from 1.1 grade levels to 1.5 grade levels per year over the four-year period of this investigation. According to Hotard and Cortez (1988), in order for this gain to be made each student must participate in CAI for at least ten minutes per subject area.

In a comparison of reading instruction using only traditional instruction with CAI in combination with traditional instruction, Marcinkiewicz (1988) found no significant difference in reading comprehension scores of ninth grade students. Two samples of fifteen students in each group were mostly minority students from an urban setting (C.A.: 13 to 16). The samples were minority students who achieved raw scores less than 40.3 on the reading section of the Metropolitan Achievement Test (MAT).

The control and experimental groups were tested with the High School Proficiency Test (pre-test and post-test). At the conclusion of the study, the group mean was two points higher than the experimental group on the post-test. The post-test results indicated

that the experimental sample had a mean of 75.2 and a standard deviation of 9.60. The control sample had a mean of 77.2 and a standard deviation of 9.20. The t score of .58 was not significant. Therefore, no significant difference in the two groups was found.

Roberts and Madhere (1990) studied the Chapter I reading and math programs in the District of Columbia Public Schools. The subjects received each of the three activities listed: teacher-directed instruction, CAI, and independent lessons in reading and math.

The post-test findings showed no significant gains in reading. There were significant gains in math. Discrepancies existed between the learning skills objectives and those objectives on the Comprehensive Test of Basic Skills. With this disparity, the significance of gains in a given area could be questioned. Such questions give reasons for further investigation in the areas of math and reading with the aid of CAI.

Nine Learning Disabled students were involved in a study that included teacher-based reading with CAI. Van Den Mieracker (1987) determined that the results were non-significant. The five students who had maladaptive behaviors had insignificant results with reference to reading comprehension. The four students who demonstrated average classroom behavior performed with a higher achievement rate, but these results were not significant. The students performed better with traditional instruction which leads one to conclude that the effectiveness of instruction was affected by the severity of the behavior disorder.

Educational Justification

Many authors have indicated the need for computers to improve reading performance in the classroom. Cicchelli and Richards (1983) conducted a three month

investigation of changes in teaching and learning behaviors as computer literacy was integrated into the curriculum. These changes were noted using objectives agreed upon by the teachers involved in the project. Observations were conducted by administrators and the Director of Computer Education.

The subjects were in the first, second, and third grades in Mahopec Central School, New York. The nine teachers in the selected classrooms were tenured, secure, had prior computer training, and joined the project voluntarily.

This study determined that more than one computer was needed in a given classroom. Some students prefer specific, directed learning experiences with the computer; others prefer to experiment on their own. Students in grades one and two tend to choose CAI software recommended by their teachers. Students preferred help when needed from classmates rather than their teacher. Students in grades two and three preferred to work at the computer independently rather than in pairs. Students exhibited enthusiasm when working with the computer, and hyperactive students engaged themselves more attentively with the computer.

Cicchelli and Richards (1983) dealt specifically with observed benefits of CAI. Clariana (1990) took the concept of computer instruction in the primary grades and added the variable of teaching styles and the learning environment. Clariana (1990) was of the opinion that teachers are often overlooked as a variable in computer research. At the elementary school level, the teacher may be the crucial part of the learning environment.

It was hypothesized that when teacher style matched the ordered and systematic style of the computer learning environment, maximum learning production would occur.

After testing the students of the two teachers in the study, a significant effect ($P=.049$) for teacher style was observed. More learning took place in the well structured classroom than in the less-structured classroom (Clariana, 1990).

A reading and computer partnership was advocated by Irwin (1985). Irwin advocated that a union of reading literacy and computer literacy would allow students to become more proficient in both areas of reading and computer literacy.

In her study of the reading process, Irwin (1985) indicated that there is a dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. Because of this interaction, she advocated interrelated reading and computer activities.

In order to complete his CAI investigation, Thompson (1990) reviewed numerous studies which were categorized as follows: Writing to Read, Generalized Reading Achievement, Comprehension Achievement, Learning Disabled, and Deaf. In the Writing to Read category, more than 65% of the students had positive gains. In Reading Achievement, 80% of the students demonstrated positive results when using CAI. Of the seven studies reported on CAI Phonics Skills Achievement, CAI was reported as an effective teaching procedure for sound/symbol relationships. Eleven studies of reading comprehension were surveyed by Thompson (1990). In nine of the eleven groups reported, CAI student groups did as well as, if not better than, those groups using traditional methods. In at least 50% of the cases, CAI students performed better on reading scores than those who received no CAI. Exceptional students were categorized as Learning Disabled or Deaf. One hundred percent of the deaf students' reading

achievement scores were raised when using CAI in the reading program. When the reading achievement of Learning Disabled students was considered, the findings were mixed; 40% of the student findings favored neither traditional reading instruction or CAI. The final study, which included severely learning disabled students, demonstrated a preference for traditional reading instruction. Thompson (1990) felt that defining CAI as a viable supplement to traditional reading was a lucrative statement.

The Rand Corporation (1989) indicated that computers are intended to capture the best characteristics of teachers. This includes the ability to inductively construct models of the students' reasoning processes to guide the individual through chosen questions and through the process of reasoning. Computers are able to carry out a naturally lengthy dialogue with the student.

According to Wepner (1990), the computer can be a natural complement to a student's literacy development. The computer is considered a tool for facilitating the student's reading and writing development, however, teachers need to know how computers are used to support instruction. Selecting the appropriate software was also emphasized as an essential teacher task. Wepner's major objection was to explain to teachers how to aid students in developing into functional readers and writers. Using the computer to do so, she trained teachers to understand the computers and how to use them to support a language philosophy which, in turn, supports on-screen instruction. She also trained teachers to select the appropriate software. She noted that this may serve as an open-ended forum for self expression and discovery with real world opportunities to communicate with and about books.

Conclusions

Studies reviewed for this report concluded that CAI can be helpful as a teaching tool, an individualized learning center for students, and for drill and practice with specific tasks (Balajthy, 1987). Bolak (1985) listed the computer as an important tool for remediation, reinforcement, and enrichment. He also listed inhibitors to positive results of CAI such as incorrect software, overuse of the computer, improper preparation of the students for the task at hand, and assumption of the child's knowledge and ability with the computer.

Carlile (1985), Clariana (1990), and Piotrowski (1992) stressed the importance of teacher training associated with computer technology. Also of importance was the teacher's style when instruction and using the computer with the students. This was especially true with elementary-age children (Clariana, 1990). Piotrowski (1992) stated that computer training for teachers is equivalent to their success in the classroom and their students' success in life after they finish school.

CAI is a time saver, it is beneficial as a skill builder, and as a student motivator (Balajthy, 1988; Collins, 1991; Karbal, 1985; Wepner, 1990). Caster (1983), Collins (1991), and Phillips, et al. (1993) discussed ways in which computers should be used in classes to be more effective and less costly. Suggestions given were related to class size, scheduling, and uses of the computer. In addition to Phillips, et al. (1993) suggested methods of using students, or peers to assist or tutor other classmates.

Setting up of an effective computer program includes a proper mindset by the instructor (Carlile, 1985; Clariana, 1990; Piotrowski, 1992). A supportive program for

the student must be considered (Bolak, 1985; Caster, 1983; Collins, 1993; Ediger, 1982; Phillips, et al., 1993).

Potter (1989) summed up her work with middle school students' computer use and reading skill improvement. She stated that computers in a reading class, like tape recorders and TV in a school, must serve some valid instructional purpose.

In essence, the studies reviewed suggested that the computer can be a valuable addition to traditional reading methods, provided certain criteria are met.

CHAPTER 3

METHODOLOGY

The purpose of this study is to determine whether middle school subjects, receiving special education, who are taught reading using traditional instruction in combination with CAI show differences in achievement when compared to similar middle school subjects who are taught with traditional reading instruction only.

The procedures and instructional methods are described in this chapter under the following topics: 1) null hypothesis; 2) description of subjects; 3) research design; 4) procedures followed; and 5) duration of the study.

Null Hypothesis

Subjects receiving traditional reading instruction in combination with CAI will show no significant achievement gains when compared to students receiving only traditional reading instruction.

Description of Subjects

The subjects were thirty-five (35) learning disabled and mentally retarded students in the sixth, seventh and eighth grades. Twenty-one (21) subjects were included in the control group and fourteen (14) subjects made up the experimental group. The subjects ranged in ages from eleven (11) to fifteen (15) years of age. The subjects in the experimental group were chosen because they received language arts in the classroom where the computer was located. Both groups were described using variables such as age, ethnicity, gender, intelligence quotient, and other descriptors (See Tables 1A and 1B).

The control group consisted of four females, whereas, the experimental group had three female subjects. There were seventeen male subjects in the control group and eleven

males in the experimental group. Both groups had a proportionately equivalent number of subjects (Tables 1A and 1B).

The control group consisted of twelve White subjects, eight Black subjects, and one Hispanic subject. The experimental group consisted of eight White subjects and six Black subjects. Within the control group, there were four (4) sixth grade subjects, twelve (12) seventh grade subjects, and five (5) eighth grade subjects. In the experimental group, there were six (6) sixth grade subjects, seven (7) seventh grade subjects, and one (1) eighth grade subject.

The debilitating conditions of the subjects were either mental disabilities or learning disabilities, according to previous testing by a Clarksville-Montgomery County School Psychologist. There were four (4) subjects who were mentally disabled and seventeen (17) subjects who were learning disabled in the control group. The experimental group consisted of six (6) subjects who were mentally disabled and eight (8) subjects who were learning disabled. The distribution of mentally disabled subjects was similar in both the control and the experimental groups. There was a larger number of subjects in the control group due to school scheduling (See Table 2).

Table 1A.

Experimental Group Descriptives

#	Year of Birth	Ethnicity	Gender	Grade	Disability	Reading Level	Intelligence Quotient	Grades Retained	Other Handicapping Condition or Comments
1.	79	Black	female	7	Mentally Retarded	3	60	0	
2.	79	Black	Male	7	MR	1	53	0	Behavior Adjustment
3.	78	Black	Male	7	MR	1	67	2	Language Impaired
4.	81	White	Male	6	Learning Disabled	2	73	0	Hearing/Vision
5.	80	White	Female	6	LD	3	79	0	
6.	80	White	Male	6	LD	2	86	0	Language Impaired, Hyperactive, Ritalin
7.	79	White	Male	7	LD	2	84	0	
8.	79	White	Male	6	LD	3	90	2	
9.	79	Black	Male	7	MR	1	66	1	
10.	78	White	Female	8	MR	1	66	1	
11.	81	White	Male	6	MR	1	70	0	
12.	79	Black	Male	7	LD	2	83	1	
13.	81	White	Male	6	LD	4	105	0	
14.	80	Black	Male	7	LD	3	86	0	

Table 1B.

Control Group Descriptives

#	Year of Birth	Ethnicity	Gender	Grade	Disability	Reading Level	Intelligence Quotient	Grades Retained	Other Handicapping Condition or Comments
1.	79	White	Male	7	Mentally Retarded	2	75	0	Ritalin/Hyper-active
2.	78	White	Male	7	MR	3	67	1	
3.	80	Black	Male	7	Learning Disabled	3	85	0	
4.	80	White	Female	6	LD	4	82	0	Ritalin
5.	79	White	Male	7	LD	4	76	0	
6.	80	Black	Male	7	MR	3	58	0	Vision, Hearing, Asthma
7.	79	White	Male	7	LD	3	84	0	Language Impaired
8.	78	White	Female	8	LD	3	95	0	
9.	80	Black	Male	6	LD	4	73	0	
10.	80	Black	Female	6	MR	2	69	0	
11.	77	White	Female	8	LD	3	78	1	Cerebral Palsy
12.	77	White	Male	8	LD	2	70	1	
13.	80	Hispanic	Male	7	LD	4	93	0	ADD
14.	79	White	Male	7	LD	3	91	0	
15.	78	White	Male	7	LD	3	86	1	
16.	78	White	Male	8	LD	3	81	0	Asthma, Migraines
17.	80	Black	Male	7	LD	3	111	0	
18.	80	Black	Male	6	LD	1	91	0	Hyperactive
19.	79	White	Male	8	LD	2	73	0	Hyperactive Behavior Adjustment
20.	79	Black	Male	7	LD	2	80	2	Ritalin
21.	81	Black	Male	6	MR	1	69	0	Hyperactive

Table 2.

Group Disabilities Percentage

	CONTROL	%	EXPERIMENTAL	%
MENTALLY RETARDED	4	19	6	43
LEARNING DISABLED	17	81	8	57

The Intelligence Quotients (IQ's) of the subjects ranged between 53 to 111. The majority of the scores fell from 60 to 100. There were nineteen (19) subjects from the control group and twelve (12) subjects in the experimental group. The distribution of subjects when comparing one segment to the whole was proportionate (See Table 3).

Table 3.

Intelligence Quotient

RANGE	CONTROL		EXPERIMENTAL	
	N	%	N	%
50 - 59	1	5	1	7
60 - 70	3	14	5	36
71 - 74	2	10	1	7
75 - 80	4	19	1	7
81 - 84	3	14	2	14
85 - 89	2	10	2	14
90 - 100	4	19	1	7
100 +	2	10	1	7

All the subjects read at or below the fourth grade level according to Tennessee Basic Skills Test preceding instruction according to the current study (See Table 4).

Table 4.

Reading Levels

GRADE LEVEL	CONTROL		EXPERIMENTAL	
	N	%	N	%
1st	1	5	4	29
2nd	5	24	5	36
3rd	12	57	4	29
4th	3	14	1	7

The mean reading achievement score for the experimental group was 2.40 and the mean reading achievement score for the control group was 3.19. The mean reading achievement scores were determined from the average functioning level at the time of entry into the project.

Four (4) subjects in the control group were retained for one year, and one (1) subject was retained for two (2) years. In the experimental group, three (3) subjects were retained for one (1) year, and two (2) subjects were retained for two (2) years.

Research Design

The study was of a non-parametric design, a pre-test/post-test was conducted for the purpose of the study. The subjects were divided into two groups, control and experimental. The Tennessee Basic Skills Test for reading was administered both before and after treatment.

Procedures

Parents were contacted regarding permission to use their children in this process. The Director of Schools was notified regarding this study and its purpose, and approved the procedures. (See Appendix I).

Each student's reading ability was determined by a Tennessee Basic Skills Test for reading (See Appendix II) at a predetermined grade level. The students were post-tested on the Tennessee Basic Skills Test following a nine instructional period.

The fourteen (14) experimental students were given reading instruction using both basal reading materials and computer reading programs. The control group received reading using the traditional method from a second teacher.

The subjects receiving traditional reading instruction were using basal readers and the accompanying workbooks distributed by Silver Burdett Ginn and Company, Levels 10 and 11, and other materials developed by Steck Vaughn and Company, Levels A-C. Instruction followed a developmental plan with the accompanying exercises.

The subjects in the experimental group received instruction using a combination of specifically designed computer programs as well as traditional reading materials. The computer materials implemented were the Milliken's "The First R", grades K-3 (Milliken Publishing Company, 1988). This is a phonically based word-recognition program which has a strong emphasis on comprehension. Before this program was introduced to the experimental group the subjects had a basic understanding of key locations and the keyboard. The traditional materials from the experimental group were from a basal reading series by Harcourt, Brace, Jovanovich, Inc. (1983), Levels 7,8, and 10, and Silver

Burdett and Ginn, Inc. (1983), Levels 4,5, and 6. The experimental group was given instruction on the correct use of the computer program.

The CAI program allows the teacher to assign specific tasks to students until the competency is mastered. When subjects complete material on assigned disks, the teacher checks the subjects' mastery level. Workbook exercises were also provided in conjunction with the skills needing improvement. The subjects worked on exercises in the area of need. Throughout the computer program, exercises increased in difficulty. The subjects received fewer pictorial clues, and must rely on the written word for reading information.

Subjects in the experimental group were also assigned time slots to practice their reading skills in developmental order. Each subject worked on the computer at least fifty minutes per week. The practice periods were for not more than fifteen minutes per session as recommended by a number of authors (Access, 1988; Balajthy, 1989; Bolak, 1985; Caster, 1983; Milliken, 1988; Potter, 1989). Each subject was scheduled for a specific weekly computer assignment. The subjects were also given individual assistance in the use of the computer.

The reading materials used in both the experimental and the control groups were distributed by different publishing companies. Although two sets of materials with different publishers were used in positive sequence order effects or enhancing carry-over effects that did not result in significant altering of the results of the study may emerge (Wolery, Bailey, and Sugai, 1981).

Duration of the Study

The computer practice sessions began on January 25, 1993 and continued until April 2, 1993. During this time period, the students in the experimental group worked on their reading skills using the computer program (Milliken, 1988) combined with the traditional reading instruction.

CHAPTER 4

RESULTS

Summary of Data

The subjects were given pre-tests and post-tests on the Tennessee Basic Skills Reading Test at a prescribed grade level (1-4). The pre-test was given in January, 1993. The post-test was given in May, 1993 after the nine week instructional period had ended. The study incorporated a control group (N=21) and an experimental group (N=14). Tables 5 and 6 show the raw scores for both groups.

Table 5

Raw Scores for Control Group

Student Number	Pre-test Score	Post-test Score	Increase or Decrease
2	2.25	2.50	.25
3	3.33	3.35	.02
8	3.60	3.81	.21
9	3.64	3.52	.12
10	4.30	4.40	.10
11	3.25	3.48	.23
14	3.33	3.25	-.08
15	3.60	3.50	.10
17	4.45	4.30	.15
18	2.42	2.56	.14
19	3.60	3.50	.10
21	2.15	2.20	.05
23	4.35	4.48	.13
25	3.50	3.40	.10
27	3.33	3.41	.08
28	3.46	3.56	.10
30	3.25	3.20	.05
31	1.12	1.45	.33
32	2.25	2.25	0
34	2.35	2.40	.05
35	3.50	3.38	-.12

Table 6

Raw Scores for Experimental Group

Student #	Pre-test Score	Post-test Score	Increase or Decrease
1	3.20	3.28	.08
4	1.50	1.42	-.08
5	2.42	2.79	.37
6	1.25	1.42	.17
7	3.35	3.68	.33
12	2.11	2.22	.11
13	2.50	2.60	.10
16	3.25	3.10	-.15
20	1.45	1.64	.19
22	2.39	2.51	.12
24	1.35	1.25	-.10
26	2.37	2.42	.05
29	4.17	4.57	.40
33	3.25	3.25	0

The study demonstrated that there were positive effects when reading was taught using traditional reading instruction and CAI. In the Control Group 13 subjects or 61.9% demonstrated improved reading scores. Seven subjects or 33.3% of the Control Group evidenced a decrease in reading achievement. In the Experimental Group 11 subjects or 78.6% evidenced an increase in reading scores and two subjects showed a decrease in reading achievement. These positive effects are delineated in Table 7.

Table 7.

Effects of Reading Instruction

TYPE	CONTROL		EXPERIMENTAL	
	N	%	N	%
Increase	13	61.9	11	78.6
Decrease	7	33.3	2	14.3
No Change	1	4.7	1	7.1

When comparing the results of both groups to the whole test group (N=35), the results were as follows in Table 8.

Table 8.

Whole Test Results

TYPE	CONTROL		EXPERIMENTAL	
	N	%	N	%
Increase	13	37	11	31
Decrease	7	20	2	6
No Change	1	3	1	3

Analysis of Data

A t-test for dependent samples of unequal groups was completed to compare the experimental and control groups. Group I was the group being taught by traditional methods and CAI (experimental). Group II was taught using the strict traditional methods (control). Table 9 illustrates the results of the test.

Table 9.

T-Test for Dependent Samples

Group	N	Degrees of freedom	Sample Mean	t value	p value
Control	21	20	4.14	1.36	.0948
Experimental	14	13	11.36	2.5036	.0132

According to this analysis, the null hypothesis was rejected. The t-test demonstrated an increased achievement at the .01 level. According to this analysis, the study demonstrated an obvious change in achievement when using traditional reading instruction in conjunction with CAI. The method using only traditional reading instruction (control group) was rejected.

CHAPTER 5

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

Summary

The premise of the study was that students who received reading instruction using traditional reading instruction methods with the aid of computer-assisted instruction (experimental) will show no significant difference in reading achievement than those who receive reading instruction using traditional instruction (control).

This study determined that reading instruction reinforced with CAI (experimental group) demonstrated a P value of .01 for specific students. CAI in conjunction with traditional reading instruction improved gains in reading achievement especially in children of high risk and a history of low reading levels.

The experimental group demonstrated the following attributes when reading was taught using both the traditional methods along with the aid of computer-assisted instruction: (1) Improved reading achievement; (2) Students who seemed to be discouraged by regular reading instruction showed an interest in reading once again; (3) Students were given immediate feedback from CAI and were willing to try again at a similar task; (4) The teacher was able to tell the students what was to be done, and in turn, the students demonstrated independence with the task; (5) Students tended to assist others more willingly when computer programs were used; and (6) Student enthusiasm for working with the computer was superior to reading with the traditional means only.

The experimental group demonstrated improved achievement gains when taught reading with traditional instruction and CAI. The control group exhibited little or no achievement gain when taught reading using only traditional reading instruction methods.

As the purpose of this study was to determine whether traditional reading instruction with CAI would elicit improved reading achievement gains as compared to the traditional reading instruction, two distinct groups were used. Similar project designs were used in other studies which produced assorted findings (Darter & Phelps, 1990; Edeburn & Jacobi, 1985; Seever, 1991; Zollman, 1989). These findings included: a comparison of two groups, one that received instruction using traditional reading methods and CAI as compared to mainly traditional reading instruction (Darter & Phelps, 1990; Zollman, 1989). The CAI and traditional instruction group evidenced more significant reading achievement gains. Again, a similar comparison was made but the traditional reading instruction group demonstrated significant reading achievement scores (Becker, 1990; Roberts and Madhere, 1990). CAI reading instruction alone demonstrated improved reading achievement gains (Atwater, 1992; Seever, 1992). Basal reading programs alone were also proven to demonstrate improved reading achievement gains (Prince and Amber, 1987; Reetz and Hoover, 1992).

Some subjects in the experimental group demonstrated lesser achievement gains in the post-test than other students. The discrepancies in achievement gain levels can be attributed to behavioral problems, absenteeism, and/or lack of support from home or family. Behavioral problems refer to excessive acting out during class time, extreme distractibility resulting in lack of attention during class time or other problems which eventually result in a child's suspension from school or placement in in-school suspension or placement in the alternative school. When the subject received this sort of punishment, the result was loss of school time or attendance. The end result was loss of instructional

time and the necessary time on task and an even greater hostility toward authority figures.

A number of subjects who were reading at very low levels, i.e. kindergarten and first grade levels, exhibited higher achievement scores during the post-tests. These students appeared more interested in the experimental reading approach because of the varied methods used for instruction. Various studies have also found that students functioning at a lower level tend to glean more using CAI for instruction (Darter and Phelps, 1990; Seaman, McCallister, and Joe, 1988).

The experimental group as a whole was observed as more interested in CAI for reading. Perhaps it was felt that it was more enjoyable than the basal readers and associated activities. Immediate feedback from the computer reading/exercises was received and students, therefore, became aware of their weaknesses in a less threatening manner.

The improved reading achievement scores may be attributed to the software used with the experimental group. As Zollman (1989) pointed out that statistical gains were made at the lowest functioning levels. Most of the students in the experimental group, (65%), read at the first and second grade levels. Further studies were conducted which determined that students made specific gains in academic areas. These gains were attributed to the use of specific software (Balajthy, 1987; Cicchelli and Richards, 1983; McArthur, 1989). Software is only of benefit to the learner when it aids or assists to improve in the learning process. In this case, the process in question is reading comprehension.

Some students demonstrated improved overall reading achievement gains due to

improved word attack, word identification, or basic reading comprehension skills. The Tennessee Test for Basic Skills is broken down into skill and/or objective areas. No breakdown of skill areas was made as a result of the testing process.

There were distinct disability groups in the population being studied of which the largest group was the learning disabled, and a similar group in number, although labeled mentally retarded. Seven students were labeled as having attention deficit hyperactivity disorder. One student was labeled as being severely emotionally disturbed and having placement in the behavior adjustment class. All of these disabling conditions determined the mode of instruction which the students received. The modes of instruction could have been either visual, auditory, kinesthetic, tactile, and/or the whole person approach which will include more than one of the methods listed.

In this study it was demonstrated that CAI appeared to work more effectively with this group of slower and higher risk students. CAI also appeared to work well conveying reading skills in the area of reading comprehension for students who functioned between the grades Kindergarten through third. Other studies have validated such findings (Becker, 1990; Darter and Phelps, 1990; Thompson, 1990).

Considering the information conveyed above, more indepth considerations must be made before arriving at further conclusions about the future of computer use in the classroom.

Recommendations

Studies involving a smaller number of subjects and consisting of a shorter time period did arrive at more questions in the results. Studies using subjects from varied

backgrounds (age, grade, subject areas, disability) will result in varied findings. These findings will determine more effective uses for the computer in assorted settings.

Schmitt (1990) indicated that failure to find statistically or educationally significant results favoring CAI may be the case of small sample size or other design flaws. Also, the content of reading matter taught may alter the study findings as will the subjects to whom the material is being taught. Therefore, my first recommendation is to increase the length and types of studies involving the use of computers when teaching reading to determine if other findings are made.

In this study, only available materials were used. There may have been more clarity or assurance to the reader had only one publisher's basal reader and accompanying materials been used. Also, the copyright date of these materials would have been the same. When conducting a study it is essential to avoid any flaws which may occur due to logistics. More pre-planning will create a neater and more reliable study package. My second recommendation is to be more specific as to the type of materials used in specified studies.

When computers are used to teach reading skills; computers should also be cross-referenced to teach other academic and higher thinking skills. If the computer is used universally, the subject will then realize the usefulness of the computer. The computer will not just serve as a mechanism for practice and follow-through activities. The students will learn that it is a writing tool, a resource for more academic knowledge, and a game device. My third recommendation is then to use computer skills to teach in other subject areas.

Some software is designed for drill and practice, others are strictly some type of

game, others require identifying particular aspects in question. As in the case of reading, the components of computer software could be identified as root words, phonics, word endings, prefixes and suffixes, vocabulary, spelling, reading comprehension, word identification, main idea, sequence, cause and effect, pronouns, predicting outcomes, and details. Since the study in question dealt mainly with reading comprehension, and reading comprehension deals with many of the above components, a thorough investigation of the software for this area is recommended.

The last recommendation is to use software which is more diagnostic and will prescribe a plan of self-instruction. This will tend to make the study more prescriptive and thorough.

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APPENDIX

December 14, 1992

Dear Parent,

Your child _____ has an opportunity to be involved in a field study. It is a study which I will conduct as a part of my requirements for an Educational Specialist degree at Austin Peay State University. This study will determine if computer-assisted instruction will benefit his/her reading comprehension.

I will be responsible for any testing and/or training which will take place. Please sign if you allow your child to be a part of this study.

Sincerely,

Elizabeth A. Jenkins

Parent's Signature

Date

TENNESSEE BASIC SKILLS FIRST READING TEST

GRADE 1

TEST I

NAME _____

12127. Use context to identify new words.

Circle the word that best fits in place of the underlined word.

1. The two men got into the car and drove away.

ran

went

eat

2. Jan put the book in the sack.

bag

apple

frog

3. The hat is little, but the coat is huge.

big

see

old

4. The fox runs in the forest.

game

woods

jump

5. He is very happy. He smiles a lot.

home

laughs

falls

6. The boy went for a ride on the ship.

grass

box

boat

12130. Define selected words.

Draw a line between the word and the definition of the word.

1. children boys and girls
plants
pictures
-

2. duck boy
grasshopper
bird
-

3. many fast
a lot
good
-

4. told said
went
did
-

12130. cont'd.

NAME _____

5. light about
not dark
happy
-

6. jump go
read
hop
-

7. look fly
brother
see
-

8. fun makes you sad
makes you happy
makes you fall
-

TEST II

NAME _____

12136. Answer questions about a selection.

Read the story. Then circle the words that answer the questions about the story.

Steve and Mark put on clean, old clothes. They wanted to play ball.

"Where is the ball?" asked Steve. Mark did not know.

They looked for the ball for a long time. Then Steve saw a dog run into a small brown house.

"That is my dog. His name is Sam," said Mark. "Sam has the ball in his house."

Steve and Mark wanted to get the ball from Sam. Sam ran away with the ball. Steve and Mark laughed.

12136. cont'd.

NAME _____

1. Who were the two boys?

Steve and Sam Sam and Mark Steve and Mark

2. What did they want to do?

play ball go to school play with Sam

3. What did Steve say?

"I don't know." "Sam has the ball."
"Where is the ball?"

4. Where was the ball?

in the yard in Sam's house in Mark's house

5. Who is Sam?

Mark's dog Steve's friend Steve's dog

6. Where did Sam live?

in a brown house at Steve's house
in a big house

NAME _____

12138. Use details to identify story elements.

Read the story. Then circle all the words that tell about the underlined words. Hint: there may be more than one answer for each question.

Sue lives far away from the city.

She lives in a big house on a farm.

Mary lives in the city in a small house.

Sue comes to school on the school bus. Mary walks to school, because it is not far from her house. Sue and Mary like school.

Sue brings things to school for her friends to see. The school is small and red. The playground is large. Sue and Mary like to play together. They like to play ball.

Mary tells Sue about the city.

12138. cont'd.

NAME _____

Circle the words that tell about Sue.

1. Sue lives in the city.
comes to school on the bus.
does not like school.
likes to play ball.
- _____

Circle the words that tell about Mary.

2. Mary goes to a large school.
likes her school.
is not Sue's friend.
tells Sue about the city.
- _____

Circle the words that tell about the school.

3. The school has a small playground.
is red.
is in the country.
is not far from Mary's house.

Read the story. Then circle the best title for that story.

On a rainy day, Ted painted a picture. He painted a house in the picture. He painted the grass green. He made the sky blue in his picture. Then he put a road in the picture. He painted a big dog on the road. Ted liked his picture very much.

1. The best title for the story would be:

Ted's Big Dog Ted's Book Ted's Picture

An old man lived in a small house. The house was very far from the city. The old man was very poor. He had a cat named Tom. Each day he walked to the city to buy food. He always gave part of his food to Tom.

2. The best title for the story would be:

Tom, the Happy Cat An Old Man
The Little House

Tom likes to pull his red wagon fast. There is a basket in the wagon. One day Tom's dog, Rags, jumped into the basket. Tom did not see that Rags was in the basket. Tom pulled the wagon fast. Rags did not like to go fast. "Bow-wow," said Rags. Tom was very surprised. Rags jumped out of the basket.

3. The best title for the story would be:



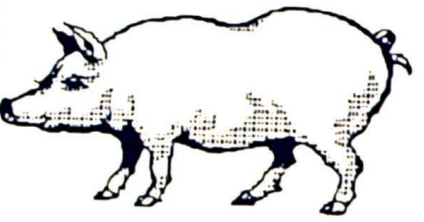
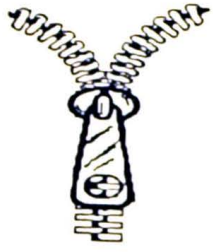
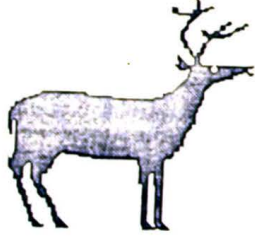
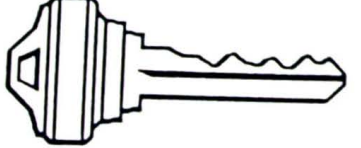
Rags Goes for a Ride The Red Wagon
A Slow Ride

Big boats come every day to New City. The boats are new and fast. They bring wood, fish, and many things to sell in New City. Many men must work to bring the things from the boats to the land. Then the big boats go away. They go home to get more things to bring to New City.

4. The best title for the story would be:

New City Big Ships Hard Work

12206. cont'd.

 <p>p c m t</p>	 <p>p c m t</p>
 <p>p z m t</p>	 <p>p z m t</p>
 <p>l s d k</p>	 <p>m s d k</p>


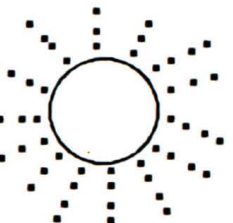
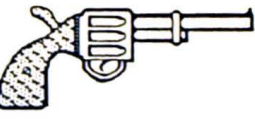



MASTERY: 9 out of 12

TEST III

NAME _____



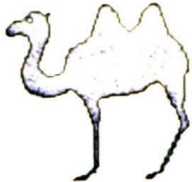





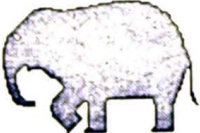



12206. Develop letter-sound associations for single initial consonants.

The teacher will pronounce the name of each picture. Circle the letter that stands for the first sound in the name of each picture.

 <p>c h s p</p>	 <p>c h s p</p>
 <p>b w g j</p>	 <p>b w g j</p>
 <p>c t l b</p>	 <p>c t l b</p>

12207. Develop letter-sound associations for single final consonants.

The teacher will pronounce the name of each picture. Circle the letter that stands for the last sound in the word that names each picture.

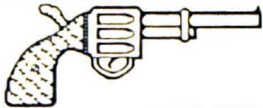

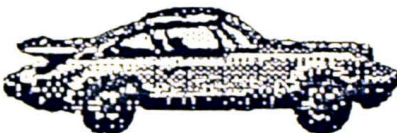
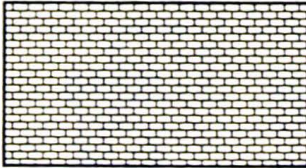
 s k l t	 s k l t	 s k l t
 t r n l	 t r n l	 t r n l
 f l t g	 f l t g	 f l t g
 z n g b	 z n g b	 z n g b

MASTERY: 9 out of 12

15

12208. Form new words by substituting initial consonants.

The teacher will pronounce the word beside each picture. Make two new words by changing the first letter in each word.

 gun	<u> </u> _ u _	<u> </u> _ u _
 cat	<u> </u> _ a _	<u> </u> _ a _
 car	<u> </u> _ a _	<u> </u> _ a _
 wall	<u> </u> _ a _	<u> </u> _ a _

MASTERY: 6 out of 8

16

12209. Form new words by substituting final consonants.

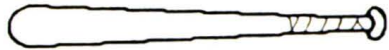
The teacher will pronounce the word beside each picture. Make two new words by changing the last letter in the word.



man

mā

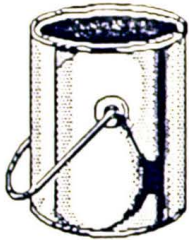
ma



bat

bā

ba



can

cā

ca



hat

hā

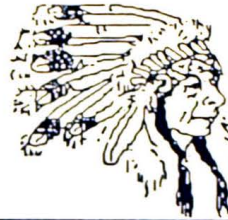
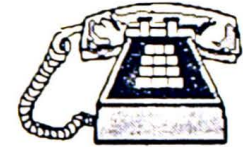
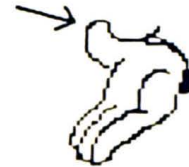
ha

MASTERY: 6 out of 8

17

12210. Develop letter-sound associations for initial consonant digraphs.

The teacher will pronounce the word that names each picture. Circle the letters that match the sound at the beginning of each word.


 wh
ch
sh

 ch
sh
ph

 sh
ph
th

 wh
th
sh

 th
ch
wh

 sh
ph
ch

 th
qu
ph

 ch
th
sh

MASTERY: 6 out of 8

19

12211. Develop letter-sound associations for final consonant digraphs.

The teacher will pronounce each word.
Write the letters that complete the word in the blank.



wren__

th
ch
ng

sku__

ch
sh
nk

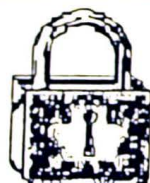
chi__

ng
sh
ck

wat__

nk
ch
ph

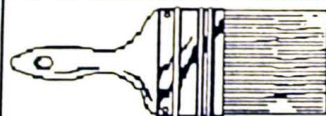
ri__

ng
th
sh

lo__

sh
th
ck

tee__

sh
ng
th

bru__

ng
th
sh12215. Develop letter-sound associations for short vowels.

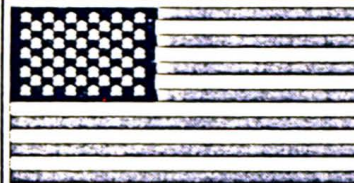
The teacher will pronounce each word.
Write the correct vowel in the blank.



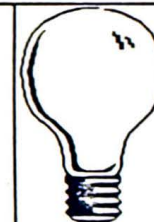
z__pper



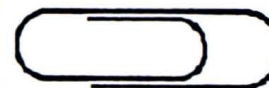
fr__g



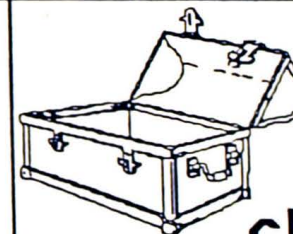
fl__g



b__lb



cl__p



ch__st



pl__g



pl__nt

TENNESSEE BASIC SKILLS FIRST READING TEST
GRADE 2

22111. Use context to identify new words.

Read the story. Decide what the underlined word means. Circle the word that means the same as the underlined word.

In the summer I go for a walk on the hillside. I love to pick the blossoms that grow there.

1. The word blossoms means:

rocks flowers trees

The oxen pulled the wagon into town. Then the farmer gave them food and water. He let them rest.

2. The word oxen means:

cars men animals

Don't walk across the thin ice. It is very dangerous. You may fall through.

3. The word dangerous means:

deep safe not safe

The small white rabbit scurried down the road when he saw the farmer with the gun. He was very scared. He knew he should get away.

4. The word scurried means:
ran fast ran slow finished

Joe broke his arm at school. It was very painful. He could not even write.

5. The word painful means:
small pretty hurting

Last year our football team did not win a game. But they are gradually getting better. Now they win some games.

6. The word gradually means:
at first never slowly

Bill let his hair grow. Soon his mother said, "Your hair is too long and bushy. You need a haircut, Bill."

7. The word bushy means:
thick nice brown

221

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22115. Identify synonyms.

Circle the word that means the same as the underlined word.

- | | | | | |
|-----------------|--------|---------|--------|-------|
| 1. <u>hot</u> | little | warm | yellow | sack |
| 2. <u>noisy</u> | old | loud | big | brown |
| 3. <u>quick</u> | full | duck | slow | fast |
| 4. <u>city</u> | town | animal | party | bad |
| 5. <u>keep</u> | see | run | hold | rest |
| 6. <u>every</u> | all | nearly | most | some |
| 7. <u>begin</u> | follow | large | stop | start |
| 8. <u>end</u> | fun | finish | late | hurry |
| 9. <u>sound</u> | deer | nothing | beach | noise |
| 10. <u>glad</u> | sorry | bag | giant | happy |

22116. Identify antonyms.

Circle the word that means the opposite of the underlined word.

- | | | | | |
|------------------|--------|-------|--------|--------|
| 1. <u>first</u> | last | look | little | hand |
| 2. <u>clean</u> | pretty | dirty | get | old |
| 3. <u>open</u> | cap | write | sad | closed |
| 4. <u>laugh</u> | smile | look | train | cry |
| 5. <u>night</u> | not | day | did | middle |
| 6. <u>happy</u> | had | sat | sad | laugh |
| 7. <u>bought</u> | soil | hit | ship | sold |
| 8. <u>near</u> | nice | far | loud | smart |
| 9. <u>gave</u> | gone | did | hit | took |
| 10. <u>then</u> | fat | this | now | that |

221

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TEST II

NAME _____

22118. Sequence events from a selection.

Read the story.

This year the Smith family planted a garden. Mr. Smith made the ground ready. Sam and Tammy planted the seeds. Mrs. Smith put water on the seeds so that they would grow.

The Smiths grew cabbage, potatoes, greens, and many other things. But they had a problem. Large, black birds called crows came. The crows ate many things from the garden.

Some days Sam waited in the garden to scare the birds away. But when Sam went inside the house, the crows came back. Mrs. Smith said, "We must make a scarecrow so the birds will stay away."

Sam and Tammy used sticks and an old hat and shirt to make the scarecrow. The scarecrow looked like a tall man. Sam and Tammy put the scarecrow in the garden. The birds thought that a man was standing in the garden. They stayed away.

TURN THE PAGE.

22121. Use details to identify story elements.

Read the story on page seven. Then circle the answer to each question.

1. What lived in the dark forest?

a monster

a dragon

children

2. Who was going to fight the dragon?

five people from the town

another dragon

two men

men

3. How did the men know the dragon was near?

They felt hot air.

They saw a rock.

They heard the dragon.

agon.

4. Why did the men not fight the dragon?

The dragon ran away.

They were afraid.

They did not see the dragon.

5. Why did the men make up a story to tell the people?

They did not do their job.

They were happy.

They fought the dragon.

TEST III

NAME _____

22132. Describe the characters in a selection.

Read the story.

Jason was a man who lived many years ago. When he was young, his father talked to him. "You will be a king one day," his father said. "First you must go to the land called Zeno. You must get the gold seeds. That country is far away. It will not be easy for you to get the seeds."

Jason built a magic ship. He called it The Red Lion. He took with him many brave strong men. They sailed the ship far away. Under a large bush in the land of Zeno, Jason found the gold seeds in a bag. He took them to the ship.

The way home was not easy. Jason and the men had to fight a giant man with one big eye. The name of the giant was Loud Rock. The giant lived on a mountain. He tried to keep Jason and the men in a cave when they stopped in a town. Jason used a trick to get away from Loud Rock.

After many days Jason and his men returned home. They planted the gold seeds. Beautiful gold trees grew up out of the ground.

The men used the trees to build Jason a gold house. Jason was now a king.

Circle the correct answer to each question.

1. Jason's father said that Jason _____.
could not go to Zeno should fight the giant would be a king
2. The ship was called the _____.
Loud Rock Red Lion Zeno
3. The name of the giant was _____.
Loud Rock the Red Lion Zeno
4. Jason and his men were _____.
afraid strong and brave mean and loud
5. Zeno is the land _____.
where Jason lived where the gold seeds were
where Jason's father lived
6. Jason found the seeds _____.
with help from the giant on the mountain under a bush
7. The giant _____.
lived on a ship became king had only one eye
8. Loud Rock tried to keep Jason and the men _____.
under a bush in a sack in a cave on the ship
9. When the men planted the seeds, _____.
golden trees grew up Jason was angry a house grew up
10. At the end of the story, Jason was living _____.
in Zeno in a cave in a gold house

NAME _____

22138. Use context to verify conclusions.

Read the paragraph. Each sentence in the paragraph has a letter.

(A) Jason was a man who lived many years ago. (B) When he was young, his father talked to him. "You will be a king one day," his father said. "But first you must go to the land called Zeno and get the gold seeds. (C) That country is far away. (D) It will not be easy for you to get the seeds."

Now read the statements below. Find the sentence from the paragraph that proves the statement. Write the letter of the sentence in the blank.

- _____ 1. Zeno is not near where Jason lives.
- _____ 2. Jason has to do something to become king.
- _____ 3. Jason will have to work hard.
- _____ 4. The story about Jason happened a long time ago.

Read the paragraph.

(A) Jason built a magic ship which he called The Red Lion. (B) He took with him many brave, strong men. (C) They sailed the ship far away. (D) Under a large bush in the land of Zeno, Jason found the gold seeds in a bag. He took them to the ship.

Now read the statements. Find the sentence from the paragraph that proves the statement. Write the letter of the sentence in the blank.

- _____ 5. Jason's men were not afraid.
- _____ 6. Jason did not leave the seeds in Zeno.
- _____ 7. Jason named the ship after an animal.
- _____ 8. The seeds were not under a tree.

22125. Identify the main idea in a selection.

Read each story. Circle the answer to the question under the story.

Ann was having a birthday party. Sally got the cake. She was bringing it to Ann's house on her bike. A big dog came and scared Sally. The cake fell and the dog ate part of it. Sally felt very bad.

1. What is the story about?

what happened at the party what Sally said to Ann
what happened to Sally

Mark held up a tall black hat. The hat looked empty. Then he held his hand over the hat and said some funny words. Mark put his hand into the hat and pulled out a rabbit. The children laughed at the trick.

2. What is the story about?

funny words white rabbits a magic trick

Kate lives in the city. She works hard every day. At the end of the week she drives to the country. She visits her mother and father.

"I like my work and the city, but I like to visit the country. It is so quiet and clean there," she says.

3. What is the story about?

Kate's work Kate's city Kate's visits to the country

A farmer had a horse. The horse was afraid of water. One day the farmer was riding the horse. He came to a wide creek. The horse stopped. He would not cross the creek. The farmer was angry. He could not make the horse go.

4. What is the story about?

a brave farmer a scared horse a wide creek

22140. Identify cause and effect relationships.

Read the story.

Ted was at the beach with his father and mother. It was his first time at the beach. He had never played in the sand. He wanted to build a sand castle. "Build your castle far from the water," said his mother. "Soon the waves will come closer."

Ted began to build his castle. He built it close to the water. "I will build the walls very high and strong so the waves cannot make the castle fall," he said.

Soon the waves began to get big. The water came closer. Ted tried to make the walls higher and higher. But the waves were too big. The water ran over the walls. The castle began to fall.

"You were right," Ted told his mother. "Next time I will not build my castle so close to the water."

TURN THE PAGE.

Circle the answer to each question.

1. **Why did Ted want to build a sand castle?**

It was his first time at the beach.

He wanted the walls to fall.

The water was too close.

2. **Why did Ted build his castle close to the water?**

His mother told him to build the castle there.

He believed he could make the walls strong.

His father told him to build the castle there.

3. **Why did Ted try to make the walls higher and higher?**

The castle was far from the water.

Ted wanted to make the castle beautiful.

The water was coming closer.

4. **Why did the walls fall?**

Ted made the walls strong.

The sand was too dry.

The waves and water were too strong.

22143. Distinguish reality and fantasy.

Read the short stories. Write **F** on the line if the story is fantasy. Write **R** on the line if the story could be real.

1. _____ The dragon burned the town. Then he ran from the two men and hid in a cave.

2. _____ The farmer became mad at his horse. The horse would not cross the creek.

3. _____ Ann had a birthday party. Sally felt sad because she did not bring the cake.

4. _____ Jason and his men made a magic boat. They set sail to find the gold.

22207. Develop letter-sound associations for initial consonant blends.

The teacher will pronounce the name of each object.

Circle the letters that stand for the beginning sound in each word.



pr
pl
sw



st sn scr



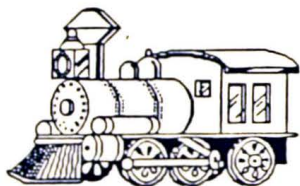
cl gr cr



gl
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sl
sp
sk



tr
sc
tw



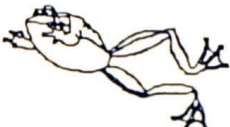







fr
tr
fl



bl
br
dr

TURN THE PAGE.

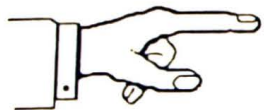
 <p>str fl pr</p>	 <p>sw sn st</p>
 <p>cl cr fr</p>	 <p>dr gr pl</p>
 <p>cl pr cr</p>	 <p>str gr gl</p>
 <p>sw sn st</p>	 <p>tr pr tw</p>

Mastery: 12 out of 16

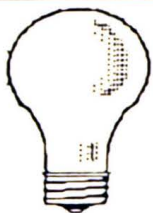
22208. Develop letter-sound associations for final consonant blends.

The teacher will pronounce the name of each object.

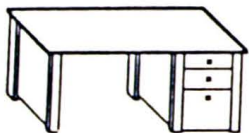
Fill in the blanks with the letters that complete each word.



ha__



bu__



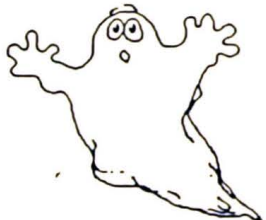
de__



sku__



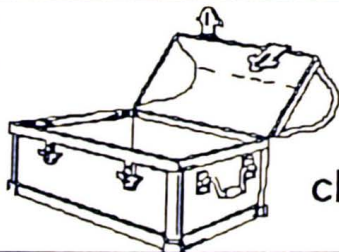
sta__



gho__



elepha__



che__

Mastery: 6 out of 8

22215. Develop letter-sound associations for vowel digraphs.

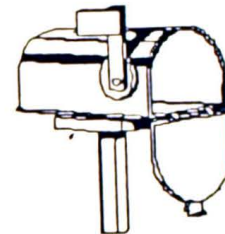
The teacher will pronounce the name of each object.

Circle the letters which complete the word.



l__f

ai
oa
ea



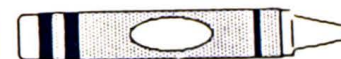
m__lbox

ea
ai
oe



r__n

ea
ai
ow



cr__on

ay
ow
ai



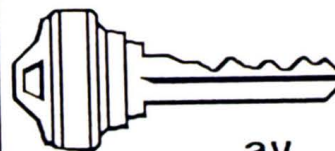
b__s

oa
oo
ow



b__t

oo
ee
oa



k__

ay
ai
ey



tr__

ea
ee
ai

Mastery: 6 out of 8

NAME _____

22214. Develop letter-sound associations for long vowels.

Read the first word. Circle the word among the following words that has the same long vowel sound.

- | | | | |
|-----------------|-------|-------|------|
| 1. <u>night</u> | tie | wig | knit |
| 2. <u>real</u> | said | seed | bed |
| 3. <u>fume</u> | fuss | use | up |
| 4. <u>tail</u> | take | tap | ask |
| 5. <u>poke</u> | hot | rope | come |
| 6. <u>kite</u> | pie | trip | ill |
| 7. <u>keep</u> | ready | leave | end |
| 8. <u>note</u> | hold | got | lock |
| 9. <u>cute</u> | put | huge | us |
| 10. <u>cake</u> | happy | plate | camp |

TEST VI

NAME _____

22222. Identify base words.

Circle the root or base word in each word.

1. lovely
2. wanted
3. fastest
4. dislike
5. climbing
6. following
7. watchful
8. crashes
9. gladly
10. sticky

22223. Identify and form contractions.

Draw a line under the contraction in the sentence. Draw a circle around the two words that mean the same as the contraction.

1. **Why wasn't Bill in school today?**
will not was not is not
2. **Kam wouldn't go to the store with her friend.**
will not should not would not
3. **She's running in the race today.**
She was She is She should
4. **They weren't happy with the new car.**
were not will not was not
5. **Who's coming with Sam and Tom?**
Who was Who did Who is
6. **It's too late to go to the park.**
It is It was It will
7. **I will ask him if he's coming with us.**
he will he has he is

8. **We're having a party tonight.**
we were we are we have
9. **I don't walk on the grass.**
is not be not do not
10. **We've been waiting for two hours.**
we are we will we have
11. **Jane isn't at home.**
is not did not was not
12. **Who's bringing the food for the picnic?**
Who will Who is Who was
13. **How do you feel? I'm hot and tired.**
I was I have I am
14. **You shouldn't throw food away.**
shall not should not will not
15. **How's the water?**
How did How is How are

22224. Identify and form compound words.

Underline the compound word in each sentence.

1. She was sleeping in the bedroom.
2. The mailman always comes before noon.
3. My friend has a small sailboat at the lake.
4. I could hear the drumbeats from far away.
5. After dinner we ate cheesecake.

Form compound words by drawing a line between a word in the left-hand column and a word in the right-hand column.

after	keeper
book	room
skate	cut
bed	board
hair	noon

22228. Count the number of syllables in a word.

Write the number of syllables you hear in each word.

- | | |
|--------------------|-------------------|
| 1. donkey ____ | 11. knew ____ |
| 2. remember ____ | 12. tomorrow ____ |
| 3. strong ____ | 13. magic ____ |
| 4. listen ____ | 14. return ____ |
| 5. understand ____ | 15. turtle ____ |
| 6. mountain ____ | 16. because ____ |
| 7. afternoon ____ | 17. together ____ |
| 8. answer ____ | 18. hundred ____ |
| 9. dogcatcher ____ | 19. keeps ____ |
| 10. climb ____ | 20. softly ____ |

TENNESSEE BASIC SKILLS FIRST READING TEST

GRADE 3

32106. Use context clues to identify new words.

Read each selection and answer the questions. Circle the word that means the same as the underlined word.

Bill was setting up his new computer. He turned the pages and read the directions many times. But the computer still would not work. Finally he said, "I wish these directions were not so complex."

1. The word complex means:

easy funny hard

The bear came to our camp during the night. He was looking for food. He tore up the tents and smashed our camp. He left everything in a shambles.

2. The word shambles means:

game mess meal

The teacher was watching the children play ball. He had to leave the ball field. There was a phone call for him in the office. "I must go," he said. "I will designate someone to be in charge until I come back."

3. The word designate means:

send play choose

It was very cold. But the rich lady refused to wear the coat. She said it was too old and ugly. Her friend thought she was very haughty -- too haughty for her own good.

4. The word haughty means: proud old fast

Bobby got a new haircut. Every day his friend Jeff teased him about the haircut. The teasing was fun at first; but it soon began to annoy Bobby. "Why do you keep teasing me?" he asked Jeff. "Why do you want me to feel bad?"

5. The word annoy means:
feel good make angry kick

The cowboy put on his hat. He ambled over to his horse. "I am riding into town," he told the other cowboys. "I will see you tomorrow."

6. The word ambled means:
walked slowly laughed loudly rode fast

The basketball player hurt his eye during a game. At the next game he wore goggles so he would not hurt the eye again.

7. The word goggles means: glasses shorts hats

32111. Use context to determine the meaning of known words.

Read the definitions of the words. Write the letter with the appropriate definition by each sentence.

-
- light: a.) to set on fire
 b.) not heavy
 c.) brightness

1. _____ Light came from the window.
2. _____ The chest was very light. I could lift it easily.
3. _____ Who is going to light the fire?

-
- mine: a.) bomb placed in the ground
 b.) belongs to me
 c.) hole in the ground

4. _____ The mine blew up when the car drove over it.
5. _____ That book over there is not his. It is mine.
6. _____ They went into the mine to dig coal.

-
- bow: a.) to bend over
 b.) a tool used to shoot arrows
 c.) the front part of a ship

7. _____ When the hunter saw the deer, he took out his bow.
8. _____ The singer bowed when he heard the people clap.
9. _____ The captain stood on the bow and looked out to sea.

- lead:**
- a.) to bring along; to guide
 - b.) a heavy metal
 - c.) to be ahead

10. _____ The Tigers lead the league in home runs.
11. _____ This bucket must be made out of lead. It is very heavy.
12. _____ The teacher leads the class to the lunchroom.

- crack:**
- a.) a thin opening
 - b.) a loud sound
 - c.) to break

13. _____ He heard a loud crack and saw the lightning.
14. _____ He cracked the egg on the side of the bowl.
15. _____ The bugs came in through a crack in the door.

- top:**
- a.) to beat in a game
 - b.) highest point
 - c.) toy that spins

16. _____ She got 25 points. Can you top that?
17. _____ The children were playing with a top on the floor.
18. _____ We stood at the top of the hill.

32112. Determine sequence by identifying events from the beginning, middle and end of a selection.

Read the story. Tell when each event happened in the story. Write **B** if the event happened in the beginning of the story. Write **M** if the event happened in the middle of the story. Write **E** if the event happened at the end of the story.

Terri's dad asked her to go fishing with him. First she took her old fishing pole from the back of her closet. Then she looked for the fishing line that her father gave her. She also had to find the hook to tie on the line.

Terri got the pole, line and hook. Then she went to the back yard to dig for worms. Her big brother had showed her how to look for worms. She found ten fat worms and put them in a can.

Then she got in the car with her father, and they set out for Miller's Creek. "The weather is beautiful," she said. "I hope we catch a lot of fish."

1. _____ Terri went to the back yard to dig for worms.
2. _____ "I hope we catch a lot of fish," Terri said.
3. _____ Terri got her old fishing pole out of the closet.
4. _____ Terri and her father got in the car.

The dogs stopped barking and hid under the house. The birds flew to the tree tops and did not sing. The mother hen led her chicks into the barn. All was very still.

Then the sky began to darken, and the wind began to blow hard. We saw the dark, black cloud coming near. It was a tornado.

We hid in a place under the house. We could hear wood and stones flying through the air. We heard a loud sound like a train. Then all was quiet again. When we went back outside, we saw the roof was gone from the shed.

5. _____ The sky got very dark.
6. _____ The roof was gone from the shed.
7. _____ The dogs hid under the house.
8. _____ We saw the tornado coming near.

32113. Sequence events from a selection.

Read the stories. Answer the questions.

"We need to go shopping," said Patty's mother. "Will you help me find my car keys?" Patty was excited. She liked to go shopping.

Patty began to look for her mother's car keys. She looked on the shelf and under the sofa. Patty's mother looked under some old newspapers and in the bedroom. "Oh, no," said her mother. "Soon it will be too late to go shopping. We must find the keys."

Patty found an old pen, and then she found five pennies in the living room. She could not find the keys. As Patty ran down the hall to look in the kitchen, she tripped and fell on the rug.

She was ready to cry, but then she saw the keys. The cat had taken the keys. It hid them under a corner of the rug. "Mother, we can go shopping now," she said.

1. Patty tripped on the rug _____ she found a pen.
a.) before b.) after
2. Patty looked on the shelf _____ she found five pennies.
a.) before b.) after
3. Patty's mother looked in the bedroom _____ Patty tripped and fell.
a.) before b.) after
4. Patty's mother said, "Soon it will be too late," _____ Patty looked on the shelf.
a.) before b.) after

Carrie wanted to make breakfast for her mother. It was her mother's birthday. She got out of bed early Saturday morning. Then she went to the kitchen.

She opened the refrigerator and took out milk, eggs, butter, and cheese. First, she cooked the eggs in a big pan. Then she put cheese on top of the eggs. Then she poured a glass of milk and a glass of juice.

She wanted to put the eggs, milk and juice on a tray and take it to her mother in the bedroom. But then her mother came into the kitchen. "Something smells very good," said her mother.

"Happy birthday!" said Carrie.

5. Carrie poured the milk _____ she made the eggs.
a.) before b.) after
6. Carrie's mother came into the kitchen _____ Carrie took the eggs to her.
a.) before b.) after
7. Carrie took out the eggs _____ she poured the juice.
a.) before b.) after
8. Carrie said, "Happy birthday!" _____ her mother said, "Something smells good."
a.) before b.) after

32116. Answer questions about a selection.

Read the sentences. Write the letter in the blank for the words that answer each question.

Kay found the car keys today after looking

A B
for an hour. They were under the rug.

The cat hid them there last week.

1. _____ Who found the keys?
2. _____ Who hid them?
3. _____ Where were the keys?
4. _____ When were they hidden?

On Tuesday they went to the show.

After the show they went for a walk

though the old part of town. They saw many

beautiful old homes. The houses had
E
huge trees in the yards.
F

1. _____ What did they see on their walk?
2. _____ When did they go to the show?
3. _____ Where did they go for a walk?
4. _____ What did the houses have?

Bill went to the library at his school

A B
yesterday to get two books for his sister.
C D E

1. _____ Who went to the library?
2. _____ Why did he go?
3. _____ When did he go?
4. _____ Who were the books for?

Andrea found two black puppies in her yard

A B C D E
when she came home from school
F
yesterday.
G

1. _____ How many puppies were found?
2. _____ Where were they?
3. _____ When did Andrea find them?
4. _____ Where was Andrea coming from?

32118. Select and create titles.

Read each passage and select the best title.

First came the elephants. Kam had never seen an elephant before. She was surprised at how huge they were. The elephants walked in a circle as a man rode on top of them. They did many tricks.

Then lions and tigers ran into a big cage. A man wearing a glittering suit came into the cage. The lions and tigers let the man come very close to them. Kam thought he was very brave.

Kam liked the clowns best. They were hilarious, and Kam laughed and laughed. One clown after another came out of a very small car. They made funny faces and rolled on the ground. Kam had a great time.

1. The best title for the story is :

A Brave Tiger Man Send in the Clowns Kam's First Circus

Uncle Clyde likes to run. Each day he puts on his shorts and his running shoes. He runs for at least 60 minutes. Running makes Clyde feel good. He says that running also helps him keep from getting sick.

Because he runs so often, Clyde is a fast runner. He likes to run in races. This spring he will run in a very long race. The race is called the Boston Marathon.

2. The best title for the story is:

The Marathon The Man Who Loves to Run Shoes and Shorts

Sometimes Glen gets tired of working in a big city. There are many things to do and to see. But there are also many problems. There is a lot of noise. The city can be very dirty. Often Glen believes there are too many people there.

When Glen gets tired of the city, he gets in his car and drives to the country. He has friends in the country who have a log house. They like to sing and play their guitars when Glen visits. Glen likes the quiet in the country. He says his visits there make him feel good again.

3. The best title for the story is:

A Visit to the City City Glen, Country Glen Glen's Guitar

Bobby lives in a very old, large house. One day, while he was playing with his friend Tom, they found a secret door behind the bookshelf. "Should we open it?" asked Tom. "I'm scared. What if there are monsters?"

Bobby said, "Let's try it." He pushed open the door. Behind it there was a hidden stairway, which led to a room with many old books. There were no monsters.

Bobby and Tom told Bobby's mother about the room. She lets them play in the room. They like to look through the old books.

4. The best title for the story is:

Tommy's Old House The Secret Room Monsters Everywhere

Read each selection. Circle the main idea.

If you think that cowboys carry guns and ride horses, you may be in for a shock.

Years ago, cowboys let the cows wander across the ranch. There were no fences. Cowboys rode their horses all over the ranch to look after the cows.

The life of a cowboy has changed a lot since those days. Today, cowboys use trucks as much as horses to get around the ranch. They carry hay and water to the cows. They spend a lot of their time fixing fences and roads.

1. The main idea of the story is:

Cowboys have a hard job. The life of the cowboy has changed.
It's easy to fix fences on a ranch.

I helped Dad set up his workbench. Then he took out the saw, which made a loud buzzing noise as it cut through the wood.

Dad cut a piece of wood that was the right size. He put newspaper on the floor, while I took out the paint and got the brushes.

We began to paint the wood. I watched the way Dad used the brush, and I tried to copy him. In just a few minutes, we were finished.

Together we made a fine new shelf for the bookcase. It fit perfectly.

2. The main idea of the story is:

I watched while Dad worked. We finished quickly.
Dad and I made a new shelf.

The snow began to fall. It was very cold in North City. "Get your skates," said Marsha. "Soon the lake will be all ice."

All the children in North City loved to ice skate. Every winter they came home from school and put on their skates.

A mother or father checked the lake to be sure the ice was very thick and strong. They watched as the children skated back and forth across the ice.

Sometimes the mothers and fathers skated with the children. But most of the time, the lake was for the young skaters.

3. The main idea of the story is:

The children in North City loved to skate. The ice was strong and thick.
Parents did not skate often.

It has one or two big humps on its back and a long, ugly face. Its legs are long and thin. It doesn't need to drink very often.

If you think this strange animal is a camel, you are right. The camel lives in hot, sandy places called deserts. The camel may not look pretty, but it is a very useful animal. The people who live in the desert ride the camels and use them to carry tents.

4. The main idea of the story is:

Camels are ugly and don't need much water.

Camels are strange but useful animals.

People who live in the desert live in tents.

32120. Infer the main idea of a selection.

Read each story. Circle the main idea.

The tree was strong and tall. It was very proud. "You are short and not as beautiful as I am," it said to the bush.

"I am strong and beautiful in my own way," said the bush. The tree just laughed.

One day a terrible storm came. The wind was very strong. The tree tried to stand up to the wind but could not. The storm blew down the tree. The bush was able to bend with the wind and was not hurt.

1. The main idea of the story is:

The tree felt sorry for the bush. Hide when the wind comes.
The bush was strong in its own way.

"What do you want to do?" asked Andrew.

"I don't know. What do you want to do?" said his friend Ricky.

Andrew said, "I should do my homework, but I don't really want to."

Ricky said, "I have already done my homework. I can help you with your homework, and then we can watch TV."

"It's a deal," said Andrew. "But let's play ball outside instead of watching TV. The weather is too nice to stay inside."

2. The main idea of the story is:

The boys are very lazy. The boys can work and play together.
The boys can't decide what to do.

All the students in the class gave a talk about a person they admire. Jack talked about a baseball star. The player hit many home runs and made a lot of money.

Tam talked about Martin Luther King, Jr. She said he tried to teach people to understand each other.

"I admire Andre the Giant because he is so big and strong," said Will.

Ben said, "The person I admire is my Uncle Henry. He is not rich, but he gives money to the poor. He is not famous, but he always does all he can to make the world better."

3. The main idea of the story is:

Will should not admire Andre the Giant.

The students admire people for different reasons.

People who are famous make a lot of money.

Vicki had a problem. She wanted to go to the show with her friend Donna. But her mother was sick and needed to rest. Her mother asked Vicki to take care of her little sister after school.

"I should stay at home so my mother can rest," Vicki thought. "But I'm afraid Donna will be mad at me if I do not go."

Vicki talked to Donna about her problem. Donna said, "You should stay at home and help your mother. We can go to the movies later."

4. The main idea in the story is:

It can help to talk about problems. Vicki wants to go to the show.

Vicki's mother should let her go to the show.

32124. Use context to verify predictions.

Read the first part of the story. Predict what will happen next.

THE STORM

Billy Jackson and his father drove to Deep Lake on a summer day. "You will like the lake," Mr. Jackson told Billy. "It's pretty there, and the water is nice and cool."

On the way, Mr. Jackson told Billy how wide and deep the lake was.

When they got to the lake, Billy wanted to go swimming right away. The sun was very hot.

But Mr. Jackson said, "Come with me. We're going over to the other side of the lake."

"Are we going in the car, Dad?" Billy asked. He didn't want to ride in the car any more.

"No," his father said. "We're going a different way."

STOP.

Do not turn the page until your teacher tells you.

1. What do you think will happen now? Circle your answer.

Billy and his dad will swim to the other side.

Billy and his dad will ride in a boat.

Billy will get mad and go to the car.

Mr. Jackson walked with Billy to a place where many boats sat in the water. "Mr. Williams, my friend at work, has a boat here," Mr. Jackson said.

"Mr. Williams said we could use his boat today. We will cross the lake in his boat. How does that sound?" said Mr. Jackson.

"Great," said Billy. "I've never been in a boat on a lake."

Mr. Jackson brought a radio with him. He and Billy listened to the music as they rode across the lake.

Suddenly the wind began to grow strong. The sun went away, and Billy saw dark black clouds approaching.

The music stopped. A man's voice came on the radio.

STOP.

Do not turn the page until your teacher tells you.

2. What do you think the man will say?

He will give the name of the next song.

He will give a storm warning.

He will talk about the fishing that day.

"A bad storm is coming to Deep Lake," the man on the radio said. "All boats should come in off the lake. Do not stay on the lake. A bad storm is coming."

Billy saw lightning in the sky. But he did not want to go in. He hoped the storm would pass over.

"Do we have to go back?" Billy asked.

Mr. Jackson looked at the sky. He was worried.

STOP.

Do not turn the page until your teacher tells you.

3. What do you think will happen next?

Mr. Jackson will go back in.

Mr. Jackson will turn off the radio.

They will stop and wait for another storm warning.

Mr. Jackson told Billy to sit down. "Hold on," he said. "We have to get back fast."

Mr. Jackson turned the wheel. He drove the boat back to the shore. Just as they got out of the boat, the rain started.

The rain fell very hard. Billy had never seen such rain. He saw big waves out on the lake.

When he reached the car, Billy's clothes were wet. But he was safe.

STOP.

4. What will Billy say to his father?

"Can we go swimming now, Dad?"

"I'm glad we came back. You did the right thing."

"I wish we had stayed on the lake. That storm wasn't so bad."

32135. Identify cause and effect relationships.

Read the story. Answer the questions.

The rabbit and the turtle were going to have a race. The rabbit told all his friends that it would be an easy race. "Turtles are very slow," he said.

The turtle talked with his friends. "Rabbits are very fast," he said. "But I will try very hard to win," he said.

The race began and the rabbit ran far ahead. He was so far ahead that he could not see the turtle. "I can stop for a little rest," he said. He sat down under a tree and went to sleep.

The turtle kept going as fast as he could. He went by the tree where the rabbit was asleep. He walked very quietly so the rabbit would not hear a sound.

The rabbit got up after the turtle went by. He ran very fast, but the turtle was too far ahead. The turtle crossed the finish line first.

The rabbit was angry. "Never give up," the turtle told his friends. "The race does not always go to the fastest."

TURN THE PAGE.

Circle your answers to the questions about the story.

1. Why did the rabbit say the race would be easy?

He thought the turtle would fall asleep.

He believed that turtles can't run fast.

Rabbits always try very hard.

2. Why did the rabbit take a nap?

He was sleepy.

He thought the turtle would wake him up.

He did not think the turtle could catch up.

3. Why did the turtle go by the rabbit quietly?

If the rabbit woke up, the rabbit would be mad.

The rabbit told him not to wake him up.

If the rabbit woke up, the rabbit would run ahead again.

4. What would have happened if the rabbit had not gone to sleep?

The rabbit would have run more slowly.

The turtle would not have gone by quietly.

The rabbit would have won the race.

5. Why did the turtle win the race?

He did not give up, and the rabbit was too sure of himself.

The rabbit was too slow and too old for the turtle.

The turtle ran past the rabbit.

32126. Match characters with their feelings, dialogue, and actions.

Read the story and answer the questions.

Danny Brown had a pet frog named Mr. Hopper. Mr. Hopper had long legs and could jump very far. He lived in a big glass box in Danny's room.

One night Danny's little sister, Mindy, forgot to put the top on Mr. Hopper's box. After Mindy left the room, the frog jumped out of the box. He hopped into Danny's closet. Then he jumped into a pocket in Danny's coat.

The Brown family was going out to dinner that night. Danny put on his coat. He rode with his father, mother and sister. They went to a nice restaurant. They sat next to a family named Topper.

As Mr. Brown was eating his soup, Danny heard a sound. "*Ribbit*," came a noise from his pocket.

"Oh, no," thought Danny. And at that moment, Mr. Hopper hopped out of his pocket. He hopped into Mr. Brown's soup.

"What's that frog doing in my soup?" Mr. Brown shouted.

"He's swimming," said Mindy. She began to laugh. Then Mr. Hopper jumped out of Mr. Brown's soup. He jumped over to Mr. Topper's table.

"Come back, Mr. Hopper," said Danny. Then he jumped over to Mr. Topper's table to get Mr. Hopper. *(continued on next page)*

"My name is not Hopper, it is Topper," said Mr. Topper. "And what's this frog doing in my soup?" he said.

"He's swimming," said Mindy.

Finally, Danny got Mr. Hopper back in his pocket. The Browns left the restaurant. Mr. Topper got a fresh bowl of soup, and Danny got in a lot of trouble.

Circle the correct answer to the question.

1. Who got in a lot of trouble?

Mindy Danny Mr. Brown

2. Who left the top off the glass box?

Mr. Topper Mindy Danny

3. Who said, "He's swimming."

Mr. Brown Mr. Topper Mindy

4. Who was the second to say, "What's this frog doing in my soup?"

Mr. Brown Mr. Topper Danny

5. Who jumped over to Mr. Topper's table first?

Mr. Hopper Danny Mr. Brown

6. Who heard a sound?

Mindy Mr. Brown Danny

7. Who laughed?

Mrs. Topper Danny Mindy

8. Who said "Oh, no"?

Danny Mindy Mrs. Brown

32133. Use context to verify conclusions.

Read the paragraph. Then read the conclusions below the paragraph. Find the sentence that shows the conclusion to be true. Write the letter by that sentence in the blank.

(A) The rabbit and the turtle were going to have a race. (B) The rabbit told all his friends that it would be an easy race. (C) "Turtles are very slow," he said.

(D) The turtle talked with his friends. "Rabbits are very fast," he said. (E) "But I will try very hard to win," he said.

1. _____ The turtle knows that the race will be hard.
2. _____ The rabbit had seen a turtle walk before.
3. _____ The turtle is not going to give up before the race starts.

(A) The race began, and the rabbit ran far ahead. He was so far ahead that he could not see the turtle. (B) "I can stop for a little rest," he said. He sat down under a tree and went to sleep.

(C) The turtle kept going as fast as he could. (D) He went by the tree where the rabbit was asleep. (E) He walked very quietly so the rabbit would not hear a sound.

4. _____ The turtle did not want to wake up the rabbit.
5. _____ The rabbit got off to a good start.
6. _____ The turtle did not give up when the rabbit went ahead.

(A) The rabbit got up after the turtle went by. He ran very fast but the turtle was too far ahead. (B) The turtle crossed the finish line first.

(C) The rabbit was angry. (D) "Never give up," the turtle told his friends. "The race does not always go to the fastest."

7. _____ The turtle won the race.
8. _____ The rabbit woke up too late.

32139. Distinguish fact and opinion.

Read the story about the rabbit and turtle again. Then mark the statements with an **F** if they are fact and **O** if they are opinions.

1. _____ The turtle won the race.
2. _____ The rabbit believed that turtles run slowly.
3. _____ Turtles are smarter than rabbits.
4. _____ The rabbit's friends thought he would win easily.
5. _____ The rabbit was mad after he lost the race.
6. _____ The turtle did not give up.
7. _____ In the beginning, the rabbit ran faster than the turtle.
8. _____ If the race had not been so long, the rabbit would have won.

32203. Develop letter-sound associations for the two sounds of "c" and "g."

Circle the word that has the same "c" or "g" sound as the underlined word.

- | | | | |
|-----------------|--------|--------|--------|
| 1. <u>cat</u> | cell | cut | face |
| 2. <u>nice</u> | cake | mice | cage |
| 3. <u>goat</u> | hedge | giant | garden |
| 4. <u>giant</u> | wagon | gum | cage |
| 5. <u>cat</u> | nice | cake | city |
| 6. <u>nice</u> | cord | carton | fence |
| 7. <u>goat</u> | gentle | huge | game |
| 8. <u>giant</u> | game | gas | badge |
| 9. <u>cat</u> | corn | fence | dance |
| 10. <u>nice</u> | call | cake | space |

- | | | | |
|------------------|--------|---------|-------|
| 11. <u>goat</u> | gas | giraffe | gypsy |
| 12. <u>giant</u> | gun | engine | give |
| 13. <u>cat</u> | come | mince | race |
| 14. <u>nice</u> | carry | camera | cent |
| 15. <u>goat</u> | dragon | orange | hedge |
| 16. <u>giant</u> | shag | flag | cage |
| 17. <u>cat</u> | rice | place | color |
| 18. <u>nice</u> | cup | ice | close |
| 19. <u>goat</u> | gull | stage | gym |
| 20. <u>giant</u> | gentle | give | gal |

32204. Identify silent consonants in words.

Write the silent consonant or consonants in the blank.

1. _____ write
2. _____ lamb
3. _____ knit
4. _____ wrench
5. _____ knight
6. _____ island
7. _____ fought
8. _____ climb
9. _____ flight
10. _____ comb

32210. Develop letter-sound associations for vowel diphthongs.

Circle the correct word to complete each sentence.

1. The _____ in the desert is very sandy and dry.

saul soil sail

2. When you get out of the pool, get a _____ and dry off.

teal taul towel

3. He never _____ what hit him.

saw soy sow

4. To eat soup, you must use a _____.

spawn spain spoon

5. The _____ is a bird that hunts at night.

oil awl owl

6. The knife has a very sharp _____.

paint point pint

7. At night we went out to see the full _____.

moan main moon

8. The truck came to _____ away the dirt.

howl heal haul

32211. Develop letter-sound associations for "r-controlled" vowels.

Circle the correct word to complete the sentence.

1. He opened the _____ of peanut butter.

jor jer jar

2. The _____ shone brightly in the night.

stirs stairs stars

3. She wore a bright blue _____.

skirt skort skart

4. Watch out! The fire will _____ you.

barn born burn

5. For dinner they had _____ on the cob.

carn curn corn

6. The _____ of cows stood by the fence.

herd hard haird

7. A crow is a big, black _____.

bard bird bord

8. If you fall off your bike, you will _____ yourself.

hart hort hurt

32212. Develop letter-sound associations for "al" and "aw."

Circle the correct word to complete the sentence.

1. Pass the _____ and pepper, please.

saw salt sall

2. The teacher wrote on the board with _____.

chalk chall chaw

3. Johnny isn't short, he is very _____.

talk tall taw

4. The grass has grown very high. I must cut the _____.

law lawn law

5. The man had no hair at all. He was totally _____.

ball bawl bald

6. Babies must learn to _____ before they can walk.

crall crawl craw

32215. Add inflectional endings to base words.

Circle the word that has the correct ending.

1. small smallies smaller smalled

2. fry fried frier fryes

3. brush brushes brushs brushies

4. fight fighting fightest fightes

5. funny funni funnier funnest

Write the correct form of the underlined word in the blank.

6. tall Reggie is _____ than his brother.

7. hop Yesterday the frog _____ out of the pond.

8. cry The baby always _____ when he is hungry.

9. bench In the park there are many _____.

10. walk We are _____ to Bill's house.

32216. Identify simple prefixes.

Circle the prefix in each word.

- | | | | |
|----------------------|------|------|------|
| 1. <u>dishonest</u> | est | dis | dish |
| 2. <u>relocate</u> | rel | re | ate |
| 3. <u>unpacking</u> | unp | ing | un |
| 4. <u>mispend</u> | miss | mi | mis |
| 5. <u>disorder</u> | di | dis | der |
| 6. <u>refill</u> | re | ref | fill |
| 7. <u>unlucky</u> | ky | un | unl |
| 8. <u>misleading</u> | ing | misl | mis |
| 9. <u>impure</u> | imp | im | re |
| 10. <u>untied</u> | d | unti | un |

32217. Identify simple suffixes.

Circle the suffix in each word.

- | | | | |
|-----------------------|------|-------|-------|
| 1. <u>recovering</u> | re | ring | ing |
| 2. <u>understands</u> | s | ds | under |
| 3. <u>barely</u> | ly | ely | ba |
| 4. <u>darkness</u> | ness | kness | dark |
| 5. <u>worthless</u> | th | less | s |
| 6. <u>hopeful</u> | ful | l | ul |
| 7. <u>sickly</u> | ly | ckly | sick |
| 8. <u>collected</u> | ed | ted | co |
| 9. <u>loudest</u> | dest | loud | est |
| 10. <u>player</u> | yer | er | p |

32218. Identify possessive nouns.

Circle the correct possessive form for the given phrase.

1. a bike belonging to John

John's bike John's bike John's bike

2. a car belonging to the Browns

the Browns car the Brown's car the Browns' car

3. the hats belonging to the lady

the ladys hats the lady's hats the ladys' hats

4. the tail of the dog

the dogs' tail the dogs tail the dog's tail

5. the books belonging to the children

the children's books the children books the childrens' books

6. a ball belonging to Billy

Billy's ball Billy ball Billys ball

7. the windows of the houses

the house's windows the houses' windows the houses windows

8. the pen of my father

my fathers pen my fathers' pen my father's pen

9. the wings of a duck

the ducks' wings the duck's wings the ducks wing

10. the beds of the cats

the cat's bed the cats' beds the cats beds

32221. Divide words into syllables using the VC/CV rule.

Read the word. Circle the version of the word that has been correctly divided into syllables.

1. follow

fol • low

fol • ow

fo • llow

2. center

cent • er

cen • ter

ce • nter

3. napkin

napk • in

na • pkin

nap • kin

4. buddy

budd • y

bud • dy

bu • ddy

5. basket

bas • ket

bask • et

ba • sket

32223. Divide words into syllables using the V/CV rule.

Read each word. Circle the version of the word that has been correctly divided into syllables.

1. belong belo • ng bel • ong be • long
2. climate clim • ate cli • mate clima • te
3. motel mo • tel mot • el mote • l
4. pilot pil • ot pi • lot pilo • t
5. again a • gain ag • ain aga • in

32225. Identify stressed or accented syllables.

Read each word. Circle the version of the word that has been accented correctly.

1. aloud a' • loud a • loud'
2. summer sum' • mer sum • mer'
3. workbench work' • bench work • bench'
4. pencil pen' • cil pen • cil'
5. only on' • ly on • ly'
6. difficult dif • fi • cult' dif' • fi • cult
7. sentence sen' • tence sen • tence'
8. blossom blos' • som blos • som'
9. decide de' • cide de • cide'
10. understand un • der' • stand un • der • stand'

TENNESSEE BASIC SKILLS FIRST READING TEST
GRADE 4

TEST I

NOTE: NUMBERS 1-30 ON THIS TEST CAN BE GRADED WITH AN OPTICAL READER. NUMBERS 31-38 CANNOT BE GRADED WITH AN OPTICAL READER.

42106. Use context clues to identify new words.

Read the sentence. Choose the letter of the word that has the same meaning as the underlined word.

1. The policemen always did a thorough job before they made an arrest.
a.) short b.) complete c.) question
2. When the enemy attacked the king's castle, he sent a messenger to solicit help from another king.
a.) ask for b.) solve c.) refuse
3. The president made fun of the inane plan his advisors suggested.
a.) heavy b.) gone c.) foolish
4. My grandparents were immigrants. They came to America in 1939.
a.) people born in another country b.) doctors
c.) very young people
5. This is a grave problem. It will not be easy to solve.
a.) funny b.) relative c.) serious

42106. cont'd.

6. She is very smart, and she learns quickly. She is obviously the person for the job.
a.) only b.) clearly c.) badly
7. They planned to build a new house with the old timber from the log cabin.
a.) wood b.) metal c.) paper
8. The other team got 80 points and we only got 10. They trounced us badly.
a.) played b.) laughed c.) defeated
9. When she saw how the cats tore up the chair, she was livid. I have never seen her so mad.
a.) green with envy b.) red with anger
c.) brown from the sun
10. The people came together and proclaimed Prince Richard their new ruler.
a.) called b.) refused c.) drew

42110. Distinguish homophones.

Read the sentences. Decide which underlined word should go in the blank in the sentence. Write the letter of the underlined word.

A. waits B. weights

11. Every day my cat _____ by the window for me to come home.
12. My older brother has big muscles because he lifts _____.

A. your B. you're

13. I think _____ not being smart if you don't study for the test.
14. You left _____ book on the table.

A. their B. they're C. there

15. They don't know what _____ doing.
16. You can hang your coats up over _____.
17. The children all raised _____ hands at the same time.

A. to B. too C. two

18. Tonight we are going _____ the movies.
19. He opened _____ cans of cola for himself and his friend.
20. There are _____ many people in this room.

42111. Distinguish homographs.

The underlined words can have more than one meaning. Read the sentences. Decide which meaning the word has in the sentence. Write the letter of the meaning.

21. My mother doesn't like the cats because they shed all over the sofa.
22. There was a shed out in back of the house where he kept the lawn mower.
- A. small house B. to give off (hair or skin)
-
23. When the alarm rings, I turn it off and go back to sleep.
24. A ring of thieves is breaking into homes in this area.
- A. a circle or round loop B. to make a sound like a bell
C. a group
-
25. The teacher saw Cindy pass a note to her friend in class.
26. Note how John always looks both ways before he crosses the street.
- A. to pay close attention to B. a short letter
C. a musical symbol

42111.cont'd.

-
27. There was a tear in her eye as she told the sad story.
28. Flies got in the house through a tear in the screen.
- A.) a drop of salt water B.) to remove by force
C.) a hole
-
29. The criminal was known for his evil deeds.
30. He lost the deed to his house.
- A.) legal paper showing ownership B.) action

Read the selection.

Valerie and Lisa left the house about noon and headed into the woods. They had to look for nearly an hour to find the beginning of the old path. It was overgrown with bushes and weeds.

Valerie carried strips of cloth she had torn earlier. As they went, Lisa tied the cloth to the lower branches of trees to mark the way. "I sure don't want to get lost on the way back," Valerie said.

They stopped once for lunch, a small meal of sandwiches and fruit. As they went on, the path grew thicker with vines and branches. "I don't think we'll ever find it," said Lisa.

Soon there were only a few strips of cloth left. "I think we'd better turn back," Valerie said. Then Lisa saw a clearing in the woods a short distance ahead.

The two girls ran as fast as they could toward the clearing. Then they saw it. Covered with vines and almost totally hidden, the club-house that their dad had made many years ago stood in the clearing.

The girls looked at each other and smiled. They knew that this summer would be special.

TURN THE PAGE.

Number the sentences. Put a "1" by the sentence which happened first, a "2" by the sentence which happened second, etc.

- | | | |
|----|-------|--|
| 11 | _____ | Valerie and Lisa stopped for lunch. |
| 12 | _____ | They ran as fast as they could. |
| 13 | _____ | They looked for the old path. |
| 14 | _____ | Lisa tied the strips of cloth to the trees. |
| 15 | _____ | Valerie and Lisa found the club-house. |
| 16 | _____ | Lisa said, "I don't think we'll ever find it." |
| 17 | _____ | The two girls smiled at each other. |
| 18 | _____ | Lisa saw a clearing in the woods. |

TEST II

NOTE: THIS TEST CAN BE GRADED USING AN OPTICAL READER.

42116. Answer questions about a selection.

Read the selection. Then choose the correct answer to the question.

Years ago the largest airplanes could only carry about 15 people and a few bags of mail. Today's big jets can carry almost 500 people and thousands of pounds of other things.

The huge size of today's airplanes makes them more stable as they roar through the sky. Bigger engines make them go faster, up to 600 miles per hour. Instruments give information to the pilot about anything that could affect the flight. The pilot and the crew also have advanced radios.

All big planes have computers called "autopilots" that can fly the plane without help from the pilot. One kind of autopilot can land the plane when the weather is so bad that a pilot cannot land it.

Those who travel in the air can enjoy a smooth ride with music, movies and good food. And they are flying in greater safety and comfort than ever before.

TURN THE PAGE.

42116. cont'd.

1. How many people can the planes of today carry?
a) thousands of people b) almost 500 people c) 50 people
2. Why are today's jets better?
a) smaller, more comfortable b.) older pilots c.) faster and safer
3. What is an "autopilot"?
a) a computer b.) a radio c.) a jet engine
4. Describe the planes of many years ago.
a) larger and slower b.) better radios c) smaller and not as safe
5. Why can today's jets land in bad weather?
a.) more crew members b.) faster speed c.) autopilots
6. How can a pilot learn about things that might affect the flight?
a.) from instruments b.) from passengers c.) from the movies
7. What does stable mean in the selection?
a.) comfortable and smooth b.) costly c.) place for horses
8. Why are today's jets more stable?
a.) their huge size b.) better pilots c.) less cargo
9. How fast can today's jets fly?
a.) up to 600 miles per hour b.) more than 600 miles per hour
c.) less than 500 miles per hour
10. What do air travelers enjoy when they fly?
a.) a bumpy ride b.) music and food c.) smaller seats

42118. Identify the main idea in a selection.

Read the selection. Then choose the correct answer for each question.

The bright orange ball we call the sun is actually a star. Yes, the small points of light we see in the night and our sun are just alike. What is a star? All stars are big balls of burning gas scattered throughout the sky.

Our sun appears brighter and hotter because it is so much closer. The sun is the closest star to Earth. It is about 150 million kilometers away. Light from the sun takes about eight minutes to reach Earth. The light you see on a hot summer's day is actually eight minutes old by the time it starts to give you a sunburn.

Our sun looks huge to us compared to the stars we see in the night, but it is actually not even a very large star. Some stars are called "dwarf" stars and may be as small as the Earth. Others are many times larger than the sun.

Other stars are too far away to provide much light or heat for the Earth. Our sun may not be big compared to other stars, but it gives enough light and heat for life on Earth. The Earth would be too cold for life without the light and heat from "our" star.

TURN THE PAGE.

42118. cont'd.

11. What is the main idea in the first paragraph?

- a.) The sun is a small point of light.
- b.) The sun is a bright, orange ball.
- c.) The sun is a star like the other stars.

12. What is the main idea in the second paragraph?

- a.) The sun can give you a sunburn.
- b.) The sun is the closest star to earth.
- c.) Light takes years to get from the sun to the Earth.

13. What is the main idea in the third paragraph?

- a.) Many stars are larger than the sun.
- b.) The sun is a "dwarf" star.
- c.) Some stars are smaller than the Earth.

14. What is the main idea in the fourth paragraph?

- a.) Big stars don't give off much light or heat.
- b.) The Earth needs the sun for life.
- c.) Our sun is not large compared to other stars.

42119. Infer the main idea of a selection.

Read the selection. Circle the correct answer to the question.

The Indians were proud and brave. There were many more Indians than Spanish soldiers. But the roar and smoke and bullets from the Spanish "death sticks" were too terrible. Although they were as brave as the Spanish, the Indians ran in fright.

15. What is the main idea of the selection?

- a.) The Indians lost the battle because there were too many Spanish soldiers.
- b.) The Indians had never seen guns and were frightened.
- c.) The Spanish were braver than the Indians.

In the hotel the man's voice grew loud. "I told you to call ahead so they would save us a room," he said to his wife. She had begun to cry. "This place is so big," she said. "I didn't think there would be any problem."

16. The main idea of the selection is:

- a.) The couple will spend a happy weekend.
 - b.) The man is talking very loudly.
 - c.) The hotel has no room for the couple.
-

42119. cont'd.

Out behind the house the dogs began to sniff the air. They put their tails between their legs and looked as if they knew something bad was about to happen. The sky was gray around the farm, but off in the distance the clouds were the color of coal. The rain began to fall. When my father saw the first flash of lightning, he said, "Yep, it's coming. Everybody get in the cellar."

17. The main idea of the selection is:

- a.) A tornado is coming.
 - b.) The dogs are afraid.
 - c.) Lightning hit the farm.
-

"I met a man from another country," the American told his wife. "He was not very nice. He would not even shake my hand."

"I met an American," the man from the other country told his wife. "He was not very nice. He did not bow to me. He stuck out his hand and I think he wanted me to give him money."

18. The main idea in the passage is:

- a.) The American should have bowed to the man.
- b.) The American did not want money.
- c.) The two men did not understand each other's customs.

TEST III

NOTE: THIS TEST CAN BE GRADED WITH AN OPTICAL READER.

42123. State the topic of selections in a unit.

The listing below is one part of a Table of Contents.
Read the listing. Choose the correct answer for each question.

UNIT FOUR

	Page
<u>The Earth: In It, On It and Around It</u>	2
Landforms of Earth	3
The Ways We Live	9
Our Natural Resources	15
Peoples of the Earth	21
Weather and Climate	27

1. The main idea of this unit is:

- a.) volcanoes and mountains.
- b.) the parts and peoples of the earth.
- c.) how we dig for coal and metals.

2. You could expect to read about people from Japan in:

- a.) the next unit.
- b.) The Ways We Live.
- c.) Peoples of the Earth.

3. Another part that could be in this unit is:

- a.) The History of England.
- b.) Oceans and Rivers.
- c.) The Civil War.

42123. cont'd.

4. "Our Natural Resources" would probably be about:

- a.) armies and fighting.
- b.) oil, gas and water.
- c.) American history.

5. Each part of the unit should be about:

- a.) the United States.
- b.) a part of the Earth.
- c.) forests and rivers.

6. "The Earth: In It, On It and Around It" is probably:

- a.) on the same page as Landforms of Earth.
- b.) a title page for the unit.
- c.) a very short section.

42127. Describe the interactions of characters in a selection.

Read the selection. Choose the correct answer for each question.

On board the ship there were sailors from many towns and cities. Bob, one of the sailors, came from a big city. He talked a lot and liked to laugh loudly. He was strong, and the other sailors were a little afraid of him.

Two of Bob's friends on the ship were Danny and Reggie. When Bob talked, they listened. And when Bob told a joke, they all laughed.

Zack was another sailor on the ship. Zack was the radio man and was very small and quiet. He came from a very poor family that lived in a small country town. He sent all his pay home to his parents, brothers and sisters. Whenever Bob and the other sailors on the ship went to shore to have fun, Zack did not go because he had no money.

Bob sometimes made fun of Zack, calling him "Mr. Headphones" because he spent so much time with the radios. "Hey, Mr. Headphones, why don't you come to shore with us?" Bob would yell at him.

Zack just said smiled and said "No thanks."

Reggie and Danny laughed. "What's the matter with that boy?" Danny would say.

"Maybe he's just too scared to get off the ship," Reggie said.

One day when the sailors were all on deck, something happened. Part of the radio antenna fell off a tall pole in the middle of the ship. Only Zack saw it fall. The part was headed right toward a group of men that included Bob, Danny and Reggie. *(continued on next page)*

42127. cont'd.

Suddenly, Zack threw himself against the men, knocking them out of the way of the falling antenna. The antenna hit the deck with a crash. The men were shaken but unhurt. No one spoke a word.

A few days later, the ship came into port, and the sailors could go to shore. Again, Bob called Zack "Mr. Headphones" and asked him if he wanted to come with them. But this time, he said it in a soft voice and with respect. Reggie and Danny offered to buy Zack dinner. They didn't laugh this time, and they never laughed at him again.

7. Which words do not describe Bob?
a.) loud and strong b.) leader of a group c.) kind and friendly
8. Reggie and Danny are _____.
a.) followers of Bob b.) Zack's friends c.) strong
9. Why do Reggie and Danny laugh when Bob tells a joke?
a.) They think he is always funny.
b.) They don't have any money.
c.) They are afraid of him.
10. Why does Reggie think Zack won't come to shore with them?
a.) He thinks Zack doesn't have enough money.
b.) He thinks Zack is afraid to go to shore.
c.) He thinks Zack likes to stay on the ship.

42127. cont'd.

11. Bob still calls Zack "Mr. Headphones" at the end of the story.

What is different about it?

- a.) Bob says it to hurt Zack's feelings.
- b.) Bob says it louder.
- c.) Bob no longer says it in a mean way.

12. Why do Danny and Reggie no longer laugh at Zack?

- a.) He saved their lives.
- b.) They think Bob is funnier.
- c.) They saw the antenna fall.

13. Who changes more during the story?

- a.) Zack, because he stops sending money home.
- b.) Reggie, Danny and Bob, because they begin to respect Zack.
- c.) Bob, because he starts talking in a quiet voice.

14. Why do Reggie and Danny offer to buy Zack dinner?

- a.) They find out he has no money.
- b.) They want to thank him for saving their lives.
- c.) They don't want to go with Bob.

42140. Distinguish fiction and nonfiction.

Choose the correct answer.

15. Which of the people below is a fiction writer?

- a.) a reporter for a newspaper
- b.) the author of short stories
- c.) the author of a history book

16. Which one of the statements is a fact?

- a.) Pete Rose is the best baseball player ever.
- b.) Alice was talking with the Cheshire Cat.
- c.) Some flowers are red.

17. What makes a statement a fact?

- a.) It can be proven.
- b.) Many people believe it to be true.
- c.) It is written in a book.

18. One place to look to find facts about something is:

- a.) a novel
- b.) the editorial page of a newspaper
- c.) the encyclopedia

19. Which of the titles below do you think is a work of fiction?

- a.) How to Grow A Garden
- b.) The Wishing Well
- c.) The Life of George Washington

20. Which of the titles below do you think is a factual work?

- a.) The Time Machine
- b.) Kermit the Frog Meets Miss Piggy
- c.) When the Dinosaurs Walked the Earth

21. A mystery story would be:

- a.) nonfiction
- b.) fiction
- c.) a reference book

TEST IV

NOTE: THIS TEST CAN BE GRADED USING AN OPTICAL READER.

42130. Use context to verify conclusions.

Read the story. Choose the correct answer for the questions that follow the story.

Steve was playing basketball one Saturday afternoon. He asked his friend Joan to play with him, but she wanted to stay at home and watch TV. "I don't want to play basketball again," Joan said.

Steve was getting tired of playing alone. He put the basketball away and was going inside to eat a sandwich when he heard a noise.

A short blue man sat on the rim of the basketball goal. He looked unhappy. "Hello," the man said. "Can you help me?"

Steve stopped thinking about the sandwich. "Please," the little man said. "We need your help. Can you give us a gallon of chicken soup?"

Then Steve noticed it. In back of the garage, hidden in the bushes, was some kind of machine. It was shaped like one of the lights on top of a police car. Maybe he wasn't dreaming, he thought.

"It runs on chicken soup," the man said. "We need a little bit more to make it home." Steve nearly fell over. Joan would never believe this, he thought to himself.

"Just a minute," he told the blue man. Steve felt dizzy. He went to the kitchen and got a big pot of chicken soup his mother had made. He had no idea how he would explain to his mother where the soup had gone. *(continued on next page)*

42130. cont'd.

When Steve gave him the soup, the blue man looked happier. He started flashing different colors and changed from blue to green to orange. "Thank you, thank you," he told Steve. He poured the soup into the machine and gave Steve the pot.

"You're welcome," Steve said. He was always very polite. Then he thought he would run to get Joan and show her the man and the machine.

Joan didn't believe any of Steve's story. She wouldn't come outside. "You're just trying to get me to play basketball again," she said. She was watching *Dallas*.

Very discouraged, Steve went back to the garage. The machine was gone. In the dirt he saw that someone had written some letters. "Thanks, Steve," the letters read. He felt great until he heard a loud sound.

"What's my pot doing in the yard?" his mother shouted from the window. "And where's the chicken soup?"

1. Why did Steve start to go inside?
 - a.) He got tired of playing by himself.
 - b.) He wanted some chicken soup.
 - c.) He went to get a basketball.
2. Why did Steve get dizzy?
 - a.) He could not believe what was happening.
 - b.) He was very hungry.
 - c.) He was tired from playing basketball.
3. What was the machine?
 - a.) a police car
 - b.) a spaceship
 - c.) a lawnmower

4. Which word does not describe Steve in the story?
 - a.) helpful
 - b.) angry
 - c.) polite
5. Which word does not describe the man?
 - a.) friendly
 - b.) foreign
 - c.) tall
6. What was Steve worried about when he took the soup?
 - a.) that the man would keep the pot
 - b.) what his mother would say when she saw it was gone
 - c.) that there was less than one gallon
7. Why do you think the man started flashing?
 - a.) He was thankful.
 - b.) He liked chicken soup.
 - c.) There wasn't enough soup.
8. Which do you think Joan would rather do?
 - a.) play a sport
 - b.) make soup
 - c.) watch a show
9. How did Steve know he had not been dreaming?
 - a.) His mother was shouting at him.
 - b.) He never ate a sandwich and was hungry.
 - c.) He saw the letters in the dirt.
10. What do you think Joan would say if Steve showed her the letters in the dirt?
 - a.) "The little man doesn't write very well."
 - b.) "I believe you wrote those letters, Steve."
 - c.) "Let's play basketball."

Read the selection.

In 1880, River City was a growing city of more than 18,000 people. The railroad ran through the city. Many people came from the surrounding area to trade goods or sell what they grew on the farms.

River City was built in a low area over an old swamp. The land around the swamp had been very dry. The early settlers used the water from the swamp to water their crops. They filled in the swamp with dirt to build the town, but the land was still very wet. And the ground under River City was not firm because there was no solid rock there.

The city grew too quickly. Many people moved there. Most were workers or farmers, and there were not many doctors or hospitals.

Around 1900, several bad things happened to River City. Many insects lived in the wet ground that used to be the swamp. Some of the insects carried disease, and in 1901 a bad sickness struck the city. Many people were too sick to be helped, and they died. Others died because there were not enough doctors.

In 1902, an earthquake hit the city. Many buildings, which were built on the soft soil instead of rock, fell over. Many people died. Many other people, who owned businesses and factories, left the city and did not return.

Today, River City is still a city. But it is growing very slowly and is still a poor city. Only 10,000 people live there today.

TURN THE PAGE.

Choose the correct answer to each question.

11. The swamp was important to the farmers because:
 - a.) They hunted and fished there.
 - b.) They used water from the swamp for their crops.
 - c.) They became very sick because of the insects.
12. Why were there not many doctors and hospitals?
 - a.) The doctors did not want to move to River City.
 - b.) Most who moved to River City were workers.
 - c.) The doctors died from the sickness or moved away.
13. Why were there so many insects to spread the sickness?
 - a.) They came in from the farms and the fields.
 - b.) There was not enough bug spray.
 - c.) They lived well in the wet ground that used to be the swamp.
14. What happened because there were not enough doctors?
 - a.) The owners of the stores got sick and moved away.
 - b.) The earthquake did much damage to the city.
 - c.) Not all the sick people could be helped.
15. The earthquake made many buildings fall because:
 - a.) the ground was not firm.
 - b.) the buildings were made out of rock.
 - c.) the people were in a hurry and built weak buildings.
16. Why do you think River City is a poor city today?
 - a.) The railroad went away.
 - b.) The earthquake knocked down most of the buildings.
 - c.) The people who owned the stores and factories moved away.

Read the selections. Choose which purpose the author had in writing the selection.

Think about what our leaders are doing. I believe they are making a mistake by not helping our farmers more. I believe you should feel that way too. The family farm is an American way of life that should not be allowed to pass away.

17. The author's purpose is to:

a.) inform b.) entertain c.) persuade

Two men were injured last night when their car ran off State Road 64 near Old Hickory. Police identified the two men as John Wilson, of Nashville, and Billy Wilder, of Memphis. Police said the car was traveling at a high rate of speed.

18. The author's purpose is to:

a.) inform b.) entertain c.) persuade

The door creaked open. Sherlock Holmes, the famous detective, was face to face with his evil enemy. "So, Dr. Bell, at last we meet," said Holmes.

"You'll never prove anything," Dr. Bell said. "I have hidden the diamonds in a place where you'll never find them."

19. The author's purpose is to:

a.) inform b.) entertain c.) persuade

Buy them now, folks, before they are all gone. Yes, you can buy this beautiful gold ring for only \$2.98 as part of our special TV offer! Don't delay! This ring is made from the finest gold in the world. There are only a few, so get them now while you can!

20. The author's purpose is to:

- a.) inform b.) entertain c.) persuade

Marshal Dillon knew he was in trouble. His gun was out of bullets. His horse was injured, and his only hope was to make it to the river before the Indians caught up with him. He threw away his gun and holster so he could run faster. "Now," he thought, "if I can only make it over the hill, I can reach the river."

21. The author's purpose is to:

- a.) inform b.) entertain c.) persuade

The most important part of raising houseplants is to make sure they get enough water and sunlight. You must also take care to prepare the soil and check from time to time for insects. Most plants require water only once or twice a week, so it is not difficult to keep them healthy and beautiful.

22. The author's purpose is to:

- a.) inform b.) entertain c.) persuade

TEST V

NOTE: THIS TEST CAN BE GRADED USING AN OPTICAL READER.

42202. Apply consonant letter-sound associations to decode unfamiliar words.

Read the sentences. Choose the correct word.

- In baseball, the Kansas City Royals are the world _____.
a.) chapters b.) champions c.) chargers
- For breakfast he always eats a bowl of _____.
a.) cereal b.) serious c.) series
- The water in the _____ was clear and cold.
a.) string b.) stream c.) steam
- We planted some _____ in front of our school.
a.) shutters b.) shrubs c.) shrinks
- The roads were very _____ after the rain.
a.) slim b.) stick c.) slick
- What is the _____ with him?
a.) madder b.) ladder c.) matter
- Neal didn't come to school today. He has a sore _____.
a.) thorough b.) throat c.) through
- During math class, the teacher drew _____ on the board.
a.) quarrels b.) squirrels c.) squares
- The _____ blew up outside the city.
a.) bone b.) bomb c.) bond
- Michael is a very _____ runner.
a.) swift b.) stripped c.) slipped

42203. Develop letter-sound associations for the schwa sound.

Read each word. Choose the letter that stands for the "schwa" sound.

- | | | | |
|--------------|--------|--------|-------|
| 11. sailor | a.) a | b.) i | c.) o |
| 12. about | a.) a | b.) o | c.) u |
| 13. nickel | a.) i | b.) e | |
| 14. either | a.) ei | b.) th | c.) e |
| 15. pencil | a.) e | b.) i | |
| 16. afraid | a.) a | b.) ai | c.) i |
| 17. hospital | a.) o | b.) i | c.) a |
| 18. vowel | a.) o | b.) e | |
| 19. wizard | a.) i | b.) a | |
| 20. alone | a.) a | b.) o | |

42204. Apply letter-sound associations for vowel patterns to decode unfamiliar words.

Read the sentences. Choose the correct word.

21. She wore a gold wedding _____.
a.) bind b.) bond c.) band
22. The ____ that fell yesterday was the size of golf balls.
a.) hall b.) hail c.) hill
23. The airplane flew through the _____.
a.) clouds b.) clods c.) clots
24. My sister's daughter is my _____.
a.) niece b.) nice c.) noose
25. For lunch we had a big bowl of beef _____.
a.) stool b.) stew c.) stow
26. He was very _____ to go to the baseball game.
a.) anger b.) eager c.) hunger
27. When we get to the lake, we will _____ our boat.
a.) lunch b.) lynch c.) launch
28. This test is not hard. It's really very _____.
a.) sample b.) simple c.) summer
29. The man asked his girlfriend to _____ him.
a.) marry b.) merry c.) merely
30. The rope _____ from his hand.
a.) slipped b.) slopped c.) slapped

42208. Identify irregularly formed plural nouns.

Read the word. Choose the correct plural for the word.

- | | | | |
|-----------|------------|--------------|---------------|
| 31. goose | a.) geoses | b.) geese | c.) geeses |
| 32. mouse | a.) mice | b.) mices | c.) mouses |
| 33. woman | a.) woman | b.) women | c.) womens |
| 34. sheep | a.) sheep | b.) sheeps | c.) sheepes |
| 35. tooth | a.) tooths | b.) tooth | c.) teeth |
| 36. deer | a.) dear | b.) deer | c.) deers |
| 37. man | a.) men | b.) mens | c.) mans |
| 38. ox | a.) oxs | b.) ox | c.) oxen |
| 39. foot | a.) feets | b.) feet | c.) foot |
| 40. child | a.) childs | b.) children | c.) childrens |

TEST VI

NOTE: THIS TEST CAN BE GRADED USING AN OPTICAL READER.

42210. Identify contractions and their meanings.

Read the sentences. Choose the correct word to complete the sentence.

- _____ going to the show tonight.
a.) He's b.) He'll c.) We've
- I _____ tell anyone what you told me.
a.) wasn't b.) haven't c.) won't
- Do you think _____ going to rain?
a.) it'll b.) its c.) it's
- We _____ won the game if he had tried harder.
a.) couldn't b.) could've c.) can't
- They _____ have any idea where the cat went.
a.) don't b.) doesn't c.) aren't
- If _____ ready, I will come and pick you up.
a.) you've b.) your c.) you're
- The girls _____ cleaned their rooms yet.
a.) hasn't b.) haven't c.) didn't
- Do you think that _____ the right person for the job?
a.) I've b.) I'm c.) I'll
- She _____ going to come with us.
a.) isn't b.) ain't c.) won't
- I tried to call them, but they _____ at home.
a.) wasn't b.) didn't c.) weren't

42211. Identify compound words.

Choose the letter of the word that forms a compound word.

11. flash a.) cloth
12. toe b.) light
13. wash c.) fly
14. dragon d.) nail

Read the sentences. Choose the letter of the compound word.

15. The boy drew a beautiful rainbow with his crayons.
a. b. c.
16. The battered sailboat returned slowly to the harbor.
a. b. c.
17. Surely you can write the alphabet in your notebook.
a. b. c.
18. The dressmaker laughed, but she was becoming impatient.
a. b. c.
19. The impure water ran over the bookshelf.
a. b.
20. The steamship helped make traveling more convenient.
a. b. c.

42212. Identify possessive nouns.

Choose the correct possessive form.

21. **horses belonging to the girls**
a.) girls' horses b.) girl's horses c.) girls horses
22. **the home of the brothers**
a.) the brother's home b.) the brothers home
c.) the brothers' home
23. **the cover of the book**
a.) the books cover b.) the book's cover c.) the books' cover
24. **the pencils that belong to the teacher**
a.) the teacher's pencils b.) the teachers pencils
c.) the teachers' pencils
25. **the garden which Margie had**
a.) Margies' garden b.) Margie's garden c.) Margies garden
26. **pictures of the babies**
a.) the baby's pictures b.) the babies pictures
c.) the babies' pictures
27. **the hats of the cook**
a.) the cooks hats b.) the cooks' hats c.) the cook's hats
28. **the home of a buffalo**
a.) a buffalos' home b.) a buffalo's home
c.) a buffalo home

42213. Use syllabication rules.

Choose the version of the word which is divided into syllables correctly.

- | | | | | |
|-----|----------------|----------------|----------------|----------------|
| 29. | produce | a.) prod • uce | b.) pr • oduce | c.) pro • duce |
| 30. | common | a.) co • mmon | b.) com • mon | c.) comm • on |
| 31. | divide | a.) di • vide | b.) div • ide | c.) divi • de |
| 32. | happy | a.) happ • y | b.) ha • ppy | c.) hap • py |
| 33. | uncle | a.) un • cle | b.) unc • le | c.) u • ncle |
| 34. | shabby | a.) sha • bby | b.) shab • by | c.) shabb • y |
| 35. | fixer | a.) fix • er | b.) fi • xer | c.) fixe • r |
| 36. | mixture | a.) mixt • ure | b.) mix • ture | c.) mi • xture |
| 37. | table | a.) tab • le | b.) tabl • e | c.) ta • ble |
| 38. | summer | a.) sum • mer | b.) summ • er | c.) su • mmer |

42214. Identify stressed or accented syllables.

Choose the version of the word that is correctly accented.

- | | | | |
|-----|------------------|----------------------|----------------------|
| 39. | interrupt | a.) in • ter' • rupt | b.) in • ter • rupt' |
| 40. | sudden | a.) sud' • den | b.) sud • den' |
| 41. | leather | a.) lea' • ther | b.) lea • ther' |
| 42. | foreign | a.) for' • eign | b. for • eign' |
| 43. | remember | a.) re' • mem • ber | b.) re • mem' • ber |
| 44. | always | a.) al' • ways | b.) al • ways' |
| 45. | batter | a.) bat' • ter | b.) bat • ter' |
| 46. | sentence | a.) sen' • tence | b.) sen • tence' |
| 47. | country | a.) coun' • try | b.) coun • try' |
| 48. | elephant | a.) el' • e • phant | b.) el • e • phant' |

TEST VII

42402. Interpret figurative language, idioms and exaggeration.

Read the sentences. Choose the answer which means the same as the underlined idiom or figurative expression.

1. Ron bought a lock after someone had stolen his bike. His friend told him he was closing the barn door after the horse had run away.
 - a.) trying to stop something that was too big for him
 - b.) being careful after it was too late
 - c.) not doing his chores on the farm
2. Mrs. Johnson got very angry yesterday. Everybody in class is really walking on eggs for a few days until she gets over it.
 - a.) so scared they are stepping on their lunch
 - b.) not watching what they are doing
 - c.) being very careful about what they do and say
3. I am soaking wet. It is raining cats and dogs out there.
 - a.) raining heavily
 - b.) barely sprinkling
 - c.) getting the animals wet
4. She got an "A" on the test yesterday, and now she's walking on air.
 - a.) going barefooted
 - b.) not sure what she's doing
 - c.) very happy and carefree
5. I'm so hungry I could eat a horse.
 - a.) am very hungry
 - b.) am on a special diet
 - c.) would like to go riding

6. When my father saw the "D" I got in math, he flew off the handle.
 - a.) laughed a lot
 - b.) dropped his tools
 - c.) became very angry
7. I didn't do very well on the test, but the teacher told me she knew I had tried very hard. That took the edge off the bad grade I got.
 - a.) cut the corners off
 - b.) made it easier to accept
 - c.) increased
8. Bill's boss has been trying to get him to do that job for a month. I think Bill is dragging his feet.
 - a.) walking around the factory
 - b.) being slow about starting
 - c.) making fun of the boss
9. When he heard the news, he ran out of the house like a rocket.
 - a.) on fire
 - b.) very fast
 - c.) yelling and screaming
10. With prices so high, it's hard for many families to make ends meet these days.
 - a.) pay for what you need to buy
 - b.) have any luck
 - c.) grow a garden