



Student Name _____

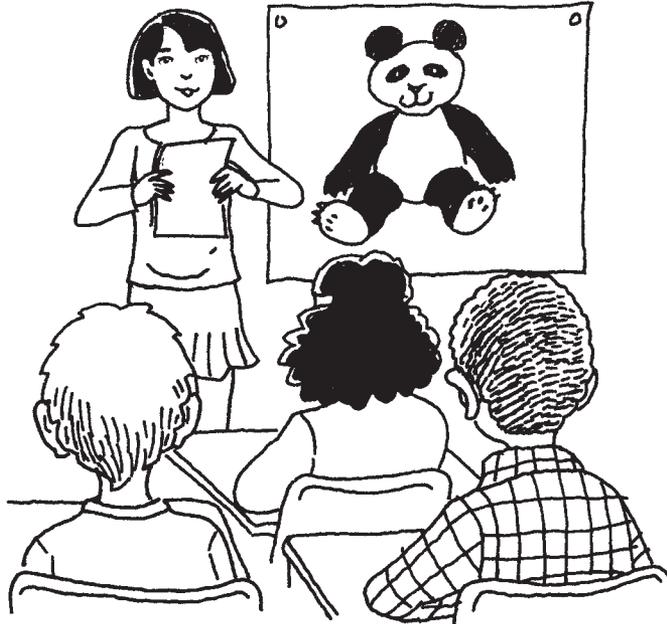
Date _____

Weekly Assessment

TESTED SKILLS AND STRATEGIES

- Reading Comprehension
- Vocabulary Strategies
- Spelling
- Grammar, Mechanics, and Usage

Looking It Up at the Library



① When Julie's teacher, Mr. Carr, told the class they would have to write research reports during their winter break, everyone groaned. It was as if everyone had the same thought at the same time. Their winter break had just been totally ruined. Then Mr. Carr said that they could write their reports on any topic they chose. Again, it was as if everyone had the same thought. The students started selecting easy topics that they knew would not take much time to research. Mr. Carr silently nodded as he wrote down each topic.

② For some reason, Julie was positive that there was something Mr. Carr wasn't telling them about

this assignment. When it was her turn to pick a topic, she picked something more advanced than anything anyone else had named. Around her, many students laughed. With a topic like this, she was giving herself even more work on her winter break! How peculiar was that?

Maybe the other students were right. Julie spent most of her break in the library, and she had a bad cold. On the first visit, she needed a lot of help from the librarian. She snuffled into a tissue as she asked where she could find books on her topic.

The librarian gave her a list that had much more on it than books. It consisted of everything from old letters and maps to out-of-print newspapers. There were information sources that Julie had never seen before.

At first Julie needed help doing her research, but by her last visit to the library she knew exactly where to find everything she needed. She was amazed at how much she now knew about using the library. She was even finding new sources of information all on her own!

When Mr. Carr gave back the reports, he asked Julie to stay after

class. “You are the only one in class who understood the real purpose of this assignment,” he said, smiling. “I knew people were choosing easy topics. I didn’t say anything because I did not really care what people wrote about. I wanted the class to learn how to do research. You did yourself a real favor when you picked a hard topic. I can see by your report that you did a lot of research. Now you will always know how to use the library. And, by the way, you wrote the best paper in the class!”

1. When do the students in Mr. Carr’s class groan?
 - A after Mr. Carr tells them they have to write reports
 - B after Mr. Carr tells them they can pick their topics
 - C after Mr. Carr starts silently writing down the topics
 - D after Julie picks an advanced topic

2. Julie picks a hard topic just after she realizes which of the these?
 - A Mr. Carr isn’t telling the class something.
 - B She can find information by herself in the library.
 - C The students in class are laughing at her.
 - D Mr. Carr says they have to write research reports.

3. Why does Mr. Carr give the assignment?
- A He thinks kids get into trouble if they have too much free time.
 - B He wants to give his students a chance to earn extra credit in his class.
 - C He thinks his students need to improve their writing skills.
 - D He wants his students to learn how to do independent research.
4. What does Mr. Carr do right after he tells Julie the real purpose of the assignment?
- A He gives back the reports.
 - B He asks Julie to stay after class.
 - C He tells Julie that she wrote the best paper.
 - D He warns Julie that her research topic is too difficult.

5. What is the meaning of the word *selecting* in paragraph 1?
- A writing
 - B choosing
 - C discussing
 - D researching
6. What is the connotation of the word *advanced* in paragraph 2?
- A special
 - B strong
 - C difficult
 - D creative

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7. What does the word *peculiar* mean in paragraph 2?

- A smart
- B wrong
- C brave
- D strange

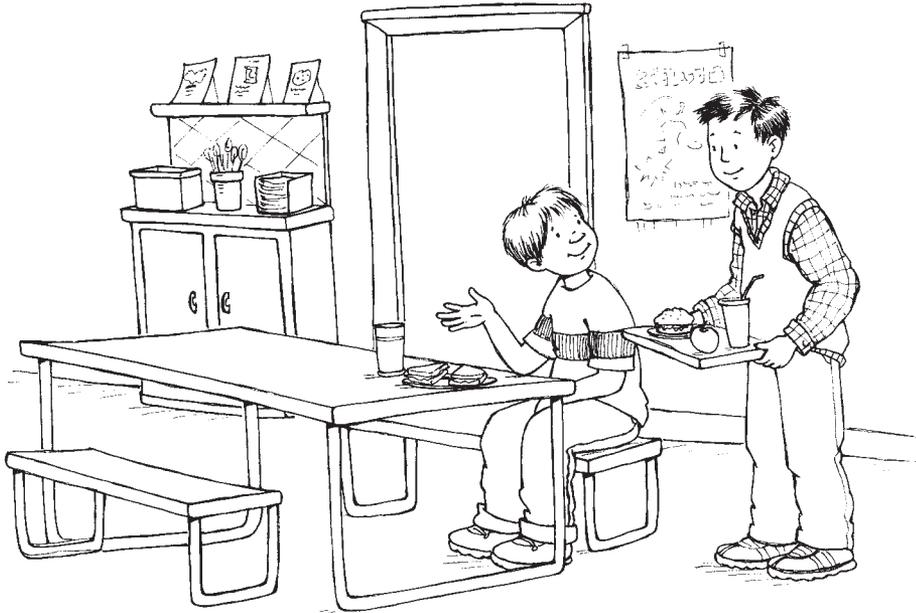
8. What does the word *positive* in paragraph 2 suggest about how Julie is feeling?

- A She is worried.
- B She is suspicious.
- C She is very sure.
- D She is curious.

9. What will Julie be able to do in the future as a result of her experience with the report?

Read this student rough draft and answer the questions that follow.

First Day of School



(1) It was Alfred's first day at his new school, and his goal was to make some new friends. (2) At lunchtime, he chose a table by the door, sat down, and unwrapped his sandwich. (3) Before long a boy came up he asked if he could sit with Alfred. (4) They started talking, Alfred realized they would get along. (5) Still friends one year later. (6) Alfred and Dennis do everything together.

10. Which change should be made to correct sentence 1?

- A change *It was* to *It were*
- B change *school,* to *school*
- C change *gole* to *goal*
- D change *friends.* to *friends?*

11. Which change should be made to correct sentence 2?

- A change *choase* to *chose*
- B change *door,* to *door*
- C change *unwrapped* to *unwrapt*
- D change *sandwich.* to *sandwich?*

12. Which change should be made to correct sentence 3?

- A change *asked* to *asking*
- B change *up* to *up,*
- C change *up he* to *up. He*
- D change *sit* to *sitting*

13. Which change should be made to correct sentence 4?

- A change *talking,* to *talking*
- B change *talking, Alfred* to *talking, and Alfred*
- C change *get* to *getting*
- D change *along.* to *along?*

14. Which is the **best** way to revise sentence 5?

- A One year later still friends.
- B One year later, they are still friends.
- C Friends are still one year later.
- D Still friends one year later at school.



**End of Weekly
Assessment**