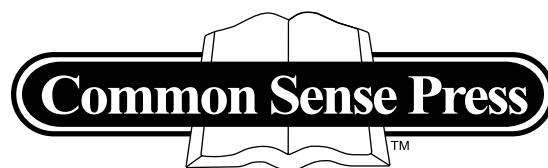


# Placement Test

## *Is The Gold Book* **Right For My Student?**

### **Teacher Section**



If your student has completed *The Gray Book* then he is ready to begin *The Gold Book*. You may choose *The American Literature Book* or *The British Literature Book*. If your student is just beginning *The Learning Language Arts Through Literature* series, this assessment will help you determine what is right for your student.

The assessment is written in two parts, one for the teacher and one for the student. Please begin by making a copy of each section. Read the Teacher's Section to prepare for the assessment. You may complete the assessment in one or more days. When the assessment is completed, use this evaluation to determine if *The Gold Book series* is right for your student.

Begin by having your student read this passage (silently or aloud) from one of the books used in *The Gold Book series*. Ask your student the comprehension questions that follow. Then continue to the Language Arts Skills Assessment.

### Reading Assessment

*The cold passed reluctantly from the earth, and the retiring fogs revealed an army stretched out on the hills, resting. As the landscape changed from brown to green, the army awakened, and began to tremble with eagerness at the noise of rumors. It cast its eyes upon the roads, which were growing from long troughs of liquid mud to proper thoroughfares. A river, amber-tinted in the shadow of its banks, purred at the army's feet; and at night, when the stream had become of a sorrowful blackness, one could see across it the red eyelike gleam of hostile camp fires set in the low brows of distant hills.*

*Once a certain tall soldier developed virtues and went resolutely to wash a shirt. He came flying back from a brook waving his garment bannerlike. He was swelled with a tale he had heard from a reliable friend, who had heard it from a truthful cavalryman, who had heard it from his trustworthy brother, one of the orderlies at division headquarters. He adopted the important air of a herald in red and gold.*

*The Red Badge of Courage* by Stephen Crane  
Bantam-Random House

1. Explain the setting of this story.

*The setting is the hillside camp of an army just waking up. More details may be added from the passage.*

2. Describe the soldier and his actions.

*The soldier was tall and going to wash his shirt in the stream. Along the way, he heard some news and wanted to share it with the army, so he waved his shirt to get their attention.*

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## Reading Assessment Evaluation

If your student read the passage with little difficulty and answered most of the questions correctly, then he should be ready for this reading level. If he could not read this passage and answer any of the questions, you may consider using the assessment for *The Gray Book* to determine if it is a better fit for your student.

1. Rewrite the following paragraph using the correct capitalization and punctuation.

the railway express truck rumbled up wilson road and stopped before a new cape cod cottage it was a gray shingled house with green blinds nestled atop a gently rising slope the driver of the truck climbed out and began unloading a number of heavy cartons mr robert jones who had a summer house down the road stood watching with little interest.

**The Railway Express truck rumbled up Wilson Road and stopped before a new Cape Cod cottage. It was a gray shingled house with green blinds nestled atop a gently rising slope. The driver of the truck climbed out and began unloading a number of heavy cartons. Mr. Robert Jones, who had a summer house down the road, stood watching with little interest.**

2. Write a sentence with an interrogative pronoun. Sample answer:

**What are you doing?**

3. Write two antonyms and two synonyms for each of the following words.

	<u>Antonyms</u>	<u>Synonyms</u>
a. comfort	<b>distress, torment</b>	<b>reassure, solace</b>
b. trust	<b>doubt, distrust</b>	<b>faith, reliance</b>
c. joy	<b>sorrow, despair</b>	<b>delight, pleasure</b>

4. Rewrite the following passage from *The Endless Knot* adding the correct punctuation for dialogue.

So when Tegid finished, I stood my people I said I welcome you  
 What is it I whispered to Tegid, who had joined me  
 They fear your hand I think he replied  
 Well do something Tell them I bring them peace and goodwill I replied Make  
 them understand

So when Tegid finished, I stood, “My people,” I said, “I welcome you.”  
 “What is it?” I whispered to Tegid, who had joined me.  
 “They fear your hand, I think,” he replied.  
 “Well, do something! Tell them I bring them peace and goodwill,” I  
 replied. “Make them understand.”

5. Underline the adverbs in the following sentences. Draw an arrow from the adverb to the word it modifies.

a. They advanced cautiously into the forest.

b. He answered humbly, observing that he had been doing his duty.

c. The winter set in very severe, and the falls of snow were very heavy and frequent.

6. Underline the correct word for each sentence below.

- His socks were (lying, laying) on the floor.
- Please don't (sit, set) your glass on the table.
- She could not (lay, lie) down the book.
- Sam could write (well, good).
- Henry played his piano (bad, badly) at the audition.

7. Write an example of the four types of sentences.

- declarative            **I am going to the store.**
- imperative            **Come with me.**
- interrogative        **Don't you want to go to the store?**
- exclamatory         **What fun we'll have!**

8. Underline the verbs and label them as transitive (T) or intransitive (IT). If transitive, list the direct object.

- The bird sat on her nest.                    **IT**
- The hatching ducklings cracked their shells.            **T shells**
- You should never judge a book by its cover.            **T book**

9. Copy this paragraph from *The Black Arrow*.

Dick led the way upstairs and along the corridor. In the brown chamber the rope had been made fast to the frame of an exceedingly heavy and ancient bed. It had not been detached, and Dick, taking the coil to the window, began to lower it slowly and cautiously into the darkness of the night. Joan stood by.

- a. Underline the subject of each sentence one time and the verb or verb phrase two times.  
**Dick led; rope had been made; it had not been detached; Dick began; Joan stood**
- b. Circle the adjectives and adverbs. **Adjectives: brown, heavy, ancient**  
**Adverbs: upstairs, fast, not, exceedingly, slowly, cautiously, by**
- c. Put parentheses around the prepositional phrases. **along the corridors, in the brown chamber, to the frame, of an exceeding heavy and ancient bed, to the window, into the darkness, of the night**
- d. Draw a box around the conjunctions. **and, and, and, and**
10. List the meaning of the following prefixes and suffixes. List one example of each.

- |          |                      |                    |
|----------|----------------------|--------------------|
| a. anti- | <b>against</b>       | <b>antisocial</b>  |
| b. hypo- | <b>under</b>         | <b>hypodermic</b>  |
| c. para- | <b>beside</b>        | <b>parallel</b>    |
| d. pre-  | <b>before</b>        | <b>premonition</b> |
| e. -age  | <b>state of</b>      | <b>storage</b>     |
| f. -cian | <b>certain skill</b> | <b>musician</b>    |
| g. -ive  | <b>making</b>        | <b>exhaustive</b>  |
| h. -ment | <b>act of</b>        | <b>banishment</b>  |

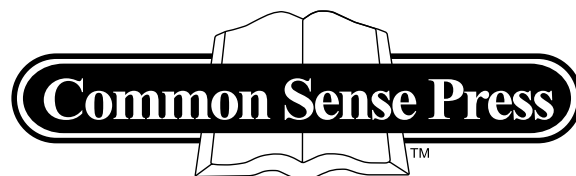
### Language Arts Skills Assessment

There are 10 skills in this assessment. If your student completed eight of the skills correctly then he should be ready for *The Gold Book*. All skills are repeated, so use this assessment to determine which skills to focus on while using this book. If your student successfully completed seven or less of the skills, you may consider reviewing these skills before you begin *The Gold Book* or use the assessment for *The Gray Book* to determine if it is a better fit for your student.

# Placement Test

## *Is The Gold Book* **Right For Me?**

### **Student Section**



### Reading Assessment

*The cold passed reluctantly from the earth, and the retiring fogs revealed an army stretched out on the hills, resting. As the landscape changed from brown to green, the army awakened, and began to tremble with eagerness at the noise of rumors. It cast its eyes upon the roads, which were growing from long troughs of liquid mud to proper thoroughfares. A river, amber-tinted in the shadow of its banks, purred at the army's feet; and at night, when the stream had become of a sorrowful blackness, one could see across it the red eyelike gleam of hostile camp fires set in the low brows of distant hills.*

*Once a certain tall soldier developed virtues and went resolutely to wash a shirt. He came flying back from a brook waving his garment bannerlike. He was swelled with a tale he had heard from a reliable friend, who had heard it from a truthful cavalryman, who had heard it from his trustworthy brother, one of the orderlies at division headquarters. He adopted the important air of a herald in red and gold.*

*The Red Badge of Courage* by Stephen Crane  
Bantam-Random House

1. Explain the setting of this story. \_\_\_\_\_  
\_\_\_\_\_
2. Describe the soldier and his actions. \_\_\_\_\_  
\_\_\_\_\_

### Language Arts Skills Assessment

1. Rewrite the following paragraph using the correct capitalization and punctuation.

the railway express truck rumble up wilson road and stopped before a new cape cod cottage it was a gray shingled house with green blinds nestled atop a gently rising slope the driver of the truck climbed out and began unloading a number of heavy cartons mr robert jones who had a summer house down the road stood watching with little interest

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2. Write a sentence with an interrogative pronoun.

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3. Write two antonyms and two synonyms for each of the following words.

	<u>Antonyms</u>	<u>Synonyms</u>
a. comfort	_____	_____
b. trust	_____	_____
c. joy	_____	_____

4. Rewrite the following passage adding the correct punctuation for dialogue.

So when Tegid finished, I stood my people I said I welcome you  
What is it I whispered to Tegid, who had joined me  
They fear your hand I think he replied  
Well do something Tell them I bring them peace and goodwill I replied Make  
them understand

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5. Underline the adverbs in the following sentences. Draw an arrow from the adverb to the word it modifies.

- a. They advanced cautiously into the forest.
- b. He answered humbly, observing that he had been doing his duty.
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6. Underline the correct word for each sentence below.
- a. His socks were (lying, laying) on the floor.
  - b. Please don't (sit, set) your glass on the table.
  - c. She could not (lay, lie) down the book.
  - d. Sam could write (well, good).
  - e. Henry played his piano (bad, badly) at the audition.

7. Write an example of the four types of sentences.

- a. declarative \_\_\_\_\_
- b. imperative \_\_\_\_\_
- c. interrogative \_\_\_\_\_
- d. exclamatory \_\_\_\_\_

8. Underline the verbs and label as transitive (T) or intransitive (IT). If transitive, list the direct object.

	<u>T or IT</u>	<u>Direct Object</u>
a. The bird sat on her nest.	_____	_____
b. The hatching ducklings cracked their shells.	_____	_____
c. You should never judge a book by its cover.	_____	_____

9. Copy this paragraph from *The Black Arrow*.

Dick led the way upstairs and along the corridor. In the brown chamber the rope had been made fast to the frame of an exceedingly heavy and ancient bed. It had not been detached, and Dick, taking the coil to the window, began to lower it slowly and cautiously into the darkness of the night. Joan stood by.

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- a. Underline the subject of each sentence one time and the verb or verb phrase two times.
- b. Circle the adjectives and adverbs.
- c. Put parentheses around the prepositional phrases.
- d. Draw a box around the conjunctions.

10. List the meaning of the following prefixes and suffixes. List one example of each.

	<u>Meaning</u>	<u>Example</u>
a. anti-	_____	_____
b. hypo-	_____	_____
c. para-	_____	_____
d. pre-	_____	_____
e. -age	_____	_____
f. -cide	_____	_____
g. -ive	_____	_____
h. -ment	_____	_____