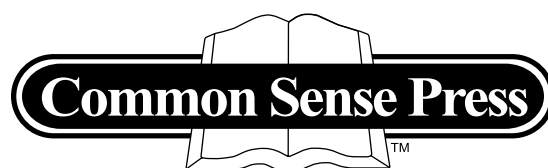


Placement Test

Is *The Tan Book* **Right For My Student?**

Teacher Section



If your student has completed *The Purple Book* then he is ready to begin *The Tan 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 over 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 Tan Book* is right for your student.

First have your student read this passage (silently or aloud) from the first Book Study in *The Tan Book*. Ask your student the comprehension questions that follow. Then continue to the Language Arts Skills Assessment.

Reading Assessment

Nat lay very still in the dark, trying to stay awake until his big brother, Hab, went to sleep. Nat wasn't quite sure, but he thought a good-luck spell worked better if you kept it secret. He stared out the window and watched the April breeze chase clouds across the stars. His eyelids sagged. That wouldn't do! He must stay awake to work his spell. His family needed good luck.

Why did they have so much bad luck? Was it because Father had lost his ship? Or was it because of the war? Ever since Nat could remember, the war had been going on. How long had it been? He counted back on his fingers to 1775. Four years since the war started.

His eyelids sagged again.

Carry On, Mr. Bowditch by Jean Lee Latham
Houghton Mifflin Company

1. What time of year does this story take place?

The story takes place in spring or April.

2. What does Nat think his family needs?

He thinks his family needs good luck.

3. What are the possible reasons Nat comes up with in this passage for why the family has had bad luck?

His father lost his ship or because of the war.

4. Why is Nat having trouble keeping his eyes open?

It is very late at night and Nat is trying to stay awake until his brother falls asleep.

Reading Assessment Evaluation

If your student read this 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 Purple Book* to determine if it is a better fit for your student.

Language Arts Skills Assessment

1. In the sentences below, draw a vertical line between the complete subject and the complete predicate.
 - a. The horse / ran to the barn.
 - b. Molly / jumped into the pond.
2. Write a pronoun for each of the following nouns. Sample answers:
 - a. Harry **he**
 - b. Tom and Dick **they or them**
 - c. Sally and me **we**
 - d. Mary **she**
3. Write the possessive form for each of the following phrases.
Example: the dog that belongs to Tom Tom's dog
 - a. the coats that belong to the ladies the ladies' coats
 - b. the dog that belongs to Louise Louise's dog
 - c. the car that belongs to him his car
4. In the list of verbs below, circle the action verbs and underline the being verbs.
 - a. ran b. is c. are d. was e. jump
 - f. look g. would h. glance i. were j. went
5. List a synonym and antonym for each word listed below. Sample answers:

	<u>Synonym</u>	<u>Antonym</u>
a. big	huge	small
b. strong	mighty	weak

6. Write the plural form for each of the following words.

- a. monkey **monkeys**
- b. penny **pennies**
- c. fox **foxes**
- d. tomato **tomatoes**
- e. tooth **teeth**
- f. knife **knives**
- g. roof **roofs**

7. Underline the adverb in each sentence.

- a. We go to the park **often**.
- b. He ran **quickly** to the store.
- c. I hope we go to the movie **tomorrow**.

8. Complete the chart below.

	<u>Comparative</u>	<u>Superlative</u>
a. little	littler	littlest
b. rough	rougher	roughest
c. beautiful	more beautiful	most beautiful

9. Rewrite each sentence making corrections in capitalization and punctuation.

- a. where are they going asked daisy
 “Where are they going?” asked Daisy.
- b. we can’t go until monday said Mother
 “We can’t go until Monday,” said Mother.
- c. tell me mary if you are coming too
 Tell me, Mary, if you are coming too.

10. Underline the prepositional phrase and circle the preposition.

- a. The tree floated (on) the water.
- b. We sat (under) the tree.
- c. The ball flew (over) the roof.

11. Add hyphens to these number words as needed.

- a. ninety-seven
- b. sixty-three
- c. one hundred **(no hyphen needed)**

12. Add capitalization and punctuation to this letter.

dear frank

i heard you are not feeling well I hope you feel better soon

your friend
tom

Dear Frank,

I heard you are not feeling well. I hope you feel better soon.

**Your friend,
Tom**

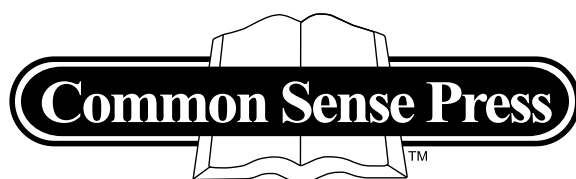
Language Arts Skills Assessment

There are 12 skills in this assessment. If your student completed eight of the skills correctly then he should be ready for *The Tan 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 Tan Book* or use the assessment for *The Purple Book* to determine if it is a better fit for your student.

Placement Test

Is The Tan Book **Right For Me?**

Student Section



Reading Assessment

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