

Placement Test

Is The Gray Book Right For My Student?

Teacher Section



If your student has completed *The Green Book* then he is ready to begin *The Gray 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 Gray Book* is right for your student.

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

Reading Assessment

They worked together for an hour or more without speaking. Ellen was grave and absorbed in the anxious thoughts of that spring; Jethro was accustomed to adapting himself to the behaviors and moods of older people and he found enough in the world about him to occupy his interest as he worked. A south breeze brought the scent of lilacs and sweet fennel to his nostrils and set all the frosty-green leaves of a silver poplar tree to trembling. There was a column of wood-smoke feathering up from the kitchen chimney, a sign that Jenny was already making preparations for a hearty noon meal. From the neighboring field across the creek he could hear the shouted commands to the plow horses as Matt Creighton and his two older sons got on with the spring plowing. It was a fine morning; many people around him were troubled, he knew, but that was a part of the adult world which he accepted as a matter of course. Adults were usually troubled. There were chinch bugs and grasshoppers, months of drought, elections, slavery, secession, talk of war – the adult world of trouble, though, was not real enough to dim the goodness of an April morning.

Across Five Aprils by Irene Hunt
Berkley Books

1. Explain the setting of this passage. Include the time of the day, time of the year, time in history, and the location of this scene.
**It is the morning of a spring (April) day in the early to mid 1800's.
This scene takes place in a field on a farm.**
2. What sights, sounds, and scents did Jethro experience in this scene?
He smelled lilacs, fennel, and smoke. He heard the breeze tremble the frosty-green leaves of the silver poplar tree and the neighbor shouting to the horses. He could see the smoke coming from the kitchen chimney.
3. What kind of problems did Jethro see in the adults' lives around him?
Adults worried about insects eating their crops, drought, elections, slavery, secession, and the prospect of war.

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 Green Book* to determine if it is a better fit for your student.

Language Arts Skills Assessment

1. Underline the adverbs in the following sentences.
 - a. The boys swam yesterday.
 - b. The lamp tipped over.
 - c. My cat naps often.
 - d. Mary spoke quietly.
 - e. Sometimes I run.

2. Diagram each of the sentences in #1.

- a.

boys	swam
The	yesterday
- b.

lamp	tipped
The	over
- c.

cat	naps
My	often
- d.

Mary	spoke
	quietly
- e.

I	run
	Sometimes

3. Indicate if the following sentences have a predicate adjective (PA) or a predicate nominative (PN).

- a. Tom is my brother. **PN**
- b. He is funny. **PA**
- c. The cake tastes delicious. **PA**
- d. My dog is a cocker spaniel. **PN**

4. Define the elements of a short story listed below.

- a. setting – **where and when the story takes place**
- b. conflict – **the problem the main character has to deal with**
- c. climax – **the turning point in the story**
- d. resolution – **end of story, ties up the loose ends**

5. List five common prepositions. Sample answers:
above, below, after, under, for, on, in, through, down, into
6. Underline the prepositional phrases in each sentence and tell if it is an adjective phrase (AdjP) or a adverb phrase (AdvP).
- a. Joan jumped on the trampoline. **AdvP**
- b. I talked to my brother. **AdvP**
- c. The family across the street is moving. **AdjP**
7. Using a book on your shelf, write a book reference as you would in a bibliography.

Author's last name, author's first name. Book Title (underlined). Place of publication: publisher's full name, and date of copyright.

Sample:

Sweet, I.M. The Honey Book. New York: MacMillan, 1935.

8. Give an example of the following pronouns.
- | | |
|------------------|---|
| a. singular | he, she, me, I, her, him |
| b. plural | we, you, them, they |
| c. subjective | I, you, we, she, he, they, it |
| d. objective | me, you, him, her, them, us, it |
| e. first person | I, me, my, mine, we, our, ours, us |
| f. second person | you, yours, you |

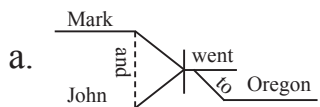
- g. third person **he, him, she, her, they, them, it, hers, its, their, theirs**
- h. possessive **my, mine, his, her, hers, your, yours, our, its, ours, their, theirs**

9. Fill in the blanks with the correct homonym *to*, *too*, or *two*.

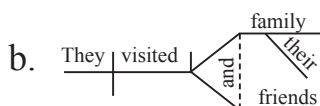
- a. We have two tickets to the theater.
- b. I would like to go with you.
- c. Jim wants to go, too.

10. Diagram the following sentences.

a. Mark and John went to Oregon.



b. They visited their family and friends.



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 Gray 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 Gray Book* or use the assessment for *The Green Book* to determine if it is a better fit for your student.

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Student Section



Reading Assessment

They worked together for an hour or more without speaking. Ellen was grave and absorbed in the anxious thoughts of that spring; Jethro was accustomed to adapting himself to the behaviors and moods of older people and he found enough in the world about him to occupy his interest as he worked. A south breeze brought the scent of lilacs and sweet fennel to his nostrils and set all the frosty-green leaves of a silver poplar tree to trembling. There was a column of wood-smoke feathering up from the kitchen chimney, a sign that Jenny was already making preparations for a hearty noon meal. From the neighboring field across the creek he could hear the shouted commands to the plow horses as Matt Creighton and his two older sons got on with the spring plowing. It was a fine morning; many people around him were troubled, he knew, but that was a part of the adult world which he accepted as a matter of course. Adults were usually troubled. There were chinch bugs and grasshoppers, months of drought, elections, slavery, secession, talk of war – the adult world of trouble, though, was not real enough to dim the goodness of an April morning.

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a. Joan jumped on the trampoline. _____

b. I talked to my brother. _____

c. The family across the street is moving. _____

7. Using a book on your shelf, write a book reference as you would in a bibliography.

8. Give examples of the following pronouns.

a. singular _____

b. plural _____

c. subjective _____

d. objective _____

e. first person _____

f. second person _____

g. third person _____

h. possessive _____

9. Fill in the blanks with the correct homonym *to*, *too*, or *two*.

a. We have _____ tickets to the theater.

b. I would like _____ go with you.

c. Jim wants to go, _____.

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