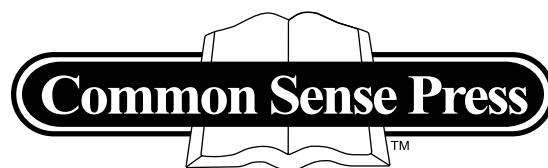


# Placement Test

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

### Teacher Section



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

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

### Reading Assessment

*The baker's wife saw them first, as they stood looking in at the window of her store. The little boy was looking at the cakes, the big boy was looking at the loaves of bread, and the two girls were looking at the cookies.*

*Now the baker's wife did not like children. She did not like boys at all. So she came to the front of the bakery and listened, looking very cross.*

*"The cake is good, Jessie," the little boy said. He was about five years old.*

*"Yes, Benny," said the big girl. "But bread is better for you. Isn't it, Henry?"*

*The Boxcar Children, Book 1,*  
by Gertrude Chandler Warner

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1. What were the children doing at the window of the baker's store?  
**The children were looking in the window.**
2. What item did the little boy seem to like the most?  
**The little boy liked the cakes.**
3. What was the baker's wife attitude toward children?  
**The baker's wife did not like children, especially boys.**

4. Why do you think these children were looking in this window?  
**The children were hungry.**

### 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 Yellow Book* to determine if that is a better fit for your student.

### Language Arts Skills Assessment

1. Divide the following words into syllables:
    - a. trou/ble
    - b. to/mor/row
    - c. yes/ter/day
  
  2. Write the past tense for these verbs. Show that the action has already happened.
    - a. play    **played**
    - b. wish    **wished**
    - c. take    **took**
    - d. find    **found**
  
  3. Write the contractions for each of the words below:
    - a. I will    **I'll**
    - b. do not    **don't**
    - c. can not    **can't**
  
  4. Circle the compound words below:
    - a. enough
    - b. housework
    - c. everywhere
    - d. bedroom
-

5. Rewrite each sentence. Add the correct capitalization and punctuation.

a. the big dog ran down the road  
The big dog ran down the road.

b. did you see him  
Did you see him?

c. look there he goes again  
Look, there he goes again.  
**OR** Look! There he goes again.

6 Write a synonym for each of the following words. Sample answers:

a. big    **large**    **huge**

b. tiny    **small**    **little**

c. jog    **run**    **race**

7. Write an antonym for each of the following words. Sample answers:

a. stop    **go**    **continue**

b. simple    **hard**    **tough**

c. rough    **smooth**    **gentle**

8. Fill in the space with an adjective or describing word. Sample answers:

a. Sam rode his \_\_\_\_\_ bike.    **large**    **blue**

b. She made a \_\_\_\_\_ noise.    **loud**    **soft**

c. The \_\_\_\_\_ cat ran across the street.    **small**    **yellow**

9. Add **-ed** and **-ing** to the following words:

a. shop      **shopped**      **shopping**

b. bury      **buried**      **burying**

c. rake      **raked**      **raking**

10. Underline the actual words spoken in each sentence.

a. "Let's go out for ice cream," said Dad.

b. Aunt Mary called, "Can you get the ball for Johnny?"

c. "I like to go to the park," said Lucy.

11. Write the possessive form of each noun.

Example: the dog that belongs to Don      Don's dog

a. the car that belongs to Tom      **Tom's car**

b. the toys that belong to the babies      **the babies' toys**

c. the book that belongs to Daisy      **Daisy's book**

12. Write the correct pronoun in each sentence.

a. Jim likes to skate.      He has three pairs of skates.

b. Sally and Bob went to the store.      They bought candy.

c. Lily and I like movies.      We went to one last week.

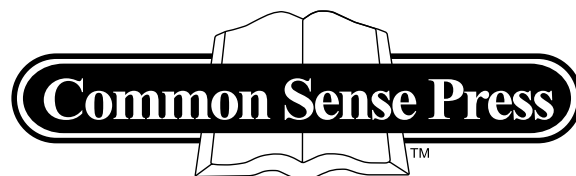
### Language Arts Skills Assessment

There are 12 skills in this assessment. If your student completed eight of the skills correctly then he should be ready for *The Orange Book*. All skills are repeated, so use this assessment to determine which skills to focus on while using this book. If your student completed seven or less of the skills, you may consider reviewing these skills before you begin *The Orange Book* or use the assessment for *The Yellow Book* to determine if that it is a better fit for your student.

# Placement Test

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

### Student Section



**Reading Assessment**

*The baker’s wife saw them first, as they stood looking in at the window of her store. The little boy was looking at the cakes, the big boy was looking at the loaves of bread, and the two girls were looking at the cookies.*

*Now the baker’s wife did not like children. She did not like boys at all. So she came to the front of the bakery and listened, looking very cross.*

*“The cake is good, Jessie,” the little boy said. He was about five years old.*

*“Yes, Benny,” said the big girl. “But bread is better for you. Isn’t it, Henry?”*

*The Boxcar Children, Book 1,  
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1. What were the children doing at the window of the baker’s store?

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2. What item did the little boy seem to like the most?

---

3. What was the baker’s wife attitude toward children?

---

4. Why do you think these children were looking in this window?

---

**Language Arts Skills Assessment**

1. Divide the following words into syllables:

a. trouble

b. tomorrow

c. yesterday

2. Write the past tense for these verbs. Show that the action has already happened.

a. play \_\_\_\_\_

b. wish \_\_\_\_\_

c. take \_\_\_\_\_

d. find \_\_\_\_\_

3. Write the contractions for each of the words below:

a. I will \_\_\_\_\_

b. do not \_\_\_\_\_

c. can not \_\_\_\_\_



4. Circle the compound words below:

- a. enough
- b. housework
- c. everywhere
- d. bedroom

5. Rewrite each sentence. Add the correct capitalization and punctuation.

a. the big dog ran down the road

\_\_\_\_\_

b. did you see him

\_\_\_\_\_

c. look there he goes again

\_\_\_\_\_

6. Write a synonym for each of the following words.

a. big \_\_\_\_\_

b. tiny \_\_\_\_\_

c. jog \_\_\_\_\_

7. Write an antonym for each of the following words.

a. stop \_\_\_\_\_

b. simple \_\_\_\_\_

c. rough \_\_\_\_\_

8. Fill in the space with an adjective or describing word.

a. Sam rode his \_\_\_\_\_ bike.

b. She made a \_\_\_\_\_ noise.

c. The \_\_\_\_\_ cat ran across the street.

9. Add **-ed** and **-ing** to the following words:

a. shop \_\_\_\_\_

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b. the toys that belong to the babies     \_\_\_\_\_

c. the book that belongs to Daisy     \_\_\_\_\_

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c. Lily and I like movies. \_\_\_\_\_ went to one last week.