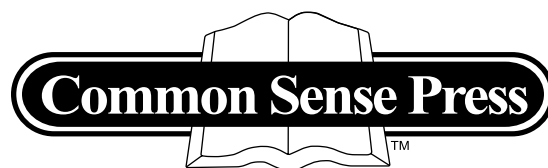


Placement Test

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

Teacher Section



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

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

Reading Assessment

Butternut hulls had dyed the thread for his coat and his long trousers. Then Mother had woven it, and she had soaked and shrunk the cloth into heavy, thick fullcloth. Not wind nor cold nor even a drenching rain could go through the good fullcloth that Mother made.

For Almanzo's waist she had dyed fine wool as red as a cherry, and she had woven a soft, thin cloth. It was light and warm and beautifully red.

Almanzo's long brown pants buttoned to his red waist with a row of bright brass buttons, all around his middle. The waist's collar buttoned snugly up to his chin, and so did his long coat of brown fullcloth. Mother had made his cap of the same brown fullcloth, with cozy ear-flaps that tied under his chin. And his red mittens were on a string that went up the sleeves of his coat and across the back of his neck. That was so he couldn't lose them.

Farmer Boy by Laura Ingalls Wilder
HarperCollins Publishers

1. How were Almanzo's clothes made?
Mother dyed the threads from butternut hulls and wove the threads that made the cloth.
2. What color were his clothes?
His clothes were brown and red.
3. Why were his mittens tied to a string that went up the sleeves of his coat?
The string kept him from losing his mittens.
4. Why do you think that was so important?
All clothes were handmade and therefore had to be kept as long as possible.

Reading Assessment Evaluation

If your student read the passage with little difficulty and answered most of the questions correctly, then he/she 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 Orange Book* to determine if that is a better fit for your student.

Language Arts Skills Assessment

1. Rewrite the sentences, using a conjunction to join them.
 - a. Sally went to the store. Jim went to the store.
Sally and Jim went to the store.
 - b. Tom wants to go to the park. Mary does not want to go.
Tom wants to go to the park but Mary does not want to go.
2. Rewrite each sentence adding the correct capitalization and punctuation.
 - a. we once lived in austin texas
We once lived in Austin, Texas.
 - b. is your spanish teacher mrs maria Gomez
Is your Spanish teacher Mrs. Maria Gomez?

3. Use the following sentences to complete questions 3a-3c.

Tom and Sally/like to play tennis in the afternoon. (They)play every week.

- Draw a vertical line between the complete subject and complete predicate in each sentence.
 - Underline the verbs with two lines. Are these action or being verbs? **action**
 - Circle the pronoun and draw an arrow to the noun(s) it replaces.
4. Fill in the blanks with the correct article.
- We went to town on **a** bus.
 - I love to fly in **an** airplane.
5. Fill in the blanks with an appropriate adverb. Sample answers:
- The dog ran quickly across the yard.
 - He swam slowly to the edge of the pond.
6. Circle the preposition in each sentence below.
- The bird flew **(through)** the window to freedom.
 - We went **(over)** the hill so quickly it scared me.
 - Mary planted her garden yesterday **(by)** the pond.
7. Write the possessive form of each noun.
- Example: the food that belongs to the cat the cat's food
- the gardens that belong to our neighbors **our neighbors' gardens**
 - the dog that belongs to him **his dog**
 - the car that belongs to them **their car**
8. Rewrite each sentence correctly capitalizing and punctuating these quotations.
- would you like to go with me said aunt joan
"Would you like to go with me?" said Aunt Joan.
 - sally answered i can go if we leave after lunch
Sally answered, "I can go if we leave after lunch."

9. Complete the following sentence by using comparing words.
- Sam is young. John is younger. Mark is the youngest.
 - This job is difficult. Mark's job is more difficult.
Dad's job is the most difficult.
10. Alphabetize the following words.
- wild bug acorn proud under
acorn bug proud under wild
 - job tree jam tire
jam job tire tree
11. Add commas to the following sentence.
- We filled the baskets with apples, oranges, and pears.
12. Use the words *there*, *their*, and *they're* correctly in the sentences.
- We saw their new car yesterday.
 - They're coming tomorrow.
 - I went there with Joan and Mark.

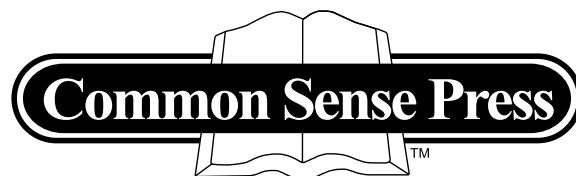
Language Arts Skills Assessment

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

Placement Test

Is The Purple Book Right For Me?

Student Section



Reading Assessment

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2. What color were his clothes?

3. Why were his mittens tied to a string that went up the sleeves of his coat?

4. Why do you think that was so important?

Language Arts Skills Assessment

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b. Tom wants to go to the park. Mary does not want to go.

2. Rewrite each sentence adding the correct capitalization and punctuation.

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b. is your spanish teacher mrs maria Gomez

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Tom and Sally like to play tennis in the afternoon. They play every week.

a. Draw a vertical line between the complete subject and complete predicate in each sentence.

b. Underline the verbs with two lines. Are these action or being verbs? _____

c. Circle the pronoun and draw an arrow to the noun(s) it replaces.

4. Fill in the blanks with the correct article.

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b. I love to fly in ___ airplane.

5. Fill in the blanks with an appropriate adverb.

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7. Write the possessive form of each noun.

Example: the food belongs to the cat the cat's food

- a. the gardens that belong to our neighbors _____
- b. the dog that belongs to him _____
- c. the car that belongs to them _____

8. Rewrite each sentence correctly capitalizing and punctuating these quotations.

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a. Sam is young. John is _____. Mark is the _____.

b. This job is difficult. Mark's job is _____.

Dad's job is the _____.

10. Alphabetize the following words.

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b. job tree jam tire

11. Add commas to the following sentence.

a. We filled the baskets with apples oranges and pears.

12. Use the words *there*, *their*, and *they're* correctly in the sentences.

a. We saw _____ new car yesterday.

b. _____ coming tomorrow

c. I went _____ with Joan and Mark.