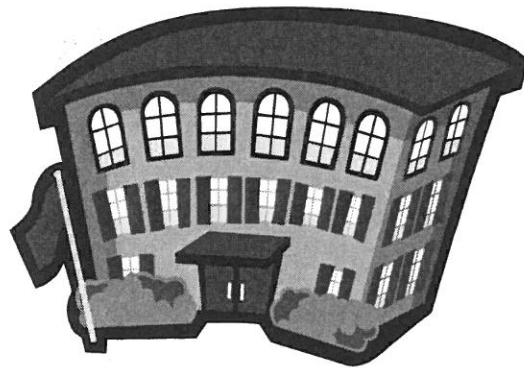


Paraprofessional Reading Evaluation



Region 4 Education Service Center
First Choice For Education Solutions

Reading Evaluation Answers

- | | |
|------------------|------------------|
| 1. <u> D </u> | 16. <u> A </u> |
| 2. <u> B </u> | 17. <u> C </u> |
| 3. <u> C </u> | 18. <u> B </u> |
| 4. <u> A </u> | 19. <u> C </u> |
| 5. <u> D </u> | 20. <u> A </u> |
| 6. <u> C </u> | 21. <u> C </u> |
| 7. <u> B </u> | 22. <u> A </u> |
| 8. <u> D </u> | 23. <u> A </u> |
| 9. <u> A </u> | 24. <u> A </u> |
| 10. <u> C </u> | 25. <u> D </u> |
| 11. <u> A </u> | 26. <u> B </u> |
| 12. <u> D </u> | 27. <u> B </u> |
| 13. <u> B </u> | 28. <u> D </u> |
| 14. <u> C </u> | 29. <u> B </u> |
| 15. <u> B </u> | 30. <u> A </u> |

Reading Evaluation

Name: _____

Date: _____

Directions

Read the following short story about a woman's internal struggle. Then answer the questions that follow.

At Home

1 She pushed the darkness away from her. She could see it encroaching on the
active recesses in her mind – a dark, enveloping cloud that seemed to feed a life
of its own as it ponderously sucked the life from all that was light and happy in
her head. It left only a cold, empty void, a heavy darkness that made her want
5 to only close her eyes and shut out all worldly light so that her physical vision
would match her mental one. It would be so easy to allow herself to surrender
to the peace of the dark. The darkness made no demands on her. It did not
criticize or order or require her to do anything. It did not demand. It did not
hurt. It understood her exhaustion, her need for rest, her desire for peace. *Come*
10 *to me*, it crooned. *I will give you rest. I will wrap you in softness, cover you,*
hide you, transport you...No!

She shook her head violently, consciously blocking out the siren call, focusing
her eyes on the faded leather recliner that squatted next to the small table that was
overburdened with old TV Guides, glossy junk-mail circulars that promised to
15 revive lost health and vitality, a three-day-old newspaper, two remotes, and three

partially full zip-lock bags of jelly-beans, ready for immediate consumption when it looks like the white-hatted hero of the small, cable-fed screen may not ride his trusty steed into the western sunset after all. The small, tabletop lamp fought with the clutter, conceding its base to be forever hidden from view. Automatically, she

20 reached to straighten the haphazardly resting mixture of paper, envelopes, and candy bags that threatened to unclasp each other and fall unceremoniously to the floor, but she stayed her hand in mid-motion. Somehow, it wouldn't be right to disturb this monument to his last few years on this earth. How many times had she cleaned this table, clearing away the debris and rediscovering the glass

25 tabletop, only to lose it again a few days later under its ever-regenerating mass of printed minutia? She didn't want to touch the thought that if she cleared and cleaned the table that this time, it would stay clean.

Let someone else do it. Let Caitlyn or one of the other young, well-meaning neighborhood mothers with their smooth, baby-oiled hands, white, paper thin

30 smiles, and hot casseroles with cheese do it. *They don't know I can't eat cheese. But how could they be expected to know that?* Then she left the thought of the casseroles that will go from the oven to the refrigerator to the garbage can in a period of time that will last just one day longer than the window of days the neighbors have allotted to her. They will provide no sustenance, no comfort, no

35 matter how well-meant everything is. *Where were those casseroles when I could eat them? Where were the cheesy smells of jokes and shared laughter and gossip and news of families and children and potty-training victories and sleeping all*

night through? They were too busy; too officious, too involved in their own lives, too afraid of the elderly advice that might meet them, chide them, or guide them.

40 *They took comfort in their young ignorance, in their upbeat, with-it lives. They stayed inside their own fences, behind their closed doors, in their air-conditioned, shuttered world of the young and upwardly mobile.*

But now they are here on unfamiliar ground with their cheesy casseroles made not from their mother's recipes, but from the pages of Better Homes and Gardens,
45 *whispering, watching, and looking into an unfamiliar world that they swear they will never inhabit. Where have they been all this time? Now they are like the darkness – waiting, watching, invading...*

She shook her head again. No. It is not their fault. They had their world and we had ours. She let her hand rest on the back of his chair. The smooth
50 *golden band stood out in sharp relief from the bony finger it encircled. It almost looked as if it no longer fit. Out of date. Out of time.* She could feel the darkness sneaking up softly behind her, exacting a subtle but relentless pull on her soul. She resolutely turned her head, mind, and body toward the window, concentrating purposely on the warm shafts of late-afternoon sun that streamed in through the
55 *blinds. He so loved his yard.* Even when infirmity and age robbed him of his ability to weed the beds or mow and edge the grass, he would gaze out of this window onto his patch of ground that had been mortgaged and paid for, fussing that the hired gardener could not weed, mow, and edge with the proper amount of exacting care. *Look at the ruts he left in the grass. When I mowed it, I made sure*

60 *that everything was smooth when I was finished – even if I had to mow it twice.*

These young people just don't know how to do it right. Everybody is in too much of a hurry. Get it done. Don't mind how it looks. He would spend at least another ten minutes railing passionately about the failings of the younger generation, and then slip an extra five dollars into the envelope. He knew

65 *that the work was hot, and they must have needed the money very badly in order to have to do such a physically demanding, thankless job for a living, a job his sons could do if they had lived nearby.*

She could feel the darkness lurking beside her. But now she could also feel something else. She suddenly could feel the quirky sparkle that he would get in
70 his eyes just before he would spring one of his practical jokes on some unsuspecting family member. She could feel the convulsive laughter that would claim him when the joke played out. She could feel the power of the daddy-voice that could, with only a single syllable, quell any youthful rebellion in any of her children. She could feel the comforting squeeze of his hand when he would find
75 hers in the middle of the night after an impossible day. She could feel the part of him that would always be young, handsome, and virile in her eyes. She could feel the part of him that would be hers alone. It was this that she chose to embrace instead of the darkness. *You won't win*, she said to the darkness. *I*

have fifty-nine years of him. He has always been strong when I needed him. He
80 *is strong now.* His essence filled her, and she pushed back the darkness at least temporarily. Resolutely, she patted the back of his chair and turned a composed

face toward the neighborhood women who had gathered in the kitchen as they prepared to wait for her children to come home.

“At Home” Questions

Read each question carefully then mark the correct answer on your answer sheet.

1. The “darkness” described in the first paragraph refers to:
 - a. a darkening room
 - b. the setting sun
 - c. the woman’s exhaustion
 - d. a deep depression

2. The “siren call” in line 12 refers to:
 - a. a phone call from a girlfriend
 - b. the temptation she is feeling
 - c. the sound from the television
 - d. a neighbor’s request

3. The purpose of listing the items on the table in lines 14-17 is to:
 - a. show that the woman is not a good housekeeper
 - b. describe the setting of the room
 - c. characterize the person who normally sits in the chair
 - d. show the demands that are being made on the woman

4. The fact that the woman does not feel it is “right to disturb this monument to his last few years on this earth” suggests that:
- a. the person who usually sits in the chair has died
 - b. the person who usually sits in the chair does not like to have his things disturbed
 - c. the woman does not feel it is fair that she should have to clean the clutter
 - d. the woman likes the clutter and does not want to clean it away
5. The neighbors have “baby-oiled hands,” suggesting that they:
- a. put oil on their hands to keep them smooth
 - b. have greasy, oily hands
 - c. like the feel of baby-oil on their hands
 - d. have very young children
6. The neighbors’ “paper-thin smiles” suggest that they are:
- a. happy
 - b. relaxed
 - c. nervous
 - d. deceitful

7. The statement that begins, "They don't know I can't eat cheese..." suggests that:
- a. the woman is reluctant to talk to her neighbors
 - b. the neighbors do not know the woman very well
 - c. the neighbors did not ask the woman what kind of food she liked
 - d. the woman wants to keep her likes and dislikes from her neighbors
8. The fact that the narrator states that the casseroles "will go from the oven to the refrigerator to the garbage in a period of time that will last just one day longer than the window of days the neighbors have allotted to her" suggests:
- a. the casseroles will spoil very quickly
 - b. the woman cannot eat all the casseroles in the days allotted to her
 - c. the neighbors are staying one day longer than they should
 - d. the woman doesn't want to offend her neighbors
9. The rhetorical questions in lines 30-38 show that the woman:
- a. had wanted to be closer to her neighbors, but felt shut out
 - b. had wanted to eat earlier, but now could not because of the gossip and news of the families and children
 - c. had not liked her neighbors because they gossiped and always talked about their children
 - d. had always been a part of her neighbor's lives

10. When the woman states that the neighbors are “looking into an unfamiliar world that they swear they will never inhabit,” she means that the neighbors:
- a. will never inhabit her home
 - b. do not like the way the woman lives
 - c. do not believe they will ever be like the woman
 - d. swear they do not want to be in the woman’s home
11. Comparing the neighbors to the darkness in lines 46-47 suggests that the neighbors:
- a. are not welcome
 - b. like the darkness and welcome its arrival
 - c. must leave when the darkness arrives
 - d. are waiting for the darkness along with the woman
12. The neighbors are characterized in lines 28-46 as being:
- a. young and afraid
 - b. distant and angry
 - c. gossipy and cruel
 - d. arrogant and egocentric

13. When the woman resolves that the neighbors “had their world and we had ours,” she feels which of the following toward the neighbors?
- a. Love and affection
 - b. Understanding and acceptance
 - c. Anger and disgust
 - d. Frustration and defiance
14. The reference to the “golden band” in line 50 confirms that the woman:
- a. thinks the ring is too large
 - b. believes she has become too bony
 - c. is mourning the loss of her husband
 - d. is relieved she still has the ring
15. In line 51, the words, “Out of date. Out of time,” suggest that the woman is feeling:
- a. very nervous about the passage of time
 - b. very old and out of touch with the world
 - c. slightly worried that she will miss an appointment
 - d. somewhat annoyed that her children have not arrived yet

16. The turning of the woman's "head, mind, and body toward the window" symbolizes the woman's:
- a. inner struggle against depression
 - b. desire to find light and warmth
 - c. boredom with the neighbor's gossip
 - d. love of being outdoors in the garden
17. The fact that "his patch of ground" had been "mortgaged and paid for" suggests that the man and woman had:
- a. just bought the house
 - b. just sold the house
 - c. lived in the house long enough to pay for it
 - d. mortgaged the house and were having trouble paying for it
18. The fact that the man would leave an extra tip for the gardeners after complaining about their work shows that the man was:
- a. argumentative, but exacting
 - b. cantankerous, but good-hearted
 - c. strict, but willing to pay for good work
 - d. demanding, but shy

19. In the last paragraph, the reader learns that the woman:
- a. was ashamed that her husband played practical jokes
 - b. thought her husband was too harsh with her children
 - c. shared a special love with her husband that will help her now
 - d. will only think of the times when her husband was strong and handsome
20. The woman is able to turn a composed face to the neighbors because she knows that:
- a. her memories of her husband will comfort her
 - b. her children will soon be coming home
 - c. the neighbors will soon be leaving
 - d. the impossible day is almost over

Reading Curriculum Questions

Read each question carefully, and then mark the correct answer on your answer sheet.

21. A student with an understanding of the alphabetic principle might exhibit which of these behaviors?
- a. the student can recognize and recite the alphabet with ease
 - b. the student can spell his or her first and last name
 - c. the student correctly associates the letter “k” with the /k/ sound
 - d. the student understands that there are 26 letters in the alphabet

22. Connor is a sixth grade student who has reading difficulties. When reading orally, Connor automatically skips words that he doesn't recognize without trying to determine their meanings. When working with him, a paraprofessional might teach Connor to:
- use context clues to help him determine the meaning of words that he didn't recognize
 - stop reading, look up the unknown word in a dictionary, and then write the word in a vocabulary notebook
 - write the unfamiliar word five times to increase the chances that he will remember it next time
 - pronounce the first letter of the unknown word only
23. Which of the following are pre-reading strategies that can increase comprehension?
- activating prior knowledge, predicting
 - making predictions, summarizing
 - creating mental images, summarizing
 - activating prior knowledge, creating mental images
24. An approach that might help connect written text to spoken language for students learning to read is to:
- read aloud to the students while pointing to the words in the text
 - teach students to write the alphabet
 - provide opportunities for students to explore self-selected books
 - provide opportunities for students to draw pictures of favorite stories
25. Students should understand that the primary goal of reading is to:
- pronounce the words of the text correctly
 - understand the author's purpose in writing the text
 - enjoy the text
 - extract meaning from the text

26. Describing a character's hometown is one way an author might help the reader better understand the:
- plot
 - setting
 - theme
 - characterization
27. One way that a paraprofessional can assist students in learning to self-monitor their comprehension is to:
- have students read aloud with a partner
 - teach students how to complete a graphic organizer or draw pictures of what the text represents while reading
 - provide practice looking up unfamiliar words in the glossary or dictionary after reading
 - have the students work in groups to brainstorm prior knowledge before reading
28. A paraprofessional wants to strengthen the phonological awareness of a few kindergarten students. A practice activity that might assist in this is to:
- have students recite the alphabet daily
 - show cards with letters written on them to students and ask the students to state the "sound that letter makes"
 - practice daily using cards with sight words written on them
 - show cards with pictures on them to students and ask the students to state "the sound that word starts with"
29. A paraprofessional who works with Jamaal, a second grade student, wants to help him increase his reading fluency. One way that he might do this is to:
- read to Jamaal while he listens
 - have Jamaal re-read books previously read during reading class
 - have Jamaal read new books on topics that interest him
 - have Jamaal read favorite stories one to two years below his current reading level

30. A paraprofessional is assisting a primary school student who needs oral vocabulary development. One way the paraprofessional might do this is to:
- a. read orally to the student regularly
 - b. teach the student to look up words in the dictionary
 - c. practice sight words with flashcards
 - d. sing the alphabet song with the student

END OF EVALUATION