

# *Grades 7-8*

## **Testing Vocabulary, *Stanford 9* Objectives, and Classroom Activities**

This document is intended to provide:

- (a) an overview of special testing vocabulary;
- (b) information about the content clusters/objectives of the *Stanford Achievement Test, Ninth Edition (SAT9)* and samples of test question format;
- (c) formats suitable for classroom practice with teacher modeling.

It is supported by the documents, "McDougal Littell *The Language of Literature* correlated to the Stanford Achievement Test, Ninth Edition (SAT9)" and "*The Writer's Craft* correlated to the Stanford Achievement Test"

## **What Special Testing Vocabulary Should Students Know?**

As with all tests, there is some testing vocabulary that students should know. A careful analysis has been done of test related documents and the language used in those documents. From this analysis, a list of words has been developed to support instruction and help students expand their vocabulary as it relates to the type of questions asked in a standardized test.

The "Special Testing Vocabulary" is listed below.

Accurate	Article	Assumes
Author's purpose/attitude	Capitalization	Chart
Classified/classification	Combined	Compare/contrast
Conclude	Conflict	Correct
Draw conclusions	Consist mostly of...	Described
Determine	Dialogue	Essay
Events	Except	Fiction
Identify	Interpret	Main idea
Mistake	Mood	Multiple meaning
Notice (as in advert.)	Occur	Opinion
Organization(al)	Outline	Paragraph
Passage	Phrase	Plot
Prefix	Predicting outcomes	Proofread
Prior knowledge	Punctuation	Purpose
Quotation marks	Refers (to)/referred (to)	Section
Sentence structure	Sequence	Setting
Strategy	Suffix	Summarize
Support (facts to support a conclusion)	Title	Topic sentence
	Underlined	Word Usage

## Objectives measured by SAT9 Subtests in Reading Vocabulary, Reading Comprehension, Spelling, and Language

This section provides a listing of content clusters and objectives along with the number of items used to assess each content cluster or objective. A few sample items are also included to illustrate item formats. As a caution, the items are not intended to illustrate the test content.

For more detailed information on each content cluster or objective, consult the *Guide for Classroom Planning* (Harcourt Brace, 1997).

### READING VOCABULARY

For instructional material and student practice exercises, see McDougal Littell *Language of Literature*:

- "Words to Know" in most literature selections and in Responding Options
- Unit Resource Book, Vocabulary Skillbuilders
- Teacher's Resource Materials, *Formal Assessments*, Standardized Test Practice: Vocabulary and Selection and Part Tests
- Teacher's Resource Materials, *Writing Mini-Lessons*

McDougal Littell *Writer's Craft*:

- Strengthening Vocabulary and related mini-lessons
- Writing Handbook
- Teacher's Resource File, *Standardized Test Practice*
- Teacher's Resource File, *Writing Resource Book*
- Teacher's Resource File, *Spelling and Vocabulary Book Wordskills*

### SYNONYMS

- 16 items

Sample question:

Hesitate means

- A. pause   B. nervous   C. depend   D. notice

**MULTIPLE MEANINGS** : Words with different origin and meaning but the same oral or written form as one or more other words. Vocabulary words are presented in sentence context.

- 7 items

Sample question:

The subject of today's lesson is words with multiple meanings.

In which sentence does the word subject mean the same thing as in the sentence above?

- F. Susan's mother is subject to fainting spells.  
G. In Kenya, high school students take thirteen subjects at a time.  
H. If you disobey traffic laws, you may be subject to arrest.  
J. Feel free to change the subject of your report.

**CONTEXT:** Using information from the immediate textual setting to identify a word or word group. Vocabulary words are presented in sentence context.

• 7 items

Sample question:

The woman's respiration stopped when she choked on the food. Respiration means—  
A. sense of taste B. breathing C. sense of smell D. watch

## READING COMPREHENSION

Reading selections accompanied by questions for each selection. Three types of text: **Recreational** (material read for enjoyment or literary merit), **Textual** (biography, autobiography, other nonfiction), and **Functional** (directions, flyers, advertisements, etc.) with some passages written expressly for the test by well known authors. There are a variety of topics, diverse cultural themes, and tie-ins to content areas.

For instructional material and student practice exercises, see:

McDougal Littell *Language of Literature*

- Strategies for Reading: Question, Connect, Predict, Clarify, Evaluate, Pupil and Teacher Edition
- Think-alouds, margin notes, Teacher Edition
- Previewing, Reading Connection
- Responding Options
- Graphic organizers (Responding Options, Writing Mini-lessons, etc.)
- Comprehension Check, Teacher Edition
- Teacher's Resource Materials, *Formal Assessments*, Standardized Test Practice

McDougal Littell *Writer's Craft*

- Writing Handbook, Academic Skills
- Teacher Edition, Lesson Notes-Critical Thinking
- Teacher's Resource File, *Standardized Test Practice*, *Thinking Skills Worksheets*, *Thinking Skills Transparencies*

Categories:

- **INITIAL UNDERSTANDING:**
  - specific detail - 5 items
  - action/reason/sequence - 5 items
- **STRATEGIES** - 10 items
- **CRITICAL ANALYSIS** - 10 items
- **INTERPRETATION:**
  - inference - 17 items (7th), 15 items (8th)
  - extending meaning - 7 items (7th), 9 items (8th)

• **RECREATIONAL:** material read for enjoyment or literary merit.

• **INTERPRETATION/INFERENCE**

Sample question:

In this story, instructed means  
A. taught B. ordered C. lectured D. showed

• **INTERPRETATION/EXTENDING MEANING**

Sample question:

You can conclude from the passage that Pandora was motivated by

- A. greed
- B. curiosity
- C. fear
- D. pain

• **TEXTUAL: biography, autobiography, other nonfiction**

• **INITIAL UNDERSTANDING/SPECIFIC DETAIL**

(reading accurately, literal level questions)

Sample question:

At his court-martial, Nolan does all of the following except

- A. claim his innocence
- B. apologize for his part in the plot
- C. accuse the court of being crooked
- D. explain why he didn't testify against Burr

• **CRITICAL ANALYSIS**

(Decide which idea is substantiated in the text.)

Sample question:

The poem suggests that John Henry dies from

- A. shock
- B. a broken heart
- C. disappointment
- D. pushing himself too hard

• **FUNCTIONAL: directions, flyers, advertisements, posters, labels, forms, etc.**

• **INITIAL UNDERSTANDING/ACTION, REASON, SEQUENCE**

(following directions)

Sample question:

In order to apply for a credit card, you must

- A. write a letter
- B. fill out the application
- C. ask your parents' permission
- D. go to the store in person

• **STRATEGIES**

(Students must determine the type of text and understand its content and purpose.)

Sample question:

Where would you look to find the exact location of Concord in relation to the area that surrounds it?

- A. a magazine
- B. an atlas
- C. a dictionary
- D. a newspaper

# SPELLING

For instructional material and student practice exercises, see  
McDougal Littell *Language of Literature*

- Writing workshops, editing
- Mini-lessons, Teacher's Edition
- Teacher's Resource Materials, *Formal Assessment: Standardized Test Practice, Spelling*
- Teacher's Resource Materials, *Grammar Mini-lessons*
- Teacher's Resource Materials, *Writing Mini-essons*
- Teacher's Resource Materials, Unit Resource Books, Spelling Skillbuilders

McDougal Littell *Writer's Craft*

- Writer's Workshops, editing
- Grammar and Usage Handbook
- Teacher's Resource File, *Spelling and Vocabulary Book, Standardized Test Practice, Elaboration, Revision, and Proofreading Practice/Transparencies, Peer Response Guides, Grammar and Usage Practice Book*

Internet

www.mcdougallittell.com: 32 spelling lessons per grade level

Categories:

- **HOMOPHONES**: editing - 5 items
- **PHONETIC PRINCIPLES**: consonant and vowel sounds - 10 items
- **STRUCTURAL PRINCIPLES**: inflectional ending, affixes - 10 items
- **NO MISTAKE** - 5 items

Directions ask students to determine which word is spelled incorrectly or *if there is no mistake*. Words are presented in context.

- **HOMOPHONES** /editing: words in context

Sample question:

- |    |  |
|----|--|
| A. | She <u>through</u> the ball thirty yards.        |
| B. | Her <u>clothes</u> were all torn from the fight. |
| C. | The bird <u>flew</u> through the air.            |
| D. | No mistake                                       |

- **PHONETIC PRINCIPLES** /Consonant Sound/Editing

Sample question:

- |    |  |
|----|--|
| F. | The teacher was very <u>courteous</u> to the students. |
| G. | All the athletes started to <u>perspire</u> heavily.   |
| H. | I took the fish out of the <u>aquarium</u> .           |
| J. | No mistake   |

- **STRUCTURAL PRINCIPLES** /affixes/editing

Sample question:

- |    |   |
|----|---|
| A. | Please <u>explain</u> that problem to me.       |
| B. | I will <u>dismiss</u> the class in ten minutes. |
| C. | The cake was <u>totaly</u> destroyed.           |
| D. | No mistake.                                     |

• **NO MISTAKE** /Editing

Sample question:

- |    |  |
|----|--|
| F. | The <u>freight</u> train stopped at the railroad crossing. |
| G. | In the <u>autum</u> , the leaves fall off the trees.       |
| H. | The athlete's <u>muscles</u> were well developed.          |
| J. | No mistake   |

## LANGUAGE

Mechanics/expression in one subtest, measures application of effective writing principles. Note "Correct as it" format.

For instructional material and student practice exercises, see  
McDougal Littell *Language of Literature*

- Mini-lessons, Teacher Edition
- Writing Handbook, Pupil Edition
- Grammar Handbook, Pupil Edition:  
Correcting Capitalization, Correcting Punctuation, Using Nouns and Pronouns, Making Subjects and Verbs Agree, Writing Complete Sentences
- Writing workshops, editing
- Teacher's Resource Materials, *Formal Assessment: Standardized Test Practice, Capitalization and Punctuation, Error Identification, and Error Correction*
- Teacher's Resource Materials, *Grammar Mini-lessons, Writing Mini-Lessons*

McDougal Littell *Writer's Craft*

- Writer's Workshops, editing
- Sentence Composing
- Writing Handbook
- Grammar and Usage Handbook
- Teacher's Resource File, *Spelling and Vocabulary Book, Standardized Test Practice, Elaboration, Revision, and Proofreading Practice/Transparencies, Grammar and Usage Workbook, Sentence Composing Copymasters*

• **MECHANICS/CAPITALIZATION** /editing - 8 items

Directions: Read each sentence, looking at underlined words for mistakes in punctuation, capitalization, or word usage.

Categories:

- Directions as region
- Proper/common nouns
- Proper adjectives
- Titles of people

Sample question:

- |    |  |
|----|--|
|    | My favorite animated character is the <u>dancing Hippopotamus</u> in Walt Disney's <i>Fantasia</i> . |
| A. | Dancing Hippopotamus   |
| B. | Dancing hippopotamus   |
| C. | dancing hippopotamus   |
| D. | Correct as is  |

• **MECHANICS/PUNCTUATION** /editing - 8 items

Directions: Read each sentence, looking at underlined words for mistakes in punctuation, capitalization, or word usage.

Categories:

- Apostrophe with possessive
- Comma with appositive
- Comma with introductory element
- Comma with conjunction in compound sentence (8)
- Semicolon between independent clauses
- Colon with list
- Quotation marks (7) with dialogue (8)

Sample question, following text:

"The sky looks as if it were made of blue silk," said my Dad.

- F. blue silk, said
- G. blue silk" said
- H. blue silk said
- J. Correct as is

• **MECHANICS/USAGE** /editing - 8 items

Directions: Read each sentence, looking at underlined words for mistakes in punctuation, capitalization, or word usage.

Categories:

- Adjective (7) Adverb (7-8) usage
- Pronoun antecedent
- Special problems in usage
- Subject-verb agreement with compound subject
- Subject-verb agreement with intervening phrases (7)
- Present (8) past perfect (7) tense
- Pronoun case
- Subject-verb agreement

Sample question, following text:

You and I may never agree about baseball, but we can still be friends.

- A. You and me
- B. Me and you
- C. The two of we
- D. Correct as is

• **EXPRESSION/SENTENCE STRUCTURE** /composing - 12 items

Directions: Read each sentence, looking at underlined words for mistakes in punctuation, capitalization, or word usage.

Categories:

- Awkward construction
- Misplaced modifiers
- Redundancy
- Parallel structure (8)
- Fragments
- On-and-on
- Run-ons

Sample question, following text:

And to the city of Los Angeles 250 miles away.

- F. And to the city of Los Angeles which is 250 miles away.
- G. And 250 miles away to the city of Los Angeles.
- H. It also supplies the city of Los Angeles 250 miles away.
- J. Correct as is

• **EXPRESSION/CONTENT AND ORGANIZATION** /Composing - 12 items

Directions: Read the paragraph and the questions that follow, then choose the correct answer.

Categories:

- Descriptive language
- Faulty subordination
- Sentence combining
- Topic sentence
- Extraneous sentence
- Purpose and audience
- Supporting sentence
- Transitions

Sample question:

Suppose your class was assigned to read about the role played by Susan B. Anthony in the fight for women's rights and to write an essay based on these readings. Which of the following would be the best topic sentence for your essay?

- A. The Susan B. Anthony dollar was minted to honor her work.
- B. Susan B. Anthony was the most important influence in the modern women's movement.
- C. Susan B. Anthony was born in Massachusetts in 1820 to a wealthy family.
- D. The National Women's Suffrage Association was founded by Susan B. Anthony in 1869.

## FORMAT PRACTICE

The following pages provide formats for each of the test objectives. These can be used for "five-a-day" practice, to frame questions that tie into the current lesson content, or in other ways to assist students in becoming familiar with the test format. They should all be used in direct teacher-student instruction.

### READING VOCABULARY

• **Synonyms**

(no context clues)

A \_\_\_\_\_ is like

- A.
- B.
- C.
- D.

• **Multiple meanings**

In which sentence does the word \_\_\_\_\_ mean the same thing as in the sentence above?

- A.
- B.
- C.
- D.

•Context

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\_\_\_\_\_ means \_\_\_\_\_  
(preceded by a statement in which the word to define is included.)

- A.
- B.
- C.
- D.

**READING COMPREHENSION**

All questions should be related to appropriate text.

•Recreational:

Initial understanding:

•Action/reason/sequence

What did (character) tell \_\_\_\_\_ to do first?

- A.
- B.
- C.
- D.

Interpretation:

•Inference

You can tell the word \_\_\_\_\_ means

- A.
- B.
- C.
- D.

Critical analysis

The story was written in order to

- A.
- B.
- C.
- D.

Strategies

Which of these would best help someone understand the events in the story?

- A.
- B.
- C.
- D.

• **Textual:**

Initial understanding:

• **Action/reason/sequence**

Some \_\_\_\_\_ are referred to as \_\_\_\_\_ because

- A.
- B.
- C.
- D.

Interpretation:

• **Inference/Extended meaning**

Another title for this article is

- A.
- B.
- C.
- D.

Critical analysis

This article was written in order to

- A.
- B.
- C.
- D.

Strategies

(following a graphic organizer)

Which one of these would best fit in the empty box?

- A.
- B.
- C.
- D.

• **Functional:**

Initial understanding:

• **Action/reason/sequence**

Before you \_\_\_\_\_, you must

- A.
- B.
- C.
- D.

Interpretation:

•Inference

If you want \_\_\_\_\_ , which should you use instead of \_\_\_\_\_?

- A.
- B.
- C.
- D.

•Extending meaning

Which of these will most likely happen next?

- A.
- B.
- C.
- D.

Strategies

In the (text identifier)\_\_\_\_\_ the word \_\_\_\_\_ is put in quotation marks because

- A.
- B.
- C.
- D.

## SPELLING

Words definitely at grade level and some with odd vowel combinations. Questions structured as follows:

Directions:

"Read each group of sentences. Decide if one of the underlined words is spelled wrong or if there is No Mistake."

- A.
- B.
- C.
- D. No Mistake

## LANGUAGE FORM S

- Mechanics/capitalization/editing
- Mechanics/punctuation/editing
- Mechanics/usage/editing
- Expression/sentence structure/composing

For all of the above categories, format is as follows (note option D):

The House Of Representatives is the lower house of the United States Congress.

- A. House of Representatives
- B. house of representatives
- C. House of representatives
- D. Correct as is

- Expression/Content and Organization/Composing  
(following appropriate text)

Descriptive language

Which is the most accurate way to write the underlined words in sentence (#) \_\_\_\_?

- A.
- B.
- C.
- D.

Extraneous sentence

Which of these would not belong in (#) \_\_\_\_\_ paragraph?

- A.
- B.
- C.
- D.

Faulty subordination

Which of these is the best way to write the underlined word in the (#) \_\_\_\_\_ sentence?

- A.
- B.
- C.
- D.

Purpose and audience

What is the main purpose of this paragraph?

- A.
- B.
- C.
- D.

Sentence combining

Which of these would go best after the (#) \_\_\_\_\_ sentence of the (#) \_\_\_\_\_ paragraph?

- A.
- B.
- C.
- D.

Supporting sentence

Which of these would go best after the (#) \_\_\_\_\_ sentence of this paragraph?

- A.
- B.
- C.
- D.

Topic sentence

Which of these would be the best topic sentence for this paragraph?

- A.
- B.
- C.
- D.

Transitions

Which of these is the best way to begin the (#) \_\_\_\_\_ sentence?

- A.
- B.
- C.
- D.