

# Timberdoodle Placement Guide

## Grades 3 - 5

### Student Profile

Student's Name \_\_\_\_\_

When do you plan to start school? \_\_\_\_\_

Student's age at start of school year \_\_\_\_\_

If your student has been in traditional school what is his current grade level? \_\_\_\_\_

Does your student have any special needs that affect learning? \_\_\_\_\_

### Placement Tests Included

#### Math-U-See Assessment

Gamma Page 2

Delta Page 4

Epsilon Page 6

Thinking Skills Samples Page 8

#### Language Arts

Mosdos Literature Samples Page 11

Spelling You See Placement Page 22

Science & History Overview Page 26

### Placement Results

	Below 3rd	3rd	4th	5th	Above 5th
Mosdos	Not ready for Opal	Opal	Ruby	Coral	Higher than Coral
Spelling You See	Not ready for Level D	Level D	Level E	Level F	Higher than Level F
Math-U-See	Not ready for Gamma	Gamma	Delta	Epsilon	Higher than Epsilon



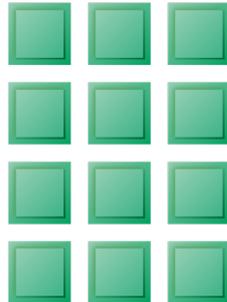
Please work through the following blocks of questions assessing your student's math abilities. Unsure what we're asking? You may refer to the online placement test at [timberdoodle.mathusee.com/placement-test](http://timberdoodle.mathusee.com/placement-test) for a more in-depth assessment.

## Question Block 4. Gamma Content

4.1. Does my student understand multiplication in terms of repeated addition and in geometric (i.e. rectangular area) terms?

Example: Would they be able to express  $3 \times 4$  as  $3 + 3 + 3 + 3$  (repeated addition)?

Would they also be able to identify the multiplication problem this rectangle ( $3 \times 4$  geometric area) represents?



4.2. Can my student immediately give the correct answers to all single-digit multiplication problems?

Example: Would they be able to immediately recall that  $7 \times 8 = 56$  from memory without counting or using objects?

4.3. Can my student explain why we can break multiple-digit multiplication problems into smaller parts (partial products)?

Example: Would they be able to explain that  $13 \times 12$  is the same as  $(13 \times 10) + (13 \times 2)$ ?

*Question Block 4 continued on the next page.*



## Question Block 4. Gamma Content (continued)

4.4. Can my student confidently solve word problems involving multiplication?

Example: Would they be able to solve a problem like this one?

Ava reads her favorite series of books for 2 hours each day for a week. How many hours did she read in the whole week?

If you answered “Not Yet” to any of the questions in this block your student is ready to begin Gamma.

**Important:** There are skills taught in prior levels that are reviewed or assessed in Gamma that are assumed your student has mastered. Take time to review the list of these skills to see if your student may need additional practice or instruction prior to beginning Gamma.

### Concepts taught in Gamma not assessed:

In addition to the skills already assessed, the following skills were taught in previous levels of Math-U-See and are assumed by review problems and/or tests in Gamma. You will want to make sure your student has mastered these skills before beginning Gamma.

- Place value through the hundreds.
- Addition of numbers with up to four digits, with and without regrouping.
- Subtraction of numbers with up to four digits, with and without regrouping.

**Note:** If you feel your student may have been placed in this level solely due to not having memorized multiplication facts or not having mastered some other specific math skill, please contact us. We may have specific solutions for this common situation.

**STOP here for math and and move on to the Thinking Skills portion.**

If you answered “Yes” to all questions please proceed to the next block of questions.



## Question Block 5. Delta Content

5.1. Can my student rewrite a division problem to make it into a question about multiplication?

Example: Would they be able to change  $56 \div 7 = \underline{\quad}$  to  $7 \times \underline{\quad} = 56$ ?

5.2. Can my student explain in what situations it makes sense to separate a remainder?

Example: In a word problem such as, “How many cars are needed for 10 people if 4 people fit in each car,” would they be able to explain that the remainder of 2 means a third car is needed and no car will be cut into pieces?

5.3. Does my student understand division in terms of how many groups of one number can be counted out of another?

Example: Would they be able to express  $16 \div 4$  as how many groups of 4 can be counted out of 16?

5.4. Can my student divide multiple-digit numbers with remainders?

Example: Would they be able to divide 8,793 by 31 using only pencil and paper and write the answer as 283 r. 20?

5.5. Can my student confidently solve word problems involving division?

Would they be able to solve a problem like this one?

Logan’s driveway is 363 feet long. How many yards long is the driveway?

*Question Block 5 continued on the next page.*



## Question Block 5. Delta Content (continued)

If you answered “Not Yet” to any of the questions in this block your student is ready to begin Delta.

**Important:** There are skills taught in prior levels that are reviewed or assessed in Delta that are assumed your student has mastered. Take time to review the list of these skills to see if your student may need additional practice or instruction prior to beginning Delta.

### **Concepts taught in Delta not assessed:**

In addition to the skills already assessed, the following skills were taught in previous levels of Math-U-See and are assumed by review problems and/or tests in Delta. You will want to make sure your student has mastered these skills before beginning Delta.

- Customary measures and conversions between units (ex., large to small, small to large such as miles to yards and ounces to pounds).
- Working with money (converting between coins and dollars, making change, etc.)
- Comparing whole numbers to the thousands (ex., which number or amount is greater or less)

**STOP here for math and and move on to the Thinking Skills portion.**

If you answered “Yes” to all questions please proceed to the next block of questions.



## Question Block 6. Epsilon Content

6.1. Does my student understand the relationship between the numerator, the denominator, and the overall value of a fraction?

Example: Would they be able to explain that  $\frac{2}{3}$  represents 2 or 3 parts of one unit?

Would they be able to explain that  $\frac{3}{8}$  is larger than  $\frac{2}{4}$ ?

6.2. Can my student fluently add, subtract, multiply, and divide fractions with different denominators?

Example: Would they be able to subtract  $\frac{1}{3} - \frac{1}{4} = \frac{1}{12}$ ?

Would they be able to divide  $1\frac{1}{6} \div \frac{3}{4} = 2\frac{2}{9}$ ?

6.3. Can my student confidently solve word problems involving fractions?

Example: Would they be able to solve a problem like this one?

Layla cuts a plywood square that is  $11\frac{5}{8}$  inches on each side. What is the area of the square?

*Question Block 6 continued on the next page.*



## Question Block 6. Epsilon Content (continued)

If you answered “Not Yet” to any of the questions in this block your student is ready to begin Epsilon.

**Important:** There are skills taught in prior levels that are reviewed or assessed in Epsilon that are assumed your student has mastered. Take time to review the list of these skills to see if your student may need additional practice or instruction prior to beginning Epsilon.

### Concepts taught in Epsilon not assessed:

In addition to the skills already assessed, the following skills were taught in previous levels of Math-U-See and are assumed by review problems and/or tests in Epsilon. You will want to make sure your student has mastered these skills before beginning Epsilon.

- Customary measures and conversions between units (for example, converting miles to yards or pounds to ounces)
- Working with money (converting between coins and dollars, making change, adding amounts of money)
- Finding the volume of a rectangular solid
- Determining the area and perimeter for squares, rectangles, and triangles
- Rounding whole numbers to the nearest 10, 100, and 1,000
- Roman numerals (convert to Arabic numerals and vice versa)

If you answered “Yes” to all questions please proceed to the next block of questions (included in the Grades 6-8 Placement Test or online at [timberdoodle.mathusee.com/placement-test](http://timberdoodle.mathusee.com/placement-test)).

# Thinking Skills

The following samples of the Thinking Skills activities included in each grade aren't meant to be placement tests, but rather just to give you an idea of what each level looks like. You can find more in-depth samples on our website.

## Sample of 3rd Grade Thinking Skills:

Name \_\_\_\_\_



## Spectacular September

Oh dear, it is only the first day of school, and Alex has already forgotten something important! For each clue, find the letter that is in the first boldfaced word but not in the second boldfaced word. Then write the letters in order on the lines at the bottom of this page to find out what Alex forgot.

- It is in **CATCH** but not in **CACTUS**.
- It is in **KITE** but not in **TAKE**.
- It is in **CHEST** but not in **CHEAT**.
- It is in **SLIP** but not in **PIES**.
- It is in **PLUS** but not in **SLAP**.
- It is in **NICE** but not in **CITIES**.
- It is in **RICE** but not in **RIGHT**.
- It is in **HARP** but not in **PARTY**.

What can Alex do to solve his problem?

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Alex forgot

\_\_\_\_\_

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# Thinking Skills

## Sample of 4th Grade Thinking Skills:

Building Thinking Skills® — Level 2

Figural Classifications

### OVERLAPPING CLASSES—INTERSECTIONS

**DIRECTIONS:** Four regions are labeled on the large overlapping classes diagram. “O” is outside the overlapping circles. On the line next to each small shape below, write an “A,” “B,” “I,” or “O” to indicate where the shape belongs. In the example, the black triangle belongs in the outside (“O”) region of the diagram because it is not striped and has three sides, not four.

<p><b>EXAMPLE</b></p>	<p><b>D-77</b></p>	<p><b>D-78</b></p>
<p><b>D-79</b></p>	<p><b>D-80</b></p>	<p><b>D-81</b></p>
<p><b>D-82</b></p>	<p><b>D-83</b></p>	<p><b>D-84</b></p>

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# Thinking Skills

## Sample of 5th Grade Thinking Skills:

Name \_\_\_\_\_



## In the Woods

Pretend that you are standing in the woods. What is...

the smallest thing you might see? \_\_\_\_\_

the most beautiful thing you might see? \_\_\_\_\_

the softest thing you might hear? \_\_\_\_\_

the softest thing you might touch? \_\_\_\_\_

the nicest thing you might smell? \_\_\_\_\_

**ANAGRAMS**

Rearrange the letters in each word to make the name of something you might find in the woods.

TAN \_\_\_\_\_

NOTES \_\_\_\_\_

FLEA \_\_\_\_\_

SLAIN \_\_\_\_\_

SENT \_\_\_\_\_

SNEAK \_\_\_\_\_

MASTER \_\_\_\_\_

Cory saw 27 animals in the woods. Two-thirds of them were insects. One-third of the insects were ants. The rest of the insects were flies. Cory saw two times as many squirrels as rabbits. Cory also saw a family of deer: a buck, a fawn, and a doe. How many of each animal did Cory see?

Ants: \_\_\_\_\_

Flies: \_\_\_\_\_

Squirrels: \_\_\_\_\_

Rabbits: \_\_\_\_\_

Deer: \_\_\_\_\_



Add adjectives and nouns to make the sentence more interesting.

*We saw a bear in the woods.*

\_\_\_\_\_

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# Mosdos

## Mosdos Literature - Opal Level

The following is a sample story from *Mosdos Opal*. Please have your student read the story aloud and answer the review questions orally.

### The Burning of the Rice Fields

by Lafcadio Hearn

Far away in Japan, many years ago, lived good old Hamaguchi (HA-ma-GOO-chee). He was the wisest man of his village, and the people loved and honored him.

Hamaguchi was a wealthy farmer. His farmhouse stood on a hillside high above the seashore. Down by the shore, and scattered up the hill, were the houses of neighbors. Around his own house the ground was flat, like the top of a huge step in the hillside, and all about him stretched his rice fields.

It was the time of harvest. Hundreds of rice stacks lined Hamaguchi's fields. It had been a fine harvest, and tonight down in the village everyone was having a good time.

Hamaguchi sat outside his house and looked down into the village. He would have liked to join the other villagers, but he was too tired--the day had been very hot. So he stayed at home with his little grandson, Tada. They could see the flags and the paper lanterns that hung across the streets of the village, and see the people getting ready for the the dance. The low sun lighted up all the moving bits of color below.

It was still very hot, though a strong breeze was beginning to blow in from the sea. Suddenly the hillside shook--just a little, as if a wave were rolling slowly under it. The house creaked and rocked gently for a moment. Then all became still again.

"An earthquake," thought Hamaguchi, "but not very near. The worst of it seems far away."

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Hamaguchi was not frightened, for he had felt the earth quake many a time before. Yet he looked anxiously toward the village. Then, suddenly, he rose to his feet and looked out at the sea. The sea was very dark, and, strange to say, it seemed to be running away from the land.

Soon all the village had noticed how the water was rolling out. The people hurried down to the beach. Not one of them had ever seen such a thing before.

For a moment, on the hillside, Hamaguchi stood and looked. Then he called "Tada! Quick--very quick! Light me a torch!"

Tada ran into the house and picked up one of the torches that stood ready for use on stormy nights. He lighted it and ran back to his grandfather. Quickly the old man grabbed the torch and hurried to the rice fields. Tada ran with him, wondering what he was going to do.

When they reached the first row of rice stacks, Hamaguchi ran along the row, touching the torch to each stack as he passed. The rice was dry, and the fire caught quickly. The seabreeze, blowing stronger, began to drive the flames ahead. Row after row, the stacks caught fire. Soon flames and smoke towered up against the sky.

Tada ran after his grandfather, crying, "Grandfather, why? Why?"

Had his grandfather gone mad? Why was he burning the rice that was their food and all their wealth? But Hamaguchi went on from stack to stack, till he reached the end of the field. Then he threw down his torch and waited.

The bell-ringer in the tower on the hill saw the flames and set the big bell booming. And, down on the beach, the people turned and began to climb the hill. If Hamaguchi's rice fields were afire, nothing would keep them from helping him.

First up the hill came some of the young men, who wanted to fight the fire at once. But Hamaguchi stood in front of the fields and held out his hands to stop them.

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“Let it burn,” he ordered. “Let it burn.”

Soon the whole village was coming. Men and boys, women and girls, mothers with babies on their backs, and even little children came. Children could help pass buckets of water.

Still Hamaguchi stood in front of his burning fields and waited. Meanwhile the sun went down.

The people began to question Tada. What had happened? Why wouldn't his grandfather let them fight the fire? Was he mad?

“I don't know,” cried Tada, for he was really frightened. “Grandfather set fire to the rice on purpose. I saw him do it!”

“Yes,” cried Hamaguchi. “I set fire to the rice. Are all the people here now?”

The villagers looked about them. Then they answered, “All are here, but we do not understand--”

“Look!” shouted Hamaguchi, as loud as he could. He was pointing to the sea. “Look! Now do you think I have gone mad?”

All turned and looked toward the sea. Far, far out, where the sea and sky seem to meet, stretched a cloudy line that came nearer and nearer. It was the sea coming back to the shore. But it towered like a great wall of rock. It rolled more swiftly than a kite could fly.

“The sea!” screamed the people. Hardly had they spoken, when the great wall of water struck the shore. The noise was louder than any thunder. The hillside shook. A sheet of foam was dashed far up to where the people stood.

When the sea went back, not a house was left below them on the hillside or along the shore. The whole village had been swept away.

The people stood silent, too frightened to speak. Then they heard Hamaguchi say-

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ing gently, “That is why I set fire to the rice... My house still stands, and there is room for many. The tower on the hill still stands. There is shelter there for the rest.”

Then the people woke, as if from a dream, and understood. Hamaguchi had made himself poor to save them, and they realized how great a man he was.

## Review Questions

1. Why was Hamaguchi a wealthy man?
2. Why were the villagers celebrating that night?
3. What did Hamaguchi see that shocked him?
4. Why did Hamaguchi set fire to the fields?

Assess whether this is a comfortable level for reading and comprehension. For a more in-depth assessment you may download sample pages at <https://timberdoodle.com/products/mosdos-press-literature-opal-3rd-grade>.

If your student struggles with the Opal level you may want to consider All About Reading Level 3 instead. If the Opal level seems pretty easy for your student, have them try the sample from Mosdos Coral.

## Mosdos Literature - Ruby Level

Due to copyright restrictions we are not able to provide a sample story from Mosdos Ruby in this placement test. If Opal seems too easy for your student please try the following selection from the Coral level. If Coral seems too difficult, Ruby will probably be the best fit.

For a more in-depth assessment please download the sample pages of the Ruby level at <https://timberdoodle.com/products/mosdos-press-literature-ruby-4th-grade>.

# Mosdos

## Mosdos Literature - Coral Level

The following is a sample story from Mosdos Opal. Please have your student read the story aloud and answer the review questions orally.

### How to Bring Up a Lion by Rudyard Kipling

Once there was a mother lion that lived in a cage halfway up a mountain in Africa, behind the house where I was living, and she had two little baby lions. She bit one of them so hard that it died. But the keeper in charge of the cages pulled out the other little lion just in time and carried him down the hill. He put him in an egg box, along with a brindled bulldog puppy, called Budge, to keep him warm.

When I went to look at the little thing, the keeper said, "This baby lion is going to die. Would you like to bring up this baby lion?" And I said, "Yes," and the keeper said, "Then I will send him to your house at once, because he is certainly going to die here, and you can bring him up by hand."

Then I went home and found Daniel and Una, who were little children, playing. I said, "We are going to bring up a baby lion by hand!" and both children said, "Hurrah! He can sleep in our nursery and not go away forever and ever."

Then Daniel and Una's mother said to me, "What do you know about bringing up lions?" And I said, "Nothing whatever." And she said, "I thought so," and went into the house to give orders.

Soon the keeper came, carrying the egg box with the baby lion and Budge, the brindled bulldog pup, asleep inside. Behind the keeper walked a man with iron bars and a roll of wire netting and some picks and shovels. The men built a den for the baby lion in the backyard, and they put the box inside and said, "Now you can bring the lion up by

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hand. He is quite, quite certain to die.”

The children’s mother came out of the house with a bottle, the kind that you feed very small babies from, and she filled it with milk and warm water. She said, “I am going to bring up this baby lion, and he is not going to die.”

She pulled out the baby lion (his eyes were all blue and watery and he couldn’t see), and she turned him on his back and tilted the bottle into his little mouth. He moved all his four little paws like windmills, but he never let go of the bottle, not once, until it was quite empty and he was quite full.

The children’s mother said, “Weigh him on the meat scales,” and we did. He weighed four pounds, three ounces. She said, “He will be weighed once every week, and he will be fed every three hours on warm milk and water--two parts milk and one part water. The bottle will be cleaned after each meal with boiling water.”

I said, “What do you know about bringing up lions by hand?” and she said, “Nothing whatever, except that this lion is not going to die. You must find out how to bring up lions.”

So I said, “The first thing to do is to stop Daniel and Una from hugging him and dancing around him because if they hug him too hard or step on him he will surely die.”

For ten days the baby lion ate and slept. He didn’t say anything; he hardly opened his eyes. We made him a bed of wood shavings (they are better than straw), and we built him a real little house with a thick roof to keep the sun off. And whenever he looked at all hungry, it was time for him to be fed a bottle.

Budge tried to make him play, but the little lion wouldn’t. When Budge chewed his ears too hard, he would stretch himself all over the puppy and Budge would crawl from under him, half choked.

We said, “It is an easy thing to bring up a lion,” and then visitors began to call and

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give advice.

One man said, “Young lions all die of paralysis of the hindquarters.” And another man said, “They perish of rickets, a condition that comes on just as they are cutting their first teeth.”

We looked at the baby lion, and his hind legs were very weak indeed. He rolled over when he tried to walk, and his front paws doubled up under him. His eyes were dull and blind.

I went off to find someone who knew about animals’ insides. “You must give him broth,” I was told. “Milk isn’t enough for him. Give him mutton broth at eight in the morning and four in the afternoon. You must also buy a dandy brush, same as they brush horses with, and brush him every day to make up for his own mother not being able to lick him with her tongue.”

So we bought a dandy brush (a good hard one) and mutton for broth, and we gave him broth from the bottle. In two days he was a different lion. His hind legs grew stronger, and his eyes grew brighter, and his furry, woolly skin grew cleaner.

We all said, “Now we must give him a real name of his own.” We inquired into his family history and found that his parents were both Matabele lions from the far north and that the Matabele word for lion was “umlibaan.” But we called him Sullivan for short, and that very day he knocked a bit of skin off his nose trying to climb the wire fence.

He began to play with Daniel and Una--especially with Una, who walked all around the garden, hugging him till he squeaked.

One day, Una went out as usual and put her hand in Sullivan’s house to drag him out, just as usual, and Sullivan flattened his little black-tipped ears back to his thick woolly head and opened his mouth and said “Ough! Ough! Ough!” like a monkey.

Una pulled her hand back and said, “I think Sullivan has teeth. Come and look.”

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And we saw that he had six or eight very pretty little teeth about a quarter of an inch long, so we said, "Why should we give up our time to feeding this monarch of the jungle every few hours with a bottle? Let him feed himself."

He weighed eight pounds, eight ounces, and he could run and jump and growl and scratch, but he did not like to feed himself.

For two days and two nights, he wouldn't feed himself at all. He sang for his supper, like little Tommy Tucker, and he sang for his breakfast and his dinner, making noises deep in his chest, high noises and low noises and coughing noises. Una ran about saying, "Please let my lion have his bottle!"

Daniel, who didn't speak very plainly, would go off to the lion's den, where poor Sullivan sat looking at a plate of cold broth. He would say, "Tullibun, Tullibun, eat up all your dinner or you'll be hungry."

At last Sullivan made up his mind that bottles would never come again and he put down his little nose and ate for dear life. I was told that the children's mother had been out in the early morning and dipped her finger in the mutton broth and coaxed Sullivan to lick it off. She discovered that his tongue was as raspy as a file. Then we were sure he ought to feed himself.

So we weaned Sullivan, and he weighed ten pounds, two ounces, and the truly happy times of his life began. Every morning, Una and Daniel would let him out of the den. He was perfectly polite so long as no one put a hand into his house. He would come out at a steady, rocking-horse canter that looked slow but was quicker even than Una's run.

He would be brushed, first on his yellow tummy and then on his yellow back, and then under his yellow chin where he dribbled mutton broth, and then on his dark yellow mane. The mane hair of a baby lion is a little thicker than the rest of his hair, and Sulli-

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van's was tinged with black.

After his brushing, he would go out to the garden to watch Daniel and Una swing. Or he would hoist himself up on the porch to watch their mother sew or he would go into my room and lie under the couch. If I wished to get rid of him I had to call Una, for at her voice he would solemnly trundle out with his head lifted and help her chase butterflies among the hydrangeas. He never took any notice of me.

One of the many queer things about him was the way he matched his backgrounds. He would lie down on the bare tiled porch in the full glare of the sun, and you could step on him before you saw him. He would sit in the shadow of a wall or slide into a garden border, and, till he moved, you could not tell he was there. That made him difficult to photograph.

Sudden noises, like banging doors, always annoyed him. He would go straight backward almost as fast as he ran forward, till he got his back up against a wall or a shrub. There he would lift one little broad paw and look wicked until he heard Una or Daniel call him.

If he smelled anything in the wind, he would stop quite still and lift his head high into the air, very slowly, until he had quite made up his mind. Then he would slowly steal upwind with his tail twitching a trifle at the very end.

The first time he played with a ball he struck it just as his grandfather must have struck at the big Matabele oxen in the far north--one paw above and one paw below, with a wrench and a twist--and the ball bounced over his shoulder.

He could use his paws as easily as a man could use his arms, and much more quickly. He always turned his back on you when he was examining anything. That was a signal that you were not to interfere with him.

We used to believe that little lions were only big cats, as the books say. But Sul-

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livan taught us that lions are always lions. He would play in his own way at his own games, but he never chased his tail or patted a cork or a string, or did any foolish, kitten tricks. He never forgot he was a lion, not a dog or a cat, but a lion.

When he lay down, he would cross his paws and look like the big carved lions on Trafalgar Square. When he rose and sniffed, he looked like a bronze lion, and when he lifted on paw and opened his mouth and wrinkled up his nose to be angry (as he did when we washed him all over with carbolic and water because of fleas), he looked like the lions the old Assyrians drew on the stone.

He never did anything funny. He was never silly or amusing (not even when he had been dipped in carbolic and water), and he never behaved as though he were trying to show off. Kittens do.

He kept to himself more and more as he grew older. One day I shall never forget, he began to see out of his eyes--really see. Up till then his eyes had been dull and stupid, just like a young baby's eyes. But that day--I saw them first under the couch--they were grown-up lion's eyes, soft and blazing at the same time, without a wink in them, eyes that seemed to look right through you and out over all Africa.

Though he had been born in captivity, as were his parents, and though the only home he had ever known was on the slopes of the big Table Mountain where Africa ended, we never saw him once look up the hill when he lay down to do his solemn, serious thinking. He always faced squarely to the north, to the great open plains and the ragged, jagged mountains beyond them--looking up and into the big, sunny, dry Africa that had once belonged to his people.

That was curious. He would think and he would sigh, exactly like a man. He was full of curious, half-human noises, grunts and groans and mutters and rumbles.

He grew to weigh more than fifteen pounds when we had to leave him. We were

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very proud of this, and triumphed over the keeper and the other people who had said we could never bring him up by hand.

“You’ve certainly won the game,” they said. “You can have this lion if you like and take him home and give him to the Zoological Gardens in London.”

But we said, “No, Sullivan is one of the family, and if he were taken to a cold, wet, foggy zoo, he’d die. Let him stay here.”

## Review Questions

1. What is the first sentence of the story?
2. Where did the mother lion live?
3. How did the keeper carry the baby lion down the hill?
4. What did the keeper say?

Assess whether this is a comfortable level for reading and comprehension. For a more in-depth assessment please download the sample pages of the Coral level at <https://timberdoodle.com/products/mosdos-press-literature-coral-5th-grade>.

If Coral seems too difficult, Ruby will probably be the best fit. If Coral seems easy, have your student try the sample from Mosdos Pearl (included in the Grades 6-8 Placement Test).



## General Spelling Readiness Guidelines

Please read these important guidelines for spelling readiness and then read the information about each level to see which one will best suit your student's needs.

- *All children move through predictable stages as they learn to spell. It is important not to skip stages or move to a new stage before your student is ready.*
- *Do not try to match the student's reading level to an equivalent spelling level. Students must master each developmental stage of spelling before moving to the next. Research has not indicated a correlation between reading achievement and spelling ability.*
- *To place your student in Spelling You See, read the guidelines for all the levels and determine which level looks the most appropriate. If there is a sample paragraph, have the student write it from dictation and check the spelling of the given words.*
  - *If your student can complete the page easily and spell all the words correctly, try the guidelines for the next level.*
  - *If your student struggles with the first dictation, try the guidelines for the previous level. Continue in this manner until you arrive at the correct placement.*

## **D** Americana

### Is Your Child Ready for *Americana*?

This level is suggested for a student who is a proficient reader with gradually improving spelling skills.

The student should be able to write an entire paragraph comfortably.

#### Skills assessment:

- *The following passage is taken from the previous level of Spelling You See and is written at the minimum reading level for Americana. Can your student read it without difficulty?*

Seahorses are fish, but they are not like other fish. Seahorses swim upright. They have a curved neck. They do not have scales. Their fins are very small, so they swim poorly. A seahorse uses its tail to hold onto sea grasses. A group of seahorses is called a herd – just like a herd of horses!

Now dictate the passage to your student. Then answer the following questions:

- *Was my student able to complete the dictation with relative ease?*
- *Was my student able to complete the dictation in 10 minutes or less?*
- *When writing the passage from dictation, did my student correctly spell at least ten of the words from this list?*
  - fish, like, other, swim, have, curved, neck, small, tail, group, herd, horses

If you answered “Yes” to all these questions, your child is ready to begin *Americana*.

*Americana* will provide opportunities for students to study words in the context of stories about events and people in American history. Students will mark various letter patterns, copy passages, and practice writing the stories from dictation.

## **E** American Spirit

### Is Your Child Ready for *American Spirit*?

This level is suggested for a student who spells many common words confidently but who may not be ready for the more advanced reading level and content of *Ancient Achievements*.

The student should be able to write complete paragraphs comfortably.

#### Skills assessment:

- *The following passage is taken from the previous level of Spelling You See and is written at the minimum reading level for American Spirit. Can your student read it without difficulty?*

As a young man, Johnny Appleseed learned how to grow apple trees. When settlers moved into Ohio and Indiana, he planted orchards for them. He also planted orchards of his own and sold trees. Johnny lived simply. He had no house. He walked from place to place. His clothes were ragged. He is remembered for helping many needy people.

Now dictate the passage to your student. Then answer the following questions:

- *Was my student able to complete the dictation with relative ease?*
- *Did my student complete the dictation in 10 minutes or less?*
- *When writing the passage from dictation, did my student correctly spell at least eight words of the words from this list?*
  - young, learned, apple, settlers, planted, simply, house, walked, clothes, people

If you answered “Yes” to all these questions, your child is ready to begin *American Spirit*.

*American Spirit* provides continued practice in the Skill Development level of spelling using the core activities of chunking, copywork, and dictation. Most children require several years of practice at skill development stage.

## **F** Ancient Achievements

### Is Your Child Ready for *Ancient Achievements*?

This level is for a child who is nearing the end of the Skill Development stage. The student should be able to write complete paragraphs comfortably.

#### Skills assessment:

- *The following passage is taken from the previous level of Spelling You See and is written at the minimum reading level for Ancient Achievements. Can your student read it without difficulty?*

Philo was very interested in electronics. When he was a teenager, he found a stash of science magazines. He studied them carefully. He learned that scientists were trying to make a new machine. It would use electricity to send and show pictures. He thought about it. He talked with his science teachers. One day he drew a picture on the chalkboard. It showed how a television could work. Philo Farnsworth's plan was the first idea that worked.

Now dictate the passage to your student. Then answer the following questions:

- *Was my student able to complete the dictation with relative ease?*
- *Did my student complete the dictation in 10 minutes or less?*
- *When writing the passage from dictation, did my student correctly spell at least ten of the words from this list?*
  - interested, science, magazines, studied, electricity, pictures, thought, talked, teachers, chalkboard, television, idea

If you answered “Yes” to all these questions, your child may be ready to begin *Ancient Achievements*.

*Ancient Achievements* provides continued practice in the Skill Development stage of spelling with passages of gradually increasing difficulty. At the same time, it introduces students to interesting facts about word roots and more advanced word patterns. It is designed as a bridge to the Word Extension stage of spelling.

# Science and History

Science and History aren't as dependent on the student's abilities as some of the other subjects, so placement isn't as critical. This chart shows the main science and history texts included in our curriculum kits along with the appropriate age range and the subject matter covered. As long as your child is within the suggested age range you may choose the level that most closely corresponds to your child's placement in other subjects.

Subject	Grade	Age Range	Main Text	Covers
<b>Science</b>	3 (Religious)	5-12	<i>Berean Science in the Scientific Revolution</i>	Chemistry, biology, physics, astronomy, geology.
	3 (Non-Religious)	7-10	<i>Building Blocks of Science 3</i>	Chemistry, biology, physics, astronomy, geology.
	4 (Religious)	5-12	<i>Berean Science in the Age of Reason</i>	Chemistry, biology, physics, astronomy, geology.
	4 (Non-Religious)	8-11	<i>Building Blocks of Science 4</i>	Chemistry, biology, physics, astronomy, geology.
	5 (Religious)	5-12	<i>Berean Science in the Industrial Age</i>	Chemistry, biology, physics, astronomy, geology.
	5 (Non-Religious)	9-12	<i>Building Blocks of Science 5</i>	Chemistry, biology, physics, astronomy, geology.
<b>History</b>	3	8-11	<i>The Story of the World, Volume 3</i>	Early Modern Times (1600 - 1850 AD)
	4	9-13	<i>The Story of the World, Volume 4</i>	The Modern Age (1850-1994 AD)
	5 (Religious)	10-14	<i>Notgrass America the Beautiful</i>	American History
	5 (Non-Religious)	10-14	<i>A History of US, Books 1-5</i>	American History, Part 1