

Skills Assessment Supplement

**Focus on
English-Language Arts Standards**



FORM C

TEACHER MATERIALS

GRADE 5

Skills Assessment Supplement

Focus on Language Arts Standards

Preface

The *Skills Assessment Supplement: Focus on Language Arts Standards* has been developed to help teachers monitor student progress toward mastery of grade-level standards. Three forms (Forms A, B, and C) are available to Reading First school districts (www.calread.net). These forms may be used in any order and independently of each other, as each form provides different questions to test the same standards to assess student achievement.

Formal directions for the administration of the *Skills Assessment Supplement* have intentionally not been included, to allow flexibility in the use of the supplements for assessment and instruction. Time limits have not been suggested for any section. Individual districts or schools may develop their own administration guidelines. However, it is recommended that students independently read the directions and answer the questions prior to receiving teacher support. Additional instruction and practice should be provided for students who are unable to independently read and follow directions or have not mastered specific content standards.

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Vocabulary and Concept Development

1.2 Use word origins to determine the meaning of unknown words.

Read each question. Mark the correct answer.

1. Which English word comes from the Latin root *duct* meaning “lead”?

- A. conductor
- B. reduction
- C. leadership
- D. condition

2. Which English word comes from the Greek root *hydr* meaning “water”?

- A. hyperactive
- B. hybrid
- C. waterproof
- D. hydrogen

3. Which English word comes from the Latin root *capt* meaning “take”?

- A. capital
- B. capture
- C. captain
- D. takeover

1.3 Understand and explain frequently used synonyms, antonyms, and homographs.

Read each sentence. Mark the synonym, the word that means the same or about the same as the underlined word.

4. Workers had to disassemble the factory machines.

- A. replace
- B. take apart
- C. repair
- D. finish

5. Do you want to pursue a career in teaching?

- A. follow
- B. reach
- C. study
- D. try

6. Native Americans crossed the immense territory.

- A. ancient
- B. small
- C. huge
- D. empty



Read each sentence. Mark the antonym, the word that means the opposite of the underlined word.

7. The parade will commence at noon.

- A. finish
- B. begin
- C. follow
- D. move

8. Dogs are prohibited on the beach.

- A. playing
- B. arriving
- C. stopped
- D. allowed

9. We hiked into the remote area.

- A. distant
- B. open
- C. near
- D. closed

1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).

Use the dictionary entries below to decide which meaning of the underlined word is used in the sentence. Mark the correct answer.

plane¹ n. 1. a level surface. 2. a level of achievement. 3. a tool for leveling wood. 4. an airplane or hydroplane.

plane² v. 1. to smooth or finish. 2. to remove with a plane. 3. to soar or glide. 4. to travel by airplane.

10. He asked the carpenter to plane the door before painting it.

- A. plane¹ – meaning 2
- B. plane¹ – meaning 3
- C. plane² – meaning 1
- D. plane² – meaning 3

11. The scientist was famous for reaching the highest plane in rocket technology.

- A. plane¹ – meaning 1
- B. plane¹ – meaning 2
- C. plane² – meaning 2
- D. plane² – meaning 4



stand¹ n. 1. a place to display goods for sale.
2. a position or opinion. 3. a group of tall plants.
4. a small rack for holding various articles.

stand² v. 1. to rise to an upright position.
2. to be placed. 3. to remain true. 4. to come to a stop.

12. Soldiers stand guard at the gate.

- A. stand² – meaning 1
- B. stand² – meaning 3
- C. stand¹ – meaning 1
- D. stand² – meaning 2

13. What stand will the senator take on the issue?

- A. stand¹ – meaning 2
- B. stand² – meaning 3
- C. stand² – meaning 2
- D. stand¹ – meaning 4

Read each sentence. Mark the answer that has the same meaning as the underlined word.

14. Did you attend the officers' semiannual meeting?

- A. once a month
- B. twice a month
- C. once a year
- D. twice a year

15. Rescue teams could not find the immobilized vehicle.

- A. not moving
- B. moving again
- C. not starting
- D. starting again

16. He measured the area of the quadrilateral figure.

- A. having four angles
- B. having five angles
- C. having four sides
- D. having five sides



1.5 Understand and explain figurative and metaphorical use of words in context.

Read the passage. Mark the answer that correctly completes each sentence.

This is a wonderful place for a vacation. Every room overlooks majestic mountains whose peaks are steeples of granite that reach to the clouds. Stately pines stretch their arms to the sky. Rooftop balconies offer breathtaking views of alpine lakes shimmering like emeralds below. At night, relax and gaze at the canopy of stars overhead.

17. In this passage, the author uses _____ to describe the branches of the stately pines.

- A. an idiom
- B. a simile
- C. a metaphor
- D. personification

18. In this passage, _____ are described as “shimmering like emeralds.”

- A. balconies
- B. views
- C. lakes
- D. rooftops

19. In this passage, a metaphor compares _____.

- A. rooms and mountains
- B. peaks and steeples
- C. pines and arms
- D. canopies and stars



2.0 Reading Comprehension (Focus on Informational Materials)

Structural Features of Informational Materials

2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable

Read the Schedule of Events. Then read each question and mark the correct answer.

2.0
2.1

SCHEDULE OF EVENTS

25th Annual State Track and Field Championships

May 10, 2000

Mountain Valley High School
Mountain Valley, California

10:00 AM OPENING CEREMONIES

GIRLS' EVENTS

10:30 AM - 100-M Dash	Qualifying heats
11:00 AM - 200-M Run	Qualifying heats
11:30 AM - 200-M Hurdles	Qualifying heats

12:00 - LUNCH
Refreshments will be available in the cafeteria.

1:00 PM - Long Jump	Semi-final heats
1:30 PM - Pole Vault	Finals
2:00 PM - 4 x 100 Relay	Finals

BOYS' EVENTS

10:30 AM - 100-M Dash	Qualifying heats
11:00 AM - 400-M Run	Qualifying heats
11:30 AM - Mile Relay	Qualifying heats

12:00 - LUNCH

1:00 PM - Long Jump	Semi-final heats
1:30 PM - Pole Vault	Finals
2:00 PM - Javelin Throw	Finals

3:00 PM CLOSING CEREMONIES

1. Which event is scheduled for boys only?
 - A. 100-M Dash
 - B. Long Jump
 - C. 200-M Hurdles
 - D. 400-M Run

2. Which events are scheduled for both boys and girls?
 - A. 100-M Dash and 400-M Run
 - B. 100-M Dash and Pole Vault
 - C. Long Jump and Mile Relay
 - D. Pole Vault and 200-M Run

3. If you don't arrive until 11:30, you will miss the _____.
 - A. Girls' 200-M Hurdles
 - B. Boys' Long Jump
 - C. Boys' 400-M Run
 - D. Girls' 4 x 100 Relay



2.2 Analyze text that is organized in sequential or chronological order.

Read the passage. Then read each question and mark the correct answer.

One kind of garden that has flourished indoors is a terrarium. You can create a miniature forest by following these steps:

1. Along the bottom of a large glass bowl, put a few inches of soil on top of an inch of pebbles. Add some compost, such as broken egg shells or other organic matter, to provide plant food. These materials add nutrients to the soil, making it richer in vitamins. Do not add too much organic matter or the soil could become contaminated.

2. To get a houseplant to reproduce, cut a few clippings about two inches from each leaf and put the stems into a glass of water. In a week or so, roots will form again. Plant these new shoots in the soil, and you will have a new plant. Water the plant immediately.

3. Take care of your terrarium plants by watering them and dusting their leaves. You should check the soil to make sure it is not fermenting. If any chemical changes take place in the soil, transplant your garden into a new bowl with new soil.

4. The topic of the second paragraph is _____.

- A. chemical changes in soil
- B. soil nutrients
- C. starting new plants
- D. soil contamination

5. Which of the following is the correct order for planting a terrarium?

- A. soil, pebbles, plants, compost
- B. pebbles, soil, compost, plants
- C. soil, plants, pebbles, compost
- D. pebbles, compost, soil, plants

6. Materials that provide vitamins are called _____.

- A. clippings
- B. chemical changes
- C. contaminated
- D. nutrients



Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

Read the passage. Then read each question and mark the correct answer.

Louis Pasteur, one of the world's greatest scientists, made major contributions to the welfare of humanity. His work in medicine and industry is still affecting people today.

One of his most important contributions, the discovery that bacteria spread disease, has saved many lives. Before Pasteur began his study of bacteria, scientists thought that life could spring from things that are not alive, such as soil or air. That theory is called spontaneous generation. Pasteur proved that living things can only come from other living things. He showed by controlling the spread of bacteria, disease could be controlled.

Pasteur also studied germs, or microbes, and proved they can live and multiply in the human body and cause disease. He proved these microbes can be weakened in a laboratory and then returned to an animal's body. The weakened microbes make the animal resistant or immune to the disease. This method of fighting disease is called vaccination. Although Pasteur first developed the method for animals, today there are vaccinations to protect humans from many different kinds of diseases.

7. What is the topic of this passage?

- A. microbes
- B. disease
- C. Louis Pasteur
- D. vaccination

8. What is the main idea of this passage?

- A. Louis Pasteur made many important contributions to the welfare of humanity.
- B. The major cause of disease in humans is microbes.
- C. Louis Pasteur was the first scientist to learn about bacteria.
- D. Vaccination can protect humans from many diseases.

9. Which detail best supports the main idea of this passage?

- A. Microbes can live and multiply in the human body.
- B. Pasteur developed the method of fighting disease known as vaccination.
- C. Spontaneous generation is life springing from soil or air.
- D. Weakened microbes make an animal immune to disease.



2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Read the passage. Then read each question and mark the correct answer.

Amelia Earhart was almost as famous in her own lifetime as she is now, more than sixty years after her death. She was a true pioneer – a colorful, well-educated young woman who wanted to advance air flight, then in its early days. If she had lived in the present time, she may well have been one of the first astronauts.

But Earhart was born in 1898, before the first airplane was flown. She attended Columbia University and Harvard, but left in order to earn money to take flying lessons. In 1928 she was the first woman passenger on a flight across the Atlantic Ocean. In 1932 she was the first woman to pilot a plane across the Atlantic alone, only five years after Charles Lindbergh had made the first solo flight across the Atlantic. She made the crossing in 13 hours and set a new world’s record.

Three years later, Earhart was still setting records. She became the first person to fly alone from Hawaii to California. That same year she set a record for speed, flying nonstop from Mexico to New York City.

In June of 1937, Amelia Earhart began what was to be her last flight. She and navigator Frederick J. Noonan began a flight around the world. At some point between New Guinea and Howland Island, Earhart and her plane vanished. Her fate remains a mystery to this day, in spite of extensive sea and air searches carried out by the Navy. Amelia Earhart remains the most famous and admired woman in the history of aviation.

10. What is the author’s purpose in writing this passage?

- A. to entertain readers with stories about early flights
- B. to inform readers about the achievements of Amelia Earhart
- C. to describe early airflights
- D. to persuade people to become pilots

11. What is the author’s point of view in this passage?

- A. The author admires Earhart.
- B. The author thinks woman pilots are less skilled than male pilots.
- C. The author is afraid of flying.
- D. The author does not believe that Earhart’s exploits are true.

12. What generalization about women in aviation could you make from this passage?

- A. Amelia Earhart flew old-fashioned airplanes.
- B. Women can make solo flights across the Atlantic.
- C. Aviation is too dangerous for women.
- D. Women have made valuable contributions to aviation.



Expository Critique

2.5 Distinguish facts, supported inferences, and opinions in text.

Read the passage. Then read each question and mark the correct answer.

For many years, the grizzly and black bears of Yellowstone National Park lived carefree lives. The bears feasted on the leftovers and garbage thrown away by visitors. Trash cans and garbage dumps were on their regular “hunting trips.” Many visitors liked to give the bears free food because it made them easy to see as they prowled the campgrounds at night.

Park rangers did not mind the bears getting the food, but they did worry that the bears might get used to people and lose their fear of humans. Then they could be dangerous. Several years ago, a grizzly did attack and kill a park visitor. Rangers were afraid it would happen again, so the park closed the dumps and began using new trash cans that bears could not get into. Without the easy food, the bears began to move farther back into the forests to hunt wild food.

The park plan worked, but it was not a good solution. Visitors no longer see bears, and that is too bad. More importantly, there are just not as many bears anywhere because there is not enough food. The park should start feeding the bears far out in the forests. That way the number of bears will increase, and they will be far from people so they won't be dangerous to visitors.

13. What is the author's purpose for writing this passage?

- A. to convince people to visit Yellowstone
- B. to encourage visitors to feed the bears
- C. to convince the reader that bears in Yellowstone should be fed
- D. to convince rangers to not feed the bears

14. Which statement is a fact?

- A. The bears began to move farther back in the forests.
- B. Park rangers should not have closed the dumps.
- C. Park rangers do not want visitors to see bears.
- D. It is too bad visitors no longer see bears.

15. Which statement is an opinion?

- A. Rangers worried that the bears might lose their fear of humans.
- B. The bears feasted on leftovers and garbage.
- C. Many visitors liked to give the bears free food.
- D. The park plan was not a good solution.

16. The author would probably agree that ____.

- A. bears no longer know how to hunt
- B. seeing bears is an important part of visiting Yellowstone
- C. free food is better for bears than wild food
- D. bears are not dangerous to humans



3.0 Literary Response and Analysis

Structural Features of Literature

3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

Read the poem. Then read each question and mark the correct answer.

Leaves unfolding on naked trees,
Flowers being visited by buzzing bees,
Birds returning from southern places,
Children running in Easter egg races,
Grass being invaded by ugly weeds,
Milkweed and dandelions spreading their seeds,
Gophers coming up out of their holes,
Lawns being ruined by tunneling moles,
As we leave the cold, wet winter behind,
Let us greet the season that is so much more kind.

1. Which title best describes this poem?

- A. "The Four Seasons"
- B. "Nature's Wonders"
- C. "The Coming of Spring"
- D. "Days of Sunshine and Flowers"

2. What is the poet referring to when he describes "naked trees"?

- A. trees without clothes
- B. trees whose leaves have fallen
- C. trees in the summer
- D. trees without branches

3. What are the children in the poem doing?

- A. having a picnic
- B. planting seeds
- C. playing games
- D. picking flowers

4. The poet seems to feel that winter is ____.

- A. cruel
- B. beautiful
- C. peaceful
- D. windy



Narrative Analysis of Grade-Level-Appropriate Text

3.2 Identify the main problem or conflict of the plot and explain how it is resolved.

Read the passage. Then read each question and mark the correct answer.

“Everyone, hand in your homework papers by passing them to the front of the room,” Mr. Reed said. “What’s this?” he asked, while examining the papers on his desk. “Apparently, there’s no paper from you, Dan. Where is your homework assignment?”

Dan squirmed and anxiously looked out the window. He had lost his homework paper on his way to school. Somehow it had escaped from his mathematics book and gone sailing away in the wind before Dan even realized it. What was worse, Dan had already misplaced his homework one other time this week. Dan’s mind raced for a quick solution to his teacher’s question.

“I’m sorry, Mr. Reed, my dog chewed it up last night while I was sleeping.”

Tess, who consistently got Dan in trouble in school, whispered from across the aisle. “You don’t have a dog.”

“It was our neighbor’s dog,” Dan sheepishly replied as he watched his teacher’s expression.

“Why didn’t you tape the pieces together?” asked his teacher, who was not amused by Dan’s explanation.

Embarrassed and humiliated, Dan was silent for a moment. He wasn’t good at lying and he could feel his face turn hot and redden.

“Actually, Mr. Reed, the truth is I lost my math paper on the way to school. I would like to volunteer to stay after class and redo the assignment.”

“Okay,” replied the teacher, seeming satisfied. “That will do for today, but I strongly suggest you get your homework safely to school from now on.”

5. What is the main problem in the story?

- A. Dan doesn’t have his homework to turn in to his teacher.
- B. Dan needs to do his homework on time.
- C. Dan needed to answer his teacher’s question.
- D. Dan needs to keep Tess quiet.

6. What is Dan’s solution to the problem?

- A. He finds his lost homework paper.
- B. He said the neighbor’s dog chewed his homework.
- C. He gives his homework to the dog.
- D. He stays after school to do his homework.

7. What is the main idea of the story?

- A. Always turn in your homework on time.
- B. Dan lost his homework.
- C. One lie often leads to another.
- D. Don’t keep your homework in your math book.



3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness) and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.

Read the passage. Then read each question and mark the correct answer.

Once there was an extraordinary juggler who frequently bragged he was the finest circus performer in the entire world. “I can juggle anything,” he often boasted. “I can juggle things higher and faster than anyone else in the world.”

Although he was an accomplished juggler and quite clever, the man made very little money. His business was not particularly lucrative, so he was often hungry. While looking for food one day, the former circus celebrity passed by a chicken farm and got an idea.

“I am the most amazing juggler you will ever see,” he told the farmer. “I’ll bet I can juggle things so high they won’t come down for a week.” The farmer did not believe the stranger, but he was curious. Then the witty juggler added, “And I can juggle things so fast you won’t see them move. Give me three fresh eggs and I’ll prove it.”

With that, the farmer gave the starving entertainer three freshly-laid eggs. The juggler elegantly turned in a circle to distract the farmer and swiftly but gently slipped the eggs into his backpack. Then he dramatically threw his empty hands into the air.

“Did you see those eggs disappear into the sky?” he asked the farmer.

“No,” replied the farmer. “I didn’t see them at all.”

“That proves how fast I am,” said the sly juggler. “Meet me here next week, and you’ll see me catch the eggs when they fall back to earth,” he said as he rapidly ran off to eat his precious omelet dinner.

8. What was the juggler’s biggest problem?

- A. He can’t see the eggs fly into the air.
- B. He is the best juggler in the world.
- C. He is poor.
- D. He wants to fool the farmer.

9. What does the main character say he will do?

- A. juggle eggs for dinner
- B. throw his hands into the air
- C. juggle eggs high in the air
- D. juggle more eggs next week

10. What does the juggler actually do?

- A. juggles eggs high in the air
- B. watches the eggs come down
- C. takes the eggs from the farmer
- D. meets the farmer in a week



3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.

Read the passage. Then read each question and mark the correct answer.

A dank, heavy fog covered the ocean harbor as Lydia Zajac, her sister Anna, and their mother stood on the deck of the *Prince Wilhelm* and waved to the well-wishers below. In three weeks they would arrive at their new home – America.

Although Lydia knew Poland would no longer be safe, she hated to leave. Her father realized months earlier that a war would soon break out in Europe. After much consideration, he sold the family farm, booked passages for them on a ship, and left for America himself to find a place where his family could live.

“In America, no one will speak Polish,” Lydia mumbled as she looked over the railing.

“We will learn English,” Anna said, patting her younger sister’s hand.

For the first week of the journey, both sisters lay seasick in their tiny cabin. Before long, Anna began to improve, but the rest of the trip was no better for Lydia. “What if Papa doesn’t meet us?” Lydia wrote in her leather diary. “What if... What if...”

After what seemed like months, the *Prince Wilhelm* arrived in New York Harbor. There were crowds of people everywhere. While Mrs. Zajac nervously displayed their immigration papers, Lydia stared blankly ahead. She could think only about the streets in her old village and her schoolmates.

Just then her mother pointed to a tall figure in a long, black overcoat. “Pa-pa!” Lydia cried.

11. What was the family’s biggest problem?

- A. Lydia and Anna were seasick on the ship.
- B. A war was about to start in Europe.
- C. Lydia was remembering the old village.
- D. Mrs. Zajac was worried about finding her husband.

12. In this story, Lydia seems to be ____.

- A. worried about her mother
- B. excited about the trip
- C. eager to meet other passengers
- D. afraid to go to America

13. What is the theme of this story?

- A. Traveling by ship is difficult.
- B. Many people left Europe because of war.
- C. Most immigrants don’t speak English.
- D. The unknown can be frightening.



3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).

Read the passage. Then read each question and mark the correct answer.

It was the day of the outdoor ceremony. The wind was as cold and raw as a slap in the face, but we had to go through with it. We were freezing to death; at least we were all in the same boat, so everyone would hurry and get through the ritual as soon as possible. The trumpets sounded, breaking the silence like waves crashing against rocks, and the flapping flag went up the pole.

14. What is meant by the phrase “like a slap in the face”?

- A. The wind was blowing hard.
- B. The wind blew objects into the author’s face.
- C. Someone hit the author.
- D. The author slapped someone at the ceremony.

15. What is meant by the phrase “we’re all in the same boat”?

- A. Everyone was in a boat.
- B. Everyone wanted to get in the boat.
- C. Everyone looked alike.
- D. Everyone was cold.

16. What type of figurative language is the phrase “freezing to death”?

- A. metaphor
- B. symbolism
- C. hyperbole
- D. simile

17. In the passage, a simile compares the sound of the trumpets with ____.

- A. a flapping flag
- B. silence
- C. rocks
- D. crashing waves



Literary Criticism

3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.

Read the passage. Then read each question and mark the correct answers.

The Giraffe

from Africa

Long ago Giraffe was a very small creature. He was so petite he couldn't see himself no matter how hard he tried. One day Giraffe complained to Elephant about his dilemma. Elephant informed him about a magical pool deep in the forest. This pool is so clear that Giraffe would surely be able to see himself. Giraffe was excited and Elephant promised to lead the way. When they arrived, Giraffe dashed to the edge of the exquisite pool, but being so short, he could not stretch over the water to see himself. Every time he tried, he fell into the pool.

"This will never do!" cried Giraffe.

"I have an idea," said Elephant. "If I hold your legs, you can stretch over the water. That way you'll be able to see yourself."

So Elephant wrapped Giraffe's legs in his trunk, and Giraffe extended his head and neck over the water. He liked seeing himself so much he stretched his neck longer and longer.

"Oh, I am beautiful!" exclaimed Giraffe, and he kept stretching until he extended his neck right across the entire pool. When he could see himself no longer, Elephant pulled Giraffe straight up with his muscular trunk. Now Giraffe stood taller than any other animal in the forest and he never had trouble seeing himself again.

18. Which of these statements would fit best at the end of the story?

- A. At last, Giraffe no longer needs to see himself in the pool.
- B. And each day Giraffe's neck gets longer when he goes to the pool.
- C. To this day, no animal is as tall as the giraffe.
- D. And now Giraffe no longer falls into the pool.

19. The main problem in the story is _____.

- A. Giraffe stretched his neck over the whole pool.
- B. Giraffe cannot see his reflection in the pool.
- C. Giraffe cannot get to the pool to see himself.
- D. Elephant can no longer see Giraffe's reflection.

20. Which character trait best explains why Giraffe went to the forest pool?

- A. He is friendly.
- B. He is short.
- C. He is vain.
- D. He is tall.



3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

Read the passage. Then read each question and mark the correct answer.

Ever since the master computer had been stolen from the Zylex Control Center, the androids had been unable to generate matter and energy. All over planet Zylex androids were suffering. Their hexadomes were cold and dark, for they had no energy cells left, and their supply of food capsules was nearly gone.

Jax Beamstalker could stand it no longer. He took from his ring an enchanted green beam and held it up. He threw the powerful beam into the sky. From it trailed a long, gleaming path into the atmosphere. "I shall search the skies for the master computer. Without it all of Zylex will die." With these words, Jax kissed his mother goodbye and stepped onto the beam.

21. The author's purpose in writing this story is to _____.

- A. inform the reader about life in space
- B. describe the planet Zylex
- C. entertain the reader with science fiction
- D. persuade the reader to study science

22. The main problem in the story is _____.

- A. the hexadomes are cold and dark
- B. the master computer has been stolen
- C. the androids are out of food capsules
- D. the magic beam is lost in the sky

23. The mood created by this story can best be described as _____.

- A. sad
- B. peaceful
- C. suspenseful
- D. gloomy



WRITING

1.0 Writing Strategies

Research and Technology

1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.

The bibliography below was part of a research report on bears in North America. Use the information to answer questions 1, 2, and 3.

Anderson, John. Bears, Bears, Bears. San Francisco: Liberty Press, 1989.

Bauer, Frank. "Bears in Alaska." Wildlife, May 2000: 9-15.

"North American Bears." The World Source Encyclopedia. 2002 ed.

Williams, Evan. Bears in Our World. Cincinnati: Bookworks, 1982.

1. According to the bibliography, where would you find the most recent information about bears?

- A. The World Source Encyclopedia
- B. Bears in Our World
- C. Bears, Bears, Bears
- D. Wildlife

2. If you wanted information on the diet of the Alaskan brown bear, you would first look in ____.

- A. The World Source Encyclopedia
- B. Bears in Our World
- C. Bears, Bears, Bears
- D. Wildlife

3. The publisher of Bears, Bears, Bears is

- A. John Anderson
- B. Bookworks
- C. Wildlife Publishing
- D. Liberty Press

1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks).

Read each question and mark the correct answer.

4. Which word correctly replaces *produces* in the following sentence?

This vine produces blue flowers in spring.

- A. extends
- B. bears
- C. devises
- D. assembles

5. To find information about surface temperatures on the planet Venus, which keyword is best?

- A. temperature
- B. planets
- C. Venus
- D. solar

6. To find information about the migration patterns of reindeer in Canada, which keyword is best?

- A. reindeer
- B. migration
- C. patterns
- D. animals



1.5 Use a thesaurus to identify alternative word choices and meanings.

Use the sample thesaurus entry below to answer questions 7, 8, and 9.

recess	<i>n.</i> 1 nook, cranny, alcove, hideaway, secret place; see also ROOM. 2 pause, intermission, break, time out. <i>v.</i> set back, indent, set in, pause, break.
recognize	<i>v.</i> know, understand, perceive, take notice of, give credit, express appreciation.
record	<i>n.</i> account, registry, archive, documentation. <i>v.</i> register, document, catalog.

7. Which word has the same meaning as the underlined word in the following sentence?

The money was hidden in a small recess in the wall.

- A. pause
- B. cranny
- C. indent
- D. time out

8. Which word has the same meaning as the verb *record*?

- A. documentation
- B. registry
- C. catalog
- D. archive

9. Which word(s) has the same meaning as the underlined word in the following sentence?

The committee is holding a dinner to recognize her achievements.

- A. express appreciation
- B. perceive
- C. understand
- D. know



WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

Sentence Structure

1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

Read each sentence and mark the answer that correctly identifies the underlined words.

1. **Because the temperature was below freezing, we built a fire.**

- A. prepositional phrase
- B. independent clause
- C. dependent clause
- D. appositive

2. **Mr. Grant, our biology teacher, is absent today.**

- A. appositive
- B. dependent clause
- C. prepositional phrase
- D. independent clause

3. **Carlos, who is an artist, painted the mural.**

- A. independent clause
- B. appositive
- C. prepositional phrase
- D. dependent clause

Read the sentences. Mark the answer that correctly combines the two sentences into one sentence without changing the meaning.

4. **We should hurry. We will miss the first game.**

- A. We should hurry, we will miss the first game.
- B. We should hurry and miss the first game.
- C. We will miss the first game, and we should hurry.
- D. We should hurry, or we will miss the first game.

5. **Put it on my desk. After you finish the test.**

- A. Finish the test after you put it on my desk.
- B. After you finish the test, put it on my desk.
- C. Put it on my desk after finishing the test.
- D. Finishing the test, put it on my desk.



Grammar

1.2 Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise) modifiers, and pronouns.

Read each sentence. Mark the answer that correctly completes each sentence.

6. My friend ____ me borrow his bicycle.

- A. left
- B. leave
- C. let
- D. letted

7. Maggie ____ in the front row of the theater.

- A. set
- B. sat
- C. sitted
- D. sets

8. Officials ____ the flag at the opening ceremonies.

- A. rise
- B. rose
- C. rised
- D. raised

9. The crocodile is the ____ relative to the dinosaur.

- A. nearer
- B. most near
- C. nearest
- D. more near

10. Joe is ____ in swimming than Colin.

- A. fast
- B. more faster
- C. most fast
- D. faster



Punctuation and Capitalization

1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.

1.4 Use correct capitalization.

Read each sentence. Mark the answer that is written correctly.

11. A. All students have: these school supplies, pens, pencils, and paper.
- B. All students have these school supplies; pens, pencils, and paper.
- C. All students have these school supplies: pens, pencils, and paper.
- D. All students have these, school supplies, pens, pencils, and paper.
12. A. Planes departing for London leave at 10;15 AM and 2;45 PM.
- B. Planes departing for London leave at 1015 AM and 245 PM.
- C. Planes departing for London leave at 10,15 AM and 2,45 PM.
- D. Planes departing for London leave at 10:15 AM and 2:45 PM.
13. A. He read the article *You Can Fix It* in Popular Mechanics.
- B. He read the article "You can fix it" in Popular Mechanics.
- C. He read the article You Can Fix It in Popular Mechanics.
- D. He read the article "You Can Fix It" in Popular Mechanics.
14. A. "Manuel," Diane asked, "when will the election be held?"
- B. "Manuel," Diane asked, When will the election be held?
- C. Manuel, Diane asked, "when will the election be held?"
- D. "Manuel?" Diane asked, "when will the election be held."
15. A. Yellowstone National Park is larger than the areas of Rhode Island and Delaware combined.
- B. Yellowstone national park is larger than the areas of Rhode Island and Delaware combined.
- C. Yellowstone National park is larger than the areas of Rhode island and Delaware combined.
- D. Yellowstone National Park is larger than the areas of rhode island and delaware combined.
16. A. The artichoke festival will be held in Salinas on july 2.
- B. The Artichoke festival will be held in Salinas on july 2.
- C. The Artichoke Festival will be held in Salinas on July 2.
- D. The Artichoke Festival will be held in salinas on July 2.
17. A. We read the book *Changes for today* by senator Thomas Fuller.
- B. We read the book *Changes for Today* by Senator Thomas Fuller.
- C. We read the book *changes for today* by Senator Thomas Fuller.
- D. We read the book *Changes for Today* by Senator thomas fuller.



Spelling

1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Read each sentence. Mark the answer that correctly divides the underlined word into syllables.

18. The reporter would not elaborate the details of the story.

- A. el-ab-o-rate
- B. e-lab-o-rate
- C. e-la-bo-rate
- D. el-a-bor-ate

19. Did you look in the reference section in the library?

- A. re-fe-rence
- B. ref-e-rence
- C. ref-er-ence
- D. re-fer-ence

20. He gave a reasonable answer to the question.

- A. rea-son-a-ble
- B. re-aso-na-ble
- C. rea-so-na-ble
- D. re-as-ona-ble

Read each sentence. Mark the answer that correctly completes each sentence.

21. I think _____ time for the game to start.

- A. its
- B. it's
- C. isn't
- D. is'nt

22. _____ he already taken the test?

- A. Haven't
- B. Hasn't
- C. Have'nt
- D. Has'nt

23. _____ only one car in the garage.

- A. Theres
- B. Theirs
- C. There's
- D. They're



Mark the answer that is spelled correctly.

24. Your _____ about the accident is appreciated.

- A. truthfullness
- B. truthfoolness
- C. truthfulness
- D. truthfulness

25. Her silly _____ expression made me laugh.

- A. fasial
- B. facial
- C. phasial
- D. faceal

26. At the end of the concert, the _____ bowed to the audience.

- A. musicians
- B. musitions
- C. musicions
- D. musisions

27. Both scientists agreed upon the _____ of the data.

- A. intirpretation
- B. interpretasion
- C. interpretation
- D. inturpretasion

28. Are you _____ about Friday the 13th?

- A. supperstitious
- B. suppersticious
- C. superstitious
- D. supersticious

29. I could only see shadowy figures behind the _____ glass.

- A. semitransparant
- B. semettransparent
- C. semitransparent
- D. semettransparent



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