

Skills Assessment Supplement

**Focus on
English-Language Arts Standards**



FORM A

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 Greek root *bio* meaning “life”?

- A. binocular
- B. biology
- C. lifelike
- D. billion

2. Which English word comes from the Latin root *cur* meaning “flow”?

- A. curtain
- B. curry
- C. current
- D. curved

3. Which English word comes from the Greek root *optos* meaning “vision”?

- A. option
- B. optical
- C. opposite
- D. visionary

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. We remembered the actor because of his distinctive features.

- A. attractive
- B. common
- C. particular
- D. familiar

5. Police answered her appeal for help.

- A. request
- B. suggestion
- C. complaint
- D. reason

6. He worked intently to solve the problem.

- A. quietly
- B. slowly
- C. carefully
- D. carelessly



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

7. Generals were slow to engage their forces in battle.

- A. rally
- B. use
- C. withdraw
- D. employ

8. Lawyers defended the man in court.

- A. freed
- B. described
- C. supported
- D. attacked

9. Because of the fog, the plane's departure was delayed.

- A. exit
- B. leaving
- C. disappearance
- D. arrival

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

bank¹ n. 1. a piled-up mass. 2. a steep incline. 3. a place of safekeeping.

bank² v. 1. to pile up. 2. to tilt. 3. to glance off a surface.

10. Rescue workers began to bank the sandbags against the levee.

- A. bank¹ – meaning 1
- B. bank¹ – meaning 2
- C. bank² – meaning 1
- D. bank² – meaning 2

11. He tried to bank the racketball off the front wall.

- A. bank¹ – meaning 2
- B. bank¹ – meaning 3
- C. bank² – meaning 2
- D. bank² – meaning 3



chip¹ n. 1. a small disk or counter used to represent money. 2. a small broken piece. 3. a crack or flaw.

chip² v. 1. to shape or carve by cutting. 2. to break a small piece from. 3. to contribute money.

12. We decided to chip in to buy the teacher a gift.

- A. chip² – meaning 3
- B. chip² – meaning 2
- C. chip¹ – meaning 1
- D. chip¹ – meaning 2

13. Scientists studied the tiny rock chip from the meteor.

- A. chip¹ – meaning 1
- B. chip¹ – meaning 2
- C. chip² – meaning 3
- D. chip² – meaning 2

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*).

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

14. Laughter in the audience was a distraction to the speaker.

- A. pull toward
- B. pull away from
- C. to join in
- D. to not join in

15. The train approaching through the tunnel was inaudible.

- A. not able to be heard
- B. able to be heard
- C. not able to be seen
- D. able to be seen

16. Events in the story were told in chronological order.

- A. relating to words
- B. relating to importance
- C. relating to characters
- D. relating to time



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

Read each sentence. Mark the answer that correctly identifies the underlined figure of speech.

17. At night the clouds cried tears of rain.

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

18. Lightning is a bright arrow thrown across the dark sky.

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

19. Poets tell us that life is like a flowing river.

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



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

Mike walked into the twenty-four hour Quick Mart to buy items for his trip. In Aisle A he picked up a toothbrush for \$1.65, in Aisle B he found bandaids for \$2.59, in Aisle C he found soap for 99 cents, and in Aisle D he bought a magazine for \$3.50. When he purchased these items, he received the following sales receipt:

24-Hour Quick Mart	
Store 58, 1400 Main Street, Deer Creek, CA 95668	
DATE 9/24/02	TIME 11:51
No Cash Refunds	
MDS	1.65
MDS	2.59
MDS	.99
MDS	<u>3.50</u>
Subtotal	8.73
Tax	<u>.43</u>
Total Sale	9.16
CASH	10.00
CHANGE	.84

1. Aisle B was probably labeled _____.

- A. "Cosmetics"
- B. "First Aid"
- C. "Cleaning Products"
- D. "Pet Supplies"

2. When Mike paid, he gave the clerk _____.

- A. ten dollars
- B. a credit card
- C. the exact change
- D. a check for ten dollars

3. At Quick Mart, you would not be able to _____.

- A. pay with cash
- B. get your money back
- C. use a credit card
- D. return an item



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

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

For thousands of years, people have dreamed of flying. The first attempts to fly occurred in the 1700s, but it wasn't until 1903 that a successful flight was made. Although the plane stayed in the air for only 12 seconds, this event was a major step in the history of flight.

Orville and Wilbur Wright were the builders and pilots of this first airplane. The Wright brothers had always been interested in machines. In 1896, they began to study books on flying while running a bicycle shop.

The Wright brothers began building airplanes in 1899. These planes were very light and had no engines. The planes needed a strong wind to push them through the air. After many experiments, the brothers worked out a way to steer a plane while in flight. They also studied wind movements. This made it possible for them to make an engine that could push a plane through the air without depending on the wind.

The Wright brothers made the plane of wood, cloth, and wire. It had a very small engine that turned two wooden propellers on the wings. To fly the plane, the pilot lay in the middle of the lower wing. He could twist the wing tips to control the flight.

Orville and Wilbur named their plane *Flyer*. They took it to a large, open field in Kitty Hawk, North Carolina. Wilbur lay down on the plane's wing, turned the engine on, and drove it to a good take-off point at the top of a small hill. The weather was perfect and the plane's engine was working well.

4. The main purpose of this article is to _____.

- A. persuade people to learn how to fly
- B. compare airplanes of the past and present
- C. inform people of the dangers of flying
- D. describe how the Wright brothers managed to fly

5. What is the topic of the third paragraph?

- A. Kitty Hawk, North Carolina
- B. the Wrights' experiments with planes
- C. wind movements
- D. the history of flight

6. Which of the following events happened first? The Wrights _____.

- A. made a plane of wood, cloth, and wire
- B. studied wind movements
- C. worked in a bicycle shop
- D. began building airplanes in 1899.



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.

Sir James Barrie was a well-known British playwright and novelist. He is best known for his play *Peter Pan*. He began his working career as a newspaper reporter in Nottingham, England. During his spare time, Barrie wrote books. One of them, *The Little Minister*, became a best seller.

Barrie quit his job as a reporter and began writing stories and plays full time. The most famous of all his works developed from stories he told to some children he knew.

Peter Pan is the story of a young boy who runs away to Never-Never Land, a place where no one gets old. One night he returns to London and meets Wendy, John, and Michael Darling. The Darling children fly to Never-Never Land where they have many wonderful adventures. But the Darlings miss their parents and decide to return home to grow up. Peter is left alone.

The play *Peter Pan* was an immediate hit. It played in many London theaters and made Barrie a rich man. Many baby girls were named Wendy – a name Barrie made up for his story. For his fine literary work, Barrie received an award in 1922. In 1930, he moved to Scotland and worked at the University of Edinburgh until his death in 1937.

7. What is the main idea of the story?

- A. The idea for *Peter Pan* developed from stories Barrie told to children.
- B. Sir James Barrie, a British playwright and novelist, is best known for his play *Peter Pan*.
- C. *Peter Pan* is the story of a young boy who runs away to Never-Never Land.
- D. Sir James Barrie wrote *The Little Minister* and *Peter Pan*.

8. Which detail supports the main idea of this story?

- A. Barrie was once a newspaper reporter.
- B. Barrie lived and wrote in Nottingham, England.
- C. The play *Peter Pan* was an immediate hit in theatres.
- D. Barrie worked at the University of Edinburgh.

9. Which detail supports the statement that *Peter Pan* was an immediate hit?

- A. Barrie received an award in 1922.
- B. *Peter Pan* played in many London theaters.
- C. Barrie moved to Scotland.
- D. Barrie worked at the University of Edinburgh.



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

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

Little children often see the characters in television ads as their friends, so they believe a product is good because their character friends say so. For example, if Barney recommended a certain brand of toothpaste, a child would want to use the same toothpaste as Barney. Advertisers use recognized characters to convince children to buy or do something. Even older children and adults are likely to buy products they see advertised on television

Saturday Morning TV Commercials

TV Show	Toy Ads	Food Ads	Sports Ads	Car Ads
Robots!	3	4	1	0
Adventure Hour	2	2	4	0
Monster Mouse	4	2	2	0

10. According to the passage, what generalization about television advertising can be made?

- A. Little children pay more attention to ads than adults do.
- B. Children are influenced by things they see on T.V.
- C. Television ads for toothpaste are the most effective.
- D. Television is the best way to advertise.

11. Which kind of commercial is shown most often?

- A. Toy Ads
- B. Food Ads
- C. Sports Ads
- D. Car Ads

12. What conclusion can be drawn from this chart?

- A. Many television commercials on Saturday morning are aimed at children.
- B. Children watching “Monster Mouse” don’t like toys.
- C. Children watching “Adventure Hour” don’t like sports.
- D. Children prefer watching food commercials.



Expository Critique

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

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

A hurricane is a powerful storm with heavy rains and violent winds that whip around in a giant circle. This giant circle turns like a spinning disk. It can measure several hundred miles in diameter.

A hurricane has winds of 74 miles per hour or more. Being in a hurricane is always a frightening experience. The winds of a hurricane can hurl trees, automobiles, and houses through the air.

Hurricane warnings are usually issued by meteorologists. Statistics show that people who live on the coast face the most danger from hurricanes in the United States. Most hurricanes occur near the Atlantic Ocean or the Gulf of Mexico. Hurricane Camille, with winds of more than 200 miles per hour, smashed the Gulf Coast, leaving thousands homeless.

13. What detail in the passage supports this statement? *Homeowners in the mountains are not threatened by hurricanes.*

- A. Hurricanes are always a frightening experience.
- B. Hurricanes are powerful storms.
- C. People who live on the coast face the most danger from hurricanes on the United States.
- D. Hurricane Camille smashed the Gulf Coast, leaving thousands homeless.

14. Which of the following is an opinion from the passage?

- A. Being in a hurricane is always a frightening experience.
- B. Hurricanes can measure several hundred miles in diameter.
- C. Most hurricanes occur along the coast.
- D. Hurricane Camille had winds of more than 200 miles per hour.

15. Which fact in the passage supports the following statement? *A hurricane is a powerful storm.*

- A. Statistics show that people who live on the coast face the most danger from hurricanes in the United States.
- B. Hurricanes can hurl trees, automobiles, and houses.
- C. Hurricanes look like spinning disks.
- D. Most hurricanes occur along the coast.

16. Based on the information in the passage, it would be reasonable to say ____.

- A. People living in Kansas do not have to worry about hurricanes.
- B. Meteorologists warn people about dangerous storms.
- C. Hurricanes have winds that range from 74 to 200 miles per hour.
- D. All of the above



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

The two young men huddled close to the fire, for the blaze had died down. The red glow of dying embers cast only a narrow path of light in front of the hearth. The rest of the room lay buried in gloom. Andrew took a small book from his pocket and drew from it a paper which he slowly unfolded. Together they tried to read it by the dim, red firelight. So intent were they upon this document, they no longer noticed the sounds around them — the ticking of the clock, the crackling of the fire, the soft rustling of something on the floor beside them. A creature had emerged from beneath one of the benches, and now with snakelike movements, it crept closer to the two young men. Scarcely breathing, it glided along the floor in the inky blackness of the room.

1. What were the men doing?

- A. burying a map
- B. drawing a map
- C. burning a book
- D. examining a document

2. What does “buried in gloom” mean in this passage?

- A. the men were sad
- B. the room was dark
- C. the men were lonesome
- D. the room was underground

3. This story most likely would be found in a book of _____.

- A. fiction
- B. biographies
- C. poetry
- D. plays

4. The men’s actions indicate they were _____.

- A. unaware of their surroundings
- B. confused about what to do next
- C. relaxed by the fire
- D. frightened of their surroundings



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.

Dorjof tumbled out of his bent-up flying saucer. “Never again,” he mumbled, “will I visit a planet where people with only one brain try to fly.” Dorjof had just collided with an airplane.

Dorjof looked at the damage. I’ll have to radio for a repair saucer,” he moaned. Dorjof crawled back into his ship but soon came back out. “The radio’s broken,” he groaned, “and now I’ll never get home.”

Just then Nick rode by on his bicycle. “Hey!” Nick called. “Who are you? What’s that you’re riding? How did you get two heads?”

“Oh no,” Dorjof thought to himself, “an Earthling. That’s all I need.” He explained to Nick that he had crash landed and on his home planet everyone was born with two heads. Nick could see that Dorjof didn’t know how to fix his flying saucer.

Nick looked at the saucer. “All you have is a bent wing and a cracked windshield. I can fix that with a hammer and some tape.”

Dorjof looked at Nick with surprise. “Earthlings are not smart. How do you know how to fix this?”

Nick just laughed and took his tools from his bicycle kit. He went to work; he hammered the wing back into shape and carefully taped the windshield.

“Thanks, Earthling!” Dorjof said. “I don’t know what I would have done without your help. I can’t wait to tell my friends I met the smartest person on Earth.”

5. What is the main problem in this passage?

- A. Dorjof has crash landed his flying saucer.
- B. People on Dorjof’s planet have two heads, and people from Earth have one.
- C. Dorjof can’t fix his flying saucer.
- D. Dorjof collided with an airplane.

6. Why didn’t Dorjof’s first solution work?

- A. He didn’t have the right tools.
- B. His radio was broken.
- C. He couldn’t straighten the wing.
- D. The flying saucer couldn’t be fixed.

7. What was the solution that worked?

- A. Nick rode by and offered to help.
- B. An Earthling fixed the saucer with a hammer and tape.
- C. Dorjof called for a repair saucer.
- D. Dorjof met the smartest person on Earth.



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.

The Boy and the Wolf

retold from Aesop

A boy employed to guard the sheep disliked his work. He was lazy and liked to sleep. Day after day he dozed while the flock quietly grazed in the fields.

As he was lying under a tree passing the day, the boy yearned for some excitement. He shouted, “Wolf! Wolf!” The townspeople in the village heard his cries and ran to the top of the hill where the pasture was. But there was no sign of a wolf.

The next day the boy wanted to see the people come running so he called again, “Wolf! Wolf!” Farmers in the field dropped their plows, and shopkeepers left their shops to come to the boy’s defense. When they breathlessly reached the top of the hill, the flock was resting quietly and there was no sign of a wolf. The villagers shook their heads as they slowly returned to their work.

The next evening a real wolf attacked the flock. “Wolf! Wolf!” cried the boy, but no one paid any attention. The flock was lost and the boy never again seen in the village.

8. This fable is mainly about _____.

- A. how people in a village always help each other
- B. what happens to you if you are lazy
- C. a boy who brought about his own downfall
- D. what happens to a flock of sheep when a wolf attacks

9. Why did the people not come when a real wolf threatened the flock?

- A. They were tired from running up the hill.
- B. They were busy and couldn’t leave their work again.
- C. They thought the boy was lying again.
- D. They thought there weren’t any wolves in the area.

10. The expression “Don’t cry wolf” means _____.

- A. don’t pretend you are in danger
- B. don’t yell to get attention
- C. don’t cry if you see a wolf
- D. don’t get angry if no one helps you



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 each sentence. Mark the correct answer.

11. The theme of a selection is _____.

- A. what the characters say in the selection
- B. the plot of the selection
- C. what happens at the end of the selection
- D. the meaning of the selection

Read the poetry selection below.

Now and Then

When I was younger
I was so much smaller
Toys were puzzles and swings.
My world was a big playground
So many magical things.
When I was older
And so much taller
Toys were stored away.
My world was an office with elevators
So many bills to pay.

Use the poem above to answer questions 12 and 13. Mark your answer.

12. The theme of the poem is _____.

- A. when you are young you are small.
- B. life changes as you grow up.
- C. everyone misses the playground.
- D. we all need new toys.

13. In this poem, a playground becomes _____.

- A. bills to pay
- B. an office
- C. magical things
- D. toys.

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

Read each sentence. Mark the correct answer.

14. Imagery in literature is used to _____.

- A. create suspense
- B. create dialogue
- C. create mental pictures
- D. create characters

15. An example of a metaphor is the _____.

- A. meatloaf looked at me sadly
- B. sea sang a song of peace
- C. sea was a sheet of glass.
- D. meatloaf resembled a chunk of coal.

16. An example of personification is _____.

- A. flowers danced in the garden
- B. his voice is as loud as a trumpet
- C. waves crashed against the lighthouse
- D. our washing machine was whirring

17. An example of symbolism in literature is _____.

- A. waves pounding the shore
- B. birds singing in the treetops
- C. the stubborn rock refused to move
- D. a dove representing peace



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 questions 18, 19, and 20 and mark the correct answers.

The Story of the Hummingbird

from Puerto Rico

There was once a small pool fed by a waterfall and surrounded by beautiful pomarosa trees. It was the favorite place of Alida, the daughter of a wealthy and powerful Indian chief.

One day while picking fruit, Alida met a young Indian warrior who was not from her tribe. He came to the pool often and the two became friends. Alida admired his courage and soon their friendship turned into love.

Alida's father was displeased with the young warrior and he forbid Alida to visit the pool. The chief arranged for his daughter to be married to a man of his choosing.

Alida was overcome with grief and begged the gods to not allow her marriage to a man she did not love. The gods took pity on her and turned her into a delicate red flower.

The young warrior continued to visit the pool and wait for Alida. Day after day and night after night he waited for her return. One night the moon took pity on him and told him how she had been changed into a red flower.

The young warrior begged the moon to help him find the red flower, but the moon knew a man could not find a flower the gods had created. By the pomarosa pool, the great god changed the warrior into a small multi-colored bird whose wings made a sweet humming sound.

In the morning, the Indians saw a new bird darting among the flowers. The bird's colors were as brilliant as jewels as it hovered over every blossom. His long, slender bill kissed the petals of the flowers, and because of the soft music of his wings, the Indians called him hummingbird. Hummingbird visits every flower he finds, but he returns most often to the flowers that are red.

18. The myth explains _____.

- A. how to turn a person into a flower
- B. why it is wrong to fall into love
- C. why hummingbirds like red flowers
- D. why the warrior waited at the pool

19. What reason might the chief give for not wanting his daughter to marry the warrior? The warrior _____.

- A. was not wealthy
- B. was not from their tribe
- C. was not brave
- D. displeased the gods

20. A theme of this myth is _____.

- A. flowers and hummingbirds were created by gods
- B. parents like to choose the people their children marry
- C. in nature, flowers and hummingbirds need each other
- D. young people sometimes face problems when they fall in love



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.

Peanuts are the most versatile food in the world. Not only are they terrific to munch, but they can also be used to clean the sink, write letters, and color clothes. At a ballgame, peanuts are heaven on earth. And when you need a quick snack, a peanut butter sandwich tastes like a million bucks. So next time you're in the store, grab those goobers and enjoy the best – and best-tasting – little treat in the world.

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

- A. persuade the reader that peanuts are the best food
- B. explain how peanuts are used
- C. inform the reader of the importance of peanuts
- D. describe ways to eat peanuts

22. The author uses a metaphor to _____.

- A. compare a sandwich to a million bucks
- B. call a peanut a goober
- C. compare peanuts to heaven
- D. describe peanuts as versatile

23. In this passage, the author uses _____.

- A. symbolism to make you want to eat peanuts
- B. figurative language to create images in the reader's mind
- C. cause and effect to make a point
- D. an interesting plot to tell about peanuts



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.

Read the following citations from a bibliography. Read each question and mark the correct answer.

Nelson, Henry. *Lost Rain Forests*. New York: New Source Publishers, 2001.

1. In this citation, Lost Rain Forests is the title of ____.

- A. a book by Henry Nelson
- B. a magazine article by Nelson Henry
- C. an encyclopedia article by Nelson Henry
- D. a book by Nelson Henry

Franklin, John "A Tree House for You."
Builder's Digest July 1998: pp. 18-23.

2. In this citation, "A Tree House for You" is the title of a ____.

- A. short story by John Franklin
- B. book by John Franklin
- C. magazine by Franklin John
- D. magazine article by John Franklin

3. Mark the answer that correctly lists three types of information included in an Internet citation.

- A. "Title of Article." Name of Web site.
<Electronic address>.
- B. "Title of Article." Date of the article.
Page Number.
- C. "Title of Article." <Electronic
address>. Page Number.
- D. "Title of Article." City where
the article was written.
<Electronic address>.



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. Mark the correct answer.

4. To find a book on the Internet about cross-country skiing and downhill skiing, which keyword is best?
- A. cross country
- B. downhill
- C. sports
- D. skiing
5. After you enter a keyword, an Internet search engine _____.
- A. identifies your specific topic
- B. gives up-to-date news
- C. searches for keywords
- D. provides a list of web sites that includes information about your keyword
6. When word-processing a document on the computer, you can use the thesaurus function to _____.
- A. replace *said* with *whispered*
- B. find a sentence using *whispered*
- C. define *whispered*
- D. give the part of speech of *whispered*

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

Use the sample thesaurus entry below to answer questions 10, 11, and 12. Mark the answer that has the same meaning as the underlined word.

ground	<i>n.</i> soil, sand, dirt, clay, earth, area, terrain, territory.
	<i>v.</i> to bring down, confine, restrict, prevent from driving, train, educate; see TEACH.

7. Visitors were not permitted on the reservation's burial grounds.
- A. restrict
- B. clay
- C. area
- D. confine
8. Students who study Greek and Roman literature are grounded in the classics.
- A. educated
- B. restricted
- C. soiled
- D. brought down
9. Ground along the American River is rich and fertile.
- A. area
- B. territory
- C. restrictions
- D. soil



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. **The novelist, Jack London, wrote *Call of the Wild*.**
 - A. independent clause
 - B. appositive
 - C. prepositional phrase
 - D. dependent clause
2. **When the bicycle had a flat tire, we stopped to fix it.**
 - A. dependent clause
 - B. independent clause
 - C. prepositional phrase
 - D. appositive
3. **A tiny orange salamander lived under the rock.**
 - A. appositive
 - B. prepositional phrase
 - C. independent clause
 - D. dependent clause

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

4. **When I was walking home. I slipped on the ice.**
 - A. Slipped on the ice as I was walking home.
 - B. I was walking home slipping on the ice.
 - C. I slipped on the ice when I was walking home.
 - D. Walking home was when I slipped on the ice.
5. **The sky turned dark and threatening. Before the storm struck.**
 - A. The storm struck before the sky turned dark and threatening.
 - B. Turning dark and threatening, the storm struck.
 - C. The storm striking, the sky turned dark and threatening.
 - D. Before the storm struck, the sky turned dark and threatening.



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. The cat ____ under the porch yesterday.

- A. lied
- B. lay
- C. laid
- D. has lied

7. Who ____ those jelly beans on my plate?

- A. set
- B. has sat
- C. sat
- D. setted

8. We ____ early in the morning and went to the airport.

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

9. Let's save money and make it ____.

- A. themselves
- B. ourselves
- C. yourself
- D. myself

10. Rosa hurt ____ at recess.

- A. itself
- B. myself
- C. herself
- D. ourselves



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. Our list of party supplies included the following; cake, candles, and ice cream.
- B. Our list of party supplies included the following, cake, candles, and ice cream.
- C. Our list of party supplies included the following cake, candles, and ice cream.
- D. Our list of party supplies included the following: cake, candles, and ice cream.
12. A. We will listen to a lecture at 8:30 P.M.
- B. We will listen to a lecture at 830 pm.
- C. We will listen to a lecture at 8:30 PM.
- D. We will listen to a lecture at 8;30 p.m.
13. A. Mother replied, “the poem Dreams is my favorite.”
- B. Mother replied, “The poem Dreams is my favorite.”
- C. Mother replied, “The poem “Dreams” is my favorite.”
- D. Mother replied, the poem “Dreams” is my favorite.
14. A. I saw the painting *Starry Night* by van Gogh, Angelo replied.
- B. “I saw the painting *Starry Night* by van Gogh,” Angelo replied.
- C. “I saw the painting “Starry Night” by van Gogh, Angelo replied.”
- D. I saw the painting “Starry Night” by van Gogh, Angelo replied.
15. A. Last December, we traveled with Mr. Peterson to south america.
- B. Last December, we traveled with Mr. Peterson to South America.
- C. Last december, we traveled with Mr. Peterson to South America.
- D. Last December, we traveled with Mr. Peterson to south America.
16. A. The second chapter in the book “Gone With the Wind” is called Coming Home.
- B. The second chapter in the book “Gone With the Wind” is called “Coming Home.”
- C. The second chapter in the book Gone With the Wind is called Coming Home.
- D. The second chapter in the book Gone With the Wind is called “Coming Home.”



17. A. We found information in the August 30 2002 issue of “newsweek.”
- B. We found information in the August 30, 2002 issue of “Newsweek.”
- C. We found information in the August 30, 2002 issue of Newsweek.
- D. We found information in the August 30 2002 issue of Newsweek.

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. We studied the circulation of blood in animals in science.

- A. cir-cul-a-tion
- B. cir-cu-la-tion
- C. circ-ul-at-ion
- D. circ-u-la-tion

19. Powerful microscopes helped us see the plant cells.

- A. mi-cro-scopes
- B. mic-ro-scopes
- C. micr-o-scopes
- D. mi-cros-copes

20. Crosswalks help pedestrians cross streets safely.

- A. ped-es-tri-ans
- B. ped-est-ri-ans
- C. pe-de-str-ians
- D. pe-des-tri-ans

Read each sentence. Mark the answer that correctly replaces the underlined contraction.

21. Class wouldn't begin until everyone was seated.

- A. would not
- B. woud not
- C. will not
- D. would never

22. You'd be proud of the way the team played.

- A. You had
- B. You should
- C. You would
- D. You could

23. We've baked cookies for the bake sale.

- A. We would
- B. We had
- C. We have
- D. We will



Mark the answer that is spelled correctly.

24. Pioneers traveled _____ in covered wagons.

- A. westword
- B. westwurd
- C. westward
- D. westwerd

25. Noisy, unruly children _____ the classroom.

- A. disrupted
- B. disruptted
- C. desrupted
- D. desruptted

26. The accident was _____.

- A. proventible
- B. preventuble
- C. proventuble
- D. preventable

27. The _____ landscape stretched beyond the horizon.

- A. beautiful
- B. beautifull
- C. beautiful
- D. beautyfull

28. People expressed their _____ by sending him flowers.

- A. compassion
- B. compassion
- C. conpation
- D. compation

29. We looked _____ in our costumes.

- A. ridiculous
- B. ridiculus
- C. radiculous
- D. rediculus

Second Edition

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