

# ***Skills Assessment Supplement***

**Focus on  
English-Language Arts Standards**



**FORM B**

**TEACHER MATERIALS**

***GRADE 5***

# **Skills Assessment Supplement Focus on Language Arts Standards**

## **Preface**

The purpose of the *Skill Assessment Supplement: Focus on Language Arts Standards* is to help teachers determine which grade-level skills and strategies not addressed in the 6-8 week *Skill Assessments* have been mastered or need to be learned. Two forms (Form A and Form B) are presently available to Reading First school districts. Form A may be used to inform teachers about areas of student strength or weakness in regards to California's English—Language Arts Content Standards. Form B could be used after focused instruction, based on the results of Form A, has occurred.

Formal directions for the administration of the *Skill Assessment Supplement* have purposefully not been developed so teachers will have flexibility in how they are used. No time limit has been suggested for any section. Individual districts or schools may choose to develop their own administration guidelines.

# 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 *crat* meaning “rule”?

☐ A. crater  
☐ B. ruling  
☒ C. democratic  
☐ D. ruler

2. Which English word comes from the Latin root *scrib* meaning “write”?

☒ A. prescribe  
☐ B. written  
☐ C. writer  
☐ D. scrabble

3. Which English word comes from the Greek root *astro* meaning “star”?

☐ A. starter  
☐ B. astonish  
☐ C. start  
☒ D. astronomy

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. He expressed his opposition to the city council’s decision.

☐ A. anger  
☒ B. disapproval  
☐ C. support  
☐ D. curiosity

5. She could not conceal her disappointment with the verdict.

☐ A. share  
☐ B. forget  
☒ C. hide  
☐ D. display

6. The company guarantees their product will work.

☐ A. hopes  
☐ B. declares  
☒ C. promises  
☐ D. pretends



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

7. If you are wise, you will heed the officer's warning.

- ☐ A. follow
- ☐ B. understand
- ☐ C. listen
- ☒ D. ignore

8. We did an experiment to see if the gas would expand.

- ☐ A. get bigger
- ☐ B. burn
- ☐ C. disappear
- ☒ D. get smaller

9. Did you get your parents' consent for the trip?

- ☒ A. denial
- ☐ B. concern
- ☐ C. allow
- ☐ D. prepare

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

**crack<sup>1</sup>** v. 1. to break or snap apart. 2. to open slightly. 3. to break down; fail. 4. to discover a solution to.

**crack<sup>2</sup>** n. 1. a sharp snapping sound. 2. a slight narrow space. 3. an attempt or try. 4. a witty remark.

10. How did the investigator finally crack the case?

- ☐ A. crack<sup>1</sup> – meaning 2
- ☒ B. crack<sup>1</sup> – meaning 4
- ☐ C. crack<sup>2</sup> – meaning 2
- ☐ D. crack<sup>2</sup> – meaning 3

11. We could see the light through a crack in the door.

- ☐ A. crack<sup>2</sup> – meaning 1
- ☒ B. crack<sup>2</sup> – meaning 2
- ☐ C. crack<sup>1</sup> – meaning 2
- ☐ D. crack<sup>1</sup> – meaning 3



**blast**<sup>1</sup> n. 1. a very strong gust of wind or air.  
2. a sudden loud sound. 3. a violent explosion.

**blast**<sup>2</sup> v. 1. to knock down or shatter. 2. to hit with great force. 3. to criticize.

12. The manager will blast the employees for being late to work.

- ☐ A. blast<sup>1</sup> – meaning 2
- ☐ B. blast<sup>1</sup> – meaning 3
- ☐ C. blast<sup>2</sup> – meaning 1
- ☒ D. blast<sup>2</sup> – meaning 3

13. The blast from the steam engine was heard a mile away.

- ☐ A. blast<sup>1</sup> – meaning 1
- ☒ B. blast<sup>1</sup> – meaning 2
- ☐ C. blast<sup>2</sup> – meaning 1
- ☐ D. blast<sup>2</sup> – 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. Do you know if the psychologist is working today?

- ☐ A. one who studies the past
- ☐ B. one who studies man
- ☒ C. one who studies the mind
- ☐ D. one who studies science

15. Her reappearance at school surprised us.

- ☒ A. appear again
- ☐ B. appear quickly
- ☐ C. appear slowly
- ☐ D. to not appear

16. He measured the circumference of the wheel.

- ☒ A. the distance around
- ☐ B. the distance between
- ☐ C. half the distance
- ☐ D. the total distance



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

**Read the passage and then read each question. Mark the correct answer.**

The wagon train was a slow-moving snake as it wound out of the campground in Independence, Missouri. Lily sat as quiet as a mouse next to her husband George. They watched their children play quietly in the back of the wagon as the sun smiled down upon the travelers. Lily was not sure what their life out west would bring; she was thankful her children did not know how uncertain their lives were. One thing was clear, however. She would be a rock for her family in the weeks ahead.

**17. A simile in the passage compares \_\_\_\_.**

- ☐ A. Lily to George
- ☐ B. the wagon train to the campground
- ☒ C. Lily to a mouse
- ☐ D. the sun to the travelers

**18. An example of personification in the passage is \_\_\_\_.**

- ☒ A. the sun smiled down upon the travelers
- ☐ B. the wagon train was a slow-moving snake
- ☐ C. Lily would be a rock for her family
- ☐ D. the uncertainty of life out west

**19. In this passage, \_\_\_\_.**

- ☐ A. the sun symbolizes smiling
- ☒ B. a rock symbolizes security
- ☐ C. a mouse symbolizes George
- ☐ D. the wagon train symbolizes a snake



## 2.0 Reading Comprehension (Focus on Informational Materials)

### Structural Features of Informational Materials

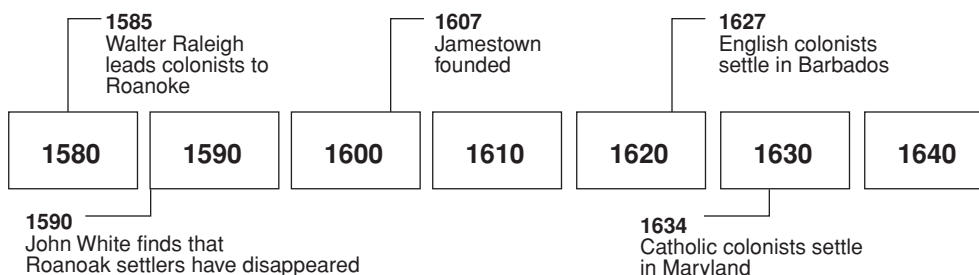
2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.

Read the passage and the timeline. Then read each question. Use the passage and timeline to answer questions 1, 2, and 3.

The Roanoke settlers were not able to establish an English colony. But the fertile land of North America soon made other settlers willing to try. The Jamestown colony was paid for by 100 rich investors who formed the Virginia Company. Another new English colony was more successful than Jamestown. George Calvert, later called Lord Baltimore, was given land by King Charles I of England. Calvert started a colony where Catholics could worship freely. Other English colonists tried to take over islands in the Caribbean Sea. Their first efforts, on the islands of St. Lucia and Grenada, failed because the Indians who lived on the islands forced the English to leave. On Barbados, however, the English were able to set up plantations for growing tobacco and sugar cane. The English made many attempts at colonization and eventually many colonies grew and prospered.

1. What event happened before John White went to Roanoke?
  - ☐ A. Jamestown was founded.
  - ☒ B. Walter Raleigh settled Roanoke.
  - ☐ C. The Virginia Company was formed.
  - ☐ D. Catholics settled in Maryland.
2. Why did George Calvert lead a group of colonists to Maryland?
  - ☒ A. for religious freedom
  - ☐ B. to trade with the Indians
  - ☐ C. to find gold and silver
  - ☐ D. to set up sugar plantations
3. What is the correct order of English settlements in North America?
  - ☐ A. Jamestown, Roanoke, Maryland, Barbados
  - ☐ B. Roanoke, Jamestown, Maryland, Barbados
  - ☐ C. Jamestown, Barbados, Maryland, Roanoke
  - ☒ D. Roanoke, Jamestown, Barbados, Maryland

### Early English Settlements in North America



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

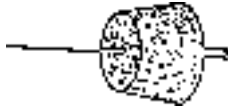
Read the passage. Then read each question and mark the correct answer.

### HOW TO MAKE A COMPASS

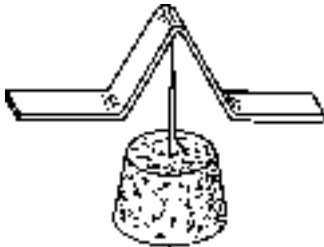
1. Find an empty food can and remove the bottom lid with a can opener. Cut a strip of metal from the can with a large, old pair of scissors. To make the strip magnetic, rub it with a soft piece of cloth 20 times in the same direction. Then using a blunt nail, make a dent in the center of the strip. Do not make a hole.
2. Bend the strip where you made the dent. Then make two other bends at equal distances from the center, so the strip will look like this:



3. Take a cork and push a needle or pin through the cork's center.



4. Place the dent of the bent strip on the point of the needle or pin. If the strip does not balance on the point, cut off small pieces of the ends of the strip until it balances. Your compass will now look like this:



5. Use a spot of paint to mark the end of the strip that points north. You can then check your compass by placing another compass next to it.

4. In step #4, you are told that the strip should be \_\_\_\_.

☐ A. bent  
☒ B. balanced  
☐ C. magnetized  
☐ D. metal

5. What must you do in step #2?

☐ A. Make a dent in the center of the strip.  
☐ B. Cut the metal strip in half.  
☒ C. Bend the metal strip.  
☐ D. Trim the ends of the metal strip.

6. The end of the metal strip that is NOT painted will always point \_\_\_\_.

☐ A. north  
☐ B. west  
☐ C. east  
☒ D. south





## 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.**

The field of microbiology involves the study of very tiny organisms that can be seen only with a magnifying glass or a microscope. The tiny organisms are everywhere, and understanding how they work has helped to improve our lives.

Scientists have used microbiology to prevent and cure diseases. This means that we have a better chance of living long, productive lives.

Microbiology has also been important in developing more and better food sources. It has helped farmers grow more nutritious grain to feed hungry people. We even have better yogurt because scientists found the best microorganisms for making yogurt.

The list of good things that have come from research in microbiology goes on as new discoveries are made. It is easy to see how important microbiology is to humanity.

**7. Which statement best states the main idea of the passage?**

- ☐ A. Microbiology is the study of tiny organisms.
- ☐ B. Microbiology has helped cure diseases and develop different kinds of food.
- ☒ C. Microbiology has improved our lives in many ways.
- ☐ D. Only good things come from the study of microbiology.

**8. Which detail supports the statement that microbiology has been important in developing more and better food sources?**

- ☐ A. Tiny organisms are everywhere and microscopes help us understand them.
- ☐ B. Some tiny organisms can be seen only with a magnifying glass or microscope.
- ☐ C. Microbiology has helped scientists prevent and cure diseases.
- ☒ D. Microbiology has helped to grow more nutritious grain.

**9. Which detail supports the statement that microbiology has helped people live longer?**

- ☒ A. Microbiology has been used to prevent and cure diseases.
- ☐ B. Microbiology has helped to improve yogurt.
- ☐ C. Tiny organisms are everywhere and they can be studied with a microscope.
- ☐ D. Good things continue to come from the studies of microbiology.



*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.**

Antarctica, the southernmost continent, was discovered between 1819 and 1821. Who first discovered it is unknown; three countries claimed the honor – England, the United States, and Russia.

England reported that William Scott saw some islands on the northern coast of Antarctica in 1819. The United States claimed that, while seal hunting in Antarctic waters in 1821, Nathaniel Palmer discovered a peninsula that would later bear his name. The Russians maintained that Fabian von Bellingshausen deserved the credit. In 1821, he sighted a strip of coastline which turned out to be a large island.

A meeting between Palmer and Bellingshausen is one of the most famous in Antarctic history. In 1821, fog forced Palmer to drop anchor while hunting near Antarctica. The next day when the fog lifted, Palmer's ship rested between two Russian ships that Bellingshausen commanded. Both men were quite surprised at their chance meeting.

In 1898, two separate teams explored Antarctica. These teams were the first to investigate the mainland and the first to survive a winter on the icy continent. A Norwegian team wintered in Cape Adare. A Belgian ship was stranded off the tip of the Palmer Peninsula for 11 months. Despite the freezing temperatures, food shortages, and disease, both crews lived to tell of their ordeal.

**10. What is the main idea of this passage?**

- ☐ A. Two separate teams explored Antarctica after its discovery.
- ☒ B. Antarctica was discovered during the nineteenth century, but three nations disagreed on who discovered it first.
- ☐ C. Palmer and Bellingshausen once had a famous meeting.
- ☐ D. The waters around Antarctica are excellent for hunting seal.

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

- ☒ A. The Russians maintained that Fabian von Bellingshausen landed on Antarctica first.
- ☐ B. A Norwegian team wintered on Cape Adare.
- ☐ C. A Belgian ship spent 11 months off the Palmer Peninsula.
- ☐ D. Antarctica was first explored in 1898.

**12. Based on this passage, which statement is most likely true?**

- ☐ A. Explorers always hunt for seals in Antarctica.
- ☐ B. A peninsula is always named after the person who discovers it.
- ☒ C. Extreme cold makes exploration difficult.
- ☐ D. Freezing temperatures are easy to withstand for long periods of time.



## Expository Critique

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

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

Two hundred years ago, the idea of keeping food fresh by putting it in cans was invented. Before cans, some people had to shop almost every day to purchase fresh food. This was not a problem for most people because they grew their own food or lived near a market. Keeping food fresh was, however, a problem for armies. Armies had to feed many men, and the cooks were not near markets to buy fresh food. Many times the food would spoil before it could be cooked and eaten.

In 1795 a chef in Paris, Nicolas Appert, invented a glass jar with a lid that could be sealed. Food that was cooked and stored in these glass jars would last for weeks without spoiling. Around 1810, tin-coated metal was invented in England. It became the most important invention of the 1800s. Cans made of metal were not as expensive as glass jars and were easier to transport. Food stored in these cans stayed just as fresh as food in glass jars. This is how the term “canning food” began.

**13. What problem made people think about keeping food fresh?**

- ☐ A. Glass jars were expensive and breakable.
- ☒ B. Armies needed to keep fresh food from spoiling.
- ☐ C. Many people stopped growing their own food.
- ☐ D. Army cooks moved away from markets.

**14. Which of the following statements is an opinion?**

- ☐ A. Cans made of metal were not as expensive as glass jars.
- ☐ B. Many times food would spoil before it could be cooked and eaten.
- ☒ C. Tin-coated metal became the most important invention of the 1800s.
- ☐ D. Before cans, people had to shop almost every day to have fresh food.

**15. Which of the following statements is NOT supported by the passage?**

- ☐ A. Nicolas Appert’s invention changed people’s lives.
- ☒ B. Food stored in glass tastes better than food in cans.
- ☐ C. Canned foods prevented soldiers from starving.
- ☐ D. Three hundred years ago, people did not know how to can food.

**16. How did the invention of tin-coated metal help with storing food?**

- ☒ A. It made the invention of the can possible.
- ☐ B. Tin-coated metal was more expensive than glass.
- ☐ C. Food stored in metal cans would last longer than food stored in glass jars.
- ☐ D. Tin-coated metal was easier to make than glass.



### 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.

#### Act 1, Scene 3

*This scene takes place in the **Queen's** Chamber. She seems very upset. **Cecil**, a page of fourteen, watches nervously.*

**Queen:** Why can't I find someone to make me purple dancing shoes? People never offer to help with what you really need!

**Cecil:** Perhaps you're asking for the impossible.

**Queen:** *(Stomping her foot.)* I am not! No one does what I want. Here I ask you to perform a simple task and —

**Cecil:** I tried, Your Highness. He wouldn't accept your offer.

**Queen:** *(She flashes with anger.)* He wouldn't accept? How dare he reject an invitation from the queen!

*(An old **shoemaker** walks in. The **Queen** does not notice him.)*

**Queen:** Who does that shoemaker think he is?

**Shoemaker:** *(He steps forward.)* One who has a gift that the queen wants very badly.

1. How many acts and scenes of the play have come before this one?

- ☐ A. one act, two scenes
- ☐ B. no acts, three scenes
- ☒ C. no acts, two scenes
- ☐ D. one act, three scenes

2. How is the dialogue indicated in the play?

- ☐ A. The dialogue is in parentheses.
- ☐ B. The dialogue is in quotation marks.
- ☐ C. The dialogue is in bold print.
- ☒ D. The dialogue follows a colon after the character's name.

3. What type of character is the queen?

- ☐ A. understanding
- ☒ B. self-centered
- ☐ C. generous
- ☐ D. patient

4. What do the notes at the beginning of the play tell you?

- ☐ A. the plot
- ☒ B. the setting
- ☐ C. the conflict
- ☐ D. the conclusion



## 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.**

Joe went on beachcombing walks almost every day. His walks were usually uneventful, but today was different. Looking out over the water, he saw what appeared to be a person struggling in the heavy surf. Joe knew he had to act quickly.

At first he thought about going for help. There was a group of people in the distance. Joe thought about running to get them, but he realized they were too far away and every second counted.

Joe had taken a lifesaving course but had never used the techniques in heavy ocean surf. Looking around for something to extend to the person, he saw a long piece of kelp, but it wasn't strong enough. He frantically looked for a boat, but there wasn't one. Now he knew what he had to do. As he pulled off his jacket, he quickly scanned the waves to make sure he could locate the person.

**5. What is the main problem in this passage?**

- ☐ A. People on the beach are far away.
- ☐ B. There are no boats around.
- ☐ C. Joe cannot run very far.
- ☒ D. A person is drowning.

**6. What is Joe's solution to the problem?**

- ☐ A. He runs to other people on the beach.
- ☐ B. He finds something stronger than kelp.
- ☐ C. He finds a boat.
- ☒ D. He will try to swim to save the person.

**7. Joe chose this solution because \_\_\_\_.**

- ☒ A. his other ideas would take too long.
- ☐ B. he feared for his own safety.
- ☐ C. he felt confident swimming in heavy surf.
- ☐ D. he had always wanted to be a lifeguard.



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.**

Tom noticed the injured kitten lying by the road. Each time the kitten struggled to walk, his right front leg gave out. Figuring the kitten's leg was broken, Tom gingerly picked it up.

"Leave it alone, Tom," said his friend Richard. "We'll be late for the movie. Somebody else will find the kitten."

But Tom wouldn't hear of it. "We have to get him to a veterinarian. Dr. Brown's office is in town, and it won't take long to get there. Are you coming?"

The boys began walking toward town. Richard complained about going out of his way to help a kitten that wasn't even his.

"All you ever think about is yourself, Richard," Tom said as they reached Dr. Brown's office. "So what if we miss the movie? We're doing the right thing."

"You're right, Tom," said Richard, who was embarrassed. "Let me hold the kitten while you explain to Dr. Brown what happened."

**8. Which character trait best describes Tom?**

- ☐ A. selfish
- ☐ B. friendly
- ☒ C. sensitive
- ☐ D. cautious

**9. Why does Richard want Tom to leave the kitten alone?**

- ☐ A. Richard does not like cats.
- ☒ B. Richard wanted to watch the movie.
- ☐ C. The veterinarian's office was too far away.
- ☐ D. Richard knew someone else would find the kitten.

**10. At the end of the story, Richard is embarrassed because \_\_\_\_.**

- ☐ A. he didn't get to the movie on time
- ☐ B. he really didn't want to see a movie
- ☒ C. he hadn't wanted to help the kitten
- ☐ D. he couldn't change Tom's mind about helping the kitten



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.**

The forest was dark and cold. Jake could see a sliver of moon through the tree branches overhead. He knew it was nearly midnight, but he couldn't give up. Zach was out there somewhere — cold, alone, and afraid. Jake had to find him!

It began that afternoon when Zach had begged Jake to show him his secret clubhouse in the forest. Jake had refused. After all, Zach was only five years old, too young to be a member of the club. Anyway, Jake was tired of his kid brother hanging around him all the time.

Mr. Williams, the next-door neighbor, had seen Zach walking toward the forest by himself, just before dark. Now Zach was lost. The sky was clear, but the weather forecasters were predicting a major snowstorm before morning.

As Jake stumbled through the underbrush, waving his flashlight and calling to Zach, he thought about how unkind he had been to Zach. Even though he was always calling Zach a pest, he knew his little brother looked up to him. Jake regretted the mean things he had said and done. He wished he had never built the clubhouse at all.

**11. What is this story mainly about?**

- ☐ A. Jake and Zach argue about Zach joining the club.
- ☐ B. Jake and his friends have a secret clubhouse in the forest.
- ☐ C. Jake is lost in the forest while looking for the clubhouse.
- ☒ D. Jake is looking for Zach, who is lost in the forest.

**12. When looking for the moral of a story, think about \_\_\_\_.**

- ☐ A. where the characters live
- ☐ B. when the story takes place
- ☐ C. who the author of the story is
- ☒ D. what lesson is learned

**13. What is the theme of this story?**

- ☐ A. Younger brothers can cause a lot of trouble.
- ☐ B. A forest can be a dangerous place.
- ☐ C. Starting a club can cause many problems.
- ☒ D. Sometimes it takes a crisis to make us realize how much we love someone.



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

**Read each sentence. Mark the correct answer.**

**14. Symbolism and metaphor are both examples of \_\_\_\_.**

- ☐ A. personification
- ☐ B. simile
- ☒ C. imagery
- ☐ D. theme

**15. Personification is \_\_\_\_.**

- ☐ A. a comparison of two things
- ☐ B. using exaggeration to tell a story
- ☐ C. poetry that tells a story
- ☒ D. giving human qualities to an animal or object

**16. The flag of the United States \_\_\_\_.**

- ☐ A. is a personification of our government
- ☐ B. is a metaphor for freedom
- ☐ C. is a simile for democracy
- ☒ D. is a symbol of our independence

**17. “The child was as quiet as a mouse” is an example of \_\_\_\_.**

- ☒ A. a simile
- ☐ B. symbolism
- ☐ C. personification
- ☐ D. theme

## 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.**

### Atalanta and the Golden Apples

Atalanta is a legendary Greek huntress who is a very swift runner. She offers to marry anyone who can outrun her, but insists that all who accept her challenge and lose must be killed. All of the runners fail until Hippomenes takes the challenge. When he falls in love with Atalanta, he asks Aphrodite, the Greek goddess of love, for help. She gives him three golden apples. During the race, Atalanta quickly gets ahead of Hippomenes, so he throws a golden apple ahead of her. When she stops to pick it up, he races past her. Soon, however, she passes him again, so again he throws an apple to distract her. He gets ahead, but soon she once more overtakes him. He throws the last apple and rushes past her at the finish line to win the race.

**18. The main problem in the story is \_\_\_\_.**

- ☐ A. Hippomenes is not a swift runner
- ☐ B. how to make Atalanta fall in love with Hippomenes
- ☒ C. how to win the race against the fast-running Atalanta
- ☐ D. how golden apples made Hippomenes a faster runner





19. The solution in the story is \_\_\_\_\_.

- ☐ A. Hippomenes wins the race
- ☐ B. Hippomenes asks Aphrodite for help
- ☒ C. Hippomenes uses golden apples to make Atalanta hesitate
- ☐ D. Hippomenes throws the golden apples farther than Atalanta can run

20. This myth explains \_\_\_\_\_.

- ☐ A. why fast runners sometimes lose
- ☒ B. how cleverness can overcome speed
- ☐ C. how to use apples to win a race
- ☐ D. the importance of goddesses in Greek history

*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.**

A strange breeze made the leaves rustle. A twig snapped beneath his foot, and Marty jumped. He had never walked the woodsy path between his house and Andy's alone at night. Dark, leafless branches creaked. An owl's hoot didn't exactly scare him, but it did make him nervous.

21. How does Marty feel about his walk?

- ☒ A. He feels uneasy.
- ☐ B. He feels secure walking the path alone.
- ☐ C. He is afraid of the dark.
- ☐ D. He is lost.

22. What part of a story does this passage tell about?

- ☒ A. the setting
- ☐ B. the plot
- ☐ C. the conflict
- ☐ D. the characters

23. The author wrote this passage to \_\_\_\_\_.

- ☐ A. describe Marty and Andy
- ☐ B. describe the woods
- ☒ C. set the stage for a suspense story
- ☐ D. introduce an autobiography



# 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 computers. Read the bibliography and mark the correct answer for each question.**

“Computers Today.” *Computer Network*.  
Nov. 28, 2000. Computer Talk. Dec. 5, 2001.  
<<http://www.computernet.org/today.htm>>

Connor, Cynthia. “Microchips.” *Computers for the 20th Century*. Feb. 1999:4-7.

Davis, Alex. “Your Personal Computer.”  
*Technology*, Sept. 2000: 81-85.

Johnson, Mark. *Computers*. Boston: James Publishing Co., 1998.

#### 1. Which source is a book?

- ☐ A. *Computer Network*
- ☐ B. *Technology*
- ☐ C. *Computers for the 20th Century*
- ☒ D. *Computers*

#### 2. The author of “Your Personal Computer” is \_\_\_\_.

- ☐ A. Mark Johnson
- ☒ B. Alex Davis
- ☐ C. Cynthia Connor
- ☐ D. Computer Talk

#### 3. The title of the source accessed on the Internet is \_\_\_\_.

- ☐ A. *Computer Network*
- ☒ B. “Computers Today”
- ☐ C. *Computers*
- ☐ D. “Your Personal Computer”



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 the information on the following search engine screen and then read each question. Mark the correct answer.



4. To find information about the latest cancer research, you would click on \_\_\_\_.

- ☐ A. National
- ☐ B. History
- ☒ C. Health
- ☐ D. Movies/TV

5. To find important events that happened in China yesterday, you would click on \_\_\_\_.

- ☐ A. History
- ☐ B. National
- ☒ C. World
- ☐ D. Language

6. A \_\_\_\_ lets you look for Web sites that contain specific words or phrases.

- ☐ A. password
- ☐ B. web page
- ☐ C. toolbar
- ☒ D. keyword search

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. Mark the answer that has the same meaning as the underlined word.

**ring** *n.* 1 circle, band, hoop; see JEWELRY. 2 group, gang, party; see ORGANIZATION. 3 clank, jangle; see NOISE.  
*v.* 1 to encircle, surround, enclose, move around. 2 clang, strike, chime, pull; see SOUND.

7. He was told to ring the bells at midnight.

- ☐ A. encircle
- ☐ B. move around
- ☒ C. chime
- ☐ D. surround

8. Investigators needed information about the ring of car thieves.

- ☐ A. jangle
- ☐ B. enclose
- ☐ C. hoop
- ☒ D. group

9. Trees were planted to ring the playground.

- ☐ A. move around
- ☐ B. strike
- ☒ C. surround
- ☐ D. band



# 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. **During the stormy night, the oak tree fell on the barn.**

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

2. **We watched the baseball game after we washed the dishes.**

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

3. **Officer Johnson, a security guard, caught the burglar.**

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

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

4. **The door is open. The window is open.**

- ☐ A. The door and window is open.
- ☐ B. The door is open, and the window.
- ☐ C. The door is open also with the window.
- ☒ D. The door and window are open.

5. **Our computer is new. Our computer still isn't working.**

- ☐ A. Since our computer isn't working, it is still new.
- ☐ B. Our computer is new, it still isn't working.
- ☒ C. Our computer is new, but it still isn't working.
- ☐ D. Still our computer isn't working because it is new.



## 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. Has Kelly \_\_\_\_\_ for the football game?**

- ☐ A. let
- ☐ B. leave
- ☐ C. leaved
- ☒ D. left

**7. He \_\_\_\_\_ the coats in the back bedroom.**

- ☐ A. lie
- ☐ B. lied
- ☒ C. laid
- ☐ D. lies

**8. I \_\_\_\_\_ myself how to do magic tricks.**

- ☐ A. learned
- ☐ B. teached
- ☐ C. learn
- ☒ D. taught

**9. Soldiers protect \_\_\_\_\_ with helmets.**

- ☒ A. themselves
- ☐ B. himself
- ☐ C. theirselves
- ☐ D. itself

**10. Andrew \_\_\_\_\_ planted these vegetables.**

- ☐ A. hisself
- ☐ B. itself
- ☐ C. myself
- ☒ D. himself



## 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. Maria plays the following musical instruments: guitar, drums, and piano.
- B. Maria plays the following musical instruments; guitar, drums, piano.
- C. Maria plays the following musical instruments: guitar drums and piano.
- D. Maria plays the following musical instruments, guitar, drums, piano.
12. ○ A. Please meet us at the park at 2:00 P.M.
- B. Please meet us at the park at 2:00 PM.
- C. Please meet us at the park at 2;00 PM.
- D. Please meet us at the park at 200 PM.
13. ○ A. Did they play the song River of Dreams at the concert?
- B. Did they play the song “river of dreams” at the concert?
- C. Did they play the song “River of Dreams” at the concert?
- D. Did they play the song River of dreams at the concert?
14. ● A. Mr. Taylor announced, “Next week we will read “The Pit and the Pendulum,” a classic short story.”
- B. Mr. Taylor announced, Next week we will read “The Pit and the Pendulum,” a classic short story.
- C. Mr. Taylor announced, Next week we will read The Pit and the Pendulum, a classic short story.
- D. Mr. Taylor announced, “Next week we will read “The Pit and the Pendulum,” a classic short story.
15. ○ A. We made plans to go rafting on the colorado river in June 2003.
- B. We made plans to go rafting on the Colorado river in June 2003.
- C. We made plans to go rafting on the Colorado River in June 2003.
- D. We made plans to go rafting on the Colorado river in june 2003.
16. ○ A. He delivered the flowers to mrs. Harris at 687 thornberry Ave.
- B. He delivered the flowers to Mrs. Harris at 687 Thornberry AVE.
- C. He delivered the flowers to Mrs. Harris at 687 Thornberry Ave.
- D. He delivered the flowers to mrs. Harris at 687 thornberry ave.
17. ● A. She found the book, The Adventures of Tom Sawyer, in the Capital City Library.
- B. She found the book, the Adventures of Tom Sawyer, in the capital city library.
- C. She found the book, The adventures of Tom Sawyer, in the Capital City library.
- D. She found the book, The Adventures of Tom Sawyer, in the Capital city library.



## 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 new manager is a very dependable employee.

- ☒ A. de-pend-a-ble
- ☐ B. de-pen-da-ble
- ☐ C. dep-en-da-ble
- ☐ D. de-pen-d-able

19. Our city's population continues to grow.

- ☐ A. po-pul-a-tion
- ☐ B. pop-ul-a-tion
- ☒ C. pop-u-la-tion
- ☐ D. po-pu-la-tion

20. Did you congratulate the new mayor?

- ☐ A. cong-ra-tu-late
- ☒ B. con-grat-u-late
- ☐ C. con-gra-tu-late
- ☐ D. con-grat-ul-ate

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

21. \_\_\_\_\_ going to camp next week.

- ☐ A. Their
- ☐ B. There
- ☒ C. They're
- ☐ D. Ther'e

22. \_\_\_\_\_ going to be late for school.

- ☒ A. You're
- ☐ B. You'r
- ☐ C. Yo'ur
- ☐ D. Your

23. I \_\_\_\_\_ read the paper yet.

- ☐ A. havn't
- ☒ B. haven't
- ☐ C. have'nt
- ☐ D. hav'nt

Mark the answer that is spelled correctly.

24. His patient's \_\_\_\_\_ was rapidly improving.

- ☐ A. comdition
- ☐ B. comdision
- ☒ C. condition
- ☐ D. condision

25. The \_\_\_\_\_ was determined to provide free education for its citizens.

- ☒ A. government
- ☐ B. govormint
- ☐ C. govment
- ☐ D. governmint

26. The young artist was known for his \_\_\_\_\_ marble statues.

- ☐ A. remarkible
- ☐ B. remarkuble
- ☐ C. rimarkable
- ☒ D. remarkable



**27. Several ladies at the gala were wearing \_\_\_\_\_ diamond necklaces.**

- ☐ A. ixtravagant
- ☐ B. extravagant
- ☒ C. extravagant
- ☐ D. extravugent

**28. The \_\_\_\_\_ students brainstormed ways to earn money for their field trip.**

- ☐ A. enventive
- ☒ B. inventive
- ☐ C. inventave
- ☐ D. enventave

**29. All of the \_\_\_\_\_ in the house had been made by their grandfather.**

- ☒ A. furniture
- ☐ B. ferniture
- ☐ C. furnichur
- ☐ D. fernitur





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