

Achieving Proficiency on Standardized Tests

Grade 3

By Margaret Fetty

Illustrated by René Yates

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INTRODUCTION

Standardized tests are a fact of life in today's schools. Some students may not do well on such tests because they find the testing situation stressful. Others may not be familiar with the testing process. Still others may simply need practice in responding quickly to test questions. *Achieving Proficiency on Standardized Tests* is meant to address these testing problems and provide students with the practice needed to overcome these roadblocks on the way to testing success.

No Child Left Behind

The federal *No Child Left Behind* legislation has two key components. The first component is that states will establish clear-cut standards describing what students will learn in the public schools. The second component is that students will be tested and retested to assure that they are achieving the standards set by the states. All schools must show adequate yearly progress (AYP). *Achieving Proficiency on Standardized Tests* was designed to help students to master state and national tests, both in format and in content. Examples of national tests include the CTBS (Comprehensive Tests of Basic Skills), the ITBS (Iowa Tests of Basic Skills), the MAT 7 (Metropolitan Achievement Tests, Seventh Edition), and the SAT 9 (Stanford Achievement Test,

Ninth Edition). The Terra Nova is administered in some states. This test requires written answers. *Achieving Proficiency on Standardized Tests* incorporates both multiple choice and written answers in test formats that students might encounter on state and national tests. This varied approach affords students the ability to perform better on any standardized test they are required to take.

Standards

The various state standards vary slightly in describing what students should learn, but they all include three core subjects in the modern school curriculum: language arts, reading comprehension, and mathematics. *Achieving Proficiency on Standardized Tests* is organized into three units that provide detailed practice in each of these three core subjects. Unit 1 deals with Language Arts skills that students should master at this grade level. Unit 2 deals with Reading Comprehension activities that allow students to hone their vocabulary and comprehension skills. Unit 3 deals with Mathematics exercises in a wide variety of applications so that students can practice both their mathematics prowess and their test-taking abilities.

Organization and Use

Each unit in *Achieving Proficiency on Standardized Tests* contains pages of practice on select topics. Each unit begins with an authentic bubble answer sheet to give students practice in a realistic test-taking situation. The bubble answer sheet should be used for the Overall Test provided for each unit. Teachers may also choose to use the answer sheet as students complete the other practice pages in the unit.

Each page title names the skill and the particular topic of study. Under the title is the page's benchmark. The benchmark identifies the specific skills to be tested on the page. Many pages also contain a reminder that gives the students tips on how to approach the page's material.

The pages in each unit provide practice in a variety of test formats. On some pages, students will encounter only multiple-choice answers. On other pages, short written answers are required in addition to the multiple-choice answers. A section on writing in Unit 1 requires students to write paragraphs on specified topics and rewrite incorrect sentences. In Unit 3, students must explain in writing the process they use to solve a mathematical problem. As can be seen, students will work with various test formats that will ultimately improve their test-taking skills. The end result will be that students will achieve proficiency on standardized tests.

Notes

As suggested above, the bubble answer sheet at the beginning of each unit can be used to record multiple-choice answers for the Overall Test and the unit pages. Teachers may choose to have students record their answers directly on the unit pages instead of on the answer sheet. Space is provided on the Overall Test and unit pages for short written answers. Students may require additional paper to complete the paragraph writing exercises.

To create a realistic testing situation, teachers may wish to establish a time limit for students to complete each unit page or the Overall Test. Teachers can best gauge the abilities of their own students, so no time limits have been provided in this book. One purpose of this book is to reduce testing stress, so unrealistic time limits should not be imposed. On the other hand, students should be expected to complete the work in a prompt and proficient manner.

Teachers should help make students upbeat about the testing process. Students should be reminded that testing is not meant to show what they don't know; instead, it is an opportunity for students to show how much they do know. Whenever possible, stress the positive.

ANSWER KEY

Pages 2-3

1. A, 2. B, 3. C, 4. C, 5. A, 6. B, 7. A, 8. C, 9. B, 10. A, 11. C, 12. A, 13. C, 14. C, 15. A, 16. B

Page 4

1. B, 2. A, 3. B, 4. C, 5. A, 6. A, 7. Thanksgiving is always the last Thursday in November.

Page 5

1. A, 2. B, 3. A, 4. B, 5. C, 6. A, 7. A, 8. C, 9. What did you have for lunch?

Page 6

1. A, 2. B, 3. C, 4. C, 5. A, 6. B, 7. Ben ordered a book, CD, and game on March 12, 2002.

Page 7

1. C, 2. A, 3. C, 4. B, 5. A, 6. C, 7. A, 8. B

Page 8

1. A, 2. C, 3. A, 4. C, 5. B, 6. A, 7. C, 8. B

Page 9

1. C, 2. A, 3. A, 4. C, 5. B, 6. B, 7. C, 8. A

Page 10

1. C, 2. A, 3. C, 4. C, 5. B, 6. A, 7. Answers will vary. Check that students use a subject, predicate, and proper capitalization and punctuation.

Page 11

1. C, 2. B, 3. C, 4. B, 5. A, 6. C, 7. B, 8. C

Page 12

1. A, 2. C, 3. C, 4. B, 5. B, 6. A, 7. The baby bird is in the nest.

Page 13

1. A, 2. B, 3. A, 4. B, 5. B, 6. C, 7. A, 8. C

Page 14

Sentence order: 7, 5, 3, 2, 4, 1, 6

Paragraph: Jill is going to be a clown. First, she puts white powder on her face. She draws a big red mouth over the white powder. Then, she glues a big red ball on her nose. Jill puts on a red wig last. It looks like it has never been combed. Jill is funny looking now!

Page 15

1. B, 2. A, 3. C, 4. B, 5. A, 6. make, pole, pretty, prize, start, 7. B, 8. A, 9. B, 10. C, 11. B, 12. My best friend is coming here tomorrow.

Page 16

1. A, 2. B, 3. B, 4. A, 5. B, 6. C, 7. A, 8. C

Page 17

Web answers will vary. Check that students include three ideas of activities they can do while camping such as hiking, cooking on a fire, or singing songs.

Page 18

Personal narratives will vary. Check that students write about something that happened to them. They should express their feelings about what happened.

Page 19

1. A, 2. A, 3. B, 4. B, 5. A, 6. A, 7. What is Mr. Patterson doing in the yard?

Page 20

1. A, 2. B, 3. B, 4. C, 5. C, 6. B

Page 21

1. B, 2. B, 3. C, 4. C, 5. A, 6. C

Page 23-24

1. A, 2. B, 3. C, 4. C, 5. C, 6. A, 7. C, 8. B, 9. C, 10. A, 11. A, 12. B, 13. Answers will vary. Accept reasonable answers.

Page 25

1. A, 2. C, 3. A, 4. C, 5. B, 6. A, 7. A, 8. C

Page 26

1. A, 2. C, 3. B, 4. A

Page 27

1. A, 2. B, 3. A, 4. A, 5. B, 6. A, 7. B, 8. A, 9. B, 10. A

Page 28

1. C, 2. C, 3. A, 4. C, 5. B, 6. B, 7. Answers will vary. Possible answers: Children play in the park. Dad will park the car in the garage.

Page 29

1. B, 2. C, 3. A, 4. B, 5. C, 6. C, 7. B, 8. A

Page 30

1. B, 2. A, Order: 2, 3, 1, 4

Page 31

1. A, 2. B, 3.-5. Answers will vary, but could include three of the following: swimming, sailing, rowing, skiing, mixing paints, or keeping pet fish.

Page 32

1. A, 2. B, 3. Answers will vary. Possible answers: Jill was going to the park, and she had packed food in a basket. Most people do those things if they are going on a picnic.

Page 33

1. C, 2. B, 3. A, 4. C

Page 34

1. B, 2. A

Page 35

1. C, 2. B, 3. A, 4. C

Page 36

1. C, 2. B

Summaries will vary. Possible answer: Many birds live in the city. The sparrow and pigeon live in the city all year long. The robin lives in the city, too. But it flies south to warmer places when it gets cold.

Page 37

1. B, 2. A, 3. A, 4. B, 5. B, 6. A, 7. C, 8. A

Page 38

1. B, 2. A, 3. Answers will vary. Possible answer: The story has made-up characters and probably did not happen.

Page 39

1. B, 2. A, 3. Answers will vary.

Page 40

Titles will vary but should fit the selection. 1. real, 2. fantasy

Page 41

1. B, 2. B, 3. Answers will vary.

Pages 43-44

1. C, 2. A, 3. A, 4. C, 5. C, 6. B, 7. A, 8. B, 9. C, 10. B, 11. A, 12. C, 13. B, 14. C, 15. C, 16. B, 17. B, 18. A, 19. B, 20. B

Page 45

1. A, 2. B, 3. B, 4. A, 5. A, 6. B, 7. C, 8. A, 9. Students should draw 5 rods and 4 cubes.

Page 46

1. B, 2. A, 3. B, 4. B, 5. C, 6. A, 7. B, 8. B,

Page 47

1. B, 2. B, 3. C, 4. B, 5. B, 6. C, 7. A, 8. B, 9. C

Page 48

1. A, 2. B, 3. A, 4. C, 5. B, 6. C, 7. A, 8. C, 9. A

Page 49

1. A, 2. B, 3. B, 4. A, 5. B, 6. A, 7. A, 8. C, 9. C

Page 50

1. B, 2. A, 3. B, 4. A, 5. B, 6. B, 7. B, 8. A, 9. A

Page 51

1. B, 2. A, 3. A, 4. A, 5. C, 6. B, 7. B, 8. A, 9. C

Page 52

1. C, 2. C, 3. A, 4. B, 5. C, 6. A, 7. A

Page 53

1. C, 2. C, 3. B, 4. C, 5. C, 6. C, 7. B, 8. A

Page 54

1. B, 2. C, 3. A, 4. C, 5. B, 6. A, 7. B, 8. A, 9. The pattern decreases by five.

Page 55

1. A, 2. B, 3. B, 4. C, 5. A, 6. B, 7. B, 8. C, 9. Possible answer: A square has four equal sides. A rectangle has two lengths that are equal and two widths that are equal.

Page 56

1. A, 2. B, 3. A, 4. B, 5. C, 6. C, 7. A, 8. B

Page 57

1. A, 2. C, 3. C, 4. A, 5. A, 6. C, 7. B, 8. B

Page 58

1. B, 2. A, 3. C, 4. B, 5. B, 6. C, 7. A, 8. B

Page 59

1. A, 2. B, 3. A, 4. C, 5. C, 6. B, 7. A, 8. A, 9. B

Page 60

1. A, 2. C, 3. C, 4. C, 5. A, 6. C

LAST NAME															FIRST NAME															MI	<input type="radio"/> MALE	<input type="radio"/> FEMALE
(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)	(A)			
(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	(B)	BIRTH DATE		
(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	(C)	MONTH	DAY	YEAR
(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	(D)	Jan	00	00
(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	Feb	11	11
(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	(F)	Mar	22	22
(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	(G)	Apr	33	33
(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	May	44	44
(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	(I)	Jun	55	55
(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	(J)	Jul	66	66
(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	(K)	Aug	77	77
(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	(L)	Sep	88	88
(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	Oct	99	99
(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	(N)	Nov		
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(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)	(Q)			
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(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)	(S)			
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(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)	(U)			
(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)	(V)			
(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)	(W)			
(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)			
(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)	(Y)			
(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)	(Z)			

Language—Overall Test

1. (A) (B) (C) 3. (A) (B) (C) 5. (A) (B) (C) 7. (A) (B) (C) 9. (A) (B) (C) 11. (A) (B) (C) 13. (A) (B) (C) 15. (A) (B) (C)
 2. (A) (B) (C) 4. (A) (B) (C) 6. (A) (B) (C) 8. (A) (B) (C) 10. (A) (B) (C) 12. (A) (B) (C) 14. (A) (B) (C) 16. (A) (B) (C)

Capitalization—Capital Letters

1. (A) (B) (C) 3. (A) (B) (C) 5. (A) (B) (C)
 2. (A) (B) (C) 4. (A) (B) (C) 6. (A) (B) (C)

Sentences—Clear Sentences

1. (A) (B) (C) 3. (A) (B) (C) 5. (A) (B) (C)
 2. (A) (B) (C) 4. (A) (B) (C) 6. (A) (B) (C)

Punctuation—Sentence Endings

1. (A) (B) (C) 4. (A) (B) (C) 7. (A) (B) (C)
 2. (A) (B) (C) 5. (A) (B) (C) 8. (A) (B) (C)
 3. (A) (B) (C) 6. (A) (B) (C)

Sentences—Kinds of Sentences

1. (A) (B) (C) 4. (A) (B) (C) 7. (A) (B) (C)
 2. (A) (B) (C) 5. (A) (B) (C) 8. (A) (B) (C)
 3. (A) (B) (C) 6. (A) (B) (C)

Punctuation—Commas

1. (A) (B) (C) 3. (A) (B) (C) 5. (A) (B) (C)
 2. (A) (B) (C) 4. (A) (B) (C) 6. (A) (B) (C)

Dictionary Skills—Alphabetical Order and Spelling

1. (A) (B) (C) 5. (A) (B) (C) 9. (A) (B) (C)
 2. (A) (B) (C) 6. (A) (B) (C) 10. (A) (B) (C)
 3. (A) (B) (C) 7. (A) (B) (C) 11. (A) (B) (C)
 4. (A) (B) (C) 8. (A) (B) (C)

Spelling—High-Frequency Words, Contractions, and Plurals

1. (A) (B) (C) 4. (A) (B) (C) 7. (A) (B) (C)
 2. (A) (B) (C) 5. (A) (B) (C) 8. (A) (B) (C)
 3. (A) (B) (C) 6. (A) (B) (C)

Dictionary Skills—Guide Words and Pronunciation

1. (A) (B) (C) 4. (A) (B) (C) 7. (A) (B) (C)
 2. (A) (B) (C) 5. (A) (B) (C) 8. (A) (B) (C)
 3. (A) (B) (C) 6. (A) (B) (C)

Grammar—Pronouns

1. (A) (B) (C) 4. (A) (B) (C) 7. (A) (B) (C)
 2. (A) (B) (C) 5. (A) (B) (C) 8. (A) (B) (C)
 3. (A) (B) (C) 6. (A) (B) (C)

Writing—Proofreading and Revising

1. (A) (B) (C) 3. (A) (B) (C) 5. (A) (B) (C)
 2. (A) (B) (C) 4. (A) (B) (C) 6. (A) (B) (C)

Grammar—Verb Tense

1. (A) (B) (C) 4. (A) (B) (C) 7. (A) (B) (C)
 2. (A) (B) (C) 5. (A) (B) (C) 8. (A) (B) (C)
 3. (A) (B) (C) 6. (A) (B) (C)

Study Skills—Find Information

1. (A) (B) (C) 4. (A) (B) (C)
 2. (A) (B) (C) 5. (A) (B) (C)
 3. (A) (B) (C) 6. (A) (B) (C)

Sentences—Complete Sentences

1. (A) (B) (C) 3. (A) (B) (C) 5. (A) (B) (C)
 2. (A) (B) (C) 4. (A) (B) (C) 6. (A) (B) (C)

Study Skills—Library Skills

1. (A) (B) (C) 3. (A) (B) (C) 5. (A) (B) (C)
 2. (A) (B) (C) 4. (A) (B) (C) 6. (A) (B) (C)

Sentences—Subject-Verb Agreement

1. (A) (B) (C) 4. (A) (B) (C) 7. (A) (B) (C)
 2. (A) (B) (C) 5. (A) (B) (C) 8. (A) (B) (C)
 3. (A) (B) (C) 6. (A) (B) (C)

Unit 1 Overall Test

Directions Darken the circle by the correct answer for each question. Use the answer sheet on page 1 to record your answers.

1. Which sentence has capital letters in the correct places?
(A) Presidents' Day is in February.
(B) it is on the third Monday of the month.
(C) Mr. edwards is in charge of the parade that day.
2. Which punctuation mark makes the sentence correct?
What is your favorite cookie
(A) .
(B) ?
(C) !
3. Which sentence has correct punctuation?
(A) Greg lives in Boise Idaho.
(B) He was born on December 8 1986.
(C) He has a pet fish, bird, and hamster.
4. Which word is spelled correctly?
(A) foxis
(B) foxs
(C) foxes
5. Which word takes the place of the underlined words?
The cat chased the ball of yarn.
(A) It
(B) They
(C) Her
6. Which word correctly completes the sentence?
The children ____ in the park last Monday.
(A) play
(B) played
(C) playing
7. Which word correctly completes the sentence?
The squirrel ____ in the tree.
(A) is
(B) are
(C) were
8. Which sentence is complete?
(A) The red kite.
(B) Two red kites in the sky.
(C) The kites are red.
9. Which sentence is written most clearly?
(A) Tomorrow a birthday is Leisha's.
(B) Tomorrow is Leisha's birthday.
(C) A birthday is Leisha's tomorrow.
10. What kind of sentence is this?
Birds use their wings to fly.
(A) statement
(B) question
(C) command

Go on to the next page.

Unit 1 Overall Test, (cont.)

Directions Darken the circle by the correct answer for each question. Use the answer sheet on page 1 to record your answers.

11. Which words are in alphabetical order?
Ⓐ whale, whip, wheel
Ⓑ shine, shark, shell
Ⓒ chalk, check, chip
12. Which word can be found on a dictionary page with the guide words **pet - queen**?
Ⓐ pretty
Ⓑ quick
Ⓒ pay
13. Which word has the dictionary pronunciation /pāst/?
Ⓐ past
Ⓑ paints
Ⓒ paste
14. Where would be the best place to learn about a new singing band?
Ⓐ dictionary
Ⓑ encyclopedia
Ⓒ magazine

Use the information below to answer Problems 15 and 16.

Table of Contents	
Making a Garden	4
Taking Care of Your Garden	10
Flowers You Can Grow	16
Vegetables You Can grow	22

15. In which chapter could you find information about growing tomatoes?
Ⓐ Vegetables You Can Grow
Ⓑ Making a Garden
Ⓒ Flowers You Can Grow
16. Which chapter begins on page 10?
Ⓐ Making a Garden
Ⓑ Taking Care of Your Garden
Ⓒ Flowers You Can Grow

Capitalization—Capital Letters

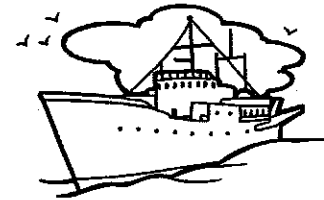
Benchmark To use capital letters to begin a sentence and for proper nouns, including the special names of people, days, months, holidays, cities, states, and countries.

Use a **capital letter** to begin the first word in a sentence. Also use a capital letter to begin the names of special people, days, months, holidays, cities, states, and countries.

Directions Darken the circle by the sentence that has capital letters in the correct places.

Example:

- (A) Jan lives in new york city.
- (B) she lives near the Atlantic Ocean.
- (C) She saw a large ship on Monday.



The correct answer is **C**. The first word begins with a capital, and the name of the day begins with a capital.

1. (A) my uncle is coming to visit.
(B) He will be here in June.
(C) He is coming from china.
2. (A) Who was George Washington?
(B) He was the first president of the united states.
(C) his birthday is in February.
3. (A) Dr. carlos is a vet.
(B) She takes care of Yin's pets.
(C) The doctor's office is closed on sunday.
4. (A) My family will visit Miami, florida.
(B) We will be there on the fourth of July.
(C) We plan to swim with the dolphins.
5. (A) Spring is Mark's favorite season.
(B) he likes to play baseball.
(C) Baseball begins in march.
6. (A) Ana is going to Africa.
(B) The airplane leaves on tuesday.
(C) she will leave from the Dallas, Texas airport.

Directions Rewrite the sentence. Be sure to use capital letters correctly.

7. thanksgiving is always the last thursday in november.

Language

Punctuation—Sentence Endings**Benchmark** To use proper punctuation at the end of a sentence.

- Use a **period** at the end of a **statement** or a **command**. Use a **question mark** at the end of a **question**. Use an **exclamation point** at the end of an **exclamation**.

Directions Darken the circle by the punctuation mark that makes the sentence correct.

Example:

Did you find the book

- (A) . (B) ? (C) !

The correct answer is **B**. A question mark should be used at the end of an asking sentence.



1. Get the leash for the dog

- (A) . (B) ? (C) !

2. What time does the movie start

- (A) . (B) ? (C) !

3. An elephant has a long trunk

- (A) . (B) ? (C) !

4. Where is Juan going

- (A) . (B) ? (C) !

5. What a great base hit

- (A) . (B) ? (C) !

6. Kim has a pet snake

- (A) . (B) ? (C) !

7. Pick up your shoes

- (A) . (B) ? (C) !

8. What a wonderful idea

- (A) . (B) ? (C) !

Directions Rewrite the sentence. Be sure to use the correct punctuation mark.

9. What did you have for lunch

Language

Punctuation—Commas

Benchmark To use commas in a series, dates, and addresses.

- Use a **comma** to separate words in a **list**, to separate the **name of a city from a state**, and to separate the **date from the year**.

Directions Darken the circle by the sentence that has correct punctuation.

Example:

- (A) Keisha was born on July 20 1996.
(B) She is having a birthday party on July 15, 1996.
(C) Keisha wanted to have the party on, July 19 1996.



The correct answer is **B**. A comma separates the date from the year.

- (A) Maria bought a shirt, a skirt, and a coat.
(B) She wore a shirt, a, coat, and pants.
(C) Maria bought black red and white shoes.
- (A) Chau lives in Raleigh North, Carolina.
(B) Her grandfather lives in Canton, Ohio.
(C) They took a trip to Austin Texas.
- (A) Angelo lived in Atlanta Georgia.
(B) On May 5 2004, Angelo moved.
(C) Now Angelo lives in Pittsburgh, Pennsylvania.
- (A) Lou went to a library in Little, Rock Arkansas.
(B) He checked out a book on October 8 2004.
(C) The book was about dogs, cats, and birds.
- (A) Did Jan, Ted, and Kung go to the park?
(B) Jan said that she would bring a ball a bat, and a glove.
(C) Kung wanted to bring apples oranges and grapes to eat.
- (A) Mr. Ito lives in Phoenix Arizona.
(B) He was born on September 27, 1965.
(C) He has a dog a cat, and four fish.

Directions Rewrite the sentence. Be sure to use punctuation marks correctly.

7. Ben ordered a book CD and game on March 12 2002.

Language

Spelling—High-Frequency Words, Contractions, and Plurals

Benchmark To correctly spell high-frequency words, contractions, and plurals.

- Some words have special spelling patterns, and an **apostrophe** (') takes the place of a letter or letters in **contractions**. Also, remember that the spelling of some words changes when they become **plural**.

Directions Darken the circle by the correctly spelled word that completes the sentence.

Example:

Did the children get ____ to eat?

- (A) enouf
(B) enough
(C) enugh

The correct answer is **B**. The correct spelling is *enough*.



1. Tim read two ____ in the book.

- (A) storys
(B) stores
(C) stories

5. What are we ____ for dinner?

- (A) having
(B) haveing
(C) haveng

2. The ____ are not clean.

- (A) knives
(B) knifes
(C) knifies

6. Carla put the two ____ on the table.

- (A) boxs
(B) boxis
(C) boxes

3. Leo ____ go to the party.

- (A) can't
(B) cann't
(C) can't

7. Fred took pictures of the ____.

- (A) babies
(B) babys
(C) babeis

4. Theo cleaned his room ____ he left.

- (A) befour
(B) before
(C) befor

8. Sue ____ want to go to the park.

- (A) doesn't
(B) doesn't
(C) doesno't