

Achieving Proficiency on Standardized Tests

Grade 4

By Donald Skrabanek

Illustrated by Reneé Yates

© Copyright 2004, Hayes School Publishing Co., Inc., Printed in USA

All rights reserved. The purchase of this book entitles the individual teacher to reproduce the activities in this book for use with children. No parts of these publications may be stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, recorded, or otherwise, without prior written permission of Hayes School Publishing Co., Inc.

TABLE OF CONTENTS

Unit 1: Language Arts

Unit 1 Bubble Answer Sheet	1
Unit 1 Overall Test.....	2-3
Capitalization—Using Capital Letters.....	4
Punctuation—Periods and Commas	5
Punctuation—Apostrophes and Quotation Marks	6
Sentences—Kinds of Sentences.....	7
Sentences—Sentence Parts	8
Sentences—Sentence Errors.....	9
Sentences—Correct Usage	10
Sentences—Subject-Verb Agreement.....	11
Paragraphs—Topic Sentence and Detail Sentences	12
Paragraphs—Logical Order	13
Dictionary Skills—Alphabetical Order and Spelling	14
Dictionary Skills—Guide Words, Pronunciation, and Parts of Speech.....	15
Writing—Personal Narrative	16
Writing—How-to Paragraph.....	17
Writing—Proofreading and Revising.....	18
Research Skills—Finding Information	19
Research Skills—Library Skills	20
Research Skills—Tables	21

Unit 2: Reading Comprehension

Unit 2 Bubble Answer Sheet	22
Unit 2 Overall Test.....	23-24
Vocabulary—Synonyms and Antonyms	25
Vocabulary—Words in Context	26
Vocabulary—Homophones.....	27
Comprehension—Facts and Sequence.....	28
Comprehension—Main Idea and Details	29
Comprehension—Making Inferences and Drawing Conclusions ..	30
Comprehension—Cause and Effect	31
Comprehension—Fact or Opinion?	32
Comprehension—Determining Purpose.....	33
Comprehension—Summarizing	34
Comprehension—Poetry	35
Comprehension—Fiction	36
Comprehension—Identifying Character Traits	37
Comprehension—Nonfiction Science	38
Comprehension—Nonfiction History	39
Comprehension—Fiction or Nonfiction?	40
Comprehension—Cultural Differences.....	41

Unit 3: Mathematics

Unit 3 Bubble Answer Sheet	42
Unit 3 Overall Test.....	43-44
Number Sense—Whole Numbers, Fractions, and Decimals.....	45
Computation—Addition	46
Computation—Subtraction.....	47
Computation—Multiplication	48
Computation—Division	49
Computation—Fractions, Decimals, and Money.....	50
Patterns and Algebra—Patterns	51
Patterns and Algebra—Variables.....	52
Measurement and Geometry—Figures and Angles	53
Measurement and Geometry—Circles.....	54
Measurement and Geometry—Perimeter, Area, and Volume	55
Data Analysis—Charts and Tables.....	56
Data Analysis—Graphs	57
Problem Solving—Choosing Operations and Strategies.....	58
Problem Solving—Word Problems	59
Problem Solving—Multistep Word Problems.....	60

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. B, 2. C, 3. C, 4. D, 5. A, 6. B, 7. D, 8. A, 9. B, 10. C, 11. B, 12. B, 13. A, 14. D, 15. A, 16. B, 17.-18. Sentences may vary. 17. Carri likes to write poems and stories, too. 18. Aaron was very happy because he found a rare coin.

Page 4

1. C, 2. B, 3. C, 4. D, 5. A, 6. B, 7. The Mississippi River is the longest river in the United States. 8. Brandon and Jane planned a surprise for their mother in May.

Page 5

1. C, 2. B, 3. A, 4. B, 5. D, 6. A, 7. Mr. K. B. Carver brought us apples, bananas, and pears. 8. Yes, I was on Rover Rd. on April 1, 2002.

Page 6

1. D, 2. D, 3. A, 4. D, 5. C, 6. C, 7. Ramon said, "I can't go to Sam's house today." 8. Emma's favorite poem isn't called "Blue Things."

Page 7

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

Page 8

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

Page 9

1. B, 2. D, 3. D, 4. B, 5. A, 6.-7. Sentences may vary. 6. Liz does not have a library card. She is going to order one today. 7. Mrs. Gomez worked in her garden all morning. The flowers there are beautiful.

Page 10

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

Page 11

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

Page 12

1. A, 2. B, they had h teas and s

Page 13

Correct or 6, 8, 11 Rewritten

On lasted a w the childr they studi hike looki trees. Thu around th games we the bus a

Page 14

1. A, 2.

Page 15

1. C, 2.

Page 16

Persona about s feelings

Page 17

How-to they ar what s

Page 18

1. C, 2 very co

Page 19

1. C, 2

Page 20

1. B, 2

Page 21

1. A,

Page 22

1. B, live i 10. U Sum. cial

Page 12

1. A, 2. B, Detail sentences will vary. Possible responses include they had huge sails; they were called clipper ships; they carried teas and sweet-smelling spices.

Page 13

Correct order of sentences: 1, 2, 3, 7, 9, 5, 10, 4, 6, 8, 11

Rewritten paragraph:

On Monday, Ed's whole class went on a special field trip that lasted a whole week. They went to a winter camp in Ohio. Each day, the children learned something different about nature. On Tuesday, they studied the weather. On Wednesday, they went on an all-day hike looking for wild flowers. They learned how to identify plants and trees. Thursday was map day. Each child made a map of the area around the camp. On the last day, everyone played games. The games were all about nature. In the afternoon, all the students got on the bus and returned home.

Page 14

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

Page 15

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

Page 16

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

Page 17

How-to paragraphs will vary. Check that students have told what they are writing about, what items are needed for the process, and what steps need to be taken to complete the process.

Page 18

1. C, 2. D, 3. C, 4. C, 5. A, 6. Sentences may vary. Although it was very cold, we walked to the farm.

Page 19

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

Page 20

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

Page 21

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

Pages 23-24

1. B, 2. C, 3. B, 4. C, 5. C, 6. D. Sentences will vary. Few things live in the desert because it is so hot and dry there. 7. B, 8. C, 9. B, 10. D, 11. A, 12. C

Summaries will vary. Possible response: A weather person uses special instruments to gather information about the weather. With

this information, the weather person makes a weather map to predict the coming weather.

Page 25

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

Page 26

Answers will vary.

1. a funny-looking animal with big ears and a large tail, 2. burned, 3. bitterly cold, 4. harsh, 5. weak, 6. dry and parched, 7. moving from one place to another, usually when seasons change, 8. put something off, 9. an available supply of something, 10. clear, sharp mental image

Page 27

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

Page 28

1. B, 2. C, 3. D, 4. A, 5. B, 6. B, Order of sentences: 2, 1, 4, 3

Page 29

1. B, 2. C, 3. B, 4. D, 5.-8. Answers and order may vary. 5. bites off a small piece of food, 6. breaks food into smaller pieces, 7. mixes food with saliva, 8. passes food back to your throat

Page 30

1. B, 2. C, 3. D, 4. A, 5. D, 6. A, 7. If Ken could choose, he would probably travel to school by cable car all the time.

Page 31

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

Page 32

1. A, 2. D, 3. B, 4. B, 5. D

Page 33

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

Page 34

1. B, 2. C

Summaries will vary. Possible response: Some animals are suited to live in the desert. They have special ways to get or store water. Many store extra water in their bodies. Some even store water in other animals' bodies.

Page 35

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

Page 36

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

Page 37

1. C, 2. D, 3. B, 4. A, Descriptions will vary but should include such words as stubborn, determined, smart, and famous.

Page 38

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

Page 39

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

Page 40

Titles will vary but should fit the selection. 1. Fact, 2. Fact, 3. Fiction

Page 41

1. C, 2. B, 3. C, 4. D, 5. C, 6. C, Reasons will vary.

Pages 43-44

1. B, 2. A, 3. B, 4. B, 5. A, 6. C, 7. B, 8. A, 9. B, 10. C, 11. C, 12. B, 13. B, 14. A, 15. C, 16. A, 17. C, 18. B, 19. C, 20. B, 21. B, 22. B, 23. C

Page 45

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

Page 46

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

Page 47

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

Page 48

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

Page 49

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

Page 50

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

Page 51

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

Page 52

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

Page 53

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

Page 54

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

Page 55

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

Page 56

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

Page 57

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

Page 58

1. C, 2. A, 3. D, 4. B,
5. how far Jenna walks to school and how far Lisa walks to school,
6. Since there are 3 feet in a yard, you would divide the number of feet by 3 to get the number of yards.

Page 59

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

Page 60

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

A	A	C
B	B	C
C	C	C
D	D	C
E	E	C
F	F	C
G	G	C
H	H	C
I	I	C
J	J	C
K	K	C
L	L	C
M	M	C
N	N	C
O	O	C
P	P	C
Q	Q	C
R	R	C
S	S	C
T	T	C
U	U	C
V	V	C
W	W	C
X	X	C
Y	Y	C
Z	Z	C

Language

1. A
2. A
3. A
4. A

Capital

1. A
2. A

Punc

1. A
2. A

Punc

1. A
2. A

Sent

1. A
2. A
3. A

Sent

1. A
2. A
3. A

Sent

1. A
2. A

Sent

1. A
2. A
3. A
4. A

Sent

1. A
2. A
3. A

No.

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)	<input type="radio"/>	<input type="radio"/>		
(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	<input type="radio"/>	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	<input type="radio"/>	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	<input type="radio"/>	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	<input type="radio"/>	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	<input type="radio"/>	4	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	<input type="radio"/>	5	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	<input type="radio"/>	6	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	<input type="radio"/>	7	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	<input type="radio"/>	8	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	<input type="radio"/>	9	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	<input type="radio"/>		
(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	(O)	Dec	<input type="radio"/>		
(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	<p>Achieving Proficiency on Standardized Tests, Grade 4</p> <p>Hayes School Publishing Co., Inc.</p>			
(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)					
(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)	(R)					
(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)				
(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)	(T)				
(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) (D) | 5. (A) (B) (C) (D) | 9. (A) (B) (C) (D) | 13. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 6. (A) (B) (C) (D) | 10. (A) (B) (C) (D) | 14. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 7. (A) (B) (C) (D) | 11. (A) (B) (C) (D) | 15. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D) | 8. (A) (B) (C) (D) | 12. (A) (B) (C) (D) | 16. (A) (B) (C) (D) |

Capitalization—Using Capital Letters

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

Punctuation—Periods and Commas

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

Punctuation—Apostrophes and Quotation Marks

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

Sentences—Kinds of Sentences

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

Sentences—Sentence Parts

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

Sentences—Sentence Errors

- | | | |
|--------------------|--------------------|--------------------|
| 1. (A) (B) (C) (D) | 3. (A) (B) (C) (D) | 5. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 4. (A) (B) (C) (D) | |

Sentences—Correct Usage

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

Sentences—Subject-Verb Agreement

- | | | |
|--------------------|--------------------|--------------------|
| 1. (A) (B) (C) (D) | 4. (A) (B) (C) (D) | 7. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 5. (A) (B) (C) (D) | 8. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 6. (A) (B) (C) (D) | 9. (A) (B) (C) (D) |

Paragraphs—Topic Sentence and Detail Sentences

- | | |
|--------------------|--------------------|
| 1. (A) (B) (C) (D) | 2. (A) (B) (C) (D) |
|--------------------|--------------------|

Dictionary Skills—Alphabetical Order and Spelling

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

Dictionary Skills—Guide Words, Pronunciation, and Parts of Speech

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

Writing—Proofreading and Revising

- | | | |
|--------------------|--------------------|--------------------|
| 1. (A) (B) (C) (D) | 3. (A) (B) (C) (D) | 5. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 4. (A) (B) (C) (D) | |

Research Skills—Finding Information

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

Research Skills—Library Skills

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

Research Skills—Tables

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

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 correct capitalization?
 - (A) Aunt betty gave Eric, Carl, and linda two cookies each.
 - (B) Sarah's family planned to stay in Yellowstone Park for a week.
 - (C) There are 28 days in february and 30 days in April.
 - (D) Many people in the united States own cats.
2. Which sentence has correct capitalization?
 - (A) Thomas jefferson was the third president of our country.
 - (B) A story about the gods in ancient greece is called a Myth.
 - (C) Quebec was the great stronghold of the French.
 - (D) Much of new england was covered with large Forests.
3. Which sentence has correct punctuation?
 - (A) Many, many miles of the Earth, are covered by deserts.
 - (B) In school we study mathematics science and English.
 - (C) My cousin lives in Phoenix, Arizona.
 - (D) Dr Jones has a new office on Star Ave in Bostown.
4. Which sentence has correct punctuation?
 - (A) Williams favorite story is "More for Me.
 - (B) Juans cat was in Bills front yard.
 - (C) Mr. Smiths car was on the side of the road.
 - (D) Rosa read a poem called "Trees."
5. What kind of sentence is this?
Robins migrate every winter.
 - (A) declarative
 - (B) interrogative
 - (C) imperative
 - (D) exclamatory
6. What kind of sentence is this?
Have you seen a robin this spring?
 - (A) declarative
 - (B) interrogative
 - (C) imperative
 - (D) exclamatory
7. What is the complete predicate of this sentence?
A geologist is a person who studies rocks.
 - (A) A geologist
 - (B) is
 - (C) geologist is a person
 - (D) is a person who studies rocks
8. What part of this sentence is underlined?
The old man let out a big cheer and stamped his feet.
 - (A) simple subject
 - (B) complete subject
 - (C) simple predicate
 - (D) complete predicate
9. Which group of words is a complete sentence?
 - (A) Because he writes about other people's lives.
 - (B) He has felt weak for several months.
 - (C) Seeing him in my head so clearly.
 - (D) When it is time to go home.
10. Which group of words is NOT a complete sentence?
 - (A) The women made the clothing for the whole family.
 - (B) The houses were cold and uncomfortable.
 - (C) Heat for cooking and for warming the house.
 - (D) The people did not travel very far from home.

Go on to the next page.

Language

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 of these sentences uses the correct form of the verb?
- (A) Our new TV set are broke.
 - (B) The egg was broken when it fell.
 - (C) The girl has broke all her toys.
 - (D) I have broke the chair.

12. Which of these sentences uses correct subject-verb agreement?
- (A) Jody and Jim has a large garden.
 - (B) They grow vegetables in their garden.
 - (C) They sells the vegetables at their stand.
 - (D) People comes from all over to buy their vegetables.

Use this paragraph to answer Questions 13 and 14.

The oil bird is a very unusual bird. It lives in caves. The caves are very dark. The oil bird can barely see. The oil bird, like the bat, uses its ears to "see." It uses sound to hear where it is going. Many people are scared of bats.

13. What is the topic sentence of this paragraph?
- (A) The oil bird is a very unusual bird.
 - (B) It lives in caves.
 - (C) The oil bird can barely see.
 - (D) Many people are scared of bats.

14. Which sentence does not belong in this paragraph?
- (A) The oil bird is a very unusual bird.
 - (B) The oil bird can barely see.
 - (C) The oil bird, like the bat, uses its ears to "see."
 - (D) Many people are scared of bats.

15. Which sentence has a misspelled word in it?
- (A) Merry talked about her vacashun plans.
 - (B) Jeff said he would keep his promise.
 - (C) We searched all over for the missing ring.
 - (D) Do you believe in ghosts?

16. Where would be the best place to learn about the famous writer Mark Twain?
- (A) dictionary
 - (B) encyclopedia
 - (C) atlas
 - (D) thesaurus

Directions Combine each group of short sentences to form one longer sentence.

17. Carri likes to write poems. Carri likes to write stories, too.

18. Aaron was very happy. He found a rare coin.

Capitalization—Using Capital Letters

Benchmark To apply the principles of capitalization in proper nouns, the names of people, days, months, holidays, cities, states, countries, and places.

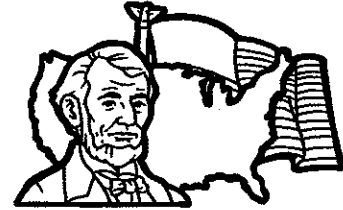
- Use a capital letter to begin **proper nouns**, such as the names of people, days, months, holidays, cities, states, countries, and important places.

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

Example:

- (A) Where have you been, emily?
 (B) Ann's uncle lives in miami, Florida.
 (C) Michael's grandmother lives in London, England.
 (D) I went to the movies on saturday.

The correct answer is **C**. It has all proper nouns capitalized correctly.



1. (A) Nancy and patty are very good friends.
 (B) It was the last friday in April.
 (C) The largest state in our country is Alaska.
 (D) Our largest City is New york city.
2. (A) Our northern neighbor is canada.
 (B) Mexico is our neighbor to the south.
 (C) Ships to england often sail from New York.
 (D) Sam and ella went to visit the Grand Canyon.
3. (A) We celebrate Labor Day the first monday in september.
 (B) Thanksgiving is the fourth thursday in November.
 (C) Do you know when the Pilgrims came to America?
 (D) Hawaii is in the pacific Ocean.
4. (A) Flag Day is in june each year.
 (B) Miri flew her flag last saturday.
 (C) London, England, is on the thames river.
 (D) The Amazon River is in South America.
5. (A) The water is very cold in the Arctic Ocean.
 (B) Paris is the capital city of france.
 (C) Chet and I went to visit Mr. logan.
 (D) Thomas edison was a great American inventor.
6. (A) I visit my grandparents on independence Day.
 (B) Abraham Lincoln was our leader during the Civil War.
 (C) Sara's birthday is in february.
 (D) Mount Vernon was the home of george washington.

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

7. The mississippi river is the longest river in the united states.

8. Brandon and jane planned a surprise for their mother in may.

Punctuation—Periods and Commas

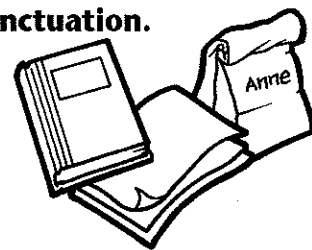
Benchmark To practice the proper use of periods and commas.

- Use a **period** after an initial or abbreviation. Use a **comma** to set off introductory words in a sentence or names of persons addressed. Also use a **comma** to separate the name of a city from a state, to separate the date from the year, and to separate words in a series.

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

Example:

- (A) Yes, I brought my lunch today.
 (B) No my homework is not done.
 (C) Hey where is my book?
 (D) Yes I will go to your party.



The correct answer is **A**. A comma should be used to set off an introductory word in a sentence.

- (A) Yes we plan to go to the lake next summer.
 (B) No I have never been to the west coast.
 (C) Patrick, who helped you make your kite?
 (D) This picture Barry is the one I took with my new camera.
- (A) Mr I.M. Handy came to fix the washer.
 (B) Mrs. Ichiro is our math teacher.
 (C) B J Smith won the race.
 (D) The library is on Main St in Bookton.
- (A) We drove down Benton Blvd. yesterday.
 (B) Dr Ling was not in her office today.
 (C) Miss C C Carson sang a song at the assembly.
 (D) Market Dr has many stores on it.
- (A) They moved here from Atlanta Georgia.
 (B) I was born on May 12, 1993.
 (C) My sister found a rare coin in Miami Florida.
 (D) The date was August 30 1997.
- (A) I like math reading and science.
 (B) No the cake is not done yet.
 (C) My uncle moved away on October 2 2000.
 (D) We bought paper, pens, and pencils.
- (A) Sara, your homework is on the table.
 (B) We saw dogs cats, and fish at the pet store.
 (C) Hey your shoe is untied.
 (D) I mailed the letter on January 3 2003.

Directions Rewrite each sentence. Be sure to use punctuation correctly.

7. Mr K B Carver brought us apples bananas and pears.

8. Yes I was on Rover Rd on April 1 2002.

Punctuation—Apostrophes and Quotation Marks

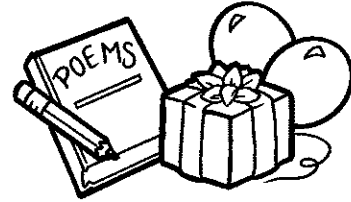
Benchmark To practice the proper use of apostrophes and quotation marks.

- Use an **apostrophe** to show ownership or to show that a letter or letters have been left out of a contraction. Use **quotation marks** around the exact words someone says. Also use **quotation marks** around the title of a story or poem.

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

Example:

- (A) All the boys admired Roberts new suit.
 (B) Lynn and Robin cant come to the party.
 (C) They aren't at home today.
 (D) Theyre going to the lake.



The correct answer is **C**. An apostrophe should be used to show that a letter has been left out of a contraction.

- (A) Toms father raises wheat and oats on his farm.
 (B) The teachers books were on her desk.
 (C) We saw many letters in the mail carriers bag.
 (D) Jim found a lady's purse on the bus.
- (A) Kareena said, What do you enjoy most in school?
 (B) I like to read about countries far away, Richard said.
 (C) "This book tells about the children of the Alps the teacher said.
 (D) Allison asked, "Where are the Alps Mountains?"
- (A) Our teacher read us a story called "The Snow Treasure."
 (B) Be kind to your dog," my uncle said.
 (C) He added, Every dog should have a collar."
 (D) I read a poem called The Big Tree.
- (A) Mary's favorite poem is called What I Like.
 (B) Jennifers favorite story is "The Big House Down the Lane."
 (C) My mother didnt go to work today.
 (D) The teacher said, "Be sure to write your paper."
- (A) My friend asked, "Do you save all your money?
 (B) I said, "I dont save all of it."
 (C) Chita's notebook was on my desk.
 (D) Justin read a story called Speed Racer.
- (A) "Have you seen my pen? Chet asked.
 (B) I dont know where Chet's pen is.
 (C) He didn't leave it at Mark's house.
 (D) He was using it to write a poem called My Lost Pencil."

Directions Rewrite each sentence. Be sure to use punctuation correctly.

7. Ramon said, I cant go to Sams house today.

8. Emmas favorite poem isnt called Blue Things.

Language

Sentences—Kinds of Sentences

Benchmark To identify kinds of sentences and ending punctuation.

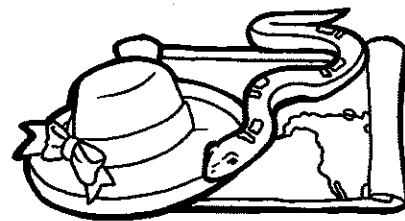
- A **declarative** sentence tells something and ends with a period. An **interrogative** sentence asks something and ends with a question mark. An **imperative** sentence tells someone to do something and usually ends with a period. An **exclamatory** sentence shows strong feelings and ends with an exclamation mark.

Directions Darken the circle by the correct answer for each question.

Example:

What kind of sentence is this?
The Pacific Ocean is the largest ocean.

- (A) declarative
(B) interrogative
(C) imperative
(D) exclamatory



The correct answer is **A**. The sentence is declarative because it tells something.

- What kind of sentence is this?
There's a snake!
(A) declarative
(B) interrogative
(C) imperative
(D) exclamatory
- What kind of sentence is this?
Have you seen my red hat?
(A) declarative
(B) interrogative
(C) imperative
(D) exclamatory
- What kind of sentence is this?
Many years ago, people traveled in covered wagons.
(A) declarative
(B) interrogative
(C) imperative
(D) exclamatory
- What kind of sentence is this?
Do your homework before you watch TV.
(A) declarative
(B) interrogative
(C) imperative
(D) exclamatory
- What kind of sentence is this?
How many pets do you have?
(A) declarative
(B) interrogative
(C) imperative
(D) exclamatory
- What kind of sentence is this?
Help, my ear fell off!
(A) declarative
(B) interrogative
(C) imperative
(D) exclamatory
- Which sentence has the correct ending punctuation?
(A) The Arctic Ocean is in the far north
(B) The Antarctic Ocean is in the far south!
(C) Who wants to play ball now?
(D) Where did that chicken go.
- Which sentence has the correct ending punctuation?
(A) Jack and Melanie live on Franklin Avenue.
(B) Do you know where Dave lives.
(C) Today was the last Friday in April
(D) How many sentences did you write!