

Achieving Proficiency on Standardized Tests

Grade 5

By Donald Skrabanek

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

Page 4

1. C, 2. D, 3. A, 4. C, 5. A, 6. C, 7. The Colorado River flows through the Grand Canyon.

Page 5

1. C, 2. D, 3. D, 4. A, 5. B, 6. D, 7. Mrs. C. C. Cecil sent Susan some pens, pencils, and paper.
8. George Washington was born on February 22, 1732, at Bridges Creek, Virginia.

Page 6

1. D, 2. D, 3. B, 4. D, 5. C, 6. B, 7. Raul said, "We can't go to Shane's party on Saturday."

Page 7

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

Page 8

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

Page 9

1. A, 2. B, 3. C, 4. C, 5. A, 6. C, Sentence may vary,
7. Daniel Boone led the way to Kentucky. He built a fort there.

Page 10

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

Page 11

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

Page 12

1. A, 2. D, 3. C, 4. B,
5. Detail sentences will vary. Check to be sure the sentence is a detail sentence from the paragraph.

Page 13

Correct order of sentences: 1, 4, 3, 6, 5, 7, 2, 9, 8
Rewritten paragraph:

Buses have been around for hundreds of years, although not always powered by an engine. One of the earliest buses was used in Paris in 1662. These early French buses were nothing more than long

carriages pulled by a horse. In 1828, New Yorkers started riding in "sociables." Sociables were horse-drawn carriages that carried 10 people. London saw its first "omnibus," or "bus," in 1829. The omnibus became so popular that Londoners often had to climb on the roof for a ride. By 1847, some London bus companies started putting a ladder to the roof and installed long benches on top. Eventually the roof was covered, and the familiar London double-decker began to take shape.

Page 14

1. B, 2. C, 3. B, 4. C, 5. D, 6. B, 7. The factory was full of expensive machinery.

Page 15

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

Page 16

Narratives will vary. Check that narratives have a beginning, a middle, and an end.

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. A, 2. D, 3. A, 4. C, 5.-6. Sentences may vary. 5. In 1299 the Italian Marco Polo wrote about his trip to China. 6. Stephen Foster wrote the words and music for about 200 songs. He wrote his songs at the time of the Civil War.

Page 19

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

Page 20

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

Page 21

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

5. Answers will vary. The cochlea looks somewhat like a spiral seashell.

Pages 23-24

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

Summaries will vary. Possible response: Spices were important in history because they made food taste better and kept food from spoiling. Spices are still used today to preserve food.

Page 25

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

Page 26

Answers will vary.

1. anything that burns and gives heat energy, 2. coming from the Sun, 3. a hole in the Moon's surface, 4. a layer of air around Earth, 5. a scientist who studies plants, 6. everything around the place where a plant or an animal lives, 7. an animal that is cold-blooded, breathes air, and has scales, 8. an animal with a backbone and hair, 9. an animal with a backbone, 10. moisture that falls from the sky, such as rain or snow

Page 27

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

Page 28

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

Page 29

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

Page 30

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

Page 31

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

Page 32

Sentences will vary. 1. A socket holds the little ball in place. 2. The ink has to be thick because thin ink would leak out of the pen. 3. The pen wouldn't work as well with a smooth ball because the ink would not stick to the smooth surface. 4. A pen sometimes does not write because the ink might have dried up or the pen has run out of ink. 5. A pen does not work well with the tip upward because the ink cannot touch the little ball.

Page 33

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

Page 34

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

Page 35

1. D, 2. C;

Summaries will vary. Possible response: Trees are important because they give us many things. They give off oxygen for us to breathe, and we use their wood for shelters. Trees help hold soil in place and provide a place for animals to live.

Page 36

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

Page 37

1. D, 2. B, 3. C, 4. D, Main ideas may vary. The main idea is that there is nothing wrong with wanting to be just a human.

Page 38

1. C, 2. D, 3. A, 4. C. Explanations of the saying will vary.

Page 39

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

Page 40

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

Page 41

Sentences may vary.

1. Ming was taller than Juan in high school. 2. Ming grew the most from grade school to high school. 3. Anne grew the least from grade school to high school. 4. Yes, Maria grew more than Anne from grade school to high school. 5. Teesha grew five inches from grade school to high school. 6. The girls were taller in grade school. 7. The boys were taller in high school.

LAST NAME																										FIRST NAME										MI	MALE		FEMALE																	
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
																										BIRTH DATE																														
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Achieving Proficiency on
Standardized Tests,
Grade 5

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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 |

Paragraphs—Topic Sentence and Detail Sentences

- | | |
|------------|------------|
| 1. A B C D | 3. A B C D |
| 2. A B C D | 4. A B C D |

Punctuation—Periods, Commas, and Question 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 |

Dictionary Skills—Spelling

- | | | |
|------------|------------|------------|
| 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 |

Dictionary Skills—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 |

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 | |

Writing—Proofreading and Revising

- | | |
|------------|------------|
| 1. A B C D | 3. A B C D |
| 2. A B C D | 4. 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 | |

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 | |

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 | 6. 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 | |

Sentences—Correct Usage

- | | | |
|------------|------------|------------|
| 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—Diagrams

- | | |
|------------|------------|
| 1. A B C D | 3. A B C D |
| 2. A B C D | 4. 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 | |

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) The last monday in May is Memorial Day.
 - (B) We went on vacation to Mexico last august.
 - (C) Dogs are a popular pet in the United States.
 - (D) They like to eat african food on kwanzaa.
2. Which sentence has correct capitalization?
 - (A) John adams was the Second president of our country.
 - (B) The peace corps helps people in central america.
 - (C) Mr. smith drove his family to the Grand Canyon in arizona.
 - (D) Simon Bolivar fought for freedom in South America.
3. Which sentence has correct punctuation?
 - (A) Theodore Roosevelt was born on October 27, 1858.
 - (B) Giraffes chimpanzees and camels live in Africa.
 - (C) My grandmother lives in Chicago Illinois.
 - (D) Mrs Caraway opened a new store on First St
4. Which sentence has correct punctuation?
 - (A) Dans favorite poem is "The Charge of the Light Brigade.
 - (B) Ramons book was on Mindi's desk.
 - (C) Hey have you seen Jason's new cap.
 - (D) Lateesha wrote a poem called "In My House."
5. What kind of sentence is this?
The day had a bad beginning.
 - (A) declarative
 - (B) interrogative
 - (C) imperative
 - (D) exclamatory
6. What kind of sentence is this?
What time do you go to bed each night?
 - (A) declarative
 - (B) interrogative
 - (C) imperative
 - (D) exclamatory
7. What is the complete predicate of this sentence?
Luther Burbank developed many varieties of plants.
 - (A) Luther Burbank
 - (B) Burbank developed
 - (C) developed
 - (D) developed many varieties of plants
8. What part of this sentence is underlined?
The students and the librarian looked for the answer.
 - (A) simple subject
 - (B) complete subject
 - (C) simple predicate
 - (D) complete predicate
9. Which group of words is a complete sentence?
 - (A) Where the ocean meets the land.
 - (B) The beach in wintertime when it's cold.
 - (C) Wondering how soon the bus will come.
 - (D) The night was long and stormy.
10. Which group of words is NOT a complete sentence?
 - (A) Ben went to help Mrs. Taylor.
 - (B) He carried the heavy boxes to the truck.
 - (C) Stacking them neatly for the delivery.
 - (D) People all around town received the boxes.

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 of these sentences uses the correct form of the verb?
- (A) The music teacher come to our class yesterday.
 - (B) He said that he took the ball.
 - (C) We given it to them last year.
 - (D) Justin has ran that far many times.
12. Which of these sentences uses correct subject-verb agreement?
- (A) Mari and Mina has a large collection of postcards.
 - (B) They has one from every state.
 - (C) One of them have a picture of a beautiful waterfall.
 - (D) The water falls over three hundred feet to a pool below.

Use this paragraph to answer Questions 13 and 14.

Benjamin Franklin was a great American. He helped to write the Declaration of Independence. He founded one of our first libraries. He also organized the first fire company in America. Thomas Jefferson was another great American.

13. What is the topic sentence of this paragraph?
- (A) Benjamin Franklin was a great American.
 - (B) He helped to write the Declaration of Independence.
 - (C) He founded one of our first libraries.
 - (D) He also organized the first fire company in America.
14. Which sentence does not belong in this paragraph?
- (A) Benjamin Franklin was a great American.
 - (B) He founded one of our first libraries.
 - (C) He also organized the first fire company in America.
 - (D) Thomas Jefferson was another great American.
15. Which of these sentences best combines the two underlined sentences?
- Chan's father went to New York. He went on a plane.
- (A) Chan's father went to New York, and he went on a plane.
 - (B) Chan's father went to New York although he went on a plane.
 - (C) Chan's father went to New York on a plane.
 - (D) Chan's father went to New York when he went on a plane.
16. Where would be the best place to learn about the famous scientist Marie Curie?
- (A) dictionary
 - (B) encyclopedia
 - (C) atlas
 - (D) almanac

Capitalization—Using Capital Letters

Benchmark To apply the principles of capitalization in proper nouns, the names of people, days, months, holidays, places, groups, and important words in a title.

- Use a capital letter to begin **proper nouns**, such as the names of people, days, months, holidays, places, groups, historical events, and important words in a title.

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

Example:

- (A) Sadie and sam went to school on monday.
 (B) Thanksgiving Day is celebrated on a Thursday in november.
 (C) General Washington's soldiers camped at Valley Forge.
 (D) Thomas A. edison was a great american inventor.



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

1. (A) He told us that memorial day is a Legal Holiday.
 (B) The Students learned about the Junior red cross.
 (C) The St. Gotthard Tunnel in the Alps is over nine miles long.
 (D) Colonel George Goethals helped to build the panama canal.
2. (A) The Year 1775 marked the start of the revolutionary war.
 (B) The boston Tea party was a protest against the english tax on tea.
 (C) Marie curie, a Polish woman, discovered radium.
 (D) Franklin D. Roosevelt led the country during the Great Depression.
3. (A) Madagascar had been a French colony since 1892.
 (B) The inventor of the first Thermometer was galileo, an Italian.
 (C) The Washington monument is in washington, D.C.
 (D) General U.S. grant fought in the civil war.
4. (A) the state of pennsylvania was founded by the quakers.
 (B) The pilgrims landed at Plymouth Rock.
 (C) July 4th is also called Independence Day.
 (D) I got a letter from robert in reno, Nevada.
5. (A) We read Mina's favorite poem, "The Way Things Were."
 (B) Many people have a holiday from work on labor day.
 (C) Many soldiers fought in world war II.
 (D) The black stallion is a book about a beautiful horse.
6. (A) I told ethan to come back next wednesday.
 (B) We went to that new store down on main Street.
 (C) The Salvation Army helps people who are homeless.
 (D) Many people celebrate Father's Day in june.

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

7. The colorado river flows through the grand canyon.

Language

Punctuation—Periods, Commas, and Question Marks

Benchmark To practice the proper use of periods, commas, and question marks.

- 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. Use a **question mark** at the end of a question or an interrogative sentence.

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

Example:

- (A) Seth ran down Boston Blvd. last week.
 (B) No the cake is not ready yet.
 (C) Has anyone seen my lunch.
 (D) Dr King is not in his office today.



The correct answer is **A**. A period should be placed after an abbreviation.

1. (A) Yes we want to go to Hawaii next summer.
 (B) No I have never been on an island.
 (C) Have you been there?
 (D) Brandi, took the picture with my new camera.
2. (A) Mr I.M. Handy stared at the broken part.
 (B) Westminster Abbey is located in London England.
 (C) Yes it is a beautiful Gothic cathedral.
 (D) I read about it in the Stain St. Library.
3. (A) Mindy did you know that chocolate comes from the cacao tree.
 (B) A farmer must know about soil fertilizers animals and crops.
 (C) Dr Jenkins said that I should go to bed early.
 (D) Do you have a temperature?
4. (A) Hey, my toe fell off!
 (B) No, she was born on July 15 1992.
 (C) My brother bought a cap in Orlando Florida.
 (D) The date was August 10 2003.
5. (A) Do you know what to do for burns.
 (B) The Pilgrims landed at Plymouth on December 26, 1620.
 (C) Rattlesnakes copperheads and coral snakes are poisonous.
 (D) No I did not go with them to Gary, Indiana.
6. (A) Yes I would like another slice of watermelon.
 (B) Bill your shoelace is untied.
 (C) I received the package on February 13 2003.
 (D) The ancient Romans built arches, bridges, and theaters.

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

7. Mrs C C Cecil sent Susan some pens pencils and paper.

8. George Washington was born on February 22 1732 at Bridges Creek Virginia.

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:

- Ⓐ Huan found a man's shoes on the bus.
- Ⓑ Mr. Winter read a story called The Snowstorm."
- Ⓒ Allison asked, "Where are the Alps Mountains?"
- Ⓓ Theyre going to get hot out there.

The correct answer is **A**. An apostrophe should be used to show ownership.



1. Ⓐ Sams dad raises cows chickens and pigs on his farm.
Ⓑ The doctor said Yes, it is important that you go to bed early."
Ⓒ There were many boxes in the womans truck.
Ⓓ Jana read a story called "Hot Dog Helper."
2. Ⓐ Beni asked Who won the game last Saturday
Ⓑ I like to learn about famous explorers, Abel said.
Ⓒ "This book tells all about the Andes Mountains the teacher said.
Ⓓ The teacher asked, "Where are the Andes Mountains?"
3. Ⓐ She quickly answered, Yes."
Ⓑ I know the poem called "The Wide Ride" by memory.
Ⓒ She added, Its one of my favorite poems."
Ⓓ Ella read a short story named More Mouse Misery.
4. Ⓐ Have you been to Washington, D.C., yet? he asked.
Ⓑ Mom replied, "Were still not sure when to go."
Ⓒ My mother didnt go to work yesterday.
Ⓓ My dad asked, "Have you done your homework?"
5. Ⓐ Dont you like the sound of falling rain.
Ⓑ Juli said, "I havent heard it in a long time."
Ⓒ Mika's umbrella is in the closet.
Ⓓ Jason wrote a poem called "Things That Are Red.
6. Ⓐ The boy said, Squirrels store nuts in the winter.
Ⓑ The squirrel's nest was high in the tree.
Ⓒ I cant see its tail anymore.
Ⓓ Get away from that tree," the dog barked.

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

7. Raul said, We cant go to Shanes party on Saturday.

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?

Brazil is a country in South America.

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

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



1. What kind of sentence is this?

Do you know what crops are grown in Brazil?

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

5. What kind of sentence is this?

Put your toys away now.

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

2. What kind of sentence is this?

Coffee is grown in Brazil.

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

6. What kind of sentence is this?

Rest and sleep are important.

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

3. What kind of sentence is this?

Write an essay about the people of Brazil.

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

7. What kind of sentence is this?

I don't want to go to bed now!

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

4. What kind of sentence is this?

I hate to do homework!

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

8. What kind of sentence is this?

Do you want to get in trouble?

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