

Achieving Proficiency on Standardized Tests

Grade 8

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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 student 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. B, 3. B, 4. B, 5. C or A, 6. B, 7. A, 8. B, 9. A, 10. B, 11. D, 12. C, 13. C, 14. D, 15. C, 16. B; Sentences may vary. 17. The Sun slowly sank below the western horizon. As the night sky turned gray, the stars began to dot the darkness.

Page 4

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

Page 5

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

Page 6

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

Page 7

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

Page 8

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

Page 9

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

Page 10

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

Page 11

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

Page 12

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

Rewritten paragraph:

Campaign slogans are as certain in election years as the candidates themselves. In 1801, Thomas Jefferson's slogan was "For Jefferson and Liberty!" "Tippecanoe and Tyler Too!" was the 1840 campaign slogan of William Harrison, who fought in the Battle of Tippecanoe, and his running mate, John Tyler. In 1860, the banners and posters for Abraham Lincoln's candidacy said simply, "Honest Abe." Woodrow Wilson had one slogan in 1912, "The New Freedom," and another one in 1916, "He Kept Us Out of War!" Calvin Coolidge in 1924 proclaimed, "Keep Cool with Coolidge," and in 1928, Herbert Hoover promised "A Chicken in Every Pot and a Car in Every

Garage." In the 1930s, Franklin D. Roosevelt used the slogan "A New Deal." Harry Truman promised "The Fair Deal" in 1948. "I Like Ike" was the slogan for Dwight Eisenhower in 1952. John F. Kennedy's 1960 campaign posters said, "A Time for Greatness," and Lyndon Johnson promised "The Great Society" in 1964. In each case the slogans must have worked, for each candidate became president.

Page 13

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

Page 14

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

Page 15

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

Page 16

Narrations will vary. Narrations should have a clear sense of beginning, middle, and end.

Page 17

Persuasive paragraphs will vary. Check that persuasions have a clear claim and good support.

Page 18

1. C, 2. C, 3. A, 4. C, 5.-6. Sentences may vary. 5. The Sun was obscured by rolling clouds, the wind was rising, and the rumble of distant thunder could be heard.,
6. There stood my old roommate. He had come a thousand miles to visit me. I was very glad to see him.

Page 19

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

Page 20

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

Page 21

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

Pages 23-24

1. A, 2. D, 3. C, 4. B, 5. D, 6. B, 7. C, 8. A, 9. Descriptive sentences will vary. Be sure the student uses a simile in the description. 10. B, 11. D, 12. B, 13. D, 14. C, 15. D; Summaries will vary. Possible response: The United States was reluctant to enter World War II until the Japanese bombed Pearl Harbor on December 7, 1941. The United States immediately declared war against Japan, but the country was unprepared for war and lost many early battles. However, factories in the United States quickly produced war materials, and the Japanese were defeated. After atomic bombs were dropped on two Japanese cities, Japan surrendered on August 14, 1945.

Page 25

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

Page 26

Answers will vary. 1. a type of water that falls from the sky during a weather event, 2. the speed of something, 3. the amount of moisture in the air, 4. any large body of air with a uniform temperature and humidity, 5. the forward edge of an air mass, 6. the height of something, especially height above sea level, 7. very cold, 8. an instrument used to measure air pressure

Page 27

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

Page 28

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

Page 29

1. D, 2. C, 3. D, 4. A; Main ideas will vary. Possible response: Four types of volcanoes can be found in this country: shield volcanoes, cinder cone volcanoes, plug-dome volcanoes, and composite volcanoes.

Page 30

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

Page 31

1. Lightning is caused by electricity generated by clouds. 2. The heat of a lightning bolt expands the air around it. The expansion of air causes the sound waves that make thunder. 3. The air makes sound waves because the heat of the lightning bolt makes the air expand so rapidly and forcefully. 4. The rapidly moving air is compared to the rings formed when a rock is thrown in a lake.

Page 32

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

Page 33

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

Page 34

1. B, 2. A, 3. B

Page 35

1. D, 2. C, Summaries will vary. Possible response: The two main political parties in the United States, the Democrats and the Republicans, both have an animal associated with them. The Democrats are represented by a donkey. The Republicans are represented by an elephant. Both these animal symbols were created by the cartoonist Thomas Nast in the late 1800s.

Page 36

Answers will vary. Possible responses: 1. Whitman seems to be comparing a captain in command of a ship to Abraham Lincoln in command of the United States during the Civil War. 2. The fearful trip the poet mentions is probably the Civil War. 3. The prize the poet mentions is probably the victory the North achieved and the restoration of the Union. 4. The poet says that the fearful trip is over and a prize has been won, causing the people to celebrate. However, at the same time, the Captain is cold and dead, causing grief and tears.

Page 37

1. C, 2. D, 3. B, 4. D; Sentences will vary. Amy seems to realize that she was angry at Kristen without thinking of the reasons Kristen did not invite her.

Page 38

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

Page 39

1. B, 2. D, 3. C, 4. A; Explanations will vary. Possible response: An afterimage occurs when the brain is processing signals about two different images. A second image begins arriving in the brain at the same time a first image is finishing arriving, so the first image is left over and shown in the brain with the second image.

Page 40

1. D, 2. B, 3. C, 4. D; Sentences will vary. Possible response: Unlike the New England colonies, the Middle Colonies allowed people of any religious belief to live there. Unlike the Southern Colonies, the farmers in the Middle Colonies had smaller farms and did not use slaves.

Page 41

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

Pages 43-44

1. C, 2. B, 3. C, 4. B, 5. A, 6. C, 7. B, 8. A, 9. A, 10. B, 11. B, 12. A, 13. C, 14. C, 15. B, 16. C, 17. A, 18. B, 19. C, 20. B, 21. B, 22. C, 23. C, 24. A

Page 45

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

Page 46

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

Page 47

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

Page 48

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

Page 49

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

Page 50

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

Page 51

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

Page 52

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

Page 53

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

Page 54

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

Page 55

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

Page 56

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

Page 57

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

Page 58

Explanations may vary. 1. To find the size of the second angle, subtract 105 (the size of the first angle) from 180. 2. To find the amount of the lunch bill not including the tax, you can set up a ratio

or proportion. If \$1.06 equals 8% of the bill, then you need to find the amount that equals 100% of the bill. A ratio would do this. 3. To find the amount of dry land, you must find the area of the total piece of land. From that total area, you would subtract the area of the circular pond. The result would be the amount of dry land. 4. You can use percentage to find how much she sold it for. If 100% equals the amount she paid five years ago, then 120% would be the amount she sold it for now. You could multiply the original purchase price by 1.2. 5. To solve this problem takes several steps. First, you would find the regular price of the cloth by dividing \$12.50 by 3 to get the regular price per yard. Then, you would multiply the price per yard by 2/3 to get the sale price of one third off. Then, you would multiply the sale price by 7 1/3 yards to get the cost. 6. First, you would multiply 7 x 12 to get the number of eggs the restaurant starts with. Subtract 2 broken eggs. Then subtract the 22 eggs used in the eleven 2-egg omelets. Then subtract the 9 eggs left at the end of the day. Then divide the result by 3 to find how many 3-egg omelets were made. Answer: Seventeen 3-egg omelets were made.

Page 59

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

Page 60

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

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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) Henderson is now a Lawyer in Reno nevada.
 - (B) Uncle Karl lost his car keys somewhere in the Grand Canyon.
 - (C) He had driven there all the way from Bangor, maine.
 - (D) Chan read Fred gipson's Novel called Old yeller.
2. Which sentence has correct punctuation?
 - (A) Kara bought paper pens and pencils at Bobs Office Supply.
 - (B) On Monday, May 21, they left for a trip to London, England.
 - (C) Gene doesnt want to go to Grandpa's farm in Oatmeal Arkansas.
 - (D) Sarah's new poem is titled All the Problems I Have with Math.
3. What kind of sentence is this?
Will you be ready to start work tomorrow?
 - (A) declarative
 - (B) interrogative
 - (C) imperative
 - (D) exclamatory
4. What kind of sentence is this?
The men flashed their light once, twice, and then the reply came.
 - (A) simple
 - (B) compound
 - (C) complex
 - (D) interrogative
5. What is the underlined group of words?
The soldiers on guard nodded, and one actually smiled.
 - (A) independent clause
 - (B) dependent clause
 - (C) coordinate clause
 - (D) phrase
6. What is the underlined group of words?
As I walked down the long hallway, my hands began to sweat.
 - (A) independent clause
 - (B) dependent clause
 - (C) coordinate clause
 - (D) phrase
7. Which group of words is a complete sentence?
 - (A) Our class put on a show for the public.
 - (B) At the end of the school year.
 - (C) Which everyone said was the best they had seen.
 - (D) Considering that the show was free.
8. Which group of words is NOT a complete sentence?
 - (A) I am trying to learn to play golf with my father.
 - (B) Whose patience is wearing quite thin these days.
 - (C) He tells me again and again how to grip the club.
 - (D) However, I just can't do it the right way.
9. What part of speech is the underlined word in this sentence?
All the jury agreed on the verdict.
 - (A) noun
 - (B) verb
 - (C) pronoun
 - (D) adverb
10. What part of speech is the underlined word in this sentence?
Literature is an interesting subject.
 - (A) conjunction
 - (B) adjective
 - (C) preposition
 - (D) adverb

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 language correctly?
- (A) How many of them there apples did you eat?
 - (B) That is the girl whom arrived first.
 - (C) We all saw what Jeremy had did.
 - (D) It was not I to whom they waved.
12. Which of these sentences uses correct subject-verb agreement?
- (A) All the city's water wells has run dry.
 - (B) Mr. Stevens was richer than his neighbors was.
 - (C) The first of the two racers was running swiftly.
 - (D) The spot where the boys had gone swimming were very deep.
13. What is the topic sentence of this paragraph?
- (A) Many essential raw materials are found within the borders of the United States.
 - (B) But some of the most strategic materials must be imported from abroad.
 - (C) Hence, despite its great national wealth, the United States is not entirely self-sufficient.
 - (D) People in this country also like foreign foods.
14. Which sentence does not belong in this paragraph?
- (A) Many essential raw materials are found within the borders of the United States.
 - (B) But some of the most strategic materials must be imported from abroad.
 - (C) Hence, despite its great national wealth, the United States is not entirely self-sufficient.
 - (D) People in this country also like foreign foods.
15. What are two materials that must be imported from other countries?
- (A) manganese and gravel
 - (B) rubber and cement
 - (C) tin and tungsten
 - (D) tin and copper
16. Which of these sentences best combines the three underlined sentences?

Use this paragraph to answer Questions 13–15.

Many essential raw materials are found within the borders of the United States. But some of the most strategic materials must be imported from abroad. For example, we must rely upon foreign sources for manganese, rubber, tin, tungsten, and other materials. Hence, despite its great national wealth, the United States is not entirely self-sufficient. People in this country also like foreign foods.

Bart had gone to the store for groceries. George had gone to the store for groceries, too. Neither knew of the other's intentions.

- (A) Bart had gone to the store for groceries and George had gone to the store for groceries, but neither knew of the other's intentions.
- (B) Both Bart and George had gone to the store for groceries, but neither knew of the other's intentions.
- (C) Both Bart, along with George, too, had gone to the store for groceries, but neither knew of the other's intentions.
- (D) Bart had gone to the store, and George had gone to the store, but neither knew of the other's intentions about the groceries.

Directions Rewrite the one long sentence using two shorter sentences.

17. The Sun slowly sank below the western horizon, the night sky turned gray, the stars began to dot the darkness. _____
- _____

Language

Capitalization and Punctuation—
Using Capital Letters and Punctuation

Benchmark To apply the principles of capitalization in proper nouns and punctuation in various situations.

You must use **capital letters** and **punctuation marks** properly to make your writing more effective.

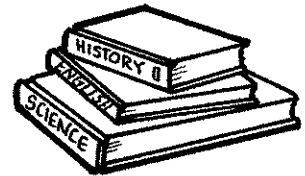
Directions Darken the circle by the correct answer for each question.

Example:

Which sentence has correct capitalization?

- (A) The automobile contained General marshall and two Colonels.
- (B) Next year i expect to attend washington High School.
- (C) In high school I plan to study History, Science, and english.
- (D) The Japanese attack on Pearl Harbor startled the American people into action.

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



1. Which sentence has correct capitalization?

- (A) For many years Mr. Gordon had been a member of the Elks Club and the American Legion.
- (B) The Doctor ran a private Hospital on Euclid Avenue in Cleveland, ohio.
- (C) Ann and I decided to take a vacation cruise to some Islands in the caribbean sea.
- (D) Albert and Eli moved from Memphis, Tennessee, to little rock, Arkansas.

2. Which sentence has correct capitalization?

- (A) Uncle Ed and Aunt emma sent us a postcard from the Painted desert.
- (B) Bill, Mr. Edwards, and tim ate pizza at the new diner on First street.
- (C) "Fire and ice" is a famous poem by robert Frost.
- (D) James Fenimore Cooper wrote a novel called The Deerslayer.

3. Which sentence has correct punctuation?

- (A) Didnt you lose Chet's new jacket?
- (B) Jims brother wrote a poem called "The Last Inning.
- (C) Audra's mother made sandwiches, cookies, and drinks for the picnic.
- (D) The Lord of the Rings is J.R.R. Tolkien's famous novel.

4. Which sentence does NOT have correct punctuation?

- (A) Where has Teena's father been all afternoon?
- (B) They moved here from Miami Florida, on April 1 2003.
- (C) The old man, my uncle, moved slowly across the street.
- (D) I just read Robert Frost's poem called "Mending Wall."

5. Which sentence has correct capitalization and punctuation?

- (A) Mrs Murphy's story was published in the magazine Story Monthly.
- (B) Leeza and i read Mark Twain's story called "The Mysterious Stranger.
- (C) "Yes I guess that is true Mr Simmons," Vince admitted.
- (D) Terri, my brother's girlfriend, wants to join the Peace Corps.

6. Which sentence has correct capitalization and punctuation?

- (A) Mr. L.L. Owens and Miss P.J. Johnson went to the same college.
- (B) On which side of the road is Roberts new house.
- (C) Edgar allan poe wrote a very popular poem called The Raven.
- (D) Poe lived in Baltimore, Maryland, for several year's.

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. A **simple sentence** contains one independent clause. A **compound sentence** contains two or more independent clauses. A **complex sentence** contains one independent clause and one or more dependent clauses.

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

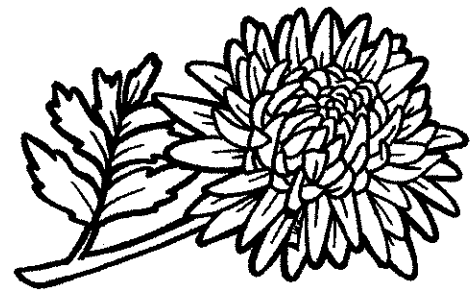
Example:

What kind of sentence is this?

What a beautiful chrysanthemum that is!

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

The correct answer is D. An exclamatory sentence ends with an exclamation mark.



1. What kind of sentence is this?
The best of us sometimes make mistakes.
(A) declarative (C) imperative
(B) interrogative (D) exclamatory
2. What kind of sentence is this?
Why did you not tell me that before, Mr. Bell?
(A) declarative (C) imperative
(B) interrogative (D) exclamatory
3. What kind of sentence is this?
Please turn in your homework at the end of the class.
(A) declarative (C) imperative
(B) interrogative (D) exclamatory
4. What kind of sentence is this?
The boats, with all sails limp, sat empty in their slips.
(A) declarative (C) imperative
(B) interrogative (D) exclamatory
5. What kind of sentence is this?
Marlene was wearing the blue dress that Fritz liked.
(A) declarative (C) imperative
(B) interrogative (D) exclamatory
6. What kind of sentence is this?
Oh, what a beautiful garden you have!
(A) declarative (C) imperative
(B) interrogative (D) exclamatory
7. What kind of sentence is this?
For a short space of time there was silence, and then Keith whistled softly.
(A) declarative (C) imperative
(B) interrogative (D) exclamatory
8. What kind of sentence is this?
Lars stamped the snow off his boots and knocked his hands together to warm them.
(A) declarative (C) imperative
(B) interrogative (D) exclamatory

Language

Sentences—Sentences, Clauses, and Phrases

Benchmark To identify complete sentences, clauses, and phrases.

A **complete sentence** is a group of words containing a subject and predicate and expressing a complete thought. A **complete sentence** is also called an independent clause. A **dependent** or **subordinate clause** is a group of words containing a subject and a predicate that depends on other words for its meaning. A **dependent clause** is introduced by a subordinate conjunction. A **phrase** is a group of words containing neither subject nor predicate.

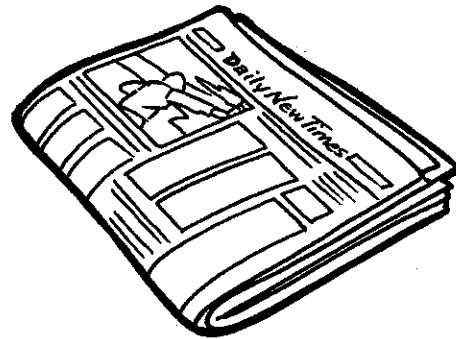
Directions Read each group of words. Then darken the circle by the term that identifies the group of words.

Example:

After we had arrived.

- (A) complete sentence
- (B) dependent clause
- (C) phrase

The correct answer is B. The group of words contains a subject and a predicate, but it does not express a complete thought. So, it is a dependent clause.



1. You have never been late to school.
 - (A) complete sentence
 - (B) dependent clause
 - (C) phrase
2. Into the brightly lighted room.
 - (A) complete sentence
 - (B) dependent clause
 - (C) phrase
3. When I saw the latest edition of the paper.
 - (A) complete sentence
 - (B) dependent clause
 - (C) phrase
4. Then I saw the latest edition of the paper.
 - (A) complete sentence
 - (B) dependent clause
 - (C) phrase
5. As we walked down the long, narrow corridor.
 - (A) complete sentence
 - (B) dependent clause
 - (C) phrase
6. While waiting for Amy to come.
 - (A) complete sentence
 - (B) dependent clause
 - (C) phrase
7. Before the excited students had gone home.
 - (A) complete sentence
 - (B) dependent clause
 - (C) phrase
8. We enjoyed the scenery along the new highway.
 - (A) complete sentence
 - (B) dependent clause
 - (C) phrase
9. Making them seem long and lean.
 - (A) complete sentence
 - (B) dependent clause
 - (C) phrase
10. Defining sentences, clauses, and phrases.
 - (A) complete sentence
 - (B) dependent clause
 - (C) phrase

Language

Sentences—Independent, Dependent, and Coordinate Clauses

Benchmark To identify independent, dependent, and coordinate clauses.

An **independent clause** is one that can stand alone or can make a complete sentence by itself. A **dependent** or **subordinate clause** is one that modifies an independent clause. A **dependent** or **subordinate clause** cannot make a complete sentence by itself. A **coordinate clause** is one that has equal rank with another clause in the sentence.

Directions Read each group of words. Pay attention to the underlined words. Then darken the circle by the term that identifies the underlined group of words.

Example:

We seldom see Mr. Brown, who is our nearest neighbor.

- (A) independent clause
- (B) dependent clause
- (C) coordinate clause

The correct answer is B. The underlined words form a dependent clause. They modify the independent clause.



1. Janeen is the new leader of the group.
 - (A) independent clause
 - (B) dependent clause
 - (C) coordinate clause
2. Miri was elected secretary, and Jaime was elected treasurer.
 - (A) independent clause
 - (B) dependent clause
 - (C) coordinate clause
3. This is the person who will give us our instructions.
 - (A) independent clause
 - (B) dependent clause
 - (C) coordinate clause
4. Everyone enjoyed the movie that was shown.
 - (A) independent clause
 - (B) dependent clause
 - (C) coordinate clause
5. When we arrived, the program had started.
 - (A) independent clause
 - (B) dependent clause
 - (C) coordinate clause
6. I wanted to read the book, but I did not have enough time to read it carefully.
 - (A) independent clause
 - (B) dependent clause
 - (C) coordinate clause
7. When it began to rain, the picnic was postponed.
 - (A) independent clause
 - (B) dependent clause
 - (C) coordinate clause
8. An independent clause can stand alone, but a dependent clause cannot stand by itself.
 - (A) independent clause
 - (B) dependent clause
 - (C) coordinate clause
9. Jan wore the dress that we had made.
 - (A) independent clause
 - (B) dependent clause
 - (C) coordinate clause
10. After he had finished reading the letter, Matt put it on his desk.
 - (A) independent clause
 - (B) dependent clause
 - (C) coordinate clause