

*Important Concepts . . .*

# Preview Review



***Language Arts Grade 5 TEACHER KEY***

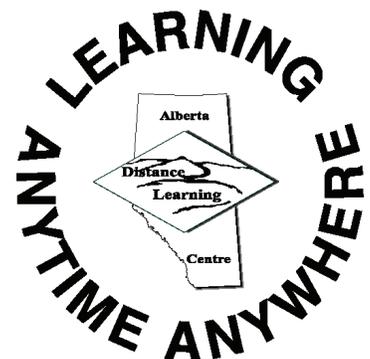
***W1 - Quiz***

Important Concepts of Grade 5 Language Arts	Materials Required
W1 - Lesson 1 ..... Sentence Structure W1 - Lesson 2 ..... Sentence Types W1 - Lesson 3 ..... Paragraphs W1 - Lesson 4 ..... Narrative Paragraphs W1 - Lesson 5 ..... Review <b>W1 - Quiz</b>	<b>Textbooks</b>  <i>Collections: Tales– Clever, Foolish, and Brave</i>
W2 - Lesson 1 ..... Poetry 1 W2 - Lesson 2 ..... Poetry 2 W2 - Lesson 3 ..... Narrative Elements 1 W2 - Lesson 4 ..... Narrative Elements 2 W2 - Lesson 5 ..... Review <b>W2 - Quiz</b>	
W3 - Lesson 1 ..... The Writing Process 1 W3 - Lesson 2 ..... The Writing Process 2 W3 - Lesson 3 ..... The Writing Process 3 W3 - Lesson 4 ..... Spelling W3 - Lesson 5 ..... Review <b>W3 - Quiz</b>	

Language Arts Grade 5  
 Version 5  
 Preview/Review W1 - Quiz Teacher Key

Publisher: Alberta Distance Learning Centre  
 Author: Pam Wenger  
 In-House Teacher: Bill Peterson

Project Coordinator: Dennis McCarthy  
 Preview/Review Publishing Coordinating Team: Nina Johnson,  
 Laura Renkema, and Donna Silgard



The Alberta Distance Learning Centre has an Internet site that you may find useful. The address is as follows: <http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

**ALL RIGHTS RESERVED**

Copyright © 2007, by Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Additional copies may be obtained from the Alberta Distance Learning Centre.

No part of this courseware may be reproduced or transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.

**IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.**

# Preview/Review Concepts for Grade Five Language Arts

## *TEACHER KEY*



*W1 - Quiz*



## W1 - Quiz

### Part I: Sentence Structure Review

A. In each sentence, underline the subject and double underline the predicate.

1. My dog chases cars.
2. The drivers get angry at him.
3. Skunks and porcupines are sometimes hit by cars.
4. I wish animals would stay off the roads.
5. All drivers should watch for animals, especially at night.

B. Write (C) in front of the complete sentences and (F) in front of the sentence fragments.

- F 1. A Siamese cat.
- C 2. The alley cats were howling.
- F 3. Always eats kitchen scraps.
- C 4. Cat food is expensive.
- F 5. At the grocery store, my cat.

C. Rewrite the fragments from Section B so that they are complete sentences.

*Answers will vary. Predicates should be added to 1 and 5, and a*

*subject to 3.*

---

---

---

---

---

---

D. Write (S) in front of the simple sentences and (C) in front of the compound sentences.

  C   1. Five skunks crossed the road, and five dogs followed them.

  C   2. I looked for the skunks, but they were gone.

  S   3. An army of skunks could create a lot of problems.

  S   4. Can skunks climb telephone poles?

  C   5. The skunk stole the dog's food, or the dog ate it yesterday.

E. Combine each pair of simple sentences into one compound sentence.

*Joining words may vary. Check for comma use.*

1. My dog is brown. My skunk is black and white.

*Example: My dog is brown, but my skunk is black and white.*

---

---

2. Skunks can be good pets. My mother won't let me have one.

---

---

3. We watched the skunks. They dug up the carrots.

---

---

4. There is a skunk on the porch. There is a cat up the tree.

---

---

5. My dad thinks I am crazy. I like skunks.

---

---

## Part II: Sentence Type Review

F. Tell whether the following sentences are telling (**T**), asking (**A**), commanding (**C**), or exclaiming (**E**) sentences.

  E   1. My hair is a mess!

  A   2. Are you having a bad hair day?

  T   3. Hair keeps many animals warm.

  C   4. Pass the hair brush.

  T   5. My mother says I give her grey hair.

G. Write your own example of each type of sentence.

*Answers will vary. Check for correct end punctuation.*

1. Telling: \_\_\_\_\_

\_\_\_\_\_

2. Asking: \_\_\_\_\_

\_\_\_\_\_

3. Commanding: \_\_\_\_\_

\_\_\_\_\_

4. Exclaiming: \_\_\_\_\_

\_\_\_\_\_

### Part III: Paragraph Review

H. In the following paragraph, underline the topic sentence and double underline the concluding sentence.

My hair is always a mess! When I play outside, my hair gets dirty and blows around. ~~My dog's fur gets pretty dirty outside, too.~~ When I play ringette, my hair gets sweaty and matted down under the helmet. Washing and drying often makes it frizzy and hard to brush. ~~My skin also gets dry and chapped in the winter.~~ I wish there was some way to make my hair look decent!

I. In the question H paragraph, not all the supporting details relate well to the topic sentence. Give the paragraph better unity by crossing out the sentences that do not belong.

### Part IV: Narrative Paragraph

J. Tell part of a story by writing a narrative paragraph of 5 to 10 sentences. Be sure you have events in the correct order and that all events relate to the topic.

*Answers will vary. Check for topic and concluding sentences, correct order of events, and paragraph unity.*

---

---

---

---

---

---

---

---

---

---





