

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 W1 - Quiz 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 W2 - Quiz 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 W3 - Quiz	Textbooks <i>Collections: Tales– Clever, Foolish, and Brave</i>

Language Arts Grade 5

Version 5

Preview/Review W1 - Quiz Teacher Key

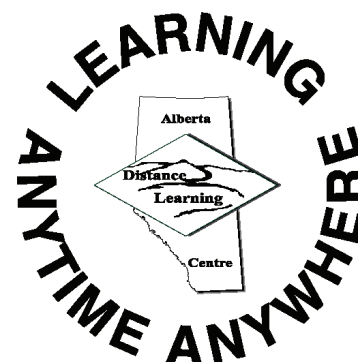
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Preview/Review Concepts for Grade Five Language Arts

TEACHER KEY



W1 - Quiz

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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.

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