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# INTRODUCTION

This bulletin provides specific information about the *Alabama High School Graduation Exam*, Third Edition (AHSGE). Educators representing each state school board district as well as both city and county school systems served on the committees that determined the standards and objectives; determined the eligible content for the test; and reviewed, revised, and approved the actual items.

The standards and objectives for the AHSGE are also found in *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for the Alabama High School Graduation Exam*, Bulletin 1997, No. 16, and *Standards and Objectives (Social Studies) for the Alabama High School Graduation Exam*, Bulletin 1998, No. 13. The standards and objectives for language are specifically referenced in this document.

Teachers must be familiar with this document if they teach content that relates to the objectives measured on the graduation exam in the middle grades or in the high school grades. Further, teachers must use this document in focusing instruction for students who have demonstrated weaknesses on objectives measured on the pre-graduation examination and the AHSGE.

An item specification has a distinct purpose and provides essential information concerning the testing of an objective. Item specifications for language will follow this order:

<b>STANDARD</b>	Broad area of content to be assessed
<b>OBJECTIVE</b>	Specific skill within a standard to be assessed
<b>ELIGIBLE CONTENT</b>	Clarification and elaboration of an objective (where applicable)
<b>SAMPLE ITEMS</b>	Item formats to test each objective

The sample items in this bulletin will **not** be found on the pre-graduation examination or the AHSGE. The number of sample items in this bulletin does not necessarily reflect the weight of the content on the test. In order to identify the weight of the content, the following chart shows the number of items for each language objective.

<b>OBJECTIVES</b>		<b>NUMBER OF ITEMS</b>
I-1	Identify correct noun forms	5
I-2	Identify correct verb forms	5
I-3	Recognize subject-verb agreement	5
I-4	Recognize pronoun-antecedent	5
I-5	Identify verb shifts	5
I-6	Identify correct pronoun case	5
I-7	Identify effective use of voice	5
I-8	Determine correct use of modifiers	5
I-9	Identify commonly confused words	5
II-1	Use clear, vivid, precise language	5
II-2	Use formal and informal language	5
III-1	Demonstrate correct sentence structure	5
III-2	Demonstrate internal parallelism	5
IV-1	Demonstrate correct use of capitalization	5
IV-2	Demonstrate correct use of commas	5
IV-3	Demonstrate semicolon and colon usage	5
IV-4	Demonstrate quotation marks and underlining	5
IV-5	Demonstrate correct use of the apostrophe	5
V-1	Paragraph progression and completeness	10
<b>TOTAL</b>		100

**ITEMS**

**BY**

**STANDARD AND OBJECTIVE**



**STANDARD I:** The student will recognize correct grammar and usage.

## OBJECTIVE

1. Identify correct noun forms (singular and plural).

## ELIGIBLE CONTENT

- Regular and irregular forms.
- Collective nouns.
- Proper nouns.
- Compound nouns.
- Words with alternate accepted forms. (Note: The plural of *index* could be *indexes* or *indices*.)

## SAMPLE ITEMS

**1**

Choose the sentence that is written correctly.

- \* **A** A chorus of donkeys greeted the dawn.
- B** The Smith's bought a new house last week.
- C** The author added four appendix to her book.
- D** Three young foxen were romping in the snow.

**2**

Choose the sentence that contains an error.

- A** Can anyone name all the gulfs on the map?
- \* **B** Bushs along the roadside were turning green.
- C** The waves crashed onto the beach with a roar.
- D** There were many kinds of potatoes in the supermarket.

**3**

Choose the sentence that contains an error.

- A** Across the entire western states, the skies are clear.
- B** The town council recognized the rescuers as heroes.
- \* **C** The two musicians were son-in-laws of the conductor.
- D** How many former secretaries of state are still living?

**STANDARD I:** The student will recognize correct grammar and usage.

**OBJECTIVE**

2. Identify correct verb forms.

**ELIGIBLE CONTENT**

- Regular and irregular verbs.
- Number.
- Tense.

**SAMPLE ITEMS**

**1**

Choose the correct word or words to complete the sentence.

**After the next lap, I \_\_\_ a hundred meters.**

- A** swam
- B** have swum
- C** am swimming
- \* **D** will have swum

**2**

Choose the sentence that contains an error.

- A** Did he catch that fly ball?
- B** He wore his new jeans today.
- C** Have the children drunk their milk?
- \* **D** They tooked a trip to La Grange, Georgia.

**3**

Choose the sentence that is written correctly.

- A** I brung my camera to take your picture.
- B** Is the ice cream still froze, or is it melting?
- C** He knowed the answer but didn't raise his hand.
- \* **D** The dog chased the children as it ran through the park.

**4**

Choose the sentence in which the underlined word or words are written correctly.

- A** After they ate lunch, Tim and Max will walk to the park.
- \* **B** When Mary had completed the assignment, she submitted her portfolio.
- C** Because the stadium was very hot, many fans are leaving the game early.
- D** If Angelica would have studied more, she would have made better grades.

**5**

Choose the sentence in which the underlined word is an error.

- \* **A** Neither Brenda nor Larry like popcorn.
- B** Some of the children eat pizza for lunch.
- C** Both Derrick and Katie run in the morning.
- D** Either my cat or my dogs stole the chicken off the table.



**STANDARD I:** The student will recognize correct grammar and usage.

## OBJECTIVE

3. Recognize subject-verb agreement.

## ELIGIBLE CONTENT

- Singular and plural subjects, including compound subjects. (Note: Compound subjects will include those joined by “or,” with the second element singular or plural.)
- Compound in form, singular in meaning.
- Plural in form, singular in meaning.
- Regular and inverted order.
- Collective nouns, when correct verb form depends on rest of sentence.
- Sentences with intervening phrases.
- Indefinite pronoun as subject.
- Correlative conjunctions.

## SAMPLE ITEMS

**1**

Choose the sentence that is written correctly.

- A** Each one of the teachers were given an award.
- \* **B** Either my brothers or my sister is driving me to the airport.
- C** Few of the students really understands the calculus problem.
- D** The decision of the lower courts were reversed by the appeals court.

**2**

Choose the sentence that contains an error.

- A** One of the ten dollar bills was counterfeit.
- B** This collection of stories is not very good.
- C** The ability of these children surprises everyone.
- \* **D** The effects of sunburn is sometimes quite harmful.

**3**

Choose the correct word or words to complete the sentence.

\_\_\_\_\_ is driving from Huntsville to Mobile.

- A I
- B We
- \* C Her sister
- D Her sisters

**4**

Choose the sentence in which the underlined word is correct.

- \* A An ant and a wasp are insects.
- B Chemicals used in industry is sometimes harmful.
- C Only a few people gets to see the actors backstage.
- D “Memories” are the name of the poem I am reading.

**5**

Choose the sentence in which the underlined word is an error.

- A There are twenty-four chapters in the book.
- \* B He don't swim well enough to cross the lake.
- C Three fourths of the forest was burned by the fire.
- D The safety factors in a helmet are important in an accident.

**6**

Choose the sentence in which the underlined word is an error.

- A Seven times three is twenty-one.
- B There are four books to read this semester.
- C She is one of those people who are always cheerful.
- \* D Three fourths of the amount have to be paid next week.

**STANDARD I:** The student will recognize correct grammar and usage.

**OBJECTIVE**

4. Recognize pronoun-antecedent agreement in number and gender.

**ELIGIBLE CONTENT**

None specified.

**SAMPLE ITEMS**

**1**

Choose the sentence that is written correctly.

- \* **A** The cat ate its food quickly.
- B** Each student voted for its favorite food.
- C** The groom found its tuxedo in the closet.
- D** Todd and Keith went to his own graduation on Sunday.

**2**

Choose the sentence in which the underlined word is correct.

- \* **A** Jane washed her car right before it rained.
- B** Each of the roses has their own distinct smell.
- C** Some of the rabbits chewed through its cages.
- D** Most of the people clapped her hands after the show.

**3**

Choose the sentence that contains an error.

- \* **A** The bull lost her way in the storm.
- B** Mrs. Jones put her money in the safe.
- C** Mark guided his canoe to the edge of the waterfall.
- D** Jake and Ed put on their hats when they went outside.

**4**

Choose the correct word to complete the sentence.

**The citizens at the meeting expressed \_\_\_\_\_ opinions articulately.**

- A** its
- B** his
- C** they
- \* **D** their

**5**

Choose the sentence in which the underlined word is an error.

- A** Neither Bob nor Joe remembered to bring his notes.
- B** The singers spent long hours coordinating their outfits.
- \* **C** Every dog in the show is wearing their own personalized collar.
- D** Both Mary and Sharon are taking their gym bags to class.

**STANDARD I:** The student will recognize correct grammar and usage.

**OBJECTIVE**

5. Identify incorrect shifts in verb tense.

**ELIGIBLE CONTENT**

- Verb shifts within sentences.
- Verb shifts within paragraphs.
- All tenses.

**SAMPLE ITEMS**

**1**

Choose the sentence that is written correctly.

- A** A new courthouse was built where the old hotel was.
- B** Laura had hoped to have seen Mark on her trip to Tallahassee.
- \* **C** When Daniel had been walking for a year, his parents bought him a tricycle.
- D** By the time John is graduated from high school, Daphne had taught for five years.

**2**

Choose the sentence that contains an error.

- A** We hope this will be a good party.
- B** We hope everything will turn out well.
- \* **C** We hope you will have enjoyed the movie.
- D** We hope the program will prove entertaining.

**3**

Read the paragraph. Find the sentence that contains an incorrect shift in tense.

(1) Ellen walked up to the door with her books in her arms and knocked softly.

(2) A blue-eyed woman opens the door and asks her what she wants. (3) Ellen told her that she had come over to study with Janice. (4) The woman invited her in and told her that Janice would be back soon.

- A** Sentence 1
- \* **B** Sentence 2
- C** Sentence 3
- D** Sentence 4

**4**

Read the paragraph. Find the sentence that contains an inappropriate shift in tense.

(1) Barbie and Dan had received their tickets in the mail. (2) They have called Joan and Alan about the concert. (3) They will meet at the high school parking lot. (4) From there, they will take the bus to the stadium.

- \* **A** Sentence 1
- B** Sentence 2
- C** Sentence 3
- D** Sentence 4

**STANDARD I:** The student will recognize correct grammar and usage.

## OBJECTIVE

6. Identify correct pronoun case.

## ELIGIBLE CONTENT

- Nominative, objective, possessive case. (Note: Pronoun case may include reflexive pronouns.)
- Contractions.
- Misspellings such as “our’s” and “her’s.”

## SAMPLE ITEMS

- 1** Choose the sentence that is written correctly.
- A** Both Jim and me noticed the mistake.
- B** When are you and him coming to see me?
- C** Marilyn and me were elected to the student council.
- \* **D** Our family and they have known each other for years.

- 2** Choose the sentence that contains an error.
- A** Is that painting in the gallery yours?
- B** Beth prides herself on always being neatly dressed.
- C** Because the children had no toys, we decided to share ours.
- \* **D** If you have watched the Atlanta Braves, you have seen baseball at it’s best.

- 3** Choose the sentence in which the underlined word is correct.

- A** Each of them worked long hours in their jobs.
- B** Brenda and her are coming over tonight to rehearse.
- C** I found Mark and he waiting for me at the other entrance.
- \* **D** If every team member plays her best game, we should win easily.

- 4** Choose the sentence in which the underlined word is an error.

- A** Either Kim or Mary forgot to make her lunch.
- \* **B** The painters brought her own brushes in the truck.
- C** Every boy on the soccer team remembered his shoes.
- D** Both Linda and Terri are putting their magazines under the bed.

**5**

Choose the correct word to complete the sentence.

**Tammy and \_\_\_\_\_ were elected to the student council.**

**A** me

**\* B** I

**C** them

**D** myself



**STANDARD I:** The student will recognize correct grammar and usage.

**OBJECTIVE**

7. Identify effective use of voice.

**ELIGIBLE CONTENT**

- Active voice.
- Passive voice.

Note: Active verbs preferred over passive.

**SAMPLE ITEMS**

**1** Choose the sentence written in the active voice.

- A A nap is being taken by the dog.
- \* B In the morning, I will cook breakfast.
- C Many were struck by the honesty in the poem.
- D The campaign for governor was run by Janet Smith.

**2** Identify the sentence that is written in the passive voice.

- A Jason toured Europe with a national boys' choir.
- B Jamie recruited seven students to work in the art gallery.
- \* C John H. Jones, noted author, was recognized by an alert fan.
- D David is studying computer-assisted drafting at the technical school.

**3** Choose the sentence that is written in the active voice.

- A Her coat was left in the cabin overnight.
- B The janitor will be missed by the teachers.
- \* C At 0°C, the water freezes on the lake.
- D A smile was noticed on Mr. Gray's usually stern face.

**4** Select the sentence that is written in the passive voice.

- A The key ring also held a small flashlight.
- B The ancient clock chimed only at midnight.
- C The lamp turned on when she clapped her hands.
- \* D The telephone was designed to look like a sports car.

**5**

Identify the sentence that is written in the active voice.

- \* **A** My aunt gave me a sweater.
- B** I was given a sweater by my aunt.
- C** A sweater was given me by my aunt.
- D** A sweater was given by my aunt to me.

**STANDARD I:** The student will recognize correct grammar and usage.

## OBJECTIVE

8. Determine correct placement of modifiers.

## ELIGIBLE CONTENT

- Dangling participles.
- Misplaced participles.

Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs (adjectival and adverbial phrases and clauses); or verbals.

## SAMPLE ITEMS

**1**

Choose the sentence that is written correctly.

- A The chirping of the crickets kept us awake camping by the riverbank.
- \* B Looking for a way out of the traffic jam, he spotted an open alley.
- C Dedicated to completing the job on time, the rain didn't keep him from laying the bricks.
- D Preparing for a career in medical research, biology and chemistry are his majors in college.

**2**

Choose the sentence that contains an error.

- A Leaving the dinner dishes in the sink, we went out to a movie.
- B Working on my paper until 1:00 a.m., I didn't get enough sleep last night.
- C Throwing the baton high into the air, the majorette impressed the crowd.
- \* D Speeding across the finish line, the sports announcer praised the race car driver.

**3**

Choose the sentence in which *almost* is used most appropriately.

- \* A We almost drove to Cypress Park, but our car would not start.
- B We drove almost to Cypress Park, but our car would not start.
- C We drove to Cypress Park, but almost our car would not start.
- D We drove to Cypress Park, but our car would not almost start.

**4**

Choose the sentence in which the underlined word is an error.

- A With his foot tapping, Russell listened attentively to the music.
- B As the band played into the night, the couples danced continuously.
- C When the music gradually wound down, the crowd dispersed.
- \* D After eventually all the people had left, the dance floor was quiet.

**5**

Choose the sentence in which *quite* is used most appropriately.

- \* **A** We were quite upset about the long delay before our bus arrived.
- B** We were upset quite about the long delay before our bus arrived.
- C** We were upset about the long delay quite before our bus arrived.
- D** We were upset about the long delay before our quite bus arrived.

**STANDARD I:** The student will recognize correct grammar and usage.

## OBJECTIVE

9. Identify correct usage of commonly confused words.

## ELIGIBLE CONTENT

- Words that sound alike but have different meanings.
- Words that are frequently confused although not pronounced alike.
- Words that are commonly misused.

## SAMPLE ITEMS

**1**

Choose the sentence in which *already* is used correctly.

- \* **A** They have already called her number four times.
- B** The team was already to get on the bus for the game.
- C** I thought they were already for the dance before I arrived.
- D** The band members were already to march out on the field.

**2**

Read the definition. Then choose the sentence in which the underlined word has the meaning given in the definition.

Definition: the seat of government

- A** Have you ever visited the Capitol?
- \* **B** Bismarck is the capital of North Dakota.
- C** The defendant had committed a capital crime.
- D** When he stood on the steps of the capital, he felt proud.

**3**

Choose the sentence that contains an error.

- A** I can give you two good reasons for being late.
- B** If I lose my homework, I'll have to do it again.
- C** Brushing your teeth is an everyday experience.
- \* **D** He is taller then anyone else in his entire family.

**4**

Choose the sentence that is written correctly.

- \* **A** I've already had too much ice cream today.
- B** I sincerely hope you didn't loose your keys.
- C** She stepped on a pebble and injured her heal.
- D** In the summertime many teens become board.

**5**

Choose the sentence in which the underlined word is an error.

- A The principal export of Brazil is coffee.
- B Mrs. Tanner is a woman of high principles.
- C His argument was based on sound principles.
- \* D The principle of our school is leaving to go to a larger school.

**6**

Choose the sentence in which the underlined word is correct.

- A The Mayor appointed him a member of the City Counsel.
- \* B The new rule has effected a change in everyone's behavior.
- C She bought a box of stationary at the office supply store.
- D The crew was complemented for its efficiency by the director.

**STANDARD II:** The student will demonstrate appropriate word choice.

## OBJECTIVE

1. Use words that create clarity, precision, and vivid description.

## ELIGIBLE CONTENT

- Action verbs, not linking verbs.
- Specific terms, not general or vague.
- Clear, precise, vivid language.

Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.

## SAMPLE ITEMS

- 1** Choose the BEST way to rewrite the underlined part of the sentence.

The architect designed plans to build a new stadium that is to be constructed at the new high school.

- \* **A** stadium
- B** stadium being built
- C** new stadium to be constructed
- D** stadium that is to be constructed

- 2** Choose the BEST way to rewrite the underlined part of the sentence.

As soon as winter comes, they'll go skiing in the mountains.

- \* **A** Next winter
- B** During the winter
- C** After the winter snow is falling
- D** Because the snow falls in winter

- 3** Choose the BEST word or words to make the sentence clear and precise.

The \_\_\_\_\_ waves made swimming dangerous.

- A** big
- \* **B** ten-foot
- C** powerful
- D** mountainous

- 4** All four sentences express the same idea. Choose the sentence that expresses the idea most vividly.

- A** The hawk flew into the sky.
- B** The hawk rode a current higher and higher.
- C** The red-winged hawk flew quickly upward.
- \* **D** The red-winged hawk, riding a thermal current, soared out of sight.

- 5** All four sentences express the same idea. Choose the sentence that expresses the idea most vividly.

- A** The skater cried out as she fell on the ice and hit her knee.
- \* **B** The skater screamed in pain when her knee hit the rock-hard ice.

- C** The skater called out when she was skating and her knee got hurt.
- D** The skater yelled when she landed on her knee while she was skating.

**6**

All four sentences express the same idea. Choose the sentence that expresses the idea most precisely.

- A** The West is a place to study coyotes.
- B** The West is a good place to study things.
- \* **C** A trip to the West can help a person learn about coyotes.
- D** A trip to the West is a way a person can learn about them.



**STANDARD II:** The student will demonstrate appropriate word choice.

**OBJECTIVE**

2. Use formal and informal language appropriately.

**ELIGIBLE CONTENT**

- Informal language.
- Formal language. (Note: Formal language should avoid slang, contractions, second person, and jargon.)

**SAMPLE ITEMS**

**1**

Choose the sentence that would be appropriate in a letter to a friend but NOT appropriate in a formal report.

- A** Most of them live in water, but a few species make their home on land.
- B** More than four thousand different types of crabs exist around the world.
- \* **C** This is cool because crab claws are a favorite food of everyone I know.
- D** Depending on a crab's habitat, the size of its claw can vary considerably.

**2**

Read the following paragraph from a formal report. Choose the sentence in which the language is inappropriate.

(1) In a nuclear reaction, changes occur in the nucleus, or center, of an atom. (2) When two nuclei join in a nuclear reaction, the nucleus of a larger atom forms. (3) In this process that we call nuclear fusion, lots and lots of energy is released. (4) A high temperature and extreme pressure are necessary for nuclear fusion to occur.

- A** Sentence 1
- B** Sentence 2
- \* **C** Sentence 3
- D** Sentence 4

**3**

Choose the sentence that would be most appropriate in a formal paper.

- A Jellyfish are a kind of simple animal with two layers of cells and jelly stuff in between.
- \* B Jellyfish are simple animals with two layers of cells having a jelly-like substance between them.
- C If you look carefully at jellyfish, you'll find two layers of cells with jelly in between.
- D Jellyfish are these simple animals with two layers of cells with a jelly substance between them.

**4**

Choose the sentence that is appropriate in a research paper.

- A Nebulae perform like magicians to turn stardust into human beings.
- \* B Nebulae are vast clouds of gas where stars are forming.
- C Nebulae may look like seashells, turtles, even butterflies.
- D Nebulae can be some of the most beautiful objects in the universe.

**5**

Identify the sentence that would be inappropriate for a formal course catalog.

- A Insect relationships to habitats are recorded and interpreted.
- B An introduction to the ethnic diversity of American literature is presented.
- C Principles and techniques of field measurement for grasslands, shrublands, and woodlands are explained.
- \* D An in-depth exploration of history, technique, and everything you need to know about filmmaking is offered.

**STANDARD III:** The student will recognize correct sentence structure.

**OBJECTIVE**

1. Correct run-on sentences, sentence fragments, and comma splices.

**ELIGIBLE CONTENT**

None specified.

**SAMPLE ITEMS**

**1**

Choose the answer that is a correct and complete sentence.

- \* **A** Employers look for certain qualities.
- B** Daniel, a very absent-minded friend of mine.
- C** Tornadoes cause great damage, floods do also.
- D** Exiting the interstate and taking a left at the first light.

**2**

Choose the sentence that is written incorrectly.

- A** She sprinkled cheese all over the casserole.
- B** Who sprinkled cheese all over the casserole?
- C** On the casserole is the cheese that she sprinkled.
- \* **D** The cheese that she sprinkled all over the casserole.

**3**

Choose the sentence that is written incorrectly.

- A** My mother was in charge of the Cub Scouts that year.
- B** That year, my mother was in charge of the Cub Scouts.
- \* **C** The Cub Scouts that my mother was in charge of that year.
- D** These are the Cub Scouts that my mother was in charge of that year.

**4**

Choose the answer that is a run-on sentence.

- A** For the package of school pictures, she wrote a check.
- \* **B** She paid for the package of pictures she wrote a check.
- C** She wrote a check to pay for the package of school pictures.
- D** To pay for the package of school pictures, she wrote a check.

**5**

Choose the answer that is a sentence fragment.

- A** Ancient palaces line the Grand Canal, the major thoroughfare of the city of Venice.
- B** Lined with ancient palaces, the Grand Canal is the major thoroughfare of the city of Venice.
- \* **C** The city of Venice's main thoroughfare, the Grand Canal, which is lined with ancient palaces.
- D** The major thoroughfare of the city of Venice, the Grand Canal, is lined with ancient palaces.

**6**

Choose the answer that is a complete sentence.

- \* **A** Ready or not, the rains would come and the roof would need repairing.
- B** Whether ready or not, when the rains came and the roof needed repairing.
- C** The rains that would come and the roof that would need repairing, ready or not.
- D** That the roof needed repairing when the rains came, whether ready or not.

**7**

Choose the sentence that is written correctly.

- A** To provide living quarters for seven when completed, the International Space Station extending longer than a football field.
- B** Living quarters for seven provided by the International Space Station, which is longer than a football field when completed.
- C** The International Space Station, being longer than a football field and providing living quarters for seven when completed.
- \* **D** When completed, the International Space Station, longer than a football field, will provide living quarters for seven.

**STANDARD III:** The student will recognize correct sentence structure.

## OBJECTIVE

2. Correct sentences that lack internal parallelism.

## ELIGIBLE CONTENT

- Correlative conjunctions immediately before the parallel terms.
- Parallel grammatical form of words, phrases, and clauses in series.

## SAMPLE ITEMS

- 1** Choose the sentence that has parallel structure.
- \* **A** He came, he saw, and he received.
  - B** He came to get information and conducting interviews.
  - C** He came; he started to ask; he was not sure what he needed.
  - D** He came, he inspected, and he receives information immediately.

- 2** Choose the correct words to complete the sentence.

**The service club was recognized for working with the city's youth, cleaning up the city parks, and**

- \_\_\_\_\_.
- A** to visit nursing homes
  - \* **B** visiting nursing homes
  - C** for visiting nursing homes
  - D** they visited nursing homes

- 5** Choose the sentence that has correct parallel structure.

- A** She was a fine painter and also played tennis like an expert.

- 3** Choose the sentence that lacks parallel structure.

- A** Worthy goals are to design, to execute, and to write as Clark does.
- B** Students are advised to observe how Clark designs, executes, and writes.
- \* **C** Clark was good at designing, carrying out experiments, and to write well too.
- D** Clark was competent at designing the experiment, executing the plan, and writing the report.

- 4** Choose the words that best illustrate parallel structure.

**When setting a table for dinner, I must remember placemats, napkins,**

\_\_\_\_\_.

- \* **A** utensils, and water
  - B** candles, and lighting them
  - C** and to make everything look neat
  - D** and asking people what they want to drink
- 
- B** She painted well and also was an expert tennis player.
  - \* **C** She was a fine painter and an expert tennis player.
  - D** She played an expert game of tennis and was a fine painter as well.

**6**

Choose the sentence with parallel structure.

- A** Her reasons were that first, the colors did not match, and second, they were far too bright.
- B** Her reasons were first, that the colors did not match, and that second, they were far too bright.
- \* **C** Her reasons were first, the colors did not match, and second, they were far too bright.
- D** Her reasons were that the colors did not match first, and second, they were far too bright.

**STANDARD IV:** The student will use correct capitalization and punctuation.

**OBJECTIVE**

1. Demonstrate correct use of capitalization.

**ELIGIBLE CONTENT**

- Direct quotations, including complete sentences and broken quotations.
- Proper nouns and proper adjectives.
- Titles.

**SAMPLE ITEMS**

**1**

Look at the underlined part of the sentence. Choose the answer that shows the correct capitalization for that part.

After she finishes lake swan junior high school, my sister will be attending high school with me.

- A Lake Swan junior high school
- B lake Swan Junior High School
- \* C Lake Swan Junior High School
- D Correct as it is

**2**

Choose the sentence in which ALL the capitalization is correct.

- \* A The senior class invited the junior class to a cookout at the park.
- B Two Alabama Counties, Mobile and Baldwin, are bordered by the gulf of Mexico.
- C The Amazon River in South America is the longest river in the western hemisphere.
- D The seniors have read poetry of the Neoclassical Era in their english literature classes.

**3**

Read the sentence. Find the word that needs a capital letter.

The group of teachers, scientists, and county officials met for a conference at the chinese restaurant.

- A county
- B conference
- \* C chinese
- D Correct as it is

**4**

Choose the sentence in which all capitalization is correct.

- A All of Ellen's relatives yelled at once, "surprise!"
- B "Ellen," her mother said, "You are officially old enough to drive."
- \* C Ellen closed her eyes as her younger sister yelled, "Make a wish!"
- D "Can anyone guess what I wished for?" Asked Ellen.

**STANDARD IV:** The student will use correct capitalization and punctuation.

## OBJECTIVE

2. Demonstrate correct use of commas.

## ELIGIBLE CONTENT

- Items in a series.
- Direct address, appositives, and parenthetical expressions.
- Conventional uses.
- After introductory adverbial clauses.
- With quotation marks.
- Before coordinating conjunction in compound sentences consisting of two long independent clauses.

## SAMPLE ITEMS

**1**

Choose the sentence that is punctuated correctly.

- A** My sister a registered nurse has attended many seminars.
- B** My sister, a registered nurse has attended many seminars.
- C** My sister a registered nurse, has attended many seminars.
- \* **D** My sister, a registered nurse, has attended many seminars.

**2**

Choose the sentence in which the comma is used correctly.

- A** As we strolled, slowly down the walkways in the formal garden we noticed countless tulips and daffodils.
- B** As we strolled slowly, down the walkways, in the formal garden we noticed countless tulips and daffodils.
- \* **C** As we strolled slowly down the walkways in the formal garden, we noticed countless tulips and daffodils.
- D** As we strolled slowly down the walkways in the formal garden we noticed countless tulips, and daffodils.



**3**

Identify the sentence that contains an error in punctuation.

- A We have plenty of broccoli left over.
- B May I serve you some more broccoli?
- \* C Mother will you have some more broccoli?
- D Yes, I would like some more broccoli.

**4**

Look at the underlined sentence part. Choose the answer that shows the correct punctuation for that part.

**After we had finished lunch we headed back to our classrooms.**

- A lunch; we
- \* B lunch, we
- C lunch: we
- D Correct as it is

**5**

Look at the underlined sentence part. Choose the answer that shows the correct punctuation for that part.

**Although she could not make out the words Mrs. Strain was certain that she had heard two male voices.**

- \* A words, Mrs. Strain
- B words; Mrs. Strain
- C words: Mrs. Strain
- D Correct as it is

**STANDARD IV:** The student will use correct capitalization and punctuation.

## OBJECTIVE

3. Demonstrate correct use of a semicolon and a colon.

## ELIGIBLE CONTENT

- Semicolon to separate elements in a series in which one element in the series is already separated by commas.
- Semicolon in a compound sentence with no conjunction.
- Semicolon before a conjunctive adverb.
- Colon to introduce a list within a sentence.

## SAMPLE ITEMS

**1**

Identify the sentence with incorrect punctuation.

- A** If I were hungry, I would eat; however, I am still full from breakfast.
- \* **B** In descending order, my favorite meals would be; breakfast, dinner, midnight snack, and lunch.
- C** Some of the most useful sections come at the end of a textbook: index, glossary, bibliography, and appendix.
- D** Many sentences have a subject, either expressed or understood; a predicate, either transitive or intransitive; and a direct object, unless the verb is intransitive.

**2**

Choose the sentence that is punctuated correctly.

- A** Igloos are used as homes on the ice; also hunting shelters.
- B** The Statue of Liberty was designed by Frederic Bartholdi; a French sculptor.
- C** The pulmonary artery, the superior vena cava, and the aorta: are three of the large blood vessels of the heart.
- \* **D** We collected many items for the hurricane victims: bottled water, blankets, canned food, batteries, and medical supplies.

**3**

Look at the underlined part of the sentence. Choose the answer that shows the correct punctuation for that part.

**As I traveled through England, I saw many wonderful sights: soaring cathedral spires, ancient ruins, and magnificent castles.**

**A** sights; soaring

**B** sights, soaring

**C** sights. Soaring

**\* D** Correct as it is

**4**

Choose the sentence in which the semicolon (;) is used correctly.

**A** The restaurant serves fish, chicken; and steak, you may order any of them grilled, blackened, or fried.

**\* B** The restaurant serves fish, chicken, and steak; you may order any of them grilled, blackened, or fried.

**C** The restaurant serves fish, chicken, and steak you may order any of them grilled; blackened, or fried.

**D** The restaurant serves fish, chicken, and steak you may order any of them grilled, blackened; or fried.

**5**

Choose the sentence in which the colon (:) is used correctly.

**A** Crystals are made almost completely of carbon: and they typically have eight faces.

**\* B** The students presented reports on five mammals: dolphins, kangaroos, squirrels, bats, and wolves.

**C** Patrick Henry: distinguished statesman, lawyer, and orator lived during the time of America's Revolutionary War.

**D** Polar bears have a thick layer of fat beneath their skin to insulate them from cold, water, snow, and ice: called blubber.

Choose the sentence in which the semicolon (;) is used correctly.

- A** So-called “quantitative” mutual funds; by using very powerful computers can analyze thousands of companies in minutes searching for the right combination of risk and reward true believers think “quants” may someday replace human portfolio managers completely.
- B** So-called “quantitative” mutual funds by using very powerful computers; can analyze thousands of companies in minutes searching for the right combination of risk and reward true believers think “quants” may someday replace human portfolio managers completely.
- C** So-called “quantitative” mutual funds by using very powerful computers can analyze thousands of companies in minutes; searching for the right combination of risk and reward true believers think “quants” may someday replace human portfolio managers completely.
- \* **D** So-called “quantitative” mutual funds by using very powerful computers can analyze thousands of companies in minutes searching for the right combination of risk and reward; true believers think “quants” may someday replace human portfolio managers completely.

**STANDARD IV:** The student will use correct capitalization and punctuation.

## OBJECTIVE

4. Demonstrate correct use of quotation marks and underlining.

## ELIGIBLE CONTENT

- Quotation marks in direct quotations, including broken quotations.
- Quotation marks to indicate titles.
- Underlining to indicate titles.

## SAMPLE ITEMS

**1**

Choose the sentence in which quotation marks are used correctly.

- \* **A** “Do you like to walk on the beach?” asked Beth.
- B** “I enjoy both activities very much, answered Nancy.”
- C** Carol asked “whether she preferred swimming or sunning.”
- D** Laura reported “that she always enjoyed spending several days at the beach.”

**2**

Choose the sentence in which underlining is used correctly.

- A** Listening to Jim Chappell play the song Lullaby will quiet even the most active person.
- B** The poem Requiem by Robert Louis Stevenson contains the epitaph he chose for himself.
- \* **C** The best known of the novels by James Fenimore Cooper is The Last of the Mohicans.
- D** Grandfather’s Old Ram is a chapter from one of his books that Mark Twain frequently used in platform reading.

**3**

Choose the sentence that is written correctly.

- A Chapter 14, The Playground, brings the plot to a climax.
- B Our teacher assigned the short story Tonio Kroeger for us to read by Friday.
- C Gloria wanted to read In the Red Pines, a poem about redwood trees written by a naturalist.
- \* D It was almost time for their favorite television program, The Simons of Barclay Lane, which the Tumarelli family watched every Friday.

**4**

Choose the sentence that is punctuated correctly.

- A "Sarah," asked Mr. Lopez, have you found your dog?
- \* B "Sarah," asked Mr. Lopez, "have you found your dog?"
- C "Sarah, asked Mr. Lopez, have you found your dog?"
- D Sarah, asked Mr. Lopez, "have you found your dog?"

**5**

Choose the sentence that contains an error in the use of quotation marks.

- \* A We subscribe to "Time" and "Scientific American."
- B I enjoy L. M. Boyd's "Grab Bag" column in Sunday's newspaper.
- C Alice Adam's short story "Tide Pools" appeared in The New Yorker, December 16, 1985.
- D I was reading Chapter 3, "Sunday at the Museum," when I realized who the murderer had to be.

**6**

Choose the sentence in which the underlining is used incorrectly.

- A His favorite motion picture is Gone With the Wind.
- B I am reading Timebends, the autobiography of Arthur Miller.
- \* C She read us a Dorothy Parker poem called The Satin Dress.
- D My report is on Franny and Zooey, the J. D. Salinger novel.

**STANDARD IV:** The student will use correct capitalization and punctuation.

**OBJECTIVE**

5. Demonstrate correct use of the apostrophe.

**ELIGIBLE CONTENT**

- Possessive of singular nouns.
- Possessive of plural nouns.
- Possessive of compound nouns.
- Contractions.

**SAMPLE ITEMS**

**1**

Choose the sentence in which the apostrophe is used correctly.

- A The lost books turned up in Bessies' locker.
- \* B After a hard day's work, we decided to go to bed early.
- C The effect of the storms' on the town could be felt for years.
- D Henrys' car handled the curves easily as we climbed higher into the mountains.

**2**

Choose the sentence that contains an error in the use of the apostrophe.

- A She must get up because it's time to go to school.
- B Janet's and Elizabeth's new skirts are both the color of milk chocolate.
- \* C Several traveler's passports were returned to the airport security office.
- D A remarkable similarity has been found among children's games throughout the world.

**3**

Choose the sentence in which the apostrophe is used correctly.

- A A pelicans' beak can hold a fairly large fish.
- \* B Mother's planning to go with me to the awards banquet.
- C We stood for several minutes watching the cloud's float by.
- D The history test will cover the major event's of the revolution.

**4**

Choose the sentence in which the apostrophe is used correctly.

- A One of the tires' on the bikes was low on air.
- B Today in science we studied the rings' around Saturn.
- C The glow of the light's could be seen for several miles outside the city.
- \* D When the quarterback returned to the huddle, he outlined the team's next play.

**5**

Read the paragraph. Choose the line in which an apostrophe is needed.

Line 1 Many farmers use huge diesel tractors  
Line 2 to pull breaking plows and disks.  
Line 3 The tractors engines can deliver  
Line 4 in excess of 500 horsepower.

- A Line 1
- B Line 2
- \* C Line 3
- D Line 4



**STANDARD V:** The student will use appropriate organizational skills for writing/revising.

**OBJECTIVE**

1. Determine logical progression and completeness of paragraphs.

**ELIGIBLE CONTENT**

- Introductory sentences.
- Concluding sentences.
- Sequence of events or details.
- Transitional words.
- Irrelevant and/or redundant sentences.

**SAMPLE ITEMS**

**1**

Read the paragraph. Choose the sentence that BEST fits the blank in the paragraph.

\_\_\_\_\_. These gentle mammals look very much like walruses. They are now an endangered species with fewer than 3,000 in existence. Conservationists are working hard to combat boating accidents, overdevelopment, and diseases that threaten the manatee.

- \* **A** For hundreds of years, warm coastal waters have supported manatees.
- B** Three marine centers operate hospitals that treat medical problems of manatees.
- C** Researchers are now better able to treat manatees that have been poisoned by red tides.
- D** Approximately thirty percent of manatee deaths result from encounters with human beings.

**2**

Read the paragraph. Choose the sentence that BEST fills in the blank in the paragraph.

The history of wigs began in ancient times with the Egyptians, Romans, and Greeks. In the 1600s and 1700s, popular wigs were large and expensive. \_\_\_\_\_. Today many types of wigs made of either real or synthetic hair are available, and they range in style from a full hairdo to a partial hairpiece.

- A** Unfortunately, they often attracted mice and insects.
- \* **B** They were made of real hair and were often covered with white powder.
- C** After going completely bald from smallpox in 1562, Queen Elizabeth I always wore a wig.
- D** In 1795 England imposed a tax on hair powder, and, as a result, wigs became less popular.

**3**

Read the paragraph. Choose the sentence that does NOT belong in the paragraph.

(1) Acapulco is one of the most popular winter resorts in North America. (2) It lies on a beautiful bay 265 miles southwest of Mexico City. (3) Most Mexicans like to vacation in Europe. (4) The fine resort hotels, the sparkling water, and the hospitality of the inhabitants make Acapulco a wonderful vacation spot.

- A Sentence 1
- B Sentence 2
- \* C Sentence 3
- D Sentence 4

**4**

Read the paragraph. Choose the sentence that does NOT belong in the paragraph.

(1) As humans consume more and more oil, new sources must be found. (2) Oil hunters sink their wells when they see signs of oil, but the wells often turn up dry. (3) Companies must continue drilling even though each well costs thousands of dollars. (4) Coal is another source of fuel.

- A Sentence 1
- B Sentence 2
- C Sentence 3
- \* D Sentence 4

**5**

Read the paragraph. Choose the sentence that would be the BEST concluding sentence.

When four-year-old Pat Moldow went to the Grand Canyon, she noticed many people taking pictures and immediately asked her parents for a camera. In the 20 years since then, she has traveled to five continents taking pictures.\_\_.

- A Careers are often established through significant childhood experiences.
- B Parents should think about what influence they have on their four-year-old children.
- \* C Her photographs have won many first-place prizes and have been published in major magazines.
- D Portrait photography captures some people, and they never lose the desire to take pictures wherever they go.

**6**

Read the sentence. Choose the transitional word or words that BEST fit the blank.

**More than ninety people applied for this job; , there has been a delay in selecting someone for the position.**

- \* A as a result
- B furthermore
- C for example
- D on the other hand

**7**

Read the sentence. Choose the transitional word or words that BEST fit the blank.

**Everyone on the team ran five miles; \_\_\_\_\_, we lifted weights for thirty minutes.**

- A** however
- B** therefore
- \* **C** in addition
- D** in other words

**8**

Read the four sentences. Then choose the answer that shows the BEST order for the sentences.

1. They used a small, straight bone called a “bone gorge.”
2. They tied a line to the middle of the “bone gorge,” and then they baited it.
3. Native Americans made fishhooks out of bones from birds.
4. When a fish swallowed the bone, the line was jerked and the fish was caught.

- A** 1-2-3-4
- \* **B** 3-1-2-4
- C** 3-1-4-2
- D** 2-4-3-1

**9**

Read the four sentences. Then choose the answer that shows the BEST order for the sentences.

1. Peanuts grow and mature underground.
2. Blooms appear along the stems of the plant.
3. The peanut plant produces its fruit in an unusual way.
4. The blooms produce tendrils that grow downward into the soil.

- A** 4-1-2-3
- \* **B** 3-2-4-1
- C** 3-1-2-4
- D** 2-4-1-3