

## Language Arts 1

Dad or mom, if your student completes 8 out of 10 of the assessment questions correctly, please move on to the assessment for Language Arts 2. If your student completes fewer than 8 of the 10 assessment questions correctly, Language Arts 1 would be our best recommendation.

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### 1. The fat rat is Pat. Is Pat fat?

Underline the names in the sentence.

Put a box around the capital letters at the beginning of each sentence.

2. Dictate 3 similes that explain how flat Pat is, how sad he is, and how mad he is. We have started the sentences for you.

1. Pat is flat like a \_\_\_\_\_
2. Pat is as sad as a \_\_\_\_\_
3. Pat is as mad as a \_\_\_\_\_

3. Write the following words backwards:

map \_\_\_\_\_ dad \_\_\_\_\_  
taps \_\_\_\_\_ sag \_\_\_\_\_  
nap \_\_\_\_\_ pit \_\_\_\_\_  
bat \_\_\_\_\_

4. Add either – s or – es to make these words plural.

cat \_\_\_\_\_ rat \_\_\_\_\_ pal \_\_\_\_\_ jam \_\_\_\_\_  
dog \_\_\_\_\_ fix \_\_\_\_\_ kiss \_\_\_\_\_ fox \_\_\_\_\_  
dad \_\_\_\_\_ toss \_\_\_\_\_ razz \_\_\_\_\_ tax \_\_\_\_\_

5. Write a dialog on the lines below using these directions:

1. Start with the sentence, "May I help you?" and attribute it to yourself. Place the attribution after the sentence.

2. Add your Mom's reply in front of the sentence, "Yes, please. That would be a big help."

3. Then correctly attribute your question, "What can I do?" Place your attribution where you would like.

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6. Make this paragraph more interesting by replacing the **bold** words with suitable synonyms. First, read through the paragraph.

"Oh, Ruff!" says the man as he **rubs** him. "Where have you been? When that skunk **hit** you with his smell and you fell off that **cliff**, I did not know what to do!

"Did you hear me? I did call for you! And I did **yell**. But I could not hear you bark! I could not see where you **fell**. And I did not have a way to get to you."

**Now it's your turn. Fill in the blanks with synonyms of the bold words.**

"Oh, Ruff!" says the man as he \_\_\_\_\_ him. "Where have you been?

When that skunk \_\_\_\_\_ with his smell and you fell off that \_\_\_\_\_, I did not know what to do!

"Did you hear me? I did call for you! And I did \_\_\_\_\_. But I could not hear you bark! I could not see where you \_\_\_\_\_. And I did not have a way to get to you."

7. Circle the correct word to complete the sentence.

1. **It's** **Its** a beautiful day outside!
2. The tree waved **it's** **its** arm-like branches in the breeze.
3. When Mike pulled the latch, the car opened **it's** **its** hood.
4. If you leave the puppies alone for even a minute, **it's** **its** usually trouble!

Dictate one sentence that correctly use **it's**.

Dictate one sentence that correctly use **its**.

8. Write one sentence for each homophone. Be sure to use it correctly.

**know** \_\_\_\_\_

\_\_\_\_\_

**no** \_\_\_\_\_

\_\_\_\_\_

**their** \_\_\_\_\_

\_\_\_\_\_

**there** \_\_\_\_\_

\_\_\_\_\_

9. Add one of these suffixes to the following root words (*a word before it takes a suffix*). If you can use more than one suffix with a word, that's great!

- ing    -ed    -ful    -less    -ly    -ness

**swing** \_\_\_\_\_ **walk** \_\_\_\_\_

**slow** \_\_\_\_\_ **thank** \_\_\_\_\_

**hope** \_\_\_\_\_ **good** \_\_\_\_\_

10. Create words to answer these questions. Topic: **Pam ran**.

How did Pam run? \_\_\_\_\_

How far did Pam run? \_\_\_\_\_

Why did Pam run? \_\_\_\_\_

Where did Pam run? \_\_\_\_\_

When did Pam run? \_\_\_\_\_

Who did Pam run with? \_\_\_\_\_

Now put the words together to form one or two sentences.

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