



**PASSING THE GEORGIA
8TH GRADE CRCT**

IN

**English / Language Arts
(2006)**

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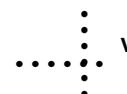
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Georgia 8th Grade English/Language Arts Diagnostic Test

NOTE: All standards referenced are English Language Arts

1. What is the structure of the sentence below?

8C1b

The horses galloped; the riders spurred them on.

- A. compound
B. complex
C. compound-complex
D. simple

2. The sentence below contains a dangling modifier. Select the sentence that is rewritten correctly.

8C1c

After a few years of playing music, medicine became his choice of study.

- A. Medicine became his chosen course of study after a few years of playing music.
B. While playing music, medicine became his chosen course of study.
C. After he played music for a few years, medicine became his chosen course of study.
D. He played music a few years after medicine became his chosen course of study.

3. Which sentence in the paragraph below is unrelated to the main idea?

8W2

1. After the Civil War, many blacks moved to the West to find a better life for themselves. 2. Some became cowhands, ranchers, or shopkeepers 3. Most people had to travel great distances to get to a general store. 4. Some farmed the land in a harsh environment with few resources. 5. Several African-American Army regiments served on the frontier and became skilled fighters.

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

Chapter 1

Capitalization and Punctuation

This chapter references conventions	
ELA 8C1b	analyzes and uses simple, compound, complex, and compound-complex sentences correctly, punctuates properly, and avoids fragments and run-ons
ELA8C1e	demonstrates appropriate comma and semicolon usage (compound, complex, and compound-complex sentences, split dialogue, and for clarity)
ELA8C1g	produces final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation and capitalization
ELA8W1	Writing Domain

CAPITALIZATION RULES

Rule 1. Capitalize the first word of a sentence.

Example 1: We went to the candy store.

Example 2: When will we be able to go swimming again?

Rule 2. The first word of a sentence following a colon can begin with a small letter or a capital letter. Be consistent throughout your writing.

Example 1: Listen to the following announcement: **a**ll people living on planet Earth will now be ruled by aliens.

Example 2: This is my question: **W**hat can I do to get out of debt?

Rule 3. Capitalize the first word of a direct quotation that is a complete sentence, even if it is within another sentence. When a quotation is interrupted by words such as *he said*, do not use a capital letter to begin the second part of the quotation.

Example 1: Mr. White said, “**B**e here next Saturday at 9:00 a.m.”

Example 2: “Chrissy,” said Joe, “**w**ill you be able to go with me?”

Example 3: Erica moaned, “**W**e’ll be late if we don’t leave right now,” and left the room.

Chapter 2

Nouns and Pronouns

This chapter references conventions	
ELA 8C1a	declines pronouns by gender and case, and demonstrates correct usage in sentences
ELA8C1g	produces final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation and capitalization

NOUNS

A **noun** is a word representing a person, place, thing, idea, animal, quality, or action such as **Jack, town, Venetian glass, wisdom, goose, excellence, arrival**. Nouns and words acting as nouns are the subjects and objects of sentences. They usually change in spelling to indicate the plural and possessive forms. **Examples include: woman, women, woman’s, women’s, town, towns, arrival, arrivals.**

There are two types of nouns: **proper** and **common**.

Proper nouns are nouns which refer to specific persons, places, things, ideas, or animals. They are always capitalized.

Examples: Jackie Robinson, Alaska, Big Mac™, Heimlich maneuver, Lassie.

Common nouns are nouns which refer generally to persons, places, things, ideas, animals, qualities, or actions. These words are not capitalized *unless* they appear at the beginning of the sentence.

Examples: left-handers, lake, pipe organ, anger, innocence, operation, jaguars.



Practice 1: Common and Proper Nouns

Read the following sentences. Underline all common nouns once and all proper nouns twice.

Example: Casey took a new job in the Twin Cities.

1. Lyle loves to see his favorite singer, Bodo, in concert.

Chapter 3

Verbs and Verbals

This chapter references conventions	
ELA 8C1b	analyzes and uses simple, compound, complex, and compound-complex sentences correctly, punctuates properly, and avoids fragments and run-ons
ELA8C1c	revises sentences by correcting misplaced and dangling modifiers
ELA8C1d	revises sentences by correcting errors in usage
ELA8C1e	demonstrates appropriate comma and semicolon usage (compound, complex, and compound-complex sentences, split dialogue, and for clarity)
ELA8C1f	analyzes the structure of a sentence (basic sentence parts, noun-adjective-adverb clauses and phrases)
ELA8C1g	produces final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation and capitalization
ELA8W1	Writing Domain

A **verb** is a word that expresses a physical or mental action. It is a necessary part of every sentence. Verbs define whether an event took place in the past, present, or future. There are three types of verbs to learn: **action verbs**, **linking verbs**, and **helping verbs**.

Action verb - tells what is occurring, has occurred, or will occur.

Example 1: Sarah swung from the rope into the lake.
In this example, **swung** explains what Sarah did.

Example 2: Emma ran the Boston Marathon.
In this example, **ran** explains what Emma did.

Action verbs are divided into two categories: **transitive** and **intransitive**. Transitive verbs are **always** followed by a direct object. Intransitive verbs are **not** followed by a direct object. Often, the **same** verb can be used as a transitive verb or an intransitive verb.

Example 1: Evan hit the baseball out of the ballpark.
In this sentence, the noun *baseball* receives the action of the verb, **hit**. This makes **hit** a transitive verb.



3. **Future Tense** – indicates action that will begin at a later time.

Example 1: Brian O’Donnell **will take** a trip to Mexico next year.

Example 2: Courtney **will cut** Greg’s hair next.

4. **Present Perfect** – used when a writer wants to describe one of two things:

1. An event that began in the past and was finished in the past.
2. An event that began in the past and continues to the present.

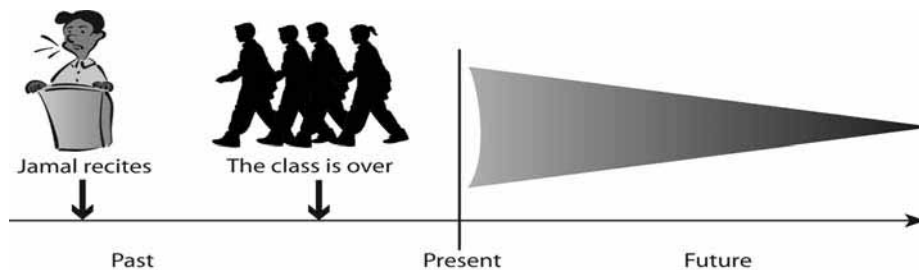
The present perfect tense is formed by combining the present tense of *to have* with a past participle verb. For example, *have walked, has spoken, has made, etc.*

Example 1: The hungry crocodile **has eaten** the rabbit. **Begins: Past Ends: Past**
(ended action)

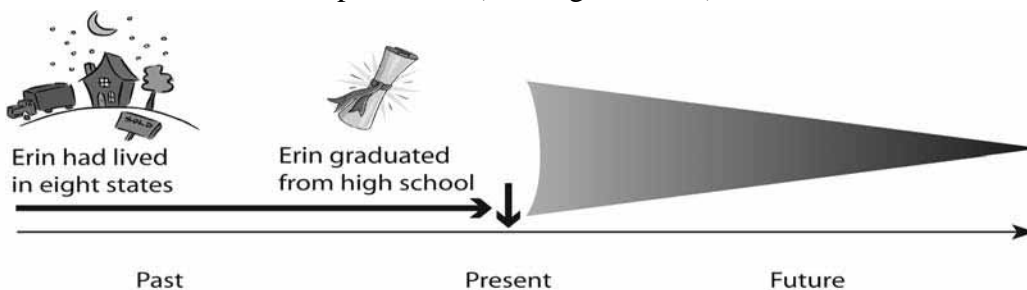
Example 2: Dave **has worn** a cast for five months. **Begins: Past Ends: Present**
(continuous action)

5. **Past Perfect** - this form is used when two events, both happening in the past, are discussed in time order. The past perfect tense is formed by combining the past tense form of *to have* with a past participle verb. For example, *had spoken, had read, had met, etc.*

Example 1: By the time class ended, Jamal **had recited** part of the poem for his teacher. In this example, Jamal had recited part of the poem **before** the class was over.



Example 2: By the time she graduated from high school, Erin **had lived** in eight states. In this example, one event that occurred continuously (Erin’s moving) happened before another past event (Erin’s graduation).



Chapter 4

Sentences/Subject-Verb Agreement

This chapter references conventions	
ELA 8C1b	analyzes and uses simple, compound, complex, and compound-complex sentences correctly, punctuates properly, and avoids fragments and run-ons
ELA8C1c	revises sentences by correcting misplaced and dangling modifiers
ELA8C1d	revises sentences by correcting errors in usage
ELA8C1f	analyzes the structure of a sentence (basic sentence parts, noun-adjective-adverb clauses and phrases)

Simple Subjects and Simple Predicates

A sentence must contain a simple subject and a simple predicate.

Rule 1. A simple subject is a word or group of words that tells what the sentence is about.

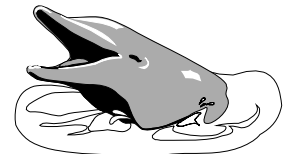
Rule 2. The simple predicate is a verb or group of verbs that asks or says something about the subject or tells what the subject is doing.

In the following examples, the simple subject is in parentheses, and the simple predicate is underlined.

Example 1: (Flipper), the movie star dolphin, swam in the ocean.

Example 2: (Life) is but a dream.

Example 3: (Carol) and (Julie) are hiking in the Appalachian Mountains.



In Example 3, when two or more subjects perform the same action, the verb tense becomes plural (**are hiking**, not **is hiking**).

Chapter 5

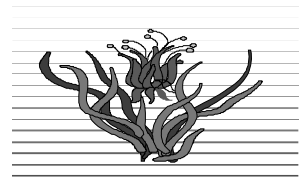
Adjectives, Adverbs, Using Negative Words

This chapter references conventions	
ELA 8C1b	analyzes and uses simple, compound, complex, and compound-complex sentences correctly, punctuates properly, and avoids fragments and run-ons
ELA8C1f	analyzes the structure of a sentence (basic sentence parts, noun-adjective-adverb clauses and phrases)

ADJECTIVES

Example: The beautiful aquarium contains a rare kind of seaweed.

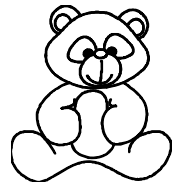
In this example, the word **beautiful** refers to the aquarium and answers the question, “*What kind of aquarium is it?*” Also, the word **rare** in this sentence describes the seaweed and answers the question, “*What kind of seaweed is this?*” So, the adjectives in this sentence are **beautiful** and **rare**.



NOTE: Adjectives can also be formed by adding the suffixes **-able**, **-ful**, **-ish**, **-less**, or **-y** to nouns and verbs.

Example: The selfish customer took the Beanie Baby out of the shopping **cart of a helpless child**.

In this example, the word **selfish**, formed by adding **-ish** to **self**, describes what kind of customer is in the store. The word **helpless**, formed by adding the suffix **-less** to **help**, describes the child in the cart.



NOTE: Possessive pronouns such as **his**, **her**, **its**, **our**, and **their** can be used as adjectives. The articles **a**, **an**, and **the** are adjectives. In addition, **this**, **that**, **these**, and **those** can be adjectives.

Chapter 7

Spelling

This chapter references conventions	
ELA8C1g	produces final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation and capitalization

SPELLING AFFIXED WORDS

Affixed words are words that have had a suffix or prefix added to them.

- A **prefix** is a group of letters that are placed **before** a root word.
- A **root** is a basic part of a word that can have a prefix or suffix added to it.
- A **suffix** is a group of letters that are placed **after** a root word.

Here are some examples of common prefixes and suffixes and their meanings:

Prefix	Meaning	Example	Suffix	Meaning	Example
de-	take away from	derail demerit	-dom	place or state of being	kingdom freedom
bi-	two	bipolar	-ism	doctrine belief	atheism
inter-	between	international	-acy	state or quality	accuracy
un-	not	unstoppable	-ate	cause to be	appreciate
hyper-	over, more than	hyperactive	-able, ible	capable of being	livable
semi-	half	semisweet	-ive	having the nature of	explosive festive
micro-	tiny	microscope	-sion, -tion	state of being or action	locomotion fusion
dis-	apart, away	disorder	-ful	having a quality	bashful
il-, im-, in-, ir-	not	immature irreverent	-ious, ous	of or characterized by	delicious zealous
pre-	before	preheat	-less	without	colorless

Chapter 8

Paragraphs

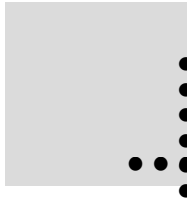
This chapter references writing domains	
	ELA8W1 ELA8W2 ELA8W4

PARAGRAPH STRUCTURE

Well-structured paragraphs are the building blocks of essays, reports, compositions and other writing tasks. You have been writing paragraphs for years, so this section is a brief recap. You probably know the definition of a paragraph: a series of related sentences that make a single point about one subject. This definition contains three important phrases.

Choose one subject:	A paragraph is too brief to discuss more than one subject.
Make a single point:	To “make a point” is to tell readers something that you want them to know. Usually, you will state your point in the topic sentence of your paragraph. The topic sentence often begins a paragraph, though it may also be at the end or in the middle.
Relate other sentences to the topic sentence:	Though you state your point in the topic sentence, you must make your point by providing supporting details. Other sentences in the paragraph provide readers with information and evidence to explain your topic sentence. If the topic sentence does not end the paragraph, a concluding sentence can bring the paragraph to a close, and if appropriate, lead into the next paragraph.

Usually, the **introductory sentence**, which appears at the beginning of the paragraph, presents the main idea. The **concluding sentence**, on the other hand, is a summary of the information in the paragraph and comes at the end of the paragraph. Some paragraphs may contain an **unrelated idea** or **sentence** that does not belong in the paragraph.



Chapter 9

Using Resource Materials

This chapter references writing domain	
	ELA8W2

If you were thinking about getting running shoes, where would you buy them and how much would you pay? If you're a smart shopper, you would browse through the newspaper ads for a shoe sale. Or you might scan the phone directory. Then you might call some stores near you to check prices and shoe sizes available. If you decided to shop at a mall or shopping center, you'd probably look over the mall directory, so you could find the shoe stores that carry the brand you want.

The ability to choose and use reference sources is an essential life skill in today's society. Whether you are buying shoes, doing research in the library, or reading a schedule or diagram, you will face situations where you will need the right resources. Obtaining and using the information from these sources can help you answer questions or complete a task in school, at home, or on the job.

LEARNING AND USING REFERENCE SOURCES

In this part of the chapter, you'll learn about important reference sources. You'll also practice answering questions about these sources. Here are the main ones:

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Alphabetizing Thesaurus Almanacs and Magazines Sections of a Book <ul style="list-style-type: none"> • Table of Contents • Index • Bibliography • Glossary | <ul style="list-style-type: none"> Encyclopedia Internet and Databases Newspaper Index Newspaper Ad |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

At the end of this chapter you will find tips that will help you choose which reference source is right for your current task.

Using Resource Materials

Web Site I—Notice the name of the organization that established this Web site. If you scan the page, you see that this is an advertisement. While it is attractive and well-formatted, there is no educational material here. Validation for this example is simple; it is not an appropriate or relevant source for scholarly research.



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Organization Name

Web Site II—The next Web site is an example of a site that has relevant information but lacks the background of serious educational focus. It is well-written and attractive in structure. The facts may be accurate but should be double-checked against other sources before being used.

Fossil Types

Trilobite
The Trilobite was an insect-like creature that resembled a horseshoe crab. This fossil is perfectly preserved in granite. Aged at 250 million years old, this fossil comes from the Permian period.

Pterodactyl
The Pterodactyl, the flying lizard, had a wingspan of 30 inches and lived near water. This fossil of a Pterodactyl foot is aged at 120 million years old, which places it in the Jurassic period.

Tyrannosaurus Rex
The Tyrannosaurus Rex was the king of the dinosaurs. This ruthless predator was feared by all because of its massive and powerful jaws. Aged at 65 million years old, this T-rex skull comes from the Cretaceous period.

Triceratops
The Triceratops was a herbivore or a plant-eating dinosaur which moved in herds much like buffalo. They used their hard skulls to defend themselves from predatory dinosaurs. This fossil of a Triceratops skull is aged at 125 million years (Cretaceous period).

Velociraptor
The Velociraptor was a feared predator for its speed and agility. This complete skeletal fossil was just discovered 1 year ago. It is aged at 115 million years, placing it in the Cretaceous period.

Georgia 8th Grade English/Language Arts Practice Test 1

Note: All standards referenced are English Language Arts.

1. What is the structure of the sentence below?

8C1b

Kyle worked at a restaurant, he wanted to pay for his truck.

- A. compound
- B. complex
- C. compound-complex
- D. simple

2. Which of the following sentences contains a misplaced modifier?

8C1c

- A. Sara ate French fries at a restaurant full of animal fat.
- B. Last night I heard about the tsunami on the news.
- C. Our high school reported an increase in student enrollment for the third year in a row.
- D. More students reported problems opening their locker this year then ever before.

3. How should the punctuation be corrected in the sentence below?

8C1g

Everyone, including me was surprised at how much money we raised.

- A. Remove the comma after *everyone*.
- B. Add a comma after *surprised*.
- C. Add a comma after *much*.
- D. Add a comma after *me*.

4. Which sentence below is a compound sentence?

8C1b

- A. The Beatles and the Monkees sang and recorded songs over twenty years ago.
- B. I have never played baseball, but I like to watch baseball games.
- C. Because baldness is inherited, I am afraid of going bald when I get older.
- D. It was a shock to everyone when I won the contest.

Georgia 8th Grade English/Language Arts Practice Test 2

Note: All standards referenced are English Language Arts

1. What is the structure of the sentence below?

8C1b

Tara got a new cell phone for her birthday, but she didn't know how to use it.

- A. compound
- B. complex
- C. compound-complex
- D. simple

2. Which of the following sentences contains a misplaced modifier?

8C1c

- A. Jill ordered chocolate pie at a restaurant which was topped with whipped cream.
- B. Last night I heard about a terrible tornado on the news.
- C. Our high school reported an increase in students playing sports for the third year in a row.
- D. More parents reported problems with the busses running late this year than ever before.

3. How should the punctuation be corrected in the sentence below?

8C1e

Everybody, especially Ann was surprised at how many tickets we sold.

- A. Remove the comma after *everybody*.
- B. Change *were* to *we're*.
- C. Add a comma after *many*.
- D. Add a comma after *Ann*.

4. Which sentence below is a compound sentence?

8C1b

- A. My mom and dad went to rallies and protested over twenty years ago.
- B. I have never been to Mexico, but I like to eat tacos.
- C. Because my parents are short, I am afraid I won't be able to play basketball.
- D. I played my best and I won the tournament.



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