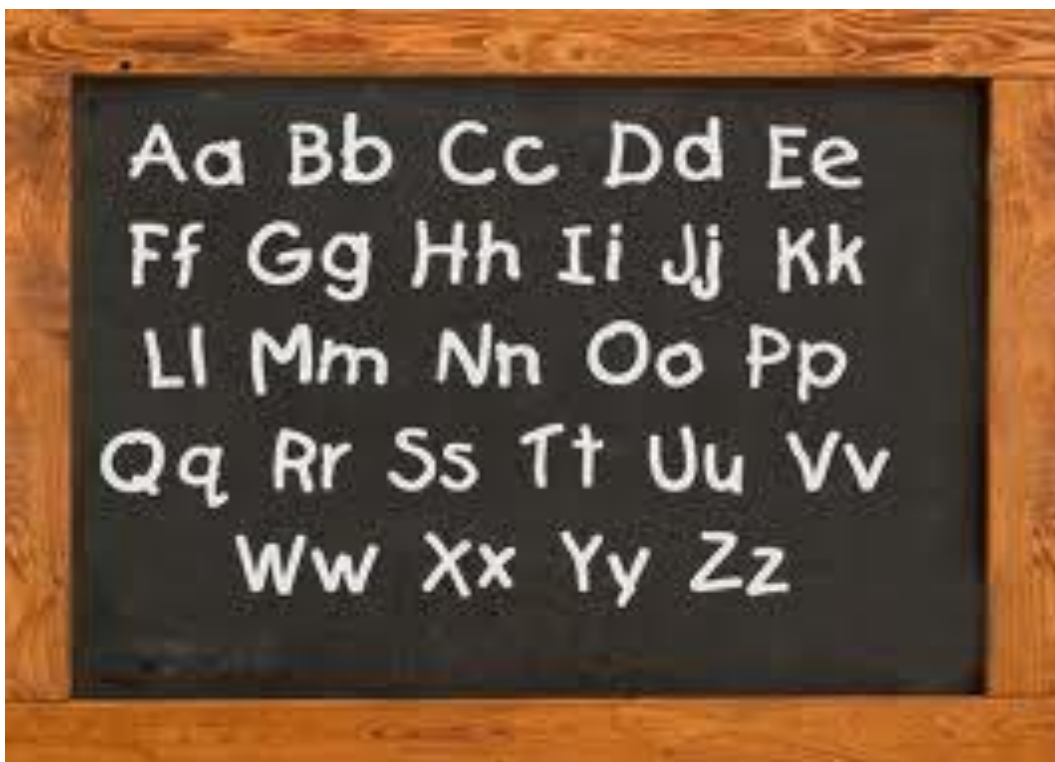


# NCLB Paraeducator Competency Test

## Study Guide:

### ENGLISH LANGUAGE ARTS

**EGUSD**



# NCLB PARAEDUCATOR COMPETENCY TEST Study Guide

Why should you use the NCLB Paraeducator Competency Test Study Guide? The study guide will give you examples of the ***most commonly missed questions*** on the test, and it will give you the instructions for working through some of the questions. Included with the Study Guide is a worksheet to practice what you've learned.

Here are a few tips to help you succeed on the Competency Test:

- Read all directions and questions carefully and completely.
- Pick the single best answer. All multiple-choice questions have four answer choices. There are no “trick” questions.
- Answer every question. If you get stuck on a question, move on. Complete the rest of the test, and then come back to the questions you skipped. Eliminate the responses that you know are wrong, and pick the best remaining answer. Even if you are unsure, mark a response for every question because you will not be penalized for wrong answers.

If you need additional help, test preparation classes are offered through the Elk Grove Adult and Community Education. For more information, please call 916.686.7717.

We wish you much success as you work through this guide and prepare for the Competency Test.

# Prefix

- A prefix is a group of letters added to the beginning of a word to change its meaning. Some common prefixes include:

ab	-	away from
be	-	on all sides, overly
de	-	reversal, undoing, downward
dis / dif	-	not, reversal
ex	-	out of, former
pre	-	before
re	-	again, restore
un	-	do the opposite of
ad	-	to, toward
com / con / co	-	with, together
en / em	-	in, into, to cover or contain
in	-	into, not
pro	-	in favor of, before
sub	-	under, beneath

# Suffix

- A suffix is a group of letters added to the ending of a word to change its meaning and sometimes change its spelling. Some common suffixes are:

-ing	verb form
-ly	characteristic of
-er, -or	person connected with
-ion, -tion, -ation, ition	act, process
-ible, -able	can be done
-al, -ial	having characteristics of
-ness	state of, condition of
-ity, -ty	state of
-ment	action or process
-ic	having characteristics of
-ous, -eous, -ious	possessing the qualities of
-en	made of
-er	comparative
-ive, -ative, -itive	adjective form of a noun
-ful	full of
-less	without
-est	comparative

# Apostrophe

- Use an apostrophe to indicate the missing letter in contractions.

Should not = shouldn't

Do not = don't

I will = I'll

# Possessive

- RULE 1: Make a singular noun possessive by adding an apostrophe and “s.”

man = man's  
Sharon - Sharon's

- RULE 2: Make a plural noun that ends in “s” possessive by adding an apostrophe after the “s.”

bears = bears'  
trucks - trucks'

- RULE 3: Make a plural noun that does not end in “s” possessive by adding an apostrophe and “s.”

sheep = sheep's  
women - women's

# Semicolon

- A semicolon ( ; ) is “halfway” between a period and a comma. It represents a longer pause than a comma but shorter pause than a period.

RULE 1 - Use a semicolon to join two related sentences when you do not use a conjunction.

RULE 2 - Use a comma to join main clauses with the conjunctions and, but, or, nor, for, and yet.

# Colon

- A colon ( : ) is a mark that says to the reader, “Pay attention. Something important is coming.”

RULE 1 - Use a colon before a list of items.

- We eat these cereals for breakfast: shredded wheat, oatmeal, and cream of wheat.
- Pat has three children: Ed, Zachary, and Melissa.

RULE 2 - Do not use a colon if the list follows a verb or preposition

- For breakfast, we eat shredded wheat, oatmeal, or cream of wheat.
- Pat’s three children are Ed, Zachary, and Melissa.



# Sequence

- As a reader, it is up to you to determine the order of events. Clue words like *first*, *second*, *later*, *then*, *while*, *before*, *during*, *after*, and *last* can help you.
  - If the author writes in an order that is not chronological, you can still figure out the sequence.
  - Look for clue words such as *before* or *since* or phrases that might signal a flashback event or memory—something that happened in the past.

EXAMPLE - As Jeremy walked through the snow toward the factory, he saw his life as a blur. He clearly remembered the important events **before** his employment as a mill worker—his marriage, the birth of his two beautiful daughters, the ceremony at the college—but the rest of the memories melted together like a fallen palate of paints.

# Practice Sheet

DIRECTIONS: Circle the prefix in each of the following words:

1. asexual
2. impart
3. unacceptable
4. dissatisfied
5. return
6. overwrought

DIRECTIONS: Complete the following chart by adding prefixes to roots:

PREFIX	+	ROOT WORD	=	NEW WORD
7. circum-	+	locution	=	_____
8. dis-	+	agree	=	_____
9. in-	+	scribe	=	_____
10. re-	+	cover	=	_____
11. epi-	+	graph	=	_____

DIRECTIONS: Choose the word that is not spelled correctly. Spell it correctly on the lines provided:

12. writing	aching	sorly	_____
13. usaege	lying	fiercely	_____
14. careful	nineth	duly	_____
15. lovable	judgment	arguement	_____

DIRECTIONS: Underline the correct possessive form for each phrase:

16. **the suggestion of James**  
 Jame's suggestion                      James's suggestion
17. **the colors of the clouds**  
 clouds' colors                              cloud's colors
18. **the book of Dickens**  
 Dickens' Book                              Dicken's book

DIRECTIONS: Read the following items carefully. Add commas, periods, semicolons, and colons where they are needed.

19. During December, January, and February, the Hendersons live in Florida but their main home is in New Hampshire.
20. Rita visited her sister in Houston for a month then she returned to Denver.
21. I read *Moon Mother A Native American Creation Tale* to my second grade class.
22. Jude said that dinner would be served at 7:30 P.M. sharp.

DIRECTIONS: Identify the word in bold in each of the sentences below as either plural or plural possessive. Add an apostrophe if necessary:

23. The **seals** jumped through the rings at the aquarium show. \_\_\_\_\_
24. The **boys** father went with them to the soccer game. \_\_\_\_\_
25. The **geeses** flight pattern is V-shaped. \_\_\_\_\_

# Practice Answer Sheet

DIRECTIONS: Circle the prefix in each of the following words:

1. asexual            **a**
2. impart            **im**
3. unacceptable    **un**
4. dissatisfied      **dis**
5. return            **re**
6. overwrought      **over**

DIRECTIONS: Complete the following chart by adding prefixes to roots:

PREFIX	+	ROOT WORD	=	NEW WORD
7. circum-	+	locution	=	<u>circumlocution</u>
8. dis-	+	agree	=	<u>disagree</u>
9. in-	+	scribe	=	<u>inscribe</u>
10. re-	+	cover	=	<u>recover</u>
11. epi-	+	graph	=	<u>epigraph</u>

DIRECTIONS: Choose the word that is not spelled correctly. Spell it correctly on the lines provided:

12. writing	aching	sorly	<u>sorely</u>
13. usaege	lying	fiercely	<u>usage</u>
14. careful	nineth	duly	<u>ninth</u>
15. lovable	judgment	arguement	<u>argument</u>

DIRECTIONS: Underline the correct possessive form for each phrase:

16. **the suggestion of James**  
 Jame's suggestion                      James's suggestion
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Dickens' Book                              Dicken's book

DIRECTIONS: Read the following items carefully. Add commas, periods, semicolons, and colons where they are needed.

19. During December, January, and February, the Hendersons live in Florida, but their main home is in New Hampshire.
20. Rita visited her sister in Houston for a month; then she returned to Denver.
21. I read *Moon Mothe*: *A Native American Creation Tale* to my second grade class.
22. Jude said that dinner would be served at 7:30 P.M. sharp.

DIRECTIONS: Identify the word in bold in each of the sentences below as either plural or plural possessive. Add an apostrophe if necessary:

23. The **seals** jumped through the rings at the aquarium show. plural
24. The **boys'** father went with them to the soccer game. plural / possessive
25. The **geeses'** flight pattern is V-shaped. plural / possessive