

Sentences and Sentence Fragments

REMEMBER THE RULES

- A **sentence** is a group of words that tells a complete thought.
Many kinds of plants and animals thrive in deserts.
- Every sentence begins with a **capital letter** and ends with a **punctuation mark**.
- A **sentence fragment** is a group of words that does not tell a complete thought and cannot stand alone.
Many kinds of plants.

A. Circle **sentence** or **sentence fragment** for each group of words.

- | | | |
|---|-----------------|--------------------------|
| 1. Last year, Felicia visited the desert. | sentence | sentence fragment |
| 2. She recorded her feelings in a journal. | sentence | sentence fragment |
| 3. A list of desert plants. | sentence | sentence fragment |
| 4. There were many kinds of cactuses. | sentence | sentence fragment |
| 5. Felicia liked one called the prickly pear. | sentence | sentence fragment |
| 6. Beautiful blooms on some of the cactuses. | sentence | sentence fragment |
| 7. No leaves on most of the cactuses. | sentence | sentence fragment |
| 8. Wrote down the desert animals. | sentence | sentence fragment |
| 9. Drew sketches of some of the animals. | sentence | sentence fragment |
| 10. Her journal helps her remember the trip. | sentence | sentence fragment |

B. Choose words from the box to make each fragment a sentence.

Write the words on the line.

11. _____ was especially interested in the jackrabbits.
12. _____ are the fastest rabbits in America.
13. Their fastest speed _____.
14. _____ can be eight inches long.
15. They get water _____.

<p>Their ears by eating cactuses Jackrabbits is 40 miles per hour Felicia</p>

Declarative and Interrogative Sentences

REMEMBER THE RULES

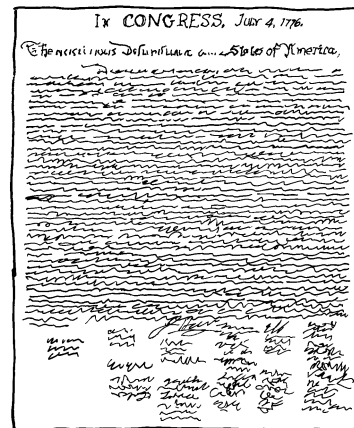
- A **declarative sentence** makes a statement. It ends with a period. (.)
I would like to go to a parade.
- An **interrogative sentence** asks a question. It ends with a question mark. (?)
Have you ever watched a parade?

A. Tell whether each sentence is **declarative** or **interrogative**. Circle your answer.

- | | | |
|---|--------------------|----------------------|
| 1. I remember being in a parade on the Fourth of July. | declarative | interrogative |
| 2. I was on a float, dressed as Thomas Jefferson. | declarative | interrogative |
| 3. Why is Jefferson important in America's history? | declarative | interrogative |
| 4. Did he write the Declaration of Independence? | declarative | interrogative |
| 5. I held a quill and pretended I was writing. | declarative | interrogative |
| 6. My friend was dressed as Benjamin Franklin. | declarative | interrogative |
| 7. Franklin had a printing business in Philadelphia. | declarative | interrogative |
| 8. Have you heard about his experiments with electricity? | declarative | interrogative |
| 9. Franklin helped write the Declaration of Independence. | declarative | interrogative |
| 10. Who else helped write the Declaration? | declarative | interrogative |

B. Fix each sentence. Add a period or question mark.

11. Do you know why the Declaration was written
12. How many British colonies were there in America
13. The Declaration was written on parchment
14. Who signed the Declaration of Independence
15. Today it is kept in a sealed case to protect it



Imperative and Exclamatory Sentences

REMEMBER THE RULES

- An **imperative sentence** gives a command or makes a request. It ends with a period. (.) *Listen to the sounds of a rain storm.*
- An **exclamatory sentence** expresses strong feeling. It ends with an exclamation mark. (!) *How different the sounds are!*

A. Tell whether each sentence is **imperative** or **exclamatory**. Circle your answer.

- | | | |
|---|-------------------|--------------------|
| 1. Come see my science exhibit. | imperative | exclamatory |
| 2. Watch how I make rain. | imperative | exclamatory |
| 3. Please don't touch the controls. | imperative | exclamatory |
| 4. What a lot of rain! | imperative | exclamatory |
| 5. Oh, now there's a flood! | imperative | exclamatory |
| 6. How powerful water can be! | imperative | exclamatory |
| 7. Follow the path of the moving water. | imperative | exclamatory |
| 8. Notice what happens to the soil. | imperative | exclamatory |
| 9. Look at the houses. | imperative | exclamatory |
| 10. How dangerous a flood is! | imperative | exclamatory |

B. Fix each sentence. Add a period or an exclamation mark.

- Listen to the recording I made
- How noisy rushing water is
- Tell me what you think of my exhibit
- What fun I had at the science fair
- How exciting it was to win a blue ribbon

Combining Sentences: Compound Sentences

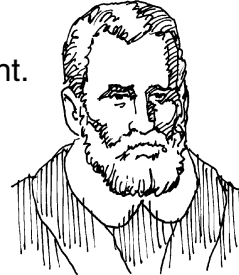
REMEMBER THE RULES

- A **compound sentence** uses the conjunction **and**, **or**, or **but** to join two simple sentences with similar ideas.
- Use a **comma** before **and**, **or**, or **but** when you write a compound sentence.

Marco Polo was a traveler, and he was a writer.

A. Circle the comma and conjunction in each compound sentence.

1. His father was a merchant, and Marco also trained to be a merchant.
2. He studied reading and writing, but he also studied cargo ships.
3. Marco's father had traveled to China, and he planned another trip.
4. They stopped at a port to get a ship, but the ships were not sturdy.
5. The travelers could sail in an unsafe ship, or they could go on by camel.



B. Correct each compound sentence by adding a comma and the word *and*, *or*, or *but*. Write the sentence.

6. The ruler of China knew the elder Polos he welcomed them back.

7. He was impressed by Marco he invited Marco to work for him.

8. Marco traveled throughout China his exact routes are hard to trace.

9. The Polos stayed in China for many years eventually they left.

10. They had to leave before the ruler died they might have been captured.

At Home: Write three compound sentences about an explorer you have studied. Circle the comma and conjunction in each sentence.

Mechanics and Usage: Sentence Punctuation**REMEMBER THE RULES**

- Use a **capital letter** to begin every sentence.
- Use a **period** at the end of **declarative** and **imperative** sentences.
- Use a **question mark** at the end of an **interrogative** sentence.
- Use an **exclamation mark** at the end of an **exclamatory** sentence.
- Use a **comma** before *and*, *but*, or *or* when joining two sentences.

A. Fix each sentence. Circle each letter that should be a capital letter.
Add missing punctuation.

1. antonio enjoys hiking, but he especially likes climbing mountains
2. guess the animals he saw in the woods
3. one animal had long quills all over its body and tail
4. how excited he was to see a porcupine
5. did you know that porcupines can climb trees



B. Rewrite each compound sentence. Use correct capitalization and punctuation.

6. antonio saw a moose but he was not close to it

7. a moose may feed on twigs and bark or it may eat plants in a pond

8. is a moose in the horse family or is it a kind of deer

9. the moose is an elk and it is the largest member of the deer family

10. A male's antlers are huge and they can be an amazing five feet wide

Mixed Review**REMEMBER THE RULES**

- A **declarative sentence** makes a statement. It ends with a **period**.
Some people like to snowshoe in the winter.
- An **interrogative sentence** asks a question. It ends with a **question mark**.
Have you ever enjoyed this winter activity?
- An **imperative sentence** tells or asks someone to do something. It ends with a **period**.
Try it sometime if you can.
- An **exclamatory sentence** shows strong feeling. It ends with an **exclamation mark**.
What giant footprints these are!
- A **compound sentence** contains two sentences joined by a comma and the word *and, or, or but*.
*Old snowshoes were made of wood, **but** new ones are made of aluminum.*

A. Rewrite each compound sentence correctly. Add missing punctuation marks and joining words.

1. We can go to the park we can walk on the golf course

2. The day is cold the sunshine feels wonderful

3. We can make sandwiches I'll carry them in my backpack

4. Will you fill the water bottles put them in the backpack

5. Get your gloves then you'll be ready to go

B. 6.-10. Next to each sentence you wrote, indicate what kind of sentence it is. Write *D* for declarative, *I* for interrogative, *IM* for imperative, and *E* for exclamatory.

At Home: Write a paragraph about a storm. Try to use the four kinds of sentences.

Complete Subjects and Complete Predicates

REMEMBER THE RULES

- Every sentence has two main parts: the **subject part** and the **predicate part**.
- The **complete subject** has all the words that tell *whom* or *what* the sentence is about. It can be one word or many words.
- The **complete predicate** has all the words that tell what the subject *is* or *does*. It can be one word or many words.

Many people / plant vegetable or flower gardens.

← **complete subject** ← **complete predicate**

A. Draw a vertical line (|) between the complete subject and the complete predicate.

1. Lian's family planted a special vegetable garden.
2. Lian has happy memories of this time.
3. Her father and mother came to America from Asia.
4. Some of the vegetables in Asia are not grown in America.
5. Lian's parents grew these special vegetables in their garden.
6. Each person in the family planted, watered, and weeded the garden.
7. Lian's aunt and uncle came on weekends to work in the garden.
8. Lian and her brother worked in the garden after school.
9. The family shared the vegetables with their neighbors.
10. The grateful neighbors invited the family to a neighborhood party.
11. Everyone at the party enjoyed delicious vegetables.

B. Choose a complete subject or a complete predicate from the box to finish each sentence. Write the sentence part on the line.

12. _____ helped the plants grow.
13. Insects _____
14. _____ ripened at different times.
15. Lian's father _____

ate a few of the plants.
Rain and sun
The vegetables
picked the first ripe vegetables.

Simple Subjects

REMEMBER THE RULES

- The main word or words in the complete subject is the **simple subject**.

My city has a community center with many activities.

- The **simple subject** tells you exactly *whom* or *what* the sentence is about.

A. Circle the simple subject of each sentence.

1. Acting classes are one kind of activity.
2. The acting teacher puts on a play each year.
3. Mrs. Baseman asked for volunteers.
4. My cousin Jesse was in a play this year.
5. The play took place in the future.
6. Jesse's part was a boy called Jupiter.
7. Jupiter spoke a strange language.
8. The other characters spoke English.
9. My cousin's costume was a silver jumpsuit.
10. His silver jumpsuit had a red streak on each arm.



B. Choose a simple subject from the box to complete each sentence.

actors	audiences	costumes	Jesse	Jupiter
--------	-----------	----------	-------	---------

11. _____ was the main character in the play.
12. _____ had to learn Jupiter's language.
13. The _____ helped each other practice their lines.
14. The _____ were ready for the dress rehearsal.
15. The _____ applauded loudly every night.

At Home: Write a paragraph about a play you have been in or one you have seen. Circle the simple subject in each sentence.

Simple Predicates

REMEMBER THE RULES

- A **simple predicate** is the main word or words in the complete predicate.

My family went to a family reunion last summer.

- The **simple predicate** is always a **verb** in the sentence.

A. Underline the complete predicate in each sentence. Circle the simple predicate.

1. My grandparents live on a dairy farm in Wisconsin.
2. All of us met at their place.
3. My aunts, uncles, and cousins came from many states.
4. Children from the city liked the animals on the farm.
5. They waved to the cows in the field.
6. Some family members brought photograph albums.
7. We laughed at our baby pictures.
8. My grandpa talked about his life as a farmer.
9. Grandma told funny stories about my mom.
10. The days passed quickly.

B. Write the simple predicate of each sentence.

11. Uncle James organized a volleyball game. _____
12. Aunt Carla won the game for my team. _____
13. Everyone ate dinner together after the game. _____
14. My dad cooked his famous spaghetti sauce. _____
15. Grandma baked three kinds of pie for dessert. _____

Combining Sentences: Compound Subjects

REMEMBER THE RULES

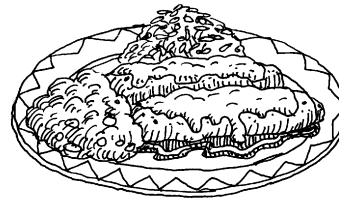
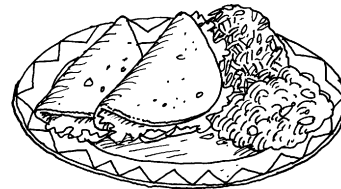
- A **compound subject** has two or more simple subjects that have the same predicate.

Lena and I cook Mexican food.

- Two sentences with the same compound predicate can be combined by linking the subjects with **and** or **or**.

A. Circle the compound subject of each sentence.

1. Tacos and enchiladas are my favorite Mexican dishes.
2. Angelica and Eduardo showed me how to make them.
3. Beans, beef, or chicken can be fillings for both dishes.
4. Tomatoes and lettuce are sometimes added to tacos.
5. Chili sauce and cheese go on top of enchiladas.



B. Circle the simple subjects in each pair of sentences. Then write them as a compound subject to combine the sentences.

6. Angelica rolled tortillas around fillings to make enchiladas.

I rolled tortillas around fillings to make enchiladas.

7. Eduardo folded tortillas with fillings to make tacos.

I folded tortillas with fillings to make tacos.

8. Angelica ate a delicious lunch. Eduardo ate a delicious lunch. I ate a delicious lunch.

9. Mom asked me to make enchiladas. Dad asked me to make enchiladas.

10. Tuesday will be the night for enchiladas. Wednesday will be the night for enchiladas.

At Home: Find four sentences in a newspaper or magazine that have a compound subject. Underline the compound subject in each sentence.

Combining Sentences: Compound Predicates

REMEMBER THE RULES

- A **compound predicate** has two or more simple predicates that have the same subject.

Most rabbits eat and play from dusk to dawn.

- Compound predicates are joined by the word *and* or *or*.
- Two sentences that have the same simple subject can be combined by linking the predicates with *and* or *or*.

A. Write the compound predicate of each sentence.

1. Michael brushes and pets his rabbit, Peanut Butter, every day. _____
2. He cleans and refills her litter box every other day. _____
3. Pet rabbits eat and drink a little bit all day and all night. _____
4. They lick and clean their fur all the time. _____
5. Rabbits rest or sleep during the day. _____

B. Circle the simple predicates in each pair of sentences. Then write them as a compound predicate to combine the sentences.

6. Michael's rabbit sniffs new things. Michael's rabbit explores new things.
Michael's rabbit _____ new things.
7. She jumps in the air to show happiness. She twists in the air to show happiness.
She _____ in the air to show happiness.
8. All rabbits chew. All rabbits dig.
All rabbits _____.
9. Peanut Butter rips newspaper. Peanut Butter chews newspaper.
Peanut Butter _____ newspaper.
10. Peanut Butter freezes at a strange sound. Peanut Butter thumps at a strange sound.
Peanut Butter _____ at a strange sound.

Mechanics and Usage: Correcting Run-on Sentences

REMEMBER THE RULES

- A **run-on sentence** joins sentences that should be written separately or as a compound sentence.
- One way to correct a run-on sentence is to separate each complete idea into a sentence.
- Another way to correct a run-on sentence is to rewrite it as a compound sentence. Use a comma and the word *and*, *or*, or *but* to combine the sentences.

A. Find the sentences that are joined in each run-on sentence. Draw one line under the first sentence, and draw two lines under the second sentence.

1. The ancient Maya lived in Middle America they built enormous structures.
2. The Maya used stone blocks for building these blocks were huge and heavy.
3. Workers had to lift the blocks some of the workers were probably enslaved.
4. Structures included palaces and pyramids the city of Copán had a ball court.
5. Teams played a game called pokta-pok in this court it was a rough game.

B. Rewrite each run-on sentence by forming a compound sentence.

6. Some Maya men were soldiers and merchants most were farmers.

7. Teenage boys moved to group homes girls remained with their families.

8. Kings ruled the cities events in their lives were recorded on tall stones.

9. The symbols carved into the stones represented objects they stood for sounds.

10. The Maya also invented a number system merchants used it in their business.

Mixed Review**REMEMBER THE RULES**

- The **simple subject** is the main word or words in the complete subject.
*Some very interesting **animals** live in water.*
- The **simple predicate** is the main word or words in the complete predicate.
*Some very interesting animals **live** in water.*
- A **compound subject** has two or more simple subjects that have the same predicate. You can combine two sentences by using a compound subject.
***Children and adults** enjoy visiting a museum aquarium.*
- A **compound predicate** has two or more simple predicates that have the same subject. You can combine two sentences by using a compound predicate.
Visitors **see and appreciate** a variety of animals.

A. Draw one line under the simple subject and two lines under the simple predicate for each sentence.

1. Last year, Luis went on a school trip to an aquarium.
2. The young boy's memories of this trip are very special.
3. The students rode on a bus for about an hour to a nearby city.
4. The large aquarium exhibited more than 2,000 fish and water animals.
5. Luis especially liked the tank with sharks, turtles, and eels in it.

B. Circle the compound subject or the compound predicate for each sentence.

6. Guides and teachers answered questions about the different animals.
7. A special exhibit allowed and encouraged visitors to handle animals.
8. Luis touched and examined several animals in this tide-pool exhibit.
9. Dolphins and sea lions performed in shows for the aquarium visitors.
10. The dolphins danced or skipped on top of the water.

Common Errors: Sentence Fragments and Run-on Sentences

REMEMBER THE RULES

- A **sentence fragment** does not express a complete thought.
The tomb of China’s first emperor.
- You can correct a sentence fragment by adding a subject or a predicate.
The tomb of China’s first emperor was spectacular.
- A **run-on sentence** has two or more sentences that should stand alone.
The emperor’s tomb had a huge army it was made of clay.
- You can correct a run-on sentence by rewriting it as separate sentences or as a compound sentence.
The emperor’s tomb had a huge army. It was made of clay.

A. Read each group of words. Write *F* if the words are a sentence fragment. Write *S* if the words are a complete sentence.

- | | |
|--|--|
| 1. China’s first ruling emperor. _____ | 4. Many drawn and ready crossbows. _____ |
| 2. His name was Shih Huang Ti. _____ | 5. A map of the known world. _____ |
| 3. He came to power as a boy. _____ | 6. A life-sized clay army. _____ |

B. Rewrite each run-on sentence as two separate sentences or as a compound sentence. Use correct capitalization and end punctuation.

7. The emperor thought the clay army would protect him he thought it would keep him safe in the afterlife.

8. The largest trench had more than 3,000 foot soldiers they were all different.

9. There were 200 soldiers they had real bows and arrows.

10. The second trench held the cavalry the third trench was command headquarters.

Study Skills: Note-Taking and Summarizing

- **Take notes** when you do research so you will remember what you have read. Write the **main idea** and the **most important details**.
- Write the **source** of your information and the question that you would like the source to answer. A **primary source** is a firsthand account of an event.
- Then **summarize** the information in as few words as possible.

Read the excerpt from the remembrances of Lincoln's stepmother. Take notes on the important ideas, then write a summary of what you have read.

Abe read all the books he could get his hands on, and when he came across a passage that struck him, he would write it down on boards if he had no paper and keep it there til he did get paper, then he would rewrite it, look at it, repeat it. He had a copybook, a kind of scrapbook, in which he put down all things and then preserved them. He ciphered on boards when he had no paper or no slate, and when the board would get too black, he would shave it off with a drawing knife and go on again. When he had the paper he put his lines down on it.

Source:

1. _____

Notes:

2. _____

3. _____

4. _____

Summary:

5. _____

Vocabulary: Time-Order Words

- Time-order words and phrases tell when things happen and the order in which they happen.

First, we got our tickets.

As soon as we were in the theater, we found our seats.

Finally, the movie started.

A. You are helping your dad with the yard work. Circle a time-order word or phrase to finish each sentence below.

1. On Saturday, I went outside (as soon as, before) I was finished with breakfast.
2. (First, Tomorrow) I got out the rake and the wheel barrow.
3. (Then, Finally) I helped rake leaves.
4. (Second, Next) I mowed the back lawn.
5. (In the meantime, Tonight) my dad clipped the grass around the edges.
6. (At the same time, Before) my mom weeded the flower beds.
7. (Then, Second) she went in the vegetable garden and picked tomatoes.
8. (Yesterday, As soon as) I was finished mowing, I went to help Mom.
9. After we had worked all morning, we (finally, now) took a break.
10. As we ate tomato sandwiches, Mom said, "(Yesterday, Tomorrow) we can work on the front yard!"

B. Use time-order words or phrases to complete the sentences.

11. _____ I got up and got dressed. _____ I fixed breakfast.
12. _____ I had started eating, the phone rang. _____ someone knocked at the door.
13. _____ I answered the door, the dog got loose. _____ the phone rang again.
14. _____ I chased my dog down the street. _____ I let Mrs. West into the house.
15. _____ Mrs. West waited for Mom to come downstairs, I _____ ate my cereal.

At Home: What Saturday chores do you do around your house? Use three time-order words to tell what you do.

Composition: Main Idea

- The **main idea** of a paragraph is stated in a topic sentence. It tells what the writing is about. The other sentences in the paragraph add details to develop or support the main idea. Here are two topic sentences.

*Pioneers on the Oregon Trail faced many hardships on their journey.
Birds, amphibians, reptiles, and small mammals are all members of the
backyard wildlife community.*

A. Underline the topic sentence in each group of sentences below.

1. Thomas Edison was a hard-working inventor.
Edison took catnaps in his lab because he was too busy to sleep.
2. Your heart pumps blood through your arteries, veins, and capillaries.
The strongest muscle in your body is your heart.
3. Magma, which is melted rock, heats up underground water.
A geyser is a jet of steam and water that shoots out of the ground.
The pressure of the heated water causes it to escape.
4. Nova Scotia is one of the Maritime Provinces.
Canada is divided into ten provinces and two territories.
5. It is important to practice bicycle safety.
Helmets should be worn at all times.

B. Write a main idea sentence for each of the following topics.

6. Your favorite hobby

7. The best way to travel

8. A winter sport for everyone

9. The world's greatest artist

10. Cleaning up the environment

Features of Personal Narrative

A good personal narrative

- tells a story from **personal experience**.
- expresses the writer's feelings by using the **first-person point of view**.
- has an interesting **beginning, middle, and end**.
- shares events in **sequence** that makes sense.
- uses **time-order words** to connect ideas and show the sequence of events.

1.-5. A. Read these sentences from a paragraph in a personal narrative. Number the sentences 1 through 5 in a sequence that makes sense.

_____ Then, we picked up our luggage, had our passports stamped, and exited into the main lobby of the airport terminal building.

_____ What happened first was that my sister saw the Statue of Liberty from the window of the airplane.

_____ I spotted my aunt immediately because she looked so similar to my grandmother.

_____ As the plane touched the runway, my family held hands and smiled.

_____ When we arrived at my aunt's house, I finally had a chance to meet my American cousins to whom I had written letters for the past year.

B. Write a paragraph about winning an award for writing. Notes for each sentence are in parentheses. Write the paragraph in the first person.

6. (An auditorium is full of students.) _____

7. (You are named the contest winner.) _____

8. (You go to the stage.) _____

9. (You say something.) _____

10. (The audience applauds.) _____

Prewrite: Personal Narrative

A **personal narrative** is a story about events and experiences from your own life. The purpose of a narrative is to share an experience and explain your thoughts and feeling about it. You can use a **main idea map** to organize your ideas.

Plan your own personal narrative. Think of a personal experience you would like to share with others. Brainstorm some ideas. Then choose your topic. Write your main idea and list details on the map.

MAIN IDEA MAP

The diagram is a main idea map. It consists of a central rounded rectangle with the text "Main Idea:" inside. This central box is connected to eight surrounding ovals. The ovals are arranged in two columns of four. Each oval is connected to the central box by a vertical line. The top two ovals in each column are connected to the top of the central box, and the bottom two ovals are connected to the bottom of the central box.

CHECKLIST

- Have you chosen an interesting topic and explored ideas?
- Is your main idea supported by details?
- Do you need to do any research?

Revise: Personal Narrative

One way to improve your personal narrative is to elaborate. When you elaborate, you **revise** your writing by adding important ideas and details. You also may need to add more about how you felt during your personal experience.

My Notes
Humpback whales
baleen whales with two long flippers
travel in pods
sing, click, groan under the water
barnacles

Pretend you wrote the following personal narrative after you interviewed a marine biologist. Read the notes you took. Add some details from your notes to your narrative. Then add other details about your feelings. Add a title, too. Write your new paragraphs on a separate sheet of paper.

Last summer, I visited my aunt Bertha in Cape Cod. She took me whale watching. I was so excited because I had never seen a whale in the wild before. When the captain yelled, “There she blows!” we all ran to the boat’s railing and looked at the enormous spewing of air and water. I didn’t know where the whale was going. At first, I didn’t see any others, but then I spotted more. My aunt handed me a camera and I began snapping pictures. I could see one whale quite well. It had funny-looking things on its body.

Then the boat began to sway. My stomach began to churn. I was so seasick that I couldn’t hold the camera any longer. Other people were looking green, too. So the captain decided it was time to return to shore. I was so happy to be on solid ground once again.

Proofread: Personal Narrative**PROOFREADING MARKS**

¶ new paragraph

^ add

⤵ take out

≡ Make a capital letter.

/ Make a small letter.

Ⓢ Check the spelling.

⊙ Add a period.

After you revise your personal narrative, you will need to **proofread** it to correct errors in mechanics, grammar and usage, and spelling.

Read the following personal narrative. Make sure there are no sentence fragments. Remember to add commas in compound sentences, and include the correct end punctuation. Use the proofreading marks from the box to mark any errors you find. Rewrite the paragraphs on another sheet of paper.

On Alert

One Saturday afternoon, I was up in my room building a model airplane. Then I began to smell something

burning. At first I thought the smell was coming from our kitchen downstairs but everything was OK. Then I opened the backdoor and that's when I really smelled and saw the smoke. Ominous smoke and fumes were gushing out of the basement window of the house directly across from our yard.

Yikes I was about to scream and panic. Instead I grabbed for the phone and I dialed 911. Then I looked up my neighbor Mrs. Gomez's number and I called her. She had been napping. After she heard the news from me, she ran outside.

The volunteer firefighters discovered that the fire was caused by some bad wiring. They put out the fire very quickly.

One of the firefighters said, "You did the right thing, son," and then Mrs. Gomez gave me the biggest hug ever.

Nouns

REMEMBER THE RULES

- **Nouns** are words that name people, places, things, or ideas.

Farmers plant crops in several fields.

↑ ↑ ↑
persons **things** **places**

- A.** Underline the nouns in each sentence. Draw a line from each noun to the word that tells what the noun names.

1. A tornado went through a large farm .

person place thing idea

2. The windstorm did not damage the house.

person place thing idea

3. Several relatives came from out of town .

person place thing idea

4. Neighbors helped put up a new fence .

person place thing idea

5. The family expressed their gratitude over and over again.

person place thing idea



- B.** Fill in each blank with a noun from the box. Answers may vary.

6. Severe _____ causes

great _____.

7. Many _____ work together

to help those in _____.

8. A _____ may flood

a _____.

9. Rescue _____ go

out in _____.

10. Town _____ set

up _____.

boats
 harm
 hurricane
 officials
 people
 region
 shelters
 trouble
 weather
 workers

More Plural Nouns**REMEMBER THE RULES**

- Change *-f* to *v* and add *-es* to form the plural of some nouns ending in *f* or *fe*, for example, *life-lives*.
- Add *-s* to form the plural of nouns ending in a vowel followed by *o*, for example, *radio-radios*.
- Add *-s* or *-es* to form the plural of nouns ending in a consonant followed by *o*, for example, *piano-pianos* and *veto-vetoes*.
- Some nouns have a special plural form that does not end in *-s*, for example, *woman-women*.
- Some nouns stay the same whether singular or plural, for example, *geese-geese*.

A. Write the plural form of each noun.

- | | |
|------------------|-----------------|
| 1. volcano _____ | 6. tomato _____ |
| 2. moose _____ | 7. rodeo _____ |
| 3. shelf _____ | 8. half _____ |
| 4. patio _____ | 9. tooth _____ |
| 5. loaf _____ | 10. trout _____ |

B. Circle the correct plural form to complete each sentence.

11. I joined a walk to raise money to help sick _____. childs children
12. We believed medical research could save _____. lives lifes
13. Newspaper reporters snapped _____ and asked questions. photoes photos
14. People along the way were making home _____. videoes videos
15. My _____ were tired, but I felt good. feet foots

Common and Proper Nouns

REMEMBER THE RULES

- **Common nouns** name any person, place, thing, or idea.
- Capitalize **proper nouns** that name particular people, places, things, or ideas.

*A **lizard** that can fly lives in **Malaysia**.*

↑
common noun
↑
proper noun

A. Circle **common noun** or **proper noun** to identify each noun.

- | | | |
|-------------------|--------------------|--------------------|
| 1. forest | common noun | proper noun |
| 2. February | common noun | proper noun |
| 3. spring | common noun | proper noun |
| 4. lizard | common noun | proper noun |
| 5. David | common noun | proper noun |
| 6. science | common noun | proper noun |
| 7. Saturday | common noun | proper noun |
| 8. Ash Road | common noun | proper noun |
| 9. street | common noun | proper noun |
| 10. Nature Museum | common noun | proper noun |

B. Underline the common nouns in each sentence. Write the proper nouns.

11. The Willow Science Center in my town helps salamanders.

12. At night in March, these little creatures have to walk across Henry Street.

13. They lay eggs in Peter's Pond on the other side of this busy road .

14. Thomas and other volunteers helped build tunnels for the salamanders .

15. On Friday, Thomas and his friends Jerry, Laura, and Ana helped with the project.

Mechanics and Usage: Capitalization**REMEMBER THE RULES**

- Capitalize days of the week, months, holidays, and proper nouns.
- Capitalize names, titles of people, and titles of works.

Tuesday Dr. Chu Boston Time for Kids

A. Draw a line through each proper noun. Rewrite the nouns on the line above each sentence. Use correct capitalization.

1. My group report on thanksgiving day for mrs. caron's class is due on friday.

2. felipe, bian, and I are meeting at smith library to do research.

3. In 1623, governor william bradford made july 30 a day of thanks for plymouth colony.

4. On november 26, 1789, president george washington also declared a day of thanks.

5. The editor of *godey's lady's book*, mrs. sarah hale, wanted a day of thanks.

B. Complete each sentence with a proper noun. Use correct capitalization.

6. In the _____, graves are decorated with flags and flowers on _____.

7. This holiday is observed on the last _____ in the month of _____.

8. _____ is the holiday in _____ that honors our country's flag.

9. _____ in _____ is named for the explorer _____.

10. _____ Ferdinand V and _____ Isabella sponsored his first voyage.

Mixed Review**REMEMBER THE RULES**

- Most plural nouns end in -s or -es, but some **plural nouns have special forms.**

Most *children* like *toys*.

↑ ↑

special form ends in -s

- **Common nouns** name any person, place, thing, or idea.
- **Proper nouns** name a particular person, place, thing, or idea and begin with a capital letter.

I know that *Tanya* likes stuffed *animals*.

↑ ↑

proper noun common noun

- A.** If the underlined plural form in the sentence is correct, write *correct*. If the plural form is not correct, write it correctly.

1. My brother persuaded us to help him make beanbag toys. _____
2. He planned to give all of them to sick childs. _____
3. We cut out paper patternes and pinned them to cloth. _____
4. Then we cut out the piecs of cloth and sewed them together. _____
5. We sewed with yarn and big plastic needles. _____

- B.** Circle the common noun or nouns in each sentence. Then write each proper noun, using correct capitalization.

6. We went with my brother to washington memorial hospital.

7. All my friends were ready to go early in the morning on saturday. _____

8. It was the first day of december and very cold. _____

9. The hospital was in the nearby town of grand lake. _____

10. We helped read signs and soon found lakeside road. _____

At Home: Write the common nouns in sentences 6-10 that are singular nouns. Then write the plural form of each one.

Singular Possessive Nouns

REMEMBER THE RULES

- **Singular possessive nouns** show ownership, or possession.
- To form the possessive of a singular noun, add 's.

A painter's brushes are several sizes.



singular possessive noun

A. Write the singular possessive form of the underlined noun.

1. Everyone in Gena family helped paint her room. _____
2. Her mom borrowed a neighbor ladder. _____
3. They used Uncle Fred rollers and brushes. _____
4. Gena wore her brother old shirt. _____
5. Dad noticed that the tip of their cat tail was blue! _____

B. Write the singular possessive noun for each group of words.

6. a poster that belongs to a sister _____
7. the idea of Dad _____
8. a photo of a friend _____
9. the hat that belongs to Mom _____
10. a book that belongs to Sergio _____
11. a dog that belongs to Aunt Rosemary _____
12. the nose of the dog _____
13. the laugh of Gena _____
14. the chair that belongs to Grandpa Leo _____
15. a picture that belongs to Grandma Nell _____

Plural Possessive Nouns

REMEMBER THE RULES

- To form the possessive of a plural noun ending in -s, add an apostrophe (').
- To form the possessive of a plural noun that does not end in -s, add 's.

The children's reports were about seabirds' behavior.



plural possessive noun



plural possessive noun

A. Write the plural possessive form of the underlined noun.

1. People concern after an oil spill on a beach was wonderful. _____
2. Many responded to the TV stations call for help. _____
3. Birds feathers were covered with oil and had to be cleaned. _____
4. Helpers followed naturalists instructions on what to do. _____
5. It was workers task to clean the oily sand. _____

B. Write the plural possessive noun for each group of words.

6. the cargo of tankers _____
7. the feet of gulls _____
8. work of the women _____
9. help of the men _____
10. vans of volunteers _____
11. water of the oceans _____
12. hands of the people _____
13. wings of birds

14. the members of clubs

15. the contribution of groups



At Home: Ask a parent or older sibling to list four plural nouns. Then use the possessive form of each noun in a sentence.

Combining Sentences: Nouns

REMEMBER THE RULES

- You can **combine sentences** with similar information about two different nouns.
- Use the **conjunction** *and* or *or* to join nouns in a sentence.

Harry helped rake leaves. Terry helped rake leaves.

Harry and Terry helped rake leaves.

A. Underline the information in each sentence that is similar.

1. Aboul helped take care of the yard. Trulie helped take care of the yard.
2. Aboul picked up twigs. Aboul picked up litter.
3. The boy mowed the grass. The girl mowed the grass.
4. The children filled bags with grass. The children filled bags with leaves.
5. Trulie trimmed the hedge. Trulie trimmed the bushes.

B. Find the two nouns you can join to combine the pair of sentences. Use them to complete the sentence.

6. Trulie trimmed with a pair of clippers. Trulie trimmed with a pair of shears.

Trulie trimmed with a pair of _____.

7. Trulie planted rows of tulip bulbs. Trulie planted rows of lily bulbs.

Trulie planted rows of _____.

8. Hoes are tools to use in soil. Spades are tools to use in soil.

_____ are tools to use in soil.

9. Tulips are spring flowers. Lilies are spring flowers.

_____ are spring flowers.

10. Saturday is the day for chores. Sunday is the day for chores.

_____ is the day for chores.

Mechanics and Usage: Letter Punctuation

REMEMBER THE RULES

- A comma follows the greeting and closing in a friendly letter.
- The greeting and the first word in the closing of a letter begin with a capital letter.
- A colon follows the greeting in a business letter.
- A comma separates the name of a city and state, and the day and the year in a date.

A. Circle the following phrases from business letters that have correct capitalization and punctuation.

- | | | |
|------------------------|---------------------|---------------------|
| 1. Dear Mrs. Davidson: | dear Mrs. Davidson, | Dear Mrs. Davidson, |
| 2. Sincerely yours | Sincerely yours, | sincerely yours, |
| 3. August 22 2001 | August 22, 2001 | August 22 2001, |
| 4. Columbus: Ohio | Columbus Ohio, | Columbus, Ohio |
| 5. Very truly yours, | Very truly yours: | Very truly yours |
| 6. Atlanta Georgia | Atlanta, Georgia | Atlanta Georgia: |
| 7. dear Ms. Lopez: | Dear Ms. Lopez | Dear Ms. Lopez: |
| 8. September 9: 2001 | September, 9 2001 | September 9, 2001 |
| 9. Respectfully, yours | Respectfully yours, | respectfully yours, |
| 10. Dear Mr. Young: | dear Mr. Young: | Dear Mr. Young, |

B. Write an example for each part of a friendly letter listed below.

11. heading _____

12. inside address _____

13. greeting _____
14. closing _____
15. signature _____

At Home: Write a business letter to a company that makes a product you like. Use correct capitalization and punctuation.

Mixed Review

REMEMBER THE RULES

- To form the possessive of most singular nouns, add -'s.
- To form the possessive of a plural noun ending in -s, add only an apostrophe (').
- To form the possessive of a plural noun that does not end in -s, add -'s.

plural noun ending in -s



The sisters' favorite book is about two mice's adventures in a house's attic.

plural noun not ending in -s



↑
singular noun

- The greeting and the closing of a letter begin with a capital letter.
- A comma follows the greeting and closing of a friendly letter.

Dear Richard, Your friend,

- A comma separates the name of a city and state and the day and the year in a date. *Oklahoma City, Oklahoma January 1, 2001*

A. In each sentence, write the possessive form of the noun in parentheses.

1. The library in _____ town had a book sale. (Ramona)
2. It was the _____ plan for making extra money. (librarian)
3. She wanted to buy beanbag chairs for the _____ room. (children)
4. Ramona asked classmates to collect their _____ old books. (families)

B. Add missing punctuation to the following friendly letter. Circle each word that should begin with a capital letter.

5. Coaltown Pennsylvania

6. September 14 2001

7. dear Ramona

8 Everyone at Coaltown Library thanks you for your help with the library's book sale.

9. We greatly appreciate your classmates hard work, too.

10. your librarian

Common Errors: Plurals and Possessives

REMEMBER THE RULES

- A **possessive noun** shows who or what owns or has something.
- To form the possessive of most singular nouns, add an apostrophe and *-s ('s)*.
*A Viking **explorer's** life was difficult and dangerous.*
- To form the possessive of a plural noun that ends in *-s*, add only an apostrophe (*'*).
*Their **warriors'** methods were often brutal.*
- To form the possessive of a plural noun that does not end in *-s*, add an apostrophe and *-s ('s)*.
*The **freemen's** class included merchants and farmers.*

A. Read each group of words. Label the underlined word *plural, singular possessive, or plural possessive.*

1. the explorer's ship _____
2. the warrior's shield _____
3. women's rights _____
4. the Vikings' religion _____
5. Viking shipbuilders _____
6. the navigator's knowledge _____
7. daring expeditions _____
8. the poets' sagas _____
9. the merchants traded _____
10. the shipbuilder's skill _____

B. Write the correct form of the noun in parentheses. Be sure to form the possessive correctly by adding an *apostrophe* and *-s ('s)* or an *apostrophe (')* only.

11. _____ ship was called the Golden Dragon. (Eric)
12. He searched for the land where the _____ light shone at night. (sun)
13. The _____ voyage took him to Greenland. (explorer)
14. Later, the _____ voyage to Greenland proved difficult. (colonists)
15. Almost half of the _____ passengers were lost at sea. (ships)

Study Skills: Choose Reference Sources

- An **encyclopedia** gives general information about a topic. It may be in book form, on a CD-ROM, or on-line.
- A **dictionary** lists words in alphabetical order and gives information such as pronunciation, meaning, and part of speech.
- A **thesaurus** provides synonyms and antonyms for a word.
- An **atlas** is a book of maps.
- An **almanac** contains current information on important people, places, and events.
- The **Readers' Guide to Periodical Literature** is an alphabetical list of topics and magazine articles about those topics. The listing gives the name of the magazine, the date, and the page numbers.

Write the reference source you would choose to answer the following questions.

1. How much rainfall does Los Angeles, California, usually get in a year? _____
2. What are three synonyms for speak? _____
3. Who was baseball's Most Valuable Player for the American League in 1960? _____
4. You know you saw a magazine article about volcanoes a few months ago. What source can help you find the magazine and the issue?

5. You want some general information about Francisco Pizarro.

6. What states border Mexico? _____
7. What is the correct pronunciation of *indigo*? _____
8. Is Hawaii on the equator? _____
9. What were the years that Jimmy Carter was President? _____

10. Where are wombats found? _____

Vocabulary: Compound Words

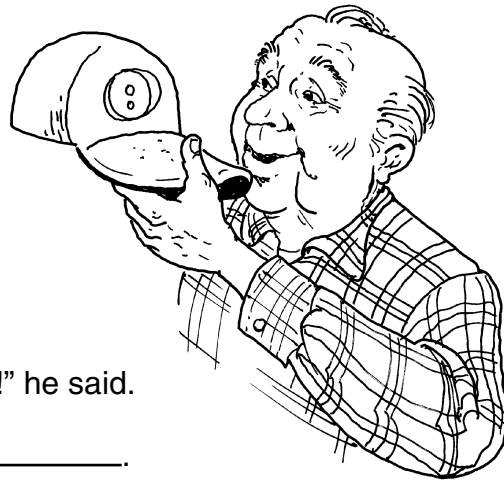
- A **compound word** is a word made from two or more words joined together. A compound word can be written as one word, as two or more words separated by a hyphen, or as two separate words.

grandmother sister-in-law foster brother

A. Choose a compound word from the list to complete each sentence below.

ball park	dining room	backyard	spaceship	baseball
everyone	grandfather	birthday	farmhouse	seventy-five

1. We went to a _____ party for my grandfather.
2. Gramps was _____ years old.
3. I gave Gramps a _____ cap.
4. "I can wear this at the _____!" he said.
5. Mom brought the cake into the _____.



B. Make compound words by joining the following words. Write the words on the lines.

court	home	house	team	tennis	out	wood	work	reach
-------	------	-------	------	--------	-----	------	------	-------

- | | |
|-----------|-----------|
| 6. _____ | 11. _____ |
| 7. _____ | 12. _____ |
| 8. _____ | 13. _____ |
| 9. _____ | 14. _____ |
| 10. _____ | 15. _____ |

Composition: Leads and Endings

- A **lead** is the opening in a piece of writing. A strong lead grabs the readers' attention into the story.

Right away, I could tell that this was no ordinary Tuesday.

- An **ending** is the closing in a piece of writing. A strong ending can be a summary or a conclusion.

At the end of that unforgettable day, I was tired, but I was happy.

A. Write *L* if it is a lead sentence and *E* if it is an ending sentence.

1. Have you ever made a movie? _____
2. And if you believe this story, you will believe anything! _____
3. As he went to sleep, he thought about all he had learned. _____
4. Think about the many kinds of traditions with which you are familiar. _____
5. Dan was bursting with anticipation as he ran up the front steps. _____
6. That afternoon was great because she finally learned how to rope a steer. _____
7. Paula and her family were finally heading home. _____
8. Until last night, Jerry and Greg were best friends. _____
9. Will these endangered species survive for another century? _____
10. Did you know that cats are fascinating creatures? _____

B. Underline the best ending sentence in each pair.

11. I have a hardworking dog.
When I need a helper, I know I can always count on my dog, Buzz.
12. Kenny was home in time for dinner, in spite of the strange afternoon.
Kenny was glad he wasn't late.
13. So, more car pools and fewer cars would be a big improvement.
If more people would car pool, the air would be cleaner.
14. Carly hoped Elena would return home.
Carly hugged Elena at last and said, "I'm so glad you are home!"
15. Television is a good way to waste too much of your time.
Television takes up a lot of time.

Features of Persuasive Writing

Writing that persuades

- clearly **states an opinion** on a specific topic.
- uses **convincing reasons** and arguments.
- organizes reasons in a **logical order**.
- usually saves the **strongest argument for last**.
- includes **opinion words**.

A. Read the following persuasive paragraph. Underline the topic sentence.

1. We need to pass laws that support products friendly to our environment. Because plastic does not disintegrate, it clogs landfills and sometimes even kills wildlife. For example, the loops from six-packs of beverages have been known to strangle sea birds. It's wrong to let animals die because we humans like our plastic bags, bottles, and diapers. Chemists have developed new plastic packing materials made from corn or potato starch. Most significantly, these new packing materials disintegrate and leave nothing harmful for the earth. The use of these new packing materials will protect the environment.

B. Use information from the paragraph to answer the following questions.

2. The writer has an unfavorable opinion about what product?

3. The writer tries to persuade the reader about what idea?

4. The author has a favorable opinion about what product?

5. Write two facts from the paragraph that support the topic sentence.

Prewrite: Persuasive Writing

A persuasive writer tries to change or influence a reader's point of view about a topic. A well-developed persuasive argument might lead a reader to take some type of action. Usually in a persuasive piece of writing, both opinions and facts are included. A **chart** can help you keep track of facts and opinions.

Brainstorm and then choose a topic that you feel strongly about. Plan to write a persuasive argument to sway readers to your way of thinking about the issue. On the chart below, list reasons that can help you get your message across. Note whether your reasons are opinions or facts.

REASON-AND-EXPLANATION CHART	
Position Statement:	
Reason:	
Explanation:	
Reason:	
Explanation:	
Conclusion:	

CHECKLIST

- Did you think about your purpose and audience?
- Did you list reasons and examples that support your opinions?
- Are your reasons organized in a logical way?

Revise: Persuasive Writing

One way to improve your persuasive writing is to elaborate. You can **revise** your work by including more reasons or details to prove your point. You may need to add some opinion words or phrases, such as those below, to make your writing more persuasive.

<i>I believe</i>	<i>obviously</i>	<i>concerned</i>	<i>ought</i>	<i>should</i>	<i>most</i>
<i>best</i>	<i>everyone</i>	<i>in my opinion</i>	<i>I think</i>	<i>you'll agree</i>	

Pretend you wrote the following speech to try to persuade classmates to start a community club. Revise it by adding details and some opinion words. Use a separate piece of paper.

If we began a community club, we could keep in touch with people in our community. We could poll business people and find out how we can help them.

The projects that members of the community club could undertake would be to help clean up the park, hold a fundraiser to raise money for the town library, or throw a party for the volunteer fire department. We could also help senior citizens. I know that the middle school in our neighboring town has a community club and both teachers and students really love it. Maybe you saw posters last month, announcing their street fair.

Kids do make a difference!

Proofread: Persuasive Writing**PROOFREADING MARKS**

¶ new paragraph

^ add

S take out

≡ Make a capital letter.

/ Make a small letter.

sp Check the spelling.

⊙ Add a period.

Once you revise your persuasive writing, you will need to **proofread** it to correct any errors in mechanics, grammar and usage, and spelling.

A. Proofread the following persuasive letter to a business person. Add indents where needed. Combine sentences if appropriate. Use the proofreading marks from the box.

2314 Main street
Patterson, New York 12563
October 19 2002

Mr Joseph Giraldo
Party Goods, Limited
5436 Allen Street
Patterson, New York 12563

Dear Mr. Giraldo:

My school, Lincoln Elementary, began a community club a few months ago. We have been doing some good things to improve the community such as running errands for five senior citizens. Now we want to give a party for the volunteer firefighters. Do you remember how fast they put out the fire at Al's Pizza Parlor! The kids at Lincoln would greatly appreciate it if you could contribute some party goods. We'll need plates, napkins, spoons and cups.

Sincerely
Frances Mahoney
Fifth-grade Student,
Lincoln elementary School

B. Use the corrections you marked to rewrite the letter on a separate piece of paper.

Action Verbs**REMEMBER THE RULES**

- An **action verb** tells what the subject of a sentence does or did.

The cheerleaders join hands.

↑
action verb

A. Underline the action verb in each sentence.

1. Our cheerleaders cheered at the game.
2. The girls jumped high.
3. They yelled loudly.
4. One boy flipped backwards.
5. I liked their dance routine.
6. Each day, they practice for one hour after school.
7. Three of the cheerleaders formed a pyramid.
8. Sometimes they perform in contests.
9. The fans showed their approval.
10. The team members enjoyed the show, too.
11. The crowd clapped for their performance.
12. Everyone appreciated their enthusiasm.
13. We left the gymnasium tired but happy.

B. Write another action verb that can replace the underlined verb to make a complete sentence.

14. People grabbed seats in the stands. _____
15. The crowd enjoyed the cheerleaders. _____
16. A mascot amused the crowd. _____
17. Students giggled at the mascot. _____
18. Fans gobbled many kinds of snacks. _____
19. People in the stands admired the players. _____
20. The fans inspired the players. _____

Direct Objects

REMEMBER THE RULES

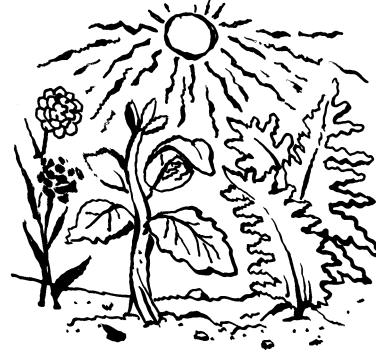
- A **direct object** is a noun or pronoun that receives the action of the verb.
- A **direct object** answers the question *what* or *whom* after the action verb.

The teacher **explained** ecosystems.

↑
direct object

A. For each sentence, underline the action verb. Then write the direct object.

1. The sun provides energy. _____
2. Plants trap the sun's heat. _____
3. Animals consume other organisms. _____
4. Herbivores eat plants. _____
5. All organisms require phosphorous. _____



B. Read each sentence. Find the action verb and direct object. Write the words under the correct headings on the chart.

6. Ecosystems cycle energy.
7. Some animals digest plants.
8. Plants supply nutrients.
9. Other animals kill their prey.
10. Carnivores devour meat.



VERB	DIRECT OBJECT
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

McGraw-Hill School Division

Verb Tenses

REMEMBER THE RULES

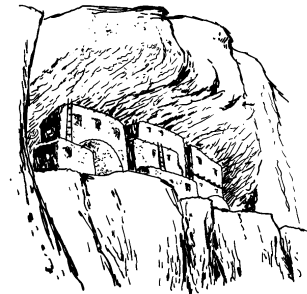
- A verb in the **present tense** shows that something is happening now, such as *like*.
- A verb in the **past tense** shows that something has already happened, such as *liked*.
- A verb in the **future tense** shows that something is going to happen, such as *will like*.

A. Read each sentence and identify the tense of the verbs in dark type. Underline the correct answer.

- Some prehistoric people **lived** in caves in Europe.
 present past future
- Cro-Magnon people **Painted** animals on cave walls.
 present past future
- Today, their paintings still **exist**.
 present past future
- The pictures **possess** a magical quality.
 present past future
- Archaeologists **will use** them for studying prehistoric life.
 present past future

B. Read the sentences. Look at each underlined verb. Write *present*, *past*, or *future* on the line to indicate the verb tense.

- Very few early Americans lived in caves. _____
- You will find caves too cold and damp for habitation. _____
- Some Native Americans preferred cliff dwellings. _____
- The Anasazi are famous cliff dwellers. _____
- Their cliff dwellings date back to around 1200 A.D. _____



Subject-Verb Agreement

REMEMBER THE RULES

- A **singular subject** takes a singular verb. *He looks.*
- A **plural subject** takes a plural verb. *We look.*

A. Choose a verb in parentheses to complete each sentence. Rewrite each sentence so that the subject and verb agree.

1. Japanese artists (make/makes) beautiful prints.

2. They (carve/carves) illustrations onto blocks of wood.

3. First the artist (draw/draws) a design on paper.

4. He (glue/glues) the drawing onto a block of wood.

5. Carvers (cut/cuts) away wood between the drawing lines.

6. The design (remain/remains) as raised wood.

7. A printer (apply/applies) ink to the raised surfaces.

8. He (press/presses) the wood block to a piece of paper.

9. Designs (appear/appears) as a print on the paper.

10. Many prints (come/comes) from the same block of wood.

B. Write a singular or plural subject for each verb.

11. _____ goes 12. _____ chews 13. _____ swim

14. _____ yell 15. _____ works

At Home: Choose three of the action verbs in Part A and use them in your own sentences. Make sure the subjects of your sentences and the verbs agree.

Spelling Present-Tense and Past-Tense Verbs

REMEMBER THE RULES

- Add **-s** or **-es** to form **present-tense** singular verbs.
- Change **y** to **i** before adding **-es** to verbs ending in a consonant and **y**.
- Add **-d** or **-ed** to form **past tense** verbs.
- Change **y** to **i** before adding **-ed** to verbs ending in a consonant and **y**.
- Double the consonant before adding **-ed** to one-syllable verbs ending in one vowel and one consonant.

A. Underline the misspelled verb in each sentence. Rewrite the verb using the correct present-tense spelling.

1. Our school teaches about the Aztec Indians. _____
2. My class studys about ancient Indian ruins. _____
3. An Aztec ruin exist today in Mexico. _____
4. The Aztec capital, Tenochtitlan, containes pyramids. _____
5. Each pyramid reachis skyward. _____

B. Underline the misspelled verb in each sentence. Then rewrite the sentence using the correct past tense of the verb.

6. The Aztecs uses pyramids as part of their ceremonial centers.

7. Only priests, craftsmen, and caretakers lives in ceremonial centers.

8. Other Aztec people dwelld in farming villages.

9. Many Aztecs playd a special ball and hoop game.

10. The Aztec capital occupy present-day Mexico City.

Mechanics and Usage: Commas**REMEMBER THE RULES**

- Use a **comma** to separate three or more items in a series.
- Use a **comma** to show a pause after an introductory word.
- Use a **comma** to set off someone's name when the person is spoken to directly.

A. Decide whether each sentence is written correctly. Circle correct or incorrect.

- | | | |
|--|----------------|------------------|
| 1. William Shakespeare was a famous dramatist, poet, and author. | correct | incorrect |
| 2. No other writer's plays are more popular more studied or more widely read. | correct | incorrect |
| 3. Megan, tell us if Shakespeare is still alive. | correct | incorrect |
| 4. No, Shakespeare is no longer living. | correct | incorrect |
| 5. His plays attract audiences in large cities, smaller cities, and rural towns. | correct | incorrect |
| 6. George, Maria and I, did see one of his plays. | correct | incorrect |
| 7. Yes, we enjoyed it very much. | correct | incorrect |
| 8. Oh it was very long. | correct | incorrect |
| 9. Have you ever read <i>The Taming of the Shrew</i> , Lisa? | correct | incorrect |
| 10. Well would you recommend it to others? | correct | incorrect |

B. Add a comma or commas where needed to these sentences.

11. Surprisingly many of our expressions come from Shakespeare.
12. Have you ever heard of the green-eyed monster Matthew?
13. Yes the expression refers to jealousy.
14. Well Shakespeare is the one who used it first!
15. *Hamlet Macbeth* and *Othello* are some of his great works.

Mixed Review**REMEMBER THE RULES**

- A **direct object** receives the action of the verb.
- A **present-tense verb** tells that something is happening now.

present-tense verb direct object

*Jessica **loves** her **cat**.*

- A **past-tense verb** tells that something has already happened.

*Jessica **fed** her cat this morning.*

- A **future-tense verb** tells that something is going to happen.

*Jessica **will play** with her cat after school.*

A. Underline the direct object in each sentence.

1. Jessica's family will take a trip soon.
2. Jessica will visit her grandparents.
3. A friend will feed Jessica's cat.
4. Jessica prepared instructions.
5. She writes a detailed list.

B. Circle the tense of the verb that is used in each sentence.

6. Jessica pointed to the cat's toys on a mat.

present past future

7. She explained about feeding the cat.

present past future

8. Her friend will also give the cat water.

present past future

9. Jessica leaves emergency phone numbers.

present past future

10. She writes the phone numbers of a veterinarian and her grandparents.

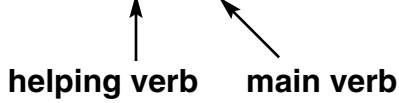
present past future

Main Verbs and Helping Verbs

REMEMBER THE RULES

- A **main verb** shows what the subject does or is.
- A **helping verb** helps the main verb show an action or make a statement.

Mr. Fields is reading today's weather forecast.



A. Write each helping verb and its main verb under the correct heading.

	Helping	Main
1. Forecasters are making predictions.	_____	_____
2. They will study weather changes.	_____	_____
3. Meteorologists can predict storms.	_____	_____
4. They may use maps.	_____	_____
5. This gas-filled balloon is carrying weather instruments.	_____	_____
6. Conditions can change rapidly.	_____	_____
7. Weather conditions are radioed to weather stations.	_____	_____
8. Air pressure is associated with weather.	_____	_____
9. Forecasts are made for you.	_____	_____
10. The sun will shine tomorrow.	_____	_____

B. Choose a helping verb and main verb from the box that will complete each sentence. Write the words on the line.

- Lows _____ foul weather.
- Circular clouds _____.
- Meteorologists _____ warnings.
- A tornado _____ trees down.
- A hurricane _____ lowlands.

might cause
has flooded
may form
has torn
will report

Using Helping Verbs

REMEMBER THE RULES

- Use a form of the verb *be* with the *-ing* form of a verb.
am, are, is, was, were
- Use a form of the verb *have* with the past form of most verbs.
has, have, had

A. Write a helping verb from the box to complete each sentence. Use each word once.

1. Megan _____ swimming for her school.
2. Her swim team _____ practiced since school started.
3. The coaches _____ invited a guest speaker.
4. The speaker _____ participated in the Summer Olympics.
5. The swimmers _____ looking forward to it.

Helping Verbs

is
are
have
has
had

B. Write complete sentences. Use a helping verb from the box above with a form of the verb shown in parentheses. Use each word once.

6. For the first time, the coach (schedule) daily practice.

7. Before this, the swimmers (complain) about not having enough time in the pool.

8. Since then, they (attend) every practice.

9. The team (expect) to improve.

10. They (hope) to win the championship this year.



Linking Verbs

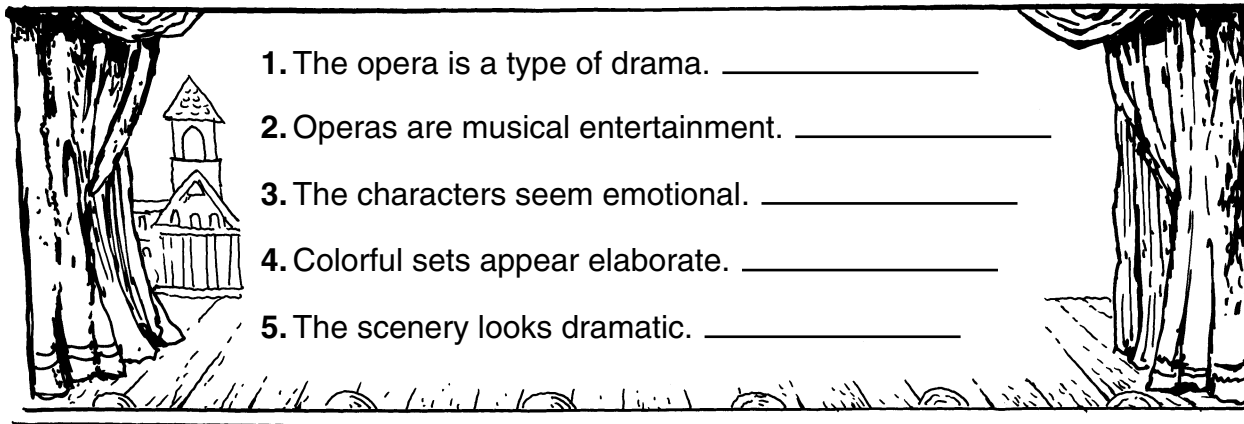
REMEMBER THE RULES

- A **linking verb** links the subject of a sentence to a noun or an adjective in the predicate. The subject and the verb must agree.
- A **noun** that follows a linking verb renames or identifies the subject of the sentence.
- An **adjective** that follows a linking verb describes the subject.

The opera is wonderful.

↑ ↑
linking verb **adjective**

A. Circle the simple subject and write the linking verb.



1. The opera is a type of drama. _____
2. Operas are musical entertainment. _____
3. The characters seem emotional. _____
4. Colorful sets appear elaborate. _____
5. The scenery looks dramatic. _____

B. Use a form of the linking verb shown in parentheses to complete each sentence. Then circle the adjective that follows the linking verb.

6. The talented cast _____ realistic. (seem)
7. Their costumes _____ beautiful. (be)
8. The opera house _____ luxurious yesterday. (look)
9. Most of the music _____ lively. (be)
10. The people in the audience _____ attentive. (be)

Irregular Verbs

REMEMBER THE RULES

- Irregular verbs do not form the past tense and the past participle by adding *-d* or *-ed*.
- The **past participle** form of a verb is used with the helping verbs *have*, *has*, and *had*.

verb: see **present:** *He **sees** the plane.* **past:** *He **saw** the plane.*
past participle (with has, have, or had): *He **has seen** it.*

A. For each verb, write the past tense on the first line and the past participle on the second line.

1. go

3. write

5. ride

2. drive

4. eat

6. bring

B. Read each sentence. Change the underlined verb or verb phrase to the tense shown in parentheses. Rewrite the sentence.

7. My brother and I have begun a cooking class. (past)

8. You saw him in the kitchen. (present)

9. His waist has grown larger than mine. (past)

10. I have done less eating than my brother. (present)

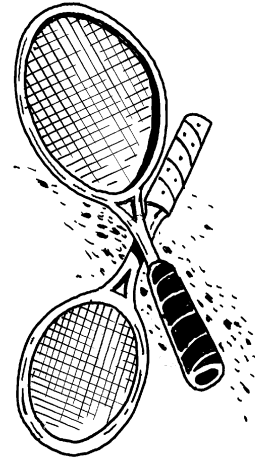
More Irregular Verbs

REMEMBER THE RULES

- Irregular verbs do not add *-d* or *-ed* to make past tense and past participle forms.
- The past participle is used with the helping verbs *has*, *have*, and *had*.

A. Underline the correct verb or verb phrase to complete each sentence.

1. I (have chosen, have chose) tennis for my hobby.
2. My tennis instructor (has teached, has taught) me how to play.
3. Last week, I (taked, took) a tennis lesson on serving the ball.
4. Before the lesson, I (had thrown, had threw) the ball too low.
5. I (wore, worn) a new tennis shirt to yesterday's lesson.
6. My friends (spoke, has spoken) to me after the match.
7. I (had known, knows) one girl since kindergarten.
8. We (drowed, had drawn) straws to see who plays next.
9. Helga and Justine (drunk, drank) a lot of water after their match.
10. Many people (have chosen, have choosed) tennis as their favorite sport.



B. Underline the present tense verb in each sentence. Then add *has*, *have*, or *had* and change the verb to its past participle form.

11. The tennis ball flies into the air. _____
12. People speak excitedly about the winner. _____
13. Most of the players drink plenty of water during the match.

14. Some popular tennis players draw large crowds.

15. Each tennis player knows the rules of the game. _____

At Home: Write a sentence for each of these verbs: *sink*, *sunk*, *has sunk*.

Mechanics and Usage: Contractions with *Not***REMEMBER THE RULES**

- A **contraction** is a shortened form of two words. Most contractions are formed from a verb and the word *not*.
- An **apostrophe** (') shows where the letter *o* in *not* has been left out.

A. Write the two words that make up each contraction.

1. Report cards haven't been mailed yet. _____
2. I can't wait to see mine! _____
3. My sister won't show me her card. _____
4. "You mustn't be concerned," my best friend said. _____
5. Harry doesn't think she did well in math. _____
6. We don't want to be in Mr. Tripp's class again. _____
7. I couldn't stand another year of algebra. _____
8. Most students shouldn't worry. _____
9. Some students hadn't studied hard enough. _____
10. Fortunately, I wasn't one of them. _____

B. Rewrite each sentence using two words to replace the contraction.

11. Mr. Wilson's class isn't difficult for me.

12. He didn't give us very much homework last month.

13. We are lucky we aren't in Miss Faber's class.

14. They say she doesn't believe in free time!

15. Probably I won't learn as much as her other students will.

Mixed Review

REMEMBER THE RULES

- The verbs **be** and **have** change their form in special ways to agree with their subjects.

I am listening to the speech. They are listening to the speech.



subject



subject

- A **linking verb** links the subject of a sentence to a noun or an adjective in the predicate.

The speech is very funny.



subject



adjective in predicate

- An **irregular verb** does not form the past tense and the past participle by adding *-d* or *-ed*.

The man spoke well. (past tense of speak)

A. Circle the linking verb in each sentence. Then draw an arrow from the linking verb to the noun or adjective in the predicate to which it is linked.

- Julius is a firefighter.
- Last year, he was a speaker at our school.
- His tips on fire safety were important.
- I will be happy to hear him again this year.
- His speeches are very clear.

B. Complete each sentence with the correct form of the irregular verb in parentheses.

- Our class has _____ to a fire station. (go)
- Julius has _____ us a tour. (give)
- I have _____ Julius in a film about firefighting. (see)
- He has also _____ many others. (make)
- I learned Julius had also _____ a book last year. (write)

At Home: Write the past-tense form, without a helping verb, for each verb in parentheses.

Common Errors: Subject-Verb Agreement

REMEMBER THE RULES

- When the parts of a compound subject are joined by *and*, use a plural verb.
*Natural beauty **and** spectacular scenery **abound** in the United States.*
- When the parts of a compound subject are joined by *or*, *either . . . or*, or *neither . . . nor*, the verb agrees with the subject that is nearest it.
***Either** a beach **or** a tropical forest **typifies** the Hawaiian Islands.*
- Remember: When a verb ends with a consonant and a *y*, change the *y* to *i* and add *-es* to form a singular verb.
- Remember: When a verb ends with a vowel and a *y*, such as *journey*, add an *-s*. Do not change the spelling of the verb. *journeys*

A. Circle the correct form of the verb in parentheses () that agrees with the compound subject.

1. Flat plains and rolling hills (cover, covers) most of Kansas.
2. Beautiful beaches and a long coastline (beckon, beckons) tourists to Florida.
3. Either the mountains or the desert (attract, attracts) many visitors to Arizona.
4. Neither rain nor snow (spoil, spoils) a visit to southern California.
5. Plateaus and flat-topped mesas (dot, dots) New Mexico's landscape.

B. Write each sentence. Use the correct form of the verb in parentheses ().

6. Beaches and resorts (stretch) along the shoreline of the Great Lakes in Michigan.

7. Either a quiet cove or a steep cliff (symbolize) Maine's natural beauty.

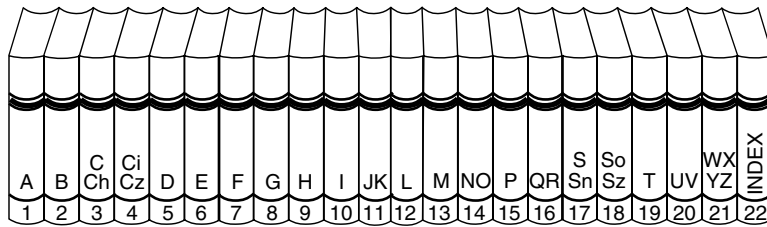
8. Vast rolling plains and thick forests (spread) over much of Texas.

9. Horses or cattle (graze) on Kentucky's rolling fields.

10. Neither the East nor the West (claim) a monopoly on natural beauty.

Study Skills: Use an Encyclopedia

- An **encyclopedia** provides facts about many topics. To find information, use a **keyword**. Look on the spine of each volume to see which part of the alphabet is contained in that volume. Many encyclopedias also have an **index** in the last volume.
- You can also find information in an on-line encyclopedia or a CD-ROM encyclopedia. **Search** by typing in a keyword. You can also **browse** the topics.



- A.** Write a keyword that you would use to find information to answer each question. Then, write the number of the volume of the encyclopedia shown above that you would look in.
1. Where was Abraham Lincoln born? _____
 2. Where is the Declaration of Independence kept?

 3. Who discovered a vaccine against polio? _____
 4. What mountain range is in Chile? _____
 5. What is some necessary equipment for mountain climbing?

 6. What is the life cycle of bees? _____
 7. What are some breeds of working dogs? _____
 8. When did Voyager II lift off? _____
 9. When was the first key-operated lock invented? _____
 10. What instruments are traditional in bluegrass music? _____

Vocabulary: Prefixes and Suffixes

- **Prefixes and suffixes change the meaning of the words they are added to.**

- A **prefix** is a word part added to the beginning of a base word.

disagree remake discount

- A **suffix** is a word part added to the end of a base word.

agreement fulfill treatable

- A.** Circle the prefixes and suffixes in the underlined words below.

1. I had a disagreement with my brother.
2. He is careless with my things.
3. He misplaced my Walkman.
4. He can be so immature, even for a preschooler.
5. But he is my wonderful little brother.



- B.** Add a prefix, a suffix, or both from the following list to the base words below. Write the new words on the lines.

Prefixes: bi dis in im pre re un

Suffixes: able ible ful less ist ment ness

6. courage _____
7. fresh _____
8. treat _____
9. fear _____
10. bear _____
11. proper _____
12. break _____
13. reception _____
14. happy _____
15. fair _____

Composition: Organization

- Writers must arrange their sentences in a clear and logical order to produce a **well-organized paragraph**.
- Use **time-order words** to present ideas in a logical order.
first, next, then, beforehand, at the same time, afterward
- Use **spatial words** to make ideas clear.
above, behind, beside, next to, under

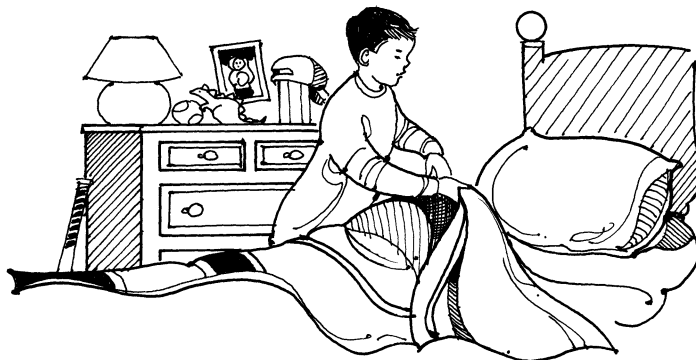
first
underbehind
acrossbefore
afterthen
besideup
above

A. Complete each sentence with time-order words or spatial words from the word box.

1. The cat sneaked _____ the couch and _____ under the coffee table.
2. _____ I got home from school, I went _____ the stairs to put my backpack away.
3. Mom parked _____ the curb and went in a store _____ the street.
4. Grandpa lives in an apartment _____ the store where he worked _____ he retired.
5. My dog sits _____ the table so that he can get the scraps _____.

B. Circle the time-order words in the paragraph below.

6.-10. Today Jon decided to clean his room. First, he picked up everything that was on the floor or under the bed. Next, he put some books on shelves.



Then he cleared off his bed and changed the sheets and smoothed the bedspread. Jon rearranged his books and toys and dusted everything. Finally, the job was finished. As he closed the bedroom door, Jon said, "No one is ever going in there again."

Features of Explanatory Writing

Good explanatory writing

- **informs or explains** how to complete a specific task.
- presents **step by step directions** organized in a logical way.
- gives **clear details** that are easy to follow.
- uses **time-order words** or **spatial words** to make instructions clear.

A. Read the paragraph. Then complete the title by writing what the paragraph explains.

1. How to _____

Follow these easy steps and you can make a shadow puppet. First, find a wall clear of objects and sit down in front of it. Then make a fist, but raise your second and last fingers. Next, straighten out your thumb and other two fingers slightly so they form the shape of an eye. Does your hand look like a dog puppet with straight ears? (If you prefer a dog with floppy ears, bend the raised fingers.) Now have a partner turn off the lights and shine a flashlight from behind you onto the wall. Finally, let your shadow puppet do whatever you want it to!



B. Use information from the paragraph to answer the following questions.

2. What are the time-order words or phrases used in this paragraph?

3. What are the spatial words or phrases used in this paragraph?

4. How many steps do you follow in this paragraph? _____

5. What is the second step in this paragraph?

Prewrite: Explanatory Writing

Writing that explains gives facts and information about a topic. This writing is often called “how-to” because it tells the reader how to make or do something, step-by-step. The clearer a writer's directions are, the easier the reader will be able to accomplish the goal at hand. To organize your ideas in order, use a **flowchart**.

Think of something you can do well that you would like to share with others. You can instruct your readers, step by step. To help organize your thoughts, fill in the chart.

HOW-TO FLOWCHART	
	Introduction
	Step 1
	Step 2
	Step 3
	Step 4
	Step 5
	Conclusion

CHECKLIST

- Did you choose an experiment, a project, or a skill that you can explain to others?
- Are your ideas organized logically on the chart?
- Do you need to check facts or do any research?

Revise: Explanatory Writing

One way to **revise** your explanatory writing is to elaborate by adding details or rewriting sentences to make them clearer. Use spatial words, such as *inside*, *outside*, and *on top of*, to make directions clearer.

Pretend you wrote the following. Revise it by adding some details, spatial words, and combining short sentences. Delete any unnecessary information.

How To Make “Stained-Glass Windows”

You’ll need the following materials: clear tape, tiny pieces of different colored tissue paper, 1/8” strips of black construction paper, scissors, and a glue stick.

Cut a length of tape about 4” or 5” long, depending on the size of window you want. Set the tape sticky side up. Cut another piece of tape the same length. Layer it on top of the other piece of tape, sticky side down.

Second, glue the tiny strips of black paper onto the tape. Experiment. Making different designs. Put another layer of tape over the black lines.

Third, place tiny bits of different colored tissue paper within the black lines. Add another layer of tape over these.

Your stain-glass window is finished. You can tape it to a window and let the light shine through.

B. Use the changes you marked to rewrite the directions on another piece of paper.

Proofread: Explanatory Writing**PROOFREADING
MARKS**

- ¶ new paragraph
- ^ add
- ↪ take out
- ≡ Make a capital letter.
- / Make a small letter.
- Ⓢ Check the spelling.
- ⊙ Add a period.

After you have revised your explanatory writing, you will need to **proofread** it to correct any errors in mechanics, grammar and usage, and spelling.

A. Read the following explanatory writing. Check for spelling errors. Make sure the verb tenses are correct. End each sentence with the correct punctuation mark. Use the proofreading marks from the box to mark your errors.

Invisible Ink

Would you like to send a secret message to a friend. You can with some invisible ink. Let me tell you how to make it.

You need: 1/2 lemon, paper cup, water, plastik spoon, cotton swab, white paper, lamp.

1. Squeeze the lemon juice into the cup. Add a few drops of water, and mix well
2. Dip the swab into the lemon juice and use it to write a messege on the paper.
3. Let it dry. Can you see the writing! No, it is invisible.
4. wait until the paper dries. Then hold it near a light bulb, to heat it. Can you read the message now? Yes you can. Now get busy and send that secret message.

Is this magic, or is it science. It is science.

B. Use the corrections you marked to rewrite the directions on another piece of paper.

At Home: Rewrite the directions above using time-order words instead of numbering the steps.

Adjectives

REMEMBER THE RULES

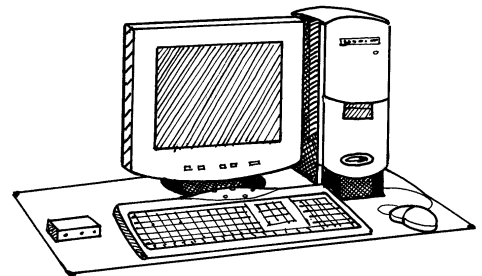
- **Adjectives** describe nouns or pronouns. They tell what kind or how many.
- **Adjectives** can appear at the beginning, in the middle, or at the end of a sentence.
- **Adjectives** can come before or after the nouns they describe.
- **Adjectives** often come after a linking verb.

*Computers can bring **abundant information** into our homes.*

↑ ↑
adjective **noun**

A. Write *ADJ* above each adjective. Write *N* above the noun it describes.

1. The internet is a fascinating tool for research.
2. I have used it many times while writing papers.
3. I usually find at least a hundred articles with information I can use.
4. Various companies provide access to the internet if you wish to obtain it.
5. All of the providers I know about charge a modest fee.



B. Choose an adjective from the box to complete each sentence. Write the adjective on the line. **Note:** Some of the words are not adjectives.

6. The internet brings _____ information to you in the comfort of your home.
7. You might want to purchase a more _____ computer.
8. Updated equipment will give you _____ connections to sites on the internet.
9. When considering an internet provider, remember you'll need _____ service that you can count on.
10. My e-mail provider has proven to be _____.

quickly
attractive
powerful
data
valuable
rapidly
reliable
power
trustworthy
rapid

Articles

REMEMBER THE RULES

- **A, an,** and **the** are special adjectives called **articles**.
- Use **a** or **an** to refer to any one item in a group.
- Use **a** before a single noun that begins with a consonant sound.
- Use **an** before a noun that begins with a vowel sound.
- Use **the** to refer to a specific item or items.

*I have **a** trunk in **the** attic that I bought at **an** auction.*

A. Underline the correct article in parentheses to complete each sentence.

1. Have you ever attended (a, an) auction?
2. It is a great place to discover (a, an) unusual item.
3. Once I found (a, an) lamp for my desk.
4. (The, An) lamp was made over seventy years ago.
5. I had to replace (an, the) glass shade on the lamp.



B. Write the article *a*, *an*, or *the* that will best complete each sentence.

6. I searched for stores that carried _____ shade I needed.
7. I went to _____ main library for magazines on antique lamps.
8. I found _____ advertisement for a company in New York.
9. There was _____ telephone number listed.
10. I discovered they had _____ shade that would fit.
11. I asked how much _____ shade would cost.
12. Then I inquired about _____ shipping charges.
13. The store clerk explained that there would also be _____ nominal service fee.
14. I hesitated for only _____ moment before placing my order.
15. When the new shade arrived, I was thrilled to see how it transformed that old, junky lamp into _____ attractive beauty.

At Home: Ask a family member to describe something they have that is old. Write a few sentences about it using *a*, *an*, and *the*.

Demonstrative Adjectives

REMEMBER THE RULES

- A **demonstrative adjective** tells *which one* or *which ones*.
- The words *this*, *that*, *these*, and *those* are demonstrative adjectives.

This summer my family explored a city in South Carolina.

A. Underline the demonstrative adjective in each sentence.

1. I guess we didn't need all of these maps.
2. This trip is our second trip to Charleston.
3. Although that fact won't prevent us from getting lost.
4. We have waited for this vacation for many months.
5. Those days of work until now were very chaotic.
6. We will spend most of these days at the beach.
7. That idea came from my father.
8. He thought we should use this vacation to relax.
9. He'll never forget that time we first explored Charleston.
10. He hopes this chance for rest and recuperation won't be as hectic.

B. Rewrite each sentence replacing the demonstrative adjective with the word shown in parentheses.

11. On that trip, we explored the Farmer's Market. (this)

12. Many interesting items could be found in that place. (those)

13. I loved those baskets made from sea grass. (that)

14. I met the woman who made this basket. (these)

15. I also bought these necklaces at the market. (that)

Mechanics and Usage: Proper Adjectives**REMEMBER THE RULES**

- A **proper adjective** is an adjective formed from a proper noun.
- A **proper adjective** begins with a capital letter.

A. Underline the proper adjective. Rewrite it correctly on the line.

1. We have a japanese friend. _____
2. He is learning about american customs. _____
3. We invited Mr. Tanaka to our home for italian food. _____
4. I was afraid he wouldn't like my version of asian cooking. _____
5. It was wise to serve a european dish. _____
6. Mr. Tanaka liked it better than chinese cuisine. _____
7. The checkered cloth helped to create a roman atmosphere. _____
8. The table could have been mistaken for a parisian cafe. _____
9. A basket of french bread was served with the salad. _____

B. Rewrite each sentence correctly. Capitalize the proper adjective.

10. Our stereo was playing viennese waltzes.

11. I asked if he preferred to hear a german composer.

12. He requested a russian composition by Tchaikovsky, instead.

13. Dinner conversation ranged from travel to korean culture.

14. We also discussed the tibetan conflict.

15. Mr. Tanaka had a great mastery of the english language.

Mixed Review

REMEMBER THE RULES

- An **adjective** describes a noun or pronoun and tells *what kind* or *how many*.

*Some scientists do **medical** research.*



how many



what kind

- An **article** is a special kind of adjective. The words *a*, *an*, and *the* are articles.
- A **demonstrative adjective** tells *which one* or *which ones*. The words *this*, *that*, *these*, and *those* are demonstrative adjectives.

***The** discoveries of **these** scientists are often surprising.*



article



demonstrative adjective

- A.** Underline the adjective in each sentence that tells *what kind* or *how many*. Then circle the words that identify what the adjective tells.

- Scientists are looking for causes of common diseases. what kind how many
- They have been studying several diseases. what kind how many
- They work in laboratories with modern equipment. what kind how many
- Special microscopes allow them to look at cells. what kind how many
- Research has answered many questions. what kind how many

- B.** Complete each sentence with the correct article or demonstrative adjective. Circle article or demonstrative adjective to show the kind of adjective it is.

- a, an** Some scientists concentrate on _____ particular disease.
article demonstrative adjective
- This, These** _____ diseases include AIDS, cancer, and heart disease.
article demonstrative adjective
- a, an** The U. S. government has _____ agency for medical research.
article demonstrative adjective
- An, The** The agency is called _____ National Institutes of Health.
article demonstrative adjective
- This, These** _____ agency has ten institutes in Bethesda, Maryland.
article demonstrative adjective

Comparative and Superlative Adjectives

REMEMBER THE RULES

- Add **-er** to most adjectives to compare two nouns or pronouns.
*The sun is **closer** to Earth than it is to Pluto.*
- Add **-est** to most adjectives to compare more than two nouns or pronouns.
*Mercury is the **closest** planet to the sun of all the planets.*

A. Write the correct form of the adjective in parentheses.

1. Light travels (fast) than sound. _____
2. The sun is our (great) source of light of all the stars. _____
3. The stars are (far) from earth than the sun is. _____
4. That is why their light is (faint) than the sun's. _____
5. Of all natural light, the aurora borealis is the (pretty). _____

B. Rewrite each sentence. Use the correct form of the adjective shown in the .

6. Artificial light is _____ than natural light for working around the clock.

7. Fluorescent light is generally _____ than incandescent light.

8. Of all types, incandescent bulbs probably have the _____ use in people's homes.

9. Heat that radiates from incandescent light is _____ than the heat that comes from fluorescent light.

10. Light from a halogen bulb gives off the _____ amount of heat of all the bulbs that give off artificial light.

Comparing with *More* and *Most*

REMEMBER THE RULES

- For most adjectives of two or more syllables, add the words **more** or **most** to form the comparative and superlative.
- Use **more** to compare two people, places, or things. Use **most** to compare more than two people, places, or things.
- Do not use *-er* or *-est* when using *more* or *most*.

*Chinese people eat **more** grain than meat.*

*Of all the different grains, rice is **most** popular.*

A. Circle the letter of the correct comparative and superlative forms of the given adjective.

1. splendid

- a. splendor, splendor
b. more splendid, most splendid

2. plentiful

- a. more plentiful, most plentiful
b. more plenty, most plenty

3. flexible

- a. more flexible, most flexible
b. more flexibly, most flexibly

4. adorable

- a. more adorabler, most adorablest
b. more adorable, most adorable

5. graceful

- a. gracefuller, gracefulest
b. more graceful, most graceful

6. solid

- a. more solid, most solid
b. solider, solidest

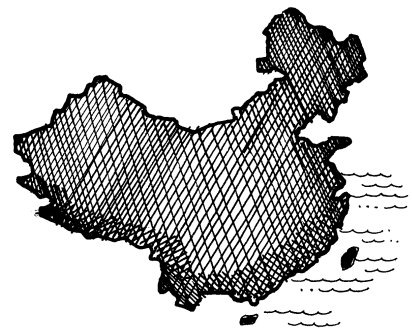
B. Write the correct form of the adjective in parentheses.

7. China is one of the (populated) countries in the world. _____

8. This country is (advanced) than many other East Asian countries. _____

9. At one time, the emperor was the (powerful) leader in China. _____

10. Now, the Communist Party is making major efforts to make China a (modern) country. _____



Comparing with *Good* and *Bad*

REMEMBER THE RULES

- Use **good** to describe one noun. Use **better** to compare two nouns. Use **best** to compare more than two nouns.

*Kaycie is a **good** soccer player. She is even **better** at running track. Maybe she will discover that her **best** talent is running long distances!*

- Use **bad** to describe one noun. Use **worse** to compare two nouns. Use **worst** to compare more than two nouns.

*The weather is **bad** today. It was **worse** yesterday. Tuesday had the **worst** weather.*

- A. Complete the chart with words from the box. Write the words under the appropriate headings.

good	worse	worst	bad	best	better
------	-------	-------	-----	------	--------

ADJECTIVE	COMPARATIVE FORM	SUPERLATIVE FORM
1. _____	2. _____	3. _____
4. _____	5. _____	6. _____

- B. Choose an adjective from the chart in Part A that will best complete each sentence. Write the correct form of the adjective on the line.

- Sara discovered she is _____ at playing the piano than she is at running.
- Brandon realized that forgetting to bring matches is one of the _____ mistakes you can make on a camping trip.
- Matt thinks he is _____ at dancing than his partner because he always steps on her feet!
- Megan knew that she had the _____ grade in the entire English class.

Combining Sentences: Adjectives

REMEMBER THE RULES

- You can use an adjective to **combine two sentences** that tell about the same person, place, or thing. Leave out words that repeat.

nouns
adjective

*Are you good at finding things? The things were **lost**.*
*Are you good at finding **lost** things?*

Write the letter of the sentence that shows how to correctly combine each sentence pair.

SENTENCE PAIRS

1. I have owned my hat for a long time.
The hat is comfortable.

2. I looked for my hat one day last week.
The hat was missing.

3. I found my hat.
The hat looked disgusting.

4. I discovered clues to its misfortune.
The clues were obvious.

5. Someone had run over it with a
mower! The mower was rusty.

COMBINED SENTENCES

- a. I discovered obvious clues to its misfortune.
- b. I found my disgusting-looking hat.
- c. Someone had run off with a rusty mower!
- d. I disgustingly found my hat.
- e. I have owned my comfortable hat for a long time.
- f. I discovered clues to its obvious misfortune.
- g. Someone had run over it with a rusty mower!
- h. I missed looking for my hat one day last week.
- i. I have owned my hat for a long comfortable time.
- j. I looked for my missing hat one day last week.

Mechanics and Usage: Abbreviations

REMEMBER THE RULES

- An **abbreviation** is a shortened form of a word.

Mrs. Mr. Ms. Dr. Sr. Jr. Capt. Gov. Sen. Rev.

Jan. Feb. Mar. Apr. Aug. Sept. Oct. Nov. Dec.

- Most **abbreviations** begin with a **capital letter** and end with a **period**.

Mon. Tues. Wed. Thurs. Fri. Sat. Sun.

Ave. Rd. St. Blvd. Rte. A.M. P.M. P.O. Inc.

A. Rewrite each phrase using the correct abbreviations and punctuation.

1. 7300 Reindeer Avenue _____
2. Post Office Box 581 _____
3. August 16 1973 _____
4. Doctor Becky McMahon _____
5. Governor Franklin Belk _____

B. Rewrite the sentences replacing each underlined word or words with the appropriate abbreviation.

6. Our class will visit the Discovery Museum on February 9.

7. Mister Harmon, our English teacher, will be one of the chaperones at the Friday night dance.

8. The trip will precede the Doctor Martin Luther King, Junior, holiday.

9. The bus will leave promptly at 7:00 in the morning.

10. The bus will drop us off at North Market Boulevard.

At Home: Write the address of someone you know using as many abbreviations as possible.

Mixed Review

REMEMBER THE RULES

- **Comparative adjectives** compare two nouns or pronouns. Add *-er* to most one-syllable adjectives that compare.

*The sun is **larger** than the earth.*

- **Superlative adjectives** compare more than two nouns or pronouns. Add *-est* to most one-syllable adjectives that compare.

*Of all the planets, Jupiter is the **largest**.*

- Use **more** or **most** before some longer adjectives used to compare nouns. Use *more* to compare two nouns. Use *most* to compare more than two nouns.

*Stars are **more** numerous than planets.*

*Stars are the **most** numerous of all objects in the universe.*

- The words **good** and **bad** have special forms: *better*, *best* and *worse*, *worst*. Use *better* and *worse* to compare two nouns. Use *best* and *worst* to compare more than two nouns.

*Night is a **better** time to see stars than day.*

*A telescope is the **best** way to look at stars.*

A. Cross out the incorrect adjective to complete each sentence.

- Galileo is one of the (more, most) famous scientists.
- He began to study medicine but found mathematics (more, most) interesting.
- Galileo's (more, most) valuable discoveries were about astronomy.
- At first, however, he thought math was (more, most) exciting than astronomy.
- Then Galileo invented a telescope that was (stronger, strongest) than a spyglass.

B. Write the correct form of the adjective in dark type.

- good** Later, Galileo invented a second telescope that was _____ than his first one.
- good** One of Galileo's _____ discoveries was about the moon.
- good** Galileo thought a moving earth was a _____ theory than a fixed earth.
- bad** Officials thought Galileo's findings were the _____ ideas.
- bad** Galileo's eventual arrest was the _____ result of all.

Common Errors: Comparative and Superlative Adjectives

REMEMBER THE RULES

- For most short adjectives, add *-er* to compare two nouns and *-est* to compare more than two nouns.

*Mars is **smaller** than the Earth.*

*The sun is the **largest** body in the solar system.*

- For long adjectives, use *more* to compare two nouns and *most* to compare more than two nouns.

*The Earth's moon is **more massive** than the planet Pluto.*

*Astronomy is one of the **most interesting** of all the sciences.*

A. Underline the correct form of the adjective in parentheses () to complete each sentence.

1. Pluto is the (smaller, smallest) planet in the solar system.
2. Pluto is also the (more frigid, most frigid) planet circling the sun.
3. Jupiter is the (more massive, most massive) of all the planets in the solar system.
4. The temperatures on Mars are (more extreme, most extreme) than those on Earth.
5. Mercury is the (closer, closest) planet to the sun.

B. Write each sentence. Choose the correct form of the adjective in parentheses.

6. The sun is the (immense) object in the solar system.

7. The sun is much (large) than the planet Jupiter, the largest planet.

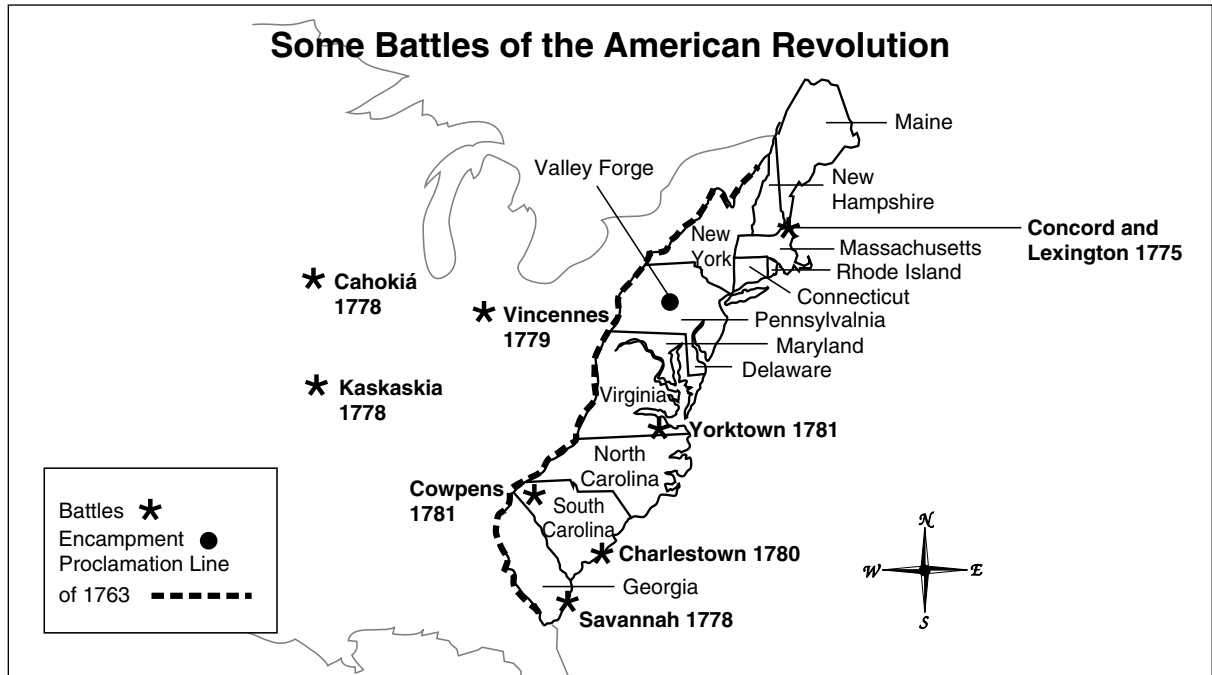
8. The sun's gravitational force is the (strong) in the solar system.

9. The sun is also the (bright) object in the solar system.

10. The sun is (important) to Earth than the moon.

Study Skills: Time Lines and Historical Maps

- An **historical map** shows information about the past or where past events took place.



Study the historical map above and answer the following questions:

1. What is the earliest battle shown on the map?

2. In which colony did this battle take place?

3. Where is Valley Forge located?

4. Which battles took place west of the Proclamation Line of 1763?

5. Did the battles in South Carolina occur earlier or later than those in the west?

Vocabulary: Synonyms and Antonyms

- A **synonym** is a word that has the same or almost the same meaning as another word.
cold — chilly large — big
- An **antonym** is a word that means the opposite of another word.
cold — hot large — small

A. Choose a synonym from the word box for each underlined word in the sentences below. Write the synonym on the line.

cold	good	pal	wet	dark
halted	slowly	fast	happy	stormy

1. I was late, so I dressed quickly. _____
2. The bus stopped at the corner. _____
3. It was rainy. _____
4. I was glad to be riding the bus. _____
5. My friend had to ride his bike. _____

B. Choose an antonym from the box for each underlined word in the sentences below. Write the antonym on the line.

6. The street was dry. _____
7. The sky was light. _____
8. The air was warm. _____
9. I walked quickly into the building. _____
10. It was going to be a bad day. _____

At Home: Use three pairs of synonyms and antonyms to describe your morning routine.

Composition: Outlining

- Use an **outline** to help you plan your writing.
- An outline consists of a topic, main ideas, and supporting details.

The title tells the topic.

I. A **main idea** is labeled by a Roman numeral.

A. A **supporting detail** is labeled by a capital letter.

B. A **supporting detail** is labeled by a capital letter.

II. A **main idea** is labeled by a Roman numeral.

A. A **supporting detail** is labeled by a capital letter.

B. A **supporting detail** is labeled by a capital letter.

A. Complete this outline by writing the correct numerals and letters in the blank spaces.

1.-5. The Works of Isaac Asimov

I. Fiction

A. Novels

____ Short stories

____ Nonfiction

____ Science books

____ Studies of the Bible

____ Studies of Shakespeare and other writers

B. Use this outline to answer the questions below.

Sahara Desert

I. The People

A. What they wear

B. What they eat

C. How they travel

II. The Land

A. Dry Climate

B. Geographic features

6. What is the topic of this outline? _____

7. What is the first main idea? _____

8. How many supporting details are there for the first main idea? _____

9. What is the second main idea? _____

10. Name one detail that supports the second main idea.

Features of Expository Writing

Good expository writing

- introduces the **main idea** and develops it with **facts** and **supporting details**.
- gives **important information** about a specific topic.
- summarizes information from a variety of **different sources**.
- uses **transition words** to connect ideas.
- draws a **conclusion** based on the facts and information presented.

A. Read and underline the sentence that presents the main idea.

1. Who came first? Vikings sailed to North America from Europe about a thousand years ago; however, Native Americans arrived by foot many thousands of years earlier. It is thought that Native Americans crossed a land bridge between Asia and North America along the coast of Alaska. This bridge of land appeared because the earth had become so cold. The cold temperatures froze water, dropped ocean levels dramatically, and exposed land. Therefore, next Columbus Day, remember that the man who explored for Spain was not the first to step on North American soil.

B. Answer the following questions about the expository paragraph above.

2. What is a detail that supports the paragraph's main idea?

3. What is another detail that supports the paragraph's main idea?

4. What transition words are used in the paragraph?

5. What conclusion does the writer draw from the facts presented in the paragraph?

Prewrite: Expository Writing

Expository writing is usually in the form of a research report. It provides facts about a particular topic. The information is presented logically with an introduction, a body, and a conclusion. An **outline** is a good way to organize your main ideas and supporting details.

Brainstorm ideas for a research report. Decide on a topic you want to know more about. Do some preliminary research and jot down notes. Then fill in the outline below.

OUTLINE	
I.	
A.	
B.	
II.	
A.	
B.	
III.	
A.	
B.	
IV.	
A.	
B.	

CHECKLIST

- Do you think your topic will be of interest to readers?
- Did you identify the main points you want to cover?
- Did you group together similar facts and details?

Revise: Expository Writing

A good way to **revise** your expository writing is to elaborate by providing more information about key people and events. To help your readers understand the information, you may need to add some transition words, such as *yet*, *in fact*, *for example*, *fortunately*, *meanwhile*.

Revise the following report by adding a main idea to the second paragraph. Use transition words to connect ideas. Then rewrite the report on a separate sheet of paper.

Sacajawea, Brave American

If you ever visit Washington Park in Portland, Oregon, you will see a statue of

Sacajawea, a Shoshone Native American woman. Sacajawea accompanied

Lewis and Clark on their search for a waterway to the Pacific Ocean.

When Sacajawea was just a girl, she was stolen from her tribe and sold as a slave to another tribe, the Mandans. They, in turn, sold her to a French trapper named Toussaint Charbonneau. Lewis and Clark hired him as an interpreter and guide for their trip west. Sacajawea and her baby went along.

Sacajawea proved how valuable she was. One day the group met up with a Shonshone band led by her brother. Sacajewa was able to get food, horses, and guides. The party continued on their journey.

Her resourcefulness didn't stop with supply-gathering. When the group's boat capsized, Sacajewa saved the supplies. So when we study American history, I hope you will always remember the contributions of Sacajawea, the brave young Native American.

At Home: Look in your local library for a book on Sacajawea. Write a paragraph about her bravery.

McGraw-Hill Language Arts
Grade 5, Unit 4, Expository Writing,
pages 310–311

Proofread: Expository Writing

PROOFREADING MARKS

¶ new paragraph

^ add

↪ take out

≡ Make a capital letter.

/ Make a small letter.

Ⓟ Check the spelling.

⊙ Add a period.

After you revise your expository writing, you will need to **proofread** it to correct any mistakes in mechanics, grammar and usage, and spelling.

- A.** Read the following excerpt from a report. Check for capitalization, correct punctuation, and spelling mistakes. Use the proofreading marks from the box to mark any errors you find.

Gymnastics: Learning the Basics

If you want to be a gymnast, you have to conquer the balance beam? When you're first learning. You have to take things slowly and advance from one level of difficulty to the next.

A new gymnast begins exercises on the floor. Proper body posture is important. The head should be held up. Eyes should stay focus on the end of the beam. A gymnast should never look down. Shoulders should be down and back. Arms should be graceful. Arms should not be straight like a board. The stomach should be tucked in and the body line should be straight without a slump. A gymnast should be able to feel the beam through the soles of the feet.

Gymnasts start their exercises by walking toe to heel across the beam. Next, they walk on their toes. Then they walk sideways.

If you fall in love with gymnastics maybe you can follow in the footsteps of two olympians like Kerri Strug and Dominique moceanu.

- B.** Use the corrections you marked to rewrite the paragraphs on another piece of paper.

Pronouns**REMEMBER THE RULES**

- A **pronoun** is a word that takes the place of one or more nouns. A pronoun can be singular or plural.
- A pronoun must match the noun to which it refers.

*Nancy went to an outdoor band concert with **her** friend.*

***They** liked the music.*

A. Circle singular or plural to identify the form of the underlined pronoun.

- | | | |
|---|-----------------|---------------|
| 1. Nancy asked Mady to go with <u>her</u> to the band concert. | singular | plural |
| 2. Nancy's Uncle Henry said <u>it</u> would be a good concert. | singular | plural |
| 3. Uncle Henry had two tickets for <u>them</u> . | singular | plural |
| 4. <u>He</u> would be playing drums in the band. | singular | plural |
| 5. Nancy and Mady saw Uncle Henry and waved at <u>him</u> . | singular | plural |
| 6. Uncle Henry gave <u>them</u> a newspaper to read before the concert. | singular | plural |
| 7. Suddenly a light rain fell, and <u>they</u> had a problem. | singular | plural |
| 8. Nancy had brought an umbrella but had left <u>it</u> on the bus. | singular | plural |
| 9. Then <u>she</u> thought of a way to solve the problem. | singular | plural |
| 10. Nancy took the newspaper pages and folded <u>them</u> into hats! | singular | plural |

B. Write the correct pronoun to complete each sentence.

- After the concert, Nancy saw Uncle Henry and showed _____ the hats.
- _____ thought Nancy's newspaper rain hats were very clever.
- Nancy said that _____ gave newspaper to other people without umbrellas.
- Nancy and Mady showed _____ how to make the hats.
- Then _____ all put on the hats and laughed at their pointed heads.

Subject Pronouns

REMEMBER THE RULES

- A **subject pronoun** takes the place of a noun or nouns in the subject of a sentence.

James and John are brothers.

They are brothers.

A. Write the subject pronoun in each sentence.

1. My brother and I share a bedroom. _____
2. It is a very crowded room. _____
3. We have a big collection of rocks of different sizes. _____
4. They are spilling out of boxes on the floor. _____
5. James and I talked about what to do. _____
6. He came up with a great idea. _____
7. It would be an easy way to display our rocks and shells. _____
8. We told Mom about our idea. _____
9. She found some cans of paint in the basement. _____
10. We also found an old ladder in the basement. _____

B. Underline the subject of each sentence. Circle the subject pronoun that can replace it.

- | | | |
|--|------|------|
| 11. James and I carried the ladder outside to the patio. | He | We |
| 12. Mom brought the paint and some brushes. | I | She |
| 13. The paint needed to be opened and stirred. | They | It |
| 14. The color was bright green. | It | I |
| 15. The brushes needed to be washed and dried. | It | They |
| 16. James covered the ground with newspapers. | We | He |
| 17. James and I started to paint the ladder. | We | I |
| 18. Mom said the paint would dry in a few days. | She | It |
| 19. Dad put the ladder in our room a few days later. | They | He |
| 20. Our rocks now sit on the rungs of the ladder. | It | They |

Object Pronouns

REMEMBER THE RULES

- An **object pronoun** is used as the object of an action verb or after words such as *to*, *for*, *with*, *in*, or *at*.

*Julia gave **me** a painting.*



used as object of verb gave

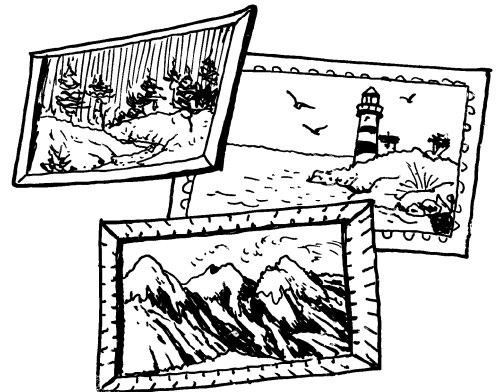
*I bought a frame for **it**.*



used after word for

A. Write the object pronoun in each sentence.

1. Julia showed me six beautiful pictures. _____
2. All of them were landscapes. _____
3. A friend gave her the one of the
Rocky Mountains. _____
4. I liked it most of all. _____
5. Hector noticed us looking at the pictures. _____



B. Circle the incorrect pronoun in each sentence.

Then rewrite each sentence with the correct object pronoun.

6. Hector told she to arrange the pictures on the floor first.

7. She laughed and thanked he for such a good idea.

8. Julia tried one arrangement, and then she showed we.

9. Then she rearranged the pictures and was ready to hang they.

10. Hector helped I put the pictures on the wall.

Mechanics and Usage: Colons and Hyphens**REMEMBER THE RULES**

- A **hyphen** is used to divide a word at the end of a line and to join the parts of a compound word. *sister-in-law*
- A **colon** separates hours and minutes in time. *11:00 A.M.*
- A **colon** is used after the greeting of a business letter. *Dear Sir or Madam:*

A. Circle the word in each sentence that contains a hyphen or a colon.

1. Randy, Loretta, and Chris decided to put together a jigsaw puzzle.
2. The puzzle was a picture of a grown-up cat licking its paws.
3. Loretta's great-grandfather gave her the puzzle for her birthday.
4. He used to own a very successful air-conditioning business.
5. The three friends wondered how long it would take them to complete the puzzle.
6. They saw that it was 1:10 when they started the puzzle.
7. All the able-bodied players predicted the time they would finish.
8. Randy and Chris guessed it would be about 4:30.
9. Loretta thought they would finish around 5:00.
10. When they finished only two hours later, all of them were very surprised.

B. Find the word in each sentence that needs a hyphen or a colon. Write an insert mark (^) and add a hyphen or a colon where it belongs in the word.

11. Randy, Loretta, and Chris liked the puzzle, but there was one problem with it.
12. This was a new puzzle, and there was one blue green piece missing from it.
13. Then Loretta traced the shape of the missing piece on a sheet of cardboard, cut it out, and put it in the puzzle.
14. At 6 30 the next morning, Randy wrote a letter to the president of the puzzle company.
15. He wrote Dear Sir for the greeting of his letter.

Mixed Review**REMEMBER THE RULES**

- A **subject pronoun** replaces a noun or nouns in the subject of a sentence.

*Ms. Lenska is our math teacher. **She** is our math teacher.*

- An **object pronoun** replaces a noun or nouns after an action verb, or after words such as *to, for, with, in, or at*.

*We solved a problem for **Ms. Lenska**. We solved a problem for **her**.*

- Use a **hyphen** to show the division of a word at the end of a line or to join the parts of some compound words.

*Sometimes the **make-a-table** strategy helps **students** solve a math problem.*

- Use a **colon** to separate the hour and the minute in the time of day. **10:15**

- A.** Circle the pronoun in each sentence. Then identify the type of pronoun it is by writing *subject pronoun* or *object pronoun*.

1. A group of us decided to solve a math problem together. _____
2. We wanted to solve the problem in several different ways. _____
3. It was a problem about five crates of egg cartons. _____
4. Walter drew a picture and counted to solve it. _____
5. Monica found cubes and used them to find a solution. _____
6. Les used mental math and told me about his work. _____

- B.** Underline words needing a hyphen or a colon. Write the words correctly.

7. Our group finished solving the problem at 1120. _____
8. We have twenty two children in our group. _____
9. June thought the guess and check strategy might work. _____
10. June had a two step problem. _____

Pronoun-Verb Agreement

REMEMBER THE RULES

- Subject pronouns and verbs must agree.
- Add *-s* or *-es* to most verbs when you use the subject pronouns *he*, *she*, and *it*.

He enjoys fresh vegetables.

- Do not add *-s* or *-es* to a verb in the present tense when you use the subject pronouns *I*, *we*, *you*, and *they*.

We enjoy fresh vegetables, too.

A. Circle the correct form of the verb to complete each sentence.

- Every summer, my father and I _____ tomatoes. plant plants
- He _____ tomato plants in deep pots filled with rich soil. put puts
- I _____ the small plants water almost every day. give gives
- Soon they _____ very big and tall. grow grows
- He _____ me how to tie the plants to a stake. show shows
- Each day, my little sister and I _____ at the plants. look looks
- She _____ to small green tomatoes on several of the plants. point points
- It _____ a few weeks for them to grow big and turn red. take takes
- Dad and I _____ when to pick the ripe tomatoes. decide decides
- Sometimes, we _____ half-eaten tomatoes! find finds

B. Circle the rule you should follow to use the correct present-tense form of the verb in dark type. Then write the correct form of the verb in the blank space.

- Dad, my sister, and I _____ for the animal. **look** Add s. Do not add s.
- He _____ the guilty chipmunk first. **see** Add s. Do not add s.
- It _____ our tomatoes with great pleasure. **eat** Add s Do not add s.
- My father and I _____ our problem quickly. **solve** Add s. Do not add s.
- We _____ all the tomatoes. **pick** Add s. Do not add s.

Combining Sentences: Subject and Object Pronouns

REMEMBER THE RULES

- You can combine two sentences that have pronouns to form **compound subjects** and **compound objects**.
- A compound subject can have two pronouns with the **same predicate**. Subject pronouns and verbs must agree.

She thinks guinea pigs are cute. I think guinea pigs are cute.

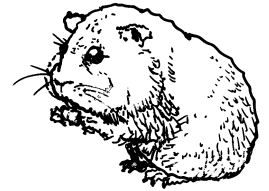
She and I think guinea pigs are cute.



compound subject

A. Underline the compound subject pronouns or compound object pronouns in each sentence.

1. You and I speak to a group of students about pet guinea pigs.
2. Two students have questions for you and me.
3. She and he want to know what things to buy.
4. Josh gives a list of supplies to her and him.
5. The boy asks you and me about costs.



B. Circle the pronouns in each pair of sentences. Then use the pronouns to complete the compound subject or compound object in the new sentence. Remember to change the verb form if needed.

6. He smiles at my guinea pig. I smile at my guinea pig.

_____ at my guinea pig.

7. She thanks us for the information. He thanks us for the information.

_____ us for the information.

8. We invite her to call us for help. We invite him to call us for help.

We _____ to call us for help.

9. Other students ask you for the number. Other students ask me for the number.

Other students _____ for the number.

10. You love to learn about them. I love to learn about them.

_____ to learn about them.



Possessive Pronouns

REMEMBER THE RULES

- Possessive pronouns show *who* or *what* owns something.
- Possessive pronouns can come before nouns or can stand alone.

*Bonnie Lou and Michael Lee are **my** classmates.*

*Bonnie Lou is a friend of **mine**.*

A. Circle the correct possessive pronoun to complete each sentence.

- Bonnie Lou wanted to be president of _____ class. our ours
- She asked four of us to help with _____ campaign. her hers
- Of course, we thought the best candidate was _____. our ours
- _____ first plan was to get the voters' attention. Her Hers
- Bonnie Lou said, "Please tell me _____ ideas." your yours
- The idea that Bonnie Lou liked best was _____. my mine
- I suggested that _____ slogan should be "Bonnie Lou, Right for You." her hers

B. Complete each sentence with the correct form of the possessive pronoun described in parentheses.

- Bonnie Lou's opponent, Michael Lee, also had _____ team of helpers. (the one that belongs to him)
- _____ slogan was "Vote for Me, Michael Lee." (the one that belongs to them)
- The name we wanted voters to see the most was _____. (the one that belongs to her)
- We put _____ posters in every hall in the school. (the ones that belong to us)
- Sometimes we put a poster next to _____. (the one that belongs to them)
- Then sometimes they put a poster next to _____. (the one that belong to us)
- It was _____ idea to make Bonnie Lou stickers. (the one that belongs to me)
- Bonnie Lou will give _____ speech tomorrow. (the one that belongs to her)

Mechanics and Usage: Contractions—Pronoun and Verb**REMEMBER THE RULES**

- A **contraction** can be a shortened form of a pronoun and a verb.
- An **apostrophe** is used in place of the letter or letters that have been left out of a contraction.

can not can't

- Some possessive pronouns sound the same as pronoun-verb contractions, but they are spelled differently and have different meanings.

Possessive Pronoun: *their*

Contraction: *they're*

A. Underline the contraction in each sentence. Then write the pronoun and verb that make up the contraction.

1. I'm trying a new way to remember certain facts. _____
2. I think it's a good solution to my problem. _____
3. My friends said they're coming to my house today. _____
4. We're going to practice remembering things. _____
5. To make the method work, you're supposed to use word clues. _____
6. Cora says she's always learning new clues from Gabriel. _____

B. Choose a contraction or possessive pronoun from the box to complete each sentence.

I'm	its	it's	their	they're	your	you're
-----	-----	------	-------	---------	------	--------

7. My friends mentioned that _____ using spelling clues.
8. Maybe _____ familiar with some of the spelling clues.
9. _____ easy to remember how to spell *niece*.
10. _____ beginning letters are *ni* as in the word *nice*. To remember, say "a niece is nice."

Mixed Review

REMEMBER THE RULES

- Combine two sentences that have pronouns to form compound pronoun subjects and objects.

You like horses. They like horses. You and they like horses.

I have a gift for you. I have a gift for them. I have a gift for you and them.

- An apostrophe takes the place of the letter or letters that have been left out of a contraction.

It is a gift from Ann and Mark. It's a gift from Ann and Mark.

- A possessive pronoun shows who or what owns something. Possessive pronouns never have an apostrophe.

Take the gift out of its box.

- A.** Combine pronouns in each pair of sentences to form a compound subject or a compound object. Write the new sentence.

1. He took a trip to see Ann and Mark. I took a trip to see Ann and Mark.

2. It was fun to visit with her. It was fun to visit with him.

3. He talked about horses. She talked about horses.

- B.** Underline the possessive pronoun or contraction in each sentence. Then circle *possessive pronoun* or *contraction* to identify which it is.

- | | | |
|--|--------------------|-------------|
| 4. We have a problem with their gifts. | possessive pronoun | contraction |
| 5. They're made of glass and are fragile. | possessive pronoun | contraction |
| 6. We know they're too heavy to mail or carry. | possessive pronoun | contraction |
| 7. It's not possible to carry them in suitcases. | possessive pronoun | contraction |
| 8. "You can mail your clothes home," said Mark. | possessive pronoun | contraction |
| 9. Ann says, "You're a good problem solver." | possessive pronoun | contraction |
| 10. What would your solution to the problem be? | possessive pronoun | contraction |

Common Errors: Pronouns

REMEMBER THE RULES

- Use a **subject pronoun** (*I, you, he, she, it, we, and they*) as the subject of a sentence.

We enjoy visiting National Parks.

- Use an **object pronoun** (*me, you, him, her, it, us, and them*) after an action verb or after words such as *for, at, of, with, or to*.

*My family plans vacations to see **them**.*

- An apostrophe shows where a letter or letters have been left out of a contraction. Possessive pronouns do not have apostrophes.

*Every park we visited had been **its** own reward.*

- A.** Circle the correct subject pronoun, object pronoun, or possessive pronoun in parentheses.

1. (I, Me) enjoy visiting Yosemite National Park.
2. The Sierra Nevada Mountains has (it's, its) special beauty.
3. (They, Them) are located in east-central California.
4. Seven hundred miles of trails make experiencing (it's, its) landscape easy.
5. Most of (they, them) lead to the High Sierra.

- B.** Write each sentence. Use a subject pronoun, an object pronoun, or a possessive pronoun in place of the underlined word or words.

6. California's Yosemite National Park is one of the most spectacular in the world.

7. John Muir, a naturalist, first saw the park in the 1860s.

8. John Muir helped get Congress to make it a national park in 1890.

9. My mother bought a book of photographs of the park.

10. Next year, my family and I will look for some of the sights shown in the book.

Study Skills: Use a Dictionary

- A **dictionary** gives **word meanings, pronunciation, and parts of speech** for each **entry word**. Words are listed in alphabetical order. **Guide words** at the top of the page show the first and last entry words on the page.

bloat/blond

bloat To become too full or swollen; swell: *Eating too much **bloated** his stomach.* **bloat** (blōt) *verb*, **bloated, bloating**.

blob A drop or small lump of something soft: *I got a **blob** of paint on my blouse.* **blob** (blōb) *noun, plural blobs*.

block 1. A piece of something hard and solid: *The building was built with **blocks** of stone.*
2. An area in a town or city with four streets around it: *I walked my dog around the **block**.*
3. The length of one side of a block in a town or city: *I live two **blocks** from school.* **4.** A number of things that are alike: *The teacher bought a **block** of foreign stamps to show his class.* **5.** Anything that stops or obstructs something else: *The fallen tree was a **block** to highway traffic.* **6.** A pulley in a frame. *Noun.*

- To get in the way of; obstruct: *Max's bicycle **blocked** the sidewalk.* *Verb.*

block (blök) *noun, plural blocks; verb, blocked, blocking.*

Use the dictionary excerpt above to answer the questions. Write your answers.

1. If the entire page were shown, what would the last entry word be? _____
2. Could the word *blood* be on this page? How can you tell?

3. How many definitions are shown for the noun *block*? _____
4. In the following sentence, is *block* a noun or a verb?
*After the storm, a large tree **blocked** our driveway.* _____
5. Which definition of *block* is used in the following sentence?
*My little brother made a tower of **blocks**.* _____

Vocabulary: Word Choice

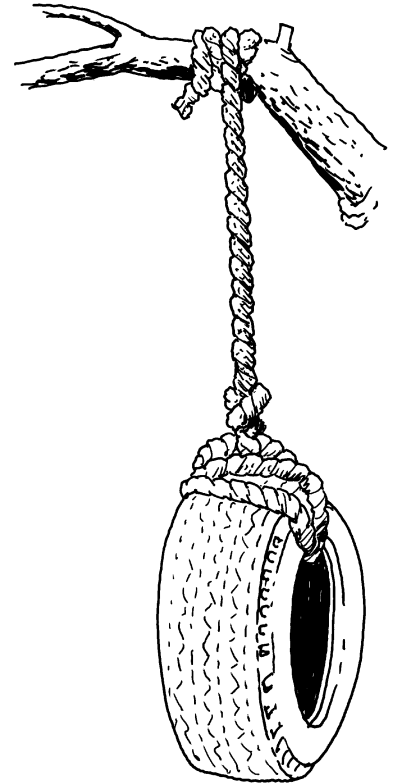
- Choose vivid verbs and vivid adjectives to make your writing clearer and more exciting.

The big house was on a hill.

The rambling house was perched on a hill.

A. Circle the vivid adjective or verb to finish each sentence below.

1. Mark lives in a (big, gigantic) house.
2. It has an (ancient, old) tree in the yard.
3. An old tire swing (hangs, dangles) from a high branch.
4. The swing is held by a (thick, big) rope.
5. You can (clutch, hold) the rope and swing out over the creek.
6. The creek (goes, meanders) through the field.
7. The creek (runs, bubbles) under a (rickety, broken-down) bridge.
8. The water (is, feels) (cold, frigid).
9. Ducks (swoop, fly) along the surface of the water, (looking, searching) for a landing site.
10. We swing over the water on the tire, (yelling, squealing) with delight.



B. Think of two vivid words for each adjective or verb below. Write your ideas on the lines.

11. shy _____
12. comfortable _____
13. sweet _____
14. run _____
15. laugh _____

Composition: Writing a Description

- A good written **description** uses vivid language and sensory details to create a clear picture of something or someone.

Wispy gray clouds skid silently across the evening sky like owls on the prowl.

A. Match each item below to a sensory detail. Write the letter of detail on the line.

- | | | |
|--------------------------|-------|-------------------------|
| 1. the sun | _____ | a. buzzing and moving |
| 2. a crowd of people | _____ | b. wheezing and gasping |
| 3. footsteps on gravel | _____ | c. cozy and drowsy |
| 4. the brakes on the bus | _____ | d. warm and round |
| 5. a rainy afternoon | _____ | e. crunch and munch |

B. Use vivid language and sensory details to write a descriptive sentence that will create a clear picture for each item below.

6. a big, old house

7. a fresh-baked apple pie

8. brand new shoes

9. a windy day

10. diving into cold water

Features of Writing That Compares

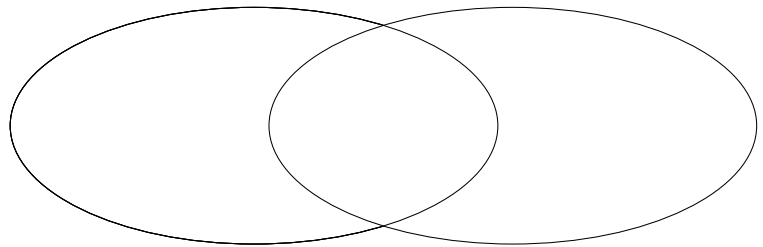
Writing that compares

- explains how two topics are **similar**.
- explains how two topics are **different**.
- uses **logical organization** to arrange facts and details.
- uses words of **comparison and contrast**.

- A.** Read the paragraph. Then, copy the Venn diagram on a separate sheet of paper. Make it large.

Students who are interested in playing basketball or tennis should consider the skills they need to do well in each of these sports. Both basketball and tennis players need good hand-eye coordination. Like all successful athletes, basketball and tennis players should enjoy competition. Basketball players often prefer playing on a team. However, tennis players usually prefer competing on their own. In the case of basketball players, those who want to play this sport benefit if they can jump high. Unlike basketball, the sport of tennis does not demand high jumping as a basic skill.

- B.** Use the information from the paragraph to answer the questions and complete the Venn diagram. Write your answers in the spaces on your Venn diagram.



1. Write the two topics being compared and contrasted.

2. What is a skill that a basketball player has that a tennis player does not need?

3. How does a basketball player compete compared to a tennis player?

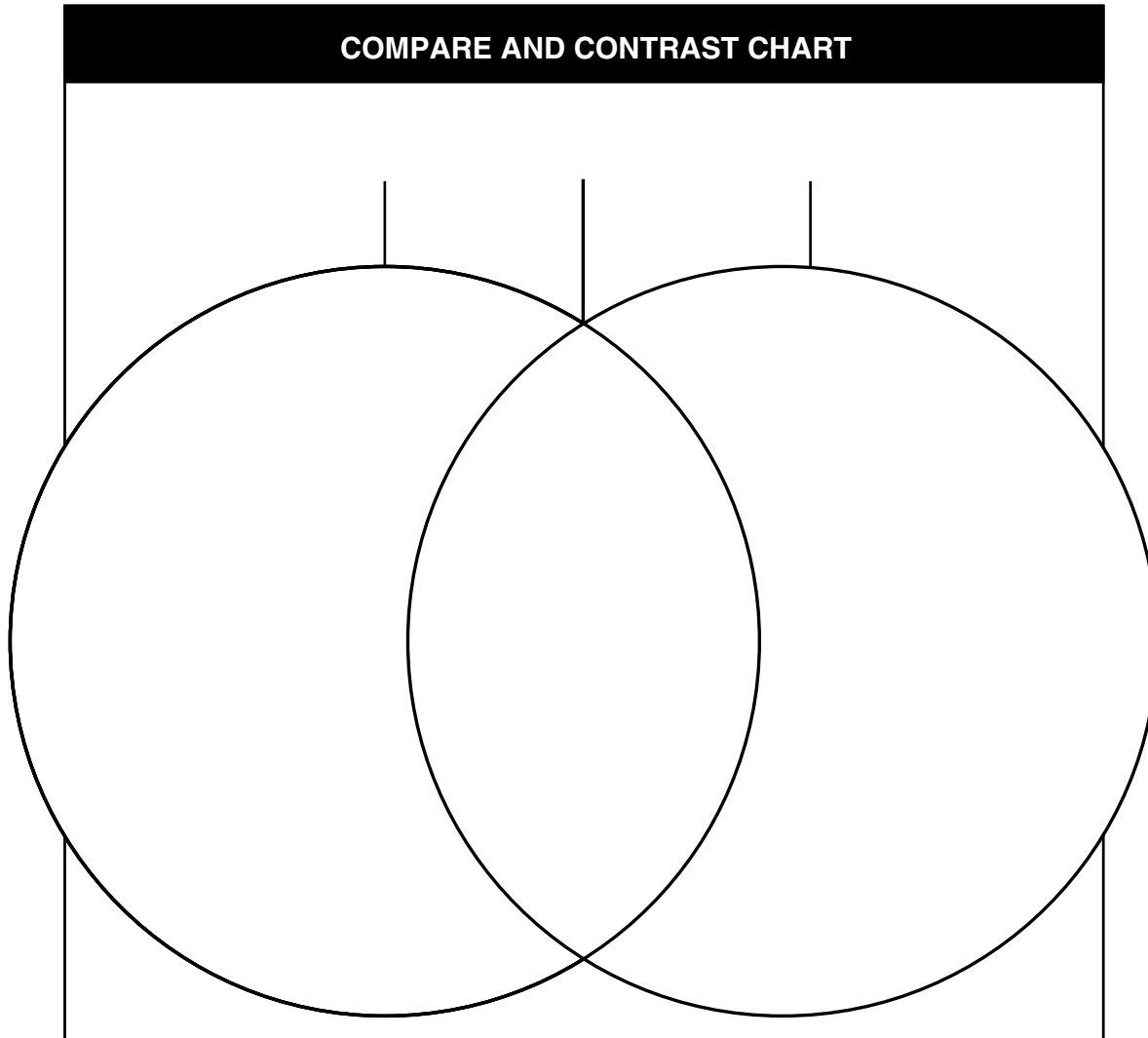
4. What is a skill that both a basketball and tennis player need?

5. What does both a basketball and tennis player enjoy?

Prewrite: Writing That Compares

Writing that compares shows how two people, places, things, or ideas are alike and how they are different. When writing a comparison, writers sort, or classify their information. Use a **chart** or **diagram** to classify information.

A Venn diagram is a good tool to use when planning comparison writing. After you brainstorm some ideas about what you want to compare, list similarities and differences on the chart.



CHECKLIST

- Did you think about your purpose and audience?
- Did you list similarities and differences?
- Do you need to do research to add to the chart?

Proofread: Writing That Compares**PROOFREADING MARKS**

- ¶ new paragraph
- ^ add
- ↪ take out
- ≡ Make a capital letter.
- / Make a small letter.
- Ⓟ Check the spelling.
- ⊙ Add a period.

After you **revise** your comparison, you will need to proofread to correct any mistakes in mechanics, grammar and usage, and spelling.

Read the following comparison. Proofread to correct punctuation and grammar mistakes. Double-check pronouns to make sure they are used correctly. Watch for possessive pronouns and pronoun-verb contractions. Use a dictionary to help check spelling. Use the proofreading marks from the box.

My twin cousins

I have identical twin cousins, Joe and John. They look exactly alike except that Joe has a tiny birthmark under his chin. Unless you look very closely, youd miss it. Both have straight, dark brown hair, but now Joes is longer because he wants to grow a ponytale.

The twins like many of the same things. They both play baseball and are on Little League teams. Joe is a catcher and John is a second baseman. The twins also enjoy music, from jazz to rock to hip-hop. Joe plays the giuitar, and John plays the piano.

Theyre both good guys, but Joe is a bit more outgoing than John. John is specially shy in front of strangers. Joe, however, will casually saunter up to someone and say, “Hi. Im Joe.” Joe is the one who would take a lead in the school play. John would rather work the lights or curtens. John told I he wants to be a doctor when he grows up. Joe prefers computers.

B. On a separate sheet of paper, rewrite the paragraphs with your corrections.

At Home: Look up the word *saunter* in a dictionary and a thesaurus. Use *saunter* and three of its synonyms in separate sentences.

McGraw-Hill Language Arts
Grade 5, Unit 5, Writing That Compares,
pages 392–393



Adverbs

REMEMBER THE RULES

- An **adverb** is a word that tells more about a verb.
- An **adverb** tells how, when, or where an action takes place.

*My dog **suddenly** hurt his paw. (tells when)*

*I **quickly** took my dog to Hillside Animal Hospital. (tells how)*

*My aunt works **there**. (tells where)*

A. Underline the adverb in each sentence. Draw an arrow from the adverb to the verb it describes.

1. A friend unexpectedly invited my aunt to an animal shelter.
2. My busy aunt reluctantly said, "yes."
3. My aunt always dreamed of a career in nursing.
4. After the experience at the shelter, she quickly changed her mind.
5. She decided definitely on a career with animals.
6. She worked hard in college and in veterinarian school.
7. My aunt now practices veterinary medicine in my town.
8. Yesterday I went to the animal hospital.
9. My aunt gently handles sick animals.
10. She spoke quietly to each one.



B. Circle the adverb in each sentence. Then circle **how**, **when**, or **where** to tell what question the adverb answers.

- | | | | |
|--|------------|-------------|--------------|
| 11. Veterinarians often give shots to cats and dogs. | how | when | where |
| 12. They frequently treat dogs and cats for fleas. | how | when | where |
| 13. Some veterinarians eagerly care for large animals. | how | when | where |
| 14. Veterinarians thoroughly examine a sick or injured animal. | how | when | where |
| 15. Veterinarians are there twenty-four hours a day. | how | when | where |

Adverbs Before Adjectives and Adverbs

REMEMBER THE RULES

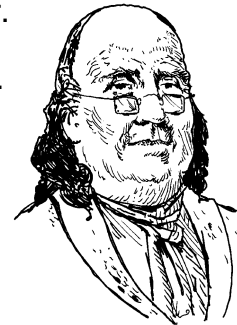
- Adverbs tell more about adjectives and other adverbs.

*Benjamin Franklin was a **very** important statesman. (Very tells about the adjective *important*.)*

*Benjamin Franklin traveled to other countries **quite** often. (Quite tells about the adverb *often*.)*

A. Draw an arrow from each underlined adjective or adverb to the adverb that tells more about it.

1. Benjamin Franklin was quite successful at an early age in Boston.
2. At age 15, he wrote a series of unusually noteworthy newspaper articles.
3. These articles for his brother’s newspaper were extremely popular.
4. In a few years, Benjamin found it too difficult to work for his brother.
5. He decided fairly quickly to leave Boston and settle in Philadelphia.
6. Benjamin Franklin’s move to Philadelphia very definitely changed his life.
7. In Philadelphia, Benjamin made so many friends.
8. One really important friend was the governor of Pennsylvania.
9. Somewhat cautiously, Benjamin went to London at the governor’s suggestion.
10. In London, he became a truly outstanding person in the field of publishing.



B. Circle the word that tells what the underlined adverb describes.

- | | | |
|---|------------------|---------------|
| 11. Benjamin Franklin returned to Philadelphia and bought an <u>especially</u> boring newspaper. | adjective | adverb |
| 12. He <u>very</u> soon changed it into a lively paper. | adjective | adverb |
| 13. In Philadelphia, Benjamin was <u>almost</u> always involved in public work. | adjective | adverb |
| 14. His <u>quite</u> extraordinary contributions included helping to establish a public library. | adjective | adverb |
| 15. Franklin also contributed to the <u>terribly</u> important task of creating the U. S. Constitution. | adjective | adverb |

At Home: Choose five adverbs from this page. Write a sentence using each one.

Comparing with Adverbs

REMEMBER THE RULES

- **Adverbs** that compare two actions use **-er** or **more**.
- **Adverbs** that compare three or more actions use **-est** or **most**.
- Don't combine both **-er** and **more** or **-est** and **most**.

*Kate plays basketball **more expertly** than her friend Cheryl.* (compares two actions)

*Of her four friends, Kate plays the **most expertly**.* (compares three or more actions)

A. In each sentence, circle the adverb that compares. Then circle the number of actions the adverb compares.

- Of all the girls in her class, Kate learned sports the easiest. **two actions** **three or more actions**
- She played basketball and soccer more skillfully than her older brother and sister. **two actions** **three or more actions**
- Kate decided to focus more seriously on basketball than soccer. **two actions** **three or more actions**
- She practiced the longest of any player on the school's basketball team. **two actions** **three or more actions**
- As a result, she scored points more often this year than last year. **two actions** **three or more actions**

B. Choose the correct comparative or superlative adverb in dark type to complete each sentence. Write it on the line.

- Of all Kate's fans, her family cheers _____ at games.
more loudly **most loudly**
- Kate's team made free throws _____ than the other team.
more frequently **most frequently**
- Of all the players, Kate moved the ball down the floor _____.
faster **fastest**
- Of the two basketball teams, Kate's team played _____.
harder **hardest**
- Kate yelled _____ during the game than her coach did.
more excitedly **most excitedly**

Negatives

REMEMBER THE RULES

- A **negative** is a word that means “no” or “not.”
- Use only one negative in a sentence.

Incorrect: *There weren't no bandages in the hospital.*

Correct: *There weren't any bandages in the hospital.*

Correct: *There were no bandages in the hospital.*

A. Put a check mark in front of sentences that have a negative. Circle the negative.

- _____ Florence Nightingale decided at age 16 that she wanted to help people.
- _____ She didn't know then exactly what she would do.
- _____ When she became an adult, she did not forget her goal.
- _____ Florence decided she wanted to work in a hospital.
- _____ Florence's mother couldn't understand this decision.
- _____ Hospitals then were no place for a young woman like Florence.
- _____ Nothing would stop Florence from leaving home to study nursing.
- _____ During a war in 1854, Florence was asked to care for wounded soldiers.
- _____ She was upset that the hospital had no cots or medical supplies.
- _____ No one was taking care of the sick and injured men.



B. Underline the two negatives in each sentence. Then rewrite the sentence correctly, using only one negative.

11. Florence wrote angry letters explaining that there weren't no supplies.

12. She was also angry that people hadn't done nothing to clean up the hospital.

13. Florence would not accept no unclean conditions.

14. No one did no more than she to introduce the world to skilled nursing.

15. England held celebrations to honor her, but she didn't go to none of them.

Mechanics and Usage: Punctuation in Dialogue**REMEMBER THE RULES**

- **Quotation marks** enclose a person's exact words.
- A comma or commas separate a phrase, such as *she said*, from the quotation itself.
- A comma or a period goes inside closing quotation marks.
- A question mark or an exclamation mark goes inside the quotation marks when it is part of the quotation.
- A question mark or an exclamation mark goes outside the quotation marks when it is part of the entire sentence but not part of the quotation.
- A new paragraph is used for each new person who speaks.

Ben said, "You dance very well." (period inside quotation marks)

Jasper exclaimed, "I love to dance!" (exclamation mark inside quotation marks)

Kelly asked, "Where did you learn to dance?" (question mark inside quotation marks)

A. Underline the direct quotation and punctuate each sentence.

1. Jasper announced, I'm going to be a dancer when I grow up.
2. Are you taking dance lessons now? asked Kelly.
3. Jasper replied, I have a dance class every day.
4. I want to dance in musical shows, Jasper explained.
5. I think that would be exciting! Ben exclaimed.

B. Add capital letters and punctuation marks to the following sentences.

6. this show is great Ben yelled.
7. Kelly cried i love Jasper's dancing!
8. Ben remarked he moves just like my dog.
9. does your dog play with a plastic disk Kelly asked.
10. Ben nodded and said he catches it just like Jasper.

Mixed Review

REMEMBER THE RULES

- An **adverb** tells *how*, *when*, or *where* an action takes place.

*She plays the violin **beautifully**. (tells **how**) She plays **often**. (tells **when**)*

*She plays **nearby**. (tells **where**)*

- An **adverb** can tell more about an adjective or another adverb.

*Her violin is **quite** old. She handles it **very** carefully.*

adverb

adjective

adverb

another adverb

- A **negative** is a word that means *no* or *not*. Use only one negative in a statement. **No one had ever** heard her play.

A. Circle the adverb in each sentence. Then draw an arrow from the adverb to the verb, adjective, or other adverb it tells more about.

- A young girl had always dreamed of becoming a musician.
- She took violin lessons and practiced regularly.
- One day, she had a very serious accident.
- As a result of the accident, one hand was badly injured.
- Continuing violin lessons seemed most unlikely.
- The girl, however, decided positively not to give up her dream.
- She worked extremely hard to strengthen her injured hand.
- The young girl started violin lessons again.
- Eventually she became a professional violinist.
- The young woman now performs with an orchestra in my city.
- My friends and I go to her concerts quite often.

B. Underline and correct the double negatives. Cross out words and write new words.

- Her family doesn't miss none of her concerts.
- The girl hadn't no thought of giving up.
- There wasn't nothing else she wanted to do.
- No decision was never more important.

Prepositions

REMEMBER THE RULES

- A **preposition** relates a noun or pronoun to another word in a sentence.

*Abraham Lincoln was President **during** the Civil War.*

A. Find the preposition in each sentence and write it in the box.

1. When he was a young man, Abraham Lincoln lived in Illinois.
2. There he was elected to the state legislature.
3. Later he became a lawyer and practiced law for a while.
4. After several years, Lincoln left politics.
5. Soon Abraham Lincoln went back into politics.
6. He was a U.S. Senate candidate against Stephen Douglas.
7. Lincoln's life was changed by this decision.
8. There were several debates between Lincoln and Douglas.
9. From the debates, Abraham Lincoln got national attention.
10. His ideas about slavery attracted the Republican party.

B. Choose a preposition from the box below to complete each sentence. Write the letter of the preposition on the line.

11. Lincoln became the Republican candidate _____ U.S. President in 1860.
12. Abraham Lincoln became President _____ March 4, 1861.
13. He impressed the American people _____ his speeches.
14. His speech _____ Gettysburg became famous.
15. _____ his presidency, Lincoln declared slavery unlawful.



- | |
|-----------|
| a. at |
| b. during |
| c. for |
| d. on |
| e. with |

Prepositional Phrases

REMEMBER THE RULES

- A prepositional phrase begins with a preposition and ends with a noun or pronoun.
- The object of the preposition is the noun or pronoun after the preposition.

*Chang skated **across the ice.*** (prepositional phrase)

A. Circle the prepositional phrase in each sentence.

1. A young boy was frail and small for his age.
2. His parents thought working at a sport would make him stronger.
3. The boy and his parents talked about sports he might enjoy.
4. The young boy quickly decided on ice skating.
5. In a short time, everyone knew it was a good decision.

B. Circle the preposition in each sentence. Then draw an arrow from the preposition to the noun that is the object of the preposition.

6. The boy skated very well from the beginning.
7. He skated confidently around the rink.
8. After a while, the boy took ice-skating lessons.
9. Over the years, he became a better and better skater.
10. He entered ice-skating competitions against excellent skaters.
11. During his childhood, he won many awards and titles.
12. The young boy grew into a strong young man.
13. Then he began working toward a special goal.
14. He dreamed of the Olympic games, and he reached his goal.
15. He represented America proudly at the Olympics and won a gold medal!

Objects Pronouns in Prepositional Phrases

REMEMBER THE RULES

- An **object pronoun** is the pronoun that follows a preposition in a sentence.
- Use object pronouns *me, you, him, her, it, us, and them* as objects in prepositional phrases.

*Living in another country could be an adventure **for you**.*



object pronoun

A. Underline the prepositional phrase in each sentence. Then circle the object pronoun.

1. One day, my dad had a surprise for me.
2. He had decided to take the family with him.
3. Dad asked how my sister and I felt about it.
4. Both of us thought it was a good decision.
5. Mom and Dad said that our feelings were important to them.
6. Dad hoped it would be an interesting experience for us.
7. We made friends there and learned many things from them.
8. We practiced our Spanish with them.
9. My friend Gregorio gave a book to me.
10. I read a story in it.

B. Write the missing object pronoun to complete each sentence. Choose the correct pronoun from the box.

I me it she her him he they them you we us

11. My sister had a friend Bella, and she sang Mexican songs with _____.
12. I kept a journal and wrote in _____ every day during our stay.
13. I think keeping a journal encourages you to look around _____.
14. Look for an article by _____ about my special time in Mexico.
15. I would be happy to show my photos to _____ anytime.

Interjections

REMEMBER THE RULES

- An **interjection** expresses strong emotion.
- Use a **comma** after a mild interjection and an exclamation mark after a strong interjection.

Hey! Here are Shadow's kittens. (strong interjection)

Oh, they're so cute. (mild interjection)

A. Circle the interjection in each sentence. Then circle **mild** or **strong** to show the kind of interjection it is.

- | | | |
|---|-------------|---------------|
| 1. Oh, that man seems so lonely. | mild | strong |
| 2. Well, let's see if petting a kitty can cheer him up. | mild | strong |
| 3. Wow! He has a big smile on his face. | mild | strong |
| 4. Hey! Why don't we ask if he'd like a pet kitten? | mild | strong |
| 5. Great! He decided he would like one. | mild | strong |
| 6. Well, let's take him to see Shadow's kittens. | mild | strong |
| 7. Aw, the tiny gray one is purring in his lap. | mild | strong |
| 8. Oh, no! Now she's chewing on his finger. | mild | strong |

B. Add capital letters and punctuation marks to the following sentences.

9. Oops she just slipped and tumbled over
10. Good grief what is she up to now
11. Well nothing she does seems to bother him
12. Hooray the man is taking her home
13. Oh did you hear he named his kitten Friend
14. Aha I think the kitten will change his life
15. Gee what a difference a pet can make

At Home: Write four sentences of your own about the man and his kitten. Use a different interjection in each sentence.

Combining Sentences: Complex Sentences

REMEMBER THE RULES

- A **complex sentence** has two closely related ideas joined by a conjunction.

*John James Audubon observed birds **before** he drew them.*

A. Draw one line under the conjunction in each sentence. Draw two lines under each of the two closely related ideas.

1. John James Audubon studied drawing in France when he was a boy.
2. Then he studied birds after he moved to a farm in America.
3. Audubon ran a general store as he continued to study American birds.
4. At one time he taught drawing although he was still interested in birds.
5. Soon Audubon decided to focus on birds because they appealed to him so much.
6. He planned to paint pictures of birds until he had enough paintings for a book.
7. Audubon's paintings were realistic images because he observed birds closely.
8. Audubon took his paintings to England although he continued to live in America.
9. He found a publisher in England after exhibitions of his paintings were so popular.
10. His first book was quite large because it contained life-size drawings.

B. Use a conjunction from the box to combine each pair of sentences.

after

before

since

until

when

11. There were 1,065 different birds in Audubon's book. It was published.

12. Audubon did not write about birds. He worked with another naturalist.

13. Audubon experimented with birds. Others in America did so after him.

14. Bands have been put on the legs of birds. Audubon introduced the idea in 1803.

15. Audubon's last book was completed by his sons. He died in 1851.

Mechanics and Usage: Commas with Introductory Prepositional Phrases and Interjections

REMEMBER THE RULES

- Use a comma after a **prepositional phrase** at the beginning of a sentence.
- Use a **comma** after a **mild interjection**.

In her youth, Harriet Tubman was a slave. (prepositional phrase)

Oh my, was she ever freed? (mild interjection)

A. Underline the prepositional phrases in the sentences and circle the interjections.

1. Before the Civil War, some people helped enslaved men and women.
2. Of the many helpers, Harriet Tubman was the most famous.
3. Gee, she was once enslaved herself.
4. After her escape, she helped others.
5. She led many people to freedom.
6. For her capture, slave owners offered a reward.
7. My goodness, she was brave.
8. During that time, the escape route was called the Underground Railroad.
9. Oh, how did they travel?
10. In most cases, they walked long distances.



B. Add the comma that is missing from each sentence.

11. In the beginning Ohio and Pennsylvania were the most helpful states.
12. After a few years all northern states were involved.
13. From 1830 to 1860 around 50,000 enslaved people made it to the North.
14. Good grief that's so many people.
15. Well it took thirty years to free that many.

Mixed Review**REMEMBER THE RULES**

- A **preposition** is a word that relates a noun or pronoun to another word in the sentence.
- A **prepositional phrase** begins with a preposition and ends with a noun or pronoun.
- The **object of the preposition** is the noun or pronoun in a prepositional phrase.

*Jared's uncle has a restaurant **on a busy street**.*

↑ ↑
preposition object of the preposition

- An **interjection** is a word or group of words at the beginning of a sentence that show strong feeling.

***Oh dear**, the restaurant is closed.*

A. Circle the prepositional phrase in each sentence. Then draw one line under the preposition and two lines under the object of the preposition.

1. Jared decided to work in his uncle's restaurant.
2. He would do the job during his summer vacation.
3. The young man wanted to learn about the restaurant business.
4. Jared planned to have a restaurant of his own one day.
5. His uncle's restaurant was open for dinner every day.

B. Choose an interjection from the box to add to each sentence. Add a comma or an exclamation mark after each interjection.

Wow	Well	Oops	Oh boy	Now	Hey	Gee
-----	------	------	--------	-----	-----	-----

6. _____ Let's go eat at his uncle's restaurant.
7. _____ On what street is it located?
8. _____ The lights on the ceiling sure are pretty.
9. _____ I see my favorite dish on the menu.
10. _____ I spilled my water on the table.

Common Errors: Adverbs**REMEMBER THE RULES**

- An **adjective** describes a noun. An **adverb** tells more about a verb, an adjective, or another adverb.

*A **large** spider ran **surprisingly quickly** across the table.*

- *Good* is always an adjective; *well* is an adverb, except when it means “healthy.”

*Spiders have adapted **well** to being **good** hunters.*

- Do not use two negative words together in a sentence.

No one I know ~~never~~ ever liked spiders.

- Some adverbs have an *-ly* ending, which makes them easy to recognize. For most adverbs, do not change the spelling of the word when you add *-ly*.

A. Write the word in parentheses () that completes each sentence correctly.

1. I (recent, recently) read an article about spiders. _____
2. The author seemed to (complete, completely) enjoy her subject. _____
3. It (wasn't, was) no easy undertaking to write the article. _____
4. The article was (good, well) written with many illustrations. _____
5. Spiders are best known for their (delicate, delicately) spun webs. _____

B. Rewrite each sentence correctly. Be sure you correct each double negative by using a positive word or by dropping *not* or *n't*.

6. The web of the orb spider is made good for quick trapping insects.

7. The bolas spider doesn't never trap insects in a web.

8. It clever traps them on a single strand of sticky silk.

9. Some spiders quiet hunt for food instead of using a web as a trap.

10. Wolf spiders run swift in search of their prey.

At Home: Write a paragraph about a spider or insect you have seen. Use at least five adverbs in your writing.

Study Skills: Use the Card Catalog

- The **card catalog** can help you find materials in a library or resource center. Many libraries have their catalogs **on-line**.
- Every book in the library has an **author card** and a **title card**. Many books also have a **subject card**.
- The **call number** of a book helps you locate it in the library.

Author Card

J325.1 S Siegel, Beatrice

Sam Ellis's Island. –New York: Four Winds Press, 1985
86 pp. : ill. ; 24 cm.

An illustrated history of the tiny island which at one time was the gateway to the United States.

1. Ellis Island Immigration Center–History
2. United States–Emigration and Immigration–History

Title Card

J325.1 S Sam Ellis's Island
Siegel, Beatrice

Sam Ellis's Island.–New York: Four Winds Press, 1985
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An illustrated history of the tiny island which at one time was the gateway to the United States.

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2. United States–Emigration and Immigration–History

Use the cards to answer the questions.

1. What is the title of the book?

2. Who is the publisher of the book?
How many pages does it have?

3. If you knew the author, but could not remember the title of the book, what would you look under?

4. Write one subject you could find this book under.

5. Where would you look to see if the library has other books by Beatrice Siegel?

Subject Card

J325.1S ELLIS ISLAND
IMMIGRATION CENTER–HISTORY
Siegel, Beatrice

Sam Ellis's Island.–New York: Four Winds Press, 1985
86 pp. ill.; 24 cm.

An illustrated history of the tiny island which at one time was the gateway to the United States.

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Vocabulary: Figurative Language

- **Figurative language** can make your writing more interesting and exciting.
- **Similes, metaphors, and personification** are forms of **figurative language**.
A **simile** uses *like* or *as* to make a comparison.
This bed is as warm as toast.
- A **metaphor** compares two things without using *like* or *as*.
A blanket of snow lies on the ground.
- Personification** gives human qualities to things.
The wind sings me to sleep.

A. Read each sentence below. Identify the type of figurative language that is underlined. Write *simile*, *metaphor*, or *personification*.

1. The fog tiptoed across the field. _____
2. The sky was a cauldron of darkness. _____
3. Leaves fell like snowflakes. _____
4. The breeze teased the tree branches. _____
5. Spears of lightning criss-crossed the sky. _____
6. The wind whistled around the house. _____
7. We were bundled up like socks in a drawer. _____
8. The cold bit our fingers. _____
9. A lava flow of soup erupted from the pot. _____
10. The crackers floated like ducks on a pond. _____

B. Think of a simile, metaphor, or personification for the following things. Then use your figurative language in a sentence.

11. air _____
12. hunger _____
13. quiet _____
14. busy _____
15. sleepy _____

At Home: What kind of weather do you like? Write a description of a favorite kind of day. Use similes, metaphors, and personification to add interest to your description.

Composition: Dialogue

- **Dialogue** is the exact words characters speak in a story.
- Dialogue can be used to describe a character and keep the story action moving.
- A speaker's exact words are enclosed in quotation marks.
- Descriptive dialogue can be used to describe how a person sounds.

"Don't you dare jump up on the couch, you bad dog," snapped Nancy.

A. Read each statement below. On the lines, write each speaker's exact words.

1. "Wait!" yelled Joe. _____
2. Bill frowned and said, "I don't get it." _____
3. "This isn't what I wanted," said Ty, "but it will do." _____

4. "Hey!" cried Jan, waving. "You forgot your coat!" _____

5. Jed stared at the door and whispered, "Who is it?" _____
6. "They're here!" gasped Alan, spotting Mom's car. _____
7. "If you need a ride," said Glen, "let me know." _____

8. "I wanted Ellie to join us, but she is busy," Liz said to Jody. _____

9. "Did you hear what happened?" asked Lou. _____
10. Hap shook his head and muttered, "No way." _____

B. Use descriptive verbs to finish the sentences.

11. "I'm allergic to cats," _____ Jeffrey.
12. "Your haircut looks absolutely fantastic," _____ Alice.
13. "That's pretty funny," _____ Mark.
14. "I'm giving you five seconds to get in bed," _____ Mom.
15. "Be quiet," _____ Syd "or you'll wake the baby."

Features of a Story

A good story

- has an interesting **beginning, middle, and end**.
- describes a **setting**, telling when and where a story takes place.
- has **characters** that move the action along.
- has a **plot** with a problem that is solved at the end.
- often uses **dialogue**.

Read the story. Then, answer the questions below.

Tulips poked out from the soil. Just like these spring flowers, Paula hoped for a new beginning in her life. A week had passed since Paula’s family moved to Clarksville, and she hadn’t yet made a new friend.

Paula inspected the small garden and rearranged some soil with her favorite hand-held garden shovel. Then, she walked to the bus stop.

The doors to the school bus opened, and when Paula sat down she realized that she was still holding her shovel.

A girl sitting across the aisle spotted the shovel and said, “You’re just the person I need!”

“Really?” Paula was as surprised as she was delighted.

“Sure,” the girl said. “My name’s Shelly, and my job is to monitor the school garden. Boy, could I use your shovel. And, I could use your help.”

1. Who is this story about? _____
2. What is the setting of the story? _____
3. What event forms the beginning of the story? _____

4. What event forms the middle of the story? _____

5. What event forms the end of the story? How does it help the main character solve his or her problem? _____

Prewrite: A Story

A **story** is a narrative that comes from a writer's imagination. A good story has interesting characters, a conflict, a setting, and a plot. The plot includes a well developed beginning, middle, and a satisfying end.

To plan a story so that the plot events unfold in a logical way, you can use a **story map**. First brainstorm some ideas. Then fill in the chart.

STORY MAP	
Title:	
Setting:	
Characters:	
Problem:	
Events	
<div style="border: 1px solid black; height: 30px; width: 80%; margin: 0 auto;"></div> <div style="text-align: center; margin: 5px 0;"> </div>	
<div style="border: 1px solid black; height: 30px; width: 80%; margin: 0 auto;"></div> <div style="text-align: center; margin: 5px 0;"> </div>	
<div style="border: 1px solid black; height: 30px; width: 80%; margin: 0 auto;"></div> <div style="text-align: center; margin: 5px 0;"> </div>	
Solution:	

CHECKLIST

- Have you decided on characters, setting, and a plot?
- Have you decided on how to begin your story, and how to develop it through to the end?

Revise: A Story

You can **revise** your story by elaborating. Add more details to make your writing clearer and some vivid descriptions to perk up the narrative. You might also think about adding realistic dialogue. Dialogue words, such as *suggested*, *exclaimed*, *shouted*, *whispered*, *announced*, can make your writing more vivid.

Use another sheet of paper to revise the following story excerpt by adding some colorful adverbs or adjectives. Add dialogue, using the correct punctuation, and remember to indent paragraphs. Finally, write a satisfying ending to the story.

Bill was determined to build a robot that could do the chores he disliked. You robot, he told his pile of materials that were strewn all over the garage floor, someday soon you will do what I want you to do like mow the lawn.

Bill worked for hours and then fell asleep on the bench near the tool table. Suddenly the robot began to move its legs, then body, and then its head. What do you want me to do first, sir, asked the robot.

The robot asked again. "What do you want me to do?" Since there was no answer, the robot lifted the garage door and marched onto the front lawn. He began mowing the lawn—clip, clip, clip. Then he trimmed the bushes, clip, clip, clip. He just couldn't stop working.

All of a sudden Bill woke up.

Proofread: A Story**PROOFREADING MARKS**

¶ new paragraph

^ add

⤵ take out

≡ Make a capital letter.

/ Make a small letter.

Ⓢ Check the spelling.

⊙ Add a period.

After you revise your story, you will need to **proofread** it to find and correct any mistakes in mechanics, grammar and usage, and spelling.

- A.** Read the following story. Correct errors in punctuation and spelling. Look for grammar mistakes. Indent paragraphs and the beginning of dialogue. Use the proofreader's marks from the box to mark the errors you find.

In the beginning of the twentieth century, 1905 to be exact, the Ramsey family lived in a small town in missouri. They lived in a small, four-room wooden house that mr.

Ramsey had built with the help of his neighbors. Abigail was ten years old. Her brother Jake was 13.

“Come, look! shouted Abigail. Mr. Sorensen is putting in the wiring. Soon we will have electric lights.” “Yes,” answered Jake. Now I won’t have to clean the soot from our lantern lights.”

“And I won’t have to clip the wicks and add the kerosene,” answered Abigail.

It was dusk when Mr. Sorensen left. Mrs. Ramsey turned on every single light in the house. Let’s go for a stroll,” she said.

They walked to town and back, and when they returned home, they all stood gazing at their house in a blaze of light. “I never thought I’d live to see this day,” said Mr. Ramsey.

- B.** Use the corrections marked to rewrite the paragraph on another piece of paper.