Provide regular practice with important grammar and punctuation rules and watch your students’ writing improve!

Grammar and Punctuation, Grade 5 presents 25 grade-appropriate rules followed by three activity sheets for practicing each rule.

Contents

Rule 1  Kinds of Sentences .............................................................. 3
Rule 2  Subjects & Predicates ......................................................... 7
Rule 3  Conjunctions ..................................................................... 11
Rule 4  Compound Sentences .......................................................... 15
Rule 5  Common & Proper Nouns .................................................. 19
Rule 6  Singular & Plural Nouns ...................................................... 23
Rule 7  Verbs ............................................................................. 27
Rule 8  Verb Tenses ..................................................................... 31
Rule 9  Forming Verb Tenses .......................................................... 35
Rule 10 Irregular Verbs ................................................................. 39
Rule 11 Types of Pronouns ............................................................ 43
Rule 12 Pronouns & Antecedents ................................................ 47
Rule 13 Possessive Nouns & Pronouns ........................................ 51
Rule 14 Adjectives ....................................................................... 55
Rule 15 Comparative & Superlative Adjectives ......................... 59
Rule 16 Adverbs ......................................................................... 63
Rule 17 Prepositions ..................................................................... 67
Rule 18 Comma Usage ................................................................. 71
Rule 19 Comma Usage ................................................................. 75
Rule 20 Commas & Colons ............................................................ 79
Rule 21 Comma Usage ................................................................. 83
Rule 22 Quotation Marks .............................................................. 87
Rule 23 Titles .............................................................................. 91
Rule 24 Word Usage .................................................................... 95
Rule 25 Word Usage ................................................................... 99
Notes to the Teacher ................................................................. 103
Answer Key ............................................................................... 105
The features of Grammar and Punctuation, Grade 5 include:

25 Rule Charts
Reproduce these charts on overhead transparencies for ease of presentation.

Choose the rules and the order of use that are appropriate to the needs of your students.

Review the charts regularly.

3 Practice Pages for Each Rule
Use as many reproducible practice pages as appropriate for your students. These pages may be used with the whole class or as independent practice. You may wish to do a single practice page each time you review a rule.

Answer Key
A complete answer key begins on page 105.

About the CD-ROM
Loading the Program
1. Put the CD in your CD drive. This CD-ROM contains both Windows and MacOS programs.
   Your computer will recognize the correct program.

2. On some computers, the program will automatically start up. If the program does not start automatically:
   Windows—go to My Computer, double click on the CD drive, then double click on Begin.exe.
   MacOS—double click on the CD icon on your desktop, then double click on Begin.

3. After the program starts, you will arrive at the main menu.

Choose a Rule
The four kinds of sentences each kind requires a specific ending punctuation:

- A declarative sentence: a statement. It ends with a period (.)
- An interrogative sentence: a question. It ends with a question mark (?)
- An imperative sentence: a command. It ends with an exclamation mark (!)
- A exclamatory sentence: expresses strong feeling. It ends with an exclamation mark (!)

View the E-Book
The E-Book consists of printable pages that may be used for practice or teaching. On the computer:

To read or print the Flashcard Reader, click here.

Exit
Main Menu Features

Choose a Rule
It’s never been more fun to practice grammar and punctuation! The 25 rule charts found in the book are presented in full-color with an interactive element. To present a whole-class lesson, connect your computer to a projection system. As a review, students may be instructed on how to access specific rule charts during their computer time.

1. Click the Choose a Rule button to display the list of rules.
2. Click on a rule in the list of rules. The rule will be displayed.
3. Click on the arrow button. Rule explanations and examples will be displayed.
4. When you’re finished, click on the button to go back to the rules list or click on to go back to the main menu.

View the E-Book

• The rule charts, practice pages, and answer key are presented in a printable electronic format. You must have Adobe® Acrobat® Reader™ installed to access the e-book. (See installation instructions in sidebar.)

• You may scroll through the entire book page by page or open the “Bookmarks” tab for a clickable table of contents.

   Hint: This symbol, + for Windows or for MacOS, means that you can click there to expand this category.

• To print pages from the e-book, click on the printer icon. A print dialog box will open. Enter the page or pages you wish to print in the print range boxes. (At the bottom of the screen, you can see which page of the e-book you are viewing.)

• To exit the e-box, simply “X” out until you return to the main menu.

E-Book Bonus

• Grammar and Punctuation Review
This four-page review provides a means of evaluating your students’ acquisition of the grammar and punctuation skills presented.

• Student Record Sheet
On the student record sheet, the grammar and punctuation skills are keyed to the practice pages and the test items.

• Reproducible Rules Handbook
Each rule is shown with room for students to write their own examples of the rule.

Exit
This button closes the program.

Installing Adobe® Acrobat® Reader™
You need to have Acrobat Reader installed on your computer to access the e-book portion of the CD-ROM. If you do not have Acrobat Reader, go to the main menu of the CD and follow these instructions:
1. Place your cursor over the Click Here link. Wait for the hand and then click.
2. When you see the Acrobat Reader Setup Screen, click the “Next” box.
3. When you see the Destination Location Screen, click the “Next” box.
4. When you see the Setup Complete Screen, click “finish.”

Your system will now shut down in order to install Acrobat Reader. Some systems will automatically restart. If yours does not, start it up manually.
There are four kinds of sentences. Each kind requires a specific ending punctuation.

- A **declarative sentence** is a statement. It ends with a period (.).
  
  *Whales live in the ocean.*

- An **interrogative sentence** asks a question. It ends with a question mark (?).
  
  *Have you ever seen a real whale?*

- An **imperative sentence** commands someone to do something. It ends with a period (.).
  
  *Don’t throw trash into the sea.*

- An **exclamatory sentence** shows strong feeling. It ends with an exclamation mark (!).
  
  *That whale is enormous!*
Name _____________________________________________

**Name the Sentence**

<table>
<thead>
<tr>
<th>Type of Sentence</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>declarative</strong></td>
<td>- tells something</td>
</tr>
<tr>
<td><strong>interrogative</strong></td>
<td>- asks something</td>
</tr>
<tr>
<td><strong>imperative</strong></td>
<td>- commands or requests something</td>
</tr>
<tr>
<td><strong>exclamatory</strong></td>
<td>- expresses strong feeling</td>
</tr>
</tbody>
</table>

**A** Add the correct punctuation at the end of each sentence and write the type of sentence on the line.

1. At what time does the soccer game begin _______________________
2. Let’s meet at the park for a picnic _______________________
3. Don’t put your feet on the furniture _______________________
4. Ouch, that hurt _______________________
5. Wow, what a great surprise _______________________
6. Carlos and Ana went to Mexico for Easter _______________________
7. Can you explain how to do this problem _______________________
8. Put those books on the shelf _______________________
9. Is your sister on the soccer team _______________________
10. Let’s go to the beach Saturday _______________________

**B** Write an example of each type of sentence.

1. ____________________________________ declarative
2. ____________________________________ exclamatory
3. ____________________________________ interrogative
4. ____________________________________ imperative
Add the correct end punctuation to the sentences in the following paragraph.

1. What do you know about the role of women in history?
2. Some history texts mention few females.
3. Such books overlook many fascinating stories.
4. Consider the adventures of Sara Edmond.
5. Dressed as a man, she acted as a spy during the Civil War.
6. Investigate Gertrude A. Muller.
7. You will find she invented the first child car seat.
8. Women in history have accomplished great feats.
9. Do some research and find out for yourself.

On the lines below, name the types of sentences used in the paragraph: declarative (statements), interrogative (questions), imperative (commands), or exclamatory (strong feelings).

Sentence 1 ________________________ Sentence 6 _________________________
Sentence 2 ________________________ Sentence 7 _________________________
Sentence 3 ________________________ Sentence 8 _________________________
Sentence 4 ________________________ Sentence 9 _________________________
Sentence 5 _________________________
Write All About It

Practice writing each kind of sentence below using the topics given. Be sure to use correct end punctuation. A set of sentences has been completed for you as an example.

Write one of each kind of sentence about **pets**.
- **declarative**: I have five pets.
- **interrogative**: How many pets do you own?
- **imperative**: Walk your dog before it gets dark.
- **exclamatory**: That horse is enormous!

<table>
<thead>
<tr>
<th>Write one of each kind of sentence about <strong>school</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>declarative</strong>:</td>
</tr>
<tr>
<td><strong>interrogative</strong>:</td>
</tr>
<tr>
<td><strong>imperative</strong>:</td>
</tr>
<tr>
<td><strong>exclamatory</strong>:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Write one of each kind of sentence about <strong>amusement parks</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>declarative</strong>:</td>
</tr>
<tr>
<td><strong>interrogative</strong>:</td>
</tr>
<tr>
<td><strong>imperative</strong>:</td>
</tr>
<tr>
<td><strong>exclamatory</strong>:</td>
</tr>
</tbody>
</table>
Every complete sentence has a subject and a predicate.

- **Subject**—names the person, place, or thing the sentence is about.
  
The complete subject contains all the words that tell who or what the sentence is about.
  
The simple subject is the main noun or pronoun in the subject.

  \[ \text{simple subject} \]
  
  \[ \underline{My \text{ crazy cat}} \text{ climbed all over the furniture.} \]
  
  \[ \text{complete subject} \]

- **Predicate**—tells what the subject is or does.
  
The complete predicate contains all the words that tell what the subject is or does.
  
The simple predicate is the verb of the sentence.

  \[ \text{simple predicate} \]
  
  \[ \underline{Wild \text{ pigs}} \text{ trampled the plants in the cornfield.} \]
  
  \[ \text{complete predicate} \]
What’s Missing?

The following groups of words are not complete sentences. Decide whether each sentence fragment is missing a **subject** or a **predicate**. Circle your responses.

1. goes to the store  
2. the weather today  
3. Morgan’s beautiful dress  
4. sat down to dinner early tonight  
5. never liked apple pie much  
6. the glorious night sky  
7. fifteen second-grade students  
8. sings like an angel  
9. has a summer home in Florida  
10. was quite a fisherman in his day  
11. Tim’s favorite school subject  
12. Grant’s favorite music group

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Fragments into Sentences

Write a complete sentence using each of the following sentence fragments. When you have finished, go back and circle the subject and underline the predicate in each of your sentences.

1. a gigantic dinosaur

2. swam across the river

3. nibbled on the grass

4. Herman and Hetty

5. raced down the street

6. my cousin Roberto
Subjects and Predicates

Draw one line under each complete subject. Write **SS** above the simple subject. Draw two lines under each complete predicate. Write **SP** above the simple predicate.

**SS**  **SP**  
The large cat jumped on top of the brick wall.

1. My hungry friends hunted for food in the kitchen.
2. Margo petted the tiny kitten.
3. The busy workers painted the whole house in one day.
4. The frightened dog hid under the porch.
5. Several heavy packages arrived in the mail this morning.
6. Carla’s friend Margo came for a long visit.
7. Twelve silver sardines darted among the kelp blades.
8. Sam hit two home runs in the last game.
9. The large moving van was unable to turn into our driveway.
10. Melissa, my next-door neighbor, plays trumpet in the school band.
Conjunctions are used to join words or groups of words.

- Some of the most-used conjunctions are **and**, **but**, and **or**.

  *Fish and whales live in the ocean.*

  *You may have an apple or an orange.*

  *I want to go to the park, but I have to clean my room first.*

Other conjunctions include:

- **as**
- **nor**
- **yet**
- **so**
- **because**
- **although**
- **until**
- **since**
Locate Conjunctions

Circle the conjunctions in the following sentences.

and  but  or  as

1. Tyler likes to eat cookies, but he doesn’t like to bake them.
2. Edward and Ryan plan to take the bus or the subway to the cinema today.
3. I listened to the radio as I did my homework.
4. I want to go to the movies, but I have to clean my room first.
5. Jason will ride his bike or play tennis for exercise this afternoon.
6. Kerry likes apples, grapes, and pears in her fruit salad.
7. Mike did his homework, but he forgot to turn it in.
8. My mom listens to the radio as she drives to work each morning.
9. Nicki or Shannon will help Mrs. Bailey grade papers today.
10. Tim likes to draw, and he likes to paint his drawings.
11. The restaurant offered soda pop, iced tea, and coffee.
12. We will listen to music as we paint our pictures.
Use Conjunctions

Complete the sentences by filling each blank with one of the conjunctions listed in the box.

and  but  or  nor  yet  so  as

1. Sam ______ Gabby are siblings.
2. Sam is nine, ______ Gabby is three.
3. Sam loves Gabby, ______ sometimes he gets mad at her for breaking his toys.
4. The children don’t like all the same foods, ______ they love to eat lunch together.
5. Sam likes hot dogs, ______ Gabby doesn’t.
6. Sam ______ Gabby like apples, ______ they dislike pears.
7. The children like neither green ______ yellow vegetables.
8. However, Sam ______ Gabby both like to eat dessert, ______ they finish their meals, vegetables and all.
9. Neither Sam ______ Gabby likes clearing dishes from the table after lunch.
10. However, the children do their after-meal chores, ______ that they can play outside.
11. Sometimes Gabby roller blades ______ Sam rides his bicycle.
12. They don’t always get along, ______ Sam ______ Gabby always love each other.
More Conjunctions

Write a sentence of your own using each of these conjunctions.

1. although

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

2. but

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

3. or

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

4. so

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

5. and

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

6. because

_______________________________________________________________________
_______________________________________________________________________
A compound sentence is made by putting together two or more simple sentences containing related information.

- The parts are usually joined by a conjunction such as **and**, **or**, or **but**.*
- A comma is placed before the conjunction.

**Simple sentences:**
Mary ate a sandwich for lunch.
She left her carrot juice.

**Simple sentences:**
The snow blew wildly.
We could not see the road.

**Compound sentence:**
Mary ate a sandwich for lunch, **but** she left her carrot juice.

**Compound sentence:**
The snow blew wildly, **and** we could not see the road.

*See Notes to the Teacher on page 103 for additional information.
Write Compound Sentences

A

Use conjunctions to combine each pair of simple sentences into a compound sentence. Place a comma before each conjunction.

1. Grandmother baked cookies. The children ate them all.
   __________________________________________________________
   __________________________________________________________

2. The explorers searched the jungle. They never reached the lost city.
   __________________________________________________________
   __________________________________________________________

3. There was a large pothole in the road. I had to swerve to avoid it.
   __________________________________________________________
   __________________________________________________________

4. I yelled to warn him. It was too late.
   __________________________________________________________
   __________________________________________________________

5. I may spend August in the mountains. I may stay home and paint the house.
   __________________________________________________________
   __________________________________________________________

B

On a sheet of lined paper, write a compound sentence explaining what you do and don’t want to do today.
Study Compound Sentences

Draw one line under the complete subject and two lines under the complete predicate in each part of the compound sentences. Circle the conjunction.

The first sentence has been completed for you as an example.

1. Mrs. Peterson’s class talked about hobbies, and Bobby said he likes to watch movies.

2. Saber likes to watch movies also, but he loves to read books too.

3. Mrs. Peterson plays tennis in the city, or she hikes in the mountains.

4. Tom wants to collect stamps, but he hasn’t started yet.

5. Mary is learning to sew her own clothes, and Lisa takes cooking lessons.

6. Stacy rides a skateboard, or he rides his bike.

7. Linda paints pictures, and her grandmother frames them.

8. Kevin sings in the shower, yet he never performs in front of people.

9. Karen sings in a choir, so she performs on stage often.

10. Ted never sings, but he enjoys acting on stage.
Simple or Compound?

Decide whether each of the sentences below is simple or compound. Circle your responses. Remember that compound sentences contain two simple sentences connected by a conjunction.

1. Benjamin Franklin lived from 1706 until 1790. simple  compound
2. The talented man was an inventor, a writer, and a statesman. simple  compound
3. Benjamin Franklin helped establish the first library in America, and he served as our nation’s first postmaster. simple  compound
4. Bifocals, lightning rods, and the Franklin stove were all invented by Benjamin Franklin. simple  compound
5. Benjamin Franklin agreed with the ideas stated in the Declaration of Independence, but he did not write it. simple  compound

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A noun names a person, place, thing, or idea.

- A **common noun** names any person, place, thing, or idea.
  - person—woman
  - place—park
  - thing—sailboat
  - idea—freedom

- A **proper noun** names a specific person, place, thing, or idea. A proper noun begins with a capital letter.

<table>
<thead>
<tr>
<th>common</th>
<th>proper</th>
</tr>
</thead>
<tbody>
<tr>
<td>girl</td>
<td>Alicia</td>
</tr>
<tr>
<td>store</td>
<td>Hal's Minimart</td>
</tr>
<tr>
<td>city</td>
<td>Seattle</td>
</tr>
<tr>
<td>uncle</td>
<td>Uncle Jake</td>
</tr>
</tbody>
</table>
Common and Proper Nouns

A

Complete these sentences, replacing the common nouns with proper nouns.

1. ____________________ visited ____________________ on her birthday.
   (a girl) (a city)

2. ____________________ saw ____________________ in the sky.
   (a boy) (a planet)

3. ____________________ sailed across the ____________________
   (a person) (an ocean)
   last ____________________.
   (a month)

4. When ____________________ reached the top of ____________________,
   (a woman) (a mountain)
   she planted a flag to mark her achievement.

B

Write a proper noun to name the following:

your whole name _______________________________________________________

your school ___________________________________________________________

your town ___________________________________________________________

a song _______________________________________________________________

a movie _______________________________________________________________

the president __________________________________________________________
On the lines provided, write all the proper nouns in each sentence. Remember to capitalize the proper nouns.

1. The town of Blair, Nebraska, is home to Dana College.

2. The college was founded by Danish immigrants to America.

3. The politician Paul Simon attended Dana College as a young man.

4. The city of Ashland, Oregon, is home to Southern Oregon University.

5. The University of Colorado is located in Boulder, Colorado.

6. On April 20, 2001, the University of Colorado celebrated its 125th birthday.

7. The town of Klamath Falls, Oregon, is home to Klamath Community College and the Oregon Institute of Technology.

8. Many cities, including San Francisco, Denver, and Dallas, have community colleges.
Circles and Boxes

Circle all the proper nouns in the sentences. Then cross out the first letter of each proper noun and replace it with a capital letter. Finally, draw a box around all the common nouns.

1. My grandmother, ruth heffelfinger, has been living for over eighty years.
2. She lives in auburn, indiana.
3. Her birthday is in october.
4. Grandma ruth likes to visit warm places in the winter.
5. Sometimes she goes to florida.
6. Sometimes she visits my aunt mary in texas.
7. My grandmother lived on a large farm in indiana for many years.
8. Now she lives at the westside trailer park.
9. Her home is actually located on ruth street!
10. Her son david lives in the same park on peterson street.
Singular nouns name one person, place, thing, or idea.
Plural nouns name more than one person, place, thing, or idea.

- To make the plural of most nouns, add **s**.
  - **tables** **coats** **apples**
- If a noun ends in **s**, **sh**, **ch**, **x**, or **z**, add **es**.
  - **foxes** **dishes** **peaches**
- If a noun ends in a consonant followed by a **y**, change **y** to **i** and add **es**.
  - **bunnies** **cherries** **puppies**
- If a noun ends in **f** or **fe**, add **s** to some; change **f** to **v** and add **es** to others.
  - **chiefs** **beliefs** **loaves** **leaves**
- Some nouns do not change when they become plural.
- Some nouns have special plural forms. We call these **irregular** plurals.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>child</td>
<td>children</td>
</tr>
<tr>
<td>goose</td>
<td>geese</td>
</tr>
<tr>
<td>mouse</td>
<td>mice</td>
</tr>
<tr>
<td>tooth</td>
<td>teeth</td>
</tr>
<tr>
<td>ox</td>
<td>oxen</td>
</tr>
</tbody>
</table>
Plural Nouns

Complete these paragraphs using the plural forms of the missing words.

One hot summer morning, Ali and Giorgio met to pick ________ in a nearby field. They climbed over the three ________ between Ali’s house and the berry field.

“How many ________ do you think we can fill?” asked Giorgio.

“We should be able to fill seven or eight,” answered Ali. The ________ set to work brushing aside the ________ and ________ that were buzzing around their ________.

After working hard for two ________, they were covered in dirt and were purple with berry juice.

“How many ________ can your grandma make from the ________ we picked?” asked Giorgio.

“I don’t know, but I could eat one all by myself right now!” shouted Ali as the boys hurried home.
A  Most plural nouns end in s, but some nouns have irregular plural forms or do not change at all. Use the correct plural forms for each singular noun in the sentences below.

1. All the _______ and _______ got into lifeboats before the _______.
   (woman)       (child)        (man)

2. I saw cats on the farm catch _______ in the barn and _______ in the pond.
   (mouse)       (fish)

3. The _______ saw flocks of _______ groups of _______, and herds of _______ in the forest.
   (person)      (goose)       (moose)                   (deer)

4. Be sure to wash your _______ and brush your _______ before you go to bed.
   (foot)        (tooth)

B  Write a sentence using the singular form of farmer and the plural form of ox.

_____________________________________________________________________
_____________________________________________________________________
Write the plural form of the words below on the lines provided. Then state the number of the rule used to find each word’s plural form. The first one has been completed for you.

### Rules for Creating Plurals

**Rule 1:** Add *s* to most nouns.

**Rule 2:** If a noun ends in *s*, *sh*, *ch*, *x*, or *z*, add *es*.

**Rule 3:** If a noun ends in a consonant followed by a *y*, change *y* to *i* and add *es*.

**Rule 4:** For some nouns ending in *f* or *fe*, add *s*; for others, change *f* to *v* and add *es*.

**Rule 5:** Some nouns form irregular plurals or stay the same.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cake</td>
<td>cakes</td>
<td>1</td>
</tr>
<tr>
<td>2. policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. dish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. party</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. key</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. series</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. calf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. belief</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. wish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. patch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. apple</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. child</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A verb is a word in the predicate that tells physical or mental action or a state of being.

- There are three kinds of verbs:

  **Action verbs** tell what the subject is doing.  
  Jan *mowed* the lawn.  
  Harold *drives* the school bus.

  **Linking verbs** link a subject to a noun or an adjective that names or describes it.  
  The taxi *is* yellow with black checks.  
  That dinner *looks* delicious.

  **Helping verbs** come before the main verb. Helping verbs help state the action or show time.  
  Kim *has* passed everyone in the race.  
  Will *had been* practicing all week.  
  Eggs *are* decorated for Easter.

- The verb in a sentence must agree in number with the subject.
  
  If the subject is singular, the verb must be singular.  
  *Tommy was waiting* to kick the ball.

  If the subject is plural, the verb must be plural.  
  *All the girls were happy* to see me.
Use Verbs

A Circle the verb in each sentence. Underline any helping verbs.

1. Michelle came to my house for dinner.

2. The horse galloped across the field.

3. Jamal has gone to visit his grandparents in Illinois.

4. They have seen rainbows in the sky many times.

5. Sergio saw a strange animal in his backyard.

6. Mr. and Mrs. Lee have traveled to many countries around the world.

7. Everyone in class went to science camp.

8. The workers have come to paint the house.

B Write a sentence using each of the verbs below both as a linking verb and as a helping verb. The two sentences for is have been completed as an example.

| is | am | are | was |

Chocolate is my favorite flavor.

Roberto is washing his father’s car.

1. 

2. 

3.
Subject-Verb Agreement

Circle the sentences in which the subject and verb agree. Make an X on the sentences that do not agree. Then rewrite each sentence correctly.

1. They were happy to see me.
   ____________________________________________________________

2. Paul and Abbie was having fun at the fair.
   ____________________________________________________________

3. The circus monkey were swinging by its tail.
   ____________________________________________________________

4. The whiskers on my kitten twitches.
   ____________________________________________________________

5. After the game the team is going for pizza.
   ____________________________________________________________

6. They was tired of doing homework every day.
   ____________________________________________________________

7. Was the choir nervous before the concert?
   ____________________________________________________________

8. Mom and Dad is excited about their vacation trip.
   ____________________________________________________________

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Decide whether the underlined verb in each sentence below is an action, a linking, or a helping verb. Write your responses on the lines provided.

<table>
<thead>
<tr>
<th>Verb Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Americans <strong>celebrate</strong> many exciting holidays.</td>
</tr>
<tr>
<td>2. New Year’s Day <strong>is</strong> the first major holiday of the year.</td>
</tr>
<tr>
<td>3. Valentine’s Day <strong>is</strong> celebrated in February.</td>
</tr>
<tr>
<td>4. People <strong>wear</strong> green on St. Patrick’s Day.</td>
</tr>
<tr>
<td>5. Children <strong>have</strong> hunted for eggs on Easter for centuries.</td>
</tr>
<tr>
<td>6. May Day <strong>is</strong> the first day of May.</td>
</tr>
<tr>
<td>7. England <strong>had been</strong> celebrating Mother’s Day for years before the United States began to do so in 1914.</td>
</tr>
<tr>
<td>8. Memorial Day <strong>was</strong> first observed in 1868.</td>
</tr>
<tr>
<td>9. Fathers <strong>are</strong> honored on Father’s Day.</td>
</tr>
<tr>
<td>10. July fourth <strong>is</strong> the birth date of our nation.</td>
</tr>
<tr>
<td>11. Families <strong>watch</strong> fireworks on the Fourth of July.</td>
</tr>
<tr>
<td>12. People <strong>dress</strong> in costume on Halloween.</td>
</tr>
<tr>
<td>13. Turkey <strong>is</strong> the traditional food of Thanksgiving.</td>
</tr>
<tr>
<td>14. People like to <strong>give</strong> and <strong>receive</strong> presents on Christmas.</td>
</tr>
</tbody>
</table>
The tense of a verb tells when an action occurs—present, past, or future.

- **present**—the action is happening now.
  
  *Danny is washing the car for his dad.*

- **past**—the action already happened.
  
  *Danny washed the car last week too.*

- **future**—the action is going to happen.
  
  *He will wash the car again next week.*
When Did It Happen?

A

Underline the verbs in this paragraph.

Write a P over the verb if it happened in the past.

Write PR over the verb if it happens in the present.

Write an F over the verb if it will happen in the future.

My sister promised to come for the weekend. She called us last night to say she is coming this evening. She will arrive about 6:00 p.m. Mom is fixing her favorite dessert as a surprise. We will have a party while she is here.

B

Write a short description about what you did after school yesterday and what you plan to do after school today. Remember to use the correct tenses.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
It is Saturday morning. Zack is in the middle of a busy three-day weekend. He is so busy, in fact, that he has not done a very good job of describing his weekend below. His sentences are out of order. Still, you can figure out what he did yesterday, what he is doing today, and what he will be doing tomorrow based on the verb tense he used in each sentence.

Write yesterday beside the activities Zack did on Friday.

Write today beside the activities Zack is doing today (Saturday).

Write tomorrow beside the activities Zack will be doing on Sunday.

1. I will go to church in the morning.
2. The teachers had a meeting, so the students stayed home.
3. Mom took the day off work and went to the beach with me because there was no school.
4. After church, Allen and Eric will come home with me.
5. The first thing Allen, Eric, and I will do is grab a quick lunch.
6. Drew, Brooke, and I are at the fair.
7. After lunch, I will play basketball with Allen and Eric.
8. Brooke is petting the sheep in the sheep barn.
9. I am sitting on a bench waiting for Drew to get off a roller coaster.
10. The sunset at the beach was beautiful.
11. Allen and Eric will eat dinner with me before they go home.
12. We took a picnic lunch and dinner to the beach and stayed all day.
13. Allen, Eric, and I will probably grill hamburgers outside for dinner.
14. Drew is still on the roller coaster.
15. Mom swam in the ocean, but it was too cold for me!
Correct Tense

Circle the correct verb tense in each sentence.

1. Roman’s grandpa (graduates  graduated) from college in 1958.
2. For ten years after that he (worked  will work) for an architectural firm.
3. Then he (opens  opened) a firm of his own.
4. Now young college graduates (work  worked) for Roman’s grandpa.
5. One of his best employees (will open  opened) a firm of his own next week.
6. Roman’s grandpa (was  will be) proud to attend the new firm’s grand opening.

1. Jordan’s sister Nellie (is  will be) older than Jordan.
2. Tomorrow Nellie (will turn  turned) sixteen.
3. She (got  will get) her driver’s license on her birthday.
4. Then she (will drive  drove) Jordan to baseball practice.
5. Last week Jordan’s mom (drives  drove) Jordan to practice.
6. Jordan’s mom (is  will be) glad when Nellie gets her license.

1. Tiffany (practices  practiced) playing her flute for one hour last night.
2. She (is  will be) practicing again right now.
3. If she continues to practice, she (was  will become) a very good player.
Endings are added to verbs to change the tense.

**Present**
- add *s* to most verbs* \( \text{swings} \)
- add *ing* and use a present tense helping verb \( \text{is swinging} \)
- verbs ending in *s, ch, sh, x, or z*—add *es* \( \text{catches} \)
- verbs ending in *y*—change *y* to *i* and add *es* \( \text{cries} \)

**Past**
- add *ed* to most verbs \( \text{worked} \)
- add *ing* and use a past tense helping verb \( \text{was working} \)
- verbs ending in a single vowel and consonant—double the final consonant and add *ed* \( \text{skipped} \)
- verbs ending in *e*—drop the *e* and add *ed* \( \text{placed} \)
- verbs ending in *y*—change *y* to *i* and add *ed* \( \text{carried} \)

**Future**
- use the main verb with *will* or *shall* \( \text{will dance, shall come} \)

*See Notes to the Teacher on page 103 for additional information.*
Change the Verb Tense

Write a sentence using each of these verbs in the tense given.

1. _______________________________________________________________________
   (visit—past tense)

2. _______________________________________________________________________
   (catch—future tense)

3. _______________________________________________________________________
   (buzz—present tense)

4. _______________________________________________________________________
   (hurry—past tense)

5. _______________________________________________________________________
   (reach—past tense)

6. _______________________________________________________________________
   (cry—past tense)

7. _______________________________________________________________________
   (make—future tense)

8. _______________________________________________________________________
   (laugh—present tense)

9. _______________________________________________________________________
   (run—future tense)

10. _______________________________________________________________________
    (stop—past tense)
The paragraph below tells what Darcy plans to do while on vacation next month. Imagine that next month is here. Rewrite the paragraph in the present tense. Then imagine Darcy’s vacation has ended. Rewrite the paragraph in past tense.

Darcy will have a great time when she goes on vacation next month. She will visit Florida. She will stay at an oceanfront hotel. She will swim every day. She will go sailing. She will go fishing. She will make sand castles along the beach. She will play hard each day and sleep hard each night!

Present Tense:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Past Tense:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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Complete the story by filling in each blank with the suggested verb in the tense requested. When you have finished, read the story again and circle all the present tense verbs.

Keiko is an orca whale who ____________ famous for his role  
(become—past tense)

in the movie Free Willy. At the end of the movie, Keiko’s character Willy  
___________ set free. However, the real Keiko _____________ captive.  
(is—past tense) (remain—past tense)

For years, he was _____________ in an aquarium much too small for  
(keep—past tense)

his size. As a result, Keiko _____________ signs of illness. The concern of  
(show—past tense)

children who _____________ Free Willy ______________ animal  
(watch—past tense) (encourage—past tense)

lovers to try to free Keiko as Willy had been _____________. Today,  
(free—past tense)

animal trainers work to teach Keiko to swim, hunt, and live in the waters off  
Iceland where he _____________ born.  
(is—past tense)

Today, Keiko still likes to live around people. His trainers  
(continue—future tense)

___________ to work with Keiko for as long as he likes. But if  
he is ever ready, Keiko _____________ permitted to swim free.  
(is—future tense)
Some verbs do not follow a set rule to form the past tense. These verbs are called irregular verbs.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>ate</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
</tr>
<tr>
<td>sing</td>
<td>sang</td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
</tr>
<tr>
<td>say</td>
<td>said</td>
</tr>
<tr>
<td>swim</td>
<td>swam</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
</tr>
</tbody>
</table>
Irregular Verbs

A

Write the past tense of these verbs. Check in a dictionary if you are unsure.

<table>
<thead>
<tr>
<th>present</th>
<th>past</th>
<th>present</th>
<th>past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today I...</td>
<td>Yesterday I...</td>
<td>Today I...</td>
<td>Yesterday I...</td>
</tr>
<tr>
<td>1. begin</td>
<td></td>
<td>8. eat</td>
<td></td>
</tr>
<tr>
<td>2. grow</td>
<td></td>
<td>9. know</td>
<td></td>
</tr>
<tr>
<td>3. run</td>
<td></td>
<td>10. drink</td>
<td></td>
</tr>
<tr>
<td>4. throw</td>
<td></td>
<td>11. write</td>
<td></td>
</tr>
<tr>
<td>5. think</td>
<td></td>
<td>12. swing</td>
<td></td>
</tr>
<tr>
<td>6. make</td>
<td></td>
<td>13. go</td>
<td></td>
</tr>
<tr>
<td>7. choose</td>
<td></td>
<td>14. freeze</td>
<td></td>
</tr>
</tbody>
</table>

B

Fill in the correct past tense verbs in these sentences.

1. My brother __________ all of the cookies and __________ all of the milk.

2. The poet __________ an exciting poem about thunderstorms.

3. She __________ at the baseball and hit a home run.

4. Last winter many of our young plants __________ and died.

5. When I __________ the salad, I used vegetables that __________ in my garden.

6. We __________ that the trail __________ here at the pond.

7. The fleet deer __________ across the broad meadow.

8. Our team __________ the name “Thunderbirds.”
Some of the past tense verbs in the paragraphs below are written incorrectly. Draw a line through each incorrect verb and write the correct verb above. The first one has been completed for you as an example.

Hakeem and Reggie are best friends. Hakeem has known Reggie all his life. They went to elementary school together. They went to high school together. They took all the same classes and played all the same sports in the spring and fall. In the summer they swam together in the creek behind Hakeem’s house.

When they grew up, Hakeem and Reggie bought houses on the same street. Then they married two sisters from another town and brought them to Bailey, where they lived. Hakeem sang a song at Reggie’s wedding. Reggie read a poem at Hakeem’s wedding.

The two men worked together at the same factory for fifty years. They see other men come and go, but Hakeem and Reggie kept right on working together. When they finally retired, their wives gave the best friends a big party.
Mrs. Heffelfinger taught fifth grade for many years. She loved teaching school. She always made learning fun.

Her students wrote their own songs when they learned about poetry. They did cool experiments when they studied science. When Mrs. Heffelfinger was ready to retire, everyone who knew her came to her party. Some people brought flowers and gifts. All of them thanked Mrs. Heffelfinger for being such a fine teacher. Mrs. Heffelfinger looked at all the people she had taught, young and old. Suddenly, she decided to give teaching just one more year!
There are several types of pronouns.

- **Subject pronouns** replace a noun used as the subject of the sentence.

  
<table>
<thead>
<tr>
<th>I</th>
<th>they</th>
<th>you</th>
<th>he</th>
<th>she</th>
<th>it</th>
<th>we</th>
</tr>
</thead>
</table>
  
  *They* have moved to Arizona.

  *She* and *I* were partners for the three-legged race.

  *You* and *he* can help by passing out the art supplies.

- **Object pronouns** replace a noun used after an action verb or a preposition (*to, of, in, on, with*, etc.).

  
<table>
<thead>
<tr>
<th>me</th>
<th>us</th>
<th>him</th>
<th>them</th>
<th>you</th>
<th>her</th>
<th>it</th>
</tr>
</thead>
</table>
  
  *The coach chose* *her* *to anchor the relay team.*

  *One of* *you* *is the winner.*

  *After reading Jamie’s cartoon, I passed* *it* *to* *him.*
Substitute a Pronoun

Rewrite the sentences, replacing each word or words in bold with a pronoun.

1. Jenny and Julie are cousins.

2. Julie likes Julie’s cousin Jenny.

3. The girls play tennis together.

4. Jenny and Julie like to play tennis.

5. When a ball goes over the fence, one of the girls has to go get the ball.

6. Sometimes Tim and Ted play tennis with Jenny and Julie.

7. Tim and Ted play on one team.

8. Jenny and Julie play against Tim and Ted.

9. Jenny and Julie don’t always win, but Jenny and Julie always have fun.
Place the Pronouns

Use a pronoun from the box to complete each sentence.

them  we  my  our  ourselves  his  her  she  us  he  everyone  they

1. ____________ teacher’s name is Miss Pickle.
2. ____________ is an excellent teacher with a great sense of humor.
3. We have twenty-two kids in ____________ class.
4. Every single one of ____________ likes Miss Pickle.
5. We all enjoy ____________ on Friday afternoons when Miss Pickle leads the “Laugh Out Loud Hour.”
6. ____________ is challenged to tell a joke.
7. Mark always tells ____________ joke first.
8. ____________ is always afraid he will forget the joke if he has to wait until the end.
10. ____________ are our two best comedians.
11. Miss Pickle likes it when we tell jokes. She says telling ____________ in front of the class helps us become better speakers.
12. ____________ all just know it is a lot of fun!
What Kind of Pronoun Is It?

A
Underline the pronouns in the sentences below. Write the type of pronoun (subject or object) on the line.

Joey and I went to the mall. ____________ subject pronoun

1. We bought ice-cream cones for a snack. ________________
2. Mom took Kim and me to the movies. ________________
3. Uncle Fred bought us a big pizza. ________________
4. Mark and I asked for new skates. ________________
5. The nurse gave me a bandage for my hand. ________________
6. They jogged three miles every day for a month. ________________

B
1. Write a sentence using a subject pronoun.
   ________________________________________________________________
   ________________________________________________________________

2. Write a sentence using an object pronoun.
   ________________________________________________________________
   ________________________________________________________________
The antecedent of a pronoun is the noun or nouns to which the pronoun refers.

**Rule 12**

The antecedent of a pronoun is the noun or nouns to which the pronoun refers.

- The antecedent doesn’t have to be in the same sentence as the pronoun.

  - *After Tanya finished her homework, she went outside to play.*

- A pronoun must agree with the antecedent in both gender and number.

**Correct:**

- Maggie picked up her backpack.
- She put it over her shoulder.

**Incorrect:**

- Maggie picked up her backpack.
- He put them over her shoulder.
Pronouns and Antecedents

Circle the pronouns in these sentences. Draw a line from each pronoun to its antecedent.

1. Terri invited Sue to her birthday party.

2. Maggie claimed she was too busy to do her homework last night.

3. Mario and Lee went to the aquarium. They wanted to see the new exhibit.

4. After Jamal and Tamara cleaned the garage, Mr. Tan gave them five dollars.

5. The farmer harvested corn. He sold it for cattle feed.

6. Antonio was too big for his old bike, so he sold it at the flea market.

7. My cousin Jeff and I were the first in line because we were hungry.

8. The children served themselves before the adults.
Write the Right Word

A

Fill in the blank in each sentence with a noun or a pronoun. Circle the word that names the word you wrote.

1. James picked up _____________ books and carried them home.
   pronoun antecedent

2. The two _____________ barked whenever people passed their yard.
   pronoun antecedent

3. Mr. and Mrs. Ramirez flew to Hawaii for _____________ vacation.
   pronoun antecedent

4. An _____________ zoomed overhead. It made a deafening roar.
   pronoun antecedent

5. Suzie and Mina are best friends. _____________ do everything together.
   pronoun antecedent

B

Write two sentences. Each sentence must have a pronoun and an antecedent.

1. ____________________________________________________________________
   ____________________________________________________________________

2. ____________________________________________________________________
   ____________________________________________________________________
George Washington Carver was born into slavery during the American Civil War. When they ended, she was a free child. Still, George’s life was not easy. Many schools would not admit them. It did not accept black students. George had to move many times to complete their education. After they earned her college degree, she began teaching and completing research. She became famous for concocting hundreds of uses for the peanut, a crop that saved the soil of the South.
Possessive nouns need an apostrophe.
Possessive pronouns do not need an apostrophe.

• To make a **singular** noun show ownership, add an apostrophe (’) and **s**.
  - the cat’s bell
  - the cowboy’s hat
  - James’s bicycle

• To make the possessive of a **plural** noun that ends in **s**, add an apostrophe (’).
  - the boys’ team
  - the soldiers’ camp
  - the puppies’ leashes

• To make the possessive of a **plural** noun that does not end in **s**, add an apostrophe (’)** and **s**.
  - the men’s jackets
  - the mice’s holes
  - the children’s toys

• When several people share a possession, add apostrophe (’)** **s** to the last noun.
  - Mary, Kate, and Bill’s family
  - Frederick and Marta’s home

• **Possessive pronouns** do not require an apostrophe.
  - Used before a noun—my **your** **his** her **our** their
    - **our lunches** **my first bicycle** **his favorite show**
  - Stand alone—mine **yours** his **hers** its **ours** theirs
    - *This blue pen is mine.* **Is the red one yours?** **No, it is hers.**
It Belongs to Me

A
Underline the possessive words in these sentences. (Don’t forget about possessive pronouns.) Add apostrophes where they are needed to show ownership.

My sister tore the book’s pages.

1. The suns rays shone on the lakes surface.
2. The childrens rain boots were stored in the teachers closet.
3. Tom carried his books home from school in his brothers backpack.
4. We spent our summer vacation at our grandparents farm.
5. Avi put his books on the librarians desk.
6. Three boys bikes were left in the middle of the street.
7. Our classs schedule will change next semester.
8. The womens lunches all cost the same amount.

B
1. Write a sentence containing a possessive form that uses ’s.
   ___________________________________________________________

2. Write a sentence containing a possessive form that uses s.’
   ___________________________________________________________

3. Write a sentence containing a possessive form that doesn’t need an apostrophe.
   ___________________________________________________________
Plural or Possessive?

Decide whether the underlined word in each sentence is plural or possessive. Circle your response. Add apostrophes where necessary.

1. Toren and Daylela are friends. plural possessive
2. Yesterday Toren and Daylela were riding bikes. plural possessive
3. One bikes tire became flat. plural possessive
4. Both friends decided to walk their bikes home. plural possessive
1. Dogs owners sometimes buy their pets things. plural possessive
2. Dogs may have toys, beds, and even clothes. plural possessive
3. Many pet owners buy their dogs chew toys. plural possessive
4. Dogs appreciate a chew toys taste, smell, and feel. plural possessive
1. Lola earns five dollars a week for her allowance. plural possessive
2. Most weeks she buys fifty cents worth of candy. plural possessive
3. Some weeks she buys a pencil or an eraser with her money. plural possessive
4. She saves the rest of her allowance. She is waiting for a sale, so she can get her moneys worth on a new soccer ball. plural possessive
Place Plurals and Possessives

Properly place the plural nouns and singular and plural possessives in the following sentences.

lady’s  ladies’

1. The ________________ purse was so full she couldn’t find her wallet inside.

2. In the contest, the ________________ cookies were judged to be better than the men’s.

year’s  years’

3. This ________________ carnival was better than ever.

4. My parents have two ________________ vacation saved up for their world tour.

sister’s  sisters’

5. My three ________________ bedroom is always a mess.

6. My ________________ best friend is my best friend too.

crowds  crowd’s

7. Everyone at the game could feel the ________________ energy.

8. ________________ of people gathered outside Ken’s hospital room to wish him well.

countries  countries’

9. Thirteen ________________ became members of the trade organization.

10. The participating ________________ commitment to fair trade was important.

boy’s  boys’

11. The ________________ balloon escaped from his hands and flew into the air.

12. The ________________ decision to work together made them an unbeatable team.
Adjectives describe nouns or pronouns.

• An **adjective** can tell what kind, which one, or how many.

  which one  what kind

  *Did you see that large spotted cow?*

  how many  what kind

  *Three white swans swam in the lake.*

  how many  what kind

  *She put several purple flowers in the vase.*

• **Demonstrative adjectives** point out a specific person, place, or thing.

  *This book belongs to me.*

  *I checked out that book from the library.*

  *These girls are my friends.*

  *I don’t know those people.*
Adjectives

A Fill in the missing adjectives to tell what kind and how many.

1. ____________________ ____________________ birds were searching for
   (how many) (what kind)
   ____________________ worms to eat.
   (what kind)

2. ____________________ ____________________ trucks travel along
   (how many) (what kind)
   the ____________________ highway.
   (what kind)

3. The ____________________ boy is hurrying along the ____________________ sidewalk
   (what kind) (what kind)
   to buy ____________________ ____________________ ____________________ apples
   (how many) (what kind) (what kind)
   for a snack.

B Write a sentence about a man and his pets, using adjectives to describe how many
and what kind. Underline the adjectives.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

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Fill in each blank with the correct demonstrative adjective.

this    that    these    those

1. Who are _____________ people standing by the fence?
2. Why is _____________ dog digging in the backyard?
3. _____________ slice of pie is delicious.
4. Mrs. Davis lives in _____________ old green house on First Street.
5. Will you help me put _____________ toys away right now?
6. _____________ is the hardest homework I’ve had all year.

Write a sentence using each of the demonstrative adjectives above.

1. _____________________________________________________________________
2. _____________________________________________________________________
3. _____________________________________________________________________
4. _____________________________________________________________________
5. _____________________________________________________________________
6. _____________________________________________________________________
P.T. Barnum has been called the “Greatest Showman on Earth.” Before forming his famous circus, Barnum entertained in other ways. He charged curious people money to listen to the rambling stories of an old woman. He claimed the chatty lady was the former nanny of George Washington. He opened a fascinating museum that housed strange exhibits and showcased performers doing incredible feats. When his bizarre museum burned down, P.T. Barnum went on the road with his interesting curiosities. The Barnum Circus was born.
Adjectives can make comparisons.

• **Comparative**—Most adjectives add *er* to compare two nouns. Some adjectives with two or more syllables use *more* or *less*.

  *Snakes are usually* longer *than worms.*

  *Margo was* more graceful *than her sister.*

• **Superlative**—Most adjectives add *est* to compare three or more nouns. Some adjectives with two or more syllables use *most* or *least*.

  *That car is the* noisiest *vehicle on the block.*

  *Steve was the* most excited *player at the awards ceremony.*
Find Comparisons

Rule 15

Read the paragraphs below. Write a C above all comparative adjectives. Write an S above all superlative adjectives.

Jesse Owens was one of the greatest athletes this world has ever seen. His performance in track-and-field events left his fans most excited. In the 1935–1936 season, there were no faster runners or higher jumpers to be found. Jesse Owens broke three world records that year. For many of his competitors in the 1936 Olympics, Jesse Owens was the most feared. They were right to think Jesse Owens was the best athlete. He came away from the games with four gold medals!

The Colorado Rockies can experience the most abrupt weather changes. The hottest and driest summer day can be followed by a cold evening of snow. Thunderstorms, with thunder louder than an explosion, can appear quite suddenly. The heaviest rain shower can yield to the brightest rays of sunlight and the prettiest rainbow in minutes. Residents of the Rockies are always ready for the best and the worst weather conditions!
Make Comparisons

Write the correct adjective in each sentence. Add **er**, **est**, **more**, or **most**. When you are finished, go back and write a **C** over every comparative adjective and an **S** over every superlative adjective. Remember that comparative adjectives compare two nouns; superlative adjectives compare three or more nouns.

1. Mark is ________________ than Steve.  
   (tall)

2. That is the ________________ story I’ve ever heard.  
   (funny)

3. Lee was the ________________ person at camp.  
   (homesick)

4. The mall is the ________________ place in town every Saturday afternoon.  
   (busy)

5. My grandfather is the ________________ person I know.  
   (kind)

6. It is ________________ in the house than in the garage.  
   (warm)

7. You need to be ________________ when you play with a baby than with someone your own age.  
   (careful)

8. Mrs. Gee is the ________________ person in town.  
   (old)
Write with Comparisons

Use the following adjectives in sentences of your own.

happy    happier    happiest

1. ___________________________________________________________

2. ___________________________________________________________

3. ___________________________________________________________

fascinating    more fascinating    most fascinating

1. ___________________________________________________________

2. ___________________________________________________________

3. ___________________________________________________________

quiet    quieter    quietest

1. ___________________________________________________________

2. ___________________________________________________________

3. ___________________________________________________________
An adverb is a word that describes a verb, an adjective, or another adverb.

Adverbs can tell:

- how: The baby cried loudly.
- when: We hope he will stop soon.
- where: He set his hat there.
- to what extent: He really wants his bottle.

Adverbs can be used to make comparisons. They are changed in several ways:

- Add **er** or **est** to most short adverbs.
  
  deep: The giant squid lives deep in the sea.
  deeper: The otter dove deeper on its second dive.
  deepest: Terri dove the deepest of all the scuba divers.

  hard: Ms. Murphy works hard to make the library an interesting place.
  harder: She must work harder if people put the books on the shelves incorrectly.
  hardest: She works the hardest of all the library staff.

- Use **more** or **most** with most adverbs of two or more syllables and adverbs that end in **ly**.

- Some adverbs have special forms of comparison.

  carefully  more carefully  most carefully
  often  more often  most often
  well  better  best
  badly  worse  worst
Use Adverbs

A

What does each bold adverb tell? Write how, when, where, or to what extent after each adverb.

1. The class sat **quietly**.
2. We looked **everywhere**.
3. Many people arrived **late**.
4. You seem **very** happy.
5. I waited **patiently**.
6. The children laughed **happily**.
7. He is **always** helpful.
8. The package arrived **yesterday**.
9. I walked home **slowly**.
10. Stay **here** until I call you.

B

1. Write a sentence using an adverb that tells “how.”

2. Write a sentence using an adverb that tells “when.”

3. Write a sentence using an adverb that tells “where.”

4. Write a sentence using an adverb that tells “to what extent.”
Make Comparisons

Fill in the correct adverb in each of these sentences.

1. soon sooner soonest
   The guests will be arriving _________________.
   Which guest will arrive ________________?
   Carly and Sheila arrived _________________ than the other party guests.

2. loudly louder loudest
   King was the zoo lion that growled the _________________.
   That lion growled ________________ than the smallest one.
   The lion growled _________________.

3. quickly more quickly most quickly
   A cheetah runs the ________________ of all cats.
   My cat runs _________________.
   That leopard runs ________________ than my cat.

4. well better best
   Tonya draws _________________.
   Carl draws ________________ than Tonya.
   Pablo draws the ________________ of anyone in our class.
Evaluate Adverbs

In each sentence, one adverb is underlined. Circle the word each underlined adverb describes. On the line provided, tell whether the circled word is a verb, an adjective, or another adverb. The first one has been completed for you as an example.

1. The dog **barked** loudly. __________ verb

2. The movie will begin **almost** immediately. ______________________

3. The **usually** happy Sam seemed sad today. ______________________

4. Kevin runs **faster** than anyone in his class. ______________________

5. I attended a birthday party **today**. ______________________

6. My friend Allen sits **here**. ______________________

7. That was an **incredibly** funny movie. ______________________

8. Kayla works **really** hard for her good grades. ______________________

9. Tim **constantly** sketches in his notebook. ______________________

10. Jimmy dances **gracefully**. ______________________

11. We skied down a **dangerously** steep hill. ______________________

12. A surgeon must work **extremely** carefully. ______________________
Prepositions and prepositional phrases relate a noun or pronoun to another word in the sentence.

• A **preposition** is used to show the relationship of a noun or pronoun to another word in the sentence. Here are some common prepositions:

  - about
  - above
  - after
  - around
  - at
  - behind
  - below
  - beside
  - between
  - down
  - during
  - for
  - from
  - in
  - inside
  - off
  - on
  - over
  - through
  - to
  - toward
  - under
  - upon
  - with

• A **prepositional phrase** is made up of a preposition, its object, and all the words in between. The object of the preposition is the noun or pronoun that follows the preposition.

  - He found the puppy **under the porch**.
  - I found the kitten hiding **between the couch cushions**.
Rule 17

Prepositions

A

Fill in the missing prepositions in the sentences below.

- under
- around
- beside
- with
- for
- on
- of
- from
- during

1. The doctor stood ___________ the patient’s bed.
2. Water flowed ___________ the covered bridge.
4. The hailstones pounded the roof ___________ the storm.
5. Kelly took the largest slice ___________ pepperoni pizza.
6. Mr. Winslow takes messages ___________ his boss.
7. The little children raced ___________ the playground.
8. Did you get the letter ___________ your pen pal?
9. Don’t forget to put a stamp ___________ that envelope.

B

On a sheet of lined paper, write a paragraph about children at a playground. When you are finished, circle all of the prepositions you used.
Prepositional Phrases

Write a sentence using each of the following prepositional phrases. After writing your sentences, do the following:

- circle the preposition in each sentence
- write an O over the object of the preposition

I found my library book under my bed.

1. under the table

2. after the game

3. to the store

4. of the book

5. from Uncle Jim

6. around the room
Locate Prepositional Phrases

Underline the prepositional phrases in the story below. Prepositional phrases begin with words such as *in, on, for, at, from*, etc. Circle the object of each prepositional phrase.

Elias Howe invented the sewing machine in 1845. He thought homemakers around America would buy his machine. But homemakers did not have enough money for his machine. He tried selling the sewing machine to clothing manufacturers. They were not interested in Howe’s invention either.

Elias Howe set sail for Europe hoping there would be interest in his idea there. But consumers there showed little interest in the sewing machine. Having no money for a return trip, Howe pawned his machine and his patent.

In the meantime, a few companies in America had begun manufacturing sewing machines. Howe borrowed money and bought back his machine and patent from the pawnshop. He proved in court that the idea for the sewing machine was his. Eventually, Elias Howe earned more than two million dollars from his invention.
Words in a series and equal adjectives need commas to separate them.

• to separate three or more words or phrases in a series.

  *Do you want peas, carrots, or corn for dinner?*
  *Xavier put his old hiking books, a flannel shirt, and some extra socks in his backpack.*

• to separate two or more adjectives that **equally** modify the same noun.*

  **Use a comma:**
  *Karen always asks interesting, intelligent questions.*
  *The noisy, enthusiastic crowd rooted for their team.*

  **Don’t use a comma:**
  *Five little chicks were pecking for bugs.*
  *Light blue flowers swayed in the breeze.*

*See Notes to the Teacher on page 103 for additional information.*
Place Commas Properly

Some of the sentences below require commas to separate words in a series or to separate two equally modifying adjectives. Place the commas correctly. Some sentences will require no commas.

1. People use the Internet to conduct business, complete research, go shopping, and talk with others.
2. The Internet is useful because of its speed and convenience.
3. Shopping from home is quick, easy, and enjoyable.
4. Tired, busy consumers can buy birthday gifts without leaving their living rooms.
5. Business managers can send memos, receive important papers, and conduct meetings over the Internet.
6. Contracts, property titles, and funds can all “change hands” over the Internet.
7. Friends and relatives can stay in contact with each other through e-mail.
8. Chatrooms connect people with common interests and similar ideas.
9. Strangers share thoughts, research, and opinions.
10. The Internet has made the world a smaller, friendlier place.
Comma Corrections

Add commas where needed in the sentences below.

1. Pounding rain and rushing wind will weather rocks.
2. Weathered rocks crumble crack and break.
3. The cracked and crumbled pieces of rock eventually become part of the soil.
4. Fast powerful streams carry weathered pieces of rock to new places.
5. Pieces of weathered rock can end up at the bottom of a riverbed at the foot of a mountain or even on the ocean floor.

1. The atmosphere is made up of nitrogen oxygen and small amounts of other gases.
2. The atmosphere is polluted by factory smoke car exhaust and volcano dust.
3. Things you do every day also pollute the air.
4. Warm cozy fires in your fireplace pollute the air.
5. Hot crackling campfires pollute the air.
6. Even fragrant sweet-smelling perfumes may pollute the air.
Write Series and Adjectives

A Write sentences containing the words or phrases given. Use commas where needed.

1. beautiful landscapes  historical sites  an amusement park

_____________________________________________________________________
_____________________________________________________________________

2. caught the ball  ran twenty yards  made the touchdown

_____________________________________________________________________
_____________________________________________________________________

3. yards  vegetable gardens  flower patches

_____________________________________________________________________
_____________________________________________________________________

4. birthdays  anniversaries  weddings

_____________________________________________________________________
_____________________________________________________________________

B Write sentences in which the two suggested adjectives are side by side. Use commas where needed.

1. bright blue

_____________________________________________________________________
_____________________________________________________________________

2. strong determined

_____________________________________________________________________
_____________________________________________________________________
A comma is used after introductory words and to set off the name of a person being spoken to.*

- after **introductory words** such as **yes, no, and well** at the beginning of a sentence.

  Well, can you do it for me now?

  Yes, my party is tomorrow after school.

  No, I have not seen that movie.

- to set off the name of a person being spoken to.

  Tanisha, how are you?

  I can see, Hank, that you are studying hard.

  I've never heard you play so brilliantly, Alberto.

*See Notes to the Teacher on page 104 for additional information.
Commas

A

Add commas to these sentences about Carl and Jay.

1. Carl will you help me with my homework after school?
2. No not today. I have to go out of town with my parents.
3. Well do you think you can help me on Saturday?
4. No I’ll still be gone. I can help you on Monday Jay if that’s not too late.
5. Yes that will be okay. I don’t have to turn in the assignment until Tuesday.
6. Okay Carl I’ll see you when I get back.

B

Complete these sentences using commas in the correct places.

1. Yes _________________________________________________________________
2. Well _________________________________________________________________
3. Mr. Martinez _________________________________________________________
   ______________________________________________________________________
4. No ___________________________________________________________________
   ______________________________________________________________________
5. _____________________________________________________________________
   ______________________________________________________________________

Francesca.
Comma Questions

Answer the following questions in complete sentences using one of the introductory words given. Add commas where needed.

1. Do you like math class?
   Yes
   No

2. Do you consider chocolate or vanilla your favorite ice-cream flavor?
   Well

3. What would you say upon meeting the president of the United States?
   Mr. President

4. Have you ever flown in an airplane?
   Yes
   No

5. Tell your mom one thing about your school day.
   Mom

6. If you were invited to go bungee jumping, what would you say?
   Okay
   No
In Other Words

Rewrite the following sentences twice. The first time, move the name to the middle of the sentence. The second time, move the name to the end of the sentence. Remember to place commas where needed. The first one has been completed for you as an example.

1. Kerry, please take out the garbage.
   
   Please, Kerry, take out the garbage.
   Please take out the garbage, Kerry.

2. Kim, I noticed that you haven’t studied for your history test yet.
   
   

3. Well, Lisa, I heard that you kicked the final goal in yesterday’s soccer game.
   
   

4. Joe, never before have I seen you work so hard in the yard!
   
   

5. Mr. Brown, I will try to get the assignment turned in on time.
   
   

Commas and colons are used in specific instances.

**Commas** are used
- between the day of the month and the year.*
  
  *May 23, 2001    July 4, 1776*

- between the name of a city and the state, province, or country.*
  
  *Paris, France    Salem, Oregon    Ottawa, Ontario*

- after the greeting and closing in a friendly letter.
  
  *Dear Aunt Mary,    Love,*

**Colons** are used
- to separate hour and minutes in time.
  
  *6:45    10:00*

- after the greeting in a business letter.
  
  *Dear Mr. Smith:*

- before writing a list.
  
  *Buy these at the store:*
  
  *milk*
  *bread*
  *bananas*

*See Notes to the Teacher on page 104 for additional information.*
Use Commas

A

Add commas to this friendly letter.

154 Elm Street
Fresno CA
July 16 2001

Dear Grandfather

I went to a soccer game with Leon Margo and Mel last Saturday. We had a great time. We got up while it was still dark outside to get an early start. Mom drove all the way to Reno Nevada.

It took us five hours to get there. We stopped once to use the bathroom stretch our legs and eat some lunch. We had a great time even though our team lost.

The trip home sure was exciting! We had a flat tire Mel got carsick and we got lost. That was my fault. I had the map upside down!

I hope you and Grandma come for a visit soon.

Love

Sally

B

On a sheet of lined paper, write a friendly letter to someone you like. Don’t forget the commas.
Add colons to this business letter.

225 Washington Avenue
Fresno, CA 93650
January 3, 2002

Mr. C.R. Smith
J.S. Kelly Toy Company
120 West Harding Street
Memphis, TN 36231

Dear Mr. Smith

I am looking forward to our 4:30 meeting on February 22. Please bring the following items with you:

- model of the toy
- blueprint of the design
- estimate of costs for production

The meeting should take no more than two hours. Will you be able to stay and join our family for dinner? We usually eat around 7:00.

Sincerely,

Joseph Kelly

Joseph Kelly
Comma or Colon?

Fill in each blank below with either a comma or a colon.

1. I was born on May 14___ 1991.

2. Ted will arrive at your house at 3___ 00 P.M.

3. Carol lives in Bailey___ Colorado.

4. Dear Grandma Bonnie___
   Please come to my birthday party.
   Love___
   Timmy

5. Dear Mr. Baker___
   Thank you for the job offer.
   Sincerely___
   Roman A. Miller

6. Please bring the following gear to the camping trip___
   tent
   backpack
   sleeping bag
Commas set apart an appositive (a word or phrase that renames the noun or pronoun before it) from the rest of the sentence.

*My dentist, Dr. Williamson, is always gentle.*

*Uncle Joe, the race car driver, is going to take us for a ride.*

*The woman standing up is Maria Garcia, the well-known dog trainer.*

*The world’s two tallest mountains, Mount Everest and K2, are located in Asia.*
Set Apart Appositives

Set apart the appositives in these sentences by adding commas where needed.

1. My band teacher Ms. Godsey taught me to play three instruments.
2. The trumpet my favorite instrument is hard to play.
3. Our town’s volunteer fire fighters Kevin and Rena are husband and wife.
4. Our school Jackson Street Elementary is one of three elementary schools in the city.
5. The woman who gave today’s speech was Pandora Seaton a successful business owner.
6. Kent Twitchell a renowned mural painter will give next month’s speech.
7. Where the Sidewalk Ends the Shel Silverstein book contains some of my favorite poems.
8. Cinco de Mayo an exciting Mexican holiday takes place on the fifth of May.
9. Summer the hottest season of the year is just around the corner.
10. The best restaurant in town is Wu Lee’s the Chinese place.
Locate Appositives

Circle the appositives in the paragraphs below.

My teacher, Miss Smith, likes to sing. Each morning, we begin our day with a song. One of our favorites is “Good Morning, Mr. Sun,” a cheerful, snappy tune. Taisha, my good friend, has the best voice in our class. On some mornings, instead of the whole class saying the Pledge of Allegiance, Taisha sings “The Star Spangled Banner,” our national anthem. We also often end the day with a song. Our last song of the day is usually “See You Tomorrow,” a good-bye song.

When a rash appeared on my arms, I went to see Dr. Nelson, my physician. Dr. Nelson said I had contracted itchy armitis, a rare disease. As always, Dr. Nelson was joking with me. My rash was actually an allergic reaction to strawberries, one of my favorite foods. My funny doctor, Dr. Nelson, told me the rash should disappear by the next day, Saturday.
Personal Appositives

In each sentence below, add appositives or the noun the appositive names. Use facts from your own life. The first one has been completed as an example.

1. My mom, __Doris Cooksey__, is a great cook.

2. My teacher, ____________________, assigns too much homework.

3. I would like to meet ____________________, the main character in my favorite movie.

4. The song I like to hear on the radio is “_______________________,” my favorite song.

5. ____________________, one of my favorite relatives, lives in ____________________.

6. I love ____________________, the greatest holiday of the year.

7. One of my friends, ____________________, is really good at _____________________.

8. A book I recently read, ________________________, was written by ________________________.

9. I often play a game, ________________________, with my friends at recess.

10. ________________________, a restaurant I love, serves ________________________ food.
A direct quotation has specific rules of punctuation and capitalization.

- A **quotation** is the exact words a person says or thinks.

  **A quotation:**
  
  “Jerome plays forward on the soccer team,” said Carlos.

  **Not a quotation:**
  
  Carlos said that Jerome plays forward on the soccer team.

- **Quotation marks** are placed before and after a speaker’s exact words.
  
  The magician explained, “I will pull a rabbit out of this hat.”
  “That was an exciting trick!” exclaimed Margaret.

- Capitalize the first word of each sentence in a quotation.
  
  Araceli stated, “Some of these crayons are broken.”
  “Are there enough black crayons?” questioned Terrance.
  “Each of us needs one.”

- We usually use a comma to separate the quotation from the rest of the sentence.
  
  “I went to the lake last Saturday,” stated Monica.
  Monica stated, “I went to the lake last Saturday.”
Use Quotation Marks

Add quotation marks to these sentences. Underline the speaker.

1. Please hand me that book, said Ms. Quinn.
2. On the way home from school, Mark asked, Can you spend the weekend at my house?
3. Alice, asked Mr. Washington, what is the answer to the last question?
4. I won’t eat liver and brussels sprouts for dinner! shouted Jessie. I want pizza!
5. How long is this race going to last? wondered Otis.
6. Carlos exclaimed, Look at that huge pumpkin!
7. If we work hard, replied Judy, we will earn an excellent grade.
8. Sally, when is your birthday? asked Mrs. Taylor.
9. That was the most exciting book I have ever read! exclaimed Jody.
10. Why are you late? complained Roberto. We are going to miss the bus.
What Did They Say?

A

Rewrite each sentence, adding quotation marks around each person’s exact words. Use capital letters and other punctuation marks where they are needed.

1. Lee said I’ll get us something to drink

2. Do you have a pet cat asked Marcus

3. Shawna shouted keep away from that broken glass

4. Why do I have to do my homework now complained Susanne

5. Kim said I like to play soccer with my friends

6. Michael asked how soon will dinner be ready

7. Please tell me the answer to the riddle begged Jose

8. Chris thought I hope they choose me to be on their team

B

On a sheet of lined paper, write a short conversation between Max and his teacher, Ms. Bennet, about tonight’s homework.
Quotation or Not?

Some of the following sentences contain direct quotes (the exact words of the speaker). Some of them do not. Add capital letters and quotation marks only where necessary. Some sentences will require no changes.

1. Mrs. Mickey explained that we would be painting in art class today.

2. She said we would need to wear paint smocks.

3. She told us you will not get your clothes messy if you wear a smock.

4. Mary responded that’s good, because I’m wearing a new dress.

5. Kevin said he loves to paint.

6. Nancy echoed I love to paint and draw.

7. Tammy feared she was not a very good artist.

8. Mrs. Mickey reminded her you don’t have to be the world’s best artist; just enjoy yourself.

9. Lisa said she was glad to hear that comment because she wasn’t much of a painter either.

10. When the class ended, Lisa and Tammy both told Mrs. Mickey they had a good time painting.
Rule 23

Titles of books, movies, plays, and magazines, songs, stories, etc., are treated in specific ways.

- Capitalize the first word, the last word, and every word in between except for articles (the, a, an), short prepositions, and short conjunctions.
  - The Legend of the White Buffalo Woman
  - So You Want to Be President?
  - Around the World in a Hundred Years

- When you write in handwriting, underline the titles of books, movies, and television programs, and the names of newspapers and magazines.
  - Jurassic Park (movie)
  - Hatchet (book)
  - Boys’ Life (magazine)

- If you are using a word processor, use italics instead of underlining.
  - Jurassic Park (movie)
  - Hatchet (book)
  - Boys’ Life (magazine)

- Use quotation marks around the titles of stories, magazine articles, essays, songs, and most poems.
  - “The Star Spangled Banner” (song)
  - “Safety Tips for Campers” (article)
  - “Rain” (poem)
Punctuation

Rewrite these sentences using the correct punctuation for each title.

1. I am reading one chapter from Tom Sawyer every night before I go to bed.

2. Every Saturday morning my little brother watches the cartoon Rugrats.

3. The scariest story in Horrifying Bedtime Stories was Sounds in the Night by T.S. Jones.

4. My favorite patriotic song is America, the Beautiful.

5. We read articles from Newsweek, Time, and The Daily Herald for our report.

6. I read an interesting article called Kayaking in Alaska in the National Geographic World magazine.
A Rewrite these sentences using the correct capitalization.

1. We are studying the poem “the midnight ride of paul revere” in history class.
   _____________________________________________

2. Are we supposed to read “across the plains” or “mountain trek” in our history book for homework tonight?
   _____________________________________________

3. Did you see war of the worlds on television last night?
   _____________________________________________

4. We are going to sing “o little town of bethlehem” in the Christmas program at church.
   _____________________________________________

B Complete these sentences by writing the titles of your favorites. Be sure to underline titles of books, magazines, movies, and television shows. Use quotation marks for poems and songs.

1. The best book I ever read was _____________________________________________.

2. ____________________________________________ is my favorite song of all time.

3. ____________________________________________ was the greatest movie I’ve seen this year.

4. I could read the poem ____________________________________________ over and over again.

5. Yesterday I watched ____________________________________________ on TV.

6. If I were going to read a magazine, I would choose ____________________________________________.
Correct the Titles

Read the paragraphs below. Find mistakes in the capitalization and punctuation of titles. Write the titles correctly on the lines.

Many Roald Dahl children’s books have been made into movies. James and the giant peach is one of my favorite Dahl-inspired movies. The young boy who plays James is both a good actor and an excellent singer. He can really belt out the song James, where are you?

________________________________________________________________
________________________________________________________________
________________________________________________________________

Many Maurice Sendak works have been compiled into a video called the maurice sendak library. Song versions of the poems alligators all around and one was johnny appear in the video. Peter Schickele also reads the Sendak books where the wild things are and in the night kitchen. Following the poem and story presentations is an interview with Maurice Sendak himself.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
Negative words and the pronouns I, me, they, and them follow specific usage rules.

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

Correct:  
I don't have a costume for the party.
I have no costume for the party.

Incorrect:  
I don’t have no costume for the party.

Use I and they in the subject.

I like to play soccer.
They are visiting Florida.

Use me and them in the predicate or after a preposition.

Arnie wants me to help him.
One of them is the winner.

Name yourself last.

Pete and I have a new dog.
Mom gave it to Pete and me.
What Should I Say?

A Fill in the missing words in these sentences. Use I or me.

1. _________ am learning how to figure skate.

2. Aunt Margaret wants _________ to weed her garden.

3. Kenny and _________ like to go fishing together.

4. _________ need to write a thank-you note to my grandmother for the nice present she sent _________.

B Fill in the missing words in these sentences. Use they or them.

1. Will you help _________ paint the fence?

2. Can _________ stay a little while longer?

3. The farmer let _________ ride his horses.

4. When _________ act like clowns, it makes me laugh.

C Write two sentences about yourself and a friend. Use I in one of the sentences. Use me in the other sentence.

1. ____________________________________________________________

   ____________________________________________________________

2. ____________________________________________________________

   ____________________________________________________________
Double Negatives

A

Rewrite these sentences correctly.

1. Do not do that no more.
   _____________________________________________

2. Weren’t there no cookies left?
   _____________________________________________

3. Why doesn’t he never do his homework?
   _____________________________________________

4. This does not look like nothing I’ve ever seen before.
   _____________________________________________

5. She didn’t have no lunch today.
   _____________________________________________

6. Why can’t he never get here on time?
   _____________________________________________

B

Write your own sentences using these negative words.

(not) _____________________________________________

(never) _____________________________________________

(none) _____________________________________________

(nothing) _____________________________________________
Detect Errors

If the sentence is written correctly, write correct on the short line. If there is an error in the sentence, rewrite the sentence correctly.

1. I and my mom are going to the mall Saturday.
   _____________________
   _____________________
2. I hope we don’t have no homework tonight.
   _____________________
   _____________________
3. My friends and I are having a sleepover this weekend.
   _____________________
   _____________________
4. Kelly is going to the movies with Kim and I.
   _____________________
   _____________________
5. These tomatoes don’t taste no good in my salad.
   _____________________
   _____________________
6. Let’s invite them two new kids to play with us at recess.
   _____________________
   _____________________
7. Mrs. Brown gave the football to me and Jason.
   _____________________
   _____________________
8. Me and Todd go swimming at the YMCA every Saturday.
   _____________________
   _____________________
Some words are easily confused. Take care to use can/may, sit/set, lie/lay, and good/well correctly.*

- **can—may**
  
  Use *can* to tell that someone is able to do something.
  
  *Juan can swim across the lake.*

  Use *may* to ask or give permission to do something.
  
  *May I sit next to you?*

- **sit—set**
  
  Use *sit* to mean “stay seated.”
  
  *Dad will sit in that chair.*

  Use *set* to mean “to put or place.”
  
  *He set his glass down on the table.*

- **lie—lay**
  
  Use *lie* to mean “to rest or recline.”
  
  *I want to lie on the sofa.*

  Use *lay* to mean “to put or place.”
  
  *I will lay the book on the end table.*

- **good—well**
  
  *Good* is an adjective. Use *good* to describe nouns.
  
  *The dinner smells good.*

  *Well* is usually an adverb. Use *well* to describe verbs.
  
  *He dances very well.*

*See Notes to the Teacher on page 104 for additional information.*
Which Is Correct?

A

Cross out the incorrect sentences. Rewrite them correctly on the lines below.

1. Can I go to Peter’s party?
2. Stuart can run faster than anyone else I know.
3. The tired, old dog wants to lay down by the fire.
4. Lay the new clothes out on the bed.
5. Please sit the vase down very carefully.
6. Did you set next to Mrs. Gomez?
7. You may go to the movies after dinner.
8. After she lies the eggs, the hen sets on them.
9. Lay the baby in her crib so she can take a nap.

B

Make your corrections here.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Select the Correct Word

Circle the correct word in each sentence.

1. Daylela (can  may) dance better than anyone else in the class.

2. Students in Mr. Tanaka’s class (can  may) sharpen their pencils only if they ask permission first.

3. (Can  May) I help you prepare dinner tonight?

4. Grandpa always (sits  sets) in that chair when he comes to our house.

5. (Sitting  Setting) in the beach chair is my Aunt Mary.

6. I (set  sit) my reading glasses down here somewhere.

7. If you are not feeling well, you should go (lay  lie) down.

8. (Lay  Lie) the gifts under the Christmas tree.

9. I will (lay  lie) the keys beside your purse.

10. My sister plays the flute pretty (good  well).

11. The movie we saw last weekend was quite (good  well).

12. Sara plays chess very (good  well) for a beginner.
Write It Right

Use each word below in a sentence of your own.

1. can ___________________________________________________________________
_______________________________________________________________________

2. may __________________________________________________________________
_______________________________________________________________________

3. sit __________________________________________________________________
_______________________________________________________________________

4. set __________________________________________________________________
_______________________________________________________________________

5. lie __________________________________________________________________
_______________________________________________________________________

6. lay __________________________________________________________________
_______________________________________________________________________

7. good __________________________________________________________________
_______________________________________________________________________

8. well __________________________________________________________________
_______________________________________________________________________
Rule 4, page 15

The rule states that the parts of a compound sentence are usually joined by conjunctions. A semicolon may also replace a comma and conjunction in a compound sentence.

Simple sentences: He broke the window. It was an accident.
Compound sentence: He broke the window; it was an accident.

Rule 9, page 35

The present tense endings s and es are used only with third person singular nouns and pronouns (he, she, it, Grandma, Mr. Jones, etc.). The distinction between first person and third person may need to be explained to non-native speakers.

Rule 18, page 71

1. Note that the use of a comma to separate the two independent clauses of a compound sentence is addressed in Rule 4.
2. Here are two tests to use to determine if adjectives are modifying a noun equally:
   - Put and between the adjectives. If the sentence sounds correct, use a comma.
     
     It’s time to get rid of those smelly, old sneakers.
     It’s time to get rid of those smelly and old sneakers.
     (and sounds OK, so use a comma)
     
     Three big dogs are digging in the sand.
     Three and big dogs are digging in the sand.
     (and sounds odd, so do not use a comma)

   - Switch the order of the adjectives. If the sentence sounds correct, the adjectives modify equally.
     
     It’s time to get rid of those smelly, old sneakers.
     It’s time to get rid of those old, smelly sneakers.
     (sounds OK; use a comma)
     
     Three big dogs are digging in the sand.
     Big three dogs are digging in the sand.
     (sounds odd; do not use a comma)
Rule 19, page 75

If your students are writing complex sentences, you may wish to introduce the use of a comma to separate a long dependent clause from the independent clause that follows it.

*Because it was so hot,* we decided to stay indoors to play.
*If you wish to know the answer,* I will tell you.
*When they had finished their mathematics assignment,* the students were allowed to have free time.

Rule 20, page 79

In running text, a comma follows as well as precedes both the year and the state, province, or country.

*The events of April 18, 1775,* have long been celebrated in song and story.
*The electrical storms in Flagstaff, Arizona,* are no less than spectacular.

Rule 25, page 99

*Well* is often confused with *good.*

- *Good* is an adjective, and *well* is usually an adverb.

  *She is a good musician.*
  *She plays both the piano and the guitar well.*

  *I received a good grade on the social studies test.*
  *All the time spent studying served me well.*

- Both *well* and *good* are correct in this instance.

  *“After all that food, I don’t feel well,”* groaned Melvin.
  *“I don’t feel good, either,”* complained Marvin.

- Although both *well* and *good* are correct here, the meaning in sentence two may be unclear.

  *You don’t look well.* (You look sick.)
  *You don’t look good.* (It could be that you look sick, or it could be that your appearance isn’t appealing.)
**Answer Key**

**Page 4**
1. ? interrogative
2. . declarative OR imperative
3. . imperative
4. ! exclamatory
5. ! exclamatory
6. . declarative
7. ? interrogative
8. . imperative
9. ? interrogative
10. . declarative OR imperative

Sentences will vary, but they should reflect the requested sentence types.

**Page 5**
1. ? interrogative
2. . declarative
3. ! exclamatory OR . declarative
4. . imperative
5. . declarative
6. . imperative
7. . declarative
8. . declarative
9. . imperative

**Page 6**
Answers will vary, but they should reflect the requested sentence types.

**Page 8**
1. subject
2. predicate
3. predicate
4. subject
5. predicate
6. predicate
7. predicate
8. subject
9. subject
10. subject
11. predicate
12. predicate

**Page 9**
Sentences will vary, but they must include the sentence fragment and have the subject correctly circled and the predicate correctly underlined.

**Page 10**
1. My hungry friends hunted for food in the kitchen.
2. Margo pepped the tiny kitten.
3. The busy workers painted the whole house in one day.
4. The frightened dog hid under the porch.
5. Several heavy packages arrived in the mail this morning.
6. Carla’s friend Margo came for a long visit.
7. Twelve silver sardines darted among the kelp blades.
8. Sam hit two home runs in the last game.
9. The large moving van was unable to turn into our driveway.
10. Melissa, my next-door neighbor, plays trumpet in the school band.

**Page 12**
1. but
2. and, or
3. as
4. but
5. or
6. and
7. but
8. as
9. or
10. and
11. and
12. as

**Page 13**
1. and
2. and
3. but OR yet
4. but OR yet
5. but
6. and, but OR yet
7. nor
8. and, so
9. nor
10. so
11. as OR and
12. but OR yet, and

**Page 14**
Answers will vary, but they should be compound sentences including the stated conjunctions.

**Page 16**
1. Grandmother baked cookies, and the children ate them all.
2. The explorers searched the jungle, but they never reached the lost city.
3. There was a large pothole in the road, and so I had to swerve to avoid it.
4. I yelled to warn him, but it was too late.
5. I may spend August in the mountains, or I may stay home and paint the house.

Sentences will vary, but they must follow the directions given.

**Page 17**
1. Mrs. Peterson’s class talked about hobbies, and Bobby said he likes to watch movies.
2. Saber likes to watch movies also, but he loves to read books too.
3. Mrs. Peterson plays tennis in the city, or she hikes in the mountains.
4. Tom wants to collect stamps, but he hasn’t started yet.
5. Mary is learning to sew her own clothes, and Lisa takes cooking lessons.
6. Stacy rides a skateboard, or he rides his bike.
7. Linda paints pictures, and her grandmother frames them.
8. Kevin sings in the shower, yet he never performs in front of people.
9. Karen sings in a choir, so she performs on stage often.
10. Ted never sings, but he enjoys acting on stage.
Page 18
1. simple
2. simple
3. compound
4. simple
5. compound

1. simple
2. compound
3. simple

Page 20
Answers will vary, but all proper nouns should be capitalized.

Page 21
1. The town of Blair, Nebraska, is home to Dana College.
2. The college was founded by Danish immigrants to America.
3. The politician Paul Simon attended Dana College as a young man.
4. The city of Ashland, Oregon, is home to Southern Oregon University.
5. The University of Colorado is located in Boulder, Colorado.
6. On April 20, 2001, the University of Colorado celebrated its 125th birthday.
7. The town of Klamath Falls, Oregon, is home to Klamath Community College and the Oregon Institute of Technology.
8. Many cities, including San Francisco, Denver, and Dallas, have community colleges.

Page 22 (continued)
7. My grandmother lived on a large farm in Indiana for many years.
8. Now she lives at the Westside Trailer Park.
9. Her home is actually located on Ruth Street!
10. Her son David lives in the same park on Peterson Street.

Page 24
- Berries
- Fences
- Boxes
- Boys
- Bees
- Flies
- Heads
- Hours
- Pies

Blanks should be filled in as follows:

Page 25
1. women, children, men
2. mice, fish
3. people, geese, moose, deer
4. feet, teeth

Answers will vary for the sentence at the bottom of the page, but they should reflect the correct forms.

Page 26
1. cakes, 1
2. policies, 3
3. dishes, 2
4. parties, 3
5. keys, 1
6. series, 5
7. calves, 4
8. beliefs, 4
9. wishes, 2
10. patches, 2
11. apples, 1
12. children, 5

Page 28
1. Michelle came to my house for dinner.
2. The horse galloped across the field.
3. Jamal has gone to visit his grandparents in Illinois.
4. They have seen rainbows in the sky many times.
5. Sergio saw a strange animal in his backyard.
6. Mr. and Mrs. Lee have traveled to many countries around the world.
7. Everyone in class went to science camp.
8. The workers have come to paint the house.

Sentences at the bottom of the page will vary, but they should use the verbs correctly.

Page 29
1. Circled
2. X—Paul and Abbie were having fun at the fair.
3. X—The circus monkey was swinging by its tail.
4. X—The whiskers on my kitten twitch.
5. Circled
6. X—They were tired of doing homework every day.
7. Circled
8. X—Mom and Dad are excited about their vacation trip.

Page 30
1. action 8. linking
2. linking 9. linking
3. linking 10. linking
4. action 11. action
5. helping 12. action
6. linking 13. linking
7. helping 14. action
Page 32

My sister promised to come for the weekend. She called us last night to say she is coming this evening. She will arrive about 6:00 p.m. Mom is fixing her favorite dessert as a surprise. We will have a party while she is here.

Paragraph at the bottom of the page will vary, but it should reflect tenses correctly.

Page 33

1. tomorrow 9. today
2. yesterday 10. yesterday
3. yesterday 11. tomorrow
4. tomorrow 12. yesterday
5. tomorrow 13. tomorrow
6. today 14. today
7. tomorrow 15. yesterday
8. today

Page 34

1. graduated
2. worked
3. opened
4. work
5. will open
6. will be
7. is
2. will turn
3. will get
4. will drive
5. drove
6. will be
8. practiced
2. is
3. will become

Page 36

Some students may also use a form of “to be” with the participle (ing) form of the verb.
1. visited
2. will catch
3. buzz OR buzzes
4. hurried
5. reached
6. cried
7. will make
8. laugh OR laughs
9. will run
10. stopped

Page 37

Present Tense: Darcy is having a great time on her vacation this month. She is visiting Florida. She is staying at an oceanfront hotel. She swims every day. She goes sailing. She goes fishing. She makes sand castles along the beach. She plays hard each day and sleeps hard each night!

Past Tense: Darcy had a great time when she went on her vacation last month. She visited Florida. She stayed at an oceanfront hotel. She swam every day. She went sailing. She fished. She made sand castles along the beach. She played hard each day and slept hard each night!

Page 38

Words in blanks appear in the story in the following order:
became, was, remained, kept, showed, watched, encouraged, freed, was, will continue, will be

Circled words appear in the following order: is, try, free, work, teach, swim, hunt, live, likes, live, work, likes, is, swim

Page 40

1. began
2. grew
3. ran
4. threw
5. thought

Page 40 (continued)

6. made
7. chose
8. ate
9. knew
10. drank
11. wrote
12. swung
13. went
14. froze

Although answers will vary, likely answers include:
1. ate, drank
2. wrote
3. swung
4. froze
5. made, grew
6. knew OR thought, began
7. ran
8. chose

Page 41

Lines should be drawn through the following verbs which should then be corrected as indicated:
knowed—known
goed—went
goed—went
taked—took
swimmed—swam
growed—grew
buyed—bought
bringed—brought
singed—sang
readed—read
seed—saw
keeped—kept
gived—gave

Page 42

Verbs should appear in the paragraph in the following order:
taught, loved, made, wrote, learned, did, studied, came, brought, thanked, looked, taught, decided
Page 44
1. They
2. her
3. They
4. They, it
5. it
6. them
7. They
8. them
9. they

Page 45
1. Our OR My
2. She
3. our
4. us OR them
5. ourselves
6. Everyone
7. his
8. He
9. her
10. They
11. them
12. We

Page 46
1. We—subject
2. me—object
3. us—object
4. I—subject
5. me—object
6. They—subject

Page 48
circled:
1. her
2. she, her
3. They
4. them
5. He
   it
6. his, he
   it
7. we
   
line(s) to:
Terri
Maggie
Mario, Lee
Jamal, Tamara
farmer
corn
Antonio
bike
Jeff, I

Page 49
1. his
2. dogs
3. their
4. airplane
5. They

Sentences at the bottom of the page will vary, but they must contain a pronoun and an antecedent.

Page 50
George Washington Carver was born into slavery during the American Civil War. When it ended, he was a free child. Still, George's life was not easy. Many schools would not admit him. They did not accept black students. George had to move many times to complete his education. After he earned his college degree, he began teaching and completing research. He became famous for concocting hundreds of uses for the peanut, a crop that saved the soil of the South.

Page 52
1. sun's, lake's
2. children's, teacher's
3. brother's
4. grandparents'
5. librarian's
6. boys'
7. class's
8. women's

Sentences at the bottom of the page will vary.

Page 53
1. plural
2. plural
3. bike's, possessive
4. plural
5. Dogs', possessive
6. boys'
7. class's
8. women's

Page 54
1. lady's
2. ladies'
3. year's
4. years'
5. sisters'
6. sister's
7. crowd's
8. crowds
9. countries
10. countries'
11. boy's
12. boys'

Page 55
Answers will vary, but they must be of the type called for.

Page 56
1. those
2. that
3. This
4. that
5. these OR those
6. This OR That

Sentences at the bottom of the page will vary, but they must use the appropriate demonstrative adjectives.

Page 58
The following adjectives, in order, should be circled:
Greatest, famous, other, curious, rambling, old, chatty, former, fascinating, strange, incredible, bizarre, interesting

Page 60
Paragraph 1—The following adjectives should have a C written above them:
faster, higher

The following adjectives should have an S written above them:
greatest, most (excited), most (fearful), best
Page 60 (continued)
Paragraph 2—The following adjective should have a “C” written above it:
louder

The following adjectives should have an “S” written above them:
most (abrupt), hottest, driest, heaviest, brightest, prettiest, best, worst

Page 61
1. taller-C
2. funniest-S
3. most homesick-S
4. busiest-S
5. kindest-S
6. warmest-C
7. most careful-C
8. oldest-S

Page 62
Sentences will vary, but they must contain the given adjectives.

Page 64
1. how
2. where
3. when
4. to what extent
5. how
6. how
7. to what extent, when
8. when
9. how
10. where

Sentences at the bottom of the page will vary, but they must contain the given adverbs.

Page 65 (continued)
4. well
   better
   best

Page 66
The following words should be circled and labeled as indicated.
1. barked, verb
2. immediately, adverb
3. happy, adjective
4. runs, verb
5. attended, verb
6. sits, verb
7. funny, adjective
8. hard, adverb
9. sketches, verb
10. dances, verb
11. steep, adjective
12. carefully, adverb

Page 68
1. beside
2. under
3. with
4. during
5. of
6. for
7. around
8. from
9. on

Paragraphs will vary.

Page 69
Sentences will vary, but the following words should be indicated as shown:
1. under
2. after
3. to
4. of
5. from
6. around

Page 70
Underlined phrase Circled object
in 1845 1845
around America America
for his machine machine
to clothing manufacturers manufacturers
in Howe’s invention invention
for Europe Europe
in his idea idea
in the sewing machine machine
for a return trip trip
In the meantime meantime
in America America
from the pawnshop pawnshop
court court
for the sewing machine machine
from his invention invention

Page 72
1. People use the Internet to conduct business, complete research, go shopping, and talk with others.
2. no commas
3. Shopping from home is quick, easy, and enjoyable.
4. Tired, busy consumers can buy birthday gifts without leaving their living rooms.
5. Business managers can send memos, receive important papers, and conduct meetings over the Internet.
6. Contracts, property titles, and funds can all “change hands” over the Internet.
7. no commas
8. no commas
9. Strangers share thoughts, research, and opinions.
10. The Internet has made the world a smaller, friendlier place.

Page 73
Sentences should be corrected as follows:
1. no corrections
2. Weathered rocks crumble, crack, and break.
3. no corrections
4. Fast, powerful streams carry weathered pieces of rock to new places.
5. Pieces of weathered rock can end up at the bottom of a riverbed, at the foot of a mountain, or even on the ocean floor.

Page 75
1. The atmosphere is made up of nitrogen, oxygen, and small amounts of other gases.
2. The atmosphere is polluted by factory smoke, car exhaust, and volcano dust.
3. no corrections
4. Warm, cozy fires in your fireplace pollute the air.
5. Hot, crackling campfires pollute the air.
6. Even fragrant, sweet-smelling perfumes may pollute the air.

Page 74
A. Sentences will vary, but they must use commas correctly to separate words or phrases in a series.
B. Sentences will vary, but only item 2 should have commas between the adjectives.

Page 76
Commas should be placed as follows:
1. Carl, will you help me with my homework after school?
2. No, not today. I have to go out of town with my parents.
3. Well, do you think you can help me on Saturday?
4. No, I'll still be gone. I can help you on Monday, Jay, if that's not too late.
5. Yes, that will be okay. I don’t have to turn in the assignment until Tuesday.
6. Okay, Carl. I'll see you when I get back.

Sentence at the bottom of the page will vary, but they must use commas correctly.

Page 77
Answers will vary, but each sentence should include one of the stated introductory words followed by a comma.

Page 78
2. I noticed, Kim, that you haven’t studied for your history test yet.
   I noticed that you haven’t studied for your history test yet, Kim.
3. Well, I heard, Lisa, that you kicked the final goal in yesterday’s soccer game.
   Well, I heard that you kicked the final goal in yesterday’s soccer game, Lisa.
4. Never before, Joe, have I seen you work so hard in the yard!
   Never before have I seen you work so hard in the yard, Joe!
5. I will try, Mr. Brown, to get the assignment turned in on time.
   I will try to get the assignment turned in on time, Mr. Brown.

Page 79
Commas should be placed as follows:
1. Fresno, CA
2. July 16, 2001
3. Dear Grandfather,
4. I went to a soccer game with Leon, Margo, and Mel last Saturday. We had a great time. We got up while it was still dark outside to get an early start. Mom drove all the way to Reno, Nevada.
5. It took us five hours to get there. We stopped once to use the bathroom, stretch our legs, and eat some lunch. We had a great time, even though our team lost.
6. The trip home sure was exciting! We had a flat tire, Mel got carsick, and we got lost. That was my fault. I had the map upside down!
7. Love,
8. Students’ letters will vary.

Page 81
Colons should appear in the letter as follows:
Dear Mr. Smith:
I am looking forward to our 4:30 meeting on February 22. Please bring the following items with you:
   We usually eat around 7:00.

Page 82
1. , 4. ,
2. : 5. :
3. , 6. :

Page 84
1. My band teacher, Ms. Godsey, taught me to play three instruments.
2. The trumpet, my favorite instrument, is hard to play.
3. Our town’s volunteer fire fighters, Kevin and Rena, are husband and wife.
4. Our school, Jackson Street Elementary, is one of three elementary schools in the city.
5. The woman who gave today’s speech was Pandora Seaton, a successful business owner.
6. Kent Twitchell, a renowned mural painter, will give next month’s speech.
7. Where the Sidewalk Ends, the Shel Silverstein book, contains some of my favorite poems.
8. Cinco de Mayo, an exciting Mexican holiday, takes place on the fifth of May.
9. Summer, the hottest season of the year, is just around the corner.
10. The best restaurant in town is Wu Lee’s, the Chinese place.

Page 85
The appositives in paragraph 1 are:
Miss Smith
a cheerful, snappy tune
my good friend
our national anthem
a good-bye song
The appositives in paragraph 2 are:  
my physician  
a rare disease  
one of my favorite foods  
Dr. Nelson  
Saturday

Answers will vary.

1. “Please hand me that book,” said  
Ms. Quinn.
2. On the way home from school,  
Mark asked, “Can you spend the  
weekend at my house?”
3. “Alice,” asked Mr. Washington,  
“what is the answer to that last  
question?”
4. “I won’t eat liver and brussels  
sprouts for dinner!” shouted  
Jessie. “I want pizza!”
5. “How long is this race going to  
last?” wondered Otis.
6. Carlos exclaimed, “Look at that  
huge pumpkin!”
7. “If we work hard,” replied Julie,  
“we will earn an excellent grade.”
8. “Sally, when is your birthday?”  
asked Mrs. Taylor.
9. “That was the most exciting book I  
have ever read!” exclaimed Jody.
10. “Why are you late?” complained  
Roberto. “We are going to miss the  
bus.”

Lee said, “I’ll get us something to  
drink.”
2. “Do you have a pet cat?” asked  
Marcus.
3. Shawna shouted, “Keep away from  
that broken glass!”
4. “Why do I have to do my homework  
own?” complained Susanne.
5. Kim said, “I like to play soccer with  
my friends.”
6. Michael asked, “How soon will  
dinner be ready?”
7. “Please tell me the answer to the  
riddle.” begged Jose.

Answers will vary, but they must  
address the given topic.

Page 90
1. no changes
2. no changes
3. She told us, “You will not get your  
clothes messy if you wear a smock.”
4. Mary responded, “That’s good,  
because I’m wearing a new dress.”
5. no changes
6. Nancy echoed, “I love to paint and  
draw.”
7. no changes
8. Mrs. Mickey reminded her, “You  
don’t have to be the world’s best  
artist; just enjoy yourself.”
9. no changes
10. no changes

Page 92
1. I am reading one chapter from  
Tom Sawyer every night before I  
go to bed.
2. Every Saturday morning my little  
brother watches the cartoon  
Rugrats.
3. The scariest story in Horrifying  
Bedtime Stories was “Sounds in  
the Night” by T.S. Jones.
4. My favorite patriotic song is  
“America, the Beautiful.”
5. We read articles from  
Newsweek, Time, and The Daily Herald  
for our report.
6. I read an interesting article called  
“Kayaking in Alaska” in the National  
Geographic World magazine.

Page 93
1. We are studying the poem “The  
Midnight Ride of Paul Revere” in  
history class.
2. Are we supposed to read “Across  
the Plains” or “Mountain Trek”  
in our history books for homework  
tonight?
3. Did you see War of the Worlds  
on television last night?

Answers will vary, but items 1, 3, 5,  
and 6 should contain underlined titles;  
items 2 and 4 should have titles in  
quotes.

Page 94
Paragraph 1:  
James and the Giant Peach  
“James, Where Are You?”

Paragraph 2:  
The Maurice Sendak Library  
“Alligators All Around”  
“One Was Johnny”  
Where the Wild Things Are  
In the Night Kitchen

Page 96
1. I
2. me
3. I
4. I, me
1. them
2. they
3. them
4. they

Sentences will vary, but they must  
use I and me correctly.

Page 97
1. Do not do that anymore.
2. Were there no cookies left? OR  
Weren’t there any cookies left?
3. Why doesn’t he ever do his  
homework? OR Why does he never  
do his homework?
4. This does not look like anything I’ve  
ever seen before. OR This looks like  
nothing I’ve ever seen before.
5. She didn’t have any lunch today. OR  
She had no lunch today.
6. Why can’t he ever get here on time?  
OR Why can he never get here on  
time?

Sentences at the bottom of the page  
will vary, but they must use the
negatives correctly.

**Page 98**

1. My mom and I are going to the mall Saturday.
2. I hope we don’t have any homework tonight. OR I hope we have no homework tonight.
3. correct
4. Kelly is going to the movies with Kim and me.
5. Those tomatoes don’t taste good in my salad.
6. Let’s invite those two new kids to play with us at recess.
7. Mrs. Brown gave the football to Jason and me.
8. Todd and I go swimming at the YMCA every Saturday.

**Page 100**
The following sentences should be crossed out and rewritten as shown:

1. May I go to Peter’s party?
2. The tired, old dog wants to lie down by the fire.
3. Please set the vase down very carefully.
4. Did you sit next to Mrs. Gomez?
5. After she lays the eggs, the hen sits on them.

**Page 101**

1. can
2. may
3. May
4. sits
5. Sitting
6. set
7. lie
8. Lay
9. lay
10. well
11. good
12. well

**Page 102**
Sentences will vary, but they must be grammatically correct.
About the Author

Delana Heidrich writes professional resource books for elementary and middle school teachers. Additionally, she tutors emotionally disabled middle and high school students, instructs classes at Klamath Community College, and substitute teaches at her children’s school in Bonanza, Oregon. Delana received undergraduate training at Dana College in Blair, Nebraska, and earned a bachelor’s degree in psychology and a master’s degree in curriculum and instruction from Dominican College in San Rafael, California.
There are four kinds of sentences. Each kind requires a specific ending punctuation.

A **declarative sentence** is a statement. It ends with a period (.).

An **interrogative sentence** asks a question. It ends with a question mark (?).

An **imperative sentence** commands someone to do something. It ends with a period (.).

An **exclamatory sentence** shows strong feeling. It ends with an exclamation mark (!).
Every complete sentence has a subject and a predicate.

**Subject**—names the person, place, or thing the sentence is about.
The **complete subject** contains all the words that tell who or what the sentence is about.
The **simple subject** is the main noun or pronoun in the subject.

**Predicate**—tells what the subject is or does.
The **complete predicate** contains all the words that tell what the subject is or does.
The **simple predicate** is the verb of the sentence.

Conjunctions are used to join words or groups of words.

Some of the most-used conjunctions are **and**, **but**, and **or**.
A compound sentence is made by putting together two or more simple sentences containing related information.

The parts are usually joined by a conjunction such as **and**, **or**, or **but**. A comma is placed before the conjunction.

A noun names a person, place, thing, or idea.

A **common noun** names any person, place, thing, or idea.

A **proper noun** names a specific person, place, thing, or idea. A proper noun begins with a capital letter.
Singular nouns name one person, place, thing, or idea. Plural nouns name more than one person, place, thing, or idea.

To make the plural of most nouns, add **s**.

If a noun ends in **s**, **sh**, **ch**, **x**, or **z**, add **es**.

If a noun ends in a consonant followed by a **y**, change **y** to **i** and add **es**.

If a noun ends in **f** or **fe**, add **s** to some; change **f** to **v** and add **es** to others.

Some nouns do not change when they become plural.

Some nouns have special plural forms. We call these **irregular** plurals.

A verb is a word in the predicate that tells physical or mental action or a state of being.

There are three kinds of verbs:

**Action verbs** tell what the subject is doing.

**Linking verbs** link a subject to a noun or an adjective that names or describes it.

**Helping verbs** come before the main verb. Helping verbs help state the action or show time.

The verb in a sentence must agree in number with the subject.
The tense of a verb tells when an action occurs—present, past, or future.

**present**—the action is happening now.

**past**—the action already happened.

**future**—the action is going to happen.

Endings are added to verbs to change the tense.

**Present**
- add *s* to most verbs
- add *ing* and use a present tense helping verb
- verbs ending in *s, ch, sh, x, or z*—add *es*
- verbs ending in *y*—change *y* to *i* and add *es*

**Past**
- add *ed* to most verbs
- add *ing* and use a past tense helping verb
- verbs ending in a single vowel and consonant—double the final consonant and add *ed*
- verbs ending in *e*—drop the *e* and add *ed*
- verbs ending in *y*—change *y* to *i* and add *ed*

**Future**
- use the main verb with *will* or *shall*
Some verbs do not follow a set rule to form the past tense. These verbs are called irregular verbs.

There are several types of pronouns.

**Subject pronouns** replace a noun used as the subject of the sentence.

**Object pronouns** replace a noun used after an action verb or a preposition (to, of, in, on, with, etc.).
The antecedent of a pronoun is the noun or nouns to which the pronoun refers.

The antecedent doesn’t have to be in the same sentence as the pronoun.

A pronoun must agree with the antecedent in both gender and number.

Possessive nouns need an apostrophe. Possessive pronouns do not need an apostrophe.

To make a **singular** noun show ownership, add an apostrophe (’) and **s**.

To make the possessive of a **plural** noun that ends in **s**, add an apostrophe (’).

To make the possessive of a **plural** noun that does not end in **s**, add an apostrophe (’) and **s**.

When several people share a possession, add apostrophe (”) **s** to the last noun.

**Possessive pronouns** do not require an apostrophe.
Adjectives describe nouns or pronouns.

An adjective can tell what kind, which one, or how many.

Demonstrative adjectives point out a specific person, place, or thing.

Adjectives can make comparisons.

Comparative—Most adjectives add *er* to compare two nouns. Some adjectives with two or more syllables use *more* or *less*.

Superlative—Most adjectives add *est* to compare three or more nouns. Some adjectives with two or more syllables use *most* or *least*. 
An adverb is a word that describes a verb, an adjective, or another adverb.

Adverbs can tell:

<table>
<thead>
<tr>
<th>how</th>
<th>when</th>
<th>where</th>
<th>to what extent</th>
</tr>
</thead>
</table>

Adverbs can make comparisons. They are changed in several ways:

Add **er** or **est** to most short adverbs.

Use **more** or **most** with most adverbs of two or more syllables and adverbs that end in **ly**.

Some adverbs have special forms of comparison.

Prepositions and prepositional phrases relate a noun or pronoun to another word in the sentence.

A **preposition** is used to show the relationship of a noun or pronoun to another word in the sentence.

A **prepositional phrase** is made up of a preposition, its object, and all the words in between. The object of the preposition is the noun or pronoun that follows the preposition.
Words in a series and equal adjectives need commas to separate them.

Use a **comma** to separate three or more words or phrases in a series.

Use a **comma** to separate two or more adjectives that **equally** modify the same noun.

A comma is used after introductory words and to set off the name of a person being spoken to.

Use a **comma** after introductory words such as **yes**, **no**, and **well** at the beginning of a sentence.

Use a **comma** to set off the name of a person being spoken to.
Commas and colons are used in specific instances.

Use a **comma** between the day of the month and the year.

Use a **comma** between the name of a city and the state, province, or country.

Use a **comma** after the greeting and closing in a friendly letter.

Use a **colon** to separate hour and minutes in time.

Use a **colon** after the greeting in a business letter.

Use a **colon** before writing a list.

Commas set apart an appositive (a word or phrase that renames the noun or pronoun before it) from the rest of the sentence.
A direct quotation has specific rules of punctuation and capitalization.

A **quotation** is the exact words a person says or thinks. **Quotation marks** are placed before and after a speaker’s exact words.

____________________________________________________________________________

Capitalize the first word of each sentence in a quotation.

____________________________________________________________________________

We usually use a comma to separate the quotation from the rest of the sentence.

____________________________________________________________________________

**Titles of books, movies, plays, and magazines, songs, stories, etc., are treated in specific ways.**

**Capitalize** the first word, the last word, and every word in between except for articles (the, a, an), short prepositions, and short conjunctions.

____________________________________________________________________________

When you write in handwriting, **underline** the titles of books, movies, and television programs, and the names of newspapers and magazines. If you are using a word processor, use **italics** instead of underlining.

____________________________________________________________________________

**Use quotation marks** around the titles of stories, magazine articles, essays, songs, and most poems.
Negative words and the pronouns **I, me, they,** and **them** follow specific usage rules.

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

Use **I** and **they** in the subject.

Use **me** and **them** in the predicate or after a preposition.

Name yourself last.

Some words are easily confused. Take care to use **can/may,** **sit/set,** **lie/lay,** and **good/well** correctly.

Use **can** to tell that someone is able to do something. Use **may** to ask or give permission to do something.

Use **sit** to mean “stay seated.” Use **set** to mean “to put or place.”

Use **lie** to mean “to rest or recline.” Use **lay** to mean “to put or place.”

**Good** is an adjective. Use **good** to describe nouns. **Well** is usually an adverb. Use **well** to describe verbs.
Grammar and Punctuation Review
Part A, Rules 1–13

Circle the letter for each correct answer.

Which of the following is an interrogative sentence?
A1. A Watch out! B Let’s go to the beach. C Do you have a computer?

In which sentence is the complete subject underlined?
A2. A Two members of the band play the drums. B One drummer lives next door to me. C He practices several hours each day.

In which sentence is the simple predicate underlined?
A3. A The rules of the game are easy to understand. B A group of children invented a new game. C The children love to play games.

Which words in this sentence are conjunctions?
A4. Libby and Tina like bananas, but they don’t like apples or grapes. A and B and, but C and, but, or

Which of these is a compound sentence?
A5. A Paula and Jeb watched TV together. B Paula read a book, and Jeb watched TV. C Paula wanted to read a book or watch TV.

Which of these should be capitalized?
A6. A green bike B green frog C green street

Which of these is a plural noun?
A7. A clues B business C molasses

Which of the following describes the underlined word in the sentence?
A8. The large aircraft carrier has landed on time. A action verb B helping verb C linking verb
Grammar and Punctuation Review
Part A, Rules 1–13 (continued)

Circle the letter for each correct answer.

A9. In which sentence does the subject agree with the verb?
   A Several rabbits loves our garden.   C They nibble on the carrots.
   B One rabbit eat the lettuce.

A10. Which verb tense is used in the sentence?
The sun is shining.
   A past tense   B future tense   C present tense

A11. Which of these is the future tense of the verb celebrate?
   A is celebrating   B will celebrate   C was celebrating

A12. Which of these is the past tense of the verb buy?
   A is buying   B will buy   C bought

Which word should go in each blank?

A13. _____ built a skateboard ramp.
   A He   B Him   C Them

A14. The class voted for ___ to be the next president.
   A I   B her   C she

A15. What is the antecedent of the underlined word?
   Trevor walked his sisters to school. Then he walked them home.
   A them   B sisters   C Trevor

A16. Which word should go in the blank?
   Amy loves to visit __________ house.
   A Uncle Ned and Aunt Hilda’s   C Uncle Ned’s and Aunt Hildas
   B Uncle Ned’s and Aunt Hilda’s
Grammar and Punctuation Review
Part B, Rules 14–25

Circle the letter for each correct answer.

Which words are adjectives?

B1. A this  B friend  C strawberry

B2. A team  B colorful  C refrigerator

B3. Which word or words should go in the blank?
That is the _______ gift I have ever received.
A thoughtful  B more thoughtful  C most thoughtful

Which of these describes each underlined word?

B4. He wore his new uniform once.
A new  B uniform  C once

B5. The dog’s tail wagged happily.
A dog’s  B tail  C happily

B6. Which of the following is a prepositional phrase?
A over the hill  B the bright red bird  C a tall evergreen tree

Which of these uses commas correctly?

B7. A He bought a camera, a roll of film, and some batteries.
B He bought, a camera, a roll of film and some batteries.
C He bought a camera, a roll, of film and some batteries.

B8. A They saw small round blue eggs in the nest.
B They saw small, round blue eggs in the nest.
C They saw small, round, blue, eggs in the nest.
Grammar and Punctuation Review
Part B, Rules 14–25 (continued)

Circle the letter for each correct answer.

Which of these uses commas correctly?

B9.  A Alicia, are you going to the aquarium with us?
     B Yes I would love to see the eels.
     C At what time should we pick you up Alicia?

Which of these uses a colon correctly?

B10. A My best friend Bonnie, is a librarian.
     B My best friend, Bonnie, is a librarian.
     C My best friend, Bonnie is a librarian.

Which of these uses quotation marks correctly?

B11. A Dear Grandpa:
     C The concert starts at 8:00 in the evening.
     B Your granddaughter:

Which sentence uses quotation marks correctly?

B12. A She said, “I went to the city yesterday.”
     B “How did you get there? he asked.”
     C “She answered,” “We took the train.”

Which of these is correct?

B13. A “Alice in Wonderland”  B Alice In Wonderland  C Alice in Wonderland

     B All of them are going fishing at the lake.
     C Renato gave the bait to Abel and I.

B15. A Kerrim can run a marathon.  C Do not set in that chair.
     B Alexis paints good.

B16. A Katie will lay on the floor.  C Let’s set on that bench by the tree.
     B Omar can see well with his new contact lenses.
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<th>A1. C</th>
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<td>B5. C</td>
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<td>A7. A</td>
<td>B7. A</td>
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<td>A9. C</td>
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<td>A12. C</td>
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<td>Rule</td>
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<tr>
<td>1</td>
<td>Identify four kinds of sentences.</td>
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<td>2</td>
<td>Identify simple &amp; complete subjects and predicates.</td>
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<td>Identify conjunctions.</td>
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<td>Identify compound sentences.</td>
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<td>Identify common and proper nouns.</td>
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<td>6</td>
<td>Form singular and plural nouns.</td>
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<td>7</td>
<td>Identify action, linking, and helping verbs. Use correct subject-verb agreement.</td>
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<td>Identify verb tenses.</td>
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<td>9</td>
<td>Form present, past, and future tense verbs.</td>
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<td>Identify irregular past tense verbs.</td>
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<td>11</td>
<td>Identify subject and object pronouns.</td>
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<td>12</td>
<td>Identify the antecedent of a pronoun.</td>
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<td>Form possessive nouns and pronouns.</td>
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<td>14</td>
<td>Identify adjectives.</td>
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<td>15</td>
<td>Use comparative and superlative adjectives.</td>
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<td>16</td>
<td>Identify adverbs.</td>
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<td>17</td>
<td>Identify prepositions and prepositional phrases.</td>
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<td>18</td>
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<td>19</td>
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<td>20</td>
<td>Use commas in dates, addresses, and letters. Use colons with time, in letters, and with lists.</td>
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<td>21</td>
<td>Use commas to set apart an appositive from the rest of the sentence.</td>
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<td>22</td>
<td>Use quotation marks.</td>
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<td>23</td>
<td>Write titles correctly.</td>
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<td>24</td>
<td>Use negatives. Use the words I/me, they/them.</td>
</tr>
<tr>
<td>25</td>
<td>Use the words can/may, sit/set, lie/lay, and good/well.</td>
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