

Grade 5



# Grammar

## PRACTICE BOOK

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Name \_\_\_\_\_

- A **sentence** is a group of words that express a complete thought.
- A **sentence fragment** is a group of words that does not express a complete thought.
- Every sentence begins with a **capital letter** and ends with a **punctuation mark**.
- A **statement** is a sentence that tells something. It ends with a period.
- A **question** is a sentence that asks something. It ends with a question mark.

**Read each group of words. Place a period on the line at the end if it is a sentence. If it is a sentence fragment, write an *F* on the line.**

1. Sage missed vocabulary day because she had a cold \_\_\_\_\_
2. Finished defining the vocabulary words \_\_\_\_\_
3. Sage liked to make up her own definitions \_\_\_\_\_

**Place a period on the line at the end of the sentence if it is a *statement*. Place a question mark at the end of the sentence if it is a *question*.**

4. Is "Musical Performance" the theme for this week \_\_\_\_\_
5. She was looking forward to the Tenth Annual Vocabulary Parade \_\_\_\_\_
6. Starr went to the end of the line after she spelled the word correctly \_\_\_\_\_

**Rewrite these sentences. Be sure to use the correct end mark.**

7. Sage turned red when she heard everyone laughing  
\_\_\_\_\_
8. do you have a collection of unrelated objects  
\_\_\_\_\_
9. Mrs. Page asked the students to spell and define the words  
\_\_\_\_\_
10. why were they laughing  
\_\_\_\_\_



Name \_\_\_\_\_

- A **command** tells someone to do something. It ends with a period.
- An **exclamation** expresses strong feeling. It ends with an exclamation mark.

**Read each sentence. Decide if each sentence is a command or an exclamation, and write your choice on the line. Then rewrite the sentences with the correct end marks.**

1. Please tell me what the vocabulary words are for this week

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2. Write each word five times

---

3. Be sure to include each word's definition

---

4. Oh my, she hung up the phone with a crash

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5. Line up by the board for the Vocabulary Parade

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6. How sad for Sage to feel so devastated

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7. Wow, that's an amazing gold trophy that Sage won

---



---

8. Oh no, Mr. Bell's suit is all soggy

---



Name \_\_\_\_\_

- Every **sentence** begins with a capital letter.
- A **statement** ends with a period.
- A **question** ends with a question mark.
- A **command** ends with a period.
- An **exclamation** ends with an exclamation mark.

**Read each sentence. On the line, place a period if the sentence is a statement or command, an exclamation mark if it is an exclamation, or a question mark if it is a question. Circle any letters that should be capitals.**

1. Write the vocabulary words on a sheet of paper \_\_\_\_\_
2. Forest is a boy in Sage's class \_\_\_\_\_
3. Oh no, Starr, you're late for baseball practice \_\_\_\_\_
4. her head felt as though it were stuffed with cotton \_\_\_\_\_
5. Have you seen her gigantic red dictionary \_\_\_\_\_
6. what does Miss Alaineus have to do with categories \_\_\_\_\_
7. Go get some of that long Italian bread and two sticks of butter \_\_\_\_\_
8. She was so excited to see Miss Alaineus \_\_\_\_\_
9. miss alaineus is not on the spaghetti box \_\_\_\_\_
10. Sage's mother had a great idea \_\_\_\_\_

**Rewrite each statement or command below as a question.**

11. We have many vocabulary words this week.

\_\_\_\_\_

12. Please pass me that eraser.

\_\_\_\_\_

13. We will see Miss Alaineus tomorrow.

\_\_\_\_\_



Name \_\_\_\_\_

- Begin every **sentence** with a capital letter.
- Place a period at the end of a **statement**.
- Place a question mark at the end of a **question**.
- Place a period at the end of a **command**.
- Place an exclamation point at the end of an **exclamation**.

**Rewrite the paragraph below. Use the correct capitalization and punctuation marks.**

I like spelling? it's my favorite subject! Each week, our teacher gives us twenty spelling words? I always write the words in my notebook! the boy who sits next to me sneezed? How sick I became. I could not be at school the day our teacher gave us the spelling words? I called my friend to get the words for the week? I feel confident that I will get all the words right on the test! this is going to be easy? i hope i'm not sick the day of the spelling test!

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Name \_\_\_\_\_

**Read each sentence. Write whether it is a statement, a question, a command, or an exclamation. Then rewrite the sentence so that its end mark and capitalization are correct.**

1. \_\_\_\_\_ Why did Sage miss Vocabulary Day

\_\_\_\_\_

2. \_\_\_\_\_ call Starr and ask her for the words

\_\_\_\_\_

3. \_\_\_\_\_ Sage was propped up in bed with a box of tissues

\_\_\_\_\_

4. \_\_\_\_\_ How hard it is to study while you're blowing your nose

\_\_\_\_\_

5. \_\_\_\_\_ do you have a spork in your miscellaneous drawer

\_\_\_\_\_

6. \_\_\_\_\_ have you ever seen a fossil

\_\_\_\_\_

7. \_\_\_\_\_ Oh, I love your Vocabulary Parade costume

\_\_\_\_\_

8. \_\_\_\_\_ did you see the look on Mr. Bell's face

\_\_\_\_\_

9. \_\_\_\_\_ Ask Mrs. Page when the next parade is scheduled

\_\_\_\_\_

10. \_\_\_\_\_ what will your costume be

\_\_\_\_\_

Name \_\_\_\_\_

- A **sentence** is a group of words that expresses a complete thought. A **sentence fragment** is a group of words that does not express a complete thought.
- Every **sentence** begins with a capital letter and ends with a punctuation mark.
- A **statement** is a sentence that tells something. It ends with a period.
- A **question** is a sentence that asks something. It ends with a question mark.
- A **command** tells someone to do something. It ends with a period.
- An **exclamation** expresses strong feeling. It ends with an exclamation mark.

**Read each group of words. Add words to make each group a statement, a question, a command, or an exclamation. State which you have made. Use the correct capitalization and end mark.**

1. nervous at the spelling contest.

\_\_\_\_\_

2. some students spell

\_\_\_\_\_

3. what did our teacher

\_\_\_\_\_

4. I can't believe I

\_\_\_\_\_

5. please say

\_\_\_\_\_

6. won the contest

\_\_\_\_\_

Name \_\_\_\_\_

The **subject** of a sentence tells who or what the sentence is about. The **predicate** of a sentence tells what the subject does or is.

- The **complete subject** includes all of the words in the subject. It tells exactly who or what the sentence is about.
- The **simple subject** is the main word in the complete subject.
- The **complete predicate** includes all of the words in the predicate.
- The **simple predicate** is the main word in the complete predicate.

**Read each sentence. Circle the simple subject, and underline the complete subject.**

1. A brave man lived in the mountains.
2. Davy's pet bear danced in the forest.
3. The big, bad comet hurtled toward America.
4. Davy Crockett's red-hot enemy was discombobulated.
5. The beautiful Sally Sugartree married Davy.

**Read each sentence. Circle the simple predicate, and underline the complete predicate.**

6. The President received piles of letters.
7. Davy learned all the latest dances.
8. Sally climbed a 50-foot hickory tree.
9. Halley's Comet howled when it saw Davy.
10. The people elected Davy to Congress when he returned home.



Name \_\_\_\_\_

- A **compound subject** contains two or more simple subjects that have the same predicate.
- A **compound predicate** contains two or more simple predicates that have the same subject.
- You can combine two sentences by joining two subjects or two predicates with *and* or *or*.

**Read each sentence. Write S on the line if the sentence has a compound subject. Write P on the line if the sentence has a compound predicate.**

1. Davy and Death Hug danced in the forest. \_\_\_\_\_
2. Davy combed his hair with a rake and shaved his beard with an ax. \_\_\_\_\_
3. The President and Davy posed for pictures. \_\_\_\_\_
4. Davy climbed to the top of Eagle Eye Peak and waited for the comet.  
\_\_\_\_\_

**Rewrite each set of sentences as one sentence. Combine the compound subject or compound predicate in each pair with *and* or *or*.**

5. Davy jumped over the comet's shoulder. Davy planted his teeth around its neck.  
\_\_\_\_\_  
\_\_\_\_\_

6. Sally Sugartree was happy to see Davy return. The community was happy to see Davy return.  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

- Use commas to separate three or more words in a series.
- Commas separate subjects, predicates, and adjectives in a series.
- Do not use a comma after the last word in a series.

**Correct each sentence. Add commas where they are needed.**

1. Davy needed a comb a rake and an ax.

\_\_\_\_\_

2. The biggest scariest meanest ball of fire was called Halley's Comet.

\_\_\_\_\_

\_\_\_\_\_

3. Davy grabbed Halley's Comet spun it around and hurled it back into space.

\_\_\_\_\_

\_\_\_\_\_

4. He could drink the water from lakes rivers and oceans.

\_\_\_\_\_

\_\_\_\_\_

5. Sally Sugartree was friendly pretty and smart.

\_\_\_\_\_

6. Davy's pet bear was so fast that rocks trees cows and snakes flew out from beneath its feet.

\_\_\_\_\_

\_\_\_\_\_

7. Every river tree and lake could be seen from the top of Eagle Eye Peak.

\_\_\_\_\_

\_\_\_\_\_

8. Halley's Comet shot out sparks lightning and thunder.

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

- Be sure that every sentence begins with a **capital letter** and ends with the correct **punctuation mark**.
- Use commas to separate three or more words or phrases in a series.
- When combining subjects and predicates, use the words *and* or *or*.

**Rewrite the passage, combining sentences and adding commas where needed. Use correct capitalization and punctuation.**

davy Crockett was a frontiersman. He chopped wood hunted wild animals and ran a powder mill. Every morning he got up early to see the sunrise. He got up early to eat breakfast.

one day, Sally Sugartree asked Davy to dance. Davy wouldn't dance because his boots were too big. He wouldn't dance because he would step on her toes. sally then asked Davy to sing. His voice was so strong that it made the trees sway the clouds move and the animals scatter. Sally liked Davy's voice so much that she decided to marry him.

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Name \_\_\_\_\_

**Circle the letter for each correct answer.**

1. Which of the following groups of words is a complete sentence?
  - a. Davy's ax and rake.
  - b. Was elected to Congress after saving the world.
  - c. Davy could drink the Mississippi River dry.
  - d. Very strong and brave.
2. Which of the following groups of words is a sentence fragment?
  - a. The pretty girl was Sally Sugartree.
  - b. The President's law that Halley's Comet couldn't crash into Earth.
  - c. Death Hug liked to dance.
  - d. Davy was fast.
3. In which sentence is the simple subject underlined?
  - a. Davy enjoyed spending time in the forest.
  - b. Sally danced better than anyone.
  - c. Davy hurled Halley's Comet back into space.
  - d. The President thanked him for his help.

**Follow each direction below.**

4. Underline the simple subject of this sentence.  
Davy saved the United States from trouble.
5. Underline the complete subject of this sentence.  
Sally Sugartree and Davy Crockett got married after the parade.
6. Underline the complete predicate in this sentence. Circle the simple predicate.  
Davy wears a coonskin cap on his head.

Name \_\_\_\_\_

- The **complete subject** includes all of the words in the subject.
- The **simple subject** is the main word in the complete subject.
- The **complete predicate** includes all of the words in the predicate.
- The **simple predicate** is the main word in the complete predicate.

**Read the following paragraphs. In each sentence, underline the complete subject once and the complete predicate twice. Circle the simple predicate.**

The real Davy Crockett was an American frontiersman. He enjoyed the outdoors and hunted wild animals. Davy and his wife owned a gristmill and a powder mill. Davy won an election to Congress in 1832. He lost his reelection to Congress in 1836 and decided to help Texas in its fight against Mexico. He died while defending the Alamo against Mexican troops.

Davy Crockett achieved many things in his life. Stories about Davy are still told today. He is a hero to many people because of his bravery and strength.

**Correct the sentence fragments by adding a subject or predicate. Rewrite the complete sentence.**

1. was a frontiersman who enjoyed the outdoors

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2. Davy Crockett and his wife

---



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3. remember him because he valued the American frontier

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Name \_\_\_\_\_

- Two related sentences can be joined with a comma and *and*, *but*, or *or*.
- A sentence that contains two sentences joined by *and*, *but*, or *or* is called a **compound sentence**.

**Read each pair of sentences. Rewrite them as a single sentence, using *and*, *but*, or *or* along with a comma.**

1. Pakenham went searching for trees. He wrote a book about them.

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2. General Sherman is the name of a person. It is also the name of a giant sequoia.

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3. Would you like to visit a coniferous forest biome? Would you like to see a deciduous forest?

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4. The fallen leaves enrich the soil. They allow all kinds of plant life to grow.

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5. Oak, beech, ash, and maple trees are typical of a deciduous forest. Many types of insects and animals live in that habitat.

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Name \_\_\_\_\_

- A **conjunction** joins words or groups of words. *And, but, and or* are conjunctions.
- A sentence that contains two sentences joined by *and, but, or or* is called a **compound sentence**.
- In a **compound sentence**, a comma is placed before the conjunction.

**Read each sentence below. Underline the conjunction, and put a comma in the correct place.**

1. Limited rainfall or lengthy drought can cause wildfires but these fires can also be caused by campfires or a stray match.
2. Helicopters can drop chemicals to slow flames and firefighters can set up fire lines.
3. Tiny bonsai trees may look like young plants but they are full grown.
4. Many areas in the world are covered with trees but the Arctic tundra is treeless.
5. Moisture is absorbed and then it evaporates and falls as rain.

**Read each sentence below. If it is a compound sentence, write C on the line. If it is not a compound sentence, leave the line blank.**

6. There are no leaves to decompose and make the ground suitable for growth. \_\_\_\_\_
7. Some plants will not thrive in a coniferous forest, but some animals do well in this biome. \_\_\_\_\_
8. North America, Europe, and eastern Asia all have deciduous forests. \_\_\_\_\_



Name \_\_\_\_\_

- Use a comma before *and*, *but*, or *or* when you join two sentences to form a compound sentence.
- Begin every sentence with a capital letter.
- When you form a compound sentence, do not begin the second part with a capital letter.

**Read each group of words. Then write them as correct sentences on the lines. Be sure to use capital letters and commas in the correct places.**

1. trees produce oxygen and they reduce the effects of carbon dioxide.

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2. Trees should be planted in certain areas or the soil could be carried away by wind and water.

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3. a stone wall might be an effective way to cut down noise but a row of trees is usually more attractive

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4. arbor Day was successful in 1872 but it was even more successful in 2002.

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5. trees are considered to be among nature's hardest workers and this is true in any climate.

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6. Could you identify the trees in your neighborhood by yourself or would you need some help?

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Name \_\_\_\_\_

- Use commas to separate three or more words in a series.
- Two related sentences can be joined with a comma and *and*, *but*, or *or*.

**Read the passage below. Circle mistakes in capitalization and punctuation. Then rewrite the passage.**

Almost half of the world's rain forests are in Brazil but many are found in Asia Africa South america Central America and on many Pacific Islands. the vegetation in a rain forest is thick and this means that a great deal of moisture is absorbed into the atmosphere. The moisture eventually evaporates. The moisture falls back to Earth as rain. Amazingly, tropical rain forests receive 70 inches of rain a year?

A rain forest has three layers. the canopy is the tallest. The understory is in the middle. The forest floor is on the bottom. The forest floor is very dense. It is covered with ferns and mosses.

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Name \_\_\_\_\_

**Circle the letter for each correct answer.**

1. Which of the following sentences has a conjunction?
  - a. What are the five most common trees in the United States?
  - b. I like black cherry trees.
  - c. We planted a black cherry tree, and it is doing very well.
2. Which of the following sentences uses a comma correctly?
  - a. Tiny bonsai trees are from Japan and they can be less than a foot tall.
  - b. Tiny bonsai trees are from Japan, and they can be less than a foot tall.
  - c. Tiny bonsai trees are from Japan and they, can be, less than a foot tall.
3. Which of the following sentences is a compound sentence?
  - a. Trees absorb carbon dioxide and keep it from harming the environment.
  - b. Trees absorb carbon dioxide, and keep it from harming the environment.
  - c. Trees absorb carbon dioxide, and this absorption keeps the carbon dioxide from harming the environment.
4. Which of the following compound sentences uses a conjunction correctly?
  - a. Deciduous trees lose their leaves, in the natural decaying enriches the soil.
  - b. Deciduous trees lose their leaves, or the natural decaying enriches the soil.
  - c. Deciduous trees lose their leaves, and the natural decaying enriches the soil.
5. In the space below, draw a picture of the type of forest you like best. Under the picture, write a compound sentence that explains why you like this type of forest.

Name \_\_\_\_\_

**Read the paragraph. Underline each compound sentence, and circle the conjunctions.**

Thomas Pakenham has a very interesting job. He searches for fascinating trees. He takes many pictures of the trees, and he writes about their interesting “personalities.” Some of the trees are small, but some of the trees are quite large. The Montezuma cypress, for example, is 190 feet around. Mr. Pakenham hopes that his pictures will remind us not to take trees for granted.

**Write a paragraph about the types of trees that are found in your neighborhood. Are there small trees or large trees or no trees at all? In what ways do they affect the climate where you live? Are there any trees that cut down noise? Use five compound sentences joined by *and*, *but*, or *or* in your paragraph. Be sure to use correct capitalization and punctuation.**

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Name \_\_\_\_\_

- The conjunctions *and*, *but*, and *or* are used to form **compound sentences**.
- Some conjunctions tell *where*, *when*, *why*, *how*, or *under what conditions*. These conjunctions include *after*, *although*, *as*, *because*, *before*, *if*, *since*, *so that*, *until*, *when*, *whether*, and *while*.

**Combine each pair of sentences, using the conjunction in parentheses.**

1. Some tasted space food. Others wore spacesuits. (and)

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2. Gum and drinks are not allowed. They can create disasters in the dirt-free zone. (because)

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3. The students were told to remove their jewelry. They would not be injured. (so that)

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4. The trainer would hold onto the chair. The last student had a turn. (until)

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5. He volunteered to sit in the gravity chair. He realized how hard it was to move around. (before)

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Name \_\_\_\_\_

A sentence that contains two related ideas joined by a conjunction other than *and*, *but*, or *or* is called a **complex sentence**. These conjunctions include *after*, *although*, *as*, *because*, *before*, *if*, *since*, *so that*, *until*, *when*, *whether*, and *while*. The conjunction can appear at the beginning of the sentence or in the middle of the sentence.

- If the **complex sentence** begins with the conjunction, then a comma should follow the last word in that part of the sentence.
- Sometimes the comma is unnecessary if the conjunction appears in the middle of the sentence.

**From each pair of conjunctions in parentheses, choose the conjunction that combines the sentences into a single sentence that makes sense. Write the new sentence, using a comma if necessary.**

1. The Hubble Telescope must be powerful. It can spot a firefly ten thousand miles away. (because/although)

\_\_\_\_\_

\_\_\_\_\_

2. I was feeling brave. I saw how fast the multi-axis trainer was spinning. (so that/before)

\_\_\_\_\_

\_\_\_\_\_

3. Bethany held on to the 5DF Chair. The kids practiced moving along the wall. (while/because)

\_\_\_\_\_

\_\_\_\_\_

4. The moon does not have an atmosphere. There is no wind to blow the prints away. (until/since)

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

- Begin the greeting and the closing of a letter with capital letters.
- Use a comma after the greeting in a friendly letter and the closing in all letters.
- Use a comma between the names of a city and a state.
- Use a comma to separate the day and year in a date.

**Correct the following letter.**

July 1 2007

dear mom and dad

Thank you for letting me go to the Space Academy. I'm having so much fun. We've eaten space food and tried on spacesuits. Today we used a special chair that helped us move around. Tomorrow we're going to get into a machine that will spin us around. Please write back to the address below.

your son

Kyle

P.O. Box 345

Huntsville Alabama

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Name \_\_\_\_\_

- If a **complex sentence** begins with a conjunction, then a comma should follow the last word in that part of the sentence.
- Sometimes a comma is necessary if the conjunction appears in the middle of the sentence.

- Begin the greeting and the closing of a letter with capital letters.
- Use a comma after the greeting in a friendly letter and the closing in all letters.
- Use a comma between the names of a city and a state.
- Use a comma to separate the day and the year in a date.

**Read the diary entry below. Correct errors in capitalization and punctuation. Use commas where needed.**

February 18 2008

dear diary:

you'll never believe what I did today. I got to use a gravity chair. Before I sat down I made sure to watch the person in front of me so I would know what to do. I was scared at first but the team leaders made me relax and have fun. I can't wait to try it again tomorrow.

your friend

Lindsay

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Name \_\_\_\_\_

**A. Circle the letters of the sentences that best combine the sentence pairs below.**

1. Pay attention to the leader. You do not hurt yourself while training.
  - a. Pay attention to the leader so that you do not hurt yourself while training.
  - b. Pay attention to the leader unless you do not hurt yourself while training.
  - c. Pay attention to the leader while you do not hurt yourself while training.
2. They practiced for a long time. The environment was so different from that of Earth.
  - a. They practiced for a long time before the environment was so different from that of Earth.
  - b. They practiced for a long time because the environment was so different from that of Earth.
  - c. They practiced for a long time, while the environment was so different from that of Earth.
3. They got ready for the MAT. The students removed everything from their pockets.
  - a. Until they got ready for the MAT, the students removed everything from their pockets.
  - b. They got ready for the MAT since the students removed everything from their pockets.
  - c. Before they got ready for the MAT, the students removed everything from their pockets.
4. Their time wasn't very good. The students did build the cube.
  - a. Because their time wasn't very good, the students did build the cube.
  - b. Their time wasn't very good if the students did build the cube.
  - c. Although their time wasn't very good, the students did build the cube.

**B. Circle the letter of the conjunction that best completes each complex sentence.**

5. \_\_\_\_\_ the students arrived at the camp, they tried on spacesuits.
  - a. When
  - b. Although
  - c. Whether
6. He did do the bunny hop, \_\_\_\_\_ it was difficult at first.
  - a. when
  - b. although
  - c. whether

Name \_\_\_\_\_

- A sentence that contains two related ideas joined by a conjunction other than *and*, *but*, or *or* is called a **complex sentence**.
- Some conjunctions tell *where*, *when*, *why*, *how* or *under what conditions*. These conjunctions include *after*, *although*, *as*, *because*, *before*, *if*, *since*, *so that*, *until*, *when*, *whether*, and *while*.
- If a **complex sentence** begins with the conjunction, then a comma should follow the last word in that part of the sentence.
- Sometimes a comma is necessary if the conjunction appears in the middle of the sentence.

List the conjunctions that you have learned this week. Then choose a conjunction and match it with one of the following sentences. Use that conjunction to combine the sentence with a sentence of your own. (If the conjunction doesn't seem to make sense, match it with another sentence.) Write the new sentence on the line. Add a comma to your sentence if one is needed.

1. The training center is a dirt-free zone.

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2. They learned how to eat in space.

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3. The other teams jumped high enough to dunk a basketball.

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4. He landed on his back and couldn't get up.

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Name \_\_\_\_\_

- A **run-on sentence** joins together two or more sentences that should be written separately.
- You can correct run-on sentences by separating the complete ideas into separate sentences or by rewriting run-on sentences as compound sentences.

**Correct the following run-on sentences.**

1. San Pablo Etna is on the edge of a valley Lupe's father built their house on the mountainside.

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2. Lupe found Pipiolo asleep inside an old shoe she saw greatness when he opened his eyes.

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---

3. The roof dogs guarded the roofs they would bark furiously down at Lupe and Pipiolo.

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4. Pipiolo slipped into a cornfield Lupe followed him.

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5. Pipiolo barked all the dogs jumped down onto the pile of oranges in the truck.

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---

6. Lupe took a walk over to the village of Viquera it was a longer route to her school.

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Name \_\_\_\_\_

You can correct a run-on sentence in several ways.

- Correct a run-on sentence by separating its complete thoughts into separate sentences.
- Correct a run-on sentence by rewriting it as a compound sentence.

**Correct the run-on sentences below either by separating them as two sentences or by rewriting them as a compound sentence.**

1. Lupe lived in San Pablo Etna the village is in southern Mexico.

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2. The roof dogs would run to the edge of their roofs they would bark furiously at Lupe and Pipiolo.

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3. The dogs didn't frighten Lupe she knew they were the ones who were frightened.

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4. Pipiolo was lucky Lupe didn't have a flat roof Papa would have put him up there.

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5. Lupe gave each roof dog a tuft of grass she saved the piece with a flower for Chulita.

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6. Lupe continued to dig up grass Pipiolo slept in the shade.

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Name \_\_\_\_\_

- A **run-on sentence** joins together two or more sentences that should be written separately. You can correct a run-on sentence by separating the two complete ideas into two sentences. You can also rewrite a run-on sentence as a compound sentence.
- A **sentence fragment** is a group of words that does not contain a complete thought. A fragment may be missing a subject, a verb, or both. You can correct a fragment by adding the missing part of speech.

**Correct the run-on sentences below by writing separate sentences or compound sentences.**

1. Pipiolo was a perky puppy he loved to run in the mountains.

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2. The village of San Pablo Etna is very small it is on the edge of a wide valley in southern Mexico.

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3. The roof dogs smelled the aromas of freedom they missed the smell of freshly dug earth.

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**Correct the sentence fragments below by adding a subject, a verb, or both. Write the new sentences on the lines provided.**

4. Commanded the roof dogs to escape.

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5. Was the only dog left on the truck.

---

6. The big truck.

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Name \_\_\_\_\_

- A **run-on sentence** joins together two or more sentences that should be written separately.
- A run-on sentence can be broken into two separate sentences or rewritten as a compound or complex sentence.
- Remember to add a comma before *and*, *but*, or *or* when changing a run-on sentence into a compound sentence. Also, use commas to separate three or more words or phrases in a series.

**Proofread the following paragraph. Rewrite it correctly on the lines provided.**

Pipiolo and Chulita went on many adventures together they traveled over mountains across prairies and through forests. Wherever they went, they helped more roof dogs escape to freedom they even made a few friends along the way.

one day, they came across the village of Viquera there were many dogs trapped on the flat, concrete roofs. Pipiolo came up with a plan to set them all free Chulita told the dogs about the plan. Because they were so excited they barked loudly all day long.

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Name \_\_\_\_\_

**Correct the run-on sentences below. To do so, you may write two shorter sentences, or you may add a conjunction to create a compound sentence.**

1. The people of San Pablo Etna had roof dogs the dogs protected their homes from trespassers.

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2. Lupe's cousin Inocencia thought that the roof dogs' escape was a miracle everyone else was upset about it.

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3. Pipiolo barked loudly all of the dogs understood his message.

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4. Lupe found Pipiolo when he was just a puppy he was so small he fit inside a shoe.

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5. The Tienda Soliz had the only television in town its only channel showed old American westerns.

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6. John Wayne jumped onto a wagon full of hay that is what gave Pipiolo the idea to free the roof dogs.

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Name \_\_\_\_\_

**Read each run-on sentence below. Circle the letter of the sentence that shows the best way to correct the run-on sentence.**

1. The roof dogs of the village were happy Pipiolo showed them how to escape.
  - a. The roof dogs of the village were happy after Pipiolo showed them how to escape.
  - b. The roof dogs of the village were happy and Pipiolo showed them how to escape.
  - c. The roof dogs of the village were happy, Pipiolo showed them how to escape.
2. Because Lupe felt sorry for the roof dogs she wanted them to smell real earth.
  - a. Because Lupe felt sorry for the roof dogs and she wanted them to smell real earth.
  - b. Because Lupe felt sorry for the roof dogs, she wanted them to smell real earth.
  - c. Because Lupe felt sorry for the roof dogs, so she wanted them to smell real earth.
3. Using her school ruler, Lupe dug up the grass she gave Chulita a piece with a flower.
  - a. Using her school ruler, Lupe dug up the grass although she gave Chulita a piece with a flower.
  - b. Using her school ruler, Lupe dug up the grass because she gave Chulita a piece with a flower.
  - c. Using her school ruler, Lupe dug up the grass. She gave Chulita a piece with a flower.
4. Pipiolo is a smart dog Lupe must have been surprised by what he could do.
  - a. Pipiolo is a smart dog if Lupe must have been surprised by what he could do.
  - b. Pipiolo is a smart dog. Lupe must have been surprised by what he could do.
  - c. Pipiolo is a smart dog when Lupe must have been surprised by what he could do.

Name \_\_\_\_\_

**Read each passage and look at the underlined phrase. Could it be written a better way? If so, fill in the letter of the best choice below.**

on Tuesday Sage called her friend Starr Sage needed Starr to tell her the

(1)

spelling words. Starr gave Sage most of the words, but then her mother called.

Starr had to leave quickly and Sage did not get the spelling of the last word.

this was frustrating Sage would have to learn the final word on her own.

(2)

1. Ⓐ On Tuesday Sage called her friend Starr?  
 Ⓑ on Tuesday Sage called her friend Starr!  
 Ⓒ On Tuesday Sage called her friend Starr.  
 Ⓓ No mistake.
2. Ⓔ This was frustrating  
 Ⓕ this was frustrating!  
 Ⓖ This was frustrating!  
 Ⓗ No mistake.

Davy Crockett and Death Hug the bear were in the forest. Death Hug teaching

(3)

Davy to dance. Practiced for two weeks. At last Davy knew all the dances that

(4)

Death Hug knew. He was ready to ask Sally Sugartree to dance with him at a party.

3. Ⓐ Death Hug taught Davy to dance.  
 Ⓑ Death Hug teaching Davy to dance always.  
 Ⓒ Death Hug often teaching Davy to dance  
 Ⓓ No mistake.
4. Ⓔ Practiced every day for two weeks.  
 Ⓕ Davy and Death Hug practiced for two weeks.  
 Ⓖ Practiced dancing for two weeks.  
 Ⓗ No mistake.

Name \_\_\_\_\_

At the Space Academy, the students used machines that simulated conditions in space. They learned how to walk on the moon. They learned to work without  
(5)

gravity. These machines were the same ones that real astronauts used. The real astronauts trained for years before they went to space. The students had only a week to try the machines.  
(6)

5. Ⓐ They learned how to walk on the moon and, to work without gravity.  
 Ⓑ They learned how to walk on the moon, and they learned to work without gravity.  
 Ⓒ They learned how to walk on the moon, work without gravity.  
 Ⓓ No mistake.
6. Ⓔ The real astronauts trained for years before they went to space but, the students had only a week to try the machines.  
 Ⓕ The real astronauts trained for years before they went to space, but the students had only a week to try the machines.  
 Ⓖ The real astronauts trained for years before they went to space and the students had only a week to try the machines.  
 Ⓗ No mistake.

One night I stepped into the yard. I saw Pipiolo going into the cornfield. The night was  
(7)

dark and the dog's shadow was very faint. I knew I could follow I could see him or  
(8)

not. I could hear him sniffing at everything he passed. All I had to do was follow the sniffing sounds.

7. Ⓐ One night I stepped into the yard that I saw Pipiolo going into the cornfield.  
 Ⓑ One night I stepped into the yard, I saw Pipiolo going into the cornfield.  
 Ⓒ One night I stepped into the yard, and I saw Pipiolo going into the cornfield.  
 Ⓓ No mistake.
8. Ⓔ I knew I could follow whether I could see him or not.  
 Ⓕ I knew I could follow as if I could see him or not.  
 Ⓖ I knew I could follow, I could see him or not.  
 Ⓗ No mistake.

Name \_\_\_\_\_

- A **noun** names a person, place, or thing.
- A **common noun** names any person, place, or thing.
- A **proper noun** names a particular person, place, or thing.
- A **proper noun** begins with a capital letter.

**Underline each common noun in the list. Circle each proper noun.**  
**Some of the words are not nouns.**

Becky	Shiloh	town	money	him
trouble	family	bathroom	father	cobbler
he	skin	an	argue	Judd Travers
dog	Murphy	Sunday	head	porch
because	leg	minute	town	Marty Preston

**Complete each sentence by using two of the nouns from the list above.**

1. There may be \_\_\_\_\_ ahead for \_\_\_\_\_.
2. He has taken in a runaway \_\_\_\_\_ that belongs to \_\_\_\_\_.
3. Marty's \_\_\_\_\_ likes \_\_\_\_\_ very much.
4. Marty's \_\_\_\_\_ takes the ticks out of Shiloh's \_\_\_\_\_.
5. Marty wants to earn \_\_\_\_\_ by working in \_\_\_\_\_.



Name \_\_\_\_\_

- A **proper noun** names a particular person, place, or thing.
- Some **proper nouns** contain more than one word.
- Days of the week, months of the year, and holidays are **proper nouns**.
- A person's title is a **proper noun**.

Read each sentence. Then write it correctly on the line.

1. This story takes place in the state of west virginia.  
\_\_\_\_\_
2. marty hopes that dad will go to see judd travers.  
\_\_\_\_\_
3. marty thinks that he can earn money by delivering papers on fridays.  
\_\_\_\_\_
4. If marty finds work in town, he can pay doc murphy.  
\_\_\_\_\_
5. marty looks for work in friendly, west virginia.  
\_\_\_\_\_
6. dara lynn brushes shiloh with an old hairbrush.  
\_\_\_\_\_
7. Even david howard had something to say about the dog.  
\_\_\_\_\_
8. marty asks mr. wallace about delivering newspapers.  
\_\_\_\_\_
9. Marty's father's name is ray preston.  
\_\_\_\_\_
10. By sunday, marty must bring the dog back to mr. travers.  
\_\_\_\_\_



Name \_\_\_\_\_

- A **proper noun** always begins with a capital letter.
- When a **proper noun** contains more than one word, capitalize each important word.
- Capitalize the first letter of a **common noun** only if it is the first word in a sentence.

**Write a proper noun that names an example of each common noun.**

1. day of the week \_\_\_\_\_
2. month \_\_\_\_\_
3. name of a state \_\_\_\_\_
4. name of a country \_\_\_\_\_
5. name of a holiday \_\_\_\_\_

**Write the following sentences correctly.**

6. marty thinks it's strange having shiloh in the house.  
\_\_\_\_\_
7. marty could work on thursdays, fridays, and saturdays.  
\_\_\_\_\_
8. He could work in july, and in august, too.  
\_\_\_\_\_
9. marty talks about shiloh with dara lynn and becky.  
\_\_\_\_\_
10. At the grocery store, mr. wallace sees marty looking at the bulletin board.  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

- Capitalize every **proper noun**.
- Capitalize important words in **proper nouns** with more than one word.
- Capitalize **common nouns** only when they begin a sentence.

**Circle capitalization mistakes. Then rewrite the passage correctly.**

marty preston takes home a runaway Dog. It seems to marty as though the dog has been mistreated by his Owner, judd travers. mr. travers has the reputation of being mean and nasty.

mr. and mrs. preston, Marty's Parents, know that their son has grown fond of the dog, whom he has named shiloh. marty takes the dog to the Animal Doctor, doc murphy. judd travers is angry when he finds out that the Dog has been injured. mr. preston says that his son will pay for the Animal Doctor.

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Name \_\_\_\_\_

**In the sentences below, underline each common noun once.  
Underline proper nouns twice. Rewrite each sentence correctly.**

1. shiloh is a runaway Dog that marty rescues.

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2. Marty tells mr. Travers why He brought shiloh to his House.

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3. Many People take Their animals to doc murphy.

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4. everyone hopes that The Dog will feel better.

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5. Mr. wallace has A list of six People for county Carrier.

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6. Shiloh leans Away when judd travers reaches out.

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7. marty preston lives in friendly, West virginia.

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8. Dara lynn brushes Shiloh with an Old Hairbrush.

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Name \_\_\_\_\_

- A **noun** names a person, place, or thing.
- A **common noun** names any person, place, or thing.
- A **proper noun** names a particular person, place, or thing.
- A **proper noun** begins with a capital letter.

**Read each sentence. Underline all nouns. Underline proper nouns twice.**

1. When Dad came home, he found Shiloh in the house.
2. While Marty was in the bathroom, Dad let the dog lick the plate.
3. Marty is worried about paying Doc Murphy's bill.
4. Ma hums to Shiloh as though he were a baby in a cradle.
5. Mr. Wallace runs a grocery in Friendly, West Virginia.
6. Shiloh is a very friendly dog.
7. At first, Marty tries to keep Shiloh a secret.
8. Becky feeds the dog little pieces of toast.
9. Marty and Shiloh become great friends.
10. Shiloh is like a member of the family.

Name \_\_\_\_\_

- A **singular noun** names one person, place, or thing.
- A **plural noun** names more than one person, place, or thing.
- Most plural nouns are formed by adding -s or -es.

**Write the plural of each noun.**

1. color \_\_\_\_\_
2. pattern \_\_\_\_\_
3. food \_\_\_\_\_
4. warning \_\_\_\_\_
5. sound \_\_\_\_\_
6. head \_\_\_\_\_
7. bite \_\_\_\_\_
8. section \_\_\_\_\_
9. button \_\_\_\_\_
10. fang \_\_\_\_\_

**Rewrite each sentence. Correct the underlined nouns.**

11. There are 30 different kind of rattlers.

\_\_\_\_\_

12. Rattlers can be found in almost all 50 state.

\_\_\_\_\_

13. Rattlers live in different habitat.

\_\_\_\_\_

14. Canebrake rattlers live in swamp.

\_\_\_\_\_



Name \_\_\_\_\_

- Add *-es* to form the plural of singular nouns that end in *s*, *sh*, *ch*, or *x*.
- To form the plural of nouns ending in a consonant and *y*, change the *y* to *i* and add *-es*.
- To form the plural of nouns ending in a vowel and *y*, add *-s*.

**Write the plural of each noun.**

1. enemy \_\_\_\_\_
2. valley \_\_\_\_\_
3. moss \_\_\_\_\_
4. bush \_\_\_\_\_
5. country \_\_\_\_\_
6. inch \_\_\_\_\_
7. box \_\_\_\_\_
8. baby \_\_\_\_\_
9. patch \_\_\_\_\_
10. family \_\_\_\_\_

**Read each sentence. On the line provided, write the correct plural for each underlined word.**

11. Squirrels and rabbits make good lunch \_\_\_\_\_ for rattlers.
12. Rattlers live in deserts and prairies rather than in city \_\_\_\_\_.
13. The McCrystals spend many day \_\_\_\_\_ helping protect rattlers.
14. Sometimes coyotes and fox \_\_\_\_\_ eat rattlers.





Name \_\_\_\_\_

- A **singular noun** names one person, place, or thing.
- A **plural noun** names more than one person, place, or thing.
- Most plural nouns are formed by adding -s.
- Add -es to form the plural of singular nouns that end in *s*, *sh*, *ch*, or *x*.
- To form the plural of nouns ending in a consonant and *y*, change the *y* to *i* and add -es.
- To form the plural of nouns ending in a vowel and *y*, add -s.

**Rewrite each sentence. Correct the plural forms.**

- Dad and I walked across wide stretches of land.  
\_\_\_\_\_
- We hiked over tall hills and down into rocky ditchies.  
\_\_\_\_\_
- We listened for the soundes that rattlers make.  
\_\_\_\_\_
- Any rattlers nearby could feel vibrationes as we walked.  
\_\_\_\_\_
- The pites on their faces help them feel our body heat.  
\_\_\_\_\_
- We knew that they would rather strike rabbites than people.  
\_\_\_\_\_
- People are enemys of rattlers, though, so we were careful.  
\_\_\_\_\_
- We saw one long snake with diamond-shaped blotchies on its skin.  
\_\_\_\_\_
- More snakes could have been hidden in the grassies.  
\_\_\_\_\_
- We heard a hawk's crys as we walked back to our car.  
\_\_\_\_\_



Name \_\_\_\_\_

In each group of words, circle the letter beside the plural noun that is NOT correct.

1. a. hawks  
b. rattlers  
c. skys  
d. enemies
2. a. targets  
b. branchies  
c. hikers  
d. discoveries
3. a. emergencyes  
b. births  
c. delays  
d. reptiles
4. a. coyotes  
b. ashes  
c. medicines  
d. decoyes
5. a. scents  
b. predators  
c. gulchs  
d. classes
6. a. searchies  
b. wetlands  
c. creatures  
d. crashes
7. a. days  
b. gullys  
c. mountains  
d. seconds
8. a. snakes  
b. edges  
c. rescues  
d. foxs
9. a. masses  
b. splashes  
c. places  
d. temperatures
10. a. memorys  
b. tracks  
c. mammals  
d. diamondbacks

Name \_\_\_\_\_

- A **singular noun** names one person, place, or thing.
- A **plural noun** names more than one person, place, or thing.
- In a formal letter, the greeting, the closing, and all of the proper nouns begin with capital letters.
- An **abbreviation** is the shortened form of a word.

**Rewrite each sentence, correcting any mistakes. Look for incorrect plurals and abbreviations. Check your work with a partner.**

1. There are many different kindes of rattlesnakes.

\_\_\_\_\_

2. Rattlers live in almost all parts of the Us.

\_\_\_\_\_

3. Sometimes rattlers warn their enemys before biting them.

\_\_\_\_\_

\_\_\_\_\_

4. Rattlesnakes have live babys instead of laying eggs.

\_\_\_\_\_

5. Rattlers can be different sizes, from 20 to 48 inchies.

\_\_\_\_\_

6. The american international rattlesnake museum is in albuquerque, new mex. 87104.

\_\_\_\_\_

\_\_\_\_\_

7. The museum is open Mon. through sun almost all year.

\_\_\_\_\_

\_\_\_\_\_

8. It is closed on major holidayes, though.

\_\_\_\_\_

Name \_\_\_\_\_

- To form the plural of most nouns ending in *f* or *fe*, add *-s*.
- For other nouns, change the *f* to *v* and add *-es*.

**Write the plural of each noun.**

1. thief \_\_\_\_\_
2. leaf \_\_\_\_\_
3. roof \_\_\_\_\_
4. half \_\_\_\_\_
5. chief \_\_\_\_\_

**Read each sentence. On the line provided, write the correct form of any incorrect plural nouns.**

6. Library shelf are filled with books about brave people.

\_\_\_\_\_

7. They may have acted to improve or to save other people's life.

\_\_\_\_\_

8. They often acted to defend strong belief. \_\_\_\_\_

9. Women who acted bravely were often wife and mothers.

\_\_\_\_\_

10. They sometimes sacrificed themself to help others in need.

\_\_\_\_\_



Name \_\_\_\_\_

- To form the plural of nouns that end with a vowel and o, add -s.
- To form the plural of nouns that end with a consonant and o, add -s or -es.
- Some nouns have special forms.
- A few nouns have the same singular and plural forms.

**Write the plural of each noun.**

1. radio \_\_\_\_\_
2. piano \_\_\_\_\_
3. stereo \_\_\_\_\_
4. banjo \_\_\_\_\_
5. kangaroo \_\_\_\_\_

**Read each sentence. On the line provided, write the correct form of any incorrect plural nouns.**

6. Learning about the past is like hearing echos from history.  
\_\_\_\_\_
7. Monuments and museums help us remember American heros.  
\_\_\_\_\_
8. Architect Maya Lin designed a civil rights monument that is nine foots high. \_\_\_\_\_
9. Memorials have been built to honor both men and womans.  
\_\_\_\_\_
10. We can learn about brave people by reading books or watching videoes. \_\_\_\_\_



Name \_\_\_\_\_

- To form the plural of most nouns ending in *f* or *fe*, add *-s*.
- For other nouns, change the *f* to *v* and add *-es*.
- To form the plural of nouns that end with a vowel and *o*, add *-s*.
- To form the plural of nouns that end with a consonant and *o*, add *-s* or *-es*.
- Some nouns have special forms.
- A few nouns have the same singular and plural forms.

**Write the plural of each noun.**

- |                |                     |
|----------------|---------------------|
| 1. silo _____  | 6. tomato _____     |
| 2. calf _____  | 7. sheep _____      |
| 3. mouse _____ | 8. goose _____      |
| 4. ox _____    | 9. yourself _____   |
| 5. igloo _____ | 10. gentleman _____ |

**Rewrite each sentence. Correct the underlined nouns.**

11. The leafs of 700 trees shade the National Museum of the American Indian.

\_\_\_\_\_

\_\_\_\_\_

12. More than 150 different specieases of plants are on the museum grounds.

\_\_\_\_\_

\_\_\_\_\_

13. One museum show tells about American Indian believes about the universe.

\_\_\_\_\_

\_\_\_\_\_

14. A café at the museum serves foods the American Indians cooked, such as cakes made from mashed potatos.

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

- To form the plural of most nouns ending in *f* or *fe*, add *-s*.
- For other nouns, change the *f* to *v* and add *-es*.
- To form the plural of nouns that end with a vowel and *o*, add *-s*.
- To form the plural of nouns that end with a consonant and *o*, add *-s* or *-es*.
- Some nouns have special forms.
- A few nouns have the same singular and plural forms.

**Read the following paragraph. Then rewrite the paragraph, changing any incorrect plural nouns.**

Adults and childds enjoy visiting the National Air and Space Museum. This museum has the largest collection of aircraftfes in the world. It is hard to believe that persones flew in some of those early planes. They were brave to risk their lifes.

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Name \_\_\_\_\_

In each group of words, circle the letter beside the plural noun that is NOT correct.

1. a. selves  
b. scarfs  
c. igloos  
d. deer
2. a. people  
b. pianos  
c. knives  
d. discoverys
3. a. mice  
b. chieves  
c. patios  
d. gentlemen
4. a. roofs  
b. series  
c. childrens  
d. radios
5. a. lifes  
b. predators  
c. yourselves  
d. tomatoes
6. a. heroes  
b. leafs  
c. wolves  
d. feet
7. a. stereoes  
b. themselves  
c. women  
d. banjos
8. a. wives  
b. videos  
c. tooths  
d. oxen
9. a. studioses  
b. species  
c. aircraft  
d. autos
10. a. shelves  
b. men  
c. calfs  
d. thieves

Name \_\_\_\_\_

- To form the plural of most nouns ending in *f* or *fe*, add *-s*.
- For other nouns, change the *f* to *v* and add *-es*.
- To form the plural of nouns that end with a vowel and *o*, add *-s*.
- To form the plural of nouns that end with a consonant and *o*, add *-s* or *-es*.
- Some nouns have special forms.
- A few nouns have the same singular and plural forms.

**Rewrite each sentence, correcting the plural nouns.**

1. Our family took a lot of photoies when we visited Muir Woods.

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2. Using a map, we explored the woods by ourselves.

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3. Some of the redwoods we saw were hundreds of foots tall.

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4. We saw trouts in Redwood Creek.

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5. We saw foxes, but we did not see any wolfs.

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6. Many specieses of plants and animals live in the woods.

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7. Animals in the woods may be as large as deers or as small as moles.

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8. Visitors to Muir Woods should turn off their radioes.

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Name \_\_\_\_\_

- A **possessive noun** is a noun that shows who or what owns or has something.
- A **singular possessive noun** is a singular noun that shows ownership.
- Form a singular possessive noun by adding an **apostrophe (')** and an **-s** to a singular noun.

**Write the possessive form of each noun.**

- |                  |                |
|------------------|----------------|
| 1. sister _____  | 6. tree _____  |
| 2. lady _____    | 7. port _____  |
| 3. driver _____  | 8. night _____ |
| 4. friend _____  | 9. moon _____  |
| 5. balcony _____ | 10. sea _____  |

**Rewrite each sentence. Write the correct possessive for each underlined noun.**

11. Amalia idea was a good one.

\_\_\_\_\_

12. She suggested that they ask José Manuel grandma to let him play.

\_\_\_\_\_

\_\_\_\_\_

13. As they planned, the girls bought ice cream from a vendor cart.

\_\_\_\_\_

\_\_\_\_\_

14. The sisters watched a vendor fill a woman basket with vegetables.

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

- A **singular possessive noun** is a singular noun that shows ownership.
- A **plural possessive noun** is a plural noun that shows ownership.
- To form the possessive of a plural noun that ends in s, add an apostrophe.
- To form the possessive of a plural noun that does not end in s, add an apostrophe and -s.

Read each sentence. Write the correct possessive noun on the line.

1. José Manuel found the three girls note in the basket. \_\_\_\_\_
2. All the houses balconies had beautiful railings. \_\_\_\_\_
3. Both doors hinges squeaked. \_\_\_\_\_
4. Grandmas frown made them feel a little frightened. \_\_\_\_\_
5. Amalia called her sisters names to get their attention. \_\_\_\_\_
6. The girls smelled the corn fritters aroma, so they stayed longer.  
\_\_\_\_\_
7. When the girls got home, Mamis face showed that she was upset.  
\_\_\_\_\_
8. The sisters hadn't asked their mothers permission to invite José Manuel.  
\_\_\_\_\_
9. The childrens trip to the beach was special because José Manuel  
joined them. \_\_\_\_\_
10. Evelyngs wish for José Manuel will come true. \_\_\_\_\_



Name \_\_\_\_\_

- Most singular nouns do not end in s. To show the possessive form, add an apostrophe and -s to a singular noun.
- To form the possessive of a plural noun that ends in s, add an apostrophe.
- To form the possessive of a plural noun that does not end in s, add an apostrophe and -s.
- Do not confuse plural possessive nouns with plural nouns.

**Study each underlined noun in these paragraphs. If it is correct, write Correct on the line with the matching number. If it is not, write the correct form.**

Puerto Rico is a commonwealth of the United States. (1) Puerto Ricos' name means "rich port" in Spanish. The (2) islands people celebrate holidays with (3) festival's. One of the (4) tradition's there is walking backward into the sea at midnight. This is done to bring good luck during the next year.

The streets of Old San Juan are paved with special bricks. The (5) brick's light-absorbing (6) qualities' are said to make them show special colors. (7) Tourists' time is often spent exploring the colorful (8) shop's of Old San Juan.

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_



Name \_\_\_\_\_

- A **possessive noun** is a noun that shows who or what owns or has something.
- A **singular possessive noun** is a singular noun that shows ownership.
- Form a singular possessive noun by adding an apostrophe (') and -s to a singular noun.
- A **plural possessive noun** is a plural noun that shows ownership.
- To form the possessive of a plural noun that ends in s, add an apostrophe.
- To form the possessive of a plural noun that does not end in s, add an apostrophe and -s.

**Read the following paragraph. Then rewrite the paragraph, correcting any mistakes in singular and plural possessive nouns and plural nouns.**

In Old San Juan, three sisters notice that José Manuel never gets to play outside. The girls' decide to help him. They hurry through the square and see a vegetable vendor who can send a note to José Manuel. After reading the note, José Manuel drop's a ball. The girls' return the ball and ask José Manuels grandma whether he can join their familys trip to the beach that night.

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Name \_\_\_\_\_

**Rewrite each sentence, using the correct form of the possessive nouns.**

1. Puerto Ricos mild climate makes it a popular place to visit.

\_\_\_\_\_

\_\_\_\_\_

2. The islands capital and largest city is San Juan.

\_\_\_\_\_

3. The citizens main language is Spanish.

\_\_\_\_\_

4. In the evenings, tree frogs chirps can be heard.

\_\_\_\_\_

5. The streets interesting color comes from Spanish stones.

\_\_\_\_\_

6. Touring Old San Juan on foot is a good idea because of the citys steep streets.

\_\_\_\_\_

\_\_\_\_\_

7. Old San Juans main square has four statues.

\_\_\_\_\_

8. One of the nations main attractions is a fort called El Morro.

\_\_\_\_\_

\_\_\_\_\_

9. From this forts walls, the views of San Juan Bay are amazing.

\_\_\_\_\_

\_\_\_\_\_

10. Several museums exhibits tell about the history of San Juan.

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

- A **possessive noun** is a noun that shows who or what owns or has something.
- A **singular possessive noun** is a singular noun that shows ownership.
- Form a singular possessive noun by adding an **apostrophe (')** and **-s** to a singular noun.
- A **plural possessive noun** is a plural noun that shows ownership.
- To form the possessive of a plural noun that ends in **s**, add an apostrophe.
- To form the possessive of a plural noun that does not end in **s**, add an apostrophe and **-s**.
- Do not confuse plural possessive nouns with plural nouns.

**Rewrite each sentence below, adding apostrophes to all the possessive nouns. Be sure that you do not confuse plurals with possessives.**

1. The three sisters note probably confused José Manuel at first.

\_\_\_\_\_

2. He figured out the notes meaning quickly, though.

\_\_\_\_\_

3. The three girls visit gave José Manuel hope.

\_\_\_\_\_

4. Aitzas excuse seemed cowardly.

\_\_\_\_\_

5. The full moons glow made the night special.

\_\_\_\_\_

Name \_\_\_\_\_

- A **plural noun** names more than one person, place, or thing.
- Add -s or -es to most nouns to form the plural. Do not use an apostrophe.
- A **possessive noun** shows who or what owns or has something.

**Underline each noun that names more than one person, place, or thing. (Some sentences contain more than one plural noun.)**

1. Bob Lemmons rode to the bluff's edge and looked down at the other cowboys.
2. They were just beginning to do their morning chores.
3. Bob's horse, Warrior, was eager to run across the plains.
4. Bob looked at the ground for tracks and other clues.
5. In the afternoon, he saw the hoofprints of mustangs.
6. Bob got down on his hands and knees to study the tracks.
7. Bob's knowledge did not come from books.
8. He could study the ground and tell about the animals that had been there.
9. He made the horses accept him as though he were one of them.
10. Bob looked for eight mares, a colt, and a stallion that had passed two days earlier.



Name \_\_\_\_\_

- A **possessive noun** shows who or what owns or has something.
- Add an apostrophe and -s to a singular noun to make it possessive.
- Add an apostrophe to make most plural nouns possessive.

**Read these paragraphs and study the noun choices in parentheses. In each case, draw a line under the correct noun form.**

Bob knew that he had to have the (earth's/earths) smell on him before the (horses/horses') would accept him. He couldn't even build a fire because the animals could smell the smoke on his clothes from (miles'/miles) away.

At the (dawn's/dawns) early light, Bob saddled up to search for the herd. When a storm struck, Warrior reared and pawed at the air with his (hooves'/hooves). Lightning brightened the sky, and Bob saw the (mustangs'/mustangs) for the first time.

The storm had washed away the (herds, herd's) tracks, but Bob knew where to look for them. He rode to the big river and waited. Finally, the herd arrived. The lead stallion sniffed the air and looked in (Bobs, Bob's) direction. Bob remained perfectly still. When the (horses/horse's) began to graze, he knew he had been accepted. If the stallion trusted him, Bob would have the (mares'/mares) trust, too.



Name \_\_\_\_\_

- Capitalize the first word, the last word, and all of the important words in a title.
- Underline or use italics for titles of books, newspapers, magazines, or movies.
- Put quotation marks around titles of poems, short stories, songs, articles, and book chapters.

**Correct each sentence. Underline titles of books, newspapers, magazines, and movies. Put quotation marks around titles of any poems, short stories, songs, articles, and book chapters. Be sure to capitalize all of the important words in titles.**

1. The book black cowboy, wild horses was written by Julius Lester.

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2. Bob Lemmons was a real cowboy who is mentioned in another book called the mustangs.

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3. An artist helped him turn his story, the man who was a horse, into a picture book.

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4. Some well-known songs are about cowboys, such as Home on the Range and Back in the Saddle Again.

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5. A friend of mine wrote a poem called riding the open range.

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Name \_\_\_\_\_

- A **plural noun** names more than one person, place, or thing.
- Add -s or -es to most nouns to form the plural. Do not use an apostrophe.
- A **possessive noun** shows who or what owns or has something.
- Add an apostrophe and -s to a singular noun to make it possessive.
- Add an apostrophe to make most plural nouns possessive.

**Read the following paragraph. Then rewrite the paragraph, correcting mistakes in the formation of singular and plural possessive nouns and plural nouns.**

Cowboy's spent a lot of time on horseback. Horses' allowed them to cover great distances when herding ranchers cattle. The cowboys rode horses called mustangs. Mustangs were fast and strong, so they made good cow ponie's. The mustang's had to be tamed before anyone could ride them.

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Name \_\_\_\_\_

**A. Read each group of words. Write Plural if the underlined noun names more than one person, place, or thing. Write Possessive if the underlined noun shows ownership.**

1. the corral's gate \_\_\_\_\_
2. the cowboys at the ranch \_\_\_\_\_
3. a stallion's hooves \_\_\_\_\_
4. all the horses' dark eyes \_\_\_\_\_
5. muscles and bones in their bodies \_\_\_\_\_
6. the herd's leader \_\_\_\_\_

**B. Read each sentence below. On the line, write correctly any word that needs an apostrophe. If no apostrophes are needed in a sentence, write None after the sentence.**

7. The mustangs began to follow Bob. \_\_\_\_\_
8. Bobs horse, Warrior, swerved as they reached the corral.  
\_\_\_\_\_
9. The other horses moved into the fenced area. \_\_\_\_\_
10. Warriors whinnies told Bob that his horse longed to run free.  
\_\_\_\_\_

Name \_\_\_\_\_

- A **plural noun** names more than one person, place, or thing.
- Add -s or -es to most nouns to form the plural. Do not use an apostrophe.
- A **possessive noun** shows who or what owns or has something.
- Add an apostrophe and -s to a singular noun to make it possessive.
- Add an apostrophe to make most plural nouns possessive.

- Capitalize the first word, the last word, and all of the important words in a title.
- Underline or use italics for titles of books, newspapers, magazines, or movies.
- Put quotation marks around titles of poems, short stories, songs, articles, and book chapters.

**Read each sentence below, and fill in the blank with a possessive or plural noun. Underline or add quotation marks to any titles. Circle any words in a title that should have capital letters.**

1. Bob Lemmons was a cowboy whose job was to find a herd of wild \_\_\_\_\_.
2. Julius Lester first told the story of \_\_\_\_\_ life in a book called long journey home: stories from black history.
3. Bob Lemmon found the herd by following the \_\_\_\_\_ hoofprints on the ground.
4. When Bob heard a \_\_\_\_\_ rattle and saw a colt fall, he knew that it was time to challenge the lead stallion.

Name \_\_\_\_\_

**Read the passages below and look at the underlined sections. Is there a mistake in the underlined section? What type of mistake is it? Circle the letter of your answer.**

Marty had hoped that Shiloh would be better by the time Judd Travers came to claim him. Unfortunately, Shiloh still wore Dr Murphy's bandage when  
(1)

Judd arrived. Judd told Marty to return Shiloh by sunday or there would be trouble.  
(2)

- |                             |                             |
|-----------------------------|-----------------------------|
| 1. <b>A.</b> Capitalization | 2. <b>E.</b> Capitalization |
| <b>B.</b> Punctuation       | <b>F.</b> Punctuation       |
| <b>C.</b> Spelling          | <b>G.</b> Spelling          |
| <b>D.</b> No mistake.       | <b>H.</b> No mistake.       |

Many people are afraid of rattlesnaks, but these snakes rarely bite people. To  
(3)

find out more about rattlesnakes, read the article "rattlers!" by Ellen Lambeth. (4)

- |                             |                             |
|-----------------------------|-----------------------------|
| 3. <b>A.</b> Capitalization | 4. <b>E.</b> Capitalization |
| <b>B.</b> Punctuation       | <b>F.</b> Punctuation       |
| <b>C.</b> Spelling          | <b>G.</b> Spelling          |
| <b>D.</b> No mistake.       | <b>H.</b> No mistake.       |

National monuments are an important way for us to honor the lifes of people  
(5)

who have helped shape our country's history. For example, the Civil Rights Memorial reminds us of the many women and man who died fighting for equal rights. (6)

- |                             |                             |
|-----------------------------|-----------------------------|
| 5. <b>A.</b> Capitalization | 6. <b>E.</b> Capitalization |
| <b>B.</b> Punctuation       | <b>F.</b> Punctuation       |
| <b>C.</b> Spelling          | <b>G.</b> Spelling          |
| <b>D.</b> No mistake.       | <b>H.</b> No mistake.       |

Name \_\_\_\_\_

Amalia ran after José Manuels red ball as it rolled down the street. She would  
(7)

return it to José Manuel and invite him to go to the beach for the Night of San Juan. She worried that it would be difficult for him to get his grandmother's permission.  
(8)

7. **A.** Capitalization  
**B.** Punctuation  
**C.** Spelling  
**D.** No mistake.

8. **E.** Capitalization  
**F.** Punctuation  
**G.** Spelling  
**H.** No mistake.

Bob Lemmons could read the land like a book. If he saw an animals' paw  
(9)

prints on the ground, he could tell which animal had made them and when. He loved to track mustangs across the plains. A Rodeo's fences and ropes  
were not for Bob.  
(10)

9. **A.** Capitalization  
**B.** Punctuation  
**C.** Spelling  
**D.** No mistake.

10. **E.** Capitalization  
**F.** Punctuation  
**F.** Spelling  
**H.** No mistake.

Name \_\_\_\_\_

- A **verb** is a word that shows what the subject of a sentence does or is.
- An **action verb** is a word that expresses action. It tells what a subject does or did.

**Write the action verb on the line following the sentence. If the sentence does not contain an action verb, leave the line blank.**

1. Many Americans opposed King George's laws. \_\_\_\_\_
2. Sam Adams and John Hancock were two famous patriots. \_\_\_\_\_
3. Henry's father sold various items in his shop. \_\_\_\_\_
4. General Thomas Gage was the new royal governor. \_\_\_\_\_
5. In June of 1774, King George closed the harbor. \_\_\_\_\_
6. The harbor's closing stopped trade. \_\_\_\_\_
7. Henry walked by Province House on his way to school. \_\_\_\_\_
8. Only King George's ships sailed out of the harbor. \_\_\_\_\_
9. Henry's father drew the maps. \_\_\_\_\_
10. King George's top general lived in Province House. \_\_\_\_\_



Name \_\_\_\_\_

- An **action verb** is a word that tells what happens or happened.
- A verb must **agree** with its subject. A singular subject takes a singular verb. A plural subject takes a plural verb.
- Add -s to most verbs in the present tense if the subject is singular.
- If the subject is plural, the verb must be plural. Do not add -s to the verb if the subject is a plural noun.

**Circle each action verb in these sentences. If the verb does not agree with the subject, write the correct verb on the line following the sentence. All sentences should be in the present tense.**

1. Rebels fights for independence. \_\_\_\_\_
2. The British troops destroys the children's snow forts. \_\_\_\_\_
3. Henry's father make a sled for Henry. \_\_\_\_\_
4. The soldiers break the ice in the pond. \_\_\_\_\_
5. Henry's brothers walks to school with Henry. \_\_\_\_\_
6. General Gage help the children. \_\_\_\_\_
7. King George punishes the colonists. \_\_\_\_\_
8. The children pulls their sleds through the snow. \_\_\_\_\_



Name \_\_\_\_\_

- A verb must **agree** with its subject. A singular subject takes a singular verb. A plural subject takes a plural verb.
- Add -s to most verbs in the present tense if the subject is singular.
- If the subject is plural, the verb must be plural. Do not add -s to the verb if the subject is a plural noun.

**Think about the story “Sleds on Boston Common.” Then use a verb from the box to complete each sentence in a way that makes sense. On the line following each sentence, write whether the subject of the sentence is singular or plural.**

practice	listen	camps	rides	brings
ride	camp	bring	studies	listens

1. Henry \_\_\_\_\_ his sled down the hill. \_\_\_\_\_
2. General Gage \_\_\_\_\_ to Henry. \_\_\_\_\_
3. The British soldiers \_\_\_\_\_ on Boston Common.  
\_\_\_\_\_
4. Henry’s sister \_\_\_\_\_ corn bread and apple jam to the school.  
\_\_\_\_\_
5. The children \_\_\_\_\_ handwriting at school. \_\_\_\_\_



Name \_\_\_\_\_

- Be sure that the verb agrees with the subject.
- Be sure that each sentence begins with a capital letter and ends with the correct punctuation mark.
- Use commas to separate three or more words or phrases in a series.

**In the passage below, circle verbs that don't agree with their subjects. Also, circle mistakes in spelling, capitalization, or punctuation. Then rewrite the passage, adding commas where needed.**

The sun rest over the still water. Henry, joshua and Nathan sit at the edge of the pier and gaze out at the empty sea. The only movement in the harbour is at the far end, where British soldiers are getting a ship ready to sail.

Joshua, the yungest man in the group, reach into his pockets. "I have no money," he announces to Henry and nathan.

Nathan looks at Joshua and says "None of us has money,"

Henry run his fingers through his grey hair and says, "we need to get back to work." He pauses and looks out at the sea? "We need our harbor back."

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Name \_\_\_\_\_

**A. Write the action verb on the line that follows each sentence.**

1. The students walk home for lunch. \_\_\_\_\_

2. Henry wears mittens and boots. \_\_\_\_\_

3. The soldiers dress in red coats. \_\_\_\_\_

4. General Gage's children live in England. \_\_\_\_\_

5. The children play together. \_\_\_\_\_

6. Some soldiers work at a fort. \_\_\_\_\_

**B. Change the verbs so that they agree with the subjects. Keep the sentences in the present tense.**

7. Americans pays taxes to King George. \_\_\_\_\_

8. Henry color the maps. \_\_\_\_\_

9. Mr. Andrews teach the lessons. \_\_\_\_\_

10. British ships sails out to sea. \_\_\_\_\_

11. Henry study hard at school. \_\_\_\_\_

12. Henry's friends worries about the harbor. \_\_\_\_\_



Name \_\_\_\_\_

- A verb in the **present tense** tells what is happening now.
- To form present-tense singular verbs, add **-s** to most verbs. Add **-es** to verbs that end in *s*, *ss*, *ch*, *sh*, *x*, or *z*.
- If a verb ends with a consonant and *y*, change the *y* to *i* before adding **-es**.

**Read each sentence. Change the underlined verb in the sentence to the correct form of the present tense.**

1. Esther Morris tryes to change the law. \_\_\_\_\_
2. Colonel William Bright agree with Esther. \_\_\_\_\_
3. Benjamin Sheeks postpone the discussion until the Fourth of July.  
\_\_\_\_\_
4. Mr. Sheeks wishs he didn't misbehave in court. \_\_\_\_\_
5. Colonel Bright finished his career in Washington, D.C. \_\_\_\_\_
6. The professor pile the stones in South Pass City. \_\_\_\_\_
7. She rememberes what happened in South Pass City. \_\_\_\_\_
8. The Secretary of State announce a change to the Constitution.  
\_\_\_\_\_
9. Time pass before the United States Constitution changes.  
\_\_\_\_\_
10. Wyoming give women the right to vote before any other state.  
\_\_\_\_\_



Name \_\_\_\_\_

- A verb in the **past tense** tells about an action that already happened.
- If a verb ends in *e*, drop the *e* before adding *-ed*.
- If a verb ends in one vowel and one consonant, double the consonant before adding *-ed*.
- If a verb ends in a consonant and *y*, change *y* to *i* before adding *-ed*.
- A verb in the **future tense** tells about an action that is going to happen. To write about the future, use the word *will* in front of the verb.

**collect****change****remember****invite****pass****gain****serve****vote**

**Complete each sentence with the past tense of one of the verbs in the box above.**

1. Both men and women \_\_\_\_\_ in elections.
2. Women in Wyoming \_\_\_\_\_ the right to vote.
3. She \_\_\_\_\_ stones to build a memorial.
4. The government \_\_\_\_\_ the Constitution.

**Complete each sentence with the future tense of one of the verbs in the box above.**

5. Much time \_\_\_\_\_ before the Constitution changes again.
6. Many people \_\_\_\_\_ Esther Morris forever.
7. The mayor of South Pass City \_\_\_\_\_ the citizens to a dedication ceremony.
8. Esther Morris \_\_\_\_\_ as a judge in South Pass City.



Name \_\_\_\_\_

- In poetry, a line may not be a complete thought or sentence. A thought or sentence may “break” into two or more lines.
- If a line of poetry ends with a comma or a period, the reader should pause. No pause is necessary if a line ends without punctuation.
- In many poems, each new line begins with a capital letter.

**Rewrite the poem. Punctuate it correctly, using commas and periods where necessary. Be sure to capitalize letters correctly. Next to each line of the poem, write whether the line is written in the past, present, or future tense.**

The windows, like eyes, will help all people see \_\_\_\_\_  
 you can't shut all the doors and call people "free" \_\_\_\_\_  
 People break through the glass to take back their rights \_\_\_\_\_  
 And run out of darkness and into the light. \_\_\_\_\_  
 women, like warriors, fought for their Votes, \_\_\_\_\_  
 took back their freedom, and realized their hopes? \_\_\_\_\_  
 All was well once esther morris went west \_\_\_\_\_  
 She had a vision to change the law for the best \_\_\_\_\_

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Name \_\_\_\_\_

- A verb in the **present tense** tells what is happening now.
- A verb in the **past tense** tells about an action that already happened.
- A verb in the **future tense** tells about an action that is going to happen.

**Rewrite the following passage. Change incorrect verbs to the proper tenses. Correct any errors in capitalization or punctuation.**

Esther morris traveled by carriage to South pass city, When she arrived, she thought, "I will paid a call on Colonel William Bright." colonel Bright was busy getting his beard trimmed, so she wait outside of the barber shop.

After some time will pass, Mr. Benjamin Sheeks walked by and asked her if she thought South Pass City was a pleasant place to visit. Esther say that her vote was yes to that question. Mr. Sheeks was surprise by her reply. He said that women were not allowed to vote. Esther will smile, and asked him why he had asked her the question if he thought she couldn't have an opinion.

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Name \_\_\_\_\_

**Read each sentence. Change the underlined verb in the the sentence to a verb in the past tense.**

1. Women have the right to vote in Wyoming in 1869. \_\_\_\_\_
2. The physician determine that voting was safe for women. \_\_\_\_\_
3. The man will refuse to hand over the court docket. \_\_\_\_\_
4. Esther Morris challenges the law that prevented women from voting.  
\_\_\_\_\_

**Choose the correct name for the tense of the underlined verb in each sentence. Circle your answer.**

- |   |  |
|---|--|
| 5. Mr. Sheeks <u>apologized</u> for his behavior.       | 7. Mr. Sheeks <u>went</u> to Salt Lake City. |
| a. present  | a. present                                   |
| b. past   | b. past                                      |
| c. future   | c. future                                    |
| 6. Gold fever <u>will bring</u> more people to Wyoming. | 8. People <u>remember</u> Esther Morris.     |
| a. present  | a. present                                   |
| b. past   | b. past                                      |
| c. future   | c. future                                    |

Name \_\_\_\_\_

- A verb in the **present tense** tells what is happening now.
- To form present-tense singular verbs, add -s to most verbs. Add -es to verbs that end in *s*, *ss*, *ch*, *sh*, *x*, or *z*.
- If a verb ends with a consonant and *y*, change the *y* to *i* before adding -es.
- A verb in the **past tense** tells about an action that already happened. Add -ed to most verbs to show past tense.
- A verb in the **future tense** tells about an action that is going to happen. To write about the future, use the verb *will*.

**Rewrite the sentences. Spell all the verbs correctly.**

1. Everybody worryes about their rights.

\_\_\_\_\_

2. Nobody will forgett the day that Esther Morris came to Wyoming.

\_\_\_\_\_

3. Mr. Sheeks argueed against allowing women to vote.

\_\_\_\_\_

4. The professor invitd the inhabitants of South Pass City to the ceremony.

\_\_\_\_\_

5. Esther Morris tryed very hard to be a fair judge.

\_\_\_\_\_

6. She sings as she pass by the courthouse.

\_\_\_\_\_

7. In 1920, all women gaineded the right to vote.

\_\_\_\_\_

8. Nineteen people will attends the dedication ceremony.

\_\_\_\_\_

Name \_\_\_\_\_

- The **main verb** in a sentence shows what the subject does or is.
- A **helping verb** helps the main verb show an action or make a statement.
- *Have, has, and had* are helping verbs.

**Read the sentences. Underline the helping verb. Circle the main verb.**

1. Scientists have discovered global warming.
2. Acid rain has occurred before.
3. Everyone has become more enlightened on the subject.
4. Fifth graders in Michigan have established Environmental Awareness Day.
5. Scientists have researched how long our natural resources might last.
6. Recycling glass bottles has saved a lot of electricity.
7. We have begun to see positive results.
8. Animals in the wilderness have suffered from pollution.
9. The standard of living has improved steadily.
10. People had believed that technology was the answer to every problem.



Name \_\_\_\_\_

- *Is, are, am, was, and were* can be helping verbs.
- Forms of *be* can be used as helping verbs. Make sure that the helping verb agrees with the subject. Use *is* and *was* with a singular subject. Use *are* and *were* with a plural subject or *you*. Use *am* or *was* with *I*.

**Choose a form of *be* as a helping verb in each sentence.**

1. The students \_\_\_\_\_ working to create a safer and more healthful environment.
2. I \_\_\_\_\_ trying to recycle all of my cans and bottles.
3. The world \_\_\_\_\_ risking the danger of global warming.
4. Acid rain \_\_\_\_\_ harming trees and wild animals.
5. Environmental organizations \_\_\_\_\_ growing around the world.
6. The result \_\_\_\_\_ showing up in improved living standards worldwide.
7. Years ago, scientists \_\_\_\_\_ becoming concerned about the effects of technology.
8. McDougald's class \_\_\_\_\_ sending out a message about our responsibility to protect the wilderness.
9. I \_\_\_\_\_ doing my part to protect the forests of America.
10. Once more, parks \_\_\_\_\_ becoming beautiful places to picnic.



Name \_\_\_\_\_

- A **contraction** is a shortened form of two words.
- A contraction can be made by combining certain verbs with the word *not*.
- Sometimes the form of the verb changes when the verb becomes part of a contraction.

**Rewrite each sentence. Write a contraction in place of the underlined words.**

1. Many people are not concerned about global warming.

\_\_\_\_\_

2. Natural resources will not last forever.

\_\_\_\_\_

3. People cannot continue to throw away recyclables.

\_\_\_\_\_

4. Do not ignore environmental warnings because they could greatly affect our future.

\_\_\_\_\_

\_\_\_\_\_

5. It is not helpful to try to recycle materials that cannot be recycled.

\_\_\_\_\_

6. Some people are not educated on the importance of recycling plastic.

\_\_\_\_\_

\_\_\_\_\_

7. Have not you considered the long-term effects of technology?

\_\_\_\_\_

\_\_\_\_\_

8. You should not create your own paths in Graybeard Wilderness.

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

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

**Rewrite the following passage. Change the helping verbs to match the subject. Add commas where necessary.**

According to many scientists around the world, the environment are getting worse. Global warming am a serious threat to healthy living. I were a college student in southern Ohio. I has researched the subject, and I had come to the conclusion that we need to decrease pollution recycle our cans and bottles and conserve our natural resources. The time have come to take more responsibility for our actions.

I have begun an environmental organization called Help Us Breathe. Our group am working to get more people to take a train or bus to work. We also was trying to educate people on the importance of recycling.

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Name \_\_\_\_\_

**A. Write a main verb and a helping verb to complete each sentence.**

1. Scientists \_\_\_\_\_ that global warming will cause many problems.
2. Trees \_\_\_\_\_ to make paper.
3. I \_\_\_\_\_ to recycle more bottles, cans, and paper.
4. Technology \_\_\_\_\_ very far in the past twenty years.
5. Kofi Annan \_\_\_\_\_ two visions for the future.

**B. Write a sentence using each helping verb.**

6. (has) \_\_\_\_\_  
\_\_\_\_\_
7. (am) \_\_\_\_\_  
\_\_\_\_\_
8. (was) \_\_\_\_\_  
\_\_\_\_\_
9. (have) \_\_\_\_\_  
\_\_\_\_\_
10. (were) \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

- A **contraction** is a shortened form of two words.
- A contraction can be made by combining a verb with the word *not*.
- An apostrophe shows that the letter *o* has been left out.

**Proofread the sentences to make sure that all contractions are spelled correctly. Write the correct spelling in the spaces provided.**

1. The environment shouldnt be abused. \_\_\_\_\_
2. Dont throw that bottle away. \_\_\_\_\_
3. Paper isnt supposed to be wasted. \_\_\_\_\_
4. I didnt see any signs of the weather changing. \_\_\_\_\_
5. Dont forget to ask your relatives whether they recycle. \_\_\_\_\_
6. The children werent worried about the forest. \_\_\_\_\_
7. You are'not supposed to walk off the path. \_\_\_\_\_
8. Grandpa wasnt happy with technology. \_\_\_\_\_
9. Animals and plants cant live healthily in a polluted environment.  
\_\_\_\_\_
10. I haventt seen the new plan for neighborhood recycling.  
\_\_\_\_\_

Name \_\_\_\_\_

- A **linking verb** does not show action. A linking verb shows a state of being or states a condition.
- Common linking verbs are *am, is, are, was, were, will be, seem, appear, look, taste, feel, felt*.
- A linking verb links the subject to a noun or an adjective.
- Subjects and linking verbs must agree.

**Draw one line under the subject of each sentence. Draw two lines under the linking verb in each sentence.**

1. Fatima was the first user of the water pump.
2. The people of the village are excited.
3. The water tasted very good.
4. I am proud of my grandmother.
5. We were amazed by the new invention.

**Write the correct form of the linking verb *be* on the line beside each sentence.**

6. My grandmother always (was, am) strong. \_\_\_\_\_
7. The people of the village (was, were) mean to my grandmother.  
\_\_\_\_\_
8. The baobab tree (are, is) a great resource for water. \_\_\_\_\_
9. I (is, am) a hard worker. \_\_\_\_\_
10. You (are, is) extremely smart. \_\_\_\_\_



Name \_\_\_\_\_

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

**Read each sentence. Underline the word that is connected to the subject by a linking verb.**

1. The water pump is broken.
2. My grandmother is worried about the baobab trees.
3. I felt proud of my grandmother's accomplishment.
4. The village was concerned about the lack of water.
5. People in our village seem very thankful for my grandmother's generosity.

**Complete each sentence with a linking verb. Then underline the word that names or describes the subject.**

6. The desert \_\_\_\_\_ a dry, hot landscape.
7. I \_\_\_\_\_ thankful for the baobab trees.
8. All of the villagers \_\_\_\_\_ fascinated with new technology.
9. I \_\_\_\_\_ a little nervous when no water spilled from the pump.
10. Water \_\_\_\_\_ better from the baobab tree.
11. The villagers say that she \_\_\_\_\_ a mysterious old woman.
12. The desert \_\_\_\_\_ filled with water someday.



Name \_\_\_\_\_

- Use quotation marks to set off a direct quotation from the rest of a sentence.
- Use a comma before the quotation when the speaker's name comes first.
- Use a comma, a question mark, or an exclamation mark to end the quotation when the speaker's name comes last.

**Add the correct punctuation to each sentence.**

1. People always say The desert is no place for the thirsty dog.
2. My grandmother said, It's important to have more than one means to get water.
3. "Hurray" the people cheered.
4. To survive in the desert, one must be sharp as a cactus said my uncle.
5. How long do you plan on using the water pump? asked my neighbor.

**Rewrite the following passage. Add the correct punctuation.**

Fatima's grandmother tapped her on the shoulder. "Fatima, would you please come with me she asked. Fatima agreed and followed her grandmother outside the village limits.

When they were away from the villagers, Fatima's grandmother pointed to the baobab trees and said, "We should use these trees to store our own water.

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Name \_\_\_\_\_

- A **linking verb** does not show action. A linking verb shows a state of being or states a condition.
- A linking verb links the subject of a sentence to a noun or an adjective in the predicate.
- The noun that follows a linking verb renames or identifies the subject.

**Rewrite the passage. Use the correct verb forms.**

The time has come for me to make my journey into the desert. I is only eighteen. But, all children my age am required to make the journey to be accepted as adult members of the community. The village chief told me that it were very important to take plenty of water and materials to build a tent.

The mission seem long and hard. I tastes the fresh water from my canteen, and the sun feel too hot to bear. I travel many days and many nights.

After seven days, I return home with relief. As I arrive back at my village, the villagers appears so proud of me.

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Name \_\_\_\_\_

**Choose the linking verb that best completes the sentence. Circle the letter of the correct answer.**

1. Ibrahim's words \_\_\_\_\_ encouraging.  
a. is  
b. was  
c. am  
d. were
2. She \_\_\_\_\_ proud of their culture.  
a. am  
b. appear  
c. seems  
d. were
3. Her grandmother \_\_\_\_\_ wise.  
a. is  
b. are  
c. be  
d. appear
4. She hopes that the villagers \_\_\_\_\_ thankful someday.  
a. are  
b. will be  
c. is  
d. appear

**Choose the word that the linking verb connects to the subject of the sentence. Circle the letter of the correct answer.**

5. The water tastes very fresh.  
a. very  
b. water  
c. fresh  
d. tastes
6. The cactus is taller than most I've seen.  
a. taller  
b. most  
c. is  
d. cactus
7. The baobab tree seems healthy for its age.  
a. age  
b. for  
c. tree  
d. healthy
8. Fatima is very pleased with the water pump.  
a. pump  
b. Fatima  
c. pleased  
d. is

Name \_\_\_\_\_

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

- Use quotation marks to set off a direct quotation from the rest of a sentence.
- Use a comma before the quotation when the speaker's name comes first.

**Work with a partner. Take turns reading the sentences aloud. The person who listens should add a linking verb to each sentence. Then look at the sentences together. Add quotation marks and the correct punctuation where necessary.**

1. My uncle said Desert sandstorms \_\_\_\_\_ unbearable.
2. The villagers \_\_\_\_\_ excited when they see the new water pump said Ibrahim.
3. Why doesn't anyone remember that baobab trees \_\_\_\_\_ important for survival asked my grandmother
4. I always said that a snake \_\_\_\_\_ happy in the desert.
5. The journey across the desert \_\_\_\_\_ magnificent exclaimed Carlos
6. I \_\_\_\_\_ so satisfied with the work that I did to help my grandmother prepare the baobab tree said Fatima.

Name \_\_\_\_\_

- An **irregular verb** is a verb that does not use *-d* or *-ed* to form the past tense.

**Rewrite these sentences. Change all of the incorrect verbs to their correct past tense forms.**

1. Danny finded a game in the park.

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2. The meteorite maked a huge hole in the ceiling.

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3. Walter and Danny goed into outer space.

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4. Danny throwed the ball at his brother.

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5. A pirate ship flied by the boys' house.

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6. The black hole rised over Walter's body.

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7. The spaceship gived off a faint glow.

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8. They runned away from the strange vehicle.

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Name \_\_\_\_\_

- An **irregular verb** is a verb that does not use *-d* or *-ed* to form the past tense.
- Some irregular verbs have special endings when used with the helping verbs *have*, *has*, or *had*.

**Change the following verbs so that they can be used with the helping verb.**

- begin            had    \_\_\_\_\_
- choose            have    \_\_\_\_\_
- eat                has    \_\_\_\_\_
- drink             had    \_\_\_\_\_
- take                have    \_\_\_\_\_
- get                has    \_\_\_\_\_
- speak             had    \_\_\_\_\_
- grow                has    \_\_\_\_\_
- fly                 have    \_\_\_\_\_
- know              had    \_\_\_\_\_



Name \_\_\_\_\_

- A **verb** is used to show action or state a condition.
- Use the **present tense** of a verb if the action or condition is happening now.
- Use the **past tense** of a verb to show an action that has been completed in the past.
- Some verbs do not take *-ed* to show the past tense. Remember which verbs are irregular.
- Some irregular verbs take special endings when they are used with the helping verbs *have*, *has*, or *had*. Remember which verbs use an irregular form.

**Rewrite the following passage. Correct the underlined verbs.**

Centuries ago people thicked that their technology was advanced. They also believe that space travel was impossible. Our ancestors feeled that they knowed so much.

Now we known that space travel is possible. We have flew on airplanes and driven in cars. Today's scientists discovered new things about our world every day. Today's medicine fought diseases in many different ways. We are lucky to live in such an advanced world.

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Name \_\_\_\_\_

- Be sure that verbs are in the correct form.
- Be sure that each sentence begins with a **capital letter** and ends with the correct **punctuation mark**.

**Circle verbs that are in the incorrect form. Also, circle mistakes in capitalization and punctuation. Then rewrite the passage, adding commas where needed.**

Luther and i have always been great friends. We have do fun things together and have saw many crazy sights. Last Thursday we seen the craziest sight ever,

We were walking down an alley when a space alien jumped out from behind a pile of tall smelly wet trash.

The space alien was large blue, and plump, He moved toward us. He leaved slimy sludge on the ground when he walked, and he smelled like a dirty garbage can. when he got close to us, he standed up tall, stretch his four arms out and wrapped them around us. He gived us a quick, gentle, loving squeeze and then went back behind the pile of trash.

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Name \_\_\_\_\_

**Write the correct form of the irregular verbs in parentheses. Use the past tense in each sentence.**

1. (write) Authors of the past \_\_\_\_\_ many books about the future.
2. (break) Danny \_\_\_\_\_ his brother's walkie-talkie.
3. (go) The boys' parents \_\_\_\_\_ out for the evening.
4. (fall) The robot had \_\_\_\_\_ down beside the wall.
5. (see) Danny \_\_\_\_\_ the game leaning against the tree.
6. (give) The game \_\_\_\_\_ the boys an interesting evening.
7. (think) Walter \_\_\_\_\_ that his brother was a pain in the neck.
8. (fight) Danny and Walter \_\_\_\_\_ with each other too much.
9. (eat) They could not see what the alien had \_\_\_\_\_.
10. (feel) Danny \_\_\_\_\_ as though he was dreaming.
11. (spin) The room \_\_\_\_\_ slowly around.
12. (get) Walter \_\_\_\_\_ the game before his brother could grab it.

Name \_\_\_\_\_

- An **irregular verb** is a verb that does not use *-d* or *-ed* to form the past tense.
- Some irregular verbs have special endings when used with the helping verbs *have*, *has*, or *had*.

**Use at least five of the ten verbs below in a short science fiction story. Use the past tense form of the verbs.**

speak	know	begin	go	fly
see	throw	think	fall	run

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Name \_\_\_\_\_

**Read the following sentences. Tell whether the underlined verb is an action verb, a linking verb, or a helping verb. Then write whether the verb is written in the present, past, or future tense.**

1. The colonists were ready to defend their homes.  
\_\_\_\_\_
2. General Gage will listen closely to the boy's words.  
\_\_\_\_\_
3. In 1869, the Wyoming legislature voted for women's rights.  
\_\_\_\_\_
4. Esther Morris demonstrates courage in her actions.  
\_\_\_\_\_
5. My grandmother is working very hard.  
\_\_\_\_\_
6. I am proud to be the first person to use the new water pump.  
\_\_\_\_\_
7. Walter will show Danny the game board and the card.  
\_\_\_\_\_
8. Danny had rolled the dice with excitement.  
\_\_\_\_\_

**Read the following sentences. Choose the verb that completes the sentence correctly. Circle the letter beside your answer.**

9. The American Revolution \_\_\_\_\_ the colonists about courage and independence.
  - a. taught
  - b. will taught
  - c. taught
  - d. teaching
10. Many villagers have \_\_\_\_\_ using the baobab tree to store water again.
  - a. began
  - b. began
  - c. beganned
  - d. begun

Name \_\_\_\_\_

**Read the following sentences. Choose the linking verb that completes the sentence correctly. Circle the letter beside your answer.**

11. Esther Morris \_\_\_\_\_ a great leader and person.  
a. were  
b. are  
c. appear  
d. was
12. I \_\_\_\_\_ ready to roll the dice.  
a. am  
b. were  
c. are  
d. appears

**Read the following sentences. Choose the action verb that best completes each sentence. Circle the letter beside your answer.**

13. General Gage's soldiers \_\_\_\_\_ food over the fire.  
a. slept  
b. cooked  
c. studied  
d. played
14. We \_\_\_\_\_ to the top of the hill in Boston.  
a. swam  
b. practiced  
c. skated  
d. climbed
15. The water pump \_\_\_\_\_ if too many people use it.  
a. breaks  
b. starts  
c. quickens  
d. destroys
16. The villagers \_\_\_\_\_ at my grandmother as she dug around the baobab tree.  
a. passed  
b. questioned  
c. laughed  
d. cried

Name \_\_\_\_\_

- A **pronoun** is a word that takes the place of one or more nouns.
- A **pronoun** may be singular or plural.
- An **antecedent** is the noun (or nouns) to which a pronoun refers.

**On the lines following the sentences, write the antecedents for the underlined pronouns.**

1. 'Tricia Ann was excited because she was going someplace special.  
\_\_\_\_\_
2. "Someplace Special" is important to 'Tricia Ann; it is her favorite spot.  
\_\_\_\_\_
3. Mama Frances said to 'Tricia Ann, "Act like you belong to somebody."  
\_\_\_\_\_
4. People got on the bus. They were carrying bags of fruits and vegetables.  
\_\_\_\_\_
5. A little boy approached 'Tricia Ann and said that he was six years old.  
\_\_\_\_\_

**Read the sentences below. If the underlined pronoun is correct, write "C." If the pronoun is incorrect, write the correct pronoun.**

6. 'Tricia Ann said that her was ready to go out by herself.  
\_\_\_\_\_
7. When 'Tricia Ann and Mama Frances rode the bus, she had to sit in the back. \_\_\_\_\_
8. At the market, 'Tricia Ann met Mrs. Grannell. We was a friend of Mama Frances. \_\_\_\_\_
9. The bus stopped in the street; it was having engine trouble.  
\_\_\_\_\_
10. Jimmy Lee gave 'Tricia Ann a pretzel, and then they pointed to a sign in Monroe's restaurant. \_\_\_\_\_



Name \_\_\_\_\_

- A **pronoun** is a word that takes the place of one or more nouns.
- A singular noun takes a singular pronoun. A plural noun takes a plural pronoun.
- The **antecedent** of a pronoun is the noun (or nouns) to which a pronoun refers.

**Think about “Goin’ Someplace Special.” Then complete each sentence by writing the correct pronoun or pronouns.**

1. “Hurry up,” said Mama Frances, “before \_\_\_\_\_ change my mind.”
2. ’Tricia Ann blew her grandmother a kiss, and then \_\_\_\_\_ rushed out the door.
3. Mama Frances told ’Tricia Ann, “Those signs can tell \_\_\_\_\_ where to sit, but \_\_\_\_\_ can’t tell \_\_\_\_\_ what to think.”
4. “\_\_\_\_\_ am going to Someplace Special,” thought ’Tricia Ann as \_\_\_\_\_ looked out the window.
5. No seats were left in the rear of the bus. \_\_\_\_\_ had been taken by the crowd of people who got on at the Farmer’s Market.
6. Mrs. Grannell and ’Tricia Ann don’t like the Jim Crow laws. \_\_\_\_\_ think the laws are unfair.
7. Jimmy Lee’s brother works in Monroe’s Restaurant, where \_\_\_\_\_ is a cook.
8. ’Tricia Ann bought a soda; \_\_\_\_\_ helped wash down Jimmy Lee’s pretzel.
9. When Mr. Willis referred to ’Tricia Ann as an angel, \_\_\_\_\_ smiled at \_\_\_\_\_ and said, “No sir. It’s just \_\_\_\_\_.”
10. The hotel manager said to ’Tricia Ann, “What makes \_\_\_\_\_ think that \_\_\_\_\_ can come inside?”



Name \_\_\_\_\_

- **Pronouns** take the place of nouns.
- A singular noun takes a singular pronoun. A plural noun takes a plural pronoun.
- The **antecedent** of a pronoun is the noun (or nouns) to which a pronoun refers.

**Each sentence contains an incorrect pronoun. (There are correct pronouns in some sentences, too.) Rewrite each sentence so that all of the pronouns are correct.**

1. 'Tricia Ann was excited because we was going someplace special by herself.

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2. Jim Crow laws upset 'Tricia Ann; she thinks that it are unfair.

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3. When 'Tricia Ann glanced at the seats in the front of the bus, she saw that them were empty.

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4. 'Tricia Ann's grandfather was a stonemason, and they worked on Peace Fountain.

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5. Jimmy Lee agreed with 'Tricia Ann about Jim Crow laws; you, too, thought they were unfair.

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Name \_\_\_\_\_

- A **pronoun** is a word that takes the place of one or more nouns.
- A singular noun takes a singular pronoun. A plural noun takes a plural pronoun.
- The **antecedent** of a pronoun is the noun (or nouns) to which a pronoun refers.

**Circle the pronouns that do not agree with their antecedents. Then rewrite the paragraph, using the correct pronouns.**

I likes “Goin’ Someplace Special” very much. He is a work of historical fiction. They is set during the time when Jim Crow laws were in force. It were harsh laws that treated African Americans unfairly. Them had to sit in the back of buses. Us could not eat at the same restaurants as white people. The same was true for schools, hotels, swimming pools, and even drinking fountains. My grandmother says that he remembers Jim Crow laws. Her says that me wouldn’t have liked living in those times. We agree with them.

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Name \_\_\_\_\_

**Rewrite each sentence so that the pronouns are correct. Underline the antecedent of each pronoun.**

1. 'Tricia Ann asked Mama Frances, "May me go to Someplace Special today?"

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2. When the bus arrived, she came to a jerky stop and hissed.

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3. 'Tricia Ann bounded up the stairs, and then her dropped the bus fare in the collection box.

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4. When Mrs. Grannell and 'Tricia Ann spoke, he talked about Jim Crow laws.

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5. 'Tricia Ann enjoyed the fountain's spraying waters even though she made 'Tricia Ann dizzy.

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6. On the bench was a sign; we read FOR WHITES ONLY.

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7. 'Tricia Ann greeted Jimmy Lee, and you handed the girl a pretzel.

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8. 'Tricia Ann pulled her shoulders back; her fixed her thoughts on being in a place that had no Jim Crow signs.

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Name \_\_\_\_\_

- A **pronoun** is a word that takes the place of one or more nouns.
- A singular noun takes a singular pronoun. A plural noun takes a plural pronoun.
- The **antecedent** of a pronoun is the noun (or nouns) to which a pronoun refers.

**Think about “Goin’ Someplace Special.” Complete each sentence by writing the correct pronoun. Underline the antecedent of each pronoun.**

1. When ’Tricia Ann came to the Grand Music Palace, a little boy spoke to \_\_\_\_\_.
2. The boy asked ’Tricia Ann whether \_\_\_\_\_ was coming in.
3. Another girl said, “Colored people can’t come in the front door. \_\_\_\_\_ got to go ’round back.”
4. Hickey smiled at ’Tricia Ann and then cried to the other girl, “I want to go where \_\_\_\_\_ is going.”
5. Hickey then pulled ’Tricia Ann through the door. \_\_\_\_\_ was now open.
6. ’Tricia Ann did not want to go to the matinee because \_\_\_\_\_ was on her way to another place.
7. ’Tricia Ann saw a building rising above everything that surrounded \_\_\_\_\_.
8. Both ’Tricia Ann and Mama Frances loved the library; \_\_\_\_\_ felt comfortable there.
9. ’Tricia Ann was glad that Mama Frances had allowed \_\_\_\_\_ to go the library.

Name \_\_\_\_\_

- Use a **subject pronoun** as the subject of a sentence.
- *I, you, he, she, it, we, and they* are subject pronouns.
- Use an **object pronoun** after an action verb or after a preposition.
- *Me, you, him, her, it, us, and them* are object pronouns.

**Read each sentence. Write the correct subject or object pronoun on the line.**

1. Carlos and Gloria are friends. \_\_\_\_\_ have known each other for a long time.
2. When Gloria and her friend were little, Gloria's mother propped \_\_\_\_\_ on the kitchen table.
3. \_\_\_\_\_ watched the children as \_\_\_\_\_ made tortillas.
4. Now Carlos wanted Gloria to pay attention to \_\_\_\_\_.
5. Carlos started showing off for \_\_\_\_\_.
6. One evening \_\_\_\_\_ saw a familiar skunk.
7. The children had named \_\_\_\_\_ Dos Dedos.
8. Carlos said, "\_\_\_\_\_ know just how to catch a skunk."
9. When Carlos grabbed the skunk's tail, Dos Dedos sprayed Carlos's clothes so badly that Carlos had to take \_\_\_\_\_ off.
10. At home, \_\_\_\_\_ left his shoes at the back door.



Name \_\_\_\_\_

- Use a **subject pronoun** as the subject of a sentence.
- Use an **object pronoun** after an action verb or after a word such as *for*, *at*, *of*, *with*, or *to*.

**Correct each sentence by circling the incorrect pronoun and writing the correct pronoun on the line. Then write whether the pronoun is a subject or object pronoun.**

- As Carlos and Gloria walked down the road, them saw Dos Dedos.  
\_\_\_\_\_
- “Me will catch Dos Dedos,” Carlos said. \_\_\_\_\_
- Carlos’s clothes smelled terrible; in fact the smell of they was unbearable.  
\_\_\_\_\_
- When his mother came into the kitchen, her noticed the smell.  
\_\_\_\_\_
- Carlos did not want to talk about the smell, so him slipped out the back door. \_\_\_\_\_
- Carlos picked tomatoes from the garden and squeezed they into the bathtub. \_\_\_\_\_
- Him scrubbed with a cloth soaked in tomato juice. \_\_\_\_\_
- The next day Carlos went to church; him sat near the back.  
\_\_\_\_\_
- Carlos was embarrassed by the smell of his shoes; everyone in church could smell they. \_\_\_\_\_
- At dinner his parents said, “Us think Carlos is unusually quiet.”  
\_\_\_\_\_



Name \_\_\_\_\_

- **Subject pronouns** are the subjects in a sentence.
- **Object pronouns** receive the action of a verb or follow a preposition.

**Each sentence contains an incorrect pronoun. (There are correct pronouns in some sentences, too.) Rewrite each sentence so that all of the pronouns are correct.**

1. Carlos forgot to clean his shoes, so them smelled very bad.

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2. Him wore they to church the next day.

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3. The priest sneezed as him walked toward the altar.

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4. "Papá, me think us should go home now," whispered Carlos.

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5. Carlos didn't want anyone to know that him was the source of the smell.

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6. If him and Gloria walked home together, her would notice the smell of his shoes.

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7. Him did hear Gloria calling to he.

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8. While them were eating, Carlos's parents noticed that him was very quiet.

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Name \_\_\_\_\_

- **Subject pronouns** are the subjects in a sentence.
- **Object pronouns** receive the action of a verb or follow a preposition.

**Circle all of the incorrect subject and object pronouns. Then rewrite the passage.**

Carlos and Gloria were good friends. Them often played together after them finished their chores and homework. When Carlos and Gloria were together, they noticed Dos Dedos, a skunk them had named. Carlos wanted to show off for Gloria, so him tried to catch the skunk by the tail. The skunk sprayed he, and Carlos was embarrassed. The smell remained on Carlos’s shoes. When him wore they to church the next day, everyone noticed the awful smell. Carlos’s father took he shopping for a new pair of shoes.

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Name \_\_\_\_\_

**Circle the letter of the pronoun that correctly completes each sentence.**

1. Carlos could not remember how long \_\_\_\_\_ and Gloria had been friends.
  - a. him
  - b. he
  - c. us
  - d. we
2. \_\_\_\_\_ lived in the Española Valley in the mountains of northern New Mexico.
  - a. They
  - b. We
  - c. Her
  - d. Them
3. When Carlos grabbed the skunk, the animal had a surprise for \_\_\_\_\_.
  - a. him
  - b. they
  - c. her
  - d. us
4. “You know what \_\_\_\_\_ heard?” said Carlos.
  - a. her
  - b. I
  - c. you
  - d. me
5. Carlos’s mother prepared breakfast; \_\_\_\_\_ made tortillas, fried eggs, and salsa.
  - a. me
  - b. he
  - c. her
  - d. she
6. “When \_\_\_\_\_ leave, I’ll get my shoes,” Carlos said to his mother.
  - a. him
  - b. he
  - c. we
  - d. us

Name \_\_\_\_\_

- **Subject pronouns** are the subjects in a sentence.
- **Object pronouns** receive the action of a verb or follow a preposition.

**Work with a partner such as a parent or helper. Each partner reads half of the paragraph aloud. Notice the words that sound incorrect. Then rewrite the paragraph, correcting all errors.**

Carlos wanted to show off for Gloria. Them had been friends for a long time. However, instead of showing off, him got very embarrassed. The skunk them called Dos Dedos sprayed all over Carlos's clothes. Him had to run away and take they off. Them smelled awful. Then Carlos forgot to clean his shoes, and them smelled at church the next day. Carlos's parents understood what happened. Carlos's father said, "You and me should go shopping for a new pair of shoes."

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Name \_\_\_\_\_

- A present-tense **verb** must agree with its **subject pronoun**.
- Add -s to most action **verbs** when their **subjects** are *he, she,* and *it*.
- Do not add -s to an action verb in the present tense when you use the pronouns *I, we, you,* and *they*.
- The verbs *have* and *be* have special forms in the present tense.

**Read each sentence. On the lines provided, write the correct form of each incorrect verb.**

1. John Pike walks around Las Vegas as he ask his neighbors to vote.  
\_\_\_\_\_
2. He believe that voting is important. \_\_\_\_\_
3. As citizens in a democracy, we agrees. \_\_\_\_\_
4. It form the basis of our system of government.  
\_\_\_\_\_
5. A famous musician is giving a concert because she, too, think that voting is important.  
\_\_\_\_\_
6. She want to encourage all citizens to vote.  
\_\_\_\_\_
7. Political groups are active; they tries to register new voters.  
\_\_\_\_\_
8. Members of these groups go to concerts where they meets young people who can vote. \_\_\_\_\_
9. All United States citizens can vote when they turns eighteen.  
\_\_\_\_\_
10. Does you think that voting is important? \_\_\_\_\_



Name \_\_\_\_\_

- The verbs *have* and *be* take special forms in the present tense.

**Rewrite each sentence. Correct all errors in pronoun-verb agreement.**

1. Our country has two major political parties; they is the Democratic party and the Republican party.

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2. They has animals that represent each party.

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3. The Democrats have their animal; it are a donkey.

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4. The Republicans have theirs, too; it am an elephant.

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5. The donkey is associated with Andrew Jackson; it be a symbol of strong will.

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6. Cartoonist Thomas Nast made the symbols famous; they is in his cartoons.

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7. Republicans like the elephant, and they has no problem with it.

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8. Democrats like their donkey because it are smart and brave.

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Name \_\_\_\_\_

- An **abbreviation** is the shortened form of a word.
- An **abbreviation** begins with a capital letter and ends with a period.
- Abbreviate titles before names, days of the week, streets, and most months.

**Read the sentences. Fill in each blank with an abbreviation from the list.**

**Ms. Dr. Mr. Sen. Nov. Tues. D.C. A.M.**

1. The capital of the United States is Washington, \_\_\_\_\_.
2. We met one of our representatives in the U. S. Senate,  
\_\_\_\_\_ Michael Eberling.
3. He encouraged us to tell our friends and families to vote in the  
\_\_\_\_\_ election.
4. Election Day is always the first \_\_\_\_\_ of that month.
5. Polls open as early as 7 \_\_\_\_\_.

**Read the sentences. Write the abbreviation for any word that can be abbreviated.**

6. The president is inaugurated in January. \_\_\_\_\_
7. My neighbor, Mister Adams, volunteers on Election Day.  
\_\_\_\_\_
8. He gives voters their ballots at the precinct on Vine Street.  
\_\_\_\_\_
9. Many people volunteer, including Doctor Peterson. \_\_\_\_\_
10. Her office is always closed for a few hours in early November.  
\_\_\_\_\_



Name \_\_\_\_\_

- The verbs *have* and *be* take special forms in the present tense.

**Rewrite the passage, using the correct forms of *have* and *be*.**

Russia are located in both Europe and Asia. It have mountains, plains, and large forests. Also, it be rich in natural resources such as gold and coal. Since 1991 Russia have been an independent nation. The president of Russia be elected by the Russian people. The government in Russia be considered a democracy.

Before 1991, Russia belonged to a group of countries called the Union of Soviet Socialist Republics, or U.S.S.R. The U.S.S.R. had a form of government called communism. In communist countries, the government have control of most property and businesses.

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Name \_\_\_\_\_

**Read the following paragraph. Then rewrite it, correcting any errors in pronoun-verb agreement.**

What do you know about the Great Seal of the United States? You sees it on the back of a one-dollar bill. It are used on some government documents, too. At the center of the seal you sees the bald eagle. It are our national bird. In its beak it hold a banner. In one claw it hold an olive branch, a symbol of peace. In its other claw it carry arrows to symbolize war. We has a picture of the Great Seal in our classroom. I believes that it be a symbol of our country.

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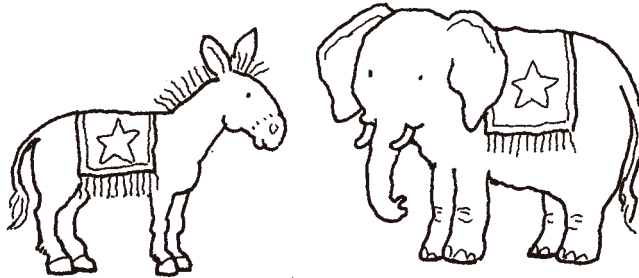
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Name \_\_\_\_\_

Look at the drawings. Then find the subject pronouns in the paragraph that do not agree with their verbs. Rewrite the sentences, using the correct pronoun-verb agreement.



These animals are the symbols of the two major American political parties. They is the Democratic party donkey and the Republican party elephant. The Democrats like their donkey. They considers it strong and brave. Similarly, the Republicans like their elephant. It are strong and brave, according to the Republicans. I wishes I could choose an animal as a symbol for myself. I are strong and brave, and I runs fast. What does you think I should be?

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Name \_\_\_\_\_

- A **possessive pronoun** takes the place of a possessive noun. It shows who or what owns something.
- Some **possessive pronouns** are used before nouns (*my, your, his, her, its, our, your, their*).
- Some **possessive pronouns** stand alone in a sentence and function as nouns (*mine, yours, his, hers, its, ours, yours, theirs*).

**Read each sentence. Fill in the missing possessive pronoun.**

1. \_\_\_\_\_ English word *hurricane* comes from people who lived in the tropics long ago.
2. The ancient Mayan people called \_\_\_\_\_ storm god Hunraken, and an evil Taino god was called Huracan.
3. Possibly \_\_\_\_\_ name or Hunraken's is the source of hurricane.
4. A hurricane is the strongest type of tropical storm; \_\_\_\_\_ winds blow at speeds of 74 miles an hour or more.
5. \_\_\_\_\_ cousin Frances lives in an area that has no hurricanes; \_\_\_\_\_ house will not be in danger.
6. If you live in an area that does have hurricanes, keep \_\_\_\_\_ emergency supplies handy.
7. We keep \_\_\_\_\_ in the back of the big closet in \_\_\_\_\_ brother's room.
8. We keep a flashlight, a radio, food, and bottled water in \_\_\_\_\_ emergency kit.
9. When my mom heard news of a hurricane watch, she left \_\_\_\_\_ office to come home early.
10. The more we learn about hurricanes, the better \_\_\_\_\_ chances of coming through them safely.



Name \_\_\_\_\_

- Some **possessive pronouns** are used before nouns (*my, your, his, her, its, our, your, their*).
- Some **possessive pronouns** stand alone in a sentence and function as nouns (*mine, yours, his, hers, its, ours, yours, theirs*).

**Read each sentence. Find the incorrect possessive pronoun and write it correctly on the line.**

1. What kinds of storms do you have in yours town? \_\_\_\_\_
2. In my, there are hurricanes. \_\_\_\_\_
3. Mine home is located near the coast of North Carolina. \_\_\_\_\_
4. Hurricane Fran caused a lot of damage to ours house. \_\_\_\_\_
5. During the last hurricane, my sister was frightened when strong winds broke a window in hers room. \_\_\_\_\_
6. Many large trees fell in Phil and Gina's yard and ruined theirs shed.  
\_\_\_\_\_
7. Three big trees fell on top of the shed, crashing through her roof.  
\_\_\_\_\_
8. However, the roof on ours house was not damaged. \_\_\_\_\_
9. We have learned about hurricanes in mine science class.  
\_\_\_\_\_
10. The people in ours neighborhood help one another when hurricanes hit. \_\_\_\_\_



Name \_\_\_\_\_

- Use a **hyphen** to show the division of a word at the end of a line. Divide the word between syllables.
- Use a **hyphen** to connect two words to form some compound words.

**Choose the correct way to divide the words in these sentences. Circle the letter beside the correct answer.**

- a. Hurricanes are huge spinning storms that develop in warm areas around the equator.

b. Hurricanes are huge spinning storms that develop in warm areas around the equator.
- a. The peak hurricane months are August and September.

b. The peak hurricane months are August and September.
- a. Hurricanes begin in the warm, moist atmosphere over tropical ocean waters.

b. Hurricanes begin in the warm, moist atmosphere over tropical ocean waters.

**Each of these sentences contains a compound word. Rewrite the sentences, adding a hyphen to the compound word.**

- Tropical depressions have steady wind speeds of thirty eight miles per hour or less.

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- During hurricanes, people living in low lying areas often go to safer places.

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- A battery driven radio is important to have during a severe storm.

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Name \_\_\_\_\_

- A **possessive pronoun** can take the place of a possessive noun. It shows who or what has or owns something.
- Some **possessive pronouns** are used before nouns. Some **possessive pronouns** stand alone in a sentence and function as nouns.

**Read the following passage. Circle all of the incorrect possessive pronouns. Circle all of the incorrect or missing hyphens. Then rewrite the passage.**

In mine hometown, the most dangerous storms are tornadoes. In fact, a town near my was destroyed twice by tornadoes. Ours cousins live in that town. Many people lost possessions, and some lost theirs homes. Ours cousins' home wasn't destroyed, although theirs yard was in bad shape. My cousin said that hers house is more vulnerable to tornadoes than hers neighbor's house because hers house is more exposed than his'. It sits on top of a hill, and its' big windows face toward the southwest. I'm glad ours house is in a well protected area and that we have several battery powered radios for emergencies.

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Name \_\_\_\_\_

**Rewrite each sentence, correcting all pronoun errors.**

1. Does yours hometown get hurricanes or tornadoes?

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2. Luisa and I live in Florida, and our get many hurricanes.

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3. The worst hurricane to hit ours city was Hurricane Andrew in 1992.

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4. Luisa's parents remember Hurricane Andrew and our heavy winds.

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5. The roof of my uncle's garage was damaged, but luckily her car was untouched.

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6. Along Biscayne Bay, near mine house, storm tides reached 17 feet.

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7. Luisa says that's about as high as the two stories in hers house.

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8. Weather forecasters can give advance warning of storms so that people can get theirs emergency equipment ready.

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Name \_\_\_\_\_

- A **possessive pronoun** can take the place of a possessive noun. It shows who or what owns something.
- Some **possessive pronouns** are used before nouns. Some **possessive pronouns** stand alone in a sentence and function as nouns.
- Use a **hyphen** to show the division of a word at the end of a line. Divide the word between syllables.
- Use a **hyphen** to connect two words to form some compound words.

**Work with a partner. One partner reads a sentence aloud, and the other proofreads it. Write any incorrect possessive pronouns or compound words that need hyphens correctly on the lines.**

- In ours country, hurricanes occur in the summer and in the fall.  
\_\_\_\_\_
- Our can be quite bad, but I don't know whether other places have worse hurricanes.  
\_\_\_\_\_
- Hurricanes are given theirs own names.  
\_\_\_\_\_
- Hurricane Andrew caused much damage to the land and buildings in it's path.  
\_\_\_\_\_
- However, fewer than fifty five people died as a result of the storm.  
\_\_\_\_\_
- The local weather forecaster tries to give people early warning so that they can make our arrangements to leave the area or stay.  
\_\_\_\_\_
- Families should make such arrangements, and it is important to know your.  
\_\_\_\_\_
- Make sure that you have a three day supply of water and food.  
\_\_\_\_\_

Name \_\_\_\_\_

- **Homophones** are words that sound the same but have different spellings and meanings.
- *Its, their, and your* are **possessive pronouns**.
- *It's, they're, and you're* are **contractions** meaning *it is, they are, and you are*.
- Do not confuse possessive pronouns with contractions that sound the same.

**Read each sentence. The underlined pronouns and contractions are used incorrectly. Write the correct usage on the line.**

1. Do you think your ready for the story? \_\_\_\_\_
2. Clap you're hands twice. \_\_\_\_\_
3. Its a story about a fisher who plays a trick on some people.  
\_\_\_\_\_
4. At first their fooled, but then they trick the fisher. \_\_\_\_\_
5. Its' a bad day for the fisher because he has not caught any fish to sell.  
\_\_\_\_\_
6. He tricks people into leaving they're wares on the other side of the river.  
\_\_\_\_\_
7. Their afraid of falling into the river because the log bridge is shaky.  
\_\_\_\_\_
8. They're swimming skills are not very good. \_\_\_\_\_
9. "Leave some baskets before you cross; its the only way to do it," the fisher tells the basketmaker. \_\_\_\_\_
10. The fisher promises to hold the unsteady log in it's place. \_\_\_\_\_



Name \_\_\_\_\_

- *Its, their, and your* are **possessive pronouns**. *It's, they're, and you're* are **contractions**. These possessive pronouns and contractions are **homophones**, words that sound the same, but are spelled differently.
- Contractions always use apostrophes.

**Rewrite each sentence. Use possessive pronouns, homophones, and contractions correctly.**

- The fisher tricks some people on there way to the market.  
\_\_\_\_\_
- He stands their next to the log bridge and shakes it.  
\_\_\_\_\_
- There likely to be frightened by the shaky log.  
\_\_\_\_\_
- They will think that their going to fall into the river.  
\_\_\_\_\_
- They could lose there merchandise or even drown.  
\_\_\_\_\_
- “Put some of you're baskets down before you cross,” the fisher says.  
\_\_\_\_\_  
\_\_\_\_\_
- He tells the others to leave some of there food before crossing the log.  
\_\_\_\_\_  
\_\_\_\_\_
- As they go to the market, there easily tricked.  
\_\_\_\_\_
- However, on they're way home, they see nothing wrong with the bridge.  
\_\_\_\_\_  
\_\_\_\_\_
- They decide that there going to trick the fisher.  
\_\_\_\_\_



Name \_\_\_\_\_

- Some possessive pronouns and contractions are **homophones**. Homophones sound the same, but they are spelled differently.
- An apostrophe takes the place of letters in a contraction.
- Possessive pronouns do not have apostrophes.

**Rewrite each of these sentences. Look for incorrect apostrophe usage and correct any errors.**

1. Your probably wondering what the people did to trick the fisher.

---



---

2. The people think that its a good idea to trick the fisher.

---

3. They meet the next day to make they're plan.

---

4. Its' a simple plan, but everyone thinks it will work well.

---



---

5. They put the fish from the next village in there buckets.

---

6. "Be careful on the bridge, or your sure to fall in," the people warn the fisher.

---



---

7. The fisher doesn't know that their playing a trick on him.

---



---

8. He is not aware of they're plan.

---





Name \_\_\_\_\_

**Rewrite each sentence, correcting any pronoun and homophone errors. If there are no errors, write *correct* on the line.**

1. What's you're favorite trickster story?

---

2. There certainly are many to choose from.

---

3. I like stories in which its the trickster who gets tricked.

---

4. Their is a lesson for the trickster.

---

5. Sometimes, however, characters are tricked because of there faults.

---

---

6. There not innocent like the characters in "The Catch of the Day."

---

---

7. For example, a fox tricks a crow to get it's meal.

---

8. "You're song is so lovely," the fox tells the crow, and asks it to sing.

---

---

9. As the crow sings, it drops the piece of cheese it had in it's mouth.

---

---

10. The cheese lands right their at the fox's feet.

---

Name \_\_\_\_\_

- *Its, their, and your* are **possessive pronouns**. *It's, they're, and you're* are **contractions**. These possessive pronouns and contractions are **homophones**.
- The word *there* means "in that place." It is a homophone of *they're* and *their*.
- *Contractions* always use apostrophes. *Possessive pronouns* do not have apostrophes.



Read the sentences about the picture. Rewrite them, correcting all pronoun and contraction errors.

1. The fisher is tricking the people into leaving they're goods.

---

2. "Leave some of you're goods on the ground," he says.

---

3. Its dangerous to cross a shaky log bridge.

---

4. Their afraid of losing they're goods or there lives.

---

5. So they leave they're things their.

---

6. Are you ready to tell you're story?

---

Name \_\_\_\_\_

Look at the underlined section in the following passages. Then look at the answer choices. Circle the letter that best describes how to correct the underlined section.

'Tricia Ann was going to Someplace Special. They was going by herself.  
(1)

'Tricia Ann's special place was the library. It was a place where she felt welcome. He was not like many other places, with their Jim Crow signs.  
(2)

- |   |                                    |
|---|------------------------------------|
| 1. <b>A.</b> Change "They" to "her."        | 2. <b>E.</b> Change "He" to "She." |
| <b>B.</b> Change "herself" to "themselves." | <b>F.</b> Add a verb.              |
| <b>C.</b> Change "They" to "She."           | <b>G.</b> Change "He" to "It."     |
| <b>D.</b> No mistake.                       | <b>H.</b> No mistake               |

Carlos often saw a skunk while doing chores after school. Carlos's sister warned him not to go near the skunk, but him got too close to it. The skunk  
(3)

was afraid of Carlos, so it faced away from him and raised its tail. Then they shot a smelly spray at him.  
(4)

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| 3. <b>A.</b> Change "got" to "gets." | 4. <b>E.</b> Change "they" to "It." |
| <b>B.</b> Change "him" to "he."      | <b>F.</b> Change "him" to "it."     |
| <b>C.</b> Change "it" to "him."      | <b>G.</b> Change "a" to "an."       |
| <b>D.</b> No mistake                 | <b>H.</b> No mistake                |

Name \_\_\_\_\_

Many people who can vote in American elections do not do so. Them give many excuses for not voting. People say that they are too busy or that they

(5)

are out of town on election day. Many signs and posters are displayed before elections, so it should be easy for people to remember to vote. Some people still say that its too difficult to remember to vote.

(6)

- |  |  |
|--|--|
| <p>5. <b>A.</b> Add “why” after “excuses.”</p> <p><b>B.</b> Change “Them” to “Us.”</p> <p><b>C.</b> Change “for” to “about.”</p> <p><b>D.</b> Change “Them” to “They.”</p> | <p>6. <b>E.</b> Change “say” to “says.”</p> <p><b>F.</b> Add “why” after “remember.”</p> <p><b>G.</b> Change “its” to “it’s.”</p> <p><b>H.</b> No mistake.</p> |
|--|--|

The fisher wanted to trick people so that they would give him food. He told people that the log bridge was dangerous. Their was really no danger; the log

(7)

bridge was very steady. The fisher cheated other people in the village to get what he wanted. Finally the people caught on, and the basketmaker shook the log while the fisher was standing on it. The fisher fell off it and tumbled

(8)

into the river.

- |  |  |
|--|--|
| <p>7. <b>A.</b> Change “was” to “were.”</p> <p><b>B.</b> Change “Their” to “There.”</p> <p><b>C.</b> Change “no” to “any.”</p> <p><b>D.</b> No mistake</p> | <p>8. <b>E.</b> Change “it” to “its.”</p> <p><b>F.</b> Change “it” to “they.”</p> <p><b>G.</b> Change “into” to “in.”</p> <p><b>H.</b> No mistake.</p> |
|--|--|

Name \_\_\_\_\_

- An **adjective** is a word that describes a noun or pronoun.
- An adjective tells *what kind* or *how many*.
- An adjective can follow the noun it describes. When it does, a **linking verb** connects the noun and the adjective.

**Complete each sentence with an adjective from the box.**

solid	terrifying	furious	uninhabited	fifteen
exhausted	dreary	desperate	vast	tattered

1. Shackleton and his crew became \_\_\_\_\_ after walking for many miles.
2. \_\_\_\_\_ men pulled each boat.
3. The \_\_\_\_\_ sight of an approaching storm filled the men with dread.
4. After he crossed the mountains, his clothes were dirty and \_\_\_\_\_.
5. They walked safely across the \_\_\_\_\_ ice.
6. On dark winter days, Elephant Island was a \_\_\_\_\_ place.
7. Shackleton knew that his crew was \_\_\_\_\_ to be rescued.
8. The men landed on an \_\_\_\_\_ island.
9. Fierce, \_\_\_\_\_ winds shook the *Endurance* during the storm.
10. The crew crossed \_\_\_\_\_ sheets of ice that stretched for miles.



Name \_\_\_\_\_

- A **demonstrative adjective** tells *which one*. The words *this*, *that*, *these*, and *those* are demonstrative adjectives.
- Demonstrative adjectives come before a noun.
- Use *this* and *that* with singular nouns. Use *these* and *those* with plural nouns.
- *This* and *these* refer to people or things that are nearby. *That* and *those* point to nouns that are far away.

**Read each sentence. Then rewrite it, using the correct form of the demonstrative adjective.**

1. The sailors wanted to land on those island.

\_\_\_\_\_

2. The men asked, "Will these ice ahead crush the boat?"

\_\_\_\_\_

\_\_\_\_\_

3. The sailor said, "That seals on the beach are huge."

\_\_\_\_\_

4. Do not step on this snow over there.

\_\_\_\_\_

5. The skipper warned, "This boats are heavy."

\_\_\_\_\_

\_\_\_\_\_

6. The sailor called, "That waves out there are getting bigger!"

\_\_\_\_\_

\_\_\_\_\_

7. These is the stormiest ocean in the world.

\_\_\_\_\_

8. The captain asked them to change that torn sails on the mast.

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

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

**Rewrite each sentence. Add the correct proper adjective for each underlined proper noun. Use the dictionary for help with spelling.**

1. Many of the sailors were england.

\_\_\_\_\_

2. The Antarctica continent was mostly uninhabited.

\_\_\_\_\_

3. Some of the men liked France food.

\_\_\_\_\_

4. Some explorers were britain.

\_\_\_\_\_

5. Some boats were made from America wood.

\_\_\_\_\_

6. He took a Chile ship.

\_\_\_\_\_

7. Many of the men wanted italy food.

\_\_\_\_\_

8. An Alaska sled dog could be used to transport goods.

\_\_\_\_\_

9. The men thought that south america fruit would be delicious.

\_\_\_\_\_

10. The cook ran out of india spices.

\_\_\_\_\_





Name \_\_\_\_\_

**Add adjectives to the following sentences.**

1. Shackleton took \_\_\_\_\_ men to find help.
2. The \_\_\_\_\_ ocean current pulled them out to sea.
3. On a \_\_\_\_\_ day, they sailed away.
4. The whalers brought them \_\_\_\_\_ food.
5. Shackleton and his crew were very \_\_\_\_\_ .
6. The \_\_\_\_\_ weather made sailing difficult.
7. The \_\_\_\_\_ waves washed over the tiny boat.
8. The sailors became \_\_\_\_\_ when they saw their rescuers.
9. The crew could not see through the \_\_\_\_\_ snow.
10. The sailor asked, "What was that \_\_\_\_\_ card game we used to play?"



Name \_\_\_\_\_

- **Articles** are special kinds of adjectives.
- The words *a*, *an*, and *the* are articles.
- Use *a*, *an*, or *the* before nouns.
- Use *a* or *an* to refer to any person, place, thing, or idea.
- Use *the* to refer to a specific item or idea, or to nouns that are plural.

**Rewrite each sentence, adding the correct article *a* or *an*.**

1. Wesley jumped over garbage can to escape.

\_\_\_\_\_

2. When I was in school, I read book about crops.

\_\_\_\_\_

3. There was garden in his backyard.

\_\_\_\_\_

4. The piece of fruit did not taste or look like apple.

\_\_\_\_\_

5. The robe gave Wesley opportunity to have more pockets.

\_\_\_\_\_

\_\_\_\_\_

6. Each kid bought bottle of oil for 10 dollars.

\_\_\_\_\_

7. They played game that used parts of the plant.

\_\_\_\_\_

8. Wesley created alphabet that had 80 letters.

\_\_\_\_\_

9. After evening playing his flute, Wesley slept.

\_\_\_\_\_

10. His parents went on tour of Weslandia.

\_\_\_\_\_



Name \_\_\_\_\_

- Use *a* and *an* with singular nouns.
- Use *a* if the next word starts with a consonant sound.
- Use *an* if the next word starts with a vowel sound.
- Use *the* to refer to a particular person, place, thing, or idea, or to nouns that are plural.

**Write *a*, *an*, or *the* on the line before each noun.**

- |                   |                 |
|-------------------|-----------------|
| 1. _____ plants   | 6. _____ watch  |
| 2. _____ flute    | 7. _____ hats   |
| 3. _____ alphabet | 8. _____ sounds |
| 4. _____ fruits   | 9. _____ wind   |
| 5. _____ sport    | 10. _____ idea  |

**Fix each incorrect article in the following sentences. Rewrite the sentences correctly.**

11. Weslandia is a interesting place.

\_\_\_\_\_

12. The kids took turns crushing a seeds.

\_\_\_\_\_

13. Is there an platform up there?

\_\_\_\_\_

14. Cloth can be made using an loom.

\_\_\_\_\_

15. Wesley ignored a cereals in his kitchen.

\_\_\_\_\_



Name \_\_\_\_\_

- A **colon (:)** is a form of punctuation that means “pay attention to what follows.”
- Use colons at the beginning of a list.
- In plays and screenplays, a colon follows the name of a character. The words that follow are the lines that the character says.
- When a character’s words follow a colon, the words are not placed in quotation marks.

**Rewrite each sentence below. Place colons where they are needed.**

1. Characters include Wesley, Mother, Father, a neighbor, and children.

\_\_\_\_\_

\_\_\_\_\_

2. Mother Wesley is unhappy and has no friends.

\_\_\_\_\_

3. Father I know. I wish he would cut his hair like the other boys!

\_\_\_\_\_

4. Wesley I made many different things oil, clothes, flutes, and ink.

\_\_\_\_\_

\_\_\_\_\_

5. Neighbor Are those weeds?

\_\_\_\_\_

**Write a dialogue between two characters in the play. Write one part of the dialogue on each line. Be sure to place colons where they are needed.**

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_





Name \_\_\_\_\_

**Rewrite the following sentences, using the correct articles.**

1. Wesley didn't like any of a following foods: pizza, soda, and candy.

---

---

2. Growing an garden is a excellent idea.

---

3. He will pull off an brown leaf.

---

4. One boy crushed a seeds.

---

5. Wesley used a petals to tell time.

---

6. What is an garden?

---

7. An other kids played games with Wesley.

---

8. Wesley used to wear an watch.

---

9. The garden presented a opportunity to invent things.

---

---

10. Wesley started school with an smile.

---



Name \_\_\_\_\_

- **Adjectives** describe people, places, or things.
- Add *-er* to most short adjectives to compare two people, places, or things.
- Add *-est* to most short adjectives to compare more than two people, places, or things.

**Think about the comparisons in each sentence. Then rewrite the sentence with the correct form for each underlined adjective.**

1. Samoa is probably warm than Canada.

\_\_\_\_\_

2. Fire ants are small than a fingernail.

\_\_\_\_\_

3. He said that Mr. Andrews was the smart teacher he had ever had.

\_\_\_\_\_

\_\_\_\_\_

4. Lewis and Clark traveled long than some other explorers.

\_\_\_\_\_

\_\_\_\_\_

5. Lewis thought that they were the odd squirrels in the world.

\_\_\_\_\_

\_\_\_\_\_

6. The next day, he saw an even tough buffalo.

\_\_\_\_\_

7. Two hundred years ago, it was hard to cross the country than it is today.

\_\_\_\_\_

\_\_\_\_\_

8. Birds can change direction fast than a plane.

\_\_\_\_\_



Name \_\_\_\_\_

- For adjectives ending in *e*, drop the *e* before adding *-er* or *-est*.
- For adjectives ending in a consonant and *y*, change the *y* to *i* before adding *-er* or *-est*.
- For one-syllable adjectives that have a single vowel before the final consonant, double the final consonant before adding *-er* or *-est*.

**Read each sentence. Rewrite it with the correct adjective form.**

1. One of the healing plants was leafy than the others.

---



---

2. Even the tiny insects can teach scientists important things about nature.

---



---

3. He felt like the lucky science teacher in the country.

---



---

4. E. O. Wilson worked to make our planet healthy than it was.

---



---

5. Neither Clark nor Lewis was brave than the other.

---



---

6. Lewis and Clark are two of the brave men in history.

---



---

7. Keeping a journal is easy for some people than it is for others.

---



---

8. The men thought it was hot today than it was yesterday.

---



---



Name \_\_\_\_\_

- A **proper noun** begins with a capital letter.
- The name of a day, month, or holiday begins with a capital letter.
- Capitalize the titles of family members when they refer to specific people.
- Capitalize the titles of people that appear before their names.

**Correct each sentence. Rewrite on the line any words that should be capitalized.**

1. paul cox learned about healing plants in Samoa.

\_\_\_\_\_

2. mr. Andrews teaches at jones Lane Elementary.

\_\_\_\_\_

3. Gaithersburg, maryland, is home to many “earthkeepers.”

\_\_\_\_\_

4. Edward osborne Wilson watched fire ants in alabama.

\_\_\_\_\_

5. The explorers began their trip in may of 1804.

\_\_\_\_\_

6. He may have said, “Let’s send one back to president Jefferson.”

\_\_\_\_\_

7. Lewis and clark wanted to reach the pacific Ocean.

\_\_\_\_\_

8. Many people travel on planes to visit family at thanksgiving.

\_\_\_\_\_

9. He said that uncle bob knows how to fly a plane.

\_\_\_\_\_

10. Last tuesday we visited Hudson county.

\_\_\_\_\_





Name \_\_\_\_\_

**Read the sentence. Look at the adjective in parentheses. Fill in the correct form of the adjective on the line to complete the sentence.**

1. Paul Cox climbed one of the \_\_\_\_\_ trees in Samoa. (*tall*)
2. His family thought Samoa was the \_\_\_\_\_ island in the South Pacific. (*pretty*)
3. Mr. Andrews says it is \_\_\_\_\_ to learn about nature when you are outside. (*easy*)
4. Summer in Alabama is \_\_\_\_\_ than summer in Ohio. (*hot*)
5. E. O. Wilson made a discovery at a \_\_\_\_\_ age than many other scientists. (*young*)
6. The journey was \_\_\_\_\_ than some of the men expected it to be. (*long*)
7. The \_\_\_\_\_ part of the trip was not having a good map. (*hard*)
8. They thought that prairie dogs were the \_\_\_\_\_ animals they had ever seen. (*odd*)
9. Are these feathers \_\_\_\_\_ than those feathers? (*white*)
10. Seagulls are some of the \_\_\_\_\_ eaters that I've ever seen! (*messy*)

Name \_\_\_\_\_

- Add *-er* to most short adjectives to compare two people, places, or things.
- Add *-est* to most short adjectives to compare more than two people, places, or things.
- For adjectives ending in *e*, drop the *e* before adding *-er* or *-est*.
- For adjectives ending in a consonant and *y*, change the *y* to *i* before adding *-er* or *-est*.
- For one-syllable adjectives that have a single vowel before the final consonant, double the final consonant before adding *-er* or *-est*.

Read the postcard carefully. Look for errors in adjectives, spelling, or capitalization. Then rewrite the postcard correctly.

Jan. 21, 2005

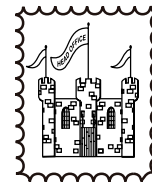
Dear jen,

This winter has been the colder one I can remember. but we are having fun because there is a lot of Snow.

Ysterday I built a snowman tallest than my Sister. I also made a biggest snow angel than I did last year. I can't wait to see you this summer!

Love,

Susan



Bob Longman  
25 Thomasom Drive  
Sunnydale, CA 55555

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---

Name \_\_\_\_\_

- In general, for adjectives of three or more syllables, use *more* and *most* to compare people, places, and things.
- Use *more* to compare two people, places, or things.
- Use *most* to compare more than two.

**Rewrite the sentences. Correct any adjectives that are used incorrectly.**

1. John tried to find the more pleasant place of all to stay.

---

---

2. He thought the Navajo language made the mostest amazing code.

---

---

3. Grandfather's home was most beautiful than the school.

---

---

4. Hiking was no difficulter than hauling water.

---

---

5. The Navajo language was the United States' more secret weapon.

---

---

6. Some soldiers were most experienced than others.

---

---

7. This code was most efficient than any other.

---

---

8. This is the more interesting story of all.

---

---



Name \_\_\_\_\_

- When you use *more* and *most*, do not use the ending *-er* or *-est*.

**Read the paragraphs. Then rewrite each paragraph, correcting any mistakes. Be sure that *more* and *most* are used correctly and that all adjectives are spelled correctly.**

When Grandfather was young, he thought that the clouds were most beautiful in the hills. Being outside was always more pleasanter than being in school. Grandfather was the happier when he could stay outside.

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---

Creating a code is very more difficult, but it is even most difficult to break a code. In the past, breaking a code was one of the more crucial skills of all. Sometimes governments didn't realize that a code had been broken, and they continued to send their most secretest messages in that code.

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Name \_\_\_\_\_

- Never add *-er* and *more* to the same adjective.
- Never add *-est* and *most* to the same adjective.

**Read the sentences. If the sentence is correct, write *correct* on the line. If it is not correct, rewrite the sentence using the correct form of the adjective.**

1. Most importantest was that the Navajo language had no alphabet.

---

---

2. This story is the most interestingest that I have ever read.

---

---

3. Everyone tries to contribute his or her most sincere efforts in wartime.

---

---

4. The most dangerousest time was the day that the enemy shot at Grandfather.

---

---

5. It was more fascinater to watch the stars than to go to school.

---

---

6. John wanted to learn to write more difficult codes.

---

---

7. The Navajo language was considered more secreter than other languages.

---

---

8. A wild horse feels more comfortabler without a rope around its neck.

---

---



Name \_\_\_\_\_

**In the following paragraph, identify the errors in the use of *more* and *most* with adjectives. Then rewrite the paragraph, correcting any mistakes.**

Codes have been used for a long time. Codes are a way to make a message more harder to understand than if the message had been written in everyday language. Some of the most difficultest codes change the order of the letters in words. Other codes use an uncommon language. An example of this type is the Navajo code used during World War II. It was one of the bestest choices because few people know Navajo. No matter how hard the Japanese tried, they could not break this code. Navajo code was one of the most importantest weapons for the United States during World War II.

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Name \_\_\_\_\_

**Circle the letter beside the correct form of the adjective.**

1. That language was the \_\_\_\_\_ weapon of all.
  - a. most secret
  - b. more secretest
  - c. most secretest
2. The \_\_\_\_\_ words stood for letters.
  - a. more commoner
  - b. most commonest
  - c. most common
3. Code talkers fought in the \_\_\_\_\_ battles.
  - a. most terriblest
  - b. most terrible
  - c. more terribler
4. The canyon was the \_\_\_\_\_ place that he had ever been.
  - a. most thrilling
  - b. most thrillingest
  - c. more thrillinger
5. Her grandmother's advice was the \_\_\_\_\_ of all.
  - a. more wise
  - b. wisest
  - c. more wisest
6. The island was \_\_\_\_\_ than before.
  - a. more beautiful
  - b. beautifuler
  - c. beautifullest
7. Hundreds of the \_\_\_\_\_ messages were passed.
  - a. more vitaler
  - b. most vitalest
  - c. most vital
8. It was the \_\_\_\_\_ code ever used.
  - a. more brillianter
  - b. most brilliant
  - c. more brilliant

Name \_\_\_\_\_

- In general, for adjectives of three or more syllables, use *more* and *most* to compare people, places, and things.
- Use *more* to compare two people, places, or things.
- Use *most* to compare more than two.
- Never add *-er* and *more* to the same adjective. Never add *-est* and *most* to the same adjective.

**Work with a partner. One of you will read the sentence aloud. The other will proofread. Look for the proper forms of *more* and *most* with adjectives. Take out *more* and *most* if they are not needed. Rewrite the sentences correctly.**

1. The Navajo code was more complicateder than others.

\_\_\_\_\_

2. It was the most rapidest way to send messages.

\_\_\_\_\_

3. These horses are more bigger than most others.

\_\_\_\_\_

4. The war was the terriblest in history.

\_\_\_\_\_

5. Going away was the more frightening event of all.

\_\_\_\_\_

6. It was more difficulter for Grandfather to speak English than Navajo.

\_\_\_\_\_

\_\_\_\_\_

7. The hills were the most beautifulest he'd ever seen.

\_\_\_\_\_

8. John's grandfather was one of the most adventurousest people in the world.

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

- In comparisons, the adjective *good* has an irregular form. *Better* and *best* are the irregular forms of *good*.
- Use *better* to compare two people, places, or things.
- Use *best* to compare more than two.

**Read each sentence. If the form of the adjective is correct, write *correct* on the line. If it is wrong, circle it and write the correct form.**

1. Ana Rosa imagines that being a writer would be the better job in the world.

\_\_\_\_\_

2. Mami makes better *dulces* than *batatas fritas*.

\_\_\_\_\_

3. Many tourists think that Sosúa Bay is the bestest part of the República Dominicana.

\_\_\_\_\_

4. Some people thought that one plan was best than the other.

\_\_\_\_\_

5. Mami thought that Ana Rosa's story was the best story that she had ever heard.

\_\_\_\_\_

6. Seeing a whale is even gooder than seeing a sea monster.

\_\_\_\_\_

7. The sea monster went to the bestest underwater fiesta in the ocean.

\_\_\_\_\_

8. Writing a story was better than putting up a billboard.

\_\_\_\_\_

9. Mami is the goodest cook in town.

\_\_\_\_\_

10. Ana Rosa thinks her gri gri tree is the better spot for looking around.

\_\_\_\_\_



Name \_\_\_\_\_

- In comparisons, the adjective *bad* has an irregular form. *Worse* and *worst* are the irregular forms of *bad*.
- Use *worse* to compare two people, places, or things.
- Use *worst* to compare more than two.

**Rewrite each sentence, correcting the form of *bad* where necessary.**

1. Winter is the worse time to visit the República Dominicana.

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2. Making a fuss about the sea monster would be worst than not telling anybody.

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3. Guarío thinks that sitting in a gri gri tree is the worser way to spend time.

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4. Roberto complained that washing dishes was a worst chore than sweeping.

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5. Spring is a worst time than winter for whales to migrate.

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6. Spotting the sea monster was not the worse thing that happened that day.

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7. Roberto was a worser domino player than Papi.

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8. Ana Rosa had a worst time at the gathering than her neighbors.

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Name \_\_\_\_\_

- In comparisons, the adjectives *good* and *bad* have irregular forms. *Better* and *best* are the irregular forms of *good*. *Worse* and *worst* are the irregular forms of *bad*.

**Read the paragraphs. Circle any errors. Rewrite each paragraph correctly in the spaces provided.**

Ana Rosa knew that her gri gri tree was the bestest perch in all of Sosúa Bay. She climbed her tree almost every day but thought that sunny days were gooder than gloomy ones. Ana Rosa had her goodest ideas for stories when she was in the gri gri tree. She was always in a more better mood after sitting in her tree.

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One day, the worstest storm Ana Rosa had ever seen struck the town. This was far worst than a gloomy day! For Ana Rosa, the worser part of the storm was watching the trees through her bedroom window. Ana Rosa hoped that her gri gri tree would be all right, but she dreaded that her most worst fear would come true.

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**At Home:** Write about six foods you've eaten. Describe three as good, better, and best and three as bad, worse, and worst.



Name \_\_\_\_\_

**A. Circle the letter of the adjective that completes the sentence correctly.**

1. It was the \_\_\_\_\_ day of Ana Rosa's life.
  - a. goodest
  - b. better
  - c. best
2. Angela is a \_\_\_\_\_ helper than Roberto.
  - a. worst
  - b. better
  - c. best
3. The story would have been \_\_\_\_\_ if Señora Perez had written it.
  - a. worse
  - b. more worse
  - c. worser
4. Tourist season is \_\_\_\_\_ than summer.
  - a. worst
  - b. worse
  - c. worstest
5. Whales are \_\_\_\_\_ swimmers than penguins.
  - a. best
  - b. gooder
  - c. better
6. The wind was \_\_\_\_\_ in the evening.
  - a. worse
  - b. most worse
  - c. worser

**B. Circle the letter of the proper adjective in each sentence.**

7. The American tourists enjoyed seeing the whales in Sosúa Bay.
  - a. Sosúa
  - b. American
  - c. Bay
8. Humpback whales inhabit Atlantic waters.
  - a. whales
  - b. Humpback
  - c. Atlantic
9. The gri gri tree is a South American plant.
  - a. South American
  - b. gri gri
  - c. plant
10. The Caribbean islands have tropical climates.
  - a. tropical
  - b. Caribbean
  - c. climates

Name \_\_\_\_\_

- Use *better* to compare two people, places, or things. Use *best* to compare more than two.
- Use *worse* to compare two people, places, or things. Use *worst* to compare more than two.
- A proper adjective is formed from a proper noun.
- A proper adjective begins with a capital letter.

**Read the letter below. Rewrite it correctly on the lines provided. Look for forms of the adjectives *good* and *bad*. Make sure that all proper adjectives are capitalized.**

Dear Ana Rosa,

How are you? Is your writing getting gooder? I am sure that with practice you will become one of the most best south american writers. Does Roberto have a more worse cold than he had last winter? Please tell me when would be the bestest time for me to visit.

Your brother,

Guario

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Name \_\_\_\_\_

**Read the passage and choose the word or group of words that belongs in each space. Fill in the circle beside your answer.**

On April 24, 1916, Ernest Shackleton took   (1)   members of his crew and set sail for South Georgia Island. The men faced strong winds and bitter temperatures as they struggled to reach their goal. When they finally got to the island, the   (2)   sailors realized that they had landed on the opposite side from the whaling station.

- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| 1. <input type="radio"/> A weak       | 2. <input type="radio"/> E friendly |
| <input type="radio"/> B five          | <input type="radio"/> F different   |
| <input type="radio"/> C uncomfortable | <input type="radio"/> G confident   |
| <input type="radio"/> D ridiculous    | <input type="radio"/> H exhausted   |

Wesley grew   (3)   crop of dense, tall plants. It provided shelter not only for animals and insects, but also for Wesley himself. In fact, Wesley could sit in the shade of   (4)   plants and enjoy their splendid fruit. The fruit was purple and juicy.

- |                               |                              |
|-------------------------------|------------------------------|
| 3. <input type="radio"/> A an | 4. <input type="radio"/> E a |
| <input type="radio"/> B and   | <input type="radio"/> F the  |
| <input type="radio"/> C a     | <input type="radio"/> G an   |
| <input type="radio"/> D or    | <input type="radio"/> H and  |

Studying plants and animals is the way that humans learn from nature. Lewis and Clark were probably exhausted on their expedition, but they still observed nature. They wrote about   (5)   mountains and   (6)   plains.

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| 5. <input type="radio"/> A brilliant | 6. <input type="radio"/> E blank |
| <input type="radio"/> B rugged       | <input type="radio"/> F delicate |
| <input type="radio"/> C central      | <input type="radio"/> G peculiar |
| <input type="radio"/> D chilly       | <input type="radio"/> H vast     |

Name \_\_\_\_\_

During the war, the military decided to use the Navajo language because it would be the (7) code to break. To do this, the military had to seek out Navajo soldiers. These soldiers underwent (8) training than many others.

7. Ⓐ more difficult  
Ⓑ most difficult  
Ⓒ most difficultest  
Ⓓ more difficulter
8. Ⓔ most demandingest  
Ⓕ most demanding  
Ⓖ more demanding  
Ⓗ more demandinger

Ana Rosa loved to sit high in her gri gri tree. She thought that it was the (9) place to daydream and think up stories. Her brother Guario complained that she was not thinking enough about her future, but Ana Rosa believed that worrying was (10) than daydreaming.

9. Ⓐ best  
Ⓑ goodest  
Ⓒ most best  
Ⓓ better
10. Ⓔ worser  
Ⓕ worse  
Ⓖ more worse  
Ⓗ badder

Name \_\_\_\_\_

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

**Underline the adverb in each sentence. On the line, write whether the adverb describes *how*, *when*, or *where*.**

1. Alexi walked slowly through the woods. \_\_\_\_\_
2. The Golden Mare left early to reach the Lake of the Sun. \_\_\_\_\_
3. Angry at the Tsar's words, Alexi trembled inside. \_\_\_\_\_
4. The Golden Mare galloped rapidly through the forest. \_\_\_\_\_
5. The Firebird cried softly in its cage. \_\_\_\_\_
6. He hunted late into the night. \_\_\_\_\_
7. The Tsar treated the Firebird cruelly. \_\_\_\_\_
8. The Firebird flew high into the sky. \_\_\_\_\_
9. Alexi and Yelena the Fair were happily married. \_\_\_\_\_
10. Alexi and the Golden Mare always remained friends. \_\_\_\_\_



Name \_\_\_\_\_

- An adverb can describe a verb. It can also describe an adjective or another adverb.

**In these sentences, the adverbs describe verbs, adverbs, or adjectives. Underline each adverb. Some sentences contain more than one adverb.**

1. The Golden Mare spoke quietly.
2. Yelena the Fair realized that she would be in danger very soon.
3. The Tsar was terribly angry about Alexi's success.
4. The Lake of the Sun shone brilliantly in the morning.
5. The Water of Youth began to boil very quickly.

**Complete each sentence with an adverb that describes the underlined word. Choose from the adverbs in the box.**

almost   very   completely   finally   quite   rather   too

6. The Tsar acted \_\_\_\_\_ greedily.
7. They poured water into the iron pot until it was \_\_\_\_\_ full.
8. The ship moved \_\_\_\_\_ gracefully across the water.
9. Alexi stayed awake \_\_\_\_\_ late that night.
10. Alexi and the Golden Mare \_\_\_\_\_ defeated the Tsar.



Name \_\_\_\_\_

- *Good* is an adjective and is used to describe nouns.
- *Well* is an adverb that describes a verb. *Well* tells *how* an action takes place.
- Do not confuse the adjective *good* with the adverb *well*.

**Read both sentences in each pair. Circle the letter of the sentence that uses *good* or *well* correctly.**

- a. The Golden Mare was a good friend to Alexi.

b. The Golden Mare was a well friend to Alexi.
- a. Yelena the Fair hid her plan good.

b. Yelena the Fair hid her plan well.
- a. Alexi ruled good.

b. Alexi ruled well.
- a. They played a good trick on the Tsar.

b. They played a well trick on the Tsar.
- a. The Tsar did not treat Alexi well.

b. The Tsar did not treat Alexi good.

**Write *well* or *good* to complete each sentence correctly. Then underline the word that *good* or *well* describes.**

- Alexi was a \_\_\_\_\_ ruler to his people.
- The Tsar thought that if he planned \_\_\_\_\_, he could wed Yelena the Fair.
- The Tsar would not be a \_\_\_\_\_ husband.
- Alexi and the Golden Mare worked \_\_\_\_\_ together.
- The Golden Mare promised to serve Alexi \_\_\_\_\_.





Name \_\_\_\_\_

**A. Rewrite each sentence twice. Each time, add an adverb that tells *when, where, or how*.**

1. The Golden Mare ran.

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2. Alexi hunted.

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3. Yelena the Fair sailed on the Lake of the Sun.

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4. The Tsar gave orders.

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5. The Firebird flew.

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**B. Write *well* or *good* to complete each sentence correctly.**

6. The Tsar did not rule \_\_\_\_\_.

7. The Golden Mare advised Alexi \_\_\_\_\_.

8. The crab was a \_\_\_\_\_ swimmer.

9. The beautiful Firebird flew \_\_\_\_\_ after it had been set free.

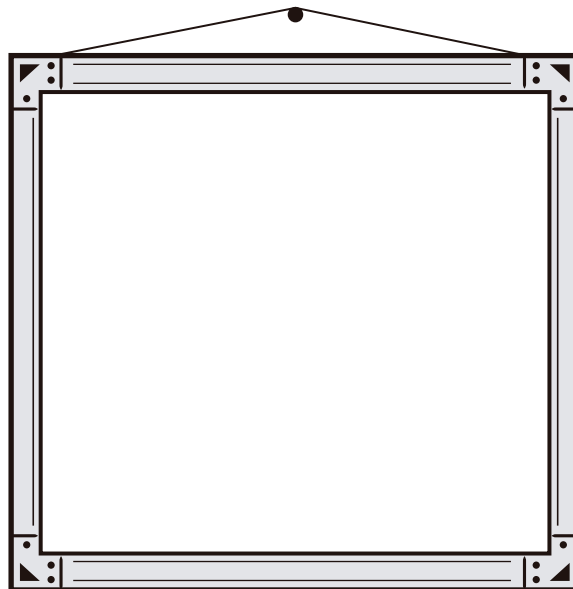
10. Yelena the Fair had a \_\_\_\_\_ heart.

Name \_\_\_\_\_

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

Write *good* or *well* to complete the sentences correctly. Underline the word that *good* or *well* describes. Then draw a picture about the sentences.

1. The Golden Mare ran fast and \_\_\_\_\_.
2. Alexi was a \_\_\_\_\_ rider.
3. Together, Alexi and the Golden Mare made a \_\_\_\_\_ pair.
4. They served the Tsar \_\_\_\_\_.



Name \_\_\_\_\_

- An **adverb** can compare two or more actions.
- Add *-er* to most short adverbs to compare two actions.
- Add *-est* to most short adverbs to compare more than two actions.

**Read the sentences. Write the correct form of the adverb in parentheses.**

1. (hard) Teddy pounded the tent stakes \_\_\_\_\_ than Bobby did.
2. (near) Of the three, Teddy was the one standing \_\_\_\_\_ to the raccoon.
3. (fast) It was Teddy who ran \_\_\_\_\_ of all.
4. (soon) Bobby wished that he had spoken up \_\_\_\_\_ than he did.
5. (high) The mountain rose \_\_\_\_\_ than any of San Francisco's skyscrapers.
6. (hard) Of the three of them, Uncle Curtis laughed \_\_\_\_\_.
7. (fast) Teddy walked \_\_\_\_\_ than Bobby and Uncle Curtis.
8. (soon) The raccoon arrived \_\_\_\_\_ of all.
9. (late) They arrived at the campsite \_\_\_\_\_ than Uncle Curtis expected.
10. (fast) The other campers pitched their tents \_\_\_\_\_ than Uncle Curtis did.



Name \_\_\_\_\_

- Use *more* or *most* to form comparisons with adverbs that end in *-ly* and with most other adverbs having two or more syllables.
- Use *more* to compare two actions; use *most* to compare more than two.
- When you use *more* or *most*, do not use the ending *-er* or *-est*.

**Read the sentences. Write the correct form of the adverb in parentheses.**

- (hungrily) Of them all, it was Teddy who stared at the hotdogs  
\_\_\_\_\_.
- (patiently) Bobby waited \_\_\_\_\_ than Teddy did.
- (quietly) Bobby worked \_\_\_\_\_ of them all.
- (quickly) Teddy walked \_\_\_\_\_ than Bobby did.
- (easily) Uncle Curtis got lost \_\_\_\_\_ than Teddy did.

**Read each sentence. If the adverb is correct, write *correct* on the line. If it is not correct, rewrite the sentence with the correct form of the adverb.**

- Uncle Curtis grinned happiliest of all.  
\_\_\_\_\_
- Bobby learned more quicklier than Teddy.  
\_\_\_\_\_
- Uncle Curtis ate slowlier than the boys.  
\_\_\_\_\_
- Teddy treated the map more carefully than Uncle Curtis did.  
\_\_\_\_\_
- Teddy eats more noisily of all.  
\_\_\_\_\_



Name \_\_\_\_\_

- Never add *-er* and *more* to the same adverb.
- Never add *-est* and *most* to the same adverb.

**Read each sentence. If the sentence uses *more* and *most* correctly, write *correct*. Otherwise, rewrite the sentence correctly using *more* and *most*.**

1. The ranger spoke most knowledgeably than Uncle Curtis.

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2. Teddy unpacked the car more hurriedlier than Bobby did.

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3. Uncle Curtis turned more promptlier the third time they neared the exit.

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4. Of the three of them, it was Teddy who looked at the raccoon most angrily.

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5. The experienced campers found the trail more easilier than Uncle Curtis did.

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6. Bobby asked questions most eagerly than Teddy did.

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7. It was Teddy who unrolled his sleeping bag most roughliest of all.

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8. The raccoon found the marshmallows more quickly than Teddy did.

---





Name \_\_\_\_\_

**A. Choose the sentence in each group that is written incorrectly.  
Circle the letter of the incorrect sentence.**

1.
  - a. Bobby awoke sooner than Teddy did.
  - b. Bobby awoke most soonest of all.
  - c. Bobby awoke soonest of all.
2.
  - a. Uncle Curtis looked around more eagerly than Teddy.
  - b. Uncle Curtis looked around most eagerly of all.
  - c. Uncle Curtis looked around more eagerlier than Teddy.
3.
  - a. Bobby works more harder than Teddy does.
  - b. Bobby works hardest of all.
  - c. Bobby works harder than Teddy does.
4.
  - a. Uncle Curtis eyed the hot dogs more hopefully than Teddy did.
  - b. It was Uncle Curtis who eyed the hot dogs most hopefully.
  - c. Uncle Curtis eyed the hot dogs most hopefully than Teddy did.
5.
  - a. Teddy missed home more stronglier than Bobby did.
  - b. Teddy missed home more strongly than Bobby did.
  - c. Of the three campers, Teddy was the one who missed home most strongly.

**B. Choose the comparing adverb that best completes the sentence.  
Circle the letter of your answer.**

6. Teddy looked for the marshmallows \_\_\_\_\_ than he looked for firewood.
  - a. eagerly
  - b. most eagerly
  - c. more eagerly
7. Uncle Curtis snored \_\_\_\_\_ than Bobby.
  - a. most loudly
  - b. loudlier
  - c. more loudly
8. Bobby searched \_\_\_\_\_ of all.
  - a. more happily
  - b. most happily
  - c. happily

Name \_\_\_\_\_

- Add *-er* to most short adverbs to compare two actions. Add *-est* to most short adverbs to compare more than two actions.
- Use *more* or *most* to form comparisons with adverbs that end in *-ly* or most other adverbs with two or more syllables. Use *more* to compare two actions; use *most* to compare more than two.
- Never add *-er* and *more* or *-est* and *most* to the same adverb.

**With a partner, take turns reading these sentences aloud. Listen for adverb errors. Together, rewrite the sentences correctly.**

1. No one plans most carefully than Uncle Curtis.

\_\_\_\_\_

2. Bobby started to enjoy himself more soon than Teddy did.

\_\_\_\_\_

3. Of the three, Teddy ran quickliest to the car.

\_\_\_\_\_

4. Teddy listened more closer to the ranger than Uncle Curtis did.

\_\_\_\_\_

\_\_\_\_\_

5. Never had Teddy wanted Spam most desperately than he did that day.

\_\_\_\_\_

\_\_\_\_\_

6. Bobby had dressed more warmer than Uncle Curtis had.

\_\_\_\_\_

7. Teddy would think most clearer after he ate.

\_\_\_\_\_

8. It was Teddy who reacted more angrily of all.

\_\_\_\_\_

Name \_\_\_\_\_

- A **negative** is a word that means “no,” such as *not*, *never*, *nobody*, *nowhere*, and the contraction *n't*.
- Do not use two negatives in the same sentence.
- You can fix a sentence with two negatives by removing one of the negatives.

**Correct the sentences by removing one of the negatives.**

1. Some children never not exercise.

\_\_\_\_\_

2. Until now, nobody never learned how to sail.

\_\_\_\_\_

3. Yesterday she couldn't give no directions to the taxi driver.

\_\_\_\_\_

4. Athletes don't never give up.

\_\_\_\_\_

5. Hannah couldn't play on no playgrounds.

\_\_\_\_\_

6. Nothing nowhere was written in Braille.

\_\_\_\_\_

7. The girl had never played with no other kids.

\_\_\_\_\_

8. Matthew never had no fun on the swings.

\_\_\_\_\_

9. Jennifer never forgets no kind words.

\_\_\_\_\_

10. She can't not stop trying.

\_\_\_\_\_



Name \_\_\_\_\_

- Correct a sentence with two negatives by changing one negative word to a positive word.

**Negative**

no, none

never

nothing

nobody

no one

nowhere

**Positive**

any

ever

anything

anybody

anyone

anywhere

**Rewrite each sentence, replacing one of the negative words with a positive word.**

1. The kids never have nothing bad to say about gym class.

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2. No one never passes up a chance to learn kickboxing.

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3. No person nowhere should be without a new GPS device.

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4. What if you couldn't find nobody to give you directions?

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5. None of the athletes say nothing negative.

---



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6. There weren't no playgrounds where she could play.

---



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Name \_\_\_\_\_

- A **negative** is a word that means “no,” such as *not*, *never*, *nobody*, *nowhere*, and the contraction *n't*.
- Do not use two negatives in the same sentence.
- You can fix a sentence with two negatives by removing one of the negatives.
- You can correct a sentence with two negatives by changing one negative to a positive word.

**Read each group of sentences. Cross out the sentence that is incorrect.**

1. Exercising inside is never as much fun as exercising outside.  
Exercising inside is not as much fun as exercising outside.  
Exercising inside is not never as much fun as exercising outside.
2. None of the kids remain active when they become adults.  
No kids never remains active when they become adults.  
No kids remain active when they become adults.
3. Carmen never goes nowhere without it.  
Carmen never goes anywhere without it.  
Carmen doesn't go anywhere without it.
4. They don't let anything hold them back.  
They don't let nothing hold them back.  
They let nothing hold them back.

**Read the sentences. Rewrite each sentence two different ways.**

5. She couldn't never play in the sandbox.

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6. The playgrounds didn't have no signs in Braille.

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Name \_\_\_\_\_

**If the sentence is correct, write *correct* on the line. If it is not correct, rewrite it correctly.**

1. The classes aren't never boring.

\_\_\_\_\_

2. Why can't we sail nowhere today?

\_\_\_\_\_

3. Nobody never stays active.

\_\_\_\_\_

4. Carmen wouldn't walk around her neighborhood none.

\_\_\_\_\_

\_\_\_\_\_

5. I've never eaten no Spanish food.

\_\_\_\_\_

6. The guide dog didn't want treats.

\_\_\_\_\_

7. Isn't no one going to the playground?

\_\_\_\_\_

8. Matthew has never said nothing about his wheelchair.

\_\_\_\_\_

\_\_\_\_\_

9. No one should never have to wait until high school to go on a swing.

\_\_\_\_\_

\_\_\_\_\_

10. Jennifer has not never been lazy.

\_\_\_\_\_



Name \_\_\_\_\_

- A **preposition** comes before a noun or pronoun and relates that noun or pronoun to another word in the sentence.
- Common prepositions are *about, above, across, after, at, behind, down, for, from, in, near, of, on, over, to, and with.*

**Read each sentence. Underline the prepositions. There may be more than one preposition in each sentence.**

1. The balloon flew above the village.
2. Jean-Pierre Blanchard floated over the English Channel.
3. A duck, a rooster, and a sheep rode in the basket of the balloon.
4. The balloon rose to a height of one hundred feet.
5. They floated in a new direction.
6. Weather balloons give us information about the atmosphere.
7. Buoyancy keeps balloons in the air.
8. Bertrand Piccard stayed in a balloon for 20 days.
9. The balloon dropped gently from the sky.
10. The balloon landed in a forest behind a field.



Name \_\_\_\_\_

- A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun.
- A prepositional phrase makes a connection between two nouns or pronouns in a sentence.
- The **object** of a preposition is the noun or pronoun that follows the preposition.

**Underline the preposition in each sentence. Circle the object of the preposition.**

1. Jacques Charles learned about hydrogen.
2. They waved from the balloon.
3. Balloonists cannot be afraid of heights.
4. François Pilâtre De Rozier anchored his balloon with a tether.
5. The first human passenger flew over Paris.

**Complete each sentence with a prepositional phrase.**

6. The wind was strong \_\_\_\_\_ that they left.
7. There were 25 members \_\_\_\_\_.
8. A duck, a rooster, and a sheep rode \_\_\_\_\_.
9. \_\_\_\_\_, the balloonists prepared to launch.
10. The balloons \_\_\_\_\_ were a beautiful sight.



Name \_\_\_\_\_

- A prepositional phrase may come at the beginning of a sentence. A prepositional phrase that begins a sentence is also called an **introductory phrase**.
- If a prepositional phrase that begins a sentence is four or more words, place a comma after the phrase.

**Read the following two paragraphs. Place commas where they are needed.**

In the year 1783 scientific progress met old-fashioned beliefs. On an otherwise normal day a group of French villagers got quite a surprise. Down from the sky a strange creature slowly floated. With pitchforks and other farm tools the villagers struck the creature. Under this furious attack the creature finally stopped moving.

To the eighteenth-century villagers the object from the sky looked like a monster. At the time of the monster's visit very few people had ever seen a balloon. From his science studies Professor Jacques A. C. Charles had learned that a newly discovered gas called hydrogen weighed less than air. When he filled a sack with this gas, the sack floated into the air. From the heart of Paris Charles had released his balloon and then watched as it floated away. In their attack the villagers destroyed the first hydrogen balloon.





Name \_\_\_\_\_

**Circle the letter of the preposition that fits best in each sentence.**

1. Experiments \_\_\_\_\_ science led to the discovery of hydrogen gas.
  - a. near
  - b. in
  - c. at
2. The villagers \_\_\_\_\_ the ground looked up at the balloon.
  - a. on
  - b. in
  - c. after
3. \_\_\_\_\_ all the balloons in the sky, Carl liked the red and yellow one best.
  - a. Of
  - b. To
  - c. Down
4. Bertrand Piccard flew around the world \_\_\_\_\_ twenty days.
  - a. on
  - b. with
  - c. in
5. \_\_\_\_\_ the end of the day, the balloon drifted to the ground.
  - a. At
  - b. Across
  - c. Of
6. A breeze blew the balloons \_\_\_\_\_ the sky.
  - a. with
  - b. after
  - c. across
7. The first flight in North America was \_\_\_\_\_ Philadelphia.
  - a. about
  - b. near
  - c. down
8. Many early balloon flights occurred \_\_\_\_\_ France.
  - a. on
  - b. in
  - c. under

Name \_\_\_\_\_

- Common prepositions are *about, above, across, after, at, behind, down, for, from, in, near, of, on, over, to, and with*.
- A prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun.
- If a prepositional phrase that begins a sentence is four or more words, place a comma after the prepositional phrase.
- The object of a preposition is the noun or pronoun that follows the preposition.

**Work with a partner. One of you will read the sentence aloud, and the other will proofread. Look for a place in each sentence that needs a comma. Rewrite the sentences, adding the missing commas.**

1. In the early morning the balloonists took flight.

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2. Across the entire field balloons were spread out like sheets.

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3. Below the green balloon the ground swept by quickly.

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4. Of all the early balloonists who was the greatest?

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5. After crossing the English Channel they landed in a forest.

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Name \_\_\_\_\_

- A **simple sentence** expresses one complete thought.
- If two simple sentences deal with the same subject, they can be combined into a **compound sentence**.
- Sometimes you can combine two sentences by joining similar ideas.

**Combine each pair of sentences. Leave out words that repeat or mean the same thing.**

1. Dennis went fishing. His dad went fishing.

\_\_\_\_\_

2. It was fun looking at creatures. The creatures were tiny.

\_\_\_\_\_

3. Dennis studied plants. Dennis studied insects.

\_\_\_\_\_

4. Dennis used microscopes. He used them to help other scientists.

\_\_\_\_\_

5. He observed nature. He observed it every day.

\_\_\_\_\_

6. Scientists ask questions. They look for answers.

\_\_\_\_\_

7. There was a volcano blast. It was in 1980.

\_\_\_\_\_

8. They saw dead trees. The trees were covered with ash.

\_\_\_\_\_

9. Frogs returned to the lakes. Fish returned to the lakes.

\_\_\_\_\_

10. Tell someone that you want to learn. Tell a scientist.

\_\_\_\_\_



Name \_\_\_\_\_

- You can combine two sentences that tell about the same noun by adding an **adjective** to one of the sentences.
- You can combine two sentences that tell about the same action by adding an **adverb** to one sentence.
- You can also combine two sentences that tell about the same location by adding a **prepositional phrase** to one sentence.

**Read each pair of sentences. Combine them with an adjective, an adverb, or a prepositional phrase.**

1. Dennis walked to a pond. The pond was small.

\_\_\_\_\_

2. He worked in the lab. It was a science lab.

\_\_\_\_\_

3. He went to college. The college was in Seattle.

\_\_\_\_\_

4. Dennis helped others. He helped them happily.

\_\_\_\_\_

5. The scientists traveled to a camp. It was a mountain camp.

\_\_\_\_\_

6. Rivers were flooded by mud. They were flooded quickly.

\_\_\_\_\_

7. The helicopter flew over the blast zone. It flew low.

\_\_\_\_\_

8. Dennis found living things. He found them in the lakes.

\_\_\_\_\_



Name \_\_\_\_\_

- Begin every sentence with a capital letter.
- Use the correct end mark, such as a period, question mark, or exclamation point, for each sentence.
- If a prepositional phrase of four or more words starts a sentence, place a comma after the phrase.

**Rewrite the sentences. Add capitalization, end punctuation, and commas where they are needed.**

1. do you want to study science

\_\_\_\_\_

2. at the science lab there are samples to study

\_\_\_\_\_

3. he grew up in Iowa

\_\_\_\_\_

4. dennis went to college and became a scientist

\_\_\_\_\_

5. near his Hawaii home dennis observes nature

\_\_\_\_\_

6. dennis dipped bottles into lakes

\_\_\_\_\_

7. in the blast zone everything was covered with ash

\_\_\_\_\_

8. helicopters flew over the lakes and streams

\_\_\_\_\_

9. do you know that there is a volcano near Seattle

\_\_\_\_\_

10. living things returned to the lake

\_\_\_\_\_





Name \_\_\_\_\_

**Combine each pair of sentences. Write the new sentence on the line.**

1. Dennis cared for pets. They were the family pets.

\_\_\_\_\_

2. He went on trips. He went to collect things.

\_\_\_\_\_

3. There was a college. It was in his home town.

\_\_\_\_\_

4. She studied plants. They were flowering plants.

\_\_\_\_\_

5. The boxes are full. The bottles are full.

\_\_\_\_\_

6. They could see for miles. They could see ash.

\_\_\_\_\_

**Rewrite each sentence. Add punctuation and capitals.**

7. scientists explore many different places

\_\_\_\_\_

8. in only a few weeks living things returned to the lakes

\_\_\_\_\_

\_\_\_\_\_

9. what is your favorite thing to do outside

\_\_\_\_\_

10. to learn more about science talk to a scientist

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**Read each sentence pair. Write the correctly combined sentences on the lines provided.**

### How to Become a Scientist

1. Learn to observe. Learn to observe nature.

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2. Find a topic that you like. Learn about a topic that you like.

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3. Ask questions. Ask a scientist.

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**Read the following paragraph. Rewrite the paragraph with correctly combined sentences.**

When I became a scientist, I went to places. The places were interesting. I saw beaches. I saw deserts. My microscope became a tool. It became an important tool. It helped me study. It helped me study shells. I like being a scientist. I like it because my work helps our planet.

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Name \_\_\_\_\_

**Read each passage and look at the underlined sentences. Choose the best way to rewrite each sentence. Fill in the circle beside the correct answer.**

Alexi served the Tsar good, but the Tsar was not pleased.

(1)

The Tsar sly planned to win the Golden Mare for himself.

(2)

1. Ⓐ Alexi served the Tsar gooder, but the Tsar was not pleased.  
 Ⓑ Alexi served the Tsar well, but the Tsar was not pleased.  
 Ⓒ Alexi served the Tsar goodly, but the Tsar was not pleased  
 Ⓓ No mistake.
2. Ⓔ The Tsar slyly planned to win the Golden Mare for himself.  
 Ⓕ The Tsar slyly to win the Golden Mare for himself.  
 Ⓖ The Tsar slyly planned to win the Golden Mare for himself.  
 Ⓗ No mistake.

Uncle Curtis drove more fast than Teddy and Bobby's parents. When they arrived,

(3)

Uncle Curtis began unpacking. He was so excited that he moved quickliest of all.

(4)

3. Ⓐ Uncle Curtis drove fastest than Teddy and Bobby's parents.  
 Ⓑ Uncle Curtis drove more faster than Teddy and Bobby's parents.  
 Ⓒ Uncle Curtis drove faster than Teddy and Bobby's parents.  
 Ⓓ No mistake.
4. Ⓔ He was so excited that he moved most quickly of all.  
 Ⓕ He was so excited that he moved more quickly of all.  
 Ⓖ He was so excited that he moved most quickliest of all.  
 Ⓗ No mistake.

Name \_\_\_\_\_

Many of the first ballooning experiments were conducted in France. Professor  
(5)

Jacques Charles launched the first hydrogen balloon from Paris. In another landmark flight De Rozier was the first person to ride in a balloon.  
(6)

5. Ⓐ Many of the first ballooning experiments were conducted on France.  
 Ⓑ Many over the first ballooning experiments were conducted in France.  
 Ⓒ Many of the first, ballooning experiments were conducted in France.  
 Ⓓ No mistake.
6. Ⓔ To another landmark flight De Rozier was the first person to ride in a balloon.  
 Ⓕ In another landmark flight, De Rozier was the first person to ride in a balloon.  
 Ⓖ In another landmark flight De Rozier, was the first person to ride in a balloon.  
 Ⓗ No mistake.

Dennis and the other scientists collected samples. They collected water samples.  
(7)

They looked at the water samples. They used microscopes to look at the samples.  
(8)

7. Ⓐ Dennis and the other scientists collected samples, they collected water samples.  
 Ⓑ Dennis collected water samples. The other scientists collected water samples.  
 Ⓒ Dennis and the other scientists collected water samples.  
 Ⓓ No mistake.
8. Ⓔ They used microscopes to look at the water samples.  
 Ⓕ They looked at the water samples they used microscopes.  
 Ⓖ They used microscopes.  
 Ⓗ No mistake.