Sentences and Sentence Fragments

REMEMBER THE RULES

• A sentence is a group of words that expresses a complete thought.
  
  I cook dinner every Tuesday night.

• A sentence fragment is a group of words that is only part of a sentence.

  Every Tuesday night.

A. Read each group of words. If it is a sentence, circle it. If it is a sentence fragment, underline it.

1. My cousin Jeremy loves to cook.
2. He makes the best lasagna I ever tasted.
3. Three kinds of cheese.
4. Fresh tomatoes from his garden.
5. He also makes a wonderful cheesecake.

B. For each sentence fragment below, tell whether it needs a subject or a predicate to make it a complete sentence. Underline your answer.

Kinds of Sentences

REMEMBER THE RULES

- A **declarative sentence** makes a statement and ends with a period.
- A **interrogative sentence** asks a question and ends with a question mark.
- An **imperative sentence** makes a request or gives a command and ends with a period.
- An **exclamatory sentence** expresses strong feeling and ends with an exclamation point.

A. Read each sentence. Tell what it is. Circle declarative, interrogative, imperative, or exclamatory.

1. Brendan visited his cousin Niall in Northern Ireland.
   - declarative
   - interrogative
   - imperative
   - exclamatory

2. Where exactly does his cousin live?
   - declarative
   - interrogative
   - imperative
   - exclamatory

3. He lives near the small village of Derrygonnelly.
   - declarative
   - interrogative
   - imperative
   - exclamatory

4. Tell me what they did together.
   - declarative
   - interrogative
   - imperative
   - exclamatory

5. Did Niall take him fishing?
   - declarative
   - interrogative
   - imperative
   - exclamatory

6. What a great time they had!
   - declarative
   - interrogative
   - imperative
   - exclamatory

B. Fix each sentence. Add the correct end punctuation.

7. What else did Brendan do while he was there
   - declarative

8. Brendan played Gaelic football with Niall’s friends
   - imperative

9. Isn’t that something like our game of soccer
   - exclamatory

10. What a strenuous game it is
    - exclamatory

At Home: Find an example of each kind of sentence in a newspaper article. Underline and label each kind.
Combining Sentences: Compound Sentences

**REMEMBER THE RULES**

- A **compound sentence** is made up of two or more simple sentences joined together by a comma and a conjunction.

  *Most farm children have a variety of animals as pets, and the pets live outdoors.*

- **Conjunctions** such as *and, but, or* join groups of words together.

A. Circle whether each sentence is a **simple sentence** or a **compound sentence**.

1. Thelma wanted an unusual pet.  
   **simple compound**

2. Her sister Marcia thought of getting an anaconda, but a parrot sounded interesting, too.  
   **simple compound**

3. Then Thelma saw an ad for a pot-bellied pig.  
   **simple compound**

4. She learned that pigs are smart and clean, and she told this to Marcia.  
   **simple compound**

5. Marcia was reluctant at first, but soon she changed her mind.  
   **simple compound**

B. Circle each simple sentence that makes up the compound sentences below. Draw a box around the conjunction that joins the two sentences.

6. Thelma bought Hammon at the pet store, and she presented him to Marcia.  
   **simple compound**

7. Hammon weighed only ten pounds then, but now he weighs close to three hundred pounds.  
   **simple compound**

8. Marcia is delighted with Hammon, and Thelma thinks he is terrific, too.  
   **simple compound**

9. Hammon watches TV with the girls, or sometimes he snoozes on the sofa.  
   **simple compound**

10. Thelma says Hammon is as smart as a dog, but Marcia says he is much smarter.  
    **simple compound**

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At Home: Write two compound sentences using and, but, or or. Underline the simple sentences that make up the compound sentence.
Combining Sentences: Complex Sentences

**REMEMBER THE RULES**

- A **complex sentence** contains an independent clause and one or more dependent clauses.

  *Gireesh has wanted to be a pilot ever since he was a small boy.*

  independent clause  
  dependent clause

**A.** Read each complex sentence and underline the dependent clause.

1. Rameesh’s cousin Gireesh visits him whenever he is in town.
2. He has worked for Air India ever since Rameesh can remember.
3. Although Gireesh has a hectic schedule, he never forgets Rameesh.
4. If Gireesh sees something interesting on his travels, he buys it for his cousin.
5. Because Gireesh travels all over the world, Rameesh has some great souvenirs.

**B.** Combine the dependent and independent clause and write a complex sentence.

6. Although I have not traveled much, I like to collect souvenirs, too.

7. I bought a set of salt and pepper shakers. While we were in Canada last year.

8. As we were shopping in Niagara Falls, I spotted them in a store window.

9. Because they are shaped like maple leaves, they remind me of Canada.

10. I think of that trip. Whenever I use them.

**At Home:** Find a complex sentence in a newspaper or magazine article. Copy it and underline the dependent clause. Circle the conjunction.
Mechanics and Usage: Punctuating Sentences

REMEMBER THE RULES

- End a statement or a command with a **period**, a question with a **question mark**, and an exclamation with an **exclamation point**.
- Use a **comma** before the conjunction in a compound sentence.
- Use a **semicolon** to separate two parts of a compound sentence not connected by a conjunction.
- Use a **comma** after a dependent clause that comes before the independent clause in a complex sentence.

A. Correct the punctuation in the sentences below.

1. Gilbert likes hockey I prefer baseball.
2. Did you watch last night’s game on TV
3. Although they were losing the Mets never gave up
4. Then two men walked and the next batter hit a home run
5. That was some ending

B. Rewrite the sentences, using the correct punctuation. If there are two clauses, combine them to make one sentence.

6. Do you know how baseball was invented

7. Some say baseball evolved from the English game of cricket. But others say it came from the game of rounders

8. Is it true baseball was being played in the eastern United States by the 1820s

9. When the first organized baseball game was played in 1846. Baseball was already widely popular

10. The American League was organized in 1900. But the National League was formed in 1876

At Home: Write an example of each kind of sentence: declarative, interrogative, imperative, and exclamatory. Make one of the sentences a complex sentence.
Mixed Review

**REMEMBER THE RULES**

- A **declarative** sentence makes a statement and ends with a period.
  
  *Anna likes to listen to old music.*

- An **interrogative** sentence asks a question and ends with a question mark.
  
  *Is she interested in classic rock?*

- An **imperative** sentence makes a request or gives a command and ends with a period.
  
  *Tell me which groups she has heard.*

- An **exclamatory** sentence expresses strong feeling and ends with an exclamation point.
  
  *What a cool song that was!*

- A **compound sentence** is made up of two simple sentences joined by a comma and a conjunction.
  
  *She likes the Four Seasons, but she prefers the Beatles.*

- A **complex sentence** contains an independent clause which can stand alone, and one or more dependent clauses which cannot stand alone.
  
  *Before reading the reviews, Anna had never heard of those groups.*

**A.** Join the following clauses to make either a compound sentence or a complex sentence. Add a conjunction if needed, and use the correct punctuation.

1. Anna enjoys today’s music. She likes classic rock, too.

2. Her grandmother bought records every week. When she was in high school.

3. Because she is planning to move soon. She wanted to clean out the closets.

4. She could sell her collection. She could give it to Anna.

5. Since she knows Anna is interested. She is giving the record collection to her.

**B. 6.–10.** On another sheet of paper, change two sentences above to interrogative sentences. Change two to imperative sentences, and one to an exclamatory sentence.

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**At Home:** Look in a magazine or newspaper article for examples of compound and complex sentences. Tell which are the dependent clauses.
Complete Subjects and Complete Predicates

REMEMBER THE RULES

• The complete subject includes all the words that tell whom or what the sentence is about.
  Many people belong to different kinds of clubs.

• The complete predicate includes all the words that tell what the subject is/does.

A. Draw one line under the complete subject and two lines under the complete predicate.

1. My neighbor, Mr. Johannsen, is in a model railroad club.

2. He and his friends meet on Saturday afternoons to work on their layout.

3. Several of the club members are creating a model of the New York Central Railroad’s “Water Level Route.”

4. This route ran from New York City to Chicago.

5. Travelers enjoyed the beautiful scenery along the Hudson River.

6. One club member built a scale model of the railroad station at Peekskill, New York.

7. Mrs. Johannsen is in the club, too.

8. She enjoys creating scenery for the layouts.

9. Last year the club won a prize for their display.

10. They will enter the contest this year, too.

B. Tell about each group of words. Underline your answer.

11. The first steam locomotive in the United States was built in 1826 by John Stevens.
    complete sentence missing the subject missing the predicate

12. Ran on a circular track on his estate in Hoboken, N.J.
    complete sentence missing the subject missing the predicate

13. In 1827 the Baltimore & Ohio Railroad.
    complete sentence missing the subject missing the predicate

14. In 1840 more than 2,800 miles of railroad.
    complete sentence missing the subject missing the predicate

15. By 1850 the U.S. had a rail network serving all the states east of the Mississippi River.
    complete sentence missing the subject missing the predicate

At Home: Choose three sentences from a newspaper or magazine article. Draw a slash to divide the sentence between the complete subject and the complete predicate.
Simple Subjects and Simple Predicates

REMEMBER THE RULES

- The **simple subject** is the main word or words in the complete subject.
  - *My friend Marilyn visited New Zealand in September.*
- The **simple predicate** is the main word or words in the complete predicate.

A. Tell whether the underlined word is the simple subject or the simple predicate. Circle your answer.

1. She **arranged** the visit through her school.
   - simple subject: arranged  simple predicate
2. **New Zealand** is in the Southern Hemisphere.
   - simple subject: New Zealand  simple predicate
3. September **is** springtime in New Zealand.
   - simple subject: is  simple predicate
4. The original **people** of New Zealand are the Maoris.
   - simple subject: people  simple predicate
5. Sheep **outnumber** people in New Zealand fifteen to one.
   - simple subject: outnumber  simple predicate

B. Underline the simple subject. Circle the simple predicate.

6. New Zealand was discovered by the
   - Dutch in the 1600s.
7. Many people from Great Britain settled there
   - in the 19th century.
8. Its name means “New South Land” in Dutch.
9. This island country has many unusual birds
   - and animals.
10. The kiwi is the national bird.

At Home: Write three sentences. Draw a line under the simple subject. Circle the simple predicate.
Combining Sentences: Compound Subjects

**REMEMBER THE RULES**

- A **compound subject** includes two or more subjects that have the same predicate. *Veena and Katie took a computer class.*

A. Underline the simple subjects that can be joined to create a compound subject. Then write the compound subject. Use **and** or **or**.

1. Sarah created the school’s web page. Marla created the school’s web page.

2. Their principal admired their work. Their teacher admired their work.

3. Robbie had a picture of the class. Stuart had a picture of the class.

4. One girl scanned the picture. One boy scanned the picture.

5. Caitlin added the picture to the web page. Bradley added the picture to the web page.

B. If the subjects can be combined to make a compound subject, combine them and write the new sentence. If the subjects cannot be combined, write **No**.

6. Sara learned a lot about web sites. Kevin learned a lot about web sites.

7. Malik learned to add sound to the web page. Jaya learned to add sound to the web page.

8. Sammy wanted to add a link. Thomas wanted to create a guest book.

9. Susan wrote a story for the web page. Alison wrote a story for the web page.

10. The girls were proud of their work. The boys were proud of their work.

At Home: Write a short review of a favorite web site, movie, or book. Include a sentence with a compound subject.
Combining Sentences: Compound Predicates

**REMEMBER THE RULES**

- A **compound predicate** includes two or more simple predicates that have the same subject. *The children cleared and raked the yard.*

A. Underline the simple predicates that can be combined to make a compound predicate. Then write the compound predicates.

1. Kabir fertilized the lawn. Kabir trimmed the lawn.

2. Maya weeded the garden. Maya watered the garden.

3. Her dog, Shep, attacked the hose. Her dog, Shep, bit the hose.

4. The hose twisted. The hose sprayed everyone.

5. Kabir laughed at the dog. Kabir shouted at the dog.

6. Shep barked all day. Shep ran in circles all day.

B. Combine the sentences to make a sentence with a compound predicate. Use *and* or *or* to join the simple predicates. Write the new sentences.

7. Maya picked the tomatoes. Maya washed the tomatoes.

8. She picked some basil. She chopped some basil.


10. Soon the ingredients simmered in the pan. Soon the ingredients bubbled in the pan.

**At Home:** Write two simple sentences that have the same subject but different predicates. Then make one sentence with a compound predicate.
Mechanics and Usage: Correcting Run-on Sentences

**REMEMBER THE RULES**

- A run-on sentence joins together sentences that should be written separately.

**A. Circle each simple sentence in the run-on sentence.**

1. My uncle plays the drums he is in a band.

2. The band is a bagpipe band he has played for many years.

3. My uncle is a firefighter the band is the fire department pipe band.

4. The band has won many prizes they travel all over.

5. They march in parades people cheer loudly.

**B. Rewrite each run-on sentence as two simple sentences, a compound sentence, or a complex sentence.**

6. The band plays at festivals the band competes in contests.

7. When they went to Boston last year they won a special prize.

8. Sean plays with my uncle’s band he has his own rock band, too.

9. The pipes have such a wild sound I think they are terrific.

10. Bagpipes are really loud they don’t need an amplifier.

**At Home:** Write an example of a run-on sentence. Then show two different ways you could rewrite the sentence to correct it.
Mixed Review

REMEMBER THE RULES

- The **complete subject** includes all the words that tell whom or what the sentence is about. The **complete predicate** includes all the words that tell what the subject does or is.

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

  > The month of October is my favorite time of year.

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

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

  Maple leaves turn scarlet. Oak leaves turn scarlet.

  Maple and oak leaves turn scarlet.

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

  Leaves tremble in the wind. Leaves shake in the wind.

  Leaves **tremble and shake** in the wind.

Write each pair of sentences as one sentence. Use either a compound subject or a compound predicate. Then in the sentences you wrote, draw a line between the complete subject and the complete predicate. Then draw one line under the simple or compound subject and two lines under the simple or compound predicate.


2. Red trees were everywhere. Yellow trees were everywhere.


5. The girls climbed a fence. The girls explored a path.
Common Errors: Fragments and Run-on Sentences

REMEMBER THE RULES

• A sentence is a group of words that expresses a complete thought. It must have both a subject and a predicate.

• A sentence fragment does not have either a subject or a predicate.

  Developed the first mass-produced automobile. (subject is missing)

• Correct a sentence fragment by adding a subject or a predicate.

  Henry Ford developed the first mass-produced automobile.

• A run-on sentence incorrectly joins together sentences.

  He developed the “Model T” he sold it at a reasonable price.

• Correct run-on sentences by writing the sentences as separate sentences, or by making the combined sentence a compound or complex sentence.

  He developed the “Model T.” He sold it at a reasonable price.

  He developed the “Model T,” and he sold it at a reasonable price.

Rewrite each run-on sentence as a compound sentence or two sentences.

1. The Ford Motor Company saved time and money through mass production they sold their “Model T” cars at a reasonable cost.

   The Ford Motor Company saved time and money through mass production. They sold their “Model T” cars at a reasonable cost.

2. The “Model T” was sold between 1908 and 1927 it was named the “Tin Lizzie.”

   The “Model T” was sold between 1908 and 1927. It was named the “Tin Lizzie.”

3. Henry Ford wanted to use the profits to expand the company’s factories this was an unusual idea at the time.

   Henry Ford wanted to use the profits. He wanted to expand the company’s factories. This was an unusual idea at the time.

4. Henry Ford was quite unhappy the other stockholders wanted to split the profits.

   Henry Ford was quite unhappy. The other stockholders wanted to split the profits.

5. In 1919 the Ford family solely owned its company it remained that way until 1956.

   In 1919 the Ford family solely owned its company. It remained that way until 1956.
Study Skills: Maps and Atlases

- An atlas is a book of maps. Different kinds of maps have different purposes.
- A political map shows the boundaries of states or countries.
- A resource map shows where natural resources are located or produced.
- A physical map shows features such as mountains, rivers, deserts, or other natural features.
- A map key explains the symbols used on the map.

The Old Kingdom of Egypt

Study the map and answer the questions.

1. What does this map show?  
2. Where would you look to find out what the palm tree symbol means?
3. What does the small triangle stand for?
4. Which symbol is used to show the ancient capital?
5. How is the Red Sea shown on the map?

At Home: Work with a family member and study a map from an encyclopedia or nonfiction book.
Vocabulary: Time-Order Words

• A time-order word explains the order in which events take place.
  
  *Today*, Zack will eat some corn.

• Sometimes a phrase may be used to tell when things happen.

  *Long ago*, Zack planted some corn.

A. Underline the correct time-order word or words that best complete each sentence.

1. (Long ago, Finally), when California was still a territory, there lived a boy named Zack.

2. (Before, During) Zack went to school in the morning, he had to do his chores.

3. (Lastly, First), he fed the chickens.

4. (Second, Fifth), he milked the cow.

5. (Third, Never), he slopped the pigs.

6. (Meanwhile, After) all his chores were done, Zack started his long walk to school.

7. (Tomorrow, As soon as) Zack crossed the creek, he had to climb up a steep hill.

8. (Then, In the morning), he had to cross a wide green meadow.

9. (Yesterday, Next), he jumped over a big stone fence.

10. (Tomorrow, Lastly), he walked down a long dirt road into town.

B. Complete each sentence with a time-order word from the box.

<table>
<thead>
<tr>
<th>As soon as</th>
<th>Next</th>
<th>Early</th>
<th>Finally</th>
<th>Afterwards</th>
</tr>
</thead>
</table>

11. ________________ in the morning, Lyke rode her bicycle into her village.

12. ________________ she got to town, she went straight to the bakery to buy bread.

13. ________________ she pedaled over to the butcher to get a nice fat chicken.

14. ________________ she put the groceries in her basket and went home.

15. ________________ Lyke helped her family prepare chicken stew for lunch.

At Home: Work with a family member and write about four things you see or do on your way to school. Use time-order words.
Composition: Main Idea

• A main idea tells what your writing is about. It appears in the topic sentence of a paragraph.

• Supporting details explain the main idea or add to it in an important way.

A. Read the paragraph about a soccer game. The sentences of the paragraph are numbered to help you answer the questions that follow.

(1) My team came from behind to take the win in last week’s soccer match. (2) First, the other team came out strong and got a goal quickly. (3) Our forwards had difficulty passing the ball successfully, but they didn’t give up. (4) Then, we worked together, passed the ball down the field, and got a goal early in the fourth quarter. (5) Finally, with less than a minute to go, the ball was passed to a right forward for the winning goal.

1. Which sentence is the topic sentence? _________

2. Which sentences develop the main idea with supporting details? _________

List three transition time-order words the writer uses to connect ideas.

3. _______ 4. _______ 5. _______

B. Help Selma write a paragraph about an experience she had on a sailboat. Use the instructions in parentheses as a guide. Use your imagination!

6. (Main idea/topic sentence) My experience on a sailboat was _______________

____________________________________

7. (Time-order word) _______________________________________________________

8. (supporting detail) _______________________________________________________

9. (supporting detail) _______________________________________________________

10. Afterwards, I (supporting detail) __________________________________________

____________________________________

At Home: Write about an outdoor activity you enjoy. Develop a topic sentence with a main idea, plus sentences that include supporting details.
Features of a Personal Narrative

- A **personal narrative** is written from the writer’s own point of view, expressing feelings about a personal experience he or she has had.
- It is written in **first person** and should have an interesting beginning, middle, and end to capture the reader’s attention.
- Events are recalled in a **logical sequence**, using **time-order words** to order events and to make transitions from one idea to the next.

Read the paragraphs and then answer the questions below.

In August, I took a trip to Gibraltar with my family. After touring the famous “rock,” we decided to go on a dolphin cruise.

The water was frighteningly choppy and the boat swayed from side to side. Suddenly, I looked off in the distance. I saw something jump out of the water. Then, I squinted and looked again. It was a dolphin. I pointed to the spot where I saw the dolphin and the captain turned the boat in that direction.

A pod of common dolphins, dark gray and white with streaks of yellow, circled and headed for us. Six dolphins jumped in unison about fifteen feet from me. My heart leapt with them. Then, several dolphins rode alongside the bow of the boat. It was so exciting! I was heartbroken when it was all over. I wanted to jump back on the boat and ride with the dolphins again!

1. Why is this a personal narrative and who might the writer be?

2. List two time-order words the writer uses to order the sequence of the story.

3. What happened at the beginning of the story?

4. What happened next?

5. What happened at the end of the story?

At Home: Write a story about an exciting experience you have had. Tell the story in first person. Use time-order words to tell what happened first, next, and last.
Prewrite: Personal Narrative

A personal narrative is a story that describes your own experiences. The purpose of a narrative is to communicate your thoughts and feelings about a particular experience. It is also to interest or entertain your audience, the reader.

Think of a personal narrative you would like to share with others. Organize your ideas on a Sequence of Events chart.

**SEQUENCE OF EVENTS CHART**

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

**CHECKLIST**

- Have you brainstormed a list of events and experiences?
- Have you selected an interesting topic and explored ideas?
- Have you organized your ideas?
When you **revise** your writing by elaborating, you add important ideas that might be missing from your writing. You may also want to share more of your feelings to help the reader better understand the experience.

Pretend you wrote the following personal narrative after you had traveled to Rome, Italy, with your family. Add some details from your notes to your narrative. Add other details about your feelings. Find some colorful, vivid words to replace less interesting words. Add a title, too.

```
<table>
<thead>
<tr>
<th>My Notes</th>
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<tbody>
<tr>
<td>one day in Rome, Italy</td>
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<tr>
<td>tour of Roman Colosseum and Forum</td>
</tr>
<tr>
<td>tour Vatican and Sistine Chapel</td>
</tr>
<tr>
<td>picnic lunch in the Borghese Gardens</td>
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<tr>
<td>throw coins into the Trevi fountain</td>
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</tbody>
</table>
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When I was ten years old, my father was transferred to an Air Force Base in Italy for one year. En route, my family visited Rome, Italy. We toured the Roman Forum, where Julius Caesar once spoke, and the Colosseum, where gladiators of the Roman Empire once fought.

We crossed a bridge over the Tiber River and visited Vatican City, where the Pope heads the Catholic Church. The highlight was the Sistine Chapel. This is a very large room whose walls and ceiling are covered with paintings by Michelangelo, an artist from the 1500s.

We ended the afternoon at the famous Trevi Fountain, where water roared out of huge horses carved from marble. My sister and I made a wish. Our wish was to return to Rome soon.

**At Home:** Write a paragraph that tells about a place—near or far away—that you have visited. Then revise your work by adding details and your feelings about the experience.
After you revise your personal narrative, you will need to **proofread** it to correct any errors. Use a dictionary or spell checker to check the spelling of new or difficult words. Use commas to combine sentences. Check for correct punctuation and correct run-on sentences.

A. Read the following personal narrative. Use the proofreading symbols from the box to mark any errors you find. You can use the “Add” mark to show where punctuation marks should go.

**A Bike Ride with Alligators**

Last month, I took a bicycle ride in Brazos bend State Park with my grandfather. The park is near Houston, Texas, and that is where my grandfather lives. I always look forward to visiting him from my home in St. Louis every spring vacation.

Dirt paths skirt the edge of swamps in the park. There are lots of trees and grassy areas. Grandpa and I road mountain bikes over these paths and enjoyed the scenery. Can you imagine danger in such a lovely setting. Along with humans enjoying a day in the park alligators live there. Alligators, my grandfather warned, can be very dangerous.

I saw my first alligators from an observashun tower next to the swamp. at least seven alligators lay one on top of the other on a huge log. I was thrilled to see alligators and even happyer to see them at a safe distance. The sight was spectacular?

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

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**At Home:** Write another interrogative or exclamatory sentence that could be included in this personal narrative.
Nouns

REMEMBER THE RULES

• A noun is a word that names a person, place, thing, or idea.

   The *girl* painted a *picture* of tall *buildings*.

• A noun can be more than one word.

A. Tell whether the underlined word in each sentence is a noun. Circle yes or no.

1. My sister painted a *landscape*. yes no
2. She is learning to *paint* watercolors. yes no
3. Her paints come in small *tubes*. yes no
4. She squeezes the *paint* onto a palette. yes no
5. She uses a large *brush* made of camel hair. yes no
6. First she *wets* the paper. yes no
7. Then she mixes a *wash* of blue paint. yes no
8. She *brushes* the blue paint onto the wet paper. yes no
9. Sometimes she uses a *soft* tissue to lift some color off. yes no
10. She will let the sky dry while she paints the *rest*. yes no

B. Underline each noun. Then write the nouns under the correct heading.

11. My *sister* did paintings of her *trip* to *California*.
12. She *likes* to do *still lifes*, too.
13. Some *artists* prefer to use *oils*.
14. But she *likes* the *freshness* she *gets* with *watercolors*.
15. Her *work* gives her *joy*.

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<th>Person</th>
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At Home: Find three sentences in a newspaper or magazine. Name the nouns and tell whether they name a person, place, thing, or idea.
Singular and Plural Nouns

**REMEMBER THE RULES**

- A **singular noun** names one person, place, thing, or idea, like *school*.
- A **plural noun** names more than one person, place, thing, or idea, like *boys*.
- Add *-s* or *-es* to most singular nouns to form **plural nouns**, like *girls* or *benches*. If a **singular noun** ends in a **consonant and y**, change the *y* to *i* and add *-es*, like *ladies*.

A. Circle the correct plural form for each underlined noun.

1. I have read several **biography** of Mahatma Gandhi.
   - biographys    biographeys    biographies

2. Gandhi used nonviolent **method** to fight injustice in India.
   - methods      methodes      methodies

3. He urged his followers not to obey certain laws and to join protest **march**.
   - march        marches        marchies

4. He also went on hunger **strike**.
   - strikes       strikees       strikies

5. Gandhi wanted to improve the lives of all **class** of Indian society.
   - class         classes        classies

B. If the underlined word is the correct plural form, write *yes*. If it is not correct, write the correct form on the line.

6. Gandhi’s methods influenced many **leaderes**. __________

7. Dr. Martin Luther King Jr., enacted Gandhi’s methods in the **U.S. civil rightes** struggle. __________

8. Dr. King’s **followers** were willing to go to jail for what they believed. __________

9. Cesar Chavez adopted Gandhi’s methods to organize migrant **worker** in California. __________

10. Chavez once went without food for twenty-five **dayes**. __________
More Plural Nouns

**REMEMBER THE RULES**

- To make *irregular nouns* plural:
  - add *-s* to most *f* or *fe* words, like *roofs*; for others change the *f* to *v* and add *-es*, like *knives*.
  - add *-s* to nouns ending in a *vowel and o*, like *radios*.
  - add *-s* or *-es* to nouns ending in a *consonant and o*, like *cameos*.
- Some *irregular nouns* have no change, while others have special plural forms, like *men*.

A. Write the plural form of the following nouns:

1. woman __________________________
2. loaf __________________________
3. fish __________________________
4. photo __________________________
5. feather __________________________
6. child __________________________
7. studio __________________________
8. lady __________________________
9. life __________________________
10. goose __________________________

B. Rewrite the sentences, using the plural form of the noun in parentheses.

11. My uncle’s yard could be the setting for wildlife (video).

12. (Deer) and (sheep) come to drink at his pond.


14. Rabbits nibble the (leaf) in his garden.

15. They leave the (potato) and (tomato) alone, though.

**At Home:** Write five nouns that end in *o, f, or fe*. Then write their plurals.
A. Underline each noun. Then write the nouns on the lines in the correct columns. Write each noun only once.

1. Who was the first European to reach North America?
2. Columbus Day celebrates one explorer who reached it in 1492.
4. The Vikings reached the coast of Labrador in Canada in the 10th century.

<table>
<thead>
<tr>
<th>Common Nouns</th>
<th>Proper Nouns</th>
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B. Rewrite each sentence, using capital letters for the proper nouns.

5. St. Brendan founded a monastery in Clonfert, Ireland.

6. According to legend, he and his monks sailed to Scotland.

7. From there they went to Iceland, Greenland, and even Canada.

8. They saw icebergs in the North Atlantic Ocean.


10. He wrote about it in a book called The Brendan Voyage.

REMEMBER THE RULES

- A common noun names any person, place, thing, or idea, like month.
- A proper noun names a particular person, place, thing, or idea, like November. Proper nouns are always capitalized.

At Home: Make a chart with names of three friends. Write their birthdates and their favorite holidays. Use capital letters for proper nouns.
Mechanics and Usage: Capitalization

**REMEMBER THE RULES**
- Capitalize the *names* of specific people, places, things, organizations, languages, nationalities, and holidays.
- Capitalize the names of specific *family members*.
- Capitalize *days*, *months*, *addresses*, and *titles of respect*.

A. Rewrite each phrase, capitalizing the proper nouns.
   1. new york city
   2. north dakota
   3. my aunt susan
   4. thanksgiving day
   5. nova scotia

B. Underline each word that should begin with a capital letter. Then write the words on the line.
   6. aunt liz belongs to the putnam county historical society.
   7. She told me about sybil luddington, a hero of the american revolution.
   8. Sybil’s father, colonel henry luddington, was captain of a militia unit in putnam county, new york.
   9. On the night of april 26, 1777, he learned the british were burning nearby danbury, connecticut.
   10. That night, sixteen-year-old sybil rode her horse through the towns of carmel, mahopac, and patterson to rouse the militia.

At Home: Write three sentences. Include the names of one holiday, two months, three family members, and four places in your sentences.
Mixed Review

REMEMBER THE RULES

Forming plurals of nouns:
• For most nouns, add -s or -es. branch → branches
• If a noun ends in a consonant and y, change the y to i and add -es.
  cherry → cherries
• Add -s to most f or fe words; for others change the f to v and add -es.
  half → halves
• Add -s to nouns ending in a vowel and o. rodeo → rodeos
• Add -s or -es to nouns ending in a consonant and o. tomato → tomatoes
• Capitalize proper nouns, such as the names of specific people, places, things, organizations, languages, nationalities, and holidays.

A. Write the correct plural form of the word in parentheses.

1. My aunt, Doreen, grows (potato) ____________ in her garden.
2. She grows three kinds of (squash) ____________, too.
3. She has divided the garden into two (half) _____________.
4. In one part she grows (vegetable) _____________.
5. In the other she grows roses and (lily) _____________.

B. Rewrite the following sentences.

6. Doreen raises chicken and turkey, too.
   ________________________________________________

7. Last year, Doreen went to grandma’s for thanksgiving.
   ________________________________________________

8. She brought a french apple pie and an indian pumpkin stew.
   ________________________________________________

9. She got both recipe from doctor Narain.
   ________________________________________________

10. One of grandma dora’s specialty is a stuffing made with cranberry and nut.
   ________________________________________________

At Home: List ten foods you like to eat. Then write the plural forms of these nouns.
Possessive Nouns

REMEMBER THE RULES

• **A possessive noun** shows ownership.

• **Singular possessive noun:** add ’s to a singular noun.
  
  Matt’s gloves  the boy’s gloves

• **Plural possessive noun:** add ’ to a plural noun that ends in *s*. Add ’s to a plural noun that does not end in *s*.
  
  the girls’ skates  the children’s skateboards

**A.** Underline the possessive noun in each sentence. Then check (✔) the box to indicate whether the noun is singular (S) or plural (P).

1. Joe’s bike club is going on a two-day bike trip.  
   ✔  
2. The bikers’ bags are packed.  
   ✔  
3. The members’ bikes are all in good shape.  
   ✔  
4. The days’ activities are well planned.  
   ✔  
5. The club’s destination is Farview Park.  
   ✔

**B.** Rewrite each sentence. Use the possessive form of the word in ( ).

6. Farview Park is one of our (state) beauty spots.

7. The (bike trails) curves make them fun to ride.

8. The (park) two lakes are popular swimming spots.

9. Both (lakes) beaches are crowded in summer.

10. The (children) zoo is popular, too.

**At Home:** Write three sentences about family members’ favorite possessions. Use possessive nouns, including at least one plural possessive.
Appositives

REMEMBER THE RULES

• An appositive is a word or group of words that identifies or explains the noun it follows.

   Paris, a beautiful city, is in France.

A. Underline the appositive in each sentence. Circle the noun it identifies.

1. Juana, my favorite cousin, has just come back from France.

2. Paris, the capital of France, was the highlight of her trip.

3. She toured Notre Dame, the beautiful cathedral of Paris.

4. It is built on Île de la Cité, an island in the River Seine.

5. This cathedral, a masterpiece of Gothic architecture, was begun in 1163.

6. The most famous landmark of Paris, the Eiffel Tower, was built in 1889.

7. This structure, an immense tower of exposed iron latticework, is 984 feet tall.

8. The Louvre, one of the world’s great art museums, is also in Paris.

9. Juana, an artist herself, said she could have spent days there.

10. It is home to the “Mona Lisa,” Leonardo da Vinci’s masterpiece.

B. Combine the sentences by forming an appositive. Write the new sentence.

11. Paris has been the home of many artists. Paris has many art museums.

   __________________________________________________________________________

   12. Juana also visited the Musée de l’Orangerie. It is another museum.

   __________________________________________________________________________

   13. It houses paintings by Claude Monet. Claude Monet was an Impressionist painter.

   __________________________________________________________________________

   14. The paintings are vibrant swirls of color. The paintings are of water lilies.

   __________________________________________________________________________

   15. Monet was a prolific painter. Monet produced hundreds of paintings.

______________________________________________________________________________

At Home: Find three sentences in a newspaper or magazine article which contain appositives. Underline the appositive and circle the noun in each.
Combining Sentences: Nouns

**REMEMBER THE RULES**

- Two sentences with the same predicate but different subjects can be combined by joining the subjects with *and* or *or.*
  
  *Rebecca and Josh joined the debate club.*
  
- Two sentences with the same predicates but different objects can be combined by linking the objects with *and* or *or.*
  
  *Sometimes Rebecca acts as panelist or moderator.*

A. Underline the subjects or objects in the sentences that could be combined.

1. Michel is in my French class. Colin is in my French class.


3. Felicity will translate the poem. Collette will translate the poem.

4. French is a beautiful language. Spanish is a beautiful language.

5. I want to speak French well. I want to speak Spanish well.

B. Combine the two sentences by writing a compound subject or a compound object. Use *and* or *or.* Then write the word *subject* or *object* on the line to tell which you combined.

6. French Club will meet at 3 P.M. Spanish Club will meet at 3 P.M.

7. Students can join the French Club. Students can join the Spanish Club.


9. Colin has visited France. Colin has visited Belgium.


---

*At Home:* Write a sentence with a compound subject about two of your family members. Then write a sentence with a compound object about the same family members.
McGraw-Hill Language Arts
Grade 6, Unit 2, Nouns, pages 102–103

Mechanics and Usage: Titles of Works

REMEMBER THE RULES

- Capitalize the first, last, and each important word in the titles of books, magazines, and newspapers. Underline or italicize these titles.
- Put quotation marks around the titles of short stories, articles, songs, poems, and chapters in a book.

A. If the title is written correctly, write yes on the line. If it is not, rewrite it correctly.

1. Charlotte’s web (book) ______________________________

2. The Hartford News (newspaper) ______________________________

3. Three days on mt. everest (article) ______________________________

4. “America the Beautiful” (song) ______________________________

5. The fiddler of dooney (poem) ______________________________

B. Circle the part of the sentence that is not written correctly and rewrite it correctly on the line.

6. When Amanda won the newspaper’s writing contest, she got her picture in the clarksville chronicle.

7. She wrote a poem called three steps ahead.

8. Gio was runner-up with an article called protecting our wetlands.

9. Gio wrote a short story for our school paper, the bulletin.

10. It was a funny story about a boy who couldn’t stop singing If I only had a brain.

At Home: Make a chart with the names of four friends. For each name, write the titles of the person’s favorite book, song, and magazine.
Mixed Review

**REMEMBER THE RULES**

- A **possessive noun** shows ownership.
  - **Singular possessive noun:** add ‘s to a singular noun. *King Tut’s tomb*
  - **Plural possessive noun:** add ’ to a plural noun that ends in -s. Add ‘s to a plural noun that does not end in -s. *the kings’ tombs*
- An **appositive** is a word or group of words that follow a noun. It identifies or explains the noun it follows. An appositive can be used to combine two short sentences into one sentence.
  
  *King Tut was called the boy king. His tomb was discovered in 1922.*
  
  *The tomb of King Tut, the boy king, was discovered in 1922.*

A. Write the correct possessive form of the noun in dark type.

1. We are studying ________________ ancient history. **Egypt**
2. The ________________ armies captured Nubia, a kingdom to the south. **pharoah**
3. The Egyptians soon made use of the ________________ gold mines. **area**
4. I learned about the ________________ knowledge of science and medicine. **Egyptians**
5. Scribes recorded this knowledge, creating the __________ first medical texts. **world**

B. Use appositives to combine the following sentences. Write the new sentences.

6. Egypt depended on the Nile. The Nile is the world’s longest river.
   
   ________________________________

7. Egyptians wrote with hieroglyphics. Hieroglyphics are a kind of picture writing.
   
   ________________________________

8. Khufu was an Old Kingdom pharaoh. He ordered the building of the Great Pyramid.
   
   ________________________________

9. Egypt became an empire. An empire is a group of lands ruled by one government.
   
   ________________________________

10. Egypt had control of Kush. Kush was a wealthy kingdom to the south of Egypt.
    
    ________________________________
Common Errors: Plurals and Possessives

REMEMBER THE RULES

- A plural noun names more than one person, place, thing, or idea. Plural nouns don’t have an apostrophe. Most are formed by adding -s or -es.
  
  brothers  airplanes  children  people  boxes

- Use an apostrophe and an -s to form the possessive of most nouns, including singular nouns that end in -s.  one brother’s idea

- Use an apostrophe alone to form the possessive of a plural noun that ends in -s.  two brothers’ dreams

A. Underline the noun in the sentence that is described in parentheses.

1. The sun’s surface is hot like most stars. (plural)

2. Most stars’ light takes many years to reach us. (plural possessive)

3. The sun’s light reaches earth in eight minutes. (plural)

4. The next nearest star’s light takes four years to reach us! (singular possessive)

5. Earth’s moon or the planets do not create their own light. (singular possessive)

B. Rewrite each sentence using the correct form of the underlined noun.

6. Other stars’ temperatures’ are similar to our sun’s temperature.

7. The suns center is deep below its surface.

8. It’s temperature is more than double the surface’s temperature.

9. Hydrogens’ atoms are split into protons and neutrons here.

10. The hydrogen protons’ move quickly and join or fuse to form into helium atoms.

At Home: Explain to a family member what is wrong with the common errors in spelling you see in Part B.
Tell which part of a book you would use to find the following information.

1. Where would you find the date your social studies book was published?

2. Where would you find the author of a book your teacher is reading aloud to the class?

3. Where would you find the topic covered in the first chapter of your Language Arts book?

4. Where would you find the definition of the word trade in your social studies book?

5. Where would you find the page of your social studies book where you can read about Cleopatra?

6. Where would you find the number of chapters in your science book?

7. Where would you find the definition of the word igneous as used in your science book?

8. Where would you find the name of the company that published your language arts book?

9. Where would you find the chapter of your language arts book where you will study verbs?

10. Where would you find the page of your social studies book where you can read about the Civil War?
Vocabulary: How Language Changes

- A **compound word** is formed by joining two words. \( \text{base} + \text{ball} = \text{baseball} \)
- A **clipped word** is a shortened form of a longer word. \( \text{professional} \rightarrow \text{pro} \)
- A **blended word** is a combination of two words. Usually some letters are omitted to form the new word. \( \text{breakfast} + \text{lunch} = \text{brunch} \)
- A **borrowed word** comes from different languages. \( \text{Tacos} \) – word from Mexico

A. Choose either a compound, clipped, blended, or borrowed word from the word box to complete each sentence.

<table>
<thead>
<tr>
<th>suitcases</th>
<th>photos</th>
<th>outstanding</th>
<th>playoff</th>
<th>homer</th>
</tr>
</thead>
<tbody>
<tr>
<td>overcrowded</td>
<td>pro</td>
<td>sightseeing</td>
<td>baseman</td>
<td>airplane</td>
</tr>
</tbody>
</table>

1. The Japanese ________________ baseball team waited anxiously at the gate.
2. They had already checked their ________________ at the ticket counter.
3. The press took many ________________ of the team.
4. Finally, the ________________ took off for Mexico City.
5. Tokyo and Mexico City are both big and, some say, ________________ cities.
6. The Japanese team did quite a bit of ________________ before the big game.
7. On the day of the ________________ game, the stadium was filled to capacity.
8. In the fourth inning, the Japanese third ________________ hit a home run.
9. In the seventh inning, the Mexican catcher hit a grand slam ________________.
10. The Japanese team had an ________________ last inning and won the game.

B. Write the food name from the list below after its definition. Use a dictionary if necessary.

| tortellini | paella | dim sum | falafel | pirogi |

11. A Middle-Eastern sandwich made from fried spiced chickpeas ________________
12. Chinese dumplings and other assorted tidbits served as a meal ________________
13. Small Italian pasta pockets stuffed with meat or cheese ________________
14. A flat Russian pastry filled with chopped meat or cabbage ________________
15. A rice dish from Spain made with chicken or seafood ________________

---

At Home: Work with a family member and write three other food words that are borrowed from other languages. Write a sentence with each word.
Composition: Outlining

- Use an outline to help you plan your writing.
- The title of the outline states the topic.
- Outlines consist of main ideas indicated by Roman numerals.
- List subtopics beneath each main idea. These subtopics should support the main idea and should be indicated by capital letters.
- Give supporting details under each subtopic, indicated by numbers.
- The ideas in the outline should be placed in a logical order. Discard any minor ideas or examples that do not relate to the main idea or subtopics.

A. Leslie jotted down some notes for a composition comparing two kinds of animals that make good pets. On the line, place a ✓ for her note that relates to a main idea. Write no for her note that should not be included in the outline or composition.

**Goldfish**
- Goldfish
- Colors and Sizes
- Going fishing at the pond
- Interesting to Observe

**Canaries**
- Canaries
- Appearance
- Sound
- Talking parrots

B. Use the notes above to complete the outline.

Title: ________________________________

I. __________
   ✓ Appearance
      1. colors
      2. size
   ✓ Sound
      1. bird songs
      2. other sounds
   ✓ __________
      1. cleaning
      2. decoration

At Home: Write the second part of Leslie’s outline on another sheet of paper.
Read the paragraphs and answer the questions below.

A T-Rex, the largest ever found, was unearthed in the western part of the United States. On the other side of the world in Siberia, a frozen Woolly Mammoth was taken from the permafrost. The skeletons of both creatures were complete.

The T-Rex became extinct millions of years ago. The Woolly Mammoth was dated to be about 23,000 years old. The fossilized bones of the T-Rex give a partial idea of what it was like. The soft tissue of the T-Rex rotted away soon after it died. However, when the Woolly Mammoth died, it was covered with snow and frozen solid. All of its soft tissue is still intact.

After digging away 1,200 tons of dry soil from around the T-Rex skeleton, the bones were individually removed and will be re-assembled in a museum. In contrast, the entire mammoth was taken away from the discovery site in a 24-ton block of solid earth and ice. It is currently being stored in deep freeze.

1. How were the discovery of the T-Rex and the Woolly Mammoth alike?

2. What is the main reason why the two discoveries were so different?

3. What were the location, age, and condition of each discovery?

<table>
<thead>
<tr>
<th>T-Rex</th>
<th>Woolly Mammoth</th>
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<tbody>
<tr>
<td>location</td>
<td></td>
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<tr>
<td>age</td>
<td></td>
</tr>
<tr>
<td>condition</td>
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</tbody>
</table>

4. How did the author organize the comparison?

5. Name two contrast words or phrases used in the paragraphs.

At Home: Write a few paragraphs comparing and contrasting your first and last day of school last year. Recall the events in logical sequence. Read your story to a family member.
Prewrite: Writing That Compares

Writing that compares shows how two things are similar and how they are different. You can explain something unfamiliar to your reader by comparing it to something familiar. You can also contrast two subjects, using the differences to persuade your audience to understand your point of view.

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

**CHECKLIST**

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

**At Home:** Use a chart like the one above to compare and contrast your experiences in two different grades of school.
Revise: Writing That Compares

Help improve and revise your writing by expanding details so they give more information. It will make your writing clearer and more interesting.

Read the list evaluating individual and team sports. Use another piece of paper to revise the writing below by adding information from the list.

All sports provide healthy exercise.
Both kinds of sports involve competition.
Teams share responsibility for wins and losses.
Individuals take full responsibility for each win and loss.
A team is a social experience; learn to cooperate with others.
An individual sport is a solitary experience; learn self-reliance.
Both help you set and accomplish personal goals.
Both allow you to develop physical and mental skills.

Individual vs. Team Sports

Participants in sports have to make an important decision.

Should he or she join a team or play an individual sport? Each choice is a good one.

Both kinds of sports help you set and accomplish personal goals.

On one hand, people who enjoy social experiences will get more out of a team sport.

On the other hand, an individual sport is a solitary experience.

All athletes face competition. Team members get to share responsibility for wins and losses.

At Home: Choose a specific individual sport and team sport. List details about each sport, then compare and contrast the two lists.
Proofread: Writing That Compares

After you revise your comparison, **proofread** it to correct any errors. Correct capitalization and punctuation errors. Add indents where needed. Use a dictionary to help check spelling, and combine sentences where appropriate.

**A.** Read the following comparison about two presidents of the United States. Use the proofreading marks to mark any errors you find.

This report tells about President George Washington. This report tells about President Abraham Lincoln. Like all good leaders, each of these men had leadership experience before he became president.

George Washingtons background was in the military. Because of his army troops efforts, the American colonies won their freedom from Britain. On the other hand, Abraham Lincolns background in law made him an eloquent spokesperson before he ran for the presidency in 1860.

Although these men lived at different times, they both held offis. Washington commanded the Continental Army that won the American Revolution in 1783. Similarly, the Union armie under Lincoln won the Civil War in 1865.

**B.** On another sheet of paper, use the corrections you marked to rewrite these paragraphs.

---

**At Home:** Read about two other presidents of the United States. Write a paragraph that compares and contrasts them.
Action Verbs

REMEMBER THE RULES

• An action verb expresses action. It tells what the subject of the sentence does or did.

We read about ancient Sparta.

A. Underline the action verb in each sentence. Then write it on the line.

1. In ancient Sparta, boys trained to become soldiers. ______________________
2. They practiced sports, too. ______________________
3. Girls also learned sports. ______________________
4. They played ball games. ______________________
5. Athenian girls stayed at home. ______________________
6. They helped their mothers with household duties. ______________________
7. They wove cloth from sheep’s wool. ______________________
8. Athenian boys worked with their fathers in the fields. ______________________
9. They studied reading and writing, too. ______________________
10. Today tourists visit many Greek sites. ______________________

B. Circle the action verb that completes each sentence.

11. Ancient Greeks _____ in many gods and goddesses. 
   truth believed help
12. According to their religion, the god Zeus _____ on Mt. Olympus. 
   life lived goddess
13. Greeks from every city-state _____ at temples to honor Zeus. 
   gathered people religion
   festival god honored
15. Each summer, they _____ a festival in her honor. 
   held winter special
Direct and Indirect Objects

REMEMBER THE RULES

- A **direct object** is a noun or a pronoun in the predicate that receives the action of the verb.

  *Billy threw the ball.*

- An **indirect object** is a noun or pronoun in the predicate that answers the question *to what?* *for what?* *to whom?* or *for whom?* after an action verb.

  *Billy threw Nancy the ball.*

A. Underline the direct object in each sentence.

1. One Saturday, Neelie, Ted, and Luis hiked Overlook Mountain.
2. They climbed the trail to the top of the hill.
3. Luis carried binoculars with him.
5. The three friends ate lunch near the summit of the mountain.
6. Luis had brought some grapes as part of his lunch.
7. He gave his friends grapes, too.
8. Suddenly, Ted gave a loud shout.
9. He had seen something!
10. He’d spotted a hawk in the sky overhead.

B. Tell whether the underlined word is a direct object or an indirect object. Check **DO** for direct object and **IO** for indirect object.

11. Excitedly, Neelie checked the bird **book**.
   
   DO  IO

12. Soon she found a **picture**.
   
   DO  IO

13. She showed **Luis** and **Ted** the illustration.
   
   DO  IO

14. Luis handed **Ted** the binoculars.
   
   DO  IO

15. Finally the friends identified the **bird** as a rough-legged hawk.
   
   DO  IO

At Home: Record three sentences using the verbs gave, throw, and show. Then underline direct objects and circle indirect objects.
Verb Tenses

REMEMBER THE RULES

• Present-tense verbs tell an action that is happening now.
  The story of the calendar is very interesting.

• Past-tense verbs tell an action that has already happened.
  The word September came from the Latin word meaning “seventh.”

• Future-tense verbs tell an action that will happen.
  Tomorrow we will learn more facts about the calendar.

A. Circle whether the underlined verb is in the present, past, or future tense.

1. We use a twelve-month calendar. present past future
2. The Roman calendar existed with ten months. present past future
3. December comes from a word that means “ten.” present past future
4. The old calendar contained several errors. present past future
5. Julius Caesar made changes in the calendar. present past future
6. He added a leap year every fourth year. present past future
7. He named his calendar the “Julian calendar.” present past future
8. The calendar included too many leap years! present past future
9. I will read today’s date on my calendar. present past future
10. Do you have a new calendar? present past future

B. Write whether the underlined verb is in the present, past, or future tense.

11. In 1582 Pope Gregory made more changes to the calendar. _________
12. Now leap years occur only in years exactly divisible by four. _________
13. Mr. Hunt will show us a leap-year calendar. _________
14. We correctly guessed the leap years. _________
15. This calendar will last through the centuries. _________

At Home: Write three sentences. In the first, tell something you did yesterday. In the second, tell what you are doing right now. In the third, tell something you will do later.
Subject-Verb Agreement

REMEMBER THE RULES

• A **singular subject** takes a **singular verb**.
  
  *Joe enjoys visiting the museum.*

• A **plural subject** takes a **plural verb**.
  
  *Bess and Lisa enjoy going with him.*

• In compound subjects joined by *or*, *either...or*, or *neither...nor*, the verb agrees with the subject part nearest to it.

  *Neither Joe nor Lisa enjoys taking the subway, however.*

A. Underline the verb in parentheses which agrees with the subject of the sentence.

  1. My cousin Mark (live, lives) in New York City.
  2. Mark and his sister Lisa (enjoy, enjoys) visiting the Museum of Natural History.
  3. They often (go, goes) there on Saturdays.
  4. I (visit, visits) my cousins often.
  5. Sometimes Mark or Lisa (take, takes) me to the movies.
  6. Other times, we (browse, browsers) in old bookstores.
  7. We all (love, loves) to walk wherever we can.
  8. Neither my cousins nor I (prefer, prefers) the bus.
  9. The Museum of Modern Art (is, are) near Fifth Avenue.
  10. The exhibits there (fascinate, fascinates) me.

B. Rewrite the sentence, using the correct form of the verb in parentheses. The subject is underlined for you.

  11. My cousins (know) the city very well.

  12. They often (go) to Chinatown to eat.

  13. Either Mark or Lisa (think) of it first.

  14. The other one soon (agree).

  15. The color and bustle of the streets in Chinatown (intrigue) me.
Main Verbs and Helping Verbs

**REMEMBER THE RULES**

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

**Joey is getting his canoe ready.**

**main verb:** getting  **helping verb:** is

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

1. We are planning a trip for May.
2. We will explore the Great Swamp, a wetlands near the school.
3. We might use both canoes and kayaks.
4. I have read a lot about wetlands.
5. Wetlands should be protected.
6. Mrs. Keasbey will come with us.
7. She will show us a beaver dam.
8. We may see some unusual birds, too.
9. I have seen an egret there.
10. Joey has spotted a great horned owl there several times.

B. Rewrite each verb phrase, using the correct form of the verb in parentheses.

11. Tammy (is, are) bringing her camera.
12. She and Lisa (is, are) photographing some wildflowers.
13. We (has, have) seen wild irises in the swamp.
14. They (are, was) blooming now.
15. I (is, am) looking forward to this trip!

At Home: Look in a newspaper or magazine. Find three sentences that contain helping verbs. Underline the verb phrase and circle the helping verbs.
Mechanics and Usage: Commas

**REMEMBER THE RULES**

Use a comma:
- after introductory words and phrases.
- to set off a direct quote, an appositive, or an interrupter.
- after the greeting and closing in a friendly letter.
- between the day and the year in dates.
- between the names of cities and states in an address.
- to separate words in a series.

A. Add commas where needed in the sentences.
2. Kathy visited the cities of Galway Dublin Enniskillen and Belfast.
3. On her first day in Dublin she toured Trinity College.
4. From Enniskillen she visited Devenish Island the site of an ancient monastery.
5. Belfast the capital of Northern Ireland was her last stop.

B. Rewrite the following as a letter on the lines below, using commas where necessary.
6. August 22 2000
7. Dear Tanya
8. Here I am in Dublin Ireland.
9. Tonight I will see a play at the Abbey Dublin’s famous theater.
10. Your friend Kathy

At Home: Write a letter about a place you’ve visited. Include a date and the name of a city and state.

McGraw-Hill Language Arts
Grade 6, Unit 3, Verbs, pages 174–175
Mixed Review

REMEMBER THE RULES

- An action verb tells what the subject of the sentence does or did.
  
  *Did St. Columba see the Loch Ness monster?*

- Present tense verbs tell what is happening now.
  
  *Some tell tales of a monster in the lake.*

- Past tense verbs tell what has already happened.
  
  *In 1933 a man and woman supposedly saw a monster.*

- Future-tense verbs tell what will happen.
  
  *Someday I will go to Loch Ness.*

- The subject and the verb of a sentence must agree.

- A singular subject takes a singular verb.
  
  *My cousin thinks the monster is a hoax.*

- A plural subject takes a plural verb.
  
  *Many people think there is something there, however.*

A. Draw a line under the action verb in each sentence. Then, on the line, write whether the verb is in the present, past, or future tense.

1. According to Jesse, Lisa saw a strange sight. ________________

2. Some people claim to have seen it, too. ________________

3. One man took a picture of it. ________________

4. In the fuzzy picture you can see a creature with a long neck. ________________

5. The picture was later discovered to be a fake. ________________

B. Choose the present-tense verb in parentheses that agrees with the subject of each sentence. Write it on the line.

6. Many people (visit, visits) the science museum each year. ________________

7. Some (hope, hopes) to see unusual things. ________________

8. Janna and her brother (read, reads) mostly science books. ________________

9. Neither Janna nor Todd (like, likes) the insect exhibit. ________________

10. However, many children (enjoy, enjoys) the invention hall. ________________
Progressive Forms

**REMEMBER THE RULES**

- The **present progressive** form of a verb describes an action that is still going on.
  
  *I am reading* a science-fiction book about UFOs.

- The **past progressive** form of a verb describes an action that was in progress sometime in the past.
  
  *I was reading* when the doorbell rang.

A. Tell whether the underlined verb phrase is in the **present-progressive** form or the **past-progressive** form. Circle your answer.

1. I **am telling** my friends a story.  
   **present progressive**  **past progressive**

2. They **are listening** attentively.  
   **present progressive**  **past progressive**

3. Last night my family **was watching** television.  
   **present progressive**  **past progressive**

4. We **were enjoying** our favorite comedy.  
   **present progressive**  **past progressive**

5. In the show, aliens from another planet **are visiting** Earth.  
   **present progressive**  **past progressive**

6. Everyone in my family **was laughing** at the show.  
   **present progressive**  **past progressive**

7. Suddenly the doorbell **was ringing**.  
   **present progressive**  **past progressive**

8. A little green man **was standing** there.  
   **present progressive**  **past progressive**

9. Now my friends **are laughing** at me.  
   **present progressive**  **past progressive**

10. I **am protesting** my innocence.  
    **present progressive**  **past progressive**

B. Rewrite each sentence using the verb in parentheses. Use the form that is noted in the □.

11. Now I **try** to keep a straight face. (try)  
    □ present-progressive

12. I **pretend** to be insulted. (pretend)  
    □ past-progressive

13. But I **laugh** too hard. (laugh)  
    □ present-progressive

14. My friends **laugh**, too. (laugh)  
    □ present-progressive

15. Last night we **watch** the same show. (watch)  
    □ past-progressive
Perfect Tenses

**REMEMBER THE RULES**

- The **present-perfect** tense of a verb tells about an action that began in the past and is still happening.

  \[ I \ have \ enjoyed \ the \ water \ since \ I \ was \ little. \]

- The **past-perfect** tense of a verb describes a past action that happened before another past action.

  \[ I \ had \ learned \ to \ swim \ when \ we \ lived \ in \ Florida. \]

**A.** Tell whether the underlined verb is in the present-perfect tense or the past-perfect tense. Circle your answer.

1. I have wanted to learn scuba diving for a long time.
   
   **present-perfect**  **past-perfect**

2. I had heard of pearl divers who stayed under water for long periods.
   
   **present-perfect**  **past-perfect**

3. Pearl divers in the Persian Gulf have dived without special equipment for centuries.
   
   **present-perfect**  **past-perfect**

4. The invention of the aqualung by Jacques Cousteau has changed the way people dive.
   
   **present-perfect**  **past-perfect**

5. This invention has made it possible for thousands of people to dive as a hobby.
   
   **present-perfect**  **past-perfect**

**B.** Rewrite each sentence using the verb in parentheses. Use the form that is noted in the [ ].

6. [present-perfect] Divers _____________ to use diving suits. (continue)

7. [present-perfect] Divers who work on oil rigs _____________ special equipment. (require)

8. [past-perfect] In the past, divers _____________ that diving suits were awkward and expensive. (complain)

9. [past-perfect] Back then, divers _____________ to decompress before they came to the surface. (need)

10. [present-perfect] New technology _____________ this, making decompression time unnecessary. (change)

---

**At Home:** Find sentences in a magazine or newspaper article that use present-perfect tense and past-perfect tense verbs. Copy the sentences and underline the verbs.
Linking Verbs

REMEMBER THE RULES

• A linking verb links the subject of a sentence to a noun or an adjective in the predicate.
  
  *Mac is my cat.*

• A predicate noun follows a linking verb and renames or identifies the subject.
  
  *He is a great hunter.*

• A predicate adjective follows a linking verb and describes the subject.
  
  *He is curious about everything.*

A. Underline the linking verb in each sentence. Circle the predicate noun or the predicate adjective.

1. Mac seems eager to go outside.
2. The moon is bright tonight.
3. This cat is a mouser.
4. He grows restless when the moon is full.
5. He is curious about every sound.
6. Every sense is alert.
7. His ears are attentive to every rustle in the grass.
8. His eyes are watchful.
9. His muscles are taut.
10. He is ready to pounce.

B. Underline the verb in each sentence. If it is an action verb, write AV on the line. If it is a linking verb, circle the predicate noun or predicate adjective in the sentence, and write PN or PA.

11. Last night he caught a field mouse. ________________
12. It was brown with delicate white paws. ________________
13. I felt sorry for the mouse. ________________
14. Suddenly, it squeaked loudly at Mac. ________________
15. Mac was surprised enough to let go. ________________

At Home: Write a five-sentence description of a friend. Underline the linking verbs you used. Circle the predicate nouns and predicate adjectives.
Irregular Verbs

REMEMBER THE RULES

- Irregular verbs do not add -d or -ed to form the past tense and past participles.

  He drove to the lake. He has driven to the lake.

- The best way to learn irregular verbs is to memorize them.

A. Underline the form of the verb that correctly completes each sentence.

1. Samuel has (gone, went) to the lake.
2. He has (drove, driven) there many times.
3. He (gone, went) there last year after the hurricane.
4. Samuel had not (knowed, known) if there was any damage.
5. He had (saw, seen) that a large tree was down.

B. Write the correct form of the verb in parentheses that completes each sentence.

6. Samuel has (take) supplies with him this time. _____________________________
7. He had (throw) out everything last time. _________________________________
8. The food supplies had (go) bad without refrigeration. ____________________
9. Samuel has (drive) to the lake in every season. ___________________________
10. He has (swim) there at dawn and in the rain. _____________________________
11. Samuel (take) many photographs at the lake. _____________________________
12. He has (make) collages and drawings from them. _________________________
13. He has (write) stories to go with his photographs, too. ____________________
14. He has (show) his work in an exhibition. _________________________________
15. His parents have (fly) in to see the show. ________________________________

At Home: Write three sentences in the past tense using see, go, or do. Underline the verb phrases in your sentences.
A. Decide which verb form correctly completes each sentence. Write the entire verb phrase on the line.

1. Joe thought the storm had (go, gone) past them. ________________________________

2. In the morning, he discovered the wind had (blown, blew) down several trees. ________________________________

3. One falling tree had (caught, catched) the phone lines. ________________________________

4. As it fell, it (tore, torn) those down, too. ________________________________

5. He has not (spoke, spoken) to his friends in two days! ________________________________

B. Write the correct form of the verb in parentheses that completes each sentence.

6. Last year a winter storm had (bring) ten inches of snow. ________________________________

7. We had (choose) to spend a weekend at the lake. ________________________________

8. We had not (know) a storm was on the way. ________________________________

9. We (awake) early. ________________________________

10. The pipes had (freeze) during the night. ________________________________

11. The ice had (bring) down the power lines. ________________________________

12. The wind had (sink) the rowboat, too. ________________________________

13. Soon we had (drink) all the bottled water. ________________________________

14. We have never (forget) that weekend. ________________________________

15. It has (teach) us a lesson we will always remember. ________________________________
Mechanics and Usage: Contractions with *Not*

**REMEMBER THE RULES**

- A **contraction** is a shortened form of two words.
- Many contractions are formed by combining a verb with *not*.
- An **apostrophe** shows where the letter *o* has been left out.

**A.** Underline the contraction in each sentence. Then write the two words that make up the contraction.

1. Sondra **doesn’t** know about the art project. ________
2. Since she **was** ill, she **wasn’t** in school today. ________
3. She **can’t** bring in the supplies she **needs** to get started. ________
4. She **won’t** be pleased to be unprepared. ________
5. She **is** a good friend, so I **wouldn’t** mind calling her. ________
6. This project **isn’t** easy. ________
7. Perhaps we **didn’t** read the directions carefully. ________
8. The directions **weren’t** written very well. ________
9. You **shouldn’t** have mixed those two ingredients. ________
10. I **couldn’t** have known this would happen. ________

**B.** Rewrite each sentence. Replace the words in parentheses with a contraction.

11. We (would not) have mixed them if we had known. ________
12. (Is) this (not) a big mess? ________
13. We (cannot) leave it like this. ________
14. I (have not) got a mop. ________
15. You (are not) going to make me clean it by myself, are you? ________

---

**At Home:** With a family member, write three sentences with contractions that have *not*. Then trade papers and write the words the contractions stand for.

**• A contraction** is a shortened form of two words.

**• Many contractions are formed by combining a verb with *not*.**

**• An apostrophe** shows where the letter *o* has been left out.
Mixed Review

REMEMBER THE RULES

• Present-progressive verbs express action that is continuing right now.
  \[
  \text{Kenna is learning to paint with oils.}
  \]

• Past-progressive verbs express action that was continuing in the past.
  \[
  \text{She was painting outside this morning.}
  \]

• Present-perfect verbs express action that began sometime in the past and is still going on.
  \[
  \text{She has wanted to use oils for a long time.}
  \]

• Past-perfect verbs tell of a past action that occurred before another past action.
  \[
  \text{She had learned to use pastels before her tenth birthday.}
  \]

• Linking verbs do not show action. Instead, they tell what someone or something is or was. They link the subject noun with a predicate noun, predicate pronoun, or a predicate adjective.
  \[
  \text{Already Kenna is an artist. She is talented.}
  \]

A. Write the helping verb or linking verb that best completes each sentence. Then write what kind of verb it is: present progressive, past progressive, present perfect, or past perfect.

1. Kenna ________________ always talking in class. ________________

2. Kenna ________________ not wanted to get into trouble. ________________

3. She ________________ learned her lesson, however. ________________

4. She ________________ apologized for talking. ________________

5. Kenna ________________ a very talented artist. ________________

B. Underline the linking verbs. Circle the predicate noun (PN) or predicate adjective (PA), and write PN or PA to tell which it is.

6. Kenna seems delighted. __________

7. Her parents are proud of her talent. __________

8. Her father is a sculptor, you know. __________

9. Mrs. Green is a well-known painter in our area. __________

10. She was happy to discover a talented student. __________

At Home: In a newspaper or magazine, find sentences containing examples of present progressive, past progressive, present perfect, and past perfect tenses.
Common Errors: Subject-Verb Agreement

**REMEMBER THE RULES**

- A singular subject agrees with a singular verb. A plural subject agrees with a plural verb. *The rhythm of the words attracts some people to poetry.*
- When a sentence begins with *here* or *there*, use a verb that agrees with the subject that comes after the verb. *Here is a list of famous poets.*
- Use a plural verb with a compound subject that is joined by *and.*  
  *Shakespeare and T.S. Eliot were great poets.*
- When the compound subject is joined by the conjunctions *or* or *nor*, make the verb agree with the subject that is closer to it.  
  *Neither Beowulf nor The Song of Roland has a known author.*

**A.** Write the correct form of the verb in parentheses that will complete the sentence.

1. Poems (*attract, attracts*) people with their sound and rhythm. ________

2. The strong rhythm of nursery rhymes (*delight, delights*) most children. ________

3. A child (*match, matches*) his movements to the words of a rhyme. ________

4. Millions of people (*enjoy, enjoys*) the poetry of Mother Goose. ________

**B.** Rewrite each sentence, changing the incorrect verb to agree with the subject.

5. Poets *expresses* their feelings through colorful words.

______________________________________________________________

6. Poems *creates* mental images that convey a poet’s feelings.

______________________________________________________________

7. The listeners or the reader *understand* how the poet felt.

______________________________________________________________

8. The ode *are* a type of lyric poetry filled with high praise and noble feeling.

______________________________________________________________


______________________________________________________________

10. Epics and ballads *provides* examples of narrative poems.

______________________________________________________________

---

**At Home:** For each sentence in Part B, underline the noun and circle the verb that needs to be in agreement.
At Home: Make a list of three questions you have about hurricanes or another topic. Tell which resource you would use to find the information.

Suppose you are doing a report on hurricanes. Tell which resource would be best to give you the following information you need for your report.

1. a list of hurricanes in 1999
2. the effect hurricane Floyd had on North Carolina in 1999
3. the etymology of the word hurricane
4. an explanation of how hurricanes develop
5. synonyms for the word hurricane
6. the most devastating hurricanes in the last ten years
7. a list of hurricane names to be used next year
8. how hurricanes are forecast and tracked
9. the strongest hurricane wind ever reported
10. a map showing the area of Florida affected by hurricane Andrew in 1992
Vocabulary: Prefixes and Suffixes

• A **prefix** is a word part added to the beginning of a base word.
  
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre-</td>
<td>means “before”</td>
</tr>
<tr>
<td>ex-</td>
<td>means “out”</td>
</tr>
<tr>
<td>in-</td>
<td>means “without”</td>
</tr>
<tr>
<td>un-</td>
<td>means “not”</td>
</tr>
<tr>
<td>re-</td>
<td>means “back”</td>
</tr>
<tr>
<td>sub-</td>
<td>means “lower”</td>
</tr>
<tr>
<td>tri-</td>
<td>means “three”</td>
</tr>
<tr>
<td>mis-</td>
<td>means “wrongly”</td>
</tr>
<tr>
<td>inter-</td>
<td>means “between”</td>
</tr>
</tbody>
</table>

• A **suffix** is a word part added to the end of a base word.
  
<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-er, -or</td>
<td>means “one who” or “that which”</td>
</tr>
<tr>
<td>-ment</td>
<td>means “act,” “condition”</td>
</tr>
<tr>
<td>-ly</td>
<td>means “like in nature”</td>
</tr>
<tr>
<td>-ful</td>
<td>means “full of”</td>
</tr>
<tr>
<td>-less</td>
<td>means “without”</td>
</tr>
<tr>
<td>-tion</td>
<td>means “act,” “state of”</td>
</tr>
</tbody>
</table>

• Both prefixes and suffixes change the meaning of words.

A. Write the prefix or the suffix to complete the word in each sentence.

1. Bones of _________ historic dinosaurs have been found all over the world.

2. But fossil evidence of dinosaur’s soft tissue is almost _________ existent.

3. Imagine the excite _________ caused by the discovery of baby dinosaur fossils!

4. The site of this discovery is in an _________ populated region of Argentina.

5. Amazing _________, tiny dinosaur embryos were found in many of the eggs.

B. Select a base word from the word box to complete each sentence. Then add a prefix or suffix to the word.

| probable | dates | clear | hunt | rough | place | use |

6. A fossil of the first bird, Archaeopteryx, _________ shows this animal had wings.

7. The extinction of the dinosaurs _________ man by millions and millions of years.

8. The agile Compsognathus was _________ the size of a chicken.

9. The close _________ of fossilized dinosaur eggs suggests that the animals traveled in herds and were highly social.

10. A child who loves dinosaurs can grow up to be a dinosaur _________.

---

At Home: Write five sentences about your favorite dinosaur. Use at least one prefix or suffix in each sentence. Have a family member check your work.
Composition: Organization

- **Spatial descriptions** describe how things are arranged. For example, spatial descriptions could use words such as *left, right, above, near, in front, or outside.*

- To help set up an organized sequence of steps, use **time-order** words such as *first, next, then, before, and after.*

- When events occur because of the effect of some action, use **cause and effect** words, such as *caused and because.*

A. Write **spatial description, cause and effect,** or **time-order word** to describe each underlined word.

1. There are a few things to remember before you begin a jog. __________________

2. Stretch your muscles because that will help to prevent injury as you jog. __________________

3. You can lean to the left or right with your feet in place. __________________

4. Next, you can do deep knee bends or jumping jacks. __________________

5. A good jog causes you to feel good and maintain your health. __________________

B. Complete each sentence with a word from the box that shows how the sentence is organized. Use each word just once. Not all the words in the box are used.

<table>
<thead>
<tr>
<th>under</th>
<th>because</th>
<th>right</th>
<th>after</th>
<th>finally</th>
<th>above</th>
<th>caused</th>
</tr>
</thead>
</table>

6. When the jogging path divides into two paths, go ________________.

7. You will enjoy running ________________ the tall, towering pine trees.

8. ________________ you reach the one-mile mark, the jog gets easier.

9. You know you have almost reached your goal ________________ you will see another mileage sign.

10. ________________; you have succeeded in running a three-mile jog!

---

At Home: Write a paragraph that explains how to do a favorite activity. Select words that help you with spatial descriptions, steps in a sequence, and cause and effect occurrences.
Features of Explanatory Writing

- A writer sometimes describes **cause-and-effect** relationships to explain steps in a process.
- Clear **details** in explanatory writing makes the process easier to understand.
- Using **spatial words** and phrases, such as *under* or *next to*, may help to tell how something works.

Read the following and answer the questions.

The process of making maple syrup hasn’t changed much since Native Americans discovered how to do it hundreds of years ago. You can make maple syrup, too. In the early spring, when the sap is running, drill a 1/2 inch diameter hole, about 3 inches deep, in the sugar maple tree. Hammer a specially made sugaring spout into the tap hole. Make a hole in an old plastic milk jug, just above the handle, big enough for the spout to fit through. Then hang the jug on the spout. Leave the lid on the bottle to keep foreign objects out of the sap. Be sure not to leave sap out too long in the sun, as it will spoil.

After you have collected enough sap, build a quick-burning fire between two rows of cinder blocks. Then, place your evaporating pan over the fire and pour in the sap. Do not fill it too full. Boil the sap. Remember it takes 10 gallons of sap to make one gallon of maple syrup. When it is the right consistency and temperature (*7° F above the boiling point for water*), pour the hot sap through a strainer and into a sterile container to cool. Cap it quickly. Maple syrup can be stored for a long time, if kept in a cool place.

1. What time of year is maple syrup made? 

2. What will happen if you leave sap out in the sun? 

3. If you boil sap long enough, what happens to it? 

4. How much sap do you need to make 3 gallons of syrup? 

5. What are some spatial words the writer uses in the directions for making maple syrup?

---

**At Home:** Write directions for making popcorn or some other simple task. Use spatial words and sentences that show cause and effect.
Prewrite: Explanatory Writing

Explanatory writing can tell the reader how to do something. When you write an explanation, you often share a process that you know how to do. The purpose of explanatory writing is to explain how to do something by describing the process, step by step.

Pretend that you are writing the chapter of a student’s how-to book. When you choose your how-to topic, complete the blocks in the diagram with the steps of the process you are explaining in order.

CHECKLIST

• Did you choose a project or a skill that can be explained to others?
• Have you made a list of the steps in the process?
• Have you checked that the steps are organized in correct order?

At Home: Use a chart like the one above to explain a chore you perform at home. Make sure the steps are in the correct sequence.
Revise: Explanatory Writing

When you elaborate or revise in an explanatory article, you add important details and ideas that might be needed to clarify the steps of the process.

A. Read the explanation of how to do an experiment related to static electricity. Add more details to clarify the steps and the order to be followed.

<table>
<thead>
<tr>
<th>blow up two balloons</th>
<th>step away and observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>let hand raise balloon</td>
<td>balloons touch (attract)</td>
</tr>
<tr>
<td>because of unlike charges</td>
<td>rub balloons with something made from wool</td>
</tr>
<tr>
<td>tie about three feet of string to each balloon</td>
<td>step away and observe</td>
</tr>
<tr>
<td>tie string ends on a hanger and let balloons hang down</td>
<td></td>
</tr>
</tbody>
</table>

Here is a way to see how static electricity can attract and repel objects.

First, blow up __________ balloons. Put your hand near a balloon and watch the balloon cling to it. This occurs because your hand is neutral, while the balloon is charged from being blown up. Next, tie a piece of string _______________ to each balloon, and tie the string ends to a hanger. _______________.

Suspend the hanger so the two balloons dangle freely. _______________. You’ll see that they become attracted to each other and touch.

Now, it’s time to make the balloons repel each other by creating charges of static electricity on each balloon. _______________.

The balloons repel each other and move apart.

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

At Home: Think of something you make yourself to eat, like a sandwich or taco. Write an explanation, step by step, of how to make it.
After you revise your explanatory writing, you will need to **proofread** it to correct any errors. Use commas where needed. Check for spelling errors. Make sure subjects and verbs agree and verb tenses are correct. End each sentence with correct punctuation.

A. Read the following paragraphs from an explanation. Use the proofreading marks from the box to mark any errors you find.

### How to Make a Rainbow

You need these materials: a sheet of white paper, a clear prism (made of glass or plastic), partially filled with water.

1. First, find a spot at the window where the sun is shining.

2. Ask someone to hold the sheet of paper flat in that spot.

3. Next, hold the glass over the paper so that a beam of light travels through the glass and water onto the paper.

What do you see. Actually, you see white light also called clear light that has been bent and separated. The light bent twice as it entered the glass and then exits onto the paper. It separated into the colors of the rainbow because white light is really a blend of rainbow colors.

---

**At Home:** Think of a process that depends on light, either from the sun or from an indoor light. Write a paragraph to explain this process.
Adjectives

REMEMBER THE RULES

• **Adjectives** modify nouns or pronouns. They may appear before or after the nouns they modify.

  *Fascinating events occur in history.*

• **Predicate adjectives** modify nouns or pronouns in the subjects of sentences. They come after linking verbs.

  *The people I am reading about were important.*

A. Circle the adjectives in the following sentences.

1. Queen Elizabeth I was one of England’s most popular and powerful monarchs.
2. She had a long reign, from 1558 to 1603.
3. Elizabeth was intelligent and well-educated.
4. She sometimes surprised foreign ambassadors by speaking to them in their native language.
5. She knew several modern languages as well as classical Latin.

B. Underline the adjectives. Then write each adjective with the noun it modifies.

6. Elizabeth had an excellent understanding of human character.

7. During her reign, England was torn by religious differences.

8. Elizabeth was a moderate Protestant.

9. She took a middle road between extremists during her reign.

10. The greatest threat to England came from the Spanish fleet.

**At Home:** With a family member, make a list of five adjectives that describe someone you both know. Compare your lists.
Articles: *a, an, the*

**REMEMBER THE RULES**

- The articles *a, an,* and *the* are special adjectives.
- Look at the word that follows the article and the noun the article modifies to decide which article to use.

<table>
<thead>
<tr>
<th>an event</th>
<th>a competition</th>
<th>the events</th>
<th>the competitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>vowel sound</td>
<td>consonant sound</td>
<td>plural nouns</td>
<td></td>
</tr>
</tbody>
</table>

A. Underline the articles in the sentences below.

1. The Olympics were an ancient sports festival first held in Greece.
2. According to the earliest records, only one athletic event was held in the ancient Olympics.
3. This was a foot race of about 200 yards, or the length of the stadium.
4. For the ancient Greeks, the Games were a way of saluting the gods.
5. Today the Games honor the best athletes of the many competing nations.

B. Choose the correct article in the parentheses that correctly completes each sentence.

6. (A, An, The) ancient Olympic Games ended around (a, an, the) fifth century A.D.
7. In 1896, (a, an, the) Olympic Games were revived.
8. Baron de Coubertin, (a, an, the) French nobleman, helped organize (a, an, the) modern Olympic movement.
9. He convened (a, an, the) international sports congress in June 1894.
10. (A, An, The) U.S. team dominated (a, an, the) track and field events, winning nine of (a, an, the) twelve events.

**At Home:** Copy two sentences from a magazine or newspaper. Circle the articles.
Demonstrative Adjectives

**REMEMBER THE RULES**

Demonstrative adjectives point out particular persons or objects.

- *This* and *that* are demonstrative adjectives that point out singular nouns.
  
  *This* book came from *that* library.

- *These* and *those* are demonstrative adjectives that modify plural nouns.
  
  *These* magazines are sold in *this* store.

- *This* and *these* point out nouns that are nearby.
  
  *This* apple is delicious. *These* apples are also delicious.

- *That* and *those* point out nouns that are farther away.
  
  *That* apple came from *those* trees over there.

A. Circle the demonstrative adjective in each sentence. Then draw an arrow to the noun it modifies.

1. This tree has been here for many years.
2. All of these trees are special varieties.
3. My grandfather planted that apple orchard.
4. Some of those trees are older than my father.
5. We planted a new tree this year.

B. Underline the correct demonstrative adjective to complete each sentence. Then write it on the line.

6. I planted (*this*, *these*) vegetable garden. __________
7. (*These*, *Those*) tomatoes here are an unusual color. __________
8. (*Those*, *These*) over there are Brandywine tomatoes. __________
9. What are (*these*, *those*) little peppers here? __________
10. (*Those*,*That*) is a habañero, a very hot pepper! __________
Mechanics and Usage: Proper Adjectives

REMEMBER THE RULES

- Proper adjectives are made from proper nouns.
- Proper adjectives begin with capital letters.

"My sister has a Siamese cat."

A. Write the proper adjective and the proper noun from which it is made.

1. My cousin breeds German shepherds. _____________________________

2. I would prefer to own an Irish wolfhound. _____________________________

3. A Scottish deerhound is a nice dog, too. _____________________________

4. Have you ever seen a Mexican hairless? _____________________________

5. Jim’s English setter’s name is Blue. _____________________________

B. Rewrite each sentence. Capitalize the proper adjective.

6. My aunt has a french poodle. _____________________________

7. It sleeps on an italian silk pillow. _____________________________

8. It gets along well with her persian cat. _____________________________

9. My aunt has many english antiques in her living room. _____________________________

10. She has a chinese vase in the hall, too. _____________________________

At Home: Choose five proper adjectives from above. Write a new sentence for each proper adjective.
Mixed Review

**REMEMBER THE RULES**

- **Adjectives** modify nouns or pronouns. They may appear before or after the nouns they modify.
- **Predicate adjectives** modify nouns or pronouns in the subjects of sentences. They come after linking verbs.
  
  *The Renaissance period was fascinating.*

- **This and that, these, and those** are demonstrative adjectives. **These** and **those** modify plural nouns. **This** and **these** point out nouns that are nearby. **That** and **those** point out nouns that are farther away.

- **A, an, and the** are special adjectives called **articles**.

A. Underline the adjectives and articles in the following sentences. Write PA over predicate adjectives.

1. During the Renaissance, artists and scholars were curious.

2. Some people questioned old beliefs.

3. Many people became concerned.

4. They said some artists and scholars were too worldly.

5. They thought the Church had become too rich.

B. Circle the correct word to complete each sentence.

6. (This, Those) movement brought reform to the Church in Rome.

7. All of (these, those) books here are biographies of Martin Luther.

8. (These, Those) books on the top shelf are about a ruler of England.

9. I know who (this, that) king was—Henry VIII.

10. It must have been exciting to live during (that, this) time.

---

**Practice**

Name ___________________________ Date ____________

McGraw-Hill Language Arts
Grade 6, Unit 4, Mixed Review, pages 264–265

**At Home:** Write a dialogue between two people touring Rome. Use demonstrative adjectives. Read your dialogue to a family member.
Comparative and Superlative Adjectives

REMEMBER THE RULES

• **Comparative adjectives** compare two things. A comparative adjective is made by adding *-er* to most adjectives.

  *My research report is two pages **longer** than Jon’s.*

• **Superlative adjectives** compare more than two things. A superlative adjective is made by adding *-est* to most adjectives.

  *Heidi’s research report is the **longest** in the class.*

• **Spelling changes** may be needed when comparative and superlative endings are added to adjectives.

  *busy*  *busier*  *busiest*

A. Circle the comparative or superlative adjective in each sentence. On the line, write the things that are being compared.

1. Stonehenge is one of the oldest structures in England.

   _______________________________

2. It is one of the strangest, too.

   _______________________________

3. It is older than the Avebury Circle, a similar stone circle.

   _______________________________

4. Stonehenge is smaller than Avebury Circle.

   _______________________________

5. Its purpose is one of the world’s oddest mysteries.

   _______________________________

B. For each sentence, write the correct form of the adjective in parentheses.

6. Stonehenge was the (strange) place I saw on my trip to England. ______________

7. Some of the stones used in Stonehenge are (large) than others. ______________

8. The stones were (big) than I had imagined. ________________________________

9. The (early) part of Stonehenge is an outer ring of 56 pits. __________________

10. The (tall) stones of all are set in a horseshoe shape within the circle. __________

---

At Home: Write three sentences that compare some everyday objects in your home. Use comparatives and superlatives.
Comparing with *More* and *Most*

**REMEMBER THE RULES**

- Add *more* and *most* to form the **comparative** and **superlative** forms of most adjectives with two or more syllables.
  
  *His story is more interesting than mine.*
  
  *Hank's story was the most interesting.*

- Never use *more* or *most* before an adjective that ends in *-er* or *-est.*

A. Underline the correct comparative or superlative adjective in the sentences.

1. His story was about the most (successful, successfullest) prince who ever lived.
2. No matter what he did, the prince was always (more luckier, luckier) than anyone.
3. The roses he grew were always the (most beautiful, beatifullest).
4. His racehorses were always the (most swiftest, swiftest).
5. Yet no prince was ever (more melancholy, melancholier).

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

6. How did it happen that the prince was _______________ than others? (fortunate)
7. When he was born, his parents threw the _______________ party ever. (big)
8. But they forgot to invite the _______________ fairy in the land. (important)
9. When that fairy heard she had been overlooked, she was _______________ than she had ever been. (indignant)
10. “Don’t they know I am the _______________ of all the fairies?” she fumed. (distinguished)
11. She vowed to give the _______________ gift of all. (extraordinary)
12. “This prince,” she said, “will be the _______________ in the land.” (fortunate)
13. “Everything he does will be _______________ for him.” (easy)
14. “Then you have given him the _______________ of all gifts,” said his wise father. (terrible)
15. “You have sentenced him to the _______________ life ever!” (boring)

At Home: Write a short comparison of two TV shows you watch regularly. Use comparatives and superlatives that use *more* and *most.*
Comparing with *Good* and *Bad*

**REMEMBER THE RULES**

- Some **adjectives** have irregular comparative and superlative forms.
- The **comparative forms** of *good* and *bad* are **better** and **worse**.
  
  *Is a tornado **worse** than a hurricane?*
  
  *I like warm weather **better** than cold weather.*
- The **superlative forms** of *good* and *bad* are **best** and **worst**.
  
  *The **best** time of year is winter. That was the **worst** snowstorm in ten years.*

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

1. I saw the (best, better) news program on TV last night.

2. It said that Hurricane Floyd was the (worse, worst) storm to hit North Carolina.

3. It was one of the (worse, worst) hurricanes in years.

4. The water damage was far (bad, worse) than the wind damage.

5. I've never seen (better, best) news coverage.

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

6. Well, the movie I saw about tornadoes was (good) than that. ____________

7. I don't think anything could be (bad) than being in a tornado. ____________

8. Last year was the (bad) year for snowstorms in ten years. ____________

9. When our power went out, we had the (good) time cooking at our fireplace.

10. Nothing tastes (good) than food cooked over a wood fire. ____________

11. The chili was the (good) I've ever tasted! ____________

12. I thought the (bad) thing would be not being able to watch television. ____________

13. But we had the (good) time playing board games. ____________

14. The (bad) thing about the blackout was sharing a sleeping bag with my brother. ____________

15. The (good) thing about the blizzard was the sledding we did later. ____________

**At Home:** Write three sentences using *better, best, worse, or worst.* Then tell a family member what you are comparing in the sentences.
Combining Sentences: Adjectives

REMEMBER THE RULES

- Combine short sentences about the same person, place, or thing.

  *The TV show was *interesting*. The TV show was *entertaining*.

  *The TV show was *interesting and entertaining*.

- To combine sentences, leave out repeated words.

- To combine sentences, move an adjective from one sentence to the other.

A. Use an adjective from one sentence to combine the two sentences. Write the new sentence and underline the adjective you added.

1. The Galapagos tortoise gave its name to the islands. It is a giant tortoise.

   ____________________________________________________________________________

2. The word *galapagos* means “tortoise.” It is a Spanish word.

   ____________________________________________________________________________

3. Cormorants found there are an endangered species. Cormorants are flightless.

   ____________________________________________________________________________

4. Another rare animal in the Galapagos is the iguana. It is a marine iguana.

   ____________________________________________________________________________

5. In 1959, areas of the Galapagos were declared a national park. These areas were uncolonized.

   ____________________________________________________________________________

B. Write sentences combining the pairs of adjectives.

6. tall, majestic __________________________________________________________________

7. funny, smart ___________________________________________________________________

8. big, slow _____________________________________________________________________

9. cool, dry ____________________________________________________________________

10. sly, quick ___________________________________________________________________
Mechanics and Usage: Abbreviations

**REMEMBER THE RULES**

- An abbreviation is a short way to write a word.
  
  *Tues.*  *Fri.*  *Nov.*  *Jr.*  *Ms.*  *Mr.*

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

A. Write the abbreviation for the underlined word.

1. I addressed the letter to Doctor Sanders. ______________

2. He lives on Anderson Street. ______________

3. I invited him to visit our school on Monday. ______________

4. I asked him to come at 1:30 post meridiem. ______________

5. He will tell us about the trip he took last August. ______________

B. Write the word or words for the underlined abbreviations.

6. Our school is on Windsor Rd. ______________

7. Our teacher, Mr. Connor, makes history interesting. ______________

8. He suggested we invite Doctor Sanders to speak about Gen. Lee. ______________

9. He has written a book about Gettysburg, PA. ______________

10. Robert E. Lee was born in VA. ______________

11. We visited one of his homes when we went to Washington, DC. ______________

12. We are hoping to take another trip in Dec. ______________

13. We may get to meet John Hawkins, Jr. ______________

14. If he wins the election, he will be known as Rep. Hawkins. ______________

15. We may get to meet Gov. Wilson when she is in town. ______________

---

**At Home:** Find examples of abbreviations in a newspaper. Tell what the abbreviations stand for.
Mixed Review

REMEMBER THE RULES

- **Comparative adjectives** compare two things.
  
  *Mt. McKinley is higher than Mt. St. Helens.*

- **Superlative adjectives** compare more than two things.
  
  *Mt. Everest is the highest mountain on Earth.*

- Add more and most to form the comparative and superlative of most adjectives with two or more syllables.
  
  *Which mountain is more difficult to climb?*

- Some adjectives have irregular comparative and superlative forms.
  
  good/better/best    bad/worse/worst

A. Write the correct comparative or superlative form of the adjective in dark type.

1. **large** Asia is the world’s ____________ continent.

2. **high** Many of the ____________ mountains are in the Himalayas.

3. **young** They are also among the ____________ mountains on earth.

4. **dry** The north sides of the mountains are among the ____________ places on earth.

5. **wet** South of these mountains, the climate is much ____________.

B. Write the correct comparative or superlative form of the adjective in parentheses.

6. Asia is _________________ to me than North America. (interesting)

7. For one thing, it is much _________________.(large)

8. The climate is _________________. (varied)

9. Doesn’t Asia have a _________________ population, too? (big)

10. Yes, it is the _________________ area of the world. (populous)
Common Errors: Adjectives

REMEMBER THE RULES

• To compare two nouns, add -er to most short adjectives. To compare more than two nouns, add -est to most short adjectives.

  Is Earth older than the universe?

• Add more and most to form the comparative and superlative of most adjectives with two or more syllables.

  Questions about the origin of the universe are most interesting of all.

• Never use more or most before an adjective that ends with -er or -est.

  Scientists are more curious about our universe now than ever before.

• Do not use more or most before irregular forms of comparative and superlative adjectives such as better, best, worse, and worst.

  They now have a better understanding of how the universe formed.

Rewrite using the correct comparative or superlative form of the underlined adjective.

1. Kristen wanted a more better understanding of the universe.

2. She designed a model that was smallest than the actual universe.

3. After drawing a red dot on a balloon, she drew several black dots farthest away.

4. She blew up the balloon and measured to see which dot was distantest from the red one.

5. This was the goodest way of all to improve Kristen’s comprehension of how galaxies spread in the expanding universe.

At Home: For each sentence above, explain to a family member why you chose your answer.
Study Skills: Library Media Center and Card Catalog

A library media center includes a wide variety of resources.

- A card catalog can help you find materials on a subject. A card catalog may be drawers filled with cards for author, title, and subject, or the catalog may be on a computer.

Use the computer screen to answer the following questions.

1. What is the title of the book searched for? Stonehenge Complete by Christopher Chippindale.

2. In what year, and by what company was the book published?


3. What subject searches could you have made that would also bring up this book?

   Stonehenge (England)
   Megalithic monuments—England

4. Is the book illustrated? Yes

5. Which library has the book available now?

   Green Street Branch Library Status: on shelf
   Main Street Library Status: on loan

   Call number: 936.2C

At Home: Use a book you have at home or have borrowed from the library. Explain three different ways you could have found the book in your library’s catalog.
Vocabulary: Synonyms and Antonyms

• A synonym is a word that has the same or almost the same meaning as another word. Find and discover are synonyms.

• An antonym is a word that means the opposite of another word. Arctic and tropical are antonyms.

A. There are five pairs of synonyms and five pairs of antonyms in this word bank. Write the pairs under the correct headings.

covering    artificial    hard    sorrow    old
harvest      holy         destroy    beautiful    smooth
wrapping     real         difficult   joy        ancient
plant        sacred       construct  gorgeous    textured

<table>
<thead>
<tr>
<th>Synonyms</th>
<th></th>
<th>Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>6.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>7.</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>8.</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>9.</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>10.</td>
</tr>
</tbody>
</table>

B. Underline the pairs of synonyms or circle the pairs of antonyms in each sentence.

11. An Egyptian pharaoh prepared for death all through his life.
12. His grave was dug and his tomb prepared years before his death.
13. Much of the pharaoh’s great wealth and personal treasure were placed in the tomb.
14. Both common and royal items were important to have in the tomb.
15. A cozy bed and a comfortable pair of shoes were as welcomed as a gold necklace.

At Home: Continue the list of synonyms and antonyms from Part A. How many words can you think of? Show your list to a family member.
Composition: Writing Descriptions

• **Descriptions** are vivid word pictures of a person, place, or thing.

• **Sensory details** that appeal to sight, sound, taste, touch, and smell can add richness to descriptions of everyday things.

• The **order of details** in a description should be presented in a sensible order such as cause and effect or spatial (front to back, left to right)

A. For each sentence, circle the letter next to the choice that creates a better, more vivid description for the blank.

1. The siren of the fire engine _________________.
   a. sounded very, very loud               b. wailed like a wild animal

2. The sidewalk felt ________________ close to the burning building.
   a. like a red-hot griddle               b. extremely hot to the touch

3. The firefighters looked ________________ when they entered the upper windows.
   a. like bright eagles of rescue         b. like people who had ability and skill

4. With the fire out, the sun once again _________________.
   a. shone a little bit                   b. poked through the gray fog

5. ________________, the movie theater kept its place on Main Street.
   a. Like a proud soldier standing tall   b. Still intact but aged

B. Complete each sentence with a vivid description of one or more words.

6. My beating heart sounds _________________________________.

7. I could feel the ________________________________ blades of grass against my feet.

8. The falling snow looks _________________________________.

9. I could taste fear _________________________________.

10. Did you see that star _________________________________ last night?

At Home: Write a paragraph that describes a part of your community.

• **Descriptions** are vivid word pictures of a person, place, or thing.

• **Sensory details** that appeal to sight, sound, taste, touch, and smell can add richness to descriptions of everyday things.

• The **order of details** in a description should be presented in a sensible order such as cause and effect or spatial (front to back, left to right)
Features of Expository Writing

- Expository writing:
  - introduces a **main idea** and develops it with facts and details.
  - draws a **conclusion** based on the facts and information presented.
  - uses **transition words** to connect ideas.

Read the following and answer the questions.

One of the best ways to save paper and preserve the environment is to reduce the amount of paper you use in the first place. An easy way to do that is to put a stop to the amount of junk mail sent to your house. Each man, woman, and child is mailed nearly 30 pounds of junk mail every year. Imagine the amount of raw materials and energy needed to make, print, and deliver all that junk mail!

There are several ways to stop junk mail. If your family receives a questionnaire in the mail, do not fill it out and send it back. Your name and address and personal information is often sold, and you will get a flood of unwanted mail. Call sweepstakes promoters! Ask that your name be taken off their mailing lists. You can do the same with catalogs. Be sure to ask the catalog company not to sell your name to other businesses. Get off as many mailing lists as you can. The Post Office can help you, too. Saving the environment is worth the effort!

1. What is the main idea of this paragraph?

   ____________________________________

2. How much junk mail does each person in the United States receive every year?

   ____________________________________

3. What fact leads you to believe the writer used two sources to tell this story?

   ____________________________________

4. What conclusion does the writer come to about junk mail?

   ____________________________________

5. Write two transition words or phrases the writer uses.

   ____________________________________

   ____________________________________

At Home: Do some research on a subject, such as: Is vitamin C a cure for the common cold? Write an expository paragraph about it.
Prewrite: Expository Writing

Expository writing gives facts and information about a particular topic. Expository essays summarize information from a variety of sources and draw conclusions based on the facts. An idea web is a good way to organize your main ideas and supporting details.

Brainstorm topics that you would like to research. Decide on a topic, research it, and jot down notes. Then fill in the web below.

IDEA WEB

Main Idea:

Detail: Detail: Detail: Detail:

CHECKLIST

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

At Home: What kind of building do you live in: a high-rise, an apartment house, a single-family dwelling? Use a chart like the one above to organize ideas about different dwellings.
Revise: Expository Writing

You can elaborate your expository writing by adding important ideas and details. As you revise, try to make your information clearer, more accurate, and vivid.

Revise this expository essay. Use another sheet of paper if you need to. Add words from the word box below. Replace uninteresting, less clear verbs and adjectives with vivid ones. Add a clear conclusion and include an attention-grabbing title.

<table>
<thead>
<tr>
<th>after</th>
<th>although</th>
<th>as a result</th>
<th>however</th>
<th>in the first place</th>
<th>instead</th>
</tr>
</thead>
<tbody>
<tr>
<td>similarly</td>
<td>therefore</td>
<td>through</td>
<td>unlike</td>
<td>when</td>
<td>yet</td>
</tr>
</tbody>
</table>

If you live along the coast of the Atlantic Ocean or the Gulf of Mexico, hurricanes are a part of your life. They happen ________ anywhere from June 1 to November 30. They endanger lives and property. ____________ they hurt ____________ beaches with ____________ winds and ____________ rainfall. ____________ people need to know about these storms ____________

People __________________________ on television and radio give __________________ hurricane watches when a ____________ bad storm is about 24-36 hours away. If a storm gets stronger ____________, the hurricane watch turns into a hurricane warning. A tropical storm has winds between 39-73 miles per hour. ____________ above 73 miles per hour is ____________ a hurricane.

People __________________________ in hurricane-prone areas should learn more __________________

_____________________________

At Home: Look up information about hurricanes. Add another paragraph to this essay about how people must prepare when a hurricane threatens them.
Proofread: Expository Writing

PROOFREADING MARKS

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>✂️</td>
<td>new paragraph</td>
</tr>
<tr>
<td>🍀</td>
<td>add</td>
</tr>
<tr>
<td>⌐</td>
<td>take out</td>
</tr>
<tr>
<td>⧼</td>
<td>Make a capital letter.</td>
</tr>
<tr>
<td>⧽</td>
<td>Make a small letter.</td>
</tr>
<tr>
<td>🔍</td>
<td>Check the spelling.</td>
</tr>
<tr>
<td>⚪️</td>
<td>Add a period.</td>
</tr>
</tbody>
</table>

After you have revised your expository essay, you will need to **proofread** it to correct any errors. Check that the articles *a* and *an* were used correctly. Check for capitalization, punctuation, and spelling errors, and capitalize all proper adjectives. Use the correct form of each comparative and superlative adjective. Check that all titles were capitalized, and eliminate any repeated words.

A. Read the following paragraph from an expository essay with the title “Paris, France: a City to Visit.” Use the proofreading marks from the box to mark any errors you find.

Parisian museums are the highlight of this city for many of its tourists. One of the greater museums in the world is the Louvre, which was originally the palace of Philip II of the late 12th century. It houses the “mona Lisa” by Leonardo da Vinci, the most viewed painting in the western world. Another museum that houses famous French art from the 19th and 20th centuries, the Museum D’Orsay, was once an popular railroad station. Millions of visitors buy books, posters, and postcards to remind them of the most important artworks of the world. Some museums are dedicated to an individual artist, like Picasso, Rodin, and Degas.

All in all, the history of the world through art may be more better represented in Paris than in many other cities.

B. On another sheet of paper, use the corrections you marked to rewrite the paragraph.
Personal Pronouns: Singular and Plural

A. Circle the personal pronouns in these sentences.

1. You are probably familiar with fudge.
2. We all know that fudge is a soft, melt-in-the-mouth kind of candy.
3. Before there was a candy called fudge, people would say “Fudge” when they were annoyed.
4. To them back then, the word meant “nonsense or foolishness.”
5. The candy we know as fudge was invented in Philadelphia.
6. A candy-maker was watching some helpers as they made caramels.
7. They made a mistake, and the caramels didn’t turn out chewy.
8. When the candy-maker saw what had happened, he was upset and said, “Fudge!”
9. The bad batch of caramels became what we know as fudge.
10. When the candy-maker expressed annoyance, he named a new kind of candy.

B. Cross out the pronoun that does not fit the sentence.

11. When people make mistakes, (she, they) sometimes make new discoveries.
12. An ice cream maker created the flavor Rocky Road when (he, they) forgot to clean out the ice cream machine between batches.
13. A lady named Ruth Wakefield created chocolate chip cookies by accident when (she, they) ran out of baker’s chocolate.
14. An eleven-year-old boy got the idea for Popsicles™ when (he, they) left a fruit drink with a stirring stick in it outdoors on a cold night.
15. All of us can make discoveries if (I, we) think creatively.

At Home: Did you ever make a mistake that turned out to be a good thing? Write three sentences to tell about it. Then read your sentences and underline the personal pronouns you used.
Pronouns and Referents

REMEMBER THE RULES

• A referent, or antecedent, is the noun or nouns to which a pronoun refers.
• Pronouns and referents must agree in number and gender.

  Singular: Willa loves every book she reads.
  Plural: Nkoula and Corey recommend books they like.

A. Draw one line under each pronoun and draw two lines under each referent.

1. Lainie loved *The Search for Delicious* and wished it were a movie.
2. Our teacher, Mr. Willis, told Lainie she could write a play based on the book.
3. Writing a play wouldn’t be easy, but Lainie was willing to try it.
4. Lainie began by reviewing the book and dividing it into acts.
5. The task seemed easy, but it took a whole day.
6. The young playwright decided she needed help.
7. Two classmates said they would like to help write.
8. The writing team had an hour every day when they could work on the play.
9. Lainie took the draft each day and edited it.
10. The play took months to write, but it was excellent!

B. Write the referent for each underlined pronoun.

11. The students were excited about the movie *they* were making.

12. They had a whole production system, and *it* worked beautifully.

13. The producers had to work closely with Aaron, because *he* was the director.

14. The three students first had to choose the actors *they* wanted to play the parts.

15. The producers and the director listened thoughtfully as each actor read for *them*.

At Home: What book would you like to turn into a play or movie?
Write three sentences to tell about it. Include a pronoun in each sentence and identify the pronoun’s antecedent.
Subject and Object Pronouns

**REMEMBER THE RULES**

- A **subject pronoun** is used as the subject of a sentence. Use it as part of a **compound subject**.

  *Kathy and Charles study together. Kathy and he worked on a report.*

- An **object pronoun** is used as the object of a verb or preposition. Use it as part of a **compound object**.

  *The teacher told Kathy and Charles about a book on Egypt. She also told Kathy and him about a movie.*

A. Circle the pronoun that correctly completes the sentence.

1. Our teacher asked Geri and (I, me) to do a report on ancient Egypt.
2. Geri was excited because the pyramids have always fascinated (she, her).
3. That afternoon (we, us) went to the library to start our research.
4. The librarian helped Geri and (I, me) find books about Egypt.
5. Geri knew that (she, her) was observing and evaluating our library skills.

B. Underline the pronoun in each sentence. Write **S** if the underlined word is a subject pronoun. Write **O** if it is an object pronoun.

6. We found several books about the pyramids. _____
7. Geri decided to take them all home. _____
8. Geri found a book for me on hieroglyphics. _____
9. After reading the books, we met to discuss the report. _____
10. Geri had been reading about pyramids and wanted the report to be about them. _____
11. Of course, I wanted the report to be on hieroglyphics. _____
12. Ms. Perez reminded us that the report was a collaboration. _____
13. Ms. Perez said we had to find a way to cover both topics. _____
14. We finally wrote a report about the inscriptions found in pyramids. _____
15. Ms. Perez gave us an A on our report. _____

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McGraw-Hill Language Arts
Grade 6, Unit 5, Pronouns, pages 340–341

At Home: Read an article that interests you in the newspaper. Make a list of the subject pronouns and object pronouns used in the article.
Combining Sentences: Subject and Object Pronouns

REMEMBER THE RULES

• When two sentences both have the same predicate but different subjects or objects, they can often be combined.

Subjects in a combined sentence:
Separate: William saw a TV show about Tasmanian devils. I saw a TV show about Tasmanian devils.
Combined: William and I saw a TV show about Tasmanian devils.

Objects in a combined sentence:
Combined: Ms. Harper asked William and me.

A. Write the compound subject or object that could be formed.

1. You didn’t know. Tim didn’t know.

2. I tried to call you. I tried to call Ben.

3. Gracie had to leave. He had to leave.

4. Gracie taped the show. Max taped the show.

5. Max saw the show. I saw the show.

B. Change each of these compound sentences into a simple sentence with a compound subject or object.

6. Gracie talked to William at school, and she talked to me at school.

7. She asked him where Tasmania was, and she asked me where Tasmania was.

8. William told her it was south of Australia, and I told her it was south of Australia.

9. Gracie asked William to point it out on a map, and she asked me to point it out on a map.

10. William showed Gracie where it was, and William showed me where it was.
Mechanics and Usage: Punctuation in Dialogue

**REMEMBER THE RULES**

- Use *quotation marks* before and after the words of a *direct quotation*.
- Begin a new paragraph each time the speaker changes in a dialogue.
- Use a *comma* to separate the speaker from the quotation when the speaker is named before the quotation.
- Use a *question mark, exclamation point, or comma* when the speaker is identified after the quotation. Put it inside the *quotation marks*.

A. Underline the words that should be in quotation marks.

1. What’s the matter? asked Peter. You look worried.
2. I’m thinking about the report I have to do, said Kayla.
3. I suppose you procrastinated, and it’s due tomorrow, said Peter.
4. No, replied Kayla, it’s not due for weeks.
5. So what’s the problem? asked Peter.
6. I want to write about Greek civilization, said Kayla, but that’s too big a subject.
7. Why are you interested in Greek civilization? asked Peter.
8. I guess I’m most interested in Greek mythology, said Kayla.
10. That’s a big topic, too, said Kayla, but I’d sure enjoy learning about it!

B. Write each sentence with correct punctuation and capital letters.

11. “What is your favorite Greek myth”? asked Peter.


13. “She was the daughter of the goddess of crops”, explained Kayla.

14. “for three months Persephone had to live in the underworld.” Kayla continued.

15. “And those three were winter months, said Peter. “when nothing grows.”

At Home: Write down a conversation you have with someone in your family. Use quotation marks correctly as you write your dialogue.
At Home: Write three more lines to continue this dialogue between Elaine and Kevin. Use quotation marks and other punctuation correctly.
Indefinite Pronouns

**REMEMBER THE RULES**

- Use an **indefinite pronoun** when you are not referring to a particular person, place, or thing. Indefinite pronouns can be singular or plural.

  **Singular:**  *Everyone* needs to be at band practice.
  
  **Plural:**  *Many* were absent last week.

**A.** Circle the indefinite pronoun in each sentence.

1. Everything worth doing takes practice.
2. Nobody can learn a routine without rehearsing.
3. Everybody marches straight down the field.
4. Then some turn and march in the opposite direction.
5. Others keep marching straight ahead.
6. At a precise moment, everyone turns to face the stands.
7. Everybody has to do this together.
8. If anybody misses the turn, the routine is ruined.
9. Mr. Kelch won’t excuse anyone from practice.
10. Nothing you say will change his mind.

**B.** Write the indefinite pronoun that completes each sentence.

11. All  **Everybody**
   
   __________ was there by four o’clock.

12. nobody  **somebody**
   
   We were ready to start, but __________ could find Mr. Kelch.

13. Anybody  **Somebody**
   
   __________ suggested that we should start without him.

14. Some  **Something**
   
   __________ of us thought that was a good idea.

15. everybody  **somebody**
   
   Finally, Jeremy yelled for __________ to line up.

---

**At Home:** With a family member, listen to the dialogue of a TV show. Set a timer for five minutes and try to list all the indefinite pronouns that are used in that period of time.
Pronoun-Verb Agreement

REMEMBER THE RULES

• The subject pronoun and verb must agree in a sentence.

  Singular:  
  Plural: 

Rewrite each sentence, correcting the subject pronoun and verb agreement.

1. Some of us wants to have a mystery party.

2. We has to find a script that will work.

3. It need to have enough characters.

4. Everybody want to have a part.

5. Somebody suggest a script based on an Agatha Christie mystery.

6. It have twelve suspects and four other characters.

7. We hasn’t read the story before.

8. So nobody know who committed the crime.

9. Each and every one of us are going to enjoy this!

10. Do anybody know where we can get our costumes?

At Home: Write three sentences with singular pronouns as subjects. Then rewrite each sentence, changing the subject to a plural pronoun and making other needed changes.
Possessive Pronouns

REMEMBER THE RULES

• Possessive pronouns show who or what owns something. They can replace possessive nouns.
  
  Alice’s dog likes to chase squirrels. Her dog likes to chase squirrels.

• Some possessive pronouns come before nouns. Some possessive pronouns can stand by themselves.
  
  Her dog runs faster than our dog does. Hers runs faster than ours does.

• Possessive pronouns do not use apostrophes.

A. Decide which pronoun is correct. Cross out the incorrect pronoun.

1. Alice took (her, hers) dog to obedience school.
2. I took (my, mine) to obedience school, too.
3. Alice’s dog raised (its, it’s) paw to shake.
4. Alice and I felt really good about (our, ours) dogs.
5. Alice said, “(My, Mine) dog already knew how to sit.”

B. Write the possessive pronoun that completes each sentence.

6. At the next lesson, one man worked with ________ dog for an hour.
7. Alice had worked with ________ a little.
8. I had not practiced with ________ at all.
9. When Alice told ________ dog to stay, it wouldn’t.
10. ________ instructor praised everyone who had practiced.
11. She told Alice and me that ________ dogs needed more practice.
13. “_______ dogs need you to help them succeed.”
14. I promised I would work with ________ dog every day.
15. Alice promised she would work with ________, too.

At Home: Write five sentences that contain possessive pronouns before nouns. Then rewrite each sentence replacing the pronoun and noun with a possessive pronoun that can stand alone.
MECHANICS AND USAGE: PRONOUN-VERB CONTRACTIONS

REMEMBER THE RULES

• A pronoun-verb contraction is formed by joining a pronoun and a verb with an apostrophe.

  it’s = it is  The moon appears round when it’s full.

• A possessive pronoun shows ownership. It does not have an apostrophe.

  its  The moon goes through its six phases in about four weeks.

A. Write the contraction for the underlined pronoun and verb in each sentence.

  1. When you are outdoors at night, do you look at the moon?  ____________
  2. Do you notice when it is full?  ____________
  3. We know about the moon’s phases because they are easy to notice.  ____________
  4. When you can’t see the moon at all, what you are seeing is a new moon.  ____________
  5. We are studying the Earth’s phases.  ____________

B. Choose the correct contraction or possessive pronoun to complete each sentence. Write it on the line.

  6. its  it’s  The moon orbits the Earth and is ____________ natural satellite.
  7. Its  It’s  ____________ also Earth’s nearest neighbor in space.
  8. your  you’re  When you see a full moon, ____________ seeing the near side illuminated.
  9. their  they’re  The students are studying astronomy, and ____________ observing the moon.
  10. their  they’re  They go out in ____________ backyards every night to watch the moon.

At Home: With a family member, take turns making up sentences using the homophones its, it’s; your, you’re; their, they’re.
Mixed Review

A. Circle the error in each sentence. Then write the word correctly.

1. Peter and Dawn are in *their* boat.
2. Their out in the middle of the lake.
3. *Its* quiet because the boat is just drifting.
4. They have turned its motor off.
5. “Ours boat looks so small out here,” says Dawn.
7. “It’s your turn to steer back to shore,” he tells hers.
8. Dawn starts the motor, and there off!
9. The motor sputters and stops; its out of gas.
10. “This is not mine fault,” says Dawn.
11. Peter tells he sister that she was supposed to check the motor.
12. “No, it was you’re job,” says Dawn.
13. They’re argument goes on for a while.
14. Finally, Dawn says she brought hers oars.
15. Peter looks for the oars, but there not in the boat.

B. Write the contraction formed by the underlined words in the sentence.

16. Peter and Dawn realize that they are stranded.
17. “We are good swimmers,” says Peter. “Let’s swim back.”
19. “You are right,” says Peter. “It could drift anywhere.”
20. Peter and Dawn don’t know what they are going to do.

At Home: Figure out how Peter and Dawn can get ashore without leaving the boat adrift. Write your solution.

---

REMEMBER THE RULES

- A **possessive pronoun** shows ownership. It never has an apostrophe.
  
  *Its* motor made a sputtering sound.

- A **pronoun-verb contraction** is a pronoun and verb combined. It has an apostrophe.
  
  *Now it’s* stopped altogether.

• A **possessive pronoun** shows ownership. It never has an apostrophe.

• A **pronoun-verb contraction** is a pronoun and verb combined. It has an apostrophe.
Common Errors: Pronouns

**REMEMBER THE RULES**

- Subject pronouns such as *I, we, he, she,* and *they* are used as the subject of a sentence. *I offered to be his campaign manager.*
- Object pronouns such as *me, us, him, her,* and *them* are used as the object of a verb or preposition. *The campaign will be a challenge for us.*

A. Write *subject pronoun or object pronoun* to identify the underlined pronoun.

1. Jeff said it would be a pleasure for *him* to represent our class. ________________
2. He asked Mrs. Tippet for help on his campaign speech. ________________
3. She offered Jeff several helpful suggestions. ________________
4. Lindsey and *I* were standing nearby. ________________
5. We told *them* we’d be happy to write Jeff’s speech. ________________
6. The speech took Lindsey and *me* several days to write. ________________
7. *We* gave a rough draft of the speech to Jeff for his approval. ________________
8. Jeff told *us* he would show the finished draft to Mrs. Tippet. ________________
9. Jeff showed *her* the first version of his speech. ________________
10. Mrs. Tippet studied it carefully and made corrections. ________________

B. Rewrite the sentence using the correct pronoun in parentheses to complete the sentence.

11. Jeff asked Lindsey, Andrew, and *(me, I)* to work on campaign posters. ______________________

12. Andrew and *(me, I)* provided the paint and poster boards. ______________________

13. *(Us, We)* also painted a huge banner to hang in the gymnasium. ______________________

14. It said, “Give *(we, us)* a great class president. Vote for Jeff!” ______________________

15. Many of the students said *(them, they)* thought Jeff was the best candidate. ______________________

**At Home:** For each sentence you wrote in Part B, explain to a family member why the pronoun you used was appropriate.
**Study Skills: Note-Taking and Summarizing**

When you find information for a report, you can remember **main ideas** and **important facts** by **taking notes**. Use these notes to **summarize** the information you find.

1.-5. **A.** Read the following article from a web site about the transportation of convicts from England and Ireland to New South Wales in Australia. Circle five facts that you would include when taking notes.

**The First Fleet**

In May 1787, the first convict fleet left Portsmouth, England, for New South Wales, Australia. It was under the command of Commander Arthur Phillips, RN. The ship followed a route via Rio de Janeiro and the Cape of Good Hope, a voyage of 15,900 miles. A total of 1,350 people were aboard.

The fleet arrived at Botany Bay (first discovered by Captain Cook) on January 20, 1788, but found this anchorage unsuitable. They moved on to Port Jackson (named, but not visited, by Cook) and made this the site of the first settlement. Phillips named the cove in which his ships anchored Port Sydney in honor of Lord Sydney, the British official responsible for the Australian transportation scheme.

On this first voyage some 717 convicts arrived safely. Only 40 convicts and 5 others in the fleet had died en route. This was a surprisingly low figure for such an unprecedented migration, given the conditions on board the ships.

**B.** Tell whether each idea about the article is a main idea or a detail.

6. Sydney was named for a British government official, Lord Sydney. _____________

7. The first convict fleet sailed from England in May 1787 and reached Botany Bay in January 1788. _____________

8. The settlement was started at Port Jackson, renamed Sydney. _____________

9. On this trip, 717 convicts arrived safely. _____________

10. The voyage was 15,900 miles. _____________

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**At Home:** Read an encyclopedia article on a favorite subject. Write the main idea and three details or facts.
Vocabulary: Root Words

• A root word is a word part to which a suffix, a prefix, or a combining form is added to form a new word.

form means “shape” → formal information
therm means “heat” → thermal hypothermia

A. Underline the word in each sentence that contains one of the following root words.

1. The Egyptians transported goods along the Nile River.
2. In one African tribe, the local custom is to shave the head.
3. A medieval peddler traveled from village to village selling his wares.
4. It is interesting to take a course in archaeology.
5. The buried terra-cotta army of soldiers in China was an incredible discovery.
6. Upon further inspection of this vase, historians agreed it came from the Ming Dynasty.
7. Medieval alchemists searched for a formula to make gold out of common substances.
8. It is possible that Homer, a blind poet, dictated his stories about the Trojan War.
9. The Greeks slipped into the fortified city of Troy in the legendary Trojan Horse.
10. Stonehenge is a stationary celestial observatory.

B. Write the root word to complete a word in each sentence. Use the root bank.

11. An ivory and gold covered _________ tue of Athena once stood in the Parthenon.
12. The medieval _________ ress was protected by a deep and dangerous moat.
13. The Roman Colosseum could hold 50,000 _________ ators.
15. The site of Atlantis has never been _________ ated.

At Home: Write a short story about living in a castle. Use the words: located, fortress, incredible, peddler, and statue. Underline the root word in each of these five words.
Composition: Writing Dialogue

• **Dialogue** is used to bring the characters and the setting of a story to life.

• Use **dialogue words** to help the reader keep track of who is speaking and to express the emotion of the characters.

• **Quotation marks** are used before and after the words of a **direct quotation**.

• Begin a **new paragraph** and use a separate set of quotation marks when the speaker changes in dialogue. Use a **comma** to separate the speaker from the spoken words.

• If the speaker is listed after the quotation, the most frequent punctuation mark used is a comma. The rule changes when a **question** is being asked or an **exclamation** is made.

A. Read this short story. Put quotation marks around every group of words spoken by story characters.

1.–5. Steven turned to his friend Oscar and said, I have decided to join the chess club.
   Do you think I could join, too? Oscar asked.
   Of course, Steven began, you can join, too. Then, the boys entered the room where the chess club met.
   Ms. Hashley, the chess club coach said, Welcome to the chess club. We’re always looking for new members.

B. The dialogue that follows needs punctuation and capitalization. Add quotation marks, capital letters, commas, questions marks, or exclamation points.

6. Oscar asked do you have to be an advanced chess player to join the club

7. Ms. Hashley replied our chess club members go from beginner to advanced players.

8. I’m a beginner Oscar said but my friend Steve is a pretty good chess player.

9. Steve asked when is the first tournament Ms. Hashley

10. Well Ms. Hashley said I think the first tournament is next week. So let’s practice.
Features of a Story

- A **story** is a narrative that a writer creates from imagination.
- A good story has an interesting **beginning, middle, and end**.
- It has a **plot** with a problem that is solved at the end.
- It describes a **setting**, telling where and when the story takes place.
- It can use **dialog words** to vary the speaker’s response.

Read this retelling of an ancient Aesop’s Fable and answer the questions.

**The Crow and the Pitcher**

Once upon a time, a crow found herself on the shores of Greece. By chance, she spotted a well. Next to the well was a fox with his long red snout thrust into a pitcher drinking his fill.

“Oh please, let me have a drink, or I will perish,” begged the crow.

“Why should I?” snapped the fox.

“Is there not enough for both you and I, friend?” implored the crow.

“Take whatever my tongue can’t reach,” laughed the fox as he trotted off.

The delighted crow put her beak in the pitcher, but she couldn’t reach a single drop. Thinking she would surely die if she didn’t get a drink, she looked around in desperation. Then under her feet she felt the solution. Pebbles!

She picked them up and one by one tossed them into the pitcher. Soon the level of the water rose, and she was able to quench her thirst at last. This clever crow proved that, indeed, necessity is the mother of invention.

1. What is the setting for this story? ____________________________

2. When does the story take place? ____________________________

3. Which of the two characters is the main character, or protagonist? ______________

4. What was the crow’s problem? ____________________________

5. What is the moral of the story? ____________________________
A *story* is a narrative that has a plot with a beginning, middle, and an end. A story comes from the imagination, and its purpose is to entertain. A good story has a conflict which the main character or characters solve. The characters can be people, animals, or objects, such as robots or aliens.

Think of a story idea. After you decide what your story is about, use the time line to help plot out your story. List the most important events on the time line. You’ll add details later.

| 1. | date |
| 2. |
| 3. |
| 4. |
| 5. | date |
| 6. |
| 7. |

**CHECKLIST**

- Have you listed ideas for the beginning, middle, and end of your story?
- Does your story have a conflict, characters, and a setting?
- Do you know how the conflict will be solved?
- Do you need to research your topic to add interesting details?

*At Home:* Use a time line like the one above to plot out a story you have recently read. Then summarize the plot for a family member.
Revise: A Story

To revise your story, add details about the setting, characters, or plot. You may also want to build excitement as the characters find a way to solve a problem. You might also think about changing or adding details to the ending of your story.

A. Revise the following story chapter by adding the details from the box. Also, add interesting dialogue words and some transition words.

<table>
<thead>
<tr>
<th>Assisi is in Italy.</th>
<th>Giotto painted frescoes on a scaffold.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guido is eleven years old.</td>
<td>Giotto is recognized as a famous master painter</td>
</tr>
<tr>
<td>The church of St. Francis was next to the marketplace.</td>
<td></td>
</tr>
</tbody>
</table>

Guido Francesco lived in Assisi at the end of the 13th century. Guido was a friendly child who was well liked by the villagers. Guido’s family was poor. They had a small farm on which they raised vegetables. It was Guido’s job to carry the vegetables to the village market.

Guido peeked inside the church. There he saw someone painting the walls of the chapel. It was a man named Giotto di Bondone. When Guido saw what Giotto was doing, he stood mesmerized. “I want to work for this man,” thought Guido. “I want to learn how to paint on plaster.”

Guido stood gazing at the work being done, Giotto looked down from his scaffold and asked, “What do you want, son?”

Guido didn’t answer. He was still in a trance. Then he said, “Will you teach me how to paint?”

Before Giotto spoke, a church monk came running toward Guido and said, “Out, out! You must not bother him!”

B. The story above is historical fiction. Giotto was a real master painter, but Guido and the story line are fictional. On a separate sheet of paper, rewrite the story with your revisions. Then continue the story by adding what happens next, and an ending.

At Home: List ideas for historical fiction. Write a beginning paragraph for a story, and then revise it by adding details.
Proofread: A Story

After you revise your story, you will need to proofread it to correct any errors. Read for correct punctuation and capitalization, check for correct pronoun-verb agreement, spelling errors, and quotation marks before and after a direct quote.

A. Read the following ending of a story. Use the proofreading marks from the box to mark any errors you find.

“If I never see a bobcat again, it will be too soon?” Tanya stammered. “I thought we was trapped. I really did.”

If you hadn’t spotted that cave, we would have been attacked. I’m sure of it,” said Meghan. “That cat were definitely hungry.”

“Throwing your boots with our egg-salad sandwiches inside them was what really saved us,” said Tanya.

“Without your help, I’d never have made it down that craggy rock face. I almost fainted when I looked down.”

“You did well,” said Tanya. “I knew you would make it.”

Meghan hesitated and then said, “I must confess. I never have liked egg salad.”

B. On another sheet of paper, write a beginning for this story. Then add the proofread part to it.
Adverbs That Modify Verbs

**REMEMBER THE RULES**

- Adverbs can modify verbs.
- Adverbs can come before or after a verb or in another part of the sentence.
- An adverb can supply one of three types of information about a verb—**how**, **where**, or **when**.

  **How:** Distractedly Clarissa ran her fingers through her hair.
  **Where:** She looked everywhere.
  **When:** She needed to find that book immediately.

A. Draw one line under each adverb and two lines under the verb it modifies.

1. Reluctantly Clarissa admitted that she lost her book.
2. She always put things in their proper place.
3. Clarissa searched impatiently in her room.
4. She tossed things carelessly onto her desk or onto the bookshelf.
5. Clarissa looked frantically for her things.
6. She desperately needed her math book.
7. Clarissa studied hard for all her tests.
8. She passes her tests easily.
9. She reviews the material thoroughly before tests.
10. That’s why she required her math book immediately.

B. Complete each sentence by writing one of these adverbs on the line.

  **How:** miserably quickly sharply suddenly
  **Where:** aside down downstairs there
  **When:** still yesterday

11. It _______________ occurred to Clarissa where the book might be.
12. She left her room and rushed _______________.
13. She had left her bookbag by the door _______________.
14. It was _______________, lying on the floor near the boots and umbrellas.
15. She scooped it up _______________ and looked inside.

---

**At Home:** Write three sentences that give advice to someone like Clarissa. Tell how to avoid losing things or how to look for them more effectively. Use adverbs.
Adverbs That Modify Adjectives and Adverbs

REMEMBER THE RULES

- Adverbs can modify adjectives and other adverbs.
  
  Noah had made an **embarrassingly silly** mistake.

  adverb  adjective

  He acted **very quickly** to correct it.

  adverb  adverb

- Adverbs that modify adjectives and adverbs tell how or to what extent.

  HOW: The consequences could be **personally embarrassing** for Noah.

  TO WHAT EXTENT: We believed he was an **extremely good** athlete.

A. Draw one line under each adverb and two lines under the word it modifies.

  1. Noah challenged Lisa very nervously to a tennis match.
  2. Lisa was extremely eager to accept the challenge.
  3. Very soon the whole school would know about it.
  4. The problem was that Noah was a completely awful player.
  5. He couldn’t stand Lisa’s outrageously conceited bragging.
  6. He had been the absolutely best athlete in school.
  7. Then the awesomely athletic Lisa moved to his neighborhood.
  8. They were both fiercely competitive.
  9. Noah was too determined to settle things.
  10. He very foolishly let Lisa pick the game.

B. Write **ADJ** if the circled word modifies an adjective or **ADV** if it modifies an adverb.

  11. Lisa **(quite)** naturally chose tennis.
  12. She was an **(extraordinarily)** good tennis player.
  13. He played Lisa and lost **(incredibly)** badly.
  14. He should have been **(more)** specific.
  15. Being honest was **(quite)** possibly the only solution.

At Home: Write three sentences telling what you think Noah should do. In each sentence, include an adverb that modifies another adverb or an adjective.
Comparing with Adverbs

REMEMBER THE RULES

- The comparative form of an adverb compares two actions. Add -er or use more or less to form a comparative adverb.

  Ellen practiced harder this year.
  She played more enthusiastically, too.

- The superlative form of an adverb compares more than two actions. Add -est or use most or least to form a superlative adverb.

  Ellen practiced hardest of any of us.
  She was one who played most enthusiastically, too.

A. Complete each sentence with the correct comparative or superlative form of the adverb given.

1. well
   Ellen played the violin ________________ than anyone else.

2. expertly
   This year she performed ________________ than ever before.

3. late
   She used to come to rehearsal ________________ than everyone.

4. early
   Now she arrives even ________________ than the director.

5. little
   She worried ________________ than I did about tuning her violin.

6. close
   I sat ________________ to her in the orchestra.

7. easily
   I could ________________ ask her what happened.

8. eagerly
   I asked the question ________________ than I meant to.

9. willingly
   She couldn’t have answered ________________.

10. often
    She was better because she practiced ________________.

B. Read each sentence and underline the incorrect adverb. Write the correct form of the adverb.

11. Ellen played better because she practiced oftener. ________________

12. What made Ellen want to practice most regularly? ________________

13. She went to hear the violinist she admired most than any other musician. ________________

14. He played most beautifully than anyone she’d ever heard. ________________

15. She wanted most passionately than ever to play well. ________________

At Home: What would you be willing to work harder at in order to do better? Write three sentences about it. Include a comparative or superlative adverb in each sentence.
Negatives

**REMEMBER THE RULES**

- **Negative** words mean “no.”
- Use only one negative word to give a sentence a negative meaning.
  
  Mozart was *just a child wonder*.  
  Mozart was *not just a child wonder*.
- Correct a **double negative**, such as: Mozart’s childhood *wasn’t never* normal by:
  
  Dropping one negative word:  
  Mozart’s childhood *was never* normal.
  
  Changing a word:  
  Mozart’s childhood was *not ever* normal.

A. Circle the word or words in the parentheses that correctly completes each sentence.

1. There *(has, hasn’t)* never been another composer like Mozart.
2. He didn’t live *(more, no more)* than thirty-five years.
3. No one has *(ever, never)* composed so much beautiful music in such a short time.
4. Mozart started composing when he *(was, wasn’t)* about five.
5. Mozart *(could, couldn’t)* never stop daydreaming.

B. Correct the double negatives in these sentences.

6. Bach didn’t *never* hear the work of Mozart.
7. In his life, people didn’t *never* think of Bach as a composer.
8. Today there is *not no more* famous composer.
9. Haven’t you *never* seen the old movie *The Phantom of the Opera*?
10. Didn’t nobody tell you the Phantom was playing Bach?

**At Home:** With a member of your family, take turns making up sentences with double negatives and correcting them.
An article discussing the mechanics and usage of colons and hyphens, with examples and exercises for practice.
A. Underline the adverb in each sentence and circle the word it modifies.

1. Daniel, Jemma, and Kia are spending the day together.
   Underline: spending; circle: the

2. They are all very excited about it.
   Underline: very; circle: excited

3. But they haven’t decided where they will go.
   Underline: haven’t; circle: decided

4. Daniel has been eagerly anticipating going to the movies.
   Underline: eagerly; circle: anticipating

5. Jemma has been more eagerly hoping to go skating.
   Underline: more; circle: eagerly

B. Each sentence has one mistake. Rewrite the sentences, correcting the errors.

6. More earlier, Kia’s dad had agreed to go with them.
   More earlier; Dad agreed to go with them

7. Now he didn’t hardly want to.
   Now he didn’t hardly want to

8. He knew Kia wouldn’t never give up the museum.
   He knew Kia wouldn’t never give up the museum

9. So he couldn’t hardly expect the others to compromise.
   So he couldn’t hardly expect the others to compromise

10. They never spent no more than three hours at the museum.
    They never spent no more than three hours at the museum
Prepositions

**REMEMBER THE RULES**

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

  *The animals known as javelinas live in Arizona.*

  The preposition *in* relates *Arizona* to the verb *live*.

A. Underline the prepositions in these sentences.

1. Javelinas are one species of peccaries.
2. Peccaries are distantly related to pigs.
3. Both pigs and peccaries have been on earth for 40 million years.
4. Peccaries started on the continent of North America.
5. At one time, there were nearly 30 species of peccaries.
6. Many javelinas live in the southern part of Arizona.
7. Javelinas are equipped with long sharp canine teeth.
8. They are unusually long teeth for non-meat eaters.
10. The herd gives them protection from predators.

B. Add the missing prepositions to complete these sentences.

11. Living ______________ a herd helps javelinas survive.
12. They huddle together to stay warm ______________ cold nights.
13. They search together ______________ places where they can feed.
14. Javelinas behave like nocturnal animals ______________ the hot summer.
15. They sleep ______________ the hottest part ______________ the day.

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**At Home:** Choose an article from a magazine or a newspaper. Read two paragraphs and list all the prepositions used in them.
Prepositional Phrases

REMEMBER THE RULES

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

preposition object of the preposition

Movies are a part of American culture.

A. Underline the prepositional phrases in each sentence.

1. The first motion picture camera was invented by W. K. L. Dickson.
2. Dickson was a laboratory assistant to Thomas Edison.
3. Dickson was the inventor of the kinetograph.
4. The film was shown on a kinetoscope.
5. The kinetoscope was not meant for a large audience.
6. Only one or two people could watch at a time.
7. People went to kinetoscope parlors where there were several machines.
8. Kinetoscope parlors were popular at the end of the nineteenth century.
9. The first projector was invented by two Frenchmen.
10. With a projector, a large audience could view a film together.

B. In each sentence, draw one line under each preposition and two lines under the object of the preposition.

11. The first film made by the Lumière brothers was called Arrival of a Train at a Station.
12. The film was a great success with audiences.
13. People ran from their seats in fear of the oncoming train.
14. Films made in the 1890s recorded everyday things.
15. People were entertained by the pictures that moved.

At Home: Write three sentences about how you think movies reflect life in America. Include a prepositional phrase in each sentence.

McGraw-Hill Language Arts
Grade 6, Unit 6, Adverbs, pages 430–431
Prepositional Phrases as Adjectives

**REMEMBER THE RULES**

- An **adjective phrase** is a prepositional phrase that acts as an adjective when it modifies or describes a noun or pronoun.
- Adjective phrases answer the questions **What kind?** and **Which one?**

  *Chloe visited a museum of modern art.*
  
  This adjective phrase modifies *museum*, a noun. It tells what kind.

  *She enjoyed the tour of the sculpture garden most.*
  
  This adjective phrase modifies *tour*, a noun. It tells which one.

**A.** Underline the adjective phrase in each sentence. Circle the noun that it modifies.

1. The sculpture garden was a new part of the museum.
2. Sculptures by twentieth-century artists were displayed there.
3. Chloe studied every sculpture in the garden.
4. She thought one resembled horses without heads.
5. Chloe’s favorite was a sculpture of a giant typewriter eraser.
6. It was a round red eraser with a blue brush.
7. Chloe had seen one of these erasers once.
8. She found the eraser in her grandmother’s desk.
9. Chloe herself had no knowledge of typewriters.
10. Chloe had experience only with computers.

**B.** Write adjective phrases to complete each sentence.

11. There was a reflecting pool in the middle ____________________.
12. Small groups ____________________ gathered around the pool.
13. Some were workers ____________________.
14. Others were visitors ____________________.
15. Everyone was enjoying the sound ____________________.

**At Home:** Write five sentences to describe a place you have visited. Include an adjective phrase in each sentence.
Prepositional Phrases as Adverbs

REMEMBER THE RULES

• An adverb phrase is a prepositional phrase that acts as an adverb when it modifies or tells more about verbs, adjectives, and adverbs.

• Adjective phrases tell where, how, or when.

  William’s family will travel across the country.

This adverb phrase modifies the verb will travel.

  Everyone is excited about the trip.

This adverb phrase modifies the adjective excited.

  They plan their trip carefully, with much discussion.

This adverb phrase modifies the adverb carefully.

A. Circle the word that is modified by each underlined adverb phrase.

1. The family will set out early in the morning.

2. They will travel in their van.

3. They stow their gear in the back.

4. William is comfortable in the back seat.

5. He stacks his maps carefully beside him.

B. Write the word that each adverb phrase in dark type modifies. Then tell if the word is a verb, an adjective, or an adverb.

6. On the very first day, they discovered the road they planned to take was
   being repaired. ____________________________

7. Using the map, William rerouted them over a country road. ____________

8. Part of the time they drove beside a picturesque stream. ________________

9. William’s mother snapped pictures from the car window. ________________

10. She was delighted by the interesting sights. ____________________________

At Home: Write three sentences with adverb phrases, one modifying a verb, one an adjective, and one an adverb.
Interjections

REMEMBER THE RULES

- Interjections are words or phrases that express strong feelings.
- Strong interjections are followed by **exclamation marks**, and mild interjections are followed by **commas**.

  - *Yikes! What was that?*
  - *Ugh! It’s a spider!*
  - *Look, this spider is weaving a web.*

A. Underline each interjection.

1. Good grief! It’s just a little spider.
2. Oh, no! I hate spiders.
3. My goodness! This isn’t the kind of spider that can hurt you.
4. Phew! That’s a relief.
5. Wow! I never knew anyone who was so paranoid about spiders.
6. Well, you do now.
7. Look at that spider web! Amazing!
8. Great! And there’s an evil-looking spider right in the middle.
10. Hey, right, tell me how.

B. Choose an appropriate interjection for each sentence and write it in the blank.

11. _______________ I can’t find my science report.
12. _______________ You’d blame anything on a spider.
13. _______________ they’re not exactly warm and fuzzy.
14. _______________ Tarantulas are fuzzy.
15. _______________ tarantulas really make nice pets.

---

At Home: The next time your family watches an episode of a situation comedy, listen carefully to the dialogue. Make a list of all the interjections that are used.
Combining Sentences: Prepositional Phrases

REMEMBER THE RULES

- Two sentences can be combined by taking the prepositional phrase from one sentence and adding it to the other.
- The verb must agree with the subject of the sentence, not with the object of the preposition.

- The Estebans adopted a dog.
- They got it from the animal shelter.
- The Estebans adopted a dog from the animal shelter.

A. Underline the prepositional phrase in each sentence.

1. The Estebans visited the animal shelter on Saturday morning.
2. They hoped to return with a new dog.
3. Mr. Esteban parked the car in the parking lot.
4. They could hear the dogs barking in the kennel.
5. The Estebans hurried into the main building.

B. Combine each pair of sentences.

6. The Esteban family filled out an application. They did that at the front desk.
7. Then they went to see the dogs. They went into the kennel.
8. They had treats for the dogs. They were in their pockets.
9. Most of the dogs jumped and barked. They did it with great eagerness.
10. One dog just sat calmly. He sat in his kennel.

At Home: Copy five sentences from a newspaper or magazine. Underline the prepositional phrase in each one.
Mechanics and Usage: Punctuating Introductory Prepositional Phrases and Interjections

**REMEMBER THE RULES**

- Use a comma after a long introductory prepositional phrase or after the final phrase in a succession of phrases.
  
  *In the corner of her favorite room in the library,* Ana sits and reads.

- Use a comma to prevent a misreading after a short introductory prepositional phrase.
  
  *By reading,* Ana visits interesting people in unusual places.

- Put an exclamation mark after an *interjection* that expresses a very strong feeling.
  
  *Yikes!* She’d be lost without the library.

- Put a comma after an *interjection* that express a milder feeling.
  
  *Yes,* the library is a very special place for Ana.

**A.** Insert a comma or an exclamation mark in each sentence.

1. From the beginning public libraries reflected American ideas and values.
2. In 1731 in Philadelphia Benjamin Franklin created a library.
3. For this early library a group of ordinary people got together to buy books.
4. In large and small communities people established their own libraries.
5. So what’s the story about the library in your community?

**B.** Rewrite each sentence. Add commas or exclamation marks where they are needed and capitalize words as necessary.

6. Yikes it’s raining!

7. Gee there’s nothing good on TV.

8. Well what should we do?

9. Hey I’ve got an idea

10. Great what is it?
Mixed Review

**REMEMBER THE RULES**

- A **preposition** comes before a noun or pronoun and relates the noun or pronoun to other words in a sentence.

  \[ \text{preposition} \quad \text{object} \]

  * Alex read the book to his friend.

- A **prepositional phrase** begins with a preposition and ends with a noun or pronoun which is called the **object of the preposition**.

- Two sentences can be combined by adding a prepositional phrase from one sentence to the other sentence.

**A.** Draw one line under the prepositional phrase in each sentence. Draw two lines under the preposition. Circle the object of the preposition.

1. Alex spends every Saturday morning in the library.
2. He leaves his house right after breakfast.
3. He goes there on his bicycle.
4. He spends hours browsing in the stacks.
5. He finds books about subjects that interest him.

**B.** Combine each pair of sentences by adding a prepositional phrase to one of them. Underline the prepositional phrase you added.

6. Alex puts his book bag on a table. It is in the Young Adult section.
7. Then he goes to look for books. He goes into the stacks.
8. He finds a book that looks interesting. It is on a bottom shelf.
10. He is intrigued when he reads the subtitle. He finds it on the title page.

---

**At Home:** Locate ten sentences with prepositional phrases in a book. Write the sentence as two sentences, making a second sentence out of the preposition phrase.
Common Errors: Adverbs

REMEMBER THE RULES

• An adjective modifies a noun or pronoun. An adverb modifies a verb, an adverb, or an adjective.

  The girl scouts regularly gather food for the food bank.

• Good is an adjective, well is an adverb.

  Helping the needy is a good goal. The girl scouts accomplish this well.

• Do not use more than one negative word in a sentence.

  Incorrect: The scouts don’t need no more help.
  Correct: The scouts don’t need any more help.

A. Write correct or incorrect to tell about the underlined words.

  1. Mrs. Faber leads our girl scout troop well. __________________________

  2. We never knew no one more creative than her. _________________________

  3. A suggestion she gave us one day was good. __________________________

  4. The troop listened to her suggestion careful. __________________________

  5. She said we could improve our food drive to make it more better. ________

B. Rewrite each sentence correctly.

  6. There weren’t no light bags of food.
     _____________________________________________________________

  7. Bags full of canned goods were the most heaviest.
     _____________________________________________________________

  8. Piles of food accumulated more better than we expected.
     _____________________________________________________________

  9. Our leader helped us organize the collected food good.
     _____________________________________________________________

  10. Now we could place the food into boxes more swifter.
      _____________________________________________________________

At Home: Explain to a family member how the incorrect sentences you identified in Part A can be rewritten correctly.
Study Skills: On-Line Searches

- There is much information to be found using the computer and the Internet. To search for information about a specific topic, it is important to use good keywords.

- Keywords should not be too general or too specific. If your first search does not get you a helpful list, revise your keyword.

A. Read the topic and the key word. Tell what you think about the key word by writing too general or good on the line.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Keyword</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. vacationing in the Adirondack Mountains of New York State</td>
<td>Adirondack Mountains</td>
</tr>
<tr>
<td>2. planting a vegetable garden</td>
<td>gardening</td>
</tr>
<tr>
<td>3. the reign of Henry VIII of England</td>
<td>England</td>
</tr>
<tr>
<td>4. Shakespeare’s play Romeo and Juliet</td>
<td>Romeo and Juliet</td>
</tr>
<tr>
<td>5. the life of Captain James Cook</td>
<td>James Cook</td>
</tr>
</tbody>
</table>

B. Write a keyword for each topic.

6. Preserving America’s wetlands

7. The paintings of Vincent van Gogh

8. Visiting the castles of Great Britain

9. Life in Colonial America

10. Interesting sights of Washington, D.C.
Vocabulary: Word Choice

A. In each sentence, underline the word or phrase in parentheses that has a more positive or less negative connotation.

1. Paulo was sure he was going to (hate, dislike) going to the family reunion.
2. Before he even left the house, he started to (whine, complain) to his parents about it.
3. During the long journey in the car he remained (silent, tongue-tied).
4. Paulo even (grimaced, frowned) when his grandmother greeted him at the door.
5. Everyone wondered what was (bothering, angering) Paulo.
6. Then Paulo's favorite cousin came to (lecture, talk to) him.
7. They went outside to play while the grown-ups (babbled, chatted).
8. Paulo and his cousin drew (comical, ridiculous) pictures on the sidewalk with chalk.
9. Afterwards, they enjoyed some of grandmother's (delectable, nice) cooking.
10. Paulo apologized to his parents for giving them such a (hard, impossible) time.

B. In each sentence, underline the word or phrase in parentheses which has a more negative connotation.

11. Lin made a (bad, terrible) decision to bathe her Saint Bernard in the bathtub.
12. The Saint Bernard was (filthy, dirty) to say the least.
13. Lin filled the tub and added some (smelly, perfumed) bubble bath.
14. Then she had to (coax, drag) the enormous dog into the tiny bathroom.
15. The dog started to bark and the noise was (deafening, loud).

At Home: Write a story about something you wanted to do well, but that didn’t turn out as you hoped. Use positive words to describe your intentions. Use negative words to describe the results.
Composition: Leads and Endings

- A **lead** is the first part of a piece of writing.
- Write a strong lead to **grab the reader’s attention**.
- An **ending** is the last part of a piece of writing.
- Use the ending to state the strongest argument, draw a conclusion, summarize, or restate the main idea.

A. Read each pair of leads or endings. Then underline the one that is stronger.

1. Why should you sign up as a pep club booster today?
   - There are some reasons students should become pep club boosters.

2. It is possible that some students can learn to cook well.
   - Imagine this: a twelve-year-old whips up a gourmet meal.

3. You should try hard and not be concerned only with winning.
   - Giving your all lasts longer than a piece of blue ribbon.

4. Treat yourself to fascinating and thrilling entertainment in the novel *Farm at Concord*.
   - The book *Farm at Concord* is a novel that presents a story that entertains.

5. Do you want to find out if life begins for you on stage?
   - The drama club would like to invite students to an open audition.

B. Read each topic. Then write a strong lead sentence.

6. Careers in Government

7. A School Basketball Team

8. New Computers for a School

9. Movie Theaters for Kids Only

10. Raising Money for Charities

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**At Home:** Look at a newspaper or magazine and find the lead sentence for an article. How does it succeed or fail at grabbing your attention? Write another sentence that would succeed as a lead for that article.
There is currently a bill before Congress that, if passed, would protect sharks. You might be thinking, aren’t those razor-sharp teeth enough protection? However, sharks have little protection from two-legged land animals with big boats and sharp hooks. Shark finning has been outlawed, within a 200-mile limit, off most of the coastline of the United States. But finning is not illegal in Hawaii. There fishermen catch sharks, cut off their fins, and toss the bleeding animals back in the water. The sharks may still be alive when discarded, but they do not live for long without their fins. Shark fins can fetch up to $70 a pound, so there is great incentive for anglers to take sharks. These fins are used for one purpose only—to make shark fin soup. People do have to eat. But there must be something less hurtful to satisfy the palate than shark fin soup.

Support this bill and save a shark.

1. What is the writer’s opinion about the practice of finning?

2. What are two arguments the writer gives for protecting the sharks?

3. In your opinion, what was the writer’s strongest argument?

4. What opinion words does the writer use?

5. Were you persuaded to agree or disagree with the writer? Why?
Prewrite: Persuasive Writing

Good **persuasive writing** includes the writer’s opinions and the facts to support them. The purpose of persuasive writing is to sway readers to agree with the views presented and possibly take action of some sort.

Pretend you are running for the office of president of your school community club. You will have to give a speech to convince club members to vote for you. Before you give your speech, you’ll have to write it. To plan your speech, you can use a problem-solution chart to organize your ideas.

**CHECKLIST**
- Have you thought about your purpose and your audience?
- Have you listed convincing reasons or facts to support your suggestions and opinions?
- Do you need to do more research?

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**At Home:** Share your chart with a family member. Solicit other ideas to add to the chart.

**McGraw-Hill Language Arts**
Grade 6, Unit 6, Persuasive Writing,
pages 466–467
Revise: Persuasive Writing

You can elaborate your persuasive writing by adding details and choosing words that will convince your readers to agree with your opinions. When you revise your work, you need to make your argument stronger, or more persuasive.

A. Pretend you wrote this persuasive speech. Revise it by adding details and some opinion words, such as must, should, ought, never, truly, everyone agrees. Make sure your main ideas are supported by facts.

I have worked very hard on many community projects. I got 20 kids to agree to sing at the senior citizens’ home. I convinced kids in Class 603 to bake cookies to raise money. And do you remember how hard I worked at the car wash last week.

There are many other projects we can get involved in. I spoke to Mrs. Federman. She said that an after-school baby-sitting service would be terrific. You know she has four kids and needs time to run to the store. If we could take three of her children to the playground that would help a lot.

Secondly, I know that we could also help our neighbors. Mr. Kindle broke his leg last week, and he needs someone to pull weeds and mow his lawn.

Elect me your president. I just love this kind of work. Vote for me and you won’t be sorry.

B. Write the speech with your revisions on a separate sheet of paper.

At Home: Pretend you are a parent with four children. Write a persuasive letter to the “community club” convincing its members to begin a baby-sitting service.
Proofread: Persuasive Writing

After you have revised your persuasive writing, you will need to **proofread** it to correct any errors. Read each sentence to make sure all first words and proper nouns are capitalized. Check for correct punctuation and for spelling errors.

A. Read the following paragraphs from a persuasive book report. Use the proofreading marks from the box to mark any errors you find.

**Anne Frank: The diary of a Young Girl** is a wonderful book that everyone should read. Its about a young Jewish girl and how she and her family hid from the Nazis in Amsterdam, holland, during World War II. Anne writes in her diary and tells about life with her mother, father, and sister Margot. They lives with another family, the Van Daans, too they all lived in a tiny attic above a store.

What is wonderful about this book is how in the beginning Anne sounds so young. At the end of her diary, you can tell how much she had grown and how smart she really was.

This book is filled with hope but it is very sad, too. It made me cry, but it’s the kind of book you should read. You’ll learn so much about life, the terrible war, and love.

B. On another sheet of paper, use the corrections you marked to rewrite the paragraphs.