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Name _____

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

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

1. Kayla missed awards day because she had a cold _____
2. Finished distributing the awards _____
3. Kayla liked to make up her own achievements _____

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

4. Is "Traveling Plans" the theme for this week _____
5. She was looking forward to the road race _____
6. Jeanine went to the end of the line after she showed her map _____

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

7. Bea turned red when she heard everyone laughing

8. Do you have a collection of rare objects

9. Mrs. Prince asked the students to locate the cities

10. Why were they laughing

Name _____

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

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

1. Please tell me what the menu options are for this week

2. Write each word five times

3. Be sure to include each word's definition

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

5. Line up by the board for the fire drill

6. How sad for Arthur to feel so devastated

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

8. Oh no, the dog just jumped in the mud

Name _____

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

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

1. Write the list of ingredients on a sheet of paper _____
2. Don't forget to buy flour _____
3. Oh no, the cupcakes are burning _____
4. her head felt as though it were stuffed with cotton _____
5. Have you seen her suitcases _____
6. what time does her flight leave _____
7. Go get someone to help with those heavy bags _____
8. She was so excited to fly in an airplane _____
9. avery anderson is our flight attendant _____
10. The pilot asked us to take our seats _____

Rewrite each statement or command below as a question.

11. We have many things to do this week.

12. Please pass me that eraser.

13. We will see the new coach tomorrow.

Name _____

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

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

I like spelling? it's my favorite subject! Each week, our teacher gives us 20 spelling words? I always write the words in my notebook! the boy who sits next to me sneezed? How sick I became. I could not be at school the day our teacher gave us the spelling words? I called my friend to get the words for the week? I feel confident that I will get all the words right on the test! this is going to be easy? i hope i'm not sick the day of the spelling test!

Name _____

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

1. _____ Why did Lewis take the day off

2. _____ call Diana and ask her for the instructions

3. _____ Lewis was propped up in bed with a box of tissues

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

5. _____ do you have a cough drop in your bag

6. _____ have you ever been in the hospital

7. _____ Oh, I hope it's nothing serious

8. _____ did you see the look on the doctor's face

9. _____ Ask him if he feels any better

10. _____ when do you think you will be back

Name _____

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

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

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

1. A brave man lived in the mountains.
2. The snowy peaks towered above his house.
3. A curious bear wandered into the yard.
4. His lazy dog looked up and went back to sleep.
5. Two small gray squirrels chattered at it from the treetops.

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

6. The actress received piles of letters.
7. She read every one of them.
8. Her most recent movie smashed box office records.
9. All of my friends bought tickets to the movie.
10. Three cast members received awards for their performances.

Name _____

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

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

1. The falling leaves danced in the forest. _____
2. Dad combed his hair and shaved his beard. _____
3. The actor and the musician posed for pictures. _____
4. We listened to the song and sang along. _____

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

5. The dog jumped over the stream. The dog raced down the trail.

6. My friends cheered for me at the race. My family members cheered for me at the race.

Name _____

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

Correct each sentence. Add commas where they are needed.

1. My mother asked for a saw a rake and an ax.

2. The biggest scariest meanest dog lived next door.

3. The pitcher drew his arm back shifted forward and threw the ball.

4. At camp we learned how to swim row and sail.

5. My piano teacher was friendly pretty and smart.

6. Perry picked up the balls bones and squeak toys from the dog's bed.

7. Every river tree and lake could be seen from the top of the mountain.

8. The puppy made little yips barks and growls as he played.

Name _____

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

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

last week my sister Shuang lost her phone. She searched the whole house. I searched, too. We looked in the kitchen the bedrooms and the living room. My parents agreed to let her buy a new one.

Shuang wanted a phone that was small pink and inexpensive. The clerk at the store showed her some models. the clerk explained their features. Shuang liked the phone that could take pictures send e-mails and play music. The clerk let her call a friend. They talked about movies sports and homework. An hour later, shuang finally hung up. She bought the phone.

Name _____

Circle the letter for each correct answer.

1. Which of the following groups of words is a complete sentence?
 - a. Zoey's new kittens.
 - b. Drank milk from a bowl.
 - c. The kittens played with the bottle cap.
 - d. Very clumsy and comical.
2. Which of the following groups of words is a sentence fragment?
 - a. The pretty girl was the team's top scorer.
 - b. The last game of the season.
 - c. We all wanted to win one more time.
 - d. I sped down the field.
3. In which sentence is the simple subject underlined?
 - a. Dad enjoyed spending time in the forest.
 - b. Mom danced better than anyone.
 - c. Dad asked about the outdoor dance.
 - d. Mom told him it would take place next weekend.

Follow each direction below.

4. Underline the simple subject of this sentence.
Many people offered to help with the clean-up.
5. Underline the complete subject of this sentence.
Our closest neighbors held a meeting.
6. Underline the complete predicate in this sentence. Circle the simple predicate.
They brought food, clothing, and appliances.

Name _____

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

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

1. Jay went searching for shipwrecks. He wrote a book about them.

2. Lily is the name of a person. It is also the name of a type of flower.

3. Would you like to visit a water park? Would you like to see a sailing museum?

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

5. Oak, beech, ash, and maple trees grow in the forest. Many types of insects and animals live in that habitat.

Name _____

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

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

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

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

6. There are no leaves to decompose and make the ground suitable for growth. _____
7. The memorial is made of stone, but the surrounding garden features living plants. _____
8. The statue pays tribute to the founders of the town. _____

Name _____

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

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

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

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

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

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

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

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

Name _____

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

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

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

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

Name _____

Circle the letter for each correct answer.

1. Which of the following sentences has a conjunction?
 - a. What are the five most common trees in the United States?
 - b. I like fruit trees.
 - c. We planted a fruit tree, and it is doing very well.
2. Which of the following sentences uses a comma correctly?
 - a. The artist created a statue and the town placed it in the park.
 - b. The artist created a statue, and the town placed it in the park.
 - c. The artist created a statue and, the town placed it in the park.
3. Which of the following sentences is a compound sentence?
 - a. Volunteers clean and maintain the sculpture garden.
 - b. Volunteers and I maintain the sculpture and the garden.
 - c. Volunteers clean the sculpture, and I maintain the garden.
4. Which of the following compound sentences uses a conjunction correctly?
 - a. Benches line the path, but the people stop to sit and think.
 - b. Benches line the path, or the people stop to sit and think.
 - c. Benches line the path, and the people stop to sit and think.
5. In the space below, draw a picture of a park or garden. Under the picture, write a compound sentence that explains why people might come here.

Name _____

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

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

1. They tasted the spicy food. Marta refilled their glasses. (and)

2. Gum and drinks are not allowed in the theater. They can be difficult to clean up. (because)

3. The students were told to remove their shoes. They would not track mud across the carpet. (so that)

4. The light stayed on. The last student took his seat. (until)

5. He volunteered to summarize the movie. He realized how confusing it was. (before)

Name _____

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

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

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

1. The binoculars must be powerful. They can spot a bird a mile away.
(because/although)

2. I was feeling brave. I saw how high the diving platform was. (so that/before)

3. Bethany held on to edges. The kids practiced jumping on the trampoline.
(while/because)

4. The season doesn't start until Sunday. Our game on Saturday won't count.
(until/since)

Name _____

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

Correct the following letter.

July 1 2011

dear mom and dad

Thank you for letting me go to the festival. I'm having so much fun. We've eaten new foods and tried on different kinds of clothes. Today we learned about the history of the event. Tomorrow we're going to see a parade along the beach. Please write back to the address below.

your son

Kyle

P.O. Box 345

Huntsville Alabama

Name _____

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

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

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

February 18 2008

dear diary

you'll never believe what I did today. I helped Aunt rosita prepare for a special dinner. She made dozens of small corn cakes while I prepared vegetables for salsa and salad. All kinds of friends and neighbors stopped by. Tonight we will all have a bonfire!

your friend

Lindsay

Name _____

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

1. Pay attention to the coach. Do not hurt yourself while training.
 - a. Pay attention to the coach so that you do not hurt yourself while training.
 - b. Pay attention to the coach unless you do not hurt yourself while training.
 - c. Pay attention to the coach while you do not hurt yourself while training.
2. They practiced for a long time. The visiting team would be hard to beat.
 - a. They practiced for a long time before the visiting team would be hard to beat.
 - b. They practiced for a long time because the visiting team would be hard to beat.
 - c. They practiced for a long time, while the visiting team would be hard to beat.
3. They scored the first touchdown. The crowd hardly cheered.
 - a. Since they scored the first touchdown, the crowd hardly cheered.
 - b. They scored the first touchdown whether the crowd hardly cheered.
 - c. Until they scored the first touchdown, the crowd hardly cheered.
4. Their score wasn't very high. The team did win the game.
 - a. Because their score wasn't very high, the team did win the game.
 - b. Their score wasn't very high if the team did win the game.
 - c. Although their score wasn't very high, the team did win the game.

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

5. _____ the students arrived, they lined up with partners.
 - a. When
 - b. Although
 - c. Whether
6. He did perform the dance, _____ it was difficult at first.
 - a. when
 - b. although
 - c. whether

Name _____

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

Correct the following run-on sentences.

1. Jin wanted to build a snow fort he had never seen snow before.

2. The school was closed he had the entire day to play outside.

3. He tried to roll one huge snowball it quickly became too big to push.

4. His sister Kyon came out to help she was much older and stronger.

5. Together they built a huge fort it had walls six feet high.

6. I looked for them out my window. You couldn't see them inside the fort.

Name _____

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

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

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

1. I don't know how to ski I want to learn.

2. My friend Cody can't swim his dad just bought a boat.

3. He will teach me how to ski I will teach him how to swim.

4. The slopes are crowded we find a safe spot to practice.

5. Cody shows me some moves I try to follow his lead.

6. I fell only once I had a hard time getting out of the snow.

Name _____

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

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

1. Petey was a perky puppy he loved to run in the park.

2. He was a tiny white dog you could hardly see him in the snow.

3. He chased the sleds down the hill the children laughed at his antics.

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

4. Moved away from the city.

5. Was the only thing left on the truck.

6. The big truck.

Name _____

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

Proofread the following paragraphs. Rewrite them correctly on the lines provided.

Madison moved from Alaska to Boston her parents found jobs there. She missed the mountains forests and wild animals. She had five dogs she could take one to her new home.

One day in winter, Madison hitched her dog to a sled. It was unstable she kept control. They went to the park up a hill and back. Before long children were following them. Some became Madison’s friends.

Name _____

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

1. The river freezes in winter we like to skate on it.

2. Sometimes we play hockey my parents are fans of the local team.

3. They took me to a game once I was too cold to enjoy it.

4. I was shivering they bought me a cup of hot chocolate.

5. The players raced across the ice they slammed into the boards.

6. We could play hockey tomorrow my father could take us bowling instead.

Name _____

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

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

Becky Venus town money him
trouble family bathroom father chef
he star an argue America
dog Philip Sunday head porch
because leg minute town Los Angeles

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

1. It only took a _____ for the _____ to finish his food.
2. The leaky faucet in the _____ won't cost much _____ to repair.
3. On warm nights, our _____ likes to eat on the _____.
4. The bright _____ in the sky was actually the planet _____.
5. Because my _____ likes to cook, he became a _____.

Name _____

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

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

1. jonah and sally ann live in the state of california.

2. jonah hopes that dad will go to see dr. mason.

3. jonah thinks that he can earn money by delivering papers on fridays.

4. If jonah finds work in town, he can pay mr. dennis.

5. jonah looks for work in sacramento, california.

6. sally ann brushes daisy with an old hairbrush.

7. Even mrs. snow said nice things about daisy.

8. jonah asks doc mason about delivering newspapers.

9. jonah's father's name is john henry.

10. By april, jonah, sally ann, and daisy are good friends.

Name _____

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

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

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

B. Write the following sentences correctly.

6. keshawn thinks it's strange having his cousins in the house.

7. keshawn could work on thursdays, fridays, and saturdays.

8. He could work in july and in august, too.

9. keshawn talks about his job with andrew and his father.

10. At the store, mr. wayans sees keshawn looking at the schedule.

Name _____

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

Circle capitalization mistakes. Then rewrite the passage correctly.

harry peters takes home a runaway Dog. It seems to harry as though the dog has been mistreated by his Owner, jack willson. mr.willson has the reputation of being mean and nasty.

mr. and mrs. peters, Harry’s Parents, know that their son has grown fond of the dog, whom he has named shaggy. harry takes the dog to the Animal Doctor, dr. nickels. jack willson is angry when he finds out that the Dog has been injured. mr. peters says that his son will pay for the Animal Doctor.

Name _____

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

1. My Friend alexi moved to a Town near Shady lake.

2. His Mother is the new principal of lakeside Elementary school.

3. Alexi invited my family to Visit on Independence day.

4. July and august are the best Months to go to the Lake.

5. Alexi and his Sister shannon have joined the swim Team.

6. The Sharkfins have their first Competition on saturday.

7. The Event will be held in Clumberville, vermont.

8. Have you ever been Swimming in the atlantic ocean?

Name _____

- A **singular noun** names one person, place, or thing.
- A **plural noun** names more than one person, place, or thing.
- Most plural nouns are formed by adding -s or -es.
- A **collective noun** names a group and may be considered either singular or plural.

Write the plural of each noun.

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

Rewrite each sentence. Correct the underlined nouns.

11. There are 30 different kind of rattlers.

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

13. Rattlers live in different habitat.

14. Canebrake rattlers live in swamp.

Name _____

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

A. Write the plural of each noun.

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

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

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

Name _____

- In a formal letter, the greeting, the closing, and all of the proper nouns begin with capital letters.
- An **abbreviation** is the shortened form of a word.
- Most abbreviations end with a period.
- Begin the abbreviation for a proper noun with a capital letter.

Correct the following letter. Write capital letters where needed. Add periods where they belong.

january 14, 2005

dear grandpa,

On february 16, a scientist will talk to our class about rattlesnakes! The scientist is dr Tom madison. He catches rattlers and puts special tags under their skin. Then he tracks the snakes to see how much they weigh and how big they grow. He's going to show us a film of a rattlesnake being milked to get its venom!

love,

luke

Name _____

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

Rewrite each sentence. Correct the plural forms.

- Dad and I walked across wide stretches of land.

- We hiked over tall hills and down into rocky ditchies.

- We listened for the soundes that rattlers make.

- Any rattlers nearby could feel vibrationes as we walked.

- The pites on their faces help them feel our body heat.

- We knew that they would rather strike rabbites than people.

- People are enemys of rattlers, though, so we were careful.

- We saw one long snake with diamond-shaped blotchies on its skin.

- More snakes could have been hidden in the grassies.

- We heard a hawk's crys as we walked back to our car.

Name _____

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

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

Name _____

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

Write the plural of each noun.

1. thief _____
2. leaf _____
3. roof _____
4. half _____
5. chief _____

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

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

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

8. They often acted to defend their many strong belief. _____
9. Women who acted bravely were often wife and mothers.

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

Name _____

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

A. Write the plural of each noun.

1. radio _____
2. piano _____
3. stereo _____
4. banjo _____
5. kangaroo _____

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

6. Learning about the past is like hearing echos from history.

7. Monuments and museums help us remember American heros.

8. The carpenter built a fence that is nine foots high. _____
9. The club presented achievement awards for both men and womans.

10. We can learn about brave people by reading books or watching videoes. _____

Name _____

- An **appositive** is a word or group of words that identifies or tells more about the noun it follows.
- **Commas** are used to set off many **appositives** from the rest of the sentence.
- **Appositives** can be used to combine two sentences into one longer sentence.

Use an appositive to combine each pair of sentences.

1. Rip Bingles came to visit our class today. Rip is a famous science fiction author.

2. His first book was made into a movie. His first book was a thriller about tiny machines.

3. Glenda Adams also attended our class. Glenda is a reporter for the local paper.

4. Mr. Bingles like to write about nanotechnology. Nanotechnology is the creation of very small devices.

5. Mr. Bingles dedicated his new book to Owen Four. Owen Four was a robot that he built as a child.

Name _____

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

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

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

Name _____

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

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

Name _____

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

Write the possessive form of each noun.

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

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

- 11.
- The inventor
- idea was a good one.

12. She suggested that they ask the
- town
- mayor for help.

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

14. The farmer filled a
- woman
- basket with vegetables.

Name _____

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

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

1. Troy found the three girls note in the mailbox. _____
2. All the houses balconies had beautiful railings. _____
3. Both doors hinges squeaked. _____
4. Grandmas frown made them feel a little concerned. _____
5. Bethany called her sisters names to get their attention. _____
6. The workers smelled the corn fritters aroma, so they stayed longer.

7. He followed the three birds flight across the sky. _____
8. Zach hadn't asked his mothers permission to go on the trip.

9. The childrens trip to the beach was special because their pen pals
joined them. _____
10. The car's engine coughed and sputtered. _____

Name _____

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

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

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

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

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

Name _____

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

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

The balloon lifted over the peoples heads and drifted east. As it floated past the forest, the basket skimmed the trees uppermost branches. Up it went, into the thick, white cloudes. Childs' voices called up to them, and the three passenger's called back. Soon they would fly beyond the towns border. Who knew how long it would be before their journeys end!

Name _____

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

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

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

3. The citizens main language is Spanish.

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

5. The streets interesting color comes from Spanish stones.

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

7. Old San Juans main square has four statues.

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

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

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

Name _____

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

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

1. Bob rode to the bluff's edge and looked down at the waves.
2. They were just beginning to do their morning chores.
3. Bob's sister, Andrea, was eager to run across the dunes.
4. Bob looked at the ground for tracks and other clues.
5. In the afternoon, he saw the footprints of birds.
6. Bob got down on his hands and knees to study the tracks.
7. Bob's knowledge did not come from books.
8. He could study the ground and tell about the animals that had been there.
9. He could also tell the weather from looking at clouds.
10. Bob wondered if the storms at sea would affect the boats still out there.

Name _____

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

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

Naomi locked the (store's/stores) front door and carried the (bag's/bags) to her car. She had (dozen's/dozens) of cans of soup that she intended to bring to the shelter. If the (radio's/radios) weather forecast was correct, the next day's storm could be quite severe.

Naomi drove to the shelter and brought the food inside. Several other (volunteer's/volunteers) offered to help. Together, they set up the kitchen and got ready to cook. They could already hear the (wind's/winds) steady roar outside. Rain pelted against the (window's/windows).

Before long, people began to arrive. Some lived along the (river's/rivers) edge and worried about flooding. Others came to offer their help. The owner of a restaurant donated ten (case's/cases) of water and fruit juice. He accepted (Naomi's/Naomis) thanks and headed back to get more. As more and more people arrived, the mood in the shelter resembled a neighborhood party. People shared stories about the (storm's/storms) effects on them, then made plans on how they would get themselves through it. Naomi was glad she was there to help.

Name _____

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

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

1. The book what's up with the weather? was written by Waldo Wiggins.

2. Jack and his team of storm chasers is mentioned in the book danger ahead.

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

4. While we waited for the storm to pass, we sang Home on the Range and Back in the Saddle Again.

5. A friend of mine wrote a poem called let the rain come down.

Name _____

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

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

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

Name _____

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

1. the fence's gate _____
2. the sailors on the boat _____
3. a storm's center _____
4. all the horses' dark eyes _____
5. muscles and bones in our bodies _____
6. the school's principal _____

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

7. Kendra was afraid of lightning. _____
8. Peters raincoat was hanging on the hook by the door.

9. The people opened their umbrellas at the same time. _____
10. Fog rolled through the towns streets at night. _____

Name _____

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

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

1. Most students opposed the new dress code. _____
2. Sam Adams and John Hancock were two famous patriots. _____
3. Henry's father sold various items in his shop. _____
4. The new store at the mall was a gift shop. _____
5. Wanda closed the windows. _____
6. The rain stopped shortly after midnight. _____
7. Oliver walked his dog along the beach. _____
8. Few ships sailed during the holidays. _____
9. Henry's father drew the maps. _____
10. The fisherman lived in a house near the bay. _____

Name _____

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

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

1. Our senators fights for fair treatment. _____
2. The bullies destroys the children's snow forts. _____
3. Chip's father make a cake for the party. _____
4. The cooks break the bread into pieces. _____
5. Rosemary's brothers walks to school with her. _____
6. The school nurse help the children. _____
7. The judge punishes the thieves. _____
8. The children pulls their boats out of the water. _____

Name _____

- A verb must **agree** with its subject. A singular subject takes a singular verb. A plural subject takes a plural verb.
- Add -s to most verbs in the present tense if the subject is singular.
- If the subject is plural, the verb must be plural. Do not add -s to the verb if the subject is a plural noun.
- Both simple and compound sentences should have correct subject-verb agreement.

Use a verb from the box to complete each sentence in a way that makes sense. On the line following each sentence, write whether the subject of the sentence is singular or plural.

practice	listen	camps	rides	brings
ride	camp	bring	studies	listens

1. Clark _____ his bike down the hill. _____
2. Adrianna _____ to Jewel. _____
3. The families _____ near the water. _____

Complete the compound sentences.

4. Yann's sister _____ corn bread and apple jam to the school, but her friends _____ pears.
5. The children _____ handwriting at school, and the teacher _____ to any questions they ask.

Name _____

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

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

The sun rest over the still water. Emily, joshua and Caitlin sit at the edge of the dock, and they look out at the empty sea. The only movement in the harbur is at the far end, where fishermen are getting a boat ready to sail.

Joshua, the yungest one of the three, reach into his pockets. "I have no money," he say to Emily and caitlin.

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

Emily run her fingers through her brown hair and says, "we need to get back to town." She pauses and looks out at the sea? "We need to get ready."

Name _____

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

1. The students walk home for lunch. _____

2. Dee wears mittens and boots. _____

3. The players dress in blue uniforms. _____

4. Uncle Mark's children live in England. _____

5. The children play together. _____

6. My sisters work on a puzzle. _____

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

7. The diners pays for their meal. _____

8. Henry color the maps. _____

9. Mr. Olsen teach the lessons. _____

10. The fishing boats sails out to sea. _____

11. Eduardo study hard at school. _____

12. Scientists worries about the harbor. _____

Name _____

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

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

1. The governor tryes to change the law. _____
2. Our teacher agree with the principal. _____
3. The coach postpone the game until after the storm. _____
4. Craig wishes he didn't have to work tonight. _____
5. Cora finished her homework before dinner. _____
6. The professor pile the papers on the desk. _____
7. She rememberes what happened during the concert. _____
8. The host announce a change in the line-up. _____
9. Time pass before the performer begins to play. _____
10. The audience give the band a standing ovation. _____

Name _____

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

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

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

1. All of the students _____ in elections.
2. Our team _____ the most points.
3. She _____ cans for recycling.
4. The storyteller _____ the ending to be clever.

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

5. Much time _____ before we put up a new poster.
6. Many people _____ that story forever.
7. The mayor of our town _____ the citizens to a dedication ceremony.
8. My mother _____ as a member of the next school board.

Name _____

- Quotation marks appear around titles of short poems. In poetry, a line may not be a complete thought or sentence. A line may “break” a sentence or an idea into two or more lines.
- Most lines of poetry end with a comma. The commas tell when the reader should pause. A period marks the end of a complete thought.
- In many poems, each new line begins with a capital letter.

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

The windows, like eyes, will help all people see _____
 you can't shut all the doors and call people "free" _____
 People break through the glass to take back their rights _____
 And run out of darkness and into the light. _____
 remember our founders who fought for their Votes, _____
 took back their freedom, and realized their hopes? _____
 They didn't give up, not when put to the test, _____
 They had vision to change things around for the best _____

Name _____

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

Rewrite the following passage. Change the tense or spelling of incorrect verbs. Correct errors in capitalization.

Last year, our class start a tradition of writing a play for our school. We use a story that we had read, such as “The lion and the firefly,” and adapted it for the stage. Then we will perform it for the children in Grades one, two, and three.

This year we want to perform “Two trains to texas,” which Hunter Phelps writes. Our teacher say it required three boys and two girls to act. Tara Munson finishes the first draft of the play by next Friday. Then we will made suggestions on what to add or remove. I hoped that my parents will come and saw it. If it turns out well, we may even take the show on the road!

Name _____

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

1. Inez have a cold during the holidays. _____
2. The physician determine that she didn't have a fever. _____
3. The man will refuse to eat any fried foods. _____
4. Our coach challenges the team to do better this year. _____

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

- | | |
|--|---|
| 5. Wendall <u>apologized</u> for his behavior. | 7. Nita <u>went</u> to Salt Lake City. |
| a. present | a. present |
| b. past | b. past |
| c. future | c. future |
| 6. The sales <u>will bring</u> more people downtown. | 8. People <u>remember</u> that song the most. |
| a. present | a. present |
| b. past | b. past |
| c. future | c. future |

Name _____

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

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

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

Name _____

- Forms of *be* (*is, are, am, was, and were*) can be used as **helping verbs**. When they are used with a main verb ending in *-ing*, they show action that is or was continuing. This is called the **present participle**.
- Make sure that the helping verb agrees with the subject. Use *is* and *was* with a singular subject. Use *are* and *were* with a plural subject or *you*. Use *am* or *was* with *I*.

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

1. The students _____ working to create a safer and more healthful environment.
2. I _____ trying to recycle all of my cans and bottles.
3. The world _____ looking for ways to improve.
4. Pollution _____ harming trees and wild animals.
5. Concerned organizations _____ growing around the world.
6. The result _____ appearing as an improvement in living standards.
7. Years ago, scientists _____ studying the effects of technology.
8. Our class _____ sending out a message about personal responsibility.
9. I _____ doing my part to protect the environment.
10. Parks _____ becoming beautiful places to picnic.

Name _____

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

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

1. Many people are not concerned about videogames.

2. Some children will not play them at all.

3. People cannot continue to become more violent.

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

5. It is not helpful to make statements that cannot be proven.

6. Some people are not educated on the topic.

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

8. You should not spend so much time on the game system.

Name _____

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

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

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

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

Name _____

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

1. Scientists _____ that our resources may be limited.
2. Trees _____ to make paper.
3. I _____ to recycle more bottles, cans, and paper.
4. Technology _____ very far in the past twenty years.
5. The professor _____ two visions for the future.

B. Write a sentence using each helping verb.

6. (has) _____

7. (am) _____

8. (was) _____

9. (have) _____

10. (were) _____

Name _____

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

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

1. Dawn was the first user of the school's new computer system.
2. The people of the town are excited.
3. The water tasted very good.
4. I am proud of my grandmother.
5. We were amazed by the new invention.

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

6. Our quarterback always (was, am) strong. _____
7. The people at the store (was, were) helpful to the police officer.

8. The oak tree (are, is) a great place to build our fort. _____
9. I (is, am) a hard worker. _____
10. You (are, is) extremely smart. _____

Name _____

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

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

1. The remote control is broken.
2. My grandmother is worried about her garden.
3. I felt proud of my sister's accomplishment.
4. The mayor was concerned about the storm.
5. People in our school seem very thankful for the new gymnasium.

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

6. The desert _____ a dry, hot landscape.
7. I _____ thankful for the new ideas.
8. All of the students _____ fascinated with new technology.
9. I _____ a little nervous when the power went off.
10. Food _____ better at a picnic.
11. The author say that she _____ a curious woman.
12. The board _____ filled with posters tomorrow.

Name _____

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

Add the correct punctuation to each sentence.

1. People always say The desert is no place for the thirsty dog.
2. My teacher said, It's helpful to know more than one way to solve a problem.
3. "Hurray " the people cheered.
4. To win in this game, one must be sharp as a tack said my uncle.
5. How long do you plan on using the outdoor grill? asked my neighbor.

Rewrite the following passage. Add the correct punctuation.

The dogsitter handed Dodger's leash to my father. How long has he been this active the dogsitter asked.

My father answered ever since we adopted him. Why do you ask.

Dodger looked up at us with his tongue hanging out. Well, we went for a run in the park this morning said the dogsitter. We ran for hours, and he still wasn't tired!

Name _____

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

Rewrite the passage. Use the correct verb forms.

The time has come for me to make my journey into the desert. I is only 18. But all children my age am required to make the journey to be accepted as adult members of the community. The village chief told me that it are very important to take plenty of water and materials to build a tent.

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

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

Name _____

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

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

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

5. The fruit tastes very fresh.
 - a. very
 - b. fruit
 - c. fresh
 - d. tastes
6. The building is taller than most I've seen.
 - a. taller
 - b. most
 - c. is
 - d. building
7. The maple tree seems healthy for its age.
 - a. age
 - b. for
 - c. tree
 - d. healthy
8. Jesse is very pleased with the photographs.
 - a. photographs
 - b. Jesse
 - c. pleased
 - d. is

Name _____

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

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

1. Desiree finded a wallet in the park.

2. The mixer maked a huge mess in the kitchen.

3. Walter and Sara goed to the comic book convention.

4. Lance throwed the ball at his brother.

5. A helicopter flied by the boys' house.

6. The swimmer rised out of the water.

7. The flashlight gived off a faint glow.

8. They runned away from the barking dog.

Name _____

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

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

1. begin had _____
2. choose have _____
3. eat has _____
4. drink had _____
5. take have _____
6. get has _____
7. speak had _____
8. grow has _____
9. fly have _____
10. know had _____

Name _____

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

Rewrite the following passage. Correct the underlined verbs.

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

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

Name _____

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

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

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

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

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

Name _____

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

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

Name _____

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

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

1. Kyra was excited because she was going someplace new.

2. City Park is important to my aunt; it is her favorite spot.

3. Mother said to Nicki. "Act like you belong here."

4. People got on the bus. They were carrying backpacks and bags.

5. A little boy approached Melissa and said that he was eight years old.

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

6. Our little sister said that her was ready to go out by herself.

7. When the students got on the bus, she argued over seats.

8. At the market, Gabby met Sondra. We was a friend of the owner.

9. The cab stopped in the street; it was having engine trouble.

10. After Bert fed the fish, they put on his coat to walk the dog.

Name _____

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

Complete each sentence by writing the correct pronoun.

1. "Hurry up," said Rafael, "before _____ change my mind."
2. Teresa blew her grandmother a kiss, and then _____ rushed out the door.
3. Laura told A.J., "Those signs can tell _____ what to do, _____ can't tell _____ what to think."
4. "_____ am going to Boston," thought Helen as _____ looked out the train window.
5. No seats were left in the theater. _____ had been taken by five groups of students on a field trip.
6. The volunteers didn't like the food. _____ thought the pizzas were too crispy.
7. Oisin's brother works in the local diner, where _____ is a cook.
8. Vonda got a glass of water; _____ helped wash down the medicine.
9. When Mrs. Ronson handed Derek the award, _____ smiled at _____ and said, "Derek, you make _____ proud."
10. The manager said to Liam, "What makes _____ think that _____ can bring your dog inside?"

Name _____

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

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

1. The explorers thought that he would make it back by nightfall.

2. They wanted to avoid the storm, but they moved in too fast.

3. They tried to pitch a tent in the wind, but you kept blowing down.

4. One man thought it could hear something moving in the darkness.

5. In the morning, the explorers picked up their packs and headed back along the trail you had taken.

Name _____

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

Rewrite the paragraph, making sure that the pronouns correctly match their antecedents.

Me like the book my class read very much. He is a work of historical fiction. They is set during a time when parts of the world were still unexplored. My father showed me some maps that you had in his office. It were copies of drawings made by early travelers. One of them showed the area I had read about in the book. I looked for where the explorers had gone and pointed at him. “This really shows how far he had to go to get back to their boat,” I said. My father said he could take the map with me to class the next day.

Name _____

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

1. Donika asked her mother, "Can me go camping with Kristin?"

2. Her mother told Donika, "Only if she do all your homework first."

3. The campground was huge and had a lake in the middle of them.

4. Kristin and Donika asked a lifeguard to give her swimming lessons.

5. They rented a canoe and paddled them into the center of the lake.

6. "Do you have a bug on my back?" Kristin asked as she reached around.

7. Donika looked at the surface of the lake, where I could see her reflection.

8. She thought of her mother and decided to send we a postcard the next morning.

Name _____

- Use a **subject pronoun** as the subject of a sentence.
- *I, you, he, she, it, we, and they* are subject pronouns.
- Use an **object pronoun** after an action verb or after a preposition.
- *Me, you, him, her, it, us, and them* are object pronouns.
- Use a **relative pronoun** at the beginning of a dependent clause.
- *That, which, who, whom, and whose* are relative pronouns.
- Use an **indefinite pronoun** to identify a non-specific subject or object.
- *One, anyone, somebody, someone, everyone, nothing, and each* are indefinite pronouns.

Read each sentence. Write the correct subject, object, relative, or indefinite pronoun on the line.

1. Carlos and Gloria are friends. _____ have known each other for a long time.
2. When Gloria's two friends were little, Gloria's mother placed _____ on the kitchen table.
3. Gloria watched television as _____ made tortillas.
4. Now Carlos wanted Gloria to pay attention to _____.
5. When I need help I call my Uncle Jerry, _____ is the smartest person I know.
6. At the ice cream store, I ordered two scoops of strawberry, _____ is my favorite flavor.
7. I ordered plenty of pizza, so there will be enough for _____.
8. _____ knocked on my door, so I answered it.

Name _____

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

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

1. As the twins walked down the road, them saw the truck.

2. "Me will see what arrived," Benjy said. _____
3. The mail carrier handed him each a package. _____
4. When their mother came home, her noticed the boxes.

5. Benjy said him couldn't imagine what was in the boxes.

6. Benjy picked up both boxes and gently shook it. _____
7. Him set the boxes back on the table. _____
8. The other twin picked one up; him held out the package.

9. The twins' mother took the boxes and opened her. _____
10. "Us bought the same presents for you!" the twins said in unison.

Name _____

- An **appositive** is a word or group of words that identifies or tells more about the noun it follows.
- **Commas** are used to set off most **appositives** from the rest of the sentence.
- **Appositives** can be used to combine two sentences into one longer sentence.

Use an appositive to combine each pair of sentences.

1. My mom is part of a team. My mom is a teacher at a middle school.

2. The team works together to teach math, social studies, English, and science. The team is a group of four teachers.

3. Right now, my mom is teaching a unit on botany. Botany is the study of plants.

4. Her students are working on a big project. Her students are seventh-graders.

5. Each teacher on Mom's team is assigning part of the project. The project is a report on the life cycle of a plant.

Name _____

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

Rewrite the passage and correct any improper subject or object pronouns.

LaWanda and Jee met at music camp. They often played together after school. LaWanda played the flute, and Jee played piano. LaWanda could carry her instrument, so she went over to Jee’s house to play. First, Jee would select a song that we wanted to play. Then it would be LaWanda’s turn to make a selection. One afternoon, Jee’s father came in to listen. “Me really liked that last song you played,” he said to Jee. “Can you and her play them again?” While the two girls played, Jee’s father smiled. It was the best compliment him could give them.

Name _____

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

1. Tomas could not remember how long _____ and Liz had been friends.
 - a. him
 - b. he
 - c. us
 - d. we
2. _____ lived in the mountains near the border.
 - a. They
 - b. Him
 - c. Her
 - d. Them
3. When Tomas visited one day, Liz had a surprise for _____.
 - a. him
 - b. they
 - c. her
 - d. us
4. "You know what _____ heard?" asked Liz.
 - a. her
 - b. I
 - c. you
 - d. me
5. Liz had prepared a dinner; _____ made salad, soup, and a casserole.
 - a. me
 - b. he
 - c. her
 - d. she
6. "When _____ finish, I'll make dessert," Tomas told her.
 - a. him
 - b. he
 - c. we
 - d. us

Name _____

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

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

- John Pike walks around Las Vegas as he ask his neighbors to vote.

- He believe that voting is important. _____
- As citizens in a democracy, we agrees. _____
- It form the basis of our system of government.

- A famous musician is giving a concert because she, too, think that voting is important.

- She want to encourage all citizens to vote.

- Political groups are active; they tries to register new voters.

- Members of these groups go to concerts where they meets young people who can vote. _____
- All United States citizens can vote when they turns eighteen.

- Does you think that voting is important? _____

Name _____

- The verbs *have* and *be* take special forms in the present tense. Make sure to use the form that agrees with the subject of the sentence.

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

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

2. They has animals that represent each party.

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

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

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

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

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

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

Name _____

- An **abbreviation** is the shortened form of a word.
- An **abbreviation** begins with a capital letter and often ends with a period. Initials are abbreviations of proper nouns.
- Abbreviate titles before names, days of the week, streets, and most months. Organization names can also be abbreviated.

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

Sen. Nov. Tues. D.C. A.M.

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

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

6. The president is inaugurated in January. _____
7. My neighbor, Mister Adams, volunteers on Election Day.

8. He gives voters their ballots at the precinct on Vine Street.

9. Many people volunteer, including Doctor Peterson. _____
10. Her office is always closed for a few hours in early November.

11. The Federal Bureau of Investigation headquarters is located near the White House. _____

Name _____

- The verbs *have* and *be* take special forms in the present tense. Use the form that agrees with the subject of the sentence.

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

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

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

Name _____

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

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

Name _____

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

Read each sentence. Fill in the missing possessive pronoun.

1. _____ language contains words from other cultures.
2. The players placed _____ game pieces on the board.
3. Scott took _____ turn after Natalie.
4. This television program is my favorite _____ actors won an award last year.
5. _____ cousin Frances filled _____ house with green plants.
6. If you live in an area that has frequent storms, keep _____ emergency supplies handy.
7. We keep _____ in the back of the big closet in _____ brother's room.
8. We keep a flashlight, a radio, food, and bottled water in _____ emergency kit.
9. When my mom heard news of a tornado watch, she left _____ office to come home early.
10. The more we learn about safety, the better _____ chances of avoiding injury.

Name _____

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

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

1. What kinds of storms do you have in yours town? _____
2. In my, there are hurricanes. _____
3. Mine home is located near the coast of North Carolina. _____
4. Hurricane Fran caused a lot of damage to ours house. _____
5. During the last hurricane, my sister was frightened when strong winds broke a window in hers room. _____
6. Many large trees fell in Phil and Gina's yard and ruined theirs shed.

7. Three big trees fell on top of the shed, crashing through her roof.

8. However, the roof on ours house was not damaged. _____
9. We have learned about hurricanes in mine science class.

10. The people in ours neighborhood help one another when hurricanes hit. _____

Name _____

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

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

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

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

b. The best months for hiking are August and September.
- a. The rocket lifted up into the atmosphere over the ocean.

b. The rocket lifted up into the atmosphere over the ocean.

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

4. My aunt live fifty one miles south of the city.

5. During heavy rains, people in low lying areas often go to safer places.

6. A battery driven radio is important to have on hand during a severe storm.

Name _____

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

Read the following passage. Circle all of the incorrect possessive pronouns. Then rewrite the passage.

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

Name _____

Rewrite each sentence, correcting all pronoun errors.

1. Does yours state get wild storms or strange weather?

2. Luisa and I live in Florida, and we area gets many hurricanes.

3. Before moving to Florida, ours parents lived up north.

4. Luisa's parents remember a huge blizzard and our heavy winds.

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

6. They measured four feet of snow around them house.

7. Mine aunt once told me about a sandstorm in her state.

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

Name _____

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

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

1. Do you think your ready for the story? _____
2. Clap you're hands twice. _____
3. Its a story about a boy who plays a trick on some people.

4. At first their fooled, but then they trick the boy. _____
5. Its a bad day for the beach because the weather is cloudy.

6. Some people leave they're shoes on when they go into the water.

7. Their afraid of stepping on something squishy or sharp.

8. They're swimming skills are not very good. _____
9. My sister puts on sunscreen and says its good for her skin.

10. We put rocks on the blanket to hold it in it's place. _____

Name _____

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

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

1. They cyclists pedal there bikes up the hill.

2. Their raising money for a good cause with this event.

3. My favorite cyclist is up they're in the front.

4. "Get out you're camera," my friend Erin said.

5. "Your going to have to be quick," she advised.

6. I photograph the cyclists as there racing around the corner.

7. We look at they're pictures on the camera's display.

8. "I think your a great photographer," Erin tells me.

9. We decide to stand over their near the finish line.

10. "I can't wait to see you're photos online," she said.

Name _____

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

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

1. Your probably wondering what the people did to fix the building.

2. The people think that its a good idea to build new stairs.

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

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

5. They put a ramp on one side of there building.

6. "If you can't climb stairs, your going to love it," they said.

7. Some people say there going to use the ramp all the time.

8. "I love you're improvements," the mayor told us.

Name _____

- *Its, their, and your* are **possessive pronouns**. *It's, they're, and you're* are **contractions**. These possessive pronouns and contractions are **homophones**.
- The word *there* means "in that place." It is a homophone of *they're* and *their*.
- Do not confuse possessive pronouns with contractions.

Circle all mistakes in the use of possessive pronouns, homophones, and contractions. Then rewrite the passage.

Last night we watched an action video. It's main character is a woman who discovers that a group of men is about to rob a bank. Their talking about it in the restaurant where she works. She finds they're plans on a napkin they leave behind. At first she pretends its trash and throws it away, but later she retrieves it. She recognizes the bank. Its the same one her boyfriend works in. She follows the group and tries to stop it's plans. Their are some thrilling chase scenes. In the end, the robbers realize there not going to outsmart her and give themselves up.

Name _____

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

1. What's you're favorite videogame?

2. There certainly are many to choose from.

3. I like games in which its easy to reach new levels.

4. Their is a story line that characters follow.

5. Sometimes, however, characters have to rely on there friends.

6. There not equipped to handle the job alone.

7. For example, this monster uses its breath to push players back.

8. "You're powers are useless against me!" the monster roars.

9. The monster keeps it's mouth open when it talks.

10. If you can keep him talking, its easy to defeat him.

Name _____

- An **independent clause** can stand alone as a sentence.
- A **dependent clause** cannot stand alone as a sentence. It begins with a conjunction.
- Some **conjunctions** are *after, although, as, as if, as though, because, before, if, since, though, unless, until, when, whenever, where, wherever, and while*.

A. Underline the dependent clause in each sentence. Circle the conjunction.

1. When Alan was ten years old, he got a telescope.
2. He stayed up at night because that was the best time to use it.
3. After he got home from school, Fritz would hike down to a pond near his house.
4. Although he liked examining pond life, he also watched the birds in the trees nearby
5. Fritz bought binoculars to watch birds while he was at college.

B. Write a conjunction to complete each sentence.

6. Christi collected shells _____ she was scuba diving.
7. _____ he learned about astronomy, Vikram conducted his own research and helped other people with theirs.
8. _____ she finished graduate school, Marilee hoped to work for a space agency
9. _____ he was good at sports, Yousef aspired to be a musician.
10. Vivian has been on the phone _____ the day began.

Name _____

- A **clause** has a subject and predicate.
- An **independent clause** can stand alone as a sentence.
- A **dependent clause** cannot stand alone as a sentence.
- A **complex sentence** contains an independent clause and a dependent clause.

A. Read each clause. Tell whether it is an independent clause or a dependent clause.

1. When the scientists looked through the microscope _____

2. We saw different kinds of plants on the nature walk _____

3. Because she loved being outdoors _____
4. Before we explored the pond _____
5. We collected samples of leaves and mushrooms _____

B. Find the dependent clause in each complex sentence and write it on the line.

6. Before we hiked, we packed our backpacks. _____
7. We gather leaves and soil when we go on nature field trips.

8. Since John was an expert on volcanoes, he was invited to study one that had just erupted. _____
9. You can use a magnifying glass if you want to see something closer.

10. After a volcano erupts, life eventually returns to the surrounding areas.

Name _____

- An **appositive** is a word or group of words that identifies or tells more about the noun it follows.
- **Commas** are used to set off many **appositives** from the rest of the sentence.
- **Appositives** can be used to combine two sentences into one longer sentence.

Use an appositive to combine each pair of sentences.

1. Aunt Fleda is a botanist. A botanist is a scientist who studies plants.

2. Walter wrote a book about the rescue efforts. Walter was a victim of the floods.

3. Tori showed us pictures of the Acropolis. The Acropolis is a famous monument in Greece.

4. The eclipse frightened those who didn't understand it. An eclipse is a temporary blocking of the Sun or Moon.

5. Last year's winners presented the trophy. Last year's winners were the Rayville Ramblers.

Name _____

Read the paragraph below. Rewrite the paragraph correctly on the lines provided. Be sure each dependent clause is combined with an independent clause. Set off appositives with commas. Correct any punctuation and capitalization errors.

When Hector was young. He knew he wanted to be a scientist. He wanted to become a scientist because he liked to study nature? He learned how to dive. So that he could collect specimens or samples from the ocean. By scrutinizing or examining the specimens scientists can learn how living things survive. do you think science is interesting. If you do. Study science like hector did. Then you can become a scientist, too

Name _____

**A. Underline the dependent clause in each sentence.
Circle the conjunction.**

1. If you want to be a scientist, you learn to observe the things around you.
2. I sit and watch the birds in my garden whenever I have extra time.
3. Mom even got me binoculars because I like observing the birds.
4. After I observe the birds, I use my bird books to learn more about them.
5. Maybe I'll be a scientist when I grow up.

**B. Rewrite each sentence correctly. Add a conjunction before the
dependent clause.**

6. I love science class we get to use microscopes.

7. You use a microscope to look at pond water, you see tiny animals on the slide.

8. I used the microscope, I didn't know there were tiny animals like that.

9. Now I collect specimens I go for walks.

10. I can't wait I can get my own microscope.

Name _____

- An **independent clause** can stand alone as a sentence. A **dependent clause** cannot stand alone as a sentence. It begins with a conjunction.
- A sentence that has both an independent clause and one or more dependent clauses is called a **complex sentence**.
- Use a **comma** after a dependent clause when the dependent clause comes at the beginning of the sentence.

A. Circle the letter beside the complex sentence that is written correctly.

1. a. If you hear the fire alarm, follow the teacher's instructions.
b. If you hear the fire alarm follow the teacher's instructions.
2. a. The car wouldn't start, because it was out of gas.
b. The car wouldn't start because it was out of gas.

B. Combine the independent and dependent clauses to make a complex sentence.

3. When they heard the whistle. The swimmers jumped into the water.

4. The water is often much colder. After it has rained.

5. Although Rachel is absent today. We should save a piece of cake for her.

Name _____

An **independent clause** can stand alone as a sentence.

Example: *The snake slithered behind the rock.*

A **dependent clause** begins with a conjunction such as *after*, *because*, *when*, *if*, *since*, *though*, or *where*. It cannot stand alone as a sentence.

Example: *when it saw me*

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

Example: *The snake slithered behind the rock when it saw me.*

A. Read each sentence. Circle the conjunction and underline the dependent clause.

1. Because he has several pet snakes, my brother is the family expert on reptiles.
2. I checked out a book about lizards so I could learn more about them.
3. Don't be afraid to ask a question if you aren't sure what to do.
4. After talking to the veterinarian, I was better able to care for my dog.

B. Combine the independent and dependent clauses to write a complex sentence.

5. After the speaker was finished. I asked a question. _____

6. The librarian helped me find a book about alligators. When I had to write a report. _____

7. My dad knows a lot about nature. Because he is a park ranger. _____

8. I like to record things I see. So I keep a journal. _____

Name _____

- In a play, a **colon** follows the name of a character. The words that follow are the character's lines. They are not in quotation marks.
- A **colon** can be used to separate numbers when writing the time or to introduce a list.
- Put **quotation marks** around the name of a song, a short story, or a poem.

A. Circle the letter beside the sentence that is written correctly.

- The poem *Fangs a Lot* is in the short story "A Snake's Tale."
- The poem "Fangs a Lot" is in the short story: *A Snake's Tale*.
- The poem "Fangs a Lot" is in the short story "A Snake's Tale."

B. Rewrite the following lines of dialogue from a play. Use correct punctuation.

- Cowboy Bob The play starts at 800.

- Cowgirl Gail Is it about riders like us?

- Cowboy Bob As a matter of fact, it's about the following things riding camping and cooking.

- Cowgirl Gail Is it the musical with the song Starlight Stew in it?

Name _____

A **dependent clause** cannot stand alone as a sentence. It must be joined to an **independent clause**.

Rewrite the paragraph. Fix any sentence fragments by combining independent and dependent clauses. Correct any errors in punctuation or capitalization.

I want to become a biologist. Because I love studying plants and animals. When a Biologist visited my science class. I asked her what i needed to do to prepare for a career in science. She told me that scientists are curious They ask lots of questions? Then they do experiments and research. To find the answers to their questions. She told me i was off to a great start. Because Im not afraid to ask questions. She also recommended a book titled Becoming a biologist and a magazine article titled On your way to a Career in science.”

Name _____

Combine the clauses to make complex sentences. Underline the dependent clause in each of your complex sentences. Circle the conjunction.

1. If you see a wild animal. You should leave it alone.

2. When she saw the bear. Kiana reached for her camera.

3. Since Kiana was inside. She did not feel in danger.

4. The bear wandered off. After it ate all the seeds in the bird feeder.

5. Though she could no longer see it. Kiana stayed inside.

6. Kiana called the animal control office. Because they knew how to handle such situations.

7. She waited. Until the animal control officer arrived and said it was safe.

8. While the bear was being relocated. The news station covered the story.

Name _____

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

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

1. Samoa is probably warm than Canada.

2. Fire ants are small than a fingernail.

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

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

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

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

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

8. Birds can change direction fast than a plane.

Name _____

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

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

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

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

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

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

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

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

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

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

Name _____

- Use a **colon** to separate the hour and the minute when you write the time of day.
- Use a **colon** to introduce a list.
- Use **quotation marks** around the words of a speaker and around titles of poems and songs.

Proofread the sentences. Add colons and quotation marks.

1. At 7 10 this evening, I start my homework assignment on the poem, Song of Monday.
2. I make this list of what I have to do science, math, and Spanish.
3. In science we are learning about these inventions the wheel, the lightbulb, and the telephone.
4. At 7 40, I tell my mother, My room is getting too dark for me to read.
5. I'm grateful that the lightbulb was invented because now I can use these things to help me see lamp, flashlight, or overhead light.
6. I hear the garage door go up at 8 02, and Dad is playing the new song, Everyone Likes Weekends, on the car radio.
7. It's a good thing the wheel was invented because many things I use have wheels bicycles, cars, and buses.
8. My telephone rings at 8 15, and it's my best friend calling me. How are you doing? he asks.
9. We talk until 8 43 about our favorite new song, Don't Lose Time.
10. I'm glad someone invented the telephone because I can talk to these people whenever I want Jenna, Frank, Iris, and Grandma.

Name _____

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

1. Paul Cox climbed one of the _____ trees in Samoa. (*tall*)

2. His family thought Samoa was the _____ island in the South Pacific. (*pretty*)

3. Mr. Andrews says it is _____ to learn about nature when you are outside. (*easy*)

4. Summer in Alabama is _____ than summer in Ohio. (*hot*)

5. E. O. Wilson made a discovery at a _____ age than many other scientists. (*young*)

6. The journey was _____ than some of the men expected it to be. (*long*)

7. The _____ part of the trip was not having a good map. (*hard*)

8. They thought that prairie dogs were the _____ animals they had ever seen. (*odd*)

9. Are these feathers _____ than those feathers? (*white*)

10. Seagulls are some of the _____ eaters that I've ever seen! (*messy*)

Name _____

- **Comparative adjectives** compare two nouns by adding *-er* to an adjective.
- **Superlative adjectives** compare more than two nouns by adding *-est* to an adjective.

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

1. John tried to find the nicer place of all to stay.

2. He thought that using numbers made the great code.

3. The old library building was prettiest than the school.

4. Hiking was hard than walking.

5. Cecily was the stronger climber in the group.

6. Some players were fastest than others.

7. This game plan was simplest than any other.

8. This is the stranger story of all.

Name _____

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

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

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

Lazy Kayla may be more smarter than me, but she can't get things done on time. There's always something that's importanter than finishing her work. Last night she claimed that knitting a sweater for her cat was the more urgent task on her list. That was the most craziest excuse I've ever heard!

Name _____

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

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

1. Most importantest was that the class remained quiet for the news.

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

3. Everyone tries to contribute his or her most sincere efforts to the project.

4. The most dangerousest time was the day that the kitchen caught fire.

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

6. Avery wanted to learn to write more complex stories.

7. The first song was more happier than the second song.

8. A dog feels more comfortabler without a collar around its neck.

Name _____

Circle the letter beside the correct form of the adjective.

1. That diary was his _____ book of all.
 - a. most secret
 - b. more secretest
 - c. most secretest
2. The _____ response was "longer recess."
 - a. more commoner
 - b. most commonest
 - c. most common
3. The soldiers fought in the _____ battles.
 - a. most terriblest
 - b. most terrible
 - c. more terrible
4. The canyon was the _____ place that he had ever been.
 - a. most thrilling
 - b. most thrillingest
 - c. more thrillinger
5. Her grandmother's advice was the _____ of all.
 - a. more wise
 - b. wisest
 - c. more wisest
6. The island was _____ than before.
 - a. more beautiful
 - b. beautifuler
 - c. beautifuler
7. Doctors take the _____ readings first.
 - a. more vitaler
 - b. most vitalest
 - c. most vital
8. It was the _____ joke ever told.
 - a. more brillianter
 - b. most brilliant
 - c. more brilliant

Name _____

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

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

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

2. Ross has a better singing voice than Jared.

3. Many tourists think that the palace is the bestest part of the city.

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

5. Leah thought that Jon's story was the best story that she had ever heard.

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

7. The fans went to the bestest music festival in the country.

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

9. Alicia is the goodest cook in town.

10. Mario thinks the balcony is the better spot for looking around.

Name _____

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

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

1. Winter is the worse time to drive over the mountains.

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

3. Pilar thinks that gardening is the worser way to spend time.

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

5. Spring is a worst time than winter for learning to ski.

6. Missing the train was not the worse thing that happened that day.

7. Janet was a worser domino player than Charles.

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

Name _____

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

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

Jillian knew that her tree fort was the bestest perch in the whole county. She climbed up almost every day, but thought that sunny days were gooder than cloudy ones. Jillian had her goodest ideas for news articles while she was in the fort. She was always in a more better mood after she'd had the chance to think about them.

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

Name _____

Read the paragraph below. Rewrite the paragraph correctly on the lines provided.

Once, far beneath the sailboats that float on the sea, lived the most best swimmer in the ocean. He could swim faster than the fastest dolphin, and no fish was gooder at diving deep, deep down. This fine swimmer was also the biggest creature in all the sea, and he scared away the baby fish. The worstest thing about his size was that the other ocean creatures called him a sea monster, and no one wanted to be his friend. He thought there was nothing worser than being so big.

Name _____

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

1. It was the _____ day of Angelo's life.
 - a. goodest
 - b. better
 - c. best
2. Hyung is a _____ helper than Kevin.
 - a. worst
 - b. better
 - c. best
3. The story would have been _____ if Chad had written it.
 - a. worse
 - b. more worse
 - c. worser
4. Tourist season is _____ than summer.
 - a. worst
 - b. worse
 - c. worstest
5. Dolphins are _____ swimmers than penguins.
 - a. best
 - b. gooder
 - c. better
6. The wind was _____ in the evening.
 - a. worse
 - b. most worse
 - c. worser

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

7. The American tourists enjoyed hearing the street band.
 - a. tourists
 - b. American
 - c. street
8. Many whales inhabit Atlantic waters.
 - a. whales
 - b. Many
 - c. Atlantic
9. Ginger is a common spice in Asian food.
 - a. Asian
 - b. Ginger
 - c. spice
10. New England winters can be quite long.
 - a. winters
 - b. New England
 - c. long

Name _____

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

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

1. Daphne walked slowly through the woods. _____
2. The fans left early to avoid the rush. _____
3. Soaked by the rain, Patty took shelter inside. _____
4. The horse galloped rapidly through the forest. _____
5. The new kitten cried softly in its cage. _____
6. He watched the game late into the night. _____
7. The coach treated his players cruelly. _____
8. The airplane flew high above the crowd. _____
9. Mr. and Mrs. Sawyer were happily married. _____
10. Gus and his siblings always remained friends. _____

Name _____

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

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

1. The shy musician spoke quietly.
2. The firefighter realized that she would be in danger very soon.
3. The team was terribly angry about their rival's success.
4. The lake shone brilliantly in the morning.
5. The soup began to boil very quickly.

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

almost very completely finally quite rather too

6. The thief acted _____ greedily.
7. They poured water into the glass until it was _____ full.
8. The ship moved _____ gracefully across the water.
9. Vera stayed awake _____ late that night.
10. Meredith _____ defeated her brother in checkers.

Name _____

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

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

- a. The former boxer was a good friend to Kip.

b. The former boxer was a well friend to Kip.
- a. The event organizer hid her plan good.

b. The event organizer hid her plan well.
- a. Our new class president spoke good.

b. Our new class president spoke well.
- a. They played a good trick on the puppy.

b. They played a well trick on the puppy.
- a. The doctor did not treat his patient well.

b. The doctor did not treat his patient good.

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

6. The king was a _____ ruler to his people.
7. Jake thought that if he planned _____, he could attend both parties.
8. The bitter man would not be a _____ husband.
9. Sid and his lab partner worked _____ together.
10. The new senator promised to serve the state _____.

Name _____

Read the paragraph below. Rewrite the paragraph correctly on the lines provided.

Emmett ran quick up to the stage. Yet another part of the set had fallen noisy to the ground.

Maira stared out blankley across the empty theater. How would they be ready for tonight’s opening performance if this real bad luck continued? Lights went out unexpectedly. Strange banging noises boomed mysteriously from backstage. Nothing was going good at this rehearsal. Emmett had worked hardly to put on this show, and now it was literal falling down around them.

“Let’s give it one more good try,” Emmett said to Maira. “How can it possible get worse?”

Name _____

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

1. The contestants ran.

2. The fans waited.

3. Animals howled.

4. The boss gave orders.

5. The announcer spoke.

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

6. The violinist played _____.
7. The counselor advised him _____.
8. The snorkeler was a _____ swimmer.
9. The beautiful bird flew _____ after it had been set free.
10. The eager volunteer had a _____ heart.

Name _____

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

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

1. (hard) Dylan pounded the nails _____ than Bobby did.
2. (near) Of the three, Yvonne was the one standing _____ to the exit.
3. (fast) It was Stanley who ran _____ of all.
4. (soon) Rickie wished that he had spoken up _____ than he did.
5. (high) The mountain rose _____ than any of the city's skyscrapers.
6. (hard) Of the three of them, Ashton laughed _____.
7. (fast) Mike walked _____ than his parents.
8. (soon) The pizza delivery person arrived _____ of all.
9. (late) They arrived at the science fair _____ than we expected.
10. (fast) The other students finished the book _____ than Lorne did.

Name _____

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

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

- (hungrily) Of them all, it was Ingrid who stared at the popcorn _____.
- (patiently) Devon waited _____ than Marta did.
- (quietly) Natalia worked _____ of them all.
- (quickly) Stu walked _____ than Nita did.
- (easily) Nora got lost _____ than Herb did.

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

- The prize winner grinned happiliest of all.

- Rachel learned more quicklier than Jerry.

- Grandpa ate slowlier than the boys.

- My mother folded the map more carefully than my father did.

- Our dog Chompsley eats more noisily of all.

Name _____

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

Read each sentence. If the sentence uses *more* and *most* correctly, write *correct*. Otherwise, rewrite the sentence correctly using *more* and *most*.

1. The ranger spoke most knowledgeably than the tour guide.

2. Florence unpacked the car more hurriedlier than Jan did.

3. The taxi driver turned more promptlier the third time they neared the exit.

4. Of the three of them, it was the oldest who glared at us most angrily.

5. The experienced campers found the trail more easilier than we did.

6. Juan asked questions most eagerly than Julie did.

7. It was the puppy who shook the toy most roughliest of all.

8. The children laughed more immediately than did the adults.

Name _____

**A. Choose the sentence in each group that is written incorrectly.
Circle the letter of the incorrect sentence.**

1.
 - a. Shawn awoke sooner than did Lori.
 - b. Shawn awoke most soonest of all.
 - c. Shawn awoke soonest of all.
2.
 - a. Cathy looked around more eagerly than Aislan.
 - b. Cathy looked around most eagerly of all.
 - c. Cathy looked around more eagerlier than Aislan.
3.
 - a. Cameron works more harder than Jimmy does.
 - b. Cameron works hardest of all.
 - c. Cameron works harder than Jimmy does.
4.
 - a. Our dog eyed the hot dogs more hopefully than Joy did.
 - b. It was our dog who eyed the hot dogs most hopefully.
 - c. Our dog eyed the hot dogs most hopefully than Joy did.
5.
 - a. Kent missed home more stronglier than Mary Jo did.
 - b. Kent missed home more strongly than Mary Jo did.
 - c. Of the three visitors, Kent was the one who missed home most strongly.

**B. Choose the comparing adverb that best completes the sentence.
Circle the letter of your answer.**

6. Neill looked for the music player _____ than he looked for my missing glove.
 - a. eagerly
 - b. most eagerly
 - c. more eagerly
7. My grandmother snored _____ than my father.
 - a. most loudly
 - b. loudlier
 - c. more loudly
8. Leanne read the letter _____ of all.
 - a. more happily
 - b. most happily
 - c. happily

Name _____

- A **negative** is a word that means “no,” such as *not*, *never*, *nobody*, *nowhere*, and the contraction *n’t*.
- Do not use two negatives in the same sentence.
- You can fix a sentence with two negatives by removing one of the negatives.

Correct the sentences by removing one of the negatives.

1. Some children never not exercise.

2. Until now, nobody never learned how to sail.

3. Yesterday she couldn’t give no directions to the taxi driver.

4. Athletes don’t never give up.

5. Hannah couldn’t play on no playgrounds.

6. Nothing nowhere was written in Braille.

7. The girl had never played with no other kids.

8. Matthew never had no fun on the swings.

9. Jennifer never forgets no kind words.

10. She can’t not stop trying.

Name _____

Correct a sentence with two negatives by changing one negative word to a positive word.

Negative	Positive
no, none	any
never	ever
nothing	anything
nobody	anybody
no one	anyone
nowhere	anywhere

Rewrite each sentence, replacing one of the negative words with a positive word.

1. The kids never have nothing bad to say about gym class.

2. No one never passes up a chance to learn kickboxing.

3. No person nowhere should be without a new GPS device.

4. What if you couldn't find nobody to give you directions?

5. None of the athletes says nothing negative.

6. There weren't no playgrounds where she could play.

Name _____

- A **negative** is a word that means “no,” such as *not*, *never*, *nobody*, *nowhere*, and the contraction *n't*.
- Do not use two negatives in the same sentence.
- You can fix a sentence with two negatives by removing one of the negatives.
- You can correct a sentence with two negatives by changing one negative to a positive word.

Read each group of sentences. Cross out the sentence that is incorrect.

1. Exercising inside is never as much fun as exercising outside.
Exercising inside is not as much fun as exercising outside.
Exercising inside is not never as much fun as exercising outside.
2. None of the kids remains active when they become adults.
No kids never remains active when they become adults.
No kids remain active when they become adults.
3. Carmen never goes nowhere without it.
Carmen never goes anywhere without it.
Carmen doesn't go anywhere without it.
4. They don't let anything hold them back.
They don't let nothing hold them back.
They let nothing hold them back.

Read the sentences. Rewrite each sentence two different ways.

5. She couldn't never play in the sandbox.

6. The playgrounds didn't have no signs in Braille.

Name _____

If the sentence is correct, write *correct* on the line. If it is not correct, rewrite it correctly.

1. The classes aren't never boring.

2. Why can't we sail nowhere today?

3. Nobody never stays active.

4. Carmen wouldn't walk around her neighborhood none.

5. I've never eaten no Spanish food.

6. The guide dog didn't want treats.

7. Isn't no one going to the playground?

8. Matthew has never said nothing about his wheelchair.

9. No one should never have to wait until high school to go on a swing.

10. Jennifer has not never been lazy.

Name _____

- A **preposition** comes before a noun or pronoun and relates that noun or pronoun to another word in the sentence.
- Common prepositions are *about, above, across, after, at, behind, down, for, from, in, near, of, on, over, to, and with.*

Read each sentence. Underline the prepositions. There may be more than one preposition in each sentence.

1. The dragon flew above the village.
2. Smoke clouds floated over the river.
3. Three guards rode in the back of the truck.
4. The thermometer rose to a temperature of 90 degrees.
5. They steered in a new direction.
6. Dictionaries give us information about the words we use.
7. The juggler threw the balls in the air.
8. The sick dog stayed in a the house for the day.
9. Snow flakes dropped gently from the sky.
10. The model rocket landed in a forest behind a field.

Name _____

- A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun.
- A prepositional phrase makes a connection between two nouns or pronouns in a sentence.
- The **object** of a preposition is the noun or pronoun that follows the preposition.

A. Underline the preposition in each sentence. Circle the object of the preposition.

1. The audience learned about safety.
2. They waved from the balcony.
3. Trapeze artists cannot be afraid of heights.
4. The door creaked shut with a click.
5. The formation of jets flew over the stadium.

B. Complete each sentence with a prepositional phrase.

6. The wind was strong _____ that they left.
7. There were 25 members _____.
8. The excited tourists rode _____.
9. _____, the boy threw a stick to his dog.
10. The fireworks _____ were a beautiful sight.

Name _____

- A prepositional phrase may come at the beginning of a sentence. A prepositional phrase that begins a sentence is also called an **introductory phrase**.
- If a prepositional phrase that begins a sentence is four or more words, place a comma after the phrase.

Read the following two paragraphs. Place commas where they are needed.

To my little brother the beach was no fun at all. He hated getting sand in his hair. With gobs and gobs of sunscreen all over his skin he still got sunburned. In the cloudy water he always saw what he thought was a shark. Seaweed wrapped around his ankles and toes. At the end of the day he was the first one to get back in the car.

At the start of this summer all that changed. Now he can't wait to get to the ocean. At the break of day he's in his swimsuit and fins, ready for snorkeling. During the car ride to the shore he fidgets and twists excitedly. Like a bolt of lightning he streaks across the parking lot to the dunes. Without a doubt he's the first one in the water. By the end of the day he's exhausted. Before bedtime he writes in his journal. On the cover is a picture of a superhero who is part man, part dolphin. In my little brother's dreams he is preparing for his own aquatic adventures.

Name _____

Circle the letter of the preposition that fits best in each sentence.

1. Experiments _____ science led to many discoveries.
 - a. near
 - b. in
 - c. at
2. The stones _____ the ground were wet from the rain.
 - a. on
 - b. in
 - c. after
3. _____ all the clouds in the sky, Carl liked the wispy ones best.
 - a. Of
 - b. To
 - c. Down
4. We start the new baseball season _____ twenty days.
 - a. on
 - b. with
 - c. in
5. _____ the end of the day, the sky turned red and orange.
 - a. At
 - b. Across
 - c. Of
6. A breeze blew the leaves _____ the sky.
 - a. with
 - b. after
 - c. across
7. Tom looked for a parking spot _____ the store.
 - a. about
 - b. near
 - c. down
8. Ruth tossed the cut vegetables _____ the pot.
 - a. onto
 - b. into
 - c. under

Name _____

- A **simple sentence** expresses one complete thought.
- If two simple sentences share similar subjects or predicates, they can be combined into one sentence.
- Sometimes you can combine two sentences by joining similar ideas and using adjectives, adverbs, and prepositional phrases in their appropriate places.

Combine each pair of sentences. Leave out words that repeat or mean the same thing.

1. Ethan went fishing. His dad went fishing.

2. It was fun looking at creatures. The creatures were tiny.

3. Pearl studied plants. Pearl studied insects.

4. Barry used tools. He used them to help him garden.

5. He observed nature. He observed it every day.

6. Historians ask questions. They look for answers.

7. Our school won an award. It was in 1980.

8. They saw new posters. The posters were of coming attractions.

9. Children liked the film. Adults liked the film.

10. Tell someone that you want to learn. Tell your teacher.

Name _____

- You can combine two sentences that tell about the same noun by adding an **adjective** to one of the sentences.
- You can combine two sentences that tell about the same action by adding an **adverb** to one sentence.
- You can also combine two sentences that tell about the same location by adding a **prepositional phrase** to one sentence.

Read each pair of sentences. Combine them with an adjective, an adverb, or a prepositional phrase.

1. Francis walked to a pond. The pond was small.

2. He read the newspapers. He read them daily.

3. He went to college. The college was in Arizona.

4. Clinton helped others. He helped them happily.

5. The reporters asked questions. The questions were difficult.

6. The fire spread quickly. It spread up the hillside.

7. The helicopter flew over the river. It flew low.

8. Darien found living things. He found them in the trees.

Name _____

- Use a **colon** to separate the hour, minute, and second when you write the time of day.
- Use a **colon** to introduce a list.

Proofread the sentences. Add colons.

1. At 6 25 10, I make a list of what I want to do this evening.
2. This is what is on my list finish my homework, read my book, watch television.
3. I decide to start my homework at 6 43 05.
4. By 7 10 25, I have finished this homework reading, math, and spelling.
5. At 7 20 20, I begin to read the chapter called “The Gri Gri Tree” from *The Color of My Words*.
6. Here are the names of some characters in the story Ana Rosa, Mami, Papi, Roberto, Guario.
7. Ana Rosa sees these things from her tree the ocean, people, the river, Mount Isabel de Torres, and a sea monster.
8. The sea monster looks like this tall, black, and has a white throat.
9. I finish reading the chapter at 7 45 15.
10. That means I can watch television from 8 00 00 until 8 30 00.

Name _____

Read the paragraph below. Rewrite the paragraph, combining short sentences that deal with the same subject and correcting punctuation.

hilary wants to live on an island. She wants to live on an island in the caribbean sea. her mother once lived there her uncle once lived there. now they all live in Maine. Hilary likes fish. She likes fish that are tropical. She has an aquarium. She checks her aquarium every day. She signed up for scuba diving lessons. The lessons are at the college pool. The instructor showed her pictures of fish underwater. The instructor's name was Hap Sanders. Hilary wants to go diving, She wants to go before the end of the year. She hopes to see some of the bigger fish ever. The most big fish will not fit in an aquarium.

Name _____

A. Combine each pair of sentences. Write the new sentence on the line.

1. Keifer cared for pets. They were the family pets.

2. He went on trips. He went to collect things.

3. There was a college. It was in his home town.

4. She studied plants. They were flowering plants.

5. The boxes are full. The bottles are full.

6. They could see for miles. They could see cloudy skies.

B. Rewrite each sentence. Add punctuation and capitals.

7. scientists explore many different places

8. in only a few weeks the grass will turn green again

9. what is your favorite thing to do outside

10. to learn more about medicine talk to a doctor
