



# Grade 3

# Writing and Language

## Teacher At-Home Activity Packet 3

This At-Home Activity Packet is organized as a series of journal entries. Each entry has two parts. In part 1, the student writes in response to a prompt. In part 2, the student completes a Language Handbook lesson and practices the skill in the context of their writing from part 1. We recommend that the student completes one part each day.

Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons.

Although we are providing an Answer Key, we would like to emphasize that it is effort that matters most, and not how many questions a student gets right or wrong. Encourage the student to do the best they can with this content. The most important thing is that they continue to work on their writing and language skills.

### **Directions for this packet:**

#### **Part 1:**

- Read the writing prompt.
- If needed, use the sentence frames to help you get started writing.

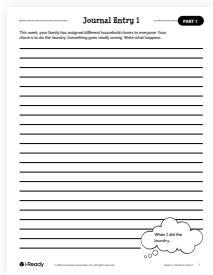
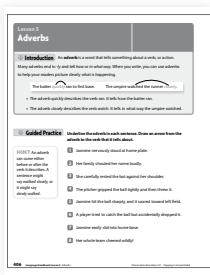
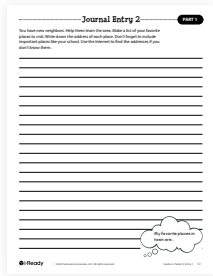
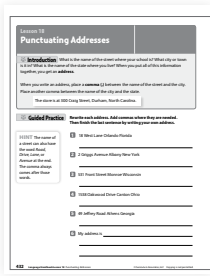
#### **Part 2:**

- Complete Guided Practice.
- Complete Independent Practice.
- Complete the Try It prompt.

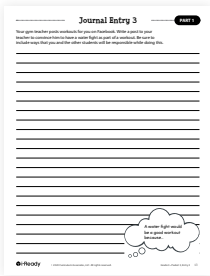
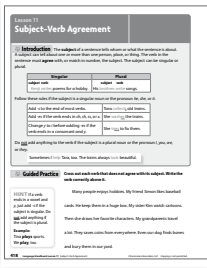
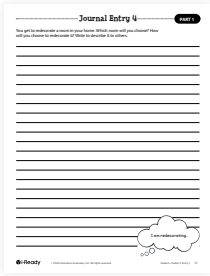
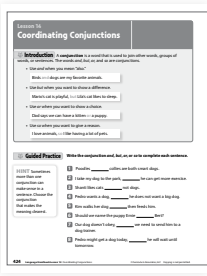
Flip to see the  
Grade 3 Writing  
and Language  
activities included  
in this packet!



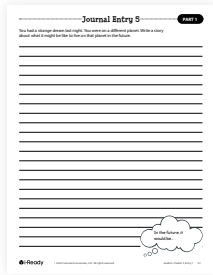
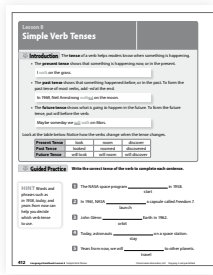
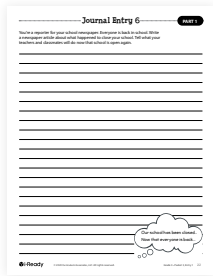
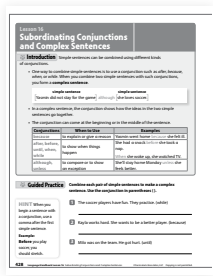
# Grade 3 Writing and Language Activities

Entry	Writing Prompt	Resource	Answer Key	Page
1	Part 1 	Part 2 Language Handbook, Grade 3 Lesson 5 Adverbs 	Guided Practice 1. nervously; stood 2. loudly; shouted 3. carefully; rested 4. tightly; gripped 5. sharply; hit 6. accidentally; dropped 7. easily; slid 8. wildly; cheered  Independent Practice 1. C 2. D 3. B 4. A 5. A	7
2	Part 1 	Part 2 Language Handbook, Grade 3 Lesson 18 Punctuating Addresses 	Guided Practice 1. 18 West Lane, Orlando, Florida 2. 2 Griggs Avenue, Albany, New York 3. 531 Front Street, Monroe, Wisconsin 4. 1538 Oakwood Drive, Canton, Ohio 5. 49 Jeffrey Road, Athens, Georgia 6. Student's address will vary.  Independent Practice 1. B 2. A 3. C	10

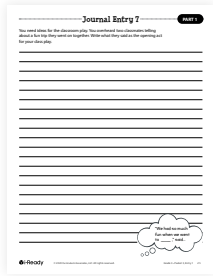
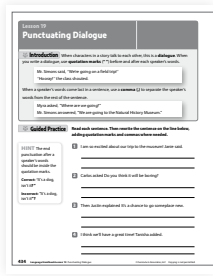
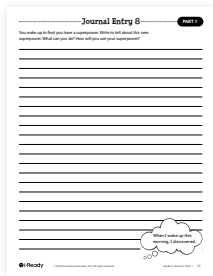
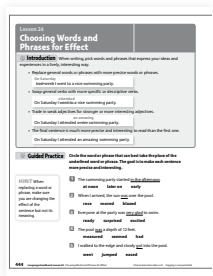
Grade 3 Writing and Language Activities (Cont.)

Entry	Writing Prompt	Resource	Answer Key	Page
3	<p>Part 1</p> 	<p>Part 2</p> <p>Language Handbook, Grade 3 Lesson 11</p> <p>Subject-Verb Agreement</p> 	<p>Guided Practice</p> <p>enjoys = enjoy; keep = keeps; watch = watches; saves = save; bury = buries</p> <p>Independent Practice</p> <ol style="list-style-type: none"> <li>C</li> <li>B</li> <li>D</li> <li>C</li> <li>A</li> </ol>	13
4	<p>Part 1</p> 	<p>Part 2</p> <p>Language Handbook, Grade 3 Lesson 14</p> <p>Coordinating Conjunctions</p> 	<p>Guided Practice</p> <ol style="list-style-type: none"> <li>and</li> <li>so</li> <li>but</li> <li>but</li> <li>and</li> <li>or</li> <li>so</li> <li>or</li> </ol> <p>Independent Practice</p> <ol style="list-style-type: none"> <li>A</li> <li>B</li> <li>D</li> <li>C</li> <li>A</li> </ol>	16

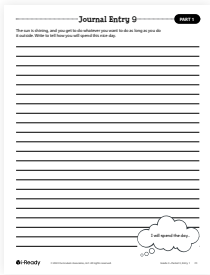
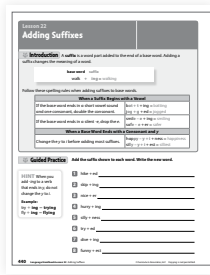
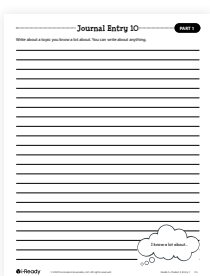
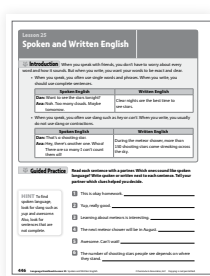
**Grade 3 Writing and Language Activities (Cont.)**

Entry	Writing Prompt	Resource	Answer Key	Page
5	Part 1  	Part 2  Language Handbook, Grade 3 Lesson 8  Simple Verb Tenses  	Guided Practice 1. started 2. launched 3. orbited 4. stay 5. travel  Independent Practice 1. D 2. B 3. A 4. A	19
6	Part 1  	Part 2  Language Handbook, Grade 3 Lesson 16  Subordinating Conjunctions and Complex Sentences  	Guided Practice 1. The soccer players have fun while they practice. 2. Kayla works hard because she wants to be a better player. 3. Milo was on the team until he got hurt.  Independent Practice 1. C 2. A 3. D 4. B	22

**Grade 3 Writing and Language Activities (Cont.)**

Entry	Writing Prompt	Resource	Answer Key	Page
7	Part 1  	Part 2 Language Handbook, Grade 3 Lesson 19 Punctuating Dialogue  	Guided Practice 1. "I am so excited about our trip to the museum!" Janie said. 2. Carlos asked, "Do you think it will be boring?" 3. Then Justin explained, "It's a chance to go someplace new." 4. "I think we'll have a great time!" Tanisha added.  Independent Practice 1. B 2. A 3. D 4. C	25
8	Part 1  	Part 2 Language Handbook, Grade 3 Lesson 24 Choosing Words and Phrases for Effect  	Guided Practice 1. at noon 2. blazed 3. excited 4. measured 5. eased  Independent Practice 1. A 2. D 3. B 4. C 5. A	28

**Grade 3 Writing and Language Activities (Cont.)**

Entry	Writing Prompt	Resource	Answer Key	Page
9	Part 1  	Part 2 Language Handbook, Grade 3 Lesson 22 Adding Suffixes  	Guided Practice 1. hiked 2. skipping 3. nicer 4. hurrying 5. silliness 6. tried 7. diving 8. funniest  Independent Practice 1. C 2. D 3. B 4. A 5. D	31
10	Part 1  	Part 2 Language Handbook, Grade 3 Lesson 25 Spoken and Written English  	Guided Practice 1. spoken 2. spoken 3. written 4. written 5. spoken 6. written  Independent Practice Sample answers: 1. Stars are interesting to study. Groups of stars called constellations are like pictures. 2. The Big Dipper is a constellation that looks like a ladle. It is made up of seven stars. 3. The North Star is in the Little Dipper. People can use the North Star to find their way when they are lost.	34



## Lesson 5

## Adverbs

**Introduction**

An **adverb** is a word that tells something about a verb, or action.

Many adverbs end in *-ly* and tell *how* or *in what way*. When you write, you can use adverbs to help your readers picture clearly what is happening.

The batter quickly ran to first base.      The umpire watched the runner closely.

- The adverb *quickly* describes the verb *ran*. It tells how the batter ran.
- The adverb *closely* describes the verb *watch*. It tells in what way the umpire watched.

**Guided Practice**

**Underline the adverb in each sentence. Draw an arrow from the adverb to the verb that it tells about.**

**HINT** An adverb can come either before or after the verb it describes. A sentence might say *walked slowly*, or it might say *slowly walked*.

- 1 Jasmine nervously stood at home plate.
- 2 Her family shouted her name loudly.
- 3 She carefully rested the bat against her shoulder.
- 4 The pitcher gripped the ball tightly and then threw it.
- 5 Jasmine hit the ball sharply, and it soared toward left field.
- 6 A player tried to catch the ball but accidentally dropped it.
- 7 Jasmine easily slid into home base.
- 8 Her whole team cheered wildly!



 Independent Practice

For numbers 1–3, choose the word in the sentence that is an adverb.

- 1 The crowd clapped excitedly when Jasmine hit the home run.  
A crowd  
B clapped  
C excitedly  
D hit
- 2 The coach told Jasmine that she had hit the ball perfectly.  
A coach  
B told  
C ball  
D perfectly
- 3 Jasmine's brother waved proudly and jumped from his seat.  
A waved  
B proudly  
C jumped  
D seat

For numbers 4 and 5, choose the word that the underlined adverb describes.


- 4 Jasmine smiled shyly when she saw her family.  
A smiled  
B saw  
C Jasmine  
D family
- 5 She quickly jogged back to the bench and sat down.  
A jogged  
B back  
C bench  
D sat

► **Try It** Reread what you wrote in Part 1. Find several places where you can better describe the action using adverbs. Add those to your story.



## Lesson 18

## Punctuating Addresses

 **Introduction** What is the name of the street where your school is? What city or town is it in? What is the name of the state where you live? When you put all of this information together, you get an **address**.

When you write an address, place a **comma (,)** between the name of the street and the city. Place another comma between the name of the city and the state.

The store is at 300 Craig Street, Durham, North Carolina.

 **Guided Practice**

**Rewrite each address. Add commas where they are needed. Then finish the last sentence by writing your own address.**

**HINT** The name of a street can also have the word *Road*, *Drive*, *Lane*, or *Avenue* at the end. The comma always comes after those words.

**1** 18 West Lane Orlando Florida

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**2** 2 Griggs Avenue Albany New York

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**3** 531 Front Street Monroe Wisconsin

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**4** 1538 Oakwood Drive Canton Ohio

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**5** 49 Jeffrey Road Athens Georgia

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**6** My address is \_\_\_\_\_

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 Independent Practice

For numbers 1–3, pick the choice that correctly punctuates the address underlined in the sentence.

- 1** My grandmother lives at 945 Peters Street Fresno California.
- A 945 Peters, Street Fresno, California
  - B 945 Peters Street, Fresno, California
  - C 945 Peters Street Fresno, California
  - D 945 Peters Street, Fresno California
- 2** I sent the card to 310 Medford Road Concord North Carolina.
- A 310 Medford Road, Concord, North Carolina
  - B 310, Medford Road, Concord, North Carolina
  - C 310 Medford Road, Concord North, Carolina
  - D 310 Medford Road Concord, North Carolina
- 3** The address on the envelope was 18 Arcola Lane Tucson Arizona.
- A 18 Arcola, Lane, Tucson, Arizona
  - B 18 Arcola Lane, Tucson Arizona
  - C 18 Arcola Lane, Tucson, Arizona
  - D 18 Arcola Lane Tucson, Arizona

► **Try It** Look at your list of places and the addresses. Edit your addresses to make sure you have commas in the right places. Share your list of favorite places with a family member.



## Lesson 11

## Subject-Verb Agreement

**Introduction**

The **subject** of a sentence tells whom or what the sentence is about.

A subject can tell about one or more than one person, place, or thing. The verb in the sentence must **agree** with, or match in number, the subject. The subject can be singular or plural.

Singular	Plural
<b>subject verb</b> Kenji <u>writes</u> poems for a hobby.	<b>subject verb</b> His <u>brothers</u> write songs.

Follow these rules if the subject is a singular noun or the pronoun *he, she, or it*.

Add <i>-s</i> to the end of most verbs.	Tara <u>collects</u> old trains.
Add <i>-es</i> if the verb ends in <i>ch, sh, ss, or x</i> .	She <u>washes</u> the trains.
Change <i>y</i> to <i>i</i> before adding <i>-es</i> if the verb ends in a consonant and <i>y</i> .	She <u>tries</u> to fix them.

Do not add anything to the verb if the subject is a plural noun or the pronoun *I, you, we, or they*.

Sometimes I help Tara, too. The trains always look beautiful.

**Guided Practice**

**Cross out each verb that does not agree with its subject. Write the verb correctly above it.**

**HINT** If a verb ends in a vowel and *y*, just add *-s* if the subject is singular. Do not add anything if the subject is plural.

**Example:**

Tina **plays** sports.  
We **play**, too.

Many people enjoys hobbies. My friend Simon likes baseball cards. He keep them in a huge box. My sister Kim watch cartoons. Then she draws her favorite characters. My grandparents travel a lot. They saves coins from everywhere. Even our dog finds bones and bury them in our yard.

 Independent Practice

For numbers 1–5, read each sentence. Then choose the correct verb to agree with the subject.

1 My uncle \_\_\_\_\_ for a hobby.

- A fishs
- B fishies
- C fishes
- D fish

2 He \_\_\_\_\_ the fish home in a pail.

- A carrys
- B carries
- C carryes
- D carry

3 My sisters \_\_\_\_\_ to hike.

- A likes
- B likse
- C liks
- D like

4 They \_\_\_\_\_ for interesting flowers and rocks.

- A searchs
- B searches
- C search
- D searchse

5 Dora \_\_\_\_\_ the names of many rocks.

- A knows
- B knowes
- C knowz
- D know


► **Try It** Reread what you wrote in Part 1. Look for times when subjects and verbs don't agree. Fix any places where this happens.





## Lesson 14

## Coordinating Conjunctions

 **Introduction** A **conjunction** is a word that is used to join other words, groups of words, or sentences. The words *and*, *but*, *or*, and *so* are conjunctions.

- Use *and* when you mean “also.”

Birds *and* dogs are my favorite animals.

- Use *but* when you want to show a difference.

Mario’s cat is playful, *but* Lila’s cat likes to sleep.

- Use *or* when you want to show a choice.

Dad says we can have a kitten *or* a puppy.

- Use *so* when you want to give a reason.

I love animals, *so* I like having a lot of pets.

 **Guided Practice**

Write the conjunction *and*, *but*, *or*, or *so* to complete each sentence.

**HINT** Sometimes more than one conjunction can make sense in a sentence. Choose the conjunction that makes the meaning clearest.

- 1 Poodles \_\_\_\_\_ collies are both smart dogs.
- 2 I take my dog to the park, \_\_\_\_\_ he can get more exercise.
- 3 Shanti likes cats \_\_\_\_\_ not dogs.
- 4 Pedro wants a dog, \_\_\_\_\_ he does not want a big dog.
- 5 Kim walks her dog \_\_\_\_\_ then feeds him.
- 6 Should we name the puppy Ernie \_\_\_\_\_ Bert?
- 7 Our dog doesn’t obey, \_\_\_\_\_ we need to send him to a dog trainer.
- 8 Pedro might get a dog today, \_\_\_\_\_ he will wait until tomorrow.

 Independent Practice

For numbers 1–5, choose the best conjunction to complete each sentence.

1 Parrots are colorful \_\_\_\_\_ smart birds.

- A and
- B but
- C or
- D so

2 Most parrots live in jungles,  
\_\_\_\_\_ some of them live in  
homes as pets.

- A and
- B but
- C or
- D so

3 Parrots have strong, curved beaks,  
\_\_\_\_\_ they can crack open seeds.

- A and
- B but
- C or
- D so

4 Anisa wants a parrot \_\_\_\_\_ no pet  
at all.

- A and
- B but
- C or
- D so

5 I would like to have both a parrot  
\_\_\_\_\_ a parakeet.

- A and
- B but
- C or
- D so

► **Try It** Reread your Part 1 writing.  
Find sentences that you might combine.  
Revise those sentences using the correct  
conjunctions.



## Lesson 8

## Simple Verb Tenses



**Introduction** The **tense** of a verb helps readers know when something is happening.

- The **present tense** shows that something is happening *now*, or in the present.

I walk on the grass.

- The **past tense** shows that something happened *before*, or in the past. To form the past tense of most verbs, add *-ed* at the end.

In 1969, Neil Armstrong walked on the moon.

- The **future tense** shows what *is going to* happen in the future. To form the future tense, put *will* before the verb.

Maybe someday we will walk on Mars.

Look at the table below. Notice how the verbs change when the tense changes.

<b>Present Tense</b>	look	roam	discover
<b>Past Tense</b>	looked	roamed	discovered
<b>Future Tense</b>	will look	will roam	will discover

**Guided Practice**

Write the correct tense of the verb to complete each sentence.

**HINT** Words and phrases such as *in 1958*, *today*, and *years from now* can help you decide which verb tense to use.

- The NASA space program \_\_\_\_\_ in 1958.  
start
- In 1961, NASA \_\_\_\_\_ a capsule called *Freedom 7*.  
launch
- John Glenn \_\_\_\_\_ Earth in 1962.  
orbit
- Today, astronauts \_\_\_\_\_ on a space station.  
stay
- Years from now, we will \_\_\_\_\_ to other planets.

 Independent Practice

For numbers 1–4, choose the sentence in which the tense of the verb is correct.


- 1** **A** Our class visited Johnson Space Center next Wednesday.  
**B** Our class will visited Johnson Space Center next Wednesday.  
**C** Our class visit Johnson Space Center next Wednesday.  
**D** Our class will visit Johnson Space Center next Wednesday.
- 2** **A** Yesterday we learn about a space rover trip to Mars.  
**B** Yesterday we learned about a space rover trip to Mars.  
**C** Tomorrow we learned about a space rover trip to Mars.  
**D** Yesterday we will learn about a space rover trip to Mars.
- 3** **A** The rover, named *Curiosity*, landed on Mars in August of 2012.  
**B** The rover, named *Curiosity*, land on Mars in August of 2012.  
**C** The rover, named *Curiosity*, will land on Mars in August of 2012.  
**D** The rover, named *Curiosity*, will landed on Mars in August of 2012.
- 4** **A** Right now, videos from *Curiosity* show the surface of Mars.  
**B** Right now, videos from *Curiosity* will showed the surface of Mars.  
**C** In the future, videos from *Curiosity* showed the surface of Mars.  
**D** In the future, videos from *Curiosity* show the surface of Mars.

► **Try It** Reread your story from Part 1. What verb tense did you use? Add a new chapter to your story. This time you are living there in the present.



## Lesson 16

# Subordinating Conjunctions and Complex Sentences

 **Introduction** Simple sentences can be combined using different kinds of conjunctions.

- One way to combine simple sentences is to use a conjunction such as *after*, *because*, *when*, or *while*. When you combine two simple sentences with such conjunctions, you form a **complex sentence**.

**simple sentence**
**simple sentence**  
 [Yasmin did not stay for the game] although [she loves soccer.]

- In a complex sentence, the conjunction shows how the ideas in the two simple sentences go together.
- The conjunction can come at the beginning or in the middle of the sentence.

Conjunctions	When to Use	Examples
<b>because</b>	to explain or give a reason	Yasmin went home <b>because</b> she felt ill.
<b>after, before, until, when, while</b>	to show when things happen	She had a snack <b>before</b> she took a nap. When she woke up, she watched TV.
<b>although, unless</b>	to compare or to show an exception	She'll stay home Monday <b>unless</b> she feels better.

## Guided Practice

**Combine each pair of simple sentences to make a complex sentence. Use the conjunction in parentheses ( ).**

**HINT** When you begin a sentence with a conjunction, use a comma after the first simple sentence.

**Example:**  
**Before** you play soccer, you should stretch.

- 1** The soccer players have fun. They practice. (while)

\_\_\_\_\_

- 2** Kayla works hard. She wants to be a better player. (because)

\_\_\_\_\_

- 3** Milo was on the team. He got hurt. (until)

\_\_\_\_\_

 Independent Practice

For numbers 1–4, first read the simple sentences. Then pick the choice that correctly combines the simple sentences into a complex sentence.

- 1** The game had already begun. We arrived.
- A** The game had already begun because we arrived.
  - B** Although the game had already begun, we arrived.
  - C** The game had already begun when we arrived.
  - D** The game had already begun while we arrived.
- 2** It started to rain. The game was not called off.
- A** Although it started to rain, the game was not called off.
  - B** Because it started to rain, the game was not called off.
  - C** It started to rain when the game was not called off.
  - D** It started to rain unless the game was not called off.
- 3** The Hawks won. They scored the most goals.
- A** The Hawks won unless they scored the most goals.
  - B** The Hawks won before they scored the most goals.
  - C** After the Hawks won, they scored the most goals.
  - D** The Hawks won because they scored the most goals.
- 4** The game was over. We went out for pizza.
- A** Until the game was over, we went out for pizza.
  - B** After the game was over, we went out for pizza.
  - C** The game was over unless we went out for pizza.
  - D** The game was over because we went out for pizza.


► **Try It** Reread your newspaper article. Circle any conjunctions you used to combine sentences. If you didn't use any, find at least two sentences that you can combine. Combine them using the correct conjunction.





## Lesson 19

## Punctuating Dialogue

 **Introduction** When characters in a story talk to each other, this is a **dialogue**. When you write a dialogue, use **quotation marks** (“ ”) before and after each speaker’s words.

Mr. Simons said, “We’re going on a field trip!”

“Hooray!” the class shouted.

When a speaker’s words come last in a sentence, use a **comma (,)** to separate the speaker’s words from the rest of the sentence.

Myra asked, “Where are we going?”

Mr. Simons answered, “We are going to the Natural History Museum.”

 **Guided Practice**

**Read each sentence. Then rewrite the sentence on the line below, adding quotation marks and commas where needed.**

**HINT** The end punctuation after a speaker’s words should be *inside* the quotation marks.

**Correct:** “It’s a dog, isn’t it?”

**Incorrect:** “It’s a dog, isn’t it”?

- 1** I am so excited about our trip to the museum! Janie said.

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- 2** Carlos asked Do you think it will be boring?

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- 3** Then Justin explained It’s a chance to go someplace new.

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- 4** I think we’ll have a great time! Tanisha added.

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 Independent Practice

For numbers 1–4, choose the sentence in each group that uses correct punctuation.

- 1** **A** "This museum is gigantic"! Anna exclaimed.  
**B** "This museum is gigantic!" Anna exclaimed.  
**C** "This museum is gigantic! Anna exclaimed."  
**D** This museum is gigantic! "Anna exclaimed."
- 2** **A** Celia said, "Everyone should visit this museum."  
**B** Celia said "Everyone should visit this museum."  
**C** Celia said, Everyone should visit this museum.  
**D** "Celia said" Everyone should visit this museum.
- 3** **A** Alberto asked. "What is this?"  
**B** Alberto asked, "What is this"?  
**C** Alberto asked "What is this!"  
**D** Alberto asked, "What is this?"
- 4** **A** I've never seen anything like it! Juanita replied.  
**B** I've never seen anything like it! "Juanita replied."  
**C** "I've never seen anything like it!" Juanita replied.  
**D** "I've never seen anything like it! Juanita replied."

**► Try It** Reread your opening scene for the class play. Be sure that you have used quotation marks and commas in the correct spots. Fix the dialogue as needed.



## Lesson 24

# Choosing Words and Phrases for Effect

**Introduction** When writing, pick words and phrases that express your ideas and experiences in a lively, interesting way.

- Replace general words or phrases with more precise words or phrases.

**On Saturday**

~~Last week~~ I went to a nice swimming party.

- Swap general verbs with more specific or descriptive verbs.

**attended**

On Saturday I ~~went to~~ a nice swimming party.

- Trade in weak adjectives for stronger or more interesting adjectives.

**an amazing**

On Saturday I attended a ~~nice~~ swimming party.

- The final sentence is much more precise and interesting to read than the first one.

On Saturday I attended an amazing swimming party.

## Guided Practice

Circle the word or phrase that can best take the place of the underlined word or phrase. The goal is to make each sentence more precise and interesting.

**HINT** When replacing a word or phrase, make sure you are changing the effect of the sentence but not its meaning.

- The swimming party started in the afternoon.  
**at noon    later on    early**
- When I arrived, the sun was over the pool.  
**rose    moved    blazed**
- Everyone at the party was very glad to swim.  
**ready    surprised    excited**
- The pool was a depth of 12 feet.  
**measured    seemed    had**
- I walked to the edge and slowly got into the pool.  
**went    jumped    eased**

 Independent Practice

For numbers 1–5, which word or phrase would replace the underlined words with more specific language? (The correct answer will not change the meaning of the sentence.)

1 At the pool party there was good-tasting food such as pizza.

- A delicious
- B salty
- C filling
- D cheap

2 I ate a lot of pizza.

- A some
- B a piece of
- C a few bites of
- D at least five slices of

3 Then I noticed that someone had brought a dog to the pool.

- A an animal
- B a golden retriever
- C a pet
- D a creature

4 A sign next to the pool said that pets were not allowed.

- A decided
- B wondered
- C warned
- D thought

5 The dog was nice, so the pool manager let it stay.


- A friendly
- B small
- C huge
- D smart

► **Try It** Reread your writing from Part 1. Find words or phrases that you could make more interesting or precise. Change those words or phrases.



## Lesson 22

## Adding Suffixes

 **Introduction** A **suffix** is a word part added to the end of a base word. Adding a suffix changes the meaning of a word.

**base word**   **suffix**  
walk + **ing** = walking

Follow these spelling rules when adding suffixes to base words.

When a Suffix Begins with a Vowel	
If the base word ends in a short vowel sound and one consonant, double the consonant.	bat + t + ing = batting jog + g + ed = jogged
If the base word ends in a silent -e, drop the e.	smile - e + ing = smiling safe - e + er = safer
When a Base Word Ends with a Consonant and y	
Change the y to i before adding most suffixes.	happy - y + i + ness = happiness silly - y + i + est = silliest

 **Guided Practice**

Add the suffix shown to each word. Write the new word.

**HINT** When you add *-ing* to a verb that ends in *y*, do not change the *y* to *i*.

**Example:**

try + **ing** = **trying**

fly + **ing** = **flying**

- 1 hike + ed \_\_\_\_\_
- 2 skip + ing \_\_\_\_\_
- 3 nice + er \_\_\_\_\_
- 4 hurry + ing \_\_\_\_\_
- 5 silly + ness \_\_\_\_\_
- 6 try + ed \_\_\_\_\_
- 7 dive + ing \_\_\_\_\_
- 8 funny + est \_\_\_\_\_



 Independent Practice

For numbers 1–5, read each question and choose the correct answer.

- 1** How would you spell the new word if you added the suffix *-ing* to “spin”?
- A** spineing
  - B** spinning
  - C** spinning
  - D** spinneing
- 2** How would you spell the new word if you added the suffix *-er* to “brave”?
- A** braveer
  - B** bravver
  - C** bravr
  - D** braver
- 3** How would you spell the new word if you added the suffix *-ness* to “heavy”?
- A** heavyness
  - B** heaviness
  - C** heavyiness
  - D** heavieness
- 4** How would you spell the new word if you added the suffix *-ed* to “smile”?
- A** smiled
  - B** smield
  - C** smild
  - D** smilled
- 5** How would you spell the new word if you added the suffix *-est* to “rainy”?
- A** rainyest
  - B** rainyiest
  - C** rainest
  - D** rainiest
- **Try It** Reread your text from Part 1. Circle words where you added suffixes like *-ing*, *-ed*, *-er*, and *-ness*. Talk to someone about how you spelled those words. Did you have to change the spelling of the base word?



## Lesson 25

## Spoken and Written English



**Introduction** When you speak with friends, you don't have to worry about every word and how it sounds. But when you write, you want your words to be exact and clear.

- When you speak, you often use single words and phrases. When you write, you should use complete sentences.

Spoken English	Written English
<b>Dan:</b> Want to see the stars tonight? <b>Ava:</b> Nah. Too many clouds. Maybe tomorrow.	Clear nights are the best time to see stars.

- When you speak, you often use slang such as *hey* or *can't*. When you write, you usually do not use slang or contractions.

Spoken English	Written English
<b>Dan:</b> That's a shooting star. <b>Ava:</b> Hey, there's another one. Whoa! There are so many I can't count them all!	During the meteor shower, more than 150 shooting stars came streaking across the sky.

**Guided Practice**

Read each sentence with a partner. Which ones sound like spoken language? Write *spoken* or *written* next to each sentence. Tell your partner which clues helped you decide.

**HINT** To find spoken language, look for slang such as *yup* and *awesome*. Also, look for sentences that are not complete.

- 1 This is okay homework. \_\_\_\_\_
- 2 Yup, really good. \_\_\_\_\_
- 3 Learning about meteors is interesting. \_\_\_\_\_
- 4 The next meteor shower will be in August. \_\_\_\_\_
- 5 Awesome. Can't wait! \_\_\_\_\_
- 6 The number of shooting stars people see depends on where they stand. \_\_\_\_\_

 Independent Practice

Dan and Ava are watching the sky again. Read what they say in numbers 1–3. Then rewrite the information as if it were a report about stars.

**1** **Ava:** Stars are really cool, and constellations are even cooler.

**Dan:** Right, they look like pictures of things.

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**2** **Ava:** Wow! That's the Big Dipper. Looks like a ladle. See its handle?

**Dan:** Yeah, I see it. I can count all seven stars.

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**3** **Ava:** Check out the North Star. It's in the Little Dipper.

**Dan:** Ever get lost? The North Star can help you find your way.

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- **Try It** Reread your writing from Part 1. Pick out three sentences to revise, this time writing as if you were talking to a friend. Be sure to include what your friend would say, too. Compare the two pieces of writing. How are they different?