

Practice & Assess

GRAMMAR

Grades 7-8

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Printables
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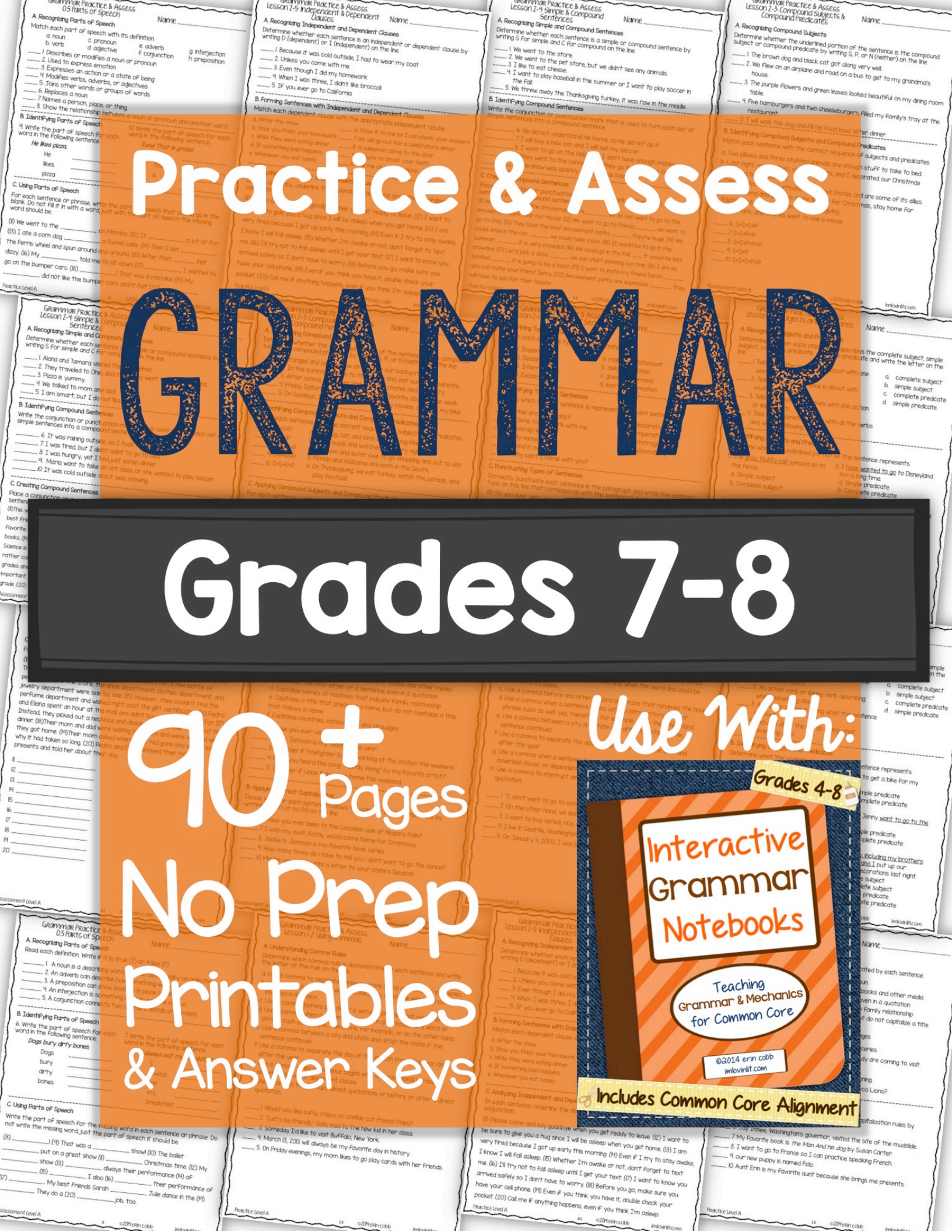
Grades 4-8

Interactive Grammar Notebooks

Teaching Grammar & Mechanics for Common Core

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Includes Common Core Alignment



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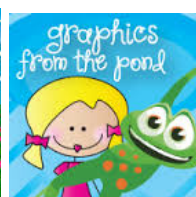
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Credits:



Grammar Practice & Assess

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Level C: Grades 7-8

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Thank you so much for your purchase! This resource is jam-packed with content specifically designed to practice and assess the lessons in the Interactive Grammar Notebook. So that these printables are grade-level appropriate, I am releasing three sets:

Set 1 - Grades 4-5 (Level A)

Set 2 - Grade 6 (Level B)

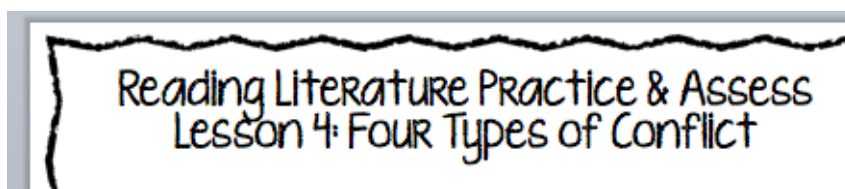
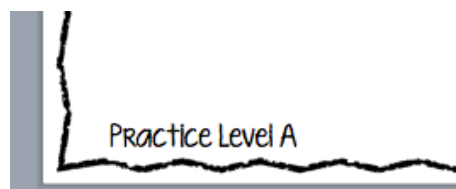
Set 3 - Grades 7-8 (Level C)

Each set includes **unique** content, which means that the questions and passages are all completely different, and leveled, for each packet. If you differentiate in your grammar classes, I **highly recommend that you purchase all 3 sets**. Sets 2 and 3 will be released in the month of December. A bundle is available to purchase all 3 sets.

For each lesson, there is a 20-item practice, followed by a 20-item assessment. The items on the assessment are similar in content and in format to the items on the practice so that your students are prepared for each assessment.

Many lessons are 2 pages, so I run them front and back and recommend that you do the same whenever possible.

Since there are 3 sets and two similar worksheets for each lesson (one practice and one assessment), I have included this information at the bottom right corner of each page. It either reads *Practice* or *Assessment*, followed by the level. The lesson number and topic are always at the top left. The protocol is the same among the different worksheet sets.



Grammar Practice & Assess FAQ

Will these worksheets teach the lessons for me?

No. These printables are meant to be used after the lesson is taught in order to practice and then assess students' knowledge and understanding of the content or skill. The Interactive Grammar Notebook includes lessons for each skill. This packet includes worksheets for each.

Will I need to find stories and other resources to use with these printables?

No! These are no-prep, which means all of the passages and content are included. Print and go!

Are these meant to prepare students for Common Core Assessments such as PARCC or Smarter Balanced?

No. These are not meant to be used as test prep, but as everyday practices and assessments.

Are you making sets for your other Interactive Notebooks?

Yes. Reading Literature is currently available. Next up will be Informational Text.

I teach students for multiple years. Can I use these printables?

Yes! There will be 3 sets (see above) so simply purchase the set(s) relevant for your grades.

Will you be making practices and assessments for free interactive notebook lessons, such as irony and making inferences?

Yes. Stay tuned!

Grammar Practice & Assess

0.5 Parts of Speech

Name _____

A. Recognizing Parts of Speech

Match each word with the part of speech it represents.

- | | |
|-----------------|-----------------|
| _____ 1. Wow! | a. noun |
| _____ 2. He | b. verb |
| _____ 3. Below | c. pronoun |
| _____ 4. Really | d. adjective |
| _____ 5. Nice | e. adverb |
| _____ 6. Dog | f. conjunction |
| _____ 7. And | g. interjection |
| _____ 8. Run | h. preposition |

B. Identifying Parts of Speech

9. Write the part of speech for each word in the following sentence:

Johannah really likes apples and cherries.

Johannah _____
really _____
likes _____
apples _____
and _____
cherries _____

10. Write the part of speech for each word in the following sentence:

December is my favorite month.

December _____
is _____
my _____
favorite _____
month _____

C. Using Parts of Speech

For each sentence or phrase, write the part of speech that should go in the blank. Do not fill it in with a word, just write the part of speech for the missing word.

(11) If _____ had told me five months ago I would make the soccer team, (12) I would have told you that you were _____. (13) Today, you'd _____ right! (14) I just made the soccer _____! (15) _____! I just made the soccer team. (16) I trained _____ all summer. (17) I asked kids who were already _____ the team to help me. (18) When it came time to try out, I did _____ best. (19) The _____ posted the list, and my name was on it! (20) Not only did I make the team, _____ I made varsity. This is all just so amazing for me!

Grammar Practice & Assess

0.5 Parts of Speech

Name _____

A. Recognizing Parts of Speech

Read each statement. Decide if it is true (T) or false (F).

- _____ 1. The word SO is a conjunction.
- _____ 2. The word ABOVE is a preposition.
- _____ 3. The word REALLY is an adjective.
- _____ 4. The word YES is an interjection.
- _____ 5. The word ADORE is a verb.

B. Identifying Parts of Speech

6. Write the part of speech for each word in the following sentence:

Stacy's beautiful dog needs clothes.

Stacy's _____
beautiful _____
dog _____
needs _____
clothes _____

7. Write the part of speech for each word in the following sentence:

She is hungry, so she will eat. I

She _____
is _____
hungry _____
so _____
she _____
will _____
eat _____

C. Using Parts of Speech

Write the part of speech for the missing word in each sentence or phrase. Do not fill it in with a word; just write the part of speech for the missing word.

- (8) Next year, I am going to be in high _____ ! (9) It feels like yesterday _____ was in kindergarten. (10) _____ does time fly! (11) _____ I will be graduating from high school. (12) Then, I will be _____ to college. (13) After that, I will get a _____ job. (14) I'll get married and _____ kids. (15) Before I know it, _____ kids will be going to high school. (16) Then, they'll go to college _____ get real jobs. (17) They'll have kids, and I'll be an _____ grandma! (18) Time sure does go _____ ! (19) I _____ it would slow down. (20) I like being in _____ grade.

Grammar Practice & Assess

Lesson I-I: Capitalization

Name _____

A. Understanding Capitalization Rules

Determine which capitalization rule or rules each sentence demonstrates.

_____ 1. Did you see the documentary about Abraham Lincoln on the History Channel?

_____ 2. How often do you play baseball?

_____ 3. My Aunt Harriet is going to France on Wednesday.

_____ 4. Congressman Sam Sanders and Rudy Garland, the governor, are coming to the benefit.

_____ 5. Have you ever read *Three Blind Mice* by Carolyn Johnson?

a. Capitalize the first letter of a proper noun.

b. Capitalize all significant words in titles of books and other media.

c. Capitalize the first letter of a sentence, even in a quotation.

d. Capitalize names of relatives that indicate family relationship.

e. Capitalize a title that precedes a name, but do not capitalize a title that follows a name.

f. Capitalize countries, nationalities, and languages.

B. Applying Correct Capitalization

Decide whether each sentence follows the correct capitalization rules by writing yes (Y) or no (N) on the line.

_____ 6. I need to head to Target and the Book Store today.

_____ 7. On tuesday, I have to go to Dulles International Airport to catch my flight.

_____ 8. French and German are my favorite european languages.

_____ 9. Rover, our new puppy, is a French dog.

_____ 10. I went to visit Uncle Sal and Aunt Harriet in Tennessee.

C. Using Correct Capitalization

Identify the incorrectly capitalized word in each sentence and write it correctly on the appropriate line on the left. If there is no error, write NE on the line.

11. _____ (11) This summer, I am going on the school trip to France! (12) Our band teacher, Mrs. Lovelace, is sponsoring the trip. (13) She booked it through international tours for Americans, a special company that sends students on international trips. (14) We'll start our trip in Paris, France and then head to some other regions. (15) I'm really looking forward to visiting Longchamp Palace in Marseille. (16) I was hoping we could also go to Cannes, where I might actually get to rub elbows with the movie stars who vacation there! (17) Unfortunately, it is not part of our trip. (18) Still, I know we will have a great time. (19) I need to brush up on my French before I go, though! (20) I bought *French for Tourists* to help me out, so I hope I learn a good amount before the trip.

Grammar Practice & Assess

Lesson I-I: Capitalization

Name _____

A. Understanding Capitalization Rules

Determine which capitalization rule or rules each sentence demonstrates.

_____ 1. Jan and Sue are going to London, England for vacation.

_____ 2. French pastries are Uncle John's favorite dessert.

_____ 3. *The Mystery of Nancy Crew* was featured on the New York Times' bestseller list.

_____ 4. Grandma Jane isn't really my grandma, she's my friend Sarah's grandma.

_____ 5. McDonald's has the best French fries in the world.

a. Capitalize the first letter of a proper noun.

b. Capitalize all significant words in titles of books and other media.

c. Capitalize the first letter of a sentence, even in a quotation.

d. Capitalize names of relatives that indicate family relationship.

e. Capitalize a title that precedes a name, but do not capitalize a title that follows a name.

f. Capitalize countries, nationalities, and languages.

B. Applying Correct Capitalization

Decide whether each sentence follows the correct capitalization rules by writing yes (Y) or no (N) on the line.

_____ 6. Do you like Swedish meatballs or Italian meatballs better?

_____ 7. For Halloween my Sister Stella is going to be a cat.

_____ 8. I used *German for Beginners* to brush up on my German.

_____ 9. I don't know about you, but I could really go for some of Aunt Martha's Beef Stew right now.

_____ 10. Santa Claus and the Easter Bunny are awesome.

C. Using Correct Capitalization

Identify the incorrectly capitalized word or words in each sentence. Correctly write the words you identify on the line on the left. If there is no error, write NE on the line.

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

(11) Fourteen Years ago, something wonderful happened. (12) i entered the world! (13) I was born on the 8th of may. (14) My uncle James and aunt Jessica were some of the first people to meet me. (15) They traveled all the way from Newark, New jersey to be at (16) Saint mary's hospital in Birmingham, Alabama. (17) They also brought me my first book - *Hello sun* (18) by harriet stormer. (19) At the time, my Uncle worked for the author. (20) Because of this connection, he got mrs. Stormer to sign the book for me!

Grammar Practice & Assess

Lesson 1-2: Using Commas

Name _____

A. Understanding Comma Rules

Determine which comma rule each sentence demonstrates, and write the letter of the rule on the line.

- Use a comma to separate three or more items or elements in a series.
- Use a comma between two adjectives only when you can insert the word "and" in place of the comma.
- Use a comma before and after a word or phrase that renames the noun.
- Use a comma when a sentence begins with an introductory word or phrase such as *well, yes, therefore, for example, or on the other hand*.
- Use a comma between a city and state and after the state if the sentence continues.
- Use a comma to separate the day of the month from the year and after the year if the sentence continues.
- Use a comma when a sentence begins with a prepositional phrase, adverbial clause, or dependent clause.
- Use a comma to interrupt direct quotations and before (or after) a direct quotation.

_____ 1. On May 8, 2022, there will be a big parade in New York, New York.

_____ 2. "No, I don't want to go with you," Little Johnnie told his mother.

_____ 3. Unless it snows, I'll be heading out at midnight to see the latest Hunger Games movie!

_____ 4. "When you go to the store, don't forget the flour, eggs, and butter," Mom reminded us.

_____ 5. "We need to buy ornaments, tinsel, and other decorations for the tree," my sister said. "For example, we could use a star for the top of the tree."

B. Applying Comma Rules

Determine whether each sentence uses a comma correctly and write yes (Y) or no (N) on the line.

_____ 6. I don't know what you want to make, but I'm sure I have chocolate bars, marshmallows, and graham crackers.

_____ 7. "Please block off April 3, 2015 on your calendar," said Mom. "We're going on a cruise!"

_____ 8. "Hey you guys," said the cop. "you need to wait for the light to change before crossing the street."

_____ 9. Every Thursday, my mom drives to Jackson, Mississippi, to visit her sister.

_____ 10. "Oh, please," my sister sighed, "like I'd actually wear your clothes!"

Grammar Practice & Assess

Lesson 1-2: Using Commas

C. Using Commas Correctly

For each sentence, decide where to enter a comma. If the sentence does not need a comma, write NC (no comma) above the sentence.

(11) "Whenever I make plans you always mess them up" my mom said to my dad. (12) "I mean it's not like you didn't know you had to work on Tuesday when I made the appointment," she continued. (13) My dad just sighed nodded his head and went back to working on his crossword puzzle. (14) "Well aren't you going to say anything?" my mom asked. (15) "What do you want me to say?" my dad replied. "I'm sorry?"

(16) My parents have been having the same fight every year since July 12 2005. (17) That's the first time my mom made an appointment on a Tuesday. Well that's the only day of the week my dad can't take off from work. (18) Since then she has made the same appointment on a Tuesday year after year. (19) My dad knows this but he never says anything. (20) Even if he said something my mom would never admit she was wrong. I suppose we'll just hear the same conversation on an annual basis!

Grammar Practice & Assess

Lesson 1-2: Using Commas

Name _____

A. Understanding Comma Rules

Determine which comma rule each sentence demonstrates, and write the letter of the rule on the line.

- Use a comma to separate three or more items or elements in a series.
- Use a comma between two adjectives only when you can insert the word "and" in place of the comma.
- Use a comma before and after a word or phrase that renames the noun.
- Use a comma when a sentence begins with an introductory word or phrase such as *well, yes, therefore, for example, or on the other hand*.
- Use a comma between a city and state and after the state if the sentence continues.
- Use a comma to separate the day of the month from the year and after the year if the sentence continues.
- Use a comma when a sentence begins with a prepositional phrase, adverbial clause, or dependent clause.
- Use a comma to interrupt direct quotations and before (or after) a direct quotation.

- _____ 1. Yes, I would like a milkshake, three double cheeseburgers, and a large salad.
- _____ 2. Whenever it rains, my brother puts on his boots and goes outside to jump in the puddles.
- _____ 3. Even though she likes apples, my sister won't eat applesauce, apple pie, or apple crisp.
- _____ 4. I have lived in Paris, France since August 13, 2013.
- _____ 5. My best friend only eats foods that are red, green, or blue, so her mom goes through a lot of food coloring.
-

B. Applying Comma Rules

Determine whether each sentence uses a comma correctly and write yes (Y) or no (N) on the line.

- _____ 6. For example, I love hiking, biking, and running.
- _____ 7. On Thursday, September 23 2016 you are invited to a dance.
- _____ 8. Yes, I know it's important to remember to feed the fish, clean their tank, and add chemicals to the water.
- _____ 9. "We should head to the movies after school," Alisha said.
- _____ 10. "Don't be late" my dad called as he walked out the door.

Grammar Practice & Assess

Lesson 1-2: Using Commas

C. Using Commas Correctly

For each sentence, decide where to enter a comma. If the sentence does not need a comma, write NC (no comma) above the sentence.

(11) Every summer my mom says "Pack your bags! We're heading on an adventure." (12) I never know where we're going to go but I always know it will be fun. (13) One summer we ended up in Fargo North Dakota. (14) We've also been to Oklahoma California, New York and many other states. (15) Since I never know where we're going I always pack a variety of clothes. (16) We never know if we'll end up somewhere with extremely cool summers. (17) Maybe we'll drive up to Alaska to the Northwest Territories or somewhere even farther north! (18) "The fun is in the adventure" my mom always says. (19) She's right. (20) I never know where we're going but I'm always ready to go there!

Grammar Practice & Assess

Lesson 1-3: Using Apostrophes

Name _____

A. Understanding the Rules

Write the letter P next to each sentence if the word with an apostrophe is used to show possession. Write the letter C next to each sentence if the word with an apostrophe is used as part of a contraction.

- _____ 1. My brothers' favorite activity is wrestling each other on the ground.
- _____ 2. Where'd you put the salt and pepper shakers?
- _____ 3. Wouldn't you like to know what you're getting for your birthday?
- _____ 4. The bus's passengers were getting tired of sitting in traffic.
- _____ 5. Why'd you purposely forget to give your brother his birthday present?

B. Identifying Errors

Write C if the sentence uses apostrophes correctly and IC if the sentence uses apostrophes incorrectly.

- _____ 6. The students's textbooks did not arrive in time for school to start.
- _____ 7. My grandparents' house was built in the 1850s.
- _____ 8. Havent you always wanted to go to Paris?
- _____ 9. Paris's lights are the most beautiful during the summertime.
- _____ 10. Its not just the hole that made me mad, its the mud the dog got stuck to it's paws.

C. Using Apostrophes

For each sentence or phrase below, write the word that needs an apostrophe correctly on the corresponding line. If no apostrophe is needed, write NA on the line.

- 11. _____ (11) Every year in November, Americans celebrate Thanksgiving. (12)
- 12. _____ Canadians celebrate Thanksgiving too, but it isnt in November. (13) Its
- 13. _____ held in October and (14) was actually the first Thanksgiving celebration
- 14. _____ in the Americas. (15) The Canadians Thanksgiving took place 43 years
- 15. _____ before Thanksgiving in the United States. (16) Their first Thanksgiving
- 16. _____ was in the 1570s, but (17) the pilgrims Thanksgiving in the United States
- 17. _____ was in the 1620s. (18) Still, there arent many differences between the
- 18. _____ two Thanksgivings. (19) Both holidays revolve around people giving
- 19. _____ thanks. I doubt turkeys are giving thanks, though! (20) After all, both
- 20. _____ countries serve turkey on their Thanksgiving menus, which means
- _____ many turkeys lives are at stake in both countries. Whether it's
- _____ October or November, turkeys are just out of luck in North America!

Grammar Practice & Assess

Lesson 1-3: Using Apostrophes

Name _____

A. Understanding the Rules

Write the letter P next to each sentence if the word with an apostrophe is used to show possession. Write the letter C next to each sentence if the word with an apostrophe is used as part of a contraction.

- _____ 1. Didn't you want to go to the movies tonight?
- _____ 2. Damaris's cat doesn't like catnip.
- _____ 3. How'd you do on Mr. Claus's test?
- _____ 4. When's the last time you loaded the dishwasher?
- _____ 5. Mickey Mouse's ears are iconic.

B. Identifying Errors

Write C if the sentence uses apostrophes correctly and IC if the sentence uses apostrophes incorrectly.

- _____ 6. Odysseus's struggle to get back home helped shape his character.
- _____ 7. Charles' speech failed to impress the student body.
- _____ 8. We haven't eaten out in ages, so let's go out to eat tonight.
- _____ 9. I'll talk to my mom and ask if its okay if I can sleep over at your house tonight.
- _____ 10. Wher'ed you put your brothers' shirt?

C. Using Apostrophes

For each sentence below, write the word that needs an apostrophe correctly on the corresponding line. If no apostrophe is needed, write NA on the line.

- 11. _____ (11) Laertes is one of the characters in William Shakespeares
- 12. _____ *Hamlet*. (12) Laertess name comes from Greek mythology. (13) To
- 13. _____ the Greeks, he was best-known as Odysseuss father. (14) He was
- 14. _____ also the grandfather of Telemachus, who was his sons son. (15)
- 15. _____ However, in *Hamlet*, Laertes was Poloniuss son. (16) During the play,
- 16. _____ Laertes doesnt react very well to the murder of Polonius. (17) He
- 17. _____ grabs a bunch of soldiers and storms the castle, which was a
- 18. _____ normal way of reacting in the 1500s. (18) He ends up fighting with his
- 19. _____ sisters ex-boyfriend, Hamlet.
- 20. _____ (19) In the end, neither Hamlet nor Laertes gets the last LOL.
- 19. _____ (20) Of course, both men end up dead. Then again, anyone familiar
- 20. _____ with Shakespearean tragedies could predict that thats how *Hamlet*
- _____ would end!

Grammar Practice & Assess

Lesson 1-4: Using Quotation Marks

Name _____

A. Understanding Quotation Marks

Determine which rule for using quotation marks each sentence demonstrates, and write the letter of the rule on the line.

- Quotation marks should only be used for direct quotes, not indirect quotes.
- Use a comma before and after the direct quotation in a sentence. Commas always go inside quotation marks.
- Use a comma to interrupt direct quotations before or after a direct quotation.
- When a question is asked inside a quotation, use a question mark instead of a comma.
- Use quotation marks for titles of publications that are part of bigger publications.
- When a question ends with a title in quotations, place the question mark outside of the quotation marks.

_____ 1. "You don't want to forget to do your homework," said Mrs. Johnson as she dismissed the class.

_____ 2. "How old are you?" asked the young boy.

_____ 3. Our class read an article called "The Five Senses" found in Time magazine.

_____ 4. Are you going to listen to "White Christmas"?

B. Recognizing Proper Use

Determine whether each sentence correctly uses quotation marks by writing yes (Y) or no (N) on the line.

_____ 5. We sang "Happy Birthday" to my sister before she blew out her candles.

_____ 6. When I asked my dad what we were having for dinner, he said, "Wait and see!"

_____ 7. "How many cats do you have," my sister asked.

_____ 8. "All Day Long" is my favorite song on the band's new album.

_____ 9. "Well," he said, "I'll just go by myself."

Grammar Practice & Assess

Lesson 1-4: Using Quotation Marks

C. Using Quotation Marks Correctly

Each sentence in the passage is missing quotation marks. Fill in the quotation marks in the correct places. If no quotation marks are needed, don't do anything to that sentence.

(10) Yesterday, the magazine I was reading featured an article about dogs called Dogs and Their Bones that talked about why dogs bury their bones. (11) The author interviewed a dog expert named Sara Keeler who said dogs bury their bones to keep them away from other dogs. (12) Dogs are very possessive, Keeler said.

(13) After reading the article, I went to talk to my dog. (14) I asked him, Why do you bury your bones? (15) He looked at me and said, Arf! (16) What does that mean? I asked. (17) He looked at me and said, It means that I bury my bones because they taste better that way! (18) I was shocked to hear my dog actually talk! (19) So, I wrote a letter to Sara Keeler saying, Ms. Keeler, my dog says he buries his bones because they taste better that way, not to keep them away from other dogs. (20) She wrote back saying she would like to meet my talking dog one day!

Grammar Practice & Assess

Lesson 1-4: Using Quotation Marks

Name _____

A. Understanding Quotation Marks

Determine which rule for using quotation marks each sentence demonstrates, and write the letter of the rule on the line.

- Quotation marks should only be used for direct quotes, not indirect quotes.
- Use a comma before and after the direct quotation in a sentence. Commas always go inside quotation marks.
- Use a comma to interrupt direct quotations before or after a direct quotation.
- When a question is asked inside a quotation, use a question mark instead of a comma.
- Use quotation marks for titles of publications that are part of bigger publications.
- When a question ends with a title in quotations, place the question mark outside of the quotation marks.

_____ 1. My teacher told me we wouldn't have any homework over the weekend.

_____ 2. Have you ever read the poem "A Snowy Night"?

_____ 3. "Where are you going?" my mom asked.

_____ 4. When I asked where she was going, my sister said, "I'm going to the store," before walking out the door.

_____ 5. "I'm not sure," Eric said, "what I'm going to do about your problem."

B. Recognizing Proper Use

Determine whether each sentence correctly uses quotation marks by writing yes (Y) or no (N) on the line.

_____ 6. Who said, "The only thing we have to fear is fear itself"?

_____ 7. My mom said, "Don't you want to go outside and play"?

_____ 8. We read a book of poems called "The Night Poems."

_____ 9. We read a poem called "Starry Night" in a book called *The Night Poems*.

_____ 10. "I like to drink pop," said Robert, "but I'm not allowed to drink it often."

(BONUS: For 8th grade - What rule does each sentence use OR break? Write the letter from the rules in section A.)

_____ 6. _____ 7. _____ 8. _____ 9. _____ 10.

Grammar Practice & Assess

Lesson 1-4: Using Quotation Marks

C. Using Quotation Marks Correctly

Many of the sentences in the passage are missing quotation marks. Fill in the quotation marks in the correct places. If no quotation marks are needed in a sentence, do nothing.

(11) Tomorrow, we are going to have a big test, said Mrs. Carter, (12) so you'd better study hard tonight. (13) Why do we have to take another test? asked Alisha. (14) Yeah, Lisa piped up, why can't we write a paper or something? (15) Mrs. Carter said she thought a paper was a good idea.

(16) Tonight, said Mrs. Carter, instead of studying for your test, I want you to write a poem about your favorite song. (17) Joseph said he was going to write about Row, Row, Row Your Boat (18) and Ben said he was going to write about The Farmer in the Dell. (19) What are you going to write about, Lisa? asked Mrs. Carter. (20) Lisa said she'd have to think about it.

Grammar Practice & Assess

Lesson 1-5: Using Numbers

Name _____

A. Recognizing Number Rules

Determine which number rule each sentence demonstrates, and then write the letter on the line.

- Spell out numbers that require only one word. Use numerals for numbers requiring more than one word.
- Do not begin a sentence with a numeral. Reword the sentence to avoid.
- Spell out centuries and decades. Use numerals for years.
- Do not abbreviate units of measurement. Write out the word "percent."
- When two numbers are next to each other, write out the word with fewer letters. Or, write out the first number.
- Be consistent within the same sentence with the same types of numbers, even if you must break rule (a).

_____ 1. My cat just gave birth to five kittens.

_____ 2. The chef made three steaks, five salads, and eight potatoes.

_____ 3. I am a Nineties child.

_____ 4. The recipe calls for three 16-ounce boxes of pasta.

_____ 5. All of their socks are 55 cents.

B. Identifying Correct Number Use

Determine whether the numbers are used correctly in each sentence and write yes (Y) or no (N) on the line.

_____ 6. We ordered 25 hamburgers.

_____ 7. I have seventy friends.

_____ 8. We need 35 twelve-inch rulers.

_____ 9. I bought 2 pairs of socks, 3 pairs of shoes, and 15 hair bows.

_____ 10. 2 kittens is too many.

Grammar Practice & Assess

Lesson 1-5: Using Numbers

C. Writing Out Numbers Correctly

For each bolded number in the paragraph, write the correct number on the appropriate line.

(1) We already had _____ (3) kittens in our family (12) when my cat had a litter of _____ (5) kittens. (13) That brought the grand total to _____ (8)

kittens. (14) _____ (8) kittens get awfully hungry, (15) so we had to buy

_____ (25) pounds of dry food (16) and _____ (50) cans of

wet food each week. (17) They also drink _____ (35) gallons of water.

(18) We have _____ (2) litter boxes that hold (19) _____ (10) pounds of

kitty litter, (20) and it seems like the cats produce _____ (1,000)

pounds of waste each week!

Grammar Practice & Assess

Lesson 1-5: Using Numbers

Name _____

A. Recognizing Number Rules

Determine which number rule each sentence demonstrates, and then write the letter on the line.

- Spell out numbers that require only one word. Use numerals for numbers requiring more than one word.
- Do not begin a sentence with a numeral. Reword the sentence to avoid.
- Spell out centuries and decades. Use numerals for years.
- Do not abbreviate units of measurement. Write out the word "percent."
- When two numbers are next to each other, write out the word with fewer letters. Or, write out the first number.
- Be consistent within the same sentence with the same types of numbers, even if you must break rule (a).

- _____ 1. The three foot ladder was not tall enough to reach the roof.
_____ 2. The town celebrated its bicentennial in 2012.
_____ 3. We need 135 cookies for the bake sale.
_____ 4. We sold 35 cupcakes, 52 brownies, and 102 cookies.
_____ 5. I have two 5-year-old brothers.
-

B. Identifying Correct Number Use

Determine whether the numbers are used correctly in each sentence and write yes (Y) or no (N) on the line.

- _____ 6. Is your birthday on December 10th?
_____ 7. The store is 5 miles down the road.
_____ 8. I took thirty-five hours to finish 3 quilts.
_____ 9. The Forties are my favorite decade.
_____ 10. I'm excited about babysitting two toddlers!
-

C. Writing Out Numbers Correctly

For each bolded number in parentheses, write the correct form of the number on the line next to it.

- (11) _____ (6) people make up our family. (12) My brother is _____ (2),
(13) my sister is _____ (4), (14) I am _____ (10), (15) my older brother is
_____ (18), (16) my mom is _____ (38), (17) and my dad is
_____ (40). (18) We have been a family of _____ (6) since (19)
_____ (2013), but next year, (20) we will be a family of _____ (7)!

Grammar Practice & Assess

Lesson 1-6: Plurals

Name _____

A. Recognizing Plural Rules

Match the noun ending with the way to form a plural. Note: Some endings will have more than one match.

_____ 1. s, ch, sh, x, z; gas

_____ 2. us; nucleus

_____ 3. consonant + o; superhero

_____ 4. f or fe; life

_____ 5. consonant + y; pony

_____ 6. vowel + y; bay

a. add - es

b. change y to i, add -es

c. add -s

d. change f to v, add -es

e. change us to i

B. Identifying Plurals

Circle the incorrect plural from each list.

7. a. ladies

b. men

c. tables

d. fixs

8. a. Oreos

b. symphonys

c. monkeys

d. stories

9. a. tornadoes

b. crocodiles

c. ferries

d. solos

10. a. geese

b. moose

c. mouses

d. women

C. Forming Plurals

Form the plural of each word in parentheses in the paragraph.

The little (11) _____ (kid) were so excited! They were going to meet real-life (12) _____ (superhero)! The (13) _____ (child) were all big superhero (14) _____ (fan). They wrote (15) _____ (letter) explaining why they wanted to meet their (16) _____ ,(hero) and their (17) _____ (wish) were granted by some (18) _____ (man) in superhero (19) _____ (costume). They had the time of their (20) _____ (life).

Grammar Practice & Assess

Lesson 1-6: Plurals

Name _____

A. Recognizing Plural Rules

Match the plural with the rule describing how to form its plural.

_____ 1. crush

_____ 2. cactus

_____ 3. volcano

_____ 4. knife

_____ 5. blueberry

_____ 6. ray

a. add - es

b. change y to i, add -es

c. add -s

d. change f to v, add -es

e. change us to i

B. Identifying Plurals

Circle the incorrect plural from each list.

7. a. elves

b. wolves

c. loaves

d. elfs

8. a. vetoes

b. solos

c. potatos

d. kangaroos

9. a. lenses

b. pluses

c. broochs

d. beaches

10. a. foxes

b. toxins

c. poxes

d. axen

C. Forming Plurals

Form the plural of each word in parentheses in the paragraph.

The new (11) _____ (daddy) and (12) _____ (mommy) look at their adorable new (13) _____ (baby) through the nursery's (14) _____ (window). Their (15) _____ (body) are so tiny, but their parents' (16) _____ (heart) are so full of love. (17) Suddenly, their _____ (cry) start and the (18) _____ (parent) go crazy. They pull out (19) _____ (bottle) and suddenly the (20) _____ (noise) stop.

Grammar Practice & Assess

Lesson 1-7: Using Commonly Confused Words

Name _____

A. Recognizing Commonly Confused Words

Match each word to the word with which it is commonly confused.

(For 8th grade: Fill in the words; do not just write the letters that match.)

_____ 1. too

_____ 2. capitol

_____ 3. then

_____ 4. affect

_____ 5. principle

a. than

b. effect

c. to

d. capital

e. principal

B. Identifying Commonly Confused Words

Determine whether the commonly confused words are used correctly by writing yes (Y) or no (N) on the line.

_____ 6. It's hard to adopt to a new environment.

_____ 7. I advise you to follow my advice.

_____ 8. We walked down the isle on the aisle.

_____ 9. He said "No girls allowed," aloud.

_____ 10. There not going the right way to get there.

C. Using Commonly Confused Words

Choose the correct word to fill in each blank in the paragraph.

(11) After I fainted, the doctor checked to see if I was _____

(conscious/conscience). (12) I had walked _____ (further/farther) than I

should've (13) and ran out of _____ (breath/breathe). (14) I kept walking

_____ (since/sense) I thought the destination was closer. (15) Turns out, it was

_____ (to/too/two) far for me. (16) I thought there was only one mile left, but really

there were _____ (to/too/two). (17) Next time, I will stop and rest rather

_____ (than/then) continuing on beyond my limits. (18) The _____

(effect/affect) of (19) walking _____ (to/too/two) far is not something I want to

experience again. (20) At least I'm _____ (conscious/conscience) now!

Grammar Practice & Assess

Lesson 1-7: Using Commonly Confused Words

Name _____

A. Recognizing Commonly Confused Words

Match each word to the word with which it is commonly confused.

(For 8th grade: Fill in the words; do not just write the letters that match.)

- | | |
|------------------|-----------|
| _____ 1. cite | a. sight |
| _____ 2. loose | b. breath |
| _____ 3. sense | c. lose |
| _____ 4. breathe | d. since |
| _____ 5. passed | e. past |

B. Identifying Commonly Confused Words

Determine whether the commonly confused words are used correctly by writing yes (Y) or no (N) on the line.

- _____ 6. He was ready for his assent up the mountain.
- _____ 7. Everyone except Johnny was going on the field trip.
- _____ 8. It's time for the biggest adventure of your life.
- _____ 9. I'm sorry I can't except your gift.
- _____ 10. I don't want to lose the game.

C. Using Commonly Confused Words

Choose the correct word to fill in each blank in the paragraph.

- (1) Tomorrow, we are going to the _____ (altar/alter) to get married! (2) Everyone we know is going to be _____ (there/they're/their). (3) We will say our vows _____ (allowed/aloud) (4) after walking down the _____ (aisle/isle). (5) After the ceremony and reception, we will jet off to a tropical _____ (aisle/isle) (6) where _____ (there/they're/their) will be lots of sun. (7) I can't wait until that golden sand is in _____ (sight/cite/site)! (8) I'll _____ (breathe/breath) a sigh of relief (9) as I _____ (loose/lose) myself in the beauty of the (20) tropical _____ (aisle/isle).

Grammar Practice & Assess

Lesson 2-1: Four Types of Sentences

Name _____

A. Defining Types of Sentences

Match each sentence type with its definition.

- | | |
|--------------------|------------------|
| _____ 1. Statement | a. declarative |
| _____ 2. Emotion | b. imperative |
| _____ 3. Question | c. interrogative |
| _____ 4. Command | d. exclamatory |

B. Identifying Types of Sentences

Identify the sentence type for each.

- | | |
|------------------------------------|------------------|
| _____ 5. Ooh! Those are beautiful. | a. Declarative |
| _____ 6. Help me, please. | b. Imperative |
| _____ 7. Alaska is the 49th state. | c. Interrogative |
| _____ 8. How old will you be? | d. Exclamatory |
| _____ 9. Turn around. | |

C. Punctuating Types of Sentences

Correctly punctuate each sentence in the paragraph and write the sentence type on the line that corresponds with its number.

(10) Whee___ (11) Go faster___ (12) This sled ride is awesome___ (13) It snowed a lot last night___ (14) It was the perfect amount of snow for sledding ___ (15) Want to come along ___ (16) Are you sure ___ (17) Wow ___ (18) The sled is speeding up___ (19) Oh no ___ (20) Now we're going down a hill ___

- | | |
|-----------|-----------|
| 10. _____ | 16. _____ |
| 11. _____ | 17. _____ |
| 12. _____ | 18. _____ |
| 13. _____ | 19. _____ |
| 14. _____ | 20. _____ |
| 15. _____ | |

Grammar Practice & Assess

Lesson 2-1: Four Types of Sentences

Name _____

A. Defining Types of Sentences

Match each sentence type with its definition.

- | | |
|------------------------|------------------------|
| _____ 1. Imperative | a. States something |
| _____ 2. Declarative | b. Asks something |
| _____ 3. Interrogative | c. Command something |
| _____ 4. Exclamatory | d. Expresses something |

B. Identifying Types of Sentences

Identify the sentence type for each.

- | | |
|---|------------------|
| _____ 5. Why didn't you tell me sooner? | a. Declarative |
| _____ 6. Pick up your room. | b. Imperative |
| _____ 7. Wow, that's crazy. | c. Exclamatory |
| _____ 8. The Mayflower landed in Massachusetts. | d. Interrogative |
| _____ 9. Hey! That was mine. | |
| _____ 10. Stop thief! | |

C. Punctuating Types of Sentences

Correctly punctuate each sentence in the paragraph and write the sentence type on the line that corresponds with its number.

(11) Wow____ (12) That was some game____ (13) We scored 10 points in the first inning ____ (14) How'd we do it____ (15) I said to the pitcher, "Throw a curveball ____" (16) So he threw a curveball____ (17) "Strike____" (18) the umpire yelled ____ (19) "Yes____" (20) the crowd cheered

- | | |
|-----------|-----------|
| 10. _____ | 16. _____ |
| 11. _____ | 17. _____ |
| 12. _____ | 18. _____ |
| 13. _____ | 19. _____ |
| 14. _____ | 20. _____ |
| 15. _____ | |

Grammar Practice & Assess

Lesson 2-2: Subjects and Predicates

Name _____

A. Recognizing Subjects and Predicates

Determine whether each statement describes the complete subject, simple subject, complete predicate, or simple predicate and write the letter on the line.

- | | |
|---|-----------------------|
| _____ 1. All of the words telling what the sentence is about | a. complete subject |
| _____ 2. Action verb or linking verb describing what something does | b. simple subject |
| _____ 3. Noun or pronoun telling what the sentence is about | c. complete predicate |
| _____ 4. All of the words telling what something does | d. simple predicate |

B. Identifying Subjects and Predicates

Determine what the underlined portion of the sentence represents and circle the letter of the correct answer. (For 8th grade - Don't give multiple choice.)

- | | |
|--|---|
| 5. The angry Christmas <u>elf</u> refused to make any toys.
a. Simple subject
b. Complete subject | 9. Mom and dad <u>bought</u> a new car.
a. Simple predicate
b. Complete predicate |
| 6. <u>The happy-go-lucky child</u> wasn't upset by anything.
a. Simple subject
b. Complete subject | 10. Five years ago, we <u>moved to South Carolina</u> .
a. Simple subject
b. Complete subject
c. Simple predicate
d. Complete predicate |
| 7. My ornery <u>brother</u> needs a job.
a. Simple subject
b. Complete subject | |
| 8. Siblings <u>tend to bicker a lot</u> .
a. Simple predicate
b. Complete predicate | |

Grammar Practice & Assess

Lesson 2-2: Subjects and Predicates

C. Finding the Subject and Predicate

For each sentence, underline the subject or predicate listed in parentheses.

(11) In October, Carlos and his family moved to the United States from Mexico. (complete predicate) (12) He was excited to go to his new school. (simple predicate) (13) He was going to be in Mrs. Jackson's class. (simple subject) (14) Most of the kids were nice. (complete subject) (15) However, there was one kid who always gave him a hard time - Jacob. (simple predicate)

(16) Jacob didn't like Carlos because he looked different than the other kids in the class. (simple subject) (17) The mean Jacob would call Carlos names. (complete subject) (18) He would make fun of the way that Carlos talked. (complete predicate) (19) It bothered Carlos so much. (complete predicate) (20) Carlos knew he was different, but he didn't see why Jacob should make fun of him. (simple subject)

Instead of getting back at Jacob, Carlos did the right thing. He told an adult he knew would resolve the situation: his teacher. Mrs. Jackson took care of the problem and in the end, Jacob not only apologized to Carlos but also learned that he and Carlos had many things in common!

Grammar Practice & Assess

Lesson 2-2: Subjects and Predicates

Name _____

A. Recognizing Subjects and Predicates

Determine whether each statement describes the complete subject, simple subject, complete predicate, or simple predicate and write the letter on the line.

- | | |
|---|-----------------------|
| _____ 1. Uses one word to tell what the sentence is about | a. complete subject |
| _____ 2. Uses multiple words to tell what the sentence is about | b. simple subject |
| _____ 3. Uses an action or linking verb to tell what something does | c. complete predicate |
| _____ 4. Uses a verb and the words following it to tell what something does | d. simple predicate |
-

B. Identifying Subjects and Predicates

Determine what the underlined portion of the sentence represents and circle the letter of the correct answer. (For 8th grade - Don't give multiple choice.)

- | | |
|--|---|
| 5. The beautiful <u>princess</u> married her prince charming.
a. Simple subject
b. Complete subject | 9. <u>Both the prince and the princess</u> lived happily ever after.
a. Simple subject
b. Complete subject |
| 6. <u>Seven dwarfs</u> helped the princess.
a. Simple subject
b. Complete subject | 10. All of the elves, dwarfs, and creatures in the forest <u>waved</u> goodbye to them.
a. Simple subject
b. Complete subject
c. Simple predicate
d. Complete predicate |
| 7. The enchanting prince <u>rode in on a white horse</u> .
a. Simple predicate
b. Complete predicate | |
| 8. He <u>gave</u> the princess a delicate kiss.
a. Simple predicate
b. Complete predicate | |

Grammar Practice & Assess

Lesson 2-2: Subjects and Predicates

C. Finding the Subject and Predicate

For each sentence, underline the subject or predicate listed in parentheses.

- (11) When dogs lived in the wild, sometimes food was scarce. (simple subject) (12) If they were able to find meat and bones, dogs became very protective of it. (simple predicate)
- (13) Sometimes, they would have more meat than they could eat for one meal. (simple subject) (14) To keep other dogs and animals from stealing their meat, dogs would bury it in the ground. (complete predicate) (15) When it was time for the next meal, they would dig up their bones. (complete predicate)
- (16) This game would continue until the meat and bones were gone. (complete subject) (17) Today, dogs' instincts still tell them to bury their bones and favorite toys. (complete subject) (18) They do this to keep other dogs and animals from stealing them! (simple subject) (19) It was just like their ancestors did. (complete predicate) (20) Some dogs hide more than one bone at once. (complete subject) Even if dogs cannot bury their bones or other "treasures" outside, they still have a tendency to find a secret spot for their special finds!

Grammar Practice & Assess

Lesson 2-3: Compound Subjects & Compound Predicates

Name _____

A. Recognizing Compound Subjects

Determine whether the underlined portion of the sentence is the compound subject or compound predicate by writing S, P, or N (neither) on the line.

- _____ 1. Berries and cherries are my favorite fruits.
_____ 2. In the summer, we don't have homework and get to play outside.
_____ 3. Friday evening, we went out for pizza.
_____ 4. Monday, Tuesday, and Wednesday are the slowest days of the week.
_____ 5. On Mondays, I go to school and have a soccer game.
-

B. Identifying Compound Subjects and Compound Predicates

For each number, write the letter of the sentence that corresponds to the given equation.

- | | |
|-------------------|---|
| _____ 6. S+S+P | a. Jackson doesn't like reading, hates math, and has trouble writing. |
| _____ 7. S+P+P | b. Mrs. White sings the school song and reads the announcements. |
| _____ 8. S+S+S+P | c. Selena and Terry are going to the store and visiting the mall. |
| _____ 9. S+P+P+P | d. Washington and Oregon are on the West Coast. |
| _____ 10. S+S+P+P | e. Turkey, mashed potatoes, and stuffing are on the menu. |
-

C. Applying Compound Subjects and Compound Predicates to Paragraphs

For each sentence, write the subject and predicate equation.

(11) In June, school lets out for summer! (12) Summer begins and brings lots of fun in the sun. (13) My bathing suit, sunscreen, and towel are all I need to have fun! (14) I head to the pool and chat with my friends. (15) Sarah, Jillian, and I absolutely love to swim and dive off the diving board. (16) At lunchtime, we usually take a break from the sun, go to Jillian's house, and play video games. (17) Later, we head back to the pool and soak up some more rays. (18) The girls and I wear lots of sunscreen and cover up well. (19) We definitely don't want sunburns! (20) Our summers are always so much fun.

- | | |
|-----------|-----------|
| 11. _____ | 16. _____ |
| 12. _____ | 17. _____ |
| 13. _____ | 18. _____ |
| 14. _____ | 19. _____ |
| 15. _____ | 20. _____ |

Grammar Practice & Assess

Lesson 2-3: Compound Subjects & Compound Predicates

Name _____

A. Recognizing Compound Subjects

Determine whether the underlined portion of the sentence is the compound subject or compound predicate by writing S, P, or N (neither) on the line.

- _____ 1. My mom and my dad spend a lot of time together.
_____ 2. On Friday, we went to the movies and visited the nursing home.
_____ 3. The red and green leaves looked beautiful.
_____ 4. Six kittens and five puppies were up for adoption at the shelter.
_____ 5. I will call grandma and write her a letter tonight.
-

B. Identifying Compound Subjects and Compound Predicates

For each number, write the letter of the sentence that corresponds to the given equation.

- ____ 6. S+S+S+P a. The Johnsons and the Murphys live together, go on vacation together,
____ 7. S+S+P+P and spend a lot of time together.
____ 8. S+S+P+P+P b. My brother and my sister are my best friends and make me laugh.
____ 9. S+S+P c. Mexico and Canada border the United States.
____ 10. S+S+S+P+P d. Sarita, Jose, and Julio went out to eat.
 e. The teacher, students, and principals helped set up the carnival and ran the carnival for the PTA.
-

C. Applying Compound Subjects and Compound Predicates to Paragraphs

For each sentence, write the subject and predicate equation.

(11) My sister and I got to visit a real Hollywood movie set. (12) We saw actors and directors shooting scenes and acting on set. (13) Brad Pitt, Ryan Gosling, and George Clooney were all there! (14) I called out to Brad Pitt and smiled at him. (15) He actually smiled back and waved right at me! (16) On the other hand, George Clooney and Ryan Gosling ignored us and pretended not to see us! (17) My sister and I spent all day on the movie set, ate from the catering cart, and spotted even *more* movie stars. (18) At the end of the day, a director asked us to be extras in a movie and we got to go on an actual movie set! (19) Going on the set and being extras was so exciting! (20) I absolutely love Hollywood!

11. _____

16. _____

12. _____

17. _____

13. _____

18. _____

14. _____

19. _____

15. _____

20. _____

Grammar Practice & Assess

Lesson 2-4: Simple & Compound Sentences

Name _____

A. Recognizing Simple and Compound Sentences

Determine whether each sentence is a simple or compound sentence by writing S for simple and C for compound on the line.

- _____ 1. We went to the store.
_____ 2. We went to the pet store, but we didn't see any animals.
_____ 3. I like to eat cheese.
_____ 4. I want to play baseball in the summer or I want to play soccer in the fall.
_____ 5. We threw away the Thanksgiving turkey, it was raw in the middle.
-

B. Identifying Compound Sentences

Write the conjunction or punctuation mark that is used to turn each set of simple sentences into a compound sentence.

- _____ 6. He did not understand his homework, so he did not do it.
_____ 7. I will buy a new car and I will sell my old car.
_____ 8. I want to go on the field, but I don't have enough money.
_____ 9. They went to the concert and they got to meet the band.
_____ 10. The snow was sparkly white; it was beautiful.
-

C. Creating Compound Sentences

Place a conjunction or punctuation mark in each blank to turn each simple sentence into a compound sentence.

- (11) There was a farmer ____ this farmer was a kind man who loved all creatures. (12) He would go out of his way ____ he would do whatever he could to make sure creatures were safe. (13) He made sure they were well-fed ____ he didn't care what kind of creature any of them were. (14) The farmer found a snake outside on the ground ____ it was cold. (15) It was freezing cold outside ____ there was snow on the ground. (16) The farmer felt sorry for the snake ____ he was shivering in the cold. (17) Ice was beginning to freeze on his scales. (18) The snake was known to be poisonous ____ the farmer picked up the snake anyway. (19) He took him inside ____ he set the snake in front of the fire. (20) The snake became warm ____ he was ready to go back outside.

Grammar Practice & Assess

Lesson 2-4: Simple & Compound Sentences

Name _____

A. Recognizing Simple and Compound Sentences

Determine whether each sentence is a simple or compound sentence by writing S for simple and C for compound on the line.

- _____ 1. The hockey game was exciting and the score was close.
_____ 2. We're heading to North Dakota and South Dakota.
_____ 3. I despise broccoli.
_____ 4. We couldn't talk on the phone or we would get in trouble.
_____ 5. I am smart.
-

B. Identifying Compound Sentences

Write the conjunction or punctuation mark that is used to turn each set of simple sentences into a compound sentence.

- _____ 6. I was sleepy, so I crawled into bed.
_____ 7. I was angry, but I didn't tell him.
_____ 8. Television is nice, but reading is better.
_____ 9. Minivans are big and SUVs are cool.
_____ 10. It was warm outside and I went swimming.
-

C. Creating Compound Sentences

Place a conjunction or punctuation mark in each blank to turn each simple sentence into a compound sentence.

(11) Everyone loved the violin ____ kings and queens enjoyed listening to it. (12) Street musicians played it ___ composers wrote music that featured it. (13) Orchestras quickly filled their seats with violinists ____ even more people wanted to play. (14) Everyone wanted a violin ____ Amati created a mold. (15) This allowed him to create many violins ____ still ensure each one had the same shape and quality as the original. (16) People played the violin _____ they were called violinists. (17) The violinist rested his chin on the chin rest ____ he held the neck of the violin in his hand. (18) He drug a bow across the strings to make music ____ the bow was made of wood and horse hair. (19) The horse hair brushed across the strings ___ it caused them to vibrate. (20) The vibration was how the strings made music ____ it made a pleasant sound.

Grammar Practice & Assess

Lesson 2-5: Independent & Dependent Clauses

Name _____

A. Recognizing Independent and Dependent Clauses

Determine whether each sentence is an independent or dependent clause by writing D (dependent) or I (independent) on the line.

- ____ 1. Because it was warm outside.
 - ____ 2. Unless it's midnight.
 - ____ 3. Even though I studied hard.
 - ____ 4. I don't like broccoli.
 - ____ 5. California is warm and sunny.
-

B. Forming Sentences with Independent and Dependent Clauses

Match each dependent clause with the appropriate independent clause.

- | | |
|--|--------------------------------|
| ____ 6. I hide it under the table. | a. Once we get there |
| ____ 7. We'll go to the grocery store. | b. Born Miss Marmalopolous |
| ____ 8. No one is happy. | c. Even though it was sunny |
| ____ 9. He wore a winter coat. | d. If he isn't happy |
| ____ 10. Mrs. Johnson was happy to have a new last name. | e. Whenever she makes broccoli |
-

C. Analyzing Independent and Dependent Clauses

In each sentence, underline the dependent clause and/or circle the subordinate conjunction.

- (1) When Erica went off to college, she took along her favorite stuffed animal. (2) Mr. Cuddles had been Erica's favorite since the day she was born. (3) Even though it wasn't cool to take a stuffed animal to school, Erica wanted him there. (4) Going to college was crazy, even with Mr. Cuddles. (5) She sat Mr. Cuddles on her bed, even though others could see him. (6) Whenever kids came to her room, she'd introduce them. (7) Erica loved Mr. Cuddles, because he was special. (8) However, after going to class one day, Erica returned to find Mr. Cuddles was gone! (9) Erica didn't know what she'd do if she didn't have Mr. Cuddles. (20) Erica was a wreck until she found Mr. Cuddles under the bed.

Grammar Practice & Assess

Lesson 2-5: Independent & Dependent Clauses

Name _____

A. Recognizing Independent and Dependent Clauses

Determine whether each sentence is an independent or dependent clause by writing D (dependent) or I (independent) on the line.

- ____ 1. After we eat.
 - ____ 2. I like eating bacon and eggs.
 - ____ 3. Since I turned eight.
 - ____ 4. No matter what you say.
 - ____ 5. I need a new car.
-

B. Forming Sentences with Independent and Dependent Clauses

Match each dependent clause with the appropriate independent clause.

- | | |
|---|----------------------------------|
| _____ 1. We left for vacation. | a. Five days ago |
| _____ 2. We got in an accident. | b. When it snows |
| _____ 3. I'll get started on the project. | c. Unless you have a better idea |
| _____ 4. The piper left the town. | d. On the way to the store |
| _____ 5. We get to go sledding. | e. Playing a happy song |
-

C. Analyzing Independent and Dependent Clauses

In each sentence, underline the dependent clause and/or circle the subordinate conjunction.

(11) Many years ago, the town of Hamlin was infested by rats. (12) Even though the townspeople tried, they couldn't get rid of them. (13) The rats crawled in the houses and filled the streets until they were full! (14) The people didn't know what to do since nothing worked. (15) No matter what they did, the rats were still there. (16) The rats drove them crazy until a piper came to town. (17) Whether he knew what he was doing or not, the piper had a magical effect on the rats. (18) Whenever he played his pipe, the rats followed him. (19) They followed him until he stopped. (20) They followed him up and down the streets until one day, they followed him right out of town!

Grammar Practice & Assess

Lesson 2-6: Sentences, Fragments & Run-Ons

Name _____

A. Defining Sentences, Fragments, and Run-Ons

Match each statement with the type of sentence it defines.

- | | |
|--|-------------|
| ___ 1. A complete thought | a. fragment |
| ___ 2. Needs proper punctuation | b. run-on |
| ___ 3. Likely missing a subject or predicate | c. sentence |
-

B. Identifying Sentences, Fragments, and Run-Ons

Decide whether each statement is a sentence, fragment, or run-on.

- | a. fragment | b. run-on | c. sentence |
|--|---|-------------|
| ___ 4. In the winter, I like to go sledding. | ___ 7. Valentine's Day is on February 14 I get chocolate. | |
| ___ 5. After eating the cookies. | ___ 8. Even though it was late. | |
| ___ 6. Bake the cookies at 350 for 30 minutes cool on a wire rack. | ___ 9. I don't know. | |
| | ___ 10. Please come visit us. | |
-

C. Labeling Sentences, Fragments, and Run-Ons

For each sentence in the paragraph, write S for sentence, F for fragment, or RO for run-on.

(11) Today, my co-counsel and I are in court. (12) To bring before you a motion to suppress evidence illegally seized during an unlawful and warrantless search. (13) Your honors, our client will prove to you that our client's fourth and fourteenth amendment rights have been violated to help prove our case. (14) We will call two witnesses: Lauren Chambliss and Bret Parkland. (15) Miss Chambliss, a student and passenger in the car on the night of the event in question. (16) will explain that Officer Kline directed the car towards the sobriety checkpoint without legitimate reason. (17) We will also prove that Officer Popovich had no evidence of intoxication to justify the sobriety checkpoint. (18) Miss Chambliss, as well as Mr. Parkland, will testify to the fact that these four teenagers were simply excited that their team had just won perhaps the biggest game of the season they were acting in the typical fashion of students who had just enjoyed their team win a game. (19) There was no cause for suspicion. (20) That night.

- | | |
|-----------|-----------|
| 11. _____ | 16. _____ |
| 12. _____ | 17. _____ |
| 13. _____ | 18. _____ |
| 14. _____ | 19. _____ |
| 15. _____ | 20. _____ |

Grammar Practice & Assess

Lesson 2-6: Sentences, Fragments & Run-Ons

Name _____

A. Defining Sentences, Fragments, and Run-Ons

Match each statement with the type of sentence it defines.

- | | |
|--|-------------|
| ___ 1. Could be a dependent clause | a. sentence |
| ___ 2. Needs punctuation | b. run-on |
| ___ 3. Missing the completion of a thought | c. fragment |
| ___ 4. Is a complete thought | |
| ___ 5. Stands alone | |
-

B. Identifying Sentences, Fragments, and Run-Ons

Decide whether each statement is a sentence, fragment, or run-on.

a. sentence b. run-on c. fragment

- ___ 6. Last Monday morning, it snowed.
- ___ 7. Two weeks ago.
- ___ 8. My sister likes cats and hates dogs.
- ___ 9. Maybe tomorrow we can go to the store do we need hot dogs.
- ___ 10. How often do you?
-

C. Labeling Sentences, Fragments, and Run-Ons

For each sentence in the paragraph, write S for sentence, F for fragment, or RO for run-on.

(11) Once upon a time. (12) There was a man. (13) He lived thousands of years ago we only have a faint idea of what he looked like. (14) In fact, we do not know very much about him at all. (15) What we do know about the man. (16) We have learned from what we have found deep in the ancient soil. (17) Archaeologists have dug up artifacts and have traveled through dark caves. (18) They have come up with drawings, skeletons, and other items that have helped us learn a little more about that man who was that man? (19) He was the great-great-grandfather of the human race. (20) From what we know, he looked nothing like most humans look today.

- | | |
|-----------|-----------|
| 11. _____ | 16. _____ |
| 12. _____ | 17. _____ |
| 13. _____ | 18. _____ |
| 14. _____ | 19. _____ |
| 15. _____ | 20. _____ |

Grammar Practice & Assess

Lesson 3-1: Common & Proper Nouns

Name _____

A. Describing Common and Proper Nouns

Determine whether each definition describes common (C) or proper (P) nouns.

- ____ 1. Normally special names for nouns
- ____ 2. Typically begin with capital letters
- ____ 3. Just regular people, places, and things
- ____ 4. Names for specific things

B. Labeling Common and Proper Nouns

Label each noun as common (C) or proper (P).

- | | |
|--------------------|--------------------|
| _____ 5. doctor | _____ 8. Mr. Oakes |
| _____ 6. highway | _____ 9. honesty |
| _____ 7. Highway 9 | _____ 10. mom |

C. Identifying Common and Proper Nouns in Paragraphs

Circle the noun or nouns in each sentence. On the lines below, write whether each noun is common or proper.

(11) The temple in ancient Greece was decorated with sculptures and paintings (12) from famous artists who donated their time. (13) One of the most famous sculptures was a statue of Jupiter. (14) It was carved from ivory and accented with jewels. (15) The gardens of the Temple were also full of statues. (16) When an athlete won one of the games, (17) a sculptor was commissioned to create a life-size statue. (18) Those statues filled the temple's gardens. (19) Athletics were not the only talents on display during the Olympics. (20) Interestingly, musicians and poets competed as well.

- | | |
|-----------|-----------|
| 11. _____ | 16. _____ |
| 12. _____ | 17. _____ |
| 13. _____ | 18. _____ |
| 14. _____ | 19. _____ |
| 15. _____ | 20. _____ |

Grammar Practice & Assess

Lesson 3-1: Common & Proper Nouns

Name _____

A. Describing Common and Proper Nouns

Determine whether each definition describes common (C) or proper (P) nouns.

- _____ 1. Very specific
 - _____ 2. Regular enough to be in the dictionary
 - _____ 3. Don't usually start with a capital letter
-

B. Labeling Common and Proper Nouns

Label each noun as common (C) or proper (P).

- | | |
|---------------------------|------------------------------|
| _____ 4. Governor Johnson | _____ 8. secretary |
| _____ 5. oven | _____ 9. Burger Queen |
| _____ 6. comforter | _____ 10. The Bill of Rights |
| _____ 7. Antarctica | |
-

C. Identifying Common and Proper Nouns in Paragraphs

Circle the noun or nouns in each sentence. On the lines below, write whether each noun is common or proper.

(11) The Greek god, Hercules, was not only known for his strength. (12) He was also known for his athletic prowess. (13) To encourage people to visit the temple at Olympia, (14) Hercules held many athletic events. (15) These included spear throwing, wrestling, boxing and chariot races. (16) Hercules was the umpire for the games and would award a crown of olive leaves to the winner. (17) During the games, one group of people stood out. (18) They were called the Spartans (19) and they were known for being great athletes. (20) Not surprisingly, they won the majority of the awards during the Olympics.

- | | |
|-----------|-----------|
| 11. _____ | 16. _____ |
| 12. _____ | 17. _____ |
| 13. _____ | 18. _____ |
| 14. _____ | 19. _____ |
| 15. _____ | 20. _____ |

Grammar Practice & Assess

Lesson 3-2: Concrete & Abstract Nouns Name _____

A. Defining Concrete and Abstract Nouns

Determine whether each statement describes a concrete (C) or abstract (A) noun.

- ____ 1. Can see with your eyes ____ 3. Your regular nouns
____ 2. More like concepts and ideas ____ 4. You cannot use your five senses to find them

B. Identifying Concrete and Abstract Nouns

Identify each noun as concrete (C) or abstract (A).

- ____ 5. berry ____ 8. frustration
____ 6. fire ____ 9. dishonesty
____ 7. bravery ____ 10. puppy

C. Analyzing Common and Abstract Nouns

In each sentence, circle the common nouns and underline the abstract nouns. Write your explanations on the lines.

(1) I like to look at the clouds. (2) Clouds bring about calmness. (3) They float by dreamily in the sky. (4) I like to imagine that I see different shapes in the clouds. (5) I see knights and ogres. (6) I also see soldiers fighting for peace (7) and heroes known for their strength. (8) The clouds fuel my imagination! (9) They give me ideas for my stories. (20)

The clouds are silent inspirations.

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Grammar Practice & Assess

Lesson 3-2: Concrete & Abstract Nouns Name _____

A. Defining Concrete and Abstract Nouns

Determine whether each statement describes a concrete (C) or abstract (A) noun.

- ____ 1. You can "touch" it.
- ____ 2. You cannot "touch" it.
- ____ 3. It is regular
- ____ 4. It is a concept

B. Identifying Concrete and Abstract Nouns

Identify each noun as concrete (C) or abstract (A).

- ____ 5. sadness
- ____ 6. honor
- ____ 7. cousin
- ____ 8. hamburger
- ____ 9. ecosystem
- ____ 10. honesty

C. Analyzing Common and Abstract Nouns

In each sentence, circle the common nouns and underline the abstract nouns. Write your explanations on the lines.

(11) The little girl's imagination is incredible. (12) She imagines dragons and fairies. (13) The stories in her mind (14) are full of beauty and adventure. (15) They feast on mushrooms and flowers. (16) They dance jigs and climb mountains. (17) They are known for their energy and creativity. (18) She imagines animals and princesses. (19) They live in forests and castles, (20) but mostly they live in her dreams.

- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____

Grammar Practice & Assess

Lesson 3-3: Plural Nouns

Name _____

A. Recognizing Plural Nouns

Match the plural with the rule.

- | | |
|---------------------|--|
| _____ 1. salads | a. When a word ends with s, ch, sh, x, or z: add - es |
| _____ 2. berries | b. When a word ends with f or fe: change f to v and add -es |
| _____ 3. shelves | c. When a word ends with us: change us to i |
| _____ 4. nucleus | d. When a word ends with a consonant +y: change y to i and add -es |
| _____ 5. identities | e. With most nouns, just add s |
-

B. Identifying Plural Nouns

Choose the correct plural for each noun

- | | | |
|-----------------|--------------------|----------------|
| _____ 6. rich | _____ 8. artillery | _____ 10. pass |
| a. richs | a. artillerys | a. passes |
| b. richi | b. artilleries | b. passus |
| c. richis | c. artilleri | c. passi |
| d. riches | d. artilleris | d. pass' |
| _____ 7. fungus | _____ 9. hero | |
| a. fungi | a. heros | |
| b. fungal | b. heros' | |
| c. fungus' | c. heroes | |
| d. funguss | d. hero | |
-

C. Writing Plural Nouns

Write the plural of the noun in parentheses in each blank.

On Halloween, (11)_____ (witch) and (12)_____ (goblin) fill the (13)_____ (street). They are filling their (14)_____ (bag) with (15)_____ (candy) as they go door-to-door begging for (16)_____ (treat). At the stroke of midnight, the sound of (17)_____ (wolf) usher them back inside where they survey their (18)_____ (treasure) from the (19)_____ (festivity) of the night. Then, they head to their (20)_____ (bed) and say good night.

Grammar Practice & Assess

Lesson 3-3: Plural Nouns

Name _____

A. Recognizing Plural Nouns

Match the plural with the rule.

- | | |
|------------------|--|
| ____ 1. crosses | a. When a word ends with s, ch, sh, x, or z: add - es |
| ____ 2. knives | b. When a word ends with f or fe: change f to v and add -es |
| ____ 3. crunches | c. When a word ends with us: change us to i |
| ____ 4. syllabi | d. When a word ends with a consonant +y: change y to i and add -es |
| ____ 5. cherries | |

B. Identifying Plural Nouns

Choose the correct plural for each noun

- | | | |
|----------------|--------------------|-------------------|
| _____ 6. itch | _____ 8. life | _____ 10. firefly |
| a. itchis | a. lives | a. fireflys |
| b. itches | b. lifes | b. firefly |
| c. itchs | c. lifs | c. fireflies |
| d. itchus | d. livs | d. fireflyes |
| _____ 7. scarf | _____ 9. bookshelf | |
| a. scarves | a. bookshelvs | |
| b. scarfes | b. bookshelves | |
| c. scarviis | c. bookshelfes | |
| d. scarfs | d. bookshelvs | |

C. Writing Plural Nouns

Write the plural of the noun in parentheses in each blank.

"Are you (1) _____ (man) or (12) _____ (mouse)?" asked the chief. "What does that mean?" the (13) _____ (soldier) shouted back. "It means, are you timid little (14) _____, (boy) or are you (15) _____ (warrior)?" the chief shouted back. "We are (16) _____ (fighter)," shouted the soldiers. They were all new (17) _____ (recruit) ready to risk their (18) _____ (life) for their (19) _____ (country), even if that meant losing their (20) _____ (identity) in the process.

Grammar Practice & Assess

Lesson 3-4: Possessive Nouns

Name _____

A. Understanding Possessive Nouns

Write the letter that tells what you need to do to form the possessive form of each noun.

- | | |
|--|----------------------------------|
| _____ 1. Dogs | a. Add an 's |
| _____ 2. Door | b. Add an ' |
| _____ 3. John and Sarah (not together) | c. Add an 's after the last noun |
| _____ 4. Mom and dad (together) | d. Add an 's after each noun |

B. Identifying Possessive Nouns

Choose the correct possessive form of each noun.

- | | | |
|-------------------|-----------------|---|
| _____ 5. trees | _____ 7. Friday | _____ 9. bed |
| a. trees' | a. Friday's | a. beds |
| b. tree's | b. Fridays | b. bed's |
| c. trees | c. Friday' | c. beds' |
| d. trees's | d. Fridays' | d. beds's |
| _____ 6. siblings | _____ 8. hunter | _____ 10. Jackson and Olivia (not together) |
| a. siblings | a. hunters | a. Jackson and Olivia's |
| b. sibling's | b. hunter's | b. Jackson's and Olivia's |
| c. siblings' | c. hunters' | c. Jacksons and Olivia's |
| d. sib'lings | d. hunters's | d. Jacksons and Olivias' |

C. Forming Possessive Nouns

Form the possessives of the nouns in parentheses and write them in the blanks provided.

(11) Tomorrow night, we are going to _____ (Sarah, Jackie, and Alex) houses for a progressive dinner. (12) A progressive dinner is when you go to different _____ (people) houses for different courses. (13) We are going to _____ (Sarah) for appetizers. (14) We are going to _____ (Jackie) house for dinner. (15) We are going to _____ (Alex) house for dessert. (16) The _____ (houses) locations are all close together, (17) so we can walk instead of trying to pile into my _____ (mom and dad) car. (18) We'll walk on our _____ (neighborhood) new sidewalk instead of the street. (19) We'll obey all of the _____ (crosswalks) signs, too. (20) Then, we'll arrive at the first house and enjoy our _____ (friend) part of the meal.

Grammar Practice & Assess

Lesson 3-4: Possessive Nouns

Name _____

A. Understanding Possessive Nouns

Write the letter that tells what you need to do to form the possessive form of each noun.

- | | |
|------------------------------|----------------------------------|
| _____ 1. People | a. Add an 's |
| _____ 2. Cats | b. Add an ' |
| _____ 3. Friend | c. Add an 's after the last noun |
| _____ 4. Grandma and grandpa | d. Add an 's after each noun |

B. Identifying Possessive Nouns

Choose the correct possessive form of each noun.

- | | | |
|-------------------|----------------------|--------------------|
| _____ 5. mothers | _____ 7. chariot | _____ 9. countries |
| a. mothers' | a. chariots | a. country's |
| b. mother's | b. chariots' | b. countries' |
| c. mothers | c. chariot's | c. countrie's |
| d. mothers's | d. chariots's | d. countries's |
| _____ 6. vultures | _____ 8. mom and pop | _____ 10. men |
| a. vultures' | a. mom's and pop's | a. mens |
| b. vulture's | b. mom and pop's | b. mens' |
| c. vulture's | c. moms and pops' | c. men's |
| d. turkeys | d. mom and pops' | d. mens's |

C. Forming Possessive Nouns

Form the possessives of the nouns in parentheses and write them in the blanks provided.

(11) The Ancient _____ (Egyptians) style of writing was called hieroglyphics. (12) In Egyptian, the word "hieroglyphics" means "_____ (god) words." (13) The letters were actually symbols. For example, the letter _____ (A) symbol was a bird (14) and the letter _____ (L) symbol was a lion. (15) Many of _____ (archaeologists) theories about hieroglyphics came from pyramid walls. (16) The Egyptians filled the _____ (pyramids) walls with messages and information about the people buried there. (17) The symbols told stories of _____ (kings) lives (18) and other _____ (royalty) adventures. (19) Today, _____ (people) versions of hieroglyphics don't mean as much as (20) the Ancient _____ (Egyptians) versions.

Grammar Practice & Assess

Lesson 4-1: Action, Linking & Helping Verbs Name _____

A. Understanding Action, Linking, and Helping Verbs

Decide whether each statement describes an action (A), linking (L), or helping (H) verb.

- ____ 1. Expresses an action
- ____ 2. Show a state of being
- ____ 3. Help the main verb express an action

B. Identifying Action, Linking, and Helping Verbs

Decide whether each verb is an action (A), linking (L), or helping (H) verb.

- | | |
|-------------------|----------------|
| ____ 4. jump | ____ 8. draw |
| ____ 5. shall | ____ 9. taste |
| ____ 6. frustrate | ____ 10. being |
| ____ 7. seem | |

C. Labeling Action Linking, and Helping Verbs

Circle the verb in each sentence or phrase and write whether it is an action (A), linking (L), or helping (H) verb on the appropriate line below.

(11) I must go to the store. (12) We are out of bacon, eggs, and bread. (13) We eat bacon, eggs, and bread every morning. (14) Maybe I can go to the store early in the morning. (15) The store opens at 5 a.m. and (16) the rest of my family gets up at 6 a.m. (17) So, I will return before they get up. (18) I feel less stressed, (19) but now I am hungry. (20) I hear the bacon sizzling already!

- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____

- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____

Grammar Practice & Assess

Lesson 4-1: Action, Linking & Helping Verbs Name _____

A. Understanding Action, Linking, and Helping Verbs

Decide whether each statement describes an action (A), linking (L), or helping (H) verb.

- ____ 1. It's an expression of an action
- ____ 2. It works with the main verb to express an action
- ____ 3. It involves a state of being

B. Identifying Action, Linking, and Helping Verbs

Decide whether each verb is an action (A), linking (L), or helping (H) verb.

- | | |
|---------------|---------------|
| ____ 4. look | ____ 8. fight |
| ____ 5. sound | ____ 9. could |
| ____ 6. must | ____ 10. been |
| ____ 7. drive | |

C. Labeling Action Linking, and Helping Verbs

Circle the verb in each sentence or phrase and write whether it is an action (A), linking (L), or helping (H) verb on the appropriate line below.

(11) I am going to pass this class! (12) I study hard every night. (13) Also, I complete all my homework. (14) Usually, I get good grades on all my tests. (15) So why am I worried? (16) This class is hard and (17) it takes a lot of work. (18) I feel overwhelmed. (19) It seems like a sure thing, (20) but I will keep working hard—just in case.

- | | |
|-----------|-----------|
| 11. _____ | 16. _____ |
| 12. _____ | 17. _____ |
| 13. _____ | 18. _____ |
| 14. _____ | 19. _____ |
| 15. _____ | 20. _____ |

Grammar Practice & Assess

Lesson 4-2: Predicate Nominatives & Predicate Adjectives

Name _____

A. Recognizing Predicate Nominatives and Predicate Adjectives

Write the predicate nominative or predicate adjective in each sentence on the lines. Next to each word, write whether it is a predicate nominative (PN) or predicate adjective (PA). Write NE if the word is neither.

- _____ 1. Our town is known as the best place to live in the Midwest.
 - _____ 2. The cat feels just like soft yarn.
 - _____ 3. The rose bush grew quickly.
 - _____ 4. People are interested in planning a fundraiser for the tornado victims.
 - _____ 5. Cheering for my favorite team is fun.
-

B. Identifying Predicate Nominatives and Predicate Adjectives

Correctly sort each sentence to show the subject, linking verb, and noun or adjective. Note whether the final word is a noun or adjective in parentheses.

6. Friends are wonderful people to have in your life.

7. Dogs seem happy when they are around humans.

8. Scarlet does not seem scared of ghosts at night.

9. Rudolph's nose becomes red when he flies.

10. Purple irises smell beautiful in the spring.

Grammar Practice & Assess

Lesson 4-2: Predicate Nominatives & Predicate Adjectives

C. Writing Predicate Nominatives and Predicate Adjectives

Read the paragraph below and underline the predicate nominatives and predicate adjectives. Write them on the corresponding lines below and note whether each word is a predicate nominative or predicate adjective.

(11) Have you ever read the story of Frankenstein? It is a book about a monster. (12) Mary Shelley is the author who wrote the book *Frankenstein*. (13) Frankenstein is a monster created by a scientist. (14) He resembles a zombie. (15) In the story, Frankenstein is a murderer. (16) However, he feels bad about the murder. (17) He felt angry, and (18) he felt lonely. (19) So, he committed the murder. The scientist is not compassionate. (20) He refuses to make a companion for Frankenstein. So Frankenstein commits another murder and runs away, leaving the scientist as the murderer in the eyes of the law.

11. _____

16. _____

12. _____

17. _____

13. _____

18. _____

14. _____

19. _____

15. _____

20. _____

Grammar Practice & Assess

Lesson 4-2: Predicate Nominatives & Predicate Adjectives

Name _____

A. Recognizing Predicate Nominatives and Predicate Adjectives

Write the predicate nominative or predicate adjective in each sentence on the lines. Next to each word, write whether it is a predicate nominative (PN) or predicate adjective (PA). Write NE if the word is neither.

_____ 1. The cake tastes delicious when it is warm.

_____ 2. My fever grew hotter during the night.

_____ 3. Veronica is a graceful dancer, particularly when she dances ballet.

_____ 4. The yellow shirt doesn't fit him properly.

_____ 5. The scientist's discovery represents a breakthrough in elemental science.

B. Identifying Predicate Nominatives and Predicate Adjectives

Correctly sort each sentence to show the subject, linking verb, and noun or adjective. Note whether the final word is a noun or adjective in parentheses.

6. Her father became a rich man when he won the lottery.

7. The woman's face became concerned when her dog ran off.

8. The footsteps grew louder as they came closer.

9. I feel like a generous person around the holidays.

10. My sisters are incredibly difficult people to communicate with.

Grammar Practice & Assess

Lesson 4-2: Predicate Nominatives & Predicate Adjectives

C. Writing Predicate Nominatives and Predicate Adjectives

On the lines below, rewrite each sentence so that the underlined word becomes the predicate nominative or predicate adjective.

(11) Helium is the second element on the periodic table. (12) It is also the second most abundant element in the universe. (13) A French astronomer first discovered Helium on the sun. The year was 1868. (14) The astronomer saw a yellow line by the sun. It seemed odd. (15) The sun is a ball of gas, but the scientist did not recognize the gas in the line. (16) Helium was responsible for that line. (17) That's how helium got its name. Helios is the sun god. (18) Helium is a form of the name Helios. (19) Helium is a noble gas. (20) It is simple, but it does a lot of things. For example, it makes balloons float and helps scuba divers breathe underwater.

- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____

Grammar Practice & Assess

Lesson 4-3: The Perfect Tense Fence (Past, Present, and Future Perfect Tenses)

Name _____

A. Understanding Tenses

Match each tense with its definition.

- | | |
|--------------------------|-------------------------|
| a. present tense | d. past perfect tense |
| b. present perfect tense | e. future tense |
| c. past tense | f. future perfect tense |

- ____ 1. Something that has already happened
- ____ 2. Something that will have ended before a specific time or event in the future
- ____ 3. Something that happened before another past action or state of being
- ____ 4. Something that is happening now
- ____ 5. Something that will happen
- ____ 6. Something that began in the past and may still be going on
-

B. Identifying Tenses

Identify the tense of each of the following sentences.

- | | |
|---|--|
| _____ 7. She writes.
a. Present tense
b. Past tense
c. Future tense
d. Present perfect tense. | _____ 9. She had played yesterday.
a. Present tense
b. Past tense.
c. Future tense.
d. Past perfect tense. |
| _____ 8. She ate yesterday.
a. Present tense
b. Past tense
c. Future tense
d. Past perfect tense. | _____ 10. She will go next week.
a. Present tense
b. Past tense
c. Future tense
d. Future perfect tense |

Grammar Practice & Assess

Lesson 4-3: The Perfect Tense Fence

(Past, Present, and Future Perfect Tenses)

C. Labeling Sentences by Tense

Label each sentence with the correct tense.

(11) My mom works for Mr. Johnson. (12) This March, she will have worked for Mr. Johnson for fifteen years. (13) In the past, my mom has gotten a bonus on her anniversary. (14) She hopes to receive one this year, too. (15) Maybe this year's bonus will be bigger than her last anniversary. (16) I hope so. (17) Mr. Johnson called my mom into his office yesterday. (18) He told her she was a good worker. (19) He has been impressed with her work, so (20) that is a good sign!

11. _____

16. _____

12. _____

17. _____

13. _____

18. _____

14. _____

19. _____

15. _____

20. _____

Grammar Practice & Assess

Lesson 4-3: The Perfect Tense Fence (Past, Present, and Future Perfect Tenses)

Name _____

A. Understanding Tenses

Match each tense with its definition.

a. present tense

b. present perfect tense

c. past tense

d. past perfect tense

e. future tense

f. future perfect tense

____ 1. It is a singular subject, so you add -s

____ 2. It is formed with helping verb had

____ 3. It is formed by adding -ed

____ 4. It is formed with helping verb will or shall

____ 5. It is formed with helping verbs will have or shall have

____ 6. It is formed with helping verb has or have

B. Identifying Tenses

Identify the tense of each of the following sentences.

_____ 7. Margo has walked today.

a. Present tense

b. Past tense

c. Future tense

d. Present perfect tense

_____ 9. Margo had walked yesterday.

a. Present tense

b. Past tense.

c. Future tense.

d. Past perfect tense

_____ 8. Margo walked today.

a. Present tense

b. Past tense

c. Future tense

d. Past perfect tense

_____ 10. Margo will walk tomorrow.

a. Present tense

b. Past tense

c. Future tense

d. Future perfect tense

Grammar Practice & Assess

Lesson 4-3: The Perfect Tense Fence

(Past, Present, and Future Perfect Tenses)

C. Labeling Sentences by Tense

Read the following paragraph and write the tense of each sentence on the appropriate line below.

(11) Today, mom is taking me to the store. (12) She has taken me to the store on this day for five years. (13) We go school shopping on the same day every year. (14) Last year, we went school shopping with my older sister. (15) This year, my older sister wanted to go shopping by herself. (16) We are sad that she doesn't want to come with us, (17) but we will have fun without her. (18) I am excited about our shopping trip. (19) By the end of this shopping trip, my legs will be worn out, (20) but I will be the most fashionable kid at school!

11. _____

16. _____

12. _____

17. _____

13. _____

18. _____

14. _____

19. _____

15. _____

20. _____

Grammar Practice & Assess

Lesson 4-4: Infinitives & Participles (Principal Parts)

Name _____

A. Understanding Infinitives and Participles

Match the part of the verb with its definition.

a. infinitive

c. past

b. present participle

d. past participle

____ 1. Something started in the past but continues

____ 2. Something that was a previous action

____ 3. Something that is continuous

____ 4. Something that is the base form

B. Identifying Principal Parts

Identify the principle part of the verb.

____ 5. I am riding a bike.

a. infinitive

____ 6. I rode a bike.

b. present participle

____ 7. I ride a bike.

c. past

____ 8. I have ridden a bike.

d. past participle

C. Changing Principal Parts

Fill in the blank with each verb based on the principal part listed in parentheses.

(9) We _____ (go-present) to my grandma's house. (10) We _____ (go-past participle) every week for the last three months. (11) In fact, we just _____ (go-past) last week. (12) I _____ (like-infinitive) my grandma. (13) We _____ (visit-present) her so often (14) because she _____ (get-present) lonely. (15) All of her family members _____ (live-present) far away, (16) so we _____ (drive-present) to visit her often. (17) I _____ (wish-present) we could move closer. (18) We _____ (move-past) away last year. (19) My dad _____ (have-past) a new job, so we _____ (lived-past participle) far away since then.

Grammar Practice & Assess

Lesson 4-4: Infinitives & Participles (Principal Parts)

Name _____

A. Understanding Infinitives and Participles

Match the part of the verb with its definition.

a. infinitive

c. past

b. present participle

d. past participle

____ 1. Adds the verb "is"

____ 2. Is the base form of the verb

____ 3. Adds -ed to the end

____ 4. Adds "have" and -ed to the end

B. Identifying Principal Parts

Identify the principle part of the verb.

____ 5. She has rung the bell.

a. infinitive

____ 6. She is ringing the bell.

b. present participle

____ 7. She rang the bell.

c. past

____ 8. She rings the bell.

d. past participle

C. Changing Principal Parts

Fill in the blank with each verb based on the principal part listed in parentheses.

- (9) I'm so glad we _____ (come-past) to dinner. (10) Now, let's _____ (pay-infinitive) the bill. (11) Who _____ (pay-present) the bill tonight? (12) I _____ (pay-past) the bill last time. (13) Sarah _____ (pay-past participle) the bill in the past. (14) Jessica, I guess it is your turn to _____ (pay-infinitive) the bill. (15) We _____ (order-past) four pizza and _____ (drink-past) three pitchers of soda. (16) That is more soda than we _____ (drink-past participle) in the past. (17) I guess we _____ (drink-present) more soda each week. (18) We _____ (eat-present) less pizza though, so it all evens out. (19) We _____ (meet-present) here at the same time next week. (20) We _____ (meet-past participle) here at the same time every week for two months.

Grammar Practice & Assess

Lesson 4-5: Direct & Indirect Objects

Name _____

A. Describing Direct and Indirect Objects

Decide whether each description describes a direct (DO) or indirect (IO) object.

- _____ 1. The receiver of the action
 - _____ 2. Someone or something affected by the action
 - _____ 3. Answers the question whom? or for whom?
 - _____ 4. Answers the question who? or what?
-

B. Identifying Direct and Indirect Objects

Identify each underlined word as the direct object (DO), indirect object (IO), or neither (N).

- _____ 5. My dad is a funny guy.
 - _____ 6. I do not like my sister's boyfriend.
 - _____ 7. He gave the kids a bath.
 - _____ 8. I took the package to the post office.
 - _____ 9. We sent a present to my grandma.
 - _____ 10. That is my brother's dog.
-

C. Labeling Direct and Indirect Objects

Label the direct and indirect objects in each sentence by writing DO or IO over each one.
Note: Not every sentence will have an indirect object.

- (11) Our principal presented us with a surprise. (12) He was giving our teachers a break.
- (13) He was sending the teachers to the spa! (14) We would get to have a party. (15) We went to the gym. (16) A DJ took requests from the students. (17) Waiters served the students snacks. (18) There were fun games. (19) There were no teachers. (20) We sent our thanks to the principal.

Grammar Practice & Assess

Lesson 4-5: Direct & Indirect Objects

Name _____

A. Describing Direct and Indirect Objects

Decide whether each description describes a direct (DO) or indirect (IO) object.

- _____ 1. A person receiving the action
 - _____ 2. A person affected by the action
 - _____ 3. A person that represents whom?
 - _____ 4. A person that represents who?
-

B. Identifying Direct and Indirect Objects

Identify each underlined word as the direct object (DO), indirect object (IO), or neither (N).

- _____ 5. I bought my sister a pony.
 - _____ 6. Jason gave him ten dollars.
 - _____ 7. Won't you tell us your secret?
 - _____ 8. Please give this message to your mother.
 - _____ 9. No, I won't take you to the fair.
 - _____ 10. The circus is her favorite place.
-

C. Labeling Direct and Indirect Objects

Label the direct and indirect objects in each sentence by writing DO or IO over each one.
Note: Not every sentence will have an indirect object.

- (11) The waiter brought us the bill. (12) My father forgot his wallet. (13) My mother passed him her wallet. (14) He took out the credit card. (15) He gave the bill and card to the waiter. (16) We left the restaurant. (17) My dad handed me the keys. (18) I drove the car to our house. (19) On the way, I got a speeding ticket. (20) The cop handed the ticket to my dad.

Grammar Practice & Assess

Lesson 5-1: Prepositions

Name _____

A. Understanding Prepositions

Match each preposition with its role.

- | | |
|---------------------|----------|
| _____ 1. during | a. when |
| _____ 2. after | b. where |
| _____ 3. above | c. how |
| _____ 4. because of | d. why |
| _____ 5. with | |
-

B. Identifying Prepositions

Identify the preposition in each sentence and write it on the blank provided.

- _____ 6. The puppy is in the box.
- _____ 7. We will meet you at school.
- _____ 8. I found my earring among the clover.
- _____ 9. My sister hasn't been home since December.
- _____ 10. I can do the dishes without my mom's help.
-

C. Analyzing Prepositions

Circle the preposition in each sentence and write whether it tells where, why, when, or how on the appropriate line provided.

- (11) Here is a little caterpillar on the leaf! (12) He is stuffing his stomach with lots of food. (13) He grows bigger and bigger until he makes a cocoon. (14) His cocoon hangs from the branch. (15) Sometimes, it sways in the breeze. (16) The caterpillar is transforming into a butterfly. (17) All of the transformation takes place inside the cocoon. (18) When he breaks out of the cocoon, he will be a beautiful butterfly. (19) I can't wait for him to emerge from the cocoon (20) and fly through the air!

- | | |
|-----------|-----------|
| 11. _____ | 16. _____ |
| 12. _____ | 17. _____ |
| 13. _____ | 18. _____ |
| 14. _____ | 19. _____ |
| 15. _____ | 20. _____ |

Grammar Practice & Assess

Lesson 5-1: Prepositions

Name _____

A. Understanding Prepositions

Match each preposition with its role.

- | | |
|-------------------|----------|
| ___ 1. past | a. when |
| ___ 2. because of | b. where |
| ___ 3. below | c. how |
| ___ 4. with | d. why |
| ___ 5. after | |

B. Identifying Prepositions

Identify the preposition in each sentence and write it on the blank provided.

- _____ 6. I'm from Ohio.
- _____ 7. I'd like a bag of apples.
- _____ 8. My cat likes to walk along the fence.
- _____ 9. Have a seat on the couch.
- _____ 10. I'll meet you inside the restaurant.

C. Analyzing Prepositions

Circle the preposition in each sentence and write whether it tells where, why, when, or how on the appropriate line provided.

(11) Have you ever flown in a plane? (12) Tomorrow, I am going to fly across the country. (13) I have never been inside an airport before, (14) and this will be my first time on an airplane. (15) The plane will climb up (16) and fly through the air. (17) I will be sure to study the safety manual before takeoff! (18) That way, I will know what to expect while we are in the air. (19) I wonder if I will be allowed to walk about the plane. (20) Maybe I will even get to go in the cockpit.

- | | |
|-----------|-----------|
| 11. _____ | 16. _____ |
| 12. _____ | 17. _____ |
| 13. _____ | 18. _____ |
| 14. _____ | 19. _____ |
| 15. _____ | 20. _____ |

Grammar Practice & Assess

Lesson 5-2: Prepositional Phrases

Name _____

A. Understanding Prepositional Phrases

Decide whether each description describes the preposition (P), prepositional phrase (PP) or the object of the preposition (O).

- _____ 1. Starts with a preposition
 - _____ 2. Is a noun
 - _____ 3. A single word that usually starts the phrase
-

B. Identifying Prepositional Phrases

Underline the prepositional phrase in each sentence.

- 4. We bought cookies at the bakery.
 - 5. I'm sure I'll find my keys somewhere around the house.
 - 6. No, the grocery store is past the bank.
 - 7. You'll find our hideout if you go through the woods.
 - 8. We're headed over the river to grandmother's house.
 - 9. I haven't been there since 1993.
 - 10. We're going sledding down the hill.
-

C. Analyzing Prepositional Phrases

Underline the prepositional phrase in each sentence and write the object of the preposition on the appropriate line below.

(11) My favorite place is found deep in the woods. (12) To get there, you must walk along the river. (13) You go about a mile. (14) Then, you walk across the river. (15) You turn right by the old oak tree. (16) After that, you crawl under the bushes. (17) My favorite place is inside the last bush. (18) It is quiet under that bush. (19) No one can hear me in that place. (20) I can sit and be alone with my thoughts.

- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____

- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____

Grammar Practice & Assess

Lesson 5-2: Prepositional Phrases

Name _____

A. Understanding Prepositional Phrases

Decide whether each description describes the preposition (P), prepositional phrase (PP) or the object of the preposition (O).

- ____ 1. Tells when, where, why, and how
 - ____ 2. Has a preposition and a noun
 - ____ 3. Is a noun
-

B. Identifying Prepositional Phrases

Underline the prepositional phrase in each sentence.

- 4. The bus drove across town.
 - 5. Please put the milk in the fridge.
 - 6. I heard my favorite song on the radio.
 - 7. He was in good spirits despite the accident.
 - 8. The canoe was stuck between two rocks.
 - 9. The clock made different sounds throughout the hour.
 - 10. We stayed up till midnight.
-

C. Analyzing Prepositional Phrases

Underline the prepositional phrase in each sentence and write the object of the preposition on the appropriate line below.

- (11) Every year, we travel to my grandpa's beach house in North Carolina. (12) We usually go during the summer, (13) but some years we also go in the spring. (14) I love to go down to North Carolina. (15) The sunrise is beautiful on the beach. (16) My feet feel warm in the sand. (17) The fish in the water tickle my toes. (18) I like to watch the boats on the water (19) and walk across the dunes. (20) I can't wait until we go to my grandpa's beach house this year!

- | | |
|-----------|-----------|
| 11. _____ | 16. _____ |
| 12. _____ | 17. _____ |
| 13. _____ | 18. _____ |
| 14. _____ | 19. _____ |
| 15. _____ | 20. _____ |

Grammar Practice & Assess

Lesson 5-3: Adverb & Adjective Phrases

Name _____

A. Describing Adverb and Adjective Phrases

Determine whether each description describes an adverb (ADV) or adjective (ADJ) phrase.

- _____ 1. Describes what kind
- _____ 2. Describes how often
- _____ 3. Describes how many
- _____ 4. Describes when
- _____ 5. Describes to what extent

B. Identifying Adverb and Adjective Phrases

Underline the adverb or adjective phrase in each sentence.

- 6. I have a bag of candy.
- 7. We met everybody at the airport.
- 8. My sister does her chores without care.
- 9. Alicia ran with great speed.
- 10. The apples fell on the ground.

C. Analyzing Adverb and Adjective Phrases

For each sentence, underline the adverb or adjective phrase and write the part of speech being modified on the line.

- (1) My grandmother is a woman with a big heart. (2) She also is a woman of great wisdom. (3) I don't ever visit her without learning something new. (4) She graduated from Harvard University, (5) but she says her knowledge came from life experience. (6) Whenever I need advice, I go to my grandma's house. (7) She lets me come over late at night. (8) She's also available early in the morning. (9) She tries to help me fix my problems. (20) She is always happy to see me.

11. _____

16. _____

12. _____

17. _____

13. _____

18. _____

14. _____

19. _____

15. _____

20. _____

Grammar Practice & Assess

Lesson 5-3: Adverb & Adjective Phrases

Name _____

A. Describing Adverb and Adjective Phrases

Determine whether each description describes an adverb (ADV) or adjective (ADJ) phrase.

- _____ 1. Modifies a noun
- _____ 2. Modifies an adverb
- _____ 3. Modifies a pronoun
- _____ 4. Modifies a verb
- _____ 5. Modifies an adjective

B. Identifying Adverb and Adjective Phrases

Underline the adverb or adjective phrase in each sentence.

- 6. This is a jar of pickles.
- 7. She met someone on the train.
- 8. He liked to run late at night.
- 9. She eats every morning.
- 10. Joel is angry with his father.

C. Analyzing Adverb and Adjective Phrases

For each sentence, underline the adverb or adjective phrase and write the part of speech being modified on the line.

(1) This is a box of old coins. (2) It was given to me by my father. (3) It was given to him by his father. (4) I keep the box on the shelf. (5) The shelf sits above my bed. (6) I like to take it out in the morning (7) and look at all the coins in the box. (8) There are coins from everywhere around the world. (9) My dad said my grandpa collected most of them during the war. (20) My dad used to look at them late at night, too.

- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____

- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____

Grammar Practice & Assess

Lesson 6-1: Six Types of Pronouns

Name _____

A. Describing Pronoun Types

Match each type of pronoun with the description that best describes it.

- | | |
|--|---------------------------|
| ___ 1. Helps direct the action of the verb | a. Personal pronouns |
| ___ 2. Is used to show ownership | b. Possessive pronouns |
| ___ 3. Is not specific | c. Indefinite pronouns |
| ___ 4. Helps ask a question | d. Demonstrative pronouns |
| ___ 5. Points out something specific | e. Reflexive pronouns |
| ___ 6. Your typical pronouns | f. Interrogative pronouns |
-

B. Identifying Pronouns

Circle the pronoun(s) in each sentence.

7. Vivian doesn't like anyone.
 8. This is going to be a good day.
 9. She bought herself a new pair of shoes.
 10. He got those for somebody else.
-

C. Identifying Types of Pronouns

Circle each pronoun. Write the type of pronoun it represents on the appropriate line.

(11) Have you figured out (12) who was responsible for vandalizing the cars? (13) I would've tried to (14) figure it out (15) myself, but (16) you have more resources. (17) I hope (18) you can figure (19) this out before (20) something else is damaged!

- | | |
|-----------|-----------|
| 11. _____ | 16. _____ |
| 12. _____ | 17. _____ |
| 13. _____ | 18. _____ |
| 14. _____ | 19. _____ |
| 15. _____ | 20. _____ |

Grammar Practice & Assess

Lesson 6-1: Six Types of Pronouns

Name _____

A. Describing Pronoun Types

Match each type of pronoun with the description that best describes it.

- | | |
|---|------------|
| ___ 1. Directs the action of the verb back to the subject | a. Whom |
| ___ 2. Does not refer to any specific person, place, thing, or amount | b. Her |
| ___ 3. Shows ownership | c. Some |
| ___ 4. Replaces the subject or object | d. These |
| ___ 5. Used to ask questions | e. Herself |
| ___ 6. Points out a specific person, place, thing, or idea | f. Him |
-

B. Identifying Pronouns

Circle the pronoun in each sentence.

7. To whom do I owe the honor?
 8. That shoe belongs to me.
 9. I will get it myself.
 10. What are you talking about?
-

C. Identifying Types of Pronouns

Circle each pronoun. Write the type of pronoun it represents on the appropriate line.

(11) This is going to be a great day. (12) I woke up on the right side of the bed. (13) I made (14) myself a delicious breakfast. Then, (15) my mom drove me to school and (16) we got there early! (17) My crush was waiting for (18) me at the door. (19) He was holding a bouquet with (20) several flowers.

- | | |
|-----------|-----------|
| 11. _____ | 16. _____ |
| 12. _____ | 17. _____ |
| 13. _____ | 18. _____ |
| 14. _____ | 19. _____ |
| 15. _____ | 20. _____ |

Grammar Practice & Assess

Lesson 6-2: Identifying Pronoun Types

Name _____

A. Matching Pronouns

Match each pronoun with the correct sentence.

- | | |
|--|-----------|
| ___ 1. I'm old enough to stay home by _____. | a. myself |
| ___ 2. _____ aren't for you. | b. which |
| ___ 3. We're headed to _____ house for the holidays. | c. those |
| ___ 4. _____ wants to help me. | d. nobody |
| ___ 5. Can you tell me _____ train to take? | e. theirs |

B. Identifying Pronouns

Identify the pronoun in each sentence and select its type.

- | | |
|--|---|
| _____ 6. We gave ourselves plenty of time to get to the airport.
a. personal pronoun
b. demonstrative pronoun
c. indefinite pronoun
d. reflexive pronoun | _____ 9. What toys do you have on your list?
a. personal pronoun
b. demonstrative pronoun
c. interrogative pronoun
d. reflexive pronoun |
| _____ 7. Could you ask somebody to help me?
a. personal pronoun
b. demonstrative pronoun
c. indefinite pronoun
d. reflexive pronoun | _____ 10. I am very tired.
a. personal pronoun
b. demonstrative pronoun
c. interrogative pronoun
d. reflexive pronoun |
| _____ 8. He is an incredibly nice person.
a. personal pronoun
b. demonstrative pronoun
c. interrogative pronoun
d. reflexive pronoun | |

Grammar Practice & Assess

Lesson 6-2: Identifying Pronoun Types

C. Using Pronouns

Fill in the proper pronoun in each blank.

(11) My mom wants to know _____ (interrogative pronoun) is on (12) _____
(possessive pronoun) birthday list. (13) _____ (personal pronoun - objective) told
(14) _____ (personal pronoun - objective) that I hadn't made (15) _____
(personal pronoun - subjective) yet. (16) I don't think I want _____ (indefinite
pronoun) for my birthday. (17) Instead, I would like to get _____ (indefinite pronoun)
for (18) _____ (indefinite pronoun) else. (19) I wonder _____ (interrogative
pronoun) I could get (20) _____ (indefinite pronoun) for.

Grammar Practice & Assess

Lesson 6-2: Identifying Pronoun Types

Name _____

A. Matching Pronouns

Match each pronoun with the correct sentence.

- | | |
|--|------------|
| ___ 1. There are _____ photo albums in the attic. | a. himself |
| ___ 2. _____ house did you say you were going to? | b. whose |
| ___ 3. I believe this mess is _____. | c. these |
| ___ 4. Peter decided he wanted to keep the presents for _____. | d. several |
| ___ 5. I'll take _____. | e. yours |
-

B. Identifying Pronouns

Identify the pronoun in each sentence and select its type.

- | | |
|--|--|
| _____ 6. Those are your responsibility.
a. personal pronoun
b. demonstrative pronoun
c. indefinite pronoun
d. reflexive pronoun | _____ 9. Who does that belong to?
a. personal pronoun
b. demonstrative pronoun
c. interrogative pronoun
d. reflexive pronoun |
| _____ 7. That book belongs to him.
a. personal pronoun
b. demonstrative pronoun
c. possessive pronoun
d. reflexive pronoun | _____ 10. How old is he?
a. personal pronoun
b. demonstrative pronoun
c. interrogative pronoun
d. reflexive pronoun |
| _____ 8. Why don't you ask him yourself?
a. personal pronoun
b. demonstrative pronoun
c. possessive pronoun
d. reflexive pronoun | |

Grammar Practice & Assess

Lesson 6-2: Identifying Pronoun Types

C. Using Pronouns

Fill in the proper pronoun in each blank.

(11) Amy is _____ (possessive pronoun) best friend. (12) _____ (personal pronoun - subjective) have been best friends for five years. (13) I first met _____ (personal pronoun - objective) when (14) _____ (personal pronoun - subjective) moved in next door. (15) _____ (personal pronoun - subjective) do (16) _____ (indefinite pronoun) together. (17) Usually, Amy and _____ (personal pronoun - subjective) find (18) _____ (reflexive pronoun) laughing hysterically when we're together. (19) _____ (indefinite pronoun) else seems to find (20) _____ (possessive pronoun) jokes funny, but we do.

Grammar Practice & Assess

Lesson 7-1: Kinds of Adjectives

Name _____

A. Understanding Adjectives

Match each description with the kind of adjective it describes.

- | | |
|---|-----------------------------|
| ___ 1. Typically very short words | a. describers |
| ___ 2. Typically capitalized | b. demonstrative adjectives |
| ___ 3. Typically -used adjectives | c. proper adjectives |
| ___ 4. Typically note a particular one or group | d. articles |
-

B. Identifying Adjectives

Match each adjective with the kind of adjective it represents.

- | | |
|------------------|-----------------------------|
| ___ 5. that | a. describers |
| ___ 6. an | b. demonstrative adjectives |
| ___ 7. ferocious | c. proper adjectives |
| ___ 8. Christian | d. articles |
| ___ 9. horrible | |
| ___ 10. these | |
-

C. Labeling Adjectives

Label each adjective as a describer, demonstrative adjective, proper adjective, or article.

(11) This year for my elective, I am taking (12) an (13) African dance class. I think African dance is (14) exciting. I also like other types of dance, particularly (15) Irish dance and (16) Russian ballet. (17) Those (18) Russian ballet dancers are very (19) disciplined, while African dancers are more (20) carefree.

- | | |
|-----------|-----------|
| 11. _____ | 16. _____ |
| 12. _____ | 17. _____ |
| 13. _____ | 18. _____ |
| 14. _____ | 19. _____ |
| 15. _____ | 20. _____ |

Grammar Practice & Assess

Lesson 7-1: Kinds of Adjectives

Name _____

A. Understanding Adjectives

Match each description with the kind of adjective it describes.

- | | |
|---|-----------------------------|
| ___ 1. Name something specific | a. describers |
| ___ 2. Represent the majority of adjectives | b. demonstrative adjectives |
| ___ 3. Are usually very basic and short words | c. proper adjectives |
| ___ 4. Usually start with capital letters | d. articles |
-

B. Identifying Adjectives

Match each adjective with the kind of adjective it represents.

- | | |
|------------------|-----------------------------|
| ___ 5. Japanese | a. describers |
| ___ 6. a | b. demonstrative adjectives |
| ___ 7. that | c. proper adjectives |
| ___ 8. foreign | d. articles |
| ___ 9. former | |
| ___ 10. adorable | |
-

C. Labeling Adjectives

Label each underlined adjective as a describer, proper adjective, demonstrative adjective, or article.

Have you ever heard of McRay Investments? (11) That company has experienced (12) incredible growth this year. It started out as (13) a (14) small company with its (15) former CEO, Jim Johnson. With its (16) new CEO, it has done amazing things. The (17) latter CEO has instituted a lot of new policies. (18) Those have helped cut down on costs and get rid of (19) lazy workers. (20) Now, McRay Investments is an awesome company to work for.

- | | |
|-----------|-----------|
| 11. _____ | 16. _____ |
| 12. _____ | 17. _____ |
| 13. _____ | 18. _____ |
| 14. _____ | 19. _____ |
| 15. _____ | 20. _____ |

Grammar Practice & Assess

Lesson 7-2: Degrees of Comparison

Name _____

A. Describing Degrees of Comparison

Match each word description with the way to form the comparative and superlative form.

- | | |
|------------------------|---|
| _____ 1. Most adorable | a. one-syllable words add -er or -est |
| _____ 2. Brighter | b. two-syllable words add -er or -est or more or most |
| _____ 3. Crazier | c. three or more syllable words add more or most |
-

B. Identifying Degrees of Comparison

Identify whether the given word is written using the positive (P), comparative (C) or superlative (S) form.

- | | |
|-----------------------------|--------------------------|
| _____ 4. longer | _____ 8. more reasonable |
| _____ 5. most insignificant | _____ 9. furthest |
| _____ 6. more disgusting | _____ 10. most youthful |
| _____ 7. politest | |
-

C. Using Degrees of Comparison

Follow the descriptions in parentheses to fill in the correct degree of comparison for each blank.

- (11) Today has been the _____ (bad - superlative) day of my life. (12) It started off when my alarm clock went off _____ (late - comparative) than it was supposed to.
- (13) Then my shower was _____ (cold - comparative) than it was supposed to be.
- (14) My mom also served the _____ (nasty - superlative) oatmeal for breakfast. (15) Then I went to the bus stop and found out that my bus had come _____ (early - comparative) than it usually does, (16) so I had to walk to school even though it was like the _____ (cold - superlative) day of the year. (17) When I got to school, my _____ (good - superlative) friend (18) decided she'd found a _____ (good - comparative) group of friends to hang out with. (19) I had to eat lunch all by myself and it was the _____ (lonely - superlative) part of my day. (20) I don't think tomorrow can be _____ (bad - comparative) than today.

Grammar Practice & Assess

Lesson 7-2: Degrees of Comparison

Name _____

A. Describing Degrees of Comparison

Match each word description with the way to form the comparative and superlative form.

- | | |
|----------------------------------|-------------|
| _____ 1. Crazy (comparative) | a. Add more |
| _____ 2. Agreeable (superlative) | b. Add -er |
| _____ 3. Tired (comparative) | c. Add most |
-

B. Identifying Degrees of Comparison

Identify whether the given word is written using the positive (P), comparative (C) or superlative (S) form.

- | | |
|-----------------------|--------------------------|
| _____ 4. Most unusual | _____ 8. More functional |
| _____ 5. Uglier | _____ 9. Easiest |
| _____ 6. Laziest | _____ 10. Tallest |
| _____ 7. Pricey | |
-

C. Using Degrees of Comparison

Follow the descriptions in parentheses to fill in the correct degree of comparison for each blank.

(11) This year I have been asked to sing a solo for our school's first choir concert. I am going to be the _____ (good - superlative) soloist the school has ever had. (12) When I sing my solo, it will be _____ (clear - comparative) than anything I have sung before (13) and my voice will be the _____ (loud - superlative) on stage. (14) The microphone I'm wearing will make me sound even _____ (loud - comparative). (15) My choir instructor said my voice was the _____ (beautiful - superlative) voice she had ever heard. (16) She said it was even _____ (beautiful - comparative) than the voice of a professional singer. (17) I think that was the _____ (nice - superlative) compliment anyone has ever given me! (18) She is also the _____ (good - superlative) music teacher I have ever had, even _____ (good - comparative) than last year's music teacher. (20) I can't for this concert because it is going to be the _____ (awesome - superlative) performance I have ever given.

Grammar Practice & Assess

Lesson 8-1: Adverbs

Name _____

A. Describing Adverbs

Match the adverb with the question it answers.

- | | |
|--------------------|--------------------|
| ____ 1. frequently | a. How? |
| ____ 2. backwards | b. When? |
| ____ 3. gracefully | c. Where? |
| ____ 4. later | d. How long? |
| ____ 5. greatly | e. To what extent? |
-

B. Identifying Adverbs

Underline the adverb(s) in each sentence.

- Chompers, my dog, always greets me enthusiastically.
 - She balanced her books precariously on the edge of her desk.
 - He seldom goes to the store unless he is really hungry.
 - I am utterly disappointed by your very rude behavior.
 - He was taking the kids upstairs.
-

C. Labeling Adverbs

Underline the adverb in each sentence. Write the purpose of the adverb on the appropriate line below.

(1) We never do anything fun as a family. (2) My parents work late. (3) When they get home, they are usually tired. (4) If I ask them to go anywhere, they say they are too tired. (5) On the weekend, we always have errands to run. (6) Just once, I would like to forget the errands. (7) It would be really fun to go see a movie or go on a hike. (8) It can even be someplace nearby. (9) Doing things as a family is very important, (20) but my parents totally don't understand.

- _____
- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____
- _____

Grammar Practice & Assess

Lesson 8-1: Adverbs

Name _____

A. Describing Adverbs

Match the adverb with the question it answers.

- | | |
|-----------------|--------------------|
| _____ 1. easily | a. How? |
| _____ 2. there | b. When? |
| _____ 3. today | c. Where? |
| _____ 4. seldom | d. How long? |
| _____ 5. too | e. To what extent? |
-

B. Identifying Adverbs

Underline the adverb(s) in each sentence.

6. She is walking here, there, and everywhere.
 7. Amal clearly doesn't want to be here.
 8. He turned in near the gas station.
 9. The Board of Directors holds its meeting annually.
 10. Yesterday, she proudly sang the Star-Spangled Banner.
-

C. Labeling Adverbs

Underline the adverb in each sentence. Write the purpose of the adverb on the appropriate line below.

(11) The cheerleaders loudly cheered on the football team (12) as they quickly ran out of the locker room. (13) They did the same thing every week. (14) Sometimes, they carried a banner (15) for the football players to excitedly break through. (16) Often, fans came on to the field to cheer with them. (17) Football games are really fun for the cheerleaders. (18) They don't get too tired, (19) even though they're cheering energetically during the game. (20) Many of them would do it daily if they could.

- | | |
|-----------|-----------|
| 11. _____ | 16. _____ |
| 12. _____ | 17. _____ |
| 13. _____ | 18. _____ |
| 14. _____ | 19. _____ |
| 15. _____ | 20. _____ |

Grammar Practice & Assess

Lesson 8-2: More Adverb Phrases

Name _____

A. Describing Adverb Phrases

Decide whether each description of an adverb phrase is true (T) or false (F).

- _____ 1. An adverb phrase relates to manner
 - _____ 2. An adverb phrase asks a question
 - _____ 3. An adverb phrase only modifies a noun
 - _____ 4. An adverb phrase relates to time
 - _____ 5. An adverb phrase can show frequency
-

B. Recognizing Adverb Phrases

Decide whether each sentence contains an adverb phrase. Write yes (Y) or no (N) on the line.

- _____ 6. He made a hole with the drill.
 - _____ 7. You must do your homework before dinnertime.
 - _____ 8. Jonathan gets a new magazine in the mail every month.
 - _____ 9. Before you watch TV, you need to finish your chores.
 - _____ 10. I really like your sweater.
-

C. Identifying Adverb Phrases

Underline the adverb phrase in each sentence.

(11) Every single month, Amanda wants to go to the store. (12) She wants to go to the store to buy new clothes. (13) She also likes to buy clothes for her sisters (14) and she buys them with her own money. (15) Erica works ten hours every week. (16) She saves the money from her paychecks. (17) She always gets paid on Friday. (18) At the end of the month, she looks at her bank statement to see how much she earned. (19) She knows that's the money she can use to go shopping. (20) She usually has a lot of money to buy clothes.

Grammar Practice & Assess

Lesson 8-2: More Adverb Phrases

Name _____

A. Describing Adverb Phrases

Decide whether each description of an adverb phrase is true (T) or false (F).

- _____ 1. An adverb phrase can explain how long
 - _____ 2. An adverb phrase can explain to what extent
 - _____ 3. An adverb phrase can explain how funny
 - _____ 4. An adverb phrase can explain how often
 - _____ 5. An adverb phrase can explain where
-

B. Recognizing Adverb Phrases

Decide whether each sentence contains an adverb phrase. Write yes (Y) or no (N) on the line.

- _____ 6. He liked his hair short in the front and long in the back.
 - _____ 7. The snow has been falling for four hours.
 - _____ 8. He asked for more information.
 - _____ 9. The dog waited.
 - _____ 10. Our flight got in late at night.
-

C. Identifying Adverb Phrases

Underline the adverb phrase in each sentence.

(11) The new van was purchased by my father. (12) He wanted something big enough for the whole family. (13) A minivan had lots of seats in the back. (14) The van was bright red like an apple (15) and had headlights as bright as the sun. (16) When my dad brought it home, he parked it by the front door. (17) We all peeked out the window. (18) It was as exciting as Christmas! (19) We hadn't had a new car in a long time. (20) Dad told us we could all go for a ride.

Grammar Practice & Assess

Lesson 8-3 - Double Negatives

Name _____

A. Recognizing Double Negatives

Decide whether each word is a negative word and write yes (Y) or no (N) on the line.

_____ 1. Nothing

_____ 4. Nobody

_____ 2. Anything

_____ 5. Rarely

_____ 3. Some

B. Identifying Double Negatives

Circle the negative word(s) in each sentence.

6. Didn't nobody tell you about the party?

7. She said that nothing had never looked as good as that chocolate cake.

8. I'm not getting nothing for Christmas.

9. I haven't been nothing but bad.

10. Who doesn't never make it to school on time?

C. Correcting Double Negatives

Underline the negative words and correct the double negative in each sentence.

(11) "I don't never get to do anything fun," my sister said. (12) "Well, it won't do you no good to complain," my mom told her. "Kids who complain are guaranteed to not never do anything fun. (13) "I can't hardly stand living here anymore," my sister retorted. (14) "Well, you don't have nowhere else to live," my mom replied. (15) "I don't need nowhere else to live," my sister said. (16) "And I don't need nothing else of yours either." (17) My sister packed her bag and decided to run away from home. She said she wasn't never going to come back. (18) My mom didn't say nothing when she walked out the door. (19) She knew my sister wouldn't never last on her own. (20) Sure enough, ten minutes later my sister walked back in the door and said, "I'd never last nowhere without you."

Grammar Practice & Assess

Lesson 8-3 - Double Negatives

Name _____

A. Recognizing Double Negatives

Decide whether each word is a negative word and write yes (Y) or no (N) on the line.

_____ 1. Ever

_____ 4. Nobody

_____ 2. Never

_____ 5. Isn't

_____ 3. Anybody

B. Identifying Double Negatives

Circle the negative word(s) in each sentence.

6. Why hasn't nobody done the dishes?

7. Who isn't going nowhere for the holidays?

8. I hardly have no money to buy presents for my friends.

9. I don't want nothing for my birthday.

10. They don't have nowhere to store their furniture.

C. Correcting Double Negatives

Underline the negative words and correct the double negative in each sentence.

(11) The desert gets hardly no rain every year. (12) The plants don't really need no water to survive either. (13) If you haven't never been to the desert, (14) you might not have no idea what I'm talking. (15) You won't really find nobody living in the middle of the desert. (16) With those conditions, no humans could never survive there for very long. (17) Some people like to try to hike across the desert, but I think they must not have no sense. (18) If they make it to the other side, they'll have hardly no energy because of all the heat. (19) They also might not never want to see the sun again. (20) I won't never try to hike across the desert.

Grammar Practice & Assess

Lesson 9-1: Coordinating Conjunctions

Name _____

A. Recognizing Coordinating Conjunctions

Write the coordinating conjunction in each sentence on the line. If the sentence does not contain a coordinating conjunction, write "none."

_____ 1. I won't be in school tomorrow, for I am going on vacation with my family.

_____ 2. Don't you wish it would snow so we could build a snowman?

_____ 3. I like chocolate, but I don't like vanilla.

B. Identifying Coordinating Conjunctions

Match the coordinating conjunction with the sentence it best completes.

a. for

c. nor

e. or

g. so

b. and

d. but

f. yet

_____ 4. You ate all of the chocolate chips, _____ I made peanut butter cookies.

_____ 5. I don't enjoy going to the pool, _____ I do enjoy hiking in the woods.

_____ 6. Getting together with family _____ celebrating birthdays is so much fun.

_____ 7. He had to work late _____ he still made it to the party on time.

_____ 8. She won't go to the movies, _____ will she watch TV.

_____ 9. Have you decided to go to the party _____ are you going to stay home?

_____ 10. He was sure to get scholarships _____ he was a great football player.

C. Using Coordinating Conjunctions

Fill in each blank in the paragraph with the appropriate coordinating conjunction.

(1) Christopher Columbus _____ other explorers weren't the first people to come to the United States, (2) _____ were the pilgrims. (3) When Columbus reached the Americas, he thought he was in India, _____ he called the people he saw Indians, (4) _____ they were really Native Americans. (5) In general, the Native Americans were fairly peaceful people _____ they had to share the land and resources with one another. (6) Even when the first settlers came to America, the Indians were peaceful people, _____ the settlers still attacked them (7) _____ the Native Americans started to attack back. (8) This led to a lot of bloodshed _____ strife between the Native Americans (9) _____ the settlers. (10) The Native Americans did not have the same powerful weapons as the settlers, _____ they could not put up as big of a fight, which led to many Native Americans dying.

Grammar Practice & Assess

Lesson 9-1: Coordinating Conjunctions

Name _____

A. Recognizing Coordinating Conjunctions

Write the coordinating conjunction in each sentence on the line. If the sentence does not contain a coordinating conjunction, write "none."

_____ 1. I love to eat chocolate chips, but I don't like white chocolate chips.

_____ 2. The kittens were running all over the place, so the mother cat pulled them onto the blanket.

_____ 3. Don't you just love fall with the cool morning and the leaves changing color on the trees?

B. Identifying Coordinating Conjunctions

Match the coordinating conjunction with the correct sentence.

a. for

c. nor

e. or

g. so

b. and

d. but

f. yet

_____ 4. I hadn't been to Disneyland in years, _____ it felt I had just been there yesterday.

_____ 5. The family couldn't decide whether to take a trip during the summer _____ have a staycation at home.

_____ 6. He failed his test, _____ his teacher made him stay after school for a tutoring session.

_____ 7. George was sure he would get the job, _____ his best friend worked at the company.

_____ 8. She didn't vacuum the living room, _____ did she load the dishwasher.

_____ 9. I am preparing for a tornado by stocking food in the basement _____ creating an emergency plan.

_____ 10. They were prepared for a zombie invasion, _____ they weren't sure one would ever come.

Grammar Practice & Assess

Lesson 9-1: Coordinating Conjunctions

Name _____

C. Using Coordinating Conjunctions

Fill in each blank in the paragraph with the appropriate coordinating conjunction.

Gravity has always existed, (11) _____ for many years scientists didn't know what it was. The ancient Greeks thought the planets (12) _____ stars just followed a natural path, (13) _____ in the 1500s, scientists discovered that earth and planets revolved around the sun. However, they didn't know what caused that to happen, (14) _____ they needed the help of a scientist named Sir Isaac Newton. Newton saw a falling apple (15) _____ thought a force must be acting upon the apple because apples don't move by themselves (16) _____ do they just start moving from a state of rest. He decided the force was called gravity (17) _____ stated that gravitational forces existed all over. Later, Albert Einstein also studied gravity, (18) _____ he did not agree with all of Newton's ideas. Einstein says gravity comes when space (19) _____ time are warped. (20) Today, scientists are still trying to figure out whether Newton (20) _____ Einstein was correct.

Grammar Practice & Assess

Lesson 9-2: Correlative Conjunctions

Name _____

A. Recognizing Correlative Conjunctions

Circle the correlative conjunctions in the following list.

my / and

these / those

not only / but also

either / or

these / and

if ever / for always

neither / nor

both / and

whether / or

B. Identifying Correlative Conjunctions

Use the following words to put together five pairs of correlating conjunctions.

Note: Some words may be used more than once.

Either

Whether

Neither

Both

Not

Or

Nor

And

But

6. _____ / _____

9. _____ / _____

7. _____ / _____

10. _____ / _____

8. _____ / _____

C. Using Correlative Conjunctions

Fill in the blanks in the paragraph with the missing correlative conjunctions. If no correlative conjunction is needed, write NONE in the blank.

(11) Not only is Valentine's Day my least favorite holiday, _____ it is the saddest holiday. (12) Whether you have a boyfriend _____ don't have anyone to celebrate with, the holiday sucks. (13) If you have a boyfriend, _____ he'll forget to get you something or he'll get you something you don't like. (14) And if you don't have a boyfriend he'll _____ forget to get you something nor get you something you don't like. (15) _____ scenarios are no fun and make Valentine's Day my least favorite holiday. (16) Wait! What's this in my locker? A valentine? _____ have I never gotten a valentine before, but also this one is really cute. (17) I wonder _____ it's from—Joey or Christopher. (18) Whether it's from Joey _____ Christopher, I'll be really excited. (19) Oh, it's from Lenny. Lenny is not who I hoped it was from _____ I guess it's better than nothing. (20) I'm still _____ a fan of Valentine's Day, but I'm happy I got a valentine this year.

Grammar Practice & Assess

Lesson 9-2: Correlative Conjunctions

Name _____

A. Recognizing Correlative Conjunctions

Determine whether each example is a correlative conjunction. If it is, write yes (Y) on the line. If it isn't, write no (N).

____ 1. each / for

____ 4. not only / but also

____ 2. mine / my

____ 5. neither / nor

____ 3. both / and

B. Identifying Correlative Conjunctions

Fill in the missing part of each correlative conjunction. No correlative conjunction repeats.

6. Whether / _____

9. Either / _____

7. _____ / nor

10. _____ / but

8. _____ / and

C. Using Correlative Conjunctions

Fill in the blanks in the paragraph with the missing correlative conjunctions. If no correlative conjunction is needed, write NONE in the blank.

(1) Not only does Erica wear stylish clothes _____ she gets great deals on them.

(2) _____ she buys them at Clothes 4 Less or she goes to local thrift stores. (3)

Whether you like _____ hate to shop at thrift stores, you have to admit you can

get some good deals there. (4) _____ the outlet mall nor the clearance racks at

department stores have as good of deals as thrift stores. (5) _____ can you get

good deals, but also you can find a lot of unique pieces. (6) For example, Erica's favorite

shirt is a vintage rock band t-shirt that she bought not at a rock concert _____ at

a thrift store. (7) Either someone got tired of the band _____ dropped the shirt

off by accident. (8) _____ the thrift store got the shirt on purpose or by

accident, it still turned out to be an awesome deal for Erica. (9) To get the best deals,

however, Erica has to go shopping every week. She _____ goes shopping on Monday

or Tuesday. (10) They put out new inventory on _____ Monday and Tuesday.

Grammar Practice & Assess

Lesson 9-3: Interjections

Name _____

A. Understanding Interjections

Decide whether each statement used to describe interjections is true (T) or false (F).

- _____ 1. Interjections are to show weak emotions.
 - _____ 2. Interjections may exclaim, protest, or demand.
 - _____ 3. Interjections never use an exclamation point.
 - _____ 4. Interjections are frequently used in formal writing.
 - _____ 5. Interjections are sometimes set apart by commas.
-

B. Identifying Interjections

Choose the appropriate interjection to fit each sentence.

6. _____! Please tell me this isn't happening!

- a. Yuck
- b. Aww
- c. Hurray
- d. No

7. _____! I will marry you!

- a. Yummy
- b. Yes
- c. Ouch
- d. Yuck

8. _____! You're a great chef.

- a. Yummy
- b. Oh no
- c. Yuck
- d. Ouch

9. _____! I'm so glad you got the new job.

- a. Hurray
- b. A-ha
- c. Oh no
- d. No

10. _____! I can't believe this is happening again.

- a. Oh no
- b. No
- c. Grr
- d. Yes

Grammar Practice & Assess

Lesson 9-3: Interjections

C. Identifying Interjections in Writing

Underline the interjection in each sentence, and then write whether the emotion exclaims, protests, or demands on the appropriate line below.

(11) Goodness! The baby just let out a large burp. (12) Oh no! I forgot the burp cloth. It got on my shirt. (13) Man! This is my favorite shirt too. (14) Argh! I officially hate babysitting. (15) Aw! Now the baby is cooing. (16) "Hey, you're kind of cute little guy, even if you just spit up on my favorite shirt. (17) Your parents pay me good money to babysit, too." Oh yeah! (18) I can't wait to get paid for this job. Sweet! (19) I'm going to have enough money to buy that shirt I've always wanted. Yes! (20) Man, I have been wanting that shirt forever.

11. _____

16. _____

12. _____

17. _____

13. _____

18. _____

14. _____

19. _____

15. _____

20. _____

Grammar Practice & Assess

Lesson 9-3: Interjections

Name _____

A. Understanding Interjections

Decide whether each statement used to describe interjections is true (T) or false (F).

- _____ 1. Interjections exclaim something.
 - _____ 2. Interjections protest something.
 - _____ 3. Interjections sometimes show no emotion.
 - _____ 4. Interjections demand something.
 - _____ 5. Interjections always end with an exclamation point.
-

B. Identifying Interjections

Underline the interjection in each sentence.

6. Ew! Don't go in the bathroom!

7. Whew, I'm so glad it's over.

8. You're taking us to the amusement park?

Yippee!

9. There are two spiders over there. Eek!

10. No way!

C. Identifying Interjections in Writing

Identify each interjection and write whether it expresses a positive or negative emotion.

(11) "I don't want to be your best friend anymore," Lisa said. "Ouch, that hurts," I said, (12) "Look, I'm sorry. Argh! I wish I hadn't been so stupid." (13) "Duh! Sure you're sorry now," Lisa retorted. (14) "Yes! I was sorry when it happened too, I just wasn't thinking," I said. (15) "Well, you never seem to do much thinking," she said. (16) "Ouch, that stings," I replied. (17) "Great! You deserve it," she said. (18) "Hey, I know I made a mistake, but you don't have to be so mean," I replied. (19) "Ooh, I'm being mean?" Lisa said. (20) "Oops! I just wasn't thinking."

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

Grammar Practice & Assess

Lesson 0.5 Answer Keys

Level C, Grades 7-8

Lesson 0.5 Practice	
1	g
2	c
3	h
4	e
5	d
6	a
7	f
8	b
9	Johannah - noun, really - adverb, likes - verb, apples - noun, and - conjunction, cherries - noun
10	December - noun, is - verb, my - pronoun, favorite - adjective, month - noun
11	pronoun
12	adjective
13	verb
14	noun
15	interjection
16	adjective
17	preposition
18	pronoun
19	noun
20	conjunction

Lesson 0.5 Assessment	
1	T
2	T
3	F
4	T
5	T
6	Stacy - noun, beautiful - adjective, needs - verb, clothes - noun
7	She - pronoun, is - verb, hungry - adjective, so - conjunction, she - pronoun, will eat - verb
8	noun
9	pronoun
10	interjection
11	adverb
12	preposition
13	adjective
14	verb
15	pronoun
16	conjunction
17	adjective
18	adverb
19	verb
20	adjective

Grammar Practice & Assess

Lesson I-I Answer Keys

Level C, Grades 7-8

Lesson I-I Practice	
For #1-5, students should only use "c" if no other rule applies.	
1	a
2	c
3	d, f
4	e, a
5	b, a
6	N
7	N
8	N
9	Y
10	Y
11	France
12	Mrs. Lovelace
13	International Tours for Americans
14	Paris, France
15	Longchamp Palace
16	Cannes
17	NE
18	I
19	French
20	French for Tourists

Lesson I-I Assessment	
For #1-5, students should only use "c" if no other rule applies.	
1	a, f
2	f, d
3	b
4	d, a
5	a, f
6	Y
7	N
8	Y
9	N
10	Y
11	years
12	I
13	May
14	Uncle, Aunt
15	Jersey
16	Mary's Hospital
17	Sun
18	Harriet Stormer
19	uncle
20	Mrs.

Grammar Practice & Assess

Lesson 1-2 Answer Keys

Level C, Grades 7-8

Lesson 1-2 Practice	
1	e, f
2	h, d
3	g
4	a, h
5	a, h, d
6	Y
7	N
8	N
9	Y
10	Y
11	, you & up,
12	mean,
13	,nodded his head,
14	Well,
15	NC
16	July 12,
17	Well,
18	then,
19	,but
20	something,

Lesson 1-2 Assessment	
1	d, a
2	g
3	g, a
4	e, f
5	a, g
6	Y
7	N
8	Y
9	Y
10	N
11	says,
12	, but
13	summer, & Fargo,
14	Oklahoma, & New York,
15	going,
16	NC
17	Alaska, Territories,
18	adventure,
19	NC
20	, but

Grammar Practice & Assess

Lesson 1-3 Answer Keys

Level C, Grades 7-8

Lesson 1-3 Practice	
1	p
2	C
3	C
4	p
5	C
6	IC
7	C
8	IC
9	C
10	IC
11	NA
12	isn't
13	It's
14	NA
15	Canadians'
16	NA
17	pilgrims'
18	aren't
19	NA
20	turkeys'

Lesson 1-3 Assessment	
1	C
2	p
3	C
4	C
5	p
6	C
7	IC
8	C
9	IC
10	IC
11	Shakespeare's
12	Laertes's
13	Odysseus's
14	son's
15	Polonius's
16	doesn't
17	NA
18	sister's
19	NA
20	that's

Grammar Practice & Assess

Lesson 1-4 Answer Keys

Lesson 1-4 Practice	
1	a
2	d
3	e
4	f
5	Y
6	Y
7	N
8	Y
9	Y
10	"Dogs and their bones"
11	None
12	"Dogs are very possessive"
13	None
14	"Why do you bury your bones?"
15	"Arf!"
16	"What does that mean?"
17	"It means that I bury my bones because they taste better that way!"
18	None
19	"Ms. Keeler, my dog says he buries his bones because they taste better that way, not to keep them away from other dogs."
20	None

Level C, Grades 7-8

Lesson 1-4 Assessment	
1	a
2	e
3	d
4	b
5	c
6	Y
7	N
8	N
9	Y
10	Y (Bonus: 6-a, 7-d, 8-e, 9-e, 10-b)
11	"Tomorrow, we are going to have a big test,"
12	"so you'd better study hard tonight."
13	"Why do we have to take another test?"
14	"Yeah," Lisa piped up, "why can't we write a paper or something?"
15	None
16	"Tonight," said Mrs. Carter, "instead of studying for your test, I want you to write a poem about your favorite song."
17	"Row, Row, Row Your Boat"
18	"The Farmer in the Dell."
19	"What are you going to write about, Lisa?"
20	None

Grammar Practice & Assess

Lesson 1-5 Answer Keys

Level C, Grades 7-8

Lesson 1-5 Practice	
1	a
2	f
3	c
4	e, d
5	d
6	Y
7	N
8	Y
9	Y
10	N
11	three
12	five
13	eight
14	Eight
15	25
16	50
17	35
18	two
19	ten
20	1,000

Lesson 1-5 Assessment	
1	d
2	c
3	a
4	f
5	e
6	Y
7	N
8	N
9	Y
10	Y
11	Six
12	2
13	4
14	10
15	18
16	38
17	40
18	six
19	2013
20	seven

Grammar Practice & Assess

Lesson I-6 Answer Keys

Level C, Grades 7-8

Lesson I-6 Practice	
1	a
2	e
3	a
4	d
5	b
6	c
7	d
8	b
9	d
10	c
11	kids
12	superheroes
13	children
14	fans
15	letters
16	heroes
17	wishes
18	men
19	costumes
20	lives

Lesson I-6 Assessment	
1	a
2	e
3	a
4	d
5	b
6	c
7	d
8	c
9	c
10	d
11	daddies
12	mommies
13	babies
14	windows
15	bodies
16	hearts
17	cries
18	parents
19	bottles
20	noises

Grammar Practice & Assess

Lesson I-7 Answer Keys

Level C, Grades 7-8

Lesson I-7 Practice	
1	c
2	d
3	a
4	b
5	e
6	N
7	Y
8	N
9	Y
10	N
11	conscious
12	farther
13	breath
14	since
15	too
16	two
17	than
18	effect
19	too
20	conscious

Lesson I-7 Assessment	
1	a
2	c
3	d
4	b
5	e
6	N
7	Y
8	Y
9	N
10	Y
11	altar
12	there
13	aloud
14	aisle
15	isle
16	there
17	sight
18	breathe
19	loose
20	isle

Grammar Practice & Assess

Lesson 2-1 Answer Keys

Level C, Grades 7-8

Lesson 2-1 Practice	
1	a
2	d
3	c
4	b
5	d
6	b
7	a
8	c
9	b
10	! exclamatory
11	. imperative
12	! exclamatory
13	. declarative
14	. declarative
15	? interrogative
16	? interrogative
17	! exclamatory
18	. declarative
19	! exclamatory
20	. declarative

Lesson 2-1 Assessment	
1	c
2	a
3	b
4	d
5	d
6	b
7	c
8	a
9	c
10	b or c
11	! exclamatory
12	! exclamatory
13	. declarative
14	? interrogative
15	. imperative
16	. declarative
17	! exclamatory
18	. declarative
19	! exclamatory
20	. declarative

Grammar Practice & Assess

Lesson 2-2 Answer Keys

Level C, Grades 7-8

Lesson 2-2 Practice	
1	a
2	d
3	b
4	c
5	a
6	b
7	a
8	b
9	a
10	d
11	moved to the United States from Mexico
12	was
13	He
14	Most of the kids
15	was
16	Jacob
17	The mean Jacob
18	would make fun of the way that Carlos talked
19	bothered Carlos so much
20	Carlos

Lesson 2-2 Assessment	
1	b
2	a
3	d
4	c
5	a
6	b
7	b
8	a
9	b
10	c
11	food
12	became
13	they
14	would bury it in the ground
15	would dig up their bones
16	This game
17	dogs' instincts
18	They
19	was just like their ancestors did
20	Some dogs

Grammar Practice & Assess

Lesson 2-3 Answer Keys

Level C, Grades 7-8

Lesson 2-3 Practice	
1	S
2	p
3	N
4	S
5	p
6	d
7	b
8	e
9	a
10	c
11	S + p
12	S + S + p
13	S + S + p + p
14	S + p + p
15	S + S + S + p + p
16	S + p + p + p
17	S + p + p
18	S + S + p + p
19	S + p
20	S + p

Lesson 2-3 Assessment	
1	S
2	p
3	N
4	S
5	p
6	d
7	b
8	a
9	c
10	e
11	S + S + p
12	S + p + p
13	S + S + S + p
14	S + p + p
15	S + p + p
16	S + S + p + p
17	S + S + p + p + p
18	S + p + p
19	S + S + p
20	S + p

Grammar Practice & Assess

Lesson 2-4 Answer Keys

Level C, Grades 7-8

Lesson 2-4 Practice	
1	S
2	C
3	S
4	C
5	C
6	, so
7	and
8	, but
9	and
10	;
11	and
12	and
13	;
14	and
15	and
16	because
17	None
18	but
19	and
20	so

Lesson 2-4 Assessment	
1	C
2	S
3	S
4	C
5	S
6	, so
7	, but
8	, but
9	and
10	and
11	and
12	and
13	, but
14	, so
15	and
16	and
17	and
18	;
19	and
20	and

Grammar Practice & Assess

Lesson 2-5 Answer Keys

Level C, Grades 7-8

Lesson 2-5 Practice	
1	D
2	D
3	D
4	I
5	I
6	e
7	a
8	d
9	c
10	b
11	When Erica went off to college
12	since the day she was born
13	even though it wasn't cool to take a stuffed animal to school
14	even with Mr. Cuddles
15	even though others could see him.
16	whenever kids came to her room
17	because he was special
18	after going to class one day
19	if she didn't have Mr. Cuddles
20	until she found Mr. Cuddles under the bed

Lesson 2-5 Assessment	
1	D
2	I
3	D
4	D
5	I
6	a
7	d
8	c
9	e
10	b
11	many years ago
12	even though the townspeople tried
13	until they were full
14	since nothing worked
15	no matter what they did
16	until a piper came to town
17	whether he knew what he was doing or not
18	whenever he played his pipe.
19	until he stopped
20	until one day they followed him right out of town

Grammar Practice & Assess

Lesson 2-6 Answer Keys

Level C, Grades 7-8

Lesson 2-6 Practice	
1	c
2	b
3	a
4	c
5	a
6	b
7	b
8	a
9	c
10	c
11	S
12	F
13	S
14	S
15	F
16	F
17	S
18	RO
19	S
20	F

Lesson 2-6 Assessment	
1	c
2	b
3	c
4	a
5	a
6	a
7	c
8	a
9	b
10	c
11	F
12	S
13	RO
14	S
15	F
16	S
17	S
18	RO
19	S
20	S

Grammar Practice & Assess

Lesson 3-1 Answer Keys

Level C, Grades 7-8

Lesson 3-1 Practice	
1	p
2	p
3	C
4	p
5	C
6	C
7	p
8	p
9	C
10	C
11	Temple - P, Ancient Greece - P
12	artists - C, time - C
13	sculptures - C, statue - C, Jupiter - p
14	ivory, jewels - C
15	gardens - C, Temple - P, statues - C
16	athlete, games - C
17	sculptor, statue - C
18	statues, gardens - C, Temple - P
19	Athletics, talents - C, Olympics - P
20	musicians, poets - C

Lesson 3-1 Assessment	
1	p
2	C
3	C
4	p
5	C
6	C
7	p
8	C
9	p
10	p
11	god - C, Hercules - P, strength - C
12	prowess - C
13	temple - C, Olympia - p
14	Hercules - P, events - C
15	spear throwing, wrestling, boxing, races - C
16	Hercules - P, umpire, games, crown, olive leaves, winner - C
17	games, group - C
18	Spartans - P
19	athletes - C
20	Olympics - P, awards - C

Grammar Practice & Assess

Lesson 3-2 Answer Keys

Level C, Grades 7-8

Lesson 3-2 Practice	
1	C
2	A
3	C
4	A
5	C
6	C
7	A
8	A
9	A
10	C
11	clouds - C
12	clouds - C, calmness - A
13	sky - C
14	shapes, clouds - C
15	knights, ogres - C
16	soldiers - C, peace - A
17	heroes - C, strength - A
18	clouds - C, imagination - A
19	ideas - A, stories - C
20	clouds - C, inspirations - A

Lesson 3-2 Assessment	
1	C
2	A
3	C
4	A
5	A
6	A
7	C
8	C
9	C
10	A
11	girl - C, imagination - A
12	dragons, fairies - C
13	stories, mind - C
14	beauty, adventure - A
15	mushrooms, flowers - C
16	jigs, mountains - C
17	energy, creativity - A
18	animals, princesses - C
19	forests, castles - C
20	dreams - A

Grammar Practice & Assess

Lesson 3-3 Answer Keys

Level C, Grades 7-8

Lesson 3-3 Practice	
1	e
2	d
3	b
4	c
5	b
6	d
7	a
8	b
9	c
10	a
11	witches
12	goblins
13	streets
14	bags
15	candies
16	treats
17	wolves
18	treasures
19	festivities
20	beds

Lesson 3-3 Assessment	
1	a
2	b
3	a
4	c
5	d
6	b
7	a
8	a
9	b
10	c
11	men
12	mice
13	soldiers
14	boys
15	warriors
16	fighters
17	recruits
18	lives
19	countries
20	identities

Grammar Practice & Assess

Lesson 3-4 Answer Keys

Level C, Grades 7-8

Lesson 3-4 Practice	
1	b
2	a
3	d
4	c
5	a
6	c
7	a
8	b
9	b
10	b
11	Sarah's , Jackie's, and Alex's
12	people's
13	Sarah's
14	Jackie's
15	Alex's
16	houses'
17	mom and dad's
18	neighborhood's
19	crosswalks'
20	friend's

Lesson 3-4 Assessment	
1	a
2	b
3	a
4	c
5	a
6	b
7	c
8	b
9	b
10	c
11	Egyptians'
12	god's
13	A's
14	L's
15	archaeologists'
16	pyramids'
17	kings'
18	royalty's
19	people's
20	Egyptians'

Grammar Practice & Assess

Lesson 4-1 Answer Keys

Level C, Grades 7-8

Lesson 4-1 Practice	
1	A
2	L
3	H
4	A
5	H
6	A
7	L
8	A
9	A
10	H
11	must - H
12	are - L
13	eat - A
14	can - H
15	opens - A
16	gets up - A
17	will - H
18	feel - L
19	am - L
20	hear - A

Lesson 4-1 Assessment	
1	A
2	H
3	L
4	A
5	L
6	H
7	A
8	A
9	H
10	L or H
11	H - am
12	A - study
13	A - complete
14	A - get
15	am - L
16	is - L
17	takes - A
18	feel - L
19	seems - L
20	will - H

Grammar Practice & Assess

Lesson 4-2 Answer Keys

Level C, Grades 7-8

Lesson 4-2 Practice	
1	PN
2	PN
3	NE
4	PA
5	PA
6	Friends// are // wonderful people (noun)
7	Dogs // seem // happy (adjective)
8	Scarlet // does not seem // scared (adjective)
9	Rudolph's nose // becomes // red (adjective)
10	Purple irises // smell // beautiful (adjective)
11	book, predicate nominative
12	author, predicate nominative
13	monster, predicate nominative
14	zombie, predicate nominative
15	murderer, predicate nominative
16	bad, predicate adjective
17	angry, predicate adjective
18	lonely, predicate adjective
19	compassionate, predicate adjective
20	murderer, predicate nominative

Lesson 4-2 Assessment	
1	PA
2	PA
3	PN
4	NE
5	PN
6	Her father // became // a rich man (noun)
7	The woman's face // became // concerned (adjective)
8	The footsteps // grew // louder (adjective)
9	I // feel like // a generous person (noun)
10	My sisters // are // incredibly difficult people (noun)
11	element, predicate nominative
12	element, predicate nominative
13	1868, predicate nominative
14	odd, predicate adjective
15	ball, predicate nominative
16	responsible, predicate adjective
17	sun god, predicate nominative
18	form, predicate nominative
19	gas, predicate nominative
20	simple, predicate adjective

Grammar Practice & Assess

Lesson 4-3 Answer Keys

Level C, Grades 7-8

Lesson 4-3 Practice	
1	c
2	f
3	d
4	a
5	e
6	b
7	a
8	b
9	d
10	c
11	present
12	future perfect
13	present perfect
14	present
15	future
16	present
17	past
18	past
19	past perfect
20	present

Lesson 4-3 Assessment	
1	a
2	d
3	c
4	e
5	f
6	b
7	d
8	b
9	d
10	c
11	present
12	present perfect
13	present
14	past
15	past
16	present
17	future
18	present
19	future perfect
20	future

Grammar Practice & Assess

Lesson 4-4 Answer Keys

Level C, Grades 7-8

Lesson 4-4 Practice	
1	d
2	c
3	b
4	a
5	b
6	c
7	a
8	d
9	go
10	have gone
11	went
12	like
13	visit
14	gets
15	live
16	drive
17	wish
18	moved
19	got
20	have lived

Lesson 4-4 Assessment	
1	b
2	a
3	c
4	d
5	d
6	b
7	c
8	a
9	came
10	pay
11	is paying
12	paid
13	has paid
14	pay
15	ordered, drank
16	have drunk
17	are drinking
18	are eating
19	are meeting
20	have met

Grammar Practice & Assess

Lesson 4-5 Answer Keys

Level C, Grades 7-8

Lesson 4-5 Practice	
1c	DO
2	IO
3	IO
4	DO
5	N
6	DO
7	IO
8	DO
9	IO
10	IO
11	DO - surprise, IO - us
12	DO - break, IO - teachers
13	DO - teachers, IO - spa
14	DO - party
15	DO - gym
16	DO - requests, IO - students
17	DO - students, IO - snacks
18	DO - games
19	DO - teachers
20	DO - thanks, IO - principal

Lesson 4-5 Assessment	
1c	DO
2	IO
3	IO
4	DO
5	IO
6	IO
7	DO
8	IO
9	IO
10	N
11	DO - bill, IO - us
12	DO - wallet
13	DO - wallet, IO - him
14	DO - credit card
15	DO - bill and card, IO - waiter
16	DO - restaurant
17	DO - keys, IO - me
18	DO - car, IO - house
19	DO - ticket
20	DO - ticket, IO - dad

Grammar Practice & Assess

Lesson 5-1 Answer Keys

Level C, Grades 7-8

Lesson 5-1 Practice	
1	a
2	a
3	b
4	d
5	c
6	in
7	at
8	among
9	since
10	without
11	on - where
12	with - how
13	until - when
14	from - where
15	in - where/how
16	into - how
17	inside - where
18	when - when
19	from-where/how
20	through - where

Lesson 5-1 Assessment	
1	a
2	d
3	b
4	c
5	a
6	from
7	of
8	along
9	on
10	inside
11	in - where
12	across - where/how
13	inside - where
14	on - where
15	up - where/how
16	through - where/how
17	before - when
18	while - when
19	about - where/how
20	in - where

Grammar Practice & Assess

Lesson 5-2 Answer Keys

Level C, Grades 7-8

Lesson 5-2 Practice	
1	pp
2	o
3	p
4	at the bakery
5	around the house
6	past the bank
7	through the woods
8	over the river
9	since 1993
10	down the hill
11	deep in the woods, woods
12	along the river, river
13	about a mile, mile
14	across the river, river
15	by the old oak tree, tree
16	under the bushes, bushes
17	inside the last bush, bush
18	under the bush, bush
19	in that place, place
20	with my thoughts, thoughts

Lesson 5-2 Assessment	
1	p
2	pp
3	o
4	across town
5	in the fridge
6	on the radio
7	despite the accident
8	between two rocks
9	throughout the hour
10	till midnight
11	in North Carolina, North Carolina
12	during the summer, summer
13	in the spring, spring
14	down to North Carolina, North Carolina
15	on the beach, beach
16	in the sand, sand
17	in the water, water
18	on the water, water
19	across the dunes, dunes
20	to my grandpa's beach house, house

Grammar Practice & Assess

Lesson 5-3 Answer Keys

Level C, Grades 7-8

Lesson 5-3 Practice	
1	ADJ
2	ADV
3	ADJ
4	ADV
5	ADV
6	of candy
7	at the airport
8	without care
9	with great speed
10	on the ground
11	with a big heart - noun
12	of great wisdom - noun
13	without learning something new - verb
14	from Harvard University - verb
15	from life experience - verb
16	to my grandma's house - verb
17	late at night - verb
18	early in the morning - verb
19	to help me - verb
20	to see me - verb

Lesson 5-3 Assessment	
1	ADJ
2	ADV
3	ADJ
4	ADV
5	ADV
6	of pickles
7	on the train
8	late at night
9	every morning
10	with his father
11	of old coins - noun
12	by my father - verb
13	by his father - verb
14	on the shelf - noun
15	above my bed - verb
16	in the morning - verb
17	in the box - noun
18	from everywhere around the world - noun
19	during the war - verb
20	late at night - verb

Grammar Practice & Assess

Lesson 6-1 Answer Keys

Level C, Grades 7-8

Lesson 6-1 Practice	
1	e
2	b
3	c
4	f
5	d
6	a
7	anyone
8	This
9	She, herself
10	He, those, somebody
11	you - personal
12	who - interrogative
13	I - personal
14	it - personal
15	myself - reflexive
16	you - personal
17	I - personal
18	you - personal
19	this - demonstrative
20	something - indefinite

Lesson 6-1 Assessment	
1	e
2	c
3	b
4	f
5	a
6	d
7	whom, I
8	that, me
9	I, it, myself
10	What, you
11	This - demonstrative
12	I - personal
13	I - personal
14	myself - reflexive
15	my - possessive, me - personal
16	we - personal
17	my - possessive
18	me - personal
19	He - personal
20	several - indefinite

Grammar Practice & Assess

Lesson 6-2 Answer Keys

Level C, Grades 7-8

Lesson 6-2 Practice	
1	a
2	c
3	e
4	d
5	b
6	d
7	c
8	a
9	c
10	a
11	what
12	my
13	I
14	her
15	it
16	anything
17	something
18	something
19	who
20	something

Lesson 6-2 Assessment	
1	d
2	b
3	e
4	a
5	c
6	b
7	c
8	d
9	c
10	a
11	my
12	we
13	her
14	she
15	We
16	everything
17	I
18	ourselves
19	No one
20	our

Grammar Practice & Assess

Lesson 7-1 Answer Keys

Level C, Grades 7-8

Lesson 7-1 Practice	
1	d
2	c
3	a
4	b
5	b
6	d
7	a
8	c
9	a
10	b
11	demonstrative
12	article
13	proper
14	describer
15	proper
16	proper
17	demonstrative
18	proper
19	describer
20	describer

Lesson 7-1 Assessment	
1	b
2	a
3	d
4	c
5	c
6	d
7	b
8	a
9	a
10	a
11	demonstrative
12	describer
13	article
14	describer
15	demonstrative
16	describer
17	demonstrative
18	demonstrative
19	describer
20	article

Grammar Practice & Assess

Lesson 7-2 Answer Keys

Level C, Grades 7-8

Lesson 7-2 Practice	
1	c
2	a
3	b
4	C
5	S
6	C
7	S
8	C
9	S
10	S
11	worst
12	later
13	colder
14	nastiest
15	earlier
16	coldest
17	best
18	better
19	loneliest
20	worse

Lesson 7-2 Assessment	
1	b
2	c
3	a
4	S
5	C
6	S
7	p
8	C
9	S
10	S
11	best
12	clearer
13	loudest
14	louder
15	most beautiful
16	more beautiful
17	nicest
18	best
19	better
20	most awesome

Grammar Practice & Assess

Lesson 8-1 Answer Keys

Level C, Grades 7-8

Lesson 8-1 Practice	
1	b
2	a
3	a
4	b
5	e
6	enthusiastically
7	precariously
8	seldom, really
9	utterly, very
10	upstairs
11	never - time
12	late - time
13	usually - degree
14	too - degree
15	always - degree
16	Once - time
17	really - degree
18	nearby - place
19	very - degree
20	totally - degree

Lesson 8-1 Assessment	
1	
2	c
3	b
4	e/b
5	e
6	here, there, everywhere
7	clearly, here
8	near
9	annually
10	yesterday, proudly
11	loudly - manner
12	quickly - manner
13	every - time
14	sometimes - degree
15	excitedly - manner
16	often - degree
17	really - degree
18	too - degree
19	energetically - manner
20	daily - time/degree

Grammar Practice & Assess

Lesson 8-2 Answer Keys

Level C, Grades 7-8

Lesson 8-2 Practice	
1	T
2	F
3	F
4	T
5	T
6	Y
7	Y
8	Y
9	Y
10	N
11	every single month
12	to buy new clothes
13	to buy clothes for her sisters
14	with her own money
15	every week
16	from her paychecks
17	on Friday
18	at the end of the month/to see how much she earned
19	to go shopping
20	to buy clothes

Lesson 8-2 Assessment	
1	T
2	T
3	F
4	T
5	T
6	Y
7	Y
8	Y
9	N
10	Y
11	by my father
12	for the whole family
13	in the back
14	like an apple
15	as bright as the sun
16	by the front door
17	out the window
18	as exciting as Christmas
19	in a long time
20	for a ride

Grammar Practice & Assess

Lesson 8-3 Answer Keys

Level C, Grades 7-8

Lesson 8-3 Practice	
1	Y
2	N
3	N
4	Y
5	Y
6	didn't , nobody
7	nothing , never
8	not , nothing
9	haven't, nothing
10	doesn't never
11	don't never - ever
12	won't, no - any, not, never - ever
13	can't hardly - can
14	don't, nowhere - anywhere
15	don't, nowhere - anywhere
16	don't, nothing - anything
17	wasn't, never - ever
18	didn't, nothing - anything
19	wouldn't, never - ever
20	never, nowhere - anywhere

Lesson 8-3 Assessment	
1	N
2	Y
3	N
4	Y
5	Y
6	hasn't, nobody
7	isn't, nowhere
8	hardly, no
9	don't, nothing
10	don't, nowhere
11	hardly, no - any
12	don't, no - any
13	haven't, never - ever
14	not, no -any
15	won't, nobody - anybody
16	no, never - ever
17	not, no - any
18	hardly, no - any
19	not, never - ever
20	won't, never - ever

Grammar Practice & Assess

Lesson 9-1 Answer Keys

Level C, Grades 7-8

Lesson 9-1 Practice	
1	for
2	so
3	but
4	g
5	d
6	b
7	f
8	c
9	e
10	a
11	and
12	nor
13	so
14	but
15	for
16	yet
17	so
18	and
19	and
20	so

Lesson 9-1 Assessment	
1	but
2	so
3	and
4	f
5	e
6	g
7	a
8	c
9	b
10	d
11	yet
12	and
13	but
14	so
15	and
16	nor
17	and
18	but
19	and
20	or

Grammar Practice & Assess

Lesson 9-2 Answer Keys

Level C, Grades 7-8

Lesson 9-2 Practice	
1	either/or
2	neither/nor
3	both/and
4	not only/but also
5	whether/or
6	either/or
7	whether/or
8	neither/nor
9	both/and
10	not/but
11	but
12	or
13	either
14	either
15	both
16	Not only
17	whether
18	or
19	but
20	not

Lesson 9-2 Assessment	
1	N
2	N
3	Y
4	Y
5	Y
6	or
7	Neither
8	Both
9	or
10	Not
11	but also
12	Either
13	or
14	Neither
15	Not only
16	but
17	or
18	Whether
19	either
20	both

Grammar Practice & Assess

Lesson 9-3 Answer Keys

Level C, Grades 7-8

Lesson 9-3 Practice	
1	N
2	Y
3	N
4	N
5	Y
6	d
7	b
8	a
9	a
10	a
11	Goodness - negative or positive
12	Oh no - negative
13	Man - negative
14	Argh - negative
15	Aw - positive
16	Hey - positive
17	Oh yeah - positive
18	Sweet - positive
19	Yes - positive
20	Man - negative or positive

Lesson 9-3 Assessment	
1	Y
2	Y
3	N
4	Y
5	N
6	Ew
7	Whew
8	Yippee
9	Eek
10	No way
11	ouch - negative
12	argh -negative
13	oops - negative
14	yes - negative
15	well - negative
16	ouch - negative
17	Great - negative
18	Hey - negative
19	Ooh - negative
20	Oops - negative

Unit/Topic	Anchor Standard	7 th Grade	8 th Grade
Unit 1: Hard & Fast Rules	CCRA.L.1 CCRA.L.2 CCRA.L.6	L.7.1 L.7.2	L.8.1.A L.8.2.A
Unit 2: Sentences	CCRA.L.1 CCRA.L.2 CCRA.L.3	L.7.1.A L.7.1.B L.7.1.C	L.8.1.A L.8.2.A
Unit 3: Nouns	CCRA.L.1 CCRA.L.2 CCRA.L.3	L.7.2.A	L.8.1
Unit 4: Verbs	CCRA.L.1 CCRA.L.2 CCRA.L.3	L.7.1.A L.7.2.A	L.8.1.A L.8.1.D
Unit 5: Prepositions	CCRA.L.1 CCRA.L.2 CCRA.L.3	L.7.1.A	L.8.1.A
Unit 6: Pronouns	CCRA.L.1 CCRA.L.2 CCRA.L.3	L.7.1.A	L.8.1.A
Unit 7: Adjectives	CCRA.L.1 CCRA.L.2 CCRA.L.3	L.7.2.A L.7.1.A	L.8.1.A
Unit 8: Adverbs	CCRA.L.1 CCRA.L.2 CCRA.L.3	L.7.1.A L.7.2.A	L.8.1.A
Unit 9: Conjunctions & Interjections	CCRA.L.1 CCRA.L.2 CCRA.L.3	L.7.1.A	L.8.1.A