

Treasures

Grade 4

Grammar AND Writing Handbook



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Unit 1

Personal Narrative

Personal Narrative

Have you ever told someone an interesting story about yourself? Your story was a personal narrative. A personal narrative brings to life a memorable event. It tells how the writer felt about the experience.

Learning from Writers

Read the following examples of personal narrative. What stories do the writers tell? Why do you think they wanted to share their experiences? As you read, look for phrases in each example that show the author's feelings.



Purpose

Why do you think people write personal narratives? Write a brief explanation in your journal. Also tell why other people like to read them.

A PLAY

When I was in the fifth grade, I was famous for a whole day, and all because of a play. The teacher had given me a big part, and I didn't want it. I liked to be in plays where I could be a part of a group, like being one of the talking trees, or dancing, or singing in the glee club. But having to talk by myself—*uh uh!*

I used to slide down in my chair and stare at my desk while the teacher was giving out the parts, so she wouldn't pay any attention to me, but this time it didn't work. She called on me anyway. I told her I didn't want to do it, but she said I had to. I guess she thought it would be good for me.

On the day of the play, I didn't make any mistakes. I remembered all of my lines. Only—nobody in the audience heard me. I couldn't make my voice come out loud.

For the rest of the day, I was famous. Children passing by my classroom door, children on the playground at lunch-time, kept pointing at me saying, "That's that girl! That's the one who didn't talk loud enough!"

—Eloise Greenfield, from *Childtimes*

Misty and Me

I'll never forget the day my cat Misty had kittens. Cats like to have a warm, private place to have their kittens. So my dad and I made a bed out of a large basket and an old baby blanket. We put it in my closet and left the door open a little. After that, we left to do an errand.

When we got back, we couldn't find Misty! I was very worried. I looked all over the house. Then I searched the garage, but she was nowhere to be found. I was in the yard when I spotted her. She just appeared from the woods behind our house. In her mouth she was carrying a tiny new kitten! She had had her kittens outside.

When I thought more about it, I wasn't too surprised. Misty had always been very independent!

—Jeff Andrews



PRACTICE AND APPLY

Thinking Like a Reader

1. Name, in the order they happened to the author, three events in "A Play."
2. How did the author of "Misty and Me" feel when he found that his cat was missing?

Thinking Like a Writer

3. How did the author let you know in what order the events in "A Play" took place?
4. What words did the author of "Misty and Me" use that help you understand how he felt?

5. **Reading Across Texts** Compare the endings of the two literature models. Do they contain any surprises?

Features of a Personal Narrative

DEFINITIONS AND FEATURES

A **personal narrative** is a form of writing that shares your personal experiences, including what you did and how you felt about your experiences. A good personal narrative:

- ▶ Tells a story from **personal experience**.
- ▶ Expresses the writer's feelings using the ***I* point of view**.
- ▶ Has an interesting **beginning, middle, and end**.
- ▶ Use **time-order words** to show sequence of events.

▶ Personal Experience

Reread "A Play" by Eloise Greenfield on page 8. Whom is the narrative about?

For the rest of the day, I was famous.

The story is about the author. In a personal narrative, you write about something that happened to you.

▶ *I* Point of View

When you write about yourself, you tell a story from your point of view, using the word *I*. You share your thoughts and feelings with the audience. Notice the *I* point of view in the sentence below. How do you think the author felt?

The teacher had given me a big part, and I didn't want it.

When the author says "I didn't want it," you know she was unhappy about getting the part.

▶ Beginning, Middle, and End

Greenfield's personal narrative begins with the sentence below. How does she catch your attention?

When I was in the fifth grade, I was famous for a whole day, and all because of a play.

This beginning may make you wonder how a play made Greenfield famous.

Now read the ending sentence from "A Play."

"That's the one who didn't talk loud enough!"

A good ending is just as important as a good beginning. The ending might tell how the author felt or what you learned from your experience. A good ending finishes the personal narrative in a way that makes sense.

▶ Time-Order Words

To help your readers clearly understand your experience, you need to tell about events in a logical sequence, or order. Use time-order words and phrases, such as *first*, *the following day*, and *finally*.

On the day of the play, I didn't make any mistakes.

What time-order phrase did the author use?

PRACTICE AND APPLY

Create a Features Chart

1. List the features of a good personal narrative.
2. Reread "Misty and Me" by Jeff Andrews on page 9.
3. Write one example of each feature in Jeff's writing.
4. Write what you liked about Jeff's personal narrative.

Features	Examples

Prewrite

A personal narrative is a true story about yourself. Writing a personal narrative gives you a good chance to share a story about your own experience.

Purpose and Audience

The purpose of writing a personal narrative is to express your thoughts and feelings about an experience. It is also to entertain your readers, or audience.

Before writing, you need to think about your audience. Who will be reading your personal narrative? Use language that is right for your audience.

Choose a Topic

Start by **brainstorming** a list of memorable experiences that have happened to you. Think about which topic would be most interesting for your readers.

After choosing your topic, **explore ideas** by making a list of events. Also list some of your thoughts and feelings about them. Later, you will organize these ideas.



Audience

How will your audience affect the way you plan and write your personal narrative? Write your ideas in your journal.

Here is how I explored my ideas.

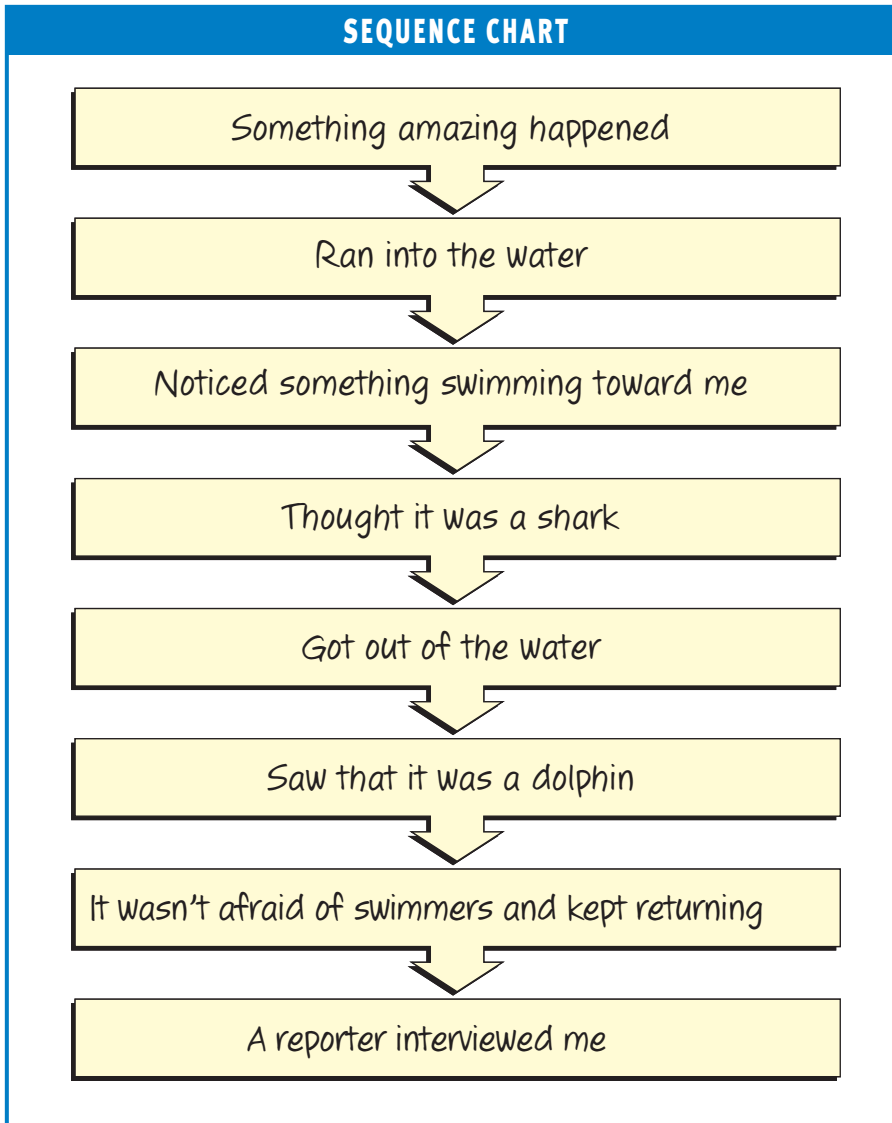
A Vacation Surprise

Ran into the water
 Something amazing happened
 Not too many people on beach or in water
 Noticed something swimming toward me
 Water was calm and clear
 Got out of the water
 Thought it was a shark
 Saw that it was really a dolphin
 It wasn't afraid of swimmers
 The dolphin kept returning
 A reporter interviewed me



Organize • Sequence

The events in a personal narrative happen in a certain order, or sequence. To plan your narrative, you can use a sequence-of-events chart. Not all your ideas may be necessary in order to tell your story. What ideas from her list did this writer leave out of her chart?



PRACTICE AND APPLY

Plan Your Own Personal Narrative

1. Think about your purpose and audience.
2. Brainstorm ideas for a topic.
3. Choose a topic and explore ideas.
4. Organize your ideas.

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

Checklist ✓

Prewriting

- Have you listed your experiences?
- Have you thought about your purpose and audience?
- Have you chosen a topic and explored ideas about it?
- Are your ideas organized into a chart?
- Have you checked the order of events?
- Do you need to do any research?

Prewrite • Research and Inquiry

▶ Writer's Resources

You may have to do research to get more information for your personal narrative. First, make a list of questions. Then decide what resources you need in order to answer your questions.

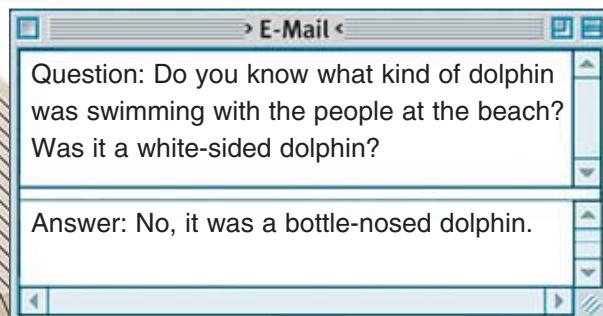
What Else Do I Need to Know?	Where Can I Find the Information?
How long did the dolphin keep returning?	Check my journal.
What kind of dolphin was it?	E-mail the reporter who interviewed me.

▶ Conduct an Interview

An interview is really a conversation. One person asks questions, and the other person answers. An interview can take place in person, in writing, on the telephone, or by e-mail.

STRATEGIES FOR INTERVIEWING

- Know what you want to ask. Write your questions.
- Send the questions ahead of time. The person you interview will have time to think about answers.
- Take notes so you remember the answers.
- Be polite and friendly. Thank the person at the end.

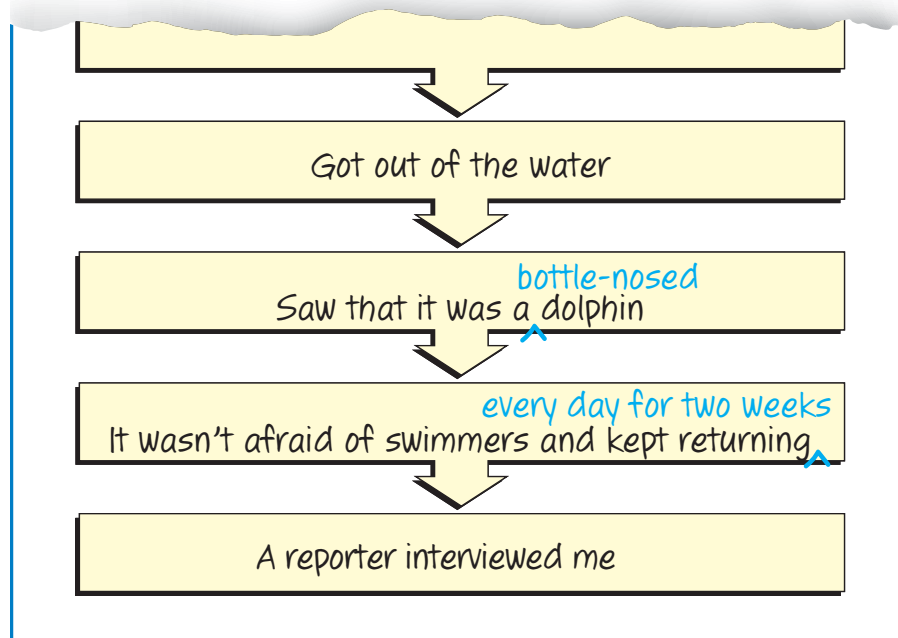


► Study Personal Records

Photographs, journals, and souvenirs can be helpful sources of information. Look for specific details in photos or journal entries that will help you write clearly and specifically. Try to remember sensory details of color, sound, or smell. Using these details in your writing will make the event more real to your audience.

► Use Your Research

New information gathered from your research can go into your sequence-of-events chart. This writer learned something important from her interview with the newspaper reporter. How did she change her chart?



Checklist ✓

Research and Inquiry

- Did you list your questions?
- Did you identify possible resources?
- Did you take notes?

PRACTICE AND APPLY

Review Your Plan

1. Look at your sequence-of-events chart.
2. List questions you have about your topic.
3. Identify the resources you will need to find answers to your questions.
4. Add new information you gather to your chart.

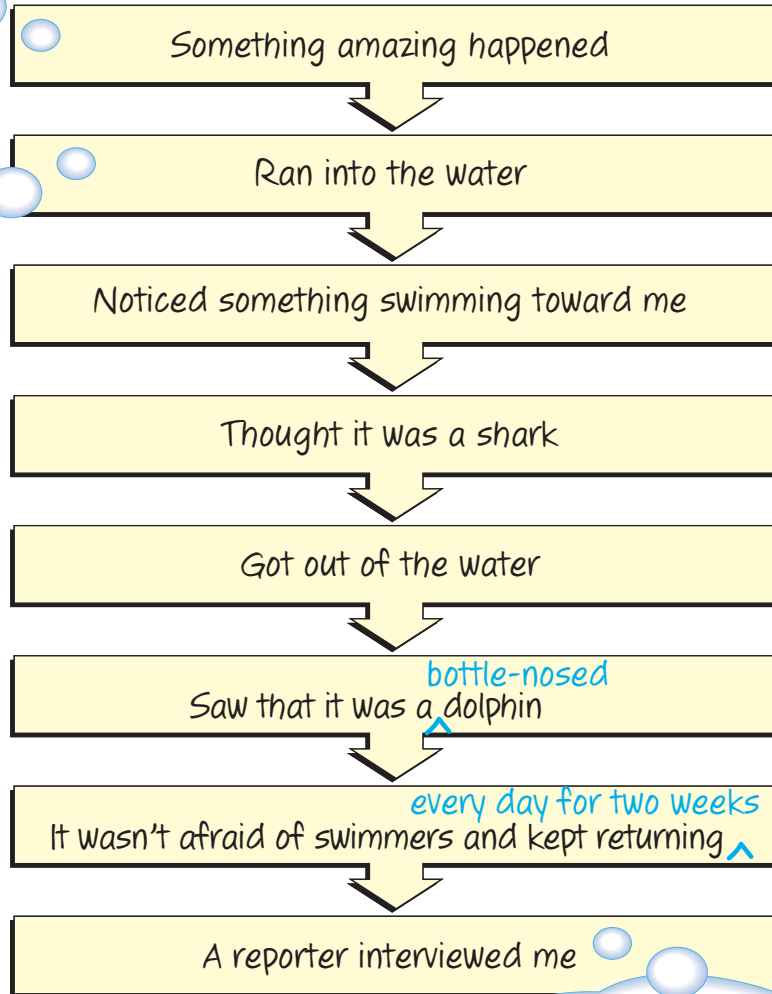
Draft

Before you begin writing your personal narrative, review the chart you made. Think about making a paragraph for every main idea. Include the details that support each main idea.

Main idea for first paragraph: Something amazing happened.

Main idea for second paragraph: Tell what happened.

SEQUENCE CHART



Main idea for third paragraph: A reporter interviewed me.

Checklist

Drafting

- Does your narrative fit your purpose and audience?
- Have you used the word / to show that the events happened to you?
- Have you included your thoughts and feelings?
- Does your narrative have a clear beginning, middle, and end?
- Are the events in a logical order?
- Do you give details that will help readers feel as though they had been there?

Look at how this writer used the ideas in her chart to write a first draft. She elaborated on the story by adding details. She told about the feelings she had about the amazing event that happened.

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

DRAFT

I used to feel that nothing exciting would ever happen to me I don't feel that way anymore. While I was visiting my grandmother in Florida, something amazing finally happened. I will never forget that amazing vacation

Supporting details tell how the writer feels.

Main idea of first paragraph

It was the second day of our vacation. We got to the beach early. I dropped my stuff and ran into the water. I noticed something moving toward me. I thought it was a shark. I backed out of the water. I saw that it was a bottle-nosed dolphin. It wasn't afraid of the swimmers. In fact, it returned every day for two weeks.

Supporting details tell what happened.

Main idea of second paragraph

A reporter heard about the dolphin. The reporter interviewed me. a picture appeared in the newspaper



TECHNOLOGY

Give your document a detailed name that you will remember. You may wish to include the word *draft* in the name.

PRACTICE AND APPLY

Draft Your Own Personal Narrative

1. Review your prewriting chart.
2. Write about your feelings.
3. Put events down in the order they happened.

Revise

Elaborate

One way to improve your writing is to elaborate. When you elaborate, you add important ideas and details that might be missing from your writing. When you revise your personal narrative, you may need to tell more about your feelings.

The details that the writer added let the reader know how she feels.

was afraid and quickly
I thought it was a shark. I backed out of the water.

The writer added the fact that she was with her grandmother at the beach to help the reader better understand her writing.

My grandmother and I
We got to the beach early.

Word Choice

When you are writing, it is important to choose just the right words for your topic and audience.

In a personal narrative, you need to find words that will help you tell the story events in order.

At first, *was afraid and quickly*
I thought it was a shark. I backed out of the water.
Then,
I saw that it was a bottle-nosed dolphin.

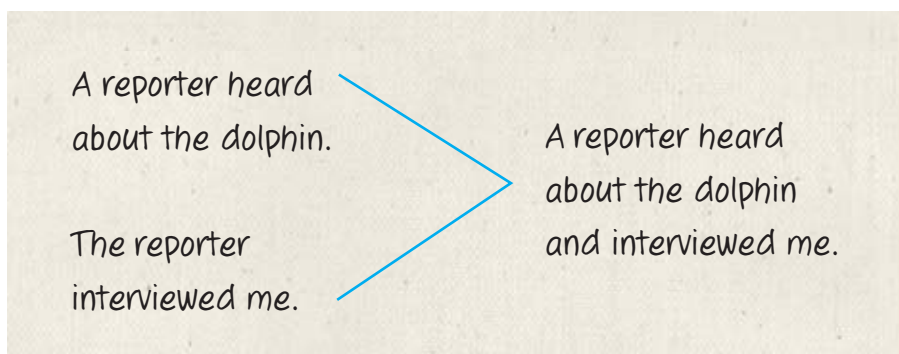
TIME-ORDER WORDS

- first
- next
- then
- later
- this morning
- yesterday
- before
- after
- last
- as soon as
- finally
- one day
- tomorrow
- a long time ago

Better Sentences

As you continue to revise your draft, check your sentences to make sure they fit together well. Read the sentences aloud. How do they sound? Have you included different types of sentences? Using compound subjects and compound predicates can help your sentences flow better.

Sometimes you can combine two short sentences to make one sentence that is longer and more interesting.



PRACTICE AND APPLY

Revise Your Own Personal Narrative

1. Read your draft aloud to yourself or a partner.
2. Add details or information that will make your writing clearer and more interesting.
3. Tell more about your feelings.
4. Take out information that isn't necessary.
5. **Grammar** Should you combine any sentences in your personal narrative?



TECHNOLOGY

When you are making revisions, do a “save as” and add the date to your document name so that you can easily tell which is the most recent version of your writing.

Revise • Peer Conferencing

Take a break from your writing. Give your draft to your partner to read. Read your partner's writing. Someone else may have some fresh ideas or suggestions you haven't thought of yourself.

Good beginning!

This would make a good ending.

What did it look like?

Can you tell me more about the picture?

I used to feel that nothing exciting would ever happen to me I don't feel that way anymore. While I was visiting my grandmother in Florida, something amazing finally happened. I will never forget that amazing vacation

It was the second day of our vacation. We got to the beach early. I dropped my stuff and ran into the water. I noticed something moving toward me. I thought it was a shark. I backed out of the water. I saw that it was a bottle-nosed dolphin. It wasn't afraid of the swimmers. In fact, it returned every day for two weeks.

A reporter heard about the dolphin. The reporter interviewed me. a picture appeared in the newspaper



Conferencing for the Reader

- Are features of a personal narrative included in your partner's piece?
 - personal experience
 - / point of view
 - interesting beginning, middle, and end
 - sequence that makes sense
 - time-order words
- Make sure to tell your partner what's good about the piece as well as what needs improvement.



When you revise your personal narrative, you will want to think about the comments and suggestions your conferencing partner gave you. This writer made some changes based on her partner's ideas.

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

REVISE

Vacation Surprise

I used to feel that nothing exciting would ever happen to me I don't feel that way anymore. While I was visiting my grandmother in Florida, something amazing finally happened. I will never forget that amazing vacation

It was the second day of our vacation. ^{My grandmother and I} We got ^{bag and towel} to the beach early. I dropped my ^{stuff} and ran into the water. ^{Suddenly} I noticed something ^{huge} moving toward me. ^{At first,} I thought it was a shark. ^{was afraid and quickly} I backed out of the water. ^{Then,} I saw that it was a bottle-nosed dolphin. It wasn't afraid of the swimmers. In fact, it returned every day for two weeks.

A reporter heard about the dolphin. ^{and} The reporter ^{of the dolphin and me} interviewed me. a picture ^{appeared} in the newspaper

Checklist ✓

Revising

- Does your story suit your purpose and audience?
- Do you need to elaborate on any part of your narrative?
- Have you described your feelings clearly?
- Did you use colorful, exact words?
- Did you write the events in the order in which they happened?
- Do the sentences flow smoothly when you read them aloud?
- Did you add a good title?

PRACTICE AND APPLY

Plan Your Own Personal Narrative

1. Take notes from your partner's comments.
2. Use the notes to help make your draft better.
3. Add colorful and exact words that will create a clear picture in the reader's mind.
4. Add an interesting title.

Proofread/Edit

After you have revised your narrative, you will need to proofread it to find and correct any errors in mechanics, grammar and usage, and spelling.

STRATEGIES FOR PROOFREADING

- Reread your revised paper, each time looking for a different type of error. You'll have a better chance of catching all errors.
- Read each sentence for correct capitalization. Each sentence must begin with a capital letter.
- Reread for punctuation. Make sure each sentence ends correctly. Use a comma in a compound sentence.
- Reread aloud to check for run-on sentences. Be sure to correct them properly.

REVIEW THE RULES

GRAMMAR

- A **run-on sentence** contains two or more sentences that should stand alone. You can correct a run-on sentence by writing each sentence separately or by forming a compound sentence.

MECHANICS

- A **sentence** begins with a capital letter.
- A **declarative sentence** ends with a period.
- An **interrogative sentence** ends with a question mark.
- An **imperative sentence** ends with a period.
- An **exclamatory sentence** ends with an exclamation mark.
- A **comma** belongs before *and*, *or*, or *but* in a compound sentence.



TIP!

Spelling

The letter *q* is always followed by *u*, as in the word *quack*.

Go to pages 138–169 to review other rules.

Look at the proofreading corrections made on the draft below. What does the symbol ≡ mean? Why does the writer use that symbol?

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

PROOFREAD

Vacation Surprise

I used to feel that nothing exciting would ever happen to me ^{but} I don't feel that way anymore. While I was visiting my grandmother in Florida, something amazing finally happened. I will never forget that amazing vacation!

It was the second day of our vacation. ^{My grandmother and I} we got ^{bag and towel} to the beach early. I dropped my ^{stuff} and ran into the water. ^{Suddenly} I noticed something ^{huge} moving toward me. ^{At first,} I thought it was a shark. ^{was afraid and sick} I ^{sp} quickly backed out of the water. ^{Then,} I saw that it was a bottle-nosed dolphin. It wasn't afraid of the swimmers. In fact, it returned every day for two weeks.

A reporter heard about the dolphin. ^{and} The reporter interviewed me. ^{of the dolphin and me} a picture appeared in the newspaper.

Checklist ✓

Proofreading

- Did you spell all the words correctly?
- Did you begin every sentence with a capital letter?
- Did you end each sentence with the correct end mark?
- Did you correct any run-on sentences?
- Did you indent each paragraph?
- Did you add commas where they belong?

PROOFREADING MARKS

- ¶ new paragraph
- ^ add
- ↪ take out
- ≡ Make a capital letter.
- / Make a small letter.
- Ⓢ Check the spelling.
- ⦿ Add a period.

PRACTICE AND APPLY

Proofread Your Own Personal Narrative

1. Correct spelling mistakes.
2. Include end punctuation for every sentence.
3. Correct run-on sentences.
4. Indent paragraphs.
5. Add a comma before *and*, *or*, or *but* in compound sentences.

Publish

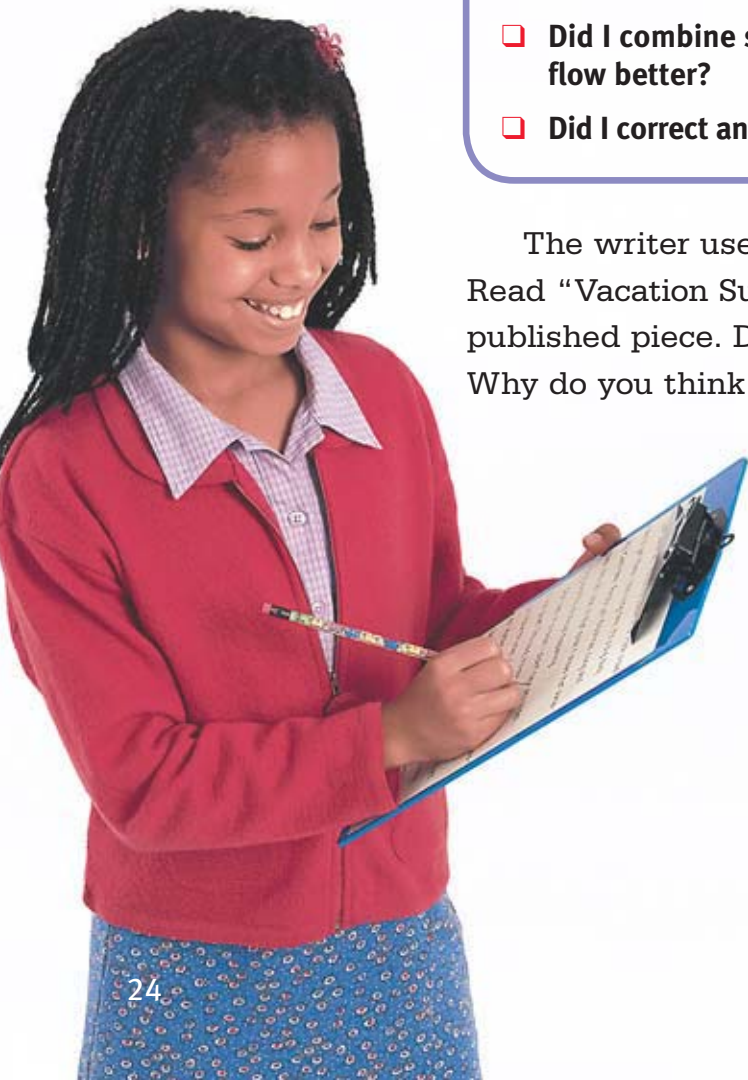
Before you publish, review your writing one last time. Using a checklist can help you focus your efforts.



Self-Check Personal Narrative

- Who was my audience? Did I write in a way that will interest them?
- What was my purpose? Will the reader know how I felt?
- Did I use the / point of view to tell about a personal experience?
- Did I begin and end my narrative in an interesting way?
- Did I choose time-order words carefully to help make the sequence of events clear?
- Are my sentences varied? Do they fit together well?
- Did I begin and end all my sentences correctly?
- Did I combine sentences when I could to make my writing flow better?
- Did I correct any sentence fragments and run-on sentences?

The writer used the checklist to review her narrative. Read “Vacation Surprise” and discuss the writer’s published piece. Do you think it was ready to publish? Why do you think so?



Vacation Surprise

Jasmine Wright

I used to feel that nothing exciting would ever happen to me, but I don't feel that way anymore. While I was visiting my grandmother in Florida, something amazing finally happened.

It was the second day of our vacation. My grandmother and I got to the beach early. I dropped my bag and towel and ran into the water. Suddenly I noticed something huge moving toward me. At first, I thought it was a shark. I was afraid and quickly backed out of the water. Then, I saw that it was a bottle-nosed dolphin. It wasn't afraid of the swimmers. In fact, it returned every day for two weeks.

A reporter heard about the dolphin and interviewed me. A picture of the dolphin and me appeared in the newspaper. I will never forget that amazing vacation!

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

TIP!

Handwriting

If you are not using a computer, take your time and use your best handwriting so that your final copy will be neat and legible for your readers.

PRACTICE AND APPLY

Publish Your Own Personal Narrative

1. Check your revised draft one more time.
2. Make a neat final copy.
3. Add a border or decorative art.
4. Place your narrative in a scrapbook.
5. Add photos, drawings, or postcards to your scrapbook.

Personal Narrative	
Score	Description
<p>4 Excellent</p>	<ul style="list-style-type: none"> tells about a personal experience and includes thoughts and feelings includes a strong beginning, middle, and end conveys a strong personal message uses a variety of words in a natural way uses a variety of sentences that flow is free or almost free of errors
<p>3 Good</p>	<ul style="list-style-type: none"> tells about a personal experience and includes some thoughts and feelings presents details in the correct order makes an effort to share a message uses appropriate words uses a variety of complete sentences has minor errors that do not confuse the reader
<p>2 Fair</p>	<ul style="list-style-type: none"> tells about a personal experience but loses focus includes events told out of order shows little personal involvement does not use descriptive words or uses words poorly uses only simple sentences makes frequent errors that confuse the reader
<p>1 Unsatisfactory</p>	<ul style="list-style-type: none"> does not share a personal experience tells events out of order and is confusing does not express feelings or connect with readers uses words not related to the purpose uses run-on sentences and sentence fragments makes serious and repeated errors

Go to www.macmillanmh.com for a 6-Point Student Writing Rubric.

Unit 2

Persuasive Writing

Persuasive Writing

Have you ever read a piece of writing in which the author tries to convince you to feel or think a certain way? This type of writing is called persuasive writing. In persuasive writing, an author states an opinion in order to influence readers.

Learning from Writers

Read the following example of persuasive writing. What is the writer trying to influence readers to think or feel? As you read, look for convincing ideas the author presents.



Purpose

Why would you write a persuasive piece? When would you read a persuasive piece? Write your ideas in your journal.

A Power-ful Sun!

A lot of our energy comes from fuels like oil, coal, and gas. One day we'll run out of them, but what can we do? We should use energy from the Sun.

When the Sun heats air, it rises and cooler air rushes in to take its place. The Sun's energy is now wind energy! It can turn windmills that, in turn, can produce electrical energy.

The Sun also warms water. It rises and evaporates. Then it falls as rain or snow. Now the Sun's energy fills rivers. We can use this water to run generators that produce electricity.

Solar panels on houses collect the Sun's energy. It can warm a house and heat its water supply.

Special cells collect the Sun's energy and change it into solar energy.

The more we use the Sun, the less we'll need other fuels, and the cleaner our air will be.

—From a science textbook

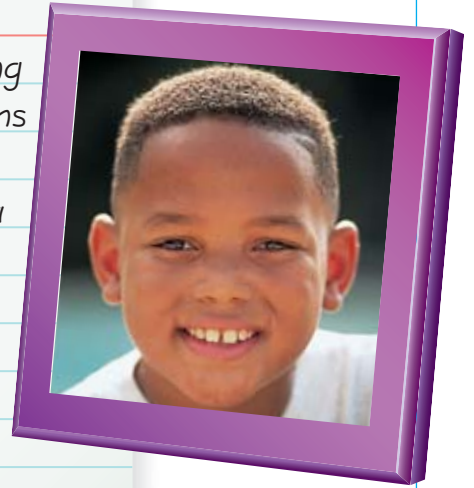
Make Earth Day a Town Holiday

Nothing is more important than cleaning our environment. Our town sends 5,000 tons of trash to the landfill every year. The landfill is nearly full. Last year's bacteria scare showed that even our water is not safe. If we made Earth Day a town holiday, everyone in town could spend that one day a year cleaning up the mess.

If townspeople spent one whole day working together, we could do amazing things. The citizens of Midville—a town smaller than ours—cleaned the whole shoreline. Just imagine how much good we could do!

We should write to the mayor and ask her to declare Earth Day a town holiday. Then we should work together to make our town the cleanest in the state!

—Mark Harmond



PRACTICE AND APPLY

Thinking Like a Reader

1. What does the author of “A Power-ful Sun!” think about using energy from the Sun?
2. Why does Mark Harmond want Earth Day to be a town holiday?

Thinking Like a Writer

3. How do the reasons given in “A Power-ful Sun!” influence the reader about using solar energy?
4. What reasons does Mark Harmond give to support his opinion?

5. **Reading Across Texts** Read both literature models again. List specific words and phrases the authors use to convince readers to agree with them.

Features of Persuasive Writing

DEFINITIONS AND FEATURES

Persuasive writing gives the opinions of the writer and encourages the audience to share the writer's opinions.

A good persuasive writing piece:

- ▶ Clearly states the **author's opinion** on a topic.
- ▶ Supports the opinion with **convincing reasons** and arguments.
- ▶ Organizes reasons in a **logical order**, often saving the strongest reason for last.
- ▶ Includes **opinion words**.

▶ Author's Opinion

Reread "A Power-ful Sun!" on page 28. The author's opinion is stated in the first paragraph.

A lot of our energy comes from fuels like oil, coal, and gas. One day we'll run out of them, but what can we do? We should use energy from the Sun.

The author's opinion is that we should use the Sun for energy instead of other fuels.

▶ Convincing Reasons

It is important to support an opinion with convincing reasons.

Now the Sun's energy fills rivers. We can use this water to run generators that produce electricity.

The author explains how heat from the Sun helps make rivers and how the energy from rivers can run machines that create electricity. The explanation helps convince us that the Sun's power could replace other fuels, such as oil, coal, or gas.

► Logical Order

Presenting ideas in a logical order can make your writing more persuasive. Often writers save their strongest points for last so that they end their pieces on a powerful note. Read the author's final sentence. Why is it a good way to end the piece?

The more we use the Sun, the less we'll need other fuels, and the cleaner our air will be.

The writer ends with a persuasive point. If we use energy from the Sun, we will not only save other fuels but also help the environment.

► Opinion Words

Reread the third sentence in the article.

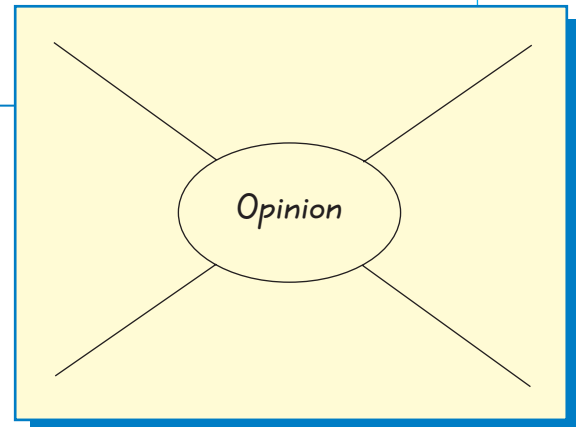
We should use energy from the Sun.

The word *should* is a word that shows the author's opinion. The author wants to convince readers to use energy from the Sun.

PRACTICE AND APPLY

Create a Persuasive Writing Chart

1. Reread "Make Earth Day a Town Holiday," on page 29.
2. In a circle, write Mark Harmond's opinion. Include an opinion word.
3. Draw "arms" from the circle. On each arm, write a reason Mark presents to convince readers to support his opinion. Number the reasons to show the order in which the author gives them.
4. Write whether Mark's reasons convinced you to support his plan.



Prewrite

In persuasive writing, the writer tries to convince readers to agree with his or her ideas. Writing a persuasive piece is one good way to share an opinion about something that is important to you.

Purpose and Audience

The purpose of persuasive writing is to influence the audience's opinion about a topic. A book review is one type of persuasive writing.

Before you begin, think about your audience. What ideas can you use to convince readers to agree with you? What special words can help you write persuasively?

Choose a Topic

Brainstorm a list of books you have enjoyed reading. Think about which one would be the best choice for your book review.

After you choose a book, **explore ideas** by listing reasons that your book is a good choice. Later, you will organize your ideas.



Audience

To plan your book review, what do you need to know about your audience? Write your ideas in your journal.

Here's how I explored my ideas.

Sarah, Plain and Tall
 Present for my best friend
 It's about life on the prairie
 A woman joins a pioneer family
 Everyone will love it
 My teacher told me about it
 Kids can read it quickly
 Made me feel happy and sad
 It is a great book
 Grabs your attention



Organize • Facts and Opinion

A writer uses both facts and opinions to support his or her position. To plan your persuasive writing, you can list facts and opinions on a chart. Which information from the list did this writer decide not to include on his chart?

FACT-AND-OPINION CHART	
Facts	Opinions
Present for my best friend	Everyone will love it
It's about life on the prairie	Made me feel happy and sad
A woman joins a pioneer family	It is a great book
	Grabs your attention

PRACTICE AND APPLY

Plan Your Own Persuasive Writing

1. Think about your purpose and audience.
2. Choose a book your audience would enjoy reading.
3. List convincing facts and opinions on a chart.
4. Leave out ideas that do not support your purpose.

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

Checklist

Prewriting

- Did you think about your purpose and audience?
- Did you identify your favorite book?
- Did you think about how you would convince others to read it?
- Are your ideas organized in a chart?
- Should you do any research?

Prewrite • Research and Inquiry

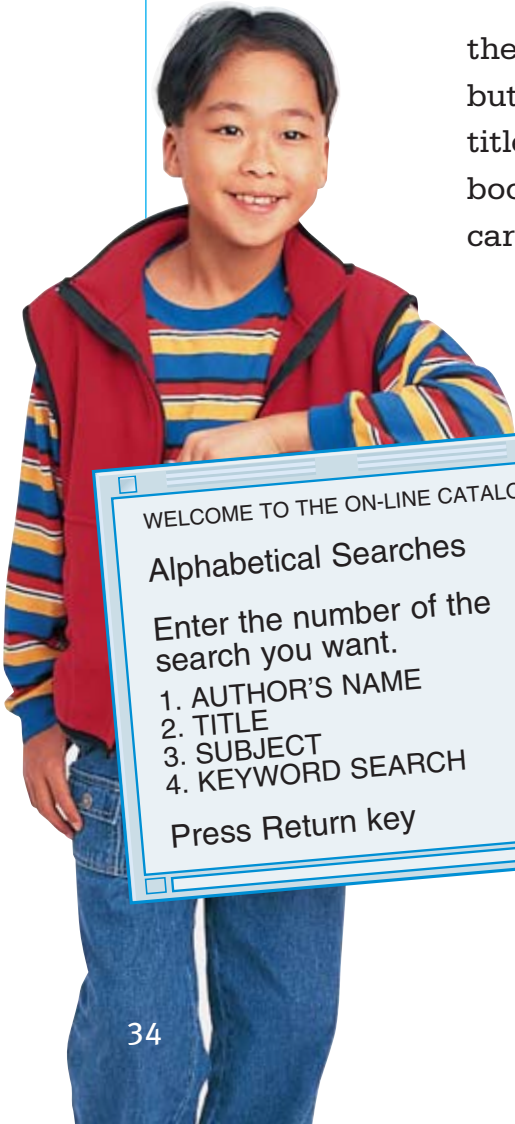
► Writer's Resources

You can do some research to get more information for your book review. First, make a list of questions to direct your research. Then, decide what resources you need to answer your questions.

What Else Do I Need to Know?	Where Can I Find the Information?
Does our library have copies of the book?	Library card catalog
What do others think of it?	Reviews in periodicals

► Use the Library Card Catalog

One way to find a book in the library is to look in the card catalog. Some card catalogs contain cards, but others are on the computer. Each book is listed by title and author. Every nonfiction book and some fiction books are also listed by subject. To use an electronic card catalog, follow the instructions on the computer.



WELCOME TO THE ON-LINE CATALOG

Alphabetical Searches

Enter the number of the search you want.

1. AUTHOR'S NAME
2. TITLE
3. SUBJECT
4. KEYWORD SEARCH

Press Return key

Author's Name (last, first)

Example:
Cole, Joanna

Enter Author's Name

CALL NUMBER: J FIC M

AUTHOR: MacLachlan,
Patricia

TITLE: Sarah, Plain and Tall/
Patricia MacLachlan

PUBLISHER: New York:
HarperCollins, © 1985.

PREWRITE

DRAFT

REVISE

PROOFREAD

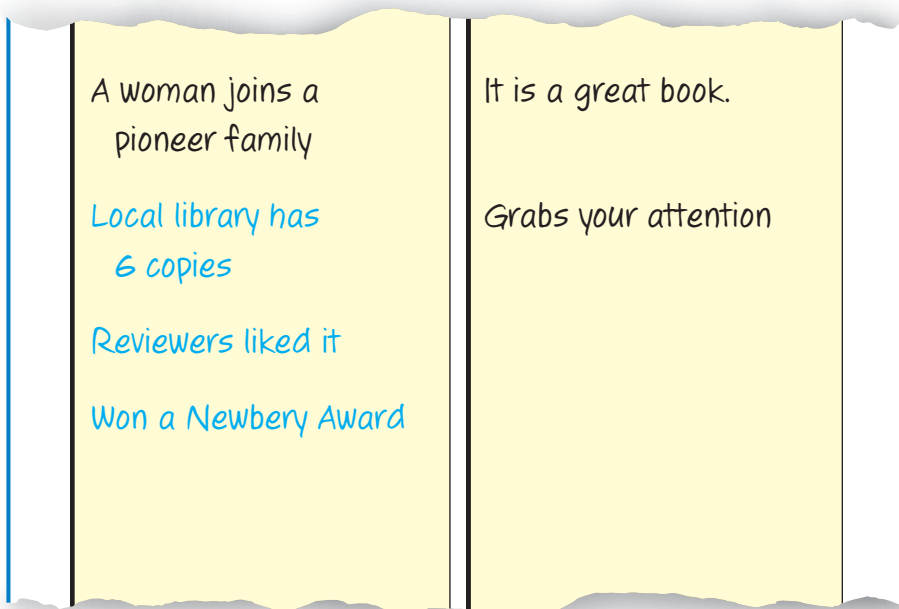
PUBLISH

► Read Periodicals

Check your library for periodicals that review children's books. A book review expresses a writer's opinion about a book. Sometimes, reviews include interesting information about the book or the author. These details may help you write a more persuasive book review.

► Use Your Research

The information you gathered from your research can be added to your fact-and-opinion chart. This writer learned something interesting that he wants to include in his writing. What did he add to his chart?



Checklist ✓

Research and Inquiry

- Did you list your questions?
- Did you find possible resources?
- Did you take notes?

PRACTICE AND APPLY

Review Your Plan

1. Look at your fact-and-opinion chart.
2. Think of questions you have about your book.
3. Identify the resources that will help you answer your questions.
4. Take notes and add new information to the chart.

Draft

Before you begin your persuasive writing, take a look at the chart you made. Think about placing each main idea in a separate paragraph. Include facts and opinions that support each main idea.

FACT-AND-OPINION CHART	
Facts	Opinions
Present for my best friend	Everyone will love it.
It's about life on the prairie.	Made me feel happy and sad
A woman joins a pioneer family.	It is a great book.
Local library has 6 copies	Grabs your attention
Reviewers liked it.	
Won a Newbery Award	

An important fact to use in third paragraph

Checklist

Drafting

- Does your writing fit your purpose and audience?
- Do you capture the reader's attention with your beginning?
- Have you stated your opinion clearly?
- Did you give strong reasons for your opinion?
- Did you organize your reasons in a logical order?
- Did you close with a strong ending?

Main idea for second paragraph: Others like the book.

A good idea for the lead, or beginning

This writer used his fact-and-opinion chart to write a first draft. He included details to support his main ideas.

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

DRAFT

A Book Review

When was the last time you read a book that grabbed your attention right from the start? Sarah, Plain and Tall by Patricia MacLachlan will keep you reading. It will make you happy and sad at the same time. It's about a woman who joins a pioneer family that has lost its mom.

Some people think this is a great book. An important committee awarded it the Newbery Medal. I gave it to my best friend for her birthday.

You can read this book if you enjoy learning about life on the prairie family life and animals. Our local library has six copies of the book, so you can get it easily. You won't be disappointed.

Main idea for first paragraph

A supporting detail shows how the writer feels about the book.

Main idea of second paragraph

A supporting detail shows how others feel about the book.

PRACTICE AND APPLY

Draft Your Own Persuasive Writing

1. Review your prewriting chart.
2. Express your opinions clearly.
3. Use convincing reasons to support your opinions.
4. Place your ideas in a sensible order.



TECHNOLOGY

When you write your first draft on the computer, focus on getting your ideas down, not on fixing spelling or typing errors.

Revise

Elaborate

One way to improve your writing is to elaborate. When you elaborate, you add important ideas and details that might be missing from your writing. When you revise your persuasive writing, you may need to add details to help you prove your point.

The writer added details to show how much you will enjoy reading the book.

Sarah, Plain and Tall by Patricia MacLachlan will **eagerly until the last page** keep you reading. It will make you happy and sad at the same time.

The writer added his best friend's opinion about the book to show how much other people like the story.

I gave it to my best friend for her birthday. **She loved it!**

Word Choice

When you write, the words you use affect how your audience feels about your topic. In persuasive writing, you need to use words that will convince your reader to share your opinion.

should
You ~~can~~ read this book if you enjoy learning about life on the prairie family life and animals.

OPINION WORDS

- I believe
- In my opinion
- Everyone agrees
- Everyone knows
- must
- should
- ought
- never
- always
- most

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

Better Paragraphs

As you revise, check that the ideas and sentences fit together in each paragraph. Have you arranged information in a logical order?

Look at the sentence below. The writer needs to tell you what the book is about before he can tell you how the book will make you feel. Once you know the subject of the book, you can understand why the story will make you happy and sad.

Sarah, Plain and Tall by Patricia MacLachlan will eagerly until the last page keep you reading. It will make you happy and sad at the same time. It's about a woman who joins a pioneer family that has lost its mom.

PRACTICE AND APPLY

Revise Your Own Persuasive Writing

1. Elaborate on your ideas by adding important details.
2. Choose words that will help you convince your reader to share your opinion.
3. Check your paragraphs to see if you presented information in a logical order.
4. **Grammar** Have you used the correct forms of nouns and verbs?



TECHNOLOGY

It is easy to revise your work on the computer. Highlight information you no longer want and press the *delete* key. To add new information, click your mouse where you want to insert words and then type.

Revise • Peer Conferencing

Pair up with a partner and share your thoughts about each other's first draft.

A Book Review

When was the last time you read a book that grabbed your attention right from the start? Sarah, Plain and Tall by Patricia MacLachlan will keep you reading. It will make you happy and sad at the same time. It's about a woman who joins a pioneer family that has lost its mom.

Some people think this is a great book. An important committee awarded it the Newbery Medal. I gave it to my best friend for her birthday.

You can read this book if you enjoy learning about life on the prairie family life and animals. Our local library has six copies of the book, so you can get it easily. You won't be disappointed.

You capture your audience's attention with this beginning.

Use strong opinion words to make this more persuasive.

Include another convincing reason to support your argument.



Conferencing for the Reader

- Are features of persuasive writing included in your partner's piece?
 - states the author's opinion
 - convincing reasons
 - logical order
 - strongest reason for last
 - opinion words
- Make sure to tell your partner what's good about the piece as well as what needs improvement.



Think about your partner's suggestions. This writer made some changes based on his partner's ideas.

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

REVISE

A Must Read!
~~A Book Review~~

When was the last time you read a book that grabbed your attention right from the start? Sarah, Plain and Tall by Patricia MacLachlan will keep you eagerly until the last page reading. It will make you happy and sad at the same time. It's about a woman who joins a pioneer family that has lost its mom.

~~Everyone agrees that~~
~~Some people think~~ this is a great book. An

important committee awarded it the Newbery Medal. I gave it to my best friend for her birthday.

~~You can~~ read this book if you enjoy learning about life on the prairie family life and animals. Our

local library has six copies of the book, so you can get it easily. You won't be disappointed.

Checklist

Revising

- Does your writing suit your purpose?
- Should you elaborate more to convince your audience?
- Did you use opinion words to make your piece more persuasive?
- Do your sentences flow smoothly when you read the piece aloud?
- Did you add a good title?

PRACTICE AND APPLY

Plan Your Own Persuasive Writing

1. Ask a partner to read your draft and summarize it. This will tell you if your main points are clear.
2. Use your partner's suggestions to revise your draft.
3. Check that the sentences in your revised draft flow smoothly.
4. Include an interesting title.

Proofread/Edit

After you have revised your writing, you will need to proofread it to find and correct any errors in mechanics, grammar, and spelling.

STRATEGIES FOR PROOFREADING

- **Check each sentence for proper punctuation.** Make sure you have used commas and apostrophes correctly.
- **Read your work aloud.** Sometimes you can hear mistakes that you may miss when you read to yourself.
- **Read for spelling errors.** Reading backwards from right to left may help you find mistakes.

TIP!

Spelling

When a one-syllable word ends in a vowel followed by a consonant, double the consonant before adding an ending that begins with a vowel.

REVIEW THE RULES

GRAMMAR

- The plural of most nouns is formed by adding **-s** or **-es**. Some nouns have special plural forms.

MECHANICS

- A **proper noun** names a special person, place, or thing. It always starts with a capital letter.
- **Commas** are used to separate three or more words in a series. Do not use a comma after the last word in the series.

Go to pages 138–169 to review other rules.

Look at the proofreading corrections made on the draft below. What does the symbol \wedge mean? Why does the writer want to add an apostrophe?

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

PROOFREAD

A Must Read!
~~A Book Review~~

$\textcircled{\text{SP}}$ When was the last time you read a book that ~~grabed~~ ^{grabbed} your attention right from the start? Sarah, Plain and Tall by Patricia MacLachlan will keep you eagerly until the last page reading. It will make you happy and sad at the same time. It's about a woman who joins a pioneer family that has lost its mom. Everyone agrees that ~~Some people think~~ this is a great book. An important committee awarded it the Newbery Medal. I ~~gived~~ ^{gave} it to my best friend for her birthday. She loved it! You ~~can~~ ^{should} read this book if you enjoy learning about life on the prairie, family life, and animals. It's a realistic and exciting story. Our local library has six copies of the book, so you can get it easily. You ~~wont~~ ['] be disappointed.

Checklist ✓

Proofreading

- Do plural nouns have the proper endings?
- Are all proper nouns capitalized?
- Did you check for subject-verb agreement?
- Did you use commas to separate three or more words in a series?

PRACTICE AND APPLY

Proofread Your Own Persuasive Writing

1. Correct spelling errors.
2. Use the proper forms of nouns and verbs.
3. Use commas correctly.
4. Include apostrophes in contractions.

PROOFREADING MARKS

- $\textcircled{\#}$ new paragraph
- \wedge add
- $\textcircled{\text{S}}$ take out
- \equiv Make a capital letter.
- \textbackslash Make a small letter.
- $\textcircled{\text{SP}}$ Check the spelling.
- $\textcircled{\text{O}}$ Add a period.

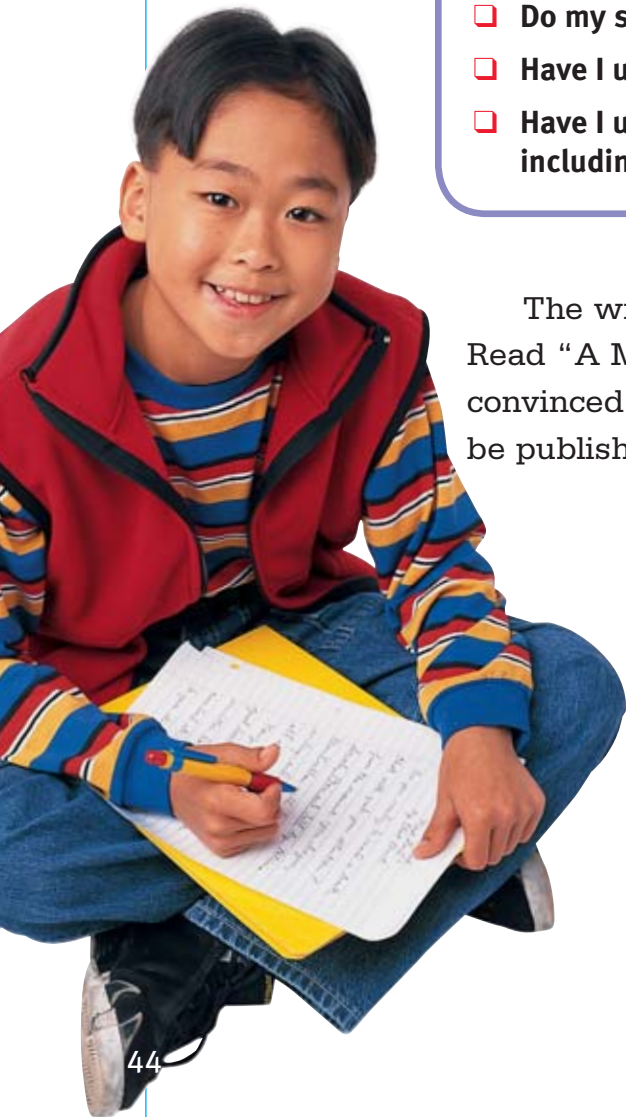
Publish

Carefully look over your writing once more before you publish. A checklist can help you focus your attention on this task.

✓ Self-Check **Book Review**

- Did I keep my audience in mind?
- Did I achieve my purpose? Will my readers agree with my opinion?
- Did I include several convincing reasons?
- Did I present my ideas in a logical order?
- Did I write a strong opening sentence and a good closing sentence?
- Did I use strong opinion words to help convince my readers?
- Do my sentences flow smoothly?
- Have I used the correct forms of nouns and verbs?
- Have I used correct punctuation in my sentences, including commas and apostrophes?

The writer used the checklist to review his writing. Read “A Must Read!” and decide if the writer has convinced you to read the book. Is this review ready to be published? Write your response in your journal.



A Must Read!

by David Liu

When was the last time you read a book that grabbed your attention right from the start? Sarah, Plain and Tall by Patricia MacLachlan will keep you reading eagerly until the last page. It's about a woman who joins a pioneer family that has lost its mom. It will make you happy and sad at the same time.

Everyone agrees that this is a great book. An important committee awarded it the Newbery Medal. I gave it to my best friend for her birthday. She loved it!

You should read this book if you enjoy learning about life on the prairie, family life, and animals. It's a realistic and exciting story. Our local library has six copies of the book, so you can get it easily. You won't be disappointed.

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

PRACTICE AND APPLY

Publish Your Own Persuasive Writing

1. Check your revised work one last time.
2. Type or neatly write your final copy.
3. Add computer graphics or drawings.
4. Mount your work on an unusual background, such as wrapping paper.



Handwriting

Read your final draft carefully to make sure that you haven't left out any words or letters.

Writing Rubric

Persuasive Writing	
Score	Description
4 Excellent	<ul style="list-style-type: none">■ presents a clear opinion with supporting details■ presents reasons in a logical order■ shows strong interest in the issue and connects to readers■ uses opinion words and new vocabulary■ uses a variety of sentences that flow smoothly■ is free or almost free of errors
3 Good	<ul style="list-style-type: none">■ presents a clear opinion with supporting details■ presents reasons for an opinion in a logical order■ shows interest in the issue and connects to readers■ uses opinion words■ uses a variety of complete sentences■ has minor errors that do not confuse the reader
2 Fair	<ul style="list-style-type: none">■ attempts to present an opinion, but supporting details are weak■ presents reasons for the opinion, but not in a logical order■ shows little connection with readers■ uses only one or two opinion words■ is choppy and awkward■ makes frequent errors that confuse the reader
1 Unsatisfactory	<ul style="list-style-type: none">■ does not present an opinion■ is poorly organized with disconnected ideas■ is dull and unconvincing■ uses words not connected to the purpose■ uses run-on sentences and sentence fragments■ makes serious and repeated errors

Go to www.macmillanmh.com for a 6-Point Student Writing Rubric.

Unit 3

Fictional Narrative: A Story

A Story



Purpose

Why do you think people write stories? Write your response in your journal. Also tell why other people like to read them.

Have you ever written a story using your imagination? If so, your story probably had characters, a setting, and a plot. Stories are narratives, and their purpose is usually to entertain readers.

Learning from Writers

Read the following two stories. Who are the main characters? Where do the stories take place? Think about what happens in the stories and how the stories end.

Chandra and the Sick Elephants

Once upon a time a long time ago, a girl named Chandra lived in a small village in India. . . . One morning, the Rajah returned from a walk in the gardens to find Chandra at the gate, staring in at the elephants. “What are you doing here, Elephant Bather?” he asked.

“I worry about the elephants,” she said. “I love them all and know them well. Maybe I can help them.”

The Rajah thought for a moment. “Go ahead and try,” he said. . . .

Chandra approached Misha, the Rajah’s favorite elephant. She studied his feet: the nails, pads, the cuticles. She studied his tusks. . . . When Chandra got to the first ear, she discovered a painful-looking infection inside the ear canal. The other ear was the same. So were the ears of the other elephants. Chandra cleaned their ears, sang the elephants a soothing song, and went home.

At dawn the next day, when Chandra returned, the elephants . . . greeted her with joyful trumpeting.

The Rajah was overjoyed. He declared a festival day and invited everyone in the land to the palace.

—David Barry, from *The Rajah’s Rice*

A Dream Come True

Happy Martinez always wanted a pony. Where he lived, in the Arizona desert, it seemed as if everyone had a pony.

One day, Happy saw a little pony stuck on the pathway down the canyon. A rock blocked its way, and it couldn't move up or down. Happy inched down the path, speaking quietly to the pony. When he reached the pony, he took off his belt and looped it around the pony's neck.

Happy and the pony walked up the path together. When they reached home, Dad came out to see them.

"Can I keep him?" begged Happy.

"Someone may call about him," said Dad. "If so, you will have to give him back." Weeks went by, and no one called. Dad said that Happy could have the pony.

"I will call him Dream," said Happy, "because he is my dream come true."

—Tommy Ortega



PRACTICE AND APPLY

Thinking Like a Reader

1. Who are the main characters in "Chandra and the Sick Elephants"?
2. In "A Dream Come True," how does Happy rescue the pony?

Thinking Like a Writer

3. How does David Barry show that the elephants are cured?
4. What word does Tommy Ortega use to describe how Happy asked if he could keep the pony?

5. **Reading Across Texts** Compare the two literature models. Where does information about the setting appear in each story?

Features of a Story

DEFINITIONS AND FEATURES

A **story** is a narrative that a writer creates from his or her imagination. A good story:

- ▶ Has **characters** who are the people in a story.
- ▶ Has a **plot** with a problem that is solved at the end.
- ▶ Describes a **setting**, telling where and when the story takes place.
- ▶ Has an interesting **beginning, middle, and end**.
- ▶ Uses **dialogue words** that show how the characters are speaking.

▶ Characters

Reread “Chandra and the Sick Elephants” on page 48. The actions and thoughts of characters make up a story. What do these sentences tell about Chandra’s thoughts?

“I worry about the elephants,” she said. “I love them all and know them well. Maybe I can help them.”

Chandra cares about the elephants and wants to aid them. The story is about how she helps the elephants.

▶ Plot

Every story has a plot. The plot involves a problem that needs to be solved. In David Barry’s story, the elephants are sick.

Chandra cleaned their ears, sang the elephants a soothing song, and went home.

How does Chandra solve the problem?

► Setting

A story's setting is the time and place in which the action occurs. Details about the setting often help the reader create a picture in his or her mind.

Once upon a time a long time ago, a girl named Chandra lived in a small village in India.

What is the setting of this story?

► Beginning, Middle, and End

The beginning of a story usually introduces the characters, the setting, and a problem. The middle tells the events that result from the problem. The ending solves the problem and concludes the story in a logical way.

The Rajah was overjoyed. He declared a festival day and invited everyone in the land to the palace.

How does this paragraph end the story logically?

► Dialogue Words

Dialogue words show how the characters are speaking and how they feel. What dialogue word does the author use in this sentence?

“What are you doing here, Elephant Bather?” he asked.

The author uses *asked* to show that the character has asked a question.

PRACTICE AND APPLY

Create a Story Map

1. Reread “A Dream Come True” on page 49.
2. Draw a story map. List the title of the story, the setting, the characters, and the problem.
3. Then list each event separately.
4. At the bottom, write the solution to the problem.

Title
Setting
Characters
Problem
Events
↓
↓
↓
↓
↓
Solution

Prewrite

A story is a form of writing that is created from the author's imagination. Writing a story gives you the opportunity to share your creativity and imagination with others.

Purpose and Audience

The purpose of writing a story is to entertain your audience. It is also a way to express your thoughts and ideas through a real or imaginary situation or topic.

Before writing, you need to think about your audience. Who will be reading your story? How will you make your story fun for your audience to read?

Choose a Topic

Begin by **brainstorming** a list of ideas or situations that might make an interesting plot, or story line. Remember that a good story should include a problem and show how that problem is solved.

After you have chosen the plot for your story, **explore ideas** by listing the events that will take place, as well as ideas for the characters and setting.



Audience

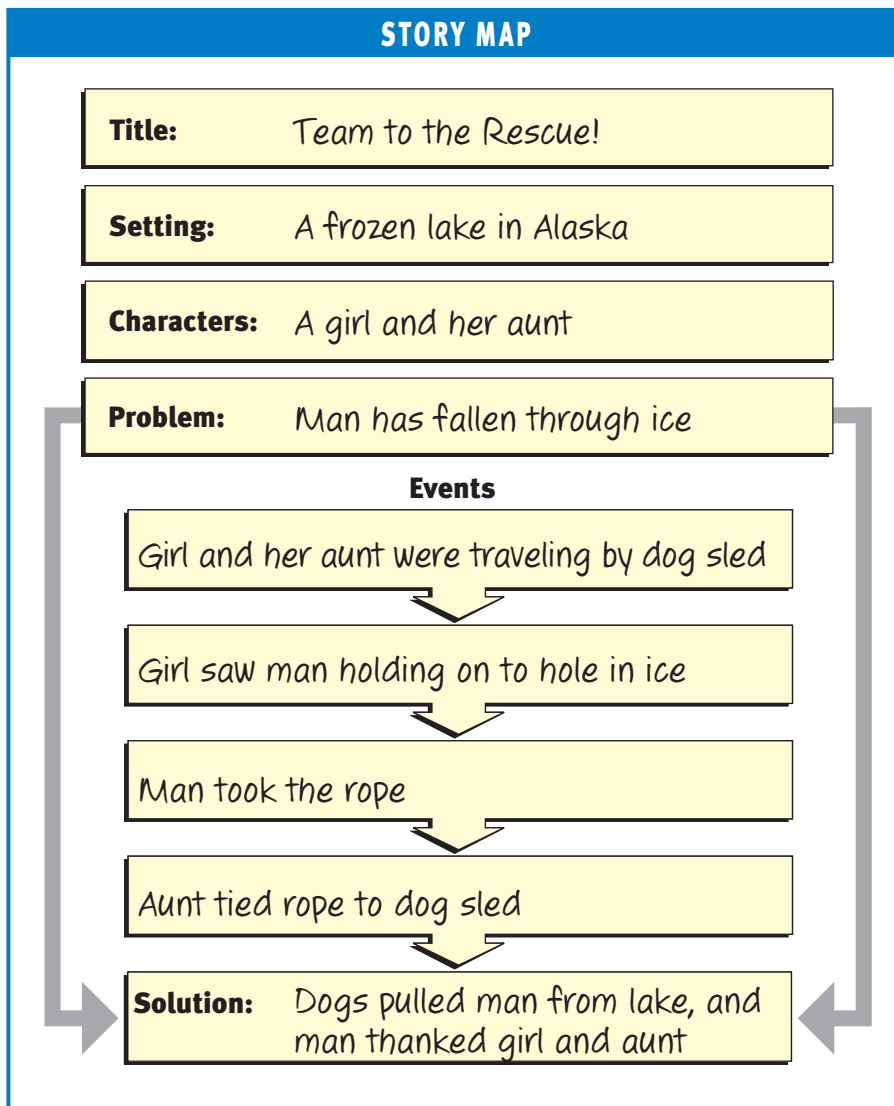
Who might read your story? Write about how you will create characters and events that will capture your reader's attention.

Here is how I listed ideas for my story.

Girl and her aunt
 Traveling by dog sled on a
 frozen lake
 Saw something moving on the ice
 Snowstorm was starting
 Man took the rope
 Man was holding onto hole in ice
 Aunt tied rope to dog sled
 Dogs pulled man from lake
 Man thanked them
 Man gave them bag of gold

Organize • Story Map

A story needs to have a clear beginning, middle, and end so that the audience can understand the events. To plan your story, you can use a story map. How did this writer use her story map to organize all the elements of her story?



Checklist ✓

Prewriting

- Have you thought about your purpose and audience?
- Have you listed story ideas from your imagination?
- Have you chosen a topic or situation and explored your ideas about it?
- Have you selected an interesting setting and characters?
- Are your ideas organized in a chart?
- Do you need to do any research?

PRACTICE AND APPLY

Plan Your Own Story

1. Think about your purpose and audience.
2. Brainstorm ideas for the plot, characters, and setting.
3. Choose a plot idea and write more details.
4. Organize events into a beginning, a middle, and an end.

Prewrite • Research and Inquiry

► Writer's Resources

You may wish to do research to make your story more entertaining and realistic. Make a list of questions and decide what resources may help you answer them.

What Else Do I Need to Know?	Where Can I Find the Information?
Is there a more precise word for <u>took</u> I can use?	Look up <u>take</u> in a thesaurus.
Can I use the word <u>mushing</u> to mean "traveling by dog sled"?	Look up <u>mush</u> in the dictionary.

► Study a Thesaurus

A thesaurus is a book that lists synonyms, or words with the same or similar meanings. It also lists antonyms, or words with opposite meanings. A thesaurus can also be on a computer.

Guide words tell which words are listed on the page.

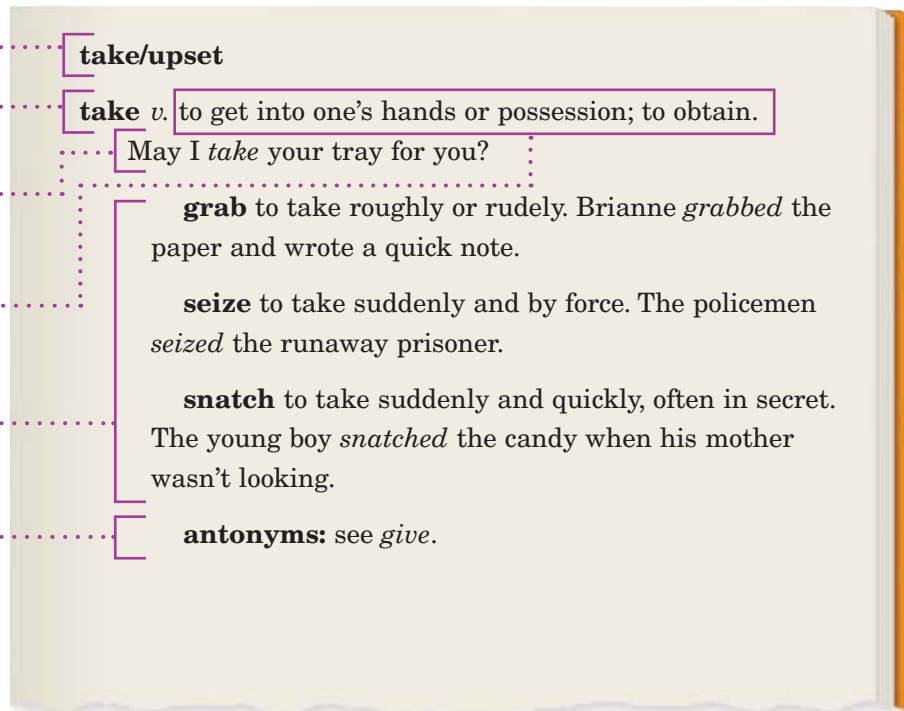
The entry word is listed in dark type.

An example sentence shows how the word is used.

Definition of the entry word.

Synonyms of the entry word.

Antonyms may be listed, or a reference to another word given.



► Use a Dictionary

A dictionary lists words in alphabetical order. In each listing, you will find the pronunciation of the word as well as one or more definitions, example sentences, and parts of speech. You can use a dictionary to make sure you are using words correctly and to check their spelling.

► Use Your Research

The new information that you gathered from your research can be added to your story map. How did this writer use information from a dictionary and a thesaurus to change her story map?



Checklist ✓

Research and Inquiry

- Did you make a list of questions?
- Did you find the resources you need?
- Did you note all your findings?

PRACTICE AND APPLY

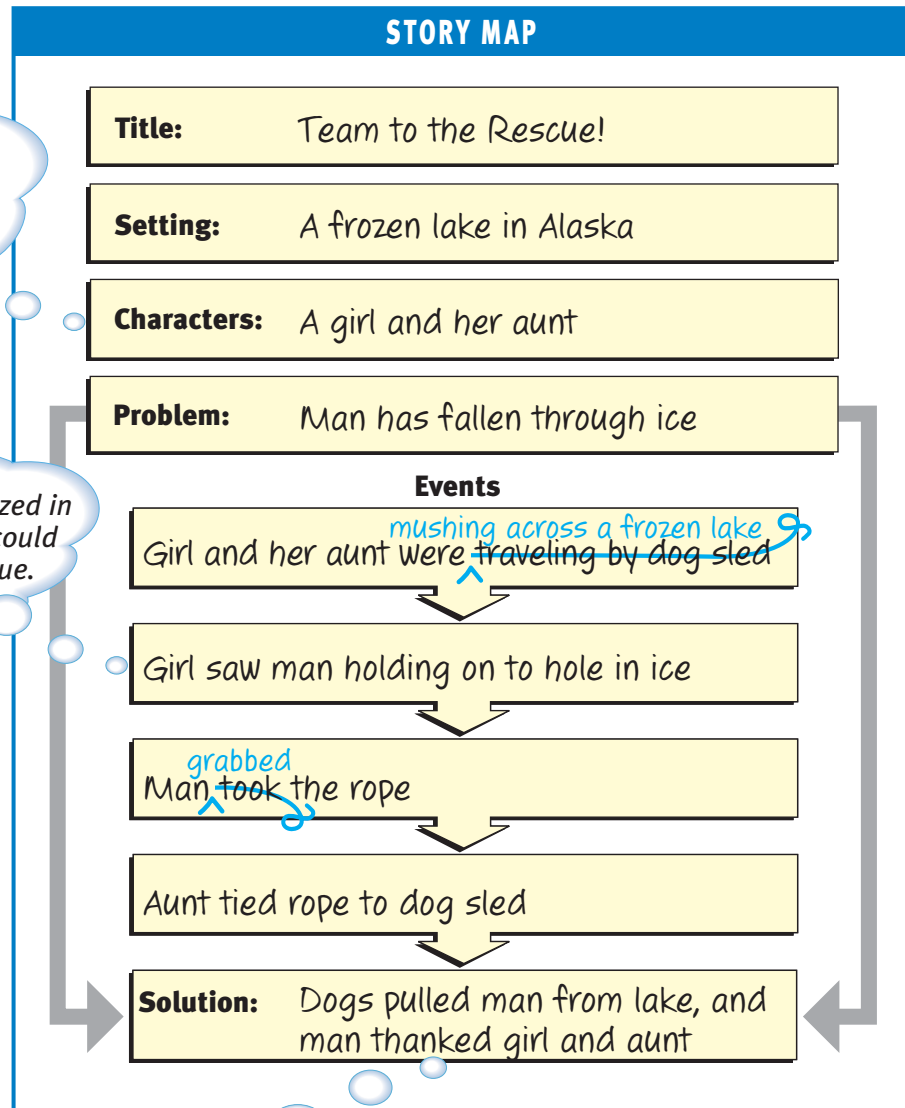
Review Your Plan

1. Review your story map.
2. List questions you may have about ideas or words in your story.
3. Identify the resources you will need to find answers to your questions.
4. Add the information you gather to your story map.



Draft

Before you begin writing your story, look over the chart you created. Think how you will arrange the parts of the story into paragraphs. Remember to give your story a clear beginning, middle, and end.



Main idea of first paragraph: characters and setting

Events are organized in sequence. This could contain dialogue.

Conclusion: how the problem is solved

Checklist

Drafting

- Does your story fit your purpose and audience?
- Have you included interesting characters for your story?
- Have you described the setting?
- Does your plot have a clear beginning, middle, and end?
- Does your story include a problem that is solved?

Look at how the writer used ideas from her chart to write a first draft. She added more information about the characters and setting in the first paragraph. She elaborated on the plot by adding details about the events and including dialogue.

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

DRAFT

Team to the Rescue!

Beth and her Aunt Sue were mushing across a frozen lake. There wasn't much daylight left, and Beth wanted to get back to camp before dark. She was tired. Sue was tired.

Main idea of first paragraph

Supporting details about characters and setting

All of a sudden, Beth saw something moving on the ice. She shouted, pointing ahead. They saw a man holding on to the edge of a hole in the ice.

Main idea of second paragraph: the problem

The man grabbed the rope, and Aunt Sue tied the other end to the sled. Then she said, pull!

The dogs barked and pulled hard. Beth gripped the reins. The team pulled the man free just as the ice split open. "You're safe now, Beth said. "Thank you!" the man said.

Main idea of last paragraph: the solution

PRACTICE AND APPLY

Draft Your Own Story

1. Review your story map.
2. Include an imaginative plot and interesting details.
3. Tell more about the characters and setting.
4. Create a clear beginning, middle, and end.



TECHNOLOGY

Find out how to adjust line spacing on your computer. It's a good idea to double-space your draft so that you will leave more room to make corrections.

Revise

Elaborate

One way to improve your writing is to elaborate. When you elaborate, you add important ideas and details that might be missing from your writing. When you revise your story, you may want to give more information about the action and the characters to help readers feel as if they are part of the story.

The writer added details to tell the reader more about the setting.

One cold winter afternoon,
Beth and her Aunt Sue were mushing across a
frozen lake
in Alaska

The writer added more dialogue to tell a character's exact words.

"Look, Aunt Sue!"
She shouted, pointing ahead.

Word Choice

When you are writing, be sure to choose words that will help you tell an interesting and vivid story.

In a story, you need to select words that will help readers understand the feelings, thoughts, and reactions of characters when they speak.

"Your safe now, Beth ^{exclaimed} said. "Thank you!" the man ^{gasped} said.

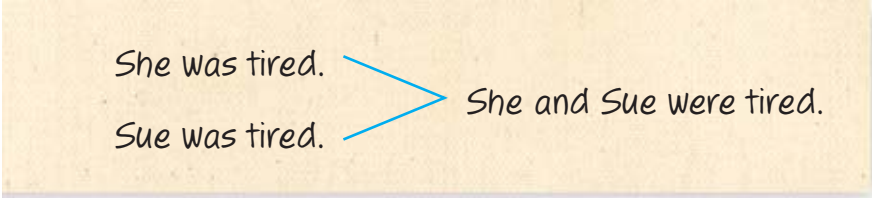
DIALOGUE WORDS

replied
responded
cried
shouted
whispered
asked
gasped
exclaimed
begged
chuckled
pleaded

Better Sentences

While continuing to revise your draft, review your sentences to make certain they work well together. Read the sentences aloud. Do the ideas in the story flow smoothly from one to another? Do the sentences vary in length and in structure?

Sometimes you can combine two sentences to help the flow and rhythm of your story. Leave out words that repeat.



She was tired.
Sue was tired. *She and Sue were tired.*

PRACTICE AND APPLY

Revise Your Own Story

1. Provide specific details that show what the characters do.
2. Use dialogue to make your story characters come alive.
3. Choose dialogue words to show the characters' feelings and thoughts.
4. **Grammar** Combine or change sentences to make them clearer and easier to understand.



TECHNOLOGY

Review your draft for logical order. Do the ideas flow smoothly? If not, try moving paragraphs or sentences around by cutting and pasting text.

Revise • Peer Conferencing

Step back from the story you are writing. Ask a partner to read a copy of your first draft. In exchange, you can read your partner's story. This way, both of you can offer new ideas about each other's work.

This beginning makes me want to read more!

The plot isn't clear here. You need to add more details.

Can you make the ending more interesting? Maybe you could add more dialogue.

Team to the Rescue!

Beth and her Aunt Sue were mushing across a frozen lake. There wasn't much daylight left, and Beth wanted to get back to camp before dark. She was tired. Sue was tired.

All of a sudden, Beth saw something moving on the ice. She shouted, pointing ahead. They saw a man holding on to the edge of a hole in the ice.

The man grabbed the rope, and Aunt Sue tied the other end to the sled. Then she said, pull!

The dogs barked and pulled hard. Beth gripped the reins. The team pulled the man free just as the ice split open. "You're safe now," Beth said. "Thank you!" the man said.

TIP!

Conferencing for the Reader

- Are features of a story included in your partner's piece?
 - interesting beginning, middle, and end
 - characters
 - a plot with a problem to be solved
 - a setting
 - dialogue
- Be certain to tell your partner strong points about the piece as well as what needs some work.



Review the comments your conferencing partner made about your story. As you revise your story, think about how to address the comments. This writer made some changes based on her partner's ideas.

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

REVISE

Team to the Rescue!

One cold winter afternoon,
Beth and her Aunt Sue were mushing across a
frozen lake. There wasn't much daylight left, and
Beth wanted to get back to camp before dark. She
was tired. Sue was tired.

All of a sudden, Beth saw something moving on
the ice. She shouted, pointing ahead. They saw a
man holding on to the edge of a hole in the ice.
Aunt Sue slid a thick rope across the ice.
The man grabbed the rope, and Aunt Sue tied
the other end to the sled. Then she

The dogs barked and pulled hard. Beth gripped
the reins. The team pulled the man free just as the
ice split open. "Your safe now, Beth
the man said. "You saved my life!"

Checklist

Revising

- Does your story suit your purpose and audience?
- Did you use interesting dialogue words?
- Did you use words that provide readers with a clear picture of the setting?
- Did you create a plot with a beginning, a middle, and an end?
- Did you read sentences aloud to see if they are easy to understand?

PRACTICE AND APPLY

Revise Your Own Story

1. Read your draft aloud or have your partner read it to you. Listen carefully to how it sounds.
2. Take notes from your partner's comments.
3. Use the notes from your peer conference to help make your draft better.

Proofread/Edit

After revising your story, you will need to proofread it to find and correct any errors in spelling, mechanics and usage, or grammar.

STRATEGIES FOR PROOFREADING

- Reread your revised story, looking for one different kind of error at a time. That way, you will be more likely to catch all the errors.
- Check for spelling errors by starting at the bottom of your story and moving up from right to left. This will help you concentrate on spelling rather than on the story itself.
- Check for the correct use of apostrophes and quotation marks. Apostrophes are needed in contractions, and quotation marks in dialogue.

TIP!

TECHNOLOGY

A spell-checker will not point out words that have been left out of a sentence. It's important to use the spell-checker and read over your work yourself. Read carefully to be sure you do not "see" words that are not there!

REVIEW THE RULES

GRAMMAR

- The **tense** of a verb tells whether the action takes place in the present, past, or future.
- An **irregular verb** is a verb that does not add *-ed* to form the past tense. The spelling of the verb changes to form the past tense.

MECHANICS

- An **apostrophe** shows where a letter or letters have been left out of a contraction.
- Use **quotation marks** at the beginning and end of a person's exact words.
- Begin a speaker's words with a **capital letter**.
- Start a **new paragraph** for each new speaker.

Go to pages 138–169 to review other rules.

Look at the proofreading corrections made on the draft below. What does the symbol $\#$ mean? Why does the writer need to start a separate paragraph here?

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

PROOFREAD

Team to the Rescue!

One cold winter afternoon,
 ^ Beth and her Aunt Sue were mushing across a
 ^ in Alaska
 frozen lake. There wasn't much daylight left, and
 ^ Beth wanted to get back to camp before dark. She ^{and}
 ^ was tired. ~~Sue was tired.~~ ^{were} Sue ^{was} tired.

All of a sudden, Beth saw something moving on
 "Look, Aunt Sue!" ^{When they got closer,}
 the ice. She shouted, pointing ahead. They saw a
 ^ clinging
 man holding on to the edge of a hole in the ice.
 Aunt Sue slid a thick rope across the ice.

^ The man grabbed the rope, and Aunt Sue tied
 the other end to the sled. Then she ^{cried} ~~said~~ "pull!"
 ^ ^ ^





The dogs barked and pulled hard. Beth gripped
 the reins. The team pulled the man free just as the
 ice split open. ^{You're} ~~you're~~ safe now, ^{exclaimed} ~~said~~ Beth. [#] "Thank you!"
 ^ ^ ^
 the man ^{gaspd} ~~said~~ ^{"You saved my life!"}

Checklist

Proofreading

- Did you make sure all words are spelled correctly?
- Did you use the proper tense of verbs?
- Did you use quotation marks around a speaker's exact words?
- Did you write dialogue correctly?

PROOFREADING MARKS

- $\#$ new paragraph
- ^ add
-  take out
-  Make a capital letter.
- / Make a small letter.
-  Check the spelling.
-  Add a period.

PRACTICE AND APPLY

Proofread Your Own Story

1. Correct spelling mistakes.
2. Check to be sure that you have spelled irregular verbs correctly.
3. Make sure you have used apostrophes correctly.
4. Include correct punctuation for dialogue.

Publish

Before publishing your story, review it one last time. A checklist such as the one below will be helpful.

✓ Self-Check Story

- Did I consider the purpose for my story?
- Did I think about my audience as I wrote? Will my audience find the story entertaining?
- Did I give details about the characters in my story?
- Did I create a plot with a clear beginning, middle, and end?
- Did I include and describe an interesting setting?
- Did I use dialogue words to vary the characters' responses?
- Did I include dialogue and write it correctly?
- Did I make sure my sentences flowed smoothly? Did I combine sentences when necessary?
- Did I proofread and correct all my errors?

The writer used the checklist while reviewing her story one last time. Read “Team to the Rescue!” and talk with a partner about the story. Do you think that the story was ready to be published? Why or why not?



Team to the Rescue!

by Jessica Peters

One cold winter afternoon, Beth and her Aunt Sue were mushing across a frozen lake in Alaska. There wasn't much daylight left, and Beth wanted to get back to camp before dark. She and Sue were tired.

All of a sudden, Beth saw something moving on the ice. "Look, Aunt Sue!" she shouted, pointing ahead. When they got closer, they saw a man clinging to the edge of a hole in the ice.

Aunt Sue slid a thick rope across the ice. The man grabbed the rope, and Aunt Sue tied the other end to the sled. Then she cried, "Pull!"

The dogs barked and pulled hard. Beth gripped the reins. The team pulled the man free just as the ice split open. "You're safe now," Beth exclaimed.

"Thank you!" the man gasped. "You saved my life!"

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH



Handwriting

Leave the same amount of space between each pair of words. This helps to make the line easier to read.

PRACTICE AND APPLY

Publish Your Own Story

1. Check your revised story one more time.
2. Make a neat, final copy.
3. Add illustrations or an appropriate background drawing.

A Story	
Score	Description
<p>4 Excellent</p>	<ul style="list-style-type: none"> ■ creates an entertaining, detailed story ■ moves readers through an engaging beginning, middle, and end ■ uses an original voice and well-crafted dialogue ■ uses advanced vocabulary and figurative language ■ uses a variety of sentences that flow smoothly ■ is free or almost free of errors
<p>3 Good</p>	<ul style="list-style-type: none"> ■ creates a solid, detailed story ■ creates a clear beginning, middle, and end ■ attempts to create a personal style ■ uses both new and everyday words ■ includes easy-to-follow sentences ■ has minor errors that do not confuse the reader
<p>2 Fair</p>	<ul style="list-style-type: none"> ■ attempts to create a story with some details ■ has an unclear beginning, middle, and end ■ lacks involvement with readers ■ uses words that are unclear with no figurative language ■ includes sentences that are understandable but awkward ■ makes frequent errors that confuse the reader
<p>1 Unsatisfactory</p>	<ul style="list-style-type: none"> ■ does not tell a story ■ has no beginning, middle, or end ■ shows no engagement with readers ■ uses words not connected to the purpose ■ uses run-on sentences and sentence fragments ■ makes serious and repeated errors

Go to www.macmillanmh.com for a 6-Point Student Writing Rubric.

Unit 4

Expository Writing: A How-To

How-to Writing

Have you ever read directions for making something? This is an example of explanatory, or how-to, writing. Explanatory writing tells how to complete a particular task step by step.



Purpose

What kinds of things might you describe in an explanatory piece? Why would you describe them? Write your ideas in your journal.

Learning from Writers

Read the following examples of explanatory writing. What process does the writer explain? What words does the writer use to tell you the order in which the steps were completed?

How Can Animals Help People?

Duffy is a dog who is part of a program called Pet Partners. Every week Duffy and other Pet Partners go to hospitals and other places. Their job is to help people who are very sick, sad, or lonely feel better.

How did Duffy get to become a Pet Partner? It wasn't easy. First, Duffy needed to pass many different tests. Testers put food in front of Duffy. They bounced balls in front of him. They even brought in other dogs to distract him. In each case Duffy had to stay still until his trainer told him it was okay to move.

After Duffy passed all his tests, he needed to be trained. During his training Duffy learned how to help people. He learned to be patient with strangers. He learned how to be gentle with young children and very old people. After four months of training, Duffy was ready to be a Pet Partner.

—From a science textbook

Directions to the Bowling Alley

To get to the bowling alley from my school, exit the driveway, and turn right onto Cornell Street. At the stop sign, turn left onto Mitchell Street. Follow Mitchell Street past the knitting shops, and then go three more blocks. You will see a sign for First National Bank. Turn left at the sign, and go past the bank along the gravel driveway. The bowling alley is the big white building on your right. We will be waiting at the side entrance. It is the entrance with a blue light over the door.

—Jeffrey Thomas



PRACTICE AND APPLY

Thinking Like a Reader

1. What steps must a dog complete to become a Pet Partner?
2. What kinds of information does "Directions to the Bowling Alley" give the reader?

Thinking Like a Writer

3. Why does the author tell about the tests first and Duffy's training second?
4. What words does Jeffrey Thomas use in his directions that tell which way to go?

5. **Reading Across Texts** Think about why each of these models is an example of explanatory writing. Write a sentence telling what each model explains.

Features of How-to Writing

DEFINITIONS AND FEATURES

In **how-to writing**, the writer informs, or tells, the reader how to do something. The writer describes a process step by step. Good explanatory writing:

- ▶ **Informs or explains** how to complete a certain task.
- ▶ Gives **step-by-step directions** in a logical order.
- ▶ Provides **clear details** that are easy to follow.
- ▶ Uses **time-order words** or **spatial words**, such as *under* or *above*, to make the steps clear.

▶ Inform or Explain

Reread “How Can Animals Help People?” on page 68. What does this piece explain? Notice that the author begins the second paragraph by asking a question.

How did Duffy get to become a Pet Partner?

This question tells what the author will explain in the piece. The second and third paragraphs contain information telling how an animal becomes a Pet Partner.

▶ Step-by-Step Directions

Step-by-step directions tell a reader how to complete a task and explain the order of the steps. The sentence below helps the reader understand what Duffy needed to do to become a Pet Partner.

After Duffy passed all his tests, he needed to be trained.

What did Duffy have to do first to become a Pet Partner?

► Clear Details

Clear details make an explanation easy to understand. The author of “How Can Animals Help People?” gives details telling how Duffy was tested.

Testers put food in front of Duffy. They bounced balls in front of him. They even brought in other dogs to distract him.

How do these details help the reader understand the type of tests Duffy had to take?

► Time-Order Words or Spatial Words

Time-order words, such as *next* and *last*, show the sequence of events. Spatial words, such as *behind* and *near*, tell where something is located. These words help make the steps in explanatory writing clear.

First, Duffy needed to pass many different tests.

What time-order word does the author of “How Can Animals Help People?” use in this sentence?

PRACTICE AND APPLY

Create a Features Chart

1. List the features of a good example of explanatory writing.
2. Reread “Directions to the Bowling Alley” by Jeffrey Thomas on page 69.
3. Write one example of each feature in Jeffrey’s writing.
4. Write why you think Jeffrey’s directions are easy to follow.

<i>Features</i>	<i>Examples</i>

Prewrite

In how-to writing, the writer informs, or tells, the reader how to do something. Writing an explanation can give you a way to tell others how to make something, complete a task, or find a particular place.

Purpose and Audience

The purpose of how-to writing is to explain something clearly to someone else. Instructions are presented in logical step-by-step order so that readers can easily understand them.

Before you begin writing an explanation, think about your audience. How can you be sure they will understand your explanation? Use words and examples that will be familiar to them.



Audience

Write about how your audience will affect the way you explain directions.

Choose a Topic

Start by **brainstorming** different kinds of information that you could share with someone, such as instructions for making something or directions to a place.

After choosing your topic and audience, **explore ideas** by making a list of elements you will want to include in your explanation.

Here is how I explored the steps of my explanation.

Directions to My Apartment

Look for apartment buildings

I live in Building D

North on Merrick Road

Right on Planet Road

Look for the school

Turn on the next street

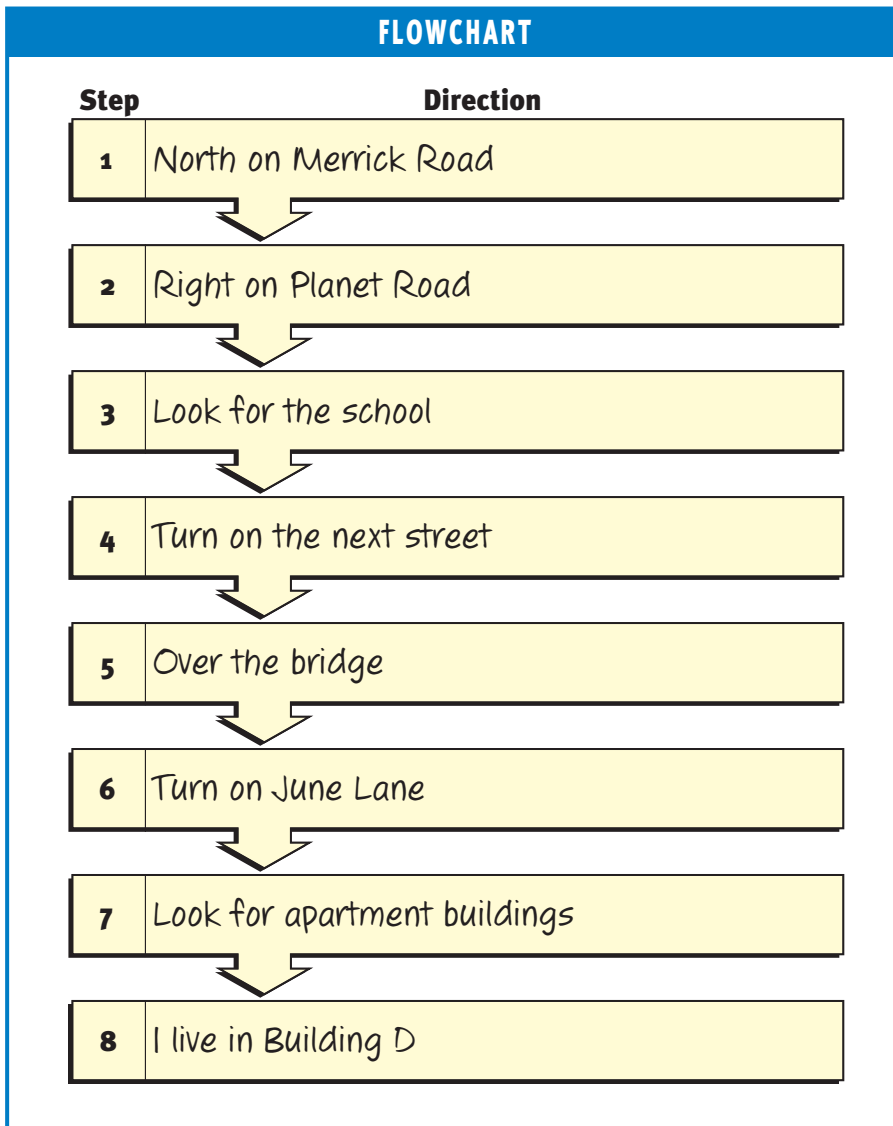
Over the bridge

Four bridges in our town

Turn on June Lane

Organize • Sequence

How-to writing must clearly explain a process in a logical, step-by-step order. To plan your instructions, you can use a flowchart. Write a step in each box. How did the writer use her flowchart to organize the information from her list?



PRACTICE AND APPLY

Plan Your Own Explanatory Writing

1. Brainstorm a list of things you might explain.
2. Select a topic and list its steps.
3. Think about your purpose and audience.
4. Organize your step-by-step instructions.

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

Checklist ✓

Prewriting

- Did you choose something to explain?
- Did you think about your purpose and audience?
- Did you make a list of step-by-step instructions that are clear and easy to follow?
- Did you double-check your work to make sure you didn't leave out any important steps?
- Did you decide whether you need to do any research?

Prewrite • Research and Inquiry

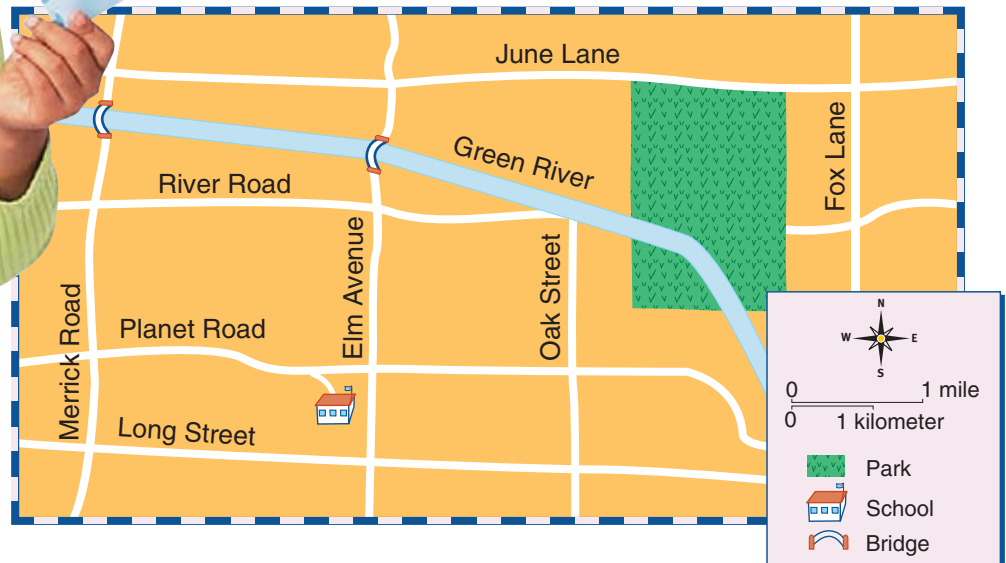
► Writer's Resources

You may need to do some research to get additional information for how-to writing. Make a list of questions. Then decide what resources you need.

What Else Do I Need to Know?	Where Can I Find the Information?
What is the name of the street with the bridge?	Find a map of the town at the library.
How far down June Lane do I live?	Use the distance scale on the map.
How can I explain how to find Building D?	Find a diagram of the apartment buildings.

► Use a Map

To help you write directions, you can refer to a map. A road map shows all the streets in a certain area. It may also show lakes, rivers, parks, and places of interest.

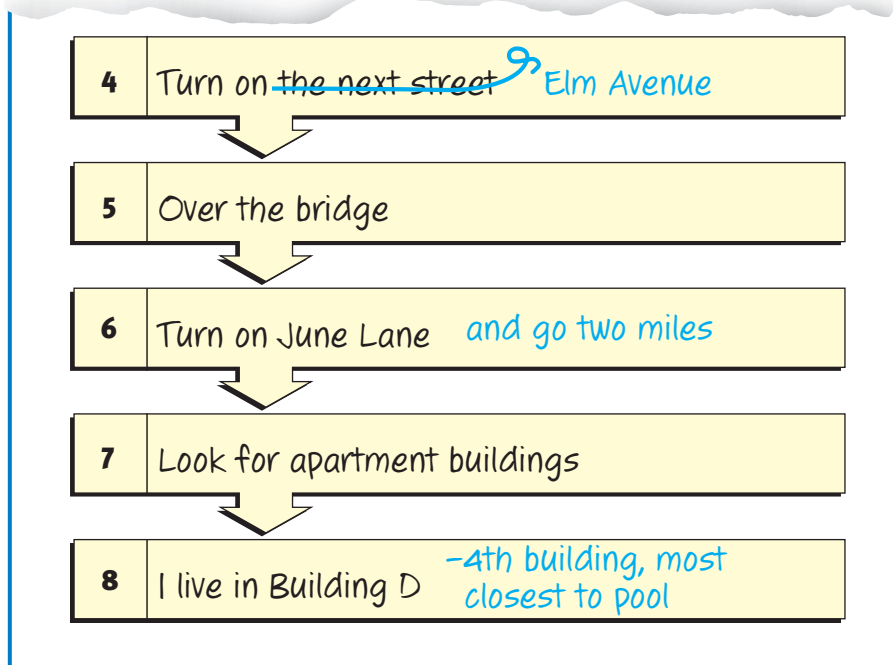


► Use a Diagram

A diagram is a drawing that shows how something is arranged or what its parts are. A diagram can be a helpful resource for how-to writing. For example, if you were giving directions to your apartment, a diagram of your group of apartment buildings might help you explain exactly how to find your building.

► Use Your Research

New information from your research can go into your flowchart. This writer found some important details to add to her directions. What did she add?



PRACTICE AND APPLY

Review Your Plan

1. Look at your flowchart.
2. List details you need for your directions.
3. Identify the resources you need to find the missing details.
4. Add new information that you gather to your chart.

Checklist ✓

Research and Inquiry

- Did you make a list of questions or missing details?
- Did you identify some possible resources?
- Did you take notes?

Draft

Before you begin writing your directions, review the chart you made. Think about writing a sentence for each step of your directions. Then group related sentences together to form paragraphs.

Steps are organized in logical time and space order.

One paragraph can tell how to get to my street.

FLOWCHART	
Step	Direction
1	North on Merrick Road
2	Right on Planet Road
3	Look for the school
4	Turn on the next street Elm Avenue
5	Over the bridge
6	Turn on June Lane and go two miles
7	Look for apartment buildings
8	I live in Building D -4th building, most closest to pool

One paragraph can tell how to find my apartment.

Checklist

Drafting

- Have you explained how to complete a process or a task?
- Are your steps in logical order?
- Have you given clear details that are easy to follow?
- Have you used time-order words (like *before* and *next*) or spatial words (like *left* and *right*) to help make your directions clearer?

Look at the ways this writer has used the steps in her chart to write a first draft of a letter. She grouped related sentences together in paragraphs. She presented the information in logical step-by-step order and added a short introduction.

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

DRAFT

129 June Lane

Sayville Maryland 21092

July 12 20__

dear Joanna

I'm so excited you are coming to visit! We can swim in the pool. Take Merrick Road north. Then, turn right on Planet Road. Look for the school building. Turn on Elm Avenue and go over the bridge. Next, turn on June Lane and go two miles. Look for the apartment buildings at the park.

I live in Building D. It's the fourth building, the one most closest to the pool. I'll be there!

Your bestest friend

Mariana

Step-by-step directions

Main idea of second paragraph

Supporting details tell how to find Building D.



TECHNOLOGY

If you created a prewriting list or flowchart on your computer, you can copy it into a new document for writing your draft. Rearrange and add to the items or chart to create your draft.

PRACTICE AND APPLY

Draft Your Own Instructions

1. Review your prewriting chart.
2. Present step-by-step instructions.
3. Organize the instructions into paragraphs.
4. Add details that make your instructions clear and easy to follow.

Revise

Elaborate

One way to improve your writing is to elaborate. When you elaborate, you add important steps or details that might be missing from your writing. When you revise your explanatory writing, you may need to add or take out details.

The writer added important information that will help make it easier for the reader to follow directions.

Take Merrick Road north ^{to the traffic light}.

The writer added details to describe what the reader will see.

Look for the ^{red brick} apartment buildings at the park.

SPATIAL WORDS

right
left
near
far
east
west
north
south
next to
in front of
close to
behind
across from
around

Word Choice

When you are writing, it is important to choose just the right words for your topic and audience.

Spatial words are helpful for giving directions to a place. These words tell where places are located in relation to one another. The writer added the words *right* and *across from* to help make the directions clearer.

Next, turn ^{right} on June Lane and go two miles. Look for ^{red brick} the apartment buildings ^{across from} at the park.

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

Better Paragraphs

As you revise your draft, check your paragraphs to make sure each one has a main idea. Do the details in the paragraph support the main idea?

Sometimes writers make the mistake of including too much information in one paragraph. If a paragraph contains more than one main idea, you may be able to make your writing clearer by dividing it into two. Make sure each paragraph has a topic sentence.

We'll have a great time.
I'm so excited you are coming to visit! We can
\$Here are the directions to my apartment. ^
swim in the pool. ^ Take Merrick Road north.

PRACTICE AND APPLY

Revise Your Own Instructions

1. Read your how-to writing.
2. Add additional steps and details where they are needed.
3. Elaborate by adding time-order or spatial words to some of your sentences.
4. **Grammar** Have you used the correct forms of singular and plural pronouns in your writing?



TECHNOLOGY

When you begin revising your draft, you can rename your document using the **SAVE AS** feature on your computer. That way, if you change your mind about any revisions, you can cut and paste text from the original document.

Revise • Peer Conferencing

Take a break from your writing and give a partner a copy of your original draft to read. Having someone else read your writing can be very helpful. Your partner may have suggestions and ideas that you haven't thought of.

Good step-by-step directions

Can you give more details about the school?

Would a spatial word be helpful here?

129 June Lane

Sayville Maryland 21092

July 12 20__

dear Joanna

I'm so excited you are coming to visit! We can swim in the pool. Take Merrick Road north. Then, turn right on Planet Road. Look for the school building. Turn on Elm Avenue and go over the bridge. Next, turn on June Lane and go two miles. Look for the apartment buildings at the park.

I live in Building D. It's the fourth building, the one most closest to the pool. I'll be there!

Your bestest friend

Mariana

TIP!

Conferencing for the Reader

- Are features of explanatory writing included in your partner's piece?
 - informs or explains
 - step-by-step instructions
 - clear details
 - spatial words
- It's important to tell your partner what you like about the piece as well as giving suggestions on how it can be improved.



When you revise your explanatory writing, you may want to include some of your partner's suggestions. This writer made some changes in her letter based on her partner's comments.

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

REVISE

129 June Lane

Sayville Maryland 21092

July 12 20__

dear Joanna

⌘ We'll have a great time.
I'm so excited you are coming to visit! We can
Here are the directions to my apartment. to the traffic light
swim in the pool. Take Merrick Road north. Then, turn
big white on the right
right on Planet Road. Look for the school building.
left
Turn on Elm Avenue and go over the old wooden bridge. Next,
right red brick
turn on June Lane and go two miles. Look for the
apartment buildings across from at the park.

I live in Building D. It's the forth building on the left, the one
most closest to the pool. I'll be there!

Your bestest friend

Mariana

Checklist ✓

Revising

- Does your letter fit your purpose and audience?
- Do you need to add more details to your instructions?
- Are your steps in logical order?
- Have you used time-order or spatial words?
- Have you used your partner's suggestions?

PRACTICE AND APPLY

Revise Your Own Instructions

1. Take notes from your partner's comments.
2. Use the notes to help make your draft better.
3. Put in additional information or details where they are needed.

Proofread/Edit

After you have revised your writing, you will need to proofread it to find and correct any errors in mechanics, grammar, usage, and spelling.

STRATEGIES FOR PROOFREADING

- Reread your revised writing several times. You'll be more likely to catch all your errors.
- Reread for punctuation. If you have written a letter, make sure you have used commas correctly.
- Check carefully for spelling mistakes. Start with the last word and read backward.
- Check each sentence for correct capitalization. Be sure to use capitals for letter greetings and closings, street names, city names, and dates.



TECHNOLOGY

A spell-checker cannot catch words that are used incorrectly, such as homophones. For example, if you write *peace* instead of *piece*, the spell-checker will not point it out. You must also proofread your writing carefully.

REVIEW THE RULES


GRAMMAR

- Add *-er* or *more* to an **adjective** to compare two people, places, or things. Add *-est* or *most* to compare more than two.
- A **pronoun** takes the place of one or more nouns. Pronouns can be used as either subjects or objects in a sentence.

MECHANICS

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

Go to pages 138–169 to review other rules.

Look at the proofreading corrections made on the draft below. What does the symbol  mean? Why is the writer taking out the word *most* in the last paragraph?

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH



PROOFREAD


129 June Lane


Sayville, Maryland 21092

July 12, 20__

dear Joanna,

 We'll have a great time.
 # I'm so excited you are coming to visit! We can
 Here are the directions to my apartment. to the traffic light
 swim in the pool. Take Merrick Road north. Then, turn
 big white on the right
 right on Planet Road. Look for the school building.
 left old wooden
 Turn on Elm Avenue and go over the bridge. Next,
 right red brick
 turn on June Lane and go  two miles. Look for the
 across from
 apartment buildings at the park.

I live in Building D. It's the  fourth on the left
 building, the one
 most closest to the pool. I'll be there!

best
 Your  best friend,
 Mariana

Checklist 

Proofreading








- If you wrote a letter, did you put a proper heading on it?
- Did you indent each new paragraph?
- Did you use pronouns correctly?
- Did you use proper punctuation and capitalization?
- Did you check your spelling?

PRACTICE AND APPLY

Proofread Your Own Instructions

1. Check for correct punctuation and capitalization.
2. Check for correct use of pronouns.
3. Correct spelling mistakes.
4. Make sure you have used the correct letter form.

PROOFREADING MARKS

-  new paragraph
-  add
-  take out
-  Make a capital letter.
-  Make a small letter.
-  Check the spelling.
-  Add a period.

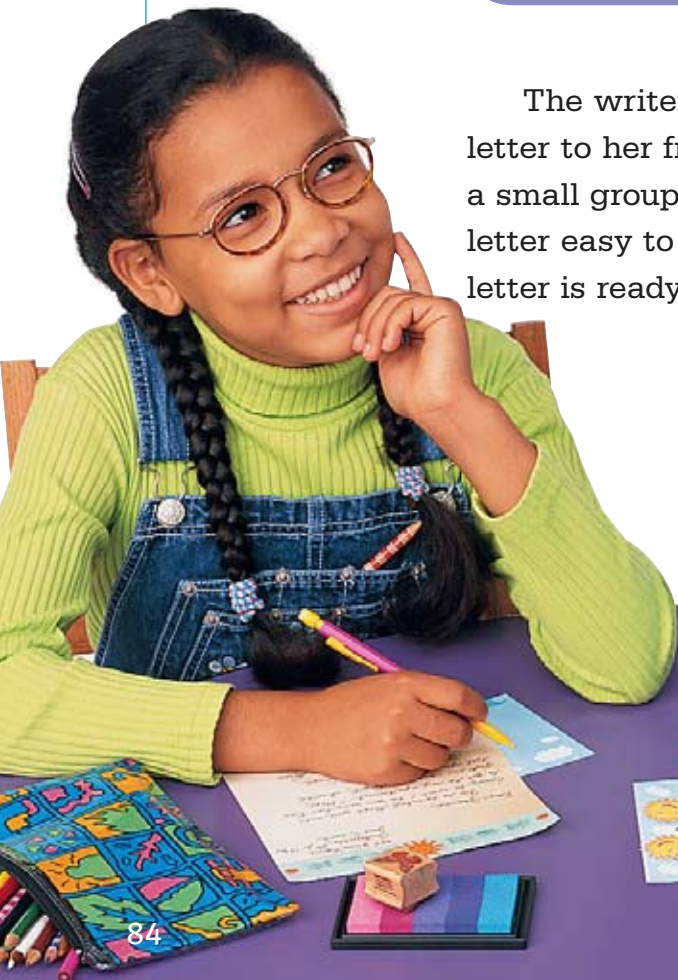
Publish

Before you publish your explanatory writing, review your work one last time. Using a checklist can be very helpful.

✓ Self-Check Explanatory Writing

- Did I write in a way that will interest my audience?
- Was my purpose clear?
- Did I give my instructions in a logical step-by-step order?
- Did I present helpful and clear details?
- Did I use time-order or spatial words to help make my instructions more precise?
- Did I use the right form if I wrote a letter?
- Did I spell each word correctly?
- Did I proofread and correct all punctuation and capitalization errors?

The writer used a checklist to help her review her letter to her friend. Read the letter and discuss it with a small group of classmates. Are the directions in the letter easy to understand and follow? Do you think the letter is ready to be sent? Why or why not?



PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

129 June Lane
Sayville, Maryland 21092
July 12, 20__

Dear Joanna,

I'm so excited you are coming to visit! We'll have a great time. We can swim in the pool.

Here are the directions to my apartment. Take Merrick Road north to the traffic light. Then, turn right on Planet Road. Look for the big white school building on the right. Turn left on Elm Avenue and go over the old wooden bridge. Next, turn right on June Lane and go two miles. Look for the red brick apartment buildings across from the park.

I live in Building D. It's the fourth building on the left, the one closest to the pool. I'll be there!

Your best friend,
Mariana



TECHNOLOGY

As you work on your final copy, make sure to save your document often. Rename it so that you'll know it is the final document.

PRACTICE AND APPLY

Publish Your Own Instructions

1. Check your revised draft one more time.
2. Make a neat final copy.
3. Draw a map or diagram to go with your explanation.
4. Place your explanation and visual side by side on a large poster board.

Writing Rubric

How-to Writing	
Score	Description
4 Excellent	<ul style="list-style-type: none">■ creates a focused explanation with clear details■ explains the topic in an engaging manner and logical order■ uses a personal style and demonstrates original knowledge■ uses time-order and spatial-order words■ uses a variety of sentences that flow smoothly■ is free or almost free of errors
3 Good	<ul style="list-style-type: none">■ creates a solid explanation with clear details■ introduces the topic and explanation in a logical order■ uses a personal tone and shows new knowledge■ includes some time-order and spatial-order words■ uses a variety of complete sentences■ has minor errors that do not confuse the reader
2 Fair	<ul style="list-style-type: none">■ tries to explain, but details may be unclear■ presents some steps or ideas out of order■ does not connect with readers■ includes few time-order or spatial-order words■ uses only simple sentences that lack variety■ makes frequent errors that confuse the reader
1 Unsatisfactory	<ul style="list-style-type: none">■ creates an incomplete explanation■ does not include a clear beginning or show signs of logical order■ does not use a personal voice and shows little knowledge of the topic■ uses words not connected to the purpose■ uses run-on sentences and sentence fragments■ makes serious and repeated errors

Go to www.macmillanmh.com for a 6-Point Student Writing Rubric.

Unit 5

Expository Writing: Writing That Compares

Writing That Compares

Writing that compares often shows how things are alike and how they are different by comparing and contrasting. Writing that compares includes details to show readers how items are similar and different.

Learning from Writers

Read the following examples of writing that compares. What two things is the writer comparing and contrasting? As you read, think about the similarities and differences between the two things.



Purpose

Why would you want to compare and contrast two items? Write your ideas in your journal.

A DINOSAUR DISCOVERY

As a paleontologist, James Kirkland has examined thousands of different dinosaur bones. But even he wasn't prepared for what he saw when he was called to investigate some new fossils found near Salt Lake City, Utah. A fossil bed there held the bones of two never-before-seen species of ankylosaur.

Both of the newly discovered creatures belong to a group of plant-eating dinosaurs called ankylosaur, which means "fused lizards." The name comes from the heavy armor-like plates attached or fused to their heads. Some grew more than 30 feet long.

"These two dinosaurs were very similar animals in many respects," says Kirkland. One is an ankylosaurid. Ankylosaurids had big armored plates around their head and a long tail with a heavy club at the end. They would swing the club-tail to fight bigger animals.

The other new species, the nodosaurid, was also well armed. It had spikes on its shoulders. "It used to ram larger creatures," says Kirkland. "These dinosaurs were built like tanks."

—From "A New Dino Duo" in *Time for Kids*

Francis Beach and Marquette Beach

Two beaches near my town show the difference pollution can make. Francis Beach is near a canal. Some factories send waste directly into the canal. Marquette Beach, which is the same size as Francis Beach, is in the town of Lee. In Lee, waste from factories is strictly controlled.

There are no birds at Francis Beach. However, at Marquette Beach, seagulls and sandpipers are everywhere. There are also no bluefish at Francis Beach. On the other hand, Marquette Beach has bluefish and many other fish.

Pollution has made a difference in the wildlife population at Francis Beach. Nothing seems to live there, while Marquette Beach, with its strict laws about pollution, is full of life.

—Sarah Park



PRACTICE AND APPLY

Thinking Like a Reader

1. How are the dinosaurs in “A Dinosaur Discovery” similar?
2. How are Francis Beach and Marquette Beach different?

Thinking Like a Writer

3. What facts does the author include to show how the dinosaurs are similar?
4. How does Sarah Park organize the information about beaches?

5. **Reading Across Texts** What is the author of each essay trying to show through the comparisons? How are the authors’ goals different?

Features of Writing That Compares

DEFINITIONS AND FEATURES

Writing that compares often looks at how things are alike and how they are different. Successful writing that compares provides specific information that:

- ▶ Explains how things are **similar**.
- ▶ Explains how things are **different**.
- ▶ Is organized in a **logical order**.
- ▶ Uses **compare and contrast words** to point out similarities and differences.

▶ Similarities

Reread “A Dinosaur Discovery” on page 88. An important part of writing that compares is explaining how two things are similar. How are the dinosaurs similar?

Both of the newly discovered creatures belong to a group of plant-eating dinosaurs called ankylosaur, which means “fused lizards.”

Similarities tell how two things are the same. Both of the new dinosaurs belonged to the ankylosaur group.

▶ Differences

Another important part of writing that compares is explaining how two things are different. How are the newly discovered dinosaurs different?

One is an ankylosaurid. Ankylosaurids had big armored plates around their head and a long tail with a heavy club at the end. . . .

The other new species . . . had spikes on its shoulders.

The two new species of dinosaur looked different in certain ways.

► Logical Order

Presenting ideas in a logical order can help readers better understand your writing. The author of “A Dinosaur Discovery” begins by introducing the things that will be compared.

A fossil bed there held the bones of two never-before-seen species of ankylosaur.

The author next talks about the two dinosaurs together, and then gives details about each one. Do you think the order the writer chose is a good one? Why or why not?

► Compare and Contrast Words

To help readers clearly understand writing that compares, writers include words that point out that things are alike or different. Some compare and contrast words are *similar*, *both*, *also*, and *other*.

The other new species, the nodosaurid, was also well armed.

What other compare and contrast word does the author use in the article?

PRACTICE AND APPLY

Create a Features Chart

1. List the features of a good example of writing that compares.
2. Reread “Francis Beach and Marquette Beach” by Sarah Park on page 89.
3. Write one example of every feature in Sarah’s writing.
4. Write what you have learned from reading Sarah’s piece.

Features	Examples

Prewrite

In writing that compares, the writer explains how two things are similar and how they are different. Comparing and contrasting is a good way to share your ideas about two different things.

Purpose and Audience

A common purpose of descriptive writing is to inform readers about how two people, places, things, or ideas are alike and different.

Before writing, you need to think about your audience. Who will be reading your writing that compares? How will you organize the facts in your writing so they will be easy to understand?

Choose a Topic

Start by **brainstorming** a list of things that are similar in some ways but different in others. Then choose one pair of items that interests you most.

Explore ideas by making a list of details about each item that you can compare and contrast.



Audience

Write how your audience will affect the way you plan and write your comparison.

I explored ideas about lakes and swimming pools.

How Lakes and Swimming Pools Are Alike and Different

Both are filled with water.
 Lakes are always outdoors.
 My granddad has a pool.
 Both are used for swimming.
 I love swimming in lakes.
 Both come in many shapes and sizes.
 Pools are made by humans, but lakes are not.
 Lakes are very deep.
 The deepest pools are only nine or ten feet.
 Pools have only one use.



Organize • Classifying

When you write a comparison, you need to classify your details into two groups. One group of details should tell how the items are alike, and one group of details should tell how they are different. To plan your writing, you can use a compare-and-contrast chart.

PREWRITE

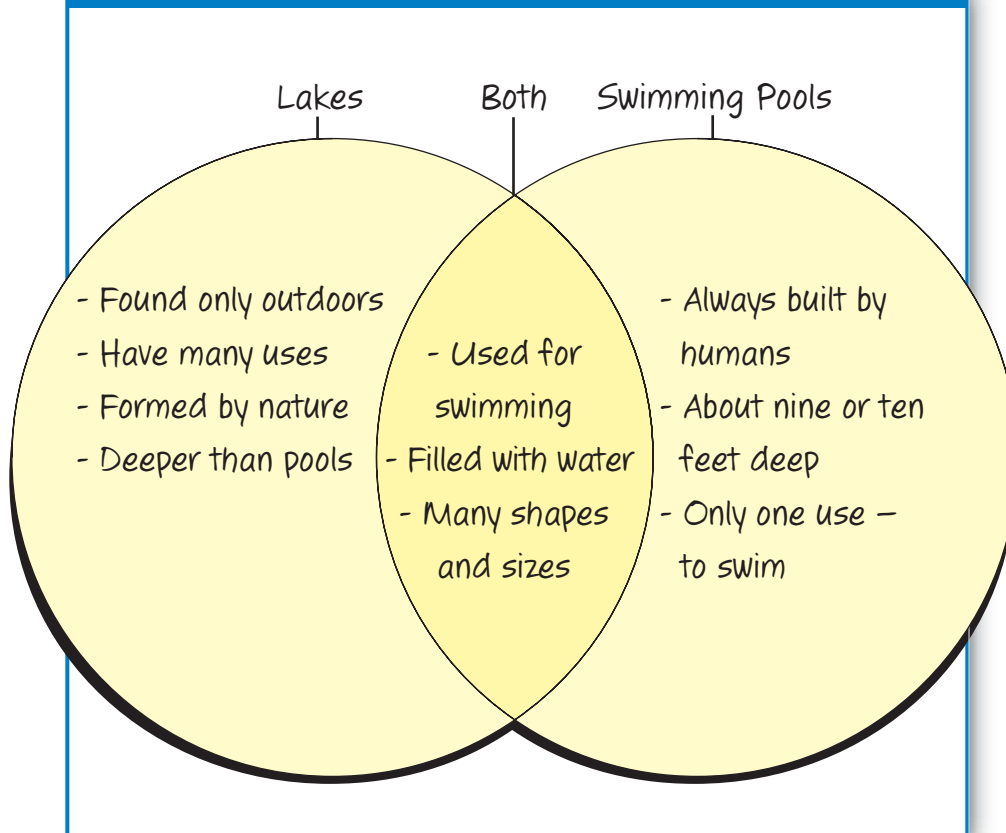
DRAFT

REVISE

PROOFREAD

PUBLISH

COMPARE-AND-CONTRAST CHART



Checklist ✓

Prewriting

- Did you think about your purpose and audience?
- Have you chosen two things that are similar in some ways and different in others?
- Have you listed details about both things?
- Can you use those details to compare and contrast?
- Have you used your chart to organize your ideas?
- Do you need to do research to check any of your details?

PRACTICE AND APPLY

Plan Your Own Writing That Compares

1. Think about your purpose and audience.
2. Brainstorm ideas about things that are the same and different.
3. Choose two things to compare and explore your ideas.
4. Organize your ideas.

Prewrite • Research and Inquiry

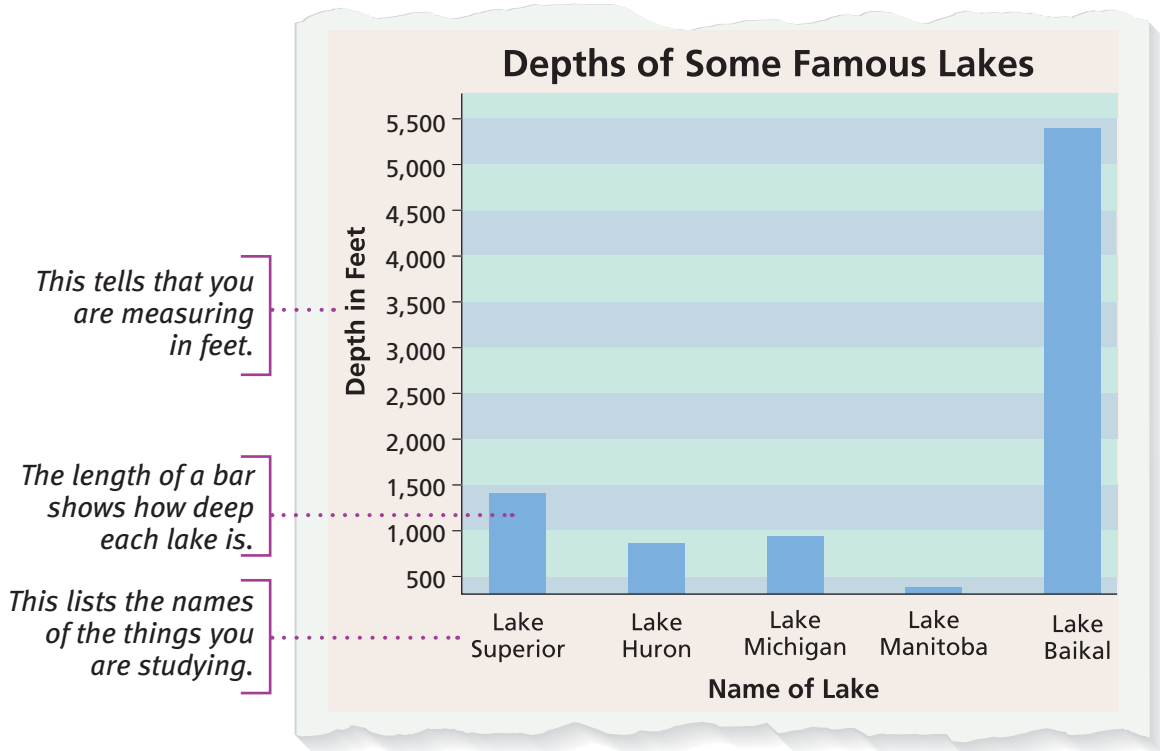
► Writer's Resources

You may have to do research to get more information for your writing. First, make a list of questions. Then, decide what resources you need to answer the questions.

What Else Do I Need to Know?	Where Can I Find the Information?
Are any lakes created by people?	Find a book about lakes.
How deep are most lakes?	Look for a chart or graph.

► Use Graphs

Graphs show information about numbers and changes in numbers. You may be able to find graphs with information about your topic.



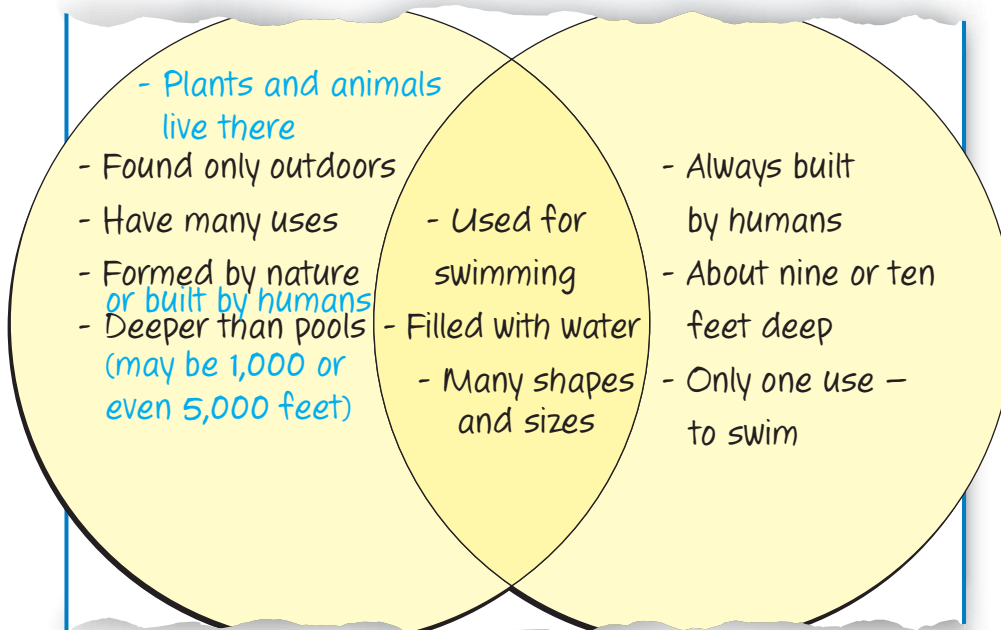
► Use Parts of a Book

You can find information about almost any topic in a book. To locate the information you need, you can use the table of contents.

The table of contents is in the front of a book. It lists chapters or units in the book and gives the page numbers on which they begin. Another way to find information is to skim through a book looking at the headings. A heading is a word or group of words that stands out at the top of a page or at the beginning of a paragraph.

► Use Your Research

New information gathered from your research can go into your compare-and-contrast chart. This writer learned some important information while doing research. How did it affect his chart?



PRACTICE AND APPLY

Review Your Plan

1. Look over your compare-and-contrast chart.
2. List any questions you have about your topic.
3. Identify the resources you will need to help answer your questions.
4. Add new information you gather to your chart.

Checklist ✓

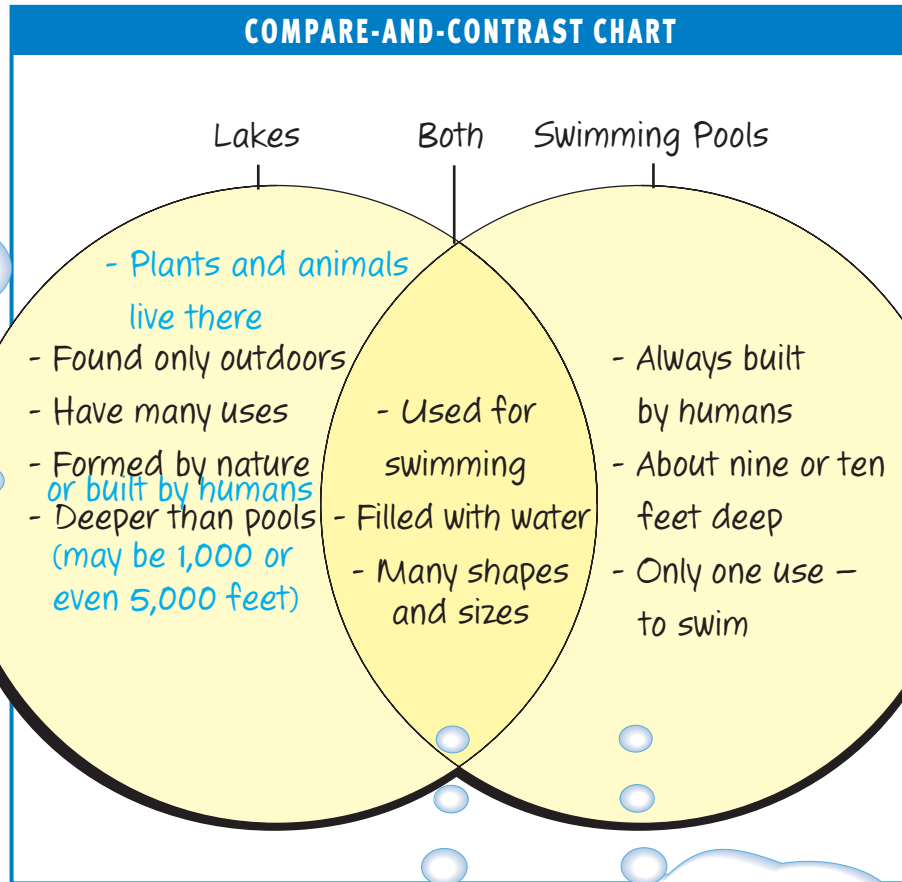
Research and Inquiry

- Did you list additional questions?
- Did you identify resources you might use?
- Did you take notes?

Draft

Writing PROCESS

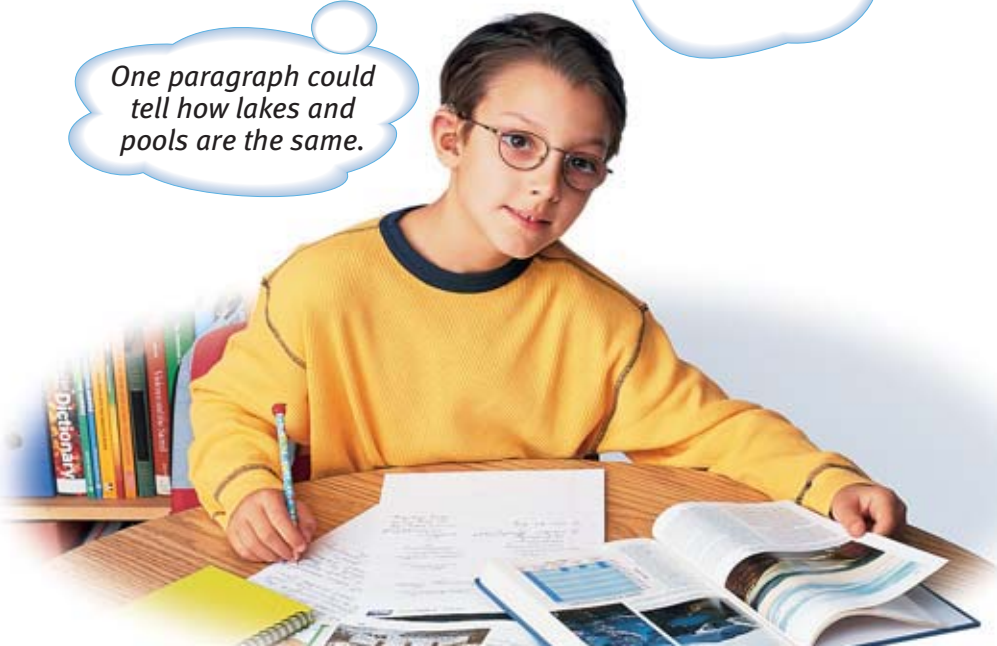
Before you begin writing your comparison, review your chart. Think about making a paragraph for similarities and a paragraph for differences. You will want to include specific details in each paragraph.



One paragraph could tell how lakes and pools are different.

Details tell how pools are different.

One paragraph could tell how lakes and pools are the same.



Checklist

Drafting

- Does your writing fit your purpose and audience?
- Have you explained how two things are similar and how they are different?
- Are your details organized in logical order?
- Have you included compare and contrast words to help your readers follow your organization?

Look at how this writer used the ideas in his chart to write a first draft. He organized the information into paragraphs. He included specific details to describe lakes and swimming pools.

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

DRAFT

Lakes and swimming pools are different in many ways. My granddad has a pool. Pools may be nine or ten feet deep, but lakes are much deeper. For example, lake superior is over 1,000 feet deep, and lake Baikal in russia is over 5,000. Lakes are always found outdoors. Lakes can be formed by nature or made by men and womans. All pools are human-made. Lakes have more uses than pools. Finally, plants and animals live in lakes.

First paragraph tells how lakes and pools are different.

Details give a description of pools and lakes.

Lakes and pools are also alike. They come in many shapes and sizes, and they are filled with water. They can be used for swimming and are often crowded in july and august. Even though Lakes and Pools are different, they are both places to have fun!

Second paragraph tells how they are similar.

PRACTICE AND APPLY

Draft Your Own Writing That Compares

1. Review your prewriting chart.
2. Include details that compare and contrast.
3. Organize similarities and differences logically.
4. Use exact, vivid words to describe the things you are comparing and contrasting.



TECHNOLOGY

Save your document every few minutes. Then, if your computer shuts down or if you lose power, you won't lose all your work.

Revise

Elaborate

Elaborating will help you to improve your writing. To elaborate means to add examples and details that further support your ideas. As you revise your comparison, you should add some details to explain some of your ideas more clearly.

The detail that the writer added made the difference between pools and lakes clearer.

,while pools can be indoors or outdoors
Lakes are always found outdoors. ^

The writer added details to support a point.

For example, you can go fishing or boating on a lake.
Lakes have more uses than pools. ^

COMPARE AND CONTRAST WORDS

different
same
similarly
as well as
alike
but
although
both
neither
also
however
on the other hand

Word Choice

When you are writing, it is important to choose words that make your ideas clear.

In a comparison, you can use compare and contrast words to show the similarities and differences between things and to make transitions from one idea to the next.

On the other hand, ^ Lakes and pools are also alike. *Both* ^ They come in many shapes and sizes, and *both* ^ they are filled with water.

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

Better Paragraphs

As you continue to revise your draft, check your paragraphs to make sure each one has a topic sentence that states the main idea. Do the facts in each paragraph support the main idea? Is there any information that you can add? Is there any information you do not need to include? You can make your writing clearer by taking out information that does not contribute to your main idea.

Lakes and swimming pools are different in many ways. ~~My granddad has a pool.~~

PRACTICE AND APPLY

Revise Your Own Writing That Compares

1. Add details about your topic to make your writing more interesting.
2. Add words or phrases that help you compare and contrast things.
3. Take out facts that don't support your main idea.
4. **Grammar** Have you formed all plural nouns correctly?



TECHNOLOGY

Sometimes paragraphs sound better and make more sense when you change the order of sentences. Use the cut-and-paste feature to move sentences around.

Revise • Peer Conferencing

Take some time out from your writing. Exchange drafts with a partner. Someone reading your paper for the first time may be able to help you communicate your ideas more clearly.

Interesting details!

You could add a contrast word to this sentence.

You should tell how pools are different.

Lakes and swimming pools are different in many ways. My granddad has a pool. Pools may be nine or ten feet deep, but lakes are much deeper. For example, lake superior is over 1,000 feet deep, and lake Baikal in russia is over 5,000. Lakes are always found outdoors. Lakes can be formed by nature or made by men and womans. All pools are human-made.

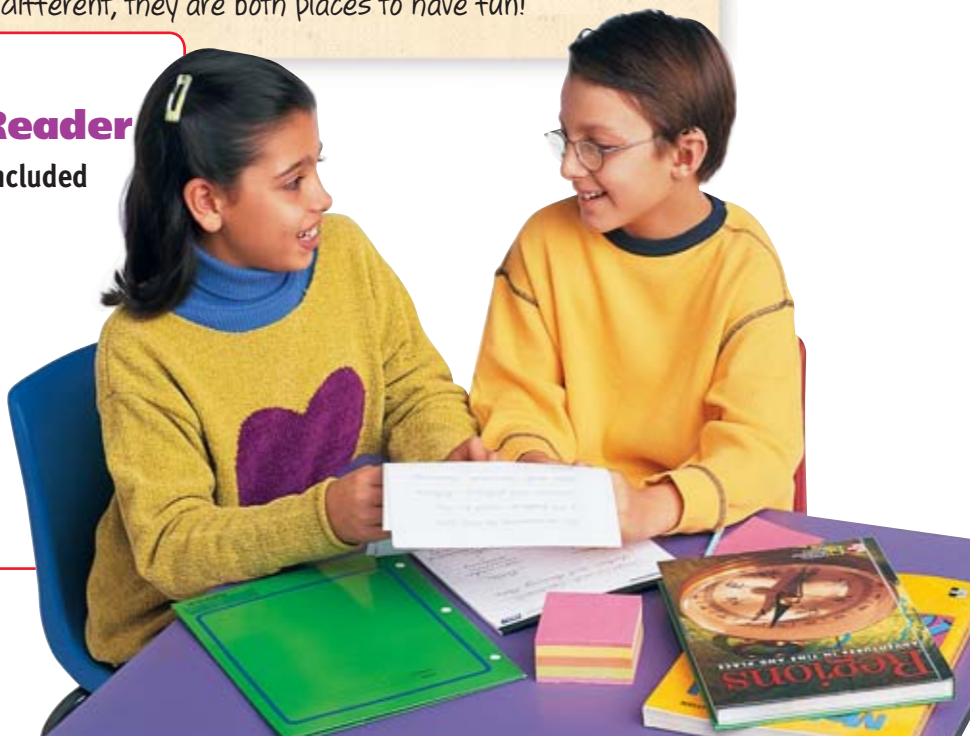
Lakes have more uses than pools. Finally, plants and animals live in lakes.

Lakes and pools are also alike. They come in many shapes and sizes, and they are filled with water. They can be used for swimming and are often crowded in july and august. Even though Lakes and Pools are different, they are both places to have fun!



Conferencing for the Reader

- Are features of writing that compares included in your partner's piece?
 - how things are similar
 - how things are different
 - logical order
 - compare and contrast words
- Don't forget to tell your partner what you like about the piece as well as suggestions to improve it.



Think about your partner's suggestions as you revise your draft. Use the ideas that you feel would help your paper. This writer revised his paper using some of his partner's comments.

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

REVISE

Lakes and Swimming Pools

Lakes and swimming pools are different in many ways. ~~My granddad has a pool.~~ Pools may be nine or ten feet deep, but lakes are much deeper. For example, lake superior is over 1,000 feet deep, and lake Baikal in russia is over 5,000. Lakes are always found outdoors, ^{while pools can be indoors or outdoors} lakes can be formed by nature or ^{however,} made by men and womans. All pools ^{are} human-made. ^{For example, you can go fishing or boating on a lake.} Lakes have more uses than pools. ^{but not in pools} Finally, plants and animals live in lakes. ^{On the other hand,} Lakes and pools are also alike. ^{Both,} ~~They~~ come in many shapes and sizes, and ^{both} ~~they~~ are filled with water. They can be used for swimming and are often crowded in july and august. Even though Lakes and Pools are different, they are both places to have fun!

Checklist

Revising

- Have you kept your purpose and audience in mind?
- Do you need to elaborate on any other facts in your writing?
- Did you use a variety of words to show you are comparing and contrasting?
- Did you take out facts that don't support your main idea?
- Did you include a title that tells about the subject?

PRACTICE AND APPLY

Revise Your Own Writing That Compares

1. Share your draft with your partner.
2. Think about your partner's comments as you revise.
3. Add descriptive details to tell more about the things you are comparing and contrasting.
4. Add a short title to tell readers what the writing is about.

Proofread/Edit

After you have revised your comparison, you will need to proofread it to find and correct any errors in mechanics, grammar and usage, and spelling.

STRATEGIES FOR PROOFREADING

- Reread your revised paper several times, each time looking for a different type of error. This will help you find all your errors.
- Read for correct capitalization. All proper nouns must begin with a capital letter.
- Read for spelling mistakes. Starting with the last word and reading backward will help you spot errors.

REVIEW THE RULES

GRAMMAR

- Many **adjectives** can be used to compare and contrast two or more people, places, things, or ideas by adding the endings *-er* and *-est*.
- The **plural** of most nouns is formed by adding *-s* or *-es*. Some nouns have special plural forms.

MECHANICS

- A **proper noun** names a special person, place, or thing. It always starts with a capital letter.
- Names of days, months, and holidays begin with a capital letter.



TIP!

Spelling

If a noun ends with a consonant and *y*, change *y* to *i* and add *-es* to form the plural. If it ends with a vowel and *y*, just add *-s*.

Go to pages 138–169 to review other rules.

Look at the proofreading corrections made on the draft below. Why does the writer use the symbol ≡ several times?

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

PROOFREAD

Lakes and Swimming Pools

Lakes and swimming pools are different in many ways. My granddad has a pool. Pools may be nine or ten feet deep, but lakes are much deeper. For example, lake superior is over 1,000 feet deep, and lake Baikal in russia is over 5,000. Lakes are always found outdoors. Lakes can be formed by nature or made by men and womans. All pools are human-made. For example, you can go fishing or boating on a lake. Lakes have more uses than pools. Finally, plants and animals live in lakes. On the other hand, lakes and pools are also alike. They come in many shapes and sizes, and they are filled with water. They can be used for swimming and are often crowded in july and august. Even though lakes and pools are different, they are both places to have fun!

Checklist ✓

Proofreading

- Did you check the spelling of plural nouns?
- Did you capitalize proper nouns?
- Did you capitalize names of days, months, and holidays?

PROOFREADING MARKS

- ⌘ new paragraph
- ^ add
- ↪ take out
- ≡ Make a capital letter.
- / Make a small letter.
- Ⓟ Check the spelling.
- ⦿ Add a period.

PRACTICE AND APPLY

Proofread Your Own Writing That Compares

1. Check your spelling and correct any mistakes.
2. Check to be sure that all adjectives that compare and plural nouns have been formed correctly.
3. Capitalize proper nouns.
4. Indent each paragraph.

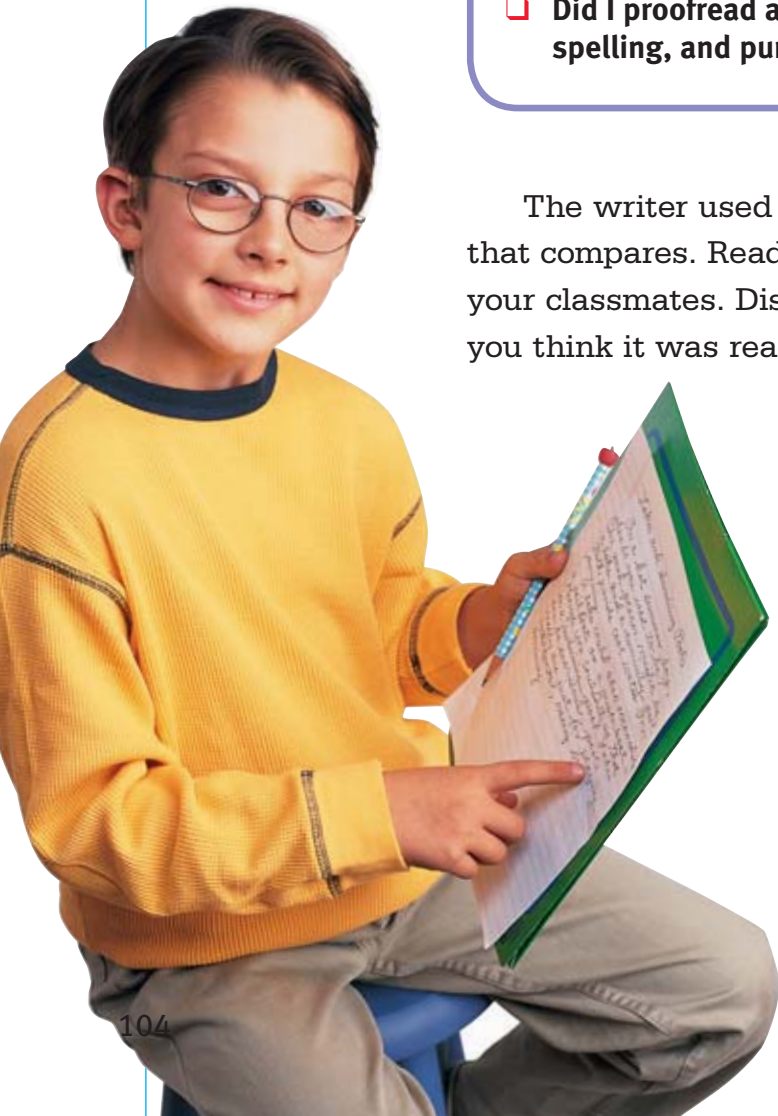
Publish

Before you publish, review your writing one last time. Use a checklist to make sure you go over all the important details.

Self-Check Writing That Compares

- Who was my audience? Will my writing be clear to the audience?
- What was my purpose? Did I tell how two things were alike and how they were different?
- Did I present my ideas in a logical order?
- Did I present accurate and complete details?
- Did I use words that compare and contrast?
- Did I write all plural and possessive nouns correctly?
- Did I proofread and correct errors in capitalization, spelling, and punctuation?

The writer used the checklist to review his writing that compares. Read “Lakes and Swimming Pools” with your classmates. Discuss the writer’s published piece. Do you think it was ready to publish? Tell why or why not.



Lakes and Swimming Pools

By Kevin Jamison

Lakes and swimming pools are different in many ways. Pools may be nine or ten feet deep, but lakes are much deeper. For example, Lake Superior is over 1,000 feet deep, and Lake Baikal in Russia is over 5,000. Lakes are always found outdoors, while pools can be indoors or outdoors. Lakes can be formed by nature or made by men and women. All pools, however, are human-made. Lakes have more uses than pools. For example, you can go fishing or boating on a lake. Finally, plants and animals live in lakes but not in pools.

On the other hand, lakes and pools are also alike. Both come in many shapes and sizes, and both are filled with water. They can be used for swimming and are often crowded in July and August. Even though lakes and pools are different, they are both places to have fun!

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

PRACTICE AND APPLY

Publish Your Own Writing That Compares

1. Check your revised draft one last time.
2. Make a neat, final copy.
3. Add photos, charts, or graphs to illustrate facts about your topic.



TECHNOLOGY

Do you have an e-mail address? Learn how to e-mail your document to a friend by adding an attachment to an e-mail letter that you have written.

Writing Rubric

Writing That Compares	
Score	Description
4 Excellent	<ul style="list-style-type: none">■ describes topic using informative details and observations■ arranges ideas logically with good transitions■ shows detailed knowledge of the subject and conveys that to reader■ uses precise compare and contrast words■ uses a variety of sentences that flow smoothly■ is free or almost free of errors
3 Good	<ul style="list-style-type: none">■ describes topic using details and observations■ organizes the ideas well and includes transitions■ uses an informative tone■ uses compare and contrast words effectively■ uses a variety of complete sentences■ has minor errors that do not confuse the reader
2 Fair	<ul style="list-style-type: none">■ description contains few details and is not informative■ does not identify the topic and lacks logical order■ shows incomplete knowledge and doesn't connect with reader■ uses few compare and contrast words■ uses only simple or choppy sentences■ makes frequent errors that confuse the reader
1 Unsatisfactory	<ul style="list-style-type: none">■ does not adequately describe the topic■ lacks organization or flow■ shows little or no knowledge and confuses the reader■ uses only general or vague words■ uses run-on sentences and sentence fragments■ makes serious and repeated errors

Go to www.macmillanmh.com for a 6-Point Student Writing Rubric.

Unit 6

Expository Writing: Research Report

Expository Writing

When you create a report or an article that presents information or research about a topic, you are writing an expository piece. Expository writing presents information about a topic by using facts, details, descriptions, or examples to tell more about the topic.

Learning from Writers

Read the following examples of expository writing. Pay attention to the information the writers provide. How have they used details to develop the main idea of the piece?



Purpose

Why would you want to write an expository piece? Write your ideas in your journal.

People Caused the Problem

When large numbers of people first moved to Florida more than a century ago, the Everglades was thought to be nothing but swampland. No one paid much attention to the beauty of the area or its importance to the wildlife living there.

In the 1920s, engineers straightened rivers. They built thousands of miles of canals and dikes. They hoped to stop flooding and keep water supplies stable for farms and cities. The plan worked.

But the changes also harmed the Everglades. The area shrank in size by half. Much of the fresh water disappeared. And the numbers of birds, alligators, and other animals shrank, too.

“Everything depends on the water,” says Sandy Dayhoff, who works for Everglades National Park. “Not only having enough water, but the right amount at the right time.” Dayhoff compares the Everglades to a giant bathtub. In the rainy season, the tub is full. In the dry season, it slowly drains. But humans are getting in the way of both parts of this natural cycle.

—From “Saving the Everglades” in *Time for Kids*

Rain Forests

A surprising fact about plants and animals is that half of all species live in rain forests. However, only seven percent of rain forests remain in the world. If all the rain forests are destroyed, then half of all our species of plant and animal life will be, too.

Some of the animals living in rain forests are chimpanzees, toucans, frangipani caterpillars, butterflies, boa constrictors, tree frogs, and mountain gorillas. You can barely find two plants and animals that are alike because each is unique and beautiful in its own way.

Rain forests are our tropical treasures.

—Lisa Sharifi



PRACTICE AND APPLY

Thinking Like a Reader

1. What is the main idea of “People Caused the Problem”?
2. What information does Lisa Sharifi give about rain forests?

Thinking Like a Writer

3. What type of details does the writer use to support the main idea of “People Caused the Problem”?
4. How does Lisa show that many species live in rain forests?

5. **Reading Across Texts** If the authors of “People Caused the Problem” and “Rain Forests” used the same sources to gather facts, what type of sources might they be? List three possible sources.

Features of Expository Writing

DEFINITIONS AND FEATURES

Expository writing presents information about a topic.

Good expository writing:

- ▶ Presents a **main idea** and supports it with facts and details.
- ▶ Gives **important information** about a topic.
- ▶ **Summarizes information** from a variety of different resources.
- ▶ **Draws a conclusion** based on the information presented.
- ▶ Uses **transition words** to connect ideas.

▶ **Main Idea**

Reread “People Caused the Problem” on page 108.
What is the main idea of the passage?

But the changes also harmed the Everglades.

Supporting details in the passage explain how the changes people have made to the Florida Everglades have harmed the entire area.

▶ **Important Information**

Expository writing provides information. This information can tell how, why, or when something happened.

In the 1920s, engineers straightened rivers. They built thousands of miles of canals and dikes. They hoped to stop flooding and keep water supplies stable for farms and cities. The plan worked.

What information does the author of “People Caused the Problem” give to explain how people changed the Everglades?

► Summarizes Information

Writers usually use several resources to research information about a topic. Then the author summarizes, or sums up, the information.

Dayhoff compares the Everglades to a giant bathtub. In the rainy season, the tub is full. In the dry season, it slowly drains.

How did the author get the information that is summarized here?

► Draws a Conclusion

An author draws conclusions at the end of an expository piece to summarize the main idea and bring the piece to a logical close. Sometimes a conclusion makes a point as well as summarizes the main idea.

But humans are getting in the way of both parts of this natural cycle.

What conclusion does the author draw?

► Transition Words

Transition words help a writer connect ideas. Some transition words and phrases are *however*, *but*, *therefore*, *as a result*, and *finally*.

But the changes also harmed the Everglades.

What transition word does the author use?

PRACTICE AND APPLY

Create a Features Chart

1. List the features of expository writing.
2. Reread "Rain Forests" by Lisa Sharifi on page 109.
3. Write one example of each feature in Lisa's writing.
4. What facts did you learn from Lisa's piece?

Features	Examples

Prewrite

Expository writing gives facts and information about a topic. You can use expository writing to share ideas about things you have learned through reading and research.

Purpose and Audience

The purpose of expository writing is to explain or inform. In expository writing, you provide details that support your main idea. You use the information you have presented to draw conclusions.

Before you start writing, think about who your audience will be. How can you organize your ideas so that your audience understands them? You also want your facts and information to be clear and complete.

Choose a Topic

Begin by **brainstorming** a list of topics. Start with things you are interested in or topics that you want to learn more about. Use the list to choose a topic that interests you and will interest other people, too.

After choosing a topic, **explore ideas** by listing information that you want to include in your writing.



Audience

How does thinking about your audience help you decide what information to include in your writing?

These are the ideas I want to put in my report.

Dust Bowl

Time period and location

- 1930s
- American prairie

Dust Bowl

How it started

- Early settlers

Dust Bowl

What happened to the people?

Dust Bowl

What happened to the land?

- Dry soil
- Clouds of dust
- Farms ruined

Organize • Outlining

To help you organize your expository writing, you can use an outline to show the main topics you want to cover and the supporting information that should be included. How did the writer organize his notes in this outline?

OUTLINE

I. Settlers on the prairie

- A. Dug up grass
- B. Soil became loose

II. Drought in 1930s

- A. Dry soil
- B. Clouds of dust
- C. Area called Dust Bowl

III. Hard years for many people

- A. Farms ruined
- B. People left homes

PREWRITE

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Checklist

Prewriting

- Have you thought about your purpose and audience?
- Have you brainstormed topic ideas?
- Have you chosen your topic and listed what you know about it?
- Have you used an outline to organize your ideas?
- What kind of research do you need to do?

PRACTICE AND APPLY

Plan Your Own Expository Writing

1. Think about your purpose and audience.
2. Brainstorm ideas for your topic.
3. Choose a topic and list information to research.
4. Use an outline to organize the information.

Prewrite • Research and Inquiry

► Writer's Resources

You will have to do research to get more information for your expository writing. Begin by making a list of questions. Then decide what resources you need to use to answer your questions.

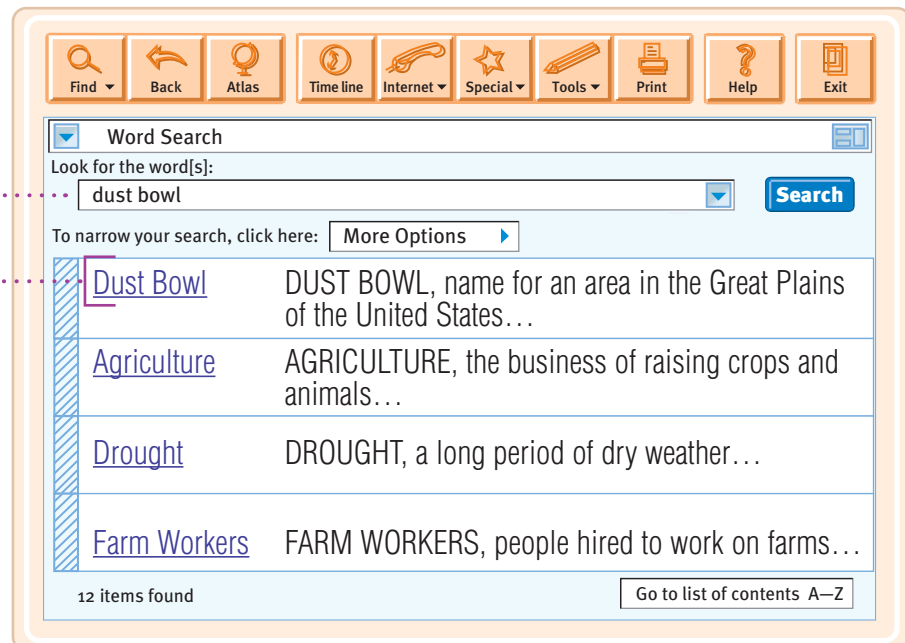
What Else Do I Need to Know?	Where Can I Find the Information?
What area is called the Dust Bowl?	Look up the Dust Bowl in an encyclopedia.
Why did the soil become loose?	Call a history expert at a college or library.

► Use an Encyclopedia

An encyclopedia is a useful source of information for a research report. When you use a CD-ROM encyclopedia, first type in keywords related to your topic. You will then see a list of articles about your subject. Click on the article that you want to read.

These are the keywords the writer typed in.

This is the best topic for finding the information needed.



PREWRITE

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PROOFREAD

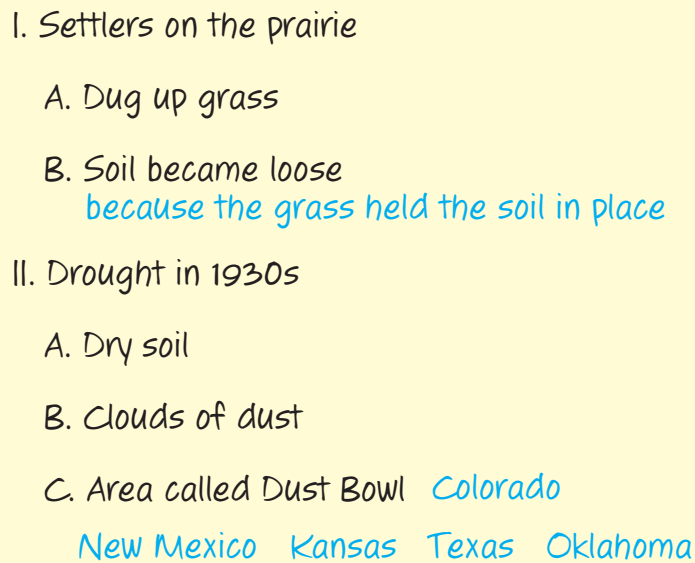
PUBLISH

► Consult Experts

Experts have detailed knowledge about a subject. They can give you specific information that may be hard to find elsewhere. You can call, write, or e-mail an expert. Remember that experts are busy, so give them time to respond to your questions. Thank them for their help.

► Use Your Research

In expository writing, you summarize information from a variety of sources, such as books and magazines. This writer got information from an encyclopedia and an expert. How was this information added to the outline?

- 
- I. Settlers on the prairie
 - A. Dug up grass
 - B. Soil became loose
because the grass held the soil in place
 - II. Drought in 1930s
 - A. Dry soil
 - B. Clouds of dust
 - C. Area called Dust Bowl *Colorado*
New Mexico Kansas Texas Oklahoma

Checklist ✓

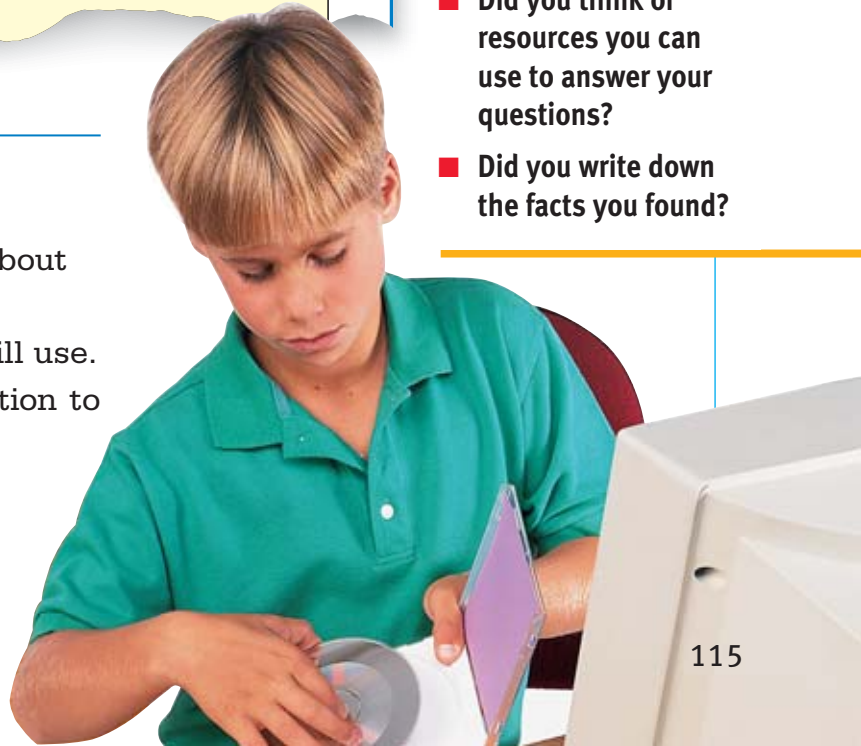
Research and Inquiry

- Did you make a list of questions?
- Did you think of resources you can use to answer your questions?
- Did you write down the facts you found?

PRACTICE AND APPLY

Review Your Plan

1. Look at your outline.
2. List the questions you have about your topic.
3. Decide what resources you will use.
4. Add new details and information to your outline.



Draft

Writing

PROCESS

Before you begin your expository writing, look at the outline you made. Think of dividing the information into paragraphs. Each paragraph has a main idea and supporting details.

Each section of the outline can become one paragraph.

OUTLINE

- I. Settlers on the prairie
 - A. Dug up grass
 - B. Soil became loose
because the grass held the soil in place
- II. Drought in 1930s
 - A. Dry soil
 - B. Clouds of dust
 - C. Area called Dust Bowl *Colorado*
New Mexico Kansas Texas Oklahoma
- III. Hard years for many people
 - A. Farms ruined
 - B. People left homes

Main idea for second paragraph

Main idea for third paragraph

Checklist

Drafting

- Does your writing fit your purpose and audience?
- Have you given important information about one main topic?
- Have you included facts and details about the topic?
- Have you included information from different sources?
- Does your writing follow your outline?

Look at how the writer used his outline to organize the information in his first draft. He explained the settlers' effect on the land and then went on to explain what happened when the drought hit.

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

DRAFT

Hard Times on the Prairie

Many people settled on the Great Plains. They dug up miles of grassland. They did not have no idea that the grass held the soil in place. The soil became loose

Main idea of first paragraph

In the 1930s, a long drought began. The soil dried out. The wind swept up the dry, loose soil. Parts of Colorado, New Mexico Kansas Texas and Oklahoma became known as the Dust Bowl.

Main idea of second paragraph

Supporting details tell about the drought.

Many farms were ruined. The land had been damaged. thousands of people left there homes. Today many people live in this region. Yes the 1930s where hard years on the American prairie.

Main idea of third paragraph



TECHNOLOGY

If you typed an outline on the computer, copy it to use as your draft. Make each item in the outline a complete sentence. Then add and rearrange details.

PRACTICE AND APPLY

Draft Your Own Expository Writing

1. Review your outline.
2. Write about the facts you know and the new information you learned from your research.
3. Put your information in a logical order.

Revise

Elaborate

One way to improve your writing is to elaborate. When you elaborate, you add details and information that help explain your ideas. When you revise your writing, you may wish to add information that states your ideas more clearly.

The writer added important information to elaborate on a point.

and planted crops
They dug up miles of grassland.

The writer added more details to help the reader understand his information.

strong prairie
The wind swept up the dry, loose soil.

Word Choice

When you are writing, it is important to choose words that will help link ideas that are related.

In expository writing, use transition words and phrases that make one idea flow into another.

Consequently,
In the 1930s, a long drought began. The soil
dried out.

TRANSITION WORDS

and
therefore
as a result
at the same time
when
but
also
thus
for example
before long
however
because
consequently

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

Better Sentences

As you revise your writing, read your paragraphs aloud to see if the information is clear. Do the ideas in your paragraph flow easily from one sentence to the next? Combining sentences can help your ideas flow better.

Sometimes you can combine two short sentences to make one complex sentence that is more interesting.

Many farms were ruined ^{because} ~~and~~ The land had been damaged.

PRACTICE AND APPLY

Revise Your Own Expository Writing

1. Add explanations and descriptions that will help make your meaning clear.
2. Use transition words that will help link ideas in your paragraphs.
3. Put information in a logical order.
4. **Grammar** Should you combine two related sentences to make a complex sentence?



TECHNOLOGY

Many computers include a thesaurus. Learn how to use this feature to replace repeated words or change general words to more exact or vivid ones.

Revise • Peer Conferencing

Take a break from writing. Give your partner a chance to read a copy of your first draft and to suggest changes that will make it better.

When did this happen?

You should use a transition word to link these two ideas.

This sentence doesn't fit the main idea of your report.

Hard Times on the Prairie

Many people settled on the Great Plains. They dug up miles of grassland. They did not have no idea that the grass held the soil in place. The soil became loose

In the 1930s, a long drought began. The soil dried out. The wind swept up the dry, loose soil. Parts of Colorado, New Mexico Kansas Texas and Oklahoma became known as the Dust Bowl.

Many farms were ruined. The land had been damaged. thousands of people left there homes.

Today many people live in this region. Yes the 1930s where hard years on the American prairie.

Good conclusion!



Conferencing for the Reader

- Are the features of expository writing included in your partner's work?
 - has a main idea
 - gives important information
 - summarizes information
 - draws a conclusion
 - uses transition words
- Make sure to tell your partner what's good about the piece as well as what needs improvement.



When you revise your expository writing, you can use your partner's comments and suggestions to help you decide what changes need to be made. Look at the changes this writer made after talking to his partner.

PREWRITE

DRAFT

REVISE

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PUBLISH

REVISE

Hard Times on the Prairie

In the early 1900s,

^ Many people settled on the Great Plains. They
and planted crops
dug up miles of grassland. They did not have no
^ idea that the grass held the soil in place. ^ The soil
As a result,
^ became loose

Consequently,
In the 1930s, a long drought began. ^ The soil
strong prairie and made huge clouds of dust
dried out. The ^ wind swept up the dry, loose soil. ^

Thus,

^ Parts of Colorado, New Mexico Kansas Texas and
Oklahoma became known as the Dust Bowl.

because
Many farms were ruined. ^ The land had been
^ damaged. thousands of people left there homes.

~~Today many people live in this region.~~ ^ Yes the 1930s
where hard years on the American prairie.

Checklist

Revising

- Does your expository writing fit your purpose and audience?
- Do you need to elaborate on any of the facts you have included?
- Did you present events in a logical order?
- Did you use transition words to link one idea to the next?
- Do your sentences flow together?

PRACTICE AND APPLY

Revise Your Own Expository Writing

1. Read your draft aloud or have your partner read it to you. Listen carefully to how it sounds.
2. Use notes from your peer conference to fix any problems in your writing.
3. Check that your changes read well.

Proofread/Edit

After you have revised your expository writing, you will need to proofread it to correct errors in grammar, mechanics and usage, and spelling.

STRATEGIES FOR PROOFREADING

- Reread your revised paper several times. Check for different types of errors each time.
- Check for mistakes in grammar and usage. Avoid double negatives.
- Reread to correct punctuation errors. Be sure to check for commas in a series and after introductory words.
- Check for spelling mistakes. Read your paper from the bottom to the top, word for word, to spot errors more easily.

TIP!

TECHNOLOGY

It is often easier to catch mistakes on paper than on screen. For proofreading, print out your work, mark the corrections on paper, and then enter the corrections on the computer.

REVIEW THE RULES

GRAMMAR

- A **negative** is a word that means “no.”
- A **double negative** is an error in which two negatives are used in the same sentence.
- You can correct a double negative by taking out a negative word or changing a negative word to a positive word.

MECHANICS

- Use **commas** to separate items in a series.
- Use a **comma** to set off an introductory word.

Go to pages 138–169 to review other rules.

Look at the proofreading corrections made on the draft shown below. What does the symbol \wedge mean? When does the writer use that symbol?

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH

PROOFREAD

Hard Times on the Prairie

In the early 1900s,

\wedge Many people settled on the Great Plains. They dug up miles of grassland and planted crops. They did not have ~~no~~ ^{any} idea that the grass held the soil in place. ^{As a result,} The soil became loose.

Consequently, In the 1930s, a long drought began. The soil ^{strong prairie} and made huge clouds of dust dried out. The ^{wind} swept up the dry, loose soil.

Thus,

\wedge Parts of Colorado, New Mexico, Kansas, Texas, and Oklahoma became known as the Dust Bowl.

Many farms were ruined ^{because} The land had been damaged. ^{SP} thousands of people left ^{SP} their homes.

~~Today many people live in this region. Yes, the 1930s~~ ^{SP} were ~~where~~ hard years on the American prairie.

Checklist ✓

Proofreading

- Did you spell all the words correctly?
- Did you use commas correctly?
- Did you use capital letters where needed?
- Did you avoid double negatives?

PROOFREADING MARKS

- ⌘ new paragraph
- \wedge add
- ↷ take out
- ≡ Make a capital letter.
- / Make a small letter.
- Ⓢ Check the spelling.
- ⦿ Add a period.

PRACTICE AND APPLY

Proofread Your Own Expository Writing

1. Correct spelling mistakes.
2. Check for commas in a series and after introductory words.
3. Check that capital letters are used correctly.
4. Avoid grammar and usage errors, such as double negatives.

Publish

Before you publish your work, review your writing one more time. Use a checklist to help you.

Self-Check Expository Writing

- Who was my audience? Will my writing be clear to them?
- What was my purpose for writing? Did I organize my information so that my audience can understand it?
- Did I add a title?
- Did I include explanations and facts that support my topic?
- Did I present the information in a logical order?
- Did I organize my paragraphs so that the ideas flow smoothly?
- Did I check for mistakes in grammar?
- Did I correct all errors in capitalization and punctuation?

The writer used the checklist to look his writing over one last time. Read “Hard Times on the Prairie” and write about it in your journal. Do you think the piece was ready for publishing? Give reasons for your ideas.





Hard Times on the Prairie

by Daniel Harris

In the early 1900s, many people settled on the Great Plains. They dug up miles of grassland and planted crops. They did not have any idea that the grass held the soil in place. As a result, the soil became loose.

In the 1930s, a long drought began. Consequently, the soil dried out. The strong prairie wind swept up the dry, loose soil and made huge clouds of dust. Thus, parts of Colorado, New Mexico, Kansas, Texas, and Oklahoma became known as the Dust Bowl.

Many farms were ruined because the land had been damaged. Thousands of people left their homes. Yes, the 1930s were hard years on the American prairie.

PREWRITE

DRAFT

REVISE

PROOFREAD

PUBLISH



TECHNOLOGY

You may want to add graphics to your document. Learn how to use your computer to insert charts, graphs, or clip art in your report.

PRACTICE AND APPLY

Publish Your Own Expository Writing

1. Give your revised draft one more careful look.
2. Make a neat final copy.
3. Add maps, charts, photographs, or illustrations to your report.

Research Report	
Score	Description
<p>4 Excellent</p>	<ul style="list-style-type: none"> ■ uses well-researched information to present a main idea ■ includes a strong introduction and conclusion ■ shows deep knowledge of topic and interests reader ■ uses transition words and accurate vocabulary ■ uses a variety of sentences that flow smoothly and guide reader ■ is free or almost free of errors
<p>3 Good</p>	<ul style="list-style-type: none"> ■ supports a main idea with solid research ■ has a logical flow of supporting facts and details ■ shows knowledge of the topic in a personal tone ■ uses relevant language and transition words ■ uses a variety of complete sentences ■ has minor errors that do not confuse the reader
<p>2 Fair</p>	<ul style="list-style-type: none"> ■ presents limited research and has no main idea ■ has a weak introduction and conclusion ■ does not fully engage the topic and lacks a personal view ■ chooses weak words for topic with few transition words ■ uses only simple or choppy sentences ■ makes frequent errors that confuse the reader
<p>1 Unsatisfactory</p>	<ul style="list-style-type: none"> ■ does not include research or provide facts about the topic ■ lacks a main idea or organizing structure ■ shows little understanding of topic and no personal style ■ relies on basic vocabulary with no transition words ■ uses run-on sentences and sentence fragments ■ makes serious and repeated errors

Go to www.macmillanmh.com for a 6-Point Student Writing Rubric.

128 Composition

134 Writing Forms

138 Grammar and Usage

156 Mechanics

170 Diagramming

176 Extra Practice

232 Study Skills

244 Vocabulary

250 Spelling

254 Troubleshooter

Main Idea and Details

A writer usually states the main idea of a paragraph in a topic sentence. Other sentences in the same paragraph work together to develop this idea.

GUIDELINES

- The **main idea** tells what a piece of writing is about.
- The main idea is usually stated in a **topic sentence**.
- **Supporting details** help to develop or clarify the main idea.
- Take out any detail sentence that does not have anything important to say about the main idea.
- Put the main idea and the supporting details in the most sensible order.
- Use words like *next*, *first*, or *finally* to connect ideas.
- In a **paragraph**, all sentences should work together to develop one main idea.



Main Idea

Why is it important for a piece of writing to have a main idea? Write a brief explanation in your journal.

Read this paragraph about a personal experience. Notice that the writer states the main idea and uses supporting details to develop that idea and make it clearer.

The topic sentence states the main idea of the paragraph.

A supporting detail helps to develop or clarify the main idea.

A transition word helps to connect one idea to another idea.

I will never forget the day I found twenty dollars on the sidewalk. The money did not seem to belong to anyone, so I picked it up. First, I told my brother about my good luck. He happily showed me the cost of repairing his bicycle, which I had broken. When my mom heard the good news, she gladly told me to buy my sister's birthday gift. Then when my friends learned about it, they all reminded me that I owed them a pizza treat. Next time I find money, I think I will leave it there.

Writing Descriptions

A writer uses **description** to create a picture, in words, or what a person, place, or thing is like.

GUIDELINES

- A **description** creates a clear and vivid picture of a person, place, or thing.
- A good description makes the reader feel as if he or she is actually there.
- Include a sentence that gives a general idea, or overall impression, of the person, place, or thing you are describing.
- Use vivid specific details to tell more about the overall idea.
- Use words that appeal to the senses: sound, sight, smell, touch, and taste.
- Arrange the description in a logical order, such as from top to bottom or side to side.

Read this **description**. Notice how the writer creates an overall impression that is supported by details.

At dusk the skyscraper looked like a giant glittering robot. Two tall towers on the top of the building reached toward the sky. Bright red lights flashed from the towers. Below the towers a huge balcony reached like arms around the building. White light from hundreds of windows beneath the balcony twinkled brightly. They were like stars set in the cold, smooth surface of the building's dark walls.



Writing Descriptions

What kinds of writing use description?
 What kinds of words would you use in a description? Write your ideas in your journal.

The first sentence gives a general idea, or overall impression, of the skyscraper.

The skyscraper is described in logical order, from top to bottom.

Words appeal to the senses of touch and sight.

Leads and Endings

Good writing starts with an interesting lead, or beginning, and finishes with a strong ending. A good lead and ending help you interest your reader in your topic.

GUIDELINES

- A **lead** is the first part of a piece of writing.
- Write a strong lead to capture your reader's attention.
- You may state your **main idea** in the lead.
- An **ending** is the last part of a piece of writing.
- Write a good ending to give your reader a feeling of closure, or completeness.
- Use the ending to draw a conclusion, summarize your main points, or restate the main idea.



Leads

Why is it important to write a good lead if you want your reader to keep reading? Explain your answer in your journal.

Read this advertisement. Find the lead and ending. How does the lead grab your attention and help you focus on the writer's purpose? How does the ending summarize the main idea?

The lead grabs the reader's attention right away. It introduces the main idea of the advertisement.

Would you like to have the cleanest car on the block and help our school at the same time? This Saturday, come to Parkview Elementary School between 10:00 a.m. and 2:00 p.m. for our annual car wash.

The total cost is only \$2.00. The money will be used to help buy new band instruments for our school. Did you know that a single tuba costs about \$800? I know you will agree that this is a good cause. You can help our school band make beautiful music by coming to our car wash!

The ending restates the main idea.

Organization

To create a well-organized paragraph, a writer must present all the sentences in a clear, logical order. This will make the information in the paragraph easier to read and understand.

GUIDELINES

- **Organization** refers to the way ideas are put together in a paragraph.
- In a well-organized paragraph, sentences are arranged in a **logical order**.
- To organize a paragraph by **time order**, tell the order in which things happen or should be done. Use words such as *first, next, then, later, after that, and as soon as*.
- To organize a paragraph by **spatial order**, tell how things are arranged. Use words such as *inside, outside, over, beside, above, near, next to, and on top of*.

Read these **directions**. Notice how the paragraph describes the steps in a logical order.

To change the light bulb in the playroom, you must first turn off the light. You will find the switch beside the window. **Next**, you must remove the old bulb. Standing on a low stool, turn the bulb to the left, or counter clockwise, until the bulb comes out. Place the old bulb inside a box or basket, so it does not roll and break. **Then**, take the new bulb out of the package. Reach up and carefully screw the bulb into the socket by turning it to the **right, or clockwise**. Finally, turn on the light switch to see if the new bulb works.



Logical Order
How might logical order make directions easier to understand and follow? Write your answer in your journal.

The first sentence states the main idea and identifies the first step of the process.

Time-order words are used to list the steps in order.

Spatial words are used to make the directions clearer.

Writing Dialogue

A writer includes dialogue in a story to make the story seem more real. When characters speak in their own words, we understand how they are feeling and what they are like.

GUIDELINES

- **Dialogue** is conversation between two or more characters in a story. It tells the exact words the characters say.
- Put **quotation marks** around a character's exact words.
- Each time there is a new speaker, begin a new paragraph.
- Capitalize the first word in a quotation.
- Put the end punctuation inside the quotation.
- Always tell who is speaking by using words such as *said* *Nina* or *he explained*. If the speaker's name comes first, put a comma before the quotation.



Writing Dialogue

Why is it a good idea to include dialogue in a story? Write your ideas in your journal.

Read this story. Notice how the writer uses dialogue to tell what the characters are thinking, feeling, and doing.

Quotation marks appear around the speaker's exact words.

A new paragraph shows there is a new speaker.

The writer shows who is speaking here.

Once there was a seamstress who ran out of thread while making the queen's cloak. "Oh no! The cloak will not be done in time for the parade! I will be sent to the dungeon!" the seamstress cried.

"I can help you," said a tiny voice from the corner of the ceiling.

"Who are you?" asked the seamstress.

A little spider showed herself and began spinning beautiful thread for the seamstress. Now the cloak could be made and all would be well!

Outlining

A writer sometimes uses an outline to organize information by topic before beginning to write. An outline can be written from notes the writer took while reading.

GUIDELINES

- An outline lists the **main topics** in a report or article. Each main topic can be one paragraph in the report.
- Use a **Roman numeral** followed by a **period** before each main topic.
- Each **subtopic** is a detail that supports or explains the main topic.
- Use a **capital** letter followed by a **period** before each subtopic.

Look at the outline for a report about the California Gold Rush. Notice how the writer has organized the main topics and subtopics.

The California Gold Rush

- I. Discovery
 - A. Gold at Sutter's Mill in 1848
 - B. Spread of Gold Fever
- II. The Forty-Niners
 - A. Arrival of 40,000 prospectors in 1849
 - B. Population growth
 - C. Growth of business and agriculture
- III. Decline of Gold Fever
 - A. In 1851, businesses replace independent miners
 - B. Forty-niners become employees
 - C. Forty-niners return to previous occupations



Outlining

How can outlining help you organize your ideas? Write your answer in your journal.

A Roman numeral is used for each main topic. Main topics are listed in logical order.

A capital letter is used to list each subtopic. Subtopics provide supporting details and expand the main topic.



Poem

A **poem** can describe, explain, or tell a story using word pictures and special forms, sounds, and rhythms.

The poem's title tells readers the **subject** of the poem.

This poem is divided into stanzas, or groups of lines. This **form** or pattern gives the poem its shape.

Darkness

Darkness comes softly stealing;
It covers everything.
Covers streets and houses,
Gardens and likewise trees.
Closes people's eyelids
And awakens the screech owl;
Breathes a dream into all—
Big and small.

—Olga Melicharkova

The repetition of consonant sounds contributes to the **sound** of the poem.

The poet uses **sense words** to tell what she sees and hears. This helps readers create pictures in their minds.

This is a **metaphor**. A metaphor compares two things without using the words like or as.

My Plum Tree

In the midst of my garden,
Where everyone can see,
With the grace of a maiden
Stands my lovely plum tree.

—Dorothy Davis

To create a certain **sound**, the poet uses words that rhyme.

GUIDELINES

- Choose a **topic** that interests you, such as animals or sports.
- Use **similes** and **metaphors** to create vivid word pictures. A simile compares two things by using the words *like* or *as*.
- Decide how you will use **sound** in your poem.
- Think of a pattern, or **form**, for your poem.

Practice Look around you. What would make a good topic for a poem? Choose a topic that interests you. Decide what sense words you could use to describe it. Choose a form for your poem. Will it rhyme? Write your own poem.



Business Letter

A **business letter** is a letter you write to a company, a businessperson, or someone in the government. Business letters use more formal language than friendly letters. Every business letter has six parts.

2639 Clearwood Cove
Little Rock, Arkansas 72201
October 17, 2008

Ms. Sarah Rodriguez
Ever Clean Recycling
1136 Haywood Suite 63
Little Rock, Arkansas 72205

Dear Ms. Rodriguez:

I am interested in starting an aluminum-recycling program for my school. Our cafeteria serves juice in aluminum cans, and it is the most popular beverage. I understand you offer programs for schools, and I am interested in getting some information on these programs.

If you would like to call me, my telephone number is 555-6367, or you can e-mail me at joeh@xyz.com.

Yours truly,
Joseph Herrera
Joseph Herrera

The **heading** gives your address and the date.

The **inside address** shows the name and address of the company or person to whom you are sending the letter.

The **greeting** begins with **Dear** and ends with a **colon**.

The **body** is the main part of the letter.

The **closing** is where you say good-bye. Capitalize the first letter of the first word. End with a **comma**.

The **signature** is the signed name of the person who wrote the letter.

Practice Write a business letter to a local professional, such as a doctor, scientist, or lawyer. Invite him or her to speak to your class about a specific topic.



Humorous Play

A **humorous play** is a play based on a humorous story. In a play, characters act out parts and speak dialogue.

The play's **title** should be catchy and interesting.

The list of **characters** includes a brief description of each one.

The **setting** describes when and where the action takes place.

Necessary **props** and **costumes** should be listed.

Stage directions tell the actors how to move or speak.

Dialogue, or the spoken parts for each character, is included.

The Silent Type

Characters:

CHIEF ALPHA: A tough-talking female butterfly

BETA: Alpha's shy assistant firefly

N: A fast-talking fly A: A slow-talking worm

T: A nervous moth G: A silent slug

Setting: A sunny afternoon in a backyard.

Prop: A piece of notebook paper

Costumes: N, A, T, and G wear sweaters with their letter names on the front.

Scene 1: Beta pushes N, A, T, and G into a clearing.

BETA: Come on, come on, let's move into a line. Please?

(They line up as Alpha enters with a note.)

ALPHA: I just received a note. "If you want to know where N, A, T, and G stashed the bee's honey, their names will lead you to it." So what's the buzz, N?

N: Buzz off, you busybody butterfly.

ALPHA: Mr. A, spill it. Where's that honey?

A: *(speaking slowly)* I—don't—know. Ask T.

T: *(speaking very fast)* I don't fly with bees. I spent the night at the porch light.

ALPHA: What do you know about the honey, G? *(G doesn't answer.)* Oh, the strong, silent type.

BETA: *(His tummy begins to flash.)* Chief, look. G is the silent type. Don't you get it? *(He moves G to the head of the line.)* Silent G! G-N-A-T spells *gnat* with a silent G. The honey is stashed at the Gnat Zapper Inn!

ALPHA: Another case solved by my brilliant butterfly brain.

BETA: *(with a sigh)* Whatever you say, Chief.

Practice Think of a humorous story that you've heard, or make up your own. Change the story into a play by adding stage directions, scenery, props, and dialogue.



Editorial

An **editorial** is an article that an author writes to express an opinion. Editorials are written mainly to persuade.

Bogged Down

Help! Our mountain bogs are in danger of disappearing forever! Once totaling an area of more than 5,000 acres, North Carolina's mountain bogs have now been reduced to just 500 acres. Unless people become more aware of the importance of protecting these bogs, they will disappear from the face of the earth.

If you would like to help save the natural mountain bogs, there are many things that you **ought** to do. First, stay on trails when you hike. Your boots can damage and destroy plants that are too small to see. Another choice that you have is to ask your congressperson to pass laws protecting these bogs. If we all work together, we can make sure that these mountain bogs will be around for future generations to enjoy.

State your opinion in a **topic sentence**.

Include **facts** and **details** to support your opinion.

Use **opinion words** to persuade your audience.

Present your ideas in a **logical order**.

In the **conclusion**, summarize facts and restate your opinion.

GUIDELINES

- Think about your **audience** and your **purpose**.
- Brainstorm a list of **topics** that you feel strongly about. Then choose the most interesting or most important topic.
- Do **research** on your topic to find **supporting details**.
- Organize your ideas into paragraphs.

Practice Write an editorial of your own. Choose a topic that interests you. Be sure you state an opinion and back it up with examples and details.



RULE 1

Sentences and Sentence Fragments

- A **sentence** is a group of words that expresses a complete thought.

David returned my baseball cards.

- A **sentence fragment** does not express a complete thought.

My most valuable baseball cards. (needs a predicate)

Sorted them into piles. (needs a subject)

Practice Write each group of words. Write *sentence* or *fragment* to identify each item. Then rewrite each fragment to make a complete sentence. Possible answers are given.

1. A cabin by the lake. *fragment; We stayed in a cabin by the lake.*
2. Mark likes to swim. *sentence*
3. The lake is cold this summer. *sentence*
4. Swam every evening. *fragment; We swam every evening.*
5. The blinking lights of fireflies. *fragment; We saw the blinking lights of fireflies.*

RULE 2

Types of Sentences

- There are four different types of sentences.

Description of Types	Examples
A declarative sentence makes a statement.	<i>Everyone enjoyed Scott's play at school.</i>
An interrogative sentence asks a question.	<i>Did you see it?</i>
An imperative sentence tells or asks someone to do something.	<i>Go watch it this afternoon.</i>
An exclamatory sentence shows strong feeling.	<i>What a great play it was!</i>



Practice Write each sentence. Add the correct punctuation. Then write *declarative*, *interrogative*, *imperative*, or *exclamatory* next to each sentence to tell what kind of sentence it is.

1. The floor needs to be swept. *declarative*
2. Will you set the table for dinner? *interrogative*
3. What a terrific meal this is! *exclamatory*
4. Please pass the corn. *imperative*
5. Would you like some salad? *interrogative*

RULE 3

Combining Sentences: Compound Sentences

- A **conjunction** is a word that joins words or groups of words.
- A **compound sentence** contains two sentences that have been joined by a comma and the conjunction *and*, *or*, or *but*.

Linda made her bed, and then she ate her breakfast.

We could go back home, or we could drive to town.

The chair is comfortable, but I like the sofa better.

Practice Combine each pair of sentences by using a comma and the conjunction *and*, *but*, or *or*. Possible answers are given.

1. Melissa saw a rabbit. It hopped away.
Melissa saw a rabbit, but it hopped away.
2. Rabbits have long ears. Hares have longer ones.
Rabbits have long ears, but hares have longer ones.
3. Rabbits eat leafy plants. They also eat fruit.
Rabbits eat leafy plants, and they also eat fruit.
4. A rabbit's tail is about two inches long. It is covered with soft fur.
A rabbit's tail is about two inches long, and it is covered with soft fur.
5. A frightened rabbit will sit still. It will dash away quickly.
A frightened rabbit will sit still, or it will dash away quickly.



QUICK WRITE

Write an example of each type of sentence. Make two of your sentences compound sentences.



RULE 4

Complete Subjects and Complete Predicates

- Every sentence has two important parts, the subject and predicate. The **subject** part of a sentence tells whom or what the sentence is about. The **complete subject** is all the words in the subject part.

The gray storm clouds hung overhead.

- The **predicate** part of a sentence tells what the subject does or is. The **complete predicate** is all the words in the predicate part.

Rain began to fall.

Practice Write *complete subject* or *complete predicate* to tell which part of the sentence is underlined.

1. Mrs. Garrison teaches computer skills. *complete predicate*
2. My class uses the Internet for research. *complete subject*
3. Trisha and I found some information about robots. *complete predicate*
4. The pictures of the robots were very detailed. *complete predicate*
5. Some robots look a lot like people. *complete subject*

RULE 5

Simple Subjects and Simple Predicates

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

Some robots look a lot like people.

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

Other robots look like ordinary machines.

Practice Write each sentence. Underline the simple subject and draw a circle around the simple predicate.

1. Certain birds make good pets.
2. Common parakeets are very popular.
3. These handsome birds have a lot of personality.
4. Most canaries sing beautifully.
5. All pets need food, a clean home, and love.


RULE 6

Combining Sentences: Compound Subjects and Compound Predicates

Rules	Examples
A compound subject contains two or more simple subjects that have the same predicate.	<p><i>Margie</i> went skating.</p> <p><i>Jo</i> went skating.</p> <p><i>Margie and Jo</i> went skating.</p>
A compound predicate contains two or more simple predicates that have the same subject.	<p>Margie <i>unzipped</i> her jacket.</p> <p>Margie <i>removed</i> her jacket.</p> <p>Margie <i>unzipped and removed</i> her jacket.</p>

Practice Combine sentence pairs by forming a compound subject or a compound predicate.

- Kate came to the skating rink. Her brother came to the skating rink. *Kate and her brother came to the skating rink.*
- Nathan works at the skating rink. Nathan practices at the skating rink. *Nathan works and practices at the skating rink.*
- He relaxes on Friday night. He watches television on Friday night. *He relaxes and watches television on Friday night.*
- The skating rink opened at 9:00. The bowling alley opened at 9:00. *The skating rink and the bowling alley opened at 9:00.*
- Frank is sick today. Frank can't come today. *Frank is sick and can't come today.*



QUICK WRITE Write a story about yourself and a friend. Use the words *ran*, *hid*, *camped*, and *frightened* in your story. If possible, use them in compound predicates.



RULE 1

Singular and Plural Nouns

- A **singular noun** names one person, place, or thing.

Renée bought a beautiful doll.

- A **plural noun** names more than one person, place, or thing. Add **-s** to form the plural of most nouns. Add **-es** to form the plural of nouns ending in *s*, *x*, *ch*, or *sh*.

Customers crowded around the boxes of watches.

Practice Write the nouns in each sentence. Write whether each one is singular or plural.

1. The girls made sandwiches for a picnic.
girls, pl.; sandwiches, pl.; picnic, sing.
2. Lunch was served under a tree. *Lunch, sing.; tree, sing.*
3. Two squirrels sat quietly on a branch. *squirrels, pl.; branch, sing.*

RULE 2

More Plural Nouns

- Use these rules for plural nouns:

Rules	Examples
If a noun ends in a consonant + <i>y</i> , change <i>y</i> to <i>i</i> and add -es .	<i>babies, countries, berries, skies, puppies</i>
If a noun ends in a vowel + <i>y</i> , add -s .	<i>monkeys, chimneys, holidays, highways, boys</i>
Some nouns have the same singular and plural forms.	<i>deer, sheep, moose</i>
Some nouns have special plural forms.	<i>men, women, children, teeth, feet</i>

Practice Write each sentence. Use the plural of each word in parentheses ().

1. Don't forget to brush your (tooth). *teeth*
2. (Baby) love to play with (puppy). *Babies, puppies*
3. The (man) and (woman) returned from work. *men, women*



RULE 3

Common and Proper Nouns

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

The *professor* did some *research* at *Greene Library*.

Practice Write each sentence correctly. Capitalize the proper nouns. Underline the common nouns.

1. southwest school is sponsoring a festival. *Southwest School*
2. The celebration will be held next tuesday. *Tuesday*

RULE 4

Singular and Plural Possessive Nouns

- A **possessive noun** is a noun that shows who or what owns or has something. A possessive noun can be **singular** or **plural**.

The *teacher's* book is on the desk. (singular)

The *teachers'* lounge is down the hall. (plural)

The *children's* pencils are blue. (plural)

Practice Rewrite each sentence. Use the possessive form of each underlined phrase.

1. We put the bats that belong to the boys by the fence.
the boys' bats
2. The gloves that belong to the children are in the dugout.
The children's gloves

RULE 5

Combining Sentences: Nouns

- You can combine nouns in a subject.

Mom will have hamburgers. *Dad* will have hamburgers.

Mom and Dad will have hamburgers.

- You can combine nouns in a predicate.

Jason likes *pizza*. Jason likes *chicken*. Jason likes *pizza and chicken*.

**QUICK WRITE**

Write two sentences. In one sentence, include two nouns in the subject. In the other sentence, include two nouns in the predicate.



RULE 1

Action Verbs

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

The squirrel **dropped** the acorns.

Practice Write each sentence. Fill in each blank with an action verb that makes sense. Possible answers are given.

1. Robin _____ some cold water. **drank**
2. She _____ a mile-long race through the park. **ran or finished**
3. She _____ her face with a towel. **wiped**

RULE 2

Verb Tenses

- The **tense** of a verb shows whether the action takes place in the **present**, **past**, or **future**.

Rules	Examples
A present-tense verb shows action that happens now.	Jackie walks to school every day.
A past-tense verb shows action that has already happened.	Jackie walked to school yesterday.
A future-tense verb shows action that will happen.	Jackie will walk to school tomorrow.

Practice Write each sentence. Underline the verb. Then write **present**, **past**, or **future** to tell the tense of the verb.

1. We will go to Moss Park next week. **future**
2. Denzel showed me his new kayak. **past**
3. He uses the kayak on the lake at Moss Park. **present**



RULE 3

Subject-Verb Agreement

- A present-tense verb must **agree** with the **subject** of a sentence.

Rules	Examples
Add -s to most verbs if the subject is singular.	<i>My teacher sings wonderful songs.</i>
Add -es to verbs that end in s, ch, sh, x, or z .	<i>The boy watches his former voice teacher.</i>
Do not add -s or -es if the subject is plural or I or you .	<i>They love the new song for the recital.</i>

Practice Write each sentence. Use the verb in parentheses () that agrees with the underlined subject.

1. The performance (begin, begins) in a few minutes. **begins**
2. His two sisters (wish, wishes) Milo luck. **wish**

RULE 4

Spelling Present- and Past-Tense Verbs

- The spellings of some verbs change when **-es** or **-ed** is added.

Rules for verbs ending in:	Examples
a consonant + y : change the y to i and add -es or -ed .	<i>The baby cries every night. The baby cried last night.</i>
one vowel and one consonant : double the final consonant before adding -ed .	<i>The CD stopped before the last song.</i>
e : drop the e before adding -ed .	<i>Jen invited her friends.</i>

Practice Write each sentence. Use the correct tense of the verb in parentheses (). The tense is shown after the sentence.

1. Ernesto (clap) after the performance. *past* **clapped**
2. His aunt (reply) with a smile. *present* **replies**

**QUICK WRITE**

Write a sentence about a dog. Use the present tense. Then write the same sentence in the past and future. Now change *dog* to *some dogs*.



RULE 5

Main Verbs and Helping Verbs

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

*Our town **is having** a Memorial Day parade.*

Practice Underline the main verb in each sentence. Circle the helping verb.

1. My brother is going to be in a parade.
2. He and his friends will carry flags and banners.
3. They are celebrating the beginning of summer.

RULE 6

Helping Verbs

- The **helping verbs** *has, have,* and *had* can be used with a past-tense verb to show an action that has already happened.

Subject	Present Tense	Past Tense
Singular: <i>he, dog</i>	has	had
Plural: <i>we, friends</i>	have	had

Practice Write each sentence. Use the correct form of the helping verb in parentheses ().

1. Marcia (has, have) gone to the grocery store. **has**
2. She (have, has) collected a lot of coupons. **has**
3. The store (have, had) taken all of her coupons. **had**



RULE 7

Linking Verbs

- A **linking verb** links the subject of a sentence to a noun or adjective in the predicate. A **linking verb** does not express action.

*Dr. Baker **is** a great dentist.*

Some Linking Verbs

am is are was were

Practice Write each sentence. Underline the verb. Write *linking* or *action* to tell what kind of verb it is.

1. My dad is a very good gardener. *linking*
2. He designs landscapes for homes and offices. *action*
3. Dad was happy about this job. *linking*

RULE 8

Irregular Verbs

- An **irregular verb** is a verb that does not add *-ed* to form the past tense. The spelling of the verb changes to form the past tense.

*Marco and Tom **run** every morning.*

*Marco and Tom **ran** yesterday after school.*

*Marco and Tom **have run** in races.*

Practice Write each sentence. Use the correct past-tense form of the verb in parentheses ().

1. Ted and I have _____ a new science project. (begin) *begun*
2. We planted beans and watched them as they _____. (grow) *grew*
3. We _____ a report about our observations. (write) *wrote*
4. Ted has _____ pictures to go with our report. (draw) *drawn*
5. I _____ photographs of our beans each week. (take) *took*

**QUICK WRITE**

Write a journal entry to tell about your day so far. When you are finished, circle action verbs in blue crayon, linking verbs in red crayon, and helping verbs with action verbs in green crayon.



RULE 1

Pronouns

- A **pronoun** is a word that takes the place of one or more nouns. The pronoun must match the noun to which it refers.

*Curt plays basketball. **He** plays with his friends.*

- A **subject pronoun** is used as the subject of a sentence. It tells whom or what the sentence is about.

***He** plays basketball after school.*

- An **object pronoun** is used in the predicate of a sentence, often after an action verb.

*Sasha watches **him** on the court.*

- An object pronoun may be used after *for*, *at*, *of*, *with*, or *to*.

*Megan gave the ball to **him**.*

Practice Write each sentence. Use pronouns to replace the underlined nouns.

1. Carol, Mike, and I like volleyball. **We**
2. Carol plays with Mom. **She; her**
3. Mike and Carol serve the ball. **They**
4. I hit the ball to Tom, Paige, and Lauren. **them**
5. Tom spikes the ball over the net. **He; it**

RULE 2

Pronoun-Verb Agreement

- A present-tense verb must **agree** with its subject pronoun.

Pronoun	Present-Tense Verb	Examples
<i>he, she, it</i>	Add -s or -es	<i>He runs fast.</i> <i>She watches the race.</i>
<i>I, we, you, they</i>	Do not add -s or -es	<i>I run fast, too.</i> <i>You run the fastest.</i>



Practice Write each sentence. Complete the sentence with the correct present-tense verb.

1. He _____ to cook. (love) *loves*
2. She _____ homemade bread. (bake) *bakes*
3. They _____ banana bread. (prefer) *prefer*
4. We _____ the process from beginning to end. (watch) *watch*
5. As the loaf bakes, it _____ delicious. (smell) *smells*

RULE 3

Possessive Pronouns

- A **possessive pronoun** takes the place of one or more possessive nouns.

*This is **Paula's** bicycle. This is **her** bicycle.*

- Some possessive pronouns are used before nouns. Some can be used alone.

*That is **my** bicycle. That bicycle is **mine**.*

Practice Write each sentence. Use a possessive pronoun in place of the underlined word or words.

1. Those are Trish's school supplies. *her*
2. Laura's markers have dried out. *Her*
3. Leah and Lindsay's crayons are brand new. *Their*
4. The art studio's door was closed. *Its*
5. Bob said, "Bob's supplies need to be replaced, too." *My*
6. "We could sell the class's homemade crafts," said Ann. *its, our, or their*
7. "I think students will buy Jane's painted rocks," said Jane. *my*
8. "Manuel, we all love Manuel's paintings," said Abby. *your*
9. "Let's work on the school's craft sale now!" said Maisie. *its, our, or their*
10. Maisie and Jane talked about Maisie and Jane's craft ideas. *their*



QUICK WRITE

Write a story about your classroom. Use at least five pronouns in the story.



RULE 1

Adjectives

- An **adjective** is a word that describes a noun.

*I have a **smart** dog.*

- Adjectives can tell **what kind** or **how many**.

*I have **two** brothers.*

- When an adjective comes after the noun it describes, the noun and adjective are connected by a **linking verb**.

*The dog **is** smart.*

Practice Write each sentence. Draw a line under the adjective and circle the noun it describes. Name the linking verb when there is one.

1. My backyard is small. *is*
2. The trees are green. *are*
3. Mom planted a beautiful garden.

RULE 2

Adjectives That Compare

- Use these spelling rules for adjectives that compare:

If an Adjective:	Then	Examples
Ends in a consonant and y	Change the <i>y</i> to <i>i</i> ; add -er or -est	<i>happy</i> → happier or happiest
Ends in e	Drop the <i>e</i> ; add -er or -est	<i>safe</i> → safer or safest
Has a single vowel before a final consonant	Double the final consonant; add -er or -est	<i>big</i> → bigger or biggest

Practice Write each sentence. Write the correct form of the adjective in parentheses ().

1. The teachers at my school are the _____ in town. (friendly) *friendliest*
2. Our new lunchroom is _____ than the gym. (pretty) *prettier*
3. The fifth-grade class is _____ than our class. (large) *larger*



RULE 3

Comparing: More and Most, Good and Bad

- Use **more**, **better**, and **worse** to compare two people, places, or things.

*Amy had **more** points than Carl.*

*Amy had **better** scores than her sister.*

*Jeff was **worse** at checkers than Cathy.*

- Use **most**, **best**, and **worst** to compare more than two people, places, or things.

*Amy had the **most** points on her team.*

*Her team had the **best** scores in the tournament.*

*The visiting team had the **worst** scores.*

Practice Write each sentence. Choose the correct word in parentheses () to complete each sentence.

1. Connie is the (better, best) speller in her class. **best**
2. She practices (more, most) hours than anyone else. **more**
3. Calvin is the (worse, worst) speller in the class. **worst**

RULE 4

Combining Sentences: Adjectives

- You can sometimes **combine sentences** by adding an adjective to one sentence.

Sam cut the flowers. The flowers were fragrant.

*Sam cut the **fragrant** flowers.*

Practice Write each pair of sentences as one sentence.

1. Cheri painted a picture. The picture was colorful.
Cheri painted a colorful picture.
2. Cheri uses pastels. The pastels are soft.
Cheri uses soft pastels.
3. Cheri helped to paint a mural. The mural was huge.
Cheri helped to paint a huge mural.

**QUICK WRITE**

Write a paragraph describing your favorite season. Use at least seven adjectives in the paragraph.



RULE 1

Adverbs That Tell How, When, or Where

- An **adverb** is a word that tells more about a verb. Adverbs often tell **how**, **when**, or **where**.

Sally tiptoed **quietly** across the room. (*how*)

Later, she looked under the sofa. (*when*)

She searched **everywhere** for her kitten. (*where*)

Practice Write each sentence. Circle each adverb. Draw a line under the verb that each adverb describes.

1. Yesterday, we visited some friends.
2. Sara smiled cheerfully.
3. Chad reached carefully for the bars.

RULE 2

Adverbs That Compare

- Adverbs can be used to compare two or more actions. Add **-er** or use **more** to compare two actions. Add **-est** or use **most** to compare more than two actions.

Use	When
-er	Comparing two actions: <i>Sharon reads faster than her brother.</i>
-est	Comparing three or more actions: <i>Sharon reads the fastest of all the children in her class.</i>
more or most	Forming comparisons with longer adverbs and adverbs that end in -ly: <i>Carmen reads more quickly than Sharon.</i>

Practice Write each sentence. Choose a word from the parentheses () to finish each sentence.

1. The crocuses bloomed _____ than expected. (earlier, earliest)
2. The blossoms withered _____ than we had hoped. (sooner, ^{earlier} soonest) **sooner**
3. We tended the roses _____ carefully of all. (more, most) **most**



RULE 3

Combining Sentences: Complex Sentences

- A **complex sentence** contains two related ideas joined by a conjunction other than *and*, *but*, or *or*.

*Fred likes candy **because** it is sweet.*

- Many **complex sentences** contain conjunctions that tell *where*, *why*, *when*, *how*, or *under what conditions*.

*Fred always brushes his teeth **after** he eats candy.*

- Some conjunctions are listed in the chart below.

Where	When	Why	How
where	when	as	as
wherever	before	because	as if
	after	since	as though
	while		even though
	since		although
	until		

Practice Write a complex sentence that can be formed by combining the two shorter sentences with a conjunction.

Possible answers are given.

1. My dog sits in his doghouse. He doesn't like the rain.
My dog sits in his doghouse because...
2. He runs out excitedly. The rain stops.
He runs out excitedly when the...
3. He jumps in the puddles. I can stop him.
He jumps in the puddles before...
4. He splashes around. I grab him by the collar.
He splashes around until I...
5. I dry him with a towel. I don't want him to catch cold.
I dry him with a towel since I don't...
6. He lies still. I brush him.
He lies still while I brush...
7. I bring him inside. He can get warm.
I bring him inside where...
8. He loves the fireplace. It warms him.
He loves the fireplace since it warms him.
9. I take him outside. He is good and dry.
I take him outside when he is...
10. I love my dog. He is a little wild sometimes.
I love my dog even though he is...



QUICK WRITE

Think about your favorite activity at school. Write a letter to convince a classmate to join you in that activity. Use at least one complex sentence in your letter. Circle the conjunction you use.



RULE 1

Negatives and Negative Contractions

- A **negative** is a word that means “no.” Many negatives contain the word **no** within them.

No one wanted to clean out the attic.

- Some negatives use the contraction **-n't**, which is short for **not**.

I did not want to clean it, either.

I didn't want to clean it, either.

Practice Write each sentence. Underline the negative word in each one.

1. Didn't Grandma clean the attic before?
2. No valuables were stored in the attic.
3. The attic was filled with nothing but junk.
4. The broom was nowhere to be found.
5. None of us wanted to do the job.

RULE 2

Double Negatives

- Do not use two **negatives** in one sentence.

Nobody had ever, never cleaned the attic.

I didn't think (no, any) other task could be so dreadful.

Practice Write each sentence. Choose the correct word in parentheses () to finish the sentence.

1. Don't you have (no, any) dust mops? **any**
2. Brandon hadn't (ever, never) used a vacuum before. **ever**
3. You don't know (anybody, nobody) who cleans like Dad. **anybody**
4. I hope we won't (never, ever) have to clean the attic again. **ever**
5. We didn't think (anything, nothing) could be so dirty. **anything**



RULE 1

Prepositions

- A **preposition** comes before a noun or pronoun.
- A preposition shows how the noun or pronoun is linked to another word in the sentence.

*A large wooden dresser sat **in** the corner.*

*I found a cute hat **behind** the dresser.*

Practice: Write each sentence. Circle the preposition.

1. Grandpa's army uniform was in the trunk.
2. The pictures were tied with a ribbon.
3. Mom's wedding dress was draped over a hanger.
4. Dad found his old baseball glove near the window.
5. What do you think we found behind the door?

RULE 2

Prepositional Phrases

- A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun.

***With everyone's help**, we finished cleaning the attic.*

*Everyone felt good **about it**.*

Practice Write each sentence. Underline the prepositional phrases. Write an *N* above the noun in each prepositional phrase. Write a *P* above each preposition.

1. ^P Behind the door ^N stood an old African drum.
2. A spider had built a huge web ^P in one corner ^N.
3. Our time ^P in the attic ^N flew by.
4. We finished cleaning the attic ^P at noon ^N.
5. We all walked ^P down the stairs ^N together.

**QUICK WRITE**

Write five sentences showing the correct use of negatives. Search reading materials to make a list of common prepositions.



Titles and Names

- Some titles are **abbreviations**, or shortened forms of a words. Other titles, like *Ms.* and *Mrs.*, don't have longer forms. An **initial** is the first letter of a name. Titles and initials are capitalized and are followed by a period.

Title	Abbreviation	Title	Abbreviation
Mister	Mr.	Senator	Sen.
Doctor	Dr.	Governor	Gov.

Name	Initials	Name	Initials
James Peter	J. P.	Carol Jean	C. J.

Internet Addresses

- Use abbreviations at the end of Internet addresses.

commercial	.com	educational	.edu
organization	.org	network	.net

Practice Rewrite each sentence. Change each word or group of words in parentheses () to an abbreviation or initials.

1. Our class sent an e-mail to (Mary Jane) Stein at www.nature.(network). *M. J. net*
2. We asked if (Doctor) Hernandez, a zoologist, could tell us about our state bird. *Dr.*
3. Ms. Stein told us to write to the doctor at www.hstate.(educational). *edu*
4. Dr. Hernandez told us to call the office of (Senator) Jones for more information about animals in our state. *Sen.*
5. Our teacher, (Mister) Lee, helped us make the call. *Mr.*



Time

- Use abbreviations to indicate time before noon and after noon. These abbreviations are capitalized with periods after each letter.

Abbreviation	Meaning
8:00 A.M.	8:00 ante meridiem (before noon)
8:00 P.M.	8:00 post meridiem (after noon)

Days and Months

- In informal writing, use abbreviations of the days of the week and the months of the year. These abbreviations begin with a capital letter and end with a period.

Day	Abbreviation	Month	Abbreviation
Monday	Mon.	January	Jan.
Tuesday	Tues.	February	Feb.
Wednesday	Wed.	March	Mar.
Thursday	Thurs.	April	Apr.
Friday	Fri.	May	May
Saturday	Sat.	June	June
Sunday	Sun.	July	July
		August	Aug.
		September	Sept.
		October	Oct.
		November	Nov.
		December	Dec.

Addresses

- Address abbreviations are capitalized and followed by a period.

Avenue	Ave.	Drive	Dr.
Street	St.	Lane	Ln.
Boulevard	Bldv.	Post Office	P. O.

**States**

- **United States Postal Service** abbreviations for the names of states consist of two capital letters. No period follows these abbreviations.

State	Abbreviation	State	Abbreviation
Alabama	AL	Montana	MT
Alaska	AK	Nebraska	NE
Arizona	AZ	Nevada	NV
Arkansas	AR	New Hampshire	NH
California	CA	New Jersey	NJ
Colorado	CO	New Mexico	NM
Connecticut	CT	New York	NY
Delaware	DE	North Carolina	NC
Florida	FL	North Dakota	ND
Georgia	GA	Ohio	OH
Hawaii	HI	Oklahoma	OK
Idaho	ID	Oregon	OR
Illinois	IL	Pennsylvania	PA
Indiana	IN	Rhode Island	RI
Iowa	IA	South Carolina	SC
Kansas	KS	South Dakota	SD
Kentucky	KY	Tennessee	TN
Louisiana	LA	Texas	TX
Maine	ME	Utah	UT
Maryland	MD	Vermont	VT
Massachusetts	MA	Virginia	VA
Michigan	MI	Washington	WA
Minnesota	MN	West Virginia	WV
Mississippi	MS	Wisconsin	WI
Missouri	MO	Wyoming	WY

Practice Rewrite each city and state. Use an abbreviation for the name of the state.

1. El Paso, Texas **El Paso, TX**
2. Portland, Maine **Portland, ME**
3. Seattle, Washington **Seattle, WA**
4. Highland Park, Illinois **Highland Park, IL**
5. Tampa, Florida **Tampa, FL**



First Words in Sentences

- **Capitalize** the first word of a sentence.

We gathered paints and paintbrushes.

- Capitalize the first word of a direct quotation. Do not capitalize the second part of an interrupted quotation.

Dan cried, "Please stop the presses!"

"I am leaving," Jan declared, "as soon as I can."

- When the second part of a quotation is a new sentence, put a period after the interrupting expression and capitalize the first word of the new sentence.

"I know that song," said Lisa. "We learned it last week."

Letter Greetings and Closings

- Capitalize all important words in the greeting of a letter.

Dear Sirs: *Dear Friends and Family,*

- Capitalize the first word in the closing of a letter.

Sincerely, *Yours truly,*

Practice Rewrite each sentence correctly. Use capital letters where needed.

1. my family is painting T-shirts for the summer block party. *My*
2. "let's ask the neighbors to donate supplies," says Mom. *Let's*
3. we began the letter with the words *Dear neighbors*.
4. the letter asked each family to donate plain T-shirts. *The*
We, Neighbors
5. We used the closing *your neighbors*. *Your*



Proper Nouns: Names and Titles of People

- Capitalize the names of people and the initials that stand for their names.

James Robert Perry J. R. Perry

- Capitalize titles or abbreviations of titles when they come before or after the names of people.

Mr. James Perry, Jr. General J. R. Perry Dr. Ellen Mahoney

- Capitalize words that show family relationships when used as titles or as substitutes for a person's name.

Then Dad and Grandma Ellen cooked dinner.

- Do not capitalize words that show family relationships when they are preceded by a possessive noun or pronoun.

Diane's grandmother is a good cook. Her dad is a good cook, too.

- Capitalize the pronoun *I*.

Can I help cook dinner?

Practice Rewrite each sentence correctly. Use capital letters where needed.

1. dad, mom, and i made Thanksgiving dinner this year. *Dad, Mom, and I*
2. Our friend james e. jones was joining us for dinner. *James E. Jones*
3. My dad and i cooked the yams. *I*
4. Mother helped grandma ellen make stuffing. *Grandma Ellen*
5. Our guest, dr. carl eng, brought dessert. *Dr. Carl Eng*



Proper Nouns: Names of Places

- Capitalize the names of cities, states, countries, and continents.
Do not capitalize articles or prepositions that are part of the name.
Lake of the Woods *Wisconsin*
United States of America *North America*
- Capitalize the names of bodies of water and geographical features.
Mississippi River *Mojave Desert* *Niagara Falls*
- Capitalize the names of sections of the country.
the South *the Pacific Northwest*
- Do not capitalize compass points when they just show direction.
New York is east of Cleveland.
- Capitalize the names of streets and highways.
Elm Street *Stevenson Expressway*
- Capitalize the names of buildings, bridges, and monuments.
Empire State Building *Mackinaw Bridge*
Washington Monument
- Capitalize the names of stars and planets.
The closest star to our planet is Proxima Centauri.
The planet closest to the sun is Mercury.
- Capitalize *Earth* when it refers to the planet. Do not capitalize *earth* when preceded by *the*. Do not capitalize *sun* or *moon*.
One moon revolves around Earth.
The earth revolves around the sun.

Practice Rewrite each sentence correctly. Use capital letters where needed.

1. Our class went to chicago, illinois, to visit the adler planetarium. *Chicago, Illinois; Adler Planetarium*
2. The bus drove along the kennedy expressway until it reached lake shore drive. *Kennedy Expressway; Lake Shore Drive*
3. We looked at lake michigan, and we went inside to learn about earth. *Lake Michigan; Earth*



Other Proper Nouns and Adjectives

- Capitalize the names of schools, clubs, and businesses.
Washington Elementary School
Junior Scientist Club
Greenfield's Grocery
- Capitalize the names of historic events, periods of time, and documents.
Battle of Bunker Hill
Declaration of Independence
- Capitalize the days of the week, months of the year, and holidays. Do not capitalize the names of the seasons.
We started school on Tuesday, September 1.
Our first vacation is on Labor Day.
- Capitalize abbreviations.
Dr. Ave. Mon. Apr.
- Capitalize the names of ethnic groups, nationalities, and languages.
The French won the war. I speak Japanese.
- Capitalize proper adjectives that are formed from the names of ethnic groups and nationalities.
Italian bread Egyptian cotton
- Capitalize the first word of each main topic and subtopic in an outline.
I. Products and exports
A. Natural resources
B. Manufactured goods

Practice Rewrite each sentence correctly. Use capital letters where needed.

1. Our school, grant elementary, is having a cultural festival. *Grant Elementary*
2. The creative cooking club is serving foods from around the world. *Creative Cooking Club*
3. One class is presenting poems in other languages, such as spanish, chinese, and russian. *Spanish; Chinese; Russian*
4. Jenna says that the french poem is lovely. *French*
5. The festival will be held on tuesday, the ninth of october. *Tuesday; October*



Titles of Works

- Capitalize the first, the last, and all important words in the title of a book, play, short story, poem, film, article, newspaper, magazine, TV series, chapter of a book, or song.

I can't wait to read *Where the Red Fern Grows*.

Did you see *Bye, Bye, Birdie* at the community theater?

A clever short story is "The Gift of the Magi."

My favorite poem by Silverstein is "Captain Hook."

You should read "Saving the Alligators" in this month's *Animals Monthly*.

My dad reads *The New York Times*.

Did you watch *The Sports Front* last night?

Chapter One of that book is titled "The Long Night."

I sang "The Star-Spangled Banner" before the big game.

Practice Rewrite each sentence correctly. Correctly capitalize titles of works.

1. Our school's Media Club read *matilda* last month. *Matilda*
2. The first chapter is titled "the reader of books."
"The Reader of Books."
3. This week, our club will go to see *the nutcracker*.
The Nutcracker
4. Next week, we will read a play titled *harry's horrible house*.
Harry's Horrible House
5. I like when our leader shows films, such as *honey, I shrunk the kids*. *Honey, I Shrank the Kids*
6. Our club members sang "america, the beautiful" at the assembly. *"America, the Beautiful"*
7. The song made them think of the short story "open fields."
"Open Fields"
8. Our club has been featured in *the daily herald*. *The Daily Herald*
9. The article was titled "kids and communication."
"Kids and Communication."
10. Maybe we'll be featured in *media monthly* someday.
Media Monthly



End Punctuation

- Use **end punctuation** at the end of a sentence.
- A **period** ends a **declarative sentence**. A declarative sentence makes a statement.

I have a cold.

- A **period or an exclamation mark** ends an **imperative sentence**. An imperative sentence makes a command or a request.

Eat your dinner right now! Keep yourself warm.

- A **question mark** ends an **interrogative sentence**. An interrogative sentence asks a question.

When will the medicine start to work?

- An **exclamation mark** ends an **exclamatory sentence**. An **exclamatory sentence** expresses strong emotion.

I finally feel better!

Periods

- Use a **period** at the end of an abbreviation.

Dr. St. Tues. Jan.

- Use a period in abbreviations for time.

2:00 A.M. 2:00 P.M.

- Use a period after initials.

P. J. Chamberlain

- Use a period after numbers and letters in an outline.

*I. Margaret Mead
A. Famous anthropologist
B. Summary of her work*



Colons

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

12:45 1:15 6:30

- Use a colon after the greeting of a business letter.

Dear Sirs: *Dear Mr. Franklin:*

Apostrophes

- Use an **apostrophe** and an **s ('s)** to form the possessive of a singular noun.

Jason's book my mom's bike the car's horn

- Use an apostrophe and an **s ('s)** to form the possessive of a plural noun that does not end in **s**.

children's books men's shoes geese's feathers

- Use an apostrophe alone to form the possessive of a plural noun that ends in **s**.

ladies' purses donkeys' brays lilies' scent

- Use an apostrophe in a contraction to show where a letter or letters are missing.

we + are = we're he + is = he's would + not = wouldn't

- Do not use an apostrophe in a possessive pronoun.

its good points their friends your idea

Practice Write each sentence. Insert punctuation where needed.

- I went to visit Dr Goldstein **Dr. Goldstein.**
- At 900 AM, the nurse called my name. **9:00 A.M.**
- "JR Hines," she said. **J. R.**
- Shes a very helpful nurse. **She's**
- Where is the doctors office located **doctor's; ?**



Commas

- Use a **comma** between the name of the city and state in an address.

Boston, Massachusetts

- Use a comma after the name of a state or a country when it is used with the name of a city in a sentence.

We visited San Francisco, California, on our vacation.

- Use a comma between the day and year in a date.

April 20, 2002 July 4, 1776

- Use a comma before and after the year when it is used with both the month and the day in a sentence. Do not use a comma if only the month and the year are given.

June 4, 2000, is our last day of school.

Next year, we begin school in September 2001.

- Use a comma after the greeting in a friendly letter and after the closing in all letters.

Dear Tyler, Sincerely,

Practice Rewrite the following parts of a friendly letter. Place commas where needed.

124 Grant Road

1. Ithaca, NY 14851
2. September 4, 2001
3. Dear Ben,
4. On September 30, 2001, I will be visiting your town.
5. Sincerely,
Daryl



Commas

- Use a **comma** after introductory words or phrases in a sentence.

Yes, I enjoy science class.

- Use a comma with nouns in a direct address.

Greta, please pass the mustard.

- Use a comma to set off a direct quotation.

“Is this,” she asked, “the bottle you wanted?”

“That’s the one,” I replied.

- Use commas to separate three or more items in a series.

Our flag is red, white, and blue.

I need paper, scissors, and tape.

- Use a comma before *and*, *but*, or *or* when it joins simple sentences to form a compound sentence.

My mother can drive us, or we can take the bus.

Practice Rewrite each sentence. Add commas where needed.

1. Kelly is that you and Nina opening the door?
Kelly, is that you and Nina opening the door?
2. Yes it’s the two of us. *Yes, it’s the two of us.*
3. Well I’m glad you’re here. *Well, I’m glad you’re here.*
4. Nina have you seen my painting? *Nina, have you seen my painting?*
5. No but I’d like to see it. *No, but I’d like to see it.*
6. Your colors are bright vivid and beautiful.
Your colors are bright, vivid, and beautiful.
7. You know Tamika I think it’s wonderful.
You know, Tamika, I think it’s wonderful.
8. I agree and many people will think so, too.
I agree, and many people will think so, too.
9. “You should be a painter” my dad said.
“You should be a painter,” my dad said.
10. “I think” I replied “you’re right!” *“I think,” I replied, “you’re right!”*



Quotation Marks

- Use **quotation marks** before and after the exact words that a speaker says.

“Someday I’d like to be a firefighter,” said Paul.

“Someday,” said Paul, “I’d like to be a firefighter.”

- Use a **comma** or **commas** to separate a phrase, such as *he said*, from the quotation itself. Place the comma outside the opening quotation marks but inside the closing quotation marks.

Veronica asked, “What would you like to be?”

“When I get older,” replied Adam, “I’d like to be a graphic designer.”

- Place a **period** inside closing quotation marks.

Pam added, “I’d like to be a chef.”

- Place a **question mark** or an **exclamation mark** inside the quotation marks when it is part of the quotation.

“What career do you want?” asked Maria.

“I want to be president, of course!” shouted Lily.

- Use **quotation marks** around the title of a short story, song, short poem, magazine or newspaper article, and chapter of a book.

“Jack and the Beanstalk” “Little Miss Muffet”

“Yankee Doodle Dandy” “A Mysterious Visitor”

Practice Rewrite each sentence correctly. Add punctuation where needed.

1. Are you ready for Career Day asked Mrs. Lee.
“Are you ready for Career Day?” asked Mrs. Lee.
2. I want to learn about careers in science said Isabel.
“I want to learn about careers in science,” said Isabel.
3. Will we asked Kevin learn about law enforcement?
“Will we,” asked Kevin, “learn about law enforcement?”
4. I want to write articles, such as Tornado Watchers.
“Tornado Watchers.”
5. Hector would prefer writing stories, such as Monsters of the Deep. *“Monsters of the Deep.”*

**Italics (Underlining)**

- Use **italics** or **underlining** to indicate the title of a book, film, television series, play, magazine, or newspaper.

*Pippi Longstocking*Pippi Longstocking*The Wizard of Oz*The Wizard of Oz*Reading Rainbow*Reading Rainbow*Fiddler on the Roof*Fiddler on the Roof*Sports Illustrated*Sports Illustrated*The New York Times*The New York Times

Practice Rewrite each sentence correctly. Underline titles where needed.

1. The last play I saw was titled Oklahoma.
2. Before the play, we watched Zoom on television.
3. The kids on Zoom were talking about the book Sheila, the Great.
4. Then they talked about a movie titled Flubber.
5. I read a review of that film in The Chicago Tribune.



Sentence Structure: Diagramming Guide

A **sentence diagram** uses lines to show how the words in a sentence go together. A diagram always begins with the most important words in the sentence. For now, you will learn how to diagram only some of the words in a sentence.

RULE 1

Simple Subjects and Simple Predicates

- A sentence diagram puts the **simple subject** and the **simple predicate** on a straight line called a **base line**. An up-and-down line separates the simple subject from the simple predicate.

Lions roared.



Three brown monkeys chattered loudly in the tree.



In the sentence above, *monkeys* is the simple subject and *chattered* is the simple predicate.

Practice Make a sentence diagram of the simple subject and the simple predicate in each sentence.

1. One elephant rests. elephant | rests
2. Seals bark excitedly. Seals | bark
3. Some small zebras play. zebras | play
4. Two green parrots squawk noisily. parrots | squawk
5. The tan and brown lion paces hungrily. lion | paces
6. Other cats howl for their dinner. cats | howl
7. The zookeeper brings fresh meat. zookeeper | brings
8. I hold a camera. I | hold
9. Kevin quickly snaps a picture. Kevin | snaps
10. The larger animals sleep outside in the sun. animals | sleep

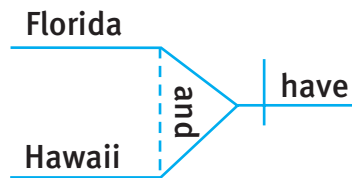


RULE 2

Compound Subjects

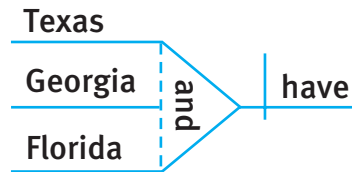
- A sentence with a **compound subject** has two or more simple subjects. Each of the subjects is placed on a separate line in the sentence diagram. The word *and*, *or*, or *but* is written on a dotted up-and-down line that connects the simple subjects.

Florida and Hawaii have tropical climates.



- There may be more than two simple subjects in some compound subjects. Notice how this subject is diagrammed.

Texas, Georgia, and Florida have humid summers.



Practice Diagram each sentence. Be sure you show each important part of the compound subject.

1. Brianna and Jessica study different climates.
2. Montana, Alaska, and Minnesota have chilly winters.
3. Summer and fall are hot in Texas.
4. Ice or snow comes early in Vermont.
5. Thunderstorms and tornadoes hit the Midwest.
6. Nicholas and Mr. Gomez watch a weather station.
7. Rain, sleet, or hail damaged crops in Iowa.
8. My aunt and my uncle photograph tornadoes.
9. High winds and heavy rain flooded the coast.
10. Freeport and Galveston lost power.

Check that students' diagrams follow the examples above.

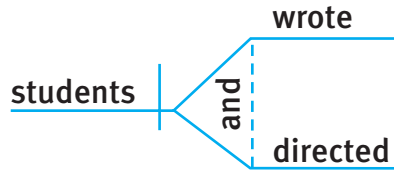


RULE 3

Compound Predicates

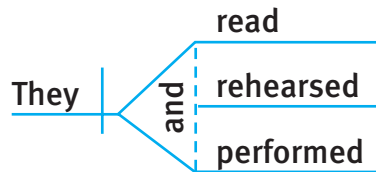
- A sentence with a **compound predicate** contains two or more simple predicates that have the same subject. Each of the predicates is placed on a separate line in the sentence diagram. The word *and*, *but*, or *or* is written on a dotted up-and-down line that connects the simple predicates.

The students wrote and directed a video.



- There may be more than two simple predicates in some compound predicates. Notice how this predicate is diagrammed.

They read, rehearsed, and performed their parts.



Practice Diagram each sentence. Be sure you show each important part of the compound predicate.

1. Students talked, planned, and practiced.
2. Teachers listened and helped.
3. Sarah designed and sewed her costume.
4. Thomas built and painted a set.
5. He made or borrowed props, too.
6. Ms. Stewart read and approved the script.
7. Ben filmed and edited the video.
8. Parents bought or baked refreshments.
9. The audience clapped, stomped, and cheered at the end.
10. People loved or hated the show.

Check that students' diagrams follow the examples above.



RULE 4

Adjectives

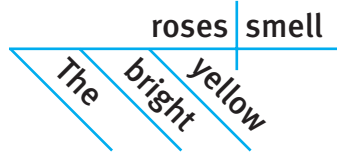
- **Adjectives** are diagrammed on a line that slants below the words they describe.

Golden sunshine warmed the earth.



- Sometimes more than one adjective may describe the same noun.

The bright yellow roses smell sweet.



- Remember that *a*, *an*, and *the* are adjectives, too.

Practice Diagram each sentence. Show the simple subject, the simple predicate, and all the adjectives.

1. Gentle rain falls.
2. Tiny seedlings sprout.
3. Twelve sunflowers grow.
4. Big, striped butterflies fly merrily.
5. A green grasshopper hops away.
6. One slow snail creeps slowly.
7. The noisy bluejays look for worms.
8. Many spotted ladybugs eat aphids.
9. Hot red peppers ripen quickly.
10. The small garden loves summer!

Check that students' diagrams follow the examples above.

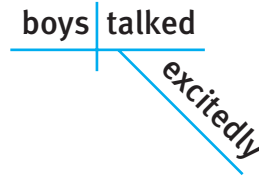


RULE 5

Adverbs

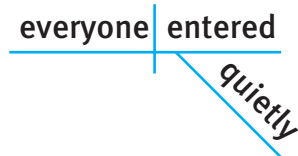
- **Adverbs** can describe verbs. In a diagram, an adverb is placed on a slanted line below the verb.

The boys talked excitedly about the art contest.



- Remember that an adverb may appear anywhere in a sentence. It does not always follow the verb.

Everyone entered the room quietly.



Practice Diagram each sentence. Show the simple subject, the simple predicate, and all the adverbs.

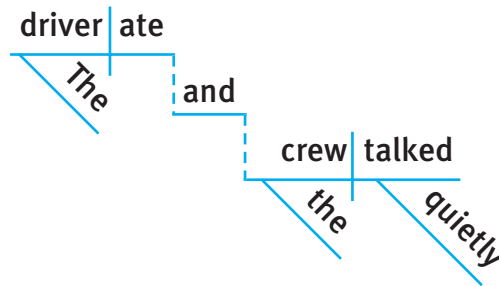
1. The teachers clearly explained the contest rules.
2. Jessica expertly mixed the paints.
3. Kevin measured the water exactly.
4. One student quickly sketched figures.
5. Trista applied the paint smoothly.
6. Sean patiently dripped paint on his canvas.
7. The paintings dried slowly.
8. Next, each contestant cleaned his or her brushes.
9. The judges considered each painting carefully.
10. Jessica received her ribbon happily.

Check that students' diagrams follow the examples above.


RULE 6
Compound Sentences

- A **compound sentence** has two sentences connected by *or*, *and*, or *but*. Each sentence is diagrammed. The connecting word is written on a line between the two sentences. Dotted lines connect this word to each sentence.

The driver ate, and the crew talked quietly.



Practice Diagram these compound sentences. Be sure to include both sentences and the connecting word in the diagram. Show simple subjects, simple predicates, adjectives, and adverbs.

1. The engines race loudly, but the drivers wait.
2. People listen, or they talk.
3. Jenna sits down, but Charlie stands up.
4. Ronnie drives, and Andrew coaches.
5. The race begins suddenly, and the ten drivers go.
6. Most cars speed, but one racer stalls.
7. The red light flashes, and all the drivers stop.
8. The green car leaves, and the race continues.
9. Mr. Ramos watches eagerly, but his son plays.
10. One driver wins, and the crowd cheers wildly.

Check that students' diagrams follow the example above.

Extra Practice

Sentences

A. For each group of words, write *sentence* or *sentence fragment*.

1. Supplies for school at my desk. *sent. frag.*
2. I'm using my old backpack. *sent.*
3. Mrs. Cheeves is a new teacher. *sent.*
4. Gave me a blue writing folder. *sent. frag.*
5. Tomorrow we meet our writing buddies. *sent.*
6. We will write stories together. *sent.*
7. Our new teacher. *sent. frag.*
8. We'll tell her about school events. *sent.*
9. Nathan and Fred will draw pictures. *sent.*
10. Showed my photo album from home. *sent. frag.*

B. Write each group of words. Underline the sentences. Add words to correct sentence fragments.

Answers will vary for new sentences. Possible answers are given.

11. Everyone wants a turn at the computers.
12. Wrote a story about camp. *John wrote...*
13. Lisa and I swam often this summer.
14. The town pool closes this weekend.
15. This book about baseball. *...is very interesting.*
16. Mark and his brother played in a summer league.
17. Byron wrote a funny story about their last game.
18. Mark wants to publish his story.
19. Typed it on the computer. *He typed...*
20. In his book, John. *...drew a picture.*

C. For each pair, write the group of words that is a sentence. Then add words to correct the sentence fragment.

Complete sentences are underlined. Answers will vary for new sentences.

21. Early lunch this year. We eat at 11:15 A.M.
22. It's my turn in the author's chair. Your turn soon.
23. Reading time after lunch. This is my favorite activity.
24. Our buses in the driveway. The second bus is mine.
25. I'll see you tomorrow. My homework tonight.

Declarative and Interrogative Sentences

A. Read each sentence. Write *declarative* or *interrogative* to tell what kind of sentence it is.

1. My mother is an excellent gardener. *decl.*
2. Every year I help her in the garden. *decl.*
3. What kinds of flowers does she grow? *interr.*
4. This year she tried something new. *decl.*
5. Do you think we should grow vegetables? *interr.*
6. Why don't you draw a picture of the garden? *interr.*
7. I like tomatoes and green beans. *decl.*
8. What vegetables do you like? *interr.*
9. Zucchini is easy to grow. *decl.*
10. What will we do with all these vegetables? *interr.*

B. Write each sentence. Add the correct end punctuation. Write *declarative* or *interrogative* after it.

11. We prepared the soil in the spring. *decl.*
12. How big is the garden? *interr.*
13. My map shows the size of the garden. *decl.*
14. Half of the garden has vegetables. *decl.*
15. What kinds of vegetables did you plant? *interr.*
16. How often did you water the garden? *interr.*
17. It rained a lot this summer. *decl.*
18. Mother's roses didn't like all the rain. *decl.*
19. The vegetables were plentiful. *decl.*
20. Which vegetables did you pick first? *interr.*

C. Write each sentence correctly.

Underlined words should be capitalized.

21. the neighbors appreciated the vegetables.
22. would you like to taste some zucchini bread?
23. did Grandmother love the tomatoes we gave her?
24. it's my turn to weed the garden.
25. are you going to plant the vegetables next year?

Extra Practice

Imperative and Exclamatory Sentences

A. Read each sentence. Write *imperative* or *exclamatory* to tell what kind of sentence it is.

1. What fun it will be working with Mrs. Abramson today! *excl.*
2. Help me unpack these bottles of paint. *imp.*
3. Put everything on this cart. *imp.*
4. Wash the paintbrushes carefully. *imp.*
5. I've never seen so many beautiful colors! *excl.*
6. Watch out for that glue. *imp.*
7. What a colorful butterfly that is! *excl.*
8. How easy it is to make a butterfly! *excl.*
9. Tell me what color butterfly you want to paint. *imp.*
10. This project is so exciting! *excl.*

B. Write each sentence. Add the correct end punctuation. Write *imperative* or *exclamatory*.

11. Please visit my classroom. *imp.*
12. Look at this butterfly I made. *imp.*
13. How lucky we are to have a great art teacher! *excl.*
14. What a great helper you were! *excl.*
15. What a marvelous artist you are! *excl.*
16. Please go to your classroom now. *imp.*
17. Make sure that you get to class on time. *imp.*
18. What wonderful projects we do! *excl.*
19. How delicate the butterflies are! *excl.*
20. Don't worry about the glue. *imp.*

C. Write each sentence correctly.
Underlined words should be capitalized.

21. ask Mrs. Abramson about the next project.
22. tell us how to make the glass vase.
23. what a great idea that is!
24. please show me how to begin the project.
25. what fun we will all have!

Combining Sentences: Compound Sentences

A. Write each sentence. If it is a compound sentence, circle the conjunction that joins the two parts. If it is not a compound sentence, write *not compound*.

- This summer, I helped my grandma paint her garage. *not compound*
- We went to the store, (and) Grandma bought the paint.
- The paint matched the rest of the house. *not compound*
- It was a beautiful shade of yellow. *not compound*
- Grandma turned on the water, (and) I washed off the dirt.
- The garage was clean, (but) it started to rain.
- Did it rain for one day, (or) did it rain for two days?
- Finally, the weather cleared, (and) we got back to work.
- Grandma's neighbor helped us each day. *not compound*
- The three of us worked hard, (but) it still took a week.

B. Combine each pair of sentences. Use the conjunction given.

- I like to paint. It was too hot to work. (but) *Underlined parts are rewritten. paint, but it*
- Did we need more helpers? Did we need water? (or) *helpers, or did*
- Grandma made lemonade. Granddad made cookies. (and) *lemonade, and Granddad*
- We had two accidents. No one got hurt. (but) *accidents, but no one*
- Mr. Bentley stepped into a paint bucket. He fell down. (and) *bucket, and he*
- I wasn't paying attention. I hit Seth with the ladder. (and) *attention, and I*
- Seth was okay. He took a long break in the shade. (but) *okay, but he*
- Jed got him an ice pack. Mr. Lu got him some aspirin. (and) *ice pack, and Mr. Lu*
- We finished the garage. We decided to celebrate. (and) *garage, and we*
- First, we had pizza. Then, we had chocolate cake. (and) *pizza, and then*

C. Write each pair of sentences as a compound sentence.

- Grandma wants to have a party. She hasn't planned it yet. *Underlined parts are rewritten. party, but she*
- I decorated an empty paint can. Grandma put flowers in it. *can, and Grandma*
- My parents came to the party. They met Seth's family. *party, and they*
- The garage looks like new. Now we want to paint the house. *new, but now*
- Should we paint it? Should we call painters to do it? *it, or should*

Extra Practice

Sentence Punctuation

A. Read each sentence. Write *declarative*, *interrogative*, *imperative*, or *exclamatory* to tell what kind of sentence it is. If the sentence is compound, write *compound*.

1. Black bears are found in many parts of North America. *decl.*
2. They can weigh as much as 650 pounds. *decl.*
3. What an amazing animal the black bear is! *excl.*
4. Can a black bear climb trees very quickly? *interr.*
5. Black bears rarely attack, but sometimes they do. *decl., compound*
6. Hikers on the Appalachian Trail sometimes see them. *decl.*
7. Do you know what to do if you see a black bear? *interr.*
8. Make a lot of noise. *imp.*
9. A camper in Yosemite National Park turned on a car alarm. *decl.*
10. The bear was startled, and it ran into the woods. *decl., compound*

B. Write each sentence correctly. Add capital letters, commas, and end punctuation where needed.

Underlined words should be capitalized.

11. these bears will do just about anything to find food.
12. don't leave food in your car or tent.
13. black bears have torn off car doors to get food in ice chests.
14. the parks have food lockers, but you need to reserve them.
15. does the black bear have any enemies?
16. you can read about this, but black bears are very unpredictable.
17. bear cubs are cute, but you shouldn't go near them.
18. mother Bear is sure to be close by.
19. how can you protect yourself from bears?
20. hikers use food lockers, or they hang their food bags in trees.

C. Write each sentence. Add capital letters, commas, and the correct end punctuation. Then write *declarative*, *interrogative*, *imperative*, or *exclamatory* for each sentence.

Underlined words should be capitalized.

21. grizzly bears are larger than black bears, and they run fast. *decl.*
22. they have thick brown fur, and they have sharp claws. *decl.*
23. what great fishers they are! *excl.*
24. how many salmon will they eat? *interr.*
25. remember never to run from a grizzly. *imp.*

Complete Subjects and Complete Predicates

A. Write *complete subject* or *complete predicate* to tell which part has been underlined in each sentence.

1. My great-grandfather came to America in 1915. *complete subj.*
2. He sailed on a boat with two of his brothers. *complete pred.*
3. The brothers cried at the sight of the Statue of Liberty. *complete pred.*
4. The boat docked at Ellis Island. *complete subj.*
5. Hundreds of people got off the boat. *complete subj.*
6. Some cousins met the three brothers. *complete pred.*
7. All three brothers were carpenters. *complete subj.*
8. They found work quickly in New York City. *complete pred.*
9. New York City was a very big place. *complete subj.*
10. It was so different from their village in Italy. *complete subj.*

B. Write each sentence. Draw one line under the complete subject and two lines under the complete predicate.

11. New York City had a lot of farmland in 1915.
12. Some farms were close to the city.
13. Big bridges linked parts of the city.
14. An underground subway system was designed.
15. A tunnel was built to connect some parts of town.
16. Immigrants made up half of the city's population.
17. New York City was the movie-making capital of the world.
18. New Yorkers enjoyed going to the theater, too.
19. My mother remembers many of her grandfather's stories.
20. I love the old stories about my family.

C. Add a complete subject or a complete predicate to each group of words. Write the new sentence. Possible answers are given.

21. _____ wants to take me to the Statue of Liberty. *Mother*
22. _____ will take a boat from Manhattan. *We*
23. The harbor _____. *is very beautiful.*
24. _____ sailed into the same harbor. *My great-grandfather*
25. I _____. *can't wait to see the harbor.*

Extra Practice

Combining Sentences: Compound Subjects

A. Write each sentence. Underline the compound subject. Circle each simple subject.

1. My family and I visited Korea.
2. The girls and boys went to a special show.
3. Dancers and musicians formed a circle.
4. My sister and I clapped for them.
5. The actors and actresses began the first story.
6. Mother and Father remember the old stories.
7. Hand motions and music helped me understand.
8. Costumes and wooden masks were on all the actors.
9. The farmer and the old woman fool the rich man.
10. Visitors and Koreans enjoyed the show.

B. Write each sentence. Underline the simple subjects, and circle the conjunction used to join them.

11. Rice or soup is served with most Korean meals.
12. Spices and pickled vegetables taste good.
13. Chopsticks and spoons make eating a little hard.
14. Mother and Father don't mind sitting on the floor.
15. My back and legs hurt all the time!
16. These rice cakes and nuts taste delicious.
17. A boat ride and a hike sound great.
18. The lunches and the snacks are in the bag.
19. Uncle and Auntie stay at home.
20. My sister and I want to go back to Korea next year.

C. Combine each pair of sentences by creating a compound subject. Write the new sentence.

21. Korean letters are different. Korean words are different.
Korean letters and words...
22. The boys count in Korean. The girls count in Korean.
The boys and girls count in Korean.
23. Father came here long ago. Mother came here long ago.
Father and Mother came...
24. The mountains are pretty in Korea. The rivers are pretty, too.
The mountains and rivers...
25. My uncles want us to visit. My aunts want us to visit.
My uncles and aunts...

Combining Sentences: Compound Predicates

A. Write each sentence. Underline the complete predicate. Circle each simple predicate.

1. Mystery writers record and check every clue.
2. My story twists and turns.
3. A thief sneaks onto a boat and hides.
4. Then he starts the boat and goes for a ride.
5. Some detectives discuss and question every clue.
6. Then a bird on the boat squawks and opens its crate.
7. A rare parrot says good-bye and flies away.
8. The officers see and identify the bird.
9. The Coast Guard captures and arrests the thief.
10. My friends read and enjoy my story.

B. Write each sentence. Underline the simple predicates, and circle the conjunction used to join them.

11. Megan checked and searched for clues.
12. Then she listened and watched for an hour.
13. She heard and saw everything.
14. Two raccoons opened and climbed into the garbage can.
15. They threw and scattered trash.
16. Megan ran and called her dad.
17. He packed and returned home.
18. A veterinarian arrived and caught the animals.
19. He fed them and released them in the woods.
20. I wrote and edited this story myself.

C. Combine each pair of sentences. Use *and*, *but*, or *or* to join the two predicates.

21. This mystery begins well. This mystery ends well. ...*begins and ends*...
22. I write mysteries. I read science fiction. ...*write mysteries but read*...
23. Mom reads my story. Mom enjoys my story. ...*reads and enjoys*...
24. The ending surprised Mom. The ending scared Mom. ...*surprised and scared*...
25. I rewrite this story. I illustrate this story. ...*rewrite and illustrate*...

Extra Practice

Correcting Run-on Sentences

A. Write *run-on* if the sentence is a run-on. Write *correct* if the sentence is not a run-on.

1. Two cowboys came to town they were looking for gold. *run-on*
2. They heard about some gold in this town. *correct*
3. You need a license to look for gold they didn't have one. *run-on*
4. They traded their horses for the license. *correct*
5. They couldn't get to the gold mine without the horses. *correct*
6. That was easy to fix they walked up the trail. *run-on*
7. One backpack was too heavy to carry up the mountains. *correct*
8. They threw away their pots and pans to lighten their load. *correct*
9. They were almost there they were a few miles from the gold mine. *run-on*
10. The cowboy wanted his pans back he wanted to look for gold. *run-on*
11. It is hard to cook without them, too. *correct*
12. Some cowboys made a campfire others scouted for water. *run-on*
13. One cowboy made soup it was delicious. *run-on*
14. Another cowboy made hot corn bread. *correct*
15. Coyotes howled nearby a cowboy shook in his sleeping bag. *run-on*
16. Some other miners stopped by in the morning. *correct*
17. They told everyone about a town. *correct*
18. They explained that the next gold mine was many miles away. *correct*
19. The cowboys needed supplies they needed horses, too. *run-on*
20. They would all travel together it would be an interesting trip. *run-on*

B. Write each sentence. If the sentence is a run-on, write it as two separate sentences. If it is not a run-on sentence, write *correct*. Underlined parts are rewritten.

21. Chad bought three mules they looked very old and tired. mules. They
22. That was all he could afford. *correct*
23. Ben's mule is faster than Chad's Chad wanted to trade. Chad's. Chad
24. Ben agreed to trade he liked traveling slowly. *trade. He*
25. My cousin went with the group he had a horse. *group. He*
26. He searched for gold he found some huge nuggets. *gold. He*
27. He brought the nuggets home to sell. *correct*
28. He used the money to buy a ranch. *correct*
29. I work on the ranch I help take care of the cattle. *ranch. I*
30. I want to buy a ranch of my own someday. *correct*

C. Rewrite each run-on sentence as a compound sentence. If the sentence is not a run-on, write *correct*.

31. Next time, Cowboy Bob will come with us he will lead the way. us, and he
32. He'll help us find mules to ride. *correct*
33. My mule will be quick and careful. *correct*
34. Bob knows where the gold is he knows how to recover it. is, and he
35. Cowboy Bob is famous he is humble. *famous, but he*
36. He will help everyone he will just watch. *everyone, or he*
37. I will bring my gold home my friends will be amazed. home, and my
38. My friends will be excited they will ask me many questions. excited, and they
39. I will show them my photo album and postcards. *correct*
40. The trip was fun I hope to go back soon. *fun, and I*

Extra Practice

Nouns

A. Write whether each underlined noun names a person, place, or thing.

1. The students are going to the mall. person, place
2. The children are learning about money. person, thing
3. The boy has a pocket full of coins. person, thing, thing
4. Let's go into this shop. place
5. Leanne buys a shirt. person, thing
6. The clerk takes her coins and bills. person, thing, thing
7. Two friends look at games for their computer. person, thing, thing
8. The boxes are high on a shelf. thing, thing
9. Parents wait in the restaurant. person, place
10. Shoes, clothing, and games are expensive. thing, thing, thing

B. Write each noun. Write person, place, or thing after each one to tell what kind of noun it is.

11. The people here do not want a mall. person, place
12. Their town has a big park. place, place
13. In the playground are a slide and swings. place, thing, thing
14. Children climb up the steps. person, thing
15. One child flies a kite. person, thing
16. Friends have picnics in the meadow. person, thing, place
17. One woman sells lemonade and hot dogs. person, thing, thing
18. Her stand is next to the pond. thing, place or thing
19. Visitors buy sandwiches, too. person, thing
20. Is a park better than a mall? place, place

C. Write the sentences. Fill in each blank with a different noun.

21. There are seven _____ in the town. streets Possible answers are given.
22. Our _____ has many trees. town
23. Let's buy a _____ in this shop. sandwich
24. When does the _____ begin? play
25. The _____ are proud of their town. people

Singular and Plural Nouns

A. Write the nouns in each sentence. Write whether each one is singular or plural.

1. Three boys made cookies. plural, plural
2. An adult helped with the recipe. singular, singular
3. How many batches did the girl make? plural, singular
4. Let's give a box to your grandmother. singular, singular
5. The boy carried two boxes. singular, plural
6. One girl frosted a dozen cupcakes. singular, plural
7. Who will make the pies? plural
8. The child has many peaches. singular, plural
9. Use one bowl and two forks. singular, plural
10. These desserts will win a prize. plural, singular

B. Write the plural form of each underlined noun.

11. I have stirred this for one minute. minutes
12. Look at your watch to be sure. watches
13. Please don't make a mess! messes
14. What is your guess about the menu? guesses
15. The cook always makes a surprise. surprises
16. Will you have a salad with your meal? salads
17. I will take this bunch of grapes. bunches
18. Let's have fajitas for our lunch. lunches
19. Have you ever had a fried pickle? pickles
20. Please just give me a plain sandwich. sandwiches

C. Decide which noun in parentheses () correctly completes each sentence. Then write the sentence.

21. Many (school, schools) have their own cafeteria.
22. A cafeteria might serve 500 (lunch, lunches) every day.
23. My mother is the (cook, cooks) at my school.
24. She makes many tasty (dish, dishes)!
25. We eat our lunch on a (bench, benches) under a tree.

Extra Practice

Nouns Ending with y

A. Write the plural noun in each sentence.

1. Texas is larger than some countries.
2. Its biggest cities are Dallas and Houston.
3. Families like the seashore on the Gulf of Mexico.
4. Now and then you can see a shrimp boat in its bays.
5. There are many activities in every season.
6. Long summer days are good for swimming.
7. Texas is famous for its cowboys.
8. I love to spend the holidays there.
9. Many companies have their home office in Texas.
10. What do you think about the highways in Houston?

B. Write the correct plural form of each noun.

- | | |
|----------------------------------|----------------------------|
| 11. community communities | 16. lady ladies |
| 12. library libraries | 17. toy toys |
| 13. play plays | 18. cherry cherries |
| 14. family families | 19. daisy daisies |
| 15. buggy buggies | 20. day days |

C. Use the plural form of the noun in parentheses () to complete each sentence.

21. There are many _____ about the Alamo. (story) **stories**
22. Spanish _____ built the Alamo. (missionary) **missionaries**
23. I have seen _____ about the battle. (play) **plays**
24. The Mexicans and the Texas settlers were _____. (enemy) **enemies**
25. One of the most famous battle _____ is "Remember the Alamo!" (cry) **cries**

More Plural Nouns

A. Write the plural noun in each sentence.

1. Our science museum has an animal display for children.
2. They have a petting zoo that includes live sheep.
3. Be careful not to scare the geese.
4. I enjoyed watching a team of oxen pull a heavy sled.
5. Inside, the forest exhibit shows moose in winter.
6. Have you ever seen such big teeth?
7. I can't believe how graceful these deer are!
8. A video explained how early men used to hunt.
9. Sometimes they wore nothing on their feet.
10. I liked the white mice best of all.

B. Write each sentence. Use the plural form of each word in parentheses ().

11. Two (woman) told us about small animals. **women**
12. One of them put her hand in a large cage of (mouse). **mice**
13. She showed us their (tooth). **teeth**
14. Some (child) keep rodents as pets. **children**
15. I'd rather have (goose) on my farm. **geese**
16. I like mice's (foot) though. **feet**
17. Several (sheep) were in a herd. **sheep**
18. Two (man) will feed them soon. **men**
19. (Child) under twelve can fish in the pond. **Children**
20. Do all animals have (tooth)? **teeth**

C. Complete each sentence with the plural form of a word from the list.

woman tooth foot man child

21. The kindergarten _____ will go to a farm next week. **children**
22. Some _____ will show them how to shear sheep. **women or men**
23. The _____ will take them to the pasture to see the cows. **women or men**
24. Cows do not have sharp _____. **teeth**
25. Their _____ are really hooves. **feet**

Extra Practice

Common and Proper Nouns

A. For each underlined noun, write *common* or *proper*.

1. Once upon a time, there was a girl named Alice. *common, proper*
2. One day, the girl fell down a rabbit hole. *common, common*
3. She landed in a land called Wonderland. *common, proper*
4. Lewis Carroll wrote about her adventure. *proper, common*
5. My class began the book on Monday. *common, proper*
6. We read about Tweedledum and Tweedledee. *proper, proper*
7. What did the teacher think of the Queen of Hearts?
common, proper
8. What story tells about Aunt Sponge and Aunt Spiker?
proper, proper
9. I like that book by Roald Dahl. *common, proper*
10. James had an adventure inside a giant peach. *proper, common*

B. Write each sentence. Draw one line under the common nouns. Draw two lines under the proper nouns.

11. James Henry Trotter lived with his two aunts.
12. His family lived on Proudfoot Avenue in Stillwater.
13. Their house was on a high hill in England.
14. One day, a large box arrived from Admiral Drake in Antarctica.
15. Inside was a penguin named Captain Cook.
16. That penguin caused a lot of trouble in Stillwater.
17. Imagine that James and Alice met.
18. Didn't the two children live near London?
19. Would the boy and the girl visit Mr. Popper?
20. People in the United States love these two characters.

C. Write each sentence. Capitalize each proper noun.

Underlined words should be capitalized.

21. My favorite author is e. b. white.
22. White was born in mount vernon, new york.
23. He went to cornell university and graduated in 1921.
24. Have you ever heard of a mouse named stuart little?
25. This mouse liked to stroll on fifth avenue in new york city.

Capitalization

A. Write the noun or nouns that should begin with a capital letter. Underlined words should be capitalized.

1. Our teacher, miss ramos, has given us a good assignment.
2. We are mapping our town, east pine.
3. On wednesdays we work on the map.
4. We put our school, martin luther king school, in the middle.
5. Our school is on shannon drive.
6. Two of my friends, stacey and ryan, are on the committee.
7. We will show the map in january at the county fair.
8. I asked mother to help illustrate the map.
9. She illustrated a children's book called the rabbit and the fox.
10. She will draw our famous landmark, nightingale park.

B. Write each sentence. Correct the nouns that should begin with a capital letter. Underlined words should be capitalized.

11. We began the map in november, after thanksgiving.
12. We are studying the geography of the united states.
13. Last summer we traveled by bus to missouri and illinois.
14. Our science teacher, miss jackson, went with us.
15. We crossed the mississippi river and saw lake michigan.
16. I helped jonathan adams and ashley parks read the maps.
17. We got lost in st. louis, missouri.
18. Do you want to see the gateway arch and busch stadium?
19. Our little town of east pine is just right for mapping.
20. Our two main streets are broadway and elm street.

C. Write each sentence. Use a proper noun that fits the description shown in parentheses (). Possible answers are given.

21. Will the map be ready by _____? (month of the year) **January**
22. We may have to work on _____ to finish it. (day of the week) **Saturday**
23. The teacher and _____ will check the map. (name of person) **Sam Sargeant**
24. The map will hang in the hallway at _____. (name of a school) **Elm Street School**
25. The school is on _____. (name of a street) **Elm Street**

Extra Practice

Singular Possessive Nouns

A. Write the possessive form of each singular noun.

- | | |
|-------------------------------------|-----------------------------|
| 1. grandmother grandmother's | 6. bicycle bicycle's |
| 2. Sarah Sarah's | 7. cat cat's |
| 3. boy boy's | 8. uncle uncle's |
| 4. boss boss's | 9. father father's |
| 5. baby baby's | 10. Tom Tom's |

B. Rewrite each phrase. Use the possessive form of the underlined noun.

11. the recipe of the family **the family's recipe**
12. the fruit pies of my sister **my sister's fruit pies**
13. the hot dogs of David **David's hot dogs**
14. the pickled cucumbers of Mom **Mom's pickled cucumbers**
15. the favorite dish of your boss **your boss's favorite dish**
16. the cookbooks that belong to my friend **my friend's cookbooks**
17. the recipe that Aunt Gail uses **Aunt Gail's recipe**
18. the cabin that my grandmother owns **my grandmother's cabin**
19. the yard of my neighbor **my neighbor's yard**
20. the recipes in the book **the book's recipes**

C. Write each sentence. Use the singular possessive form of the noun in parentheses () to complete each sentence.

21. _____ soup is a big hit in his family. (Kevin) **Kevin's**
22. It really is our _____ recipe. (grandfather) **grandfather's**
23. The _____ name is "Garbage Soup." (recipe) **recipe's**
24. We always add many vegetables from _____ kitchen. (Mom) **Mom's**
25. The _____ big secret is the variety of spices used. (dish) **dish's**

Plural Possessive Nouns

A. Rewrite each group of words. Use the possessive form of the underlined plural noun.

- the pets of the girls the girls' pets
- the mice of the children the children's mice
- the antlers of the elks the elks' antlers
- the eyes of the adults the adults' eyes
- the clothes of the men the men's clothes
- the tails of the mice the mice's tails
- the tree house of the boys the boys' tree house
- the club of the members the members' club
- the strength of the oxen the oxen's strength
- the dresses of the women the women's dresses

B. Write each sentence. Use the possessive form of the plural noun in parentheses () to complete each sentence.

- In the Black Forest, we saw _____ small farms. (people) people's
- We heard the _____ honks first. (geese) geese's
- Two _____ horses were in a lush pasture. (farmers) farmers'
- The _____ harness is no longer used. (oxen) oxen's
- Along the trail we saw two _____ tracks. (deer) deer's
- Where are the _____ gardens? (children) children's
- They enjoy the _____ questions. (visitors) visitors'
- Look at these _____ tiny ears. (kitties) kitties'
- Please get the _____ feed from the barn. (horses) horses'
- That is the gate to the _____ pen. (sheep) sheep's

C. Write each sentence. Replace the underlined words, using a plural possessive noun.

- Andrew sees the homes of two mice. two mice's homes
- The mice see claws of four cats. four cats' claws
- The wheels of the tractors are stuck in the mud. tractors' wheels
- Are those the quilts of the women? women's quilts
- Soon they will shear the wool of the sheep. sheep's wool

Extra Practice

Combining Sentences: Nouns

A. Read the pairs of sentences. Write *and* or *or* to show how you would combine the underlined nouns.

1. Monica worked in a magazine office. Sean worked in a magazine office. *and*
2. They liked the editor. They liked the writers. *and*
3. Did Sean start first? Did Monica start first? *or*
4. Was the editor Dr. Reyes? Was the editor Mrs. Hart? *or*
5. Dr. Reyes writes about food. Dr. Reyes writes about science. *and*
6. Is he a scientist? Is he a cook? *or*
7. Mrs. Hart got a pot. Mrs. Hart got water. *and*
8. Dr. Reyes added water. Dr. Reyes added salt. *and*
9. Monica boiled an egg. Sean boiled an egg. *and*
10. Did they poke the big end? Did they poke the small end? *or*

B. Write the nouns that could be combined. Then write *and* or *or* to show how you would combine them.

11. Dr. Reyes baked a cake. The children baked a cake.
Dr. Reyes and the children
12. They put eggs in the bowl. They put milk in the bowl.
eggs and milk
13. Then they added flour. Then they added salt. *flour and salt*
14. You can use butter. You can use oil. *butter or oil*
15. Do you prefer walnuts? Do you prefer pecans? *walnuts or pecans*
16. Dr. Reyes will slice the cake. Mrs. Hart will slice the cake.
Dr. Reyes or Mrs. Hart
17. The butter will melt. The chocolate will melt.
The butter and the chocolate
18. Dr. Reyes wrote an article. Dr. Reyes wrote a book.
an article and a book
19. Do they work Monday? Do they work Tuesday?
Monday or Tuesday
20. Science can be a hobby. Science can be a career.
a hobby or a career

C. Write each pair of sentences as one by joining two nouns.

21. I like bacon. I like eggs. *...bacon and eggs.*
22. Do you like eggs for breakfast? Do you like eggs for dinner?
...for breakfast or dinner?
23. Mom made breakfast. Dad made breakfast. *Mom and Dad...*
24. Do you want salt? Do you want pepper?
...salt or pepper? or ...salt and pepper?
25. Here are the forks. Here are the napkins. *...forks and napkins.*

Abbreviations

A. Write the abbreviation for each underlined word.

1. Wednesday afternoon **Wed.**
2. Mister Miguel Suarez **Mr.**
3. Governor Atkins **Gov.**
4. February 12 **Feb.**
5. Senator Sam Allen West **Sen.**
6. Doctor Alicia North **Dr.**
7. Tuesday, August 1 **Tues., Aug.**
8. September 14 **Sept.**
9. Sunday in January **Sun., Jan.**
10. Senator Tom O'Rourke **Sen.**

B. Write each group of words. Replace the words in parentheses with abbreviations.

11. early (Friday) morning **Fri.**
12. (Governor) Michael Johnson **Gov.**
13. (a married woman) Gloria Ramirez **Mrs.**
14. (Mister) Paul Abrams **Mr.**
15. (Doctor) Ann McCoy **Dr.**
16. last (Monday) **Mon.**
17. (Thursday), (December) 7 **Thurs., Dec.**
18. (Senator) Anthony Aurelio **Sen.**
19. (any woman) Lila Stein **Ms.**
20. a date in (April) **Apr.**

C. Rewrite each sentence. Abbreviate as many words as possible.

21. Mister Hanson took us to the state capitol. **Mr.**
22. We met with Governor Edward Soames. **Gov.**
23. This chart lists February and March as the best months to visit. **Feb., Mar.**
24. Senator Leanne Ross set up the trip for us. **Sen.**
25. She wrote herself a note that said, "Monday, February 22." **Mon., Feb.**

Extra Practice

Action Verbs

A. Write the sentences. Underline the action verb in each sentence.

1. Mrs. DeMarco teaches a crafts class after school.
2. Justin and Emily print a still life.
3. The still life contains fruit and flowers.
4. Two girls poured several candles.
5. The hot wax dripped into the sink.
6. The girls cleaned the mess.
7. These candles make nice gifts.
8. Everyone made a clay pot this month.
9. I finished this clay pot last week.
10. I glazed the pot in blue and white.

B. Write each sentence. Replace each underlined action verb with a different action verb. Possible answers are given.

11. I enjoy working with clay. *like*
12. Darice carved a statue of her parrot. *made*
13. She gave the statue to her mother. *handed*
14. We made jewelry from beads and wire. *created*
15. Mrs. DeMarco collected our artwork. *showed*
16. She displayed the art near the school office. *hung*
17. Everyone loved my green bead necklace. *admired*
18. We started a mural design. *began*
19. Mrs. DeMarco thinks the mural is great. *says*
20. She asked the principal about it. *told*

C. Write each sentence. Fill in each blank with an action verb that makes sense. Possible answers are given.

21. The principal _____ a great place for the mural. *found*
22. The kindergarten wing _____ more color. *needs*
23. Mrs. DeMarco _____ all the paints. *bought*
24. Justin _____ a striped circus tent. *painted*
25. Caitlin _____ animals very well. *draws*

Verb Tenses

A. Write each sentence. Then write *present*, *past*, or *future* to tell the tense of the underlined verb.

1. My new kitten likes his toys. *pres.*
2. The older cat looks confused. *pres.*
3. The cat will watch the kitten at play. *fut.*
4. I showed the kitten to my class. *past*
5. The kitten escaped from my arms. *past*
6. He jumped back into his box. *past*
7. The kitten purrs when he is happy. *pres.*
8. He hisses at me when he is angry. *pres.*
9. I will feed my cats in the morning. *fut.*
10. I will take him home now. *fut.*

B. Write each sentence. Underline the verb. Then write *present*, *past*, or *future* to tell the tense of the verb.

11. I watch the actions of the cat and kitten. *pres.*
12. The cat teaches the kitten many things. *pres.*
13. The kitten pounced on a piece of yarn. *past*
14. The kitten practices his climbing skills. *pres.*
15. He ran under the chair. *past*
16. Then the cat will move past the kitten. *fut.*
17. The kitten will jump at its mother. *fut.*
18. The kitten scampers away. *pres.*
19. The kitten eats a little food at a time. *pres.*
20. The cat shows the kitten how to play. *pres.*

C. Write each sentence. Complete the sentence with the correct verb form.

21. Now the cat (sees, saw) something moving.
22. Yesterday the kitten (sleeps, slept) all day.
23. Tomorrow I (took, will take) my kitten to the vet.
24. Right now he (needed, needs) a nap.
25. Later today I (fed, will feed) him cat food.

Extra Practice

Subject-Verb Agreement

A. Write *agrees* or *does not agree* to show if the verb in parentheses agrees with the underlined subject.

1. The Invention Lab (opens) today. *agrees*
2. Students (create) any kind of gadget they want. *agrees*
3. The lab (contain) interesting building materials. *does not agree*
4. I (want) to make a spacecraft. *agrees*
5. These plastic tubes (looks) good for the fuel tanks. *does not agree*
6. Evan (draws) a picture of his robot. *agrees*
7. He (collect) some cardboard pieces. *does not agree*
8. These rubber bands (connect) the parts. *agrees*
9. Megan (makes) a silly monster. *agrees*
10. She (finds) some interesting shiny paper. *agrees*

B. Write each sentence. Use the correct form of the verb in parentheses ().

11. Ms. Barone (decide, decides) to make a satellite.
12. Two other teachers (work, works) together.
13. Silvia (brush, brushes) the dust away.
14. She (build, builds) a space shuttle.
15. My spacecraft (need, needs) solar panels.
16. These wood chips (look, looks) pretty good.
17. My dad (wash, washes) off the piece of wood.
18. He (like, likes) to build things, too.
19. We (know, knows) about making things.
20. Shannon (watch, watches) me work on my project.

C. Write each sentence. Use the correct present-tense form of the verb in parentheses (). Possible answers are given.

21. They _____ a thank-you note to the museum. (send) *send*
22. Jake _____ the Invention Lab with his dad. (visit) *visits*
23. The inventions _____ great on display. (look) *look*
24. Ms. Barone _____ pictures of all of the inventions. (take) *takes*
25. Jake _____ he could spend all day at the museum. (wish) *wishes*

Spelling Present-Tense and Past-Tense Verbs

A. Write *present* or *past* to name the tense of each verb.

- | | |
|-------------------------|--------------------------|
| 1. shopped <i>past</i> | 6. finish <i>pres.</i> |
| 2. donates <i>pres.</i> | 7. copied <i>past</i> |
| 3. rushed <i>past</i> | 8. invite <i>pres.</i> |
| 4. replies <i>pres.</i> | 9. blushes <i>pres.</i> |
| 5. clap <i>pres.</i> | 10. included <i>past</i> |

B. Read each sentence. Write the correct present-tense and past-tense forms of the verb in parentheses.

11. Mom (notice) something missing. *notices, noticed*
12. She (hurry) back into the store. *hurries, hurried*
13. The cashier (grin) at her. *grins, grinned*
14. Mom (blush) with embarrassment. *blushes, blushed*
15. Sally (carry) the bag to the car. *carries, carried*
16. Mom (breathe) a sigh of relief. *breathes, breathed*
17. She (stop) once more on the way home. *stops, stopped*
18. Mom (hope) her new glasses fit well. *hopes, hoped*
19. The technician (like) the glasses she chose. *likes, liked*
20. Mom (try) on the glasses. *tries, tried*

C. Write each sentence. Use the correct form of the verb in parentheses () in the tense shown after the sentence.

21. Sally (decide) these glasses look great on her. *past* *decided*
22. The technician (study) the fit of the glasses. *present* *studies*
23. Mom (hope) for new glasses for a long time. *past* *hoped*
24. The technician (finish) the sale. *present* *finishes*
25. Mom (hurry) out of the store. *present* *hurries*

Extra Practice

Commas in a Series

A. Write each sentence. Use commas where they are needed in each underlined phrase.

1. Nathan, Zack, and I went tubing last summer.
2. My sister brought Ellen, Nadia, and Linda with her.
3. My parents, Zack's parents, and Nadia's parents went, too.
4. The truck was loaded with coolers, food, blankets, and towels.
5. We drove past the mall, the park, and the school.
6. The van, the car, and the truck followed Mrs. Morton.
7. All of us stopped to get tubes, rafts, and life jackets.
8. Ellen, Nadia, and Marie rented large tubes.
9. Mom, Dad, and Mr. Morton rented double tubes.
10. Zack's sister, brother, and friend each got a raft.

B. Write each sentence, and include the necessary commas. If no commas are needed, write *no commas* next to the sentence.

11. It was a hazy, hot, and humid day.
12. Zack and Marie checked the water temperature. *no commas*
13. We left the food, drinks, towels, and blankets in the truck.
14. Are there any alligators or turtles in the river? *no commas*
15. The Ichetucknee River has lots of animals, plants, and rocks.
16. The children shrieked and screamed on their way to the river. *no commas*
17. The parents smiled, laughed, and chuckled.
18. It's a good thing the weather was sunny, hot, and humid.
19. The river is not very deep or wide. *no commas*
20. Marie, Nadia, and Ellen watched as Dad checked the tubes.

C. Write each sentence. Add commas where they are needed. Take them out where they are not needed.

21. Zack's sister, brother, and mother, stayed together. *no comma after mother*
22. The ropes helped the boys, the girls, and their parents.
23. We did a run in the morning, the afternoon, and the evening.
24. After that, we ate sandwiches, fruit, and chips, for lunch. *no comma after chips*
25. The hot sun felt great after sitting in the cold, wet, and rolling river.

Main Verbs and Helping Verbs

A. Write each sentence. Circle the helping verb that goes with the underlined main verb.

- All of the fourth graders are studying history.
- I am writing a report about camels in the military.
- In the mid-1800s, horses and mules had served as pack animals.
- The U.S. Army had heard about camels' great abilities.
- Camels will endure long distances of travel in the desert.
- They have developed ways to survive the hot and dry climate.
- In 1855, the Army had sent two officers to the Middle East.
- The two officers had purchased 33 camels for the Army.
- They had loaded the camels on the *USS Supply*.
- People were commenting on the camels' great strength.

B. Write each sentence. Underline the main verb and circle the helping verb.

- The Army had moved a herd of camels to Fort Camp Verde.
- A second herd was coming the following year.
- The camels were working alongside horses and mules.
- A camel's strong legs will allow it to carry heavy loads for long distances.
- Camels have traveled up to 25 miles a day with little food or water.
- Sometimes rocky soil has injured a camel's soft, padded feet.
- A fire had destroyed Fort Camp Verde in 1910.
- During the Civil War, the Army was selling the camels.
- Some camels had escaped.
- A few were roaming the west Texas desert.

C. Write each sentence. Add a helping verb to each main verb.

- Some camels _____ survived until the end of the 1800s. *had*
- They _____ never tried the camel project again. *have*
- I _____ finishing my report today. *am*
- I _____ learned a lot about these camels. *have*
- They _____ kick if they have to work too hard. *will*

Extra Practice

Using Helping Verbs

A. Write each sentence. Use the correct helping verb in parentheses ().

1. Sea turtles (has, have) appeared on the beach.
2. The fourth grade (has, have) learned about sea turtles.
3. The turtles (has, have) nested on Florida beaches for years.
4. Three different types (has, have) nested at Melbourne Beach.
5. The Science Center (has, have) a turtle field trip.
6. My dad (has, have) taken me on the trip before.
7. I (has, have) wanted to see a turtle.
8. Scientists (has, have) found many turtle nests.
9. I (has, have) read a book about loggerhead, green, and leatherback turtles.
10. Those three kinds (has, have) nested in Florida.

B. Write each sentence. Use the correct form of the verb in parentheses ().

11. Female sea turtles have _____ onto the beach at night. (crawl) **crawled**
12. Last night the female had _____ her eggs in the sand. (bury) **buried**
13. The nest has _____ untouched by other animals. (remain) **remained**
14. People have _____ as many as 150 eggs in a nest! (notice) **noticed**
15. The eggs had _____ late last week. (hatch) **hatched**
16. Scientists have _____ many of the nests on the beach. (mark) **marked**
17. I have _____ for the turtle nests on the beach. (look) **looked**
18. I have _____ the turtle tracks in the sand. (examine) **examined**
19. My dad had _____ loggerhead turtles. (study) **studied**
20. He has _____ loggerheads closely. (watch) **watched**

C. Write each sentence. Use *has*, *have*, or *had* and the correct form of the verb in parentheses ().

21. We _____ patiently for an hour. (wait) **have or had waited**
22. Turtles _____ me for a long time. (interest) **have or had interested**
23. I _____ to see a turtle make a nest. (want) **have or had wanted**
24. A loggerhead _____ her nest at last. (finish) **has or had finished**
25. Then she _____ slowly back to the sea. (walk) **has or had walked**

Linking Verbs

A. Write each sentence. Draw a line under the linking verb.

1. We are excited about Health and Safety Day.
2. I am a helper during science.
3. Two police officers are experts about personal safety.
4. Coach Carter is helpful in our class.
5. This video on safety was interesting.
6. The first graders were happy after the puppet show.
7. Everyone is fascinated by the police horses.
8. The horses were so gentle and smart.
9. The firefighters are the leaders of our tour.
10. Bus safety is important.

B. Write each sentence. Write *linking verb* or *action verb* for each of the underlined verbs.

11. The sheriff's helicopter landed in the back field. *action*
12. That was very exciting! *linking*
13. Bike riders learned about bicycle safety. *action*
14. My class made a poster about dental care. *action*
15. Nutrition is important for good health. *linking*
16. Mrs. Fields dressed in a tooth costume! *action*
17. We were happy that so many parents came. *linking*
18. This is such a good idea. *linking*
19. Everyone appreciated the enjoyable activities. *action*
20. The cafeteria staff made special lunches that day. *action*

C. Write each sentence. Draw a line under the verb. Write *linking* or *action* to tell what kind of verb it is.

21. Peter won a prize for his display. *action*
22. He is very clever. *linking*
23. Most of the displays were beautiful. *linking*
24. Ali and Hayley worked on their project together. *action*
25. Many students are busy on the playground. *linking*

Extra Practice

Using Linking Verbs

A. Write each sentence. Choose the correct form of *be* in parentheses ().

1. I (is, am) a student in the fourth grade. **am**
2. My favorite subject (is, are) math. **is**
3. Last year my favorite subject (was, were) reading. **was**
4. We (is, are) ready for the math test. **are**
5. Multiplication (is, are) easier this year. **is**
6. My teacher (is, are) really great. **is**
7. The spelling lists (is, are) longer in fourth grade. **are**
8. Some of the words (was, were) difficult. **were**
9. I (is, am) careful when I write the words. **am**
10. Wesley (was, were) happy with his score. **was**

B. Write each sentence. Use *am*, *is*, or *are* to complete the sentence.

11. My favorite books _____ *Mr. Popper's Penguins* and *Fudgemia*. **are**
12. Reading _____ my favorite activity. **is**
13. Reading _____ hard for me when it is noisy. **is**
14. I _____ a good student in math. **am**
15. My parents _____ very patient with me. **are**
16. My dad _____ a music teacher. **is**
17. Reading music _____ easy for me. **is**
18. My mom and dad _____ musicians. **are**
19. I _____ a good singer. **am**
20. Singing _____ a good way to practice reading. **is**

C. Write each sentence. Use a form of *be* to complete the sentence.

21. I _____ always careful with library books. **am**
22. Last year nonfiction _____ my favorite kind of book. **was**
23. Now fiction about dolphins _____ special to me. **is**
24. Dolphins _____ smart animals in many ways. **are**
25. These books _____ donations last month. **were**

Irregular Verbs

A. Write each sentence. Draw a line under the irregular verb.

1. The Brown family did not unpack yet.
2. They came to the neighborhood yesterday.
3. I made three dozen cookies.
4. Mom brought a roasted chicken.
5. Mrs. Gonzalez came to help, too.
6. We saw all the boxes.
7. The neighbors gave them some food.
8. My mom and I went over to help them unpack.
9. We brought some food, too.
10. I ran outside to play with the children.

B. Write each sentence. Choose the correct verb in parentheses ().

11. I have (did, done) some unpacking, too.
12. The children have (ate, eaten) all the chicken.
13. Mom (given, gave) me a broom for sweeping.
14. Where have those children (went, gone)?
15. They have (ran, run) outside to play again.
16. We (gone, went) over to help for a while.
17. Mrs. Brown (seen, saw) an unmarked box.
18. Her little boy (run, ran) to the box.
19. He asked if I had (saw, seen) his teddy bear.
20. His mother had (gave, given) him the teddy bear.

C. Write each sentence. Use the correct past-tense form of the verb in parentheses ().

21. You have _____ a very good job today. (do) **done**
22. The children have _____ me a present. (make) **made**
23. Little Christopher _____ me a big hug. (give) **gave**
24. His sisters _____, too. (come) **came**
25. They have _____ me a cookie. (bring) **brought**

Extra Practice

Pronouns

A. Write each sentence. Draw a line under the pronouns.

1. Matt was on vacation and he went to stay in the country.
2. He will stay with Mr. and Mrs. Wilson for two weeks.
3. The Wilsons own a farm, and it is very large.
4. Matt thought he would have a terrific time.
5. Matt was pleased that the Wilsons showed him around the farm.
6. Matt met the neighbors, and they were very friendly.
7. One girl's name is Joanna, and she is nine years old.
8. The boy is Matt's age, and he is called Andrew.
9. "I am happy to meet you," said Matt.
10. They walked to the barn to feed the animals.

B. Write each sentence. Replace the underlined words with the correct pronouns.

11. Joanna proudly showed Matt her horse. *She*
12. Andrew asked Matt about horses. *him*
13. Andrew and Joanna carried hay to the livestock. *They*
14. Joanna showed the boys the horses' stalls. *them*
15. "I wish my family and I had a horse at home," said Matt. *we*
16. "Please come and ride anytime with Joanna and me," said Andrew. *us*
17. Matt realized there was a lot to do in the country. *He*
18. He knew he would love the farm. *it*
19. The boys both learned to ride that summer. *They*
20. Matt became great friends with Joanna and Andrew. *them*

C. Write each pair of sentences. Circle the pronoun. Draw one line under the noun or nouns the pronoun refers to.

21. The Wilsons have a garden. They grow many vegetables.
22. Matt tasted fresh corn. He announced it was delicious.
23. A rabbit had found the lettuce. It had nibbled the leaves.
24. Matt told Mr. and Mrs. Wilson, "We could build a fence."
25. The fence will keep a rabbit out. It will protect the garden.

Subject Pronouns

A. Write the subject pronoun in each sentence.

- I take dance lessons with my friend Kate.
- We have a great dance teacher named Mr. Jackson.
- He is a famous tap dancer.
- Kate and I met Mr. Jackson's sister, Mary.
- She is a famous tap dancer, too.
- Sometimes they dance as a team.
- We love watching Mr. Jackson and Mary tap!
- You should come see them, too.
- Kate and I cannot dance that well.
- We will have to practice.

B. Write each pair of sentences. Draw one line under the subject pronoun. Circle the word or words it replaces.

- Tony dances with Kate. He is a good partner.
- Kate and I stretch. We are ready to perform.
- Mr. Jackson starts the show. He tells about the dancers.
- The dance looks great. It is going to surprise Mr. Jackson.
- Mr. Jackson is pleased. He cheers and pats us on the back.
- "Tony, keep practicing. You will be ready soon," said Mr. Jackson.
- Kate and I practice for a week. We look very good.
- The dancers and I are ready to perform. We tell our parents about the show.
- Our parents are excited. They cannot wait to see the dance.
- The performance goes smoothly. It is a success.

C. Write each pair of sentences. Complete the second sentence with the correct subject pronoun.

- Kate is nervous. She needs my comfort.
- Kate and I listen. We hear Mr. Jackson talking.
- Mr. Jackson starts the show. He tells about the dancers.
- Our parents sit in the front row. They all smile.
- The dance is finally done. It was a lot of fun.

Extra Practice

Object Pronouns

A. Write the object pronoun in each sentence.

1. Leah handed me an interesting rock.
2. The rock had black and gold specks in it.
3. Leah asked me if I noticed what the specks were.
4. I told her that I had to find out.
5. Our teacher can explain the specks to us.
6. The specks are minerals, and a volcano formed them.
7. I will show you a chart of how rocks form.
8. The chart shows me that volcanic rocks cool quickly or slowly.
9. Rocks that cool quickly have tiny crystals in them.
10. Rocks that cool slowly have large crystals easily seen by us.

B. Rewrite each sentence, replacing the underlined word or words with an object pronoun.

11. Leah and I asked Jake to go rock hunting. him
12. We looked carefully for the rocks in a nearby field. them
13. Jake showed a piece of granite to Leah and me. us
14. Leah pointed to the crystals. them
15. I showed Jake a bumpy round rock. him
16. Jake cracked the rock open for Leah. her
17. The inside of the rock looked like diamonds to Jake and me. us
18. The rock fascinates Jake. him
19. I showed Leah another interesting stone. her
20. This stone had an imprint of a leaf on the stone. it

C. Write the sentences. Complete each sentence with the correct pronoun.

21. Leah showed (me, I) the rock under the magnifying glass.
22. I pointed out the fine crystals to Leah and (he, him).
23. My dad asked (she, her) if he could see the crystals.
24. Leah allowed (he, him) to look at the rock.
25. My dad told (we, us) that he found our rock fascinating.

Punctuation in Dialogue

A. Write each sentence. Draw one line under the part of each sentence that is a quotation.

1. "It rains a lot in Portland, Oregon," says Sally.
2. "Rain helps all the roses grow," says Tom.
3. "That is why it is called the City of Roses!" exclaims Sally.
4. Tom says, "It snows a lot on Mt. Hood."
5. "I can see Mt. Hood from the Rose Gardens," points out Sally.
6. "We can also see the Willamette River," says Tom.
7. "Let's count the bridges on the river," suggests Sally.
8. Tom counts out loud: "One, two, three, four. . . ."
9. "I count six bridges," says Sally.
10. "I wish I knew what they were called," says Tom.

B. Write each sentence correctly. Add quotation marks around each speaker's exact words.

11. "Where is the main library?" asked Sally.
12. Tom answered, "It is in downtown Portland."
13. "What an old building that is!" said Sally.
14. "My great-grandmother was born on this street," said Tom.
15. "Portland must be an old city," remarked Sally.
16. Tom said, "Many people first came here in wagons."
17. "The bridges were not here then," said Sally.
18. "I forgot," Tom cried. "We need to find the bridges' names."
19. Sally replied, "Let's look for a book on bridges in the library."
20. "This book says the Fremont Bridge is the tallest one," said Tom.

C. Write each sentence correctly. Add quotation marks and capital letters.

Underlined words should be capitalized.

21. Sally says, "the red one is called the Broadway Bridge."
22. "the one with the train track is the Steel Bridge," says Tom.
23. Sally asks, "what is the bridge in the middle called?"
24. Tom answers, "that one is the Burnside Bridge."
25. "portland has more bridges than raindrops!" exclaims Sally.

Extra Practice

Pronoun-Verb Agreement

A. Write each sentence or pair of sentences. Draw one line under the subject pronoun. Draw a circle around the verb that agrees with it.

1. I start to write a story.
2. It begins with a female wolf.
3. She lives in the distant mountains.
4. Her pups are tired. They sleep in a cave.
5. One pup wakes up. He yawns.
6. A blackbird is chirping. It sits in a tree.
7. A rabbit looks up suddenly. It runs into a hole.
8. Three deer are grazing. They eat the tender grass.
9. The pup is soon lost. He searches for the trail home.
10. The sky fills with heavy clouds. It becomes dark.

B. Write each sentence. Choose the correct verb.

11. The moon is full, and it (shine, shines) in the sky.
12. I (write, writes) more about the cub.
13. He (finds, find) a path in the woods.
14. It (lead, leads) to a meadow.
15. The pup sees a wolf. She (howls, howl) at the moon.
16. He comes closer. They (watches, watch) each other.
17. "You (is, are) not my mom!" says the pup.
18. "But I know her. She (is, am) on that cliff," says the wolf.
19. "She (searches, search) for you," adds the wolf.
20. The pup howls to his mom. She (run, runs) to get him.

C. Write each sentence. Write the correct present-tense form of the verb in parentheses ().

21. "I _____ you are okay!" says the mother wolf. (see) **see**
22. "I _____ to go home," says the pup. (want) **want**
23. The wolf and her pup thank the other wolf. Then they _____ home. (return) **return**
24. The pup sees his sisters. He _____ about his adventure. (tell) **tells**
25. I _____ the story with a happy ending. (finish) **finish**

Combining Sentences

A. Underline the pronouns in each sentence. Circle the word that connects them.

1. You and I want to make puppets.
2. She and he want to use clay for the heads.
3. She or I will bring the clay.
4. Ms. Arroyo, the art teacher, talks to you and him.
5. You and he ask Ms. Arroyo for clay and fabric.
6. Other students ask her or me to share our art supplies.
7. Ms. Arroyo gives us and them beads and feathers.
8. You and they make puppets from the supplies.
9. He and I create a dragon puppet.
10. Ms. Arroyo asks you or her to create a play.

B. Write each pair of sentences below as one sentence by combining pronouns.

11. You thought of ideas for the play. I thought of ideas for the play.
You and I thought...
12. He chose the puppets. I chose the puppets. *He and I chose...*
13. Students gave him a name. Students gave her a name.
...him and her names.
14. He called this puppet Sir Jack. She called this puppet Sir Jack.
He and she called...
15. She named this puppet Lady Lily. I named this puppet Lady Lily.
She and I named...
16. You said Lady Lily saves Sir Jack. I said Lady Lily saves Sir Jack.
You and I said...
17. Lady Lily amazed us. Lady Lily amazed them. *...us and them.*
18. They asked about Sir Jack. I asked about Sir Jack. *They and I...*
19. He would not free Sir Jack. She would not free Sir Jack.
He and she would not...
20. Lady Lily recognized him. Lady Lily recognized them.
...recognized him and them.

C. Write each pair of sentences as one sentence by filling in a pronoun in the second sentence, and then combining the pronouns. Possible answers are given.

21. Ms. Arroyo talked to you. Ms. Arroyo talked to you and me.
...talked to
22. You told her Lady Lily frees Sir Jack. _____ told her Lady Lily frees Sir Jack. *You and I told...*
23. Ms. Arroyo told us to begin. Ms. Arroyo told _____ to begin.
...told us and them to begin...
24. Ms. Arroyo clapped for her. Ms. Arroyo clapped for _____.
...clapped for her and him.
25. You enjoyed this class. _____ enjoyed this class.
You and she enjoyed...

Extra Practice

Possessive Pronouns

A. Write the possessive pronoun in each sentence.

1. I take notes for my science report.
2. Pete writes his report about the green heron.
3. Anna, have you chosen a topic for your report yet?
4. I will write mine about the barn owl.
5. Both birds have their own way of hunting.
6. The green heron uses bait to fish for its prey.
7. The barn owl uses its sense of hearing to find prey.
8. I think our reports will be the most interesting of all.
9. The heron picks up a leaf or twig in its beak.
10. He takes his place on a rock overlooking the water.

B. Write each sentence. Choose the correct possessive pronoun in parentheses ().

11. As fish swim by, the heron watches (their, theirs) movements.
12. The heron uses (his, their) leaf like a fishing lure.
13. The fish thinks the leaf is (its, mine) next meal.
14. The heron is thinking that the fish will be (his, theirs).
15. The bird quickly grabs the fish and tilts (his, yours) head upward.
16. All herons swallow (their, theirs) meals headfirst.
17. Barn owls catch (their, its) prey at night.
18. (Their, Theirs) faces are cup-shaped with ears near the eyes.
19. The shape of (its, yours) face helps the owl catch the sounds of moving prey.
20. Barn owls hunt rodents in (our, ours) fields.

C. Write each sentence. Use a possessive pronoun in place of the underlined word or words.

21. I have finished my report. **mine**
22. Pete says, "These facts will have the students' attention." **their**
23. Our friend Anna's report needs a few more facts. **Her**
24. The photographs on the desk are Anna's. **hers**
25. Pete will use them in Pete's report. **his**

Contractions: Pronouns and Verbs

A. Write the pronoun-verb contraction in each sentence.

1. We're learning about pollution at school.
2. We've discovered there are many ways to help Earth.
3. I'll carpool with my friends to baseball practice.
4. She's convinced her dad to take the train.
5. I'm going to ride my bike to school.
6. He's careful to place trash in a trash can.
7. They're going to pick up paper and cans by the lake.
8. Lisa and Samuel say that they'll make posters for school.
9. The posters tell others that they're to help clean up the school.
10. I'll start recycling bottles and cans at my house.

B. Write each sentence. Form contractions by combining the pronoun and verb in each sentence.

11. They are recycling cans and bottles at school. *They're*
12. We have thought of other ways to recycle. *We've*
13. It is a good idea to use old things again. *It's*
14. We will have a rummage sale here at the school. *We'll*
15. Do you think you would have items to donate? *you'd*
16. She will donate many stuffed animals. *She'll*
17. He will give away the old games he used to play. *He'll*
18. They have set up many tables to sell the items. *They've*
19. We have made a lot of money selling our unwanted things.
20. They are all things that could have ended up in a landfill. *We've*
They're

C. Write each sentence. Choose the correct word to complete each sentence.

21. (Your, You're) helping clean up Earth by reusing items.
22. (Their, They're) happy to donate the money to charity.
23. (Its, It's) good to reduce the amount of trash we make.
24. (Their, They're) going to start recycling paper at school.
25. (You're, Your) invited to help us keep the school clean.

Extra Practice

Adjectives

A. Write the adjective that describes the underlined noun.

1. Sherlock Holmes was a famous detective in England.
2. He was the hero in many stories written by Sir Arthur Conan Doyle.
3. Holmes solved baffling mysteries.
4. Dr. Watson was Holmes's faithful assistant.
5. Sherlock Holmes always wore a special hat.
6. Readers enjoy the unusual clues in the stories.
7. I have read three stories about Sherlock Holmes.
8. Didn't the detective carry a small diary?
9. He liked to write down interesting facts about a case.
10. Let's read a short book about Sherlock Holmes.

B. Write each sentence. Draw a line under the adjective. Circle the noun it describes.

11. One student will be Sherlock Holmes in the play.
12. We are making a fancy costume for him.
13. Will you sew a checked hat?
14. He has many lines to learn soon.
15. Who will play the evil Dr. Moriarty?
16. Marion tried out for that difficult part.
17. She has a deep voice.
18. The play begins on a dark stage.
19. Then two dogs begin howling at the moon.
20. Dr. Watson is the first character on the stage.

C. Write each sentence. Use an adjective to describe the noun.
Possible answers are given.

21. There are _____ students in the play. **seven**
22. Ed and Ramona have sold _____ tickets for the play. **many**
23. A play about Sherlock Holmes will be a _____ success. **big**
24. Does Mr. Rivera have a _____ camera? **video**
25. Come sit in the _____ row with me. **front**

Articles: *a, an, the*

A. Write the article or articles in each sentence.

1. Let's go to the mailbox.
2. I have a feeling that today is my lucky day.
3. Look, you have a letter and a package.
4. Maybe I won an award or a contest!
5. The letter isn't inside an envelope.
6. It doesn't have an address on it.
7. Who would send me a letter in invisible ink?
8. The box is not an ordinary package, either.
9. It has an air hole and a funny smell!
10. Don't look now, but I think the package is moving!

B. Write each sentence. Choose the correct article.

11. Do you think there's (a, an) animal inside this box?
12. I don't think it's (a, an) elephant.
13. Look inside (a, the) air hole.
14. I think I see (a, an) eye, or maybe two.
15. Do you hear (a, an) noise inside?
16. What if it's (a, an) snake?
17. This is (a, an) incredible surprise.
18. Look at (a, the) return address to see who sent it.
19. I've always wanted (a, an) iguana.
20. Will you put your new pet in (a, an) terrarium?

C. Complete each sentence with a or an. Write each sentence correctly.

21. I went to the library to get a book about iguanas.
22. The book said that an iguana likes to eat lettuce.
23. Iguanas are vegetarians, so they wouldn't like a hamburger.
24. A photograph in the book showed iguanas that eat seaweed.
25. They live on an island off the coast of Ecuador.

Extra Practice

Adjectives That Compare

A. Write the adjective that compares in each sentence.

1. Who is the greatest American inventor?
2. Thomas Alva Edison was smarter than most people.
3. He may have been the smartest inventor ever.
4. He had the quickest mind of American inventors at the time.
5. Schools today are larger than Edison's school.
6. Edison's inventions led to some of the fastest changes in people's lives.
7. Edison was proudest of the gramophone.
8. The gramophone was the earliest record player.
9. Edison recited "Mary Had a Little Lamb" in his loudest voice.
10. His assistant thought it was the oddest thing he had heard.

B. Write each sentence. Choose the correct adjective.

11. Music on the stage sounded (clearer, clearest) than music on a gramophone.
12. Music on the stage sounded (brighter, brightest) of all.
13. Is swing music (older, oldest) than rock and roll?
14. Is folk music (harder, hardest) to play than pop music?
15. Woody Guthrie seemed the (kinder, kindest) of all the folk singers.
16. He wrote songs for the (younger, youngest) of his children.
17. Does a viola play (lower, lowest) notes than a violin?
18. I think low notes are the (louder, loudest) of all.
19. I think a mandolin's sound is (softer, softest) than a guitar's.
20. A violin is (lighter, lightest) to carry than a cello.

C. Use the correct form of the adjective in parentheses ().

21. Charlie's electric guitar is _____ than mine. (loud) **louder**
22. His voice is the _____ of anyone in the band. (high) **highest**
23. Maggie was _____ than I when she began piano lessons. (young) **younger**
24. Her piano has the _____ tone I've ever heard. (nice) **nicest**
25. Is this song _____ than the last one? (long) **longer**

Spelling Adjectives That Compare

A. Write each sentence. Underline the adjective that compares. Then write the adjective it was formed from.

1. These trees are larger than the other trees in the woods. *large*
2. Those wildflowers are the prettiest I've ever seen. *pretty*
3. Those are the biggest leaves in the forest. *big*
4. The wettest part of a woodlands is a swamp. *wet*
5. A marsh is saltier than a swamp. *salty*
6. The owl is sleepier during the day than at night. *sleepy*
7. The frogs think those insects are tastier than flowers. *tasty*
8. The air in a swamp is heavier than the air in a meadow. *heavy*
9. I am happier in a swamp than I am at home. *happy*
10. To me, the loveliest places of all are in nature. *lovely*

B. Write each sentence. Choose the correct adjective.

11. Which swamp is the (bigger, biggest) of all?
12. Some of the (rarer, rarest) frogs live in swamps.
13. Most swamps are (tinier, tiniest) now than before.
14. Great Dismal Swamp is the (larger, largest) swamp I've visited.
15. Bald cypresses grow in (drier, driest) areas than water lilies.
16. I think its mosquitoes are (nastier, nastiest) of all.
17. The lake is (wider, widest) than the canals.
18. Swamp water can be (saltier, saltiest) than regular water.
19. Do some swamps seem (scarier, scariest) than the woods?
20. Fiddlehead ferns have the (prettier, prettiest) leaves of all.

C. Use the correct form of the adjective in parentheses ().

21. A drained swamp may be the _____ land of all. (ugly) *ugliest*
22. Someday a lack of water may be our _____ problem. (big) *biggest*
23. Water from a swamp is the _____ water of all. (tasty) *tastiest*
24. Swamps may be the _____ way to get rid of pollution. (easy) *easiest*
25. People who pollute are the _____ people I know. (rude) *rudest*

Extra Practice

Comparing with More and Most

A. Read each adjective. Write the form of the adjective you would use to compare two nouns. Then write the form you would use to compare more than two nouns.

- | | | | |
|----------------|------------------------------------|-----------------|--------------------------------------|
| 1. foolish | more foolish, most foolish | 6. talented | more talented, most talented |
| 2. nervous | more nervous, most nervous | 7. entertaining | more entertaining, most entertaining |
| 3. amazing | more amazing, most amazing | 8. delicious | more delicious, most delicious |
| 4. interesting | more interesting, most interesting | 9. exciting | more exciting, most exciting |
| 5. frightening | more frightening, most frightening | 10. impressive | more impressive, most impressive |

B. Write *more* or *most* to complete each sentence.

- The Fun House is the most enjoyable place in the park.
- The laughing lady is the most hilarious of all.
- Michelle is more curious about her than I am.
- Doesn't she have the most foolish grin on her face?
- Steep slides are more thrilling than rolling barrels.
- Darryl is more frightened than Ginger.
- The tall mirror is more flattering than the short one.
- This music is more annoying than pleasant.
- The indoor roller coaster was the most terrifying of all.
- Nothing is more incredible than that laughing lady.

C. Write each sentence. Use the correct form of the adjective in parentheses ().

- The games at the fair are _____ than the games we play at home. (challenging) *more challenging*
- What is the _____ amusement park in the world? (famous) *most famous*
- This carousel is _____ than any other. (spectacular) *more spectacular*
- Thomas is _____ than Hillary about the rides. (nervous) *more nervous*
- This fair is the _____ fair we've ever visited. (expensive) *most expensive*

Comparing with *Good and Bad*

A. Write the form of the word *good* or *bad* used to compare.

1. I think my city is the best city of all.
2. Our traffic is worse than the traffic in Silver City.
3. Our town has the best parks and swimming pools.
4. I think Chicago's Art Institute is the best museum of all.
5. It has better paintings than the paintings in our museum.
6. Which American city has the worst weather of all?
7. Chicago's snowfall may be worse than the snowfall here.
8. Are the temperatures in the North worse than the temperatures in the South?
9. Devon thinks cold climates are better than warm ones.
10. Cold weather is better than warm weather for skiing.

B. Write each sentence. Choose the correct word.

11. Let's vote on the (better, best) Midwestern city.
12. Do you think Dayton has (worst, worse) weather than St. Louis?
13. I think its river is the (better, best) in the Midwest.
14. Which city has the (worse, worst) traffic of all?
15. I think winter is (worse, worst) in Omaha than in Minneapolis.
16. Is Lake Michigan the (better, best) lake of all for swimming?
17. Is swimming or jogging (better, best) exercise?
18. I think waterskiing is the (better, best) sport of all.
19. Is the pollution in one city (worse, worst) than the pollution in another?
20. Who can say if one city is (better, best) than another?

C. Write the sentence. Use the correct form of the adjective.

21. Neil is a better tourist than I am. (good)
22. He thinks that airports are the best places of all. (good)
23. These maps are the worst maps I've seen. (bad)
24. I think driving is the best way to travel. (good)
25. Yohji says bus travel is worse than train travel. (bad)

Extra Practice

Combining Sentences: Adjectives

A. Read each pair of sentences. Write the adjective in the second sentence that could be added to the first sentence.

- Jason has a computer. The computer is new.
- Its best feature is the hard drive. The hard drive is fast.
- His sister downloads games. She chooses funny games.
- Jason's friends write letters. Their letters are electronic.
- The screen has colors. The colors are bright.
- Tanya inserts a game. Her game is new.
- She enjoys the action. The action is fast.
- The game includes sound effects. The sound effects are loud.
- Jason is writing a report. His report seems long.
- He researches facts on the Internet. He finds interesting facts.

B. Combine each pair of sentences to form one sentence.

- The computer game had characters. These characters were funny. *The computer game had funny characters.*
- They swam in a river. The river was deep. *They swam in a deep river.*
- There were animals in the river. The animals looked hungry. *There were hungry animals in the river.*
- A hippopotamus was in the river. The animal was fat. *A fat hippopotamus was in the river.*
- The best character wore a hat. His hat was tall. *The best character wore a tall hat.*
- One character carried a suitcase. He carried a large suitcase. *One character carried a large suitcase.*
- I watched the screen. The screen was colorful. *I watched the colorful screen.*
- Jason played the game. Jason's game was fast-paced. *Jason played the fast-paced game.*
- We totaled our score. Our score was high. *We totaled our high score.*
- Tomorrow let's play my game. My game is new. *Tomorrow let's play my new game.*

C. Think of an adjective to complete the second sentence in each pair. Then write one sentence for each pair.

- Possible answers are given.*
- Maggie has a computer. Her computer is powerful.
Maggie has a powerful computer.
 - The computer has a screen. The screen is large.
The computer has a large screen.
 - It can play programs. The programs seem complicated.
It can play complicated programs.
 - The computer has a printer. It is slow.
The computer has a slow printer.
 - I don't like the keyboard. The keyboard is uncomfortable.
I don't like the uncomfortable keyboard.

Letter Punctuation

A. Write these letter parts. Add the correct punctuation mark or capital letter. Underlined words should be capitalized.

1. March 3,2003
2. Dear Justin,
3. yours truly,
4. Amarillo, Texas
5. January 9,2001
6. love, Aunt Ellen
7. september 27, 2002
8. Dear Mr. Tyson,
9. Santa Fe, New Mexico
10. sincerely yours,

B. Rewrite this letter correctly. Add capital letters and commas where they are needed. There are ten mistakes.

11–20.

17 Forest Avenue
Austin, Texas 78746
December 4,2002

dear Dr. Lewis,

This month my family will be taking a trip to Tampa, Florida. Our stops will include New Orleans, Louisiana, and Mobile, Alabama. We will return home on January 3,2003.

your friend ,
Matthew Day

C. Complete each letter part. Use capital letters and commas where needed. Answers may vary.

21. Your friend,
22. Austin, Texas 78746
23. April 8,2001
24. Dear Uncle Ralph,
25. Sincerely yours,

Extra Practice

Adverbs That Tell How

A. Write each sentence. Circle the adverb that describes each underlined verb.

- Margie quickly runs onto the soccer field.
- The coach blows his whistle loudly.
- The players start slowly down the field.
- The members of the other team move fast.
- Ellie fiercely kicks the ball toward the goal.
- The soccer ball bounces wildly.
- Rita races swiftly up the field.
- She carefully aims toward the goal.
- The goalkeeper barely catches the ball.
- The girls gladly rest at halftime.

B. Write each sentence. Circle the adverb. Then draw one line under the verb that the adverb describes.

- The coach stands patiently on the sidelines.
- He closely watches the teams compete.
- Rita's shot bounces quickly off the pole.
- The coach paces slowly on the sidelines.
- A parent nervously looks at the scoreboard.
- The spectators clap loudly for their players.
- The coach nods encouragingly to each player.
- The players cheer happily with each goal.
- The goalkeeper gleefully tosses her cap in the air.
- Win or lose, the coach cheerfully praises his team.

C. Write each sentence. Fill in an adverb to complete the sentence. Then draw one line under the verb that the adverb describes. Possible answers are given.

- The players _____ take their positions. *quickly*
- The defender _____ stops the opponent's goal. *swiftly*
- The entire audience cheers _____. *loudly*
- Team members _____ congratulate each other. *happily*
- The winners _____ display their trophy. *proudly*

Adverbs That Tell When or Where

A. Write each sentence. Draw a line under the adverb. Then write whether the adverb tells *when* or *where*.

1. Ben never misses science class. *when*
2. Ben arrives early to every lecture. *when*
3. Later Rob visits the computer lab. *when*
4. Rob looks everywhere for interesting Web sites. *where*
5. Jill always finishes her science homework. *when*
6. Yesterday Jill studied for two hours. *when*
7. The science club meets upstairs. *where*
8. Our club holds a meeting weekly. *when*
9. Rob, Ben, and Jill hurry there. *where*
10. Sometimes Miss Romano comes to our activities. *when*

B. Write each sentence. Draw one line under the adverb. Write whether the adverb describes *how*, *when*, or *where*.

11. The science club hosts a science fair yearly. *when*
12. Students prepare their display early. *when*
13. Students build displays outdoors. *where*
14. Teachers and parents usually help. *when*
15. Ben once won first prize. *when*
16. His displays cleverly use solar power. *how*
17. Ben waits impatiently for the booths to be judged. *how*
18. Finally, the judges announced the winner. *when*
19. Ben proudly accepted the award. *how*
20. He still has his ribbon. *when*

C. Write each sentence. Complete the sentence with an adverb that tells *when* or *where*. Possible answers are given.

21. Mary _____ has the most interesting booth. *always*
22. She displays her paintings and photographs _____. *everywhere*
23. She designs her booth _____. *early*
24. _____ Mary will be a great artist. *Someday*
25. She wants to work and live _____. *nearby*

Extra Practice

Adverbs That Compare

A. Write each sentence. Draw one line under the adverb that compares.

1. Our track meet runs longer than any other one.
2. Tina throws a ball faster than Ben can.
3. Lori can run fastest of the three students.
4. Bob jumps higher than Eddy does.
5. Lou jumps highest of all the team members.
6. The Jaguars' team starts sooner than we do.
7. The Tigers came closest of all to defeating us.
8. This year we will work harder than we did before.
9. I always run slowest of all in the 438.
10. The race finished faster than it did last year.

B. Write each sentence. Choose the correct form of the adverb in parentheses ().

11. Kara practices (harder, hardest) than I do.
12. Jake always cheers the (louder, loudest) of all.
13. Kim jumps the (higher, highest) of all the team members.
14. Toni sprints (faster, fastest) than Kim does.
15. Judy started (sooner, soonest) than Aileen.
16. Teddy jumped (lower, lowest) than he did in practice.
17. Our team practices (longer, longest) than the other team.
18. Our coach watches (closer, closest) of all the spectators.
19. I had to run (harder, hardest) than my opponent to win.
20. The trip to the state final lasted the (longer, longest) of all.

C. Write each sentence. Write the correct form of the adverb in parentheses.

21. Rick stays _____ than Jake does. (long) **longer**
22. Lucy can jump _____ after a warmup than she jumps before. (high) **higher**
23. Wes sprinted the _____ on the relay team. (fast) **fastest**
24. I arrive _____ of all. (early) **earliest**
25. Our team shouted _____ than the spectators did. (loud) **louder**

More Adverbs That Compare

A. Write each sentence. Choose the correct word in parentheses ().

- Alejandro left for camp (most, more) eagerly than Greg.
- Len packed his things (more, most) rapidly than I did.
- Gina waited (more, most) patiently of all.
- Andrea worried (more, most) often about spiders than Julia did.
- Chuck learned to swim (more, most) quickly of all.
- Cathie rode (more, most) elegantly than Pam.
- We found frogs (more, most) frequently in the pond than in the stream.
- I fell asleep (more, most) slowly than I do at home.
- Vic learned to name animal tracks (more, most) easily than I.
- Tasha prepared for hikes (more, most) carefully than we did.

B. Write each sentence. Write *more* or *most* to complete the sentence.

- The girls cleaned the cabin _____ carefully than the boys did. *more*
- Robin swam _____ gracefully than Ken. *more*
- Ed sang the _____ loudly at campfire. *most*
- Jim ate the _____ rapidly of all. *most*
- Sandi hiked the _____ swiftly to the top. *most*
- Our group hiked _____ quietly than the group behind us. *more*
- The second group stomped _____ eagerly than we did. *more*
- Dean caught fish _____ quickly than Rosa. *more*
- Phil learned waterskiing _____ easily than anyone else. *more*
- Ted left camp _____ suddenly of all. *most*

C. Write each sentence. Use *more* or *most* with the adverb in parentheses ().

- Campers talk _____ of all after “lights out.” (loudly) *most loudly*
- Betsy ate _____ than her friend. (hungrily) *more hungrily*
- Juan cleaned his bunk _____ than Marcos did. (quickly) *more quickly*
- Kelly packed her things _____ than I did. (slowly) *more slowly*
- I packed _____ of all. (rapidly) *most rapidly*

Extra Practice

Using *Good* and *Well*

A. Write each sentence. Choose *good* or *well* to complete the sentence correctly.

1. Dog training is a (good, well) career.
2. It is helpful to have a dog that behaves (good, well).
3. My dog does not act (good, well) all the time.
4. He is a (good, well) companion for me.
5. Some dog breeds learn new things (good, well).
6. My dog behaves (good, well) around other dogs.
7. He is a (good, well) ball catcher.
8. Many dogs did not do as (good, well) as mine.
9. My dog was not feeling (good, well) yesterday.
10. Today he enjoys (good, well) health.

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

11. My family has a _____ dog named Otto. *good*
12. My dog listens _____ to commands. *well*
13. Sometimes he does not feel _____. *well*
14. His health is _____ most of the time. *good*
15. Otto performs tricks very _____. *well*
16. When a dog behaves _____, everyone is happy. *well*
17. My dog makes a _____ watchdog. *good*
18. Many scientists think that having a pet keeps us _____. *well*
19. Otto is a _____ companion when I am feeling lonely. *good*
20. I take care of Otto to keep him _____. *well*

C. Write each sentence. Complete the sentence by putting *good* in one blank and *well* in the other.

21. A _____ dog does her tricks _____. *good; well*
22. You will do _____ to adopt a dog from a _____ shelter. *well; good*
23. A faithful dog will treat you _____ and be a _____ learner. *well; good*
24. A dog can be a _____ companion when you are not feeling _____. *good; well*
25. My dog is my _____ pal, and he listens _____. *good, well*

Negatives

A. Write *negative* or *not a negative* to tell whether the underlined word is a negative word.

1. Karen had never been to the marsh before. *negative*
2. She was not sure what to expect. *negative*
3. There seemed to be nothing in the water. *negative*
4. No one had shown her what lived in the marsh. *not a negative*
5. Nobody sees the insects at first. *negative*
6. The insects were not easy to see. *negative*
7. A water bug wouldn't swim any closer. *negative*
8. A pond skater doesn't seem to weigh much. *not a negative*
9. The pond skater glides on the water with no effort. *not a negative*
10. Karen didn't know a marsh had so much to see. *negative*

B. Write each sentence. Draw a line under the negative word.

11. Karen couldn't believe how a cattail feels.
12. She had never watched a marsh hawk fly before!
13. The marsh hawk glided above us with no effort.
14. The small frogs wouldn't let us get too close.
15. There was a type of frog I had never seen before.
16. None of the insects bothered us that day.
17. It wasn't long before we spotted a mallard duck.
18. He didn't appear to see us.
19. No one moved as we watched the duck float away.
20. Nobody can tell us that a marsh is empty.

C. Write each sentence. Choose the correct word in parentheses ().

21. We hadn't seen (any, none) of the catfish.
22. Karen hadn't (ever, never) seen so many wild creatures.
23. She couldn't wait (any, no) longer to tell someone else.
24. No one (wouldn't, would) believe me.
25. We (will, won't) never forget this trip.

Extra Practice

Prepositions

A. Write each sentence. Draw a circle around the preposition that comes before the underlined noun or pronoun.

1. Chad enjoys his art class at school.
2. His teacher is a painter of landscapes.
3. The class paints a scene of the river.
4. Chad likes mixing colors with a brush.
5. He set his paints near him.
6. Meg painted a picture of the ocean.
7. Leo painted the tree behind his house.
8. Chad observes carefully around him.
9. The paintings will be in an art show.
10. Meg will share her supplies with them.

B. Write the sentences. Draw one line under the prepositions. There may be more than one preposition in each sentence.

11. Meg and Leo live in an apartment near the hospital.
12. They go to school with Chad.
13. In the summer, Meg lives at the beach.
14. Meg enjoys painting by the water.
15. Leo is interested in wildlife.
16. He paints pictures of plants and animals.
17. Chad likes working with colors.
18. Most students like working under bright lights.
19. The teacher keeps her art books on the desk beside her.
20. She will share them with her students.

C. Write each sentence. Complete the sentence with a preposition that makes sense. Possible answers are given.

21. Meg is a star artist _____ her art class. *in*
22. Leo creates pictures _____ his supplies. *with*
23. You can see my painting hanging _____ the wall. *on*
24. Chad paints _____ the window. *near*
25. I am learning _____ colors. *about*

Prepositional Phrases

A. Write each sentence. Circle the preposition in each underlined prepositional phrase.

1. Liz is spending her summer at her father's house.
2. She is building trails with him.
3. He is a ranger for the Forest Service.
4. The rangers are clearing the brush on the trails.
5. Liz loves to go exploring with them.
6. The rangers lead hikes in the evening.
7. They have spotted herds of wild horses.
8. She loves hearing the coyotes at night.
9. Great horned owls hoot from their nests.
10. Liz feels safe and secure inside her forest cabin.

B. Write each sentence. Draw one line under the preposition. Circle the noun or pronoun that follows the preposition.

11. Many hikers use the trail by the creek.
12. The winding creek leads to a meadow.
13. The people eat their lunch at the top.
14. Liz's dad carried a pack up the trail.
15. The heavy pack had the supplies for them.
16. The hikers chose a place by a waterfall.
17. Liz splashes her hands and feet in the water.
18. The water bubbles around her.
19. After lunch, Liz and Dad hike back down.
20. By that evening, they are very tired.

C. Write each sentence. Draw a line under each prepositional phrase. Draw a second line under the noun or pronoun in the prepositional phrase. Circle the preposition.

21. Liz's father knows many things about the forest.
22. All winter long, he works at the station.
23. He comes home on the weekends.
24. Liz enjoys spending time with her father.
25. She feels as if she learns a lot about nature.

Extra Practice

Combining Sentences: Complex Sentences

A. Write the two sentences that have been combined to make each sentence.

- Miss Joy's class is busy because they have a garden.
- The students work after school until it gets dark.
Miss Joy's class is busy. They have a garden.
- They water the plants when the sun goes down.
The students work after school. It gets dark.
- They work in pairs to weed since weeding is dull.
They water the plants. The sun goes down.
- They set out their seedlings after winter has passed.
They work in pairs to weed. Weeding is dull.
- Sue planted tomatoes because everyone likes them.
They set out their seedlings. Winter has passed.
- The children planted squash after Jesse shared her recipe.
Sue planted tomatoes. Everyone likes them.
- They check the garden before they go to class.
The children planted squash. Jesse shared her recipe.
- They go to the garden while they study science.
They check the garden. They go to class.
- You learn a lot when you study plant growth.
They go to the garden. They study science.

B. Write each sentence. Join the two parts with a conjunction.

- You can study insects _____ you visit a garden. *Possible answers are shown. when*
- Miss Joy teaches gardening _____ she loves the outdoors. *because*
- Students can observe wildlife _____ they pick vegetables. *while*
- Butterflies and bees appear _____ the flowers bloom. *when*
- Slugs and snails come out _____ the rain falls. *after*
- Set up a weather station _____ you study climate. *while*
- You should find out about plants _____ you start seeds. *before*
- Vegetables are not sold _____ the market is open. *unless*
- Students apply for work _____ school is on vacation. *when*
- Everyone eats vegetables _____ the garden has so many. *since*

C. Write the complex sentence that can be formed by combining the two shorter sentences with conjunctions.

- Lee gardens at home. She learned about plants. *Possible answers are given.*
 - She planted a fruit tree. She had extra space. *Lee gardens at home since she learned about plants.*
 - She eats peaches daily. They are in season. *She planted a fruit tree because she had extra space.*
 - Lee's grandpa helps her. He enjoys gardening, too. *She eats peaches daily when they are in season.*
 - Lee makes her garden larger. She runs out of space. *Lee's grandpa helps her because he enjoys gardening, too.*
- Lee makes her garden larger until she runs out of space.*

Commas

A. Write each sentence. Circle the introductory word or the name of a person spoken to and the comma or commas.

1. Yes, we drove to California on vacation.
2. No, I didn't get to surf at the beach.
3. Mrs. Johnson, we saw a lot of places in the state.
4. Well, I liked the cable cars in San Francisco.
5. Next time, Dad, I want to take a plane.
6. Yes, we walked across the Golden Gate Bridge.
7. Mom, what was the tallest landmark in San Francisco?
8. What part did you like best, Judy?
9. Well, I have to think about what I liked best.
10. Thomas, my favorite part was the sunny weather.

B. Write each sentence. Add commas where they are needed.

11. Gary, we visited Washington, D.C., last November.
12. Yes, we took a tour of the White House.
13. No, I didn't see the president while I was there.
14. Mom, did we tour the Federal Bureau of Investigation?
15. No, the building was closed the day we were there.
16. I can't wait for our next trip, Dad.
17. Well, I know we will have a great time.
18. Yes, my sister always keeps a journal on trips.
19. I take pictures and keep notes, Mrs. Johnson.
20. Yes, it is fun to read about the trip later.

C. Write the sentences. Add commas where they belong. Then write the rule you followed to add the comma.

21. Well, here we are in Washington, D.C. *introductory word*
22. Mom, the weather is sunny and cold. *person spoken to*
23. Judy, we rode the Metro through the city. *person spoken to*
24. I'll race you up the Washington Monument, Mom. *person spoken to*
25. Yes, that is a great idea! *introductory word*



Note-Taking and Summarizing

DEFINITIONS AND FEATURES

- When taking notes, write the **important facts**. Be sure to use your **own words** instead of the author's.
- If you take notes from a book, write the **title** and **author**.
- **Summarize** your notes to be sure that you understand what you read. Include only the most important ideas.

Topic Settling of the United States

Short phrases that summarize important facts 1607—British landed in Jamestown
South—grew crops: cotton and indigo
North—timber, furs, and fishing

The source of the facts Book: A New Country
Author: Mark Douglas Page: 18

Practice Take notes on the following article, listing five facts on a sheet of paper. Then write a summary using your notes and your own words. Give your summary a title.

Possible answers are given.

Fort Worth, Texas The north central Texas city of Fort Worth is located on the banks of the Trinity River, which flows into Galveston Bay. The city was founded in 1849 by Major Ripley Arnold. It was

named for General William Worth, the commander of the Texas army. The city began as a small outpost to protect settlers moving west and has grown into a city with a population of nearly 500,000.

Title: Fort Worth; summary: Fort Worth is located on the Trinity River in north central Texas. It was founded in 1849 and named for General William Worth. It began as a small outpost and now has a population of 500,000.



Parts of a Book

DEFINITIONS AND FEATURES

- The **copyright page** gives the name of the book, the author, the illustrator, the publisher, and the place of publication.
- The **table of contents** lists chapters or units and gives the page numbers on which they begin.
- The **index** lists topics and subtopics in alphabetical order. Use the index to find specific information in the book.

CONTENTS

1 What Is a Sentence?	2
2 Declarative and Interrogative Sentences	4
3 Imperative and Exclamatory Sentences	6
4 Complete Subjects and Complete Predicates	8
5 Simple Subjects	10

Title gives clues to the main idea of the unit or chapter.

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Look for a book that has been recently published.

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Look for specific topics and page references.

Practice Write *table of contents*, *copyright page*, or *index* to tell where in a book you can find this information.

1. The date the book was published **copyright page**
2. The first page of chapter two **table of contents**
3. The publisher of the book **copyright page**
4. The subject of chapter three **table of contents**
5. Information about mountains in a country **table of contents or index**



Graphs

DEFINITIONS AND FEATURES

- A **graph** is used to show information about numbers. Graphs help readers **compare** information.
- A graph's **title** tells what information can be found on the graph.
- **Labels** give specific information about what is on the graph.
- Different **types of graphs** are used for different purposes.

Graphs help you compare amounts in an easier way.

The title tells you what the graph is about.



Key: Each stands for 10 tickets.

Practice Use the graph to answer the questions.

1. Mr. Smith's class sold twice as many tickets as which class?
Ms. Monaco's Class
2. How many tickets did Ms. Monaco's class sell? *30 tickets*
3. How many tickets does Ms. Turley's class have to sell to equal the number Mr. Ward's class sold? *10 tickets*
4. Which class sold the most tickets? *Mrs. Ruiz's class, 65*
5. Which class sold the same number of tickets as Mr. Ward's class? *Mr. Smith's class*



Library and Media Sources

DEFINITIONS AND FEATURES

- A **library** or **media center** includes a variety of materials and resources that are arranged in different sections.
- **Fiction books** are arranged alphabetically by authors' last names. **Nonfiction books** are arranged by subject.
- **Reference books** include books for research, such as dictionaries, encyclopedias, atlases, and almanacs.
- **Media resources** are nonprint materials that you can use to find information, such as CD-ROMs, videotapes, and audiotapes.
- **Magazines** and **newspapers** are in a library's Periodicals section.

Nonfiction books are arranged on the shelf by call number.

This is fiction. Fiction books are arranged on the shelf by the authors' last names.

You would find this dictionary in the reference section.



Practice Write whether each book could be found in the fiction, nonfiction, or reference section of the library.

1. *The Story of Jackie Robinson* is a biography of Jackie Robinson. **nonfiction**
2. *The Complete Encyclopedia of Gardening* is a four-volume set. **reference**
3. *Basics of Bowling* explains how to keep score in bowling. **nonfiction**
4. *Fred the Diamond Dog* is the story of a dog who plays baseball. **fiction**
5. *Sports for Kids* is a book with facts and diagrams. **reference**



Periodicals

DEFINITIONS AND FEATURES

- A **periodical** is a magazine that is printed at regular times, such as every week or every month.
- Periodicals provide **up-to-date information** about various topics.
- The *Readers' Guide to Periodical Literature* is a set of books or an electronic database that lists articles published in magazines.
- The *Readers' Guide* lists articles by **topics** and by **author**. A *Readers' Guide* entry tells you the magazine, issue, and page numbers of an article.

Topic	Planets
Name of article	"Jupiter: Gas Giant" by Ernest A. Valverde. <i>Eye on the Sky</i> , vol. 25, January, 2000, page 69.
Name of magazine	"Life on Mars" by Susan R. Cunz, <i>Science America</i> , vol. 4, August, 1999, pages 44–46.
Author's name	"Venus Is Hotter Than You Think" by Janice R. Rausch.
Publication date and page number	<i>Planetary Weekly</i> , September 1, 2000, pages 50–52.

Practice Look at the entries from *the Readers' Guide* to answer the following questions.

1. How many magazines include articles about planets? **three**
2. Which magazine has an article titled "Venus Is Hotter Than You Think"? ***Planetary Weekly***
3. Which article is in the magazine *Eye on the Sky*? **"Jupiter: Gas Giant"**
4. When was the article "Life on Mars" published? **August, 1999**
5. On what page is the article "Jupiter: Gas Giant"? **page 69**



Maps and Atlases

DEFINITIONS AND FEATURES

- An **atlas** is a reference book that contains **maps**.
- Each map in an atlas shows the name and location of cities, rivers, mountains, and other important features of a country.
- You can use the **index** or **table of contents** to find a country.
- Use the **scale of miles**, **key**, and **compass rose** to find places.



This map of India is from an **atlas**, a book of maps.

The **key** shows what the symbols on the map mean.

The **scale of miles** helps you find the distance between places on the map.

The **compass rose** shows directions on the map.

Practice Use the map to answer the following questions.

1. Which body of water is west of India? **the Arabian Sea**
2. Which country is India's neighbor to the west? **Pakistan**
3. Which principal city in India is the farthest west? **Bombay**
4. Which principal city is on India's southeast coast? **Madras**
5. Which symbol shows that a city is the capital? **a star**
6. What is India's capital? **New Delhi**
7. In what direction would you travel from India to reach Myanmar? **east**
8. How can you find out the distance between Bombay and Madras? **use the scale of miles**
9. Is Nepal part of India or a separate country? **a separate country**
10. In what body of water would you find Sri Lanka? **Indian Ocean**



Dictionary

DEFINITIONS AND FEATURES

- A **dictionary** lists words in alphabetical order.
- The **entry words** show the spelling and syllables.
- The **guide words** show the first and last word on the page. Words on the page come between the guide words alphabetically.
- The **pronunciation** of each word is shown in parentheses.
- The **part of speech** is shown after the pronunciation.

Guide words	each • eagle	
Entry word	each Every one of two or more things or persons thought of separately: <i>Did you speak to each child?</i> Adjective.	eager Wanting very much to do something: <i>We were eager to get started.</i> ea•ger (ē'gēr) adjective.
Part of speech	each child? Adjective.	eagle A large, powerful bird that hunts small animals and fish. Eagles have sharp eyesight and strong claws. ea•gle (ē'gəl) noun, plural eagles .
Pronunciation guide	• Every one in a group: Each of us had a turn at bat. Pronoun.	
Definition	• For each one: <i>The bananas cost a quarter each.</i> Adverb. each (ēch) adjective: pronoun; adverb.	

Practice Use the dictionary entries on this page to answer the questions.

1. What part of the speech is the word *eager*? adjective
2. How many syllables does the word *eager* have? two
3. What part of speech is *each*? adjective, pronoun, or adverb
4. How many definitions does *eagle* have? one
5. Would the word *early* be in the dictionary before or after this page? after



Thesaurus

DEFINITIONS AND FEATURES

- A **thesaurus** is a reference book that lists words and their **synonyms**, or words of similar meaning. A thesaurus also includes **antonyms**, or words with opposite meanings.
- The word that you look up in a thesaurus is called the **entry word**. Entry words are listed in **alphabetical order**.
- **Guide words** show the first and last entry word on each page.
- Some entries include a **cross-reference** that will guide you to other words with similar or opposite meanings.

look/new Guide words

look *v.* to see with one's eyes.
Look at what I found.

glance to look quickly. The spy *glanced* over his shoulder.

peer to look closely. We *peered* through the window of the shop.

stare to look at for a long time with eyes wide open. Mac *stared* at me as though I were crazy.
See also see.

loud *adj.* having a strong sound.
The band was playing *loud* music.

deafening loud enough to make one deaf. The exciting goal brought *deafening* cheers from the fans.

noisy full of sounds, often unpleasant. Their apartment is located above a *noisy* street.

antonyms: *See* quiet. Cross-reference

M Entry word

make *v.* to bring into being. Maya *makes* her lunch every day.

build to create by putting together pieces. They *build* birdhouses in shop class.

create to design. Tony *created* a beautiful painting.

deliver to express in words. I must *deliver* a speech at the assembly.

antonyms: *See* destroy. Part of speech

..... Synonyms

..... Antonyms

Practice Rewrite each sentence, replacing the underlined word with either a synonym or an antonym. Write *S* for synonym and *A* for antonym. Possible answers are given.

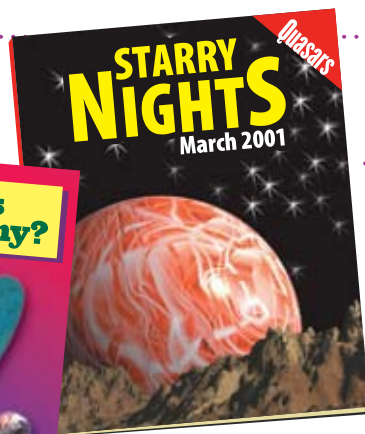
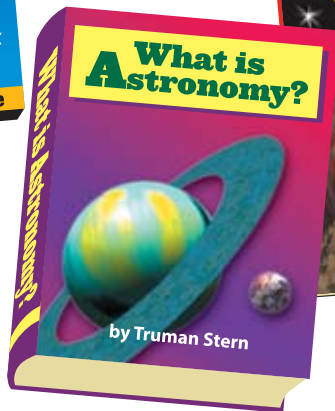
1. The principal will make a speech. *deliver, S*
2. The shouts of the crowd were loud. *deafening, S*
3. We looked at the dog wearing a dress. *stared, S*
4. The soothing music was very loud. *quiet, A*
5. Did the children make a sand castle? *build, S*



Choosing Reference Sources for Research

DEFINITIONS AND FEATURES

- Use **two or more sources** when researching information for a research report.
- You might use sources such as **nonfiction books, magazines, videos, and interviews with experts.**
- Find **sources** with information about the topic you have selected.



Use two or more resources when researching.

A magazine gives up-to-date information.

An encyclopedia gives general information about topics.

Practice Read the following topics. Write *book, magazine, newspaper, encyclopedia, video, or interview* to name the best source for information about that topic.

Possible answers are given.

1. a local astronomer's tips on seeing an eclipse from your town *interview; newspaper*
2. a brief article on Neptune *encyclopedia*
3. large amounts of in-depth information about Leonardo da Vinci *book*
4. the local weather report for the week *newspaper*
5. instructions for using a telescope *book; magazine; video*



Bibliography

DEFINITIONS AND FEATURES

- A **bibliography** is a list of all the reference sources you have used to write a report. It may include books, articles, or media resources.
- The bibliography tells your readers where you found your information and provides them with a guide to find out more.
- The bibliography lists the names of the authors, the title of the book or article, the publisher, the place where the book was published, and the date of the book.

BIBLIOGRAPHY

Atlas of the World. New York: Oxon University Press, 1992.

Fowler, Allan. *Save the Rainforests*. Danbury, CT: Children's Press, 1997.

Patent, Dorothy H. and William Muñoz. *Biodiversity*. New York: Clarion, 1996.

Practice Use the sample bibliography to answer these questions.

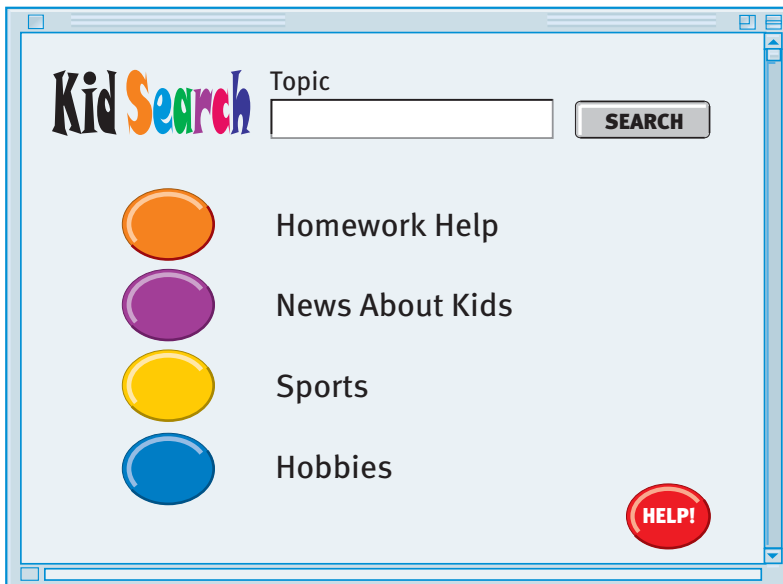
1. What is a bibliography? *a list of sources used*
2. Who are the authors of *Biodiversity*? *Dorothy H. Patent and William Muñoz*
3. When was *Save the Rainforests* published? *1997*
4. Why should a bibliography include the date of the book? *Answers will vary.*
5. Why is it important to include a bibliography at the end of a research report? *Answers will vary.*



Using the Internet

DEFINITIONS AND FEATURES

- The **Internet** is a research tool that has current information.
- You can use a **search engine** to find information about topics. Type in a **keyword** or phrase about your topic. Some search engines let you type in an entire question.
- On the Internet, you can find daily **newspapers** and **Web sites** about special topics.
- At some Web sites, you can send **e-mail to experts** to ask them questions about topics you are researching.



Use a search engine to find articles and Web sites about a topic.

Practice Write the keyword(s) you would use to find the following information with an Internet search engine.

1. You want to find out about Tai Chi. *Possible answers are given.* **Tai Chi**
2. You want to find out who played Luke Skywalker in *The Empire Strikes Back*. **Empire Strikes Back**
3. You need information about heart disease. **heart disease**
4. You want to find out where the first game of baseball was played. **history of baseball; baseball**
5. You need information about the human nervous system. **nervous system**



RULE 1

Time-Order Words and Spatial Words

- **Time-order** means the order or **sequence** in which events occur.
- Use time-order words to make the **sequence of events** clear.
- Time-order words show **how ideas are related** to each other and make your writing **flow more smoothly**.
- Sometimes a **group of words** works together to tell time order.
- **Spatial words** tell where something is found or located.
- Spatial words and phrases help **make directions clearer**.

Time-Order Words and Phrases

first	finally
next	this morning
then	yesterday
later	now
after	before
last	tomorrow
as soon as	a long time ago

Spatial Words and Phrases

inside	on top of
outside	right
over	left
beside	below
above	in front of
near	close to
next to	across from

RULE 2

Compound Words

- A **compound word** is a word made from two or more smaller words that are joined together.
- You can often tell the **meaning** of a compound word by looking at the two words that make up the compound.
- Many compound words are written as **one word** (*newspaper*).
- Some compound words are written as **two words** (*peanut butter, fire engine*).

Two Words	Compound Word	Meaning
door + bell	doorbell	a bell on the door
mail + box	mailbox	a box for mail
board + walk	boardwalk	a footpath made of boards
horse + back	horseback	on the back of a horse
note + book	notebook	a book for making notes



RULE 3

Prefixes

- A **prefix** is a word part added to the beginning of a word.
- The word to which a prefix is added is called the **root word** or **base word**.
- A prefix changes the **meaning** of the base word to which it is added.

Prefix	Meaning	Example
re-	again	reappear
dis-	not, opposite of	disorder
un-	not, opposite of	undo
non-	without, opposite of	nonfiction
mis-	badly or wrong	misprint
pre-	before	preschool

RULE 4

Synonyms and Antonyms

- **Synonyms** are words that have the **same** or almost the same meanings.
- **Antonyms** are words that have **opposite** meanings.
- A word may have **more than one** synonym or antonym.

Word	Synonym	Antonym
big	large	small
tidy	neat	messy
fast	quick	slow
happy	glad	sad
angry	mad	calm
tiny	small	large
new	current	old



RULE 5

Homophones and Homographs

- **Homophones** are words that sound alike but have different spellings and meanings (*two, to, too*).
- You must use **context** to figure out which spelling of a homophone is correct.
- **Homographs** are words that are spelled the same but have different meanings and often have different pronunciations.
- You must use **context** to figure out which meaning of a homograph is correct.

Homophones	Meaning
weak	not strong
week	seven days
there	in that place
their	belonging to them
right	opposite of left
write	to form letters
wood	substance from a tree
would	is willing to

Homographs	Meaning
bear	large animal
bear	support, carry
saw	cutting tool
saw	did see
close	to shut
close	nearby
minute	unit of time
minute	tiny


RULE 6
Suffixes

- A **suffix** is a word part added to the end of a word.
- The word to which a suffix is added is called the **root word** or the **base word**.
- A suffix changes the **meaning** of the base word to which it is added.

Suffix	Meaning	Example
-er	person who	teacher
-ful	full of	helpful
-ly	in a certain way	sadly
-less	without	careless
-ment	the result of	agreement
-y	like; full of	thirsty
-able, -ible	able to be	enjoyable, convertible



Problem Words

- The English language includes some confusing words that are often misused. The following charts will help you understand how to use these words properly.

Words Correct Usage

bad	<i>Bad</i> is an adjective. It means “the opposite of good.” <i>He is a bad tennis player.</i>
badly	<i>Badly</i> is an adverb. It means “in a bad manner.” <i>The girl behaved badly at the concert.</i>
can	<i>Can</i> means “to be able or capable of doing something.” <i>Jeffery can play the clarinet.</i>
may	<i>May</i> expresses or asks permission. <i>You may go to the movies on Friday.</i>
good	<i>Good</i> is an adjective that describes something positive. <i>I read a good book last night.</i>
well	<i>Well</i> is usually an adverb. It gives more information about the verb by telling “how.” <i>The author writes well.</i>
its	<i>Its</i> is a possessive pronoun. <i>Its</i> has no apostrophe. <i>Did the dog find its bone?</i>
it’s	<i>It’s</i> is the contraction for “it is.” The apostrophe takes the place of the <i>i</i> in <i>is</i> . <i>It’s seven o’clock.</i>
lay	<i>Lay</i> means “to put something down.” <i>Lay the towels on the shelf.</i>
lie	<i>Lie</i> means “to recline or rest.” <i>My grandmother lies down every afternoon.</i>
learn	<i>Learn</i> means “to get knowledge.” <i>The boys learn about dinosaurs at the museum.</i>
teach	<i>Teach</i> means “to give knowledge.” <i>The veterinarians teach us how to take care of our pets.</i>



Problem Words

- Some words are easily confused because they sound the same.

Words Correct Usage

set	<i>Set</i> means “to put something down or in a certain place.” <i>He set the books on his desk.</i>
sit	<i>Sit</i> means “to be seated.” <i>Please sit in the living room.</i>
their	<i>Their</i> is a possessive pronoun meaning “belonging to them.” <i>My neighbors have a treehouse in their yard.</i>
they’re	<i>They’re</i> is a contraction meaning “they are.” <i>They’re planning a birthday party for Miguel.</i>
to	<i>To</i> is a direction word meaning “toward.” <i>We walk to school together.</i>
too	<i>Too</i> means “also” or “very.” <i>I will eat ice cream, too.</i> <i>This math problem is too hard.</i>
whose	<i>Whose</i> is an adjective showing possession. <i>Ted knows whose pencil that is.</i>
who’s	<i>Who’s</i> is the contraction for “who is.” The apostrophe takes the place of the <i>i</i> in <i>is</i> . <i>Who’s going skating next weekend?</i>
your	<i>Your</i> is a possessive pronoun that means “something belongs to you.” <i>This is your game.</i>
you’re	<i>You’re</i> is the contraction for “you are.” <i>You’re going to love my new joke.</i>



QUICK WRITE

Write a story about a real or imaginary pet. Use some problem words in your story. Underline each problem word you use, and check to be sure you have used it correctly.



RULES

- ▶ **Silent e** When words *end in silent e*, drop the *e* when adding an ending that begins with a vowel. (*rule* + *ed* = *ruled*) When adding an ending that begins with a consonant, keep the silent *e*. (*sure* + *ly* = *surely*)
- ▶ **Spelling with y** When a base word *ends with a consonant followed by y*, change the *y* to *i* when adding any ending except endings that begin with *i*. (*try* + *es* = *tries*; *try* + *ing* = *trying*)
When a base word *ends with a vowel followed by y*, do not change the *y* when adding endings. (*donkey* + *s* = *donkeys*)
- ▶ **Vowel and Final Consonant** When a one-syllable word *ends in one vowel followed by one consonant*, double the consonant before adding an ending that begins with a vowel. (*fan* + *ing* = *fanning*)
- ▶ **The letter q** is always followed by *u*. (*quit*, *quarrel*)
- ▶ **Plural: s and es** Add *-s* to most words to form plurals. Add *-es* to words ending in *x*, *z*, *zz*, *s*, *sh*, or *ch*. (*cup* + *s* = *cups*; *class* + *es* = *classes*)
- ▶ **Plural: f and fe** To make plurals of words that end with one *f* or *fe*, usually change the *f* or *fe* to *v* and add *-es*. (*knife* + *es* = *knives*)
- ▶ **ie and ei Words** *i* comes before *e* except after *c* or when *ei* sounds like /ā/ as in *neighbor* or *sleigh*.
- ▶ **The /s/ Sound** When *c* makes the /s/ sound, it is always followed by *e*, *i*, or *y*. (*place*, *cider*, *juicy*)
- ▶ **When /j/ is Spelled g**, *g* is always followed by *e*, *i*, or *y*. (*gem*, *rigid*, *energy*)
- ▶ **The /ch/ Sound** If the /ch/ sound immediately follows a short vowel in a one-syllable word, it is spelled *tch*. (*latch*, *snatch*) There are a few exceptions in English: *much*, *such*, *which*, and *rich*.
- ▶ **The /f/ Sound** at the end of a word may be spelled *f*, *ph*, or *gh*. (*leaf*, *graph*, *rough*)



STRATEGIES

Use these strategies to help you become a better speller.

- ▶ **Homophones** Learn common homophones and make sure you have used the correct homophone in your writing. (*They're going to **their** house. They live over **there**.*)
- ▶ **Rhyming Words** Think of a word you know that has the same spelling pattern as the word you want to spell, such as a rhyming word. (*stew, blew, knew*)
- ▶ **Use words that you know** how to spell to help you spell new words. (*blow + sock = block*)
- ▶ **Make up clues** to help you remember the spelling. (*u and i build a house; a piece of pie; the principal is your pal*)
- ▶ **Related Words** Think of a related word to help you spell a word with a silent letter or a hard-to-hear sound. (*sign-signal; relative-related*)
- ▶ **Syllables** Divide the word into syllables. (*par a chute*)
- ▶ **Prefixes and Suffixes** Learn to spell prefixes and suffixes you often use in writing.
- ▶ **Word Chunks** Look for word chunks or smaller words that help you remember the spelling of the word. (*hippopotamus = hippo pot am us*)
- ▶ **Change the way you say the word** to yourself to help with the spelling. (*knife = /k nīf/; beauty = /bē ū tē/*)
- ▶ **Visualizing** Think of the times you may have seen the word in reading, on signs, or in a textbook. Try to remember how it looked. Write the word in different ways. Which one looks correct? (*atīck, atīk, attic*)
- ▶ **Personal Word List** Keep an alphabetical Personal Word List in your word study notebook. Write words you often have trouble spelling.
- ▶ **Dictionary** Become familiar with a dictionary and use it often.



Easily Confused Words

- Some words are easily confused because they are spelled similarly or because they sound alike. These words have different definitions, so you need to be sure you use the correct one.

abroad	all together	breath	ever	of	trail
aboard	altogether	breathe	every	off	trial
accuse	angel	cloth	expect	picture	use
excuse	angle	clothe	suspect	pitcher	used
advice	any more	costume	farther	quiet	weather
advise	anymore	custom	further	quite	whether
affect	any way	dairy	lay	recent	were
effect	anyway	diary	lie	resent	where
all ready	bean	desert	loose	though	your
already	been	dessert	lose	through	you're

Frequently Misspelled Words

- For many writers, some words are difficult to spell. You can use this list to check your spelling.

a lot	busy	finally	knew	our	too
address	buy	first	know	outside	took
again	caught	found	library	people	trouble
against	children	friend	maybe	probably	until
all right	country	front	might	really	upon
already	cousin	guess	minute	school	usually
always	different	happened	morning	since	vacation
answer	doesn't	heard	myself	something	watch
beautiful	dollar	hospital	nickel	sometimes	we're
because	done	house	none	stopped	when
before	enough	hundred	off	straight	whole
believe	especially	I'm	often	stuff	woman
bought	every	instead	once	swimming	women
break	except	interesting	opened	there's	
brought	favorite	into	other	tomorrow	



Common Homophones

- Homophones are words that sound the same but have different spellings and meanings. *Whole* and *hole* are homophones.

ad	boarder	flour	heard	oh	tail
add	border	flower	herd	owe	tale
aisle	cheap	forth	hole	pail	their
I'll	cheep	fourth	whole	pale	there
					they're
allowed	coarse	groan	in	pare	threw
aloud	course	grown	inn	pear	through
ate	creak	guessed	its	passed	wade
eight	creek	guest	it's	past	weighed
bare	days	hair	loan	peace	wail
bear	daze	hare	lone	piece	whale
base	dew	hall	made	peer	way
bass	do	haul	maid	pier	weigh
beat	fair	heal	meat	plain	weak
beet	fare	heel	meet	plane	week
berry	flea	hear	missed		
bury	flee	here	mist		

Word Study Steps

To be a better speller, follow these steps.

1. Study each letter in the word.
2. Picture the word in your mind.
3. Write the word carefully.
4. Check the spelling of the word.

Correcting Sentence Fragments

Remember!

- A **sentence** is a group of words that expresses a complete thought.
- A **sentence fragment** does not express a complete thought.



Problem 1

A sentence fragment that does not have a subject

Sentence Fragment: *Took a trip.*

Who took a trip?

Solution 1

You need to add a subject to the sentence fragment to make it a complete sentence.

Sentence: *My family took a trip.*

Problem 2

A sentence fragment that does not have a predicate

Sentence Fragment: *My little sister and I.*

What about you and your little sister?

Solution 2

You need to add a predicate to the sentence fragment to make it a complete sentence.

Sentence: *My little sister and I hiked up a mountain.*

Problem 3

A sentence fragment that does not have a subject or a predicate

Sentence Fragment: *With the other hikers.*

Who is this about? What did they do?

Solution 3

Add a subject and a predicate to the fragment to make it a complete sentence.

Sentence: *We walked with the other hikers.*

Practice Rewrite the sentence fragments to make complete sentences. Possible answers are given.

1. Went to Colorado last winter.
My family and I went to Colorado last winter.
2. Was so excited. *I was so excited.*
3. The mountains. *The mountains were beautiful.*
4. The people in the hotel. *The people in the hotel were very friendly.*
5. Had never been to Colorado before.
I had never been to Colorado before.
6. Nervous about skiing on the mountain.
I was nervous about skiing on the mountain.
7. The ski instructor. *The ski instructor calmed my fears.*
8. A new friend on the slopes. *I made a new friend on the slopes.*
9. Learned to ski together. *She and I learned to ski together.*
10. Best time of my life. *I had the best time of my life.*

Correcting Run-on Sentences

Remember!

- A **sentence** is a group of words that expresses a complete thought.
- A **run-on sentence** contains two or more sentences that should stand alone.

Problem 1

Two sentences joined with no punctuation between them

Run-on Sentence: *Mrs. Carlson is a great teacher she knows all about frogs.*

Aren't these two complete thoughts?

Solution 1

Separate the two complete thoughts into two sentences and add the necessary capitalization and punctuation.

Sentences: *Mrs. Carlson is a great teacher. She knows all about frogs.*



Problem 2

Two sentences joined only by a comma

Run-on Sentence: *Be a good listener, stay on the path next to the pond.*

Aren't these two different thoughts?

Solution 2

Add *and*, *but*, or *or* to connect the two thoughts.

Compound Sentence: *Be a good listener, and stay on the path next to the pond.*

Problem 3

Three or more sentences joined with *and*, *but*, or *or*

Run-on Sentence: *Tadpoles live underwater, and they look like fish, and they breathe through gills.*

Doesn't this sentence include three separate thoughts connected by *and*?

Solution 3

Create more than one sentence by separating ideas and using correct end punctuation. Join two closely related ideas to form a compound sentence.

Separate Sentences: *Tadpoles live underwater. They look like fish, and they breathe through gills.*

Practice Rewrite these run-on sentences correctly.

Possible answers are given.

1. We went to the pond, and we searched for signs of life, and my group found the tadpoles first.
...of life. My group found...
2. Tadpoles are one stage in the life cycle of a frog, they live underwater. ...the life cycle of a frog. They...
3. After a while, tadpoles become frogs, then they live on the land and breathe air. ...become frogs. Then they...
4. I kept a journal about the tadpoles, and I wrote about their habitat, I did not include any photos of the changes I saw. I kept a journal about the tadpoles. I wrote about their habitat, but I did not...
5. I am glad our class studied frogs, I learned a lot about them. ...studied frogs. I learned...

Confusing Plurals and Possessives

Remember!

- A **plural noun** names more than one person, place, or thing. Plural nouns usually end in *-s* or *-es*.
- A **possessive noun** shows who or what *has* or *owns* something.
- To form the possessive of most singular nouns, add an apostrophe and an *-s* (*'s*).
- To form the possessive of a plural noun that ends in *-s*, add an apostrophe (*'*). To form the possessive of a plural noun not ending in *-s*, add an apostrophe and an *-s* (*'s*).

Problem 1

Using an apostrophe in a plural noun

Incorrect Plural Form: *The girl's read the book.*

Do the girls have or own anything?

Solution 1

Do not use an apostrophe with a plural noun.

Correct Plural Form: *The girls read the book.*



Problem 2

Leaving out an apostrophe in a singular possessive noun

Incorrect Possessive Form: *The girls mother drove her to the play.*

Doesn't the mother belong to the girl?

Solution 2

Correct a singular possessive noun by adding an apostrophe and an *s* (*'s*).

Correct Possessive Form: *The girl's mother drove her to the play.*

Problem 3

Putting the apostrophe in the wrong place in a plural possessive noun

Incorrect Form: *The childrens' favorite part of the play was the music.*

Where does the apostrophe belong in an irregular plural such as *children*?

Solution 3

To form the possessive of a plural noun not ending in -s, add an apostrophe and an -s ('s).

Correct Form: *The children's favorite part of the play was the music.*

Practice Rewrite each sentence correctly. Choose the correct word in parentheses. Correct words are underlined.

1. The young (actor's, actors) were ready to begin their play.
2. Their (teachers, teacher's) had helped them rehearse.
3. The (characters, characters') costumes were all prepared.
4. The (announcer announcer's) microphone was plugged in.
5. The (musicians, musicians') instruments were unpacked.
6. The (director's, directors) chair was in the back of the theater.
7. The (props, prop's) were set up on the stage.
8. The (men's, mens') choir was ready to begin the opening song.
9. The (children's, childrens') parents were in the audience.
10. The (curtain's, curtains) slowly opened.

Lack of Subject-Verb Agreement

Remember!

- In a sentence, a present-tense verb must be **singular** if the subject of the sentence is singular.
- The verb must be **plural** if the subject is plural.

Problem 1

Using a plural verb with a singular subject or a singular verb with a plural subject

No Agreement: *The puppy bark at the cat.*

No Agreement: *The other puppies runs around.*

Do the noun and the verb in each sentence agree?

Solution 1

Add **-s** to most verbs if the subject is singular. Add **-es** to verbs that end in *s, ch, sh, x, zz,* or *z*. Do not add **-s** or **-es** if the subject is plural or if it is *I* or *you*.

Subject-Verb Agreement: *The puppy barks at the cat.*

Subject-Verb Agreement: *The other puppies run around.*



Problem 2

Using a singular verb with a compound subject joined by *and*

No Agreement: *My puppy and my cat dislikes each other.*

What is the subject? Is it singular or plural?

Solution 2

Remember to use a plural verb with a compound subject joined by *and*.

Subject-Verb Agreement: *My puppy and my cat dislike each other.*

Problem 3

Using the wrong verb form with a compound subject joined by *or*

No Agreement: *The clerks or the manager provide information about the animals in the pet store.*

What is the subject? Is it singular, plural, or both?

Solution 3

When a compound subject is joined by *or*, the verb agrees with the subject that is closer to it.

Subject-Verb Agreement: *The clerks or the manager provides information about the animals in the pet store.*

Practice Write each sentence. Use the correct form of the verb in parentheses ().

1. The pets (lives, live) in the pet store until they are sold. *live*
2. Dogs and cats (stay, stays) in separate cages. *stay*
3. Baby mice or a parrot (is, are) usually in the window display. *is*
4. Mike or his brothers (visit, visits) the animals each day.
5. The boys and their mother finally (buys, buy) their own pet. *buy*

Incorrect Verb Forms

Remember!

- To form the past tense of **irregular verbs**, you do not add **-ed** to the verb.
- The spelling of irregular verbs changes in the past tense.

Problem 1

Using an incorrectly formed irregular verb

Incorrect Verb Form: *My friend Julia rided with me to choir practice.*

Is *rided* the correct past tense of *ride*?

Solution 1

Do not add **-ed** to the end of irregular verbs to change them to the past tense. Use the correct spelling of the verb.

Correct Verb Form: *My friend Julia rode with me to choir practice.*



Problem 2

Using an incorrect irregular verb form for the past tense

Incorrect Verb Form: *Choir practice begun at 4 o'clock.*

What are the verb forms of *begin*? When is each one used?

Solution 2

Many irregular verbs have special forms in the past tense. Make sure that you use the correct form.

Correct Verb Form: *Choir practice began at 4 o'clock.*

Problem 3

Using the incorrect irregular verb form with *have*

Incorrect Verb Form: *Our choir has sang “The Star-Spangled Banner.”*

What form of *sing* do you use with *have* or *has*?

Solution 3

Many irregular verbs have special forms in the past tense with *have*. Check to be sure you know the correct form to use.

Correct Verb Form: *Our choir has sung “The Star-Spangled Banner.”*

Practice Write each sentence. Use the correct past-tense form of the verb in parentheses ().

1. My choir director has _____ some of her own songs.
(write) **written**
2. She _____ us to the state capital to sing. (take) **took**
3. We _____ to Austin in a large tour bus. (drive) **drove**
4. Each of us _____ one parent along. (bring) **brought**
5. Her songs have _____ to be quite popular. (grow) **grown**

Incorrect Use of Adjectives That Compare

Remember!

- For short adjectives, add *-er* or *-est* to compare. For long adjectives, use *more* or *most*.
- *Good* and *bad* have special forms when they are used to compare.



Problem 1

Using *-er* or *-est* instead of *more* or *most*

Incorrect Form: *Ancient history is the interestingest topic that I have studied.*

How do we make comparisons with a long adjective such as *interesting*?

Solution 1

For long adjectives, use *more* or *most* to compare people, places, or things.

Correct Form: *Ancient history is the most interesting topic that I have studied.*

Problem 2

Using *-er* or *-est* with *more* or *most*

Incorrect Form: *Some very old ruins are more higher than the trees.*

How do we make comparisons with a short adjective such as *high*?

Solution 2

With shorter adjectives, add *-er* or *-est* to compare people, places, or things. Do not use *-er* or *-est* with *more* or *most*.

Correct Form: *Some very old ruins are higher than the trees.*

Problem 3

Using the incorrect form when comparing with *good* or *bad*

Incorrect Form: *Their design may have been the goodest in all of history.*

What are the comparative forms of good?

Solution 3

Good and *bad* have special forms when used to compare. Use *better* and *worse* when comparing two people, places, or things. Use *best* and *worst* when comparing more than two people, places, or things.

Correct Form: *Their design may have been the best in all of history.*

Practice Write the sentences. Use the correct form of each adjective in parentheses ().

1. The rainy season is the (hard) time of all for scientists to dig.
2. It is much (easy) for them to dig in dry dirt than in damp mud. *easier*
3. The (bad) days of all are the days when the wind is blowing. *worst*
4. After much hard work, scientists occasionally find some of the (amazing) artifacts in the world. *most amazing*
5. I am (curious) about these ancient sites than I am about the buildings of today. *more curious*

Incorrect Use of Pronouns

Remember!

- A **pronoun** must match the noun or nouns to which it refers.
- A **subject pronoun** is used as the subject of a sentence. An **object pronoun** is used in the predicate part.

Problem 1

Using a pronoun that does not match the noun to which it refers

Pronoun Does Not Match: *The boys fished in a lake.
He wore life jackets.*

To which noun does *He* refer?

Solution 1

Singular pronouns take the place of singular nouns. Plural pronouns take the place of plural nouns.

Pronoun Match: *The boys fished in a lake.
They wore life jackets.*



Problem 2

Using an object pronoun as a subject

Incorrect Pronoun: *Them caught many fish.*

Is the pronoun *Them* being used in the subject or the predicate part?

Solution 2

A subject pronoun is used in the subject of a sentence. *I, you, he, she, it, we, and they* are all subject pronouns.

Correct Pronoun: *They caught many fish.*

Problem 3

Using a subject pronoun in the predicate part

Incorrect Pronoun: *When his cousins visit, Luke enjoys fishing with they.*

Is *they* a pronoun that should be used in the predicate part of a sentence?

Solution 3

An object pronoun is used after an action verb or after a word such as *for, at, of, with, or to*. Object pronouns are usually found in the predicate part of a sentence. *Me, you, him, her, it, us, and them* are object pronouns.

Correct Pronoun: *When his cousins visit, Luke enjoys fishing with them.*

Practice Write each sentence. Use the correct pronoun in parentheses ().

1. Luke grabs his pole and drops (it, him) in the water. *it*
2. (He, Him) feels a tug on the line and pulls the pole up. *He*
3. "Will (you, I) take my picture?" Luke asks his cousins. *you*
4. The cousins take some pictures of the fish, and then (they, he) let it go. *they*
5. Their parents have always taught (them, they) to release the fish they catch. *them*

Apostrophes

Remember!

- An **apostrophe** is used in a contraction to show where a letter or letters have been left out.
- An **apostrophe** is not used in a possessive pronoun.

Problem 1

Leaving out the apostrophe in a contraction

Incorrect Contraction: *Shes riding her bicycle.*

Which word in this sentence is a contraction?

Solution 1

A contraction is a shortened form of two words. Use an apostrophe to show where one or more letters have been left out.

Correct Contraction: *She's riding her bicycle.*



Problem 2

Putting an apostrophe in a possessive pronoun

Incorrect Form: *The mountain bike is her's.*

Is there a possessive pronoun in this sentence?

Solution 2

Possessive pronouns take the place of possessive nouns. Possessive pronouns do not contain apostrophes.

Correct Form: *The mountain bike is hers.*

Problem 3

Confusing contractions and possessive pronouns

Incorrect Word: *Its a red bike.*

Does the word *Its* show possession or stand for *It is*?

Solution 3

Do not confuse the contractions *it's*, *you're*, and *they're* with the possessive pronouns *its*, *your*, and *their*.

Correct Word: *It's a red bike.*

Practice Write each sentence correctly. Use the proper form of contractions and possessive pronouns.

1. Those yellow bike's belong to Heather and Joan. *bikes*
2. Bicycling is they're favorite hobby. *their*
3. They know its a great form of exercise. *it's*
4. Today, theyll meet at the corner after school. *they'll*
5. Their planning to take a very long bike ride. *They're*

Incorrect Use of Adverbs

Remember!

- An **adjective** describes a noun. An **adverb** tells more about a verb.
- Do not use two **negatives** in a sentence.



Problem 1

Confusing adjectives and adverbs

Incorrect Form: *Mr. Moreno drives the bus slow.*

Is the word **slow** describing a noun or telling more about a verb?

Solution 1

Use adverbs to tell more about verbs. Adverbs provide details about how, when, or where an action takes place.

Correct Form: *Mr. Moreno drives the bus slowly.*

Problem 2

Using *good* instead of *well*

Incorrect Form: *Sharon behaved good on the bus.*

Are we describing Sharon or telling how she behaved?

Solution 2

The word *good* is an adjective. The word *well* is usually an adverb. As an adverb, it describes a verb. The only time that *well* is used as an adjective is when it describes health.

Correct Form: *Sharon behaved well on the bus.*

Problem 3

Using double negatives

Incorrect Form: *Nobody never walks to school.*

Are there two negatives in this sentence?

Solution 3

Do not use two negatives in one sentence. To correct a sentence with two negatives, change one of the negatives to a positive.

Correct Form: *Nobody ever walks to school.*

Practice Look for the error in each sentence. Then write the sentence correctly.

1. Clara writes well articles for the class newspaper.
Clara writes good articles...
2. She researches the topics careful. *...topics carefully.*
3. Clara draws good, too. *Clara draws well, too.*
4. Before this year, Clara hadn't published none of her work.
...hadn't published any... or ...had published none...
5. She wasn't never nervous about sharing her stories and illustrations, though. *She wasn't ever... or She was never...*

Commas

Remember!

- **Commas** are used to set off a person's name when the person is being spoken to.
- **Commas** are used with introductory words and words in a series.

Problem 1

Using commas incorrectly

Incorrect: *Have you found fossils in coal sandstone or amber?*

Incorrect: *No I have never found a fossil.*

Incorrect: *Have you found fossils Peter?*

Are three or more items listed? Is an introductory word used? Is a person spoken to?

Solution 1

Use a comma to separate words in a series and to set off introductory words. You also use a comma to set off a person's name when the person is being spoken to directly.

Correct: *Have you found fossils in coal, sandstone, or amber?*

Correct: *No, I have never found a fossil.*

Correct: *Have you found fossils, Peter?*

Practice Write each sentence. Use commas where needed.

1. Fossil imprints of bones leaves and footprints were found.
...bones, leaves, and footprints...
2. Yes that imprint was made in mud. *Yes, that imprint...*
3. Peter what kind of fossil did you find? *Peter, what kind...*
4. Is that bone from a squirrel a chipmunk or a mouse?
...a squirrel, a chipmunk, or a mouse?
5. Well let's go inside and do some research to find out.
Well, let's go...