

Grade 4



Grammar Practice Reproducibles





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Contents

Unit 1 • Think It Through

Clever Ideas

Sentences	1
Sentences	2
Mechanics	3
Proofreading	4
Test: Sentences	5

Think of Others

Subjects and Predicates	6
Subjects and Predicates	7
Mechanics	8
Proofreading	9
Test: Subjects and Predicates	10

Take Action

Compound Sentences	11
Compound Sentences	12
Mechanics	13
Proofreading	14
Test: Compound Sentences	15

Ideas in Motion

Clauses and Complex Sentences	16
Clauses and Complex Sentences	17
Mechanics	18
Proofreading	19
Test: Clauses and Complex Sentences	20

TIME For Kids

Run-On Sentences	21
Run-On Sentences	22
Mechanics	23
Proofreading	24
Test: Run-On Sentences	25

Contents

Unit 2 • Amazing Animals

Literary Lessons

Common and Proper Nouns	26
Common and Proper Nouns	27
Mechanics	28
Proofreading	29
Test: Common and Proper Nouns	30

Animals in Fiction

Singular and Plural Nouns	31
Singular and Plural Nouns	32
Mechanics	33
Proofreading	34
Test: Singular and Plural Nouns	35

Natural Connections

Irregular Plural Nouns	36
Irregular Plural Nouns	37
Mechanics	38
Proofreading	39
Test: Irregular Plural Nouns	40

Adaptations

Possessive Nouns	41
Possessive Nouns	42
Mechanics	43
Proofreading	44
Test: Possessive Nouns	45

Animals All Around

Combining Sentences	46
Combining Sentences	47
Mechanics	48
Proofreading	49
Test: Combining Sentences	50

Unit 3 • That's the Spirit!

Friendship

Action Verbs	51
Action Verbs	52
Mechanics	53
Proofreading	54
Test: Action Verbs	55

Helping the Community

Verb Tenses.....	56
Verb Tenses	57
Mechanics	58
Proofreading	59
Test: Verb Tenses	60

Liberty and Justice

Main and Helping Verbs	61
Main and Helping Verbs	62
Mechanics	63
Proofreading	64
Test: Main and Helping Verbs	65

Powerful Words

Linking Verbs	66
Linking Verbs	67
Mechanics	68
Proofreading	69
Test: Linking Verbs	70

TIME For Kids

Irregular Verbs	71
Irregular Verbs	72
Mechanics	73
Proofreading	74
Test: Irregular Verbs	75

Contents

Unit 4 • Fact or Fiction?

Our Government

Pronouns and Antecedents	76
Pronouns and Antecedents	77
Mechanics	78
Proofreading	79
Test: Pronouns and Antecedents	80

Leadership

Types of Pronouns	81
Types of Pronouns	82
Mechanics	83
Proofreading	84
Test: Types of Pronouns	85

Breakthroughs

Pronoun-Verb Agreement.....	86
Pronoun-Verb Agreement.....	87
Mechanics	88
Proofreading	89
Test: Pronoun-Verb Agreement.....	90

Wonders in the Sky

Possessive Pronouns	91
Possessive Pronouns	92
Mechanics	93
Proofreading	94
Test: Possessive Pronouns	95

Achievements

Pronouns and Homophones	96
Pronouns and Homophones	97
Mechanics	98
Proofreading	99
Test: Pronouns and Homophones	100

Unit 5 • Figure It Out

Making It Happen

Adjectives	101
Adjectives	102
Mechanics	103
Proofreading	104
Test: Adjectives	105

On the Move

Articles	106
Articles	107
Mechanics	108
Proofreading	109
Test: Articles	110

Inventions

Adjectives That Compare	111
Adjectives That Compare	112
Mechanics	113
Proofreading	114
Test: Adjectives That Compare	115

Zoom In

Comparing with <i>More</i> and <i>Most</i>	116
Comparing with <i>More</i> and <i>Most</i>	117
Mechanics	118
Proofreading	119
Test: Comparing with <i>More</i> and <i>Most</i>	120

TIME For Kids

Comparing with <i>Good</i> and <i>Bad</i>	121
Comparing with <i>Good</i> and <i>Bad</i>	122
Mechanics	123
Proofreading	124
Test: Comparing with <i>Good</i> and <i>Bad</i>	125

Contents

Unit 6 • Past, Present, and Future

Old and New

Adverbs	126
Adverbs	127
Mechanics	128
Proofreading	129
Test: Adverbs	130

Notes from the Past

Comparing with Adverbs	131
Comparing with Adverbs	132
Mechanics	133
Proofreading	134
Test: Comparing with Adverbs	135

Resources

Negatives	136
Negatives	137
Mechanics	138
Proofreading	139
Test: Negatives	140

Money Matters

Prepositions	141
Prepositions	142
Mechanics	143
Proofreading	144
Test: Prepositions	145

Finding My Place

Using Prepositions	146
Using Prepositions	147
Mechanics	148
Proofreading	149
Test: Using Prepositions	150

Name _____

- A **sentence** is a group of words that shows a complete thought.
- A **sentence fragment** is a group of words that does not show a complete thought.
- Every sentence begins with a **capital letter** and ends with a **punctuation mark**.

Read each group of words. On the lines provided, write *sentence* if the group of words forms a sentence. Write *fragment* if it does not form a sentence.

1. There are many stars in the sky. _____ **sentence**
2. Brought it into the kitchen. _____ **fragment**
3. My classroom at school. _____ **fragment**
4. Did you see the rabbit? _____ **sentence**
5. I can jump very high. _____ **sentence**
6. Great day! _____ **fragment**
7. The student was late. _____ **sentence**
8. Laughing loudly at the joke. _____ **fragment**
9. Do you want to play a game? _____ **sentence**
10. I think we won! _____ **sentence**

Name _____

- A **sentence** shows a complete thought. A **sentence fragment** does not.
- A **statement** is a sentence that tells something.
- A **question** is a sentence that asks something.
- A **command** is a sentence that tells someone to do something.
- An **exclamation** is a sentence that expresses surprise, excitement, or a strong feeling.

Read each group of words. Underline the group of words that is a sentence. Then write *statement*, *question*, *command*, or *exclamation* to name the type of sentence it is.

1. Live far away from me. / You live far away. _____ **statement**
2. Is it in here? / The book in here? _____ **question**
3. This is the best gift ever! / Best gift I ever got! _____ **exclamation**
4. The button when the light comes on. / Push the button quickly. _____ **command**
5. How old is your cousin? / Your cousin's age? _____ **question**
6. The tallest building in the world! / That is the tallest building! _____ **exclamation**
7. Red backpack today. / My backpack ripped. _____ **statement**
8. The name of your teacher? / Who is your teacher? _____ **question**
9. Finish your dinner. / Eating dinner. _____ **command**
10. Will be there. / We will arrive soon. _____ **statement**

Name _____

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

Write each sentence correctly using capital letters and end punctuation.
Label each sentence as a *statement*, *question*, *command*, or *exclamation*.

1. put the bottle in the bin outside **command**

Put the bottle in the bin outside.

2. who is your favorite actor **question**

Who is your favorite actor?

3. the snow sticks to the tree branches **statement**

The snow sticks to the tree branches.

4. how many push-ups can you do in a row **question**

How many push-ups can you do in a row?

5. the beautiful fireworks are an awesome sight **exclamation**

The beautiful fireworks are an awesome sight!

Name _____

- A **sentence** shows a complete thought. A **sentence fragment** does not.
- A **statement** is a sentence that tells something. A **question** is a sentence that asks something.
- A **command** is a sentence that tells someone to do something. An **exclamation** is a sentence that expresses a strong feeling.
- Every sentence begins with a **capital letter** and ends with a **period**, **question mark**, or **exclamation mark**.

Rewrite the paragraphs below, correcting any mistakes you might find.

1. today was the best day ever? woke up to find that it snowed last night. Was no school! I made a snowman with my sister. then we went sledding?

Today was the best day ever! I woke up to find that it snowed last night.

There was no school! I made a snowman with my sister. Then we went sledding.

2. Have you ever made a peanut butter and jelly sandwich. is really easy. Spread peanut butter on one slice of bread? then spread jelly on the other slice. The two slices together. now you have a delicious sandwich!

Have you ever made a peanut butter and jelly sandwich? It is really easy.

Spread peanut butter on one slice of bread. Then spread jelly on the other slice. Put the two slices together. Now you have a delicious sandwich!

3. I wrote a science report about the desert! Wrote about the weather and the animals that live there. now I want to visit the desert to see it in person? what place would you like to see?

I wrote a science report about the desert. I wrote about the weather and the animals that live there. Now I want to visit the desert to see it in person. What place would you like to see?

Name _____

A. Circle the letter of the group of words that is a complete sentence.

1. a. Knows the answer.
b. Have you ever?
c. The ripe and delicious apple!
d. My friend can swim.

2. a. Our first trip to the beach.
b. What is your name?
c. Blue sky so perfect!
d. Rolls happily in the grass.

B. Decide if the sentence is a *statement, question, command, or exclamation*. Write your answer next to the sentence. Then rewrite the sentence using the correct punctuation and capitalization.

3. bring me a pencil from the desk **command**

Bring me a pencil from the desk.

4. can you read all of the words on the page **question**

Can you read all of the words on the page?

5. i won first prize in the art contest **exclamation**

I won first prize in the art contest!

6. the dog needs a bath today **statement**

The dog needs a bath today.

7. do you want to go to the library with me **question**

Do you want to go to the library with me?

Name _____

- The **subject** names the person or thing the sentence is about. A **simple subject** is the main noun or pronoun in the **complete subject**.
- The **predicate** tells what the subject is or does. The **simple predicate** is the main verb or verb phrase in the **complete predicate**.

A. Read each sentence and circle the complete subject. Then write the simple subject on the line provided.

1. The young boy rode the bus to school. **boy**
2. My teacher Mrs. Hill likes museums. **Mrs. Hill**
3. The two playful children made up a new game. **children**
4. My sister's friend Ana plays soccer. **Ana**
5. The friendly dog ran very fast. **dog**

B. Read each sentence and circle the complete predicate. Then write the simple predicate on the line provided.

6. We walked to the park. **walked**
7. My brother Ken collects old stamps. **collects**
8. I cooked a delicious dinner. **cooked**
9. Mom works hard all day. **works**
10. The shy rabbit hopped away quickly. **hopped**

Name _____

- The **subject** names the person or thing the sentence is about. The **predicate** tells what the subject is or does.
- A **compound subject** is two or more subjects with the same predicate. The subjects are usually joined by **and** or **or**.
- A **compound predicate** is two or more predicates with the same subject. The simple predicates in a compound predicate are usually joined by **and**, **but**, or **or**.

Read each sentence. Underline the compound subject or compound predicate. Then write compound subject or compound predicate on the line provided.

1. The cat and dog get along very well. compound subject
2. Mom and Dad rented a car for the vacation. compound subject
3. We could drive or walk to school. compound predicate
4. My little sisters whine, fuss, and cry at bedtime. compound predicate
5. Aunt Eileen and Uncle Will live down the block. compound subject
6. The sick child complained but went to the doctor. compound predicate
7. The earth settles and hardens over time. compound predicate
8. Henry, Noah, or Lin will win first prize. compound subject
9. The teachers and students crowded into the auditorium. compound subject
10. Did you draw a picture or use the clay? compound predicate

Grammar: Punctuate Compound Subjects and Predicates

Name _____

- If a **compound subject** has two subjects, the subjects are not separated by a comma. If it has three or more subjects, they are separated by commas.
- If a **compound predicate** has two predicates, the predicates are not separated by a comma. If it has three or more predicates, they are separated by commas.

Read each sentence. Decide if the compound subject or compound predicate needs commas. If it does, rewrite the sentence correctly on the line provided. If it does not, write *No change needed* on the line.

1. My mother my cousin and I went to the store together.

My mother, my cousin, and I went to the store together.

2. We all sat ate and drank at the dinner table.

We all sat, ate, and drank at the dinner table.

3. Miguel dove off the diving board and swam across the pool.

No change needed

4. The gray horse brown horse or black horse will win the race.

The gray horse, brown horse, or black horse will win the race.

5. She was hungry but found nothing in the refrigerator.

No change needed

6. I ran to the closet grabbed my coat and hurried out the door.

I ran to the closet, grabbed my coat, and hurried out the door.

Name _____

- The **subject** names the person or thing the sentence is about. A **simple subject** is the main noun or pronoun in the **complete subject**.
- The **predicate** tells what the subject is or does. The **simple predicate** is the main verb or verb phrase in the **complete predicate**.
- A **compound subject** is two or more subjects with the same predicate. If a compound subject has three or more subjects, the subjects are separated by commas.
- A **compound predicate** is two or more predicates with the same subject. If a compound predicate has three or more predicates, the predicates are separated by commas.

Rewrite the sentences below, adding commas and correcting mistakes in punctuation.

1. The flags banner or ribbons will blow away in the storm.

The flags, banner, or ribbons will blow away in the storm.

2. Did the ranger call in and record his status on the way up the trail.

Did the ranger call in and record his status on the way up the trail?

3. The baby robins tweeted, cried and called for their mother.

The baby robins tweeted, cried, and called for their mother.

4. Regan Katrina, and I watched the amazing sight above us.

Regan, Katrina, and I watched the amazing sight above us!

5. How long can we continue to sit but not talk, during the movie!

How long can we continue to sit but not talk during the movie?

6. The badger and the snake circled bit and fought with each other.

The badger and the snake circled, bit, and fought with each other.

Name _____

A. Match the circled part of each sentence on the left with the correct name for it on the right.

1. The rain(falls)heavily on the roof. simple subject
2. Our teacher Mr. Rye(volunteered). simple predicate
3. I(broke my favorite toy) complete subject
4. The red(cap)floated in the breeze. complete predicate

B. Circle the letter of the sentence that has a compound subject or compound predicate.

5. **a.** Do you read or write Spanish?
b. I finished my homework early.
c. My friends go to a different school.
d. She ate the tasty crackers at lunch.
6. **a.** My father goes on business trips.
b. Elsie practices her flute every day.
c. Mom's plants grow best in the sunlight.
d. Rocks and shells collect on the shore.

Name _____

- A **clause** is a group of words that has a subject and a verb.
- An **independent clause** can stand alone as a sentence.
- A **simple sentence** has one independent clause.
- A **compound sentence** has two or more independent clauses.

Read each sentence. On the lines provided, write *simple* if it has one independent clause. Write *compound* if it has two or more independent clauses.

1. I wanted to go to the concert, but my parents wouldn't let me. **compound**
2. Mrs. Gupta lives on a very busy road in the middle of the city. **simple**
3. He got a hot dog, she got a hamburger, and you got a salad. **compound**
4. Can we go to the movies later this evening? **simple**
5. There are too many stars in the sky to count all of them. **simple**
6. The little puppy was adopted quickly, for it was very sweet. **compound**
7. The balloon drifted up into the fluffy clouds above. **simple**
8. We left early, yet the traffic on the highway still made us late. **compound**
9. Do you want to read a book, or would you like to take a walk? **compound**
10. My cousin thinks he was lucky to get into his favorite college. **simple**

Name _____

- A **clause** has a subject and a verb. An **independent clause** can stand alone as a sentence.
- A **simple sentence** has one independent clause. A **compound sentence** has two or more independent clauses.
- Independent clauses in a compound sentence are usually joined by a **coordinating conjunction**, such as **and**, **but**, **or**, **for**, **nor**, or **yet**.

Read each sentence. Circle the coordinating conjunction that best completes the sentence and write it on the line provided.

1. We can go to Florida for vacation, (or/ nor) we can visit California. or
2. My sister asked me to go with her, (for /but) I did not want to. but
3. I brought a stool into the kitchen, (or /for) I could not reach the cabinet. for
4. The ostrich has feathers and wings, (yet/ nor) this bird cannot fly. yet
5. Haley is good at math, (but/ for) Raul is better at science. but
6. She got home late from work, (or /and) we asked if she was tired. and
7. They did not see the solar eclipse, (nor/ yet) did they see the comet. nor
8. Firefighters put their lives at risk, (for /yet) they take important safety measures. yet
9. The dog ate his biscuit, (and /or) a squirrel stole the treat. or
10. Summer is almost over, (and/ nor) school will begin soon. and

Name _____

- Use a **comma** and a coordinating conjunction to join two independent clauses and form a compound sentence.
- You can also use a **semicolon** to join two independent clauses.

A. Use a comma and a coordinating conjunction to combine each pair of independent clauses and form a compound sentence.

1. I am good at football. Luis is a better player than I am.

I am good at football, but (yet) Luis is a better player than I am.

2. There is no milk left. My friends drank it all.

There is no milk left, for my friends drank it all.

3. The class can take a trip to the zoo. We can visit the museum.

The class can take a trip to the zoo, or (and) we can visit the museum.

B. Use a semicolon to combine each pair of independent clauses and form a compound sentence.

4. Alligators have wide snouts. Crocodiles have narrow snouts.

Alligators have wide snouts; crocodiles have narrow snouts.

5. I could not remember the answer. I had to take a guess.

I could not remember the answer; I had to take a guess.

Name _____

- A **clause** has a subject and a verb. An **independent clause** can stand alone as a sentence.
- A **simple sentence** has one independent clause. A **compound sentence** has two or more independent clauses.
- Independent clauses in a compound sentence are usually joined by a **coordinating conjunction**, such as **and**, **but**, **or**, **for**, **nor**, or **yet**.
- Use a **comma** or a **semicolon** with a coordinating conjunction to join two independent clauses and form a compound sentence.

Rewrite the paragraphs below, correcting any mistakes you might find in conjunctions and punctuation in compound sentences.

1. I love to listen to jazz music, but my sister only likes pop music. We had to come up with a solution. For we both share the same bedroom. We decided to switch music every day: it's working out great!

I love to listen to jazz music, but my sister only likes pop music. We had
to come up with a solution, for we both share the same bedroom. We
decided to switch music every day; it's working out great!

2. The mustang is America's symbol of the Wild West. These horses once roamed free; yet today there are few remaining. People are trying to save the mustangs that are left. And we should do what we can to help.

The mustang is America's symbol of the Wild West. These horses once
roamed free, yet today there are few remaining. People are trying to
save the mustangs that are left, and we should do what we can to help.

Name _____

A. Read each sentence. On the lines provided, write S if it is a simple sentence. Write C if it is a compound sentence. Circle the coordinating conjunction in the compound sentences.

1. I have a solo in this year's winter concert. **S**
2. She can listen to music, **or** she can study for the test. **C**
3. I am good at some things, **and** I am bad at others. **C**
4. The ocean tide will come in later this evening. **S**
5. Aaron is the fastest runner in the entire school. **S**
6. My mother is angry, **for** I did not clean my room. **C**

B. Read the independent clauses. Circle the letter of the conjunction that would best combine the clauses to form a compound sentence.

7. He does not play video games.

He does not watch television.

- a. yet
- b. but
- c. and
- d. or

8. Maya went to bed early.

She was still tired the next day.

- a. but
- b. or
- c. for
- d. nor

Name _____

- A **clause** is a group of words that has a subject and a verb. An **independent clause** can stand alone as a sentence, but a **dependent clause** cannot.
- A dependent clause usually begins with a **subordinating conjunction**, such as **before**, **when**, or **because**.

Read each clause. On the lines provided, write *I* if the clause is independent and can stand alone as a sentence. Write *D* if it is dependent and cannot. Underline the subordinating conjunction if it is a dependent clause.

1. She got a perfect score. _____ **I**
2. Because she was so smart. _____ **D**
3. When it was time to go. _____ **D**
4. The school bell rang. _____ **I**
5. Because of the heat outside. _____ **D**
6. I felt very sleepy. _____ **I**
7. The doctor helped. _____ **I**
8. Before I could ask. _____ **D**
9. When people drive fast. _____ **D**
10. It can be dangerous. _____ **I**

Name _____

- An **independent clause** can stand alone as a sentence, but a **dependent clause** cannot. A dependent clause usually begins with a **subordinating conjunction**.
- A **complex sentence** includes an independent clause and one or more dependent clauses.
- The subordinating conjunctions **who**, **whose**, **whom**, **which**, and **that** are called **relative pronouns**.
- The subordinating conjunctions **where**, **when**, and **why** are called **relative adverbs**.

Read each sentence and circle the subordinating conjunction. Based on the conjunction, write *relative pronoun* or *relative adverb* on the line provided.

1. Call me when you arrive. **relative adverb**
2. This is Harry, whom I met yesterday. **relative pronoun**
3. I fixed the lock, which wasn't easy! **relative pronoun**
4. This was the place where we had lunch. **relative adverb**
5. I know the reason why we can't go. **relative adverb**
6. Carlos returned the shirt that he just bought. **relative pronoun**
7. I cheered for the pitcher, who just threw a strike. **relative pronoun**
8. Get Manny, whose telephone is ringing. **relative pronoun**
9. She did not know when to make dinner. **relative adverb**
10. We put our bikes in the garage, where they belonged. **relative adverb**

Name _____

- When an independent clause begins a complex sentence, it is usually not followed by a comma.
- When a dependent clause begins a complex sentence, it is usually followed by a comma.

Read each sentence. Decide if a clause needs a comma. If it does, rewrite the sentence correctly on the line provided. If it does not, write No change needed on the line.

1. When I get up in the morning I am hungry.

When I get up in the morning, I am hungry.

2. Before the clock struck twelve Cinderella had to be home.

Before the clock struck twelve, Cinderella had to be home.

3. Camille closes her eyes before going underwater.

No change needed

4. Ants are amazing because they work together to complete a task.

No change needed

5. When frogs are colorful they are often poisonous.

When frogs are colorful, they are often poisonous.

6. Because of the hurricane school was closed for a week.

Because of the hurricane, school was closed for a week.

Name _____

- A **complex sentence** includes an independent clause and one or more dependent clauses. An independent clause can stand alone as a sentence, but a dependent clause cannot.
- Dependent clauses use **coordinating conjunctions**, including **relative pronouns** and **relative adverbs**.
- When an independent clause begins a complex sentence, it is usually not followed by a comma.
- When a dependent clause begins a complex sentence, it is usually followed by a comma.

Rewrite the sentences below, adding commas and correcting mistakes in punctuation.

1. Because of the wind did the power lines come down.

Because of the wind, did the power lines come down?

2. I was four years old, when my brother was born.

I was four years old when my brother was born.

3. She welcomed the people who just moved in?

She welcomed the people who just moved in.

4. When a year has passed Earth has revolved once around the sun.

When a year has passed, Earth has revolved once around the sun.

5. Turn off the timer, that is buzzing in the kitchen.

Turn off the timer that is buzzing in the kitchen.

6. Before I got my shoes I put on my socks.

Before I got my shoes, I put on my socks.

Name _____

A. Circle the letter of the group of words that is an independent clause.

1. a. Because of the time.

b. It got very cold.

c. Before the morning.

d. When the moon is high.

2. a. When it was springtime.

b. Before the cat woke up.

c. I shook my head.

d. Because I was happy.

B. Underline the subordinating conjunction in each sentence.

3. I watched where you went.

4. Did you see who was in the car?

5. My birthday comes before the holiday.

6. She did not know why the baby cried.

C. Circle the correct subordinating conjunction to form a complex sentence.

7. The Arctic is barren (before / because) it is so cold.

8. Will you read this article (that / when) I found yesterday?

9. You should follow me (when / who) I go home.

10. I would like to go to a place (where / that) it is sunny.

Name _____

- A **run-on sentence** combines two or more independent clauses incorrectly.
- Fix a **run-on sentence** by writing separate sentences or combining the sentences correctly.

Correct each run-on sentence by separating it into two sentences.

1. We have a new car it is bright red.

We have a new car. It is bright red.

2. I must hurry up the store will close shortly.

I must hurry up. The store will close shortly.

3. The dog ran to meet its owner it was happy to see him.

The dog ran to meet its owner. It was happy to see him.

4. The baby looked up at the sky the sun was shining.

The baby looked up at the sky. The sun was shining.

5. Snowflakes come in different sizes I like big snowflakes best.

Snowflakes come in different sizes. I like big snowflakes best.

6. She was nervous when she got on stage there were so many people!

She was nervous when she got on stage. There were so many people!

Name _____

A **run-on sentence** combines two or more independent clauses incorrectly.

1. It may be missing a coordinating conjunction and comma.
2. It may include a comma, but it does not include a coordinating conjunction or connecting word.
3. It may include a comma and coordinating conjunction, but it has too many independent clauses.

Read each sentence. Write C if the sentence is written correctly. If it is a run-on sentence, write the number from above that correctly describes the sentence.

1. We tried to catch the mouse, it got away. 2
2. The student was shy and did not make friends quickly. C
3. The joke was funny everyone laughed at it. I
4. You should bring an umbrella because it is raining outside. C
5. My parents like to exercise, they go hiking with me a lot. 2
6. I have a game, and my family plays it with me, and it is fun. 3
7. There is a rainbow over the field it is beautiful to see. I
8. My friend called, but it is late, but we talk on the phone. 3
9. Do you know where I can find a taxi in this neighborhood? C
10. I did not like the sushi, I did not eat it. 2

Name _____

- A sentence has a subject and a predicate. A **fragment** is a group of words that is missing a subject, a predicate, or both. Finish the thought.
- To correct a run-on sentence, rewrite it as separate sentences or combine the sentences correctly.

Rewrite the sentence correctly on the line provided. If no change is needed, write *No change needed* on the line.

1. Likes to eat oatmeal and waffles for dinner sometimes.

Possible response: He likes to eat oatmeal and waffles for dinner
sometimes.

2. I am happy about it.

No change needed

3. They carried the bags, I held the door for them.

Possible response: They carried the bags, and I held the door for them.

4. My little sister practices hard.

No change needed

5. To school in the morning when the sun comes up.

Possible response: We go to school in the morning when the sun
comes up.

6. Dad was driving the car I fell asleep in the back seat.

Possible response: Dad was driving the car. I fell asleep in the back seat.

Name _____

- A **run-on sentence** combines two or more independent clauses incorrectly. To correct a run-on sentence, rewrite it as separate sentences or combine the sentences correctly.
- A **fragment** is a group of words that is missing a subject, a predicate, or both. To correct a fragment, complete the thought.

Rewrite the paragraphs below, correcting any run-on sentences or fragments.

1. Venus is a planet in our solar system. It is about the same size as Earth, it is much hotter than Earth. Is closer to the sun. Venus is too hot for people to live on it. There are many volcanoes there are also many mountains.

Possible response: Venus is a planet in our solar system. It is about
the same size as Earth, but it is much hotter than Earth. Venus is closer
to the sun. Venus is too hot for people to live on it. There are many
volcanoes. There are also many mountains.

2. I live in Florida, my Aunt Ana lives in Puerto Rico. I only see her a few times every year. Sometimes she visits me sometimes I visit her. Like going to Puerto Rico. It is warm, and it is sunny, and the markets have delicious foods. My favorite thing to do with Aunt Ana.

Possible response: I live in Florida, but my Aunt Ana lives in Puerto
Rico. I only see her a few times every year. Sometimes she visits me.
Sometimes I visit her. I like going to Puerto Rico. It is warm and sunny,
and the markets have delicious foods. My favorite thing to do is cook
with Aunt Ana.

Name _____

A. Circle the letter of the run-on sentence.

1. a. They bought apples, grapes, and cherries.
b. We followed the path, we still got lost.
c. You have to fix your bed and wash the dishes.

2. a. The stars glittered in the sky they were far away.
b. The ground was soft in one spot, so we did not step there.
c. The eagle soared high above the trees and mountains.

3. a. Ants work together to gather food and build a home.
b. My brother likes to sleep late on Saturdays, he is very lazy.
c. We will visit national parks, museums, and landmarks on vacation.

B. Read each sentence. Write R if it is a run-on sentence. Write C if the sentence is written correctly.

4. I went to school, and I took a test, and the teacher said I did well. R

5. The roof of the house has a hole in it, rain will come into the house. R

6. The horse has a crack in its hoof and cannot walk very well. C

7. There are pencils in this tin can and pens in that one. C

8. The shop was filled with items I was careful not to break anything. R

Name _____

- A **noun** is a word that names a person, a place, or a thing.
- A **common noun** names any person, place, or thing.
- A **proper noun** is the name or title of a specific person, place, or organization.
- Proper nouns begin with capital letters. If a proper noun has more than one word, each important word begins with a capital letter.

Read each sentence and circle the nouns. Write C over each noun that is a common noun. Write P over each noun that is a proper noun.

1. The **house** is brown and white.
P C
2. **Mrs. LaRusso** is my **teacher**.
C P
3. My **cousin** is moving to **New York City**.
P C
4. Does **Ellie** want to go to the **carnival**?
P P
5. **Uncle Pete** is volunteering for the **Peace Corps**.
P
6. **Dr. Grady** was kind and helpful.
7. The **dog** and **cat** waited patiently for **dinner**.
P C C
8. **Derek** knows how to play the **trumpet** and the **trombone**.
P P P
9. The **Big Apple Circus** was first performed in **Kent**, **England**.
C C
10. Many **actors** auditioned for the lead **role** in the **play**.

Name _____

- A **noun** is a word that names a person, a place, or a thing.
- A **common noun** names any person, place, or thing. A **proper noun** is the name or title of a specific person, place, or organization.
- A **concrete noun** names a person, place, or thing that can be identified with any of the five senses: sight, hearing, touch, smell, or taste.
- An **abstract noun** names a person, place, or thing that cannot be identified with any of the five senses. Abstract nouns usually name ideas.

Read the list of nouns below. Decide whether each word is a concrete noun or an abstract noun. Sort the words in the correct columns.

paper	loyalty	pain	watermelon
trust	baseball	pride	courage
student	honesty	music	sunshine
love	animal	perfume	peace

CONCRETE

1. paper
2. student
3. baseball
4. animal
5. music
6. perfume
7. watermelon
8. sunshine

ABSTRACT

9. trust
10. love
11. loyalty
12. honesty
13. pain
14. pride
15. courage
16. peace

Name _____

- Capitalize each important word in a proper noun.
- Capitalize names of days of the week, months, and holidays; important words in titles of publications; names of languages, races, nationalities, and historical events; and product and geographical names.

Write each sentence correctly using capital letters for proper nouns.

1. I will speak with mr. perry on friday.

I will speak with Mr. Perry on Friday.

2. I read an essay called, “the kindness of a stranger.”

I read an essay called, “The Kindness of a Stranger.”

3. We will visit the grand canyon right after memorial day!

We will visit the Grand Canyon right after Memorial Day!

4. Did you see alfonso make that goal on the soccer field?

Did you see Alfonso make that goal on the soccer field?

5. The family visited paris but did not speak french.

The family visited Paris but did not speak French.

6. My friend lucy is asian, and I am african american.

My friend Lucy is Asian, and I am African American.

7. The civil war was a difficult time in american history.

The Civil War was a difficult time in American history.

8. What flavor of white brite toothpaste is your favorite?

What flavor of White Brite toothpaste is your favorite?

Name _____

- A **noun** names a person, place, or thing. **Common nouns** name any person, place, or thing. **Proper nouns** name a specific person, place, or organization.
- **Concrete nouns** can be identified with the five senses. **Abstract nouns** cannot be identified with the senses—they are usually ideas, such as bravery or freedom.
- Capitalize each important word in a proper noun, including days, months, holidays, titles, languages, races, nationalities, historical events, and product and geographical names.

Rewrite the sentences below correcting mistakes in capitalization of nouns.

1. My brother eli says that all soldiers are brave.

My brother Eli says that all soldiers are brave.

2. Does your Aunt have an appointment with the Dentist in January?

Does your aunt have an appointment with the dentist in January?

3. I moved from chicago to orlando a few Years ago.

I moved from Chicago to Orlando a few years ago.

4. Mom and dad have Faith that things will work out for the best.

Mom and Dad have faith that things will work out for the best.

5. Is this book written in spanish or italiano?

Is this book written in Spanish or Italian?

Name _____

A. Read each sentence. Circle the letter of the sentence that has an abstract noun.

1. a. The wagon could only hold twenty people.
b. The report was too long.
c. These flowers were a nice thought.
d. My sister wants to be a lawyer.
2. **a.** I could barely contain my excitement!
b. Does Winston know how to get to the party?
c. The lion hid in the tall grass on the plains.
d. The song played loudly on the radio.

B. Read each sentence. Circle the noun that uses correct capitalization. Then identify the noun as common or proper on the line provided.

3. The car skidded off Berry (road / **Road**) and rolled into the grass field.
proper
4. I was born at (noon) / Noon on a Sunday in the state of Wisconsin. **common**
5. Do you know what my (mother) / Mother does for a living? **common**
6. Mr. Davidson knows all about the American (revolution / **Revolution**).
proper
7. Can we go to the Chinese (restaurant) / Restaurant that just opened in town?
common
8. Independence (day / **Day**) is my favorite holiday of the year! **proper**
9. Did you read this article called, “Being a Good (friend / **Friend**)”? **proper**
10. Mr. and Mrs. Schloss have to buy some items at the (market) / Market).
common

Name _____

- A **singular noun** names one person, place, or thing.
- A **plural noun** names more than one person, place, or thing.
- Add **-s** to form the plural of most singular nouns.

Circle the nouns in each sentence. Write the plural noun on the line provided.

1. The boy has two pencils in his backpack. _____ **pencils**
2. Which trains have already arrived at the station? _____ **trains**
3. Kelsey plays fun games at recess. _____ **games**
4. There were computers at every desk in the room. _____ **computers**
5. The tree dropped a few nuts from its branch. _____ **nuts**
6. Aunt Fran likes to eat brownies. _____ **brownies**
7. Can the dog have treats before dinner? _____ **treats**
8. Dr. Owens is taking a vacation in a few weeks. _____ **weeks**
9. Will the housekeeper bring two pillows to Room 225? _____ **pillows**
10. A whale can swim nonstop for many miles. _____ **miles**

Name _____

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

On the line provided, write the correct plural form of each noun in parentheses.

1. We saw baby (bear) **bears** coming out of the den.
2. The (bush) **bushes** needed to be trimmed.
3. After the rain, the (match) **matches** were useless.
4. How many (phone) **phones** are in the house?
5. Name two (country) **countries** that border the United States.
6. (Airplane) **Airplanes** make travel a lot easier.
7. Do you know what is in those (box) **boxes**?
8. The store was filled with colorful (dress) **dresses**.
9. How many (quiz) **quizzes** did you have this week?
10. There are ten (copy) **copies** of the book on the shelf.

Name _____

- If three or more items are listed in a series, use commas to separate them.
- If only two items are listed in a sentence, do not use a comma to separate them.

Read each sentence. If commas are needed, rewrite the sentence correctly on the line. If no commas are needed, write *No change needed* on the line.

1. The students with the highest scores were Ana Sarah and Jonathan.

The students with the highest scores were Ana, Sarah, and Jonathan.

2. I need to get milk and eggs at the supermarket this afternoon.

No change needed

3. The girl wore a hat gloves and scarf when she went to play in the snow.

The girl wore a hat, gloves, and scarf when she went to play in the snow.

4. Cate plays tennis basketball and field hockey at her school.

Cate plays tennis, basketball, and field hockey at her school.

5. The horse trotted and cantered happily around the paddock.

No change needed

6. My bedroom is dirty messy and uncomfortable.

My bedroom is dirty, messy, and uncomfortable.

Name _____

- A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing.
- Nouns can be made plural by adding **-s**, by adding **-es**, or by changing the final **y** to **i** and adding **-es**. The plural rules depend on the letters at the end of the singular noun.
- Commas are used to separate three or more items in a series. If only two items are listed, do not use a comma to separate them.

Rewrite the paragraphs below correcting mistakes in plural nouns and in punctuating items in a series.

1. My brotheres play football, and basketball at school. I'm not good at sports. Instead, I like to draw paint, and sculpt. My parentes say I don't have to be like my siblings. I'm special just the way I am.

**My brothers play football and basketball at school. I'm not good at
sports. Instead, I like to draw, paint, and sculpt. My parents say I don't
have to be like my siblings. I'm special just the way I am.**

2. Do you like to sing dance and laugh? Then Catch the Beat is the perfect game for you. Groups of playeres take turns singing and dancing for each other. The first one to make the other group laugh wins! Buy it today. You'll be sure to make girles boys, and even babys giggle with joy!

**Do you like to sing, dance, and laugh? Then Catch the Beat is the
perfect game for you. Groups of players take turns singing and dancing
for each other. The first one to make the other group laugh wins! Buy
it today. You'll be sure to make girls, boys, and even babies giggle with
joy!**

Name _____

A. Read each sentence. Circle the singular noun. Underline the plural noun.

1. The teachers organized a quick **meeting**.
2. The sandy **beach** was filled with seashells.
3. I have two books for each **subject**.
4. Tiny candies filled the blue **dish**.
5. The **hiker** saw the foxes trotting silently away.

B. Circle the letter of the sentence that is written correctly.

6. a. There are many citys in my state.
b. Our team scored in the last two innings.
c. How many wishs did you make on the shooting star?
d. Put these boxs on the floor.
7. **a.** We both take buses to school.
b. That CD costs twenty dollares.
c. How many seasones are in one year?
d. The daisys sway gently in the breeze.
8. a. This is my favorite pair of shoees.
b. There are a lot of flies in the barn.
c. She packed two lunchs for the twins.
d. We left footprintes in the wet snow.

Name _____

- Some nouns have **irregular plurals** that do not follow regular plural rules.
- Many nouns that end in **-f** or **-fe** are made plural by changing the **f** to a **v** and adding **-es**, such as **life/lives**.
- Some nouns are made plural by changing their vowel sound and spelling, such as **foot/feet**.
- Some nouns are made plural by using different endings, such as **child/children**.

Read each sentence. Circle the irregular plural and write it on the line provided.

1. We watched the **geese** fly into the clouds. **geese**
2. The **men** picked up their suitcases and boarded the plane. **men**
3. Two **halves** of the pie equal one whole. **halves**
4. The patients waited for the dentist to look at their **teeth**. **teeth**
5. They asked their **wives** to join them on stage. **wives**
6. The teams of **oxen** pulled the plows across the field. **oxen**
7. Are there enough **knives** for all of the dishes on the table? **knives**
8. All the **women** were asked to come onto the dance floor. **women**
9. We needed rakes to clean up the fallen **leaves**. **leaves**
10. The **gentlemen** arrived wearing suits and ties. **gentlemen**

Name _____

- Some nouns have **irregular plurals** that do not follow regular plural rules.
- Irregular plurals may involve changing the **f** to a **v** and adding **-es** in words that end in **-f** or **-fe**, changing a middle vowel sound and spelling, and using different endings.
- In addition, irregular plurals may involve making no change to a word (such as **deer/deer**) or using a completely new word altogether (**person/people**).
- **Collective nouns** are words that name groups of people, places, or things, such as **class** or **army**.

A. Read each sentence. Decide whether the underlined noun is *singular* or *plural*. Write your answer on the line.

1. Moose are beautiful but shy creatures. **plural**
2. How many shrimp come in one bag? **plural**
3. I watched the sheep shake its head back and forth. **singular**
4. The mice ran quickly into the hole in the wall. **plural**
5. Slowly, the lonely buffalo moved across the grassy plains. **singular**

B. Read each sentence. Circle the collective noun and write it on the line provided.

6. The **band** is having a winter concert next month. **band**
7. I saw the **herd** of horses down in the valley. **herd**
8. Do you know when the **jury** will come to a decision? **jury**

Name _____

- Some irregular plurals that are not based on rules must be memorized.
- There is a rule for forming the plural nouns that end in **-f** or **-fe**, but not all nouns follow this rule, such as **roof/roofs**.
- Some nouns have the same singular and plural forms, such as **deer/deer**.
- Some nouns use a different ending to form the plural, such as **man/men**.
- Some nouns change completely from singular to plural, such as **mouse/mice**.

Read each sentence. Circle the word that is the correct plural form. Then write the sentence on the line provided.

1. The (loafs, **loaves**) of bread smelled delicious!

The loaves of bread smelled delicious!

2. I watched as the (fish, **fishes**) jumped in and out of the water.

I watched as the fish jumped in and out of the water.

3. How many (persons, **people**) can fit in this little car?

How many people can fit in this little car?

4. There were ten (childes, **children**) on the playground.

There were ten children on the playground.

5. There are many different (**species**, specieses) of animals.

There are many different species of animals.

6. Computers have changed the (lifes, **lives**) of many.

Computers have changed the lives of many.

Name _____

- Some nouns have **irregular plurals** that do not follow regular plural rules. They are either based on their own rules or do not follow a rule at all and must be memorized.
- Irregular plurals may involve changing the **f** to a **v** and adding **-es** in words that end in **-f** or **-fe**, changing a middle vowel sound and spelling, and using different endings.
- In addition, irregular plurals may involve making no change to a word (such as **deer/deer**) or using a completely new word altogether (**person/people**).
- **Collective nouns** are words that name groups of people, places, or things, such as **class** or **army**.

Rewrite the sentences below correcting mistakes in plurals.

1. The pack of wolfes included males, femals, and cubs.

The pack of wolves included males, females, and cubs.

2. My foots and calfs are sore from walking on the trails yesterday.

My feet and calves are sore from walking on the trails yesterday.

3. The womans entered the room even though they were afraid of the mouses.

The women entered the room even though they were afraid of the mice.

4. How many chevs are needed for the feast this weekend?

How many chefs are needed for the feast this weekend?

5. The trouts are passing through these riveres at this time of year.

The trout are passing through these rivers at this time of year.

Name _____

A. Write the correct plural form of the noun below.1. shrimp **shrimp**2. goose **geese**3. thief **thieves**4. tooth **teeth**5. moose **moose**6. elf **elves****B. Complete each sentence with the plural form of the singular noun in parentheses.**7. How many (man) **men** are on the team?8. Did you fill all the (shelf) **shelves**?9. The (ox) **oxen** are grazing in the field.10. Most (child) **children** enjoy playing games.11. There were (elk) **elk** at the edge of the woods.12. The (person) **people** were very hot in the ballroom.13. How many (foot) **feet** deep is the swimming pool?14. She made a pretty picture with the (leaf) **leaves**.15. There are a lot of different (species) **species** at this zoo.

Name _____

- A **possessive noun** shows ownership.
- When a possessive noun is used before another noun, it shows to what or whom that noun belongs.
- To form the possessive of a singular noun, add an **apostrophe** and an **-s** to the end of the noun.

Read each sentence. Write the possessive form of the underlined singular noun.

1. The family trip was cancelled because of the rain. family's
2. My mother went to the school fundraiser event. school's
3. The kite tail was missing, so we attached some ribbon. kite's
4. Annie class is going on a field trip next week. Annie's
5. The television screen is old and not working well. television's
6. Grandma car needs to be taken to the auto repair shop. Grandma's
7. The snake skin sheds from its body every few months. snake's
8. I could not wait to watch America favorite pastime—baseball! America's
9. Does the photographer album show his best work? photographer's
10. My cousin mother is Aunt Sophie. cousin's

Name _____

- When a **possessive noun** is used before another noun, it shows to what or whom that noun belongs.
- To form the possessive of a singular noun, add an **apostrophe** and an **-s** to the end of the noun.
- To form the possessive of a plural noun that ends in **s**, add only an apostrophe to the end of the noun.
- To form the possessive of a plural noun that does not end in **s**, add an apostrophe and an **-s** to the end of the noun.

Read each sentence. Write the possessive form of the underlined plural noun.

1. The mayor honored the two firefighters heroic act. firefighters'
2. The people opinion is that none of the candidates are good. people's
3. I found the insects habits interesting to watch in the ant farm. insects'
4. The women purses were all black and quite large. women's
5. Photos show different flowers petals and how they open in the morning.
flowers'
6. The workers lunch was waiting for them in the cafeteria. workers'
7. Some visitors wished they had the men coats to keep warm! men's
8. Several countries athletes ran in the race. countries'
9. All of the robes linings were torn. robes'
10. My sheep wool will keep them warm. sheep's

Name _____

- Use an apostrophe and an **-s** to form the possessive of a singular noun.
- Use an apostrophe and an **-s** to form the possessive of a plural noun that does not end in **s**.
- Use an apostrophe alone to form the possessive of a plural that ends in **s**.

Read each sentence. Rewrite the possessive nouns with correct punctuation.

1. I could not get out of the cars back seat.

I could not get out of the car's back seat.

2. This movies title is so bad that it is funny!

This movie's title is so bad that it is funny!

3. The sisters bedroom is decorated in purple and white.

The sisters' bedroom is decorated in purple and white.

4. Benjis hometown is miles away from where he lives now.

Benji's hometown is miles away from where he lives now.

5. Turtles shells are all different in some ways and similar in other ways.

Turtles' shells are all different in some ways and similar in other ways.

6. The gentlemens names were all noted at the front desk.

The gentlemen's names were all noted at the front desk.

Name _____

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

Rewrite the paragraphs below correcting mistakes in punctuating possessive nouns.

1. Madisons school was having a food drive. Her sisters school was having a fundraiser. Both schools goals were to help victims of last months hurricane. The childrens parents helped them collect food and money to meet their goals.

**Madison's school was having a food drive. Her sister's school was
having a fundraiser. Both schools' goals were to help victims of last
month's hurricane. The children's parents helped them collect food and
money to meet their goals.**

2. Polar bears live difficult lives. A polar bears days are usually spent alone, unless a mother has cubs. Polar bears coats are very thick to help keep them warm when the areas temperature is below zero. It is not easy to be a polar bear!

**Polar bears live difficult lives. A polar bear's days are usually spent
alone, unless a mother has cubs. Polar bears' coats are very thick to
help keep them warm when the area's temperature is below zero. It is
not easy to be a polar bear!**

Name _____

A. Circle the correct possessive form of each noun below. Write *singular possessive* or *plural possessive* on the line provided.

- | | | |
|------------|----------------------|----------------------------|
| 1. apple | apple's / apples's | singular possessive |
| 2. women | womens' / women's | plural possessive |
| 3. animals | animals's / animals' | plural possessive |
| 4. person | person's / persons' | singular possessive |

B. Read each sentence. Write the correct possessive form of the noun in parentheses.

5. The (judge) **judge's** decision was final.
6. (Cassandra) **Cassandra's** floor routine was the best in the gym.
7. The (countries) **countries'** leaders made a peaceful agreement.
8. The (mice) **mice's** home was under the pile of lumber.
9. Our twin (cousins) **cousins'** dog is a Great Dane.
10. The (cloud) **cloud's** shape was similar to a castle.
11. Do not swallow the (cherry) **cherry's** pit.
12. The police remove the (thieves) **thieves'** masks.

Name _____

- Sentences can be combined by using the word *and* to join two nouns in the subject. Leave out any words that repeat and make sure that subjects and verbs agree.
- A combined sentence has a complete subject and a complete predicate.

Read each pair of sentences. Circle the subject in each sentence. Then combine the sentences by using the word *and* to join the two nouns in the subject.

1. Kelsey goes to summer camp. Alvin goes to summer camp.

Kelsey and Alvin go to summer camp.

2. The rabbit hides under a bush. The squirrel hides under a bush.

The rabbit and squirrel hide under a bush.

3. My sister likes to watch football. I like to watch football.

My sister and I like to watch football.

4. The teacher knows the correct answer. The student knows the correct answer.

The teacher and student know the correct answer.

5. Mom eats dinner with me at the table. Aunt Macy eats dinner with me at the table.

Mom and Aunt Macy eat dinner with me at the table.

6. The ball rolls down the sidewalk of my street. The skateboard rolls down the sidewalk of my street.

The ball and skateboard roll down the sidewalk of my street.

Name _____

- Sentences can be combined by using the word *and* to join two nouns in the subject.
- A **predicate noun** follows a linking verb and renames the subject.
- Sentences can be combined by using the word *and* to join two nouns in the predicate. Leave out any words that repeat and make sure that subjects and verbs agree.

Read each pair of sentences. Circle the predicate noun in each sentence. Then combine the sentences by using the word *and* to join the two predicate nouns.

1. The woman is an actress. The woman is a waitress.

The woman is an actress and a waitress.

2. My dog seemed like a statue. He seemed like a rock.

My dog seemed like a statue and a rock.

3. I am a student. I am a volunteer.

I am a student and a volunteer.

4. My parents are citizens. My parents are community leaders.

My parents are citizens and community leaders.

5. He has been a doctor in the past. He has been a lawyer in the past.

He has been a doctor and a lawyer in the past.

6. They are my cousins. They are my best friends.

They are my cousins and my best friends.

Name _____

- Use a comma after an **introductory phrase** at the beginning of a sentence.
- An **appositive** is a noun that describes the noun that comes right before it. Appositives are separated from the rest of the sentence with a comma before and after it.
- **Interjections** express emotion and are often followed by an exclamation point.

Read each sentence. On the line, write whether the underlined word or words are a *phrase*, an *appositive*, or an *interjection*. Then rewrite the sentence using correct punctuation.

1. Eli a strong soccer player scored the most goals. **appositive**

Eli, a strong soccer player, scored the most goals.

2. Once upon a time there was a beautiful princess. **phrase**

Once upon a time, there was a beautiful princess.

3. The secretary a fast typist finished the letter quickly. **appositive**

The secretary, a fast typist, finished the letter quickly.

4. Ouch I stepped on something sharp. **interjection**

Ouch! I stepped on something sharp.

5. At the end of the day I was tired and ready for bed. **phrase**

At the end of the day, I was tired and ready for bed.

6. Hey It was my turn in the game. **interjection**

Hey! It was my turn in the game.

Name _____

- Sentences can be combined by using the word *and* to join two nouns in the subject or two nouns in the predicate. Leave out any words that repeat and make sure that subjects and verbs agree.
- **Introductory phrases** and **appositives** are punctuated with commas.
- **Interjections** express emotion and are often followed by an exclamation point.

Rewrite the paragraphs below, correcting mistakes in punctuation.

1. Long ago there was a woodcutter with three sons. The woodcutter a strong man would spend his day chopping trees. Meanwhile, his sons would argue the entire time he was gone. Then one day the woodcutter used a batch of twigs to show they were stronger when they were together as one. Ah the woodcutter's sons never fought again.

Long ago, there was a woodcutter with three sons. The woodcutter, a strong man, would spend his day chopping trees. Meanwhile, his sons would argue the entire time he was gone. Then one day, the woodcutter used a batch of twigs to show they were stronger when they were together as one. Ah! The woodcutter's sons never fought again.

2. Kids growing machines get taller and taller every year. This is because their bones are still growing. Like most people you probably think that we stop growing when we become adults. This is not true. Your nose and ears never stop growing. Wow although this is odd, it does explain why many older people have large noses and ears.

Kids, growing machines, get taller and taller every year. This is because their bones are still growing. Like most people, you probably think that we stop growing when we become adults. This is not true. Your nose and ears never stop growing. Wow! Although this is odd, it does explain why many older people have large noses and ears.

Name _____

A. Read each pair of sentences. Circle the subject nouns that should be joined if the sentences were combined.

1. Callie rides her bike to school. Carl rides his bike to school.
2. The cat slept in the soft bed. The dog slept in the soft bed.
3. Mrs. Yin helped at the fund-raiser. My mother helped at the fund-raiser.

B. Read each pair of sentences. Circle the predicate nouns that should be joined if the sentences were combined.

4. He is an excellent artist. He is an excellent musician.
5. My mother was a dancer in the show. She was a singer in the show.
6. I have been a good student in the past. I have been a good teacher in the past.

C. Combine the sentences by using the word *and* to join the subject nouns or the predicate nouns.

7. We will be good listeners at the museum. We will be good learners.

We will be good listeners and learners at the museum.

8. My art teacher painted a pretty picture. My friend painted a pretty picture.

My art teacher and my friend painted pretty pictures.

Name _____

- A **verb** tells what the subject does or is.
- A verb can include more than one word. There may be a **main verb** and a **helping verb**.

Read each sentence and find the verb. Write it on the line provided.

1. The white cat sleeps on the sofa. _____ **sleeps**
2. She was counting the fluffy clouds. _____ **was counting**
3. The lights blinked on and off quickly. _____ **blinked**
4. He sang that song perfectly! _____ **sang**
5. We will visit my grandparents next week. _____ **will visit**
6. She can jump higher than her brother. _____ **can jump**
7. I need another blanket. _____ **need**
8. He spoke loudly and clearly to the audience. _____ **spoke**
9. My mother works at the hospital. _____ **works**
10. I finished my homework early tonight. _____ **finished**

Name _____

- A **verb** tells what the subject does or is.
- An **action verb** tells what the subject does, did, or will do.
- Action verbs can have different **tenses**. They can show action in the **past, present, or future**.

Read each sentence and circle the action verb. On the line, write *past*, *present*, or *future* to name the tense of each underlined verb.

1. The angry baby cries loudly for her bottle. present
2. The weatherman will predict the weather after this commercial break.
future
3. She played the piano beautifully at the concert. past
4. Scientists will search for the tomb inside the pyramid. future
5. The audience laughed at the comedian's jokes. past
6. Birds protect their babies from predators. present
7. My friend and I will walk home from school together. future
8. The computer made a loud and unusual noise. past
9. My aunt raises money for a local charity. present
10. The theater dimmed the lights at the beginning of the movie.
past

Name _____

- Underline or italicize titles of television shows, movies, books, and CDs; and names of newspapers and magazines.
- Use quotation marks around titles of stories, articles, essays, songs, and poems.
- Capitalize every word in a title except articles, conjunctions, and prepositions that are not at the beginning or end of the title.

Write each sentence correctly using capital letters and correct punctuation for titles.

1. Have you ever read the book Peter Pan by J. M. Barrie?

Have you ever read the book Peter Pan by J. M. Barrie?

2. I like the article Real school Kids in the magazine School Times.

I like the article “Real School Kids” in the magazine School Times.

3. My sister went to see the new movie life on mars last Saturday.

My sister went to see the new movie Life on Mars last Saturday.

4. I miss you is my favorite song on the CD “Songs from the heart.”

“I Miss You” is my favorite song on the CD Songs from the Heart.

5. I read aloud the poem My Shadow by Robert Louis Stevenson.

I read aloud the poem “My Shadow” by Robert Louis Stevenson.

6. Do you like to read the newspaper “The Daily times” or “Daily sun”?

Do you like to read the newspaper The Daily Times or Daily Sun?

Name _____

- A **verb** tells what the subject does or is. An **action verb** can show action in the **past, present, or future**.
- Most titles are either underlined or italicized. Quotation marks are used for titles of stories, articles, essays, songs, and poems.
- Every word in a title should be capitalized except articles, conjunctions, and prepositions that are not at the beginning or end of the title.

Rewrite the paragraphs below, correcting mistakes in verb tenses and titles.

1. Deven likes the action movie “the cowboy.” It has great music and an exciting plot. His sister Anya likes the comedy “strawberry hill” because it is so funny. It also will include her favorite song, “don’t look back.”

Deven likes the action movie The Cowboy. It has great music and an exciting plot. His sister Anya likes the comedy Strawberry Hill because it is so funny. It also includes her favorite song, “Don’t Look Back.”

2. I will read an article in the newspaper “The Sun Times” yesterday. It was called How to Choose a vacation spot. It reminded me of a book I will read called My Summer Vacation. I run to tell my mom about it.

I read an article in the newspaper The Sun Times yesterday. It was called “How to Choose a Vacation Spot.” It reminded me of a book I read called My Summer Vacation. I ran to tell my mom about it.

Name _____

A. Read each sentence. Circle the letter of the sentence that has a present-tense action verb.

1. a. People walked past the frozen lake.
b. The leaves flutter in the breeze.
 c. Sunshine warmed the ground below.
 d. Summer will arrive soon.

2. a. The horse ran the race the fastest.
 b. It will rain this evening.
c. I hide quietly behind a tree.
 d. You will win the contest.

B. Read each sentence. Circle the correct verb tense. Then identify the verb as *past*, *present*, or *future* on the line provided.

3. Dad (tries / will try) to fix my bike tomorrow. **future**

4. The principal (asked/ asks) for a teacher meeting earlier.
past

5. The hippo (waded/ will wade) through the water and snorted loudly.
past

6. These clouds (drift / will drift) away later today. **future**

7. He (hoped / hopes) and wishes for a new baseball mitt. **present**

8. The bathtub (overflowed/ will overflow) the other day. **past**

9. Ella's band (played/ plays) three songs and then left the stage.
past

10. I (drink/ will drink) water while I eat my meal. **present**

Name _____

- The **verb tense** tells when in time an action is happening. A verb in the **present tense** shows that the action is happening now or over and over.
- Use *am*, *is*, or *are* with the *-ing* form of a main verb to create the **progressive form** of a present-tense verb: *is walking*, *are talking*.
- A present-tense verb must **agree** with the subject of the sentence. For singular subjects, add *-s* to most verbs.

Circle the present-tense verb in each sentence. Rewrite the sentence with the progressive form of the verb.

1. She turns the light on.

She is turning the light on.

2. We ride the bus to school.

We are riding the bus to school.

3. He eats a turkey sandwich.

He is eating a turkey sandwich.

4. I paint a picture of my backyard.

I am painting a picture of my backyard.

5. Mom and Dad try to build the bookcase.

Mom and Dad are trying to build the bookcase.

6. Farrah goes to dance class after school.

Farrah is going to dance class after school.

Name _____

- A verb in the **present tense** shows that the action is happening now or over and over.
- A verb in the **past tense** shows that the action has already happened. Use *was* or *were* with the *-ing* form of a main verb to create the **progressive form** of a past-tense verb.
- A verb in the **future tense** shows action that will happen. Use *will be* with the *-ing* form of a main verb to create the **progressive form** of a future-tense verb.

Read each sentence and underline the verb. On the line provided, identify the verb as *past*, *past progressive*, *future*, or *future progressive*.

1. The telephone was ringing all day. **past progressive**
2. I watched the deer in the woods. **past**
3. My grandmother will call soon. **future**
4. Dr. Lewis will be teaching a course next year. **future progressive**
5. The television broke a long time ago. **past**
6. The ocean tide will be rising in the next few hours. **future progressive**
7. My sister was crying about the broken toy. **past progressive**
8. I will leave early for school. **future**
9. We talked for hours on the phone. **past**
10. The plane was flying high in the clouds. **past progressive**

Name _____

- A singular subject must have a singular verb.
- With a singular third-person subject, add -s or -es to most present-tense verbs.
- If the subject is *I* or *you*, a plural noun, or a plural pronoun, do not add -s or -es to a present-tense verb.

Read each sentence. On the line provided, write the correct present-tense form of the verb in parentheses.

1. Miguel **rings** the doorbell at his neighbor's house. (ring)
2. Shameese and Kim **run** twice around the track. (run)
3. I **choose** a salad and an apple for lunch. (choose)
4. She **chuckles** at the silly costume. (chuckle)
5. We **practice** our lines for the play. (practice)
6. You **carry** a lot in this bag! (carry)
7. The cat **licks** its paws during the day. (lick)
8. The driver **beeps** the horn at the car. (beep)
9. My bird **knows** how to say my name. (know)
10. Renee **does** her chores early on the weekend. (do)

Name _____

- The **tense** of a verb tells if the action is happening in the **past, present, or future**.
- To create **progressive forms** of verbs include a form of *to be* before the *-ing* form of the main verb.
- A singular subject must have a singular verb. With a singular third-person subject, add *-s* or *-es* to most present-tense verbs. If the subject is *I* or *you*, a plural noun, or a plural pronoun, do not add *-s* or *-es* to a present-tense verb.

Rewrite the sentences below based on the information in the parentheses. Correct mistakes in verb tenses and in subject-verb agreement.

1. We was cheering for our team at the football game. (past progressive)

We were cheering for our team at the football game.

2. You is go to the science fair next weekend. (future)

You will go to the science fair next weekend.

3. Cammy is reach for the sugar on the top shelf. (present)

Cammy reaches for the sugar on the top shelf.

4. I was gets another balloon for her. (past progressive)

I was getting another balloon for her.

5. The kittens plays with the big box. (present)

The kittens play with the big box.

6. The train will be zoom past my stop! (future progressive)

The train will be zooming past my stop!

Name _____

A. Read each sentence. Circle the verb. Rewrite it on the line, using the correct tense in parentheses.

1. The ball roll down the street. (past) rolled
2. I skip on the sidewalk. (past progressive) was skipping
3. We climb the mountain. (future) will climb
4. Matt wave happily at me. (present) waves
5. Uncle Bill tell a story. (future progressive) will be telling

B. Circle the letter of the sentence with subject-verb agreement.

6. a. You brings your flute to school.
b. I knows the answer to the question.
c. Mrs. Katz give a test today.
d. Trisha asks for a pencil.
7. a. We eats breakfast early.
b. They drives down the road.
c. The neighbor water his lawn.
d. I watched an hour of television.
8. a. The rain falls heavily outside.
b. I sees the leaves on the trees.
c. My brother call for me.
d. Ana clean up after dinner.

Name _____

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

Read each sentence. Circle the main verb. Underline the helping verb.

1. We are **going** to the store for milk.
2. I will **help** you in the kitchen.
3. He has **taken** this test once before.
4. The shoe is **missing** from the closet.
5. My mother is **waiting** in the parking lot.
6. You will **want** dessert soon.
7. The birds had **followed** the leader in the sky.
8. I was **wishing** for a pony.
9. He has **asked** for a new skateboard.
10. These horses have **lived** here for years.

Name _____

- A **helping verb** helps the main verb tell about an action or make a statement.
- Helping verbs such as *have, has, had, is, am, are, was, were*, and *will* are used to show present, past, and future tense.
- Some helping verbs such as *can, may, or must* do not show tense.

A. Read each sentence. Circle the helping verb. On the line provided, write whether the verb is in the *past, present, or future* tense. If there is no tense, write *none*.

1. She had prepared well for the test. **past**
2. I will rest before the big game. **future**
3. We have completed the puzzle! **past**
4. The alligator may choose a resting spot soon. **none**
5. Ian was thinking about his book. **past**
6. They will review the test scores over the weekend. **future**
7. I am getting a bathing suit for the trip. **present**
8. The river can rise very quickly. **none**
9. My sisters were pleading for a bedtime story. **past**
10. The trees are losing their leaves. **present**

Name _____

- A **contraction** is a word that combines two words and leaves out one or more letters from one or both words.
- Use an **apostrophe** in a contraction for the letters that have been left out.
- Use parentheses around material that is added to a sentence but not important to the meaning. Include an opening and closing parenthesis.

A. Read each sentence. Write the contraction for each set of underlined words.

1. The dentist should not have to pull the patient's tooth. shouldn't
2. We have not gone swimming in the pool yet. haven't
3. They will want to come along with us. They'll
4. I think she is two years older than I am. she's
5. We have got to leave if we want to catch the bus. We've
6. I am excited to see the new movie that came out! I'm

B. Add parentheses where they are needed in each sentence.

7. My dog's collar which is old needs to be replaced.

My dog's collar (which is old) needs to be replaced.

8. The restaurant offered chocolate chip pancakes my favorite.

The restaurant offered chocolate chip pancakes (my favorite).

Name _____

- A sentence's **main verb** tells what the subject does or is. A **helping verb** helps the main verb tell about an action or make a statement.
- Helping verbs can show present, past, and future tenses, or they may not show any tense.
- A **contraction** is a word that combines two words and replaces one or more letters from one or both words with an **apostrophe**.
- Use opening and closing **parentheses** around material that is not important.

Rewrite the sentences below, correcting mistakes in helping and main verbs, contractions, and parentheses.

1. Mrs. Ryan my math teacher) have formed a club after school.

Mrs. Ryan (my math teacher) has formed a club after school.

2. We will hiked the trail if it does'nt rain.

We will hike the trail if it doesn't rain.

3. I have get my permission slip signed already.

I have gotten my permission slip signed already.

4. Dont you want to get some ice cream (your favorite dessert?

Don't you want to get some ice cream (your favorite dessert)?

5. I is recording this song because i'ts my favorite one of all time!

I am recording this song because it's my favorite one of all time!

6. The fence may falling down soon if it is not fixed.

The fence may fall down soon if it is not fixed.

Name _____

A. Read each sentence. Circle the main verb. Underline the helping verb.

1. I was **watching** the mouse run across the floor.
2. The toy top has **spun** for ten seconds already.
3. My father will **paint** the model train with me.
4. She must **remember** many things today.
5. They have **exchanged** gifts already.

B. Circle the letter of the helping verb that correctly completes the sentence.

6. Sasha _____ getting ready for school.
a. am
b. are
c. was
7. We all _____ helping by handing out flyers.
a. was
b. are
c. is
8. The class _____ finished the project.
a. will
b. have
c. has

Name _____

- A **linking verb** does not show action.
- A **linking verb** links, or connects, the subject to a noun or an adjective in the predicate.
- Linking verbs are usually forms of *be* (*am, is, are, was, and were*). Other linking verbs include *look, seem, appear, become, feel, grow, smell, and taste*.

Read each sentence and underline the linking verb. Write it on the line provided.

1. The refrigerator was new. **was**
2. The used car seems reliable. **seems**
3. I feel sick today for some reason. **feel**
4. They are my cousins from Atlanta. **are**
5. You were my best friend in kindergarten. **were**
6. She appears happy in her new home. **appears**
7. The house is brown and white. **is**
8. I am sure about this! **am**
9. Lou and Gina look different somehow. **look**
10. The hot pretzel was soft and chewy. **was**

Name _____

- A **linking verb** connects the subject to a noun or adjective in the predicate.
- Linking verbs are usually forms of *be*, but can be other verbs.
- A linking verb must **agree** in number with the subject of the sentence.

Circle the correct linking verb in parentheses to complete the sentence. Then rewrite the sentence on the line.

1. This meat (is/ are) not good anymore.

This meat is not good anymore.

2. Some of my toys (was / were) in the yard sale.

Some of my toys were in the yard sale.

3. The bed (feels / smells) nice and soft.

The bed feels nice and soft.

4. My hair (was / were) longer last year.

My hair was longer last year.

5. Your backpack (are / seems) newer than mine.

Your backpack seems newer than mine.

6. I (am / are) happy to see you!

I am happy to see you!

Name _____

- The present-tense forms of *be* are *am*, *is*, and *are*. The past-tense forms of *be* are *was* and *were*. The future-tense form of *be* is *will be*.
- Use *am*, *was*, or *will be* with *I*. Use *is*, *was*, or *will be* with all singular subjects. Use *are*, *were*, or *will be* with all plural subjects.

A. Write *am*, *is*, or *are* to complete each sentence.

1. I **am** late for the birthday party.
2. The cat and dog **are** good pals.
3. My lampshade **is** old and ripped.
4. The jewelry **is** very valuable.
5. Robbie and Katrina **are** class leaders.

B. Write *was*, *were*, or *will be* to complete each sentence.

6. She **will be** tired soon.
7. They **were** braver yesterday.
8. I **was** angry at first about what she did.
9. David **will be** here later tonight.
10. June and I **were** confused until you explained it.

Name _____

- A **linking verb** connects the subject of a sentence to a noun or adjective in the predicate. Linking verbs are usually forms of *be*, but can be other verbs.
- A linking verb must **agree** in number with the subject of the sentence.
- The present-tense forms of *be* are *am*, *is*, and *are*. The past-tense forms of *be* are *was* and *were*. The future-tense form of *be* is *will be*.
- Use *am*, *was*, or *will be* with *I*. Use *is*, *was*, or *will be* with all singular subjects. Use *are*, *were*, or *will be* with all plural subjects.

Rewrite the paragraphs below, correcting mistakes in linking verbs and subject-verb agreement.

1. Owning a pet was a big responsibility. A pet will be a friend that will love you. But pets were also a lot of work. Some pets seems easier to take care of than they really are. For example, a puppy may look cute and cuddly, but it requires a lot of time and energy to raise.

Owning a pet is a big responsibility. A pet will be a friend that will love
you. But pets are also a lot of work. Some pets seem easier to take care of
than they really are. For example, a puppy may look cute and cuddly, but
it requires a lot of time and energy to raise.

2. Have you ever said to yourself, “I is tired of junk food”? Well, a healthy snack was easy to make. The best part is that it tastes great, too! Carrots and celery is great to munch on when you’re hungry. And a veggie sandwich will be excellent for lunch. The choices for healthy snacks were endless!

Have you ever said to yourself, “I am tired of junk food”? Well, a healthy
snack is easy to make. The best part is that it tastes great, too! Carrots and
celery are great to munch on when you’re hungry. And a veggie sandwich
is excellent for lunch. The choices for healthy snacks are endless!

Name _____

A. Circle the correct linking verb in parentheses to complete the sentence.

1. My father (is) / were) good at a lot of things.
2. I know that I (am) / is) too shy sometimes.
3. Do the clouds (are / appear) gray to you?
4. The apples (was / were) juicy and sweet.
5. These roses (smell) / taste) wonderful!

B. Circle the correct letter of the linking verb that correctly completes the sentence.

6. My slippers _____ inside.
a. is
b. are
c. was
7. The job offer _____ interesting.
a. was
b. are
c. am
8. My watch _____ broken.
a. am
b. were
c. is

Name _____

- Regular past-tense verbs end with -ed. **Irregular past-tense verbs** do not end with -ed.
- The verbs *be* and *have* also have irregular spellings for the present and past tenses.

Read each sentence and underline the verb. On the line, write the correct past-tense form of the verb.

1. We drive all night to my cousin's house. **drove**
2. The child break the glass vase. **broke**
3. The bumblebee is on the flower. **was**
4. Carlos go to school late today. **went**
5. She eat everything on her plate! **ate**
6. We see all the water in the basement. **saw**
7. I feel sick after breakfast this morning. **felt**
8. You come to my winter concert last night. **came**
9. He has a book about sharks in the ocean. **had**
10. The rain begin to fall outside. **began**

Name _____

- Regular past-tense verbs end with -ed. **Irregular past-tense verbs** do not end with -ed.
- The past tense of some irregular verbs is formed with an internal spelling change, such as *run* and *ran*.
- The past tense of some irregular verbs is spelled the same as the present tense, such as *read* and *read*.
- The past form of an irregular verb that often ends with -n or -en, such as *known* or *eaten* can be used with a helping verb to tell about the past (*have known*, *have eaten*).

Read each sentence. Circle the verb choice in parentheses that correctly completes the sentence. Then write R on the line if it is a regular verb. Write I if it is an irregular verb.

1. The workers slowly (built/ builded) the house. _____ |
2. She (fold / folded) the laundry before putting it away. _____ R
3. I (smelt / smelled) the pie baking from down the street. _____ R
4. My mother (set / setted) the table earlier. _____ |
5. Together we (drew / drawed) a picture of our family. _____ |
6. They had (knew / known) that this would happen. _____ |
7. My teacher (smile / smiled) when she saw me come into class. _____ R
8. The monkeys have (stole / stolen) all of the bananas! _____ |
9. She has (done / did) all of her chores already. _____ |
10. Maya (shot) / shooted) an arrow at the target. _____ |

Name _____

- Many irregular verbs have the same form when they are used alone or with a helping verb to tell about the past, such as *kept*, *was kept*, and *have kept*.
- Some irregular verbs have a different form when they are used alone than when they are used with a helping verb to tell about the past, such as *did* and *had done*.

Rewrite each sentence with the correct past-tense form of the underlined helping verb and main verb.

1. We have spended too much time here already.

We have spent too much time here already.

2. The people were took to their seats.

The people were taken to their seats.

3. I had forgot how to braid my hair correctly.

I had forgotten how to braid my hair correctly.

4. My baby sister has grew so much!

My baby sister has grown so much!

5. The leaves were shook from the branches.

The leaves were shaken from the branches.

6. They have maken me a delicious birthday cake!

They have made me a delicious birthday cake!

Name _____

- The past tense of irregular verbs may be formed with a spelling change or without a spelling change.
- Many irregular verbs have the same form when they are used alone or with a helping verb to tell about the past.
- Some irregular verbs have a different form when they are used alone than when they are used with a helping verb to tell about the past. Often, the verb will end with *-n* or *-en*.

Rewrite the sentences below, correcting mistakes in irregular verbs.

1. The reporter bringed his pad and taked notes while the mayor spokead.

The reporter brought his pad and took notes while the mayor spoke.

2. I cutted the paper and folded it in the shape of an animal.

I cut the paper and folded it in the shape of an animal.

3. You have fell down twice while skiing this morning.

You have fallen down twice while skiing this morning.

4. The shirt was teared in the washing machine and ruined.

The shirt was torn in the washing machine and ruined.

5. My mother letted me play outside while she maked dinner.

My mother let me play outside while she made dinner.

Name _____

A. Circle the letter of the correct irregular verb that completes the sentence.

1. My mother _____ my hair too short.

- a. cut
- b. cutted
- c. cutten
- d. cuttened

2. The last car _____ the empty parking lot.

- a. leave
- b. leaved
- c. leaven
- d. left

B. Circle the letter of the correct irregular verb and helping verb that complete the sentence.

3. We _____ the school bell, and so we ran inside.

- a. had heared
- b. has heared
- c. had heard
- d. has heard

4. My nose _____ after playing outside in the snow.

- a. was frozen
- b. were frozen
- c. was freezed
- d. were freezed

Name _____

- A **pronoun** is a word that takes the place of one or more nouns.
- A **personal pronoun** refers to a person or thing, such as *I, he, she, it, or you*.
- An **indefinite pronoun** does not name a specific person or thing, such as *anyone, everything, or someone*.
- A **relative pronoun** is used at the beginning of a dependent clause, such as *that, which, who, whom, or whose*.

Read each sentence and underline the pronoun. Write the pronoun on the line provided.

1. José was busy and could not get it for me. **it**
2. My mom, who is a nurse, works long hours. **who**
3. Did you see her climb the tree? **her**
4. Has anyone seen a pink baseball cap? **anyone**
5. The student in the red shirt is slightly taller than you. **you**
6. These are the seeds that the gardener will plant. **that**
7. Do not touch anything on the top shelf. **anything**
8. They were not sure if the school was north or south of the library.
They
9. Bessie is the girl whose dog got loose. **whose**
10. Everyone was tired after the long day of work. **Everyone**

Name _____

- A **pronoun** is a word that takes the place of one or more nouns.
- A pronoun must match its **antecedent**, or the noun it refers to, in number and gender.
- Antecedents usually appear in the same sentence as their pronouns, but not always.

Circle the pronoun in parentheses that agrees with the antecedent and correctly completes each sentence. Write the antecedent on the line.

1. If the people go outside, (he, **they**) will be very cold. _____ **people**
2. The dog wagged (**its**, their) tail playfully. _____ **dog**
3. My aunt and (his, **her**) friend are driving cross-country. _____ **aunt**
4. The mayor did (**their**, **his**) best to solve the traffic problem.
_____ **mayor**
5. Both students did a great job. (**Her**, **Their**) teacher was very proud.
_____ **students**
6. When the tired woman went to bed, (he, **she**) fell asleep immediately.
_____ **woman**
7. The team tried very hard. Still, (**it**, **they**) did not win the game.
_____ **team**
8. The second half of the movie lost (**his**, **its**) appeal for me. _____ **movie**
9. Each of the airplanes had begun (**its**, **their**) descent from the sky.
_____ **each of the airplanes**
10. One of the girls will win the award with (**her**, **his**) science project.
_____ **one of the girls**

Name _____

- The pronoun *I* is always capitalized.
- If it is not clear which noun a pronoun refers to, repeat the noun or rewrite the sentence.

Write each sentence correctly so that it is clear and uses correct capitalization.

1. Even though Hector and Henry play baseball, he is not as good at it.

Possible response: Even though Hector and Henry play baseball,

Hector is not as good at it.

2. My sister and *i* are both in the same elementary school.

My sister and I are both in the same elementary school.

3. Be careful with it when you put this dish in the glass case.

Possible response: Be careful with the dish when you put it

in the glass case.

4. Spring has pretty flowers and green grass, which is nice.

Possible response: It is nice that spring has pretty flowers

and green grass.

5. When *i* go to self-defense class, *i* feel strong.

When I go to self-defense class, I feel strong.

6. The heavy object fell onto the floor, but it did not break.

Possible response: The heavy object fell onto the floor, but the object

did not break.

Name _____

- A **pronoun** is a word that takes the place of one or more nouns. There are **personal**, **indefinite**, and **relative** pronouns.
- An **antecedent** is the word that the pronoun refers to. A pronoun and its antecedent must match in gender and in number.
- The pronoun *I* is always capitalized.
- When a pronoun reference is unclear, repeat the noun instead or rewrite the sentence.

Rewrite the paragraphs below, correcting mistakes in pronouns and antecedents.

1. My older sister Amy and *i* like to play word games. They have a lot of fun with them. Sometimes the game is too hard, so *i* do not like to play it. She always wins. Still, I have a lot of fun playing any game with my sister.

My older sister Amy and I like to play word games. We have a lot of fun

with them. Sometimes the game is too hard, so I do not like to play it.

Amy always wins. Still, I have a lot of fun playing any game with my sister.

2. My family and *i* went to visit the local nature center today. There were two guides, and *she* showed us around the center. I saw an owl with a broken wing. Sam, my little brother, said that he had never seen it before.

My family and I went to visit the local nature center today. There were two

guides, and they showed us around the center. I saw an owl with a broken

wing. Sam, my little brother, said that he had never seen an owl before.

Name _____

A. Read the sentences. Circle the letter of the choice that does not have pronoun-antecedent agreement.

1. a. Dave and I like Sundays because we can watch football.
b. The police officers arrested the suspect and put it in jail.
 c. The old wooden bed creaked when the child sat on it.
 d. Kyle wasn't surprised when he saw the bus waiting at the curb.

2. a. Ana likes to listen to music; she wants to be a singer.
 b. The group did well in the competition, so it won easily.
 c. Dolphins are smart, and they communicate well.
d. I had fun with Heather. He was funny.

B. Read each sentence. Choose a pronoun from the box to replace the underlined word or words. Write the pronoun on the line.

someone they it we she everything

3. We will carry the box down the stairs for you. it

4. Do you want me to unload all of the items in this truck? everything

5. My dog and I went for a short walk around the block. We

6. Do you know if a person was here earlier? someone

7. My grandmother came to see me perform in the school play. She

8. I watched as the ants marched toward the picnic table. they

Name _____

- A **subject pronoun** takes the place of a noun in the subject of a sentence. Subject pronouns include *I*, *you*, *he*, *she*, *it*, *we*, and *they*.
- An **object pronoun** takes the place of a noun that follows an action verb or a preposition. Object pronouns include *me*, *you*, *him*, *her*, *it*, *us*, and *them*.

Read each sentence and circle the pronoun. Write S on the line if it is a subject pronoun. Write O if it is an object pronoun.

1. My mom does not like him. O
2. I read a chapter every night. S
3. Sometimes they go to the zoo together. S
4. Will the captain say hello to us? O
5. You can ride in the car with Jessie. S
6. The girl did not invite them to the party. O
7. Laurie gave the book to me. O
8. It can run on batteries. S
9. That ball almost hit you! O
10. She is the best soccer player on the team. S

Name _____

- A **subject pronoun** takes the place of a noun in the subject of a sentence. An **object pronoun** takes the place of a noun that follows an action verb or a preposition.
- A **reflexive pronoun** is an object pronoun that renames the subject and ends in -self or -selves. Examples include *myself, herself, yourselves, and themselves*.
- A reflexive pronoun is used when the subject and object of a sentence refer to the same person or thing.

Circle the correct reflexive pronoun in parentheses to complete each sentence.

1. I almost hurt (myself / yourself) while walking down the stairs.
2. The cat licked (itself / themselves) after eating dinner.
3. My dad bought (herself / himself) a hot dog at the game.
4. Lila and Raul did all of the work (ourselves / themselves).
5. Did you both get (yourself / yourselves) some ice cream?
6. She watched (herself / myself) in the mirror across the dance floor.
7. We helped (ourselves / yourselves) to the fresh lemonade.
8. The snake coiled (himself / itself) into a tight ball.
9. Put (yourself / themselves) in my position.
10. I find (herself / myself) wanting to help you.

Name _____

- Use a subject pronoun when replacing the subject of a sentence or a noun that follows a form of the verb *to be*.
- Use an object pronoun after an action verb or a preposition.
- Do not use a reflexive pronoun in place of a personal pronoun. Do not add *-self* or *-selves* to a subject pronoun.

Read each sentence. On the line, rewrite the sentence using correct subject and object pronouns.

1. I didn't realize it at first, but my cousin is him.

I didn't realize it at first, but my cousin is he.

2. Myself am very excited to see the movie.

I am very excited to see the movie.

3. Do you want to travel with we in the car?

Do you want to travel with us in the car?

4. Them brought flowers in from outside.

They brought flowers in from outside.

5. It was her who scored the highest on the test.

It was she who scored the highest on the test.

6. Itself was quite fluffy and very soft.

It was quite fluffy and very soft.

Name _____

- A **subject pronoun** takes the place of a sentence's subject or a noun that follows a form of the verb *to be*.
- An **object pronoun** takes the place of a noun that follows an action verb or a preposition.
- A **reflexive pronoun** renames the subject and ends in *-self* or *-selves*. It is used when the subject and object of a sentence refer to the same person or thing.
- Do not use a reflexive pronoun in place of a personal pronoun. Do not add *-self* or *-selves* to a subject pronoun.

Rewrite the paragraphs below, correcting mistakes in subject and object pronouns.

1. My mom and me went to the mall yesterday to buy my dad a birthday gift. Ourselves had no idea what to get him. Then I thought to myself that him really loves airplanes. I bought a model airplane at the hobby shop there and smiled the whole way home!

**My mom and I went to the mall yesterday to buy my dad a birthday gift.
We had no idea what to get him. Then I thought to myself that he really
loves airplanes. I bought a model airplane at the hobby shop there and
smiled the whole way home!**

2. It was sunny. My brother and me ran outside and sat in the grass while ourselves waited for my dad. Suddenly, the car pulled into the driveway. It was him! Now us could finally all go to the park.

**It was sunny. My brother and I ran outside and sat in the grass while
we waited for my dad. Suddenly, the car pulled into the driveway. It was
he! Now we could finally all go to the park.**

Name _____

A. Circle the pronoun in parentheses that correctly completes each sentence.

1. (She / Herself) was thrilled to see me.
2. We couldn't stop (themselves / ourselves) from laughing.
3. The winner was (he / him)!
4. Carrie is going to visit (they / them) next month.
5. My kitten makes (herself / itself) comfortable.
6. They followed (us / we) to the museum.

B. Circle the letter of the sentence that is written correctly.

7.
 - a. I thought us were going to get some lunch.
 - b. Herself found the hidden entrance.
 - c. I solved it myself!
 - d. Do you want to go with he?
8.
 - a. I will call him later.
 - b. Do yourself have the answer?
 - c. The winners were them.
 - d. Itself is hard to see.

Name _____

- A subject pronoun and a present-tense verb must **agree** in number.
- Add -s or -es to most verbs when using the subject pronouns *he*, *she*, and *it*.
- Do not add -s or -es to verbs when using the subject pronouns *I*, *we*, *you*, and *they*.

Complete each sentence by writing the correct form of the present-tense verb in parentheses.

1. It (flash) **flashes** on and off.
2. They (howl) **howl** at the moon.
3. At first, we don't (remember) **remember** the story.
4. I think he (carry) **carries** too many bags.
5. You (listen) **listen** carefully for the sound of the car.
6. She (try) **tries** hard to get a good grade.
7. I (know) **know** where we are going.
8. They (see) **see** the sun rise.
9. When the rain falls, it (soak) **soaks** the earth.
10. He (arrive) **arrives** just in time!

Name _____

- A subject pronoun and a present-tense verb must **agree** in number.
- Use subject pronouns with the present-tense forms of *have* in the following ways: *I have*, *you have*, *he/she/it has*, *we have*, and *they have*.
- Use subject pronouns with the present-tense forms of *be* in the following ways: *I am*, *you are*, *he/she/it is*, *we are*, and *they are*.

A. Read each sentence. Complete the sentence with *have* or *has*, based on the subject pronoun.

1. They **have** gone to the supermarket.
2. I think it **has** melted in the glass.
3. Do you know that we **have** twenty marbles?
4. I **have** more dresses than you.
5. He **has** received a lot of gifts for his birthday.

B. Read each sentence. Complete the sentence with *am*, *are*, or *is*, based on the subject pronoun.

6. I **am** so lucky to know you!
7. We **are** going to bed now.
8. The teacher said she **is** giving a test.
9. I think they **are** older than they look.
10. You **are** my favorite coach.

Name _____

- Use quotation marks at the beginning and end of a speaker's exact words. Begin a quotation with a capital letter.
- **Commas** and **periods** always go inside quotation marks.
- A question mark or an exclamation mark goes inside quotation marks when it is part of the quotation.
- A question mark or an exclamation mark goes outside quotation marks when it is not part of the quotation.

Rewrite each sentence correctly by adding quotation marks and using correct capitalization and punctuation.

1. Jane said, I like to read about unusual animals.

Jane said, “I like to read about unusual animals.”

2. My teacher asked, do you know who the president is?

My teacher asked, “Do you know who the president is?”

3. My family at home includes my mother, father, sister, and me, I said.

“My family at home includes my mother, father, sister, and me,” I said.

4. Ms. Mendez exclaimed, close that window quickly!

Ms. Mendez exclaimed, “Close that window quickly!”

5. I rushed inside and shouted, quick! Where is my camera?

I rushed inside and shouted, “Quick! Where is my camera?”

6. She explained, we need to do some research for our science report.

She explained, “We need to do some research for our science report.”

Name _____

- A subject pronoun and a present-tense verb must **agree** in number.
- Follow specific rules for using subject pronouns with the present-tense forms of *have* and *be*.
- Use quotation marks around someone's exact words.
- Follow specific punctuation and capitalization rules for quotation marks.

Rewrite the sentences below, correcting mistakes in present-tense pronoun-verb agreement and quotation marks.

1. I asks, “What is your favorite season”?

I ask, “What is your favorite season?”

2. Let’s eat before we finish the puzzle, I suggests.

“Let’s eat before we finish the puzzle,” I suggest.

3. You has more balloons than I do.

You have more balloons than I do.

4. They is very happy to let us has the prize.

They are very happy to let us have the prize.

5. What am you doing? I asks worriedly.

“What are you doing?” I ask worriedly.

6. It rock back and forth in a noisy way.

It rocks back and forth in a noisy way.

Name _____

A. Write the correct form of *have* or *be* to complete each sentence.1. We **are** sure that this is the correct place.2. She **has** two parties to go to this weekend.3. They **have** traveled to many different places.4. You **are** never going to finish in time.5. It **is** bright red and very shiny.6. I **have** a book report to prepare.**B. Circle the letter of the sentence that has pronoun-verb agreement and is written correctly.**

7. a. It honk loudly.

b. They whisper softly.

c. I stumbles on the sidewalk.

d. She touch the slippery eel.

8. a. We hurries away from the danger.

b. He fall into a deep sleep.

c. You speak very quickly.

d. They crawls along the floor.

Name _____

- A **possessive pronoun** takes the place of a possessive noun. It does not have an apostrophe.
- A possessive pronoun must match the noun it replaces in number and gender.

Read each sentence and rewrite the underlined word or words using a possessive pronoun or a possessive pronoun and a noun.

1. My uncle's ranch is in Texas. His _____
2. I left the book that belongs to me at home. my book _____
3. Lisa's telephone is broken. Her _____
4. The mechanic said that the car's wheels are brand new. its _____
5. The bedroom that belongs to you and me needs to be cleaned.

Our bedroom

6. We watched the tiger's cubs as they played. its _____
7. May I borrow the necklace that belongs to you? your necklace _____
8. Maya and Lucy's parrot says "Hello." Their _____
9. The foot that belongs to me is hurting. My foot _____
10. The woman's dream was to become a lawyer. Her _____

Name _____

- A **possessive pronoun** takes the place of a possessive noun and does not include an apostrophe. It must match the noun it replaces in number and gender.
- A **stand-alone possessive pronoun** is not used directly before a noun.
- Add -s to most pronouns that are used before a noun to form a stand-alone possessive pronoun, such as *yours*, *hers*, *ours*, and *theirs*.
- *Mine* is a stand-alone possessive pronoun. *His* and *its* are the same when used before a noun or as a stand-alone possessive pronoun.

Circle the correct possessive pronoun in parentheses to complete the sentence. Then rewrite the sentence on the line.

1. Are these beautiful paintings (your / **yours**)?

Are these beautiful paintings yours?

2. I think that this skateboard is (**his** / its).

I think that this skateboard is his.

3. I do not know what I want for (**my** / mine) birthday.

I do not know what I want for my birthday.

4. This is (**hers** / her) and that is (your / **yours**).

This is hers and that is yours.

5. I took (**theirs** / **their**) blankets back in the morning.

I took their blankets back in the morning.

6. I will watch your dog if you watch (**my** / **mine**).

I will watch your dog if you watch mine.

Name _____

- Add an apostrophe and -s to a singular noun to make it possessive.
- Add an apostrophe to make most plural nouns possessive.
- Add an apostrophe and -s to form the possessive of plural nouns that do not end in -s.
- Possessive pronouns do not have apostrophes. They should agree in number and gender with the possessive nouns they replace.

Rewrite each sentence. Correct the punctuation of possessive nouns and pronouns.

1. My little sisters favorite game is hide-and-seek.

My little sister's favorite game is hide-and-seek.

2. The childrens dog ate it's food too quickly.

The children's dog ate its food too quickly.

3. Five truck's horns made an overpowering noise.

Five trucks' horns made an overpowering noise.

4. Sometimes the ocean waves power can destroy the surf.

Sometimes the ocean waves' power can destroy the surf.

5. The subject of the report was our's to choose.

The subject of the report was ours to choose.

6. The cowboys horse was tired, so the man dismounted his steed.

The cowboy's horse was tired, so the man dismounted his steed.

Name _____

- A **possessive pronoun** takes the place of a possessive noun and does not include an apostrophe. It must match the noun it replaces in number and gender.
- A **stand-alone possessive pronoun** is not used directly before a noun. Add -s to most pronouns that are used before a noun to form a stand-alone possessive pronoun.
- *Mine* is a stand-alone possessive pronoun. *His* and *its* are the same when used before a noun or as a stand-alone possessive pronoun.

Rewrite the paragraphs below, correcting mistakes in possessive nouns and pronouns.

1. Me name is Robert, and this is mine wife, Florence. That's her' given name, but she prefers to be called Flossy. Let us show you around our's home. Down the hall we have ours offices. The one on the left is mines, and the one on the right is Flossys.

My name is Robert, and this is my wife, Florence. That's her given name, but she prefers to be called Flossy. Let us show you around our home. Down the hall we have our offices. The one on the left is mine, and the one on the right is Flossy's.

2. The rancher watched hi's horses as they ran around theirs paddock. They all looked happy except for one. It's leg was lifted and it was limping. The rancher frowned and told his' daughter to get hers lasso. He would have to bring this horse in to give it time to rest.

The rancher watched his horses as they ran around their paddock. They all looked happy except for one. Its leg was lifted and it was limping. The rancher frowned and told his daughter to get her lasso. He would have to bring this horse in to give it time to rest.

Name _____

A. Circle the correct possessive pronoun in parentheses to complete the sentence.

1. I believe this wallet is (your / **yours**).
2. Have you seen (**her** / hers) backpack anywhere?
3. I think (**our** / ours) turn is coming up.
4. That orange was (my / **mine**).
5. I wish I had (**their** / theirs) luck!

B. Circle the letter of the possessive pronoun that correctly completes the sentence.

6. I like this town because _____ family has lived here for years.
 - a. hers
 - b. theirs
 - c. my**
7. Isn't this report card _____?
 - a. its
 - b. our
 - c. yours**
8. People walked to the diner to have _____ breakfast and chat.
 - a. their**
 - b. your
 - c. mine

Name _____

- **Homophones** are words that sound alike but have different spellings and meanings.
- Some pronouns are homophones.

Read each sentence. Circle the correct word in parentheses and write it on the line to complete the sentence.

1. **(their / there)** The boys put on _____ coats and ran outside.
2. **(your / you're)** Did you drop _____ letter in the mailbox?
3. **(its / it's)** Bring an umbrella if _____ raining.
4. **(there / they're)** Did you go _____ last Saturday?
5. **(your / you're)** _____ You're lucky to be in the school play.
6. **(their / they're)** I think _____ they're coming to my party.
7. **(its / it's)** The log is slippery because _____ wet.
8. **(your / you're)** Is that cute puppy _____ your dog?
9. **(their / there)** I took _____ their advice and did my homework early.
10. **(your / you're)** I think _____ you're the best friend in the world.

Name _____

- **Homophones** are words that sound alike but have different spellings and meanings. Some pronouns are also homophones.
- **Subject pronouns** are often used in conjunction with verbs to form contractions.
- **Contractions** and **possessive pronouns** can be homophones.

A. Read each sentence and circle the subject pronoun. On the line, write a contraction for the subject pronoun and verb.

1. They are about to get on the bus. **They're**
2. You are early for the movie. **You're**
3. It is in the box on the floor. **It's**

B. Underline the homophone that correctly completes each sentence.

4. Do you think (their / they're / there) at the park right now?
5. Is this (your / you're) backpack?
6. The cat licked (its / it's) paw over and over again.

Name _____

- An apostrophe is used in a contraction to take the place of the missing letter or letters.
- An apostrophe should not be used with a possessive pronoun.

Rewrite each sentence. Correct any incorrect contractions and possessive pronouns.

1. I put my bag here and my parents stored their's at their feet.

I put my bag here and my parents stored theirs at their feet.

2. You're going to love this new book that just came out.

You're going to love this new book that just came out.

3. Do you think they're going to be late for the show?

Do you think they're going to be late for the show?

4. I picked up the small suitcase by it's handle.

I picked up the small suitcase by its handle.

5. Is that you'r aunt sitting with your mother in the audience?

Is that your aunt sitting with your mother in the audience?

6. I think its funny that you and I have the same first name.

I think it's funny that you and I have the same first name.

Name _____

- **Subject pronouns** are often used with verbs to form contractions.
- **Contractions** and **pronouns** can be homophones.
- An apostrophe is used in a contraction to take the place of the missing letter or letters.
- An apostrophe should not be used with a possessive pronoun.

Rewrite the paragraphs below, correcting mistakes in contractions and pronouns.

1. If your afraid of heights, do not go to the top of the Empire State Building in New York City. Its one of the tallest buildings in the world. Millions of people go there every year. They say theyre not afraid, but once they see how high it is they change there minds!

If you're afraid of heights, do not go to the top of the Empire State

Building in New York City. It's one of the tallest buildings in the world.

Millions of people go there every year. They say they're not afraid, but

once they see how high it is they change their minds!

2. Ana is happy today. Shes going to meet her pen pal, Marco. He's visiting with his family from Brazil. There good friends and write all the time. Ana thinks its exciting to finally meet Marco face to face! She can't wait to talk to him in person.

Ana is happy today. She's going to meet her pen pal, Marco. He's

visiting with his family from Brazil. They're good friends and write all

the time. Ana thinks it's exciting to finally meet Marco face to face! She

can't wait to talk to him in person.

Name _____

A. Circle the correct word in parentheses to complete the sentence.

1. Do you want to go to summer camp with (your) / you're friends this year?
2. I watched the alligator move (its) / it's tail back and forth.
3. We must hurry because (their / they're) waiting for us in the car.
4. (Its / It's) almost eight o'clock in the evening.

B. Read each sentence and underline the subject pronoun. On the line, write a contraction for the subject pronoun and verb.

5. They are patiently waiting for the bus. **They're** _____
6. Somehow, it is missing from the safe. **it's** _____
7. You are going to be sore tomorrow. **You're** _____
8. Next week, it is probably going to rain. **it's** _____

Name _____

- An **adjective** is a word that describes a noun or a pronoun.
- An adjective usually comes before the noun or pronoun it describes. It also may follow a linking verb.
- Adjectives are usually placed in order of *opinion, size, age, and then color.*

Read each sentence and find the adjective or adjectives. Write all of the adjectives in the sentence on the line provided.

1. The garden has red roses. red
2. Our playful friends play many games. playful, many
3. The waves looked dangerous. dangerous
4. Have you seen my little dog? little
5. The big red truck drove down the busy road. big, red, busy
6. This dinner smells delicious. delicious
7. The book was long but interesting. long, interesting
8. Where is the golden key that opens the locked door? golden, locked
9. Do not leave the curious baby alone. curious
10. We cooked the tasty breakfast on a hot skillet. tasty, hot

Name _____

- An **adjective** is a word that describes a noun or a pronoun. It can be formed from a noun.
- A **proper adjective** is formed from a proper noun. It begins with a capital letter.
- Proper adjectives may describe languages, races, or nationalities.
- Brand names are often proper adjectives.

**Circle the proper adjective that is incorrectly written in each sentence.
Write the proper adjective correctly on the line.**

1. I ordered french fries with my hamburger. **French**
2. She visited jefferson Library yesterday. **Jefferson**
3. There is nothing like the warm feel of florida sunshine. **Florida**
4. It is an italian custom that has been in my family for years.
Italian
5. The chinese exchange student spoke English well. **Chinese**
6. Her mother and father are both hispanic. **Hispanic**
7. My favorite brand of socks is red Hot Socks. **Red**
8. There are many african countries in need of aid. **African**
9. I won't miss the chill of minnesota winters. **Minnesota**
10. The four Peaks Water Company made a huge profit last year.
Four

Name _____

- Use **quotation marks** at the beginning and end of a direct quotation.
- Use a comma before the opening quotation mark if a sentence begins before the quote. Use a comma before the ending quotation mark if a sentence continues after the quote.
- Use quotation marks before and after the titles of short works.

Write each sentence correctly by adding commas and quotation marks where they belong.

1. My teacher just read us a short story called My Pet Gorilla.

My teacher just read us a short story called “My Pet Gorilla.”

2. My friend said, I can walk home with you after school.

My friend said, “I can walk home with you after school.”

3. “She is a good pet rabbit” my dad said about Lila.

“She is a good pet rabbit,” my dad said about Lila.

4. My favorite short story is Under the Blue Sky.

My favorite short story is “Under the Blue Sky.”

5. He asked Can I go with you to the supermarket?

He asked, “Can I go with you to the supermarket?”

6. We loved your play, my grandmother said proudly.

“We loved your play,” my grandmother said proudly.

7. Mr. Peters asked my mom How are you?

Mr. Peters asked my mom, “How are you?”

8. “It is time for dinner” I said to everyone.

“It is time for dinner,” I said to everyone.

Name _____

- An **adjective** is a word that describes a noun or a pronoun. It can be formed from a noun.
- A **proper adjective** is formed from a proper noun. It begins with a capital letter.
- Use **quotation marks** at the beginning and end of a direct quotation and before and after the titles of short works.

Rewrite the paragraphs below, correcting mistakes in adjectives and quotations.

1. Next week, I will go to my first spanish class. It will be at the riverwood Center in town. My mom said I'm so proud of you for learning a new language. I am worried though, since there are still many english words that I don't understand!

Next week, I will go to my first Spanish class. It will be at the Riverwood Center in town. My mom said, “I’m so proud of you for learning a new language.” I am worried though, since there are still many English words that I don’t understand!

2. I love the japanese bookstore that just opened in the mall. It is Small, but it has interesting books. I bought a book of short stories there. My favorite story in the book is The Warrior. “That is my favorite one, too” said the manager of the bookstore.

I love the Japanese bookstore that just opened in the mall. It is small, but it has interesting books. I bought a book of short stories there. My favorite story in the book is “The Warrior.” “That is my favorite one, too,” said the manager of the bookstore.

Name _____

A. Choose an adjective from the box to complete each sentence. Write the adjective on the line and capitalize proper adjectives. Use each adjective only once.

spanish

excited

pacific

new england

sandy

1. Do you live near the _____ **Pacific** coast?
2. The _____ **sandy** beach was pink and white.
3. My brother is enjoying his _____ **Spanish** class.
4. I am _____ **excited** to go to the concert with you.
5. A _____ **New England** fall attracts many tourists.

B. Circle the letter for the choice that correctly completes the sentence.

6. Look at that _____ snowman!
 - a. Funny, Big
 - b. Funny, big
 - c. funny, big**
7. We visited the _____ town on vacation.
 - a. Small German
 - b. small German**
 - c. small german
8. My dad's _____ driver license is old.
 - a. New York**
 - b. New york
 - c. new york

Name _____

- An **article** is a type of adjective. It comes before the noun it describes.
- The article *the* identifies a particular person, place, or thing. It refers to both singular and plural nouns.
- The articles *a* and *an* refer to a general person, place, or thing. They refer to singular nouns only.

Read each sentence and circle the article. On the line, write *S* if the related noun is singular. Write *P* if the noun is plural.

1. We saw a film in science class today. _____ **S**
2. These are the people I was telling you about. _____ **P**
3. Did you go to see the movie that I suggested? _____ **S**
4. I ate an omelet this morning. _____ **S**
5. My sisters are the captains of their cheerleading squad. _____ **P**
6. They are the biggest fans of that music group. _____ **P**
7. Give his horse a carrot. _____ **S**
8. We saw an eagle soaring high above. _____ **S**
9. I must study for the test tonight. _____ **S**
10. Have a great day! _____ **S**

Name _____

- The words *a*, *an*, and *the* are special adjectives called **articles**. They identify people, places, or things.
- This*, *that*, *these*, and *those* are **demonstrative adjectives**. They show whether the related noun is singular or plural. They also show if an object is close to or far from the speaker or writer.
- This* and *that* refer to singular nouns. *These* and *those* refer to plural nouns.

Circle the correct demonstrative adjective in parentheses to complete each sentence. On the line, write S if the related noun is singular. Write P if the noun is plural.

1. I took (this / these) napkin for myself. S

2. Are (that / those) earrings your mother's? P

3. Put this crate over here and put (that / those) crate over there.

S

4. I love (this / those) colors that you chose! P

5. Have you seen (that / those) new dresses in the store window?

P

6. Hannah does not understand (this / these) math problem.

S

7. Get me placemats that look like (that / these) two. P

8. What type of material is (that / those) scarf made from? S

9. I knew (this / those) party would be fun! S

10. She got (that / those) shoes yesterday. P

Name _____

- Use *a* before a word if the word begins with a consonant sound. Use *an* before a word if the word begins with a vowel sound.
- Do not use *a* or *an* before a plural noun.
- *This* and *that* refer to singular nouns. *These* and *those* refer to plural nouns.

Read each sentence. Circle the article or demonstrative adjective that is incorrect. Explain why it is incorrect on the line.

1. Did you read *a* books I lent you for the weekend?

“Books” is plural.

2. Remi did not pick *those* apple from the tree.

“Apple” is singular.

3. She is *a* eager student who wants to learn.

“Eager” begins with a vowel sound.

4. Give these cards to me and put *that* flowers over there.

“Flowers” is plural.

5. I have an oboe and *an* flute in my bedroom.

“Flute” begins with a consonant sound.

6. Could you bring *this* potatoes to the table?

“Potatoes” is plural.

Name _____

- The words *a*, *an*, and *the* are special adjectives called **articles**. They identify people, places, or things. Use *a* and *an* for singular nouns. Use *the* for singular or plural nouns.
- Use *a* before a word if the word begins with a consonant sound. Use *an* before a word if the word begins with a vowel sound.
- *This*, *that*, *these*, and *those* are **demonstrative adjectives**. Use *this* and *that* for singular nouns. Use *these* and *those* for plural nouns.

Rewrite the sentences below, correcting mistakes in articles and demonstrative adjectives.

1. I will paint an picture of that clouds in the sky.

I will paint a picture of those clouds in the sky.

2. This grades show that he is an bright student.

These grades show that he is a bright student.

3. I watched the bird fly over those hill.

I watched the bird fly over that hill.

4. The elephant is a largest land mammal.

The elephant is the largest land mammal.

5. Can I order this doughnuts for an party on Saturday?

Can I order these doughnuts for a party on Saturday?

6. I have to walk these dog after school when I get off a bus.

I have to walk this dog after school when I get off the bus.

Name _____

A. Circle the word in parentheses that correctly completes each sentence.

1. Put (a / **the**) umbrellas in the trunk of the car.
2. I just had to get (that / **those**) sneakers!
3. Did you see (**the** / an) episode we talked about?
4. I have (this / **these**) gloves, too.
5. There is (**a** / the) way to solve every problem.
6. I'll take this and you take (this / **that**).

B. Circle the letter of the sentence that is written correctly.

7. **a.** I will buy an earphones today.
b. Do you hear those dog barking?
c. Which of this books do you like best?
d. She will fill the water bowl for Riley.
8. **a.** Did you like those fairy tale?
b. Where are these items in the store?
c. A water slide was a lot of fun!
d. I watched an wheels spin quickly.

Name _____

- **Comparative adjectives** compare two things. They usually end in *-er* or include the word *more* or *less*.
- **Superlative adjectives** compare more than two things. They usually end in *-est* or include the word *most* or *least*.

Complete each sentence by circling the correct comparative or superlative adjective in parentheses.

1. My hair is (longer, longest) than yours.
2. This flower is the (prettier, prettiest) of all of them.
3. The turtle in the back is the (slower, slowest) in the group.
4. My father is (stronger, strongest) than I am.
5. This lake is the (more, most) peaceful place I have ever been.
6. I am (happier, happiest) to go here than my brother is.
7. It is (less, least) sunny today than yesterday.
8. The summer is (warmer, warmest) than the winter.
9. This is the (heavier, heaviest) piece of furniture in the house.
10. She is the (smarter, smartest) girl in our school.

Name _____

- **Comparative** and **superlative adjectives** compare things. They usually end in *-er* or *-est*, or they include the words *more/most* or *less/least*.
- The comparative form of *good* is *better*. The superlative form of *good* is *best*.
- The comparative form of *bad* is *worse*. The superlative form of *bad* is *worst*.

A. Complete each sentence with *better* or *best*, based on whether a comparative or superlative form is needed.

1. This meal was better than the last one we ate.
2. You are the best friend I could ever have.
3. He had the best score in the entire class.
4. Tomorrow's weather will be better than today's.
5. I hope I feel better than this soon.

B. Complete each sentence with *worse* or *worst*, based on whether a comparative or superlative form is needed.

6. That is the worst smell in the world!
7. I did worse on the test than I thought.
8. Khalil is worse at English than math.
9. This photo is the worst of the three.
10. My aunt is a worse cook than my mother.

Name _____

- A **greeting** is a polite way to start a letter. Greetings are capitalized and followed by a comma or a colon. Titles such as *Mr.* and *Mrs.* are abbreviated.
- A **closing** is a word or phrase that ends a letter. It is usually followed by a comma and the letter writer's signature.

Rewrite each letter greeting and closing using correct capitalization and punctuation.

1. To Whom It May concern: **To Whom It May Concern:**
2. sincerely, **Sincerely,**
3. Dear Mister Edwards **Dear Mr. Edwards,**
4. to the Store Manager; **To the Store Manager:**
5. Love always **Love always,**
6. Dear doctor Chen: **Dear Dr. Chen:**
7. best wishes, **Best wishes,**
8. Hi Cory: **Hi Cory,**
9. warm wishes **Warm wishes,**
10. dear elsie, **Dear Elsie,**

Name _____

- **Comparative** and **superlative adjectives** compare things. They usually end in *-er* or *-est*, or they include the words *more/most* or *less/least*.
- The comparative and superlative forms of *good* are *better* and *best*. The comparative and superlative forms of *bad* are *worse* and *worst*.
- A **greeting** is a polite way to start a letter. It is capitalized and followed by a comma or a colon. A **closing** is a word or phrase that ends a letter. It is usually followed by a comma and the letter writer's signature.

Rewrite the letter below, correcting mistakes in comparative and superlative adjectives as well as in the letter's greeting and closing.

Dear Mister woodhouse

I am writing to say that I love your garden. My garden is much worst.

Your tomatoes are redder and your cucumbers are biggest. How do you do it?

I'm sure you know the goodest gardening secrets in the world! You are the nicer person I know. Could you help me with my garden?

Your neighbor,

Jeremy

Dear Mr. Woodhouse,

I am writing to say that I love your garden. My garden is much worse. Your tomatoes are redder and your cucumbers are bigger. How do you do it? I'm sure you know the best gardening secrets in the world! You are the nicest person I know. Could you help me with my garden?

Your neighbor,

Jeremy

Name _____

A. Write the correct comparative or superlative form of *good* or *bad* to complete each sentence. Use the adjective in parentheses to help you.

1. These are the (bad) **worst** pancakes I have ever eaten!
2. My teacher said that this report was (good) **better** than the last one.
3. You have the (good) **best** costume of everyone.
4. That was the (bad) **worst** excuse I have given in a while.
5. My stomach feels (bad) **worse** after eating a big lunch.
6. Michelle is a (good) **better** gymnast than I am.

B. Read each sentence and circle the comparative or superlative adjective. Write the correct form of the adjective on the line. If the sentence is correct, write *Correct as is*.

7. It is **brightest** in here than it is in the living room. **brighter**
8. This deli makes the **thicker** sandwich in the entire neighborhood.
thickest
9. My snowman is **cheerier** with a top hat. **Correct as is**
10. That is the **quicker** bunny in the yard. **quickest**

Name _____

- For most adjectives with two or more syllables, add *more* to compare two nouns.
- Add *most* to compare more than two nouns.

Write *more* or *most* to correctly complete each sentence.

1. This book is _____ **more** exciting than the last one I read.
2. I am _____ **more** nervous about the race than you are.
3. Which city is the _____ **most** crowded of all?
4. I am _____ **more** talented in art than in music.
5. That is the _____ **most** ridiculous thing I have ever seen.
6. This is the _____ **most** interesting magazine available for nature lovers.
7. I am _____ **more** flexible after stretching than before.
8. Of all of us, she is the _____ **most** eager to see the dolphins.
9. Soccer is _____ **more** popular than basketball in Brazil.
10. The ice cream was the _____ **most** popular dessert at the party.

Name _____

- For most adjectives with two or more syllables, add *more* to compare two nouns. Add *most* to compare more than two nouns.
- Use *-er* or *-est* with many common two-syllable adjectives, but not all. If you are unsure whether to use *-er/-est* or *more/most*, look in a dictionary.
- When you add *more* or *most*, do not use the *-er* or *-est* form of the adjective.

Rewrite each sentence. Use the correct form of the adjective.

1. The roller coaster is the most thrillingest ride in the entire theme park!

The roller coaster is the most thrilling ride in the entire theme park!

2. I think this pattern is more ugly than the last one we saw.

I think this pattern is uglier than the last one we saw.

3. She was the carefulst volunteer at the shelter.

She was the most careful volunteer at the shelter.

4. This is the most hungry I've been all day.

This is the hungriest I've been all day.

5. You are more considerater than I am.

You are more considerate than I am.

6. That was the most amazingest sight I've ever seen!

That was the most amazing sight I've ever seen!

Name _____

- Use a comma before the coordinating conjunction when you combine two simple sentences to form a compound sentence.
- **Aappositives** and **appositive phrases** rename nouns or give more information about them. They can be used to combine two sentences that explain or refer to the same thing.
- **Commas** are used to set off many **appositives** from the rest of the sentence.
- **Adjectives, adverbs, and correlative conjunctions** may also be used to combine sentences.

Combine each pair of sentences. Write the new sentence on the lines.

Possible responses provided.

1. I want to go to the movies. I don't want to go ice skating.

I want to go to the movies, but I don't want to go ice skating.

2. The dog ran around the backyard. It was a playful pup.

The dog, a playful pup, ran around the backyard.

3. I am late for school. I am almost ready to leave.

I am late for school, but I am almost ready to leave.

4. He finished his homework. He was quick.

He finished his homework quickly.

5. Wolves stay away from humans. Wolves are shy creatures.

Wolves, shy creatures, stay away from humans.

Name _____

- For most long adjectives, use *more* or *most* to compare people, places, or things.
- If you are unsure whether to use *-er/-est* or *more/most*, look in a dictionary.
- Use a comma before the coordinating conjunction when you combine two simple sentences to form a compound sentence.
- **Appositives, adjectives, adverbs, and correlative conjunctions** may be used to combine sentences.

Rewrite the sentences below, correcting mistakes in adjectives and combining sentences.

1. I think you are more thirstier than I am.

I think you are thirstier than I am.

2. The cat is black. The dog is white.

Possible response: The cat is black, but the dog is white.

3. She is the creativist person I know.

She is the most creative person I know.

4. My coat is very warm. It is red.

Possible response: My red coat is very warm.

5. He is a talenteder singer than I am.

He is a more talented singer than I am.

6. She was the interestingest person at the party.

She was the most interesting person at the party.

Name _____

A. Circle *more* or *most* to correctly complete each sentence.

1. I am (more) / most) helpful than my sister.
2. We have (more) / most) complicated lessons than you.
3. The winner was the (more / most) talented athlete.
4. It seemed (more / most) gloomy on Sunday of all the days.
5. She was (more) / most) doubtful than he was.

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

6. Keisha is _____ than Dwayne.
a. sillier
b. silliest
c. more sillier
d. most silliest
7. My mother was _____ than I thought she would be.
a. gratefuller
b. more grateful
c. more gratefuller
d. most grateful
8. This piece of jewelry is my _____ possession.
a. importantest
b. more importantest
c. most important
d. most importantest

Name _____

- The adjective *good* becomes *better* or *best* when it is used to compare.
- Use *better* to compare two people, places, or things.
- Use *best* to compare more than two.

Write *better* or *best* to correctly complete each sentence.

1. This is a _____ **better** meal than the one we had last night.
2. This painting has the _____ **best** frame in the art gallery.
3. Michael is the _____ **best** singer of everyone in the chorus.
4. Tigers are _____ **better** swimmers than lions.
5. That is the _____ **best** movie I've seen in a long time.
6. You have a _____ **better** chance at winning the race than I do.
7. This is the _____ **best** sofa in the furniture store.
8. The _____ **best** books in the library are sometimes hard to find.
9. I have a _____ **better** baseball mitt than I used to have.
10. This has been the _____ **best** day ever!

Name _____

- The adjective *good* becomes *better* or *best* when it is used to compare.
- The adjective *bad* becomes *worse* or *worst* when it is used to compare.
- Use *worse* to compare two people, places, or things.
- Use *worst* to compare more than two.

Write *worse* or *worst* to correctly complete each sentence.

1. The rainy weather created _____ **worse** conditions than before.
2. Monday is always the _____ **worst** day of the week for me.
3. I am a _____ **worse** cook than my mother.
4. The plant has a _____ **worse** fungus than I thought.
5. Finally, the _____ **worst** part of the test was over.
6. These are the _____ **worst** seats in the theater.
7. This is _____ **worse** traffic than it was this morning.
8. Our house has the _____ **worst** damage from the storm.
9. Yours is a _____ **worse** excuse than mine!
10. Her _____ **worst** fear was that she would be late.

Name _____

- **Adjectives** can be used to combine two sentences into one longer sentence.
- **Participial phrases** can be used to combine two sentences into one longer sentence.
- **Appositives** can be used to combine two sentences into one longer sentence.
- **Adverbs** and **prepositional phrases** can also be used to combine sentences.

Combine each pair of sentences. Write the new sentence on the lines.

1. This school has students who like to build things. They are creative.

Possible response: This school has creative students who like to
build things.

2. The girl was the winner of the spelling bee. She had spelled a very difficult word.

Possible response: The girl, the winner of the spelling bee, had spelled
a very difficult word.

3. My brother is a clumsy kid. He always bumps into things.

Possible response: My brother, a clumsy kid, always bumps into things.

4. The geese flew upward toward the clouds. They flew quickly.

Possible response: The geese flew upward quickly toward the clouds.

Name _____

- The adjective *good* becomes *better* or *best* when it is used to compare.
- The adjective *bad* becomes *worse* or *worst* when it is used to compare.
- Adjectives, participial phrases, appositives, adverbs, and prepositional phrases can all be used to combine two sentences into one longer sentence.

Rewrite the sentences below, correcting mistakes in adjectives and combining sentences.

1. This is a good song than the last one, but the first song is the better.

This is a better song than the last one, but the first song is the best.

2. I am the worse gardener in my entire family.

I am the worst gardener in my entire family.

3. The sun set below the horizon. The sun moved slowly.

Possible response: The sun set slowly below the horizon.

4. The student got a gold star in class. He got the better score on the test.

Possible response: Getting the best score on the test, the student got a gold star in class.

5. The bad day I ever had was when I was in the third grade.

The worst day I ever had was when I was in the third grade.

6. Ramon is a worst soccer player than Andrew, but Kyle is bad of all.

Ramon is a worse soccer player than Andrew, but Kyle is worst of all.

Name _____

A. Circle *better* or *best* to correctly complete each sentence.

1. Our school has the (better / **best**) playground in the county.
2. My mother is the (better / **best**) dentist you will ever find.
3. This is a (**better** / best) flavor of ice cream than the last one.
4. The weather is (**better** / best) today than yesterday.

B. Write *worse* or *worst* to correctly complete each sentence.

5. That is the **worst** chapter in the book.
6. This was the **worse** vacation of the two I went on.
7. That bridge is in **worse** condition than the other one.
8. I am the **worst** person in the world to tell a secret.

Name _____

- An **adverb** is a word that tells more about a verb, such as *how*, *when*, or *where* an action takes place.
- Adverbs can be written before or after the verbs they describe.
- Many adverbs end in *-ly* and usually tell *how*.

Read each sentence and underline the adverb. Write it on the line provided.

1. She slept late on Tuesday morning. **late**
2. We leaned carefully over the fence. **carefully**
3. My dad and I tried hard to fix the car. **hard**
4. The baby loudly cried for her mother. **loudly**
5. He always wanted to see the national park. **always**
6. I stepped backwards off the curb. **backwards**
7. She often watches her favorite movie. **often**
8. Lara shouted painfully when she hit her elbow. **painfully**
9. The car turned right at the stop sign. **right**
10. We nicely asked if we could stay. **nicely**

Name _____

- An **adverb** is a word that tells more about a verb. It can be written before or after the verb it describes. Some adverbs tell *where* an action takes place.
- Some adverbs tell *when* an action takes place. These adverbs may describe how often an action takes place.
- Some adverbs tell *how* an action takes place. These adverbs may describe how completely an action is performed.
- Relative adverbs (*where*, *when*, *how*) begin adjective clauses that modify nouns.

Circle the adverb in each sentence. On the line, write if the adverb tells *where*, *when*, or *how* the action takes place.

1. The little bird flew away. **where**
2. The student clearly wrote her name. **how**
3. That man entered the room last. **when**
4. We joyfully sang our favorite song. **how**
5. Remember to not look down! **where**
6. I never see my cousins in Europe. **when**
7. She spoke angrily to the naughty children. **how**
8. I will get ready for bed now. **when**
9. The boy freed the butterfly outside. **where**
10. The water in the geyser suddenly shot up from the ground.
how

Name _____

- *Good* is an adjective and is used only to modify a noun.
- *Well* is an adverb when it is used to modify a verb. It tells *how* about a verb.
- Do not confuse the adjective *good* with the adverb *well*.

Complete each sentence by writing **good or **well** on the line.**

1. You completed that task very **well**.
2. Do you know him **well**?
3. This is a **good** example of what I mean.
4. You have written a very **good** book review.
5. The girl spoke **well** even though she was tired.
6. You have received a **good** score.
7. That is a **good** reason to leave.
8. We will run **well** in the race if we are rested.
9. The charity leader was a kind and **good** person.
10. The dog buried its bone **well**.

Name _____

- An **adverb** is a word that tells more about a verb.
- Adverbs tell *where*, *when*, or *how* an action takes place.
- *Good* is an adjective used to modify a noun.
- *Well* is an adverb when it is used to modify a verb. It tells *how* about a verb.

Rewrite the sentences below correcting mistakes in adverbs and adjectives.

1. We mistaken thought that there would be enough chairs for everyone.

We mistakenly thought that there would be enough chairs for everyone.

2. Did you search good enough for the missing shoe?

Did you search well enough for the missing shoe?

3. I shut the door very quiet so that I would not wake the baby.

I shut the door very quietly so that I would not wake the baby.

4. The horse jumped overly the hay bale in the pasture.

The horse jumped over the hay bale in the pasture.

5. She did good on the difficult test.

She did well on the difficult test.

6. She said her name soft, and I did not hear it.

She said her name softly, and I did not hear it.

Name _____

A. Circle the adverb in each sentence. On the line, write if the adverb tells *where*, *when*, or *how* the action takes place.

1. The player **easily** hit the ball into the goal. **how**
2. The teacher placed the apple **there**. **where**
3. The cat stretched **lazily** after its nap. **how**
4. I will clean my room **next**. **when**
5. He looked **up** at the helicopter in the sky. **where**

B. Read each sentence. Use the clue in parentheses to help you circle the letter of the adverb that correctly completes the sentence.

6. The audience clapped _____ after the performance. (how?)
a. around
b. excitedly
c. soon
7. _____ I saw an owl in a tree. (when?)
a. Today
b. Wisely
c. Here
8. We came _____ from the cold. (where?)
a. inside
b. happily
c. later

Name _____

- Adverbs can be used to compare two or more actions.
- Add *-er* or *-est* to most short adverbs to compare actions.
- Use *more* or *most* with long adverbs and a few short adverbs to compare actions.

Complete each sentence by circling the correct adverb in parentheses.

1. I swim the (faster, **fastest**) in my team.
2. She stroked the kitten (**more**, most) gently than her sister did.
3. The patient arrived (**sooner**, soonest) than expected.
4. My mother acted (**more**, most) elegantly than my father.
5. She stumbled over the log the (more, **most**) awkwardly of everyone.
6. The baseball player threw the ball (**farther**, farthest) than I could.
7. This plane flew the (closer, **closest**) to the tower of all the planes.
8. Out of everyone, she behaved (more, **most**) lovingly toward me.
9. I tossed the flying disc (**harder**, hardest) than I intended.
10. The bunny moves (**more**, most) rapidly than the turtle.

Name _____

- Add *-er/-est* or *more/most* to most adverbs to compare actions.
- Use *better* and *best* to make comparisons using the adverb *well*.
- Use *worse* and *worst* to make comparisons using the adverb *badly*.

A. Complete each sentence with *better* or *best* to compare.

1. She did the **best** of all the students in the class.
2. A dog can hear **better** than a human being.
3. I performed **better** in the race than my brother.
4. This lawyer argued **better** than that one.
5. That artist painted the **best** in the entire group.

B. Complete each sentence with *worse* or *worst* to compare.

6. I scored **worse** on the test than my friend.
7. Harry plays the piano **worse** when he does not practice.
8. He sounds the **worst** of all when his voice is hoarse.
9. The baby birds flew **worse** than their parents.
10. I sleep the **worst** of all when there is a storm outside.

Name _____

- Use a comma before coordinating conjunctions, after a beginning dependent clause, and to separate three or more items in a series.
- Capitalize sentence beginnings, proper adjectives, proper nouns, and the first word in a quotation that is a full sentence.
- A comma or period always goes inside closing quotation marks. A question mark or exclamation mark goes inside when it is part of the quotation.

Write each sentence correctly by fixing capitalization and punctuation errors.

1. My father had a german shepherd when he was a boy.

My father had a German shepherd when he was a boy.

2. It was a sunny day but there were dark clouds in the distance.

It was a sunny day, but there were dark clouds in the distance.

3. I shouted at my friends, “I’m over here”!

I shouted at my friends, “I’m over here!”

4. There were big medium and small sizes available.

There were big, medium, and small sizes available.

5. “Get me some sugar from the pantry” my mother requested.

“Get me some sugar from the pantry,” my mother requested.

6. we didn’t know if lisa wanted to come with us.

We didn’t know if Lisa wanted to come with us.

Name _____

- Add *-er/-est* or *more/most* to adverbs to compare actions.
- Make comparisons using *better/best* for the adverb *well* and *worse/worst* for the adverb *badly*.
- Follow correct punctuation rules for commas and quotation marks.
- Follow correct capitalization rules.

Rewrite the sentences below correcting mistakes in adverbs, capitalization, and punctuation.

1. When I was, rehearsing I acted weller then I did on stage.

When I was rehearsing, I acted better than I did on stage.

2. "She laughed happilyer when she saw the clown" my aunt explained.

"She laughed more happily when she saw the clown," my aunt explained.

3. Does the canada goose fly most fast of all geese?

Does the Canada goose fly fastest of all geese?

4. She drew worst than she thought she would.

She drew worse than she thought she would.

5. The man stood most close to the fire hydrant.

The man stood closest to the fire hydrant.

6. Trying not to wake anyone he tiptoed the quietliest of everyone.

Trying not to wake anyone, he tiptoed the most quietly of everyone.

Name _____

A. For each adverb below, write the form of the word as described in parentheses.

1. correctly (three things) most correctly
2. soon (two things) sooner
3. low (three things) lowest
4. completely (two things) more completely
5. tall (two things) taller

B. Circle the word in parentheses that correctly completes each sentence.

6. Of the three card players, Hannah plays the (worse/worst).
7. My sister sings (better/best) than I do.
8. In our entire family, my dad cooks the (better/best).
9. I climbed the (worse/worst) out of everyone on the rock wall.
10. My pet rabbit eats (better/best) than my pet turtle.

Name _____

- A **negative** is a statement that means “no,” or the opposite of its regular meaning. Most statements can be changed to a negative form.
- If a sentence has a form of *be* or *have* as a main or helping verb, add *not* to make it negative.

Rewrite each sentence by changing it to a negative form.

1. He does have dark hair.

He does not have dark hair.

2. I will go to bed early tonight.

I will not go to bed early tonight.

3. I was glad that the day was over.

I was not glad that the day was over.

4. She does want to see the new action movie.

She does not want to see the new action movie.

5. I have grown a lot in the past year.

I have not grown a lot in the past year.

6. They do know the way out of the forest.

They do not know the way out of the forest.

Name _____

- A **negative** is a statement that means “no,” or the opposite of its regular meaning.
- Many verbs with *not* can be made into contractions.
- There are other negative words that can be used in sentences, such as *never*, *no one*, and *nothing*.

A. Read each sentence. Underline the verb with *not*. Write the contraction for the words on the line.

1. I do not want to go to the carnival. _____ **don't**
2. He will not see his friend all summer. _____ **won't**
3. They tried, but they could not open the door. _____ **couldn't**
4. The bear would not leave her cubs. _____ **wouldn't**
5. We have not gone on vacation in years. _____ **haven't**

B. Circle the negative word that correctly completes each sentence.

6. (Nothing/No one) is home right now.
7. The girls did (no/not) walk to school.
8. I wanted an apple, but there were (never/none) left.
9. She had (not/nothing) to do while she waited.
10. I have (no/never) been to Africa.

Name _____

- Do not use two negatives in the same sentence.
- You can correct a sentence with two negatives by removing one negative.
- You can correct a sentence with two negatives by changing one negative to a positive word.

Rewrite each sentence by dropping a negative or changing one negative to a positive word.

1. I do not know nothing about this book.

Possible responses: I know nothing about this book. I do not know anything about this book.

2. We didn't have no reason to complain.

Possible responses: We had no reason to complain. We didn't have any reason to complain.

3. She hasn't never tried to solve the puzzle.

Possible responses: She has never tried to solve the puzzle. She hasn't ever tried to solve the puzzle.

4. There isn't no one here to help us.

Possible responses: There is no one here to help us. There isn't anyone here to help us.

5. We couldn't find the rare bird nowhere.

Possible responses: We could find the rare bird nowhere. We couldn't find the rare bird anywhere.

Name _____

- A **negative** is a statement that means “no,” or the opposite of its regular meaning.
- Many verbs with *not* can be made into contractions.
- Do not use two negatives in the same sentence. You can correct a sentence with two negatives by removing one negative or by changing one negative to a positive word.

Rewrite the paragraphs below correcting mistakes in negatives and contractions.

1. There is no way that no one could have had a worse day. First, I didn't have no money for lunch because I had left it at home. Then, I couldnt get to the bus on time after school, and it left without me. I probably won't never have a day like this again!

Possible response: There is no way that anyone could have had a worse day. First, I had no money for lunch because I had left it at home. Then, I couldn't get to the bus on time after school, and it left without me. I probably won't ever have a day like this again!

2. The wild horses couldn't find no water. They didn't not want to leave their grassy field, but they were thirsty. The stallion led the herd and wouldn't let the horses just go no where. He crossed the hill and found a stream where they wouldnt not be disappointed.

Possible response: The wild horses couldn't find any water. They didn't want to leave their grassy field, but they were thirsty. The stallion led the herd and wouldn't let the horses just go anywhere. He crossed the hill and found a stream where they would not be disappointed.

Name _____

A. Write the correct contraction for the words in parentheses to complete each sentence.

1. The snow (did not) **didn't** fall until later that night.
2. My pumpkin carving (was not) **wasn't** the best in the competition.
3. Our neighbor's dog (could not) **couldn't** get into our yard.
4. The dangerous storm (would not) **wouldn't** hit our area.
5. The late train (has not) **hasn't** arrived yet.

B. Circle the letter for the negative that correctly completes the sentence.

6. We will _____ forget this incredible day!
 - a. none
 - b. no one
 - c. never**
7. _____ of the shells were left on the beach.
 - a. None**
 - b. No
 - c. Nothing
8. They did _____ knock on the door.
 - a. no one
 - b. nowhere
 - c. not**

Name _____

- A **preposition** is a word that shows the relationship between a noun or a pronoun and another word in a sentence, such as *in, on, under, to, for, with, by, of, after, and during*.
- The noun or pronoun that follows a preposition is the **object of the preposition**.
- An **infinitive** is formed with the word *to* and the base form of a verb, such as *to make*.

Read each sentence. Underline the preposition and circle the object of the preposition. Write the preposition on the line.

1. The waitress placed the glasses on the **table**. **on**
2. We decided to come home after the **game**. **after**
3. Did you find your slippers under the **bed**? **under**
4. The worker ran errands during his **lunch break**. **during**
5. Put the dirty laundry in the **washing machine**. **in**
6. My best friend lives around the **block**. **around**
7. We are finally near the **amusement park**. **near**
8. Do you see that low beam above **you**? **above**
9. The excited kitten slid across the slippery **floor**. **across**
10. I bought flowers for **her**. **for**

Name _____

- A **preposition** is a word that shows the relationship between a noun or a pronoun and another word in a sentence. The noun or pronoun that follows a preposition is the **object of the preposition**.
- A **prepositional phrase** is a group of words that includes a preposition, the object of the preposition, and any words in between.
- Prepositions and prepositional phrases tell about location, time, or direction, or they provide details.
- When a pronoun is the object of a preposition, it should be an object pronoun, such as *me, you, him, her, it, us, and them*.

Underline the prepositional phrase in each sentence.

1. Do you think you will go on the Ferris wheel?
2. We carried the bag home from the market.
3. Let's meet this afternoon at the public library.
4. Did you drop a penny down the wishing well?
5. We came in from the cold and made some hot chocolate.
6. He put the quarters into his piggy bank.
7. The dog and cat sat by the warm fireplace.
8. The teacher spoke to the students.
9. She stood beside me and smiled.
10. The squirrel searched for the hidden nuts.

Name _____

- Use quotation marks at the beginning and end of a person's exact words. Capitalize the first word of each sentence within the quotation.
- If a sentence begins before a quote, use a comma before the opening quotation mark. If a sentence continues after a quote, use a comma before the ending quotation mark.
- Use quotation marks for the titles of short works.

Rewrite each sentence by punctuating and capitalizing quotations correctly.

1. I do not want to leave yet whined the young child.

"I do not want to leave yet," whined the young child.

2. The student asked, "when are the reports due?"

The student asked, "When are the reports due?"

3. The Big Blue Sea is one of my favorite short stories.

"The Big Blue Sea" is one of my favorite short stories.

4. I said softly I do not understand."

I said softly, "I do not understand."

5. Come here, Jessie, and I will show you how to do it, he said.

"Come here, Jessie, and I will show you how to do it," he said.

6. Have you heard of the fable The Tortoise and the Hare"?

Have you heard of the fable "The Tortoise and the Hare"?

Name _____

- A **preposition** is a word that shows the relationship between a noun or a pronoun and another word in a sentence.
- A **prepositional phrase** is a group of words that includes a preposition, the object of the preposition, and any words in between.
- Use quotation marks at the beginning and end of a person's exact words and for the titles of short works. Use correct capitalization and punctuation in quotations.

Rewrite the sentences below, correcting mistakes in prepositions and quotations.

1. We walked slowly over the woods.

Possible response: We walked slowly through the woods.

2. The runner zoomed beside the finish line first.

Possible response: The runner zoomed past the finish line first.

3. "how are you? my mother asked my teacher.

"How are you?" my mother asked my teacher.

4. She leaned down the wall to keep herself from falling.

Possible response: She leaned against the wall to keep
herself from falling.

5. I just read a short tale called Winter Rain.

I just read a short tale called "Winter Rain."

6. The dog jumped into the low backyard fence.

The dog jumped over the low backyard fence.

Name _____

A. Circle the correct preposition to complete each sentence.

1. The little bunny slid (under/over) the gate.
2. Be sure to arrive (before/until) the show begins.
3. The hawk sat (through/on) the telephone pole.
4. There will be cake (after/above) the ceremony.
5. The woman stepped (underneath/into) a puddle.

B. Underline the prepositional phrase in each sentence.

6. The host talked among his guests.
7. I watched the ball sail toward me.
8. She moved me between two other students in the line.
9. He is going there with his friend.
10. I fell asleep during the long and boring movie.

Name _____

- Two or more simple sentences that have **prepositional phrases** can sometimes be combined into one sentence.
- Prepositional phrases show location, time, and direction. They provide more details.

Combine the sentences with prepositional phrases.

1. We saw zebras at the zoo. The zoo was in the city.

Possible response: We saw zebras at the zoo in the city.

2. Wally walked around the building. The building was on the hill.

Possible response: Wally walked around the building on the hill.

3. The rabbit ran across the field. It ran to a low bush.

Possible response: The rabbit ran across the field to a low bush.

4. The car pulled into the driveway. It arrived before nightfall.

Possible response: The car pulled into the driveway before nightfall.

5. The baby was crying in the nursery. It was crying at the hospital.

Possible response: The baby was crying in the nursery at the hospital.

6. I pointed high above me. I pointed at the sky.

Possible response: I pointed high above me at the sky.

Name _____

- Two or more simple sentences that have **prepositional phrases** can sometimes be combined.
- Prepositional phrases show location, time, and direction. They provide more details.
- A prepositional phrase may be at the beginning, middle, or end of a sentence.
- If the prepositional phrase begins the sentence, a comma is often inserted at the end of the phrase.

A. Read each sentence and the prepositional phrase in parentheses.

Add the prepositional phrase to the beginning of the sentence and rewrite the sentence on the line.

1. We all went back to the classroom. (after lunch)

After lunch, we all went back to the classroom.

2. You can see the little town. (past the mountain)

Past the mountain, you can see the little town.

B. Read each sentence and the prepositional phrase in parentheses.

Add the prepositional phrase to the end of the sentence and rewrite the sentence on the line.

3. I leaned tiredly. (against the gym wall)

I leaned tiredly against the gym wall.

4. Will you go to the supermarket? (with me)

Will you go to the supermarket with me?

Name _____

- A prepositional phrase that begins a sentence is often followed by a comma.
- A prepositional phrase that appears in the middle of a sentence may be set off by commas.
- Appositives and appositive phrases are usually set off by commas.
- When two adjectives modify a noun in the same way, there should be a comma between them.

Rewrite each sentence correctly by adding commas.

1. The tall thin man walked quickly across the room.

The tall, thin man walked quickly across the room.

2. My pet lizard a sneaky creature escaped when I wasn't looking.

My pet lizard, a sneaky creature, escaped when I wasn't looking.

3. In the morning I like to have breakfast before getting dressed.

In the morning, I like to have breakfast before getting dressed.

4. My grandfather a great man lives near the railroad tracks in town.

My grandfather, a great man, lives near the railroad tracks in town.

5. The cold smooth ice tasted delicious on the hot and steamy day.

The cold, smooth ice tasted delicious on the hot and steamy day.

6. After the movie do you want to get something to eat?

After the movie, do you want to get something to eat?

Name _____

- Two or more simple sentences can be combined by adding a **prepositional phrase**.
- Prepositional phrases at the beginning of a sentence (and sometimes in the middle) have commas.
- Appositives and appositive phrases are usually set off by commas.
- When two adjectives modify a noun in the same way, there should be a comma between them.

Rewrite the paragraphs below, correcting mistakes in prepositional phrases and punctuation.

1. Hannah my best friend, really went out of her way to help me today. On the bus this morning she helped me study for my math test. At lunch, she gave me half of her dessert. It was a sweet crunchy cookie. She also lent me a pencil when I lost mine. I couldn't ask for a better friend!

Possible response: Hannah, my best friend, really went out of her way to help me today. On the bus this morning, she helped me study for my math test. At lunch, she gave me half of her dessert. It was a sweet, crunchy cookie. She also lent me a pencil when I lost mine. I couldn't ask for a better friend!

2. Growing a garden is harder than you might think. When you plant, the seeds they should be spaced evenly. Small shallow, holes are usually best. Then you must water the seeds and be patient. Waiting can be the hardest part.

Possible response: Growing a garden is harder than you might think. When you plant the seeds, they should be spaced evenly. Small, shallow holes are usually best. Then you must water the seeds and be patient. Waiting can be the hardest part.

Name _____

Circle the letter of the choice that correctly combines the two sentences.

1. The people watched the ship sail. It was sailing to the open sea.

- a. The people watched the sailing ship the open sea.
- b.** The people watched the ship sail to the open sea.
- c. The people watched the open ship sailing to the sea.

2. I laughed and cleared my throat. It was in a nervous way.

- a. I laughed and cleared my throat in a way.
- b. In a nervous laugh, I cleared my throat.
- c.** In a nervous way, I laughed and cleared my throat.

3. The audience cheered. They cheered for the singer.

- a. The audience cheered the singer for.
- b.** The audience cheered for the singer.
- c. For the audience, the singer cheered.

4. We pulled out our fishing rods. We pulled them out of the garage.

- a.** We pulled our fishing rods out of the garage.
- b. We pulled our fishing rods and the garage out.
- c. We out of the garage pulled our fishing rods out.

5. I walked to the park. The park was down the block.

- a.** I walked to the park down the block.
- b. I walked the park down the block.
- c. I walked to the park was down the block.

6. The friends went to the library. It was after school.

- a. After the library, the friends went after school.
- b. The friends went to the library was after school.
- c.** After school, the friends went to the library.