

# Writing Handbook

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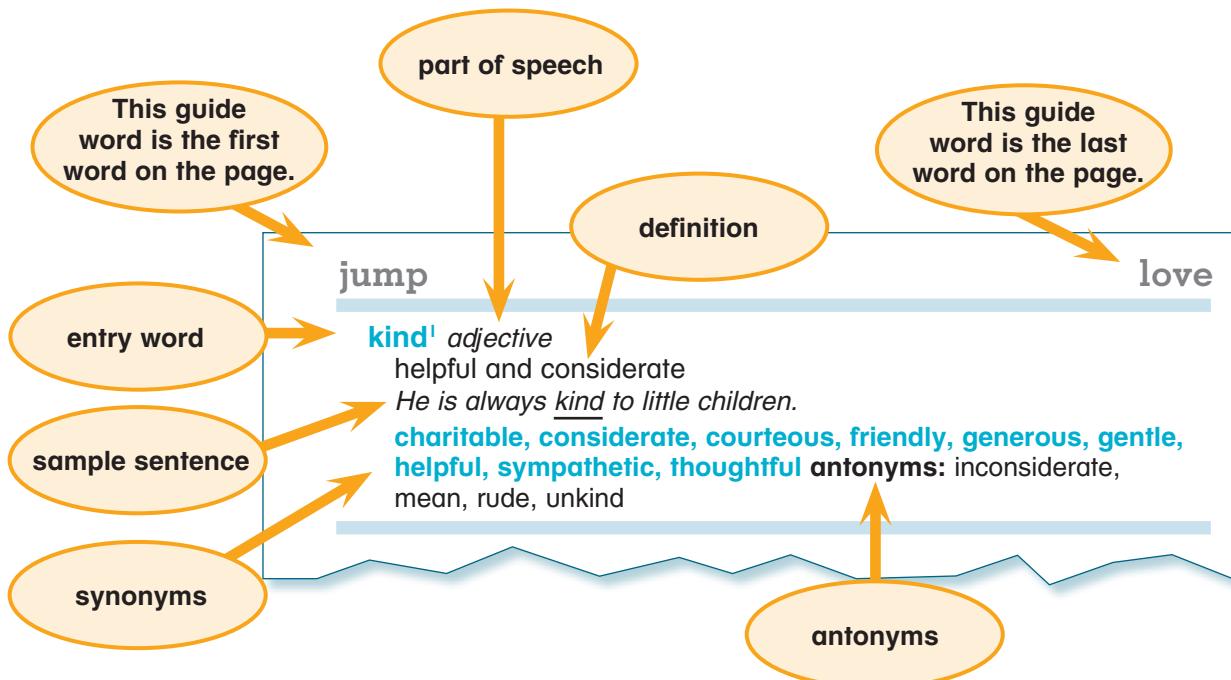
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# Thesaurus

A *thesaurus* contains a list of synonyms, words that have a similar meaning. You can use a thesaurus to find a more exact word or a more interesting word when you write. A poet may use a thesaurus to find a word that fits better with his poem's sound or rhythm.

The *entry words* are arranged in alphabetical order. *Guide words* can help you locate a

word. Each entry gives a *definition* and uses the word in a *sample sentence*. A list of *synonyms* that can be used to replace the entry word is provided. The entry also tells the *part of speech*, how the word is used in the sentence.



The following sentence tells the reader what the bus driver is like. Changing the word *kind* will give a more precise meaning to each sentence. When choosing a synonym, be careful not to change the meaning of the sentence.

*That bus driver is always kind when we ride his bus.*

*That bus driver is always charitable when we ride his bus.*

*That bus driver is always considerate when we ride his bus.*

*That bus driver is always courteous when we ride his bus.*

*That bus driver is always friendly when we ride his bus.*

*That bus driver is always generous when we ride his bus.*

*That bus driver is always gentle when we ride his bus.*

*That bus driver is always helpful when we ride his bus.*

*That bus driver is always sympathetic when we ride his bus.*

*That bus driver is always thoughtful when we ride his bus.*

**afraid** *adjective*

filled with fear

*He is afraid to climb the tower.*

**fearful, frantic, frightened, nervous, panicky, terrified, timid, uneasy, worried** **antonyms:** bold, brave, calm, confident, courageous, fearless, secure

**agreement** *noun*

harmony of opinions or ideas

*We had an agreement about what to do next.*

**accordance, arrangement, consensus, contract, covenant, deal, harmony, pact, settlement, treaty** **antonym:** disagreement

**angry** *adjective*

showing strong feeling that comes from believing that one has been treated badly

*We were angry about her lies.*

**annoyed, cross, enraged, fuming, furious, infuriated, irate, offended, resentful, wrathful** **antonyms:** calm, peaceful, placid, unruffled

**answer** *noun*

a reply to a question, a statement, or an invitation

*My answer is no.*

**reply, response** **antonyms:** inquiry, question

**argue** *verb*

to quarrel or disagree

*Tom should not argue with Dad.*

**altercate, bicker, debate, dispute, oppose, quarrel, quibble, squabble** **antonyms:** agree, consent

**ask** *verb*

to put a question to; to look for an answer to

*Ask the librarian for help.*

**beg, inquire, interrogate, petition, question, request** **antonyms:** answer, reply, respond

**attack** *verb*

to set upon with violent force

*The armies attack the city.*

**afflict, ambush, assault, harm, invade, raid**

**antonyms:** defend, guard, protect

**bad** *adjective*

not good

*That is a bad idea.*

**abominable, dreadful, evil, horrid, hurtful, rotten, terrible, wicked** **antonyms:** favorable, virtuous

**beautiful** *adjective*

delightful to look at, listen to, or think about

*She has a beautiful voice.*

**attractive, charming, dazzling, elegant, fair, gorgeous, lovely, pleasing, striking, stunning**

**antonyms:** hideous, homely, ugly, unattractive

**before** *adverb*

at any time in the past

*I read that book before.*

**ahead, already, earlier, previously, prior to**

**antonyms:** after, behind, later

**beg** *verb*

to ask in a humble way

*They beg for mercy.*

**beseech, entreat, persuade, plead, request, urge**

**beginning** *noun*

the start; the origination of something

*The beginning of the story is sad.*

**activation, commencement, creation,**

**establishment, formation, foundation,**

**inauguration, initiation, opening** **antonym:** end

**big** *adjective*

of great size or importance

*An elephant is a big animal.*

**colossal, enormous, gigantic, grand, great, huge, massive, sizeable, vast** **antonyms:** microscopic, miniature, tiny

**boring** *adjective*

something that fails to hold one's attention;

uninteresting

*That is a boring book.*

**colorless, drab, dreary, humdrum, monotonous, tedious** **antonyms:** amusing, entertaining, exciting,

fascinating

**bother** *verb*

to give trouble to

*Please don't bother your brother.*

**agitate, annoy, disturb, harass, inconvenience, interrupt, irritate, perturb, pester, provoke, vex**

**antonym:** comfort

**brave** *adjective*

having or showing courage

*The brave man rescued the boy.*

**bold, confident, courageous, daring, heroic,**

**valiant** **antonyms:** cowardly, fearful

**break<sup>1</sup>** *verb*

to come apart or take apart

*Don't break the branch on the tree.*

**burst, crack, crush, damage, disjoin, fracture, separate, shatter, smash, split, wreck**

**antonyms:** fix, mend, repair

**break<sup>2</sup>** *noun*

an interruption; a pause or rest

*When will we take a break?*

**disruption, intermission, interval, pause, recess, rest, retreat**

**bright** *adjective*

giving off much light; strong in color

*The bright sun shone through the branches.*

**brilliant, dazzling, gleaming, glistening, glittering, illuminating, luminous, radiant, shining, vivid**

**antonyms:** dim, dull

**build** *verb*

to make or form something by putting parts or materials together

*Let's build a fence.*

**assemble, construct, develop, engineer, erect, manufacture, shape**

**antonyms:** break, demolish, destroy

**buy** *verb*

to give money to get goods or services

*We will buy candy at the store.*

**acquire, obtain, purchase**

**antonym:** sell

**call** *verb*

to say or to speak, often in a loud voice; cry out

*Call for help!*

**beckon, scream, yell**

**calm** *adjective*

peacefully quiet

*She spoke in a calm voice.*

**peaceful, placid, relaxed, sedate, serene, still,**

**tranquil, undisturbed**

**antonyms:** agitated, excited, frantic, troubled

**careful** *adjective*

taking time to think before acting

*Be careful when crossing the street.*

**cautious, conscientious, meticulous, mindful,**

**prudent, thorough, vigilant, watchful**

**antonyms:** careless, thoughtless

**careless** *adjective*

not using care; failing to pay attention

*That was a careless mistake.*

**hasty, negligent, sloppy, thoughtless**

**antonyms:** careful, cautious, thoughtful

**carry** *verb*

to take from one place to another

*The men carry furniture into the house.*

**deliver, haul, lug, tote, transfer, transport**

**change** *verb*

to make or become different

*Let's change the color of the room.*

**adapt, adjust, alter, amend, modify, replace, shift, substitute, switch, transform, vary**

**antonyms:** continue, remain

**cheat** *verb*

to take away something from someone dishonestly; to act in a dishonest way

*He will cheat you out of your money.*

**con, deceive, defraud, exploit, mislead, swindle, trick**

**chop** *verb*

to cut by hitting with a sharp tool such as an ax or knife

*Please chop the onions.*

**hack, mince, slice, split**

**clean<sup>1</sup>** *adjective*

free from dirt, stain, or germs

*The kitchen floor is clean.*

**immaculate, neat, pure, sanitary, spotless,**

**stainless, tidy**

**antonyms:** filthy, impure, soiled, stained

**clean<sup>2</sup>** *verb*

to get rid of dirt, stain, or germs

*Clean a wound to prevent infection.*

**cleanse, disinfect, launder, polish, purify, sanitize, scour, scrub, wash**

**antonyms:** pollute, soil, sully

**clear<sup>1</sup>** *adjective*

free from anything that dims, darkens, or blocks

*She swam in the clear water.*

**sheer, translucent, transparent**

**antonyms:** cloudy, foggy, opaque

**clear<sup>2</sup>** *adjective*

easily seen or understood

*He gave a clear explanation.*

**apparent, legible, obvious, readable**

**antonyms:** cloudy, confusing, obscure

**clothes** *noun*

coverings worn on the body

*Mom bought me new clothes.*

**apparel, attire, costume, dress, garments, outfit, wardrobe**

**cold<sup>1</sup>** *adjective*

having a low temperature; feeling no warmth

*This house is cold.*

**arctic, chilly, frigid, frosty, frozen, icy, wintry**

**antonyms:** scorching, searing, sweltering

**cold<sup>2</sup>** *adjective*

not friendly

*He has a cold look on his face.*

**aloof, hostile, standoffish, unfriendly**

**antonyms:** cordial, friendly, warm

**collect** *verb*

to bring or come together in a group

*The girls collect stickers.*

**accumulate, assemble, bunch, compile, gather, harvest, obtain, reserve, store** **antonyms:** disperse, distribute, scatter

**common<sup>1</sup>** *adjective*

belonging to all or shared equally by all

*We have a common goal.*

**collective, joint, mutual, public** **antonyms:** private, unique, varying

**common<sup>2</sup>** *adjective*

usual, normal

*That is a common occurrence.*

**average, customary, everyday, familiar, frequent, ordinary, typical** **antonyms:** extraordinary, infrequent, rare

**confuse** *verb*

to mix up; to mislead

*These two signs confuse me.*

**baffle, bewilder, mystify, perplex, puzzle**  
**antonym:** clarify

**continue** *verb*

to go on without stopping; to keep on

*The storm will continue until evening.*

**endure, persist, proceed, remain** **antonyms:** abate, cease, halt

**cook** *verb*

to use heat to get food ready for eating

*Did you cook the ribs?*

**barbecue, broil, brown, fry, grill, roast, sauté, steam**

**copy<sup>1</sup>** *noun*

a reproduction or duplicate

*Make a copy of this letter.*

**imitation, model, replica** **antonym:** original

**copy<sup>2</sup>** *verb*

to make a reproduction

*Copy the sentence on your paper.*

**duplicate, replicate, reproduce**

**courage** *noun*

a quality of mind or character that makes a person able to face danger or hardship without fear or in spite of fear

*It took courage to face the enemy.*

**boldness, bravery, gallantry, heroism, valor**  
**antonyms:** cowardice, dread

**cry** *verb*

to shed tears because of pain or a strong feeling

*I sometimes cry when I am hurt.*

**bawl, moan, mourn, sob, wail, weep, whimper, whine** **antonyms:** chuckle, giggle, laugh

**cut** *verb*

to put something sharp through or into

*Cut the paper.*

**carve, chop, dice, gash, shred, slash, slice, slit, snip, trim**

**dangerous** *adjective*

threatening harm or injury

*The ocean is dangerous in stormy weather.*

**hazardous, perilous, risky, treacherous, unsafe**  
**antonyms:** harmless, secure

**dark** *adjective*

without light or with very little light

*Today was a dark winter day.*

**cloudy, dim, dull, foggy, gloomy, murky, overcast, shadowy, shady** **antonyms:** bright, light

**destroy** *verb*

to ruin completely; wipe out

*The fire will destroy the village.*

**abolish, annihilate, demolish, devastate, exterminate, pulverize, wreck** **antonyms:** build, construct, make

**detail** *noun*

a small or less important item

*Here's one detail I forgot to tell you.*

**aspect, element, facet, feature**

**different** *adjective*

not being the same

*The sea horse is different from other fish.*

**contrasting, distinct, unique, unlike, unusual**  
**antonyms:** alike, same, similar

**dirty** *adjective*

soiled

*My shirt was dirty after I played with the dog.*

**filthy, foul, grimy, impure, muddy, nasty, polluted, rancid, stained, vile** **antonyms:** clean, pure, sanitary

**disagree** *verb*

to fail to match or agree; to have a different opinion

*I disagree with you.*

**clash, conflict, contrast, dispute, diverge, oppose**  
**antonyms:** agree, concur, harmonize

**disappear** *verb*

to pass out of sight either little by little or suddenly  
*The chocolate cookies always disappear first.*

**evaporate, fade, vanish** **antonyms:** appear, emerge, materialize

**discover** *verb*

to find or come upon something for the first time  
*When will scientists discover a cure for cancer?*

**detect, encounter, locate, pinpoint, uncover, unravel**

**do** *verb*

to perform or make; carry out

*What will you do this summer?*

**achieve, complete, execute, perform, practice, undertake**

**dry** *adjective*

free from liquid or moisture; not wet or damp

*The weather has been dry lately.*

**arid, dehydrated, parched, scorched**

**antonyms:** damp, hydrated, moist

**eager** *adjective*

wanting something very much; full of desire

*We're eager to get started.*

**ardent, avid, enthusiastic, excited, zealous**

**antonyms:** indifferent, unenthusiastic

**easy** *adjective*

needing very little work

*It's easy to ride a bicycle.*

**effortless, simple, uncomplicated**

**antonyms:** complicated, difficult

**empty** *adjective*

containing nothing

*The house was empty.*

**abandoned, bare, barren, deserted, hollow,**

**unoccupied, vacant, void** **antonyms:** crammed, crowded, full, occupied, packed

**enough** *adjective*

as many or as much as needed

*Is there enough food for everyone?*

**abundant, adequate, ample, plenty, sufficient**

**antonyms:** deficient, inadequate, insufficient

**exact** *adjective*

correct in every detail

*What were his exact words?*

**accurate, flawless, literal, precise, specific**

**antonyms:** approximate, imprecise, inaccurate

**excited** *adjective*

emotionally aroused or stirred up

*The puppy is excited.*

**agitated, animated, eager, energized, enthusiastic, roused, stirred, thrilled**

**antonyms:** bored, calm, uninterested

**expect** *verb*

to look for as likely to happen

*We expect rain tomorrow.*

**anticipate, await, foresee, predict**

**explore** *verb*

to look into closely

*Scientists explore ways to purify water.*

**investigate, probe, research, search, study**

**fair** *adjective*

not favoring one more than another

*The judge made a fair decision.*

**consistent, equitable, honest, impartial, just, lawful, legal, right** **antonyms:** partial, unfair

**fake** *adjective*

not genuine

*That diamond is fake.*

**artificial, counterfeit, false, fraudulent, imitation, phony** **antonyms:** genuine, real

**famous** *adjective*

widely known

*We recognized the famous singer.*

**celebrated, distinguished, illustrious, legendary, notable, prominent, recognized, renowned**

**antonyms:** obscure, unknown

**fast** *adverb*

in a rapid manner

*He ran as fast as he could.*

**hastily, promptly, quickly, rapidly, speedily, swiftly** **antonyms:** leisurely, slowly

**fat** *adjective*

too heavy or too large

*That is a very fat cat.*

**bulky, chubby, enormous, immense, large, massive, obese, overweight, plump, stocky, sturdy** **antonyms:** skinny, slender, thin

**fear** *noun*

an uneasy feeling caused by the nearness of danger or pain

*The nightmare filled me with fear.*

**alarm, anxiety, dismay, dread, fright, horror, panic, terror, timidity** **antonyms:** bravery, courage

**find** *verb*

to come upon by accident or to look for and discover

*Did you find my keys?*

**detect, discover, encounter, locate, recover, uncover, unearth** **antonyms:** lose, misplace

**finish** *verb*

to bring to an end

*When will you finish your homework?*

**accomplish, complete, conclude, terminate** **antonyms:** begin, commence

**fix** *verb*

to secure or repair

*Will you fix the broken faucet?*

**adjust, bind, mend, repair, restore** **antonym:** break

**free<sup>1</sup>** *adjective*

not under the power of something or someone; acting according to one's own will

*He is a free man.*

**emancipated, liberated, unrestrained** **antonym:** restricted

**free<sup>2</sup>** *verb*

to loose; to release from the power of something or someone

*Free the men.*

**acquit, deliver, emancipate, enfranchise, liberate, parole, unchain, unfetter** **antonyms:** bind, capture, enslave, restrict

**friend** *noun*

a person one knows and likes

*Jeffrey is my friend.*

**acquaintance, chum, companion, comrade, pal** **antonyms:** adversary, enemy, foe, opponent, rival

**funny** *adjective*

causing laughter or amusement

*The funny clown made us laugh.*

**amusing, comical, entertaining, hilarious, humorous, jolly, laughable, silly** **antonyms:** boring, sad, serious

**get** *verb*

to receive

*She will get a bike for her birthday.*

**acquire, fetch, gain, obtain** **antonyms:** give, lose

**give** *verb*

to make a present of; to hand over

*We give money to the missionaries.*

**bestow, confer, contribute, distribute, donate, grant, impart, offer, present, provide, supply** **antonyms:** acquire, get, receive

**giving** *adjective*

having an attitude of generosity

*She is a giving person.*

**charitable, generous, hospitable**

**antonyms:** greedy, stingy

**gloomy** *adjective*

a dark or discouraging state of mind or atmosphere

*He has a gloomy look on his face.*

**bleak, depressing, dismal, dreary, glum,**

**miserable, overcast, somber** **antonyms:** cheerful, happy, light

**go** *verb*

to pass from one place to another

*We go to Washington every year.*

**advance, depart, leave, move, proceed, race, run, travel** **antonyms:** remain, stay

**good<sup>1</sup>** *adjective*

high in quality; beneficial

*Earthworms are good for our soil.*

**fabulous, favorable, helpful, suitable, superb, terrific, useful, wonderful** **antonyms:** harmful, malignant, wicked

**good<sup>2</sup>** *adjective*

having a pleasant taste or smell

*The cookies are good.*

**delicious, delightful, flavorful, pleasant, scrumptious, tasty** **antonyms:** bland, dull, unpleasant

**great** *adjective*

superior in quality

*George Washington was a great leader.*

**awesome, excellent, exceptional, fantastic, grand, magnificent, majestic, marvelous, outstanding, stupendous, terrific, tremendous** **antonyms:** awful, inferior, terrible

**group** *noun*

a number of persons or things together

*The state of Hawaii is a group of islands in the Pacific Ocean.*

**assembly, bunch, clump, cluster, collection, gathering, section, set, team** **antonym:** individual

**grow<sup>1</sup>** *verb*

to become larger in size

*The trees grow every year.*

**accumulate, develop, expand, increase, mature** **antonyms:** decrease, shrink

**grow<sup>2</sup>** *verb*

to plant and raise

*We grow tomatoes in our garden.*

**cultivate, produce, vegetate**

**guard** *verb*

to keep from harm

*Soldiers guard the entrance to the palace.*

**conserve, defend, keep, patrol, preserve, protect, shield** **antonym:** neglect

**happy** *adjective*

having a cheerful spirit

*The happy children played and sang.*

**blissful, carefree, cheery, content, delighted, ecstatic, elated, jolly, jovial, joyful, jubilant, light-hearted, merry, pleased, satisfied**

**antonyms:** depressed, distressed, gloomy

**hard** *adjective*

requiring great effort

*You have a hard job to do.*

**burdensome, challenging, complicated, difficult, tough, trying** **antonyms:** easy, effortless

**hate** *verb*

to dislike very much

*God hates sin.*

**abhor, despise, detest, dislike, loathe**

**antonym:** love

**help** *verb*

to give or do useful things

*Help your mother clean the house.*

**aid, assist, contribute, relieve, support**

**antonyms:** harm, hinder, hurt

**hide** *verb*

to put or keep out of sight

*Let's hide the presents where no one can find them.*

**conceal, cover, disguise, mask** **antonyms:** reveal,

show

**high** *adjective*

having or being at a great height

*The people looked down from the high balloon.*

**elevated, towering** **antonym:** low

**hit** *verb*

to give a blow to

*I will hit the nail hard.*

**bang, knock, pound, punch, slug, smack, smite, strike, thump, whack**

**hold<sup>1</sup>** *verb*

to take and keep in the hands or arms

*Hold the rope tightly.*

**brace, clasp, cling, clutch, cradle, cuddle, embrace, grasp, grip** **antonym:** release

**hold<sup>2</sup>** *verb*

to keep in a certain place or position

*The new museum holds rare artwork.*

**contain, harbor, house, lodge, maintain, reserve, shelter** **antonym:** remove

**holy** *adjective*

set apart for God; godly

*The Bible is holy.*

**consecrated, hallowed, sacred, sanctified,**

**righteous** **antonyms:** immoral, impure, sinful, tainted, unrighteous

**honest<sup>1</sup>** *adjective*

of upright character

*An honest person will return a lost wallet.*

**honorable, respectable, sincere, trustworthy,**

**truthful, upright** **antonyms:** corrupt, crooked, deceitful, deceptive, dishonest, dishonorable

**honest<sup>2</sup>** *adjective*

not hiding anything

*Give me your honest opinion.*

**forthright, frank, genuine, sincere**

**antonyms:** deceitful, deceptive, unreliable

**hot<sup>1</sup>** *adjective*

having great heat

*Don't touch the hot stove.*

**boiling, burning, roasting, scorching, searing, sizzling, smoldering, steaming, sweltering, torrid**

**antonyms:** cold, frigid, icy

**hot<sup>2</sup>** *adjective*

burning to the taste

*That was a hot chili pepper!*

**fiery, peppery, sharp, spicy** **antonyms:** bland, mild

**hurry** *verb*

to go faster

*We can finish on time if we hurry.*

**accelerate, hasten, hustle, rush** **antonyms:** dawdle, delay, linger, plod

**hurt** *verb*

to cause pain or injury

*Don't fall and hurt yourself.*

**abuse, damage, harm, impair, injure, wound**

**antonyms:** aid, help

**important** *adjective*

having great value, meaning, or significance

*He gave an important message to me.*

**essential, impressive, influential, meaningful,**

**momentous, significant, valuable, vital, weighty**

**antonyms:** insignificant, trivial, unimportant, worthless

**interesting** *adjective*

causing or holding interest or attention  
*That is an interesting story.*

**absorbing, amusing, entertaining, fascinating, mesmerizing, riveting, thrilling** **antonyms:** boring, dry, dull

**job** *noun*

a chore, usually done on a regular schedule  
*My job is to teach English.*

**career, duty, employment, livelihood, occupation, profession, task, trade, work**

**join** *verb*

to come together; to become one of a group  
*He will join the pieces.*

**attach, combine, connect, fasten, link, unite** **antonyms:** disassemble, disconnect, separate

**jump** *verb*

to rise off the ground by using the legs  
*Some grasshoppers jump very high.*

**bounce, bound, hop, hurdle, leap, pounce, spring up, vault**

**kind<sup>1</sup>** *adjective*

helpful and considerate

*He is always kind to little children.*

**charitable, considerate, courteous, friendly, generous, gentle, helpful, sympathetic, thoughtful** **antonyms:** inconsiderate, mean, rude, unkind

**kind<sup>2</sup>** *noun*

a group of the same or similar things

*Swans are a kind of water bird.*

**brand, category, group, sort, type**

**know** *verb*

to be certain of facts; understand clearly

*Do you know what causes thunder?*

**comprehend, discern, grasp, perceive, realize, recognize**

**large** *adjective*

big in size, amount, or number; not small

*The chair came in a large box.*

**colossal, considerable, enormous, generous, gigantic, grand, great, huge, immense, massive, sizeable, substantial, vast** **antonyms:** diminutive, minute, slight

**last** *adjective*

coming at the end

*Tomorrow is the last day of camp.*

**closing, concluding, final** **antonyms:** beginning, first

**laugh** *verb*

to make sounds and movements to express happiness or amusement

*The clown makes him laugh.*

**cackle, chuckle, giggle, guffaw, howl, roar, snicker** **antonyms:** bawl, cry, mourn

**leave** *verb*

to go away from

*I will leave on Thursday.*

**abandon, depart, desert, disappear, evacuate, exit, forsake, quit, retreat** **antonyms:** remain, stay

**let** *verb*

to allow

*Let him speak.*

**authorize, consent, license, permit, sanction**

**antonyms:** forbid, prohibit

**lift** *verb*

to raise into the air

*She will lift the box.*

**boost, elevate, heave, hoist, raise** **antonyms:** drop, lower

**like** *verb*

to be fond of

*Which outfit do you like?*

**admire, enjoy, favor, prefer** **antonyms:** abhor, detest, dislike, hate

**little** *adjective*

small in size, quantity, or importance

*Our little table seats only three people.*

**diminutive, insignificant, microscopic, miniature, minute, petite, short, slight, tiny**

**antonyms:** gigantic, huge, massive

**live<sup>1</sup>** *verb*

to make one's home

*I live in a brick house.*

**abide, dwell, inhabit, occupy, remain, reside**

**live<sup>2</sup>** *verb*

to have life

*Will Grandpa live to be a hundred?*

**exist, survive** **antonyms:** die, expire, terminate

**look<sup>1</sup>** *verb*

to use the eyes to see

*Look at the beautiful sunset.*

**behold, examine, gaze, glance, glare, observe, peek, peer, scan, scrutinize, stare, view, watch**

**look<sup>2</sup>** *verb*

to search

*Look for the word in the dictionary.*

**check, explore, hunt, investigate, search, seek, survey**

**love<sup>1</sup>** noun

strong affection and warm feeling for another; unselfish concern for the best interests of another  
*Jesus showed His love for man by dying on the cross.*

**adoration, affection, charity, devotion, endearment, fondness, friendship, kindness, tenderness** **antonyms:** animosity, hatred

**love<sup>2</sup>** verb

to feel love or strong affection for; to have a strong liking for

*I'll love you forever.*

**adore, cherish, desire, treasure, value**

**antonyms:** abhor, despise, hate

**main** adjective

most important

*Can you summarize the main points of the chapter?*

**central, chief, core, dominant, key, major, primary, principal** **antonym:** minor

**make** verb

to bring into being; put together

*I will make a gift for you.*

**assemble, build, compose, construct, craft, create, develop, form, manufacture, mold, produce, shape** **antonyms:** destroy, dismantle

**many** adjective

a large number of; a lot of

*He has many friends.*

**abundant, countless, multiple, numerous, plentiful** **antonym:** few

**mix** verb

to put together and combine

*Mix the flour, water, and eggs to form the dough.*

**blend, combine, scramble, stir** **antonym:** separate

**move** verb

to change or cause to change location

*Can you move your chair?*

**adjust, budge, fidget, relocate, reposition, scoot, shift, transfer, transport** **antonyms:** remain, stay

**movable** adjective

capable of being moved or carried

*That is a movable platform.*

**adjustable, mobile, portable, transferable**

**neat** adjective

in clean condition; not messy

*He has a neat desk.*

**orderly, organized, tidy, uncluttered**

**antonyms:** cluttered, disorganized, messy, unkempt

**needed** adjective

impossible to do without

*We don't have the needed tools to fix the car.*

**essential, necessary, required**

**antonym:** unnecessary

**nervous** adjective

easily excited or upset; uneasy

*He is nervous about taking the test.*

**anxious, edgy, jittery, panicky, restless, skittish, tense, worried** **antonyms:** calm, relaxed

**new** adjective

recently made, built, formed, grown, or acquired

*Don't walk on the new grass.*

**fresh, immature, modern, novel, recent**

**antonyms:** ancient, old

**nice** adjective

very pleasing

*It is a nice day.*

**agreeable, blissful, delightful, fine, lovely, pleasant, pleasing** **antonyms:** nasty, offensive

**noise** noun

an unpleasant or unexpected sound

*The noise outside kept me awake.*

**clamor, commotion, racket, ruckus, uproar**

**antonyms:** quiet, silence, stillness

**obey** verb

to carry out or follow a law, order, or request

*She will obey the rules.*

**conform, submit** **antonyms:** disobey, rebel

**often** adverb

many times; again and again; in a repeated way

*He often reads before going to bed.*

**frequently, habitually, regularly** **antonym:** rarely

**old** adjective

having lived or existed for many years

*Don't cut down the old tree.*

**aged, ancient, antique, elderly, mature, obsolete, seasoned, worn** **antonyms:** new, young

**outside** noun

the outer side or surface

*Dad painted the outside of the house.*

**covering, exterior, shell, surface** **antonym:** inside

**package** noun

a wrapped or boxed parcel holding one or more items

*There were cookies in the package.*

**bundle, carton, packet, parcel**

**part** *noun*

something that along with other things makes a whole

*Would you like part of my dessert?*

**chunk, component, division, element, fragment, piece, portion, section, segment, slice**

**antonyms:** whole

**path** *noun*

a way, track, or opening along which something moves

*We walked along the path.*

**avenue, channel, course, opening, pass, passage, pathway, route, trail**

**perfect** *adjective*

completely free from mistakes

*Jamie's piano solo was perfect.*

**accurate, exact, faultless, flawless, immaculate, impeccable, precise, pure, spotless**

**antonyms:** blemished, defective, imperfect, marred

**pick** *verb*

to decide on or prefer something

*She will pick a leader.*

**choose, elect, select** **antonyms:** overlook, refuse

**piece** *noun*

a part that has been cut or separated from a whole

*May I have a piece of pie?*

**bit, chunk, fragment, portion, segment, slice**

**antonym:** whole

**polite** *adjective*

having or showing good manners

*He is always polite to visitors.*

**civil, courteous, gracious, mannerly, pleasant, respectful, tactful** **antonyms:** impolite, rude

**pour** *verb*

to flow or cause to flow in a steady stream

*Pour the milk into the bowl.*

**discharge, dispense, empty, spill**

**praise** *verb*

words or thoughts that show admiration or approval

*Mom will praise my good work.*

**admire, applaud, esteem, exalt, flatter, glorify, honor, worship** **antonyms:** belittle, criticize

**pretty** *adjective*

delightful to look at, listen to, or think about

*That is a pretty painting.*

**appealing, attractive, beautiful, gorgeous, lovely, marvelous, pleasing, radiant, ravishing, stunning**

**antonyms:** hideous, homely, repulsive, unattractive

**promise<sup>1</sup>** *verb*

to give one's word to do or not do something; to make an oath

*I promise to obey my parents.*

**agree, commit, declare, guarantee, pledge, swear, vow**

**promise<sup>2</sup>** *noun*

a statement in which a person gives his word to do or not do something

*Keep your promises.*

**agreement, commitment, contract, covenant, guarantee, oath, pledge, vow, warrant**

**protect** *verb*

to keep from harm

*Sunglasses protect your eyes.*

**defend, guard, preserve, screen, shelter, shield**

**antonyms:** attack, harm

**proud<sup>1</sup>** *adjective*

overly satisfied with oneself

*He is too proud to ask for help.*

**arrogant, conceited, haughty, pompous, vain**

**antonym:** humble

**proud<sup>2</sup>** *adjective*

feeling pleased about something made, done, or owned

*She is proud of his accomplishments.*

**content, delighted, fulfilled, satisfied, thrilled**

**antonym:** ashamed

**pull** *verb*

to grasp something and cause it to move forward or toward oneself

*Pull the rope harder.*

**drag, haul, jerk, tow, tug** **antonym:** push

**punishment** *noun*

a payment for a crime or error

*Your punishment is to clean the playground.*

**penalty, retribution, sentence** **antonym:** reward

**push<sup>1</sup>** *verb*

to press against something in order to move it

*He can push the rock into the hole.*

**nudge, propel, shove, thrust** **antonym:** pull

**push<sup>2</sup>** *verb*

to try to convince someone to do something

*Dad pushed her to practice the piano.*

**coerce, compel, encourage, inspire, persuade,**

**press, prod, urge** **antonyms:** discourage, prevent

**put** *verb*

to set or cause to be in a certain location or condition

*Put the lamp on the desk.*

**arrange, assign, establish, lay, place, position, set, spread** **antonym:** remove

**quick** *adjective*

moving or acting with speed; done in a short amount of time

*I made a quick trip to the store.*

**accelerated, brief, hasty, hurried, rapid, speedy, swift** **antonyms:** gradual, slow

**quiet** *adjective*

making little or no noise

*A farm is quiet early in the morning.*

**calm, hushed, mute, peaceful, restful, silent, still, tranquil** **antonyms:** loud, noisy

**real** *adjective*

true

*These are real diamonds.*

**actual, authentic, genuine** **antonyms:** fake, phony

**reason** *noun*

cause or explanation

*What is her reason for being late?*

**basis, grounds, intention, logic, motive, purpose**

**report** *noun*

a spoken or written description of something

*Did you hear the weather report?*

**account, announcement, bulletin, explanation, statement, testimony**

**respect** *noun*

regard or esteem

*A good citizen has respect for the law.*

**admiration, consideration, courtesy, esteem, honor, reverence, tribute**

**rich** *adjective*

having great wealth

*That man is rich.*

**affluent, prosperous, wealthy** **antonyms:** destitute, needy, penniless, poor

**right** *adjective*

something that is true

*Yes, that is the right answer.*

**accurate, correct, exact, precise, proper, true**

**antonyms:** incorrect, wrong

**rough<sup>1</sup>** *adjective*

having a surface that is not even or smooth

*Rough dirt roads can be hard on a car.*

**bumpy, coarse, harsh, jagged, rugged, scaly, uneven** **antonym:** smooth

**rough<sup>2</sup>** *adjective*

requiring great bodily, mental, or spiritual strength

*He had a rough day.*

**burdensome, difficult, severe, tough, trying**

**antonyms:** easy, pleasant, smooth

**run** *verb*

to move quickly on foot

*The children run at recess.*

**canter, dart, dash, flee, gallop, jog, race, scurry, sprint**

**antonyms:** saunter, stroll

**sad** *adjective*

filled with sorrow

*He was sad when Grandma left.*

**depressed, distressed, downcast, gloomy, glum, heartbroken, miserable, pitiful, sorrowful, unhappy** **antonyms:** joyful, jubilant

**same** *adjective*

being exactly like something else

*These two bowls are the same.*

**duplicate, equivalent, exact, identical, similar**

**antonym:** different

**save<sup>1</sup>** *verb*

to keep or set aside for use in the future;  
store up

*It is wise to save money.*

**conserve, economize, preserve, reserve**

**antonyms:** spend, use, utilize

**save<sup>2</sup>** *verb*

to rescue from harm or danger; make safe

*The fireman saved the person from the fire.*

**deliver, liberate, salvage** **antonym:** abandon

**say** *verb*

to speak out loud

*Can you say that more clearly?*

**announce, communicate, declare, exclaim,**

**express, mention, pronounce, remark, state, utter, verbalize**

**scary** *adjective*

causing fear or alarm

*Wasn't that a scary book?*

**alarming, fearful, frightening, horrifying, terrifying**

**antonyms:** pleasant, unalarming

**see** *verb*

to look at with the eyes

*I could see the whole city from the top of the building.*

**behold, distinguish, spot, view, witness**

**serious<sup>1</sup>** *adjective*

not smiling or happy

*He had a serious expression on his face.*

**earnest, grave, grim, solemn, somber**

**antonyms:** comical, humorous

**serious<sup>2</sup>** *adjective*

not joking or fooling

*He is serious about his work.*

**earnest, sober** **antonyms:** carefree, frivolous

**shake** *verb*

to move or make move up and down or back and forth in short, quick movements

*Shake the sauce before opening the bottle.*

**agitate, jiggle, quake, rock, shiver, shudder, tremble, vibrate, wiggle** **antonyms:** stabilize, still

**shiny** *adjective*

reflecting light

*Mother has a shiny jewel in her ring.*

**bright, brilliant, gleaming, glistening, glossy, polished, radiant** **antonym:** dull

**short<sup>1</sup>** *adjective*

taking a small amount of time

*I'm going for a short walk.*

**abrupt, brief, condensed** **antonyms:** lengthy, long

**short<sup>2</sup>** *adjective*

small in length or height

*The rope is too short.*

**miniature, petite, stunted, tiny, undersized**

**antonyms:** long, tall, willowy

**shout** *verb*

to say something in a loud voice; cry out

*We shout for the home team.*

**bellow, cheer, holler, roar, scream, shriek, whoop, yell** **antonyms:** murmur, whisper

**show** *verb*

to put in sight; allow to be seen

*Please show your science project to the judge.*

**demonstrate, display, exhibit, present, reveal**

**antonyms:** conceal, hide

**silent** *adjective*

making or having no sound

*He remained silent in class.*

**hushed, mute, quiet, speechless** **antonyms:** loud, noisy

**smart** *adjective*

having or requiring a quick mind

*You have to be smart to answer that question.*

**bright, clever, ingenious, intelligent, shrewd, skillful, wise** **antonyms:** foolish, unintelligent

**smell** *noun*

an odor or scent

*I love the smell of pine trees.*

**aroma, fragrance, reek, stench, stink**

**smile** *verb*

showing happiness, amusement, pleasure, or friendliness by an expression on the face

*He smiled when they congratulated him.*

**beam, grin, smirk** **antonyms:** frown, grimace

**special** *adjective*

different from what is usual or common

*Christmas is a special day.*

**distinguished, exceptional, extraordinary, noteworthy, particular, unique, unusual**

**antonyms:** normal, ordinary, usual

**start** *verb*

to begin

*The game will start after lunch.*

**activate, commence, embark, initiate**

**antonyms:** conclude, discontinue, end, finish

**stop** *verb*

to cease

*We will stop soon.*

**break, conclude, discontinue, end, finish, halt, pause** **antonyms:** begin, go, proceed

**strange** *adjective*

not known before

*They came to a strange land.*

**abnormal, bizarre, different, odd, peculiar, unfamiliar, unusual, weird** **antonyms:** familiar, normal, ordinary

**strengthen** *verb*

to make or become strong

*The tailor strengthened the pockets with heavy cloth.*

**brace, fortify, reinforce, rejuvenate, toughen**

**antonyms:** debilitate, weaken

**strict** *adjective*

being firm or severe

*Aunt Sarah is strict about bedtime.*

**authoritarian, firm, inflexible, rigid, severe, stern**

**antonyms:** flexible, lenient, pliable

**strong** *adjective*

having much power, energy, or strength

*The strong elephant lifted the tree.*

**durable, fortified, mighty, muscular, powerful, sturdy** **antonyms:** feeble, weak

**sure** *adjective*

feeling certain about someone or something; having no doubt

*I'm sure he's coming to the party.*

**certain, confident, convinced, definite, positive**  
**antonyms:** doubtful, uncertain

**surprise** *verb*

to cause to feel astonishment or wonder

*I will surprise my mother on her birthday.*

**amaze, astonish, shock, startle, stun**

**surround** *verb*

to be on all sides of; make a circle around

*The soldiers will surround the city.*

**border, encase, encircle, enclose, encompass**

**take** *verb*

to capture, seize, or win

*Let the horse take the apple from your hand.*

**acquire, grab, grasp, seize, snatch, sneak, steal**

**antonym:** give

**teach** *verb*

to help someone learn

*I will teach her how to read.*

**acquaint, clarify, counsel, direct, educate,**  
**explain, guide, inform, instruct, interpret,**  
**train, tutor**

**tell** *verb*

to give an account in words

*The book tells about city life.*

**communicate, depict, describe, detail, express,**  
**narrate, recount, report**

**territory** *noun*

an area of land; a region

*There are lions in the territory.*

**domain, neighborhood, quarter, zone**

**thankful** *adjective*

full of gratitude; showing appreciation

*The boy was thankful to his parents for teaching him.*

**appreciative, grateful, indebted**

**antonyms:** unappreciative, ungrateful, unthankful

**thin** *adjective*

having little space between opposite sides or surfaces; skinny

*That board is too thin for our project.*

**bony, gaunt, lean, scrawny, slender, slight, slim**  
**antonyms:** bulky, thick, wide

**think** *verb*

to use one's mind to make decisions or judgments

*Think before you act.*

**consider, contemplate, imagine, meditate, muse,**  
**ponder, reflect, wonder**

**throw** *verb*

to send through the air with a swift motion of the arm

*Throw the ball to Lance.*

**cast, fling, heave, hurl, launch, lob, pass, pitch,**  
**shoot, sling, toss, volley** **antonym:** catch

**tie** *verb*

to fasten or bind with a cord or rope

*Let's tie the twigs together.*

**bind, fasten, lash, link, secure, wrap**

**antonyms:** loosen, untie

**tired** *adjective*

exhausted in body or mind

*He's so tired that he can't keep his eyes open.*

**drowsy, exhausted, fatigued, sleepy, sluggish,**  
**weary** **antonyms:** alert, energetic

**trade** *verb*

to exchange one thing for another

*They like to trade baseball cards.*

**barter, swap, switch**

**travel** *verb*

to go from one place to another

*She may travel through Europe.*

**commute, journey, roam, sojourn, tour, traverse,**  
**trek, venture, voyage**

**trip** *noun*

a journey from one place to another

*We took a trip last summer.*

**excursion, vacation, voyage**

**trouble** *noun*

a difficult or dangerous situation

*The flood caused trouble for the city.*

**affliction, danger, difficulty, distress, grief, misery,**  
**trial** **antonyms:** benefit, convenience, ease, safety

**turn** *verb*

to move or cause to move around a center or in a circle

*She turned the hands on the clock.*

**revolve, roll, rotate, spin, twist**

**ugly** *adjective*

not pleasant to look at

*The monster had an ugly face.*

**gross, grotesque, hideous, homely, odious,**  
**repulsive, revolting, unattractive**

**antonyms:** beautiful, gorgeous

**understand** *verb*

to get or grasp the meaning of

*Do you understand the question?*

**comprehend, discern, fathom, know, perceive,**  
**realize** **antonyms:** confuse, misunderstand

**unlikely** *adjective*

not probable or possible  
*That is an unlikely story.*

**farfetched, improbable, inconceivable**  
**antonyms:** likely, probable

**unusual** *adjective*

not usual, common, or ordinary  
*This is an unusual bird.*

**abnormal, alien, irregular, odd, rare, unique, weird**  
**antonyms:** common, ordinary, usual

**upset** *adjective*

sad or unsettled  
*He is upset about the bad news.*

**alarmed, annoyed, anxious, bothered, distraught, disturbed, flustered, perturbed, troubled**  
**antonyms:** happy, pleased, satisfied

**useful** *adjective*

capable of being used for some purpose  
*Those tools were useful for building the sandbox.*  
**beneficial, effective, handy, helpful, practical, profitable**  
**antonyms:** useless, worthless

**usual** *adjective*

seen or happening all of the time  
*I ate my usual breakfast.*

**common, customary, expected, normal, ordinary, predictable, regular, typical, unvarying**  
**antonyms:** extraordinary, unusual

**very** *adverb*

in a high degree  
*I am very happy.*

**absolutely, considerably, entirely, extremely, fully, genuinely, truly**  
**antonyms:** moderately, slightly

**walk** *verb*

to move on foot at an easy, steady pace  
*Let's walk through the woods.*

**amble, hike, march, plod, saunter, step, stride, stroll, strut, tread, trek, trudge**  
**antonyms:** race, run, skip

**want** *verb*

to have a desire for  
*I want a bicycle.*

**crave, desire, wish, yearn**

**waste** *verb*

to spend or use up foolishly  
*Don't waste your time.*

**misuse, squander**  
**antonyms:** conserve, save

**weak** *adjective*

not having strength, power, or energy  
*He was weak after his illness.*

**feeble, frail, powerless, spineless**  
**antonyms:** forceful, powerful, strong

**wet** *adjective*

full of moisture  
*Her shoes were wet from the rain.*

**damp, drenched, dripping, humid, misty, moist, saturated, soaked, soggy**  
**antonyms:** arid, dehydrated, dry, parched

**whole** *adjective*

having all its parts; complete  
*Did you eat a whole pizza?*

**entire, total, unbroken, undivided**  
**antonyms:** incomplete, partial

**wicked** *adjective*

evil or morally bad  
*The heart of man is wicked.*

**corrupt, criminal, depraved, godless, heinous, immoral, perverted, sinful, vile**  
**antonyms:** moral, righteous

**wish** *verb*

to have or feel a desire; to want something  
*I wish I could fly.*

**aim, crave, desire, hunger, yearn**

**work<sup>1</sup>** *noun*

what a person does to earn money  
*His work was to paint the house.*

**chore, duty, employment, job, livelihood, occupation, profession, task, trade**

**antonyms:** frivolity, play

**work<sup>2</sup>** *verb*

to put forth effort to make or do something  
*We will work in the garden all day.*

**labor, perform, strive, struggle, sweat, toil**  
**antonyms:** play, rest

**worker** *noun*

someone who works  
*I am a worker in a store.*

**employee, laborer**

**worried** *adjective*

uneasy because of fear  
*We are worried about the recent robberies.*

**anxious, distracted, frantic, nervous, troubled**  
**antonyms:** calm, trusting

**wrong** *adjective*

not correct; mistaken  
*That is a wrong answer.*

**erroneous, false, inaccurate, incorrect, invalid**  
**antonyms:** accurate, correct, valid

# The Writing Process

The *Writing Process* is the stages or the steps that a writer follows as he writes. At each stage, the writer has an activity to do. Sometimes a writer repeats the early stages until he is satisfied with his writing.

## 1 Planning:

*Getting Ready to Write*

## 2 Drafting:

*Writing Your Ideas in Sentences*

## 3 Revising:

*Improving Your Writing*

## 4 Proofreading:

*Finding and Correcting Mistakes  
in Your Writing*

## 5 Publishing:

*Sharing Your Writing with Someone*

## Planning: Getting Ready to Write

- **Choose your topic**—*What will you write about?*
- **Find out your reason for writing**—*Why are you writing?*
- **Find out your audience**—*Whom are you writing for?*
- **Find out your format**—*How will it look?*

When you know the answers to these questions, you can explore your topic and organize your ideas and information. You can group your ideas and details with a graphic

organizer to help you choose which details you should write about and in what order you should write them.

### Some graphic organizers include the following:

- **Events/Details/Dialogue Chart** (See sample on page 334.)
- **Persuasion Chart** (See sample on page 335.)
- **Time-Order Chart** (See sample on page 336.)
- **Outline** (See sample on page 337.)
- **Plot Diagram** (See sample on page 338.)
- **Venn Diagram** (See sample on page 339.)
- **Word Web** (See sample on page 340.)

## Drafting: Writing Your Ideas in Sentences

In this stage you put your ideas into sentences and write them on paper. This is the first version of your writing. Sometimes it is called a *rough draft* or *first draft*.

Look at your plan as you write. If you think of other details, you can add them. Don't worry about mistakes. You can fix misspelled words and details that are out of order later.

If you are writing a paragraph, begin with an interesting sentence that tells the *main idea*. This is your *topic sentence*. Be sure to include only the *details* that belong with your topic sentence. Sometimes you will need to write an ending sentence telling what you think or feel about your topic.

## Revising: Improving Your Writing

During this stage you make your writing better. Read your writing to yourself. Look at the details you included. Ask yourself whether the details are in the right order and whether they are about your topic. Change the order of your details if they are confusing or out of order. Cross out any detail that does not belong.

Ask yourself whether you can make your writing clearer by using more exact words. Ask yourself whether you can make it more interesting by using more colorful words. Use your thesaurus on pages 316–29 to find better words.

Read your writing to someone else (your partner, your teacher, or your parent). Allow your partner to make suggestions and ask questions about your writing. If he doesn't understand something, try to make your writing clearer. Think about his suggestions. Make any changes that you think are important to make.

Most writers do not write perfectly the first time. In the revising stage, they make their writing better by rewriting, reordering, or adding or deleting words.

## Proofreading: Finding and Correcting Mistakes in Your Writing

At this stage you need to look for mistakes in capitalization, punctuation, indentation, and spelling. It is hard to look for different types of mistakes at one time. Read your writing several times and check for one or two types of

mistakes at a time. You can use a proofreading checklist to help. Here are some paragraphs that have been proofread using the proofreading marks.

### Our Country's Eagles

If you see a large bird soaring to its nest high up on a cliff, it is probably an eagle. Eagles are some of God's most wonderful creatures, they are beautiful and wild. The American bald eagle and the golden eagle are the only two species of eagles found in the United States. Although they are similar in size and nesting habits, they have differences in appearance and diet.

The bald eagle has become the national symbol of the U.S. Its most unusual feature is its white head. The feathers on the rest of its body are dark brown, and its beak and feet are yellow. It is a large bird, weighing anywhere from ten to fifteen pounds. Males have a wingspan of 72–85 inches, and the wingspan of females is even larger. Bald eagles like to nest in tall trees or on cliffs. They usually lay two eggs at a time, and both parents take turns in the nest. The baby eagles fly about ten weeks after hatching. Eagles almost always live near water because fish especially are one of their favorite foods. They also eat small mammals.

### Proofreading Marks

- Add
- Delete
- Capital letter
- Lowercase
- Move
- New paragraph

## Publishing: Sharing Your Writing with Someone

Finally, copy your writing neatly and correct all the mistakes you found during the proofreading stage. Now you can share your writing with someone. There are many ways to share

your writing: you may give it to your teacher, display it on a bulletin board, put it in a book, read it aloud, record it, or mail it to a friend or relative.

# Graphic Organizers

Sometimes graphic organizers are used to plan your writing. They can help you organize your many ideas. As you gather information,

these organizers can help you arrange details before you write. Use the organizer that best fits the type of writing you will be doing.

## Events/Details/Dialogue Chart

When you write about a personal experience, it is important to recall the main events of the experience, but you must also include details to help your audience see and hear what happened. Use an events/details/dialogue chart to help you plan. Once you have chosen your topic, list the main events of the experience. Then add details or dialogue for each event,

### Events

1. Looking at my cabin

### Details and Dialogue

- hole in the mattress of my bunk
- broken window
- weed that made me sneeze

2. Deciding to stay at camp

- Dad: "Your best Friend is always with you."
- went outside and prayed

3. Getting used to camp

- meeting Mr. Jerry
- horses
- hot dogs for lunch
- meeting Daniel and Luis

4. Enjoying camp activities

- swimming
- horseback riding
- games
- services in the chapel

5. Daniel's getting saved

- asked Mr. Jerry for help
- went outside while we slept
- Daniel: "I'm a Christian now!"

## Persuasion Chart

A persuasion chart helps you define your purpose and audience and organize the reasons for your request before writing a persuasive composition, such as a newspaper editorial. A reason tells why you think or feel that something should be done. Some reasons are stronger than others. Write the

three strongest reasons that support your purpose, saving the strongest for last. For each reason, write two or three facts or examples that support that reason. You can also use the persuasion chart to plan your introduction and your conclusion.

### Purpose

*to persuade my audience to read at least one biography during this school year*

### Audience

*my fellow students at Belmont Christian School*

### Introduction

*Question: Do you know where the biography shelves are?  
Mrs. Higgs—only two biographies checked out this school year*

#### Reason 1

*Teach about the past*

#### Reason 2

*Entertain us*

#### Reason 3

*Challenge us to show love for God*

#### Facts & Examples

- *William Tyndale—helped me understand how we got the English Bible*
- *Abraham Lincoln—helped me understand events that led to the Civil War*

#### Facts & Examples

- *George Washington Carver—invented peanut butter*
- *Gladys Aylward—missionary to China who inspected ladies' feet*

#### Facts & Examples

- *Billy Sunday—gave up baseball to preach the gospel*
- *Jim Elliot—gave his life so that a tribe could hear about Christ*

### Conclusion

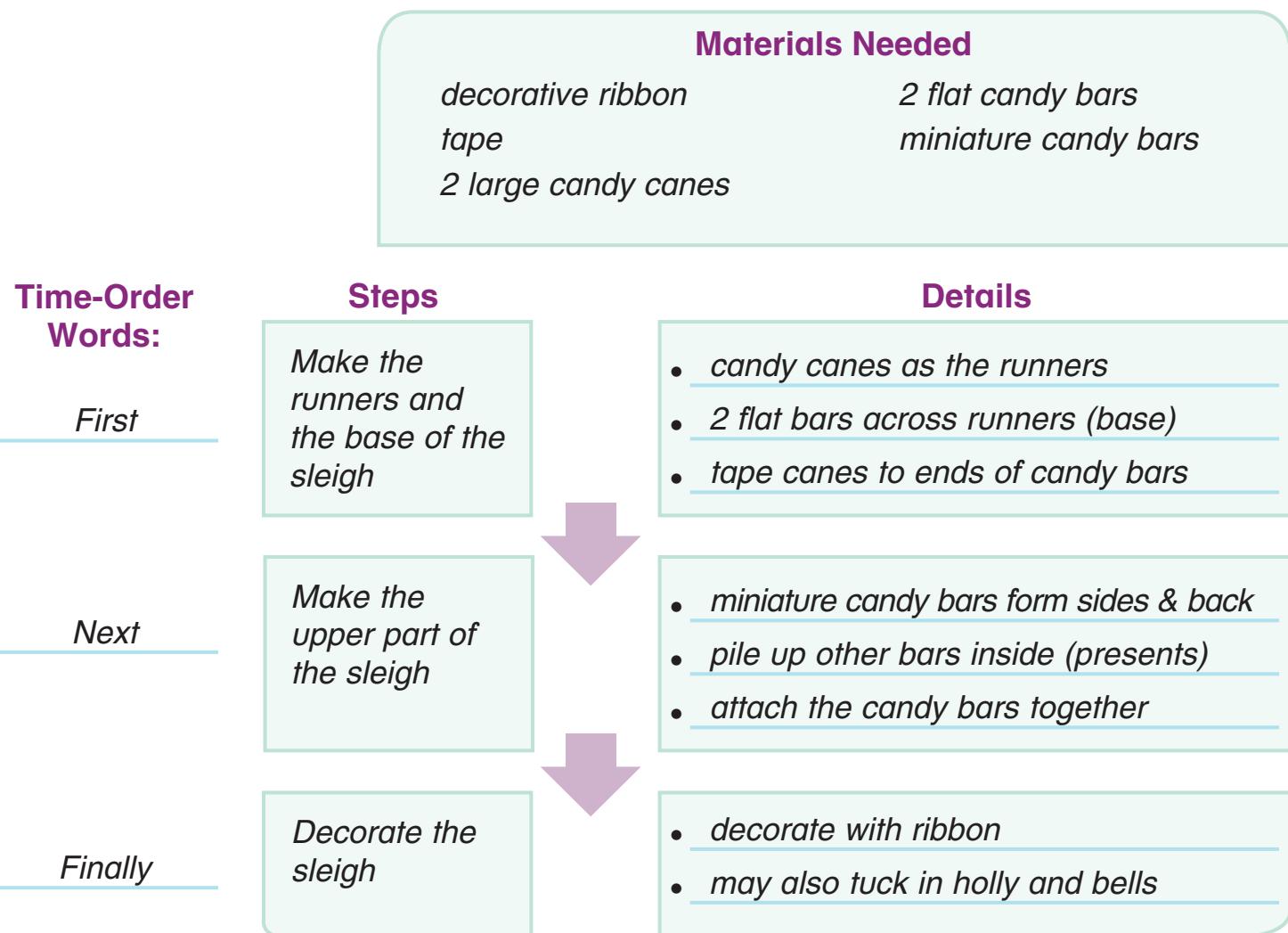
*set a goal, empty the biography shelves, make Mrs. Higgs happy*

## Time-Order Chart

Use a time-order chart to help you sequence. When you write instructions, begin by telling the topic and the materials needed. Write one step in each box. Then add details and spatial words that make each step clearer and more exact. Choose a time-order

word such as *first*, *next*, or *finally* to begin each step. You may also use a time-order chart to help you plan an introduction and conclusion.

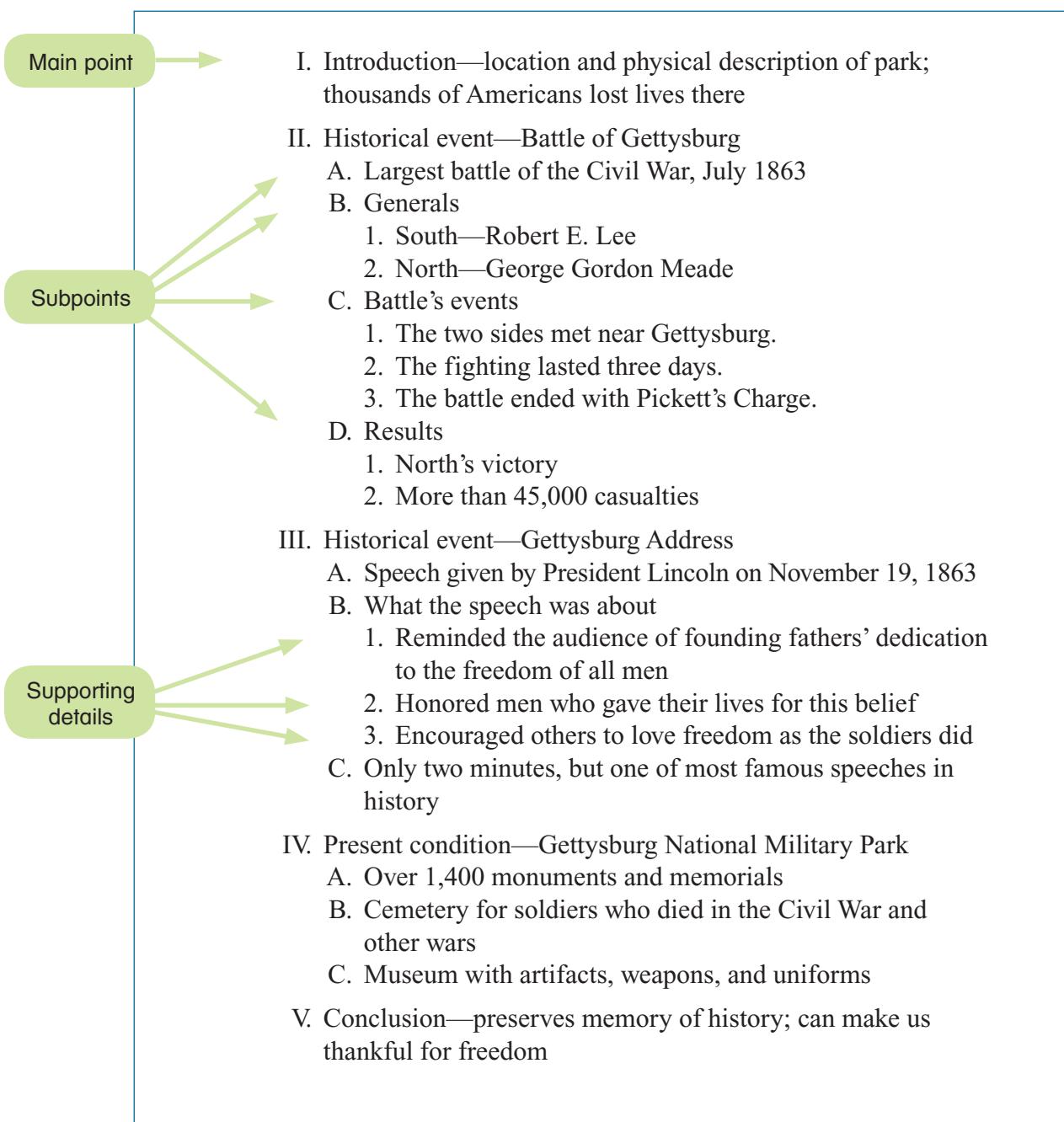
Introduction: fun Christmas presents; easy to make



## Outline

Before beginning a research report, you must read, take notes, and then organize your research. An outline helps you organize the information from your note cards before you begin to write. Your main ideas will be your main points, labeled with roman numerals. Gather your note cards about each main idea and choose the most important and interesting points to include beneath each main idea. Decide in

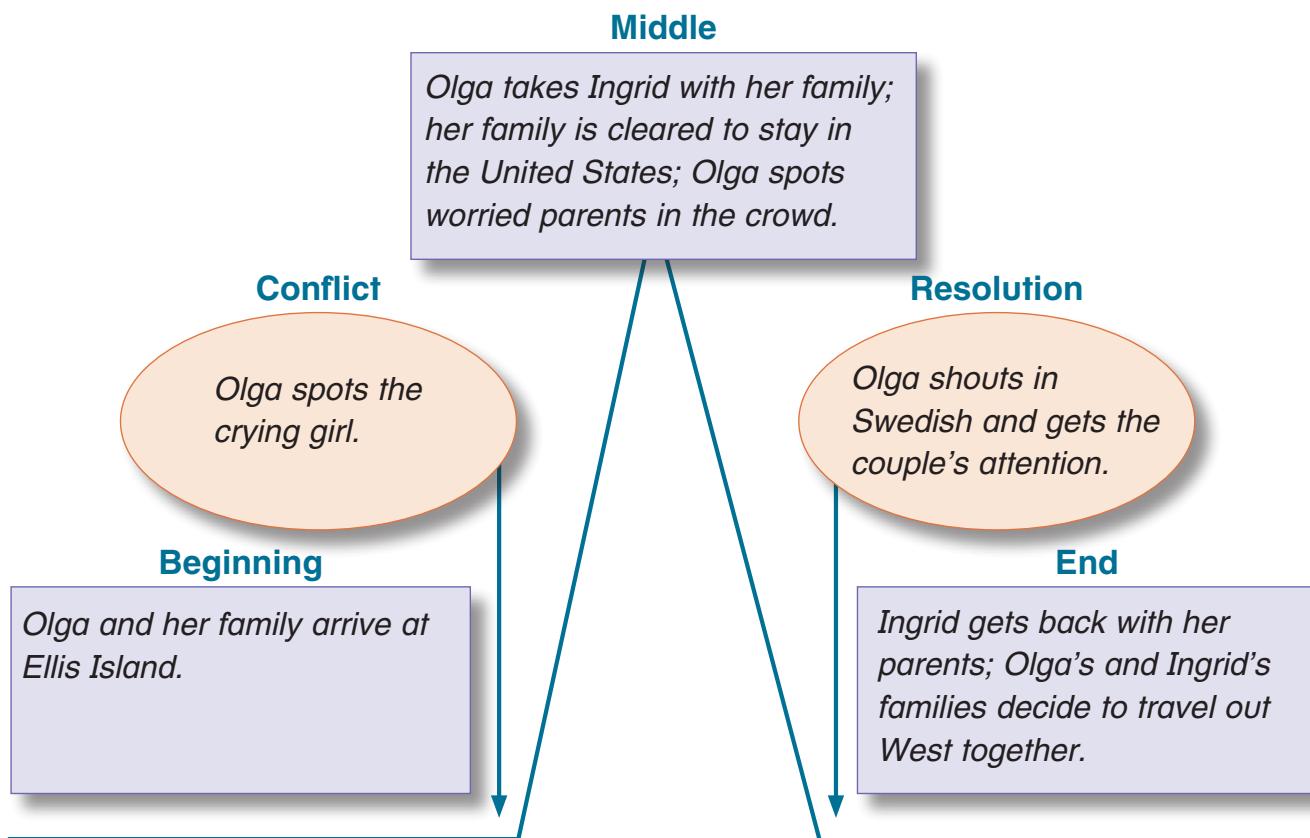
what order to tell about these subpoints. Use capital letters to label the subpoints under each main point. Also choose details that further support each sub-point and include them on your outline. Use arabic numerals to label supporting details under each sub-point.



## Plot Diagram

A story has a beginning, a middle, and an end. The **plot** is the sequence of events in a story. The beginning introduces the main characters and tells about the setting. The **conflict** marks the point at which the story moves from the beginning to the middle. The conflict in a story is usually the main character's struggle with another character, with a difficult situation, or within himself. The middle tells more about

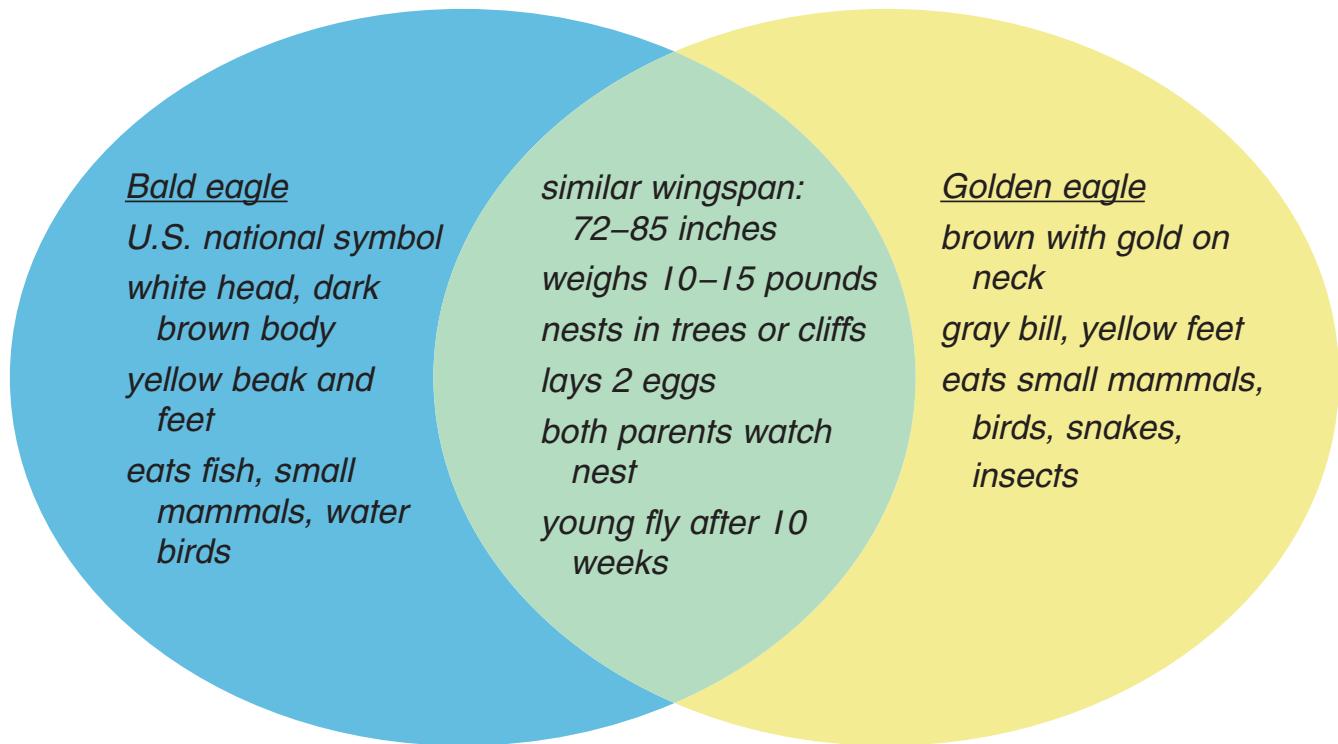
the conflict and tells how the characters try to resolve the conflict. The **climax**, or crisis, is the highest point in the action, before the conflict is resolved. The **resolution** marks the point at which the story moves from the middle to the end. The end tells what happens after the conflict is resolved.



## Venn Diagram

A Venn diagram helps you categorize information for a compare-contrast essay. Before you complete the Venn diagram, it is helpful to make lists of characteristics of your two subjects. A Venn diagram consists of two overlapping ovals, with one oval representing each subject. In the middle part of the diagram,

where the ovals overlap, list the characteristics that the two subjects have in common (likenesses). In the outer parts of each oval, list the characteristics that are unique to each subject (differences).

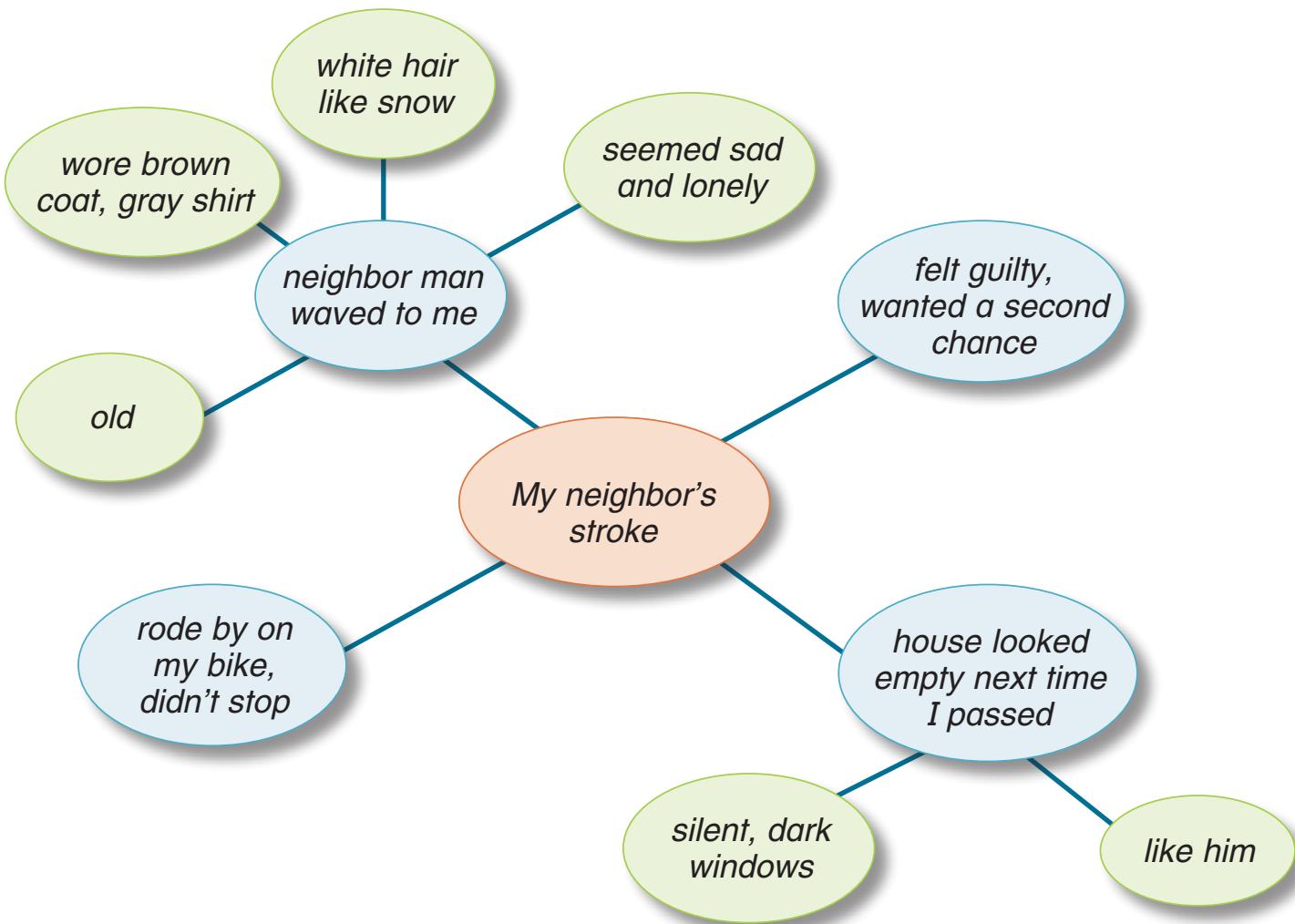


## Word Web

A word web can be used to develop a character before you write a story or a play. Write the character's name in an oval in the center of your paper. Write details about the character in ovals around the center oval. Draw a line from each detail to the character's name in the center. You can describe each detail by adding other ovals near the detail. Draw a line from the descriptions to the detail. Choose

the details you will include in your writing. Number the details in the order that you want to write about them.

A word web can also help you plan words to use in a free-verse poem about an experience. Write the experience in the center oval. Write details you remember about that experience in smaller ovals around the topic oval to form a web.



# Writing Models

## Personal Narrative

A personal narrative is a true story about the writer's own experience. Writing a personal narrative allows

you to share with others something you learned in a way that is vivid and interesting.

### How to Write a Personal Narrative

- Write in first-person point of view about an experience that you had.
- Choose an exciting, scary, fun, or unusual experience that you remember clearly.
- Get the reader's attention with your opening so that he will want to continue reading.
- Include details about when, where, and how the experience happened. Use time-order words and phrases to make the order of events clear.
- Include details about what you saw, heard, smelled, tasted, or felt so that the reader can picture your experience. Strong verbs and comparisons will make your descriptions vivid.
- Include dialogue to make the people in your narrative come alive.
- Make your ending tell what you learned or how you felt about the experience.

#### The Week of a Lifetime

I knew it was going to be a long week at camp as soon as I opened the door of my cabin. The only bunk left had a big hole in the mattress, and it was right by the window. The window was broken so it wouldn't shut all the way, and there was some kind of pungent weed growing right outside that made me start sneezing. I almost decided right then and there to go back home with my parents.

But my dad squeezed my shoulder and said, "Hope you have a great week, Stephen. Remember that your best friend is always with you." I knew he was talking about the Lord. Right after they left, I went outside the cabin and prayed.

Things started to get better soon. I met my counselor, Mr. Jerry, and he took me to see the horses. After that, it was time for lunch. The hot dogs in the dining hall were terrific! I sat with Daniel and Luis, a couple of the guys in my cabin.

Before long, I completely forgot about going home. The week at camp sped by like a video in fast-forward. I enjoyed swimming, horseback riding, the fun games, and all the good services in the chapel. I still sneezed sometimes at night, but most nights I fell asleep before I even closed my eyes.

The best part of the week came after cabin devotions on Thursday night. Just before we climbed into our bunks, I heard Daniel say, "Mr. Jerry, could you show me how to be saved?" Mr. Jerry got his Bible and took Daniel out on the porch. I tried to stay awake, but I fell asleep. The next day,

## Newspaper Editorial

A newspaper editorial is written to express an opinion and persuade the reader to take action. By publishing an editorial in a newspaper, a writer is able to influence many people that he may never meet. The writer of an editorial gives his opinion and then uses strong reasons, supported by facts or examples, to

persuade others. He uses the best reasons, facts, and examples that he can find. The stronger the support for his opinion, the more likely that opinion is to be accepted and adopted by others.

### How to Write a Newspaper Editorial

- Choose a topic that you have a strong opinion about.
- Complete a persuasion chart, choosing at least three reasons for your opinion and thinking of facts or examples to support each one.
- Start with an introduction that gets the reader interested in your topic. Questions, quotations, or intriguing statements make good openers.
- State your position, what you want your audience to do or believe, near the end of the introduction.
- Use strong reasons to support your opinion and include the facts and examples for each one. Arrange your reasons so that the strongest one is last. Use transitional words and phrases as you move from reason to reason.
- End with a conclusion that reinforces your position.

## BCS Gazette

### Exploring the Forgotten Shelves

an editorial by Alexa Jackson

If someone asked you where the biography section in our school library is, would you know the answer? The two shelves in the back left corner of the library are not very popular. According to our librarian, Mrs. Higgs, only two biographies have been checked out since the beginning of this school year. I believe that every student should read at least one biography during this school year.

First, reading biographies is an important way to learn about the past. I never really understood how we got our English Bible until I read a biography of William Tyndale. Knowing that people gave their lives so that I could read God's Word makes me appreciate my Bible even more. After I read a biography of Abraham Lincoln, I had a much better understanding of the events that led to the Civil War.

Second, biographies can entertain us. Do you like to learn funny and interesting facts about people? Biographies will make those people whose names you read in your history book come alive.

For example, did you know that George Washington Carver invented peanut butter? Next time you eat a peanut butter sandwich, you can appreciate his accomplishments. Did you know that Gladys Aylward, a missionary to China, was asked by the mandarin to inspect the feet of all the ladies in her province? To find out why, read her biography.

Most importantly, reading Christian biographies can challenge us to show our love for God in daily life. Billy Sunday gave up a career in baseball to preach the gospel. Jim Elliot gave his life so that a tribe in a South American jungle could hear about Christ. Maybe God will not call all of us to be great preachers or missionaries, but we can do our best to copy the kind of faith and obedience that those people had.

This year, set a goal to read at least one biography. Or better yet, read two or three. Let's empty out those two shelves in the back of the library. Mrs. Higgs will be happy we did it, and so will we!

## Instructions

Instructions give directions or explain how to do or make something. When writing instructions, consider the age and experience of the audience to whom you are writing. Use precise words and details and

present the instructions in a logical order so that they will be clear to anyone trying to follow them.

### How to Write Instructions

- Choose a project that you are very familiar with and can explain easily.
- Complete a time-order chart.
- Introduce the topic in an interesting way.
- List materials needed for the activity before giving the steps.
- Write each step of the instructions in order.
- Use time-order words such as *first*, *second*, *third*, *then*, *next*, *finally*, and *afterward* to show the order.
- Use spatial words to make the instructions clear and specific.
- Conclude the instructions in an encouraging way to make the reader want to follow them.

#### How to Make Candy Sleighs

It is never too early to start thinking about Christmas presents for your friends and family. Candy sleighs are a fun gift idea, and they are easy to make. For each sleigh, you will need decorative ribbon, tape, two large candy canes, two flat candy bars (three to four inches long), and a variety of miniature candy bars. You will not need to unwrap any of the candies to make the sleigh.

First, make the runners and base of the sleigh. The two candy canes will be the runners, and the two flat candy bars will hold them together. Arrange the candy canes so that the rounded tops are at the front of the sleigh. The canes should curve up and back toward the sleigh like runners. Lay the two flat candy bars side by side across the candy canes. Use tape to fasten the candy canes to the ends of the candy bars.

Next, arrange miniature candy bars on top of the base to resemble the sides and back of a sleigh. Tape each candy bar to the base and to the next candy bar to hold the sleigh together. Then pile up extra candy bars inside the sleigh to look like presents. Attach the candy bars together with loops of tape to hold them in place.

Finally, decorate the sleigh with pretty ribbon. You may also want to tuck other decorative objects like holly or small bells into the sleigh.

You will enjoy making these simple, inexpensive treats. Your friends will love their cute candy sleighs. After they get tired of looking at them, they can spend Christmas break enjoying the delicious candy.

# Research Report

A research report gives facts about a topic. A research report about a place might include information about its location, historical events that happened there, and its present condition. Your opinion, or how you feel about the topic, is not included in the

report. At the end of a research report is a bibliography, a list of the sources you used in your report. The bibliography tells others where you found your information and gives proper credit to the authors.

## How to Write a Research Report

- Choose a place with historical importance as your topic.
- Find information about this place in an encyclopedia, in a biographical dictionary, in nonfiction books, in magazine articles, or on the Internet.
- Read and take notes about the location of the place, historical events that happened there, and the condition of that place today. Make sure that you paraphrase information from your sources rather than copying exact statements from them.
- Organize your notes into an outline.
- Draft your report, beginning each paragraph with a topic sentence that tells what the paragraph is about. You may want to combine two main points from your outline in one paragraph.
- Write supporting sentences in each paragraph, using the details in your outline that tell about each main idea.
- Write a title for the report.
- Write a bibliography, a list of sources used.

### Gettysburg National Military Park

If you were to visit Gettysburg, Pennsylvania, you would be able to see many historical sites. One of these is the Gettysburg National Military Park. The park simply looks like a beautiful place with rolling hills and valleys, trees, and monuments. But it actually marks the spot where thousands and thousands of Americans lost their lives.

Gettysburg was the site of the largest battle of the Civil War. In July of 1863, General Robert E. Lee was commanding the Southern troops. The Northern army, under the command of General George Gordon Meade, met Lee's army near the town of Gettysburg. The fighting lasted for three days. It finally ended with Pickett's Charge. The Southern general George E. Pickett led about 15,000 men over Cemetery Ridge, and the Northern soldiers opened fire and drove them back. Although the North won the battle, more than 45,000 men from both sides were killed, wounded, or captured.

On November 19, 1863, President Abraham Lincoln gave a famous speech at the Gettysburg battlefield. In his speech, Lincoln talked about the founding fathers, who were dedicated to the freedom of all people. His speech honored the men who gave their lives, and it encouraged others to love freedom as much as they did. The Gettysburg Address, which lasted only about two minutes, has become one of the most memorable speeches in history.

Today the Gettysburg National Military Park keeps the memory of the Battle of Gettysburg alive. The park has over 1,400 monuments and memorials to the battle that was fought there. Part of

Introduces the place

Tells one historical event that happened there

Tells another historical event that happened there

Tells what the place is like today

## How to Write a Bibliography

- Gather the following information about each source that you used: the author, the title of the article or book, the publisher, and the location and date of publication.
- List the sources in alphabetical order by the author's last name (last name, first name).
- Follow the appropriate format for a bibliographical entry (see below).

### General pattern for a book

Author(s). *Title of Book*. Place of publication:  
Publisher's name, year.

### General pattern for an encyclopedia

Author. "Title of Article." *Title of Encyclopedia*.  
Place of publication: Publisher's name, year.

### General pattern for a magazine

Author. "Title of Article." *Title of Magazine*.  
Date: Page(s).

### General pattern for an online article

Author. "Title of Article." Date posted. Date  
accessed. Network address.

### General pattern for a CD-ROM

Author. "Title of Article." *Title of CD-ROM*.  
CD-ROM. Publisher. Copyright date.

### Bibliography

Addison, Michael. Heroes of the Civil War. New York:  
Easterling Press, 1999.

Eidson, Alice. "The Gettysburg Address." Posted July 3, 2002.  
Accessed October 7, 2005. <http://www.gettysburgfacts.com>.

Kresch, Basil. "Gettysburg." Civil War Vignettes. CD-ROM.  
Garrison Group. 2004.

Pullman, Harold. "Battle of Gettysburg." Newton Encyclopedia.  
Cleveland, OH: Newton Books, 2000.

# Historical Fiction

Historical fiction is a story written about a time and place from the past. A historical fiction writer does research about the setting of his story so that he can tell it as realistically as possible. He writes about characters, real or imagined, that lived in that time

and place. He also develops a plot that could have happened in that setting, taking care to make all the details in the story realistic for that time period.

## How to Write Historical Fiction

- Choose a setting that you have previously researched and choose an idea for a story that could happen in that setting.
- If necessary, do additional research about your setting before trying to develop the characters and the plot. Look for details about ordinary daily life and customs in the era you are writing about.
- Develop the characters for the story, using word webs.
- Develop a realistic conflict and a believable resolution for your story.
- Plan the plot, or the events that will happen in the beginning, middle, and end of the story, using a plot diagram. Include the conflict and resolution on the diagram. Be sure to bring the plot to a high point, or climax (crisis), before the conflict is resolved.
- Write the beginning of the story. Introduce the main characters and tell about the setting. Introduce the conflict.
- Write the middle of the story. Tell how the conflict grows and tell ways the characters try to resolve it.
- Write the end of the story. Tell the resolution to the conflict and tell what happens after the conflict is resolved.
- To make the story seem lifelike, show details about the characters and setting through action and dialogue rather than telling facts directly. Use colorful, descriptive words.
- Write a title for the story.

### American Friends

Olga stepped down from the ship and stood on the shore of Ellis Island. She looked around with wide blue eyes. "Mother," she said, "I can't believe we're in America!"

People from many countries were waiting in long lines. Olga heard many different languages. All the people were waiting to see whether they could stay in America. Olga followed Father and Mother to the end of a line. She held tightly to her younger brother Peter's hand.

Suddenly Olga saw a little girl with blond braids crying. She was standing all by herself holding a ragged doll. Olga told Peter to stay with Mother and Father. She went over to the little girl.

"What is your name?" asked Olga in Swedish.

The little girl stopped crying. "You speak my language," she said. "My name is Ingrid. I can't find my parents."

"Come with my family," said Olga. "We will help you."

Olga and Ingrid went back to the line. They waited for a very long time. Many people asked them questions and examined them. Finally, a man handed some papers to Olga's father. With a smile he said, "Welcome to America!"

# Compare-Contrast Essay

When you compare two subjects, you tell how they are alike. When you contrast two subjects, you tell how they are different. A compare-contrast essay compares and contrasts subjects. It can be orga-

nized in different ways, but two common methods of organization are by subject and by similarities and differences.

## How to Write a Compare-Contrast Essay

- Choose two subjects to compare and contrast that are neither too similar nor too different from each other.
- Choose a method of organization for your essay that is logical and easy for you to understand.
- Research to find out facts about your two subjects. Make a list of characteristics for each subject.
- Organize these characteristics using a Venn diagram.
- Make an outline to plan the organization of your essay into main points, subpoints, and supporting details.
- In the first paragraph, write an introduction to tell what the essay is going to be about.
- Write the second and third paragraphs according to the method of organization you planned in your outline.
- Use comparing and contrasting words to connect the ideas in your paragraphs.
- In the fourth paragraph, write a conclusion to sum up your major points.
- Use language that is precise and descriptive throughout the essay.
- Write a title for the essay.

### Our Country's Eagles

If you see a large bird soaring to its nest high up on a cliff, it is probably an eagle. Eagles are some of God's most beautiful wild creatures. The American bald eagle and the golden eagle are the only two species of eagles found in the United States. Although they are similar in size and nesting habits, they have differences in appearance and diet.

The bald eagle has become the national symbol of the United States. Its most unusual feature is its white head. The feathers on the rest of its body are dark brown, and its beak and feet are yellow. It is a large bird, weighing anywhere from ten to fifteen pounds. Males have a wingspan of seventy-two to eighty-five inches, and the wingspan of females is even larger. Bald eagles like to nest in tall trees or on cliffs. They usually lay two eggs at a time, and both parents take turns sitting on the nest. The baby eagles fly about ten weeks after hatching. Bald eagles almost always live near water because fish, especially salmon, are one of their favorite foods. They also eat small mammals and water birds.

Unlike the bald eagle, the golden eagle does not have a white head. Its feathers are entirely dark brown with touches of gold at the back of its neck. It has a gray bill and yellow feet. It is similar in size to the bald eagle, weighing between ten and fifteen pounds. The golden eagle's wingspan is almost exactly the same

## Free Verse

Free verse is a form of poetry that is written in lines but does not follow a traditional pattern of rhyme and rhythm. Most free verse does not rhyme and does not have a strong, regular rhythm. When read aloud, free verse often sounds like the natural flow of our

voices as we speak. Free verse is often serious and thoughtful. Writers often use free verse to explore their feelings about an experience and to discover what that experience has taught them.

### How to Write Free Verse

- Choose an experience that you remember clearly, that has strong emotion connected with it, and that taught you something new.
- Explore your memories of that experience by making a word web, adding specific details to the web as you recall them.
- Draft your poem, using specific images, actions, thoughts, comparisons, quotations, and sensory details from your word web.
- Keep the language of your poem condensed so that you say as much as possible with the fewest words.
- Arrange the lines of your poem so that they break at the most effective points for the poem's meaning.
- Write a title that suggests the main idea you wanted to convey in your poem.

#### A Second Chance

The old man wore a ragged brown coat  
and a thin gray shirt,  
and his white hair looked like snow.  
He waved his hand when I rode by on my bike.  
I waved back and wondered if I should stop,  
maybe talk for a while—  
he seemed sad and lonely.  
But I rode on.  
When I passed the house today,  
it was too silent.  
I stopped this time.  
I stared at the dark windows  
and knew it was empty inside  
like him.  
“He had a stroke last night,” the neighbor said.  
“He’s in the hospital downtown.”  
Please, God, give me  
a second chance.

## Business Letter/Cover Letter

A business letter is usually written to someone that you do not know. Business letters may be written to request information, order a product, give information, or express an opinion. Writers often submit their work to editors for possible publication. Usually a writer will send a cover letter along with the written

work to explain his purpose and briefly give information about himself. Business letters include a heading, an inside address, a greeting, a body, a closing, and a signature. Remember to mail business letters in a business-size envelope.

### How to Write a Business Letter (Cover Letter)

- Decide on a purpose and an audience for your business letter. Locate the address of the company in a telephone directory, in a brochure, on the Internet, or in another source such as a book of writer's markets.
- Plan the information that needs to be included in the letter, making sure that you clearly state your purpose for writing.
- In the heading, write your address and the date. (Begin at the top center of your paper.)
- Write the inside address (the address of the company to which you are writing).
- Write an appropriate greeting and the name of the person to whom you are writing. If you do not know the person's name, write *Dear Sir or Madam*.
- In the body, write your letter in one or two brief paragraphs, using precise wording, a polite tone, and plain facts.
- Write an appropriate closing. (Begin at the bottom center of your paper.)
- Sign your name. (Begin at the bottom center of your paper under the closing.)

6784 Oak Lane  
Palmdale, CA 93551  
April 17, 2006

Ms. Kathleen Werner  
Faith-Full Publications  
720 Clay Blvd.  
Los Angeles, CA 90012

Dear Ms. Werner:

Thank you for publishing *Faithwalk* magazine. I have been receiving your magazine for two years now. I enjoy reading the stories and articles, and I especially like to read the poems that young people have written.

I enjoy writing poetry, and I am submitting a poem for possible publication in your magazine. I am eleven years old. I am in sixth grade at Fairview Christian School. I would be honored if you would consider publishing my poem. I am enclosing a self-addressed, stamped envelope for your convenience.

Sincerely yours,

*Jubilee Watson*

Jubilee Watson

# Envelopes

You can mail your letter after you correctly address an envelope. An envelope has two addresses. Lists of state postal abbreviations and other abbreviations you may want to use are on page 354.

The return address is written in the top left corner of the envelope and tells who is sending the letter. The letter will be returned to this address if it cannot be delivered.

The mailing address is written in the center of the envelope and tells who will receive the letter.

You must place a stamp on the top right corner of the envelope. The stamp is payment for sending the letter.

If you are requesting that the company send you information, it is polite to enclose a self-addressed, stamped envelope (SASE) with your letter. This makes it easy for the company to respond to your request.

## How to Address an Envelope

- Write your name and address in the top left corner.  
(This is the **return address**.)
- Write the name and address you are sending the letter to in the center of the envelope. (This is the **mailing address**.)
- Place a stamp on the top right corner.

*Jubilee Watson  
6784 Oak Lane  
Palmdale, CA 93551*



*Ms. Kathleen Werner  
Faith-Full Publications  
720 Clay Blvd.  
Los Angeles, CA 90012*

## How to Address a Self-Addressed, Stamped Envelope (SASE)

- Write your name and address in the center of the envelope.
- Place a stamp on the top right corner.
- Fold and enclose it with your business letter.

# Commonly Misspelled Words

|            |            |            |            |
|------------|------------|------------|------------|
| again      | everything | money      | surprise   |
| a lot      | except     | morning    | swimming   |
| always     | excited    | mother's   |            |
| another    |            | myself     | than       |
| answer     | family     |            | that's     |
| anything   | favorite   | neighbor   | their      |
| anyway     | field      | nervous    | themselves |
| around     | finally    |            | there      |
|            | first      | o'clock    | they       |
| beautiful  | found      | often      | they're    |
| because    | friend     | once       | thought    |
| before     |            | other      | threw      |
| believe    | getting    | our        | through    |
| bored      | girl       | outside    | tired      |
| brought    | goes       |            | together   |
| business   | going      | people     | tomorrow   |
|            | guess      | playwright | too        |
| caught     |            | please     | tried      |
| children   | happened   | practice   | truly      |
| clothes    | heard      | pretty     |            |
| coming     |            | probably   | until      |
| could      | I'm        |            | upon       |
| cousin     | instead    | ready      | usually    |
|            | into       | really     |            |
| decide     | its        | receive    | very       |
| different  | it's       | restaurant |            |
| doesn't    |            | right      | weird      |
| done       | knew       |            | we'll      |
| don't      | know       | said       | we're      |
| down       |            | school     | where      |
|            | letter     | since      | whole      |
| early      | library    | sincerely  | would      |
| enough     | listen     | someone    | wouldn't   |
| especially | little     | something  | write      |
| every      |            | sometimes  |            |
| everybody  | maybe      | suppose    | your       |
| everyone   | minute     | sure       | you're     |

# Time-Order Words & Phrases

after a while  
afterward  
as soon as  
before long  
finally  
first  
immediately  
in the meantime

just then  
last Friday  
last July  
last winter  
later  
next  
now  
once

right after  
shortly after  
sometimes  
soon  
the next day  
then  
two years ago  
when

# Comparing & Contrasting Words

## Comparing Words

also  
both  
in the same way  
like  
similar/similarly

## Contrasting Words

but  
differs from  
even though  
however  
on the other hand  
unlike

# Grammar Handbook

**412** Abbreviations

**415** Contractions

**416** Prefixes & Suffixes

**417** Prepositions

**418** Homophones

**421** Principal Parts for Irregular Verbs

**422** Diagramming Models

# Abbreviations

## Months

January .....  
February .....  
March .....  
April .....  
August .....  
September .....  
October .....  
November .....  
December .....

**Jan.**  
**Feb.**  
**Mar.**  
**Apr.**  
**Aug.**  
**Sept.**  
**Oct.**  
**Nov.**  
**Dec.**

*May, June, and July are not usually abbreviated because they are short words.*

## Days of the Week

Sunday .....  
Monday .....  
Tuesday .....  
Wednesday .....  
Thursday .....  
Friday .....  
Saturday .....

**Sun.**  
**Mon.**  
**Tues.**  
**Wed.**  
**Thurs.**  
**Fri.**  
**Sat.**

## Address Abbreviations

Apartment .....  
Avenue .....  
Boulevard .....  
Building .....  
Circle .....  
Court .....  
Drive .....  
Highway .....  
Lane .....  
Place .....  
Post Office .....  
Road .....  
Room .....  
Route .....  
Street .....  
Square .....

**Apt.**  
**Ave.**  
**Blvd.**  
**Bldg.**  
**Cir.**  
**Ct.**  
**Dr.**  
**Hwy.**  
**Ln.**  
**Pl.**  
**P.O.**  
**Rd.**  
**Rm.**  
**Rt.**  
**St.**  
**Sq.**

Titles are special words used with people's names to show respect. The names and titles of people are capitalized. Abbreviations are used for most titles.

|                                    |              |
|------------------------------------|--------------|
| Mister (adult man) .....           | <b>Mr.</b>   |
| Mistress                           |              |
| married adult woman .....          | <b>Mrs.</b>  |
| adult woman .....                  | <b>Ms.</b>   |
| unmarried adult woman .....        | <b>Miss</b>  |
| Doctor .....                       | <b>Dr.</b>   |
| Reverend (ordained preacher) ..... | <b>Rev.</b>  |
| President .....                    | <b>Pres.</b> |
| Senator .....                      | <b>Sen.</b>  |
| Governor .....                     | <b>Gov.</b>  |
| Professor .....                    | <b>Prof.</b> |
| General .....                      | <b>Gen.</b>  |
| Captain .....                      | <b>Capt.</b> |
| Junior .....                       | <b>Jr.</b>   |
| Senior .....                       | <b>Sr.</b>   |

## State Postal Abbreviations

The United States Postal Service gives abbreviations for the states as two capital letters with no periods.

|                      |       |
|----------------------|-------|
| Alabama              | ..... |
| Alaska               | ..... |
| Arizona              | ..... |
| Arkansas             | ..... |
| California           | ..... |
| Colorado             | ..... |
| Connecticut          | ..... |
| Delaware             | ..... |
| District of Columbia | ....  |
| Florida              | ..... |
| Georgia              | ..... |
| Hawaii               | ..... |
| Idaho                | ..... |
| Illinois             | ..... |
| Indiana              | ..... |
| Iowa                 | ..... |
| Kansas               | ..... |
| Kentucky             | ..... |
| Louisiana            | ..... |
| Maine                | ..... |
| Maryland             | ..... |
| Massachusetts        | ..... |
| Michigan             | ..... |
| Minnesota            | ..... |
| Mississippi          | ..... |
| Missouri             | ..... |

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| AL |
| AK |
| AZ |
| AR |
| CA |
| CO |
| CT |
| DE |
| DC |
| FL |
| GA |
| HI |
| ID |
| IL |
| IN |
| IA |
| KS |
| KY |
| LA |
| ME |
| MD |
| MA |
| MI |
| MN |
| MS |
| MO |

|                |       |
|----------------|-------|
| Montana        | ..... |
| Nebraska       | ..... |
| Nevada         | ..... |
| New Hampshire  | ..... |
| New Jersey     | ..... |
| New Mexico     | ..... |
| New York       | ..... |
| North Carolina | ..... |
| North Dakota   | ..... |
| Ohio           | ..... |
| Oklahoma       | ..... |
| Oregon         | ..... |
| Pennsylvania   | ..... |
| Rhode Island   | ..... |
| South Carolina | ..... |
| South Dakota   | ..... |
| Tennessee      | ..... |
| Texas          | ..... |
| Utah           | ..... |
| Vermont        | ..... |
| Virginia       | ..... |
| Washington     | ..... |
| West Virginia  | ..... |
| Wisconsin      | ..... |
| Wyoming        | ..... |

|    |
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| MT |
| NE |
| NV |
| NH |
| NJ |
| NM |
| NY |
| NC |
| ND |
| OH |
| OK |
| OR |
| PA |
| RI |
| SC |
| SD |
| TN |
| TX |
| UT |
| VT |
| VA |
| WA |
| WV |
| WI |
| WY |

## Measurement Abbreviations

### Metric Measurement Units

|                         |                 |
|-------------------------|-----------------|
| meter(s) . . . . .      | <b>m</b>        |
| centimeter(s) . . . . . | <b>cm</b>       |
| millimeter(s) . . . . . | <b>mm</b>       |
| gram(s) . . . . .       | <b>g</b>        |
| kilogram(s) . . . . .   | <b>kg</b>       |
| liter(s) . . . . .      | <b>l or L</b>   |
| milliliter(s) . . . . . | <b>ml or mL</b> |

### Customary Measurement Units

|                       |             |
|-----------------------|-------------|
| inch(es) . . . . .    | <b>in.</b>  |
| foot (feet) . . . . . | <b>ft.</b>  |
| yard(s) . . . . .     | <b>yd.</b>  |
| pound(s) . . . . .    | <b>lb.</b>  |
| ounce(s) . . . . .    | <b>oz.</b>  |
| gallon(s) . . . . .   | <b>gal.</b> |

Use a period after customary measurement units but not after metric measurement units.

### Times

|                                |                |
|--------------------------------|----------------|
| morning . . . . .              | <b>* a.m.</b>  |
| afternoon, night . . . . .     | <b>* p.m.</b>  |
| before Christ . . . . .        | <b>BC</b>      |
| after Christ's birth . . . . . | <b>* AD</b>    |
| minute(s) . . . . .            | <b>min(s).</b> |
| second(s) . . . . .            | <b>sec(s).</b> |
| hour(s) . . . . .              | <b>hr(s).</b>  |

Place **AD** before  
the year it describes.  
Place **BC** after the  
year it describes.

**AD** 2005  
**2000 BC**

\*Latin: a.m. = *ante meridiem*, “before noon”  
p.m. = *post meridiem*, “after noon”  
AD = *anno Domini*, “in the year of our Lord”

# Contractions

A **contraction** is two words that are put together and shortened to make one word. An apostrophe (') takes the place of the letter or letters that are left out of the new word.

Some contractions are formed by combining pronouns and verbs. Some contractions are formed by combining verbs and the word *not*.

## Pronoun + Verb = Contraction

|      |   |      |   |         |
|------|---|------|---|---------|
| I    | + | will | = | I'll    |
| you  | + | will | = | you'll  |
| he   | + | will | = | he'll   |
| she  | + | will | = | she'll  |
| they | + | will | = | they'll |
| we   | + | will | = | we'll   |

|      |   |    |   |        |
|------|---|----|---|--------|
| he   | + | is | = | he's   |
| she  | + | is | = | she's  |
| it   | + | is | = | it's   |
| here | + | is | = | here's |
| what | + | is | = | what's |
| that | + | is | = | that's |

|      |   |     |   |         |
|------|---|-----|---|---------|
| you  | + | are | = | you're  |
| we   | + | are | = | we're   |
| they | + | are | = | they're |

|      |   |      |   |         |
|------|---|------|---|---------|
| I    | + | have | = | I've    |
| you  | + | have | = | you've  |
| we   | + | have | = | we've   |
| they | + | have | = | they've |

I + am = I'm

## Common Contractions with Not

|                        |                        |                          |
|------------------------|------------------------|--------------------------|
| is + not = isn't       | has + not = hasn't     | do + not = don't         |
| are + not = aren't     | have + not = haven't   | does + not = doesn't     |
| was + not = wasn't     | had + not = hadn't     | did + not = didn't       |
| were + not = weren't   | could + not = couldn't | should + not = shouldn't |
| would + not = wouldn't | cannot = can't         | will + not = won't       |

### Two Exceptions

Won't is formed from the words *will* and *not*. Can't is formed from one word, *cannot*.

# Prefixes & Suffixes

A **prefix** is a group of letters added to the beginning of a base word to make a new word with a different meaning or use.

*mis + read = misread*

| Prefix  | Prefix Meaning       | Example   | Example Meaning   |
|---|----------------------|---|---|
| <i>bi</i>   | having two of; twice | biannual  | happening twice each year   |
| <i>dis</i><br><i>im</i><br><i>in</i><br><i>non</i><br><i>un</i> | not; opposite of     | disagree<br>immature<br>inaccurate<br>nonessential<br>unwrapped | to not agree<br>not mature<br>not accurate<br>not essential<br>not wrapped or the opposite of wrapped |
| <i>en</i>   | in                   | enclose   | to close in   |
| <i>im</i><br><i>in</i>  | into                 | implant<br>indoors  | to plant into<br>within the doors of a building   |
| <i>mis</i>  | bad; wrong           | misbehave   | to behave badly   |
| <i>out</i>  | exceed; go beyond    | outwit  | to surpass in cleverness  |
| <i>pre</i>  | before               | preview   | to view before  |
| <i>re</i>   | again or back        | reread  | to read again   |

Note: The prefix *im* is added only to words beginning with *b*, *m*, or *p*.

A **suffix** is a word part added to the end of a base word. Adding a suffix makes a new word with a different meaning.

*child + ish = childish*

| Suffix                     | Suffix Meaning                        | Example                 | Example Meaning   |
|----------------------------|---------------------------------------|-------------------------|---|
| <i>able</i><br><i>ible</i> | capable or worthy of                  | comfortable<br>flexible | capable of providing comfort<br>capable of being flexed |
| <i>en</i>                  | to make                               | brighten                | to make bright  |
| <i>er</i><br><i>ist</i>    | one who                               | painter<br>artist       | one who paints<br>one who creates art                   |
| <i>ful</i>                 | full of                               | truthful                | full of truth   |
| <i>ish</i>                 | like; somewhat                        | girlish                 | like a girl   |
| <i>less</i>                | without; not having                   | fearless                | without fear  |
| <i>ly</i>                  | in nature or manner                   | gladly                  | in a glad manner  |
| <i>ment</i>                | the act, state, quality, or result of | agreement               | a result of agreeing                                    |
| <i>ness</i>                | state, condition, or quality of       | neatness                | state of being neat                                     |

# Prepositions

A **preposition** shows the relationship between a noun or pronoun and other words in the sentence. The preposition usually comes before its object (a noun or pronoun).

*The Sullivans hiked **to** the lighthouse.*

*We went **with** them.*

## Common Prepositions

|         |         |         |
|---------|---------|---------|
| about   | between | onto    |
| above   | by      | out     |
| across  | down    | outside |
| after   | during  | over    |
| against | for     | since   |
| along   | from    | through |
| among   | in      | to      |
| around  | inside  | under   |
| at      | into    | until   |
| before  | near    | up      |
| behind  | of      | with    |
| below   | off     | within  |
| beside  | on      | without |

# Homophones

**Homophones** are words that sound alike but have different meanings and usually different spellings.

**allowed** permitted: *Dad allowed me to go to the party.*

**aloud** orally: *She read the story aloud.*

**ate** past tense of eat: *We ate hotdogs for lunch.*

**eight** a number; 8: *There are eight children on each team.*

**bill** money: *I have a dollar bill.*

**bill** statement of money owed: *The power company sent me a bill for the month.*

**bill** beak: *The duck had an orange bill.*

**blew** past tense of blow: *The wind blew the door shut.*

**blue** a color: *She wore a blue skirt.*

**bye** used to express farewell; short for goodbye: *I said a quick bye and left.*

**buy** to purchase: *Who will buy my painting?*

**by** close to; next to: *We live by a lake.*

**can** to be able to: *I can play the flute.*

**can** metal container: *I opened a can of vegetables.*

**close** to shut: *Please close the door quietly.*

**clothes** articles of dress; apparel: *Tony bought some new clothes.*

**dear** loved or respected: *A dear friend gave me a gift.*

**deer** an animal: *The deer leaped over the brook.*

**fair** honest: *The referee will make sure the game is fair.*

**fair** a carnival: *Did you go to the fair?*

**fare** toll: *The taxi fare was not very expensive.*

**file** collection of papers: *Please put that document in your file.*

**file** tool for smoothing: *I lost my nail file.*

**flour** processed grain: *Dad mixed flour into the cookie dough.*

**flower** colorful plant blossom: *This flower is a daisy.*

**for** indicating purpose: *I wrote a story for my teacher.*

**for** indicating destination: *We headed for the beach.*

**four** a number; 4: *I used four sentences.*

**hair** threadlike growths on the head: *Andy has red hair.*

**hare** rabbit: *The hare twitched his long ears.*

**heal** cure: *My cut will heal quickly.*

**heel** back of the foot: *My heel is sore.*

**hear** understand by listening: *Can you hear him talking?*

**here** in this place: *Please come sit here.*

**him** a masculine pronoun: *I sat next to him.*

**hymn** a song to God: *We sang my favorite hymn.*

|               |  |                  |   |
|---------------|--|------------------|---|
| <b>hoarse</b> | husky-voiced: <i>He could not sing because he was hoarse.</i>            | <b>our</b>       | possessive form of <i>we</i> : <i>Our house is around the corner.</i>             |
| <b>horse</b>  | an animal: <i>The cowboy rode a horse.</i>                               | <b>hour</b>      | one of the twenty-four equal parts of a day: <i>Dad will be home in one hour.</i> |
| <b>hole</b>   | tear, opening: <i>There was a hole in my jacket.</i>                     | <b>pair</b>      | couple; two similar things: <i>I bought a pair of shoes.</i>                      |
| <b>whole</b>  | entire: <i>The whole town was there to see it.</i>                       | <b>pare</b>      | cut or peel: <i>Will you pare the apples for the pie?</i>                         |
| <b>its</b>    | the possessive form of <i>it</i> : <i>Return the book to its shelf.</i>  | <b>pear</b>      | a juicy, grainy fruit: <i>The pear was sweet and juicy.</i>                       |
| <b>it's</b>   | contraction of <i>it is</i> : <i>I think it's going to rain.</i>         | <b>plain</b>     | ordinary; without anything added: <i>Grandpa wore a plain red tie.</i>            |
| <b>knew</b>   | was aware of: <i>I knew the answer.</i>                                  | <b>plane</b>     | airplane: <i>We flew in a plane.</i>  |
| <b>new</b>    | just made or bought: <i>Mike has new shoes.</i>                          | <b>principal</b> | leader of a school: <i>Dr. Jacobs is our principal.</i>                           |
| <b>new</b>    | different: <i>We have a new teacher.</i>                                 | <b>principle</b> | a basic truth: <i>Dad teaches us Bible principles.</i>                            |
| <b>knot</b>   | a twist or tangle: <i>My shoelaces are in a knot.</i>                    | <b>rest</b>      | sleep: <i>I did not get enough rest last night.</i>                               |
| <b>not</b>    | negation of a word: <i>I will not forget the assignment.</i>             | <b>rest</b>      | the remainder: <i>The rest of us will wait here.</i>                              |
| <b>knows</b>  | is aware of: <i>He knows about the surprise party.</i>                   | <b>right</b>     | opposite of <i>left</i> : <i>My house is the brown one on the right.</i>          |
| <b>nose</b>   | organ of smelling: <i>My nose is stuffy.</i>                             | <b>right</b>     | correct: <i>How many did I get right on my paper?</i>                             |
| <b>lock</b>   | a curl of hair: <i>She kept a lock of the baby's hair.</i>               | <b>write</b>     | to mark with letters or words: <i>Please write neatly.</i>                        |
| <b>lock</b>   | a fastener: <i>Dad put a lock on the front door.</i>                     | <b>write</b>     | compose: <i>I will write my story about a bear.</i>                               |
| <b>might</b>  | power: <i>Our God is a God of might.</i>                                 | <b>road</b>      | a public passageway: <i>The road was a little bumpy.</i>                          |
| <b>might</b>  | will possibly happen: <i>We might have to cancel the game.</i>           | <b>rode</b>      | past tense of <i>ride</i> : <i>We rode for seven hours in the van.</i>            |
| <b>mint</b>   | plant with a fresh flavor: <i>You can crush mint leaves to make tea.</i> | <b>sea</b>       | a large body of salt water: <i>The sea was still and blue.</i>                    |
| <b>mint</b>   | place where coins are made: <i>We visited the Denver Mint.</i>           | <b>see</b>       | to look: <i>I see birds flying.</i>   |

**sent** past tense of *send*: *I sent the letter to him.*

**cent** penny: *The groceries cost seven dollars and one cent.*

**scent** a smell: *Hunting dogs can track their prey by scent.*

**shed** a building: *Dan put the lawnmower back in the shed.*

**shed** to take off: *Snakes shed their skin.*

**stair** a step: *The toddler climbed up on the stair.*

**stare** to gaze steadfastly: *It is not polite to stare.*

**tail** part attached to the back of an animal: *The puppy wagged its tail.*

**tale** a story: “*Paul Bunyan*” is a tall tale.

**their** possessive form of *they*: *I'm going to their house.*

**there** at that place: *The ball bounced over there.*

**they're** contraction of *they are*: *They're going to come with us.*

**through** in one side and out the other side: *We drove through the tunnel.*

**threw** past tense of *throw*: *Sam threw a fastball.*

**to** direction of; toward: *We drove to Washington.*

**too** also: *I can play the piano too.*

**too** excessively: *You played too long.*

**two** a number; 2: *He has two pens.*

**way** path: *Which way should we go?*

**way** habit of doing things: *That is the way we do it.*

**weigh** to measure the heaviness of something: *I will weigh the apples.*

**weak** frail, lacking strength: *He was weak with hunger.*

**week** seven days: *We spent a week at the seashore.*

**well** a deep hole: *She carried a bucket of water from the well.*

**well** correctly: *You did well on the spelling test.*

**wood** part of a tree: *We cut the wood to make a treehouse.*

**would** past tense of *will*: *You said we would go today.*

**your** possessive form of *you*: *Your ice cream is going to melt.*

**you're** contraction of *you are*: *You're invited to my party.*

# Principal Parts for Irregular Verbs

| Present Principal Part | Past Principal Part | Past Participle Principal Part |
|------------------------|---------------------|--------------------------------|
| be (am, is, are)       | was, were           | (has, have, had) been          |
| begin                  | began               | (has, have, had) begun         |
| blow                   | blew                | (has, have, had) blown         |
| break                  | broke               | (has, have, had) broken        |
| catch                  | caught              | (has, have, had) caught        |
| choose                 | chose               | (has, have, had) chosen        |
| come                   | came                | (has, have, had) come          |
| do                     | did                 | (has, have, had) done          |
| draw                   | drew                | (has, have, had) drawn         |
| drink                  | drank               | (has, have, had) drunk         |
| drive                  | drove               | (has, have, had) driven        |
| eat                    | ate                 | (has, have, had) eaten         |
| fall                   | fell                | (has, have, had) fallen        |
| find                   | found               | (has, have, had) found         |
| fly                    | flew                | (has, have, had) flown         |
| freeze                 | froze               | (has, have, had) frozen        |
| give                   | gave                | (has, have, had) given         |
| grow                   | grew                | (has, have, had) grown         |
| know                   | knew                | (has, have, had) known         |
| make                   | made                | (has, have, had) made          |
| ride                   | rode                | (has, have, had) ridden        |
| ring                   | rang                | (has, have, had) rung          |
| run                    | ran                 | (has, have, had) run           |
| see                    | saw                 | (has, have, had) seen          |
| sing                   | sang                | (has, have, had) sung          |
| sink                   | sank                | (has, have, had) sunk          |
| speak                  | spoke               | (has, have, had) spoken        |
| steal                  | stole               | (has, have, had) stolen        |
| swim                   | swam                | (has, have, had) swum          |
| take                   | took                | (has, have, had) taken         |
| teach                  | taught              | (has, have, had) taught        |
| tear                   | tore                | (has, have, had) torn          |
| tell                   | told                | (has, have, had) told          |
| throw                  | threw               | (has, have, had) thrown        |
| wear                   | wore                | (has, have, had) worn          |

# Diagramming Models

A **diagram** of a sentence shows how the words in the sentence relate to each other. You diagram a sentence beginning with the most important words, the simple subject and the simple predicate. The vertical line crosses

the base line. This line separates the subject from the predicate of the sentence. (The following examples may contain words that you do not know how to diagram. You will learn how to diagram these words later.)

The **simple subject** is the main word(s) in the complete subject. The simple subject may be a noun or a subject pronoun. The **simple**

**predicate** is the main word(s) in the complete predicate. The simple predicate is the **verb** in the sentence.

*The little frog jumped into the pond.*



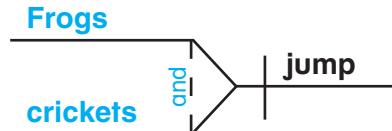
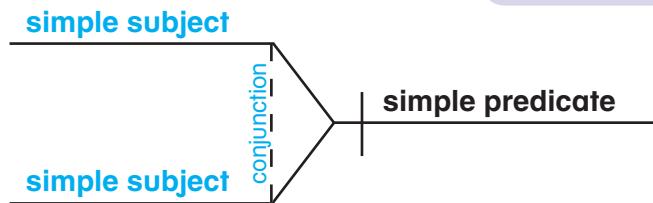
An imperative sentence gives a command or request. The subject of an imperative sentence is always *you*.

*Go to the door.*



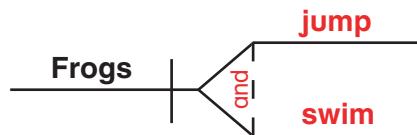
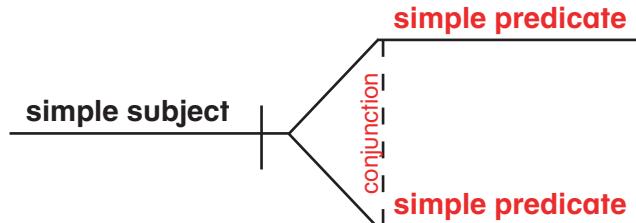
A **compound subject** has two or more simple subjects that share the same predicate. The joining words *and* and *or* are called **conjunctions** and connect the subjects.

*Frogs and crickets jump.*



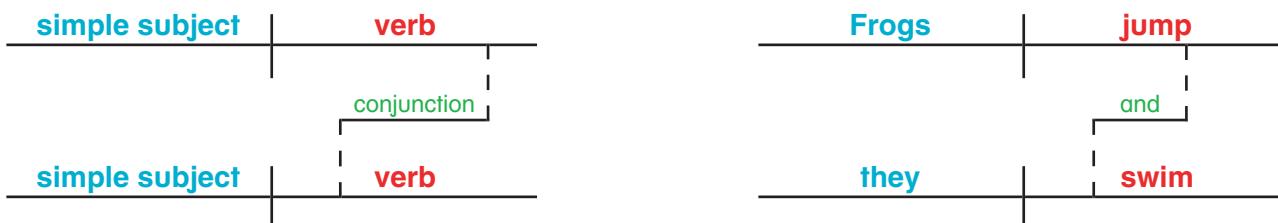
A **compound predicate** has two or more simple predicates (verbs) that share the same subject. The joining words *and* and *or* are called **conjunctions** and connect the predicates.

*Frogs jump and swim in the pond.*



A **compound sentence** contains two simple sentences connected by a comma and a conjunction. A compound sentence gives two complete thoughts. The **conjunctions** are *and*, *but*, and *or*.

*Frogs jump on land, and they swim underwater.*



Sentences can have different types of verbs. The type of verb will determine how the sentence is diagrammed. An **action verb** tells what the subject does. A **helping verb** helps the main

(action) verb. Helping verbs always come before the main verb in a sentence. The **complete verb** includes the helping verb and the main verb but not any extra words between the verbs.

*Frogs have always jumped.*



A **linking verb** tells what the subject is by linking the subject to a *noun* or an *adjective* in the predicate part of the sentence. The slanted line points

the predicate noun or predicate adjective back toward the subject.

A **predicate noun** renames the subject.

*Frogs are amphibians.*



A **predicate adjective** describes the subject.

*Frogs are slimy.*



A **direct object** is a noun in the predicate of the sentence that receives the action of the verb. It tells what or whom.

Since the direct object is in the predicate, the line between the action verb and the direct object

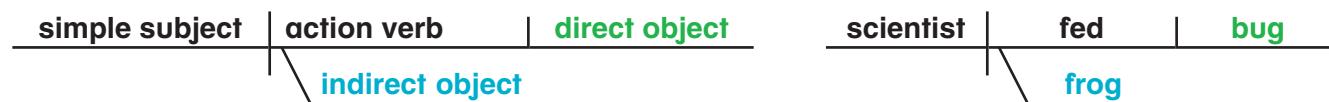
comes to the base line but does not cross it. The line between the action verb and the direct object is straight. It is not slanted like the line on the linking verb diagrams.

*The frog caught a fly.*



An **indirect object** is a noun or pronoun that comes between the **verb** and the **direct object**. The indirect object answers the question *to whom?* or *to what?* or *for whom?* or *for what?* about the verb and the direct object.

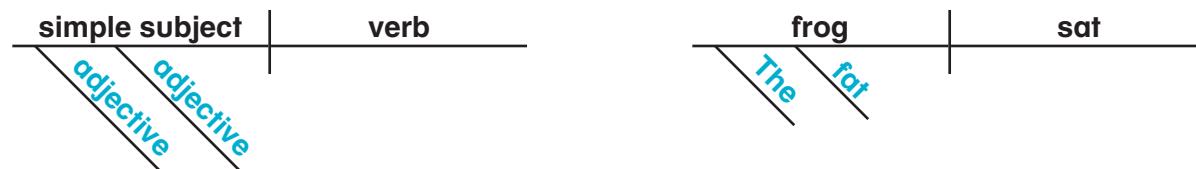
*The scientist fed the frog a bug.*



An **adjective** is a word that describes a noun. Adjectives tell what kind or how many. The words *a*, *an*, and *the* are special adjectives called **articles**.

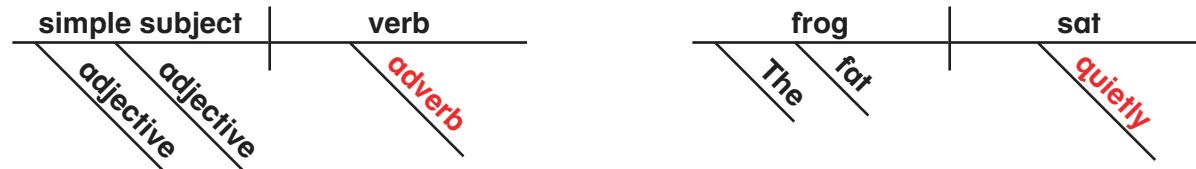
In a diagram, the adjective is on a slanted line under the **noun** it describes.

*The fat frog sat beside a pond.*



An **adverb** is a word that describes a verb. It tells how, when, or where something happens. In a diagram, the adverb is written on a slanted line under the **verb** it describes.

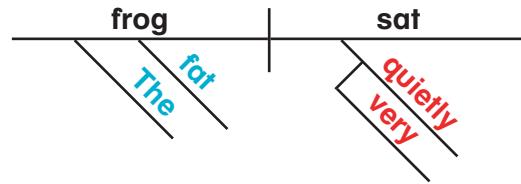
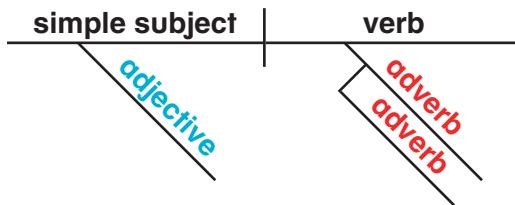
*The fat frog sat quietly.*



**Adverbs** can also describe **adjectives** and **other adverbs**. In a diagram, the adjective that describes a noun or the adverb that describes a verb is written on a slanted line connecting it to

the noun or verb that it modifies. The adverb that describes the adjective or adverb is on another slanted line under the adjective or adverb it describes.

*The fat frog sat very quietly.*

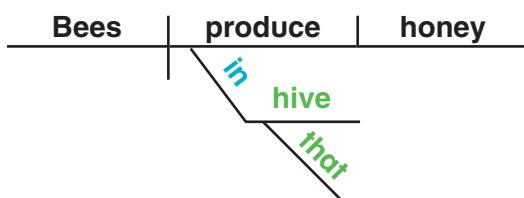
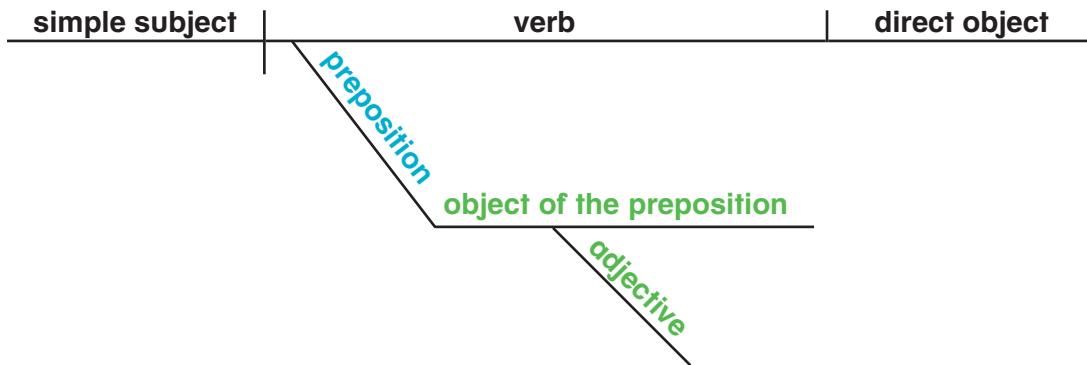


A **preposition** is a word that shows the relationship between a noun or pronoun and other words in the sentence. A preposition, the object of the preposition, and any words that modify the object of the preposition make up a **prepositional phrase**. When prepositional phrases describe or give more information about a noun, they function as adjective phrases. When prepositional

phrases give more information about a verb, they function as adverb phrases.

On a diagram, write a prepositional phrase under the noun or verb that it modifies. Write the preposition on a slanted line and the object of the preposition on a horizontal line below it. Write other words in the phrase on a slanted line below the object of the preposition.

*Bees produce honey (in that hive).*





# Using a Glossary

A glossary is a list of special words and their meanings. A glossary is found at the end of some books. Unlike a dictionary, a glossary contains only words that are used in the book that the glossary is in. You can use this glossary to find the meanings of grammar and writing terms used in this book.

**Entry words** are arranged in alphabetical order. **Guide words** tell you the first and last entry words on each page. Each entry includes a definition (meaning or explanation) of the grammar or writing term. The entry may also give a *sample sentence* or an *example* to help you understand the term.

The diagram illustrates the structure of a glossary page. At the top left, a callout bubble says "Entry words are arranged in alphabetical order." with an arrow pointing to the left margin of the page. In the center, a large rectangular box contains a list of entries. The first entry is "abbreviation" (with a blue letter A icon), followed by several definitions and examples. The last entry shown is "complex sentence" (with a blue letter C icon). To the right of the central box, another callout bubble says "Definition" with an arrow pointing to the right margin. At the top right, a callout bubble says "This guide word is the last word on the page." with an arrow pointing to the word "complex sentence". At the bottom left, a callout bubble says "Example" with an arrow pointing to the word "article". At the bottom right, a vertical copyright notice reads "© 2006 BJU Press. Reproduction prohibited."

This guide word is the first word on the page.

Entry words are arranged in alphabetical order.

Example

Definition

**abbreviation** Shortened form of a word, written with letters missing and often with a period at the end. *Dr. Johnson's office, Main St.*

**action verb** Word that shows action; the word in a sentence that tells what someone or something does. *Jason kicked the ball to score.*

**adjective** Word that describes a noun and gives it a particular meaning by telling what kind or how many. *Jen's dad gave her a special gift.*

**adverb** Word that describes a verb, an adjective, or an adverb and gives it a particular meaning by telling how, where, or when the action happens. *The train chugged slowly to the station.*

**alliteration** Repetition of the same beginning sound in a group of words. *The blue balloon bobbed above Bobby's bike.*

**almanac** Book published once a year that contains facts and up-to-date information on many different subjects, such as weather, sports, entertainment, and crime.

**alphabetical order** Words arranged according to their place in the alphabet. Words beginning with the same letter are arranged by the second letter, then the third letter, and so on. *jump, kind, lift, look, love*

**antonym** Word that has the opposite meaning of another word.

**apostrophe** Punctuation mark (‘) used to show that letters have been left out of a word, as in a contraction, or to show possession or ownership. *Mark’s car can’t go that fast.*

**appositive** Noun or group of words that renames another noun. (Appositives are not necessary for the meaning of the sentence.) *Our teacher, Mrs. Sullivan, lives near the school.*

**article** 1. Certain adjective: *a, an, or the. Should I tie a red bow or an orange bow on the gift?* 2. Written part of a periodical.

**atlas** Book of maps.

**audience** People who read what is written or listen to what is spoken.

**author** Person who writes articles, poems, stories, or books to be published.

**bandwagon** Tactic of persuasion that appeals to a person's desire to go along with the group (a propaganda device).

**bibliography** List of the sources used when writing a research report.

**biography** Factual report about a person's life and actions.

**body (of letter)** Main part of a letter, the message from the writer.

**book report** Description of a book a person has read that informs others about the book.

**book review** Book report written to persuade someone to feel the same way you do about a book.

**business letter** Letter written to request information, to order a product, to give information, or to express an opinion. A business letter is usually written to someone the author does not know.

**call number** Number used to categorize and locate a library book.

**card catalog** Set of cards in drawers with all a library's books listed in alphabetical order by the author's last name, the title, or the subject. The information found in a card catalog is often in an electronic catalog on a computer.

**cast** List of characters in a play.

**character** Person or animal in a book, story, or play.

**clause** See dependent clause and independent clause.

**closing** Last part of a letter before the signature; says goodbye. *Your friend, Sincerely, Love,*

**comma** Punctuation mark (,) that separates words or numbers; often used in a letter (in a date, between city and state, in a greeting, and in a closing), in dialogue, in direct address, for words in a series, with an appositive, after an introductory word or phrase, and before a coordinating conjunction in a compound sentence. *Marcy had a hamburger, French fries, and a drink, and Matt had a taco and salad.*

**common noun** General name for a person, place, or thing that is not a proper name and needs no capitalization. *farmer, field, tractor*

**compare** To tell how things are alike or similar.

**comparing words** Words or phrases that help make the details in a comparative paragraph clearer and more connected. *also, like, similarly*

**complete predicate** All the words in the predicate that tell what the subject does or is. *The busy farmer planted ten rows of tomatoes.*

**complete subject** All the words in the subject that tell who or what the sentence is about. *The busy farmer planted ten rows of tomatoes.*

**complex sentence** Sentence with an independent clause and one or more dependent clauses. *David could not build the temple because he was a man of war.*

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English 6, Glossary

**A**

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**complex sentence** Sentence with an independent clause and one or more dependent clauses. *David could not build the temple because he was a man of war.*

## compound predicate

**compound predicate** Predicate with two or more simple predicates (verbs) that share the same subject. Coordinating conjunctions *and* or *or* connect the predicates. *The children whistled or sang.*

**compound sentence** Two sentences combined with a comma and a coordinating conjunction such as *and*, *but*, or *or*: *The pie smells delicious, but it is too hot to taste.*

**compound subject** Subject with two or more simple subjects that share the same predicate. Coordinating conjunctions *and* or *or* connect the subjects. *Snakes and iguanas are reptiles.*

**compound word** Word made by joining two words. *baseball, doghouse*

**conclusion** Ending of a written work, often with a summary of the main points or the author's opinion.

**conflict** Main problem or struggle of the character(s) that keeps a fictional story moving.

**contraction** Shortened word formed when two words are made into one word with some letters left out. The missing letter or letters are indicated by an apostrophe. *didn't* (*did not*), *he's* (*he is*)

**contrast** To tell how things are different.

**contrasting words** Words or phrases that help make details in a contrasting paragraph clearer and more connected. *but, however, even though*

**coordinating conjunction** Words (*and, but, or*) that join words or phrases. *Frank and Mary are cousins.*

**copyright page** Page at the front of a book that tells the year the book was printed.

**cover letter** Letter sent to a publisher along with a submission, explaining any important information about the author's work or his writing background.

**crisis** Highest point of action in a story; climax.

**D declarative sentence** Sentence that tells the reader something or gives information. *This story is about the adventures of a dog and a bear.*

**definition** Meaning of a word.

**delete** To erase or remove words; proofreading mark (—) used during revising and proofreading to show which letters or words to remove.

**demonstration** Showing someone else how to make or do something.

**demonstrative adjective** Special adjective that points out a specific person, place, thing, or idea and answers the question *which one?* *These shoes are new.*

**demonstrative pronoun** Special pronoun that refers to a specific person, place, thing, or idea. *These are new.*

## exclamation point

**dependent clause** Group of words that has a subject and a predicate but cannot stand alone as a sentence because it does not express a complete thought. A dependent clause often begins with a subordinating conjunction such as *although, after, because, before, until, when, or where.* *after I went to school*

**description** Details about a person, place, or thing, often using sensory words and similes. *My favorite sweater is as soft as a chick's feathers.*

**diagram** Drawing that shows how the words in a sentence relate to each other. *Ryan ran.*



**dialogue** Conversation between characters in a story; shown with quotation marks.

**dictionary** Book that tells definitions, pronunciations, parts of speech, usage in sentences, and etymology.

**direct object** Noun in the predicate of the sentence that receives the action of the verb. It answers the question *what? or whom?* *The girl dribbled the basketball.*

**double negative** Two negative words used in a sentence. Use of a double negative should be avoided. *We do not have no carrots.*

**drafting** Writing ideas and plans as sentences; the second stage of the Writing Process, in which the author writes the first version of a composition.



**editor** Person who makes publishing decisions.

**editorial** Written expression of an opinion that persuades others to take action; usually published in a newspaper.

**electronic card catalog** Computerized tool for searching for any book in a library by author, subject, or title.

**encyclopedia** One of a set of books that contains articles about many subjects, including important people, places, inventions, animals, and events in history.

**entry word** Word you want to look up in a dictionary, glossary, or thesaurus. Entry words are listed in alphabetical order and are printed in boldface.

**essay** Piece of writing (composition) containing several paragraphs about one subject.

**etymology** Information in a dictionary that tells which language the word came from and its history.

**exaggeration** Tactic of persuasion that uses inflated language to make something sound better or worse than it really is (a propaganda device).

**exclamation point** Punctuation mark (!) that tells the reader that the sentence is saying something with strong feeling or is spoken suddenly and loudly, perhaps in surprise; used at the end of an exclamation. *Jerry was in an accident!*



## linking verb

**linking verb** Verb that does not show action but links the main word in the subject to a noun or adjective in the predicate. *My dog **is** a poodle. Ryan **was** sleepy.*

## M

**mailing address** Address of the person receiving a letter; written in the center of an envelope.

**main idea** Idea or topic that a group of sentences tells about.

**manuscript** Written work submitted to a publisher.

**market** Place where an author may submit his work for publication.

**market research** Investigating possible places to publish work.

## N

**name-calling** Tactic of persuasion that puts a negative label on something that the author wants his audience to dislike (a propaganda device).

**narrative** Story that can be told in writing or in speech.

**negative** Word that means “no.” *no, not, none, never*

**nonfiction** Book that is a true story or is about something real.

**noun** Word that names a person, place, thing, idea, or feeling. *girl, desert, grapes, democracy, love*

## O

**object of preposition** Noun or pronoun that follows a preposition in a sentence. *The foghorn at the lighthouse alerts ships on foggy days.*

**object pronoun** Pronoun that replaces a noun used as an object, usually in the predicate of a sentence. *The pencil belongs to him.*

**onomatopoeia** Use of words that sound like their actions. *The alarm **clanged** as the fire engine **zoomed** from the station.*

**opinion** What you think about something; a belief that has not been proved; part of a book report. *I **think** Major is the best dog **in the world**.*

**outline** Organization of information using main points and subpoints indicated by roman numerals and letters.

## P

**paragraph** Group of sentences about one subject or idea; a section of writing that begins on a new line. The first line of a paragraph is usually indented.

**paraphrase** Writing information from a research source in your own words.

**parts of speech** Classifications of words according to their use or function in a sentence: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection.

## preposition

**past-tense verb** Verb that tells about what already happened. *Mom **washed** the dishes.*

**period** Punctuation mark (.) that signals that the reader has come to the end of a declarative or imperative sentence; also used in some abbreviations.

**periodical** Written work, such as a newspaper or magazine, that is published at regular times, or *periodically*, throughout the year.

**personal narrative** Story about something that happened to the writer; a personal experience.

**persuade** To bring a person to agree with you or to do something you want him to do; to convince.

**phrase** Group of words that is not a complete sentence but has meaning.

**plagiarism** Copying another author’s exact words without giving him credit.

**planning** First stage of the Writing Process, in which a topic is chosen, characters are developed, problem and solution are decided, and research is completed. Often a graphic organizer is used to plan ideas.

**plot** Sequence of events in a story.

**plot pyramid** Graphic organizer used in the planning stage of the Writing Process to plan the plot of a story.

**plural noun** Noun that names more than one person, place, thing, idea, or feeling. *men, farms, trucks, free-doms, fears*

**plural pronoun** Word that takes the place of a plural noun or of more than one noun or pronoun. *we, they*

**poem** Type of writing arranged in an artful way. Some poems rhyme, some are serious, some are funny, and some make a shape.

**possessive noun** Noun used to show ownership; may end with ‘s or ‘s’. *boy’s hat, boys’ chorus*

**possessive pronoun** Pronoun that shows ownership and replaces a possessive noun. *Randy’s dad gave him a skateboard for his birthday.*

**predicate** Part of a sentence that tells what the subject does or is. The complete predicate contains all the words in the predicate. *The book **is** small. Emily **ate** chips.*

**predicate adjective** Adjective in the predicate that describes the subject. *Mr. Wyatt is **strong**.*

**predicate noun** Noun in the predicate that renames the subject. *Mr. Wyatt is my **coach**.*

**prefix** Group of letters added to the beginning of a base word to make a new word with a different meaning or use. *unzip, reread, dislike*

**preposition** Word that shows the relationship between a noun or pronoun (object of the preposition) and other words in a sentence. *The cat jumped **onto** the table.*

**prepositional phrase** Part of the sentence that consists of the preposition, the object of the preposition, and all the words between them. *The U.S. Coast Guard manages the lighthouses on America's coastlines.*

**present-tense verb** Verb that tells what occurs regularly or is continuing to occur. *Mom washes the dishes.*

**problem** Question, trouble, or difficulty that must be solved in a story.

**promises** Tactic of persuasion that tries to assure a person that good things will result from his buying or doing something (a propaganda device).

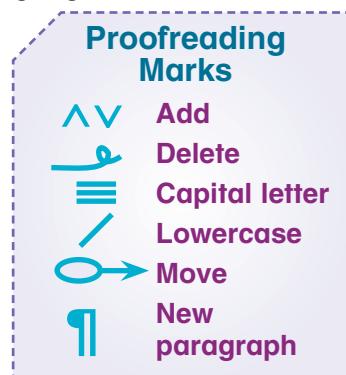
**pronoun** Word that takes the place of a noun. *I told them my idea for the party.*

**pronunciation key** Guide that shows symbols and sample words to help in the correct pronunciation of words.

|          |       |          |           |          |               |           |
|----------|-------|----------|-----------|----------|---------------|-----------|
| ă pat    | ĕ pet | î fierce | oi oil    | ŭ cut    | ə ago         | item,     |
| ā pay    | ē be  | ō pot    | oo book   | û fur    | pencil, atom, |           |
| â care   | í pit | ō go     | oo boot   | th the   | circus        |           |
| ä father | ī pie | ô paw,   | yoo abuse | th thin  | ər butter     |           |
|          |       | for      | ou out    | hw which |               | zh vision |

**proofreading** Reading through a piece of writing to look for and correct mistakes in grammar, spelling, punctuation, and capitalization; the fourth stage in the Writing Process.

**proofreading marks** Special marks used to show where corrections need to be made during the revising and proofreading stages.



**propaganda** Information designed to be persuasive, using misleading statements and emotional appeals.

**proper noun** Noun that names a specific person, place, or thing and must be capitalized. *Melanie visited her grandmother in New York.*

**publisher** Person or company who prints an article or book for others to read.

**publishing** Last step of the Writing Process, in which the paper or book is written out, printed, or performed for others.

**purpose** Reason for writing a letter, story, essay, or book.

**question mark** Punctuation mark (?) that tells the reader that the sentence is asking a question. *Why does Mary collect butterflies?*

**quotation marks** Punctuation marks (" ") that enclose a title of a story or poem, a quotation from another writer, or the words someone has spoken. They tell the reader that the words he is reading came from someone else first. *"Let's go home," James said.*

**R**  
**reason** Why a person thinks or feels the way he does; cause.

**reference materials** Materials that are used to find information. Dictionaries, encyclopedias, thesauruses, and atlases are examples of reference materials.

**regular verb** Verb that changes to the past tense by adding *ed*. *flick/flicked; rush/rushed*

**research report** Report that gives facts about a topic, gained from researching the topic in nonfiction sources. It does not include opinions.

**resolution** Way that the conflict is solved in a fictional story.

**return address** Address of the sender of a letter; placed in the upper left corner on an envelope and in the heading of a letter.

**revising** Changing words and sentences to improve the quality of writing; the third stage of the Writing Process.

**rhyme** Two words having the same ending sound. *man/can; snow/blow; by/sigh*

**rough draft** First version of a piece of writing, composed during the drafting stage of the Writing Process.

**run-on sentence** Two sentences that are incorrectly written together as one; sentence that needs to be made into two sentences. *Churches long ago had pictures inside some pictures were mosaics.*

**S**  
**sample sentence** Sentence included in a dictionary, glossary, or thesaurus entry after the definition of a word to help the reader correctly use the word.

**SASE** Common abbreviation in publishing for *self-addressed, stamped envelope*.

**scene** Action that happens in one place at a specific time in a play.

**scene description** Brief paragraph that tells what and who should be on stage at the beginning of each scene of a play.

**sense poem** Poem that describes a topic using the five senses, each line dealing with one sense.

**sensory word**

**sensory word** Word that describes sight, sound, touch, taste, or smell.

**sentence** Group of words expressing a complete thought and containing a subject and verb. *The little red hen baked the bread.*

**series** Three or more words performing the same function (use) in a sentence. *The flag is red, white, and blue.*

**setting** Tells when and where the story takes place.

**signature** Writer's name, written by hand and then typed, at the end of a letter.

**simile** Figure of speech that compares two different things using the word *like* or *as*: *The doll's hair is as soft as silk.*

**simple predicate** Main word or words in the predicate; verb. *Marie threw the ball to the catcher.*

**simple sentence** Sentence that tells one complete thought. *Mr. Alexander is my teacher.*

**simple subject** Noun or pronoun that is the main word or words in the subject. *The tiny yellow bird sang loudly.*

**singular noun** Noun that names only one person, place, thing, idea, or feeling. *man, field, horse, religion, anger*

**singular pronoun** Word that takes the place of a singular noun. *she, he, I, it*

**sound poem** Poem that uses sound effects or sound devices, such as rhyme, alliteration, or onomatopoeia.

**spatial words and phrases** Words that answer questions such as *where?* *how far?* and *which way?* They may be adverbs or prepositional phrases.

**stage directions** Cues to the actors for action to be performed in a play.

**story** Writing about something that happened or that has been made up.

**story map** Chart that tells the order of what happens in each part of the story; a graphic organizer used in the planning stage to help a person write a story.

**subject** Part of a sentence that names who or what the sentence is about. The complete subject contains all the words in the subject. *The little dog is black.*

**subject pronoun** Word that takes the place of a subject noun. *he, she, they, we*

**subject/verb agreement** Agreement of the verb with the number of the subject in a sentence. A singular verb is used with a singular subject, and a plural verb is used with a plural subject or more than one subject. *The dog eats* from a blue dish. *The puppies eat* from a red dish.

**submit** To send a written work to a publisher.

**transitional words and phrases**

**subordinating conjunction** Word such as *after*, *because*, *since*, or *when* that joins a dependent clause to an independent clause to make a complete sentence. *When it stops raining, we will go to the park. We will go to the park when it stops raining.*

**suffix** Word part added to the end of a base word to make a new word with a different meaning or use. *preacher, singing, looked*

**summary** Part of a book report that tells the main idea, characters, setting, and problem in a book.

**synonym** Word that means the same thing, or almost the same thing, as another word. *big/huge*

T

**table of contents** List located near the beginning of a book that gives the name and beginning page number of each chapter or other book division.

**taking notes** Writing down for later use information that is heard or read. Good notes include only enough words to remember information without copying whole sentences.

**T-chart** Way of organizing information that is to be compared. The information is organized in columns, giving the chart the T shape.

**tense** Form of a verb that shows the time of the action: present, past, future.

**testimonial** Tactic used to persuade the audience to buy or do something based on the endorsement of a popular personality (a propaganda device).

**thesaurus** Writing tool used to find words with similar meanings. Each entry includes the meaning of the word, a list of synonyms, and often a sample sentence.

**time-order chart** Chart used to organize steps or events in sequence; a graphic organizer used in the planning stage to help a person write instructions.

**time-order words** Words used so that the reader knows the order of events or steps. *first, last, during, finally*

**title** Name of a story, book, painting, song, or poem. *Snow is the title of a book by Catherine Farnes.*

**title page** Page at the front of a book that tells the title of the book, the author, the illustrator, and the publisher.

**topic sentence** Sentence that tells the main idea of a paragraph or introduces the paragraph's topic.

**transitional words and phrases** Words in an essay that show the reader where one point ends and another begins. *first of all, one reason is that, another problem is that, finally, most importantly*

**V**

**Venn diagram** Overlapping ovals used to show the relationship (likenesses and differences) between subjects; graphic organizer used in the planning stage of the Writing Process of a compare-contrast essay.

**verb** Main word in the predicate part of a sentence that tells what the subject does or is. *Paul Michael runs fast. Kelley is kind.*

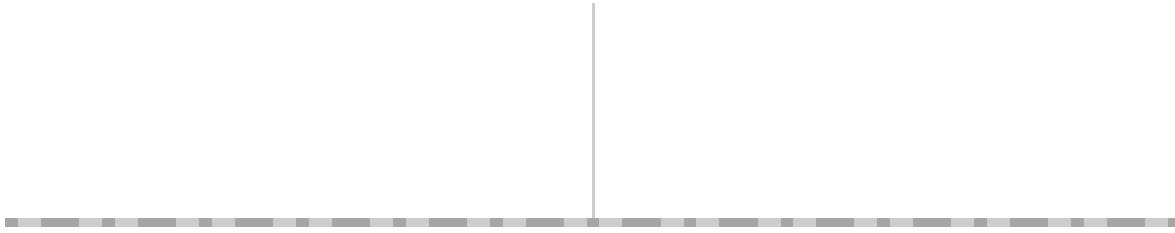
**visual aid** Anything shown during an oral presentation that helps your audience understand or picture what you are saying.

**W**

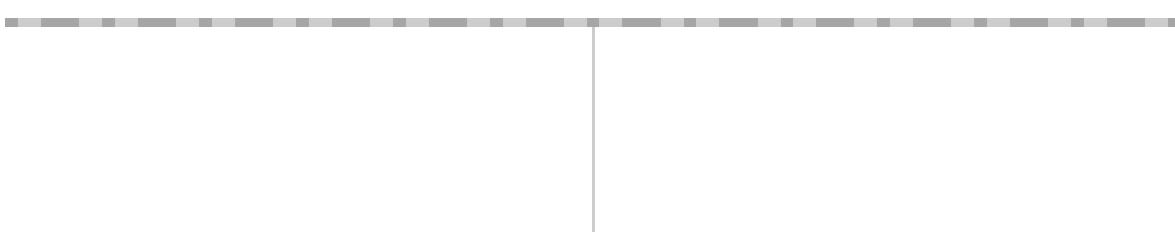
**word web** Arrangement of ovals branching from a center oval that contains the topic; a graphic organizer used in the planning stage of the Writing Process to help a person plan a story or a character.

**writing conference** Time in which a student reads his writing aloud and receives positive comments and suggestions for improving his writing. The writing conference can be with a teacher, a classmate, or a group of students.

**Writing Process** Stages or steps that a writer follows as he writes. The stages of the Writing Process include planning, drafting, revising, proofreading, and publishing. A writer can repeat the early stages until he is satisfied with his writing.



# **..Activity Pages**





## **Simple Subject or Simple Predicate?**

1. I \_\_\_\_\_ my grandparents.
  
  
  
  
  
  
  
  
  
2. \_\_\_\_\_ is my friend.
  
  
  
  
  
  
  
  
  
3. Emily \_\_\_\_\_ during the soccer game.
  
  
  
  
  
  
  
  
  
4. \_\_\_\_\_ hears our prayers to Him.
  
  
  
  
  
  
  
  
  
5. My family \_\_\_\_\_ during the summer.
  
  
  
  
  
  
  
  
  
6. \_\_\_\_\_ mowed the neighbor's yard.
  
  
  
  
  
  
  
  
  
7. Our dog \_\_\_\_\_ his bones.
  
  
  
  
  
  
  
  
  
8. \_\_\_\_\_ is my favorite meal.
  
  
  
  
  
  
  
  
  
9. I \_\_\_\_\_ on the airplane.

# Compound Subjects & Predicates

1. For every grandchild's birthday, Grandma bakes a cake.

For every grandchild's birthday, Grandma buys a new puzzle for a gift.

2. Our parents like coconut cake.

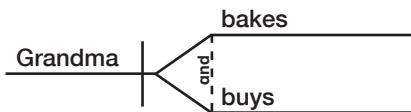
Our grandparents like coconut cake.

3. Dad plays the piano and sings the birthday song.

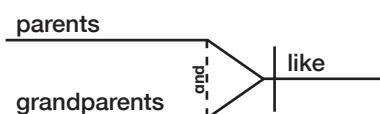
Mary plays the piano and sings the birthday song.

## Answer Key

1. For every grandchild's birthday, Grandma bakes a cake and buys a new puzzle for a gift.



2. Our parents and our grandparents like coconut cake.



3. Dad and Mary play the piano and sing the birthday song.



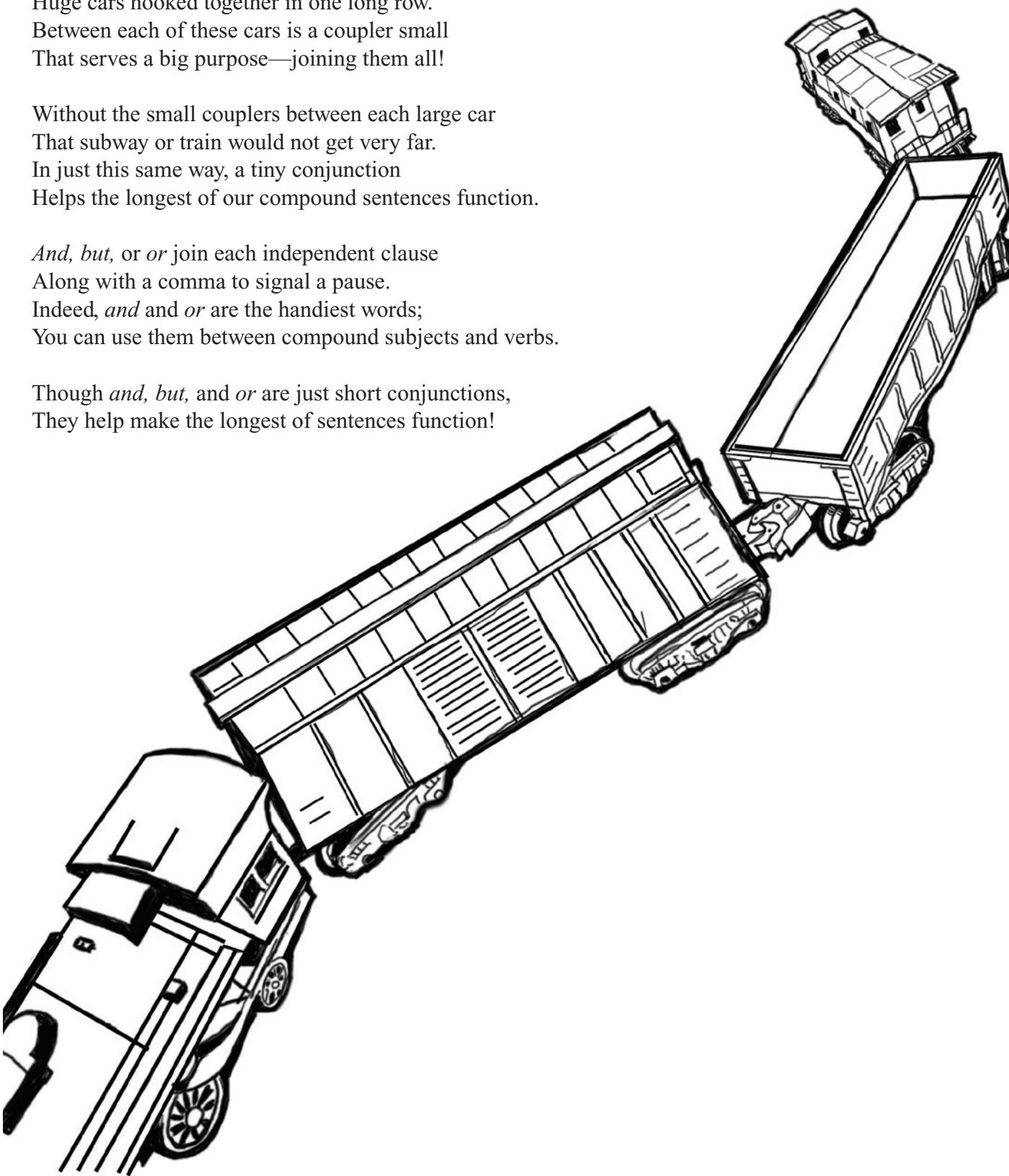
## Conjunction Poem

A subway or train has quite large cars, you know,  
 Huge cars hooked together in one long row.  
 Between each of these cars is a coupler small  
 That serves a big purpose—joining them all!

Without the small couplers between each large car  
 That subway or train would not get very far.  
 In just this same way, a tiny conjunction  
 Helps the longest of our compound sentences function.

*And, but, or or* join each independent clause  
 Along with a comma to signal a pause.  
 Indeed, *and* and *or* are the handiest words;  
 You can use them between compound subjects and verbs.

Though *and, but, and or* are just short conjunctions,  
 They help make the longest of sentences function!



## Coordinating Conjunctions

1. Next summer Craig will work on a worm farm (but, or) at a research laboratory.
2. He researches (but, and) collects data about unusual animals.
3. A *bongo* can be either a drum (but, or) an unusual antelope from Africa.
4. Craig researched the capybara, the world's largest rodent, (and, or) the jerboa, a far-jumping mouse-like rodent.
5. His work was difficult (but, or) enjoyable.
6. An okapi, with its red brown body and its white-striped legs, resembles a zebra (and, but) a giraffe.

### Answer Key

1. or; shows choice
2. and; joins
3. or; shows choice
4. and; joins
5. but; shows contrast
6. and; joins

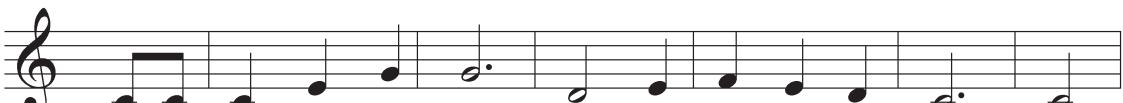
## Preposition Song

Eileen Berry

Traditional  
“On Top of Old Smokey”



Pre-po - si - tions have ob - jects: A pro-noun or noun.



Like “walk-ing through snow” Or like “feath-ers on birds.”



In, in - to, and un - til, At, by, and a - bout,



For, from, with, and af - ter, Of, to, and with - out.

“Preposition Song,” words, © 2004 BJU Press. All rights reserved.

## Unusual Farms

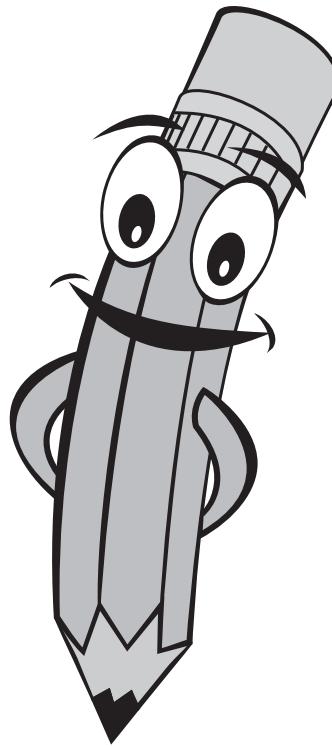
1. We have learned about many unusual farms.
2. Have you ever visited an unusual farm?
3. Take a trip to one with your family sometime.
4. You may find one of these farms when you take a vacation with your family.
5. Our family voted and planned our vacation this year.
6. Mount Rushmore got the most votes, but we also found a bee farm nearby.
7. Llamas and ostriches are interesting attractions at animal farms.

## Chapter 2 Writing Prompts

**Think of an experience that taught you something new about one of your family members. Write a brief personal narrative about that experience.**

**Remember to**

- Plan and organize your ideas before beginning to write.
- Tell about the events in the order that they happened, using time-order words.
- Use dialogue and descriptive details to make your narrative come alive.
- Open the narrative in a way that gets attention.
- Close the narrative by telling how you felt or what you learned.
- Use correct grammar, spelling, punctuation, and capitalization.

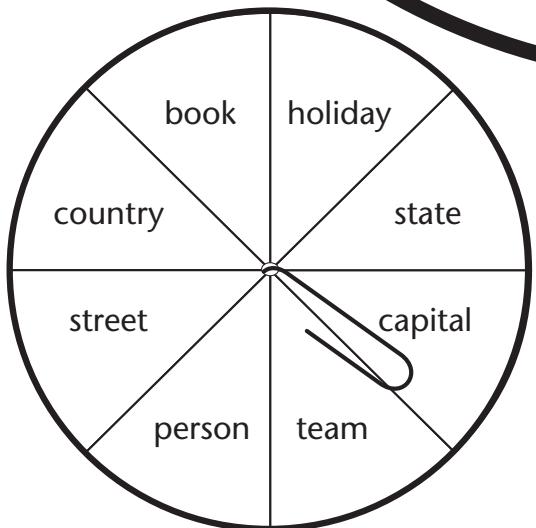
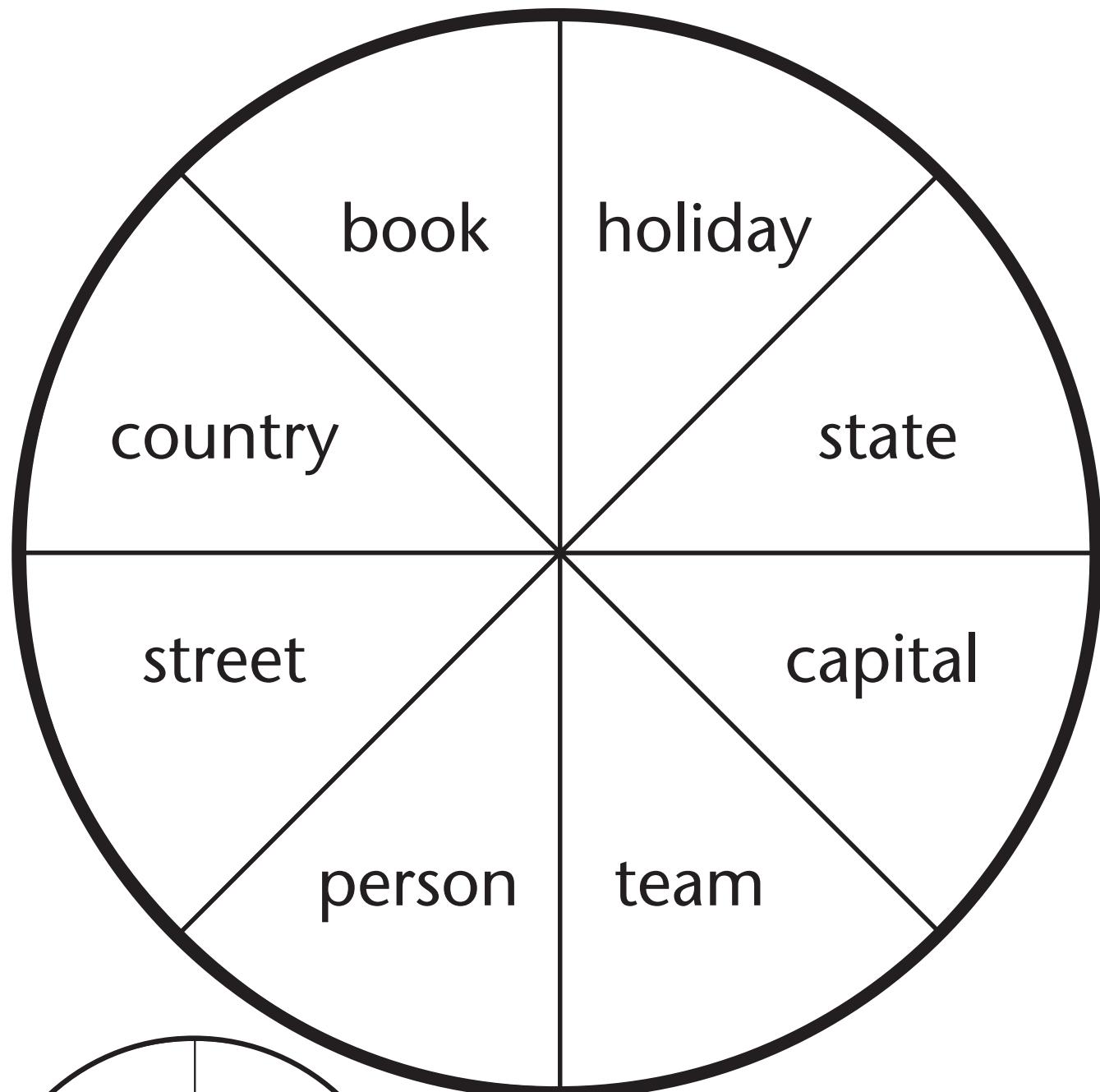


**Think of an experience that turned out much differently than you expected. Write a brief personal narrative about that experience, telling how you reacted to the unexpected turn of events and what it taught you.**

**Remember to**

- Plan and organize your ideas before beginning to write.
- Tell about the events in the order that they happened, using time-order words.
- Use dialogue and descriptive details to make your narrative come alive.
- Open the narrative in a way that gets attention.
- Close the narrative by telling how you felt or what you learned.
- Use correct grammar, spelling, punctuation, and capitalization.

## Game Spinner



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# Capitalizing Proper Nouns

1. I read the book amos fortune, free man by elizabeth yates.
  2. Please send the package to ms. ruiz at 2012 w. thunderbird avenue in glendale, arizona.
  3. Have you ever read the poem paul revere's ride?
  4. My favorite team is the tampa bay buccaneers.

## Answer Key

- Answer Key**

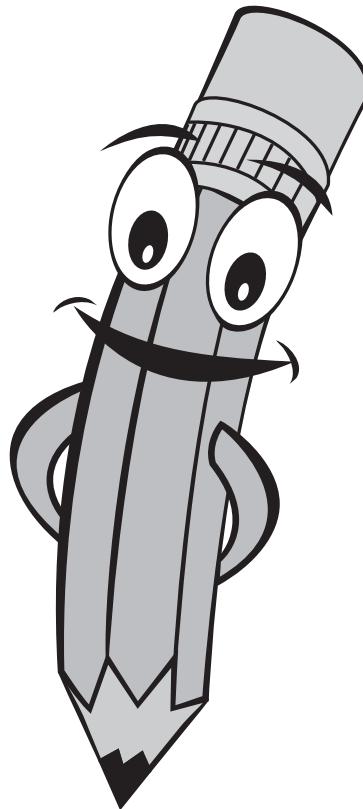
  1. I read the book Amos Fortune, Free Man by Elizabeth Yates.
  2. Please send the package to Ms. Ruiz at 2012 W. Thunderbird Avenue in Glendale, Arizona.
  3. Have you ever read the poem “Paul Revere’s Ride”?
  4. My favorite team is the Tampa Bay Buccaneers.

## Chapter 4 Writing Prompts

The town where you live is considering tearing down a railroad station that dates back to the 1800s and building a new sports arena. Do you support this plan? Write a newspaper editorial to the people of your town, persuading them to agree with your position.

### Remember to

- Plan and organize your ideas before beginning to write.
- State your position near the beginning of the editorial.
- Give at least three logical reasons for your position.
- Support each reason with specific facts or examples.
- Avoid using propaganda tactics.
- Use correct grammar, spelling, punctuation, and capitalization.



The principal of your school has announced that next year's budget will allow the school to offer only one language—Spanish or German. The students at your school will soon be voting on which language they would like to learn. Form an opinion on the issue and write an editorial for the school newspaper, persuading the students to vote for your choice.

### Remember to

- Plan and organize your ideas before beginning to write.
- State your position near the beginning of the editorial.
- Give at least three logical reasons for your position.
- Support each reason with specific facts or examples.
- Avoid using propaganda tactics.
- Use correct grammar, spelling, punctuation, and capitalization.

## To Be or Not To Be

1. This box \_\_\_\_\_ heavy.

---

2. The football stadium \_\_\_\_\_ full.

---

3. I \_\_\_\_\_ so proud of you.

---

4. The story \_\_\_\_\_ sad.

---

5. Today's picnic \_\_\_\_\_ a soggy one.

---

6. \_\_\_\_\_ you ready?

---

7. Everyone \_\_\_\_\_ quiet during the concert.

---

8. We \_\_\_\_\_ longtime friends.

## To Be or Not To Be (continued)

9. Your voice \_\_\_\_\_ scratchy.

---

10. Your roses \_\_\_\_\_ pretty.

---

11. Worms \_\_\_\_\_ slimy.

---

12. Something \_\_\_\_\_ smoky!

---

13. This chocolate cake \_\_\_\_\_ fabulous.

---

14. My dog \_\_\_\_\_ scared.

---

15. The baby \_\_\_\_\_ happy.

## **Letter to Parents**

Dear Parent,

In two weeks, the sixth graders will begin a chapter about writing instructions in English class. Each student will write instructions for a homemade project, such as preparing food, constructing an art project or a craft, or building a model. Before beginning this study, each student will need to have a project in mind to make. He will need to make this project at home sometime during the instruction-writing process, preferably before he begins writing. He will need to bring either the completed project, a photograph, or a drawing of it by \_\_\_\_\_ (the date we will begin Lesson 57). At that time he will give an oral demonstration, using props, of at least one step in his instructions.

Your child will need to choose his topic by \_\_\_\_\_ (the date we will begin Lesson 53). At that time, I will send home a note, asking you to confirm that you have approved your child's choice and that he has access to the materials he will need. Making the project will help him to write his instructions thoroughly and clearly.

Thank you for your cooperation in this project. Please contact me if I can be of any further assistance.

Sincerely,

Please sign and return the bottom section of this letter.

I understand that my child will need to complete a project at home and then write instructions for the project at school. I also understand that he will need to give an oral demonstration in class of at least one step involved in making this project. I have approved my child's chosen project, \_\_\_\_\_  
\_\_\_\_\_ (name of project). My child has access to the materials he will need to complete this project, and he will be able to bring some of them to class to use as props when he gives his demonstration.

Signed,

(Parent's signature)

## Sentence Patterns

1. I attend camp in the summer.
2. We hike in the mornings.
3. The counselors give their campers good advice from the Bible.
4. The services are very profitable.
5. My favorite speaker was a pastor from Kansas.

### Answer Key

1. I attend camp (in the summer).
2. We hike (in the mornings).
3. The counselors give their campers good advice (from the Bible).
4. The services are very profitable.
5. My favorite speaker was a pastor (from Kansas).

## **Instructions**

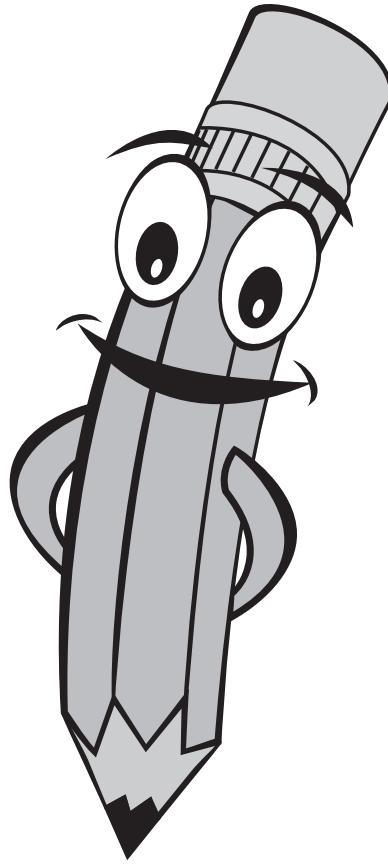
Cut a piece of yarn.  
Choose one bead of each color.  
String the beads on the yarn.  
Tie knots.  
Tie the ends together.

## Chapter 6 Writing Prompts

**Write instructions for an activity that you do each morning. Make sure that your instructions have an introduction and a conclusion.**

**Remember to**

- Plan and organize your ideas before beginning to write.
- List materials in the introduction.
- Use precise words as you explain each step.
- Include time-order words and spatial words or phrases for clarity.
- Use correct grammar, spelling, punctuation, and capitalization.



**Write instructions for an activity that you do as a hobby. Make sure that your instructions have an introduction and a conclusion.**

**Remember to**

- Plan and organize your ideas before beginning to write.
- List materials in the introduction.
- Use precise words as you explain each step.
- Include time-order words and spatial words or phrases for clarity.
- Use correct grammar, spelling, punctuation, and capitalization.

## Library Cards

951.05092 CHINA—DESCRIPTION AND TRAVEL.  
Cooper Cooper, Eleanor (1946—)

*Grace: An American Woman in China,  
1934–1974 / Eleanor McCallie Cooper  
and William Liu; introduction by Charles  
Ruas*

New York: Soho Press, c2002.

363 p.: ill., ports.; 22 cm.

Enter a keyword or phrase.



SEARCH

- Search by author
- Search by title
- Search by subject

Author:

Cooper, Eleanor

Title:

*Grace: An American Woman in  
China, 1934–1974*

Publisher:

New York: Soho Press, c2002.

Description:

363 p.: ill., ports.; 22 cm.

Call number:

951.05092

Subject headings:

China—Description and travel.  
China—Social life and customs.

## Taking Notes

Tokyo, once called Edo, is the capital of Japan. It is located on Honshu, one of the four main islands that make up Japan. Warlords built castles there in the 1100s and 1400s. The longest ruling dynasty of these warlords was the Tokugawa shogunate in the 1600s. In 1868 the city was surrendered to the Japanese emperor, who made it his capital and renamed it Tokyo.

With a population of over 28 million, Tokyo is one of the largest, if not the largest, cities in the world. It is known as one of the world's major centers of business. In the past Tokyo has been famous for its electronics and automobile industries. More recently, it has become a center of banking and financial services, thousands of types of manufacturing, and publishing businesses. Tokyo's huge malls are popular places to shop.

Because Tokyo has been rebuilt many times after wars and natural disasters, it is one of the world's most modern cities. However, there are still some fascinating historical sites to tour. The Imperial Palace stands on the site of Edo Castle, home of the Tokugawa shoguns and now home of the Imperial Family. Ancient temples are found throughout the city. There are many gardens, including the Korakuen, a landscape garden of the 1600s. The Tokyo Tower, nicknamed the "Tokyo Eiffel Tower," looks a lot like the Eiffel Tower and is a popular tourist attraction. The Tokyo National Museum is the largest in Japan and features the largest selection of Japanese art in the world. There is also a costume museum and a museum celebrating the ancient sport of sumo wrestling.

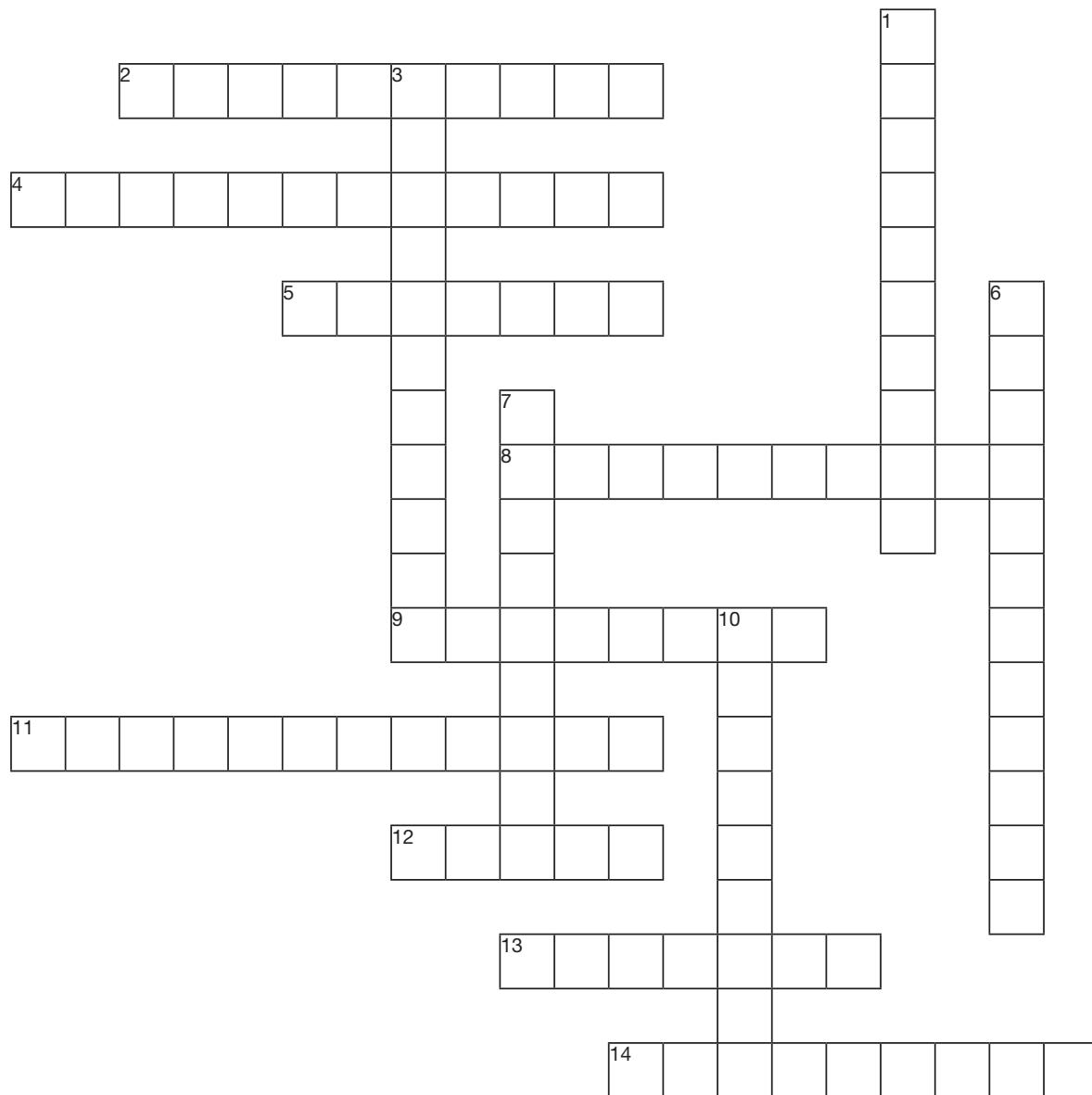
# Reference Crossword

## Across

2. Story about real things or real people
4. List of sources used in research
5. Make-believe story
8. Resource tool of words with their pronunciations and definitions
9. Section of a book with its words and definitions
11. Tool for locating magazines in a library
12. Book of maps
13. Book containing up-to-date information about many topics
14. Book that lists synonyms

## Down

1. Publication such as magazine or newspaper
3. Tool for locating books in a library
6. Volume containing information about many topics
7. Opinion section of a newspaper
10. Resource such as encyclopedia, dictionary, and atlas



# Famous Places

The Alamo, TX

Oświećim, Poland (formerly Auschwitz)

Berlin, Germany

Bethlehem, Israel

Cape Canaveral, FL

Charleston, SC (Fort Sumter)

Chernobyl, Ukraine

Dunkirk, France

Hiroshima, Japan

Kitty Hawk, NC

Lexington Green, MA

Little Bighorn River, MT (Custer's Last Stand)

Mount St. Helens, WA

Mount Rushmore, SD

Normandy Beach, France

New Orleans, LA

Pearl Harbor, HI

Pikes Peak, CO ("America the Beautiful" was written there.)

Plimoth Plantation, MA

Qumran (finding of the Dead Sea Scrolls)

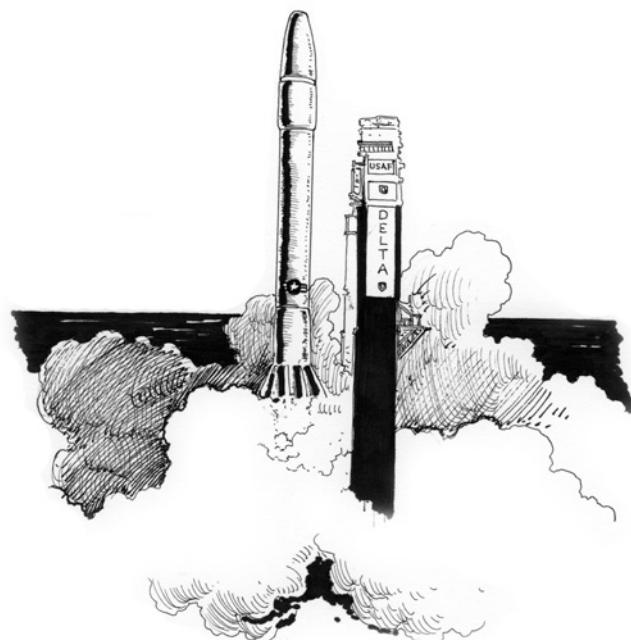
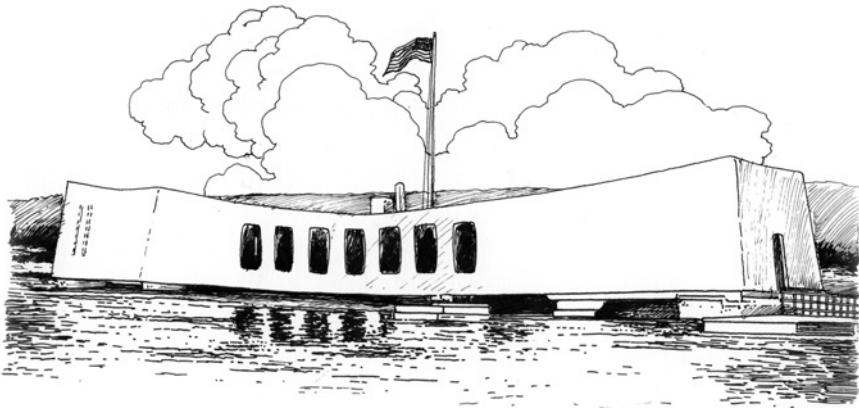
Skagway, AK (Gateway to the Klondike during the gold rush)

Valley Forge, PA

Vicksburg, MS

World Trade Center site in New York City (9/11/01)

Wrigley Field, Chicago, IL



# Research Sources

**Source 1:**       book       encyclopedia or dictionary article

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Encyclopedia volume: \_\_\_\_\_

Publisher: \_\_\_\_\_

Publishing place and date of publication: \_\_\_\_\_

**Source 2:**       book       encyclopedia or dictionary article

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Encyclopedia volume: \_\_\_\_\_

Publisher: \_\_\_\_\_

Publishing place and date of publication: \_\_\_\_\_

**Source 3:**       book       encyclopedia or dictionary article

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Encyclopedia volume: \_\_\_\_\_

Publisher: \_\_\_\_\_

Publishing place and date of publication: \_\_\_\_\_

## Additional Research Sources

Source 4:       magazine article       newspaper article       online article

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Magazine, newspaper, or CD-ROM title: \_\_\_\_\_

Page number: \_\_\_\_\_

Date: \_\_\_\_\_

Address of website: \_\_\_\_\_

Source 5:       magazine article       newspaper article       online article

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Magazine, newspaper, or CD-ROM title: \_\_\_\_\_

Page number: \_\_\_\_\_

Date: \_\_\_\_\_

Address of website: \_\_\_\_\_

Source 6:       magazine article       newspaper article       online article

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Magazine, newspaper, or CD-ROM title: \_\_\_\_\_

Page number: \_\_\_\_\_

Date: \_\_\_\_\_

Address of website: \_\_\_\_\_

# Outline Review

Fill in the blanks in the outline with the correct subpoints and supporting details from Supplement page S26, “Subpoints & Supporting Details.”

Topic: The Tower of London

I. Introduction—located in London; made up of several buildings

II. Historical event—the building of the White Tower

A. Oldest building at the tower

B. Built by William the Conqueror around AD 1078

1. \_\_\_\_\_

2. Tower was built after William defeated King Harold at Battle of Hastings in 1066.

C. \_\_\_\_\_

1. Has a semicircular corner

2. \_\_\_\_\_

3. \_\_\_\_\_

III. Historical event—the execution of Lady Jane Grey

A. Jane was proclaimed queen of England by her Protestant supporters.

B. \_\_\_\_\_

C. \_\_\_\_\_

IV. Present condition of the Tower

A. \_\_\_\_\_

1. \_\_\_\_\_

2. Imperial State Crown contains diamonds, sapphires, rubies, and emeralds.

B. Displays items from the Royal Armouries collection

V. Conclusion—Seeing the Tower is a fascinating way to step back into history.

# **Subpoints & Supporting Details**

**Insert these subpoints and supporting details into the correct blanks in the outline on Supplement page S25, “Outline Review.”**

## **Subpoints**

Houses the Crown Jewels

Mary Tudor, a Catholic, challenged her claim to the throne.

Probably modeled after buildings in William’s homeland of Normandy

Mary ordered Jane’s execution on a scaffold on the Tower Green.

## **Supporting Details**

Has three floors and a basement

Scepter with the Cross contains the largest diamond in the world.

William of Normandy invaded England and built many castles there.

Has a chapel in the southeast section

## Principal Parts

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

| <b>1<sup>st</sup></b><br><b>Present Principal Part</b> | <b>2<sup>nd</sup></b><br><b>Past Principal Part</b> | <b>3<sup>rd</sup></b><br><b>Past-Participle Principal Part</b> |
|--|---|--|
| <b>present tense<br/>future tense</b>                  | <b>past tense</b>                                   | <b>perfect tense</b>   |
|  |   |  |

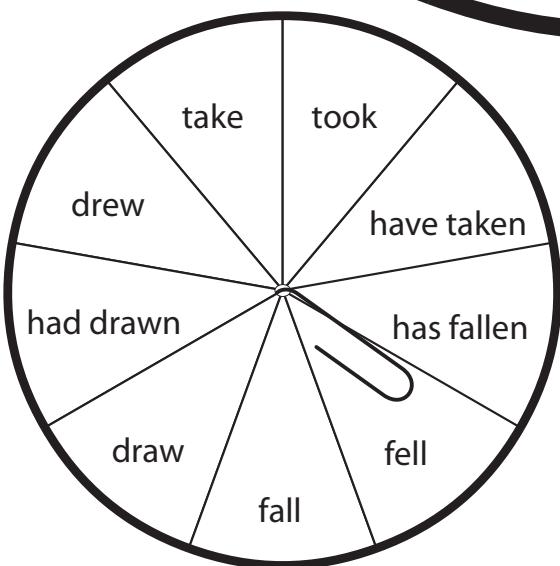
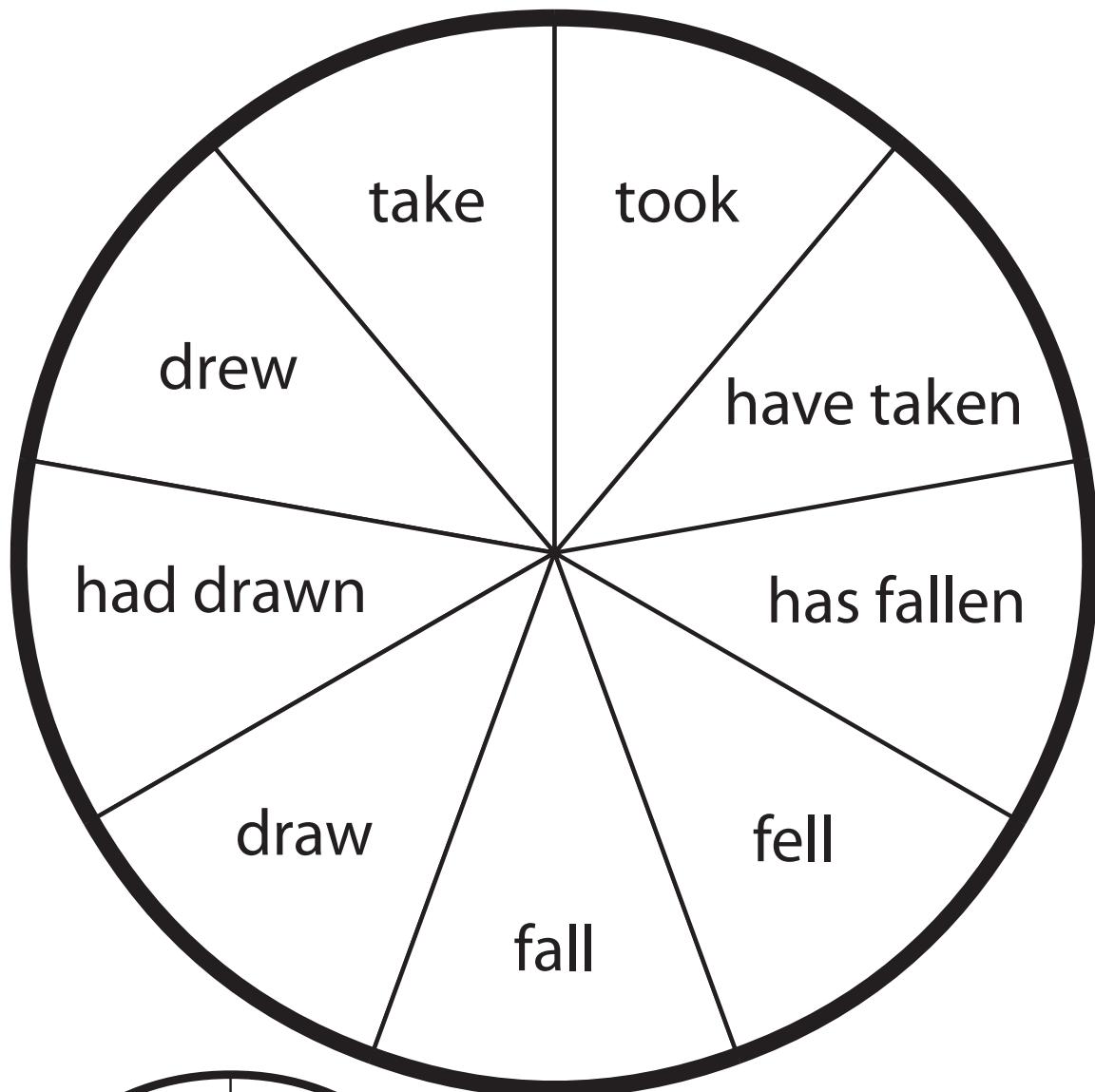
## **Subject/Verb Agreement**

1. My dad are an artist.
2. He painted several beautiful oil paintings for an art show.
3. He have won some awards in local competitions.
4. God give him a wonderful talent.
5. I especially like his paintings of old cars.
6. Dad have given chalk talks for children's church.
7. His photographs is fascinating also.
8. Currently Dad's art hangs throughout our house.

### **Answer Key**

1. My dad is an artist.
2. correct
3. He has won some awards in local competitions. or He won some awards in local competitions.
4. God gave him a wonderful talent. or God has given him a wonderful talent.
5. correct
6. Dad has given chalk talks for children's church. or Dad gave chalk talks for children's church.
7. His photographs are fascinating also.
8. correct

## Verb Spinner

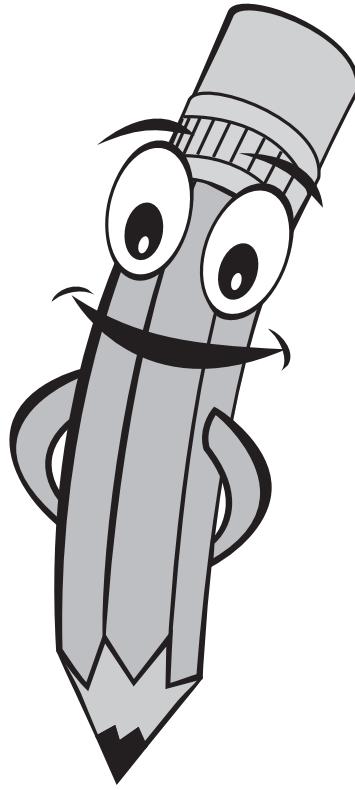


## Chapter 12 Writing Prompts

**Write a four-paragraph essay, comparing and contrasting two places you have visited. Your essay should include an introduction and a conclusion.**

**Remember to**

- Plan and organize your ideas before beginning to write.
- Choose a clear method of organization.
- Use comparing and contrasting words to make connections between the two subjects.
- Give adequate detail about each subject.
- Use precise and descriptive words.
- Use correct grammar, spelling, punctuation, and capitalization.



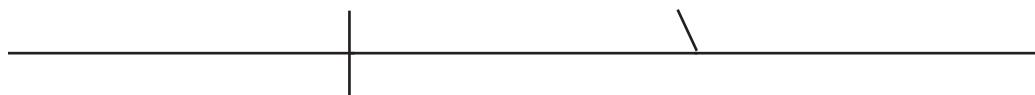
**Write a four-paragraph essay, comparing and contrasting two musical instruments. Your essay should include an introduction and a conclusion.**

**Remember to**

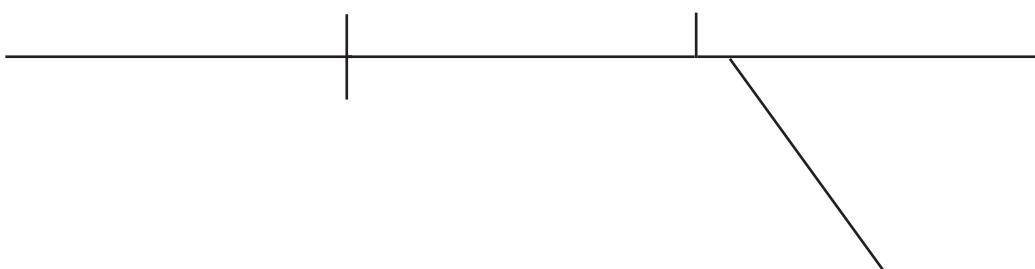
- Plan and organize your ideas before beginning to write.
- Choose a clear method of organization.
- Use comparing and contrasting words to make connections between the two subjects.
- Give adequate detail about each subject.
- Use precise and descriptive words.
- Use correct grammar, spelling, punctuation, and capitalization.

## Diagramming Sentence Patterns

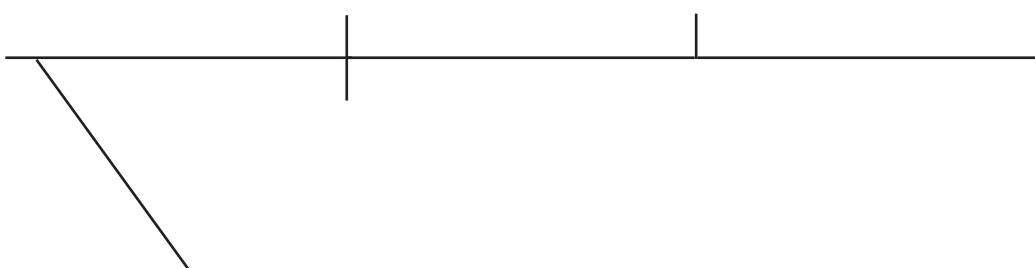
1. Silkworms are useful.



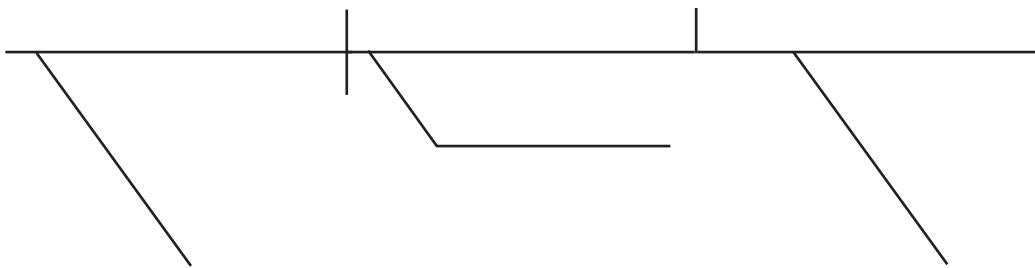
2. Manufacturers make beautiful cloth (from the fibers)  
(of the silkworm).



3. Hungry silkworms eat tons (of leaves) (in a lifetime).



4. Adult caterpillars make themselves silk cocoons.



### Answer Key

1. Silkworms | are \ useful

2. Manufacturers | make | cloth  
                          |            |  
                          beautiful

3. silkworms | eat | tons

Hungry

4. caterpillars | make | cocoons  
Adult                    |              |  
                          themselves  
                          |  
                          silk

## Special Adjectives

1. A locust is \_\_ insect.
  
  
  
  
  
  
2. In egypt, the locusts covered the land.
  
  
  
  
  
  
3. The egypt people suffered.
  
  
  
  
  
  
4. Those locusts are big.
  
  
  
  
  
  
5. Look at this butterfly on the tree!
  
  
  
  
  
  
6. These are from my collection.

## **Modifiers**

1. The black spots on their backs identify ladybugs.
2. The ladybugs at our house protect the yellow roses.
3. Ladybugs are very valuable to a gardener.
4. In a garden, ladybugs daily eat many insects.
5. The cute ladybug moved quite slowly on the plant.

## Confusing Words

1. We had a \_\_\_\_\_ lesson in science.
2. Katydids blend \_\_\_\_\_ with their surroundings.
3. I was not \_\_\_\_\_ yesterday, so I missed school.
4. Mark's bug stories are \_\_\_\_\_.
5. There was \_\_\_\_\_ mud on the nature trail than in the parking lot.
6. Our class saw \_\_\_\_\_ insects than usual in the forest today.
7. The katydids were hiding \_\_\_\_\_ the many leaves.
8. I hid \_\_\_\_\_ two big rocks.

### Answer Key

- |         |            |
|---------|------------|
| 1. good | 5. less    |
| 2. well | 6. fewer   |
| 3. well | 7. among   |
| 4. good | 8. between |

## Name That Sentence!

- |   |  |
|---|--|
| 1. Autumn, my favorite season, has beautiful colored leaves.                                  | 10. My brother wanted spaghetti for dinner, but I wanted pizza.                          |
| — — — — —   | — — — — —  |
| 2. All the sixth graders, nearly fifty students, will be going on a class trip this year.     | 11. You should do your homework tonight, or you will not be prepared for class tomorrow. |
| — — — — —   | — — — — —  |
| 3. Major, my German shepherd, greets me with a lick every day.                                | 12. Our family can go hiking, or we can go canoeing.                                     |
| — — — — —   | — — — — —  |
| 4. Mrs. Hamilton, my favorite teacher, came to our Christmas program.                         | 13. Emily, whose cello skill is impressive, uses her musical talent for the Lord.        |
| — — — — —   | — — — — —  |
| 5. Chocolate, the most important ingredient, made the mouth-watering cake delicious.          | 14. My middle name, which is Anna, is also my grandmother's name.                        |
| — — — — —   | — — — — —  |
| 6. My best friend, Angela from next door, gave me a surprise party.                           | 15. If you want a new bike, you will need to save your allowance.                        |
| — — — — —   | — — — — —  |
| 7. Jesus, the Savior of the world, died on the cross for our sins.                            | 16. You will not go camping this weekend unless you finish your book report.             |
| — — — — —   | — — — — —  |
| 8. We are going to visit our grandparents for Thanksgiving, and we will have a long car ride. | 17. We are taking dinner to our neighbor because there is an illness in the family.      |
| — — — — —   | — — — — —  |
| 9. It was getting nippy outside, and the leaves were changing colors.                         | 18. When you ride your bike, you should wear a helmet.                                   |
| — — — — —   | — — — — —  |

### Answer Key

Sentences 1–7 contain appositives, 8–12 are compound sentences, and 13–18 are complex sentences.

# Suspended by Sentences

- |  |   |
|--|---|
| 1. Jamie and Jan play London Bridge together.<br>Jamie and Jan are our cousins.        | 7. Bridges are necessary.<br>They are necessary for everyday travel.                            |
| — — — — —   — — — — —  |   |
| 2. The Tower Bridge has big stone towers.<br>The bridge is famous in London.           | 8. Covered bridges are scarce.<br>They are scarce in our country.                               |
| — — — — —   + — — — — —  |   |
| 3. Bridges are different shapes and sizes.<br>Bridges are important traffic links.     | 9. Engineers build bridges.<br>They build with a variety of materials.                          |
| — — — — —   + — — — — —  |   |
| 4. My dad is an architect for a new bridge.<br>I will watch each stage of the project. | 10. A tourist had a camera.<br>He took a picture of us by the covered bridge.                   |
| — — — — —   — — — — —  |   |
| 5. The new bridge may look like the original.<br>It may have a modern look.            | 11. The suspension bridge swayed in the wind.<br>It was very safe.                              |
| — — — — —   — — — — —  |   |
| 6. I like the design of the old bridge.<br>My dad likes a different design.            | 12. We hiked to the other side of the mountain.<br>We walked across a long, narrow rope bridge. |
|  |   |

# Sentence Cleanup

- |   |   |
|---|---|
| 1. Is sick today.   | 10. Our yard looked absolutely beautiful ice covered all of the trees.                  |
| 2. My favorite snack.   | 11. The panda arrived at the zoo this morning everyone greeted him.                     |
| 3. Planted baby trees on Saturday.                                | 12. Mandy baked cookies for an elderly neighbor she was in the hospital.                |
| 4. Will work on a school project.                                 | 13. Our soccer team played against a tough team, we lost the game.                      |
| 5. The red cardinal.  | 14. Some of my friends played volleyball, others played softball.                       |
| 6. My ice-cream cone.   | 15. We learned about Joseph in Bible class, he is my favorite Bible character.          |
| 7. The squirrels in our front yard gathered acorns we watch them. | 16. Allen had never camped in the woods before, he looked everywhere for a black bear.  |
| 8. My mom made chili for lunch with cornbread.                    | 17. My family picked apples this weekend, we will have apple pie for dessert this week. |
| 9. Icicles hung all over our trees we awoke this morning.         | 18. Will I celebrate my birthday at a restaurant, will I have a sleepover at my house?  |

## Answer Key

Answers will vary. Possible answers:

1. My brother is sick today.
2. Popcorn is my favorite snack.
3. We planted baby trees on Saturday.
4. Pat and I will work on a school project.
5. The red cardinal perched on our birdfeeder.
6. My ice-cream cone broke!
7. The squirrels in our front yard gathered acorns while we watched them.
8. My mom made chili with cornbread for lunch.
9. When we awoke this morning, icicles hung all over our trees.
10. Our yard looked absolutely beautiful. Ice covered all of the trees.
11. The panda arrived at the zoo this morning, and everyone greeted him.

12. Mandy baked cookies for an elderly neighbor in the hospital.
13. Our soccer team played against a tough team, and we lost the game.
14. Some of my friends played volleyball, but others played softball.
15. We learned about Joseph in Bible class. He is my favorite Bible character.
16. Allen had never camped in the woods before, and he looked everywhere for a black bear.
17. My family picked apples this weekend, and we will have apple pie for dessert this week.
18. Will I celebrate my birthday at a restaurant, or will I have a sleepover at my house?

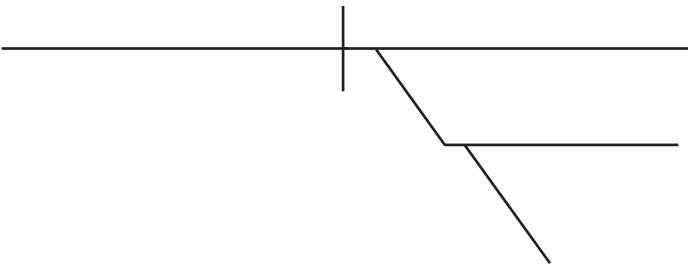
# Diagramming Prepositional Phrases

**Diagram the subject, verb, direct object (if applicable), and prepositional phrase in each sentence.**

1. Some priests in France built the beautiful Pont d'Avignon.



2. This famous bridge was built over the Rhone River.



3. A French song describes a children's game on the bridge.



4. Children can do motions to the song.



## Answer Key

1. priests | built | Pont d'Avignon  
in France

2.

bridge | was built

over Rhone River

the

3.   
song | describes | game  
on | bridge  
the

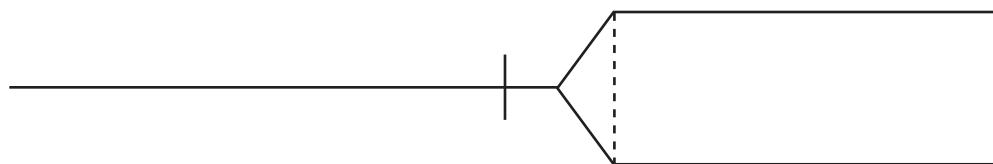
4. Children can do motions to song the

The diagram consists of a horizontal line with three vertical lines branching off it. The first vertical line connects the word 'motions' at the end of the sentence to the word 'to' in the middle. The second vertical line connects 'song' to 'to'. The third vertical line connects 'the' to 'song'.

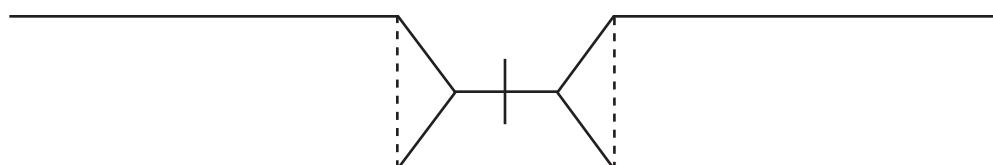
# Diagramming Compound Subjects & Predicates

Diagram the compound subjects and compound predicates with the coordinating conjunctions that join them.

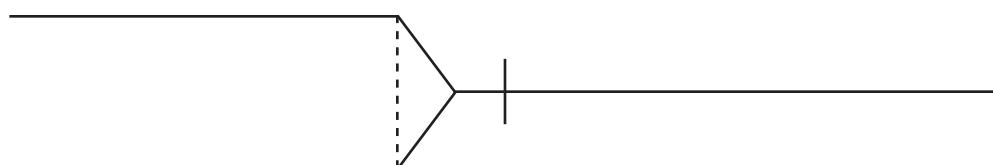
1. Lake Havasu City started small but is now a booming tourist attraction.



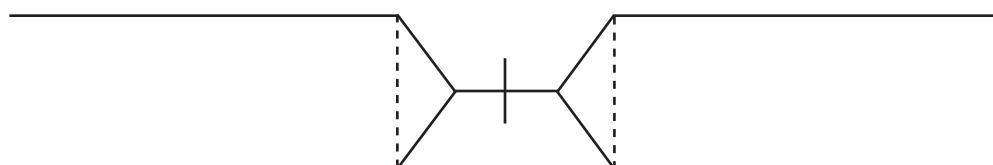
2. Families and businesses visited and then relocated to the city with the unusual bridge.



3. English-style buildings and shops sit at the foot of the bridge.

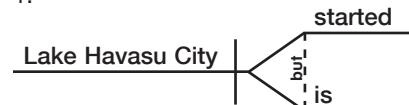


4. My family and I go there often and camp beside the lake.



## Answer Key

1.



2.



3.



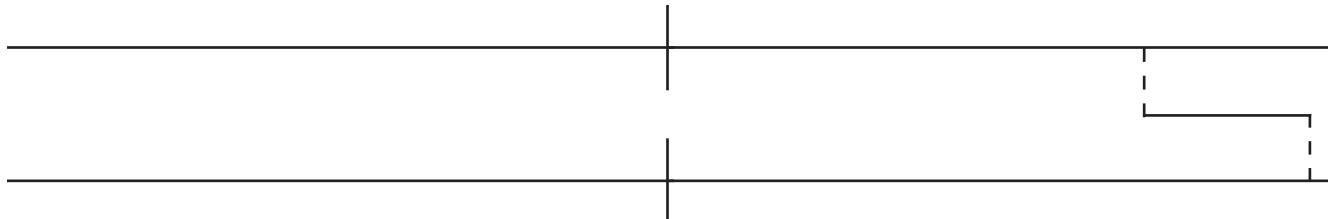
4.



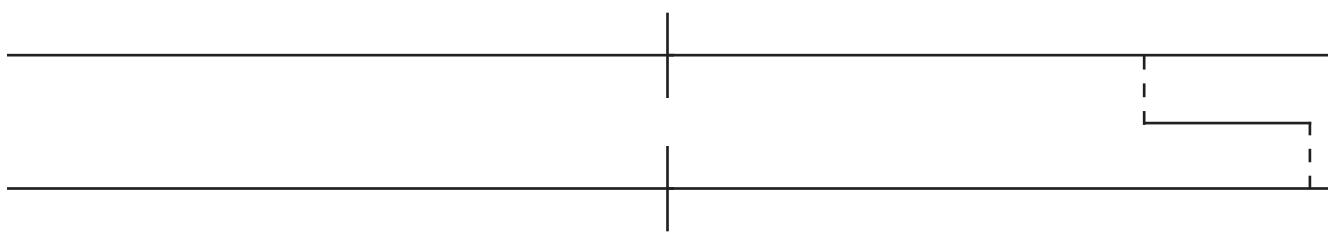
# Diagramming Compound Sentences

Diagram the simple subjects and simple predicates of each compound sentence; include the coordinating conjunction that joins the two independent clauses.

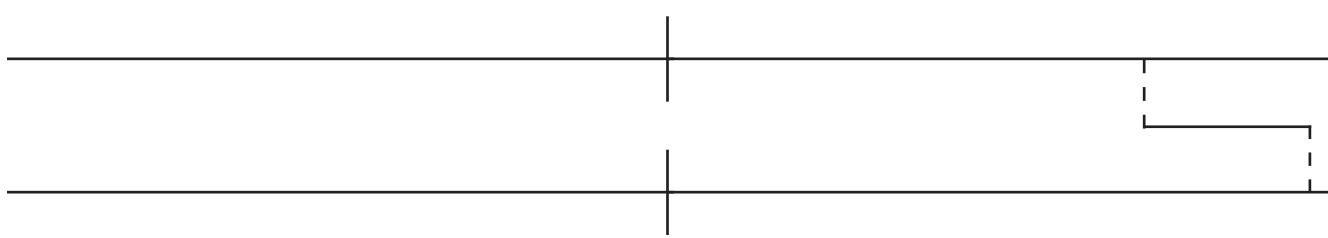
1. For many years the Golden Gate Bridge had the longest suspension span, but in 1964 the Verrazano Narrows Bridge exceeded its length by sixty feet.



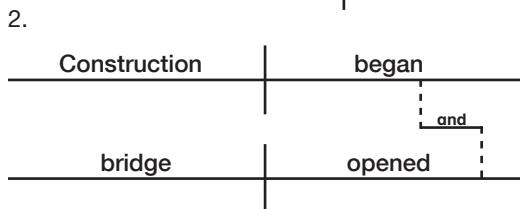
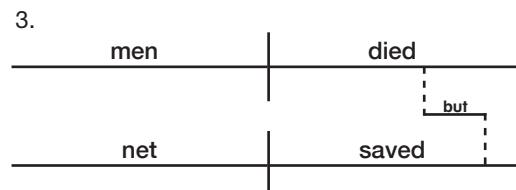
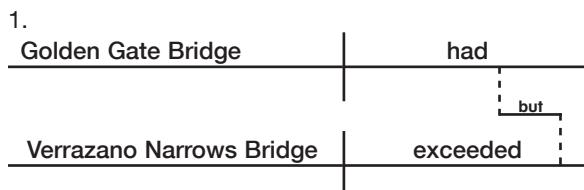
2. Construction on the bridge began in 1933, and the bridge opened in about four years.



3. Often many men died during the construction of a bridge, but the net beneath this construction site saved many lives.



## Answer Key



# Sentence Review

Write the correct answers.

1. Which two words make the compound subject of this sentence?

*The architect and the engineer designed a beautiful bridge.*

2. Which two words make the compound predicate of this sentence?

*The builders worked on the bridge and completed it in six years.*

3. What is the appositive phrase in this sentence?

*The bridge, an arched structure, won first place in a contest.*

4. What is the appositive in this sentence?

*My brother, Andy, is an engineer.*

5. Is this a simple sentence or a compound sentence?

*Everyone liked the new bridge.*

6. Is this a simple sentence or a compound sentence?

*Kara and I rode across the new bridge in Dad's car yesterday.*

7. Is this a simple sentence or a compound sentence?

*I've seen the new bridge, but I haven't driven on it yet.*

8. Which conjunction joins the clauses in this compound sentence?

*I could take you downtown, or I could show you the bridge.*

9. Which conjunction joins the clauses in this compound sentence?

*The bridge was beautiful, but it was not safe.*

10. What are the prepositional phrases in this sentence?

*The bridge on the skyline glows at night.*

11. Is this a simple, compound, or complex sentence?

*I would like to see the bridge when I visit New York next month.*

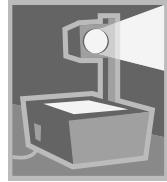
12. What is the dependent clause in this sentence?

*The boats can pass through when the bridge opens.*

13. Which type of error is present in this sentence?

*I love the Brooklyn Bridge it's so big.*





# Keeping Up

## Keeping Up Transparency Masters

The Keeping Up Transparency Masters are an optional daily grammar practice designed to be used during the writing chapters. Each practice consists of five items for each student to answer on his own paper or for the class to review together. This practice is easily adaptable to a variety of student needs and classroom schedules.

Ideas for using the transparency masters:

- as a warm-up during the introductory morning schedule
- as a grammar review at the beginning of the writing lessons
- as a language arts center activity

If you do not have access to an overhead projector, you may want to write the exercises on the board or reproduce them for each student individually.

**One-on-One** When using the Extra Practice and Keeping Up activities with one student, you may want to direct the student to write his answers on a separate sheet of paper.



► Write the sentence. Underline the complete subject once.  
Circle the simple subject.

1. This science experiment is fun.
2. Salty water makes objects more buoyant.

► Write S if the sentence is a simple sentence.  
Write C if the sentence is a compound sentence.

3. A carrot or a potato will float in salty water.

► Write the preposition from the sentence.

4. If you swam in the Dead Sea, you would float easily.

► Write the word that makes sense.

5. wet : moisture      hot : \_\_\_\_\_ (heat, burned, oven)

► Write the sentence. Underline the complete predicate once.  
Circle the simple predicate.

1. The dolphins travel in groups.

► Write the sentence. Underline the compound subject or predicate.  
Circle the conjunction.

2. Dolphins jump and dive playfully.

► Write the sentence. Underline the dependent clause.  
Circle the subordinating conjunction in the clause.

3. Because they are mammals, they must come to the surface for air.

► Write the preposition from the sentence.

4. I enjoy learning about dolphins.

► Write the sentence with correct ending punctuation.  
Use the code to label the sentence.

5. Dolphins are intelligent animals

### CODE

Dec. = Declarative  
Int. = Interrogative  
Imp. = Imperative  
Exc. = Exclamatory

► Write whether the sentence is simple, compound, or complex.

1. If you go to Utah, you will see deserts and mountains.

► Write the sentence. Underline the preposition and circle the object of the preposition.

2. Scorpions hide under rocks.

► Write the sentence. Underline the complete predicate once. Circle the simple predicate.

3. The desert plants bloom beautifully in spring.

► Write S if the sentence is a simple sentence.

Write C if the sentence is a compound sentence.

4. Many animals live in the desert, and all have special ways to survive.

► Write the sentence with correct ending punctuation.

Use the code to label the sentence.

5. Look at those prairie dogs

**C O D E**

Dec. = Declarative

Int. = Interrogative

Imp. = Imperative

Exc. = Exclamatory

► Write the sentence. Underline the compound subject or predicate. Circle the conjunction.

1. Mandy and I are going horseback riding.

2. We will walk or trot on the trails behind the pasture.

► Write the sentence. Underline the dependent clause. Circle the subordinating conjunction in the clause.

3. Before we go inside, we will feed the horses.

► Write the preposition from the sentence.

4. We will play games after dinner.

► Write the sentence with correct ending punctuation. Use the code to label the sentence.

5. What a fun day it will be

**C O D E**

Dec. = Declarative

Int. = Interrogative

Imp. = Imperative

Exc. = Exclamatory

- Write the sentence. Underline the dependent clause.  
Circle the subordinating conjunction in the clause.
1. Whenever Grandpa goes to New Hampshire, he buys maple syrup.

► Write the sentence. Underline the preposition and circle the object of the preposition.

    2. Maple syrup comes from maple tree sap.

► Write the sentence. Underline the complete subject once.  
Circle the simple subject.

      3. This sugary sap is collected in the spring.

► Write S if the sentence is a simple sentence.  
Write C if the sentence is a compound sentence.

        4. The tree is tapped, and the syrup is collected in buckets.

► Write the sentence with correct ending punctuation.  
Use the code to label the sentence.

        5. Can you boil the syrup to make sugar

**CODE**

Dec. = Declarative  
Int. = Interrogative  
Imp. = Imperative  
Exc. = Exclamatory

- Write the sentence. Underline the compound subject or predicate. Circle the conjunction.
1. Mom stirs and pours the batter.

► Write S if the sentence is a simple sentence.  
Write C if the sentence is a compound sentence.

    2. She bakes the muffins for twenty minutes.

► Write the sentence. Underline the dependent clause.  
Circle the subordinating conjunction in the clause.

      3. When they are done, she lets them cool.

► Write the sentence. Underline the preposition and circle the object of the preposition.

        4. She puts them in a container.

► Write the word that makes sense.

          5. builder : bricks      writer : \_\_\_\_\_ (write, book, words)

► Write whether the sentence is simple, compound, or complex.

1. We could jump on the trampoline, or we could play in the creek.
2. When you come in, please wipe your feet!

► Write the sentence. Underline the preposition and circle the object of the preposition.

3. The creek runs between our houses.

► Write the sentence. Underline the dependent clause. Circle the subordinating conjunction in the clause.

4. Since Will lives nearby, we see each other often.

► Write the sentence with correct ending punctuation. Use the code to label the sentence.

5. Let's play ball after dinner

**C O D E**

Dec. = Declarative  
Int. = Interrogative  
Imp. = Imperative  
Exc. = Exclamatory

► Write the sentence. Underline the complete predicate once. Circle the simple predicate.

1. Jeremy took the trash out today.

► Write whether the sentence is simple, compound, or complex.

2. He sometimes washes dishes, and he feeds the dog.

3. His mom appreciates his help.

► Write the sentence. Underline the dependent clause. Circle the subordinating conjunction in the clause.

4. Although he would rather play, he knows that chores must be done.

► Write the sentence. Underline the preposition and circle the object of the preposition.

5. Jeremy does not mind helping around the house.

## ► Write the sentence. Underline the appositive phrase in the sentence.

1. Harriet Tubman, an escaped slave, worked with the Underground Railroad.

## ► Write the correct abbreviation for the underlined words.

2. born anno Domini 1820

## ► Write C if the underlined noun is a common noun.

Write P if the underlined noun is a proper noun.

3. She was also a spy during the Civil War.

## ► Write the word that makes sense.

4. slavery : freedom      sin : \_\_\_\_\_ (bad, rebellion, righteousness)

## ► Write the sentence with correct ending punctuation.

Use the code to label the sentence.

5. Harriet Tubman helped many slaves to freedom

## CODE

Dec. = Declarative  
Int. = Interrogative  
Imp. = Imperative  
Exc. = Exclamatory

## ► Write the sentence. Underline the complete subject once.

Circle the simple subject.

1. Ancient peoples used sundials to tell time.

## ► Write the sentence. Underline the dependent clause.

Circle the subordinating conjunction in the clause.

2. After the sundial was invented, the Romans divided the day into twelve equal parts.

## ► Write the sentence with correct capitalization.

3. we live at 114 plum street.

## ► Write the sentence using the correct plural form of the noun.

4. Both (class's, classes) made sundials as a science project.

## ► Rewrite the phrase using a singular possessive noun.

5. the rays of the sun

- Write the sentence. Underline the compound subject or predicate.  
Circle the conjunction.

1. We ate snacks and talked.

- Write the sentence. Underline the appositive phrase in the sentence.

2. Marcus, my best friend, brought his basketball.

- Write the sentence. Underline the preposition and circle the object of the preposition.

3. We played ball behind the house.

- Rewrite the phrase using a plural possessive noun.

4. the scores of the players

- Write the correct abbreviation for the underlined word.

5. 75 milliliters

- Write whether the sentence is simple, compound, or complex.

1. When the weather is drier, we can rake the yard.

- Write C if the underlined noun is a common noun.

Write P if the underlined noun is a proper noun.

2. The wind is blowing from the west.

- Combine the sentences using an appositive phrase.

3. Sam will help me rake the yard. Sam is my brother.

- Write the sentence using the correct plural form of the noun.

4. Most of the (leafs, leaves) have already fallen.

- Write the correct abbreviation for the underlined word.

5. the fifteenth of November

## ► Rewrite the phrase using a singular possessive noun.

1. the height of the tree

## ► Write the sentence with correct capitalization.

2. yosemite national park is in the sierra nevada mountains of california.

## ► Combine the sentences using an appositive phrase.

3. The giant sequoia can be as tall as three hundred feet.  
The giant sequoia is a type of redwood tree.

## ► Write whether the sentence is simple, compound, or complex.

4. The shade from the trees makes the forest cool and dark.

## ► Write the sentence. Underline the preposition and circle the object of the preposition.

5. The sequoia is an evergreen with short, spiny needles.

## ► Write C if the underlined noun is a common noun.

Write P if the underlined noun is a proper noun.

1. Sydney is the capital of Australia.

## ► Rewrite the phrase using a singular possessive noun.

2. the shape of the continent

## ► Write the sentence with correct capitalization.

3. the great barrier reef is off the coast of australia.

## ► Write the sentence. Underline the appositive phrase in the sentence.

4. Joe, a sheep farmer, lives near Sydney.

## ► Write the sentence using the correct plural form of the noun.

5. The (Fox's, Foxes) are missionaries to Australia.

► Write the sentence with correct capitalization.

1. there are many farmers in lancaster, pennsylvania.

► Write C if the underlined noun is a common noun.

Write P if the underlined noun is a proper noun.

2. Do you live in the North or the South?

► Write the correct abbreviation for the underlined word.

3. 16 ounces

► Rewrite each phrase using a singular possessive noun.

4. the color of the grass

5. tail of the cow

► Combine the sentences using an appositive phrase.

1. This cave is open to visitors. This cave is one of many in Missouri.

► Write the sentence using the correct plural form of the noun.

2. You can hear (echos, echoes) when you shout.

► Rewrite the phrase using a plural possessive noun.

3. the treads on your shoes

4. the equipment that belongs to the guides

► Write the word that makes sense.

5. rope : climbing      mitt : \_\_\_\_\_ (catching, biking, hunting)

- Write **A** if the underlined word is an action verb.  
Write **L** if it is a linking verb.

1. Mom and I make seasonal crafts.

- Write the helping verb and the main verb from the sentence.

2. Mom will decorate with Indian corn in the fall.

- Write the word that makes sense.

3. stem : flower \_\_\_\_\_ : tree (branch, trunk, leaf)

- Write the direct object from the sentence.

4. Together, Mom and I made a wreath.

- Write the sentence with correct ending punctuation.

Use the code to label the sentence.

5. Quick, put the leaves on before the glue dries

**CODE**

Dec. = Declarative  
Int. = Interrogative  
Imp. = Imperative  
Exc. = Exclamatory

- Write the sentence. Underline the complete subject once.  
Circle the simple subject.

1. A game of kickball is always fun.

- Write the correct abbreviation for the underlined word.

2. 20 grams

- Write **PA** if the underlined word is a predicate adjective.  
Write **PN** if it is a predicate noun.

3. Kara is fast.

- Write the sentence. Label the subject, verb, indirect object, and direct object. Put parentheses around the prepositional phrase.

4. Cassie threw the pitcher the ball from the outfield.

- Write the correct verb.

5. Neither Kim nor David (was, were) able to tag Kara.

► Combine the sentences using an appositive phrase.

1. Mount Everest is the highest mountain in the world.  
Mount Everest is part of the Himalayan mountain chain.

► Write A if the underlined verb is an action verb.

Write L if it is a linking verb.

2. The temperature on Mount Everest is always below freezing.

► Write the direct object from the sentence.

3. Avalanches threaten climbers on Mount Everest.

► Write the correct verb.

4. Both guides and climbers (encounter, encounters) dangers on the climb.

► Write the sentence. Underline the compound subject or predicate.

Circle the conjunction.

5. In 1953 Edmund Hillary and Tenzing Norgay climbed Mount Everest.

► Write whether the sentence is simple, compound, or complex.

1. I saw an eagle flying overhead, but I could not tell what kind it was.

► Write the sentence using the correct plural form of the noun.

2. Heath searched two (librarys, libraries) for information about eagles.

► Write A if the underlined verb is an action verb.

Write L if it is a linking verb.

3. The eagle dived down on its prey.

► Write the sentence. Label the subject, verb, indirect object, and direct object. Put parentheses around the prepositional phrase.

4. Eagles feed their young small pieces of meat.

► Write the correct verb.

5. I watched the eagle (raise, rise) majestically into the air.

- Write **S** if the sentence is a simple sentence.  
Write **C** if the sentence is a compound sentence.

1. Pottery may be handbuilt, or it may be shaped on a wheel.

- Rewrite the phrase using a singular possessive noun.

2. the hands of the potter

- Write **PA** if the underlined word is a predicate adjective.

Write **PN** if it is a predicate noun.

3. The ceramics teacher is Mrs. Davies.

- Write the sentence. Label the subject, verb, indirect object, and direct object. Put parentheses around the prepositional phrase.

4. Mrs. Davies gave me a ceramics lesson at the studio.

- Write the correct verb.

5. Neither James nor I (has, have) a lesson on Friday.

- Write **PA** if the underlined word is a predicate adjective.  
Write **PN** if it is a predicate noun.

1. The paper birch was the tree that Native Americans used to make canoes.

- Write the sentence. Underline the dependent clause.  
Circle the subordinating conjunction in the clause.

2. Because it is light, strong wood, birch is often used to make furniture.

- Rewrite the phrase using a plural possessive noun.

3. the yard of the Joneses

- Write the helping verb and the main verb from the sentence.

4. The birch's leaves will turn a bright gold in the fall.

- Write the correct verb.

5. The forester will (teach, learn) us about the trees.

► Write whether the sentence is simple, compound, or complex.

1. Mary, Martha, and Lazarus were friends of Jesus.

► Write A if the underlined verb is an action verb.

Write L if it is a linking verb.

2. Martha prepared a special dinner for Jesus.

► Write the direct object from the sentence.

3. Her sister Mary spent her time listening to Jesus.

► Write the helping verb and the main verb from the sentence.

4. Martha was busily fixing the meal.

► Write the correct verb.

5. Jesus reminded Martha that it was best to (sit, set) at His feet and listen to Him.

► Write the sentence with correct capitalization.

1. my mom, my dad, and i went to north carolina to pick apples.

► Write PA if the underlined word is a predicate adjective.

Write PN if it is a predicate noun.

2. The fall weather was crisp and cool.

► Write the helping verb and the main verb from the sentence.

3. Mom was buying hot apple cider for us.

► Write the correct verb.

4. Dad (borrowed, lent) me a dollar for an apple fritter.

► Write the word that makes sense.

5. apples : orchard      fish : \_\_\_\_\_ (pond, yard, woods)

## ► Rewrite the phrase using a singular possessive noun.

1. the ramparts of the castle

## ► Write whether the sentence is simple, compound, or complex.

2. A crossbow is a more powerful weapon, but a longbow can be fired more quickly.

## ► Write the correct abbreviation for the underlined word.

3. 16 milligrams

## ► Write the word that makes sense.

4. arrow : sharp      sandpaper : \_\_\_\_\_ (wood, rough, work)

## ► Write the sentence with correct ending punctuation.

Use the code to label the sentence.

5. Did you see this suit of armor

**C O D E**

Dec. = Declarative  
 Int. = Interrogative  
 Imp. = Imperative  
 Exc. = Exclamatory

## ► Write the sentence with correct capitalization.

1. we were visiting a national park in arizona.

## ► Write the sentence. Underline the simple subject once.

Circle the simple predicate.

2. My friend found a piece of petrified wood.

## ► Combine the sentences using an appositive phrase.

3. Petrified wood was formed long ago. Petrified wood is a type of fossil.

► Write **A** if the underlined verb is an action verb.

Write **L** if it is a linking verb.

4. It felt hard and smooth.

## ► Write the direct object from the sentence.

5. We showed our fossil to a ranger.

- Write the sentence. Underline the compound subject or predicate.  
Circle the conjunction.

1. Julie or I will bring pumpkin bread.

- Write the correct abbreviation for the underlined word.

2. 2 pound package

- Rewrite the phrase using a plural possessive noun.

3. the ingredients of both recipes

- Write PA if the underlined word is a predicate adjective.

Write PN if it is a predicate noun.

4. The third ingredient is flour.

- Write the sentence. Label the subject, verb, indirect object, and direct object. Put parentheses around the prepositional phrase.

5. I gave Julie the measuring cup for the flour.

- Write the sentence. Underline the dependent clause.  
Circle the subordinating conjunction in the clause.

1. After we finish soccer practice, we will stop by the auto shop.

- Combine the sentences using an appositive phrase.

2. Cole is my cousin. Cole works at Nate's Auto.

- Write A if the underlined verb is an action verb.

Write L if it is a linking verb.

3. That old car looks new.

- Write the direct object from the sentence.

4. He will check the engine.

- Write the helping verb and the main verb from the sentence.

5. He is filling the tires with air.

- Write the sentence. Underline the dependent clause.  
Circle the subordinating conjunction in the clause.

1. Until I read this book, I knew little about South Africa.

- Combine the sentences using an appositive phrase.

2. South Africa is a mountainous country.  
South Africa is on the southern tip of Africa.

- Rewrite the phrase using a plural possessive noun.

3. the languages of the countries

- Write the sentence. Label the subject, verb, indirect object, and direct object. Put parentheses around the prepositional phrase.

4. He showed me a map of South Africa.

- Write the helping verb and the main verb from the sentence.

5. I am working on a visual aid for my report.

- Write whether the sentence is simple, compound, or complex.

1. When hiking in mountainous areas, some people use pack animals.

- Write the sentence using the correct plural form of the noun.

2. (Donkeys, Donkies) can carry heavy loads.

- Write PA if the underlined word is a predicate adjective.  
Write PN if it is a predicate noun.

3. The trail is steep.

- Write the sentence. Label the subject, verb, indirect object, and direct object.

4. I fed the donkey a carrot.

- Write the correct verb.

5. Neither Ed nor I (want, wants) to try riding the donkey.

► Write the sentence with correct capitalization.

1. miriam told the story of queen esther of persia.

► Rewrite the phrase using a singular possessive noun.

2. the scepter of the king

► Write the helping verb and the main verb from the sentence.

3. Esther was trying to save the lives of her people.

► Write the word that correctly completes the sentence.

4. Esther's plea had an (effect, affect) on the king, and the Jews were saved.

► Write the correct verb.

5. Both Bethany and Kelsie (think, thinks) that Esther was brave.

► Write the correct abbreviation for the underlined word.

1. the eighteenth of February

► Write the word that correctly completes the sentence.

2. Be sure to (bring, take) your sleeping bag to my house.

► Write the sentence using the correct plural form of the noun.

3. We have seen several (moose, mooses) on the trail.

► Write the direct object from the sentence.

4. We gathered wood for the fire.

► Write the word that makes sense.

5. water : canteen      oil : \_\_\_\_\_ (tent, lantern, knife)

- Write the sentence. Underline the dependent clause.  
Circle the subordinating conjunction in the clause.

1. As I was walking, I saw several birds.

- Write the direct object from the sentence.

2. This robin is gathering straw.

- Write the helping verb and the main verb from the sentence.

3. It is building a nest in the tree.

- Write the sentence. Underline the pronoun and its antecedent.

Draw an arrow from the pronoun to its antecedent.

4. After the robin finishes the nest, it will lay several eggs.

- Write the word that makes sense.

5. eight : sixteen      twelve : \_\_\_\_\_ (six, twenty-four, twenty)

- Write whether the sentence is simple, compound, or complex.

1. My uncle taught Jim and me to snowboard.

- Write the correct verb.

2. Neither Shirley nor Hannah (has, have) tried that sport before.

- Write the sentences. Replace the underlined words with a possessive pronoun.

3. This is the beginner's slope. The slope's hills are not steep.

- Write the compound subject or object that correctly completes the sentence.

4. (He and I, Him and me) practiced with my uncle all week.

- Write the word that correctly completes the sentence.

5. We learned to snowboard by (ourself, ourselves).

► Write the correct abbreviation for the underlined word.

1. Doctor Bradford

► Write the sentence. Label the subject, verb, indirect object, and direct object. Put parentheses around the prepositional phrase.

2. Grandpa made us some delicious lasagna for supper.

► Write the word that correctly completes the sentence.

3. Grandpa told me to (sit, set) the hot dish carefully on the counter.

► Write the compound subject or object that correctly completes the sentence.

4. He baked enough for (him and me, he and I).

► Write *Int.* if the underlined word is an interrogative pronoun.

Write *No* if it is not an interrogative pronoun.

5. Did you know that my grandpa, who is Italian, loves to cook?

► Rewrite the phrase using a singular possessive noun.

1. the shops in the town

► Write the sentence. Underline the pronoun and its antecedent.

Draw an arrow from the pronoun to its antecedent.

2. We asked Marie whether she would like to go shopping with us.

► Write the sentence. Underline the reflexive pronoun and its antecedent.

Draw an arrow from the pronoun to its antecedent.

3. The women in the craft guild made those quilts themselves.

► Write the sentence. Underline the demonstrative pronoun.

4. These are handwoven coasters and baskets.

► Write the correct verb.

5. Everybody (like, likes) this gift shop.

- Write ***Int.*** if the underlined word is an interrogative pronoun.  
Write ***No*** if it is not an interrogative pronoun.

1. Which of these countries is Denmark?

- Write the compound subject or object that correctly completes the sentence.

2. She showed her paper to (Kayla and me, Kayla and I).

- Rewrite the phrase using a plural possessive noun.

3. the languages of the people

- Write the indefinite pronoun from the sentence.

Write ***S*** if it is singular or ***P*** if it is plural.

4. Several speak both Danish and English.

- Write the word that correctly completes the sentence.

5. She used white (flour, flower) for this Danish pastry recipe.

- Write ***A*** if the underlined word is an action verb.  
Write ***L*** if it is a linking verb.

1. It feels cold outside today.

- Write the sentence. Label the subject, verb, indirect object, and direct object.

2. I handed Julie her gloves.

- Write the sentence. Underline the reflexive pronoun and its antecedent.  
Draw an arrow from the pronoun to its antecedent.

3. John, be sure to wrap yourself in a warm coat and scarf.

- Write the word that correctly completes the sentence.

4. You should (wear, where) warm socks.

- Write ***Pro.*** if the underlined word is a demonstrative pronoun.  
Write ***Adj.*** if the word is a demonstrative adjective.

5. Those are our hats.

► Write **PA** if the underlined word is a predicate adjective.

Write **PN** if it is a predicate noun.

1. This is the parable of the talents.

► Write the sentence. Underline the pronoun and its antecedent.

Draw an arrow from the pronoun to its antecedent.

2. The master distributed the money, and some servants invested it.

► Write the sentence. Replace the underlined words with a possessive pronoun.

3. The unprofitable servant buried the unprofitable servant's money in the ground.

► Write the correct verb for the sentence.

4. Everyone (have, has) something to invest for God's kingdom.

► Write the word that correctly completes the sentence.

5. We should never (let, leave) our gifts and opportunities be unused.

► Write the direct object from the sentence.

1. I learned the scientific symbol for iron.

► Write **Int.** if the underlined word is an interrogative pronoun.

Write **No** if it is not an interrogative pronoun.

2. "Fe" stands for *ferrum*, which is Latin for "iron."

► Write the sentence. Replace the underlined word with a possessive pronoun.

3. Iron's particles can be magnetized.

► Write the sentence. Underline the demonstrative pronoun.

4. Iron is used for making tools like these.

► Write the word that makes sense.

5. water : liquid      wood : \_\_\_\_\_ (brown, solid, tree)

- Write **PA** if the underlined word is a predicate adjective.  
Write **PN** if it is a predicate noun.
    1. The discovery was a life-sized clay army in China.
  
  - Write whether the tense of the underlined verb is past, present, or future.
    2. Warriors who fought two thousand years ago are memorialized as statues.
  
  - Write the sentence. Underline the pronoun and its antecedent.  
Draw an arrow from the pronoun to its antecedent.
    3. Shih Huang Ti was the first emperor of China, and he began the Great Wall.
  
  - Write the correct verb.
    4. These statues (laid, lay) guarding the emperor's tomb for many years.

## ► Write the direct object from the sentence.

- Dylan and John have rowed the canoe out into the lake.

## ► Write the sentence. Replace the underlined words with a possessive pronoun.

- Dylan and John have Dylan's and John's fishing rods with them.

► Write *Pro.* if the underlined word is a demonstrative pronoun.

**Write *Adj.* if the word is a demonstrative adjective.**

- This is a good place for trout fishing.

► Write the sentence using the past tense of *wear*.

- Dylan and John \_\_\_\_\_ lifejackets.

## ► Write the contraction for the underlined words.

- John has caught a big fish!

## ► Write the sentence. Label the subject, verb, indirect object, and direct object.

- Fresh vegetables give your body nutrients.

## ► Write the word that correctly completes the sentence.

- (They're, There, Their) are many ways to prepare healthful foods.

## ► Write the sentence. Underline the reflexive pronoun and its antecedent.

**Draw an arrow from the pronoun to its antecedent.**

- Joan fixes healthful snacks for herself.

## ► Write each sentence with the correct form of the verb in parentheses.

- She has \_\_\_\_\_ to take good care of her body. (choose)

- Amy \_\_\_\_\_ exercising regularly last summer. (begin)

- Write the indefinite pronoun in the sentence.  
Write **S** if it is singular or **P** if it is plural.
- Many enjoy making their own hand-dipped candles.

- Write the sentence. Replace the underlined words with a possessive pronoun.
- Those wicks and dyes are mine and yours.

- Write the sentence. Label the subject, verb, indirect object, and direct object. Put parentheses around the prepositional phrase.
- The dye in this wax mixture will give the candles a nice color.

- Write the sentence. Underline the verb in the sentence.  
Identify the tense as present perfect, past perfect, or future perfect.
- Our candles have cooled.

- Rewrite the sentence correctly.
- I hadn't never made candles before.

- Write the direct object from the sentence.
- This lady makes baskets to sell.

- Write **Int.** if the underlined word is an interrogative pronoun.  
Write **No** if it is not an interrogative pronoun.
- They asked her what materials she uses.

- Write the sentence. Underline the pronoun and its antecedent.  
Draw an arrow from the pronoun to its antecedent.
- She uses sweetgrass because it is pliable and fragrant.

- Write the sentence. Underline the verb in the sentence.  
Identify the tense as present perfect, past perfect, or future perfect.
- She will have sold several baskets by noon today.

## ► Write the compound subject or object that correctly completes the sentence.

1. (Todd and I, Todd and me) are both reading in II Chronicles for our devotions.

► Write *Pro.* if the underlined word is a demonstrative pronoun.

Write *Adj.* if the word is a demonstrative adjective.

2. I like this story about Josiah.

► Write *PA* if the underlined word is a predicate adjective.

Write *PN* if it is a predicate noun.

3. Josiah was very young when he became king of Judah.

## ► Write the word that correctly completes the sentence.

4. The Bible says Josiah did what was (write, right) in the eyes of the Lord.

## ► Write the sentence with the correct form of the verb in parentheses.

5. Josiah \_\_\_\_\_ down the idols and repaired the temple. (tear)

## ► Write the sentence using the correct form of the plural noun.

1. Athletes of many (nationalitys, nationalities) compete in the Olympics.

## ► Write the compound subject or object that correctly completes the sentence.

2. Derek told (them and me, they and I) where the Olympics would be held.

## ► Write the sentence with the correct form of the verb in parentheses.

3. This competitor \_\_\_\_\_ in the freestyle competition four years ago. (swim)

## ► Add a prefix to the base word to fit the meaning in the sentence.

Write the new word.

4. In some ways, the Olympics have remained (changed) since early times.

## ► Write the word that makes sense.

5. fast : quick      powerful : \_\_\_\_\_ (muscle, strong, ruler)

## ► Write whether the sentence is simple, compound, or complex.

- Until 1954, no one had ever run a recorded four-minute mile.

## ► Write the sentence. Underline the pronoun and its antecedent.

Draw an arrow from the pronoun to its antecedent.

- Roger Bannister thought he could do it.

## ► Write the word that the underlined adjective modifies.

- He was a medical student at Oxford when he ran the first four-minute mile.

## ► Write the correct verb.

- Both training and knowledge (helps, help) runners achieve faster speeds.

## ► Write the word that makes sense.

- spoke : wheel      page : \_\_\_\_\_ (title, book, write)

## ► Write the sentence. Replace the underlined words with a possessive pronoun.

- This is my family's and my first time to see the Iditarod.

## ► Write the correct abbreviation for the underlined word.

- a 1,150 mile dogsled race

## ► Write whether the underlined verb is present, past, or future.

- The race will begin the first Saturday in March and will last about twelve days.

## ► Use the code to identify the underlined adjective.

- The Alaskan winds and freezing temperatures make the race a challenge.

- The mushers depend on their dogs.

**C O D E**

Pro. = Pronoun

Prop.= Proper  
AdjectiveDA = Demonstrative  
Adjective

Art. = Article

## ► Write the compound subject or object that correctly completes the sentence.

- I showed my model airplanes to (he and they, him and them).

## ► Write the sentence. Put parentheses around the prepositional phrase.

Draw an arrow from the prepositional phrase to the word it modifies.

- Scientists during World War II improved aircraft designs.

## ► Combine the sentences using an appositive phrase.

- This craft was lightweight and fast. This craft was a Japanese plane.

## ► Write the word that correctly completes the sentence.

- Torpedo bombers were used for battles at (sea, see).

## ► Write the sentence. Circle the adverb. Underline twice the verb that it modifies.

Write whether the adverb tells *how, where, when, or how often*.

- Dive bombers usually gave little warning before they struck.

## ► Write the sentence using the correct plural form of the noun.

- Cut the paper into (halves, halfs).

## ► Write the word that correctly completes the sentence.

- Please work quietly by (yourselves, yourselves) on the project.

► Write the sentence using the past tense of *ring*.

- The bell \_\_\_\_\_ for the class period to end.

## ► Write the comparative and superlative forms of the adverb.

- careful

## ► Write the sentence. Put parentheses around the prepositional phrase.

Draw an arrow from the prepositional phrase to the word it modifies.

- Please wipe the glue from the craft table.

- Write **PA** if the underlined word is a predicate adjective.  
Write **PN** if it is a predicate noun.

1. The animals we saw were elephants.

- Write the indefinite pronoun in the sentence.  
Write **S** if it is singular or **P** if it is plural.

2. All enjoyed the trip to the zoo.

- Write the sentence using the past tense of *sing*.

3. We \_\_\_\_\_ songs on the bus.

- Write the word that the prepositional phrase in parentheses modifies.  
Tell whether the word you wrote is a verb, an adverb, or an adjective.

4. My camera fell (into the monkey exhibit).

5. The monkeys were fascinated (with the camera's buttons).

- Write the word that correctly completes the sentence.

1. Dad read this story to Tim and (I, me).

- Write the sentence. Label the subject, verb, indirect object, and direct object. Put parentheses around the prepositional phrase.

2. Elijah gave the prophets of Baal a challenge.

- Write the word that correctly completes the sentence.

3. Elijah told the people to choose (between, among) the true God and Baal.

- Write the word that the underlined adverb modifies. Tell whether the word you wrote is a verb, an adjective, or an adverb.

4. The Israelites soon knew Who the true God was.

- Write the sentence. Underline the verb. Identify the tense as present perfect, past perfect, or future perfect.

5. God has commanded us to worship Him alone.

## ► Write the sentence using the correct interrogative pronoun.

1. (Who, Whom) should I ask for information about giraffes?

## ► Rewrite the sentence correctly.

2. I haven't never seen a giraffe.

## ► Write the direct object from the sentence.

3. A giraffe defends itself with its sharp hooves.

## ► Write the word that correctly completes the sentence.

4. The giraffe is (good, well) at seeing danger a long way off.

## ► Write the word that the underlined adverb modifies. Tell whether the word you wrote is a verb, an adjective, or an adverb.

5. In spite of its ungainly appearance, the giraffe runs rather quickly.

## ► Write the word that correctly completes the sentence.

1. You (can, may) sample our homemade taffy if you like.

► Write *Pro.* if the underlined word is a demonstrative pronoun.

**Write *Adj.* if the word is a demonstrative adjective.**

2. This chewy treat is made with syrup and butter.

## ► Add a suffix to the base word to fit the meaning in the sentence.

**Write the new word.**

3. Though it is easy to make, the fifteen minutes of pulling it may seem (end)!

## ► Write the sentence. Circle four adjectives in the sentence.

**Draw a line from each adjective to the word that it modifies.**

4. Pulling taffy puts tiny air bubbles in it, making it light and chewy.

## ► Write the word that makes sense.

5. taffy : chewy      pudding : \_\_\_\_\_ (dessert, chocolate, creamy)

- Add a suffix to the base word to fit the meaning in the sentence.  
Write the new word.

1. Dorcas was full of (kind) and compassion for the poor.

- Write *Pro.* if the underlined word is a demonstrative pronoun.  
Write *Adj.* if the word is a demonstrative adjective.

2. She sewed garments for these widows.

- Write the sentence. Put parentheses around the prepositional phrase.  
Draw an arrow from the prepositional phrase to the word it modifies.

3. When she died, the believers at Jerusalem grieved for their friend.

- Combine the pair of sentences into a complex sentence  
using the subordinating conjunction. Add a comma if necessary.

4. They wept. They remembered the kind things she had done. (when)

- Write the sentence with correct ending punctuation.  
Use the code to label the sentence.

5. How happy they were when Dorcas was raised from the dead

**CODE**

|                      |
|----------------------|
| Dec. = Declarative   |
| Int. = Interrogative |
| Imp. = Imperative    |
| Exc. = Exclamatory   |

- Write the abbreviation for the underlined word.

1. 20 yards away

- Write the sentence. Label the subject, verb, indirect object,  
and direct object. Put prepositional phrases in parentheses.

2. Pelé brought Brazil worldwide fame in the soccer arena.

- Write the correct verb.

3. Both Brazil and the United States (claim, claims) Pelé as a  
player.

- Write the word that correctly completes the sentence.

4. North Americans had far (fewer, less) interest in soccer before  
Pelé joined a New York team.

- Write the word that makes sense.

5. Pelé : athlete      Professor Brown : \_\_\_\_\_ (teacher, school, learn)

► Write the sentence with correct ending punctuation.  
Use the code to label the sentence.

- Try making this wreath of dried fruit and spices

► Write the correct verb.

- Either dried apple or orange slices (work, works) well for this wreath.

► Write the word that correctly completes the sentence.

- Thread the slices (through, threw) a wire.

► Combine the pair of sentences into a complex sentence by using the subordinating conjunction. Add a comma if necessary.

- These are the spices. The spices give the wreath its fragrant aroma. (that)

► Write the sentence. Label each word in the sentence using the code.

- Yes, you could add a bow to the wreath with ribbon or raffia.

### CODE

Dec. = Declarative  
Int. = Interrogative  
Imp. = Imperative  
Exc. = Exclamatory

### CODE

N = Noun  
Pro = Pronoun  
V = Verb  
Adj = Adjective  
Adv = Adverb  
Prep = Preposition  
C = Conjunction  
I = Interjection

► Write the sentence using the correct plural form of the noun.

- William Carey went to India with three other (missionarys, missionaries) in 1793.

► Write the word that correctly completes the sentence.

- The work he did greatly (affected, effected) India.

► Write whether the underlined verb is present, past, or future.

- William Carey's life will continue to inspire missionaries worldwide.

► Write the sentence that is written correctly.

- Carey taught at a college, he translated the Bible into many languages.

Carey taught at a college, and he translated the Bible into many languages.

► Write the sentence. Label each word in the sentence using the code.

- Carey was an ordinary man, but he prayed and worked hard.

### CODE

N = Noun  
Pro = Pronoun  
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Adj = Adjective  
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I = Interjection

## ► Rewrite the phrase using a singular possessive noun.

1. the wheels of the bike

► Write the sentence. Underline the pronoun and its antecedent.  
Draw an arrow from the pronoun to its antecedent.

2. You can bring trail mix for yourselves.

## ► Write the sentence. Underline the verb. Identify the tense as present perfect, past perfect, or future perfect.

3. We had ridden our bikes for an hour when we stopped.

## ► Combine the sentences into a complex sentence by using the subordinating conjunction. Add a comma if necessary.

4. We will ride for another hour. We will complete the trail.  
(before)

## ► Write the sentence. Label each word in the sentence using the code.

5. I can travel easily over rough terrain on my motorcycle.

**CODE**

|      |                |
|------|----------------|
| N    | = Noun         |
| Pro  | = Pronoun      |
| V    | = Verb         |
| Adj  | = Adjective    |
| Adv  | = Adverb       |
| Prep | = Preposition  |
| C    | = Conjunction  |
| I    | = Interjection |

## ► Write the sentence that is written correctly.

1. Lisa's mom taught us to bake pretzels wearing an apron.

Wearing an apron, Lisa's mom taught us to bake pretzels.

## ► Rewrite the phrase using a plural possessive noun.

2. the shape of the pretzels

## ► Write the compound subject or object that correctly completes the sentence.

3. She taught (we and they, them and us) how to shape the pretzels.

## ► Write the sentence with the correct form of the verb in parentheses.

4. We rolled the dough and \_\_\_\_\_ it into long strips. (break)

► Write the sentence. Underline the compound subject or predicate.  
Circle the conjunction.

5. We twisted and salted the strips of dough.

► Write **PA** if the underlined word is a predicate adjective.

Write **PN** if it is a predicate noun.

- Sheri's parents have been busy this weekend.

► Write the sentence. Replace the underlined words with a possessive pronoun.

- Sheri's parents painted Sheri's parents' dining room.

► Combine the sentences using an appositive phrase.

- The paint looks nice with the decor. The paint is a light blue color.

► Write the sentence. Underline the verb. Identify the tense as present perfect, past perfect, or future perfect.

- Tomorrow the paint will have finished drying.

► Combine the pair of sentences into a complex sentence by using a subordinating conjunction. Add a comma if necessary.

- The paint is dry. They will move the furniture back into place. (when)

► Write the direct object from the sentence.

- I brought dad the camping gear.

► Write the sentence using the past tense of *blow*.

- I \_\_\_\_\_ on the coals to start the fire.

► Write the sentence. Underline the reflexive pronoun and its antecedent.

Draw an arrow from the pronoun to its antecedent.

- I fixed myself a sandwich.

► Combine the pair of simple sentences into one compound sentence.

Add a comma and the conjunction that shows the correct meaning.

- We toasted marshmallows. Dad played his guitar.

► Write the word that makes sense.

- bad : worse                  good : \_\_\_\_\_ (worst, better, best)

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# Teacher's Toolkit CD-ROM Installation Instructions

## Installation Instructions

Viewing the Teacher's Toolkit pages requires Adobe Acrobat Reader, provided on the CD (Macintosh versions require Internet access). Adobe Acrobat Reader may also be downloaded from the Adobe website at [www.adobe.com](http://www.adobe.com). To install Adobe Acrobat Reader, follow the instructions below.

### Windows

Insert the CD. If it does not start automatically, use Windows Explorer to open the CD's file listing. Click on Startup.exe and follow the installation instructions on the screen.

### Macintosh (requires Internet access)

1. After inserting the CD, open the "Reader" folder and then the "Mac" folder.
2. Double-click on the appropriate installation file for your operating system version.
3. Double-click on the file that is copied to your computer and follow the installation instructions on the screen.

(*Note:* To view Teacher's Toolkit pages, start Acrobat Reader and then open the file En6TE.pdf on the CD.)

If you want the most recent version of Adobe Acrobat Reader or you need a non-English version, go to Adobe's website at [www.adobe.com](http://www.adobe.com) for a free downloadable version.

## Minimum System Requirements

### Windows

- Intel Pentium processor
- Microsoft Windows 95 OSR 2.0, Windows 98 SE, Windows Millennium Edition, Windows NT 4.0 with Service Pack 5, Windows 2000, or Windows XP
- 64MB of RAM
- 24MB of available hard-disk space

### Macintosh

- PowerPC processor
- Mac OS 8.6, 9.0.4, 9.1, or Mac OS X
- 64MB of RAM
- 24MB of available hard-disk space

