

6TH GRADE READING & WRITING SUMMER PACKET!



NAME: _____

HAPPY SUMMER!

WELCOME TO THE 6TH GRADE READING & WRITING SUMMER PACKET! IN HERE YOU WILL FIND PRACTICE FOR WHAT YOU HAVE LEARNED IN 6TH GRADE READING & WRITING THIS SCHOOL YEAR. PRACTICE MAKES PERMANENT, AND OUR GOAL THIS SUMMER IS FOR US TO STRENGTHEN OUR SKILLS AND FEEL MORE CONFIDENT IN WHAT WE HAVE LEARNED!

YOU ARE EXPECTED TO COMPLETE THIS PACKET BY August 1st
YOU WILL FIND A CHECKLIST IN EACH SECTION OF THE PACKET TO REMIND YOU OF WHAT YOU HAVE COMPLETED AND WHAT YOU STILL NEED TO DO.

IF YOU HAVE FORGOTTEN HOW SOME OF THESE TOPICS WORK, NO WORRIES! THERE ARE A COUPLE RESOURCES YOU CAN USE TO HELP REFRESH YOUR MEMORY, SUCH AS:

- 1) YOUR READING & WRITING NOTES FROM 6TH GRADE
- 2) THE TOP OF THE PACKET PAGES (HERE YOU WILL FIND RULES AND EXAMPLES FOR EACH TOPIC)
- 3) THE QR CODE ON THE TOP OF SOME PAGES (THIS QR CODE WILL LEAD YOU TO HELPFUL VIDEOS OF THE TOPIC)
- 4) ON-LINE RESOURCES SUCH AS KHAN ACADEMY OR YOUTUBE VIDEOS

TRY YOUR BEST, AND YOU WILL BE AMAZING! GOOD LUCK PRACTICING!
OH, AND HAVE AN AWESOME (BUT SAFE) SUMMER!!



READING

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READ THE PASSAGE

Underline or make notes about words you do not understand.

Mayan Calendars

The Maya were an influential people living in what is now Guatemala, Belize, Honduras, El Salvador, and parts of southern Mexico. The ancient Maya developed sophisticated systems of agriculture, architecture, science, mathematics, and writing. One of the most important Mayan developments was the creation of calendars.

The ancient Maya had three calendars. Two of them were the Tzolkin (ZOL-keen) calendar, which was tied to religious beliefs, and the Haab (hayb) calendar, which was based on the length of a year.

Understanding astronomy helped the Maya accurately measure days, months, and years. A year had 365 days by Mayan calculations, as it does in our own calendar. The Mayan year, though, was made up of 18 months, and each month had 20 days. An extra 5 days were added to complete the calendar year. These days rounded out the calendar nicely, but the Maya thought they were unlucky.



One of the most unusual Mayan calendars was actually a pyramid. Around AD 1050, the Maya built the Pyramid of Kukulcan (KO-KUL-kan) at Chichén Itzá (CHEE-chen EET-sah). The pyramid had a stairway on each of its four sides. Each stairway had 91 steps. Counting the platform at the top, there were 365 steps, the same number of days in the calendar year.

STRATEGY PRACTICE

List one or two words you found confusing and describe how you figured out their meanings.

SKILL PRACTICE

Read the item. Write your response.

1. What is the second paragraph mostly about?

2. Why did the author include a map?

3. Cite the part of the sentence that supports the idea that the Pyramid of Kukulcan was a calendar.

READ THE LETTER

Think about how people today and from long ago have dealt with natural disasters.

A Letter from Antioch

Antioch, Syria
Saturday, May 23, AD 526

Dear Father,

I write to tell you the shocking news that has happened since your departure last month. On Wednesday, Antioch suffered a terrible earthquake. Mother and I are safe, and our house is damaged but still standing. However, over 220,000 people in the city have died, and officials expect even higher numbers as the survivors search the rubble for their loved ones. Hundreds are fleeing the city, carrying their few undamaged belongings on their backs.

Many of the familiar churches, markets, theaters, and monuments have been destroyed. Some buildings that withstood the initial quake collapsed during aftershocks. One of the saddest losses was the Great Church. Although it survived the aftershocks, it caught fire yesterday and burned.

Looters are going into collapsed buildings and stealing valuables. Thieves have attacked some people who are fleeing the city. But all hope is not lost. Just this morning, brave people rescued a young woman and her child from the ruins of a house. As I write, volunteers are retrieving many of our pieces of fine mosaic art. They are loading them into boats to transport them to other locations. And messengers arrived from Emperor Justin this morning. He has pledged to help us rebuild.

I wish you a safe journey and urge caution on your return.

Your son,
Simeon

STRATEGY PRACTICE

Do you think people in the past reacted any differently to disasters from the way people do today? Explain.

SKILL PRACTICE

Read the item. Write your response.

1. How does Simeon feel about Antioch?

2. Why are people fleeing the city?

3. What two opposing realities are revealed in the third paragraph?

READ THE PASSAGE Look for words that help you form a mental picture.

Kids Take to the Airwaves

On the first Sunday in March each year, kids get to take over the world's airwaves. The United Nations Children's Fund (UNICEF) has designated that day as the International Children's Day of Broadcasting, or ICDB. Television and radio stations around the world invite young people to be part of their programming. Thousands of broadcasters and kids participate, and the programs focus on children's interests and issues. Kids are also involved in the broadcast process, learning how radio and television programs are made. ICDB gives children a voice that can be heard around the world.

On ICDB in 2009, young people all over the globe reported on issues that affected them. Nearly 100 children from India recorded stories about a flood in their area. Children in China drew pictures with messages for their parents. In Senegal, young people spoke out against violence by giving reports, conducting interviews, writing poems, and singing songs. German children talked with young people in Serbia and shared drawings and photographs. Australian kids voiced their opinions to children in Cambodia, Fiji, and Tonga. Kids produced videos on a variety of different topics, from air pollution to loneliness. Across the world, young people expressed their feelings and sent messages about what mattered most to them.

After ICDB is over, UNICEF holds a contest for the best radio or television program. People who make the programs that air during ICDB can submit their programs. The winners attend a special celebration. The 2009 radio winner was a station in Brazil that broadcasted a show for 24 hours about children from poor communities. The show used interviews, diaries, and music to promote peace. The winner for the television program was a station in Kenya. The show, which was hosted by two Kenyan youths, talked about the challenges that Kenyan children face and highlighted positive stories about young people in their communities.

STRATEGY PRACTICE Write three nouns (people, places, or things) that were easy for you to picture.

SKILL PRACTICE Read the item. Write your response.

1. What is the purpose of International Children's Day of Broadcasting?

2. Describe the mental image that was easiest for you to form as you read the second paragraph.

3. What is the first paragraph mainly about?

READ THE PASSAGE Think about how the author introduces each character and tells the events in the story.

Three Parts for Three Characters

Denzel could hear the sounds of the song "Follow the Yellow Brick Road" as he walked closer to the auditorium. He was relieved that the auditions weren't over. He really wanted to try out for the sixth-grade production of *The Wizard of Oz*. Waiting in the hall were his two best friends, Colin and Felipe. Colin was walking on his hands in a wide circle. Then he did a back flip, a cartwheel, and a backward leap into a handstand. Felipe was doing his favorite herky-jerky robot dance.

Just as Denzel reached the boys, there was a sudden boom outside. "What was that?" Denzel shouted. He had a voice that could be loud and strong one moment and drop to a whisper the next instant.

"It's thunder," Colin laughed. "You should audition for the role of the character who needs courage!"

"Come on!" Felipe urged with a stiff turn and bow to end his dance. "We'll miss our turns!"

The trio hurried inside the auditorium. A girl named Rachel, with hair teased like a lion's mane, was beginning her audition. The boys watched her. She pranced around the stage like a lion, but she spoke very quietly, and it was hard to hear her. When she finished, Felipe auditioned by dancing like a robot. Colin went next, showing his acrobatic skills. Denzel went last.

When the auditions ended, each boy had the perfect part for his talents. Colin was the Scarecrow, who is supposed to flop, slip, and slide all over the stage. Felipe's robot moves were just like the Tin Man in his rusty metal suit. And Denzel's booming roar and soft whisper made him the best Cowardly Lion the play could have.

STRATEGY PRACTICE If the author began the story by telling you what part each boy received, how would it change your reaction to the story?

SKILL PRACTICE Read the item. Write your response.

1. What is the purpose of these auditions?

2. How did Rachel probably feel at the end of the story?

3. How do Colin's words foreshadow the story's ending?

Determine Important Information

READ THE PLAYBILL

Think about how the information in the playbill is arranged.

STAGEONE PRODUCTIONS
presents

Oklahoma!

Book by Oscar Hammerstein II	Music by Richard Rodgers	Lyrics by Oscar Hammerstein II	
Based on the play <i>Green Grow the Lilacs</i> by Lynn Riggs			
Starring			
Robert Brown Mieka Morioka	Badra Owens Tiffany Pielman	Celina Rodriguez Zack Wallace	
Also with			
Tabitha Brown Leslie Doherty Raul Espinosa	Heather Gold Reggie Hamner Willis Hitchens	Maria Jose Peña James Siliman Paula Tish	
Settings by Lina Owens	Costumes by Bradley Archer	Lighting by Kalani Faralan	Sound by Jonna McCarthy
Choreography by Agnes De Mille		Directed by Layne Tish	

STRATEGY PRACTICE

Why are the actors in the musical listed in two different sections on the playbill?

SKILL PRACTICE

Read the item. Write your response.

1. Name the songwriter(s) for *Oklahoma!* How did you determine this information?

2. Where would you find the name of a person who has a minor singing or acting role in this musical?

3. How did Agnes De Mille contribute to this production?

READ THE PASSAGE Think of a question that can be answered with information from the passage.

Taking Action

At Seven Oaks Middle School, Daniela Carrera was searching for a club to join. There was a dance club, a choir, an exercise club, and an action club that found creative ways to raise money for other people. Daniela was thinking about joining the dance club because she loved dancing.

Then Daniela's friend Ciara told her about the action club's new project. At first, Daniela was skeptical. "Why would people in a nursing home want a video-game console?" she asked Ciara.

"This would be a specific kind of console that plays fitness games. The games help people who need to exercise and move around but who can't get to a gym or exercise safely outdoors. Besides, everybody loves video games, don't they?" Ciara replied.

"Not my great-grandmother," Daniela said, laughing. But she agreed to go to the club meeting the next day.

At the meeting, Mr. Washington, the club's advisor, explained to Daniela and the others how fitness video games help motivate people to move. He described how the consoles can even help distract people who suffer from severe pain. That was all Daniela needed to hear.

"How can I help?" she asked as she signed up for the club.

"We're selling raffle tickets. With the money we raise, we'll buy two fitness consoles. We'll give one to the winner of the raffle. We'll give the other console to the nursing home," explained Mr. Washington.

"Great! Let's get started. I'm motivated to sell some tickets today!" said Daniela.

STRATEGY PRACTICE Write a question about information from the passage. Then ask a partner to answer it.

SKILL PRACTICE Read the item. Write your response.

1. How does the action club differ from the other clubs that Daniela has considered joining?

2. What is the author's purpose for writing this text?

3. Why is one console going to the student who wins the raffle?

READ THE PASSAGE Think about the main events described in the passage and when they happened.

Marching to the Sea

On March 12, 2005, several hundred people marched 240 miles (386 km) from the city of Ahmedabad (AH-mud-uh-BAHD) to the village of Dandi on the seacoast of India. They were reenacting Mahatma Gandhi's Salt March of 1930. Gandhi was an Indian whose nonviolent protests, or civil disobedience, led to India's independence from Great Britain. His program of civil disobedience began with the Salt March.

In 1930, India was a colony of Great Britain. The British had imposed a tax on salt in India to raise money. Salt was vitally important to Indians of every class and income level because it helped them preserve food and stay healthy in the country's intense heat. Gandhi and 78 followers decided to protest the tax by walking 240 miles (386 km) to the sea.

The journey lasted 23 days. Every town Gandhi passed emptied as the inhabitants ran out to watch the march. By the time Gandhi reached the sea, thousands of people had joined him. People all over India bought and sold salt illegally. The protests grew to include peaceful defiance of other laws and taxes. Gandhi was arrested and jailed by the British, but he had achieved his goal of bringing the plight of India to the world's attention. He had also started the movement that, 17 years later, would end in India becoming an independent nation.

SKILL PRACTICE Read the item. Write your response.

1. Write the main idea of the text in a single sentence.

2. What happened to Gandhi at the end of the march?

3. Which detail in the text lets the reader know that the Indian people supported Gandhi?

STRATEGY PRACTICE What was the reason for Gandhi's Salt March to the sea?

READ THE PASSAGE

Think about the problem that Phil and Curtis face and what causes it.

Building a House of Cards

One day after school, Phil and Curtis were thinking of something fun to do. "Let's have a contest to see who can build the tallest house of cards," Phil suggested.

"Okay," said Curtis, "but you know I'm the house-of-cards champion."

"We'll see," Phil said as he took two packs of cards from his desk.

The two boys began working. Curtis first placed two cards so that they were touching each other at the top, making the shape of an upside-down V. Then he did the same thing with two more cards, placing them beside the first pair. Soon, he had a line of cards that looked like teepees. Next, he placed cards flat across the tops of the teepees to make the foundation for the next level.

Phil stood four cards on their edges to form a tall rectangle. Then he placed cards flat on top of the rectangle to make the foundation for his next level.

Now the brothers' troubles began. When Curtis tried to build his second level of teepees, he found that the cards on the bottom level would not stand. His teepees collapsed! When Phil tried to build his second level, the rectangle-shaped hut made of cards fell in a heap.

"Well, this is frustrating," said Phil.

"I have an idea," said Curtis. "Maybe my teepees would work better on top of your rectangle."

"Let's try it!" Phil said.

SKILL PRACTICE

Read the item. Write your response.

1. Why did Phil and Curtis build houses with playing cards?

2. What happened when Curtis started building his second level?

3. What occurred after both brothers had difficulty creating their house of cards?

STRATEGY PRACTICE

Write a question you had about what was happening in the passage. If you found the answer, write it.

READ THE PASSAGE

Read each account and look for how they are similar and different.

The Whale Watch

Jeongsoo and Samuel went on a whale-watching trip to Cape Cod, Massachusetts, with their class. They each wrote an account of what they saw and did. Read their accounts.

Jeongsoo's Account

I had looked forward to our Cape Cod whale-watching trip all year. When we finally got on the boat, I thought, "This is it!" After a year of studying everything about whales, we were finally going to see them. Being on the boat was great. It was sunny and windy, the waves were enormous, and it wasn't long before we noticed our first whale, a huge finback that spouted water up through its blowhole just a few feet from the boat. We saw 12 whales altogether, including minke whales, humpbacks, and the endangered right whale. And I videotaped them all! They were the most amazing creatures I'd ever seen.

Samuel's Account

All year our class had studied whales, and I worked really hard learning about them and about the ocean. I could hardly wait to see the whales in their own habitat, and I was excited when we finally got to the boat. The waves were huge, though, and when the boat started moving, I began to feel weird. Then I got nauseated—really, really nauseated. I spent the whole day miserable with seasickness, curled up in a chair in the boat's cabin. I heard everyone shouting as the whales breached and spouted, but I missed it all. Luckily, Jeongsoo videotaped the whales, so I got to see his video. The whales really were awesome.

SKILL PRACTICE

Read the item. Write your response.

1. Name two similarities between Jeongsoo's and Samuel's accounts.

2. What did Jeongsoo do that ended up helping Samuel?

3. Why was Jeongsoo's experience more enjoyable than Samuel's?

STRATEGY PRACTICE

Are the accounts organized by cause and effect, sequence, or main idea and details? How does the organization help you compare and contrast the accounts?

READ THE PASSAGE Think about whom the passage is about and what the theme of the story is.

A Musical Prodigy

Imagine knowing at age two what you want to do for the rest of your life. Jay Greenberg, nicknamed "Bluejay" because these birds make a lot of noise for their size, did just that. He has been called the greatest musical talent to come along in 200 years. And all of this praise was said about a teenager!

When Greenberg was just two years old, he started drawing pictures of musical instruments and wrote the word *cello*. His parents got him a cello, and by age three, he was composing music. In 2001, at age ten, he began attending the Juilliard School, one of the world's best music conservatories, in New York City. Within two years, he had composed five symphonies. And by 2009, he had written more than 70 musical compositions for such groups as the New Haven Symphony and the London Symphony Orchestra.

Greenberg is a musical prodigy, or extremely gifted young person. Unlike most kids, he doesn't download music from the Internet; he downloads it from his own mind! When he composes works, he hears them in his head complete, as if an orchestra were playing them. His hero is Beethoven, and for fun, he fools around with classical music compositions, changing and rewriting them. He is completely devoted to his calling, once telling his mother that he would die if he could not compose music.

SKILL PRACTICE Read the item. Write your response.

1. What is the theme of this text?

2. Name two achievements that made it clear that Greenberg was a musical prodigy.

3. When do you think Greenberg's parents first realized that he was extremely talented?

STRATEGY PRACTICE What information in the passage helps you understand why Jay Greenberg is called a prodigy?

READ THE PASSAGE

Think about why the author wrote the passage and what it is mostly about.

Harvesting Rain the Easy Way

As people in the American Southwest become concerned about long periods of drought, many are rediscovering water-harvesting techniques from ancient times. Water harvesting is the capturing, moving, and storing of rainwater for later use, often in landscaping. Rain barrels attached to a roof's downspouts are one low-tech way of harvesting rainwater, but an even simpler and cheaper method is to build *swales* and *berms*.

What are swales? Swales are simply depressions, or low areas, in the ground. They allow rainwater to stay put for a while so that it can soak into the soil. This enables fruit trees, vegetable gardens, and landscape plants to use it as needed. And berms? Berms are raised areas that direct water into swales.

One simple way to create berms and swales is to dig a hole in the soil about a foot deep and pile up that same dirt to create a berm around it. The dirt is then pounded down to form a sturdy wall around the swale. Doing this over and over can create a whole network of berms and swales. Boomerang-shaped berms can direct water toward trees or other plants. Repeating serpentine-shaped berms can provide the water needed to turn a barren slope into a beautiful garden. And it's easier than you think. Once again, a low-tech approach works just fine! Just gather your friends, provide plenty of lemonade and music, and have a swale-stomping dance party in your yard.

SKILL PRACTICE

Read the item. Write your response.

- 1. What is the author's purpose for writing this text?

- 2. Does the author think that berms and swales are useful for irrigation? Cite text evidence in your response.

- 3. What possible problem can you foresee with the use of swales?

STRATEGY PRACTICE

Explain why some people, according to the author, are concerned about conserving fresh water. Is this a concern where you live?

READ THE PASSAGE

Look for good details that support the main idea. Also, look at the order of important events mentioned in the passage.

Dinosaur Buddies

Triceratops, the plant-eating dinosaur with three horns on its head, was long considered a solitary animal. Fossils for more than fifty adult triceratops have been found, and each triceratops was found with no other triceratops nearby.

Scientists revised their theory of the lone triceratops in 2005, though. In southeastern Montana, they discovered a site that contained triceratops fossils embedded in rocks that were 66 million years old. The person who found the site named it the Homer site, after Homer Simpson from the television show *The Simpsons*, because the plodding dinosaurs reminded the scientist of the cartoon character.

At the Homer site, paleontologists, or scientists who study fossils, found a group of three young triceratops fossils. It was evident to the paleontologists that the fossils were not found together by chance. The scientists deduced that the bodies of the juvenile dinosaurs had been deposited by a flood and that they were part of a herd of young triceratops that lived together.

Paleontologists admit they don't know how much time the young triceratops spent together, or even why they were in a group. The scientists believe the animals might have banded together for protection. The young of other similar dinosaurs have been proven to have lived in herds. Based on this finding, the scientists concluded that young triceratops probably lived in herds as well. They expect to find still more fossils of young triceratops at the Homer site.

SKILL PRACTICE

Read the item. Write your response.

1. Why do paleontologists believe that young triceratops may have lived in herds?

2. How did paleontologists develop their original theory about triceratops? Cite text evidence in your response.

3. What killed the triceratops whose fossils were found in 2005?

STRATEGY PRACTICE

Write two details that support paleontologists' theory about young triceratops.

READ THE JOURNAL

Think about the causes for the effects you read about.

Carole's Cooking Journal

Monday, April 6

This month, we had to choose an optional activity to do during last period. Should it really be called "optional" if you have to do it? Unfortunately, I waited until the last minute to sign up. Many of the activities were already full, but I decided to join the Cooking Club because at least that way I would get a snack to eat.

Tuesday, April 7

Like many of my ideas, joining the Cooking Club made sense at first but is turning out to be a disaster. Most people have been in the club for more than a year, so they already know what they're doing. And since they all know each other, they aren't exactly interested in a newcomer.

Thursday, April 9

How was I supposed to know that if a recipe says to beat cookie batter, you're not supposed

to do it with your fists? I thought the other kids would never stop laughing. And it's not easy to get cookie batter off your clothes.

Friday, April 10

More fun in Cooking Club. Now I know that chocolate moussé is a dessert and it isn't spelled m-o-o-s-e. "Mousse" and "moose" sound exactly the same. So I don't think my question about whether vegetarians can eat chocolate mousse was really that silly.

Monday, April 13

One of my bright ideas worked out for a change! Everyone laughed when I handed out the chocolate "moose" cookies that I made yesterday, but this time I was laughing, too. The peanut butter antlers were a huge hit. We're even planning to make another batch for the bake sale next week.

SKILL PRACTICE

Read the item. Write your response.

1. Why did Carole join the cooking group?

2. What idea did Carole have that proved to be a "hit" with the other members of the club?

3. Why did Carole beat the cookie batter with her fists?

STRATEGY PRACTICE

Write one question about Carole that you thought of while reading the journal.

READ THE PASSAGE Think about how the heroes are alike and different.

Two New Superheroes Make Their Debut

Have you ever created your own superhero? I have! My superheroes are named Clockwork and Chrysalis. Like most comic book heroes, my superheroes fight for truth and justice. They deliver criminals to the police and have secret identities.

Clockwork spends his days as Henry Kadosh, a geeky, mild-mannered science teacher who frequently ruins his experiments in class. No one suspects he's really a brilliant scientist who has discovered how to travel through time. The youngest of eight children, Henry has always idolized his oldest brother Raul, also a scientific genius. After Raul was hurt in a lab accident, Henry helped his brother by taking over Raul's work. Eventually, Henry discovered the secret to making time travel possible. Now, as Clockwork, he serves humanity by traveling back in time and stopping crimes before they happen.

Chrysalis was born a Cherokee in 1833. During a forced march from her people's ancestral homeland, Chrysalis's father slipped and twisted his ankle. As Chrysalis kneeled on the ground to help her father, she was simultaneously stung by a scorpion and bitten by a rattlesnake. The combination of the venoms gave her the ability to change into different animals and use their powers. For instance, she can temporarily blind enemies by becoming an octopus and shooting ink in their eyes. Or she can stun her enemies the way an electric eel does. She can also see as well as a hawk does. Chrysalis channels her anger into fighting crimes against the environment. Once, after shape-shifting into an arctic clam to eavesdrop on whale hunters, she gained the clam's ability to live for centuries. Chrysalis has countless secret identities.

SKILL PRACTICE Read the item. Write your response.

1. How are Clockwork and Chrysalis like all other superheroes?

2. Describe the common thread in the events that led to Clockwork and Chrysalis becoming superheroes.

3. Do you consider Clockwork or Chrysalis more interesting? Defend your stance.

STRATEGY PRACTICE Describe a superhero you know about and how Clockwork or Chrysalis is like that character.

READ THE PASSAGE Think about the author's view of the world.

Trading Tusks

You may have seen elephants at a zoo and admired their long white tusks. But did you know that those ivory tusks are worth a lot of money? In the 1980s, the elephant population in Africa dwindled from 1.2 million to 600,000. Poachers, people who kill animals illegally, slaughtered more than half a million elephants just for their tusks.

Iain Douglas-Hamilton, a British authority on African elephants, brought this fact to the world's attention. Because of his efforts, the United Nations (UN) banned ivory trading in 1989. Poaching declined, and the elephant population rebounded. In 1993, Douglas-Hamilton founded an organization called Save the Elephants. It works to track and report on elephants, poaching, and ivory sales.

In 2002, the UN relaxed the ban on ivory trading. It allowed some countries to sell ivory that had been collected and stockpiled. These countries claimed that the ivory came from elephants that had died naturally. However, once the ban was eased, poachers once again began killing up to 20,000 elephants per year. Save the Elephants worked hard to inform organizations and governments of the effects of lifting the ban. The organization argued that the ivory trade should be outlawed again.

In June 2007, the UN once more approved a ban on international ivory trading. Douglas-Hamilton and Save the Elephants hope that the ban will help elephant populations increase to healthier levels.

SKILL PRACTICE Read the item. Write your response.

1. What is the theme of this text?

2. Use information from the text to explain what the verb *to poach* means.

3. Do you think the United Nations will remove its ivory ban again? Explain.

STRATEGY PRACTICE As you read, write notes about information in the passage that helped you understand the theme.

READ THE PASSAGE

Think about the author's purpose for writing the passage.

Weather in the Prehistoric American Southwest

Today the American Southwest is a hot, dry place. In this region—which includes Nevada, Arizona, Utah, and parts of California—water is scarce. Yet fossils indicate that this was not always the case. Fossils of camelops (relatives of camels), American horses, and smilodons (commonly called saber-toothed tigers) have been found. Scientists believe these animals would not survive in the Southwest today. So how did they survive back then? Apparently, water was not as hard to find as it is today.

Scientists believe that more than one ice age has taken place on Earth. The most recent ice age ended about 10,000 years ago. Scientists call the period since then the Holocene period. During the Holocene period, animals had to try to adapt to a changing environment. Earlier, the Southwest had many forests and lakes, and temperatures were cooler. After the last ice age, however, many lakes dried up. New predators, including human beings, came to the Southwest, putting stress on the large animals that lived in the area. Because so many large mammals and plants became extinct during this period, scientists have named it the Holocene Extinction Event. Scientists have also detected further climate changes within the Holocene period. During the Middle Holocene period, for example, the Southwest was both warmer and wetter than it is today.

SKILL PRACTICE

Read the item. Write your response.

1. Why does the author include facts about animals that used to live in the American Southwest?

2. Why does the author include information about the new predators that came into that area?

3. Why does the author include the last two sentences of the text?

STRATEGY PRACTICE

Explain how using what you know about climate change helped you better understand the passage.

WRITING

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Lesson 1.1 Common and Proper Nouns

Common nouns name people, places, and things. They are general nouns (not specific). In a sentence, the noun is the person, place, or thing that can act or be acted upon.

teacher – a person

I like my *teacher*.

country – a place

I will visit another *country*.

book – a thing

What is your favorite *book*?

Proper nouns name specific people, places, and things.

Mrs. Crane – a specific person

Mrs. Crane is my favorite teacher.

United States of America – a specific place

I was born in the *United States of America*.

Animal Farm – a specific thing

Animal Farm is one of my favorite books.

Complete It

Use the word box below to complete the following sentences. Remember, common nouns are general and proper nouns are more specific. Proper nouns are also capitalized.

doctor	poem	song
Saturn	Dr. Green	planet
"Twinkle, Twinkle Little Star"	Where the Sidewalk Ends	

- I am writing a _____ for music class.
- I took my cat to see _____ when he had a cold.
- The planet with the rings is called _____.
- My mom takes me to the _____ when I'm sick.
- My _____ came in third place in the poetry contest.
- Mars is the fourth _____ from the Sun.
- _____ is one of my favorite books.
- My little sister likes to sing _____ before she goes to bed.

Lesson 1.3 Personal and Intensive Pronouns

A **pronoun** is a word used in place of a noun.

A **subject pronoun** can be the subject of a sentence. *I, you, he, she, and it* are subject pronouns.

I found the ball.

It is my favorite sport.

An **object pronoun** can be the object of a sentence. *Me, you, him, her, and it* are object pronouns.

Matt gave the ball to *me*.

Matt threw *it*.

Possessive pronouns show possession. *My, mine, your, yours, his, her, hers, and its* are possessive pronouns.

Anna gave *my* ball to Matt.

The plural forms of personal pronouns include:

Subject: *we, you, they*

Object: *us, you, them*

Possessive: *our, ours, your, yours, their, theirs*

Intensive pronouns end in *-self* or *-selves* and usually appear right after the subject of a sentence. They emphasize the subject.

I myself am too tired to go to the movies.

You *yourselves* are responsible for the outcome of the game.

Complete It

Complete each of the following sentences with an intensive pronoun. Remember, intensive pronouns end with *-self* or *-selves*.

1. Jessa _____ baked all these muffins.
2. The Boy Scouts _____ set up all these tents.
3. The smoke _____ did all this damage to the house.
4. We _____ created the website in just a couple of days.
5. Oliver _____ wrote that poem.
6. You _____ must clean up all these dominoes.
7. The doctor _____ checked on each of the patients.
8. The kids in Pilar's class _____ raised over \$100 for the charity.

Lesson 1.4**Demonstrative Pronouns**

A pronoun is a word used in place of a noun. Pronouns can be a subject, object, or possessive of the sentence. Pronouns can also be demonstrative.

Demonstrative pronouns replace nouns without naming the noun.

this that these those

This is fun. (refers to an event or experience, for example a roller coaster)

That was wonderful. (refers to an event or experience, for example a movie)

These are good. (refers to a basket of apples)

Those are better. (refers to a barrel of pears)

This and *these* are usually used when the person or object is closer to the writer and speaker. *That* and *those* are usually used when the person or object is farther away from the writer or speaker.

This is fast (the roller coaster here), but *that* is faster (the roller coaster over there).

These look good (the apples in the basket that is close), but *those* look better (the pears in the barrel across the room).

Demonstrative pronouns, like other pronouns, add variety to your writing and speaking

Match It

Draw a line to match the demonstrative pronoun in Column A with the objects of the sentence in Column B.

Column A

this

that

these

those

Column B

many newspapers across the room

one magazine at the library

one wallet in a pocket

many pencils on the desk

this

that

these

those

many ants on the ground

one book on the shelf

many bananas at the store

one experience at a baseball game

Lesson 1.5 Relative Pronouns

A pronoun is a word used in place of a noun. Pronouns can be the subject, the object, or the possessive of a sentence.

Relative pronouns are pronouns that are related to nouns that have already been stated. They combine two sentences that share a common noun.

who whose that which

The woman, *who* is a doctor, wasn't at the party.

Who refers to the noun *woman*.

The parents, *whose* children were at the party, were ready to go.

Whose refers to the noun *parents*.

(This relative pronoun shows possession).

The note *that* you read is incorrect.

That refers to the noun *note*.

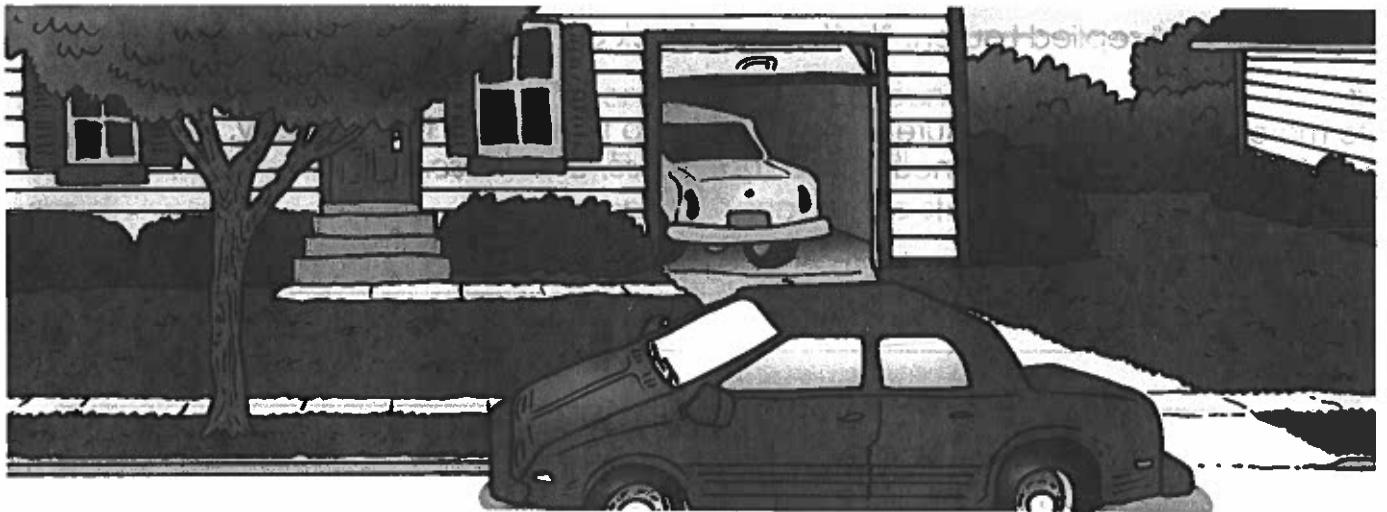
The newspaper articles, *which* are long, must be cut.

Which refers to the noun *newspaper articles*.

Complete It

Complete the following sentences by choosing the correct relative pronoun in parentheses. Circle the correct answer.

1. Someone (who, that) likes kiwi usually likes strawberries.
2. Bicyclers (which, whose) bikes are ready can go to the starting line.
3. He likes movies (which, that) have a lot of action.
4. The man, (who, whose) lives across the street, is an actor.
5. The car (who, that) you drove is blocking the driveway.
6. The bananas, (which, that) are the ripest, are used in the recipe.



Lesson 1.6 Indefinite Pronouns

Indefinite pronouns are pronouns that do not specifically name the noun that comes before it (as do the relative pronouns).

all another any anybody anyone anything each everybody
 everyone everything few many nobody none one several
 some somebody someone

Many were invited to the party, but only a few came.

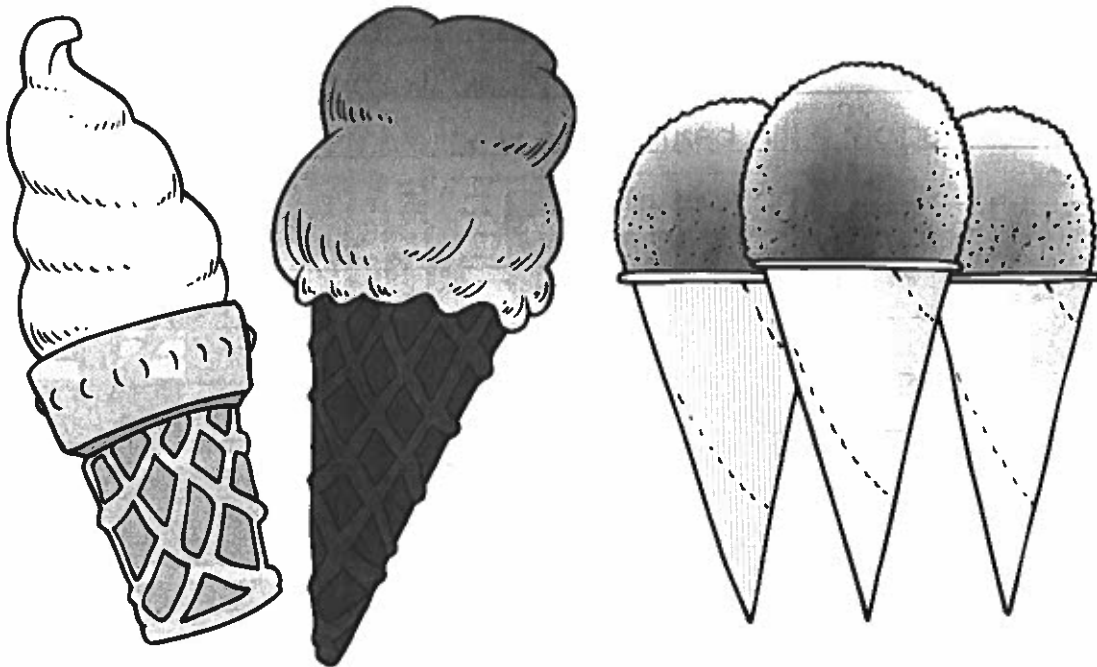
We donated *everything* from the attic to the charity foundation.

They looked everywhere for copies of the report, but found *none*.

Identify It

Underline the indefinite pronouns in the following paragraph.

The fair was approaching. Each of the cooks in town made ice cream cones for the fair. The cooks were put in pairs. One made the ice cream while another made the cones. You wouldn't think there would be any problems. However, there were some. One wanted the same flavor. Another wanted cherry. Someone wanted chocolate. Several even ate two scoops. That means someone had none. Everyone would think that is unfair. But the cooks were ready for anything. They made snow cones and everybody ate those instead. What else could happen? The sun melted the ice cream and the snow cones. Cooks quickly handed napkins to everyone with ice cream or snow cones. Then, they made milkshakes. Everything turned out fine.



Lesson 1.7 Pronoun Shifts

A **pronoun shift** happens when a writer changes pronouns in the middle of a sentence or paragraph. This can confuse the reader.

After *we* got our chickens, *we* discovered that *you* really need to be ready to take care of them in all kinds of weather.

In the example, the writer changes from *we* (first-person plural) to *you* (second-person singular).

If *the kids* don't want to go the park, *he* or *she* should tell the babysitter.

In this example, there is no agreement between *the kids* (a plural noun) and *he* or *she* (third-person singular pronouns).

Identify It

A pronoun shift occurs in each item below. Find and circle it.

1. A photographer has an interesting career, because they get to meet so many people.
2. As new players on the team, Tom and Kris were nervous, but you just need to remember that everyone is new at some point.
3. If a child wants to ride this roller coaster, they need to be 48 inches tall.
4. When Aunt Samantha was a baby, you didn't have to ride in car seats.
5. The teacher gave their students all the instructions before the test.
6. Gemma and Sanj gave us her outgrown clothes.
7. After the choir concert, the singers gathered backstage to celebrate our success.
8. A magician must work hard to safeguard their secrets.



Lesson 1.8**Verbs: Regular Present and Past Tense**

A **verb** is a word that tells the action or the state of being of a sentence. In this sentence, *walk* is the verb. It tells the action of the sentence.

The students *walk* home.

In this sentence, *shared* is the verb. It tells the action of the sentence.

Kevin *shared* his cake with Carol at the party last night.

In the first sentence the action is taking place now. In the second sentence the action took place in the past. Add **ed** to the present tense of a **regular verb** to make it past tense. If the word already ends in the letter **e**, just add the letter **d**.

Complete It

Write each word in present tense in the first sentence and then in past tense in the second sentence.

- | | | |
|--------------------|-----------------|---------------------|
| 1. act | Today, I _____. | Yesterday, I _____. |
| 2. mend | Today, I _____. | Yesterday, I _____. |
| 3. cook | Today, I _____. | Yesterday, I _____. |
| 4. bake | Today, I _____. | Yesterday, I _____. |
| 5. answer | Today, I _____. | Yesterday, I _____. |
| 6. cycle | Today, I _____. | Yesterday, I _____. |
| 7. wave | Today, I _____. | Yesterday, I _____. |
| 8. scream | Today, I _____. | Yesterday, I _____. |
| 9. bike | Today, I _____. | Yesterday, I _____. |
| 10. jump | Today, I _____. | Yesterday, I _____. |
| 11. mow | Today, I _____. | Yesterday, I _____. |
| 12. yell | Today, I _____. | Yesterday, I _____. |
| 13. rake | Today, I _____. | Yesterday, I _____. |
| 14. whisper | Today, I _____. | Yesterday, I _____. |
| 15. divide | Today, I _____. | Yesterday, I _____. |

Lesson 1.10 Subject-Verb Agreement

Subject-verb agreement means verbs must agree in number with the subject of the sentence. If the subject is singular, then use a singular verb. If the subject is plural, use a plural verb.

The apple *tastes* good.
The flower *is* beautiful.

The apples *taste* good.
The flowers *are* beautiful.

If the subject is a compound subject, two subjects connected by the word *and*, then a plural verb is needed.

Tyler and Inez *bake* pies.

Tyler *bakes* pies.

If the subject is a compound subject connected by the words *or* or *nor*, then the verb will agree with the subject that is closer to the verb.

Neither Tyler *nor* Inez *likes* blueberry pie. (Inez likes)

Does Tyler *or* his brothers *like* banana cream pie? (brothers like)

If the subject and the verb are separated by a word or words, be sure that the verb still agrees with the subject.

Inez as well as her sisters *works* at the bakery.

Complete It

Circle the correct verb for each sentence.

1. Jill (jump, jumps) rope after school.
2. Jill and Katie (jump, jumps) rope after school.
3. Jill and her friends (jump, jumps) rope after school.
4. Jill as well as her friends (jump, jumps) rope after school.
5. Ross (like, likes) veggie lasagna.
6. Ross and Regina (like, likes) veggie lasagna.
7. Ross and his brothers (like, likes) veggie lasagna.
8. Ross as well as his parents (like, likes) veggie lasagna.
9. Does Jill or her friends (want, wants) to ride with me?
10. Neither Jill nor Katie (want, wants) to go to the movies.

Lesson 1.12 Helping Verbs

Helping verbs are not main verbs. They help to form some of the tenses of the main verbs. Helping verbs express time and mood.

shall	may	would	has	can
will	have	should	do	did
could	had	must		

The forms of the verb *to be* are also helping verbs:

is	are	was	were	am	been
----	-----	-----	------	----	------

Verbs ending in **ing** can be a clue that there is a helping verb in the sentence. Sometimes, there is more than one helping verb in a sentence. This is called a **verb phrase**.

The Olympic star *would practice* for hours.

The Olympic star *was practicing* for hours and hours.

The Olympic star *had been practicing* for hours and hours.

Complete It

Choose a helping verb or verb phrase from the box to complete each sentence. Underline the main verb of the sentence that it helps. The main verb does not always directly follow the helping verb. Sometimes there is another word in between. Some sentences can have more than one answer.

have
had

has
could

should
would

must
can

shall
had been

- _____ we dance to this song?
- That _____ be the right direction, but I'm not sure.
- Rick and Dana _____ waiting for hours when they finally got in.
- _____ you go with me to the movies?
- The children _____ go with their older brothers.
- I _____ been a fan of hers for years.
- It _____ been days since we've seen each other.
- We _____ take this train; it will get us home faster.
- If _____ be this way, I see a familiar house.
- This assignment _____ taken a long time to finish.

Lesson 1.13 Linking Verbs

Linking verbs connect a subject to a noun or adjective. They do not express an action.

The most common linking verbs are the forms of the verb *to be*:

is are was were been am

Other linking verbs are those of the five senses:

smell look taste feel sound

Other linking verbs reflect a state of being:

appear seem become grow remain

A verb or adjective will follow these linking verbs in the sentence.

Identify It

Circle the linking verb and underline the noun or adjective that is linked in each sentence.

1. The crowd appears excited.
2. The crowd thought the play was good.
3. The lettuce tastes bitter.
4. The line seems long.
5. Syd, Mitzi, and Deb were runners.
6. Mr. Thomas became successful after much hard work.
7. The runners feel great running in the fresh air.
8. The lights grew dim as the play began.
9. The singer's voice sounds weak compared to the others.
10. Her future remains uncertain.
11. It has been a long day.
12. Dinner sounds great.
13. They are late.
14. I am hungry.
15. The snack is tasty.

Lesson 1.16 Adjectives

Adjectives are words used to describe a noun or pronoun. Most adjectives are common adjectives. Common adjectives are not proper, so they are not capitalized.

The *cold* water felt good on the *hot* day.

Water and *day* are the nouns. The adjectives *cold* and *hot* describe the nouns.

Proper adjectives are formed from proper nouns and are always capitalized.

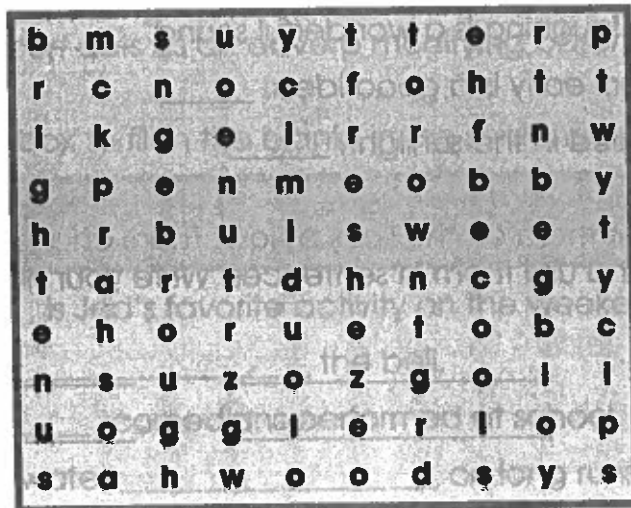
The children wanted snow cones and *French* fries at the amusement park.

The proper adjective *French* describes the noun, *fries*.

Solve It

The words in the box are adjectives of the senses. Find and circle these words in the puzzle. They can be horizontal, vertical, diagonal, forward, and backward.

bright	loud	fresh	sour	cool
dim	sharp	sweet	spicy	rough
pretty	soothing	woody	tart	soft



Lesson 1.17 Adverbs

Adverbs are words used to modify a verb, an adjective, or another adverb.

An adverb tells *how, why, when, where, how often, and how much*.

Adverbs often end in **ly** (but not always).

how or why: softly, courageously, forcefully

when or how often: sometimes, yesterday, always

where: here, inside, below

how much: generously, barely, liberally

Match It

The categories in Column A are missing their adverbs. Select adverbs from Column B and write them in the appropriate category in Column A.

Column A

Category 1: how or why

Category 2: when or how often

Category 3: where

Category 4: how much

Column B

- scarcely
- today
- cleverly
- outside
- joyfully
- entirely
- there
- tomorrow
- never
- luckily
- wholly
- up

Lesson 1.20 Prepositions

Prepositions are words or groups of words that show the relationship between a noun or pronoun (the object of the sentence) and another word in the sentence.

They sat *upon* the dock.

In this sentence, *upon* is the preposition, and *dock* is the object of the preposition.

Common prepositions:

above	below	in	under
across	beneath	inside	until
after	beside	into	up
along	between	near	with
around	by	off	within
at	down	on	without
away	during	outside	
because	except	over	
before	for	to	
behind	from	toward	

Complete It

Complete the following sentences by circling the preposition that works best in the sentence.

1. Look (behind, down from) your car before you back out.
2. I really like the little café right (across, away from) the street.
3. The kitty likes watching the birds (outside, toward) the window.
4. Our cats only live (around, inside).
5. Edna stored the photographs (through, underneath) her bed.
6. Cedric can't go on the field trip (within, without) his permission slip.
7. The commentators predicted the outcome of the game (before, until) it was over.
8. The snow piled (on top of, over to) the ice.

Lesson 1.21 Prepositional Phrases

Prepositional phrases include the prepositions and the objects (nouns or pronouns) that follow the prepositions. A prepositional phrase includes the preposition, the object of the preposition, and the modifiers (describes other words) of the object. Prepositional phrases tell about *when* or *where* something is happening.

They sat *upon the dock*.

If the noun in the prepositional phrase above had modifiers, they would also be included in the prepositional phrase.

They sat *upon the wooden dock*.

Match It

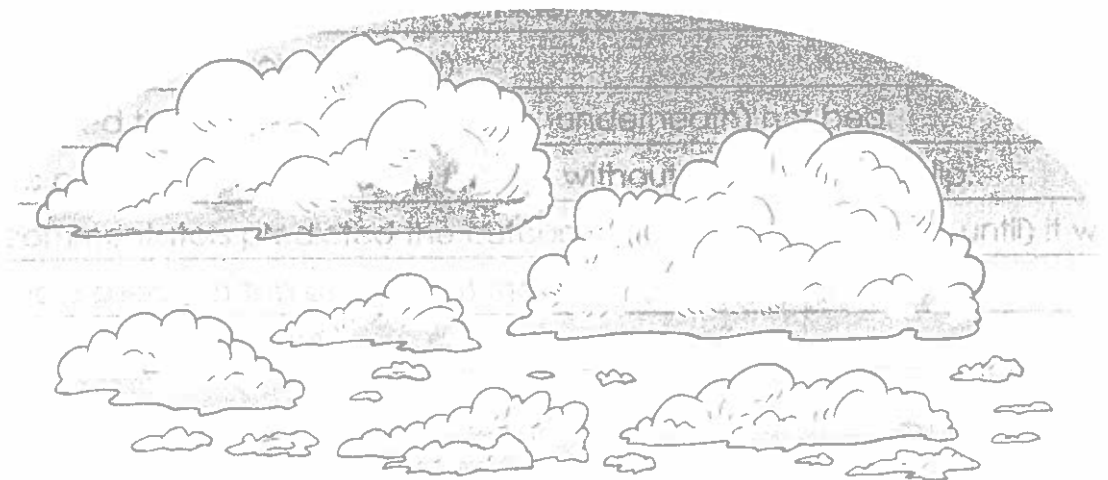
Match the beginnings of sentences in Column A with the prepositional phrases that match them best in Column B.

Column A

1. The clouds are
2. We can leave now
3. Let's have dinner
4. The lake lies far
5. When alphabetizing the files, put the As
6. Annie can't baby sit, so Laurie is coming
7. It was raining so hard it was difficult to see
8. Swimming is permitted if you stay

Column B

- within the limits.
- in the sky.
- after the movie.
- in her place.
- outside the window.
- in front of the Bs.
- since the babysitter is here.
- beyond the forest.



Lesson 1.22 Articles

Articles are specific words that serve as adjectives before a noun. *A*, *an*, and *the* are articles.

The is a **definite article**. That means it names a specific noun.

I go to *the* school on *the* corner.

The article *the* tells that the person goes to a specific school on a specific corner.

A and *an* are **indefinite articles**. They do not name a specific noun.

I would like to go to *a* school on *a* corner.

The article *a* tells that the person wants to go to a school on a corner, but not a specific school or corner.

Use *a* when the noun it precedes begins with a consonant or a vowel that sounds like a consonant.

a dog a cat a skunk a one-way street

Use *an* when the noun it precedes begins with a vowel or sounds like it starts with a vowel.

an envelope an olive an island an honest person

Complete It

Complete the following sentences by circling the correct answer in parentheses.

1. Mike and Jen rented the apartment above (a, an, the) bookstore.
2. Henry wants to get (a, an, the) car with four doors.
3. An amoeba is (a, an, the) one-celled animal.
4. Coordinating the play turned out to be quite (a, an, the) ordeal.
5. Todd wants to rent (a, an, the) canoe for the weekend.
6. Kay brought (a, an, the) orange to go with her lunch.
7. (A, An, The) orange sweater looked best on Karley.
8. Not (a, an, the) hour went by that they didn't think about each other.
9. (A, An, The) Kensington Trail is beautiful.
10. Lynn wants to buy (a, an, the) blue or red bracelet.

Lesson 1.23**Declarative Sentences**

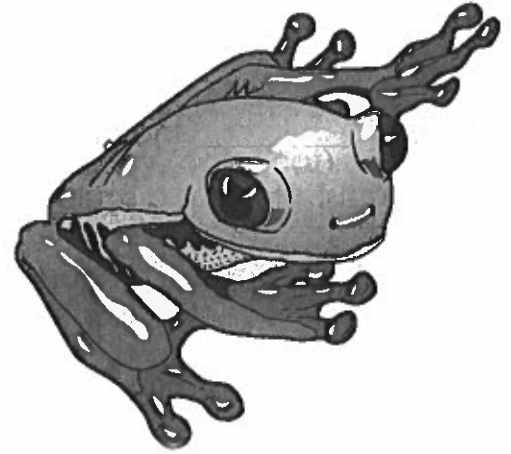
Declarative sentences are sentences that make statements. They say something about a place, person, thing, or idea. When punctuating a declarative sentence, use a period at the end.

I have several hours of homework to do.

Identify It

Identify the following declarative sentences by placing a checkmark ✓ on the line provided. Leave the other sentences blank.

1. _____ Have you ever heard of a red-eyed tree frog?
2. _____ Red-eyed tree frogs are small, colorful, musical frogs with big red eyes.
3. _____ Where do red-eyed tree frogs live?
4. _____ They primarily live in South America, Central America, and parts of Mexico.
5. _____ They like lowland rainforests close to rivers and hills.
6. _____ How small are red-eyed tree frogs?
7. _____ Female red-eyed tree frogs grow to be 3 inches long.
8. _____ Males grow to be only 2 inches long.
9. _____ Do they have any color other than red eyes?
10. _____ Their bodies are neon green with dashes of yellow and blue.
11. _____ Their upper legs are bright blue and their feet are orange or red.
12. _____ How are these tree frogs musical?
13. _____ Red-eyed tree frogs are nocturnal and can be heard in their trees at night.
14. _____ Why are these frogs called *tree frogs*?
15. _____ They live mostly in trees.



Lesson 1.24 Interrogative Sentences

Interrogative sentences are sentences that ask questions. When punctuating an interrogative sentence, use a question mark.

Do you live in the country or in the city?

Complete It

Complete the following sentences by circling the correct punctuation at the end of the sentences.

1. Who is your hero (? .)
2. Do you have Mr. Bell for history this year (? .)
3. What is your favorite food (? .)
4. Can we leave first thing in the morning (? .)
5. When does the bus leave (? .)
6. Green is my favorite color (? .)
7. Where are we going on the field trip next week (? .)
8. I'm going to have Mr. Stubbert for history next year (? .)
9. Why don't we go out for dinner (? .)
10. Can Charlie come over for dinner (? .)
11. How many stars are in the sky (? .)
12. I'm going to take the bus downtown (? .)
13. What's your favorite color (? .)
14. How many sisters and brothers do you have (? .)
15. Look at that unusual building (? .)
16. Have you ever seen the Grand Canyon (? .)
17. Are you going to take swimming lessons this summer (? .)
18. I am so clumsy, I dropped my tray at lunch (? .)
19. How do you want to decorate the gym for the dance (? .)
20. I like broccoli on my salad (? .)

Lesson 1.25 Exclamatory Sentences

Exclamatory sentences are sentences that reveal urgency, strong surprise, or emotion. When punctuating an exclamatory sentence, use an exclamation mark.

Watch out for the icy steps!

Sometimes you will find interjections in exclamatory sentences.

Yea! One more test until summer break!

Exclamation marks can also be used in dialogue, when the character or speaker is making an urgent or emotional statement.

"*Watch out!*" shouted Kelly.

Exclamation marks should be used sparingly in writing. Do not overuse them.

Match It

Match the sentences (which are missing their punctuation) in Column A with their type of sentence in Column B. Draw an arrow to make your match.

Column A

1. I will be thirteen on my next birthday
2. Hurry and open up your presents
3. How old are you

Column B

- declarative
- interrogative
- exclamatory

-
4. Oh no I dropped all of my papers in a puddle
 5. Is it supposed to snow all weekend
 6. Autumn is my favorite season

- declarative
- interrogative
- exclamatory

-
7. Where are my shoes
 8. I scored 12 points in the basketball game
 9. Look out

- declarative
- interrogative
- exclamatory

Lesson 1.26 Imperative Sentences

Imperative sentences demand that an action be performed. The subjects of imperative sentences are usually not expressed. They usually contain the understood subject *you*. Imperative sentences can be punctuated with a period or an exclamation mark.

Get on bus #610.
(You get on bus #610.)

Answer the phone before it stops ringing!
(You answer the phone before it stops ringing!)

Identify It

Identify the following sentences by writing a **D** for declarative, an **IN** for interrogative, and **E** for exclamatory, or an **IM** for imperative after each sentence.

1. Hop over that puddle! _____
2. How many more days until spring break? _____
3. I won the contest! _____
4. I don't want anchovies on my pizza. _____
5. Let's set up a lemonade stand this summer. _____
6. What is the distance of a century bicycle ride? _____
7. Announce the winners as they come across the finish line. _____
8. The firefighter saved everyone in the house! _____
9. Think about what you want to serve at the party. _____
10. My favorite appetizer is vegetable stuffed mushrooms. _____
11. Whom do you admire most? _____
12. The fundraiser was a huge success! _____



Lesson 1.27 Simple Sentences

Simple sentences are sentences with one independent clause. **Independent clauses** present a complete thought and can stand alone as a sentence. Simple sentences do not have any dependent clauses. **Dependent clauses** do not present a complete thought and cannot stand alone as sentences.

Simple sentences can have one or more subjects.

Goats lived at the sanctuary.

Goats and turkeys lived at the sanctuary.

Simple sentences can have one or more predicates.

The goats *played* with the other animals.

The turkeys *played and talked* with the other animals.

Simple sentences can have more than one subject and more than one predicate.

The *goats and the turkeys* *played and talked* with the other animals.

Match It

Each of the simple sentences in Column A has select words underlined. The parts of speech that match the underlined words are found in Column B. Match the sentences in Column A with the parts of speech in Column B.

Column A

1. Farm Sanctuary rescues and protects farm animals.
2. Farm Sanctuary members have helped to pass farm animal protection laws.
3. The New York sanctuary and the California sanctuary are home to hundreds of rescued farm animals.
4. Farm Sanctuary offers a humane education program to schools.
5. At Farm Sanctuary, people and animals work and play together.

Column B

one subject

two subjects

one predicate

two predicates

two subjects/two predicates

Lesson 1.28**Compound Sentences**

Compound sentences are sentences with two or more simple sentences (independent clauses) joined by a coordinate conjunction, punctuation, or both. As in simple sentences, there are no dependent clauses in compound sentences.

A compound sentence can be two sentences joined with a comma and a coordinate conjunction.

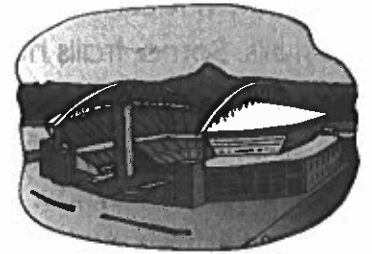
He didn't think he was a fan of Shakespeare, yet he enjoyed the play.

A compound sentence can also be two simple sentences joined by a semicolon.

He didn't think he was a fan of Shakespeare; he enjoyed the play.

Match It

Match simple sentences in Column A with simple sentences in Column B to create compound sentences. Write the compound sentences and remember to add either a coordinate conjunction or punctuation.

**Column A****B**

1. The football game was exciting.
2. My favorite team is playing.
3. My school's colors are blue and white.
4. I'm going to get a pretzel at halftime.
5. My team won the game.

Column

1. They have a good record this year.
2. I'm going to get pizza after the game.
3. The score was close.
4. The season isn't over yet.
5. The opposing team's colors are green and gold.

1. _____
2. _____
3. _____
4. _____
5. _____

Lesson 1.29 Complex Sentences

Complex sentences have one independent clause and one or more dependent clauses. The independent and dependent clauses are connected with a subordinate conjunction or a relative pronoun. Dependent clauses do not present a complete thought and cannot stand alone as sentences. The dependent clause can be anywhere in the sentence.

Complex sentence (connected with subordinate conjunction):

You can go to the movies *if* you finish your homework.

Complex sentence (connected with a relative pronoun):

My mother asked me to drop off these flowers for Mrs. Hastings, *whose* house is on our way to school.

Dependent clauses follow the connecting subordinate conjunction or the relative pronoun. The dependent clause can either be the first or second part of the sentence.

Before the movie, I'll finish my homework.

I'll finish my homework *before* the movie.

Identify It

Put a checkmark on the line following the complex sentences.

1. _____ I like biking because it is good exercise.
2. _____ Tony is going to order pasta with mushrooms, which is his favorite dish.
3. _____ History is my favorite subject.
4. _____ Mr. Baum, who is also the baseball coach, is my favorite teacher.
5. _____ While Kim is a good speller, Jerry is better.
6. _____ I would like a salad for lunch, yet soup sounds good, too.
7. _____ Erin made the basketball team after two weeks of tryouts.
8. _____ Although it's going to snow, I think we should still hike the trails.
9. _____ Unless it rains, we'll walk, not ride.
10. _____ We can continue hiking until it gets icy.

Lesson 1.30**Sentence Fragments**

A **sentence fragment** is a group of words that is missing a subject, predicate, or both. A sentence fragment is also a group of words that doesn't express a complete thought as in a dependent clause.

Doesn't have good insulation. (no subject)

Complete Sentence: The window doesn't have good insulation.

The window good insulation. (no predicate)

Complete Sentence: The window doesn't have good insulation.

Good insulation. (no subject or predicate)

Complete Sentence: The window doesn't have good insulation.

Since the lemonade was too sour. (not a complete thought)

Complete Sentence: We drank water since the lemonade was too sour.

Complete It

Complete the following sentence fragments by choosing a sentence fragment from the box that completes the sentences.

**It was presented
The statue's height
stands on Liberty Island in the New York Harbor.**

**Construction began
is "Liberty Enlightening the World."**

1. The Statue of Liberty _____
_____. (look for a verb phrase)
2. _____ in France in 1875.
(look for a subject and a verb)
3. _____ to the United
States on July 4, 1884. (look for a subject and verb)
4. The official name of the Statue of Liberty _____
_____. (look for a verb phrase)
5. _____
from base to torch is 152 feet, 2 inches. (look for a subject)



Lesson 2.7**Periods: After Imperative Sentences, In Dialogue, In Abbreviations, In Initials**

Sometimes, imperative sentences call for a **period**, as when the sentence is not urgent.
Pay the toll at the booth.

Periods are used in dialogue. The period goes inside the quotation mark.
Jean said, "Give Mimi a drink of water."

If the quote comes at the beginning of the sentence, use a comma at the end of the direct quotation and before the quotation mark. Place a period at the end of the sentence.

"If it gets cold, put on your jacket," said Robyn.

Use a period after each part of an abbreviation. Use a period after each letter of an initial.

M.A. (Master of Arts)

Samuel L. Jackson

Complete It

Complete the following sentences by adding periods where necessary.

1. Check out at the far counter

2. Janet said, "Let's take a long walk"

3. "Hiking is my favorite hobby," said Charlie

4. Kathryn received her MA from the University of Arizona.

5. My favorite actress is Vivica A Fox.

6. "Jump over the puddle, so you will stay dry," yelled Eddie

7. Reach a little farther, and you will have touched the top

8. JRR Tolkein is my favorite author.

Lesson 2.8 Question Marks

Question marks are used in sentences that ask questions, called interrogative sentences.

How was your trip?

When used in quotations, question marks can be placed either inside or outside of the end quotation mark depending on the meaning of the sentence.

When the question mark is punctuating the quotation itself, it is placed inside the quote.

The coach asked, "How many push-ups can you do?"

When the question mark is punctuating the entire sentence, it is placed outside the quote.

Did the coach say, "Try to do twice as many as you did last week"?

A question mark is not used in sentences with indirect quotations.

Suhad asked the librarian for help finding the book.

Match It

Draw a line to match the sentences in Column A with their descriptions in Column B.

Column A

1. Bill asked the guide how long the museum would be open.
2. Could you tell that funny joke again?
3. Sylvia's mother asked, "What time is your track meet on Saturday?"
4. Did the weather reporter say, "Expect six inches of snow tonight"?

Column B

- interrogative sentence
 - question mark punctuating quotation
 - question mark punctuating entire sentence
 - indirect quotation
-
- interrogative sentence
 - question mark punctuating quotation
 - question mark punctuating entire sentence
 - indirect quotation

Lesson 2.9 Exclamation Points

Exclamation points are used at the end of sentences that express surprise and strong emotion, called exclamatory sentences.

We have to read all three chapters for homework!

Interjections sometimes require exclamation points.

Ah ha! I've come up with the answer!

If you use an exclamation point, make sure the sentence expresses surprise, urgency, or strong emotion. Don't overuse exclamation points.

Complete It

Complete the following sentences by circling the best end punctuation in parentheses.

1. Can bees talk (. ?)
2. Scientists have discovered that bees do communicate with each other (. !)
3. How do they talk (? !)
4. Bees don't talk with their voices (. !)
5. Bees talk through dance (? !)
6. What do bees talk about (. ?)
7. Bees talk about gathering food (. !)
8. One dance move tells where the food is located (. ?)
9. Another dance move tells how far the food is away (. !)
10. Are there more dance moves (? !)
11. Yes, another move tells about how much food is in a particular location (. ?)
12. Do dancing bees have a special name (? !)
13. The bees who communicate about the food are called scout bees (. !)
14. Scout bees dance for forager bees (. ?)
15. Forager bees interpret the dance and go out to get the food (. ?)
16. How do the forager bees understand what the moves mean (? !)
17. How fast the scouts dance tells how far the food is away (. ?)
18. The angle the scouts dance tells where the food is and the number of times the scouts dance tells how much food there is (. ?)
19. What an amazing story (? !)
20. Bees are amazing creatures (. !)

Lesson 2.10**Commas: Series, Direct Address,
Multiple Adjectives**

Commas have a variety of uses, such as in a series, in direct address, and with multiple adjectives.

Series commas are used when there is at least three items listed in a sentence in a row. The items can be words or phrases. Commas are used to separate them.

My favorite foods are *pizza, pasta salad, and vegetable burritos.*

To make a pizza you have to *roll the crust, spread the sauce, and add the toppings.*

Commas are used to separate the name of a person spoken to from the rest of the sentence. This is called a **direct address**.

Ken, please answer the door.

Your delivery has arrived, Adam.

When more than one adjective is used to describe a noun, they are separated by commas.

It was a warm, breezy day.

Make sure the adjectives equally modify the noun, and that one item is not actually an adverb modifying the adjective. There is no comma in the following sentence because *hilariously* is an adverb modifying *funny*, not *book*.

Calvin read a hilariously funny book.

Identify It

Write an **S** for series, a **DA** for direct address, or an **MA** for multiple adjectives.

1. _____ Before you leave for school, eat your breakfast, put your homework in your backpack, and brush your teeth.
2. _____ I had a sweet, juicy apple for lunch.
3. _____ Finish your homework before playing video games, Craig.
4. _____ Shawn had a long, hard homework assignment.
5. _____ Chloe, your song in the concert was beautiful.
6. _____ Don't forget your maps, food, and water for your hiking trip.
7. _____ Trevor, wash your hands before dinner.
8. _____ I grabbed a book, paper, and a pencil from my desk when packing for our trip.
9. _____ It was a cold, blustery day.

Lesson 2.11**Commas: Combining Sentences
(between clauses), Set-Off Dialogue**

Simple sentences may become more interesting when they are combined into compound or complex sentences. Sometimes, this means using **commas**.

Use a comma to combine two independent clauses with a coordinate conjunction. The student must read three chapters, *and* answer the questions at the end of each chapter.

When combining an independent clause to a dependent clause (a complex sentence) use a comma. The clauses are connected with a comma and subordinating conjunction.

Although the skies were sunny now, clouds were rolling in.

Commas are used when setting off dialogue from the rest of the sentence.

The salesperson said, "Our gym has classes in aerobics, kickboxing, and cycling."

Match It

Draw an arrow to connect the sentences in Column A with the types of sentences in Column B.

Column A

1. Lisa asked, "What instrument do you play in the band?"
2. The distance is long, but the runner is strong.
3. Unless the movie is a comedy, I don't think I want to see it.

Column B

- compound sentence
- complex sentence
- dialogue

-
4. "How much will it cost to remodel the kitchen?" the customer asked the contractor.
 5. As long as the designs are good, the clothes will sell well.
 6. The portrait is modern, yet it has an antique look.

- compound sentence
- complex sentence
- dialogue

Lesson 2.13 Quotation Marks

Quotation marks are used to show the exact words of a speaker. The quotation marks are placed before and after the exact words.

"Let's go to the movies tonight," said Janice. *"The new action adventure was released."*

Quotation marks are also used when a direct quotation is made within a direct quotation. In this case, single quotation marks are used to set off the inside quotation.

John said, "Miss Robinson clearly said, 'The project is due tomorrow.'"

Single quotes express what Miss Robinson said. Double quotes express what John said.

Quotation marks are used with some titles. Quotation marks are used with the titles of short stories, poems, songs, and articles in magazines and newspapers.

"North Carolina Takes the Championship" - newspaper article

If a title is quoted within a direct quotation, then single quotation marks are used.

Melissa said, "Did you read the article 'Saving Our Oceans' in the magazine?"

Identify It

On the lines, write a **DQ** for direct quote, a **QQ** for quote within quote, a **T** for title, and a **TQ** for title in quote.

1. _____ Sandra shouted, "Our team won the game!"
2. _____ Suzie responded, "I heard the coach say, 'This was my best team ever!'"
3. _____ The magazine Sports Today had an article called "A Winning Season."
4. _____ "What did the article 'A Winning Season' say about our team?" Sandra asked.
5. _____ "The writer of the article thinks we could win the championship," Suzie said
6. _____ "He said, 'The team is strong offensively and defensively and could go all the way,'" continued Suzie.
7. _____ "This is so exciting," yelled Sandra.
8. _____ Suzie said, "Let's go check out our newspaper 'Community Times' and see what they had to say!"

Lesson 2.14 Apostrophes

Apostrophes are used in contractions, to form possessives, and to form plurals.

Contractions are shortened forms of words. The words are shorted by leaving out letters. Apostrophes take the place of the omitted letters.

he is = he's

can not = can't

Possessives show possession, or ownership. To form the possessive of a singular noun, add an apostrophe and an **s**.

I'll carry *Harry's* notebook.

To form the possessive of plural nouns ending in **s**, simply add the apostrophe. If the plural noun does not end in an **s**, add both the apostrophe and an **s**.

The *puppies'* guardians are very happy.

The *women's* team has won every game.

Match It

The sentences in Column A contain words with apostrophes. Match these sentences to the types of apostrophes used in Column B. Draw an arrow to make your match.

Column A

1. Felicia's jacket is in my car.
2. She's my best friend.
3. The men's shirts are on the second floor.
4. The girls' tickets are at the box office.

Column B

- contraction
- singular possessive
- plural possessive ending in **s**
- plural possessive not ending in **s**

5. The parents' cars lined the street.
6. Patty's blanket is nearly done.
7. The children's toys are in the toy box.
8. Teddy's got the presentation.

- contraction
- singular possessive
- plural possessive ending in **s**
- plural possessive not ending in **s**

Lesson 2.15 Colons

Colons are used to introduce a series, to set off a clause, for emphasis, in time, and in business letter salutations.

Colons are used to introduce a series in a sentence.

My favorite vegetables include the following: *broccoli, red peppers, and spinach.*

Colons are sometimes used instead of a comma (in more formal cases) to set off a clause.

The radio announcer said: "*The game is postponed due to torrential rains.*"

Colons are used to set off a word or phrase for emphasis.

The skiers got off of the mountain as they expected the worst: *an avalanche.*

Colons are used when writing the time.

Is your appointment at 9:00 or 10:00?

Business letters use colons in the salutation.

Dear Miss Massey:

Identify It

Identify why the colon is used in each sentence. Write an **S** for series, **C** for clause, **E** for emphasis, **T** for time, or **L** for letter.

1. _____ The teacher said to do the following: read two chapters, answer the questions following each chapter, and write a paragraph about what was read.
2. _____ My alarm goes off at 6:15 A.M.
3. _____ The coach gave us some tips: eat right and train hard.
4. _____ All of my hard training paid off when I saw the sign ahead: Finish.
5. _____ Dear Dr. Brooks:
6. _____ The host said: "Let's eat!"
7. _____ Maya decided to see the movie when the reviewer summed it up in one word: hysterical.
8. _____ The triathlon consisted of three events: swimming, biking, and running.

Lesson 2.16 Semicolons

A **semicolon** is a cross between a period and a comma. Semicolons can be used to join two independent clauses, to separate clauses containing commas, and to separate groups which contain commas.

Semicolons join two independent clauses when a coordinate conjunction is not used.
The city's sounds are loud; I love the excitement.

Semicolons are used to separate clauses when they already contain commas.
After the sun sets, the lights come on; the city is beautiful at night.

Semicolons are also used to separate words or phrases that already contain commas.
Billi's new apartment has a bedroom for her, her sister, and her brother; a laundry room; an exercise room; and a game room.

Rewrite It

Rewrite the following sentences adding semicolons where needed.

1. The insulation in the room wasn't very effective it was freezing.

2. Although we were relieved it didn't rain, we needed it a drought was upon us.

3. They needed equipment to start a business computer monitor printer and furniture, such as desks, chairs, and lamps.

4. Riana has the aptitude for science it is her favorite subject.

5. Since the opening is delayed, we'll shop on Tuesday I'm looking forward to it.

Lesson 2.17 Hyphens

Hyphens are used to divide words, to create new words, and are used between numbers.

Use a hyphen to divide the word between syllables.

beau-ti-ful

per-form

Do not divide one-syllable words with fewer than six letters.

through

piece

Do not divide one letter from the rest of the word.

event-ful

not: e-ventful

Divide syllables after the vowel if the vowel is a syllable by itself.

come-dy

not: com-edy

Divide words with double consonants between the consonants.

swim-ming

mir-ror

Hyphens can be used to create new words when combined with *self*, *ex*, and *great*.

The pianist was self-taught.

Hyphens are used between numbers.

twenty-one

Complete It

Choose the best word in parentheses to complete each sentence.

1. Next year I'll pick an (instru-ment, instr-ument) to play in the band.
2. Julia burned her (ton-gue, tongue) on the hot chocolate.
3. An (o-ceanographer, ocean-ographer) studies the oceans and the plants and animals that live in them.
4. My (ex-coach, excoach) won teacher of the year.
5. The glass holds (thirty two, thirty-two) ounces.
6. The students are raising money for their chosen (char-ity, chari-ty).
7. Armonite would like a (ch-air, chair) for her bedroom.
8. The clock seems to be (run-ning, runn-ing) fast.
9. Richard's (great aunt, great-aunt) bakes the best blackberry pie.
10. Her jersey number is (sixty-four, sixty four).

Lesson 2.18 Parentheses

Parentheses are used to show supplementary material, to set off phrases in a stronger way than commas, and to enclose numbers.

Supplementary material is a word or phrase that gives additional information.

Theresa's mother (*the dentist*) will speak to our class next week.

Sometimes, words or phrases that might be set off with commas are set off with parentheses instead. It gives the information more emphasis for a stronger phrase.

Leo's apartment building, *the one with the nice window boxes*, was voted prettiest in the neighborhood.

Leo's apartment building (*the one with the nice window boxes*) was voted prettiest in the neighborhood.

Parentheses are also used to enclose numbers.

Jacklyn wants to join the track team because (1) it is good exercise, (2) she can travel to other schools and cities, and (3) she can meet new friends.

Match It

Match the sentences in Column A with the reason why parentheses are used in Column B. Draw an arrow to make your match.

Column A

1. When cooking rice, don't forget to (1) rinse the rice, (2) steam the rice, and (3) eat the rice!
2. The preliminary findings (announced yesterday) are important to the study.
3. The dinosaur bones (a huge discovery) can be seen in the museum.

Column B

- supplementary material
- set-off with emphasis
- enclose numbers

4. The orientation (for freshman) is this weekend.
5. Mac must (1) wash the dishes, (2) do his homework, and (3) get ready for bed.
6. We're setting up our lemonade stand (the one that made \$100 last summer) Memorial Day weekend.

- supplementary material
- set-off with emphasis
- enclose numbers

Lesson 3.2 Adjectives and Adverbs

Adverbs modify verbs, adjectives, and other adverbs. Some adverbs are easily confused with adjectives.

Bad is an adjective, and *badly* is an adverb.

That was a *bad* concert; the music was too loud. (*bad* modifies the noun *concert*)

Tyler drives *badly*; he almost ran that stop sign. (*badly* modifies the verb *drive*)

Good is an adjective, and *well* is an adverb.

We watched a *good* game. (*good* modifies the noun *game*)

Both teams played *well*. (*well* modifies the verb *played*)

The word *already* is an adverb. It answers the question *when*.

It was morning and *already* time to leave.

The phrase *all ready* means *completely ready*.

The team was *all ready* to leave.

Complete It

Circle the correct word in parentheses. Then, underline the word it modifies (except for numbers 5 and 6) and write what part of speech it is on the lines after each sentence.

1. We threw out the (bad, badly) bruised orange. _____
2. Celina played (good, well) and won her match. _____
3. I just finished a really (good, well) book; I couldn't put it down. _____
4. The instructions were (bad, badly), and we got lost. _____
5. By the time the bus picked us up we were (all ready, already) late.
6. If everyone in the class is (all ready, already) to go, we'll line up at the door.
7. It was a (good, well) recipe; I'll make that again. _____
8. If our chorus sings (good, well), we'll advance to the semifinals. _____
9. Daryl (bad, badly) sang the last song. _____
10. Ally had a (bad, badly) excuse for not playing in the game. _____

Lesson 3.5 Analogies

An **analogy** is a comparison between two pairs of words. To complete an analogy, figure out how the pairs of words are related.

Coop is to chicken as hive is to bee.

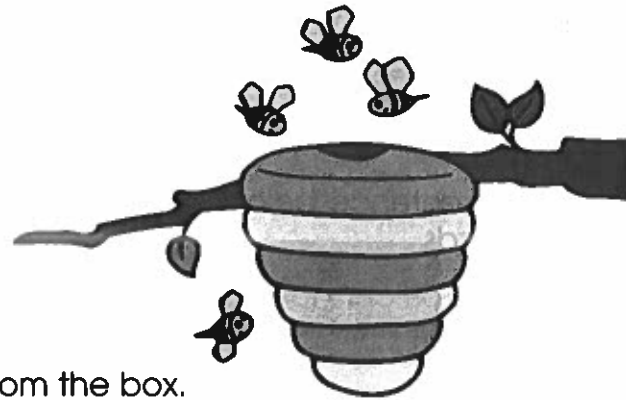
A coop is a home for a chicken, just as a hive is a home for a bee.

Petal is to flower as wing is to bird.

A petal is part of a flower, just as a wing is part of a bird.

Excited is to bored as silence is to noise.

Excited is the opposite of bored, just as silence is the opposite of noise.



Complete It

Complete each analogy below with a word from the box.

fish	mice	forest	drive	ten
peddle	golf	necklace	page	apple

- Spaghetti is to noodle as _____ is to fruit.
- Neck is to _____ as finger is to ring.
- _____ is to book as blade is to fan.
- Pedal is to _____ as write is to right.
- Sand is to beach as tree is to _____.
- Six is to twelve as _____ is to twenty.
- _____ is to mouse as horses is to horse.
- Bat is to baseball as club is to _____.
- _____ is to car as sail is to boat.
- Flock is to geese as school is to _____.

Lesson 3.6 Homophones

Homophones are words that sound the same but have different spellings and different meanings. There are hundreds of homophones in the English language.

cereal - food made from grain

serial - of a series

If you are unsure about which homophone to use, look up the meanings in a dictionary.

Identify It

Circle the correct homophone in each sentence.

1. My teacher will (council, counsel) me on what subjects to take next year.
2. This material has a smooth texture but that one is more (course, coarse).
3. The television program is going to be shown as a (cereal, serial); once a week for six weeks.
4. The (council, counsel) meets every Wednesday evening to discuss city plans.
5. I like to ride my bike on the scenic (course, coarse) along the river.
6. My favorite breakfast is a big bowl of (cereal, serial).

Match It

Fill in the blanks in the sentences in Column A with a homophone from Column B.

Column A

1. I bid one _____ more and won the item.
2. Deb has a beautiful _____ on her finger.
3. The sailor was stationed _____.
4. The flowers have a beautiful _____.
5. _____ out the dish cloth over the sink.
6. Mr. Morgan _____ metal production.
7. David _____ the envelope yesterday.
8. My oldest dog _____ feeding time for all of my pets.
9. I would like to travel _____ for a semester.
10. It was raining so hard I had to _____ out my shirt.
11. Did I hear someone _____ the doorbell?
12. The letter was _____ to the wrong address.
13. The item costs three dollars and one _____.
14. The perfume has a strong _____.

Column B

- overseas
- oversees
- ring
- wring
- cent
- scent
- sent
- overseas
- oversees
- ring
- wring
- cent
- scent
- sent

Lesson 3.8 Connotations and Denotations

A word's **denotation** is its actual, literal meaning. It is the meaning you would find if you looked the word up in a dictionary.

A word's **connotation** is the meaning associated with the word. The connotation may be more emotional, or tied to an idea or feeling about the word. Connotations can be positive, negative, or neutral.

For example, the words *house*, *home*, *shack*, and *residence* all mean approximately the same thing. Their denotation is "a place where people live." The connotation of these words, however, is different. *House* and *residence* both have a neutral connotation. *Home* has a positive connotation—it sounds cozy and reassuring. *Shack*, on the other hand, has a negative connotation—it sounds rundown and shabby.



Identify It

For each set of words below, write the general denotation (or literal definition) on the top line. On the line beside each word, write **P** for positive connotation, **N** for neutral connotation, and **NG** for negative connotation.

1. denotation: _____
ask _____ demand _____ request _____
2. denotation: _____
confident _____ pushy _____
3. denotation: _____
slender _____ skinny _____
4. denotation: _____
odd _____ special _____ unique _____
5. denotation: _____
curious _____ nosy _____ interested _____
6. denotation: _____
borrow _____ steal _____
7. denotation: _____
cheap _____ thrifty _____ stingy _____

Lesson 3.9**Figures of Speech: Similes, Metaphors, and Personification**

A **simile** is a figure of speech that compares two things using the words *like* or *as*.

The summer sky was *as blue as the inside of a swimming pool*.

The sound of the papers rustling was *like crisp leaves in autumn*.

A **metaphor** is a figure of speech that compares two unlike things that are similar in some way.

When Mr. Yang tuned off the ignition, *the car* immediately became *an icebox*.

The *city lights* were a *constellation* against the inky sky.

Personification is a figure of speech that gives human characteristics to something that is not human.

The *church bells sang* through the valley.

Nell watched *the flowers dance* in the soft breeze.

Similes, metaphors, and personification make writing more interesting and vivid for the reader.

Identify It

Read each sentence below. On the line, write **S** if it contains a simile, **M** if it contains a metaphor, and **P** if it contains personification.

1. _____ Clouds raced each other across the horizon.
2. _____ The tall trees lining the edge of the forest were like the columns of a Greek temple.
3. _____ Carson was as still as a statue, waiting for the bee to fly away.
4. _____ The thunderstorm was a freight train rumbling through the night.
5. _____ On the trampoline, Malia was a rocket launching into the sky.
6. _____ From above, the animal tracks looked like scribbles drawn across the snow.
7. _____ The blazing sun cooked the landscape.
8. _____ The tag inside my shirt tickled the back of my neck.

