

Language Fundamentals

GRADE 4

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Writing: Carrie Gwynne
Kathleen Jorgensen
Content Editing: Lisa Vitarisi Mathews
Copy Editing: Laurie Westrich
Art Direction: Yuki Meyer
Cover Design: Yuki Meyer
Illustration: Matt Ward
Design/Production: Yuki Meyer
Jessica Onken



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What's New in *Language Fundamentals* Common Core Edition?

This revised edition of *Language Fundamentals* has been developed to provide rigorous support of grade-level Common Core Language Standards. The Common Core approach for Language focuses on acquiring understanding of word meanings, building awareness of the workings of language, and applying knowledge to comprehend and produce language.

The lessons in this new edition:

- teach recommended skills in depth
- establish foundational understanding
- provide tasks that require higher student contributions

To reflect the Common Core approach, *Language Fundamentals* provides:

Higher-level instruction and tasks such as

- in-depth practice of grade-level language skills as outlined by CCSS
- rigorous activities with a variety of tasks including evaluating and analyzing
- review tasks that provide multiple opportunities for students to demonstrate mastery

Items using language skills in context

- editing sentences
- completing sentences
- writing sentences

Increased vocabulary practice in

- word choice
- word relationships
- multiple vocabulary strategies
- writing sentences with new vocabulary

Review pages

- focus on demonstrating understanding and correct application of grade-level skill
- include multiple choice, constructed response, and open-ended items

A note about the table of contents and Common Core Language Standards:

Lessons that specifically address the grade-level Common Core Language Standards (CCLS) have the standard listed beside the skill name and page number.  Foundational skills pages are not marked with the CCLS symbol and are designed to either introduce basic skills that have not been acquired or to build upon skills taught in previous grades.

What's New in *Language Fundamentals* Common Core Edition?

Language Fundamentals is your comprehensive resource for language lessons that provide the rigor and emphasis of grade-level Common Core Language Standards and the foundation for instruction and practice of basic skills.

Targeted Skill Practice

Language Fundamentals has 207 pages of skill-based activities.

Common Core Skill Practice

Instructional rule box with examples to show students how the rule is applied in writing and to provide a reference for students as they complete the page.

Common Core Skill Practice

Verbs 6

A modal auxiliary verb is a type of helping verb. It gives additional information about the main verb in a sentence. It tells how likely or necessary something is. A modal auxiliary verb always comes before the main verb.

Modal Auxiliary Verbs	Shades of Meaning	Examples
can	will	very likely
could	could	likely
may	might	somewhat likely
must	have to	very necessary
should	ought to	somewhat necessary

Read the sentence. Circle the modal auxiliary verb. Underline the main verb.

1. My grandmother can visit tomorrow.
2. We ought to cook a special lunch for Grandma.
3. I might help Dad in the kitchen.
4. We must remember Grandma's favorite soup recipe.

Read the sentence. Underline the modal auxiliary. Then write a different modal auxiliary to change the meaning as shown.

5. Dad could go to the store on Friday or Saturday.
more possible:
Dad _____ go to the store on Friday or Saturday.
6. We must clean the house before Grandma arrives.
less necessary:
We _____ clean the house before Grandma arrives.

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Foundational Skill Practice

Lesson identifier to let you know the skill section and the page within that section.

Verbs 5

A helping verb helps the main verb in a sentence show time or tell more about the action. Helping verbs are placed before the main verb to form a verb phrase. Here are some helping verbs:

Subject	Helping Verb	Main Verb
Rain	is	falling from the sky.
Snow	will	fall later this week.

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

1. Water from our oceans and rivers is rising into the sky.
2. The water has formed clouds.
3. The clouds will rain on us.
4. The oceans and rivers are collecting much of the rain.

Read the sentence. Write a helping verb from the word box to complete it.

are do does have will

5. We _____ been using our water carefully.
6. When it _____ not rain, plants _____ not grow.
7. Inventors _____ trying to find ways to use less water.
8. If we save our water, we _____ have water in the future.

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Common Core Language Standard (CCLS) is cited and a skill description is given.

One or more activities practice the language skill. Related sentences provide context and add interest.

Common Core Review Pages

There are 25 review pages with multiple choice, constructed response, and open-ended questions to assess students' understanding and application of the focus skill. Each Common Core Language Standard cited in this book has one or more corresponding review pages. After completing skill practice, have students show what they know by completing the review page.

Verbs Review 1

Name _____

Mark the correct answer.

1. Modal auxiliary verbs _____
Ⓐ do not come before the main verb
Ⓑ do not change the meaning of the main verb
Ⓒ make the sentence grammatically correct
Ⓓ can tell how likely or necessary something is
2. Which sentence shows that the action is the most possible?
Ⓐ Brandon may study in the library.
Ⓑ Barbara might study in the library.
Ⓒ Youssef will study in the library.
Ⓓ Yazmin would study in the library.
3. Which modal auxiliary verb is used to express permission?
Ⓐ might
Ⓑ may
Ⓒ will
Ⓓ can

Read the sentence. Complete it with a modal auxiliary verb from the category given.

4. If you want to do well on the spelling test, you _____ study the words.
5. If you want healthy teeth, you _____ brush and floss regularly.

Write a sentence using the modal auxiliary verb given.

6. (might) _____
7. (can) _____

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Use Language Fundamentals to Reteach and Reinforce

The perfect companion to Evan-Moor's Daily Language Review

Thousands of grade 1–6 classrooms use *Daily Language Review* for focused practice and review. Multiple studies show that this type of distributed, or spaced, practice is a powerful strategy for achieving proficiency and retention of skills.

Student responses on the weekly *Daily Language Review* units will indicate those skills needing further reinforcement. *Language Fundamentals* can then be used to provide reteaching and additional practice. For example:

A student makes errors in week 7 of *Daily Language Review*. Your assessment is that the student needs more practice.

The student does not correctly use relative pronouns.

WEEK 7 DAY 1 Daily Language Review

Write the sentences correctly.

- When the children ran thru the house, they was shout loudly.
When the children ran through the house, they were shouting loudly.
- The children's babysitter said, "Stop! You must slow down and play quiet"
The children's babysitter said, "Stop! You must slow down and play quietly."

Write the missing word.

- The children that disobey me may not watch TV," she said.
that who which

Complete the bold word with the prefix that means **completely.**

- The children were over joyed when the babysitter said they could watch TV.
over non under

Use these pages from *Language Fundamentals* to reteach and practice the skills the student has not mastered.

Pronouns 10

A relative pronoun is used to connect a noun in a sentence to more information about the noun.
Luis is the boy who learned me a pencil.

The relative pronoun who connects Luis to more information about him.
The pencil that I am using belongs to Luis.

The relative pronoun that connects the pencil to more information about it. Notice how who and that are used:
who gives information about people
that gives information about things and animals

Read the sentence. Write the relative pronoun that connects the bold noun to the rest of the sentence.

- The house who that is next to mine has a new family.
- The people who that live there are friendly.
- One of the children who that lives there goes to my school.
- The family has a parrot who that likes to sit in the window.

Complete the sentence. Write who or that.

- The bike that belongs to my new friend is red.
- The girl that is learning to ride the bike is my friend's sister.
- The man that is speaking to my dad is Mr. Kim.
- The uniform that Mr. Kim is wearing is blue.

Pronouns 11

A relative pronoun is used in a sentence to connect a noun to more information about the noun. The part of the sentence that provides the extra information is called a **relative clause**.
Leticia is the girl who wrote a letter.

Leticia is the girl whom I saw at the store.

The relative pronouns who and whom introduce the extra information about a person. Notice how who and whom are used:
who refers to the subject in a relative clause
whom refers to the object in a relative clause

Read the sentence. Write who or whom to complete it.

- Do you know any guests who are coming to Diego's party?
- The people who Diego invited go to his old school.
- I know Seth. who I met at soccer practice.

Read the sentence. Write the pronoun who or whom to complete it. Then write subject or object to tell the pronoun's function in the relative clause.

- Our coach, who is Seth's father, is very strict.
- The players who Coach chooses must be on time.
- He also wants players who try hard.
- Diego, who Seth met five years ago, lived next door.

Pronouns 12

A relative pronoun is used to connect a noun in a sentence to more information about the noun.
Trees that have needles instead of leaves grow in drier areas.

The relative pronoun that means that the sentence refers to only a certain type of tree. The sentence is about only these trees.
Trees, which are fun to climb, provide shade during summer.

The relative pronoun which means that the clause provides extra information about trees in general, not a certain type of tree.
Notice how that and which are used:
that gives information necessary to identify the subject
which gives extra information that is not necessary to identify the subject; there are commas around the extra information

Read the sentence. Write the relative pronoun that best completes it.

- I want to buy a shirt that which has my favorite team's logo on it.
- The team colors, that which stand out in a crowd, are on the sleeves.
- I'll wear it to the first game of the season, that which will be fun.
- The money that which I earned pulling weeds will pay for the shirt.

Read the sentence. Write that or which to complete it, adding commas if needed.
Peacocks, that which are very noisy are beautiful birds.

Peacocks, that which are pets must have a very large pen.

A **noun** is a word that names a person, place, or thing.

Types of nouns

A noun can be a person.

A noun can be a place.

A noun can be a thing.

Examples

mom, dad, boy, girl, doctor, teacher

city, town, park, corner, class

car, sale, milk, truth, book, wish

Read the sentence. Underline all the nouns in the sentence.

Write **person**, **place**, or **thing** below each noun.

1. Today my sister is going to a restaurant in the city.
2. We are having a celebration for my brother and my cousin.
3. My oldest brother turned 18 years old yesterday.
4. Also, my cousin won an art contest at her school in Elkhorn.
5. My dad invited lots of relatives to have lunch with us at Gusto.
6. After lunch, we will all visit Grandmother, who lives near the beach.
7. My brother will open his gifts, and my cousin will show us her drawing.
8. It's going to be a fun party with lots of laughter and games.

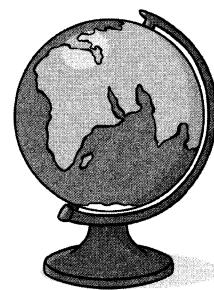


A noun can be singular or plural. Add s to most nouns to make them plural.

Singular	Plural
teacher	teachers
school	schools
book	books

Read the sentence. Circle the singular nouns.
Underline the plural nouns.

1. My classroom has lots of desks and chairs.
2. We sit in rows and raise our hands to answer questions.
3. There is one chalkboard, and there are two bulletin boards.
4. The letters of the alphabet are above the chalkboard.
5. There are maps on the wall, and there is a globe on the counter.
6. Right now, we are learning the capitals of all the states.
7. There is a basket of books on a rug by the door.
8. One student reads a book aloud each day.
9. A tank with two lizards is near the window.
10. We feed them bugs and keep their bowl clean.
11. The art table has drawers for colored pencils and crayons.
12. Students can use the easels, and they must wear an apron.

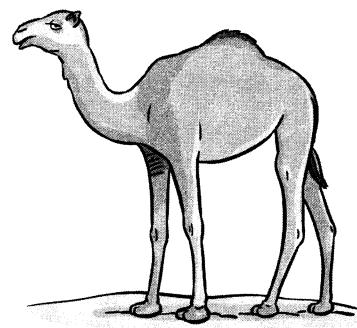


To form the **plural** of nouns that end in **sh**, **ch**, **x**, **s**, and **z**, add **es**. For some words that end in **z**, you have to add **zes**.

Singular	Plural
toothbrush	toothbrushes
sandwich	sandwiches
box	boxes
glass	glasses
waltz	waltzes
quiz	quizzes

Read the sentence. Complete the sentence with the plural form of a word from the word box.

mailbox	quiz	wish	fox	class
eyelash	mess	couch	branch	



1. Camels have big eyes and long _____.
2. The _____ in math class are pretty easy.
3. A muddy dog can make many _____.
4. When you blow out the birthday candles, make two _____.
5. I read that _____ often live underground in dens.
6. The furniture store is having a sale on chairs and _____.
7. The neighbors collected their mail from their _____.
8. If you want to learn to dance, you should take some dance _____.
9. Squirrels like to climb trees and play on the _____.

To form the plural of nouns that end in a **consonant** and **y**, change the **y** to **i** and add **es**.

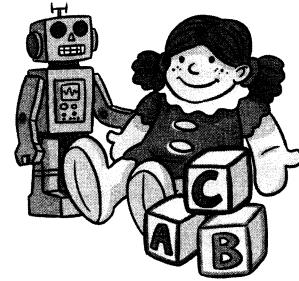
Singular	Plural
company	companies
butterfly	butterflies

To form the plural of nouns that end in a **vowel** and **y**, add **s**.

Singular	Plural
donkey	donkeys
tray	trays

Read the clue. Write the plural form of a word from the word box on the line.

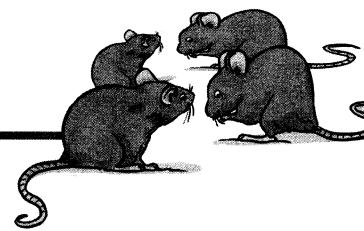
monkey	story	toy	key
party	puppy	library	day



1. This is a word to describe young dogs. _____
2. Children play with these. Examples are blocks or stuffed animals. _____
3. There are 30 of these in some months of the year. _____
4. These are places you can go to read and check out books. _____
5. A person uses these to unlock a door or to start a car. _____
6. Children might be invited to these for birthdays. _____
7. If you read books to your little sister, you read these to her. _____
8. You might see these animals swinging by their tails. _____

Some nouns have irregular plural forms. Practice these nouns and learn their spellings.

Singular	Irregular plural
woman	women
child	children
man	men
goose	geese
mouse	mice
ox	oxen
tooth	teeth



Read the sentence. If the bold noun is written correctly, circle **correct**. If it is not written correctly, circle **incorrect** and rewrite the sentence on the line.

1. The **mouses** are nibbling nuts. correct incorrect

2. There are many **childs** at the park. correct incorrect

3. I brush my **teeth** every day. correct incorrect

4. Two **gooses** are in the pond. correct incorrect

5. The **men** are sitting on the bench. correct incorrect

Some **nouns** have the same spelling in both the singular and plural forms. Use context clues to know if the nouns are singular or plural.

fish buffalo aircraft deer series sheep moose

The baby **deer** looked up when she heard a noise.

Several **deer** wandered through the woods.

Read the sentence. Underline the irregular noun in each sentence. Circle **singular** or **plural** to tell how the noun is used.

1. The bison are eating grass.	singular	plural
2. My dad knows how to fly small aircraft.	singular	plural
3. I bought another fish from the pet store.	singular	plural
4. A family of deer visited my backyard.	singular	plural
5. The sheep stay together in a group.	singular	plural
6. I saw a moose drinking from a stream.	singular	plural
7. The president travels in many different aircraft.	singular	plural
8. A bison digs in the snow to find its food.	singular	plural
9. There are six fish in my aquarium.	singular	plural
10. This series of books is very popular right now.	singular	plural



The **possessive** of a **noun** shows belonging. For singular nouns, add an **apostrophe** and **s** to make it possessive.

Singular	Singular possessive	Example
aunt	aunt's	aunt's cat
father	father's	father's keys
city	city's	city's name
chair	chair's	chair's legs

Read the sentence. Look at the bold noun and write the possessive form on the line.

1. Yesterday was my **school** Career Day.

2. The first visitor to our class was my **friend** mother.

3. His **mother** job is to study science.

4. She explained how important a **scientist** job is.

5. Our **teacher** husband also came to Career Day.

6. Her **husband** job is to care for animals that are sick.

7. We learned that an animal **doctor** job is very important.

8. He explained the best ways to protect an **animal** health.

9. He said that a **pet** food should be healthful.

10. He said our **class** pet looked very healthy and happy.

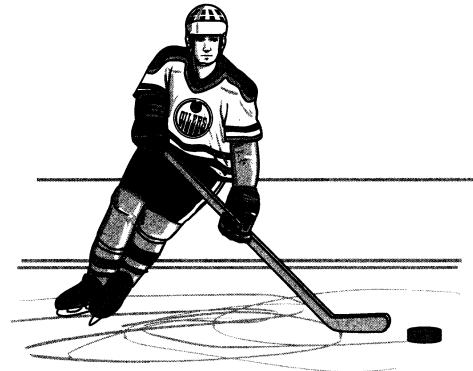


The **possessive** of a **noun** shows belonging. For plural nouns that end in **s**, add an **apostrophe** after the **s**.

Plural	Plural possessive	Example
students	students'	students' desks
workers	workers'	workers' tools
schools	schools'	schools' classrooms
books	books'	books' titles

Read the sentence. Complete the sentence with the plural possessive form of a word from the word box.

players	uniforms	teams	parents
helmets	coaches	girls	skates



1. The _____ names are the Jets and the Hawks.
2. The _____ names are Coach Hill and Coach Miller.
3. The _____ hockey team practices as much as the boys' does.
4. The _____ padding protects their arms and legs.
5. The _____ numbers and names are on their jerseys.
6. Their _____ blades are sharp.
7. Their _____ chin straps are tight.
8. The _____ benches are in the stands.

A noun can be common or proper.

- A **common noun** is a word for any person, place, or thing that is not specific. A common noun is not capitalized.

Let's go to the **store**.

- A **proper noun** names a specific person, place, or thing. It is capitalized.

Let's go to **Star Market**.

Read the sentence. Rewrite it, using a proper noun in place of the underlined common noun.

1. I live in a city.

2. I live on a street.

3. I go to a school.

4. I like my teacher.

5. Someday I would like to visit another country.

6. I would also like to visit a planet.

A common noun is a word for any person, place, or thing.

A proper noun names a specific person, place, or thing.

A proper noun begins with a capital letter.

Proper noun	Common noun
Officer Nakahari	officer
Dr. Ribeira	doctor
Mrs. Patel	woman
Main Street	street
Bill's Burgers	restaurant
Idaho	state
Asia	continent

Read the sentence. Circle the common nouns. Underline the proper nouns. Capitalize the first letter of the proper nouns.

1. My friend just moved to the united states.
2. Last month, kenji moved from japan to california.
3. There are many places in north america that he would like to visit.
4. He has read all about the grand canyon in the state of arizona.
5. His father, mr. ono, once traveled to the city of flagstaff.
6. His family is planning a trip there in the month of june.
7. They will stay at the overlook point lodge, where their tour starts.
8. Later, our families will visit the golden gate bridge in san francisco.



An **adjective** is a word that describes a noun. Adjectives can be used to describe what kind, how many, and which one.

What kind ancient building

complete meal

narrow road

How many few words

numerous pages

twenty dollars

Which one this book

that street

those animals

Read the sentence. Write an adjective from the word box to complete the sentence. The adjective should describe what kind, how many, or which one.

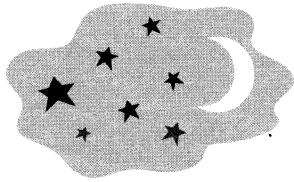
several these different purple sixty each favorite many

1. My _____ subject in school is science.
what kind

2. I have learned that the sun is one of _____ stars in the sky.
how many

3. We have to write our star observations _____ night this week.
which one

4. So far, I have seen exactly _____ stars.
how many



5. The stars come in many _____ colors.
what kind

6. I have seen _____ stars that are yellow and blue.
how many



7. My teacher said that _____ stars are the most common.
which one

8. She also said that _____ stars exist, but people cannot see them.
what kind

An **adjective** is a word that describes a noun.

Our neighbors have a **smart** dog. **That** dog is smart.

The words **smart** and **that** describe the noun **dog**.

An adjective can also describe a pronoun.

It is **smart**.

The word **smart** describes the pronoun **it**.

An adjective can come before or after a noun.

The neighbor's **little** dog is **courageous**.

Read the sentence. Underline the adjective.

Then circle the noun or pronoun that the adjective describes.

1. My family and I saw a good movie on Saturday.
2. One of the characters was a green monster.
3. He was friendly.
4. Another main character was a donkey.
5. The donkey talked and told jokes that were silly.
6. Dad told me about one show he used to watch on TV.
7. The show was about a talking horse.
8. The horse belonged to a man who was nice.
9. The man loved his clever animal.
10. The man and the horse were best friends.



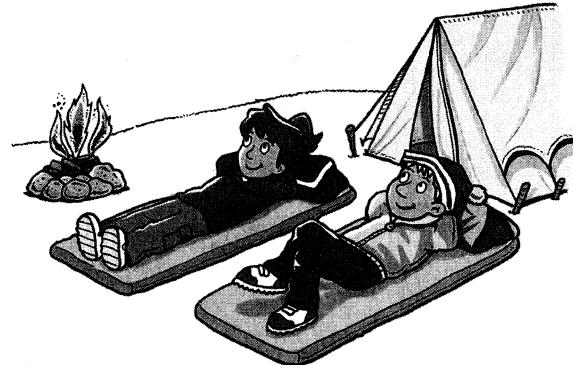
An **adjective** is a word that describes a noun. Adjectives can be used to describe how a noun looks, feels, sounds, smells, or tastes.

Looks	colorful rainbow
Feels	hot water
Sounds	quiet whisper
Smells	rotten garbage
Tastes	sweet peach

Read the sentence. Complete the sentence with an adjective from the word box.

cozy soft smoky full delicious sparkling

1. The moon looks _____.
2. The stars look like _____ lights.
3. The campfire smells _____.
4. The soup Dad made tastes _____.
5. My sleeping bag feels _____.
6. The wind makes a _____ sound when it blows through the trees.



Write your own sentence about camping.
Use two of the adjectives from the word box.

7. _____

An **adjective** can describe a noun or a pronoun. An adjective can tell the number, size, shape, color, and other details about the noun.

I saw **ten amazing metal** robots at the hobby store.

The adjectives must be used in the proper order:

number	opinion	size	shape	color	material	noun
ten	amazing	enormous	round	blue	metal	robots
twenty	good	thin	triangular	dark	plastic	plates
few	pretty					

Read the sentence. Write the adjectives in the correct order to complete it.

1. cute sixty tiny

I saw _____ ants at the park.

2. long green three

They were carrying _____ celery sticks.

3. wooden brown tall

They were headed toward a _____ fence.

4. pretty plastic round

I took a _____ container out of my basket.

5. cotton square large

I spread out a _____ tablecloth.

Complete the chart with more adjectives to describe kites.

6.	number	opinion	size	shape	color	material	noun
	ten			wide			kites

An **adjective** can describe a noun or a pronoun. An adjective can tell the number, size, shape, color, and other details about the noun. The adjectives must be used in the proper order:

1. number
2. opinion
3. size
4. shape
5. color
6. material

There are **seven long wooden** staircases inside the White House.

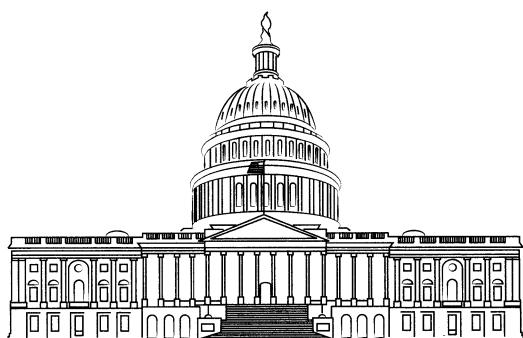
Read the sentence. Rewrite the sentence with the adjectives in the correct order.

1. The president lives in a huge white beautiful house.

2. There is a wide large yard in front of the house.

3. Many green tall awesome trees are growing in the yard.

4. There is also a round cement large fountain in the yard.



In which sentence are the adjectives written in the correct order?
Mark the correct answer.

1. **(A)** Priya dove into the blue deep water.
(B) Look for the big red plastic sign.
(C) That yellow rusty big tractor doesn't run anymore.
(D) The bird with the black long beak is a woodpecker.

2. **(A)** Two brown large turkeys are in the yard.
(B) I live at the end of a straight long road.
(C) I drew a crooked yellow line on my paper.
(D) My brother and I like green small vegetables.

Read the sentence. Write the adjectives in the correct order to complete it.

3. small cute spotted

The _____ ponies are like big dogs!

4. round pearl beautiful

Where did you find these _____ beads?

Read the sentence. Write it correctly. Make sure the adjectives are in the correct order.

5. Mom placed four paper large green napkins on the table.

Adjectives can be used to make comparisons.

- Adjectives that compare two nouns (people, places, or things) are called **comparative adjectives**. These adjectives usually end in **er**.
A blue whale is **larger** than a humpback whale.
- Adjectives that compare three or more nouns (people, places, or things) are called **superlative adjectives**. These adjectives usually end in **est**.
Blue whales are the **largest** whales in the ocean.

Read the sentence. Look at the bold adjective.

Circle **comparative** or **superlative**.

1. The **highest** known mountain on a planet is on Mars. comparative superlative
2. A mountain is much **larger** than a hill. comparative superlative
3. Mountains are usually **colder** than the land below. comparative superlative
4. Mauna Kea is the **tallest** mountain on Earth. comparative superlative
5. Because much of Mauna Kea is under the ocean, it looks **lower** than Mount Everest. comparative superlative

Read the sentence. Circle the adjective that correctly completes the sentence.

6. An ocean is _____ than a sea. bigger biggest
7. The Pacific Ocean is the _____ ocean on Earth. larger largest
8. The Pacific Ocean is _____ than the Atlantic Ocean. deeper deepest
9. The Arctic Ocean is the _____ of all the oceans. colder coldest
10. The Arctic Ocean is also the _____ ocean. smaller smallest

Comparative adjectives compare two nouns.
Many comparative adjectives end in **er**.

Summer is **warmer** than winter.

For adjectives that end in **y**, change the **y** to **i** and add **er**.

The air is **dry** in winter, but it is even **drier** in summer.

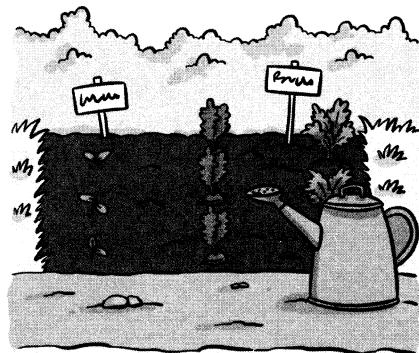
Read the sentence. Complete the sentence using a word from the word box.
Use each word only once. Add the correct ending to form comparative adjectives.

rich deep bright few tall strong light healthy

1. Mom planted _____ plants than she did last year.
2. Her plants grew to a much _____ height than they did last summer.
3. Last year, the soil was _____, and the sun was _____.
4. This year, the dark soil is _____, so the plants are _____.
5. The roots will be _____ and _____ than before.

Imagine you grow carrots and beans. Write a sentence comparing the two foods. Use a comparative adjective.

6. _____



Superlative adjectives compare three or more nouns.
Many superlative adjectives end in **est**.

April has the **clearest** skies of the whole year.

For adjectives that end in **y**, change the **y** to **i** and add **est**.

March is a **lovely** month, but April is the **loveliest** of all the months.

Read the sentence. Complete the sentence with a word from the word box.
Add the correct ending to form a superlative adjective.

happy crunchy pretty smart sweet



1. Mom is _____ when she's in her garden.
2. I think my mom must be the _____ gardener there is.
3. Her strawberries are the _____ of all the fruits.
4. These carrots are the _____ carrots I have ever eaten.
5. At the fair, Mom won a ribbon for having the _____ flowers.

Imagine you grow tomatoes, pumpkins, and corn.

Write a sentence comparing the three foods.

Use a superlative adjective.

6. _____
- _____

Some **adjectives** have comparative and superlative forms that are irregular. They do not follow a pattern.

Adjective	Comparative	Superlative	Examples
good	better	best	a good book, a better book, the best book
bad	worse	worst	a bad cold, a worse cold, the worst cold
many/much	more	most	many people, more people, the most people
little	less	least	little noise, less noise, the least noise

Read the sentence. Complete it with the correct form of the adjective given in parentheses.

1. The _____ song I have ever heard is called “Roar.” (good)
2. My sister thinks it is the _____ song she has ever heard. (bad)
3. I have listened to that song _____ times than she has. (many)
4. “Roar” has _____ words than my sister’s favorite song. (good)
5. I have the _____ fun singing it in the shower. (much)
6. I had _____ success singing in a talent show than in the shower. (little)
7. I don’t have the _____ interest in becoming a performer. (little)

Think about two books or stories you like. Write a sentence that compares them. Use a comparative adjective from the rule box.

8. _____

A proper noun can be used to name a specific place.

My family visited **Japan**.

A proper adjective describes something related to the specific place.

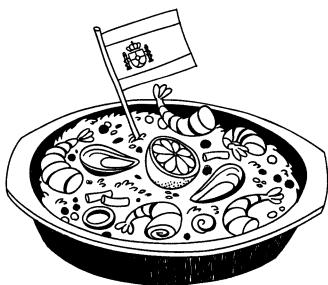
We visited our **Japanese** friends.

The proper adjective **Japanese** is formed from the proper noun **Japan**.

Read the sentence. Underline the proper adjective.

Circle the related proper noun.

1. My parents once lived in France and learned to cook French food.
2. I learned that Swiss cheese comes from the country of Switzerland.
3. When my grandmother visited Italy, she ate plenty of Italian food.
4. Someday, I want to visit Japan and learn to speak the Japanese language.
5. King Tut was an Egyptian king who ruled Egypt as a young boy.
6. I think Asian art is the most beautiful thing to come from Asia.
7. If you ever visit Africa, you might go on an African safari.
8. When my dad went to Europe, he visited many European museums.
9. My mom brought a special English tea back from her trip to England.
10. My grandfather comes from Spain and knows how to make Spanish food.



A possessive adjective is used to show ownership.

A possessive adjective comes before a noun in a sentence and tells to whom the noun belongs.

Her backpack is blue.

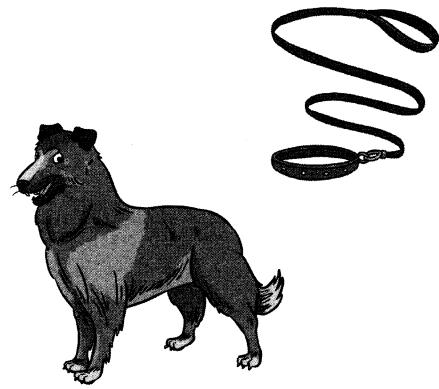
These are possessive adjectives:

my your his her its our their

Read the sentence. Circle the possessive adjective.

Underline the related noun or nouns.

1. Mom is busy doing her work.
2. She asked me to walk our dogs.
3. First I had to put on their collars and leashes.
4. One of the dogs pulled hard on its leash.
5. Dad asked me if I wanted his help.



Write a possessive adjective from the word box to complete the sentence.

my your his her its our their

6. The dog belongs to the boy. It is _____ dog.
7. The lizards belong to the boys. They are _____ lizards.
8. The cats belong to the girl. They are _____ cats.
9. We have pets. They are _____ pets.
10. I am named Pedra. Pedra is _____ name.
11. The monkey has a banana. The monkey is eating _____ banana.
12. You have nice friends. They are _____ friends.

A pronoun is a word that can be used in place of a noun or nouns.

Jake plays guitar. He plays guitar.

The pronoun **he** is used in place of the proper noun **Jake**. Here are some common pronouns:

I	you	he	she	we	they
me	it	him	her	us	them

Jake's **sister** knows how to play drums. She knows how to play drums.

Read the sentence. Write a pronoun in place of the underlined word or words.

1. Jake and Lisa are my friends.

_____ are my friends.

2. I go to school with Jake and Lisa.

I go to school with _____.

3. Jake, Lisa, and I want to start a band.

_____ want to start a band.

4. Jake told Lisa and me that he will play guitar.

Jake told _____ that he will play guitar.

5. Lisa said to Jake that she wants to play drums.

Lisa said to _____ that she wants to play drums.

6. Jake told Lisa that she could play drums and sing!

Jake told _____ that she could play drums and sing!



A **pronoun** is a word that can be used in place of a noun or nouns. Here are some common pronouns:

I	you	he	she	we	they
me	it	him	her	us	them

- Use a pronoun when you don't want to repeat the same noun in a sentence.

Lexi has a spelling test, and **Lexi** asks her dad to help **Lexi** study.

Lexi has a spelling test, and **she** asks her dad to help **her** study.

- Use pronouns when you don't want to repeat the same words in a group of sentences.

My dad checked my spelling. **My dad** said I spelled the words correctly.

My dad checked my spelling. **He** said I spelled the words correctly.

Read the paragraphs. Replace the underlined words with pronouns. Write the pronouns below the words.

1. Today we had a spelling test. The spelling test was right before lunch.

After Mrs. Shahi graded our tests, Mrs. Shahi told my classmates and me

that five students got an A. Mrs. Shahi congratulated the five students. Then

I saw my grade. My grade was an A!

Tomorrow I have a math test. I am going to study for the math test today

after school. My friend Max and I are going to study together at my house.

Max is good at math. I help Max with spelling. Max and I learn a lot from each other.

A **singular pronoun** takes the place of a singular noun.
These pronouns are singular:

I you he she it me him her

The **woman** is walking in the rain.

She is walking in the rain.

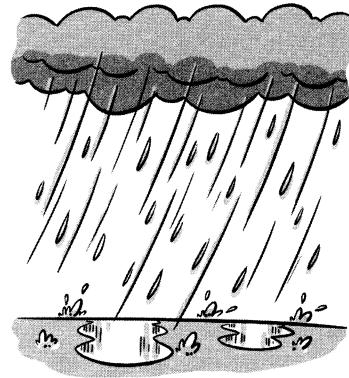
She didn't hear the **weather report**.

She didn't hear **it**.

Read the sentence. Replace the underlined word or words with a singular pronoun. Write the pronoun on the line.

1. My uncle is the weatherman in our town.

_____ is the weatherman in our town.



2. He reports what the weather will be for the day.

He reports what _____ will be for the day.

3. My mom watches Uncle Ray report the weather on TV.

_____ watches _____ report the weather on TV.

4. The weather report is important to people like my mom.

The weather report is important to people like _____.

5. My mom likes to walk to work.

_____ likes to walk to work.

6. If the report says there will be rain, Mom knows to take an umbrella.

If _____ says there will be rain, _____ knows to take an umbrella.

A **plural pronoun** takes the place of a plural noun.
These pronouns are plural:

you we they us them

My mom reads to **children** at the library.
My mom reads to **them** at the library.

The children love to hear stories.
They love to hear stories.

Read the sentence. Rewrite it, replacing the underlined words with a plural pronoun.

1. Many of our neighbors volunteer in the community.

2. Our next-door neighbors pick up trash in the parks.

3. My dad and I walk dogs at the animal shelter.

4. The people at the shelter appreciate my dad and me.

5. Today the mayor of our city visited my family and our next-door neighbors.

6. The mayor said, “Thank you for all that you and your families do to help.”

A **subject pronoun** takes the place of a noun or nouns as the subject of a sentence. These are subject pronouns:

I you he she it we they

My brother and I like to read science books.

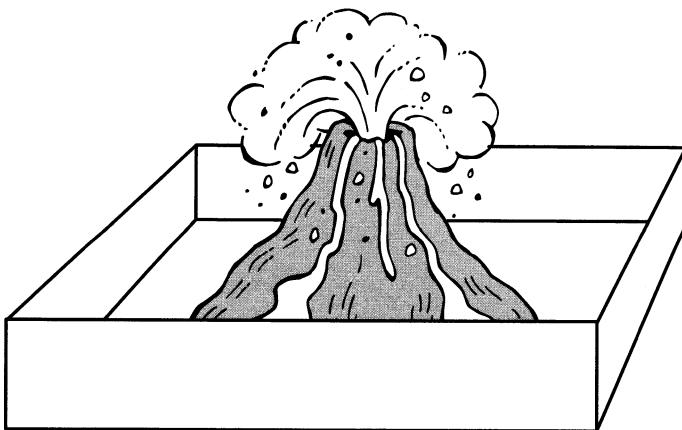
We like to read science books.

Jess likes to read about volcanoes.

He likes to read about volcanoes.

Read the sentence. Write the subject pronoun that takes the place of the words in parentheses.

1. _____ are getting ready for the school science fair.
(My brother and I)
2. _____ is an exciting event at our school.
(The science fair)
3. _____ is making a volcano that erupts.
(My brother)
4. _____ are helping my brother make the volcano.
(Our mom and dad)
5. _____ is buying the supplies we need.
(My mom)
6. _____ want to make a rain cloud in a bottle.
(My friends)
7. What will _____ make for the science fair?
(you and your friends)



An **object pronoun** tells who or what is receiving the action in a sentence. These are object pronouns:

me you him her it us them

An object pronoun follows a verb. It can also follow a preposition such as **about, at, for, to, of, on, or with**.

Our teacher is proud of **Gabriel and me**.

Mrs. Salas is helping **John**.

Our teacher is proud of **us**.

Mrs. Salas is helping **him**.

Read the sentence. Circle the object pronoun or pronouns.

1. Our class invited the mayor to visit us in our classroom.
2. We want to show her what we've been learning about our city.
3. Our teacher, Mr. Davis, asked us to draw pictures of Bellavista.
4. We will give them to Mayor Sanchez when she arrives.
5. Mr. Davis asked us to write her a story about Bellavista.
6. The whole class worked on it together.
7. The mayor said, "I want to thank you for inviting me to your class today."
8. She looked at the drawings and seemed to like them.
9. When Ruben read our story, she listened carefully to him.
10. She asked for a copy of the story and asked me and my classmates to sign it.



A possessive pronoun is used to show ownership.
It replaces a possessive adjective and the noun it refers to.

This is not **her** backpack. **Hers** is green.

These are possessive pronouns:

mine yours his hers its ours theirs

Read the sentence. Circle the possessive pronoun.

1. The striped cat used to be **mine**.
2. My sister said the cat is **hers**.
3. My brother wanted the cat to be **his**.
4. The neighbors said the cat is **theirs**.
5. Maybe the cat is **yours**!



Read the sentence. Write a possessive pronoun from the word box to complete it.

mine yours his hers its ours theirs

6. The boy has a bike. It is _____.
7. The boys have skateboards. The skateboards are _____.
8. The girl has a basketball. It is _____.
9. We have baseball bats. The bats are _____.
10. I have a tennis racket. This racket is _____.
11. I know you have your own table tennis paddle. Is this paddle _____?

A **pronoun** can be used to replace a noun or nouns that come earlier in a sentence.

I like **the story** because **it** is funny.

The noun and the pronoun must agree in **number** (singular or plural).

- If the noun is singular (one), the pronoun must be singular:
I, he, she, it, me, him, her
- If the noun is plural (more than one), the pronoun must be plural:
we, they, us, them
- The pronoun **you** is both singular and plural.

Read the sentence. Write the pronoun that agrees with the bold noun or nouns.

1. I am excited to be in the school **play** because _____ is about my favorite book. they it
2. I know all my **lines** because I have been practicing _____ with my brother. it them
3. The **characters** of Peter and Fudge are the best because _____ are the funniest. it they
4. When my **brother and I** read the lines, _____ laugh out loud. we he

Read the sentence. If the bold noun and pronoun agree, write **yes**.
If they do **not** agree, write the correct pronoun on the line.

5. The school **play** is tomorrow, and I am in **them**. _____
6. My **mom** made my costume because **they** can sew. _____
7. I know all my **lines** because I memorized **them**. _____
8. When the **students** see me dressed like Fudge, **she** will laugh. _____

A **pronoun** can be used to replace a noun or nouns that come earlier in a sentence.

The boy knew the answer, so **he** raised his hand.

The noun and the pronoun must agree in **gender** (he, she, it).

- If the noun is male (he), the pronoun must be male: he, him
- If the noun is female (she), the pronoun must be female: she, her
- If the noun is not male or female (it), the pronoun must be the same: it

Read the sentence. Write the pronoun that agrees with the bold noun.

1. **Janell** asked Mr. Wilson if _____ could give her oral report on Tuesday. he she

2. Mr. Wilson told **Janell** that _____ could. he she

3. **Mr. Wilson** said _____ looked forward to her report. he she

4. She will bring her rock **collection** to class and show _____ during her report. it him

Read the sentence. If the bold noun and pronoun agree, write **yes**. If they do **not** agree, write the correct pronoun on the line.

5. On Tuesday, Mr. Wilson called on **Janell** and asked **him** to start. _____

6. At first **Janell** was nervous, but then **she** felt confident. _____

7. Ari liked the rock **collection** and wanted to know more about **them**. _____

8. After **Mr. Wilson** thanked Janell, **he** told her she did a good job. _____

A **relative pronoun** is used to connect a noun in a sentence to more information about the noun.

Luis is the boy **who** loaned me a pencil.

The relative pronoun **who** connects Luis to more information about him.

The **pencil** that I am using belongs to Luis.

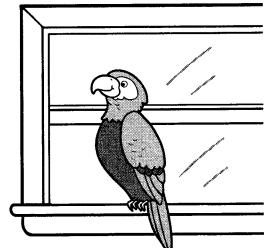
The relative pronoun **that** connects the **pencil** to more information about it. Notice how **who** and **that** are used:

who gives information about **people**

that gives information about **things and animals**

Read the sentence. Write the relative pronoun that connects the bold noun to the rest of the sentence.

1. The **house** _____ is next to mine has a new family.
who that



2. The **people** _____ live there are friendly.
who that

3. One of the **children** _____ lives there goes to my school.
who that

4. The family has a **parrot** _____ likes to sit in the window.
who that

Complete the sentence. Write **who** or **that**.

5. The bike _____ belongs to my new friend is red.

6. The girl _____ is learning to ride the bike is my friend's sister.

7. The man _____ is speaking to my dad is Mr. Kim.

8. The uniform _____ Mr. Kim is wearing is blue.

A **relative pronoun** is used in a sentence to connect a noun to more information about the noun. The part of the sentence that provides the extra information is called a **relative clause**.

Lettie is the girl who wrote a letter.

Lettie is the girl whom I saw at the store.

The relative pronouns **who** and **whom** introduce the extra information about a person. Notice how **who** and **whom** are used:

who refers to the **subject** in a relative clause

whom refers to the **object** in a relative clause

Read the sentence. Write **who** or **whom** to complete it.

1. Do you know any guests _____ are coming to Diego's party?
2. The people _____ Diego invited go to his old school.
3. I know Seth, _____ I met at soccer practice.

Read the sentence. Write the pronoun **who** or **whom** to complete it. Then write **subject** or **object** to tell the pronoun's function in the relative clause.

4. Our coach, _____ is Seth's father, is very strict. _____
5. The players _____ Coach chooses must be on time. _____
6. He also wants players _____ try hard. _____
7. Diego, _____ Seth met five years ago, lived next door. _____

A **relative pronoun** is used to connect a noun in a sentence to more information about the noun.

Trees that have needles instead of leaves grow in drier areas.

The relative pronoun **that** means that the sentence refers to only a certain type of tree. The sentence is about only these trees.

Trees, which are fun to climb, provide shade during summer.

The relative pronoun **which** means that the clause provides extra information about trees in general, not a certain type of tree.

Notice how **that** and **which** are used:

that gives information necessary to identify the subject

which gives extra information that is not necessary to identify the subject; there are commas around the extra information

Read the sentence. Write the relative pronoun that best completes it.

1. I want to buy a shirt _____ has my favorite team's logo on it.
that which
2. The team colors, _____ stand out in a crowd, are on the sleeves.
that which
3. I'll wear it to the first game of the season, _____ will be fun.
that which
4. The money _____ I earned pulling weeds will pay for the shirt.
that which

Read the sentence. Write **that** or **which** to complete it, adding commas if needed. Then explain your answer.

5. Peacocks _____ are very noisy are beautiful birds.

6. Peacocks _____ are pets must have a very large pen.

Mark the correct answer.

1. In which sentence is the relative pronoun used correctly?
 - (A) The cars who were in the race were fast.
 - (B) The woman that was talking to me is my aunt.
 - (C) The bus that we ride in the morning is noisy.
 - (D) The men and women which work at the store are helpful.
2. In which sentence is the relative pronoun **whom** used correctly?
 - (A) What is the name of the person whom called earlier?
 - (B) Is the player whom made the winning goal here?
 - (C) Go to the office to find someone whom can help.
 - (D) Mrs. Ernst is a teacher whom I admire.

Read the sentence. Write the pronoun **who** or **whom** to complete it. Then write **subject** or **object** to tell the pronoun's function.

3. The mail carrier _____ delivers our mail likes dogs. _____

4. The cousin _____ Jana wants to visit lives in India. _____

Write the relative pronoun that connects the bold noun to the rest of the sentence.

5. The **car** _____ my violin teacher drives is black.
that who

6. The **car**, _____ comes in many colors, is very popular.
that which

A **verb** is a word that tells about an action or a state of being.
The verb is the main word in the predicate.

The workers **paint** the bridge.

They **are** careful.

Read the sentence. Underline the verb or verbs.

1. Many people travel to San Francisco for a special reason.

2. They want to visit the Golden Gate Bridge.

3. Most people want to walk on the bridge and look at the water.

4. Some people drive across the bridge.

5. Other people ride their bikes or jog across the bridge.



Read the sentence. Write a word from the word box to complete it.

catches fly shouts stand wave

6. I _____ on the bridge and look at the water below.

7. I _____ to a boat going by.

8. The captain of the boat _____ hello to me.

9. Sea birds _____ over my head.

10. One bird dives into the water and _____ a fish!

A **verb** is an action word. It tells what the subject of a sentence is doing. Many action verbs name actions that we can see.

A firefighter **climbs** a ladder.

A football player **throws** a ball.

Draw a line to match each subject with a verb.

Subjects

1. pilot •
2. athlete •
3. student •
4. performer •

Verbs

- sings and dances
- flies
- competes
- studies



Read the sentence. Write a verb to complete it.

5. If you go to a restaurant, a chef will _____ your meal.
6. If you work at a zoo, you might _____ the hungry animals.
7. If your friend lives far away, you could _____ her a letter.
8. When you want to learn about history, you might _____ a book.

Write your own sentence. Use two verbs.

9. _____
- _____

An **action verb** tells what the subject in a sentence is doing. Many verbs tell about actions we can see. Some verbs tell about actions we cannot see.

Action you can see I eat my breakfast.

Action you cannot see I like my cereal.

Read the sentence. Circle the subject.

Then write the verb on the line.

1. Now Danica understands the math problems.

2. I wonder about life on other planets.

3. My grandparents prefer the weather in Texas.

4. My mom realized the solution to the problem.

5. She remembers the name of the book.

6. Uncle Seth recognized me in my costume.

7. I know the name of every state in America.

8. My brother wished for a miniature pony.

9. The family next door wants a new car.

10. Many people in my community love animals.

Write your own sentence. Use a verb that tells about action you cannot see.

11. _____

A **linking verb** is used to link, or join, a subject and a noun in a sentence.

Subject	Linking Verb	Noun
Benjamin Franklin	was	an inventor.

Linking verbs also link a subject with an adjective.

Subject	Linking Verb	Adjective
His experiments	were	famous.

Linking verbs include forms of the verb **to be**:

am is are was were

Here are some other linking verbs:

seem appear look become sound feel grow taste remain stay

Read the sentence. Underline the linking verb.

1. The sky looks dark.
2. The air now feels colder.
3. The clouds appear black.
4. The thunder sounds loud.
5. Yet we remain calm.



Read the sentence. Underline the verb. Then circle action verb or linking verb.

6. Our vacation was exciting.	action verb	linking verb
7. We hiked in the mountains.	action verb	linking verb
8. My sister and I saw a bear.	action verb	linking verb
9. The bear was a cub.	action verb	linking verb
10. The little bear seemed hungry.	action verb	linking verb

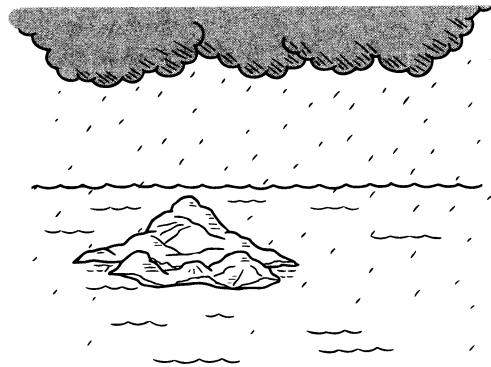
A **helping verb** helps the main verb in a sentence show time or tell more about the action. Helping verbs are placed before the main verb to form a verb phrase. Here are some helping verbs:

am is are was were will
have has had do does did

Subject	Helping Verb	Main Verb
Rain	is	falling from the sky.
Snow	will	fall later this week.

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

1. Water from our oceans and rivers is rising into the sky.
2. The water has formed clouds.
3. The clouds will rain on us.
4. The oceans and rivers are collecting much of the rain.



Read the sentence. Write a helping verb from the word box to complete it.

are do does have will

5. We _____ been using our water carefully.
6. When it _____ not rain, plants _____ not grow.
7. Inventors _____ trying to find ways to use less water.
8. If we save our water, we _____ have water in the future.

A **modal auxiliary verb** is a type of helping verb. It gives additional information about the main verb in a sentence. It tells how likely or necessary something is. A modal auxiliary verb always comes before the main verb.

Modal Auxiliary

Verbs

Shades of Meaning

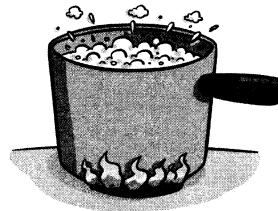
Examples

can	will	very likely
would	could	likely
may	might	somewhat likely
must	have to	very necessary
should	ought to	somewhat necessary

She can come over today.
She would visit more if she lived closer.
She might return tomorrow.
You must brush your teeth.
We should go to the dentist every year.

Read the sentence. Circle the modal auxiliary verb.
Underline the main verb.

1. My grandmother can visit tomorrow.
2. We ought to cook a special lunch for Grandma.
3. I might help Dad in the kitchen.
4. We must remember Grandma's favorite soup recipe.



Read the sentence. Underline the modal auxiliary. Then write a different modal auxiliary to change the meaning as shown.

5. Dad could go to the store on Friday or Saturday.

more possible:

Dad _____ go to the store on Friday or Saturday.

6. We must clean the house before Grandma arrives.

less necessary:

We _____ clean the house before Grandma arrives.

A **modal auxiliary verb** gives additional information about the main verb in a sentence. A modal auxiliary verb can change the meaning of a sentence. Modal auxiliary verbs express shades of meaning in different categories.

Sentence without a modal auxiliary verb We are going outside.

Sentence with a modal auxiliary verb We **have to** go outside.

The modal auxiliary verb **have to** shows that going outside is a requirement.

Modal Auxiliary Verbs			Category
can	would	could	ability
will	might	may	possibility
must	have to		requirement
should	ought to		suggestion
may			permission

Complete the sentence with a modal auxiliary verb from the category given.

1. Before you wash the dog, you _____ change your clothes.
suggestion
2. If you want to be a chef, you _____ know how to cook.
requirement
3. If you are careful, you _____ hold the baby bunny.
permission
4. Dad said that he _____ drive me to soccer practice.
ability
5. My family _____ visit the Grand Canyon next summer.
possibility

Write a sentence. Use two modal auxiliary verbs from the rule box.

6. _____

A modal auxiliary verb gives additional information about the main verb in a sentence. A modal auxiliary verb can change the meaning of a sentence.

Read the sentence. Write the modal auxiliary verb that best completes it.

1. If you want to be a good swimmer, you _____ practice often.
might should
2. An Olympic swimmer _____ work hard to win a gold medal.
must should
3. If you like to swim, you _____ also learn to dive.
could have to
4. A good diver _____ flip and spin in the air.
ought to can
5. If I practice, I _____ compete in the Olympics someday.
must might

Write a sentence. Use the modal auxiliary verb given in parentheses.

6. (may) _____

7. (ought to) _____

Imagine that you discover that someone is copying your answers on a test. Complete these sentences to explain what you would do.

8. I could _____.
9. I would _____.
10. I should _____.

Mark the correct answer.

1. Modal auxiliary verbs _____.

- (A) do not come before the main verb
- (B) do not change the meaning of the main verb
- (C) make the sentence grammatically correct
- (D) can tell how likely or necessary something is

2. Which sentence shows that the action is the most possible?

- (A) Brandon may study in the library.
- (B) Barbara might study in the library.
- (C) Yousef will study in the library.
- (D) Yazmin would study in the library.

3. Which modal auxiliary verb is used to express permission?

- (A) might
- (B) may
- (C) will
- (D) can

Read the sentence. Complete it with a modal auxiliary verb from the category given.

4. If you want to do well on the spelling test, you _____ study the words.
suggestion

5. If you want healthy teeth, you _____ brush and floss regularly.
requirement

Write a sentence using the modal auxiliary verb given.

6. (might) _____

7. (can) _____

Verbs have special forms called tenses. **Simple verb tenses** tell when an action takes place: the past, the present, or the future.

Simple past tense My brother **watched** me play baseball.
(already happened)

Simple present tense My brother **watches** me swing the bat.
(is happening now)

Simple future tense My brother **will help** me practice.
(is going to happen)

Read the sentence. Underline the verb or verb phrase.
Circle **past**, **present**, or **future** to name the verb tense.

1. Last year, I <u>played</u> soccer.	past	present	future
2. My team <u>won</u> many games.	past	present	future
3. Now I <u>play</u> baseball.	past	present	future
4. I <u>practice</u> every day after school.	past	present	future
5. I <u>will practice</u> hard.	past	present	future
6. Yesterday we <u>played</u> our first baseball game.	past	present	future
7. Tomorrow we <u>will play</u> our second game.	past	present	future
8. Today Mom <u>washes</u> my uniform.	past	present	future
9. We <u>buy</u> snacks for the team.	past	present	future
10. Tonight I <u>will dream</u> about a home run.	past	present	future
11. I <u>enjoyed</u> soccer last year.	past	present	future
12. This year, I <u>enjoy</u> baseball even more.	past	present	future

A **present tense verb** tells that something is happening now or happens regularly.

Is happening now I see a pile of leaves in the yard.

Happens regularly The leaves fall from the trees every year.

Read the pair of sentences. Underline the sentence that is in the present tense.

1. I will eat dinner soon. I am very hungry.
2. Later I will help Mom in the kitchen. She is happy when I help her.
3. Dad mows the lawn. Last week, he mowed the lawn on Sunday.
4. Dad needs help with the yard. My brother and I will help Dad.
5. My brother dislikes cleaning the fish tank. He will sweep the floors first.
6. He finally cleaned the tank. The fish are happy with their clean glass!



Read the sentence. Complete the sentence with a present tense verb from the word box. Circle **now** or **regularly** to tell when the action happens.

hide gobble watch swims

7. I _____ the striped fish swim in the tank. now regularly
8. Most fish _____ in the plants or under rocks. now regularly
9. They always _____ their food quickly. now regularly
10. Now the striped fish _____ to the surface to eat. now regularly

Action verbs and linking verbs can be in the present tense.

Present tense action verb The parents **visit** the classroom.

Present tense linking verb The visitors **seem** happy.

Read the sentence. Underline the present tense verb.

Write **action** or **linking** on the line to tell what kind of verb it is.

1. My aunt is a police officer. _____
2. She protects the community. _____
3. Her son reads books about police dogs. _____
4. My aunt speaks to students at schools. _____
5. Sometimes she brings her police dog to class. _____

Read the sentence. Complete the sentence with a present tense verb or verbs from the box.

are assists drive feel is see ride walk

6. Police officers in some cities _____ horses or _____.
7. Most police officers _____ cars.
8. Sometimes you might _____ a police dog in a car.
9. This _____ a special dog with an important job.
10. The police dog _____ the police officer.
11. Police dogs _____ very loyal and intelligent.
12. Police officers _____ proud of their dogs.



A past tense verb tells that something happened in the past and is no longer happening.

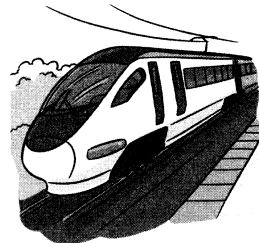
My grandparents **lived** on a farm.

My grandfather **worked** in the fields.

He **was** a farmer.

Read the pair of sentences. Underline the sentence that is in the past tense. Circle the past tense verb.

1. I **watch** TV on my laptop. My grandfather **listened** to the radio.
2. I **saw** a show about train travel. My family usually flies in an airplane.
3. My grandmother told me about a boat trip. That sounds like fun, too.
4. I want to travel for a living someday. I **fell** asleep dreaming about it.
5. I announced my plan the next day. Someday I will take tourists to the moon!



Write three sentences about something you have done or somewhere you have been. Use a past tense verb in each sentence.

6. _____

7. _____

8. _____

The **past tense** of most **regular verbs** is formed by adding **ed** to the verb.

We learned to speak French.

We visited France.

Write the past tense of the regular verb.

1. enjoy _____

5. gather _____

2. earn _____

6. climb _____

3. listen _____

7. discover _____

4. follow _____

8. pour _____

Read the sentence. Rewrite the sentence, using a verb in the past tense.

9. The mother robin collects grass for a nest.

10. She searches for loose bark.

11. She mixes moss and mud.

12. She carefully forms the nest.

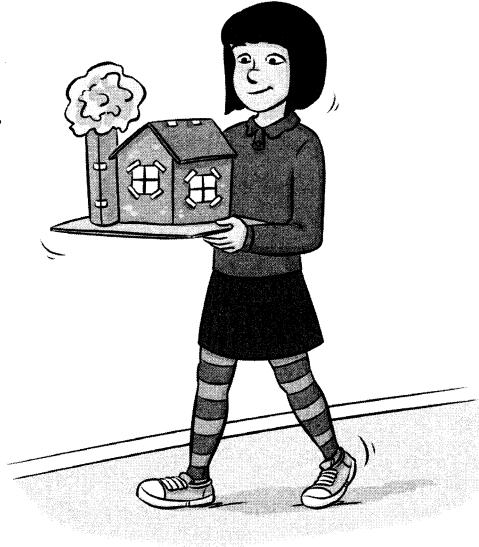


Some **regular verbs** in the **past tense** require spelling changes before adding **ed**.

- Words ending in silent **e**: Drop the **e** and add **ed**.
smile → smiled race → raced save → saved
- Words ending in a consonant and **y**: Change the **y** to **i** and add **ed**.
dry → dried hurry → hurried study → studied
- Words ending in a short vowel and a single consonant:
Double the final consonant and add **ed**.
mop → mopped slip → slipped shop → shopped

Read the sentence. Complete it with the past tense form of the verb in parentheses.

1. Mika _____ her art project to class.
(carry)
2. She _____ to show the project to her teacher.
(plan)
3. She _____ she would not drop the project.
(hope)
4. Mika _____ to walk carefully.
(try)
5. She _____ very slowly.
(move)
6. Suddenly, two students _____ by her.
(race)
7. Mika _____ that her project would fall.
(worry)
8. The students _____ and helped Mika carry the project to class.
(stop)



Irregular verbs are verbs that do not follow a spelling pattern in the past tense. You must practice these verbs and remember how to spell them.

Present tense The wind **blows**. A branch **breaks** off.

Past tense The wind **blew**. A branch **broke** off.

Read the sentence. Complete it with the past tense verb that is spelled correctly.

1. Yesterday I _____ interesting things.
seed saw

2. I _____ to the window and looked outside.
runned ran

3. A deer _____ in our yard.
stood standed

4. A duck _____ in the pond.
swimmed swam

5. A goose _____ into the tree.
flew flied

6. An apple _____ from the tree.
falled fell

7. The deer _____ the apple.
ate eated

8. Then the deer _____ water from the pond.
drinkded drank



Irregular verbs are verbs that do not follow a spelling pattern in the past tense. You must practice these verbs and remember how to spell them.

Present tense We **buy** food for our dog.

We **go** to the pet store every week.

Past tense We **bought** food for our dog.

We **went** to the pet store last week.

Write the past tense of the regular verb.

1. do _____

9. see _____

2. get _____

10. speak _____

3. have _____

11. make _____

4. know _____

12. leave _____

5. bring _____

13. write _____

6. find _____

14. tell _____

7. give _____

15. wear _____

8. keep _____

16. take _____

Write four sentences. Use a different irregular past tense verb in each sentence.

17. _____

18. _____

19. _____

20. _____

A **future tense verb** tells that something will happen sometime in the future. The verb can tell about an action or a state of being. The helping verb **will** is used with the main verb to form the future tense.

I **ride** my bike to school.

I **will ride** my bike to school.

Read the sentence. Complete it with the future tense form of the verb in parentheses.



1. Someday, I _____ an astronaut.
(be)
2. I _____ to space and explore a new planet.
(fly)
3. I think people _____ in space one day.
(live)

Read the sentence. Rewrite the sentence, using a verb in the future tense.

4. The space rocket carries the astronaut into space.

5. Powerful engines lift the rocket off the ground.

6. The rocket stays in space for two weeks.

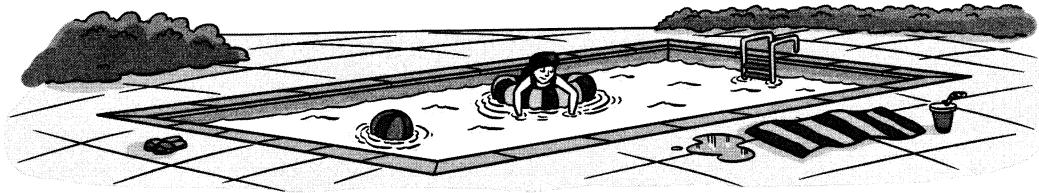
7. The astronaut studies Earth and the stars.

A **future tense verb** tells that something will happen sometime in the future. The verb can tell about an action or a state of being. The helping verb **will** is used with the main verb to form the future tense.

My family and I **will have** a good time. We **will have** fun. I **will send** you a card.

Read the sentence. Complete it with a future tense verb.

1. My family _____ on a plane to Chicago.
2. My aunt and uncle _____ my family to the hotel.
3. My sister and I _____ in big brass beds.
4. My aunt said we _____ at the mall on Saturday.
5. My uncle and I _____ a baseball game on Sunday.
6. Maybe we _____ at a restaurant after the game.
7. Before we leave Chicago, I _____ in the hotel pool!



Write two sentences about what you will do on Saturday. Use a future tense verb in each sentence.

8. _____
9. _____

Simple verb tenses tell the reader when an action happens: present, past, or future. Verbs that are in a **progressive tense** are used to tell about continuous, or ongoing, actions. The **present progressive tense** tells that an action is happening for an ongoing period of time.

Simple Present Tense

I **walk** to school alone.
Tom **walks** to school with friends.

Present Progressive Tense

I **am walking** there now.
He **is walking** very quickly.

Rewrite the phrase using the present progressive form of the verb. Remember to use the helping verb **am**, **is**, or **are**.

Simple Present Tense

1. I speak _____

2. you study _____

3. she travels _____

4. we listen _____

Present Progressive Tense

Read the sentence. Write the present progressive form of the verb in parentheses.

5. Today we _____ with our grandpa. (visit)

6. Grandpa _____ us stories about his life. (tell)

7. He _____ us pictures of the house where he grew up. (show)

8. I _____ a lot about my grandpa. (learn)

Write a sentence in the present progressive tense.

9. _____

Verbs that are in a **progressive tense** are used to tell about continuous, or ongoing, actions. The **past progressive tense** tells that an action was happening for an ongoing period of time.

Simple Past Tense

Marta **talked** to her sister.
They **talked** a long time.

Past Progressive Tense

She **was talking** about the picnic.
They **were talking** when Dad came home.

Rewrite the phrase using the past progressive form of the verb.
Remember to use the helping verb **was** or **were**.

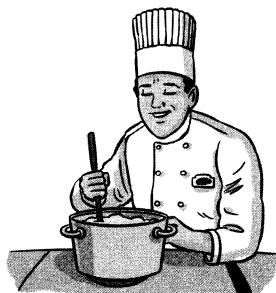
Simple Past Tense

1. they prepared _____
2. he enjoyed _____
3. you practiced _____
4. she volunteered _____

Past Progressive Tense

Read the sentence. Write the past progressive form of the verb in parentheses.

5. Last year, my parents _____ at a restaurant. (work)
6. They _____ the chef prepare meals. (help)
7. My mom _____ the chef cook. (watch)
8. She _____ to be a chef. (learn)



Write a sentence in the past progressive tense.

9. _____

Verbs that are in a **progressive tense** are used to tell about continuous, or ongoing, actions. The **future progressive tense** tells that an action will be happening for an ongoing period of time.

Simple Future TenseYou **will** write your first draft today.**Future Progressive Tense**You **will be writing** your final draft next week.

Rewrite the phrase using the future progressive form of the verb. Remember to use the helping verb **will be**.

Simple Future Tense**Future Progressive Tense**

1. you dig _____
2. they watch _____
3. I select _____
4. it gathers _____

Read the sentence. Write the future progressive form of the verb in parentheses.

5. Next month, Mom and I _____ a garden. (plant)
6. We _____ vegetables in our garden. (grow)
7. I _____ the garden every day. (water)
8. Soon my family _____ fresh vegetables. (eat)

Write a sentence in the future progressive tense.

9. _____

Mark the correct answer.

1. What does a progressive verb tense tell about?
Ⓐ a continuous action
Ⓑ a completed action
Ⓒ a helpful action
Ⓓ a simple action
2. Which one uses the present progressive verb tense in the correct form?
Ⓐ Pasha is work on his homework.
Ⓑ He trying to figure out the math problem.
Ⓒ He is looking at sample problems in his book.
Ⓓ The problems are get easier the more he practices.

Read the sentence. Complete it with a progressive tense of the verb in parentheses.

3. Last week while I _____ the chickens, I twisted my ankle. (feed)
4. I _____ an interesting book, so please don't interrupt me. (read)

Write a sentence with the verb **play** using the tense given in parentheses.

5. (past progressive) _____

6. (present progressive) _____

7. (future progressive) _____

Use the correct **verb tense** to tell when an action happens.

Simple Verb Tenses

Simple present	happening now	He paints the house.
Simple past	already happened	He painted the house.
Simple future	will happen	He will paint the house.

Progressive Verb Tenses

Present progressive	is happening now	He is painting the house.
Past progressive	was happening	He was painting the house.
Future progressive	will be happening	He will be painting the house.

Read the sentence. Write its verb tense.

Then write a new sentence in the same tense.

1. Our neighbor will be selling his house.

2. Last week, he painted his house.

3. He was painting the house yellow.

4. Today he is cleaning the windows.

5. A nice family will buy the house soon.

Use consistent **verb tense** when you are writing. If you begin writing in the past tense, continue to use the past tense. Do not switch to the present or future tense.

Incorrect

I **ran** around the bases. I **run** fast.
The team **cheered** and **shouts**, “Hooray!”

Correct

I **ran** around the bases. I **ran** fast.
The team **cheered** and **shouted**, “Hooray!”

Read the first sentence. Notice the verb tense. Complete the second sentence with the correct form of the verb in parentheses. Make sure the tenses in the sentences agree.

1. I am dressing for the baseball game. I _____ my shirt.
(button)
2. Maya ate a snack this afternoon. She _____ a glass of water, too.
(drink)
3. Mr. Sia will be leaving work soon. He _____ home to his family.
(drive)
4. Our concert begins in one hour. I _____ a little nervous.
(feel)

Read the sentence. Write another sentence using the same verb tense.

5. I like dogs.

6. Jessie will watch the team warm up.

7. Dad is running late today.

A verb **must agree** in number with its subject. If the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural.

- If the subject is singular, add **s** or **es** to the verb.

The **dog** runs. The **boy** catches the dog.

- If the subject is plural, do not add an ending to the verb.

The **dogs** run. The **boys** catch the dog.

- If the subject is **I** or **you**, do not add an ending to the verb.

I run. **You** catch the dog.

Read the sentence. Underline the subject. Circle **singular** or **plural**. Then write the correct form of the verb in parentheses. Make sure the subject and verb agree.

1. The children _____ in the park. singular plural
(play)
2. I _____ the children play. singular plural
(watch)
3. Two boys _____ a race. singular plural
(run)
4. A dog _____ the boys. singular plural
(chase)
5. One boy _____ into a mud puddle. singular plural
(step)
6. The boy and the dog _____ in the mud. singular plural
(roll)
7. My father _____ my name. singular plural
(call)
8. I _____ to the picnic table. singular plural
(walk)
9. My family and I _____ a picnic lunch. singular plural
(eat)

A **verb must agree** in number with its subject. This is true for regular and irregular verbs. The most common irregular verbs are **to be** and **to have**.

to be		to have	
subject	verb	subject	verb
I	am	I	have
you	are	you	have
she/he/it	is	she/he/it	has
we	are	we	have
they	are	they	have

Read the sentence. Complete it with the correct form of the verb **to be**.

1. My family is from Idaho, but we _____ moving to Florida this summer.
2. My teacher told me that she _____ from Florida.
3. She has two brothers, and they _____ also teachers.
4. One of her brothers teaches English, and he _____ also a coach.
5. She said that Florida is warm and that I _____ going to like living near the beach.
6. I am sad to leave Idaho, but I know I _____ going to like my new home.

Read the sentence. Complete it with the correct form of the verb **to have**.

7. My family moved to Florida, and now we _____ a new home.
8. I _____ a new school and new friends.
9. One of my new friends _____ a treehouse.
10. There is a family with children next door, and they _____ a swimming pool.
11. The girl is my age, and she _____ a puppy.

An **adverb** is a word that can be used to modify, or describe, a verb. An adverb can tell **how**, **when**, or **where**.

How Rosa writes her name **neatly** on her paper.

When After she writes her name, she starts the assignment.

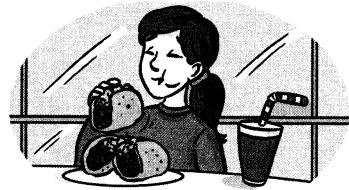
Where She works until it is time to go **outside**.

Read the sentence. Circle the adverb that describes the underlined verb.

1. Rosa eats her lunch slowly.

2. The bell will ring soon.

3. When lunch is over, Rosa will go inside.



Read the sentence. Complete it with a word from the word box that describes the underlined verb.

closely tomorrow silently often soon today afterward

4. _____ my class is reading stories to the first-graders.

5. The older students _____ help the younger students.

6. The first-graders are sitting _____ in their seats.

7. The children listen _____ to the stories.

8. _____ the children look at pictures of animals.

9. The bell will ring _____.

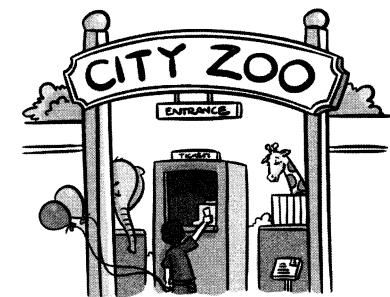
10. _____ we will read to the kindergarten class.

Many **adverbs** end in **ly**. Adverbs that end in **ly** often tell **how**.

A cheetah runs **swiftly**.

Read the sentence. Circle the verb. Underline the adverb that describes the verb.

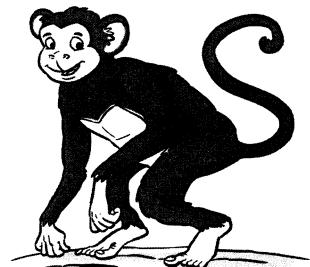
1. We stand quietly at the entrance to the zoo.
2. We wait patiently for 10:00.
3. A man kindly welcomes us to the zoo.
4. We quickly enter the gates.



Read the sentence. Complete it with an adverb from the word box.

Word Box: gently easily silently suddenly quickly loudly

5. We hear a monkey screeching _____.
6. We walk _____ to the monkey exhibit.
7. We see a monkey swinging _____ from tree to tree.
8. We _____ watch the younger monkeys play games.
9. One of the monkeys _____ runs to its mother.
10. The mother monkey _____ hugs her baby.



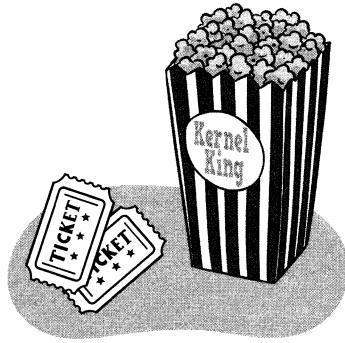
Some **adverbs** do not end in **ly**. These adverbs often tell **when** or **where** something happens.

When Let's go to the movie theater later.

Where Fewer people will be **there**.

Read the sentence. Circle the adverb that describes the underlined verb.

1. My friend and his mom are at the theater standing outside.
2. It is time for us to go inside.
3. We buy a snack beforehand.
4. Then we find three seats in the back row.
5. Now we are waiting for the movie to begin.
6. We hope the movie will begin soon.



Read the sentence. Circle the adverb. Then circle **how**, **when**, or **where** to show what the adverb tells about the underlined verb.

7. The movie I <u>saw</u> yesterday was funny.	how	when	where
8. It was about an octopus that <u>hides</u> everywhere.	how	when	where
9. I <u>laughed</u> loudly.	how	when	where
10. Today I <u>told</u> my class about the movie.	how	when	where
11. Everyone <u>listened</u> closely.	how	when	where
12. Afterward we <u>drew</u> pictures of the funny octopus.	how	when	where

Some **adverbs** modify, or describe, adjectives. These adverbs can tell **to what degree**.

even fairly quite rarely rather slightly too very

The weather was **very** cool this morning. Now it is **quite** hot outside.

Read the sentence. Circle the adverb that describes the underlined adjective.

1. It is too hot outside to play sports.
2. The sun feels very warm on my skin.
3. I feel rather uncomfortable in this uniform.
4. This glass of lemonade is quite refreshing.
5. The lemonade is fairly cold.



Read the sentence. Complete it with an adverb from the rule box.

6. I'm _____ sad that our soccer game was canceled.
7. Our coach said that it is _____ hot to play a game in this heat.
8. It is _____ hot enough to cancel a game.
9. It may be _____ hotter tomorrow!
10. Water helps your body stay _____ cool in blazing weather.
11. It is _____ cooler under this tree.
12. This water is _____ refreshing.

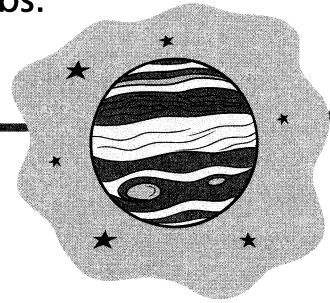
Adverbs can be used to compare. **Comparative adverbs** compare how two verbs do something. To form a comparative adverb, add **er** to most one-syllable adverbs.

I hiked to the top of the hill **faster** than my friend.

Superlative adverbs compare three or more verbs. To form a superlative adverb, add **est** to most one-syllable adverbs.

I hiked the **fastest** of anyone in my group.

Complete the sentence with an adverb that compares.
Add **er** or **est** to the word in parentheses.



1. Earth is _____ to the sun than it is to Jupiter.
(close)
2. Jupiter spins the _____ of all the planets.
(fast)
3. Neptune revolves around the sun the _____ of the eight planets.
(slow)
4. Scientists have found stars that shine _____ than the sun.
(bright)
5. The New Horizons spacecraft has traveled the _____ to explore space.
(far)

Write a sentence that compares animals. Use one pair of adverbs in the sentence.

smaller smallest faster fastest

6. _____

Comparative adverbs compare how two verbs do something.

The comparative form of an adverb that has two or more syllables uses the word **more**.

I visit the aquarium **more frequently** than the zoo.

Superlative adverbs compare three or more verbs. The superlative form of an adverb that has two or more syllables uses the word **most**.

I visit the sea otters the **most often** of all the creatures in the aquarium.

Read the sentence. Underline the comparative or superlative adverb.

Write **comparative** or **superlative**.

1. Sea lions bark more loudly than seals. _____

2. Seals swim more easily than sea lions. _____

3. Seals swim the most quickly of all the animals. _____

4. Sea otters eat fish more rarely than seals. _____

5. Sea otters seem to play the most joyfully of all. _____

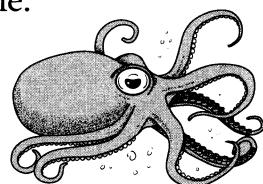
Read the sentence. Complete it with a comparative or superlative form of the adverb in parentheses.

6. I can see the giant kelp the _____ of all the plants in the tank.
(clearly)

7. The sea dragons hide _____ than the sharks.
(easily)

8. A seahorse seems to move _____ than a sea turtle.
(gracefully)

9. The sunfish swims _____ than the tuna.
(slowly)



10. The parrotfish is the _____ colored creature in the tank.
(brightly)

Negatives are words that mean **no** or **not**.

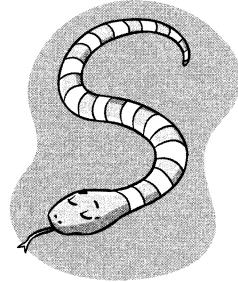
I can **never** find my socks.

Here are some negatives:

no not never nowhere

Read the sentence. Circle the negative word in the sentence.

1. My pet snake is **nowhere** in sight.
2. I am **no** closer to being able to find it.
3. I **never** leave its cage open.
4. Mom **will not** be happy when she hears about this.



Read the sentence. Complete it with a negative from the word box.
You may use each word more than once.

no not never nowhere

5. I _____ get to sit in the front seat.
6. I do _____ think it's fair.
7. It's _____ secret that I don't like the back seat.
8. There's _____ to put my water bottle.
9. I do _____ think my brother will ever sit in the back.
10. Some things _____ change.

A **relative adverb** is used to give more information about a sentence. A relative adverb introduces the group of words, or clause, that gives the additional information.

Dad came home when he got some good news.

The clause gives information about **what time** Dad came home.

Relative Adverb	Tells About	Example
where	place	Let's eat dinner <u>where</u> they serve pizza.
when	time	We'll go <u>when</u> Mom comes home.
why	reason	Dad will tell her <u>why</u> we are celebrating.

Read the sentence. Complete the sentence with a relative adverb.

1. I used to live _____ the shopping mall is now.
2. The city bought our whole street _____ the city was growing.
3. I don't understand _____ they didn't build the mall on the vacant lot.

Read the sentence. Circle the relative adverb.

Underline the clause it introduces.

4. Were you going to play basketball when I saw you?
5. I cannot imagine why people stay indoors on such a nice day.
6. I can play when I finish my homework.
7. Meet me where the path crosses the park.
8. Do you know why the playground is locked?
9. Let's play where there is more space.



A **relative adverb** is used to give more information about a sentence. A relative adverb introduces the clause that gives the additional information.

I imagine life was very different when the United States wasn't a country yet.

The clause tells the time when life was very different.

Relative Adverb	Tells About
where	place
when	time
why	reason

Read the sentence. Underline the relative adverb and the clause it introduces. Then explain what the clause gives information about.

1. I want to visit the place where the Declaration of Independence was signed.

The clause tells _____.

2. The city looked very different when it was signed.

The clause tells _____.

3. I wonder why the Liberty Bell is cracked.

The clause tells _____.

4. It must have been scary when the Revolutionary War was being fought.

The clause tells _____.

5. The house where Paul Revere lived is now a national historic landmark.

The clause tells _____.

6. The year when the war ended, the Treaty of Paris was signed.

The clause tells _____.

A **relative adverb** introduces a group of words, or clause, that gives additional information. A relative adverb can join clauses in a sentence or join two separate sentences.

Aunt Bonnie goes to the library. She works at a library.

Aunt Bonnie goes to the library where she works.

Read the pair of sentences. Decide if they tell about a **place**, **time**, or **reason**. Use the appropriate relative adverb to rewrite the sentences as one sentence.

1. Mr. Thoma will give me my test score. I will see him tomorrow.

2. People like to travel. I know why.

3. Nandita wants to go to the zoo. She wants to see the new panda.

Write your own sentence using a relative adverb.

4. _____

5. _____

Mark the correct answer.

1. Why are relative adverbs used in sentences?
Ⓐ They tell the order that things happen.
Ⓑ They give more information about a sentence.
Ⓒ They change the meaning of the verb.
Ⓓ They make incomplete sentences complete.

2. In which sentence is the correct relative adverb used?
Ⓐ I go to the pet store why I ran out of pet food.
Ⓑ I wonder when my dog likes smelly dog food so much.
Ⓒ I like to be at the store where they open in the morning.
Ⓓ I found this lost puppy where I usually buy dog food.

Read the sentence. Complete it with a relative adverb.

3. I understand _____ it's important to drink water.

4. I like to sit _____ I can watch the airplanes take off and land.

5. I know it is time to go inside _____ Mom or Dad calls my name.

Rewrite the sentences to form one sentence. Use a relative adverb.

6. I call my dog's name. It's time to give him a bath.

Write your own sentence. Use the relative adverb **when**.

7. _____

A **preposition** is used to tell how a noun or pronoun is related to another word or words in a sentence. A preposition usually comes before the noun or pronoun.

I ride **on** the bus. I place my backpack **under** the seat.
My backpack rolls **toward** me.

These are some prepositions:

above to along around at behind beside with for from
inside in near across by through over toward off

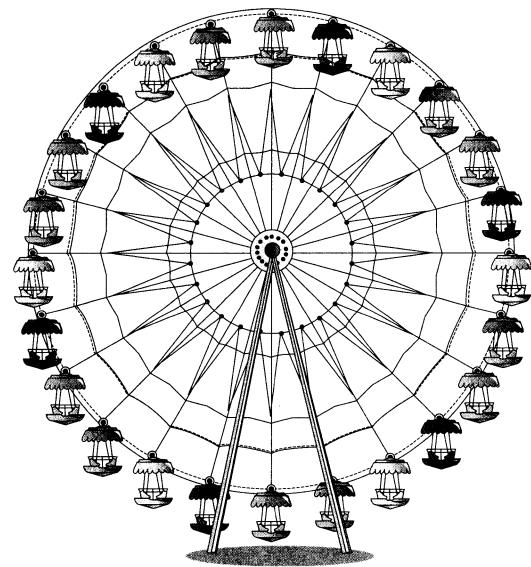
Read the sentence. Complete it with a preposition from the word box.

through at above around to

1. My class is going _____ the amusement park today.
2. A flag is flying high _____ the amusement park.
3. I can see the flag _____ the window of the bus.
4. We finally arrive _____ the park.
5. First we walk _____ the park.

Read the sentence. Underline the preposition.

6. We are walking toward the Ferris wheel.
7. Kate is seated inside her car.
8. My friend is sitting beside me.
9. I pull the lap bar down and click it in place.
10. My friend and I wave with our arms.



A **prepositional phrase** is a group of words that tells how a noun or pronoun is related to another word or words in a sentence.

A prepositional phrase begins with a preposition and ends with a noun or a pronoun. The noun or pronoun is the **object of the preposition**.

My teacher smiled when I stood **on the surfboard**.

I smiled and waved **to her**.

Read the sentence. Complete it with a prepositional phrase from the word box.

into the waves for a visit along the beach near the ocean with mud

1. My friend's family lives in a city _____.
2. My friend invited me _____.
3. We woke up early and ran _____.
4. Our feet were covered _____.
5. We jumped _____.

Read the sentence. Underline the prepositional phrase. Circle the object of the preposition.

6. Today I went for a surfing lesson.
7. At first it was hard to stand up on the surfboard.
8. The teacher showed me how to surf under a wave.
9. It was like moving through a tunnel.



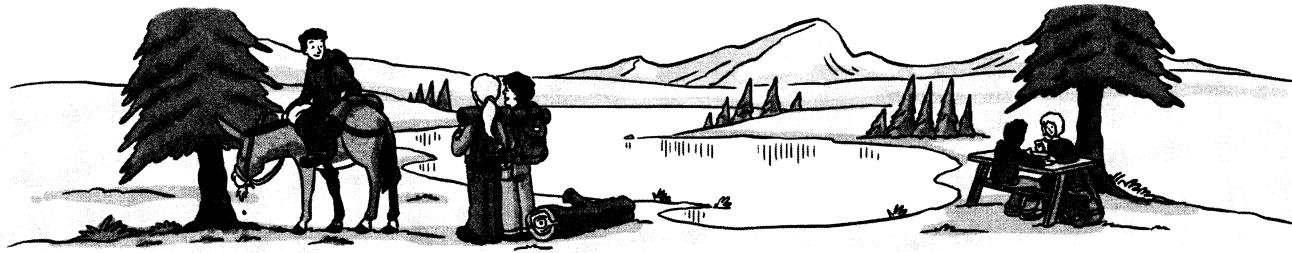
A prepositional phrase is a group of words that tells how a noun or pronoun is related to another word or words in a sentence.

A prepositional phrase begins with a preposition and ends with a noun or a pronoun. The noun or pronoun is the **object of the preposition**.

The students stand **in** a straight line.

Complete the sentence, adding a prepositional phrase.
Then circle the object of the preposition.

1. A girl peeks _____.
2. A boy dives _____.
3. The eagle soars _____.
4. The women hiked _____.
5. Fish swim _____.



Write a sentence using a prepositional phrase.
Then circle the object of the preposition.

6. _____

A **prepositional phrase** is a group of words that tells how a noun or pronoun is related to another word or words in a sentence.

Prepositional phrases can be used to describe **verbs**.

I placed my project **on the desk**.

I completed my project **at home**.

Read the sentence. Underline the prepositional phrase in the sentence. Circle the verb it describes.

1. My teacher wrote the lesson **on the board**.
2. We **read** page ten in our history books.
3. We **printed** maps from the Internet.
4. We **labeled** the states with their names.
5. I **worked** on my project all day.
6. I **looked** for construction paper.
7. I drew Canada above the United States.
8. I drew Mexico below the United States.
9. I **colored** the Pacific Ocean beside the United States.
10. The United States lies between two oceans.



Write two sentences using prepositional phrases to describe verbs.

11. _____

12. _____

A prepositional phrase is a group of words that tells how a noun or pronoun is related to another word or words in a sentence.

Prepositional phrases can be used to describe verbs. These prepositional phrases can tell **where** or **when**.

I placed a book **on the table**. I read **before dinner**.

Read the sentence. Complete it with a preposition from the word box. Write **where** or **when** to show what it tells.

above	before	between	beside	on
at	under	during	after	onto

1. I found a quarter _____ the car seats. _____
2. I like to brush my teeth _____ breakfast. _____
3. The store closes _____ nine o'clock. _____
4. There is a picture _____ my bed. _____
5. Please don't talk _____ the movie. _____
6. There is a squirrel _____ the roof. _____
7. You can sit _____ me on the couch. _____
8. The bird flew _____ the top of Mom's car. _____
9. My dog crawled _____ the fence. _____
10. Sometimes we have dessert _____ dinner. _____



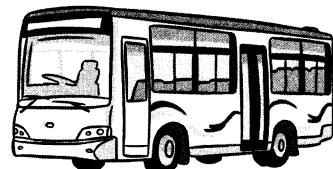
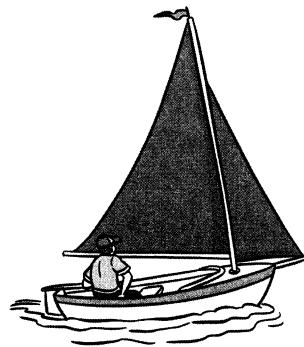
A **prepositional phrase** is a group of words that tells how a noun or pronoun is related to another word or words in a sentence.

Prepositional phrases can be used to describe **nouns**.

The car **with the red stripes** is fast.

Read the sentence. Underline the prepositional phrase in the sentence. Circle the noun it describes.

1. The ship **beneath the water** is a submarine.
2. A ship **with a sail** is a sailboat.
3. A train **on the tracks** is noisy.
4. The roller coaster **at the amusement park** is a fun ride.
5. A jet **above the clouds** flies fast.
6. The hot-air balloon **in the sky** rises slowly.
7. The driver **behind us** is honking his horn.
8. The bus **beside our car** carries many people.
9. The farmer **near the tractor** is feeding the horse.
10. The tractor **by the fence** is old.



Write a sentence with a prepositional phrase.

11. _____

12. _____

Mark the correct answer.

1. Which sentence has the prepositional phrase underlined?

- (A) The seahorse wraps its tail around a plant.
- (B) It lets go and moves through the water.
- (C) It grabs onto another seahorse's tail.
- (D) They swim together to another plant.

Read the sentence. Rewrite it, adding a prepositional phrase.

2. I hit the ball.

3. I watched a movie.

4. I practice soccer.

Write a sentence with a prepositional phrase.

5. _____

6. _____

A sentence is a group of words that expresses a complete thought. A **declarative** sentence makes a statement, or “declares” something. It ends with a period.

I like to read biographies.

Biographies tell about interesting and important people.

Read the question. Write a declarative sentence.

1. What is your favorite animal?

2. What sport do you like to play or watch?

3. What is one of your favorite foods?

4. What is your favorite season of the year?

Read the topic. Write a declarative sentence.

5. (your favorite school subject) _____

6. (why you like that subject) _____

An **interrogative sentence** asks a question. It ends with a question mark.

What is a famous symbol of freedom?

Have you ever visited the Statue of Liberty?

Many questions begin with one of these words:

Who What Where When Why How

Read the answer. Then write an interrogative sentence.

1. Question: _____

Answer: The Statue of Liberty is located on Liberty Island in New York.

2. Question: _____

Answer: The address of the statue is Liberty Island, New York, NY 10004.

3. Question: _____

Answer: The Statue of Liberty was a gift from the people of France.

4. Question: _____

Answer: It took nine years for workers to build the statue.

Read the topic. Write an interrogative sentence about the topic.

5. (the sun) _____

6. (the ocean) _____

7. (Mars) _____

8. (astronauts) _____

An **exclamatory sentence** expresses a strong feeling. It ends with an exclamation point.

We are flying all the way to Florida! I can't wait!

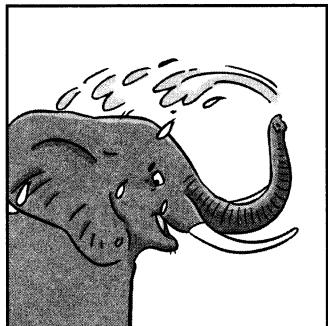
Some exclamations are only one or two words.

Wow! **Look!** **Oh no!**

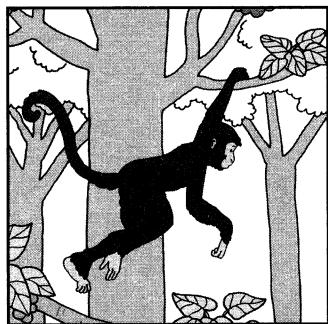
Read the pair of sentences. Decide which one is declarative and which one is exclamatory. Then write the correct punctuation mark on the line.

1. Today is a special day____ We get to go to the zoo____
2. I am so excited____ I have never been this close to a giraffe before____
3. Stop____ You should never tease the lions____
4. It is time to feed the animals____ Monkeys are my favorite____

Write an exclamatory sentence to describe each picture.



5. _____



6. _____

An **imperative** sentence gives a command. It can end with a period or an exclamation point.

Help me put away the groceries.

Clean up your room right now!

Some imperative sentences contain a courtesy word such as **please**.

Please take the dog for a walk.

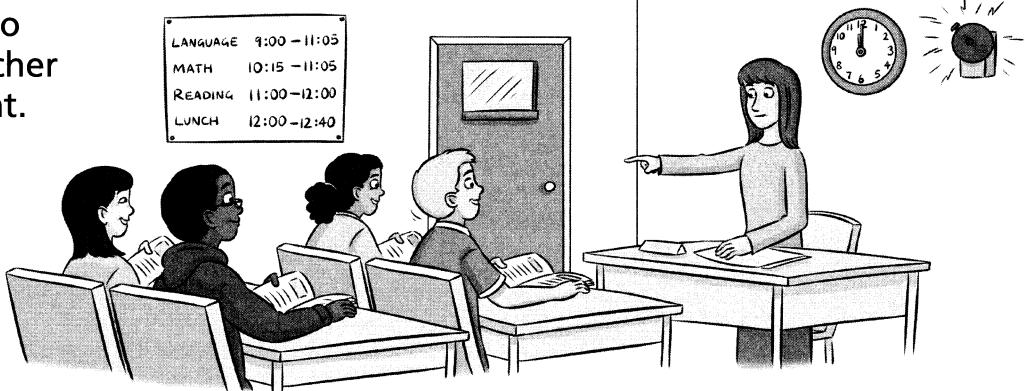
Set the table for dinner, **please**.

Read the pair of sentences. Underline the imperative sentence.

1. It is cold outside. Close the door and come inside!
2. Brush your teeth and comb your hair. It is almost time for school.
3. Study your spelling words. You have a spelling test tomorrow.
4. We have to get up early tomorrow. Turn off the light and go to bed.

Study the picture. Write two imperative sentences a teacher could be saying to a student.

LANGUAGE	9:00 - 11:05
MATH	10:15 - 11:05
READING	11:00 - 12:00
LUNCH	12:00 - 12:40



5. _____

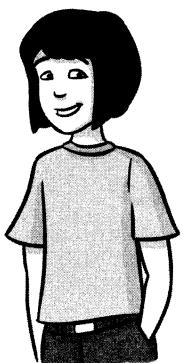
6. _____

A **sentence** is a group of words that expresses a complete thought. There are four kinds of sentences:

- A **declarative** sentence makes a statement. It ends with a period.
The school is having a dance contest.
- An **interrogative** sentence asks a question. It ends with a question mark.
When will the contest take place?
- An **exclamatory** sentence expresses a strong feeling. It ends with an exclamation point.
What a fun idea!
- An **imperative** sentence gives a command. It can end with a period or an exclamation point.
Think of a song that makes you want to move.

Read the sentence. Decide what kind it is. Write **declarative**, **interrogative**, **exclamatory**, or **imperative**. Then add the correct punctuation mark to the sentence.

1. Do you like to dance_____
2. The best dancers will win a prize_____
3. I am really excited_____
4. Do you want to enter the contest_____
5. Sign up today_____
6. Fantastic_____
7. Let's practice the steps_____
8. We can practice together_____
9. Can you practice today after school_____
10. Meet me in the gym_____



Every sentence has two parts: a **subject** and a **predicate**.

- The subject tells who or what the sentence is about.

Our favorite place is the library.

Young children really like the storytelling hour.

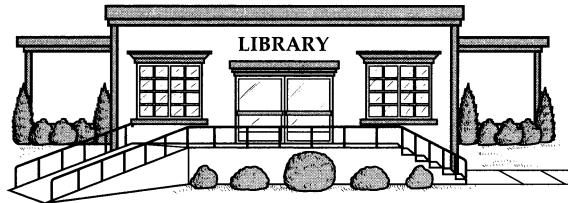
- The predicate tells what the subject is or does.

My cousin **finds interesting books about horses**.

I prefer reading about history.

Read the sentence. Then circle the subject and underline the predicate.

1. The library opens at ten o'clock.
2. Many people are waiting for the doors to open.
3. My sister and I want to check out books.
4. My mom wants to use the Internet.



Complete the sentence. Use a subject or a predicate from the word box.

Poetry

helps me find a book

The librarian

is in the poetry section

5. _____ is helpful.

6. He _____.

7. The book _____.

8. _____ is my favorite kind of writing.

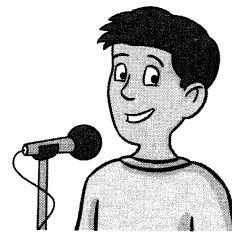
A complete sentence has two parts: a **subject** and a **predicate**.

- The subject names the person, place, or thing that the sentence is about.
- The predicate tells what the subject is or does.

Subject	Predicate
The principal	announced the date of the spelling bee.
She	encouraged students to sign up.

Read the sentence. Draw one line under the subject and two lines under the predicate.

1. Jeremy spoke clearly into the microphone.
2. He spelled the word correctly.
3. The crowd cheered wildly.
4. Everyone stood up and clapped.
5. My friend won the spelling bee.



Read the sentence. Then write each part of the sentence on the lines.

6. I studied the spelling words.

Subject: _____ **Predicate:** _____

7. Mom helped me study for the test.

Subject: _____ **Predicate:** _____

8. She was proud of me for getting an A.

Subject: _____ **Predicate:** _____

The **subject** of a sentence tells who or what the sentence is about.

Spiders drink their meal.

The **predicate** tells what the subject is or does.

Flies smell food up to four miles away.

Read the bold sentence. Write answers to the questions.

Caterpillars eat leaves.

1. **Subject:** What is the sentence about?

2. **Predicate:** What do they do?

Butterflies taste with their feet.

3. **Subject:** What is the sentence about?

4. **Predicate:** What do they do?

Male mosquitoes live on plant liquids.

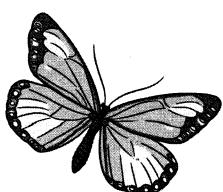
5. **Subject:** What is the sentence about?

6. **Predicate:** What does the subject do?

Beetles chew their food.

7. **Subject:** What is the sentence about?

8. **Predicate:** What does the subject do?



Every complete sentence has a subject. In an **imperative** sentence (a command), the subject is always **you**. The subject **you** is usually not stated in the sentence but is understood to be the subject.

(You) Look out the window.
(You) See if it looks windy outside.

Write the subject of the sentence on the line.

1. Rain is starting to fall. _____
2. Please wear a raincoat. _____
3. Take an umbrella. _____
4. Stay warm and dry. _____

Write four commands that you might hear from a teacher.

Write the understood subject of each sentence on the line.

5. _____
6. _____
7. _____
8. _____

Every sentence has a subject. The **complete subject** includes all the words that tell about the subject. The **simple subject** is a noun that is the most important word in the complete subject.

simple subject

My new assistant delivered some letters.

complete subject

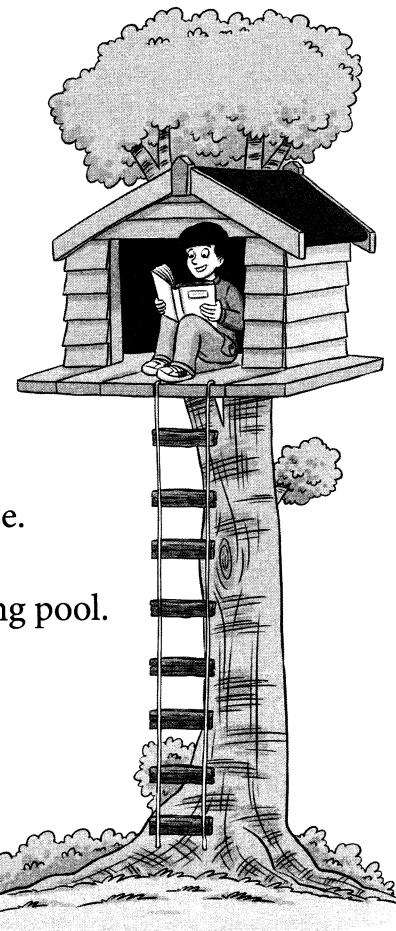
Read the sentence. Underline the complete subject and circle the simple subject.

1. My next-door neighbor is walking her dogs.
2. The two large dogs started barking.
3. Some friendly children across the street are waving to me.
4. A large truck is parked in front of their house.
5. The big red sign on the side of the truck says Manny's Movers.

Write a simple subject from the word box to complete the underlined subject.

family house girl name backyard

6. The _____ across the street has a new family.
7. A _____ with three children moved into the house.
8. Their large _____ has a treehouse and a swimming pool.
9. The _____ my age asked me to play.
10. My new friend's _____ is Amy.



The **simple subject** is the most important word in the **complete subject**.

- Sometimes the simple subject is the same as the complete subject.

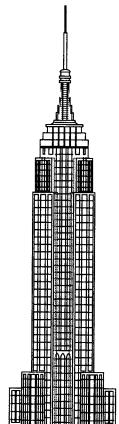
complete  **simple**
subject **subject**

- Sometimes the simple subject is made up of two or more words that name a person or place.

simple subject
The beautiful Golden Gate Bridge is a popular place to visit.
complete subject

Read the sentence. Underline the complete subject and circle the simple subject. Remember: The complete subject and the simple subject are sometimes the same.

1. New York City is where my aunt lives.
2. Aunt Carla works in a tall office building downtown.
3. She also lives in a tall apartment building.
4. The tallest building in New York City might be the Empire State Building.
5. The Empire State Building has been in many movies and TV shows.



Write three sentences about places you would like to visit.

Underline the complete subject and circle the simple subject in each sentence.

6. _____

7. _____

8. _____

Every sentence has a **predicate**.

- The **complete predicate** includes all of the words in the predicate.
- The **simple predicate** is the verb. It is the most important word in the predicate.

simple predicate

Some children **often earn money in their neighborhood.**

complete predicate

Read the sentence. Underline the complete predicate.

Write the simple predicate on the line.

1. Alex has a lemonade stand. _____
2. Susie sells eggs from her chickens. _____
3. Some people need help doing something. _____
4. Mr. Tanaka wants some help in the garden. _____
5. He hires a student to pull weeds. _____

Write a simple predicate from the word box to complete the sentence. Then underline the complete predicate.

helps delivers picks up shelves walks

6. My older brother _____ groceries.

7. Cora _____ the neighbor's dogs after school.

8. Sookie _____ trash in the playground.

9. A high school student _____ books at the library.

10. Micah _____ younger students with their homework.



Every sentence has a predicate.

- When the verb is made up of a main verb and a helping verb, together those words make up the simple predicate.

simple predicate

We **are learning** about movie history.

complete predicate

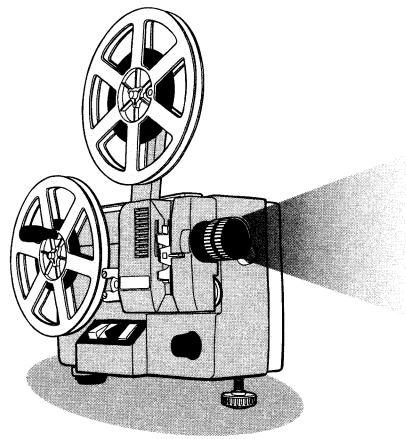
- Sometimes the complete predicate and the simple predicate are the same.

Making movies **has changed.**

complete predicate simple predicate

Read the sentence. Underline the complete predicate and circle the simple predicate.

1. Long ago, movies had no sound.
2. The actors' words were printed.
3. Usually someone played music with the movie.
4. The musician watched the action on the screen.
5. Sometimes the musician also provided sound effects.



Write the simple predicate on the line.

6. The first movies were in black and white.

7. Back then, painters colored the film by hand.

8. The work took a long, long time.

9. Later on, a special camera added color.

10. Finally color film was invented.

A **simple sentence** contains a subject and a predicate.

A simple sentence can be short or long.

subject

Maita exercises.

predicate

subject

She hopes to play basketball in college.

predicate

Read the sentence. Write the sentence parts on the lines.

1. Jessica's favorite sport is baseball.

complete subject

complete predicate

2. Caitlin and Kawa are going ice skating.

complete subject

complete predicate

3. Roberto is on the track team.

complete subject

complete predicate

4. Josie wants to try skiing.

complete subject

complete predicate

Write your own simple sentences about sports. Circle the complete subject and underline the complete predicate in each sentence.

5. _____

6. _____

7. _____

Some sentences have parts that are joined by connecting words called **conjunctions**. A **coordinating conjunction** connects two words, two phrases, or two simple sentences.

and but or so yet

I am excited to go to the county fair on Saturday **or** Sunday.

I will go on rides **and** eat popcorn.

It's a long drive to the fairgrounds, **but** I don't mind.

Read the sentence. Circle the coordinating conjunction.

1. I would like to see the sheep **or** the cows first.
2. I want to learn about horses, **so** I will go to the riding show.
3. Would you rather have your face painted **or** throw water balloons?
4. The sheepdogs run very fast, **but** they don't chase the sheep away.
5. The cowboy circled his rope **and** threw it around the calf.
6. I ate four hot dogs, **yet** I still had room for corn on the cob.
7. We don't want to wait in a long line, **so** we'll ride the roller coaster later.
8. Lexie won the potato sack race **and** the three-legged race.
9. My uncle's blueberry pie will win first **or** second place.
10. I wanted to enter the frog-jumping contest, **but** I forgot my frog!



You can use the conjunction **and** to connect two simple sentences. When you do this, you form a **compound sentence**. Write a comma before the conjunction.

Simple sentences Mei sings. Rohan plays the piano.

Compound sentence Mei sings, **and** Rohan plays the piano.

Simple sentences Mei learned a new song. Rohan is learning it, too.

Compound sentence Mei learned a new song, **and** Rohan is learning it, too.

Rewrite the sentence pair as a compound sentence with the conjunction **and**. Write a comma before the conjunction.

1. Some students dance. Others like to watch.

2. Jean tells jokes. She makes people laugh.

3. The talent show is on Friday. Many students will perform.

4. There will be prizes. You might win!

Using the conjunction **and** and a comma, write your own compound sentence about playing an instrument.

5. _____

You can use the conjunction **but** to connect two simple sentences. This forms a **compound sentence** that shows a contrast. Write a comma before the conjunction.

Simple sentences I like to play outside all the time. Fall is the best time.

Compound sentence I like to play outside all the time, **but** fall is the best time.

Join a simple sentence from Box A to a simple sentence from Box B.

Build a compound sentence using the conjunction **but** and a comma.

Write each compound sentence on the lines below.

Box A

- I want to ride my bike.
- It is usually on the handlebars.
- I asked my mom where it is.
- I found a helmet under some clothes.

Box B

- She said she doesn't know.
- I can't find my bike helmet.
- It belongs to my youngest sister.
- It isn't anywhere near the bike.

1. _____

2. _____

3. _____

4. _____

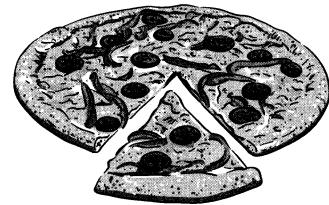


You can use the conjunction **or** to connect two simple sentences. This forms a **compound sentence** that shows choice. Write a comma before the conjunction.

Simple sentences We could go out tonight. We could stay home.
Compound sentence We could go out tonight, **or** we could stay home.

Complete the compound sentence by adding a comma and the conjunction **or**.

1. We could eat dinner first _____ we could go to a movie.
2. Do you want pizza _____ should we look for a Greek restaurant?
3. Can we go to a comedy _____ would you rather see an animated film?



Create a compound sentence using the conjunction **or**. Remember to use a comma.

4. We could split a veggie pizza _____
5. Do you want to sit close to the screen _____
6. You might prefer the early show _____
7. I will buy a large popcorn _____
8. We can walk to the theater _____

The conjunctions listed below can be used to join two simple sentences. A **subordinating conjunction** helps show how one part of the sentence relates to the other. When the conjunction is between the simple sentences, no comma is needed before the conjunction.

after before if once since until

My dog ran outside. I closed the door.

My dog ran outside **before** I closed the door.

Read the sentence. Draw a line under both simple sentences and circle the conjunction.

1. I went to look for my dog after I grabbed her leash.
2. I quickly told my dad where I was going before I left.
3. I brought her stuffed rabbit since it is her favorite toy.
4. She likes to run to the park if Charlie, the greyhound, is there.
5. I can catch her easily once she finds Charlie.
6. I searched through the park until I was sure she wasn't there.
7. Ginger might stay out until she gets hungry.
8. I would be very sad if something happened to Ginger.
9. I called my dad since I had been gone so long.
10. Charlie's owner called my dad after I went to look for Ginger.
11. Ginger had been at Charlie's house since she escaped!
12. I walked her home after she played with Charlie for a while.



The conjunctions listed below can be used to join two simple sentences. A **subordinating conjunction** helps show how one part of the sentence relates to the other. When the conjunction is at the beginning of the sentence, a comma is needed between the two parts of the sentence.

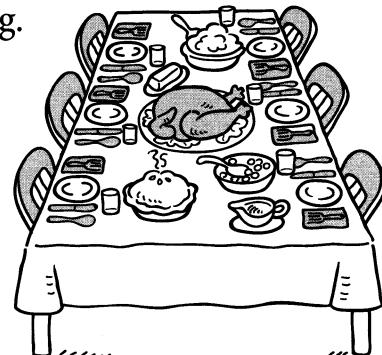
because unless when whenever while

Hoon just moved to the United States. He has never celebrated Thanksgiving.

Because Hoon just moved to the United States, he has never celebrated Thanksgiving.

Read the sentence. Draw a line under both simple sentences and circle the conjunction.

1. When Hoon's school closed for two days in November, he was surprised.
2. While they made paper turkeys in art class, he learned the history of Thanksgiving.
3. The tradition started centuries ago when immigrants had a successful harvest.
4. Hoon's family will go to his cousin's house because she is a good cook.
5. Unless the weather is bad, it will take three hours to drive there.
6. Hoon looks forward to trying turkey while he eats his first Thanksgiving dinner.
7. Whenever Hoon has the chance, he likes to try new foods.
8. He will enjoy his first Thanksgiving unless he eats too much.
9. Because they all like music, they will watch the parade.
10. Hoon will smile whenever he remembers his first Thanksgiving.



A sentence that begins with a subordinating conjunction is incomplete by itself. It is a dependent clause. It must join with an independent clause to make sense. Together, they form a **complex sentence**.

dependent clause independent clause

When you catch a cold, it is easy to give it to others.

independent clause dependent clause

You usually feel sick before you go to the doctor.



Read the independent clause. Write a dependent clause, beginning with a subordinating conjunction, to form a complex sentence.

1. Washing your hands is important _____

_____.

2. _____, you should cover your mouth when you cough.

3. Liquids and rest will help treat a cold _____

_____.

Imagine you have a cold. Write two complex sentences about being sick.

4. _____

_____.

5. _____

_____.

A group of words that is punctuated like a sentence but does not express a complete thought is called a **sentence fragment**. A fragment is not a complete sentence. The subject or predicate may be missing, or it may be a dependent clause.

Sentence fragment When I came home from school.

Sentence fragment A snack from the refrigerator.

Complete sentence I ate a snack after school.

Read the group of words. Label it as either a fragment or as complete.

1. Two homework assignments to do. _____
2. Math and geography, which are not my favorite subjects. _____
3. I took my dog for a walk. _____
4. Called Terry about soccer practice. _____
5. There were some text messages to answer. _____
6. The books on the bookcase in the living room. _____
7. They looked dusty, so I dusted them. _____
8. Had to make the books line up evenly. _____
9. Then my favorite show was on TV. _____
10. I couldn't put off doing my homework any longer. _____
11. After I finished the math assignment. _____
12. The geography project, not too bad. _____



A **sentence fragment** is not a complete sentence. It does not express a complete thought. To turn a fragment into a complete sentence, make sure it has both a subject and a predicate and expresses a complete thought.

Sentence Fragment

What to be when I grow up.
There lots of different jobs.
Asking friends about job ideas.

Complete Sentence

I **don't know** what to be when I grow up.
There **are** lots of different jobs.
I **asked** friends about job ideas.



Read the sentence fragment. Rewrite the fragment on the line as a complete sentence.

1. My cousin who is older than I am.

2. Three teachers in my family.

3. Need to go to college for some jobs.

4. Nico changing his mind every week.

5. Lots of time to decide.

Mark the correct answer.

1. Which of these would be a fragment?

- (A) a dependent clause
- (B) a very short sentence
- (C) a sentence with punctuation
- (D) a sentence with a subject and predicate

2. Which group of words is a fragment?

- (A) The trees look prettiest in autumn.
- (B) The leaves change color then.
- (C) Falling everywhere on the ground.
- (D) It is time to get out the rake.

3. Which of these corrects the fragment?

Pine needles staying green.

- (A) Pine needles stay green.
- (B) Pine needles green all year.
- (C) Pine needles that stay green.
- (D) Since pine needles staying green.

4. Choose the words that will make the sentence complete.

_____ the leaves around.

- (A) The swirling wind that blows
- (B) The swirling wind blowing
- (C) If the swirling wind blows
- (D) The swirling wind blows

5. Write a complete sentence about trees in autumn.

A **run-on sentence** is made up of two or more sentences that run together without punctuation or a connecting word. You can correct a run-on sentence by forming two sentences.

Run-on People used to use the post office more now we have the Internet.
Correction People used to use the post office more. **Now** we have the Internet.

Run-on It's so much easier to get information it's much faster, too.
Correction It's so much easier to get information. **It's** much faster, too.

Read the run-on sentence. Correct it by dividing it into two simple sentences. Write the new sentences on the line.

1. Mom wrote letters they took four days to arrive.

2. I text my friends they get my messages quickly.

3. Companies now send bills online they used to mail them.

4. Magazines were once sent out. Today we read them onscreen.

5. Packages are different you must still mail them.

You can correct a **run-on sentence** by adding a comma and a coordinating conjunction such as **and**, **but**, or **or** to make a compound sentence.

Run-on Mr. Li is holding a yard sale his kids are helping.

Correction Mr. Li is holding a yard sale, **and** his kids are helping.

Run-on They need to make room it is hard to give things up.

Correction They need to make room, **but** it is hard to give things up.

Read the run-on sentence. Correct it by adding a comma and a coordinating conjunction. Write the new sentence on the line.

1. Mr. Li carried three tables outside Jimmy set them up.

2. Eddie brought out the items he missed a box.

3. Patty will make price tags her father might do it.

4. Patty made signs Jimmy is posting them.

5. They will give away whatever is left over they hope to sell as much as possible.

Mark the correct answer.

1. Which of these would be a run-on?

- (A) a sentence without a period
- (B) a very long sentence
- (C) two sentences with no punctuation between them
- (D) a sentence that is missing a subject or predicate

2. Which group of words is a run-on?

- (A) Mia went to the beach, and she saw a dolphin.
- (B) She wanted to take a picture, but she left her camera at home.
- (C) She watched it play in the waves it was having fun.
- (D) Mia has wonderful memories of how the dolphin moved.

3. Which of these corrects the run-on sentence?

Tavi goes surfing she learned how when she was six years old.

- (A) Tavi goes surfing. She learned how when she was six years old.
- (B) Tavi goes surfing, she learned how when she was six years old.
- (C) Tavi goes surfing or she learned how when she was six years old.
- (D) Tavi goes surfing. Learning how when she was six years old.

4. Choose the words that will make the sentence complete.

Hank built a _____ washed away.

- (A) sand castle, it was
- (B) sand castle. Was
- (C) sand castle it was
- (D) sand castle, but it was

5. Write a complete sentence about going to the beach.

To make your writing more interesting, you can combine short sentences by moving key words or phrases around.

Short sentences Sharna saw a show. It was about chocolate.

Combined Sharna saw a show about chocolate.

Short sentences Chocolate is a flavor. It is also a food.

Combined Chocolate is both a flavor and a food.

Read the sentence pairs. Combine the two sentences into one sentence by moving words and phrases around. You may need to add or remove words.

1. Chocolate comes from trees. The trees grow near the equator.

2. The trees make pods. The pods contain cacao beans.

3. Workers dry the beans. They roast the dried beans.

4. They grind up the beans. This takes many days.

5. They might make them into candy. They also might make cocoa powder out of them.

6. There are many chocolate products. They all taste good.
