

# Language

GRADE 4

# Fundamentals

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18 Lower Ragsdale Drive, Monterey, CA 93940-5746. Printed in USA.

CPSIA: Printed by McNaughton & Gunn, Saline, MI USA. [6/2018]

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## CCLS 4.5c

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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.

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

Name \_\_\_\_\_

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                   | very likely        | She can come over today.                  |
| would                 | likely             | She would visit more if she lived closer. |
| may                   | somewhat likely    | She might return tomorrow.                |
| must                  | very necessary     | You must brush your teeth.                |
| should                | somewhat necessary | 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.

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

### Foundational Skill Practice

Name \_\_\_\_\_

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.

50 Identify and Use Helping Verbs Language Fundamentals • EMC 2884 • © Evan-Moor Corp.

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

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.

Name \_\_\_\_\_

Verbs  
Review 1

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.

☐ Youset 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 \_\_\_\_\_ suggestions.

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.

1. When the children ran thru the house, they was shout loudly.  
When the children ran through the house, they were shouting loudly.

2. The childrens' 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.

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

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

4. The children were overjoyed 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** 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 **who** is next to mine has a new family. that

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

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

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

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

5. The bike who belongs to my new friend is red. that

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

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

8. The uniform who Mr. Kim is wearing is blue. that

**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.  
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 who are coming to Diego's party?

2. The people whom Diego invited go to his old school.

3. I know Seth, whom 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, who is Seth's father, is very strict. subject

5. The players whom Coach chooses must be on time. object

6. He also wants players who try hard. subject

7. Diego, whom Seth met five years ago, lived next door. object

**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.

1. I want to buy a shirt that has my favorite team's logo on it.

2. The team colors which stand out in a crowd, are on the sleeves.

3. I'll wear it to the first game of the season, which will be fun.

4. The money that I earned pulling weeds will pay for the shirt.

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

Peacocks which are very noisy are beautiful birds.

Peacocks that 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**

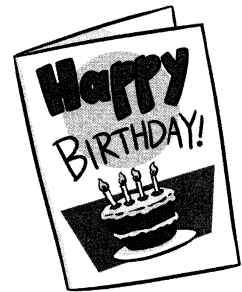
mom, dad, boy, girl, doctor, teacher

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.

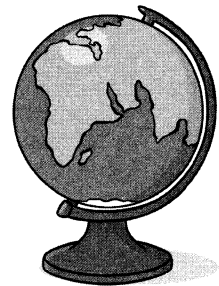


A **noun** can be **singular** or **plural**. Add **s** to most nouns to make them plural.

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| 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.

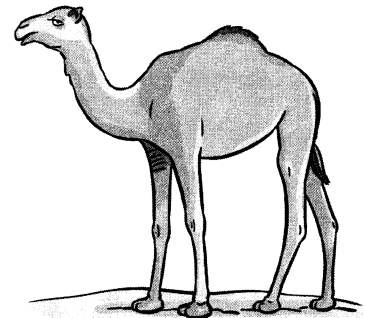


To form the **plural** of **nouns** that end in **sh, ch, x, s,** and **z,** add **es.** For some words that end in **z,** you have to add **zes.**

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| 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**.

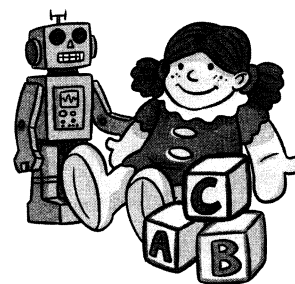
| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| company         | companies     |
| butterfly       | butterflies   |

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

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| donkey          | donkeys       |
| tray            | trays         |

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

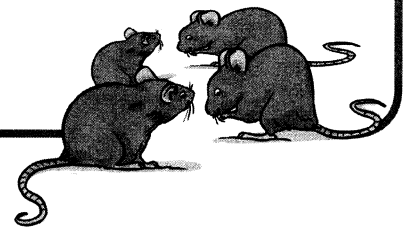
|        |       |         |     |
|--------|-------|---------|-----|
| monkey | story | toy     | key |
| party  | puppy | library | day |



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.

| <u>Singular</u> | <u>Irregular plural</u> |
|-----------------|-------------------------|
| 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**.

| <u>Plural</u> | <u>Plural possessive</u> | <u>Example</u>      |
|---------------|--------------------------|---------------------|
| 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.

| <u>Proper noun</u> | <u>Common noun</u> |
|--------------------|--------------------|
| 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.

|                  |                         |                       |                       |
|------------------|-------------------------|-----------------------|-----------------------|
| <b>What kind</b> | <b>ancient</b> building | <b>complete</b> meal  | <b>narrow</b> road    |
| <b>How many</b>  | <b>few</b> words        | <b>numerous</b> pages | <b>twenty</b> dollars |
| <b>Which one</b> | <b>this</b> book        | <b>that</b> street    | <b>those</b> 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.

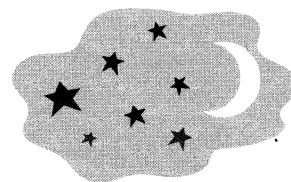
several    these    different    purple    sixty    each    favorite    many

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:

| <u>number</u> | <u>opinion</u> | <u>size</u> | <u>shape</u> | <u>color</u> | <u>material</u> | <u>noun</u> |
|---------------|----------------|-------------|--------------|--------------|-----------------|-------------|
| 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. | <u>number</u> | <u>opinion</u> | <u>size</u> | <u>shape</u> | <u>color</u> | <u>material</u> | <u>noun</u> |
|    | 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.

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

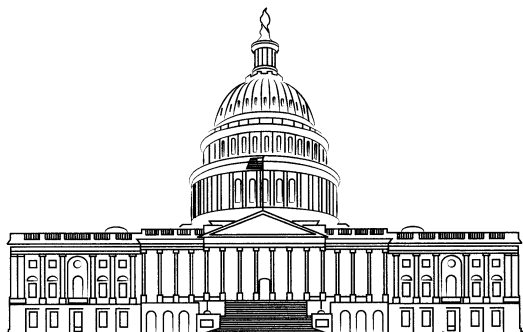
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4. There is also a round cement large fountain in the yard.

---

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

1. Ⓐ Priya dove into the blue deep water.  
Ⓑ Look for the big red plastic sign.  
Ⓒ That yellow rusty big tractor doesn't run anymore.  
Ⓓ The bird with the black long beak is a woodpecker.
2. Ⓐ Two brown large turkeys are in the yard.  
Ⓑ I live at the end of a straight long road.  
Ⓒ I drew a crooked yellow line on my paper.  
Ⓓ 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 <b>highest</b> known mountain on a planet is on Mars.                                  | comparative | superlative |
| 2. A mountain is much <b>larger</b> than a hill.  | comparative | superlative |
| 3. Mountains are usually <b>colder</b> than the land below.                                   | comparative | superlative |
| 4. Mauna Kea is the <b>tallest</b> mountain on Earth.   | comparative | superlative |
| 5. Because much of Mauna Kea is under the ocean,<br>it looks <b>lower</b> 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.

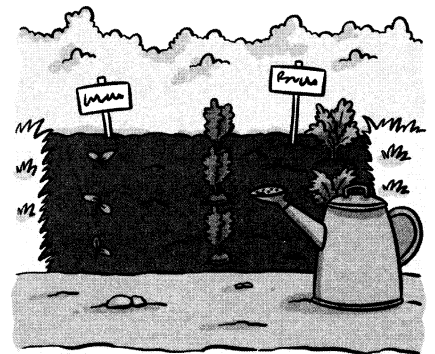
Read the sentence. Complete the sentence using a word from the word box.  
Use each word only once. Add the correct ending to form comparative adjectives.

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**.

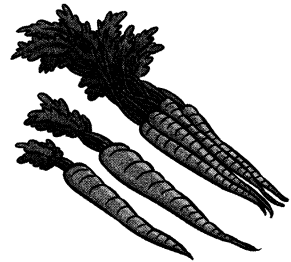
April has the **clearest** skies of the whole year.

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.

| <b>Adjective</b> | <b>Comparative</b> | <b>Superlative</b> | <b>Examples</b>  |
|------------------|--------------------|--------------------|--|
| good             | better             | best               | a <b>good</b> book, a <b>better</b> book, the <b>best</b> book |
| bad              | worse              | worst              | a <b>bad</b> cold, a <b>worse</b> cold, the <b>worst</b> cold  |
| many/much        | more               | most               | <b>many</b> people, <b>more</b> people, the <b>most</b> people |
| little           | less               | least              | <b>little</b> noise, <b>less</b> noise, the <b>least</b> 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**.

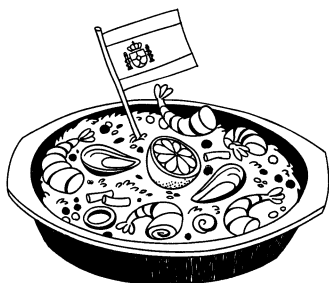
A proper adjective describes something related to the specific place.

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.

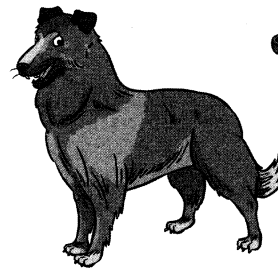
Her backpack is blue.

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.

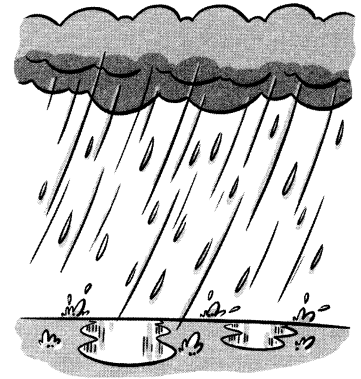
The weather report is important to people like \_\_\_\_\_.

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.



Name \_\_\_\_\_

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.

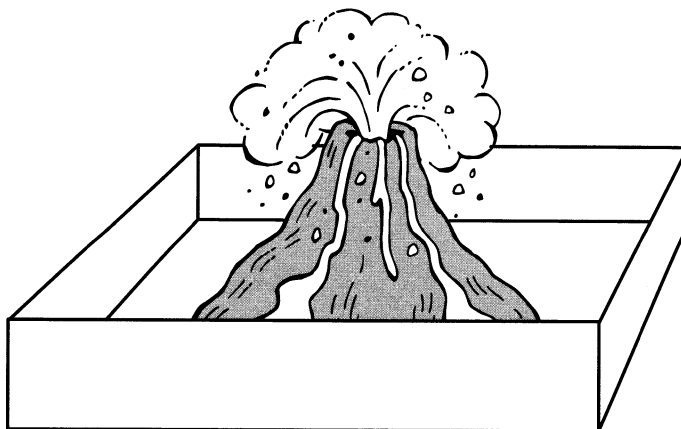
**We** like to read science books.

**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.**

Our teacher is proud of **us.**

Mrs. Salas is helping **John.**

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.

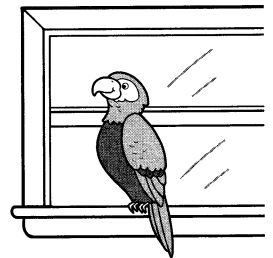
The relative pronoun **that** connects the **pencil** to more information about it. Notice how **who** and **that** are used:

**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:

|              |   |
|--------------|---|
| <b>that</b>  | gives information necessary to identify the subject   |
| <b>which</b> | gives extra information that is not necessary to identify the subject;<br>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?
  - Ⓐ The cars who were in the race were fast.
  - Ⓑ The woman that was talking to me is my aunt.
  - Ⓒ The bus that we ride in the morning is noisy.
  - Ⓓ The men and women which work at the store are helpful.
2. In which sentence is the relative pronoun **whom** used correctly?
  - Ⓐ What is the name of the person whom called earlier?
  - Ⓑ Is the player whom made the winning goal here?
  - Ⓒ Go to the office to find someone whom can help.
  - Ⓓ 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. \_\_\_\_\_
- \_\_\_\_\_

Name \_\_\_\_\_

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 |

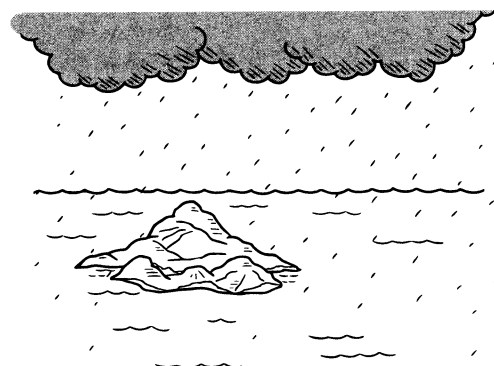
A **helping verb** helps the main verb in a sentence show time or tell more about the action. Helping verbs are placed before the main verb to form a verb phrase. Here are some helping verbs:

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

| Subject | Helping Verb | Main Verb                    |
|---------|--------------|------------------------------|
| Rain    | is           | <b>falling</b> from the sky. |
| Snow    | will         | <b>fall</b> 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

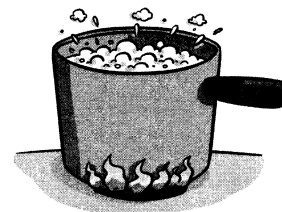
5. We \_\_\_\_\_ been using our water carefully.
6. When it \_\_\_\_\_ not rain, plants \_\_\_\_\_ not grow.
7. Inventors \_\_\_\_\_ trying to find ways to use less water.
8. If we save our water, we \_\_\_\_\_ have water in the future.

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        | She <b>can</b> come over today.                  |
| would                 | could    | likely             | She <b>would</b> visit more if she lived closer. |
| may                   | might    | somewhat likely    | She <b>might</b> return tomorrow.                |
| must                  | have to  | very necessary     | You <b>must</b> brush your teeth.                |
| should                | ought to | somewhat necessary | We <b>should</b> 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.

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

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

- \_\_\_\_\_



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

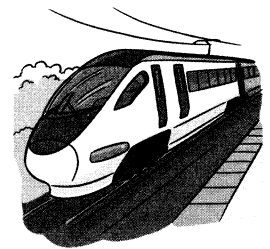
My grandparents **lived** on a farm.

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. \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

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.

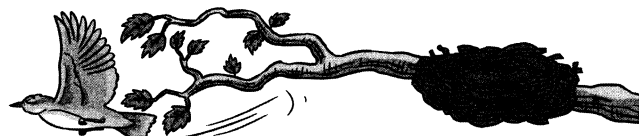
\_\_\_\_\_

11. She mixes moss and mud.

\_\_\_\_\_

12. She carefully forms the nest.

\_\_\_\_\_

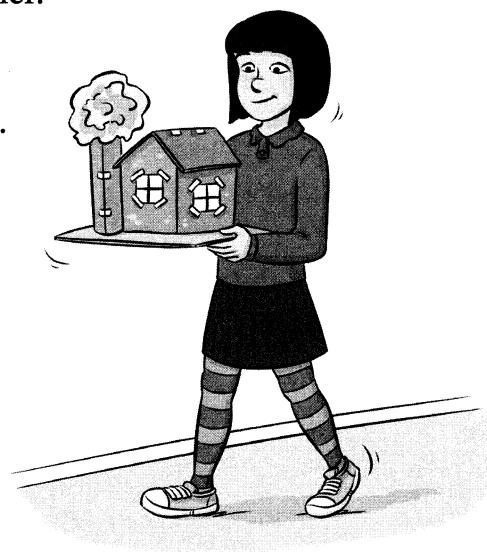


Some **regular verbs** in the **past tense** require spelling changes before adding **ed**.

- 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.  
drinked      drank



Name \_\_\_\_\_

**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.

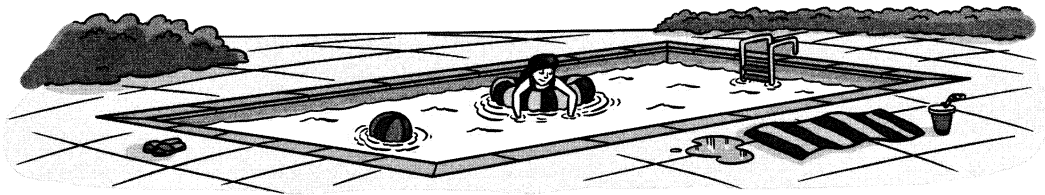
\_\_\_\_\_

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****Present Progressive Tense**

1. I speak

\_\_\_\_\_

2. you study

\_\_\_\_\_

3. she travels

\_\_\_\_\_

4. we listen

\_\_\_\_\_

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**


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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 Tense**You **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. \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

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**

|                       |                  |                          |
|-----------------------|------------------|--------------------------|
| <b>Simple present</b> | happening now    | He paints the house.     |
| <b>Simple past</b>    | already happened | He painted the house.    |
| <b>Simple future</b>  | will happen      | He will paint the house. |

**Progressive Verb Tenses**

|                            |                   |                                |
|----------------------------|-------------------|--------------------------------|
| <b>Present progressive</b> | is happening now  | He is painting the house.      |
| <b>Past progressive</b>    | was happening     | He was painting the house.     |
| <b>Future progressive</b>  | 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.

Name \_\_\_\_\_

## Adverbs

1

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

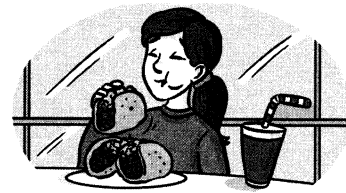
**How** Rosa writes her name **neatly** on her paper.

**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.

Name \_\_\_\_\_

## Adverbs

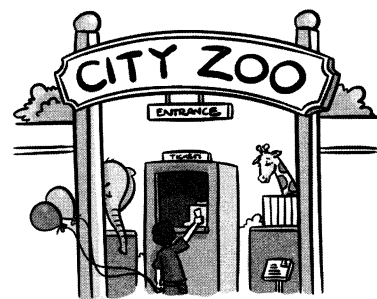
2

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.

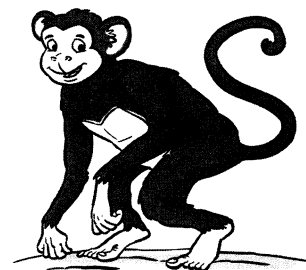
1. We stand quietly at the entrance to the zoo.
2. We wait patiently for 10:00.
3. A man kindly welcomes us to the zoo.
4. We quickly enter the gates.



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

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.



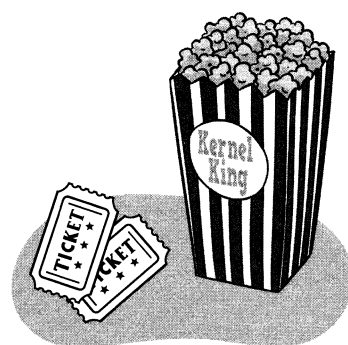
Some **adverbs** do not end in **ly**. These adverbs often tell **when** or **where** something happens.

**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 |

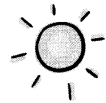
Some **adverbs** modify, or describe, adjectives. These adverbs can tell **to what degree**.

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.

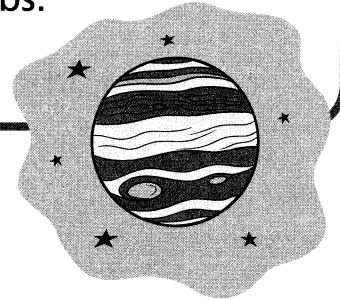
6. I'm \_\_\_\_\_ sad that our soccer game was canceled.
7. Our coach said that it is \_\_\_\_\_ hot to play a game in this heat.
8. It is \_\_\_\_\_ hot enough to cancel a game.
9. It may be \_\_\_\_\_ hotter tomorrow!
10. Water helps your body stay \_\_\_\_\_ cool in blazing weather.
11. It is \_\_\_\_\_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

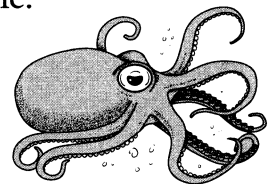
I visit the sea otters the **most often** of all the creatures in the aquarium.

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**.

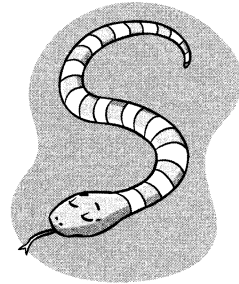
I can **never** find my socks.

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.

| <u>Relative Adverb</u> | <u>Tells About</u> | <u>Example</u>                                   |
|------------------------|--------------------|--|
| 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.

- I used to live \_\_\_\_\_ the shopping mall is now.
- The city bought our whole street \_\_\_\_\_ the city was growing.
- 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.

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



Name \_\_\_\_\_

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.

| <u>Relative Adverb</u> | <u>Tells About</u> |
|------------------------|--------------------|
| 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

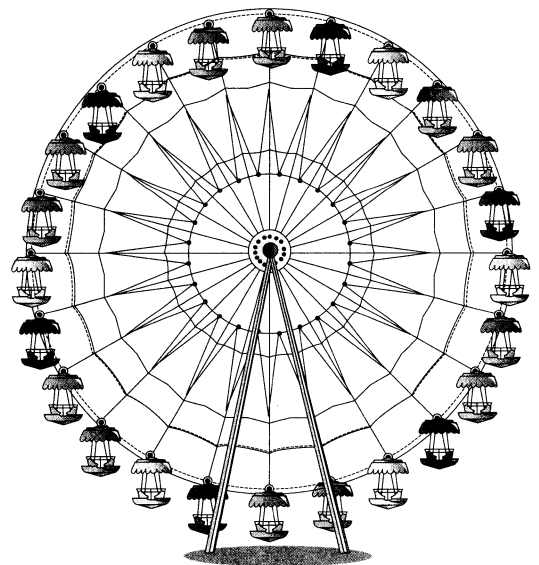
Read the sentence. Complete it with a preposition from the word box.

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.



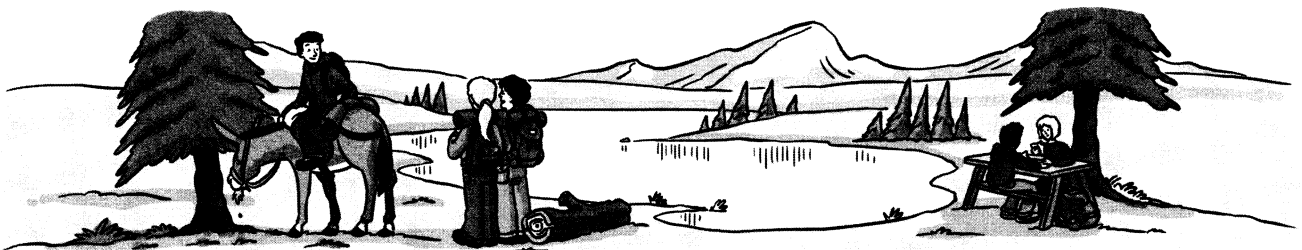
A **prepositional phrase** is a group of words that tells how a noun or pronoun is related to another word or words in a sentence.

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. \_\_\_\_\_



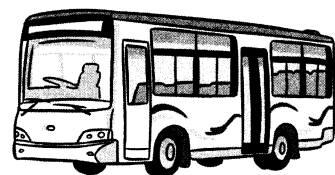
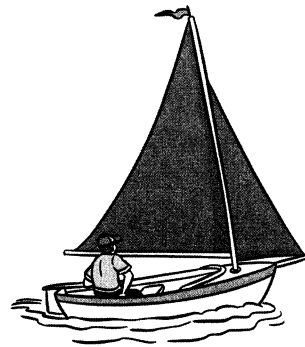
A **prepositional phrase** is a group of words that tells how a noun or pronoun is related to another word or words in a sentence.

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. \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Mark the correct answer.

1. Which sentence has the prepositional phrase underlined?

- Ⓐ The seahorse wraps its tail around a plant.
- Ⓑ It lets go and moves through the water.
- Ⓒ It grabs onto another seahorse's tail.
- Ⓓ 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!

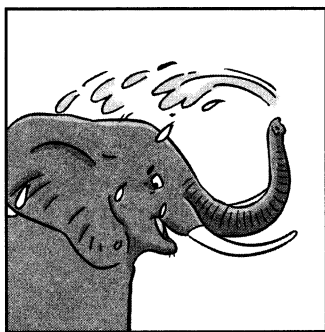
Some exclamations are only one or two words.

Wow! Look! Oh no!

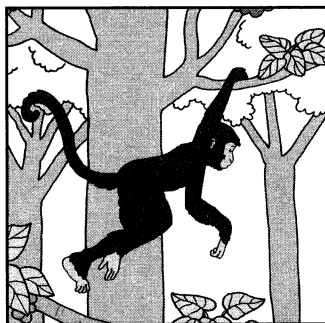
Read the pair of sentences. Decide which one is declarative and which one is exclamatory. Then write the correct punctuation mark on the line.

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**.

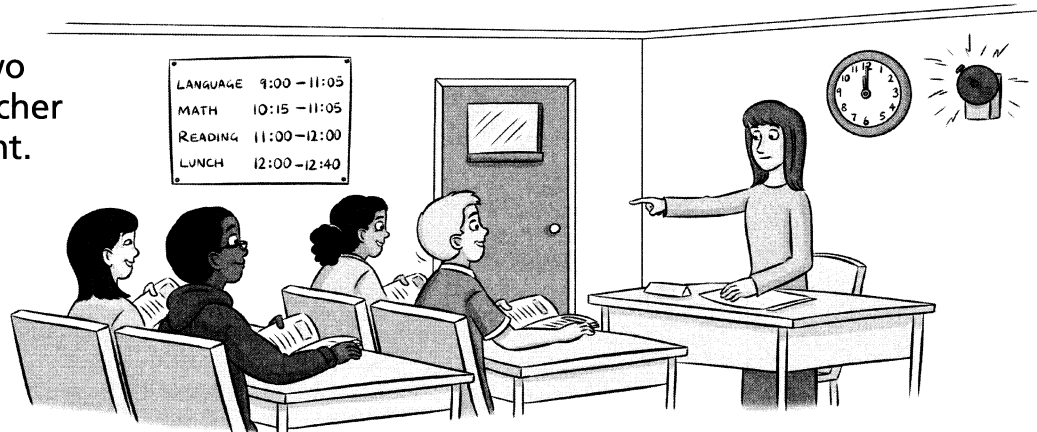
**Please** take the dog for a walk.

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.



5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

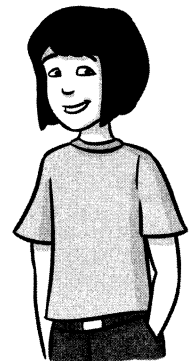


A **sentence** is a group of words that expresses a complete thought. There are four kinds of sentences:

- 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.

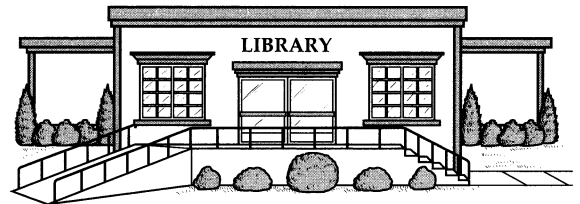
- The predicate tells what the subject is or does.

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

The librarian

helps me find a book

is in the poetry section

5. \_\_\_\_\_ is helpful.
6. He \_\_\_\_\_.
7. The book \_\_\_\_\_.
8. \_\_\_\_\_ is my favorite kind of writing.

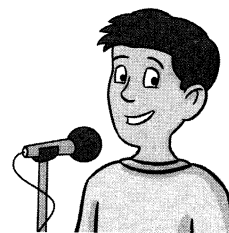
A complete sentence has two parts: a **subject** and a **predicate**.

- 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?

\_\_\_\_\_

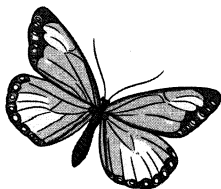
**Beetles chew their food.**

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

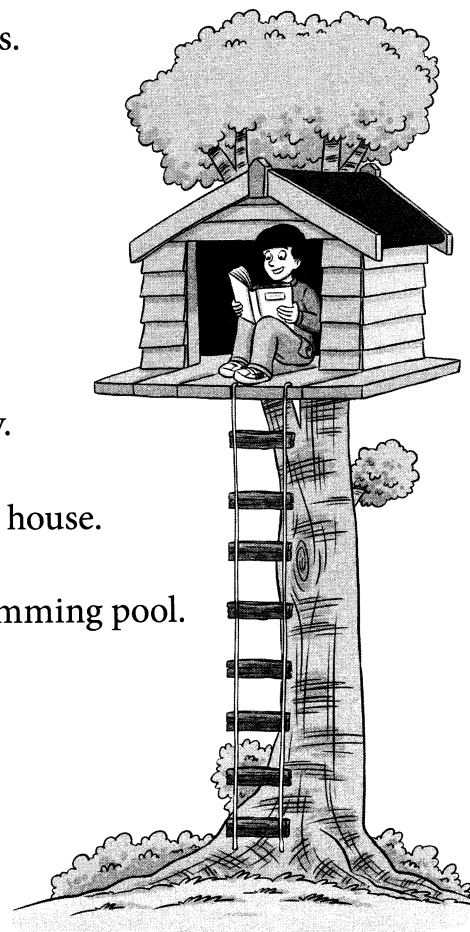
Read the sentence. Underline the complete subject and circle the simple subject.

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.

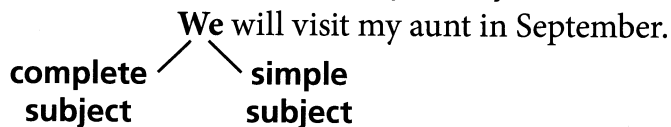
family    house    girl    name    backyard

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.

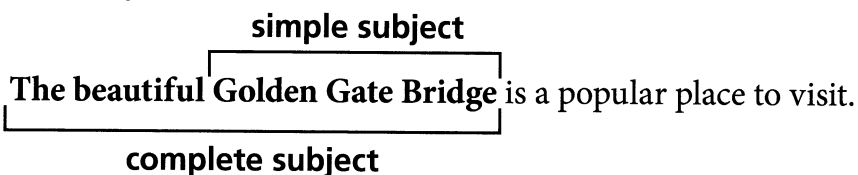


The **simple subject** is the most important word in the **complete subject**.

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

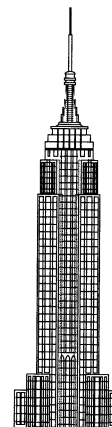


- Sometimes the simple subject is made up of two or more words that name a person or place.



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.

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

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

helps   delivers   picks up   shelves   walks

- My older brother \_\_\_\_\_ groceries.
- Cora \_\_\_\_\_ the neighbor's dogs after school.
- Sookie \_\_\_\_\_ trash in the playground.
- A high school student \_\_\_\_\_ books at the library.
- 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.

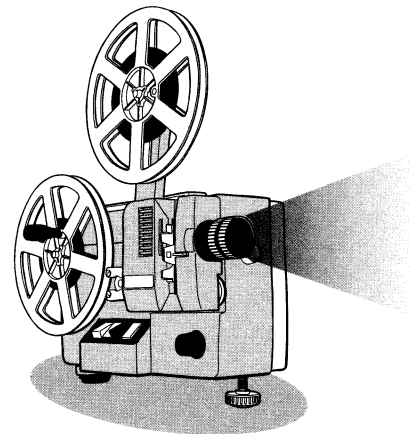
**simple predicate**  
 We are learning about movie history.  
**complete predicate**

- 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.

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



Write the simple predicate on the line.

- The first movies were in black and white.
- Back then, painters colored the film by hand.
- The work took a long, long time.
- Later on, a special camera added color.
- Finally color film was invented.

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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.

\_\_\_\_\_

\_\_\_\_\_

2. Caitlin and Kawa are going ice skating.

\_\_\_\_\_

\_\_\_\_\_

3. Roberto is on the track team.

\_\_\_\_\_

\_\_\_\_\_

4. Josie wants to try skiing.

\_\_\_\_\_

\_\_\_\_\_

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.

|                          |   |
|--------------------------|---|
| <b>Simple sentences</b>  | Mei sings. Rohan plays the piano.                             |
| <b>Compound sentence</b> | Mei sings, <b>and</b> Rohan plays the piano.                  |
| <b>Simple sentences</b>  | Mei learned a new song. Rohan is learning it, too.            |
| <b>Compound sentence</b> | Mei learned a new song, <b>and</b> 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. \_\_\_\_\_  
\_\_\_\_\_



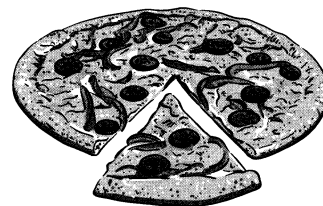
You can use the conjunction **or** to connect two simple sentences. This forms a **compound sentence** that shows choice. Write a comma before the conjunction.

**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.

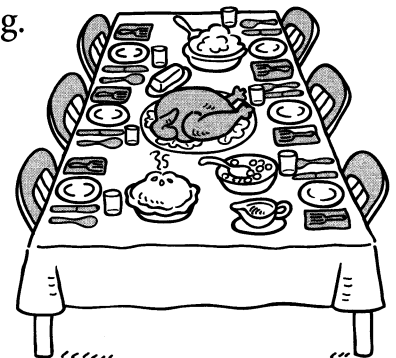
because      unless      when      whenever      while

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.

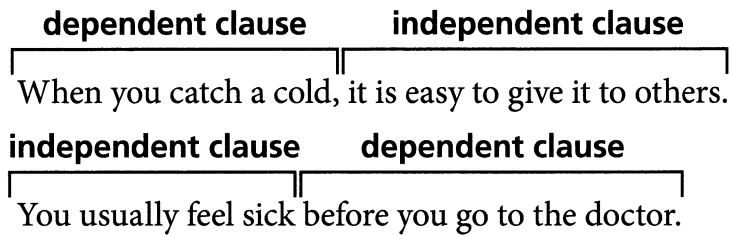
Read the sentence. Draw a line under both simple sentences and circle the conjunction.

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**.



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 dependent clause
  - Ⓑ a very short sentence
  - Ⓒ a sentence with punctuation
  - Ⓓ a sentence with a subject and predicate
2. Which group of words is a fragment?
  - Ⓐ The trees look prettiest in autumn.
  - Ⓑ The leaves change color then.
  - Ⓒ Falling everywhere on the ground.
  - Ⓓ It is time to get out the rake.
3. Which of these corrects the fragment?  
**Pine needles staying green.**
  - Ⓐ Pine needles stay green.
  - Ⓑ Pine needles green all year.
  - Ⓒ Pine needles that stay green.
  - Ⓓ Since pine needles staying green.
4. Choose the words that will make the sentence complete.  
\_\_\_\_\_ **the leaves around.**
  - Ⓐ The swirling wind that blows
  - Ⓑ The swirling wind blowing
  - Ⓒ If the swirling wind blows
  - Ⓓ The swirling wind blows
5. Write a complete sentence about trees in autumn.

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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.

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

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

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4. Patty made signs Jimmy is posting them.

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

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Mark the correct answer.

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

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

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

- Ⓐ Mia went to the beach, and she saw a dolphin.
- Ⓑ She wanted to take a picture, but she left her camera at home.
- Ⓒ She watched it play in the waves it was having fun.
- Ⓓ 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.**

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

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

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

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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.

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

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

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

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

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

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