

Zaner-Bloser

# Grammar,

Usage, and  
Mechanics

PRACTICE FOR MASTERY  
Teacher Edition



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# Usage

## The World Outside: Weather

### Building Usage Awareness

Write these sentences on the board:

*Warning: Its snowing in the mountains. Put chains on you're tires if your going their.*

Read the sentences aloud and ask students if the words in the sentence **sound** correct. Ask if all the words in the sentence **look** correct. Invite volunteers to identify words they think are used incorrectly. (*Its, you're, your, their*) Help them write the correct words above the incorrect ones. Explain to students that in Unit 3 they will learn how to correctly use words that sound alike but have different meanings and spellings. They will also learn about other words that are often used incorrectly in writing. Inform students that using the correct words and word forms can help other people understand what they say and what they write.

### Introduce the Unit Theme

Tell students that the title of Unit 3 is "The World Outside" and that each lesson gives information about weather. Invite students to name different kinds of weather. List these in a chart like the one below. Use the questions below to guide discussion.

Kind of Weather	Description
snow	snowflakes, cold
hurricane	strong winds, heavy rain

### Assessment Options

The **Unit Pretest** (pp. 177–180) is intended to be used as a diagnostic assessment to help you determine, prior to instruction, your students' existing knowledge and skill proficiency. Follow this procedure for administering the Unit Pretest:

1. Read aloud the test instructions. (**Note:** For additional scaffolding, you may wish to read the test questions and answer choices aloud.)
2. Tell students that they will have 20 minutes to read and answer the questions independently.
3. When time is up, collect and correct the tests. Use the results to determine which lessons to teach for targeted instruction or which lessons to spend extra time on during whole-class instruction if you are teaching all lessons in the unit.

The **Unit Posttest** (pp. 227–230) helps you judge students' achievement while providing students with practice for high-stakes tests. When you are ready to administer the test, ask students to carefully tear it out of their books. (**Note:** If the test has already been removed, distribute copies to students.) Read aloud the directions for each section and make sure students understand how to answer the questions. Ask students to work independently to complete the test.

Students who miss two questions focusing on the same grammar element may need additional help understanding the concept. Reteach the concept, following this procedure:

1. Review **Grammar Rules!**
2. Review the rule statement for the concept.
3. Guide students through the items a second time. Ask students to explain why each right answer is correct.
4. Refer students to the **Grammar, Usage, and Mechanics Handbook** for further reinforcement.



## Lesson 25

student pages 71–72

### Your and You're

#### Objectives

- To discover that *your* and *you're* sound the same but have different spellings and meanings
- To learn that *your* is a possessive pronoun and *you're* is a contraction made of *you* and *are*
- To distinguish between *your* and *you're* in context and to use them correctly in sentences
- To complete a puzzle with clues using *your* and *you're* correctly

#### Teaching the Lesson

Ask students what the picture on page 71 shows. (a child with a snowman) Invite students to share their experiences with snow.

In **Practice**, read aloud the paragraphs with the correct words in place while students listen silently. Then have a volunteer reread the first sentence. Ask students whether the words *you are* make sense in the sentence. Explain that if *you are* fits in the sentence, then the contraction *you're* also fits. Follow a similar procedure for the remaining sentences before having students circle their answers.

Ask students to work with English-proficient partners to complete **Apply**. Encourage them to ask questions about unfamiliar terms. Have volunteers reread the sentences and explain their answer choices.

Have students continue working with the same partners to complete **Reinforce**. If students have difficulty spelling the answers to items 2 and 4 across, tell them that the words can be found either in the clues or in the directions for **Reinforce**.

#### English Learners

Ask each student to compose three oral sentences using *your* or *you're* in each and then say them to a partner. Partners should identify whether *your* or *you're* was used in each sentence.

#### Extra Practice

.....

For more practice, see page 201.

## Lesson 26

student pages 73–74

### Their, There, They're

#### Objectives

- To discover that *their*, *there*, and *they're* sound the same but have different spellings and meanings
- To learn that *their* is a possessive pronoun, *there* is an adverb, and *they're* is a contraction made of the words *they* and *are*
- To distinguish between *their*, *there*, and *they're* in context and to use them correctly in sentences

#### Teaching the Lesson

Discuss the picture on page 73 and read aloud the caption. Ask students to predict what kind of weather information weather balloons might gather.

Read aloud the paragraphs in **Practice**. You may need to clarify the words *moisture*, *transmitters*, *helium*, *hydrogen*, and *parachutes*. Ask volunteers to reread each sentence aloud, to identify the word in parentheses that correctly completes that sentence, and to explain why. Point out that if the words *they are* make sense in a sentence, then the contraction *they're* belongs in that sentence.

Ask students to read the sentences in **Apply** aloud with a partner as they work on that section. Have volunteers read the completed sentences aloud, spelling as well as reading their answer choices.

Discuss the directions for **Reinforce**. Have students work in pairs to complete the two-part activity. Remind them to capitalize a word that begins a sentence.

#### English Learners

Display a magazine picture or other image that contains groups of people doing different things. Ask students to use *their*, *there*, and *they're* to give oral descriptions of things they see in the picture. After each descriptive sentence is given, have listeners identify which of the three words was used.

#### Extra Practice

.....

For more practice, see page 201.

# ▶ Your and You're

## Grammar Rules!

The words **your** and **you're** sound the same, but they have different spellings and meanings. *Your* is a possessive pronoun. It means "something that belongs to you." *You're* is a contraction made from the words *you are*.



See Handbook Sections 16, 24, and 28

**Try It!** Read the sentences and follow the directions.

"Get out **your** warm clothes," the weather announcer said. "**You're** going to need them."

Underline the boldfaced word that means "you are."  
Circle the boldfaced word that shows ownership.



When building a snowman, it's nice to add your hat and scarf to the snowman's outerwear.

## Practice

Circle the word in ( ) that completes each sentence correctly. (1–10)

"(Your/**You're**) in for a big surprise this morning," said the weather announcer.

"Look out (**your**/you're) window. You'll see four feet of fresh snow in (**your**/you're) yard.

Find (**your**/you're) snow shovel and clear the driveway. All schools have been closed due to the snow. (Your/**You're**) going to have plenty of time to relax today."

Mrs. Kim saw her daughter Yung-Min scooting down the hall. "Where do you think (your/**you're**) going?" Mrs. Kim called.

"I'm going to build a snowman!" Yung-Min answered.

"(Your/**You're**) not going anywhere until you put on (**your**/you're) warm coat."

"Okay," said Yung-Min. "Then may I use (**your**/you're) garden shovel to dig in the snow?" she asked.

"Yes, if (your/**you're**) careful with it," answered Mrs. Kim.



## Apply

Write *your* or *you're* to complete each sentence correctly. Remember to capitalize a word that begins a sentence.

11. "\_\_\_\_\_ **You're** \_\_\_\_\_ not going to believe this, but about 95 inches of snow falls each winter in Rochester, New York," said Toby.
12. Denise asked, "Does \_\_\_\_\_ **your** \_\_\_\_\_ book describe snow crystals?"
13. "Yes, but \_\_\_\_\_ **you're** \_\_\_\_\_ going to need a microscope to see how beautiful each crystal is," said Toby.
14. "\_\_\_\_\_ **You're** \_\_\_\_\_ right," said Denise, peering through the microscope.
15. "The snowflakes \_\_\_\_\_ **you're** \_\_\_\_\_ looking at are called platelike snow crystals."
16. "The crystals under \_\_\_\_\_ **your** \_\_\_\_\_ microscope look like stars, but other snowflakes look like long needles," continued Toby.

## Reinforce

Use the clues to complete the puzzle. Give each apostrophe its own space in the puzzle.

										1 Y	
2 A	P	O	S	T	R	O	P	H	E		
										U	
										,	
				3 Y	O	U	,	R	E		
				O					E		
				U							
4 C	O	N	T	R	A	C	T	I	O	N	

**Across**

2. Takes the place of missing letters in a contraction
3. \_\_\_\_\_ going to have fun.
4. Two words made into one

**Down**

1. Are you sure \_\_\_\_\_ listening?
3. Let's go in \_\_\_\_\_ car.



# ▶ Their, There, They're

## Grammar Rules!

The words **their**, **there**, and **they're** sound alike, but they have different spellings and meanings. *Their* is a possessive pronoun that means "belonging to them." *There* is an adverb that usually means "in that place." *They're* is a contraction made from the words *they are*.



See Handbook Sections 16, 24, and 28

**Try It!** Read the sentences and follow the directions.

Those scientists over **there** are meteorologists.  
**They're** trained to predict the weather. People rely  
 on **their** weather reports.

belonging to them

in that place

they are

Draw a line from each boldfaced word to the box that shows its meaning.

## Practice

Circle the word in ( ) that completes each sentence. (1–7)

"Meteorologists use weather balloons to gather (their/there) information," explained our science teacher. "They send (their/there) balloons into the sky. While the balloons are up (there/their), they gather information about wind, clouds, rain, and snow."

She explained that the balloons carry instruments called radiosondes. (Their/They're) able to measure moisture and wind. The radiosondes send (there/their) information to radio transmitters on the ground.

"How do meteorologists get the radiosondes down once they send them up (there/they're)?" I asked.

"Weather balloons are filled with helium or hydrogen," our teacher said. "(They're/Their) designed to burst when they get to about 90,000 feet. Radiosondes have parachutes attached to them. When the balloon bursts, the radiosondes float to the ground."



Weather balloons gather information about the weather.

## Apply

Write *their*, *there*, or *they're* below. Remember to capitalize a word that begins a sentence.

8. Meteorologists can use their skills in many ways.
9. They're hired by television stations as weather forecasters.
10. Their skills are needed by businesses affected by the weather, such as airlines.
11. Some meteorologists work as weather observers in a region, and they measure conditions there.
12. There are others who measure harmful chemicals in the air.
13. Meteorologists depend on their measuring instruments, such as barometers and thermometers.
14. They're also helped by data from weather satellites.

## Reinforce

Write *their*, *there*, or *they're* to complete each clue. Then solve the riddle.

15. Their home is in the sky.
16. They're made of tiny water droplets or ice crystals in the air.
17. Their shapes sometimes resemble animals.
18. People enjoy lying on their backs and watching them pass overhead.
19. They're a welcome sight when the weather has been hot and dry.
20. Look up there! I see some now!

What are they? They're c l o u d s.



## Unit Review student pages 95–96

The **Unit Review** allows you to check students' progress and determine when reteaching is necessary. The review pages may be completed in class or as homework. If a student responds incorrectly to two or more items involving the same skill, you may want to work directly with the student to review the relevant lesson. The lesson number to which each review item relates appears in parentheses on the review pages in the Teacher Edition.

Assign the **Extra Practice** activities (pp. 201–206) to reteach targeted skills in a more focused way.

## Spelling Practice

student pages 97–98

### Spelling Patterns: Final -le, Final -en

Read aloud the directions and example sentences under **Grammar Rules**. Have students reread the example sentences with you. Ask which word completes each sentence. (*brighten, trouble*) Read the rule statement aloud.

Have students work in small groups to complete the **Word Sort** and share their results with the class. For the first **Pattern Practice**, read aloud the directions and numbered items. Work as a class to complete item 1. Then have student pairs complete items 2–4. Ask them to present their answers to the class. For the second **Pattern Practice**, read aloud the directions and the words in the word bank. Have students work independently to write the word that completes each sentence.

Read aloud the directions and the words in **Use Your Dictionary**. Have students work independently to write the base words.

### English Learners

Have students work with a partner who is fluent in English for the spelling activities. Spanish-speaking students may have difficulty pronouncing the words in the activities that have silent vowels, but this will probably not cause problems in spelling. Challenge students to find cognates among the featured words, such as **eagle/águila, double/doble, example/ ejemplo**, and **tremble/temblar**. Compare spellings and discuss meanings.

## Proofreading student pages 99–100

### Proofreading Practice

Review the **Proofreading Marks** chart and the examples. Then read aloud the instructions and the first two sentences of the report. Point out and discuss the first error. (*The period is missing between sky and Their.*) Have students mark the correction. Repeat this procedure for the second error. Then have students work independently to proofread and mark the errors in the remaining sentences. After students have completed the activity, ask volunteers to read each sentence aloud, identify the errors, and explain how they marked these errors.

### Proofreading Checklist

Ask students to select a recent piece of their own writing. Have them turn to page 100 and write the title of that piece of writing at the top of the chart. Read aloud the instructions. Then ask students to put a check mark next to each item in the checklist after they have checked it in their work. Students might first work independently and then trade papers with a partner to double-check each other's work. You might model using the **Grammar, Usage, and Mechanics Handbook** (beginning on student page 239) to clarify a concept or rule.

Suggest that students look at the errors they overlooked in the Proofreading Practice activity and add these to the checklist. Ask students to think about other kinds of errors they sometimes make and add them to the checklist.

### English Learners

Have students work with a partner who is fluent in English for the proofreading activities.

## School-Home Connection student pages 101–102

These pages provide quick, fun activities that review and reinforce the skills taught in Unit 3. You might utilize the **School-Home Connection** pages in one of the following ways:

- Ask students to take the pages home, choose one or two activities to do, and then ask their parents to sign and return the pages.
- Send the pages home without asking that they be returned.

# Review

## Usage (Numbers in parentheses identify related lessons.)

Underline a word in ( ) to complete each sentence correctly.

1. From spring until fall, (a/an) strong wind called a monsoon blows over India. (31)
2. Monsoons blow over Pakistan and Bangladesh, (to/too). (32)
3. The rain clouds they bring are (a/an) welcome sight to farmers. (31)
4. (Their/They're) fields remain cracked and dry until the monsoons come. (26)
5. The storms bring heavy rains (to/too) the cities and towns of India. (32)
6. Floods can damage streets, buildings, and railways (their/there). (26)
7. There are (too/two) ways to look at the monsoons. (32)
8. (They're/Their) good for farmers, but they can cause hardship and damage, too. (26)
9. A volcano in the Philippines called Mt. Pinatubo (thrown/threw) tons of ash into the air when it exploded. (33)
10. People who lived in the area were (caught/caught) by surprise. (33)
11. There (had/have) been earthquakes around the volcano for months. (28)
12. Many people (were/was) injured by the falling rocks and ash. (28)
13. A huge cloud of ash (were/was) sent into the atmosphere. (28)
14. This eruption (was/were) one of the largest in the 20th century. (28)
15. Our neighbor (telled/told) us about a terrible blizzard. (34)
16. A cold wind (blew/blowed) from the north. (34)
17. Announcers and public officials told (every one/everyone) to find shelter. (35)
18. Our neighbor (sat/sitted) inside a barn for two days. (34)
19. Snow fell so heavily that travelers could not see (anything/any thing). (35)
20. Since that time, our neighbor never has (goed/gone) outside in a heavy snowstorm. (34)



Name \_\_\_\_\_

## More Usage

Choose a word in ( ) and write it on the line to complete the sentence correctly.

21. If you were a spiny-tailed lizard, your (25) home would be the Sahara desert. (you're/your)
22. The desert doesn't (30) get much rain. (doesn't/don't)
23. If you're (25) planning to visit the desert, you won't need an umbrella. (you're/your)
24. The spiny-tailed lizard doesn't (30) need much water. (doesn't/don't)
25. It has adapted well to its (27) hot, dry home. (its/it's)
26. At night, it's (27) cool in the desert. (it's/its)
27. The weather in a tropical rain forest is good (29) for plants that need a lot of water. (good/well)
28. Not all plants grow well (29) in hot, wet areas. (good/well)
29. Don't (30) plant anything until you know how much water it will need. (Doesn't/Don't)

Write the pronoun that could stand for the boldfaced word or words in each sentence. Use correct capitalization.

30. Our local weather forecaster is **Maggie McCloud**. She is an experienced meteorologist. (36)
31. **Our home** is in a desert area. It is well insulated, so it stays cool in the summer and warm in the winter. (36)
32. **My brother and sister** love hot weather. They play soccer outdoors, even when the temperature is over 100°F! (36)

# Spelling Practice

## Grammar Rules!

**Spelling Patterns: Final -le, Final -en** The unstressed /əl/ sound found at the end of some words can be spelled **-le** as in **table**. The **-en** ending is also unstressed and is pronounced /ən/ as in **sweeten**. It is a suffix that usually means "to make" or "to become." It often changes an adjective to a verb.

**Try It!** Read the sentences and follow the directions.

After the storm, the sky began to bright\_\_\_\_\_ **en**.

Our picnic plans were no longer in troub\_\_\_\_\_ **le**.

Write the ending **-le** or **-en** to complete each word.

## Word Sort

Use the words below to complete the word sort. **Answers may be in any order.**

shorten double darken stumble freshen tremble unable thicken

Final -le	Final -en
<p>double</p> <p>stumble</p> <p>tremble</p> <p>unable</p>	<p>shorten</p> <p>darken</p> <p>freshen</p> <p>thicken</p>



Name \_\_\_\_\_

## Pattern Practice

Add the suffix **-en** to each base word and write the new word.

1. sunk + en      sunken
2. light + en      lighten
3. hard + en      harden
4. tight + en      tighten

Write the word that completes each sentence. Be sure you capitalize words at the beginning of a sentence.

wrinkle    whistle    chosen    example    eagle    moisten

5. Moisten the cloth before you wipe the table.
6. Is that an eagle flying high in the sky?
7. Kyle gave a whistle and his dog returned.
8. Mrs. Kim said to add an example to my paragraph.
9. Patel has chosen to stay home today.
10. Can you press the wrinkle in my dress?

### Use Your Dictionary!







Write the base word for each word.  
Check your spellings in a dictionary.

11. forgotten      forgot
12. lengthen      length
13. chosen      chose

# Proofreading Practice

Read this report about lightning. Find the mistakes. Use the proofreading marks below to show how each mistake should be fixed. Use a dictionary to check and correct spellings. **Suggested answers appear below. Accept all reasonable responses.**

## Proofreading Marks

Mark	Means	Example
	take away	Lightning comes <del>before</del> before thunder.
	add	Lightning <sup>comes</sup> before thunder.
	make into an uppercase letter	lightning comes before thunder.
	make into a lowercase letter	Lightning comes before <del>T</del> hunder.
	add a period	Lightning comes before thunder.
	fix spelling	Lithing comes before thunder.

## Lightning

Lightning is a huge electrical spark that flashes in the sky. <sup>sp</sup> Their are different kinds of lightning. Most of the lightning we see happens between the clouds and the earth. This is called cloud-to-earth lightning. <sup>sp</sup> Lightening can also flash from one cloud <sup>sp</sup> two another. <sup>sp</sup> Your likely to see this kind of lightning from a <sup>n</sup> airplane. Intracloud lightning flashes within a single cloud. We cannot see intracloud lighting <sup>sp</sup> very <sup>well</sup> good from the ground.

Have you ever wondered how long a bolt of lightning is? The shortest lightning bolts <sup>are</sup> ~~is~~ about 300 feet long. These occur in mountainous places where the clouds are very low. In flat regions where the clouds are high, lightning bolts are usually five ~~to~~ <sup>nine</sup> miles long.

How wide is a lightning bolt? <sup>'</sup> ~~It's~~ not as wide as you would think. Some experts believe that the core of ~~an~~ lightning bolt is only a half inch wide. The core may be surrounded by a glowing band of light that is 10–20 feet across. You can see the length of a lightning bolt when it is <sup>caught</sup> ~~catches~~ on film.



Name \_\_\_\_\_

# Proofreading Checklist

**Titles**

You can use the list below to help you find and fix mistakes in your own writing. Write the titles of your own stories or reports in the blanks on top of the chart. Then use the questions to check your work. Make a check mark (✓) in each box after you have checked that item. **Answers will vary.**

Have I used the words <i>two</i> , <i>too</i> , and <i>to</i> correctly?				
Have I correctly used words that sound the same, but have different spellings?				
Have I used the words <i>don't</i> , <i>doesn't</i> , <i>well</i> , <i>good</i> , <i>a</i> , <i>an</i> , and <i>the</i> correctly?				
Have I used the correct past tense forms of irregular verbs?				
Have I used forms of <i>be</i> correctly?				

## Also Remember...

Does each sentence begin with an uppercase letter?				
Does each sentence end with the right mark?				
Did I use a dictionary to check and correct spellings?				
Have I used commas correctly?				

## Your Own List

Use this space to write your own list of things to check in your writing.

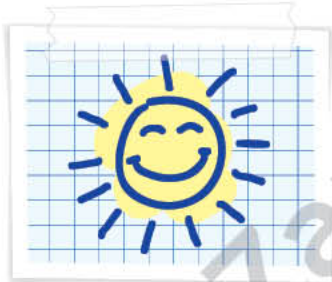

# School-Home Connection

In Unit 3 of *Grammar, Usage, and Mechanics* students are learning how to use words that can be confusing, such as *its* and *it's* and *their* and *there*. The activities on these pages give extra practice with some of the concepts they are learning. You can help your child understand some of the concepts he or she is learning in school by choosing one or more activities to complete with your child at home.

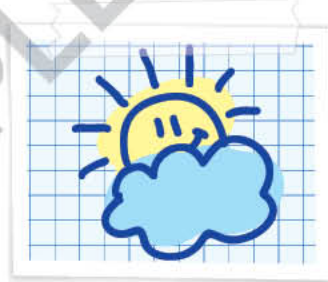
## Weather Forecast (Its and It's; Your and You're)

With your child, read the weather reports in your local newspaper for about a week. Work together to write an illustrated forecast for each day. Try to use these words in your forecast: *its*, *it's*, *your*, *you're*. Post the forecast at home or in your workplace.

### Sam's Two-Day Outlook



It's going to be sunny but chilly, so don't forget your coat.



You're going to need an extra sweater today because winter is on its way.

## Word Search

**(Two, Too, To; Good and Well; Irregular Verbs: Throw and Catch)**

There are ten words hidden in the puzzle. Work with your child on the search. See who is the first to find them all. Then ask your child to use each word in a sentence.





Name \_\_\_\_\_

## Cloud Watch (Forms of *Be*)

Watch cloud formations with your child and work together to write descriptions of the more unusual clouds you see. Use forms of the verb *be* (*is, are, was, were, been*) in your description.

**Example** Tuesday: The clouds **are** puffy and white. One cloud **is** the shape of an elephant.

Wednesday: At sunrise the clouds **were** pink and gold. In the afternoon they **were** thin and wispy. Now they **are** dark and stormy.

## Verb Search (Irregular Verbs: *Throw* and *Catch*)

Some verbs do not end in *-ed* in the past tense. These verbs are irregular.

**Example** The past tense of **throw** is **threw**.

With your child, hunt for other irregular verbs in a newspaper, magazine, or comic book. First, have your child find the verb in a sentence. Then use the verb in a sentence about the present and another sentence about the past.

**Example** **Throw** the ball now.  
I already **threw** the ball.

Try to find and list as many irregular verbs as you can. Some irregular verbs are *sleep/slept*, *catch/caught*, and *make/made*.

## Guessing Game (*Doesn't* and *Don't*)

Follow these steps with your child to create a guessing game your whole family can play:

1. Cut thick paper into six 3" X 5" cards. (Or use index cards.) Give each team of two players three cards.
2. Team members should write five or six clues to the identity of one animal on each card. Some of the clues should include the word *doesn't* or *don't*.
3. Ask teams to exchange cards, read the clues, and name the animal.

**Example**

- It has wings, but it **doesn't** fly.
- It is black and white.
- You **don't** find it in warm places.
- It likes ice and snow.
- It **doesn't** live alone. **The animal is a penguin.**

You might enjoy making up additional categories, such as *clothing* or *food*.

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# Pretest



**TEST TIP:** Be sure to read all four answer choices carefully before marking the answer you think is correct.

(Numbers in parentheses identify related lessons.)

Read each item carefully. Fill in the circle next to the best answer.

1. Read this sentence.

Was Jackie Robinson a great young baseball player?

What kind of sentence is this? (1)

- ☒ A interrogative    ☐ C imperative  
☐ B declarative    ☐ D exclamatory

2. Read this sentence.

African Americans had no opportunities in the major leagues long ago.

What are the complete subject and the complete predicate of the sentence? (2)

- ☒ A African Americans had; no opportunities in the major leagues long ago  
☐ B African Americans; had  
☐ C African Americans had no opportunities; in the major leagues long ago  
☐ D African Americans; had no opportunities in the major leagues long ago

3. Read this sentence.

Those players had a separate league.

What is the simple subject? (3)

- ☒ A those    ☐ C those players  
☐ B players    ☐ D players had

4. Read this sentence.

Jackie Robinson won varsity letters in four sports in college.

What is the simple predicate in this sentence? (4)

- ☐ A Jackie Robinson  
☐ B Robinson won  
☒ C won  
☐ D won varsity letters

5. Read this sentence.

He joined a team in the Negro American League in 1945.

What is the direct object of this sentence? (5)

- ☐ A joined  
☒ B team  
☐ C Negro American League  
☐ D 1945

6. Read this sentence.

Robinson made sports history in 1947.

Which of these words begins a prepositional phrase in the sentence? (6)

- ☐ A made    ☐ C history  
☐ B sports    ☒ D in

Read each item carefully. Fill in the circle next to the best answer.

7. Which item below is a complete sentence? **(7)**

☐ A The first African American player in the modern major leagues.  
☒ B He played first base for the Brooklyn Dodgers.  
☐ C A great hitter and a swift runner.  
☐ D Not treated well by some people.

8. Which sentence below gives the most information? **(8)**

☐ A Robinson became a big star.  
☐ B Robinson starred for the Dodgers and won an important award.  
☐ C Robinson won an important award in 1949 after becoming a star with the Dodgers.  
☒ D Robinson became a star with the Dodgers and in 1949 was named the National League's Most Valuable Player.

9. Which sentence below is a compound sentence? **(9)**

☒ A Some people called Robinson names, but he never showed anger.  
☐ B Robinson showed great courage and patience.  
☐ C Soon several other African American players joined major league teams.  
☐ D Major league baseball was finally open to talented players of all races.

10. Read this sentence.

After Jackie Robinson retired, the Dodgers played only one more season in Brooklyn.

What type of sentence is this? **(9, 10, 12)**

☐ A simple ☒ C complex  
☐ B compound ☐ D run-on

11. Read this sentence.

The stadium where Jackie Robinson made history was torn down.

Which word is a relative adverb in the sentence above? **(11)**

☐ A stadium ☐ C made  
☒ B where ☐ D was

12. Which item below is a run-on sentence? **(12)**

☐ A Jackie Robinson was a great player and a hero.  
☒ B He played mostly at second base he was an outstanding fielder.  
☐ C Robinson played ten years with the Dodgers.  
☐ D He was elected to the Baseball Hall of Fame in 1962.

13. Read this sentence.

Susan B. Anthony was born in 1820.

What kind of sentence is this? **(1)**

☐ A interrogative ☐ C imperative  
☒ B declarative ☐ D exclamatory



Read each item carefully. Fill in the circle next to the best answer.

14. Read this sentence.

U.S. women had no voting rights at the time.

What are the complete subject and the complete predicate of the sentence? (2)

- ☐ A women; voting rights at the time
- ☒ B U.S. women; had no voting rights at the time
- ☐ C women; had no voting rights at the time
- ☐ D U.S. women had; no voting rights at the time

15. Read this sentence.

Many Americans wanted voting rights for women.

What is the simple subject? (3)

- ☐ A voting rights
- ☐ B many Americans
- ☒ C Americans
- ☐ D women

16. Read this sentence.

Susan B. Anthony and other determined women started an important organization in 1869.

What is the simple predicate in this sentence? (4)

- ☒ A started
- ☐ B determined women
- ☐ C started an important organization in 1869
- ☐ D Susan B. Anthony

17. Read this sentence.

The National Woman Suffrage Association led a struggle for these rights.

What is the direct object of this sentence? (5)

- ☐ A National Woman Suffrage Association
- ☐ B led
- ☒ C struggle
- ☐ D rights

18. Read the sentence.

Susan B. Anthony was arrested in Rochester, New York, after she voted illegally.

Which of these words begins a prepositional phrase in the sentence? (6)

- ☐ A was
- ☒ B in
- ☐ C she
- ☐ D voted

19. Which item below is a complete sentence? (7)

- ☐ A Susan B. Anthony, an American hero.
- ☐ B Fought for women's rights all her life.
- ☒ C She also fought for the abolition of slavery.
- ☐ D A believer in equal rights for all Americans.

## UNIT 1 Pretest

Name \_\_\_\_\_

Read each item carefully. Fill in the circle next to the best answer.

20. Which sentence below gives the most information? (8)

- ☐ A Susan B. Anthony died before women won the right to vote.
- ☐ B When women gained the right to vote, Susan B. Anthony was no longer alive.
- ☐ C Women's voting rights became law 14 years after Susan B. Anthony died.
- ☒ D Women gained the right to vote in 1920, 14 years after Susan B. Anthony's death.

21. Which sentence below is a compound sentence? (9)

- ☐ A The United States Constitution was amended.
- ☐ B An amendment is a change or addition.
- ☒ C Men had always voted, and women could now vote, too.
- ☐ D Women had a voice in government for the first time.

22. Read this sentence.

Elizabeth Cady Stanton worked with Susan B. Anthony on the struggle for women's rights.

What type of sentence is this? (9, 10, 12)

- ☒ A simple sentence
- ☐ B compound sentence
- ☐ C complex sentence
- ☐ D run-on sentence

23. Which sentence below is a complex sentence? (10)

- ☐ A Stanton worked with Anthony on the establishment of the National Woman Suffrage Association.
- ☐ B Susan B. Anthony edited four books about the history of voting rights for women.
- ☐ C Elizabeth Cady Stanton helped Anthony with three of those books.
- ☒ D Although Susan B. Anthony was a strong individual, she depended on help from Stanton and others.

24. Read this sentence.

Carrie Chapman Catt was another person who gave important help to Susan B. Anthony.

Which word is a relative pronoun in the sentence above? (11)

- ☐ A was
- ☐ B person
- ☒ C who
- ☐ D help

25. Which item below is a run-on sentence? (12)

- ☐ A Susan B. Anthony has been the subject of several biographies.
- ☒ B Her face appears on a \$1 coin it was first issued in 1979.
- ☐ C Only one other American woman has been shown on a regular-use coin.
- ☐ D Anthony will likely be remembered and honored for a very long time.



**Lesson 1** Add the correct end mark to each sentence.

1. Come to our garage sale on Saturday . or !
2. What are you going to sell ?
3. We'll sell old toys, clothes, and furniture .
4. What a strange chair !
5. It's shaped like an elephant . or !
6. Do you think anyone will buy that elephant chair ?
7. Come sit on it .
8. That jigsaw puzzle costs only five cents . or !
9. Are any of the puzzle pieces missing ?
10. Wow, somebody just paid five dollars for that weird chair !

**Lesson 2** Circle the complete subject and underline the complete predicate in each sentence.

1. People have studied dolphins for years.
2. The ancient Greeks drew pictures of dolphins.
3. These creatures are very intelligent.
4. They travel in groups.
5. Dolphins talk to each other with whistles and clicks.
6. These marine mammals have a keen sense of hearing.
7. Young dolphins stay with their mothers for more than a year.
8. Some dolphins help injured dolphins.
9. They support the injured dolphin with their fins.
10. These remarkable animals are related to whales.

# Posttest

Read this text and answer the questions on the next page.

## An Approaching Storm

1 Brad couldn't take his eyes off the swirling red-and-  
2 green circle. It was headed straight for Mobile, Alabama. He  
3 had been watching the radar screen on the weather alert  
4 website for two whole days now. The hurricane was still slowly  
5 making its way across the Gulf of Mexico and toward his home.  
6 He knew from science class that the massive storm could bring  
7 high winds, flooding rains, and violent waves. Brad was both  
8 scared and excited as it waited for the impact.

9 "The experts just gave another report," he told his dad.  
10 "They're predicting the storm will hit in three days."

11 "Good," said Mr. Whitby. "We have plenty of time to  
12 pack our things and drive north to Grandma's house."

13 "Do we really have to leave?" Brad asked. "Can't we  
14 just board up the house really well and wait it out?"

15 "It doesn't seem smart to take a risk with such a big  
16 storm," Mr. Whitby replied. "I was caught in a hurricane once,  
17 and it was no picnic."

18 Brad nodded and went to his room to start packing.



## UNIT 3 Posttest

Name \_\_\_\_\_

Read each item carefully. Fill in the circle next to the best answer.

(Numbers in parentheses identify related lessons.)

1. What change, if any, should be made to the underlined words in lines 7–8? (36)  
☐ A NO CHANGE  
☐ B as him waited  
☒ C as he waited  
☐ D as you waited
2. What change, if any, should be made to the underlined words in line 9? (34)  
☐ A NO CHANGE  
☒ B he told his dad  
☐ C he telling his dad  
☐ D he tolden his dad
3. What change, if any, should be made to the underlined words in line 10? (26)  
☐ A NO CHANGE  
☐ B There predicting  
☐ C They predicting  
☒ D They're predicting
4. What change, if any, should be made to the underlined words in lines 13–14? (29)  
☒ A NO CHANGE  
☐ B board up the house really good  
☐ C board up the house gooder  
☐ D board up the house more well
5. What change, if any, should be made to the underlined words in lines 15–16? (30)  
☐ A NO CHANGE  
☐ B It do not seem smart  
☐ C It didn't seem smart  
☒ D It doesn't seem smart
6. What change, if any, should be made to the underlined words in lines 16–17? (33)  
☐ A NO CHANGE  
☐ B I was catch  
☒ C I was caught  
☐ D I was caughted

Read each item carefully. Fill in the circle next to the best answer.

7. Read the following sentences.

I'll bring a towel and some sunscreen to the beach. I'll pack them in \_\_\_\_\_ tote bag.

Which word is an article that best completes the second sentence? (31)

- ☐ A this
- ☐ B one
- ☐ C my
- ☒ D a

8. Read the following sentences.

The stray dog was shivering.  
\_\_\_\_\_ fur was dirty and matted.

Which word best completes the second sentence? (27)

- ☐ A It's
- ☐ B Their
- ☐ C This
- ☒ D Its

9. Read the following sentences.

"I can't believe \_\_\_\_\_ inviting Darla to the party!" Kim said. I could tell she was very surprised.

Which word best completes the first sentence? (25)

- ☒ A you're
- ☐ B you
- ☐ C your
- ☐ D you's

10. Read the following sentences.

This \_\_\_\_\_ my grandmother's favorite perfume. I will buy her a bottle for her birthday.

Which is the correct form of the verb that completes the first sentence? (28)

- ☒ A is
- ☐ B been
- ☐ C be
- ☐ D are

11. Read the following paragraph.

[1] Sift the flour and baking powder into the bowl. [2] Mix these dry ingredients into the batter well. [3] Then add the final ingredient—the raspberries.

Where is the best place to add the following sentence? (29)

Make sure you use good berries from a nearby farm or produce stand.

- ☐ A before sentence 1
- ☐ B after sentence 1
- ☐ C after sentence 2
- ☒ D after sentence 3



## UNIT 3 Posttest Name \_\_\_\_\_

Read each item carefully. Fill in the circle next to the best answer.

12. Read the following sentences.

"It's \_\_\_\_\_ hot to go outside," whined Marlee. "It must be one hundred degrees today."

Which word best completes the first sentence? (32)

- ☐ (A) to
- ☐ (B) true
- ☒ (C) too
- ☐ (D) two

13. Read the following sentences.

Greg saw someone in the crowd who looked exactly like his friend Tim. Greg waved, but the boy did not know him.

What kind of word is underlined? (35)

- ☐ (A) personal pronoun
- ☒ (B) indefinite pronoun
- ☐ (C) possessive pronoun
- ☐ (D) reflexive pronoun

14. Read the following sentences.

The quarterback \_\_\_\_\_ the football all the way to the end zone. Unfortunately, the receiver dropped the ball.

Which word best completes the first sentence? (33)

- ☐ (A) through
- ☒ (B) threw
- ☐ (C) throwed
- ☐ (D) thrown

15. Read the following paragraph.

[1] Henry's aunt is a geologist who teaches at the university. [2] I met her last night at Henry's birthday party. [3] Before she left, she promised to come talk to my class.

Where is the best place to add the following sentence? (36)

I told her about my interest in rocks and minerals.

- ☐ (A) before sentence 1
- ☐ (B) after sentence 1
- ☒ (C) after sentence 2
- ☐ (D) after sentence 3

16. Read the following paragraph.

[1] Danny wanted a kitten. [2] His sister is allergic to cats. [3] Danny's mother used to have two cats. [4] What can Danny do?

What is the best way to combine sentences 1 and 2? (9, 23)

- ☐ (A) Danny wanted a kitten, his sister is allergic to cats.
- ☐ (B) Danny and his sister wanted a kitten and are allergic to cats.
- ☒ (C) Danny wanted a kitten, but his sister is allergic to cats.
- ☐ (D) Danny, wanting a kitten, and his sister is allergic.



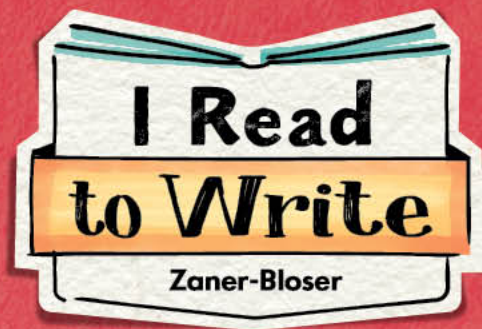
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