

Grammar and Writing

Grade 6 Sampler

Grammar and Writing is a language arts program created for easy reading and instruction. Behind this program is a team of dedicated teachers who care about your students' success.

This program presents incremental teaching material in a simple format. It consists of a series of **daily lessons**, **review sets**, and **tests** that are carefully sequenced to develop a variety of skills and concepts. Because of the incremental nature of this program, it is essential that all of the lessons be taught in order and that students complete all review sets.

In addition to the daily lessons, this program includes a series of **writing lessons**. These are designed to guide students through the process of composing a complete essay. This program also contains suggested **journal topics** for more writing practice and weekly **dictations** for practice in spelling and punctuation.

This program includes lessons on capitalization, punctuation, parts of speech, sentence structure, spelling rules, and correct word usage with a focus on improving writing. To increase students understanding of grammar, they will learn to diagram sentences. Diagramming a sentence helps learners understand its structure and the function of its parts. It will help them with correct word usage and punctuation as they write. Knowing how to diagram an English sentence will also make their future study of foreign languages much easier.

It is our hope that this program provides your students with a strong foundation not only for future language arts studies, but also for a lifetime of satisfying and successful writing.

Grammar and Writing 6 Sampler

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Dictation or Journal Entry

Vocabulary:

The words *faint*, *feign*, and *feint* are often misused. As a verb, *faint* means to lose consciousness. Mark *faints* at the sight of blood. As an adjective, *faint* means lacking in brightness. The light was too *faint* to see. *Feign* means to pretend or to make a false show of. Hamlet *feigned* madness. A *feint* (noun) is a deceptive move or pretense. His staggering was a *feint* to divert the police.

Limiting adjectives help to define, or “limit,” a noun or pronoun. They tell “which one,” “what kind,” “how many,” or “whose.” There are six categories of limiting adjectives. They include articles, demonstrative adjectives, numbers, possessive adjectives (both pronouns and nouns), and indefinites.

Articles Articles are the most commonly used adjectives, and they are also the shortest—*a*, *an*, and *the*.

<i>a</i> flower	<i>the</i> flower
<i>a</i> pencil	<i>the</i> pencil
<i>an</i> octopus	<i>the</i> octopus
<i>an</i> example	<i>the</i> example

We use *a* before words beginning with a consonant sound, and *an* before words beginning with a vowel sound. It is the sound and not the spelling that determines whether we use *a* or *an*:

<i>an</i> hour	<i>a</i> human being
<i>an</i> umbrella	<i>a</i> university
<i>an</i> R-rating	<i>a</i> rat
<i>an</i> x-ray	<i>a</i> xylophone

Demonstrative Adjectives WHICH ONE?

<i>this</i> lesson	<i>that</i> haircut
<i>these</i> shoes	<i>those</i> socks

Numbers HOW MANY?

<i>three</i> potatoes	<i>four</i> carrots	<i>one</i> onion
<i>seventy-six</i> trombones	<i>fifteen</i> years	<i>thirty</i> miles

Possessive Adjectives Both pronouns and nouns commonly function as adjectives. They answer the question, WHOSE?

Pronouns WHOSE?

<i>his</i> hat	<i>her</i> gloves
<i>their</i> sweaters	<i>our</i> class
<i>its</i> place	<i>your</i> reward
<i>my</i> idea	

Nouns WHOSE?

<i>Amanda's</i> horse	<i>Julio's</i> cat
<i>Dad's</i> chair	<i>Monty's</i> wife
<i>Allison's</i> husband	<i>Sergio's</i> mom

Indefinites HOW MANY?

<i>some</i> people	<i>few</i> voters	<i>many</i> ballots
<i>several</i> mice	<i>no</i> errors	<i>any</i> pests

Example 1 Write each limiting adjective that you find in these sentences.

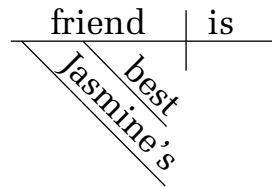
- (a) I admire Dr. Livingstone because he loved the African people.
- (b) That man set out to find the source of the Nile River.
- (c) Henry Stanley stayed with the doctor three or four months.
- (d) Our desire is to learn about these men.
- (e) Dr. Livingstone's dream of finding the source of the Nile never materialized.
- (f) Few people pursue their dream for as many years as Dr. Livingstone did.

Solution

(a) the	(b) That, the, the
(c) the, three, four	(d) Our, these
(e) Dr. Livingstone's, the, the	(e) Few, their, many

Diagramming Adjectives We diagram adjectives by placing them on a slanted line beneath the noun or pronoun they describe, or “limit.”

Jasmine’s (possessive adjective) *best* (descriptive adjective)
friend is Mallory.

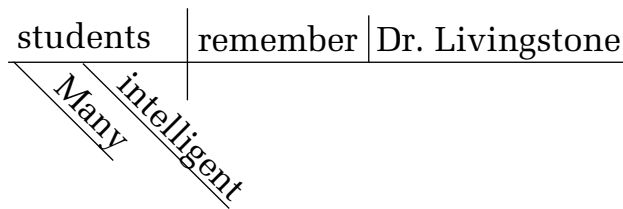


In this sentence, *Jasmine’s* and *best* tell “whose” and “what kind” of friend, so we attach them to the word “friend.”

Example 2 Diagram this sentence:

Many intelligent students remember Dr. Livingstone.

Solution We see that the adjectives *many* and *intelligent* describe “students,” so we diagram the sentence like this:



Practice For a–d, replace each blank with *faint*, *feign*, or *feint*.

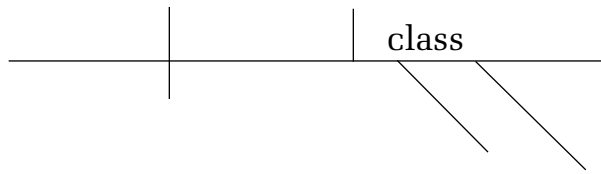
- a. The actor’s _____ of tears and howls convinced the audience of his injury.
- b. General Robert E. Lee and General Ulysses S. Grant _____ed friendship at the end of the Civil War.
- c. The pink paint appeared too _____ to add much color to the bedroom.
- d. Lack of food can cause one to _____.

Write each limiting adjective that you find in sentences e–h.

- e. Kristen’s teacher taught several lessons about sharps and flats.
- f. Some music reflects people’s origins.
- g. This key has two sharps, and that key has three flats.

h. Music is Jeremy's major.

i. Diagram this sentence: Jeremy enjoys his music class.



More Practice See Master Worksheets.

Review set Choose the best word to complete sentences 1–4.

28 **1.** Shelly was able to memorize her (conscience, (25, 26) monologue) before opening night.

2. Did Pierre tell the (hole, whole) truth? (24)

3. Residents hope there will be (less, fewer) smog in the future. (21)

4. Jasmine filled (less, fewer) Easter baskets this year. (21)

5. Tell whether this sentence is declarative, interrogative, (1, 3) imperative, or exclamatory:

Please research James Watson and Francis Crick for tomorrow's quiz.

6. Tell whether this word group is a sentence fragment, (3) run-on sentence, or complete sentence:

James Watson and Francis Crick discovered that DNA is twisted into a double spiral, or helix.

7. Write the collective noun from this list: notebook, paper, (8) pen, crayon, congregation

8. Write the plural form of a–c. (13, 14) (a) cuff (b) candy (c) pailful

Rewrite sentences 9 and 10, adding capital letters as needed.

9. the answer, i know, can be found in the back of the book. (12)

10. grandma hoppy was my favorite grandma. (12, 20)

11. Replace each blank with the missing preposition from
(17, 18) your memorized list.

inside, _____, like, near, _____, off,
_____, onto, opposite, _____, outside,
over, past, regarding, _____, save

12. List 8 prepositions that begin with the letter *o*.
(17, 18)

13. Replace the blanks with the missing helping verbs.
(9)

is, am, _____, was, were, be, _____,
been, shall, will, should, would, _____, might,
must, can, _____, has, _____, had, do,
does, did

14. Write the word from this list that is *not* a linking verb: is,
(22) am, are, was, were, be, being, been, what, look, feel, taste,
smell, sound, seem, appear, grow, become, remain, stay

15. Choose the correct word to complete this sentence: The
(21) progressive verb tense shows (completed, continuing)
action.

16. For a–c, choose the correct form of the irregular verb
(15) *have*.

(a) You (has, have) (b) They (has, have) (c) It (have, has)

17. Write the present perfect verb phrase from this sentence:
(9, 19)
Crick and Watson have demonstrated the double
helix of DNA.

18. Write the present perfect progressive verb phrase from
(9, 21) this sentence:

Crick and Watson have been studying the structure of
viruses.

For 19 and 20, tell whether the underlined verb is an action
or linking verb.

19. Jeremy looks petrified at the prospect of climbing the
(5, 22) ladder.

20. Betty looks at Jeremy as he slowly struggles up the
(5, 22) ladder.

For 21 and 22, tell whether the word group is a phrase or a clause.

21. even though much of their knowledge came from reading
(2, 24)

22. born with a knack for invention
(2, 24)

Write the direct object of sentences 23 and 24, if there is one.

23. Kitty Hawk was the location of the first powered flight.
(2, 25)

24. The Wright Brothers' first flight received little attention.
(2, 25)

Diagram the simple subject, simple predicate, and direct object of sentences 25 and 26.

25. Cleo read the newspaper.
(23, 25)

26. Chico swam a mile.
(23, 25)

27. Write the present participle, past tense, and past participle of the verb *feign*.
(9, 16)

28. Write the articles from this sentence: Does an apple a day
(28) keep the doctor away?

29. Write the indefinite adjective in this sentence: Some
(28) people hoard their possessions.

30. Diagram this sentence: This sweet red strawberry stained
(27, 28) her hand.

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LESSON 2

The Paragraph, Part 1

The Paragraph A **paragraph** is a group of sentences that builds on a main idea, or topic. A good paragraph presents one main idea and develops it with additional sentences giving more specific information about that main idea.

The Topic Sentence The **topic sentence** is a complete sentence telling the main idea of a paragraph. Often the topic sentence is the first sentence of a paragraph, but not always. Topic sentences are underlined in the paragraphs below:

Jenny's favorite sport is softball. She takes her glove everywhere she goes so that she is always ready to play. Last Saturday she played four games of softball at the park. She hopes to do that again this Saturday. She says she would like to be a softball coach when she grows up.

This morning, Kurt tied his little sister's shoes and fixed her a bowl of cereal. At naptime, he will read her a story. Later, he will push her on the swing and play games with her in the yard. Kurt helps his little sister whenever he can.

Example 1 Underline the topic sentence in the following paragraph:

My well-to-do neighbor wears one short black sock and one long red sock underneath his sandals. Uneven suspenders hold up his baggy pants; several buttons have fallen off his shirt. He carefully plants weed seeds in the flower bed and cuts his grass with a pair of rusty scissors. My neighbor behaves like an odd character.

The paragraph above is all about things that make a certain neighbor appear odd. Therefore, we underline the topic sentence as follows:

My well-to-do neighbor wears one short black sock and one long red sock underneath his sandals. Uneven suspenders hold up his baggy pants; several buttons have fallen off his shirt. He carefully plants weed seeds in the flower bed and cuts his grass with

a pair of rusty scissors. My neighbor behaves like an odd character.

Example 2 The paragraph below contains a sentence that does not support the topic sentence. Read the paragraph carefully. Then draw a line through the sentence that does not belong.

Bedbugs have become a nuisance in Mrs. Smith's home. Several bedbugs hitched a ride on Mrs. Smith's coat when she flew home from abroad, and now they have multiplied. Large numbers of them live in her carpet and blankets. Mrs. Smith has an antique dresser with fancy glass knobs. Now she must wash everything to get rid of the pests.

We see that the paragraph above is all about Mrs. Smith's trouble with bedbugs. That Mrs. Smith owns an antique dresser has nothing to do with the bedbug topic, so we cross out the sentence as follows:

Bedbugs have become a nuisance in Mrs. Smith's home. Several bedbugs hitched a ride on Mrs. Smith's coat when she flew home from abroad, and now they have multiplied. Large numbers of them live in her carpet and blankets. ~~Mrs. Smith has an antique dresser with fancy glass knobs.~~ Now she must wash everything to get rid of the pests.

Practice and Review

For paragraphs a–c, underline the topic sentence.

a. Tucker wrote a verse inside the birthday card that he made for his mother. He also made up a poem called "The Trail of a Snail" and entered it in a contest. He is always looking for new ideas for poetry. Tucker is a poet!

b. The discoveries of several scientists over many years resulted in the telephones we use today. In 1831, Michael Faraday proved that vibrations of metal could be converted to electrical impulses. In 1861, Johann Philip Reis created an instrument that changed sound to electricity and back again to sound. Through the years, other people continued to add to the science of sound. Finally, in 1876, Alexander Graham Bell made the first successful phone call using his own invention.

c. To increase his endurance, Jeremy rides his bicycle two miles to his friend's house and then runs three miles around the park before riding his bike home again. Jeremy wants a strong, healthy body in order to become a firefighter someday. He does push-ups and sit-ups daily to strengthen his muscles. He eats nutritious meals and gets plenty of sleep.

For paragraphs d–f, draw a line through the sentence that does not belong.

d. Mom said I would forget my head if it were not attached. Last night I left the bath water running until it spilled over onto the floor and ran down the hallway. My cat's name is Whiskers. I could not find my shoes this morning, so I am wearing my rain boots instead. Also, I cannot remember where I put my grammar book. Did I leave it at the library? Maybe Mom was right about my head.

e. The cuckoo family includes many interesting species of birds. Some live in trees, but others, such as road runners, live on the ground. Some cuckoos build no nests of their own but leave their eggs in the nests of other birds, which care for the young that hatch. Some cuckoos are insectivorous while others eat snakes, lizards, and small rodents. Most cuckoos are brown or gray with long tails, but some are a glossy emerald green. Spiders have eight legs.

f. The Venus flytrap is a carnivorous plant. It attracts, captures, kills, and digests insects, spiders, and slugs. People around the world have been fascinated by this peculiar plant. Herons have long, pointed bills. In the wild, Venus flytraps grow only in a small area along the coast of North and South Carolina, in bogs and wetlands. Taking flytraps from their wild habitat is against the law. However, you can buy a Venus flytrap from a nursery.

For g and h, combine sentences to make one compact sentence.

g. That tree is tall. That tree has lost its leaves.

h. We can identify trees. We can identify shrubs too.

For i and j, rewrite the sentence in a shorter, more direct way. Use the active voice. (Hint: Put the last part of the sentence first.)

i. A good time was had by everyone.

j. Molly's artwork is appreciated by many people.

Silly Story #1

Harvest Stew

Two friends, (1) _____ and (2) _____, who live in (3) _____, made a harvest stew for their (4) _____. First they placed some (5) _____ and (6) _____ in the pot. They added a dash of (7) _____ and water, and they turned on the heat to (8) _____ degrees Fahrenheit. Delighted and excited, they (9) _____ and (10) _____. They said, “We are a (11) _____!”

When the stew began to boil, they tossed in a (12) _____ and a (13) _____ for flavor. They asked their friend, (14) _____, to taste it. Then they chopped up some (15) _____ and diced a (16) _____ for good measure.

A (17) _____ watched them from the window. When he smelled the aroma, he began to (18) _____. The cooks ignored him and added (19) _____ more (20) _____ to the pot for color.

The stew tasted so delicious, the cooks shared it with all the (21) _____ in the neighborhood. Afterward, they felt full of (22) _____ and (23) _____. They happily gave the leftovers to (24) _____.

**More
Practice
Lesson 28**

Underline each adjective in these sentences.

1. A channel is a deep, narrow body of water connecting two larger bodies of water.
2. The Polstein's son lives at the delta—a flat, sandy area at the mouth of the river.
3. Most people live on plains, which are flat, level areas of land.
4. Some people live in a canyon, a narrow valley with steep sides.
5. A harbor is a sheltered, safe place for ships to anchor.
6. This ship will enter that bay on its final voyage.
7. A sound is a wide channel linking two large bodies of water.
8. Many tourists enjoy beautiful Puget Sound in the Northwest.
9. The adventurous explorer wanted to climb the highest mountain in the world.
10. Europe's important waterway is the busy Rhine River.
11. The altitude of magnificent Mt. Everest is twenty-nine thousand twenty-eight feet.
12. Some mountain ranges form a boundary between two countries.
13. The mountainous continent of Asia has the most people.
14. Antarctica is a continent with no native human population.
15. The circumference of the earth is twenty-five thousand miles.
16. The earth's diameter is eight thousand miles.
17. The hot, humid rain forests in tropical regions have tall trees and heavy vines.
18. In hot, savanna regions, some trees and tall, tough grasses grow.

**More
Practice
Lesson 28**

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1. A channel is a deep, narrow body of water connecting two larger bodies of water.
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Circle the correct word to complete sentences 1–11.

1. The famous actor Jimmy Durante had a (reliable, prodigious) nose.
(20)

2. April has (fewer, less) days than May.
(21)

3. A (linking, helping, action) verb “links” the subject of a sentence to the rest of the predicate.
(22)

4. The sentence below is (declarative, interrogative, imperative, exclamatory):
(1)

That cat scratched me!

5. The following is a (sentence fragment, run-on sentence, complete sentence):
(3)

The cat’s scratch bled.

6. This proper noun is (abstract, concrete): Amazon River
(8)

7. A monologue is performed by (one, two, many) actor(s).
(25)

8. Morgan read the (whole, hole) book in one day.
(24)

9. A mouse chewed a (whole, hole) in Helen’s backpack.
(24)

10. The team felt they would win; their (moral, morale) was high.
(23)

11. Sara is kind and caring; she has (perseverance, compassion, disdain) for the less fortunate.
(22)

12. Write the plural form of a–d:
(13, 14)

(a) penny _____ (b) trout _____ (c) man _____ (d) child _____

Circle each letter that should be capitalized in 13–15.

13. julius caesar commented, “but, for my own part, it was greek to me.”
(6, 20)

14. william shakespeare wrote *julius caesar*.
(6, 20)

15. i saw *julius caesar* performed at the charleston square theatre.
(6, 20)

16. Circle each preposition that you find in this sentence:
(17, 18)

The man in the clown costume came with me to the circus.

17. Circle the four helping verbs in this list: upon, wheel, be, hammer, cart, shall, have, bag, sock,
(9) must

18. For a–d, circle the correct irregular verb form.

(15)

- (a) She (am, is, are) (b) They (do, does) (c) You (has, have) (d) He (do, does)

19. Circle the present perfect verb phrase in this sentence: Erin has completed the marathon.

(19)

20. Circle the future perfect verb phrase in this sentence: Soon, Kim will have finished her sixth race.

(19)

21. Circle the future progressive verb phrase in this sentence: Ruth and Mitzi will be celebrating their fifteenth birthdays on Saturday.

(21)

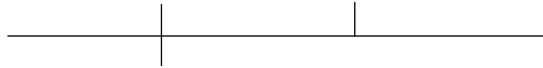
22. Circle the future perfect progressive verb phrase in this sentence: This September, we shall have been living in Monrovia for 14 years.

(21)

Diagram the simple subject, simple predicate, and direct object of sentences 23 and 24.

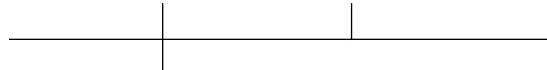
23. The boy patted the dog.

(23, 25)



24. The dog licked the boy.

(23, 25)



25. For a and b, circle to indicate whether each word group is a phrase or a clause.

(24)

(a) swallowed the cold milk phrase clause

(b) after the fish swam away phrase clause