

PRACTICE TEST

Mathematics

Grade 6

Student Name

School Name

District Name



Grade 6 Mathematics

SESSION 1

This session contains 8 questions.

You may use your reference sheet during this session.
*You may **not** use a calculator during this session.*



Directions

Read each question carefully and then answer it as well as you can. You must record all answers in this Practice Test Booklet.

For some questions, you will mark your answers by filling in the circles in your Practice Test Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

For other questions, you will need to fill in an answer grid. Directions for completing questions with answer grids are provided on the next page.

If a question asks you to show or explain your work, you must do so to receive full credit. Write your response in the space provided. Only responses written within the provided space will be scored.

Directions for Completing Questions with Answer Grids

1. Work the question and find an answer.
2. Enter your answer in the answer boxes at the top of the answer grid.
3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.
4. Under each answer box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.
5. Do not fill in a circle under an unused answer box.
6. Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.
7. If you need to change an answer, be sure to erase your first answer completely.
8. See below for examples of how to correctly complete an answer grid.

EXAMPLES

-	1	4				
●						
○	○	○	○	○	○	○
0	0	0	0	0	0	0
1	●	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	●	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

	4	8	3	1	6	
○						
○	○	○	○	○	○	○
0	0	0	0	0	0	0
1	1	1	1	●	1	1
2	2	2	2	2	2	2
3	3	3	●	3	3	3
4	●	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	●	6
7	7	7	7	7	7	7
8	8	●	8	8	8	8
9	9	9	9	9	9	9

			6	5	.	3
○						
○	○	○	○	○	○	○
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	●
4	4	4	4	4	4	4
5	5	5	5	●	5	5
6	6	6	●	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

	9	.	5	5	5	5
○						
○	○	○	○	○	○	○
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	●	●	●	●
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	●	9	9	9	9	9

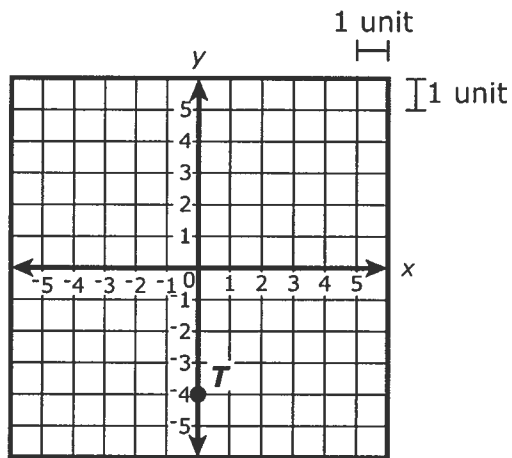
1 A dairy farmer delivered milk over two days.

- On Monday, he used 5 gallons of fuel to drive 40 miles.
- On Tuesday, he drove 120 miles at an average rate of 10 miles per gallon of fuel.

Which of the following sentences about the miles traveled per gallon of fuel on Monday **and** the number of gallons of fuel used on Tuesday is true?

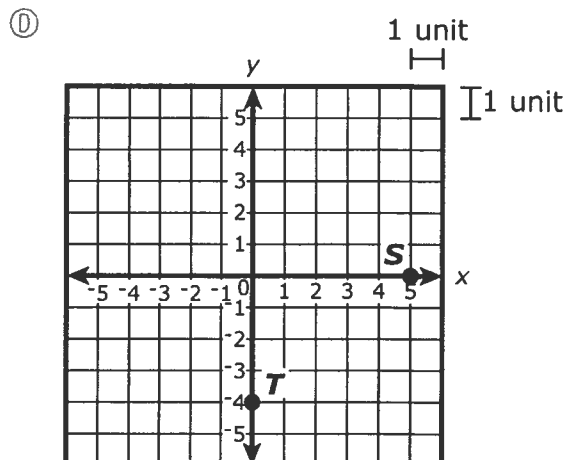
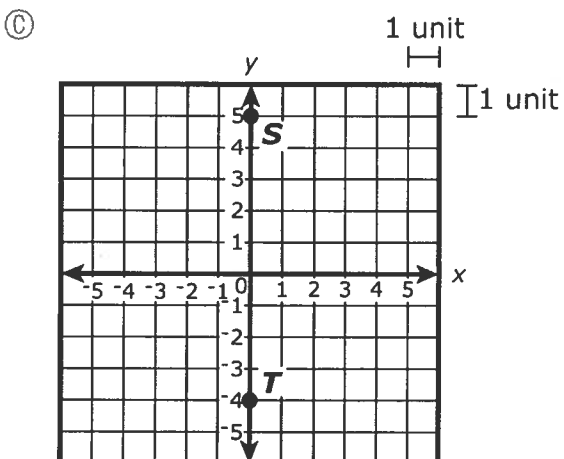
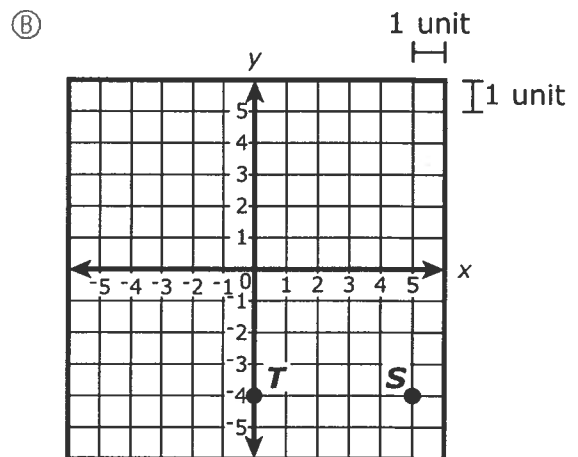
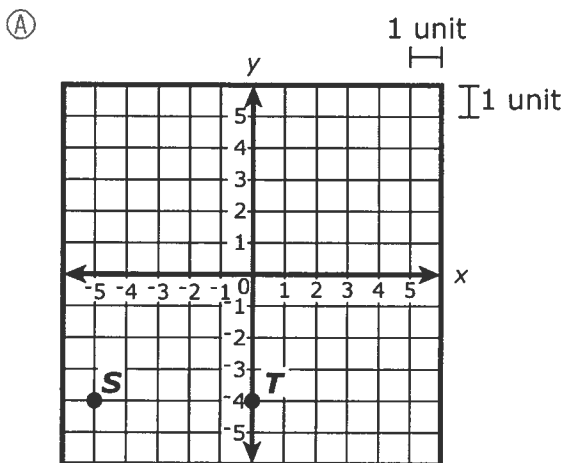
- Ⓐ The dairy farmer drove at an average rate of 8 miles per gallon of fuel on Monday, and used a total of 12 gallons of fuel on Tuesday.
- Ⓑ The dairy farmer drove at an average rate of 0.125 miles per gallon of fuel on Monday, and used a total of 0.1 gallon of fuel on Tuesday.
- Ⓒ The dairy farmer drove at an average rate of 40 miles per gallon of fuel on Monday, and used a total of 120 gallons of fuel on Tuesday.
- Ⓓ The dairy farmer drove at an average rate of 5 miles per gallon of fuel on Monday, and used a total of 10 gallons of fuel on Tuesday.

- 2 The location of point T is shown on this coordinate plane.



Point S is located 5 units to the right of point T .

Which of the following graphs shows the location of point S ?

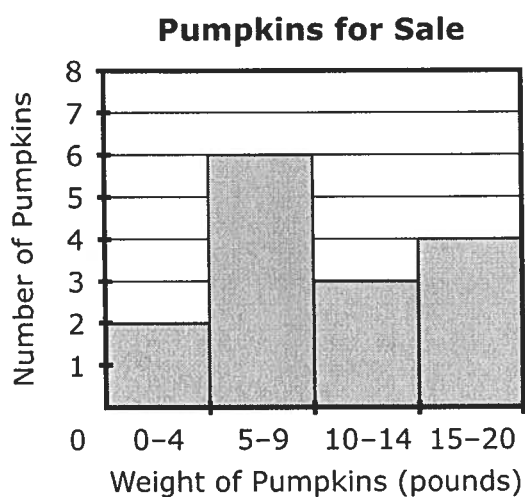


- 3 This table shows the weight, in pounds, of 15 pumpkins that are for sale at a farm.

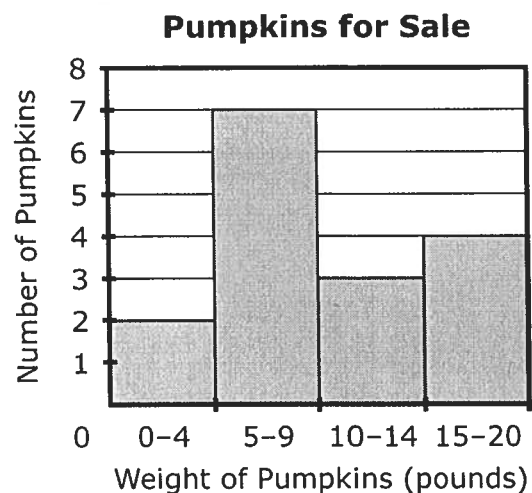
5	18	6	12	10
8	13	7	9	4
16	4	11	7	15

Which of the following histograms correctly represents the data?

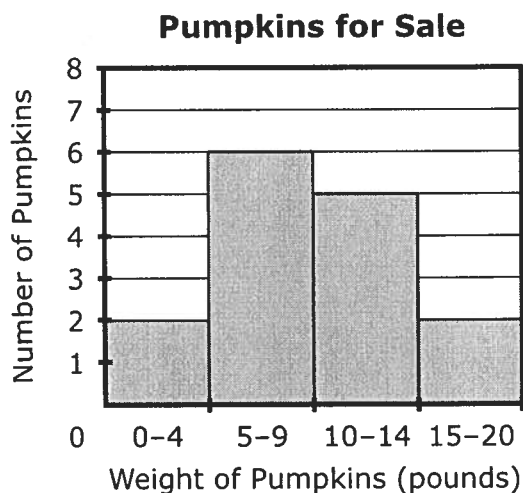
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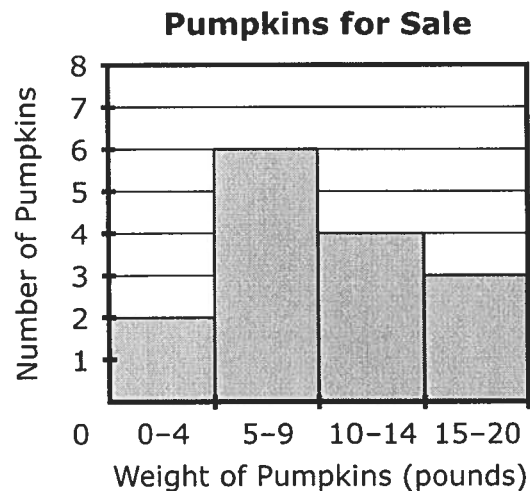
Ⓑ



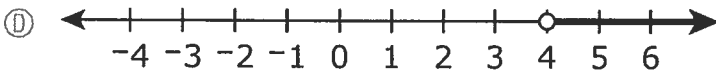
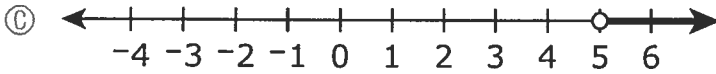
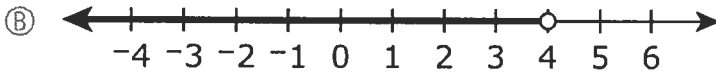
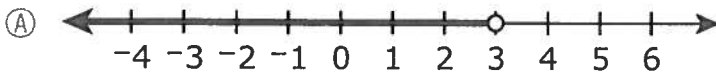
Ⓒ



Ⓓ



- 4 Which of the following number lines shows the solution set for $x < 4$?

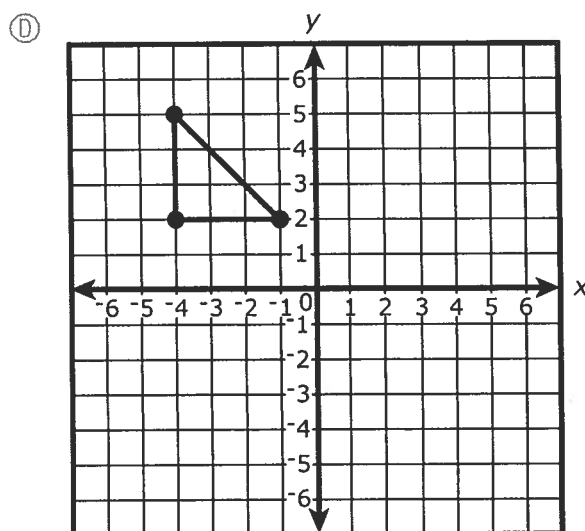
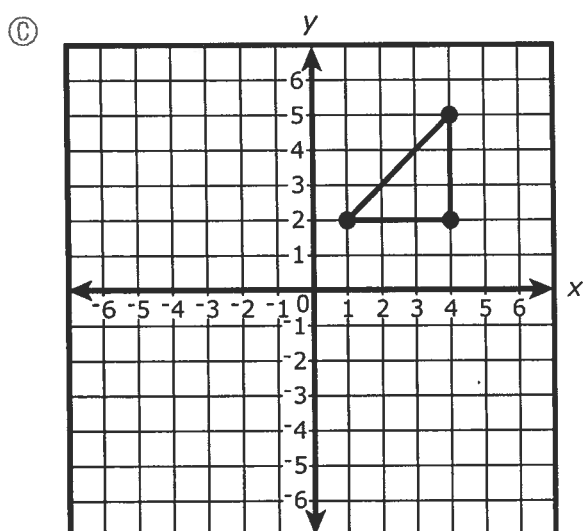
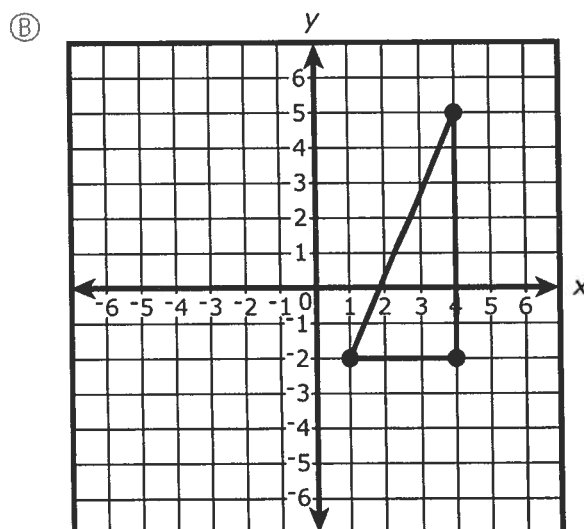
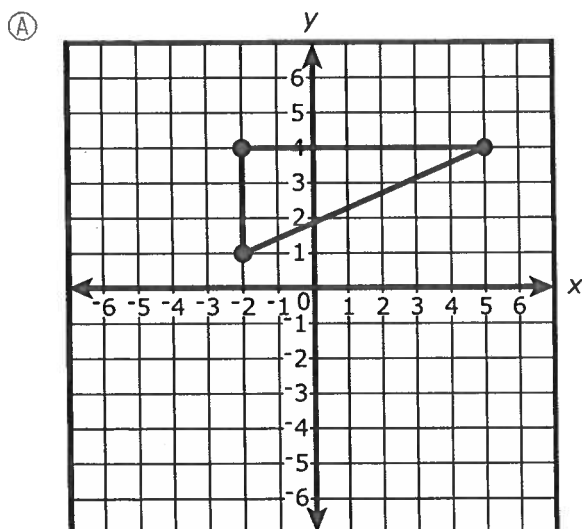


- 5 Which of the following division equations are true?

Select the **two** division equations that are true.

- (A) $128 \div 16 = 8$
- (B) $276 \div 9 = 35$
- (C) $684 \div 6 = 228$
- (D) $749 \div 11 = 43$
- (E) $684 \div 3 = 228$

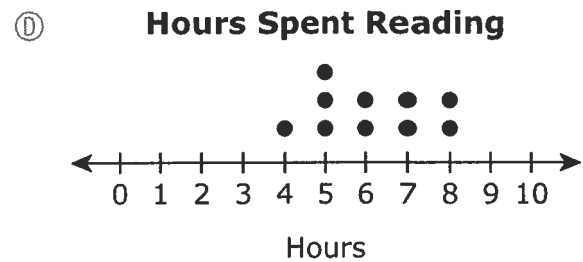
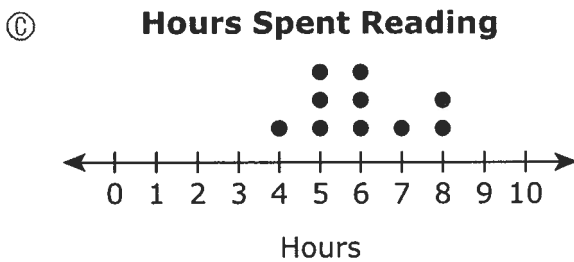
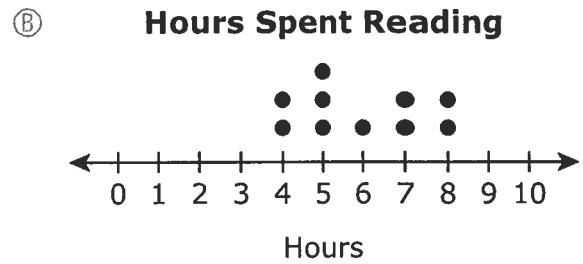
- 6 Which of the following graphs shows a triangle with vertices located at $(4, -2)$, $(1, -2)$, and $(4, 5)$ on the coordinate plane?



- 7 A student asks 10 classmates how many hours they each spent reading last week. The student creates this chart to show the responses.

Hours Spent Reading									
7	6	5	8	5	4	7	5	6	8

Which dot plot shows the number of hours the classmates spent reading last week?



This question has three parts. Be sure to label each part of your response.

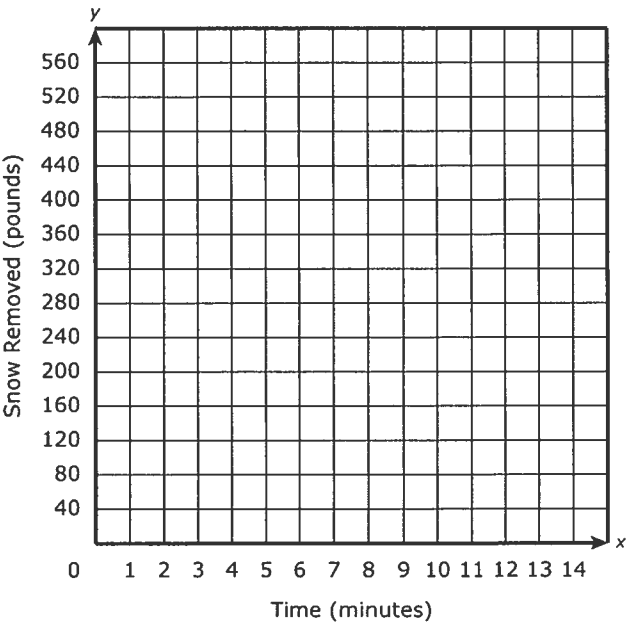
- 8** This table shows the amount, in pounds, of snow that Andy can remove over time using a shovel.

Snow Removal Using a Shovel

Time (minutes)	1	2	3	4	5	6
Snow Removed (pounds)	80	160	240	320		480

- A. Based on the table, what is the amount, in pounds, of snow that Andy can remove in 5 minutes using a shovel? Show or explain how you got your answer.
- B. On the coordinate plane provided in your answer space, plot the data from the table to show the amount of snow that Andy can remove over time.
- C. Based on your graph in Part B, what is the amount, in pounds, of snow that Andy can remove in 7 minutes? Show or explain how you got your answer.

8



Grade 6 Mathematics

SESSION 2

This session contains 8 questions.

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Directions

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EXAMPLES

-	1	4				
•	•	•	•	•	•	•
0	0	0	0	0	0	0
1	•	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	•	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

	4	8	3	1	6	
•	•	•	•	•	•	•
0	0	0	0	0	0	0
1	1	1	1	•	1	1
2	2	2	2	2	2	2
3	3	3	•	3	3	3
4	•	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	•	6
7	7	7	7	7	7	7
8	8	•	8	8	8	8
9	9	9	9	9	9	9

			6	5	.	3
•	•	•	•	•	•	•
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	•
4	4	4	4	4	4	4
5	5	5	5	•	5	5
6	6	6	•	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

	9	.	5	5	5	5
•	•	•	•	•	•	•
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	•	•	•	•
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	•	9	9	9	9	9

- 9 The table shows the colors of 18 cars on the street.

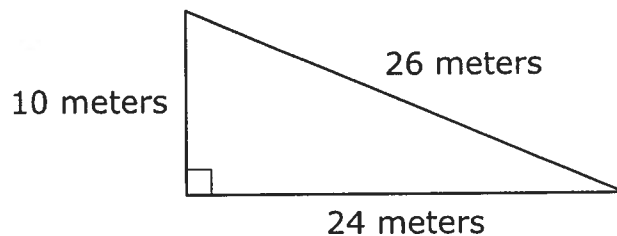
**Number of Cars of
Each Color**

Car Color	Number
Red	6
Blue	4
Black	3
White	5

Based on the information shown in the table, what could the ratio 3:6 describe?

- Ⓐ The ratio 3:6 could describe the number of red cars to the number of black cars on the street.
- Ⓑ The ratio 3:6 could describe the number of blue cars to the number of white cars on the street.
- Ⓒ The ratio 3:6 could describe the number of black cars to the number of red cars on the street.
- Ⓓ The ratio 3:6 could describe the number of white cars to the number of blue cars on the street.

- 10 A right triangle and its dimensions are shown in this diagram.



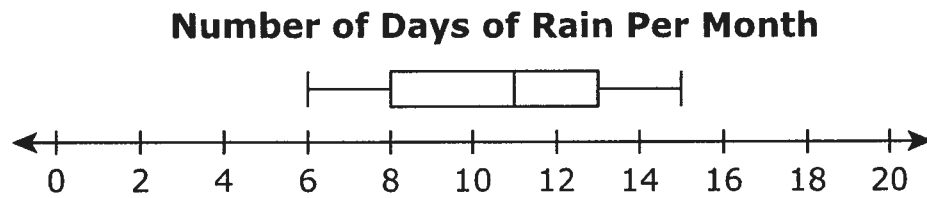
What is the area, in square meters, of the triangle?

Enter your answer in the answer boxes at the top of the answer grid **and** completely fill the matching circles.

$\frac{\square}{\square}$							
\odot	\odot	\odot	\odot	\odot	\odot	\odot	\odot
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

- 11 A student earns \$12 each time he shovels his neighbor's driveway. He earned a total of \$108 shoveling the driveway last winter. Which of the following equations could be used to find w , the number of times the student shoveled his neighbor's driveway last winter?
- Ⓐ $108w = 12$
 - Ⓑ $12w = 108$
 - Ⓒ $w + 12 = 108$
 - Ⓓ $108 + w = 12$

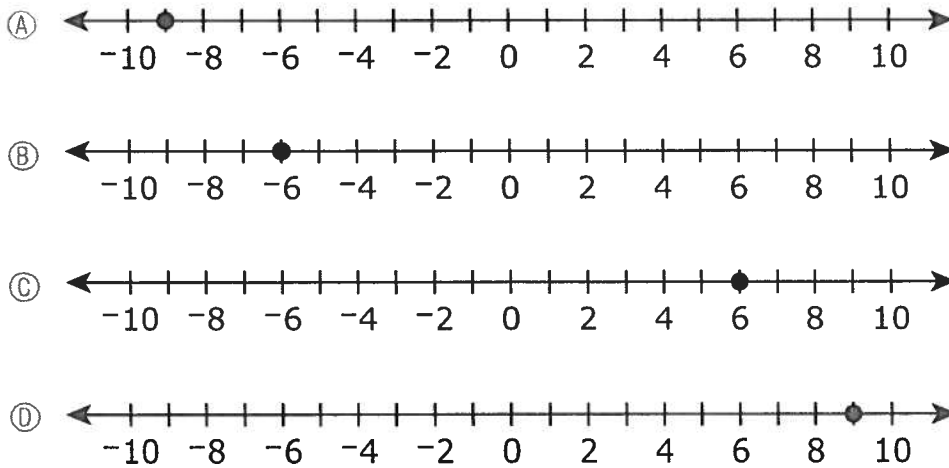
- 12 Luke recorded the number of days it rained each month for 12 months. He made a box plot to represent the data, as shown.



What is the interquartile range of the data in Luke's box plot?

- Ⓐ 11
- Ⓑ 9
- Ⓒ 8
- Ⓓ 5

- 13 Which of the following plotted points represents the location of the number that is the opposite of -9 ?



- 14 Which of the following equations with exponential expressions are true?

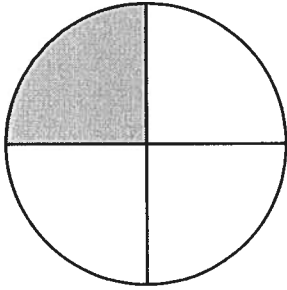
Select the **three** correct equations.

- (A) $2^3 = 2 \cdot 2 \cdot 2$
- (B) $3^2 = 2 \cdot 2$
- (C) $4^5 = 4 \cdot 4 \cdot 4 \cdot 4 \cdot 4$
- (D) $5 \cdot 5 = 2^5$
- (E) $6 \cdot 6 \cdot 6 = 6^3$
- (F) $7 \cdot 7 \cdot 7 \cdot 7 \cdot 7 \cdot 7 \cdot 7 = 7^1$

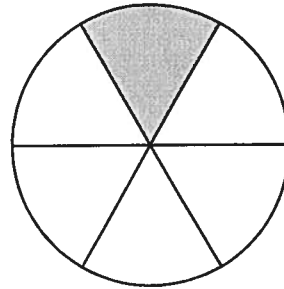
- 15 A group of 4 students will share $\frac{8}{12}$ of a pizza. Each student will receive the same amount of pizza.

Which of the following models is shaded to represent the fraction of the pizza that each of the 4 students will receive?

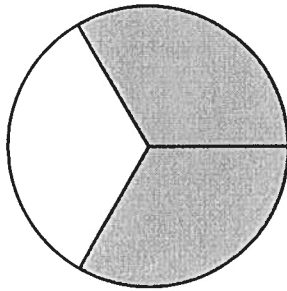
Ⓐ



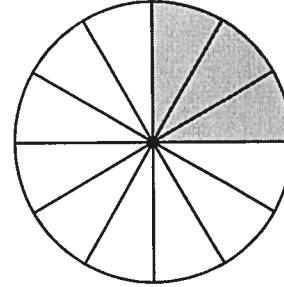
Ⓑ



Ⓒ

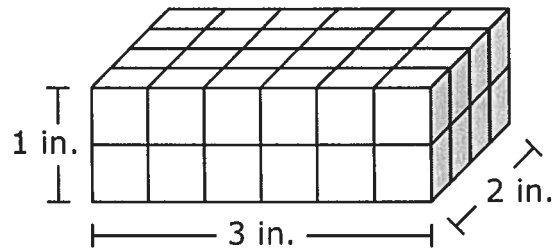


Ⓓ



This question has two parts.

- 16** A student used congruent cubes to build a right rectangular prism. The prism and its dimensions are shown in this diagram.



Part A

What is the volume, in cubic inches, of the prism?

- Ⓐ 6
- Ⓑ 12
- Ⓒ 36
- Ⓓ 48

Part B

What is the volume, in cubic inches, of 1 of the cubes?

- Ⓐ 1
- Ⓑ $\frac{1}{2}$
- Ⓒ $\frac{1}{4}$
- Ⓓ $\frac{1}{8}$

PRACTICE TEST

English Language Arts

Grade 6

Student Name

School Name

District Name



Grade 6 English Language Arts

PRACTICE TEST

This practice test contains 14 questions.

Directions

Read each passage and question carefully. Then answer each question as well as you can. You must record all answers in this Practice Test Booklet.

For most questions, you will mark your answers by filling in the circles in your Practice Test Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

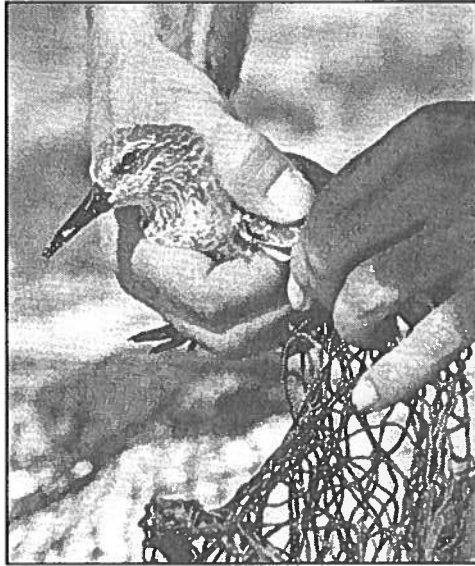
Some questions will ask you to write a response. Write each response in the space provided. Only responses written within the provided space will be scored.

Science writer Phillip Hoose arrived in Argentina to help scientists capture birds called red knots, an endangered species, in order to track and study them. Red knots have one of the longest migrations of any bird, going back and forth from the Arctic to the southern tip of Argentina. Read the passage from *Moonbird* and answer the questions that follow.

from *Moonbird*

by Phillip Hoose

- 1 Because the early-morning air was unusually warm, workers stripped to their shorts and T-shirts. At ten o'clock the incoming tide pushed a huge group of shorebirds squarely into target range. Dr. Minton fired off his tennis-court-size net, which whizzed through the air and came down upon a mammoth group of shorebirds, mostly red knots. It was a spectacular catch, much bigger than they had anticipated. Team members sprinted through the sand and plunged into the surf to gather up the front edge of the net and save the trapped birds from drowning.
- 2 It took two hours just to untangle all the birds, during which time the temperature steadily dropped. Local teenagers jumped in to help carry birds to cloth-covered cages where they would remain calm until they were measured, weighed, and released. By the third hour the researchers were shivering in wet clothes. A violent storm welled up, pelting everyone with hailstones that soon turned to snowflakes. Freezing workers struggled to move their stiff, numb fingers enough to band the birds, take measurements, and record data.
- 3 The Argentine navy sent two canvas-covered trucks out to the beach so that the scientists could climb in and finish their work. They labored for hours in a crouched position, their backs bent under the low roof. The team captured so many birds that they quickly ran out of colored bands. Improvising, they fired up a camp stove to heat thin strips of black plastic found in one of the trucks until the strips were pliable enough to bend into bands. Repeatedly scorching their fingers on the stove's flame, the researchers carefully wrapped the black strips around each bird's lower right leg and joined the end with a soldering iron. They also applied a yellow band to the lower left leg.



A worker frees a knot from a cannon net.

- 4 The bird we know as B95 was among 850 red knots caught that day. His now-iconic black band was applied to his lower right leg by a shivering worker with stiff fingers and an aching back. Of the hundreds of knots that received black bands in the trucks that day, he is the lone survivor that scientists can identify. Records show that this knot had adult plumage even then, which means he had to have been at least three years old in 1995, and could have been older.

2001: AN IDENTITY

- 5 Six years later, on November 17, 2001, one of the black-banded birds from 1995 was snared in a cannon net catch, just miles from where he was originally caught. Both bands were still on his legs. Patricia González added a new flag to his upper left leg, bearing the inscription B95. "On that day we used laser-inscribed flags for the first time," recalls González. "We inscribed one letter and two numbers on each band to give each individual bird a distinct identity. The figures were big and clear and easy to read through a spotting scope. We used up all one hundred of the bands in series A and we still had more birds to band, so we started the B series. This bird got a flag reading B95. The 95 doesn't represent the year he was caught. We just happened to be at that number when we banded him. It's a coincidence that '95 was the year when he was first captured."

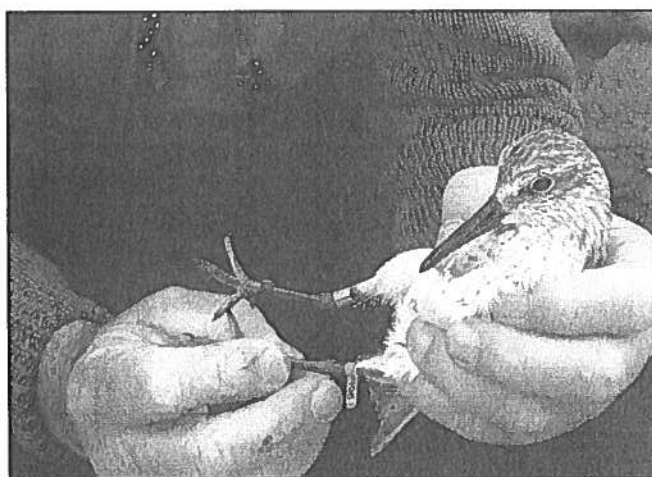
2003: A SURVIVOR

- 6 Now he was—and always would be—B95. And when he turned up again at Tierra del Fuego in 2003 it was clear he was more than just an extraordinary pilot who could find his way back year after year. He was a

survivor, for the entire *rufa* subspecies of red knots was plunging toward extinction. Researchers in the United States, Chile, Canada, Brazil, and Argentina were all reporting significantly fewer knots. Some estimates indicated that *half* of all adult birds had died in just two years, between 2000 and 2002. Yet in 2003, B95, at least eleven years old, was still completing marathon migratory flights. Something about this bird was exceptional; he seemed to possess some extraordinary combination of physical toughness, navigational skill, judgment, and luck.

2007: THE MOONBIRD

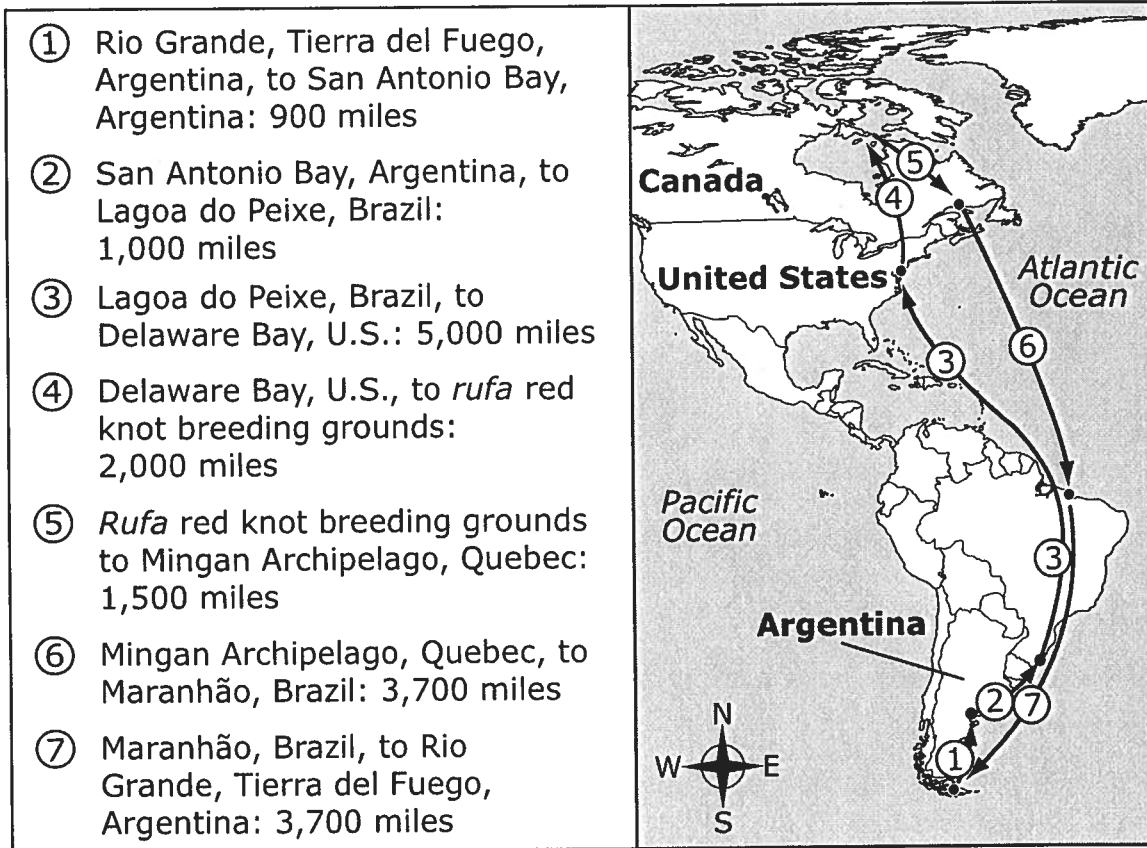
- 7 B95 was captured again in Tierra del Fuego six years later, on November 8, 2007. Once the birds were freed from the net, researchers assembled into teams and began to band, weigh, and measure them. Each team worked efficiently in brilliant sunlight and said little beyond the statistics they were reporting.
- 8 That changed when Allan Baker was heard to mutter the words "My God." Everyone looked up. Dr. Baker was holding a knot between his thumb and forefinger at arm's length and staring intently at it.
- 9 "I looked down and there was the black flag of the 1995 catch and the band inscribed B95," he recalls. "I couldn't believe I was holding him." In the twelve years since Dr. Baker had first met this bird, his own hair had whitened. But B95 looked ageless. "He was in fantastic condition," Dr. Baker recalls. "His weight was where it should be. He had wonderful plumage. He was as fit as a three-year-old. I was holding a superbird in my hand."



B95, as he appeared in his gray nonbreeding plumage at Rio Grande, November 8, 2007

- 10 Researchers scrambled to their feet and clustered around. Some went for cameras. Patricia González, an expert on the development of bird feathers, remembers feeling guilty for leaving her post, but she couldn't help it. Here in Dr. Baker's grasp was the Moonbird, as B95 was now called by shorebird enthusiasts, a feathered veteran of thirty or more migratory flights between the bottom of the world and the top.
- 11 But there was more to it than that. "He was *alive*," remembers González, her voice catching in the telling. "Still alive."
- 12 When B95 was born, on an Arctic day long ago, he was one of an estimated 150,000 *rufa* red knots. Now the world population was far less than half that number. Some were predicting *rufa*'s extinction within the next five years unless something could be done quickly.
- 13 After recording B95's measurements, Allan Baker handed him carefully to Patricia González. She examined the condition of B95's plumage, now gray and white instead of the red of his breeding season, and checked the progress of his molt, which had not yet begun at this early date. She inserted a thin needle beneath his wing and drew a small quantity of blood, which would later confirm that B95 is a male.
- 14 The bird remained calm in González's grasp, even though her hands were trembling as she worked. "I kept talking to him," she remembers. "I kept saying, 'Forgive me, please, I won't hurt you. I will release you soon.' The heat of his tiny body was warming my hands and his heart was beating so fast. As I was working, I kept wondering, 'How can such a fragile thing be so powerful?'"
- 15 González noticed that B95 had lost the original yellow band from his lower left leg. She replaced it with an orange band—orange for Argentina. When she finished, the bird had an orange flag with B95 on his upper left leg, an orange band on his lower left leg, and the old black flag on the lower right leg.
- 16 She took a long, final look at him before releasing him. What stories he could tell! How had this small creature made it through so many storms? How had he avoided the falcon's chopping dive every single time? Above all, how had he managed to stay alive when so many others had fallen?
- 17 Patricia González knew she had to let him go. She adjusted the bands and flags on his legs, held him out toward the sea, and opened her hands. He fluttered for a moment to right himself in the air, regained control of his powerful wings, then flew off on a sharp curve to the right and disappeared.

- 18 Now, two years later, here I am crouching in Argentine beach grass with a small group of scientists and volunteers, waiting for the cannon's boom and hoping to meet B95. When it sounds, we run zigzagging through the trash-strewn beach grass and sprint out onto the shore. We scoop the front of the net from the water to free the teeming, writhing, chattering birds. We spend the rest of the day banding them, measuring bills and wings, drawing blood to determine gender, and recording statistics that will later be computerized.
- 19 In the end, we catch 156 knots. Twenty-six are "retraps," meaning they have been captured before and are already banded. About 25 percent of the birds are juveniles, with yellow legs and white crescents beneath gray feathers. They have just completed the first half of their rookie circuit around the western hemisphere. Almost all the flags are Argentine orange, but none says B95. Where is he? Did he manage to wiggle out under the net? Is he foraging just down the beach? Has he decided to stay farther north this season? Or has his time finally come?
- 20 Allan Baker and Patricia González decide that one good catch is enough for the season. They don't want to stress these birds any further or divert them from the important work they have to do each and every day to prepare for their upcoming journey north. With no remaining chance to capture B95, our only hope is that a sharp-eyed observer will spot him through a beach telescope. Given that thousands of knots are spread out over miles and miles of beaches and flats in Tierra del Fuego, the odds seem minuscule.
- 21 I fly back to the United States on Monday, December 14, and immediately begin typing up my notes. As I sit at my computer, I hear the faint bell indicating an e-mail message. Looking up, I see it's from Patricia González, with the subject "Un Viejo amigo," Spanish for "an old friend."
- 22 It begins: "Yesterday morning while scanning for red knots at Malvinas Memorial Monument, we saw B95. As all the birds were moving very fast, at first I did not realize he was there, but then, when I could see the combination of bands, can you not imagine what joy I felt!"
- 23 I push my chair back and let the message wash over me. He is still alive. While so many other *rufa* red knots have disappeared, B95 is in Tierra del Fuego, just as he always is at this time of year, plucking spat off the restinga shelves, preening his new flight feathers into flight-readiness, practicing snap-the-whip formation flying with the others, and getting ready for another flight north that no other knot knows better how to make. He has survived another year of marathon flights and now, nearly eighteen years of age, is getting ready for perhaps his most challenging flight yet. "Superbird" indeed. That's not the half of it: this bird has to be among the toughest four ounces of life in the world.

B95's Great Circuit

Moonbird: A Year on the Wind with the Great Survivor B95 by Phillip Hoose. Text copyright © 2012 by Phillip Hoose. Reprinted by permission of Farrar, Straus, and Giroux, LLC. Photograph 1 by David C. Twichell. Reprinted by permission of Manomet. Photograph 2 by Patricia González.

- 1 Paragraphs 1 and 2 suggest that Argentina has
- Ⓐ few shorebirds.
 - Ⓑ unusual ocean tides.
 - Ⓒ unpredictable weather.
 - Ⓓ many natural resources.
- 2 Which of the following sentences from the passage **best** shows that the workers were inventive?
- Ⓐ "Team members sprinted through the sand and plunged into the surf to gather up the front edge of the net and save the trapped birds from drowning." (paragraph 1)
 - Ⓑ "By the third hour the researchers were shivering in wet clothes." (paragraph 2)
 - Ⓒ ". . . workers struggled to move their stiff, numb fingers enough to band the birds, take measurements, and record data." (paragraph 2)
 - Ⓓ ". . . they fired up a camp stove to heat thin strips of black plastic found in one of the trucks until the strips were pliable enough to bend into bands." (paragraph 3)

- 3 What is the **most likely** reason the author included the questions in paragraph 19?
- Ⓐ to suggest B95 had lost his flags
 - Ⓑ to examine the value of the flags
 - Ⓒ to create a sense of suspense about B95
 - Ⓓ to challenge the methods of the scientists
- 4 In paragraph 21, what is the **most likely** reason González referred to B95 as “an old friend”?
- Ⓐ She had examined B95 for many years.
 - Ⓑ She had tracked B95’s route every year.
 - Ⓒ She had known B95 since he hatched.
 - Ⓓ She had saved B95’s life many times.

- 5 The map supports the information in the passage by showing
- Ⓐ when B95 traveled.
 - Ⓑ how far B95 traveled.
 - Ⓒ why B95 chose each stopover site.
 - Ⓓ how long B95 stayed at each stopover site.
- 6 Which words from paragraph 5 best help the reader understand the meaning of the word *distinct*?
- Ⓐ "Both bands"
 - Ⓑ "each individual"
 - Ⓒ "big and clear"
 - Ⓓ "represent the year"

7 Part A

Based on the passage, the people working on the red knot tracking project can **best** be described as

- Ⓐ independent.
- Ⓑ frustrated.
- Ⓒ dedicated.
- Ⓓ restless.

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ "They labored for hours in a crouched position, their backs bent under the low roof." (paragraph 3)
- Ⓑ "Researchers scrambled to their feet and clustered around." (paragraph 10)
- Ⓒ "Now the world population was far less than half that number." (paragraph 12)
- Ⓓ "As I sit at my computer, I hear the faint bell indicating an e-mail message." (paragraph 21)

- 8 Read the three quotations from the passage in the boxes and determine whether **each** quotation is a main idea or a supporting detail.

Something about this bird was exceptional; he seemed to possess some extraordinary combination of physical toughness, navigational skill, judgment, and luck. (paragraph 6)

- Ⓐ main idea
- Ⓑ supporting detail

After recording B95's measurements, Allan Baker handed him carefully to Patricia González. (paragraph 13)

- Ⓐ main idea
- Ⓑ supporting detail

About 25 percent of the birds are juveniles, with yellow legs and white crescents beneath gray feathers. (paragraph 19)

- Ⓐ main idea
- Ⓑ supporting detail

For this question, you will write an essay based on the passage(s). Write your essay in the space provided on the next two pages. Your writing should:

- Present and develop a central idea.
- Provide evidence and/or details from the passage(s).
- Use correct grammar, spelling, and punctuation.

- 9 Based on *Moonbird*, write an essay explaining why the author describes B95 as “among the toughest four ounces of life in the world.” Be sure to use information from the passage to develop your essay.

Write your answer on the next two pages.

You have a total of two pages on which to write your response.

9

Handwriting practice area with 25 horizontal lines.

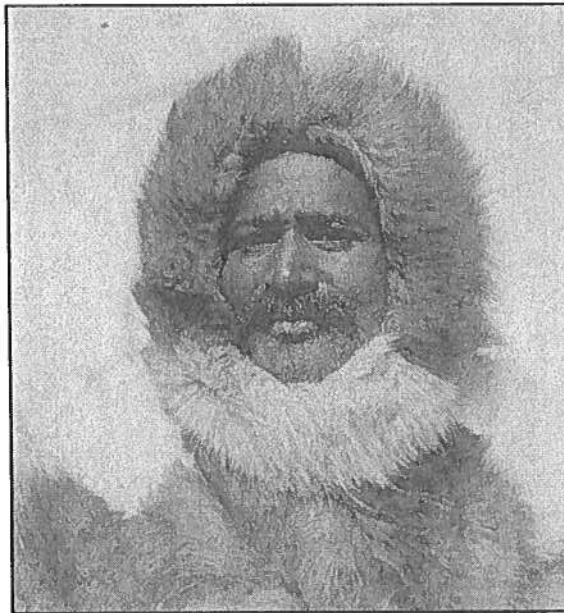


Matthew Henson was an African American explorer who reached the North Pole in 1909. Read the two passages about Matthew Henson and answer the questions that follow.

Many believe that in 1909, Matthew Henson became the first man to reach the North Pole, traveling as a member of an expedition organized by the explorer Robert E. Peary. As an African American, Henson had to face the racial prejudice that was common in the United States during that time. Read the informational article about his life.

Maripaluk

by Ellen Donohue Warwick



Matthew Henson, dressed for the cold!

- 1 In a hat store in Washington, D.C., history was made in the spring of 1887. The U.S. government wanted to find a way to link the Atlantic and Pacific oceans, and U.S. Navy civil engineer Robert E. Peary was headed to Nicaragua to see whether a canal should be built there. Before he left, Peary went into the Steinmetz and Sons store on G Street to buy a sun helmet. He mentioned to Mr. Steinmetz that he needed not only a hat but also a personal servant to accompany him to the tropics. The store owner suggested one of his African American stockmen, Matthew Henson.
- 2 Henson was 21 years old at the time. His childhood in Charles County, Maryland, had not been easy. Matthew's mother had died when he was an infant, and by the time he was eight years old, he was an orphan. Matthew

supported himself by washing dishes in a restaurant. When he turned 12, he hired on as a cabin boy on a ship. The ship's skipper, Captain Childs, took a special interest in Matthew. He lent him books and helped him learn to read and write. Henson became an able seaman.

- 3 When Childs died, Henson got a job on another ship, but he left because of poor working conditions and racial prejudice. Henson then tried various jobs that were open to African Americans in those days: stevedore,¹ chauffeur, messenger, night watchman, and, finally, stock clerk in Steinmetz's hat store.
- 4 Henson joined Peary on the Nicaragua expedition and he soon became far more than a servant. He was a jack-of-all-trades, helping to construct Peary's headquarters in the jungle and working on the surveying team. His adaptability, strength, and endurance so impressed Peary that he asked Henson to accompany him to a far different part of the world: the Arctic.



Henson found greater equality as a member of Peary's expeditions than was shown to African Americans in the United States at the time.

- 5 Between 1891 and 1909, Peary led several expeditions north. Henson accompanied him on all these trips. Many people of that time were racially

¹stevedore—someone who loads and unloads ships

prejudiced, and Peary was criticized for taking along a black man and giving him some authority. But Peary's reply was, "I cannot get along without him."

- 6 In describing his Arctic expeditions, Peary wrote that the distinctive feature of his plan was "the adoption of Eskimo methods and costume." The native people knew how to survive in the harsh climate of the north. Peary needed their expertise. Part of his work was to persuade the Inughuit to help him.
- 7 In this task, Henson proved invaluable. He quickly learned the native language and before long spoke it better than anyone else in the expedition. He learned to drive a dog team, hunt and skin a seal, and kill a walrus. Most of all, he won the confidence and friendship of the Inughuit. They called him "Maripaluk," which means "Dear Little Matthew" or "Matthew the Kind One."
- 8 Henson helped in many ways during these expeditions. He once saved Peary's life by shooting an angry musk ox. When Peary's toes were frostbitten in 1901, Henson helped save his feet from gangrene.² And frequently he went on ahead to break a trail, risking a fall into one of the treacherous leads that opened in the frozen Arctic Ocean.



Henson (right) and some of the crew relax on a sledge aboard a ship

- 9 After their last polar trip in 1909, Peary and Henson parted ways. Unlike Peary, Henson did not immediately enjoy fame. He wrote a book about his adventure, *A Negro Explorer at the North Pole*, but he found work as a garage attendant. In 1912, Henson became a messenger for the U.S. Customs Department. After 40 years of service, he retired with a small pension.
- 10 Gradually, Henson began to receive some of the credit he was due for his role in polar exploration. Congress awarded him a U.S. Navy medal, the New York Explorers Club made him an honorary member, and the Chicago

²gangrene—the death of soft tissue due to infection or disease

Geographic Society also presented him with a medal. In 1954, President Dwight D. Eisenhower received Henson and his wife at the White House. A bronze plaque with his picture was installed in the Maryland State House, and a school in Baltimore was named after him.

- 11 When he died in 1955, Henson was buried in New York City. Then, on April 6, 1988, 79 years after he had stood at the top of the world, Matthew Henson was reinterred³ with full military honors next to Peary in Arlington National Cemetery. . . . Henson's descendants were present at the reinterment ceremony and still live in Greenland today.
- 12 In 2000, the National Geographic Society posthumously awarded its highest honor, the Hubbard Medal, to Henson for his role in the Arctic expeditions.

³reinterred—reburied

"Maripaluk" by Ellen Donohue Warwick, from *Cobblestone: Journey to the North Pole* (April 2009). Text copyright © 2009 by Carus Publishing Company d/b/a Cricket Media. Reprinted by permission of Cricket Media, Inc. Photograph 1 courtesy of the Library of Congress. Photograph 2 courtesy of the National Archives. Photograph 3 courtesy of the Library of Congress.

The following scene from the play *Matthew Henson: Explorer of the Arctic* describes Matthew Henson's first meeting with the explorer Robert E. Peary.

from *Matthew Henson: Explorer of the Arctic*

The story of the African American adventurer who, steps ahead of Robert E. Peary, became the first man to reach the North Pole. . . .

by Scarlett N. Rebman

Characters

MATTHEW A. HENSON, *an African American explorer*

ADAM, *Matthew's friend*

MR. STEINMETZ, *Matthew's boss*

ROBERT E. PEARY, *arctic explorer*

SCENE 1

TIME: *Spring, 1887.*

SETTING: *Steinmetz's hat store in Washington, D.C. Cardboard boxes are piled up left, as if in a storage room. A store*
5 *counter down right has sign in front that reads, STEINMETZ'S HATS. Several hats are on display. Cash register, if available, is also on counter.*

10 **AT RISE:** *MR. STEINMETZ is standing at the counter, examining an account book. MATTHEW and ADAM enter left, carrying boxes. They pause center.*

15 **MATTHEW:** We've received the new shipment of hats, sir. Just arrived on the train from New York.

20 **STEINMETZ:** Splendid! I didn't expect it for a few more days. Take the boxes to the store room, please. (*MATTHEW and ADAM cross up left. They carefully place their boxes on the others.*)

MATTHEW (*Sighing*): I tell you, Adam, I'm growing weary of stocking hats.

ADAM: You keep saying that, but Mr. Steinmetz pays a fair wage. You'd be
25 a fool to give it up.

MATTHEW: I know, but I'm restless. When I close my eyes at night, I feel the salty sea breeze upon my face. I see ports in China and North Africa. I remember
30 the exhilaration of setting sail, of bidding farewell to the States, of seeing how other people live.

ADAM: You were a sailor? But you're only twenty-one!

MATTHEW (*Sitting on a stool*): Didn't I tell you? I ran away from my aunt's house when I was twelve. I hung around the docks until I met a captain who agreed to take me on board as a cabin boy. Captain Childs
40 had a beautiful merchant ship, the *Katie Hines*. He didn't know what to make of a scruffy orphan boy in dirty rags that passed for clothes, but for some reason, he took a liking to me and taught me to read and
45 write, as well as sail.

ADAM: Then why did you give it up?

MATTHEW: Because most captains don't bother to look past the color of a man's skin to recognize his abilities. When Captain
50 Childs died, I gave up the sea. Instead, I found jobs like this one. I thought it would be enough, thought about settling down and starting a family. But my imagination is overactive. Every night I dream about the
55 journeys I might take, the stories I might write down.

ADAM: Matthew, don't take this the wrong way, but I think you're plumb crazy. Making a decent wage is all I want out of life. A
60 decent wage and a decent wife. But you're right, not much out of the ordinary happens at Steinmetz's. (*Bell jingles, as if a door opened, and PEARY enters. He looks around the shop.*)

65 **STEINMETZ:** Good afternoon, sir. Can I help you find something?

PEARY (*Distracted*): Yes, a hat, please.

STEINMETZ: Then you've come to the right place. Were you looking for a certain
70 type? Perhaps a bowler for a Sunday walk? Or a top hat for an evening at the opera?

PEARY: No, no . . . I need a sun hat.

STEINMETZ: Hmmm. That's an unusual request. Let me call one of my boys. He
75 knows where everything is around here. Matthew! (*MATTHEW crosses up center.*)

MATTHEW: Yes, sir?

STEINMETZ: This gentleman is looking for a sun hat. Could you be more specific about
80 your needs, Mr. . . . ?

PEARY: Peary—Lieutenant Peary, civil engineer for the United States Navy. I am about to leave for an expedition to Nicaragua,* and I hear the sun and heat are
85 brutal there. Do you have any appropriate head gear?

STEINMETZ: Well, Matthew, do we have something to suit the gentleman's needs?

*Nicaragua—a country in Central America

90 **MATTHEW:** Yes, I believe we do. Excuse me, I'll be right back. (*MATTHEW goes to storeroom, looks through boxes.*)

STEINMETZ: Tell me, Lieutenant, what will you be doing in Nicaragua?

95 **PEARY:** Our expedition is to determine whether a canal could be constructed to connect the Atlantic and Pacific oceans.

STEINMETZ: Your work sounds very interesting, Lieutenant. And arduous.

100 **PEARY:** Yes, it is. I traveled to the Arctic last year, so a tropical climate may be a shock to my system. (*Pacing*) There are so many details to keep track of. I really could use an assistant to accompany me. (*MATTHEW returns with a hat in his hands.*)

105 **STEINMETZ:** Ah, here we are! Please, try it on. There is a mirror on the wall if you need one. (*MATTHEW hands PEARY the hat.*)

110 **PEARY:** No need for a mirror. This is exactly what I wanted. I'll take it.

STEINMETZ (*Glancing from PEARY to MATTHEW*): You know, Lieutenant, if you are looking for an assistant, Matthew here has had some experience with trips abroad.

115 **PEARY:** Oh?

MATTHEW: Yes, sir. I was a sailor for several years.

120 **STEINMETZ:** He is my most reliable and competent worker. I certainly recommend him for your position. I would hate to lose him, but I suspect that Matthew would have left me sooner rather than later anyway.

PEARY: Well, what do you say? Would you
be willing to travel to Nicaragua with me as
125 my assistant?

MATTHEW: Yes, Lieutenant. I would like
that very much. There's only one problem.

PEARY: What's that?

MATTHEW: We had only one sun hat left
130 in stock, and I suspect now I'll be needing
one as well. (*Blackout*)

Matthew Henson: Explorer of the Arctic by Scarlett N. Rebman, from *Plays, The Drama Magazine for Young People* (January/February 2011). Copyright © 2010 by Sterling Partners, Inc. Reprinted by permission of Sterling Partners, Inc./*Plays, The Drama Magazine for Young People*.

- 10 Based on paragraph 7 of "Maripaluk," what can the reader **most likely** conclude about Henson's relationship with the Inughuit people?
- Ⓐ He became their leader.
 - Ⓑ He helped them survive.
 - Ⓒ He honored their culture.
 - Ⓓ He relied on them for food.
- 11 Based on lines 50–60 of *Matthew Henson: Explorer of the Arctic*, what is the **main** difference between Matthew and Adam?
- Ⓐ Matthew wants equality, while Adam wants privacy.
 - Ⓑ Matthew wants adventure, while Adam wants a predictable life.
 - Ⓒ Matthew wants to make a fortune, while Adam wants a steady income.
 - Ⓓ Matthew wants to be an author, while Adam wants to be a storekeeper.

- 12 One difference between “Maripaluk” and *Matthew Henson: Explorer of the Arctic* is that **only** in the play is Henson’s character revealed by
- Ⓐ what he says.
 - Ⓑ how he behaves.
 - Ⓒ how others treat him.
 - Ⓓ what others say about him.

- 13 Read the sentence from paragraph 8 of “Maripaluk” in the box.

And frequently he went on ahead to break a trail, risking a fall into one of the treacherous leads that opened in the frozen Arctic Ocean.

Which of the following sentences uses the word *leads* in the same way it is used in the sentence?

- Ⓐ After the audition, Tyron and Jessie got the leads in the winter musical.
- Ⓑ Near the snow bank, the dog trainer held the three dogs by their leads.
- Ⓒ During the cold months, Makai leads the students around the forest.
- Ⓓ Looking for food, the seal slid into one of the leads in the ice.

For this question, you will write an essay based on the passage(s). Write your essay in the space provided on the next two pages. Your writing should:

- Present and develop a central idea.
- Provide evidence and/or details from the passage(s).
- Use correct grammar, spelling, and punctuation.

- 14 Matthew Henson's characteristics are revealed in the play *Matthew Henson: Explorer of the Arctic*. Write an essay that explains how the article "Maripaluk" helps the reader to understand Henson's characteristics. Be sure to use information from **both** passages to develop your essay.

Write your answer on the next two pages.

14

Handwriting practice area with 25 horizontal lines.



Name: _____

A. A noun names a person, place, thing, or idea. Put each noun in the correct list.

king	kitchen	husband	trust
sadness	wisdom	sock	attic
backpack	campus	grape	dentist

Person	Place	Thing	Idea
king			

What do nouns do? Nouns name people, _____, _____, and _____.

Add the article *a* or the article *an* before each noun. Use *an* before a vowel sound.

<u>an</u> egg	_____ belt	_____ stamp
_____ jog	_____ inch	_____ instant
_____ face	_____ swing	_____ ad

Use a phrase above to complete each sentence below. Make sure to add a period (.), question mark (?), or exclamation point (!) at the end.

1. Did you put <u>an egg</u> in the cake <u>?</u>
2. She will be back in _____
3. I went for _____ at lunch _____
4. Do not make _____ at me again _____
5. Do you have _____ so that I can send this note _____
6. There is a snake _____ from your leg _____

★ On the back, write sentences with the three phrases that you did not use.

Name: _____

B. A verb shows action or state of being. Circle the action verb that makes sense in both sentences. Then, fill in the missing word to complete each sentence.

1. The black cat _____.	A long rope _____.	<i>stretches or naps</i>
2. Nine red tops _____.	The lamp bulbs _____.	<i>dim or spin</i>
3. The traffic _____.	The band _____.	<i>jams or drums</i>
4. A mad snake _____.	The gas pipe _____.	<i>hisses or chomps</i>
5. A glass _____.	The egg shell _____.	<i>hatches or cracks</i>
6. The white jacket _____.	A quick fox _____.	<i>zips or dashes</i>

Write the verb of being that makes sense in each sentence. Use each verb once. Remember that a sentence always begins with a capital letter.

seem

was

is

were

are

am

1. Grace _____ still an excellent chef.

2. _____ the brash fans at the last tennis match?

3. The napkins _____ damp to me.

4. Jen _____ absent nine times in tenth grade.

5. _____ the muffins still fresh at this time?

6. I _____ so glad that you are here.

What do verbs do? They show _____ or state of _____.

C. Write three complete sentences that have one noun and one action verb, such as *Falcons glide*.

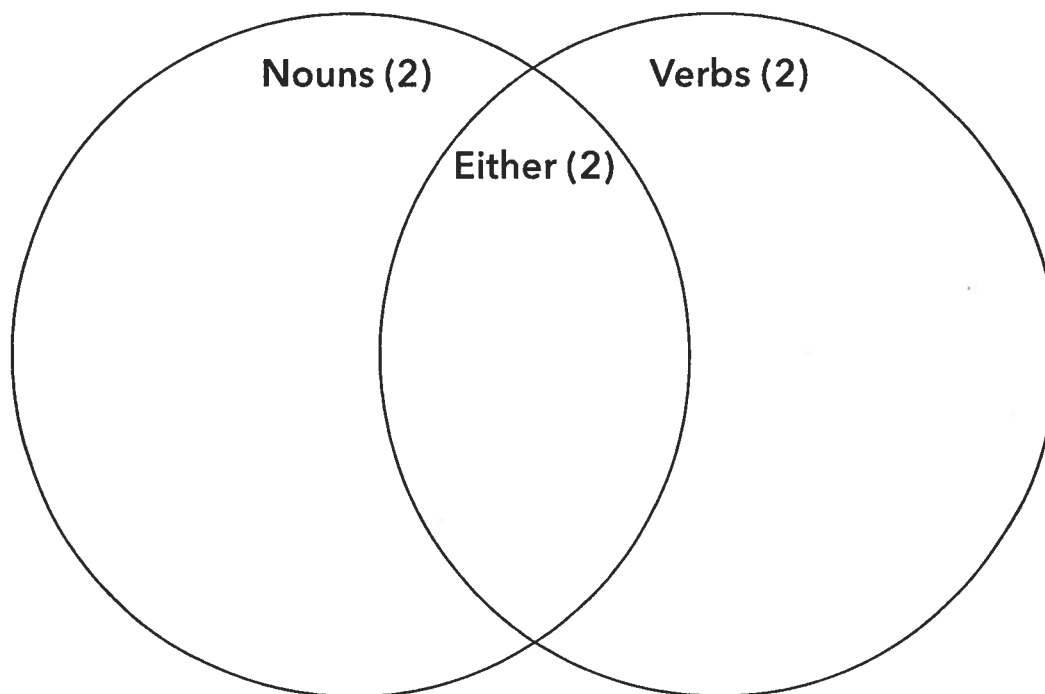
1. _____
2. _____
3. _____

★ On the back, add an article at the beginning of each sentence you wrote, such as *The falcons glide*.

Name: _____

Use the Venn diagram to sort the nouns and action verbs. Words that could be either part of speech should go in the middle.

discuss plant basket inflate rake lake



Underline the noun in each sentence. Circle the verb. Write the word that could be a noun or a verb.

1. <u>Swings</u> (<u>twist</u>)	The <u>infant</u> (<u>swings</u>)	swings
2. The wave crashes.	Flags wave.	
3. The ant steps.	The steps rise.	
4. Foxes hunt.	A hunt begins.	
5. The ring shines.	Bells ring.	
6. A man sketches.	The sketches fade.	
7. Hope inspires.	Children hope.	

★ On the back, write a sentence in which *brush* is a noun. In another sentence, use *brush* as a verb.

Name: _____

D. Adjectives describe nouns. Complete each sentence (A and B) with an adjective that answers the question. Then, combine each set of A and B sentences into one complete sentence (C). Remember, a sentence begins with a capital letter and ends with a period, question mark, or exclamation point.

1

A. _____ dogs run. (those, nine, thin)
(how many?)

B. The _____ dogs run. (those, nine, thin)
(what kind?)

C. Nine / thin / dogs / run.

2

A. _____ bug twitches. (one, that, spotted)
(which one?)

B. The _____ bug twitches. (one, that, spotted)
(what kind?)

C. _____ / _____ / _____ / _____

3

A. _____ chimps swing. (these, strong, many)
(how many?)

B. _____ chimps swing. (these, strong, many)
(what kind?)

C. _____ / _____ / _____ / _____

4

A. _____ pencil writes. (this, one, tan)
(which one?)

B. A _____ pencil writes. (this, one, tan)
(what kind?)

C. _____ / _____ / _____ / _____

5

A. _____ blankets drape. (velvet, several, those)
(how many?)

B. _____ blankets drape. (velvet, several, those)
(what kind?)

C. _____ / _____ / _____ / _____

6

A. _____ trumpets blast. (brass, ten, these)
(how many?)

B. _____ trumpets blast. (brass, ten, these)
(what kind?)

C. _____ / _____ / _____ / _____

7

A. The _____ tendrils stretch. (plant, last, five)
(which one?)

B. The _____ tendrils stretch. (plant, last, five)
(how many?)

C. _____ / _____ / _____ / _____ / _____

★ On the back, write one complete sentence that includes two adjectives: one that tells *how many* and one that tells *what kind*.

Name: _____

E. Subject nouns come before the verb and tell who or what the sentence is about. Direct objects answer *who* or *what* after the verb. Circle the sentence (A or B) that is possible. Then, fill in the answers for the circled sentence.

- 1 A. The sad prince bites a stale gumdrop. B. A stale gumdrop bites the sad prince.

c. Subject noun: prince / Direct object: gumdrop

- 2 A. A quick bandit takes the cash. B. The cash takes a quick bandit.

c. Subject noun: _____ / Direct object: _____

- 3 A. Golf clubs fling athletes. B. Athletes fling golf clubs.

c. Subject noun: _____ / Direct object: _____

- 4 A. Soft objects pummel mad dogs. B. Mad dogs pummel soft objects.

c. Subject noun: _____ / Direct object: _____

- 5 A. A sluggish kitten drinks fresh milk. B. Fresh milk drinks a sluggish kitten.

c. Subject noun: _____ / Direct object: _____

- 6 A. Lunch entraps an insect. B. An insect entraps lunch.

c. Subject noun: _____ / Direct object: _____

- 7 A. The boss extends a hand. B. A hand extends the boss.

c. Subject noun: _____ / Direct object: _____

- 8 A. My dad impresses the film. B. The film impresses my dad.

c. Subject noun: _____ / Direct object: _____

- 9 A. A chipmunk dug that hole. B. That hole dug a chipmunk.

c. Subject noun: _____ / Direct object: _____

★ On the back, write four sentences. Two should use *bugs* as subject nouns, and two should use *bugs* as direct objects.

Name: _____

E. Nouns can be singular or plural. *Singular* means "one." *Plural* means "more than one." Underline the nouns in each sentence. Then, rewrite each sentence, changing each singular noun to plural (by adding -s or -es) and removing articles that are no longer needed.

1. An excited kid dug for a clam and a crab. ➡

Excited kids dug for clams and crabs.

2. The pup sprinted over a bridge and past a shop. ➡

3. The piglet ate a pumpkin, a grape, and a twig. ➡

4. A sandal and a clog sat in a basket. ➡

5. The pilgrim spotted a hut and a ship. ➡

6. A cobweb hung on a lamp by the bench. ➡

7. A branch fell and landed on a rock. ➡

8. The nest had an egg, a stick, and a string. ➡

9. A huge truck lugged a bed and a desk. ➡

10. A scalpel and a musket were in the old trunk. ➡

★ On the back, write separate sentences using the plural form of these nouns: *lunch*, *pond*, and *tablet*.

Name: _____

G. The simple subject is the *one word* that tells who or what the sentence is about. The simple predicate is the *one word* that tells what the subject does or is. Underline the simple subject and circle the simple predicate in the sentences below.

1. Grand homes line the lane.
2. The lass picks a cotton dress.
3. All the rams ate grass and plants.
4. A few bugs rested.
5. Many nice kids lent some help.
6. An ox kicks a crumbling fence.
7. The reddish sun rose.
8. Several white ducks swam on the pond.
9. A jagged edge cuts the hand.

The complete subject contains *all the words* that tell who or what the sentence is about. The complete predicate contains *all the words* that tell what the subject does or is. Divide each sentence between the complete subject and the complete predicate.

10. Grand homes/line the lane.
11. The lass picks a cotton dress.
12. All the rams ate grass and plants.
13. A few bugs rested.
14. Many nice kids lent some help.
15. An ox kicks a crumbling fence.
16. The reddish sun rose.
17. Several white ducks swam on the pond.
18. A jagged edge cuts the hand.

★ On the back, list all the adjectives in sentences 1 to 9.

Name: _____

H. Order these words to make a simple sentence with a subject and a predicate. Write the sentence. Be sure to capitalize the first word and add end punctuation.

1. witch many the granted cackling wishes ⇒

The cackling witch granted many wishes.

2. freshmen the several test complete math ⇒

3. lentils male a chops hog the ⇒

4. the bells disrupt class ringing Spanish ⇒

5. twins gifts exchange the few a ⇒

6. rent a people home those brick ⇒

7. tops hit spinning gate the ⇒

8. crosses fox pup the a grass ⇒

★ On the back, list all the nouns in the sentences above.

Name: _____

I. Predicate adjectives are in the predicate and follow a verb of being or a linking verb like *seem, looks, or feels*. Write the predicate adjective that makes sense, given the information.

1. Tom does not give up. Tom is _____. (dull, persistent, insulting)

2. The kids lost the game. The kids felt _____. (glad, hot, glum)

3. No one ate the cupcakes. The cupcakes were _____. (bland, tempting, white)

4. The man smiles a lot. The man seems _____. (distant, selfish, nice)

5. The truck's tire hit a big pothole. The tire looks _____. (fine, flat, black)

6. Javi had a nice nap. Javi was _____. (lost, mad, rested)

In the sentences below, write your own predicate adjective that makes sense, given the information.

7. The mice ate too much. The mice were _____.

8. Ellen had a bad day at school. Ellen seemed _____.

9. It is sprinkling. The grass looks _____.

10. Max did well on his test. Max felt _____.

11. My dog is missing. I am _____.

12. The athlete spent a lot of time at the track. She looked _____.

Divide each sentence between the complete subject and the predicate adjective.

13. The infant/seemed content.

14. All of the plums were rotten.

15. The sick child looks pale.

16. Several people feel upset.

17. The kitchen sink is dripping.

★ **On the back, write three sentences that contain predicate adjectives.**

Name: _____

J. Answer each question using the sentence below. Some words may be used more than once.

The buzzing insects seemed confused.

1. What is the plural noun in the sentence? _____
2. What is the verb in the sentence? _____
3. What is the article in the sentence? _____
4. What is the predicate adjective in the sentence? _____
5. What is the simple subject of the sentence? _____
6. What is the simple predicate of the sentence? _____
7. What is the complete subject of the sentence? _____
8. What is the complete predicate of the sentence? _____

Answer each question using the sentence below. Some words may be used more than once.

The siblings ate six fresh sandwiches.

9. What is the plural noun in the sentence? _____
10. What is the verb in the sentence? _____
11. What is the article in the sentence? _____
12. What is the adjective that tells how many? _____
13. What is the adjective that tells what kind? _____
14. What is the direct object? _____
15. What is the simple subject of the sentence? _____
16. What is the simple predicate of the sentence? _____
17. What is the complete subject of the sentence? _____
18. What is the complete predicate of the sentence? _____

Name: _____

K. Combine the two simple sentences into one longer sentence.

1. The ape ate stems. The apes were huge. ⇒

The huge apes ate stems.

2. The culprit stole cash. The culprit was rude. ⇒

3. The cake was stale. The cake was disgusting. ⇒

4. The triplets won the contest. The triplets are French. ⇒

5. All of the rockets are still in space. The rockets are intact. ⇒

Combine the three simple sentences into one longer sentence.

6. The man likes fish. The man is strong. The fish is fresh. ⇒

The strong man likes fresh fish.

7. The mustang pulls the rope. The mustang is fast. The rope is thick. ⇒

8. A thicket hides the rabbit. The thicket is dense. The rabbit is brave. ⇒

9. Many pockets hold trinkets. The pockets are cotton. The trinkets are hidden. ⇒

10. The attic lost its smell. The attic is vast. The smell is dank. ⇒

★ On the back, change sentences 7 to 10 into questions, such as *Does the strong man like fresh fish?* Be sure to add question marks.

Name: _____

A. Put nouns and verbs into the correct list. Remember that a noun names a person, place, thing or idea. A verb shows action or state of being.

begs	man	vet	chats
cricket	sings	thinks	adds
frog	bobcat	brags	pig

Nouns	Verbs

Use one noun and one verb from the list above to write a complete sentence. You can start the sentence with an article—*a, an, or the*.

- The man brags.
- _____
- _____
- _____
- _____
- _____

Choose three singular nouns from above, and rewrite them as plural nouns.

★ On the back, write two sentences. In the first, use the word *swings* as a noun. In the other, use *swings* as a verb.

Name: _____

B. Put each noun in the correct list. Remember, the name of specific people, places, and things is called a proper noun and always begins with a capital letter.

home	Boston	globe	Ellen
kilt	Neptune	Alan	rock
kids	June	truck	Richmond

Common Nouns	Proper Nouns

Underline the proper nouns below, and rewrite them with capital letters.

state	mike	_____
vincent	camp	_____
england	throne	_____
mall	greg	_____
game	atlantic	_____
hong kong	friend	_____
home	grand canyon	_____
united states	building	_____

★ Think of people you know and places you have been. On the back, write a list of 10 proper nouns, and remember to use a capital letter.

Name: _____

C. In each sentence, circle the noun in bold type that needs to show ownership. Rewrite the noun with an apostrophe s ('s) in the space provided.

1. The **girl** red cape waved down her **back**. girl's

2. **Franklin** won the **race** with his **pal** help. _____

3. I think the **rat** just stole the **man** muffin. _____

4. A **dog** yelp can wake a napping **infant**. _____

5. The **student** desk was full of broken **pencils**. _____

6. She used her **mom** cash to watch the **film**. _____

Unscramble these words to form complete sentences that make sense. Use your SNEEQS.

7. wife * lost * wallet * husband's * The * her

The wife lost her husband's wallet.

8. fell * She * chipmunk's * into * hole * the

9. dented * Chan's * Ted * trumpet

10. was * velvet * The * of * made * robe * king's

11. student's * lunchbox * filled * He * the

12. vet * cast * the * dog's * made * The

★ On the back, rewrite sentences 7, 8, 11, and 12 using proper nouns for the subjects.

Name: _____

D. Underline the complete subject. Pick the subject pronoun that matches the complete subject. Rewrite the sentence with the new subject pronoun.

we

he

~~they~~

it

they

she

1. Beth and Tim picked up nine boxes.

They picked up nine boxes.

2. Tom and I ate cupcakes for snack.

3. Justin went home on the late bus.

4. The rabbit drank at the pond.

5. Megan tossed the ball into the basket.

6. The boys went fishing as soon as class ended.

Underline the complete subject (antecedent) in the first sentence that has been replaced by the underlined pronoun in the second sentence.

7. My brother, sister, and I love that comic. We think he is funny.

8. Chickens eat strange things. They eat rocks to crush food.

9. Jack and I want to see the game. Hope you can come with us!

10. Ken is in the live show. Let's go watch him.

★ On the back, write three sentences that use *I*, *you*, and *she* as subject pronouns.

Name: _____

E. A preposition shows the relationship between one noun or pronoun to another noun or pronoun in the sentence. Sort the following nouns, pronouns, and prepositions.

yours	around	it	pond	before	ours
lake	mice	across	mine	snake	into
over	we	pencil	below	king	his

Nouns	Pronouns	Prepositions

Circle all of the prepositional phrases you find in the paragraph below. Hint: There are 8.

Jim will take trumpet lessons after tennis today. He will go behind the campus and across the path to get to Mr. Nelson's home. Jim hopes that he can blast tunes into the trumpet. Jim jumps over the grass and can catch sticks tapping on a drum. "I bet Beth will jam today, too!" thinks Jim as he grins and jogs up the steps.

1. *When* will Jim take lessons? _____
2. *Where* will Jim go? _____
3. *Where* will he blast tunes? _____
4. *Where* does Jim jump? _____

★ **On the back, write three questions and answers about Jim's day using other prepositional phrases from the paragraph above. Use your SNEEQS!**

Name: _____

E. An object pronoun comes after the verb and tells *who* or *what*. In the first column, put these object pronouns in alphabetical order. In the second column, write each object pronoun that can replace more than one person or thing. In the third column, write each object pronoun that can replace just one person or thing.

me	you	him	us	them	her	it
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

Draw a line to the object pronoun that can replace the underlined noun(s).

- | | |
|--|------|
| 1. Jason handed the prize to <u>Mrs. Milton</u> . | them |
| 2. David ate the cupcake before <u>David's dad</u> . | it |
| 3. Mom made costumes for <u>Lin, Alex, and Tom</u> . | her |
| 4. The teacher wants <u>Maddie, Joe, and me</u> to go on the trip. | him |
| 5. Call to find out if you left <u>the flute</u> at home. | us |

Underline the direct object in the first sentence. Then, circle the object pronoun in the second sentence.

- | |
|---|
| 6. Mike gave me the money. I put it in my wallet. |
| 7. Mr. Sendak graded exams. The student handed them back. |
| 8. Jackson had a picnic for the class. It was delicious. |

★ On the back, write three questions that use object pronouns.

Our pets have skills that will stun everyone. My dog can tap dance and yip at the same time. His rabbit drums like a boss, and their kitten can catch chipmunks. The best trick of all is the cat who can hang onto the side of the trash can with one leg. Do you think our pets are just as talented as yours?

yours	hers	mine	their	our
theirs	ours	your	his	my

1. The man's car was black with a red stripe. _____
2. Matt and Becky gave Matt and Becky's gifts. _____
3. That backpack is Beth's. _____
4. The cash is yours and mine. _____

5. She * swam with Ted, and * Susan and Ted * fed the duck * the duck's snack.
She swam with Ted, and they fed the duck its snack.

6. You and I * must spend the cash * Mom and Dad * gave to * you and me.
-
7. That was * Ellen's * best song, but * Mr. Chase * did not like * her song.

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Name: _____

I. A preposition begins a phrase that answers *where* or *when*. Complete each sentence with the preposition that makes sense.

1. The dentist put the napkin _____ her chin. (between, after, below)
2. Did the egg hatch _____ the basket? (across, in, toward)
3. We can discuss your grades _____ lunch. (before, along, under)
4. The strong magnets dragged the clips all _____ the table. (at, around, by)

Read each prepositional phrase in the first list, and circle the preposition. Think about the meaning. Then, write the letter of the matching meaning in the space provided.

Phrase	Meaning
<u> D </u> 5. <u>(in)</u> no time	A. on the wrong path
_____ 6. off the track	B. on one side of a clash
_____ 7. on the one hand	C. at a constant pace with no rest
_____ 8. at a loss	D. fast
_____ 9. around the clock	E. not knowing what to do

Complete each sentence by adding a prepositional phrase that tells *where*.

10. Sam lobbed the ball _____.
11. Some black cats rested _____.
12. The wildcat drank _____.
13. The snake spotted a chipmunk _____.
14. Many athletes jogged _____.

★ **On the back, write different prepositional phrases for sentences 10 to 14 that tell *when*.**

Name: _____

J. Check a box to show if the words in bold type are possessive nouns or possessive pronouns. Make corrections to possessive nouns when needed. Remember, possessive nouns need apostrophes, but possessive pronouns do not.

Noun Phrase	Possessive Noun	Possessive Pronoun	Correction
Aunt Marys kitten	✓		Aunt Mary's
his, mine, and yours			
the crabs claw			
Bostons skyline			
it's theirs			

Edit the following sentences by adding capitalization, apostrophes, punctuation, and commas in a series when needed. Use your SNEEQS!

1. ~~scotland's~~ ^{Scotland's} landscape is full of pine ash and aspen trees.
2. did the womans boss have wisdom
3. alex yelled and ran into the hall
4. many attics hold dusty boxes and strange smells
5. i told you to gather your socks and pants and put them inside the basket
6. bobs pastimes included rockets space and stars
7. sue does not like clams crabs or fish of any kind
8. you think this watch is yours, but it belongs to james
9. what did the ox do by the fence
10. hudson was frantic when he lost his dog at the game

Circle the prepositional phrases in sentences 3, 5, 9, and 10.

★ On the back, list your three favorite foods and three favorite games. Write two different sentences about them using commas in a series.

Name: _____

K. Adjectives describe nouns. They answer *what kind*, *how many*, or *which one*. Write the adjective that matches the information given and best completes the sentence.

brave

talented

unselfish

1. Grace is helping Liz climb to the top.

Grace is a _____ friend.

2. Grace can sing and dance.

Grace is a _____ friend.

3. Grace will always share her lunch.

Grace is an _____ friend.

fine

kind

confused

4. Josh gave the sub a gift.

Josh is a _____ student.

5. Josh did the wrong lesson.

Josh is a _____ student.

6. Josh worked hard on his project.

Josh is a _____ student.

Combine each set of sentences into one sentence. Include all three adjectives in the *same order* as they appear.

7. The man was grumpy. The man was old. The man was sick.

The grumpy old man was sick.

8. Jim is a strong man. Jim is a trim man. Jim is a fit man.

9. The sky was black. The sky was dim. The sky was dismal.

10. Texas a big state. Texas is a hot state. Texas is a sunny state

11. Mike's drink was icy. Mike's drink was cold. Mike's drink was fantastic.

12. Her dress was new. Her dress was orange. Her dress was stunning.

Circle the sentence numbers that have more than two items in a series. Check your sentences for correct comma use.

★ **On the back, write a sentence about a dog using the adjectives *spotted*, *wet*, and *content*.**

Name: _____

L. A predicate nominative comes after a verb of being and renames the subject. It answers *what* or *who*. Underline the predicate nominative and answer the question.

1. Mares are female horses. What are mares? horses
2. A cactus is a plant. What is a cactus? _____
3. My home is a ranch. What is my home? _____
4. The boss is the president. Who is the boss? _____
5. Elsa was the suspect in the crime. Who was Elsa? _____
6. Lucy is my sibling. Who is Lucy? _____

M. Answer the questions about these sentences.

Alaska is the biggest and coldest state in the country.

7. What is the proper noun in the sentence? _____
8. What is the predicate? _____
9. What is the predicate nominative? _____
10. What are the adjectives? _____
11. What is the prepositional phrase? _____

Antarctica is home to most of the world's fresh water.

- | | | |
|---|-----|----|
| 12. Is the 's used correctly in this sentence? | YES | NO |
| If yes, explain your answer: _____ | | |
| 13. Is there a pronoun in this sentence? | YES | NO |
| If yes, explain your answer: _____ | | |
| 14. Is there a predicate nominative in this sentence? | YES | NO |
| If yes, explain your answer: _____ | | |

★ On the back, make a chart of 10 adjectives and nouns describing people and places you know.

Name: _____

A. Prepositions begin phrases that answer *where* or *when*. Underline the prepositional phrase in each sentence. Decide if it answers *when* or *where*.

1. She stowed the life jackets <u>below the deck</u> .	when / <u>where</u>
2. We went to the film after dinner.	when / where
3. Grace lost her notebook in math class.	when / where
4. The circus will perform on weekend afternoons.	when / where
5. Did the dance end at ten o'clock?	when / where
6. They just rented the house up the street.	when / where
7. Will you fix my glasses before my driving exam?	when / where
8. The children love to wade through puddles.	when / where
9. Do not bring messy foods to book club!	when / where
10. The clouds are swirling above the lake.	when / where

B. Sort the words into two lists: regular plural nouns and irregular plural nouns. Remember that irregular plural nouns change their spelling from the singular form and may not add -s or -es.

women	monsters	batches	people
desks	foxes	geese	computers
feet	oxen	glasses	mice

Regular Plural Nouns	Irregular Plural Nouns

★ On the back, use each irregular plural noun in a sentence.

Name: _____

C. A simple subject is the one word that tells *who* or *what* the sentence is about. Underline the simple subject of each sentence. Then, write the correct form of the verb

1. The <u>antlers</u> _____ <u>sit</u> _____ atop the elk's head. (sits, sit, sitting)
2. The elderly women _____ young children on Fridays. (tutors, tutor, tutoring)
3. Did the wolf _____ onto your back porch? (climbing, climbs, climb)
4. Her last baby tooth _____ quite wiggly. (seems, seeming, seem)
5. The library shelves _____ many old books. (contains, contain, containing)
6. The pumpkin loaf _____ for forty minutes. (baking, bake, bakes)
7. Could a mouse _____ an entire wedge of cheese? (eats, eating, eat)
8. Leaves _____ to the ground each autumn. (tumbling, tumbles, tumble)
9. The benches _____ the walls of the room. (line, lines, lining)
10. Focused students _____ on their laptops. (typing, types, type)

Decide if each subject and verb match in number. Circle yes or no. If they do not match in number, write a new sentence with the correct form of the verb. Check for SNEEQS.

11. Whispers travels.	Yes / <u>(No)</u>	Whispers travel.
12. The sprinters pant.	Yes / No	
13. Oxen munches.	Yes / No	
14. Babies crawl.	Yes / No	
15. Scarves billow.	Yes / No	
16. A witch brews.	Yes / No	
17. Children chat.	Yes / No	
18. The elves hides.	Yes / No	
19. A man ponder.	Yes / No	
20. The crackers spill.	Yes / No	

★ On the back, add prepositional phrases that answer where to sentences 11 to 15.

Name: _____

D. Write the missing forms for each verb. Past tense forms usually end in -ed. Future tense forms usually have the word *will* before the verb.

Past Tense	Present Tense	Future Tense
begged	beg or begs	will beg
loved		
		will join
called		
		will celebrate
	clean or cleans	
mended		
		will pretend
	open or opens	
danced		

Use a form of each verb from the lists above to complete the sentences.

1. Trent _____ the navy last October.
2. Many years ago, people always _____ their own torn socks.
3. They _____ Hilda's first birthday next week.
4. The pups _____ for food each night during dinner.
5. Tomorrow morning I _____ the doctor to make an appointment.
6. The shop _____ at nine o'clock every weekday.
7. She _____ her room before the party tonight.
8. I used to despise bananas, but now I _____ them.
9. As youngsters, the 90-year-old twins often _____ to be each other.
10. I _____ in my final ballet recital a week from today.

★ On the back, write sentences with the past and future tense forms of *jump*, *look*, and *end*.

Name: _____

E. Adverbs describe verbs, adjectives, and other adverbs. They answer *how*, *when*, *where*, or *to what degree*. Read each sentence, and write the adverb that answers the question.

1. The young boy bowed respectfully before the king. (often, somewhere, respectfully)
(how?)
2. I traveled _____ from Green Park to Victoria. (swiftly, underground, regularly)
(where?)
3. Morgan was _____ full after dinner last night. (completely, accidentally, first)
(to what degree?)
4. The poetry club meets _____ at the local pizza place. (freely, regularly, upstairs)
(when?)
5. Remember to paddle _____ on that stretch of river! (upstream, swiftly, first)
(how?)
6. Our grades are updated _____ on the class website. (enough, weekly, here)
(when?)
7. I was _____ annoyed at my sister! (then, openly, quite)
(to what degree?)
8. Are you going _____ next month? (bravely, away, daily)
(where?)

Write in the adverb that matches the information given and best completes the sentence.

quickly carefully effortlessly lazily

9. Silas walks _____. Silas is on a big patch of slippery ice.
10. Silas walks _____. Silas is late for his first day on the job.
11. Silas walks _____. Silas just woke up and is still tired.

hungrily halfheartedly quietly gracefully

12. Ayan eats _____. Ayan does not really like his lunch.
13. Ayan eats _____. Ayan just ran a marathon.
14. Ayan eats _____. Ayan is in the audience at a play.

★ On the back, complete *Silas walks* and *Ayan eats* with adverbs that answer *when*.

Name: _____

F. Coordinating conjunctions join two words, phrases, or sentences together. Fill in the acronym BOYFANS with the seven coordinating conjunctions. They are listed upside down at the bottom of the page if you need any help!

B_____ **O**_____ **Y**_____ **F**_____ **A**_____ **N**_____ **S**_____

Underline the coordinating conjunction in each compound subject (see example in #1). Then, write in the compound predicate that best completes the sentence.

Compound Predicates

checks and adjusts the splint	grew and blossomed	will wash and dry the dishes
inched along and stopped	baked and cooled	leaked and flooded
prepped and cooked	run or lift at practice	hiked or swam each evening

1. The chocolate cake and apple pie baked and cooled _____.

2. The nurse or the doctor _____.

3. The cleaners or I _____.

4. Campers and counselors _____.

5. The chef and his assistant _____.

6. Bushes and trees _____.

7. The shower or the sink _____.

8. The coach and her team _____.

9. A snail and a slug _____.

10. Write a sentence with a compound subject joined by the coordinating conjunction *and*.

11. Write a sentence with a compound predicate joined by the coordinating conjunction *or*.

★ On the back, rewrite the seven BOYFANS conjunctions three times. Try to do it from memory.

Name: _____

G. Circle the clauses (sentences) in the table below. Remember that a clause has a subject and a predicate. A phrase is missing a subject or a predicate or both.

drinks tea with milk	<u>I like popcorn</u>	could not believe it
pens write and draw	the ball and top spun	ants move quickly
one and one make two	sat on a lonely bench	roses and violets
she picked me	tractors pull easily	some dogs swim

Write in the clauses (sentences) from above. Be sure to check for SNEEQS. Then, divide each clause (sentence) between the complete subject and the complete predicate.

1. I / like popcorn.

2.

3.

4.

5.

6.

7.

8.

Turn the four phrases from the table into logical complete sentences by adding a subject or predicate. Be sure to check for SNEEQS.

9. My brother-in-law Jake drinks tea with milk.

10.

11.

12.

Write your own example of a phrase. Explain why it is a phrase.

Example: _____

Why is it a phrase? _____

★ **On the back of this page, turn your phrase into a complete sentence. Be sure to check for SNEEQS.**

Name: _____

H. Combine each pair of simple sentences into one compound sentence. Use the suggested coordinating conjunction to join the sentences. Remember to check for SNEEQS!

1. darrell and kevin could not open the door / they left the house / so ➡

Darrell and Kevin could not open the door, so they left the house.

2. my cousin loves bananas / she hates banana bread / but ➡

3. the circus will stop in Toronto / it will stop in Vancouver / or ➡

4. levi and his wife are thrilled / they are expecting a baby in May / for ➡

5. I dislike spring / I cannot wait for this winter to end / yet ➡

6. next year the band will hit and road / it will add a new member / and ➡

7. our neighbors like basketball / they play all the time / so ➡

★ On the back, rewrite sentences 2 and 7 in the past tense.

Name: _____

I. Combine the three simple sentences into one longer simple sentence. Keep the adjectives in the order they appear. Remember to check for SNEEQS!

1. the boxes are large / the boxes are green / the boxes are broken ➡

The large green boxes are broken.

2. the statue is imposing / the statue is marble / the statue is intact ➡

3. the cookies are stale / the cookies are chocolate / the cookies are crumbling ➡

4. the book is worn / the book is old / the book is dusty ➡

5. the earrings are beautiful / the earrings are pearl / the earrings are lost ➡

6. the cattle are enormous / the cattle are Australian / the cattle are exhausted ➡

7. the scarves are soft / the scarves are red / the scarves are cozy ➡

★ **On the back, change the seven sentences above into questions, such as *Are the large green boxes broken?* Remember to add question marks.**

Name: _____

Commas are used:

- between two complete clauses or sentences → *Meg can ski, but she cannot snowboard.*
- after a prepositional phrase that begins a sentence and has five words or more → *Above the fluffy white clouds, a large airplane flew.*
- between a series of words → *Penguins, birds, and seals live in Antarctica.*

J. Add commas in the correct places. Check why the commas were added. Some sentences will need more than one comma and one checkmark. Some sentences will not need commas.

Sentence	Between Two Clauses	After a Long Prepositional Phrase	Between a Series of Words	Comma Not Needed
1. Frederick needed help, so he asked a teacher for support.	✓			
2. My uncle or I will be at the game.				
3. She likes grapes oranges and apples.				
4. In the old haunted house a ghost flew through the halls.				
5. Yesterday I danced and sang.				
6. I will go to the tennis match for I love to watch the sport.				
7. France Spain and Italy are in Europe but China is in Asia.				
8. The pens markers and maps are on your desks.				
9. Below the rickety wooden desk a mouse nibbled some cheese.				
10. Todd and Lil swam in the clear ocean water.				
11. He forgot eggs yet he picked up bread milk and cheese.				
12. Will you go to lunch at the inn today?				

★ On the back, write four sentences. Each should contain a series of words and use commas.

Name: _____

K. Order each set of words and phrases to make a sentence. Check for SNEEQS! Then, write whether the sentence is simple or compound (two simple sentences joined with BOYFANS).

1. the rug * for * spilled on it * the coffee * became stained ➡

The rug became stained, for the coffee spilled on it.

Is the sentence simple or compound? compound

2. toast oatmeal and fruit * for breakfast * will eat * we ➡

Is the sentence simple or compound? _____

3. will mail the letter * may still be late * I * but * it ➡

Is the sentence simple or compound? _____

4. so * is not feeling well * the dog * my son * will take him to the vet ➡

Is the sentence simple or compound? _____

5. above the beautiful brick fireplace * placed a silver mirror * she ➡

Is the sentence simple or compound? _____

★ On the back, write each compound sentence as two separate simple sentences. ➡ The rug became stained. The coffee spilled on it.

Name: _____

L. Use words and phrases from the table below to create new sentences from this simple sentence.

My aunt lives.

she	enjoys gardening	elderly
after lunch	quietly	in northern California

1. Add an adjective that describes *my aunt*. Write the new sentence.

2. Add an adverb to the new sentence that tells *how* my aunt lives. Write the new sentence.

3. Add a prepositional phrase that tells *where* my aunt lives. Write the new sentence.

4. Replace the complete subject with a subject pronoun. Write the new sentence.

5. Replace the complete predicate. Write the new sentence.

6. Add a prepositional phrase at the end of the sentence that tells *when*. Write the new sentence.

★ On the back, make simple sentence 6 compound by adding the coordinating conjunction *but* and another simple sentence. Check for SNEEQS!

Name: _____

M. Use words and phrases from the table below to create new sentences from this compound sentence.***My dad walked, but my mom jogged.***

yet	on the track	and my brother
or sprinted	briskly	they

1. Add a phrase to make *my dad* a compound subject.

2. Add a phrase to make *jogged* a compound predicate. Write the new sentence.

3. Replace the first complete subject with a subject pronoun. Write the new sentence.

4. Add a prepositional phrase at the end of the sentence that tells *where*. Write the new sentence.

5. Add an adverb to describe *how* they walked. Write the new sentence.

6. Replace the coordinating conjunction *but* with another that has the same meaning. Write the new sentence.

★ On the back, write compound sentence 6 as two separate simple sentences. Check for SNEEQS!

Name: _____

A. For each phrase below, write what is missing: *subject*, *predicate*, or *both*. Add the missing part(s) to the phrase to make it a complete sentence. Use your SNEEQS!

Phrase	What Is Missing?	Complete Sentence
1. the hungry dog	predicate	The hungry dog barks.
2. chomped apples		
3. the snake's venom		
4. behind me		
5. slept all day		
6. into the sunset		

Circle the phrases in the word box below. Remember that a phrase is missing a subject or a predicate or both. A clause has a subject and a predicate.

on the subway	jubilant children	bees distribute pollen	roses bloom
doors creak	we ate cupcakes	dance all night	Ben and Tim
pens and pencils	climbing the tree	in the bathtub	on the next exam

Add a subject and/or predicate to each phrase you circled to make it a complete sentence. Underline the subject and circle the predicate. Make sure to check for SNEEQS.

7. Jenna <u>rides</u> on the subway.
8.
9.
10.
11.
12.
13.
14.

★ **On the back, list 3 subjects from your sentences and change them into subject pronouns. Do the same for 3 objects and change them into object pronouns.**

Name: _____

B. Circle all of the prepositional phrases you find in the paragraph below. Hint: There are 7. Then, answer the questions using prepositional phrases.

The blobfish has been named the world's most ugly animal. It swims well below the ocean top and glides along the sea bottom. Its grim smile, slimy skin, and spineless body scare even brave divers back to the top. The blobfish moves around with the current, but it can get stuck between the ocean floor and low hanging nets. So, be careful when you pull mesh into your ship. You might get an ugly surprise inside your nets!

1. Where does the blobfish swim? _____

2. Where does the blobfish glide? _____

3. Where do scared divers go? _____

4. Where does the blobfish move? _____

5. Where can the blobfish get stuck? _____

6. Where do you pull that mesh? _____

7. Where is that ugly surprise? _____

Remember, compound sentences are clauses joined by a coordinating conjunction (think BOYFANS). Coordinating conjunctions join two words, phrases, or sentences together. Find and underline 5 coordinating conjunctions in the paragraph above. Then, draw a line between the coordinating conjunction and its purpose.

But	show contrast that logically follows the preceding idea
Or	add one idea to another
Yet	indicate effect
For	show contrast
And	present an additional negative idea
Nor	present an alternative
So	explain cause

★ On the back, write 3 sentences containing a coordinating conjunction.

Name: _____

C. A complex sentence is different from a compound sentence. A complex sentence has two clauses connected with a subordinating conjunction. Read each sentence, and choose the subordinating conjunction that answers the question.

1. Kathy wore the shirt <u>even though</u> it was ripped. (why, that, even though) (under what condition?)
2. Tim can go _____ he likes. (so, because, wherever) (to which location?)
3. Flowers will grow _____ they don't have enough water. (so, as if, unless) (under what condition?)
4. Turtles will leave _____ they can lay eggs. (why, so that, after) (for what reason?)
5. I will go to the concert _____ I love that music. (because, even if, whether) (for what reason?)
6. She smiled _____ she truly felt happy. (wherever, in order that, as if) (under what condition?)

Sort the following subordinating conjunctions based on what they indicate in a sentence.

Subordinating Conjunctions				
when	even though	unless	where	because
so	after	in order that	wherever	as if

At Which Time?	Under What Condition?	For What Purpose?	For What Reason?	To Which Location?

★ On the back, write 2 different complex sentences using subordinating conjunctions from the list above.

Name: _____

D. An independent clause has a subject and a predicate. A dependent clause has a subject, predicate, and subordinating conjunction. A dependent clause cannot stand alone. Read each clause below, and circle yes or no to answer the question. If the clause is a dependent clause, write the subordinating conjunction.

Clause	Is It a Dependent Clause?	Subordinating Conjunction
1. when summer starts	<u>Yes</u> No	when
2. vacation begins	Yes / No	
3. whenever the power surges	Yes / No	
4. although she never plays it	Yes / No	
5. Jeffrey runs faster	Yes / No	
6. Mr. Adams will relax	Yes / No	
7. the computer crashes	Yes / No	
8. than his friends wanted	Yes / No	
9. once exams are over	Yes / No	
10. Amanda loves lacrosse	Yes / No	

Make up 3 complex sentences using independent and dependent clauses from the list above. Remember your SNEEQS!

11.	_____

12.	_____

13.	_____

★ On the back, rewrite 2 of the complex sentences you created, changing the verbs into past tense.

Name: _____

E. If a sentence begins with a subordinating conjunction, a comma is needed before the independent clause. If a sentence begins with an independent clause, no comma is needed. Circle the subordinating conjunctions in the following sentences. Place a comma before the independent clause.

1. **If** we go, then we will hit traffic.
2. Whenever the bell rings the dog barks.
3. In order that we don't get stuck in traffic we are leaving now.
4. Although Jen played hard she lost the match.
5. Because whales eat krill they are considered meat eaters.
6. Even though Mike and I were friends we bickered constantly.

Edit the following sentences by checking if the comma is correct. Explain how you know.

Complex Sentence	Is the Comma Used Correctly?	How Do You Know?
7. Alex feels confident, now that he can drive.	Yes / No	The sentence begins with an independent clause.
8. As much as I would like to go, I can't make it.	Yes / No	
9. Dogs will not jump, provided that you train them well.	Yes / No	
10. In order to fix the bike, Jack had to remove the tire.	Yes / No	
11. Unless you clean your room, you can't go out.	Yes / No	
12. Manny walked home, because he missed the bus.	Yes / No	

★ On the back, draw a simple chart. List the subjects from sentences 4-6 in the first column and the subject pronouns that replace them in the second column.

Name: _____

F. Combine each pair of simple sentences into a complex sentence. Use the suggested subordinating conjunction to join clauses. Then, rearrange the clauses in a way that still makes sense. Remember the comma rules and check for SNEEQS!

1. the weather is warmer / the plants will grow / now that

A. Now that the weather is warmer, the plants will grow.

B. The plants will grow now that the weather is warmer.

2. it is updated / the computer will freeze / unless

A. _____

B. _____

3. Robin drank the coffee / it tasted bitter / even though

A. _____

B. _____

4. he has a sprain / Carson will enter the race / even if

A. _____

B. _____

5. we will start the movie / we turn off the lights / once

A. _____

B. _____

6. she completes her chores / Lisa will earn her allowance / provided that

A. _____

B. _____

7. the campers left the campsite / the rains came / as soon as

A. _____

B. _____

★ On the back, rewrite sentences 5A and 5B in the past tense.

Name: _____

G. Use words and phrases from the word box to create new sentences. Start with this sentence:

My father dances.

likes singing talented in the morning smoothly in the kitchen

1. Add an adverb that describes *how* my father dances. Write the new sentence.

2. Add an adjective that describes *my father* to the sentence you created in #1. Write the new sentence.

3. Add a prepositional phrase that tells *where* my father dances to the sentence you created in #2.

4. Replace the complete predicate you created in #3. Write the new sentence.

5. Add a dependent clause that answers *when* my father sings to the sentence you created in #4. Write the new sentence.

★ **On the back, revise sentence 4. Add a dependent clause to make it a complex sentence, replacing *my father* with a subject pronoun. Check for SNEEQS!**

Name: _____

H. A run-on sentence has two or more independent clauses that do not have appropriate punctuation or a conjunction to join them together. Revise the following run-ons using a coordinating conjunction (remember BOYFANS: *but, or, yet, for, and, nor, so*) to create a compound sentence. Use a comma before the coordinating conjunction.

Sentences	Revisions
1. Beth likes music Tom likes sports.	Beth likes music, but Tom likes sports.
2. Greg spun the radio knob he was tired of rock.	
3. It was hot outside Jack put on his sweater anyway.	
4. We could go to the movies we could take a swim.	
5. Sharks find seals they consume their prey.	
6. A scared skunk will stamp its feet you should leave quickly.	
7. She never shed a tear did she tell anyone her secret.	

You can also use just punctuation to repair run-ons. If the run-on has two independent clauses, add a period or semicolon between them. Repair these run-ons using punctuation. Check for SNEEQS!

Sentences	Revisions
8. Pete strained to carry the logs his arms felt like jelly.	
9. The lawyer had the evidence he knew he had won.	
10. We need to go there is no time to waste.	
11. My aunt can sing she loves musicals.	

★ On the back, list the subject pronouns and their antecedents in sentences 2, 6, and 11.

Name: _____

- I. Write sentences using the following phrases and clauses. Determine a way to ensure they are not run-ons. Add conjunctions or appropriate punctuation when needed. Remember, commas are used when a subordinating conjunction and dependent clause precede an independent clause.**

1. Eve went home / as soon as / she went to bed

As soon as Eve went home, she went to bed.

2. Mrs. Stockdale is friendly / she is talented / she teaches yoga

3. my brother was taller than I was / we were younger / when

4. we will not go shopping / until / at the mall / Sam arrives

5. at his desk / while / Jose and Lin finished working / Mr. Allen graded exams

6. he wanted to go inside / the sun was scorching hot

7. my sister has a black belt / I have a green belt / in karate

★ On the back, rearrange sentences 3, 4, and 5 so that they still make sense.

Jason quickly looked through the curtain he waited excitedly for the show to start. He stated his lines silently over and over again the emcee introduced the cast. When the clapping stopped from the fans he felt a jolt of nerves propel through his body. He watched the lights dim he knew he would nail his part even though he had never done a musical before. This was his moment he walked confidently toward the stage.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines in total. The paper has rounded corners and a thin black border around the edges.

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Name: _____

A. A pronoun replaces a noun in a sentence. A possessive pronoun shows ownership.

Absolute Possessive Pronouns

mine	yours	his	hers	ours	theirs
------	-------	-----	------	------	--------

Underline the correct possessive pronoun that completes the sentence. Draw an arrow to the noun or pronoun that has ownership.

1. Marla could not find any keys. I gave her (mine / hers).

2. The family of ten shared a tiny cottage. At least it was (mine / theirs).

3. We built a solar-powered model car. We were proud of what was (yours / ours).

4. The Smiths have a beautiful garden. I want one like (ours / theirs).

5. As soon as you get upstairs, please pick up the clothes that are (yours / mine).

6. The twins shared a room although Jenny always thought of it as (hers / his).

Possessive pronouns function as adjectives. They describe ownership and answer which one or whose. They come before a noun or another adjective. Underline the correct pronoun acting as an adjective, and draw an arrow to the noun it is describing.

Possessive Pronouns as Adjectives

my	your	his	its	her	their
----	------	-----	-----	-----	-------

Underline the correct possessive pronoun that completes the sentence. Draw an arrow to the noun or pronoun that has ownership.

7. The photographer snapped pictures on (its / her) camera.

8. The hotel in which we stayed was dirty, and (our / her) vacation was a disaster.

9. I gave you the cherry lollipop because I know it is (their / your) favorite flavor.

10. Grandpa arrived home late and missed (his / its) show.

11. The seventh grade students prepared for (your / their) concert.

12. The skunk crept under the deck. A stench was coming from (its / our) tail.

★ On the back, change the order of the clauses in sentences 5 and 6 using correct punctuation.

Name: _____

B. Replace the underlined words with either absolute possessive pronouns or possessive pronouns as adjectives. Write a complete sentence that answers the question.

1. John's and Jeff's skateboards had rusted out in the rain. Whose boards were rusty?

Their boards were rusty.

2. The man in front of the line took the seat that was assigned to me. Whose seat was it?

3. Carla's folder was ripped and tattered. Whose folder was ripped?

4. All of us on the team won a silver medal. Whose medal was it?

5. Mr. Nelson's final speech was short but effective. Whose speech was short?

6. Whenever you smile, you bring joy to the room. Whose smile is it?

7. The neighbors had an unused car sitting in the yard. Whose car was it?

8. The teacher loved the essay you wrote on the history of the flag. Whose essay was it?

9. We saw the bird's glossy, black feathers. Whose feathers were glossy?

★ On the back, list 6 adjectives from the sentences above, along with the nouns they describe.

Name: _____

C. The words that, which, who, whose, and whom are relative pronouns. They refer to a noun in a sentence. Circle the relative pronouns and underline the nouns they refer to (their antecedents).

Hint: The noun comes before the pronoun.

1. We don't know the artist who painted this portrait.
2. They are hosting a party for the company, which is celebrating 50 years of innovation.
3. They are the doctors whom we interviewed to learn about working in a hospital.
4. Jeff went to the college that my dad attended.
5. Maria loves movies that showcase heroines from history.
6. Our chefs use different spices, which are listed, to add a worldly feel to the menu.
7. The cattle that grazed on grass had fewer diseases.
8. The students who used technology for learning had improved scores.
9. May I speak to the person whom I talked to last night?
10. She observed the rundown house whose shingles were splintered and gray.

Write sentences containing relative pronouns using the sentence starters below.

11. The owner whose

12. The dog that

13. The owner of the dog that

14. The behavior of the dog, which

★ On the back, write 4 sentences containing relative pronouns.

Name: _____

- D. A relative clause is a kind of dependent clause that begins with a relative pronoun and describes a noun. A relative clause answers the question which one? Combine the following sentence pairs into one complex sentence by using a relative pronoun: that, which, who, whose, or whom.**

Sentence Pairs

1. I like the teacher. The teacher was nice to me.

I like the teacher who was nice to me.

2. The boy has a green hat. The boy is my brother.

3. I am afraid of the dog. The dog bit me.

4. The students studied hard. The students got good grades.

5. Lulu is planting spring bulbs. She thinks they are lovely.

6. A baby smiles. A baby is happy.

★ On the back, rewrite sentences 5 and 6. Choose new subjects and change the predicates to past tense.

Name: _____

E. When the information in the relative clause is essential to the meaning of the sentence, no comma is needed with the relative clause. This is called a restrictive clause. When the relative clause has information that is not essential for the meaning, it is called nonrestrictive. It needs a comma before and/or after the clause. Complete the following table.

Sentence	Relative Pronoun	Restrictive? (essential)	Nonrestrictive? (not essential)
He cannot attend the party that I planned.	that	✓	
Marie Curie, whose husband was Pierre, was first to understand radioactivity.			
Kim and Jorge are the volunteers who organize the fundraiser each year.			
The book whose cover is torn needs to be repaired.			
Dad's antique car, which he repaired, rides like a dream.			
My only uncle, who lives in Texas, runs a large cattle ranch.			
The director to whom you are speaking is new to the company.			

Add commas around the nonrestrictive clauses to indicate the information is not essential.

1. My science teacher, who used to work at NASA, loves astronomy.
2. The phone company whose stocks are down is going out of business.
3. My uncle who is in the military can bench-press 250 pounds.
4. Early snowfall which was unexpected this year ruined the late harvest.
5. Abraham Lincoln who was born in Kentucky started his career as a lawyer.
6. *To Kill a Mockingbird* which my teacher recommended is an excellent book.

★ On the back, write 2 new sentences like number 1 about your own teachers. Hint: Change the words science, NASA, and astronomy to fit your teachers.

Name: _____

F. Combine each of the following groups of phrases into a complex sentence with a relative clause. Use commas when needed and remember your SNEEQS.

1. last week / who / do you know / the new boy / started 8th grade

Do you know the new boy who started 8th grade last week?

2. is sitting next to me / the student / is from China / who

3. the bus / is always late / that / goes to the airport

4. whom / the doctor / was on vacation / I was hoping to see

5. make honey / bees / are the primary insects / that

6. live upstairs / my neighbors / were furious / about my new drum set / who

7. I always kept shut / I peered / through the blinds / which

8. whose / was Karim's favorite place / chairs were the most comfortable / the living room

9. up in the sky / makes a balloon float / helium / which / is lighter than air

10. sits in the front of the room / the student / asks a lot of questions / who

★ On the back, list as many prepositional phrases as you can find in the sentences above.

Name: _____

G. Interrogative pronouns also take the place of nouns. The interrogative pronouns begin with wh: who, whom, whose, which, what, whomever, and whatever. Find all 7 interrogative pronouns in the word search.

C	V	N	R	W	T	G	R	D	M
Q	D	K	H	B	W	E	O	R	W
S	R	A	U	Q	V	I	P	E	H
S	T	C	K	E	Y	I	R	V	O
Q	T	W	T	K	Y	R	Q	E	M
M	D	A	H	I	B	X	T	M	R
O	H	K	T	I	O	P	J	O	P
W	H	O	S	E	C	C	G	H	X
V	A	O	U	A	L	H	R	W	T
N	R	T	O	H	W	H	Q	Y	N

Often interrogatives ask a question or refer to someone or something that is unspecific. Fill in the blank with the correct interrogative pronoun.

- _____ threw the baseball? (what, who, whatever)
- Take _____ dessert you like best. (whom, whichever, who)
- _____ would you like for breakfast? (whom, whichever, what)
- _____ of these books have you read? (what, which, who)
- _____ coat is on the floor? (whose, who, whichever)
- _____ would you like to invite? (whatever, whom, what)
- Please do _____ you think is best. (who, which, whatever)

★ Pretend you are a detective solving a crime. On the back, write 5 questions you might ask using interrogative pronouns.

Name: _____

H. An indefinite pronoun replaces a noun and can act as the subject of a sentence. (Some examples of indefinite pronouns are all, everyone, several, and some.) Underline the indefinite pronouns in the following sentences.

1. Does anyone have a ticket?
2. While one juggled, the other cartwheeled.
3. Nobody came to Dan's performance.
4. The magician's tricks were known by few.
5. Many wish they knew his secrets.
6. Trapeze work is too difficult for most.
7. Somebody cheered for the dog and pony.
8. Is there anything we can buy at the gift shop?
9. Each wore extra-large shoes.
10. All felt the circus tent was in need of repair.

Choose the indefinite pronoun that best completes the sentence.

11. I wasn't comfortable at the meeting because there was _____ I knew.
(someone, anything, no one)
12. Given his rudeness, _____ was surprised when he confessed he had posted negative comments.
(many, no one, several)
13. Mita covered her feelings so well that _____ could tell her true thoughts.
(something, few, everyone)
14. We couldn't find the keys _____.
(nowhere, anywhere, everywhere)
15. _____ wears a new uniform for the game.
(Each, Both, Several)

★ On the back, rewrite sentence 12 in a different order that still makes sense. Remember comma rules for complex sentences.

Name: _____

Indefinite Pronoun	
Singular	another, anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, other, somebody, someone, something
Plural	both, few, many, others, several
Singular or Plural	all, any, more, most, none, some

I. When using a singular indefinite pronoun, the verb should be singular. When using a plural indefinite pronoun, the verb should be plural. Choose the singular or plural verb in the following sentences.

1. No one (know, knows) how badly Eric wants that gold medal.
2. Both (know, knows) how hard he works to achieve his goals.
3. Everything (seem, seems) brighter when you're around.
4. Many (seem, seems) to enjoy your company.
5. Everyone (love, loves) smiling babies.
6. Few (love, loves) changing diapers.
7. One (sing, sings) from the heart.
8. Several (sing, sings) off key.

Write complete sentences using indefinite pronouns with the suggested verbs. Watch your subject-verb agreement and use your SNEEQS.

Indefinite Pronoun	Verb	Sentence
nobody	to think	Nobody thinks Congress will pass the bill.
each	to admit	
one	to pass	
both	to dance	
everything	to change	
many	to graduate	

★ On the back, combine sentences 5 and 6 into one compound sentence using a coordinating conjunction.

Name: _____

J. Use words and phrases to create new sentences. Start with this sentence:

My sister sings.

1. Add an adverb that describes *how* my sister sings. Write the new sentence.

2. Add an adjective that describes *my sister* to the sentence you created in #1. Write the new sentence.

3. Add a prepositional phrase that tells *where* my sister sings to the sentence you created in #2. Write the new sentence.

4. Add a dependent clause that answers *when* my sister sings to the sentence you created in #3. Write the new sentence.

5. Replace the subject of the sentence you created in #4 with a subject pronoun. Write the new sentence.

6. Replace the complete predicate with a different verb. Write the new sentence.

★ **On the back, use interrogative pronouns (wh words) to ask questions that are answered by the new sentences you wrote. Use correct punctuation.**