

PRACTICE TEST

# Mathematics

## Grade 7

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Student Name

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School Name

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District Name



# Grade 7 Mathematics

## SESSION 1

This session contains 6 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

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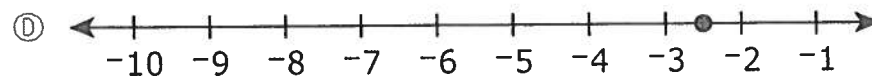
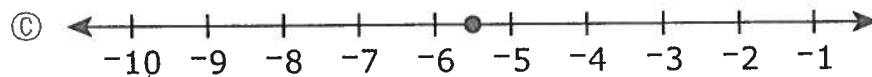
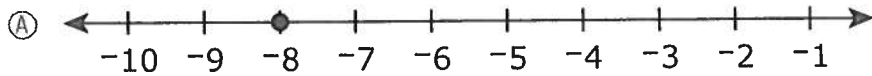
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6	6	6	•	6	6	6
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	9	.	5	5	5	5
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7	7	7	7	7	7	7
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9	•	9	9	9	9	9

- 1 Consider this equation.

$$x = 2.5 - (8)$$

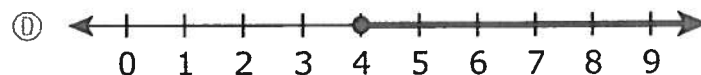
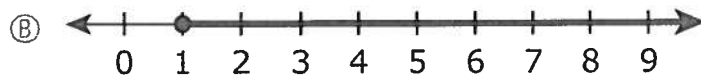
Which of the following shows the value of  $x$  graphed on a number line?



- 2 Customers must spend a minimum of \$25 at an online art supply store to receive free shipping. A customer ordered 10 tubes of paint and an easel.

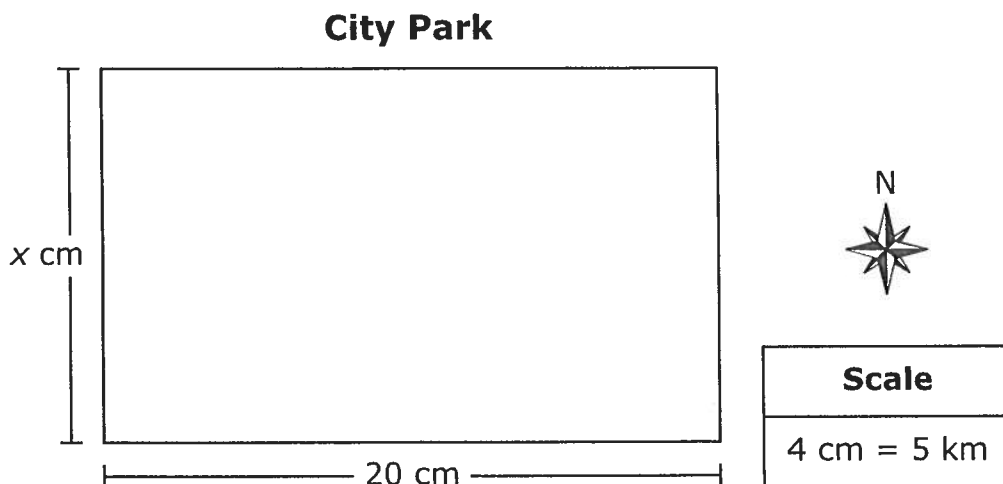
- Each tube of paint cost the same amount.
- The easel cost \$15.

Which of the following number lines shows all the possible costs, in dollars, of one tube of paint if the customer received free shipping?



This question has two parts.

- 3 A map of a city park and its scale are shown.



**Part A**

On the map, the south side has a length of 20 centimeters. What is the **actual distance**, in kilometers, of the south side of the park?

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

⊖							
⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
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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

Part B

The west side of the park has an actual distance of 15 kilometers. On the map, what is the length, in **centimeters**, of the west side of the park?

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

⊖							
⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
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1	1	1	1	1	1	1	1
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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

4 Which of the following equations is true?

Ⓐ  $-3 - (-4x + 6) = (6 - 4x) - 3$

Ⓑ  $-3 - (-4x + 6) = (6 + 4x) - 3$

Ⓒ  $-3 - (-4x + 6) = (-6 - 4x) - 3$

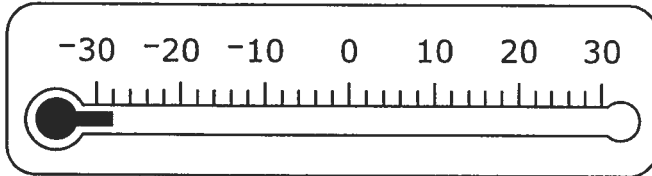
Ⓓ  $-3 - (-4x + 6) = (-6 + 4x) - 3$



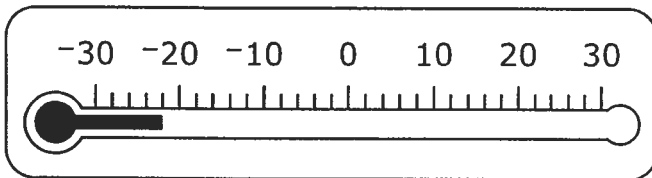
- 5 Yesterday, the temperature at sunrise was  $-3^{\circ}\text{F}$ . At sunset, the temperature was 25 degrees warmer than the temperature at sunrise.

Which of the following shows the temperature, in degrees Fahrenheit, at sunset?

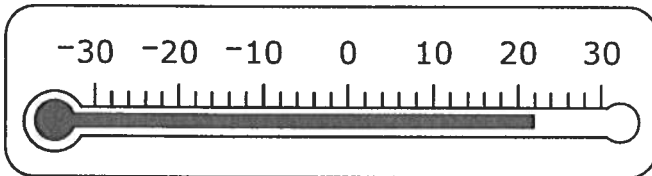
- Ⓐ **Temperature at Sunset ( $^{\circ}\text{F}$ )**



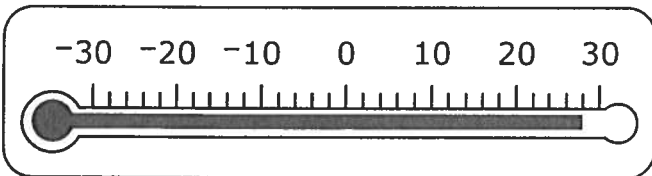
- Ⓑ **Temperature at Sunset ( $^{\circ}\text{F}$ )**



- Ⓒ **Temperature at Sunset ( $^{\circ}\text{F}$ )**



- Ⓓ **Temperature at Sunset ( $^{\circ}\text{F}$ )**



- 6 A librarian is reading a book during her lunch breaks. She recorded some of her reading rates over the past three days in this table.

Reading Rates

Day	Number of Pages Read	Time (hour)	Rate (pages per hour)
Monday	$8\frac{1}{4}$	$\frac{1}{6}$	
Tuesday		$\frac{1}{2}$	60
Wednesday	80		40

Which of the following completed tables correctly shows her reading rates?

Ⓐ

Reading Rates

Day	Number of Pages Read	Time (hour)	Rate (pages per hour)
Monday	$8\frac{1}{4}$	$\frac{1}{6}$	$49\frac{1}{2}$
Tuesday	120	$\frac{1}{2}$	60
Wednesday	80	2	40

Ⓑ

Reading Rates

Day	Number of Pages Read	Time (hour)	Rate (pages per hour)
Monday	$8\frac{1}{4}$	$\frac{1}{6}$	$49\frac{1}{2}$
Tuesday	30	$\frac{1}{2}$	60
Wednesday	80	3,200	40

Ⓒ

Reading Rates

Day	Number of Pages Read	Time (hour)	Rate (pages per hour)
Monday	$8\frac{1}{4}$	$\frac{1}{6}$	$49\frac{1}{2}$
Tuesday	30	$\frac{1}{2}$	60
Wednesday	80	2	40

Ⓓ

Reading Rates

Day	Number of Pages Read	Time (hour)	Rate (pages per hour)
Monday	$8\frac{1}{4}$	$\frac{1}{6}$	$49\frac{1}{2}$
Tuesday	120	$\frac{1}{2}$	60
Wednesday	80	3,200	40

# Grade 7 Mathematics

## SESSION 2

This session contains 6 questions.

*You may use your reference sheet during this session.  
You may 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.

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8. See below for examples of how to correctly complete an answer grid.

### EXAMPLES

-	1	4				
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6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	<input checked="" type="radio"/>	9	9	9	9	9

- 7 A cube will be sliced once.

Select the **three** two-dimensional figures that could result from slicing the cube.

- Ⓐ circle
- Ⓑ prism
- Ⓒ triangle
- Ⓓ octagon
- Ⓔ pentagon
- Ⓕ parallelogram

- 8 Dana has 8 baseball cards, 10 football cards, 4 hockey cards, and 14 basketball cards. All the cards are the same size and shape. Dana will select one card at random.

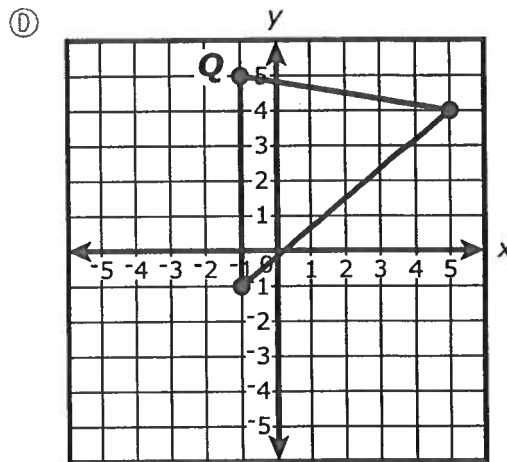
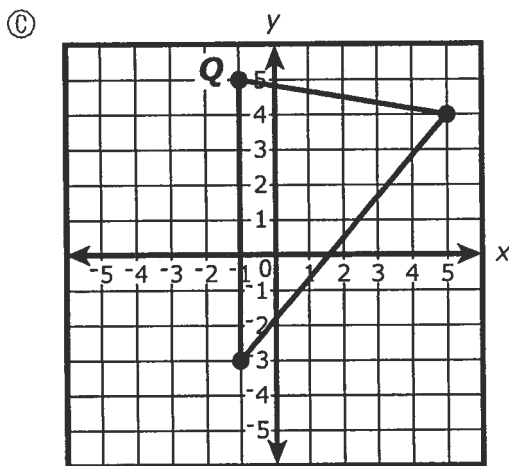
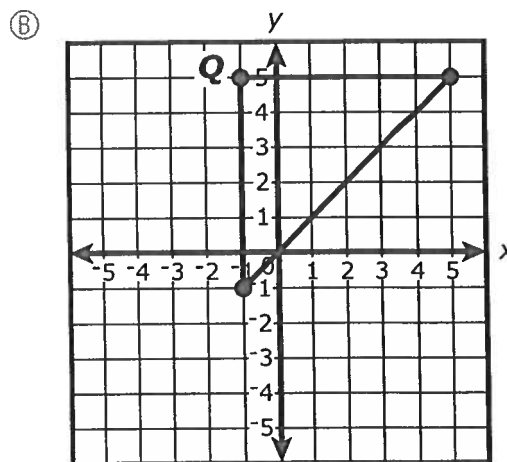
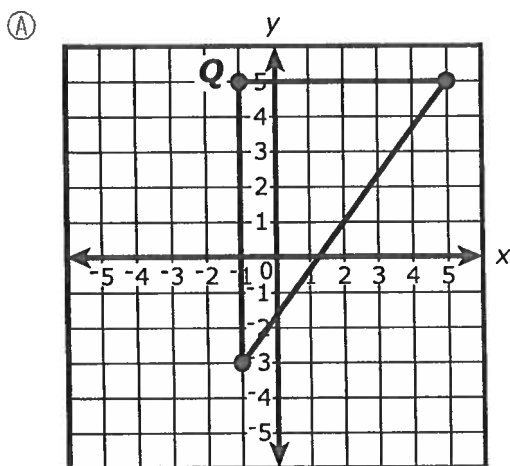
What is the probability that the card selected will be a hockey card?

- Ⓐ  $\frac{1}{9}$
- Ⓑ  $\frac{1}{8}$
- Ⓒ  $\frac{1}{4}$
- Ⓓ  $\frac{1}{3}$

- 9 A student drew triangle  $PQR$  on a coordinate plane. The triangle had the following conditions:

- The measure of  $\angle Q$  is 90 degrees.
- The length of  $\overline{QR}$  is 6 units.
- The length of  $\overline{PQ}$  is 8 units.

Which of the following coordinate planes shows the triangle the student drew?



- 10 A bicycle is on sale at a store for 15% off its original price. The original price, in dollars, of the bicycle is represented by the variable  $p$ .

Which of the following expressions represents the final sale price, in dollars, of the bicycle?

Select the **two** correct answers.

- Ⓐ  $p - 0.15p$
  - Ⓑ  $p - 0.15$
  - Ⓒ  $p - 0.85p$
  - Ⓓ  $0.15p$
  - Ⓔ  $0.85p$
- 11 A bottle contains 120 fluid ounces of laundry detergent. Which of the following is closest to the number of liters in 120 fluid ounces? (1 fluid ounce  $\approx$  0.0296 liter)
- Ⓐ 3.55 liters
  - Ⓑ 4.05 liters
  - Ⓒ 4.16 liters
  - Ⓓ 4.47 liters

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

- 12** Billy left home at 9 a.m. and rode his bicycle to the park at an average speed of 10 miles per hour. He arrived at the park at 9:30 a.m.

A. How many miles from the park is Billy's home? Show or explain how you got your answer.

Derrick lives 3 miles from the park. He rode his bicycle to the park at an average speed of 9 miles per hour.

B. How many minutes did it take Derrick to ride his bicycle to the park? Show or explain how you got your answer.

Juan lives 2.5 miles from the park. It took him 12 minutes to ride his bicycle to the park.

C. What was Juan's average speed, in miles per hour, while riding his bicycle to the park? Show or explain how you got your answer.



12

Lined area for student response.



PRACTICE TEST

English Language Arts

Grade 7

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Student Name

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School Name

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District Name



# Grade 7 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.

Merlin was a famous wizard in British legend. This excerpt from the novel *The Lost Years of Merlin* describes a major event from Merlin's childhood. Read the excerpt and then answer the questions that follow.

from *The Lost Years of Merlin*

by T. A. Barron

- 1 A dark wave rose on the rolling sea, and from it lifted a hand.
- 2 As the wave surged higher, reaching toward sky as smoky gray as itself, the hand reached higher as well. A bracelet of foam swirled around the wrist, while desperate fingers groped for something they could not find. It was the hand of someone small. It was the hand of someone weak, too weak to fight any longer.
- 3 It was the hand of a boy.
- 4 With a deep sucking sound, the wave began to crest, tilting steadily toward the shore. For an instant it paused, hovering between ocean and land, between the brooding Atlantic and the perilous, rock-bound coast of Wales, known in those days as Gwynedd. Then the sucking swelled into a crashing roar as the wave toppled over, hurling the boy's limp body onto the black rocks.
- 5 His head smacked against a stone, so violently that his skull would surely have split open were it not for the thick mat of hair that covered it. He lay completely still, except when the whoosh of air from the next wave tousled his locks, black beneath the stains of blood.
- 6 A shabby seagull, seeing his motionless form, hopped over the jumble of rocks for a closer look. Bending its beak toward the boy's face, it tried to pull a strand of sea kelp that was wrapped around his ear. The bird tugged and twisted, squawking angrily.
- 7 At last the kelp broke free. Triumphant, the bird jumped down to one of the boy's bare arms. Beneath the shreds of a brown tunic still clinging to him, he seemed small, even for a boy of seven years. Yet something about his face—the shape of his brow, perhaps, or the lines around his eyes—seemed far older.
- 8 At that instant, he coughed, vomited seawater, and coughed again. With a screech, the gull dropped the kelp and fluttered off to a stony perch.

- 9 The boy remained motionless for a moment. All he could taste was sand, slime, and vomit. All he could feel was the painful throbbing of his head, and the rocks jabbing into his shoulders. Then came another cough, another gush of seawater. A halting, labored breath. Then a second breath, and a third. Slowly, his slender hand clenched into a fist.
- 10 Waves surged and subsided, surged and subsided. For a long while, the small candle flame of life in him wavered at the edge of darkness. Beneath the throbbing, his mind seemed strangely empty. Almost as if he had lost a piece of his very self. Or as if a kind of wall had been erected, cutting him off from a portion of himself, leaving nothing but a lingering sense of fear.
- 11 His breathing slowed. His fist relaxed. He gasped, as if to cough again, but instead fell still.
- 12 Cautiously, the seagull edged closer.
- 13 Then, from whatever quarter, a thin thread of energy began to move through his body. Something inside him was not yet ready to die. He stirred again, breathed again.
- 14 The gull froze.
- 15 He opened his eyes. Shivering with cold, he rolled to his side. Feeling the rough sand in his mouth, he tried to spit, but succeeded only in making himself gag from the rancid taste of kelp and brine.
- 16 With effort, he raised an arm and wiped his mouth with the tatters of his tunic. Then he winced, feeling the raw lump on the back of his head. Willing himself to sit up, he braced his elbow against a rock and pushed himself upright.
- 17 He sat there, listening to the grinding and splashing sea. Beyond the ceaseless pulsing of the waves, beyond the pounding inside his head, he thought for an instant that he could hear something else—a voice, perhaps. A voice from some other time, some other place, though he could not remember where.
- 18 With a sudden jolt, he realized that he could not remember *anything*. Where he had come from. His mother. His father. His name. *His own name*. Hard as he tried, he could not remember. *His own name*.
- 19 “Who am I?”
- 20 Hearing his cry, the gull squawked and took flight.

- 21 Catching sight of his reflection in a pool of water, he paused to look. A strange face, belonging to a boy he did not know, peered back at him. His eyes, like his hair, were as black as coal, with scattered flecks of gold. His ears, which were almost triangular and pointed at the top, seemed oddly large for the rest of his face. Likewise, his brow rose high above his eyes. Yet his nose looked narrow and slight, more a beak than a nose. Altogether, his face did not seem to belong to itself.
- 22 He mustered his strength and rose to his feet. Head swirling, he braced himself against a pinnacle of rock until the dizziness calmed.
- 23 His eyes roamed over the desolate coastline. Rocks upon rocks lay scattered everywhere, making a harsh black barrier to the sea. The rocks parted in only one place—and then only grudgingly—around the roots of an ancient oak tree. Its gray bark peeling, the old oak faced the ocean with the stance of centuries. There was a deep hollow in its trunk, gouged out by fire ages ago. Age warped its every branch, twisting some into knots. Yet it continued to stand, roots anchored, immutable against storm and sea. Behind the oak stood a dark grove of younger trees, and behind them, high cliffs loomed even darker.
- 24 Desperately, the boy searched the landscape for anything he might recognize, anything that might coax his memory to return. He recognized nothing.
- 25 He turned, despite the stinging salt spray, to the open sea. Waves rolled and toppled, one after another after another. Nothing but endless gray billows as far as he could see. He listened again for the mysterious voice, but heard only the distant call of a kittiwake\* perched on the cliffs.
- 26 Had he come from somewhere out there, beyond the sea?
- 27 Vigorously, he rubbed his bare arms to stop the shivers. Spying a loose clump of sea kelp on a rock, he picked it up. Once, he knew, this formless mass of green had danced with its own graceful rhythm, before being uprooted and cast adrift. Now it hung limp in his hand. He wondered why he himself had been uprooted, and from where.
- 28 A low, moaning sound caught his ear. That voice again! It came from the rocks beyond the old oak tree.

\*kittiwake—a seabird species in the gull family

- 29 He lurched forward in the direction of the voice. For the first time he noticed a dull ache between his shoulder blades. He could only assume that his back, like his head, had slammed against the rocks. Yet the ache felt somehow deeper, as if something beneath his shoulders had been torn away long ago.
- 30 After several halting steps he made it to the ancient tree. He leaned against its massive trunk, his heart pounding. Again he heard the mysterious moaning. Again he set off.
- 31 Often his bare feet would slip on the wet rocks, pitching him sideways. Stumbling along, his torn brown tunic flapping about his legs, he resembled an ungainly water bird, picking his way across the shoreline. Yet all the time he knew what he really was: a lone boy, with no name and no home.

*The Lost Years of Merlin: Book One* by T.A. Barron. Copyright © 1996 by Thomas A. Barron. Reprinted by permission of Philomel, an imprint of Penguin Young Readers Group, a division of Penguin Random House LLC.

1 How do the events in paragraph 18 represent a change in the boy?

- Ⓐ He becomes aware of his helplessness.
- Ⓑ He begins to discover details about his past.
- Ⓒ He starts to appreciate the loveliness of the area.
- Ⓓ He gains courage from knowing someone is nearby.

2 Read the sentences in the box.

- A strange face, belonging to a boy he did not know, peered back at him. (paragraph 21)
- Yet the ache felt somehow deeper, as if something beneath his shoulders had been torn away long ago. (paragraph 29)

Which of the following from the excerpt is **best** supported by the sentences?

- Ⓐ "His head smacked against a stone, so violently that his skull would surely have split open were it not for the thick mat of hair that covered it."
- Ⓑ "All he could feel was the painful throbbing of his head, and the rocks jabbing into his shoulders."
- Ⓒ "Almost as if he had lost a piece of his very self."
- Ⓓ "Had he come from somewhere out there, beyond the sea?"



- 3 Read the sentence from paragraph 23 in the box.

Its gray bark peeling, the old oak faced the ocean with the stance of centuries.

What does the imagery in the sentence suggest about the tree?

- Ⓐ its changing appearance
  - Ⓑ its enduring strength
  - Ⓒ its unknown origin
  - Ⓓ its exotic location
- 4 What does the description in paragraph 25 suggest about the boy?
- Ⓐ His memory of home is fading.
  - Ⓑ His fear of nature is diminishing.
  - Ⓒ His feeling of fatigue is growing.
  - Ⓓ His sense of isolation is increasing.

5 Based on the excerpt, how does the mysterious voice affect the boy?

- Ⓐ It ends his worry.
- Ⓑ It sparks his interest.
- Ⓒ It deepens his sadness.
- Ⓓ It highlights his gratitude.

6 Read the sentences from paragraph 31 in the box.

Often his bare feet would slip on the wet rocks, pitching him sideways. Stumbling along, his torn brown tunic flapping about his legs, he resembled an ungainly water bird, picking his way across the shoreline.

Which phrase from the sentences **best** helps readers understand the word *ungainly*?

- Ⓐ "Often his bare feet"
- Ⓑ "Stumbling along"
- Ⓒ "torn brown tunic"
- Ⓓ "across the shoreline"

7

**Part A**

Read the sentence from paragraph 21 in the box.

Altogether, his face did not seem to belong to itself.

Based on the excerpt, what does the sentence **mainly** suggest about the boy?

- Ⓐ He feels angry.
- Ⓑ He is maturing.
- Ⓒ He is disoriented.
- Ⓓ He lacks confidence.

**Part B**

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

- Ⓐ "With effort, he raised an arm and wiped his mouth with the tatters of his tunic." (paragraph 16)
- Ⓑ "He sat there, listening to the grinding and splashing sea." (paragraph 17)
- Ⓒ "With a sudden jolt, he realized that he could not remember *anything*." (paragraph 18)
- Ⓓ "He mustered his strength and rose to his feet." (paragraph 22)

- 8 Reread paragraphs 7–13. Based on the paragraphs, which **two** sentences **best** emphasize the boy's will to live?
- Ⓐ "Triumphantly, the bird jumped down to one of the boy's bare arms."  
(paragraph 7)
  - Ⓑ "The boy remained motionless for a moment." (paragraph 9)
  - Ⓒ "Slowly, his slender hand clenched into a fist." (paragraph 9)
  - Ⓓ "Beneath the throbbing, his mind seemed strangely empty." (paragraph 10)
  - Ⓔ "Then, from whatever quarter, a thin thread of energy began to move through his body." (paragraph 13)

For this question, you will write a narrative based on the passage. Write your narrative in the space provided on the next two pages. Your writing should:

- Use characters, settings, events, and other details from the passage.
- Use correct grammar, spelling, and punctuation.

- 9 Based on the excerpt from *The Lost Years of Merlin*, write a narrative that tells what will most likely happen to the boy next. Use what you know about the characters, setting, and events from the excerpt to write your narrative.

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 20 horizontal lines.



**Read the two passages about famous blizzards that swept through parts of the United States in early 1888. Then answer the questions that follow.**

Read the article "Blizzard!"

## Blizzard!

*by Jeanie Mebane*

- 1 No one on the prairie was prepared for the violent blizzard that blew in on January 12, 1888. The morning had dawned 30 to 40 degrees warmer than the day before. After weeks of below zero temperatures, the day seemed almost balmy. Many residents thought a January thaw had arrived.
- 2 But the day changed quickly. As an Arctic cold front collided with warm, moisture-filled air from the Gulf of Mexico, a blizzard formed. It raced southeastward from Canada at 60 to 70 miles per hour. Gale-force winds whipped the falling snow. Temperatures dropped and objects became hidden in a snowy sea of white.
- 3 The storm hit western North Dakota in the morning and then moved through South Dakota and western Nebraska by noon. It reached eastern Nebraska and Iowa in mid-afternoon—school dismissal time. It became known as the Schoolchildren’s Blizzard.
- 4 When the blizzard hit near Huron, South Dakota, around noon, Mae Hunt tried to keep classes going in the country school where she taught. However, the school ran out of fuel in a few hours, and Hunt knew that she and the children would freeze if they stayed. She decided to take her seven students to a farmhouse only about 140 yards (just a little longer than a 120-yard football field) from the schoolhouse.
- 5 Stepping outside, Hunt and her students were blinded by the force of the blizzard and almost immediately felt their eyelashes crust over with ice. After stumbling through the snow, teacher and students were ready to give up when they happened to find a large straw pile. The older boys dug a cave into the straw, and all eight of them piled into it. They were still cold but glad to be out of the wind and snow.
- 6 They spent the night there with Hunt calling her students’ names again and again to keep them awake and make sure that they were alive. When it grew light, they could see the farmhouse they had been trying to reach less than 100 feet away. The oldest student, a boy of 18, staggered to the house on his frozen feet. He and the farmer helped the rest of the group get inside to warmth and safety. Hunt and her students all survived, but one little girl’s feet had frozen overnight when her wet socks and shoes had formed into ice boots. . . .



- 7 In eastern Nebraska, Barney and Anna Barry feared for the lives of their three older children who had walked the mile to school that morning. The Barrys decided it would be safest for their children and their schoolmates to stay at school. While Barney prepared to take supplies to the school, Anna put the stew she was cooking into a covered kettle for Barney to carry. After dressing warmly, Barney tied a bag of blankets onto his back.
- 8 Unable to see in the storm, Barney knew that he could get lost if he tried to walk along the road to the school. He decided to follow fence lines through the fields between his home and the school. As he made his way, Barney couldn't see anything in the blowing snow—not even his left hand guiding him along the fence wire. He trudged through the deep snow as fast as he could to reach the school before dismissal time. If he did not get there in time, the children would start home—and get lost in the storm.
- 9 Near the school, Barney had to leave the fence and blindly cross the long schoolyard before he safely reached the schoolhouse. Inside, the teacher and students were huddled around a heating stove. Leaving the stew and blankets, Barney told the teacher to keep the students there for the night. Then, concerned about his wife and young children left at home, Barney made the return trip, again following the fences.
- 10 Barney, his family, and all the children in their school survived the storm. Two hundred thirty-five other Nebraska schoolchildren did not. About 500 people died in the blizzard. . . .
- 11 The Schoolchildren's Blizzard continued eastward and southward across the country. At the same time, part of the frigid air mass slipped westward. Within days, the entire country experienced record-breaking low temperatures. Snow fell in areas usually too warm for snow.
- 12 Two months later, from March 11 to 14, a second devastating blizzard struck in 1888. This time, the East Coast from Maryland to Maine was covered with up to 50 inches of snow in some places. Wind gusts of up to 70 miles per hour were recorded. Daily life along the heavily populated East Coast ground to a halt in what became known as the Great White Hurricane of 1888. Roads were blocked and railroads were stopped, trapping travelers in trains. The weight of the snow took down telegraph lines. Snowdrifts reached the top of some homes. Buried under huge amounts of snow for days, cities became isolated and about 400 people died. After the snow stopped falling, the melting snow caused flooding.
- 13 But the future would be different: One outcome of the blizzard was that cities more quickly embraced the idea of building underground transportation systems, which are the backbones of major urban centers today. And communication lines were moved underground, too.

"Blizzard!" by Jeanie Mebane, from *Cobblestone: The Perfect Storm: When Weather Made History* (March 2012). Copyright © 2012 by Carus Publishing Company d/b/a Cricket Media. Reprinted by permission of Cricket Media.

Read the poem from *The Blizzard Voices*.

from *The Blizzard Voices*

by Ted Kooser

**A Woman's Voice:**

In all my years I never saw  
another thing like that storm.  
When it came it felt as if  
an enormous fist had struck  
5 the house. Snow fine as flour  
sifted in under the eaves  
and piled along the walls.  
Our youngest, Jim, was at school  
on a place two miles above,  
10 and we were worried sick  
for fear he'd try to get home  
and be lost. You couldn't see  
your hand at the end of your arm  
out in it. My husband led  
15 one of the horses up the lane  
but had to turn back. The snow  
had frozen the horse's eyes.  
Halvor\* was just drying out  
by the stove when we heard  
20 a knocking out on the porch,  
and there stood Jimmy's pony,  
covered with ice and snow,  
with a bag on her halter,  
and in it a note which said  
25 "Your boy is safe at the school."

\*Halvor—the speaker's husband

*The Blizzard Voices* by Ted Kooser. Copyright © 1986 by Theodore J. Kooser. Reprinted by permission of Bieler Press.

- 10 The author's **main** purpose in the article is to
- Ⓐ explain winter temperature patterns.
  - Ⓑ describe how to survive an emergency.
  - Ⓒ present historical data for future research.
  - Ⓓ provide information about a specific natural disaster.
- 11 Based on the article, what was one effect of the blizzards that occurred in 1888?
- Ⓐ Cities purchased snow removal equipment.
  - Ⓑ Urban areas began to build transportation below city streets.
  - Ⓒ Principals started to cancel school during bad conditions.
  - Ⓓ Laws were created that prevented citizens from traveling during storms.

- 12 What is the **most likely** reason the poet ends the poem with the line, "Your boy is safe at the school"?
- Ⓐ to offer a feeling of relief
  - Ⓑ to show a new point of view
  - Ⓒ to provide a sense of suspense
  - Ⓓ to include a quotation from a source

- 13 Read the sentence from paragraph 1 of the article in the box.

No one on the prairie was prepared for the violent blizzard that blew in on January 12, 1888.

Which image from the poem **best** supports the description in the sentence?

- Ⓐ "an enormous fist had struck" (line 4)
- Ⓑ "Snow fine as flour" (line 5)
- Ⓒ "we were worried sick" (line 10)
- Ⓓ "Halvor was just drying out" (line 18)

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 Write an essay that explains how the article **and** the poem portray the blizzards of 1888. Be sure to use information from the article and the poem 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.*

14

Handwriting practice area with 20 horizontal lines.







Name: \_\_\_\_\_

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

<del>king</del>	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. \_\_\_\_\_

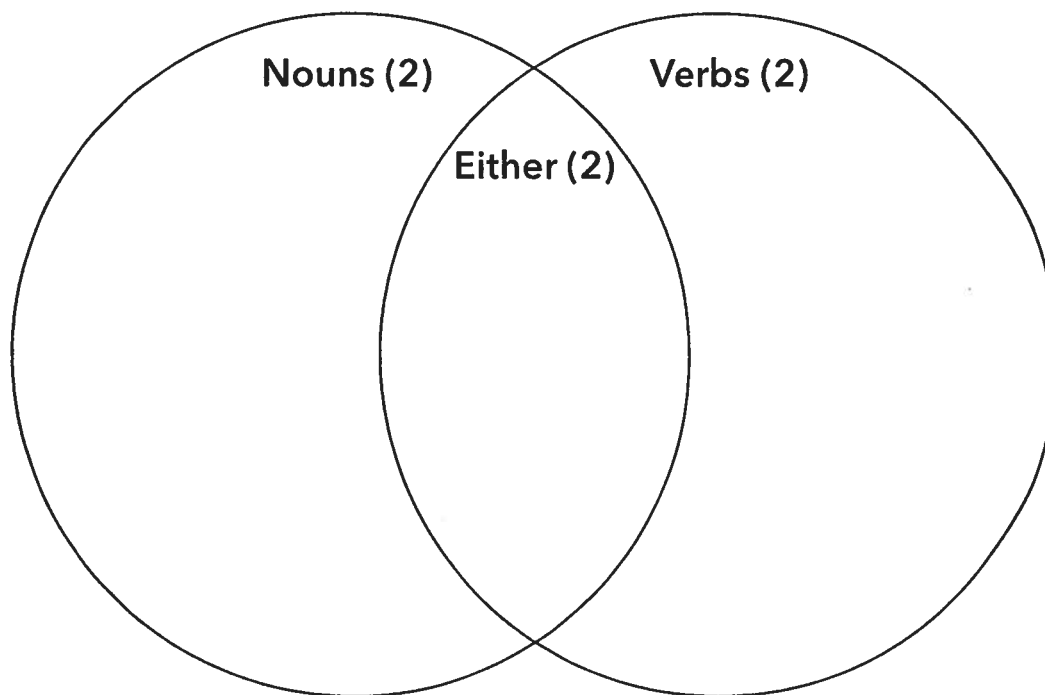
3. \_\_\_\_\_

★ 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	<del>they</del>
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. Susan \* 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
<u>      </u> 6. off the track	B. on one side of a clash
<u>      </u> 7. on the one hand	C. at a constant pace with no rest
<u>      </u> 8. at a loss	D. fast
<u>      </u> 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
<b>Aunt Marys</b> kitten	✓		Aunt Mary's
his, mine, and <b>yours</b>			
the <b>crabs</b> claw			
<b>Bostons</b> skyline			
it's <b>theirs</b>			

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

- ~~scotland's~~ **Scotland's** landscape is full of pine ash and aspen trees.
- did the womans boss have wisdom
- alex yelled and ran into the hall
- many attics hold dusty boxes and strange smells
- i told you to gather your socks and pants and put them inside the basket
- bobs pastimes included rockets space and stars
- sue does not like clams crabs or fish of any kind
- you think this watch is yours, but it belongs to james
- what did the ox do by the fence
- 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	I like popcorn	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	<i>predicate</i>	<i>The hungry dog barks.</i>
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.**

<u>on the subway</u>	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. <u>Jenna</u> <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 even though 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 / <b>No</b>	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 no margins, text, or other markings on the paper.

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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	
<b>Singular</b>	another, anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, other, somebody, someone, something
<b>Plural</b>	both, few, many, others, several
<b>Singular or Plural</b>	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.**

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

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