5th ELA LEAP Practice
Week 4

1. Complete each day's work. Read the information and answer the Practice Questions on the pages for each day.
2. Read for 30 minutes each day.
3. Complete the reading log on the next page after you read each day.
<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Pages</th>
<th>1 question or prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/23/2020</td>
<td>The Three Little Pigs</td>
<td>1-20</td>
<td>I wonder why the third pig didn’t help his brothers build better houses?</td>
</tr>
</tbody>
</table>
Week 4 Day 1
Chapter 7
Conventions of Standard English

This chapter covers the following standards: L.1, L.2, L.3

Parts of Speech

Words are the building blocks we use to create our messages. Sentences are made up of words. Every word in a sentence has a special role to play.

The way each word works in a sentence explains its part of speech. There are eight parts of speech. Learning all the parts of speech and how to use them will improve how you write and speak.

Nouns

A noun is a word that names a person, place, thing, or idea. Look at the following sentence.

Example: Tommy had the courage to rescue the kitten from the tree.

In this sentence, Tommy, courage, kitten, and tree are nouns. Tommy is a person. A kitten and a tree are things. Courage is a noun, too, even though you can't touch or see it. It's an idea.

Nouns can be common or proper. A common noun names a general person, place, or thing. A proper noun names a specific person, place, or thing. Proper nouns are always capitalized. Look at the following examples.

<table>
<thead>
<tr>
<th>Examples of Common Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
</tr>
<tr>
<td>girl</td>
</tr>
<tr>
<td>state</td>
</tr>
<tr>
<td>company</td>
</tr>
<tr>
<td>store</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples of Proper Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ireland</td>
</tr>
<tr>
<td>John Dr. Lindon</td>
</tr>
<tr>
<td>Thomas</td>
</tr>
<tr>
<td>London</td>
</tr>
<tr>
<td>Kansas</td>
</tr>
<tr>
<td>Europe</td>
</tr>
<tr>
<td>United States of America</td>
</tr>
</tbody>
</table>

Copyright © American Book Company
Chapter 7 Conventions of Standard English

**Pronouns**

A **pronoun** is a word used in the place of one or more nouns. Pronouns help keep you from having to repeat a word over and over. There are three basic types of pronouns: subjective, objective, and possessive.

Subjective (or subject) pronouns are used whenever a pronoun is used as a subject.

**Example:** Amy and I are going water skiing.

In this example, I is the part of the subject.

Objective pronouns are used when the pronoun answers the questions, “What?” or “Whom?” after the action verb.

**Example:** I heard **him** in the courtyard.

In this example, **him** answers the question, “Heard whom?”

Possessive pronouns are used to show ownership or attachment.

**Example:** **His** laptop is broken.

In this example, **His** answers the question, “Who owns the laptop?”

<table>
<thead>
<tr>
<th>Singular Pronouns</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Person</strong></td>
<td><strong>Second Person</strong></td>
<td><strong>Third Person</strong></td>
</tr>
<tr>
<td><strong>Subjective</strong></td>
<td>I</td>
<td>You</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td>Me</td>
<td>You</td>
</tr>
<tr>
<td><strong>Possessive</strong></td>
<td>My, Mine</td>
<td>You, Yours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural Pronouns</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Person</strong></td>
<td><strong>Second Person</strong></td>
<td><strong>Third Person</strong></td>
</tr>
<tr>
<td><strong>Subjective</strong></td>
<td>We</td>
<td>You</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td>Us</td>
<td>You</td>
</tr>
<tr>
<td><strong>Possessive</strong></td>
<td>Our, Ours</td>
<td>You, Your</td>
</tr>
</tbody>
</table>

**Adjectives**

An **adjective** is a word that describes or adds details to a noun or pronoun. An adjective answers the following questions:

- What kind?
- Which one?
- How much?
- How many?

The most common adjectives are *a*, *an*, and *the*. These are called articles. But there are many other adjectives that add vivid description. Let’s take a look at some adjectives.

**Examples:** The **stealthy**, **graceful** ninja scaled the building.

*Stealthy* and *graceful* are adjectives in this sentence. They tell what kind of ninja.

Bob ate **sixteen** hot dogs for the competition.

*Sixteen* is an adjective that tells how many hot dogs.
More examples of Adjectives

He is the tall professor.  
That was an easy test.  
I found a dirty, torn, white shirt.  
That is an early, unknown law.  
The little, brown, smiling puppy is mine.  
Look at the bright, shining stars.  
I bought a new, red, shiny car.  
She is a sweet, kind girl.  
My brother has twelve, new, baseball cards.  
Did you pet the nice, little, calico kitten?  
I put ice on the large, painful, purple, bruise on my leg.

Adverbs

An adverb is a type of word that describes or adds details. It can modify a verb, an adjective, or another adverb. Adverbs add details in many ways. They can tell the following:

- **time** (when?)
- **place** (where?)
- **manner** (how?)
- **degree** (how much? to what extent?)

Now, let's take a look at some adverbs.

**Examples:** We will arrive at the water park soon.  
*Soon* is an adverb. It tells when we will arrive.

Maggie eyed the apple pie **hungrily**.  
*Hungrily* is an adverb. It tells how Maggie eyed the apple pie.

List of Common Adverbs

<table>
<thead>
<tr>
<th>up</th>
<th>how</th>
<th>well</th>
<th>there</th>
<th>too</th>
</tr>
</thead>
<tbody>
<tr>
<td>so</td>
<td>then</td>
<td>only</td>
<td>down</td>
<td>when</td>
</tr>
<tr>
<td>out</td>
<td>more</td>
<td>very</td>
<td>still</td>
<td>never</td>
</tr>
<tr>
<td>just</td>
<td>also</td>
<td>even</td>
<td>in</td>
<td>really</td>
</tr>
<tr>
<td>now</td>
<td>here</td>
<td>back</td>
<td>as</td>
<td>most</td>
</tr>
</tbody>
</table>

More Examples of Adverbs

On Saturdays, Roz seldom gets out of bed before noon.  
Mrs. Parker has always been fond of me.  
Mr. Jones walked slowly to the front of the room and spoke softly but firmly.  
I think our new neighbor is very nice.  
She seldom goes downtown.  
Surprisingly, the mattress was very comfortable.
Practice 1: Nouns, Pronouns, Adjectives, and Adverbs

Read the following sentences. Then, place the words from the sentences in the appropriate place on the chart.

1. Gabriel cheerfully rode his shiny, new scooter to the playground.

2. Rachel and her twin sister were quite content to give their presentation extra early.
3. My brother, Daniel, is a very accomplished saxophonist.

Verb Tenses
There are several verb tenses. Verb tense shows when something happens. Look at this table of the three main verb tenses. As you know, helping verbs may be added to action verbs to form the tense (or time) of a particular action.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>Something is happening now, or it is a recurring action.</td>
<td>David <strong>plays</strong> electric guitar.</td>
</tr>
<tr>
<td>Past</td>
<td>Something happened in the past but is no longer happening.</td>
<td>David <strong>played</strong> electric guitar at a concert last night.</td>
</tr>
<tr>
<td>Future</td>
<td>Something will happen in the future.</td>
<td>David will <strong>play</strong> electric guitar on tour this summer.</td>
</tr>
</tbody>
</table>

Practice 2: Present, Past, Future Verb Tense

1. **Part A**
   Read the sentences. Then, write down if the underlined verb is in present, past, or future tense.

   1. Betsy **saw** a black snake yesterday.
   2. Gwen **will go** to summer camp.
   3. Mike **eats** ice cream.
   4. Cindy **will play** basketball.
   5. Ashley **feeds** her three cats.
   6. Sheryl **played** with her dog.
   7. Harry **will go** with Bob to the movies.
   8. Leslie **sings** in the choir.
   9. Anne **writes** stories for her friends.
   10. Tom **sold** his baseball cards.
Part B
Write a sentence using an action verb in the correct tense.
1. I wash behind my ears when I take a bath.
   (past tense) __________________________________________
2. I will sing in the school choir.
   (present tense) _________________________________________
3. I eat breakfast with my brother.
   (future tense) __________________________________________
4. Sheila will make spaghetti for dinner.
   (past tense) ___________________________________________
5. Harry slept well on the train.
   (present tense) _________________________________________
6. My mother wrote a grocery list.
   (future tense) __________________________________________

Perfect Tense
As you know, there are many different verb tenses, but one in particular is called the perfect tense. The **perfect tense** helps you show an action that has already been completed. The tense is formed by combining a form of *to have* with the past participle of the verb.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present perfect</td>
<td>Something happened at one point in the past and continued up to the present.</td>
<td>David has played electric guitar for three years.</td>
</tr>
<tr>
<td>Past perfect</td>
<td>Something happened before something else in the past.</td>
<td>David had played electric guitar for a year when he started taking lessons.</td>
</tr>
<tr>
<td>Future perfect</td>
<td>Something will be completed at some point in the future.</td>
<td>Next year, David will have played the guitar for four years.</td>
</tr>
</tbody>
</table>

Remember, you usually form the past participle of a verb by adding *-ed, -en, or -t.*
Week 4 Day 2
Practice 3: Perfect Verb Tenses

Read each sentence. Then, choose the correct perfect verb tense for the sentences.

1. Part A
   Choose the correct future perfect verb tense for this sentence.
   I ________ chess with my grandfather three times.
   A. have played
   B. had played
   C. will have played
   D. played

   Part B
   Choose the correct present perfect verb tense for this sentence.
   Ann ________ her driving test three times because she's so bad at reversing.
   A. has failed
   B. failed
   C. will have failed
   D. have failed

2. Part A
   Choose the correct past perfect verb tense for this sentence.
   I ________ for the prices of the houses to come down before buying one.
   A. waited
   B. had waited
   C. have waited
   D. will have waited

   Part B
   Choose the correct present perfect tense for this sentence.
   This table ________ in our family for fourteen years.
   A. will have been
   B. has been
   C. have been
   D. has

Shifts in Verb Tense

As you can see with these different tenses, verbs can be used in many different ways. They show sequences of events, and they show the time events happened.

In writing, verb tense should not change without a reason. When it does, that's called a shift in verb tense. This can confuse the reader. Read this example.

Incorrect Example: Shawna plays softball after school. She is a good hitter and ran fast. Sometimes she even hits home runs. All her teammates had thought she is a great player.

See how confusing that is? There are several verb tenses used. The entire paragraph should be written in present tense. Sentences 1 and 3 are in present tense. But the tenses are mixed up in sentences 2 and 4. Try substituting the present tense of ran and had thought instead.

Corrected Example: Shawna plays softball after school. She is a good hitter and runs fast. Sometimes she even hits home runs. All her teammates think she is a great player.

See how the sentences make more sense now? That's much easier to understand!
Chapter 7 Conventions of Standard English

**Practice 4: Shifts in Verb Tense**

The following sentences have verb tense errors. Rewrite the sentences, correcting the verb tense errors.

1. Andy has seen five fireflies before he caught one in a jar.

2. Shirley signed up to be hall monitor before she knows what the duties are.

3. After we finished dinner, Dad will say we can go ice skating.

4. At all her recitals, Martha danced beautifully and sings at least one solo.

5. By next year, the animal shelter will have rescued dozens of dogs and finding them new homes.

6. Scott and Jean grow their own tomatoes and had sold them at the farmers’ market.

7. My cousin, Xavier, went to Peru this summer and sends everyone postcards.

8. Because I freeze the turkey last night, I had to thaw it this morning.

**Prepositions**

A **preposition** is a word used to link a noun, pronoun, or phrase to other words in a sentence. It shows the relationship between ideas. Prepositions tell directions (on, in, under, around). Some help show time (after, until, while). Others show contrast (although). There are many prepositions. Learn to use the right one to say what you mean. Here are some examples.

**Examples:** My cousin likes to see the flamingos at the zoo.
Her father made her study for her math test.

Prepositions = link nouns, pronouns or phrases
There are dozens of prepositions. Here’s a list of the most common ones.

<table>
<thead>
<tr>
<th>above</th>
<th>below</th>
<th>for</th>
<th>on</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>across</td>
<td>beneath</td>
<td>from</td>
<td>onto</td>
<td>toward</td>
</tr>
<tr>
<td>after</td>
<td>beside</td>
<td>in</td>
<td>out</td>
<td>under</td>
</tr>
<tr>
<td>against</td>
<td>between</td>
<td>inside</td>
<td>outside</td>
<td>underneath</td>
</tr>
<tr>
<td>along</td>
<td>beyond</td>
<td>into</td>
<td>over</td>
<td>until</td>
</tr>
<tr>
<td>among</td>
<td>by</td>
<td>like</td>
<td>past</td>
<td>up</td>
</tr>
<tr>
<td>around</td>
<td>despite</td>
<td>about</td>
<td>since</td>
<td>upon</td>
</tr>
<tr>
<td>at</td>
<td>down</td>
<td>near</td>
<td>through</td>
<td>with</td>
</tr>
<tr>
<td>before</td>
<td>during</td>
<td>of</td>
<td>throughout</td>
<td>within</td>
</tr>
<tr>
<td>behind</td>
<td>except</td>
<td>off</td>
<td>till</td>
<td>without</td>
</tr>
</tbody>
</table>

A good way to remember how to identify most prepositions is to picture an airplane and some clouds.

**Example 1:** The plane flew *through* the clouds. In this sentence, *through* is a preposition because it explains where the plane flew.

**Example 2:** The plane flew *from* the cloud. In this sentence, *from* is a preposition because it explains where the plane started.

**Individual or Partner Activity: Prepositions**

Read the following sentence. Using the list of prepositions above, write down all of the prepositions that can be used in this sentence.

An airplane can fly ________ the clouds.

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

**Objects of the Preposition**

**Objects of the preposition** are the nouns after prepositions. The preposition and its object make up a prepositional phrase.

**Example:** The driver pulled the car *(into the garage)*. *(Into is the preposition. Garage is the object.)* *(into the garage is the prepositional phrase)*.

**Example:** The ball rolled *down* the hill and hit a car parked *on* the street. *(Down and on are the prepositions. Hill and street are the objects of the prepositions.)* *(down the hill and on the street are the prepositional phrases)*.

**Objects of the Prepositions = nouns after prepositions**
Chapter 7 Conventions of Standard English

Adding Description
Use prepositional phrases to add description and interest to a sentence. Look at this sentence.

The boy is in my class this year.

Now, look at the sentence with some prepositional phrases.

The boy with the brown hair and freckles is in my class this year.

Sentence: The girl is my sister.
Example with prepositions: The girl with the long, brown hair in the red car is my sister.

Practice 5: Prepositions

1. Part A
Read the following sentences. Underline all of the prepositions in each sentence.
Example: I will walk across the hot coals in the fire pit.
1. Julie swam across the lake instead of using the boat.
2. Shirley bought a bottle of cologne for her boyfriend, Lamar.
3. The cat ran across the street, up the hill, and through the neighborhood.
4. In spite of his bad leg, Michael was determined to walk again.
5. The eagle flew above the trees and landed near my house.
6. I bought a gift for Sarah on her birthday.
7. The helicopter rose high in the sky but flew beneath the clouds.
8. The policeman caught the crook outside the store after chasing him for two blocks.
9. Chuck drove his sport utility vehicle over the hill and across the stream.
10. Mary called her friend, Kevin, on the cellular phone.

Part B
Underline the preposition(s) and circle the object of the preposition(s) in each sentence. Then, put parentheses around the prepositional phrase.
Example: Randy ate breakfast in (the kitchen) and washed his dishes in (the sink).
1. Tracy walked into the house, took her homework out of her book bag, and spread her homework across the table.
3. My grandparents enjoyed boating on the beautiful lake.
4. Spiders do not usually build webs in a busy area.
5. The television fell off the table and onto the dirty street.
6. My soccer team played well during the championship tournament.
7. The sun shone brightly in the afternoon.
8. My favorite restaurant is next to the enormous shoe store.
9. The squirrel climbed down the oak tree, picked up the acorn on the ground, and ran up the old oak tree.
10. Peter arrived at the beach before noon.

Conjunctions

A conjunction joins together similar words or phrases. Coordinating conjunctions connect related words, phrases, or clauses. You use this type of conjunction when linking two complete sentences together. The most common coordinating conjunctions are for, and, nor, but, or, yet, and so. Some people remember these by thinking of the initials FANBOYS.

Examples: We have grapes, apples, and bananas. Jordan runs, but Angelica swims.

<table>
<thead>
<tr>
<th>Conjunction</th>
<th>Definition</th>
<th>Example Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOR</td>
<td>Introduces a reason for something</td>
<td>Lisa was late to school, for she forgot to set her alarm clock last night.</td>
</tr>
<tr>
<td>AND</td>
<td>Joins elements that are equal in importance</td>
<td>I like to go fishing, and I like to go hiking.</td>
</tr>
<tr>
<td>NOR</td>
<td>Presents an alternative idea or thought</td>
<td>Jim does not like singing, nor does he like dancing.</td>
</tr>
<tr>
<td>BUT</td>
<td>Presents a contrasting element</td>
<td>Walter does not like learning algebra, but he does enjoy learning about history.</td>
</tr>
<tr>
<td>OR</td>
<td>Implies that an alternative option will follow</td>
<td>We can go to the jazz concert, or we can go to the art museum.</td>
</tr>
<tr>
<td>YET</td>
<td>Presents a contrast or an exception</td>
<td>Building the youth center is a good idea, yet the company does not have the money to begin construction at this time.</td>
</tr>
<tr>
<td>SO</td>
<td>Presents a consequence</td>
<td>My brother did not finish his chores on time, so he cannot go to the amusement park with his friends.</td>
</tr>
</tbody>
</table>
Week 4 Day 3
Practice 6: Conjunctions

Using the FANBOY conjunction chart, write the correct conjunction in each sentence.

1. James picked the dinner, ________ Sam picked the dessert.
2. I called Tasha, ________ she didn’t answer.
3. It was a good movie, ________ it was too long.
4. The class picnic will be at the beach, ________ it will be at the zoo.
5. I was late to school, ________ my alarm clock did not go off.
6. I do not like asparagus, ________ do I like carrots.
7. Roger did not do his chores, ________ he cannot go to the party.
8. My mom will either ask my aunt to babysit my little brother, ________ she will ask my sister.
9. The road was closed yesterday, ________ road crews were repairing the bridge.
10. Lisa doesn’t like pizza, ________ she does like hamburgers.
11. My little sister made an ‘A’ on her math test, ________ my mom made her a special dinner.
12. This motel does not have a pool, ________ does it have Internet access.
13. The businessman wants to build a new community center, ________ he doesn’t have the money.
14. My mother is a nurse, ________ my father is an engineer.
15. I like my new poster, ________ it glows in the dark.

Interjections

An interjection is a word or phrase that expresses strong feeling or surprise. It adds extra emotion to a sentence. Most of the time, interjections have an exclamation point. They also can be set off by commas when the emotion is not as strong.

Examples: Hey! Bring back that bike! Gee, I guess I won’t be playing outside today.

Here is a list of some common interjections.

<table>
<thead>
<tr>
<th>Aha</th>
<th>Eh</th>
<th>Hooray</th>
<th>Psst</th>
<th>Woo-hoo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argh</td>
<td>Cee</td>
<td>Huh</td>
<td>Ugh</td>
<td>Wow</td>
</tr>
<tr>
<td>Aw</td>
<td>Colly</td>
<td>Oh</td>
<td>Uh-huh</td>
<td>Yay</td>
</tr>
<tr>
<td>Bah</td>
<td>Ha</td>
<td>Oops</td>
<td>Well</td>
<td>Yikes</td>
</tr>
<tr>
<td>Eek</td>
<td>Hey</td>
<td>Ouch</td>
<td>Whew</td>
<td>Yuck</td>
</tr>
</tbody>
</table>
Practice 7: Interjections

Put in the appropriate interjection into each sentence. Use the list of interjections from the previous page.

1. ________! You spilled the cereal all over the floor.
2. ________! You failed your math test.
3. ________! You have mud all over your pants.
4. ________! Do you see that weird looking cloud in the sky?
5. ________! That was the best football game I have ever seen.
6. ________! I accidentally broke your trophy.
7. ________! I don’t like eating liver for dinner.
8. ________! This milk smells horrible.
9. ________! Look at all the nasty garbage all over the street.
10. ________! I hurt my ankle.
11. ________! I need a shower after running all the way home from school.
12. ________! Our school won the game.
13. ________! I love the smell of roses.
14. ________! The baby cried after hearing the loud, scary noise.
15. ________! I thought you were going to the store today.

Correlative Conjunctions

Most conjunctions are simple one-word conjunctions, but correlative conjunctions come in pairs. Correlative conjunctions include pairs such as either/or, neither/nor, not only/but also and both/and. When it comes to correlative conjunctions, you have to use both parts of the conjunction in different places to make them work.

Examples:

She wants either the pie or the cake.
I got both gum and tar on the bottom of my shoe.
Mom said, “You can have neither a puppy nor a kitten.”
He enjoys not only swimming but also skiing.
City officials will neither build a new mall nor buy new playground equipment.
Stacy will make either spaghetti or lasagna for dinner.
I’ll wear not only my new jeans but also my new shoes.
Steve could find neither his wallet nor his keys.
We love both video games and comic books.
Practice 8: Correlative Conjunctions

Insert the correct correlative conjunctions pairs of either/or, neither/nor, not only/but also, and both/and in each sentence.

1. She could ___________ study music ___________ she could study dance.
2. I haven't gotten my allowance, so I can ___________ buy comic books ___________ action figures.
3. Steve bought ___________ a pair of jeans ___________ a pair of shoes.
4. We ordered ___________ the apple pie ___________ chocolate pie for dessert.
5. Dad wasn't hungry, so he wanted ___________ the roast ___________ the potatoes.
6. I ___________ want a bike for my birthday ___________ a new skateboard.

Sentence Structure

A sentence is a group of words. These words work together to tell a complete thought. Here are things to know about sentences:

A complete sentence must have a subject and a verb.

A complete sentence is also called an independent clause.

An independent clause can stand alone.

Types of Sentences

There are four different types of sentences.

A Simple Sentence

A simple sentence contains one idea. It contains a subject (who or what is being talked about) a verb (which tells something about the subject), and a complete thought. A simple sentence can have two subjects (called a compound subject). A simple sentence is also an independent clause (a complete sentence).

Example: My aunt enjoyed going on the cruise with you.
Example: Bill and Sam went to the farmer's market.
Example: Did Henry kick a field goal?

Combining Sentences Together

When you write a paragraph or an essay, it is important to not have too many simple sentences. You will need to learn how to combine sentences together in four different ways: reducing sentences, compound sentences, complex sentences, and compound-complex sentences.

Reducing Sentences

When you see two sentences that share the same subject, the sentences can be reduced into one complete sentence.
For example, look at these two sentences.

TV commercials are shown daily. TV commercials influence people to buy new products.

These two sentences are about TV commercials, so they can be reduced to one sentence. **Example:** TV commercials, which are shown daily, can influence people to buy new products.

Example: The black cat is mine. My cat is sitting in the window.

Example: The black cat sitting in the window is mine.

Example: Sondra used to live in Texas. Sondra is my new neighbor.

Example: Sondra, who used to live in Texas, is my new neighbor.

**A Compound Sentence**

A **compound sentence** contains two independent clauses. As you learned in the conjunction part of the chapter, independent clauses can be joined by a comma and a coordinating conjunction (and, but, or, nor, for, so, or yet). Or independent clauses can be joined by a semicolon.

Example: Derek moved to California, but he will come back to visit this summer.

Example: Gray bats live in Tennessee; they are endangered.

Example: I will read a book, or I will take a nap.

**A Complex Sentence**

A **complex sentence** contains one independent clause and one or more dependent clauses. A dependent clause is a group of words that cannot stand alone as a complete sentence. A dependent clause might be missing a subject or a verb. Or a dependent clause might be missing a complete thought.

For example, what if you were reading a book. And you read “Walking out of the forest.” Would you know what the author was talking about? The author does not make it clear who or what was walking out of the forest. “Walking out of the forest” is a dependent clause because it does not have a subject or a verb.

You can combine a dependent clause and an independent clause together to make a complex sentence.

Example: Walking out of the forest, I saw a beautiful rainbow.

- Dependent Clause
- Independent Clause

Example: To go on the hike, Marty needs to buy some hiking boots.

- Dependent Clause
- Independent Clause

Example: Slithering through the grass, the snake moved toward a pile of rocks.

- Dependent Clause
- Independent Clause

Example: In the middle of the night, I heard a loud noise.

- Dependent Clause
- Independent Clause
Week 4 Day 4
Complex-Compound Sentence

A complex-compound sentence is a sentence with more than one independent clause and at least one dependent clause.

Example: Running across the yard, the boy grabbed the football, and he threw it to his friend.

Example: The girls, watching the scary movie, covered their eyes; they also covered their ears.

Example: Reaching the corner, Mike found out that he missed the bus, so he had to walk to school.

Practice 9: Combining Sentences

1. **Part A**
   Read each of the following sentences. Then, write on the line if each sentence is simple, compound, complex, or compound-complex.

   1. Handing in his report, Jake forgot to give the teacher the last page, so he did not get an “A”.

   2. The cat jumped over the fence and chased the squirrel all over the back yard.

   3. After mowing the lawn, Paul called and asked if I could come over.

   4. My best friend moved to Florida, but she will come back to visit this summer.

   **Part B**
   Read the sentences. Then, combine the sentences together as directed.

   5. Reduce these two sentences into one sentence.

   The puppies were adopted after they turned eight weeks old. The puppies were cute and messy.

   6. Use a comma and coordinating conjunction (FANBOY) to combine these two sentences.

   Jenny enjoys spending time with her best friend. She likes going camping with her family.
7. Use a semicolon to join these two sentences together.
   Call me tomorrow. I will have an answer for you then.

8. Combine these two sentences into a complex sentence (one independent clause and one dependent clause.)
   The girl dances every day. The girl is hoping that she will become a ballerina.

Sentence Fragments and Run-Ons
When you write, you want to be sure to use sentences correctly. Two common sentence errors are fragments and run-ons. Let's look at fragments first.

A fragment is a group of words that is punctuated like a sentence but is really not a sentence. It might lack a subject, predicate, or both. Look at some examples.

   Examples: Mailed a package. (Who mailed a package? The subject is missing.)
             Debbie's dress. (This could be a subject, but what is the predicate? What about her dress?)
             During social studies class. (What is the subject? What is the predicate?)

To fix a fragment, simply add whatever part of the sentence is missing.

   Correct Examples: Melanie mailed a package. (added a subject)
                     Debbie's dress has a leopard print. (added a predicate)
                     We had a fire drill during social studies class. (added a subject and predicate)

A run-on occurs when a writer joins two or more complete sentences using improper punctuation or no conjunction.

   Incorrect: Yoko visited her grandmother they worked on their scrapbook.

There are two complete sentences here. There are three ways to correct this error.
1. Turn the run-on into two separate sentences. A period must follow each sentence.
   Correct: Yoko visited her grandmother. They worked on their scrapbook.

2. Another solution is to use a semicolon between the two sentences.
   Correct: Yoko visited her grandmother; they worked on their scrapbook.

3. Another way to join the sentences is to use a comma and a conjunction.
   Correct: Yoko visited her grandmother, and they worked on their scrapbook.

Keep in mind that you can use either a semicolon OR a comma and conjunction. Never use a conjunction with a semicolon.

   Incorrect: Kim wrote the answer on the board; and the teacher said she did well.
   Correct: Kim wrote the answer on the board; the teacher said she did well.
Chapter 7 Conventions of Standard English

Practice 10: Sentence Fragments and Run-ons

Identify whether each sentence is a complete sentence, a fragment, or a run-on. Mark with an \( \times \) in the appropriate column.

<table>
<thead>
<tr>
<th></th>
<th>Complete sentence</th>
<th>Fragment</th>
<th>Run-on</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practicing for her piano recital.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I'm excited about the field trip next week.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. When you finish setting the table.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Jono loves spaghetti he begged his mom to make it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Wipe your shoes, you're tracking mud through the house.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Carol Anne won a blue ribbon at the swim meet.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Because Stephen was the first to finish the quiz.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Practice 11: Sentence Structure

Read the text. It contains mistakes. Then, answer the following questions.

The Dust Bowl

1. Environmental factors tend to affect the economy. Years ago, World War I had created high demand for farm products. Farmers plowed and farmers planted large amounts of crops to meet this demand. They made profits. But the farmers were in a hurry to farm the land. The farmers often damaged the soil.

2. The fact that farmers had often used poor farming techniques. Which left much of the soil of the Midwest lacking nutrients. By the mid-1920s, demand for farm products dropped. This caused farm prices to drop too. This hurt farmers.

3. In the early 1930s, dry weather, strong winds, and poor soil combined to create the Dust Bowl. This was a period in which strong storms would blow tons of dirt and dust into the air; they created gigantic dust clouds. Dust covered farms. Dust covered houses. Dust even covered entire towns.

4. Many farmers lost everything. Falling prices and the Dust Bowl were the cause of this loss. Parts of the Midwest became uninhabitable. People had to leave in search of work.
1. Read this sentence.

Farmers plowed and farmers planted large amounts of crops to meet this demand.

What is the best way to rewrite this sentence?
A. Farmers plowed and planted large amounts of crops to meet this demand.
B. Farmers plowed and they planted large amounts of crops to meet this demand.
C. Farmers plowed and planted large amounts of crops to meet the farmers' demand.
D. Farmers plowed and farmers planted large amounts of crops to meet the farmers' demand.

2. Read these sentences.

But the farmers were in a hurry to farm the land. The farmers often damaged the soil.

What is the best way to combine these sentences?
A. But the farmers were in a hurry to farm the land, so the farmers often damaged the soil.
B. But in the farmers' hurry to farm the land; the farmers often damaged the soil.
C. But in their hurry to farm the land, farmers often damaged the soil.
D. But the farmers hurried to farm the land; farmers often damaged the soil.

Read this paragraph and the directions that follow.

The fact that farmers had often used poor farming techniques. Which left much of the soil of the Midwest lacking nutrients. By the mid-1920s, demand for farm products dropped. This caused farm prices to drop, too. This hurt farmers.

3. The paragraph contains sentence fragments. Rewrite the paragraph, correcting the sentence fragments.

The fact that farmers had often used poor farming techniques. Which left much of the soil of the Midwest lacking nutrients. By the mid-1920s, demand for farm products dropped. This caused farm prices to drop, too. This hurt farmers.

4. Read these sentences.

This caused farm prices to drop too. This hurt farmers.

What is the best way to combine these sentences?
A. This caused farm prices to drop, too, so that hurt farmers as well.
B. This caused farm prices to drop, this too hurt farmers.
C. This caused farm prices to drop, too; and this hurt farmers.
D. This caused farm prices to drop, too, which hurt farmers.

Copyright © American Book Company
Chapter 7 Conventions of Standard English

5. Read this paragraph.

In the early 1930s, dry weather, strong winds, and poor soil combined to create the Dust Bowl. This was a period in which strong storms would blow tons of dirt and dust into the air, they created gigantic dust clouds. Dust covered farms. Dust covered houses. Dust even covered entire towns.

One sentence in the paragraph is a run-on. Rewrite the sentence, correcting the run-on.

6. Read these sentences.

Dust covered farms. Dust covered houses. Dust even covered entire towns.

What is the best way to combine these sentences?

7. Read the last paragraph.


How would the paragraph be improved if the author combined sentences 1 and 2 and sentences 3 and 4?

Conventions

There are some important rules about using language. They help readers to understand text. When you write, you need to keep them in mind. When you use them well, people will know exactly what you mean.

Conventions are rules in language. These rules include knowing which words to capitalize. Conventions also include how to use punctuation marks. Let’s look at some of these rules.
Punctuation

Punctuation includes periods, commas, and other marks that help you know how to read a sentence.

Commas

Commas are punctuation marks used within a sentence. They can separate ideas or parts of a sentence. There are many ways to use commas in your writing. Here are some common ways to use them.

When a month and day are used with a year, a comma separates the day from the year. If the sentence continues after the date, another comma also follows at the end of the date.

**Examples:**
- May 17, 2010
- On May 17, 2010, we bought a new house.

Use a comma to separate a city and state. If the sentence continues after the state, use another comma after the state. This is also the way to punctuate a city and country.

**Examples:**
- Honolulu, Hawaii
- We flew from Honolulu, Hawaii, to Nuremberg, Germany, in sixteen hours.

Use a comma between three or more items in a series.

**Example:**
- Aaron, Julian, and Greg play basketball together.

Use a comma in a direct address.

**Example:**
- Lisa, please bring me the dishes from the table.

Use a comma after an introductory phrase or clause.

**Example:**
- Knowing it would be dark soon, Corey hurried home from his friend's house.

Use commas before conjunctions (for, and, nor, but, or, yet, so) in compound sentences.

**Example:**
- Amelia drew a picture, and Randall painted it for her.

Use a comma to set off the words yes, no, now, and then.

**Example:**
- Yes, I would love some pecan pie.

Use a comma to set off a tag question from the rest of the sentence.

**Example:**
- You’re not going to eat that, are you?

Use commas to punctuate dialogue. The comma comes before the opening or closing quotation mark.

**Examples:**
- Denny asked, “Can someone please give me a ride to practice?”
- “Don’t forget to pack your poncho,” Mrs. Ferris said.
Week 4 Day 5
Chapter 7 Conventions of Standard English

Practice 12: Commas

Directions: Read the sentences. Then, put commas where they belong.

1. We are having peas carrots roast beef and cake for dinner.
2. Tim take these cookies to Mrs. Donovan’s house.
3. I was born on August 6 1961 in Athens Tennessee.
5. Kelly said “Did you do the homework Angie?”
6. Alex Matt and Chris painted the fence white blue and green.
7. My mom who is a nurse cares for the sick injured and disabled
8. One famous basketball player Michael Jordan won five MVP awards.
9. “Don’t go there” said Frances.
10. Robert Louis Stevenson was a Scottish writer of novels poems and essays.
11. Now Mr. Bond we will take your picture.
12. Trisha said “I need lunch money Dad.”
13. I went to Atlanta Georgia on March 19 2014 and I saw a whale shark at the Georgia Aquarium.
14. No Jackie I don’t want to go with Mark.
15. Now please help me find my keys sunglasses and my wallet.
16. Alice asked “Will someone take me to the mall on Saturday?”
17. Knowing it would make him happy Mrs. Morris bought her son a puppy.
18. You’re not going to buy those pants are you?
19. Then when you are finished eating take out the garbage.
20. My parents brought home a cute little sweet gray kitten today.

Formatting Titles
When you type or write the title of a book, short story, poem, drama, magazine, newspaper, article, and a chapter of a book, you will either italicize, underline, or put quotation marks around the title. Look at these formatting rules for formatting titles.
Rule 1: If you are typing, you italicize titles of longer works. Longer works include books, magazines, newspapers, movies, and plays.

Rule 2: If you write the titles of longer works by hand, underline the titles.
Examples: *The Mysteries of Ancient Egypt, National Geographic Kids, The Lion King*

Rule 3: If you write or type the name of an article from a newspaper or magazine, use quotation marks.

Rule 4: Put quotation marks around the names of chapter titles.
Examples: "Hector's Nighttime Visitor," "Camping in the Woods," "The Hidden Treasure"

Rule 5: Put quotation marks around the titles of poems and songs.
Examples: "Twinkle, Twinkle Little Star," "Autumn Leaves," "The Itsy-Bitsy Spider"

Rule 6: Italicize or underline the names of plays.
Examples: *Little Orphan Annie, Matilda: The Musical, Peter and Wendy*

Rule 7: Put quotation marks around the names of short stories.
Examples: "Jack and the Beanstalk," "The Elves and the Shoemaker," "Rip Van Winkle"

Practice 13: Formatting Titles

Answer the following questions.

1. Which of the following sentences contains a title that should be underlined or italicized?
   A. I love the song Little White Church.
   B. I enjoy reading Newsweek magazine.
   C. Bill is now the fifth grade class president.
   D. Did you read that article What's Hurting American Education?

2. Which of the following sentences contains a title that should be in quotation marks?
   A. Sports Illustrated has an awesome article this week on college football.
   B. Have you finished reading the novel Uncle Tom's Cabin?
   C. One of my favorite movies is the classic Blackbeard.
   D. Rodeo Bullfrog is my favorite funny short story.
3. Which of the following sentences contains a title that should be underlined or italicized?
   A. Did you know that the South Carolina Gazette was that state's first successful newspaper?
   B. I am learning how to play a song my brother wrote called Sneaky Little Weasel.
   C. The Gift of the Magi is my favorite short story.
   D. My mom read a magazine article called The Best Beaches in the World.

4. Which of the following sentences contains a title that should be in quotation marks?
   A. The book The Frog Prince was also turned into a play.
   B. My parents read the Wall Street Journal newspaper every morning.
   C. My favorite poem is Ernest Thayer's Casey at the Bat.
   D. My class is putting on a play called Harry Saves the Day.

For questions 5-8, read each title and write whether the title should be italicized or put in quotation marks.

5. Horton Hears a Who (book) ________________
6. The Mysterious City (book chapter title) ________________
7. Old McDonald (song) ________________
8. the Wizard of Oz (movie) ________________

Spelling
There are many spelling rules to remember. Let's start with some common spelling rules to follow when you add a suffix to a word.

Adding Suffixes
A suffix is something added to the end of a word. When you add a suffix to a word, follow these spelling rules.

Rule 1. If a suffix begins with a consonant, like -ment, -ness, -less, or -ful, keep the final e of the root word.
Examples: agree → agreement
care → careful

Rule 2. If the word ends in s, x, ch, or sh, add -es.
Examples: bus → buses
          fax → faxes
          mash → mashes
          beach → beaches

Rule 3. When making nouns that end in f or fe plural, change the f to v and add -es.
Examples: knife → knives
          elf → elves

Rule 4. With a word ending in y, change y to i, then add -ed or -es.
Examples: carry → carried
          story → stories
Rule 5. If the base word has an ie ending, change ie to y before adding -ing.

Examples: die → dying
         tie → tying

Consonant Doubling

Consonant doubling is just what it says. When you add certain suffixes to words, you might have to add another consonant. Here is an easy way to know when to double a consonant. Ask yourself these three questions:

- Does the word have one syllable?
- Does the word have one vowel?
- Does the word have one consonant at the end?

If you answer “yes” to ALL of these questions, then double the consonant. If you answer “no” to any of them, do not double it. Look at these examples.

<table>
<thead>
<tr>
<th>drop</th>
<th>ring</th>
</tr>
</thead>
<tbody>
<tr>
<td>one syllable? YES</td>
<td>one syllable? YES</td>
</tr>
<tr>
<td>one vowel? YES</td>
<td>one vowel? YES</td>
</tr>
<tr>
<td>one consonant at end? YES</td>
<td>one consonant at end? NO</td>
</tr>
<tr>
<td>Change it!</td>
<td>Don’t change it!</td>
</tr>
<tr>
<td>drop + ed = dropped</td>
<td>ring + ing = ringing</td>
</tr>
</tbody>
</table>

The i before e Rule

You might already know the famous i before e rule. It goes like this: “Put i before e, except after c, or when sounded like a as in neighbor and weight.” It’s a good rule most of the time. Take a look at these words.

Examples: siege, receipt, brief, deceive, grieve, believe, ceiling

However, there are plenty of words that do not follow this rule, like protein, scientist, society, heist, glacier, and ancient. You will simply need to learn these words one by one. Some words are just weird. Hey, there’s another one: weird.

Commonly Misspelled 5th Grade Words

- absence
- ache
- accomplish
- across
- all right
- already
- although
- amateur
- argue
- athlete
- awkward
- because
- beneficial
- absence
- calendar
- especially
- loose
- quiet
- there
- ache
- capital
- explanation
- maneuver
- quit
- thorough
- accomplish
- capitol
- February
- necessary
- quite
- though
- across
- category
- hearty
- nickel
- receive
- thought
- all right
- changeable
- fourth
- noticeable
- recommend
- through
- already
- cousin
- fourth
- government
- occasional
- restaurant
- to
- although
- criticize
- government
- grateful
- occasion
- scheme
- too
- amateur
- describe
- grateful
- government
- occurrence
- separate
- tragedy
- argue
- description
- harass
- opinion
- separate
- truly
- athlete
- desert
- interrupt
- peculiar
- privilege
- they
- weird
- awkward
- dessert
- invisible
- privilege
- weigh
- women

Copyright © American Book Company
Practice 14: Spelling

Read the text. It contains mistakes. Then answer the questions.

The Legend of Lorelei

1. Winding its way through Germany, the Rhine River is one of the most important rivers of Europe and the world. No other river in the world has as many old and famous cities along its banks. Several industrial cities lie along the Rhine. It is a major transport route for all of Europe.

2. The middle section of the Rhine is often considered the most beautiful. Towering rock cliffs look over the river, and many ancient castles and fortresses are scattered along the high banks. Near Sankt Goarshausen (St. Goar) is a nearly vertical rock cliff rising over 430 feet above the water level. This is one of the most difficult points of the Rhine to navigate. The river is at its narrowest and deepest here.

3. The rock cliff known as Lorelei overlooks it. The cliff is known as Lorelei because it is connected with one of the most famous legends of Germany. It is a tale of betrayal and revenge.

4. According to the legend, a beautiful young maiden named Lorelei jumped off the cliff into the river from that rocky point. As with so many legends, her despair was over her unfaithful beloved, a boatman on the river.

5. It is said that since her death she sits atop the cliff combing her hair and singing songs to all men who pass by on the river. Just like the Sirens of Greek mythology, her singing is so enchanting that the men are cot up in the beauty of the song and in looking up to catch a glimpse of Lorelei. Actually, this is Lorelei's revenge. She is blamed for all the boat accidents that happen there.

1. Read this sentence.

The middle section of the Rhine is often considered the most beautiful.

Which of the underlined words is not spelled correctly?
A. section
B. often
C. considered
D. beautiful

2. Read this sentence.

Towering rock cliffs look over the river, and many ancient castles and fortresses are scattered along the high banks.

This sentence contains a spelling error. Rewrite the sentence, correcting the one sentence error.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
3. Read this paragraph and the directions that follow.

Near Sankt Goarshausen (St. Goars) is a nearly vertical rock cliff rising over 430 feet above the water level. This is one of the most difficult points of the Rhine to navigate. The river is at its narrowest and deeppest here.

One sentence contains a spelling error. Rewrite the sentence, correcting the spelling error.

4. Read this sentence and the question that follows.

As with so many legends, her despair was over her unfaithful beloved, a boatman on the river.

What correction should be made to this sentence?
A. change *despair* to *despare*
B. change *unfaithful* to *unfaithful*
C. change *beloved* to *beloved*
D. correct as is

5. Read this sentence and the directions that follow.

Just like the Sirens of Greek mythology, her singing is so enchanting that the men are **cot** up in the beauty of the song and in looking up to catch a glimpse of Lorelei.

Rewrite this sentence spelling **all** the underlined words correctly. Use a dictionary if you need to.

6. Read this sentence.

She is blamed for all the boat accidents that happen **their**.

What is the **best** way to correct the underlined word?
A. there
B. they’re
C. thier
D. correct as is
Chapter 7 Key Term Activity

Fill in the blanks with the correct word.

<table>
<thead>
<tr>
<th>Word Bank</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>perfect</td>
<td>complex</td>
</tr>
<tr>
<td>fragment</td>
<td>run-on</td>
</tr>
<tr>
<td>prepositions</td>
<td>pronouns</td>
</tr>
</tbody>
</table>

In this chapter, you learned a (1) __________________________ sentence contains one independent clause and one or more dependent clauses. A (2) __________________________ is an incomplete sentence. The (3) __________________________ verb tense shows an action that has already been completed. Words that show the relationship between ideas are called (4) __________________________. A (5) __________________________ occurs when a writer joins two or more complete sentences without proper punctuation or conjunctions. (6) __________________________ are words that are used in place of one or more nouns.

See the Teacher Guide for the Chapter 7 Review.