



# Grade 6

# Writing and Language

## Student At-Home Activity Packet 3

This At-Home Activity Packet is organized as a series of journal entries. Each entry has two parts. In part 1, the student writes in response to a prompt. In part 2, the student completes a Language Handbook lesson and practices the skill in the context of their writing from part 1. We recommend that the student completes one part each day.

Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons.

Encourage the student to do the best they can with this content. The most important thing is that they continue to work on their writing and language skills.

### **Directions for this packet:**

#### **Part 1:**

- Read the writing prompt.
- If needed, use the sentence frames to help you get started writing.

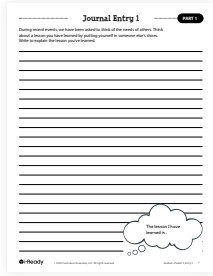
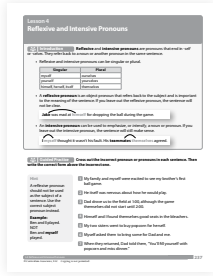
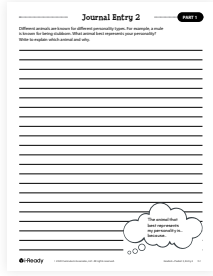
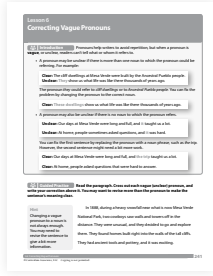
#### **Part 2:**

- Complete Guided Practice.
- Complete Independent Practice.
- Complete the Try It prompt.

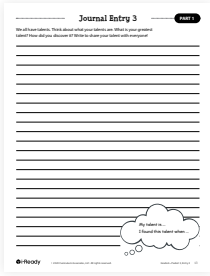
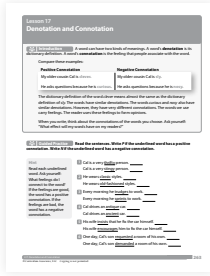
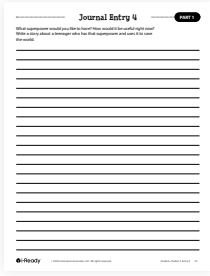
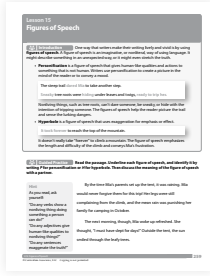
Flip to see the  
Grade 6 Writing  
and Language  
activities included  
in this packet!



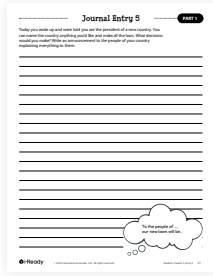
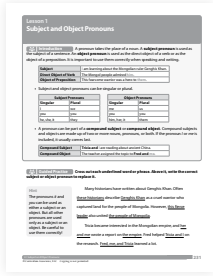
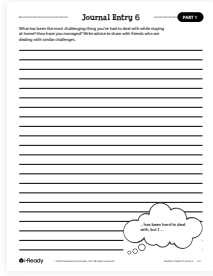
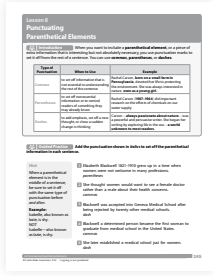
# Grade 6 Writing and Language Activities

| Entry | Writing Prompt  | Resource   | Page |
|-------|---|--|------|
| 1     | Part 1<br><br>   | Part 2<br><br>Grade 6 Ready Language Handbook<br>Lesson 4<br><br>Reflexive and Intensive Pronouns<br><br> | 7    |
| 2     | Part 1<br><br> | Part 2<br><br>Grade 6 Ready Language Handbook<br>Lesson 6<br><br>Correcting Vague Pronouns<br><br>      | 10   |

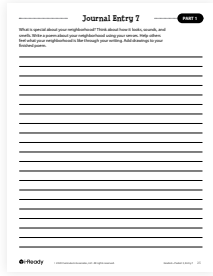
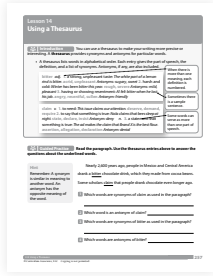
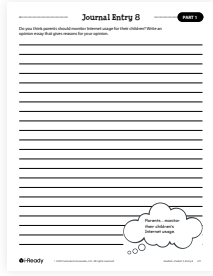
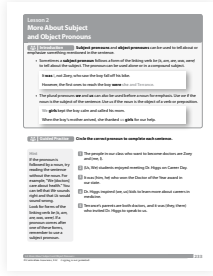
Grade 6 Writing and Language Activities (Cont.)

| Entry | Writing Prompt  | Resource  | Page |
|-------|---|---|------|
| 3     | <p>Part 1</p>    | <p>Part 2</p> <p>Grade 6 Ready Language Handbook<br/>Lesson 17<br/>Denotation and Connotation</p>  | 13   |
| 4     | <p>Part 1</p>  | <p>Part 2</p> <p>Grade 6 Ready Language Handbook<br/>Lesson 15<br/>Figures of Speech</p>         | 16   |

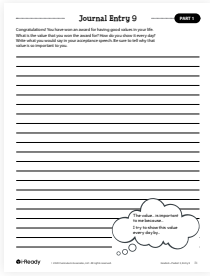
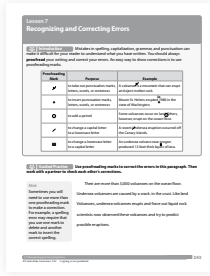
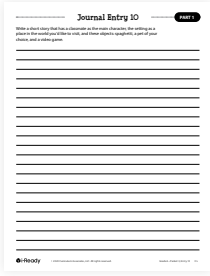
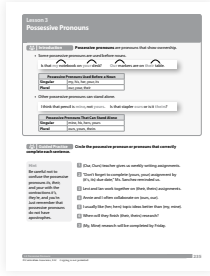
**Grade 6 Writing and Language Activities (Cont.)**

| Entry | Writing Prompt  | Resource   | Page |
|-------|---|--|------|
| 5     | Part 1<br><br>   | Part 2<br><br>Grade 6 Ready Language Handbook<br>Lesson 1<br><br>Subject and Object Pronouns<br><br>          | 19   |
| 6     | Part 1<br><br> | Part 2<br><br>Grade 6 Ready Language Handbook<br>Lesson 8<br><br>Punctuating Parenthetical Elements<br><br> | 22   |

**Grade 6 Writing and Language Activities (Cont.)**

| Entry | Writing Prompt   | Resource   | Page |
|-------|--|--|------|
| 7     | <p>Part 1</p>  <p>Journal Entry 7</p> <p>What is special about your neighborhood? Think about how it looks, sounds, and smells. Write a journal entry about your neighborhood and your favorite place. Use words that help your neighborhood's life through your writing. Add drawings to your journal entry.</p> | <p>Part 2</p> <p>Grade 6 Ready Language Handbook<br/>Lesson 14</p> <p>Using a Thesaurus</p>  <p>Lesson 14<br/>Using a Thesaurus</p> <p>Read the passage. Use the Resource Information to answer the questions about the underlined words.</p> <p>Read the passage. Use the Resource Information to answer the questions about the underlined words.</p>   | 25   |
| 8     | <p>Part 1</p>  <p>Journal Entry 8</p> <p>Write a journal entry about a person you know. Use subject and object pronouns to help you write. Add drawings to your journal entry.</p>  | <p>Part 2</p> <p>Grade 6 Ready Language Handbook<br/>Lesson 2</p> <p>More About Subject and Object Pronouns</p>  <p>Lesson 2<br/>More About Subject and Object Pronouns</p> <p>Read the passage. Use the Resource Information to answer the questions about the underlined words.</p> <p>Read the passage. Use the Resource Information to answer the questions about the underlined words.</p> | 28   |

**Grade 6 Writing and Language Activities (Cont.)**

| Entry | Writing Prompt  | Resource   | Page |
|-------|---|--|------|
| 9     | <p>Part 1</p>    | <p>Part 2</p> <p>Grade 6 Ready Language Handbook<br/>Lesson 7</p> <p>Recognizing and Correcting Errors</p>  | 31   |
| 10    | <p>Part 1</p>  | <p>Part 2</p> <p>Grade 6 Ready Language Handbook<br/>Lesson 3</p> <p>Possessive Pronouns</p>              | 34   |



## Lesson 4

# Reflexive and Intensive Pronouns



### Introduction

**Reflexive** and **intensive pronouns** are pronouns that end in *-self* or *-selves*. They refer back to a noun or another pronoun in the same sentence.

- Reflexive and intensive pronouns can be singular or plural.

| Singular                 | Plural     |
|--------------------------|------------|
| myself                   | ourselves  |
| yourself                 | yourselves |
| himself, herself, itself | themselves |

- A **reflexive pronoun** is an object pronoun that refers back to the subject and is important to the meaning of the sentence. If you leave out the reflexive pronoun, the sentence will not be clear.

**Jake** was mad at **himself** for dropping the ball during the game.

- An **intensive pronoun** can be used to emphasize, or *intensify*, a noun or pronoun. If you leave out the intensive pronoun, the sentence will still make sense.

**I myself** thought it wasn't his fault. His **teammates themselves** agreed.



### Guided Practice

**Cross out the incorrect pronoun or pronouns in each sentence. Then write the correct form above the incorrect one.**

#### Hint

A reflexive pronoun should not be used as the subject of a sentence. Use the correct subject pronoun instead.

#### Example:

Ben and **I** played.  
NOT  
Ben and **myself** played.

- My family and myself were excited to see my brother's first ball game.
- He itself was nervous about how he would play.
- Dad drove us to the field at 1:00, although the game themselves did not start until 2:00.
- Himself and I found themselves good seats in the bleachers.
- My two sisters went to buy popcorn for herself.
- Myself asked them to bring some for Dad and me.
- When they returned, Dad told them, "You'll fill yourself with popcorn and miss dinner."





## Independent Practice

For numbers 1–3, which pronoun should replace the underlined pronoun to make the sentence correct?

- 1** When the team lost the game, the players blamed ourselves.
- A itself
  - B themselves
  - C himself
  - D yourselves
- 2** The pitcher itself said that he had not pitched his best game.
- A myself
  - B himself
  - C yourself
  - D themselves
- 3** Alonzo and myself agreed that the other team had simply played better.
- A I
  - B me
  - C himself
  - D ourselves

## Answer Form

- 1 (A) (B) (C) (D)  
 2 (A) (B) (C) (D)  
 3 (A) (B) (C) (D)  
 4 (A) (B) (C) (D)

Number Correct / 4

For number 4, which revision uses a reflexive or intensive pronoun correctly?

- 4** Mayor Ramirez is a great fan and attends every single game.
- A Herself Mayor Ramirez is a great fan and attends every single game.
  - B Mayor Ramirez themselves is a great fan and attends every single game.
  - C Mayor Ramirez is a great fan itself and attends every single game.
  - D Mayor Ramirez herself is a great fan and attends every single game.

► **Try It** Reread what you wrote in Part 1. Check that you have used reflexive pronouns correctly. Then try to add one intensive pronoun in your response.



## Lesson 6

# Correcting Vague Pronouns



### Introduction

Pronouns help writers to avoid repetition, but when a pronoun is **vague**, or unclear, readers can't tell what or whom it refers to.

- A pronoun may be unclear if there is more than one noun to which the pronoun could be referring. For example:

**Clear:** The cliff dwellings at Mesa Verde were built by the Ancestral Pueblo people.

**Unclear:** **They** show us what life was like there thousands of years ago.

The pronoun *they* could refer to *cliff dwellings* or to *Ancestral Pueblo people*. You can fix the problem by changing the pronoun to the correct noun.

**Clear:** **These dwellings** show us what life was like there thousands of years ago.

- A pronoun may also be unclear if there is no noun to which the pronoun refers.

**Unclear:** Our days at Mesa Verde were long and full, and **it** taught us a lot.

**Unclear:** At home, people sometimes asked questions, and **it** was hard.

You can fix the first sentence by replacing the pronoun with a noun phrase, such as *the trip*. However, the second sentence might need a bit more work.

**Clear:** Our days at Mesa Verde were long and full, and **the trip** taught us a lot.

**Clear:** At home, people asked questions that were hard to answer.



### Guided Practice

**Read the paragraph. Cross out each vague (unclear) pronoun, and write your correction above it. You may want to revise more than the pronoun to make the sentence's meaning clear.**

#### Hint

Changing a vague pronoun to a noun is not always enough. You may need to revise the sentence to give a bit more information.

In 1888, during a heavy snowfall near what is now Mesa Verde National Park, two cowboys saw walls and towers off in the distance. They were unusual, and they decided to go and explore them. They found homes built right into the walls of the tall cliffs. They had ancient tools and pottery, and it was exciting.



## Independent Practice

Read the paragraph. For numbers 1–3, choose the revision that corrects the vague pronoun in each numbered sentence in the paragraph.

## Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

Number  
Correct

/ 3

The Ancestral Pueblo people moved to Mesa Verde around 550 C.E., but the cliff dwellings weren't built until around 1200 C.E. **(1)** They showed a high degree of skill in stone masonry. **(2)** They do not know why the Ancestral Pueblo people moved into the cliffs. **(3)** They might have been safer in harsh weather. Whatever the reason these people moved to the cliffs, it is amazing.

- 1**
- A** They showed skill in stone masonry to a high degree.
  - B** All showed a high degree of skill in stone masonry.
  - C** A high degree of skill in stone masonry was shown by them.
  - D** The Pueblo people showed a high degree of skill in stone masonry.

- 2**
- A** Archeologists are not sure why the Ancestral Pueblo people moved into the cliffs.
  - B** The Ancestral Pueblo people do not know why they moved into the cliffs.
  - C** It is unknown to them why the Ancestral Pueblo moved into the cliffs.
  - D** Why the Ancestral Puebloans moved into the cliffs, they do not know.


- 3**
- A** In harsh weather, they might have been safer.
  - B** Their safety might have been greater in harsh weather.
  - C** Cliff dwellings might have been safer in harsh weather.
  - D** It might be because of their safety in harsh weather.

► **Try It** Reread what you wrote in Part 1. Circle any pronouns you used. Then reread to make sure someone reading your paper for the first time would understand who the pronoun is referring to. Fix any errors.



## Lesson 17

## Denotation and Connotation

 **Introduction** A word can have two kinds of meanings. A word's **denotation** is its dictionary definition. A word's **connotation** is the feeling that people associate with the word.

Compare these examples:

**Positive Connotation**

My older cousin Cal is **clever**.

He asks questions because he is **curious**.

**Negative Connotation**

My older cousin Cal is **sly**.

He asks questions because he is **nosy**.

The dictionary definition of the word *clever* means almost the same as the dictionary definition of *sly*. The words have similar denotations. The words *curious* and *nosy* also have similar denotations. However, they have very different connotations. The words we use carry feelings. The reader uses these feelings to form opinions.

When you write, think about the connotations of the words you choose. Ask yourself: "What effect will my words have on my readers?"

 **Guided Practice** Read the sentences. Write **P** if the underlined word has a positive connotation. Write **N** if the underlined word has a negative connotation.

**Hint**

Read each underlined word. Ask yourself: What feelings do I connect to the word? If the feelings are good, the word has a positive connotation. If the feelings are bad, the word has a negative connotation.

- 1 Cal is a very thrifty person. \_\_\_\_\_  
Cal is a very stingy person. \_\_\_\_\_
- 2 He wears classic styles. \_\_\_\_\_  
He wears old-fashioned styles. \_\_\_\_\_
- 3 Every morning he trudges to work. \_\_\_\_\_  
Every morning he sprints to work. \_\_\_\_\_
- 4 Cal drives an antique car. \_\_\_\_\_  
Cal drives an ancient car. \_\_\_\_\_
- 5 His wife insists that he fix the car himself. \_\_\_\_\_  
His wife encourages him to fix the car himself. \_\_\_\_\_
- 6 One day, Cal's son requested a room of his own. \_\_\_\_\_  
One day, Cal's son demanded a room of his own. \_\_\_\_\_



## Independent Practice

For numbers 1–3, read the sentence. The answer choices have similar denotations. Which answer choice has the most positive connotation?

**1** Cal and his wife had a debate about moving to a new home.

- A quarrel
- B dispute
- C discussion
- D disagreement

**2** Cal said, “We can turn the office into an acceptable bedroom.”

- A pleasing
- B usable
- C functional
- D workable

**3** Cal’s wife wanted to move, and she was stubborn about it.

- A pushy
- B defiant
- C obstinate
- D determined

## Answer Form

- 1 (A) (B) (C) (D)  
 2 (A) (B) (C) (D)  
 3 (A) (B) (C) (D)  
 4 (A) (B) (C) (D)

Number Correct / 4

For number 4, read the sentence. The answer choices have similar denotations. Which answer choice has the most negative connotation?

**4** On moving day they transported all their belongings to their new home.

- A sent
- B lugged
- C moved
- D carried

► **Try It** Reread what you wrote in Part 1. Do the words give a positive or a negative connotation to your writing? Change any words with a negative connotation to a positive connotation and reread it. Be proud of your talents!

# Journal Entry 4

**PART 1**

What superpower would you like to have? How would it be useful right now?  
Write a story about a teenager who has that superpower and uses it to save  
the world.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## Lesson 15

# Figures of Speech



### Introduction

One way that writers make their writing lively and vivid is by using **figures of speech**. A figure of speech is an imaginative, or nonliteral, way of using language. It might describe something in an unexpected way, or it might even stretch the truth.

- **Personification** is a figure of speech that gives human-like qualities and actions to something that is not human. Writers use personification to create a picture in the mind of the reader or to convey a mood.

The steep trail **dared** Mia to take another step.

**Sneaky** tree roots were **hiding** under leaves and twigs, **ready to trip her**.

Nonliving things, such as tree roots, can't dare someone, be sneaky, or hide with the intention of tripping someone. The figures of speech help the reader picture the trail and sense the lurking dangers.

- **Hyperbole** is a figure of speech that uses exaggeration for emphasis or effect.

It **took forever** to reach the top of the mountain.

It doesn't really take "forever" to climb a mountain. The figure of speech emphasizes the length and difficulty of the climb and conveys Mia's frustration.



### Guided Practice

**Read the passage. Underline each figure of speech, and identify it by writing *P* for personification or *H* for hyperbole. Then discuss the meaning of the figure of speech with a partner.**

#### Hint

As you read, ask yourself:

"Do any verbs show a nonliving thing doing something a person can do?"

"Do any adjectives give human-like qualities to nonliving things?"

"Do any sentences exaggerate the truth?"

By the time Mia's parents set up the tent, it was raining. Mia would never forgive them for this trip! Her legs were still complaining from the climb, and the mean rain was punishing her family for camping in October.

The next morning, though, Mia woke up refreshed. She thought, "I must have slept for days!" Outside the tent, the sun smiled through the leafy trees.



## Independent Practice

For numbers 1–4, what does the underlined figure of speech mean in each sentence?

**1** A bold wind grabbed Mia's cap as she and her parents hiked down the trail.

- A** The wind was bold and pushy.
- B** The wind blew Mia's cap off her head.
- C** Mia took her cap off her head because of the wind.
- D** Someone took Mia's cap.

**2** When they reached the pond, Mia exclaimed, "There must be a million ducks here!"

- A** "There are one million ducks at the pond."
- B** "I've never seen ducks before."
- C** "There are a lot of ducks here."
- D** "I can guess the number of ducks."

**3** Suddenly, clouds gathered and chased the sun out of the sky.

- A** The clouds were faster than the sun.
- B** The clouds pushed the sun out of the sky forever.
- C** The clouds had an important meeting.
- D** The sun disappeared quickly when clouds filled the sky.

## Answer Form

- 1 (A) (B) (C) (D)  
 2 (A) (B) (C) (D)  
 3 (A) (B) (C) (D)  
 4 (A) (B) (C) (D)

Number Correct  /  4

**4** The rain ignored Mia and her family's plans to go out on a rowboat.

- A** The rain did not affect the plans Mia and her family had.
- B** Mia and her family enjoyed their time out in the rowboat.
- C** Other people enjoyed rowboats, but not Mia's family.
- D** Mia's family had made plans, but now it was raining.

► **Try It** Reread your story. Find places where you could add emphasis by including figures of speech. Add one instance of hyperbole and one instance of personification.

# Journal Entry 5

Today you woke up and were told you are the president of a new country. You can name the country anything you'd like and make all the laws. What decisions would you make? Write an announcement to the people of your country explaining everything to them.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

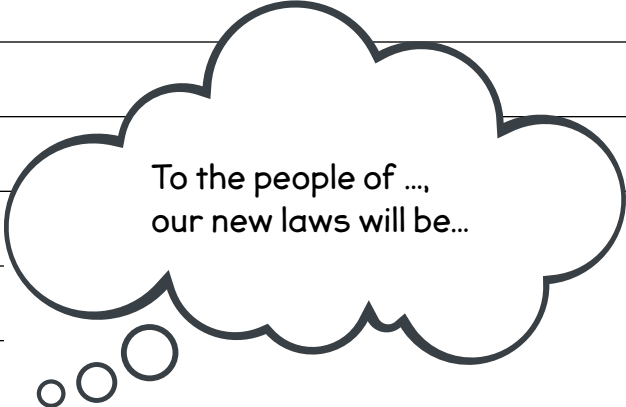
---

---

---

---

---



## Lesson 1

# Subject and Object Pronouns



### Introduction

A pronoun takes the place of a noun. A **subject pronoun** is used as the subject of a sentence. An **object pronoun** is used as the direct object of a verb or as the object of a preposition. It is important to use them correctly when speaking and writing.

|                              |   |
|------------------------------|---|
| <b>Subject</b>               | I am learning about the Mongolian ruler Genghis Khan. |
| <b>Direct Object of Verb</b> | The Mongol people admired <b>him</b> .                |
| <b>Object of Preposition</b> | This fearsome warrior was a hero to <b>them</b> .     |

- Subject and object pronouns can be singular or plural.

| Subject Pronouns |        | Object Pronouns |        |
|------------------|--------|-----------------|--------|
| Singular         | Plural | Singular        | Plural |
| I                | we     | me              | us     |
| you              | you    | you             | you    |
| he, she, it      | they   | him, her, it    | them   |

- A pronoun can be part of a **compound subject** or **compound object**. Compound subjects and objects are made up of two or more nouns, pronouns, or both. If the pronoun *I* or *me* is included, it usually comes last.

|                         |  |
|-------------------------|--|
| <b>Compound Subject</b> | <b>Tricia and I</b> are reading about ancient China.   |
| <b>Compound Object</b>  | The teacher assigned the topic to <b>Fred and me</b> . |



### Guided Practice

**Cross out each underlined word or phrase. Above it, write the correct subject or object pronoun to replace it.**

#### Hint

The pronouns *it* and *you* can be used as either a subject or an object. But all other pronouns are used only as a subject or an object. Be careful to use them correctly!

Many historians have written about Genghis Khan. Often these historians describe Genghis Khan as a cruel warrior who captured land for the people of Mongolia. However, this fierce leader also united the people of Mongolia.

Tricia became interested in the Mongolian empire, and her and me wrote a report on the empire. Fred helped Tricia and I on the research. Fred, me, and Tricia learned a lot.



## Independent Practice

For numbers 1–5, which word or words correctly complete each sentence?

**1** When Genghis Khan was a child, his mother kept \_\_\_\_\_ and the rest of the family safe in the Mongolian Desert.

- A we
- B him
- C they
- D he

**2** This brave woman and her children often had little to eat, but \_\_\_\_\_ survived.

- A her and them
- B she and them
- C her and they
- D she and they

**3** Genghis Khan's mother was a strong, smart woman. Her son's ability to lead probably came from \_\_\_\_\_.

- A her
- B she
- C he
- D they

## Answer Form

- 1 (A) (B) (C) (D)  
 2 (A) (B) (C) (D)  
 3 (A) (B) (C) (D)  
 4 (A) (B) (C) (D)  
 5 (A) (B) (C) (D)

Number  
Correct

5

**4** As a leader, Genghis Khan promoted religious freedom because other people's beliefs were interesting to \_\_\_\_\_.

- A he
- B him
- C they
- D we

**5** \_\_\_\_\_ also learned that Genghis Khan created the first Mongol written language.

- A Me and my friends
- B They and me
- C My friends and I
- D My friends and me

► **Try It** Reread what you wrote in Part 1. Circle places where you used the words *I* or *me*. Did you use them properly? Then go through your announcement to make sure all other pronouns are used correctly.



## Lesson 8

# Punctuating Parenthetical Elements



### Introduction

When you want to include a **parenthetical element**, or a piece of extra information that is interesting but not absolutely necessary, you use punctuation marks to set it off from the rest of a sentence. You can use **commas, parentheses, or dashes**.

| Type of Punctuation | When to Use   | Example   |
|---------------------|---|---|
| <b>Commas</b>       | to set off information that is not essential to understanding the rest of the sentence      | Rachel Carson, <b>born on a small farm in Pennsylvania</b> , devoted her life to protecting the environment. She was always interested in nature, <b>even as a young girl</b> .   |
| <b>Parentheses</b>  | to set off nonessential information or to remind readers of something they may already know | Rachel Carson ( <b>1907–1964</b> ) did important research on the effects of chemicals on our water supply.  |
| <b>Dashes</b>       | to add emphasis, set off a new thought, or show a sudden change in thinking                 | Carson— <b>always passionate about nature</b> —was a powerful and persuasive writer. She began her writing by exploring life in the sea— <b>a world unknown to most readers</b> . |



### Guided Practice

**Add the punctuation shown in *italics* to set off the parenthetical information in each sentence.**

#### Hint

When a parenthetical element is in the middle of a sentence, be sure to set it off with the same type of punctuation before *and* after.

#### Example:

Isabelle, also known as Izzie, is shy.

NOT

Isabelle—also known as Izzie, is shy.

- Elizabeth Blackwell 1821–1910 grew up in a time when women were not welcome in many professions.  
*parentheses*
- She thought women would want to see a female doctor rather than a male about their health concerns.  
*commas*
- Blackwell was accepted into Geneva Medical School after being rejected by twenty other medical schools.  
*dash*
- Blackwell a determined person became the first woman to graduate from medical school in the United States.  
*commas*
- She later established a medical school just for women.  
*dash*



## Independent Practice

For numbers 1–4, choose the answer that best punctuates the underlined part of each sentence.

**1** Dr. Jonas Salk 1914–1995 discovered a cure for polio.

- A** Salk 1914–1995, discovered
- B** Salk, (1914–1995), discovered
- C** Salk (1914–1995) discovered
- D** Salk—1914–1995—discovered

**2** Polio a disease that struck fear in parents was a terrible illness that could cripple children.

- A** Polio, a disease that struck fear in parents, was
- B** Polio, a disease that struck fear in parents—was
- C** Polio (a disease that struck fear in parents), was
- D** Polio—a disease that struck fear in parents, was

**3** Jonas Salk's parents immigrants with little formal education themselves were determined that their children would succeed.

- A** parents—(immigrants with little formal education themselves) were
- B** parents immigrants with little formal education themselves, were
- C** parents immigrants with little formal education themselves—were
- D** parents (immigrants with little formal education themselves) were

## Answer Form

- 1 (A) (B) (C) (D)  
 2 (A) (B) (C) (D)  
 3 (A) (B) (C) (D)  
 4 (A) (B) (C) (D)

Number  
Correct

4

**4** At medical school, Salk began researching influenza the virus that causes the flu.

- A** influenza the virus, that causes the flu.
- B** influenza—the virus—that causes the flu.
- C** influenza (the virus) that causes the flu.
- D** influenza, the virus that causes the flu.

► **Try It** Reread what you wrote in Part 1. Are there places where you added information that should be set off from the rest of a sentence? If so, make sure you used the proper punctuation. If not, edit your writing to include at least one piece of extra information.



# Journal Entry 7

## PART 1

What is special about your neighborhood? Think about how it looks, sounds, and smells. Write a poem about your neighborhood using your senses. Help others feel what your neighborhood is like through your writing. Add drawings to your finished poem.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Lesson 14

# Using a Thesaurus



### Introduction

You can use a thesaurus to make your writing more precise or interesting. A **thesaurus** provides synonyms and antonyms for particular words.

- A thesaurus lists words in alphabetical order. Each entry gives the part of speech, the definition, and a list of synonyms. Antonyms, if any, are also included.

**bitter** *adj.* **1.** a strong, unpleasant taste: *The white part of a lemon rind is bitter.* **acrid, unpleasant** Antonyms: *sugary, sweet* **2.** harsh and cold: *Winter has been bitter this year.* **rough, severe** Antonyms: *mild, pleasant* **3.** having or showing resentment: *Al felt bitter when he lost his job.* **angry, resentful, sullen** Antonym: *friendly*

**claim** *v.* **1.** to need: *This issue claims our attention.* **deserve, demand, require** **2.** to say that something is true: *Nola claims that bees sleep at night.* **state, declare, insist** Antonym: *deny* *n.* **3.** a statement that something is true: *The ad makes the claim that Brand X is the best flour.* **assertion, allegation, declaration** Antonym: *denial*

When there is more than one meaning, each definition is numbered.

Sometimes there is a sample sentence.

Some words can serve as more than one part of speech.



### Guided Practice

Read the paragraph. Use the thesaurus entries above to answer the questions about the underlined words.

#### Hint

Remember: A *synonym* is similar in meaning to another word. An *antonym* has the opposite meaning of the word.

Nearly 2,600 years ago, people in Mexico and Central America drank a bitter chocolate drink, which they made from cocoa beans. Some scholars claim that people drank chocolate even longer ago.

- 1 Which words are synonyms of *claim* as used in the paragraph?

\_\_\_\_\_

- 2 Which word is an antonym of *claim*? \_\_\_\_\_

- 3 Which words are synonyms of *bitter* as used in the paragraph?

\_\_\_\_\_

- 4 Which words are antonyms of *bitter*? \_\_\_\_\_



## Independent Practice

For numbers 1–3, read the sentence. Then use the thesaurus entry to answer the question.

**significant** *adj.* 1. expressing a meaning: *Dad gave Lee and Arlo a significant glance when they started to argue.* **meaningful, informative** *Antonym: meaningless* 2. having influence: *Thu has a significant job with the Government.* **important** *Antonyms: insignificant, unimportant*

- 1** As the food of rulers, gods, and everyday people, chocolate was significant for the Maya.

Which is a synonym for significant as it is used above?

- A** meaningful
- B** unimportant
- C** insignificant
- D** meaningless

**permit** *v.* 1. to allow to do something: *I'll permit you to pick plums.* **allow, authorize** *Antonyms: forbid, prohibit* 2. to be favorable: *We'll have a picnic if the weather permits.* **accommodate, oblige** *n.* 3. written permission: *The contractor got a permit to build a home.* **license, permission**

- 2** The Aztecs, however, would permit only certain people to drink it.

Which is an antonym for permit as it is used above?

- A** license
- B** allow
- C** forbid
- D** oblige

## Answer Form

- 1 (A) (B) (C) (D)  
2 (A) (B) (C) (D)  
3 (A) (B) (C) (D)

Number Correct 3

**powerful** *adj.* 1. physically strong: *The oxen are powerful.* **strong, mighty** *Antonyms: weak, frail* 2. able to influence: *Leaders are powerful people.* **high-ranking, influential** *Antonym: low-ranking*

- 3** Only the powerful members of Aztec society drank the sacred beverage.

Which is a synonym for powerful as it is used above?

- A** high-ranking
- B** powerless
- C** weak
- D** frail

- **Try It** Look back at your poem. Are there any words that are used over and over? Are there words that could be replaced with more interesting words? Circle at least two words you can replace by using a thesaurus. Then, using a print or online thesaurus, find two new words.



## Lesson 2

# More About Subject and Object Pronouns



### Introduction

**Subject pronouns** and **object pronouns** can be used to tell about or emphasize something mentioned in the sentence.

- Sometimes a **subject pronoun** follows a form of the linking verb *be* (*is, am, are, was, were*) to tell about the subject. The pronoun can be used alone or in a compound subject.

It **was I**, not Zoey, who saw the boy fall off his bike.

However, the first ones to reach the boy **were she and Terrance**.

- The plural pronouns **we** and **us** can also be used before a noun for emphasis. Use *we* if the noun is the subject of the sentence. Use *us* if the noun is the object of a verb or preposition.

**We girls** kept the boy calm and called his mom.

When the boy's mother arrived, she thanked **us girls** for our help.



### Guided Practice

**Circle the correct pronoun to complete each sentence.**

#### Hint

If the pronoun is followed by a noun, try reading the sentence without the noun. For example, "We [doctors] care about health." You can tell that *We* sounds right and that *Us* would sound wrong.

Look for forms of the linking verb *be* (*is, am, are, was, were*). If a pronoun comes after one of these forms, remember to use a subject pronoun.

- 1 The people in our class who want to become doctors are Zoey and (me, I).
- 2 (Us, We) students enjoyed meeting Dr. Higgs on Career Day.
- 3 It was (him, he) who won the Doctor of the Year award in our state.
- 4 Dr. Higgs inspired (we, us) kids to learn more about careers in medicine.
- 5 Terrance's parents are both doctors, and it was (they, them) who invited Dr. Higgs to speak to us.



## Independent Practice

For numbers 1–5, which pronoun correctly completes each sentence?

**1** The Young Paramedic Program is perfect for \_\_\_\_\_ students.

- A** we
- B** them
- C** us
- D** they

**2** The first people to sign up were Zoey, Paris, and \_\_\_\_\_.

- A** me
- B** I
- C** them
- D** him

**3** It was \_\_\_\_\_ who noticed the sign-up sheet first.

- A** us
- B** I
- C** me
- D** them

## Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5 (A) (B) (C) (D)

Number  
Correct

/ 5

**4** The instructors are all paramedics, and it will be \_\_\_\_\_ who teach us basic first aid.

- A** they
- B** her
- C** them
- D** it

**5** \_\_\_\_\_ young volunteers are eager to learn about saving lives.

- A** Us
- B** Them
- C** They
- D** We

► **Try It** Reread what you wrote in Part 1. Circle any pronouns you used. Make sure you used them all correctly. Fix any errors.

# Journal Entry 9

PART 1

Congratulations! You have won an award for having good values in your life. What is the value that you won the award for? How do you show it every day? Write what you would say in your acceptance speech. Be sure to tell why that value is so important to you.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

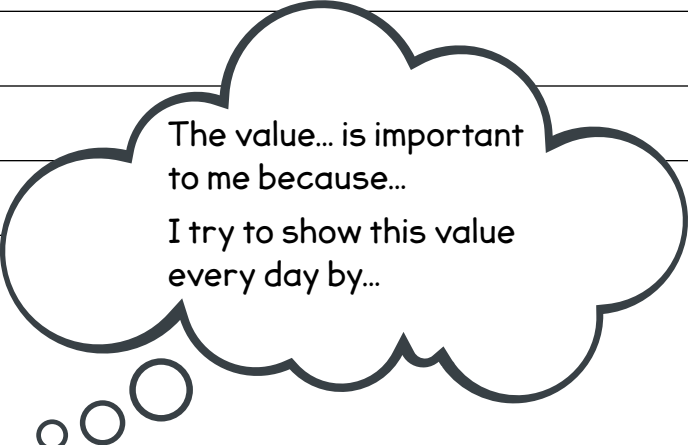
---

---

---


---






---



## Lesson 7

## Recognizing and Correcting Errors

 **Introduction** Mistakes in spelling, capitalization, grammar, and punctuation can make it difficult for your reader to understand what you have written. You should always **proofread** your writing and correct your errors. An easy way to show corrections is to use proofreading marks.

| Proofreading Mark   | Purpose   | Example  |
|---|---|--|
|    | to take out punctuation marks, letters, words, or sentences | A volcano <del>e</del> is a mountain that can erupt and eject molten rock.     |
|    | to insert punctuation marks, letters, words, or sentences   | Mount St. Helens erupted <sup>in</sup> 1980 in the state of Washington.        |
|    | to add a period   | Some volcanoes occur on land. Others, however, erupt on the ocean floor.       |
|   | to change a capital letter to a lowercase letter            | A recent <del>U</del> ndersea eruption occurred off the Canary Islands.        |
|  | to change a lowercase letter to a capital letter            | An undersea volcano near <u>o</u> regon produced 12-foot-thick layers of lava. |

 **Guided Practice** Use proofreading marks to correct the errors in this paragraph. Then work with a partner to check each other's corrections.

**Hint**

Sometimes you will need to use more than one proofreading mark to make a correction. For example, a spelling error may require that you use one mark to delete and another mark to insert the correct spelling.

Their are more than 3,000 volcanoes on the ocean floor. Undersea volcanoes are caused by a crack. in the crust. Like land Volcanoes, undersea volcanoes erupts and force out liquid rock scientists now observed these volcanoes and try to predict possible eruptions.





## Independent Practice

For numbers 1–5, select the correct way to revise the sentence.

- 1** Eruptions occur when Pressure in a volcano build up
- A** Eruptions occurs when Pressure in a volcano build up.
  - B** Eruptions occurs when pressure in a volcano builds up
  - C** Eruptions occur when pressure in a volcano builds up.
  - D** Eruptions occur when Pressure in a volcano build up.

- 2** When undersea volcanoes erupt, they often caused powerfull waves.
- A** When undersea volcanoes erupt, they often cause powerfull waves.
  - B** When undersea volcanoes erupt, they often caused powerful waves.
  - C** When undersea volcanoes erupt, they often cause powerful waves.
  - D** When undersea volcanoes erupt, They often cause powerful waves.

- 3** A tsunami is a series of waves it can move too shore at high speeds.
- A** A tsunami is a series of waves, it can move too shore at high speeds.
  - B** A tsunami is a series of waves. it can move to shore at high speeds.
  - C** A tsunami is a series of waves, It can move too shore at high speeds.
  - D** A tsunami is a series of waves, and it can move to shore at high speeds.

## Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5 (A) (B) (C) (D)

Number  
Correct

/ 5

- 4** If a tsunami strike land, she can cause sereous damage.

- A** If a tsunami strikes land, she can cause serious damage.
- B** If a tsunami strikes land, it can cause serious damage.
- C** If a tsunami strike land, it can cause serious damage.
- D** If a tsunami strike land, it can cause sereous damage.

- 5** In oregon, the undersea eruption themselves changed the seafloor.

- A** In oregon, the Undersea Eruption itselfes changed the seafloor.
- B** In Oregon, the undersea eruption themselves changed the seafloor.
- C** In oregon, the undersea eruption itself changed the seafloor.
- D** In Oregon, the undersea eruption itself changed the seafloor.

► **Try It** It is always a good idea to proofread a speech before you give it. Read your acceptance speech out loud and look for places you would change things. Use proofreading marks to correct your errors.

# Journal Entry 10

## PART 1

Write a short story that has a classmate as the main character, the setting as a place in the world you'd like to visit, and these objects: spaghetti, a pet of your choice, and a video game.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Lesson 3

# Possessive Pronouns



### Introduction

**Possessive pronouns** are pronouns that show ownership.

- Some possessive pronouns are used before nouns.

Is that **my** notebook on **your** desk? **Our** markers are on **their** table.

#### Possessive Pronouns Used Before a Noun

|                 |                         |
|-----------------|-------------------------|
| <b>Singular</b> | my, his, her, your, its |
| <b>Plural</b>   | our, your, their        |

- Other possessive pronouns can stand alone.

I think that pencil is **mine**, not **yours**. Is that stapler **ours** or is it **theirs**?

#### Possessive Pronouns That Can Stand Alone

|                 |                        |
|-----------------|------------------------|
| <b>Singular</b> | mine, his, hers, yours |
| <b>Plural</b>   | ours, yours, theirs    |



### Guided Practice

**Circle the possessive pronoun or pronouns that correctly complete each sentence.**

#### Hint

Be careful not to confuse the possessive pronouns *its*, *their*, and *your* with the contractions *it's*, *they're*, and *you're*. Just remember that possessive pronouns do not have apostrophes.

- (Our, Ours) teacher gives us weekly writing assignments.
- "Don't forget to complete (yours, your) assignment by (it's, its) due date," Ms. Sanchez reminded us.
- Levi and Ian work together on (their, theirs) assignments.
- Annie and I often collaborate on (ours, our).
- I usually like (her, hers) topic ideas better than (my, mine).
- When will they finish (their, theirs) research?
- (My, Mine) research will be completed by Friday.



## Independent Practice

For numbers 1–5, which pronoun correctly completes each sentence?

**1** Raul is proud of \_\_\_\_\_ writing and always proofreads it carefully.

- A** his
- B** theirs
- C** its
- D** ours

**2** Noah offered to let Shayla read his poem if he could read \_\_\_\_\_.

- A** her
- B** its
- C** hers
- D** their

**3** Someday I hope to write as well as \_\_\_\_\_ favorite author, Christopher Paul Curtis.

- A** hers
- B** my
- C** mine
- D** ours

## Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5 (A) (B) (C) (D)

Number  
Correct

/ 5

**4** How do you come up with \_\_\_\_\_ unusual ideas for characters?

- A** theirs
- B** your
- C** yours
- D** ours

**5** We brought our writing journals, but the twins forgot \_\_\_\_\_.

- A** our
- B** your
- C** their
- D** theirs

► **Try It** Reread what you wrote in Part 1. Make sure all of the pronouns you used are used properly. Use proofreading marks to fix your errors.