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**Getting Started**

*SkillsTutor* Language Arts provides comprehensive coverage of the essential rules in four content areas:

- Capitalization
- Punctuation
- Usage
- Spelling

Lessons cover most skills measured on standardized tests, as well as those found in the curriculums of school systems throughout the nation.

As students progress within a content area, the skills covered become more complex. Early lessons lay the foundation for later ones. Some lessons focus on only one skill, while others cover two or more related concepts. *SkillsTutor* Language Arts provides students with content-area lessons, skill lessons, tests and worksheets.

The *SkillsTutor* management system (OTS) provides several important features:

- Tests students’ skills, providing both pretests and posttests to make initial assessments and gauge student progress
- Makes assignments, based on students’ pretest results
- Monitors student scores and completion of activities
- Produces reports for individual students
- Provides online documentation

This guide outlines the content and activities of *SkillsTutor* Language Arts B. Information on the management system (OTS) is provided under separate cover in the User’s Guide.
**SkillsTutor Language Arts Lessons**

Each lesson in *SkillsTutor* Language Arts B has three online parts: the Warm-Up, the Practice, and the Story. The lesson begins with a title screen. To proceed, students should click Go On or press Enter on the keyboard.

### The Warm-Up

The Warm-Up begins with two to four rules explaining the lesson’s key concepts. The rules are followed by examples of how they are applied in context. Exceptions to the rules are also addressed.
The Practice
The Practice is provided through a series of engaging interactions. Each interaction provides the student with an opportunity to apply their knowledge of an individual rule. Students receive immediate feedback to their responses.

The Story
After completing the guided practice of rules, students are required to apply their knowledge in the context of a larger story, letter, or poem. Each passage contains up to five errors. Students locate and correct each error. Feedback is provided for both correct and incorrect changes to the text.
Quizzes
After completing three or four lessons within a unit, students are given a quiz. Questions follow standardized-test formats and are randomly selected from a bank of appropriate questions. Students receive feedback for each question.

Tests
For each unit (e.g., Capitalization), SkillsTutor Language Arts offers content-area pretests and posttests modeled on standardized tests. Like the questions for quizzes, the test questions are presented in multiple choice format to give students practice in answering standardized-test questions. After each test, students have the opportunity to review the questions they missed. Feedback is provided for each missed question. Pretests provide data on students’ entry level knowledge and give students an introduction to the skills taught. Posttests measure students’ learning growth and mastery.
Lesson Summaries

In this section, you will find summaries for each of the lessons in SkillsTutor Language Arts B, which includes lessons that are targeted for grades 5 and 6.

Lessons are grouped into four units that reflect the general concepts covered in the lesson activities. These units appear in the following order:

• Capitalization
• Punctuation
• Usage
• Spelling

The summaries are meant to provide, at a quick glance, a description of the concepts covered in the lesson as well as an example activity.
<table>
<thead>
<tr>
<th>Lesson #</th>
<th>Lesson Title</th>
<th>Rules/Summary</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>The Pronoun “I,” Names and Initials, and Titles Preceding a Person’s Name</td>
<td>1 The pronoun “I” should always be capitalized. 2 Capitalize a person’s name and initials. Capitalize a pet’s name. 3 Capitalize the title that comes before a person’s name.</td>
<td>1 Kimberly and I closed our eyes and made a wish. 2 Some years ago, Babe Ruth was a leading baseball player. 3 When Mrs. Thatcher walked on stage, the audience clapped.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>The First Word in a Sentence or Quotation</td>
<td>1 Capitalize the first word in a sentence. 2 Capitalize the first word in a quotation. Do not capitalize the first word of the second part of a divided quotation.</td>
<td>1 Amazing things are sometimes true. 2 Leah said, “It’s so cold, the sky cracked and fell in bits of snow.” “It’s so cold,” Leah said, “the sky cracked and fell in bits of snow.”</td>
</tr>
</tbody>
</table>
| **3**    | The First Word in the Greeting and Closing of a Letter | Capitalize the first word in the greeting and closing of a letter. | Dear Mrs. Jones,  
Our career fair was great!  
Yours truly,  
Judy Todd |
| **4**    | The Names of Cities, States, Countries, Streets, Buildings, Bridges, and Geographical Places | 1 Capitalize the name of a city, state, or country. 2 Capitalize the name of a street, building, or bridge. 3 Capitalize the name of a geographical place. | 1 Have you ever driven along the coast of California? 2 Does the tour bus take us across the Hanover Bridge? 3 Last week we rode a barge down the Ohio River. |
| **5**    | The Names of Months, Days of the Week, and Holidays | 1 Capitalize the months of the year and the days of the week. 2 Capitalize the names of holidays. | 1 He designed the costumes for the September play. 2 My outdoor club will have a special dinner on Arbor Day. |
| **6**    | All Important Words in the Titles of Books, Movies, Songs, Newspapers, and Magazines | 1 Capitalize the first, last, and all important words in the titles of books, movies, and songs. 2 Capitalize the first, last, and all important words in the names of newspapers and magazines. | 1 I gave her the book Aesop’s Fables for her birthday. 2 I saw your team picture in the newspaper The Herald-American last week. |
| **7**    | The Name of a Schools, Institutions, and Businesses | 1 Capitalize the names of schools and other institutions such as universities, colleges, libraries, and hospitals. 2 Capitalize the names of businesses. | 1 Bristol Elementary School has new gym equipment. 2 Marla is an engineer for Westinghouse Corporation. |
| **8**    | The Names of Nationalities, Religions, Organizations, and Political Parties | 1 Capitalize the names of nationalities, peoples, religions, and places of worship. 2 Capitalize the names of agencies, organizations, and political parties. Do not capitalize prepositions, conjunctions, and articles in the middle of a name. | 1 The first person to step foot on the moon was an American. 2 Agencies: Better Business Bureau, Department of Energy Organizations: American Red Cross, Science Club Political Parties: Republican, Democrat |
## Level B Lesson Summaries

<table>
<thead>
<tr>
<th>Lesson #</th>
<th>Lesson Title</th>
<th>Rules/Summary</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Seasons, Compass Points, and Titles Used as a Person’s Name</td>
<td>1. Do not capitalize the names of the seasons.</td>
<td>1. The snow created a <strong>winter wonderland</strong>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Capitalize compass points only when they name geographical regions.</td>
<td>2. The <strong>North</strong> usually has colder weather than the <strong>South</strong>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Capitalize a title when it is used as part or all of a person’s name.</td>
<td>3. We went to visit <strong>Grandma Joan</strong>.</td>
</tr>
<tr>
<td>10</td>
<td>School Courses, Languages, Country Names Used as Adjectives, and the Names of Planets and Stars</td>
<td>1. Capitalize languages and course names with numbers. Do not capitalize school subjects.</td>
<td>1. In <strong>Spanish</strong> today, Mrs. Pacero said we’ll learn how to make tortillas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Capitalize country names used as adjectives.</td>
<td>2. Max wouldn’t even play with his friend the <strong>French poodle</strong>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Capitalize the names of planets and stars. Only capitalize “earth,” “sun,” and “moon” when they are in a sentence with planets or stars.</td>
<td>3. The closest planet to Mars is <strong>Earth</strong>.</td>
</tr>
</tbody>
</table>

### Punctuation

<table>
<thead>
<tr>
<th>Lesson #</th>
<th>Section Title</th>
<th>Rule</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>End Marks After Sentences</td>
<td>Use an end mark at the end of every sentence:</td>
<td>Three thousand years ago, there were no bulldozers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• a period after a statement;</td>
<td>Are jets a modern wonder?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• a question mark after a question; and</td>
<td>That statue was enormous!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• an exclamation point after an exclamation.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Periods After Initials and Abbreviations</td>
<td>Put periods after initials and abbreviations. The title “Miss” does not require a period.</td>
<td>Dear Dr. Wolf,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It is not an abbreviation. Two-letter postal codes such as NY, CA, and TX do not require periods.</td>
<td>Ms. Gold E. Locks enjoyed your visit.</td>
</tr>
</tbody>
</table>

|          |                                                                      |                                                                                              | Yours truly,                                                                                |
|          |                                                                      |                                                                                              | **Ms. Bill Menace**                                                                         |
| 3        | Commas to Separate City and State Names, and Dates, Months, and Years | 1. Put a comma between the name of a city and its state.                                     | 1. Detroit, Michigan, is where Charles Lindbergh was born. Michigan is my home state.        |
|          |                                                                      | Also, put a comma after the state name if it is NOT the last word in the sentence. Do not use a comma when only the city name or only the state name is mentioned. | 2. February 4, 1902, is the birth date of Charles Lindbergh. May 1927 was the month Lindbergh made his famous flight. |
|          |                                                                      | 2. In a date, put a comma between the day and year. Also, put a comma after the year if it does NOT come last in the sentence. Do not use a comma between the month and year when they appear without the day. |                                                                                            |
| 4        | Commas in Greetings and Closings of Letters, and Colons in Greetings of Business Letters | 1. Put a comma after the greeting of a personal letter.                                      | Dear Keesha,                                                                                |
|          |                                                                      | 2. Put a colon after the greeting of a business letter.                                      | Dear Sir or Madam:                                                                         |
|          |                                                                      | 3. Put commas after the closings of all letters.                                             | Sincerely yours,                                                                            |
| 5        | Commas to Separate Items in a List                                        | Use commas to separate three or more items in a list. When only two items are in a list, do not use a comma to separate them. | Chris collects moths, flies, and bugs. I found candy and half a doughnut under my bed.     |
| 6        | Commas After Introductory Words and to Set Off Direct Address and Interrupting Phrases | 1. Use a comma after an introductory word or phrase.                                        | 1. After dinner, we can go to the movies.                                                   |
|          |                                                                      | 2. Use commas to set off direct address. Direct address is the name of the person being spoken to. It can appear at the beginning, middle, or end of a sentence. | 2. Andy, this is a family tradition. This, **Andy**, is a family tradition. This is a family tradition, Andy. |
|          |                                                                      | 3. Use commas to set off a word or phrase that interrupts a sentence. Commas are used before and after the interruption. | 3. These books, **by the way**, are for you.                                                 |
## Level B Lesson Summaries

<table>
<thead>
<tr>
<th>Lesson #</th>
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<th>Rules/Summary</th>
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</thead>
</table>
| 7        | Apostrophes in Contractions and to Show Possession | 1 In a contraction, use an apostrophe in place of the missing letters.  
2 To show possession, for singular nouns, use an apostrophe followed by an s. For plural nouns, put the apostrophe after the s. For plural nouns not ending in s, use an apostrophe followed by an s. | 1 I don’t want to see a monster.  
2 The monster’s home was in the lake.  
The monsters’ homes were in the lakes.  
The monster stirs men’s curiosity. |
| 8        | Quotation Marks Around Titles | Put quotation marks before and after the titles of poems, songs, short stories, and articles in newspapers or magazines. Titles of books, magazines, and movies are underlined or written in italics. They do not appear in quotation marks. | My mom loves to sing the song “Rubber Blubber Whale.”  
While on vacation, my dad read *By the Seashore.* |
| 9        | Quotation Marks Around a Speaker’s Words | Use quotation marks at the beginning and end of a direct quotation. A quotation is a person’s exact words. | Josh asked, “Can I buy some things at the yard sale?”  
Josh asked if he could buy some things at the yard sale. |
| 10       | Quotations at the Beginning of Sentences | When a quotation comes at the beginning of a sentence, put a comma inside the closing quotation marks. | “A very short story is called an anecdote,” the teacher told us. |
| 11       | Quotations at the End of Sentences | When a quotation comes at the end of a sentence, put a comma between the words that tell who is speaking and the beginning of the quotation. Put an end mark inside the closing quotation marks. | The surprised electrician said, “What a shock!” |
| 12       | Split Quotations | If a quotation is divided into two parts, put quotation marks at the beginning and end of each part. Put commas before and after the words that tell who is speaking. After the first part of the quotation, put a comma inside the quotation marks. | “Do you mean,” the excited Franklin asked, “the electricity idea caught on?” |
| 13       | Commas to Join Two Complete Sentences and Commas After Dependent Clauses | 1 Use a comma before a conjunction that joins two complete sentences.  
2 Use a comma after a dependent clause that comes at the beginning of a sentence. | 1 The snow glistened, and the ice sparkled.  
2 After the snowstorm began, we had no electric power. |

### Usage

| 1 | Singular, Plural, and Possessive Nouns | 1 Use the correct form of a noun in a sentence. A noun names a person, place, or thing. A noun can be singular or plural. Most nouns form plurals by adding -s; some nouns form plurals by adding -es. A few nouns change their spelling when they become plurals. There are called irregular plurals.  
2 Use a possessive noun to show ownership. Add an apostrophe and s to a singular noun to show ownership. Add only an apostrophe to a plural noun to show ownership. | 1 Singular  
explorer  
city  
aman  
The fish is the seal’s breakfast.  
All seals’ fat keeps them warm.  
2 Plural  
explorers  
cities  
ashe  
men |
<table>
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<tbody>
<tr>
<td>2</td>
<td>Singular, Plural, and Possessive Pronouns</td>
<td>1 Use the correct pronoun in a sentence. A pronoun is a word that can take the place of a noun. A pronoun can be singular or plural. 2 Use the correct possessive pronoun in a sentence. Possessive pronouns show ownership. A possessive pronoun can take the place of a possessive noun.</td>
<td>1 He fed the cats. They licked the bowl clean. 2 That is her calico cat. That calico cat is hers.</td>
</tr>
<tr>
<td>3</td>
<td>Verbs: Agreement with a Simple Subject</td>
<td>In a sentence, the verb must agree with the subject. • Use a singular verb with a singular subject. • Use a plural verb with a plural subject.</td>
<td>The hamburger needs catsup. My hamburgers need catsup.</td>
</tr>
<tr>
<td>4</td>
<td>Verbs: Past, Present, and Future Tenses</td>
<td>Use the correct tense of a verb to tell whether the action happened in the present, past, or future. • A verb in the present tense describes an action happening right now. • A verb in the past tense describes an action that has already happened. • A verb in the future tense describes an action that will happen later.</td>
<td>We look at the pictures now. We looked at the pictures yesterday. We will look at the pictures tomorrow.</td>
</tr>
<tr>
<td>5</td>
<td>Verbs: Irregular Forms</td>
<td>When the action of an irregular verb is in the past, use the past form or the past participle with a helping verb. An irregular verb does not form the past by adding –d or –ed.</td>
<td>Present: I ride the train. Past: I rode the train. Past Participle: I have ridden the train.</td>
</tr>
<tr>
<td>6</td>
<td>Comparative and Superlative Adjectives</td>
<td>Use the correct form of an adjective in a sentence. • Standard adjectives describe nouns and pronouns. • Comparative adjectives compare two nouns or pronouns. • Superlative adjectives compare three or more nouns or pronouns.</td>
<td>Standard: The team has new shoes. Comparative: Tim’s shoes are newer than mine. Superlative: Of all the shoes, Al’s are the newest.</td>
</tr>
<tr>
<td>7</td>
<td>Comparative and Superlative Adverbs</td>
<td>1 Use an adverb to describe a verb. Adverbs tell how, when, or where an action happens. 2 Adverbs can be used to compare actions. Use comparative adverbs to compare two actions. Use superlative adverbs to compare three or more actions.</td>
<td>1 My friend Gina sewed carefully. My friend Gina sewed yesterday. My friend Gina sewed upstairs. 2 Comparative: Gina sewed more skillfully than I did. Superlative: Of all the students, Gina sewed most skillfully.</td>
</tr>
<tr>
<td>8</td>
<td>Simple Subjects and Simple Predicates</td>
<td>1 The simple subject is the main word that tells whom or what the sentence is about. The simple subject is usually a noun or pronoun. 2 The simple predicate is the main word that tells what the subject does or is. The simple predicate is always a verb.</td>
<td>1 Cowboys are American folk heroes. 2 Most cowboys were very young.</td>
</tr>
</tbody>
</table>
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<thead>
<tr>
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</thead>
</table>
| 9        | Complete, Fragment, and Run-On Sentences | A sentence is a complete thought. It has two parts, the subject and the predicate. The subject tells who or what is doing the action. The **predicate** is the verb that tells what the subject does or is.  
- A **complete sentence** has a subject and predicate. It expresses a complete thought.  
- A **sentence fragment** has a missing subject or predicate, or is not a complete thought.  
- A **run-on sentence** has two sentences that run into each other. | Subject | Predicate |
|          |              |               | ↓ | ↓ |
|          |              | **My best friend wants** a pet. |
| 10       | Double Negatives | Do not use a double negative in a sentence. A double negative is when two negative words are used to express one negative idea. | Incorrect: Pigeons **never hurt** nobody.  
Correct: Pigeons **never hurt** anybody. |
| 11       | Subject and Object Pronouns | Use the correct form of a pronoun in a sentence.  
- A **subject pronoun** is the subject of a sentence or clause.  
- An **object pronoun** comes after action verbs or prepositions like at, to, and with. | Subject Pronoun: He helped the Cain family.  
Object Pronoun: The Cain family helped **him**. |
| 12       | Reflexive Pronouns | Use a reflexive pronoun to refer to the subject of a sentence or clause. A reflexive pronoun ends in -self or -selves. | Is Freddy old enough to stay by **himself**?  
Those children are making pizza for **themselves**. |
| 13       | Verbs: Agreement with Compound and Interrupted Subjects | 1 Use a plural verb with a compound subject.  
2 Subjects and verbs must agree in number. Use a singular verb with a singular subject and a plural verb with a plural subject. The noun closest to the verb is not always the subject. | 1 **The collie and sheepdog** wag their tails.  
2 **Singular subject and verb:** The cage of parrots **is** in the window.  
**Plural subject and verb:** The **parrots** in the cage screech. |
| 14       | Pronouns: Agreement with Antecedents | Pronouns must agree with their antecedents in number and gender. Number indicates whether the antecedent is singular or plural. Gender refers to the sex of the antecedent. | **Number:** The **boys** cheered when **they** saw me.  
**Gender:** Chip is my neighbor, and **he** is my best friend too. |

### Spelling

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<thead>
<tr>
<th>Lesson</th>
<th>Sounds</th>
<th>Students practice spelling words that have the “long a” and “long e” vowel sounds.</th>
<th>able, day, paid, steak, take, be, see, thief</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Long A and Long E Sounds</td>
<td>Students practice spelling words that have the “long i” and “long o” vowel sounds.</td>
<td>die, find, fly, sigh, time, cone, go, load, mow</td>
</tr>
<tr>
<td>2</td>
<td>Long I and Long O Sounds</td>
<td>Students practice spelling words that have the “long u” and “oo” vowel sounds.</td>
<td>blue, use, boom, who, stew</td>
</tr>
<tr>
<td>3</td>
<td>Long U and OO Sounds</td>
<td>Students practice spelling words that have the “ei” and “ie” spelling patterns.</td>
<td>field, believe, thief, weight, receipt</td>
</tr>
<tr>
<td>4</td>
<td>Words with <strong>ei</strong> and <strong>ie</strong> Vowel Patterns</td>
<td>Students practice spelling words with the vowelsounds heard in these words: <strong>jaw</strong>, <strong>out</strong>, <strong>joy</strong>.</td>
<td>cause, countless, loyal</td>
</tr>
<tr>
<td>5</td>
<td>Diphthongs and Less Common Vowel Digraphs</td>
<td>Students practice spelling words with the sounds heard in these words: <strong>jaw</strong>, <strong>out</strong>, <strong>joy</strong>.</td>
<td>horror, article, direct, structure</td>
</tr>
<tr>
<td>6</td>
<td>R-Controlled Vowels 1</td>
<td>Students practice spelling words with the short vowel sounds followed by <strong>r</strong>.</td>
<td></td>
</tr>
</tbody>
</table>
## Level B Lesson Summaries

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<tr>
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</thead>
<tbody>
<tr>
<td>7</td>
<td>R-Controlled Vowels 2</td>
<td>Students practice spelling more words with the short vowel sounds followed by r.</td>
<td>border, miracle, despair, endure</td>
</tr>
<tr>
<td>8</td>
<td>Schwa Sounds in Unstressed Syllables</td>
<td>Students practice spelling words that end with unstressed syllables that have the “schwa” sound.</td>
<td>bugle, fable, rumble, shovel</td>
</tr>
<tr>
<td>9</td>
<td>Sound of j spelled with g</td>
<td>Students practice spelling words in which g stands for the “j” sound.</td>
<td>agent, gently, plunge</td>
</tr>
<tr>
<td>10</td>
<td>Silent Letters with Double Consonants</td>
<td>Students practice spelling words that have “silent” consonants and double consonants.</td>
<td>eight, know, lamb, wrist</td>
</tr>
<tr>
<td>11</td>
<td>Compound Words 1</td>
<td>Students practice spelling compound words.</td>
<td>aircraft, ice-skating, wildlife</td>
</tr>
<tr>
<td>12</td>
<td>Compound Words 2</td>
<td>Students practice spelling more compound words.</td>
<td>old-fashioned, pineapple, overlook</td>
</tr>
<tr>
<td>13</td>
<td>Homophones 1</td>
<td>Students practice spelling homophones and words that people often confuse with other words. Homophones are words that sound alike, but have different meanings and spellings.</td>
<td>angel, angle, pedal, petal, pray, prey</td>
</tr>
<tr>
<td>14</td>
<td>Homophones 2</td>
<td>Students practice spelling more homophones and words that people often confuse with other words. Homophones are words that sound alike, but have different meanings and spellings.</td>
<td>allowed, aloud, hall, haul, sight, site</td>
</tr>
<tr>
<td>15</td>
<td>Plural Endings</td>
<td>Students practice spelling the plural forms of nouns.</td>
<td>champions, heroes, supplies</td>
</tr>
<tr>
<td>16</td>
<td>Adding Suffixes that Begin with Vowels</td>
<td>Students practice spelling words with suffixes that begin with vowels.</td>
<td>arrived, noisier, sprayed, losing</td>
</tr>
<tr>
<td>17</td>
<td>Adding Suffixes that Begin with Consonants</td>
<td>Students practice spelling words with suffixes that begin with consonants.</td>
<td>actually, daily, kindness, useful</td>
</tr>
<tr>
<td>18</td>
<td>Suffixes: –ar, –er, –or</td>
<td>Students practice spelling words that end with the suffixes –ar, –er, –or.</td>
<td>beggar, dealer, operator</td>
</tr>
<tr>
<td>19</td>
<td>Suffixes: –tion and –sion</td>
<td>Students practice spelling words that end with the suffixes –tion and –sion.</td>
<td>action, explosion</td>
</tr>
<tr>
<td>20</td>
<td>Suffixes: –ible, –able, –ent, and –ant</td>
<td>Students practice spelling words that end with the suffixes –ible, –able, –ent, or –ant.</td>
<td>dependable, sensible, apparent, unpleasant</td>
</tr>
<tr>
<td>21</td>
<td>Contractions</td>
<td>Students practice spelling contractions.</td>
<td>isn’t, he’d, you’ve, we’ll, they’re</td>
</tr>
<tr>
<td>22</td>
<td>Possessives</td>
<td>Students practice spelling the possessive forms of singular and plural nouns.</td>
<td>athletes’, brother’s, business’s, puppies’</td>
</tr>
<tr>
<td>23</td>
<td>Spelling Demons 1</td>
<td>Students practice spelling words that most people find hard to spell.</td>
<td>anxious, etc., tobacco, bulletin</td>
</tr>
<tr>
<td>24</td>
<td>Spelling Demons 2</td>
<td>Students practice spelling more words that most people find hard to spell.</td>
<td>ache, occasional, sword, awkward</td>
</tr>
</tbody>
</table>
This section contains reproducible worksheets* for each lesson in *SkillsTutor* Language Arts B. Worksheets may be used by students to extend the computer activity or as a homework assignment.

Capitalization, Punctuation, and Usage worksheets include the lesson rules, an extended reading passage, and a “Write Idea.” The reading passage repeats the Warm-Up and then continues the storyline for additional practice. The “Write Idea” is a creative writing activity that encourages students to apply the rules learned in the lesson.

Spelling worksheets are crossword puzzles using the words from the lesson.

*These worksheets are provided with the online documentation and may be printed from your computer.
Yesterday, our school had an unusual speaker. His name was Grant U. Hope. He said that we could each have three wishes. He told us he knew the magic to make dreams come true. “I don’t believe you can do that, Mr. Hope,” I said.

Then, he invited me up on stage.

“You are Marie P. Amos, daughter of Mr. Juan J. Amos and Dr. Rita R. Amos, are you not?” he asked.

Startled, I said, “Yes, I’m Marie.”

“Tell us your wishes, Ms. Amos, and they may come true,” he said.

I regretted that I’d said anything. What on earth would my three wishes be?

“I wish we had a nice, clean playground for our school,” I said.

Suddenly, my friend Toni started cheering. Even my teacher, Ms. Robb, and the principal, Mr. Stiller, clapped.

Then, I thought of my friend Mike, who cleaned up the park with his cousin, Willy B. Hays. “I wish people would take care of the trees and water,” I said.

“The last wish I’m making is for myself,” I said. “I want to explore the undersea world like Jacques Cousteau.”

“Your wishes can happen, Ms. Amos,” explained Mr. Hope. “The magic to make them come true is within you.”

**Write Idea:** Think about two people you wish could visit your school. Why would you like to meet them? What are their names, initials, and titles? Write two paragraphs to convince your principal to invite them.
capitalization worksheet  

Instructions: Circle all the words that have capitalization errors.

Rules:
- Capitalize the first word in a sentence.
- Capitalize the first word in a quotation.
- Do NOT capitalize the first word of the second part of a divided quotation.

at recess, Lily and Mario had a contest on telling tall tales. “once I met a man so immense,” Lily said, “That he used skyscrapers for armrests. his footsteps made ponds when it rained.”

“Right!” replied Mario. “the river,” he said, “Is where the man dragged his foot.” he thought for a moment and said, “my cat was so thin, you couldn’t see it when it turned sideways.”

Lily quickly responded, “yes, when it was a young kitten, it slept in an envelope.” then she smiled and asked, “How about the girl who ran so fast, her shadow couldn’t keep up with her?”

“that girl was so speedy,” Mario said, “That when she ran to the store she could meet herself coming home.”

both Lily and Mario were suddenly quiet. each wondered who would be the first to say, “that’s not true.”

Mario began again, “there was the time you ate all the cupcakes at the class picnic. your side of the bus sank eight feet in the mud.” he laughed.

“I won those cupcakes for being the best tale teller,” Lily answered, “And I’m still the best!”

Mario cried, “that’s not true!”

Lily said, “I win.”

Write Idea: Write a tall tale about an animal or person on a journey. Make up three amazing things that happen on the trip. Put in at least two quotations.
Capitalization Worksheet

Instructions: Circle all the words that have capitalization errors.

Rule: Capitalize the first word in the greeting and closing of a letter.

Dear Granddad,

Would you come to our Career Fair? My friends would like to hear how you train people to be parachute jumpers.

love,
Allan

dear Mrs. Roberts,

You have such an interesting job! Please come to our school and tell us about being an astronomer.

Yours truly,
Carla

dear Dr. Park,

Our Career Fair is next month. Would you come and tell us about your work with animals? It must be fun to be a veterinarian!

very truly yours,
Tom Baxter
dear Kathy,

Please come to our Career Fair. My friends want to hear about your job as a mountain guide.

your friend,
Jodi

dear Mrs. Tobias,

We listen to your radio program all the time! Please come to our Career Fair and tell us what it’s like to be a disc jockey.

Sincerely Yours,
Jenny Irving
dear Mom and Dad,

I won’t be home until 5:30 today. We’re setting up the booths for our Career Fair. I’ll see you then!

all my Love,
Kevin

Write Idea: Imagine that your school is having a Career Fair. Think of two people who have interesting jobs. Write letters inviting them to the Fair. Ask each person two things about their jobs.
Capitalization Worksheet

Instructions: Circle all the words that have capitalization errors.

Rules:
• Capitalize the name of a city, state, or country.
• Capitalize the name of a street, building, or bridge.
• Capitalize the name of a geographical place.

Where do your travel dreams take you? There are so many places to visit.

Do you dream of taking a trip around America? You could visit Wall street in New York City. You could drive across the Golden Gate bridge in San Francisco or visit the White House in Washington, D.C. You could surf at Waikiki beach in Hawaii.

How would you like to ride down the Grand Canyon on a mule or shoot the rapids on the Colorado river? Perhaps you’d prefer to listen to jazz music in New Orleans or watch a rodeo in Texas. Think of all the possibilities!

Maybe you dream of going to Europe. You could watch the parades at London’s Buckingham palace. You could climb the Eiffel tower in Paris. You could hike the Alps in Switzerland or walk along the ancient Appian way in Rome.

Maybe your dreams take you to much more adventurous, faraway places. Do you imagine yourself climbing to the top of Mount Everest or exploring the Lascaux Cave? Would you like to visit Antarctica or join a dogsled team to the North Pole?

Maybe you even dream of going to the moon. Wherever you go, have a good trip!

Write Idea: Where do you dream of going? Think of three places you would like to visit. Write a letter to a friend telling why you want to visit each place.
**Capitalization Worksheet**

**Instructions:** Circle all the words that have capitalization errors.

**Rules:**
- Capitalize the months of the year and the days of the week.
- Capitalize the names of holidays.

Dorry and I were all ready for Saturday’s halloween party by tuesday afternoon. We had bought the food and planned the games. I just had to decide what kind of costume to wear.

Dorry said not to wear something typical. “No thanksgiving turkeys or easter rabbits!” she warned. She wanted our image to be unique. “This is no April Fools’ day party, you know.”

Dad said I could stick words like “sunday” and “june” all over myself and go as a calendar. I didn’t think that would impress Dorry. With october 31 only days away, I had to work fast.

Wednesday night I dreamed of being a candidate like one I saw on Election day. When I woke up that seemed silly, so I decided to make a huge candy box and go as valentine’s Day. I could buy my supplies after baby-sitting on thursday. I had friday night to make the costume. Saturday was set-up day for the party. I was cutting it close.

In the end, it was easier just to wear my four-leaf clover outfit. I had made it in march for the parade on St. patrick’s Day. Even Dorry liked it. Next year, though, I’m going to start planning my halloween costume in august.

**Write Idea:** You are planning a party to celebrate a holiday. Write a note to invite your guests. Tell them the day and date, the time, the place, and why you are giving the party.
Capitalization Worksheet  Lesson 6

Instructions: Circle all the words that have capitalization errors.

Rules:
• Capitalize the first, last, and all important words in the titles of books, movies, and songs.
• Capitalize the first, last, and all important words in the names of newspapers and magazines.

For Grandma’s 80th birthday, we all came with special mementos. Dad had the newspaper City times with a photo of Grandma at age 15. Uncle Bill brought a video of the movie Mother wore Blue. On his flute, Grandpa played “always,” for he always loved Grandma.

Aunt Rita brought the books heidi and Little women. Grandma once read them to her. I brought the magazine cook’s Digest. My sister had the newspaper The morning Post. Both had published Grandma’s recipes. Uncle Dan, a writer for the magazine Science news, brought an immense book.

This huge book was really two books bound together. The first was Webster’s dictionary. The other was a volume of The World Book encyclopedia. Uncle Dan said he thanked Grandma for showing him how to use reference books. Using them got him started as a reporter for The Daily post.

Aunt Marie brought tickets to Grandma’s favorite movie, fantasia. Aunt Lily had a music box that played the tunes “happiness” and “memories.”

Lastly, Grandma received the magazine Travel and leisure. In it was our final gift, tickets for a trip around the world.

Write Idea: Suppose you are a book reviewer for a children’s magazine. Suggest three real or imaginary adventure books for students your age. Write what each book is about.
Capitalization Worksheet

Instructions: Circle all the words that have capitalization errors.

Rules:
- Capitalize the names of schools and other institutions such as universities, colleges, libraries, and hospitals.
- Capitalize the names of businesses.

Megan gazed out the window of Salem hospital. Since she had broken her leg, nothing cheered her up. Friends from Hillside elementary School and Milford Middle School had signed her cast. Her mother’s boss at General electric Company sent flowers. Nothing helped.

Then, Uncle Bert called. As a boy, Uncle Bert had fixed lamps at Ed’s Electric shop. Later, he worked his way through Amherst college by fixing computers for Davis Electronics service. Now he was president of American robot Company. “Tomorrow,” he said, “prepare to meet your weirdest friend ever.”

When Uncle Bert came the next day, he had a pizza from pizza Hut. “I was going to bring a book on Lily Computer company from Harkman library,” he said. “Then, I thought pizza might be better.”

“This is great,” said Megan. “Now I don’t miss Milford middle School so much, but where is the weird friend?”

Suddenly, a robot strolled into her room. It demanded a slice of pizza. “Don’t feed him,” warned Uncle Bert. “When we visited Miller High school, he wanted pie. He likes mcdonald’s, too.”

“Yes, when I get a stomachache I go to Westview hospital,” said the robot.

Write Idea: You are the president of a company that sells candy to schools and hospitals. Write a short paragraph about your company. Write a second paragraph that names three companies that enjoy your products.
Capitalization Worksheet

Instructions: Circle all the words that have capitalization errors.

Rules:
• Capitalize nationalities, peoples, religions, and places of worship.
• Capitalize agencies, organizations, and political parties. Do not capitalize prepositions, conjunctions, and articles in the middle of a name.

Hello, folks! Welcome to the planet Oynkz! I’m your host for this World Travelers agency tour. All americans, both democrats and republicans, please step to my left. All europeans stand on my right. We have assigned you tour guides that speak your native languages.

I work at the office of Alien Tours. Today, I’ll introduce you to our culture. We’ll visit an art show. Then we’ll eat an old-time feast of rice and fish. Tonight, we’ll attend a religious service at Xynti cathedral. Our religion is similar to buddhism. I’m sure you will enjoy our Xynti chants.

I hope to tour your planet, too. I belong to the Space Travelers club and the Friends of Earth society, you know. What if americans saw me on their planet? Do you think they would be afraid? Would I be watched by the New York City police Department or the federal Bureau of Investigation? We would not harm a human. Our religion, xyntiism, promotes peace and understanding.

Someday, perhaps, I will visit. Then egyptians can show me their pyramids, and australians can show me their kangaroos. For now, my friends, enjoy your tour.

Write Idea: Imagine that an Oynkzian has come to your town. He wants to visit a church, an agency, and a group meeting. He also wants to meet people of different nationalities. Write a description of the tour you would give.
Capitalization Worksheet

Instructions: Circle all the words that have capitalization errors.

Rules:
- Do NOT capitalize the names of the seasons.
- Capitalize compass points ONLY when they name geographical regions.
- Capitalize a title when it is used as part or all of a person’s name.

Here in the east, each season offers us something new. In Spring, bright flowers are sprinkled everywhere. We make daisy chains with Aunt Marie, who visits every year from the south.

Then, Summer brings hot, sunny days. At night, we enjoy the breeze on the porch. My Mother and I sit facing West to see the sun set in pinks and golds.

Suddenly, cooler North winds whip across our yard. I like the smells and sounds of Autumn. Afternoons, grandma makes soup in the kitchen. At dusk, my Dad and I swish through leaves to stack wood for the coming Winter.

When the fierce winter winds blow, we gather around our toasty fireplace. Because I live in the north, I think of Winter as three months of bitter cold.

Yet South of us, the winter months seem more like Spring or Summer to me. My Aunt, who lives in the south, swims when I sled. When I throw snowballs, Aunt Marie picks oranges.

Last Winter, I went on vacation with my Grandfather. We flew to Texas and then drove West. We didn’t swim or sled, but took long hikes. We saw broad deserts and towers of red rock. The sky was as warm and clear as grandpa’s eyes.

Write Idea: What kinds of special things do you like to do during the different seasons? Do any of your friends or family members do these activities with you? Do you travel to any special places? Write one or two paragraphs.
**Capitalization Worksheet**  

**Lesson 10**

**Instructions:** Circle all the words that have capitalization errors.

**Rules:**
- Capitalize languages and course names with numbers. Do NOT capitalize school subjects.
- Capitalize country names used as adjectives.
- Capitalize the names of planets and stars. Only capitalize “earth,” “sun,” and “moon” when they are in a sentence with planets or stars.

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Toby’s German shepherd, Max, looked depressed. “How about Irish stew for dinner?” Toby asked. Max wouldn’t eat.

“How on Earth are you so sad?” asked Toby. “You’re looking at me like I’m from Mars. Would you like to go for a walk? I’ll do my Spanish and Science homework later.” Max just ignored him.

The next day, Toby was awakened by the Sun. “I have to hurry,” he told Max. “I can’t be late for Art class. Why don’t you visit your friend, the French poodle, today?” Max sighed.

Toby called, “I’ll bring you Italian meatballs for dinner!” Max didn’t notice.

Toby’s mind drifted in History class. In English class, he thought Max might be afraid of the Siamese cat next door.

In Math II, he asked Carlos, “What on Earth would make a dog behave that way?”

“The moon is in line with Jupiter and Saturn,” Carlos said. “Maybe a mystical force is controlling him! Seriously, though, you could try feeding him French toast. My dog loves it!”

When Toby ran home, Max looked as excited as a Mexican jumping bean.

Toby’s broken television had been fixed. Max sat on the sofa wagging his tail. He was watching his favorite show, “Lassie!”

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**Write Idea:** Invent your own classes! You’ve been asked to teach two courses about planets and foreign cultures. Write the names of the courses. For each course, describe two things that you would teach.
Punctuation Worksheet

Instructions: Write in or correct the end marks in the paragraphs below.

Rules:
• Use a period (.) after a statement.
• Use a question mark (?) after a question.
• Use an exclamation point (!) after an exclamation.

Have you heard of the Seven Wonders of the ancient world.

Only one of the Seven Wonders still exists. It is the Pyramids of Giza in Egypt. The biggest was built long ago for King Khufu. It is huge. You could park ten modern jumbo jets inside. That’s big. How did ancient people ever build it without bulldozers and cranes?

Another wonder was the Colossus of Rhodes. It was a bronze statue of the sun god Helios and stood over 100 feet tall. Imagine that.

Can you name any other ancient wonders.

The Statue of Zeus at Olympia was another wonder of the ancient world. It was beautiful. Housed in a huge temple, it lasted for 800 years. What happened then? A Roman commander destroyed it. What a mess that must have been.

Have you heard of the Hanging Gardens of Babylon. King Nebuchadnezzar built them for a mountain princess who didn’t like the flat lands of Babylon. Imagine how long they took to water.

Today’s world is also full of spectacular things. What things are modern wonders to you?

Write Idea: You are a radio reporter at a real or imaginary place. Describe to your listeners what you see. Use questions, exclamations, and statements.
Punctuation Worksheet

Instructions: Put periods where they are needed in the letters below.

Rules:
- Put periods after initials and abbreviations.
- The title “Miss” does NOT require a period. It is not an abbreviation.
- Two-letter postal codes such as NY, CA, and TX do NOT require periods.

Jan 28, 1996
B B Wolf, Jr
11 Grandma Hwy
Woodsman’s Hills, PA 18964
Dear Mr Wolf:
I am writing on behalf of Miss Red R Hood. We know you impersonated her grandmother. We have a witness. Poor Miss Hood has suffered greatly.
Dr Justin Time is treating her now.
Please send $500. The firm of Longtooth and Longtooth Inc will not give up.

Sue Themall
Lawyer Hwy
Courthouse, WY 83124
Dear Miss Themall,
My insurance company and I are glad to hear from you. You see, Miss Hood’s grandmother was careless. I stubbed my toe on a jug she left on her steps. Dr D Troit, Sr is treating me. Please send Sheep’s Clothing Insurance Corp one million dollars.

Feb 1, 1996
Sincerely,
Ben Wolf, Jr

Write Idea: Write a letter from one nursery rhyme character to another. Use abbreviations for days, dates, streets, states, and titles. Also use initials. Then write the reply letter.
Punctuation Worksheet

Lesson 3

Instructions: Write in the correct punctuation marks.

Rules:

• Put a comma between the name of a city and its state. Also put a comma after the state name if it is NOT the last word in the sentence. Do NOT use a comma when only the city name or only the state name is mentioned.

• In a date, put a comma between the day and year. Also put a comma after the year if it does NOT come last in the sentence. Do NOT use a comma between the month and year when they appear without the day.

May 1927 was the month Lindbergh made his courageous flight from New York to Paris. First, he flew from San Diego California to Saint Louis, Missouri where he showed the plane to his sponsors. On May 12 1927 he finally arrived in New York. Then, he waited for good flying weather.

May 20, 1927 dawned clear and bright, and Charles Lindbergh took off from Garden City New York. In the twentieth hour of his flight, he dozed, and his plane dove and rolled. He awakened, and 13 hours later, landed in Paris on May 21 1927.

A year after Lindbergh’s flight, Amelia Earhart, with two men, flew from Boston, Massachusetts to Wales. But that wasn’t enough excitement for her. On January 12, 1935 she made the first flight ever from Honolulu, Hawaii to Oakland California. She flew it alone. Later, she became the first person to solo from Mexico to Newark New Jersey.

She and pilot Fred Noonan started a trip around the world in June 1937. They flew eastward, and by July 1 1937 they reached New Guinea. Sadly, their last radio message was a garbled one near Howland Island on July 3 1937.

Write Idea: If you could visit anyplace in the United States, where would you go? Write about three places you’d like to see. Include the city and state names and the dates you would like to travel.

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Punctuation Worksheet

Instructions: Put commas and colons where they are needed in the letters below.

Rules:
- Put a comma after the greeting of a personal letter.
- Put a colon after the greeting of a business letter.
- Put a comma after the closing of all letters.

Dear Gina
Here’s an interesting fact for your book about baseball legends. The umpire used to sit in a soft chair behind the catcher!
Sincerely
Ralph

Dear Ralph
Here’s more baseball history. In the early days, a fielder had to hit a runner with the ball to get him out.
Your friend
Gina

Dear Sir or Madam
I hope you’ll want to publish this book I’ve written on baseball legends.
Yours truly
Gina Fall

Dear Miss Fall
We’re happy to publish your book. You should mention one of the first historic games. In 1826, the New York Nine beat the Knickerbockers 23 to 1.
Very truly yours
Roger Bacon, Editor

Dear Sir
We have ideas for books about legends in other sports. Would you be interested in a series of your books?
Sincerely yours
Gina Fall and Ralph Young

Dear Miss Fall and Mr. Young
Yes, indeed I would. There are many entertaining and amusing stories in every sport.
Very truly yours
Roger Bacon, Editor

Write Idea: Write a letter to a friend about a book on ghosts. Then write a business letter asking the publisher about other books on ghosts.
**Punctuation Worksheet**

**Lesson 5**

**Instructions:** In the story below, put commas where they are needed. Cross out commas that are NOT needed.

**Rules:**
- Use commas to separate three or more items in a list. On this worksheet, you should follow the rule that a comma IS needed before the conjunction.
- When only two items are in a list, do NOT use a comma to separate them.

I’ll ask Mom if I can go fishing, but I know she’ll say, “Not until your room is neat clean, and organized.”

I can’t beg her argue with her, or plead with her. If I start now, I can sort clean dust, and sweep before lunch.

To start, I don’t need these comic books baseball cards, and old stamps. However, they are collector’s items. They might be valuable, and in demand someday. I should probably keep them.

Oh, here’s my dad’s red yellow, and gray football jersey. It’s too old frayed, and worn out for me. I’ll keep it though. After all, it was my dad’s!

What’s next? I can throw away my collection of straw felt paper, and wool hats. Oh, wait! They’ll be great for a costume party, or a school play.

What about this fish tank colored stones, and seashells? All I need is the fish! I’m still saving my money for them.

It’s almost lunchtime. I better hurry! Let’s see. I can throw my dirty clothes under the bed in the dresser, and in the closet. I can skate glide spin, and twirl around the room on an old shirt. Now, I don’t have to sweep!

“I’m finished, Mom!” I shout. So, why does my room still look messy?

**Write Idea:** You have taken three pictures of different parts of your room. Describe what each picture shows. In full sentences, include lists of all the items in each picture. Include adjectives in your descriptions.
**Punctuation Worksheet**  

**Lesson 6**

**Instructions:** Put commas where they are needed in the story below.

**Rules:**
- Use a comma after an introductory word or phrase.
- Use commas to set off direct address. Direct address is the name of the person being spoken to. It can appear at the beginning, middle, or end of a sentence.
- Use commas to set off a word or phrase that interrupts a sentence. Commas are used before and after the interruption.

“Hi Mom. I’m at the mall.”

“I was getting worried,” the woman said into the phone. “Your aunt the world traveler, is flying in for a few days. She assumes you’ll be here.”

The girl replied, “At breakfast this morning I asked to go to the mall after getting groceries.”

“No I told you Dear, to come straight home. I have meanwhile, been very worried about you.”

“Mom you asked me to buy fish for dinner. Well I did.”

“You know Aunt Jo doesn’t like fish.”

“Jo? Jo who? What number is this?”

“Rita isn’t that you? If you’re not Rita who is this?” the woman asked.

The girl replied, “I’m Kate. My mother by the way, sounds just like you. Moms worry too much.”

“Yes we do worry. Our mothers your grandmothers, worried about us and said we’d worry about our children. They were right. We worry, Kate because we love you. Well someone is at my door. It’s either Rita or Aunt Jo.”

Kate said, “Sometime this week can you have Rita call me? I bet we have enough in common to be good friends.”

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**Write Idea:** You’re talking on the phone. You think the other person is your friend or relative. However, it’s really someone else. Write what each of you says. Use examples of introductory words, direct address, and interrupting words.
Monsters live just in movies, right? Well, don’t be too sure. Some say that deep in one of Scotlands lakes lives a monster. Thousands of people have seen it. Can it be that so many mens eyes have fooled them?

Scientists opinions differ. Photos show something in the water. Is it the beasts humped back rising above the lakes surface? One picture shows a large, hazy outline like that of a brontosaurus.

Most people wouldn’t deny theres something in the lake. Whatever it is, its known as the Loch Ness Monster.

The monster in Loch Ness isnt very scary. It hasn’t hurt anyone. Most local people aren’t worried. In fact, they’ve nicknamed the beast “Nessie.”

Nessies fame has spread over the years. The monster stirs mens curiosity, but tourist efforts to photograph it haven’t been successful. No one has been able to prove that Scotlands best kept secret even exists. The lakes bottom is so deep, underwater photos aren’t very clear.

Someday, tourists may capture the Loch Ness Monster with a video camera. Then, they’ll have a real monster movie.

Write Idea: A monster has come to live in your backyard. How does it look and act? What does it eat? Describe the monster, using contractions and possessives in your description.
**Punctuation Worksheet**

**Lesson 8**

**Instructions:** Write in the correct quotation marks in the paragraphs below.

**Rules:**
- Put quotation marks before and after the titles of poems, songs, short stories, and articles in newspapers or magazines.
- Titles of books, magazines, and movies are **underlined** or written in *italics*. They do NOT appear in quotation marks.

My dad, the wise astronomer, says some people never change. When my Aunt Dove was a little girl, *Wild Ducks* was her favorite poem. She loved to hear the story *The Firebird*. For her piano recital, she learned to play *The Peacock’s Tail*.

In high school, she cut out articles from *National Geographic* like *Birds Above the Arctic Circle*. She wrote an article, *The Great Gray Owl*, for our newspaper. Her poem *Geese on the Wing* won a prize in college.

So where did Aunt Dove fly off to after college?

Her first stop was Florida. There she wrote an article, *The Flamingo Dream*. A poem she sent from Brazil is *Winged Hearts*. From Cape Horn, she mailed an article called *Albatross Aloft*. In China, she wrote my favorite story, *Birds of a Feather*. It’s about an aunt and her niece!

My dad, the astronomer, teases Aunt Dove about her birds, but yesterday she caught him. She found *Camping on Pluto*, a story he wrote in grade school. Later, we laughed when Grandma described his first-grade recital. He played *Twinkle, Twinkle, Little Star*. Some people never change.

**Write Idea:** What is your favorite thing in the world? Make up titles of poems, songs, and short stories that tell about your favorite thing. Then write a paragraph to explain what each title is about.
**Punctuation Worksheet**  

**Lesson 9**

**Instructions:** Put quotation marks where they are needed in the story below.

**Rules:**

- Use quotation marks at the beginning and the end of a direct quotation. A direct quotation is a person’s exact words.
- Do NOT use quotation marks when you are simply reporting what someone said, and you are not using his or her exact words.

Dad told me “how to earn some money. “We have old things we don’t use, he said. “Let’s have a yard sale.”

I answered, “Maybe Mom will let me sell that monster plant. I told him that “it looked suspiciously like the one in the *Plants of Prey* horror movie.

Ask her,” Dad advised, laughing.

I asked Mom if “I could sell her plant. She said “to take the one in the den. I put the monster plant out front. A man bought it right away. Then Mom asked, Where is my favorite plant? Which plant did you take?”

Then I realized my mistake.

A block away, I found the man. I told him that “I needed the plant. He said that “he had paid a fair price for it. “Aren’t you an honest businessman? he asked.

I said that “I was just a boy who had sold his mother’s favorite plant. I added, I’ll be out of business if I don’t get it back.”

I asked “if he were interested in a good deal. “I’ll give you your money back and something free from the sale, I promised.

He looked over everything in the yard. Then he said, I’d like that vase.” It was shaped like one in *Plants of Prey*.

**Write Idea:** Imagine you have had a yard sale. Write about the neighbors who came. What did they say about the things you sold? Include at least three direct quotations.
**Punctuation Worksheet**

**Lesson 10**

**Instructions:** Write in or correct the punctuation marks in the paragraphs below.

**Rules:**
- When a quotation comes at the beginning of a sentence, put a comma inside the closing quotation marks.
- If the quotation is a question or exclamation, put a question mark or exclamation point inside the closing quotation marks. Do NOT use a comma.

Once there were two horses who worked on a farm. “I’m sick of work”! announced the gray horse one day.

“So, what do you plan to do about it” asked the brown mare.

“I’m going to pretend to be lame” said the gray horse, and he did.

“Poor Dobbin can’t work”, murmured the farmer, believing the pretense.

“How can you do this to me” asked the exhausted brown mare every evening.

“You could go lame, too” suggested the gray horse.

“No way”! said the mare. “I know better”, she declared.

The gray horse wondered what she meant. “Why don’t you trick the farmer, too” he asked her the next morning.

“I don’t think that would be smart”, the mare commented as she went to work.

“Dobbin has been lame a long time” the farmer said as he fed him an apple.

“Will they sell me” Dobbin asked the brown mare that night.

“Not at all”! she replied.

“Then what”? begged Dobbin.

“They stop feeding apples to horses who can’t work” said the mare.

“In that case, I’ve just recovered”, declared Dobbin. The mare smiled wisely.

**Write Idea:** Make up a story about an animal tricking its owner. The animal can talk. Use as many quotations as possible.
Punctuation Worksheet  Lesson 11

Instructions: Write in or correct the punctuation marks in the paragraphs below.

Rules:
• When a quotation comes at the end of a sentence, put a comma between the words that tell who is speaking and the beginning of the quotation.
• Put the end mark inside the closing quotation marks.

As they studied in the library, Bob asked Ann, “Do you really want to be a dairy farmer?”

“Of course,” Ann replied.

Bob exclaimed “How moo-ving!”

Ann groaned. Then, she asked “Well, how about you?”

Bob admitted “I want to be a car mechanic or a comedian”.

“I think maybe you should stick to repairing cars,” Ann remarked.

“Why?” asked Bob.

Ann giggled. She declared “I’ve heard your jokes, and I’m afraid you may have a broken funny bone!

Bob laughed. He said “I was going to be a teacher, but I hear many teachers have eye problems.

Ann asked, “Really”?

Bob answered “Yes. They can have trouble with their pupils!”

“That’s a joke with class!” Ann said.

Bob said “Here’s another one. You want to be a farmer, Ann. If you win an award, guess what it will say?”

Ann asked, “What will it say?”

Bob said “To someone who is outstanding in her field”!

“Oh, I give up!” Ann moaned. “You may be a comedian after all.”

Write Idea: Pretend that you and your friends are talking about what kind of work you’d like to do someday. Write what each person says. End most sentences with a quotation.
Punctuation Worksheet

Instructions: Write in or correct the punctuation marks in the story below.

Rules:
• If a quotation is divided into two parts, put quotation marks at the beginning and end of each part.
• Put commas before and after the words that tell who is speaking.
• After the first part of the quotation, put the comma inside the quotation marks.

“If this kite transported me to the 1990s, Ben Franklin told Tim “I have quite a predicament.”

“Well” said Tim, we buy them.”

“Please bring down your kite and come inside,” said Tim. “We’re expecting a lightning storm tonight.”

“Tim, Ben said excitedly, “you have your own laboratory!”

“That’s just what I need”, Franklin said “to complete my experiment.”

“Really”, Tim replied “this is just our kitchen.”

“Please, Mr. Franklin Tim appealed, bring down the kite and come inside.”

“That beaker and those ropes, said Ben, look like special equipment.”

“Actually,” Tim said that’s a blender, and those are electrical wires.”

“Do you mean”, Ben asked, “those wires actually carry electricity?”

“Tim nodded yes.

“So, they carry electricity” Ben said “as a kite string can in a storm.”

“That’s why, Tim said, “it’s not smart to fly a kite in a thunderstorm.”

Write Idea: You are in your home. Suddenly, a character from a book, a movie, a television show, or history appears. What would you say to each other? Write the conversation. Use divided quotations.
Instructions: In the story below, put commas where they are needed. Cross out commas that are NOT needed.

Rules:
• Use a comma before a conjunction that joins two complete sentences.
• Use a comma after a dependent clause that comes at the beginning of a sentence.

Rami told Mrs. Dean it might snow Friday so we couldn’t take our test. She smiled, and said Friday was April 1.

It began to storm at midday on Thursday but it was only freezing rain. Since the pavement grew icy and treacherous Rami and I walked home slowly. We could hear the trees cracking and every twig was a crystal stick.

After the snow began to fall our backyards glistened in the night. When the weatherman called for two inches Rami predicted six. I predicted no math test, and the best April Fools’ Day ever.

I awoke, and found snow piled up on my windowsill the next day. The snow was six inches deep in the yard and I was certain school would be closed.

Since we needed milk Mom sent me to the store. The sidewalks weren’t shoveled but a set of footprints led me to the store door. After I pulled open the door I saw Mrs. Dean. She smiled, and asked if I was ready for the test today. She said she hoped it wasn’t too hard but she wanted today’s test to be a challenge. Because I hadn’t studied one bit I just stared at her.

Then she said, “April Fools’!”

Write Idea: Has the weather ever changed your plans? Write about what you were planning to do and what you did instead. Use two sentences that begin with dependent clauses. Also give examples of joining two sentences using a comma with a conjunction.
Matthew Henson was a black (explorer/explorers). Born in 1866, he was more adventurous than most (children/children’s). At age 14, he signed on as a cabin (boy/boys) on a steamer bound for China. That (ship’s/ship’s) route took him to many (cities/cities’). With several (sailors/sailors’) help, Henson learned about survival. He also educated himself with many (book’s/books) from the (captain’s/captains’) library.

When he returned, Henson needed work. Slavery had ended, but all black (Americans/Americans’) choices were still limited. After looking for work in several men’s clothing stores, he was hired. That job eventually lead him into the Arctic.

One (day/days), Robert Peary, an explorer, walked into the store. He hired Henson as his assistant. The two (man’s/men’s) partnership would last for 20 (years/years’).

Peary wanted to be the first to reach the North Pole. Henson came to share his (friend/friend’s) dream. Many other (explorer’s/explorers’) attempts to reach the North Pole had failed. Though Henson and Peary made six failed (attempt/Attempts), they refused to be beaten by the (Arctic’s/Arctics’) cold and unfriendly environment.

Henson made all the (natives/natives’) survival skills a part of their plans. As a result, they were the first (men/men’s) to reach the North Pole.

Write Idea: Write a letter to a friend telling about a real or imaginary adventure you have had. Where did you go? What things did you bring? What did you do and with whom? Use two examples of each noun form: singular, plural, singular possessive, and plural possessive.
Usage Worksheet

Instructions: Underline the word in parentheses ( ) that correctly completes the sentence.

Rule: Use the correct pronoun in a sentence. A pronoun is a word that can take the place of a noun. A pronoun can be singular, plural, or possessive.

Alex woke up, licked a paw, and twitched (he/his) whiskers. Wait a minute. Paw? Whiskers? He was a Persian cat!

“Your breakfast is ready!” Mom called from the bottom of the stairs.

“I want milk today!” Alex yelled. (He/His) thought about his friends. This will surely surprise them. (Them/Their) mouths will drop open when (they/their) see me!

“I could use some cooperation,” Mom said. “Time to pack (we/our) lunches!” She opened his door. (They/Their) stared at each other. Finally, she said to (him/his), “Alex, where are you? I’m losing (me/my) patience.”

Alex could only say, “Meow!” “Oh, Alex!” (him/his) mom said. (She/Their) patted his fur. “How did this happen? (She/We) are supposed to have dinner with your grandparents tonight. What will they say? If you claw at (she/their) new chairs, I’ll be so embarrassed!” “Well, (I/us) guess I’ll have to pack (me/our) lunches myself,” she added. “While I do that, you try to catch a mouse for (you/your) dessert.”

That was when a startled Alex really woke up. “Wow! What a wild nightmare!” he said. As (he/his) breathed a sigh of relief, he scratched behind his ears and stretched out in a spot of warm sun.

Write Idea: Imagine waking up as a cat. Describe three interactions you have with other people. Use singular, plural, and possessive pronouns.
Usage Worksheet

**Instructions:** Underline the verb in parentheses ( ) that correctly completes the sentence.

**Rules:** In a sentence, the verb must agree with the subject.
- Use a singular verb with a singular subject.
- Use a plural verb with a plural subject.

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**In Praise of Catsup**

Catsup (adds/add) zing to every meal.
For seasoning perch, it (is/are) ideal.
It (flavors/flavor) beets, meats, and even fish.
I find it’s great on any dish.
People (has poured/ have poured) it on their steaks.
One (has smeared/ have smeared) it on chocolate cake.
My uncles (likes/like) it with rare roast beef.
Mom (squirts/squirt) catsup to brush her teeth.
However you like it, morning or night,
Catsup, I find, is deliciously right.
Catsup alone (is/are) simply delicious.
Eggs with catsup (is/are) very nutritious.
Catsup and corn make a hearty soup.
I (give/gives) hot catsup to my Boy Scout troop.
My cousins (eats/eat) it on spaghetti noodles.
Aunt Clara (feeds/ feed) it to her pet poodles.
Clowns (has used/have used) it on their red noses.
One man (has used/have used) it to fertilize roses.
Catsup is the most incredible stuff.
Catsup! Catsup! Catsup! There’s never enough!

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**Write Idea:** You’ve just served a meal to your family. Write a paragraph telling what you made and how you prepared it. Be sure the verbs agree with their subjects.
Usage Worksheet

Instructions: Underline the word in parentheses ( ) that correctly completes the sentence.

Rules: Use the correct tense of a verb in a sentence.
• A verb in the present tense describes an action happening right now.
• A verb in the past tense describes an action that has already happened.
• A verb in the future tense describes an action that will happen later.

Yesterday, Gram (shows/showed) my brother Eli and me some old pictures. She (pointed/will point) to a teenager with a red car. “That boy,” she said, “(loved/will love) red cars from the time he was a toddler. In fact, your dad still (loves/loved) cars.”

“That kid in the picture is Dad?” I asked. “He (looks/will look) like Eli.”

“One day,” Gram said to Eli, “you (discovered/will discover) a red jalopy. After you make it run, you (waxed/will wax) it endlessly.”

Eli said to me, “Kathy, when I grow up, I will look just like Dad.”

“Is there,” I asked myself, “anyone I (looks/will look) like someday?”

After she saw my expression, Gram (guessed/will guess) what was on my mind. She (turns/turned) to the front of the album.

Eli suggested, “Someday, you (look/will look) like Mom, Kathy. You (like/will like) the things she does, too.”

“No,” I said, “we (dress/will dress) so differently. Mom won’t wear bright colors.”

Gram pointed to a picture. “Once, that girl by your father (loved/will love) red. She even (makes/made) a red hat.”

“You smile and stand just like she does, Kathy,” said Eli. “Who is she, Gram? She sure (looks/will look) beautiful.”

Then, Gram smiled and winked at me.

Write Idea: You and your older brother are fixing up an old car. Describe how it used to look and how it looks now. Then, write about how it will look when you’re done.
Usage Worksheet

Instructions: Underline the word in parentheses ( ) that correctly completes the sentence.

Rule: When the action of an irregular verb is in the past, use the past form or the past participle with a helping verb. An irregular verb does NOT form the past by adding “-d” or “-ed.”

Last week I (went/go) to see Dad in his new house. I never had (ridden/ride) a train. I found it exciting, but also scary.

I (telled/told) this to the man beside me. He nodded but then worked on some papers that (be/were) in his briefcase.

I had (brung/brought) a ton of stuff in my canvas bag. The man glanced over as I (put/putted) it on the seat—comic books, toys, a photo of my dog, Hobo. I had (taken/taked) it last Easter. I had (catched/caught) Hobo with chocolate all over his face.

The man began to chuckle. Then he showed me a crinkled photo of a boy my age with a gigantic dog.

We talked about dogs, and then I (gave/gived) him one of my comics. My seatmate (read/readed) it, and then he (fell/falled) asleep.

It had been months since I had (see/seen) Dad. Since I was busy packing, I had (ate/eaten) only a bowl of cereal for breakfast. I (find/found) I was getting very hungry and went to the snack bar.

When I returned to my seat, the man had (get/gotten) off the train. He had left my comic behind and across the top he had (writes/written) a message. It said, “Your dad is a lucky guy. Have a great time and give Hobo a hug for me.”

Write Idea: Did you ever take a ride or trip by yourself? Write a true or made-up story. Describe the sights, sounds, and tastes you experienced. Use at least three irregular verbs.
Usage Worksheet

Instructions: Underline the word in parentheses ( ) that correctly completes the sentence.

Rules: Use the correct form of an adjective in a sentence.
- Standard adjectives describe nouns and pronouns.
- Comparative adjectives compare two nouns or pronouns.
- Superlative adjectives compare three or more nouns or pronouns.

Buy Jets: The (Best/Most Best)
Shoes Ever!

Be a (better/more better) athlete than before! You can be (fast/faster) than lightning. In fact, you can have the (fastest/most fastest) feet around. Buy Jets, the (finer/finest) athletic shoes available.

Jets are the (most unusual/most unusualest) shoes an athlete can buy. What makes Jets (quick/quicker) than any other shoes? They are jet-propelled! Just press the button and blast off!

Jets are (less expensive/less expensiver) than the old propeller brand! New Jets also include extra-thick socks to protect your feet from engine heat!

Buy Hoops: The (Fine/Finest) High Tops of All!

Hoops can transform you from the (worst/most worst) player on the team to the best. Hoops use (better/best) gadgets than the competition. Adjustable stilts can make you the (tallest/most tallest) player on your basketball team. Springs make jumps (easier/easiest) than before! Wheels are included for fast breaks (faster/more faster) than a professional’s! These shoes are (more helpful/more helpfuller) than any other sports equipment. Hoops are inexpensive, too. Be the (most valuable/most valuablest) player on your team. Buy Hoops!

Write Idea: Pretend you created a new product like a type of car or juice drink. Write an ad for your product. Explain what makes it better than others. Use all three adjective forms.
Usage Worksheet  Lesson 7

Instructions: Underline the word in parentheses ( ) that correctly completes the sentence.

Rules:
• Use an adverb to describe a verb. Adverbs tell how, when, or where an action happens. Adverbs often end in “ly.”
• Use the adverb “well” to describe a verb.
• Use a comparative adverb to compare two actions.
• Use a superlative adverb to compare three or more actions.

Gina and I (glad/gladly) worked together on Halloween costumes other years. We were the class’s only boy and girl team, but we functioned (well/good) together. I think (more creative/more creatively) than she does. She, however, sews (well/good) and works (more careful/more carefully) than I do. Our costumes were admired (most frequent/most frequently) of all.

This year we did not team up. You see, Gina is my best friend. The other guys tease me (loud/loudly) about this. So do her brothers. It is her girlfriends who talk (most constant/most constantly) about us, though. It bothers me. This year, I told her we should work on our own costume.

Just before the party, I told Gina my costume had turned out (well/good). I fibbed (slight/slightly). The dyeing went (more easy/more easily) than I expected. My long underwear top dyed (better/more good) than the bottoms, though. I ruined the dark spots (most serious/most seriously) of all. That week, I missed Gina (most terrible/most terribly) when I was painting those spots.

She said her sewing was going (well/good), but her costume was boring. She laughed (sad/sadly) and said, “See you at the party.”

I met her there, and we laughed. We were still a great pair: one perfectly boring princess and a blotchy frog. We were a natural team!

Write Idea: What activity do you know a lot about? Describe how a beginner should do it. Use all three adverb forms.
Usage Worksheet

Instructions: For each sentence in brackets [_______], circle the simple subject. Underline the simple predicate.

Rules:
- The simple subject is the main word that tells whom or what the sentence is about.
- The simple predicate is the main word that tells what the subject does or is.

Everyone has seen those classic old Westerns. [Cowboys in the movies are heroic and brave.] [They chase outlaws.] [They have gun fights on Main Street.] [In their spare time, they rescue ladies in distress.]

[Real cowboys’ lives were less thrilling.] Cowboys rarely chased outlaws. They rarely had gun fights. Few cowboys rescued ladies in distress. [Cattle stampedes were the hardest part of their job.] [More cowboys died from accidents than from bullet wounds.]

Cowpunching wasn’t glamorous. [It was just hard work.]

[Cowboys drove cattle across miles of untamed land.] [Most cowboys spent 16 hours a day in the saddle.] At night, they spent 2 more hours guarding cattle. [For this hard work, cowboys got one dollar a day.]

[Cattle drives were lonely and boring.] [Cowboys on a cattle drive slept on the ground every night.] To pass the time, they told stories and sang. [Their songs soothed the cattle.]

Cowpunching was hard. It was also temporary. [After a cattle drive, the cowboys’ work was over.] [They rode off to look for other jobs.]

Write Idea: Imagine life as a cowboy. Write a letter to your family describing your hardest day. Then go back and circle each simple subject. Underline each simple predicate.
Usage Worksheet

**Instructions:** After you have read the story, look at each sentence in brackets [ ]. Underline run-on sentences. Circle complete sentences. Underline sentence fragments with a dotted line.

**Rules:**
- A *complete sentence* has a subject and predicate. It expresses a complete thought.
- A *sentence fragment* has a missing subject or predicate, or is not a complete thought.
- A *run-on sentence* has two sentences that run into each other.

[When I bought a mouse last year, Mom not happy.] [Mice scare her.]
[She worried that mine would get out of his cage.] [However, knowing how much I wanted a mouse.] [I named him Flash he is as fast as lightning.]

[One day decided to create a playground for Flash in the kitchen.] [Suddenly the back door opened Mom came in.] [Before I could close the door, the cat in behind her.] [I quickly reached for Flash he slipped between my fingers.]

[To chase Flash all around the kitchen.] [Mom flattened herself against the refrigerator I chased the cat with a broom.]

[The cat lifted his paw and was about to catch Flash.] Then Mom leaned down quickly. [With her bare hand, she scooped up Flash.]

[“Whew!” I said.] [Wasn’t sure who was shaking more, Mom or Flash.]

**Write Idea:** If you could have any animal as a pet, what would you choose? Write a story about an adventure with your pet. Tell where you went and what happened. Be sure to use complete sentences.
Instructions: Underline the word in parentheses () that correctly completes the sentence.

Rules:
• Do NOT use a double negative in a sentence. A double negative is when two negative words are used to express one negative idea.
• Some negative words are no, not, never, none, nothing, and nowhere. Contractions like don’t and can’t are negative because they are made with the word not.

In 1808, wild passenger pigeons flew through Kentucky on their annual migration. Nobody (could/couldn’t) call it a small flock. It was 240 miles long! The people below (could/couldn’t) hardly believe their eyes. They (could/couldn’t) barely see the sun behind the flock.

The birds (were/weren’t) never quiet. They didn’t sing (anything/nothing). They croaked and clucked. There (was/wasn’t) hardly anyone who liked the sounds of passenger pigeons.

Still, there weren’t prettier pigeons (anywhere/nowhere). Today, however, passenger pigeons no longer fill the skies. In fact, nobody has seen (any/none) for many years.

Passenger pigeons are extinct now. That means there aren’t (any/none) left alive. They weren’t wiped out by (any/no) animal or disease, but by humans. Hunters didn’t allow them to survive (anywhere/nowhere).

Pigeons were worth money. There (were/weren’t) hardly any restaurants without pigeon pie on the menu. The birds (were/weren’t) never hard to kill. Soon none (were/weren’t) left.

The last one, Martha, died in a zoo in 1914. We (can/can’t) barely believe that people could kill so many birds. I hope we (will/won’t) never forget the lesson of the passenger pigeons.

Write Idea: Think about an amazing sight you have seen. Then write about it. Describe the sight and how you felt when you first saw it. Include three sentences with negative ideas, but don’t use double negatives.
Usage Worksheet

Instructions: Underline the word in parentheses ( ) that correctly completes the sentence.

Rules: Use the correct form of a pronoun in a sentence.
- A subject pronoun is the subject of a sentence or clause.
- An object pronoun comes after action verbs or prepositions.

Last week, the Cains’ house caught on fire. (They/Them) lost many belongings. My brother Derek wanted to help them. (He/Him) had an idea. “Cory, why don’t (we/us) have a yard circus to raise money?” he said. It sounded good to (I/me).

Derek and (I/me) knew lots of kids on our block who could do stunts on bikes and act like clowns. Tina’s dog could jump hoops. Anita could juggle. We sent notes to (they/them) asking for assistance. Our cousin Jolene wanted to help. We invited (she/her) to do her gymnastic routines.

On the day of the circus, the size of the crowd surprised (we/us).

Everyone crowded under big blankets that Derek and (I/me) had hung like a circus tent. Derek was our ringmaster. The show went well until (he/him) introduced Tina’s dog.

(She/Her) was a little nervous. When a cat belonging to the “lion tamer” hissed at (she/her), the dog took off running.

“Catch (she/her)!” Tina hollered. The dog ran into two clowns and knocked (they/them) backward. (They/Them) reached for something to hold onto. Suddenly the tent was falling on (we/us). We were swimming in blankets. It was one huge clown act. Then I saw the Cains both laughing and crying. When it was finally over, they hugged everyone.

Write Idea: What is your neighborhood like? Do people know each other well? Is there one place where neighbors especially like to be? Write about your neighborhood. Use subject and object pronouns.
Usage Worksheet

Instructions: Underline the word in parentheses ( ) that correctly completes the sentence.

Rule: Use a reflexive pronoun to refer to the subject of a sentence or clause. A reflexive pronoun ends in “-self” or “-selves.”

“It’s your anniversary,” Kim said to her parents. “You two should enjoy (yourself/yourselves). Go out and celebrate! We can stay by (myself/ourselves) for a few hours.”

“I do think they can take care of (theirselves/themselves),” Mom told Dad. “Kim, please don’t let Sam make (hisself/himself) another pizza while we’re gone.”

The last time Sam tried to make a pizza, he covered (hisself/himself) and the whole kitchen with cheese and catsup. “I’ll make Sam a snack,” Kim assured them, “and I can watch (myself/ourselves), too.”

When her parents left, Kim said to (herself/ourselves), “This will be a cinch.”

“I want to make a pizza by (myself/ourselves)!” Sam said right away, but Kim shook her head. “Then let’s make a cake for (myself/ourselves),” Sam said.

“Okay, you can make the batter all by (yourself/yourselves).”

Sam started mixing the flour and eggs by (hisself/himself). With a flick of a spoon, he splashed batter on (hisself/himself). Kim laughed so hard, Sam decided to splash her. They soon found (theirselves/themselves) throwing flour and eggs at each other.

As they stood looking at (theirselves/themselves) in a cloud of flour, their parents returned. “What is this?” Dad asked.

“It’s your anniversary cake!”

Write Idea: It’s a special occasion for one or both of your parents. Write a story about planning a party for them with your brothers and sisters. Use reflexive pronouns.
Usage Worksheet

**Instructions:** Underline the word in parentheses ( ) that correctly completes the sentence.

**Rules:**
- Use a plural verb with a compound subject.
- Use a plural verb with a plural subject.
- Use a singular verb with a singular subject.

My sisters and brother (wants/want) a pet. Today Lil, Trudy, and Bob (has asked/have asked) again for one. At last Mom has said yes—“if it stays in a tank!”

When we get to the pet shop, one of the owners (suggests/suggest) that we get a hermit crab. The tank of crabs (is/are) not interesting to us, however. Neither are the fish. The dark eyes of a young collie (draws/draw) Trudy. The spots of an old Dalmatian (attracts/attract) Lil. The soft and fuzzy poodle (is/are) Bob’s favorite.

“Puppies and dogs (is/are) too much work,” Mom tells us. Then a tiny mop of a dog flops down on her foot.

One of the shop owners (shakes/shake) his head. He and Mom (stares/stare) at the pup.

“That one is a mutt,” he says. “The patch of hair over her eyes (makes/make) her face hard to see. Her legs and tail (is/are) too short. The ears of that dog (is/are) much too long. Her short and yappy bark (annoys/annoy) people.”

Mom, however, has made up her mind. “We’ll take her,” she says.

The owner, Lil, and Trudy (looks/look) surprised. Other customers in the store (begins/begin) to laugh. Mom marches to the register, while Bob cuddles our pup.

Now we’re the only people on the block with a dog named “Crab.”

**Write Idea:** Your class may adopt a hamster in a cage, fish in a tank, or turtles in one or two bowls. Write two reasons for choosing each kind of pet. Use compound, plural, and singular subjects in your paragraphs.


Usage Worksheet  Lesson 14

Instructions: Underline the word in parentheses ( ) that correctly completes the sentence.

Rule: Pronouns must agree with their antecedents in number and gender. Number indicates whether the antecedent is singular or plural. Gender refers to the sex of the antecedent.

I made a mistake. I told the boys my secret dream. (He/They) teased me. “Lisa Longlegs dashes to (her/its) Olympic gold!” Chip announced to everyone on the porch. “Then (she/he) shines in the local parade! The whole town cheers (her/it).”

Rob teased too. I ignored both of (him/them) and got ready for the Fourth of July parade. I wanted to see the hero of our town, sprinter Ted Winton. (She/He) would ride in a car. I decided to take my dog, Soupy. I put on her collar and tied a bow to (it/them). Then we raced ahead of the boys. Soupy and I wanted to get to the parade before (him/them).

I hoped the boys wouldn’t catch us. We ran toward the parade’s beginning. “Whoa, Soupy!” I called to her, but (she/they) kept running. Other dogs joined the chase. They barked as if (he/it) were a race. Band members grabbed (her/their) drums. The beauty queen lost (her/him) crown. A fireman tried to halt Soupy. She raced past (her/him), then leapt into a car.

The man in the car grinned at me. (He/They) said, “Some race! (He/It) was too close to call. How about a ride?”

So I got half my dream. Weren’t those boys surprised when (he/they) saw me with Sprintin’ Winton!

Write Idea: Imagine riding on a float in a parade. What do you see and do as you ride along? Write about the experience. Use singular and plural pronouns as well as masculine and feminine pronouns.
Spelling Worksheet

Hint: All the words in this puzzle have the “long a” or “long e” vowel sound.

Across
1. finding; uncovering
6. very important; primary
7. find; discover
9. insane; foolish
11. make; invent
13. play time; time away from work
14. responsibility; things expected; obligations
15. automobile fuel; petroleum
17. wash one’s body in a tub; to get clean
18. sickness; illness
19. 15; ten plus five

Down
2. person who reads; book lover
3. gave money that was owed
4. powerful; strong; forceful
5. measure; check the size of
8. order; straighten; organize
10. booklet published monthly; collection of articles
12. hold; have in them
14. rot
16. meat from cattle

arrange contain discovery gasoline paid
basic crazy disease locate reader
bathe create duty magazine recess
beef decay fifteen mighty survey
Spelling Worksheet  

Lesson 2

**Hint:** All the words in this puzzle have the “long i” or “long o” vowel sound.

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### Across

7. take charge of; require a certain kind of behavior of  
9. any study of observed and tested facts, such as biology or chemistry  
10. nothing; the point where counting begins  
11. three-sided geometric figure  
12. not deep; lacking in depth  
13. 12 a.m.; opposite of noon  
14. printed plan; list of events  
15. have the same ending sound  
16. almost all; mainly  
18. engine; device that supplies power  
19. split; cut into parts

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### Down

1. airplane trip; journey  
2. even if; in spite of the fact that  
3. enlargement; becoming a larger size  
4. carbon fuel made from wood; chunks of fuel for a barbecue  
5. correctly describe; tell what is  
6. written plan for writing a report, article, story, etc.  
7. weather; average weather conditions  
8. drawing that shows parts; picture with labels  
15. have the same ending sound  
17. robbed; took

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Although  
charcoal  
climate  
control  

Diagram  
divide  
flight  
growth  

Identify  
midnight  
mostly  
motor  

Outline  
program  
rhyme  
science  

Shallow  
stole  
triangle  
zero
Spelling Worksheet

Lesson 3

Hint: All the words in this puzzle have the “long u” or “oo” vowel sound.

Across
1. take away; make vanish; erase
4. to pick up dirt from a rug or carpet
11. teaching; schooling
12. accept as true; suppose; believe
13. anyone; anybody
14. written symbol for a number
15. make better
18. individual part; section
19. loudness; amount of sound

Down
1. usual; normal; routine
2. state of mind; feelings
3. relative who is a brother’s or sister’s son
5. street; way; boulevard
6. area that holds everything; total area of creation
7. answer; explanation; key
8. what person
9. statue or other structure built in honor of something or someone
10. nearly always; most times
16. learner; student
17. sight; vision

assume
avenue
education
improve
monument
mood
nephew
numeral
pupil
regular
remove
solution
unit
universe
vacuum
view
volume
whenever
whom

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Spelling Worksheet

Lesson 4

Hint: All the words in this puzzle have the *ie* or *ei* spelling pattern.

Across
1. better feeling; lessening of discomfort
3. shipped goods; cargo; merchandise moved by boat
11. one or the other of; a choice of
12. relative that is a sister’s or brother’s daughter
13. hard to accept as true
14. strange; odd; unusual
15. robbers; crooks; burglars
16. 80; the number one higher than seventy-nine
19. get; gain; take delivery of
20. top of the room; underside of the roof

Down
2. start of wild country; unexplored places
4. 18; two times nine
5. gain by effort; win; accomplish
6. sled; vehicle with runners
7. stab; put a hole through
8. short; quick
9. front car window
10. large animals with antlers
17. great sorrow; unhappiness
18. give way; give in to; wait for

achieve eighty grief reindeer unbelievable
brief either niece relief weird
ceiling freight pierce sleigh windshield
eighteen frontier receive thieves yield
Spelling Worksheet

Lesson 5

Hint: All the words in this puzzle have the sounds you hear in the words jaw, joy, or out.

Across
4. wide; large from side to side
6. dust-like material; substance made up of tiny particles
9. grassy ground; green yard
13. letter of the alphabet in the group that includes a, e, i, o, u
14. car; vehicle
15. stop briefly; halt; cease; rest
16. tell everyone; say out loud to people
18. one person’s batch of money in the bank
19. away from the center; from the middle; toward the edge
20. reason for something; event that makes something happen

Down
1. very, very many; innumerable; too many to know the number of
2. say the sound of; produce by voice
3. but; nevertheless; on the other hand
5. made as part of a picture; illustrated; sketched
7. man or woman in space; person inside a rocket
8. to name for an office; select
10. sum; figure
11. put to work; hire
12. toward the bottom; to a lower position
17. faithful; trustworthy

account astronaut countless however pause
amount automobile downward lawn powder
announce broad drawn loyal pronounce
appoint cause drawn employ outward vowel

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**Hint:** All the words in this puzzle have short vowel sounds followed by an r.

**Across**

8. take apart; divide  
9. a number found by adding up figures and dividing by the number of figures  
10. information diagram; graph  
12. find out; figure out  
13. fireside; area around the fireplace  
14. fright; terror; fear  
15. magazine piece; informational story  
16. politeness; treating people in thoughtful ways  
17. control or manage; be in charge of; guide  
18. officer; person with rank

**Down**

1. reason; aim; goal  
2. up-to-date; current  
3. opposite of western  
4. power; strength  
5. not safe; harmful; threatening  
6. objects such as tables, chairs, etc.  
7. the outdoor world; the environment  
9. later; following  
10. soothe; reassure; make someone feel better  
11. something built; constructed object; composition

**Words for the Puzzle**

- afterward  
- article  
- average  
- chart  
- comfort  
- courtesy  
- dangerous  
- determine  
- direct  
- eastern  
- energy  
- furniture  
- hearth  
- modern  
- nature  
- purpose  
- separate  
- sergeant  
- structure
**Spelling Worksheet**

**Lesson 7**

**Hint:** All the words in this puzzle have long vowel sounds followed by an *r*.

---

**Across**

8. tell what happened; give information
9. facts and figures; data
12. make a point; gain a point
15. figure with four equal sides and angles
17. frame; rim; edge
18. more than one; two or more
19. the place where a judge rules; the place of justice
20. whole; total; complete

**Down**

1. sweet, sticky liquid; thick sugary substance
2. farm that raises milk cows; place that sells milk and butter
3. book with an alphabetical listing of words and their definitions
4. raised floor; stage; stand
5. cloth; fabric
6. loss of hope; discouragement
7. different kinds of; a mix of
10. guess based on observation; idea based on some knowledge but not proven
11. something amazing; a wonder
13. a space capsule’s path; a satellite’s track; the path a planet follows
14. to last; continue; go on
16. amount equal to two pints; amount equal to four cups

---

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| border | dictionary | material | plural | square |
| court | endure | miracle | quart | syrup |
| dairy | entire | orbit | report | theory |
| despair | information | platform | score | various |
**Spelling Worksheet**

**Lesson 8**

**Hint:** All the words in this puzzle end with unstressed syllables that have the schwa sound. The schwa sound is the underlined vowel wound in the words *bugle*, *fable*, *rumble*, and *shovel*.

---

**Across**

4. twice as much; two times the amount
6. small stones; pebbles; little rocks
10. sample; model; typical one of the kind
11. shell-backed reptile with four short legs and a tough beak
15. four-footed desert animal with a hump
16. large, strong bird; national bird of the U.S.
17. make a home; dwell
18. joint between the foot and leg
19. even; straight; flat
20. elastic body tissue that gives the power to move

**Down**

1. means of transportation; device for getting from one place to another
2. wooden container; tall tub that holds liquid
3. bunch; group; packet; pile
5. light and soft; mild; tender
7. toward the middle; between the sides
8. move a boat; use the oars
9. two persons; pair of people
12. underground passageway; hole through the earth
13. typical example; illustration; model
14. slender pin used to pull thread through cloth when sewing

ankle  barrel  bundle  camel  central  couple  double  eagle  example  gentle  level  example  muscle  needle  paddle  sample  settle  tunnel  turtle  vehicle

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Spelling Worksheet

Lesson 9

Hint: All the words in this puzzle have a g that stands for the “j” sound.

Across
4. harm; injury
6. a course about the places on the earth
9. come out; appear
10. a building for safekeeping; a protected place
14. support; effort to give a person hope
15. a way to get even; repayment for the injury
16. kindly; mildly; softly
18. wave; movement of a hand
19. person who decides the punishment of criminals; officer of the court

Down
1. directing others; overseeing other workers
2. plant that is eaten; plant grown for food
3. dare; call to a contest
5. business representative; person who acts in place of another person
7. inheritance; background; birthright
8. usually; at most times
11. brave; gallant
12. leap quickly; dive
13. wild; fierce
15. grassland; prairie
17. cabin; extra home

agent  emerge  geography  lodge  revenge
challenge  encouragement  gesture  management  savage
courageous  generally  heritage  plunge  storage
damage  gently  judge  range  vegetable


Spelling Worksheet  

**Lesson 10**

**Hint:** All the words in this puzzle have “silent” letters or double consonants.

---

**Across**

1. feel unsure of; feel uncertain of  
9. explosive shell; weapon that bursts  
11. ordinary; usual  
12. made to feel sorry; let down  
15. body part between the hand and the arm; joint at the end of the arm  
16. regular beat; pattern  
18. lock or pin down; attached or shut securely  
19. speaker; person who tells information, especially on television or radio  
20. push against; push down on

---

**Down**

2. not known; strange; unfamiliar  
3. the orange-colored metal used in pennies  
4. lines the same distance apart that never meet  
5. more than good; a degree beyond good  
6. movable set of steps or rungs that a person can climb  
7. used to fight; were in conflict  
8. soft flour mixture that is baked to make bread products  
10. put on paper; printed; formed with a pen or pencil  
13. strike with force  
14. be important; make a difference  
17. truthful; trustworthy

---

announcer  common  dough  ladder  rhythm  
attack  copper  fasten  matter  unknown  
better  disappointed  fought  parallel  wrist  
bomb  doubt  honest  press  written

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Spelling Worksheet

Lesson 11

*Hint:* All the words in this puzzle are compound words.

**Across**
4. school book; book read in class
9. walled space; fenced-in area
10. student record book; place to write facts
11. molasses cake; sweet, dark cookie or cake
12. person who protects swimmers; swimmer who saves others
13. place where dishes are kept; cabinet
14. flying machine; airplane, helicopter, jet, etc.
15. in a different way; in another way
16. private path for cars; pathway leading to a garage entrance

**Down**
1. fried cake; ring-shaped sweet food
2. the way a particular person puts words on paper with a pencil or pen
3. untamed animals; creatures who live in the forests
5. distant part of the view; faraway part of a picture
6. even so; anyway
7. complete costume; set of clothing
8. a small eating tool; utensil
9. flat surface to write on with white sticks made of pressed powder

**Vocabulary**
- aircraft
- background
- chalkboard
- courtyard
- cupboard
- doughnut
- driveway
- gingerbread
- handwriting
- ice-skating
- lifeguard
- nevertheless
- notebook
- otherwise
- outfit
- teaspoon
- textbook
- Thanksgiving
- watermelon
- wildlife

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## Spelling Worksheet

**Lesson 12**

**Hint:** All the words in this puzzle are compound words.

---

### Across
1. in the opposite direction from northeast
2. company that runs a flying service
3. rope for hanging wash
4. 25
5. fail to see; ignore; skip over
6. slate mounted on the wall; vertical writing surface

### Down
1. train; train service
train
2. carriage; horse-drawn vehicle
3. steps; flight of steps
4. satellite; rocket ship; vehicle that travels outside the earth’s atmosphere
5. person who shoes horses; metal worker
6. antique; not modern; in the style of the past
7. scenery; natural surroundings
8. building where items are kept until needed
9. you and you alone
10. on our own
11. a sweet, juicy fruit grown in warm areas, often canned

---

**Words:**
- airline
- blackboard
- blacksmith
- clothesline
- landscape
- old-fashioned
- ourselves
- outstanding
- overlook
- pineapple
- railway
- staircase
- southwest
- spacecraft
- stagecoach
- twenty-five
- worthwhile
- warehouse
- wheelbarrow

---

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Spelling Worksheet
Lesson 13

Hint: All the words in this puzzle are words that people often confuse with other words.

Across
2. dock; landing place
3. suffering; grief; injury
6. borrowed sum of money; temporary financial help
7. straight up and down; very steep
9. victim; creature that another creature hunts
10. fly upward; rise up
11. part of a flower; piece of a blossom
12. point of view; aspect; viewpoint
13. owed; required
14. piece of beef; sirloin
15. morning dampness; moisture from the air

Down
1. winged spirit; saint; cherub
2. look closely; stare
4. sheet of glass
5. pointed stick; post
7. cut; clip
8. single; without company
9. speak to God; communicate with the Lord
11. foot control; lever worked by foot
14. painful and tender; hurting

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Spelling Worksheet  

Lesson 14

**hint:** All the words in this puzzle are words that people often confuse with other words.

**across**
1. displayed for; set before
4. person under age; young person; non-adult
6. location; spot; position
8. carry; lift
9. permitted; legal
10. little insect; bug
12. bird such as chicken, turky, or duck
13. two of a kind; two matching items
14. run away; escape
15. electric wire; cable

**down**
1. gleamed; glowed; sent out a beam of light
2. not imitation; genuine; true
3. outside the playing lines
4. person who digs coal; underground worker
5. spool
7. group of musical notes
8. long narrow passageway; walkway to the rooms
9. in a voice that can be heard
11. spectacle; view
13. sweet, juicy fruit larger at one end than the other

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<th>allowed</th>
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<th>hall</th>
<th>pair</th>
<th>shone</th>
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<td>fowl</td>
<td>minor</td>
<td>reel</td>
<td>site</td>
</tr>
</tbody>
</table>
Spelling Worksheet

Lesson 15

Hint: All the words in this puzzle are the plural forms of nouns.

Across
6. tunes; songs
8. vehicles that a car or truck pulls; carts, wagons, etc., that follow behind
13. postponements; periods of waiting
14. winners; victors; ones who came out ahead
16. cutting tools; utensils for carving
18. showings; exhibitions
19. necessary equipment; needed materials
20. questions; examples to be solved; puzzles

Down
1. parts of a shirt that cover the arms
2. pictures taken with a camera; snapshots
3. pictures made with radiation; pictures of bones used by a doctor
4. sweet-smelling, trumpet-shaped flowers
5. very brave people; people of courage
7. devices that turn things on and off
9. red or white roots that are eaten raw
10. shaped chunks; oblong blocks of bread
11. things that you hold over your head to protect you from rain
12. persons who saw something happen; persons who retell events in court
15. 60ths of an hour; units of time that equal 60 seconds
17. repeated sounds caused by sound waves bouncing off of something

champions  heroes  melodies  radishes  trailers
delays  knives  minutes  sleeves  umbrellas
displays  lilies  photos  supplies  witnesses
echoes  loaves  problems  switches  x-rays

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Spelling Worksheet  

Lesson 16

**Hint:** All the words in this puzzle have suffixes that begin with vowels.

---

Across
1. giving out light; glowing
2. moving through the water; splashing about
3. dripping blood; showing blood
4. doing again and again; exercising; rehearsing
5. brought back to mind; thought
6. covered; enclosed; packaged
7. going down; sinking
8. talked; spoke informally

---

Down
1. squirted; sprinkled
2. louder; more rackety
3. trying to learn; reading carefully
4. wedded; united in matrimony
5. failing to win; being defeated
6. developed as a place for people to live; settled
7. imagined; thought
8. got in; came
9. taking a bath; getting clean
10. stayed; remained; sat
11. arrived
civilized
practicing
shining
swimming
bathing
losing
remembered
sprayed
waited
bleeding
married
satisfied
studying
wondering
chatted
noisier
setting
supposed
wrapped

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Spelling Worksheet

Lesson 17

Hint: All the words in this puzzle have suffixes that begin with consonants.

Across
1. helpful; of service; handy
3. happy; full of glee; in good spirits
9. really; in fact; truly
10. strong; mighty; not weak
11. good intentions; consideration; a nice manner
12. right now; at once
15. with caution; in a watchful way; with close attention
17. time of not feeling well; ill period
18. a great quantity; abundant
19. with rage; with fury
20. particularly; more than one would expect

Down
2. honestly; not falsely; truly
4. to go on forever; without a stop
5. feeling a need for others; wanting company
6. fun; pleasure; joy
7. calm; soothing; good for rest
8. little by little; not all at once
13. of no value; without worth
14. every day; always
16. wanting company; feeling as if one is not visited much

actually
daily
gradually
lonely
sickness
angrily
endless
immediately
peaceful
sincerely
carefully
enjoyment
kindness
plentiful
useful
cheerful
especially
loneliness
powerful
useless

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SPE17B
Spelling Worksheet

Lesson 18

Hint: All the words in this puzzle have the suffixes -er, -or, or -ar.

Across
3. house robber; thief
6. table server; person who brings food
9. person who helps run a boat; person who works on a ship; boat crew member
13. person who does not tell the truth; dishonest person
16. maker
18. army leader; military person with the power to give orders
19. one who moves around; journeyer; wanderer
20. person who works for the telephone company; person who helps on the phone

Down
1. one who pays a price to get something; purchaser
2. person who buys and sells; trader
4. scientist who studies stars and the heavens
5. person who tells the news; one who gives current information
7. holder; something into which other things can be put
8. leader; military person in charge
10. guest; someone who comes to pay a call
11. spinning blade; the part that makes an airplane or submarine move
12. person who makes movies; person who puts out films
14. person who creates things; designer of machines
15. sound reproducer; device that sends out electronic sounds
17. person who lives on gifts; person who asks another for money

astronomer
beggar
burglar
buyer
commander
container
dealer
inventor
liar
manufacturer
officer
operator
producer
propeller
reporter
sailor
speaker
traveler
visitor
waiter

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Spelling Worksheet

Lesson 19

Hint: All the words in this puzzle have the suffixes -tion or -sion.

Across
1. way to go; course to follow
6. loud sound; boom
11. beginning; first part
12. something happening; physical movement
13. summing up numbers; totaling figures
14. close listening; focus; concentration
15. mixed-up condition; unclear state

Down
1. meaning; explanatory statement
2. talk about; speak of
3. family tie; way of being related
4. overthrow of the government; rebellion
5. watching; looking; studying with the eyes
6. investigation; looking into
7. selection by vote; casting of ballots
8. important errand; task
9. cutting into parts; separating
10. part of a whole number; a number such as \( \frac{1}{2}, \frac{1}{3}, \frac{1}{8} \), etc.

action  definition  examination  fraction  observation
addition  direction  expedition  introduction  pronunciation
attention  division  exploration  mention  relationship
confusion  election  explosion  mission  revolution

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**Spelling Worksheet**

**Lesson 20**

**Hint:** All the words in this puzzle have the suffixes *-able, -ible, -ant* or *-ent.*

### Across

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>successful; victorious</td>
<td>9</td>
<td>a non-vowel letter, such as [b], [c], [d], or [f]</td>
<td>12</td>
<td>important; needing or demanding immediate attention</td>
<td>14</td>
<td>refined; tasteful</td>
<td>15</td>
<td>clear; easily seen through</td>
<td>16</td>
<td>unseen; out of sight</td>
<td>17</td>
<td>willing to mind; cooperative</td>
<td>18</td>
<td>regular; happening often</td>
</tr>
</tbody>
</table>

### Down

<p>| | | | | | | | | | | | | | | |</p>
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<thead>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>honest; moral</td>
<td>2</td>
<td>empty; not occupied</td>
<td>3</td>
<td>clear; visible; obvious</td>
<td>4</td>
<td>second; moment</td>
<td>6</td>
<td>deserving credit or blame</td>
<td>7</td>
<td>word part; sound</td>
<td>8</td>
<td>unhappy; despairing</td>
<td>10</td>
</tr>
</tbody>
</table>

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apparent  frequent  miserable  student  triumphant  
consonant  honorable  obedient  syllable  unpleasant  
dependable  instant  responsible  tournament  urgent  
elegant  invisible  sensible  transparent  vacant
**Spelling Worksheet**

**Lesson 21**

*Hint:* All the words in this puzzle are contractions.

**Across**

4. contraction of has not  
5. contraction of you will  
6. contraction of we have  
9. contraction of who is  
11. contraction of should not  
12. contraction of she would  
13. contraction of she will  
14. contraction of they would  
16. contraction of were not  
17. contraction of had not  
18. contraction of cannot

**Down**

1. contraction of madam (a lady)  
2. contraction of where is  
3. contraction of does not  
6. contraction of we would  
7. contraction of have not  
8. contraction of could not  
9. contraction of was not  
10. contraction of would not  
15. contraction of here is

---

can’t  hasn’t  she’d  wasn’t  where’s  
couldn’t  haven’t  she’ll  we’d  who’s  
doesn’t  here’s  shouldn’t  we’ve  wouldn’t  
hadn’t  ma’am  they’d  weren’t  you’ll
Spelling Worksheet

Lesson 22

Hint: All the words in this puzzle are the possessive forms of singular or plural nouns.

Across
3. of the people; belonging to the citizens
6. of human beings
7. belonging to a country
14. belonging to an artificial object that is orbiting the earth
16. belonging to married women
17. belonging to females that have the same mother or father as one’s self
18. belonging to a male that has the same mother or father as one’s self
19. belonging to an adult male

Down
1. belonging to the instructor
2. for young girls and boys

3. of an industry or other organization meant to make money
4. of an industry or other organization meant to make money
5. belonging to the children of one’s uncle and aunt
6. belonging to the king and queen’s daughter
7. belonging to no one; not belonging to anybody
8. belonging to no one; not belonging to anybody
9. belonging to a place where sick or injured people are treated and cared for
10. belonging to machines that seem like people
11. belonging to a sports player
12. belonging to young dogs
13. of long-legged African birds that cannot fly
14. of the person that something belongs to; belonging to the person who owns it

athlete’s cousin’s nobody’s princess’s satellite’s
brother’s hospital’s ostriches’ public’s sisters’
business’s man’s owner’s puppies’ teacher’s
children’s nation’s people’s robots’ wives’

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Spelling Worksheet  

Lesson 23

**Hint:** All the words in this puzzle are words that most people find hard to spell.

**Across**
1. leaves used for smoking products  
2. 9th; between 8th and 10th  
3. a candy made from cacao beans  
4. collision; crash  
5. conduct; way of acting  
6. person known; someone met  
7. pay close attention; focus; think hard about  
8. umbrella-shaped fabric device that breaks the free fall of a flyer  
9. et cetera; and so on; and so forth  
10. characteristic; like others  
11. how long; measurement from one end to the other  
12. in order of ABCs; in a way that follows the letters of the alphabet  
13. very great; enormous  
14. stuff for sweetening; sweet powder from cane or beets  
15. map line dividing earth; circle around a globe that divides north and south  
16. announcement; broadcast; notice; report  
17. foolishness; senselessness  
18. the study of numbers; math

**Down**
1. accident arithmetic concentrate length sugar  
2. acquaintance behavior environment ninth tobacco  
3. alphabetical bulletin equator nonsense tremendous  
4. anxious chocolate etc. parachute typical

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Spelling Worksheet  

Lesson 24

**Hint:** All the words in this puzzle are words that most people find hard to spell.

### Across

2. help; aid; support  
5. bad storm; weather system with strong winds and heavy rain  
10. eagerness to learn; desire to know  
11. expert; not an amateur; one who is specially trained and usually paid  
13. condition of air coming from the lungs in short, sharp bursts  
14. mystery; uncertainty; a state of not knowing what will happen  
15. food and supply; household goods  
16. hurt; be in pain; be sore  
17. clumsy; stumbling

### Down

1. annoyance; bother  
2. to value highly; care about; know the worth of  
3. the first; the beginning one; the initial one  
4. show; presentation; appearance  
5. parallel to the ground; going across  
6. now and then; every so often; once in a while  
7. greatly detailed; highly specific  
8. long, sharp-bladed weapon  
9. ability to learn; mental power  
12. face between eyes and hair; upper part of the face

ache  
appreciate  
assistance  
awkward  
cough  
curiosity  
forehead  
grocery  
horizontal  
hurricane  
intelligence  
mathematics  
nuisance  
occasional  
original  
performance  
professional  
suspense  
sword  
technical
The following are the answer keys for *SkillsTutor* Language Arts B worksheets. The correct answers for Capitalization, Punctuation, and Usage worksheets appear in bold. The completed crossword puzzles for Spelling worksheets are shown.
Yesterday, our school had an unusual speaker. His name was Grant U. Hope. He said that we could each have three wishes. He told us he knew the magic to make dreams come true. “I don’t believe you can do that, Mr. Hope,” I said. Then, he invited me up on stage.

“You are Marie P. Amos, daughter of Mr. Juan J. Amos and Dr. Rita R. Amos, are you not?” he asked.

Startled, I said, “Yes, I’m Marie.” “Tell us your wishes, Ms. Amos, and they may come true,” he said. I regretted that I’d said anything. What on earth would my three wishes be?

“I wish we had a nice, clean playground for our school,” I said. Suddenly, my friend Toni started cheering. Even my teacher, Ms. Robb, and the principal, Mr. Stiller, clapped. Then, I thought of my friend Mike, who cleaned up the park with his cousin, Willy B. Hays. “I wish people would take care of the trees and water,” I said. “The last wish I’m making is for myself,” I said. “I want to explore the undersea world like Jacques Cousteau.” “Your wishes can happen, Ms. Amos,” explained Mr. Hope. “The magic to make them come true is within you.”

At recess, Lily and Mario had a contest on telling tall tales. “Once I met a man so immense,” Lily said, “that he used skyscrapers for armrests. His footsteps made ponds when it rained.” “Right!” replied Mario. “The river,” he said, “is where the man dragged his foot.” He thought for a moment and said, “My cat was so thin, you couldn’t see it when it turned sideways.”

Lily quickly responded, “Yes, when it was a young kitten, it slept in an envelope.” Then she smiled and asked, “How about the girl who ran so fast, her shadow couldn’t keep up with her?”

“That girl was so speedy,” Mario said, “that when she ran to the store she could meet herself coming home.” Both Lily and Mario were suddenly quiet. Each wondered who would be the first to say, “That’s not true.” Mario began again, “There was the time you ate all the cupcakes at the class picnic. Your side of the bus sank eight feet in the mud.” He laughed.

“I won those cupcakes for being the best tale teller,” Lily answered, “and I’m still the best!” Mario cried, “That’s not true!” Lily said, “I win.”

Dear Granddad,

Would you come to our Career Fair? My friends would like to hear how you train people to be parachute jumpers.

Love,
Allan

Dear Mrs. Roberts,

You have such an interesting job! Please come to our school and tell us about being an astronaut.

Yours truly,
Carla

Dear Dr. Park,

Our Career Fair is next month. Would you come and tell us about your work with animals? It must be fun to be a veterinarian!

Very truly yours,
Tom Baxter

Dear Kathy,

Please come to our Career Fair. My friends want to hear about your job as a mountain guide.

Your friend,
Jodi

Dear Mrs. Tobias,

We listen to your radio program all the time! Please come to our Career Fair and tell us what it’s like to be a disc jockey.

Sincerely yours,
Jenny Irving

Dear Mom and Dad,

I won’t be home until 5:30 today. We’re setting up the booths for our Career Fair. I’ll see you then!

All my love,
Kevin
Where do your travel dreams take you? There are so many places to visit.

Do you dream of taking a trip around **America**? You could visit **Wall Street** in New York City. You could drive across the Golden Gate **Bridge** in San Francisco or visit the **White House** in Washington, D.C. You could surf at **Waikiki Beach** in Hawaii.

How would you like to ride down the Grand **Canyon** on a mule or shoot the rapids on the Colorado **River**? Perhaps you’d prefer to listen to jazz music in **New Orleans** or watch a rodeo in **Texas**. Think of all the possibilities!

Maybe you dream of going to **Europe**. You could watch the parades at **London's Buckingham Palace**. You could climb the **Eiffel Tower** in Paris. You could hike the **Alps** in **Switzerland** or walk along the ancient **Appian Way** in **Rome**.

Maybe your dreams take you to much more adventurous, faraway places. Do you imagine yourself climbing to the top of **Mount Everest** or exploring the **Lascaux Cave**? Would you like to visit **Antarctica** or join a dogsled team to the **North Pole**?

Maybe you even dream of going to the moon. Wherever you go, have a good trip!

Dorry and I were all ready for Saturday’s **Halloween** party by **Tuesday** afternoon. We had bought the food and planned the games. I just had to decide what kind of costume to wear.

Dorry said not to wear something typical. “No **Thanksgiving** turkeys or **Easter** rabbit!” she warned. She wanted our image to be unique. “This is no April Fools’ **Day** party, you know.”

Dad said I could stick words like “**Sunday**” and “**June**” all over myself and go as a calendar. I didn’t think that would impress Dorry. With **October** 31 only days away, I had to work fast.

Wednesday night I dreamed of being a candidate like one I saw on Election **Day**. When I woke up that seemed silly, so I decided to make a huge candy box and go as **Valentine’s Day**. I could buy my supplies after baby-sitting on **Thursday**. I had **Friday** night to make the costume. Saturday was set-up day for the party. I was cutting it close.

In the end, it was easier just to wear my four-leaf clover outfit. I had made it in **March** for the parade on **St. Patrick’s Day**. Even Dorry liked it. Next year, though, I’m going to start planning my **Halloween** costume in **August**.

For Grandma’s 80th birthday, we all came with special mementos. Dad had the newspaper **City Times** with a photo of Grandma at age 15. Uncle Bill brought a video of the movie **Mother Wore Blue**. On his flute, Grandpa played “**Always**,” for he always loved Grandma.

Aunt Rita brought the books **Heidi** and **Little Women**. Grandma once read them to her. I brought the magazine **Cook's Digest**. My sister had the newspaper **The Morning Post**. Both had published Grandma’s recipes. Uncle Dan, a writer for the magazine **Science News**, brought an immense book.

This huge book was really two books bound together. The first was **Webster’s Dictionary**. The other was a volume of **The World Book Encyclopedia**. Uncle Dan said he thanked Grandma for showing him how to use reference books. Using them got him started as a reporter for **The Daily Post**.

Aunt Marie brought tickets to Grandma’s favorite movie, **Fantasia**. Aunt Lily had a music box that played the tunes “**Happiness**” and “**Memories**.”

Lastly, Grandma received the magazine **Travel and Leisure**. In it was our final gift, tickets for a trip around the world.
Megan gazed out the window of Salem Hospital. Since she had broken her leg, nothing cheered her up. Friends from Hillside Elementary School and Milford Middle School had signed her cast. Her mother's boss at General Electric Company sent flowers. Nothing helped.

Then, Uncle Bert called. As a boy, Uncle Bert had fixed lamps at Ed's Electric Shop. Later, he worked his way through Amherst College by fixing computers for Davis Electronics Service. Now he was president of American Robot Company. "Tomorrow," he said, "prepare to meet your weirdest friend ever."

When Uncle Bert came the next day, he had a pizza from Pizza Hut. "I was going to bring a book on Lily Computer Company from Harkman Library," he said. "Then, I thought pizza might be better."

"This is great," said Megan. "Now I don't miss Milford Middle School so much, but where is the weird friend?"

Suddenly, a robot strolled into her room. It demanded a slice of pizza. "Don't feed him," warned Uncle Bert. "When we visited Miller High School, he wanted pie. He likes McDonald's, too."

"Yes, when I get a stomachache I go to Westview Hospital," said the robot.

Hello, folks! Welcome to the planet Oynkz! I’m your host for this World Travelers Agency tour. All Americans, both Democrats and Republicans, please step to my left. All Europeans stand on my right. We have assigned you tour guides that speak your native languages.

I work at the Office of Alien Tours. Today, I’ll introduce you to our culture. We’ll visit an art show. Then we’ll eat an old-time feast of rice and fish. Tonight, we’ll attend a religious service at Xynti Cathedral. Our religion is similar to Buddhism. I’m sure you will enjoy our Xynti chants.

I hope to tour your planet, too. I belong to the Space Travelers Club and the Friends of Earth Society, you know.

What if Americans saw me on their planet? Do you think they would be afraid? Would I be watched by the New York City Police Department or the Federal Bureau of Investigation? We would not harm a human. Our religion, Xyntiism, promotes peace and understanding.

Someday, perhaps, I will visit. Then Egyptians can show me their pyramids, and Australians can show me their kangaroos. For now, my friends, enjoy your tour.

Here in the East, each season offers us something new. In spring, bright flowers are sprinkled everywhere. We make daisy chains with Aunt Marie, who visits every year from the South.

Then, summer brings hot, sunny days. At night, we enjoy the breeze on the porch. My mother and I sit facing west to see the sun set in pinks and golds.

Suddenly, cooler north winds whip across our yard. I like the smells and sounds of autumn. Afternoons, Grandma makes soup in the kitchen. At dusk, my dad and I swish through leaves to stack wood for the coming winter.

When the fierce winter winds blow, we gather around our toasty fireplace. Because I live in the North, I think of winter as three months of bitter cold.

Yet south of us, the winter months seem more like spring or summer to me. My aunt, who lives in the South, swims when I sled. When I throw snowballs, Aunt Marie picks oranges.

Last winter, I went on vacation with my grandfather. We flew to Texas and then drove west. We didn’t swim or sled, but took long hikes. We saw broad deserts and towers of red rock. The sky was as warm and clear as Grandpa’s eyes.
Toby’s German shepherd, Max, looked depressed. “How about Irish stew for dinner?” Toby asked. Max wouldn’t eat.

“Why on earth are you so sad?” asked Toby. “You’re looking at me like I’m from Mars. Would you like to go for a walk? I’ll do my Spanish and science homework later.” Max just ignored him.

The next day, Toby was awakened by the sun. “I have to hurry,” he told Max. “I can’t be late for art class. Why don’t you visit your friend, the French poodle, today?” Max sighed.

Toby called, “I’ll bring you Italian meatballs for dinner!” Max didn’t notice.

Toby’s mind drifted in history class. In English class, he thought Max might be afraid of the Siamese cat next door.

In Math II, he asked Carlos, “What on earth would make a dog behave that way?”

“The Moon is in line with Jupiter and Saturn,” Carlos said. “Maybe a mystical force is controlling him! Seriously, though, you could try feeding him French toast. My dog loves it!”

When Toby ran home, Max looked as excited as a Mexican jumping bean. Toby’s broken television had been fixed. Max sat on the sofa wagging his tail. He was watching his favorite show, “Lassie!”

Have you heard of the Seven Wonders of the ancient world? Only one of the Seven Wonders still exists. It is the Pyramids of Giza in Egypt. The biggest was built long ago for King Khufu. It is huge! You could park ten modern jumbo jets inside. That’s big! How did ancient people ever build it without bulldozers and cranes?

Another wonder was the Colossus of Rhodes. It was a bronze statue of the sun god Helios and stood over 100 feet tall. Imagine that!

Can you name any other ancient wonders?

The Statue of Zeus at Olympia was another wonder of the ancient world. It was beautiful! Housed in a huge temple, it lasted for 800 years. What happened then? A Roman commander destroyed it. What a mess that must have been!

Have you heard of the Hanging Gardens of Babylon? King Nebuchadnezzar built them for a mountain princess who didn't like the flat lands of Babylon. Imagine how long they took to water!

Today’s world is also full of spectacular things. What things are modern wonders to you?

Jan. 28, 1996
B. B. Wolf, Jr.
11 Grandma Hwy.
Woodsman’s Hills, PA 18964

Dear Mr. Wolf:
I am writing on behalf of Miss Red R. Hood. We know you impersonated her grandmother. We have a witness. Poor Miss Hood has suffered greatly. Dr. Justin Time is treating her now. Please send $500. The firm of Longtooth and Longtooth Inc. will not give up.

Yours truly,
Sue Themall, Attorney

Feb. 1, 1996
Sue Themall
Lawyer Hwy.
Courthouse, WY 83124

Dear Miss Themall,
My insurance company and I are glad to hear from you. You see, Miss Hood’s grandmother was careless. I stubbed my toe on a jug she left on her steps. Dr. D. Troit, Sr. is treating me. Please send Sheep’s Clothing Insurance Corp. one million dollars.

Sincerely,
Ben Wolf, Jr.
May 1927 was the month Lindbergh made his courageous flight from New York to Paris. First, he flew from San Diego, California, to Saint Louis, Missouri, where he showed the plane to his sponsors. On May 12, 1927, he finally arrived in New York. Then, he waited for good flying weather.

May 20, 1927, dawned clear and bright, and Charles Lindbergh took off from Garden City, New York. In the twentieth hour of his flight, he dozed, and his plane dove and rolled. He awakened, and 13 hours later, landed in Paris on May 21, 1927.

A year after Lindbergh’s flight, Amelia Earhart, with two men, flew from Boston, Massachusetts, to Wales. But that wasn’t enough excitement for her. On January 12, 1935, she made the first flight ever from Honolulu, Hawaii, to Oakland, California. She flew it alone. Later, she became the first person to solo from Mexico to Newark, New Jersey.

She and pilot Fred Noonan started a trip around the world in June 1937. They flew eastward, and by July 1, 1937, they reached New Guinea. Sadly, their last radio message was a garbled one near Howland Island on July 3, 1937.

Dear Gina,
Here’s an interesting fact for your book about baseball legends. The umpire used to sit in a soft chair behind the catcher!

Sincerely,
Ralph

Dear Ralph,
Here’s more baseball history. In the early days, a fielder had to hit a runner with the ball to get him out.

Your friend,
Gina

Dear Sir or Madam:
I hope you’ll want to publish this book I’ve written on baseball legends.

Yours truly,
Gina Fall

Dear Miss Fall:
We’re happy to publish your book. You should mention one of the first historic games. In 1826, the New York Nine beat the Knickerbockers 23 to 1.

Very truly yours,
Roger Bacon, Editor

What’s next? I can throw away my collection of straw, felt, paper, and wool hats. Oh, wait! They’ll be great for a costume party or a school play. What about this fish tank, colored stones, and seashells? All I need is the fish! I’m still saving my money for them.

It’s almost lunchtime. I better hurry! Let’s see. I can throw my dirty clothes under the bed, in the dresser, and in the closet. I can skate, glide, spin, and twirl around the room on an old shirt. Now, I don’t have to sweep!

“I’m finished, Mom!” I shout. So, why does my room still look messy?
“Hi, Mom. I’m at the mall.”

“I was getting worried,” the woman said into the phone. “Your aunt, the world traveler, is flying in for a few days. She assumes you’ll be here.”

The girl replied, “At breakfast this morning, I asked to go to the mall after getting groceries.”

“No, I told you, Dear, to come straight home. I have, meanwhile, been very worried about you.”

“Mom, you asked me to buy fish for dinner. Well, I did.”

“You know Aunt Jo doesn’t like fish.”

“Jo? Jo who? What number is this?”

“Rita, isn’t that you? If you’re not Rita, who is this?” the woman asked.

The girl replied, “I’m Kate. My mother, by the way, sounds just like you. Moms worry too much.”

“Yes, we do worry. Our mothers, your grandmothers, worried about us and said we’d worry about our children. They were right. We worry, Kate, because we love you. Well, someone is at my door. It’s either Rita or Aunt Jo.”

Kate said, “Sometime this week, can you have Rita call me? I bet we have enough in common to be good friends.”

Monsters live just in movies, right? Well, don’t be too sure. Some say that deep in one of Scotland’s lakes lives a monster. Thousands of people have seen it. Can it be that so many men’s eyes have fooled them?

Scientists’ opinions differ. Photos show something in the water. Is it the beast’s humped back rising above the lake’s surface? One picture shows a large, hazy outline like that of a brontosaurus.

Most people wouldn’t deny there’s something in the lake. Whatever it is, it’s known as the Loch Ness Monster.

The monster in Loch Ness isn’t very scary. It hasn’t hurt anyone. Most local people aren’t worried. In fact, they’ve nicknamed the beast “Nessie.”

Nessie’s fame has spread over the years. The monster stirs men’s curiosity, but tourists’ efforts to photograph it haven’t been successful. No one has been able to prove that Scotland’s best kept secret even exists. The lake’s bottom is so deep, underwater photos aren’t very clear.

Someday, tourists may capture the Loch Ness Monster with a video camera. Then, they’ll have a real monster movie.

My dad, the wise astronomer, says some people never change. When my Aunt Dove was a little girl, “Wild Ducks” was her favorite poem. She loved to hear the story “The Firebird.” For her piano recital, she learned to play “The Peacock’s Tail.”

In high school, she cut out articles from National Geographic like “Birds Above the Arctic Circle.” She wrote an article, “The Great Gray Owl,” for our newspaper. Her poem “Geese on the Wing” won a prize in college.

So where did Aunt Dove fly off to after college?

Her first stop was Florida. There she wrote an article, “The Flamingo Dream.” A poem she sent from Brazil is “Winged Hearts.” From Cape Horn, she mailed an article called “Albatross Aloft.” In China, she wrote my favorite story, “Birds of a Feather.” It’s about an aunt and her niece!

My dad, the astronomer, teases Aunt Dove about her birds, but yesterday she caught him. She found “Camping on Pluto,” a story he wrote in grade school. Later, we laughed when Grandma described his first-grade recital. He played “Twinkle, Twinkle, Little Star.” Some people never change.
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Dad told me how to earn some money. “We have old things we don’t use,” he said. “Let’s have a yard sale.”

I answered, “Maybe Mom will let me sell that monster plant.” I told him that it looked suspiciously like the one in the Plants of Prey horror movie.

“Ask her,” Dad advised, laughing. I asked Mom if I could sell her plant. She said to take the one in the den. I put the monster plant out front. A man bought it right away. Then Mom asked, “Where is my favorite plant? Which plant did you take?”

Then I realized my mistake.

A block away, I found the man. I told him that I needed the plant. He said that he had paid a fair price for it. “Aren’t you an honest businessman?” he asked.

I said that I was just a boy who had sold his mother’s favorite plant. I added, “I’ll be out of business if I don’t get it back.”

I asked if he were interested in a good deal. “I’ll give you your money back and something free from the sale,” I promised.

He looked over everything in the yard. Then he said, “I’d like that vase.” It was shaped like one in Plants of Prey.

Once there were two horses who worked on a farm. “I’m sick of work!” announced the gray horse one day.

“So, what do you plan to do about it?” asked the brown mare.

“I’m going to pretend to be lame,” said the gray horse, and he did.

“Poor Dobbin can’t work,” murmured the farmer, believing the pretense.

“How can you do this to me?” asked the exhausted brown mare every evening.

“You could go lame, too,” suggested the gray horse.

“No way!” said the mare. “I know better,” she declared.

The gray horse wondered what she meant. “Why don’t you trick the farmer, too?” he asked her the next morning.

“I don’t think that would be smart,” the mare commented as she went to work.

“Dobbin has been lame a long time,” the farmer said as he fed him an apple.

“Will they sell me?” Dobbin asked the brown mare that night.

“Not at all!” she replied.

“Then what?” begged Dobbin.

“They stop feeding apples to horses who can’t work,” said the mare.

“In that case, I’ve just recovered,” declared Dobbin. The mare smiled wisely.

Once there were two horses who worked on a farm. “I’m sick of work!” announced the gray horse one day.


Ann groaned. Then, she asked, “Well, how about you?”

Bob admitted, “I want to be a car mechanic or a comedian.”

“I think maybe you should stick to repairing cars,” Ann remarked.

“Why?” asked Bob.

Ann giggled. She declared, “I’ve heard your jokes, and I’m afraid you may have a broken funny bone!”

Bob laughed. He said, “I was going to be a teacher, but I hear many teachers have eye problems.”

Ann asked, “Really?”

Bob answered, “Yes. They can have trouble with their pupils!”

“That’s a joke with class!” Ann said.

Bob said, “Here’s another one. You want to be a farmer, Ann. If you win an award, guess what it will say?”

Ann asked, “What will it say?”

Bob said, “To someone who is outstanding in her field!”

“Oh, I give up!” Ann moaned. “You may be a comedian after all.”
“If this kite transported me to the 1990s,” Ben Franklin told Tim, “I have quite a predicament.”

“Please bring down your kite and come inside,” said Tim. “We’re expecting a lightning storm tonight.”

“That’s just what I need,” Franklin said, “to complete my experiment.”

“Please, Mr. Franklin,” Tim appealed, “bring down the kite and come inside.”

As they entered the house, Tim flicked the light switch, and Ben jumped.

“By glory!” he shouted. “How does one acquire such a ball of light?”

“Well,” said Tim, “we buy them.”

“Tim,” Ben said excitedly, “you have your own laboratory!”

“Really,” Tim replied, “this is just our kitchen.”

“That beaker and those ropes,” said Ben, “look like special equipment.”

“Actually,” Tim said, “that’s a blender, and those are electrical wires.”

“Do you mean,” Ben asked, “those wires actually carry electricity?”

Tim nodded yes.

“So, they carry electricity,” Ben said, “as a kite string can in a storm.”

“That’s why,” Tim said, “it’s not smart to fly a kite in a thunderstorm.”

Matthew Henson was a black (explorer/ explorers). Born in 1866, he was more adventurous than most (children/ children’s). At age 14, he signed on as a cabin (boy/ boys) on a steamer bound for China. That (ship’s/ ships’) route took him to many (cities/ cities’). With several (sailor’s/ sailors) help, Henson learned about survival. He also educated himself with many (book’s/ books) from the (captain’s/ captains) library.

When he returned, Henson needed work. Slavery had ended, but all black (American’s/ Americans’) choices were still limited. After looking for work in several men’s clothing stores, he was hired. That job eventually lead him into the Arctic.

One (day/ days), Robert Peary, an explorer, walked into the store. He hired Henson as his assistant. The two (man’s/ men’s) partnership would last for 20 (year’s/ years’).

Peary wanted to be the first to reach the North Pole. Henson came to share his (friend/ friend’s) dream. Many other (explorer’s/ explorers’) attempts to reach the North Pole had failed. Though Henson and Peary made six failed (attempt/ attempts), they refused to be beaten by the (Arctic’s/ Arctic’s) cold and unfriendly environment.

Henson made all the (natives/ natives’) survival skills a part of their plans. As a result, they were the first (men/ men’s) to reach the North Pole.

Rami told Mrs. Dean it might snow Friday, so we couldn’t take our test. She smiled and said Friday was April 1.

It began to storm at midday on Thursday, but it was only freezing rain. Since the pavement grew icy and treacherous, Rami and I walked home slowly. We could hear the trees cracking, and every twig was a crystal stick.

After the snow began to fall, our backyards glistened in the night. When the weatherman called for two inches, Rami predicted six. I predicted no math test and the best April Fools’ Day ever.

I awoke and found snow piled up on my windowsill the next day. The snow was six inches deep in the yard, and I was certain school would be closed.

Since we needed milk, Mom sent me to the store. The sidewalks weren’t shoveled, but a set of footprints led me to the store door. After I pulled open the door, I saw Mrs. Dean. She smiled and asked if I was ready for the test today. She said she hoped it wasn’t too hard, but she wanted today’s test to be a challenge. Because I hadn’t studied one bit, I just stared at her.

Then she said, “April Fools’!”
Alex woke up, licked a paw, and twitched (he/his) whiskers. Wait a minute. Paw? Whiskers? He was a Persian cat!

“Your breakfast is ready!” Mom called from the bottom of the stairs.

“I want milk today!” Alex yelled. (He/His) thought about his friends. This will surely surprise them. (Them/Their) mouths will drop open when (they/their) see me!

“I could use some cooperation,” Mom said. “Time to pack (we/our) lunches!”

She opened his door. (They/Their) stared at each other. Finally, she said to (him/his), “Alex, where are you? I’m losing (me/my) patience.”

Alex could only say, “Meow!”

Oh, Alex!” (him/his) mom said. (She/Their) patted his fur. “How did this happen? (She/We) are supposed to have dinner with your grandparents tonight. What will they say? If you claw at (she/their) new chairs, I’ll be so embarrassed!”

Well, (I/us) guess I’ll have to pack (me/our) lunches myself,” she added. “While I do that, you try to catch a mouse for (you/your) dessert.”

That was when a startled Alex really woke up. “Wow! What a wild nightmare!” he said. As (he/his) breathed a sigh of relief, he scratched behind his ears and stretched out in a spot of warm sun.

Catsup (adds/add) zing to every meal. For seasoning perch, it (is/are) ideal. It (flavors/flavor) beets, meats, and even fish. I find it’s great on any dish. People (has poured/have poured) it on their steaks. One (has smeared/have smeared) it on chocolate cake. My uncles (likes/like) it with rare roast beef. Mom (squirts/squirt) catsup to brush her teeth. However you like it, morning or night, Catsup, I find, is deliciously right.

Catsup alone (is/are) simply delicious. Eggs with catsup (is/are) very nutritious. Catsup and corn make a hearty soup. I (give/gives) hot catsup to my Boy Scout troop. My cousins (eats/eat) it on spaghetti noodles. Aunt Clara (feeds/feed) it to her pet poodles. Clowns (has used/have used) it on their red noses. One man (has used/have used) it to fertilize roses. Catsup is the most incredible stuff. Catsup! Catsup! There’s never enough!

Yesterday, Gram (shows/showed) my brother Eli and me some old pictures. She (pointed/will point) to a teenager with a red car. “That boy,” she said, “(loved/will love) red cars from the time he was a toddler. In fact, your dad still (loves/loved) cars.”

“That kid in the picture is Dad?” I asked. “He (looks/will look) like Eli.”

“One day,” Gram said to Eli, “you (discovered/will discover) a red jalopy. After you make it run, you (waxed/will wax) it endlessly.”

Eli said to me, “Kathy, when I grow up, I will look just like Dad.”

“I am there,” I asked myself, “anyone I (looks/will look) like someday?”

After she saw my expression, Gram (guessed/will guess) what was on my mind. She (turns/turned) to the front of the album.

Eli suggested, “Someday, you (look/will look) like Mom, Kathy. You (like/will like) the things she does, too.”

“No,” I said, “we (dress/will dress) so differently. Mom won’t wear bright colors.”

Gram pointed to a picture. “Once, that girl by your father (loved/will love) red. She even (makes/made) a red hat.”

“You smile and stand just like she does, Kathy,” said Eli. “Who is she, Gram? She sure (looks/will look) beautiful.”

Then, Gram smiled and winked at me.
Last week I (went/go) to see Dad in his new house. I never had (ridden/ride) a train. I found it exciting, but also scary.

I (telled/told) this to the man beside me. He nodded but then worked on some papers that (be/were) in his briefcase. I had (brung/brought) a ton of stuff in my canvas bag. The man glanced over as I (put/putted) it on the seat—comic books, toys, a photo of my dog, Hobo. I had (taken/taked) it last Easter. I had (catched/caught) Hobo with chocolate all over his face.

The man began to chuckle. Then he showed me a crinkled photo of a boy my age with a gigantic dog.

We talked about dogs, and then I (gave/gived) him one of my comics. My seatmate (read/readed) it, and then he (fell/falled) asleep.

It had been months since I had (see/sen) Dad. Since I was busy packing, I had (ate/eaten) only a bowl of cereal for breakfast. I (find/found) I was getting very hungry and went to the snack bar.

When I returned to my seat, the man had (get/gotten) off the train. He had left my comic behind and across the top he had (writes/written) a message. It said, “Your dad is a lucky guy. Have a great time and give Hobo a hug for me.”

Buy Jets: The (Best/Most Best) Shoes Ever!
Be a (better/more better) athlete than before! You can be (fast/faster) than lightning. In fact, you can have the (fastest/most fastest) feet around. Buy Jets, the (finer/finest) athletic shoes available.

Jets are the (most unusual/most unusualest) shoes an athlete can buy. What makes Jets (quick/quicker) than any other shoes? They are jet-propelled! Just press the button and blast off!

Jets are (less expensive/less expensiver) than the old propeller brand! New Jets also include extra-thick socks to protect your feet from engine heat!

Buy Hoops: The (Fine/Finest) High Tops of All!
Hoops can transform you from the (worst/most worst) player on the team to the best. Hoops use (better/best) gadgets than the competition. Adjustable stilts can make you the (tallest/most tallest) player on your basketball team. Springs make jumps (easier/easiest) than before!

Wheels are included for fast breaks (faster/more faster) than a professional’s!

These shoes are (more helpful/more helpfuller) than any other sports equipment. Hoops are inexpensive, too. Be the (most valuable/most valuablest) player on your team. Buy Hoops!

Usage
Lesson 5B

Gina and I (glad/gladly) worked together on Halloween costumes other years. We were the class’s only boy and girl team, but we functioned (well/good) together. I think (more creative/more creatively) than she does. She, however, sews (well/good) and works (more careful/more carefully) than I do. Our costumes were admired (most frequent/most frequently) of all.

This year we did not team up. You see, Gina is my best friend. The other guys tease me (loud/loudly) about this. So do her brothers. It is her girlfriends who talk (most constant/most constantly) about us, though. It bothers me. This year, I told her we each should work on our own costume.

Just before the party, I told Gina my costume had turned out (well/good). I fibbed (slight/slightly). The dyeing went (more easy/more easily) than I expected. My long underwear top dyed (better/more good) than the bottoms, though. I ruined the dark spots (most serious/most seriously) of all. That week, I missed Gina (most terrible/most terribly) when I was painting those spots.

She said her sewing was going (well/good), but her costume was boring. She laughed (sad/sadly) and said, “See you at the party.”

I met her there, and we laughed. We were still a great pair: one perfectly boring princess and a blotchy frog. We were a natural team.
Everyone has seen those classic old Westerns. [Cowboys in the movies are heroic and brave.] [They chase outlaws.] [They have gun fights on Main Street.] [In their spare time, they rescue ladies in distress.]

[Real cowboys’ lives were less thrilling.] Cowboys rarely chased outlaws. They rarely had gun fights. Few cowboys rescued ladies in distress. [Cattle stampedes were the hardest part of their job.] [More cowboys died from accidents than from bullet wounds.]

Cowpunching wasn’t glamorous. [It was just hard work.]

[Cowboys drove] cattle across miles of untamed land. [Most cowboys spent 16 hours a day in the saddle.] At night, they spent 2 more hours guarding cattle. [For this hard work, cowboys got one dollar a day.]

[Cattle drives were lonely and boring.] [Cowboys on a cattle drive slept on the ground every night.] To pass the time, they told stories and sang. [Their songs soothed the cattle.]

Cowpunching was hard. It was also temporary. [After a cattle drive, the cowboys’ work was over.] [They rode off to look for other jobs.]

When I bought a mouse last year, [Mom was not happy.] [Mice scare her.] [She worried that mine would get out of his cage.] [However, knowing how much I wanted a mouse.] [I named him Flash he is as fast as lightning.]

[One day decided to create a playground for Flash in the kitchen.] [Mom was working late Dad was upstairs.] Our old cat was outside.

I erected bridges with books. [To construct a slide, I used a cookie sheet.] [Flash loved it he ran like a wild thing around the kitchen.]

Suddenly the back door opened [Mom came in.] [Before I could close the door, the cat in behind her.] [I quickly reached for Flash he slipped between my fingers.]

[To chase Flash all around the kitchen.] [Mom flattened herself against the refrigerator I chased the cat with a broom.]

[The cat lifted his paw and was about to catch Flash.] Then Mom leaned down quickly. [With her bare hand, she scooped up Flash.]

[“Whew!” I said.] [Wasn’t sure who was shaking more, Mom or Flash.]

In 1808, wild passenger pigeons flew through Kentucky on their annual migration. Nobody (could/couldn’t) call it a small flock. It was 240 miles long! The people below (could/couldn’t) hardly believe their eyes. They (could/couldn’t) barely see the sun behind the flock.

The birds (were/weren’t) never quiet. They didn’t sing (anything/nothing). They croaked and clucked. There (was/wasn’t) hardly anyone who liked the sounds of passenger pigeons.

Still, there weren’t prettier pigeons (anywhere/nowhere). Today, however, passenger pigeons no longer fill the skies. In fact, nobody has seen (any/none) for many years.

Passenger pigeons are extinct now. That means there aren’t (any/none) left alive. They weren’t wiped out by (any/no) animal or disease, but by humans. Hunters didn’t allow them to survive (anywhere/nowhere).

Pigeons were worth money. There (were/weren’t) hardly any restaurants without pigeon pie on the menu. The birds (were/weren’t) never hard to kill. Soon none (were/weren’t) left.

The last one, Martha, died in a zoo in 1914. We (can/can’t) barely believe that people could kill so many birds. I hope we (will/won’t) never forget the lesson of the passenger pigeons.
Last week, the Cains’ house caught on fire. (They/Them) lost many belongings. My brother Derek wanted to help them. (He/Him) had an idea. “Cory, why don’t (we/us) have a yard circus to raise money?” he said. It sounded good to (I/me).

Derek and (I/me) knew lots of kids on our block who could do stunts on bikes and act like clowns. Tina’s dog could jump hoops. Anita could juggle. We sent notes to (they/them) asking for assistance. Our cousin Jolene wanted to help. We invited (she/her) to do her gymnastic routines.

On the day of the circus, the size of the crowd surprised (we/us).

Everyone crowded under big blankets that Derek and (I/me) had hung like a circus tent. Derek was our ringmaster. The show went well until (he/him) introduced Tina’s dog.

(She/Her) was a little nervous. So, when a cat belonging to the “lion tamer” hissed at (she/her), the dog took off running.

“Catch (she/her)!” Tina hollered. The dog ran into two clowns and knocked (they/them) backward. (They/Them) reached for something to hold onto. Suddenly the tent was falling on (we/us). We were swimming in blankets. It was one huge clown act. Then I saw the Cains both laughing and crying. When it was finally over, they hugged everyone.

“I want to make a pizza by (myself/ourselves)” Sam said right away, but Kim shook her head. “Then let’s make a cake for (myself/ourselves),” Sam said. “Okay, you can make the batter all by (yourself/yourselves),”

Sam started mixing the flour and eggs by (hisself/himself). With a flick of a spoon, he splashed batter on (hisself/himself). Kim laughed so hard, Sam decided to splash her. They soon found (themselves) throwing flour and eggs at each other.

As they stood looking at (themselves) in a cloud of flour, their parents returned. “What is this?” Dad asked.

“It’s your anniversary cake!”

My sisters and brother (wants/want) a pet. Today Lil, Trudy, and Bob (has asked/have asked) again for one. At last Mom has said yes—“if it stays in a tank!”

When we get to the pet shop, one of the owners (suggests/suggest) that we get a hermit crab. The tank of crabs (is/are) not interesting to us, however. Neither are the fish. The dark eyes of a young collie (draws/draw) Trudy. The spots of an old Dalmatian (attracts/attract) Lil. The soft and fuzzy poodle (is/are) Bob’s favorite.

“Puppies and dogs (is/are) too much work,” Mom tells us. Then a tiny mop of a dog flops down on her foot.

One of the shop owners (shakes/shake) his head. He and Mom (stares/stare) at the pup.

“That one is a mutt,” he says. “The patch of hair over her eyes (makes/make) her face hard to see. Her legs and tail (is/are) too short. The ears of that dog (is/are) much too long. Her short and yappy bark (annoys/annoy) people.”

Mom, however, has made up her mind. “We’ll take her,” she says.

The owner, Lil, and Trudy (looks/look) very surprised. Other customers in the store (begins/begin) to laugh. Mom marches to the register, while Bob cuddles our pup.

Now we’re the only people on the block with a dog named “Crab.”
I made a mistake. I told the boys my secret dream. (He/They) teased me. “Lisa Longlegs dashes to (her/its) Olympic gold!” Chip announced to everyone on the porch. “Then (she/he) shines in the local parade! The whole town cheers (her/it).”

Rob teased too. I ignored both of (him/them) and got ready for the Fourth of July parade. I wanted to see the hero of our town, sprinter Ted Winton. (She/He) would ride in a car. I decided to take my dog, Soupy. I put on her collar and tied a bow to (it/them). Then we raced ahead of the boys. Soupy and I wanted to get to the parade before (him/them).

I hoped the boys wouldn’t catch us. We ran toward the parade’s beginning. “Whoa, Soupy!” I called to her, but (she/they) kept running. Other dogs joined the chase. They barked as if (he/it) were a race. Band members grabbed (her/their) drums. The beauty queen lost (her/him) crown. A fireman tried to halt Soupy. She raced past (her/him), then leapt into a car.

The man in the car grinned at me. (He/They) said, “Some race! (He/It) was too close to call. How about a ride?”

So I got half my dream. Weren’t those boys surprised when (he/they) saw me with Sprintin’ Winton!
Spelling Lesson 7B

dy  d  pm  dm
ar  l  ae  v
i  c  at  s
re  p  te  p
y  information

t  o  io  m  score
h  m  r  r  r
a  a  i
b  r  y  plural  court
y  r  r  l
a  entire

Spelling Lesson 8B

double  b  b
u  r
l  gravel  d
p  c  e
i  example  l  turtle
n  d  s  u
a  t  d  camel
p  r  e  m
la  eagle  p  e
settle  di  ankle
level
muscle

Spelling Lesson 9B

good  e  h  g
n  g  emerge
storage  c  e  r  n
g  ot  i  p
structure  i
a  m
r  n  ru
revenge  e  g  4
s  4  e  l  e  g  a
n  e  t  e  l  e  d
g  o  y  g
gesture  j  u  g  e

SkillsTutor
Spelling
Lesson 13B

apier

paine

lone

steak

na

angle

due

steak

or

dew

Spelling
Lesson 14B

shown

hor

minor

site

social

a

allowed

fleas

fowl

pair

dí

fleas

ah

cord

Spelling
Lesson 15B

melodies

trailers

etiquette

vowels

east

champions

delays

dehliah

ear

knives

displays

suc

issues

supplies

staff

ace

problems

sense

SkillsTutor

Language Arts B

97
Spelling
Lesson 19B

direction

Spelling
Lesson 20B

Spelling
Lesson 21B

SkillsTutor
Language Arts B
The following are assignment sheets for SkillsTutor Language Arts B, which list the available activities. The SkillsTutor management system (OTS) will monitor your lesson assignments and the activities your students complete. However, it may be helpful to photocopy the assignment sheets to help you plan lesson assignments or to help your students keep track of the activities they complete.
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**Usage**

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- Pronouns: Singular, Plural, and Possessive
- Quiz on Lessons 1–2
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**Spelling**

- Pretest on Spelling
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<td>Q8 Quiz on Lessons 18–20</td>
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