SKILLSTUTOR



LANGUAGE ARTS Classroom Guide



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GETTING STARTED

Skills Tutor 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 Skills Tutor 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 C. Information on the management system (OTS) is provided under separate cover in the User's Guide.

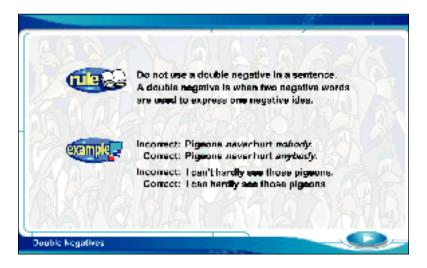
SkillsTutor Language Arts Lessons

Each lesson in *SkillsTutor* Language Arts C 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.



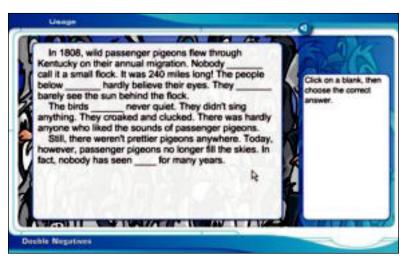
The Practice

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), *Skills Tutor* 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 C, which includes lessons that are targeted for grades 7 and 8.

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.

Lesson #	Lesson Title	Rules/Summary	Examples
Capitalizat	ion	ı	
1	The Pronoun "I," Names and Initials, and Titles Preceding a Person's Name	 The pronoun "I" should always be capitalized. Capitalize a person's name and initials. Capitalize a pet's name. Capitalize the title that comes before a person's name. 	When I baby-sit, I always know where the parents can be reached. Can Amy come over to help me? Our neighbor, Mr. Williams, is helping us build a tree house.
2	The First Word in a Sentence or Quotation	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.	Suddenly he recognized the bend in the river. The young detective replied, "We'll be an unbeatable team." "We'll be," the young detective replied, "an unbeatable team."
3	The First Word in the Greeting and Closing of a Letter	Capitalize the first word in the greeting and closing of a letter.	D ear Mr. Klein, Thanks for the copy of your book for our time capsule.
			Y ours truly, Peter Jenkins
4	The Names of Cities, States, Countries, Streets, Buildings, Bridges, and Geographical Places	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.	 While Georgia has mild winters, the winters in Alaska are frigid. Some bridges are for cars, but the Shirlington Bridge is for bikes only. Did you know the air is thinner on Mount Everest than anywhere else in the world?
5	The Names of Months, Days of the Week, Holidays, and Historical Events	1 Capitalize the months of the year and the days of the week.2 Capitalize the names of holidays and historical periods and events.	 We have another history test next Friday. The Civil War has been the subject of many books and television programs.
6	All Important Words in the Titles of Books, Movies, Songs, Newspapers, Magazines, and Historical Documents	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, magazines, and historical events.	I enjoyed the book <i>Julie of the Wolves</i> when I read it this summer. When we went to Washington, D.C., I saw the D eclaration of Independence.
7	The Name of a Schools, Institutions, and Businesses	Capitalize the names of schools and other institutions such as universities, colleges, libraries, and hospitals. Capitalize the names of businesses.	Jeff lives across the street from Riverside High School. My father's eyeglass store is called The Eye Site.

Lesson #	Lesson Title	Rules/Summary	Examples
8	The Names of Nationalities, Religions, Organizations, and Political Parties	Capitalize the names of nationalities, peoples, religions, and places of worship. Capitalize the names of agencies, organizations, and political parties. Do not capitalize prepositions, conjunctions, and articles in the middle of a name.	Albert Schweitzer, a German, spent much of his life in Africa. Agencies: Peace Corps, National Peace Council Organizations: Food for Peace, American Red Cross Political Parties: Republican, Democrat
9	Seasons, Compass Points, and Titles Used as a Person's Name	 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. 	As the summer days got shorter, we knew that a utumn was near. We spent our vacation in the beautiful S outhwest. I was talking with C oach E vans.
10	School Courses, Languages, Country Names Used as Adjectives, and the Names of Planets and Stars	 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. 	Our Science II class is going on a field trip to the planetarium. We always have Italian bread with our minestrone soup. The Earth is much larger than Pluto.
Punctuatio	on		
1	End Marks After Sentences	Use an end mark at the end of every sentence: a period after a statement; a question mark after a question; and an exclamation point after an exclamation.	In one year, a beam of light travels almost 6 trillion miles. What is solar energy? Please turn down the heat!
2	Periods After Initials and Abbreviations	Put periods after initials and abbreviations. Sentences ending in abbreviations do not need an extra period. The title "Miss" does not require a period. Two-letter postal codes such as NY, CA, and TX do not require periods.	Dear Mr. Bill U. Later, I have joined a circus named Big Top, Inc. Miss Trapeze
3	Commas to Separate City and State Names, and Dates, Months, and Years	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.	Walnut Grove, Virginia, is where Cyrus McCormick was born. Walnut Grove is my hometown. On March 6, 1794, Eli Whitney's partner advertised the cotton gin. June 1869 is the month Edison received his first patent.
4	Commas in Greetings and Closings of Letters and Colons in Greetings of Busi- ness Letters	 Put a comma after the greeting of a personal letter. Put a colon after the greeting of a business letter. Put commas after the closings of all letters. 	Dear Anthony, Dear Gentlemen: Sincerely yours,

Lesson #	Lesson Title	Rules/Summary	Examples
5	Commas and Colons 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. When a complete sentence comes before the list, use a colon before the first item. The complete sentence introduces the items that will follow.	We brought tents, sleeping bags, and food on our camping trip. Aunt Emily packed her camera and tapes. We brought many things on our camping trip: tents, sleeping bags, and food.
6	Commas After Introductory Phrases and to Set Off Direct Address and Interrupting Phrases	1 Use a comma after an introductory word or phrase. 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. 3 Use commas to set off a word or phrase that interrupts a sentence. Commas are used before and after the interruption.	1 After the movie, let's all go back to my house. 2 Mom, can I go to the movies? Can I go, Mom, to the movies? Can I go to the movies, Mom? 3 We hope, of course, that the weather is going to be nice this weekend.
7	Apostrophes in Contractions and to Show Possession	 In a contraction, use an apostrophe in place of the missing letters. To show possession, for singular nouns, use an apostrophe followed by an s. For plural nouns, put the apostrophe after the s. Some plural nouns do not end in s. For the possessives form of these nouns, use an apostrophe (') followed by an s. 	It isn't polite to interrupt others. My sister's hat blew off. My two sisters' hats blew off. The children's manners will improve.
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.	"Attack of the Jellyfish" may not be the best short story to take to the beach. I read the book Mysteries of the Deep while relaxing on the beach.
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. Do not use quotation marks when you are simply reporting what someone said, and you are not using his or her exact words.	Dr. Za stated, "Humans at the seaside have interesting customs." Dr. Za stated that humans have interesting customs.
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. 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.	"I think I prefer horses," said Grandma when Grandpa bought his first car. "Do you think the car can be fixed?" asked the son.
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.	Lea said, "I'd like to tell you, but my lips are sealed!"
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.	"This is Lenny Lion," the host said, "at WKIS radio."

Lesson #	Lesson Title	Rules/Summary	Examples
13	Commas to Join Two Complete Sentences and Commas After Dependent Clauses	 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. 	Sammy loves games, and he wins at darts. Since we planned to eat corn dogs, we all skipped dinner.
Usage			
1	Singular, Plural, and Possessive Nouns	 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. They are called irregular plurals. 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 Plural girl girls country countries boot boots child children mouse mice 2 That runner's shoes look new. All runners' shoes have laces.
2	Singular, Plural, and Possessive Pronouns	 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. Use the correct possessive pronoun in a sentence. Possessive pronouns show ownership. A possessive pronoun can take the place of a possessive noun. 	1 He gazed at the moon. The chiefs told them a story. 2 That is her moon story. That moon story is hers.
3	Verbs: Agreement with Simple Subjects	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.	The clue makes me think. The clues make me think.
4	Verbs: Past, Present, and Future Tenses	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.	We paint the room now. We painted the room yesterday. We will paint the room tomorrow.
5	Verbs: Irregular Forms	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 $-ed$.	Present: Ted eats a roll. Past: Ted ate a roll. Past Participle: Ted had eaten a roll.
6	Comparative and Superlative Adjectives	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.	Standard: The bear is a large animal. Comparative: The elephant is a larger animal than the bear. Superlative: The whale is the largest of all animals.

Lesson #	Lesson Title	Rules/Summary	Examples
7	Comparative and Superlative Adverbs	Use an adverb to describe a verb. Adverbs tell how, when, or where an action happens. Adverbs can be used to compare actions. Use comparative adverbs to compare two actions. Use superlative adverbs to compare three or more actions.	The summer rain fell lightly. The summer rain fell yesterday. The summer rain fell outside. Comparative: Summer passes more quickly than fall. Superlative: Summer passes most quickly of all the seasons.
8	Simple Subjects and Simple Predicates	 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. The simple predicate is the main word that tells what the subject does or is. The simple predicate is always a verb. 	Mammoths lived during the Ice Age. Rapid freezing sometimes creates mummies.
9	Complete, Fragment, and Run-On Sentences	A sentence is a complete thought. It has two parts, the subject and the predicate. The <i>subject</i> tells who or what is doing the action. The <i>predicate</i> 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 Wy cousin is from London.
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: Nobody never called P.T. Barnum dull. Correct: Nobody ever called P.T. Barnum dull.
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: When he was lonely, he read books. Object Pronoun: Children wrote letters to 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.	Boomer's father said to himself , "The boy is just like I was." Boomer's parents wondered to them-selves if Boomer ever listened.
13	Verbs: Agreement with Compound and Interrupted Subjects	Use a plural verb with a compound subject. 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.	The spaghetti and sauce are hot. Singular subject and verb: The girl at the desk looks hungry. Plural subject and verb: The girls at the desk look hungry.
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: My friends said they would vote for me. Gender: Ann is my classmate, and she urged me to run.

Lesson #	Lesson Title	Rules/Summary	Examples
Spelling			
1	R-Controlled Vowels 1	Students practice spelling words with short vowel sounds followed by <i>r</i> .	effort, paragraph, radar, Virginia
2	R-Controlled Vowels 2	Students practice spelling more words with short vowel sounds followed by r .	appear, cafeteria, divorce, stereo
3	Schwa Sounds in Second Syllables	Students practice spelling words that end with unstressed syllables that have the "schwa" sound.	chapter, fable, rumble, shovel
4	Schwa Sounds in Medial Syllables 1	Students practice spelling words with unstressed middle syllables that have the "schwa" sound.	correspond, moccasin, portable, remedy
5	Schwa Sounds in Medial Syllables 2	Students practice spelling more words with unstressed middle syllables that have the "schwa" sound.	hesitate, horrible, recommend
6	Silent Letters	Students practice spelling words that have "silent" letters.	known, thumb, weight, wring
7	Double Consonants	Students practice spelling words that have double consonants.	alley, commit, mammal, villain
8	Compound Words	Students practice spelling compound words.	broadcast, skyscraper, typewriter
9	Homophones and Often-Confused Words 1	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.	affect, effect colonel, kernel core, corps steal, steel
10	Homophones and Often-Confused Words 2	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.	access, excess human, humane capital, capitol precede, proceed
11	Homophones and Often-Confused Words 3	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.	accept, except forth, fourth vein, vane weather, whether
12	Plural Endings	Students practice spelling the plural forms of nouns.	ambulances, committees, series
13	Prefixes: in—, im—, ir—, dis-, mis—, and un—	Students practice spelling words that end with the suffixes <i>in—, im—, ir—, dis-, mis—,</i> and <i>un—</i> .	disagree, impatient, incorrect, irregular, misbehave, unfortunate
14	Suffixes: —ar, —ary, —er, —ery, —or, —ory, and —ular	Students practice spelling words that end with the suffixes —ar, —ary, —er, —er, —or, —ory, and —ular.	muscular, radiator, boundary, prisoner, bravery, territory, popular
15	Suffixes: —ity, —ment, —ful, and —ness	Students practice spelling words that end with the suffixes —ity, —ment, —ful, and —ness.	humanity, amusement, graceful, eagerness
16	Suffixes: —ed and —ing	Students practice spelling words that end with the suffixes —ed and —ing.	married, waited, hoping, hopping
17	Suffixes: —ance and —ence	Students practice spelling words that end with the suffixes —ance and —ence.	insurance, patience
18	Suffixes: —ous	Students practice spelling words that end with the suffix —ous.	obvious, curious, famous
19	Suffixes: —ion	Students practice spelling words that end with the suffix —ion.	combination, location, decision

Lesson #	Lesson Title	Rules/Summary	Examples
20	Possessives	Students practice spelling the possessive forms of words.	chorus's, jury's, customers'
21	Greek Roots Students practice spelling words that have Greek roots.		police, geography, telephone
22	Latin Roots	Students practice spelling words that have Latin roots.	faculty, independent, structure
23	Spelling Demons 1	Students practice spelling words that most people find hard to spell.	character, fierce, government
24	Spelling Demons 2	Students practice spelling more words that people find hard to spell.	accidentally, gauge, judgment

REPRODUCIBLE WORKSHEETS

This section contains reproducible worksheets* for each lesson in *SkillsTutor* Language Arts C. 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.

Capitalization Worksheet

Lesson 1

Directions: Circle all the words that have capitalization errors.

Rules:

- The pronoun "I" should always be capitalized.
- Capitalize the names and initials of people and pets.
- Capitalize the title that comes before a person's name.

Last week, I was asked by our neighbor, mrs. Liberto, to baby-sit her son Danny. Eager to improve my financial situation, I said, "Yes, i'm available, but i'd like my friend Amy black to help."

It was a long day. Danny, an energetic two year old, refused to take his nap. Then, the phone rang. The first call was dr. Edwin g. Lake calling for Mr. Liberto. Then, a neighbor, ms. Jenkins, called to see how we were doing. That's when Amy and I got scared. Where was danny?

When Amy and i finally found him, he was in the dog's box. Danny and bruno, the basset hound, were fast asleep.

"Great!" said amy. "We found him!"

"Maybe not so great," i thought to myself. "What will mrs. Liberto think of us letting Danny sleep in bruno's box?"

Suddenly, next door, miss Simpson started her power mower. Bruno started barking, and danny started crying. Then, the phone rang again. It was mr. Blair, Mrs. Liberto's brother. "Why is Danny crying? Is Bruno hogging the bed again?" he asked. "My sister angela probably told you. Danny always takes his nap with Bruno."

When i told Amy, she laughed, "I guess i'll split our fee with Bruno."

Write Idea: Think about three neighbors you would like to help. What are their names and titles? How would you help each of them? Write three short paragraphs to describe how you would help each neighbor.

Capitalization Worksheet

Lesson 2

Directions: 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.

the old woman jangled as she walked.
"They tell me," she said, "That you kids
can solve any mystery. can you find a
lost key for me?"

"We'll do our best," I answered.

Joe said, "describe the key for us."

she pulled anxiously on a silver
necklace strung with charms. "it's no
bigger than the end of my finger," she
replied. "oh, I've searched everywhere.
there's no place else to look," she added
with a shudder, "But the attic."

She led us up a crooked stairway. at the top, we aimed our flashlights into an expanse of dusty darkness. the attic was jammed with boxes and furniture looking ready to topple over.

"There must be a thousand places,"

Joe groaned, "To search for a small key."

I handed him a piece of chalk and suggested, "mark each one as you go."

we spent the morning wiping cobwebs from our faces, pulling drawers out, and opening dusty boxes. our client shook her head, jangling all her jewelry. "my mother used to say," she moaned, "That it was right under my nose."

quickly I spun around and beamed my flashlight at her. lifting her chain of silver charms, I said, "so it is."

Write Idea: Write a real or imaginary story about something you lost. How did you find it? Include at least two quotations.

Capitalization Worksheet

Lesson 3

Directions: Circle all the words that have capitalization errors.

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

dear Jason,

My class is collecting things to put in a time capsule. It will be opened in 100 years. Would you like to put something in it?

> Sincerely, Anthony

Dear Sir:

Our class is working on a time capsule. Could your baseball team possibly send us a baseball autographed by this year's players?

yours truly,
Anne Burton

dear Mrs. Wilson:

Our class liked your article in today's newspaper. We are putting it in a time capsule for people to read 100 years from now.

Respectfully Yours, Bradley Carter dear Anthony,

The time capsule is a great idea! Here's my "Keep the Planet Green" poster. When they open the capsule in 100 years, they'll know we cared about the environment.

> sincerely, Jason

Dear Ms. Burton:

Our team is happy to help you with your project. We are sending the autographed baseball today.

> Very Truly Yours, John Rivera

dear Mr. Carter:

I was pleased to hear that your class enjoyed my article. I'm also very proud that you want to include it in your time capsule.

> respectfully yours, Lee Wilson

Write Idea: Imagine that your school is preparing a time capsule. Write short letters to two people telling them what you would like them to contribute and why.

Capitalization Worksheet

Lesson 4

Directions: 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.

Ours is a world of infinite contrasts. For example, indonesia is a country of 13,000 tiny islands, while Greenland is one big island. A place like holland has no mountains, while Nepal is nearly covered by the rugged himalayas.

The dry lands of the Sahara desert contrast sharply with land near the Amazon river. While these places have few habitants, cities like new York have millions of people. (The Brooklyn bridge and Fifth avenue are always crowded!) The Sears tower in Chicago is 110 stories above ground, yet there are stores in atlanta built underground!

Contrast keeps our world interesting.

Some roads run straight for hundreds of miles, like the Birdsville track across the simpson Desert in australia. Others, like Lombard street in San francisco, california, twist and turn.

The highest point on earth, as you might guess, is on top of a mountain, mount Everest. The lowest point is in the dead sea. It is 1,292 feet below sea level.

It's exciting to explore contrasts like these, but most of us agree on the best place on earth. It's not Disneyland or even Paradise island. It's home!

Write Idea: A local radio station is having a writing contest about the three places you would most like to visit. What makes each one special? The person with the best descriptions will visit these places. Write to win!

Capitalization Worksheet

Lesson 5

Directions: 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 and historical periods and events.

Because I love to relax, labor Day is probably my favorite holiday. It invariably falls on monday, giving me a three-day weekend. It's in september when the weather is more comfortable than in july. It needs no extensive preparations like thanksgiving and Christmas do. I use the whole weekend, from friday night on, to relax and read.

I love to read how past events like the Civil war or the Great Depression have influenced us today. Right now, I'm exploring the industrial Revolution. I want to know more about life before, during, and after that important era.

During the middle Ages, most people led simple lives as farmers. I imagine them working their fields with primitive tools, all day monday through saturday.

With the Industrial revolution came machinery and a change in people's ways of life. Many left their farms to work in city factories. They toiled long hours almost every day, sometimes even on christmas and New year's Day.

Over the years, machines have made our lives easier. We use machines to shovel snow in january and to cool our homes in august. Lucky us! We can enjoy technology and the holidays, too.

Write Idea: Describe a holiday to someone from another planet. When is it? Why is it celebrated? What foods or customs go with it? Write a letter that makes the person want to join you for the holiday.

Capitalization Worksheet

Lesson 6

Directions: 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, magazines, and historic documents.

To choose the future you want, first read, watch, and listen. The book *The Silent spring* and the movie *Blade runner* show a world fouled by pollution. A well-organized world, however, is possible. We see it in the book *utopia*.

Every day newspapers like *The New York times* report events affecting the future. Magazines like *World futures* also show the possibilities ahead. Some are wonderful; others are not.

In "America the beautiful" we sing of nature's beauty. Does our Bill of rights give us a limitless right to the land or responsibilities to the future?

In the constitution, Americans laid the foundation for the country's future.

Today, we continue that tradition by planning carefully.

The movie *A Future for Every child* shows the importance of choosing wisely. Newspapers, such as *USA today*, and magazines, such as *Mother Earth news*, show ideas full of promise for tomorrow.

Perhaps we'll live in the dome homes and drive the electric cars featured in the book *Future stuff*. The first step is respecting the rights of others. That's the future celebrated in the song, "The family of Man."

Write Idea: Which two books, movies, or songs have had a positive influence on you in the past year? How have they influenced you? Write about them as if you were writing in a personal diary.

Capitalization Worksheet

Lesson 7

Directions: 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.

A prominent businessman spoke to the students of Churchill middle School.

"My name is Gordon Ives," he said.
"Sixty years ago I was an eighth-grader in
Bayside Junior high School. Today, I
own Ives publishing Corporation.

"When I was a boy, times were hard.

My father had worked at Madison motor

Company until it closed. Then he worked
at Weber's Shoe repair. My mother
washed dishes at Weaver hospital. I
swept floors at Sid's fruit Stand near

Kenyon college. Once, in a snowstorm,
I ducked into the college's Olin library.

There, I met very important friends."

"By the time I entered liberty High School, my friends included presidents and princes. They stayed my friends when I went to Ohio university. I'd do school work in Alden library. Then I'd work in Brown's bookstore.

"Later, I bought Brown's and expanded it to include the Letterman printing Company next door. Always, my friends remained loyal," said Mr. Ives.

The class wondered who these friends were. "Books!" exclaimed Mr. Ives. "Whether you work for Gus's fishmarket or become president of General Motors corporation, books always help you."

Write Idea: An important businessman wants to know all about you. Write him a letter naming the schools you've attended and one you hope to attend. Tell him three companies you'd like to work for.

Capitalization Worksheet

Lesson 8

Directions: 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.

In my club, Teens for world Peace, some of us are democrats, others are republicans. We often disagree on politics, but we all agree on this: Albert Schweitzer was a great man.

Schweitzer, a german, was a gifted philosopher and musical genius. He was an ardent christian who ministered at St. Nicholas church. However, he wanted to do more to help humankind. There was no agency like the peace corps to join. He wanted to help africans who were suffering from a terrible lack of medical care. So, at age 30, he studied to become a doctor.

With the help of the Paris missionary society, Schweitzer and his wife moved to Gabon, Africa. There they spent their lives helping africans fight leprosy and other serious diseases. People soon came from all over the world to learn from Schweitzer's work.

Schweitzer was a christian, but he shared the buddhists' respect for all living things. He once scolded an american, the democrat and presidential candidate Adlai Stevenson, for merely swatting a mosquito. In 1952, Albert Schweitzer was awarded the Nobel Prize for Peace.

Write Idea: What are the names of three churches or organizations that help people? How do they help? Write a letter to a politician explaining the good these three groups do.

Capitalization Worksheet

Lesson 9

Directions: 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.

When the Winter snows melted away, we packed our bags and headed South on Route 1. Every Spring or Fall, we drive to our family reunion. Though my Mother grew up in the south, we invariably get lost on the way. She says a poor sense of direction seems to run in our family.

This Spring, we got lost about 20 miles East of Grandpa's and ran into my Aunt from the midwest. An officer stopped to give us directions. He was amazed that mom and Aunt Joy had ended up at that same spot at the same time.

Just then, grandpa drove up in a red car. "Pardon me, Officer," he began.

Later, we all arrived at grandpa's house the same time as uncle Hank. He had been driving all afternoon, though he lives only 12 miles West of his Father.

As we sat down to dinner, I heard Mom say, "You should all come visit us in the north this fall. Enjoy the lovely Spring flowers here in the south. Then, come North and see the rich reds and golds of our Autumn leaves."

My Uncle remarked, "If I leave in the Summer, I should get there by Fall."

I laughed softly and looked out the window. I caught the moon rising as I gazed west—or was it east?

Write Idea: What if you could take a trip each season to a different part of the country? Where would you go? Who in your family would you want to go with you? Write briefly about each trip.

Capitalization Worksheet

Lesson 10

Directions: 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.

Celia dropped her italian bread and her glass of canadian spring water.

"What on Earth?" she gasped. Her english composition about mexican culture was gone! She looked everywhere but couldn't find it. She went to the window and saw the planet venus in the nighttime sky. What could she do?

She wanted to use that essay for a History project, too. She didn't have time to write it again. She had to study for a test in math II. The photos of the Sun god statue and the mountain scenes her Geography teacher requested were gone, too! Where could they be?

"After dinner, we'll all look," said Celia's mom, gazing at the North star.

"I need that essay for my history II project," Celia wailed. "What on Earth am I going to do?"

Her brother Brad muttered through his chinese food, "I'll make a deal with you, Celia. You do my Science and Math homework before the Sun comes up, and I'll get that essay back for you."

"Do you know where it is?" Celia yelled.

"Sure," said Brad, "I let my german friend borrow it. He's telling his spanish class all about mexican culture!"

Write Idea: Imagine that you study schools found on other planets. You have discovered that each planet teaches differently. Choose one course and describe how it is taught on three different planets.

Punctuation Worksheet

Lesson 1

Directions: 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.

Energy is all around us. Where does it come from The sun, water, wind, and fossils are some of our sources of energy Earth's energy gives us warmth, light, and many daily comforts

Does the earth have endless supplies of energy. No, it doesn't We use more energy today than ever before. The United States uses three times as much energy per person as we did in 1900 Imagine that Can you help conserve energy? Yes, you can You can turn off lights when they aren't being used and turn down the heat or air conditioning. Can you think of more ways to conserve.

What is the temperature in your house. If every home lowered its winter temperature by only 6 degrees, we would save the equivalent of 570,000 barrels of oil per day Yes, that much

What type of lights are in your house. If you replaced a regular light with a fluorescent light, it would save 80 pounds of coal It would also keep 250 pounds of carbon dioxide out of the air Imagine what we could save

If we conserve energy now, we will have more for the future. Is it worth the effort It's up to you

Write Idea: Think about ways you and your friends could save energy. Write three questions you could put on an energy poster. Write the answers that would follow. Be sure to use complete sentences.

Punctuation Worksheet

Lesson 2

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

Rules:

- Put periods after initials and abbreviations.
- Sentences ending in abbreviations do NOT need an extra period.
- 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.

Mar 2, 1996

Apr 8, 1996

Ben Clownman, Jr Top Cop Hwy

Hometown, IL 60617

Captain I M Bauss

1 Highrank Blvd

Hometown, IL 60617

Dear Sergeant Clownman:

You have been chosen to plan this year's circus to benefit the hospital! The annual show will be Sat, Aug 3. The Firemen's Auxiliary will help. Just call Mr Will Bern. Also call Miss Ella Phant from Animals-R-Us Inc Let's get the most exciting acts ever!

Yours truly, I M Bauss, Captain

Dear Captain Bauss:

Good news! Mr Nick Finger of
Shiny Sword Co says he will be our
sword swallower. Also, Hank E Chief,
the world's oldest crybaby, will perform.
Dr Armand Legg will meet any medical
emergency. Best of all, Lee O Lyon will
bring his famous animal act.

Sincerely, Sergeant Ben Clownman, Jr

Write Idea: You are organizing a circus. Write letters to two acts asking them to perform. Use abbreviations for titles, days, months, and addresses. Also use initials.

Punctuation Worksheet

Lesson 3

Directions: 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.

George Washington Carver, the son of black slaves, was born near Diamond Grove Missouri. Some books list his birth date as July 12 1861. An eager learner, Carver overcame racial prejudice and went from a tiny school in Nowosho, Missouri, to Iowa State College.

He was invited to Tuskegee, Alabama in March 1896 to head the agricultural institute. There he developed by-products of the peanut, such as milk, flour, and dyes. On January 6 1925 he patented a cosmetic. January 5 1993 marks the 50th anniversary of this great inventor's death in Tuskegee Alabama.

On February 11 1847 another great inventor, Thomas Edison, was born. He moved from Ohio to Port Huron Michigan in 1854. At age 12, he sold newspapers and candy on a train. He set up a laboratory in the baggage car; and, during layovers, he read in the library in Detroit Michigan.

June 1, 1869 was the day Edison received his first patent. Eventually, he chose Menlo Park, New Jersey as the site for his research laboratory. There he developed the first economical lighting system in October 1879. Shouting "Haloo!" into a transmitter, he made the first "record" on July 18 1877.

Write Idea: An encyclopedia has asked you to write your life story. Write several paragraphs. Be sure to put in the most important dates in your life. Also include the place you were born and the places you have lived.

Punctuation Worksheet

Lesson 4

Directions: 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.

Our class did a survey about zoos. Here are some of the letters I sent and some of the replies.

Dear Sir or Madam

What do you think is the role of zoos in our society?

Yours sincerely Anika Abbruzo

Dear Anika

I'd eliminate zoos. We should not keep wild animals in cages.

Your friend Andre

Dear Miss Abbruzo

At San Diego Zoo, we believe zoos help save wildlife. Our efforts kept the condor from extinction.

Yours truly William Toone

Dear Anika

A zoo is a poor copy of an animal's habitat. With better policies, we wouldn't need zoos.

Very truly yours Darcy Dear Anika

Where else but in a zoo can a child see a real rhinoceros?

Best wishes Kerry

Dear Miss Abbruzo

Zoos preserve only about 925 of the 2,000 endangered species. How should we decide which ones?

Sincerely Victor Loomis

One day, my friend Jalisa suggested a way to expand our survey.

Dear Anika

Why don't you ask *Sierra* magazine what its readers think of zoos?

With regards

Jalisa

Dear Sir or Madam

Please ask your readers their opinions on zoos.

Yours most sincerely Anika Abbruzo

Write Idea: Do zoos harm or protect wild animals? To express your opinion, write a letter to a friend and another to a magazine editor.

Punctuation Worksheet

Lesson 5

Directions: In the story below, put commas and colons 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.
- When a complete sentence comes before the list, use a colon before the first item. The complete sentence introduces the items that will follow.

When we went camping, Aunt Emily came along for one reason to direct, film, and edit a movie of our trip with her new video camera.

Aunt Emily started filming when she, and I were canoeing on the lake. I yelled smiled laughed, and waved at the camera. That was too much for a cracked brittle, and wobbly canoe. Splash! Soon Aunt Emily, and I were laughing gasping, and swimming for shore. I hope the camera is waterproof.

Being dumped into the lake having to swim ashore, and almost losing her camera didn't stop Aunt Emily. When we saw a skunk, we jumped yelled screamed, and ran. Aunt Emily, however, ran for her camera. That skunk didn't want to be a movie star. It turned away lifted its tail, and sprayed her. Aunt Emily washed scrubbed, and rinsed but couldn't get rid of the smell.

Aunt Emily says she learned some important lessons from our trip always bring an extra change of clothes, never film a camera-shy skunk, and smile for the camera no matter what happens.

Our trip wasn't quiet, and peaceful, but we have a great time watching Aunt Emily's videotape.

Write Idea: You have been asked to make

a video of the school picnic. What will you film? Describe your final product in sentences that list two or more nouns, verbs, and adjectives.

Punctuation Worksheet

Lesson 6

Directions: 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.

Robby a new robot, made his first public appearance today and demonstrated numerous skills. Dr. Bang his creator, told reporters, "Robby's analysis and dialogue skills are unequaled. However he had shown a weakness in the area of manners. Finally he has now mastered good manners. Greet our guests Robby."

Robby responded, "When making a request you should ask politely."

"Robby I know the rule! Will you please just greet our guests. We don't, in fact have all day."

"Please, Dr. Bang don't blow a fuse!"

"All right Robby. Let's suppose, for example we bump into each other. What would you say?"

Robby whirred and said, "Well we did not actually bump. Therefore I cannot respond."

"Will someone bump Robby this sassy robot, so he will respond? Thank you," said Dr. Bang.

"Please pardon," said Robby, "the extension of my arm limb model 45A. Forgive me for—"

"One word of pardon, Robby, will do."

"I believe Dr. Bang, that one can never be too polite."

Write Idea: If you invented a robot, what would it do? Imagine giving a demonstration to your friends. Write what you'd tell them about the robot. Then write what you'd ask the robot to do.

Punctuation Worksheet

Lesson 7

Directions: Put apostrophes where they are needed in the story below.

Rules:

- In a contraction, use an apostrophe (') in place of the missing letters.
- To show possession for singular nouns, use an apostrophe (') followed by an s. For plural nouns put the apostrophe (') after the s.
- To show possession for plural nouns not ending in s, use an apostrophe (') followed by an s.

Leave your present-day manners behind. Come join us in one of Europes medieval dining halls.

Here, in the fifteenth century, how will you practice good etiquette? Well, first youll notice that dining is informal. The meals main course is in a pot in the center of the table. Dont mind other mens hands as you grab for food. Im afraid there arent any napkins, but you can wipe your fingers on your bread. Your hosts feelings wont be offended if you pick your teeth with your knife. However, please dont put any bones back into the shared pot!

Youd be surprised at how much table manners have changed since then. Forks werent used widely until the 1700s. Its hard to imagine that diners shared one bowl and a few glasses.

Rich folks manners were influenced by Erasmus, a Dutch scholar. He wrote one of the first etiquette books in 1530. Erasmuss book urged diners to throw bones onto the floor. It also had rules regarding mens habit of scratching and spitting during a meal!

Do you still have an appetite for your mothers home-cooked meals? Dont forget! Keep your elbows off the table!

Write Idea: Sometimes manners don't seem to make sense. What do you think of taking your hat off in a building or saying "How do you do" when meeting someone? Write about a rule of etiquette that confuses you. Use possessives and contractions.

Punctuation Worksheet

Lesson 8

Directions: 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 <u>underlined</u> or written in *italics*. They do NOT appear in quotation marks.

For Labor Day, my family packed material to read and write at the beach. Mom brought an article called Time Management. From *Tax News*, Grandpa brought one called Tax Law. I packed a long poem we had studied in school, The Rime of the Ancient Mariner. My older sister packed her story, Love Sick, planning to revise it. Little Jo packed her song, A Is for Artichoke, so she could compose a second verse.

When we unpacked, Uncle Ted laughed at our serious choices. He said he planned to read fun stories, including one called Good Old Lazy Days.

Mom said, "Ted is right." She pulled out her *Sports Illustrated* and read This Year's Starting Quarterbacks. Grandpa wrote The Man from Sand, another of his silly poems. I reread my favorite science fiction tale, Moon Lagoon. My older sister read an article called Fun in the Sun. Little Jo made sand castles and sang Jack and Jill. Then she asked me to read her favorite poem, Chocolate Soup.

As for fun-loving Uncle Ted, he pulled out a laptop computer to work on his newspaper article, What People Read at the Beach.

Write Idea: If your family brought poems, short stories, and articles to the beach, what would each person in your family bring? What songs would you sing? Write one or two paragraphs to answer these questions.

Punctuation Worksheet

Lesson 9

Directions: 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.

In her report on Earth culture, Dr. Za of Galaxy 2B writes, Humans at the beach display strange behavior."

She says that "this is true, even by human standards. "They sprawl in a manner rarely seen in other public places, she notes. She also wonders "why the pieces of fake skin they wear at the beach are so tiny.

She asks "whether this behavior has religious meaning. The frequent use of oils may be part of a sun worship ritual," she says. Others say that "the oils help humans swim like fish. Humans are weird," Dr. Za concludes.

In later studies, Dr. Za notes that beach humans often go to lighted parks at night." She asks, "Why are humans drawn to those strange machines called roller coasters? She once suggested "that the ride helped humans digest their food. "I was wrong, she admits.

"Why do humans scream and laugh at the same time? she inquires. Some say "that this is common roller coaster behavior. Dr. Za states that "humans shout for the ride to stop, when they really want it to continue.

"We have a long way to go in order to understand humans, she concludes.

Write Idea: What if Dr. Za and others from Galaxy 2B came to your school? What do you imagine they'd think about the cafeteria or your gym class? Report their comments in sentences that include quotations.

Punctuation Worksheet

Lesson 10

Directions: 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.

I hate automobiles"! Grandpa said in 1910, but he bought one anyway.

"You must drain the oil after 500 miles" advised the dealer.

"I know"! interrupted Grandpa, in his eagerness to be under way.

"This machine is just like a horse" he told Grandma as they drove home.

"Is it, Dear" Grandma remarked, gripping her hat tightly.

"If I treat it right, it'll go forever", said Grandpa philosophically.

"Of course, Dear", nodded Grandma.

"I just have to remember the oil"! he said, pounding the brake for emphasis.

Everything was fine, until Aunt Elizabeth became ill one day. "Let's drive her to the hospital", Grandma said.

"We can't" replied Grandpa.

"Why not, Dear" Grandma asked.

"It's the oil"! he boomed.

They went anyway. Half way home, he stopped. "Five hundred miles" he said.

He got out of the car, removed the plug, and drained all the oil. "What should I do now" muttered Grandpa.

"Let's drive on", suggested Grandma.

They did. Without oil, the car did not make it home. "I hate automobiles" roared Grandpa. He never drove again.

Write Idea: You and a friend are riding in a car, but the car breaks down. What do you say to each other? Write the conversation.

Punctuation Worksheet

Lesson 11

Directions: 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.

In English class today, our teacher,
Mr. Habib, said "Put your best foot
forward. He wrote the saying on the
board. Then he said "On the board is an
idiom. Who can give me another?"

Joe said, "I've got a frog in my throat"!

Mr. Habib replied "Excellent! An idiom is a saying that doesn't mean exactly what it says". He added "Let's have a contest to see who can say the most idioms during class discussion today.

All sorts of idioms began running through my mind.

Everyone began to talk at once after Mr. Habib said "You can begin!

Lea insisted, "I'll get the ball rolling with the first idiom".

Joe replied "Well, I have a few tricks up my sleeve!"

Lea said, "Stop pulling my leg. You're biting off more than you can chew!"

Joe asked comically "Gee, Lea, am I on a wild goose chase"?

In the end, Lea won the contest, but Joe was a good sport. I just couldn't believe my ears when I heard him say "That's the way the cookie crumbles!

Write Idea: Think of as many idioms as you can. Explain one of those idioms to a traveler from another planet. Write your conversation. End most of your sentences with a quotation.

Punctuation Worksheet

Lesson 12

Directions: 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.

Judy" Mia said excitedly it's him!"
She pointed to a young man setting up
a transmitter. "The WKIS radio
phenomenon, Lenny Lion" she said
softly, is in our mall." We gawked, and
a white-haired man next to us laughed.

"He is, I said, "so gorgeous."

"From his husky voice, she replied "I knew he would be good-looking."

"Do you think" I asked, "he would give us his autograph?"

"Well," said the old man, "ask him."

The young man turned around and smiled. "Lenny," he squeaked to the old man, in 30 seconds, you're on the air."

"This is Lenny Lion" said the whitehaired man, from W Kisssss!"

"Judy, Mia whispered "the *older* man is Lenny! Oh, I could just die!"

"Try to wait, I whispered back "until we get his autograph."

"With me today, the white-haired DJ said, "are two nice girls, Judy and Mia."

"I really think" Mia moaned, "I'm going to die."

"If a person can die from blushing, Mia," I said quietly, you surely will."

"After the show," Lenny announced "I might introduce Judy and Mia to my sons."

"I'm sure," Mia said, "I'll recover."

Write Idea: Imagine a radio call-in show for people your age. What would the DJ talk about? What would the callers say? Write a few minutes of what you hear. Use as many divided quotations as possible.

Punctuation Worksheet

Lesson 13

Directions: 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.

Dad said I could go to the State Fair but I had to take my little brother Sammy. Because I was determined to go I agreed. Sara Cane was going to be there and I hoped to bump into her. This was my chance to talk to her, and to show her what a phenomenal guy I am. My friend Jesse was also going and I suspected he had a similar plan.

After driving us to the fairgrounds Dad left us at the gate. When we saw Sara she was with another guy. They were laughing, and carrying stuffed animals they had won. Jesse sighed, "We can still show Sammy a good time anyway."

We turned to Sammy but he was gone.

I groaned. We had to find him or I was
dead meat. Jesse and I decided to split up,
and meet later at the Ferris wheel.

Although I was angry with Sammy I was worried, too. I questioned a clown blowing up balloons, and the lady at the coin toss. When I described him no one remembered seeing a fuzzy-haired kid.

After Jesse and I met up with each other we discussed what to do next. Suddenly, Jesse pointed. Sara's friend was looking upward, scowling. There was Sammy riding on the Ferris wheel with Sara, his favorite baby-sitter.

Write Idea: Have you ever gone to a fair, an amusement park, or a circus? Write to tell a friend what you did. Use two or more sentences that begin with dependent clauses. Also include examples of joining two sentences using a comma with a conjunction.

Usage Worksheet

Lesson 1

Directions: Underline the noun in parentheses () that correctly completes the sentence.

Rule: Use the correct form of a noun in a sentence. A noun names a person, place, or thing. A noun can be singular, plural, or possessive.

In the 1600s, King Louis XIV of
France started a new (fad/fads). You see,
Louis was very short, and he wanted to
look taller. So, the royal shoemakers
added two (inch/inches) to each of the
(king's/kings') shoes. The inevitable
happened. Most (man/men) and
(woman/women) copied the king's new
style. Soon all (citizen's/citizens') shoes
had high heels. All (man's/men's) riding
boots had heels added to them, too,
because the heels held all (riders/riders')
feet in the stirrups.

Every time Louis added to the height of his heels, so did everyone else. Heels got higher, but Louis never attained his goal of looking taller. Today, some (woman's/women's) toes are still slipped into high heels. The most popular (shoe's/shoes), however, are built for comfort. They are called "sneakers."

A (sneaker's/sneakers') sole is made of rubber. The (rubber's/rubbers) silent quality gives the shoes their name.

Improvements have been made over the years. For instance, a track (coach/coaches) developed waffle soles to help improve all (runner's/runners') traction! Sneakers became most (athlete's/athletes') favorite footwear. Now, some (sneaker/sneakers) can be pumped up with air for cushioning. Who knows? Maybe jet-propelled sneakers will be next!

Write Idea: If you had your own shoe store, what kinds of shoes would you sell? Who would your customers be? Use two examples of each noun form: singular, plural, singular possessive, and plural possessive.

Usage Worksheet

Lesson 2

Directions: 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.

A Native American Legend

Long ago, the moon was a Native
American boy living here on earth.
(He/His) face was as radiant as the sun's.
The boy had a good-natured sister.
(They/Theirs) lived together happily.

Once Moon threw a big party for (them/their) friends. (He/His) told Sister, "(We/Our) guests need water. Please fetch (it/its) for (them/theirs)."

This was no easy task. It was winter, and the snow was very deep.

Nevertheless, the girl picked up (she/her) buckets and went. When (she/hers) came back, there was no place for (them/her) to sit.

Sister said, "Brother, (I/mine) got the water for our party guests. Now where is a place for (me/my)?"

Moon laughed. He shook (him/his) head. "There is no space for (you/your) to sit down. You will have to rest on (me/my) shoulders!"

(He/His) sister was tired, but all at once, she jumped onto (she/her) brother's shoulders. She rests there still today. It is her shadow that dims Moon's light.

What about (they/their) friends? (They/Theirs) left the lively party in groups and danced their way across the sky. Most of (them/theirs) are still there as stars in the Milky Way.

Write Idea: How does a sunflower get to be so big? How does a ladybug get its spots? Write a tale that explains how something in nature came to be. Use singular, plural, and possessive pronouns.

Usage Worksheet

Lesson 3

Directions: 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.

Scavenger hunts (is/are) a tradition in my family. Every year, Dad (organizes/organize) one at Gran's house. Each time, my cousins (expects/expect) to win.

Dad makes lists describing the objects we must find. Sometimes, we (has searched/have searched) for hours. Efficiency (is/are) the key. In the past, one object (has matched/have matched) more than one description.

This year, the requirements (was/were) especially hard. The list called for things that are soft, silver, warm, and round.

My cousins raced about, but not me. I (was/were) sure there was one simple answer.

Each year, the list (contains/contain) hidden clues. Finding them (has required/ have required) thinking more than hunting. Those clues (stumps/stump) us every time. The answers (has fooled/ have fooled) us because they are obvious. This year (was/were) no different.

My uncles looked for Gran's locket. It (is/are) round and silver, just as the list called for. My aunts hunted for soft things. My cousins (was/were) frantic.

I remained calm and thought hard. Then, I knew the solution. It was right before us. Soft, warm, round, silverhaired Gran (was/were) it!

Write Idea: Imagine being in a sunken ship on a treasure hunt. What three things will you hunt for? Write paragraphs to describe your search for each thing. Be sure your verbs agree with their subjects.

Usage Worksheet

Lesson 4

Directions: 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.

Years ago, Mom (decorates/decorated) my brother's bedroom. She (painted/will paint) everything yellow when she did it. She (adds/added) flowers and butterflies, too.

Now my brother (wants/wanted) to change it. When he finishes, it (looked/will look) cool. Since he has become a teenager, Juan (likes/liked) metallic blue. He (prefers/preferred) diagonal stripes and wild designs, too.

Tomorrow, we will start. I will sand. Juan, however, will do all the painting himself. He (creates/will create) a space mural on his ceiling after he has finished everything else. Life with a teenager certainly can be colorful.

Last fall, Juan (starts/started)
collecting things for his room. He
(purchases/purchased) a spaceship-shaped
lamp.

At a garage sale yesterday, he (picked/will pick) up a bedspread with stars on it.

Juan (expects/expected) to hang it on the wall after he paints the room.

Now he (needs/needed) some brightcolored posters. He (looks/will look) for some at a flea market tomorrow.

Dad (laughs/laughed) whenever Juan drags home something "new." He (remembers/remembered) his own teenage years whenever he sees Juan. I see Juan and wonder what junk I will find "beautiful" when I'm his age.

Write Idea: Pretend you are in the middle of redecorating your bedroom. Write about how it used to look. Describe how it looks now. Then, tell how it will look when you are done.

Usage Worksheet

Lesson 5

Directions: 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 my brother Ted (said/sayed) we should surprise Mom and Dad on their anniversary with breakfast in bed. He (thought/thunk) cooking would be easy. Of course, neither of us had (done/did) it before.

We (got/get) up early to start the feast. The day before, we had (made/maked) yeast rolls. Ted said he had (cut/cutted) the recipe in half. Instead, he had doubled the flour. The result was that we (had/haved) rolls flatter than pancakes. I have (held/hold) paper weights that were lighter.

"No problem," said Ted. "We'll smear them with jam and call them strawberry tarts."

It turned out that our problems had just begun. We had (ranned/run) out of cheese, so we (put/putted) peanut butter in the omelets instead. The omelets (grew/grown). Perhaps, if we had (beaten/beated) our eggs more, we would have been successful.

We brewed fresh coffee. We (meant/meaned) to measure it carefully, but we were in a hurry. It (came/come) out like sludge. Also, I had (taken/took) the wrong box when I sprinkled powdered sugar on our "tarts." It turned out to be baking soda.

So how was our parents' anniversary breakfast? Delicious. We all went to a restaurant.

Write Idea: Did you ever cook or bake something? How did it come out? Write a true or imaginary story in the past tense. Use at least four irregular verbs.

Usage Worksheet

Lesson 6

Directions: 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.

Amazing Animal Facts is (interesting/more interesting) than any book I own. Each descriptive fact is (stranger/strangest) than the one before. I've learned (more/many) facts than anyone I know.

I learned that the blue whale is the (large/largest) of all animals. The whale's whistle travels the (farthest/most farthest) distance of all animal sounds as well.

A giant squid has the (bigger/biggest) eyes of all. Its eyes are 15 inches wide, much (wide/wider) than a whale's.

The book says that pandas are the (most valuable/most valuablest) of all animals. I think that every animal is priceless.

Did you know a crab is the (slower/slowest) walker in the animal world? It walks at 3.5 mpy. That's "miles per year!" Even a snail's pace is (good/better) than that. A cheetah is the (best/most best) runner of all. At 60 mph, it is (fast/faster) than a horse. Some birds are even (more rapid/more rapider) than cheetahs. The falcon is the (swift/swiftest) bird of all. It dives at 200 mph.

Which animal eats the most food of all? A moth is the (most constant/ constantest) eater in the wild. A moth larva eats 86,000 times its own weight in two days! I'm glad it's not any (hungrier/more hungrier) than that.

There might not be any food left for humans!

Write Idea: Think about school subjects. Write paragraphs about your favorite subject, another subject you like, and your least favorite subject. Use all three adjective forms.

Usage Worksheet

Lesson 7

Directions: 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.

I love the sights and sounds of the city on a summer night. The street lights glow (more soft/more softly) than they do in winter. People stay up late, and they laugh (more easy/more easily) than during the day.

My sister and I stand (silent/silently) at our dark window. We watch our neighbor dance to a jazz song on her radio. She dances (well/good). We hear our parents talk (quiet/quietly) on the front stoop.

My sister paints (well/good). On a summer night, she paints the moon (most careful/most carefully) of all. Of everything in the city, it shines (most bright/most brightly). This is one of the best times in the city.

I watch the city streets (most secret/most secretly) of all at four in the morning. With the city lights off, the moon lights the streets (more bright/more brightly). I see a white cat looking (curious/curiously) at my window. He throws back his head and howls (musical/musically).

At four o'clock, I write (well/good).

I am more peaceful than I am during the day. I remember (more clear/more clearly) than ever the things I want to describe. I can dream (well/good), too. I dream (most frequent/most frequently) of all about places I'll go one day. My parents discuss moving to the country, but I would miss city summer nights.

Write Idea: Would you rather live in a big city, a small town, or the country? Describe life in your favorite place to live. Use all three adverb forms.

Usage Worksheet

Lesson 8

Directions: 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.

You never know what you might find if you start digging. [Some gold miners found that out a few years ago in Siberia.] [While removing some soil, the miners' bulldozer had hit a big block of ice.] [As they looked inside the ice, they were surprised by what they saw.] [The amazed miners were staring at an odd shape.] Sluicing the ice with water made the image clearer. [An animal was frozen in the ice.]

[The creature resembled an elephant.]
[However, it had long fur and two fingers at the end of its trunk.] [The animal in the ice was a woolly mammoth!]

[Mammoths had disappeared forever by the end of the last Ice Age.] [This one had survived as a mummy, a well-preserved body.] Freezing had kept it undamaged. The mammoth was a baby, 4 feet long and 4 feet tall. [Adult mammoths could reach 15 feet in height.] [Ten-inch, shaggy hairs on its body had kept it warm.] [The baby's furry trunk stretched to 22 inches.]

[According to scientists, the mammoth mummy is about 30,000 years old.] [It is one of the oldest mummies in the world.]

What might be under the earth in your backyard? A saber-toothed tiger?
[You never know!]

Write Idea: Imagine that you found something buried near your home. What was it? Write a newspaper report describing what you discovered. Then go back and circle each simple subject. Underline each simple predicate.

Usage Worksheet

Lesson 9

Directions: 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.

[Perhaps you think Britishers and Americans speak one language.] [We all speak English.] [While we do share most of our words.]

[Americans fill their cars with gas the British call it *petrol*.] [An American fixing the car looks under the hood a Britisher looks under the *bonnet*.] A Britisher finds tools in the *boot*. [An American in the trunk.]

[When driving to Mom's house uses the highway.] [A Britisher goes to *Mum's* house he uses the *motorway*.] [An American hopes for Mom's cookies.] A Britisher hopes for *Mum's biscuits*.

[The *mum* of your British friend is out of *biscuits* she offers *chips*.] [If you're hoping for something crunchy, you'll be disappointed.] [Her *chips* are french fries American chips are called *crisps*.] [Of course, *ta* to her, which means thank you.]

[Later, you put on your *jumper* I mean your sweater.] [Seeing that it is raining, offers his *mak*.] [His *mum* then fills the raincoat pockets with *sweets*.] They are candies.

[Then you good-bye to your British friend and his *mum*.] [They smile, wave, and call back, "*Cheerio*."]

Write Idea: What slang words do you and your friends use? Write a letter to someone from the year 1860 and explain what the words mean. Use some example sentences to show how you use the words. Be sure to use complete sentences in your letter.

Usage Worksheet

Lesson 10

Directions: 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*.

Nobody was (ever/never) bored when P.T. Barnum was around! There wasn't (anything/nothing) he liked more than being in the spotlight.

Nobody anywhere (would/wouldn't) dispute Barnum's genius as a promoter. Born in 1810, he (was/wasn't) never the quiet type. He didn't like (any/none) of his dull jobs.

He (could/couldn't) scarcely wait to organize his own shows. It (should/shouldn't) have surprised nobody when he started a circus. Barnum traveled from town to town promoting "The Greatest Show on Earth." He finally had found a job that (was/wasn't) hardly stuffy or boring!

At first, Barnum's circus didn't use (any/no) trains or trucks. They paraded through town in horse-drawn wagons. People (could/couldn't) hardly believe their eyes. Most hadn't (ever/never) seen a tiger!

Barnum (would/wouldn't) scarcely recognize a circus today. He (could/couldn't) never have imagined the changes. Tents (are/aren't) hardly ever used. Indoor arenas are the "big tops."

The opening parade doesn't go (nowhere/anywhere) but in a big circle.

Today's circus isn't (anything/nothing) like Barnum's, but one thing particularly would please him. Fifty people are employed just to promote it!

Write Idea: Think about a big change you have seen—in a person, a place, or a thing. Write about it before and after the change. Include three sentences with negative ideas.

Usage Worksheet

Lesson 11

Directions: 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.

Many of (we/us) have read the book *Charlotte's Web*. What do (we/us) know about its author, E. B. White? When (he/him) was young, he was not eager to go to school. Speaking in front of his classmates terrified (he/him). Sometimes he was a lazy student. In his freshman year of college, (he/him) almost failed English.

Still, White had always loved words. His older brother would let (he/him) play with his typewriter. When White's older siblings moved away, he felt abandoned by (they/them). (He/Him) poked through what they had left behind and found a dictionary. To him, its contents were magical.

The dictionary encouraged White to write. When (he/him) wrote *Charlotte's Web*, children and adults were eager to read it. (They/Them) loved Wilbur the pig and his spider friend. After White's book came out, 200 fans wrote (he/him) letters each week.

Why did (he/him) write the book?
White felt sorry for a pig that was doomed to die. At that same time, (he/him) noticed a gray spider. (She/Her) was so clever at her spinning, White worked (she/her) into his story.

For the children of his time and (we/us) now, White wove a story of friendship as strong and magical as Charlotte's web.

Write Idea: Who is the person you admire most? What does he or she do that wins your respect? Write about him or her using subject and object pronouns.

Usage Worksheet

Lesson 12

Directions: 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."

Dear Boomer,

Thanks for your funny card! Yes, I'm taking care of (myself/ourselves). It's an army rule. We have to keep (myself/ourselves) fit.

I was glad to hear Dad gave (hisself/himself) two days off work. I hope Mom takes some time for (herself/themselves), too.

Little brother, are you taking care of (yourself/yourselves)? In your letter, you said Dad has been lecturing you. I know you wonder if he ever listens to (himself/themselves). Do Mom and Dad know that they repeat (theirselves/themselves)? I'm not sure. All I'm sure of—now don't make a face—is that they love us.

Mom and Dad see us as images of (theirselves/themselves). They hold (theirselves/themselves) responsible for us. Eventually, we will have to answer for (myself/ourselves). That's what my sergeant keeps telling me. I have to listen to others and then trust (myself/ourselves) to make good decisions.

Boomer, try putting (yourself/yourselves) in Mom's and Dad's shoes.

Dad has asked (hisself/himself) to remember when he was a kid. He wants us to learn from his mistakes. Mom told me she heard (herself/ourselves) talking and realized that she sounded just like her parents. So hang in there. They love you. So do I, you goof.

Love, Jay

Write Idea: Imagine that you have a brother in the army. Write a letter telling him what's happening in your life. Use at least three reflexive pronouns.

Usage Worksheet

Lesson 13

Directions: 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.

Dear Stan,

The girl we saw at all the dances (is named/are named) Meg. Dad and Uncle Tim (keeps telling/keep telling) me how to meet her. My uncles and Dad (knows/know) I'm shy. In the last week, Uncle Lou, Uncle Tim, and Dad (has given/have given) me lots of advice.

Yesterday, Uncle Tim said, "The girls at my church (is/are) nice. The teens in our parish (makes/make) friends by working together. Our spaghetti and meatball supper (are/is) tomorrow. Why don't you come help?"

So, today I go. When I arrive, a pot of meatballs (is waiting/are waiting) for me.

I find myself serving lots of messy kids.

Soon, meat and sauce (is/are) all over my apron. The steam from the hot pots (is making/are making) me sweat. Then two girls and a boy (begins/begin) to fight. One of the kids (throws/throw) a fistful of spaghetti. Tomato drips down my cheek. A white and sticky noodle (hangs/hang) from my ear. Friends of my uncle (laughs/laugh). Three girls in the line (stares/stare). Guess who?

Meg, her sister, and a friend (is/are) quiet while I serve them. Then Meg's friend smiles the warmest smile I've ever seen. She winks and hands me a wad of napkins. Now I have to talk to Meg. How else can I learn her friend's name?

Your friend, Mike

Write Idea: What is the most embarrassing thing that has ever happened to you? Write about it using compound, plural, and singular subjects. Also use adjectives in your paragraphs to describe your subjects.

Usage Worksheet

Lesson 14

Directions: 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.

At first, I thought my friend Ann was silly. (She/They) wanted me to run for president. "I even have a slogan," she said. "(He/It) is *Peng for President*."

I had never thought of myself, Peng, as a class leader. Still, I felt (I/we) could do more than Ron. As president, (he/it) hadn't kept his promises.

So Stu and Pat made posters for me. (He/They) used a penguin for my symbol. Ann and I drew up a plan. Together, (I/we) polished my campaign speech. (He/It) included ideas for beautifying our school and tutoring young children. Ann said (she/it) was confident I could win.

Then the campaign began. (He/It) was exciting. I talked to kids (I/we) had never met before. (He/They) had a lot to say. Cafeteria food was their biggest complaint. (She/It) should be pizza everyday said my classmates.

I called Ann. "The penguin posters are real cute," I said, "but (he/they) should say something about pizza."

Ann listened. Then (she/they) said, "Stick to your ideas. They were good."

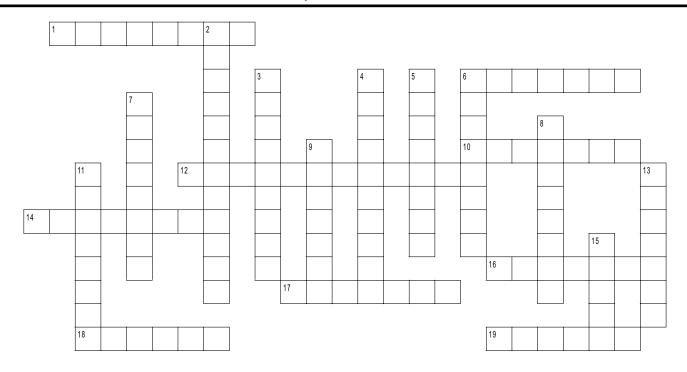
When I lost the election I felt bad, until I saw Ann. (She/He) had a giant stuffed penguin with a sign. (He/It) said, "Peng, my personal winner."

Write Idea: Imagine running for class president. What do you and other people do for your campaign? Write a brief story using singular and plural pronouns as well as masculine and feminine pronouns.

Spelling Worksheet

Lesson 1

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



Across

- 1. force; stress; strain; tension
- 6. come to the top; rise up
- 10. formed by the world around us, not by the hand of human beings
- 12. area close by; vicinity; surrounding places
- 14. the state between Maryland and North Carolina, with postal code of VA
- 16. boldness; daring; bravery
- 17. speech that gives information on a specific subject; talk
- 18. look for carefully; seek diligently
- 19. try; attempt; active use of energy in trying to produce a result.

Down

2. box-shaped appliance used to keep perishable food cold; electric cooler

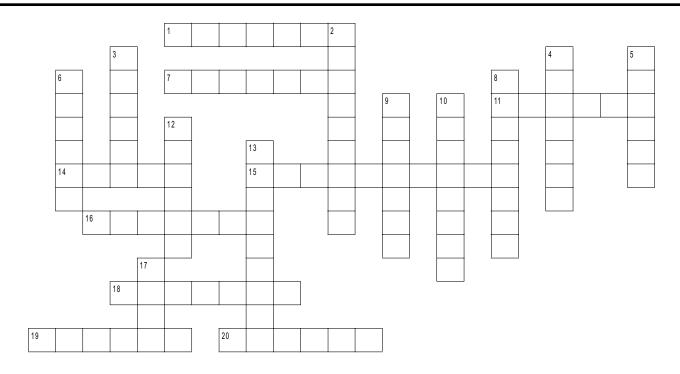
- 3. group of written sentences that has one main idea supported by details
- 4. something tried out to learn or support facts; test; trial
- 5. your own business; private; related to no one but you
- 6. usual; normal; widely used and accepted
- 7. taking from place to place; hauling
- 8. full of fun; comical; amusing
- 9. watch; look at; examine
- 11. lack of light; being almost or totally unlit; pitch
- 13. flow of electricity through a wire or other substance; electric charge
- 15. electronic equipment that uses radio waves to detect distant objects

carrying	effort	natural	personal	search
courage	experiment	neighborhood	pressure	standard
current	humorous	observe	radar	surface
darkness	lecture	paragraph	refrigerator	Virginia

Spelling Worksheet

Lesson 2

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



Across

- 1. help; aid; assist; give a hand to
- 7. need; call for; have to have
- 11. come into sight; be in view
- 14. group of singers that usually performs in a church; chorus
- 15. air; climate; surrounding conditions
- 16. end of marriage; permanent separation of a husband and wife
- 18. do what is needed; function as required; operate the way it should
- 19. a thing wanted; something wished for; a longing
- 20. just; hardly; scarcely

Down

2. for that reason; and so; as a result

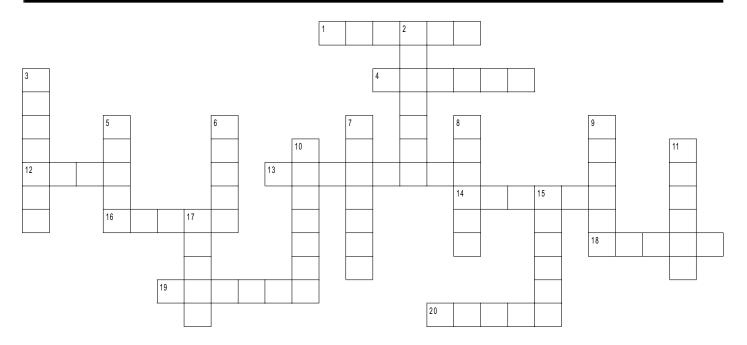
- 3. device with a sound system, radio, and tape and/ or CD player
- 4. visit or travel in a place to learn about it
- 5. ordinary; usual; typical
- 6. starting place; beginning spot; origin
- 8. germs; tiny one-celled organisms that can cause disease
- 9. match one with another; see how things are alike and different
- 10. inside; inner part; opposite of outside
- 12. looking-glass; reflector; an object that lets you look at your own image
- 13. eating place where people get food at a counter and carry it to tables
- 17. equipment; clothing, tools, and other things needed for a specific purpose

appear	cafeteria	divorce	mirror	source
atmosphere	choir	explore	normal	stereo
bacteria	compare	gear	perform	support
barely	desire	interior	require	therefore

Spelling Worksheet

Lesson 3

Hint: All the words in this puzzle end with unstressed syllables that have the schwa sound. The schwa sound is the underlined vowel sound in the words *chapter*, *fable*, *rumble*, and *sho<u>vel</u>.*



Across

- 1. deadly substance; dangerous chemical that harms or kills
- 4. part of the earth's surface; territory; area
- 12. a tiny particle of matter; the smallest unit of a chemical element
- 13. band for the arm; jewelry for the wrist
- 14. head protector; hard hat
- 16. very tall building; high, narrow building or steeple
- 18. very important; huge
- 19. not very often; infrequently
- 20. flier; person who drives or controls an airplane

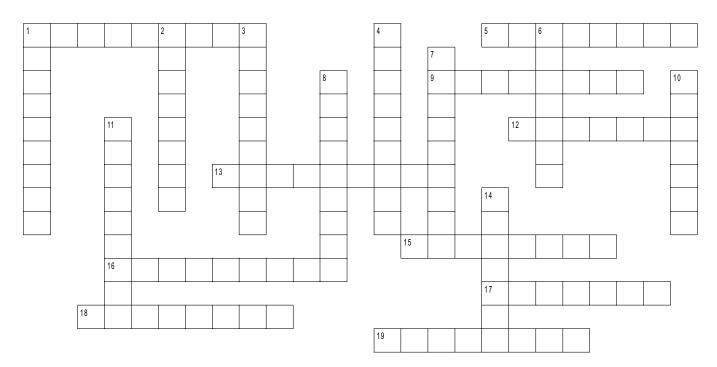
- 2. out of the ordinary; remarkable; rare; exceptional
- 3. woman's partner in marriage
- 5. border; edge; boundary; furthest extent
- 6. mist; fog
- 7. very old; antique; bygone
- 8. writer; maker of a book
- 9. plan; scheme; method
- 10. the right to act without being controlled by others; liberty
- 11. the common chemical element that the graphite of a pencil is made of
- 15. a bar that attracts iron or steel
- 17. wanting very much; keen; enthusiastic

ancient	carbon	husband	pilot	special
atom	eager	limit	poison	system
author	freedom	magnet	region	tower
bracelet	helmet	major	seldom	vapor

Spelling Worksheet

Lesson 4

Hint: All the words in this puzzle have unstressed middle syllables that have the schwa sound. The schwa sound is the underlined words *correspond*, *moccasin*, *portable*, and *remedy*.



Across

- 1. a state just south of Kentucky, with a postal code of TN
- 5. usually; at most times
- 9. attention; stress; focus
- 12. substance needed for health
- 13. lasting; enduring; not temporary
- 15. similar feelings; understanding
- 16. tool for seeing far away; instrument for watching the heavens
- 17. good things; advantage; bonus
- 18. unfavorable; contrary; on the minus side
- 19. bony framework; collection of bones

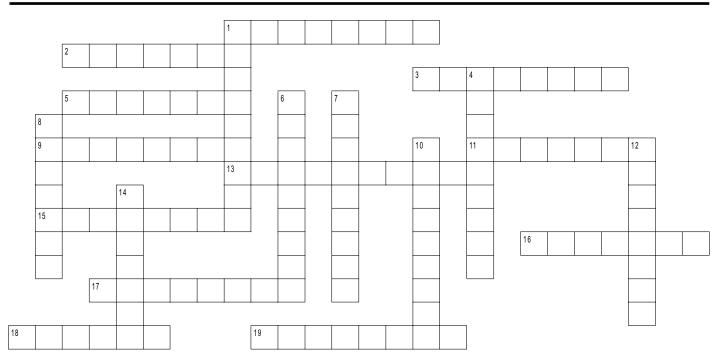
- 1. system for sending messages over wire by tapping them out in code
- 2. proper; appropriate; right; fitting
- 3. extremely good; fine; perfect
- 4. stand for; be a symbol of
- 6. understand; know
- 7. person who types letters; office worker
- 8. autograph; a person's name written in that person's own handwriting
- 10. person who runs a business; supervisor; hoss
- 11. promise concerning the quality of a product or service; assurance
- 14. able to; having enough skill for

benefit	guarantee	permanent	signature	telegraph
capable	manager	realize	skeleton	telescope
emphasis	negative	represent	suitable	Tennessee
excellent	normally	secretary	sympathy	vitamin

Spelling Worksheet

Lesson 5

Hint: All the words in this puzzle have unstressed middle syllables that have the schwa sound. The schwa sound is the underlined vowel sound in the words *alcohol*, *hesitate*, *horrible*, and *recommend*.



Across

- 1. perhaps; maybe; by chance
- 2. much the same; alike
- 3. different as can be; unalike in every way
- 5. official costume; regulation outfit; specific suit of clothes
- 9. something that happens; event; occurrence
- 11. member of a nation; resident with rights and privileges of a country
- 13. device; tool; implement; contraption; gadget
- 15. prediction; guess; determination
- 16. musical chords made to go with a melody
- 17. complete; total; with no exception

- 18. odorless gas that people must breathe to stay alive
- 19. a colorless gas, lighter than air

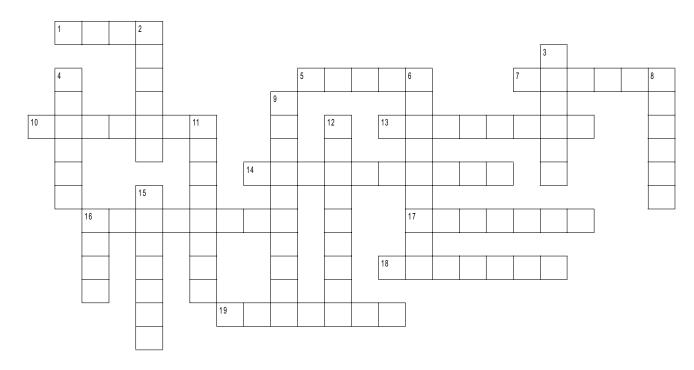
- 1. crude or simple
- 4. useful; helpful; handy
- 6. easily hurt; quickly irritated
- 7. present formally; make known in a courteous way
- 8. forceful; powerful; severe
- 10. know; identify; recall upon seeing
- 12. having to do with a country; related to a land
- 14. capable of being seen; in view

absolute	hydrogen	national	practical	similar
citizen	incident	opposite	primitive	uniform
estimate	instrument	oxygen	recognize	violent
harmony	introduce	possibly	sensitive	visible

Spelling Worksheet

Lesson 6

Hint: All the words in this puzzle have "silent" letters.



Across

- 1. money owed; bill; payment due
- 5. crash; accident; collision; crack-up; pileup
- 7. two equal parts of one thing; perfectly split sections
- 10. electrical hookup; electronic connection
- 13. tiny biting, blood-sucking insect with wings
- 14. develop the behavior of; train; control
- 16. talk between people; conversation; words spoken back and forth by people
- 17. movement in a downward direction
- 18. a note showing that payment was given; bill of sale
- 19. background that provides a setting for a stage performance; set

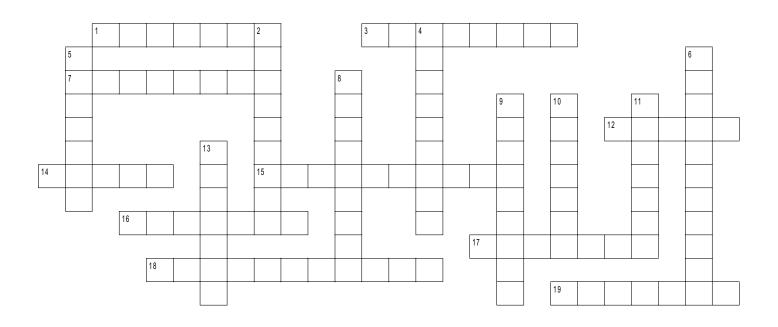
- 2. movable part of the mouth that tastes and helps with chewing and swallowing
- 3. large dwelling where royalty lives
- 4. uncommon; unusual; rare; unlike any other; the only one of its kind
- 6. learning; acquired information; education
- 8. a large fish with pink flesh
- 9. able to be seen easily; obvious; evident
- 11. complete; total; with nothing left out
- 12. way in which something is done; process; specific procedures for doing something
- 15. bad; not nice; disobedient
- 16. foolish; stupid; moronic

castle	dialogue	knowledge	receipt	thorough
circuit	discipline	mosquito	salmon	tongue
debt	dumb	naughty	scenery	unique
descent	halves	noticeable	technique	wreck

Spelling Worksheet

Lesson 7

Hint: All the words in this puzzle have double consonants.



Across

- 1. passing cars; moving vehicles
- 3. correct; exact
- 7. person who holds an office; elected person
- 12. feel anxious about; fret; think about troubles
- 14. happen; take place
- 15. not able to be done; out of the question
- 16. TV part that picks up signals; metal device for sending and receiving signals
- 17. way through; hallway
- 18. chance; right moment
- 19. to reach a goal

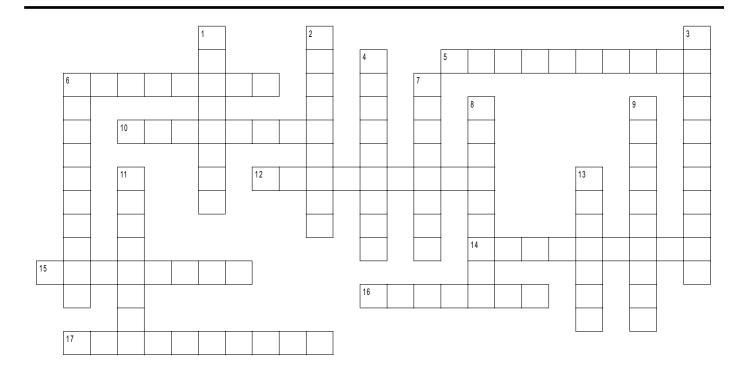
- 2. crash; accident where two cars hit
- 4. people living together; town
- 5. gather and save; group
- 6. proper; correct; right
- 8. movement and sound; noisy excitement
- 9. right away; now; at the moment
- 10. affair that turns out well; achieving everything hoped for
- 11. a division of a university; a more advanced school
- 13. try; make an effort

accurate	attempt	commotion	occur	succeed
antenna	collect	community	official	success
appropriate	college	immediate	opportunity	traffic
arrangement	collision	impossible	passage	worry

Spelling Worksheet

Lesson 8

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



Across

- 5. very tall building
- 6. forest; place covered with trees
- 10. partner who shares a room
- 12. announce on the air; transmit
- 14. at the same time; in the time during which something else is happening
- 15. length of life; number of years
- 16. large fruit of a palm tree
- 17. during the whole time; from beginning to end

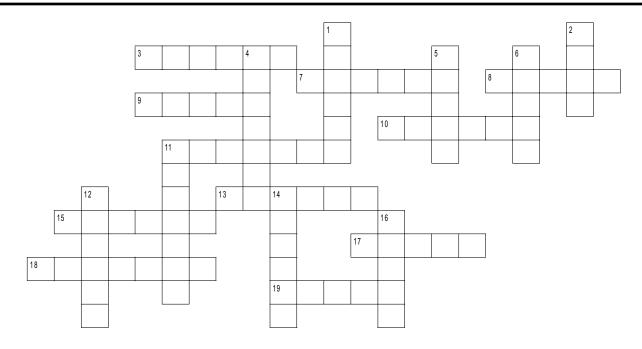
- 1. person on the same team; player on the same side
- 2. family; group of people who live together
- 3. parent's mother
- 4. scoring six points in football
- 6. rolling seat; seat that a person can move
- 7. pain in the part of the body that holds the brain
- 8. polite adult male; courteous person
- 9. writing machine; portable machine that prints neatly
- 11. no matter what
- 13. thin layers of lumber glued into large sheets

broadcast	headache	meanwhile	teammate	upside down
coconut	household	plywood	throughout	whatever
gentleman	lifetime	roommate	touchdown	wheelchair
grandmother	masterpiece	skyscraper	typewriter	woodland

Spelling Worksheet

Lesson 9

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



Across

- 3. result; outcome; influence
- 7. gain in money; income; money made in a business after expenses are paid
- 8. a plank
- 9. very strong metal made of iron and other ingredients
- 10. thin metal plate, usually with writing on it
- 11. lawmaking group; official body of people
- 13. a terrible disease that spreads quickly; a deadly illness
- 15. king's chair; seat reserved for royalty
- 17. visitor; person who is invited by someone else

- 18. person who tells what will happen; man or woman who sees into the future
- 19. company; band; outfit; troop; crew

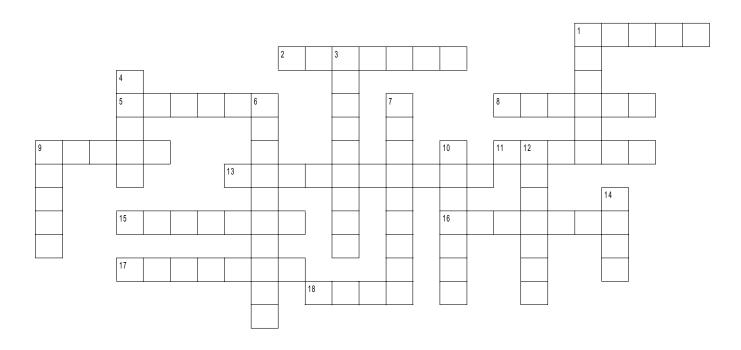
- 1. seed; grain
- 2. innermost part; center of an apple
- 4. a high-ranking military officer
- 5. rob; illegally take
- 6. made weary by dullness; put to sleep from disinterest
- 11. give advice to; advise; give an opinion to
- 12. tossed; pitched; heaved
- 14. influence; change; alter
- 16. search; hunt; pursuit

affect	colonel	council	plague	steal
effect	kernel	counsel	plaque	steel
board	core	guest	profit	throne
bored	corps	quest	prophet	thrown

Spelling Worksheet

Lesson 10

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



Across

- 1. person-like; characteristic of people
- 2. city that is that seat of government
- 5. greater supply than needed; more than the necessary amount; extra
- 8. state of mind; inner spirit
- 9. hard element with a luster; shiny substance
- 11. the right to enter; admittance
- 13. not moving; staying in one place; fixed
- 15. statehouse; legislative building
- 16. order; direction given with authority
- 17. go on; move forward
- 18. not working; not functioning; not performing a task

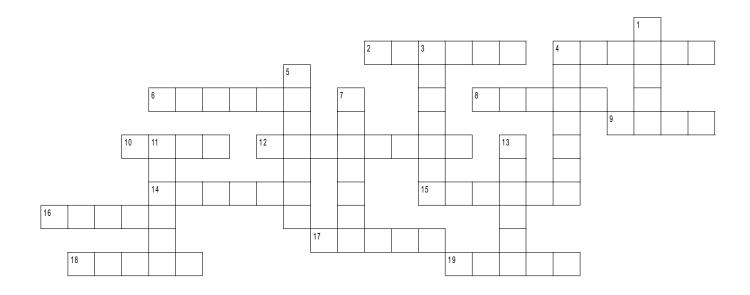
- 1. kind; not mean; compassionate; caring
- 3. school leader; manager of a learning institution
- 4. award; prize; reward
- 6. writing paper
- 7. important rule; basic law
- 9. decent; proper; right
- 10. go before; come ahead of; lead
- 12. favorably mention; praise; honor
- 14. worshipped object; image adored as a god

access	command	idle	moral	principal
excess	commend	idol	morale	principle
capital	human	medal	precede	stationary
capitol	humane	metal	proceed	stationery

Spelling Worksheet

Lesson 11

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



Across

- 2. but; not including; other than
- 4. very dry kind of land; place with little rain
- 6. 4th; one after the third
- 8. shut; slam; make not open
- 9. blood vessel that carries blood to the heart; tube through which blood flows
- 10. useless; not successful
- 12. without a bend; not crooked
- 14. series of classes; subject; studies
- 15. narrow water channel connecting two large bodies of water; waterway
- 16. from a specific time in the past to the present time

- 17. the device that a driver uses to stop a car; vehicle stopper
- 18. forward; onward
- 19. smash; split; ruin; come apart

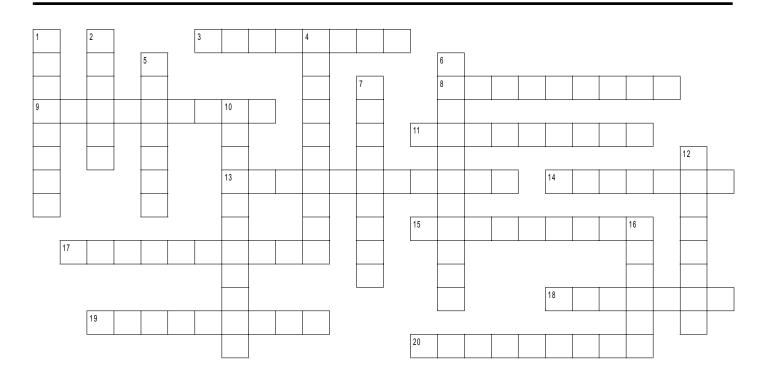
- 1. understanding; intellect; judgment
- 3. things to wear; garments
- 4. a sweet eaten after a meal; an after-dinner treat
- 5. if
- 7. condition of the air; climate
- 11. take; receive
- 13. rough; not smooth

accept	close	desert	sense	vain
except	clothes	dessert	since	vein
brake	coarse	forth	straight	weather
break	course	fourth	strait	whether

Spelling Worksheet

Lesson 12

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



Across

- 3. public talks; formal spoken communications
- 8. scars; marks; scrapes
- 9. unsolved puzzles; things not easily understood
- 11. explosive materials used to create colorful displays of light
- 13. places to eat; public eating places
- 14. people who operate cars; motor vehicle operators
- 15. people between twelve and twenty; young adults
- 17. vehicles that carry sick or injured people to a hospital; hospital vans
- 18. baseball officials; people who judge baseball games

- 19. people on the other side; foes
- 20. lifting machines in which people ride to get to other floors in a building

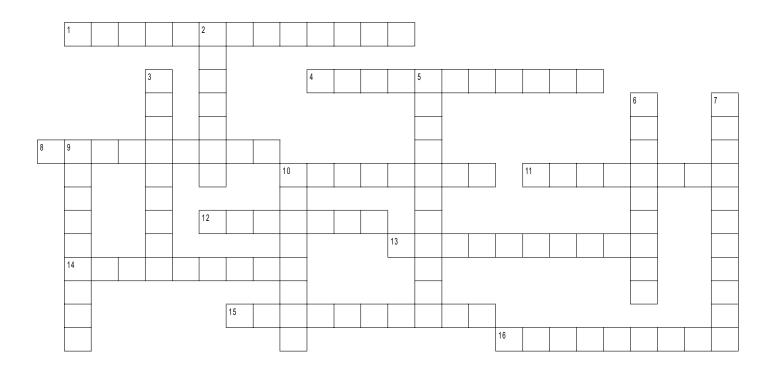
- 1. expensive jewels; sparkling gems
- 2. failures to win; forfeits
- 4. groups of persons who are together for a specific purpose; organizations
- 5. open ledges on which items are placed
- 6. tasks; duties
- 7. ways of speaking; spoken or written ways to express ideas; French, Spanish, etc.
- 10. situations in which quick action is needed
- 12. prizes; awards
- 16. numbers in a row; numbers in some order

ambulances	drivers	languages	restaurants	speeches
assignments	elevators	losses	scratches	teenagers
committees	emergencies	mysteries	series	trophies
diamonds	fireworks	opponents	shelves	umpires

Spelling Worksheet

Lesson 13

Hint: All the words in this puzzle have the prefixes *in-*, *im-*, *ir-*, *dis-*, *mis-*, or *un-*.



Across

- 1. get the wrong meaning from; not comprehend
- 4. most likely; surely
- 8. pass from sight; vanish
- 10. differ; do not hold the same opinion
- 11. lower price; cost that is less than normal
- 12. rare; seldom seen
- 13. unbelievable; beyond belief
- 14. unusual; not often happening
- 15. not finished; in need of more work; lacking something
- 16. do wrong; get into trouble; act up

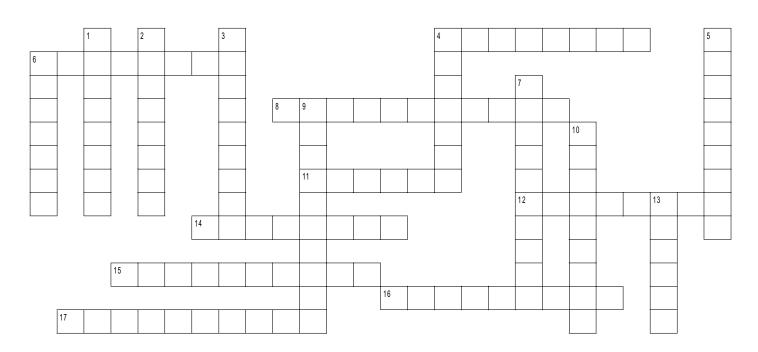
- 2. to not do as told
- 3. irritate; anger; annoy; offend
- 5. not lucky; miserable
- 6. wrong; not right
- 7. trouble; problem
- 9. unwilling to wait; eager; not willing to put up with a delay
- 10. shame; loss of respect

disagree	disobey	incomplete	irregular	undoubtedly
disappear	displease	incorrect	misbehave	unfortunate
discount	disturbance	incredible	misunderstand	unnecessary
disgrace	impatient	independent	uncomfortable	unusual

Spelling Worksheet

Lesson 14

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



Across

- 4. form that names only one; individual one
- 6. person in jail; convict
- 8. box-shaped; a shape with four right angles
- 11. ability to remember; power of recalling
- 12. round; curving completely around; like a circle
- 14. common; usual; regular
- 15. stock of words; supply of words
- 16. acting only for a short time; not permanent
- 17. testing room; place where scientists work

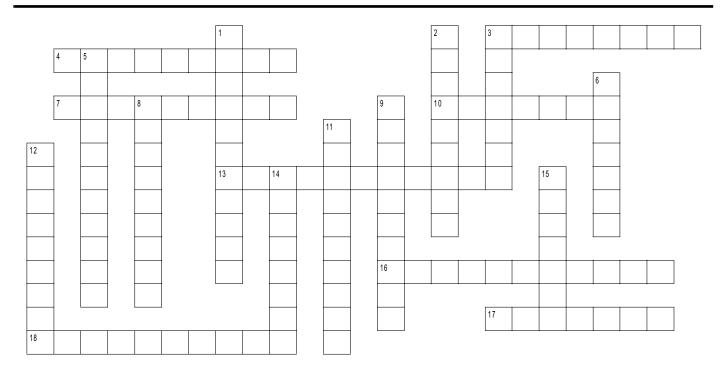
- 1. manager; person in charge
- 2. head of a state; highest elected official in a state
- 3. college teacher; high-ranking teacher
- 4. treatment by operation; an operation
- 5. mechanical tools; devices with moving parts
- 6. well-liked; pleasing to many people
- 7. special; certain
- 9. beginning; the very first
- 10. land areas; geographical parts; regions
- 13. person who works in court; person trained in legal matters; attorney

circular	laboratory	ordinary	professor	surgery
director	lawyer	particular	rectangular	temporary
elementary	machinery	popular	singular	territory
governor	memory	prisoner	spectacular	vocabulary

Spelling Worksheet

Lesson 15

Hint: All the words in this puzzle have the suffixes *-ment*, *-ness*, *-ful*, or *-ity*.



Across

- 3. quarrel; fight
- 4. place to live; dwelling; rented home in a building with others
- 7. medical care; bandaging
- 10. good; valuable; constructive
- 13. chance; likelihood
- 16. energy that is generated; type of energy used to power a light bulb
- 17. fee; money that is given for services
- 18. favorable; having a positive outcome

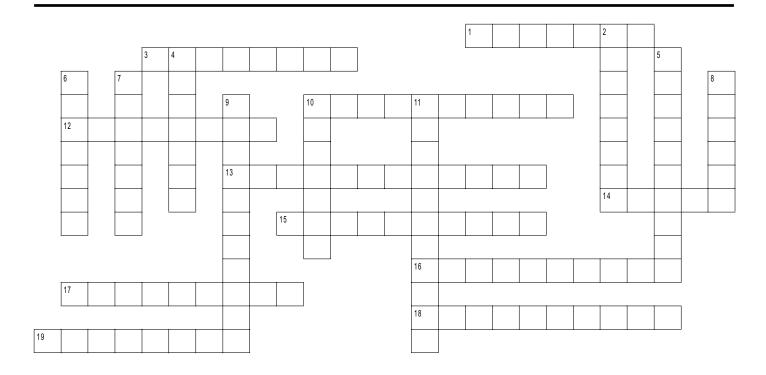
- 1. area of new buildings; new neighborhood
- 2. the right to command; the power to enforce
- 3. skill; talent
- 5. qualities as a person; character
- 6. sickness; disease
- 8. harmony; accord; unity
- 9. thrill; stirred up feelings
- 11. school with several colleges; a school students may attend after high school
- 12. gladness; pleasure
- 14. able; talented
- 15. actual fact; truth

ability	authority	excitement	payment	skillful
agreement	development	happiness	personality	successful
apartment	electricity	helpful	possibility	treatment
argument	entertainment	illness	reality	university

Spelling Worksheet

Lesson 16

Hint: All the words in this puzzle have the suffixes *-ed* or *-ing*.



Across

- 1. worked out ahead of time; made arrangements in advance
- 3. gave out; allotted; designated for
- 10. used to
- 12. guiding; directing
- 13. making an uncomfortable feeling; causing an uneasy feeling
- 14. passing from life; ceasing to live
- 15. giving a word picture of; using language to provide an illustration of
- 16. not looked for; surprising; without warning
- 17. tired out; fatigued; wearied
- 18. giving the reason; offering the cause
- 19. let in; allowed to enter; permitted entrance

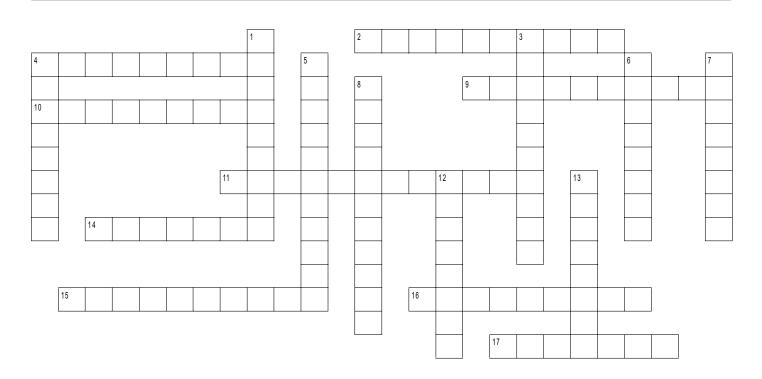
- 2. forced out; driven out
- 4. looking without turning away; gazing steadily
- 5. said "sorry"; asked for pardon; expressed regrets
- 6. sending; throwing; flinging
- 7. put one foot forward; walked
- 8. eating; consuming food at a meal
- 9. broke in upon; stopped the speaking of
- 10. feeling sorry; guilty
- 11. took the place; stood in; acted as a replacement

accustomed	assigned	dying	explaining	steering
admitted	casting	embarrassing	interrupted	stepped
apologized	describing	exhausted	planned	substituted
ashamed	dining	expelled	staring	unexpected

Spelling Worksheet

Lesson 17

Hint: All the words in this puzzle have the suffixes -ance or -ence.



Across

- 2. way in which things are not alike; dissimilarity
- 4. cause action in; have an effect on
- 9. becoming visible; coming into view
- 10. kind of material; thing
- 11. freedom; liberty; self-reliance
- 14. keep steady; make equal; stabilize
- 15. significance; seriousness
- 16. protection against loss; a safeguard that covers expenses for an accident
- 17. stillness; absolute quiet; absence of sound

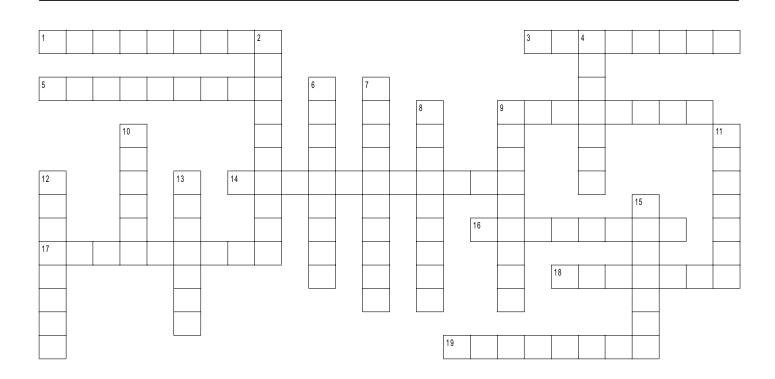
- 1. anything used to find information; source
- 3. thing that happens to a person; event that a person lives through
- 4. example; case
- 5. keeping up; care of
- 6. ability to endure a trying situation; calmness
- 7. a connected series of things or events that follow each other in order
- 8. thing that saves work; thing that helps; thing that makes life easier
- 12. arrival; appearance
- 13. rough force; damaging or hurtful action

appearance	difference	importance	insurance	sequence
balance	entrance	independence	maintenance	silence
confidence	evidence	influence	patience	substance
convenience	experience	instance	reference	violence

Spelling Worksheet

Lesson 18

Hint: All the words in this puzzle end with the suffix -ous.



Across

- 1. very funny; extremely humorous; wildly amusing
- 3. unselfish; willing to give; sharing
- 5. showing belief in God; faithful to God
- 9. coming before; prior
- 14. impish; naughty
- 16. very big; huge; massive; gigantic
- 17. aware; able to know; mindful
- 18. not joking; not meant to make people laugh
- 19. great many; large amount

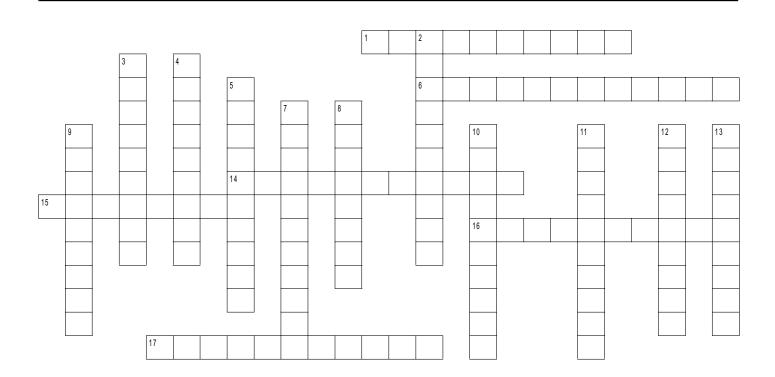
- 2. distrustful; having a lack of faith; doubtful
- 4. uneasy; anxious; worried; troubled
- 6. good to taste; pleasing to eat
- 7. without stopping
- 8. amazing; surprising; astonishing
- 9. harmful; dangerous; able to hurt or kill
- 10. well-known; widely known
- 11. envious
- 12. of great value; worth a great deal
- 13. easily seen; evident; clear
- 15. eager to learn; interested; wanting to acquire knowledge

conscious	enormous	jealous	numerous	previous
continuous	famous	marvelous	obvious	religious
curious	generous	mischievous	poisonous	serious
delicious	hilarious	nervous	precious	suspicious

Spelling Worksheet

Lesson 19

Hint: All the words in this puzzle end either *-tion* or *-sion*.



Across

- 1. number of people who live there; inhabitants
- 6. group with a purpose; people united to accomplish a goal
- 14. words that make clear or plain; providing of reasons
- 15. final judgment; choice; conclusion
- 16. showing; illustration
- 17. things together; union; joining

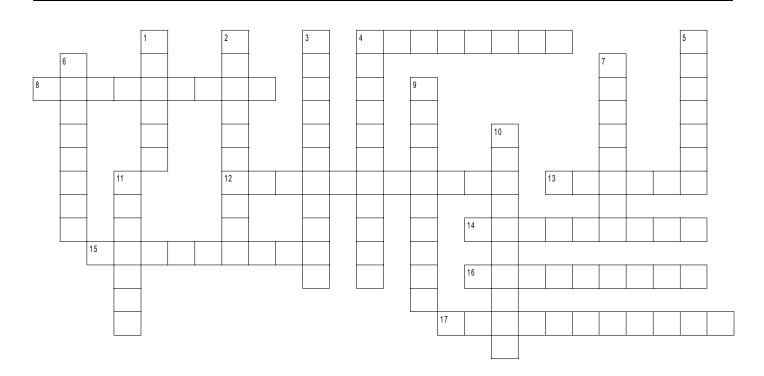
- 2. goods made by labor in a factory; yield
- 3. condition; state; circumstances
- 4. work of a surgeon to correct or cure a physical ailment in a person
- 5. pause; stopping for a while
- 7. short written assignment; essay
- 8. place; site; spot
- 9. something new; original creation
- 10. way of keeping safe; guarding; shielding
- 11. strong effect; mark; imprint
- 12. state of health; well-being; way of feeling
- 13. keeping back; holding back; confinement

combination	detention	impression	organization	protection
composition	discussion	invention	population	situation
condition	explanation	location	position	suspension
decision	expression	operation	production	transportation

Spelling Worksheet

Lesson 20

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



Across

- 4. belonging to a singing group
- 8. belonging to people under a doctor's care
- 12. belonging to a helper
- 13. belonging to a group that decides in court if people are innocent or guilty
- 14. belonging to people traveling for pleasure
- 15. belonging to a device that tells directions
- 16. belonging to people serving in the senate
- 17. belonging to one who does errands

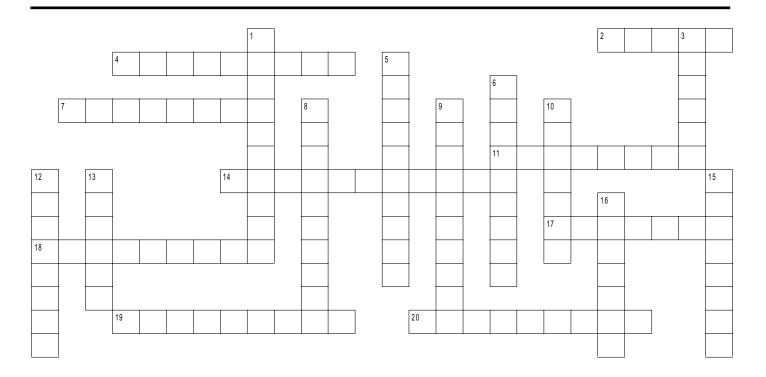
- 1. belonging to them
- 2. belonging to one who plays tunes and songs
- 3. belonging to people who work in a laboratory
- 4. belonging to a person in charge of a train
- 5. belonging to a person who directs others
- 6. belonging to a male parent
- 7. belonging to a female parent
- 9. belonging to people who design machines
- 10. belonging to the regular buyers
- 11. belonging to the elected leader of a city

assistant's	conductor's	father's	messenger's	scientists'
carpenter's	congress's	guide's	mother's	senators'
chorus's	customers'	jury's	musician's	theirs
compass's	engineers'	mayor's	patients'	tourists'

Spelling Worksheet

Lesson 21

Hint: All the words in this puzzle have Greek roots.



Across

- 2. written chart showing change
- 4. government; governing the people
- 7. measured distance across a circle, through the center
- 11. study of shapes and their measurements
- 14. device that measures heat and cold
- 17. study of earth's crust
- 18. device through which people see above the surface of water
- 19. boundary around the edge
- 20. scientist who deals with the body; doctor of medicine

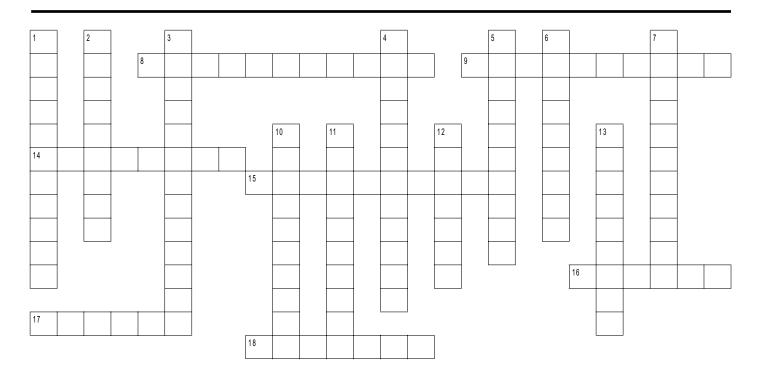
- 1. small device that collects sound to be saved or broadcast
- 3. government plan or rule
- 5. $\frac{1}{1000}$ of a meter; small unit of measurement
- 6. written account of a person's life
- 8. device used to see very small things
- 9. take a picture of with a camera; capture on film
- 10. the science of living things
- 12. long musical composition
- 13. a measurement system based on units of ten
- 15. of the body; body science
- 16. following rules of clear thinking

biography	geometry	microphone	periscope	policy
biology	graph	microscope	photograph	political
diameter	logical	millimeter	physical	symphony
geology	metric	perimeter	physician	thermometer

Spelling Worksheet

Lesson 22

Hint: All the words in this puzzle have Latin roots.



Across

- 8. ruin; tearing down what has been built; damage
- 9. enough; plenty
- 14. people watching or listening; attending crowd; spectators
- 15. teacher; educator; one who builds knowledge in others
- 16. count on for help or support
- 17. a cause; something that makes something else happen; a reason
- 18. put within; close in

Down

1. make by hand or machinery; produce

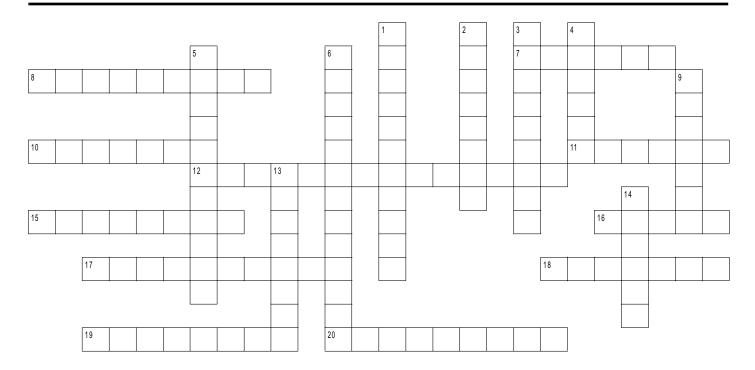
- 2. needing another's support; having to hang on to another for survival
- 3. meeting a line at an angle of ninety degrees
- 4. putting together; building
- 5. meeting room with enough seats for a big group of people
- 6. getting results; making something happen
- 7. harmful; causing what has been built to be ruined
- 10. end; part that brings something to a close
- 11. made by the skill or labor of people, not nature; manmade; not natural
- 12. fill the desires of; make sure to please
- 13. very able; capable of making something happen without wasting time or effort

artificial	construction	destructive	include	perpendicular
audience	depend	effective	instruction	satisfaction
auditorium	dependent	efficient	instructor	satisfy
conclusion	destruction	factor	manufacture	sufficient

Spelling Worksheet

Lesson 23

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



Across

- 7. distance above the ground; altitude
- 8. very much; to the greatest degree
- 10. sports judge; game official
- 11. 8th; between 7th and 9th
- 12. duty; obligation; thing that one has to do
- 15. exact; precise; fixed
- 16. protect; shield; prevent the harm of
- 17. rulers; group of political leaders
- 18. not of this country; from another nation
- 19. worth a high price; costly
- 20. needed; important; vital

Down

- 1. important; big; considerable; meaningful; notable
- 2. is likely to be; will undoubtedly happen
- 3. odd person; eccentric individual
- 4. unpleasant; tough; awful
- 5. degree of warmth or cold; calculation of how hot or cold something is
- 6. sending and getting messages; exchanging information
- 9. not this or that; also not
- 13. being there; attendance; being at a place
- 14. place for showing exhibits; building where things are on display

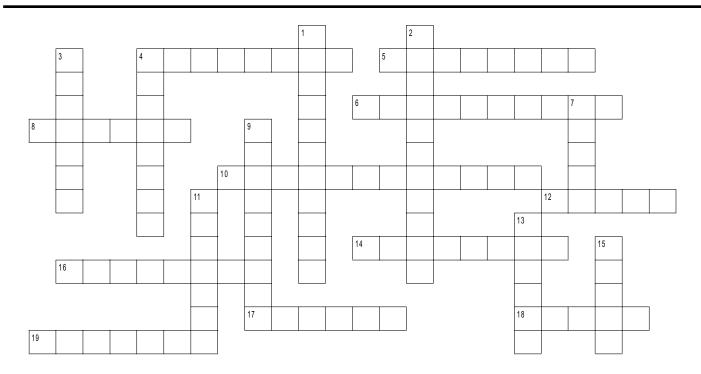
character communication definite eighth

extremely fierce foreign government guard height museum necessary neither presence probably referee responsibility significant temperature valuable

Spelling Worksheet

Lesson 24

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



Across

- 4. particular time; moment; instant
- 5. keepsake
- 6. certainly; assuredly
- 8. person of outstanding ability; brilliant one
- 10. without planning; by chance; because of unexpected circumstances
- 12. intended; had in mind; planned
- 14. a chart that shows days, weeks, and months of a year
- 16. opinion; belief; thought
- 17. for a time; for a short period
- 18. hard to chew; not tender
- 19. permit; legal document allowing certain actions

- 1. contest; struggle
- 2. cozy; snug; pleasant
- 3. items such as rings and bracelets, worn as decorations; ornaments
- 4. happened; took place
- 7. free; not confined or bound in any way; at liberty
- 9. group of musicians who play together on different instruments; band
- 11. means of guarding oneself; protection
- 13. freedom from danger; protection; security
- 15. an instrument for measuring

accidentally	competition	genius	loose	orchestra
awhile	defense	jewelry	meant	safety
calendar	definitely	judgment	occasion	souvenir
comfortable	gauge	license	occurred	tough

WORKSHEET ANSWER KEYS

The following are the answer keys for *SkillsTutor* Language Arts C worksheets. The correct answers for Capitalization, Punctuation, and Usage worksheets appear in bold. The completed crossword puzzles for Spelling worksheets are shown.

Capitalization Lesson 1C

Last week, I was asked by our neighbor, Mrs. Liberto, to baby-sit her son Danny. Eager to improve my financial situation, I said, "Yes, I'm available, but I'd like my friend Amy Black to help."

It was a long day. Danny, an energetic two year old, refused to take his nap. Then, the phone rang. The first call was **Dr.** Edwin **G.** Lake calling for Mr. Liberto. Then, a neighbor, **Ms.** Jenkins, called to see how we were doing. That's when Amy and I got scared. Where was **Danny**?

When Amy and I finally found him, he was in the dog's box. Danny and **Bruno**, the basset hound, were fast asleep.

Capitalization Lesson 2C

The old woman jangled as she walked. "They tell me," she said, "that you kids can solve any mystery. Can you find a lost key for me?"

Joe said, "Describe the key for us."

She pulled anxiously on a silver
necklace strung with charms. "It's no
bigger than the end of my finger," she
replied. "Oh, I've searched everywhere.
There's no place else to look," she added
with a shudder, "but the attic."

"We'll do our best," I answered.

She led us up a crooked stairway. **At** the top, we aimed our flashlights into an expanse of dusty darkness.

Capitalization Lesson 3C

Dear Jason,

My class is collecting things to put in a time capsule. It will be opened in 100 years. Would you like to put something in it?

> Sincerely, Anthony

Dear Sir:

Our class is working on a time capsule. Could your baseball team possibly send us a baseball autographed by this year's players?

Yours truly, Anne Burton

Dear Mrs. Wilson:

Our class liked your article in today's newspaper. We are putting it in a time capsule for people to read 100 years from now.

Respectfully **yours**, Bradley Carter "Great!" said **Amy**. "We found him!"
"Maybe not so great," I thought to
myself. "What will **Mrs**. Liberto think of
us letting Danny sleep in **Bruno's** box?"

Suddenly, next door, **Miss** Simpson started her power mower. Bruno started barking, and **Danny** started crying. Then, the phone rang again. It was **Mr.** Blair, Mrs. Liberto's brother. "Why is Danny crying? Is Bruno hogging the bed again?" he asked. "My sister **Angela** probably told you. Danny always takes his nap with Bruno."

When I told Amy, she laughed, "I guess I'll split our fee with Bruno."

The attic was jammed with boxes and furniture looking ready to topple over.

"There must be a thousand places," Joe groaned, "to search for a small key."

I handed him a piece of chalk and suggested, "Mark each one as you go."

We spent the morning wiping cobwebs from our faces, pulling drawers out, and opening dusty boxes. Our client shook her head, jangling all her jewelry. "My mother used to say," she moaned, "that it was right under my nose."

Quickly I spun around and beamed my flashlight at her. Lifting her chain of silver charms, I said, "So it is."

Dear Anthony,

The time capsule is a great idea! Here's my "Keep the Planet Green" poster. When they open the capsule in 100 years, they'll know we cared about the environment.

Sincerely,

Jason

Dear Ms. Burton:

Our team is happy to help you with your project. We are sending the autographed baseball today.

Very **truly yours**, John Rivera

Dear Mr. Carter:

I was pleased to hear that your class enjoyed my article. I'm also very proud that you want to include it in your time capsule.

> **Respectfully** yours, Lee Wilson

Capitalization Lesson 4C

Ours is a world of infinite contrasts. For example, **Indonesia** is a country of 13,000 tiny islands, while Greenland is one big island. A place like **Holland** has no mountains, while Nepal is nearly covered by the rugged **Himalayas**.

The dry lands of the Sahara **Desert** contrast sharply with land near the Amazon **River**. While these places have few habitants, cities like **New** York have millions of people. (The Brooklyn **Bridge** and Fifth **Avenue** are always crowded!) The Sears **Tower** in Chicago is 110 stories above ground, yet there are stores in **Atlanta** built underground!

Contrast keeps our world interesting. Some roads run straight for hundreds of miles, like the Birdsville **Track** across the **Simpson** Desert in **Australia**. Others, like Lombard **Street** in San **Francisco**, **California**, twist and turn.

The highest point on earth, as you might guess, is on top of a mountain,

Mount Everest. The lowest point is in the

Dead Sea. It is 1,292 feet below sea level.

It's exciting to explore contrasts like these, but most of us agree on the best place on earth. It's not Disneyland or even Paradise **Island**. It's home!

Capitalization Lesson 5C

Because I love to relax, **Labor** Day is probably my favorite holiday. It invariably falls on **Monday**, giving me a three-day weekend. It's in **September** when the weather is more comfortable than in **July**. It needs no extensive preparations like **Thanksgiving** and Christmas do. I use the whole weekend, from **Friday** night on, to relax and read.

I love to read how past events like the Civil **War** or the Great Depression have influenced us today. Right now, I'm exploring the **Industrial** Revolution. I want to know more about life before, during, and after that important era.

During the **Middle** Ages, most people led simple lives as farmers. I imagine them working their fields with primitive tools, all day **Monday** through **Saturday**.

With the Industrial **Revolution** came machinery and a change in people's ways of life. Many left their farms to work in city factories. They toiled long hours almost every day, sometimes even on **Christmas** and New **Year's** Day.

Over the years, machines have made our lives easier. We use machines to shovel snow in **January** and to cool our homes in **August**. Lucky us! We can enjoy technology and the holidays, too.

Capitalization Lesson 6C

To choose the future you want, first read, watch, and listen. The book *The Silent Spring* and the movie *Blade Runner* show a world fouled by pollution. A well-organized world, however, is possible. We see it in the book *Utopia*.

Every day newspapers like *The New York Times* report events affecting the future. Magazines like *World Futures* also show the possibilities ahead. Some are wonderful; others are not.

In "America the **Beautiful**" we sing of nature's beauty. Does our Bill of **Rights** give us a limitless right to the land or responsibilities to the future?

In the **Constitution**, Americans laid the foundation for the country's future.

Today, we continue that tradition by planning carefully.

The movie A Future for Every Child shows the importance of choosing wisely. Newspapers, such as USA Today, and magazines, such as Mother Earth News, show ideas full of promise for tomorrow.

Perhaps we'll live in the dome homes and drive the electric cars featured in the book *Future Stuff*. The first step is respecting the rights of others. That's the future celebrated in the song, "The **Family** of Man."

Capitalization Lesson 7C

A prominent businessman spoke to the students of Churchill **Middle** School.

"My name is Gordon Ives," he said.
"Sixty years ago I was an eighth-grader in
Bayside Junior **High** School. Today, I
own Ives **Publishing** Corporation.

"When I was a boy, times were hard. My father had worked at Madison Motor Company until it closed. Then he worked at Weber's Shoe Repair. My mother washed dishes at Weaver Hospital. I swept floors at Sid's Fruit Stand near Kenyon College. Once, in a snowstorm, I ducked into the college's Olin Library. There, I met very important friends."

"By the time I entered **Liberty** High School, my friends included presidents and princes. They stayed my friends when I went to Ohio **University**. I'd do school work in Alden **Library**. Then I'd work in Brown's **Bookstore**.

"Later, I bought Brown's and expanded it to include the Letterman **Printing** Company next door. Always, my friends remained loyal," said Mr. Ives.

The class wondered who these friends were. "Books!" exclaimed Mr. Ives. "Whether you work for Gus's **Fishmarket** or become president of General Motors **Corporation**, books always help you."

Capitalization Lesson 8C

In my club, Teens for **World** Peace, some of us are **Democrats**, others are **Republicans**. We often disagree on politics, but we all agree on this: Albert Schweitzer was a great man.

Schweitzer, a **German**, was a gifted philosopher and musical genius. He was an ardent **Christian** who ministered at St. Nicholas **Church**. However, he wanted to do more to help humankind. There was no agency like the **Peace Corps** to join. He wanted to help **Africans** who were suffering from a terrible lack of medical care. So, at age 30, he studied to become a doctor.

With the help of the Paris Missionary Society, Schweitzer and his wife moved to Gabon, Africa. There they spent their lives helping Africans fight leprosy and other serious diseases. People soon came from all over the world to learn from Schweitzer's work.

Schweitzer was a **Christian**, but he shared the **Buddhists**' respect for all living things. He once scolded an **American**, the **Democrat** and presidential candidate Adlai Stevenson, for merely swatting a mosquito. In 1952, Albert Schweitzer was awarded the Nobel Prize for Peace.

Capitalization Lesson 9C

When the **winter** snows melted away, we packed our bags and headed **south** on Route 1. Every **spring** or **fall**, we drive to our family reunion. Though my **mother** grew up in the **South**, we invariably get lost on the way. She says a poor sense of direction seems to run in our family.

This **spring**, we got lost about 20 miles **east** of Grandpa's and ran into my **aunt** from the **Midwest**. An officer stopped to give us directions. He was amazed that **Mom** and Aunt Joy had ended up at that same spot at the same time.

Just then, **Grandpa** drove up in a red car. "Pardon me, Officer," he began.

Later, we all arrived at **Grandpa's** house the same time as **Uncle** Hank. He had been driving all afternoon, though he lives only 12 miles **west** of his **father**.

As we sat down to dinner, I heard Mom say, "You should all come visit us in the **North** this fall. Enjoy the lovely **spring** flowers here in the **South**. Then, come **north** and see the rich reds and golds of our autumn leaves."

My uncle remarked, "If I leave in the summer, I should get there by fall."

I laughed softly and looked out the window. I caught the moon rising as I gazed west—or was it east?

Capitalization Lesson 10C

Celia dropped her Italian bread and her glass of Canadian spring water.

"What on earth?" she gasped. Her English composition about Mexican culture was gone! She looked everywhere but couldn't find it. She went to the window and saw the planet Venus in the nighttime sky. What could she do?

She wanted to use that essay for a history project, too. She didn't have time to write it again. She had to study for a test in Math II. The photos of the sun god statue and the mountain scenes her geography teacher requested were gone, too! Where could they be?

"After dinner, we'll all look," said Celia's mom, gazing at the North Star.

"I need that essay for my History II project," Celia wailed. "What on earth am I going to do?"

Her brother Brad muttered through his Chinese food, "I'll make a deal with you, Celia. You do my science and math homework before the sun comes up, and I'll get that essay back for you."

"Do you know where it is?" Celia yelled.

"Sure," said Brad, "I let my German friend borrow it. He's telling his Spanish class all about Mexican culture!"

Punctuation Lesson 1C

Energy is all around us. Where does it come from? The sun, water, wind, and fossils are some of our sources of energy. Earth's energy gives us warmth, light, and many daily comforts.

Does the earth have endless supplies of energy? No, it doesn't! We use more energy today than ever before. The United States uses three times as much energy per person as we did in 1900. Imagine that! Can you help conserve energy? Yes, you can! You can turn off lights when they aren't being used and turn down the heat or air conditioning. Can you think of more ways to conserve?

What is the temperature in your house? If every home lowered its winter temperature by only 6 degrees, we would save the equivalent of 570,000 barrels of oil per day. Yes, that much!

What type of lights are in your house? If you replaced a regular light with a fluorescent light, it would save 80 pounds of coal. It would also keep 250 pounds of carbon dioxide out of the air. Imagine what we could save!

If we conserve energy now, we will have more for the future. Is it worth the effort? It's up to you!

Punctuation Lesson 2C

Mar. 2, 1996

Ben Clownman, Jr. Top Cop Hwy. Hometown, IL 60617

Dear Sergeant Clownman:

You have been chosen to plan this year's circus to benefit the hospital! The annual show will be Sat., Aug. 3. The Firemen's Auxiliary will help. Just call Mr. Will Bern. Also call Miss Ella Phant from Animals-R-Us Inc. Let's get the most exciting acts ever!

> Yours truly, I. M. Bauss, Captain

Apr. 8, 1996

Captain I. M. Bauss 1 Highrank Blvd. Hometown, IL 60617

Dear Captain Bauss:

Good news! Mr. Nick Finger of Shiny Sword Co. says he will be our sword swallower. Also, Hank E. Chief, the world's oldest crybaby, will perform. Dr. Armand Legg will meet any medical emergency. Best of all, Lee O. Lyon will bring his famous animal act.

> Sincerely, Sergeant Ben Clownman, Jr.

Punctuation Lesson 3C

George Washington Carver, the son of black slaves, was born near Diamond **Grove**, Missouri. Some books list his birth date as July **12**, 1861. An eager learner, Carver overcame racial prejudice and went from a tiny school in Nowosho, Missouri, to Iowa State College.

He was invited to Tuskegee, **Alabama**, in March 1896 to head the agricultural institute. There he developed by-products of the peanut, such as milk, flour, and dyes. On January **6**, **1925**, he patented a cosmetic. January **5**, **1993**, marks the 50th anniversary of this great inventor's death in **Tuskegee**, Alabama.

Punctuation Lesson 4C

Our class did a survey about zoos. Here are some of the letters I sent and some replies. Dear Sir or **Madam:**

What do you think is the role of zoos in our society?

Yours **sincerely**, Anika Abbruzo

Dear Anika.

I'd eliminate zoos. We should not keep wild animals in cages.

Your **friend**, Andre

Dear Miss Abbruzo:

At San Diego Zoo, we believe zoos help save wildlife. Our efforts kept the condor from extinction.

Yours **truly,**William Toone

Dear Anika,

A zoo is a poor copy of an animal's habitat. With better policies, we wouldn't need zoos.

Very truly **yours,** Darcy

Punctuation Lesson 5C

When we went camping, Aunt Emily came along for one **reason:** to direct, film, and edit a movie of our trip with her new video camera.

Aunt Emily started filming when **she and I** were canoeing on the lake. I **yelled, smiled,** laughed, and waved at the camera. That was too much for a **cracked,** brittle, and wobbly canoe. Splash! Soon Aunt **Emily and I** were **laughing,** gasping, and swimming for shore. I hope the camera is waterproof.

Being dumped into the **lake**, having to swim ashore, and almost losing her camera didn't stop Aunt Emily.

On February 11, 1847, another great inventor, Thomas Edison, was born. He moved from Ohio to Port Huron, Michigan, in 1854. At age 12, he sold newspapers and candy on a train. He set up a laboratory in the baggage car; and, during layovers, he read in the library in **Detroit**, Michigan.

June 1, **1869**, was the day Edison received his first patent. Eventually, he chose Menlo Park, New **Jersey**, as the site for his research laboratory. There he developed the first economical lighting system in October 1879. Shouting "Haloo!" into a transmitter, he made the first "record" on July **18**, 1877.

Dear Anika,

Where else but in a zoo can a child see a real rhinoceros?

Best **wishes**, Kerry

Dear Miss Abbruzo:

Zoos preserve only about 925 of the 2,000 endangered species. How should we decide which ones?

Sincerely, Victor Loomis

One day, my friend Jalisa suggested a way to expand our survey.

Dear Anika,

Why don't you ask *Sierra* magazine what its readers think of zoos?

With regards,

Jalisa

Dear Sir or Madam:

Please ask your readers their opinions on zoos.

Yours most **sincerely**, Anika Abbruzo

When we saw a skunk, we **jumped**, **yelled**, screamed, and ran. Aunt Emily, however, ran for her camera. That skunk didn't want to be a movie star. It turned **away**, lifted its tail, and sprayed her. Aunt Emily **washed**, scrubbed, and rinsed but couldn't get rid of the smell.

Aunt Emily says she learned some important lessons from our **trip:** always bring an extra change of clothes, never film a camera-shy skunk, and smile for the camera no matter what happens.

Our trip wasn't **quiet and peaceful**, but we have a great time watching Aunt Emily's videotape.

Punctuation Lesson 6C

Robby, a new robot, made his first public appearance today and demonstrated numerous skills. Dr. Bang, his creator, told reporters, "Robby's analysis and dialogue skills are unequaled. However, he had shown a weakness in the area of manners. Finally, he has now mastered good manners. Greet our guests, Robby."

Robby responded, "When making a **request**, you should ask politely."

"Robby, I know the rule! Will you please just greet our guests. We don't, in fact, have all day."

"Please, Dr. Bang, don't blow a fuse!"

"All right, **Robby**. Let's suppose, for **example**, we bump into each other. What would you say?"

Robby whirred and said, "Well, we did not actually bump. Therefore, I cannot respond."

"Will someone bump Robby, **this** sassy robot, so he will respond? Thank you," said Dr. Bang.

"Please pardon," said Robby, "the extension of my arm, **limb** model 45A. Forgive me for—"

"One word of pardon, Robby, will do."
"I believe, **Dr.** Bang, that one can never be too polite."

Punctuation Lesson 7C

Leave your present-day manners behind. Come join us in one of **Europe's** medieval dining halls.

Here, in the fifteenth century, how will you practice good etiquette? Well, first you'll notice that dining is informal. The meal's main course is in a pot in the center of the table. Don't mind other men's hands as you grab for food. I'm afraid there aren't any napkins, but you can wipe your fingers on your bread. Your host's* feelings won't be offended if you pick your teeth with your knife. However, please don't put any bones back into the shared pot!

(* Also accept plural possessives.)

You'd be surprised at how much table manners have changed since then. Forks weren't used widely until the 1700s. It's hard to imagine that diners shared one bowl and a few glasses.

Rich folks' manners were influenced by Erasmus, a Dutch scholar. He wrote one of the first etiquette books in 1530. Erasmus's book urged diners to throw bones onto the floor. It also had rules regarding men's habit of scratching and spitting during a meal!

Do you still have an appetite for your **mother's** home-cooked meals? **Don't** forget! Keep your elbows off the table!

Punctuation Lesson 8C

For Labor Day, my family packed material to read and write at the beach. Mom brought an article called "Time Management." From Tax News, Grandpa brought one called "Tax Law." I packed a long poem we had studied in school, "The Rime of the Ancient Mariner." My older sister packed her story, "Love Sick," planning to revise it. Little Jo packed her song, "A Is for Artichoke," so she could compose a second verse.

When we unpacked, Uncle Ted laughed at our serious choices. He said he planned to read fun stories, including one called "Good Old Lazy Days."

Mom said, "Ted is right." She pulled out her Sports Illustrated and read "This Year's Starting Quarterbacks." Grandpa wrote "The Man from Sand," another of his silly poems. I reread my favorite science fiction tale, "Moon Lagoon." My older sister read an article called "Fun in the Sun." Little Jo made sand castles and sang "Jack and Jill." Then she asked me to read her favorite poem, "Chocolate Soup."

As for fun-loving Uncle Ted, he pulled out a laptop computer to work on his newspaper article, "What People Read at the Beach."

Punctuation Lesson 9C

In her report on Earth culture, Dr. Za of Galaxy 2B writes, "**Humans** at the beach display strange behavior."

She says that **this** is true, even by human standards. "They sprawl in a manner rarely seen in other public **places**," she notes. She also wonders **why** the pieces of fake skin they wear at the beach are so tiny.

She **asks** whether this behavior has religious meaning. "The frequent use of oils may be part of a sun worship ritual," she says. Others say that **the** oils help humans swim like fish. "Humans are weird," Dr. Za concludes.

In later studies, Dr. Za notes that beach humans often go to lighted parks at **night**. She asks, "Why are humans drawn to those strange machines called roller **coasters?"** She once suggested **that** the ride helped humans digest their food. "I was **wrong,"** she admits.

"Why do humans scream and laugh at the same time?" she inquires. Some say that this is common roller coaster behavior. Dr. Za states that humans shout for the ride to stop, when they really want it to continue.

"We have a long way to go in order to understand **humans**," she concludes.

Punctuation Lesson 10C

"I hate **automobiles!**" Grandpa said in 1910, but he bought one anyway.

"You must drain the oil after 500 **miles.**" advised the dealer.

"I **know!**" interrupted Grandpa, in his eagerness to be under way.

"This machine is just like a **horse**," he told Grandma as they drove home.

"Is it, **Dear?"** Grandma remarked, gripping her hat tightly.

"If I treat it right, it'll go **forever,"** said Grandpa philosophically.

"Of course, Dear," nodded Grandma.

"I just have to remember the **oil!**" he said, pounding the brake for emphasis.

Everything was fine, until Aunt Elizabeth became ill one day. "Let's drive her to the **hospital**," Grandma said.

"We can't," replied Grandpa.
"Why not, Dear?" Grandma asked.

"It's the **oil!"** he boomed.

They went anyway. Half way home, he stopped. "Five hundred miles," he said.

He got out of the car, removed the plug, and drained all the oil. "What should I do **now?"** muttered Grandpa.

"Let's drive **on**," suggested Grandma.

They did. Without oil, the car did not make it home. "I hate **automobiles!**" roared Grandpa. He never drove one again.

Punctuation Lesson 11C

In English class today, our teacher, Mr. Habib, said, "Put your best foot forward." He wrote the saying on the board. Then he said, "On the board is an idiom. Who can give me another?"

Joe said, "I've got a frog in my throat!"

Mr. Habib **replied**, "Excellent! An idiom is a saying that doesn't mean exactly what it **says.**" He **added**, "Let's have a contest to see who can say the most idioms during class discussion **today.**"

All sorts of idioms began running through my mind.

Everyone began to talk at once after Mr. Habib **said**, "You can **begin!**"

Lea insisted, "I'll get the ball rolling with the first **idiom."**

Joe **replied**, "Well, I have a few tricks up my sleeve!"

Lea said, "Stop pulling my leg. You're biting off more than you can chew!"

Joe asked **comically,** "Gee, Lea, am I on a wild goose **chase?"**

In the end, Lea won the contest, but Joe was a good sport. I just couldn't believe my ears when I heard him say, "That's the way the cookie crumbles!"

Punctuation Lesson 12C

"Judy," Mia said excitedly, "it's him!"
She pointed to a young man setting up
a transmitter. "The WKIS radio
phenomenon, Lenny Lion," she said
softly, "is in our mall." We gawked, and
a white-haired man next to us laughed.

"He is," I said, "so gorgeous."

"From his husky **voice,**" she **replied**, "I knew he would be good-looking."

"Do you **think**," I asked, "he would give us his autograph?"

"Well," said the old man, "ask him."

The young man turned around and smiled. "Lenny," he squeaked to the old man, "in 30 seconds, you're on the air."

"This is Lenny **Lion,"** said the whitehaired man, "**from** W Kisssss!"

"Judy," Mia whispered, "the *older* man is Lenny! Oh, I could just die!"

"Try to **wait,"** I whispered **back**, "until we get his autograph."

"With me **today**," the white-haired DJ said, "are two nice girls, Judy and Mia."

"I really **think,"** Mia moaned, "I'm going to die."

"If a person can die from blushing, Mia," I said quietly, "you surely will."

"After the show," Lenny **announced**, "I might introduce Judy and Mia to my sons."

"I'm sure," Mia said, "I'll recover."

Punctuation Lesson 13C

Dad said I could go to the State Fair, but I had to take my little brother Sammy. Because I was determined to go, I agreed. Sara Cane was going to be there, and I hoped to bump into her. This was my chance to talk to her and to show her what a phenomenal guy I am. My friend Jesse was also going, and I suspected he had a similar plan.

After driving us to the **fairgrounds**, Dad left us at the gate. When we saw **Sara**, she was with another guy. They were **laughing** and carrying stuffed animals they had won. Jesse sighed, "We can still show Sammy a good time anyway."

We turned to **Sammy**, but he was gone. I groaned. We had to find **him**, or I was dead meat. Jesse and I decided to split **up** and meet later at the Ferris wheel.

Although I was angry with **Sammy**, I was worried, too. I questioned a clown blowing up **balloons** and the lady at the coin toss. When I described **him**, no one remembered seeing a fuzzy-haired kid.

After Jesse and I met up with each other, we discussed what to do next. Suddenly, Jesse pointed. Sara's friend was looking upward, scowling. There was Sammy riding on the Ferris wheel with Sara, his favorite baby-sitter.

Usage Lesson 1C

In the 1600s, King Louis XIV of France started a new (fad/fads). You see, Louis was very short, and he wanted to look taller. So, the royal shoemakers added two (inch/inches) to each of the (king's/kings') shoes. The inevitable happened. Most (man/men) and (woman/women) copied the king's new style. Soon all (citizen's/citizens') shoes had high heels. All (man's/men's) riding boots had heels added to them, too, because the heels held all (riders/riders') feet in the stirrups.

Every time Louis added to the height of his heels, so did everyone else. Heels got higher, but Louis never attained his goal of looking taller. Today, some (woman's/women's) toes are still slipped into high heels. The most popular (shoe's/shoes), however, are built for comfort. They are called "sneakers."

A (**sneaker's**/sneakers') sole is made of rubber. The (**rubber's**/rubbers) silent quality gives the shoes their name.

Improvements have been made over the years. For instance, a track (coach/coaches) developed waffle soles to help improve all (runner's/runners') traction! Sneakers became most (athlete's/athletes') favorite footwear. Now, some (sneaker/sneakers) can be pumped up with air for cushioning. Who knows? Maybe jet-propelled sneakers will be next!

Usage Lesson 2C

A Native American Legend

Long ago, the moon was a Native American boy living here on earth. (He/His) face was as radiant as the sun's. The boy had a good-natured sister. (They/Theirs) lived together happily.

Once Moon threw a big party for (them/their) friends. (He/His) told Sister, "(We/Our) guests need water. Please fetch (it/its) for (them/theirs)."

This was no easy task. It was winter, and the snow was very deep. Nevertheless, the girl picked up (she/her) buckets and went. When (she/hers) came back, there was no place for (them/her) to sit.

Sister said, "Brother, (I/mine) got the water for our party guests. Now where is

a place for (me/my)?"

Moon laughed. He shook (him/his) head. "There is no space for (you/your) to sit down. You will have to rest on (me/my) shoulders!"

(He/**His**) sister was tired, but all at once, she jumped onto (she/**her**) brother's shoulders. She rests there still today. It is her shadow that dims Moon's light.

What about (they/their) friends? (They/Theirs) left the lively party in groups and danced their way across the sky. Most of (them/theirs) are still there as stars in the Milky Way.

Usage Lesson 3C

Scavenger hunts (is/are) a tradition in my family. Every year, Dad (organizes/organize) one at Gran's house. Each time, my cousins (expects/expect) to win.

Dad makes lists describing the objects we must find. Sometimes, we (has searched/have searched) for hours. Efficiency (is/are) the key. In the past, one object (has matched/have matched) more than one description.

This year, the requirements (was/were) especially hard. The list called for things that are soft, silver, warm, and round.

My cousins raced about, but not me. I (was/were) sure there was one simple answer.

Each year, the list (contains/contain) hidden clues. Finding them (has required/ have required) thinking more than hunting. Those clues (stumps/stump) us every time. The answers (has fooled/ have fooled) us because they are so obvious. This year (was/were) no different.

My uncles looked for Gran's locket. It (is/are) round and silver, just as the list called for. My aunts hunted for soft things. My cousins (was/were) frantic.

I remained calm and thought hard. Then, I knew the solution. It was right before us. Soft, warm, round, silverhaired Gran (was/were) it!

Usage Lesson 4C

Years ago, Mom (decorates/decorated) my brother's bedroom. She (painted/will paint) everything yellow when she did it. She (adds/added) flowers and butterflies, too.

Now my brother (wants/wanted) to change it. When he finishes, it (looked/will look) cool. Since he has become a teenager, Juan (likes/liked) metallic blue. He (prefers/preferred) diagonal stripes and wild designs, too.

Tomorrow, we will start. I will sand. Juan, however, will do all the painting himself. He (creates/will create) a space mural on his ceiling after he has finished everything else. Life with a teenager certainly can be colorful.

Last fall, Juan (starts/started) collecting things for his room. He (purchases/purchased) a spaceship-shaped lamp.

At a garage sale yesterday, he (**picked**/will pick) up a bedspread with stars on it. Juan (**expects**/expected) to hang it on the wall after he paints the room.

Now he (**needs**/needed) some brightcolored posters. He (looks/will look) for some at a flea market tomorrow.

Dad (laughs/laughed) whenever Juan drags home something "new." He (remembers/remembered) his own teenage years whenever he sees Juan. I see Juan and wonder what junk I will find "beautiful" when I'm his age.

Usage Lesson 5C

Last week my brother Ted (said/sayed) we should surprise Mom and Dad on their anniversary with breakfast in bed. He (thought/thunk) cooking would be easy. Of course, neither of us had (done/did) it before.

We (got/get) up early to start the feast. The day before, we had (made/maked) yeast rolls. Ted said he had (cut/cutted) the recipe in half. Instead, he had doubled the flour. The result was that we (had/haved) rolls flatter than pancakes. I have (held/hold) paperweights that were lighter.

"No problem," said Ted. "We'll smear them with jam and call them strawberry tarts."

Usage Lesson 6C

Amazing Animal Facts is (interesting/more interesting) than any book I own. Each descriptive fact is (stranger/strangest) than the one before. I've learned (more/many) facts than anyone I know.

I learned that the blue whale is the (large/largest) of all animals. The whale's whistle travels the (farthest/most farthest) distance of all animal sounds as well.

A giant squid has the (bigger/biggest) eyes of all. Its eyes are 15 inches wide, much (wide/wider) than a whale's.

The book says that pandas are the (most valuable/most valuablest) of all animals. I think that every animal is priceless.

Usage Lesson 7C

I love the sights and sounds of the city on a summer night. The street lights glow (more soft/more softly) than they do in winter. People stay up late, and they laugh (more easy/more easily) than during the day.

My sister and I stand (silent/silently) at our dark window. We watch our neighbor dance to a jazz song on her radio. She dances (well/good). We hear our parents talk (quiet/quietly) on the front stoop.

My sister paints (well/good). On a summer night, she paints the moon (most careful/most carefully) of all. Of everything in the city, it shines (most bright/most brightly). This is one of the best times in the city.

It turned out that our problems had just begun. We had (ranned/run) out of cheese, so we (put/putted) peanut butter in the omelets instead. The omelets (grew/grown). Perhaps, if we had (beaten/beated) our eggs more, we would have been successful.

We brewed fresh coffee. We (meant/meaned) to measure it carefully, but we were in a hurry. It (came/come) out like sludge. Also, I had (taken/took) the wrong box when I sprinkled powdered sugar on our "tarts." It turned out to be baking soda.

So how was our parents' anniversary breakfast? Delicious. We all went to a restaurant.

Did you know a crab is the (slower/slowest) walker in the animal world? It walks at 3.5 mpy. That's "miles per year!" Even a snail's pace is (good/better) than that. A cheetah is the (best/most best) runner of all. At 60 mph, it is (fast/faster) than a horse. Some birds are even (more rapid/more rapider) than cheetahs. The falcon is the (swift/swiftest) bird of all. It dives at 200 mph.

Which animal eats the most food of all? A moth is the (most constant/constantest) eater in the wild. A moth larva eats 86,000 times its own weight in two days! I'm glad it's not any (hungrier/more hungrier) than that. There might not be any food left for humans!

I watch the city streets (most secret/most secretly) of all at four in the morning. With the city lights off, the moon lights the streets (more bright/more brightly). I see a white cat looking (curious/curiously) at my window. He throws back his head and howls (musical/musically).

At four o'clock, I write (well/good). I am more peaceful than I am during the day. I remember (more clear/more clearly) than ever the things I want to describe. I can dream (well/good), too. I dream (most frequent/most frequently) of all about places I'll go one day. My parents discuss moving to the country, but I would miss city summer nights.

Usage Lesson 8C

You never know what you might find if you start digging. [Some gold miners found that out a few years ago in Siberia.] [While removing some soil, the miners' bulldozer had hit a big block of ice.] [As they looked inside the ice, they were surprised by what they saw.] [The amazed miners were staring at an odd shape.] Sluicing the ice with water made the image clearer. [An animal was frozen in the ice.]

[The **creature** <u>resembled</u> an elephant.] [However, it <u>had</u> long fur and two fingers at the end of its trunk.] [The **animal** in the ice <u>was</u> a woolly mammoth!]

[Mammoths had disappeared forever by the end of the last Ice Age.] [This one had survived as a mummy, a well-preserved body.] Freezing had kept it undamaged. The mammoth was a baby, 4 feet long and 4 feet tall. [Adult mammoths could reach 15 feet in height.] [Ten-inch, shaggy hairs on its body had kept it warm.] [The baby's furry trunk stretched to 22 inches.]

[According to scientists, the mammoth **mummy** <u>is</u> about 30,000 years old.] [It <u>is</u> one of the oldest mummies in the world.]

What might be under the earth in your backyard? A saber-toothed tiger?

[You never know!]

Usage Lesson 9C

RUN-ON

FRAGMENT

COMPLETE

[Perhaps you think Britishers and Americans speak one language.] [We all speak English.] [While we do share most of our words.]

[Americans fill their cars with gas the British call it petrol.] [An American fixing the car looks under the hood a Britisher looks under the bonnet.]

A Britisher finds tools in the boot.
[An American in the trunk.]

[When driving to Mom's house uses the highway.] [A Britisher goes to Mum's house he uses the motorway.] [An American hopes for Mom's cookies.]
A Britisher hopes for Mum's biscuits.

[The mum of your British friend is out of biscuits she offers chips.] [If you're hoping for something crunchy, you'll be disappointed.] [Her chips are french fries American chips are called crisps.] [Of course, ta to her, which means thank you.]

[Later, you put on your jumper I mean your sweater.] [Seeing that it is raining, offers his mak.] [His mum then fills the raincoat pockets with sweets.] They are candies.

[Then you good-bye to your British friend and his mum.] [They smile, wave, and call back, "Cheerio."]

Usage Lesson 10C

Nobody was (ever/never) bored when P.T. Barnum was around! There wasn't (anything/nothing) he liked more than being in the spotlight.

Nobody anywhere (would/wouldn't) dispute Barnum's genius as a promoter. Born in 1810, he (was/wasn't) never the quiet type. He didn't like (any/none) of his dull jobs.

He (could/couldn't) scarcely wait to organize his own shows. It (should/shouldn't) have surprised nobody when he started a circus. Barnum traveled from town to town promoting "The Greatest Show on Earth." He finally had found a job that (was/wasn't) hardly stuffy or boring!

At first, Barnum's circus didn't use (any/no) trains or trucks. They paraded through town in horse-drawn wagons. People (could/couldn't) hardly believe their eyes. Most hadn't (ever/never) seen a tiger!

Barnum (would/wouldn't) scarcely recognize a circus today. He (could/couldn't) never have imagined the changes. Tents (are/aren't) hardly ever used. Indoor arenas are the "big tops." The opening parade doesn't go (nowhere/anywhere) but in a big circle.

Today's circus isn't (anything/ nothing) like Barnum's, but one thing particularly would please him. Fifty people are employed just to promote it!

Usage Lesson 11C

Many of (we/us) have read the book *Charlotte's Web*. What do (we/us) know about its author, E. B. White? When (he/him) was young, he was not eager to go to school. Speaking in front of his classmates terrified (he/him). Sometimes he was a lazy student. In his freshman year of college, (he/him) almost failed English.

Still, White had always loved words. His older brother would let (he/him) play with his typewriter. When White's older siblings moved away, he felt abandoned by (they/them). (He/Him) poked through what they had left behind and found a dictionary. To him, its contents were magical.

Usage Lesson 12C

Dear Boomer,

Thanks for your funny card! Yes, I'm taking care of (myself/ourselves). It's an army rule. We have to keep (myself/ourselves) fit.

I was glad to hear Dad gave (hisself/ himself) two days off work. I hope Mom takes some time for (herself/ themselves), too.

Little brother, are you taking care of (yourself/yourselves)? In your letter, you said Dad has been lecturing you. I know you wonder if he ever listens to (himself/themselves). Do Mom and Dad know that they repeat (theirselves/themselves)? I'm not sure. All I'm sure of—now don't make a face—is that they love us.

Usage Lesson 13C

Dear Stan,

The girl we saw at all the dances (is named/are named) Meg. Dad and Uncle Tim (keeps telling/keep telling) me how to meet her. My uncles and Dad (knows/know) I'm shy. In the last week, Uncle Lou, Uncle Tim, and Dad (has given/have given) me lots of advice.

Yesterday, Uncle Tim said, "The girls at my church (is/are) nice. The teens in our parish (makes/make) friends by working together. Our spaghetti and meatball supper (are/is) tomorrow. Why don't you come help?"

So, today I go. When I arrive, a pot of meatballs (**is waiting**/are waiting) for me. I find myself serving lots of messy kids.

The dictionary encouraged White to write. When (he/him) wrote *Charlotte's Web*, children and adults were eager to read it. (They/Them) loved Wilbur the pig and his spider friend. After White's book came out, 200 fans wrote (he/him) letters each week.

Why did (he/him) write the book? White felt sorry for a pig that was doomed to die. At that same time, (he/him) noticed a gray spider. (She/Her) was so clever at her spinning, White worked (she/her) into his story.

For the children of his time and (we/us) now, White wove a story of friendship as strong and magical as Charlotte's web.

Mom and Dad see us as images of (theirselves/themselves). They hold (theirselves/themselves) responsible for us. Eventually, we will have to answer for (myself/ourselves). That's what my sergeant keeps telling me. I have to listen to others and then trust (myself/ourselves) to make good decisions.

Boomer, try putting (yourself/ yourselves) in Mom's and Dad's shoes. Dad has asked (hisself/himself) to remember when he was a kid. He wants us to learn from his mistakes. Mom told me she heard (herself/ourselves) talking and realized that she sounded just like her parents. So hang in there. They love you. So do I, you goof.

Love, Jay

Soon, meat and sauce (is/are) all over my apron. The steam from the hot pots (is making/are making) me sweat. Then two girls and a boy (begins/begin) to fight. One of the kids (throws/throw) a fistful of spaghetti. Tomato drips down my cheek. A white and sticky noodle (hangs/hang) from my ear. Friends of my uncle (laughs/laugh). Three girls in the line (stares/stare). Guess who?

Meg, her sister, and a friend (is/are) quiet while I serve them. Then Meg's friend smiles the warmest smile I've ever seen. She winks and hands me a wad of napkins. Now I have to talk to Meg. How else can I learn her friend's name?

Your friend, Mike

Usage Lesson 14C

At first, I thought my friend Ann was silly. (**She**/They) wanted me to run for president. "I even have a slogan," she said. "(He/**It**) is *Peng for President*."

I had never thought of myself, Peng, as a class leader. Still, I felt (I/we) could do more than Ron. As president, (he/it) hadn't kept his promises.

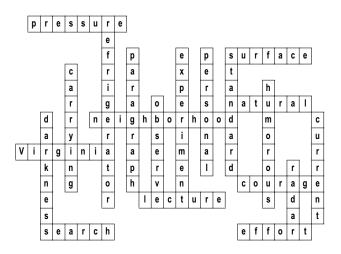
So Stu and Pat made posters for me. (He/**They**) used a penguin for my symbol. Ann and I drew up a plan. Together, (I/**we**) polished my campaign speech. (He/**It**) included ideas for beautifying our school and tutoring young children. Ann said (**she**/it) was confident I could win.

Then the campaign began. (He/It) was exciting. I talked to kids (I/we) had never met before. (He/They) had a lot to say. Cafeteria food was their biggest complaint. (She/It) should be pizza everyday said my classmates.

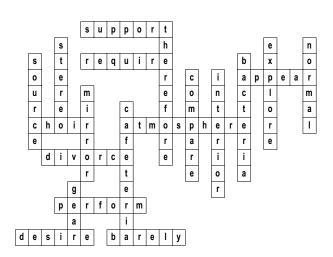
I called Ann. "The penguin posters are real cute," I said, "but (he/they) should say something about pizza."

Ann listened. Then (she/they) said, "Stick to your ideas. They were good."

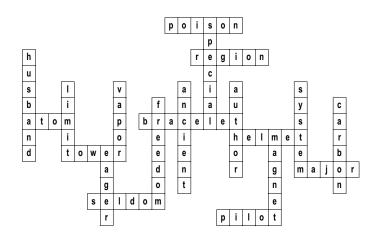
When I lost the election I felt bad, until I saw Ann. (**She**/He) had a giant stuffed penguin with a sign. (He/It) said, "Peng, my personal winner."



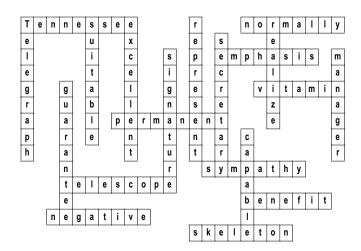
Spelling Lesson 2C



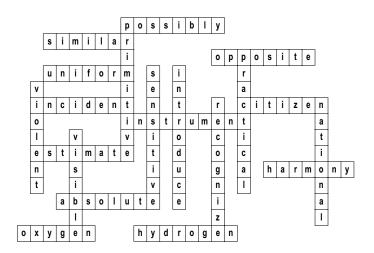
Spelling Lesson 3C



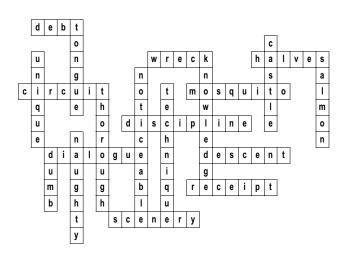
Spelling Lesson 4C



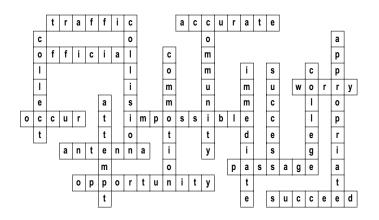
Spelling Lesson 5C



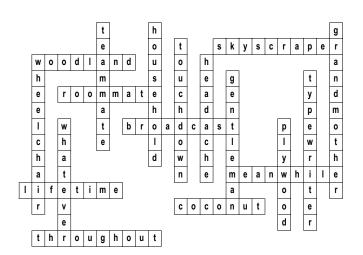
Spelling Lesson 6C



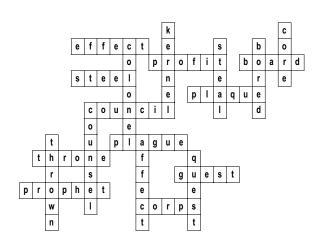
Spelling Lesson 7C



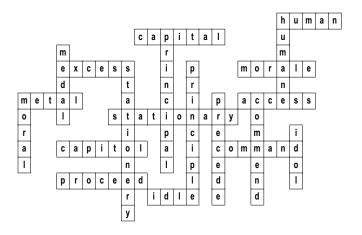
Spelling Lesson 8C



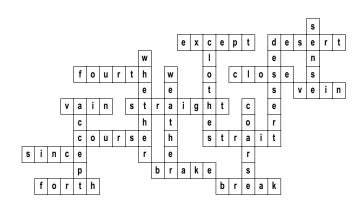
Spelling Lesson 9C



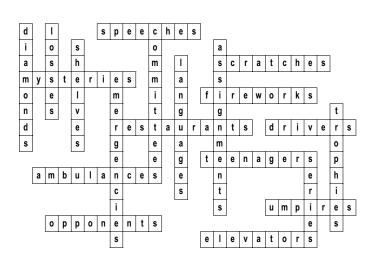
Spelling Lesson 10C



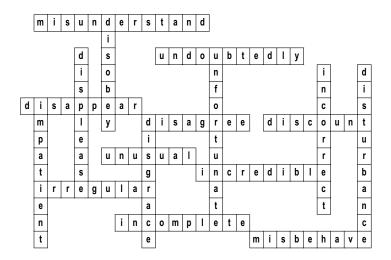
Spelling Lesson 11C



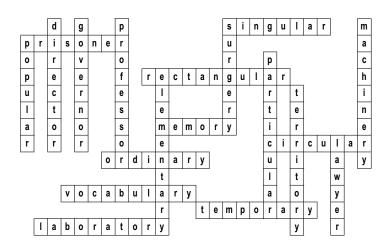
Spelling Lesson 12C



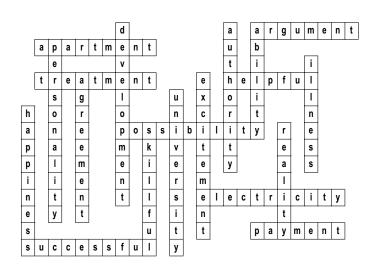
Spelling Lesson 13C



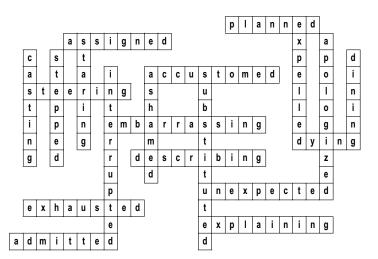
Spelling Lesson 14C



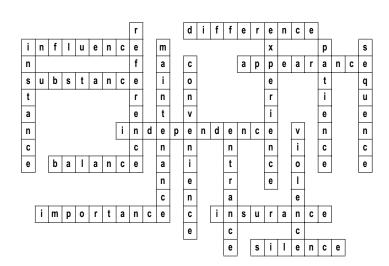
Spelling Lesson 15C



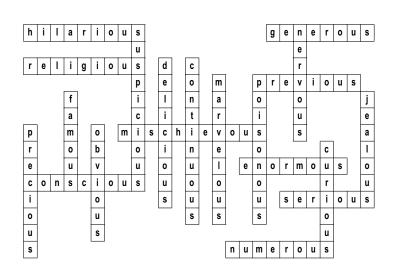
Spelling Lesson 16C



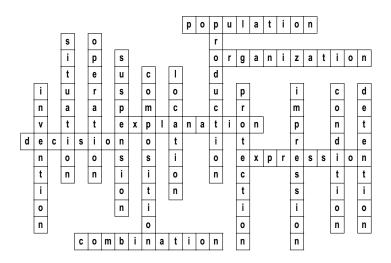
Spelling Lesson 17C



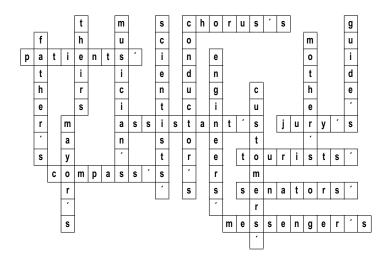
Spelling Lesson 18C



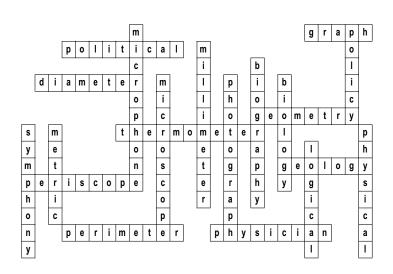
Spelling Lesson 19C



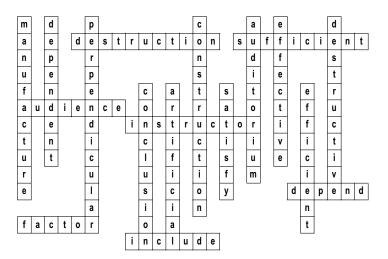
Spelling Lesson 20C



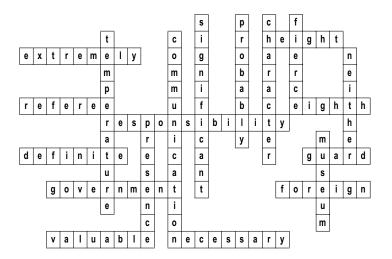
Spelling Lesson 21C



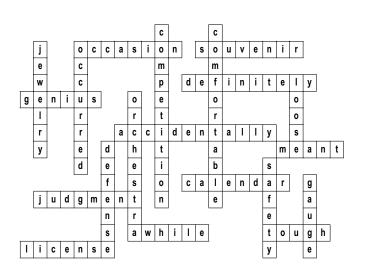
Spelling Lesson 22C

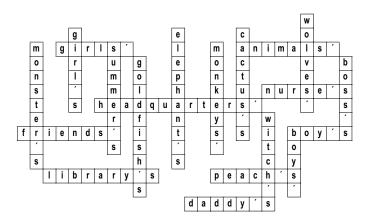


Spelling Lesson 23C

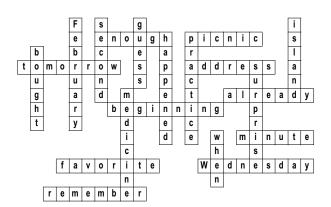


Spelling Lesson 24C

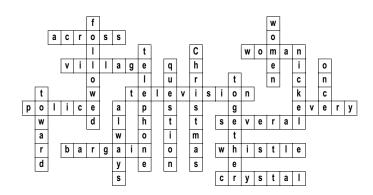




Spelling Lesson 23A



Spelling Lesson 24A



ASSIGNMENT SHEETS

The following are assignment sheets for *SkillsTutor* Language Arts C, 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.

ctivity		Date Assigned	Date Completed	Score/ Progress
apitaliz	ation			
•	Pretest on Capitalization			
1	The Pronoun "I," Names, Initials, and Titles			
2	First Words in Sentences and Quotations			
3	Greetings and Closings in Letters			
Q1	Quiz on Lessons 1–3			
4	Cities and Place Names			
5	Days, Months, Holidays, and Historical Events			
6	Books, Magazines, and Other Printed Material			
7	Schools, Institutions, and Businesses			
Q2	Quiz on Lessons 4–7			
8	Nationalities, Agencies, and Other Organizations			
9	Seasons, Compass Points, and Titles as Names			
10	School Courses, Languages, Countries, and Planets			
Q3	Quiz on Lessons 8–10			
•	Posttest on Capitalization			
unctuat	ion			
•	Pretest on Punctuation			
1	End Marks After Sentences			
2	Periods After Initials and Abbreviations			
Q1	Quiz on Lessons 1–2			
3	Commas to Separate Dates and City and State Names			
4	Commas & Colons in Letter Greetings and Closings			
5	Commas and Colons to Separate Items in a List			
Q2	Quiz on Lessons 3–5			
6	Commas with Introductory Phrases, Interrupting Phrases, and Direct Address			
7	Apostrophes: Contractions and Possessives			
Q3	Quiz on Lessons 6–7			
8	Quotation Marks Around Titles			

			D	6/
Activity		Date Assigned	Date Completed	Score/ Progress
9	Quotation Marks Around a Speaker's Words			
10	Quotations at the Beginning of Sentences			
11	Quotations at the End of Sentences			
Q4	Quiz on Lessons 8–11			
12	Split Quotations			
13	Commas with Conjunctions and Dependent Clauses			
Q5	Quiz on Lessons 12–13			
•	Posttest on Punctuation			
Usage				
•	Pretest on Usage			
1	Nouns: Singular, Plural, and Possessive			
2	Pronouns: Singular, Plural, and Possessive			
Q1	Quiz on Lessons 1–2			
3	Verbs: Agreement with Simple Subjects			
4	Verbs: Past, Present, and Future Tenses			
5	Verbs: Irregular Forms			
Q2	Quiz on Lessons 3–5			
6	Adjectives: Comparative and Superlative			
7	Adverbs: Comparative and Superlative			
Q3	Quiz on Lessons 6–7			
8	Simple Subjects and Predicates			
9	Sentences: Complete, Fragment, and Run-On			
10	Double Negatives			
Q4	Quiz on Lessons 8–10			
11	Pronouns: Subject and Object			
12	Pronouns: Reflexive			
13	Verbs: Agreement with Compound and Interrupted Subjects			
14	Pronouns: Agreement with Antecedents			
Q6	Quiz on Lessons 11–14			
•	Posttest on Usage			
Spelling				
Spelling •	Pretest on Spelling			
1	R-Controlled Vowels 1			

Activity		Date Assigned	Date Completed	Score/ Progress
2	R-Controlled Vowels 2			
Q1	Quiz on Lessons 1–2			
3	Schwa Sounds in Second Syllables			
4	Schwa Sounds in Medial Syllables 1			
5	Schwa Sounds in Medial Syllables 2			
Q2	Quiz on Lessons 3–5			
6	Silent Letters			
7	Double Consonants			
8	Compound Words			
Q3	Quiz on Lessons 6–8			
9	Homophones and Often-Confused Words 1			
10	Homophones and Often-Confused Words 2			
11	Homophones and Often-Confused Words 3			
Q4	Quiz on Lessons 9–11			
12	Plural Endings			
13	Prefixes: in—, im—, ir—, dis-, mis—, and un—			
Q5	Quiz on Lessons 12–13			
14	Suffixes: -ar, -ary, -er, -ery, -or, -ory, and -ular			
15	Suffixes: —ity, —ment, —ful, and —ness			
16	Suffixes: —ed and —ing			
Q6	Quiz on Lessons 14–16			
17	Suffixes: —ance and —ence			
18	Suffixes: -ous			
19	Suffixes: —ion			
Q7	Quiz on Lessons 17–19			
20	Possessives			
21	Greek Roots			
22	Latin Roots			
Q8	Quiz on Lessons 20–22			
23	Spelling Demons 1			
24	Spelling Demons 2			
Q9	Quiz on Lessons 23–24			
•	Posttest on Spelling			