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Grammar & Conventions - Common Cores Part I
5th Grade Core Standard: L.5.1 & L.5.2

“Students will demonstrate command of the conventions of Standard English grammar and usage when writing or speaking and demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.”

Core Standard: L.5.2: Students will use a **comma to separate an introductory element** from the rest of the sentence.

1. **Comma Usage to Separate an Introductory Element**

Use a comma to set off words in an introductory element. Two instances where this would be necessary are after an introductory clause or after a long introductory prepositional phrase.

Examples of **using commas to separate an introductory element**:
- If they want to win, the basketball team must practice often.
- Terrified, the mouse ran underneath the cupboard.
- Upon entering the room, the man heard a loud noise.

2. **Comma Usage to Set Off the Words Yes and No**

Use a comma to set off the words yes and no as introductory elements.

Examples of **using commas to set off the words yes and no**:
- Yes, thank you.
- No, I do not want to go to school today.
- Yes, I like broccoli.
- No, I will not be going to the movies.
Core Standard: L.5.2: Students will use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).

3. Comma Usage to Set Off a Tag Question

Use a comma to set off a tag question as an introductory element from the rest of the sentence.

Examples of using commas to set off a tag question:
- It’s true, isn’t it?
- I didn’t see him there, did you?
- The talent show was impressive, wasn’t it?
- Today is Friday, isn’t it?

Core Standard: L.5.2: Students will use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).

4. Comma Usage to Indicate Direct Address

Use a comma to set off words in a direct address.

Examples of using commas to set off a direct address:
- You will be happy to learn, Ms. Jackson, that you have won the prize.
- Good job, Montell!
- Aunt Suzy, this is my friend, Deon.
- People, don’t let this happen to you.
- I’m sorry, John.
- Mr. Rick, how long have you been in business?
Core Standard: L.5.1: Students will explain the function of **conjunctions**, prepositions, and interjections in general and their function in particular sentences.

### 5. Conjunctions

Conjunctions are words that join or link other words, phrases, and clauses within a sentence.

Examples of **conjunctions**:
- The ocean is beautiful but scary. (words)
- We can shop in the morning or in the evening. (phrases)
- The man runs up the hill, and then he rests at the top. (clauses)

Core Standard: L.5.1: Students will use **correlative conjunctions** (e.g., either/or, neither/nor).

### 6. Correlative Conjunctions

Correlative conjunctions are pairs of words that join or link other words, phrases, and clauses.

**Correlative conjunctions**: both/and, either/or, neither/nor, whether/or, not only/but also, as/as

Examples of **correlative conjunctions**:
- Both my sister and my brother like to play soccer.
- You may choose either cake or ice cream for dessert.
- Gina wanted neither cake nor ice cream.
- Mike didn’t know whether he wanted to go to the park or to the library.
- Shelby not only wanted cake but also ice cream.
- My cat is still as cute as she was when she was a kitten.
Core Standard: L.5.1: Students will recognize and correct inappropriate shifts in verb tense.

7. Inappropriate Shifts in Verb Tense

The tense of a verb informs the reader when the action is taking place. Tenses include past, present, and future. For example: I walk (present), I walked (past), I will walk (future). Verb tenses must be consistent in a sentence and paragraph.

Examples of inappropriate shifts in verb tense:
- Incorrect: Yesterday we rode (past) the bus to school but walk (present) home.
- Correct: Yesterday we rode (past) the bus to school but walked (past) home.
- Incorrect: I liked (past) my teacher because she gives (present) me good grades.
- Correct: I like (present) my teacher because she gives (present) me good grades.

Core Standard: L.5.1: Students will explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

8. Interjections

Interjections are words or short phrases that are used to express strong emotions. They may stand alone with an exclamation point or be included in a sentence.

Examples of interjections:
- Greeting/Farewell: Hi!, Hello!, Hey!, Bye!, Good-bye!
- Filler: Uh-oh!, Hmm
- Reaction: Yuck!, Ew!, Hooray!, Ouch!
- In a dialogue: “Hey!” yelled Sarah when she saw her friend.
Core Standard: L.5.1: Students will form and use the **perfect** (e.g., I had walked; I have walked; I will have walked) **verb tenses**.

**9. Perfect Verb Tenses**

Perfect verb tenses include present, past, and future. The tense of a verb informs the reader when the action is taking place. Present perfect tense (has/have) describes an action that happened at a time in the past or that began in the past and continues to happen. Past perfect tense (had) describes an action that took place before another past action. Future perfect tense (will have) describes an action that will happen in the future.

Examples of **perfect verb tenses**:
- Present: I have gone to school every day this week.
- Past: Angela had a ham sandwich for lunch.
- Future: My class will have a math test today.

Core Standard: L.5.1a: Students will explain the function of conjunctions, **prepositions**, and interjections in general and their function in particular sentences.

**10. Prepositions**

Prepositions give information about the position of something or someone. They are usually placed before nouns, noun phrases, and pronouns in a sentence. In the following examples, **prepositions** are underlined and **nouns/pronouns** are in gray.

Examples of **prepositions**:
- I read a book during my visit to the library.
- They waited for him beyond the bathroom.
- I looked toward the sky and into the clouds.
11. Punctuation of Items in a Series

Use a comma after each item in a series of at least three items. (It has become acceptable to omit the comma before the “and” in a series. However, it is important to remain consistent.)

- Example: I still need to take a test, write an essay, and check out a book.
- Example: I dislike spinach, broccoli, and cauliflower.
- Acceptable: I dislike spinach, broccoli and cauliflower.

Use a comma to set off the abbreviation etc.

- Example: I went to the store to get napkins, plates, cups, forks, etc.

Use a colon between numerals indicating hours and minutes.

- Example: School starts at 8:05 a.m.

Use a colon to introduce a list that appears after an independent clause. (Introductory words, such as following, go somewhere before the colon to help introduce the list.)

- Example: You need the following items for class: pencil, pens, paper, and glue.

12. Reference Materials

Reference materials present facts and information about a topic in an organized way. There are usually different headings that contain pieces of information.

Dictionaries contain words and definitions and are organized alphabetically. A dictionary is an important tool for checking and correcting spellings of words. It also provides meanings of words.
Grammar & Conventions - Common Cores  Part I
5th Grade Core Standard: L.5.1 & L.5.2

“Students will demonstrate command of the conventions of Standard English grammar and usage when writing or speaking and demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.”

12. Reference Materials (cont.)

Examples of **print reference materials:**
- Dictionary
- Thesaurus
- Encyclopedia

Examples of **web-based reference materials:**
- http://www.encyclopedia.com/
- http://www.dictionary.com/
- http://www.thesaurus.com/
- http://www.wikipedia.org/
- http://www.britannica.com/

Core Standard: L.5.2: Students will use underlining, quotation marks, or italics to indicate titles of works.

13. Rules for Titles

Capitalize the first and last word of a title and every word in between with the exception of short prepositions (to, from, with, for), coordinating conjunctions (and, but, or), and articles (a, an, the). Books, plays, long poems, movies, and TV series are underlined while chapter titles, essays, short poems, and TV episodes are put in quotation marks.

Examples of **rules for titles:**
- Toy Story
- Beauty and the Beast
- "How to Choose a Topic"
Core Standard: L.5.1: Students will use **verb tense** to convey various times, sequences, states, and conditions.

14. **Verb Tenses**

Verb tenses inform the reader when an action is taking place. Tenses include present, past, and future. For example: I walk/ I am walking (present), I walked/ I was walking (past), I will walk/ I will be walking (future).

**Examples of verb tenses:**
- **Present (happening now):** My teacher is giving us a spelling test today.
- **Past (happened already):** I did my homework after school.
- **Future (will happen):** I will move in the fall.
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1. **Abstract Nouns**

An abstract noun is a thing that you can think about, believe in, or imagine but cannot see, hear, or touch. This includes feelings, ideas, actions, and events. Unless they begin a sentence, abstract nouns do not begin with a capital letter.

Examples of **abstract nouns**:
- Feelings: love, anger, joy, excitement, fear
- Actions: laughter, sleep, honesty, kindness
- Ideas: dream, faith
- Things: beauty, friendship, music, freedom, memory, education

2. **Adverbs**

Adverbs are words that modify a verb, an adjective, or another adverb. Adverbs often tell when, where, why, or under what conditions something happens. There are, also, adverbs that make the word being modified negative. Adverbs frequently end in -ly. (However, not all words ending in -ly are adverbs.)

In the following sentences, **adverbs** are underlined.

Examples:
- Modifying a verb – The kids play **outside** at recess. (tells where)
- Modifying an adjective – Clara drove a **very** fast car. (tells more about the adjective “fast”)
- Modifying another adverb – Karen moved **quite** slowly down the sidewalk. (tells more about the adverb “slowly”)
- Creating a negative – Grandpa will **not** attend the wedding. (changes or modifies the verb “attend”).
3. Apostrophes in Contractions

Contractions are shortened words or phrases. The apostrophe shows where letters have been left out of contractions.

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<tr>
<th>phrase/word</th>
<th>contraction</th>
<th>phrase/word</th>
<th>contraction</th>
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<tr>
<td>is not</td>
<td>isn’t</td>
<td>who has</td>
<td>who’s</td>
</tr>
<tr>
<td>it had</td>
<td>it’d</td>
<td>will not</td>
<td>won’t</td>
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<td>it will</td>
<td>it’ll</td>
<td>would not</td>
<td>wouldn’t</td>
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<tr>
<td>let us</td>
<td>let’s</td>
<td>you are</td>
<td>you’re</td>
</tr>
<tr>
<td>she will</td>
<td>she’ll</td>
<td>you have</td>
<td>you’ve</td>
</tr>
<tr>
<td>should have</td>
<td>should’ve</td>
<td>you will</td>
<td>you’ll</td>
</tr>
</tbody>
</table>

4. Articles

Articles are short words that begin noun phrases (e.g., the word “a” in the phrase, “a brown dog). There are only three articles in English: “the, a, an.”

Definite article: the The broken dish

- The word “the” is called “a definite article” because it points to a particular, definite thing.

Indefinite article: a, an A broken dish

- The words “a/an” are called “indefinite articles” because they do not point to particular things.
5. Clauses

A clause is a group of words with a subject and a verb. An independent clause can stand alone as a sentence. A dependent clause is always used as some part of speech. It can be an adjective, adverb, or noun. It cannot stand alone as a sentence.

- Independent Clause: Gary studied in his room for the science test.
- Dependent Clause: When Gary studied in his room for the science test...

6. Commas in Compound Sentences

A compound sentence contains two simple sentences, each with a main clause, joined by a conjunction. The conjunction is added through the use of a comma. In the following sentences, subjects are underlined and verbs are in gray.

Examples of commas in compound sentences:
- I worked hard on my homework, and my sister watched T.V.
- Malik played baseball, but Brett ran home to eat.
- Asia felt hungry, so she ate a sandwich.

7. Commas and Quotation Marks in Dialogue and Text

Dialogue is words spoken between two or more people. These words are called direct speech. Writers often use dialogue in narrative writing (telling a story). Quotation marks are used to set off words spoken in direct speech. Commas are used to separate words, phrases, and clauses in sentences. Commas also set off direct speech and dialogue from the rest of the sentence.
7. Commas and Quotation Marks in Dialogue and Text cont.

Examples of commas and quotation marks in dialogue:
- “Where have you been? I was waiting at my house forever. You knew how important this birthday party was to me!” Alexis whined to Claire.
- My little sister yelled, “Look at the horses, Mom!”
- When Josh sat down in the movie theatre, he whispered, “Can I have some popcorn?”
- “Mary, will you answer the telephone?”
- The author states, “It is clear that when students do their homework, they get better grades on their tests.”

8. Commas in Salutations

The comma is a punctuation mark that is used to separate words, phrases, and clauses and for the salutations in correspondence. Salutations are greetings in letters before the body of the text.

Examples of using a comma for greetings:
- Dear Julie,
- Dear Grandma,

9. Comma Usage Rules

1) Use a comma to separate two or more adjectives that equally modify the same noun. (If you aren’t sure whether to use a comma to separate the adjectives or not, say the sentence with the word ‘and’ in place of the comma. If it makes sense, then use the comma.)
   - Example: Lynette was having problems with the unruly, disruptive children.

2) Use a comma after a dependent clause that begins a sentence. A dependent clause is always used as some part of speech. It can be an adjective, adverb, or noun. It cannot stand alone as a sentence.
   - Example: If Mr. Wilson has time, we’ll invite him over for a snack. (“If Mr. Wilson has time…” cannot stand alone as a sentence. Therefore, a comma is needed after “time.”)
   - Example: If they want to win, athletes must exercise every day.
9. **Comma Usage Rules Cont.**

3) Use a comma before the conjunction in a compound sentence. However, if the two independent clauses are very short, you do not need the comma.
   - Example: We had a lot of fun, so I'll have another party soon.
   - Example: She spoke and I took a lot of notes.

4) When quoting, put a comma to the left of a quotation mark that does not already have a period, question mark, or exclamation point. (It is much easier to remember this rule than to worry about "inside" and "outside").
   - Example: Ariel said, "I knew you would win the contest."

5) Use a comma after a mild interjection, such as **oh** or **well**.
   - Example: Oh, the test was not that difficult.
   - Example: Well, I can see why that would be a problem.

6) Use a comma after a noun of direct address.
   - Example: Cody, didn't I ask you to clean your room?

7) Use a comma after the greeting in a personal letter.
   - Example: Dear Aunt Claudia,

8) Use a comma after the closing of a letter.
   - Example: Sincerely,

9) Use a comma to indicate where a pause is necessary in order to avoid confusion. (Sometimes rewriting the sentence is a better choice.)
   - Example: After Kelly, Janea gets a turn.
   - Example: Marcus came in, in quite a hurry.

10) Use a comma after an appositive. (An appositive is a noun or noun phrase that gives additional information about the noun that it follows. Do not use a comma after a restrictive appositive, which is one that cannot be removed from the sentence without changing the meaning of the sentence.)
    - Example: Wes, my brother, is a nurse.
10. **Comparative and Superlative Adjectives**

Comparative adjectives compare two people, places, things, or ideas. By adding the ending –er or the word more or less before an adjective, a comparison is made.

Superlative adjectives compare three or more people, places, things, or ideas. By adding the ending –est or the word most or least before an adjective, a superlative comparison is made.

Examples of **comparative adjectives**:
- Marie is shorter than Addison.
- Watermelon is more delicious than an apple.

Examples of **superlative adjectives**:
- My mom is the happiest person I know.
- The math test was the most difficult test I’ve ever taken.

Comparative adverbs compare how two things are done. By adding the ending –er or the word more or less before an adverb, a comparison is made.

11. **Comparative and Superlative Adverbs**

Superlative adverbs compare how three or more things are done. By adding the ending –est or the word most or least before an adverb, a superlative comparison is made.

Examples of **comparative adverbs**:
- My Mom will be home sooner than my Dad.
- I play outside more often than my friends.

Examples of **superlative adverbs**:
- I work hardest in school when I am writing.
- Of all the flowers in the garden, this one is the most beautiful.
12. Complete Sentences

A complete sentence contains a subject and a predicate that work together to form a complete thought. A fragment in a sentence results when there is no subject-verb agreement. A run-on sentence contains two parts that can stand alone in separate sentences but instead are combined into one sentence. A conjunction or punctuation separates the two parts to eliminate the run-on.

Examples of complete sentences, fragments, and run-ons:
- Complete sentence: John spent his afternoon coloring and reading.
- Fragment: Some of the girls together to the mall.
- Run-on: I don’t play volleyball well I have a weak serve.

13. Complex Sentences

A complex sentence contains a subordinate clause and a main clause. A subordinate clause adds meaning to the main clause, which is the most important part of the sentence.

Examples of complex sentences:
- When the game was over (subordinate clause), she would celebrate (main clause).
- As usual, he brought dessert to the party (main clause) and made everyone happy (subordinate clause).
- When her mother was not at home (subordinate clause), she began to worry (main clause).

14. Compound Sentences

A compound sentence contains two simple sentences, each with a main clause, joined by a conjunction. In the following sentences, subjects are underlined and verbs are in gray.

Examples of compound sentences:
- I worked hard on my homework, and my sister watched T.V.
- Malik played baseball instead, so Brett ran home to eat.
- Asia felt hungry, so she ate a sandwich.
15. Compound Subjects

Every verb in a sentence must have at least one **subject**. Some verbs are greedy as far as subjects go. A greedy verb can have two, three, four, or more subjects all to itself. When a verb has two or more subjects, you can say that the verb has a **compound subject**.

Example of a sentence with a single **subject**:

- At the local Dairy Queen, **Shawna** gasped at the sight of pickle slices on her banana split.
  - Shawna = subject  gasped = verb

Example of a sentence with a **compound subject**:

- At the local Dairy Queen, **Jenny** and **Shawna** gasped at the sight of pickle slices on their banana splits.
  - Jenny, Shawna = compound subject  gasped = verb

Another example of a sentence with a **compound subject**:

- At the local Dairy Queen, **Officer Jenkins, Ms. Low, Jenny, and Shawna** gasped at the sight of pickle slices on their banana splits.
  - Officer Jenkins, Ms. Low, Jenny, Shawna = compound subject  gasped = verb
16. Frequently Confused Words

Using the right word in your writing is very important. A dictionary is a great reference for finding the proper spelling and meaning of a word.

Examples of **frequently confused words:**

- a, an
- accept, except
- allowed, aloud
- a lot, allot
- already, all ready
- ant, aunt
- flower, flour
- heal, heel
- hole, whole
- knot, not
- meat, meet
- one, won
- peace, piece
- poor, pore, pour
- principal, principle
- quiet, quit, quite
- wear, where
- weather, whether
- their, there, they’re
- waist, waste
- ate, eight
- bare, bear
- blew, blue
- board, bored
- brake, break
- breath, breathe
- for, four
- hear, here
- hour, our
- knows, nose
- metal, medal
- pain, pane
- peak, peek
- raise, rays
- scene, seen
- some, sum
- which, witch
- wood, would
- tail, tale
- wait, weight
- by, buy
- capital, capitol
- cent, scent, sent
- die, dye
- choose, chose
- close, clothes
- coarse, course
- good, well
- heard, herd
- its, it’s
- lay, lie
- miner, minor
- pair, pare, pear
- petal, pedal
- read, red
- sea, see
- son, sun
- who, whom
- your, you’re
- than, then
- way, weigh
- creak, creek
- dear, deer
- desert, dessert
- dew, do, due
- doesn’t, don’t
- hair, hare
- Hi, high
- knew, new
- lead, led
- oar, or, ore
- passed, past
- plain, plane
- right, write
- seam, seem
- weak, week
- who’s, whose
- threw, through
- to, too, two
17. Hyphens Between Syllables

Hyphens are used to break a word when it will not fit at the end of a line of text. The word breaks are made between syllables in a word. Each part of a word in a word break should sound as it does in the whole word.

Examples of using a hyphen for breaking a word at the syllable:

- Three ships became surrounded by plates of thickening sea ice.

Rules for word breaks:
* Always break a word between syllables.
* Do not break a one-syllable word.
* Do not leave just one letter of a word on a line.

18. Indirect Objects

Like a direct object, an indirect object is needed to complete the meaning of a sentence. The indirect object is also a noun or pronoun. The indirect object names the person, place, or thing indirectly affected by the verb.

In the following sentences, direct objects are underlined and indirect objects are in gray.

Examples of indirect objects:
- She gave us a test.
- Kaitlyn left the mail for him.
- The teacher gave the class a difficult quiz.
- Andre left her the car keys.

To locate the indirect object, ask “to whom”, “to what”, “for whom”, or “for what” the action was done.
19. Irregular Plural Nouns

Plural means “more than one.” Irregular plural nouns are those that do not follow the same rules as regular plural nouns. These nouns have an unusual plural form.

Examples of irregular plural nouns:
- Noun ends with -fe: Change -f to -v and add -s. knife → knives
- Noun ends with -o: Add -es. tomato → tomatoes
- Noun ends with -f: Change -f to -v and add -es. loaf → loaves
- Noun ends with -is: Change -is to -es. analysis → analyses
- Noun ends with -y: Change -y to -ies. baby → babies

In some irregular plural nouns, the vowel or word needs to be changed. For example: man → men, tooth → teeth, mouse → mice, person → people. Plural nouns that do not change: deer, sheep, blues.

20. Irregular Verbs

Irregular verbs are those that do not have the suffix -ed at the end to form their past tense and past participle. To achieve these tenses, the middle vowel sounds or the entire word changes.

Examples of irregular verbs: (present, past tense, past participle)
- speak, spoke, spoken
- write, wrote, written
- take, took, taken
- go, went, gone
- drink, drank, drunk
- swim, swam, swum
- see, saw, seen
- sing, sang, sung
- fall, fell, fallen
- hide, hid, hidden
- drive, drove, driven
- wear, wore, worn
- tear, tore, torn
- shake, shook, shaken
- am, was, been
- has, have, had

Verbs that do not change: burst, cost, cut, hurt, let, put, set, spread.
21. **Modal Auxiliaries**

Modal auxiliaries are helping verbs that are used to add meaning and convey time (past, present, future). The modal auxiliaries are: **am, is, was, are, were, has, have, had, could, should, would, will, shall, be, been, being, can, may, must, might, do, did, does, ought, used to, need.** In the following examples, **modal auxiliaries** are underlined and **verbs** are in gray.

Examples of **modal auxiliaries:**
- Rebecca **was going** to the park. (**past**)
- Mark **is waiting** for his friends to go play. (**present**)
- Abigail **will be writing** a short story today. (**future**)

22. **Order Adjectives**

Adjectives are words that add information to nouns and pronouns. They describe the color, size, shape, number, or any other aspect of a noun or pronoun. When more than one adjective is used before a noun, they must be put in the proper order (determiners, observation, size and shape, age, color, origin, material, qualifier, noun).

Examples of **ordering adjectives:**
- My dad rented a beautiful (observation) red (color) sports (qualifier) car (noun).
- I have a big (size) brown (color) and black (color) hunting (qualifier) dog (noun).

23. **Phrases**

A **phrase** is a group of words that has meaning within a sentence but does not make a complete sentence because it does not have both a subject and a verb.

Examples of **phrases:**
- **to the store** (no subject or verb)
- **near the lake** (no subject or verb)
- **the five students** (possible subject but no verb)
- **without their shoes** (no subject or verb)

The phrases above would have meaning within a sentence but cannot stand alone as complete sentences.
24. Possessives

Possessive nouns are nouns that show ownership. The word before the apostrophe is the owner.

Examples of possessive nouns:

To form a singular possessive, add an apostrophe and an –s.
  o My mother’s hobby is scrapbooking.

If a plural noun ends in an –s or –z, just add an apostrophe.
  o The girls’ locker room is neat and organized. (plural)

If a singular noun ends in an –s or –z, add an apostrophe and an –s.
  o Chris’s hair is short and brown.

For plural nouns that do not end in –s, add an apostrophe and an –s.
  o The children’s playground is closed because it is raining.

To form shared possessives, add an apostrophe and an –s to the last noun only.
  o Tina, Greg, and Will’s project earned an A+.

To form the possessive with an indefinite pronoun, add an apostrophe and an –s.
  o Somebody’s lunch was left in the cafeteria.
  o It was everyone’s idea to play tag at recess.

25. Predicates

The predicate tells something about the subject. In the following sentences, the predicate is bolded, while the subject is underlined.

  o Example of a sentence with a subject and predicate: Judy runs.
  o Examples of sentences with a compound subject and predicate:
    o Judy and her dog run on the beach every morning.
    o The audience littered the theatre floor and spilled popcorn.
26. Pronoun-Antecedent Agreement

Pronouns replace the antecedent. The antecedent is the noun or noun phrase that has already been mentioned in the writing. Pronouns are used when writers do not want to repeat a noun in a sentence or paragraph.

Examples of pronouns with antecedents:
- Alex stood on her head, balancing herself with the bedpost.
- In the example above, the pronouns herself and her replace the proper noun Alex later in this sentence; so Alex is the antecedent of the pronouns herself and her. The pronouns and antecedent agree, because they are singular.
- Alex and her friend stood on their heads, balancing themselves with the bedpost.
- The pronouns and antecedent agree, because they are plural.

27. Pronouns

Pronouns are words used in place of a noun when writers do not want to repeat a noun in a sentence or paragraph. They can be singular or plural and in first, second, or third person. Pronouns: her, she, you, they, I, he, him, we, them, everybody, everyone, it, itself, me, mine, no one, nobody, ours, ourselves, myself, somebody, theirs, us.

Examples of pronouns:
- I made a peanut butter and jelly sandwich. (singular, first person)
- We left for the zoo early in the morning. (plural)
- “Sandra, have you decided what you want to do today?” (second person)
- Dan said that he likes to play baseball. (third person)

28. Quotation Marks and Italic

Quotation marks are used with the titles of poems, songs, newspaper and magazine articles, titles of episodes of television series, chapters of books, and short stories.

Italics are used when a certain word or words need to stand out, or be emphasized.
- He managed to eat ten cookies.
- Italics are, also, used when writing titles of complete works of: books, films, or musical compositions.
29. **Relative Adverbs**

Adverbs are words that describe or give information about adjectives, verbs, and other adverbs. The relative adverbs are where, when, and why. In the following examples, the relative adverbs are underlined.

Examples of **relative adverbs**:
- Where: I don’t know where we are going for dinner.
- When: I remember the day when I started school.
- Why: Do you know why George cannot go to the movies with us?

30. **Relative Pronouns**

Relative pronouns connect the relative clause to the noun that it is modifying. The relative pronouns are who, whose, whom, which, that, what, whoever, whomever. In the following examples, the relative pronouns are underlined.

Examples of **relative pronouns**:
- This is the grocery store that my mom likes.
- The student who has perfect attendance gets a special prize.
- I got to pick which dress I wore to school today.
- Whoever broke the window is in trouble.

31. **Regular Verbs**

Regular verbs are those that have the suffix -ed at the end to form their past tense and past participle.

Examples of **regular verbs**:
- Look (present tense) + -ed = looked (past tense)
- Laugh (present tense) + -ed = laughed (past tense)
- Work (present tense) + -ed = worked (past tense)
32. Suffixes Added to Base Words
A suffix is an ending that is added to a word to change the form of the word and how it is used in a sentence.

Examples of adding suffixes to base words:
- Suffix -y: Shine + -y = Drop -e and add -y to form shiny, health + -y = healthy, skin + -y = add -ny to form skinny
- Suffix -ing: Drink + -ing = drinking, sit + -ing = add -ting to form sitting, go + -ing = going
- Suffix -ed: Help + -ed = helped, smile + -ed = delete one -e to form smiled, love + -ed = delete one -e to form loved
- Suffix -s: Eat + -s = eats, run + -s = runs
- Suffix -er: Cold + -er = colder, warm + -er = warmer
- Suffix -est: Easy + -est = Drop -y and add -iest to form easiest, sad + -est = add -dest to form saddest

33. Spelling for High Frequency Words
High frequency words are those that are used often in spoken or written language. The spelling of these words is important. Be sure to look the word up in the dictionary to determine the correct spelling.

Some high-frequency words:
- about, don’t, everything, it’s, its, are, also, no, their, there, they’re, what, when, where, also, was, want, said, people, who, have, I’m, with, because, won’t, one, our, write, won’t, can’t, before, pretty, your, you’re, didn’t, question, could, really, doesn’t, through, threw, wouldn’t, whether, weather, thought, friend, exciting, myself, went, something, laughed, getting, anyone, again, let’s, enough, almost, beautiful

34. Spelling Patterns
Word families are letter patterns within a word that appear often.
- For example, -ing: thing, sing, swing, ring, king; -et: met, let, set, get; -ice: rice, nice, dice, spice, slice; -ay: play, say, way, today

Position-based spelling refers to the position of letters in a word, which determines its spelling and produces a unique sound.
- For example, -ck may appear in the middle (package) or end of a word (pick), but never in the beginning.
34. **Spelling Patterns Cont.**

Syllable patterns in words help the writer sound out and spell words.
- In a consonant-vowel-consonant word, the vowel has a short sound: b-a-t.
- In a consonant-vowel-consonant-e word, the vowel has a long sound and the ‘e’ is usually silent: h-o-m-e.
- In a consonant-vowel-vowel-consonant word, the first vowel has a long sound: g-r-a-i-n.

Ending rules determine how a word is spelled. For example:
- Words that end with an “i” sound are often spelled with a ‘y’ at the end: shy, my.
- Words that end in a vowel followed by a ‘y’ can add the suffix –ed or –ing without changing the word: play becomes played.

Meaningful word parts are roots of words that are seen in more than one word. For example: The word ‘heal’ is the root of the word ‘health.’

35. **Subject-Verb Agreement**

Subject-verb agreement states that a singular subject must be paired with a singular verb and a plural subject with a plural verb. For example, ‘he’ and ‘she’ are singular subjects and ‘they’ is a plural subject. In the singular present tense form, verbs add an ‘s’. In the plural present tense form, verbs subtract an ‘s’. In the following examples, subjects are underlined and verbs are in gray.

Examples of **subject-verb agreement**:
- He **chases** the cat. (singular)
- They **chase** the cat. (plural)
- The student **sings**. (singular)
- Your children **sing**. (plural)

36. **Subordinating Conjunctions**

Subordinating conjunctions introduce a dependent clause in a complex sentence. Some examples include: after, although, as, because, before, if, since, so, that, though, unless, when, where, until, while, whereas, as long as.

Examples of **subordinating conjunctions**:
- Our flight was delayed **when** the thunderstorm hit.
- We could not swim in our pool **until** it was summer.