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

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

Although we are providing an Answer Key, we would like to emphasize that it is effort that matters most, and not how many questions a student gets right or wrong. Encourage the student to do the best they can with this content. The most important thing is that they continue to work on their writing and language skills.

Directions for this packet:

Part 1:
• Read the writing prompt.
• If needed, use the sentence frames to help you get started writing.

Part 2:
• Complete Guided Practice.
• Complete Independent Practice.
• Complete the Try It prompt.

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

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**Guided Practice**

1. **thrifty:** P  
2. **stingy:** N  
3. **classic:** P  
4. **old-fashioned:** N  
5. **trudges:** N  
6. **sprints:** P  
7. **ancient:** N  
8. **insists:** N  
9. **encourages:** P  
10. **requested:** P  
11. **demanded:** N

**Independent Practice**

1. C  
2. A  
3. D  
4. B

**Independent Practice**

1. **Mia would never forgive them:** H; Mia was very angry.  
2. **Her legs were still complaining:** P; Her legs still hurt.  
3. **mean rain was punishing:** P; The rain made camping so unpleasant it felt like a punishment by someone mean.  
4. **I must have slept for days:** H; I slept for a very long time.  
5. **sun smiled:** P; The sun shone and made Mia feel happy.

**Guided Practice**

1. **I slept for a very long time:** H; I must have slept for days.  
2. **Her legs still hurt:** P; Her legs were still complaining.  
3. **The rain made camping so unpleasant it felt like a punishment by someone mean:** P; mean rain was punishing.  
4. **Mia was very angry:** H; Mia would never forgive them.  
5. **The sun shone and made Mia feel happy:** P; sun smiled.
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1. these historians: they  
2. Genghis Khan: him  
3. this fierce leader: he  
4. the people of Mongolia: them  
5. her and me: she and I (or we)  
6. the empire: it  
7. Tricia and I: us  
8. Fred, me, and Tricia: We (or Fred, Tricia, and I)  
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1. B  
2. D  
3. A  
4. B  
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| 6     | Part 1         | Part 2  | Guided Practice  
1. ( ) around 1821-1910  
2. comma after doctor and male  
3. dash after School  
4. comma after Blackwell and person  
5. dash after school  
Independent Practice  
1. C  
2. A  
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4. D | 22 |
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3. acrid, unpleasant  
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|       |                | Grade 6 Ready Language Handbook Lesson 7 Recognizing and Correcting Errors | 1. change “Their” to “There”  
2. delete the period after “crack”  
3. change the capital “V” in “Volcanoes” to lowercase  
4. delete the “s” from “erupts”  
5. add a period after “rock” and start “scientists” with a capital letter  
6. delete the “d” from “observed” | |
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7. My | |

Independent Practice

1. C  
2. C  
3. D  
4. B  
5. D
Journal Entry 1

PART 1

During recent events, we have been asked to think of the needs of others. Think about a lesson you have learned by putting yourself in someone else’s shoes. Write to explain the lesson you’ve learned.

The lesson I have learned is...
Lesson 4
Reflexive and Intensive Pronouns

Introduction

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

- Reflexive and intensive pronouns can be singular or plural.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
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<tbody>
<tr>
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<td>ourselves</td>
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<tr>
<td>yourself</td>
<td>yourselves</td>
</tr>
<tr>
<td>himself, herself,</td>
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</table>

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

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

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

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

Guided Practice

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

**Hint**

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

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

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

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

1. When the team lost the game, the players blamed themselves.
   - A itself
   - B themselves
   - C himself
   - D yourselves

2. The pitcher itself said that he had not pitched his best game.
   - A myself
   - B himself
   - C yourself
   - D themselves

3. Alonzo and myself agreed that the other team had simply played better.
   - A I
   - B me
   - C himself
   - D ourselves

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

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

**Try It** Reread what you wrote in Part 1. Check that you have used reflexive pronouns correctly. Then try to add one intensive pronoun in your response.
Journal Entry 2

Different animals are known for different personality types. For example, a mule is known for being stubborn. What animal best represents your personality? Write to explain which animal and why.

The animal that best represents my personality is... because...

PART 1
Lesson 6
Correcting Vague Pronouns

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

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

  **Clear:** The cliff dwellings at Mesa Verde were built by the Ancestral Pueblo people.
  **Unclear:** They show us what life was like there thousands of years ago.

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

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

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

  **Unclear:** Our days at Mesa Verde were long and full, and it taught us a lot.
  **Unclear:** At home, people sometimes asked questions, and it was hard.

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

  **Clear:** Our days at Mesa Verde were long and full, and the trip taught us a lot.
  **Clear:** At home, people asked questions that were hard to answer.

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

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

In 1888, during a heavy snowfall near what is now Mesa Verde National Park, two cowboys saw walls and towers off in the distance. They were unusual, and they decided to go and explore them. They found homes built right into the walls of the tall cliffs. They had ancient tools and pottery, and it was exciting.
The Ancestral Pueblo people moved to Mesa Verde around 550 C.E., but the cliff dwellings weren’t built until around 1200 C.E. (1) They showed a high degree of skill in stone masonry. (2) They do not know why the Ancestral Pueblo people moved into the cliffs. (3) They might have been safer in harsh weather. Whatever the reason these people moved to the cliffs, it is amazing.

**Try It**
Reread what you wrote in Part 1. Circle any pronouns you used. Then reread to make sure someone reading your paper for the first time would understand who the pronoun is referring to. Fix any errors.
Journal Entry 3

We all have talents. Think about what your talents are. What is your greatest talent? How did you discover it? Write to share your talent with everyone!

My talent is ....
I found this talent when ....
Introduction
A word can have two kinds of meanings. A word’s **denotation** is its dictionary definition. A word’s **connotation** is the feeling that people associate with the word.

Compare these examples:

<table>
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<th>Positive Connotation</th>
<th>Negative Connotation</th>
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<td>My older cousin Cal is <strong>clever</strong>.</td>
<td>My older cousin Cal is <strong>sly</strong>.</td>
</tr>
<tr>
<td>He asks questions because he is <strong>curious</strong>.</td>
<td>He asks questions because he is <strong>nosy</strong>.</td>
</tr>
</tbody>
</table>

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

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

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

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

1. Cal is a very **thrifty** person. _____
   Cal is a very **stingy** person. _____

2. He wears **classic** styles. _____
   He wears **old-fashioned** styles. _____

3. Every morning he **trudges** to work. _____
   Every morning he **sprints** to work. _____

4. Cal drives an **antique** car. _____
   Cal drives an **ancient** car. _____

5. His wife **insists** that he fix the car himself. _____
   His wife **encourages** him to fix the car himself. _____

6. One day, Cal’s son **requested** a room of his own. _____
   One day, Cal’s son **demanded** a room of his own. _____
For numbers 1–3, read the sentence. The answer choices have similar denotations. Which answer choice has the most **positive** connotation?

1. Cal and his wife had a **debate** about moving to a new home.
   - A quarrel
   - B dispute
   - C discussion
   - D disagreement

2. Cal said, “We can turn the office into an **acceptable** bedroom.”
   - A pleasing
   - B usable
   - C functional
   - D workable

3. Cal’s wife wanted to move, and she was **stubborn** about it.
   - A pushy
   - B defiant
   - C obstinate
   - D determined

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

4. On moving day they transported all their belongings to their new home.
   - A sent
   - B lugged
   - C moved
   - D carried

**Try It**
Reread what you wrote in Part 1. Do the words give a positive or a negative connotation to your writing? Change any words with a negative connotation to a positive connotation and reread it. Be proud of your talents!
Journal Entry 4

What superpower would you like to have? How would it be useful right now? Write a story about a teenager who has that superpower and uses it to save the world.
Lesson 15
Figures of Speech

Introduction

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

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

  The steep trail *dared* Mia to take another step.
  
  Sneaky tree roots were *hiding* under leaves and twigs, ready to *trip* her.

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

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

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

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

Guided Practice

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

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

The next morning, though, Mia woke up refreshed. She thought, “I must have slept for days!” Outside the tent, the sun smiled through the leafy trees.
For numbers 1–4, what does the underlined figure of speech mean in each sentence?

1 A bold wind grabbed Mia’s cap as she and her parents hiked down the trail.
   A The wind was bold and pushy.
   B The wind blew Mia’s cap off her head.
   C Mia took her cap off her head because of the wind.
   D Someone took Mia's cap.

2 When they reached the pond, Mia exclaimed, “There must be a million ducks here!”
   A “There are one million ducks at the pond.”
   B “I’ve never seen ducks before.”
   C “There are a lot of ducks here.”
   D “I can guess the number of ducks.”

3 Suddenly, clouds gathered and chased the sun out of the sky.
   A The clouds were faster than the sun.
   B The clouds pushed the sun out of the sky forever.
   C The clouds had an important meeting.
   D The sun disappeared quickly when clouds filled the sky.

4 The rain ignored Mia and her family’s plans to go out on a rowboat.
   A The rain did not affect the plans Mia and her family had.
   B Mia and her family enjoyed their time out in the rowboat.
   C Other people enjoyed rowboats, but not Mia's family.
   D Mia's family had made plans, but now it was raining.

Try It Reread your story. Find places where you could add emphasis by including figures of speech. Add one instance of hyperbole and one instance of personification.
Journal Entry 5

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

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

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

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

1. When Genghis Khan was a child, his mother kept _____ and the rest of the family safe in the Mongolian Desert.
   A. we
   B. him
   C. they
   D. he

2. This brave woman and her children often had little to eat, but _____ survived.
   A. her and them
   B. she and them
   C. her and they
   D. she and they

3. Genghis Khan’s mother was a strong, smart woman. Her son’s ability to lead probably came from _____.
   A. her
   B. she
   C. he
   D. they

4. As a leader, Genghis Khan promoted religious freedom because other people’s beliefs were interesting to _____.
   A. he
   B. him
   C. they
   D. we

5. _____ also learned that Genghis Khan created the first Mongol written language.
   A. Me and my friends
   B. They and me
   C. My friends and I
   D. My friends and me

Try It Reread what you wrote in Part 1. Circle places where you used the words I or me. Did you use them properly? Then go through your announcement to make sure all other pronouns are used correctly.
Journal Entry 6

What has been the most challenging thing you’ve had to deal with while staying at home? How have you managed? Write advice to share with friends who are dealing with similar challenges.

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PART 1

... has been hard to deal with, but I ...
Lesson 8
Punctuating Parenthetical Elements

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

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

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

1. Elizabeth Blackwell 1821–1910 grew up in a time when women were not welcome in many professions. parentheses

2. She thought women would want to see a female doctor rather than a male about their health concerns. commas

3. Blackwell was accepted into Geneva Medical School after being rejected by twenty other medical schools. dash

4. Blackwell a determined person became the first woman to graduate from medical school in the United States. commas

5. She later established a medical school just for women. dash

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

Example:
Isabelle, also known as Izzie, is shy. NOT Isabelle—also known as Izzie, is shy.
Independent Practice

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

1. Dr. Jonas Salk 1914–1995 discovered a cure for polio.
   A. Salk 1914–1995, discovered
   B. Salk, (1914–1995), discovered
   C. Salk (1914–1995) discovered
   D. Salk—1914–1995—discovered

2. Polio a disease that struck fear in parents was a terrible illness that could cripple children.
   A. Polio, a disease that struck fear in parents, was
   B. Polio, a disease that struck fear in parents—was
   C. Polio (a disease that struck fear in parents), was
   D. Polio—a disease that struck fear in parents, was

3. Jonas Salk’s parents immigrants with little formal education themselves were determined that their children would succeed.
   A. parents—(immigrants with little formal education themselves) were
   B. parents immigrants with little formal education themselves, were
   C. parents immigrants with little formal education themselves—were
   D. parents (immigrants with little formal education themselves) were

4. At medical school, Salk began researching influenza the virus that causes the flu.
   A. influenza the virus, that causes the flu.
   B. influenza—the virus—that causes the flu.
   C. influenza (the virus) that causes the flu.
   D. influenza, the virus that causes the flu.

Try It  Reread what you wrote in Part 1. Are there places where you added information that should be set off from the rest of a sentence? If so, make sure you used the proper punctuation. If not, edit your writing to include at least one piece of extra information.
Journal Entry 7

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

________________________________________________________________________

________________________________________________________________________

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

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

2. Which word is an antonym of claim?

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

4. Which words are antonyms of bitter?
Independent Practice

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

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

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

Which is a synonym for **significant** as it is used above?
A meaningful
B unimportant
C insignificant
D meaningless

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

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

Which is an antonym for **permit** as it is used above?
A license
B allow
C forbid
D oblige

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

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

Which is a synonym for **powerful** as it is used above?
A high-ranking
B powerless
C weak
D frail

Try It Look back at your poem. Are there any words that are used over and over? Are there words that could be replaced with more interesting words? Circle at least two words you can replace by using a thesaurus. Then, using a print or online thesaurus, find two new words.
Journal Entry 8

Do you think parents should monitor Internet usage for their children? Write an opinion essay that gives reasons for your opinion.

Parents ... monitor their children's Internet usage.
Lesson 2
More About Subject and Object Pronouns

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

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

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

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

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

  We girls kept the boy calm and called his mom.

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

Guided Practice
Circle the correct pronoun to complete each sentence.

1. The people in our class who want to become doctors are Zoey and (me, I).

2. (Us, We) students enjoyed meeting Dr. Higgs on Career Day.

3. It was (him, he) who won the Doctor of the Year award in our state.

4. Dr. Higgs inspired (we, us) kids to learn more about careers in medicine.

5. Terrance’s parents are both doctors, and it was (they, them) who invited Dr. Higgs to speak to us.
Independent Practice

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

1. The Young Paramedic Program is perfect for _____ students.
   A. we
   B. them
   C. us
   D. they

2. The first people to sign up were Zoey, Paris, and _____.
   A. me
   B. I
   C. them
   D. it

3. It was _____ who noticed the sign-up sheet first.
   A. us
   B. I
   C. me
   D. them

4. The instructors are all paramedics, and it will be _____ who teach us basic first aid.
   A. they
   B. her
   C. them
   D. it

5. _____ young volunteers are eager to learn about saving lives.
   A. Us
   B. Them
   C. They
   D. We

Try It  Reread what you wrote in Part 1. Circle any pronouns you used. Make sure you used them all correctly. Fix any errors.
Journal Entry 9

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

The value... is important to me because...
I try to show this value every day by...
Lesson 7
Recognizing and Correcting Errors

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

<table>
<thead>
<tr>
<th>Proofreading Mark</th>
<th>Purpose</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>![ ]</td>
<td>to take out punctuation marks, letters, words, or sentences</td>
<td>A volcanoe is a mountain that can erupt and eject molten rock.</td>
</tr>
<tr>
<td>![ ]</td>
<td>to insert punctuation marks, letters, words, or sentences</td>
<td>Mount St. Helens erupted in 1980 in the state of Washington.</td>
</tr>
<tr>
<td>![ ]</td>
<td>to add a period</td>
<td>Some volcanoes occur on land. Others, however, erupt on the ocean floor.</td>
</tr>
<tr>
<td>![ ]</td>
<td>to change a capital letter to a lowercase letter</td>
<td>A recent undersea eruption occurred off the Canary Islands.</td>
</tr>
<tr>
<td>![ ]</td>
<td>to change a lowercase letter to a capital letter</td>
<td>An undersea volcano near Oregon produced 12-foot-thick layers of lava.</td>
</tr>
</tbody>
</table>

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

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

Their are more than 3,000 volcanoes on the ocean floor.

Undersea volcanoes are caused by a crack in the crust. Like land volcanoes, undersea volcanoes erupts and force out liquid rock. Scientists now observed these volcanoes and try to predict possible eruptions.
For numbers 1–5, select the correct way to revise the sentence.

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

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

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

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

5 In oregon, the undersea eruption themselves changed the seafloor.
   A In oregon, the Undersea Eruption itselfs changed the seafloor.
   B In Oregon, the undersea eruption themselves changed the seafloor.
   C In oregon, the undersea eruption itself changed the seafloor.
   D In Oregon, the undersea eruption itself changed the seafloor.

Try It It is always a good idea to proofread a speech before you give it. Read your acceptance speech out loud and look for places you would change things. Use proofreading marks to correct your errors.
Journal Entry 10

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

- Some possessive pronouns are used before nouns.
  
  Is that **my** notebook on **your** desk?  
  **Our** markers are on **their** table.

<table>
<thead>
<tr>
<th>Possessive Pronouns Used Before a Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
</tr>
<tr>
<td><strong>Plural</strong></td>
</tr>
</tbody>
</table>

- Other possessive pronouns can stand alone.

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

<table>
<thead>
<tr>
<th>Possessive Pronouns That Can Stand Alone</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
</tr>
<tr>
<td><strong>Plural</strong></td>
</tr>
</tbody>
</table>

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

1. (Our, Ours) teacher gives us weekly writing assignments.

2. “Don’t forget to complete (yours, your) assignment by (it’s, its) due date,” Ms. Sanchez reminded us.

3. Levi and Ian work together on (their, theirs) assignments.

4. Annie and I often collaborate on (ours, our).

5. I usually like (her, hers) topic ideas better than (my, mine).

6. When will they finish (their, theirs) research?

7. (My, Mine) research will be completed by Friday.

Hint

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

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

1. Raul is proud of ______ writing and always proofreads it carefully.
   A. his  
   B. theirs  
   C. its  
   D. ours  

2. Noah offered to let Shayla read his poem if he could read ______.
   A. her  
   B. its  
   C. hers  
   D. their  

3. Someday I hope to write as well as ______ favorite author, Christopher Paul Curtis.
   A. hers  
   B. my  
   C. mine  
   D. ours  

4. How do you come up with ______ unusual ideas for characters?
   A. theirs  
   B. your  
   C. yours  
   D. ours  

5. We brought our writing journals, but the twins forgot ______.
   A. our  
   B. your  
   C. their  
   D. theirs  

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