

SPECTRUM[®]

GRADE

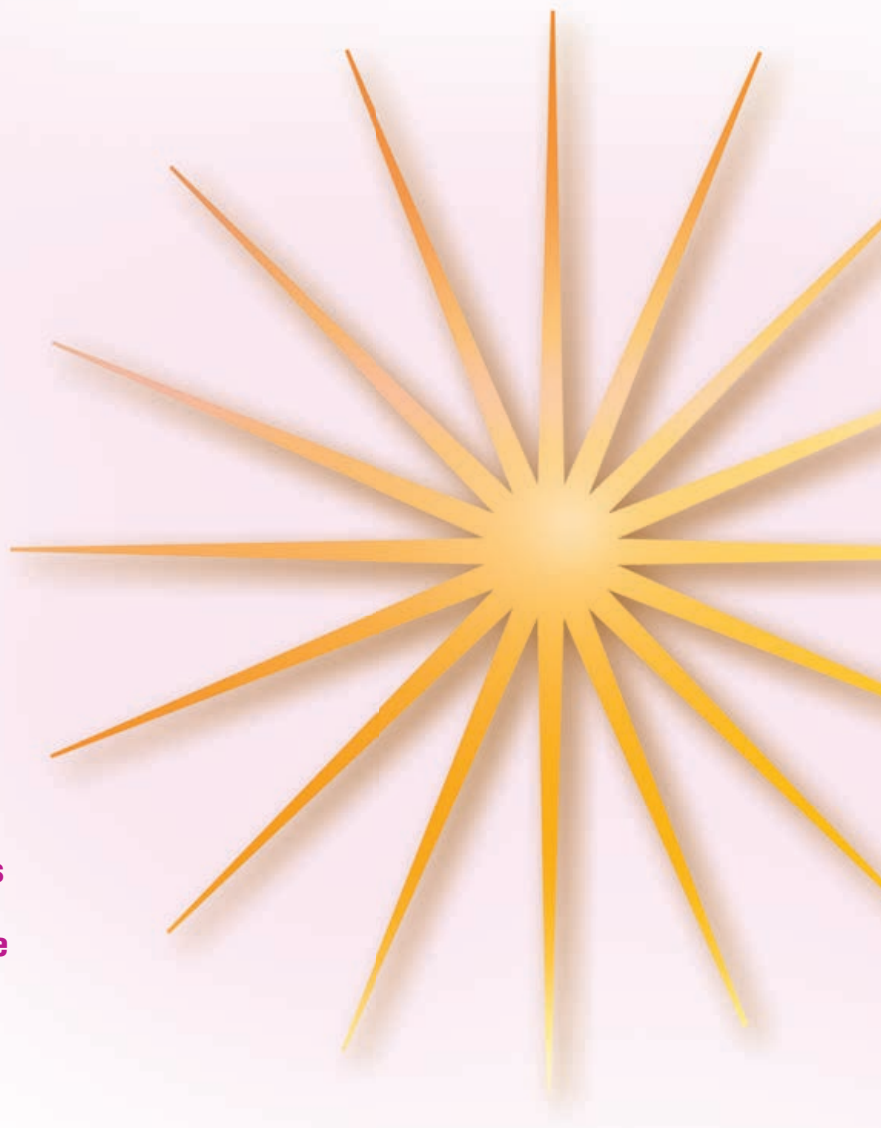
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Language Arts



Focused Practice for Language Arts Mastery

- Grammar and usage
- Parts of speech and sentence types
- Vocabulary acquisition and usage
- Writer's guide
- Answer key



Lesson 1.1 Common and Proper Nouns

Common nouns name people, places, things, and ideas.

People: butcher, nephew, landscaper, jogger, teenager, pilot

Places: home, ice cream shop, college, bookstore, basement

Things: violet, floor, photograph, pond, mercury, government

Ideas: happiness, freedom, anxiety, enthusiasm, truth

Proper nouns name specific people, places, and things. Proper nouns are capitalized.

People: Charlie, Mr. Rodriguez, Dr. Chang, Officer Bates

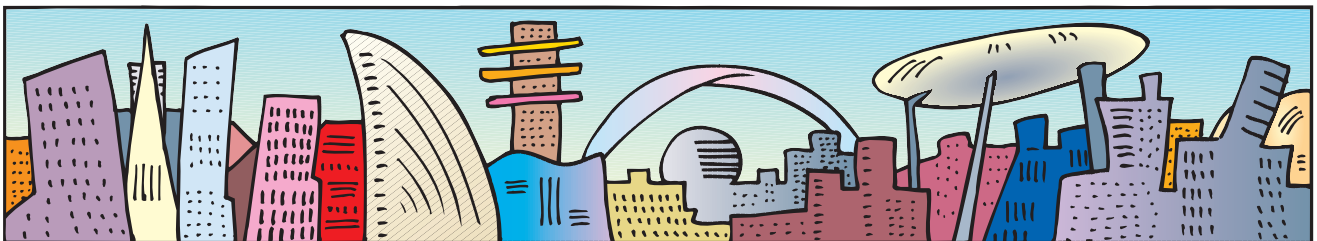
Places: Tijuana, Yellowstone National Park, Virginia

Things: Tasty Time Pizza, the Iron Age

Identify It

Underline the common noun(s) and circle the proper noun(s) in each sentence.

1. Most people consider the Home Insurance Building to be the first skyscraper.
2. It was built in Chicago in 1884 and rose to a height of ten stories.
3. Others think the Jayne Building in Philadelphia should have the honor.
4. For nearly 40 years, the Empire State Building in New York City was the tallest building on Earth.
5. The World Trade Center held the record for two years, but then the Sears Tower was completed.
6. The Sears Tower, known today as Willis Tower, was overtaken by the Petronas Towers in Kuala Lumpur, the capital of Malaysia.
7. Taipei 101 in Taiwan was the first building to exceed 500 meters in height.
8. The tallest skyscraper in the world is the Burj Khalifa in the city of Dubai.



Lesson 1.1 Common and Proper Nouns

Proof It

Correct the mistakes in the use of common and proper nouns using proofreading marks.

/ - lowercase letter
≡ - capitalize letter

1. We are going to visit grandpa Mick in Tampa bay, Florida, next Week.
2. My Brother Tim plans to bring along his fishing pole and tackle box.
3. He and Grandpa will drive to lake Harris on monday to catch Trout and Catfish.
4. On Tuesday, my Mom and Dad are riding their Mountain Bikes on wilkin's swamp trail.
5. I'm looking forward to Wednesday Afternoon, when we will be heading to ronnie's reptile world to see the alligators.
6. My grandpa loves listening to old frank sinatra records while he dances around the Living Room.
7. As soon as we get home, I have to finish writing my Report about the declaration of independence.
8. Mr. Woodlock is my History Teacher at Broughten jr. high school.



Try It

Write a paragraph about your favorite book or movie. Use at least six common and six proper nouns correctly.

Lesson 1.2 Collective and Abstract Nouns

Collective nouns are used to describe groups of specific animals, people, or things.

- A group of horses is a *herd*.
- A group of students is a *class*.
- A group of mountains is a *range*.

A collective noun refers to more than one thing, but it acts as a singular noun when used in a sentence.

- Incorrect: The *herd are* running back to the barn.
- Correct: The *herd is* running back to the barn.

Abstract nouns describe ideas rather than people, places, or things that can be perceived with the five senses.

courage laziness information beauty hate

Match It

Match each plural noun in the left column with its singular collective noun in the right column.

| | |
|----------|---------|
| grapes | team |
| flowers | swarm |
| judges | galaxy |
| birds | pair |
| stars | panel |
| cards | army |
| bees | fleet |
| athletes | bouquet |
| people | crowd |
| shoes | bunch |
| ships | flock |
| soldiers | deck |



Lesson 1.2 Collective and Abstract Nouns

Complete It

Circle the verb in each sentence that correctly completes the sentence.

1. The staff (is, are) getting the day off work because of a holiday.
2. A pride of lions (stalk, stalks) the savannah in search of food.
3. Courageousness (mean, means) feeling scared but taking action anyway.
4. The entire neighborhood (attend, attends) the annual block party.
5. The dance troupe (perform, performs) three shows each Saturday this month.
6. The crew (prepare, prepares) the ship for its long journey to the South Seas.
7. A choir (sing, sings) at the mall during the Christmas season.
8. The fleet (sail, sails) from San Francisco to Honolulu and back again each spring.
9. My family (is, are) volunteering at the food pantry this weekend.
10. Beth's singing ability (enable, enables) her to join any chorus she chooses.
11. The audience (cheer, cheers) as the magician grabs a scarf out of a puff of smoke.
12. A team of horses (pull, pulls) the wagon across a desolate, frozen prairie.

Try It

For each abstract noun, write a sentence that uses it correctly. If you are unsure of a noun's meaning, use a dictionary to find its definition.

success
leisure

justice
compassion

misery
friendship

anger
loyalty

parenthood
curiosity

Lesson 1.3 Plurals and Possessives

Although **plural** and **possessive nouns** often sound similar, they are spelled differently and have different meanings.

Plural noun: The *bats* roost deep within the cave.

Singular possessive noun: The *bat's* roost is located deep within the cave.

Plural possessive noun: The *bats'* roost is located deep within the cave.

Rewrite It

Rewrite each sentence to correct the word in bold.



1. **Cave's** are not the only places where bats roost.

2. These flying **mammals** homes are also found beneath bridges and inside hollow trees.

3. **Predators'** don't think to look for bats in these out-of-the-way places.

4. Bats cluster together in **colony's** because it keeps them warm and safe.

5. Unlike birds, **bats** wings are not strong enough to lift them from the ground and into the air.

6. A **bats'** hind legs are also weak, so they cannot get a running start.

7. Instead, bats use their **claws'** to climb to a high place.

8. The **claw's** grip the surface, and the bat relaxes.

9. **Gravities** pull locks the claws—and the bat—in place.

10. The **bats'** muscles do not need to exert any energy.

Lesson 1.3 Plurals and Possessives

Identify It

Look at the boldface word in each sentence. On the line, write **PL** if the word is a plural noun, **SP** if the word is a singular possessive, and **PP** if the word is a plural possessive.

1. _____ The **paleontologists** flew to Montana to hunt for fossils.
2. _____ **Dr. Harris's** plane touched down on a grassy runway in the middle of nowhere.
3. _____ As the plane bounced along, the **scientists'** equipment rattled around inside steel boxes.
4. _____ The steep, rocky **sides** of a mountain towered over the flat valley.
5. _____ A local **rancher's** pickup waited near the runway.
6. _____ The truck would carry the **boxes** of equipment to the dig site.
7. _____ Dr. Gupta drove the truck across the **valley's** bumpy landscape.
8. _____ **Clouds'** shadows moved slowly over the distant mountain.
9. _____ An hour later, the scientists arrived at the **mountain's** base.
10. _____ A camp had been set up, with several **tents** encircling a large fire pit.
11. _____ The excavation **site's** location was within walking distance of the camp.
12. _____ The **doctors'** excitement was easy to see; they both had huge grins on their faces!

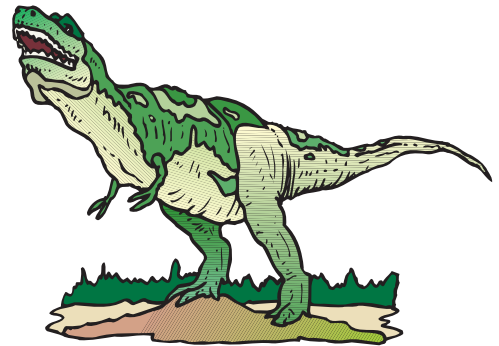
Try It

Write three sentences, each using one of the words below. Each sentence will use a different word.

dinosaurs

dinosaur's

dinosaurs'



1. _____

2. _____

3. _____

Lesson 1.4 Appositives

An **appositive** is a noun or phrase that renames another noun in a sentence. The appositive offers more information about the noun.

Harriet, a golden retriever, has been my constant companion since she was a puppy.

The phrase *a golden retriever* is an appositive that renames *Harriet*.

When the appositive is non-essential, or not necessary to the sentence, it should have a comma before and after it. In the example above, you can remove the appositive and the sentence still makes sense.

Identify It


Read each sentence below. Underline the appositives. Circle the nouns they rename.

1. The Windsor Pumpkin Regatta, a water race in Nova Scotia, was begun in 1999.
2. Danny Dill, the founder of the race, is the son of a breeder of giant pumpkins.
3. Contestants, who must paddle half a mile, use giant hollowed-out pumpkins as small watercraft.
4. The regatta, the first of its kind, has inspired other races around North America.
5. The first step in creating pumpkin boats is to hollow out giant pumpkins, some of which weigh 700 pounds!
6. The pumpkin, which rots relatively quickly, needs to be hollowed up just a day or two before the race.
7. A pumpkin boat, also known as a personal vegetable craft (PVC), is not easy to navigate.
8. Leo Swinamer, a nine-time winner of the regatta, is in his mid-seventies!
9. The race, which has three classes, is attended by thousands of spectators every year.
10. The first person to use a pumpkin as a boat was Wayne Hackney, a pumpkin farmer from New Hampshire.

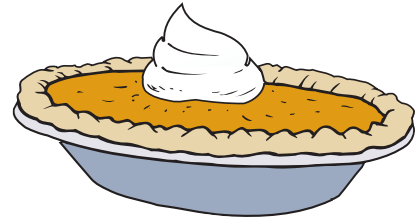


Lesson 1.4 Appositives

Proof It

Read the paragraph below. It contains five appositives that are missing commas. Use this proofreading symbol  to add commas where they are needed.

Pumpkins a type of squash are a symbol of fall to many people. These large ribbed fruits are round in shape, heavy, and filled with seeds. Pumpkin vines which wind their way through pumpkin patches can be covered in small prickly hairs. This can make picking a little irritating! In recent years, pick-your-own pumpkin patches have increased in popularity. Many families enjoy the tradition of a yearly trip to the patch. Pumpkins which are often carved at Halloween also have many other uses. Many people like to eat pumpkin pie a tradition at Thanksgiving. Pumpkin muffins, bread, and cheesecake also have their fans. Although most people use pureed pumpkin, the flowers, seeds, and leaves are also edible. The seeds a delicious snack when roasted can be a healthy, nutritious treat.



Try It

Write four sentences on the lines below. Each one should contain an appositive. Remember to punctuate the appositives correctly.

1. _____

2. _____

3. _____

4. _____

Lesson 1.5 Personal Pronouns

A **pronoun** is a word used in place of a noun. A **subject pronoun** can be used as the subject of a sentence. It can be singular (*I, you, he, she, it*) or plural (*we, you, they*).

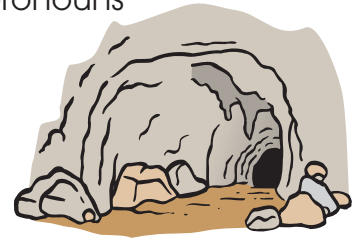
She hoped that Uncle Ralph would visit on Sunday.

An **object pronoun** is the object of a verb or a preposition. It can also be singular (*me, you, him, her, it*) or plural (*us, you, them*).

Clare wanted *us* to go to the concert tomorrow night.

A **possessive pronoun** shows possession. Singular possessive pronouns are *my, mine, your, yours, his, her, hers, and its*, and plural possessive pronouns are *our, ours, your, yours, their, and theirs*.

Their sprinkler has been on for three hours.



Identify It

Read each sentence below and decide how the **boldface** pronoun is used. On the line, write **SP** for subject pronoun, **OP** for object pronoun, or **PP** for possessive pronoun.

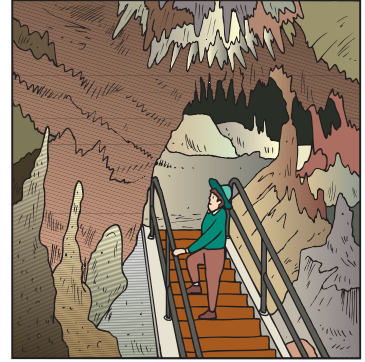
1. _____ Kembe and **his** dad like to explore caves together.
2. _____ **They** first started spelunking, or caving, when Kembe was twelve.
3. _____ Kembe's parents gave **him** some gear as an early birthday present.
4. _____ "**We** really hope that you enjoy caving," said Kembe's parents as he unwrapped a headlamp.
5. _____ "It has given **me** a real appreciation for the beauty of the natural world," added Mr. Ly.
6. _____ Kembe and his dad have traveled to sixteen different states to pursue **their** hobby, but Kembe's mom prefers to stay home.
7. _____ She has claustrophobia, and tight places make **her** uncomfortable.
8. _____ **She** has a hard time understanding why Kembe and Mr. Ly love exploring underground.
9. _____ "**It** is hard to explain," Mr. Ly admits.
10. _____ "**Our** trips to explore hidden places are just so exciting!" adds Kembe.

Lesson 1.5 Personal Pronouns

Complete It

Read the passage below. Circle the correct pronoun from each pair in parentheses.

Have (you, we) ever visited Linville Caverns in the mountains of western North Carolina? If you are ever in the area, (its, it) is definitely worth a trip. (Their, Your) guide is likely to tell the group about two teenage boys who explored the caverns on (our, their) own in the early 1900s. The duo was not dressed for the cool 52-degree temperature of the caverns. They eagerly explored the caves with only a lantern to guide (them, him) through the pitch-dark maze. Today, visitors tread on comfortable walkways, and ropes guide them away from the chilly underground stream. This wasn't always the case, though, and the foolish boys were unprepared for the rocky paths.



At one point, the boy holding the lantern dropped and broke (its, it). He and (his, her) partner were left in such darkness that (their, they) could not see their own hands six inches from (their, our) faces! Can (us, you) imagine the panic you'd feel? Luckily, the boys discovered that if they put their hands in the stream, they could detect which way (he, it) flowed. (Them, They) knew that it eventually flowed out of the caverns, so they would need to move in the direction the water was flowing. It took (him, them) two days, but they finally traveled the 800 feet to the cave's entrance. They had hypothermia, and it took them a while to recover, but the boys were lucky to have lived to tell the tale!

Try It

Write several sentences about a place you've explored. Circle each pronoun you use.
