TABLE OF CONTENTS

Work with Vocabulary
Section Opener .................................................. 5
1. Use a Similar Word: Synonyms .......................... 6
2. Use the Opposite Word: Antonyms ................. 7
3. Choose the Correct Spelling: Homophones .......... 8
4. Expand Your Vocabulary: Root Words ........... 10
5. Understand Word Beginnings: Prefixes ......... 11
6. Understand Word Endings: Suffixes ............ 12
7. Combine Two Words: Contractions ............ 13
8. Mind Your Meaning: Denotation and Connotation .... 14
9. Use Strong Words: Nouns and Verbs ........... 15
10. Use Colloquialisms: Informal and Formal Language ... 17
11. Use Variety: Figurative Language ............. 19
Section Review .................................................. 21

Build Sentences
Section Opener .................................................. 25
12. Use Variety: Types of Sentences .................. 26
13. Use Variety: Sentence Length ....................... 28
15. Expand Sentences: Adding Details ............ 31
16. Edit Sentences: Run-On Sentences ............ 33
17. Know Complete Subjects and Predicates ........ 34
18. Identify Who or What: Simple Subjects ........ 36
19. Identify the Action: Simple Predicates ........ 37
20. Identify Sentence Parts: Direct and Indirect Objects .... 38
21. Recognize Independent and Subordinate Clauses .... 39
22. Combine Sentences: Complex Sentences .......... 40
23. Recognize Clauses: Adjective Clauses ........ 42
24. Recognize Clauses: Adverb Clauses .......... 43
25. Edit Sentences: Sentence Fragments .......... 44
26. Edit Sentences: Comma Splices ............... 45
Section Review .................................................. 46

Know Capitalization and Punctuation
Section Opener .................................................. 50
27. Use Capitals: A Variety of Capitalization .......... 51
28. Use a Dictionary: Abbreviations ................. 53
29. Identify Short Forms: Abbreviations ............ 54
30. Use Variety: Commas .................................. 55
32. Show Possession: Apostrophes ................. 59
33. Join Independent Clauses: Semicolons .......... 60
34. Separate Titles and Subtitles: Colons .......... 61
35. Add Less Important Information: Parentheses .... 62
Section Review .................................................. 65

Grasp Grammar and Usage
Section Opener .................................................. 69
37. Name the Person, Place, Thing, or Idea: Nouns .... 70
38. Show Ownership: Singular Possessive Nouns ....... 72
39. Show Group Ownership: Plural Possessive Nouns .... 73
40. Use Irregular Plural Possessive Nouns .......... 74
41. Use Concrete and Abstract Nouns ............... 75
42. Identify Action, Auxiliary, and Linking Verbs ........ 76
43. Provide More Information: Verb Phrases .......... 78
44. Show When an Action Happens: Verb Tenses ....... 79
45. Make the Past Tense: Irregular Verbs .......... 81
46. Use Present Perfect and Past Perfect Tenses .... 82
47. Match the Numbers:  
   **Subject-Verb Agreement** .......................... 83
48. Match the Subject: **Linking Verbs** ................. 85
49. Replace Subject Nouns:  
   **Subject Pronouns** ................................. 86
50. Replace Object Nouns:  
   **Object Pronouns** ................................. 87
51. Show Ownership:  
   **Possessive Pronouns** ............................ 88
52. Use **Indefinite Pronouns** ........................... 89
53. Use **Reflexive Pronouns** ........................... 90
54. Make **Pronouns and Antecedents Agree** ............ 92
55. A **Variety of Pronouns and Antecedents** .......... 93
56. Write Descriptive Words: **Adjectives** ............ 94
57. Make Comparisons: **Adjectives** .................... 96
58. Describe Actions: **Adverbs** ........................ 97
59. Make Comparisons: **Adverbs** ........................ 98
60. Write Descriptively:  
   **Adjectives and Adverbs** ......................... 99
61. Show Relationships: **Prepositions** ................. 100
62. Recognize Phrases:  
   **Prepositional Phrases** ............................ 101
63. Describe a Noun: **Participle Phrases** ............. 102
64. Be Clear: **Misplaced Modifiers** .................... 103
65. Be Clear:  
   **Misplaced and Dangling Modifiers** ............... 104
66. Use Joining Words: **Conjunctions** ................. 105
67. Express Emotions: **Interjections** .................... 106

**Section Review** ........................................ 107

**Craft and Compose**

**Section Opener** ......................................... 111
68. Create a Life Map: **Choosing a Topic** ............ 112
69. Choose Your Voice:  
   **Purpose and Audience** ............................ 113
70. State Your Purpose:  
   **Topic and Thesis** ................................. 114
71. Cluster with a Web: **Organizing Ideas** .......... 115
72. Use a Graphic Organizer:  
   **Organizing Ideas** ................................. 116
73. Use Dialogue: **Strong Openings** .................. 118
74. Lead with a Statistic: **Strong Openings** ........ 119
75. Use Your Senses: **Writing Details** ................ 120
76. Use Examples: **Writing Details** .................. 122
77. Use Variety: **Writing Details** .................... 124
78. Format a Speaker’s Words:  
   **Writing Dialogue** ................................. 126
79. Make Language Precise:  
   **Avoiding Redundancies** .......................... 128
80. Sum Up Your Narrative:  
   **Strong Conclusions** .............................. 129
81. Sum Up Your Report:  
   **Strong Conclusions** .............................. 130
82. Catch Your Readers’ Attention:  
   **Effective Titles** ................................. 132
83. Check for Errors:  
   **Revising and Editing** ............................ 133
84. Correct Sentences:  
   **Revising and Editing** ............................ 135

**Section Review** ........................................ 137

**Develop Research Skills**

**Section Opener** ......................................... 141
85. Have a Clear Focus:  
   **Inquiry Questions** ................................. 142
86. Find Synonyms:  
   **Researching Words** ............................... 143
87. Choose Resources:  
   **Library Research** ................................. 144
88. Conduct Online Research:  
   **Keywords** ........................................ 145
89. Know the Difference:  
   **Primary and Secondary Sources** ............... 146
90. Look for Consensus:  
   **Evaluating Websites** ............................ 147
91. Be Critical:  
   **Evaluating Websites** ............................ 148
92. Create Passwords:  
   **Personal Information Online** ................. 149
93. Remix and Rework:  
   **Plagiarism and Copyright** ...................... 150
94. Citations for Videos:  
   **Crediting Sources** ............................... 151
95. Track Print and Online Sources:  
   **Research Notes** ................................. 152
96. Use Ideas and Words:  
   **Paraphrasing and Quoting** ..................... 154

**Section Review** ........................................ 156

**Index** ..................................................... 160
Using contractions when you speak makes your speech sound natural. Likewise, using contractions when you write makes the tone of your writing more informal.

To form a contraction when you write, combine two or more words to make a new word. Then, replace one or more of the letters with an apostrophe (') to make the new word shorter.

Sometimes, different combinations of words can form the same contraction. He had and he would both form he’d as a contraction.

For example: He’d (he had) left Ireland in 1862. He’d (he would) never go back.

Sometimes, you need to use context clues to understand which two words form the contraction. An ’s can replace has, us, or is.

For example: He’s (he has) immigrated to Canada.

“Let’s” (let us) go, too! It’s (it is) an exciting opportunity.

A. Complete each word equation below by writing your answers on the lines.

1. I + had = ___________ I’d ___________ + would = I’d
2. ___________ + would = we’d
3. that + ___________ is ___________ = that’s
4. ___________ + would = we’d
5. we + had = ___________ we’d ___________
6. it + is = ___________ It’s ___________

B. After each contraction below, write the words that have been combined. Use context clues to help you decide which two words form the contraction.

1. They’d (_______ they had _________) arrived by ship two days earlier than expected.
2. They’d (_______ they would _________) remain in Canada for the rest of their lives.
3. She’d (_______ she would _________) always tell us stories about Ireland before we went to sleep.
4. She’d (_______ she had _________) so many interesting things to teach us about.

C. Rewrite the sentences below on the lines, replacing the underlined words with contractions.

1. There is a great Irish restaurant downtown.
   ___________ There’s a great Irish restaurant downtown ___________

2. It is where my family spends every St. Patrick’s day.
   ___________ It’s where my family spends every St Patrick’s day ___________

D. Write a short dialogue between friends discussing the places they would like to visit. Make sure to use contractions in your dialogue. Trade your dialogue with a partner. Underline the contractions in your partner’s work and write out which two words form the contractions they used.