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* indicates that there is a video available at the [LearnZillion website](http://www.LearnZillion.com)

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Grammar & Conventions – Core Standards Part I

3rd Grade Core Standard: L.3.1 & L.3.2

“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.3.1: Students will use **abstract nouns** (e.g., childhood).

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**:

- o Feelings: love, anger, joy, excitement, fear
- o Actions: laughter, sleep, honesty, kindness
- o Ideas: dream, faith
- o Things: beauty, friendship, freedom, memory, education

Core Standard: L.3.1: Students will explain the function of nouns, pronouns, verbs, **adjectives**, and adverbs in general and their functions in particular sentences.

2. Adjectives

Adjectives are words that add information to nouns and pronouns. They are important in writing because they are used to add detail. Adjectives describe the color, size, shape, number, or any other aspect of a noun or pronoun.

In the following sentences, adjectives are underlined.

Examples of **adjectives**:

- o Do I smell sizzling bacon?
- o My fingers and toes are numb!
- o The wobbly desk needs to be fixed.

Grammar & Conventions – Core Standards Part I

3rd Grade Core Standard: L.3.1 & L.3.2

“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.3.1: Students will explain the function of nouns, pronouns, verbs, adjectives, and **adverbs** in general and their functions in particular sentences.

3. 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”).

Core Standard: L.3.2: Students will **capitalize** appropriate words in **titles**.

4. Capitalization in 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). Titles of books, plays, long poems, movies, and TV series are underlined. Titles of chapters, essays, short poems, and TV episodes are put in quotation marks.

Examples of **capitalization in titles**:

- Finding Nemo
- Beauty and the Beast
- "How to Choose a Topic"

Grammar & Conventions – Core Standards Part I

3rd Grade Core Standard: L.3.1 & L.3.2

“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.3.2: Students will use *commas* in *addresses*.

5. Commas in Addresses

Commas are used in an address in a sentence to set off the street, city, and state. Commas are used in an address on an envelope to set off the city and state.

Examples of commas in an address:

- My family’s address is 123 Main Street, Ann Arbor, MI 48105.
- On an envelope:
Jane Smith
123 Main Street
Ann Arbor, MI 48105

Core Standard: L.3.2: Students will use *commas* and *quotation marks* in *dialogue*.

6. Commas and Quotation Marks in Dialogue

Dialogue is words spoken between two or more people. 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.

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?”

Grammar & Conventions – Core Standards Part I

3rd Grade Core Standard: L.3.1 & L.3.2

“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.3.1: Students will form and use *comparative* and *superlative adjectives* and adverbs, and choose between them depending on what is to be modified.

7. 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:

- o Marie is shorter than Addison.
- o Watermelon is more delicious than an apple.

Examples of superlative adjectives:

- o My mom is the happiest person I know.
- o The math test was the most difficult test I've ever taken.

Core Standard: L.3.1: Students will form and use *comparative* and *superlative* adjectives and *adverbs*, and choose between them depending on what is to be modified.

8. Comparative and Superlative Adverbs

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.

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.

Grammar & Conventions – Core Standards Part I

3rd Grade Core Standard: L.3.1 & L.3.2

“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.”

8. Comparative and Superlative Adverbs Cont.

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.

Core Standard: L.3.1: Students will produce simple, compound, and **complex sentences**.

9. 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), which made everyone happy (subordinate clause).
- Because her mother was not at home (subordinate clause), she began to worry (main clause).

Core Standard: L.3.1: Students will produce simple, **compound**, and complex **sentences**.

10. Compound Sentences

Conjunctions: (comma goes before conj.) for, and, nor, but, or, yet, so.

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

Grammar & Conventions – Core Standards Part I

3rd Grade Core Standard: L.3.1 & L.3.2

“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.”

10. Compound Sentences Cont.

Examples of **compound sentences**:

- I worked hard on my homework, and my sister watched TV.
- Malik played baseball instead, so Brett ran home to eat.
- Asia felt hungry, so she ate a sandwich.

Core Standard: L.3.1: Students will use *coordinating* and subordinating *conjunctions*.

11. Coordinating Conjunctions

A coordinating conjunction connects two or more equal parts. These may be words, phrases, or clauses.

Common coordinating conjunctions: and, but, or, nor, for, so, yet

Examples of **coordinating 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.3.1: Students will form and use regular and *irregular plural nouns*.

12. 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 unusual plural forms.

Grammar & Conventions – Core Standards Part I

3rd Grade Core Standard: L.3.1 & L.3.2

“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. Irregular Plural Nouns Cont.

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. Plural nouns that do not change: deer, sheep, blues.

Core Standard: L.3.1: Students will form and use regular and *irregular verbs*.

13. Irregular Verbs

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

Examples of **irregular verbs: (present, past tense, past participle)**

Speak, spoke, spoken	Fall, fell, fallen
Write, wrote, written	Hide, hid, hidden
Take, took, taken	Drive, drove, driven
Go, went, gone	Wear, wore, worn
Drink, drank, drunk	Tear, tore, torn
Swim, swam, swum	Shake, shook, shaken
See, saw, seen	Am, was, been
Sing, sang, sung	Has, have, had

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

Grammar & Conventions – Core Standards Part I

3rd Grade Core Standard: L.3.1 & L.3.2

“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.3.1: Students will explain the function of *nouns*, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

14. Nouns

Common nouns are the general (not specific) words for people, places, things, and ideas. Unless they begin a sentence, common nouns do not begin with a capital letter.

Examples of **common nouns**:

people: woman

things: pencil

places: river

ideas: dream

Core Standard: L.3.2: Students will form and use *possessives*.

15. Possessives

“Possessive Nouns” are nouns that show ownership. Ownership is indicated by adding an apostrophe to the name of the owner.

Examples of **possessive nouns**:

To form a singular possessive, add an apostrophe and an -s.

- My mother's hobby is scrapbooking.

If a plural noun ends in an -s or -z, just add an apostrophe.

- 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.

- Chris's hair is short and brown.

Grammar & Conventions – Core Standards Part I

3rd Grade Core Standard: L.3.1 & L.3.2

“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.”

15. Possessives Cont.

For plural nouns that do not end in *-s*, add an apostrophe and an *-s*.

- 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.

- Tina, Greg, and Will's project earned an A+.

To form the possessive of an indefinite pronoun, add an apostrophe and an *-s*.

- Somebody's lunch was left in the cafeteria.
- It was everyone's idea to play tag at recess.

Core Standard: L.3.1: Students will ensure subject-verb and *pronoun-antecedent agreement*.

16. Pronouns–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.

Grammar & Conventions – Core Standards Part I

3rd Grade Core Standard: L.3.1 & L.3.2

“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.3.1: Students will explain the function of nouns, *pronouns*, verbs, adjectives, and adverbs in general and their functions in particular sentences.

17. Pronouns

Pronouns are words used in place of nouns when writers do not want to repeat a noun in a sentence or paragraph. Pronouns can be singular or plural and be 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:

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

Core Standard: L.3.2: Students will consult *reference materials*, including beginning dictionaries, as needed to check and correct spellings.

18. 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 – Core Standards Part I

3rd Grade Core Standard: L.3.1 & L.3.2

“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.”

18. 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.3.1: Students will form and use *regular* and irregular *plural nouns*.

19. Regular Plural Nouns

Plural nouns name more than one person, place, thing, or idea. They are created by changing the ending of the nouns. Common endings: *-s*, *--s*

Examples of **regular plural nouns**:

- Cloud (singular) + *-s* = clouds (plural)
- Nouns that end in *-s*, *-x*, *-z*, *-ch*, *-tch*, or *-sh* become plural by adding *-es*.
- Glass (singular) + *-es* = glasses (plural)
- Lunch (singular) + *-es* = lunches (plural)

Grammar & Conventions – Core Standards Part I

3rd Grade Core Standard: L.3.1 & L.3.2

“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.3.1: Students will form and use *regular* and irregular *verbs*.

20. Regular Verbs

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

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)

Core Standard: L.3.1: Students will produce *simple*, compound, and complex *sentences*.

21. Simple Sentences

A simple sentence, also called an independent clause, contains a subject and a verb; and it expresses a complete thought. In the following sentences, subjects are underlined and **verbs** are in gray.

Examples of simple sentences:

- Some students like to **study** in the mornings.
- Malik and Brett **play** football every afternoon.
- Asia **goes** to the mall to **shop**.

Grammar & Conventions – Core Standards Part I

3rd Grade Core Standard: L.3.1 & L.3.2

“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.3.1: Students will form and use the *simple verb tenses*.

22. Simple Verb Tenses

Simple verb tenses include present, past, and future. The tense of a verb informs the reader of when the action is taking place. For example, I walk (present), I walked (past), I will walk (future).

Examples of simple verb tenses:

- Present (happening now): I go to gymnastics practice.
- Past (happened already): Joey threw the baseball.
- Future (will happen): My class will practice spelling today.

Core Standard: L.3.2: Students will use conventional spelling for high-frequency words and other studied words and for *adding suffixes to base words*.

23. Suffixes Added to Base Words

A suffix is an ending that is added to a word to change the form of the word and the way 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 *-ing* 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*: Fast + *-est* = fastest, Easy + *-est* = Drop *-y* and add *-iest* to form *easiest*, sad + *-est* = add *-dest* to form *saddest*.

Grammar & Conventions – Core Standards Part I

3rd Grade Core Standard: L.3.1 & L.3.2

“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.3.2: Students will use *conventional spelling for high frequency* and other studied *words* and for adding suffixes to base words.

24. Spelling of 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:

- o 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

Core Standard: L.3.2: Students will use *spelling patterns* and generalizations in writing words.

25. Spelling Patterns

Word families are letter patterns within a word that appear often.

- o Examples of letter patterns: *-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 that determines its spelling and produces a unique sound.

- o For example, *-ck* may appear in the middle (package) or end of a word (pick) but never in the beginning.

Grammar & Conventions – Core Standards Part I

3rd Grade Core Standard: L.3.1 & L.3.2

“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.”

25. 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 a long “/” 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 root 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*.

Core Standard: L.3.1: Students will ensure **subject-verb** and pronoun-antecedent **agreement**.

26. 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. (*The subject-verb agreement rule applies to all personal pronouns except I and you, which although singular, require plural forms of verbs.*)

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)

Grammar & Conventions – Core Standards Part I

3rd Grade Core Standard: L.3.1 & L.3.2

“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.3.1: Students will use coordinating and *subordinating conjunctions*.

27. Subordinating Conjunctions

Subordinating conjunctions introduce dependent clauses in complex sentences. 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.

Core Standard: L.3.1: Students will explain the function of nouns, pronouns, *verbs*, adjectives, and adverbs in general and their functions in particular sentences.

28. Verbs

A verb tells what the subject of a sentence is doing, being, or feeling. It connects the subject to another word in the sentence.

Examples of verbs:

- Tommy kicked the soccer ball at the goal. (doing)
- Sam was happy that he won the spelling bee. (being, doing)

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Grammar and Conventions – Additional Part II

1. Apostrophes in Contractions

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

phrase/ word	contraction
is not	isn't
it had	it'd
it will	it'll
let us	let's
she will	she'll
should have	should've

phrase/ word	contraction
who has	who's
will not	won't
would not	wouldn't
you are	you're
you have	you've
you will	you'll

2. Commas in Salutations

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

Examples of using a **comma** for greetings:

- Dear Julie,
- Dear Grandma,

Grammar and Conventions – Additional Part II

3. Frequently Confused Words

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

Grammar and Conventions – Additional Part II

4. Hyphens Between Syllables

Hyphens are used to break words when they 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:

- o Three ships became **sur-
rounded** by plates of **thicken-
ing** 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.

5. Indirect Objects

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

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**:

- o She gave **us** a test.
- o Kaitlyn left the mail for **him**.
- o The teacher gave the **class** a difficult quiz.
- o Andre left **her** the car keys.

6. 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.

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6. Phrases (cont.)

Examples of **phrases**:

- o to the store (no subject or verb)
- o near the lake (no subject or verb)
- o the five students (possible subject but no verb)
- o without their shoes (no subject or verb)

The phrases above would have meaning within a sentence but could not stand alone as complete sentences.

7. Prepositional Phrases

Prepositions: Direction/position words, including *to, from, with, for, into, between, down, under, across, above, before, on.*

Prepositional phrases are phrases that begin with a preposition. They function as an adjective or adverb. As an adjective, it will answer the question "Which one?" As an adverb, it will answer "How?" "When?" or "Where?" In the following sentences, the **prepositions** are in gray; the **prepositional phrase** is underlined.

Examples of **prepositional phrases**:

Prepositional phrases as adjectives

- o The book **on the top shelf** is my favorite.
- o The ice cream **in my freezer** is totally melted.

Prepositional phrases as adverbs.

- o I read a book during my visit **to the library**.
- o I looked **toward** the sky and **into** the clouds.

8. Proper Nouns

Proper nouns are the names of particular people, places, and things. They always begin with a capital letter.

In the following sentences, the **proper nouns** are in gray.

Examples of **proper nouns**:

- o people: **Will Smith**
- o places: **Jamaica**
- o things: **Chex Mix**

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9. Quotation Marks and Italics

Quotation marks are used with the titles of poems, songs, newspaper and magazine articles, the 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.