

# Unit 1

## Grammar Sentences

## Writing Expressive Writing

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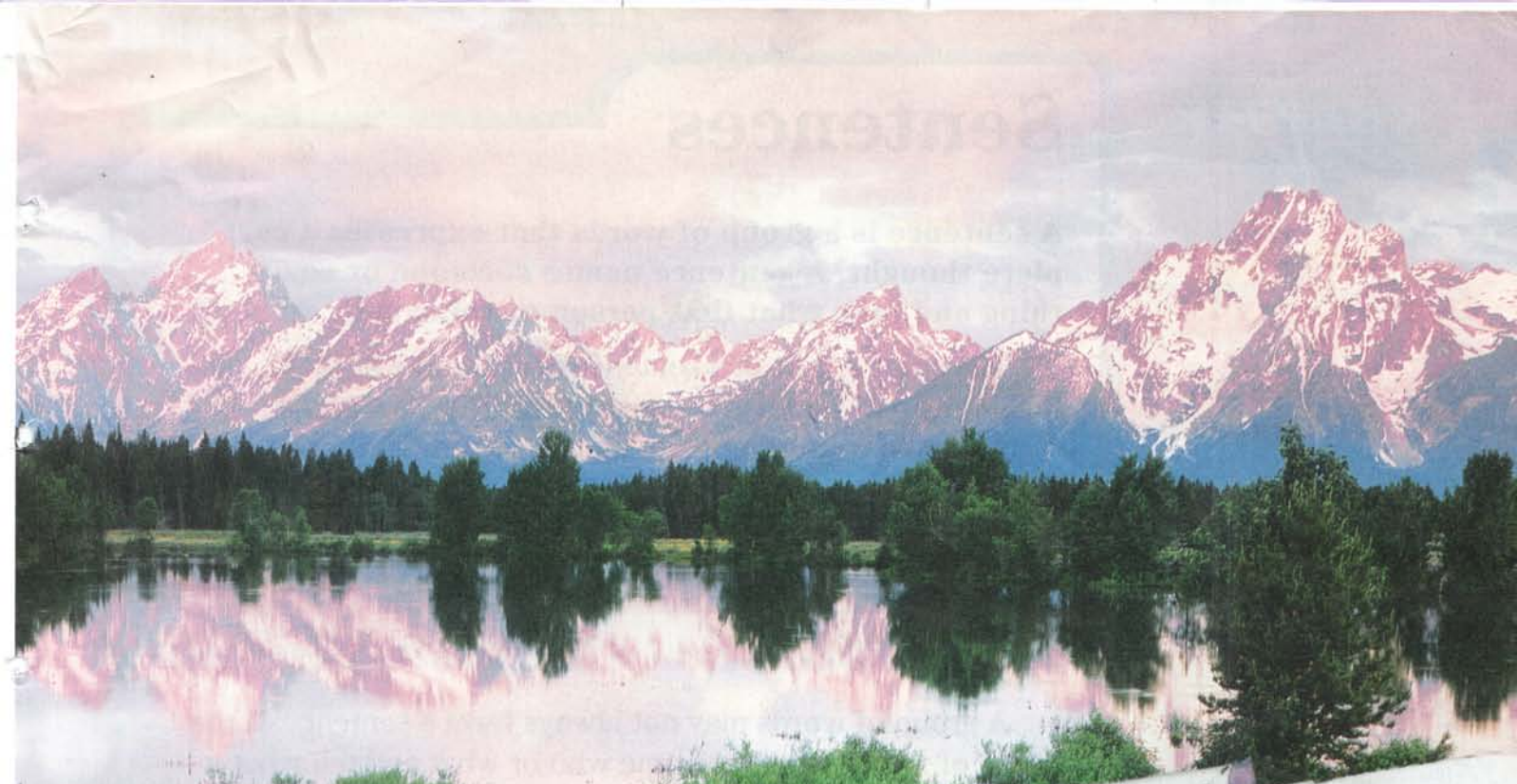
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## Day 3

Today our train  
crossed the border  
into British Columbia.  
We had breakfast  
in the dining car  
and watched the  
sun come up over  
mountains.

# Sentences

A **sentence** is a group of words that expresses a complete thought. A sentence names someone or something and tells what that person or thing is or does.

The naming part of a sentence is called the **subject**, and the telling part is called the **predicate**. The two parts together make up a complete thought. A sentence always begins with a capital letter and ends with an end mark.

### Example:

| Naming Part (Subject) | Telling Part (Predicate) |
|-----------------------|--------------------------|
| My friend Mark        | makes furniture by hand. |

A group of words may not always form a sentence. If the group of words does not name who or what and tell what a person or thing is or does, it is not a sentence. Groups of words that are not sentences are called **fragments**.

*Not a sentence:* A person with skilled hands.  
(What does this person do?)

*Sentence:* A person with skilled hands makes useful things.

## Guided Practice

A. Identify whether each group of words is a sentence or not a sentence.

**Example:** Much prettier than the other kind. *not a sentence*

1. My family visited many cities this summer.
2. Spent hours in gift shops.
3. Works of art by people in the city.
4. Quilting is a traditional handicraft.
5. Some people make books and furniture by hand.
6. Other people make baskets.
7. Picture frames, tables, and many other things.
8. Handmade rugs are always nice.
9. Even lamps can be made by hand.
10. Beautiful handmade wall hangings.

### Vocabulary Power

#### hand•i•craft

[han'di•kraft'] *n.* Skill in working with the hands. A trade, occupation, or art requiring such skill.

## Independent Practice

B. Write whether each sentence is declarative, interrogative, imperative, or exclamatory. If the group of words is not a sentence, write *not a sentence*.

**Example:** What do you think of this sampler? *interrogative*

11. What kinds of cloth did people use?
12. Some samplers were stitched on wool.
13. Did people ever use cotton?
14. This sampler was stitched on cotton.
15. Please show it to me.
16. How bright the colors are!
17. What did they sew on their samplers?
18. Some young girls stitched numerals.
19. Look at the lettering on this sampler.
20. Good practice for a young sewing student.
21. The birds on this sampler.
22. Tiny pictures were sewn on some samplers.
23. Sometimes a girl stitched her name, too.
24. Did they ever add the dates?
25. Read this girl's name and the date.
26. How very old this sampler is!
27. There were samplers in the 1500s.
28. Would you show me that page?
29. What kinds of samplers are on display?
30. They prefer ones with embroidered pictures.



### Remember

that there are four types of sentences—**declarative** (a statement), **interrogative** (a question), **imperative** (a command or a request), and **exclamatory** (an expression of strong feeling or surprise).

### Writing Connection

**Technology: Choosing a Font** Think of a kind of party you would like to have, and write an invitation. Use at least three kinds of sentences to make your invitation interesting. Input your invitation into a computer, and experiment with different fonts. Choose the font and size you like. Then use computer art to decorate your invitation.

# Punctuating Sentences

Use a **period** at the end of a **declarative sentence** or an **imperative sentence**. Use a **question mark** at the end of an **interrogative sentence**. Use an **exclamation point** at the end of an **exclamatory sentence**.

## Examples:

| Incorrect                           | Correct                             | Sentence Type |
|-------------------------------------|-------------------------------------|---------------|
| These paintings are colorful?       | These paintings are colorful.       | declarative   |
| Are they painted by famous people!  | Are they painted by famous people?  | interrogative |
| Look at the price of this painting? | Look at the price of this painting. | imperative    |
| How expensive it is.                | How expensive it is!                | exclamatory   |

## Guided Practice

A. Tell what punctuation mark should end each sentence. Then identify whether the sentence is declarative, interrogative, imperative, or exclamatory.

**Example:** No, it was not *period, declarative*

1. What is folk art
2. What a beautiful quilt
3. Some folk artists are painters
4. Do all folk artists paint
5. Look for examples in books about folk art
6. Some folk artists are sculptors
7. Folk artists love what they do
8. What a great hobby
9. Please study this painting with me
10. How pretty the scene is

## Independent Practice

- B. Write each sentence, adding the correct end punctuation. Then write whether each sentence is declarative, interrogative, imperative, or exclamatory.

**Example:** Were these things made by folk artists  
*Were these things made by folk artists? interrogative*

11. What else do folk artists create?
12. Some folk artists work in crafts.
13. Many artists create things such as rugs and furniture.
14. What else do they make?
15. Look at these quilts!
16. Old store signs are types of folk art.
17. How can signs be art?
18. Many people could not read before 1870.
19. Stores used pictures on signs to sell products.
20. What bright colors the sign painters used?

- C. Write each sentence, adding the correct end punctuation. If a group of words is not a sentence, add words to make it a complete sentence.

**Example:** Art on signs around town.  
Possible response:  
*Have you seen art on signs around town?*

21. Please show me the folk painting
22. A picture of a loaf of bread
23. Would a shoemaker's sign be in the shape of a boot
24. How strange to have signs with no words
25. More about the pictures on signs

### Writing Connection

**Real-Life Writing: Thank-You Note** Imagine that someone has given you something that he or she made, such as a painting, a piece of embroidery, or a wood carving. Write a note or letter in which you thank the person for the gift. Try to use one of each type of sentence (declarative, interrogative, imperative, exclamatory). Exchange letters with a partner to check for capitalization and end punctuation.

### Remember

that declarative sentences and imperative sentences end with a period. Interrogative sentences end with a question mark, and exclamatory sentences end with an exclamation point.



# Extra Practice

A. Write whether each group of words is a sentence or not a sentence. *pages 24–25*

**Example:** Folk art from around the world. *not a sentence*

1. Folk artists often carved wood.
2. Lions, tigers, horses, and other animals for merry-go-rounds.
3. Other artists carved toys for children.
4. They also carved decoys for hunters.
5. Wooden figures of ducks and geese.
6. Attracted wild birds, of course.
7. Weather vanes are examples of folk art.
8. Are weather vanes.
9. Information about changes in the weather.
10. Farmers and sailors read the wind's direction from weather vanes.

B. Write whether each sentence is declarative, interrogative, imperative, or exclamatory. *pages 26–27*

**Example:** Tell me more about folk artists. *imperative*

11. Did folk artists think of themselves as artists?
12. They probably did not think of their work as art.
13. Please explain what you mean.
14. They probably thought of their works as crafts.
15. Who were some American folk artists?
16. The names of most folk artists have been forgotten.
17. How sad that is!
18. Some folk artists wrote their names on their works.
19. Have you ever heard of an artist named Grandma Moses?
20. What wonderful paintings she created!



## Remember

that a sentence is a group of words that expresses a complete thought. Sentences may be declarative (statements), interrogative (questions), imperative (commands or requests), or exclamatory (expressions of strong feeling).



For more activities with sentences, visit *The Learning Site:*

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C. Write each sentence. Add the correct end punctuation.

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**Example:** Where did you get that painting  
*Where did you get that painting?*

21. When was most folk art created
22. Many pieces were made between 1780 and 1860
23. Many people had lost interest in handmade items by 1875
24. Why did people prefer machines
25. Machines could make more goods in less time
26. Did machines make as many mistakes as people did
27. Machines made fewer mistakes
28. What a great change that was
29. Most people ignored folk art until the 1900s
30. How could they make that mistake
31. What can we learn from folk art
32. We can see how people lived in a different time
33. Some paintings show activities that people have forgotten
34. How could a cow be the subject for a work of art
35. What a beautiful example of folk art

**Remember**

to use a period at the end of a declarative sentence or an imperative sentence. Use a question mark at the end of an interrogative sentence. Use an exclamation point at the end of an exclamatory sentence.



**DID YOU KNOW?**  
In the 1880s, artist Wilhelm Schimmel used his folk art as money. He traveled through Pennsylvania, trading his animal figures for meals. Today his figures are extremely valuable.

**Writing Connection**

**Art** With a partner, find a painting by Grandma Moses in a book or on the Internet. Write your own paragraph describing the painting. (You might want to refer to A Viewing Vocabulary on page 33.) Make sure that all your sentences are complete and have the correct end punctuation. Then exchange papers with your partner. Compare what each of you said about the same painting.



# Chapter Review

Read each sentence. Look at the underlined words in each one. There may be a mistake in punctuation or capitalization. If you find a mistake, choose the answer that is the best way to write the underlined section of the sentence. If there is no mistake, choose *Correct as is*.

## STANDARDIZED TEST PREP

**TIP** Remember that any group of words can be capitalized and punctuated like a sentence. If the group of words does not express a complete thought, though, it is not a sentence.

- 1 What have we learned about folk art?
  - A learned about folk art.
  - B learned about folk art!
  - C learned? About folk art.
  - D Correct as is
  
- 2 grandma Moses painted on boards.
  - F grandma Moses painted on boards!
  - G Grandma Moses painted on boards.
  - H Grandma Moses painted on boards?
  - J Correct as is
  
- 3 In the early part of her life, she embroidered pictures!
  - A life. She embroidered pictures.
  - B life, she embroidered pictures.
  - C life, she embroidered pictures?
  - D Correct as is
  
- 4 She did not start painting until she was in her seventies
  - F until she was in her seventies?
  - G Until she was in her seventies!
  - H until she was in her seventies.
  - J Correct as is
  
- 5 How people praised her work.
  - A How people praised her work!
  - B how people praised her work?
  - C How people praised her work?
  - D Correct as is
  
- 6 Most of her paintings were about her life in the late 1800s.
  - F her life in the late 1800s!
  - G her life in the late 1800s?
  - H Her life in the late 1800s.
  - J Correct as is



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# A Viewing Vocabulary

Writers, illustrators, and artists use their work to tell stories or to communicate ideas and feelings. Writers use words and sentences. Artists and illustrators use art and design. Here are some of the terms used to describe pictures and illustrations.

**background** [bak'ground]: The part of a work of art that appears to be in the distance and far from the viewer.

**center of interest** [sen'tər ov in'tər-ist]: The most important part of a work of art. All other parts should center around, provide background for, or draw attention to this part.

**composition** [kom·pə·zish'ən]: The arrangement of elements or details in a work of art.

**contrast** [kon'trast]: A difference revealed when two things are compared (for example, light and shadow).

**emphasis** [em'fə-sis]: The drawing of attention to an important area or object in a work of art.

**foreground** [fôr'ground]: The part of a work of art that appears to be in the front or closest to the viewer.

**symbols** [sim'bəlz]: Things that stand for other things. For example, a dove often is a symbol of peace.

**symmetry, symmetrical** [sim'ə·trē, si·met'ri·kəl]: Having balance, so that each feature on one half of a figure or object has a matching feature on the other half.

VIEWING

## YOUR TURN

**DISCUSSION** Look at the cover illustration of this book. Discuss the following questions with a group of classmates. Be prepared to share your answers with the class.

1. What do you see in the foreground?
2. Identify the center of interest.
3. What appears in the background?
4. Think about the composition of the illustration. How do you know what is the most important part of the artwork?
5. Is the illustration symmetrical? Why or why not?

**TIP** Spend a few minutes looking at a drawing or painting. Then think about how you could use some of these words to tell about the picture.