

Grades 3-6

Common Core Aligned

NO PREP ELA PRINTABLES



25 Printables
to reinforce
ELA and
vocabulary
skills.



25 ready-to-use
language arts
worksheets plus
answer keys!

GRAMMAR AND ELA WORKSHEETS

This is a set of 25 no-prep language arts printables. There are activities to reinforce grammar skills as well as figurative language. These printables are meant to be used as supplemental practice material after you have taught the concepts.

This product has been aligned with Common Core Standards and includes the standards written out by grade level for easy reference. Answer Keys are also included for every exercise where they are appropriate.

This download contains the following worksheets:

Title	Pg.#	Title	Pg.#
Homophones	4	Pronouns	18
Homophone Editing	5	Possessive Pronouns	19
Tricky Homophones 1	6	Pronoun Review	20
Tricky Homophones 2	7	Adjectives	21
Synonyms and Antonyms	8	Adverbs	22
Using the Thesaurus	9	Better Sentences	23
Similes 1	10	Subject and Predicate	24
Similes 2	11	More Subject and Predicate	25
Onomatopoeias	12	Fun With Subjects and Predicates 1	26
Alliteration	13	Fun With Subjects and Predicates 2	27
Contractions	14	Subjects and Predicates Quiz	28
Compound Words	15	Answer Keys	29-39
Proper and Common Nouns	16	Common Core Standards	40-41
Singular and Plural Nouns	17		

- Contractions
- Compound Words

Name: _____ Date: _____

SIMILES 1

Similes are used to compare 2 things that are different in most ways but are the same in one, important way. The words "like" and "as" are used to compare the two things. Authors use similes to help readers understand what something is like.

Examples:

A. Fill in the blanks.

1. As slow as _____
2. As funny as _____
3. As gentle as _____
4. As mean as _____
5. As big as _____
6. As colorful as _____
7. As hot as _____

B. Finish these similes.

8. The boy's hat was _____
9. Tom felt as cold as _____
10. The dancer was _____
11. The bed was as _____
12. Sarah rode her _____
13. The music was like _____
14. The leftover meat was _____
15. The tree was as _____

Created by Rachel Lynette. Copy

Name: _____ Date: _____

SIMILES 2

A. Finish each simile. Be creative!

1. The car _____
2. The kitten's fur _____
3. The dragon's scales _____
4. My brother's smile _____
5. Mario's cooking _____
6. The tree _____
7. Our house _____
8. The music _____
9. The pig _____
10. Our class _____
11. The hot fudge sauce _____
12. The three-day-old _____

B. Now make up some similes.

13. _____
14. _____
15. _____
16. _____
17. _____

Created by Rachel Lynette. Copy

Name: _____ Date: _____

ONOMATOPOEIAS

An onomatopoeia is a word that sounds like its meaning.

A. What onomatopoeias could you use to describe these sounds?

1. A car running
2. Someone dropping something
3. A campfire
4. A stone landing
5. A snake
6. A branch breaking

B. What sounds do the words make?

7. Squeak _____
8. Ding _____
9. Sniffle _____
10. Squish _____
11. Crunch _____
12. Buzz _____
13. Sizzle _____
14. Clink _____

C. On another sheet of paper, draw a picture of each sound as you can. Here are some ideas:

- creak
- splat
- sniffle
- click
- crackle
- sputter
- peep
- squeak
- slosh

Created by Rachel Lynette. Copy

Name: _____ Date: _____

ALLITERATION

Alliteration is when several words in a phrase begin with the same sound. Poets sometimes use alliteration. Tongue twisters are also an example of alliteration.

A. Use the letters to make three word alliteration phrases.

Example: B beautiful blue butterflies

1. S _____
2. L _____
3. T _____
4. M _____
5. W _____
6. Ch _____
7. Z _____

B. Use these prompts to make longer phrases (little words like "a", "of" and "the" are okay to use).

1. Silly Sally _____
2. My mom _____
3. Five frogs _____
4. Harry hid _____
5. Patty put _____
6. Quincy quietly _____

C. Make up one of your own and illustrate it on the back of this paper.

Created by Rachel Lynette. Copyright © 2011-2018. All rights reserved. <http://www.rachel-lynette.com>

Name: _____ Date: _____

CONTRACTIONS

A. Complete the chart by filling in the contraction or the two words that the contraction replaces.

2 words	contraction	2 words	contraction
did not			
can not			
let us			
are not			

Created by Rachel Lynette. Copyright © 2011-2018. All rights reserved. <http://www.rachel-lynette.com>

Name: _____ Date: _____

COMPOUND WORDS

A. Use one word from each box to form compound words. Each word can only be used one time.

door	her	stairs	board
back	skate	thing	bell
life	some	case	walk
up	pan	stage	dream
what	book	star	ever
day	side	cake	self
rail	super	road	boat

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

B. Write six more compound words below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

C. Use two of your compound words in a sentence.

Created by Rachel Lynette. Copyright © 2011-2018. All rights reserved. <http://www.rachel-lynette.com>

- Similes
- Onomatopoeias
- Alliteration

- Nouns
- Pronouns
- Adjectives

Name: _____ Date: _____

PROPER AND COMMON NOUNS

Proper nouns name specific people, places or things. They always begin with a capital letter. Common nouns name nonspecific people, places or things, and are not capitalized.

A. Fill in the charts.

Proper	
David	
Lucy	
Oregon	
Nile	

B. In each sentence find a proper noun. Circle the end of the sentence.

- The man went to _____.
- The girl was not _____.
- I went to see the _____.
- We all went out _____.
- I want to visit a _____.

C. This time circle the pronouns. You may need to _____.

- I work in Seattle _____.
- Mrs. Jones gave _____.
- Carlos likes to m _____.
- My sister likes g _____.
- Rover had an ac _____.

Created by Rachel Lynette, Copyright _____

Name: _____ Date: _____

POSSESSIVE PRONOUNS

Possessive pronouns are used to show ownership. Possessive pronouns: her, his, its, my, our, their, your.

Examples:

A. Underline the possessive sentence.

- Will you wear yo _____?
- We can use my _____.
- We went to the _____.
- He wanted to u _____.
- The monkey use _____.
- I hope my feac _____.

Name: _____ Date: _____

SINGULAR AND PLURAL NOUNS

Singular nouns are used when there is only one person, place or thing. Plural nouns are used when there is more than one.

A. Fill in the charts.

Singular	Plural
dog	
apple	
child	
mouse	

B. In each sentence find a plural noun. Circle the using the plural noun.

- The man went to _____.
- The girl was going _____.
- David made a cal _____.
- There was a bird _____.
- The monkey ate _____.

C. This time circle the plural nouns. You may need to _____.

- I visited three cit _____.
- Andrew ate 5 co _____.
- The children mad _____.
- The puppies wer _____.
- There were three _____.

Created by Rachel Lynette, Copyright _____

Name: _____ Date: _____

PRONOUNS

Pronouns are used in place of nouns. We use pronouns to avoid repeating the same noun over and over again. Pronouns: I, me, you, he, she, him, her, it, they, them, we, us.

A. Write the correct pronoun to replace each underlined noun.

- Katie went to the park with her sister. _____
- Those boys played soccer after school. _____
- Annie checked the book out of the library. _____
- Jason and I did our homework together. _____
- We saw the elephants eating hay at the zoo. _____
- Please take my sister and me to the park today. _____
- Will you lend Alan your pencil for the test? _____
- Amber gave a cookie to Tasha at lunch today. _____
- Amber gave a cookie to Tasha at lunch today. _____
- Amber gave a cookie to Tasha at lunch today. _____

B. Write the correct pronoun above each of the underlined nouns.

Jason and I always do our homework together at my house. Today, Jason and I had a lot of homework to do. Jason and I decided to work on our homework at the kitchen table. The table was messy, so Jason and I had to clear the table off first. Jason wanted to start with math because Jason likes math best. After Jason and I did some math, Jason and I ate some cookies. The cookies were yummy!

Created by Rachel Lynette, Copyright © 2011-2018. All rights reserved. <http://www.rachel-lynette.com>

Name: _____ Date: _____

PRONOUN REVIEW

A. Write the correct pronoun in the blanks.

- Mark took _____ little sister to the zoo.
her his his her
- _____ could _____.
Him He Her
- Lucy asked _____.
her v
- _____ sister _____.
They My I
- I want to wear _____.
a
- _____ dog d _____.
You Our Me

Write the correct pronoun.

Mark and Mark's little sister _____.

Mark and Emma saw _____ in the sun. Then Mark _____.

After lunch, Mark and Emma _____.

so tall Emma liked the _____.

soft. Emma and Mark _____.

Created by Rachel Lynette, Copyright _____

Name: _____ Date: _____

ADJECTIVES

A. Underline the adjectives in each sentence.

- I got a shiny scooter for my birthday.
- Lucy has curly, brown hair.
- The green, speckled frog hopped on the bumpy, brown log.
- The brave boy climbed the tall tree.
- My gray, dirty socks smell like old meatballs.
- The scaly, slippery fish swam away from the big, scary shark.

B. Fill in each blank with a different adjective.

- The _____ man dashed into the _____ building.
- I like to eat _____ pizza and _____ ice cream.
- The _____ bunny hopped through the _____ grass.
- The _____ boy played in the _____ mud.
- Our _____ puppy chased the _____ ball.
- Let's go into that _____ house.

C. Write an adjective to describe each noun.

- _____ kitten
- _____ shoe
- _____ car
- _____ elephant
- _____ fire
- _____ girl
- _____ cookie
- _____ candy bar
- _____ house
- _____ painting

D. Now choose two of these noun-adjective phrases to use in sentences.

- _____
- _____

Created by Rachel Lynette, Copyright © 2011-2018. All rights reserved. <http://www.rachel-lynette.com>

Name: _____ Date: _____

ADVERBS

A. Underline the adverbs in each sentence.

1. Lucas laughed weakly.
2. I listened carefully to my grandmother.
3. We walked silently to the store.
4. The teacher walked quickly to the board.
5. Daniel ran quickly to the finish line.
6. The children sang happily.

B. Fill in each blank with an adverb.

1. The baby cried _____.
2. I walked _____.
3. Carlos ate the cookie _____.
4. Tara worked _____.
5. I ran _____.
6. The books crashed _____.

C. Write an adverb to describe each action.

1. smelled _____
2. crying _____
3. smiled _____
4. ate _____
5. asking _____

D. Now choose two of the adverbs you wrote and use them in two sentences.

1. _____
2. _____

Created by Rachel Lynette. Copy

Name: _____ Date: _____

FUN WITH SUBJECTS AND PREDICATES 1

Remember: The subject of a sentence tells what or who the sentence is about.

A. Match the subjects with the predicates.

five complete sentences.

My soccer team _____

Tyler and Ryan _____

The famous rock band _____

The whiteboard _____

My teacher _____

Name: _____ Date: _____

FUN WITH SUBJECTS AND PREDICATES 2

A. Match each subject with a predicate to make 5 complete sentences. You will need to add capital letters and end marks to make the sentences correct.

- the big, brown dog
- the kindergarten teacher
- our dog Rover
- went to the movie

Name: _____ Date: _____

BETTER SENTENCES

A. Make these "bare bone" sentences better by adding adjectives and adverbs.

Example: Jane ran through the forest.
Jane ran quickly through the dark, scary forest.

1. Lucy read a story _____.
2. Jason played _____.
3. My friend carried _____.
4. The fish hid _____.
5. I looked at the _____.
6. The teacher _____.
7. The girls went _____.
8. The boy read _____.

Created by Rachel Lynette. Copy

Name: _____ Date: _____

SUBJECT AND PREDICATE

The subject of a sentence tells what or who the sentence is about. The predicate tells something about the subject.

Example: The king bowed to the queen.

A. Circle the subject and underline the predicate.

1. That girl brought _____.
2. The donkey ate _____.
3. Jonathan always _____.
4. The third little _____.
5. The Big Bad Wolf _____.
6. My little brother _____.
7. My pencil rolled _____.
8. Our car is red _____.

B. Write "S" if the subject is underlined. Write "P" if the predicate is underlined.

1. _____ made for _____.
2. _____ Our dog _____.
3. _____ The big _____.

Created by Rachel Lynette. Copy

Name: _____ Date: _____

MORE SUBJECT AND PREDICATE

Remember: The subject of a sentence tells what or who the sentence is about. The predicate tells something about the subject.

A. Write "S" if the complete subject is underlined. Write "P" if the complete predicate is underlined. Write "N" if neither the complete subject or predicate is underlined.

1. _____ My grandma makes the best mashed potatoes in the world.
2. _____ That adorable, little kitten is playing with a ball of yarn.
3. _____ My father made a peanut butter and jelly sandwich.
4. _____ A very wise woman told me to always eat all of my vegetables.
5. _____ Christopher plays the electric guitar.
6. _____ Little Miss Muffett ran away from the spider.
7. _____ The principal of our school ate lunch in our classroom today.

B. Write a sentence using the words in the boxes. Then circle the subject and underline the predicate.

1. ball, dog, fetch _____
2. read, book, sister _____

Created by Rachel Lynette. Copyright © 2011-2018. All rights reserved.

<http://www.rachel-lynette.com>

Name: _____ Date: _____

SUBJECTS AND PREDICATES QUIZ

A. Fill in the correct bubble for each question.

1. The subject of a sentence...
 - a) always contains a verb.
 - b) is usually at the end of the sentence.
 - c) tells what or who the sentence is about.
 - d) tells something about the predicate.
2. In which sentence is the predicate underlined?
 - a) Carl brushes his teeth every night.
 - b) Carl brushes his teeth every night.
 - c) Carl brushes his teeth every night.
 - d) Carl brushes his teeth every night.
3. In which sentence is the subject underlined?
 - a) The white rabbit jumped out of the magician's top hat.
 - b) The white rabbit jumped out of the magician's top hat.
 - c) The white rabbit jumped out of the magician's top hat.
 - d) The white rabbit jumped out of the magician's top hat.
4. Which sentence fragment is a subject?
 - a) went to the farm.
 - b) The quick brown fox.
 - c) ate a cookie.
5. Which sentence fragment is a predicate?
 - a) tried to swim underwater.
 - b) The big, round beach ball.
 - c) The president of the United States.

Created by Rachel Lynette. Copyright © 2011-2018. All rights reserved.

<http://www.rachel-lynette.com>

- Adverbs
- Subject and Predicate

• Answer Keys

GRAMMAR AND ELA WORKSHEETS Answer Keys

Homophones

- A.
- Rachel got a new pair of slippers for her birthday.
 - Tina rode her bike to school yesterday.
 - Will used three cups of flour to make the cake.
 - Kurt does not let his little brother play in the zoo.
 - Finn taught his friend how to sail a boat.
 - Noah forgot to write his name on his homework paper.
 - Sue put a lot of meat on her sandwich.
 - Queen did not want to pick the pretty flower.
 - Archie forgot to read his mother's letter after school.
 - Terra saved money by buying her books on tape.
 - Brittany packed a page in her lunch.
 - Mercedes raised her hand because she knew the right answer.

B. Answers will vary.

Homophone Editing

One deer fine day when the sun was shining way up in the sky, a pair of hares came hopping by. Watching them from behind a tree free was an enormous grizzly bear. He had been keeping an eye on them for about a week from his cave in the hills. Now deer was his chance for a piece of yummy hare pie for his (6)

He crept from his hiding place and charged at the hares. They took to their heels and ran down the main road quickly. A passing van stopped and gave the hares a lift and saved deer skins. (4)

Created by Rachel Lynette, Copyright © 2011-2016. All rights reserved.

<http://www.rachel-lynette.com>

Homophones 2

grass	law
dry	awful
arm	whisper
firm	destroy
stared	bad
ing	small
ear	ignore
end	mean

Dinosaur

Antonyms

Synonym	Antonym
joyful	sad
He	big
loud	quiet
hilly	flat
dry	wet
son	father
rest	wring

<http://www.rachel-lynette.com>

Onomatopoeias

- A.
- A car running into a wall crash
 - Someone driving noisily through a straw slurp
 - A campfire crackle
 - A stone landing in the water splash
 - A snake hiss
 - A branch breaking in half snap
- B. Answers will vary. Here are some samples:
- Squeak a mouse
 - Ring a bell
 - Swirl somebody with a cold
 - Squish squeezing an orange
 - Crunch eating crackers
 - Buzz a bee
 - Sizzle oil in a hot skillet
 - Click a can falling and hitting the floor

Alliteration

- A. Answers will vary.
B. Answers will vary.
C. Answers will vary.

Contractions

2 words	contraction	2 words	contraction
did not	didn't	were not	weren't
can not	can't	is not	isn't
they will	they'll	should not	shouldn't
let us	let's	she will	she'll
are not	aren't	we will	we'll
I have	I've	will not	won't
there is	there's	could not	couldn't

Created by Rachel Lynette, Copyright © 2011-2016. All rights reserved.

<http://www.rachel-lynette.com>

Plural Nouns

Singular	Plural
match	matches
person	people
dish	dishes
mouse	mice
turkey	turkeys
sheep	sheep
octopus	octopuses

Words

Non Nouns

Proper	Common
Mars	planet
Italy	country
Walter Scott	singer
Avatar	movie
McDonald's	restaurant
Suitcase	sports team
Victory Mouse	action

<http://www.rachel-lynette.com>

Nouns

View

Prepositions

Predicate

Predicate

Prepositions

Predicate

Prepositions Quiz

Predicate

<http://www.rachel-lynette.com>

• Common Core Standards

COMMON CORE STANDARDS

Grade 3

Conventions of Standard English

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns (e.g., childhood).
- Form and use regular and irregular verbs.
- Use coordinating and subordinating conjunctions.
- Produce simple, compound, and complex sentences.

Vocabulary Acquisition and Use

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Grade 4

Conventions of Standard English

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g., to, too, two; there, their).

Vocabulary Acquisition and Use

L.4.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Grade 5

Vocabulary Acquisition and Use

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- Consult general reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figurative language, including similes and metaphors, in context.
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Craft and Structure

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Grade 6

Conventions of Standard English

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Ensure that pronouns are in the proper case (subjective, objective, possessive).

Craft and Structure

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Vocabulary Acquisition and Use

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., personification) in context.