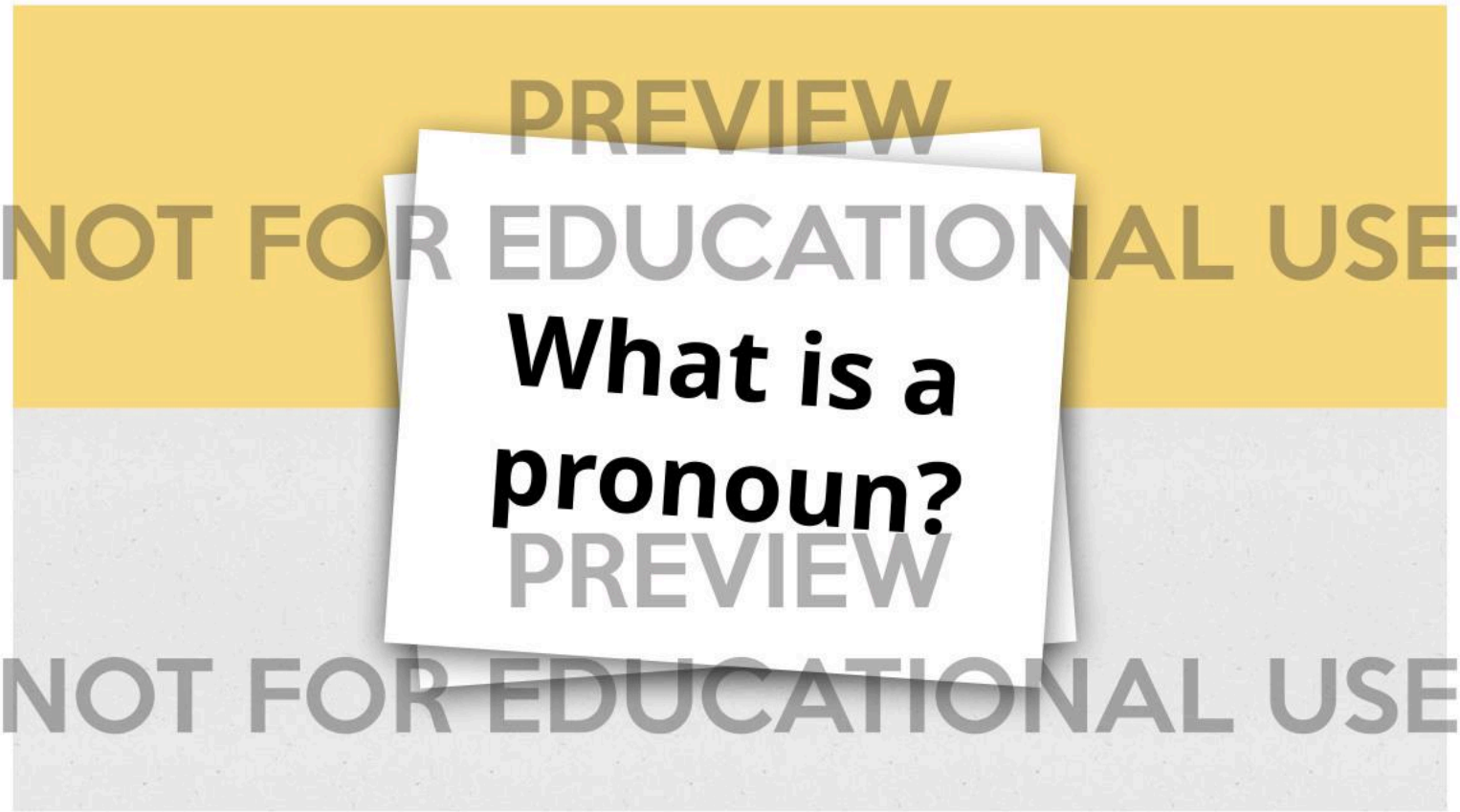
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A **pronoun** is a word we use in place of a noun, such as the name of a person, place, or thing.

Common pronouns include:

I, you, he, she, it, we, they, me, him, her, us, them

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Why do we use pronouns?

Pronouns help us avoid repeating the same names or nouns. This makes our writing sound more natural.

Without a pronoun: **Nicole** is allergic to **peanut butter**, so don't let **Nicole** eat any **peanut butter.**

With a pronoun: Nicole is allergic to peanut butter, so don't let **her** eat **it**.

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When you use a pronoun, make sure your reader can tell exactly who or what it refers to.

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A weak pronoun reference occurs when readers can't tell exactly who or what a pronoun refers to. Sometimes more than one person or thing could fit. Other times, the writer leaves out that information entirely.

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A pronoun reference is **ambiguous** when the pronoun could refer to more than one person or thing.

Ambiguous sentence:
Minnie called Alexa after **she** won the race.

Who won the race? Minnie or Alexa?

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Name: Class:

What is a pronoun?

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A _____ is a word we use in place of a noun, such as the name of a person, place, or thing.

Common pronouns include:

I, you, he, she, it, we, they, me, him, her, us, them

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Why do we use pronouns?

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Pronouns help us avoid repeating the same _____ or _____.

This makes our writing sound more natural.

Without a pronoun: **Nicole** is allergic to **peanut butter**, so don't let **Nicole** eat any **peanut butter.**

With a pronoun: Nicole is allergic to peanut butter, so don't let **her** eat **it**.

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Examples:

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I missed the bus, so my dad drove _____ to school.

The freshman band members stayed late because _____ wanted to rehearse.

My dog Beans wags his tail whenever _____ hears the treat bag open.

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Who or what does the bolded pronoun refer to?

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The cheerleaders waved to the crowd as **they** marched in the parade.

They = _____

Who or what does the bolded pronoun refer to?

Mila finished her essay and submitted **it** to the teacher.

It = _____

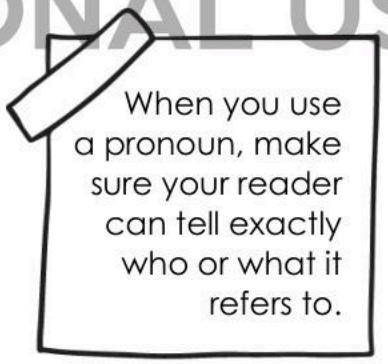
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Who or what does the bolded pronoun refer to?

Joseph signed up for a summer course because **he** wanted to get ahead in math.

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He = _____



A weak pronoun reference occurs when readers can't tell exactly who or what a pronoun refers to.

Sometimes more than one person or thing could fit.

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Other times, the writer leaves out that information entirely.

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Example: At our school, they decided to move the spring concert to May.

Who are they? The sentence leaves readers guessing who made the decision.

Clear revision: The music teachers decided to move the spring concert to May.

A pronoun reference is _____ when the pronoun could refer to more than one person or thing.

Ambiguous sentence:

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"Minnie called Alexa after she won the race."

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Who won the race? Minnie or Alexa?

You could revise the sentence in three ways:

1. Use the person's name.

_____

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2. Rearrange the sentence so the pronoun is clear.

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_____

3. Leave out the pronoun if the meaning stays clear.

_____

Name: Class:

Pronoun Practice

Part I: Weak Pronoun Reference

Directions: Read each sentence. On the line, list everyone or everything the bolded pronoun could refer to. If the sentence never tells you who or what the pronoun refers to, write "not stated."

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1. When Audrey called Elena after practice, **she** sounded upset. _____

2. The plate landed on the tile, and **it** cracked. _____

3. Marcus thanked Diego because **he** wanted to end their argument. _____

4. **They** decided to keep the library open later on Fridays. _____

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5. Ava and Mary compared their backpacks because **hers** had a broken zipper. _____

6. Set the model airplane beside the model train and paint **it** blue. _____

7. When the players met with the coaches, **they** asked for a longer practice. _____

8. On the morning announcements, **they** said the field trip was canceled. _____

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9. Jonah handed Liam the microphone after **he** finished speaking. _____

10. The two posters were hanging beside the two paintings, but someone took **them** down before lunch. _____

Part II: Revise Ambiguous Pronoun References

Directions: Rewrite each sentence so readers know exactly who or what the bolded pronoun refers to. Choose the meaning you think the writer intended and make that meaning clear.

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1. The soccer ball hit the flowerpot, and **it** rolled down the porch steps.

2. After the actors met with the stage crew, **they** stayed late to rehearse.

3. Owen texted Caleb after **he** missed the bus.

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4. At our school, **they** decided to move the spring concert to May.

5. The blue folder was tucked inside the binder, but **it** had no name on the cover.

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6. Layla lent Zoe a jacket because **hers** was still wet from the rain.

7. Put the sketch beside the photograph and scan **it** for the yearbook.

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8. When the sixth graders challenged the eighth graders to a rematch, **they** chose Friday for the game.

9. Mr. Ellis lowered the trophy onto the glass shelf, but **it** cracked under the pressure.

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10. When Sofia called Nora after the game, **she** was still at the gym.

Part III: One Sentence, Two Meanings

Directions: Each sentence has two possible meanings. Rewrite it twice so that each version clearly expresses a different meaning.

1. Lily waved to Harper as she stepped off the bus.

Lily stepped off the bus: _____

_____

_____

Harper stepped off the bus: _____

_____

_____

2. The mug landed on the plate, and it broke.

The mug broke: _____

_____

_____

The plate broke: _____

_____

_____

3. Aiden told Luke that his backpack was still in the cafeteria.

The backpack belongs to Aiden: _____

_____

_____

The backpack belongs to Luke: _____

_____

_____

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Part IV: Does It Need a Revision?

Directions: Write "clear" on the line if you can tell exactly who or what the bolded pronoun refers to. If the reference is unclear, <u>rewrite the sentence making the correction.</u>

1. When Charlotte saw Leah, **she** put the script away.

_____

_____

2. Before **she** opened the curtain, Paisley took a deep breath.

_____

_____

3. The programs were stacked beside the flyers. Please hand **them** out at the door.

_____

_____

4. The parents waited outside while the children put on their coats so **they** could join their parents in the snow.

_____

_____

5. My sister and I missed the bus, so Dad drove **us** to school.

_____

_____

6. The yearbook photos are beside the permission slips. Please put **them** in the blue folder.

_____

_____

7. Before **he** returned the borrowed calculator, Matt replaced its batteries.

_____

_____

8. Ezra has been practicing for months, so I think **he** can win first place.

_____

_____

9. When Camila asked the mechanic about replacing the tire and fixing the headlight, he told her **it** would cost nearly $150.

_____

_____

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