



Teaching Grammar and Mechanics

Interactive Notebook Grades 4-8

Proper Nouns
A proper noun is capitalized and gives a name to a person, place, or thing.



pie

THE RULE

i before e

Root has a hard /c/

Root has a soft /c/

Root has a hard /c/

Root has a soft /c/

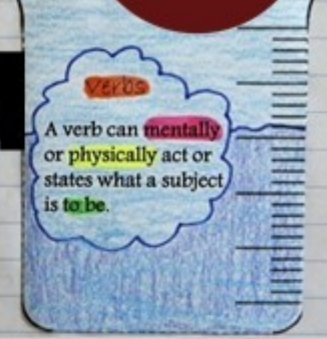
Root ends with "ear"

Root ends with "id"

insurance

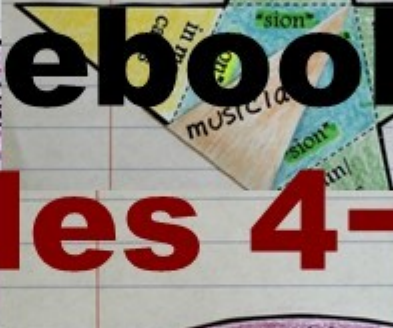
Weight

verbs
A verb can **mentally** or **physically** act or states what a subject is **to be**.



Drop the final e...	have—having
Keep the final e...	close—closely
Keep the final e...	peace—peaceable
Keep the final e...	courage—courageous
Keep the final e...	free—freedom
Root ends in "oe"	
Keep the final e...	eye—eyeing

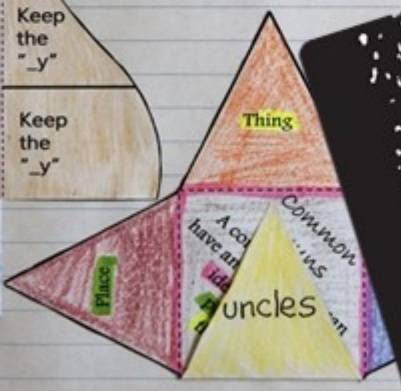
Pronouns
A pronoun is used to take a noun's place in a sentence.
my, mine



Conjunctions A conjunction joins words, phrases, or clauses to coordinate, correlate, or subordinate.	coordinate
	correlate

s in most cases, even when nouns end in y
after vowel, then o
"es" after these sounds: /s/, /x/, /z/, /ch/, or /sh/
"es" after a consonant, then an o
Change the y to i and add "es" when the word ends in a consonant, then a y

When adding a suffix to a word ending in "y"
Keep the "y"
Keep the "y"
prettiest



Prepositions
A preposition shows a relationship between a noun or pronoun and the end of a sentence.

during

Plural Noun End

self

Add "able" when the root... Add "ible" when the root...

has a hard /c/	has a hard /g/	is a base word	ends in silent e	has a soft /c/	has a soft /g/	ends in "ss"
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What Degree?	Adverbs	How?
Where?	An adverb modifies an adjective, adverb, or verb.	

Aligned to the Common Core



FAQs

✓ Do the **Teaching Grammar and Mechanics Interactive Notebook** (INB) lessons address all of the grades 4–8 Common Core Language Standards (L. 1, 2), the College and Career Readiness Anchor Standards for Language, and the Progressive Language Skills? **Yes.** See the alignment documents at the end of this book. This INB is a flexible curriculum; choose to teach all of part of each lesson. Two forty-minute lessons per week will cover all grades 4–8 Standards including the Progressive Skills Review for each grade level. Teachers can list the Standards, or the essential question, behavioral objective, Depth of Knowledge level, lesson topics, learning goals, I Can statements, etc. for students to write in the FOCUS section of each INB lesson.

✓ What's in each forty-minute INB lesson? Each lesson is designed in Cornell Notes format with online and additional print resources to reinforce each lesson component. Lessons include direct instruction in both grammar and mechanics, examples for students to add to their notes, practice sentences, two sentence dictations to determine lesson mastery, a grammar cartoon response, and a writing application. Both student and teacher lesson pages are provided.

✓ How complicated is this program? Are the directions confusing? Each lesson follows the same directions and format, unlike other hodge podge INBs. This program is user-friendly for both teacher and students.

✓ How flexible is this program? What if I don't want to do each part of the lesson each time? This curriculum is designed to support you, the teacher. Not all lesson components need to be taught each time to achieve results.

✓ How are the unit tests designed? Biweekly unit tests consist of definition, identification, and writing application and take only about 20–25 minutes to complete. More time teaching and less time testing!

✓ How much prep and correction will I have to do to teach this program? Prep consists of copying three INB lesson pages for each student and the worksheets for individualized assessment-based instruction. The teacher pages are formatted for display. Students self-correct all lesson components. Students learn by correcting their own mistakes. Teachers should collect the INBs every few weeks to skim grade for neatness and completeness.

✓ Why aren't some of the popular web videos, like *Schoolhouse Rock* and the *Khan Academy* linked in the Links and Resources section on the teacher input pages? Copyright restrictions. I've secured permission from all sources. But wait until you see all of the online resources... a real treasure trove of support.

✓ Just how messy is this INB program? How much class time is wasted making this INB program into an art project? Every effort has been made to minimize coloring, cutting, and gluing or taping the creative 3D Graphic Organizers (provided by **Tangstar** at <http://tangstarscience.blogspot.ca/>). Unlike other INB programs, students don't have to copy down huge chunks of the lesson.

✓ Do I have to create my own INB to model for students and for absent student make-ups? No, it's all done for you. Just place the teacher pages in a binder for absent students to copy examples and self-correct.

✓ Are there resources for students who are below grade level? For my EL students? For my special ed students? Yes! The program includes plenty of remedial worksheets for extra practice in the Links and Resources sections.

✓ Are answers provided for EVERYTHING in this program, including the lessons, worksheets, and unit tests? Yes, except for individual writing application responses, which will vary.

✓ Why aren't there vocabulary lessons in this book? Pennington Publishing does offer these programs: the grades 4, 5, 6, 7, and 8 *Common Core Vocabulary Toolkit* at <https://pennington-publishing.myshopify.com/collections/vocabulary>.

✓ Who is the amazing cartoonist? David Rickert. Check out David's site at <http://davidrickert.com/>.

1. Students pick up copies of the lesson, glue or tape, scissors, colored pencils, crayons, and highlighters.

FOCUS i before e spelling rule; proper nouns

Teacher Input Page Sample

Links and Resources

Listen to the i before e song at <http://bit.ly/2c8afAb>.

The “ie” spelling can have the long /e/ sound as in chief or the long /i/ sound as in pie.

The “ei” spelling can have the long /e/ sound as in ceiling or the long /a/ sound as in eight.

Exceptions to the i before e Spelling Rule

caffeine, conscience, either, foreign, forfeit, height, neither, protein, seize, sheik, weird

2. Type or write the FOCUS on the Cornell notes teacher page. Options: the essential question, behavioral objective, Standard, Depth of Knowledge level, lesson topics, learning goals, I Can statements, etc.

3a. Display, read, explain, and annotate the mechanics and grammar lessons on the teacher “input” (the Cornell notes) projection or page and direct students to copy the examples and your annotations on their student “input” (the Cornell notes) pages as you teach.

Away we go, away we go!

Examples: believe, dried

But e before i comes after c,
Rig-a-jig-jig and away we go,

Examples: receive, conceive

and when you hear long /a/. Hey!
Hi-ho, hi-ho, hi-ho.

3b. Check out the online links and resources listed in the left column to see if you want to use these as part of the lesson.

Links and Resources

The parts of speech describe the function of words (the way they work) in a sentence.

Check out the **Parts of Speech Song** to practice the definition of a proper noun at <http://bit.ly/29aK4EV>.

Parts of Speech Notes

A **proper noun** is the name of a **person, place, or thing** and must be **capitalized**. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word.

Don't capitalize articles **a, an, the**, coordinating conjunctions **for, and, or**, and prepositions such as **in, by, of, on, to, and with** in the middle of titles.

4. Provide time for students to write marginal notes in the left column of the student “input” pages, titled “Links and Response.” Options: main ideas, comments, questions, or connections to related mechanics or grammar content, skills, or rules, or any additional content from the left column of the teacher “input” page, titled “Links and Resources.” The online links are listed on both the teacher and student pages.

Place: Rough and Ready

Thing: Bridge of Sighs

5. Students write a brief SUMMARY/REFLECTION for both the mechanics and grammar lessons (optional).

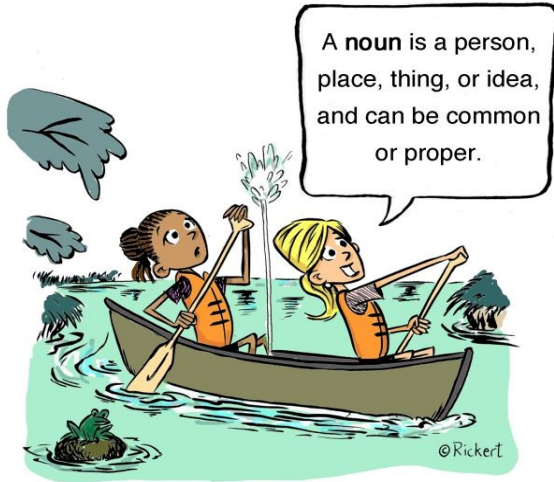
Links and Response	Mechanics Notes
<p>Listen to the i before e song at http://bit.ly/2c8afAb.</p> <p>The “ie” spelling can have the long /e/ sound as in <u>chief</u> or the long /i/ sound as in <u>pie</u>.</p> <p>The “ei” spelling can have the long /e/ sound as in <u>ceiling</u> or the long /a/ sound as in <u>eight</u>.</p> <p>Exceptions: <u>weird</u></p>	<p>i before e Song (to the tune of “Rig ‘a Jig Jig”)</p> <p>Spell i before e ‘cause that’s the rule <i>Rig-a-jig-jig and away we go, that we learned back in school. Away we go, away we go!</i></p> <p>Examples: <u>believe, dried</u></p> <p>But e before i comes after c, <i>Rig-a-jig-jig and away we go,</i></p> <p>Examples: <u>receive, perceive</u></p> <p>and when you hear long /a/. Hey! <i>Hi-ho, hi-ho, hi-ho.</i></p> <p>Examples: <u>weight, neighbor</u></p>
Links and Response	Parts of Speech Notes
<p>Check out the Parts of Speech Song to practice the definition of a proper noun at http://bit.ly/29aK4EV.</p> <p>Parts of speech describe the function of words (the way they work) in a sentence: proper nouns, common nouns, pronouns, adjectives, verbs, adverbs, conjunctions, prepositions.</p>	<p>A proper noun is the name of a person, place, or thing and must be capitalized. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word.</p> <p>Don’t capitalize articles a, an, the, coordinating conjunctions for, and, or, and prepositions such as in, by, of, on, to, and with in the middle of titles.</p> <p>Examples</p> <p>Person: <u>Mr. T.D. Jones</u></p> <p>Person: <u>Ms. Doe-Thomas</u></p> <p>Person: <u>Mack the Knife</u></p> <p>Place: <u>Rough and Ready</u></p> <p>Thing: <u>Bridge of Sighs</u></p>
SUMMARY/REFLECTION	
<p>Spell i before e except “cei” and “ei” for long /a/. Proper Nouns = capitalized person, place, thing. Don’t capitalize articles, conjunctions, or prepositions in middle of titles.</p>	

Practice	Student Practice and Sentence Dictations Sample
6. Students complete the practice sentences. The focus is on applying what has been learned in each lesson.	
the supposed ancient documents were a hoax.	I yield to the researcher's conclusion that
the supposed ancient documents were a hoax.	
2. Re-write this sentence correctly: The conceited young man failed to keep his receipt.	
The conceited young man failed to keep his receipt.	
3. Re-write this sentence correctly: Our teacher tried to feign surprise, because	
her friend accidentally told her about the party.	
Our teacher tried to feign surprise, because	
her friend accidentally told her about the party.	
4. Re-write this sentence correctly: Let's have lunch at Eat An Apple in the food court at	
food court at the Sunrise Mall.	
Let's have lunch at Eat an Apple in the food court at the	
Sunrise Mall.	
5. Identify the proper nouns in this sentence: The family visited Cardiff by the Sea on their	
their vacation to see Uncle J. P. at his ranch.	
Proper Nouns: Cardiff by the Sea, Uncle J. P.	
6. Re-write this sentence correctly: We saw the Statue Of Liberty and toured Ellis Island in New York city.	
We saw the Statue of Liberty and toured Ellis Island in New York City.	
8b. Student write the Sentence Dictations correctly, revising as needed to apply the mechanics and grammar and usage lesson.	
Sentence Dictations	
Mechanics– Write these sentences correctly: I perceive that the weight of Santa, his sleigh	
and the presents must be a struggle for the eight tiny reindeer.	
Grammar and Usage– Write this sentence correctly: We stayed at the famous Inn on the Lake	
near the H.H. Clinton Bridge.	

Practice Answers	Teacher Practice and Sentence Dictations Sample
7. Display the Practice answers in red (formatted for display). Direct students to self-correct and edit. Many teachers will choose to award points for this task.	
the supposed ancient documents were a hoax.	
2. Re-write this sentence correctly: The conceited young man failed to keep his receipt.	
3. Re-write this sentence correctly: Our teacher tried to feign surprise, because	
her friend accidentally told her about the party.	
4. Re-write this sentence correctly: Let's have lunch at Eat an Apple in the food court at	
food court at the Sunrise Mall.	
5. Identify the proper nouns in this sentence: The family visited Cardiff by the Sea on their	
8a. Read the Sentence Dictations directions and sentences, repeating as necessary.	
9. Display the Sentence Dictation answers in red (formatted for display). Direct students to self-correct and edit. Many teachers will choose to award points for this activity, e.g. one point for each correct sentence dictation. Collect the Practice and Sentence Dictations page. Skim to see if students require re-teaching. Note that following the eight-lesson review unit, students will take diagnostic assessments to determine individual needs. Students who still fail to achieve mastery will be assigned corresponding remedial worksheets to individualize instruction.	
Sentence Dictations	
Mechanics– Write these sentences correctly:	
I perceive that the weight of Santa, his sleigh, and the presents must be a	
struggle for the eight tiny reindeer.	
Grammar and Usage– Write this sentence correctly:	
We stayed at the famous Inn on the Lake near the H.H. Johnson Bridge.	



nouns

Student Output Page Sample

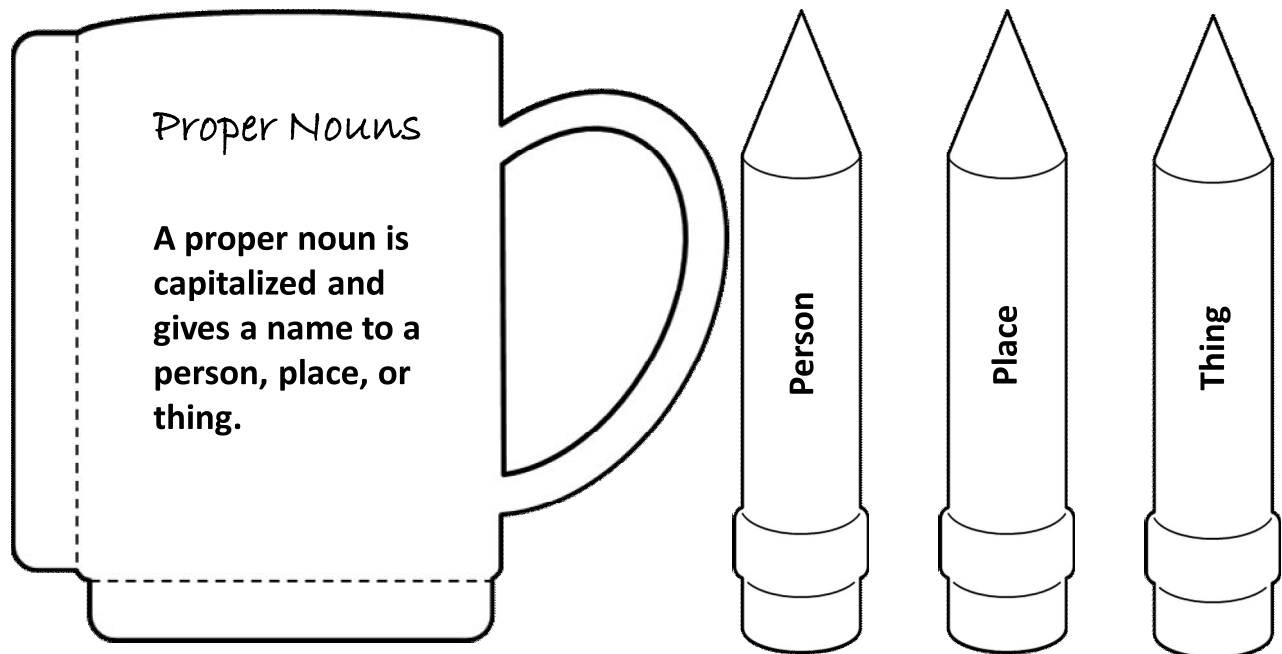


Katie and Deb paddled their canoe down the stream while enjoying the peace and quiet.

<http://davidrickert.com>

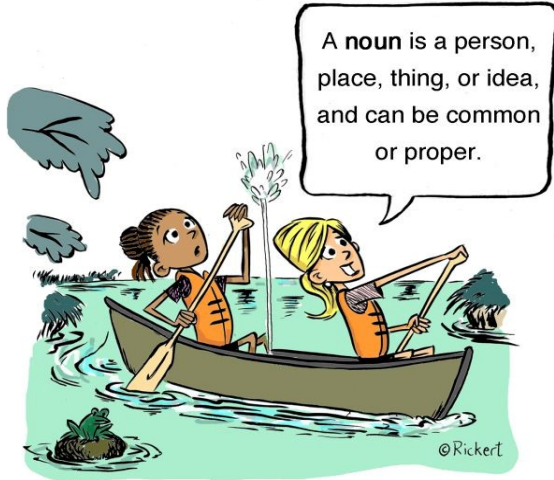
Cartoon Response
Identify the proper nouns in the caption. 
10. Students study the cartoon and complete both the Cartoon Response and Writing Application sentences on the second student "output" page.
Common Nouns: canoe, stream, peace, quiet 
Writing Application
Write a sentence or two, using all three types of proper nouns.
The <u>President of the United States</u> lives
in the <u>White House</u> in <u>Washington D.C.</u>

Directions: 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. 3. Write examples for each type of proper noun on the back of the pencils and place the pencils in the mug.



nouns

Teacher Output Page Sample



Katie and Deb paddled their canoe down the stream while enjoying the peace and quiet.

<http://davidrickert.com>

Cartoon Response

11a. Display the grammar cartoon on the teacher "output" page and read the comment bubble(s) and caption. Write the Cartoon Response answers on the board and direct students to self-correct.

Common Nouns: canoe, stream, peace, quiet

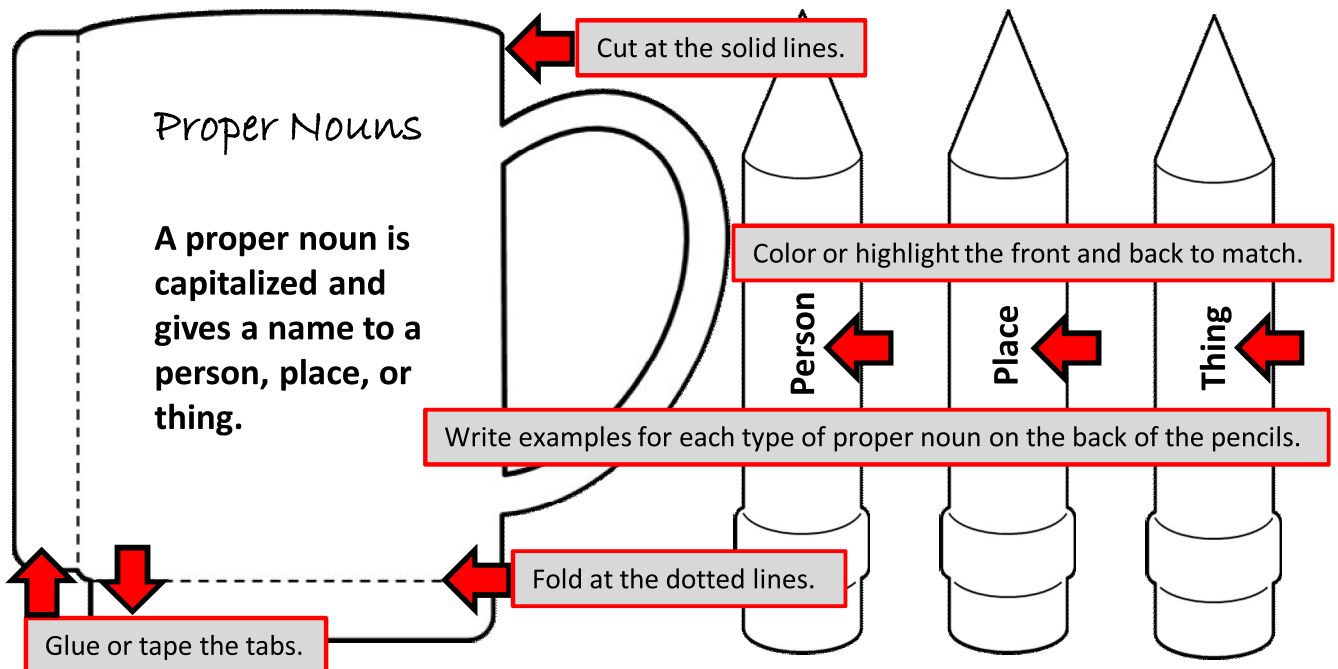
Writing Application

11b. Call on students to share their Writing Application sentences (answers vary). Teachers may choose to award points for these tasks.

The President of the United States lives in the White House in Washington D.C.

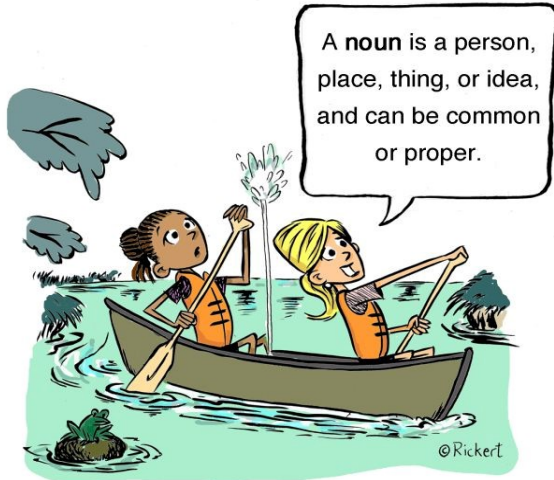
Directions: 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. 3. Write examples for each type of proper noun on the back of the pencils and place the pencils in the mug.

12. Display the 3D Graphic Organizer and review directions.



nouns

Student Output Page Sample



Cartoon Response

Identify the proper nouns in the caption.

Proper Nouns: *Katie, Deb*

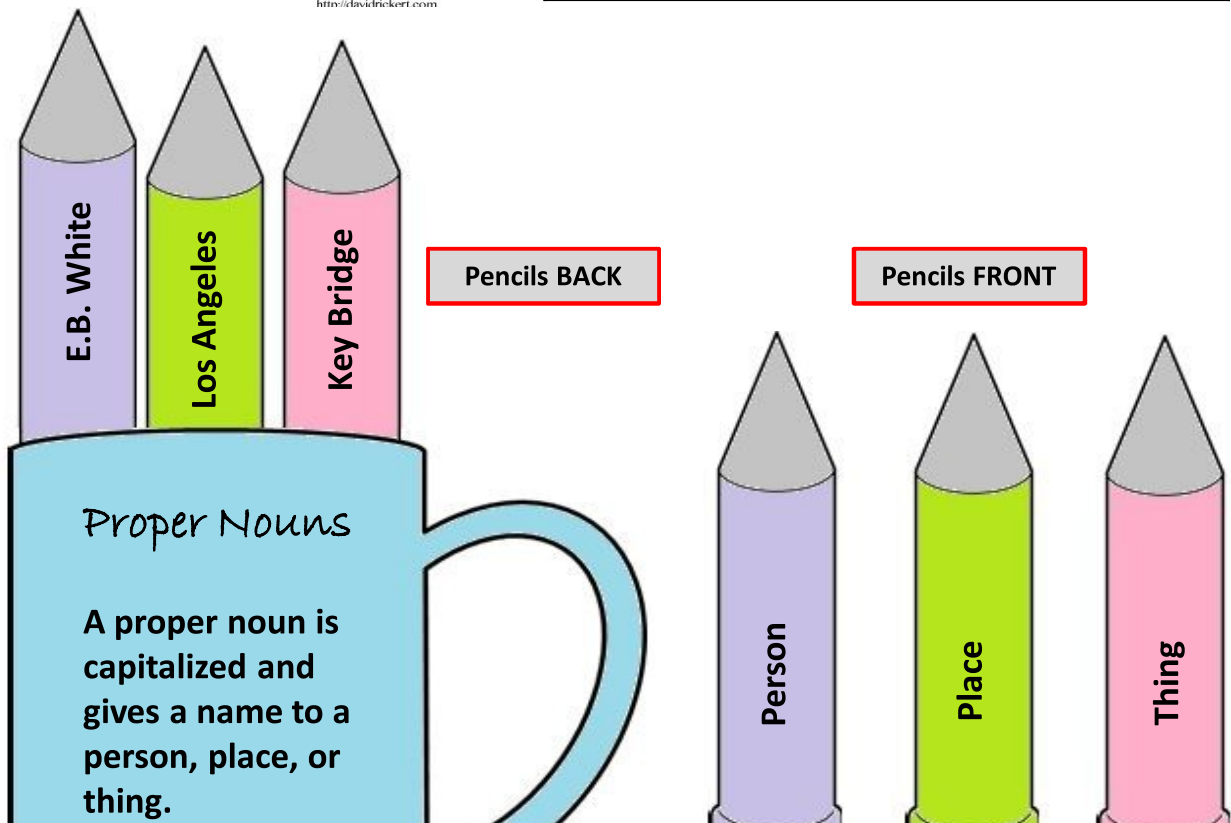
Common Nouns: *canoe, stream, peace, quiet*

Writing Application

Write a sentence or two, using all three types

of proper nouns.

13. Students cut out and glue or tape the "input" page (the Cornell notes) at the top and along the left edge of the notebook page and the Practice page on the opposite notebook page. Students cut out and glue or tape the "output" cartoon, Cartoon Response, and Writing Application as one rectangle at the top and along the left edge of the opposite notebook page. Students cut out and glue or tape the 3D Graphic Organizer at the bottom of this page.



14. Tell students to number each of their three lesson pages in the lower right corner of the pages and in the Table of Contents. Students number the pages because teachers may add resources to the INB. Students return materials and clean up.

Teaching Grammar and Mechanics INB Table of Contents

Lesson	Mechanics	Grammar and Usage	Page #s
1	The <u>i</u> before <u>e</u> Spelling Rule	Proper Nouns Review	17–21
2	The Final <u>y</u> Spelling Rule	Common Nouns Review	22–26
3	The Silent <u>e</u> Spelling Rule	Pronouns Review	27–31
4	The Double the Consonant Spelling Rule	Adjectives Review	32–36
	Unit Test		
5	The Ending “an” or “en” Spelling Rule	Verbs Review	37–41
6	The “able” or “ible” Spelling Rule	Adverbs Review	42–46
7	The Ending “ion” Spelling Rule	Conjunctions Review	47–51
8	The Plurals Spelling Rule	Prepositions Review	52–56
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	Unit Test and Diagnostic Assessments		
9	Periods in Latin Expression	Proper and Common Nouns	58–62
10	Periods in Names, Abbreviations, and Acronyms	Personal Pronouns	63–67
11	Periods in Indirect Questions and Intentional Fragments	Subject Case Pronouns	68–72
12	Periods in Decimal Outlines	Object Case Pronouns	73–77
	Unit Test		
13	Semicolons with Conjunctions	Possessive Pronouns	78–82
14	Apostrophes for Singular Possessive Nouns	Adjectives	83–87
15	Apostrophes for Plural Possessive Nouns	Transitive and Intransitive Verbs and **Subject-verb Agreement	88–92
16	Apostrophes for Compound Possessive Nouns	Adverbs	93–97
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17	Apostrophes in Contractions	Coordinating Conjunctions	98–102
18	Comma Misuse	Correlative Conjunctions	103–107
19	Commas for Dates	Subordinating Conjunctions	108–112
20	Commas for Letters	**Prepositional Phrases	113–117
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21	Commas in Addresses	Subjects and Predicates	118–122
22	Commas for Names	Direct and Indirect Objects	123–127
23	Commas for Geographical Places	Phrases and Clauses	128–132
24	Commas for Tag Questions	**Fragments and Run-ons	133–137
	Unit Test		

** Denotes Language Progressive Skill.

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26	Commas in a Series	Types of Sentences	143–147
27	Commas after Introductory Words and Phrases	**Noun Phrases	148–152
28	Commas after Introductory Clauses	**Noun Clauses	153–157
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29	Commas and Quotation Marks with Speaker Tags	*Gerunds (8.1A)	158–162
30	Commas before Conjunctions in Compound Sentences	*Gerund Phrases (8.1.A)	163–167
31	Commas in Complex Sentences	Reflexive, Intensive, and Reciprocal Pronouns	168–172
32	*Commas with Parenthetical Expressions (6.2.A)	Indefinite Pronouns	173–177
	Unit Test		
33	Commas with Coordinate Adjectives	**Pronoun Antecedents	178–182
34	Commas with Hierarchical Adjectives	**Pronoun Number and Person Shifts	183–187
35	Punctuation with Appositives	**Vague Pronoun References and Demonstrative Pronouns	188–192
36	*Commas with Nonrestrictive Clauses (6.2.A)	**Nonrestrictive Adjective Clauses and Relative Pronouns	193–197
	Unit Test		
37	Punctuation in Restrictive Clauses	**Restrictive Adjective Clauses and Relative Pronouns	198–202
38	Dialogue and Direct Quotations	**Predicate Adjectives and Adjectival Phrases	203–207
39	Punctuation of Direct Quotations	*Past Participles (8.1.A)	208–212
40	*Ellipsis (8.2.B)	*Past Participial Phrases (8.1.A)	213–217
	Unit Test		

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42	*Punctuation of Non-standard Usage (6.1.E)	*Present Participial Phrases (8.1.A)	223–227
43	In-text Citations and Indirect Quotations	Comparative Modifiers	228–232
44	MLA Works Cited Page	Superlative Modifiers	233–237
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45	Italics and Underlining: Book, Website, Newspaper, and Magazine Titles	**Misplaced Modifiers	238–242
46	Italics and Underlining: Play, Television Show, Movie, and Works of Art Titles	**Dangling Modifiers	243–247
47	Quotation Marks: Song, Poem, and Book Chapter Titles	*Squinting Modifiers (7.1.C)	248–252
48	Quotation Marks: Newspaper, Magazine, and Blog Article Titles	**Verb Phrases	253–257
	Unit Test		
49	Quotation Marks: Short Story and Document Titles	**Shifts in Verb Tenses	258–262
50	Capitalization of Named People and Places	Progressive Verb Tense	263–267
51	Capitalization of Named Things and Products	Perfect Verb Tense	268–272
52	Capitalization of Holidays and Dates	*Infinitives (8.1.A)	273–277
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53	Capitalization of Special Events and Historical Periods	*Indicative Mood (8.1.C)	278–282
54	Capitalization of Organizations and Businesses	*Imperative Mood (8.1.C)	283–287
55	Capitalization of Languages, *Dialects (6.1.E), and People Groups	*Interrogative Mood (8.1.C)	288–292
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58	Colons to Introduce Block Quotations	*Verb Voice and Mood Shifts (8.1.D)	303–307
59	Parentheses with Complete Sentences	Subordinating Conjunctions and **Adverbial Clauses	308–312
60	*Dashes to Indicate Relationships (8.2.A)	Relative Adverbs and **Adverbial Clauses	313–317
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61	Brackets	Adverb Order	318–322
62	Hyphens and Compound Adverbs	**Non-standard English Deletions	323–327
63	Slashes	**Non-standard English Additions	328–332
64	Numbers	**Non-standard English Substitutions	333–337
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	Grammar Cartoon Response Answers		338–339
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FOCUS



Links and Response	Mechanics Notes
<p>Always place the return address in the upper left corner of the letter or package.</p> <p>The USPS (the United States Postal Service) accepts both upper case (capital) and lower case letters.</p> <p>How to properly address a letter or package to be mailed by USPS (the United States Postal Service): http://bit.ly/2pTm43L (usps.com)</p>	<p>To properly address a letter or package, the top line(s) identifies the name and/or company. The middle line includes the street number and name. The bottom line(s) contains the city, state or province (two-letter capitalized abbreviation), zip code, and country (if other than that of the addressee).</p> <p>Examples: _____</p> <p>_____</p> <p>_____</p> <p>Don't use abbreviations when addresses are listed in formats other than on letters and packages. Commas follow the name and/or company, the street name, the city, and the state or province. Commas are never placed before zip codes.</p> <p>Examples: _____</p>
Links and Response	Grammar and Usage Notes
<p>Learning how to find the subject of a sentence will help you avoid beginning every sentence with the subject. Try beginning sentences with other grammatical sentence openers.</p> <p>Example: I walked through the snowy meadow.</p> <p>Revision: Through the snowy meadow I walked.</p>	<p>To identify the subject and predicate in a sentence, first look for the main verb and then ask 'Who?' or 'What?' The answer is the subject and the main verb is the predicate. The subject is never part of a prepositional phrase or dependent clause. Both the subject and predicate must be part of an independent clause.</p> <p>The subject is the "do-er" of the sentence. It tells whom or what the sentence is about. The simple subject is the noun or pronoun that acts or is acted upon. The complete subject includes additional words which describe the simple subject. The compound subject has two or more nouns or pronouns.</p> <p>Examples: _____</p> <p>The predicate does the work of the "do-er" of the sentence. It shows a physical or mental action or describes a state of being. The simple predicate is the main verb that acts upon the subject. The complete predicate includes additional words which modify the predicate. The compound predicate has two or more verbs.</p> <p>Examples: _____</p>
SUMMARY/REFLECTION	

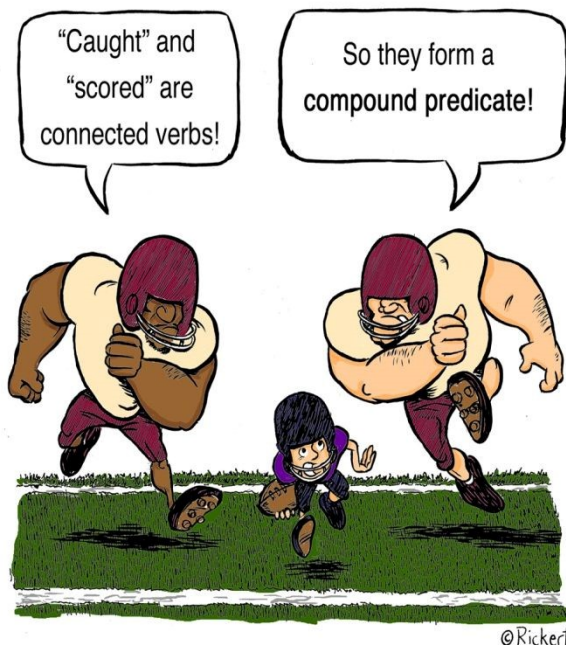
FOCUS



Links and Resources	Mechanics Notes
<p>Always place the return address in the upper left corner of the letter or package.</p> <p>The USPS (the United States Postal Service) accepts both upper case (capital) and lower case letters.</p> <p>How to properly address a letter or package to be mailed by USPS (the United States Postal Service): http://bit.ly/2pTm43L (usps.com)</p>	<p>To properly address a letter or package, the top line(s) identifies the name and/or company. The middle line includes the street number and name. The bottom line(s) contains the city, state or province (two-letter abbreviation), zip code, and country (if other than that of the addressee). No punctuation is preferred.</p> <p>Examples: Bluebell Toys Inc 3712 Ivy Rd. Suite 123 Baltimore MD 21201</p> <p>Don't use abbreviations when addresses are listed in formats other than on letters and packages. Commas follow the name and/or company, the street name, the city, and the state or province. Commas are never placed before zip codes.</p> <p>Examples: She works at Bluebell Toys, Incorporated, 3712 Ivy Road Suite 123, Baltimore, Maryland 21201.</p>
Links and Resources	Grammar and Usage Notes
<p>Learning how to find the subject of a sentence will help you avoid beginning every sentence with the subject. Try beginning sentences with other grammatical sentence openers.</p> <p>Example: I walked through the snowy meadow. Revision: Through the snowy meadow I walked.</p> <p>Print off these grammatical sentence openers at http://bit.ly/2pVoXzm.</p> <p>Print off these four simple and compound subject and predicate worksheets with answers at http://bit.ly/2p9UslQ.</p>	<p>To identify the subject and predicate in a sentence, first look for the main verb and then ask 'Who?' or 'What?' The answer is the subject and the main verb is the predicate. The subject is never part of a prepositional phrase or dependent clause. Both the subject and predicate must be part of an independent clause.</p> <p>The subject is the "do-er" of the sentence. It tells whom or what the sentence is about. The simple subject is the noun or pronoun that acts or is acted upon. The complete subject includes additional words which describe the simple subject. The compound subject has two or more nouns or pronouns.</p> <p>Examples: men, the sad men, she and the sad men</p> <p>The predicate does the work of the "do-er" of the sentence. It shows a physical or mental action or describes a state of being. The simple predicate is the main verb that acts upon the subject. The complete predicate includes additional words which modify the predicate. The compound predicate has two or more verbs.</p> <p>Examples: danced, had danced skillfully, danced and sang</p>
SUMMARY/REFLECTION	

Practice
1. Re-write this sentence correctly: He sent the letter to Mabel Mosely 124 Post St.,
Beverly Hills, California, 91201.
2. Write your own mailing address as you would on a letter:
3. Identify the simple subject in this sentence: On the lake the boat sailed despite
the lack of wind.
Simple Subject:
4. Identify the complete subject in this sentence: Across the classroom sat an
antagonistic young man.
Complete Subject:
5. Identify the simple predicate in this sentence: Racing into the wind, the bikers
kept their heads close to the handlebars.
Simple Predicate:
6. Identify the compound predicate in this sentence: Kendra and Luis whistled and
cheered for every contestant.
Compound Predicate:
Sentence Dictations
Mechanics– Write this address correctly:
Grammar and Usage– Underline the complete subject and bracket the compound predicate in this sentence:
Kind and gentle Bobby fed and walked both of the dogs.

Practice Answers	
1. Re-write this sentence correctly: He sent the letter to Mabel Mosely 124 Post St.,	
Beverly Hills, California, 91201. He sent the letter to Mabel Mosely 124 Post St.,	
Beverly Hills, California 91201.	
2. Write your own mailing address as you would on a letter:	
Review three address lines as students correct their own addresses.	
3. Identify the simple subject in this sentence: On the lake the boat sailed despite	
the lack of wind.	
Simple Subject: boat	
4. Identify the complete subject in this sentence: Across the classroom sat an	
antagonistic young man.	
Complete Subject: an antagonistic young man	
5. Identify the simple predicate in this sentence: Racing into the wind, the bikers	
kept their heads close to the handlebars.	
Simple Predicate: kept	
6. Identify the compound predicate in this sentence: Kendra and Luis whistled and	
cheered for every contestant.	
Compound Predicate: whistled and cheered	
Sentence Dictations	
Mechanics– Write this address correctly: Doctor Kim So	
1852 Pacific Avenue	
Carson City, Nevada 89701.	
Grammar and Usage– Underline the complete subject and bracket the compound predicate in this sentence:	
<u>Kind and gentle Bobby</u> [fed and walked] both of the dogs.	



THE FOOTBALL PLAYER CAUGHT
THE BALL AND SCORED
A TOUCHDOWN.

Cartoon Response

Identify the complete subject in the caption.

Writing Application

Write a sentence, using a compound subject and

a second sentence, using a compound predicate.

Directions: 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. 3. Write examples for each of these forms of subjects and predicates on the back of each flap.

Subjects: The “do-er” of the sentence... A noun or pronoun that acts or is acted upon.

Predicates: Does the work of the “do-er”... A mental or physical action or state of being verb.

Simple

Complete

Compound

Simple

Complete

Compound



Links and Response	Mechanics Notes
	<p>Capitalize people's and characters' names, but not the articles, conjunctions, and prepositions in the middle of any names.</p> <p>Example: _____</p> <p>Also capitalize family names and nicknames when used on their own.</p> <p>Examples: _____</p> <p>Don't capitalize family names when a possessive pronoun (<i>my, our, your, his, her, their</i>), a possessive noun, or an adjective is before the family names.</p> <p>Examples: _____</p> <p>_____</p>
Links and Response	Grammar and Usage Notes
	<p>The past progressive verb tense shows an action that took place over a period of time in the past or a past action which was happening when another action took place. The past progressive uses <i>was</i> + the base form of the verb + "<u> </u>ing" and <i>were</i> + the base form of the verb + "<u> </u>ing."</p> <p>Examples: _____</p> <p>_____</p> <p>The present progressive verb tense shows an action that takes place over a period of time in the present or an action taking place at the same time the statement is written. The present progressive uses <i>I am</i> + the base form of the verb + "<u> </u>ing," <i>is</i> + the base form of the verb + "<u> </u>ing" and <i>are</i> + the base form of the verb + "<u> </u>ing."</p> <p>Examples: _____</p> <p>_____</p> <p>The future progressive verb tense shows an ongoing action that will be completed over a period of time or a continuous action that will be repeated and not completed. The future progressive uses <i>will be</i> + the base form of the verb + "<u> </u>ing."</p> <p>Examples: _____</p> <p>_____</p>
SUMMARY/REFLECTION	



Links and Resources	Mechanics Notes
<p>More practice? Check out this worksheet (with answers) at http://bit.ly/2rWbVo7.</p>	<p>Capitalize people's and characters' names, but not the articles, conjunctions, and prepositions in the middle of any names.</p> <p>Example: <u>Bo the Dog, Punch and Judy, St. Francis of Assisi</u></p> <p>Also capitalize family names and nicknames when used on their own.</p> <p>Examples: <u>I know that Mom and Buddy are here.</u></p> <p>Don't capitalize family names when a possessive pronoun (<i>my, our, your, his, her, their</i>), a possessive noun, or an adjective is before the family names.</p> <p>Examples: <u>My grandma, Jim's grandpa, and our mean aunt are here.</u></p>
Links and Resources	Grammar and Usage Notes
<p>The past progressive can interrupt a past action, describe a parallel or repeated action. Examples: I <u>was turning</u> the corner when I hit the bump. I <u>was laughing</u> while my brother <u>was crying</u>.</p> <p>The present progressive can describe a plan in the near future. Example: We <u>are arriving</u> in a few minutes.</p> <p>The future progressive can describe an interrupted action in the future. Example: When they get to our house, we <u>will be eating</u> dinner.</p>	<p>The past progressive verb tense shows an action that took place over a period of time in the past or a past action which was happening when another action took place. The past progressive uses <i>was</i> + the base form of the verb + “__ing” and <i>were</i> + the base form of the verb + “__ing.”</p> <p>Examples: <u>I was waiting for him at home. John and Rob were eating lunch when Lee arrived.</u></p> <p>The present progressive verb tense shows an action that takes place over a period of time in the present or an action taking place at the same time the statement is written. The present progressive uses <i>I am</i> + the base form of the verb + “__ing,” <i>is</i> + the base form of the verb + “__ing” and <i>are</i> + the base form of the verb + “__ing.”</p> <p>Examples: <u>I am walking to school each day. Sara and Rosalyn are talking about the new girl at school.</u></p> <p>The future progressive verb tense shows an ongoing action that will be completed over a period of time or a continuous action that will be repeated and not completed. The future progressive uses <i>will be</i> + the base form of the verb + “__ing.”</p> <p>Examples: <u>We will be going on the field trip tomorrow. Patrick and I will be spending lots of time together.</u></p>
SUMMARY/REFLECTION	

Practice Answers	
1. Re-write this sentence correctly: Michael, Chuckerino the clown,	
and pepper arrived late to the party.	
2. Re-write this sentence correctly: Both dad and Grammy tried to	
cheer my sister up, but nothing seemed to work.	
3. Re-write this sentence correctly: His uncle and all three of their	
Cousins attended our family dinner.	
4. Underline the verb formed with the past progressive verb tense in this sentence:	
We were hoping that you would be able to stay, but we understand	
why you have to leave so early.	
5. Underline the verb formed with the present progressive verb tense in this sentence:	
I'm pretty sure that your parents are inviting all of your friends	
over for dessert following the ceremony.	
6. Underline the verb formed with the future progressive verb tense in this sentence:	
Taylor and Camille will be visiting three colleges on their spring	
road trip after they spend two days in Santa Cruz.	
Sentence Dictations	
Mechanics–	
Grammar and Usage– Write this sentence and underline the verbs formed with the progressive verb tense:	

Practice Answers	
1. Re-write this sentence correctly:	Michael, Chuckerino the Clown,
	and Pepper arrived late to the party.
2. Re-write this sentence correctly:	Both Dad and Grammy tried to
	cheer my sister up, but nothing seemed to work.
3. Re-write this sentence correctly:	His uncle and all three of their
	cousins attended our family dinner.
4. Underline the verb formed with the past progressive verb tense in this sentence:	
	We <u>were hoping</u> that you would be able to stay, but we understand
	why you have to leave so early.
5. Underline the verb formed with the present progressive verb tense in this sentence:	
	I'm pretty sure that your parents <u>are inviting</u> all of your friends
	over for dessert following the ceremony.
6. Underline the verb formed with the future progressive verb tense in this sentence:	
	Taylor and Camille <u>will be visiting</u> three colleges on their spring
	road trip after they spend two days in Santa Cruz.
Sentence Dictations	
Mechanics– Write this sentence correctly:	
	Our mom and Junior visited Mickey Mouse at Disneyland® last summer.
Grammar and Usage– Write this sentence and underline the verbs formed with the progressive verb tense:	
	I <u>was thinking</u> (past progressive) about it, but now I <u>am wondering</u> (present
	progressive) if you <u>will be calling</u> (future progressive) later to explain.



NORMAN WAS HIKING WHEN HE
SAW THE RATTLESNAKE.

Cartoon Response

Identify the past, present, and future progressive
tense in the captions.

Past—

Present—

Future—

Writing Application

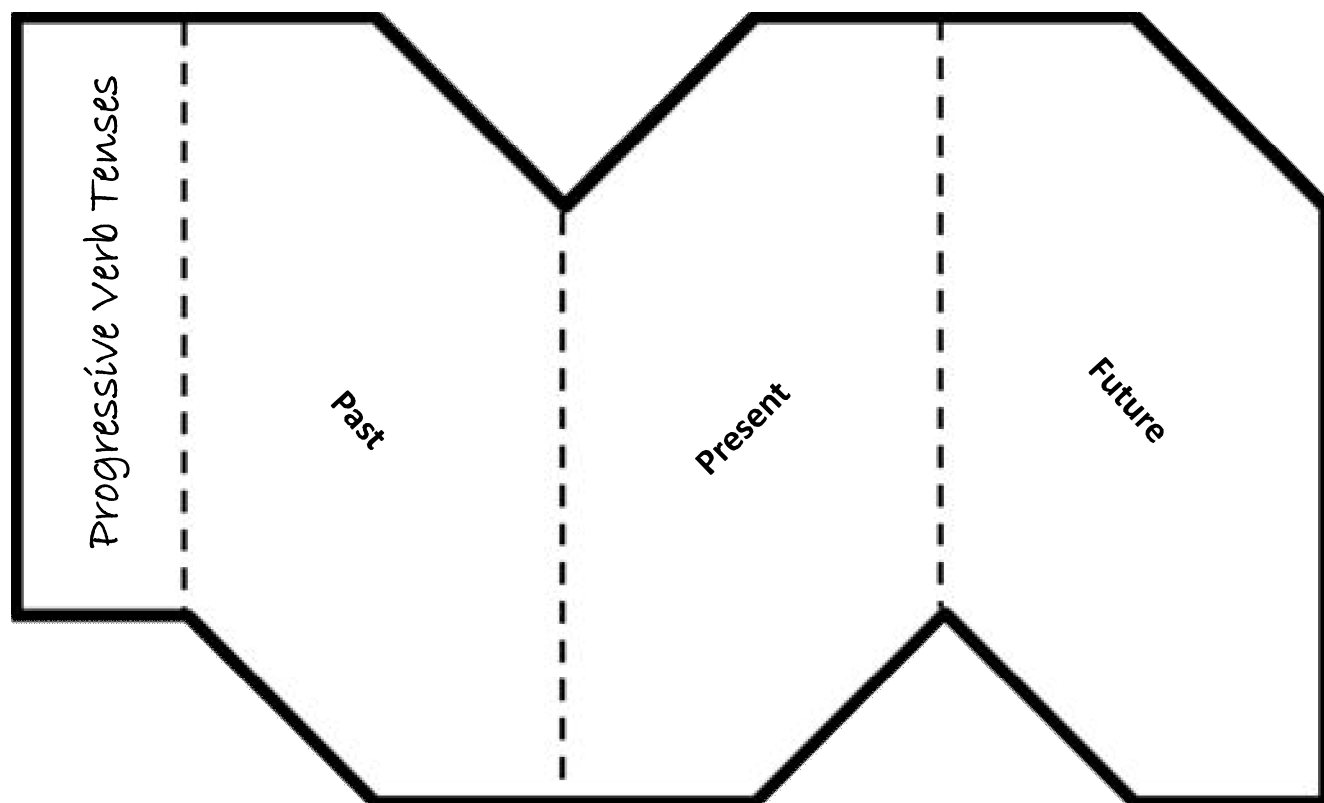
Write your own three sentences with past, present,
and future progressive verb tenses.

Past—

Present—

Future—

Directions: 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tab.
3. Write examples of each of these progressive verb tenses on the back of each flap.



Grammar and Mechanics Unit Tests: Lessons 21–24

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|------------------------------------|--|
| ____ 1. Don't use commas | A. Saskatchewan, Canada |
| ____ 2. Compound predicate | B. You'll visit him, won't you? |
| ____ 3. Use commas | C. before and after any educational degrees. |
| ____ 4. Direct and indirect object | D. Two or more verbs doing the work of the "do-er" |
| ____ 5. Geographical reference | E. Receive the action of the verb |
| ____ 6. Phrase | AB. Dependent clause on its own |
| ____ 7. Tag question | AC. Without a noun and connected verb. |
| ____ 8. Fragment | AD. before zip codes. |

Sentence Application Directions: Answer in complete sentences.

9. Revise this sentence: Mail the package to 126 Main Street Folsom California 95630.

10. Write a sentence with a compound subject. _____

11. Write a sentence in which you mention a family title and an educational degree. _____

12. Write a sentence with both a direct and indirect object. _____

13. Write a sentence including your city, state, and country. _____

14. Write a sentence with a phrase connected to an independent clause. _____

15. Write a sentence with a tag question. _____

16. Revise this fragment: Because I gave him candy. _____

Grammar and Mechanics Unit Tests: Lessons 49–52

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|--|--|
| ____ 1. Quotation marks | A. She celebrates National Peas And Carrots Day. |
| ____ 2. Verb tense | B. An object that can't be picked up from a table. |
| ____ 3. Articles | C. "a," "an," "the" |
| ____ 4. Progressive verb tense | D. "to" + the base form of a verb |
| ____ 5. Preposition capitalization error | E. "have" + "___d," "___ed," or "___en" |
| ____ 6. Perfect verb tense | AB. I read "Playing Through the Course" twice. |
| ____ 7. Conjunction capitalization error | AC. Past, present, and future |
| ____ 8. Infinitive | AD. An ongoing action |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including the title of a document. _____

10. Write a sentence that changes verb tense. _____

11. Revise this sentence: The Prince of Monaco visited the President of The United States.

12. Revise this sentence into the future progressive tense: We tried to watch the show. _____

13. Revise this sentence: I met the Lieutenant Governor Of New York. _____

14. Write a sentence including the present perfect verb tense. _____

15. Write a sentence including a holiday. _____

16. Write a sentence with continuous infinitive. _____

Common Core State Standards Alignment Grades 4–8

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand

Review Standards: Conventions of Standard English:

CCSS.ELA-LITERACY.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	1–5, 9, 10, 14–16
CCSS.ELA-LITERACY.L.3.1.B Form and use regular and irregular plural nouns.	9, 15
CCSS.ELA-LITERACY.L.3.1.C Use abstract nouns (e.g., <i>childhood</i>).	2
CCSS.ELA-LITERACY.L.3.1.D Form and use regular and irregular verbs.	15, 39
CCSS.ELA-LITERACY.L.3.1.E Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.	15
CCSS.ELA-LITERACY.L.3.1.F Ensure subject-verb and pronoun-antecedent agreement.*	15, 33
CCSS.ELA-LITERACY.L.3.1.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	16, 43, 44
CCSS.ELA-LITERACY.L.3.1.H Use coordinating and subordinating conjunctions.	7, 17, 19
CCSS.ELA-LITERACY.L.3.1.I Produce simple, compound, and complex sentences.	25
CCSS.ELA-LITERACY.L.3.2.A Capitalize appropriate words in titles.	50–55
CCSS.ELA-LITERACY.L.3.2.B Use commas in addresses.	21
CCSS.ELA-LITERACY.L.3.2.C Use commas and quotation marks in dialogue.	38, 39
CCSS.ELA-LITERACY.L.3.2.D Form and use possessives.	13
CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i>).	1–8
CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., <i>word families</i> , <i>position-based spellings</i> , <i>syllable patterns</i> , <i>ending rules</i> , <i>meaningful word parts</i>) in writing words.	1–8

Common Core State Standards Alignment Grades 4–8

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Lesson #
Conventions of Standard English:	
CCSS.ELA-LITERACY.L.4.1.A Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	36, 37
CCSS.ELA-LITERACY.L.4.1.B Form and use the progressive (<i>I was walking; I am walking; I will be walking</i>) verb tenses.	50
CCSS.ELA-LITERACY.L.4.1.C Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	56, 57
CCSS.ELA-LITERACY.L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	14, 33, 34
CCSS.ELA-LITERACY.L.4.1.E Form and use prepositional phrases.	8, 20
CCSS.ELA-LITERACY.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	21, 24, 25
CCSS.ELA-LITERACY.L.4.2.A Use correct capitalization.	50–55
CCSS.ELA-LITERACY.L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.	25, 29, 38–41
CCSS.ELA-LITERACY.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.	30
CCSS.ELA-LITERACY.L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	7, 8, 11
CCSS.ELA-LITERACY.L.5.1.B Form and use the perfect (<i>I had walked; I have walked; I will have walked</i>) verb tenses.	51
CCSS.ELA-LITERACY.L.5.1.C Use verb tense to convey various times, sequences, states, and conditions.	16, 51
CCSS.ELA-LITERACY.L.5.1.D Recognize and correct inappropriate shifts in verb tense.*	49
CCSS.ELA-LITERACY.L.5.1.E Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	18
CCSS.ELA-LITERACY.L.5.2.A Use punctuation to separate items in a series.*	26
CCSS.ELA-LITERACY.L.5.2.B Use a comma to separate an introductory element from the rest of the sentence.	24, 25, 27
CCSS.ELA-LITERACY.L.5.2.C Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	24, 27
CCSS.ELA-LITERACY.L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works.	45–49

Common Core State Standards Alignment Grades 4–8

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand

Conventions of Standard English:

CCSS.ELA-LITERACY.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).	3, 10–13
CCSS.ELA-LITERACY.L.6.1.B Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	31
CCSS.ELA-LITERACY.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*	34
CCSS.ELA-LITERACY.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	35
CCSS.ELA-LITERACY.L.6.1.E Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	62–64
CCSS.ELA-LITERACY.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1–64
CCSS.ELA-LITERACY.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	35, 36, 60
CCSS.ELA-LITERACY.L.6.2.B Spell correctly.	1–8

Knowledge of Language:

CCSS.ELA-LITERACY.L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.*	5, 21, 25, 26
CCSS.ELA-LITERACY.L.6.3.B Maintain consistency in style and tone.*	53–58

Common Core State Standards Alignment Grades 4–8

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand

Lesson

Conventions of Standard English:

[CCSS.ELA-LITERACY.L.7.1.A](#)

Explain the function of phrases and clauses in general and their function in specific sentences.

15, 23, 30, 36–42, 50–59

[CCSS.ELA-LITERACY.L.7.1.B](#)

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

25

[CCSS.ELA-LITERACY.L.7.1.C](#)

Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

45–47

[CCSS.ELA-LITERACY.L.7.2](#)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1–64

[CCSS.ELA-LITERACY.L.7.2.A](#)

Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

33

[CCSS.ELA-LITERACY.L.7.2.B](#)

Spell correctly.

1–8

Knowledge of Language:

[CCSS.ELA-LITERACY.L.7.3.A](#)

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

5, 21

Common Core State Standards Alignment Grades 4–8

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Lesson #
Conventions of Standard English:	
CCSS.ELA-LITERACY.L.8.1.A Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	29–30, 39–42, 52
CCSS.ELA-LITERACY.L.8.1.B Form and use verbs in the active and passive voice.	58
CCSS.ELA-LITERACY.L.8.1.C Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	53–59
CCSS.ELA-LITERACY.L.8.1.D Recognize and correct inappropriate shifts in verb voice and mood.*	53–59
CCSS.ELA-LITERACY.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1–64
CCSS.ELA-LITERACY.L.8.2.A Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	42, 43, 60
CCSS.ELA-LITERACY.L.8.2.B Use an ellipsis to indicate an omission.	40
CCSS.ELA-LITERACY.L.8.2.C Spell correctly.	1–8
Knowledge of Language:	
CCSS.ELA-LITERACY.L.8.3.A Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	56–59

Common Core State Standards Alignment Grades 4–8

Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Language Strand

Lesson

*Language Progressive Skills

CCSS.ELA-LITERACY.L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	11, 16, 33–37
CCSS.ELA-LITERACY.L.3.3a. Choose words and phrases for effect.	15, 23, 30, 36–42, 50–59
CCSS.ELA-LITERACY.L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	21, 24–26
CCSS.ELA-LITERACY.L.4.3b. Choose punctuation for effect.	9–64
CCSS.ELA-LITERACY.L.5.1d. Recognize and correct inappropriate shifts in verb tense.	49
CCSS.ELA-LITERACY.L.5.2a. Use punctuation to separate items in a series. ²	26
CCSS.ELA-LITERACY.L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.	34
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	35
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	62–64
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	32, 35, 36, 60
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style. ³	5, 21, 25, 26
L.6.3b. Maintain consistency in style and tone.	53–58
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	23, 46, 47
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	5, 21
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.	53–58

College and Career Readiness Anchor Standards for Language

CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1–64
CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1–64
Knowledge of Language:	
CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	1–64