

TEACHING GRAMMAR AND MECHANICS

GRADE 6



**ASSESSMENT
AND PRACTICE**



**COMPREHENSIVE
GRAMMAR AND
MECHANICS
PROGRAM**



Aligned to Common Core Standards

Teaching Grammar and Mechanics Grade 6

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Boldface denotes Introductory Standard for Sixth Grade Level.

***Denotes Progressive Language Skill.**

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AUTHOR’S NOTE: The *Grammar, Mechanics, Spelling, and Vocabulary Grade 6* **COMPREHENSIVE PROGRAM BUNDLE** includes four full-year instructional programs designed to help students master the grade level and review Language Strand Standards with assessment-based direct and individualized instruction:

Teaching Grammar and Mechanics Grade 6
Writing Openers Language Application Grade 6
Differentiated Spelling Instruction Grade 6
Common Core Vocabulary Toolkit Grade 6

Language Conventions #43

Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize proper nouns. Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.”

Capitalize the names of holidays and dates. Don’t capitalize articles, conjunctions, and prepositions in the middle of a holiday. **Examples:** New Year’s Day, The Fourth of July

“Now read the Practice sentence on your worksheet. Apply the mechanics rules to circle or highlight what is right. Then cross out and revise what is wrong. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

Mechanics Practice Answers: Every February we celebrate Groundhog Day.

Grammar and Usage Lesson

“Today we are studying **singular subject-verb agreement**. Remember that a singular subject noun usually adds an ending *s* to agree with (match) a singular verb. However, collective nouns which refer to a group, such as *herd*, and indefinite pronouns which end in ‘_body’ or ‘_one,’ such as *anybody* or *everyone* also match singular verbs.”

Some singular subject subject-verb agreements are tricky:

- Subject case pronouns must match these helping verbs: *I* matches *am, was, have, and had*; *You* matches *are, were, have, and had*; *He, she, and it* match *is, was, has, and had*; **Examples:** I am, you are, she is
- The subject case pronouns *I* and *you* match plural verb forms not ending in *s*. **Examples:** I like it. You know him.
- Some words end in *s*, but are still singular. **Example:** The news is bad.
- Some words seem to be plural but act as one unit and match singular verbs. **Examples:** The group waits. My team wins.
- When a compound subject is joined by *or* or *nor*, the verb matches the noun or pronoun which is closer to the verb. **Examples:** Joe or Pam eats first; Joe or they eat first.
- In clauses beginning with *there is (are)*, the subject follows and the *is (are)* must agree (match) with that subject. **Examples:** There is a dog; There are dogs.

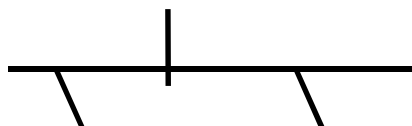
“Now read the Practice sentence on your worksheet. Then circle or highlight what is right and revise what is wrong according to grammar and usage lesson. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

Grammar and Usage Practice Possible Answer: My class likes recess best, although no one thinks any girl or boy likes recess more than a class party.

Language Conventions #43

Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Complete this sentence diagram: “The herd moves slowly.”’” [Allow time.]



“Compare your diagram to that on the display. Use a different color pen or pencil to place a √ above each correctly placed answer and revise any errors.”

Mentor Text Lesson

“This mentor text, written by Pablo Picasso (Spanish artist), effectively matches singular subjects and their verbs. Let’s read it carefully: ‘I am always doing that which I cannot do, in order that I may learn how to do it.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned and respond to this quote with a compound sentence on the Writing Application section of your workbook.. In the first clause begin with a plural subject. In the second clause begin with ‘there are. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly on your worksheet: ‘The shopping season extends from Thanksgiving Day to Christmas.’”

“Apply the grammar and usage lesson to write this Sentence Dictation correctly on your worksheet: ‘I enjoys the show and you does as well, but there is always someone who does not.’”

“Now compare your sentences to the dictations on the display. Use a different color pen or pencil to place a √ above correct answers or revisions. Correct errors with editing marks.”

Language Conventions #43

Mechanics

Capitalize the names of holidays and dates. Don't capitalize articles, conjunctions, and prepositions in the middle of a holiday. **Examples:** New Year's Day, The Fourth of July

Practice: Every February we celebrate Groundhog day.

Grammar and Usage

Some singular subject subject-verb agreements are tricky:

- Subject case pronouns must match these helping verbs: *I* matches *am, was, have, and had*; *You* matches *are, were, have, and had*; *He, she, and it* match *is, was, has, and had*; **Examples:** I am, you are, she is
- The subject case pronouns *I* and *you* match plural verb forms not ending in *s*. **Examples:** I like it. You know him.
- Some words end in *s*, but are still singular. **Example:** The news is bad.
- Some words seem to be plural but act as one unit and match singular verbs. **Examples:** The group waits. My team wins.
- When a compound subject is joined by *or* or *nor*, the verb matches the noun or pronoun which is closer to the verb. **Examples:** Joe or Pam eats first; Joe or they eat first.
- In clauses beginning with *there is (are)*, the subject follows and the *is (are)* must agree (match) with that subject. **Examples:** There is a dog; There are dogs.

Practice: My class like recess best, although no one thinks any girl or boy like recess more than a class party.

Language Conventions #43

Sentence Diagram Answers

herd | moves
— \ The / — \ slowly /

Mentor Text

“I am always doing that which I cannot do, in order that I may learn how to do it.”

Pablo Picasso (1881–1973)

Writing Application Lesson

Mechanics Dictation

The shopping season extends from Thanksgiving Day to Christmas.

Grammar and Usage Dictation

I enjoy the show and you do as well, but there is always someone who does not.

Language Conventions Worksheet #44

Mechanics

Capitalize all titles. Don't capitalize articles, conjunctions, and prepositions in the middle of a title. **Example:** World History and Geography with Professor Jasper is my favorite class.

Practice: The president of Mexico led the famous El Grito (The shout) in Mexico City's Zocalo.

Grammar and Usage

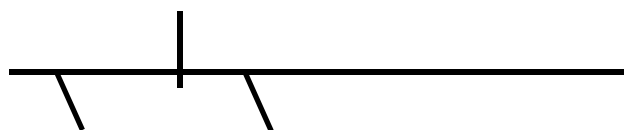
Some plural subject subject-verb agreements are tricky:

- Some words seem to be singular, but are actually plural because they each have two parts: *scissors*, *tweezers*, *pants*, and *shears*. **Example:** Her pants are too short.
- Sports teams not ending in *s* are plural and require plural verbs. **Example:** The Orlando Magic have been looking for a point guard.
- A compound subject joined by *and* is plural and takes a plural verb. **Example:** Bob and Pam are friends.
- These indefinite pronouns take plural verbs: *both*, *few*, *many*, *others*, and *several*.
Example: Both seem wonderful.

Practice: Their shorts are too long, but the Miami Heat plays solid team basketball.

Sentence Diagram

Revise this sentence, using proper subject-verb agreement. Complete this sentence diagram:
"Her scissors has just been sharpened."



Writing Application _____

Mechanics Dictation _____

Grammar and Usage Dictation _____

Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

- ___ 20. Mark plays football he is captain of the team. This is a _____.
A. simple sentence B. run-on sentence C. complex sentence
D. compound sentence D. sentence fragment
- ___ 21. Identify the best way to fix this sentence problem: That was a great movie, I really enjoyed the popcorn.
A. That was a great movie I really enjoyed the popcorn.
B. A great movie that was, I really enjoyed the popcorn.
C. That was a great movie, and I really enjoyed the popcorn.
D. That was a great movie, because I really enjoyed the popcorn.
E. I really enjoyed the popcorn, that was a great movie.
- ___ 22. The students who got into trouble are _____.
A. them B. those C. I and he
D. they E. me and she
- ___ 23. The teacher yelled at two students, Rachel and _____.
A. I B. me C. it
D. he E. us
- ___ 24. He stirred the sauce, and then let John taste _____.
A. them B. this C. it
D. these E. that
- ___ 25. That movie _____ we watched was entertaining.
A. who B. whose C. it
D. which E. that
- ___ 26. _____ who wants to try out for the team can do so, but not _____ is chosen.
A. Anyone; everybody B. Everyone; both C. Someone; one
D. Everyone; others E. Others; neither
- ___ 27. _____ of the candy is on the counter, though _____ is free.
A. Some; fewer B. Plenty; little C. Many; nothing
D. All; none E. A large amount; few
- ___ 28. She should _____ for her school pictures.
A. have smiled B. is smiling C. had smiled
D. smiled E. has smiled
- ___ 29. Jamie _____ three miles around the track for the fundraiser.
A. walk B. has walk C. is walking
D. walking E. had walking
- ___ 30. Compared to her happy sister, she is _____.
A. happier B. most happy C. happiest
D. more happier E. most happiest
- ___ 31. Of all the happy people, he was _____.
A. happier B. most happy C. happiest
D. more happier E. most happiest

Diagnostic Mechanics Assessment Answers

Directions: Each problem has the numbered diagnostic items in enlarged **boldface**. If the student misses an item, mark a / in the same number column on the Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix.

- 48 43 57 (needs both) 58
1. a friend named **J**ohn said, “I am glad I don’t need any help on my homework”
- 54 59 (needs both) 50 (needs both)
2. she saw pictures in the newsweek article (the one that featured **S**pace **C**amp)
- 61 44 51
3. bring both girls’ costume dresses to atlanta, georgia in time for **H**alloween
- 45 55 (needs both sets) 52 (needs both)
4. joe, please read the chapters on “knots” and “cooking” to prepare for the **B**oy **S**couts meeting tonight
- 62 49 (needs both) 46 53
5. mr. wong is from **S**outh **A**frica, but he spoke perfect **E**nglish
- 47 (needs both greeting and closing)
6. dear mary,
- 63 60 56 (needs both)
- what a complete surprise! our teacher’s short story titled “yankees and
- rebels” was a huge success
- yours truly,
- amy

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	Totals	
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Grammar, Usage, and Mechanics Worksheet #23

FOCUS Pronoun–Antecedents

A pronoun usually refers to an antecedent. An antecedent is a common noun, proper noun, or pronoun that comes before it. The antecedent can be a word, phrase, or a clause. The pronoun which refers to the antecedent must clearly match to avoid **pronoun–antecedent** confusion.

CONNECT TO WRITING

- Make sure a singular pronoun matches a singular antecedent and a plural pronoun matches a plural antecedent.
Example: When Bob asked for help, they did help.
Problem—Who is *they*? Fix—When Bob asked his teachers for help, they did help.
- Make sure that the pronoun does *not* refer to the object in a prepositional phrase.
Example: In Twain’s *The Celebrated Frog of Calaveras County*, he uses political humor.
Problem—Who, or what, is *he*? Fix— In Twain’s *The Celebrated Frog of Calaveras County*, the author uses political humor.
- Make sure that the singular pronouns *this* and *that* and the plural pronouns *these* and *those* clearly refer to specific nouns or pronouns.
Example: He made an egg, put the dog food in a bowl, and put this on his toast to eat.
Problem—What is *this*? Fix—He made an egg and put it on his toast to eat. Then he put the dog food in its bowl.

PRACTICE

Write the capital letter in the space provided that best describes these pronoun–antecedent errors: PN for a pronoun–antecedent number problem; OP for a pronoun using the object of the preposition as its antecedent; and T for an unclear *this*, *that*, *these*, or *those* antecedent.

- ___ 1. She ate a cookie and took an apple, and I want it back.
- ___ 2. Around Yolanda and her, she always acts strangely.
- ___ 3. There are lots of ribbons and bows. Do we need all of those?
- ___ 4. If they leave sooner than Don, he should phone his parents.
- ___ 5. The girls tried on hats and new shoes and asked the boys if they liked these.

WRITE

Re-write one of the sentences in the PRACTICE section with clear pronoun antecedents.

Grammar, Usage, and Mechanics Worksheet #48

FOCUS Commas with Introductions

Generally, use commas after introductory words, phrases, and clauses if they are emphasized or longer than four words.

CONNECT TO WRITING

Introductory Words

Commas are not needed after an introductory word in short sentences unless it is emphasized.

Examples: Now go home. However, they were wrong.

Introductory Phrases

Don't use a comma after short introductory prepositional phrases of four words or less.

Example: Under the table the dog hid.

Use a comma after long introductory prepositional phrases of five words or more.

Example: Behind the dining room cabinet, he found the missing watch.

Use a comma following an introductory participial phrase which modifies a noun or pronoun following the phrase.

Example: Disguised as an old man, the burglar gained entry into the warehouse.

Introductory Clauses

Use comma following an introductory dependent clause. A dependent clause has a noun connected to a verb that does not express a complete thought.

Example: Even though the temperatures rose, the snow continued to fall.

PRACTICE

Place commas after introductory words, phrases, and clauses as needed.

1. Whenever the girls called he went outside to see what they wanted.
2. Then go to bed.
3. Around the block she rode the bicycle.
4. Next ask about the directions to the factory.
5. Interested they called the player to check his availability.

WRITE

Write three of your own sentences with an introductory word, phrase, and clause.

Grammar, Usage, and Mechanics Test: Lessons 41–44

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

- | | |
|-----------------------------------|---|
| ____ 1. Place names | A. <i>both, few, many, others, and several</i> |
| ____ 2. Past perfect verb tense | B. The Rock of Gibraltar |
| ____ 3. Named things and products | C. The Statue of Liberty |
| ____ 4. Adverbial clause | D. American Literature and Composition |
| ____ 5. Named holidays and dates | E. singular nouns or pronouns joined by <i>or</i> or <i>nor</i> |
| ____ 6. Singular verbs | AB. St. Patrick's Day |
| ____ 7. Plural verbs | AC. had given |
| ____ 8. Title names | AD. Bud is wise, but hot! AAA WWW |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence in which you mention a place name. _____

10. Write a sentence using the present perfect verb tense. _____

11. Write a sentence in which you mention a named thing or product. _____

12. Write a sentence including an ending adverbial clause. _____

13. Write a sentence in which you mention a holiday. _____

14. Write a sentence using an indefinite pronoun as the subject of the sentence. _____

15. Write a sentence in which you mention the title of a governmental leader. _____

16. Write a sentence using a compound subject joined by *and*. _____

Common Core State Standards Alignment Grade 6

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Lesson #
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Review Standards: Conventions of Standard English:

CCSS.ELA-LITERACY.L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	LC/SW 49–51, 53, 56 GUM 7, 8, 15, 39, 47
CCSS.ELA-LITERACY.L.5.1.B Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.	LC/SW 44–46 GUM 34, 36, 38
CCSS.ELA-LITERACY.L.5.1.C Use verb tense to convey various times, sequences, states, and conditions.	LC/SW 30–35 GUM 33–40
CCSS.ELA-LITERACY.L.5.1.D Recognize and correct inappropriate shifts in verb tense.*	LC/SW 35 GUM 33–40
CCSS.ELA-LITERACY.L.5.1.E Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).	LC/SW 50
CCSS.ELA-LITERACY.L.5.2.A Use punctuation to separate items in a series.*	LC/SW 10–15, 20, 49 GUM 43, 45, 48, 66
CCSS.ELA-LITERACY.L.5.2.B Use a comma to separate an introductory element from the rest of the sentence.	LC/SW 21, 22, 24, 25 GUM 44, 46
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>).	LC/SW 23 GUM 46
CCSS.ELA-LITERACY.L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works.	LC/SW 30–36 GUM 58–64

LC = Language Conventions; SW = Student Worksheets;

GUM = Grammar, Usage, and Mechanics Worksheets

*Language Progressive Skills

Common Core State Standards Alignment Grade 6

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Lesson #
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Grade Level Standards: Conventions of Standard English:

CCSS.ELA-LITERACY.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).	LC/SW 4–7 GUM 3, 21, 22, 23, 24
CCSS.ELA-LITERACY.L.6.1.B Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	LC/SW 29 GUM 3
CCSS.ELA-LITERACY.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*	LC/SW 31 GUM 23
CCSS.ELA-LITERACY.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	LC/SW 24–32 GUM 23
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.*	LC/SW 46–52
CCSS.ELA-LITERACY.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	LC/SW 29, 30, 51–53 GUM 42

LC = Language Conventions; SW = Student Worksheets;

GUM = Grammar, Usage, and Mechanics Worksheets

*Language Progressive Skills