

# TEACHING GRAMMAR AND MECHANICS

## GRADE 7



**ASSESSMENT  
AND PRACTICE**



**COMPREHENSIVE  
GRAMMAR AND  
MECHANICS  
PROGRAM**



**PENNINGTON**  
PUBLISHING

Aligned to Common Core Standards

# Teaching Grammar and Mechanics Grade 7

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**Boldface denotes Introductory Standard for Seventh Grade Level.**

**\*Denotes Progressive Language Skill.**

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**AUTHOR’S NOTE:** The *Grammar, Mechanics, Spelling, and Vocabulary Grade 7* **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 7*  
*Writing Openers Language Application Grade 7*  
*Differentiated Spelling Instruction Grade 7*  
*Common Core Vocabulary Toolkit Grade 7*

# Language Conventions #54

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## Mechanics Lesson

“Today we are studying how to use **hyphens**. A hyphen is a short dash (-) used to combine words. Hyphens join base words to form compound words. Hyphens are also used for numbers and spelled-out fractions. Additionally, hyphens join compound adjectives. Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.” [Allow time.]

Use hyphens for compound adverbs that don’t end in “\_ly,” when used before nouns. Compound adverbs have two connected adverbs. **Example:** The much-requested song

When the compound adverb is after the noun, don’t hyphenate. **Example:** Her wishes were always well known.

“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:** The much-anticipated announcement was well-received by the audience.

## Grammar and Usage Lesson

“Today we are studying **Non-standard English Substitutions**. Remember that Non-standard English often differs from Standard English because of regional or cultural dialects. The progressive verb tense is used to indicate an ongoing physical or mental action or state of being. The present progressive connects *am*, *are*, or *is* to a present participle (a verb with an ‘\_ing’ ending). The forms of the ‘to be’ verb are *is*, *am*, *are*, *was*, *were*, *be*, *being*, *been*. Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

Don’t substitute *be* for *is* to create an ongoing action in Standard English. **Example:** He be so funny. Instead, use the present progressive verb tense to connect *am*, *are*, or *is* to a present participle (a verb with an “\_ing” ending). **Revision:** He is being so funny.

Also, use the proper form of the “to be” verb to match its subject. **Example:** She were late. **Revision:** She was late.

“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 Answers:** They are (have been) given plenty of money. They are lying (have been) lying if they say they don’t have enough.

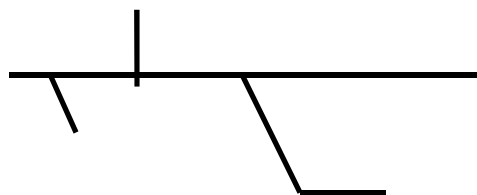


# Language Conventions #54

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## Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Revise this sentence in Standard English and complete the sentence diagram: “His mom been asking about you””’  
[Allow time.]



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

## Mentor Text Lesson

“This mentor text, written by David Jordan (an English singer-songwriter), uses the present progressive *be*, then present participles *telling* and *making* to add stress to his imperative sentence. Let’s read it carefully:

‘Don’t be telling me I owe you something

Don’t be making something out of nothing

First of all it’s one thing then another thing so you won’t get a place in my heart’

Which exceptional writing features can you identify? What Non-standard English can you identify?”

## Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and change one of the first two lines of this song into Standard English on the Writing Application section of your workbook. [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 well-respected couple told us their long-expected decision.’”

“Apply the grammar and usage lesson to write this Sentence Dictation on your worksheet, revising this sentence into Standard English: ‘That man been looking at me for a while, and I be wondering what he doing.’”

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

## Language Conventions #54

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### Mechanics

Use hyphens for compound adverbs that don't end in “\_ly,” when used before nouns. Compound adverbs have two connected adverbs. **Example:** The much-requested song

When the compound adverb is after the noun, don't hyphenate. **Example:** Her wishes were always well known.

**Practice:** The much-anticipated announcement was well received by the audience.

### Grammar and Usage

Don't substitute *be* for *is* to create an ongoing action in Standard English. Instead, use the present progressive verb tense to connect *am*, *are*, or *is* to a present participle (a verb with an “\_ing” ending). **Example:** He be so funny. **Revision:** He is being so funny.

Also, use the proper form of the “to be” verb to match its subject. **Example:** She were late. **Revision:** She was late.

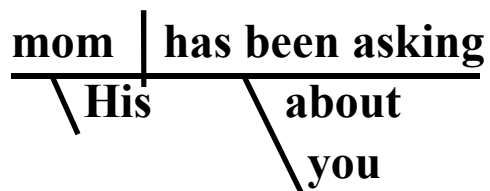
**Practice:** They be given plenty of money. They is lying if they say they don't have enough.



## Language Conventions #54

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### Sentence Diagram Answers



### Mentor Text

“Don't be telling me I owe you something  
Don't be making something out of nothing  
First of all it's one thing then another thing so you won't get a  
place in my heart”

David Jordan (1985–)

### Writing Application Lesson

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### Mechanics Dictation

The well-respected couple told us their long-expected decision.

### Grammar and Usage Dictation

That man has been looking at me for a while, and I have been wondering what he is doing.

## Language Conventions Worksheet #54

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### Mechanics

Use hyphens for compound adverbs that don't end in “\_ly,” when used before nouns. A compound adverb has two connected adverbs. **Example:** The much-requested song

When the compound adverb is after the noun, don't hyphenate. **Example:** Her wishes were always well known.

**Practice:** The much-anticipated announcement was well received by the audience.

### Grammar and Usage

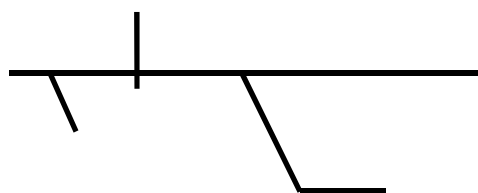
Don't substitute *be* for *is* to create an ongoing action in Standard English. **Example:** He be so funny. Instead, use the present progressive verb tense to connect *am*, *are*, or *is* to a present participle (a verb with an “\_ing” ending). **Revision:** He is being so funny.

Also, use the proper form of the “to be” verb to match its subject. **Example:** She were late. **Revision:** She was late.

**Practice:** They be given plenty of money. They is lying if they say they don't have enough.

### Sentence Diagram

Revise this sentence in Standard English and complete the sentence diagram: “His mom been asking about you.”



**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.

- \_\_\_ 32. Compared to last time, this work is definitely \_\_\_\_\_.  
A. most difficult                      B. more difficulter                      C. difficultest  
D. more difficult                      E. difficulter
- \_\_\_ 33. He is the \_\_\_\_\_ student in his class.  
A. most intelligent                      B. more intelligent                      C. intelligentest  
D. more intelligent                      E. intelligenter
- \_\_\_ 34. Dennis \_\_\_\_\_ ready and he \_\_\_\_\_ prepared well.  
A. seem; has                      B. seems; have                      C. seems; has  
D. seems; was                      E. seem; is
- \_\_\_ 35. She \_\_\_\_\_ passed the test, but she didn't study.  
A. did have                      B. could have                      C. should of  
D. did might                      E. would of
- \_\_\_ 36. She \_\_\_\_\_ hard for the test last night.  
A. studied                      B. did studied                      C. study  
D. had studying                      E. have studied
- \_\_\_ 37. She \_\_\_\_\_ hard for the test last night when she fell asleep.  
A. studied                      B. was studied                      C. was studying  
D. studying                      E. have studied
- \_\_\_ 38. She always \_\_\_\_\_ hard for tests.  
A. study                      B. will studied                      C. studies  
D. are studied                      E. will be studied
- \_\_\_ 39. Today she \_\_\_\_\_ hard for the test  
A. will have been studying                      B. had studied                      C. study  
D. is studied                      E. is studying
- \_\_\_ 40. We \_\_\_\_\_ more later this afternoon.  
A. will have been studying                      B. will study                      C. study  
D. are studied                      E. have studied
- \_\_\_ 41. She \_\_\_\_\_ for the test the whole night.  
A. will have studying                      B. will be studying                      C. have studied  
D. are studied                      E. have studying
- \_\_\_ 42. The boy claimed he \_\_\_\_\_ the lost watch under the bush.  
A. founded                      B. finded                      C. found  
D. founding                      E. find

**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.

1. a friend named **John** said, “I am glad I don’t need any help on my homework”

2. she saw pictures in the newsweek article (the one that featured **Space Camp**)

3. bring both girls' costume dresses to atlanta, georgia in time for **H**alloween

4. joe, please read the chapters on “knots” and “cooking” to prepare for the **Boy Scouts** meeting tonight

5. mr. wong is from South Africa, but he spoke perfect English

6. dear mary,

what a complete surprise! our teacher's short story titled "yankees and

rebels” was a huge success

yours truly,

amy

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## Grammar, Usage, and Mechanics Worksheet #19

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### FOCUS      Fixing Run-Ons

A **sentence run-on** has two independent clauses connected together as if they were one sentence. An independent clause has a noun connected to a verb that tells a complete thought.

### CONNECT TO WRITING

To change sentence run-ons into complete sentences, try the following:

- Separate the run-on into two or more sentences.  
**Example:**      Luis told his brother he told his sister, too.      Run-On  
                         Luis told his brother. He told his sister, too.      Complete
- Add a semicolon between the clauses.  
**Example:**      Mary let him have it, she knew what she was doing.      Run-On  
                         Mary let him have it; she knew what she was doing.      Complete
- Add a comma and then a conjunction after the first sentence.  
**Example:**      I like her, she doesn't like me.      Run-On  
                         I like her, but she doesn't like me.      Complete
- Add a subordinating conjunction to one of the clauses.  
**Example:**      Max was injured, he was still the best.      Run-On  
                         Even though Max was injured, he was still the best.      Complete
- Change the second clause to a phrase starting with an “\_\_ing” word.  
**Example:**      They went to school, they looked for him.      Run-On  
                         They went to school, looking for him.      Complete

### PRACTICE

Change the following sentence run-ons into complete sentences.

**Separate the run-on into two or more sentences:**

Jonathan seemed very selfish he never shared with the other children.

---

**Use a comma and then a coordinating conjunction after the first sentence or a semicolon:**

Ms. Clements always prepared well for her lesson plans the results paid off.

---

**Change the second clause to a phrase starting with an “\_\_ing” word:**

Nicco enjoyed video games, he played only after completing his chores.

### WRITE

Revise the first **PRACTICE** sentence, using the subordinating conjunction *because*.

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## Grammar, Usage, and Mechanics Worksheet #46

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### FOCUS      Commas with Appositives

Use commas to set apart appositives and appositive phrases that are not necessary to understand the sentence. Don't use commas when the appositive or appositive phrase is essential.

### CONNECT TO WRITING

An appositive is a noun, pronoun, or noun phrase that identifies or explains another noun or pronoun before or after it.

**Examples:**    The man, the one with the hat, ordered two desserts.  
                    My friend, Laura, left the show early.

### PRACTICE

Place commas in the following sentences to set apart appositives.

1. Joe and Mandy our debate leaders thought we had a good chance.
2. Johnny Mingo the Australian cowboy rode his horse off into the sunset.
3. Searching for answers, Louis Pasteur the famous scientist carried on.
4. Jim the butler served their last meal.

Fill in the blanks with appositives from the list below and properly punctuate.

5. \_\_\_\_\_ our two friends left the concert early.
6. The wonderful teacher \_\_\_\_\_ shared the slides with her students.
7. The author has just completed his latest book \_\_\_\_\_.
8. That song \_\_\_\_\_ lasts six minutes.

Ms. So            "The Swan"            The End            Kim and Tom

### WRITE

Compose your own sentence with an appositive word and an appositive phrase.

---

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## Grammar, Usage, and Mechanics Test: Lessons 53–56

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

- |                                      |  |
|--------------------------------------|--|
| ____ 1. Bracket                      | A. Two Arabic numerals next to each other            |
| ____ 2. Double negative              | B. Don't do none of that.                            |
| ____ 3. Compound adverb              | C. Provides missing or explanatory information       |
| ____ 4. They be waiting a long time. | D. I farther my education but take less classes.     |
| ____ 5. Slash                        | E. Revise with the progressive verb tense.           |
| ____ 6. Commonly misused words       | AB. The most-anticipated movie of the year           |
| ____ 7. Spell one but not the other  | AC. Separates dates, abbreviates, or means <i>or</i> |
| ____ 8. Commonly misused phrases     | AD. I use to think monsters were in my closet.       |

**Sentence Application Directions:** Answer in complete sentences.

9. Write a sentence including a bracket. \_\_\_\_\_

\_\_\_\_\_

10. Revise this sentence: Would you please get off of my back? I dropped it on accident.

\_\_\_\_\_

11. Write a sentence with a compound adverb. \_\_\_\_\_

\_\_\_\_\_

12. Revise this sentence: They be so silly. \_\_\_\_\_

\_\_\_\_\_

13. Write a sentence with a slash. \_\_\_\_\_

\_\_\_\_\_

14. Revise this sentence Beside me everyone else is totally disinterested in what she has to say.

\_\_\_\_\_

\_\_\_\_\_

15. Write a sentence including two numbers: one below and one above ten. \_\_\_\_\_

\_\_\_\_\_

16. Revise this sentence: Anyways, she has nothin' to say and I could care less. \_\_\_\_\_

\_\_\_\_\_

## Common Core State Standards Alignment Grade 7

### 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:

<a href="#"><u>CCSS.ELA-LITERACY.L.6.1.A</u></a>	LC/SW 4–7
Ensure that pronouns are in the proper case (subjective, objective, possessive).	GUM 3, 21, 22, 23, 24
<a href="#"><u>CCSS.ELA-LITERACY.L.6.1.B</u></a>	LC/SW 29
Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).	GUM 3
<a href="#"><u>CCSS.ELA-LITERACY.L.6.1.C</u></a>	LC/SW 31
Recognize and correct inappropriate shifts in pronoun number and person.*	GUM 23
<a href="#"><u>CCSS.ELA-LITERACY.L.6.1.D</u></a>	LC/SW 24–32
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	GUM 23
<a href="#"><u>CCSS.ELA-LITERACY.L.6.1.E</u></a>	LC/SW 46–52
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	
<a href="#"><u>CCSS.ELA-LITERACY.L.6.2.A</u></a>	LC/SW 29, 30,
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	51–53 GUM 42

LC = Language Conventions; SW = Student Worksheets;

GUM = Grammar, Usage, and Mechanics Worksheets

\*Language Progressive Skills

## Common Core State Standards Alignment Grade 7

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:

<a href="#">CCSS.ELA-LITERACY.L.7.1.A</a>	LC/SW 14, 18, 20, 21, 23, 24, 35–37, 44, 50 GUM 15, 16
Explain the function of phrases and clauses in general and their function in specific sentences.	
<a href="#">CCSS.ELA-LITERACY.L.7.1.B</a>	LC/SW 50 GUM 13–16
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	
<a href="#">CCSS.ELA-LITERACY.L.7.1.C</a>	LC/SW 45–50
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	
<a href="#">CCSS.ELA-LITERACY.L.7.2.A</a>	LC/SW 28
Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i> ).	
<a href="#">CCSS.ELA-LITERACY.L.7.3.A</a>	LC/SW 39, 40
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	

LC = Language Conventions; SW = Student Worksheets;

GUM = Grammar, Usage, and Mechanics Worksheets

\*Language Progressive Skills