

Language Conventions Academic

Literacy Center

Grades 4,5,6,7,8



Aligned to the Common Core Standards

- ✓ 56 Grammar and Mechanics Lessons
- ✓ Cornell Notes
- ✓ Practice with Answers
- ✓ Online Links and Resources

Language Conventions Academic Literacy Center Grade 4–8

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Language Conventions Literacy Center Lessons

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Grammar and Mechanics Instructional Scope and Sequence

Lesson	Mechanics	Grammar and Usage
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2	Periods in Names, Abbreviations, and Acronyms	Personal Pronouns
3	Periods in Indirect Questions and Intentional Fragments	Subject Case Pronouns
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15	Commas for Geographical Places	Phrases and Clauses
16	Commas for Tag Questions	**Fragments and Run-ons
	Unit Test	
17	Commas for Direct Speech	Sentence Forms: Simple, Compound, Complex, and Compound-complex
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20	Commas after Introductory Clauses	**Noun Clauses
	Unit Test	

* Denotes Introductory Standard for grade level.

** Denotes Language Progressive Skill

Grammar and Mechanics Instructional Scope and Sequence

Lesson	Mechanics	Grammar and Usage
21	Commas and Quotation Marks with Speaker Tags	*Gerunds (8.1.A)
22	Commas before Conjunctions in Compound Sentences	*Gerund Phrases (8.1.A)
23	Commas in Complex Sentences	Reflexive, Intensive, and Reciprocal Pronouns
24	*Commas with Parenthetical Expressions (6.2.A)	Indefinite Pronouns
Unit Test		
25	Commas with Coordinate Adjectives	**Pronoun Antecedents
26	Commas with Hierarchical Adjectives	**Pronoun Number and Person Shifts
27	Punctuation with Appositives	**Vague Pronoun References and Demonstrative Pronouns
28	*Commas with Nonrestrictive Clauses (6.2.A)	**Nonrestrictive Adjective Clauses and Relative Pronouns
Unit Test		
29	Punctuation in Restrictive Clauses	**Restrictive Adjective Clauses and Relative Pronouns
30	Dialogue and Direct Quotations	**Predicate Adjectives and Adjectival Phrases
31	Punctuation of Direct Quotations	*Past Participles (8.1.A)
32	*Ellipsis (8.2.B)	*Past Participial Phrases (8.1.A)
Unit Test		
33	Quotations within Quotations	*Present Participles (8.1.A)
34	*Punctuation of Non-standard Usage (6.1.E)	*Present Participial Phrases (8.1.A)
35	In-text Citations and Indirect Quotations	Comparative Modifiers
36	MLA Works Cited Page	Superlative Modifiers

Unit Test

* Denotes Introductory Standard for grade level.

** Denotes Language Progressive Skill

Grammar and Mechanics Instructional Scope and Sequence

Lesson	Mechanics	Grammar and Usage
37	Italics and Underlining: Book, Website, Newspaper, and Magazine Titles	**Misplaced Modifiers
38	Italics and Underlining: Play, Television Show, Movie, and Works of Art Titles	**Dangling Modifiers
39	Quotation Marks: Song, Poem, and Book Chapter Titles	*Squinting Modifiers (7.1.C)
40	Quotation Marks: Newspaper, Magazine, and Blog Article Titles	**Verb Phrases
Unit Test		
41	Quotation Marks: Short Story and Document Titles	**Shifts in Verb Tenses
42	Capitalization of Named People and Places	Progressive Verb Tense
43	Capitalization of Named Things and Products	Perfect Verb Tense
44	Capitalization of Holidays and Dates	*Infinitives (8.1.A)
Unit Test		
45	Capitalization of Special Events and Historical Periods	*Indicative Mood (8.1.C)
46	Capitalization of Organizations and Businesses	*Imperative Mood (8.1.C)
47	Capitalization of Languages, *Dialects (6.1.E), and People Groups	*Interrogative Mood (8.1.C)
48	Question Marks	*Conditional Mood (8.1.C)
Unit Test		
49	Exclamation Points	*Subjunctive Mood (8.1.C)
50	Colons to Introduce Block Quotations	*Verb Voice and Mood Shifts (8.1.D)
51	Parentheses with Complete Sentences	Subordinating Conjunctions and **Adverbial Clauses,
52	*Dashes to Indicate Relationships (8.2.A)	Relative Adverbs and **Adverbial Clauses
Unit Test		
* Denotes Introductory Standard for grade level.		
** Denotes Language Progressive Skill		

Grammar and Mechanics Instructional Scope and Sequence

Lesson	Mechanics	Grammar and Usage
53	Brackets	Adverb Order
54	Hyphens and Compound Adverbs	**Non-standard English Deletions
55	Slashes	**Non-standard English Additions
56	Numbers	**Non-standard English Substitutions
	Unit Test	

*** Denotes Introductory Standard for grade level.**

**** Denotes Language Progressive Skill**

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #1

Links and Response	Mechanics Notes
<p>View the article about how to use the common Latin abbreviations in sentences at http://bit.ly/2cndJM6.</p>	<p>Use periods following the first letter of each key word in an abbreviated title or expression, and pronounce each of these letters when saying the abbreviation.</p> <p>Latin abbreviations are set off from the rest of the sentence by commas or parentheses.</p> <ul style="list-style-type: none"> ▪ etc. (<i>et cetera</i>), which means <u>and so on</u>. <p>Examples: _____</p> <ul style="list-style-type: none"> ▪ et al. (<i>et alii</i>), which means <u>and others</u>. <p>Examples: _____</p> <ul style="list-style-type: none"> ▪ e.g. (<i>exempli gratia</i>), which means <u>for example</u>. <p>Examples: _____</p> <ul style="list-style-type: none"> ▪ i.e. (<i>id est</i>), which means <u>that is</u>. When using the i.e., think <u>in other words</u> to explain or define, not to signal examples. <p>Examples: _____</p>
Links and Response	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definitions of proper nouns and common nouns at http://bit.ly/2ciSCMG.</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>Examples: _____</p> <p>A common noun is an idea, person, place, or thing. It can act or be acted upon and is capitalized only at the start of a sentence.</p> <p>Examples: _____</p> <p>Some common nouns are <i>collective nouns</i> and refer to a group of people, animals, or things. Collective nouns act as one unit and so match with singular verbs, such as "That <u>class is</u> noisy."</p> <p>Examples: _____</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #1	
Links and Resources	Mechanics Notes
<p>View the article about how to use the common Latin abbreviations in sentences at http://bit.ly/2cndJM6.</p>	<p>Use periods following the first letter of each key word in an abbreviated title or expression, and pronounce each of these letters when saying the abbreviation.</p> <p>Latin abbreviations are set off from the rest of the sentence by commas or parentheses.</p> <ul style="list-style-type: none"> ▪ etc. (<i>et cetera</i>), which means <u>and so on</u>. <p>Examples: He likes them all: cake, cookies, etc.</p> <ul style="list-style-type: none"> ▪ et al. (<i>et alii</i>), which means <u>and others</u>. <p>Examples: The six researchers (Jones, et al.)</p> <ul style="list-style-type: none"> ▪ e.g. (<i>exempli gratia</i>), which means <u>for example</u>. <p>Examples: I love ice cream, e.g., vanilla.</p> <ul style="list-style-type: none"> ▪ i.e. (<i>id est</i>), which means <u>that is</u>. When using the i.e., think <u>in other words</u> to explain or define, not to signal examples. <p>Examples: He is goofy, i.e., silly (i.e., silly).</p>
Links and Resources	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definitions of proper nouns and common nouns at http://bit.ly/2ciSCMG.</p> <p>Check out these three Purdue Online Writing Lab (OWL) exercises on how to use articles before common nouns with answers: https://owl.english.purdue.edu/exercises/2/1</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>Examples: Pedro, P.S., Stratford-upon-Avon</p> <p>A common noun is an idea, person, place, or thing. It can act or be acted upon and is capitalized only at the start of a sentence.</p> <p>Examples: liberty, human, capital, desk.</p> <p>Some common nouns are <i>collective nouns</i> and refer to a group of people, animals, or things. Collective nouns act as one unit and so match with singular verbs, such as "That <u>class is</u> noisy."</p> <p>Examples: family, herd, company</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #1	
Practice	
1. Re-write these sentences correctly: I eat green vegetables, i.e., kale,	
beans, and peas. I also exercise, drink plenty of water, etc.	
2. Re-write this sentence correctly: Tom read the research study by Dupont,	
Jones, et al., and responded with emails, texts, et al.	
3. Re-write this sentence correctly: I offered them drinks, e.g. sodas, and	
desserts, e.g., cake, pie, and cookies.	
4. Re-write this sentence correctly: Washington d.c. is our nation's	
capital, and Ms. Gibson-Lee lived there for two years.	
5. Identify the proper nouns in this sentence: I attended school at Balboa Elementary School	
where Ms. Lee-Smith was principal.	
Proper Nouns:	
6. Identify the common noun and collective noun in this sentence: The class got to hear the	
vice-president.	
Common Noun:	Collective Noun:

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #1

Practice Answers

1. Re-write these sentences correctly: I eat green vegetables, i.e., kale,

beans, and peas. I also exercise, drink plenty of water, etc. **I eat green vegetables, e.g., kale, beans, and peas. I also exercise, drink plenty of water, etc.**

2. Re-write this sentence correctly: Tom read the research study by Dupont,

Jones, et al., and responded with emails, texts, et al. **Tom read the research study by Dupont, Jones, et al., and responded with emails, texts, etc.**

3. Re-write this sentence correctly: I offered them drinks, e.g. sodas, and

desserts, e.g., cake, pie, and cookies. **I offered them drinks, i.e. sodas, and desserts, e.g., cake, pie, and cookies.**

4. Re-write this sentence correctly: Washington d.c. is our nation's

capital, and Ms. Gibson-Lee lived there for two years. **Washington D.C. is our nation's capital, and Ms. Gibson-Lee lived there for two years.**

5. Identify the proper nouns in this sentence: I attended school at Balboa Elementary School

where Ms. Lee-Smith was principal.

Proper Nouns: Balboa Elementary School, Ms. Lee-Smith

6. Identify the common noun and collective noun in this sentence: The class got to hear the

vice-president.

Common Noun: vice-president Collective Noun: class

Grammar and Mechanics Unit Tests: Lessons 1–4

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

- | | |
|---|---|
| ____ 1. e.g. | A. Asian-American, peace |
| ____ 2. Noun | B. For example |
| ____ 3. Abbreviation; acronym | C. Used in place of a noun |
| ____ 4. Personal pronoun | D. I wonder who left the jar open. |
| ____ 5. Indirect question | E. U.N., SWAT |
| ____ 6. Subject (nominative) case pronoun | AB. Organizes with numbers and letters |
| ____ 7. Decimal outlines | AC. Act upon a verb or identify or refer to a subject |
| ____ 8. Object case pronoun | AD. Receives the action of the verb |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including *i.e.* and *etc.* _____

10. Write a sentence including a common noun idea and a hyphenated proper noun. _____

11. Write a sentence including an abbreviation and an acronym. _____

12. Write a sentence including both singular and plural personal pronouns. _____

13. Write an indirect question. Then answer with an intentional fragment. _____

14. Write a sentence including a subject (nominative) case pronoun. _____

15. List a main idea, major detail, and two minor details in decimal outline form. _____

16. Write a sentence using the object case pronoun *whom*. _____

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	1, 2, 6–8
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	
CCSS.ELA-LITERACY.L.3.1.B	1, 7
Form and use regular and irregular plural nouns.	
CCSS.ELA-LITERACY.L.3.1.C	10
Use abstract nouns (e.g., <i>childhood</i>).	
CCSS.ELA-LITERACY.L.3.1.D	7, 31
Form and use regular and irregular verbs.	
CCSS.ELA-LITERACY.L.3.1.E	7
Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.	
CCSS.ELA-LITERACY.L.3.1.F	7, 25
Ensure subject-verb and pronoun-antecedent agreement.*	
CCSS.ELA-LITERACY.L.3.1.G	8, 35, 36
Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	
CCSS.ELA-LITERACY.L.3.1.H	9, 11
Use coordinating and subordinating conjunctions.	
CCSS.ELA-LITERACY.L.3.1.I	17
Produce simple, compound, and complex sentences.	
CCSS.ELA-LITERACY.L.3.2.A	42–47
Capitalize appropriate words in titles.	
CCSS.ELA-LITERACY.L.3.2.B	13
Use commas in addresses.	
CCSS.ELA-LITERACY.L.3.2.C	30, 31
Use commas and quotation marks in dialogue.	
CCSS.ELA-LITERACY.L.3.2.D	5
Form and use possessives.	

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>).	28, 29
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.	42
CCSS.ELA-LITERACY.L.4.1.C Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	48, 49
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>).	6, 25, 26
CCSS.ELA-LITERACY.L.4.1.E Form and use prepositional phrases.	8, 12
CCSS.ELA-LITERACY.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	13, 16, 17
CCSS.ELA-LITERACY.L.4.2.A Use correct capitalization.	42–47
CCSS.ELA-LITERACY.L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.	17, 13, 30–33
CCSS.ELA-LITERACY.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.	22
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.	43
CCSS.ELA-LITERACY.L.5.1.C Use verb tense to convey various times, sequences, states, and conditions.	8, 43
CCSS.ELA-LITERACY.L.5.1.D Recognize and correct inappropriate shifts in verb tense.*	41
CCSS.ELA-LITERACY.L.5.1.E Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	10
CCSS.ELA-LITERACY.L.5.2.A Use punctuation to separate items in a series.*	18
CCSS.ELA-LITERACY.L.5.2.B Use a comma to separate an introductory element from the rest of the sentence.	16, 17, 19
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>).	16, 19
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	2–5
Ensure that pronouns are in the proper case (subjective, objective, possessive).	
CCSS.ELA-LITERACY.L.6.1.B	23
Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	
CCSS.ELA-LITERACY.L.6.1.C	26
Recognize and correct inappropriate shifts in pronoun number and person.*	
CCSS.ELA-LITERACY.L.6.1.D	27
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	
CCSS.ELA-LITERACY.L.6.1.E	54–56
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	
CCSS.ELA-LITERACY.L.6.2	1–56
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
CCSS.ELA-LITERACY.L.6.2.A	27, 28, 52
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	

Knowledge of Language:

CCSS.ELA-LITERACY.L.6.3.A	13, 17, 18
Vary sentence patterns for meaning, reader/listener interest, and style.*	
CCSS.ELA-LITERACY.L.6.3.B	45–50
Maintain consistency in style and tone.*	

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.

7, 15, 22, 28–34, 42–51

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

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

17

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

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

37–39

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

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

1–56

[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*).

25

Knowledge of Language:

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

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

13

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.	21–22, 31–34, 44
CCSS.ELA-LITERACY.L.8.1.B Form and use verbs in the active and passive voice.	50
CCSS.ELA-LITERACY.L.8.1.C Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	45–51
CCSS.ELA-LITERACY.L.8.1.D Recognize and correct inappropriate shifts in verb voice and mood.*	45–51
CCSS.ELA-LITERACY.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1–56
CCSS.ELA-LITERACY.L.8.2.A Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	34, 35, 52
CCSS.ELA-LITERACY.L.8.2.B Use an ellipsis to indicate an omission.	32
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).	48–51

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.	3, 8, 25–29
CCSS.ELA-LITERACY.L.3.3a. Choose words and phrases for effect.	7, 15, 22, 28–34, 42–51
CCSS.ELA-LITERACY.L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	13, 18–18
CCSS.ELA-LITERACY.L.4.3b. Choose punctuation for effect.	1–56
CCSS.ELA-LITERACY.L.5.1d. Recognize and correct inappropriate shifts in verb tense.	41
CCSS.ELA-LITERACY.L.5.2a. Use punctuation to separate items in a series. ²	18
CCSS.ELA-LITERACY.L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.	26
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	28
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.	54–56
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	24, 27, 28, 52
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style. ³	13, 17, 18
L.6.3b. Maintain consistency in style and tone.	45–50
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	15, 38, 39
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	13
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.	45–50

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.	1–56
CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1–56
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.	1–56

Literacy Centers Group Norms

be **HEROIC!**

BE	H ard-working	Do your best work on each lesson or activity. Work the whole time.
BE	E ngaged	Do your fair share of the work. Complete your assigned leadership role.
BE	R esponsible	Do all parts of the lesson or activity for each literacy center. Focus on your learning and that of others in your group.
BE	O rganized	Keep all lesson or activity materials where they belong. Clean up neatly and completely.
SHOW	I nitiative	Begin the literacy center lesson or activity as soon as you sit down. Encourage others to complete their assigned leadership roles.
BE	C ollaborative	Work together in quiet voices and practice kindness. Help without doing others' work.

Literacy Centers

LEADERSHIP ROLES

Reader

Read the lesson or activity out loud in a quiet voice. Pause to allow the group to think and respond. Re-read sections if necessary.

Clarifier

Refer to the task card to begin the lesson or activity and help the group perform its tasks. Ask the teacher if help is needed on the directions.

Task Manager

Write down the beginning and ending times. Manage how much time should be spent on each part of the lesson or activity. Make sure that every part is completed and done well.

People Manager

Keep all group members focused on the lesson or activity and talking in quiet voices. Make sure every student contributes and performs their leadership roles. Ask the teacher for help if the group needs it.

Language Conventions Literacy Center Task Card:

Grammar and Mechanics Lessons

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this literacy center. The People Manager makes sure that everyone in the group has the worksheet and reminds students to write their names on the page.
2. The Reader reads the Mechanics Notes in the right column out loud in a soft voice and stops at the Example(s). Students copy down the example(s) **for that section only**. The Clarifier asks students how the examples relate to the mechanics rule. Continue to follow these steps for the rest of the Mechanics Notes. View and/or listen to the online resources (if assigned by your teacher). In the Links and Response section, list key ideas, comment on the lesson skills, make connections to prior learning, and write any questions to ask your teacher. Summarize the the key mechanics skills at the bottom of the page (if assigned by your teacher).
3. The Reader reads the Grammar and Usage Notes in the right column out loud in a soft voice and stops at the Example(s). Students look copy down the example(s) **for that section only**. The Clarifier asks students how the examples relate to the grammar and usage rule. Continue to follow these steps for the rest of the Grammar and Usage Notes. View and/or listen to the online resources (if assigned by your teacher). In the Links and Response section, list key ideas, comment on the lesson content or skills, make connections to prior learning, and write any questions to ask your teacher. Summarize the the key grammar and usage content or skills at the bottom of the page (if assigned by your teacher).
4. Next, students individually complete the Practice sentences directions. When most of the students have completed the sentences, the Reader reads the answers and the Clarifier helps the group identify and sentence answers. The Clarifier asks the teacher for help if necessary.