




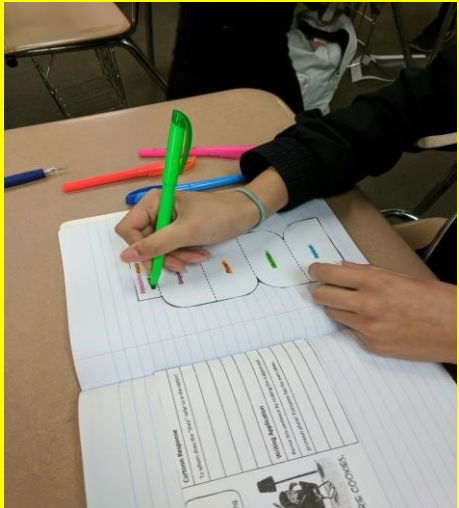

# Grammar and Mechanics



# Literacy Center

## Grades 4,5,6,7,8



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- ✓ Diagnostic Assessments
  - ✓ 77 Grammar and Mechanics CCSS Aligned Remedial Literacy Center Lessons
  - ✓ Formative Assessments



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## Diagnostic Grammar and Usage Assessment

**Directions:** Place the letter in the space to the left of the number that identifies the parts of speech in the sentence below.

**Although they apologized, either Kim or Tom was always arriving late for their team practices and league games.**

- \_\_\_ 1. The proper nouns in the sentence are \_\_\_\_ and \_\_\_\_.  
A. practices, games      B. always, late      C. Kim, Tom  
D. they, their      E. Tom, games
- \_\_\_ 2. The common nouns in the sentence are \_\_\_\_ and \_\_\_\_.  
A. team, practices      B. practices, games      C. Kim, Tom  
D. they, their      E. Kim, games
- \_\_\_ 3. The pronouns in the sentence are \_\_\_\_ and \_\_\_\_.  
A. they, their      B. Kim, Tom      C. team, league  
D. apologized, arriving      E. always, late
- \_\_\_ 4. The adjectives in the sentence are \_\_\_\_ and \_\_\_\_.  
A. apologized, arriving      B. either, or      C. practices, games  
D. always, late      E. team, league
- \_\_\_ 5. The verbs in the sentence are \_\_\_\_ and \_\_\_\_.  
A. arriving, practices      B. always, late      C. apologized, was arriving  
D. practices, games      E. apologized, practices
- \_\_\_ 6. The adverbs in the sentence are \_\_\_\_ and \_\_\_\_.  
A. Although, always      B. always, late      C. team, league  
D. arriving, practices      E. either, late
- \_\_\_ 7. The preposition in the sentence is \_\_\_\_.  
A. for      B. and      C. or  
D. either      E. their
- \_\_\_ 8. The coordinating conjunction in the sentence is \_\_\_\_.  
A. late      B. or      C. either  
D. for      E. and
- \_\_\_ 9. The subordinating conjunction in the sentence is \_\_\_\_.  
A. either      B. for      C. Although  
D. or      E. and
- \_\_\_ 10. The correlative conjunctions in the sentence \_\_\_\_ and \_\_\_\_.  
A. Although, either      B. either, for      C. or, for  
D. either, or      E. for, and

**Parts of Speech Mastery 8/10 \_\_\_\_/10**

**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 TLS Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix.

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## Common Core State Standards Alignment

<b>Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand</b>	<b>Grammar, Usage, and Mechanics Worksheet #</b>
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**Review Standards: Conventions of Standard English:**

<a href="#">CCSS.ELA-LITERACY.L.4.1.D</a>	4
Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).	
<a href="#">CCSS.ELA-LITERACY.L.4.1.E</a>	7
Form and use prepositional phrases.	
<a href="#">CCSS.ELA-LITERACY.L.4.1.F</a>	15–21
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	
<a href="#">CCSS.ELA-LITERACY.L.4.2.A</a>	48–53
Use correct capitalization.	
<a href="#">CCSS.ELA-LITERACY.L.4.2.B</a>	41, 56, 57
Use commas and quotation marks to mark direct speech and quotations from a text.	
<a href="#">CCSS.ELA-LITERACY.L.4.2.C</a>	16, 46
Use a comma before a coordinating conjunction in a compound sentence.	
<a href="#">CCSS.ELA-LITERACY.L.4.3.B</a>	43–63
Choose punctuation for effect.*	
<a href="#">CCSS.ELA-LITERACY.L.5.1.A</a>	7, 8, 15, 39, 47
Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	
<a href="#">CCSS.ELA-LITERACY.L.5.1.B</a>	34, 36, 38
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.	
<a href="#">CCSS.ELA-LITERACY.L.5.1.C</a>	33–40
Use verb tense to convey various times, sequences, states, and conditions.	
<a href="#">CCSS.ELA-LITERACY.L.5.1.D</a>	33–40
Recognize and correct inappropriate shifts in verb tense.*	
<a href="#">CCSS.ELA-LITERACY.L.5.2.A</a>	43, 45, 48, 66
Use punctuation to separate items in a series.*	
<a href="#">CCSS.ELA-LITERACY.L.5.2.B</a>	44, 46
Use a comma to separate an introductory element from the rest of the sentence.	
<a href="#">CCSS.ELA-LITERACY.L.5.2.C</a>	46
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> ).	

**\*Language Progressive Skills**



# Grammar, Usage, and Mechanics Worksheet #1

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## **FOCUS**      Proper Nouns

A **proper noun** is the name of a person, place, or thing. It can be acted upon and is capitalized.

## **CONNECT TO WRITING**

Whenever possible, use specific proper nouns rather than common nouns. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word. Capitalize all words that make up proper nouns, except articles (*a*, *an*, and *the*), prepositions, such as *of*, *to*, and *from*, and conjunctions, such as *and*, *or*, and *but*.

<b>Examples:</b>	<i>Josh</i> was honored	person
	at <i>U.S. Memorial Auditorium</i>	place
	with the <i>Smith-Lee Award</i> .	thing

## **PRACTICE**

Circle or highlight the proper nouns in the following story.

John Francis left his home in Beatrice, Nebraska in 1941, shortly before the start of World War II. Traveling first by bus to Chicago, he then boarded the *Southwestern Chief* to ride to Los Angeles. At Grand Central Station, John met his sister, Jane, and immediately began looking for part-time work and an apartment. He found employment at Blix Hardware on Western Avenue and a room to rent in nearby South Hollywood.

When war was declared, John enlisted in the army and was stationed at Fort Ord. He played trumpet in the Army Band and was promoted to the rank of Staff Sergeant. The United States was fortunate to have so many young men, like John, serving their country.

After the war in 1945, John enrolled in the University of Southern California, paying his tuition with money from the G.I. Bill. Graduating Cum Laude with degrees in Business and Social Science, he continued to play trumpet in clubs all over Southern California. Upon marrying Janice Jones, he took a job at California Federal Savings and Loan and was promoted to Senior Vice-President. He and his wife raised two children, Mark and Robin.

## **WRITE**

Compose your own sentence with person, place, and thing proper nouns.

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# Grammar, Usage, and Mechanics Worksheet #7

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## FOCUS      Prepositional Phrases

A **preposition** is a word that shows some relationship to an object (a proper noun, a common noun, or a pronoun). The preposition is always part of a phrase. A phrase is a group of related words without a noun and connected verb. The preposition asks “What?” and the object follows with the answer. A preposition tells *when*, *where*, or *how* something happens.

### Examples:

When it happens:	Our teacher leaned <i>against</i> the wall.	<i>against</i> what? ...the wall
Where it happens:	<i>Under</i> the bed the cat hid.	<i>Under</i> what? ...the bed
How it happens:	We travelled <i>by</i> bus.	<i>by</i> what? ...bus

## CONNECT TO WRITING

We often end spoken sentences with a preposition, but avoid this in your writing.

**Example:** Spoken sentence—“Who will you go *to*?” Written sentence—“*To whom* will you go?”

Here is a list of commonly-used prepositions. Memorizing this list will help you notice prepositions in your reading and use them in your writing.

*aboard, about, above, according to, across, after, against, along, among, around, as, as to, at, before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, for, from, in, inside, instead of, into, in place of, in spite of, like, near, next, of, off, on, onto, outside, out of, over, past, regardless of, since, than, through, throughout, to, toward, under, underneath, unlike, until, up, upon, with, within, without*

## PRACTICE

Underline the prepositions, and [bracket] their objects. Then draw an arrow from each preposition to its object.

“I pledge allegiance to the flag of the United States of America and to the republic for which it stands: one nation under God, indivisible, with liberty and justice for all.” These words are spoken in schools throughout America each day. The right hand is placed over the heart and eyes are focused on the flag. Children stand to say the pledge and give respect to our country.

## WRITE

Compose your own sentence or two with three different prepositional phrases.

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## Grammar, Usage, and Mechanics Worksheet #44

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### FOCUS      Future Progressive Verbs

The **future progressive verb tense** is used to show an ongoing action in the future.

### CONNECT TO WRITING

The future progressive verb tense shows an ongoing action that will be completed over a period of time.

**Example:** Dante *will be watching* the playoff game tonight.

The future progressive verb tense can also show a repeated action that will *not* be completed. The future progressive uses *will be* + the base form of the verb + “\_\_ing” to match both singular and plural nouns and pronouns.

**Example:** They *will be trying* some new ideas in the classroom.

### PRACTICE

Change the verbs in the following sentences to the future progressive verb tense in the spaces provided.

1. We will run the mile in P.E. today.

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2. I thought of you as you celebrate your birthday.

---

3. Danya and Darla have watched the movie tonight.

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4. They had been volunteering every weekend at the shelter.

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### WRITE

Write your own sentence with the future progressive verb tense.

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## Grammar, Usage, and Mechanics Worksheet #52

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### FOCUS      Commas with Conjunctions

Use commas before conjunctions to join two clauses.

### CONNECT TO WRITING

A comma is placed before the **coordinating conjunction** if it joins two or more independent clauses unless one or both of the clauses are short. The acronym, FANBOYS (For-And-Nor-But-Or-Yet-So), may help you remember the common two or three-letter coordinating conjunctions.

**Examples:** I liked everything about her, and she also liked me. I liked her and she liked me.

A comma is placed before the second of paired **correlative conjunctions**, if the conjunction begins an independent clause. Don't use a comma to separate correlative conjunctions if they are used within the same phrase or clause. Correlative conjunctions include the following:

both...and      either...or      whether...or      neither...nor

**Example:** Either she should ask for help, or she should read the directions again.

A comma is placed after the adverbial clause, which begins with a subordinating conjunction, if the clause does not end the sentence. This memory trick may help you remember the common subordinating conjunctions: **Bud is wise, but hot! AAA WWW**

**Before** **unless** **despite** (in spite of) **in order that** **since** **while** **if** **since** **even though** (if),  
**because** **until** **that** **how** **once** **than!** **After** **Although** (though) **As** (As if, As long as, As much as,  
As soon as, As though) **Whether** **When** (Whenever) **Where** (Wherever)

**Example:** As much as I liked her company, she eventually became tiresome.

### PRACTICE

Place commas where they belong in the following sentences.

1. Neither he wanted to face the problem nor did she want to deal with that challenge.
2. In order that all people would have the same chance they decided to draw numbers.
3. Raymond sent a message to his cousin but the message was returned unopened.

### WRITE

Compose three of your own sentences: a compound sentence with a coordinating conjunction; a sentence with a pair of correlative conjunctions; and a sentence with a subordinating conjunction.

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## Grammar, Usage, and Mechanics Worksheet #54

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### **FOCUS**      Commas with Coordinate Adjectives

Use commas between coordinate adjectives.

### **CONNECT TO WRITING**

Coordinate adjectives work equally to modify a noun. Unlike hierarchical adjectives, which build upon each other with different levels or degrees to modify the same noun, coordinate adjectives must be separated with commas.

To determine if adjectives are coordinate adjectives, try placing the word *and* between the adjectives. Second, try reversing them. If, the phrases sound fine both ways, the adjectives are coordinate adjectives and require commas between each. **Example:** A tall, scary man

### **PRACTICE**

Place commas where they belong in the following sentences.

1. Around the corner she ran into a large angry dog.
2. If I didn't know better, I would guess that the tired old woman was not going to leave her house.
3. The funny green character said, "I'm crazy silly and full of energy."
4. Unless I'm mistaken, the usual cloudy gray morning will change to afternoon sun and wind.
5. The book is creative surprising delightful and completely entertaining.
6. The girls are cheerful helpful and careful to mind their manners.
7. I left the yucky blue and white board in the stinky dirty garage.

### **WRITE**

Compose your own sentence with three coordinate adjectives.

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**4 Groups, 4 Rotations (80 Minutes Total) per Day, 4 Days per Week,  
3 Literacy Centers and 1 Guided Reading Literacy Center**

<b>Day 1</b>				
<b>Group 1</b>	Guided Reading	Literacy Center 1	Literacy Center 2	Literacy Center 3
<b>Group 2</b>	Literacy Center 3	Guided Reading	Literacy Center 1	Literacy Center 2
<b>Group 3</b>	Literacy Center 2	Literacy Center 3	Guided Reading	Literacy Center 1
<b>Group 4</b>	Literacy Center 1	Literacy Center 2	Literacy Center 3	Guided Reading
<b>Day 2</b>				
<b>Group 1</b>	Guided Reading	Literacy Center 1	Literacy Center 2	Literacy Center 3
<b>Group 2</b>	Literacy Center 3	Guided Reading	Literacy Center 1	Literacy Center 2
<b>Group 3</b>	Literacy Center 2	Literacy Center 3	Guided Reading	Literacy Center 1
<b>Group 4</b>	Literacy Center 1	Literacy Center 2	Literacy Center 3	Guided Reading
<b>Day 3</b>				
<b>Group 1</b>	Guided Reading	Literacy Center 1	Literacy Center 2	Literacy Center 3
<b>Group 2</b>	Literacy Center 3	Guided Reading	Literacy Center 1	Literacy Center 2
<b>Group 3</b>	Literacy Center 2	Literacy Center 3	Guided Reading	Literacy Center 1
<b>Group 4</b>	Literacy Center 1	Literacy Center 2	Literacy Center 3	Guided Reading
<b>Day 4</b>				
<b>Group 1</b>	Guided Reading	Literacy Center 1	Literacy Center 2	Literacy Center 3
<b>Group 2</b>	Literacy Center 3	Guided Reading	Literacy Center 1	Literacy Center 2
<b>Group 3</b>	Literacy Center 2	Literacy Center 3	Guided Reading	Literacy Center 1
<b>Group 4</b>	Literacy Center 1	Literacy Center 2	Literacy Center 3	Guided Reading

**4 Groups, 4 Rotations (80 Minutes Total) per Day, 4 Days per Week, 6 Literacy Centers,  
1 Guided Reading Literacy Center 2 Days per Week  
and 1 Remedial (or other) Center 2 Days per Week**

Day 1									
Group 1	Guided Reading	Reading	Writing	Language Conventions	Group 5	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills
	Remedial Center					Guided Reading			
Group 2	Writing	Guided Reading	Language Conventions	Reading	Group 6	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary
		Remedial Center					Guided Reading		
Day 2									
Group 1	Guided Reading	Vocabulary	Spelling & Syllabication	Study Skills	Group 5	Remedial Center	Reading	Writing	Language Conventions
	Remedial Center					Guided Reading			
Group 2	Spelling & Syllabication	Guided Reading	Study Skills	Vocabulary	Group 6	Writing	Remedial Center	Language Conventions	Reading
		Remedial Center					Guided Reading		
Day 3									
Group 1	Guided Reading	Reading	Writing	Language Conventions	Group 5	Remedial Center	Vocabulary	Spelling & Syllabication	Study Skills
	Remedial Center					Guided Reading			
Group 2	Writing	Guided Reading	Language Conventions	Reading	Group 6	Spelling & Syllabication	Remedial Center	Study Skills	Vocabulary
		Remedial Center					Guided Reading		
Day 4									
Group 1	Guided Reading	Vocabulary	Spelling & Syllabication	Study Skills	Group 5	Remedial Center	Reading	Writing	Language Conventions
	Remedial Center					Guided Reading			
Group 2	Spelling & Syllabication	Guided Reading	Study Skills	Vocabulary	Group 6	Writing	Remedial Center	Language Conventions	Reading
		Remedial Center					Guided Reading		



# Literacy Centers Group Norms

# be **HEROIC!**

BE	<b>H</b> ard-working	Do your best work on each lesson or activity. Work the whole time.
BE	<b>E</b> ngaged	Do your fair share of the work. Complete your assigned leadership role.
BE	<b>R</b> 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	<b>O</b> rganized	Keep all lesson or activity materials where they belong. Clean up neatly and completely.
SHOW	<b>I</b> nitiative	Begin the literacy center lesson or activity as soon as you sit down. Encourage others to complete their assigned leadership roles.
BE	<b>C</b> 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.

# Grammar and Mechanics Literacy Center Task Card: Parts of Speech

- #1 Proper Nouns
- #2 Common Nouns
- #3 Pronouns
- #4 Adjectives
- #5 Verbs
- #6 Adverbs
- #7 Prepositional Phrases
- #8 Coordinating Conjunctions
- #9 Subordinating Conjunctions
- #10 Correlative Conjunctions

## Grammar and Mechanics Workshop Directions

1. The Task Manager writes down the ending time of the literacy center and keeps the group on-task. The Reader reads the **FOCUS** and the **CONNECT TO WRITING** sections on the assigned Grammar, Usage, and Mechanics Worksheet out loud. The Clarifier puts the rule, skill, or concept into his or her own words and asks the teacher for help if necessary.
2. The Reader reads the **PRACTICE** directions, and students work together to complete this section up to, but not including the **WRITE** section. The Clarifier asks the teacher for help if necessary.
3. The Task Manager gets the answers from the teacher and students self-correct and revise their mistakes. Upon completion, the Task Manager returns the answers.
4. Students work individually to complete the **WRITE** section on the front of their worksheets.
5. When finished, students bring up their worksheets individually to the teacher to mini-conference.
6. If time permits, the group begins a new worksheet.
7. The People Manager makes sure that the group cleans up neatly and completely.

# **Grammar and Mechanics Literacy Center Answers: Parts of Speech Worksheets**

## **Grammar, Usage, and Mechanics Worksheet #1 Practice Answers**

John Francis, Beatrice, Nebraska, World War II, Chicago, *Southwestern Chief*, Los Angeles, Grand Central Station, John, Jane, Blix Hardware, Western Avenue, South Hollywood, John, Fort Ord, Army Band, Staff Sergeant, United States, John, John, University of Southern California, G.I. Bill, Cum Laude, Business, Social Science, Southern California, Janice Jones, California Federal Savings and Loan, Senior Vice-President, Mark, Robin

## **Grammar, Usage, and Mechanics Worksheet #2 Practice Answers**

idea: friendship, self-image, freedom, self-confidence, world peace  
person: teacher, fire-fighter, cousin, police officer, brother-in-law  
place: mountain, neighborhood, country, football stadium, family room  
thing: food, toy, rock, lamp stand, grandfather clock

## **Grammar, Usage, and Mechanics Worksheet #3 Practice Answers**

“Hello,” said Susan.  
“Is this the owner of the car for sale?” the caller asks.  
“It, is I,” replies Susan. “Who is calling?”  
“The one paying you full price for your car. My name is Marcy. What’s yours?”  
“Susan,” she says. “But let me get my husband. Actually, he is selling his car, not mine.  
“Suit yourself, says Marcy. Put him on the phone.”

## **Grammar, Usage, and Mechanics Worksheet #4 Practice Answers**

Which One? these, that, this, those, certain  
How Many? twenty-story, most, dozen, few, thousands  
What Kind? juicier, muddy, navel, spicy, loud

## **Grammar, Usage, and Mechanics Worksheet #5 Practice Answers**

I know (mental) that he had run (physical) a full mile before, but he might be (state of being) too tired right now. He did walk (physical) a mile yesterday.

## **Grammar, Usage, and Mechanics Worksheet #6 Practice Answers**

What Degree: mostly, less, mainly  
How: slowly, carefully, easily  
Where: everywhere, nearby, here  
When: often, one o’clock, later