



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.

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

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

Thing
A...
Cousins
Uncles
Place

THE RULE
i before e
except after c
e before i
Weight

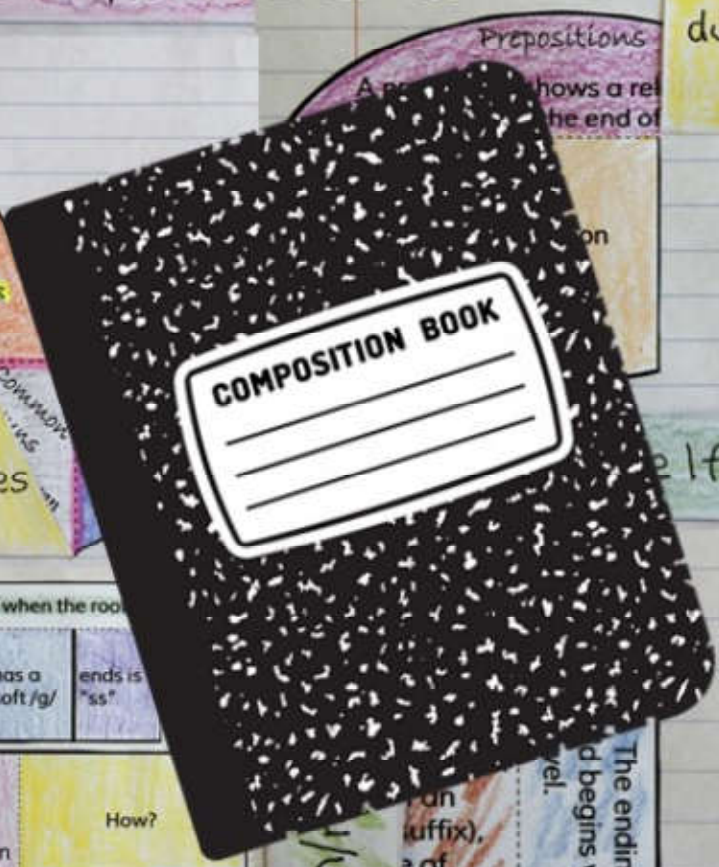
Root has a hard /c/
Root has a soft /c/
Root has a soft /s/
insurance

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

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

coordinate
correlate

Prepositions
A preposition shows a relationship between a noun or pronoun and another word in the sentence.



Plural Noun End
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

Add "able" 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"

Add "ible" when the root...
What Degree?
Adverbs
An adverb modifies an adjective, adverb, or verb.
How?

Aligned to the Common Core

great
Which One?

Teaching Grammar & Mechanics Interactive Notebook (INB)

Thank you for your purchase of the *Teaching Grammar and Mechanics Interactive Notebook Grades 4–8*.

What makes this Teaching Grammar and Mechanics INB the best curriculum for you and your students?

- Rigorous assessment-based instruction. Each of the 64 lessons provides both teacher and student pages for a full year of grammar and mechanics instruction. A lesson takes about 40 minutes to complete and includes these instructional components:
 - ✓ **Cornell Notes Mechanics and Grammar Lesson with Online Links, and Resources**
 - ✓ **Practice and Sentence Dictations (formative assessments)**
 - ✓ **Cartoon Response, Writing Application, and 3D Graphic Organizer**
- Aligned to the Common Core Standards with built-in review
- Biweekly unit tests including definition, identification, and application... 20–25 minutes to complete
- Balanced instruction in the reading and writing contexts (no grammar or mechanics taught in isolation)
- Clear directions with the same instructional procedures for each lesson. Perfect for both the beginning teacher and expert grammarians
- The best online links to songs, posters, sentence diagrams, and more (including the Purdue University Online Writing Lab OWL resources) ...all used with publisher permissions
- Diagnostic Grammar, Usage, and Mechanics Assessments with 77 corresponding remedial worksheets... each with formative assessments, recording matrices for progress monitoring, and answers (of course)
- Over 100 supplemental resources with remedial grammar, mechanics, and spelling worksheets, each with a formative assessment... perfect for below grade, EL, and Special Ed students. Ideal for for differentiated instruction, learning centers, and homework (answers included).
- Simple and fun graphic organizers from Tangstar (the best on the web) with clear directions and less mess
- Minimal prep and correction. Teachers don't have to create their own INB for student make-up work
- Flexible curriculum. Teachers choose what works for their schedules and class time. Complete all or part of each lesson. Curriculum aligned to *all* Grades 4–8 Common Core Language Strand Standards. See comprehensive alignment documents to select grade level Standards.
- Takes less class time than other interactive notebook programs... you do have other subjects to teach!

Interactive Notebook Lesson Components	Pages
FAQs.....	2
Terms of Use.....	3
Materials Preparation.....	4
Directions for INB Interactive Instruction and Sample Lesson.....	5–12
Table of Contents INB Lessons 1–64.....	13–16
Spelling Rules and Parts of Speech Review Unit Lessons 1–8.....	17–57
Grade-level Standards Lessons 9–64.....	58–337
Grammar Cartoon Response Answers.....	338–339
Grammar and Mechanics Unit Tests and Answers.....	340–357
Common Core State Standards Alignment Documents.....	358–363
Diagnostic Grammar, Usage, and Mechanics Assessments, 77 Worksheets, Recording Matrices.....	364–473

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/>.

Terms of Use

Thank you for purchasing the ***Teaching Grammar and Mechanics Interactive Notebook Grades 4–8***. Please let me know if you have any questions, suggestions, or concerns. My email address is mark@penningtonpublishing.com.

Your purchase entitles you to single teacher use only. Please be respectful of my work and don't share with colleagues or post any part online. We do offer multiple user licenses at discounted prices.

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Portions of this book have been previously published in *Teaching Grammar and Mechanics* © 2003, 2011 Pennington Publishing and *Grammar, Mechanics, Spelling, and Vocabulary (Teaching the Language Strand) Grades 4, 5, 6, 7, and 8* © 2013 and © 2014 Pennington Publishing.

Mark Pennington

Materials Preparation

Copy the three student lesson pages for each INB lesson and the biweekly unit tests for all students. Students will complete four lessons before taking the biweekly unit test.

After administering the grammar and usage, mechanics, and spelling patterns assessments following completion of the eight-lesson Spelling Rules and Parts of Speech Unit, record student names and slashes to indicate unmastered grammar, usage, mechanics, and spelling skills on the progress monitoring matrices. Total the number of unmastered skills for each assessment item and copy the number of assessment-based worksheets. Place the worksheets in accessible files for students.

Copy the Grammar and Mechanics and Spelling Pattern Worksheet answers and create three-ring binder Answer Booklets. I recommend six Answer Booklets per classroom so that students will not have to wait to grade their individualized worksheets.

Provide class sets of scissors, colored pencils, crayons, and highlighters. Also provide rulers to align the 3D graphic organizers properly and crease the folds.

Decisions to make...

Decide on using composition books or spiral notebooks. Lesson components are designed to fit each format. Choose wide ruled, or college ruled spacing, according to the grade level of your students.

Decide on glue, glue sticks, or tape. Most teachers suggest using name brand white glue and instruct students to use small dots, rather than glue squiggle lines for gluing. Tape also works well.

Decide whether you will have students cut out and glue or tape the “input” page (the Cornell notes) on the right or left page of the INB and the “output” page (the grammar cartoon, Cartoon Response, Writing Application, and 3D Graphic Organizer) on the opposite. The traditional INB format is “input” on the right and “output” on the left.

Directions for INB Interactive Instruction and Sample Lesson

1. Students pick up copies of the lesson, glue or tape, scissors, colored pencils, crayons, and highlighters.
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.
3. 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. 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.
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.
5. Students write a brief SUMMARY/REFLECTION for both the mechanics and grammar lessons (optional).
6. Students complete the practice sentences. The focus is on applying what has been learned in each lesson.
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.
8. Read the Sentence Dictations directions and sentences, repeating as necessary. Student write the Sentence Dictations correctly, revising as needed to apply the mechanics and grammar and usage lesson.
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.
10. Students study the cartoon and complete both the Cartoon Response and Writing Application sentences on the second student “output” page.
11. 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. Call on students to share their Writing Application sentences (answers vary). Teachers may choose to award points for these tasks.
12. Display the 3D Graphic Organizer and review directions. Students write examples and sentences on the back of the flaps and color or highlight to match the front and back flaps.
13. Students cut out and glue or tape the “input” page (the Cornell notes) at the top and 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 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.

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 <u>i before e</u> 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 <u>i before e</u> ‘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 <u>e before i</u> comes after <u>c</u>, <i>Rig-a-jig-jig and away we go,</i></p> <p>Examples: <u>receive, perceive</u></p> <p>and when you hear <u>long /a/</u>. 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 <u>proper noun</u> is the name of a <u>person, place, or thing</u> and must be <u>capitalized</u>. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word.</p> <p><u>Don’t capitalize</u> articles <u>a, an, the</u>, coordinating conjunctions <u>for, and, or</u>, and prepositions such as <u>in, by, of, on, to, and with</u> 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

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.

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.

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:

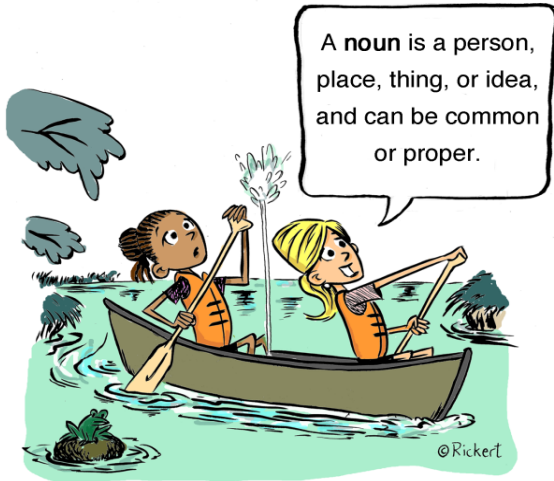
I perceive that the weight of Santa, his sleigh, and the presents must be a struggle for the eight tiny reindeer.

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 

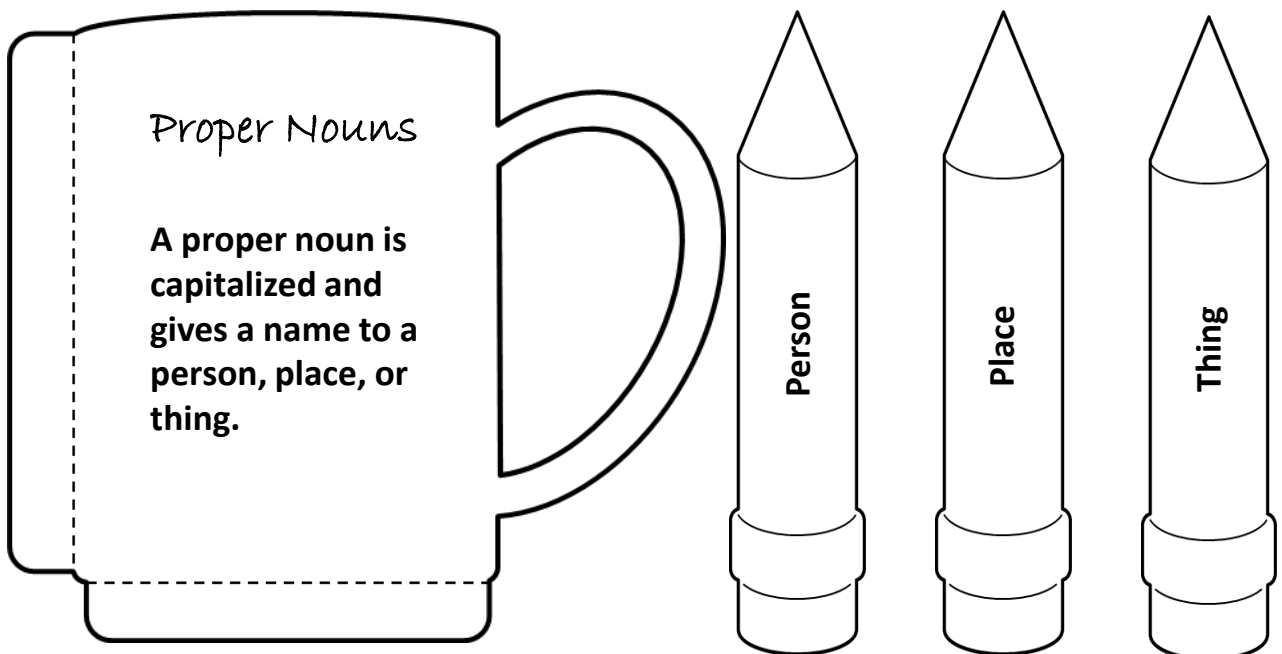
Writing Application

Write a sentence or two, using all three types

of proper nouns.

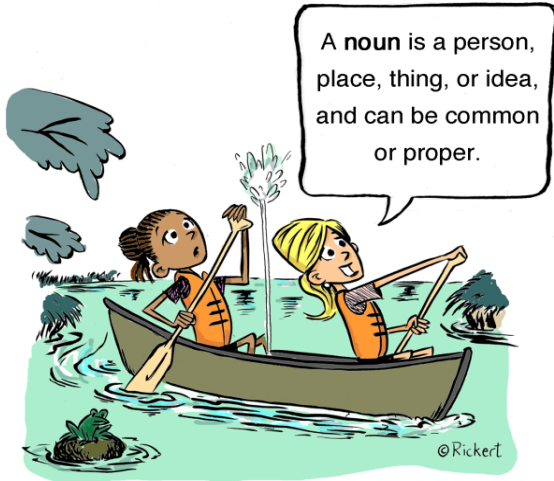
The President of the United States lives
in the White House in Washington D.C.

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.



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

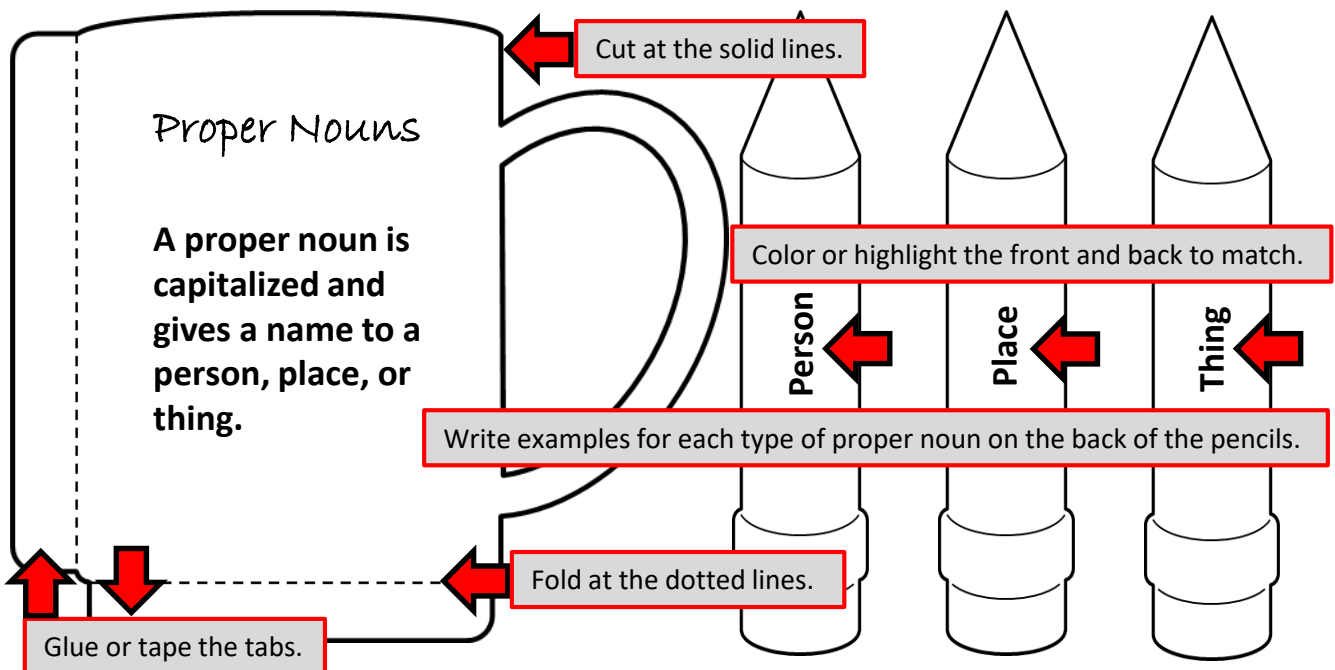
Writing Application

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.

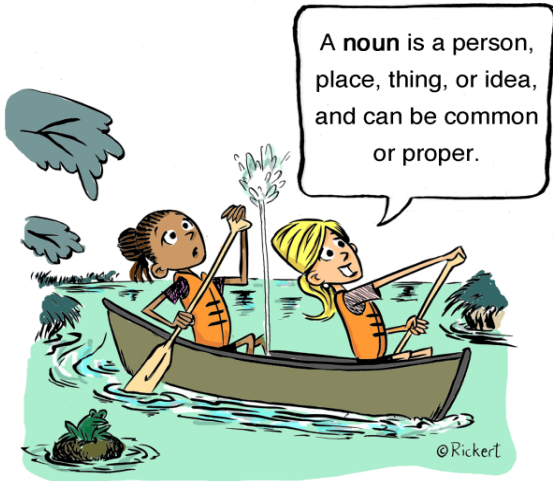
Directions: 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. 3. Write examples for each type of proper noun on the back of the pencils and place the pencils in the mug.

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*

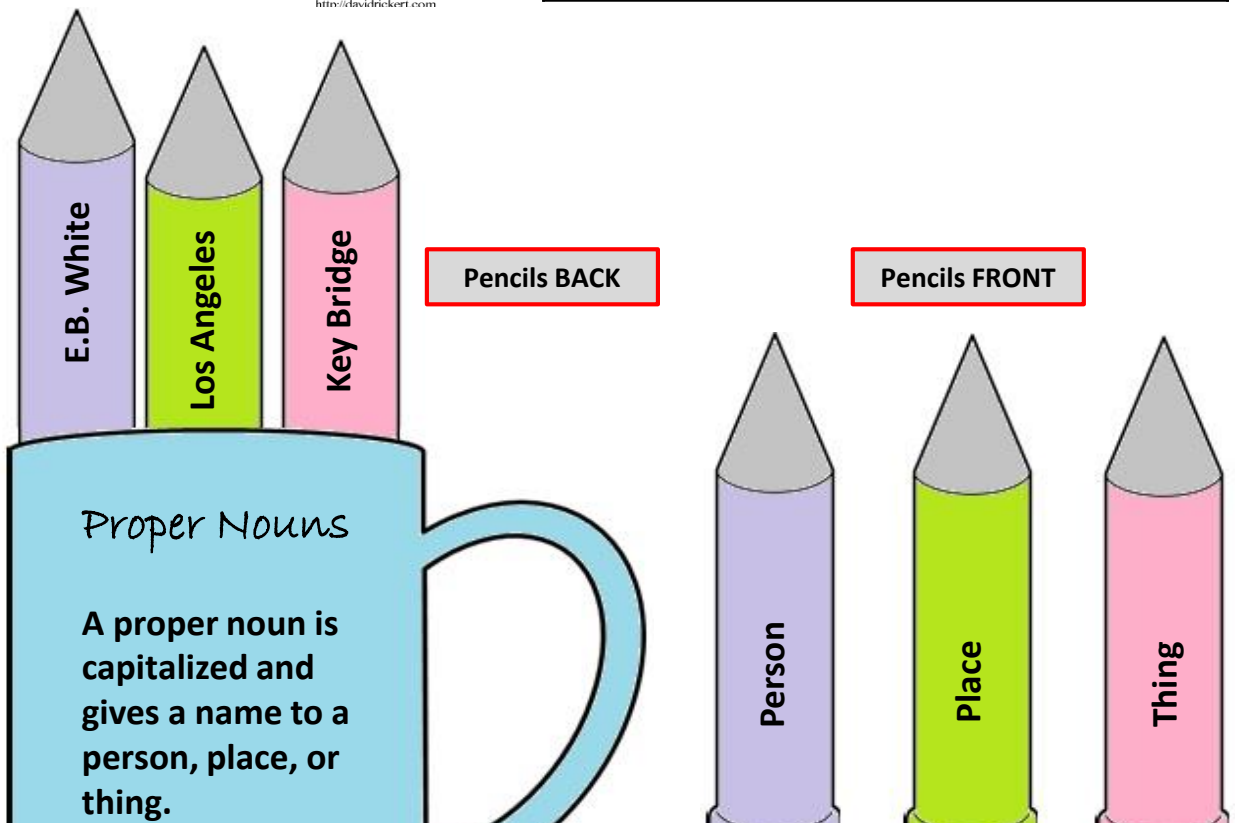
Common Nouns: *canoe, stream, peace, quiet*

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
	Spelling Rules and Parts of Speech Review Unit		57
	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
	Unit Test		
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
	Unit Test		
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.

Teaching Grammar and Mechanics INB Table of Contents

Lesson	Mechanics	Grammar and Usage	Page #s
25	Commas for Direct Speech	Sentence Forms: Simple, Compound, Complex, and Compound-complex	138–142
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
	Unit Test		
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		

* Denotes Introductory Standard for grade level. ** Denotes Language Progressive Skill.

Teaching Grammar and Mechanics INB Table of Contents

Lesson	Mechanics	Grammar and Usage	Page #s
41	Quotations within Quotations	*Present Participles (8.1.A)	218–222
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
	Unit Test		
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
	Unit Test		
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
56	Question Marks	*Conditional Mood (8.1.C)	293–297
	Unit Test		

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Teaching Grammar and Mechanics INB Table of Contents

Lesson	Mechanics	Grammar and Usage	Page #s
57	Exclamation Points	*Subjunctive Mood (8.1.C)	298–302
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
	Unit Test		
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
	Unit Test		
	Grammar Cartoon Response Answers		338–339
	Grammar and Mechanics Unit Tests and Answers		340–357
	Common Core State Standards Alignment Grades 4–8		358–363
	Diagnostic Grammar, Usage, and Mechanics Assessments		364–373
	Grammar, Usage, and Mechanics Worksheets with Formative Assessments and Answers		374–469
	Assessment Mastery Matrices		470–473

* Denotes Introductory Standard for grade level. ** Denotes Language Progressive Skill.



Links and Response	Mechanics Notes
<p>Listen to the i before e song at http://bit.ly/2c8afAb.</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,</i> that we learned back in school. <i>Away we go, away we go!</i></p> <p>Examples: _____</p> <p>But e before i comes after c, <i>Rig-a-jig-jig and away we go,</i></p> <p>Examples: _____</p> <p>and when you hear long /a/. Hey! <i>Hi-ho, hi-ho, hi-ho.</i></p> <p>Examples: _____</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>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 <u>a</u>, <u>an</u>, <u>the</u>, coordinating conjunctions <u>for</u>, <u>and</u>, <u>or</u>, and prepositions such as <u>in</u>, <u>by</u>, <u>of</u>, <u>on</u>, <u>to</u>, and <u>with</u> in the middle of titles.</p> <p>Examples</p> <p>Person: _____</p> <p>Person: _____</p> <p>Person: _____</p> <p>Place: _____</p> <p>Thing: _____</p>
SUMMARY/REFLECTION	



Links and Resources	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 to the i before e Spelling Rule</p> <p>caffeine, conscience, either, foreign, forfeit, height, neither, protein, seize, weird</p> <p>More practice? Check out these spelling worksheets (with answers) at http://bit.ly/2qRNpkl.</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: believe, dried</p> <p>But e before i comes after c, <i>Rig-a-jig-jig and away we go,</i></p> <p>Examples: receive, conceive</p> <p>and when you hear long /a/. Hey! <i>Hi-ho, hi-ho, hi-ho.</i></p> <p>Examples: weight, neighbor</p>
Links and Resources	Parts of Speech Notes
<p>The parts of speech describe the function of words (the way they work) in a sentence.</p> <p>Check out the Parts of Speech Song to practice the definition of a proper noun at http://bit.ly/29aK4EV.</p> <p>More practice? Check out these proper and common noun worksheets (with answers) at http://bit.ly/2sPzk7X and http://bit.ly/2qYNAYa.</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 <u>a</u>, <u>an</u>, <u>the</u>, coordinating conjunctions <u>for</u>, <u>and</u>, <u>or</u>, and prepositions such as <u>in</u>, <u>by</u>, <u>of</u>, <u>on</u>, <u>to</u>, and <u>with</u> in the middle of titles.</p> <p>Examples</p> <p>Person: Mr. T.D. Jones Person: Ms. Doe-Thomas Person: Mack the Knife Place: Rough and Ready Thing: Bridge of Sighs</p>
SUMMARY/REFLECTION	

Practice	
1. Re-write these sentences correctly: I yeild to the researcher’s conclusion that	
the supposed ancient documents were a hoax.	
2. Re-write this sentence correctly: The concieted young man failed to keep his receipt.	
3. Re-write this sentence correctly: Our teacher tried to fiegn 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	
the Sunrise Mall.	
5. Identify the proper nouns in this sentence: The family visited Cardiff by the Sea on their	
vacation to see Uncle J. P. at his ranch.	
Proper Nouns:	
6. Re-write this sentence correctly: We saw the Statue Of Liberty and toured Ellis Island in	
New York city.	
Sentence Dictations	
Mechanics–	
Grammar and Usage–	

Practice Answers

1. Re-write these sentences correctly: I yeild to the researcher's conclusion that

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 concieted 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 fiegn 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

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 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.**

Sentence Dictations

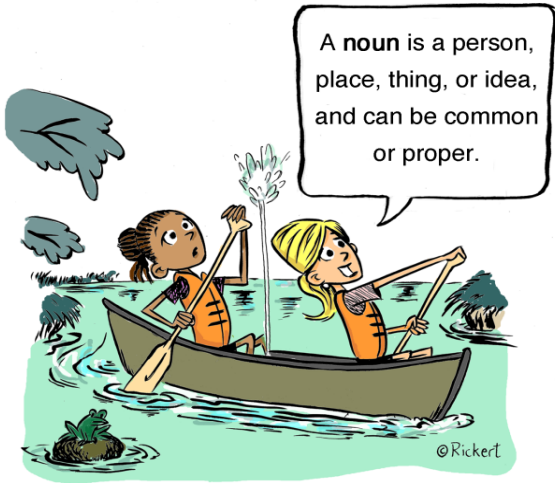
Mechanics– Write these sentences correctly:

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



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.

Proper Nouns:

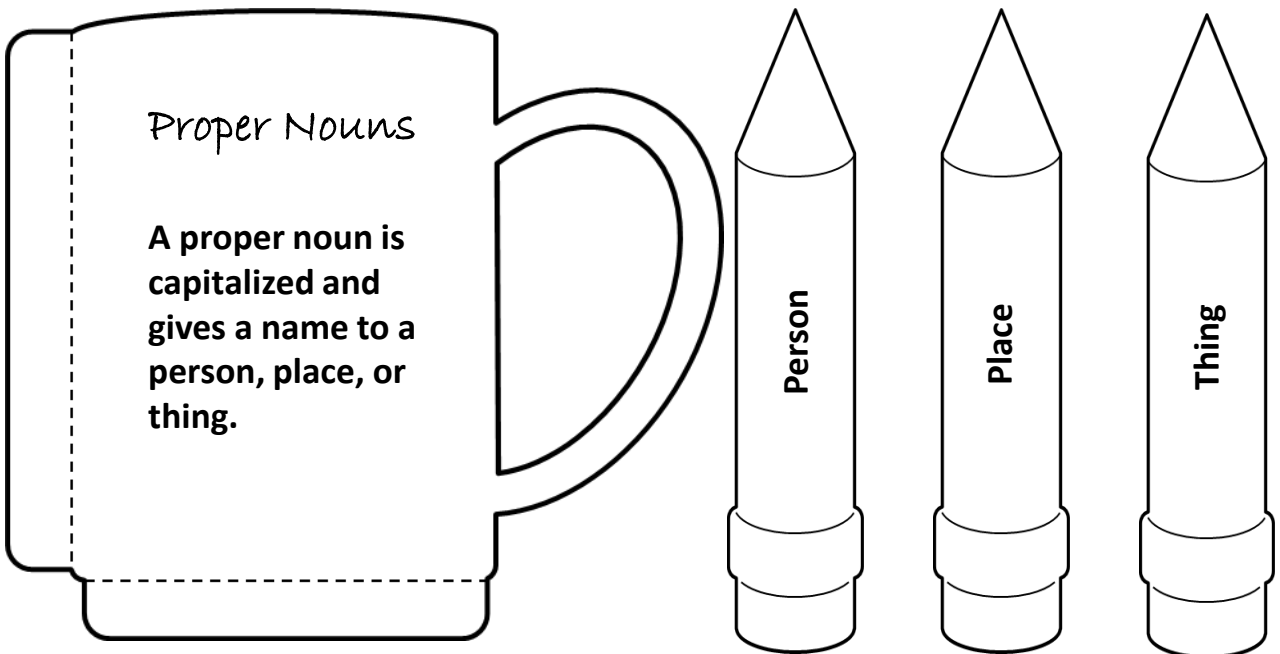
Common Nouns:

Writing Application

Write a sentence or two, using all three types

of proper nouns.

- 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.



Links and Response	Mechanics Notes
<p>Listen to the Hickory Dickory Y song at http://bit.ly/2cvcZWl.</p>	<p style="text-align: center;">Hickory Dickory Y (to the tune of “Hickory Dickory Dock”)</p> <p>If a root ends in a vowel and after that a y, <i>Hickory, dickory dock. The mouse ran up the clock.</i> just keep the y—and then said I, “Add on the suffix to end.” <i>The clock struck one—the mouse ran down.</i> <i>Hickory dickory dock.</i></p> <p>Examples: _____</p> <p>But if a consonant then a y should end a word, <i>Hickory, dickory dock. The mouse ran up the clock.</i> just change the y into an i <i>The clock struck two—the mouse ran down,</i> except if the suffix has i. <i>Hickory dickory dock.</i></p> <p>Examples: _____</p>

Links and Response	Parts of Speech Notes
<p>Check out the Parts of Speech Song to practice the definition of a common noun at http://bit.ly/29aK4EV.</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>Idea: _____</p> <p>Person: _____</p> <p>Place: _____</p> <p>Thing: _____</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</u> <u>is</u> noisy.”</p> <p>Examples: _____</p>

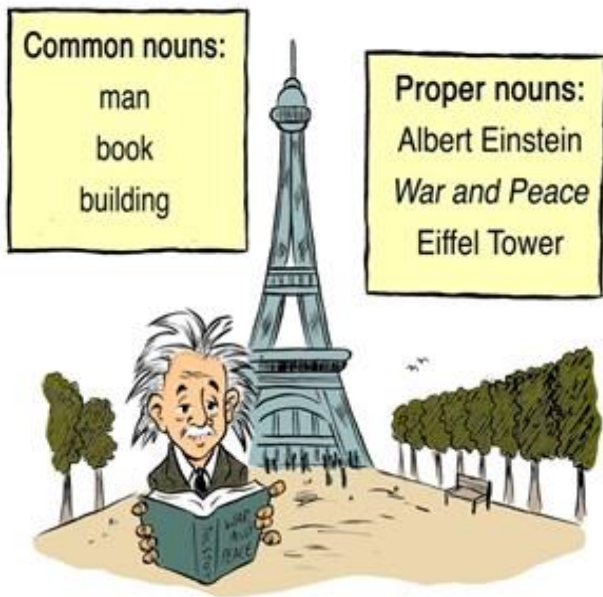
SUMMARY/REFLECTION

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Links and Resources	Mechanics Notes
<p>Listen to the Hickory Dickory Y song at http://bit.ly/2cvcZWI.</p> <p>If the final <u>y</u> is accented, it has a long /i/ sound, such as in “cyclone.”</p> <p>If the final <u>y</u> is not accented, it usually has the long /e/ sound, such as in “baby.”</p> <p>More practice? Check out these spelling worksheets (with answers) at http://bit.ly/2rYjKL0.</p>	<p style="text-align: center;">Hickory Dickory Y (to the tune of “Hickory Dickory Dock”)</p> <p>If a root ends in a vowel and after that a y, <i>Hickory, dickory dock. The mouse ran up the clock.</i> just keep the y—and then said I, “Add on the suffix to end.” <i>The clock struck one—the mouse ran down.</i> <i>Hickory dickory dock.</i></p> <p>Examples: delay–delayed</p> <p>But if a consonant then a y should end a word, <i>Hickory, dickory dock. The mouse ran up the clock.</i> just change the y into an i <i>The clock struck two—the mouse ran down,</i> except if the suffix has i. <i>Hickory dickory dock.</i></p> <p>Examples: copy–copying, pretty–prettiest</p>
Links and Resources	Parts of Speech Notes
<p>Check out the Parts of Speech Song to practice the definition of a common noun at http://bit.ly/29aK4EV.</p> <p>The articles are “a,” “an,” and “the.” The “a” is used before words beginning with consonants, such as “a <u>b</u>ear,” while the “an” is used before words beginning with vowels, such as “an <u>a</u>pple.” “The” is more specific than “a” or “an.”</p> <p>Check out David Rickert’s comic on abstract and concrete nouns at http://bit.ly/2rD44sq. www.davidrickert.com</p>	<p>A common noun can have an article before an idea, person, place, or thing. Common nouns are usually less specific than proper nouns.</p> <p>Examples</p> <p>Idea: the peace Person: an uncle Place: a school Thing: the rocks</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</u> <u>is</u> noisy.”</p> <p>Examples: class, team, family, public</p>
SUMMARY/REFLECTION	

Practice	
1. Re-write this sentence correctly: The employees obeyed their employers’	
work safety rules.	
2. Re-write these sentences correctly: I hurried to the art show.	
I was horrified to see her painting displayed next to the garbage can.	
3. Re-write these sentences correctly: The special needs child had a	
helper, who carried supplys and pushed her wheelchair.	
4. Re-write this sentence correctly: The Math was due on Friday,	
so their Teacher could grade it during a holiday vacation.	
5. Identify the common nouns in this sentence: Her bravery and self-awareness make her a wonderful	
member of our team.	
Common Nouns:	
6. Identify the common nouns and collective common noun in this sentence: The flock of Canadian geese	
remained in the park despite efforts to remove the birds.	
Common Nouns:	Collective Common Noun:
Sentence Dictations	
Mechanics–	
Grammar and Usage–	

Practice Answers
1. Re-write this sentence correctly: The employees obeyed their employers’
work safety rules. The employees obeyed their employers’
work safety rules.
2. Re-write these sentences correctly: I hurried to the art show.
I was horrified to see her painting displayed next to the garbage can. I hurried to the art show.
I was horrified to see her painting displayed next to the garbage can.
3. Re-write these sentences correctly: The special needs child had a
helper, who carried supplys and pushed her wheelchair. The special needs child had a
helper, who carried supplies and pushed her wheelchair.
4. Re-write this sentence correctly: The Math was due on Friday,
so their Teacher could grade it during a holiday vacation. The math was due on Friday,
so their teacher could grade it during the holiday vacation.
5. Identify the common nouns in this sentence: Her bravery and self-awareness make her a wonderful
member of our team.
Common Nouns: bravery, self-awareness, member, team
6. Identify the common nouns and collective common noun in this sentence: The flock of Canadian geese
remained in the park despite efforts to remove the birds.
Common Nouns: geese, course, efforts, birds Collective Common Noun: flock
Sentence Dictations
Mechanics– Write this sentence correctly:
Don’t you find it annoying that she denied your request?
Grammar and Usage– Underline the common nouns after you write this sentence correctly: If society
changes its views on a value of self-sacrifice, we are all in trouble. If <u>society</u>
changes its <u>views</u> on the <u>value</u> of <u>self-sacrifice</u>, we are all in <u>trouble</u>.

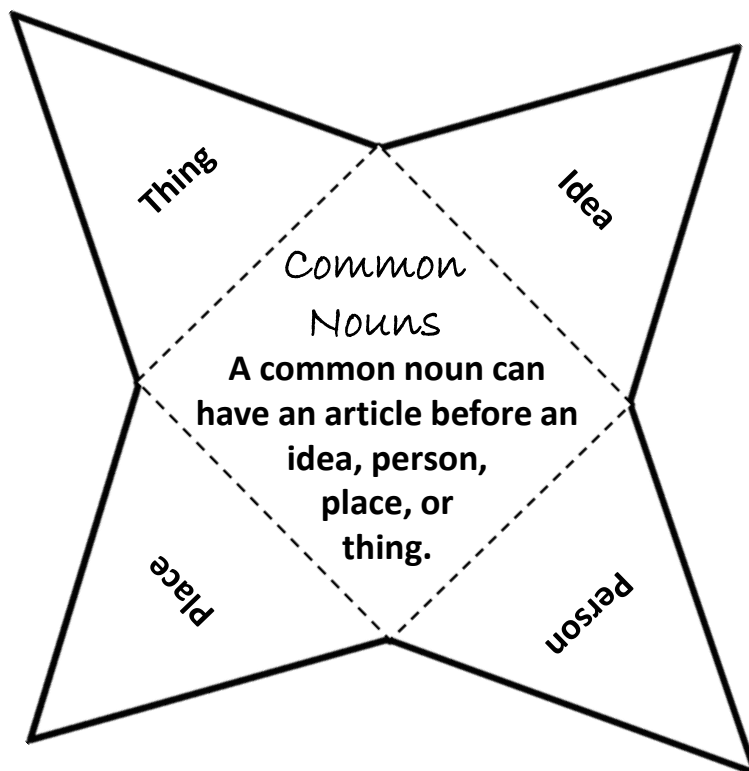


PROPER NOUN:
SPECIFIC THING, CAPITALIZED

COMMON NOUN:
GENERAL THING, NOT CAPITALIZED

Cartoon Response
Explain how common nouns are
different than proper nouns.
Writing Application
Write a sentence or two, using all four types
of common nouns.

Directions: 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. 3. Write sentences for each type of common noun on the back of the flaps.





Links and Response	Mechanics Notes
Listen to the Final e Memory Rap at http://bit.ly/2cuR5Fy .	<p align="center">Final e Memory Rap</p> <p>Drop the final <u>e</u> when adding on an ending if it starts with a vowel up front. Keep the final <u>e</u> when adding on an ending if it starts with a consonant.</p> <p>Examples: _____</p> <p>Also keep the <u>e</u> when you hear soft /c/ or /g/ before “able” or “o-u-s.” Mostly keep the <u>e</u> when the ending is “y-e”, “e-e”, or even “o-e”. YEO!</p> <p>Examples: _____</p> <p>_____</p>
Links and Response	Parts of Speech Notes
Check out the Parts of Speech Song to practice the definition of a pronoun at http://bit.ly/29aK4EV .	<p>A pronoun is used to take a noun’s place in the subject, possessive, or object case. Singular or plural pronouns are classified as first, second, or third person. A <i>subject case pronoun</i> acts as the subject of a sentence.</p> <p>Examples: _____</p> <p>_____</p> <p>An <i>object case pronoun</i> receives the action of the verb.</p> <p>Examples: _____</p> <p>_____</p> <p>A <i>possessive case pronoun</i> shows ownership and may be used before a noun or without a noun.</p> <p>Examples: _____</p> <p>_____</p> <p>When a possessive pronoun is used without a noun, the verb must match the noun which the pronoun represents.</p> <p>Examples: _____</p> <p>_____</p>
SUMMARY/REFLECTION	

Links and Resources	Mechanics Notes
<p>Listen to the Final e Memory Rap at http://bit.ly/2cuR5Fy.</p> <p>The final <u>e</u> at the end of a syllable is silent. If the final <u>e</u> follows just one consonant, the vowel before is usually a long sound, such as in “base,” “complete,” “line,” “close,” and “use.”</p> <p>More practice? Check out these spelling worksheets (with answers) at http://bit.ly/2qVq8Cs.</p>	<p>Final e Memory Rap</p> <p>Drop the final <u>e</u> when adding on an ending if it starts with a vowel up front. Keep the final <u>e</u> when adding on an ending if it starts with a consonant.</p> <p>Examples: have–having, close–closely</p> <p>Also keep the <u>e</u> when you hear soft /c/ or /g/ before “able” or “o-u-s.” Mostly keep the <u>e</u> when the ending is “y-e,” “e-e,” or even “o-e”. YEO!</p> <p>Examples: peace–peaceable, courage–courageous eye–eyeing, free–freedom, shoe–shoeing</p>
Links and Resources	Parts of Speech Notes
<p>Check out the Parts of Speech Song to practice the definition of a pronoun at http://bit.ly/29aK4EV.</p> <p>If unsure whether a pronoun should be in the subject case or object case, rephrase the sentence with the pronoun at the start of the sentence and drop any connected nouns. For example, At five o’clock John and <u>me</u> always ate dinner. <u>Me</u> always ate dinner at five o’clock. Change to Subject Case Pronoun: <u>I</u> always ate dinner at five o’clock.</p> <p>English is a polite language. Always place <i>I</i> or <i>me</i> last in compound subjects or objects.</p>	<p>Singular or plural pronouns are classified as first, second, or third person. A <i>subject case pronoun</i> acts as the subject of a sentence.</p> <p>Examples: I, we (first person); you (second person); he, she, it, who, they (third person)</p> <p>An <i>object case pronoun</i> receives the action of the verb.</p> <p>Examples: me, us (first person); you (second person); him, her, it, whom, them (third person)</p> <p>A <i>possessive case pronoun</i> shows ownership.</p> <p>Examples: my, our (first person); your (second person); his, her, its, their (third person)</p> <p>When a possessive pronoun is used without a noun, the verb must match the noun which the pronoun represents.</p> <p>Examples: mine, ours (first person); yours (second person); his, hers, its, theirs (third person)</p>
SUMMARY/REFLECTION	

Practice
1. Re-write this sentence correctly: Is she agreeable to letting me
publish some of her writing in my journal?
2. Re-write this sentence correctly: Tom was pursuing his goals, but
he could not hide his discouragment sometimes.
3. Re-write these sentences correctly: She texts him, but he won't respond.
It bothered hers, but she was quite used to them by now.
4. Re-write this sentence correctly: They enjoyed yours book report,
but you should let they revise its more.
5. Identify the pronouns in these sentences: He doesn't understand whom you mean. Is it he or is it
Pedro?
Pronouns:
6. Identify the pronouns in this sentence: Who stole them and where did they hide the candy bars?
Pronouns:
Sentence Dictations
Mechanics–
Grammar and Usage–

Practice Answers

1. Re-write this sentence correctly: Is she agreeable to letting me

publish some of her writing in my journal? **Is she agreeable to letting me**

publish some of her writing in my journal?

2. Re-write this sentence correctly: Tom was pursuing his goals, but

he could not hide his discouragement sometimes. **Tom was pursuing his goals, but**

he could not hide his discouragement sometimes.

3. Re-write these sentences correctly: She texts him, but he won't respond.

It bothered hers, but she was quite used to them by now. **She texts him, but he won't respond.**

It bothered her, but she was quite used to it (or him) by now.

4. Re-write this sentence correctly: They enjoyed yours book report,

but you should let they revise its more. **They enjoyed your book report,**

but you should let them revise it more.

5. Identify the pronouns in these sentences:

Pronouns: He, whom, you, it, he, it

6. Identify the pronouns in this sentence:

Pronouns: Who, them, they

Sentence Dictations

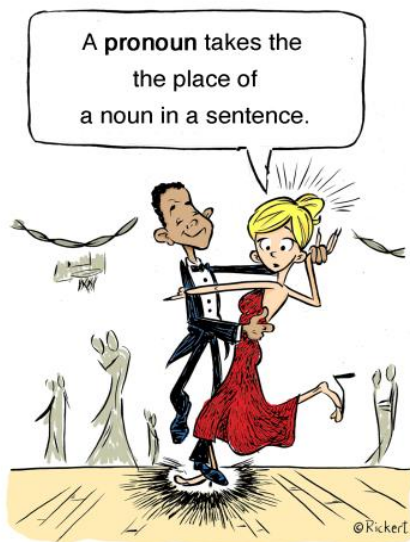
Mechanics– Write this sentence correctly:

They placed the outrageous advertisement in the magazine, hoping that the shock value would sell more of their product.

Grammar and Usage– Underline the pronouns after you write these sentences correctly: We liked the idea. It was all him, not hers or ours.

We liked the idea. It was all his, not hers or ours.

PRONOUNS



John and Katie went to **their** school's dance. **She** knew how to waltz. **He** didn't. Katie wished **she** had not agreed to go with **him**.

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Cartoon Response

From the sentences in the caption, list the pronouns which take the place of these nouns. John:

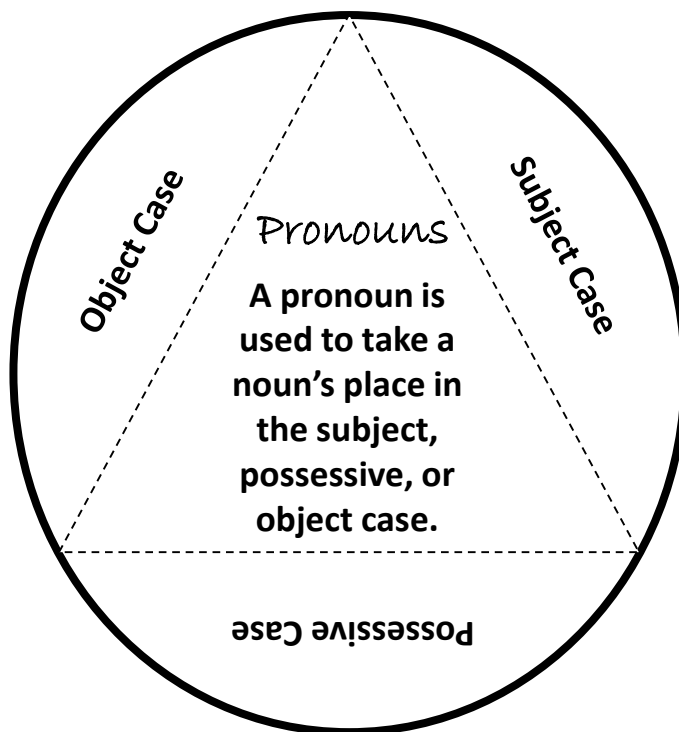
Katie:

John and Katie:

Writing Application

Write a sentence or two, using all three types of pronouns.

Directions: 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. 3. Write sentences for each type of pronoun case on the back of the flaps.





Links and Response	Mechanics Notes
<p>Listen to the Consonant Doubling Doodle song at http://bit.ly/2bP2tHm.</p>	<p>Consonant Doubling Doodle (to the tune of "Yankee Doodle")</p> <p>Double the last consonant when adding on an ending <i>Yankee Doodle went to town 'a riding on a pony</i> if these three do all agree (on this you'll be depending): <i>Stuck a feather in his cap and called it macaroni.</i> Is the accent at the end? <i>Yankee Doodle keep it up!</i> With a vowel then consonant? <i>Yankee Doodle da-an-dy</i> Does the ending you must add begin with a vowel? <i>Mind the music and the step and with the girls be handy.</i></p> <p>Examples: _____</p>
Links and Response	Parts of Speech Notes
<p>Check out the Parts of Speech Song to practice the definition of an adjective at http://bit.ly/29aK4EV.</p>	<p>An adjective modifies a noun with Which one? How many? or What kind? When using more than one adjective to modify the same noun in a sentence, follow this order of adjectival functions: Which One-How Many-What Kind.</p> <p>Examples</p> <p>Which One: _____</p> <p>How Many: _____</p> <p>What Kind: _____</p> <p>Place adjectives before nouns, even when they are compound adjectives. A compound adjective joins two or more adjectives with a hyphen (-) to modify a single noun or pronoun. Don't use a hyphen if you can use the word <i>and</i> between the two adjectives.</p> <p>Examples: _____</p> <p>Don't use redundant adjectives. Redundant means something that is unnecessary or repetitive.</p> <p>Examples: _____</p>
SUMMARY/REFLECTION	

Links and Resources	Mechanics Notes
<p>Listen to the Consonant Doubling Doodle song at http://bit.ly/2bP2tHm.</p> <p>Exceptions: acquitted, busing, cancellation, crystallize, equipped, excellence, excellent, gases, questionnaire, transferable, transference</p> <p>More practice? Check out these spelling worksheets (with answers) at http://bit.ly/2qZZ0xp.</p>	<p>Consonant Doubling Doodle (to the tune of "Yankee Doodle")</p> <p>Double the last consonant when adding on an ending <i>Yankee Doodle went to town 'a riding on a pony</i> if these three do all agree (on this you'll be depending): <i>Stuck a feather in his cap and called it macaroni.</i></p> <p>Is the accent at the end? <i>Yankee Doodle keep it up!</i></p> <p>With a vowel then consonant? <i>Yankee Doodle da-an-dy</i></p> <p>Does the ending you must add begin with a vowel? <i>Mind the music and the step and with the girls be handy.</i></p> <p>Examples: commit-com/mít-committed</p>
Links and Resources	Parts of Speech Notes
<p>Check out the Parts of Speech Song to practice the definition of an adjective at http://bit.ly/29aK4EV.</p> <p>Note that the song teaches adjectives in the proper written order.</p> <p>Create a Dead Word Cemetery, complete with tombstones of useless adjectives. Once posted, students are forbidden to use these words in their writing and speaking: nice, very, great, special, totally, real, glad, happy, sad, good, bad, pretty, ugly</p> <p>More practice? Check out this worksheet (with answers) at http://bit.ly/2sAASDA.</p>	<p>An adjective modifies a noun with Which one? How many? or What kind? When using more than one adjective to modify the same noun in a sentence, follow this order of adjectival functions: Which One-How Many-What Kind.</p> <p>Examples</p> <p>Which One: blue</p> <p>How Many: few</p> <p>What Kind: great</p> <p>Place adjectives before nouns, even when they are compound adjectives. A compound adjective joins two or more adjectives with a hyphen (-) to modify a single noun or pronoun. Don't use a hyphen if you can use the word <i>and</i> between the two adjectives.</p> <p>Examples: good-looking shirt, part-time job</p> <p>Don't use redundant adjectives. Redundant means something that is unnecessary or repetitive.</p> <p>Examples: free gift, unexpected surprise, fast jet</p>
SUMMARY/REFLECTION	

Practice	
1. Re-write this sentence correctly: The students rejected the new cafeteria	
menu and stoped buying the school lunches.	
2. Re-write this sentence correctly: Mr. Jones permitted 30 minutes for	
the test, but accidentally allowed us 40 minutes to finish.	
3. Re-write this sentence correctly: It was at night late when I lay my head down	
on the soft two pillows.	
4. Re-write this sentence correctly: I don't want to leave until I get	
my prize well-deserved, but we have to leave in five short minutes.	
5. Identify the adjectives in this sentence: It's a crazy idea, but it's the only real approach that just	
might work.	
Adjectives:	
6. Identify the adjectives in this sentence: After ten weeks we were frustrated that we hadn't	
improved, but now we see that it takes more time than we thought to get better.	
Adjectives:	
Sentence Dictations	
Mechanics–	
Grammar and Usage–	

Practice Answers

1. Re-write this sentence correctly: The students rejected the new cafeteria

menu and stoped buying the school lunches. **The students rejected the new cafeteria menu and stopped buying the school lunches.**

2. Re-write this sentence correctly: Mr. Jones permitted 30 minutes for

the test, but accidentally allowed us 40 minutes to finish. **Mr. Jones permitted 30 minutes for the test, but accidentally allowed us 40 minutes to finish.**

3. Re-write this sentence correctly: It was at night late when I lay my head down

on the soft two pillows. **It was late at night when I lay my head down on the two soft pillows.**

4. Re-write this sentence correctly: I don't want to go until I get

my prize well-deserved, but we have to leave in five short minutes. **I don't want to go until I get my well-deserved prize, but we have to leave in five short minutes.**

5. Identify the adjectives in this sentence: It's a crazy idea, but it's the only real approach that just might work.

Adjectives: crazy, only, real

6. Identify the adjectives in this sentence: After ten weeks we were frustrated that we hadn't improved, but now we see that it takes more time than we thought to get better.

Adjectives: ten, more

Sentence Dictations

Mechanics– Write this sentence correctly:

We submitted our proposal for a beginning orchestra class.

Grammar and Usage– Write this sentence and underline the adjectives.

My first time eating well-cooked, grilled vegetables was at the fall carnival.

adjectives

Adjectives tell which one, what kind, and how many. They modify nouns.



Katie is a **graceful** ballerina, but Nicole is **clumsy**. Even after **several** lessons, Nicole's **horrible** pirouettes ruined the **dance** recital.

<http://davidrickert.com>

Cartoon Response

From the sentences in the caption, list the different types of adjectives.

Which One?

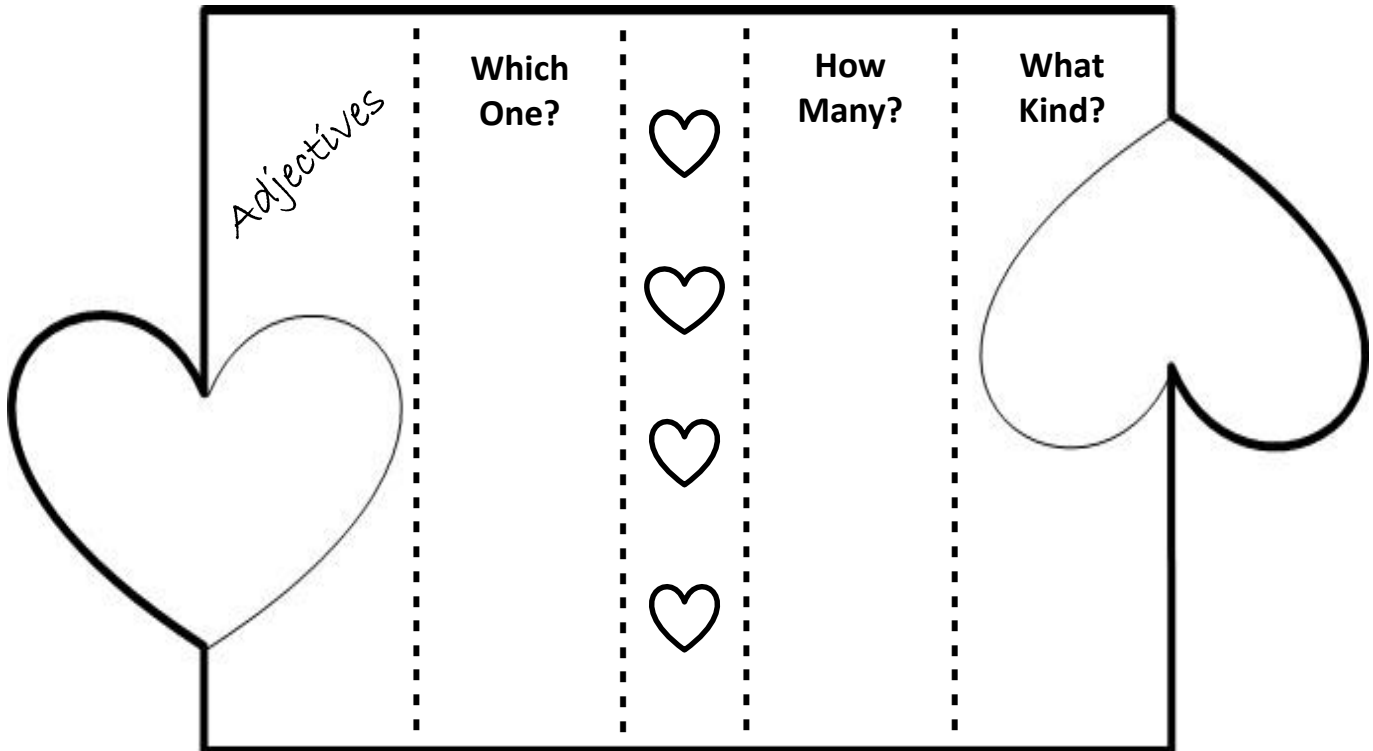
How Many?

What Kind?

Writing Application

Write a sentence or two, using all three types of adjectives.

Directions: 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. 3. Write sentences for each type of adjective on the back of the flaps.





Links and Response	Mechanics Notes
<p>Listen to the This Old “an” and “en” song at http://bit.ly/2bP2JWN.</p>	<p>This Old “an” or “en” (to the tune of "This Old Man")</p> <p>If you see, “e-a-r”, or there is a “u-r-e”, <i>This old man, he played one, he played nick-nack on my thumb</i> in the root, or if you hear hard /c/ or /g/, <i>With a nick-nack paddy-whack, give a dog a bone,</i> then spell “ant”, “ance”, or “ancy”.</p> <p>Examples: _____</p> <p><i>This old man came rolling home.</i></p> <p>If you see, “id” like “fid”, or there is an “e-r-e” <i>This old man, he played two, he played nick-nack on my shoe</i> in the root, or if you hear soft /c/ or /g/, <i>With a nick-nack paddy-whack, give a dog a bone,</i> then spell “ent”, “ence”, or “ency”. <i>This old man came rolling home.</i></p> <p>Examples: _____</p>
Links and Response	Parts of Speech Notes
<p>Check out the three types of verbs and practice the Parts of Speech Song at http://bit.ly/29aK4EV.</p> <p>State of being verbs link a noun to something else in the sentence. State of being verbs include the “to be” verbs: <i>is, am, are, was, were, be, being, been</i>, and others such as <i>become, seem, look, feel, smell</i>, and <i>appear</i>.</p>	<p>A verb can mentally or physically act or states what a subject is to be.</p> <p>Examples</p> <p>Mental: _____</p> <p>Physical: _____</p> <p>State of Being Verbs: _____</p> <p>When a “to be” verb or other verb links a noun to something else in the sentence to rename or describe it, it is called a <i>linking verb</i>.</p> <p>Linking Verbs: _____</p> <p>The “to be” verb, the “to have” verb (have, has, had), and the “to do” verb (do, does, did, done) can be placed before a main verb as a <i>helping verb</i> to show verb tense (past, present, future). The <i>conditional</i> helping verbs (could, should, would, can, shall, will, may, might, must) show possibility.</p> <p>Helping Verbs: _____</p>
SUMMARY/REFLECTION	

Links and Resources	Spelling Rule
<p>Listen to the This Old “an” and “en” song at http://bit.ly/2bP2JWN.</p> <p>Exceptions: assistance, different, perseverance, resistance, violence</p> <p>More practice? Check out these spelling worksheets (with answers) at http://bit.ly/2sLthRR and http://bit.ly/2sxlere.</p>	<p>This Old “an” or “en” (to the tune of "This Old Man")</p> <p>If you see, “e-a-r”, or there is a “u-r-e”, <i>This old man, he played one, he played nick-nack on my thumb</i> in the root, or if you hear hard /c/ or /g/, <i>With a nick-nack paddy-whack, give a dog a bone,</i> then spell “ant”, “ance”, or “ancy”.</p> <p>Examples: clearance, insurance, vacancy, elegant</p> <p><i>This old man came rolling home.</i></p> <p>If you see, “id” like “fid”, or there is an “e-r-e” <i>This old man, he played two, he played nick-nack on my shoe</i> in the root, or if you hear soft /c/ or /g/, <i>With a nick-nack paddy-whack, give a dog a bone,</i> then spell “ent”, “ence”, or “ency”. <i>This old man came rolling home.</i></p> <p>Examples: confidence, reverence, magnificent, emergency</p>
Links and Resources	Parts of Speech Notes
<p>Check out the three types of verbs and practice the Parts of Speech Song at http://bit.ly/29aK4EV.</p> <p>State of being verbs link a noun to something else in the sentence. State of being verbs include the “to be” verbs: <i>is, am, are, was, were, be, being, been</i>, and others such as <i>become, seem, look, feel, smell</i>, and <i>appear</i>.</p> <p>Reference the How to Eliminate “To Be” Verbs in Writing article at http://bit.ly/29dykVg. Print out the colorful poster.</p>	<p>A verb can mentally or physically act or states what a subject is to be.</p> <p>Examples</p> <p>Mental: thought, believe, will imagine</p> <p>Physical: run, jump, will swim</p> <p>State of Being Verbs: is, am, are, was, were, be, being, been</p> <p>When a “to be” verb or other verb links a noun to something else in the sentence to rename or describe it, it is called a <i>linking verb</i>.</p> <p>Linking Verbs: seem, look, feel, sound, taste</p> <p>The “to be” verb, the “to have” verb (have, has, had), and the “to do” verb (do, does, did, done) can be placed before a main verb as a <i>helping verb</i> to show verb tense (past, present, future). The <i>conditional</i> helping verbs (could, should, would, can, shall, will, may, might, must) show possibility.</p> <p>Helping Verbs: is running, had lived, did like, could help</p>
SUMMARY/REFLECTION	

Practice
1. Re-write this sentence correctly: The young girl's appearance
was different than that of her friends.
2. Re-write this sentence correctly: It may be significant to note that
the detergent he used included bleach.
3. <u>Underline</u> the mental verbs and [bracket] the physical verbs: I can't conceive
of a different way to communicate our company's vision.
4. <u>Underline</u> the "to be" verbs and [bracket] the physical verbs: Being twelve years old
means that you are in seventh grade and attend middle or junior high school.
5. Identify the linking verbs in the sentence: It sounds like he is willing to taste
her appetizers.
Linking Verbs:
6. Identify the helping verbs in the sentence: My friends did ask if they could
come to the party.
Helping Verbs:
Sentence Dictations
Mechanics—
Grammar and Usage—

Practice Answers

1. Re-write this sentence correctly: The young girl's appearance

was different than that of her friends. **The young girl's appearance was different than that of her friends.**

2. Re-write this sentence correctly: It may be significant to note that

the detergent he used included bleach. **It may be significant to note that the detergent he used included bleach.**

3. Underline the mental verbs and [bracket] the physical verbs: I can't conceive

of a different way to communicate our company's vision. **I can't conceive of a different way [to communicate] our company's vision.**

4. Underline the "to be" verbs and [bracket] the physical verbs: Being twelve years old

means that you are in seventh grade and attend middle or junior high school. **Being twelve years old means that you are in seventh grade and [attend] middle or junior high school.**

5. Identify the linking verbs in the sentence: It sounds like he is willing to taste

her appetizers.

Linking Verbs: **sounds, taste**

6. Identify the helping verbs in the sentence: My friends did ask if they could

come to the party.

Helping Verbs: **did ask, could come**

Sentence Dictations

Mechanics– Write this sentence correctly:

Their urgent requests for a meeting in the elegant palace were denied, but no one had the decency to inform them.

Grammar and Usage– Underline the verbs after you write these sentences correctly: I was surprised

that you would rather have attended alone.

I was surprised that you would rather have attended alone.

verbs

Verbs show action or a state of being. They can be either **action** or **linking**.



Deb **enjoys** running and **exercises** every day. She **is** very fit. However, today she **might have run** too long.

<http://davidrickert.com>

Cartoon Response

From the sentences in the caption, list the different types of verbs.

Mental Action:

Physical Action:

State of Being:

Writing Application

Write a sentence or two, using all three types of verbs.

Directions: 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. 3. Write sentences for each type of verb on the back of the flaps.

Mental Action

Physical Action

State of Being

verbs

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



Links and Response	Mechanics Notes
<p>Listen to the John “able” or “ible” Schmidt song at http://bit.ly/2bZEuHG.</p>	<p style="text-align: center;">John “able” or “ible” Schmidt (to the tune of "John Jacob Jingleheimer Schmidt")</p> <p>Base words add “able” to the end, as do word parts, <i>John Jacob Jingleheimer Schmidt: that’s my name, too.</i> that end in silent <u>e</u> or with hard /c/or /g/, <i>Whenever we go out, the people always shout,</i></p> <p>Examples: _____</p> <p>but for all others add “i-b-l-e”. <i>Saying, “John Jacob Jingleheimer Schmidt.”</i></p> <p>Examples: _____</p>
Links and Response	Parts of Speech Notes
<p>Check out the four questions adverbs ask of adjectives, adverbs, or verbs in the Parts of Speech Song at http://bit.ly/29aK4EV.</p>	<p>An adverb modifies an adjective, adverb, or verb with What degree? How? Where? or When? Many adverbs end in “_ly.”</p> <p>Examples</p> <p>What Degree: _____</p> <p>How: _____</p> <p>Where: _____</p> <p>When: _____</p> <p>Modifying an Adjective: _____</p> <p>Modifying an Adverb: _____</p> <p>Modifying a Verb: _____</p> <p>Adverbs can be part of a phrase (a group of related words). Avoid stringing together adverbial phrases.</p> <p>Examples: _____</p> <p>_____</p>
SUMMARY/REFLECTION	

Links and Resources	Mechanics Notes
<p>Listen to the John “able” or “ible” Schmidt song at http://bit.ly/2bZEuHG.</p> <p>Exceptions: collapsible, contemptible, flexible, formidable, indomitable, inevitable, irresistible, memorable, portable, probable</p> <p>More practice? Check out these spelling worksheets (with answers) at http://bit.ly/2qVbBqA and http://bit.ly/2rNxoQi.</p>	<p style="text-align: center;">John “able” or “ible” Schmidt (to the tune of "John Jacob Jingleheimer Schmidt")</p> <p>Base words add “able” to the end, as do word parts, <i>John Jacob Jingleheimer Schmidt: that’s my name, too.</i> that end in silent <u>e</u> or with hard /c/ or /g/, <i>Whenever we go out, the people always shout,</i></p> <p>Examples: teachable, likeable, despicable, navigable</p> <p>but for all others add “i-b-l-e”. <i>Saying, “John Jacob Jingleheimer Schmidt.”</i></p> <p>Examples: visible, permissible, reducible, eligible</p>
Links and Resources	Parts of Speech Notes
<p>Check out the four questions adverbs ask of adjectives, adverbs, or verbs in the Parts of Speech Song at http://bit.ly/29aK4EV.</p> <p>Note that the song teaches adverbs in the proper written order.</p> <p>Use specific, vivid verbs rather than weak verbs supported with adverbs.</p> <p>Avoid these overused adverbs: definitely, extremely, really, seriously, truly, and very.</p> <p>More practice? Check out this worksheet (with answers) at http://bit.ly/2rxHyDW.</p>	<p>An adverb modifies an adjective, adverb, or verb with What degree? How? Where? or When? Many adverbs end in “_ly.”</p> <p>Examples</p> <p>What Degree: more</p> <p>How: slowly</p> <p>Where: there</p> <p>When: later</p> <p>Modifying an Adjective: He acts <u>too</u> emotional.</p> <p>Modifying an Adverb: She walks <u>unusually</u> slowly.</p> <p>Modifying a Verb: I walked <u>here</u> and <u>there</u>.</p> <p>Adverbs can be part of a phrase (a group of related words). Avoid stringing together adverbial phrases.</p> <p>Example: He walked like a turtle, slow as molasses.</p>
SUMMARY/REFLECTION	

Practice
1. Re-write this sentence correctly: Even though the television volume
was barely audible, the woman talked unbelievably loud.
2. Re-write this sentence correctly: The highway sign read,
“Chains advisable” even though there was only a negligible amount of snow.
3. Identify the adverbs which answer <i>What Degree</i> . Tom ultimately agreed
with his wife that less is usually better.
<i>What Degree</i> Adverbs:
4. Identify the adverbs which answer <i>How</i> . She acted secretly when
she suspiciously dropped the letter on his desk.
<i>How</i> Adverbs:
5. Identify the adverbs and adverb phrases which answer <i>Where</i> . Somewhere in the
woods, the children walked around looking for wild mushrooms.
<i>Where</i> Adverbs:
6. Identify the adverbs and adverb phrases which answer <i>When</i> . I can often tell
when she wants to leave though she seldom will say so.
<i>When</i> Adverbs:
Sentence Dictations
Mechanics–
Grammar and Usage–

Practice Answers
1. Re-write this sentence correctly: Even though the television volume
was barely audible, the woman talked unbelievably loud. Even though the television volume
was barely audible, the woman talked unbelievably loud.
2. Re-write this sentence correctly: The highway sign read,
“Chains advisable” even though there was only a negligible amount of snow. The highway sign read,
“Chains advisable” even though there was only a negligible amount of snow.
3. Identify the adverbs which answer <i>What Degree</i> . Tom ultimately agreed
with his wife that less is usually better.
<i>What Degree</i> Adverbs: ultimately, less, usually
4. Identify the adverbs which answer <i>How</i> . She acted secretively when
she suspiciously dropped the letter on his desk.
<i>How</i> Adverbs: secretively, suspiciously
5. Identify the adverbs and adverb phrases which answer <i>Where</i> . Somewhere in the
woods, the children walked around looking for wild mushrooms.
<i>Where</i> Adverbs: Somewhere in the woods, around
6. Identify the adverbs and adverb phrases which answer <i>When</i> . I can often tell
when she wants to leave though she seldom will say so.
<i>When</i> Adverbs: often, when, seldom
Sentence Dictations
Mechanics– Write this sentence correctly:
She needed a visible and tangible symbol of his love, and the two-carat
diamond ring certainly met her expectations.
Grammar and Usage– Underline the adverbs after you write this sentence correctly: I truly love
running extremely fast and far to where the road ends.
I <u>truly</u> love running <u>fast</u> and <u>far</u> to <u>where the road ends</u>.

adverbs



Sam and Nicole **very carefully** climbed the tree. Nicole **nervously** sat on a branch and hoped they wouldn't fall **soon**.

<http://davidrickert.com>

Cartoon Response

Identify the adverbs found in the caption.

What Degree?

How?

Where?

When?

Writing Application

Write a sentence or two, using all four types of adverbs.

Directions: 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. 3. Write sentences for each type of prepositional phrase on the back of the flaps.

What Degree?

Adverbs

How?

An adverb modifies an adjective, adverb, or verb with What Degree? How? Where? or When?

Where?

When?

Links and Response	Mechanics Notes
<p>Listen to the Ending “ion” Twinkle song at http://bit.ly/2c1tAjd.</p>	<p style="text-align: center;">Ending “ion” Twinkle (to the tune of "Twinkle Twinkle Little Star")</p> <p>1. If the /shun/ sound you do hear and it follows <u>l</u> or <u>s</u>, Twinkle, twinkle little star, How I wonder what you are. or if you hear a /zyun/ –for both spell “s-i-o-n”. Up above the world so high, Like a diamond in the sky. Both these rules will serve you well, learning all the ways to spell. Twinkle, twinkle little star, How I wonder what you are.</p> <p>Examples: _____</p> <p>2. When a person you describe, you should spell “c-i-a-n”. Twinkle, twinkle little star, How I wonder what you are. In most every other case, simply spell “t-i-o-n”. Up above the world so high, Like a diamond in the sky. Both these rules will serve you well, learning all the ways to spell. Twinkle, twinkle little star, How I wonder what you are.</p> <p>Examples: _____</p>
Links and Response	Parts of Speech Notes
<p>Check out the three types of conjunctions in the Parts of Speech Song at http://bit.ly/29aK4EV.</p>	<p>A conjunction joins words, phrases, or clauses to coordinate, correlate, or subordinate.</p> <p>The common coordinate conjunctions are F.A.N.B.O.Y.S.</p> <p>_____</p> <p>Correlative conjunctions are paired conjunctions.</p> <p>_____</p> <p>Subordinating conjunctions begin adverbial clauses. The BUD IS WISE, BUT HOT AAA WWW memory trick will help you memorize the subordinating conjunctions. A clause has a noun and a connected verb.</p> <p>_____ <u>b</u>efore, <u>u</u>nless, <u>d</u>espite (in spite of) _____ <u>i</u>n order that, <u>s</u>o _____, <u>w</u>hile, <u>i</u>f, <u>s</u>ince, <u>e</u>ven though (if) _____ <u>b</u>ecause, <u>u</u>ntil, <u>t</u>hat _____ <u>h</u>ow, <u>o</u>nce, <u>t</u>han _____ <u>a</u>fter, <u>a</u>lthough (though), <u>a</u>s (as if, as long as, as though) _____ <u>w</u>hether, <u>w</u>hen (whenever), <u>w</u>here (wherever)</p>
SUMMARY/REFLECTION	

Links and Resources	Mechanics Notes
<p>Listen to the Ending “ion” Twinkle song at http://bit.ly/2c1tAjd.</p> <p>Exceptions: The "mit" root changes to "mis" and adds on "sion" instead of "tion." Examples: commit-commission, permit-permission</p> <p>More practice? Check out these spelling worksheets (with answers) at http://bit.ly/2sbfxmR.</p>	<p>Ending “ion” Twinkle (to the tune of "Twinkle Twinkle Little Star")</p> <p>1. If the /shun/ sound you do hear and it follows <u>l</u> or <u>s</u>, Twinkle, twinkle little star, How I wonder what you are. or if you hear a /zyun/ –for both spell “s-i-o-n”. Up above the world so high, Like a diamond in the sky. Both these rules will serve you well, learning all the ways to spell. Twinkle, twinkle little star, How I wonder what you are.</p> <p>Examples: expulsion, passion, illusion</p> <p>2. When a person you describe, you should spell “c-i-a-n”. Twinkle, twinkle little star, How I wonder what you are. In most every other case, simply spell “t-i-o-n”. Up above the world so high, Like a diamond in the sky. Both these rules will serve you well, learning all the ways to spell. Twinkle, twinkle little star, How I wonder what you are.</p> <p>Examples: musician, condition</p>
Links and Resources	Parts of Speech Notes
<p>Check out the conjunctions in the Parts of Speech Song at http://bit.ly/29aK4EV.</p> <p>Subordinating conjunctions begin a dependent clause (a noun and connected verb that <i>does not</i> express a complete thought). Example: If I write, A dependent clause connects to an independent clause (a noun and connected verb that <i>does</i> express a complete thought). Example: it will be my first letter.</p> <p>More practice? Check out this worksheet (with answers) at http://bit.ly/2rRBWoO.</p>	<p>A conjunction joins words, phrases, or clauses to coordinate, correlate, or subordinate.</p> <p>The common coordinate conjunctions are F.A.N.B.O.Y.S.</p> <p>F = for; A = and; N = nor; B = but; O = or; Y = yet; S = so</p> <p>Correlative conjunctions are paired conjunctions.</p> <p>either–or, whether–or, both... and–but...also</p> <p>Subordinating conjunctions begin adverbial clauses. The BUD IS WISE, BUT HOT AAA WWW memory trick will help you memorize the subordinating conjunctions. A clause has a noun and a connected verb.</p> <p>BUD <u>b</u>efore, <u>u</u>nless, <u>d</u>espite (in spite of) IS <u>i</u>n order that, <u>s</u>o WISE, <u>w</u>hile, <u>i</u>f, <u>s</u>ince, <u>e</u>ven though (if) BUT <u>b</u>ecause, <u>u</u>ntil, <u>t</u>hat HOT <u>h</u>ow, <u>o</u>nce, <u>t</u>han AAA <u>a</u>fter, <u>a</u>lthough (though), <u>a</u>s (as if, as long as, as though) WWW <u>w</u>hether, <u>w</u>hen (whenever), <u>w</u>here (wherever)</p>
SUMMARY/REFLECTION	

Practice
1. Re-write this sentence correctly: The mathematisation earned a commission on every
sale of his long division product.
2. Re-write this sentence correctly: Some compulsion drove her to respond in silence
to his frequent aggression.
3. Identify the coordinating conjunctions: We ate breakfast and lunch together, not lunch, so we all
planned on gathering for dinner.
Coordinating Conjunctions:
4. Identify the correlative conjunctions: Both Mr. Lewis and Ms. Kinney's classes donated to the
canned food drive.
Correlative Conjunctions:
5. Identify the subordinating conjunctions: As long as you practice daily, you will continue to improve
despite what you may think.
Subordinating Conjunction:
6. Identify the subordinating conjunctions: So we could get along, we tried to keep quiet while they talked
in spite of their attempts to engage us in their conversation.
Conjunctions:
Sentence Dictations
Mechanics–
Grammar and Usage–

Practice Answers

1. Re-write this sentence correctly:

The mathematician earned a commission on every sale of his long division product.

2. Re-write this sentence correctly:

Some compulsion drove her to respond in silence to his frequent aggression.

3. Identify the coordinating conjunctions:

Coordinating Conjunctions: **and, so**

4. Identify the correlative conjunctions:

Correlative Conjunctions: **Both... and**

5. Identify the subordinating conjunctions:

Subordinating Conjunction: **as long as, despite**

6. Identify the subordinating conjunctions:

Conjunctions: **So, while, in spite**

Sentence Dictations

Mechanics– Write this sentence correctly:

The technician made a small incision in her left arm and implanted the computer chip.

Grammar and Usage– Underline the conjunctions after you write this sentence correctly: They like the

rain though they enjoy the snow, but they would rather it be sunny or hot. **They like the rain and they enjoy the snow, but they would rather it be sunny or hot.**

Conjunctions

Conjunctions connect words, sentences, phrases, or clauses together.



Wayne **and** Valerie opened a lemonade stand, **but** it was too cold **so** they didn't make any money.

<http://davidrickert.com>

Cartoon Response

Identify the conjunctions in the caption.

Writing Application

Write a sentence or two, using all three types of conjunctions.

Directions: 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted line, and glue or tape the tab. 3. Write sentences for each type of conjunction on the back of the flaps.

Conjunctions

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

coordinate

correlate

subordinate

Links and Response	Mechanics Notes
<p>Listen to the Plurals Had a Little Lamb song at http://bit.ly/2caBN9u.</p>	<p>Plurals Had a Little Lamb (to the tune of "Mary Had a Little Lamb")</p> <p>1. If there is a vowel before the letters <u>o</u> or <u>y</u>, <i>Mary had a little lamb, little lamb, little lamb.</i> "Add an <u>s</u> onto the end and to most nouns," said I. <i>Mary had a little lamb. Its fleece was white as snow.</i></p> <p>2. If there is a consonant before the <u>o</u> or <u>y</u>, <i>And everywhere that Mary went, Mary went, Mary went.</i> "Add "e-s" onto the end, but change the <u>y</u> to <u>i</u>." <i>Everywhere that Mary went the lamb was sure to go.</i></p> <p>Examples: _____</p> <p>3. "Add "e-s" onto an <u>x</u>, to /ch/, /sh/, /s/, or <u>z</u>. <i>It followed her to school one day, school one day, school one day.</i> Also add onto an <u>f</u>, but change the <u>f</u> to <u>v</u>." <i>It followed her to school one day, which was against the rules.</i></p> <p>Examples: _____</p>

Links and Response	Parts of Speech Notes
<p>Check out the definition of a prepositional phrase in the Parts of Speech Song at http://bit.ly/29aK4EV.</p>	<p>A preposition shows some relationship, location, time, or position between the preposition and its object. The preposition is always part of a phrase and comes before its object. The preposition asks "What?" or "Whom?" and the object provides the answer.</p> <p>Examples</p> <p>Relationship: _____</p> <p>Location: _____</p> <p>Time: _____</p> <p>Position: _____</p> <p>Following are the 60 most common prepositions:</p> <p>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, since, than, through, throughout, to, toward, under, underneath, unlike, until, up, upon, with, within, without</p>

SUMMARY/REFLECTION

Links and Resources	Mechanics Notes
<p>Listen to the Plurals Had a Little Lamb song at http://bit.ly/2caBN9u.</p> <p>More practice? Check out these spelling worksheets (with answers) at http://bit.ly/2saVqFj.</p>	<p>Plurals Had a Little Lamb (to the tune of "Mary Had a Little Lamb")</p> <p>1. If there is a vowel before the letters <u>o</u> or <u>y</u>, <i>Mary had a little lamb, little lamb, little lamb.</i> "Add an <u>s</u> onto the end and to most nouns," said I. <i>Mary had a little lamb. Its fleece was white as snow.</i></p> <p>2. If there is a consonant before the <u>o</u> or <u>y</u>, <i>And everywhere that Mary went, Mary went, Mary went.</i> "Add "e-s" onto the end, but change the <u>y</u> to <u>i</u>." <i>Everywhere that Mary went the lamb was sure to go.</i></p> <p>Examples: stereos, days, potatoes, bunnies</p> <p>3. "Add "e-s" onto an <u>x</u>, to /ch/, /sh/, /s/, or <u>z</u>. <i>It followed her to school one day, school one day, school one day.</i> Also add onto an <u>f</u>, but change the <u>f</u> to <u>v</u>." <i>It followed her to school one day, which was against the rules.</i></p> <p>Examples: boxes, inches, lashes, gases, prizes, knives</p>
Links and Resources	Parts of Speech Notes
<p>Check out the definition of a prepositional phrase in the Parts of Speech Song at http://bit.ly/29aK4EV.</p> <p>The subject of a sentence is never part of a prepositional phrase.</p> <p>Avoid these unnecessary prepositions: In connection with, In (With) regard to, In relation to, With respect to, In the case of, With reference to _____.</p> <p>More practice? Check out this worksheet (with answers) at http://bit.ly/2r32sam.</p>	<p>A preposition shows some relationship, location, time, or position between the preposition and its object. The preposition is always part of a phrase and comes before its object. The preposition asks "What?" or "Whom?" and the object provides the answer.</p> <p>Examples</p> <p>Relationship: <u>with</u> the children</p> <p>Location: <u>on</u> the wall</p> <p>Time: <u>at</u> noon</p> <p>Position: <u>through</u> the window</p> <p>Following are the 60 most common prepositions:</p> <p>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, since, than, through, throughout, to, toward, under, underneath, unlike, until, up, upon, with, within, without</p>
SUMMARY/REFLECTION	

Practice
1. Re-write this sentence correctly: The house painters uses the
same paintbrushs for each room to get perfect matches.
2. Re-write these sentences correctly: Their work portfolioes went to the
wrong addresses. Fortunately, the security videos located them.
3. Identify the location prepositions: Beyond the river and over the mountains, we traveled
throughout the countryside.
Location Prepositions:
4. Identify the position prepositions: Above the clouds the birds flew in their v-formation
past hills and valleys.
Position Prepositions:
5. Identify the time prepositions: Since the last game we always cheered during
the National Anthem.
Time Prepositions:
6. Identify the prepositions in these sentences: Everyone stays until the final out. During the
earlier part of the season this was not the case.
Prepositions:
Sentence Dictations
Mechanics–
Grammar and Usage–

Practice Answers
1. Re-write this sentence correctly: The house painters uses the
same paintbrushes for each room to get perfect matches. The house painters uses the
same paintbrushes for each room to get perfect matches.
2. Re-write these sentences correctly: Their work portfolioes went to the
wrong addresses. Fortunately, the security videos located them. Their portfolios went to the
wrong addresses. Fortunately, the security videos located them.
3. Identify the location prepositions: Beyond the river and over the mountains, we traveled
throughout the countryside.
Location Prepositions: Beyond, over, throughout
4. Identify the position prepositions: Above the clouds the birds flew in their v-formation
past hills and valleys.
Position Prepositions: above, in, past
5. Identify the time prepositions: Since the last game we always cheered during
the National Anthem.
Time Prepositions: since, during
6. Identify the prepositions in these sentences: Everyone stays until the final out. During the
earlier part of the season this was not the case.
Prepositions: until, During
Sentence Dictations
Mechanics– Write these sentences correctly:
The Hawaiian Islands are a series of dormant and active volcanoes. The
island chain stretches over 1500 miles in the Pacific.
Grammar and Usage– Underline the prepositions after you write this sentence correctly: With reference
to social media, Twitter is helpful in the case of an emergency of this kind. <u>With</u> reference
<u>to</u> social media, Twitter is helpful <u>in</u> emergencies <u>of</u> this kind.

PREPOSITIONS



In the afternoon Norman skied down the mountain through the trees and over the cliff.

<http://davidrickert.com>

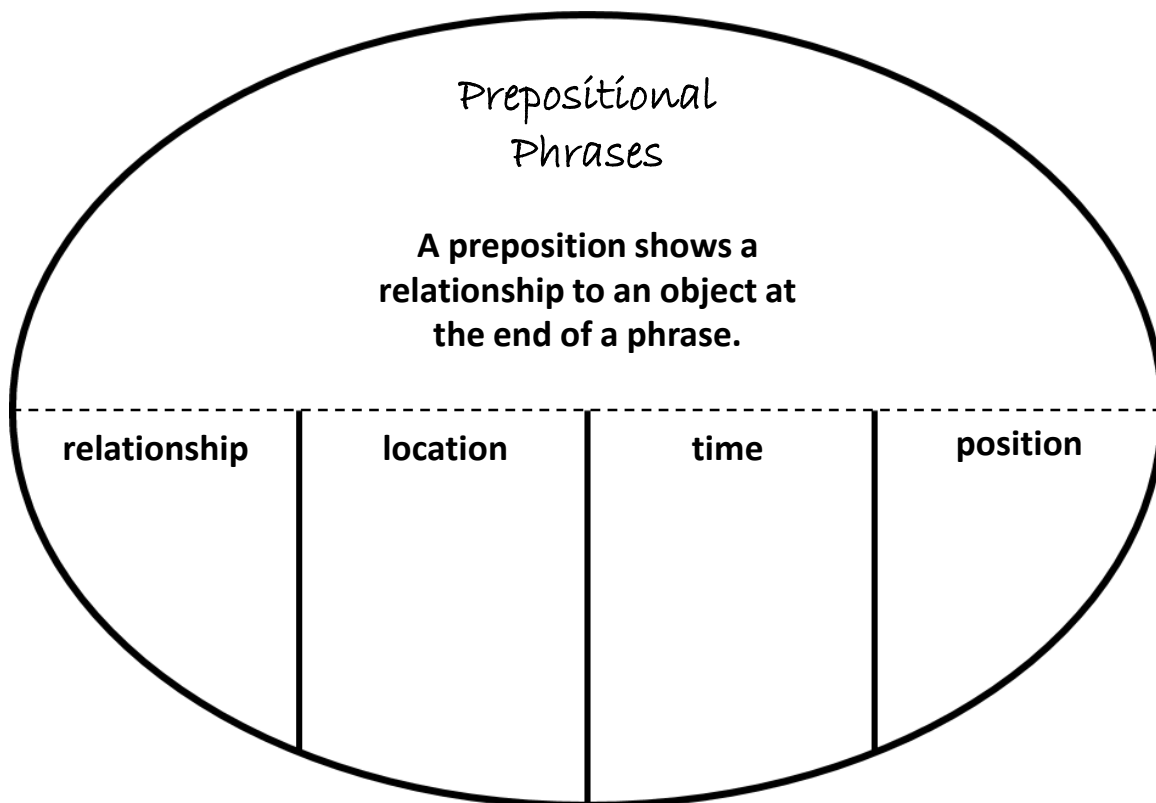
Cartoon Response

Identify the prepositions in the caption.

Writing Application

Write a sentence or two, using all three types of prepositions.

Directions: 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. 3. Write sentences for each type of prepositional phrase on the back of the flaps.



Spelling Rules and Parts of Speech Review Unit

Spelling Rules: Highlight the examples after completing the INB lesson.

1. The i before e Rule

Usually spell i before e (believe), but spell e before i after a c (receive) and when the letters are pronounced as a long /a/ sound (neighbor).

2. The Final y Rule

Keep the y when adding an ending suffix if the word ends in a vowel, then a y (delay-delayed), or if the suffix begins with an i (copy-copying). Change the y to i when adding a suffix if the word ends in a consonant, then a y (pretty-prettiest).

3. The Silent e Rule

Drop the e (have-having) when adding an ending suffix if the suffix begins with a vowel. Keep the e (close-closely) when the suffix begins with a consonant. Also keep the e when the root has a soft /c/ or /g/ sound, then an "ous" or "able" (peaceable, gorgeous), or if it ends in "ye", "ee", or "oe" (eyeing, freedom, shoeing).

4. The Double the Consonant Rule

Double the last consonant, when adding on an ending suffix (permitted) if 1. the last syllable of the root has the accent (per / mĭt) 2. the root ends in a vowel, then a consonant (permit) 3. and the suffix you add begins with a vowel (ed).

5. The Ending "an" or "en" Rule

End a word with "ance", "ancy", or "ant" if the root before has a hard /c/ or /g/ sound (vacancy, arrogance) or if the root ends with "ear" or "ure" (clearance, insurance). End a word with "ence", "ency", or "ent" if the root before has a soft /c/ or /g/ sound (magnificent, emergency), after "id" (residence), or if the root ends with "ere" (reverence).

6. The "able" or "ible" Rule

End a word with "able" if the root before has a hard /c/ or /g/ sound (despicable, navigable), after a complete root word (teachable), or after a silent e (likeable). End a word with "ible" if the root has a soft /c/ or /g/ sound (reducible, legible), after an "ss" (admissible), or after an incomplete root word (audible).

7. The Ending "ion" Rule

Spell "sion" for the or the final /shun/ sound if after an i or s (expulsion, compassion) or the final /zyun/ sound (illusion). Spell "cian" for a person (musician) and "tion" (condition) in most all other cases.

8. The Plurals Rule

Spell plural nouns with an s (dogs), even those that end in y (days) or those that end in a vowel, then an o (stereos). Spell "es" after the sounds of /s/, /x/, /z/, /ch/, or /sh/ (boxes) or after a consonant, then an o (potatoes). Change the y to i and add "es" when the word ends in a consonant, then a y (ferries). Change the "fe" or "lf" ending to "ves" (knife-knives, shelf-shelves).

Parts of Speech Song: Highlight the key words after completing the INB lesson.

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

A **common noun** can have an article before an idea, person, place, or thing.

A **pronoun** is used to take a noun's place in the subject, possessive, or object case.

An **adjective** modifies a noun with Which One, How Many, or What Kind.

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

An **adverb** modifies an adjective, adverb, or verb with What Degree, How, Where, or When.

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

A **preposition** shows a relationship to an object at the end of a phrase.

An **interjection** is a sentence fragment used to show emotion.

Grammar Cartoon Response Answers

1. Proper Nouns: Katie, Deb Common Nouns: canoe, stream, peace, quiet
2. Common nouns are more general; they aren't capitalized; and they include ideas.
3. John: He, him Katie: She, she John and Katie: their
4. Which One? clumsy, dance How Many? several What Kind? graceful, horrible
5. Mental Action: enjoys Physical Action: exercises, might have run State of Being: is
6. What Degree? very How? carefully, nervously Where? on a branch When? soon
7. and, but, so
8. In, down, through, over
9. group, few
10. First Person—I Second Person—you Third Person—they
11. Chuck's brother
12. Chuck went to the doctor. The doctor gave it to him (or Chuck).
13. Before the noun—My Without a noun—mine
14. This one handsome prince lives in that tower.
15. Physical Action—set Mental Action—is
16. It was very cold, so the lake froze quickly there yesterday.
17. and, but, so
18. The "if" means that Chuck must make enough money before he can buy a bike.
19. When? After How? how
20. During the summer on vacation at Lake Titus near the Adirondack Park
21. The football player
22. The "dog" receives the action of the verb "walked."
23. It does not express a complete thought. It is a sentence fragment.
24. The cartoonist added a comma and a conjunction (, and).
25. Katie reads a book and Kiana listens. After the girls eat their lunch, Katie reads a book.
26. Declarative: I'm too full. Interrogative: Can you eat the rest? Imperative: Give it a try.
Exclamatory: It's way too much pizza!
27. All of Chuck's friends
28. A noun or pronoun does not follow the introductory noun clause.
29. Singing *Singing* is a verb.
30. making pancakes
31. "Himself" refers to the subject of the sentence, "Wayne."
32. The two science students
33. milk, bird
34. Wayne, Valerie, and (perhaps) the cat
35. This, That This is close to the speaker. That is away from the speaker.
36. "which I built" The clause does not change the meaning of the sentence.
37. "who played piano" Only Chuck is talented.
38. The "is" is the linking verb and "talented" is the predicate adjective describing the subject.
39. The past tense verb, "snowed," does not have a helping or linking verb.
40. Used as a verb—was designed Used as an adjective—Inspired by the possibilities
41. The participles show a continuous action, not an event just once in time.
42. Used as a verb—is playing Used as an adjective—Jumping off the sand
43. hungrier, more quickly
44. fastest, most athletic
45. The "our" and "that" should be switched. The "that" is within arm's reach and so should be "this."
46. "Late for the bus" seems to modify "his friend, Wayne."

Grammar Cartoon Response Answers

47. always, giving
48. likes to try
49. Past–broke Present–trim Future–will visit
50. Past–was hiking Present–are coming Future–will be expecting
51. Past–had researched Present–has chiseled Future–will have worked
52. to study
53. The bubble comment expresses something said, and the caption expresses a belief.
54. Both “Watch this next move, Kiana” and “look out for that tear in the carpet” are commands.
55. The first ends in a period; the second ends with a question mark.
56. if, could have
57. if, were, would
58. The subject, “mess,” receives the action of the verb, “was made.”
59. If his friend had warned him about the banana peel, Since Chuck had dropped that banana peel earlier,
60. Finally, however
61. less skillfully, incredibly well
62. The cartoonist added “will have” to the dropped verb, “been.”
63. yourself, of, on
64. be watching, be scared

Grammar and Mechanics Unit Tests

The biweekly Grammar and Mechanics Unit Test is designed to assess student mastery of the content, skills, or rules after teaching four mechanics and four grammar lessons. For example, if the teacher completes lessons 1 and 2 on Tuesday and Thursday for the first week and lessons 3 and 4 on Tuesday and Thursday for the second week, students will be prepared to take the unit test the following day (on Friday).

Administrative Options

The Grammar and Mechanics Unit Test has been designed to take only 15–20 minutes for most students to complete. More time teaching and less time testing! Teachers may elect to give the unit tests every four weeks by combining two of each test to assess mastery of eight lessons.

Some teachers choose to allow students to use their interactive notebooks on the test. If choosing this option, teachers may require students to provide their own examples for the sentence application section of the test.

Test Structure and Grading

Each Grammar and Mechanics Unit Test has eight matching questions: two from each mechanics and two from each grammar lesson. Students are required to define terms and identify examples. The sentence application section also has eight test problems: two from each mechanics and two from each grammar lesson. Students are required to apply their understanding of the mechanics and grammar content, skills, or rules in the writing context through original sentence applications or revisions. Test answers for each matching section are provided at the end of the unit tests.

Test Review Options

Pretest

Teachers may review key grammar and mechanics content, skills, and rules the day before the unit test. Students should review their Cornell notes and 3D graphic organizers.

Posttest

Teachers may choose to review the matching section answers of the test and/or re-teach any deficiencies. Or teachers may elect to rely upon the individualized assessment-based instruction of the Grammar and Mechanics Worksheets to fill in any gaps.

As the writers of the Common Core State Standards note regarding the Language Strand Standards, much of the acquisition of the grammar and mechanics Standards is recursive in nature and requires cyclical instruction as is provided throughout the *Teaching Grammar and Mechanics Interactive Notebook*

Grammar and Mechanics Unit Tests: Lessons 1–4

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

- | | |
|---------------------------------------|---|
| ____ 1. <u>i</u> before <u>e</u> Rule | A. Change to <u>i</u> if root ends in consonant then <u>y</u> . |
| ____ 2. Proper nouns | B. Keep with a soft /c/ or /g/ then “able” or “ible.” |
| ____ 3. Final <u>y</u> Rule | C. Idea, person, place or thing. |
| ____ 4. Common nouns | D. Subjective, possessive, or object case. |
| ____ 5. Silent final <u>e</u> Rule | E. “ei” after <u>c</u> or sounding like long /a/ |
| ____ 6. Pronouns | AB. Yes, if all three agree. No, if they don’t. |
| ____ 7. Consonant Doubling Rule | AC. Capitalized to name a person, place, or thing. |
| ____ 8. Adjectives | AD. Which one? How many? What kind? |

Directions: Please respond in complete sentences.

9. Write a sentence including two of your own “ei” spellings. _____

10. Write a sentence including two types of proper nouns. _____

11. Write a sentence, using two words with suffixes which change and keep the final y. _____

12. Write a sentence including two types of common nouns. _____

13. Write a sentence, using two words with suffixes which drop and keep the final e. _____

14. Write a sentence including two types of pronouns. _____

15. Write a sentence, using two words with suffixes which double and don’t double the final consonant. _____

16. Write a sentence including two types of adjectives. _____

Grammar and Mechanics Unit Tests: Lessons 5–8

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

- | | |
|-------------------------------|--|
| ____ 1. “an_” or “en_” Rule | A. Show a relationship to an object. |
| ____ 2. Verbs | B. What degree? How? Where? When? |
| ____ 3. “able” or “ible” Rule | C. “cian” for a person. |
| ____ 4. Adverbs | D. Change <u>f</u> to “ves”. |
| ____ 5. /ion/ Rule | E. Mental or physical action or state of being. |
| ____ 6. Conjunctions | AB. Coordinate, correlate, subordinate. |
| ____ 7. Plurals Rule | AC. One spelling if root ends in “ear” or “ure” and the other if root ends in “id” or “ere.” |
| ____ 8. Prepositions | AD. Depends upon whether root is complete or incomplete. |

Directions: Please respond in complete sentences.

9. Write a sentence, using two words with “an_” and “en_” suffixes. _____

10. Write a sentence including two types of verbs. _____

11. Write a sentence, using two words with “able” and “ible” suffixes. _____

12. Write a sentence including two types of adverbs. _____

13. Write a sentence, using three words with “sion,” “cian,” and “tion” suffixes. _____

14. Write a sentence including two types of conjunctions. _____

15. Write a sentence, using plural spellings for two nouns ending in o and y. _____

16. Write a sentence with a prepositional phrase at the beginning. _____

Grammar and Mechanics Unit Tests Answers

Lessons 1–4

1. E
2. AC
3. A
4. C
5. B
6. D
7. AB
8. AD

Lessons 17–20

1. AB
2. AC
3. D
4. AD
5. B
6. E
7. C
8. A

Lessons 33–36

1. C
2. E
3. D
4. AD
5. AC
6. AB
7. A
8. AC

Lessons 49–52

1. B
2. AC
3. C
4. AD
5. AB
6. E
7. A
8. D

Lessons 5–8

1. AC
2. E
3. AD
4. B
5. C
6. AB
7. D
8. A

Lessons 21–24

1. AD
2. D
3. C
4. E
5. A
6. AC
7. B
8. AB

Lessons 37–40

1. AC
2. E
3. AB
4. C
5. A
6. D
7. B
8. AD

Lessons 53–56

1. AC
2. D
3. A
4. AD
5. C
6. E
7. B
8. AB

Lessons 9–12

1. B
2. A
3. E
4. C
5. D
6. AC
7. AB
8. AD

Lessons 25–28

1. B
2. E
3. AD
4. C
5. AC
6. A
7. AB
8. D

Lessons 41–44

1. AD
2. B
3. AC
4. D
5. C
6. A
7. AB
8. E

Lessons 57–60

1. AD
2. A
3. C
4. AB
5. D
6. E
7. AC
8. B

Lessons 13–16

1. AB
2. A
3. E
4. D
5. B
6. AC
7. AD
8. C

Lessons 29–32

1. E
2. AC
3. C
4. AB
5. D
6. AD
7. B
8. A

Lessons 45–48

1. C
2. E
3. AC
4. D
5. AB
6. B
7. AD
8. A

Lessons 61–64

1. C
2. B
3. AB
4. E
5. AC
6. D
7. A
8. AD

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

Review Standards: Conventions of Standard English:

CCSS.ELA-LITERACY.L.3.1.A	1–5, 9, 10, 14–16
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	9, 15
Form and use regular and irregular plural nouns.	
CCSS.ELA-LITERACY.L.3.1.C	2
Use abstract nouns (e.g., <i>childhood</i>).	
CCSS.ELA-LITERACY.L.3.1.D	15, 39
Form and use regular and irregular verbs.	
CCSS.ELA-LITERACY.L.3.1.E	15
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	15, 33
Ensure subject-verb and pronoun-antecedent agreement.*	
CCSS.ELA-LITERACY.L.3.1.G	16, 43, 44
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	7, 17, 19
Use coordinating and subordinating conjunctions.	
CCSS.ELA-LITERACY.L.3.1.I	25
Produce simple, compound, and complex sentences.	
CCSS.ELA-LITERACY.L.3.2.A	50–55
Capitalize appropriate words in titles.	
CCSS.ELA-LITERACY.L.3.2.B	21
Use commas in addresses.	
CCSS.ELA-LITERACY.L.3.2.C	38, 39
Use commas and quotation marks in dialogue.	
CCSS.ELA-LITERACY.L.3.2.D	13
Form and use possessives.	
CCSS.ELA-LITERACY.L.3.2.E	1–8
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>).	
CCSS.ELA-LITERACY.L.3.2.F	1–8
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.	

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	36, 37
Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	
CCSS.ELA-LITERACY.L.4.1.B	50
Form and use the progressive (<i>I was walking; I am walking; I will be walking</i>) verb tenses.	
CCSS.ELA-LITERACY.L.4.1.C	56, 57
Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	
CCSS.ELA-LITERACY.L.4.1.D	14, 33, 34
Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	
CCSS.ELA-LITERACY.L.4.1.E	8, 20
Form and use prepositional phrases.	
CCSS.ELA-LITERACY.L.4.1.F	21, 24, 25
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	
CCSS.ELA-LITERACY.L.4.2.A	50–55
Use correct capitalization.	
CCSS.ELA-LITERACY.L.4.2.B	25, 29, 38–41
Use commas and quotation marks to mark direct speech and quotations from a text.	
CCSS.ELA-LITERACY.L.4.2.C	30
Use a comma before a coordinating conjunction in a compound sentence.	
CCSS.ELA-LITERACY.L.5.1.A	7, 8, 11
Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	
CCSS.ELA-LITERACY.L.5.1.B	51
Form and use the perfect (<i>I had walked; I have walked; I will have walked</i>) verb tenses.	
CCSS.ELA-LITERACY.L.5.1.C	16, 51
Use verb tense to convey various times, sequences, states, and conditions.	
CCSS.ELA-LITERACY.L.5.1.D	49
Recognize and correct inappropriate shifts in verb tense.*	
CCSS.ELA-LITERACY.L.5.1.E	18
Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	
CCSS.ELA-LITERACY.L.5.2.A	26
Use punctuation to separate items in a series.*	
CCSS.ELA-LITERACY.L.5.2.B	24, 25, 27
Use a comma to separate an introductory element from the rest of the sentence.	
CCSS.ELA-LITERACY.L.5.2.C	24, 27
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>).	
CCSS.ELA-LITERACY.L.5.2.D	45–49
Use underlining, quotation marks, or italics to indicate titles of works.	

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.6.1.A](#) 3, 10–13

Ensure that pronouns are in the proper case (subjective, objective, possessive).

[CCSS.ELA-LITERACY.L.6.1.B](#) 31

Use intensive pronouns (e.g., *myself*, *ourselves*).

[CCSS.ELA-LITERACY.L.6.1.C](#) 34

Recognize and correct inappropriate shifts in pronoun number and person.*

[CCSS.ELA-LITERACY.L.6.1.D](#) 35

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

[CCSS.ELA-LITERACY.L.6.1.E](#) 62–64

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](#) 1–64

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

[CCSS.ELA-LITERACY.L.6.2.A](#) 35, 36, 60

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

[CCSS.ELA-LITERACY.L.6.2.B](#) 1–8

Spell correctly.

Knowledge of Language:

[CCSS.ELA-LITERACY.L.6.3.A](#) 5, 21, 25, 26

Vary sentence patterns for meaning, reader/listener interest, and style.*

[CCSS.ELA-LITERACY.L.6.3.B](#) 53–58

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.	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., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).	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

Plus, all *Grammar, Usage, and Mechanics Worksheets*

#s1 –77

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