

Language Conventions Academic

Literacy Center

Grades 4,5,6,7,8



Aligned to the Common Core Standards

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

Language Conventions Academic Literacy Center

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Pennington Publishing
El Dorado Hills, CA

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Printed in the United States of America

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Language Conventions Academic Literacy Center Grade 4–8

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Grammar and Mechanics Lessons Introduction

The authors of the Common Core State Standards list the grade-level language conventions content and skills in the first three [Language Strand Standards](#). Most teachers refer to L.1 simply as *grammar* and L.2 as *mechanics*. Clearly, L.3 refers to the application of L.1 and L.2 in the four communicative contexts of English-language arts. The Language Conventions Academic Literacy Center provides 56 *grammar and mechanics* lessons, designed to teach all three Standards. Grades 4–8 alignment documents follow the lessons.

Conventions of Standard English

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening

Instructional Format

Each Grammar and Mechanics lesson consists of four pages and takes 20 minutes to complete.

The **first page** is in Cornell Notes format and provides the content and skills in the Mechanics Notes and Grammar and Usage Notes sections. The Links and Response sections provide online resources for additional grade-level practice. Space is provided in this section for students to list key ideas, comment, make connections, and write questions. Additional space is provided at the bottom of the lesson for students to summarize the key mechanics and grammar content or skills.

The **second page** duplicates the lesson text of the first page, but adds examples for the students to copy in the spaces provided on the first page. The Links and Resources sections provide online resources for extended learning (acceleration) and additional practice (remediation).

The **third page** provides students with practice for both the mechanics and grammar content and skills. Students individually apply the lessons with identification, error analysis, sentence revisions, and sentence combining in the writing context.

The **fourth page** consists of the practice answers. Students self-correct as a group to learn from their mistakes.

Note: The author provides the same 56 grades 4–8 grammar and mechanics lessons in the *Grammar and Mechanics Interactive Notebook* with 3D graphic organizers and grammar cartoons with writing response for each lesson. Additionally, the author provides the comprehensive grade-level (4, 5, 6, 7, 8, and high school) *Teaching Grammar and Mechanics* programs with interactive instruction and student workbooks. These programs include all lesson components, plus simple sentence diagrams, mentor texts, and a brief writing application. Students complete two sentence dictation formative assessments. Click [HERE](#) to preview.

Materials Preparation

Print the Cornell Notes lesson and the practice page back-to-back for each student. Print and laminate one copy of the examples and practice answers pages for the center. Alternatively, teachers may choose to display these sections on tablets or projection.

If tablets or computers are available, students can access the online resources. Or teachers can share these resources with the whole class.

Pre-Teaching to the Whole Class

Teachers should read the directions and help students complete the worksheet.

Task Card Directions for the Grammar and Mechanics Lessons

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

Grammar and Mechanics Instructional Scope and Sequence

Lesson	Mechanics	Grammar and Usage
1	Periods in Latin Expression	Proper and Common Nouns
2	Periods in Names, Abbreviations, and Acronyms	Personal Pronouns
3	Periods in Indirect Questions and Intentional Fragments	Subject Case Pronouns
4	Periods in Decimal Outlines	Object Case Pronouns
	Unit Test	
5	Semicolons with Conjunctions	Possessive Pronouns
6	Apostrophes for Singular Possessive Nouns	Adjectives
7	Apostrophes for Plural Possessive Nouns	Transitive and Intransitive Verbs and **Subject-verb Agreement
8	Apostrophes for Compound Possessive Nouns	Adverbs
	Unit Test	
9	Apostrophes in Contractions	Coordinating Conjunctions
10	Comma Misuse	Correlative Conjunctions
11	Commas for Dates	Subordinating Conjunctions
12	Commas for Letters	**Prepositional Phrases
	Unit Test	
13	Commas in Addresses	Subjects and Predicates
14	Commas for Names	Direct and Indirect Objects
15	Commas for Geographical Places	Phrases and Clauses
16	Commas for Tag Questions	**Fragments and Run-ons
	Unit Test	
17	Commas for Direct Speech	Sentence Forms: Simple, Compound, Complex, and Compound-complex
18	Commas in a Series	Types of Sentences
19	Commas after Introductory Words and Phrases	**Noun Phrases
20	Commas after Introductory Clauses	**Noun Clauses
	Unit Test	
	* Denotes Introductory Standard for grade level.	
	** Denotes Language Progressive Skill	

Grammar and Mechanics Instructional Scope and Sequence

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

Grammar and Mechanics Instructional Scope and Sequence

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

Grammar and Mechanics Instructional Scope and Sequence

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

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

**** Denotes Language Progressive Skill**

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #1

Links and Response	Mechanics Notes
<p>View the article about how to use the common Latin abbreviations in sentences at http://bit.ly/2cndJM6.</p>	<p>Use periods following the first letter of each key word in an abbreviated title or expression, and pronounce each of these letters when saying the abbreviation.</p> <p>Latin abbreviations are set off from the rest of the sentence by commas or parentheses.</p> <ul style="list-style-type: none"> ▪ etc. (<i>et cetera</i>), which means <u>and so on</u>. <p>Examples: _____</p> <ul style="list-style-type: none"> ▪ et al. (<i>et alii</i>), which means <u>and others</u>. <p>Examples: _____</p> <ul style="list-style-type: none"> ▪ e.g. (<i>exempli gratia</i>), which means <u>for example</u>. <p>Examples: _____</p> <ul style="list-style-type: none"> ▪ i.e. (<i>id est</i>), which means <u>that is</u>. When using the i.e., think <u>in other words</u> to explain or define, not to signal examples. <p>Examples: _____</p>
Links and Response	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definitions of proper nouns and common nouns at http://bit.ly/2ciSCMG.</p>	<p>A proper noun is the name of a person, place, or thing and must be capitalized. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word.</p> <p>Examples: _____</p> <p>A common noun is an idea, person, place, or thing. It can act or be acted upon and is capitalized only at the start of a sentence.</p> <p>Examples: _____</p> <p>Some common nouns are <i>collective nouns</i> and refer to a group of people, animals, or things. Collective nouns act as one unit and so match with singular verbs, such as “That <u>class is</u> noisy.”</p> <p>Examples: _____</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #1

Links and Resources	Mechanics Notes
<p>View the article about how to use the common Latin abbreviations in sentences at http://bit.ly/2cndJM6.</p>	<p>Use periods following the first letter of each key word in an abbreviated title or expression, and pronounce each of these letters when saying the abbreviation.</p> <p>Latin abbreviations are set off from the rest of the sentence by commas or parentheses.</p> <ul style="list-style-type: none"> ▪ etc. (<i>et cetera</i>), which means <u>and so on</u>. <p>Examples: He likes them all: cake, cookies, etc.</p> <ul style="list-style-type: none"> ▪ et al. (<i>et alii</i>), which means <u>and others</u>. <p>Examples: The six researchers (Jones, et al.)</p> <ul style="list-style-type: none"> ▪ e.g. (<i>exempli gratia</i>), which means <u>for example</u>. <p>Examples: I love ice cream, e.g., vanilla.</p> <ul style="list-style-type: none"> ▪ i.e. (<i>id est</i>), which means <u>that is</u>. When using the i.e., think <u>in other words</u> to explain or define, not to signal examples. <p>Examples: He is goofy, i.e., silly (i.e., silly).</p>
Links and Resources	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definitions of proper nouns and common nouns at http://bit.ly/2ciSCMG.</p> <p>Check out these three Purdue Online Writing Lab (OWL) exercises on how to use articles before common nouns with answers: https://owl.english.purdue.edu/exercises/2/1</p>	<p>A proper noun is the name of a person, place, or thing and must be capitalized. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word.</p> <p>Examples: Pedro, P.S., Stratford-upon-Avon</p> <p>A common noun is an idea, person, place, or thing. It can act or be acted upon and is capitalized only at the start of a sentence.</p> <p>Examples: liberty, human, capital, desk.</p> <p>Some common nouns are <i>collective nouns</i> and refer to a group of people, animals, or things. Collective nouns act as one unit and so match with singular verbs, such as “That <u>class is</u> noisy.”</p> <p>Examples: family, herd, company</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #1

Practice

1. Re-write these sentences correctly: I eat green vegetables, i.e., kale, beans, and peas. I also exercise, drink plenty of water, etc.

2. Re-write this sentence correctly: Tom read the research study by Dupont, Jones, et al., and responded with emails, texts, et al.

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

4. Re-write this sentence correctly: Washington d.c. is our nation's capital, and Ms. Gibson-Lee lived there for two years.

5. Identify the proper nouns in this sentence: I attended school at Balboa Elementary School where Ms. Lee-Smith was principal.

Proper Nouns:

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

Common Noun:

Collective Noun:

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #1

Practice Answers

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

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

beans, and peas. I also exercise, drink plenty of water, etc.

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

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

Jones, et al., and responded with emails, texts, etc.

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

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

desserts, e.g., cake, pie, and cookies.

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

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

capital, and Ms. Gibson-Lee lived there for two years.

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

where Ms. Lee-Smith was principal.

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

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

vice-president.

Common Noun: vice-president Collective Noun: class

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #2

Links and Response	Mechanics Notes
<p>Texting uses many abbreviations, initialisms, and acronyms. Following are 10 of the most common:</p> <p>brb = be right back btw = by the way bsf = best friends jk = just kidding lol = laughing out loud thx = thanks r u = are you</p>	<p>Place periods following shortened words. Pronounce these abbreviations as words, not as letters.</p> <p>Examples: _____</p> <p>Place periods following the first letter of each key word in most abbreviated titles or expressions, and pronounce each of these letters when saying the abbreviations.</p> <p>Examples: _____</p> <p>Don't use periods after some very common abbreviations known as <i>initialisms</i>.</p> <p>Examples: _____</p> <p>Also don't use periods or pronounce the letters in acronyms. Acronyms are special abbreviated titles or expressions that are pronounced as words. Most all acronyms are capitalized.</p> <p>Examples: _____</p>
Links and Response	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definition of a pronoun at http://bit.ly/29aK4EV.</p>	<p>A personal pronoun is a word used in place of a proper or common noun. The <i>first person</i> personal pronouns are different in the singular and plural forms.</p> <p>Examples: _____</p> <p>The <i>second person</i> personal pronouns are the same in the singular and plural forms.</p> <p>Example: _____</p> <p>The <i>third person</i> personal pronouns are different in the singular and plural forms. Avoid using gender-specific singular third-person pronouns to refer to males and females. Use plural third-person pronouns instead.</p> <p>Examples: _____</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #2

Links and Resources	Mechanics Notes
<p>Texting uses many abbreviations, initialisms, and acronyms. Following are 10 of the most common:</p> <p>brb = be right back btw = by the way bsf = best friends jk = just kidding lol = laughing out loud thx = thanks r u = are you</p> <p>More practice? Check out this worksheet (with answers) at http://bit.ly/2qUnc4S.</p>	<p>Place periods following shortened words. Pronounce these abbreviations as words, not as letters.</p> <p>Examples: Mr., Mrs., Ms., Gr. Britain</p> <p>Place periods following the first letter of each key word in most abbreviated titles or expressions, and pronounce each of these letters when saying the abbreviations.</p> <p>Examples: U.S., p.m.</p> <p>Don't use periods after some very common abbreviations known as <i>initialisms</i>.</p> <p>Examples: FBI, CIA, USC, NBC</p> <p>Also don't use periods or pronounce the letters in acronyms. Acronyms are special abbreviated titles or expressions that are pronounced as words. Most all acronyms are capitalized.</p> <p>Examples: NASA, POTUS, radar</p>
Links and Resources	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definition of a pronoun at http://bit.ly/29aK4EV.</p> <p>Check out David Rickert's comic on pronouns at http://bit.ly/2q3EJrc. www.davidrickert.com</p> <p>More practice? Check out this worksheet (with answers) at http://bit.ly/2sdqxjF.</p>	<p>A personal pronoun is a word used in place of a proper or common noun. The <i>first person</i> personal pronouns are different in the singular and plural forms.</p> <p>Examples: Singular—I, me Plural—we, us</p> <p>The <i>second person</i> personal pronouns are the same in the singular and plural forms.</p> <p>Example: you</p> <p>The <i>third person</i> personal pronouns are different in the singular and plural forms. Avoid using gender-specific singular third-person pronouns to refer to males and females. Use plural third-person pronouns instead.</p> <p>Examples: Singular—he, him, she, her, it Plural—they, them</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #2

Practice

1. Re-write this sentence correctly: Doct. Perez wrote me a prescription to take with me to W. Virginia.

2. Re-write this sentence correctly: Tim B Lee learned about UNICEF on CBS News.

Tim B Lee learned about UNICEF on CBS News.

3. Re-write these sentences correctly: I visited U.C.L.A. and on my trip to So. Cal. I tried surfing lol.

4. Underline the first person pronouns in this sentence: I want to know if you would like to see it with us.

5. Underline the second person pronouns in this sentence: You should let me help you help you while you and I have the time.

6. Underline the third person pronouns in these sentences: They left her to explain to him how we gave away their bikes. She liked our answer, but he didn't.

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #2

Practice Answers

1. Re-write this sentence correctly: Doct. Perez wrote me a prescription to take with me to W. Virginia.

Dr. Perez wrote me a prescription me to take with me to W. Virginia.

2. Re-write this sentence correctly: Tim B Lee learned about UNICEF on CBS News.

Tim B. Lee learned about UNICEF on CBS News.

3. Re-write these sentences correctly: I visited U.C.L.A. and on my trip to So. Cal. I tried surfing lol.

I visited U.C.L.A. and on my trip to So. Cal. I tried surfing LOL.

4. Underline the first person pronouns in this sentence: **I want to know if you would like to see it with us.**

5. Underline the second person pronouns in this sentence: **You should let me help you help while you and I have the time.**

6. Underline the third person pronouns in these sentences: **They left her to explain to him how we gave away their bikes. She liked our answer, but he didn't.**

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #3

Links and Response	Mechanics Notes
<p>Intentional fragments are often used in narrative writing, but not in formal essays or research papers.</p> <p>DID YOU KNOW? Most teachers write FRAG for unintentional sentence fragments.</p>	<p>Indirect questions do not end with a question mark but with a period. Like direct questions they ask for a response, but they are written as declarative or imperative sentences.</p> <p>Examples: _____</p> <p>Intentional fragments also end with periods. An intentional fragment is part of a sentence that is treated as a complete thought for literary effect.</p> <p>Examples: _____</p> <p>An unintentional sentence fragment has a noun and connected verb, but does not express a complete thought. One way to correct a sentence fragment is to combine it with the sentence before or sentence after it.</p> <p>Fragment Examples: If you showed me. I could learn it.</p> <p>Revision: _____</p> <p>_____</p>
Links and Response	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definition of a pronoun at http://bit.ly/29aK4EV.</p> <p>Fill in the blanks with the subject case pronouns.</p> <p>_____ love learning.</p> <p>Tom and _____ study.</p> <p>He is smarter than _____.</p> <p>It was _____, not I.</p> <p>From whom is this note?</p>	<p>Writers use pronouns to take the place of nouns. One type of pronoun is called a <i>subject case pronoun</i> because it acts as the subject of a sentence. If unsure whether a pronoun should be in the subject case, rephrase the sentence with the pronoun at the start of the sentence.</p> <p>Examples: _____</p> <p>Use singular (<i>I, you, he, she, it, who</i>) or plural (<i>we, you, they, who</i>) subject case pronouns:</p> <ul style="list-style-type: none"> As the subject of a sentence. <i>I</i> as the last subject in compound subjects. After <i>than</i> or <i>as</i> (the rest of the thought is suggested). After a “to be” verb: (<i>is, am, are, was, were, be, being, been</i>) to identify or refer to the subject as a <i>predicate nominative</i>. <i>Who</i> (not <i>whom</i>). Check whether <u>who</u> is correct by substituting <u>he</u> in place of <u>who</u>. Rephrase, if necessary. <p>The first person <i>I</i> and second person <i>you</i> pronouns do <i>not</i> match verbs ending in an s.</p> <p>Examples: _____</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #3

Links and Resources	Mechanics Notes
<p>Intentional fragments are often used in narrative writing, but not in formal essays or research papers.</p> <p>DID YOU KNOW? Most teachers write FRAG for unintentional sentence fragments.</p>	<p>Indirect questions do not end with a question mark but with a period. Like direct questions they ask for a response, but they are written as declarative or imperative sentences.</p> <p>Examples: Everyone asks if you are new.</p> <p>Intentional fragments also end with periods. An intentional fragment is part of a sentence that is treated as a complete thought for literary effect.</p> <p>Examples: How crazy. Wow.</p> <p>An unintentional sentence fragment has a noun and connected verb, but does not express a complete thought. One way to correct a sentence fragment is to combine it with the sentence before or sentence after it.</p> <p>Fragment Examples: If you showed me. I could learn it.</p> <p>Revision: If you showed me, I could learn it. or I could learn it if you showed me.</p>
Links and Resources	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definition of a pronoun at http://bit.ly/29aK4EV.</p> <p>Fill in the blanks with the subject case pronouns.</p> <p>You love learning. Tom and I study. He is smarter than I. It was she, not I. From whom is this note? Is this note from him?</p> <p>More practice? Check out this worksheet (with answers) at http://bit.ly/2s1iney.</p>	<p>Writers use pronouns to take the place of nouns. One type of pronoun is called a <i>subject case pronoun</i> because it acts as the subject of a sentence. If unsure whether a pronoun should be in the subject case, rephrase the sentence with the pronoun at the start of the sentence.</p> <p>Examples: The winner was <u>me</u>. Rephrase: <u>I</u> was the winner.</p> <p>Use singular (<i>I, you, he, she, it, who</i>) or plural (<i>we, you, they, who</i>) subject case pronouns:</p> <ul style="list-style-type: none"> As the subject of a sentence. <u>I</u> as the last subject in compound subjects. After <i>than</i> or <i>as</i> (the rest of the thought is suggested). After a “to be” verb: (<i>is, am, are, was, were, be, being, been</i>) to identify or refer to the subject as a <i>predicate nominative</i>. <i>Who</i> (not <i>whom</i>). Check whether <u>who</u> is correct by substituting <u>he</u> in place of <u>who</u>. Rephrase, if necessary. <p>The first person <i>I</i> and second person <i>you</i> pronouns do <i>not</i> match verbs ending in an s.</p> <p>Examples: I run, you smile</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #3

Practice

1. Re-write these sentences correctly: I said, "John asked if you were leaving? "Certainly,"
he replied.

2. Identify the intentional sentence fragment and the indirect question in these sentences:

Nice. I wonder if you knew. You don't have to tell me though.

Fragment: Indirect Question:

3. Revise the sentence fragment by combining with the other sentence: He was able. Because he listened
to complete the work.

4. Re-write these sentences correctly: I wonder if them would like to see that movie.

Whom is the one who wants to go?

5. Re-write this sentence correctly: John, I, and Martha like to visit

whom we want even though they are more insistent than me.

6. Re-write this sentence correctly: Them left our books next to the library;

it wasn't I, but her and Mary remember it that way.

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #3

Practice Answers

1. Re-write these sentences correctly: I said, "John asked if you were leaving?" "Certainly," he replied.

I said, "John asked if you were leaving. "Certainly," he replied.

2. Identify the intentional sentence fragment and the indirect question in these sentences:

Nice. I wonder if you knew. You don't have to tell me though.

Fragment: Nice Indirect Question: I wonder if you knew.

3. Revise the sentence fragment by combining with the other sentence: He was able. Because he listened

to complete the work. **Because he listened, he was able to complete the work.**

or He was able to complete the work because he listened.

4. Re-write these sentences correctly: I wonder if them would like to see that movie.

Whom is the one who wants to go? **I wonder if they would like to see that movie.**

Whom is the one who wants to go?

5. Re-write this sentence correctly: John, I, and Martha like to visit

whom we want even though they are more insistent than me. **John, Martha, and I like to visit**

whom we want even though they are more insistent than I.

6. Re-write this sentence correctly: Them left our books next to the library;

it wasn't I, but her and Mary remember it that way. **They left our books next to the library;**

it wasn't I, but she and Mary remember it that way.

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #4

Links and Response	Mechanics Notes
<p>DID YOU KNOW? An alphanumeric outline uses Roman Numerals for the main points:</p> <p>I. II. III. IV. V. VI. VII. VIII. IX. X.</p> <p>This outline uses capital letters (A, B, C) for major details and Arabic numerals (1, 2, 3) for minor details.</p>	<p>Decimal Outlines use numbers to organize information. The first letter of the word, group of words, or sentence that follows each symbol is capitalized.</p> <p>Decimal Outlines begin with an Arabic numeral followed by a period and then a zero to represent the first main idea.</p> <p>The first major detail is indented from the main idea. It repeats the Arabic numeral followed by a period and then a "1." The second major detail would end in a "2," etc.</p> <p>The first minor detail is indented from the major detail. It repeats all the symbols of the major detail followed by a period and then a "1." The second minor detail would end in a "2," etc.</p> <p>Examples: _____</p>
Links and Response	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definition of a pronoun at http://bit.ly/29aK4EV.</p>	<p>One type of pronoun is called an <i>object case pronoun</i> because it receives the action of the verb. Use singular (<i>me, you, him, her, it, whom</i>) or plural (<i>us, you, them, whom</i>) object case pronouns:</p> <ul style="list-style-type: none"> As a direct or indirect object. <p>Examples: _____</p> <ul style="list-style-type: none"> As objects of prepositions. <p>Examples: _____</p> <ul style="list-style-type: none"> <i>Me</i> and <i>us</i> last in compound objects. <p>Examples: _____</p> <ul style="list-style-type: none"> <i>Whom</i> (not <i>who</i>). Check whether <u>whom</u> is correct by substituting <u>him</u> in place of <u>whom</u>. Rephrase, if necessary. <p>Examples: _____</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #4

Links and Resources	Mechanics Notes
<p>DID YOU KNOW? An alphanumeric outline uses Roman Numerals for the main points:</p> <p>I. II. III. IV. V. VI. VII. VIII. IX. X.</p> <p>This outline uses capital letters (A, B, C) for major details and Arabic numerals (1, 2, 3) for minor details.</p>	<p>Decimal Outlines use numbers to organize information. The first letter of the word, group of words, or sentence that follows each symbol is capitalized.</p> <p>Decimal Outlines begin with an Arabic numeral followed by a period and then a zero to represent the first main idea.</p> <p>The first major detail is indented from the main idea. It repeats the Arabic numeral followed by a period and then a "1." The second major detail would end in a "2," etc.</p> <p>The first minor detail is indented from the major detail. It repeats all the symbols of the major detail followed by a period and then a "1." The second minor detail would end in a "2," etc.</p> <p>Examples: 1.0, 1.1, 1.1.1, 1.1.2; 1.2, 1.2.1, 1.2.2</p>
Links and Resources	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definition of a pronoun at http://bit.ly/29aK4EV.</p> <p>More practice? Check out this worksheet (with answers) at http://bit.ly/2s1mGqh.</p>	<p>One type of pronoun is called an <i>object case pronoun</i> because it receives the action of the verb. Use singular (<i>me, you, him, her, it, whom</i>) or plural (<i>us, you, them, whom</i>) object case pronouns:</p> <ul style="list-style-type: none"> As a direct or indirect object. Examples: I like <u>it</u>. She gave <u>him</u> a gift. As objects of prepositions. Examples: It's not for <u>her</u>. <i>Me</i> and <i>us</i> last in compound objects. Examples: Text Kyla and <u>me</u>. <i>Whom</i> (not <i>who</i>). Check whether <i>whom</i> is correct by substituting <i>him</i> in place of <i>whom</i>. Rephrase, if necessary. Examples: <u>Whom</u> did Joan love? Rephrase: Did Joan love <u>him</u>?

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #4

Practice

1. Re-write this sentence correctly: The sixth main idea, fourth major detail,
second minor detail would be listed as 6.2.4.

2. Re-write this sentence correctly: The third main idea and third major
detail was listed as 3.0 and its first minor detail was 3.3.1.

3. Re-write these sentences correctly: These were the main ideas:
1.0, 2.0, and 3.0. His fourth main idea was 4.0, 4.1, 4.2, 4.22.

4. Re-write these sentences correctly: I sure would like he to help us. Who helped
you, and who did you help?

5. Re-write these sentences correctly: Did he let you copy they? They gave it to me.

6. Re-write these sentences correctly: Whom does Lacy like best: you or I? Me and
Joanie let her watch we practice.

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #4

Practice Answers

1. Re-write this sentence correctly: The sixth main idea, fourth major detail,

second minor detail would be listed as 6.2.4. **The sixth main idea, fourth major detail, second minor detail would be listed as 6.4.2.**

2. Re-write this sentence correctly: The third main idea and third major

detail was listed as 3.0 and its first minor detail was 3.3.1. **The third main idea and third major detail was listed as 3.3 and its first minor detail was 3.3.1.**

3. Re-write these sentences correctly: These were the main ideas:

1.0, 2.0, and 3.0. His fourth main idea was 4.0, 4.1, 4.2, 4.22. **These were the main ideas: 1.0, 2.0, and 3.0. His fourth main idea was 4.0, 4.1, 4.2, 4.2.1.**

4. Re-write these sentences correctly: I sure would like he to help us. Who helped

you, and who did you help? **I sure would like him to help us. Who helped you, and whom did you help?**

5. Re-write these sentences correctly: Did he let you copy they? They gave it to me.

Did he let you copy them? They gave it to me.

6. Re-write these sentences correctly: Whom does Lacy like best: you or I? Me and

Joanie let her watch we practice. **Whom does Lacy like best: you or me? Joanie and I let her watch us practice.**

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #5

Links and Response	Mechanics Notes
<p>Use the memory trick, FANBOYS, to remember the coordinating conjunctions:</p> <p>F = for; A = and; N = nor; B = but; O = or; Y = yet; S = so</p>	<p>Use the semicolon between two sentences joined by a coordinating conjunction.</p> <p>Example: _____</p> <p>_____</p> <p>_____</p> <p>A semicolon (;) can be used to join a string of phrases.</p> <p>Examples: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Links and Response	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definition of a pronoun at http://bit.ly/29aK4EV.</p>	<p>Possessive pronouns show ownership and may be used before a noun or without a noun.</p> <p>Before a noun—<i>my, your, his, her, its, our, your, their</i> When a possessive pronoun is used before a noun, it modifies the noun. The connected verb must match the noun, not the pronoun.</p> <p>Examples: _____</p> <p>Without a noun—<i>mine, yours, his, hers, ours, yours, theirs</i> When a possessive pronoun is used without a noun, the verb must match the noun which the pronoun represents.</p> <p>Examples: _____</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #5

Links and Resources	Mechanics Notes
<p>Use the memory trick, FANBOYS, to remember the coordinating conjunctions:</p> <p>F = for; A = and; N = nor; B = but; O = or; Y = yet; S = so</p> <p>More practice? Check out this semicolons worksheet (with answers) at http://bit.ly/2qTSrgr.</p>	<p>Use the semicolon between two sentences joined by a coordinating conjunction.</p> <p>Examples: John introduced me to his cousin from Orange County; his high school girlfriend; and his childhood friend.</p> <p>A semicolon (;) can be used to join a string of phrases.</p> <p>Examples: Ohio, Iowa, and Illinois in the Midwest; Idaho, Oregon, and California in the West; and Tennessee and Alabama in the South all have long rivers.</p>
Links and Resources	Grammar and Usage Notes
<p>Check out the Parts of Speech Song to practice the definition of a pronoun at http://bit.ly/29aK4EV.</p>	<p>Possessive pronouns show ownership and may be used before a noun or without a noun.</p> <p>Before a noun—<i>my, your, his, her, its, our, your, their</i> When a possessive pronoun is used before a noun, it modifies the noun. The connected verb must match the noun, not the pronoun.</p> <p>Examples: <u>Our</u> house seems small.</p> <p>Without a noun—<i>mine, yours, his, hers, ours, yours, theirs</i> When a possessive pronoun is used without a noun, the verb must match the noun which the pronoun represents.</p> <p>Examples: Mary said that my jacket is nice, but <u>hers</u> is nicer.</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #5

Practice

1. Re-write this correctly: Anna studied hard for her exam, Bob didn't study at

all. Anna passed; Bob didn't.

2. Re-write this sentence correctly: Chocolate, strawberry,

ice cream; cherry, berry, and lemon pies and cookies are my favorites.

3. Re-write this sentence correctly: Both boys love music they love sports even more.

4. Re-write this sentence correctly: Mine basket had sunflowers;

her basket was filled with his roses; theirs had daisies.

5. Re-write these sentences correctly: That rose is your, not hers. Please give Bobby the

jacket; it's his, not their.

6. Re-write these sentences correctly: Sue's jewelry was her, not Amanda's.

Ours was a reminder of what her could have been.

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #5

Practice Answers

1. Re-write this correctly: Anna studied hard for her exam, Bob didn't study at

all. Anna passed; Bob didn't. **Anna studied hard for her exam; Bob didn't study at**

all. Anna passed; Bob didn't.

2. Re-write this sentence correctly: Chocolate, strawberry,

ice cream; cherry, berry, and lemon pies and cookies are my favorites. **Chocolate and strawberry**

ice cream; cherry, berry, and lemon pies; and cookies are my favorites.

3. Re-write this sentence correctly: Both boys love music they love sports even more.

Both boys love music; they love sports even more.

4. Re-write this sentence correctly: Mine basket had sunflowers;

her basket was filled with his roses; theirs had daisies. **My basket had sunflowers;**

her basket was filled with his roses; theirs had daisies.

5. Re-write these sentences correctly: That rose is your, not hers. Please give Bobby the

jacket; it's his, not their. **That rose is yours, not hers. Please give Bobby the**

jacket; it's his, not theirs.

6. Re-write these sentences correctly: Sue's jewelry was her, not Amanda's.

Ours was a reminder of what her could have been. **Sue's jewelry was hers, not Amanda's.**

Ours was a reminder of what hers could have been.

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #6

Links and Response	Mechanics Notes
<p>Apostrophes are only used for contractions, such as can't and possessives. Don't add an apostrophe before an s with plural nouns or pronouns such as <u>1950s</u> or <u>theirs</u>.</p>	<p>A possessive noun shows ownership. To form a singular possessive noun, add an apostrophe then an s ('s) to the end of the noun.</p> <p>Examples: _____</p> <p>For nouns ending in s, it is not necessary to add another s after the apostrophe.</p> <p>Examples: _____</p> <p>A singular possessive noun can also modify a gerund (a verb form ending in "ing" that serves as a noun).</p> <p>Examples: _____</p>
Links and Response	Grammar and Usage 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>An adjective modifies a noun or pronoun and answers Which one? How many? or What kind? When using more than one adjective to modify the same noun or pronoun in a sentence, follow this order of adjectival functions: Which One-How Many-What Kind.</p> <p>Examples: _____</p> <p>_____</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 <u>and</u> between the two adjectives.</p> <p>Examples: _____</p> <p>_____</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #6

Links and Resources	Mechanics Notes
<p>Apostrophes are only used for contractions, such as can't and possessives. Don't add an apostrophe before an s with plural nouns or pronouns such as <u>1950s</u> or <u>theirs</u>.</p> <p>More practice? Check out this worksheet (with answers) at http://bit.ly/2sdzgjJ.</p>	<p>A possessive noun shows ownership. To form a singular possessive noun, add an apostrophe then an s ('s) to the end of the noun.</p> <p>Examples: Tim's wallet</p> <p>For nouns ending in s, it is not necessary to add another s after the apostrophe.</p> <p>Examples: Charles' hat</p> <p>A singular possessive noun can also modify a gerund (a verb form ending in "ing" that serves as a noun).</p> <p>Examples: Len's training</p>
Links and Resources	Grammar and Usage 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>Check out David Rickert's comic on adjectives at http://bit.ly/2qBNHPa. www.davidrickert.com</p>	<p>An adjective modifies a noun or pronoun and answers Which one? How many? or What kind? When using more than one adjective to modify the same noun or pronoun in a sentence, follow this order of adjectival functions: Which One-How Many-What Kind.</p> <p>Examples: <u>these</u> (Which one?) <u>two</u> (How many?) <u>handsome</u> (What kind?) men</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 <u>and</u> between the two adjectives.</p> <p>Examples: <u>world-famous</u> hot dogs; <u>warm, comfortable</u> coat (warm and comfortable)</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #6

Practice

1. Re-write this sentence correctly: Chriss' coat was black and so was Mike's.

2. Re-write this sentence correctly: Gus'es commitment and Kyle's training made them a dynamic duo.

3. Re-write this sentence correctly: Karlas' wedding was wonderful, but Bess' wedding was incredible.

4. Re-write this sentence correctly: The four friendly students drove this car to the park beautiful.

5. Re-write this sentence correctly: He ate two those crunchy cookies.

6. Underline the adjectives in this sentence: This email that you already sent was mean,
thoughtless, and unnecessary.

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #6

Practice Answers

1. Re-write this sentence correctly: Chriss' coat was black and so was Mike's.

Chris' coat was black and so was Mike's.

2. Re-write this sentence correctly: Gus'es commitment and Kyle's training made them a dynamic duo.

Gus' commitment and Kyle's training made them a dynamic duo.

3. Re-write this sentence correctly: Karlas' wedding was wonderful, but Bess' wedding was incredible.

Karla's wedding was wonderful, but Bess' wedding was incredible.

4. Re-write this sentence correctly: The four friendly students drove this car to the park beautiful.

The four friendly students drove this car to the beautiful park.

5. Re-write this sentence correctly: He ate two those crunchy cookies.

He ate those two crunchy cookies.

6. Underline the adjectives in this sentence: This email that you already sent was mean,

thoughtless, and unnecessary. **This email that you already sent was mean,**

thoughtless, and unnecessary.

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #7

Links and Response	Mechanics Notes
<p>Don't add an apostrophe before an "es" ending in plural nouns such as <u>churches</u> or <u>bunches</u>.</p>	<p>To form a plural possessive noun, place an apostrophe after the plural ending (usually "_s," "_es," or "_ves").</p> <p>Examples: _____</p> <p>Add an apostrophe then an s to an irregular plural noun.</p> <p>Examples: _____</p> <p>When family names ending in a /z/ sound are used as plural possessives, add on the apostrophe at the end of the plural name and pronounce as /zes/. Don't use an apostrophe when the family name is simply used as a plural.</p> <p>Examples: _____</p>
Links and Response	Grammar and Usage Notes
<p>Check out the three types of verbs and practice the Parts of Speech Song at http://bit.ly/29aK4EV.</p> <p>The first person <i>I</i> and second person <i>you</i> pronouns do <i>not</i> match verbs ending in <i>s</i>.</p> <p>Examples: I run, you smile</p>	<p>A <i>transitive</i> verb is a mental or physical action that acts upon a direct object. The direct object answers <i>Whom?</i> or <i>What?</i> from the verb.</p> <p>Examples: _____</p> <p>An <i>intransitive verb</i> acts without an object. Linking verbs are all intransitive verbs. Linking 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, and appear</i>.</p> <p>Examples: _____</p> <p>A verb can be singular or plural and must match the noun or pronoun that the verb acts upon in the sentence. In other words, the action or state of being must agree with the subject.</p> <p>Singular verbs usually end in <i>s</i> and match singular nouns and third person singular subject case pronouns (<i>he, she, it</i> and <i>who</i>).</p> <p>Examples: _____</p> <p>Plural verbs don't end in <i>s</i> and match plural nouns and the third person plural subject case pronouns (<i>we, you, they</i>, and <i>who</i>).</p> <p>Examples: _____</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #7

Links and Resources	Mechanics Notes
<p>Don't add an apostrophe before an "es" ending in plural nouns such as <u>churches</u> or <u>bunches</u>.</p> <p>More practice? Check out this worksheet (with answers) at http://bit.ly/2qUqO6U.</p>	<p>To form a plural possessive noun, place an apostrophe after the plural ending (usually "_s," "_es," or "_ves").</p> <p>Examples: the Lees' dog, kids' hobbies, churches' windows, wives' addresses</p> <p>Add an apostrophe then an s to an irregular plural noun.</p> <p>Examples: women's, children's</p> <p>When family names ending in a /z/ sound are used as plural possessives, add on the apostrophe at the end of the plural name and pronounce as /zes/. Don't use an apostrophe when the family name is simply used as a plural.</p> <p>Examples: The Perez' cars are parked at the Juarezes.</p>
Links and Resources	Grammar and Usage Notes
<p>Check out the three types of verbs and practice the Parts of Speech Song at http://bit.ly/29aK4EV.</p> <p>The first person <i>I</i> and second person <i>you</i> pronouns do <i>not</i> match verbs ending in s.</p> <p>Examples: I run, you smile</p> <p>Check out David Rickert's comics on verbs at http://bit.ly/2roweuy and subject-verb agreement at http://bit.ly/2q6Gh2G. www.davidrickert.com</p> <p>Check out these Purdue Online Writing Lab (OWL) exercises on subject-verb agreement with answers: https://owl.english.purdue.edu/exercises/5/13/34/</p>	<p>A <i>transitive verb</i> is a mental or physical action that acts upon a direct object. The direct object answers <i>Whom?</i> or <i>What?</i> from the verb.</p> <p>Examples: I <u>like</u> him. (Whom?) He <u>gives</u> candy. (What?)</p> <p>An <i>intransitive verb</i> acts without an object. Linking verbs are all intransitive verbs. Linking 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, and appear</i>.</p> <p>Examples: They <u>seem</u> curious. We <u>sing</u> and <u>dance</u>.</p> <p>Singular verbs usually end in s and match singular nouns and third person singular subject case pronouns (he, she, it and who).</p> <p>Examples: Sam <u>walks</u> and he <u>whistles</u>.</p> <p>Plural verbs don't end in s and match plural nouns and the third person plural subject case pronouns (we, you, they, and who).</p> <p>Examples: Families <u>laugh</u> and they <u>cry</u> together.</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #7

Practice

1. Re-write this sentence correctly: The girls' shoe colors match their dresses for the Gomez' wedding at the Jone's.

2. Re-write this sentence correctly: Is this the children's or your wife's cookies?

3. Re-write this sentence correctly: I could see Liz' cats and Jimmy's dogs walk past the two church'es windows.

4. Identify the verb types in this sentence: They are ready if they leave now, but they seem uncertain. are: leave:
seem:

5. Re-write these sentences correctly: John play basketball every day at lunch. He are trying out for the school team. The players is talented, so one need to practice to make the team.

6. Re-write these sentences correctly: They always complains that the dogs gets more attention than the cats. It become a problem when the girls buys new toys for their pets.

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #7

Practice Answers

1. Re-write this sentence correctly: The girls' shoe colors match their dresses for the

Gomez' wedding at the Jone's. **The girls' shoe colors match their dresses for the**

Gomez' wedding at the Joneses.

2. Re-write this sentence correctly: Is this the children's or your wife's cookies?

Is this the children's or your wives' cookies?

or Is this the children's or your wife's cookies?

3. Re-write this sentence correctly: I could see Liz' cats and Jimmy's dogs walk past

the two church'es windows. **I could see Liz' cats and Jimmy's dogs walk past**

the two churches' windows.

4. Identify the verb types in this sentence: They are ready if they leave now, but they

seem uncertain. are: **state of being** leave: **physical action**

seem: **mental action**

5. Re-write these sentences correctly: **John plays basketball every day at lunch. He is**

trying out for the school team. The players are talented, so one needs to

practice to make the team.

6. Re-write these sentences correctly: **They always complain that the dogs get more**

attention than the cats. It becomes a problem when the girls buy new toys for

their pets.

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #8

Links and Response	Mechanics Notes
<p>A compound sentence joining two simple sentences (independent clauses) does not require a comma if one or both of the simple sentences is short.</p> <p>Example: I enjoy apples and I also enjoy eating many other types of fruit.</p>	<p>The word <u>compound</u> means two or more. For example, a compound word combines two words, such as in <u>baseball</u>, <u>fireworks</u>, and <u>peppermint</u>.</p> <p>With compound subjects or objects, if each of the nouns possesses the same type of item, use an apostrophe then an s at the end of each possessive noun.</p> <p>Examples: _____</p> <p>If both or all of the nouns share ownership of the same item, place an apostrophe then an s at the end of the last noun listed.</p> <p>Examples: _____</p>
Links and Response	Grammar and Usage 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. Note that the song teaches adverbs in the proper written order.</p>	<p>An adverb modifies a verb, an adjective, or an adverb and answers What degree? How? Where? When?</p> <p>Examples: _____</p> <p>Many adverbs end in “_ly.”</p> <p>Examples: _____</p> <p>Adverbs are very flexible in English. The adverb may be found before or after the words they modify to make verbs, adjectives, or other adverbs more specific.</p> <p>Examples: _____</p> <p>Adverbs are flexible in English. The adverb may be placed most anywhere in a sentence; however, most professional writers suggest using specific, vivid verbs rather than weak verbs supported with adverbs.</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #8

Links and Resources	Mechanics Notes
<p>A compound sentence joining two simple sentences (independent clauses) does not require a comma if one or both of the simple sentences is short.</p> <p>Example: I enjoy apples and I also enjoy eating many other types of fruit.</p> <p>More practice? Check out this worksheet on using commas with compound sentences (with answers) at http://bit.ly/2sdLzOT.</p>	<p>The word <u>compound</u> means two or more. For example, a compound word combines two words, such as in <u>baseball</u>, <u>fireworks</u>, and <u>peppermint</u>.</p> <p>With compound subjects or objects, if each of the nouns possesses the same type of item, use an apostrophe then an s at the end of each possessive noun.</p> <p>Examples: Eric's and Victor's backpacks</p> <p>If both or all of the nouns share ownership of the same item, place an apostrophe then an s at the end of the last noun listed.</p> <p>Examples: Kayla and Emma's pizza</p>
Links and Resources	Grammar and Usage 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. Note that the song teaches adverbs in the proper written order.</p> <p>Check out David Rickert's comic on adverbs at http://bit.ly/2rD9hAu. www.davidrickert.com</p> <p>Often, students confuse adverbs and adjectives. Check out these two Purdue Online Writing Lab (OWL) exercises with answers: https://owl.english.purdue.edu/owl/resource/597/1/</p>	<p>An adverb modifies a verb, an adjective, or an adverb and answers What degree? How? Where? When?</p> <p>Examples: less, carefully, there, later</p> <p>Many adverbs end in “_ly.”</p> <p>Examples: <u>Quietly</u>, the children sneaked <u>stealthily</u> into the room.</p> <p>Adverbs are very flexible in English. The adverb may be found before or after the words they modify to make verbs, adjectives, or other adverbs more specific.</p> <p>Examples: <u>Slowly</u>, the man climbed the stairs. The man <u>slowly</u> climbed the stairs.</p> <p>Adverbs are flexible in English. The adverb may be placed most anywhere in a sentence; however, most professional writers suggest using specific, vivid verbs rather than weak verbs supported with adverbs.</p>

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #8

Practice

1. Re-write this sentence correctly: My father-in-laws' golf clubs and

and my two sister-in-law's golf bags were at Tom and Sherry's house.

2. Re-write this sentence correctly: Les's and Holly's hobbies were cooking and needlepoint.

3. Re-write this sentence correctly: Her mother-in-law's house was always Linda, Bert, and Todds last stop.

4. Re-write this sentence correctly: I drove quickly, but got very late there.

5. Re-order these adverbs as they should appear in a sentence: earlier, there, hopefully, less

6. Re-write this sentence correctly: Thomas and Suzanne drank there slowly more by
the stream yesterday.

GRAMMAR AND MECHANICS ACADEMIC LITERACY CENTER LESSON #8

Practice Answers

1. Re-write this sentence correctly: My father-in-laws' golf clubs and

and my two sister-in-law's golf bags were at Tom and Sherry's house. **My father-in-law's golf clubs**

and my two sister-in-laws' golf bags were at Tom and Sherry's house.

2. Re-write this sentence correctly: Les's and Holly's hobbies were cooking and needlepoint.

Les and Holly's hobbies were cooking and needlepoint.

3. Re-write this sentence correctly: Her mother-in-law's house was always Linda, Bert, and Todds last stop.

Her mother-in-law's house was always Linda, Bert, and Todd's last stop.

4. Re-write this sentence correctly: I drove quickly, but got very late there.

I drove quickly, but got very late there.

5. Re-order these adverbs as they should appear in a sentence: earlier, there, hopefully, less

less, hopefully, there, earlier

6. Re-write this sentence correctly: Thomas and Suzanne drank there slowly more by

the stream yesterday. **Thomas and Suzanne drank more slowly there by**

the stream yesterday.

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 students complete 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 learning 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 group members to collaborate on some of all of the test and/or use some of all of the literacy center written resources.

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.

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 resources of the Remedial Grammar and Mechanics Literacy Center (sold as a separate literacy center) to fill in any gaps. This literacy center includes diagnostic grammar, usage, and mechanics assessments with corresponding remedial worksheets (each with a formative assessment).

Grammar and Mechanics Unit Tests: Lessons 1-4

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

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

Sentence Application Directions: Answer in complete sentences.

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

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

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

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

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

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

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

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

Grammar and Mechanics Unit Tests: Lessons 5–8

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

- | | |
|-------------------------------------|--|
| ____ 1. Semicolon | A. Shows ownership |
| ____ 2. Possessive pronoun | B. I took the girls’ presents to the Hernandez’ party. |
| ____ 3. Singular possessive noun | C. What Degree-How-Where-When |
| ____ 4. Adjectives | D. Which one? How many? What kind? |
| ____ 5. Plural possessive nouns | E. Bob’s running |
| ____ 6. Verbs | AB. Joins a string of phrases |
| ____ 7. Compound object possessives | AC. Transitive and intransitive |
| ____ 8. Adverbial phrase order | AD. I value Caesar’s and Kate’s different talents. |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including two semicolons to join a string of long phrases. _____

10. Write a sentence including both a possessive pronoun with and without a noun. _____

11. Write a sentence with a singular possessive noun which modifies a gerund. _____

12. Write a sentence with two different adjectives in proper order. _____

13. Write a sentence with a plural possessive noun. _____

14. Write a sentence with both a transitive and an intransitive verb. _____

15. Write a sentence with compound objects possessing the same item. _____

16. Write a sentence with two different adverbial phrases in proper order. _____

Grammar and Mechanics Unit Tests: Lessons 53–56

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

- | | |
|--|--|
| ____ 1. Bracket | A. Two Arabic numerals next to each other |
| ____ 2. Adverb order | B. What Degree-How-Where-When |
| ____ 3. Compound adverb | C. Provides missing or explanatory information |
| ____ 4. They be waiting a long time. | D. I wish you would get off of my seat. |
| ____ 5. Slash | E. Revise with the progressive verb tense. |
| ____ 6. Non-standard use additions | AB. The most-watched movie of the year |
| ____ 7. Spell one but not the other | AC. Separates dates, abbreviates, or means <i>or</i> |
| ____ 8. A <i>be</i> for <i>is</i> substitution | AD. My mom be shopping all the time for us. |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including a bracket. _____

10. Revise this sentence with proper adverb order: In the afternoons here mostly she walked. _____

11. Write a sentence with a compound adverb. _____

12. Revise this sentence: He and she be so sad. _____

13. Write a sentence with a slash. _____

14. Revise these sentences: Why are you hating on me? Get off of my case. _____

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

16. Revise these sentences: She be so rude. She be treating everybody so mean. _____

Grammar and Mechanics Unit Matching Tests Answers

Lessons 1–4

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

Lessons 9–12

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

Lessons 25–28

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

Lessons 41–44

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

Lessons 5–8

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

Lessons 13–16

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

Lessons 29–32

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

Lessons 45–48

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

Lessons 17–20

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

Lessons 33–36

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

Lessons 49–52

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

Lessons 21–24

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

Lessons 37–40

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

Lessons 53–56

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

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

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

Knowledge of Language:

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

Common Core State Standards Alignment Grades 4–8

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand

Lesson

Conventions of Standard English:

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

Explain the function of phrases and clauses in general and their function in specific sentences.

7, 15, 22, 28–34, 42–51

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

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

17

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

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

37–39

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

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

1–56

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

Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

25

Knowledge of Language:

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

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

13

Common Core State Standards Alignment Grades 4–8

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand

Lesson

Conventions of Standard English:

[CCSS.ELA-LITERACY.L.8.1.A](#)

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

21–22, 31–34, 44

[CCSS.ELA-LITERACY.L.8.1.B](#)

Form and use verbs in the active and passive voice.

50

[CCSS.ELA-LITERACY.L.8.1.C](#)

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

45–51

[CCSS.ELA-LITERACY.L.8.1.D](#)

Recognize and correct inappropriate shifts in verb voice and mood.*

45–51

[CCSS.ELA-LITERACY.L.8.2](#)

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

1–56

[CCSS.ELA-LITERACY.L.8.2.A](#)

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

34, 35, 52

[CCSS.ELA-LITERACY.L.8.2.B](#)

Use an ellipsis to indicate an omission.

32

Knowledge of Language:

[CCSS.ELA-LITERACY.L.8.3.A](#)

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

48–51

Common Core State Standards Alignment Grades 4–8

Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Language Strand

Lesson

*Language Progressive Skills

CCSS.ELA-LITERACY.L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	3, 8, 25–29
CCSS.ELA-LITERACY.L.3.3a. Choose words and phrases for effect.	7, 15, 22, 28–34, 42–51
CCSS.ELA-LITERACY.L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	13, 18–18
CCSS.ELA-LITERACY.L.4.3b. Choose punctuation for effect.	1–56
CCSS.ELA-LITERACY.L.5.1d. Recognize and correct inappropriate shifts in verb tense.	41
CCSS.ELA-LITERACY.L.5.2a. Use punctuation to separate items in a series. ²	18
CCSS.ELA-LITERACY.L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.	26
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	28
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	54–56
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	24, 27, 28, 52
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style. ³	13, 17, 18
L.6.3b. Maintain consistency in style and tone.	45–50
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	15, 38, 39
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	13
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.	45–50

College and Career Readiness Anchor Standards for Language

CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1–56
CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1–56
Knowledge of Language:	
CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	1–56

Literacy Centers Group Norms

be **HEROIC!**

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

Literacy Centers

LEADERSHIP ROLES

Reader

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

Clarifier

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

Task Manager

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

People Manager

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

**Language
Conventions**

**Language
Conventions**

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Language Conventions

Language Conventions

Language Conventions Literacy Center Task Card:

Grammar and Mechanics Lessons

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

Language Conventions Literacy Center Task Card:

Grammar and Mechanics Lessons

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

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ABOUT THE AUTHOR AND PENNINGTON PUBLISHING

MARK PENNINGTON is an educational author, publisher, presenter, elementary reading specialist, and middle school teacher.

PENNINGTON PUBLISHING specializes in Grades 4–8 English Language Arts and Reading Intervention resources. Each assessment-based curriculum has been written by a teacher for teachers and their students and has been thoroughly field tested in classrooms.



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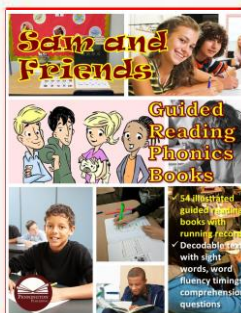
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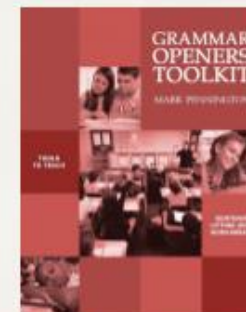
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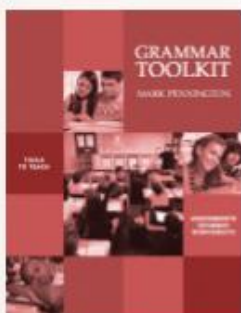


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