

TEACHING GRAMMAR AND MECHANICS HIGH SCHOOL



**ASSESSMENT
AND PRACTICE**



**COMPREHENSIVE
GRAMMAR AND
MECHANICS
PROGRAM**



PENNINGTON
PUBLISHING

Aligned to Common Core Standards

Teaching Grammar and Mechanics High School

Mark Pennington

with

David Rickert, Illustrator

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Congratulations on your purchase of *Teaching Grammar and Mechanics High School*.

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Thank you,

Mark Pennington

Teaching Grammar and Mechanics High School

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Introduction

Grammar and mechanics are essential tools for success in school, work, and life. We are judged, sometimes quite severely, by the words we use and the way we use them in our speaking and writing. Our spoken and written words can betray us. They reflect our background, education, and ability to communicate.

Working Definitions

Words allow us construct meaning from our concepts or ideas. Words and the form they take make it possible to communicate to others. Our use of these words and form impact what others are able to understand. Essentially, grammar is defined as the interdependent relationship among meaning, form, and use. Mechanics (capitalization and punctuation) are tools to assist the clear communication of this grammar. Most teachers simply refer to all of this as grammar instruction.

The Four Myths of Grammar Instruction

1. *Grammar is acquired naturally; it does not need to be taught.* There is certainly a strong correlation between oral language skills and written grammar skills. However, oral learning is not always an efficient teacher. In fact, it can be quite a mixed bag. For every proper modeling of the pronoun in the sentence *It is I*, students hear at least five models of the incorrect *It is me*. Grammar as it is *caught* must be complemented by a grammar that is *taught*.

2. *Grammar is a meaningless collection of rules—most of which don't work half the time.* This myth may have developed from mindless “drill and kill” grammatical exercises with no application to student writing. Actually, our English grammar is remarkably flexible and consistent.

3. *Grammar cannot be learned by students with some learning styles or disabilities.* While it may be true that students learn language differently, at different rates, and vary in proficiency, there has been no research to show that some students cannot learn the rules of and apply proper grammar, usage, and mechanics.

4. *English grammar cannot be learned by second language learners.* Some teachers think that students who speak other languages get confused between the primary language and English grammars. The research proves otherwise. Intuitively, many of us have significantly increased our own knowledge of English grammar by taking a foreign language.

How many of us teach grammar and mechanics...

Frankly, many of us are not teaching grammar and mechanics, except as a few weeks of drill and kill worksheets prior to the standardized test. Teachers either perceive grammar and mechanics instruction as too boring or as too difficult to teach, so they avoid it like the plague. Some teachers may rationalize their failure to teach these subjects. You've heard the comments: “I didn't learn grammar and mechanics, and I turned out all right” or “I teach grammar and mechanics through the Writing Process” or “The students should already know these skills—these are not my grade level standards.”

Other teachers borrowed a well-used copy of Daily Oral Language activities from another teacher years ago and have faithfully used the same lessons as “openers” ever since. The advantage of such “programs” is that they require no teacher preparation. Unfortunately, these collections of grammar and mechanics mistakes provide no diagnostic information, have few teaching resources, and fail to establish a sensible instructional scope and sequence. Students simply rehearse errors. This ineffective practice rarely translates to mastery learning. Learning grammar and mechanics out of the context of meaningful writing may help students get a few questions correct on the standardized test, but this *knowledge* just won’t transfer to their writing.

How we should be teaching grammar and mechanics...

Good grammar and mechanics instruction should consist of four essentials.

- The **first essential** is effective diagnostic assessment. The teacher needs reliable student data to effectively plan differentiated instruction to match individual and class needs.
- The **second essential** is targeted skills practice. Too often, teachers waste valuable instructional time by teaching what their students *already know*. Conversely, teachers do not wind up with enough time to teach what their students *do not know*. These targeted skills have to be addressed through individualized instruction.
- The **third essential** is whole class instruction and review. Interactive instruction in the context of direct instruction, error analysis, sentence modeling, and writing practice are essential components of good grammar and mechanics instruction.
- The **fourth essential** is instruction and practice in independent editing skills. Students need to be able to effectively proofread their own written work, and then make revisions and corrections. Too often, students become dependent on teachers, parents, or other students for editing assistance.

Here’s the good news... ***Teaching Grammar and Mechanics*** provides all of the diagnostic assessments, targeted grammar and mechanic skills worksheets, materials for whole class instruction, and resources for independent editing that you will ever need to effectively teach grammar and mechanics in only 60 minutes per week. Each lesson is leveled from basic to advanced skills to allow the teacher to determine instructional content. The materials are teacher-friendly, even for those who are “grammatically challenged.” Only minimal prep-time is necessary. Absolutely no grading is done outside of class.

About the Illustrator of the Grammar Cartoons

David Rickert has been an English teacher for several years and an illustrator since he could hold a pencil. He is currently the English Department Facilitator at Hilliard Darby High School. A stint drawing a popular daily comic for the Ohio State University school newspaper as an education major led him to create comics for educational purposes. His Grammar Comics! series has been widely used in many classrooms around the world. He lives in Columbus, Ohio.

Learn How to Teach This Program in 10 Minutes

Teaching Grammar and Mechanics uses interactive instruction, writing practice, and individualized instruction. The program provides 64 **Sentence Lifting** direct instruction lessons and 72 **TGM Worksheets** that correspond to each item on the whole-class multiple choice diagnostic grammar and mechanics assessments.

Preparation and Planning

1. Follow the instructions on page 109 to prepare for the Sentence Lifting interactive instruction and writing practice. There are 64 distinct grammar skills and 32 each of mechanics and spelling. For the mechanics and spelling lessons, each skill from the first 32 lessons is repeated with different sentence models and dictations in the last 32 lessons.
2. Have the students create writing folders or label and dedicate one section of a three-ring binder for their Sentence Lifting lessons and TGM Worksheets. There are 40 grammar worksheets and 32 mechanics worksheets.
3. Allocate 15-20 minutes per day, 2 days per week for Sentence Lifting and 10-15 minutes per day, 2 days per week for TGM Worksheets. If this schedule is maintained, the teacher will complete all 64 Sentence Lifting lessons, and most students will complete all of the TGM Worksheets they need to master in one school year. This interactive program is designed for in-class instruction and practice, not homework. Here is a model weekly lesson plan:

Day	Minutes	Student Task	Teacher Task
Tuesday	10-15	Grammar Worksheets	Mini-Conferences with Students
Wednesday	15-20	Sentence Lifting	Sentence Lifting
Thursday	10-15	Mechanics Worksheets	Mini-Conferences with Students
Friday	15-20	Sentence Lifting	Sentence Lifting

4. Administer both the grammar and mechanics assessments, correct, and chart the grammar and mechanics skills that have not yet been mastered on the **TGM Grammar and Mechanics Mastery Matrices** for each student. Record a slash (/) for un-mastered skills, and leave the box blank for mastered skills.
5. Count how many of each **TGM Grammar and Mechanics Worksheets** indicated by the totals on the mastery matrices. Group the worksheets in separate file folders and file your masters. Don't forget to three-hole punch, if your writing folders will be three-ring binders.
6. Pass out a sample grammar worksheet to your students. Review the instructional components of the worksheet and emphasize that students must read all of the **Definition** and **Writing Hints** sections before they begin the **Practice** section. Tell them to *not* complete the **Formative Assessment** section of the worksheet until the Practice section has been graded, so that they can learn from their mistakes before completing the last section. The Formative Assessment determines whether the student has or has not mastered the grammar or mechanics skill.

Getting Started

1. Tell them that each worksheet takes about ten minutes to carefully read and complete. Tell your students that you expect them to master at least one **TGM Grammar Worksheet** and one **TGM Mechanics Worksheet** each week. Tell students to begin with the lower numbered worksheets and to complete only those worksheets indicated by slashes. Tell them that they will receive no credit for completing worksheets without slashes.

2. TGM Grammar and Mechanics Worksheets Review and Grading Options

Once students have completed a worksheet, the teacher has two review and grading options:

- Pull aside a group that is assigned the same grammar or mechanics worksheet and mini-conference. During the five-minute mini-conference, briefly review the **Definition** and **Writing Hints** (grammar worksheets) or the **Skill** and **Writing Models** (mechanics worksheets); then share the answers to the **Practice** section and have the students self-correct. Finally, have the students complete the **Formative Assessment** and grade each.
- Have students self-correct and self-edit (in a colored pencil) the **Practice** section from the posted **TGM Answers**. Then have students come up to your desk to individually mini-conference with you for thirty seconds to review the Formative Assessment. Limit the length of your line to three students. Waiting students can sign up for their places in line on the board and move on to the next worksheet.

If the student has self-corrected/edited the Practice section and "passed" the Formative Assessment, change the slash (/) into an *X* for mastery on the appropriate box on the matrix and record an A on the student's worksheet. Should minor corrections be necessary, i.e., the student "gets it," but did not complete the requisite examples in the Formative Assessment, or did something silly, tell them to re-do the Formative Assessment and return for re-correction.

If the student has not yet mastered the skill, record a ✓ and direct the student to move on to the next worksheet. The student will have the chance to re-do the worksheet after completing the rest of their assigned worksheets. These marks can easily be translated into points, such as 10 points for the A and 5 points for the ✓.

3. Provide whole class interactive instruction and writing practice for fifteen minutes, twice a week, with **Sentence Lifting**. Follow the Sentence Lifting instructions on page 109 to begin.

Sentence Lifting Grading

Please see the **Sentence Lifting Grading Options** on page 110.

TGM Sentence Lifting

Sentence Lifting is a whole class instructional activity that takes 15-20 minutes to complete. This activity will help introduce or reinforce the Common Core mechanics, spelling, and grammar standards. Sentence Lifting uses both error analysis and sentence models to teach these skills. Mechanics and grammar skills complement those found on the TGM Worksheets.

Simple and Quick Preparation

1. Set up the Sentence Lifting and the Sentence Models and Dictations pages for classroom display. The text has been formatted to be visible for all of your students.
2. Find an exemplary student sentence for each lesson from any current writing assignment and add it to the Student Sentence Model section of the Sentence Models and Dictations page. For example, if you plan to teach Sentence Lifting #7 tomorrow, look for a good example of that grammar lesson's focus: *compound-complex sentences*.
3. Copy, run-off, and distribute the Sentence Lifting Worksheets or simply use binder paper.
4. Pre-read the Teaching Tips and Answers page before you teach. Each tips section has the following: scripted directions, basic and advanced rules or skills, and the answers. Decide whether to teach just the basic rules and skills or also the advanced rules and skills.

Interactive Instruction

1. Display the Mechanics section on the first Sentence Lifting page. Read the scripted directions (See Teaching Tips and Answers page) out loud. Per the directions, students will write the mechanics rule or skill that is displayed onto that section of their Sentence Lifting Worksheets (and any of the advanced skills that you choose to add).
2. Now, display the Practice section that follows the mechanics rule or skill. Read it out loud as it is written (including mistakes). Ask your students what is accurate ("What's right?") and what needs revision ("What's wrong?"), according to the rule or skill, while you make editing marks and revisions on the display. Spend *no more than two minutes* on the mechanics section.
3. Follow the same procedures on the spelling and grammar sections. Take an extra minute or two on the grammar section. Display the Grammar Cartoon and review the grammatical rule or skill. The Grammar Cartoons also work well as a review prior to the next Sentence Lifting lesson or as part of the unit review prior to testing.
4. Display the Sentence Diagrams, Sentence Models, and Dictations page. Give students a few minutes to complete the sentence diagram. Then, add the missing word(s) to the diagram from the Teaching Tips and Answers page with explanation, as is necessary. Students edit any mistakes with a colored pencil.
5. Read the Literary Sentence Model and Student Sentence Model sentences out loud. Quickly emphasize what is exceptional, in terms of the grammatical lesson focus.
6. Turn off the projector and complete the three dictations found on the Sentence Models and Dictations page. Tell your students to apply the rules or skills as they write down the dictations. **Note:** The grammar dictation requires the students to revise the sentence, per the instructions.
7. When finished, turn on the projector and display the dictations, one at a time. Help the students proofread their sentences, then mark and correct any errors with a colored pencil. Student can then "earn back" points for proper error correction. Self-editing is a skill worth practicing.

Every teacher grades differently. Teachers can simply assign participation points for each completed Sentence Lifting Worksheet. Or teachers can grade the Sentence Lifting Worksheets as part of a Writer's Notebook grade. Or teachers can assign points for each Sentence Lifting lesson.

Periodically (say after every four Sentence Lifting lessons), collect the Sentence Lifting Worksheets or Writer's Notebook and add back points for error corrections.

TGM Sentence Diagrams, Sentence Models, and Dictations #1

+1
They | **work**

+1
Students | **talk**

+1
teacher | **listens**

The wise

She explained,⁺¹ “It wasn’t hard to do.” “I know,⁺¹” he said.

I truly ⁺¹believe that you ⁺¹deceived me.

Place the simple subject at the start of this declarative sentence: Along the road, she ran with me.

+3

She ran along the road with me.



Sentence Lifting Worksheet # _____ **Name** _____

Mechanics Rule or Skill _____

Mechanics Dictation _____

Spelling Rule or Skill _____

Spelling Dictation _____

Grammar Rule or Skill _____

Grammar Dictation _____

Sentence Diagram



How to Diagram Sentences

Sentence diagramming can be a useful visual tool to teach students how to identify the different parts of sentences, understand how these parts function, and see how these parts relate to other parts of a sentence. Most students find that the visual image helps them better understand and remember grammatical terms, the parts of a sentence, and the basic rules of grammar. Sentence diagrams take the abstract components of English grammar and make them concrete. With practice, writers can use diagramming to diagnose their own grammatical errors and fix them.

Each of the 64 Sentence Lifting lessons provides a sentence diagram that focuses on the instructional grammar objective of that lesson. Step 4 in the Sentence Lifting directions reads as follows: “Display the Sentence Diagrams, Sentence Models, and Dictations page. Give students a few minutes to complete the sentence diagram. Then, add the missing word(s) to the diagram from the Teaching Tips and Answers page with explanation, if necessary. Students edit any mistakes with a colored pencil.”

Prior to using the sentence diagrams, it makes sense to introduce simple sentence diagramming to your students. Three lessons (15 minutes each) will teach students the basics so that you and your students will feel comfortable with this instructional component.

Lesson Objectives: Students will learn the how a sentence diagram depicts the subject, predicate, direct object, and indirect object of a sentence.

Lesson #1

1. Draw a simple horizontal line and write a subject on top to the left. Make the subject a proper noun and define the word as “the do-er” of the sentence.

Mark _____

2. Draw a vertical line after the subject and extend it just under the line.

Mark | _____

3. Write a predicate on top of the horizontal line, just to the right of the vertical line. Make the predicate a present tense action verb that will easily lead to a direct object without an article (*a*, *an*, and *the*). Define the predicate as “the action” of the subject and “what the ‘do-er’ does.”

Mark | gives _____

4. Have students replicate the lines and then insert their own subjects (proper nouns only) and predicates (present tense action verbs only). Share examples and discuss, making sure to use the exact language of instruction.

_____ | _____

Lesson #2 Building onto the Lesson #1 Diagram

1. Draw another vertical line after the predicate, but don't extend it under the horizontal line.

Mark | gives |

2. Write a direct object on top of the horizontal line, just to the right of the second vertical line. Make the direct object be a common noun that doesn't need an article. Define the direct object as the word that answers "What?" or "Who" from the predicate.

Mark | gives | money

3. Have students add the second vertical line on to their Lesson #1 Diagram and insert their own subjects, predicates, and direct objects (common nouns only). Don't allow students to use articles at this point. Share examples and discuss, making sure to use the exact language of instruction.

| |

Lesson #3 Building onto the Lesson #2 Diagram

1. Draw a slanted line below the horizontal line and connecting to the predicate.

Mark | gives | money
|

2. Tell students that the indirect object is the word that answers "To or For What?" or "To or For Whom" from the predicate. Show students how the indirect object is placed to the right of the slanted line below the horizontal line and connecting to the predicate. Add the pronoun "her" as the indirect object in the sentence diagram.

Mark | gives | money
| her

3. Have students add a slanted line below the horizontal line and connecting to the predicate on to their Lesson #2 Diagram and insert their own indirect object pronoun. Don't allow students to use articles at this point. Share examples and discuss, making sure to use the exact language of instruction.

| |

Sentence Diagramming Teacher Tips

After Sentence Lifting #1, the grammatical constructions necessitate expansion of the basic horizontal line. At this point, it is best to refer to the horizontal line as the *baseline* because more advanced sentence diagrams may have multiple horizontal lines.

On the Horizontal Baseline

- Place all parts of the predicate verb phrase on the horizontal line between the subject and direct object (has been said).
- If the object is a predicate noun or adjective, draw a backslash (\) slanting toward the subject (He | is / Tom) (He | is / nice).
- Place implied subjects in the subject place within parentheses, for example (You).
- Place appositives after the subject or object within parentheses (Tom (the man in red)).

Expanding the Baseline

- Compound subjects (Tom and Sue) and compound predicates (talked and shopped) are drawn as multiple horizontal lines stacked vertically and are joined at each end by a fan of diagonal lines.
- The coordinating conjunction (and) is placed next to a dotted vertical line that connects the left ends of the horizontal lines.

Below the Baseline

-Modifiers

Modifiers of the subject, predicate, or object are placed below the baseline. Adjectives (including articles) and adverbs are placed to the right of backward slashes (\), below the words they modify.

-Prepositional Phrases

- Prepositional phrases (under the tree) are also placed beneath the words they modify.
- Prepositions are placed to the right of backward slashes (\), below the words they modify and the objects of the prepositions are placed on horizontal lines connected to these slashes.

-Compound Sentences

Compound sentences (Tom walked home, and Sue followed him) are diagrammed separately with the verbs of the two clauses joined by a vertical dotted line with the conjunction written next to the dotted line.

-Subordinate (Dependent) Clauses

- Subordinate (dependent) clauses (Although Tom walked home, ...) connect the verbs of the two clauses with a dotted forward slash next to which the subordinating conjunction is written.
- Subordinate (dependent) clauses form their own subject-verb-object baselines.

-Participles and Participial Phrases

- A participle is drawn to the right of a backslash, except that a small horizontal line branches off at the end on which the suffix *er*, *_ing*, *_en*, *_d*, or *_ed* is written.
- With a participial phrase, the additional word or words are placed after a vertical line following the participial suffix (practicing soccer).

-Relative Clauses

Relative clauses (whom I know) connect the subject or object of the baseline with a dotted line to the relative pronoun (that, which, who, whom, and whose) which begins its own subject-verb-object baseline.

Above the Baseline

-Gerunds and Gerund Phrases

- Gerunds (Running) are placed on a horizontal line, connected to a vertical line descending to the baseline. The *_ing* is written to the right of a backslash at the end of the horizontal line.
- With a gerund phrase (Running effortlessly), the additional word or words are connected to the backslash on another horizontal line.

-Interjections

Interjections (Hey), Expletives (There), and Nouns of Direct Address are placed on horizontal lines above the baseline and are not connected to the baseline.

-Noun Clauses

Noun clauses (What you should know) branch up from the subject or object sections of the baseline with solid lines and form their own baselines with subject-verb-object vertical lines.

For additional grammatical constructions and sentence diagram samples, I highly recommend these helpful sites:

http://grammar.ccc.commnet.edu/grammar/diagrams2/one_pager2.htm

http://grammar.ccc.commnet.edu/grammar/diagrams2/one_pager1.htm

Mechanics

In dialogue sentences, place commas 1. after a beginning speaker tag to the left of the quotation marks 2. before and after a middle speaker tag to the left of both quotation marks 3. before an ending speaker tag to the left of the quotation marks.

Practice

She said, “Call me at home.”

“If I do call” he explained “, it will be late.”

“Then, just text me” she replied.

Spelling

Usually spell i before e, but spell e before i after c.

Practice

My friend recieved her gift.

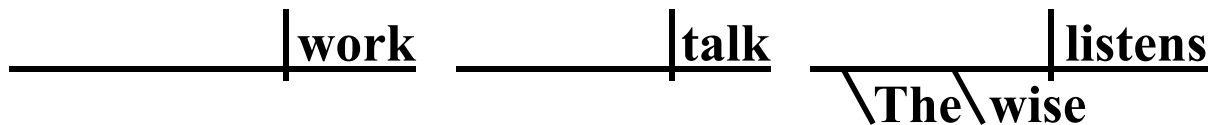
Grammar

The subject acts as the “do-er” of the sentence. A simple subject is a noun or pronoun. A complete subject adds words that describe the subject and forms a noun phrase.

Practice

Students work. They talk. The wise teacher listens.

Sentence Diagram



Literary Sentence Model

“All would live long, but none would be old.”

Benjamin Franklin (1706 - 1790)

Student Sentence Model

Mechanics Dictation

She explained, “It wasn’t hard to do.” “I know,” he said.

Spelling Dictation

I truly believe that you deceived me.

Grammar Dictation

Place the simple subject at the start of this declarative sentence: Along the road, she ran with me.

She ran along the road with me.

T&M Grammar Cartoon #1

“Chuck” is the **simple subject**
because he is the doer- he slips.
“Clumsy Chuck” is
the **complete subject**.



CLUMSY CHUCK SLIPPED ON
A BANANA PEEL.

TGM Teaching Tips and Answers #1

Mechanics

“Today, we are studying how to use commas with speaker tags. Speaker tags are used in dialogue to tell who and how a person talks. For example in the sentence: “No,” she said... *she said* is the speaker tag. Please write down this rule: ‘In dialogue sentences, place commas 1. after a beginning speaker tag to the left of the quotation marks 2. before and after a middle speaker tag to the left of both quotation marks 3. before an ending speaker tag to the left of the quotation marks.’ Now, what is right and what is wrong in the practice sentence, according to the rule?”

Advanced: Question marks and exclamation points can also separate speaker tags from dialogue.

Answer: She said, “Call me at home.” “If I do call,” he explained, “it will be late.” “Then, just text me,” she replied.

Spelling

“Now, we will learn a useful spelling rule using the *i* and *e* spelling combination. ‘Usually spell *i* before *e*, but spell *e* before *i* after *c*.’ Now, what is right and what is wrong in the practice sentence, according to the rule?”

Advanced: The rule only applies to the *i* and *e* spelling combination within one syllable, so the rule does not apply to words such as *sci-ence*. The rule also doesn't apply to plurals of words ending in "cy." Examples: *delicacies, frequencies, vacancies*

Answer: My friend received her gift.

Grammar

“Next, we will discuss sentence subjects. Please write this down: ‘The subject acts as the “do-er” of the sentence. A **simple subject** is a noun or pronoun. A **complete subject** adds words that describe the subject and forms a *noun phrase*.’ Now, what is the simple subject in the first sentence? What is the simple subject the second sentence? What is the complete subject in the third sentence?”

Advanced: To find the subject of the sentence, first identify any prepositional phrases and eliminate the nouns and pronouns found in these phrases from consideration. Sometimes, subjects are found in other places in a declarative sentence, other than at the beginning.

A declarative sentence—

1. tells a complete thought.
2. states both a subject and a predicate.
3. has the voice drop down at the end of a statement.

Answers: Students, They, The wise teacher

Sentence Diagram Answers: Students They teacher

Mechanics

Use commas to set apart appositives. An appositive is a noun or pronoun placed next to another noun or pronoun to identify, define, or describe it.

Practice

Joe, the one with the hat left. He followed the boy, Tom.

Spelling

Usually spell i before e, but spell e before i if the letters are pronounced as long /a/ sound.

Practice

Theyre over there, waiting to retrieve thier coats.

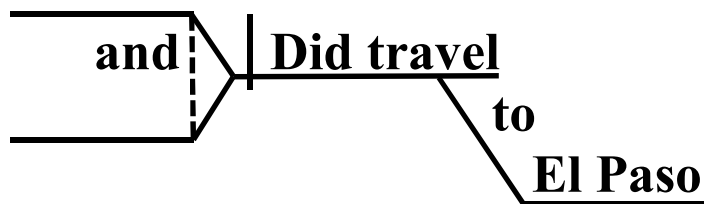
Grammar

The compound subject has two or more connected nouns or pronouns that act as the “do-ers” of the sentence. The words and, or, or nor connect these nouns.

Practice

Did Max travel to El Paso? Did Darla also visit that city?

Sentence Diagram



Literary Sentence Model

“Indifference and neglect often do much more damage than outright dislike.”

J.K. Rowling (1965 -)

Student Sentence Model

Mechanics Dictation

John, his brother, helped them paint.

Spelling Dictation

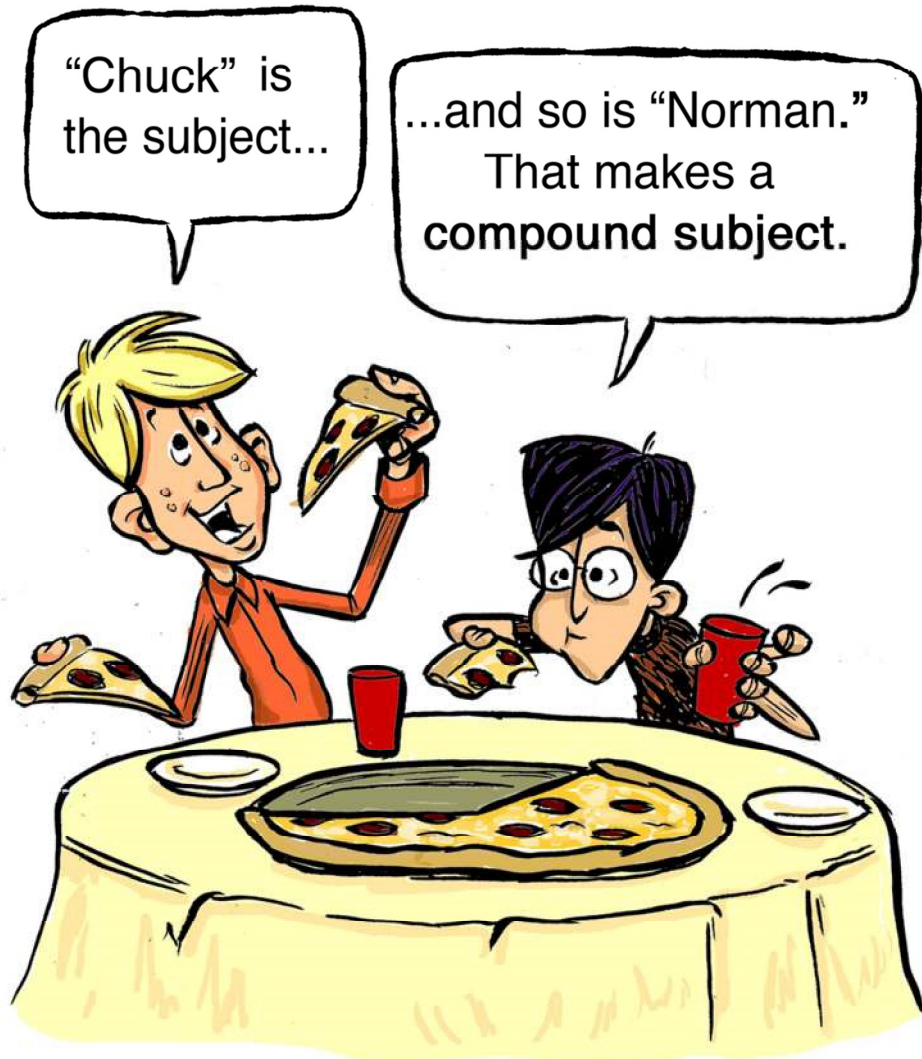
The weight of the boxes caused them much grief.

Grammar Dictation

Combine these sentences by using a compound subject: Chuck likes chocolate ice cream. Dave likes strawberry ice cream. Vera likes chocolate ice cream.

Chuck and Vera like chocolate ice cream, and (or another conjunction) Dave likes strawberry.

T&M Grammar Cartoon #2



**CHUCK AND NORMAN
ATE THE PIZZA.**

TGM Teaching Tips and Answers #2

Mechanics

“Today, we are studying how to use commas with **appositives**. Please write this down: ‘An appositive is a noun or pronoun or a phrase including a noun or pronoun that is placed next to another noun or pronoun (or phrase) to identify, define, or describe it. The appositive is offset from the word or phrase by comma(s).’ Now, what is right and what is wrong in the practice sentence, according to the rule?”

Advanced: Dashes and parentheses can also offset appositives.

Answer: Joe, the one with the hat, left. He followed the boy, Tom.

Spelling

“Now, we will learn a useful spelling rule using the *i* and *e* spelling combination. Please, write down this rule: ‘Usually spell *i* before *e*, but spell *e* before *i* if the letters are pronounced as long /a/ sound.’ Now, what is right and what is wrong in the practice sentence, according to the rule?”

Advanced: Other exceptions to the *i* before *e* rule include the following: *neither*, *either*, *weird*, *forfeit*, *caffeine*, *height*, to name a few.

Answer: They’re over there, waiting to retrieve their coats.

Grammar

“Next, we will discuss the **compound subject**. Please write this down: ‘The compound subject has two or more connected proper nouns, common nouns, or pronouns that act as the “do-ers” of the sentence. The words *and*, *or*, or *nor* connect these nouns.’ Revise the practice sentences to combine to include a compound subject?”

Advanced: When connected by *and*, the compound subject connects to a plural verb. When connected by *or* or *nor*, the compound subject connects to a singular verb.

An **interrogative sentence**—

1. asks a question that expresses a complete thought.
2. has both a subject and a predicate.
3. has the voice go up at the end of a statement.

In essays, avoid using interrogatives as thesis statements or topic sentences.

Answer Options: Did Max and Darla travel to El Paso? Did Max and Darla visit El Paso?

Sentence Diagram Answers: Max
 Darla

Mechanics

Use commas after each item in lists, except the last one.

Practice

Josh, Jan and Jose left early.

Spelling

Short vowel sounds follow with “__dge.” Other vowel sounds follow with “__ge.”

Practice

The edge of the page had a lardge, black mark.

Grammar

The predicate tells what the subject of the sentence does or what is done to the subject. A simple predicate is a verb or verb phrase that shows a physical or mental action or describes a state of being. A complete predicate includes all words in the sentence other than the complete subject.

Practice

The video shocked me!

Sentence Diagram

video | | me
 \ The

Literary Sentence Model

“Four be the things I'd have been better without: love, curiosity, freckles and doubt.”

Dorothy Parker (1893 - 1967)

The simple predicate is “would have been” in the above example.

Student Sentence Model

Mechanics Dictation

Pat, John, Yoko, and I left class.

Spelling Dictation

The couple celebrated their engagement on the London Bridge.

Grammar Dictation

Rearrange this exclamatory sentence, placing the simple predicate before the subject: The teacher arrives just in time.

Just in time arrives the teacher!

T&M Grammar Cartoon #3

“Reads” is the
simple predicate.
“Reads a book” is the
complete predicate.



KATIE READS A BOOK.

TGM Teaching Tips and Answers #3

Mechanics

“Today, we are studying how to use commas with items in a list. Please write down this rule: ‘Use commas after each item in lists, except the last one.’ Now, what is right and what is wrong in the practice sentence, according to the rule?”

Advanced: Newspapers and some magazines eliminate the last comma; however, most style manuals still require the last comma.

Answer: John, Jan, and Jose left early.

Spelling

“Now, we will learn a useful spelling rule using the ending /j/ sound. Please, write down this rule: ‘Short vowel sounds follow with __dge. Other vowel sounds follow with __ge.’ Now, what is right and what is wrong in the practice sentence, according to the rule?”

Advanced: An ending /j/ sound can also be spelled with a *d*, as in *graduation*, *education*, and *grandeur*.

Answer: The edge of the page had a large, black mark.

Grammar

“Next, we will discuss the *simple predicate*. Please write this down: ‘The predicate tells what the subject of the sentence does or what is done to the subject. A simple predicate is a verb or verb phrase that shows a physical or mental action or describes a state of being. A *complete* predicate includes all words in the sentence other than the complete subject.’ Now, what other words could be added to the practice sentence to form a complete predicate?”

Advanced: The simple predicate usually follows the subject in a sentence. However, the simple predicate can be placed before the subject in a question. Example: Was it your mother’s purse? Or it can be placed in a phrase or clause at the beginning of a sentence to add special emphasis. Example: Even more interesting was the fact that she knew it would probably rain.

An *exclamatory sentence* expresses surprise or strong emotion and has an exclamation point as ending punctuation. Limit using exclamation points by using strong verbs to express excitement. Some exclamatory expressions are *interjections* and have no relationship with the connecting sentence. Examples: How amazing! Wow!

Answer Examples: The video completely shocked me! The video shocked me to death!

Sentence Diagram Answers: shocked

Mechanics

Use commas after introductory words or phrases, unless the sentence is very short.

Practice

First, you should listen to me. After that I will listen to you.

Spelling

Spell “oy” at the end of syllables and “oi” elsewhere.

Practice

Be joyful and rejoyce at our good news.

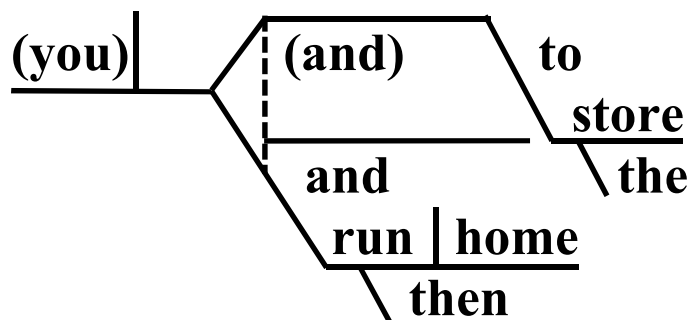
Grammar

The compound predicate has two or more connected verbs that tell what the subject of the sentence does or what is done to the subject. Words such as and, nor, or, or but are usually placed between the verbs.

Practice

Walk to the store and shop. Then come home.

Sentence Diagram



Literary Sentence Model

“We shall not fail or falter; we shall not weaken or tire...
Give us the tools and we will finish the job.”

Sir Winston Churchill (1874 - 1965)

Student Sentence Model

Mechanics Dictation

Finally, they arrived. At once, I could see their relief.

Spelling Dictation

That crazy girl anointed my head with soy sauce.

Grammar Dictation

Write this sentence correctly: Take the banana. Then peel it. Afterwards, eat it.

Take, peel, and eat the banana.

T&M Grammar Cartoon #4

"Caught" and
"scored" are
connected verbs!

So they form a
compound predicate!



©Rickert

THE FOOTBALL PLAYER CAUGHT
THE BALL AND SCORED
A TOUCHDOWN.

TGM Teaching Tips and Answers #4

Mechanics

“Today, we are studying how to use commas after introductory words in a sentence. Please write down this rule: ‘Use commas after introductory words or phrases in a sentence, unless the sentence is very short.’ Now, what is right and what is wrong in the practice sentence, according to the rule?”

Advanced: Also, place commas following introductory dependent clauses.

Answer: First, you should listen to me. After that, I will listen to you.

Spelling

“Now, we will learn a useful spelling rule using the /oy/ sound spellings. Please, write down this rule: ‘Spell *oy* at the end of syllables and *oi* elsewhere.’ Now, what is right and what is wrong in the practice sentence, according to the rule?”

Advanced: The words *gargoyle* and *foible* are the most common exceptions.

Answer: Be joyful and rejoice at our good news.

Grammar

“Next, we will discuss **compound predicates**. Please write this down: ‘The compound predicate has two or more connected verbs that tell what the subject of the sentence does or what is done to the subject. Words such as *and*, *nor*, *or*, or *but* are usually placed between the verbs.’ Now, how can these two sentences be combined to form a compound predicate?”

Advanced: Using compound predicates can help keep writing become concise (brief), clear, and readable. Compound predicates also place events in order and help writers avoid needless adverbs telling when the events occur.

An ***imperative sentence*** gives a command and frequently uses an implied (suggested) “you.” Example: Go to your room.

Answer: Walk to the store, shop, and then run home.

Sentence Diagram Answers: walk
shop

Mechanics

Use commas to separate dates. Also, place commas between related geographical place names and after the last place name, unless it appears the end of a sentence.

Practice

It happened in Tampa, Florida on May 3 1999.

Spelling

Keep the y when adding a suffix if the word ends in a vowel, then a y, or if the suffix begins with an i.

Practice

They displaied the art, carrying it from hall to hall.

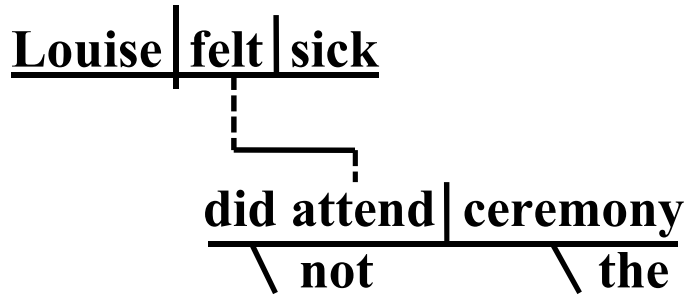
Grammar

An independent clause has a noun and verb that expresses a complete thought. Two independent clauses in one sentence are joined either by a semicolon or a comma, followed by a coordinating conjunction (FANBOYS: For-And-Nor-But-Or-Yet-So).

Practice

Louise felt sick. She did not attend the ceremony.

Sentence Diagrams, Sentence Models, and Dictations #5



Literary Sentence Model

“Do something every day that you don't want to do; this is the golden rule for acquiring the habit of doing your duty without pain.”

Mark Twain (1835 - 1910)

Student Sentence Model

Mechanics Dictation

We left for Hollywood, California on June 14, 2003.

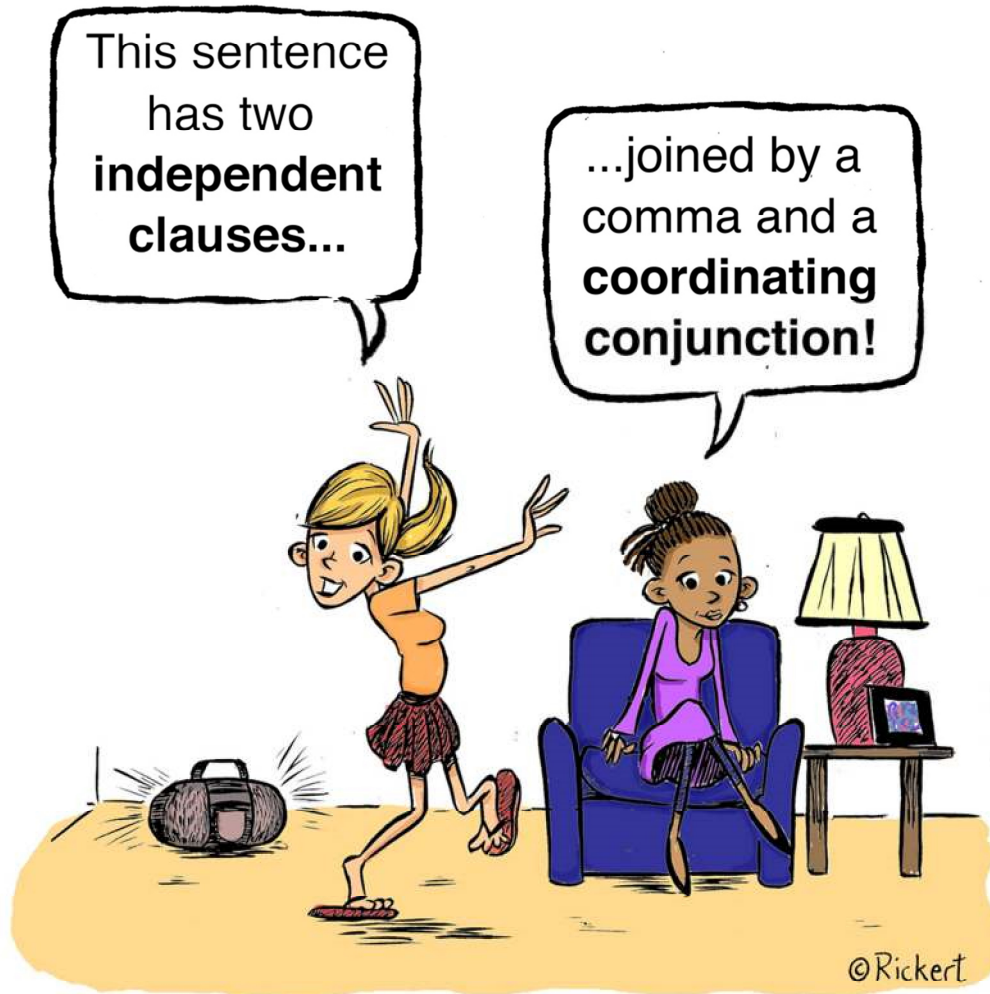
Spelling Dictation

She played as if she were ferrying the boat.

Grammar Dictation

Combine these sentences into one: Ann enjoys cooking Thai food. It is too spicy for her to eat.
Ann enjoys cooking Thai food, but it is too spicy for her to eat.

T&M Grammar Cartoon #5



KATIE LIKED DANCING, BUT
KIANA PREFERRED TO WATCH.

TGM Teaching Tips and Answers #5

Mechanics

“Today, we are studying how to use commas with dates and places. Please write down this rule: ‘Use commas to separate dates. Also, place commas between related geographical place names and after the last place name, unless it appears the end of a sentence.’ Now, what is right and what is wrong in the practice sentence, according to the rule?”

Advanced:

When the state or country is in the possessive form, this rule does not apply. Example: Rome, Italy’s tourist sites are in good repair.

Answer: It happened in Tampa, Florida, on May 3, 1999.

Spelling

“Now, we will learn a useful spelling rule about adding on a suffix to a root which ends in a final *y*. Please, write down this rule: ‘Keep the *y* when adding a suffix if the word ends in a vowel, then a *y*, or if the ending begins with an *i*.’ Now, what is right and what is wrong in the practice sentence, according to the rule?”

Advanced: There are a few exceptions to this rule such as *shyness*, *babyhood*, and *wryly*.

Answer: They displayed the art, carrying it from hall to hall.

Grammar

“Next, we will discuss ***independent clauses***. Please write this down: ‘An independent clause has a noun and verb that expresses a complete thought. Two independent clauses in one sentence are joined either by a semi-colon or a comma, followed by a coordinating conjunction (FANBOYS: For-And-Nor-But-Or-Yet-So).’ The ***catch word***, FANBOYS, helps us remember the common coordinating conjunctions. Now, which of these coordinating conjunctions best fits in the blank of the practice sentence, and what punctuation is necessary?”

Advanced: An independent clause that serves as a sentence forms a ***simple sentence***. Joining two related independent clauses into one sentence forms a ***compound sentence***.

Answer Options: Louise felt sick, so (and) she did not attend the ceremony.

Sentence Diagram Answers:

	so
she	

Mechanics

Place commas before and/or after nouns of direct address. If at the beginning of the sentence, one comma follows; if in the middle of the sentence, one comma goes before and one follows; if at the end of the sentence, one comma goes before the noun.

Practice

“Kristen, leave some for your sister.”

“If you insist Dad I will.”

“Just leave a little bit honey.”

Spelling

Change the y to i when adding a suffix, if the word ends in a consonant, then a y.

Practice

The happiest couple in town got along beautifully.

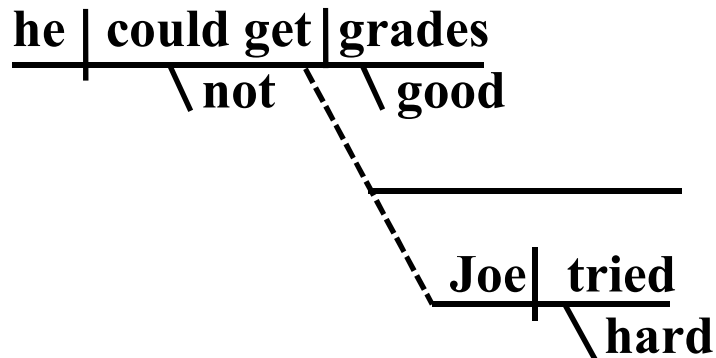
Grammar

To fix a sentence fragment, combine the dependent clause with an independent clause to form a complex sentence.

Practice

Although Joe tried hard. Joe could not get good grades.

Sentence Diagram



Literary Sentence Model

“I do not want people to be agreeable, as it saves me the trouble of liking them.”

Jane Austen (1775 - 1817)

Student Sentence Model

Mechanics Dictation

Mary and Jim, please pick up the trash.

Spelling Dictation

We had the merriest time at the party.

Grammar Dictation

Rearrange the words to form a complex sentence with the dependent clause at the beginning of this sentence: Evan could not master the song, even though he practiced.

Even though he (Evan) practiced, Evan (he) could not master the song.

“Because Chuck broke his ankle”
is a **dependent clause**. It needs
to join an **independent clause** —
“He couldn’t play soccer.”



INCORRECT: BECAUSE CHUCK BROKE
HIS ANKLE. HE COULDN'T PLAY SOCCER.
CORRECT: BECAUSE CHUCK BROKE
HIS ANKLE, HE COULDN'T PLAY SOCCER.

TGM Sentence Lifting #6 Teaching Tips and Answers

Mechanics

“Today, we are studying how to use commas with nouns of direct address. Please write down this rule: ‘Place commas before and/or after nouns of direct address. If at the beginning of the sentence, one comma follows; if in the middle of the sentence, one comma goes before and one follows; if at the end of the sentence, one comma goes before the noun.’ Now, what is right and what is wrong in the practice sentence, according to the rule?”

Advanced: Also use commas to separate compound nouns of direct address from the dialogue. Example: “Listen to me carefully,” John and Luis.

Answer: “Kristen, leave some for your sister.”
“If you insist, Dad, I will.”
“Just leave a little bit, honey.”

Spelling

“Now, we will learn a useful spelling rule about adding on a suffix to a root which ends in a final *y*. Please, write down this rule: ‘Change the *y* to *i* when adding a suffix if the word ends in a consonant, then a *y*.’ Now, what is right and what is wrong in the practice sentence, according to the rule?”

Advanced: There are a few exceptions to this rule such as *dryly*, *dryness*, *shyly*, *shyness*, *slyly*, and *slyness*.

Answer: The happiest couple in town got along beautifully.

Grammar

“Next, we will discuss how to fix incomplete sentences. One type of incomplete sentence is a **sentence fragment**. A sentence fragment is usually a **dependent clause** (a noun and verb that does not express a complete thought). Please write this down: ‘To fix a sentence fragment, combine the dependent clause with an independent clause to form a **complex sentence**.’ Now, how can the sentence fragment be fixed in the Practice section?”

Advanced: Another name for a dependent clause is a **subordinate clause**. It begins with a subordinate conjunction, such as *although*, or a relative pronoun, such as *which*, and needs additional information in an independent clause to finish the complete thought.

Answer Options: Although Joe (he) tried hard, he (Joe) could not get good grades. Although Joe (he) could not get good grades, he (Joe) tried hard.

Sentence Diagram Answers: Although
 Joe

Mechanics

Use commas before conjunctions to join two independent clauses. A coordinating conjunction connects words, phrases, or clauses with related meanings.

Practice

I liked her. She liked me.

Spelling

Ken kisses Coco in a custom car. (The starting /k/ sound is spelled k before e and i, but c before o, u, and a.)

Practice

Kurrently, kennels have individual cages, so puppies may eat their kibble without kompetition from older dogs.

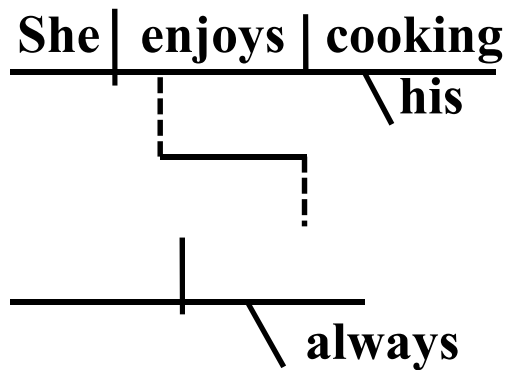
Grammar

Two independent clauses combined improperly form a sentence run-on. Fix run-ons by joining them with a comma-conjunction or semicolon or add a dependent clause to form a compound-complex sentence.

Practice

She enjoys his cooking she always has.

Sentence Diagram



Literary Sentence Model

“Nearly all men can stand adversity, but if you want to test a man's character, give him power.”

Abraham Lincoln (1809 - 1865)

The quote begins with an independent clause, follows with a dependent clause, and ends with another independent clause—an interesting compound-complex sentence.

Student Sentence Model

Mechanics Dictation

He told her the news, yet she did not believe it.

Spelling Dictation

The cantankerous and cunning soccer player kept consistently kicking well.

Grammar Dictation

Rearrange these words into one compound-complex sentence with the dependent clause at the beginning: He did dishes when she left and then he slept.

When she left, he did dishes, and then he slept.

Two independent clauses
joined together improperly
make a **sentence**
run-on.



**INCORRECT: NORMAN PLAYS THE
BANJO HE'S REALLY TALENTED.
CORRECT: NORMAN PLAYS THE BANJO,
AND HE'S REALLY TALENTED.**

TGM Teaching Tips and Answers #7

Mechanics

“Today, we are studying how to use commas to join independent clauses. Remember, an independent clause has a noun and verb that expresses a complete thought. Please write down this rule: ‘Use commas before conjunctions to join two independent clauses. A **coordinating conjunction**, such as FANBOYS (For-And-Nor-But-Or-Yet-So), connects words, phrases, or clauses with related meanings.’ Now, what is right and what is wrong in the practice sentence, according to the rule?”

Advanced: *Correlative conjunctions* can also be used to join independent clauses. These paired conjunctions are used in the same sentence to indicate a certain relationship. Common correlative conjunctions include the following: both...and, not only...but also, either...or, whether...or, neither...nor

Answer: I liked her, and (so) she liked me.

Spelling

“Now, we will learn a useful spelling rule for the starting /k/ sound. Please, write down this rule: ‘Ken kisses Coco in a custom car. (The starting /k/ sound is spelled *k* before *e* and *i*, but *c* before *o*, *u*, and *a*.)’ Now, what is right and what is wrong in the practice sentence, according to the rule?”

Advanced: The Greek spelling for the starting /k/ sound is “ch.” Examples: *chorus* and *chaos*.

Answer: Currently, kennels have individual cages, so puppies may eat their kibble without competition from older dogs.

Grammar

“Next, we will discuss how to fix incomplete sentences. Please write this down: ‘Two independent clauses combined improperly form a **sentence run-on**. Fix run-ons by joining them with a comma-conjunction or semicolon or add a dependent clause to form a **compound-complex sentence**.’ Now, revise the run-on in the Practice section to form a compound-complex sentence.”

Advanced: Two independent clauses combined with a comma form a **comma splice**. To correct a comma splice, use a comma-conjunction, a semicolon, or form a compound subject to act upon one verb, or change one clause to a phrase starting with an ing word.

Answer Options: She enjoys his cooking, and (but, yet) she always has. Even though she does cook, she enjoys his cooking, and she always has.

Sentence Diagram Answers: but
 She has

Mechanics

Use commas after greetings and closings in personal letters.

Practice

Dear Ralph,

Let's meet on Friday.

Sincerely, Mark

Spelling

Spell the /ch/ sound as “__tch” following short vowels in one-syllable words. Other vowels signal the “ch” spelling.

Practice

Eat your lunch while I pick out this peach.

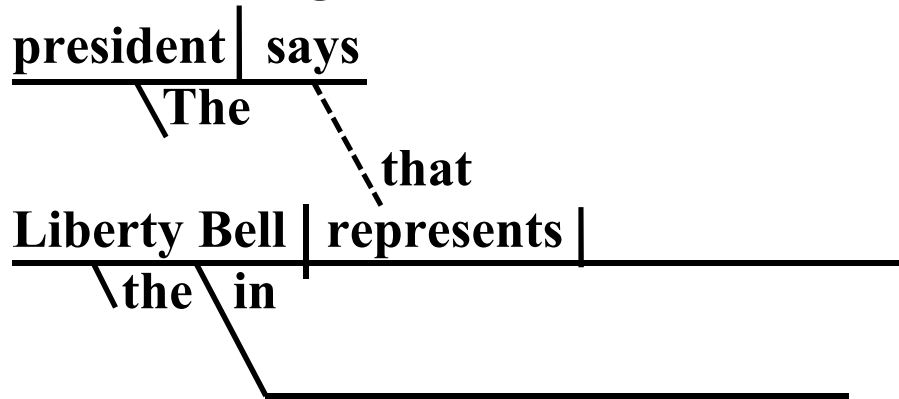
Grammar

A proper noun is capitalized to name a person, place, or thing. A common noun is an un-named idea, person, place, or thing and is not capitalized.

Practice

The President says that the Liberty bell in Philadelphia represents Freedom.

Sentence Diagram



Literary Sentence Model

“Patriotism means to stand by the country. It does not mean to stand by the president.”

Theodore Roosevelt (1858 - 1919)

Student Sentence Model

Mechanics

Dear Grandma,

Thanks for the birthday card.

Love, Tom

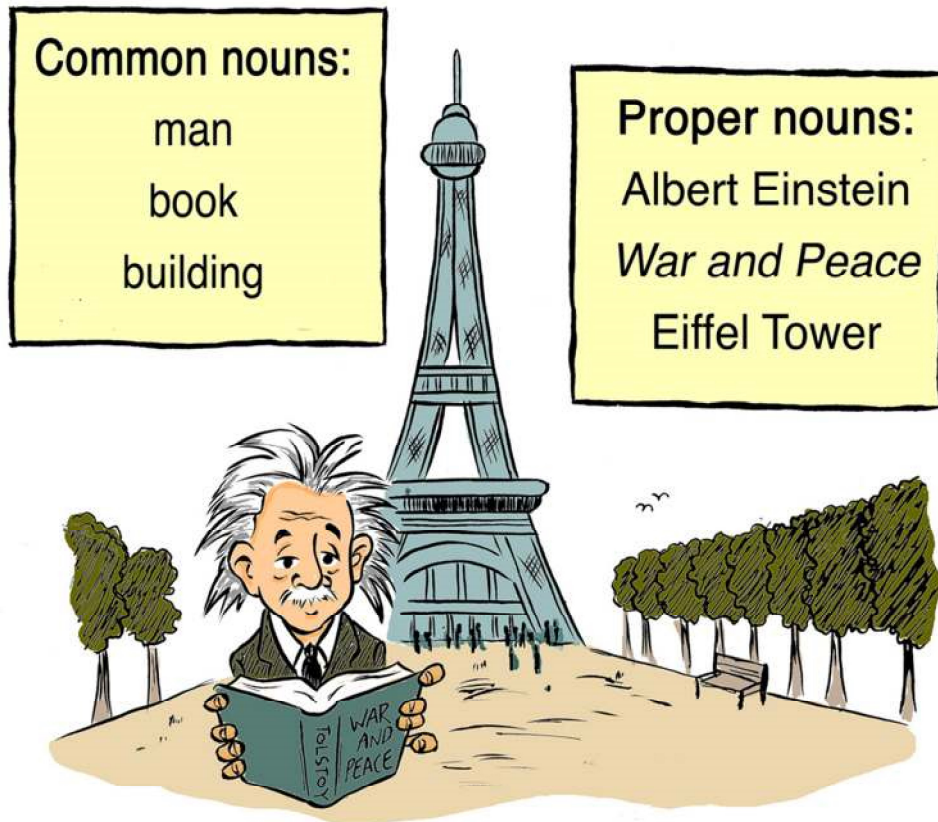
Spelling

The teacher gave us a test full of matching test problems.

Grammar

The Bible teaches the basics of the Christian faith.

T&M Grammar Cartoon #8



PROPER NOUN:
SPECIFIC THING, CAPITALIZED
COMMON NOUN:
GENERAL THING, NOT CAPITALIZED