

# TEACHING GRAMMAR AND MECHANICS

## GRADE 4



**ASSESSMENT  
AND PRACTICE**



**COMPREHENSIVE  
GRAMMAR AND  
MECHANICS  
PROGRAM**



Aligned to Common Core Standards

# **Teaching Grammar and Mechanics Grade 4**

**Mark Pennington**

**Pennington Publishing  
El Dorado Hills, CA**

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**Boldface denotes Introductory Standard for Fourth Grade Level.**

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**AUTHOR’S NOTE:** The *Grammar, Mechanics, Spelling, and Vocabulary Grade 4 COMPREHENSIVE PROGRAM BUNDLE* includes four full-year instructional programs designed to help students master the grade level and review Language Strand Standards with assessment-based direct and individualized instruction:

*Teaching Grammar and Mechanics Grade 4*  
*Writing Openers Language Application Grade 4*  
*Differentiated Spelling Instruction Grade 4*  
*Common Core Vocabulary Toolkit Grade 4*

# Language Conventions

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Language Conventions consists of fifty-six lessons, designed to introduce or review the College and Career Readiness Anchor Standards for Language, the grade level Conventions of Standard English (L. 1, 2), Knowledge of Language (L. 3), and Language Progressive Skills found in the Common Core Language Strand. Each interactive lesson is scripted with definitions, explanations, examples, practice, sentence diagrams, and answers. Teachers use mentor texts and writing applications to help students apply the mechanics and grammar and usage lessons in the reading and writing contexts. Sentence dictations are included in each lesson as formative assessments and each lesson includes additional practice if necessary. The accompanying student worksheets provide the text of each lesson and serve as a ready-made study guide for unit tests.

## How to Teach the Language Conventions Lessons

1. Print and pass out the student worksheet for the Language Conventions lesson and display the mechanics lesson. Introduce the mechanics lesson by reading the scripted first paragraph.
2. Ask students to read the mechanics lesson quietly as you read the scripted lesson out loud. Re-read the lesson and circle or highlight the key points of the text on the board or display. Direct students to do the same on their worksheets. Read and explain the example(s).
3. Tell students to read the practice sentence(s) and apply the mechanics rule(s) to circle or highlight what is right and cross out and revise what is wrong. Ask students to share what is right as you circle or highlight on the board or display. Then ask students to share what is wrong as you cross out and revise on the board or display. Model the Useful Editing Marks for Revision. (See following page.)
4. Follow the same procedures for the scripted grammar and usage lesson.
5. Ask students to read the sentence diagram directions quietly as you read them out loud. Direct students to complete the sentence diagram on their worksheets. When students have finished, display the sentence diagram answers. Explain answers and tell students to write a ✓ above each correctly placed answer and revise any errors. (See “How to Diagram Sentences” on the following pages to introduce this instructional component.)
6. Display the mentor text and read the mentor text lesson script out loud to discuss how the text serves as an exemplary application of the grammar and usage lesson.
7. Read the writing application lesson script and direct students to apply what they have learned to write an exemplary sentence or two on their worksheets. When students have finished, call on a few students to share their work. Write one of the student compositions on the board or display and discuss what makes it exemplary.
8. Turn off the display or do not scroll down to display the sentence dictations. Read the mechanics and grammar and usage dictations. Repeat as necessary. Remind your students to reference the lessons and examples as they write the dictations on their worksheets.
9. When students have finished, display the dictations, one at a time. Tell students to compare their sentences to those on the display. Students write a ✓ if their sentence is correct and correct any errors with editing marks. Assess whole-class mastery by asking students their scores. If **MORE PRACTICE** is needed, click the link to provide more practice sentences and another sentence dictation. Answers provided, of course.
10. Tell students to total their ✓ marks and record the scores on their worksheets.



## Language Conventions Grading Options

Teachers use different grading systems. Teachers can apply their own point systems or simply assign a participation grade for each of the Language Conventions lessons. Many of the activities in *Teaching Grammar and Mechanics* are designed for student self-correction to minimize teacher grading and to teach error analysis and self-editing.

Periodically (say after every four Language Conventions lessons) collect the worksheets, grade the Writing Application, and record student scores for each lesson. Teachers may choose to add back points or credit for error corrections and revisions on the Language Conventions Worksheets.

## Language Conventions Correction Example

### Sentence Diagram

√  
They | received | <sup>notice</sup>bonuses

### Writing Application

+5

Walking down the road, I felt an urge to stop at my neighbor's house.

### Mechanics Dictation

√  
She explained, "It wasn't hard to do." "I know" he said.

^  
,

### Grammar and Usage Dictation

√  
Along the long and winding road, she ran with me.

## Useful Editing Marks for Revision

Capitalization Error      ≡

Delete/Substitute      ✖ **mistake**

Rearrange      ↩      ↪

Insert      ^      √



## How to Diagram Sentences

Sentence diagramming can be a useful visual tool to teach students how to identify the 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 56 Language Convention lessons found in *Teaching Grammar and Mechanics* provides a simple sentence diagram that focuses on the instructional grammar and usage objective of that lesson. The sentence diagram graphics are already printed and printed clue words help scaffold instruction. Students do not need to draw the diagrams; they only fill in the blanks to practice the grammar and usage lesson. Prior to using the sentence diagrams, it makes sense to introduce simple sentence diagramming to your students. Two lessons (15 minutes each) will teach students the basics so that you and your students will feel comfortable with this instructional component. Unlike the Language Conventions lessons, students will draw the sentence diagrams in these lessons.

### Instructional Objectives

Students will learn the how a sentence diagram depicts the subject, predicate, direct object, adjectives, and adverbs.

### Preparation and Materials

Students will need binder paper, pencils, and rulers. The teacher will need a marker and straight edge ruler or yardstick for the display or board.

### Procedures

“Today we will begin the first of two short lessons on sentence diagramming. We will learn how to draw sentences to represent the basic parts of the sentence and how these parts function and relate to each other. You will be completing a sentence diagram on your worksheet for each of the Language Convention lessons.”

“Please take out a piece of binder paper, a pencil, and a ruler. Title your paper ‘Sentence Diagramming.’ I will read each direction, and then draw that part of the sentence diagram. You will copy what I have drawn on your paper. Make sure to ask questions about anything that confuses you, especially the grammatical terms. Let’s begin.”

## Sentence Diagramming Lesson #1

1. “Draw a horizontal line and write ‘Mark’ on top to the left. This is where we write the subject in a sentence diagram. The proper noun ‘Mark’ will be the subject in our sentence. The subject acts as ‘the do-er’ of the sentence.”

Mark  
\_\_\_\_\_

2. “Draw a vertical line after the subject and extend it just below the horizontal line.”

Mark |  
\_\_\_\_\_

3. “Write ‘gives’ on top of the horizontal line to the right of the vertical line. This is where we write the predicate in a sentence diagram. The verb ‘gives’ will be the predicate in our sentence. The predicate is ‘what the “do-er” does.’”

Mark | gives  
\_\_\_\_\_

4. “Draw another vertical line after the predicate, but don’t extend it under the horizontal line.”

Mark | gives |  
\_\_\_\_\_

5. “Write ‘money’ on top of the horizontal line to the right of a second vertical line that does not extend below the horizontal line. This is where we write the direct object in a sentence diagram. The common noun ‘money’ will be the direct object in our sentence. The direct object answers ‘What?’ or ‘Who’ from the predicate.”

Mark | gives | money  
\_\_\_\_\_

6. “Now draw and label your own subject-predicate-direct object sentence diagram. Let’s share a few of our sentence diagrams.”

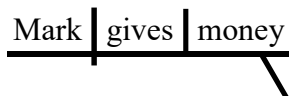
\_\_\_\_\_|\_\_\_\_\_|  
\_\_\_\_\_

## Sentence Diagramming Lesson #2

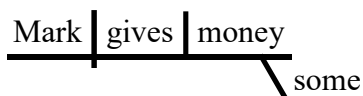
“Let’s review the basics of sentence diagrams. Look at our first sentence diagram.

- The subject is on top of the horizontal line to the left. The subject is the ‘do-er’ of the sentence. The subject is ‘Mark.’
- To the right of the subject, after a vertical line that extends below the horizontal line, is the predicate. The predicate is ‘what the “do-er” does.’ The predicate is ‘gives.’
- To the right of the predicate, after a second vertical line that does not extend below the horizontal line, is the direct object. The direct object answers ‘What?’ or ‘Who’ from the predicate. The direct object is ‘money.’”

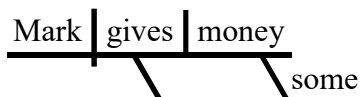
1. “Add onto our first sentence diagram. Anything below the horizontal line modifies the word it connects to above the horizontal line. *Modifies* means to describe, talk about, add to, limit, or make more specific. Draw a slanted line down from the horizontal line below the direct object ‘money.’”



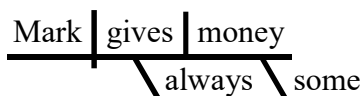
2. “Write ‘some’ to the right of the slanted line. The adjective ‘some’ modifies the common noun ‘money.’ Because an adjective comes before the noun it modifies, we would read the sentence as ‘Mark gives some money.’”



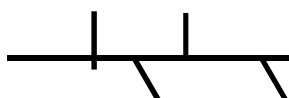
3. “Now draw a slanted line down from the horizontal line below the predicate ‘gives.’”



4. “Write ‘some’ to the right of the new slanted line. The adverb ‘always’ modifies the verb ‘gives.’ Let’s read the complete sentence out loud: ‘Mark always gives some money.’”



5. “Now draw and label your own subject-predicate-direct object sentence diagram with a modifying adjective and adverb. Let’s share a few of our sentence diagrams.”



## Sentence Diagramming Teacher Tips

Teachers with little or no sentence diagramming experience will appreciate the simplicity of this *Teaching Grammar and Mechanics* instructional component. The complete sentence diagrams, with all words filled-in, are found on the Sentence Diagram Answers page. The following tips explain the structure of sentence diagramming and will be useful as a reference tool throughout the program.

After the first few Language Conventions lessons, 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 backslashes ( \ ), 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 backslashes ( \ ), below the words they modify and the backslashes are connected to the horizontal lines on which the objects of the prepositions are placed.

## **(Below the Baseline)**

### **–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 backslash next to which the subordinating conjunction is written.
- Subordinate (dependent) clauses form their own subject-verb-object baselines.

### **–Participles and Participial Phrases**

- A participle (practicing...) 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 Speech are placed on horizontal lines above the baseline and are not connected to the baseline.

## **(Above 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, I highly recommend these helpful sites:

[http://grammar.ccc.commnet.edu/grammar/diagrams2/one\\_pager2.htm](http://grammar.ccc.commnet.edu/grammar/diagrams2/one_pager2.htm)

[http://grammar.ccc.commnet.edu/grammar/diagrams2/one\\_pager1.htm](http://grammar.ccc.commnet.edu/grammar/diagrams2/one_pager1.htm)

## **Training Modules**

Teachers will find the following video trainings to be helpful as they layer in the instructional components of the program:

**Module 1:** Language Strand Standards Alignment, Scope and Sequence, and Instructional Overview

<http://bit.ly/2tLMGDX>

**Module 2:** Language Conventions Lessons

<http://bit.ly/2uQr2i5>

**Module 6:** Remedial Grammar, Usage, and Mechanics Instruction

<http://bit.ly/2uQtpS0>

**Note:** The following training modules assist the teacher with the additional instructional components of the comprehensive *Grammar, Mechanics, Spelling, and Vocabulary* BUNDLE.

**Module 3:** Spelling Patterns Lessons

<http://bit.ly/2tdQ2xr>

**Module 4:** Language Application Openers

<http://bit.ly/2udB3rP>

**Module 5:** Vocabulary Acquisition and Use Worksheets

<http://bit.ly/2uhSwQD>

**Module 7:** Remedial Spelling Patterns Instruction

<http://bit.ly/2tMm85m>

# Language Conventions #1

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## Mechanics Lesson

“Today we are studying how to use **periods in proper noun titles**. Remember that a title added to a name helps identify the person. Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.”

Capitalize and use periods to abbreviate proper noun titles. Never end a sentence with two periods.

Proper noun titles can be placed before a proper noun. **Examples:** Dr., Mr., Mrs., Ms. Smith

Proper noun titles can be placed after a proper noun. **Examples:** James Smith, Sr., Jr., M.D.

**Practice:** Dr. Smith and Mrs Johnson sat on the plane with John Jackson jr..

“Now read the practice sentence on your worksheet. Apply the mechanics rules to circle or highlight what is right. Then cross out and change what is wrong. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

**Mechanics Practice Answers:** Dr. Smith and Mrs. Johnson sat on the plane with John Jr.

## Grammar and Usage Lesson

“Today we are studying **proper nouns**. Remember that there are two kinds of nouns: proper nouns and common nouns. Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

A proper noun is the name of a person, place, or thing and must be capitalized. A proper noun may be a single word or a group of words. **Examples:** John, President of the United States

“Now read the practice sentence on your worksheet. Then circle or highlight what is right and change what is wrong according to grammar and usage lesson. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

**Grammar and Usage Practice Answers:** Sam Lewis worked as a cowboy on the Old West Dude Ranch near Dodge City, Kansas.



# Language Conventions #1

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## Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Add these proper nouns to the Sentence Diagram in the space to the left of the main vertical line: “Yosemite National Park.”’” [Allow time.]

\_\_\_\_\_ | **has** | **waterfalls**

“Compare your diagram to that on the display. Use a different color pen or pencil to place a √ above each correctly placed answer and change any errors.”

## Mentor Text Lesson

“This mentor text from former Senator Hillary Clinton uses specific proper nouns. Let’s read it carefully: ‘Children today will grow up taking for granted that an African-American or a woman can, yes, become the President of the United States.’ Which is the proper noun in this sentence?”

## Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence using a variety of proper nouns on the Writing Application section of your worksheet. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

## Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly: ‘Ms. Cobb left Mr. Tim Benson, Jr., in the office of Susan Stark, M.D.’”

“Apply the grammar and usage lesson to write this Sentence Dictation correctly: ‘I watched Captain Gomez steer the Star Chaser safely into port in San Francisco.’”

“Now compare your sentences to those on the display. Place a √ if the sentence is correct. Correct errors with editing marks.”

# Language Conventions #1

---

## Mechanics

Capitalize and use periods to abbreviate proper noun titles.  
Never end a sentence with two periods.

Proper noun titles can be placed before a proper noun.

**Examples:** Dr., Mr., Mrs., Ms. Smith

Proper noun titles can be placed after a proper noun.

**Examples:** James Smith, Sr., Jr., M.D.

**Practice:** Dr. Smith and Mrs Johnson sat on the plane with John jr..

## Grammar and Usage

A proper noun is the name of a person, place, or thing and must be capitalized. A proper noun may be a single word or a group of words. A proper noun can also be abbreviated.

**Examples:** John, President of the U.S.

**Practice:** Sam Lewis worked as a cowboy on the Old west Dude Ranch near Dodge city, Kansas.

# Language Conventions #1

---

## Sentence Diagram Answers

Yosemite National Park | has | waterfalls

## Mentor Text

“Children today will grow up taking for granted that an African-American or a woman can, yes, become the President of the United States.”

Hillary Clinton (1947–)

## Writing Application Lesson

---

---

## Mechanics Dictation

Ms. Cobb left Mr. Tim Benson, Jr., in the office of Susan Stark, M.D.

## Grammar and Usage Dictation

I watched Captain Gomez steer the Star Chaser safely into port in San Francisco.

# Language Conventions #2

---

## Mechanics Lesson

“Today we are studying periods as ending punctuation. Remember that periods are also used with abbreviations. Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.”

Use periods to end declarative sentences. A declarative is a sentence that does not ask a question, show strong emotion or surprise, or give a command. **Example:** I like hamburgers.

Also use periods to end imperative sentences. An imperative is a command. **Example:** Please don’t do that.

“Now read the practice sentence on your worksheet. Apply the mechanics rules to circle or highlight what is right. Then cross out and change what is wrong. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

**Mechanics Practice Answers:** Bobby always bothers you. Don’t listen to him.

## Grammar and Usage Lesson

“Today we are studying **common nouns**. Remember that there are two kinds of nouns: proper nouns and common nouns. Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

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. A common noun can be a single word or a group of words.

**Examples:** love (idea), man (person), hill (place), lamp shade (thing)

“Now read the practice sentence on your worksheet. Then identify each common noun as an idea, person, place, or thing in the following parentheses. [Allow time.] ‘Can anyone identify the common noun idea? The common noun person? The common noun place? The common noun thing? [Highlight the common nouns on the display].’”

**Grammar and Usage Practice Answers:** My friend (person) at school (place) says our friendship (idea) began when I loaned her a pencil (thing).

# Language Conventions #2

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## Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Both proper and common nouns can be placed to the left of the main vertical line and to the right of the second vertical line in sentence diagrams. Add these words to the Sentence Diagram: “computers” and “Mr. Payton.”’”



“Compare your diagram to that on the display. Use a different color pen or pencil to place a ✓ above each correctly placed answer and change any errors.”

## Mentor Text Lesson

“This mentor text from *Harry Potter and the Sorcerer’s Stone* uses common nouns to generalize ideas. Let’s read it carefully: “‘It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends.’” What are the common nouns in this quote?”

## Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence using a variety of common nouns on the Writing Application section of your worksheet. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

## Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly on your worksheet. Then identify the declarative and imperative sentences: ‘Please stop talking. I am trying to hear the teacher.’”

“Apply the grammar and usage lesson to write this Sentence Dictation on your worksheet. Then underline the common nouns: ‘Last Wednesday the child spoke to her class with pride.’”

“Now compare your sentences to those on the display. Place a ✓ if the sentence is correct. Correct errors with editing marks.”

## Language Conventions #2

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### Mechanics

Use periods to end declarative sentences. A declarative is a sentence that does not ask a question, show strong emotion or surprise, or give a command. **Example:** I like hamburgers.

Also use periods to end imperative sentences. An imperative is a command. **Example:** Please don't do that.

**Practice:** Bobby always bothers you. Don't listen to him?

### Grammar and Usage

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. A common noun can be a single word or a group of words.

**Examples:** love (idea), man (person), hill (place), lamp shade (thing)

**Practice:** My friend ( ) at school

( ) says our friendship

( ) began when I loaned her a

pencil ( ).

# Language Conventions #2

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## Sentence Diagram Answers

Mr. Payton | teaches | computers

## Mentor Text

“It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends.”

J.K. Rowling (1965–)

## Writing Application Lesson

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## Mechanics Dictation

Please stop talking. (Imperative)

I am trying to hear the teacher. (Declarative)

## Grammar and Usage Dictation

Last Wednesday the child spoke to her class with pride.



# Language Conventions #3

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## Mechanics Lesson

“Today we are studying when and when not to use **periods in abbreviations**. Remember to use periods after abbreviated words and after beginning and ending titles of proper nouns such as ‘Mr.’ and ‘Sr.’ Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.”

Capitalize the letters in an abbreviated title and use periods following the first letter of each key word. Pronounce each of letters when saying the abbreviation. **Example:** U.S.A.

“Now read the practice sentence on your worksheet. Apply the mechanics rules to circle or highlight what is right. Then cross out and change what is wrong. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

**Mechanics Practice Answers:** J.C. Penney donated money to the U.N. to help starving children in Africa.

## Grammar and Usage Lesson

“Today we are studying **regular and irregular plural nouns**. Remember that there are two kinds of nouns: a proper noun names a person, place, or thing and a common noun is an idea, person, place, or thing. Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

Spell most plural nouns with an ending *s*. **Example:** dog-dogs

Spell “es” to form plurals after the ending sounds of /s/, /x/, /z/, /ch/, or /sh/.

**Example:** box-boxes

Also spell “es” to form plurals after a consonant, then an *o*. **Example:** potato-potatoes

Spell “ves” to form plurals after the “fe” or “lf” endings. **Examples:** knife-knives, shelf-shelves

Some plural nouns are irregular. **Examples:** child-children, man-men, person-people

“Now read the practice sentence on your worksheet. Then circle or highlight what is right and change what is wrong according to grammar and usage lesson. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

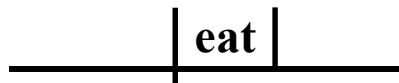
**Grammar and Usage Practice Answers:** Teachers give quizzes to children because they themselves once took them.

# Language Conventions #3

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## Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Plural nouns can be placed to the left of the main vertical line and to the right of the second vertical line in sentence diagrams. Write the plurals of these nouns in the Sentence Diagram: “wolf” and “fox.””



“Compare your diagram to that on the display. Use a different color pen or pencil to place a ✓ above each correctly placed answer and change any errors.”

## Mentor Text Lesson

“This mentor text from the 2006 movie *Amazing Grace* uses three irregular plural nouns. Let’s read it carefully: ‘This is a slave ship: *The Madagascar*. It has just returned from the Indies where it delivered 200 men, women, and children to Jamaica. When it left Africa, there were 600 on board. The rest died of disease or despair.’ Which irregular plural nouns can you identify?”

## Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence using an irregular plural noun on the Writing Application section of your worksheet. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

## Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly on your worksheet: ‘Time is usually divided into A.D. and B.C. here in the U.S.’”

“Apply the grammar and usage lesson to write this Sentence Dictation correctly on your worksheet: ‘Peoples use forks and knives to cut their tomatoes.’”

“Now compare your sentences to those on the display. Place a ✓ if the sentence is correct. Correct errors with editing marks.”

# Language Conventions #3

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## Mechanics

Capitalize the letters in an abbreviated title and use periods following the first letter of each key word. Pronounce each of letters when saying the abbreviation. **Example:** U.S.A.

**Practice:** JC. Penney donated money to the U.N. to help starving children in Africa.

## Grammar and Usage

Spell most plural nouns with an ending *s*. **Example:** dog-dogs

Spell “es” to form plurals after the ending sounds of /s/, /x/, /z/, /ch/, or /sh/. **Example:** box-boxes

Also spell “es” to form plurals after a consonant, then an *o*.  
**Example:** potato-potatoes

Spell “ves” to form plurals after the “fe” or “lf” endings.  
**Examples:** knife-knives, shelf-shelves

Some plural nouns are irregular. **Examples:** child-children, man-men, person-people

**Practice:** Teachers give quizzes to childs because they themselves once took them.

# Language Conventions #3

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## Sentence Diagram Answers

Wolves | eat | foxes

## Mentor Text

“This is a slave ship: *The Madagascar*. It has just returned from the Indies where it delivered 200 men, women, and children to Jamaica. When it left Africa, there were 600 on board. The rest died of disease or despair.”

from *Amazing Grace* (2006)

## Writing Application Lesson

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## Mechanics Dictation

Time is usually divided into A.D. and B.C. here in the U.S.

## Grammar and Usage Dictation

People use forks and knives to cut their tomatoes.

# Language Conventions #4

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## Mechanics Lesson

“Today we are studying how to write special abbreviations known as **acronyms**. Remember to use periods for most all abbreviations. Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.”

Acronyms are special abbreviated titles or sayings which are pronounced as words. Acronyms do not use periods following the letters. Most all acronyms are capitalized. **Example:** NATO

“Now read the practice sentence on your worksheet. Apply the mechanics rules to circle or highlight what is right. Then cross out and change what is wrong. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

**Mechanics Practice Answers:** The website’s FAQs (Frequently Asked Questions) had instructions for setting your PIN (Personal Identification Number).

## Grammar and Usage Lesson

“Today we are studying **verbs**. Remember that verbs must always match their nouns. A verb can be singular or plural and must match the noun or pronoun it acts upon or describes. Singular nouns often use verbs ending in *s*. Plural nouns often use verbs that don’t end in *s*. Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

English has three types of verbs:

- A verb can mentally act. **Examples:** think, like, wonder
- A verb can physically act. **Examples:** run, talk, eat
- A verb can also link a noun or pronoun to another word or words in the sentence.  
**Examples:** is, am, are, was, were, be, being, been

Singular verbs usually end in *s* and match singular nouns or pronouns while plural verbs don’t end in *s* and match plural nouns and pronouns. **Examples:** Sam walkss. The trains whistle.

**Practice:** Mom hopes ( \_\_\_\_\_ ) you are ( \_\_\_\_\_ ) right that he had finished ( \_\_\_\_\_ ) his chores.

“Now read the practice sentence on your worksheet. Then circle or highlight the verbs and identify each type of verb as physical, mental, or linking in the following parentheses. [Allow time.] ‘Can anyone share a verb and its type? [Highlight the sentence on the display].’”

**Grammar and Usage Practice Answers:** I hope (mental) you are (linking) right that he had finished (physical) his chores.

# Language Conventions #4

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## Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Verbs are placed to the right of the main vertical line and to the left of the second vertical line in sentence diagrams. Add these verbs to the sentence diagrams: “need” and “wants.”’” [Allow time.]

Sandy |                      | water                      They |                      | food

“Compare your diagram to that on the display. Use a different color pen or pencil to place a √ above each correctly placed answer and change any errors.”

## Mentor Text Lesson

“This mentor text from *Matilda* by Roald Dahl uses a variety of verbs. Let’s read it carefully: ‘Matilda said, “Never do anything by halves if you want to get away with it. Be outrageous. Go the whole hog. Make sure everything you do is so completely crazy it’s unbelievable...”’ Which types of verbs: mental, physical, or linking can you identify?”

## Writing Application Lesson

“Now let’s apply what we’ve learned and write a sentence to respond to Matilda’s advice with a variety of verbs on the Writing Application section of your worksheet. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

## Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly on your worksheet: ‘She asked me if I watched NASCAR, which is the National Association for Stock Car Auto Racing.’”

“Apply the grammar and usage lesson to write this Sentence Dictation on your worksheet: ‘He told me, “I wish you were older.’ Then circle or highlight the verbs and identify each type of verb in these sentences.”

“Now compare your sentences to those on the display. Place a √ if the sentence is correct. Correct errors with editing marks.”

## Language Conventions #4

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### Mechanics

Don't use periods or pronounce the letters in an acronym. Acronyms are special abbreviated titles or sayings that are pronounced as words. Most all acronyms are capitalized.

**Example:** NATO

**Practice:** The website's FAQs (Frequently Asked Questions) had instructions for setting your P.I.N. (Personal Identification Number).

### Grammar and Usage

English has three types of verbs:

- A verb can mentally act. **Examples:** think, like, wonder
- A verb can physically act. **Examples:** run, talk, eat
- A verb can also link a noun or pronoun to another word or words in the sentence. **Examples:** is, am, are, was, were, be, being, been

Singular verbs usually end in *s* and match singular nouns or pronouns while plural verbs don't end in *s* and match plural nouns and pronouns. **Examples:** Sam walks. The trains whistle.

**Practice:** Mom hopes (\_\_\_\_\_)

you are (\_\_\_\_\_) right that he

had finished (\_\_\_\_\_) his chores.



## Language Conventions #4

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### Sentence Diagram Answers

Sandy | wants | water

They | need | food

### Mentor Text

“Matilda said, "Never do anything by halves if you want to get away with it. Be outrageous. Go the whole hog. Make sure everything you do is so completely crazy it's unbelievable...”

Roald Dahl (1916–1919)

### Writing Application Lesson

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### Mechanics Dictation

She asked me if I watched NASCAR, which is the National Association for Stock Car Auto Racing,

### Grammar and Usage Dictation

He told (physical ) me, “I wish (mental) you were (linking) older.

# Language Conventions #5

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## Mechanics Lesson

“Today we are studying how to use **periods in Roman numeral outlines**. Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.”

Roman numeral outlines use numbers and letters to organize information. The first letter of the word, group of words, or sentence which follows each symbol is capitalized.

- Main ideas are listed as Roman numerals on the left margin and are followed by periods. **Examples:** I. II. III. IV. V. VI. VII. VIII. IX. X.
- Major details are listed as capital letters and are indented on the lines below the main ideas. Major details *modify* the main ideas. *Modify* means to describe, change, or limit. The capital letters are followed by periods. **Examples:** A. B. C.

“Now read the practice sentence on your worksheet. Apply the mechanics rules to circle the correct symbols for a Roman numeral outline. Then cross out and change what is wrong. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

**Mechanics Practice Answers:** The third main idea would be listed as III. The third major detail would be listed as C.

## Grammar and Usage Lesson

“Today we are studying **verb tense**. Remember that verbs can mentally or physically act or link a noun or pronoun to something else. Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

English uses three simple *verb tenses* to show time: the present, past, and future.

- Regular past tense verbs add “\_ed” onto the base form of the verb to match both singular and plural nouns or pronouns. **Examples:** jump-Mike jumped; They jumped.
- Present tense verbs add an *s* onto the base form of the verb to match singular nouns or pronouns. Don’t add an *s* to match plural nouns. **Examples:** Al jumps; We jump.
- Future tense verbs add *will* onto the base form of the verb to match both singular and plural nouns or pronouns. **Examples:** Tom will jump. Tom and she will jump.

“Now read the practice sentences on your worksheet. Then circle or highlight the verbs and identify each verb tense. [Allow time.] ‘Can anyone share what is right? What is wrong? [Highlight the sentence on the display].’”

**Grammar and Usage Practice Answers:** I like (present tense) the fact that you waited (past tense) your turn. You will begin (future tense) in a few minutes.

# Language Conventions #5

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## Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Complete these sentence diagrams, using the three tenses of this verb: “play.”’” [Allow time.]

Past Tense

Present Tense

Future Tense

Children |

Children |

Children |

“Compare your diagram to that on the display. Use a different color pen or pencil to place a √ above each correctly placed answer and change any errors.”

## Mentor Text Lesson

“This mentor text from *The Lightning Thief* by Rick Riordan uses different verb tenses within the same sentence. Let’s read it carefully:

‘What if it lines up like it did in the Trojan War ... Athena versus Poseidon?’

‘I don’t know. But I just know that I’ll be fighting next to you.’

Which verb tenses can you identify?”

## Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote using a variety of verb tenses on the Writing Application section of your worksheet. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

## Dictations and Corrections

“Apply the mechanics rules to label the correct symbols for a Roman numeral outline on the Mechanics Dictation lines on your worksheet: ‘The seventh main idea; the first three major details.’”

“Apply the grammar and usage lesson to write the verbs found in this Sentence Dictation on your worksheet: ‘She gave me a box of apples. They look great. They will make a delicious apple pie.’ Then identify the verb tense of each in a set of parentheses following each verb.”

“Now compare your sentences to those on the display. Place a √ if the sentence is correct. Correct errors with editing marks.”

# Language Conventions #5

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## Mechanics

Roman numeral outlines use numbers and letters to organize information. The first letter of the word, group of words, or sentence which follows each symbol is capitalized.

- Main ideas are listed as Roman numerals on the left margin and are followed by periods.

**Examples:** I. II. III. IV. V. VI. VII. VIII. IX. X.

- Major details are listed as capital letters and are indented on the lines below the main ideas. Major details *modify* the main ideas. *Modify* means to describe, change, or limit. The capital letters are followed by periods. **Examples:** A. B. C.

**Practice:** The third main idea would be listed as III. The third major detail would be listed as c.

# Language Conventions #5

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## Grammar and Usage

English uses three simple *verb tenses* to show time: the present, past, and future.

- Regular past tense verbs add “\_ed” onto the base form of the verb to match both singular and plural nouns or pronouns. **Examples:** jump-Mike jumped; They jumped,
- Present tense verbs add an *s* onto the base form of the verb to match singular nouns or pronouns. Don’t add an *s* to match plural nouns. **Examples:** Al jumps; We jump.
- Future tense verbs add *will* onto the base form of the verb to match both singular and plural nouns or pronouns. **Examples:** Tom will jump. Tom and she will jump.

**Practice:** I like the fact that you waited your turn. You will begin in a few minutes.

# Language Conventions #5

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## Sentence Diagram Answers

Past Tense	Present Tense	Future Tense
<u>Children   played</u>	<u>Children   play</u>	<u>Children   will play</u>

## Mentor Text

“What if it lines up like it did in the Trojan War ... Athena versus Poseidon?”

“I don't know. But I just know that I'll be fighting next to you.”

Rick Riordan (1964–)

## Writing Application Lesson

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## Mechanics Dictation

VII.

A. B. C.

## Grammar and Usage Dictation

gave (past tense) look (present tense) will make (future tense)

# Language Conventions #6

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## Mechanics Lesson

“Today we are studying how to use **apostrophes** with singular possessive proper nouns. Remember that a possessive noun or pronoun shows ownership. Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.”

A possessive noun shows ownership. To form a singular possessive proper noun, add on an apostrophe then an *s* (*'s*) to the end of the word. **Example:** Tim’s wallet

“Now read the practice sentence on your worksheet. Apply the mechanics rules to circle or highlight what is right. Then cross out and change what is wrong. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

**Mechanics Practice Answers:** Chelsea borrowed Barry’s paper and Amelia’s pen.

## Grammar and Usage Lesson

“Today we are studying **simple subjects**. Remember that every sentence must have at least one subject and predicate. Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

The subject is the “do-er” of the sentence. It tells whom or what the sentence is about. The simple subject is the person, place, thing, or idea that the verb acts upon. The simple subject is just one noun or pronoun and is usually found near the beginning of the sentence.

**Examples:** Sara knows me. It was perfect.

“Now read the Practice sentences on your worksheet. Then circle or highlight the simple subjects. [Allow time.] Can anyone identify a simple subject? [Highlight the sentences on the display].”

**Grammar and Usage Practice Answers:** Paul asked for help. Even during the earthquake, the painting did not move. Peace will come someday.

# Language Conventions #6

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## Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Subjects are placed to the left of the main vertical line in sentence diagrams. Complete the Sentence Diagram: “Teachers help students.” ’” [Allow time.]



## Mentor Text Lesson

“This mentor text, written by philosopher John Dewey, repeats the simple subject to make the reader focus on its importance. Let’s read it carefully: ‘Education is growth. Education is, not a preparation for life; education is life itself.’ How does repeating the simple subject help make his point?”

## Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write two sentences with repeated simple subjects on the Writing Application section of your worksheet. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

## Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly on your worksheet: ‘ Lisa’s grandmother and Richard’s aunt were the best of friends.’”

“Apply the grammar and usage lesson to write this Sentence Dictation correctly on your worksheet: ‘ They usually asked for chocolate. From the many choices my parents picked lemon this time.’ Then underline the simple subjects in these sentences.”

“Now compare your sentences to those on the display. Place a √ if the sentence is correct. Correct errors with editing marks.”



# Language Conventions #6

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## Mechanics

A possessive noun shows ownership. To form a singular possessive proper noun, add on an apostrophe then an *s* ('s) to the end of the word. **Example:** Tim's wallet

**Practice:** Chelsea borrowed Barry's paper and Amelias pen.

## Grammar and Usage

The subject is the “do-er” of the sentence. It tells whom or what the sentence is about. The simple subject is the person, place, thing, or idea that the verb acts upon. The simple subject is just one noun or pronoun and is usually found near the beginning of the sentence. **Examples:** Sara knows me. It was perfect.

**Practice:** Paul asked for help. Even during the earthquake, the painting did not move. Peace will come someday.

# Language Conventions #6

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## Sentence Diagram Answers

Teachers | help | students

## Mentor Text

“Education is growth. Education is, not a preparation for life; education is life itself.”

John Dewey (1859–1952)

## Writing Application Lesson

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## Mechanics Dictation

Lisa’s grandmother and Richard’s aunt were the best of friends.

## Grammar and Usage Dictation

They usually asked for chocolate. From the many choices my parents picked lemon this time.

# Language Conventions #7

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## Mechanics Lesson

“Today we are studying how to use **apostrophes** with singular possessive common nouns. Remember that a possessive shows ownership. Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.”

To form a singular possessive common noun, add on an apostrophe then an *s* (’s) to the end of the word. **Example:** A shirt’s sleeves

“Now read the practice sentence on your worksheet. Apply the mechanics rules to circle or highlight what is right. Then cross out and change what is wrong. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

**Mechanics Practice Answers:** I sent the child’s pictures to my aunt’s address.

## Grammar and Usage Lesson

“Today we are studying **simple predicates**. Remember that every sentence must have at least one subject and predicate. Also remember that the subject is the ‘do-er’ of the sentence. It tells whom or what the sentence is about. Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

The predicate does the work of the “do-er” of the sentence. The predicate shows a physical or mental action or it links a noun or pronoun to another word or words in the sentence. The simple predicate is the verb that acts upon the sentence subject. **Examples:** Paul danced, They dance, Paul dances, Paul will dance

To identify the subject and predicate in a sentence, first look for the main verb and then ask “Who?” or “What?” The answer is the subject and the main verb is the predicate.

**Example:** Paul danced to the music. Who or what danced? Paul is the subject and danced is the predicate.

“Now read the Practice sentences on your worksheet. Then circle or highlight the simple predicates. [Allow time.] ‘Can anyone identify a simple predicate? [Highlight the sentences on the display].’”

**Grammar and Usage Practice Answers:** She told me what happened. I believed her.

# Language Conventions #7

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## Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagrams on your worksheet: ‘Subjects are placed to the left of the main vertical line, and predicates are placed to the right. Write these two-word sentences where they belong: “Students will talk. Students talked. Students talk.”’” [Allow time.]

Past Tense

Present Tense

Future Tense

Students |

Students |

Students |

“Compare your diagram to that on the display. Use a different color pen or pencil to place a √ above each correctly placed answer and change any errors.”

## Mentor Text Lesson

“This mentor text, written by Dr. Seuss, uses good ‘show me,’ not ‘tell me’ simple predicates. Let’s read it carefully: ‘Don’t cry because it’s over. Smile because it happened.’ Why are these predicates well-chosen?”

## Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a good “show me” predicate on the Writing Application section of your worksheet. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

## Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly on your worksheet: ‘The forest’s trees were healthy once again after the fire’s damage.’”

“Apply the grammar and usage lesson to write this Sentence Dictation on your worksheet: ‘You know better. I trained you well.’ Then underline the simple predicates in these sentences.”

“Now compare your sentences to those on the display. Place a √ if the sentence is correct. Correct errors with editing marks.”

# Language Conventions #7

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## Mechanics

To form a singular possessive common noun, add on an apostrophe then an s ('s) to the end of the word. **Example:** A shirt's sleeves

**Practice:** I sent the child's pictures to my aunts' address.

## Grammar and Usage

The predicate does the work of the “do-er” of the sentence. The predicate shows a physical or mental action or it links a noun or pronoun to another word or words in the sentence. The simple predicate is the verb that acts upon the sentence subject.

**Examples:** Paul danced, They dance, Paul dances, Paul will dance

To identify the subject and predicate in a sentence, first look for the main verb and then ask “Who?” or “What?” The answer is the subject and the main verb is the predicate. **Example:** Paul danced to the music. Who or what danced? Paul is the subject and danced is the predicate.

**Practice:** She told me what happened. I believed her.

# Language Conventions #7

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## Sentence Diagram Answers

Past Tense

Students | talked

Present Tense

Students | talk

Future Tense

Students | will talk

## Mentor Text

“Don’t cry because it’s over. Smile because it happened.”

Theodor Seuss Geisel (1904–1991)

## Writing Application Lesson

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## Mechanics Dictation

The forest’s trees were healthy once again after the fire’s damage.

## Grammar and Usage Dictation

You know better. I trained you well.

# Language Conventions #8

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## Mechanics Lesson

“Today we are studying how to use **apostrophes** with plural possessive proper nouns. Remember that a possessive shows ownership. Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.”

To form a plural possessive proper noun, place an apostrophe after the plural ending (usually “\_s” or “\_es”) of the noun. **Examples:** the Smiths’ children, the Birches’ cars

“Now read the practice sentences on your worksheet. Apply the mechanics rules to circle or highlight what is right. Then cross out and change what is wrong. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

**Mechanics Practice Answers:** The Johnsons’ dogs are mean, but the Telles’ dogs are meaner.

## Grammar and Usage Lesson

“Today we are studying **direct objects**. Remember that an object receives the action of a verb. Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

A direct object tells whom or what receives the action of the verb. For example, I asked him, and he brought cookies. The direct objects are *him* (the *whom*) and *cookies* (the *what*).

“Now read the Practice sentence on your worksheet. Apply the grammar and usage lesson to underline the direct objects. [Allow time.] ‘Can anyone identify the direct objects? [Highlight the sentence on the display].’”

**Grammar and Usage Practice Answers:** I helped Joe while Cherry ate snacks.

# Language Conventions #8

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## Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Direct objects are placed to the right of the predicates in sentence diagrams. Complete these sentence diagrams: “Mice enjoy cheese. John watches Pete.”” [Allow time.]



“Compare your diagram to that on the display. Use a different color pen or pencil to place a √ above each correctly placed answer and change any errors.”

## Mentor Text Lesson

“This mentor text, written by William Feather, uses two direct objects. Let’s read it carefully: ‘Plenty of people miss their share of happiness, not because they never found it, but because they didn’t stop to enjoy it.’ Can anyone identify the direct objects?

## Writing Application Lesson

“Now let’s apply what we’ve learned to respond to the quote and write a sentence with two or more direct objects on the Writing Application section of your worksheet. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

## Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly on your worksheet: ‘I hear that the Lanes’ flowers are beautiful. The Peters’ flowers are also nice.’”

“Apply the grammar and usage lesson to write this Sentence Dictation correctly on your worksheet: ‘I hear you, but you must pay attention.’ Then underline the direct objects in this sentence.”

“Now compare your sentences to those on the display. Place a √ if the sentence is correct. Correct errors with editing marks.”



## Language Conventions #8

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### Mechanics

To form a plural possessive proper noun, place an apostrophe after the plural ending (usually “\_s” or “\_es”) of the noun.

**Examples:** the Smiths’ children, the Birches’ cars

**Practice:** The Johnsons’ dogs are mean, but the Tell’es dogs are meaner.

### Grammar and Usage

A direct object tells whom or what receives the action of the verb. For example, I asked him, and he brought cookies. The direct objects are *him* (the *whom*) and *cookies* (the *what*).

**Practice:** I helped Joe while Cherry ate snacks.

# Language Conventions #8

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## Sentence Diagram Answers

Mice | enjoy | cheese

John | watches | Pete

## Mentor Text

“Plenty of people miss their share of happiness, not because they never found it, but because they didn’t stop to enjoy it.”

William Feather (1889–1981)

## Writing Application Lesson

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## Mechanics Dictation

I hear that the Lanes’ flowers are beautiful. The Peters’ flowers are also nice.

## Grammar and Usage Dictation

I hear you, but you must pay attention.

# Language Conventions Worksheet #1

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## Mechanics

Capitalize and use periods to abbreviate proper noun titles. Never end a sentence with two periods.

Proper noun titles can be placed before a proper noun. **Examples:** Dr., Mr., Mrs., Ms. Smith

Proper noun titles can be placed after a proper noun. **Examples:** James Smith, Sr., Jr., M.D.

**Practice:** Dr. Smith and Mrs Johnson sat on the plane with John Jackson jr..

## Grammar and Usage

A proper noun is the name of a person, place, or thing and must be capitalized. A proper noun may be a single word or a group of words. **Examples:** John, President of the United States

**Practice:** Sam Lewis worked as a cowboy on the Old west Dude Ranch near Dodge city, Kansas.

## Sentence Diagram

Add these proper nouns to the sentence diagram in the space to the left of the main vertical line:  
“Yosemite National Park.”

\_\_\_\_\_ | has | waterfalls  
\_\_\_\_\_

**Writing Application** \_\_\_\_\_

\_\_\_\_\_

**Mechanics Dictation** \_\_\_\_\_

\_\_\_\_\_

**Grammar and Usage Dictation** \_\_\_\_\_

\_\_\_\_\_

## Language Conventions Worksheet #2

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### Mechanics

Use periods to end declarative sentences. A declarative is a sentence that does not ask a question, show strong emotion or surprise, or give a command. **Example:** I like hamburgers.

Also use periods to end imperative sentences. An imperative is a command. **Example:** Please don't do that.

**Practice:** Bobby always bothers you. Don't listen to him?

### Grammar and Usage

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. A common noun can be a single word or a group of words.

**Examples:** love (idea), man (person), hill (place), lamp shade (thing)

**Practice:** My friend ( ) at school ( ) says our  
friendship ( ) began when I loaned her a pencil ( ).

### Sentence Diagram

Both proper and common nouns can be placed to the left of the main vertical line and to the right of the second vertical line in sentence diagrams. Add these words to the sentence diagram:  
“computers” and “Mr. Payton.”



**Writing Application** \_\_\_\_\_

\_\_\_\_\_

**Mechanics Dictation** \_\_\_\_\_

\_\_\_\_\_

**Grammar and Usage Dictation** \_\_\_\_\_

\_\_\_\_\_

## Language Conventions Worksheet #3

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### Mechanics

Capitalize the letters in an abbreviated title and use periods following the first letter of each key word. Pronounce each of letters when saying the abbreviation. **Example:** U.S.A.

**Practice:** JC. Penney donated money to the U.N. to help starving children in Africa.

### Grammar and Usage

Spell most plural nouns with an ending *s*. **Example:** dog-dogs

Spell “es” to form plurals after the ending sounds of /s/, /x/, /z/, /ch/, or /sh/.

**Example:** box-boxes

Also spell “es” to form plurals after a consonant, then an *o*. **Example:** potato-potatoes

Spell “ves” to form plurals after the “fe” or “lf” endings. **Examples:** knife-knives, shelf-shelves

Some plural nouns are irregular. **Examples:** child-children, man-men, person-people

**Practice:** Teachers give quizzes to childs because they themselves once took them.

### Sentence Diagram

Plural nouns can be placed to the left of the main vertical line and to the right of the second vertical line in sentence diagrams. Write the plurals of these nouns in the sentence diagram: “wolf” and “fox.”

\_\_\_\_\_ | eat | \_\_\_\_\_

### Writing Application

\_\_\_\_\_

### Mechanics Dictation

\_\_\_\_\_

### Grammar and Usage Dictation

\_\_\_\_\_

## Language Conventions Worksheet #4

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### Mechanics

Acronyms are special abbreviated titles or sayings which are pronounced as words. Acronyms do not use periods following the letters. Most all acronyms are capitalized. **Example:** NATO

**Practice:** The website's FAQs (Frequently Asked Questions) had instructions for setting your P.I.N. (Personal Identification Number).

### Grammar and Usage

English has three types of verbs:

- A verb can mentally act. **Examples:** think, like, wonder
- A verb can physically act. **Examples:** run, talk, eat
- A verb can also link a noun or pronoun to another word or words in the sentence.  
**Examples:** is, am, are, was, were, be, being, been

Singular verbs usually end in *s* and match singular nouns or pronouns while plural verbs don't end in *s* and match plural nouns and pronouns. **Examples:** Sam walks. The trains whistle.

**Practice:** Mom hopes ( ) you are ( ) right that he had finished ( ) his chores.

### Sentence Diagram

Verbs are placed to the right of the main vertical line and to the left of the second vertical line in sentence diagrams. Add these verbs to the sentence diagrams: "need" and "wants."

Sandy |       | water

They |       | food

**Writing Application** \_\_\_\_\_

**Mechanics Dictation** \_\_\_\_\_

**Grammar and Usage Dictation** \_\_\_\_\_

## Language Conventions Worksheet #5

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### Mechanics

Roman numeral outlines use numbers and letters to organize information. The first letter of the word, group of words, or sentence which follows each symbol is capitalized.

- Main ideas are listed as Roman numerals on the left margin and are followed by periods. **Examples:** I. II. III. IV. V. VI. VII. VIII. IX. X.
- Major details are listed as capital letters and are indented on the lines below the main ideas. Major details *modify* the main ideas. *Modify* means to describe, change, or limit. The capital letters are followed by periods. **Examples:** A. B. C.

**Practice:** The third main idea would be listed as III. The third major detail would be listed as c.

### Grammar and Usage

English uses three simple *verb tenses* to show time: the present, past, and future.

- Regular past tense verbs add “\_ed” onto the base form of the verb to match both singular and plural nouns or pronouns. **Examples:** jump-Mike jumped; They jumped.
- Present tense verbs add an *s* onto the base form of the verb to match singular nouns or pronouns. Don’t add an *s* to match plural nouns. **Examples:** Al jumps; We jump.
- Future tense verbs add *will* onto the base form of the verb to match both singular and plural nouns or pronouns. **Examples:** Tom will jump. Tom and she will jump.

**Practice:** I like (\_\_\_\_\_ tense) that you waited (\_\_\_\_\_ tense)  
your turn. You will begin (\_\_\_\_\_ tense) in a few minutes.

### Sentence Diagram

Complete these sentence diagrams, using the three tenses of this verb: “play.”

Past Tense

Children | \_\_\_\_\_

Present Tense

Children | \_\_\_\_\_

Future Tense

Children | \_\_\_\_\_

### Writing Application

### Mechanics Dictation

### Grammar and Usage Dictation

## Language Conventions Worksheet #6

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### Mechanics

A possessive noun shows ownership. To form a singular possessive proper noun, add on an apostrophe then an *s* ('s) to the end of the word. **Example:** Tim's wallet

**Practice:** Chelsea borrowed Barry's paper and Amelias pen.

### Grammar and Usage

The subject is the "do-er" of the sentence. It tells whom or what the sentence is about. The simple subject is the person, place, thing, or idea that the verb acts upon. The simple subject is just one noun or pronoun and is usually found near the beginning of the sentence.

**Examples:** Sara knows me. It was perfect.

**Practice:** Paul asked for help. It is a beautiful city. Even during the earthquake, the painting did not move. Peace will come someday.

### Sentence Diagram

Subjects are placed to the left of the main vertical line in sentence diagrams. Complete the Sentence Diagram: "Teachers help students."



### Writing Application

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### Mechanics Dictation

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### Grammar and Usage Dictation

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## Language Conventions Worksheet #7

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### Mechanics

To form a singular possessive common noun, add on an apostrophe then an *s* ('s) to the end of the word. **Example:** A shirt's sleeves

**Practice:** I sent the child's pictures to my aunts' address.

### Grammar and Usage

The predicate does the work of the "do-er" of the sentence. The predicate shows a physical or mental action or it links a noun or pronoun to another word or words in the sentence. The simple predicate is the verb that acts upon the sentence subject. **Examples:** Paul danced, They dance, Paul dances, Paul will dance

To identify the subject and predicate in a sentence, first look for the main verb and then ask "Who?" or "What?" The answer is the subject and the main verb is the predicate. **Example:** Paul danced to the music. Who or what danced? Paul is the subject and danced is the predicate.

**Practice:** She told me what happened. I believed her.

### Sentence Diagram

Subjects are placed to the left of the main vertical line, and predicates are placed to the right. Complete the sentence diagrams, matching these sentences to their verb tenses: "Students will talk. Students talked. Students talk."

Past Tense

Present Tense

Future Tense

Students | \_\_\_\_\_

Students | \_\_\_\_\_

Students | \_\_\_\_\_

**Writing Application** \_\_\_\_\_

**Mechanics Dictation** \_\_\_\_\_

**Grammar and Usage Dictation** \_\_\_\_\_

## Language Conventions Worksheet #8

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### Mechanics

To form a plural possessive proper noun, place an apostrophe after the plural ending (usually “\_s” or “\_es”) of the noun. **Examples:** the Smiths’ children, the Birches’ cars

**Practice:** The Johnsons’ dogs are mean, but the Tell’es dogs are meaner.

### Grammar and Usage

A direct object tells whom or what receives the action of the verb. For example, I asked him, and he brought cookies. The direct objects are *him* (the *whom*) and *cookies* (the *what*).

**Practice:** I helped Joe while Cherry ate snacks.

### Sentence Diagram

Direct objects are placed to the right of the predicates in sentence diagrams. Complete these sentence diagrams: “Mice enjoy cheese. John watches Pete.”



### Writing Application

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### Mechanics Dictation

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### Grammar and Usage Dictation

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## Grammar and Mechanics Unit Tests Directions

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

### Administrative Options

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

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

### Test Structure and Grading

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

### Test Review Options

#### Pretest

Teachers may choose to review key grammar and mechanics content, skills, and rules the day before the unit test. Students should study their lesson worksheets.

#### Posttest

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

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

## Grammar and Mechanics Test: Lessons 1-4

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

- |   |  |
|---|--|
| ___ 1. Mr., Mrs., Ms., Dr. Sr., Jr., M.D. | A. Capitalized person, place, or thing |
| ___ 2. Proper noun                        | B. Abbreviated proper noun             |
| ___ 3. Imperative                         | C. Irregular plural nouns              |
| ___ 4. Common noun                        | D. Idea, person, place, or thing       |
| ___ 5. U.S.                               | E. Mental, physical, linking           |
| ___ 6. Child, man, person                 | AB. Proper noun titles                 |
| ___ 7. NASA                               | AC. Command                            |
| ___ 8. Verbs                              | AD. Acronym                            |

**Sentence Application Directions:** Answer in complete sentences, using your own words.

9. Write a sentence using a title following a proper noun. \_\_\_\_\_

\_\_\_\_\_

10. Write a sentence with an proper noun person and thing. \_\_\_\_\_

\_\_\_\_\_

11. Write a declarative sentence. \_\_\_\_\_

\_\_\_\_\_

12. Write a sentence including a common noun person. \_\_\_\_\_

\_\_\_\_\_

13. Write a sentence with a proper noun place abbreviation. \_\_\_\_\_

\_\_\_\_\_

14. Write sentence with an irregular plural. \_\_\_\_\_

\_\_\_\_\_

15. Write a sentence including an acronym. \_\_\_\_\_

\_\_\_\_\_

16. Write a sentence including two types of verbs. \_\_\_\_\_

\_\_\_\_\_

## Grammar, Usage, and Mechanics Test: Lessons 5–8

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

- |   |  |
|---|--|
| ____ 1. Roman numeral                   | A. Leon's jacket                                 |
| ____ 2. Verb tense                      | B. Acts upon the subject of the sentence         |
| ____ 3. Singular possessive proper noun | C. Time  |
| ____ 4. Simple subject                  | D. Letter's stamps                               |
| ____ 5. Singular possessive common noun | E. Main idea                                     |
| ____ 6. Simple predicate                | AB. Sanchez'                                     |
| ____ 7. Plural possessive proper noun   | AC. The "do-er" of the sentence                  |
| ____ 8. Direct object                   | AD. Whom or what receives the action of the verb |

**Sentence Application Directions:** Answer in complete sentences, using your own words.

9. List the first ten Roman numerals. \_\_\_\_\_  
\_\_\_\_\_
10. Change this sentence to past verb tense: I will stop chewing gum. \_\_\_\_\_  
\_\_\_\_\_
11. Change this sentence to include a singular possessive proper noun: Anne had her horse tied to the post. \_\_\_\_\_  
\_\_\_\_\_
12. Change this sentence to begin with the simple subject: The gift was wrapped by Louis. \_\_\_\_\_  
\_\_\_\_\_
13. Change this sentence to include a singular possessive common noun: The buttons on the jacket were large and shiny. \_\_\_\_\_  
\_\_\_\_\_
14. Change this sentence to begin with the simple predicate. They walk through the door. \_\_\_\_\_  
\_\_\_\_\_
15. Change this sentence to include a plural possessive proper noun: We ate dinner with the Perez family. \_\_\_\_\_  
\_\_\_\_\_
16. Change this sentence to follow the verb with the direct object: Flowers we gave. \_\_\_\_\_  
\_\_\_\_\_

## Grammar and Mechanics Unit Test Answers

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### Lessons 1–4

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

### Lessons 5–8

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

### Lessons 9–12

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

### Lessons 13–16

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

### Lessons 17–20

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

### Lessons 21–24

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

### Lessons 25–28

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

### Lessons 29–32

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

### Lessons 33–36

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

### Lessons 37–40

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

### Lessons 41–44

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

### Lessons 45–48

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

## Grammar and Mechanics Unit Test Answers

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### Lessons 49–52

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

### Lessons 53–56

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

## Common Core State Standards Alignment Grade 4

### 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.

LC/SW 1, 2, 4,  
14–19, 21–24,  
42–46

##### [CCSS.ELA-LITERACY.L.3.1.B](#)

Form and use regular and irregular plural nouns.

GUM 1–4, 6  
LC/SW 3, 13,  
17

##### [CCSS.ELA-LITERACY.L.3.1.C](#)

Use abstract nouns (e.g., *childhood*).

GUM 10

##### [CCSS.ELA-LITERACY.L.3.1.D](#)

Form and use regular and irregular verbs.

LC/SW 2

##### [CCSS.ELA-LITERACY.L.3.1.E](#)

Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.

GUM 2

LC/SW 33, 34

GUM 42

LC/SW 5,

29–32, 35, 36

GUM

##### [CCSS.ELA-LITERACY.L.3.1.F](#)

Ensure subject-verb and pronoun-antecedent agreement.\*

LC/SW 37, 38

GUM 24, 26,

27

##### [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.

LC/SW 26–28,

42–45

GUM 30–33

##### [CCSS.ELA-LITERACY.L.3.1.H](#)

Use coordinating and subordinating conjunctions.

LC/SW 48–51

GUM 8, 9

##### [CCSS.ELA-LITERACY.L.3.1.I](#)

Produce simple, compound, and complex sentences.

LC/SW 6–9,

47, 51

GUM 15–17

##### [CCSS.ELA-LITERACY.L.3.2.A](#)

Capitalize appropriate words in titles.

LC/SW 27–37,

40, 41

GUM 48–53

##### [CCSS.ELA-LITERACY.L.3.2.B](#)

Use commas in addresses.

LC/SW 17

GUM 47

##### [CCSS.ELA-LITERACY.L.3.2.C](#)

Use commas and quotation marks in dialogue.

LC/SW 20–25

GUM 43, 45,

57

##### [CCSS.ELA-LITERACY.L.3.2.D](#)

Form and use possessives.

LC/SW 16–19

GUM 60, 61

LC = Language Conventions; SW = Student Worksheets;

GUM = Grammar, Usage, and Mechanics Worksheets

\*Language Progressive Skills



## Common Core State Standards Alignment Grade 4

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Lesson #
<b>Grade Level Standards: Conventions of Standard English:</b>	
<a href="#">CCSS.ELA-LITERACY.L.4.1.A</a> Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).	LC/SW 55 GUM 25
<a href="#">CCSS.ELA-LITERACY.L.4.1.B</a> Form and use the progressive ( <i>I was walking; I am walking; I will be walking</i> ) verb tenses.	LC/SW 39,40,41 GUM 37, 39, 41
<a href="#">CCSS.ELA-LITERACY.L.4.1.C</a> Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.	LC/SW 36 GUM 35
<a href="#">CCSS.ELA-LITERACY.L.4.1.D</a> Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).	LC/SW 21–24 GUM 4
<a href="#">CCSS.ELA-LITERACY.L.4.1.E</a> Form and use prepositional phrases.	LC/SW 52–54 GUM 7
<a href="#">CCSS.ELA-LITERACY.L.4.1.F</a> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	LC/SW 9–11 GUM 15–21
<a href="#">CCSS.ELA-LITERACY.L.4.2.A</a> Use correct capitalization.	LC/SW 27–41 GUM 48–53
<a href="#">CCSS.ELA-LITERACY.L.4.2.B</a> Use commas and quotation marks to mark direct speech and quotations from a text.	LC/SW 20–24 GUM 41, 46, 57
<a href="#">CCSS.ELA-LITERACY.L.4.2.C</a> Use a comma before a coordinating conjunction in a compound sentence.	LC/SW 52 GUM 16, 46
<a href="#">CCSS.ELA-LITERACY.L.4.3.B</a> Choose punctuation for effect.*	LC/SW 1–56 GUM 43–63

LC = Language Conventions; SW = Student Worksheets;

GUM = Grammar, Usage, and Mechanics Worksheets

\*Language Progressive Skills

## Fourth Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
1	Proper Nouns	Periods in Proper Noun Titles	Short Vowels	Precise Proper Nouns	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
2	Common Nouns	Periods to End Statements and Commands	Short Vowels	Precise Common Nouns	Word Relationships, Connotations, Academic Language
3	Plural Nouns and Irregular Plurals	Periods for Abbreviations	Long Vowel <i>a</i>	Plural Nouns and Irregular Plurals	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
4	Verbs	Periods for Acronyms	Long Vowel <i>a</i>	Precise Verbs	Word Relationships, Connotations, Academic Language
5	Verb Tense	Periods in Roman Numeral Outlines	Long Vowel <i>e</i>	Verb Tense	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
6	Simple Subjects	Apostrophes for Singular Possessive Proper Nouns	Long Vowel <i>e</i>	Simple Subjects	Word Relationships, Connotations, Academic Language
7	Simple Predicates	Apostrophes for Singular Possessive Common Nouns	Long Vowel <i>i</i>	Simple Predicates	Multiple Meaning Words, Greek and Latin Morphemes, Similes
8	<b>Direct Objects</b>	Apostrophes for Plural Possessive Proper Nouns	Long Vowel <i>i</i>	<b>Direct Objects</b>	Word Relationships, Connotations, Academic Language

**Boldface denotes Introductory Standard for Fourth Grade Level.**

## Fourth Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
9	<b>*Complete Sentences</b>	Apostrophes for Plural Possessive Common Nouns	Long Vowel <i>o</i>	<b>*Complete Sentences</b>	Multiple Meaning Words, Greek and Latin Morphemes, Similes
10	<b>*Fragments, Phrases, and Dependent Clauses</b>	Comma Misuse	Long Vowel <i>o</i>	<b>*Fragments, Phrases, and Dependent Clauses</b>	Word Relationships, Connotations, Academic Language
11	<b>*Run-ons and Independent Clauses</b>	Apostrophes for Middle Contractions	Long Vowel <i>u</i>	<b>*Run-ons and Independent Clauses</b>	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
12	Types of Sentences	Apostrophes for Beginning Contractions	Long Vowel <i>u</i>	Types of Sentences	Word Relationships, Connotations, Academic Language
13	Collective Nouns	Apostrophes for Ending Contractions	Silent Final <i>e</i>	Revise Exclamatory into Declarative	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
14	Personal Pronouns	Commas for Dates	Silent Final <i>e</i>	Revise Declarative into Interrogative	Word Relationships, Connotations, Academic Language
15	Possessive Case Pronouns	Commas for Geographical Places	Vowel Diphthongs /aw/	Revise Interrogative into Imperative	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
16	Indefinite Singular Pronouns	Commas for Letters	Vowel Diphthongs /aw/	Revise Imperative into Exclamatory	Word Relationships, Connotations, Academic Language

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CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
17	Indefinite Plural Pronouns	Commas in Addresses	Vowel Diphthongs “oo”	*Pronoun Antecedents: Vague References	Multiple Meaning Words, Greek and Latin Morphemes, Imagery
18	Reflexive Pronouns	Commas for Names	Vowel Diphthongs “oo”	*Pronoun Antecedents: Number References	Word Relationships, Connotations, Academic Language
19	*Pronoun Antecedents	Commas between Adjectives	Vowel Diphthongs /oi/, /ow/	*Solving Pronoun Antecedent Problems	Multiple Meaning Words, Greek and Latin Morphemes, Adages
20	Articles	Commas and Quotation Marks with Beginning Speaker Tags and Dialogue	Vowel Diphthongs /oi/, /ow/	Articles	Word Relationships, Connotations, Academic Language
21	Which One? Adjectives	Commas and Quotation Marks with Middle Speaker Tags and Dialogue	Consonant Digraphs	Which One? Adjectives	Multiple Meaning Words, Greek and Latin Morphemes, Adages
22	How Many? Adjectives	Commas and Quotation Marks with Ending Speaker Tags and Dialogue	Consonant Digraphs	How Many? Adjectives	Word Relationships, Connotations, Academic Language
23	What Kind? Adjectives	<b>Punctuation in Dialogue</b>	r- controlled Vowels	What Kind? Adjectives	Multiple Meaning Words, Greek and Latin Morphemes, Alliteration
24	<b>Adjective Order</b>	<b>Punctuation in Direct Quotations: Statements</b>	r- controlled Vowels	<b>Adjective Order</b>	Word Relationships, Connotations, Academic Language

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CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
25	Short Comparative Modifiers	<b>Punctuation in Direct Quotations: Questions</b>	y	Short Comparative Modifiers	Multiple Meaning Words, Greek and Latin Morphemes, Proverbs
26	Long Comparative Modifiers	<b>Indirect Quotations</b>	y	Long Comparative Modifiers	
27	Short Superlative Modifiers	Capitalization of Named People	<b>Non-phonetic Words</b>	Short Superlative Modifiers	Multiple Meaning Words, Greek and Latin Morphemes, Proverbs
28	Long Superlative Modifiers	Capitalization of Named Places	<b>Non-phonetic Words</b>	Long Superlative Modifiers	Word Relationships, Connotations, Academic Language
29	Past Verb Tense	Capitalization of Named Things	Consonant Doubling	Past Verb Tense	Multiple Meaning Words, Greek and Latin Morphemes, Onomatopoeia
30	Present Verb Tense	Capitalization of Products	Consonant Doubling	Present Verb Tense	Word Relationships, Connotations, Academic Language
31	Future Verb Tense	Capitalization of Holidays	/j/	Future Verb Tense	Multiple Meaning Words, Greek and Latin Morphemes, Personification
32	Helping Verbs	Capitalization of Dates and Special Days	/j/	<b>Delete the Unnecessary “There” + “to be” Verbs</b>	Word Relationships, Connotations, Academic Language

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CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
33	Past Participle Verbs	Capitalization of Titles	<i>i</i> before <i>e</i>	<b>Delete the Unnecessary “Here” + “to be” Verbs</b>	Multiple Meaning Words, Greek and Latin Morphemes, Personification
34	Irregular Past Participles	Capitalization of Organizations	<i>i</i> before <i>e</i>	<b>Delete the Unnecessary “It” + “to be” Verbs</b>	Word Relationships, Connotations, Academic Language
35	Linking Verbs	Capitalization of Businesses	Hard /c/, Soft /c/	<b>Helping and Linking Verb Modifier Deletions</b>	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
36	<b>Modals</b>	Capitalization of Languages	Hard /c/, Soft /c/	<b>Modal Auxiliaries (Necessity and Advice)</b>	Word Relationships, Connotations, Academic Language
37	*Singular Subject-Verb Agreement	Capitalization of People Groups	Hard /g/, Soft /g/	<b>Modal Auxiliaries (Ability and Expectation)</b>	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
38	*Plural Subject-Verb Agreement	Capitalization of Quotations	Hard /g/, Soft /g/	<b>Modal Auxiliaries (Permission and Possibility)</b>	Word Relationships, Connotations, Academic Language
39	Past Progressive Verb Tense	Capitalization of Independent Clauses	“s” and “es” Plurals	Past Progressive Verb Tense	Multiple Meaning Words, Greek and Latin Morphemes
40	Present Progressive Verb Tense	Capitalization of Special Events	“s” and “es” Plurals	Present Progressive Verb Tense	Word Relationships, Connotations, Academic Language

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CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
41	Future Progressive Verb Tense	Capitalization of Historical Periods	/x/,/ch/,/sh/,/z/, /f/ Plurals	Future Progressive Verb Tense	Multiple Meaning Words, Greek and Latin Morphemes
42	What Degree? Adverbs	Question Marks	/x/,/ch/,/sh/,/z/, /f/ Plurals	What Degree? Adverbs	Word Relationships, Connotations, Academic Language
43	How? Adverbs	Exclamation Points	<b>Irregular Plurals</b>	How? Adverbs	Multiple Meaning Words, Greek and Latin Morphemes
44	When? Adverbs	Colons with Business Salutations	<b>Irregular Plurals</b>	When? Adverbs	Word Relationships, Connotations, Academic Language
45	Where? Adverbs	Commas with Beginning Phrases	<b>Contractions</b>	Where? Adverbs	Multiple Meaning Words, Greek and Latin Morphemes, <b>Personification</b>
46	<b>Adverb Order</b>	Commas with Ending Phrases	<b>Contractions</b>	<b>Adverb Order</b>	Word Relationships, Connotations, Academic Language
47	<b>Complex Sentences/ Dependent Clauses</b>	<b>Commas with Beginning Dependent Clauses</b>	<b>Silent Letters</b>	<b>Precise Word and Phrase Choice</b>	Multiple Meaning Words, Greek and Latin <b>Personification</b>
48	<b>Subordinating Conjunctions</b>	<b>Commas with Middle and Ending Dependent Clauses</b>	<b>Silent Letters</b>	<b>Using Punctuation for Effect</b>	Word Relationships, Connotations, Academic Language

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CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
49	Coordinating Conjunctions as Joining Words	<b>Hyphens with Compound Words</b>	<b>Homonyms</b>	<b>Formal and Informal Language</b>	Multiple Meaning Words, Greek and Latin <b>Personification</b>
50	Coordinating Conjunctions with Compound Subjects and Predicates	<b>Dashes</b>	<b>Homonyms</b>	<b>Formal and Informal Language</b>	Word Relationships, Connotations, Academic Language
51	<b>Coordinating Conjunctions with Compound Sentences</b>	<b>Brackets</b>	<b>Greek and Latin Prefixes</b>	Conjunction Function	Multiple Meaning Words, Greek and Latin Morphemes
52	Prepositional Phrases: Relationships	<b>Commas before Conjunctions in Compound Sentences</b>	<b>Greek and Latin Prefixes</b>	Prepositional Phrases: Relationships Sentence Openers	Word Relationships, Connotations, Academic Language
53	Prepositional Phrases: Location	<b>Parentheses as Comments</b>	<b>Greek and Latin Roots</b>	Prepositional Phrases: Location Sentence Openers	Multiple Meaning Words, Greek and Latin Morphemes
54	Prepositional Phrases: Time	<b>Parentheses as Appositives</b>	<b>Greek and Latin Roots</b>	Prepositional Phrases: Time Sentence Openers	Word Relationships, Connotations, Academic Language
55	<b>Relative Pronouns</b>	<b>Slashes</b>	<b>Greek and Latin Suffixes</b>	<b>Relative Pronouns</b>	Multiple Meaning Words, Greek and Latin Morphemes, <b>Verbal Irony</b>
56	<b>Relative Adverbs</b>	<b>Numbers</b>	<b>Greek and Latin Suffixes</b>	<b>Relative Adverbs</b>	Word Relationships, Connotations, Academic Language

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