

TEACHING GRAMMAR AND MECHANICS

GRADE 5



**ASSESSMENT
AND PRACTICE**



**COMPREHENSIVE
GRAMMAR AND
MECHANICS
PROGRAM**



Aligned to Common Core Standards

Teaching Grammar and Mechanics Grade 5

Mark Pennington

**Pennington Publishing
El Dorado Hills, CA**

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Teaching Grammar and Mechanics Grade 5

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Boldface denotes Introductory Standard for Fifth Grade Level.

***Denotes Progressive Language Skill.**

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AUTHOR’S NOTE: The *Grammar, Mechanics, Spelling, and Vocabulary Grade 5 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 5
Writing Openers Language Application Grade 5
Differentiated Spelling Instruction Grade 5
Common Core Vocabulary Toolkit Grade 5

Language Conventions

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 | ~~bon~~uses **notice**

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.
In your

Useful Editing Marks for Revision

Capitalization Error



Delete/Substitute

~~error~~ **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.”

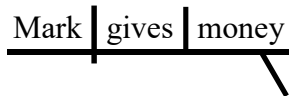
_____|_____|

Sentence Diagramming Lesson #2

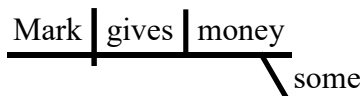
“Let’s review the basics of sentence diagrams. Look at our first sentence diagram.

- 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.’”

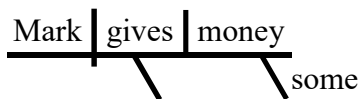
1. “Add onto our first sentence diagram. Anything below the horizontal line modifies the word it connects to above the horizontal line. *Modifies* means to describe, talk about, add to, limit, or make more specific. Draw a slanted line down from the horizontal line below the direct object ‘money.’”



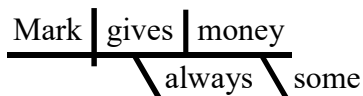
2. “Write ‘some’ to the right of the slanted line. The adjective ‘some’ modifies the common noun ‘money.’ Because an adjective comes before the noun it modifies, we would read the sentence as ‘Mark gives some money.’”



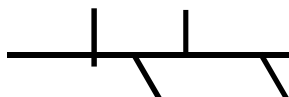
3. “Now draw a slanted line down from the horizontal line below the predicate ‘gives.’”



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_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

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.

“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: Ms. Brown told Louis Jr. to make an appointment with James Worthy, M.D.

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, a group of words (with or without abbreviations), or a hyphenated word. **Examples:** John, President of the U.S.

Sometimes the same word can name or not name a person, place, or thing. Capitalize the word only if it names or is part of a name. **Example:** They attended church at the First Baptist Church.

“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: The engineer from the Dallas-Fort Worth area who worked on the Baltimore Railroad was Louis Jones, Sr.

Language Conventions #1

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: “Yellowstone National Park.”” [Allow time.]

_____ | **has** | **buffalo**

“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 Secret Garden* by Frances Hodgson Burnett uses a variety of proper nouns. Let’s read it carefully: ‘The Secret Garden was what Mary called it when she was thinking of it. The few books she had read and liked had been fairy-story books, and she had read of secret gardens in some of the stories. Sometimes people went to sleep in them for a hundred years, which she had thought must be rather stupid. She had no intention of going to sleep, and, in fact, she was becoming wider awake every day which passed at Misselthwaite.’ Let’s identify the three types of proper nouns.”

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 workbook. [Allow time. Ask a few students to share and then write one exemplary sentence on the on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly with properly abbreviated titles: ‘Dr. Smith hired Henry Jr. as her office manager.’”

“Apply the grammar and usage lesson to write these Sentence Dictations correctly: ‘The Rose Parade is held in Pasadena, California. This year Princess Mary may ride on a float.’”

“Now compare your sentences to those on the display.” Use a different color pen or pencil to place a ✓ above correct answers or revisions. 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: Ms Brown told Louis Jr. to make an appointment with James Worthy, M.D..

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, a group of words (with or without abbreviations), or a hyphenated word.

Examples: John, President of the U.S.

Sometimes the same word can name or not name a person, place, or thing. Capitalize the word only if it names or is part of a name. **Example:** They attended church at the First Baptist Church.

Practice: The Engineer from the Dallas-fort Worth area who worked on the Baltimore Railroad was Louis Jones, Sr.

Language Conventions #1

Sentence Diagram Answers

Yellowstone National Park | has | buffalo

Mentor Text

“The Secret Garden was what Mary called it when she was thinking of it...The few books she had read and liked had been fairy-story books, and she had read of secret gardens in some of the stories. Sometimes people went to sleep in them for a hundred years, which she had thought must be rather stupid. She had no intention of going to sleep, and, in fact, she was becoming wider awake every day which passed at Misselthwaite.”

Frances Hodgson Burnett (1849–1924)

Writing Application Lesson

Mechanics Dictation

Dr. Smith hired Henry Jr. as her office manager.

Grammar and Usage Dictation

The Rose Parade is held in Pasadena, California. This year Princess Mary may ride on a float.

Language Conventions #2

Mechanics Lesson

“Today we are studying **periods in abbreviations and acronyms**. Remember that an abbreviation is a shortened form of a word or a group of words such as with proper noun titles. Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.”

Use periods following the first letter of each key word in an abbreviated title or expression, and pronounce each of these letters when saying the abbreviation. **Examples:** U.S.A., a.m., p.m.

But, don’t use periods or pronounce the letters in an acronym. Acronyms are special abbreviated titles or expressions that are pronounced as words. 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: At 10:00 a.m. the billionaire J.P. Johnson gave a speech at the U.N.

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)

Use specific common nouns instead of general common nouns. The word *specific* means exact or special. Especially avoid using these general words: *thing, stuff, junk, something*.

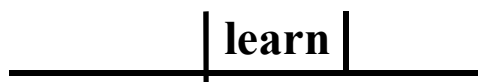
“Now read the practice sentence on your worksheet. Then identify each type of common noun in the parentheses. [Allow time.] ‘Can anyone identify the common noun idea? The common noun person? The common noun place? The common noun thing? [Highlight the common nouns on the display].’”

Grammar and Usage Practice Answers: My cousin (person) at school (place) says our freedom (idea) is protected by our laws (thing).

Language Conventions #2

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: “students” and “math.””



“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* by J.K. Rowling uses common nouns to make specific nouns more general. Let’s read it carefully: “It was one of those rare occasions when the true story is even more strange and exciting than the wild rumors.” Let’s identify the common nouns in this quotation and explain how each is general and not specific.”

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 workbook. [Allow time. Ask a few students to share and then write one exemplary sentence on the on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly on your worksheet: ‘The NATO troops protected the Red Pyramid which was built around 2600 B.C.’”

“Apply the grammar and usage lesson to write this Sentence Dictation on your worksheet. Then underline the common nouns: ‘On Monday our teacher talked to the class about friendship.’”

“Now compare your sentences to the dictations on the display. Use a different color pen or pencil to place a ✓ above correct answers or revisions. Correct errors with editing marks.”

Language Conventions #2

Mechanics

Use periods following the first letter of each key word in an abbreviated title or expression, and pronounce each of these letters when saying the abbreviation. **Examples:** U.S.A., a.m., p.m.

But, don't use periods or pronounce the letters in an acronym. Acronyms are special abbreviated titles or expressions that are pronounced as words. **Example:** NATO

Practice: At 10:00 am. the billionaire JP Johnson gave a speech at the U.N.

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)

Use specific common nouns instead of general common nouns. The word *specific* means exact or special. Especially avoid using these general words: *thing, stuff, junk, something*.

Practice: My cousin () at school () says our freedom () is protected by our laws ().

Language Conventions #2

Sentence Diagram Answers

Students | learn | math

Mentor Text

“It was one of those rare occasions when the true story is even more strange and exciting than the wild rumors.”

J.K. Rowling (1965–)

Writing Application Lesson

Mechanics Dictation

The NATO troops protected the Red Pyramid which was built around 2600 B.C.

Grammar and Usage Dictation

On Monday our teacher talked to the class about friendship.

Language Conventions #3

Mechanics Lesson

“Today we are studying when and when not to use **periods in indirect questions**. Remember to use periods at the end of statements or commands. Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.”

Indirect questions do not end with a question mark but with a period. Like direct questions they ask for a response, but they are written as declarative or imperative sentences.

Example: Everyone asks if you are new.

“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: Everyone wants to know if this weather will last. And we wonder how it might damage our crops.

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 sentences 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: We are all so busy with our own lives. Women, men, and children don’t have time for each other.

Language Conventions #3

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: “dress” and “woman.””



“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 Bad Beginning* by Lemony Snicket uses both regular and irregular plural nouns. Let’s read it carefully: ‘There are many, many types of books in the world, which makes good sense, because there are many, many types of people, and everybody wants to read something different. For instance, people who hate stories in which terrible things happen to small children should put this book down immediately.’ Let’s identify the regular plural nouns and the irregular plural nouns.”

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 workbook. [Allow time. Ask a few students to share and then write one exemplary sentence on the on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly on your worksheet: ‘Friends ask me if I can read to them.’”

“Apply the grammar and usage lesson to write the plural forms of the nouns in this Sentence Dictation correctly on your worksheet: ‘A child should not use a knife without the help of a parent.’”

“Now compare your sentences to the dictations on the display. Use a different color pen or pencil to place a ✓ above correct answers or revisions. Correct errors with editing marks.”

Language Conventions #3

Mechanics

Indirect questions do not end with a question mark but with a period. Like direct questions they ask for a response, but they are written as declarative or imperative sentences.

Example: Everyone asks if you are new.

Practice: Everyone wants to know if this weather will last. And we wonder how it might damage our crops?

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: We are all so busy with our own lifes. Women, mans, and children don’t have time for each other.

Language Conventions #3

Sentence Diagram Answers

Women | wear | dresses

Mentor Text

“There are many, many types of books in the world, which makes good sense, because there are many, many types of people, and everybody wants to read something different. For instance, people who hate stories in which terrible things happen to small children should put this book down immediately. ”

Daniel Handler writing as Lemony Snicket (1970–)

Writing Application Lesson

Mechanics Dictation

Friends ask me if I can read to them.

Grammar and Usage Dictation

Children should not use knives without the help of parents.

Language Conventions #4

Mechanics Lesson

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

Alphanumeric Outlines use numbers, letters, and periods to organize information. The first letter of the word, group of words, or sentence that 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. **Examples:** A., B., C.
- The first minor detail modifies the major detail and is double indented on the next line. It begins with the Arabic numeral 1 followed by a period.
- The second minor detail is double indented on the next line and listed as 2.

“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 fourth main idea would be listed as IV. The second major detail would be listed as B.

Grammar and Usage Lesson

“Today we are studying **verbs**. Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

Three types of verbs act upon singular or plural nouns or pronouns. Singular verbs usually end in *s*. Plural verbs do not.

- 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 something else. **Examples:** is, am, are, was, were, be, being, been

“Now read the practice sentence on your worksheet. Then identify the action for each type of verb in the parentheses: mentally act, physically act, or link. [Allow time.] ‘Can anyone share the action of the first verb? The second? The third? [Highlight the sentence on the display].’”

Grammar and Usage Practice Answers: do (physically act) be (link) know (mentally act)

Language Conventions #4

Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Remember that sentence diagrams show the parts of a sentence and may not be written in the same word order as the sentence. Add these verbs to the Sentence Diagrams on your worksheet: “need” and “wants.”’”
[Allow time.]

Harry | | candy They | | me

“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 *Tuck Everlasting* by Natalie Babbitt uses different types of verbs within the same sentence. Let’s read it carefully: ‘For some, time passes slowly. An hour can seem like an eternity. For others, there was never enough. For Jesse Tuck, it didn’t exist.’ 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 this quote with at two or three types of verbs on the Writing Application section of your workbook. [Allow time. Ask a few students to share and then write one exemplary sentence on the on the display].”

Dictations and Corrections

“Apply the mechanics and grammar and usage lessons to take alphanumeric outline notes on this first main idea of a lecture.”

“Apply the mechanics rules to write the words and symbols for this alphanumeric outline on the Sentence Dictation lines on your worksheet: ‘Ice cream; Chocolate; Rocky Road; Nuts; Marshmallows.’”

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

“Now compare your sentences to the dictations on the display. Use a different color pen or pencil to mark a check mark √ above correct answers or revisions. Correct errors with editing marks.”

Language Conventions #4

Mechanics

Alphanumeric Outlines use numbers, letters, and periods to organize information. The first letter of the word, group of words, or sentence that 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.

Examples: A., B., C.

- The first minor detail modifies the major detail and is double indented on the next line. It begins with the Arabic numeral 1 followed by a period.
- The second minor detail is double indented on the next line and listed as 2.

Practice: The fourth main idea is IV. The second major detail would be b.

Grammar and Usage

Three types of verbs act upon singular or plural nouns or pronouns. Singular verbs usually end in *s*. Plural verbs do not.

- 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 something else.
Examples: is, am, are, was, were, be, being, been

Practice: do () be () know ()

Language Conventions #4

Sentence Diagram Answers

Harry | likes | candy

They | told | me

Mentor Text

“For some, time passes slowly. An hour can seem like an eternity. For others, there was never enough. For Jesse Tuck, it didn't exist.”

Natalie Babbitt (1932–)

Writing Application Lesson

Mechanics Dictation

1. Ice cream A.Chocolate B. Rocky Road 1. Nuts
2. Marshmallows.

Grammar and Usage Dictation

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

Language Conventions #5

Mechanics Lesson

“Today we are studying how to use **semicolons in compound sentences**. Remember that a compound sentence has two or more complete thoughts. Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.”

A semicolon (;) can be used to join two simple sentences in a compound sentence. The semicolon replaces a comma-conjunction. A conjunction is a word which joins words, groups of words, or sentences. **Examples:** Joe is a real leader, and he is class president. (comma-conjunction) Joe is a real leader; he is class president. (semi-colon)

“Now read the practice sentence on your worksheet. Apply the mechanics rules to highlight or circle 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: That is horrible; you should have tried harder; at least you could have asked for help.

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. Usually keep the same verb tense in a sentence or paragraph. This is especially important with the past tense.

- 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 sentence on your worksheet. Then identify each verb tense in the parentheses. [Allow time.] ‘Can anyone share what is right? What is wrong? [Highlight the sentence on the display].’”

Grammar and Usage Practice Answers: I dropped (past) my son off after school, but will get (future) him after I finish (present) some errands.

Language Conventions #5

Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Complete these Sentence Diagrams on your worksheet, using the past, present, and future tense of this base form of the verb: “giggle.”’” [Allow time.]

Past Tense	Present Tense	Future Tense
<u>Babies</u> _____	<u>Babies</u> _____	<u>Babies</u> _____

“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 *Charlotte’s Web* by E.B. White uses all three different verb tenses within the same sentence. Let’s read it carefully: ‘In the hard-packed dirt of the midway, after the glaring lights are out and the people have gone home to bed, you will find a veritable treasure of popcorn fragments, frozen custard dribblings, candied apples abandoned by tired children, sugar fluff crystals, salted almonds, popsicles, partially gnawed ice cream cones, and the wooden sticks of lollypops.’ Let’s identify the past, present, and future tense verbs.”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to properly label the semicolon for this Mechanics Dictation on your worksheet: ‘I brought cake, cookies, and fruit; he did not bring anything.’”

“Apply the grammar and usage lesson to write this Sentence Dictation on your worksheet and label each verb tense in the parentheses which follow each verb: ‘I will look (_____) for the pen that I lost (_____) when I take (_____) out more paper from my backpack.’”

“Now compare your sentences to the dictations on the display. Use a different color pen or pencil to place a √ above correct answers or revisions. Correct errors with editing marks.”

Language Conventions #5

Mechanics

A semicolon (;) can be used to join two simple sentences in a compound sentence. The semicolon replaces a comma-conjunction. A conjunction is a word which joins words, groups of words, or sentences. **Examples:** Joe is a real leader, and he is class president. (comma-conjunction) Joe is a real leader; he is class president. (semi-colon)

Practice: That is horrible; you should have tried harder, at least you could have asked for help.

Grammar and Usage

- 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 dropped () my son off after school, but will get () him after I finish () some errands.

Language Conventions #5

Sentence Diagram Answers

Past Tense	Present Tense	Future Tense
<u>Babies giggled</u>	<u>Babies giggle</u>	<u>Babies will giggle</u>

Mentor Text

“In the hard-packed dirt of the midway, after the glaring lights are out and the people have gone home to bed, you will find a veritable treasure of popcorn fragments, frozen custard dribblings, candied apples abandoned by tired children, sugar fluff crystals, salted almonds, popsicles, partially gnawed ice cream cones, and the wooden sticks of lollipops. ”

E.B.White (1899–1985)

Writing Application Lesson

Mechanics Dictation

I brought cake, cookies, and fruit; he did not bring anything.

Grammar and Usage Dictation

I will look () for the pen that I lost () when I take () out more paper from my backpack.

Language Conventions #6

Mechanics Lesson

“Today we are studying how to use **apostrophes** with singular possessive 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.”

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: Samantha’s sister asked to borrow Lisa’s mittens.

Grammar and Usage Lesson

“Today we are studying **simple and compound 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 a sentence.

Examples: Sara knows me. It was perfect.

The compound subject matches a plural verb when it includes two or more subjects joined by “and.” **Example:** Alberta and I left town. When the compound subject is joined by “or,” it matches a singular verb. **Example:** He or Michael is ready to help.

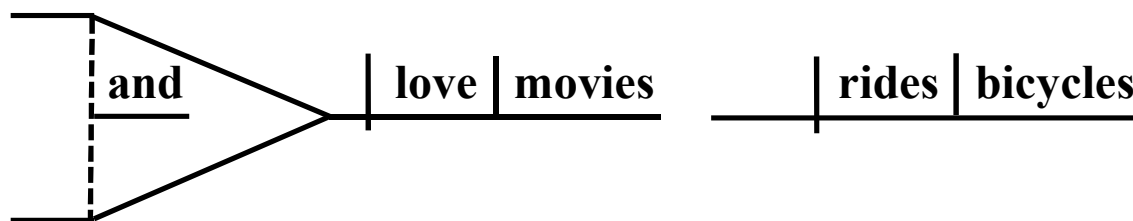
“Now read the Practice sentences on your worksheet. Then circle or highlight the simple and compound subjects. [Allow time.] Can anyone identify a simple subject? Can anyone identify a compound subject? [Highlight the sentences on the display].”

Grammar and Usage Practice Answers: Priscilla gave me a compliment. She and Dennis are always so kind.

Language Conventions #6

Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Compound subjects are drawn as horizontal lines stacked on top of each other and must match plural verbs. Complete these sentence diagrams: “Ty and I love movies. Bob rides bicycles.”” [Allow time.]



Mentor Text Lesson

“This mentor text written from *Diary of a Wimpy Kid* by Jeff Kinney use a compound subject. Let’s read it carefully: ‘I’m not really sure what makes a book a ‘classic’ to begin with, but I think it has to be at least fifty years old and some person or animal has to die at the end.’ Let’s identify the simple and compound subjects.”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly on your worksheet: ‘Mary’s grandfather and Mike’s grandmother were good friends.’”

“Apply the grammar and usage lesson and combine these two sentences to form a compound subject: ‘Harry wants our attention. Max wants our attention, too.’ Write this Sentence Dictation correctly on your worksheet.”

“Now compare your sentences to the dictations on the display. Use a different color pen or pencil to place a √ above correct answers or revisions. Correct errors with editing marks.”

Language Conventions #6

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: Samanthas' sister asked to borrow Lisa's mittens.

Grammar and Usage

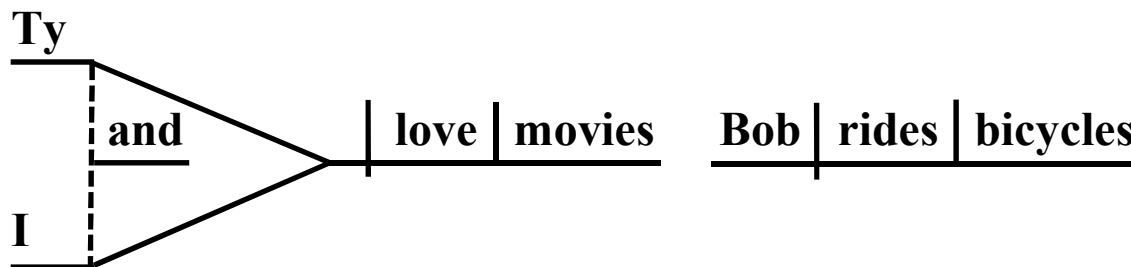
The subject is the “do-er” of the sentence. It tells whom or what the sentence is about. The simple subject is the person, place, thing, or idea that the verb acts upon. The simple subject is just one noun or pronoun and is usually found near the beginning of a sentence. **Examples:** Sara knows me.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

The compound subject matches a plural verb when it includes two or more subjects joined by “and.” **Example:** Alberta and I left town. When the compound subject is joined by “or,” it matches a singular verb. **Example:** He or Michael is ready to help.

Practice: Priscilla gave me a compliment. She and Dennis are always so kind.

Language Conventions #6

Sentence Diagram Answers



Mentor Text

“I’m not really sure what makes a book a ‘classic’ to begin with, but I think it has to be at least fifty years old and some person or animal has to die at the end.”

Jeff Kinney (1971–)

Writing Application Lesson

Mechanics Dictation

Mary’s grandfather and Mike’s grandmother were good friends.

Grammar and Usage Dictation

Harry and Max want our attention.

Language Conventions #7

Mechanics Lesson

“Today we are studying how to use **apostrophes** with plural possessive 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 noun, place an apostrophe after the plural ending (usually “_s,” “_es,” or “_ves”). **Examples:** the Lees’ dog, kids’ hobbies, churches’ windows, wives’ addresses

“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 taped on the boxes’ labels and we mailed them to the Martins’ house.

Grammar and Usage Lesson

“Today we are studying **simple and compound 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

The compound predicate is two or more verbs joined by “and” or “or.” **Examples:** The baby walks and talks. Grandmas hug or kiss.

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.

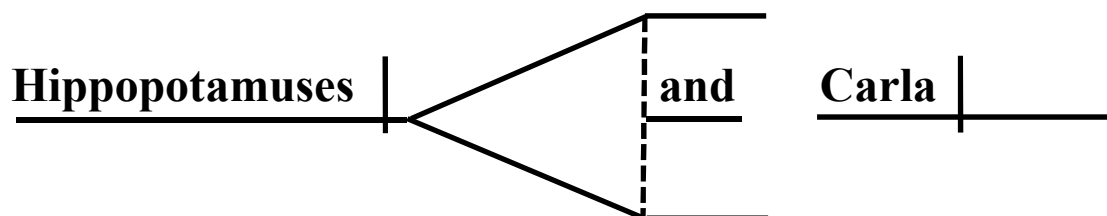
“Now read the Practice sentences on your worksheet. Then circle or highlight the simple predicates and bracket the compound predicates. [Allow time.] ‘Can anyone identify the simple predicate? Can anyone identify the compound predicate? [Highlight the sentences on the display].’”

Grammar and Usage Practice Answers: Benny told us what happened. We [believed and trusted] him.

Language Conventions #7

Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Compound subjects are drawn as horizontal lines stacked on top of each other and must match a plural verb. Compound predicates are drawn as horizontal lines stacked on top of each. Complete these sentence diagrams: “Hippopotamuses run and walk. Carla laughs.”” [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 Hippopotamuses

“This mentor text from *Bud, Not Buddy* by Christopher Paul Curtis uses a compound predicate. Let’s read it carefully: ‘As soon as I got into the library I closed my eyes and took a deep breath.’ Let’s identify the compound predicate.”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly on your worksheet: ‘The leaves’ colors were bright yellow and they clung to the gardeners’ rakes.’”

“Apply the grammar and usage lesson and combine these two sentences to form a compound predicate: ‘Laura swept the sidewalks. She also took out the garbage.’ Write this Sentence Dictation correctly on your worksheet.”

“Now compare your sentences to the dictations on the display. Use a different color pen or pencil to place a ✓ above correct answers or revisions. Correct errors with editing marks.”

Language Conventions #7

Mechanics

To form a plural possessive noun, place an apostrophe after the plural ending (usually “_s,” “_es,” or “_ves”). **Examples:** the Lees’ dog, kids’ hobbies, churches’ windows, wives’ addresses

Practice: I taped on the boxe’s labels and we mailed them to the Martins’ house.

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

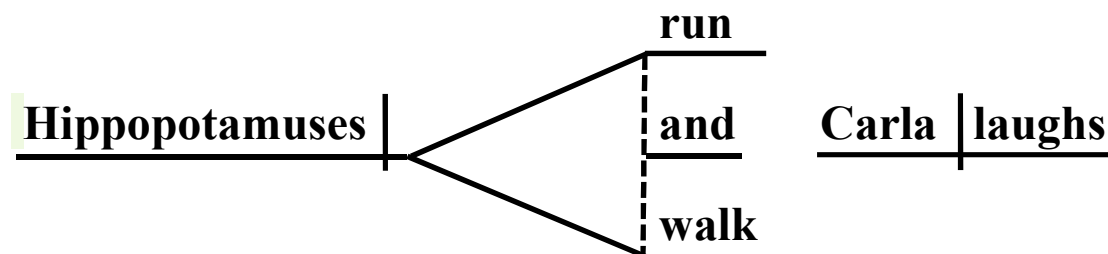
The compound predicate is two or more verbs joined by “and” or “or.” **Examples:** The baby walks and talks. Grandmas hug or kiss.

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: Benny told us what happened. We believed and trusted him.

Language Conventions #7

Sentence Diagram Answers



Mentor Text

“As soon as I got into the library I closed my eyes and took a deep breath.”

Christopher Paul Curtis (1953–)

Writing Application Lesson

Mechanics Dictation

The leaves’ colors were bright yellow and they clung to the gardeners’ rakes.

Grammar and Usage Dictation

Laura swept off the sidewalks and took out the garbage.

Language Conventions #8

Mechanics Lesson

“Today we are studying how to use **apostrophes** with possessive compound 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.”

If each noun in a compound noun has individual possession, place an apostrophe then an *s* at the end of each noun. If both or all of the nouns share ownership of the item, place an apostrophe then an *s* at the end of the last noun listed. **Examples:** Eric’s and Victor’s backpacks (individual possession), Kayla and Emma’s pizza (shared ownership)

“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: Marla’s and John’s candles sold in Bill and Seth’s store.

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*).

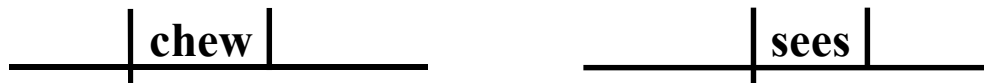
“Now read the Practice sentence on your worksheet. Apply the grammar and usage lesson to underline the direct objects. [Allow time.] ‘Can anyone identify the direct objects? [Highlight the sentence on the display].’”

Grammar and Usage Practice Answers: Manuel brought flowers and Tanya arranged them.

Language Conventions #8

Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘A subject is placed to the left of the main vertical line, and an object is placed to the right of the predicate in sentence diagrams. Diagram these sentences: “They chew gum. Joanna sees them.”” [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 from *Shiloh* by Phyllis Reynolds Naylor uses a direct object to answer *Whom?* and a direct object to answer *What?* of the verbs. Let’s read it carefully: ‘...I’m thinking how nothing is as simple as you guess-not right or wrong, not Judd Travers, not even me or this dog I got here. But the good part is I saved Shiloh and opened my eyes some. Now that ain’t bad for eleven.’ Can anyone identify the direct object which answers *Whom?* The direct object which answers *What?*”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to the quote and write a sentence or two using both the *Whom?* and *What?* direct objects on the Writing Application section of your workbook. [Allow time. Ask a few students to share and then write the exemplary sentence(s) on the on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly on your worksheet: ‘Cathy’s and Bob’s cookies were tasty, but Linda and Tom’s cake was delicious.’”

“Apply the grammar and usage lesson to write this Sentence Dictation correctly on your worksheet: ‘She watched them while he gave advice.’ Then circle or highlight the direct objects in this sentence.”

“Now compare your sentences to the dictations on the display. Use a different color pen or pencil to place a √ above correct answers or revisions. Correct errors with editing marks.”

Language Conventions #8

Mechanics

If each noun in a compound noun has individual possession, place an apostrophe then an *s* at the end of each noun. If both or all of the nouns share ownership of the item, place an apostrophe then an *s* at the end of the last noun listed. **Examples:** Eric's and Victor's backpacks (individual possession), Kayla and Emma's pizza (shared ownership)

Practice: Marla's and John's candles sold in Bill's and Seth's store.

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: Manuel brought flowers and Tanya arranged them.

Language Conventions #8

Sentence Diagram Answers

They | chew | gum

Joanna | sees | them

Mentor Text

“...I’m thinking how nothing is as simple as you guess-not right or wrong, not Judd Travers, not even me or this dog I got here. But the good part is I saved Shiloh and opened my eyes some. Now that ain’t bad for eleven.”

Phyllis Reynolds Naylor (1933–)

Writing Application Lesson

Mechanics Dictation

Cathy’s and Bob’s cookies were tasty, but Linda and Tom’s cake was delicious.

Grammar and Usage Dictation

She watched them while he gave advice.

Language Conventions Worksheet #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: Ms Brown told Louis Jr. to make an appointment with James Worthy, M.D..

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, a group of words (with or without abbreviations), or a hyphenated word. **Examples:** John, President of the U.S.

Sometimes the same word can name or not name a person, place, or thing. Capitalize the word only if it names or is part of a name. **Example:** They attended church at the First Baptist Church.

Practice: The Engineer from the Dallas-fort Worth area who worked on the Baltimore Railroad was Louis Jones, Sr.

Sentence Diagram

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

_____ | **has** | **buffalo**

Writing Application _____

Mechanics Dictation _____

Grammar and Usage Dictation _____

Language Conventions Worksheet #2

Mechanics

Use periods following the first letter of each key word in an abbreviated title or expression, and pronounce each of these letters when saying the abbreviation. **Examples:** U.S.A., a.m., p.m.

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

Example: NATO

Practice: At 10:00 am. the billionaire JP Johnson gave a speech at the U.N.

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.

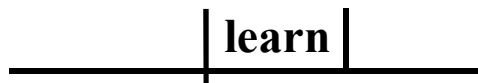
Examples: love (idea), man (person), hill (place), lamp shade (thing)

Use specific common nouns instead of general common nouns. The word *specific* means exact or special. Especially avoid using these general words: *thing, stuff, junk, something*.

Practice: My cousin () at school () says
our freedom () is protected by our laws ().

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:
"students" and "math."



Writing Application _____

Mechanics Dictation _____

Grammar and Usage Dictation _____

Language Conventions Worksheet #3

Mechanics

Indirect questions do not end with a question mark but with a period. Like direct questions they ask for a response, but they are written as declarative or imperative sentences.

Example: Everyone asks if you are new.

Practice: Everyone wants to know if this weather will last. And we wonder how it might damage our crops?

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: We are all so busy with our own lives. Women, mans, and children don’t have time for each other.

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: “dress” and “woman.”



Writing Application _____

Mechanics Dictation _____

Grammar and Usage Dictation _____

Language Conventions Worksheet #4

Mechanics

Alphanumeric Outlines use numbers, letters, and periods to organize information. The first letter of the word, group of words, or sentence that 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. **Examples:** A., B., C.
- The first minor detail modifies the major detail and is double indented on the next line. It begins with the Arabic numeral 1 followed by a period.
- The second minor detail is double indented on the next line and listed as 2.

Practice: The fourth main idea is listed as IV. The second major detail is listed as b.

Grammar and Usage

Three types of verbs act upon singular or plural nouns or pronouns. Singular verbs usually end in *s*. Plural verbs do not.

- 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 something else. **Examples:** is, am, are, was, were, be, being, been

Practice: do () be () know ()

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.”

Harry | | candy

They | | me

Writing Application

Mechanics Dictation

Grammar and Usage Dictation

Language Conventions Worksheet #5

Mechanics

A semicolon (;) can be used to join two simple sentences in a compound sentence. The semicolon replaces a comma-conjunction. A conjunction is a word which joins words, groups of words, or sentences. **Examples:** Joe is a real leader, and he is class president. (comma-conjunction) Joe is a real leader; he is class president. (semi-colon)

Practice: That is horrible; you should have tried harder, at least you could have asked for help.

Grammar and Usage

English uses three simple *verb tenses* to show time: the present, past, and future. Usually keep the same verb tense in a sentence or paragraph. This is especially important with the past tense.

- 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 dropped (_____ tense) my son off after school, but will get (_____ tense) him after I finish (_____ tense) some errands.

Sentence Diagram

Complete these sentence diagrams, using the past, present, and future tenses of the base form of the verb: “giggle.”

Past Tense

Present Tense

Future Tense

Babies | _____

Babies | _____

Babies | _____

Writing Application

Mechanics Dictation

Grammar and Usage Dictation

Language Conventions Worksheet #6

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: Samanthas' sister asked to borrow Lisa's mittens.

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 a sentence.

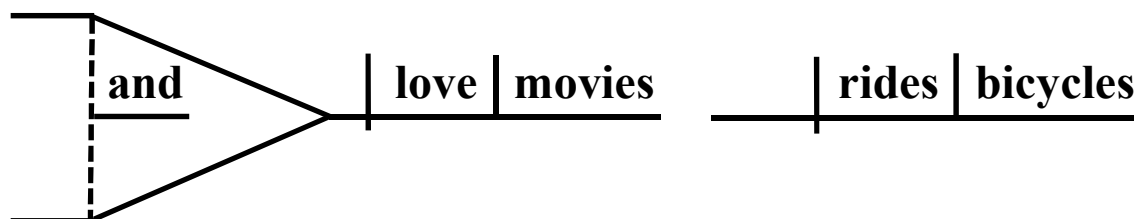
Examples: Sara knows me. It was perfect.

The compound subject matches a plural verb when it includes two or more subjects joined by “and.” **Example:** Alberta and I left town. When the compound subject is joined by “or,” it matches a singular verb. **Example:** He or Michael is ready to help.

Practice: Priscilla gave me a compliment. She and Dennis are always so kind.

Sentence Diagram

Compound subjects are drawn as horizontal lines stacked on top of each other and must match plural verbs. Complete these sentence diagrams: “Ty and I love movies. Bob rides bicycles.”



Writing Application

Mechanics Dictation

Grammar and Usage Dictation

Language Conventions Worksheet #7

Mechanics

To form a plural possessive noun, place an apostrophe after the plural ending (usually “_s,” “_es,” or “_ves”). **Examples:** the Lees’ dog, kids’ hobbies, churches’ windows, wives’ addresses

Practice: I taped on the boxe’s labels and we mailed them to the Martins’ house.

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

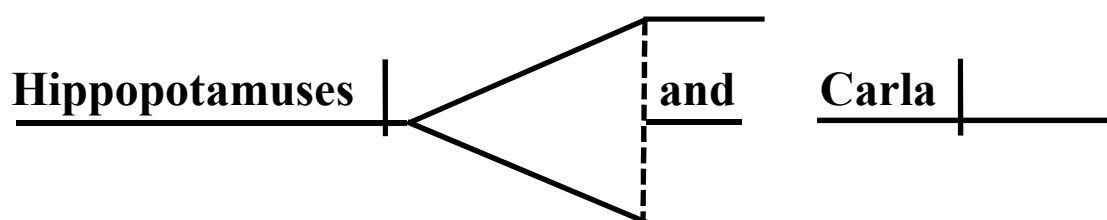
The compound predicate is two or more verbs joined by “and” or “or.” **Examples:** The baby walks and talks. Grandmas hug or kiss.

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: Benny told us what happened. We believed and trusted him.

Sentence Diagram

Compound predicates are drawn as horizontal lines stacked on top of each other. Complete these sentence diagrams: “Hippopotamuses run and walk. Carla laughs.”



Writing Application

Mechanics Dictation

Grammar and Usage Dictation

Language Conventions Worksheet #8

Mechanics

If each noun in a compound noun has individual possession, place an apostrophe then an *s* at the end of each noun. If both or all of the nouns share ownership of the item, place an apostrophe then an *s* at the end of the last noun listed. **Examples:** Eric's and Victor's backpacks (individual possession), Kayla and Emma's pizza (shared ownership)

Practice: Marla's and John's candles sold in Bill's and Seth's store.

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: Manuel brought flowers and Tanya arranged them.

Sentence Diagram

A subject is placed to the left of the main vertical line, and the direct object is placed to the right of the predicate in sentence diagrams. Complete these sentence diagrams: "They chew gum. Joanna sees them." [Allow time.]

_____ | chew | _____

_____ | sees | _____

Writing Application

Mechanics Dictation

Grammar and Usage Dictation

Grammar and Mechanics Unit Tests Directions

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

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. We all want to know if you are ready. |
| ___ 3. UNICEF | C. Irregular plural nouns |
| ___ 4. Common noun | D. Idea, person, place, or thing |
| ___ 5. Indirect question | E. Mental, physical, linking |
| ___ 6. Woman, child, person | AB. Abbreviated proper noun titles |
| ___ 7. Roman numerals | AC. Acronym |
| ___ 8. Verbs | AD. Main ideas |

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 place and thing. _____

11. Write a sentence with an acronym. _____

12. Write a sentence including a common noun thing. _____

13. Write a sentence with an indirect question. _____

14. Write sentence with an irregular plural. _____

15. List the first ten Roman numerals. _____

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

Grammar and Mechanics Test: Lessons 5–8

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

- | | |
|---|--|
| ____ 1. Semicolon | A. Maggie's dance |
| ____ 2. Verb tense | B. Acts upon the subject of the sentence |
| ____ 3. Singular possessive proper noun | C. Past, present, future |
| ____ 4. Compound subject | D. The Johnsons' jobs |
| ____ 5. Plural possessive | E. Joins two independent clauses |
| ____ 6. Compound predicate | AB. Leo and Jane's project |
| ____ 7. Shared possession compound noun | AC. The "do-ers" of the sentence joined by "and" |
| ____ 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. Write a compound sentence with a semicolon. _____

10. Change this sentence to future verb tense: Malachi walked to the mall. _____

11. Change this sentence to include a singular possessive proper noun: Mykah had his papers ready to sign. _____

12. Write a sentence with a compound subject. _____

13. Change this sentence to include a plural possessive common noun: They went to Breanna Tucker's house and ate dinner with her family. _____

14. Write a sentence with a compound predicate. _____

15. Change this sentence to show individual possession: Susie and Maria's lunch was delicious.

16. Change this sentence to follow the verb with the direct object: Toys he wanted for Christmas.

Grammar and Mechanics Unit Test Answers

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. AC
5. A
6. AB
7. B
8. E

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

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 5

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.4.1.A Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	LC/SW 55 GUM 25
CCSS.ELA-LITERACY.L.4.1.B 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
CCSS.ELA-LITERACY.L.4.1.C Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	LC/SW 36 GUM 35
CCSS.ELA-LITERACY.L.4.1.D 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
CCSS.ELA-LITERACY.L.4.1.E Form and use prepositional phrases.	LC/SW 52–54 GUM 7
CCSS.ELA-LITERACY.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	LC/SW 9–11 GUM 15–21
CCSS.ELA-LITERACY.L.4.2.A Use correct capitalization.	LC/SW 27–41 GUM 48–53
CCSS.ELA-LITERACY.L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.	LC/SW 20–24 GUM 41, 46, 57
CCSS.ELA-LITERACY.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.	LC/SW 52 GUM 16, 46
CCSS.ELA-LITERACY.L.4.3.B 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

Common Core State Standards Alignment Grade 5

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Lesson #
Grade Level Standards: Conventions of Standard English:	
CCSS.ELA-LITERACY.L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	LC/SW 49–51, 53, 56 GUM 7, 8, 15, 39, 47
CCSS.ELA-LITERACY.L.5.1.B Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.	LC/SW 44–46 GUM 34, 36, 38
CCSS.ELA-LITERACY.L.5.1.C Use verb tense to convey various times, sequences, states, and conditions.	LC/SW 30–35 GUM 33–40
CCSS.ELA-LITERACY.L.5.1.D Recognize and correct inappropriate shifts in verb tense.*	LC/SW 35 GUM 33–40
CCSS.ELA-LITERACY.L.5.1.E Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).	LC/SW 50
CCSS.ELA-LITERACY.L.5.2.A Use punctuation to separate items in a series.*	LC/SW 10–15, 20, 49 GUM 43, 45, 48, 66
CCSS.ELA-LITERACY.L.5.2.B Use a comma to separate an introductory element from the rest of the sentence.	LC/SW 21, 22, 24, 25 GUM 44, 46
CCSS.ELA-LITERACY.L.5.2.C Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	LC/SW 23 GUM 46
CCSS.ELA-LITERACY.L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works.	LC/SW 30–36 GUM 58–64

LC = Language Conventions; SW = Student Worksheets;

GUM = Grammar, Usage, and Mechanics Worksheets

*Language Progressive Skills

Fifth 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 in Abbreviations and Acronyms	Short Vowels	Precise Common Nouns	Word Relationships, Connotations, Academic Language
3	Plural Nouns and Irregular Plurals	Periods in Indirect Questions	Long Vowels	Plural Nouns and Irregular Plurals	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
4	Verbs	Periods in Alphanumeric Outlines	Long Vowels	Precise Verbs	Word Relationships, Connotations, Academic Language
5	Verb Tense	Semicolons in Compound Sentences	Silent Final <i>e</i>	Verb Tense	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
6	Simple and Compound Subjects	Apostrophes for Singular Possessive Nouns	Silent Final <i>e</i>	Simple Subjects	Word Relationships, Connotations, Academic Language
7	Simple and Compound Predicates	Apostrophes for Plural Possessive Nouns	Vowel Diphthongs	Simple Predicates	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
8	Direct Objects	Apostrophes for Possessive Compound Nouns	Vowel Diphthongs	Direct Objects	Word Relationships, Connotations, Academic Language

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Fifth 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	*Complete Sentences	Apostrophes in Contractions	Consonant Digraphs	*Complete Sentences	Multiple Meaning Words, Greek and Latin Morphemes, Similes
10	*Fragments, Phrases, and Dependent Clauses	Comma Misuse	Consonant Digraphs	*Fragments, Phrases, and Dependent Clauses	Word Relationships, Connotations, Academic Language
11	*Run-ons	Commas for Dates	<i>r</i> - controlled Vowels	*Run-ons and Independent Clauses	Multiple Meaning Words, Greek and Latin Morphemes, Similes
12	Types of Sentences	Commas for Letters	<i>r</i> - controlled Vowels	Types of Sentences	Word Relationships, Connotations, Academic Language
13	Collective Nouns	Commas in Addresses	<i>y</i>	Delete the Unnecessary “There” + “to be” Verbs	Multiple Meaning Words, Greek and Latin Morphemes, Similes
14	Possessive Nouns	Commas for Names	<i>y</i>	Delete the Unnecessary “Here” + “to be” Verbs	Word Relationships, Connotations, Academic Language
15	Personal Pronouns	Commas for Geographical Places	Consonant Doubling	Delete the Unnecessary “It” + “to be” Verbs	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
16	Possessive Case Pronouns	Commas for Tag Questions	Consonant Doubling	Transitional Words and Phrases	Word Relationships, Connotations, Academic Language

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Fifth 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
17	Indefinite Pronouns	Commas for Beginning Direct Speech	/j/	Formal and Informal Language	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
18	Reflexive Pronouns	Commas for Ending Direct Speech	/j/	Dialects	Word Relationships, Connotations, Academic Language
19	Intensive Pronouns	Commas for Middle Direct Speech	<i>i</i> before <i>e</i>	Registers	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
20	*Pronoun Antecedents	Commas in a Series	<i>i</i> before <i>e</i>	*Pronoun Antecedents: Vague References	Word Relationships, Connotations, Academic Language
21	Articles	Commas after Introductory Words and Phrases	Hard /c/, Soft /c/	*Pronoun Antecedents: Number References	Multiple Meaning Words, Greek and Latin Morphemes, Imagery
22	Adjectives	Commas after Clauses	Hard /c/, Soft /c/	Precise Word and Phrase Choice	Word Relationships, Connotations, Academic Language
23	Adjective Order	Commas to Set off “Yes” and “No”	Hard /g/, Soft /g/	Adjective Order	Multiple Meaning Words, Greek and Latin Morphemes, Imagery
24	Demonstrative Adjectives	Commas before Conjunctions in Compound Sentences	Hard /g/, Soft /g/	Using Punctuation for Effect	Word Relationships, Connotations, Academic Language

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Fifth 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
25	Past Participle Adjectives	Commas with Phrases	s and “es” Plurals	Past Participle Adjectives	Multiple Meaning Words, Greek and Latin Morphemes, Imagery
26	Short Comparative Modifiers	Commas with Dependent Clauses	s and “es” Plurals	Short Comparative Modifiers	
27	Long Comparative Modifiers	Commas and Quotation Marks with Speaker Tags	/x/,/ch/,/sh/,/z/, /f/ Plurals	Long Comparative Modifiers	Multiple Meaning Words, Greek and Latin Morphemes, Adages
28	Short Superlative Modifiers	Punctuation in Dialogue	/x/,/ch/,/sh/,/z/, /f/ Plurals	Short Superlative Modifiers	Word Relationships, Connotations, Academic Language
29	Long Superlative Modifiers	Punctuation of Direct Quotations: Statements	Drop/Keep Final e	Long Superlative Modifiers	Multiple Meaning Words, Greek and Latin Morphemes, Adages
30	Past, Present, and Future Verb Tense	Punctuation of Direct Quotations: Questions	Drop/Keep Final e	Verb Tense	Word Relationships, Connotations, Academic Language
31	Verb Tense and Time	Indirect Quotations	/ch/	Verb Tense and Time	Multiple Meaning Words, Greek and Latin Morphemes, Adages
32	Verb Tense and Sequence	Italics and Underlining: Book, Newspaper, Website, and Magazine Titles	/ch/	Verb Tense and Sequence	Word Relationships, Connotations, Academic Language

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Fifth 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
33	Verb Tense and State of Being	Italics and Underlining: Play, Television Show, Movie, and Works of Art Titles	“ough” and “augh”	Verb Tense and State of Being	Multiple Meaning Words, Greek and Latin Morphemes, Alliteration
34	Verb Tense and Condition	Quotation Marks: Song and Poem Titles	“ough” and “augh”	Verb Tense and Condition	Word Relationships, Connotations, Academic Language
35	*Shifts in Verb Tense	Quotation Marks: Book Chapter and Article Titles	Starting/Ending /k/	*Shifts in Verb Tense	Multiple Meaning Words, Greek and Latin Morphemes, Alliteration
36	Helping Verbs	Quotation Marks: Short Story and Document Titles	Starting/Ending /k/	Helping Verbs	Word Relationships, Connotations, Academic Language
37	Past Participle Verbs	Capitalization of Named People and Places	Change/Keep y	Past Participle Verbs	Multiple Meaning Words, Greek and Latin Morphemes, Alliteration
38	Irregular Past Participles	Capitalization of Named Things and Products	Change/Keep y	Irregular Past Participles	Word Relationships, Connotations, Academic Language
39	Linking Verbs	Capitalization of Holidays	“al” and “ful”	Linking Verbs	Multiple Meaning Words, Greek and Latin Proverbs
40	Modals	Capitalization of Dates and Special Days	“al” and “ful”	Modals	Word Relationships, Connotations, Academic Language

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Fifth 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
41	*Singular Subject-Verb Agreement	Capitalization of Titles	Double l-f-s-z	*Singular subject-verb agreement	Multiple Meaning Words, Greek and Latin Proverbs
42	*Plural Subject-Verb Agreement	Capitalization of Organizations and Businesses	Double l-f-s-z	*Plural subject-verb agreement	Word Relationships, Connotations, Academic Language
43	Progressive Verb Tense	Capitalization of Languages and People Groups	Irregular Plurals	Progressive Verb Tense	Multiple Meaning Words, Greek and Latin Morphemes Proverbs
44	Past Perfect Verb Forms	Capitalization of Quotations	Irregular Plurals	Past Perfect Verb Forms	Word Relationships, Connotations, Academic Language
45	Present Perfect Verb Forms	Capitalization of Independent Clauses	Contractions	Present Perfect Verb Forms	Multiple Meaning Words, Greek and Latin Morphemes, Onomatopoeia
46	Future Perfect Verb Forms	Capitalization of Special Events and Historical Periods	Contractions	Future Perfect Verb Forms	Word Relationships, Connotations, Academic Language
47	Adverbs	Question Marks	Silent Letters	Adverbs	Multiple Meaning Words, Greek and Latin Onomatopoeia
48	Adverb Order	Exclamation Points	Silent Letters	Adverb Order	Word Relationships, Connotations, Academic Language

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Fifth 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
49	Coordinating Conjunctions and their Functions	Colons to Introduce Lists	Non-phonetic Words	Coordinating Conjunctions and their Functions	Multiple Meaning Words, Greek and Latin Onomatopoeia
50	Correlative Conjunctions and their Functions	Parentheses as Comments and Appositives	Non-phonetic Words	Correlative Conjunctions and their Functions	Word Relationships, Connotations, Academic Language
51	Prepositional Phrases	Dashes	Non-phonetic Words	Prepositional Phrases	Multiple Meaning Words, Greek and Latin Morphemes Symbolism
52	Complex Sentences/ Dependent Clauses	Brackets	Non-phonetic Words	Complex Sentences/ Dependent Clauses	Word Relationships, Connotations, Academic Language
53	Subordinating Conjunctions	Hyphens with Compound Words	Greek and Latin Prefixes	Subordinating Conjunctions	Multiple Meaning Words, Greek and Latin Morphemes Symbolism
54	Relative Pronouns	Hyphens with Numbers and Spelled-out Fractions	Greek and Latin Prefixes	Relative Pronouns	Word Relationships, Connotations, Academic Language
55	Relative Adverbs	Slashes	Greek and Latin Roots	Relative Adverbs	Multiple Meaning Words, Greek and Latin Morphemes, Symbolism
56	Interjections and their Functions	Numbers	Greek and Latin Roots	Interjections and their Functions	Word Relationships, Connotations, Academic Language

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