

# TEACHING GRAMMAR AND MECHANICS

## GRADE 6



**ASSESSMENT  
AND PRACTICE**



**COMPREHENSIVE  
GRAMMAR AND  
MECHANICS  
PROGRAM**



Aligned to Common Core Standards

# **Teaching Grammar and Mechanics Grade 6**

**Mark Pennington**

**Pennington Publishing  
El Dorado Hills, CA**

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

**\*Denotes Progressive Language Skill.**

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**AUTHOR’S NOTE:** The *Grammar, Mechanics, Spelling, and Vocabulary Grade 6* **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 6*  
*Writing Openers Language Application Grade 6*  
*Differentiated Spelling Instruction Grade 6*  
*Common Core Vocabulary Toolkit Grade 6*



# Language Conventions

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

## How to Teach the Language Conventions Lessons

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



## Language Conventions Grading Options

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

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

## Language Conventions Correction Example

## Sentence Diagram

They received ~~bonuses~~ <sup>notice</sup>

## Writing Application

**+5**

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

## Mechanics Dictation

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

## Grammar and Usage Dictation

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

## Useful Editing Marks for Revision

Capitalization Error  $\equiv$ Delete/Substitute      ~~error~~ **mistake**

Rearrange  

Insert  $\wedge, \vee$

## How to Diagram Sentences

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

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

### Instructional Objectives

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

### Preparation and Materials

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

### Procedures

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

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

## Sentence Diagramming Lesson #1

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

Mark  
\_\_\_\_\_

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

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

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

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

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

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

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

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

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

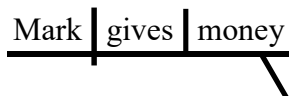
\_\_\_\_\_|\_\_\_\_\_|  
\_\_\_\_\_

## Sentence Diagramming Lesson #2

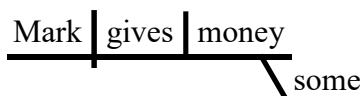
“Let’s review the basics of sentence diagrams. Look at our first sentence diagram.

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

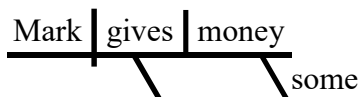
1. “Add onto our first sentence diagram. Anything below the horizontal line modifies the word it connects to above the horizontal line. *Modifies* means to describe, talk about, add to, limit, or make more specific. Draw a slanted line down from the horizontal line below the direct object ‘money.’”



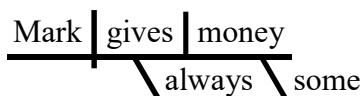
2. “Write ‘some’ to the right of the slanted line. The adjective ‘some’ modifies the common noun ‘money.’ Because an adjective comes before the noun it modifies, we would read the sentence as ‘Mark gives some money.’”



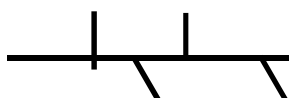
3. “Now draw a slanted line down from the horizontal line below the predicate ‘gives.’”



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



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



## Sentence Diagramming Teacher Tips

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

After the first few Language Conventions lessons, the grammatical constructions necessitate expansion of the basic horizontal line. At this point, it is best to refer to the horizontal line as the *baseline* because more advanced sentence diagrams may have multiple horizontal lines.

### On the Horizontal Baseline

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

### Expanding the Baseline

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

### Below the Baseline

#### –Modifiers

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

#### –Prepositional Phrases

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

## **(Below the Baseline)**

### **–Compound Sentences**

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

### **–Subordinate (Dependent) Clauses**

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

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

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

### **–Relative Clauses**

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

## **Above the Baseline**

### **–Gerunds and Gerund Phrases**

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

### **–Interjections**

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

## **(Above the Baseline)**

### **–Noun Clauses**

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

For additional grammatical constructions, I highly recommend these helpful sites:

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

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

## **Training Modules**

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

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

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

**Module 2:** Language Conventions Lessons

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

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

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

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

**Module 3:** Spelling Patterns Lessons

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

**Module 4:** Language Application Openers

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

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

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

**Module 7:** Remedial Spelling Patterns Instruction

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



# Language Conventions #1

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## Mechanics Lesson

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

Capitalize family names and nicknames when they are used on their own. **Examples:** I know that Mom and Buddy are here.

Don’t capitalize family names when a possessive pronoun (*my, our, your, his, her, their*), a possessive noun, or an adjective is placed before the family names. **Examples:** My grandma, Jim’s grandpa, and that mean aunt of ours are coming to dinner.

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

Also abbreviate proper noun titles placed after a proper noun. **Examples:** Ty Jones, 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 revise what is wrong. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

**Mechanics Practice Answers:** Ms. Minton gave my sister a prescription by Nora Benton, 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., African-American

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:** I attended church at the First Baptist Church.

“Now read the practice sentence on your worksheet. Then circle or highlight what is right and revise 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:** I asked Private Ky if he had shown Mrs. Smith-Erickson the Hudson Memorial Bridge.

# Language Conventions #1

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## Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Proper nouns can serve as subjects or objects. 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. Add this word to the sentence diagram: “Lester.”’” [Allow time.]

Mr. | married | Ms. Trout

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

## Mentor Text Lesson

“This mentor text from *The Lion, Witch and the Wardrobe* by C.S. Lewis uses specific proper nouns. Let’s read it carefully: ‘Aslan a man!’ said Mr. Beaver sternly. ‘Certainly not. I tell you he is the King of the wood and the son of the great Emperor-Beyond-the-Sea. Don’t you know who is the King of Beasts? Aslan is a lion—the Lion, the great Lion.’ Which proper nouns are used to identify special meanings?”

## Writing Application Lesson

“Now let’s apply what we’ve learned and respond to this quote with 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 display].”

## Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly: ‘Mrs. Samson waited for Mr. Jim Smith, Jr., and his friend.’”

“Apply the grammar and usage lesson to write this Sentence Dictation correctly: ‘I heard that Principal Parker was the first Native-American to work at Lincoln High School.’”

“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 family names and nicknames when they are used on their own. **Examples:** I know that Mom and Buddy are here.

Don't capitalize family names when a possessive pronoun (*my, our, your, his, her, their*), a possessive noun, or an adjective is placed before the family names. **Examples:** My grandma, Jim's grandpa, and that mean aunt of ours are coming to dinner.

Abbreviate proper noun titles placed before a proper noun.

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

Also abbreviate proper noun titles placed after a proper noun.

**Examples:** Ty Jones, Sr., Jr., M.D.

**Practice:** Ms. Minton gave my Sister a prescription by Nora Benton, MD.

## 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., African-American

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:** I attended church at the First Baptist Church.

**Practice:** I asked Private Ky if he had shown Mrs. Smith-erickson the Hudson Memorial bridge.

# Language Conventions #1

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## Sentence Diagram Answers

Mr. Lester | married | Ms. Trout

## Mentor Text

“Aslan a man!” said Mr. Beaver sternly. “Certainly not. I tell you he is the King of the wood and the son of the great Emperor-Beyond-the-Sea. Don’t you know who is the King of Beasts? Aslan is a lion—*the* Lion, the great Lion.”

C.S. Lewis (1898–1963)

## Writing Application Lesson

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## Mechanics Dictation

Mrs. Samson waited for Mr. Jim Smith, Jr., and his friend.

## Grammar and Usage Dictation

I heard that Principal Parker was the first Native-American to work at Lincoln High School.

# Language Conventions #2

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## Mechanics Lesson

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

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 revise what is wrong. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

**Mechanics Practice Answers:** The U.N. Secretary General is scheduled to speak to the NASA astronauts at 6:00 p.m.

## 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, a group of words, or a hyphenated word. Use common nouns to generalize ideas, persons, places, or things.

**Examples:** love (idea), man (person), hill (place), eye-opener (thing)

Some common nouns are called *collective nouns* and refer to a group of people, animals, or things. Collective nouns take singular verbs if the members act as one group. They take plural verbs if the members act as individuals. The article “the” before a collective noun usually indicates a singular noun; the article “a” usually indicates a plural noun. **Examples:** class, group

**Grammar and Usage Practice Answers:** Every leader (person) in the government (thing) hopes that peace (idea) will come to their tribe or country (place).

# Language Conventions #2

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## Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘A common noun can serve as a subject or object. 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. Add these words to the Sentence Diagram: “bees” and “honey.”’” [Allow time.]

| make |

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

## Mentor Text Lesson

“This mentor text, written by Abraham Herschel (a rabbi and author), uses common nouns to generalize ideas. Let’s read it carefully: ‘Self-respect is the fruit of discipline; the sense of dignity grows with the ability to say no to oneself.’ Which exceptional writing features can you identify?”

## Writing Application Lesson

“Now let’s apply what we’ve learned and respond to this quote with 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 display].”

## Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly on your worksheet: ‘Mr. and Mrs. Franklin and their partner, Tom Arnold, Jr., appeared last night on CBS Evening News.’”

“Apply the grammar and usage lesson to write this Sentence Dictation on your worksheet. Then underline the common nouns: ‘The young woman never asked for a job promotion at her work because of her poor self-esteem.’”

“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

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### 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:** The UN Secretary General is scheduled to speak to the NASA astronauts at 6:00 pm.

### 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, a group of words, or a hyphenated word. Use common nouns to generalize ideas, persons, places, or things. **Examples:** love (idea), man (person), hill (place), eye-opener (thing)

Some common nouns are called *collective nouns* and refer to a group of people, animals, or things. Collective nouns take singular verbs if the members act as one group. They take plural verbs if the members act as individuals. The article "the" before a collective noun usually indicates a singular noun; the article "a" usually indicates a plural noun. **Examples:** class, group

**Practice:** Every leader in the government hopes that peace will come to their tribe or country.



# Language Conventions #2

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## Sentence Diagram Answers

Bees | make | honey

## Mentor Text

“Self-respect is the fruit of discipline; the sense of dignity grows with the ability to say no to oneself.”

Abraham Herschel (1907–1972)

## Writing Application Lesson

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## Mechanics Dictation

Mr. and Mrs. Franklin and their partner, Tom Arnold, Jr., appeared last night on CBS Evening News.

## Grammar and Usage Dictation

The young woman never asked for a job promotion at her work because of her poor self-esteem.

# Language Conventions #3

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## Mechanics Lesson

“Today we are studying how to use **periods to end indirect questions and intentional fragments**. Remember that periods are used to end declarative statements and imperative 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.

Also, intentional fragments end with periods. An intentional fragment is part of a sentence that is treated as a complete thought for literary effect. **Example:** How crazy.

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

**Mechanics Practice Answers:** True. Sandra did ask me if you are going with somebody.

## Grammar and Usage Lesson

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

English has three types of verbs:

- A verb can mentally act. **Examples:** think, like, wonder
- A verb can physically act. **Examples:** run, talk, eat
- A verb can also link a noun or pronoun to something else as a state of being.  
**Examples:** is, am, are, was, were, be, being, been

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

**Practice:** A mother knows ( ) best. He is ( ) happy.

They enjoy ( ) desserts.

“Now read the practice sentences on your worksheet. Then identify the types of verbs (mental action, physical action, and state of being) in the parentheses which follow according to grammar and usage lesson. [Allow time.] ‘Can anyone identify the type of verbs? [Label the sentences on the display].’”

**Grammar and Usage Practice Answers:** He runs (physical action) fast. She is (state of being) happy. They seem (mental action) sad.

# Language Conventions #3

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## Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Verbs are placed to the right of the main vertical line in sentence diagrams. Complete this sentence diagram: “He likes me.”” [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 revise any errors.”

## Mentor Text Lesson

“This mentor text, written by Bob Kinford (a cattle rancher and author) uses many types of verbs. Let’s read it carefully: ‘When you move cattle, you find that they act as a herd, and you will discover that each group of cattle follows its own lead animal. This is because each herd will establish its own “pecking” order.’ Can anyone identify the collective common nouns? [cattle], [herd], and [group] Can anyone identify the type of verbs? move (physical action), act (physical action), will discover (mental action), follows (physical action), is (state of being), will establish (mental action).”

## Writing Application Lesson

“Now let’s apply what we’ve learned and respond to this quote with a few sentences using each of the 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 display].”

## Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly on your worksheet: ‘So weird. I wonder how that could happen.’”

“Apply the grammar and usage lesson to write this Sentence Dictation on your worksheet: ‘I know the class watched a movie because we were there.’ Underline and label the three types of verbs as ‘P’ for physical action, ‘M’ for mental action, and ‘S’ for state of being.”

“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

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### 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.

An intentional fragment is part of a sentence that is treated as a complete thought for literary effect. **Example:** How crazy.

**Practice:** True. Sandra did ask me if you are going with somebody?

### Grammar and Usage

English has three types of verbs:

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

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

**Practice:** A mother knows ( \_\_\_\_\_ ) best.

He is ( \_\_\_\_\_ ) happy.

They enjoy ( \_\_\_\_\_ ) desserts.

# Language Conventions #3

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## Sentence Diagram Answers

He | likes | me

## Mentor Text

“When you move cattle, you find that they act as a herd, and you will discover that each group of cattle follows its own lead animal. This is because each herd will establish its own ‘pecking’ order.”

Bob Kinford (1954–)

## Writing Application Lesson

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## Mechanics Dictation

So weird. I wonder how that could happen.

## Grammar and Usage Dictation

I <sup>M</sup>know the class <sup>P</sup>watched a movie because we <sup>S</sup>were there.

# Language Conventions #4

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## Mechanics Lesson

“Today we are studying how to use **numbers, letters, and periods in alphanumeric outlines** to help organize information. 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. **TEexamples:** 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 outline on your worksheet. Apply the mechanics rules to circle or highlight what is right. Then cross out and revise what is wrong. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

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

## Grammar and Usage Lesson

“Today we are studying **verb tenses**. Remember that verbs can mentally act, as in *think*; physically act, as in *run*; or link to something else as a state of being, as in the ‘to be’ verbs. Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

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

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

“Now read the practice sentences on your worksheet. Then circle or highlight what is right and revise 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:** I picked up my daughter after school, and I will drop her off after we shop.

# Language Conventions #4

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## Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Complete these Sentence Diagrams, using the base form of the verb: “gurgle.”’” [Allow time.]

Past Tense

**Babies** |

Present Tense

**Babies** |

Future Tense

**Babies** |

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

## Mentor Text Lesson

“This mentor text, written by Thomas H. Huxley (an 19<sup>th</sup> Century English biologist), uses different types of verbs. Let’s read it carefully: “Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not.” Which types of verbs can you identify?”

## Writing Application Lesson

“Now let’s apply what we’ve learned and respond to the quote, using a sentence with different 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 display].”

## Dictations and Corrections

“Apply the mechanics rules to label the correct symbols for an Alphaumeric Outline on the Mechanics Dictation lines on your worksheet: ‘The sixth main idea; the first three major details; and the first three minor details.’”

“Apply the grammar and usage lesson to write this sentence correctly: ‘Yesterday, Bob help his sister because he will love her.’”

“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

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### 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 fifth main idea would be listed as IV. The third major detail would be listed as C.

# Language Conventions #4

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## Grammar and Usage

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

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

**Practice:** I picked up my daughter after school, and I will drop her off after we shopped.

# Language Conventions #4

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## Sentence Diagram Answers

Past Tense

Babies | gurgle

Present Tense

Babies | gurgle

Future Tense

I Babies | will gurgle

## Mentor Text

“Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not.”

Thomas H. Huxley (1825–1895)

## Writing Application Lesson

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## Mechanics Dictation

VI.      A. B. C.      1. 2. 3.

## Grammar and Usage Dictation

Yesterday, Bob helped his sister because he loves her.

# Language Conventions #5

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## Mechanics Lesson

“Today we are studying how to use **semicolons** to join independent clauses. Remember that an independent clause is a noun and a connected verb expressing a complete thought. Two or more independent clauses form a compound sentence. 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 sentences. The semicolon replaces a comma-conjunction. A conjunction is a word, such as *and*, *or*, *but*, or *so*, which joins two 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 circle or highlight what is right. Then cross out and revise what is wrong. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

**Mechanics Practice Answers:** There might be some reason; she just hasn’t told me.

## Grammar and Usage Lesson

“Today we are studying **subject case pronouns**. Remember that a pronoun takes the place of a noun. Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

Pronouns take the place of nouns. One type of pronoun is called a *subject case pronoun* because it acts as the subject of a sentence. The subject is the “do-er” of the sentence.

These are the subject case pronouns: Singular—*I, you, he, she, it, who* Plural—*we, you, they, who*

The singular subject case pronouns, *he, she, it*, and *who* match singular verbs, which usually end in *s*. **Examples:** He knows, she thinks, it lasts, who appears

Both the singular subject case pronouns, *I* and *you*, and the plural subject case pronouns, *we, you, they*, and *who*, match plural verbs and don’t end in *s*. **Examples:** I, you, they, who eat.

Place the first person singular pronoun (*I*) last in compound subjects. **Example:** Paul and I left.

“Now read the practice sentences on your worksheet. Then circle or highlight what is right and revise 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:** No, it wasn’t they who called. It was Tom and me.

# Language Conventions #5

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## Sentence Diagram Lesson and Corrections

“Now read the directions on your worksheet: ‘Personal pronouns can serve as subjects or objects. 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. Complete this sentence diagram: “They help her.””  
[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 revise any errors.”

## Mentor Text Lesson

“This mentor text, written by Dale Carnegie (an American author and motivational speaker), uses second person subject case pronouns to both personalize and generalize. Let’s read it carefully: ‘You can make more friends in two months by becoming interested in other people than you can in two years by trying to get other people interested in you.’ Which exceptional writing features can you identify?”

## Writing Application Lesson

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

## Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly on your worksheet: ‘That is silly; he should know better.’”

“Apply the grammar and usage lesson to write this Sentence Dictation correctly on your worksheet: ‘I and he thought that it was me who knew more than he.’”

“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

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## Mechanics

A semicolon (;) can join two sentences. The semicolon replaces a comma-conjunction. A conjunction is a word, such as *and*, *or*, *but*, or *so*, which joins two 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:** There might be some reason; she; just hasn't told me.

## Grammar and Usage

Pronouns take the place of nouns. One type of pronoun is called a *subject case pronoun* because it acts as the subject of a sentence. The subject is the “do-er” of the sentence.

These are the subject case pronouns: Singular—*I*, *you*, *he*, *she*, *it*, *who* Plural—*we*, *you*, *they*, *who*

The singular subject case pronouns, *he*, *she*, *it*, and *who* match singular verbs, which usually end in *s*. **Examples:** He knows, she thinks, it lasts, who appears

Both the singular subject case pronouns, *I* and *you*, and the plural subject case pronouns, *we*, *you*, *they*, and *who*, match plural verbs and don't end in *s*. **Examples:** I, you, they, who eat.

Place the first person singular pronoun (*I*) last in compound subjects. **Example:** Paul and I left.

**Practice:** No, it wasn't them who called first. It was Tom and I.

# Language Conventions #5

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## Sentence Diagram Answers

They | help | her

## Mentor Text

“You can make more friends in two months by becoming interested in other people than you can in two years by trying to get other people interested in you.”

Dale Carnegie (1888–1955)

## Writing Application Lesson

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## Mechanics Dictation

That is silly; he should know better.

## Grammar and Usage Dictation

He and I thought that it was I who knew more than he.



# Language Conventions #6

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## Mechanics Lesson

“Today we are studying how to use **apostrophes** with singular possessives. Remember that a possessive shows ownership. Usually, the singular possessive is placed before another noun to modify that noun, but sometimes the possessive is used on its own. 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 noun, add on an apostrophe then an *s* (*’s*) to the end of the word. For words ending in *s*, it is not necessary to add on another *s* after the apostrophe. **Examples:** Tim’s wallet, Doris’ purse

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

**Mechanics Practice Answers:** I liked Lou’s suggestion, but Mark’s was also good. Tess’ idea just made no sense.

## Grammar and Usage Lesson

“Today we are studying **object case pronouns**. Remember that a pronoun takes the place of a noun. Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

Writers use pronouns to take the place of nouns. One type of pronoun is called an *object case pronoun*. The object case pronoun tells whom or what receives the action of the verb.

These are the object case pronouns: Singular—*me, you, him, her, it, whom*  
Plural—*us, you, them, whom*

Always place the *me* and *us* pronouns last in compound objects.

**Example:** Please text Robin and us.

**Pronoun Tricks:** If unsure whether a pronoun should be in the subject or object case, rephrase the sentence with the pronoun at the start of the sentence. **Example:** The winner was me. Rephrase: I was the winner. To check whether *whom* is correct, try substituting *him* in place of *whom* and rephrase, if necessary. **Example:** *Whom* did Joan love? Rephrase: Did Joan love *him*?

“Now read the practice sentence on your worksheet. Then circle or highlight what is right and revise 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 cook left before her, but kindly left Heidi and me a sandwich to share.

# Language Conventions #6

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## Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Personal pronouns can serve as subjects or objects. 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. Complete this sentence diagram: “Teachers inspire him. ”” [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 revise any errors.”

## Mentor Text Lesson

“This mentor text, written by author Jim Butcher, cleverly uses the *it* object case pronouns to contrast with the *it* subject case pronoun. Let’s read it carefully: ‘It isn’t enough to stand up and fight darkness. You’ve got to stand apart from it, too. You’ve got to be different from it.’ How does his use of language make his point?”

## Writing Application Lesson

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

## Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly on your worksheet: ‘At Martha’s, Bess’ grandmother waited for Jim’s mother to visit.’”

“Apply the grammar and usage lesson to write this Sentence Dictation correctly on your worksheet: ‘The candy was meant for them, but the ladies gave it to us and Mike.’”

“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

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### Mechanics

A possessive noun shows ownership. To form a singular possessive noun, add on an apostrophe then an *s* ('s) to the end of the word. For words ending in *s*, it is not necessary to add on another *s* after the apostrophe. **Examples:** Tim's wallet, Doris' purse

**Practice:** I liked Lou's suggestion, but Marks was also good. Tess'es idea just made no sense.

### Grammar and Usage

Writers use pronouns to take the place of nouns. One type of pronoun is called an *object case pronoun*. The object case pronoun tells whom or what receives the action of the verb.

These are the object case pronouns: Singular—*me, you, him, her, it, whom* Plural—*us, you, them, whom*

Always place the *me* and *us* pronouns last in compound objects. **Example:** Please text Robin and us.

**Pronoun Tricks:** If unsure whether a pronoun should be in the subject or object case, rephrase the sentence with the pronoun at the start of the sentence. **Example:** The winner was me.

Rephrase: I was the winner. To check whether *whom* is correct, try substituting *him* in place of *whom* and rephrase, if necessary.

**Example:** *Whom* did Joan love? Rephrase: Did Joan love *him*?

**Practice:** The cook left before her, but kindly left I and Heidi a sandwich to share.

# Language Conventions #6

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## Sentence Diagram Answers

Teachers | inspire | him

## Mentor Text

“It isn't enough to stand up and fight darkness. You've got to stand apart from it, too. You've got to be different from it.”

Jim Butcher (1971–)

## Writing Application Lesson

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## Mechanics Dictation

At Martha's, Bess' grandmother waited for Jim's mother to visit.

## Grammar and Usage Dictation

The candy was meant for them, but the ladies gave it to Mike and us.

# Language Conventions #7

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## Mechanics Lesson

“Today we are studying how to use **apostrophes** with plural possessives. 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 sentences on your worksheet. Apply the mechanics rules to circle or highlight what is right. Then cross out and revise what is wrong. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

**Mechanics Practice Answers:** The students’ study sessions are at the Clives’ house.

## Grammar and Usage Lesson

“Today we are studying **possessive pronouns**. Remember that a pronoun takes the place of a noun. A pronoun may also modify a noun. Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

Possessive pronouns show ownership and may be used before a noun or without a noun.

Before a noun—*my, your, his, her, its, our, your, their*

When a possessive pronoun is used before a noun, it modifies the noun. The verb matches the noun, not the pronoun. **Example:** Our house seems small.

Without a noun—*mine, yours, his, hers, ours, yours, theirs*

When a possessive pronoun is used without a noun, the verb must match the noun which the pronoun represents. **Example:** Mary said that my jacket is nice, but hers is nicer.

“Now read the practice sentence on your worksheet. Then circle or highlight what is right and revise 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:** Pablo asked himself if it was his jacket or was it hers?

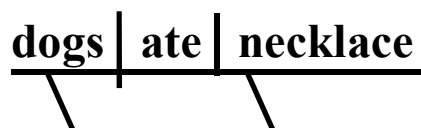
# Language Conventions #7

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## Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Possessive pronouns are placed below the nouns they modify in sentence diagrams. Add these words to the sentence diagram: “her” and “their. ”” [Allow time.]

dogs | ate | necklace



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

## Mentor Text Lesson

“This mentor text from *The Hobbit*, by J.R.R. Tolkien, skillfully uses possessive pronouns. Let’s read it carefully: “‘What has it got in its pocketsets?” he heard the hiss loud behind him, and the splash as Gollum leapt from his boat.’ Which exceptional writing features can you identify?”

## Writing Application Lesson

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

## Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly on your worksheet: ‘All of the teachers’ concerns were about the two school buses’ worn out tires.’”

“Apply the grammar and usage lesson to write this Sentence Dictation correctly on your worksheet: ‘They asked to borrow our towels because they had already used their.’”

“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

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## 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:** The students’ study sessions are at the Clives house.

## Grammar and Usage

Possessive pronouns show ownership and may be used before a noun or without a noun.

Before a noun—*my, your, his, her, its, our, your, their*

When a possessive pronoun is used before a noun, it modifies the noun. The verb matches the noun, not the pronoun.

**Example:** Our house seems small.

Without a noun—*mine, yours, his, hers, ours, yours, theirs*

When a possessive pronoun is used without a noun, the verb must match the noun which the pronoun represents.

**Example:** Mary said that my jacket is nice, but hers is nicer.

**Practice:** Pablo asked himself if it was his jacket or was it her?

# Language Conventions #7

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## Sentence Diagram Answers

dogs | ate | necklace  
    \    /    \  
  Their   her

## Mentor Text

““What has it got in its pocketses?” he heard the hiss loud behind him, and the splash as Gollum leapt from his boat.”

J.R.R. Tolkien (1892–1973)

## Writing Application Lesson

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## Mechanics Dictation

All of the teachers’ concerns were about the two school buses’ worn out tires.

## Grammar and Usage Dictation

They asked to borrow our towels because they had already used theirs.



# Language Conventions #8

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## Mechanics Lesson

“Today we are studying how to use **apostrophes** with compound subject or object possessives. A compound subject consists of two or more nouns and any connected words that serve as the *do-ers* of the predicate. A compound object consists of two or more nouns and any connected words that receive the action of the verb. 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 sentence on your worksheet. Apply the mechanics rules to circle or highlight what is right. Then cross out and revise what is wrong. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

**Mechanics Practice Answers:** Bob and Zoe’s project benefitted from Bob’s organizational skills and Zoe’s ideas.

## Grammar and Usage Lesson

“Today we are studying **adjectives**. Remember that the three articles: *a*, *an*, and *the* are the most common adjectives and are placed before common nouns. The *a* is used before a word beginning with a consonant, as in “a mouse,” while the *an* is used before a word beginning with a vowel, as in “an apple.” Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

An adjective modifies a noun or pronoun and answers Which one? How many? or What kind? When using more than one adjective to modify the same noun or pronoun in a sentence, follow this order of adjectival functions: Which One-How Many-What Kind.

**Examples:** these (Which one?) two How many? handsome (What kind?) men

A compound adjective joins two or more adjectives with a hyphen (-) to modify a single noun or pronoun. Don’t use a hyphen if you can use the word *and* between the two adjectives.

**Examples:** world-famous soda dogs; warm, comfortable coat (warm and comfortable)

“Now read the Practice sentence on your worksheet. Then use proper adjective order to revise the order of the adjectives and correct any errors according to grammar and usage lesson. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

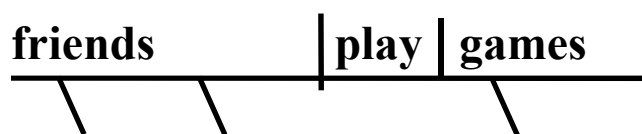
**Grammar and Usage Practice Answers:** That record-breaking single race has gone viral on YouTube.

# Language Conventions #8

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## Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Adjectives are placed below the parts of speech they modify in sentence diagrams. Add these words to the sentence diagram: “video,” “four,” and “close. ”” [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 revise any errors.”

## Mentor Text Lesson

“This mentor text, written by the Greek philosopher Aristotle, uses the same four words as both nouns and adjectives. Let’s read it carefully: ‘Men acquire a particular quality by constantly acting a particular way... you become just by performing just actions, temperate by performing temperate actions, brave by performing brave actions.’ How does his use of these four adjectives help prove his point?”

## Writing Application Lesson

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

## Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly on your worksheet: ‘Jim and Elsa’s science experiment was a success due to Jim’s writing and Elsa’s artistic abilities.’”

“Apply the grammar and usage lesson to write this Sentence Dictation correctly on your worksheet: ‘Brian interviewed those interesting young three women in the studio.’”

“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

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### 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:** Bob's and Zoe's project benefitted from Bob's organizational skills and Zoe's ideas.

### Grammar and Usage

An adjective modifies a noun or pronoun and answers Which one? How many? or What kind? When using more than one adjective to modify the same noun or pronoun in a sentence, follow this order of adjectival functions: Which One-How Many-What Kind.

**Examples:** these (Which one?) two How many? handsome (What kind?) men

A compound adjective joins two or more adjectives with a hyphen (-) to modify a single noun or pronoun. Don't use a hyphen if you can use the word *and* between the two adjectives.

**Examples:** world-famous soda dogs; warm, comfortable coat (warm and comfortable)

**Practice:** That record breaking single race has gone viral on YouTube.

# Language Conventions #8

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## Sentence Diagram Answers

friends | play | games  
    \Close\ four      \video

## Mentor Text

“Men acquire a particular quality by constantly acting a particular way... you become just by performing just actions, temperate by performing temperate actions, brave by performing brave actions.”

Aristotle (384 BC–322 BC)

## Writing Application Lesson

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## Mechanics Dictation

Jim and Elsa’s science experiment was a success due to Jim’s writing and Elsa’s artistic abilities.

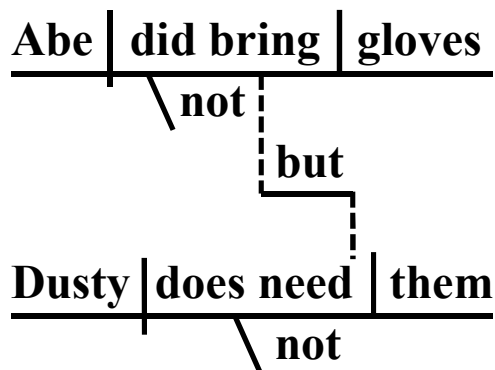
## Grammar and Usage Dictation

Brian interviewed those three interesting young women in the studio.

## Language Conventions #56

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### Sentence Diagram Answers



### Mentor Text

Josie don't do much but talk  
She cain't do what she should  
But Josie din't rightly need to do  
what she done to me when she could.

Jimmy Smith (1988–)

### Writing Application Lesson

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### Mechanics Dictation

Thirty-two years old is not too late to go back to college.

### Grammar and Usage Dictation

They can't and didn't do more. He doesn't really want to help.

# Language Conventions Worksheet #1

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## Mechanics

Capitalize family names and nicknames when they are used on their own. **Examples:** I know that Mom and Buddy are here.

Don't capitalize family names when a possessive pronoun (*my, our, your, his, her, their*), a possessive noun, or an adjective is placed before the family names. **Examples:** My grandma, Jim's grandpa, and that mean aunt of ours are coming to dinner.

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

Also abbreviate proper noun titles placed after a proper noun. **Examples:** Ty Jones, Sr., Jr., M.D.

**Practice:** Ms. Minton gave my Sister a prescription by Nora Benton, MD.

## 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., African-American

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:** I attended church at the First Baptist Church.

**Practice:** I asked Private Ky if he had shown Mrs. Smith-erickson the Hudson Memorial bridge.

## Sentence Diagram

Proper nouns can serve as subjects or objects. 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. Add this word to the sentence diagram: "Lester."

Mr. | married | Ms. Trout

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

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

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

## Language Conventions Worksheet #2

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### 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:** The UN Secretary General is scheduled to speak to the NASA astronauts at 6:00 pm.

### 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, a group of words, or a hyphenated word. Use common nouns to generalize ideas, persons, places, or things.

**Examples:** love (idea), man (person), hill (place), eye-opener (thing)

Some common nouns are called *collective nouns* and refer to a group of people, animals, or things. Collective nouns take singular verbs if the members act as one group. They take plural verbs if the members act as individuals. The article "the" before a collective noun usually indicates a singular noun; the article "a" usually indicates a plural noun. **Examples:** class, group

**Practice:** Every leader in the government hopes that peace will come to their tribe or country.

### Sentence Diagram

Common nouns can serve as subjects or objects. 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. Add these words to the sentence diagram: "bees" and "honey."

\_\_\_\_\_ | make | \_\_\_\_\_

### Writing Application

\_\_\_\_\_

### Mechanics Dictation

\_\_\_\_\_

### Grammar and Usage Dictation

\_\_\_\_\_

## Language Conventions Worksheet #3

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### 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.

Also, intentional fragments end with periods. An intentional fragment is part of a sentence that is treated as a complete thought for literary effect. **Example:** How crazy.

**Practice:** True. Sandra did ask me if you are going with somebody?

### Grammar and Usage

English has three types of verbs:

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

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

**Practice:** A mother knows ( ) best. He is ( ) happy.

They enjoy ( ) desserts.

### Sentence Diagram

Verbs are placed to the right of the main vertical line in sentence diagrams. Complete this sentence diagram: "He likes me."



### Writing Application

### Mechanics Dictation

### Grammar and Usage Dictation



## Language Conventions Worksheet #4

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### 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 fifth main idea would be listed as IV. The third major detail would be listed as C.

### Grammar and Usage

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

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

**Practice:** I picked up my daughter after school, and I will drop her off after we shopped.

### Sentence Diagram

Complete these sentence diagrams, using the base form of the verb: “gurgle.”

Past Tense

Babies | \_\_\_\_\_

Present Tense

Babies | \_\_\_\_\_

Future Tense

Babies | \_\_\_\_\_

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

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

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

## Language Conventions Worksheet #5

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### Mechanics

A semicolon (;) can join two sentences. The semicolon replaces a comma-conjunction. A conjunction is a word, such as *and*, *or*, *but*, or *so*, which joins two 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:** There might be some reason; she; just hasn't told me.

### Grammar and Usage

Pronouns take the place of nouns. One type of pronoun is called a *subject case pronoun* because it acts as the subject of a sentence. The subject is the “do-er” of the sentence.

These are the subject case pronouns: Singular—*I*, *you*, *he*, *she*, *it*, *who* Plural—*we*, *you*, *they*, *who*

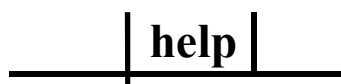
The singular subject case pronouns, *he*, *she*, *it*, and *who* match singular verbs, which usually end in *s*. **Examples:** He knowss, she thinkss, it lastss, who appearss

Both the singular subject case pronouns, *I* and *you*, and the plural subject case pronouns, *we*, *you*, *they*, and *who*, match plural verbs and don't end in *s*. **Examples:** I, you, they, who eat.

Place the first person singular pronoun (*I*) last in compound subjects. **Example:** Paul and I left.

### Sentence Diagram

Personal pronouns can serve as subjects or objects. 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 Complete this sentence diagram: “They help her.”



### Writing Application

### Mechanics Dictation

### Grammar and Usage Dictation

## Language Conventions Worksheet #6

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### Mechanics

A possessive noun shows ownership. To form a singular possessive noun, add on an apostrophe then an *s* ('s) to the end of the word. For words ending in *s*, it is not necessary to add on another *s* after the apostrophe. **Examples:** Tim's wallet, Doris' purse

**Practice:** I liked Lou's suggestion, but Marks was also good. Tess'es idea just made no sense.

### Grammar and Usage

Writers use pronouns to take the place of nouns. One type of pronoun is called an *object case pronoun*. The object case pronoun tells whom or what receives the action of the verb.

These are the object case pronouns: Singular—*me, you, him, her, it, whom*  
Plural—*us, you, them, whom*

Always place the *me* and *us* pronouns last in compound objects.

**Example:** Please text Robin and us.

**Pronoun Tricks:** If unsure whether a pronoun should be in the subject or object case, rephrase the sentence with the pronoun at the start of the sentence. **Example:** The winner was me.  
Rephrase: I was the winner. To check whether *whom* is correct, try substituting *him* in place of *whom* and rephrase, if necessary. **Example:** *Whom* did Joan love? Rephrase: Did Joan love *him*?

**Practice:** The cook left before her, but kindly left I and Heidi a sandwich to share.

### Sentence Diagram

Personal pronouns can serve as subjects or objects. 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 Complete this sentence diagram: "Teachers inspire him."



### Writing Application

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### Mechanics Dictation

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### Grammar and Usage Dictation

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## Language Conventions Worksheet #7

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### Mechanics

To form a 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:** The students’ study sessions are at the Clives house.

### Grammar and Usage

Possessive pronouns show ownership and may be used before a noun or without a noun.

Before a noun—*my, your, his, her, its, our, your, their*

When a possessive pronoun is used before a noun, it modifies the noun. The verb matches the noun, not the pronoun. **Example:** Our house seems small.

Without a noun—*mine, yours, his, hers, ours, yours, theirs*

When a possessive pronoun is used without a noun, the verb must match the noun which the pronoun represents. **Example:** Mary said that my jacket is nice, but hers is nicer.

**Practice:** Pablo asked himself if it was his jacket or was it her?

### Sentence Diagram

Possessive pronouns are placed below the nouns they modify in sentence diagrams. Add these words to the sentence diagram: “her” and “their.”

dogs | ate | necklace  
/        /

### Writing Application

### Mechanics Dictation

### Grammar and Usage Dictation

## Language Conventions Worksheet #8

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### 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:** Bob's and Zoe's project benefitted from Bob's organizational skills and Zoe's ideas.

### Grammar and Usage

An adjective modifies a noun or pronoun and answers Which one? How many? or What kind? When using more than one adjective to modify the same noun or pronoun in a sentence, follow this order of adjectival functions: Which One-How Many-What Kind.

**Examples:** these (Which one?) two How many? handsome (What kind?) men

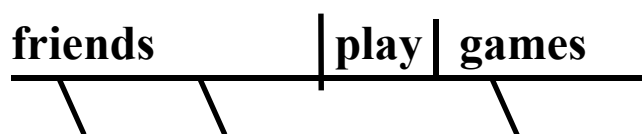
A compound adjective joins two or more adjectives with a hyphen (-) to modify a single noun or pronoun. Don't use a hyphen if you can use the word *and* between the two adjectives.

**Examples:** world-famous soda dogs; warm, comfortable coat (warm and comfortable)

**Practice:** That record breaking single race has gone viral on YouTube.

### Sentence Diagram

Adjectives are placed below the parts of speech they modify in sentence diagrams. Add these words to the sentence diagram: "video," "four," and "close."



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

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

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

## Grammar and Mechanics Unit Tests Directions

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

### Administrative Options

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

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

### Test Structure and Grading

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

### Test Review Options

#### Pretest

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

#### Posttest

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

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

## Grammar and Mechanics Test: Lessons 1-4

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

- |                                   |   |
|-----------------------------------|---|
| ____ 1. Title after a proper noun | A. UNICEF                                     |
| ____ 2. Hyphenated proper noun    | B. Wow!                                       |
| ____ 3. Acronym                   | C. will + the base form of the verb           |
| ____ 4. Common noun               | D. Native-American                            |
| ____ 5. Intentional fragment      | E. A., B., C.                                 |
| ____ 6. Type of verb              | AB. Don Pearson, M.D.                         |
| ____ 7. Major details             | AC. Idea, person, place, or thing             |
| ____ 8. Future tense              | AD. Links a noun or pronoun to something else |

**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 using a group of words used as a proper noun. \_\_\_\_\_

\_\_\_\_\_

11. Write a sentence using an abbreviation. \_\_\_\_\_

\_\_\_\_\_

12. Write a sentence with a common noun idea. \_\_\_\_\_

\_\_\_\_\_

13. Write a sentence with an indirect question. \_\_\_\_\_

\_\_\_\_\_

14. Write a sentence using both mental and physical actions. \_\_\_\_\_

\_\_\_\_\_

15. List the first ten Roman numerals. \_\_\_\_\_

\_\_\_\_\_

16. Write a sentence using first and second person personal pronouns. \_\_\_\_\_

\_\_\_\_\_

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

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

- |  |   |
|--|---|
| ____ 1. Semicolon                          | A. I, we, you, he, she, it, who, they         |
| ____ 2. Subject (nominative) case pronouns | B. Men's, children's                          |
| ____ 3. Apostrophe                         | C. Tommy and Marla's dinner                   |
| ____ 4. Object case pronouns               | D. My, your, his, her, its, our, your, their  |
| ____ 5. Irregular possessives              | E. Answers Which one? How many? or What kind? |
| ____ 6. Possessive pronouns                | AB. Replaces a comma-conjunction              |
| ____ 7. Compound noun possessive           | AC. Shows ownership in nouns and pronouns     |
| ____ 8. Adjective                          | AD. Me, us, you, him, her, it, whom, them     |

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

9. Write a compound sentence using a semicolon to join the independent clauses. \_\_\_\_\_

\_\_\_\_\_

10. Write a sentence using a subject case singular and plural pronoun. \_\_\_\_\_

\_\_\_\_\_

11. Write a sentence using a singular possessive noun ending in an *s*. \_\_\_\_\_

\_\_\_\_\_

12. Write a sentence using an object case singular and plural pronoun. \_\_\_\_\_

\_\_\_\_\_

13. Write a sentence using the plural possessive of a family name. \_\_\_\_\_

\_\_\_\_\_

14. Write a sentence using a possessive pronoun without a noun. \_\_\_\_\_

\_\_\_\_\_

15. Write a sentence using a compound noun showing individual possession. \_\_\_\_\_

\_\_\_\_\_

16. Write a sentence using the Which one? How many? or What kind? adjectives. \_\_\_\_\_

\_\_\_\_\_



## Grammar and Mechanics Unit Test Answers

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### Lessons 1–4

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

### Lessons 5–8

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

### Lessons 9–12

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

### Lessons 13–16

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

### Lessons 17–20

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

### Lessons 21–24

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

### Lessons 25–28

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

### Lessons 29–32

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

### Lessons 33–36

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

### Lessons 37–40

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

### Lessons 41–44

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

### Lessons 45–48

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

## Grammar and Mechanics Unit Test Answers

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### Lessons 49–52

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

### Lessons 53–56

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

## Common Core State Standards Alignment Grade 6

<b>Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand</b>	<b>Lesson #</b>
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### Review Standards: Conventions of Standard English:

<a href="#"><u>CCSS.ELA-LITERACY.L.5.1.A</u></a>	LC/SW 49–51, 53, 56
Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	GUM 7, 8, 15, 39, 47
<a href="#"><u>CCSS.ELA-LITERACY.L.5.1.B</u></a>	LC/SW 44–46
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.	GUM 34, 36, 38
<a href="#"><u>CCSS.ELA-LITERACY.L.5.1.C</u></a>	LC/SW 30–35
Use verb tense to convey various times, sequences, states, and conditions.	GUM 33–40
<a href="#"><u>CCSS.ELA-LITERACY.L.5.1.D</u></a>	LC/SW 35
Recognize and correct inappropriate shifts in verb tense.*	GUM 33–40
<a href="#"><u>CCSS.ELA-LITERACY.L.5.1.E</u></a>	LC/SW 50
Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i> ).	
<a href="#"><u>CCSS.ELA-LITERACY.L.5.2.A</u></a>	LC/SW 10–15, 20, 49
Use punctuation to separate items in a series.*	GUM 43, 45, 48, 66
<a href="#"><u>CCSS.ELA-LITERACY.L.5.2.B</u></a>	LC/SW 21, 22, 24, 25
Use a comma to separate an introductory element from the rest of the sentence.	GUM 44, 46
<a href="#"><u>CCSS.ELA-LITERACY.L.5.2.C</u></a>	LC/SW 23
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> ).	GUM 46
<a href="#"><u>CCSS.ELA-LITERACY.L.5.2.D</u></a>	LC/SW 30–36
Use underlining, quotation marks, or italics to indicate titles of works.	GUM 58–64

LC = Language Conventions; SW = Student Worksheets;

GUM = Grammar, Usage, and Mechanics Worksheets

\*Language Progressive Skills

## Common Core State Standards Alignment Grade 6

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Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Lesson #
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### Grade Level Standards: Conventions of Standard English:

<a href="#">CCSS.ELA-LITERACY.L.6.1.A</a> Ensure that pronouns are in the proper case (subjective, objective, possessive).	LC/SW 4–7 GUM 3, 21, 22, 23, 24
<a href="#">CCSS.ELA-LITERACY.L.6.1.B</a> Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).	LC/SW 29 GUM 3
<a href="#">CCSS.ELA-LITERACY.L.6.1.C</a> Recognize and correct inappropriate shifts in pronoun number and person.*	LC/SW 31 GUM 23
<a href="#">CCSS.ELA-LITERACY.L.6.1.D</a> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	LC/SW 24–32 GUM 23
<a href="#">CCSS.ELA-LITERACY.L.6.1.E</a> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	LC/SW 46–52
<a href="#">CCSS.ELA-LITERACY.L.6.2.A</a> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	LC/SW 29, 30, 51–53 GUM 42

LC = Language Conventions; SW = Student Worksheets;

GUM = Grammar, Usage, and Mechanics Worksheets

\*Language Progressive Skills

## Sixth 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	Vowels and Consonants	Delete the Unnecessary “Here” Words	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
2	Common Nouns	Periods in Names, Abbreviations, and Acronyms	Vowels and Consonants	Noun Sentence Opener	Word Relationships, Connotations, Academic Language
3	Collective Nouns	Periods in Indirect Questions and Intentional Fragments	Vowel Diphthongs	Delete the Unnecessary “There” Words	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
4	Personal Pronouns	Numbers, Letters, and Periods in Alphanumeric Outlines	Vowel Diphthongs	Pronoun Sentence Opener	Word Relationships, Connotations, Academic Language
5	Subject (Nominative) Case Pronouns	Semicolons in Compound Sentences	<i>r</i> - controlled Vowels	Delete the Unnecessary “It”	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
6	Object Case Pronouns	Apostrophes for Singular Possessive Nouns	<i>r</i> - controlled Vowels	Adjective Sentence Opener	Word Relationships, Connotations, Academic Language
7	Possessive Case Pronouns	Apostrophes for Plural Possessive Nouns	Consonant Doubling	<b>Delete Unnecessary Writing References</b>	Multiple Meaning Words, Greek and Latin Morphemes, Similes
8	Adjectives	Apostrophes for Possessive Compound Nouns and Possessive Subjects and Objects	Consonant Doubling	Possessive Pronoun Sentence Opener	Word Relationships, Connotations, Academic Language

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

## Sixth 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	Demonstrative Adjectives	Apostrophes in Contractions	<i>i</i> before <i>e</i>	<b>Delete Unnecessary Writer References</b>	Multiple Meaning Words, Greek and Latin Morphemes, Similes
10	Adverbs	Comma Misuse	<i>i</i> before <i>e</i>	Adverb Sentence Opener	Word Relationships, Connotations, Academic Language
11	Coordinating Conjunctions	Commas for Dates	Hard and Soft /c/ and /g/	<b>Parallel Coordinating Conjunctions</b>	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
12	Correlative Conjunctions	Commas for Letters	Hard and Soft /c/ and /g/	Prepositional Phrase Sentence Opener	Word Relationships, Connotations, Academic Language
13	<b>Subordinating Conjunctions</b>	Commas in Addresses	Plurals	<b>Parallel Correlative Conjunctions</b>	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
14	*Prepositional Phrases	Commas for Names	Plurals	Complete Subject Sentence Opener	Word Relationships, Connotations, Academic Language
15	Subjects	Commas for Geographical Places	Drop/Keep Final <i>e</i>	<b>Delete Paired Redundancies</b>	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
16	Predicates	Commas for Tag Questions	Drop/Keep Final <i>e</i>	Direct Object Sentence Opener	Word Relationships, Connotations, Academic Language

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## Sixth 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	Direct objects	Commas for Beginning Direct Speech	/ch/	Delete Restatements	Multiple Meaning Words, Greek and Latin Morphemes, Imagery
18	Phrases and Clauses	Commas for Ending Direct Speech	/ch/	Compound Subject Sentence Opener	Word Relationships, Connotations, Academic Language
19	*Fragments and Complete Sentences	Commas for Middle Direct Speech	“ough” and “augh”	Change Complex Words to Simple Words	Multiple Meaning Words, Greek and Latin Morphemes, Adages
20	*Run-ons and Complete Sentences	Commas in a Series	“ough” and “augh”	<b>Connective Sentence Opener</b>	Word Relationships, Connotations, Academic Language
21	Sentence Forms: Simple, Compound, Complex	Commas after Introductory Words and Phrases	Starting/ Ending /k/	Make Items in a List Parallel	Multiple Meaning Words, Greek and Latin Morphemes, Adages
22	Types of Sentences	Commas after Introductory Clauses	Starting/ Ending /k/	Transition Word Sentence Opener	Word Relationships, Connotations, Academic Language
23	<b>*Noun Phrases</b>	Commas to Set off Interjections	Change/Keep y	Parallel Structures	Multiple Meaning Words, Greek and Latin Morphemes, Alliteration
24	Indefinite Pronouns	Commas and Quotation Marks with Speaker Tags	Change/Keep y	Noun Phrase Sentence Opener	Word Relationships, Connotations, Academic Language

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## Sixth 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	<b>Interrogative Pronouns</b>	Commas before Conjunctions in Compound Sentences	“al” and “ful”	Interrogative Pronouns	Multiple Meaning Words, Greek and Latin Morphemes, Proverbs
26	<b>Reciprocal Pronouns</b>	Commas with Phrases in a Series	“al” and “ful”	<b>Noun Clause Sentence Opener</b>	
27	<b>Demonstrative Pronouns</b>	Commas in Complex Sentences	Double <i>l-f-s-z</i>	Reflexive Pronouns	Multiple Meaning Words, Greek and Latin Morphemes, Proverbs
28	Reflexive Pronouns	Commas with Hierarchical Adjectives	Double <i>l-f-s-z</i>	<b>Nominative Absolute Sentence Opener</b>	Word Relationships, Connotations, Academic Language
29	Intensive Pronouns	<b>Punctuation in Non-restrictive Clauses</b>	“ph”	Intensive Pronouns	Multiple Meaning Words, Greek and Latin Morphemes, Onomatopoeia
30	*Pronoun Antecedents	<b>Punctuation in Restrictive Clauses</b>	“ph”	Demonstrative Pronoun Sentence Opener	Word Relationships, Connotations, Academic Language
31	<b>*Pronoun Number and Person Shifts</b>	Dialogue and Direct Quotations	/ion/	Reciprocal Pronouns	Multiple Meaning Words, Greek and Latin Morphemes, Personification
32	<b>*Vague Pronoun References</b>	Punctuation of Direct Quotations	/ion/	Demonstrative Adjective Sentence Opener	Word Relationships, Connotations, Academic Language

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## Sixth 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	*Adjectival Phrases	In-text Citations and Indirect Quotations	“c/tial” and “c/tious”	Helping Verb Deletions	Multiple Meaning Words, Greek and Latin Morphemes, Personification
34	*Adjectival Clauses and <b>Relative Pronouns</b>	Italics and Underlining: Book, Website, Newspaper, and Magazine Titles	“c/tial” and “c/tious”	Adjectival Phrase Sentence Opener	Word Relationships, Connotations, Academic Language
35	<b>Short Comparative Modifiers</b>	Italics and Underlining: Play, Television Show, Movie, and Works of Art Titles	<b>Consonant-“le”</b>	<b>Substitute Adjectives for Adjective Phrases</b>	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
36	<b>Long Comparative Modifiers</b>	Quotation Marks: Song and Poem Titles	<b>Consonant-“le”</b>	<b>Adjectival Clause Sentence Opener</b>	Word Relationships, Connotations, Academic Language
37	<b>Short Superlative Modifiers</b>	Quotation Marks: Book Chapter Titles	<b>Vowel-“se,” “ve”</b>	Eliminate Interruptions	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
38	<b>Long Superlative Modifiers</b>	Quotation Marks: Newspaper, Magazine, and Blog Article Titles	<b>Vowel-“se,” “ve”</b>	Short Comparative Modifier Sentence Opener	Word Relationships, Connotations, Academic Language
39	*Verb Phrases	Quotation Marks: Short Story and Document Titles	Irregular Plurals	Rearrange in Chronological Order	Multiple Meaning Words, Greek and Latin Morphemes
40	Progressive Verb Tense	Capitalization of Named People and Characters	Irregular Plurals	Long Comparative Modifier Sentence Opener	Word Relationships, Connotations, Academic Language

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## Sixth 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	Perfect Verb Tense	Capitalization of Named Places	<b>Vowel Shift</b>	<b>Eliminate “to be” Verbs by Rephrasing</b>	Multiple Meaning Words, Greek and Latin Morphemes
42	*Adverbial Clauses	Capitalization of Named Things and Products	<b>Vowel Shift</b>	Short Superlative Modifier Sentence Opener	Word Relationships, Connotations, Academic Language
43	*Singular Subject-Verb Agreement	Capitalization of Holidays and Dates	<b>Consonant Shift</b>	<b>Eliminate “to be” Verbs by Changing Nouns to Verbs</b>	Multiple Meaning Words, Greek and Latin Morphemes
44	*Plural Subject-Verb Agreement	Capitalization of Titles	<b>Consonant Shift</b>	Long Superlative Modifier Sentence Opener	Word Relationships, Connotations, Academic Language
45	*Shifts in Verb Tense	Capitalization of Special Events and Historical Periods	Pronunciation Problems	<b>Make Noun Constructions Parallel</b>	Multiple Meaning Words, Greek and Latin Morphemes, <b>Personification</b>
46	<b>*Non-standard English Contractions: ain’t and han’t</b>	Capitalization of Organizations and Businesses	Pronunciation Problems	<b>Non-restrictive Relative Clause Sentence Opener</b>	Word Relationships, Connotations, Academic Language
47	<b>*Non-standard English Negation</b>	Capitalization of Languages and People Groups	<b>Schwa</b>	<b>Combine Short, Choppy Sentences Using Coordination</b>	Multiple Meaning Words, Greek and Latin <b>Personification</b>
48	<b>*Non-standard English for the Continuous “to be” and “do or don’t be”</b>	Question Marks	<b>Schwa</b>	<b>End A Sentence With A Restrictive Relative Clause</b>	Word Relationships, Connotations, Academic Language

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## Sixth 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	<b>*Non-standard English Was and Were-Leveling</b>	Exclamation Points	Greek and Latin Prefixes	Change Imprecise Words to Precise Words	Multiple Meaning Words, Greek and Latin <b>Personification</b>
50	<b>*Non-standard English Pronoun Usage</b>	<b>Colons in Titles, Numbers, and Ratios</b>	Greek and Latin Prefixes	<b>Combine Short, Choppy Sentences by Adding a Beginning Subordinate Clause</b>	Word Relationships, Connotations, Academic Language
51	<b>*Non-standard English Third Person Subject-Verb Agreement</b>	<b>Parentheses with Numbers and Letters</b>	Greek and Latin Roots	<b>Compound Sentences</b>	Multiple Meaning Words, Greek and Latin Morphemes
52	<b>*Non-standard English Deletions</b>	Dashes with Dates, Times, and Numbers	Greek and Latin Roots	<b>Complex Sentences</b>	Word Relationships, Connotations, Academic Language
53	<b>*Non-standard English Substitutions and Additions</b>	Brackets	<b>French Spellings</b>	<b>Compound-Complex Sentences</b>	Multiple Meaning Words, Greek and Latin Morphemes
54	<b>*Non-standard English Substitutions of the Past Participle Verb Form</b>	<b>Hyphens and Compound Adjectives</b>	<b>French Spellings</b>	Short Sentences for Sentence Variety	Word Relationships, Connotations, Academic Language
55	<b>*Non-standard English Misuse of the Past Progressive Verb Tense</b>	Slashes	Homonyms	<b>Change Adjectives Preceding Nouns to Appositives</b>	Multiple Meaning Words, Greek and Latin Morphemes, <b>Verbal Irony</b>
56	<b>*Non-standard English Commonly Misused Words</b>	Numbers	Homonyms	<b>Delete Redundant Categories</b>	Word Relationships, Connotations, Academic Language

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