

TEACHING GRAMMAR AND MECHANICS

GRADE 7



**ASSESSMENT
AND PRACTICE**



**COMPREHENSIVE
GRAMMAR AND
MECHANICS
PROGRAM**



PENNINGTON
PUBLISHING

Aligned to Common Core Standards

Teaching Grammar and Mechanics Grade 7

Mark Pennington

**Pennington Publishing
El Dorado Hills, CA**

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Boldface denotes Introductory Standard for Seventh Grade Level.

***Denotes Progressive Language Skill.**

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AUTHOR’S NOTE: The *Grammar, Mechanics, Spelling, and Vocabulary Grade 7* **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 7
Writing Openers Language Application Grade 7
Differentiated Spelling Instruction Grade 7
Common Core Vocabulary Toolkit Grade 7

Language Conventions

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

How to Teach the Language Conventions Lessons

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

Language Conventions Grading Options

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

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

Language Conventions Correction Example

Sentence Diagram

√
They | received | ^{notice}~~bon~~uses

Writing Application

+5

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

Mechanics Dictation

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

^
,

Grammar and Usage Dictation

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

Useful Editing Marks for Revision

Capitalization Error ≡

Delete/Substitute ✖ **mistake**

Rearrange ↩ ↪

Insert ^ √

How to Diagram Sentences

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

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

Instructional Objectives

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

Preparation and Materials

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

Procedures

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

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

Sentence Diagramming Lesson #1

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

Mark

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

Mark |

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

Mark | gives

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

Mark | gives |

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

Mark | gives | money

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

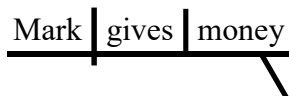
_____|_____|

Sentence Diagramming Lesson #2

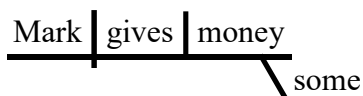
“Let’s review the basics of sentence diagrams. Look at our first sentence diagram.

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

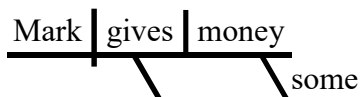
1. “Add onto our first sentence diagram. Anything below the horizontal line modifies the word it connects to above the horizontal line. *Modifies* means to describe, talk about, add to, limit, or make more specific. Draw a slanted line down from the horizontal line below the direct object ‘money.’”



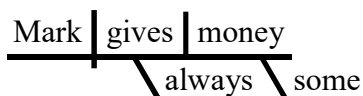
2. “Write ‘some’ to the right of the slanted line. The adjective ‘some’ modifies the common noun ‘money.’ Because an adjective comes before the noun it modifies, we would read the sentence as ‘Mark gives some money.’”



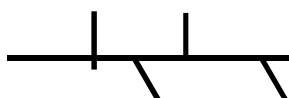
3. “Now draw a slanted line down from the horizontal line below the predicate ‘gives.’”



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



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



Sentence Diagramming Teacher Tips

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

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

On the Horizontal Baseline

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

Expanding the Baseline

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

Below the Baseline

–Modifiers

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

–Prepositional Phrases

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

(Below the Baseline)

–Compound Sentences

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

–Subordinate (Dependent) Clauses

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

–Participles and Participial Phrases

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

–Relative Clauses

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

Above the Baseline

–Gerunds and Gerund Phrases

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

–Interjections

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

(Above the Baseline)

–Noun Clauses

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

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

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

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

Training Modules

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

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

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

Module 2: Language Conventions Lessons

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

Module 6: Remedial Grammar, Usage, and Mechanics Instruction

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

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

Module 3: Spelling Patterns Lessons

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

Module 4: Language Application Openers

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

Module 5: Vocabulary Acquisition and Use Worksheets

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

Module 7: Remedial Spelling Patterns Instruction

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

Language Conventions #1

Mechanics Lesson

“Today we are studying how to use **periods in time**. Remember that periods end declarative statements, such as ‘That is my pen’ and imperative commands, such as ‘Give me my pen.’ Periods are used to abbreviate words and phrases. Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.”

Use periods to abbreviate the Latin expressions we use to indicate *before noon* and *after noon*. *Antemeridian* is the time from midnight until noon and is abbreviated as “a.m.” *Postmeridian* is the time from noon until midnight and is abbreviated as “p.m.” **Examples:** 7:30 a.m., 12:00 p.m.

“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 woke up this morning at 7:30 a.m. because I fell asleep last night at 10:00 p.m.

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. It can act or be acted upon and is capitalized. A proper noun can be a single word or a group of words and can be abbreviated or hyphenated. **Examples:** Pedro, Mrs. Chang, P.S., Stratford-upon-Avon

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

“Now read the practice sentence on your worksheet. Then circle or highlight what is right and 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: At the ceremony held in the State Rotunda, Principal Taylor accepted the Blue Ribbon Award on behalf of his students, parents, and teachers at Pinewood Middle School.

Language Conventions #1

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 these words to the sentence diagram: “Elizabeth” and “Windsor Palace.”’” [Allow time.]

Queen | **loved** |

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

Mentor Text Lesson

“This mentor text, written by J. K. Rowling, uses clever proper nouns. Let’s read it carefully: ‘His parents had known Bathilda Bagshot; had Dumbledore introduced them? *Dumbledore’s still got his Invisibility Cloak...*’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose 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 on your worksheet: ‘I set my alarm for two o’clock a.m., but it rang at two o’clock p.m.’”

“Apply the grammar and usage lesson to write this Sentence Dictation on your worksheet, revising this sentence with more specific proper nouns: ‘People who live north of the U.S. border love to watch our final game of the pro football season.’”

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

Language Conventions #1

Mechanics

Use periods to abbreviate the Latin expressions we use to indicate *before noon* and *after noon*. *Antemeridian* is the time from midnight until noon and is abbreviated as “a.m.” *Postmeridian* is the time from noon until midnight and is abbreviated as “p.m.” **Examples:** 7:30 a.m., 12:00 p.m.

Practice: I woke up this morning at 7:30 AM. because I fell asleep last night at 10:00 p.m.

Grammar and Usage

A proper noun is the name of a person, place, or thing. It can act or be acted upon and is capitalized. A proper noun can be a single word or a group of words and can be abbreviated or hyphenated. **Examples:** Pedro, Mrs. Chang, P.S., Stratford-upon-Avon

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

Practice: At the ceremony held in the State Rotunda, principal Taylor accepted the Blue Ribbon award on behalf of his students, parents, and teachers at Pinewood Middle School.

Language Conventions #1

Sentence Diagram Answers

Queen Elizabeth | loved | Windsor Palace

Mentor Text

“His parents had known Bathilda Bagshot; had Dumbledore introduced them? *Dumbledore’s still got his Invisibility Cloak...*”

J. K. Rowling (1965–)

Writing Application Lesson

Mechanics Dictation

I set my alarm for two o’clock a.m., but it rang at two o’clock p.m.

Grammar and Usage Dictation

Canadians love to watch our Super Bowl.

Language Conventions #2

Mechanics Lesson

“Today we are studying where 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.”

Place periods following the first letter of each key word in most abbreviated titles or expressions, and pronounce each of these letters when saying the abbreviations. **Examples:** U.S., p.m.

Don’t use periods after some very common abbreviations known as *initialisms*. **Examples:** FBI, CIA, UCLA, NBC

Also don’t use periods or pronounce the letters in acronyms. Acronyms are special abbreviated titles or expressions that are pronounced as words. Most all acronyms are capitalized.

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: David has worked outside of the U.S. in many foreign countries, but he now works for NASA.

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: liberty (idea), human (person), capital (place), eye-opener (thing)

“Now read the practice sentence on your worksheet and circle or highlight each common noun. Then list each type of common noun in the parentheses. [Allow time.] ‘Can anyone share the common noun idea? person? place? thing?’”

Grammar and Usage Practice Answers: We Americans sometimes forget that peace (idea) has been achieved by brave men and women (person) who left their country (thing) to fight in distant lands (place).

Language Conventions #2

Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘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: “milk” and “cows.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Alfred Tennyson (a 19th Century British poet), uses common nouns to generalize ideas. Let’s read it carefully: ‘Knowledge comes, but wisdom lingers.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose 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: ‘The Johnsons wrote letters to the FBI and all members of the N.A.A.C.P. who live in their ZIP Code.’”

“Apply the grammar and usage lesson to write this Sentence Dictation on your worksheet, underlining the common nouns: ‘Some people say that freedom is a dinosaur in this country.’”

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

Language Conventions #2

Mechanics

Place periods following the first letter of each key word in most abbreviated titles or expressions, and pronounce each of these letters when saying the abbreviations. **Examples:** U.S., p.m.

Don't use periods after some very common abbreviations known as *initialisms*. **Examples:** FBI, CIA, UCLA, NBC

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

Example: NATO

Practice: David has worked outside of the U.S. in many foreign countries, but he now works for N.A.S.A.

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:** liberty (idea), human (person), capital (place), eye-opener (thing)

Practice: We Americans sometimes forget that peace (_____) has been achieved by brave men and women (_____) who left their country (_____) to fight in distant lands (_____).

Language Conventions #2

Sentence Diagram Answers

Cows | give | milk

Mentor Text

“Knowledge comes, but wisdom lingers.”

Alfred Tennyson (1809–1892)

Writing Application Lesson

Mechanics Dictation

The Johnsons wrote letters to the FBI and all members of the N.A.A.C.P. who live in their ZIP Code.

Grammar and Usage Dictation

Some people say that freedom is a dinosaur in this country.

Language Conventions #3

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. Both statements and commands are usually expressed as complete thoughts. 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 with ending periods. **Example:** Everyone asks if you are new.

Intentional fragments also 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: How surprising. Everyone wants to know how I am.

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.

“Now read the practice sentences on your worksheet. Then identify each type of verb in the parentheses which follow as *mental action*, *physical action*, or *state of being*. [Identify each on the display].”

Grammar and Usage Practice Answers: A baby cries (physical action) a lot. She is (state of being) excited. They hate (mental action) waiting.

Language Conventions #3

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. Add these words to the sentence diagram: “deer” and either “eat” or “eats.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Henry David Thoreau (a 19th Century American author) uses strong verbs to make his point. Let’s read it carefully: ‘If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics lesson to write these sentences correctly: ‘How predictable. Everybody would like to ask if you are willing to attend.’”

“Apply the grammar and usage lesson to write this Sentence Dictation on your worksheet, underlining each of the verbs: ‘Being no older than ten, the youth knew his limitations, but tried harder than his companions.’”

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

Language Conventions #3

Mechanics

Indirect questions do not end with a question mark but with a period. Like direct questions they ask for a response, but they are written as declarative or imperative sentences with ending periods. **Example:** Everyone asks if you are new.

Intentional fragments also 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: How surprising. Everyone wants to know how I am?

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 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 walkss. The trains whistle.

Practice: A baby cries () a lot.

She is () excited.

They hate () waiting.

Language Conventions #3

Sentence Diagram Answers

Deer | eat | grass

Mentor Text

“If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away.”

Henry David Thoreau (1817–1862)

Writing Application Lesson

Mechanics Dictation

How predictable. Everybody would like to ask if you are willing to attend.

Grammar and Usage Dictation

Being no older than ten, the youth knew his limitations, but tried harder than his companions.

Language Conventions #4

Mechanics Lesson

“Today we are studying how to use **periods in alphanumeric outlines** to indicate levels of ideas. 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, followed by periods, 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 and is 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: VI. D. 3.

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 sentence on your worksheet. Then circle or highlight the verbs and identify the verb tenses in the parentheses which follow. [Allow time.] ‘Can anyone share a personal pronoun? [Mark the sentence on the display].’”

Grammar and Usage Practice Answers: I picked (past) up my daughter after school, and I will drop (future) her off after we shop (present).

Language Conventions #4

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 these sentence diagrams in past, present, and future tense, using the verb: “howl.”’” [Allow time.]

Past Tense

Wolves |

Present Tense

Wolves |

Future Tense

I Wolves |

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

Mentor Text Lesson

“This mentor text, written by Malcolm X (a 1960s African-American activist) uses two verb tenses within one sentence. Let’s read it carefully: ‘If you don’t stand for something, you will fall for anything.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics and grammar and usage lesson to list the names of each symbol in an alphanumeric outline and what each represents.”

“Apply the grammar and usage lesson to write this Sentence Dictation on your worksheet, underlining each of the verbs and identifying each verb tense in parentheses after each verb: ‘Mitch climbed the peak and will finish his hike after he takes a rest.’”

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

Language Conventions #4

Mechanics

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

- Main ideas are listed as Roman numerals on the left margin and are followed by periods.
Examples: I. II. III. IV. V. VI. VII. VIII. IX. X.
- Major details are listed as capital letters, followed by periods, 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 and is followed by a period.
- The second minor detail is double indented on the next line and listed as 2.

Practice: The sixth main idea is IV; the fourth major detail is d; and the third minor detail is 3.

Language Conventions #4

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 shop ().

Language Conventions #4

Sentence Diagram Answers

Past Tense

Wolves | howled

Present Tense

Wolves | howl

Future Tense

Wolves | will howl

Mentor Text

“If you don't stand for something, you will fall for anything.”

Malcolm X (1925–1965)

Mechanics Dictation

Roman Numerals (main ideas)

Capital Letters (major details)

Arabic Numerals (minor details)

Grammar and Usage Dictation

Mitch climbed (past) the peak and will finish (future) his hike after he takes (present) a rest.

Language Conventions #5

Mechanics Lesson

“Today we are studying how to use **semicolons** to separate phrases. Remember that a phrase is a group of related words without a noun and connected verb. 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 a string of long phrases. **Examples:** Ohio and Illinois in the Midwest; Idaho and Oregon in the West; and Florida and Georgia in the South all have lakes.

“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: Ty, Luis, and I on the left; Lewette and Bob in the center; and Bo and Lu on the right of the stage stood to applaud.

Grammar and Usage Lesson

“Today we are studying **subject case pronouns**. Remember that a pronoun takes the place of a noun and can be singular or plural. 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, which don’t end in *s*. **Examples:** I, you, they, who eat.

Use subject case pronouns following “to be” verbs (*is, am, are, was, were, be, being, been*) to identify or refer to the subject as *predicate nominatives*. **Example:** It is I.

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

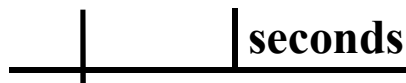
“Now read the practice sentence on your worksheet. Then circle or highlight what is right and revise what is wrong according to grammar and usage lesson. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

Grammar and Usage Practice Answers: Pedro and I know the poem better than she.

Language Conventions #5

Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Subject case pronouns are placed to the left of the main vertical line in sentence diagrams. Complete the sentence diagram: “He wants seconds.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Zig Ziglar (an American author and motivational speaker), uses the subject case pronouns to both personalize and generalize. Let’s read it carefully: ‘You can have everything in life that you want if you just give enough other people what they want.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with a subject 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: ‘My friends all had their favorite cookies: chocolate chip for Lee and Sissy; oatmeal for Mandy; peanut butter for Mark.’”

“Apply the grammar and usage lesson to write this Sentence Dictation on your worksheet, revising this sentence with appropriate subject case pronouns: ‘Me and John think him would help her a lot.’”

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

Language Conventions #5

Mechanics

A semicolon (;) can be used to join a string of long phrases.

Examples: Ohio and Illinois in the Midwest; Idaho and Oregon in the West; and Florida and Georgia in the South all have lakes.

Practice: Ty, Luis, and I on the left; Lewette and Bob in the center, and Bo and Lu on the right of the stage stood to applaud.

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 knowses, she thinkses, it lastses, who appearses

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.

Use subject case pronouns following “to be” verbs (*is, am, are, was, were, be, being, been*) to identify or refer to the subject as *predicate nominatives*. **Example:** It is I.

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

Practice: Me and Pedro knows the poem better than she.

Language Conventions #5

Sentence Diagram Answers

He | wants | seconds

Mentor Text

“You can have everything in life that you want if you just give enough other people what they want.”

Zig Ziglar (1926–)

Writing Application Lesson

Mechanics Dictation

My friends all had their favorite cookies: chocolate chip for Lee and Sissy; oatmeal for Mandy; peanut butter for Mark.

Grammar and Usage Dictation

John and I think he would help her a lot.

Language Conventions #6

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.”

To form a singular possessive noun, add on an apostrophe then an *s* (*'s*) to the end of the noun. For nouns ending in *s*, it is not necessary to add on another *s* after the apostrophe.

Examples: Tim’s wallet, Doris’ purse

A singular possessive noun can also modify a *gerund* (a verb form ending in “ing” that serves as a noun). **Example:** Len’s training

“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: Emma’s grilling and Charles’ hospitality made the barbecue a success.

Grammar and Usage Lesson

“Today we are studying **object case pronouns**. Remember that a pronoun takes the place of a noun. Using object case pronouns avoids using repetitious nouns. 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 Bo 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: Whom did you expect to see at the concert? I know you looked for Amalia and me.

Language Conventions #6

Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Object case pronouns are placed to the right of the predicate in sentence diagrams. Complete the sentence diagram: “Teachers inspire her.”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Ralph Waldo Emerson (a 19th Century American author), uses the object case pronoun effectively in this sentence. Let’s read it carefully: ‘A friend is one before whom I may think aloud.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with 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: ‘Tom’s carpentry skills are terrific, but Chris’ painting is better.’”

“Apply the grammar and usage lesson to write this Sentence Dictation on your worksheet, revising this sentence with appropriate object case pronouns: ‘Who did I like? I liked both Sergio and him.’”

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

Language Conventions #6

Mechanics

To form a singular possessive noun, add on an apostrophe then an *s* ('s) to the end of the noun. For nouns ending in *s*, it is not necessary to add on another *s* after the apostrophe.

Examples: Tim's wallet, Doris' purse

A singular possessive noun can also modify a *gerund* (a verb form ending in "ing" that serves as a noun). **Example:** Len's training

Practice: Emma's grilling and Charle's hospitality made the barbecue a success.

Language Conventions #6

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 Bo 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: Who did you expect to see at the concert? I know you looked for me and Amalia.

Language Conventions #6

Sentence Diagram Answers

Teachers | inspire | her

Mentor Text

“A friend is one before whom I may think aloud.”

Ralph Waldo Emerson (1803–1882)

Writing Application Lesson

Mechanics Dictation

Tom’s carpentry skills are terrific, but Chris’ painting is better.

Grammar and Usage Dictation

Whom did I like? I liked both Sergio and him.

Language Conventions #7

Mechanics Lesson

“Today we are studying how to use **apostrophes** with plural possessive nouns. Remember that a possessive shows ownership and that a noun is a person, place, thing, or idea. 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. Add an apostrophe then an *s* to an irregular plural noun. **Examples:** women’s, children’s

When family names ending in a /z/ sound are used as plural possessives, just add on the apostrophe at the end of the plural name and pronounce as /zes/. Don’t use an apostrophe when the family name is simply used as a plural. **Example:** The Feliz’ cars are at the Sanchezes.

“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 wives’ dinner at the Jones’ place, followed by dessert at the Martins, showed off the women’s best recipes.

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.

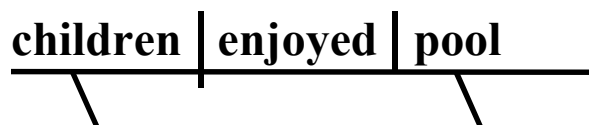
“Now read the practice sentences on your worksheet. Then circle or highlight what is right and revise what is wrong according to grammar and usage lesson. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

Grammar and Usage Practice Answers: We took our donations to the shelter. Their clothes were brand new, but mine were used.

Language Conventions #7

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 pronouns to the sentence diagram: “your” and “My”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Mike Masnick (a blogger), uses possessive pronouns to create a play on words in the title of one of his articles describing how writers borrow from other writers. Let’s read it carefully: ‘What’s Yours is Mine, and What’s Mine is Mine, Too.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with 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: ‘Wolves’ hunting techniques are certainly not appropriate subjects for children’s books in the Juarez’ home.’”

“Apply the grammar and usage lesson to write this Sentence Dictation on your worksheet, revising these sentences with appropriate possessive pronouns: ‘I wouldn’t use his playing cards. I prefer our because ours is plastic.’”

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

Language Conventions #7

Mechanics

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

Examples: women’s, children’s

When family names ending in a /z/ sound are used as plural possessives, just add on the apostrophe at the end of the plural name and pronounce as /zes/. Don’t use an apostrophe when the family name is simply used as a plural. **Example:** The Feliz’ cars are at the Sanchezes.

Practice: The wive’s dinner at the Jones’ place, followed by dessert at the Martins, showed off the women’s best recipes.

Language Conventions #7

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: We took our donations to the shelter. Their clothes were brand new, but my were used.

Language Conventions #7

Sentence Diagram Answers

children | enjoyed | pool
 \ My \ your

Mentor Text

“What’s Yours is Mine, and What’s Mine is Mine, Too”

Mike Masnick (1974–)

Writing Application Lesson

Mechanics Dictation

Wolves’ hunting techniques are certainly not appropriate subjects for children’s books in the Juarez’ home.

Grammar and Usage Dictation

I wouldn’t use his playing cards. I prefer ours because ours are plastic.

Language Conventions #8

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.”

With compound subjects or objects, if each of the nouns possesses the same item, use an apostrophe then an *s* at the end of each noun. **Example:** Eric’s and Victor’s backpacks.

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. **Example:** Kayla and Emma’s pizza

Mechanics Practice Answers: We discussed the plan at Ethan and Mary’s apartment. Ethan’s and Mary’s reactions to the business proposal were quite different.

Grammar and Usage Lesson

“Today we are studying **adjectives**. Remember that an adjective modifies a noun or a pronoun. Also 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

Place adjectives before nouns, even when they are compound adjectives. A compound adjective joins two or more adjectives with a hyphen (-) to modify a single noun or pronoun. Don’t use a hyphen if you can use the word *and* between the two adjectives. **Examples:** world-famous hot dogs; warm, comfortable coat (warm and comfortable)

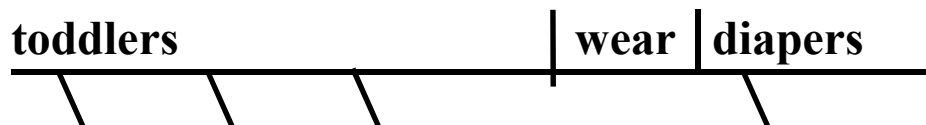
“Now read the practice sentence on your worksheet. Then circle or highlight what is right and revise what is wrong according to grammar and usage lesson. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

Grammar and Usage Practice Answers: Last weekend just three students went to the horrible and boring party.

Language Conventions #8

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 adjectives to the sentence diagram: “pull-up,” “three,” “these,” and “playful.”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by F. Scott Fitzgerald (author of *The Great Gatsby*), uses contrasting adjectives. Let’s read it carefully: ‘The cleverly expressed opposite of any generally accepted idea is worth a fortune to somebody.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with 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 lesson to write these sentences correctly: ‘We reviewed my two son-in-laws’ partnership at my daughter-in-law’s house. My wife’s and daughter’s questions were each answered.’”

“Apply the grammar and usage lesson to write this Sentence Dictation on your worksheet, revising this sentence by placing adjectives appropriately: ‘Not many stayed to watch those interesting two documentaries on wild horses.’”

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

Language Conventions #8

Mechanics

With compound subjects or objects, if each of the nouns possesses the same item, use an apostrophe then an *s* at the end of each noun. **Example:** Eric's and Victor's backpacks

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.

Example: Kayla and Emma's pizza

Practice: We discussed the plan at Ethan's and Mary's apartment. Ethan's and Mary's reactions to the business proposal were quite different.

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

Place adjectives before nouns, even when they are compound adjectives. A compound adjective joins two or more adjectives with a hyphen (-) to modify a single noun or pronoun. Don't use a hyphen if you can use the word *and* between the two adjectives. **Examples:** world-famous hot dogs; warm, comfortable coat (warm and comfortable)

Practice: Just three students went to horrible and boring the party weekend last.

Language Conventions #8

Sentence Diagram Answers

toddlers | wear | diapers
└─ These ─┘ └─ three ─┘ └─ playful ─┘ | └─ pull-up ─┘

Mentor Text

“The cleverly expressed opposite of any generally accepted idea is worth a fortune to somebody.”

F. Scott Fitzgerald (1896–1940)

Writing Application Lesson

Mechanics Dictation

We reviewed my two son-in-laws’ partnership at my daughter-in-law’s house. My wife’s and daughter’s questions were each answered.

Grammar and Usage Dictation

Not many stayed to watch those two interesting documentaries on wild horses.

Language Conventions Worksheet #1

Mechanics

Use periods to abbreviate the Latin expressions we use to indicate *before noon* and *after noon*. *Antemeridian* is the time from midnight until noon and is abbreviated as “a.m.” *Postmeridian* is the time from noon until midnight and is abbreviated as “p.m.” **Examples:** 7:30 a.m., 12:00 p.m.

Practice: I woke up this morning at 7:30 AM. because I fell asleep last night at 10:00 p.m.

Grammar and Usage

A proper noun is the name of a person, place, or thing. It can act or be acted upon and is capitalized. A proper noun can be a single word or a group of words and can be abbreviated or hyphenated. **Examples:** Pedro, Mrs. Chang, P.S., Stratford-upon-Avon

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

Practice: At the ceremony held in the State Rotunda, principal Taylor accepted the Blue Ribbon award on behalf of his students, parents, and teachers at Pinewood Middle School.

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 these words to the sentence diagram: “Elizabeth” and “Windsor Palace.”

Queen | loved |

Writing Application _____

Mechanics Dictation _____

Grammar and Usage Dictation _____

Language Conventions Worksheet #2

Mechanics

Place periods following the first letter of each key word in most abbreviated titles or expressions, and pronounce each of these letters when saying the abbreviations. **Examples:** U.S., p.m.

Don't use periods after some very common abbreviations known as *initialisms*. **Examples:** FBI, CIA, UCLA, NBC

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

Example: NATO

Practice: David has worked outside of the U.S. in many foreign countries, but he now works for N.A.S.A.

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: liberty (idea), human (person), capital (place), eye-opener (thing)

Practice: We Americans sometimes forget that peace () has been achieved by brave men and women () who left their country () to fight in distant lands ().

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: "milk" and "cows."

_____ | give | _____

Writing Application _____

Mechanics Dictation _____

Grammar and Usage Dictation _____

Language Conventions Worksheet #3

Mechanics

Indirect questions do not end with a question mark but with a period. Like direct questions they ask for a response, but they are written as declarative or imperative sentences with ending periods. **Example:** Everyone asks if you are new.

Intentional fragments also 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: How surprising. Everyone wants to know how I am?

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 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 baby cries () a lot. She is () excited.

They hate () waiting.

Sentence Diagram

Verbs are placed to the right of the main vertical line in sentence diagrams. Add these words to the sentence diagram: “deer” and either “eat” or “eats.”



Writing Application _____

Mechanics Dictation _____

Grammar and Usage Dictation _____

Language Conventions Worksheet #4

Mechanics

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

- Main ideas are listed as Roman numerals on the left margin and are followed by periods. **Examples:** I. II. III. IV. V. VI. VII. VIII. IX. X.
- Major details are listed as capital letters, followed by periods, 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 and is followed by a period.
- The second minor detail is double indented on the next line and listed as 2.

Practice: The sixth main idea is IV; the fourth major detail is d; and the third minor detail is 3.

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 shop ().

Sentence Diagram

Verbs are placed to the right of the main vertical line in sentence diagrams. Complete these sentence diagrams in past, present, and future tense, using the verb: “howl.”

Past Tense

Wolves |

Present Tense

Wolves |

Future Tense

Wolves |

Writing Application _____

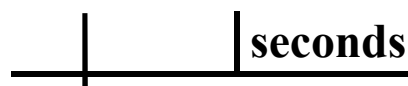
Mechanics Dictation _____

Grammar and Usage Dictation _____

Mechanics

Practice: Ty, Luis, and I on the left; Lewette and Bob in the center, and Bo and Lu on the right of the stage stood to applaud.

Practice: Me and Pedro knows the poem better than she.



Writing Application

Mechanics Dictation

Grammar and Usage Dictation

Language Conventions Worksheet #6

Mechanics

To form a singular possessive noun, add on an apostrophe then an *s* ('s) to the end of the noun. For nouns ending in *s*, it is not necessary to add on another *s* after the apostrophe.

Examples: Tim's wallet, Doris' purse

A singular possessive noun can also modify a *gerund* (a verb form ending in "ing" that serves as a noun). **Example:** Len's training

Practice: Emma's grilling and Charle's hospitality made the barbecue a success.

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 Bo 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: Who did you expect to see at the concert? I know you looked for me and Amalia.

Sentence Diagram

Object case pronouns are placed to the right of the predicate in sentence diagrams. Complete the sentence diagram: "Teachers inspire her."



Writing Application _____

Mechanics Dictation _____

Grammar and Usage Dictation _____

Language Conventions Worksheet #7

Mechanics

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

When family names ending in a /z/ sound are used as plural possessives, just add on the apostrophe at the end of the plural name and pronounce as /zes/. Don’t use an apostrophe when the family name is simply used as a plural. **Example:** The Feliz’ cars are at the Sanchezes.

Practice: The wive’s dinner at the Jones’ place, followed by dessert at the Martins, showed off the women’s best recipes.

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.

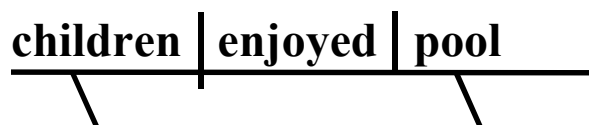
Without a noun—*mine, yours, his, hers, its, ours, yours, theirs*

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: We took our donations to the shelter. Their clothes were brand new, but my were used.

Sentence Diagram

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



Writing Application

Mechanics Dictation

Grammar and Usage Dictation

Mechanics

Practice: We discussed the plan at Ethan's and Mary's apartment. Ethan's and Mary's reactions to the business proposal were quite different.

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.

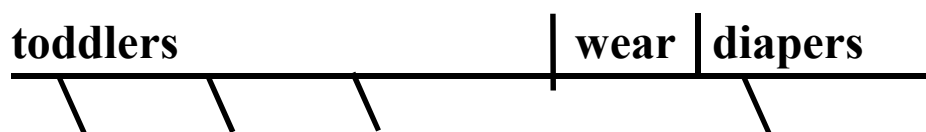
Examples: these (Which one?) two How many? handsome (What kind?) men

Place adjectives before nouns, even when they are compound adjectives. A compound adjective joins two or more adjectives with a hyphen (-) to modify a single noun or pronoun. Don't use a hyphen if you can use the word *and* between the two adjectives. **Examples:** world-famous hot dogs; warm, comfortable coat (warm and comfortable)

Practice: Just three students went to horrible and boring the party weekend last.

Sentence Diagram

Adjectives are placed below the parts of speech they modify in sentence diagrams. Add these adjectives to the sentence diagram: “pull-up,” “three,” “these,” and “playful.”



Writing Application

Mechanics Dictation

Grammar and Usage Dictation

Grammar and Mechanics Unit Tests Directions

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

Administrative Options

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

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

Test Structure and Grading

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

Test Review Options

Pretest

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

Posttest

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

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

Grammar and Mechanics Test: Lessons 1-4

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

- | | |
|---------------------------------|---|
| ____ 1. Before noon; after noon | A. African-American |
| ____ 2. Proper noun | B. a.m.; p.m. |
| ____ 3. Abbreviation; acronym | C. Idea, person, place, thing |
| ____ 4. Common noun | D. I wonder why she did that. |
| ____ 5. Indirect question | E. U.S.A.; NASA |
| ____ 6. State of being verb | AB. 1, 2, 3 |
| ____ 7. Arabic numerals | AC. is, am, are, was, were, be, being, been |
| ____ 8. Past tense verb | AD. Add “_ed” |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence in which you mention a morning and evening time. _____

10. Write a sentence including a hyphenated proper noun. _____

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

12. Write a sentence in which you mention a common noun idea. _____

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

14. Write a sentence including a collective noun. _____

15. List the first ten Roman numerals. _____

16. Write a sentence using both a mental and physical action. _____

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

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

- | | |
|--|-------------------------------|
| ____ 1. Semicolon | A. she, they, who |
| ____ 2. Subject case pronouns | B. churches' windows |
| ____ 3. Singular possessive noun | C. thirty-five students |
| ____ 4. Object case pronouns | D. him, whom, them |
| ____ 5. Plural possessive proper nouns | E. Bob's running |
| ____ 6. Possessive pronouns | AB. Joins a string of phrases |
| ____ 7. Compound subject possessive | AC. his, its, their |
| ____ 8. Compound adjective | AD. Sue's and John's desks |

Sentence Application Directions: Answer in complete sentences.

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

10. Write a sentence including a subject case pronoun. _____

11. Write a sentence with a compound noun possessive. _____

12. Write a sentence with a compound noun object. _____

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

14. Write a sentence with two possessive pronouns: one before a noun and one without a noun.

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

16. Revise this sentence in proper adjective order: Lucky that one student won the prize.

Grammar and Mechanics Unit Test Answers

Lessons 1–4

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

Lessons 5–8

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

Lessons 9–12

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

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

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 7

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

CCSS.ELA-LITERACY.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).	LC/SW 4–7 GUM 3, 21, 22, 23, 24
CCSS.ELA-LITERACY.L.6.1.B Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	LC/SW 29 GUM 3
CCSS.ELA-LITERACY.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*	LC/SW 31 GUM 23
CCSS.ELA-LITERACY.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	LC/SW 24–32 GUM 23
CCSS.ELA-LITERACY.L.6.1.E 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
CCSS.ELA-LITERACY.L.6.2.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

Common Core State Standards Alignment Grade 7

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:

<u>CCSS.ELA-LITERACY.L.7.1.A</u>	LC/SW 14, 18, 20, 21, 23, 24, 35–37, 44, 50
Explain the function of phrases and clauses in general and their function in specific sentences.	GUM 15, 16
<u>CCSS.ELA-LITERACY.L.7.1.B</u>	LC/SW 50
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	GUM 13–16
<u>CCSS.ELA-LITERACY.L.7.1.C</u>	LC/SW 45–50
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	
<u>CCSS.ELA-LITERACY.L.7.2.A</u>	LC/SW 28
Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).	
<u>CCSS.ELA-LITERACY.L.7.3.A</u>	LC/SW 39, 40
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	

LC = Language Conventions; SW = Student Worksheets;

GUM = Grammar, Usage, and Mechanics Worksheets

*Language Progressive Skills

Seventh 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 Time	Diphthongs/ <i>r</i> -controlled Vowels	Delete the Unnecessary “Here” and “There” Words	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
2	Common Nouns	Periods in Names, Abbreviations, and Acronyms	Diphthongs/ <i>r</i> -controlled Vowels	Noun Sentence Opener	Word Relationships, Connotations, Academic Language
3	Collective Nouns	Periods in Indirect Questions and Intentional Fragments	Consonant Doubling	Delete the Unnecessary “It”	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
4	Personal Pronouns	Periods in Alphanumeric Outlines	Consonant Doubling	Pronoun Sentence Opener	Word Relationships, Connotations, Academic Language
5	Subject (Nominative) Case Pronouns	Semicolons with Phrases	<i>i</i> before <i>e</i>	Delete Circumlocutions	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
6	Object Case Pronouns	Apostrophes for Singular Possessive Nouns	<i>i</i> before <i>e</i>	Adjective Sentence Opener	Word Relationships, Connotations, Academic Language
7	Possessive Case Pronouns	Apostrophes for Plural Possessive Nouns	Hard and Soft /c/ and /g/	Substitute Adjectives for Adjective Phrases	Multiple Meaning Words, Greek and Latin Morphemes, Similes
8	Adjectives	Apostrophes for Possessive Compound Nouns and Possessive Subjects and Objects	Hard and Soft /c/ and /g/	Verb before the Subject Sentence Opener	Word Relationships, Connotations, Academic Language

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Seventh 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	Verbs	Apostrophes in Contractions	Plurals	Change “To Be” to Active Verbs	Multiple Meaning Words, Greek and Latin Morphemes, Similes
10	Adverbs	Comma Misuse	Plurals	Adverb Sentence Opener	Word Relationships, Connotations, Academic Language
11	Coordinating Conjunctions	Commas for Dates	Drop/Keep Final <i>e</i>	Make Language Before and After Coordinating Conjunctions Parallel	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
12	Correlative Conjunctions	Commas for Letters	Drop/Keep Final <i>e</i>	Prepositional Phrase Sentence Opener	Word Relationships, Connotations, Academic Language
13	Subordinating Conjunctions	Commas in Addresses	Change/Keep <i>y</i>	Make Language Before and After Correlative Conjunctions Parallel	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
14	*Prepositional Phrases	Commas for Names	Change/Keep <i>y</i>	Complete Subject Sentence Opener	Word Relationships, Connotations, Academic Language
15	Subjects and Predicates	Commas for Geographical Places	“ph”	Delete Paired Redundancies	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
16	Direct Objects	Commas for Tag Questions	“ph”	Direct Object Sentence Opener	Word Relationships, Connotations, Academic Language

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Seventh 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	Indirect Objects	Commas for Beginning Direct Speech	/ion/	Compound Sentences	Multiple Meaning Words, Greek and Latin Morphemes, Imagery
18	Phrases and Clauses	Commas for Ending Direct Speech	/ion/	Compound Subject Sentence Opener	Word Relationships, Connotations, Academic Language
19	*Complete Sentences, Fragments, and Run-ons	Commas for Middle Direct Speech	Vowel Shift	Complex Sentences	Multiple Meaning Words, Greek and Latin Morphemes, Adages
20	Simple, Compound, and Complex Sentences	Commas in a Series	Vowel Shift	Noun Phrase Sentence Openers	Word Relationships, Connotations, Academic Language
21	Compound-Complex Sentences	Commas after Introductory Words and Phrases	Consonant Shift	Compound-Complex Sentences	Multiple Meaning Words, Greek and Latin Morphemes, Adages
22	Types of Sentences	Commas after Introductory Clauses	Consonant Shift	Noun Clause Sentence Openers	Word Relationships, Connotations, Academic Language
23	*Noun Phrases	Commas to Set off “Yes” and “No”	“c/tial” and “c/tious”	Change Clauses to Phrases	Multiple Meaning Words, Greek and Latin Morphemes, Alliteration
24	* Noun Clauses	Commas and Quotation Marks with Speaker Tags	“c/tial” and “c/tious”	Verb Phrase Sentence Openers	Word Relationships, Connotations, Academic Language

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Seventh 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	Indefinite Pronouns	Commas before Conjunctions in Compound Sentences	Consonant-“le”	Change Complex Words to Simple Words	Multiple Meaning Words, Greek and Latin Morphemes, Proverbs
26	Interrogative Pronouns	Commas with Phrases in a Series	Consonant-“le”	Nominative Absolute Sentence Opener	
27	Demonstrative Pronouns	Commas in Complex Sentences	Vowel-“se,” “ve”	Make Items in a List Parallel	Multiple Meaning Words, Greek and Latin Morphemes, Proverbs
28	Reflexive Pronouns	Commas with Coordinate Adjectives	Vowel-“se,” “ve”	Adjectival Clause Sentence Opener	Word Relationships, Connotations, Academic Language
29	Intensive Pronouns	Commas with Hierarchical Adjectives	“est,” “ist,” and “iest”	Parallel Structures	Multiple Meaning Words, Greek and Latin Morphemes, Onomatopoeia
30	Reciprocal Pronouns	Punctuation in Nonrestrictive Clauses	“est,” “ist,” and “iest”	Adjectival Phrase Sentence Opener	Word Relationships, Connotations, Academic Language
31	*Pronoun Antecedents	Punctuation in Restrictive Clauses	“ice,” “ise,” “ize,” “yze”	Avoid Words between Helping Verb and Base Form of the Verb	Multiple Meaning Words, Greek and Latin Morphemes, Personification
32	*Pronoun Number and Person Shifts	Dialogue and Direct Quotations	“ice,” “ise,” “ize,” “yze”	Modifier Sentence Opener	Word Relationships, Connotations, Academic Language
33	*Vague Pronoun References	Punctuation of Direct Quotations	“able”	Eliminate Dangling Modifiers	Multiple Meaning Words, Greek and Latin Morphemes, Personification

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Seventh 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
34	Nonrestrictive Clauses and Relative Pronouns	In-text Citations and Indirect Quotations	“able”	Connective Sentence Opener	Word Relationships, Connotations, Academic Language
35	Restrictive Clauses	Quotations within Quotations	“ible”	Eliminate Interruptions	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
36	*Adjectival Clauses and Relative Pronouns	MLA Works Cited Page	“ible”	Appositive Phrase Sentence Opener	Word Relationships, Connotations, Academic Language
37	Predicate Adjectives and *Adjectival Phrases	Italics and Underlining: Book, Website, Newspaper, and Magazine Titles	Schwa	Change Nominalizations to Verbs	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
38	Short Comparative Modifiers	Italics and Underlining: Play, Television Show, Movie, and Works of Art Titles	Schwa	Past Progressive Verb Tense	Word Relationships, Connotations, Academic Language
39	Long Comparative Modifiers	Quotation Marks: Song, Poem, and Book Chapter Titles	“ant,” “ance,” “ancy”	Rearrange in Chronological Order	Multiple Meaning Words, Greek and Latin Morphemes, Allusions
40	Short Superlative Modifiers	Quotation Marks: Newspaper, Magazine, and Blog Article Titles	“ant,” “ance,” “ancy”	Present Progressive Verb Tense	Word Relationships, Connotations, Academic Language
41	Long Superlative Modifiers	Quotation Marks: Short Story and Document Titles	“ent,” “ence,” “ency”	Delete Redundant Categories	Multiple Meaning Words, Greek and Latin Morphemes, Allusions

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Seventh 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
42	*Misplaced Modifiers	Capitalization of Named People, Places, and Things	“ent,” “ence,” “ency”	Future Progressive Verb Tense	Word Relationships, Connotations, Academic Language
43	*Dangling Modifiers	Capitalization of Titles	“ary,” “ery,” “ory,” “ury,” “ry”	Delete Redundant Categories	Multiple Meaning Words, Greek and Latin Morphemes, Allusions
44	*Verb Phrases	Capitalization of Holidays and Dates	“ary,” “ery,” “ory,” “ury,” “ry”	Perfect Progressive Verb Form	Word Relationships, Connotations, Academic Language
45	*Singular Subject-Verb Agreement	Capitalization of Special Events and Historical Periods	“us” and “_ous”	Make Noun Constructions Parallel	Multiple Meaning Words, Greek and Latin Morphemes, Consonance
46	*Plural Subject-Verb Agreement	Capitalization of Organizations and Businesses	“us” and “_ous”	Relative Clause Sentence Opener	Word Relationships, Connotations, Academic Language
47	*Shifts in Verb Tense	Capitalization of Languages and People Groups	Pronunciation Problems	Combine Short, Choppy Sentences Using Coordination	Multiple Meaning Words, Greek and Latin Morphemes, Consonance
48	Progressive Verb Tense	Question Marks	Pronunciation Problems	End a Sentence with a Relative Clause	Word Relationships, Connotations, Academic Language
49	Perfect Verb Tense	Exclamation Points	Greek and Latin Prefixes	Change Imprecise Words to Precise Words	Multiple Meaning Words, Greek and Latin Morphemes, Consonance

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Seventh 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
50	*Adverbial Clauses	Colons to Introduce Long Direct Quotations	Greek and Latin Prefixes	Combine Short, Choppy Sentences by Adding a Beginning Subordinate Clause	Word Relationships, Connotations, Academic Language
51	Adverb Order	Parentheses with Complete Sentences	Greek and Latin Roots	Keep a Consistent Language Register	Multiple Meaning Words, Greek and Latin Morphemes, Verbal Irony
52	*Non-standard English Deletions	Dashes	Greek and Latin Roots	Combine Short, Choppy Sentences by Adding an Ending Subordinate Clause	Word Relationships, Connotations, Academic Language
53	*Non-standard English Additions	Brackets	French Spellings	Combine Choppy Sentences Using Relative Clauses	Multiple Meaning Words, Greek and Latin Morphemes, Verbal Irony
54	*Non-standard English Substitutions	Hyphens and Compound Adverbs	French Spellings	Short Sentences for Sentence Variety	Word Relationships, Connotations, Academic Language
55	*Non-standard English Commonly Misused Words	Slashes	British Spellings	Change Adjectives Preceding Nouns to Appositives	Multiple Meaning Words, Greek and Latin Morphemes, Verbal Irony
56	*Non-standard English Commonly Misused Words	Numbers	British Spellings	Transition Word Sentence Openers	Word Relationships, Connotations, Academic Language

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Seventh Grade Vocabulary Scope and Sequence

CCSS Lesson	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
1	suit	pac (i) fic		Idioms		
2			Synonyms: pragmatic realistic		confident self-assured	error despite
3	board	oc cur		Idioms		
4			Synonyms: routine mundane		apathetic disinterested	technical technique
5	address	phob ia		Idioms		
6			Antonyms: interfere benefit		persist persevere	technology valid
7	moped	verb ose		Similes		
8			Antonyms: opponent ally		stubborn resistant	volume access
9	entrance	as cend		Similes		
10			Part to Whole: nucleus cell		luxurious opulent	adequate annual
11	seal	micro cosm		Metaphors		
12			Part to Whole: ingredient recipe		inquisitive prying	apparent approximate
13	compact	mal ice		Metaphors		
14			Degree: courageous careless		conceited egotistical	attitude attribute
15	drill	ortho dox		Metaphors		
16			Degree: self-esteem arrogance		miserly charitable	civil code
17	desert	vir (t)uous		Imagery		
18			Item to Category: patience character		lethargic industrious	commit communicate

Seventh Grade Vocabulary Scope and Sequence

CCSS Lesson	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
19	exploits	metro polis		Adages		
20			Item to Category: descendant relative		modest humble	concentrate confer
21	service	per jur(e)		Adages		
22			Character to Location: warden penitentiary		gaunt emaciated	cycle contrast
23	charge	mort ify		Alliteration		
24			Character to Location: professor university		distinctive similar	debate dimension
25	bluff	mut ant		Proverbs		
26			Object to its Use: manure fertilize		disabled handicapped	domestic emerge
27	pupils	matri mony		Onomatopoeia		
28			Object to its Use: veil obscure		assertive aggressive	ethnic grant
29	range	bon(a) fide		Symbolism		
30			Source and its Object: lantern illumination		unique rare	hypothesis implicate
31	project	retro spect		Personification		
32			Source and its Object: famine malnutrition		ambitious nonchalant	impose integrate
33	produce	acro bat		Personification		

Seventh Grade Vocabulary Scope and Sequence

CCSS Lesson	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
34			Worker to Work: attorney judicial		submit yield	internal investigate
35	record	science		Colloquialisms		
36			Worker to Work: entrepreneur enterprise		shrewd savvy	label mechanism
37	recreation	biped		Colloquialisms		
38			Problem to Solution: impurity filter		elated ecstatic	obvious occupy
39	present	lucid		*Allusions		
40			Problem to Solution: dispute compromise		dignified distinguished	option output
41	combine	card(i)ac		*Allusions		
42			Defining Characteristic: paranoia suspicion		domineering overbearing	parallel parameter
43	excuse	librarian		*Allusions		
44			Defining Characteristic: piety pilgrim		eccentric bizarre	phase predict
45	contract	solarium		*Consonance		
46			Lack of to Object: quarantine epidemic		exhilarate rejuvenate	principal prior
47	content	rid(i)cule		*Consonance		

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Seventh Grade Vocabulary Scope and Sequence

CCSS Lesson	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
48			Lack of to Object: hasty deliberate		conform comply	professional overall
49	conduct	tri cycle		*Consonance		
50			Tool to Worker: scalpel surgeon		appreciate depreciate	promote regime
51	commune	mono gam(y)		*Verbal Irony		
52			Tool to Worker: router carpenter		resilient rigid	resolve retain
53	stern	juven ile		*Verbal Irony		
54			Cause-Effect: affect effect		quarrel bicker	series statistic
55	poll	femin ine		*Verbal Irony		
56			Cause-Effect: meddle interference		minimize maximize	status stress

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