

TEACHING GRAMMAR AND MECHANICS

GRADE 8



**ASSESSMENT
AND PRACTICE**



**COMPREHENSIVE
GRAMMAR AND
MECHANICS
PROGRAM**



PENNINGTON
PUBLISHING

Aligned to Common Core Standards

Teaching Grammar and Mechanics Grade 8

Mark Pennington

**Pennington Publishing
El Dorado Hills, CA**

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Teaching Grammar and Mechanics Grade 8

Table of Contents

#	Language Conventions Lessons and Worksheets	Pages
	Language Conventions Directions and YouTube Training Modules	1–8
1	Proper Nouns and Common Nouns and Periods in Latin Expressions	9–13, 251
2	Personal Pronouns and Periods in Names, Abbreviations, and Acronyms	14–17, 252
3	Subject (Nominative) Case Pronouns and Periods in Indirect Questions and Intentional Fragments	18–22, 253
4	Object Case Pronouns and Periods in Decimal Outlines	23–27, 254
5	Possessive Case Pronouns and Semicolons with Conjunctions	28–32, 255
6	Adjectives and Apostrophes for Singular Possessive Nouns	33–36, 256
7	Verbs *Subject-Verb Agreement and Apostrophes for Plural Possessive Nouns	37–41, 257
8	Adverbs and Apostrophes for Apostrophes for Possessive Compound Nouns and Possessive Subjects and Objects	42–45, 258
9	Coordinating Conjunctions and Apostrophes in Contractions	46–49, 259
10	Correlative Conjunctions and Commas for Geographical Places	50–53, 260
11	Subordinating Conjunctions and Commas for Dates	54–57, 261
12	Correlative Conjunctions and Commas for Letters	58–62, 262
13	Subjects and Predicates and Commas in Addresses	63–66, 263
14	Direct and Indirect Objects and Commas for Names	67–71, 264
15	Phrases and Clauses and Commas between Adjectives	72–75, 265
16	*Complete Sentences, Fragments, and Run-ons and Commas for Tag Questions	76–80, 266
17	Simple, Compound, Complex, and Compound-Complex Sentences and Commas for Direct Speech	81–84, 267
18	Types of Sentences and Commas in a Series	85–88, 268
19	*Noun Phrases and Commas after Introductory Words and Phrases	89–92, 269
20	*Noun Clauses and after Introductory Clauses	93–96, 270
21	Gerunds and Commas and Quotation Marks with Speaker Tags	97–100, 271
22	Gerund Phrases and Commas before Conjunctions in Compound Sentences	101–104, 272
23	Reflexive, Intensive, and Reciprocal Pronouns and Commas in Complex Sentences	105–109, 273
24	Indefinite Pronouns and Commas with Parenthetical Expressions	110–113, 274
25	*Pronoun Antecedents and Commas with Coordinate Adjectives	114–117, 275
26	*Pronoun Number and Person Shifts and Commas with Hierarchical Adjectives	118–121, 276

Boldface denotes Introductory Standard for Eighth Grade Level.

***Denotes Progressive Language Skill.**

Teaching Grammar and Mechanics Grade 8

Table of Contents

#	Language Conventions Lessons and Worksheets	Pages
27	Demonstrative Pronouns and *Vague Pronoun References and Commas with Appositives	122–126, 277
28	Nonrestrictive *Adjective Clauses and Relative Pronouns and Punctuation in Restrictive Clauses	127–130, 278
29	Restrictive *Adjective Clauses and Relative Pronouns and Punctuation with Relative Pronouns	131–134, 279
30	Predicate Adjectives and *Adjectival Phrases and Dialogue and Direct Quotations	135–138, 280
31	Past Participles and Punctuation of Direct Quotations	139–142, 281
32	Past Participial Phrases and Ellipses	143–146, 282
33	Present Participles and Quotations within Quotations	147–150, 283
34	Present Participial Phrases and Punctuation of Non-standard Usage Quotations	151–154, 284
35	Comparative Modifiers and In-text Citations and Indirect Quotations	155–159, 285
36	Superlative Modifiers and MLA Works Cited Page	160–164, 286
37	*Misplaced Modifiers and Italics and Underlining: Book, Website, Newspaper, and Magazine Titles	165–168, 287
38	*Dangling Modifiers and Italics and Underlining: Play, Television Show, Movie, and Works of Art Titles	169–172, 288
39	* Squinting Modifiers and Quotation Marks: Song, Poem, and Book Titles	173–176, 289
40	*Verb Phrases and Quotation Marks: Newspaper, Magazine, and Blog Article Titles	177–180, 290
41	*Shifts in Verb Tense and Quotation Marks: Short Story and Document Titles	181–184, 291
42	Progressive Verb Forms and Capitalization of Named People, Places, Things, and Products	185–190, 292
43	Perfect Verb Forms and Capitalization of Titles	191–195, 293
44	Infinitives and Capitalization of Holidays and Dates	196–199, 294
45	Indicative Mood and Capitalization Special Events and Historical Periods	200–203, 295
46	Imperative Mood and Capitalization Organizations and Businesses	204–207, 296
47	Interrogative Mood and Capitalization of Languages and People Groups	208–211, 297
48	Conditional Mood and Question Marks	212–215, 298
49	Subjunctive Mood and Exclamation Points	216–219, 299
50	Verb Voice and Mood Shifts and Colons to Introduce Long Direct Quotations	220–224, 300
51	Subordinating Conjunctions and * Adverbial Clauses and Parentheses	225–230, 301

Boldface denotes Introductory Standard for Eighth Grade Level.

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Teaching Grammar and Mechanics Grade 8

Table of Contents

#	Language Conventions Lessons and Worksheets	Pages
52	Relative Adverbs and *Adverbial Clauses and Dashes	231–233, 302
53	Adverb Order and Brackets	234–238, 303
54	*Non-standard English Deletions and Hyphens	239–242, 304
55	*Non-standard English Additions and Slashes	243–246, 305
56	*Non-standard English Substitutions and Numbers	247–250, 306

Boldface denotes Introductory Standard for Eighth Grade Level.

***Denotes Progressive Language Skill.**

Teaching Grammar and Mechanics Grade 8

Table of Contents

Individualized Assessment-based Instruction	Pages
Diagnostic Grammar and Usage Assessment and Answers	307–312
Diagnostic Mechanics Assessment and Answers	313–316
Diagnostic Grammar, Usage, and Mechanics Recording Matrices	317–320
Grammar, Usage, and Mechanics Remedial Worksheets Directions	321–324
Grammar, Usage, and Mechanics Remedial Worksheets	325–401
Grammar, Usage, and Mechanics Worksheet Answers	402–416
Grammar and Mechanics Unit Tests and Answers	417–433
Common Core State Standards Alignment Grade 8	434–435
<i>Grammar, Mechanics, Spelling, and Vocabulary Grade 8</i>	436–446
COMPREHENSIVE PROGRAM BUNDLE	
Instructional Scope and Sequence	

AUTHOR’S NOTE: The *Grammar, Mechanics, Spelling, and Vocabulary Grade 8* **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 8
Writing Openers Language Application Grade 8
Differentiated Spelling Instruction Grade 8
Common Core Vocabulary Toolkit Grade 8

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}~~bonuses~~

Writing Application

+5

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

Mechanics Dictation

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

^
,

Grammar and Usage Dictation

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

Useful Editing Marks for Revision

Capitalization Error ≡

Delete/Substitute ✖ **mistake**

Rearrange ↩ ↪

Insert ^ √

How to Diagram Sentences

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

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

Instructional Objectives

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

Preparation and Materials

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

Procedures

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

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

Sentence Diagramming Lesson #1

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

Mark

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

Mark |

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

Mark | gives

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

Mark | gives |

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

Mark | gives | money

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

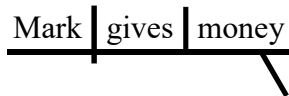
_____|_____|

Sentence Diagramming Lesson #2

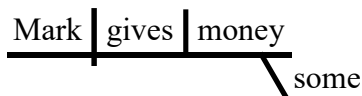
“Let’s review the basics of sentence diagrams. Look at our first sentence diagram.

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

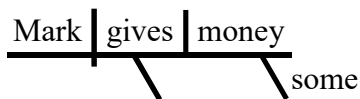
1. “Add onto our first sentence diagram. Anything below the horizontal line modifies the word it connects to above the horizontal line. *Modifies* means to describe, talk about, add to, limit, or make more specific. Draw a slanted line down from the horizontal line below the direct object ‘money.’”



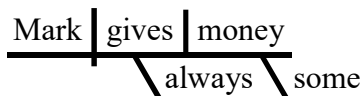
2. “Write ‘some’ to the right of the slanted line. The adjective ‘some’ modifies the common noun ‘money.’ Because an adjective comes before the noun it modifies, we would read the sentence as ‘Mark gives some money.’”



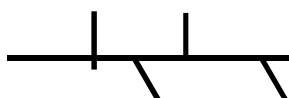
3. “Now draw a slanted line down from the horizontal line below the predicate ‘gives.’”



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



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



Sentence Diagramming Teacher Tips

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

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

On the Horizontal Baseline

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

Expanding the Baseline

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

Below the Baseline

–Modifiers

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

–Prepositional Phrases

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

(Below the Baseline)

–Compound Sentences

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

–Subordinate (Dependent) Clauses

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

–Participles and Participial Phrases

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

–Relative Clauses

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

Above the Baseline

–Gerunds and Gerund Phrases

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

–Interjections

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

(Above the Baseline)

–Noun Clauses

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

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

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

http://grammar.ccc.commnet.edu/grammar/diagrams2/one_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 commonly-used Latin expressions**. Remember that 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.”

Latin abbreviations are set off from the rest of the sentence by commas or parentheses.

- etc. (*et cetera*), which means *and so on*. **Example:** He likes them all: cake, cookies, etc.
- et al. (*et alii*), which means *and others*. **Example:** The six researchers (Jones, et al.)
- e.g. (*exempli gratia*), which means *for example*. **Example:** I love ice cream, e.g., vanilla (e.g., vanilla)
- i.e. (*id est*), which means *that is*. When using the i.e., think *in other words* to explain or define, not to signal examples. **Example:** He is goofy, i.e., silly (i.e., silly).

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

Mechanics Practice Answers: I eat lots of green vegetables, e.g., kale, beans, and peas. I also exercise, drink plenty of water, etc.

Grammar and Usage Lesson

“Today we are studying **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

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. **Examples:** liberty, human, capital, desk. Some common nouns are *collective nouns* and refer to a group of people, animals, or things. **Examples:** class, group

“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 Pike Auditorium, our school was honored for its service with the Pan-Lee Award.

Language Conventions #1

Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Proper nouns and 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: “Obama” and “soldiers.”’” [Allow time.]

President | **visited** |

“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 Dr. Seuss (Theodor Seuss Geisel), uses both proper and common noun placement to emphasize his message. Let’s read it carefully: ‘Maybe Christmas, the Grinch thought, doesn’t come from a store.’ 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 both proper and 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 on your worksheet with proper Latin abbreviations: ‘Our Congress, that is the Senate and the House of Representatives, makes laws, declares war, *et cetera*.’”

“Apply the grammar and usage lesson to write this Sentence Dictation on your worksheet: ‘Most Americans know that President Washington never lived in the White House because the capital was in New York.’”

“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

Latin abbreviations are set off from the rest of the sentence by commas or parentheses.

- etc. (*et cetera*), which means *and so on*. **Example:** He likes them all: cake, cookies, etc.
- et al. (*et alii*), which means *and others*. **Example:** The six researchers (Jones, et al.)
- e.g. (*exempli gratia*), which means *for example*.
Example: I love ice cream, e.g., vanilla (e.g., vanilla)
- i.e. (*id est*), which means *that is*. When using the i.e., think *in other words* to explain or define, not to signal examples.
Example: He is goofy, i.e., silly (i.e., silly).

Practice: I eat lots of green vegetables, i.e., kale, beans, and peas. I also exercise, drink plenty of water, etc.

Language Conventions #1

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

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. **Examples:** liberty, human, capital, desk. Some common nouns are *collective nouns* and refer to a group of people, animals, or things. **Examples:** class, group

Practice: At the Pike auditorium, our school was honored for its service with the Pan-Lee award.

Language Conventions #1

Sentence Diagram Answers

President Obama | visited | soldiers

Mentor Text

“Maybe Christmas, the Grinch thought, doesn't come from a store.”

Dr. Seuss (1904–1991)

Writing Application Lesson

Mechanics Dictation

Our Congress, i.e., the Senate and the House of Representatives, makes laws, declares war, etc.

or

Our Congress (i.e., the Senate and the House of Representatives) makes laws, declares war, etc.

Grammar and Usage Dictation

Most Americans know that President Washington never lived in the White House because the capital was in New York.

Language Conventions #2

Mechanics Lesson

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

Place periods following shortened words. Pronounce these abbreviations as words, not as letters.

Examples: Mr., Mrs., Ms., Gr. Britain

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, USC, 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, POTUS, radar

“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: Tim B. Lee learned about UNICEF on CBS News.

Grammar and Usage Lesson

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

A personal pronoun is a word used in place of a noun.

- The *first person* personal pronouns are different in the singular and plural forms.
Examples: Singular—I, me Plural—we, us
- The *second person* personal pronouns are the same in the singular and plural forms.
Example: you
- The *third person* personal pronouns are different in the singular and plural forms.
Examples: Singular—he, him, she, her, it Plural—they, them

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

Grammar and Usage Practice Answers: I want to know if you would like to see it with him or me.

Language Conventions #2

Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Personal pronouns can serve as subjects or objects. A subject is placed to the left of the main vertical line, and an object is placed to the right of the predicate in sentence diagrams. Add these words to the sentence diagram: “we” and “them.”’” [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 Gloria Steinem (a women’s rights advocate), uses personal pronouns to avoid repetitious nouns. Let’s read it carefully: ‘From pacifist to terrorist, each person condemns violence and then adds one cherished case in which it may be justified.’ 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 personal pronoun reference 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: ‘General Sam F. Perkins, Jr. works for the North Atlantic Treaty Organization, better known as NATO.’”

“Apply the grammar and usage lesson to write this Sentence Dictation, revising the nouns with personal pronouns: ‘Linda gave a pencil to the woman.’”

“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 shortened words. Pronounce these abbreviations as words, not as letters. **Examples:** Mr., Mrs., Ms., Gr. Britain

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, USC, 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: NASA, POTUS, radar

Practice: Tim B Lee learned about UNICEF on CBS News.

Grammar and Usage

A personal pronoun is a word used in place of a noun.

- The *first person* personal pronouns are different in the singular and plural forms.

Examples: Singular—I, me Plural—we, us

- The *second person* personal pronouns are the same in the singular and plural forms. **Example:** you
- The *third person* personal pronouns are different in the singular and plural forms.

Examples: Singular—he, him, she, her, it Plural—they, them

Practice: I want to know if you would like to see it with I or he.

Language Conventions #2

Sentence Diagram Answers

We | love | them

Mentor Text

“From pacifist to terrorist, each person condemns violence and then adds one cherished case in which it may be justified.”

Gloria Steinem (1934–)

Writing Application Lesson

Mechanics Dictation

General Sam F. Perkins, Jr. works for the North Atlantic Treaty Organization, better known as N.A.T.O.

Grammar and Usage Dictation

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. Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.”

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

Example: Everyone asks if you are new.

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: I said, “John asked if you were leaving. “Certainly,” he replied.

Grammar and Usage Lesson

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

Writers use pronouns to take the place of nouns. One type of pronoun is called a *subject case pronoun* because it acts as the subject of a sentence. The subject is the “do-er” of the sentence. If unsure whether a pronoun should be in the subject case, rephrase the sentence with the pronoun at the start of the sentence. **Example:** The winner was me. Rephrase: I was the winner.

Use singular (*I, you, he, she, it, who*) or plural (*we, you, they, who*) subject case pronouns:

- As the subject of a sentence. **Example:** *They* listen to me.
- *I* as the last subject in compound subjects. **Example:** Paul, Melissa, and *I* play together.
- After *than* or *as* (the rest of the thought is suggested). **Example:** He is older than *I* (am).
- After a “to be” verb: (*is, am, are, was, were, be, being, been*) to identify or refer to the subject as a *predicate nominative*. **Examples:** It was *she*, not *I*.
- *Who* (not *whom*). Check whether *who* is correct by substituting *he* in place of *who*. Rephrase, if necessary. **Example:** *Who* is the boss? Rephrase: *He* is the boss.

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

Grammar and Usage Practice Answers: I want to know if they would like to see that movie. Who wants to go?

Language Conventions #3

Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Personal pronouns can serve as subjects or objects. Add these words to the sentence diagram: “children” and “she.”’”
[Allow time.]

| likes |

“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 Jack London (author of *The Call of the Wild*) uses subject (nominative) case pronouns to keep dialogue personal and realistic. Let’s read it carefully: ‘You have to promise not to touch the dear things for the rest of the trip or I won’t go.’ 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 personal pronoun reference 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: ‘Interesting. Everywhere I go people ask if I’m planning on having more parties.’”

“Apply the grammar and usage lesson to write this Sentence Dictation, revising the nouns with subject case pronouns: ‘Lou told John the story.’”

“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: I said, “John asked if you were leaving?” “Certainly,” he replied.

Language Conventions #3

Grammar and Usage

Writers use pronouns to 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. If unsure whether a pronoun should be in the subject case, rephrase the sentence with the pronoun at the start of the sentence. **Example:** The winner was me. Rephrase: I was the winner.

Use singular (*I, you, he, she, it, who*) or plural (*we, you, they, who*) subject case pronouns:

- As the subject of a sentence. **Example:** *They* listen to me.
- *I* as the last subject in compound subjects. **Example:** Paul, Melissa, and *I* play together.
- After *than* or *as* (the rest of the thought is suggested). **Example:** He is older than *I* (am).
- After a “to be” verb: (*is, am, are, was, were, be, being, been*) to identify or refer to the subject as a *predicate nominative*. **Examples:** It was *she*, not *I*.
- *Who* (not *whom*). Check whether *who* is correct by substituting *he* in place of *who*. Rephrase, if necessary. **Example:** *Who* is the boss? Rephrase: *He* is the boss.

Practice: I want to know if them would like to see that movie.
Whom wants to go?

Language Conventions #3

Sentence Diagram Answers

She | likes | children

Mentor Text

“You have to promise not to touch the dear things for the rest of the trip or I won’t go.”

Jack London (1876–1916)

Writing Application Lesson

Mechanics Dictation

Interesting. Everywhere I go people ask if I’m planning on having more parties.

Grammar and Usage Dictation

He told it to John.

Language Conventions #4

Mechanics Lesson

“Today we are studying how to use **periods in decimal outlines** to indicate levels of ideas. Remember that periods also follow the symbols such as ‘I,’ ‘A,’ ‘1,’ and ‘a’ in alphanumeric outlines. Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.”

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

- Decimal Outlines begin with an Arabic numeral followed by a period and then a zero to represent the first main idea.
- The first major detail is indented from the main idea. It repeats the Arabic numeral followed by a period and then a “1.” The second major detail would end in a “2,” etc.
- The first minor detail is indented from the major detail. It repeats all the symbols of the major detail followed by a period and then a “1.” The second minor detail would end in a “2,” etc. **Examples:** 1.0, 1.1, 1.1.1, 1.1.2; 1.2, 1.2.1, 1.2.2

“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 sixth main idea would be listed as 6.0. The sixth main idea, fourth major detail, second minor detail would be listed as 6.4.2.

Grammar and Usage Lesson

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

One type of pronoun is called an *object case pronoun* because it receives the action of the verb.

Use singular (*me, you, him, her, it, whom*) or plural (*us, you, them, whom*) object case pronouns:

- As a direct or indirect object. **Examples:** I like *it*. She gave *him* a gift.
- As objects of prepositions. **Example:** It’s not for *her*.
- *Me* and *us* last in compound objects. **Example:** Text Kyla and *me*.
- *Whom* (not *who*). Check whether *whom* is correct by substituting *him* in place of *whom*. Rephrase, if necessary. **Example:** *Whom* did Joan love? Rephrase: Did Joan love *him*?

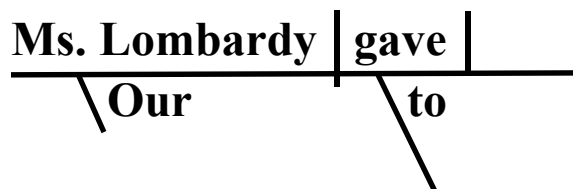
“Now read the practice sentence on your worksheet. Then circle or highlight what is right and revise what is wrong according to grammar and usage lesson. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

Grammar and Usage Practice Answers: I sure would like him to help us. Who helped you, and whom did you help?

Language Conventions #4

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. Add these words to the sentence diagram: “it” and “them.”’” [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 J. R. R. Tolkien (author of *The Lord of the Rings*), uses both subject and object case pronouns in some clever word play. Let’s read it carefully: ‘I don’t know half of you half as well as I should like; and I like less than half of you half as well as you deserve.’ 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 object case pronouns on the Writing Application section of your workbook. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics lesson to take decimal outline notes on the following: ‘Fruit, Citrus, Lemons followed by Vegetables, Yellow, Squash.’”

“Apply the grammar and usage lesson to write this Sentence Dictation, revising with appropriate object case pronouns: ‘The principal sent us a note, but to who was it addressed?’”

“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

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

- Decimal Outlines begin with an Arabic numeral followed by a period and then a zero to represent the first main idea.
- The first major detail is indented from the main idea. It repeats the Arabic numeral followed by a period and then a “1.” The second major detail would end in a “2,” etc.
- The first minor detail is indented from the major detail. It repeats all the symbols of the major detail followed by a period and then a “1.” The second minor detail would end in a “2,” etc. **Examples:** 1.0, 1.1, 1.1.1, 1.1.2; 1.2, 1.2.1, 1.2.2

Practice: The sixth main idea would be listed as 6.0. The sixth main idea, fourth major detail, second minor detail would be listed as 6.2.4.

Language Conventions #4

Grammar and Usage

One type of pronoun is called an *object case pronoun* because it receives the action of the verb.

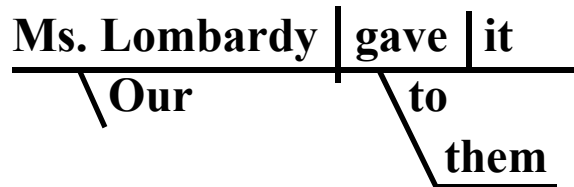
Use singular (*me, you, him, her, it, whom*) or plural (*us, you, them, whom*) object case pronouns:

- As a direct or indirect object. **Examples:** I like *it*. She gave *him* a gift.
- As objects of prepositions. **Example:** It's not for *her*.
- *Me* and *us* last in compound objects. **Example:** Text Kyla and *me*.
- *Whom* (not *who*). Check whether *whom* is correct by substituting *him* in place of *whom*. Rephrase, if necessary. **Example:** *Whom* did Joan love? Rephrase: Did Joan love *him*?

Practice: I sure would like he to help us. Who helped you, and who did you help?

Language Conventions #4

Sentence Diagram Answers



Mentor Text

“I don't know half of you half as well as I should like; and I like less than half of you half as well as you deserve.”

J. R. R. Tolkien (1892–1973)

Writing Application Lesson

Mechanics Dictation

1. Fruit
 - 1.1 Citrus
 - 1.1.2. Lemons
2. Vegetables
 - 2.1 Yellow
 - 2.1.2. Squash

Grammar and Usage Dictation

The principal sent us a note, but to whom was it addressed?

Language Conventions #5

Mechanics Lesson

“Today we are studying how to use **semicolons**. Remember that a semicolon (;) is used to join closely related independent clauses instead of using a comma-conjunction. Also, a semicolon connects two sentences joined by a coordinating conjunction when one or more commas appear in the first sentence. Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.”

A semicolon (;) can be used to join a string of long phrases. **Examples:** John introduced me to his cousin from Orange County; his high school girl friend; and his childhood friend.

A semicolon (;) can be used to join a string of phrases with commas within the phrases. **Examples:** Ohio, Iowa, and Illinois in the Midwest; Idaho, Oregon, and California in the West; and Tennessee and Alabama in the South all have long rivers.

“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: Anna studied hard for her exam; Bob didn’t study at all. Anna passed; Bob didn’t.

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. Never use the possessive pronouns with the ‘self’ or ‘selves’ as the second syllable, such as *hissself* or *theirselves*. 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 connected verb must match the noun, not the pronoun. **Example:** Our house seems small.

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

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

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


Grammar and Usage Practice Answers: My basket was filled with sunflowers; her basket was filled with his roses; theirs were filled with daisies.

Language Conventions #5

Sentence Diagram Lesson and Corrections

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

children | enjoyed | vacation



“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 Friedrich Nietzsche (an influential German philosopher), uses the possessive pronoun to stress ownership. Let’s read it carefully: ‘We are always in our own company.’ 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: ‘The boy in his sweatshirt; the girl in her jacket; and their grandfather in his coat were all prepared for the cold weather.’”

“Apply the grammar and usage lesson to write this Sentence Dictation, revising with appropriate possessive pronouns: ‘We must have eaten a dozen tacos. Hissself ate his tacos with salsa. Our had none.’”

“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

Use the semicolon between two sentences joined by a coordinating conjunction when one or more commas appear in the first sentence.

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

Examples: John introduced me to his cousin from Orange County; his high school girl friend; and his childhood friend.

A semicolon (;) can be used to join a string of phrases with commas within the phrases. **Examples:** Ohio, Iowa, and Illinois in the Midwest; Idaho, Oregon, and California in the West; and Tennessee and Alabama in the South all have long rivers.

Practice: Anna studied hard for her exam, Bob didn't study at all. Anna passed; Bob didn't.

Language Conventions #5

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 connected verb must match 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: Mine basket was filled with sunflowers; her basket was filled with his roses; theirs were filled with daisies.

Language Conventions #5

Sentence Diagram Answers

children | enjoyed | vacation
 \ Our \ their

Mentor Text

“We are always in our own company.”

Friedrich Nietzsche (1844–1900)

Writing Application Lesson

Mechanics Dictation

The boy in his sweatshirt; the girl in her jacket; and their grandfather in his coat were all prepared for the cold weather.

Grammar and Usage Dictation

We must have eaten a dozen tacos. He ate his tacos with salsa. Ours had none.

Language Conventions #6

Mechanics Lesson

“Today we are studying how to use **apostrophes** with singular possessive nouns. Remember that a possessive shows ownership and that a noun is a person, place, thing, or idea. Usually, the singular possessive noun is placed before another noun to modify that noun, but sometimes the noun is only implied (suggested). 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.

Example: Tim’s wallet

For nouns ending in *s*, it is not necessary to add on another *s* after the apostrophe.

Example: Charles’ hat

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: Chris’ (or Chris’s) coat was black and so was Mike’s.

Grammar and Usage Lesson

“Today we are studying **adjectives**. Remember that the three articles: *a*, *an*, and *the* are the most common adjectives and are placed before common nouns. 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)

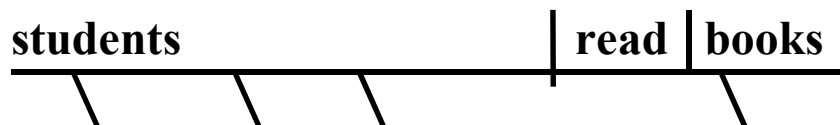
“Now read the practice sentence on your worksheet. Then circle or highlight what is right and revise what is wrong according to grammar and usage lesson. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

Grammar and Usage Practice Answers: The four friendly students drove this car to the beautiful park.

Language Conventions #6

Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Adjectives are placed below the parts of speech they modify in sentence diagrams. Add these words to the sentence diagram: “many,” “five,” “those,” and “smart.”’” [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 H. L. Mencken (an American journalist and author), uses adjective order effectively to make his point. Let’s read it carefully: ‘There is always a well-known solution to every human problem—neat, plausible, and wrong.’ 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 at least two different kinds 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: ‘Bess’ (or Bess’s) job was challenging, but Lily’s job was boring.”

“Apply the grammar and usage lesson to write this sentence correctly: ‘She read a book interesting to our English-language arts class.’”

“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. **Example:** Tim's wallet

For nouns ending in *s*, it is not necessary to add on another *s* after the apostrophe. **Example:** Charles' hat

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: Chriss' coat was black and so was Mike's.

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: The four friendly students drove this car to the park beautiful.

Language Conventions #6

Sentence Diagram Answers

students | read | books
 \ Those \ five \ smart | \ many

Mentor Text

“There is always a well-known solution to every human problem—neat, plausible, and wrong.”

H. L. Mencken (1880–1956)

Writing Application Lesson

Mechanics Dictation

Bess’ (or Bess’s) job was challenging, but Lily’s job was boring.

Grammar and Usage Dictation

She read an interesting book to our English-language arts class.

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, 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 Perez’ cars are parked at the Juarezes.

“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 girls’ shoes’ colors match their dresses for the Gomez’ wedding at the Jones.

Grammar and Usage Lesson

“Today we are studying **verbs**. Remember that verbs must match the nouns or pronouns upon which they act. Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

A verb shows a physical or mental action or it describes a state of being. The verb can be *transitive* (with an object) or *intransitive* (without an object) **Transitive Verb Examples:** He ate some, He knows it **Intransitive Verb Examples:** He ran, He thinks, He will be

Singular verbs usually end in *s* and match singular nouns and third person singular subject case pronouns (*he, she, it* and *who*). **Examples:** Sam walks and he whistles.

Plural verbs don’t end in *s* and match plural nouns and the third person plural subject case pronouns (*we, you, they*, and *who*). **Examples:** Families laugh and they cry together.

The first person *I* and second person *you* pronouns do *not* match verbs ending in *s*. **Examples:** I run, you smile

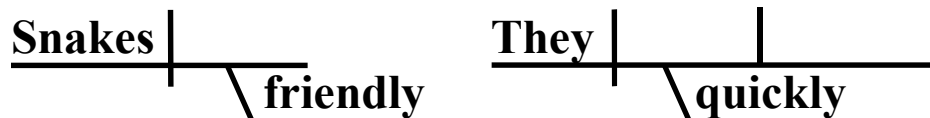
“Now read the practice sentence on your worksheet. Then circle or highlight what is right and revise what is wrong according to grammar and usage lesson. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

Grammar and Usage Practice Answers: Sam walks and whistles. You laugh, but I cry. They smile, but she frowns.

Language Conventions #7

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 diagrams: “strike,” “look,” and “victims.”” [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 Jules Verne (a French science-fiction author), uses strong action verbs to build suspense. Let’s read it carefully: ‘Suddenly the storm hit. It came from all corners of the cavern at once, howling, shrieking, and raging.’ 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 both transitive and intransitive verbs on the Writing Application section of your workbook. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly on your worksheet: ‘Both birds’ nests were filled with their babies’ constant cries for more and more food.’”

“Apply the grammar and usage lesson to write this Sentence Dictation: ‘Gilbert dropped his phone. He needs to be more careful. Now label **T** for the *transitive* and **I** for the *intransitive* verb.’”

“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, 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 Perez’ cars are parked at the Juarezes.

Practice: The girls’ shoe’s colors match their dresses for the Gomez’ wedding at the Jone’s.

Language Conventions #7

Grammar and Usage

A verb shows a physical or mental action or it describes a state of being. The verb can be *transitive* (with an object) or *intransitive* (without an object) **Transitive Verb Examples:** He ate some, He knows it **Intransitive Verb Examples:** He ran, He thinks, He will be

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The first person *I* and second person *you* pronouns do *not* match verbs ending in *s*. **Examples:** I run, you smile

Practice: Sam walks and whistle. You laugh, but I cries. They smile, but she frown.

Language Conventions #7

Sentence Diagram Answers

Snakes | look \ friendly They | strike | victims \ quickly

Mentor Text

“Suddenly the storm hit. It came from all corners of the cavern at once, howling, shrieking, and raging.”

Jules Verne (1828–1905)

Writing Application Lesson

Mechanics Dictation

Both birds’ nests were filled with their babies’ constant cries for more and more food.

Grammar and Usage Dictation

Gilbert dropped his phone. He needs to be more careful.

Language Conventions #8

Mechanics Lesson

“Today we are studying how to use **apostrophes** with compound nouns and noun phrases. Remember that compound nouns are made up of two or more words describing one noun and are frequently hyphenated. 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. 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

“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: We saw my father-in-law’s new golf clubs and my two sister-in-laws’ new golf bags at Tom and Sherry’s house. Tom’s and Sherry’s hobbies were cooking and needlepoint.

Grammar and Usage Lesson

“Today we are studying **adverbs**. Remember that words that end in “_ly” are often adverbs. Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

An adverb modifies a verb, an adjective, or an adverb and answers What degree? How? Where? When? **Examples:** carefully, later, there, less

Adverbs are very flexible in English. The adverb may be found before or after the words they modify to make verbs, adjectives, or other adverbs more specific. **Examples:** Slowly, the man climbed the stairs. The man slowly climbed the stairs.

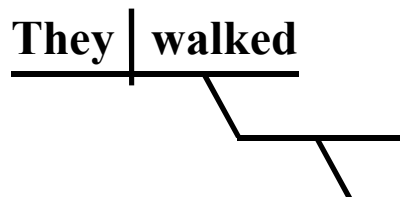
“Now read the practice sentence on your worksheet. Then circle or highlight what is right and revise what is wrong according to grammar and usage lesson. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

Grammar and Usage Practice Answers: I drove very quickly, but got there late.

Language Conventions #8

Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram on your worksheet. ‘Adverbs are placed below the parts of speech they modify in sentence diagrams. Add these words to the sentence diagram: “almost” and “silently.”’” [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 Cicero (a famous Roman orator), skillfully places adverbs before and after the words they modify. Let’s read it carefully: ‘No one can speak well, unless he thoroughly understands his subject.’ 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 adverbs 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: ‘When we last visited my mother-in-law’s, we took her to Joe and Bonnie’s restaurant. Joe’s and Bonnie’s jobs were quite different.’”

“Apply the grammar and usage lesson to write this Sentence Dictation, placing adverbs appropriately: ‘In her office she cautiously opened the package that afternoon.’”

“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 saw my father-in-laws' new golf clubs and my two sister-in-law's new golf bags at Tom and Sherry's house. Tom's and Sherrys hobbies were cooking and needlepoint.

Grammar and Usage

An adverb modifies a verb, an adjective, or an adverb and answers What degree? How? Where? When?

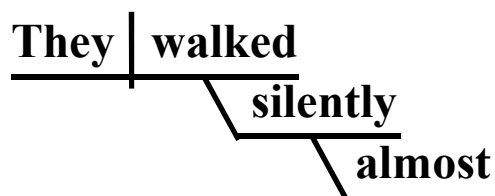
Examples: carefully, later, there, less

Adverbs are very flexible in English. The adverb may be found before or after the words they modify to make verbs, adjectives, or other adverbs more specific. **Examples:** Slowly, the man climbed the stairs. The man slowly climbed the stairs.

Practice: I drove quickly, but got very late there.

Language Conventions #8

Sentence Diagram Answers



Mentor Text

“No one can speak well, unless he thoroughly understands his subject.”

Cicero (106 B.C.–43 B.C.)

Writing Application Lesson

Mechanics Dictation

When we last visited my mother-in-law’s, we took her to Joe and Bonnie’s restaurant. Joe’s and Bonnie’s jobs were quite different.

Grammar and Usage Dictation

She cautiously opened the package in her office that afternoon.

Language Conventions Worksheet #1

Mechanics

Latin abbreviations are set off from the rest of the sentence by commas or parentheses.

- etc. (*et cetera*), which means *and so on*. **Example:** He likes them all: cake, cookies, etc.
- et al. (*et alii*), which means *and others*. **Example:** The six researchers (Jones, et al.)
- e.g. (*exempli gratia*), which means *for example*. **Example:** I love ice cream, e.g., vanilla (e.g., vanilla)
- i.e. (*id est*), which means *that is*. When using the i.e., think *in other words* to explain or define, not to signal examples. **Example:** He is goofy, i.e., silly (i.e., silly).

Practice: I eat lots of green vegetables, i.e., kale, beans, and peas. I also exercise, drink plenty of water, etc.

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

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. **Examples:** liberty, human, capital, desk. Some common nouns are *collective nouns* and refer to a group of people, animals, or things. **Examples:** class, group

Practice: At the Pike auditorium, our school was honored for its service with the Pan-Lee award.

Sentence Diagram

Proper nouns and 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: “Obama” and “soldiers.”

President | visited | _____

Writing Application _____

Mechanics Dictation _____

Grammar and Usage Dictation _____

Language Conventions Worksheet #2

Mechanics

Place periods following shortened words. Pronounce these abbreviations as words, not as letters.

Examples: Mr., Mrs., Ms., Gr. Britain

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, USC, 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, POTUS, radar

Practice: Tim B Lee learned about UNICEF on CBS News.

Grammar and Usage

A personal pronoun is a word used in place of a noun.

- The *first person* personal pronouns are different in the singular and plural forms.
Examples: Singular—I, me Plural—we, us
- The *second person* personal pronouns are the same in the singular and plural forms.
Example: you
- The *third person* personal pronouns are different in the singular and plural forms.
Examples: Singular—he, him, she, her, it Plural—they, them

Practice: I want to know if you would like to see it with I or he.

Sentence Diagram

Personal pronouns can serve as subjects or objects. A subject is placed to the left of the main vertical line, and an object is placed to the right of the predicate in sentence diagrams. Add these words to the sentence diagram: “we” and “them.”



Writing Application

Mechanics Dictation

Grammar and Usage Dictation

Language Conventions Worksheet #3

Mechanics

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

Example: Everyone asks if you are new.

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: I said, “John asked if you were leaving? “Certainly,” he replied.

Grammar and Usage

Writers use pronouns to 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. If unsure whether a pronoun should be in the subject case, rephrase the sentence with the pronoun at the start of the sentence. **Example:** The winner was me. Rephrase: I was the winner.

Use singular (*I, you, he, she, it, who*) or plural (*we, you, they, who*) subject case pronouns:

- As the subject of a sentence. **Example:** *They* listen to me.
- *I* as the last subject in compound subjects. **Example:** Paul, Melissa, and *I* play together.
- After *than* or *as* (the rest of the thought is suggested). **Example:** He is older than *I* (am).
- After a “to be” verb: (*is, am, are, was, were, be, being, been*) to identify or refer to the subject as a *predicate nominative*. **Examples:** It was *she*, not *I*.
- *Who* (not *whom*). Check whether *who* is correct by substituting *he* in place of *who*. Rephrase, if necessary. **Example:** *Who* is the boss? Rephrase: *He* is the boss.

Practice: I want to know if them would like to see that movie. Whom wants to go?

Sentence Diagram

Personal pronouns can serve as subjects or objects. Add these words to the sentence diagram: “children” and “she.”



Writing Application

Mechanics Dictation

Grammar and Usage Dictation

Language Conventions Worksheet #4

Mechanics

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

- Decimal Outlines begin with an Arabic numeral followed by a period and then a zero to represent the first main idea.
- The first major detail is indented from the main idea. It repeats the Arabic numeral followed by a period and then a “1.” The second major detail would end in a “2,” etc.
- The first minor detail is indented from the major detail. It repeats all the symbols of the major detail followed by a period and then a “1.” The second minor detail would end in a “2,” etc. **Examples:** 1.0, 1.1, 1.1.1, 1.1.2; 1.2, 1.2.1, 1.2.2

Practice: The sixth main idea would be listed as 6.0. The sixth main idea, fourth major detail, second minor detail would be listed as 6.2.4.

Grammar and Usage

One type of pronoun is called an *object case pronoun* because it receives the action of the verb.

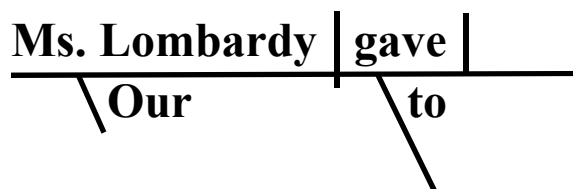
Use singular (*me, you, him, her, it, whom*) or plural (*us, you, them, whom*) object case pronouns:

- As a direct or indirect object. **Examples:** I like *it*. She gave *him* a gift.
- As objects of prepositions. **Example:** It’s not for *her*.
- *Me* and *us* last in compound objects. **Example:** Text Kyla and *me*.
- *Whom* (not *who*). Check whether *whom* is correct by substituting *him* in place of *whom*. Rephrase, if necessary. **Example:** *Whom* did Joan love? Rephrase: Did Joan love *him*?

Practice: I sure would like he to help us. Who helped you, and who did you help?

Sentence Diagram

Object case pronouns are placed to the right of the predicate in sentence diagrams. Add these words to the sentence diagram: “it” and “them.”



Writing Application

Mechanics Dictation

Grammar and Usage Dictation

Language Conventions Worksheet #5

Mechanics

Use the semicolon between two sentences joined by a coordinating conjunction when one or more commas appear in the first sentence.

A semicolon (;) can be used to join a string of long phrases. **Examples:** John introduced me to his cousin from Orange County; his high school girl friend; and his childhood friend.

A semicolon (;) can be used to join a string of phrases with commas within the phrases. **Examples:** Ohio, Iowa, and Illinois in the Midwest; Idaho, Oregon, and California in the West; and Tennessee and Alabama in the South all have long rivers.

Practice: Anna studied hard for her exam, Bob didn't study at all. Anna passed; Bob didn't.

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 connected verb must match the noun, not the pronoun. **Example:** Our house seems small.

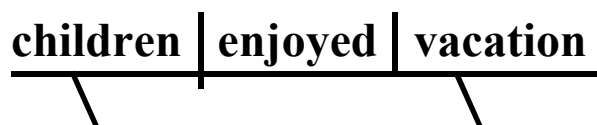
Without a noun—*mine, yours, his, hers, ours, yours, theirs*

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: Mine basket was filled with sunflowers; her basket was filled with his roses; theirs were filled with daisies.

Sentence Diagram

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



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.

Example: Tim's wallet

For nouns ending in *s*, it is not necessary to add on another *s* after the apostrophe.

Example: Charles' hat

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: Chriss' coat was black, and so was Mike's.

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.

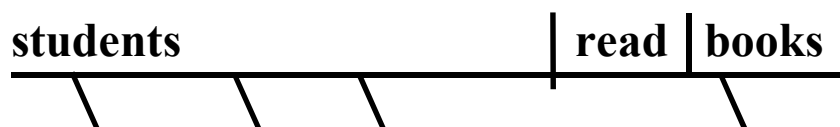
Examples: these (Which one?) two (How many?) handsome (What kind?) men

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: The four friendly students drove this car to the park beautiful.

Sentence Diagram

Adjectives are placed below the parts of speech they modify in sentence diagrams. Add these words to the sentence diagram: "many," "five," "those," and "smart."



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, 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 Perez’ cars are parked at the Juarezes.

Practice: The girls’ shoe’s colors match their dresses for the Gomez’ wedding at the Jone’s.

Grammar and Usage

A verb shows a physical or mental action or it describes a state of being. The verb can be *transitive* (with an object) or *intransitive* (without an object) **Transitive Verb Examples:** He ate some, He knows it **Intransitive Verb Examples:** He ran, He thinks, He will be

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Plural verbs don’t end in *s* and match plural nouns and the third person plural subject case pronouns (*we, you, they*, and *who*). **Examples:** Families laugh and they cry together.
The first person *I* and second person *you* pronouns do *not* match verbs ending in *s*.
Examples: I run, you smile

Practice: Sam walks and whistle. You laugh, but I cries. They smile, but she frown.

Sentence Diagram

Verbs are placed to the right of the main vertical line in sentence diagrams. Add these words to the sentence diagrams: “strike,” “look,” and “victims.”

Snakes | _____
 \ friendly

They | _____
 \ quickly

Writing Application _____

Mechanics Dictation _____

Grammar and Usage Dictation _____

Language Conventions Worksheet #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 saw my father-in-laws' new golf clubs and my two sister-in-law's new golf bags at Tom and Sherry's house. Tom's and Sherrys hobbies were cooking and needlepoint.

Grammar and Usage

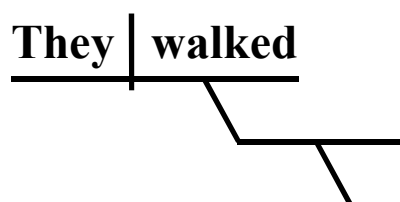
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Adverbs are very flexible in English. The adverb may be found before or after the words they modify to make verbs, adjectives, or other adverbs more specific. **Examples:** Slowly, the man climbed the stairs. The man slowly climbed the stairs.

Practice: I drove quickly, but got very late there.

Sentence Diagram

Adverbs are placed below the parts of speech they modify in sentence diagrams. Add these words to the sentence diagram: "almost" and "silently."



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. e.g. | A. Asian-American, peace |
| ___ 2. Noun | B. For example |
| ___ 3. Abbreviation; acronym | C. Used in place of a noun |
| ___ 4. Personal pronoun | D. I wonder who left the jar open. |
| ___ 5. Indirect question | E. U.N., SWAT |
| ___ 6. Subject (nominative) case pronoun | AB. Organizes with numbers and letters |
| ___ 7. Decimal outlines | AC. Act upon a verb or identify or refer to a subject |
| ___ 8. Object case pronoun | AD. Receives the action of the verb |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including *i.e.* and *etc.* _____

10. Write a sentence including a common noun idea and a hyphenated proper noun. _____

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

12. Write a sentence including both singular and plural personal pronouns. _____

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

14. Write a sentence including a subject (nominative) case pronoun. _____

15. List a main idea, major detail, and two minor details in decimal outline form. _____

16. Write a sentence using the object case pronoun *whom*. _____

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. Shows ownership |
| ____ 2. Possessive pronoun | B. I took the girls' presents to the Hernandez' party. |
| ____ 3. Singular possessive noun | C. What Degree-How-Where-When |
| ____ 4. Adjectives | D. Which one? How many? What kind? |
| ____ 5. Plural possessive nouns | E. Bob's running |
| ____ 6. Verbs | AB. Joins a string of phrases |
| ____ 7. Compound object possessives | AC. Transitive and intransitive |
| ____ 8. Adverbial phrase order | AD. I value Caesar's and Kate's different talents. |

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 both a possessive pronoun with and without a noun. _____

11. Write a sentence with a singular possessive noun which modifies a gerund. _____

12. Write a sentence with two different adjectives in proper order. _____

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

14. Write a sentence with both a transitive and an intransitive verb. _____

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

16. Write a sentence with two different adverbial phrases in proper order. _____

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 8

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.7.1.A Explain the function of phrases and clauses in general and their function in specific sentences.	LC/SW 14, 18, 20, 21, 23, 24, 35–37, 44, 50 GUM 15, 16
CCSS.ELA-LITERACY.L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	LC/SW 50 GUM 13–16
CCSS.ELA-LITERACY.L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	LC/SW 45–50
CCSS.ELA-LITERACY.L.7.2.A 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>).	LC/SW 28
CCSS.ELA-LITERACY.L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	LC/SW 39, 40

LC = Language Conventions; SW = Student Worksheets;

GUM = Grammar, Usage, and Mechanics Worksheets

*Language Progressive Skills

Common Core State Standards Alignment Grade 8

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand

Review Standards: Conventions of Standard English:

	Lesson #
<u>CCSS.ELA-LITERACY.L.8.1.A</u> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	LC/SW 21, 22, 31–39, 44 GUM 26
<u>CCSS.ELA-LITERACY.L.8.1.B</u> Form and use verbs in the active and passive voice.	LC/SW 50 GUM 40
<u>CCSS.ELA-LITERACY.L.8.1.C</u> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	LC/SW 45–50 GUM 39
<u>CCSS.ELA-LITERACY.L.8.1.D</u> Recognize and correct inappropriate shifts in verb voice and mood.*	LC/SW 45–50
<u>CCSS.ELA-LITERACY.L.8.2.A</u> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	LC/SW 10–32, 52 GUM 41–48, 66 LC/SW 32, 52
<u>CCSS.ELA-LITERACY.L.8.2.B</u> Use an ellipsis to indicate an omission.	
<u>CCSS.ELA-LITERACY.L.8.3.A</u> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	LC/SW 45–51 GUM 40

LC = Language Conventions; SW = Student Worksheets;

GUM = Grammar, Usage, and Mechanics Worksheets

*Language Progressive Skills

Eighth 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 and Common Nouns	Periods in Latin Expressions	Consonant Doubling	Delete the “Here” and “There” Words	Multiple Meaning Words, Greek and Latin Morphemes, Puns
2	Personal Pronouns	Periods in Names, Abbreviations, and Acronyms	Consonant Doubling	Noun Sentence Openers	Word Relationships, Connotations, Academic Language
3	Subject (Nominative) Case Pronouns	Periods in Indirect Questions and Intentional Fragments	<i>i</i> before <i>e</i>	Delete the Unnecessary “It”	Multiple Meaning Words, Greek and Latin Morphemes, Puns
4	Object Case Pronouns	Periods in Decimal Outlines	<i>i</i> before <i>e</i>	Pronoun Sentence Openers	Word Relationships, Connotations, Academic Language
5	Possessive Case Pronouns	Semicolons with Conjunctions	Plurals	Delete Circumlocutions	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
6	Adjectives	Apostrophes for Singular Possessive Nouns	Plurals	Adjective Sentence Openers	Word Relationships, Connotations, Academic Language
7	Verbs *Subject-Verb Agreement	Apostrophes for Plural Possessive Nouns	Drop/Keep Final <i>e</i>	Substitute Adjectives for Adjectival Phrases	Multiple Meaning Words, Greek and Latin Morphemes, Similes
8	Adverbs	Apostrophes for Possessive Compound Nouns and Possessive Subjects and Objects	Drop/Keep Final <i>e</i>	Verb before the Subject Sentence Openers	Word Relationships, Connotations, Academic Language

Boldface denotes Introductory Standard for Eighth Grade Level. * Denotes Progressive Language Skill.

Eighth 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	Coordinating Conjunctions	Apostrophes in Contractions	Change/Keep y	Change “to be” to Active Verbs	Multiple Meaning Words, Greek and Latin Morphemes, Similes
10	Correlative Conjunctions	Commas for Geographical Places	Change/Keep y	Adverb Sentence Openers	Word Relationships, Connotations, Academic Language
11	Subordinating Conjunctions	Commas for Dates	/ion/	Parallel Coordinating Conjunctions	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
12	*Prepositional Phrases	Commas for Letters	/ion/	Prepositional Phrase Sentence Openers	Word Relationships, Connotations, Academic Language
13	Subjects and Predicates	Commas in Addresses	“ary,” “ery,” “ory,” “ury,” “ry”	Parallel Correlative Conjunctions	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
14	Direct and Indirect Objects	Commas for Names	“ary,” “ery,” “ory,” “ury,” “ry”	Complete Subject Sentence Openers	Word Relationships, Connotations, Academic Language
15	Phrases and Clauses	Commas between Adjectives	“able”	Delete Paired Redundancies	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
16	*Complete Sentences, Fragments, and Run-ons	Commas for Tag Questions	“able”	Direct Object Sentence Openers	Word Relationships, Connotations, Academic Language

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Eighth 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	Simple, Compound, Complex, and Compound-complex Sentences	Commas for Direct Speech	“ible”	Compound Sentences	Multiple Meaning Words, Greek and Latin Morphemes, Imagery
18	Types of Sentences	Commas in a Series	“ible”	Compound Subject Sentence Openers	Word Relationships, Connotations, Academic Language
19	*Noun Phrases	Commas after Introductory Words and Phrases	“ant,” “ance,” “ancy”	Complex Sentences	Multiple Meaning Words, Greek and Latin Morphemes, Adages
20	*Noun Clauses	Commas after Introductory Clauses	“ant,” “ance,” “ancy”	Noun Clause Sentence Openers	Word Relationships, Connotations, Academic Language
21	Gerunds	Commas and Quotation Marks with Speaker Tags	“ent,” “ence,” “ency”	Compound-Complex Sentences	Multiple Meaning Words, Greek and Latin Morphemes, Adages
22	Gerund Phrases	Commas before Conjunctions in Compound Sentences	“ent,” “ence,” “ency”	Gerund Sentence Openers	Word Relationships, Connotations, Academic Language
23	Reflexive, Intensive, and Reciprocal Pronouns	Commas in Complex Sentences	“est,” “ist,” and “iest”	Change Clauses to Phrases	Multiple Meaning Words, Greek and Latin Morphemes, Alliteration
24	Indefinite Pronouns	Commas with Parenthetical Expressions	“est,” “ist,” and “iest”	Gerund Phrase Sentence Openers	Word Relationships, Connotations, Academic Language

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Eighth 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	*Pronoun Antecedents	Commas with Coordinate Adjectives	“ice,” “ise,” “ize,” “yze”	Change Complex Words to Simple Words	Multiple Meaning Words, Greek and Latin Morphemes, Proverbs
26	*Pronoun Number and Person Shifts	Commas with Hierarchical Adjectives	“ice,” “ise,” “ize,” “yze”	Nominative Absolute Sentence Openers	Word Relationships, Connotations, Academic Language
27	Demonstrative Pronouns and *Vague Pronoun References	Commas with Appositives	“us” and “ous”	Parallel Items in a List	Multiple Meaning Words, Greek and Latin Morphemes, Proverbs
28	Nonrestrictive *Adjective Clauses and Relative Pronouns	Punctuation in Restrictive Clauses	“us” and “ous”	Adjectival Clause Sentence Openers	Word Relationships, Connotations, Academic Language
29	Restrictive *Adjective Clauses and Relative Pronouns	Punctuation with Relative Pronouns	“qu”	Parallel Structures	Multiple Meaning Words, Greek and Latin Morphemes, Onomatopoeia
30	Predicate Adjectives and *Adjectival Phrases	Dialogue and Direct Quotations	“qu”	Adjectival Phrase Sentence Openers	Word Relationships, Connotations, Academic Language
31	Past Participles	Punctuation of Direct Quotations	Accent Shift	Words between Helping Verbs and Base Forms of the Verbs	Multiple Meaning Words, Greek and Latin Morphemes, Personification
32	Past Participial Phrases	Ellipses	Accent Shift	Past Participle Sentence Openers	Word Relationships, Connotations, Academic Language

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Eighth Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
33	Present Participles	Quotations within Quotations	Masculine and Feminine	Eliminate Dangling Modifiers	Multiple Meaning Words, Greek and Latin Morphemes, Personification
34	Present Participial Phrases	Punctuation of Non-standard Usage Quotations	Masculine and Feminine	Past Participial Phrase Sentence Openers	Word Relationships, Connotations, Academic Language
35	Comparative Modifiers	In-text Citations and Indirect Quotations	“al,” “ial,” “cial,” “tial”	Eliminate Squinting Modifiers	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
36	Superlative Modifiers	MLA Works Cited Page	“al,” “ial,” “cial,” “tial”	Present Participle Sentence Openers	Word Relationships, Connotations, Academic Language
37	*Misplaced Modifiers	Italics and Underlining: Book, Website, Newspaper, and Magazine Titles	Diminutives	Change Nominalizations to Verbs	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
38	*Dangling Modifiers	Italics and Underlining: Play, Television Show, Movie, and Works of Art Titles	Diminutives	Present Participial Phrase Sentence Openers	Word Relationships, Connotations, Academic Language
39	*Squinting Modifiers	Quotation Marks: Song, Poem, and Book Chapter Titles	<i>a</i> and <i>e</i> Banal	Rearrange in Chronological Order	Multiple Meaning Words, Greek and Latin Morphemes, Allusions
40	*Verb Phrases	Quotation Marks: Newspaper, Magazine, and Blog Article Titles	<i>a</i> and <i>e</i> Banal	Transition Word Sentence Openers	Word Relationships, Connotations, Academic Language

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Eighth Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
41	*Shifts in Verb Tense	Quotation Marks: Short Story and Document Titles	“ly” and “ally”	Delete Restatements	Multiple Meaning Words, Greek and Latin Morphemes, Allusions
42	Progressive Verb Forms	Capitalization of Named People, Places, Things, and Products	“ly” and “ally”	Progressive Verb Sentence Openers	Word Relationships, Connotations, Academic Language
43	Perfect Verb Forms	Capitalization of Titles	Pronunciation Problems	Delete Redundant Categories	Multiple Meaning Words, Greek and Latin Morphemes, Consonance
44	Infinitives	Capitalization of Holidays and Dates	Pronunciation Problems	Perfect Participle Sentence Openers	Word Relationships, Connotations, Academic Language
45	Indicative Mood	Capitalization of Special Events and Historical Periods	Schwa	Parallel Noun Constructions	Multiple Meaning Words, Greek and Latin Morphemes, Consonance
46	Imperative Mood	Capitalization of Organizations and Businesses	Schwa	Infinitive Sentence Openers	Word Relationships, Connotations, Academic Language
47	Interrogative Mood	Capitalization of Languages, Dialects, and People Groups	Greek and Latin Prefixes	Combine Short, Choppy Sentences Using Coordination	Multiple Meaning Words, Greek and Latin Morphemes, Assonance
48	Conditional Mood	Question Marks	British-American Variations	Infinitive Phrase Sentence Openers	Word Relationships, Connotations, Academic Language

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Eighth Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
49	Subjunctive Mood	Exclamation Points	British-American Variations	Change Imprecise Words to Precise Words	Multiple Meaning Words, Greek and Latin Morphemes, Assonance
50	Verb Voice and Mood Shifts	Colons to Introduce Long Direct Quotations	British-American Variations	Continuous Infinitive Sentence Openers	Word Relationships, Connotations, Academic Language
51	Subordinating Conjunctions and *Adverbial Clauses	Parentheses	British-American Variations	Change Passive to Active Voice	Multiple Meaning Words, Greek and Latin Morphemes, Verbal Irony
52	Relative Adverbs and *Adverbial Clauses	Dashes	British-American Variations	Relative Adverb Clause Sentence Openers	Word Relationships, Connotations, Academic Language
53	Adverb Order	Brackets	British-American Variations	Combine Choppy Sentences Using Relative Clauses	Multiple Meaning Words, Greek and Latin Morphemes, Situational Irony
54	*Non-standard English Deletions	Hyphens	British-American Variations	Adverbial Clause Sentence Openers	Word Relationships, Connotations, Academic Language
55	*Non-standard English Additions	Slashes	British-American Variations	Change Adjectives Preceding Nouns to Appositives	Multiple Meaning Words, Greek and Latin Morphemes, Dramatic Irony
56	*Non-standard English Substitutions	Numbers	British-American Variations	Adverbial Clause Sentence Openers	Word Relationships, Connotations, Academic Language

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