

**Digital and  
Printable Versions**

# TEACHING GRAMMAR, USAGE, AND MECHANICS



**GOOGLE SLIDES,  
FORMS, SHEETS,  
AND PRINTABLE  
PDFS. A FULL  
YEAR OF  
LESSONS  
AND TESTS**



**HIGH SCHOOL**



**Aligned to Common Core Standards**

# Teaching Grammar, Usage, and Mechanics High School Lessons

| Lesson | Mechanics   | Grammar and Usage   |
|--------|---|---|
| 1      | The i before e Spelling Rule                            | Proper Nouns Review   |
| 2      | The Final y Spelling Rule                               | Common Nouns Review   |
| 3      | The Silent e Spelling Rule                              | Pronouns Review   |
| 4      | The Double the Consonant Spelling Rule                  | Adjectives Review   |
|        | <b>Unit Test</b>  |   |
| 5      | The Ending "an" or "en" Spelling Rule                   | Verbs Review  |
| 6      | The "able" or "ible" Spelling Rule                      | Adverbs Review  |
| 7      | The Ending "ion" Spelling Rule                          | Conjunctions Review   |
| 8      | The Plurals Spelling Rule                               | Prepositions Review   |
|        | <b>Unit Test and Diagnostic Assessments</b>             |   |
| 9      | Periods in Latin Expression                             | Proper and Common Nouns                                       |
| 10     | Periods in Names, Abbreviations, and Acronyms           | Personal Pronouns   |
| 11     | Periods in Indirect Questions and Intentional Fragments | Subject Case Pronouns   |
| 12     | Periods in Decimal Outlines                             | Object Case Pronouns  |
|        | <b>Unit Test</b>  |   |
| 13     | Semicolons with Conjunctions                            | Possessive Pronouns   |
| 14     | Apostrophes for Singular Possessive Nouns               | Adjectives  |
| 15     | Apostrophes for Plural Possessive Nouns                 | Transitive and Intransitive Verbs and *Subject-verb Agreement |
| 16     | Apostrophes in Compound Possessive Nouns                | Adverbs   |
|        | <b>Unit Test</b>  |   |
| 17     | Apostrophes in Contractions                             | Coordinating Conjunctions                                     |
| 18     | Comma Misuse  | Correlative Conjunctions                                      |
| 19     | Commas for Dates  | Subordinating Conjunctions                                    |
| 20     | Commas for Letters                                      | *Prepositional Phrases  |
|        | <b>Unit Test</b>  |   |
| 21     | Commas in Addresses                                     | Subjects and Predicates                                       |
| 22     | Commas for Names  | Direct and Indirect Objects                                   |
| 23     | Commas for Geographical Places                          | Phrases and Clauses   |
| 24     | Commas for Tag Questions                                | **Fragments and Run-ons                                       |
|        | <b>Unit Test</b>  |   |

\* Denotes Language Progressive Skill.

# Teaching Grammar, Usage, and Mechanics High School Lessons

| Lesson           | Mechanics   | Grammar and Usage   |
|------------------|---|---|
| 25               | Commas for Direct Speech                                | Sentence Forms: Simple, Compound, Complex, and Compound-complex |
| 26               | <b>Commas in a Series</b>                               | <b>Types of Sentences</b>                                       |
| 27               | Commas after Introductory Words and Phrases             | *Noun Phrases   |
| 28               | <b>Commas after Introductory Clauses</b>                | <b>*Noun Clauses</b>  |
| <b>Unit Test</b> |   |   |
| 29               | Commas and Quotation Marks with Speaker Tags            | Gerunds   |
| 30               | <b>Commas before Conjunctions in Compound Sentences</b> | <b>Gerund Phrases</b>   |
| 31               | Commas in Complex Sentences                             | Reflexive, Intensive, and Reciprocal Pronouns                   |
| 32               | <b>Commas with Parenthetical Expressions</b>            | <b>Indefinite Pronouns</b>                                      |
| <b>Unit Test</b> |   |   |
| 33               | Commas with Coordinate Adjectives                       | *Pronoun Antecedents  |
| 34               | <b>Commas with Hierarchical Adjectives</b>              | <b>*Pronoun Number and Person Shifts</b>                        |
| 35               | Punctuation with Appositives                            | *Vague Pronoun References and Demonstrative Pronouns            |
| 36               | <b>Commas with Nonrestrictive Clauses</b>               | <b>*Nonrestrictive Adjective Clauses and Relative Pronouns</b>  |
| <b>Unit Test</b> |   |   |
| 37               | Punctuation in Restrictive Clauses                      | *Restrictive Adjective Clauses and Relative Pronouns            |
| 38               | <b>Dialogue and Direct Quotations</b>                   | <b>*Predicate Adjectives and Adjectival Phrases</b>             |
| 39               | Punctuation of Direct Quotations                        | Past Participles  |
| 40               | <b>Ellipsis</b>   | <b>Past Participial Phrases</b>                                 |
| <b>Unit Test</b> |   |   |
| 41               | Quotations within Quotations                            | *Present Participles  |
| 42               | <b>Punctuation of Non-standard Usage</b>                | <b>Present Participial Phrases</b>                              |
| 43               | In-text Citations and Indirect Quotations               | Comparative Modifiers   |
| 44               | <b>MLA Works Cited Page</b>                             | <b>Superlative Modifiers</b>                                    |
| <b>Unit Test</b> |   |   |

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# Teaching Grammar, Usage, and Mechanics High School Lessons

| Lesson           | Mechanics  | Grammar and Usage                                |
|------------------|--|--|
| 45               | Italics and Underlining: Book, Website, Newspaper, and Magazine Titles         | *Misplaced Modifiers                             |
| 46               | Italics and Underlining: Play, Television Show, Movie, and Works of Art Titles | *Dangling Modifiers                              |
| 47               | Quotation Marks: Song, Poem, and Book Chapter Titles                           | Squinting Modifiers                              |
| 48               | Quotation Marks: Newspaper, Magazine, and Blog Article Titles                  | *Verb Phrases                                    |
| <b>Unit Test</b> |  |  |
| 49               | Quotation Marks: Short Story and Document Titles                               | *Shifts in Verb Tenses                           |
| 50               | Capitalization of Named People and Places                                      | Progressive Verb Tense                           |
| 51               | Capitalization of Named Things and Products                                    | Perfect Verb Tense                               |
| 52               | Capitalization of Holidays and Dates   | *Infinitives                                     |
| <b>Unit Test</b> |  |  |
| 53               | Capitalization of Special Events and Historical Periods                        | Indicative Mood                                  |
| 54               | Capitalization of Organizations and Businesses                                 | Imperative Mood                                  |
| 55               | Capitalization of Languages, Dialects and People Groups                        | Interrogative Mood                               |
| 56               | Question Marks   | Conditional Mood                                 |
| <b>Unit Test</b> |  |  |
| 57               | Exclamation Points   | *Subjunctive Mood                                |
| 58               | Colons to Introduce Block Quotations   | *Verb Voice and Mood Shifts                      |
| 59               | Parentheses with Complete Sentences  | Subordinating Conjunctions and Adverbial Clauses |
| 60               | *Dashes to Indicate Relationships  | Relative Adverbs and Adverbial Clauses           |
| <b>Unit Test</b> |  |  |
| 61               | Brackets   | Adverb Order                                     |
| 62               | Hyphens: Compound Adverbs  | Non-standard English Deletions                   |
| 63               | Slashes  | Non-standard English Additions                   |
| 64               | Numbers  | Non-standard Substitutions                       |

**Unit Test**  
\* Denotes Language Progressive Skill.

| FOCUS 🔍   |   |
|---|---|
| Resources   | Mechanics Notes   |
| <p>The root is the meaning part of the word. If the root is a complete word, it is a <i>base word</i>.</p> <p>Remind students that a suffix is a syllable following the last root.</p> <p><b>Exceptions to the Rule:</b> collapsible, flexible, formidable, inevitable, irresistible, memorable, portable, probable</p> <p>More practice? Check out these spelling worksheets at <a href="http://bit.ly/2qVbBqA">http://bit.ly/2qVbBqA</a> and <a href="http://bit.ly/2rNxoQi">http://bit.ly/2rNxoQi</a>.</p> | <p>John "able" or "ible" Schmidt <a href="http://bit.ly/2bZEuHG">http://bit.ly/2bZEuHG</a> (to the tune of "John Jacob Jingleheimer Schmidt")</p> <p>Base words add "able" to the end, as do word parts, <i>John Jacob Jingleheimer Schmidt: that's my name, too.</i> that end in silent <u>e</u> or with hard /c/ or /g/,<br/><i>Whenever we go out, the people always shout,</i></p> <p>Examples: <b>despicable, navigable, teachable, likeable</b></p> <p>but for all others add "i-b-l-e".<br/><i>Saying, "John Jacob Jingleheimer Schmidt."</i></p> <p>Examples: <b>reducible, eligible, visible, permissible</b></p>        |
| Resources   | Parts of Speech Notes   |
| <p>Check out the four questions adverbs ask of adjectives, adverbs, or verbs in the <b>Parts of Speech Song</b> at <a href="http://bit.ly/29aK4EV">http://bit.ly/29aK4EV</a>.</p> <p>Note that the song teaches adverbs in the proper written order.</p> <p>Use specific, vivid verbs rather than weak verbs supported with adverbs.</p> <p>Avoid these overused adverbs: definitely, extremely, really, seriously, truly, and very.</p>  | <p>An adverb modifies an adjective, adverb, or verb with What degree? How? Where? or When? Many adverbs end in "_ly."</p> <p>Examples</p> <p>What Degree: <b>more</b><br/>How: <b>slowly</b><br/>Where: <b>there</b><br/>When: <b>later</b><br/>Modifying an Adjective: <b>He acts <u>too</u> emotional.</b><br/>Modifying an Adverb: <b>She walks <u>unusually</u> slowly.</b><br/>Modifying a Verb: <b>I walked <u>here and there</u>.</b></p> <p>Adverbs can be part of a phrase (a group of related words). Avoid stringing together adverbial phrases.</p> <p>Example: <b>He walked like a turtle, slow as molasses.</b></p> |
| SUMMARY/REFLECTION  |   |
|   |   |
|   |   |

## Guided Practice

1. Re-write this sentence correctly: Even though the television volume was barely audible, the woman talked unbelievably loud.

Even though the television volume was barely audible, the woman talked unbelievably loud.

2. Re-write this sentence correctly: The highway sign read, "Chains advisable" even though there was only a negligible amount of snow.

The highway sign read, "Chains advisable" even though there was only a negligible amount of snow.

3. Re-write the sentence and underline the adverbs which answer *What Degree*.

Tom ultimately agreed with his wife that less is usually better.

4. Re-write the sentence and underline the adverbs which answer *How*.

She acted secretively when she suspiciously dropped the letter on his desk.

5. Re-write the sentence and underline the adverbs and adverb phrases which answer *Where*.

Somewhere in the woods, the children walked around looking for wild mushrooms.

6. Re-write the sentence and underline the adverbs and adverb phrases which answer *When*.

I can often tell when she wants to leave though she seldom will say so.

## Sentence Diagram Answers

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



## Mentor Text and Response Discussion

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

Cicero  
(106 B.C.–43 B.C.)

This quotation includes adverbs before and after the words they modify. Respond to the author's point, using at least three types of adverbs.

## Sentence Dictations

Mechanics– Write this sentence correctly:

She needed a visible and tangible symbol of his love, and the two-carat diamond ring certainly met her expectations.

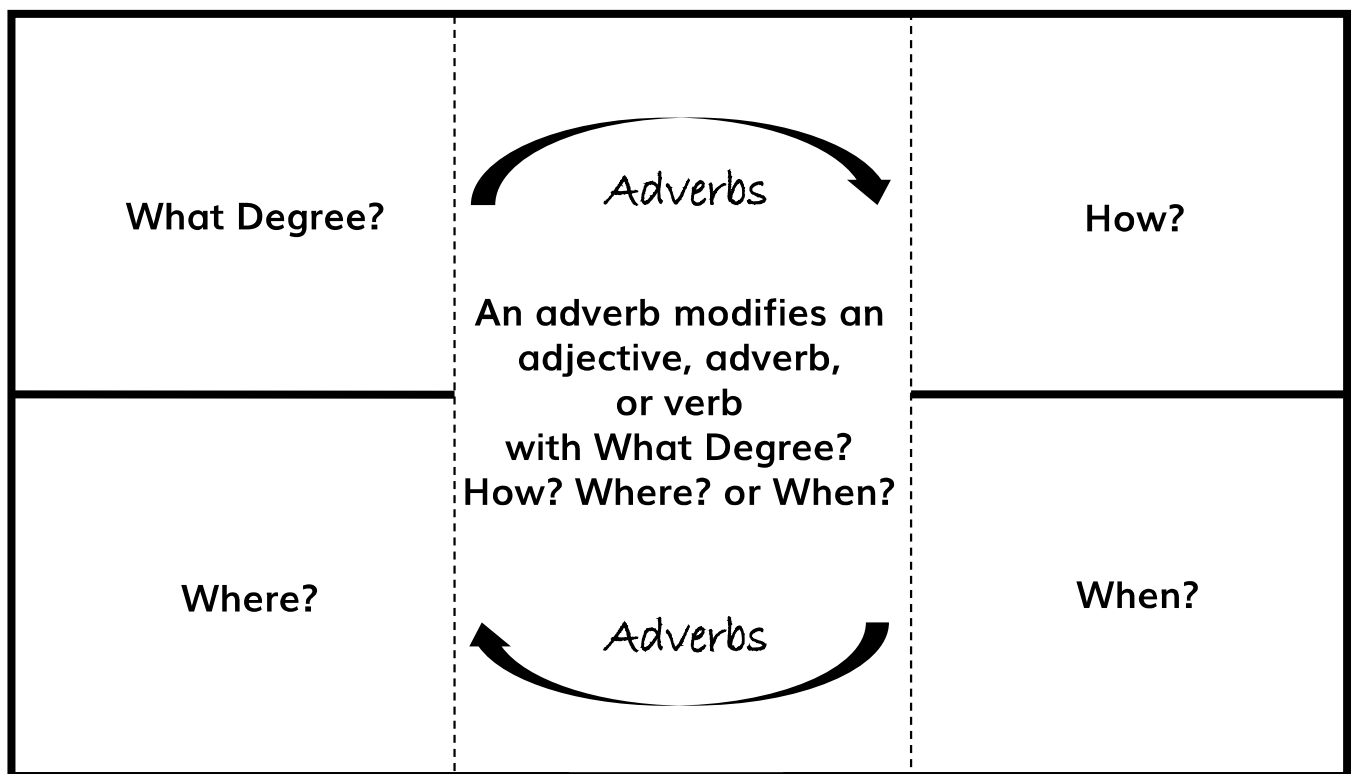
Grammar and Usage– Write this sentence and underline the adverbs:

I truly love running fast and far to where the road ends.

### 3d Graphic Organizers

#### Directions

1. Color or highlight.
2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs.
3. Write examples for each type of adverb on the back of the flaps.





**FOCUS** 🔍

| Cues   | Mechanics Notes  |
|--|--|
| <p>Check out the article and listen to the <b>John "able" or "ible" Schmidt</b> song at <a href="http://bit.ly/2bZEuHG">http://bit.ly/2bZEuHG</a>.</p> <p>More practice? Check out these spelling worksheets at <a href="http://bit.ly/2qVbBqA">http://bit.ly/2qVbBqA</a> and <a href="http://bit.ly/2rNxoQi">http://bit.ly/2rNxoQi</a>.</p> | <p style="text-align: center;"><b>John "able" or "ible" Schmidt</b><br/>(to the tune of "John Jacob Jingleheimer Schmidt")</p> <p>Base words add "able" to the end, as do word parts, <i>John Jacob Jingleheimer Schmidt: that's my name, too.</i> that end in silent <u>e</u> or with hard /c/ or /g/,<br/><i>Whenever we go out, the people always shout,</i></p> <p>Examples: _____</p> <p>but for all others add "i-b-l-e".<br/><i>Saying, "John Jacob Jingleheimer Schmidt."</i></p> <p>Examples: _____</p> |

| Cues  | Parts of Speech Notes   |
|---|---|
| <p>Check out the four questions adverbs ask of adjectives, adverbs, or verbs in the <b>Parts of Speech Song</b> at <a href="http://bit.ly/29aK4EV">http://bit.ly/29aK4EV</a>.</p> | <p>An adverb modifies an adjective, adverb, or verb with What degree? How? Where? or When? Many adverbs end in "_ly."</p> <p>Examples</p> <p>What Degree: _____</p> <p>How: _____</p> <p>Where: _____</p> <p>When: _____</p> <p>Modifying an Adjective: _____</p> <p>Modifying an Adverb: _____</p> <p>Modifying a Verb: _____</p> <p>Adverbs can be part of a phrase (a group of related words). Avoid stringing together adverbial phrases.</p> <p>Examples: _____</p> <p>_____</p> |

|                           |
|---------------------------|
| <b>SUMMARY/REFLECTION</b> |
|                           |
|                           |

## Guided Practice

1. Re-write this sentence correctly: Even though the television volume was barely audible, the woman talked unbelievably loud.

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2. Re-write this sentence correctly: The highway sign read, "Chains advisable" even though there was only a negligible amount of snow.

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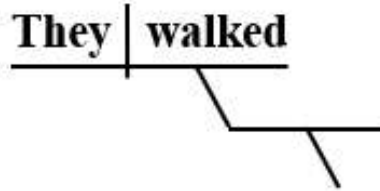
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## Sentence Diagram

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



## Mentor Text and Response

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

Cicero  
(106 B.C.–43 B.C.)

This quotation includes adverbs before and after the words they modify. Respond to the author's point, using at least three types of adverbs.

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## Sentence Dictations

Mechanics– Write this sentence correctly:

---

---

Grammar and Usage– Write this sentence and underline the adverbs:

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## Grammar, Usage, and Mechanics Worksheet #44

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### **FOCUS**      Future Progressive Verbs

The **future progressive verb tense** is used to show an ongoing action in the future.

### **CONNECT TO WRITING**

The future progressive verb tense shows an ongoing action that will be completed over a period of time.

**Example:** Dante *will be watching* the playoff game tonight.

The future progressive verb tense can also show a repeated action that will *not* be completed. The future progressive uses *will be* + the base form of the verb + “\_\_ing” to match both singular and plural nouns and pronouns.

**Example:** They *will be trying* some new ideas in the classroom.

### **PRACTICE**

Change the verbs in the following sentences to the future progressive verb tense in the spaces provided.

1. We will run the mile in P.E. today.

---

2. I thought of you as you celebrate your birthday.

---

3. Danya and Darla have watched the movie tonight.

---

4. They had been volunteering every weekend at the shelter.

---

### **WRITE**

Write your own sentence with the future progressive verb tense.

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## Grammar, Usage, and Mechanics Worksheet #45

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### FOCUS Future Perfect Verbs

The **future perfect verb tense** refers to a physical or mental action or a state of being that will be completed before a specific time in the future. The future perfect is formed with a helping verb such as the modals: *can, could, may, might, must, shall, should, will*, and *would* + *has* or *have* + with *had* + the past participle (a verb ending in “\_ed,” “\_d,” “\_t,” or “\_en” for regular verbs).

**Example:** *We will have walked* six miles by three-o’clock this afternoon.

### CONNECT TO WRITING

The future perfect verb tense either states or implies (suggests without stating) a specific time in the future.

### PRACTICE

Write the future perfect tense of each verb in these sentences in the spaces provided.

**–A physical or mental action or a state of being that will be completed before a specific time in the future**

1. We ride bikes until our legs begin to ache. \_\_\_\_\_
2. We had seen three busses pass our house in ten more minutes. \_\_\_\_\_
3. You will tell three stories to the class by the end of this year. \_\_\_\_\_

**–The length of time an action will be in progress up to a specific time in the future**

4. They are sleeping for ten hours by this noon. \_\_\_\_\_
5. Mom gave twenty dollars every month for twenty years by this summer. \_\_\_\_\_
6. Not one animal will perform by the time we get to the circus. \_\_\_\_\_

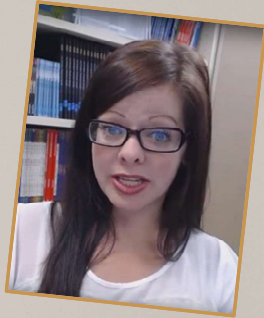
### WRITE

Compose your own sentence with the future perfect verb tense.

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She goes by the name, Ann Smith. Seemingly, a kind and nerdy online grammar teacher, our agency has unmasked her real identity as an enemy secret agent.



*Ms. Ann Smith  
Grammar Teacher*

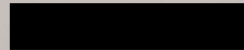
Our secretary has ordered [redacted] to learn the true identity of Ms. Smith. Your mission, should you choose to accept it, is to infiltrate her online grammar class as a student and pressure her to turn to our side and become a double agent.

**CLICK TO PLAY**

Look for secret key clues  throughout her grammar lesson to discover Ann Smith's identity and her mission, and report your results to the Secretary via coded messages.

As always, should you be [redacted] identified, the Secretary will disavow any knowledge of your actions.

This message will self-destruct in 5 seconds.



**TOP SECRET**



## LANGUAGE CONVENTIONS LESSON #1

### Grammar and Usage

TYPE THESE COMMON NOUNS IN THE BAGS TO MATCH THEIR ARTICLES: avocado, petunia, history, mustard, ostrich, ladder, earth, heir, pepper



DRAG THE RECTANGLES INTO THE **SECRET FILE** TO CHECK YOUR ANSWERS. THE ORDER OF THE COMMON NOUNS DOES NOT MATTER.

TOP SECRET



## LANGUAGE CONVENTIONS LESSON #2

**Break-up Boulevard:** Move the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> person arrows next to the pronouns which match.

START

I was barefoot in the kitchen when you told me. (1st, 2nd, 3rd)  
 (He had been her boyfriend for six months. Was he serious?) (1st, 2nd, 3rd)  
 You play stupid games; you win stupid prizes. (1st, 2nd, 3rd)  
 Well, my castle crumbled overnight. (1st)  
 (I, myself, had thought we felt the same about each other.) (1st, 2nd, 3rd)  
 -back when you fit in my poems like a perfect rhyme. (1st, 2nd, 3rd)  
 (She obviously depended upon him so much for her good.) (1st, 2nd, 3rd)  
 You tell me I never grew up, it's getting so... (1st, 2nd, 3rd)  
 Things were said that never should have been said. (1st, 2nd, 3rd)  
 You held your hand like you would have held me. (1st, 2nd, 3rd)  
 It was the best decision for both of them. Still... (1st, 2nd, 3rd)  
 it's like I'm paralyzed by it. (1st, 2nd, 3rd)  
 But I took your matches before fire could catch me. (1st, 2nd, 3rd)  
 Breaking up? I can't decide if it's a good choice; but for us time won't fly. (1st, 2nd, 3rd)  
 You are the best thing that's ever been mine. (1st, 2nd, 3rd)  
 His breakup with her was hers to use for many songs. (1st, 2nd, 3rd)  
 They, themselves, learned from their experience. (1st, 2nd, 3rd)

ANSWERS

END





## CRACK THE CODE!



We've hacked Ann Smith's text message to an associate. Decipher the code and then delete the rectangles to check your work.

What advice do Parisians give each other when walking in the rain?

Don't step in French poodles.



## CLUE #1

IN WHICH CITY DOES ANN SMITH LIVE?

ANSWER:

**CLASSIFIED**

Cues

Mechanics Notes

The Works Cited page is placed at the end of an essay or research report and lists all of the sources you used in alphabetical order. Double space all Works Cited entries.

**Examples:** Re-write the following with proper punctuation in this Works Cited.

Works Cited

Baker John *How to Use MLA*. El Dorado Hills Pennington Publishing, 2015 Print.

"Citations. *The American Encyclopedia* 3rd ed 2015. Web

Jones, Amanda and King, Melissa. "Using MLA. *mla.org*. 2 May 2015. Web 24 May 2015.

SUMMARY/REFLECTION

Cues

Grammar and Usage Notes

A modifier is an adjective or adverb that defines, changes, describes, or limits the meaning of a word or words.

Examples:

The superlative modifier indicates which is the *most* or *least*. Use the suffix “\_est” for a one-syllable superlative modifier to compare three or more things.

Example:

Use “\_est,” *most*, or *least* for a two-syllable or longer superlative modifier to compare three or more things.

Example:

Use *most* or *least* for adverb comparative modifiers ending in “\_ly.”

Example:

SUMMARY/REFLECTION

## Practice

1. Re-write this Works Cited reference correctly: Stuart Johnson, *Clouds*. San Diego: Lister Publishing, 2017. Print.

2. Re-write this Works Cited reference correctly: Weston, Dylan: *Under My Thumb*. New York City, Barney Publishing, 2017. Print.

3. Re-write this Works Cited reference correctly: "Teaching Today." *Bee Online Encyclopedia*. 4th ed. 2017.

4. Re-write this sentence correctly: Of the watch, belt, and pants, the belt was the most nice gift, and the watch was the cheapest.

5. Re-write this sentence correctly: Compared to Julia, Sammi, and me, Linda is the most prettiest, although she has the least talent.

6. Re-write this sentence correctly: Of the three brothers I worked more consistently to ensure that Mom did not have to struggle.



# Diagnostic Grammar, Usage, and Mechanics Assessment

---

Directions: Complete the test and submit.

---

Email address \*

Valid email address

.....

This form is collecting email addresses. [Change settings](#)

C

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# Diagnostic Grammar, Usage, and Mechanics Assessment Matrix

Proper Nouns

Common Nouns

Personal Pronouns

Adjectives

Verbs

Adverbs

Prepositional Phrases

Coordinating Conjunctions

Subordinating Conjunctions

Correlative Conjunctions (Not Fourth Grade Standard)

Simple and Complete Subjects

Compound Subjects

Simple and Complete Predicates

Compound Predicates

Simple Sentences/Types of Sentences

Compound Sentences

Complex Sentences



# Grammar, Usage, and Mechanics Final Exam

Directions: Complete the test and submit.

\* Required

# 20. Grammar, Usage, and Mechanics Final Exam

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|               | B | CB                 | CC           | CD                          | CE                 | CF                 | CG                      | CH                    | CI                    | CJ                                  | CK                         | CL                                    | CM                                     | CN                                       | CO                                    | CP   | CQ                              | CR                                     | CS                                      | CT  |
|---------------|---|--------------------|--------------|-----------------------------|--------------------|--------------------|-------------------------|-----------------------|-----------------------|-------------------------------------|----------------------------|---------------------------------------|--|--|---------------------------------------|--|---------------------------------|--|---|---|
| Student Names |   | Adverbs Definition | Adverb Order | Adverb Order Identification | Overuse of Adverbs | Adverb Specificity | Prepositions Definition | Prepositional Phrases | Preposition Functions | Prepositional Phrase Identification | Prepositional Phrase Usage | Coordinating Conjunctions Definitions | Coordinating Conjunctions Memory Trick | Coordinating Conjunctions Identification | Commas with Coordinating Conjunctions | Coordinating Conjunctions and Compound Sentences | Coordinating Conjunctions Usage | Subordinating Conjunctions Definitions | Subordinating Conjunctions Memory Trick | Subordinating Conjunctions Identification |
|               |   | 78                 | 79           | 80                          | 81                 | 82                 | 83                      | 84                    | 85                    | 86                                  | 87                         | 88                                    | 89                                     | 90                                       | 91                                    | 92   | 93                              | 94                                     | 95                                      | 96  |