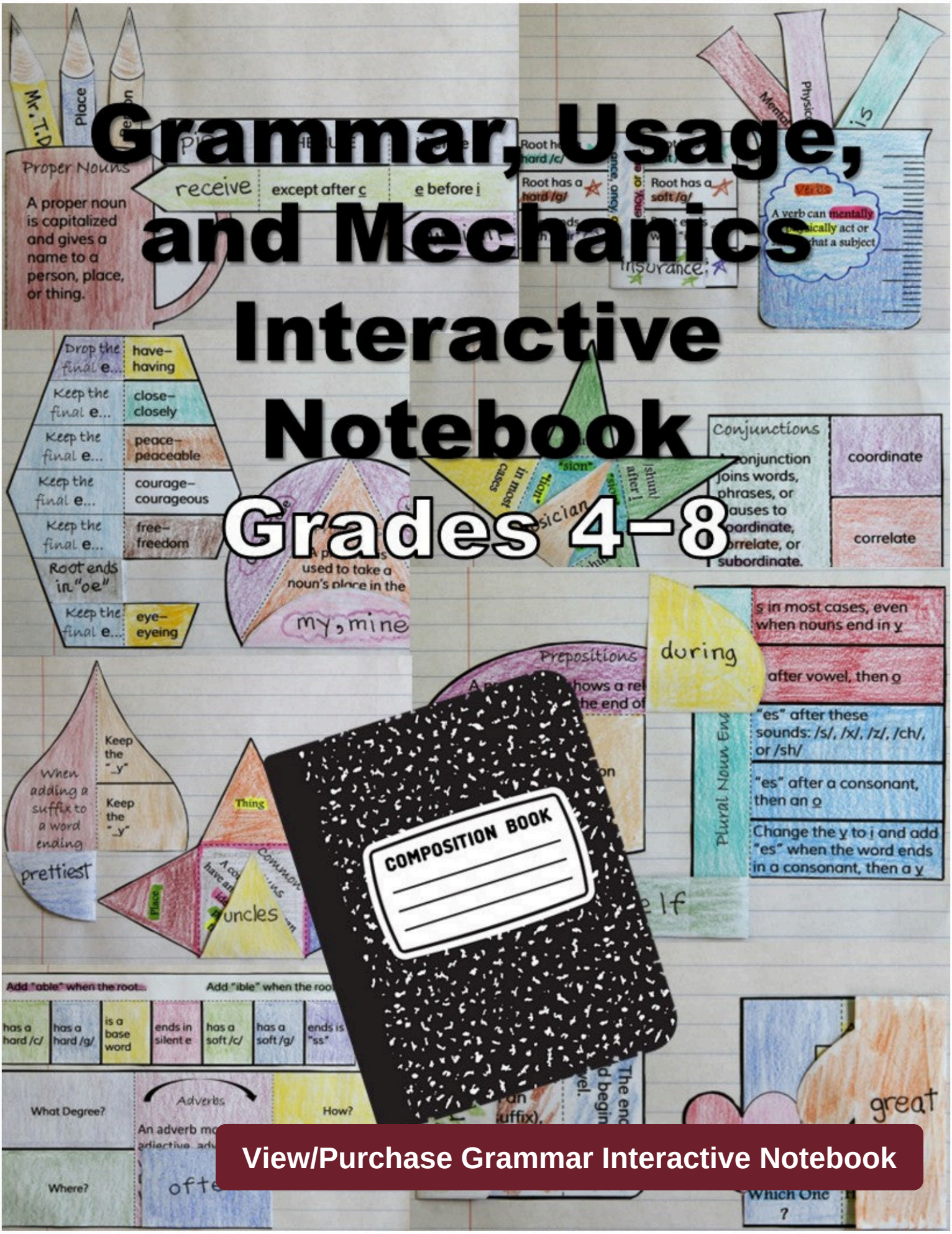
Grammar, Usage, and Mechanics Interactive Notebook

Grades 4–8



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Grammar, Usage, and Mechanics Interactive Notebook (INB)

Thank you for your purchase of the *Grammar, Usage, and Mechanics Interactive Notebook*.

What makes this Grammar, Usage, and Mechanics INB the best curriculum for you and your students?

- Each of the 64 lessons provides separate teacher and student formats for a full year of grammar, usage, and mechanics instruction. Student lessons are both printable PDFs and **Google slides.** A lesson takes about 40 minutes to complete and includes these instructional components:

  - ✓ **Cornell Notes Mechanics and Grammar Lesson with Online Links, and Resources**
  - ✓ **Guided Practice**
  - ✓ **Cartoon Response, Writing Application, and 3D Graphic Organizer**
  - ✓ **Interactive Google slides with drop and drag, fill-in-the-text box, and audio file activities for the parts of speech lessons**
- Aligned to the Common Core Anchor Standards for Language and the Progressive Skills Review
- Biweekly unit tests including definition, identification, and application with optional Google forms
- Clear directions with the same instructional procedures for each lesson. Perfect for both the beginning teacher and expert grammarians
- The best online links to songs, posters, sentence diagrams, and more
- Diagnostic Grammar, Usage, and Mechanics Assessments with 77 corresponding remedial worksheets… each with formative assessments, recording matrices for progress monitoring, and answers (of course) with optional Google forms, slides, and sheets
- Over 100 supplemental resources with remedial grammar, mechanics, and spelling worksheets, each with a formative assessment… perfect for below grade, EL, and Special Ed students. Ideal for for differentiated instruction, learning centers, and homework (answers included).
- Simple and fun **graphic organizers** from Tangstar with clear directions and less mess for in-class or at home creation **or interactive Google slides** with a fun problem-solving **secret agent theme**
- Minimal prep and correction. Teachers don't have to create their own INB for student make-up work
- Flexible curriculum. Teachers choose what works for their schedules and class time. Complete all or part of each lesson. Curriculum aligned to *all* grades 4–8 Common Core Language Strand Standards. Create **cut and paste paper INBs or use the Google slides.** See comprehensive alignment documents to select grade level Standards.
- Takes less class time than other interactive notebook programs. You do have other subjects to teach!

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Student Lessons (PDF

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FAQs

√ Do the ***Grammar, Usage, and Mechanics Interactive Notebook*** (INB) lessons address all of the grades 4–8 Common Core Language Standards (L. 1, 2), the College and Career Readiness Anchor Standards for Language, and the Progressive Language Skills? Yes. See the alignment documents at the end of this book. This INB is a flexible curriculum; choose to teach all of part of each lesson. Two forty-minute lessons per week will cover all grades 4–8 Standards including the Progressive Skills Review for each grade level. Teachers can list the Standards, or the essential question, behavioral objective, Depth of Knowledge level, lesson topics, learning goals, I Can statements, etc. for students to write in the FOCUS section of each INB lesson.

√ What's in each forty-minute INB lesson? Each lesson is designed in Cornell Notes format with online and additional print resources to reinforce each lesson component. Lessons include direct instruction in both grammar and mechanics, examples for students to add to their notes, guided practice sentences, a grammar cartoon response, and a writing application. Both student and teacher lesson pages are provided. **The Google slides include the full text of the Cornell Notes lesson and the guided practice.**

√ How complicated is this program? Are the directions confusing? Each lesson follows the same directions and format, unlike other INBs. This program is user-friendly for both teacher and students.

√ How flexible is this program? What if I don't want to do each part of the lesson each time? This curriculum is designed to support you, the teacher. Not all lesson components need to be taught each time to achieve results. Give the biweekly tests via Google forms or print them out. Give the diagnostic assessment via Google forms or print it. **Assign the remedial worksheets via Google slides or print them.**

√ How are the unit tests designed? Biweekly unit tests consist of definition, identification, and writing application and take only about 20–25 minutes to complete. More time teaching and less time testing!

√ How much prep and correction will I have to do to teach this program? Prep consists of copying three INB lesson pages for each student and the worksheets for individualized assessment-based instruction. Or don't copy anything with the Google slides. **The teacher pages are formatted for in-class display or ZOOM.** Students self-correct all lesson components. Students learn by correcting their own mistakes. Teachers should periodically collect the INBs or require students to share their slides to skim grade for neatness and completeness.

√ Just how messy is this INB program? How much class time is wasted making this INB program into an art project? Every effort has been made to minimize coloring, cutting, and gluing or taping the creative 3D Graphic Organizers (provided by **Tangstar** at **http://tangstarscience.blogspot.ca/**. Unlike other INB programs, students don't have to copy down huge chunks of the lesson.

√ Do I have to create my own INB to model for students and for absent student make-ups? No, it's all done for you. Just place the teacher pages in a binder for absent students to copy examples and self-correct.

√ Are there resources for students who are below grade level? For my EL students? For my special ed students? Yes! The program includes plenty of remedial worksheets for extra practice in the Links and Resources sections.

√ Are answers provided for EVERYTHING in this program, including the lessons, worksheets, and unit tests? Yes, except for individual writing application responses, which will vary.

√ Who is the amazing cartoonist? David Rickert. Check out David's site at **http://davidrickert.com/**.

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Terms of Use

Thank you for purchasing the **Grammar, Usage, and Mechanics Interactive Notebook Grades 4–8**. Please let me know if you have any questions, suggestions, or concerns. My email address is mark@penningtonpublishing.com.

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Portions of this book have been previously published in *Grammar, Usage, and Mechanics* © 2003, 2011 Pennington Publishing and *Grammar, Mechanics, Spelling, and Vocabulary (Teaching the Language Strand) Grades 4, 5, 6, 7, and 8* © 2013 and © 2014 Pennington Publishing.

Mark Pennington

The **Grammar, Usage, and Mechanics Interactive Notebook Grades 4–8** program includes both printable PDF files and Google slides, forms, and sheets. The above license restrictions apply to all formats. **New to using Google slides and forms? These directions will get you up and running:**

Google Slides
Google Forms
Google Classroom (not needed to use the program)

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Materials Preparation and Google Apps

Copy the three student lesson pages for each INB lesson and the biweekly unit tests for all students. Students will complete four lessons before taking the biweekly unit test.

Or collect student gmails for the Google slides and forms. The program works in and out of Google Classroom.

After administering the grammar and usage, mechanics, and spelling patterns assessments following completion of the eight-lesson Spelling Rules and Parts of Speech Unit, record student names and slashes to indicate unmastered grammar, usage, mechanics, and spelling skills on the progress monitoring matrices. Total the number of unmastered skills for each assessment item and copy the number of assessment-based worksheets. Place the worksheets in accessible files for students. **Or use the self-correcting Google forms and sheets for the test and progress monitoring matrix.**

Copy the Grammar and Mechanics and Spelling Pattern Worksheet answers and create three-ring binder Answer Booklets. I recommend six Answer Booklets per classroom so that students will not have to wait to grade their individualized worksheets.

Provide class sets of scissors, colored pencils, crayons, and highlighters. Also provide rulers to align the 3D graphic organizers properly and crease the folds.

Decisions to make...

Decide on using composition books or spiral notebooks for an in-class or at-home paper interactive notebook or the Google slides. Or some of both!

If creating the paper interactive notebooks, decide on glue, glue sticks, or tape. Most teachers suggest using name brand white glue and instruct students to use small dots, rather than glue squiggle lines for gluing. Tape also works well.

Decide whether you will have students cut out and glue or tape the "input" page (the Cornell notes) on the right or left page of the INB and the "output" page (the grammar cartoon, Cartoon Response, Writing Application, and 3D Graphic Organizer) on the opposite. The traditional INB format is "input" on the right and "output" on the left.

These digital files are included in the program. Access the Google slides, forms, and sheets via the links.

- 16 biweekly unit tests and answers (Google forms)

Lessons 1-4	Lessons 5-8	Lessons 9-12	Lessons 13-16
Lessons 17-20	Lessons 21-24	Lessons 25-28	Lessons 29-32
Lessons 33-36	Lessons 37-40	Lessons 41-44	Lessons 45-48
Lessons 49-52	Lessons 53-56	Lessons 57-60	Lessons 61-64

- Diagnostic Grammar, Usage, and Mechanics Assessment (Google forms)
- Diagnostic Grammar, Usage, and Mechanics Assessment recording matrix (Google sheets)
- 77 Grammar, Usage, and Mechanics Slides for remedial practice (Google slides)
- Grammar, Usage, and Mechanics Final Exam (Google forms)
- Grammar, Usage, and Mechanics Final Exam recording matrix (Google sheets)
- 64 student lessons with digital activities (Google slides)

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Program Directions and Sample Lesson

1. Students pick up copies of the lesson, glue or tape, scissors, colored pencils, crayons, and highlighters.

2. Type or write the FOCUS on the Cornell notes teacher page. Options: the essential question, behavioral objective, Standard, Depth of Knowledge level, lesson topics, learning goals, I Can statements, etc.

3. Display, read, explain, and annotate the mechanics and grammar lessons on the teacher "input" (the Cornell notes) projection or page and direct students to copy the examples and your annotations on their student "input" (the Cornell notes) pages as you teach.

4. Check out the online links and resources listed in the left column to see if you want to use these as part of the lesson.

5. Provide time for students to write marginal notes in the left column of the student "input" pages, titled "Cues." Options: main ideas, comments, questions, or connections to related mechanics or grammar content, skills, or rules, or any additional content from the left column of the teacher "input" page, titled "Resources."

6. Students write a brief SUMMARY/REFLECTION for both the mechanics and grammar lessons (optional).

7. Students complete the guided practice. The focus is on applying what has been learned in each lesson.

8. Display the guided practice answers in red (formatted for display). Direct students to self-correct and edit. Many teachers will choose to award points for this task.

9. Students study the cartoon and complete both the Cartoon Response and Writing Application sentences on the second student "output" page.

10. Display the grammar cartoon on the teacher "output" page and read the comment bubble(s) and caption. Write the Cartoon Response answers on the board and direct students to self-correct.

11. Call on students to share their Writing Application sentences (answers vary). Teachers may choose to award points for these tasks.

12. Display the 3D Graphic Organizer and review directions. Students write examples and sentences on the back of the flaps and color or highlight to match the front and back flaps.

13. Students cut out and glue or tape the "input" page (the Cornell notes) at the top and left edge of the notebook page and the Practice page on the opposite notebook page. Students cut out and glue or tape the "output" cartoon, Cartoon Response, and Writing Application as one rectangle at the top and left edge of the opposite notebook page. Students cut out and glue or tape the 3D Graphic Organizer at the bottom of this page.

14. Students return materials and clean up.

15. After completing the eight-lesson Spelling Rules and Parts of Speech Review Unit, administer the **Diagnostic Grammar, Usage, and Mechanics Assessment** (printable PDF or self-correcting Google form. Record the results on the progress monitoring matrix (printable PDF or Google sheets). Assign remedial worksheets or slides to individual students according to the assessment results. The remedial Grammar, Usage, and Mechanics slides includes short instructional videos.

16. Administer the biweekly unit test (printable PDF or Google forms) after each set of four lessons.

17. Administer the fi

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FOCUS 🔎 **Teacher Cornell Notes Sample**

1. Students pick up copies of the lesson, glue or tape, scissors, colored pencils, crayons, and highlighters. 2. Type or write the FOCUS on the Cornell notes teacher page. Options: the essential question, behavioral objective, Standard, Depth of Knowledge level, lesson topics, learning goals, I Can Statements, etc.

chief or the long /i/ sound as in pie.	**Spell i before e 'cause that's the rule** *Rig-a-jig-jig and away we go,*

3. Display, read, explain, and annotate the mechanics and grammar lessons on the teacher "input" (the Cornell notes) projection or page and direct students to copy the examples and your annotations on their student "input" (the Cornell notes) pages as you teach.

Exceptions to the Rule caffeine, conscience, either, foreign, forfeit, height, neither, protein, seize, weird More practice? Check out these spelling worksheets at http://bit.ly/2qRNpkl.	**But e before i comes after c,** *Rig-a-jig-jig and away we go,* **Examples:** receive, conceive **and when you hear long /a/, Hey!** *Hi-ho, hi-ho, hi-ho.*

4. Check out the online links and resources listed in the left column to see if you want to use these as part of the lesson.

Resources	Parts of Speech Notes
The parts of speech describe the function of words (the way they work) in a sentence. Check out the **Parts of Speech Song** to practice the definition of a proper noun at http://bit.ly/29aK4EV.	A proper noun is the name of a person, place, or thing and must be capitalized. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word. Don't capitalize articles a, an, the, coordinating conjunctions for, and, or, and prepositions such as in, by, of, on, to, and with in the middle of titles.

5. Provide time for students to write marginal notes in the left column of the student "input" pages, titled "Links and Response." Options: main ideas, comments, questions, or connections to related mechanics or grammar content, skills, or rules, or any additional content from the left column of the teacher "input" page, titled "Links and Resources." The online links are listed on both the teacher and student pages.

SUMMARY/REFLECTION

6. Students write a brief SUMMARY/REFLECTION for both lessons (optional).

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FOCUS 🔎 **Student Cornell Notes Sample**

Cues	Mechanics Notes
Listen to the **i before e** song at http://bit.ly/2c8afAb. The "ie" spelling can have the long /e/ sound as in chief or the long /i/ sound as in pie. The "ei" spelling can have the long /e/ sound as in ceiling or the long /a/ sound as in eight. Exceptions: weird	**i before e Song** (to the tune of "Rig 'a Jig Jig") **Spell i before e 'cause that's the rule** *Rig-a-jig-jig and away we go,* **that we learned back in school.** *Away we go, away we go!* **Examples:** believe, dried **But e before i comes after c,** *Rig-a-jig-jig and away we go,* **Examples:** receive, perceive **and when you hear long /a/ hey!** *Hi-ho, hi-ho, hi-ho.* **Examples:** weight, neighbor

Cues	Parts of Speech Notes
Check out the **Parts of Speech Song** to practice the definition of a proper noun at http://bit.ly/29aK4EV. Parts of speech describe the function of words (the way they work) in a sentence: proper nouns, common nouns, pronouns, adjectives, verbs, adverbs, conjunctions, prepositions.	A proper noun is the name of a person, place, or thing and must be capitalized. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word. Don't capitalize articles a, an, the, coordinating conjunctions for, and, or, and prepositions such as in, by, of, on, to, and with in the middle of titles. **Examples** **Person:** Mr. T.D. Jones **Person:** Ms. Doe-Thomas **Person:** Mack the Knife **Place:** Rough and Ready **Thing:** Bridge of Sighs

SUMMARY/REFLECTION

Spell i before e except "cei" and "ei" for long /a/. Proper Nouns = capitalized person, place, thing. Don't capitalize articles, conjunctions, or prepositions in middle of titles.

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Guided Practice

7. Students complete the practice sentences. The focus is on applying what has been learned in each lesson.

2. Re-write these sentences correctly: I hurryed to the art show. I was horrified to see her painting displayed next to the garbage can.

3. Re-write these sentences correctly: The special needs child had a helper, who carried supplys and pushed her wheelchair.

4. Re-write this sentence correctly: The Math was due on Friday, so their Teacher could grade it during a holiday vacation.

5. Re-write the sentence and underline the common nouns: Her bravery and self-awareness make her a wonderful member of our team.

6. Re-write the sentence and underline the common nouns. [Bracket] the collective common noun: The flock of Canadian geese remained in the park despite efforts to remove the birds.

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Guided Practice

1. Re-write these sentences correctly: I yeild to the documents were a hoax.

8. Display the Practice answers in red (formatted for display). Direct students to self-correct and edit. Many teachers will choose to award points for this task.

I yield to the researcher's conclusion that the supposed ancient documents were a hoax.

2. Re-write this sentence correctly: The concieted young man failed to keep his receipt.

The conceited young man failed to keep his receipt.

3. Re-write this sentence correctly: Our teacher tried to fiegn surprise, because her friend accidentally told her about the party.

Our teacher tried to feign surprise, because her friend accidentally told her about the party.

4. Re-write this sentence correctly: Let's have lunch at Eat An Apple in the food court at the Sunrise Mall.

Let's have lunch at Eat an Apple in the food court at the Sunrise Mall.

5. Re-write the sentence and underline the proper nouns: The family visited Cardiff by the Sea on their vacation to see Uncle J. P. at his ranch.

Proper Nouns: Cardiff by the Sea, Uncle J.P.

6. Re-write this sentence correctly: We saw the Statue Of Liberty and toured Ellis Island in New York city.

We saw the Statue of Liberty and toured Ellis Island in New York City.

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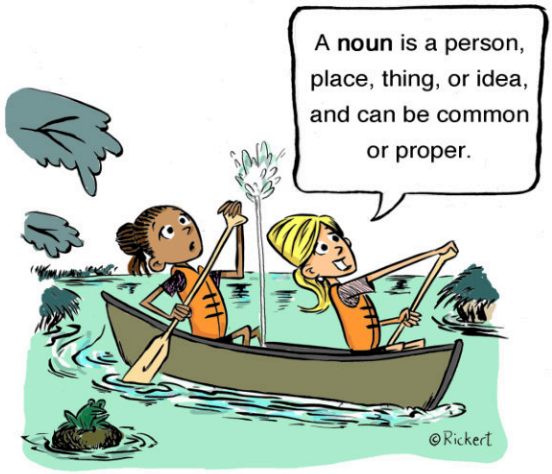
nouns



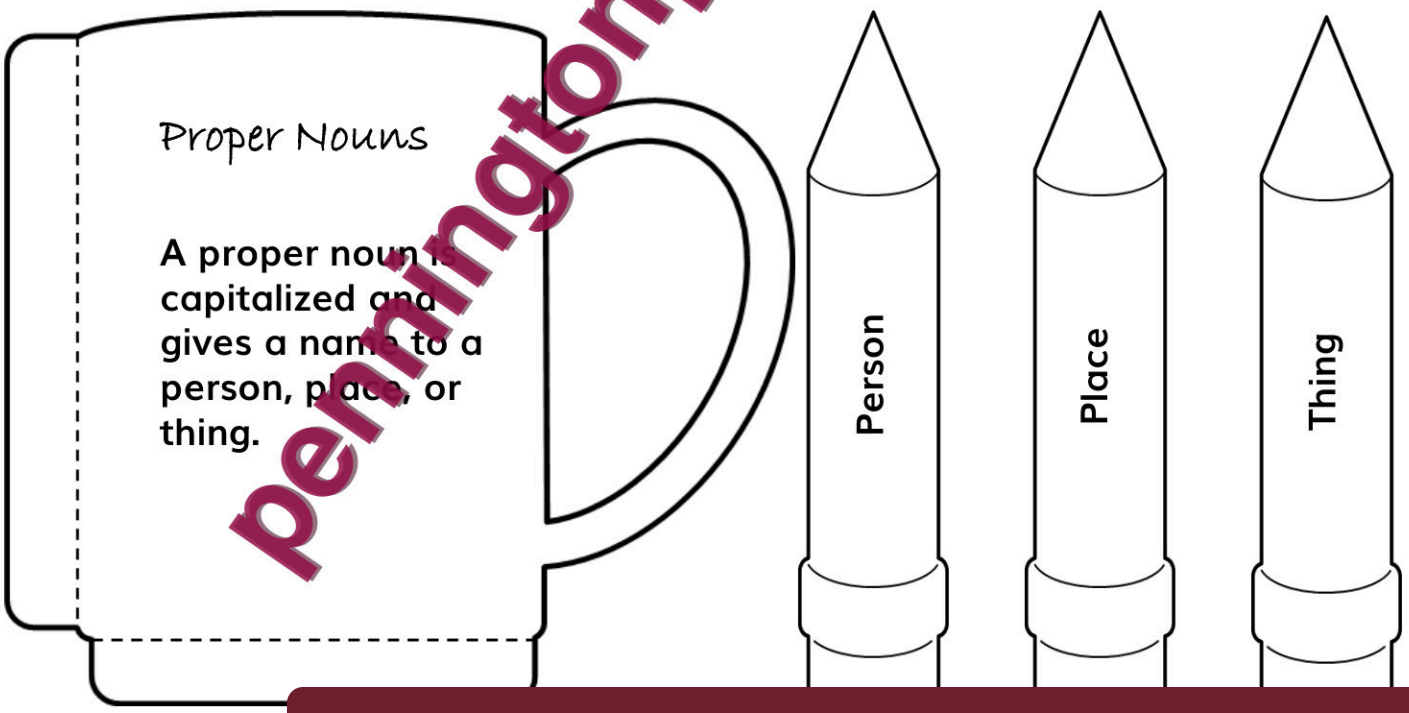
Katie and Deb paddled their canoe down the stream while enjoying the peace and quiet.

http://davidrickert.com

Cartoon Response
Identify the proper nouns in the caption.
9. Students study the cartoon and complete both the Cartoon Response and Writing Application sentences on the second student "output" page.
Writing Application
Write a sentence or two using all three types
of proper nouns.
The President of the United States lives
in the White House in Washington D.C.

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 proper noun on the back of the pencils and place the pencils in the mug.

Student Page Sample



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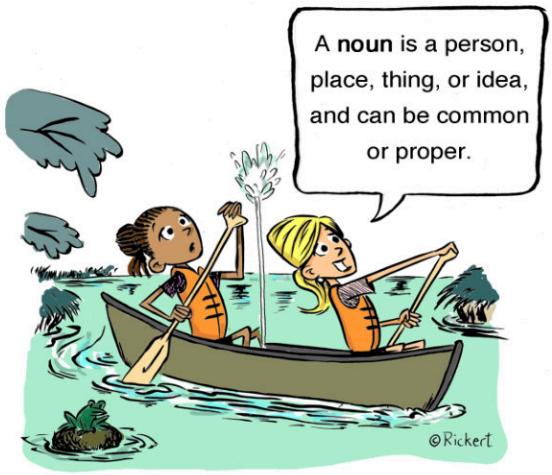
nouns



Katie and Deb paddled their canoe down the stream while enjoying the peace and quiet.

10. Display the grammar cartoon on the teacher "output" page and read the comment bubble(s) and caption. Write the Cartoon Response answers on the board and direct students to self-correct.

Common Nouns: canoe, stream, peace, quiet

Writing Application

11. Call on students to share their Writing Application sentences (answers vary). Teachers may choose to award points for these tasks.

The President of the United States lives

in the White House in Washington D.C.

12. Display the 3D Graphic Organizer and review directions.

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 proper noun on the back of the pencils and place the pencils in the mug.

Teacher Page Sample

Fold at the dotted lines.

Cut at the solid lines.

Proper Nouns

A proper noun is capitalized and gives a name to a person, place, or thing.

Color or highlight the front and back to match.

Person **Place** **Thing**

Write examples for each type of proper noun on the back of the pencils.

Glue or tape the tabs

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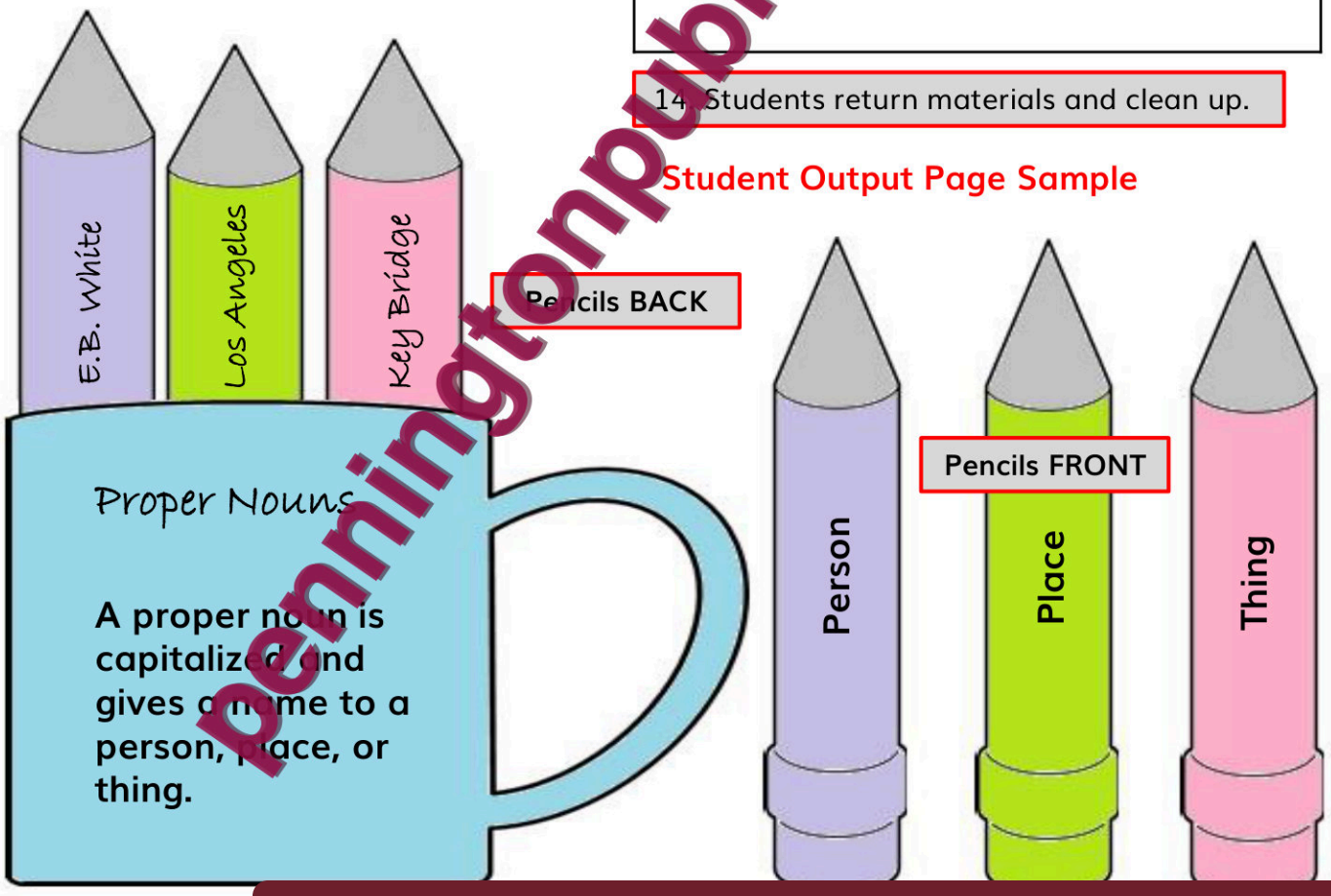
13. Students cut out and glue or tape the "input" page (the Cornell notes) at the top and along the left edge of the notebook page and the Practice page on the opposite notebook page. Students cut out and glue or tape the "output" cartoon, Cartoon Response, and Writing Application as one rectangle at the top and along the left edge of the opposite notebook page. Students cut out and glue or tape the 3D Graphic Organizer at the bottom of this page.

Katie and Deb paddled their canoe down the stream while enjoying the peace and quiet.

Common Nouns: canoe, stream, peace, quiet
Writing Application
Write a sentence or two using all three types
of proper nouns.
The President of the United States lives
in the White House in Washington D.C.

14. Students return materials and clean up.

Student Output Page Sample



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Mechanics and Grammar Lessons Instructional Sequence

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
	Unit Test	
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
	Unit Test and Diagnostic Assessments	
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
	Unit Test	
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
	Unit Test	
17	Apostrophes in Contractions	Coordinating Conjunctions
18	Comma Misuse	Correlative Conjunctions
19	Commas for Dates	Subordinating Conjunctions
20	Commas for Letters	*Prepositional Phrases
	Unit Test	
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
	Unit Test	

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Mechanics and Grammar Lessons Instructional Sequence

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

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Mechanics and Grammar Lessons Instructional Sequence

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
	Unit Test	
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
	Unit Test	
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
	Unit Test	
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
	Unit Test	
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 Langua**

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Resources	Mechanics Notes
The "ie" spelling can have the long /e/ sound as in chief or the long /i/ sound as in pie. The "ei" spelling can have the long /e/ sound as in ceiling or the long /a/ sound as in eight. **Exceptions to the Rule** caffeine, conscience, either, foreign, forfeit, height, neither, protein, seize, weird More practice? Check out these spelling worksheets at http://bit.ly/2qRNpkl.	**i before e Song** http://bit.ly/2c8afAb (to the tune of "Rig 'a Jig Jig") **Spell i before e 'cause that's the rule** *Rig-a-jig-jig and away we go,* **that we learned back in school.** *Away we go, away we go!* **Examples: believe, dried** **But e before i comes after c,** *Rig-a-jig-jig and away we go,* **Examples: receive, conceive** **and when you hear long /a/ Hey!** *Hi-ho, hi-ho, hi-ho.* **Examples: weight, neighbor**

Resources	Parts of Speech Notes
The parts of speech describe the function of words (the way they work) in a sentence. Check out the **Parts of Speech Song** to practice the definition of a proper noun at http://bit.ly/29aK4EV.	A proper noun is the name of a person, place, or thing and must be capitalized. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word. Don't capitalize articles a, an, the, coordinating conjunctions for, and, or, and prepositions such as in, by, of, on, to, and with in the middle of titles. **Examples** **Person: Mr. T.D. Jones** **Person: Ms. Doe-Thomas** **Person: Mack the Knife** **Place: Rough and Ready** **Thing: Bridge of Sighs**

SUMMARY/REFLECTION

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Guided Practice
1. Re-write these sentences correctly: I yeild to the researcher's conclusion that the supposed ancient documents were a hoax. I yield to the researcher's conclusion that the supposed ancient documents were a hoax. 2. Re-write this sentence correctly: The concieted young man failed to keep his receipt. The conceited young man failed to keep his receipt. 3. Re-write this sentence correctly: Our teacher tried to fiegn surprise, because her friend accidentally told her about the party. Our teacher tried to feign surprise, because her friend accidentally told her about the party. 4. Re-write this sentence correctly: Let's have lunch at Eat An Apple in the food court at the Sunrise Mall. Let's have lunch at Eat an Apple in the food court at the Sunrise Mall. 5. Re-write the sentence and underline the proper nouns: The family visited Cardiff by the Sea on their vacation to see Uncle J. P. at his ranch. Proper Nouns: Cardiff by the Sea, Uncle J.P. 6. Re-write this sentence correctly: We saw the Statue Of Liberty and toured Ellis Island in New York city. We saw the Statue of Liberty and toured Ellis Island in New York City.

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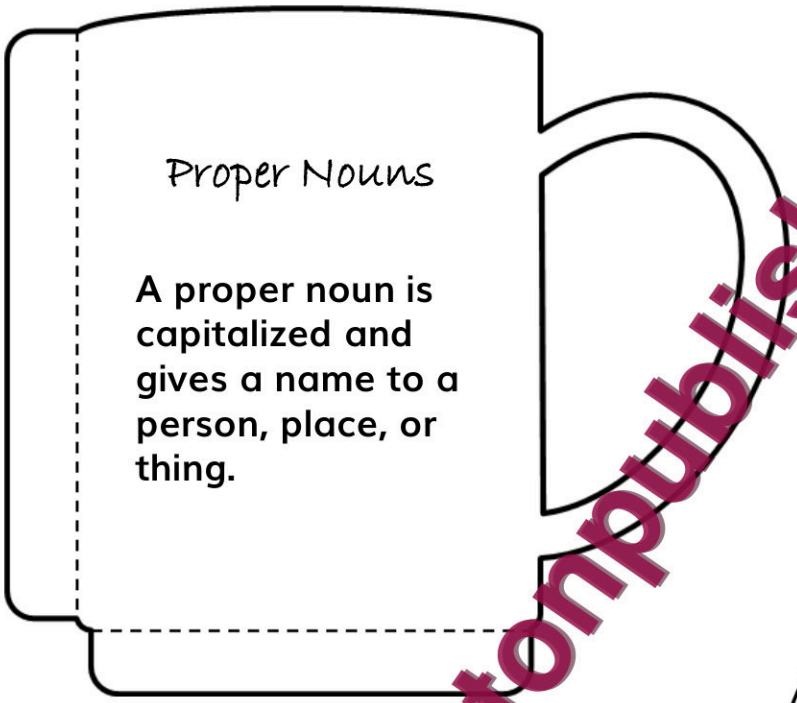
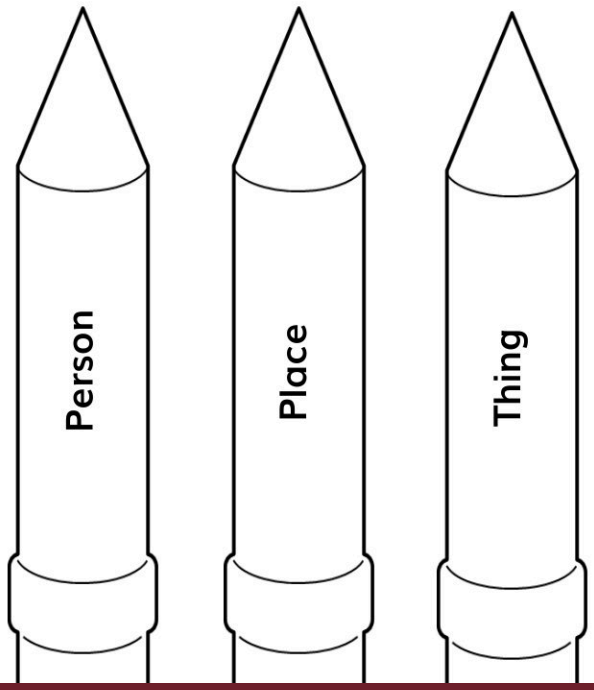
3d Graphic Organizers

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 proper noun on the back of the pencils and place the pencils in the mug.





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Resources	Mechanics Notes
The root is the meaning part of the word. If the root is a complete word, it is a *base word.* Remind students that a suffix is a syllable following the last root. If the final y is accented, it has a long /i/ sound, such as in "cyclone." If the final y is not accented, it usually has the long /e/ sound, such as in "baby." More practice? Check out these spelling worksheets at http://bit.ly/2rYjKL0.	**Hickory Dickory Y** http://bit.ly/2cvcZWI (to the tune of "Hickory Dickory Dock") **If a root ends in a vowel and after that a y,** *Hickory, dickory dock. The mouse ran up the clock.* **just keep the *y*—and then said I, "Add on the suffix to end."** *The clock struck one—the mouse ran down.* *Hickory dickory dock.* **Examples:** delay—delayed **But if a consonant then a *y* should end a word,** *Hickory, dickory dock. The mouse ran up the clock.* **just change the *y* into an *i*** *The clock struck two—the mouse ran down,* **except if the suffix has *i*.** *Hickory dickory dock.* **Examples:** copy—copying, pretty—prettiest

Resources	Parts of Speech Notes
Check out the **Parts of Speech Song** to practice the definition of a common noun at http://bit.ly/29aK4EV. The articles are "a," "an," and "the." The "a" is used before words beginning with consonants, such as "a bear," while the "an" is used before words beginning with vowels, such as "an apple." "The" is more specific than "a" or "an."	A common noun can have an article before an idea, person, place, or thing. Common nouns are usually less specific than proper nouns. **Examples** **Idea:** the peace **Person:** an uncle **Place:** a school **Thing:** the rocks Some common nouns are *collective nouns* and refer to a group of people, animals, or things. Collective nouns act as one unit and so match with singular verbs, such as "That class *is noisy.*" **Examples**: class, team, family, public

SUMMARY/REFLECTION

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Guided Practice
1. Re-write this sentence correctly: The employees obeyed their emploiers' work safety rules. The employees obeyed their employers' work safety rules. 2. Re-write these sentences correctly: I hurryed to the art show. I was horrified to see her painting displayed next to the garbage can. I hurried to the art show. I was horrified to see her painting displayed next to the garbage can. 3. Re-write these sentences correctly: The special needs child had a helper, who carried supplys and pushed her wheelchair. The special needs child had a helper, who carried supplies and pushed her wheelchair. 4. Re-write this sentence correctly: The Math was due on Friday, so their Teacher could grade it during a holiday vacation. The math was due on Friday, so their teacher could grade it during the holiday vacation. 5. Re-write the sentence and underline the common nouns: Her bravery and self-awareness make her a wonderful member of our team. 6. Re-write the sentence and underline the common nouns. [Bracket] the collective common noun: The [flock] of Canadian geese remained in the park despite efforts to remove the birds.

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Directions

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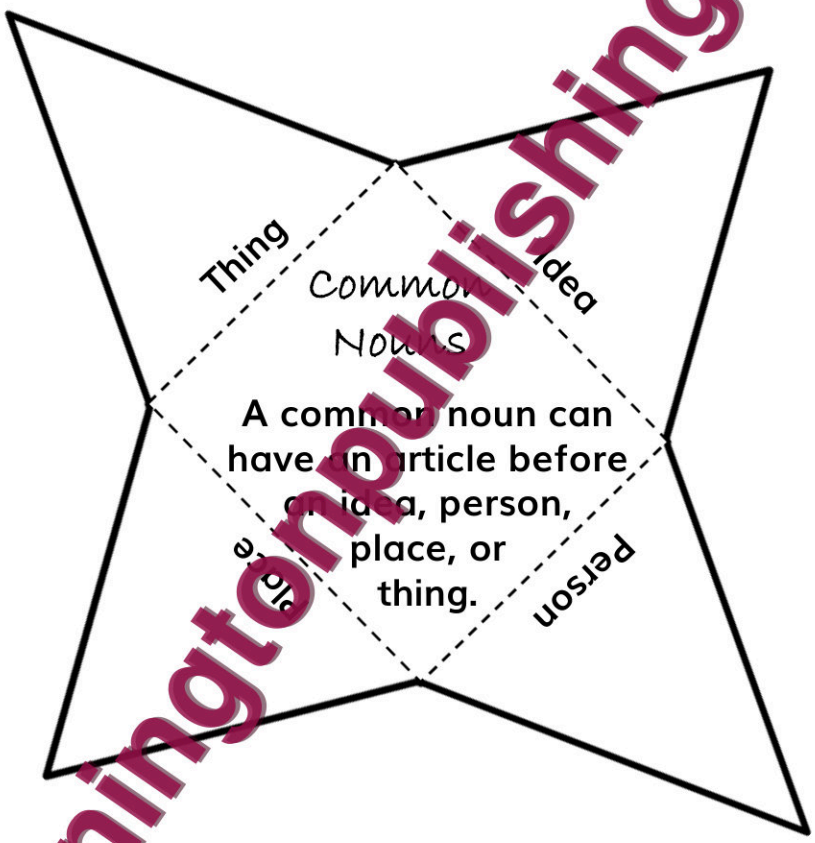
3. Write examples for each type of common noun on the back of the flaps.



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Resources	Mechanics Notes
If the final e follows just one consonant, the vowel before is usually a long sound, such as in "line." The root is the meaning part of the word. If the root is a complete word, it is a *base word.* Remind students that a suffix is a syllable following the last root. More practice? Check out these spelling worksheets at http://bit.ly/2qVq8Cs.	**Final e Memory Rap** http://bit.ly/2cuR5Fy Drop the final *e* when adding on an ending if it starts with a vowel up front. Keep the final *e* when adding on an ending if it starts with a consonant. **Examples: have–having; close–closely** Also keep the *e* when you hear soft /*c*/ or /*g*/ before "able" or "o-u-s." **Examples: peace–peaceable, courage–courageous** Mostly keep the *e* when the ending is "y-e", "e-e", or even "o-e". YEO! **Examples: eye–eyeing, free–freedom, shoe–shoeing**

Resources	Parts of Speech Notes
If unsure whether a pronoun should be in the subject case or object case, rephrase the sentence with the pronoun at the start of the sentence and drop any connected nouns. **Example:** At five o'clock John and me always ate dinner. Me always ate dinner at five o'clock. Change to Subject Case Pronoun: I always ate dinner at five o'clock. English is a polite language. Always place *I* or *me* last in compound subjects or objects.	A pronoun is used to take a noun's place. Singular or plural pronouns are classified as first, second, or third person. A *subject case pronoun* acts as the subject of a sentence. **Examples: I, we (first person); you (second person); he, she, it, who , they (third person)** An *object case pronoun* receives the action of the verb. **Examples: me, us (first person); you (second person); him, her, it, whom , them (third person)** A *possessive case pronoun* shows ownership. **Examples: my, our (first person); your (second person); his, her, its, their (third person)** When a possessive pronoun is used without a noun, the verb must match the noun which the pronoun represents. **Examples: mine, ours (first person); yours (second person); his, hers, its, theirs (third person)**

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: Is she agreable to letting me publish some of her writing in my journal?

Is she agreeable to letting me publish some of her writing in my journal?

2. Re-write this sentence correctly: Tom was pursuing his goals, but he could not hide his discouragment sometimes.

Tom was pursuing his goals, but he could not hide his discouragement sometimes.

3. Re-write these sentences correctly: She texts him, but he won't respond. It bothered hers, but she was quite used to them by now.

She texts him, but he won't respond. It bothered her, but she was quite used to it (or him) by now.

4. Re-write this sentence correctly: They enjoyed yours book report, but you should let they revise its more.

They enjoyed your book report, but you should let them revise it more.

5. Re-write these sentences and underline the pronouns:

He doesn't understand whom you mean. Is it he or is it Pedro?

6. Re-write the sentence and underline the pronouns:

Who stole them and where did they hide the candy bars?

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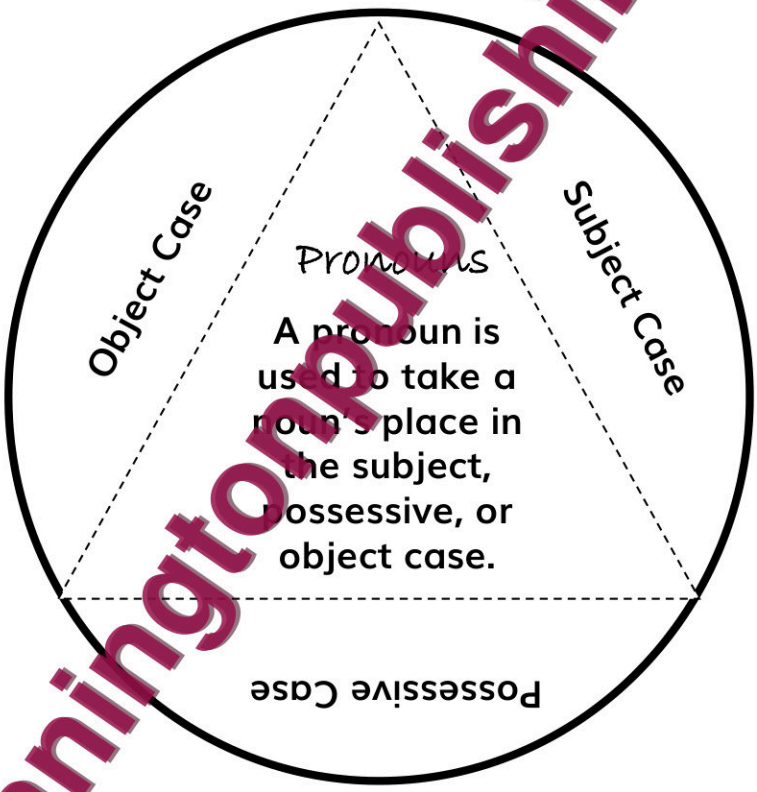
3. Write examples for each type of pronoun on the back of the flaps.



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Resources	Mechanics Notes
The root is the meaning part of the word. If the root is a complete word, it is a *base word.* The root may be accented or unaccented. Remind students that a suffix is a syllable following the last root. **Exceptions to the Rule:** acquitted, busing, excellent, transferable More practice? Check out these spelling worksheets at http://bit.ly/2qZZ0xp.	**Consonant Doubling Doodle** http://bit.ly/2bP2tHm (to the tune of "Yankee Doodle") **Double the last consonant when adding on an ending** *Yankee Doodle went to town 'a riding on a pony* **if these three do all agree (on this you'll be depending):** *Stuck a feather in his cap and called it macaroni.* **Is the accent at the end?** *Yankee Doodle keep it up!* **With a vowel then consonant?** *Yankee Doodle da-an-dy* **Does the ending you must add begin with a vowel?** *Mind the music and the step and with the girls be handy.* **Examples:** commit–com/mit–committed

Resources	Parts of Speech Notes
Check out the **Parts of Speech Song** to practice the definition of an adjective at http://bit.ly/29aK4EV. Note that the song teaches adjectives in the proper written order.	An adjective modifies a noun with Which one? How many? or What kind? When using more than one adjective to modify the same noun in a sentence, follow this order of adjectival functions: Which One-How Many-What Kind. **Examples** **Which One:** blue **How Many:** few **What Kind:** great 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:** good-looking shirt, part-time job Don't use redundant adjectives. Redundant means something that is unnecessary or repetitive. **Examples:** free gift, unexpected surprise, fast jet

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Guided Practice
1. Re-write this sentence correctly: The students rejected the new cafeteria menu and stoped buying the school lunches. The students rejected the new cafeteria menu and stopped buying the school lunches. 2. Re-write this sentence correctly: Mr. Jones permited 30 minutes for the test, but accidentally allowed us 40 minutes to finish. Mr. Jones permitted 30 minutes for the test, but accidentally allowed us 40 minutes to finish. 3. Re-write this sentence correctly: It was at night late when I lay my head down on the soft two pillows. It was late at night when I lay my head down on the two soft pillows. 4. Re-write this sentence correctly: I don't want to go until I get my prize well-deserved, but we have to leave in five short minutes. I don't want to leave until I get my well-deserved prize, but we have to leave in five short minutes. 5. Re-write the sentence and underline the adjectives: It's a crazy idea, but it's the only real approach that just might work. 6. Re-write the sentence and underline the adjectives: After ten weeks we were frustrated that we hadn't improved, but now we see that it takes more time than we thought to get better.

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Directions

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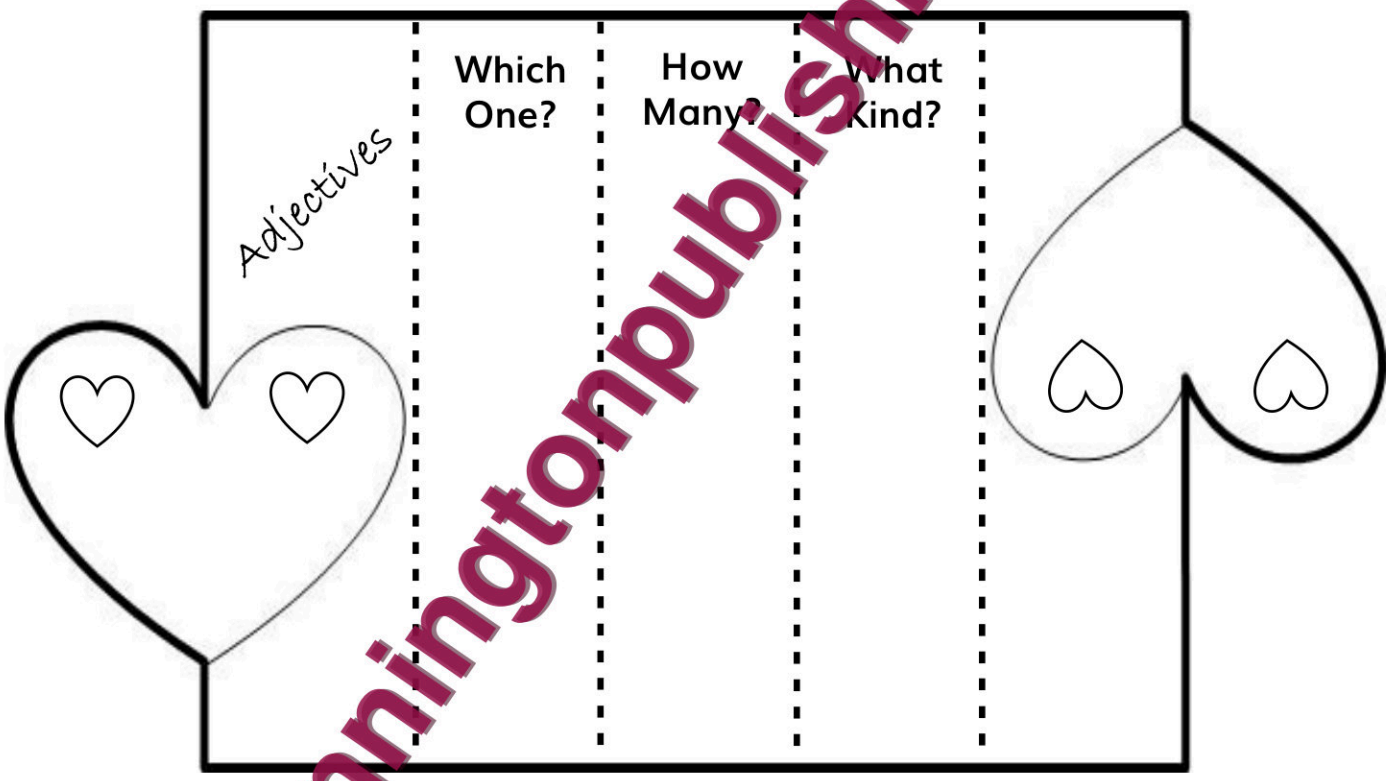
2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs.
3. Write examples for each type of adjective on the back of the flaps.



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Resources	Spelling Rule
The root is the meaning part of the word. If the root is a complete word, it is a *base word.* Remind students that a suffix is a syllable following the last root. **Exceptions to the Rule:** assistance, different, perseverance, resistance More practice? Check out these spelling worksheets at http://bit.ly/2sLthRR and http://bit.ly/2sxlere.	**This Old "an" or "en"** http://bit.ly/2bP2JWN (to the tune of "This Old Man") **If you see, "e-a-r", or there is a "u-r-e",** *This old man, he played one, he played nick-nack on my thumb* **in the root, or if you hear hard /*c*/ or /*g*/,** *With a nick-nack paddy-whack, give a dog a bone,* **then spell "ant", "ance", or "ancy".** **Examples:** vacancy, elegant, clearance, insurance *This old man came rolling home.* **If you see, "id" like "fid", or there is an "e-r-e"** *This old man, he played two, he played nick-nack on my shoe* **in the root, or if you hear soft /*c*/ or /*g*/,** *With a nick-nack paddy-whack, give a dog a bone,* **then spell "ent", "ence", or "ency".** *This old man came rolling home.* **Examples:** magnificent, emergency, confidence, reverence

Resources	Parts of Speech Notes
Check out the three types of verbs and practice the **Parts of Speech Song** at http://bit.ly/29aK4EV. State of being verbs link a noun to something else in the sentence. State of being verbs include the "to be" verbs: *is*, *am*, *are*, *was*, *were*, *be*, *being*, *been*, and others such as *become*, *seem*, *look*, *feel*, *smell*, and *appear*. Reference the **How to Eliminate "To Be" Verbs in Writing** article at http://bit.ly/29dylW. Print out the colorful poster.	A verb can mentally or physically act or states what a subject is to be. **Examples** **Mental:** thought, believe, will imagine **Physical:** run, jump, will swim **State of Being Verbs:** is, am, are, was, were, be, being, been When a "to be" verb or other verb links a noun to something else in the sentence to rename or describe it, it is called a *linking verb*. **Linking Verbs:** seem, look, feel, sound, taste The "to be" verb, the "to have" verb (have, has, had), and the "to do" verb (do, does, did, done) can be placed before a main verb as a *helping verb* to show verb tense (past, present, future). The *conditional* helping verbs (could, should, would, can, shall, will, may, might, must) show possibility. **Helping Verbs:** is running, had lived, did like, could help

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Guided Practice

1. Re-write this sentence correctly: The young girl's appearence was different than that of her friends.

The young girl's appearance was different than that ofher friends.

2. Re-write this sentence correctly: It may be significant to note that the detergant he used included bleach.

It may be significant to note that the detergent he used included bleach.

3. Re-write the sentence and underline the mental verbs. [Bracket] the physical verbs: I can't conceive of a different way to communicate our company's vision.

I can't conceive of a different way [to communicate] our company's vision.

4. Re-write the sentence and underline the "to be" verbs. [Bracket] the physical verbs: Being twelve years old means that you are in seventh grade and attend middle or junior high school.

Being twelve years old means that you are in seventh grade and [attend] middle or junior high school.

5. Re-write the sentence and underline the linking verbs: It sounds like he is willing to taste her appetizers.

6. Re-write the sentence and underline the helping verbs:

My friends did ask if they could come to the party.

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3d Graphic Organizers

Directions

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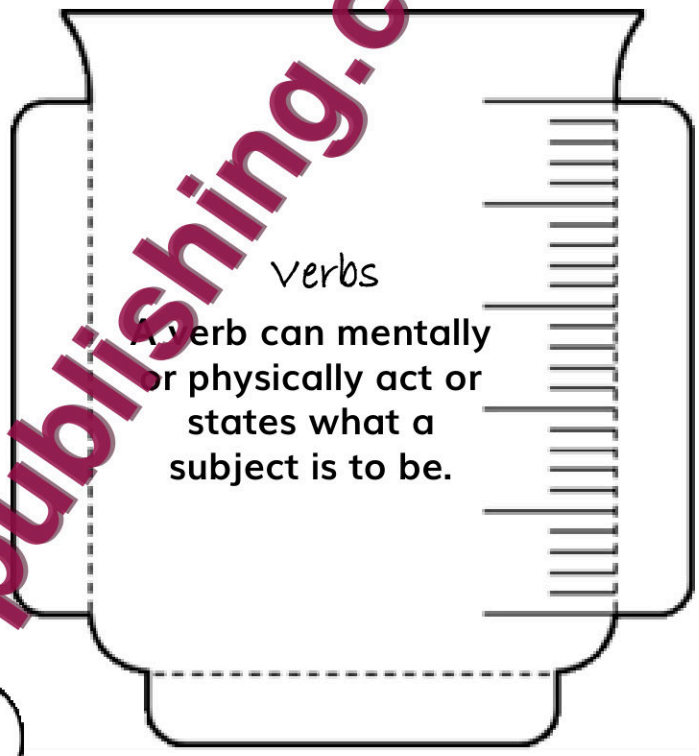
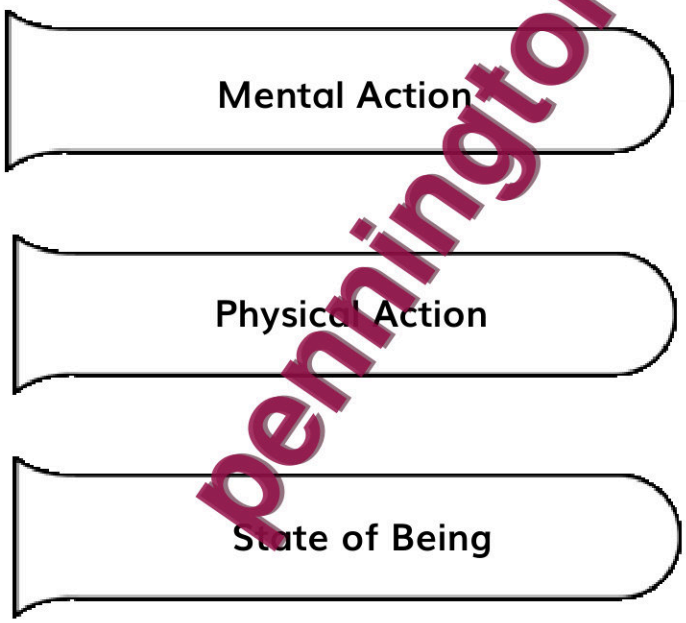
2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs.
3. Write examples for each type of verb on the back of the test tubes and place them in the beaker.





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Resources	Mechanics Notes
The root is the meaning part of the word. If the root is a complete word, it is a *base word.* Remind students that a suffix is a syllable following the last root. **Exceptions to the Rule:** collapsible, flexible, formidable, inevitable, irresistible, memorable, portable, probable More practice? Check out these spelling worksheets at http://bit.ly/2qVbBqA and http://bit.ly/2rNxoQi.	**John "able" or "ible" Schmidt** http://bit.ly/2bZEuHG (to the tune of "John Jacob Jingleheimer Schmidt") **Base words add "able" to the end, as do word parts,** *John Jacob Jingleheimer Schmidt: that's my name, too.* **that end in silent *e* or with hard /*c*/or /*g*/,** *Whenever we go out, the people always shout,* **Examples: despicable, navigable, teachable, likeable** **but for all others add "i-b-l-e".** *Saying, "John Jacob Jingleheimer Schmidt."* **Examples: reducible, eligible, visible, permissible**

Resources	Parts of Speech Notes
Check out the four questions adverbs ask of adjectives, adverbs, or verbs in the **Parts of Speech Song** at http://bit.ly/29aK4EV. Note that the song teaches adverbs in the proper written order. Use specific, vivid verbs rather than weak verbs supported with adverbs. Avoid these overused adverbs: definitely, extremely, really, seriously, truly, and very.	An adverb modifies an adjective, adverb, or verb with What degree? How? Where? or When? Many adverbs end in "_ly." **Examples** **What Degree: more** **How: slowly** **Where: there** **When: later** **Modifying an Adjective: He acts too emotional.** **Modifying an Adverb: She walks unusually slowly.** **Modifying a Verb: I walked here and there.** Adverbs can be part of a phrase (a group of related words). Avoid stringing together adverbial phrases. **Example: He walked like a turtle, slow as molasses.**

SUMMARY/REFLECTION

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Guided Practice

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

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

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

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3d Graphic Organizers

Directions

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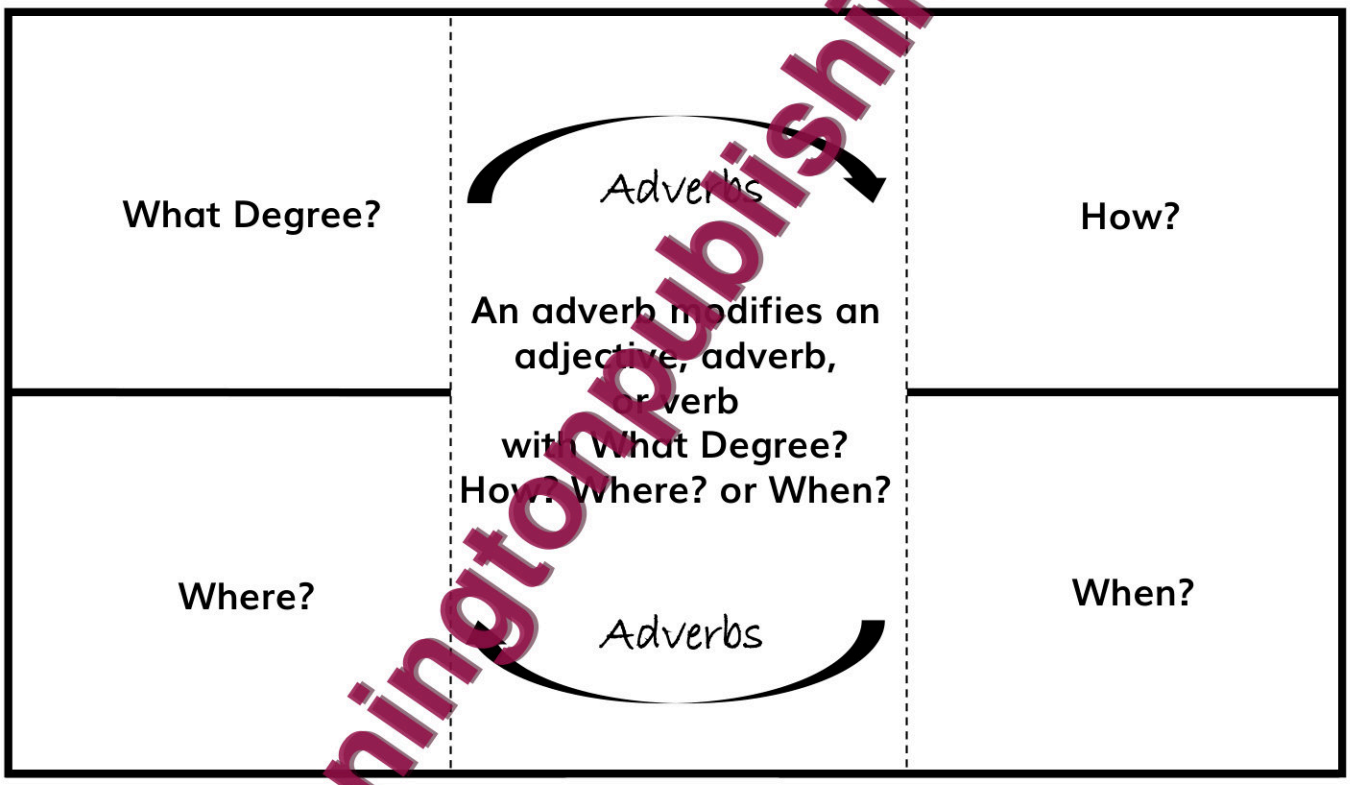

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Resources	Mechanics Notes
The root is the meaning part of the word. If the root is a complete word, it is a *base word.* Remind students that a suffix is a syllable following the last root. **Exceptions to the Rule:** The "mit" root changes to "mis" and adds on "sion." Example: permit-permission More practice? Check out these spelling worksheets at http://bit.ly/2sbfxmR.	**Ending "ion" Twinkle** http://bit.ly/2c1tAjd (to the tune of "Twinkle Twinkle Little Star") **1. If the *[shun]* sound you do hear and it follows *t* or *s*,** *Twinkle, twinkle little star, How I wonder what you are.* **or if you hear a *[zyun]* –for both spell "s-i-o-n".** *Up above the world so high, Like a diamond in the sky.* **Both these rules will serve you well, learning all the ways to spell.** *Twinkle, twinkle little star, How I wonder what you are.* **Examples:** expulsion, passion, ilusion **2. When a person you describe, you should spell "c-i-a-n".** *Twinkle, twinkle little star, How I wonder what you are.* **In most every other case, simply spell "t-i-o-n".** *Up above the world so high, Like a diamond in the sky.* **Both these rules will serve you well, learning all the ways to spell.** *Twinkle, twinkle little star, How I wonder what you are.* **Examples:** musician, condition
Resources	**Parts of Speech Notes**
Check out the conjunctions in the **Parts of Speech Song** at http://bit.ly/29aK4EV. Print these colorful posters for each of the three types of conjunctions: https://bit.ly/2VzBjiG	A conjunction joins words, phrases, or clauses to coordinate, correlate, or subordinate. The common coordinate conjunctions are F.A.N.B.O.Y.S. F = for; A = and; N = nor; B = but; O = or; Y = yet; S = so Correlative conjunctions are paired conjunctions. either–or, whether–or, both… and–but…also Subordinating conjunctions begin adverbial clauses. The **BUD IS WISE, BUT HOT AAA WWW** memory trick will help you memorize the subordinating conjunctions. A clause has a noun and a connected verb. BUD before, unless, despite (in spite of) IS in order that, so WISE, while, if, since, even though (if) BUT because, until, that HOT how, once, than AAA after, although (though), as (as if, as long as, as though) WWW whether, when (whenever), where (wherever)

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly:

The mathematician earned a commission on every sale of his long division product.

2. Re-write this sentence correctly:

Some compulsion drove her to respond in silence to his frequent aggression.

3. Re-write the sentence and underline the coordinating conjunctions:

We ate breakfast and lunch together, not lunch, so we all planned on gathering for dinner.

4. Re-write the sentence and underline the correlative conjunctions:

Both Mr. Lewis and Ms. Kinney's classes donated to the canned food drive.

5. Re-write the sentence and underline the subordinating conjunctions:

As long as you practice daily, you will continue to improve despite what you may think.

6. Re-write the sentence and underline the subordinating conjunctions:

So we could get along, we tried to keep quiet while they talked in spite of their attempts to engage us in their conversation.

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Directions

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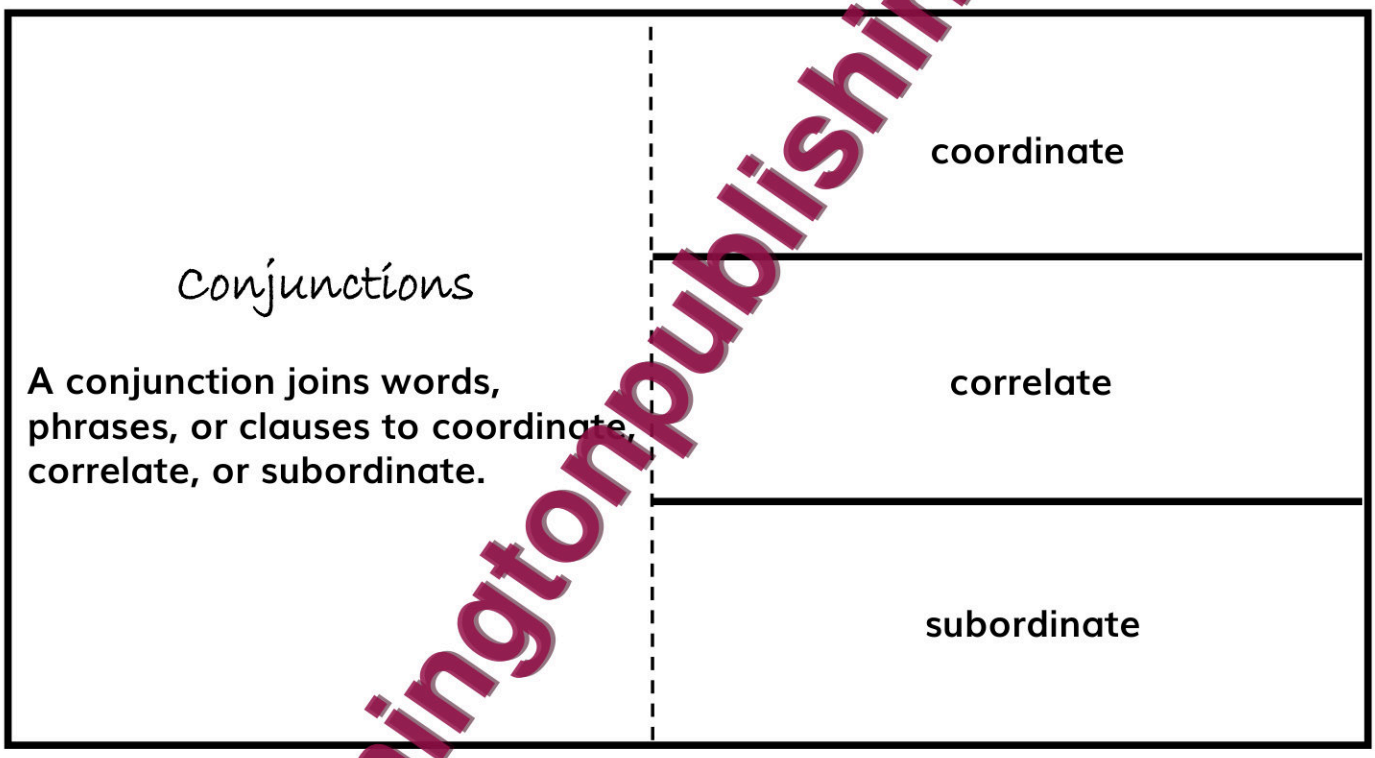
2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs.
3. Write examples for each type of conjunction on the back of the flaps.



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Resources	Mechanics Notes
Exceptions to the Rule: The o forms "oes". **Example:** echo-echoes Vowel sound changes. **Example:** foot-feet The "is" forms "es". **Example:** oasis-oases Unchanged plurals. **Example:** deer-deer Latin plurals: **Example:** cactus-cacti More practice? Check out these spelling worksheets at http://bit.ly/2saVqFj.	**Plurals Had a Little Lamb** http://bit.ly/2caBN9u **(to the tune of "Mary Had a Little Lamb")** **1. If there is a vowel before the letters *o* or *y*,** Mary *had a little lamb, little lamb, little lamb.* **"Add an *s* onto the end and to most nouns," said I.** *Mary had a little lamb. Its fleece was white as snow.* **2. If there is a consonant before the *o* or *y*,** *And everywhere that Mary went, Mary went, Mary went.* **"Add "e-s" onto the end, but change the *y* to *i*."** *Everywhere that Mary went the lamb was sure to go.* **Examples:** stereos, days, potatoes, bunnies **3. "Add "e-s" onto an *x*, *to /ch/, /sh/, /s/, or z*.** *It followed her to school one day, school one day, school one day.* **Also add onto an *f*, but change the *f* to *v*."** *It followed her to school one day, which was against the rules.* **Examples:** boxes, inches, lashes, gases, prizes, knives
Resources	**Parts of Speech Notes**
Check out the definition of a prepositional phrase in the **Parts of Speech Song** at http://bit.ly/29aK4EV. The subject of a sentence is never part of a prepositional phrase. Avoid these unnecessary prepositions: In connection with, In (With) regard to, In relation to, With respect to, In the case of, With reference to __.	A preposition shows some relationship, location, time, or position between the preposition and its object. The preposition is always part of a phrase and comes before its object. The preposition asks "What?" or "Whom?" and the object provides the answer. **Examples** **Relationship:** with the children **Location:** on the wall **Time:** at noon **Position:** through the window aboard, about, above, according to, across, after, against, along, among, around, as, as to, at, before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, for, from, in, inside, instead of, into, in place of, in spite of, like, near, next, of, off, on, onto, outside, out of, over, past, since, than, through, throughout, to, toward, under, underneath, unlike, until, up, upon, with, within, without

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Guided Practice

1. Re-write this sentence correctly: The house painters uses the same paintbrushs for each room to get perfect matches.

The house painters use the same paintbrushes for each room to get perfect matches.

2. Re-write these sentences correctly: Their work portfolioes went to the wrong addresses. Fortunately, the security videos located them.

Their work portfolios went to the wrong addresses. Fortunately, the security videos located them.

3. Re-write this sentence and underline the *location* prepositions:

Beyond the river and over the mountains, we traveled throughout the countryside.

4. Re-write this sentence and underline the *position* prepositions:

Above the clouds the birds flew in their v-formation past hills and valleys.

5. Re-write this sentence and underline the *time* prepositions:

Since the last game we always cheered during the National Anthem.

6. Re-write these sentences and underline the prepositions:

Everyone stays until the final out. During the earlier part of the season this was not the case.

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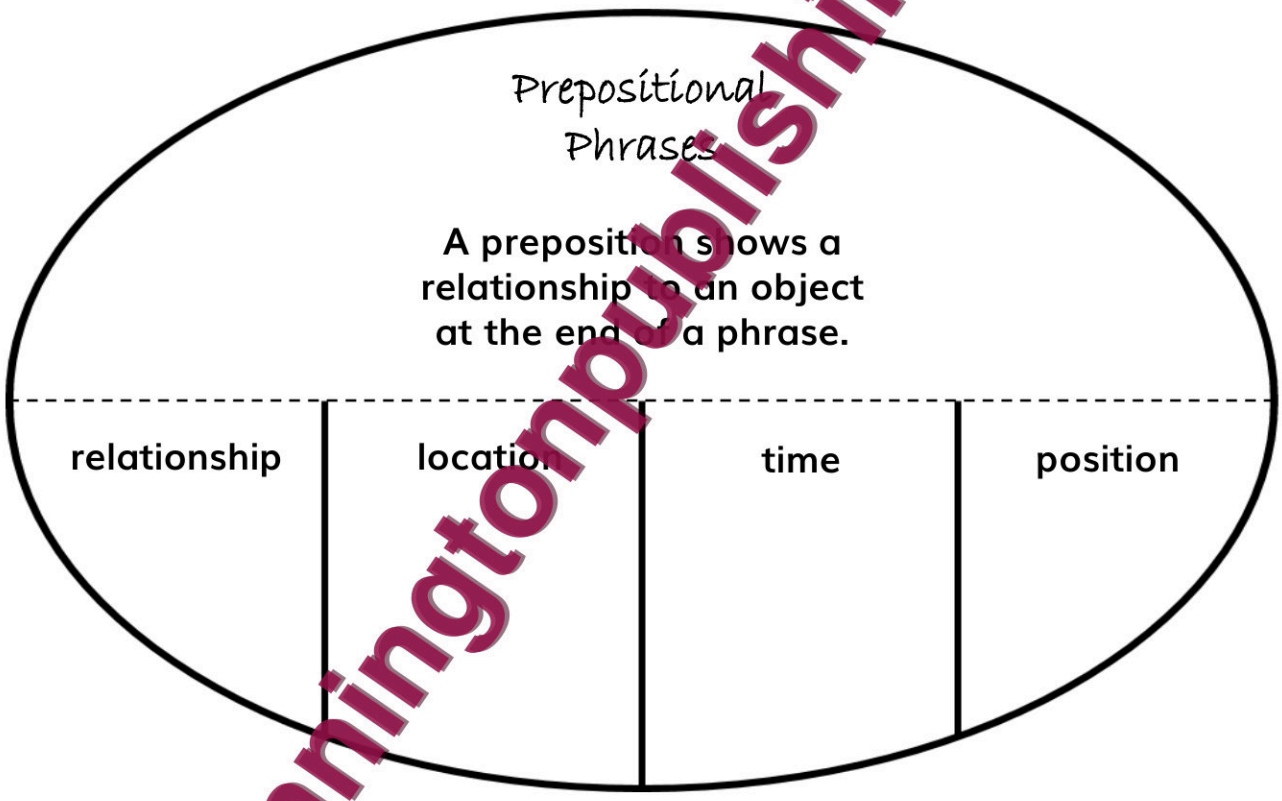

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Resources	Mechanics Notes
View the article about how to use the common Latin abbreviations in sentences at http://bit.ly/2cndJM6.	Use periods following the first letter of each key word in an abbreviated title or expression, and pronounce each of these letters when saying the abbreviation. Latin abbreviations are set off from the rest of the sentence by commas or parentheses. ▪ etc. (*et cetera*), which means and so on. **Examples:** **He likes them all: cake, cookies, etc.** ▪ et al. (*et alii*), which means and others. **Examples:** **The six researchers (Jones, et al.)** ▪ e.g. (*exempli gratia*), which means for example. **Examples:** **I love ice cream, 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. **Examples:** **He is goofy, i.e., silly (i.e., silly).**
Resources	**Grammar and Usage Notes**
	A proper noun is the name of a person, place, or thing and must be capitalized. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word. **Examples:** **Pedro, 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. Collective nouns act as one unit and so match with singular verbs, such as "That class *is noisy.*" **Examples:** **family, herd, company**
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1. Re-write these sentences correctly: I eat green vegetables, i.e., kale, beans, and peas. I also exercise, drink plenty of water, etc.

I eat green vegetables, e.g., kale, beans, and peas. I also exercise, drink plenty of water, etc.

2. Re-write this sentence correctly: Tom read the research study by Dupont, Jones, et al., and responded with emails, texts, et al.

Tom read the research study by Dupont, Jones, et al., and responded with emails, texts, etc.

3. Re-write this sentence correctly: I offered them drinks, e.g. sodas, and desserts, e.g., cake, pie, and cookies.

I offered them drinks, i.e. sodas, and desserts, e.g., cake, pie, and cookies.

4. Re-write this sentence correctly: Washington d.c. is our nation's capital, and Ms. Gibson-Lee lived there for two years.

Washington D.C. is our nation's capital, and Ms. Gibson-Lee lived there for two years.

5. Re-write the sentence and underline the proper nouns:

I attended school at Balboa Elementary School where Ms. Lee-Smith was principal.

6. Re-write the sentence and underline the common noun. [Bracket] the collective noun:

The [class] got to hear the vice-president.

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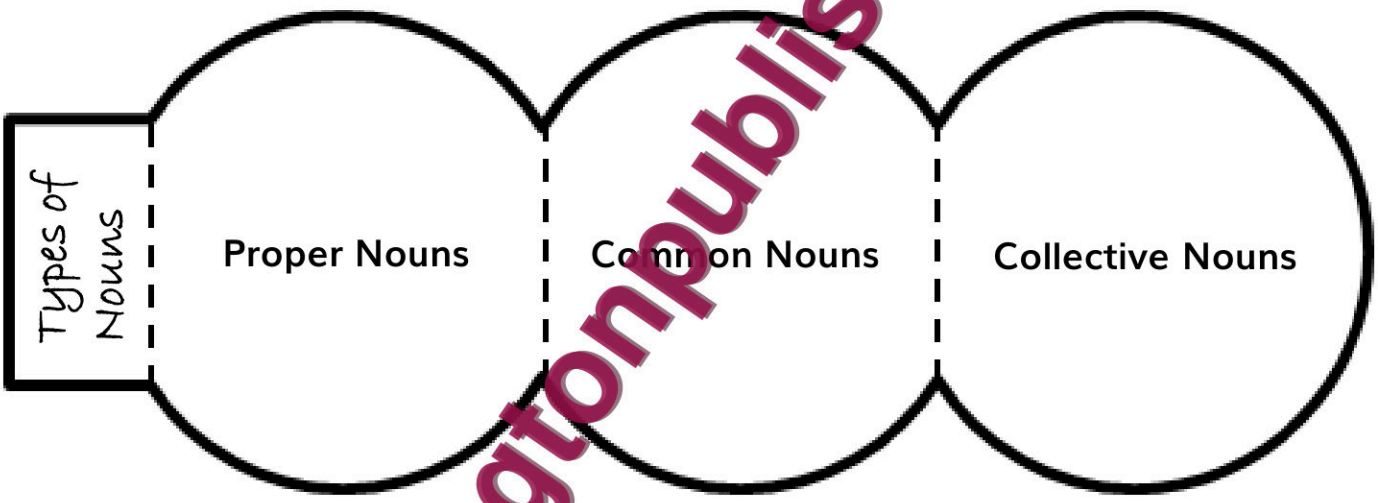

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Resources	Mechanics Notes
Texting uses many abbreviations, initialisms, and acronyms. Following are 10 of the most common: brb = be right back btw = by the way bsf = best friends jk = just kidding lol = laughing out loud thx = thanks r u = are you	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. **Examples:** NASA, POTUS, radar

Resources	Grammar and Usage Notes
	A personal pronoun is a word used in place of a proper or common 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. Avoid using gender-specific singular third-person pronouns to refer to males and females. Use plural third-person pronouns instead. **Examples:** Singular–he, him, she, her, it Plural–they, them

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Guided Practice

1. Re-write this sentence correctly: Doct. Perez wrote me a prescription to take with me to W. Virginia.

Dr. Perez wrote me a prescription me to take with me to W. Virginia.

2. Re-write this sentence correctly: Tim B Lee learned about UNICEF on CBS News.

Tim B. Lee learned about UNICEF on CBS News.

3. Re-write these sentences correctly: I visited U.C.L.A. and on my trip to So. Cal. I tried surfing lol.

I visited U.C.L.A. and on my trip to So. Cal. I tried surfing LOL.

4. Re-write this sentence and underline the first person pronouns:

I want to know if you would like to see it with us.

5. Re-write this sentence and underline the second person pronouns:

You should let me help you help while you and I have the time.

6. Re-write these sentences and underline the third person pronouns in these sentences:

They left her to explain to him how we gave away their bikes. She liked our answer, but he didn't.

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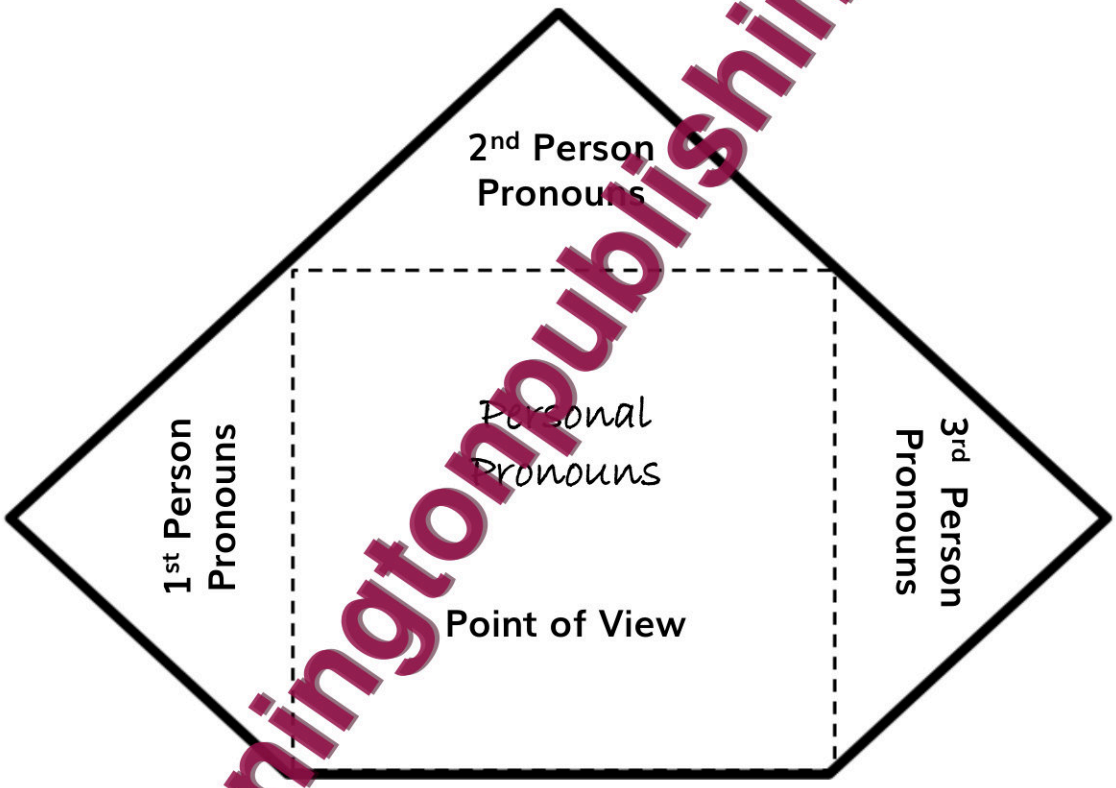

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Resources	Mechanics Notes
Intentional fragments are often used in narrative writing, but not in formal essays or research papers. Most teachers write FRAG to mark unintentional sentence fragments.	Indirect questions do not end with a question mark but with a period. Like direct questions they ask for a response, but they are written as declarative or imperative sentences. **Examples:** 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. **Examples:** How crazy. Wow. An unintentional sentence fragment has a noun and connected verb, but does not express a complete thought. One way to correct a sentence fragment is to combine it with the sentence before or sentence after it. **Fragment Examples:** If you showed me. I could learn it. **Revision:** If you showed me, I could learn it.
Resources	**Grammar and Usage Notes**
	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. If unsure whether a pronoun should be in the subject case, rephrase the sentence with the pronoun at the start of the sentence. **Examples:** 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. ▪ As the last subject in compound subjects. ▪ After *than* or *as* (the rest of the thought is suggested). ▪ After a "to be" verb: (*is*, *am*, *are*, *was*, *were*, *be*, *being*, *been*) to refer to the subject as a *predicate nominative*. ▪ *Who* (not *whom*). Check whether *who* is correct by substituting *he* in place of *who*. Rephrase, if necessary. The first person *I* and second person *you* pronouns do *not* match verbs ending in an *s*. **Examples:** I run, you smile

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1. Re-write these sentences correctly: I said, "John asked if you were leaving? "Certainly," he replied.
I said, "John asked if you were leaving. "Certainly," he replied.

2. Re-write these sentences and underline the intentional sentence fragment. [Bracket] the indirect question:
Nice. [I wonder if you knew.] You don't have to tell me though.

3. Revise the sentence fragment by combining with the other sentence: He was able. Because he listened to complete the work.
Options: Because he listened, he was able to complete the work. He was able to complete the work because he listened.

4. Re-write these sentences correctly: I wonder if them would like to see that movie. Whom is the one who wants to go?
I wonder if they would like to see that movie. Whom is the one who wants to go?

5. Re-write this sentence correctly: John, I, and Martha like to visit whom we want even though they are more insistent than me.
John, Martha, and I like to visit whom we want even though they are more insistent than I.

6. Re-write this sentence correctly: Them left our books next to the library; it wasn't I, but her and Mary remember it that way.
They left our books next to the library; it wasn't I, but she and Mary remember it that way.

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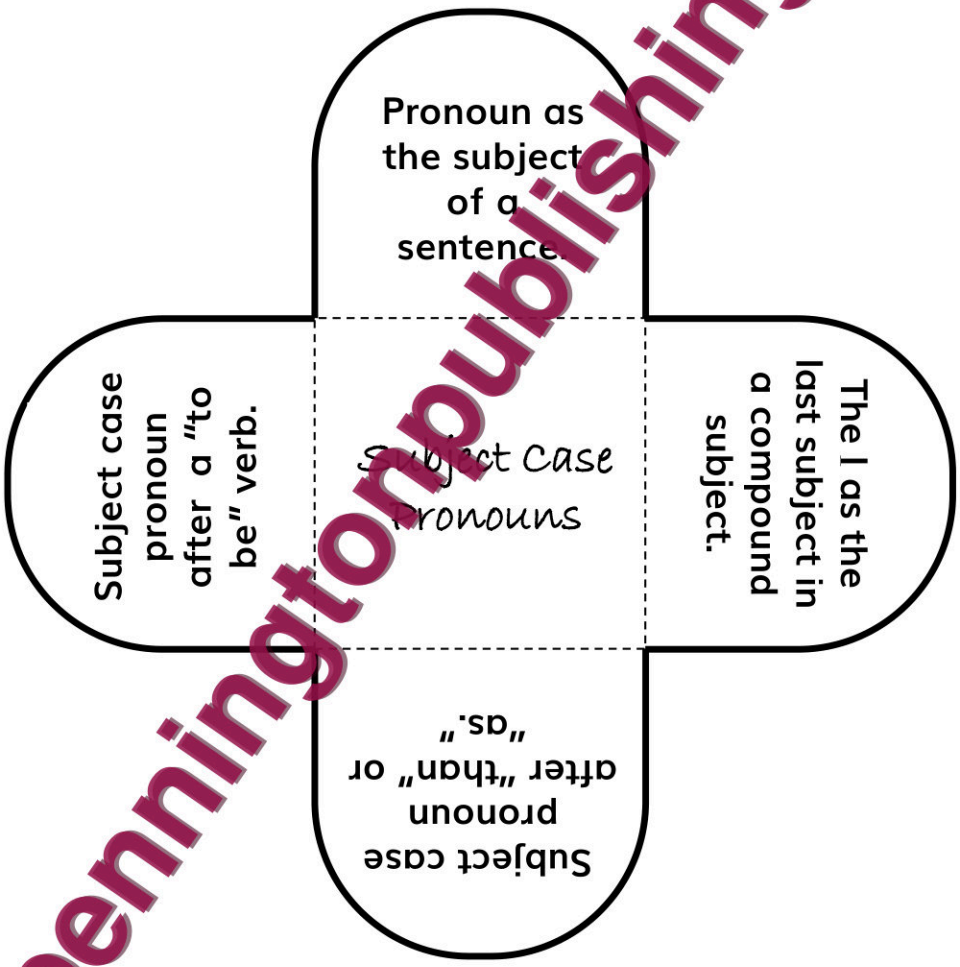

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Resources	Mechanics Notes
An alphanumeric outline uses Roman Numerals for the main points: I. II. III. IV. V. VI. VII. VIII. IX. X. This outline uses capital letters (A, B, C) for major details and Arabic numerals (1, 2, 3) for minor details.	Decimal 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**

Resources	Grammar and Usage Notes
	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. **Examples:** **It's not for her.** ▪ *Me* and *us* last in compound objects. **Examples:** **Text Kyla and me.** ▪ *Whom* (not *who*). Check whether *whom* is correct by substituting *him* in place of *whom*. Rephrase, if necessary. **Examples:** **Whom did Joan love? Rephrase: Did Joan love him?**

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1. Re-write this sentence correctly: The sixth main idea, fourth major detail, and second minor detail would be listed as 6.2.4.

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

2. Re-write this sentence correctly: The third main idea and third major detail were listed as 3.0 and its first minor detail was 3.3.1.

The third main idea and third major detail was listed as 3.3 and its first minor detail was 3.3.1.

3. Re-write these sentences correctly: These were the main ideas: 1.0, 2.0, and 3.0. His fourth main idea was 4.0, 4.1, 4.2, 4.22.

These were the main ideas: 1.0, 2.0, and 3.0. His fourth main idea was 4.0, 4.1, 4.2, 4.2.1.

4. Re-write these sentences correctly: I sure would like he to help us. Who helped you, and who did you help?

I sure would like him to help us. Who helped you, and whom did you help?

5. Re-write these sentences correctly: Did he let you copy they? They gave it to me.

Did he let you copy them? They gave it to me.

6. Re-write these sentences correctly: Whom does Lacy like best: you or I? Me and Joanie let her watch we practice.

Whom does Lacy like best: you or me? Joanie and I let her watch us practice.

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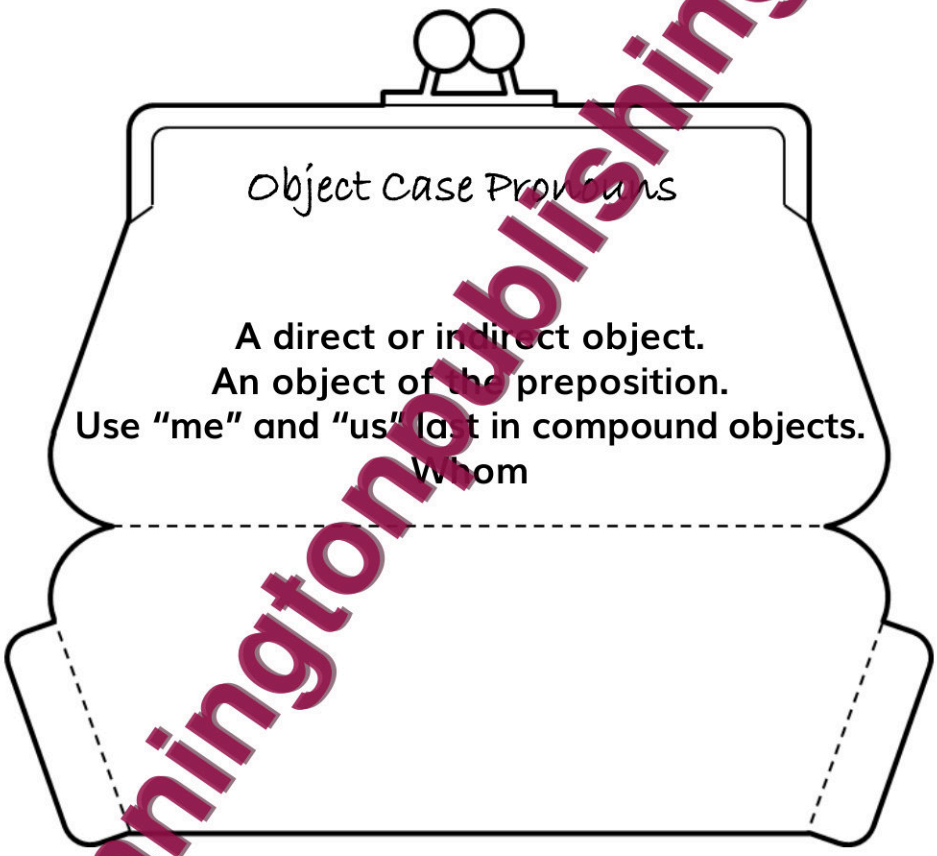

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Resources	Mechanics Notes
Use the memory trick, **FANBOYS**, to remember the coordinating conjunctions: F = for A = and N = nor B = but O = or Y = yet S = so	Use the semicolon between two sentences joined by a coordinating conjunction. **Examples:** **John introduced me to his cousin from Orange County; his high school girlfriend; and his childhood friend.** A semicolon (;) can be used to join a string of 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.**

Resources	Grammar and Usage Notes
	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. **Examples:** **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. **Examples:** **Mary said that my jacket is nice, but hers is nicer.**

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1. Re-write this correctly: Anna studied hard for her exam, Bob didn't study at all. Anna passed; Bob didn't.
Anna studied hard for her exam; Bob didn't study at all. Anna passed; Bob didn't.
2. Re-write this sentence correctly: Chocolate, strawberry, ice cream; cherry, berry, and lemon pies and cookies are my favorites.
Chocolate and strawberry ice cream; cherry, berry, and lemon pies; and cookies are my favorites.
3. Re-write this sentence correctly: Both boys love music they love sports even more.
Both boys love music; they love sports even more.
4. Re-write this sentence correctly: Mine basket had sunflowers; her basket was filled with his roses; theirs had daisies.
My basket had sunflowers; her basket was filled with his roses; theirs had daisies.
5. Re-write these sentences correctly: That rose is your, not hers. Please give Bobby the jacket; it's his, not their.
That rose is yours, not hers. Please give Bobby the jacket; it's his, not theirs.
6. Re-write these sentences correctly: Sue's jewelry was her, not Amanda's. Ours was a reminder of what her could have been.
Sue's jewelry was hers, not Amanda's. Ours was a reminder of what hers could have been.

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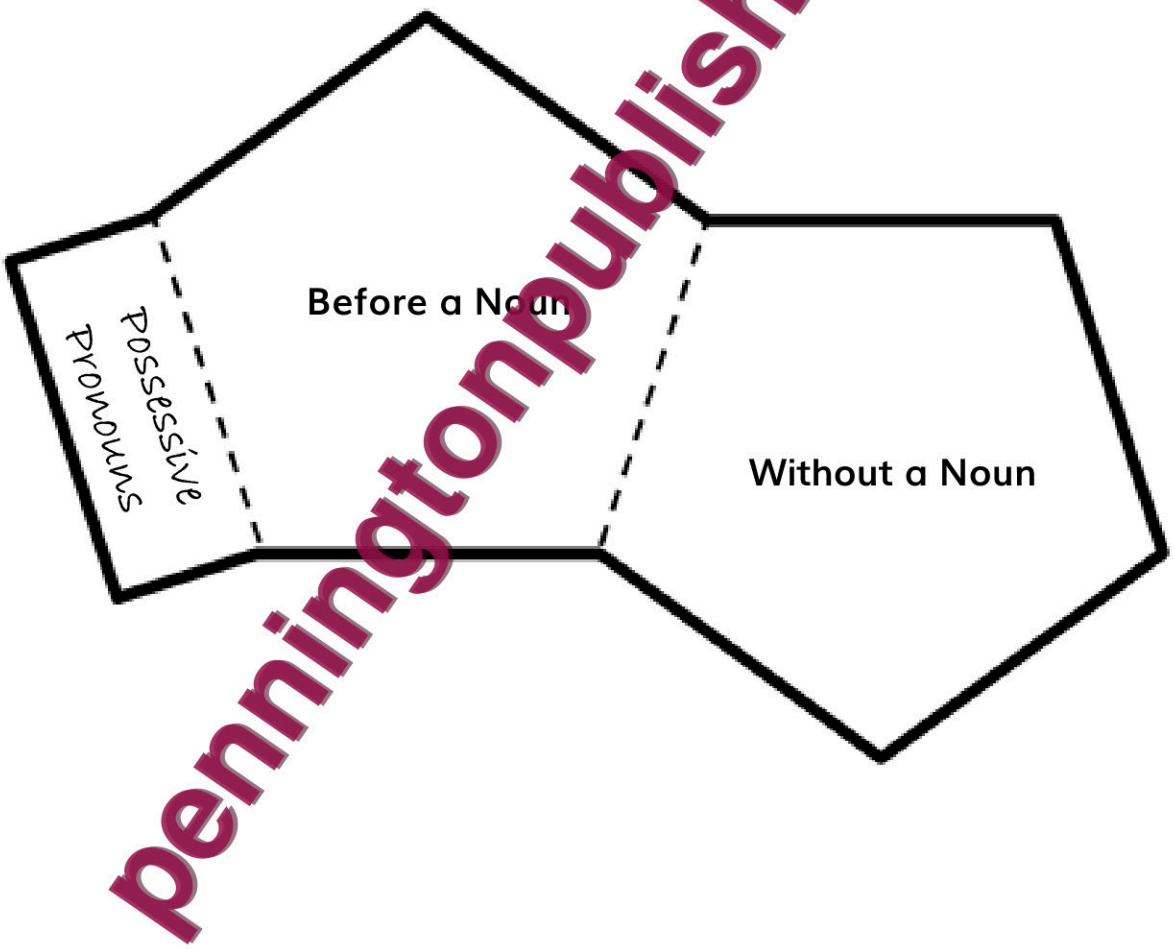

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Resources	Mechanics Notes
Apostrophes are only used for contractions, such as *can't* and possessives. Don't add an apostrophe before an *s* with plural nouns or pronouns such as 1950s or theirs.	A possessive noun shows ownership. To form a singular possessive noun, add an apostrophe then an *s* ('s) to the end of the noun. **Examples:** **Tim's wallet** For nouns ending in *s*, it is not necessary to add another *s* after the apostrophe. **Examples:** **Charles' hat** A singular possessive noun can also modify a ***gerund*** (a verb form ending in "ing" that serves as a noun). **Examples:** **Len's training**

Resources	Grammar and Usage Notes
	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)**

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1. Re-write this sentence correctly: Chriss' coat was black and so was Mike's.

Chris' coat was black and so was Mike's.

2. Re-write this sentence correctly: Gus'es commitment and Kyle's training made them a dynamic duo.

Gus' commitment and Kyle's training made them a dynamic duo.

3. Re-write this sentence correctly: Karlas' wedding was wonderful, but Bess' wedding was incredible.

Karla's wedding was wonderful, but Bess' wedding was incredible.

4. Re-write this sentence correctly: The four friendly students drove this car to the park beautiful.

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

5. Re-write this sentence correctly: He ate two those crunchy cookies.

He ate those two crunchy cookies.

6. Re-write the sentence and underline the adjectives:

This email that you already sent was mean, thoughtless and unnecessary.

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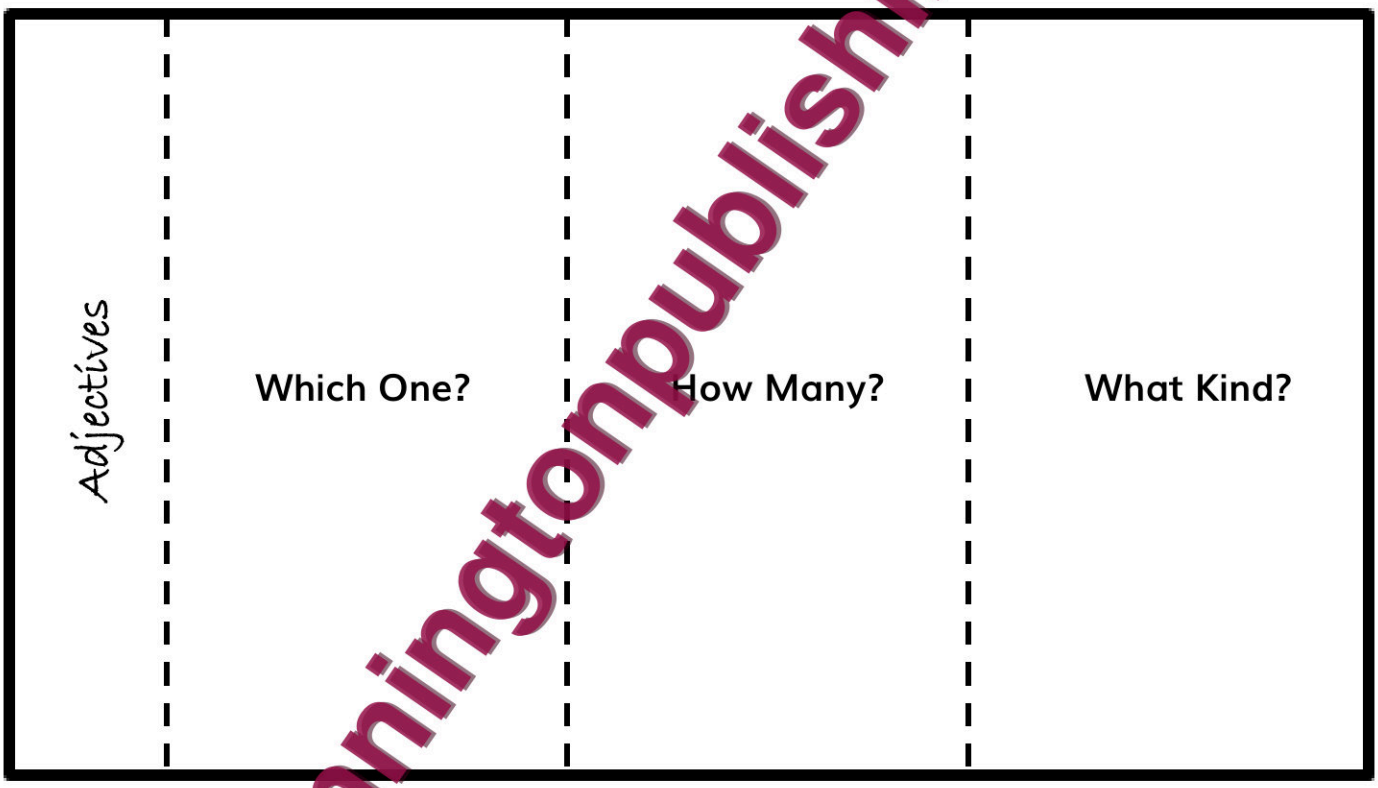

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Resources	Mechanics Notes
Don't add an apostrophe before an "es" ending in plural nouns such as churches or bunches.	To form a plural possessive noun, place an apostrophe after the plural ending (usually "_s," "_es," or "_ves"). **Examples:** the Lees' 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. **Examples:** The Perez' cars are parked at the Juarezes.

Resources	Grammar and Usage Notes
The first person *I* and second person *you* pronouns do *not* match verbs ending in *s*. **Examples:** I run, you smile	A *transitive* verb is a mental or physical action that acts upon a direct object. The direct object answers *Whom*? or *What*? from the verb. **Examples:** I like him. (Whom?) He gives candy. (What?) An *intransitive verb* acts without an object. Linking verbs are all intransitive verbs. Linking verbs include the "to be" verbs: *is*, *am*, *are*, *was*, *were*, *be*, *being*, *been*, and others such as *become*, *seem*, *look*, *feel*, *smell*, and *appear*. **Examples:** They seem curious. We sing and dance. 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.

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1. Re-write this sentence correctly: The girls' shoe colors match their dresses for the Gomez' wedding at the Jone's.

The girls' shoe colors match their dresses for the Gomez' wedding at the Joneses.

2. Re-write this sentence correctly: Is this the children's or your wive's cookies?

Is this the children's or your wives' cookies?
or Is this the children's or your wife's cookies?

3. Re-write this sentence correctly: I could see Liz' cats and Jimmy's dogs walk past the two church'es windows.

I could see Liz' cats and Jimmy's dogs walk past the two churches' windows.

4. Identify the types of verbs in this sentence: They are ready if they leave now, but they seem uncertain.

are: state of being leave: physical action

seem: mental action

5. Re-write these sentences correctly: John play basketball every day at lunch. He are trying out for the school team.

John plays basketball every day at lunch. He is trying out for the school team.

6. Re-write this sentence correctly: They always complains that the dogs gets more attention than the cats.

They always complain that the dogs get more attention than the cats.

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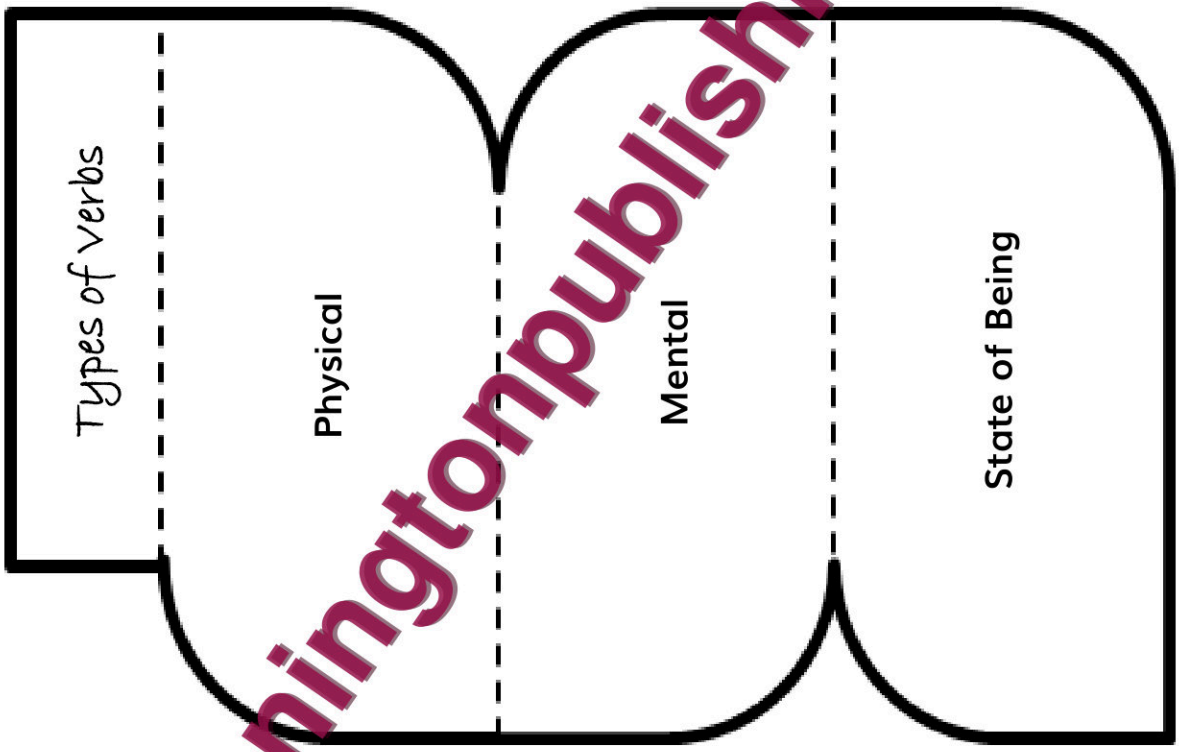

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Resources	Mechanics Notes
A compound sentence joining two simple sentences (independent clauses) does not require a comma if one or both of the simple sentences is short. **Example:** I enjoy apples and I also enjoy eating many other types of fruit.	The word compound means two or more. For example, a compound word combines two words, such as in baseball, fireworks, and peppermint. With compound subjects or objects, if each of the nouns possesses the same type of item, use an apostrophe then an *s* at the end of each possessive noun. **Examples:** **Eric's and Victor's backpacks** If both or all of the nouns share ownership of the same item, place an apostrophe then an *s* at the end of the last noun listed. **Examples:** **Kayla and Emma's pizza**

Resources	Grammar and Usage Notes
	An adverb modifies a verb, an adjective, or an adverb and answers What degree? How? Where? When? **Examples:** **less, carefully, there, later** Many adverbs end in "_ly." **Examples:** **Quietly, the children sneaked stealthily into the room.** 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.** Adverbs are flexible in English. The adverb may be placed most anywhere in a sentence; however, most professional writers suggest using specific, vivid verbs rather than weak verbs supported with adverbs.

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: My father-in-laws' golf clubs and my two sister-in-law's golf bags were at Tom and Sherry's house.

My father-in-law's golf clubs and my two sister-in-laws' golf bags were at Tom and Sherry's house.

2. Re-write this sentence correctly: Les's and Holly's hobbies were cooking and needlepoint.

Les and Holly's hobbies were cooking and needlepoint.

3. Re-write this sentence correctly: Her mother-in-law's house was always Linda, Bert, and Todds last stop.

Her mother-in-law's house was always Linda, Bert, and Todd's last stop.

4. Re-write this sentence correctly: I drove quickly, but got very late there.

I drove quickly, but got there very late.

5. Re-order these adverbs as they should appear in a sentence: earlier, there, hopefully, less

less, hopefully, there, earlier

6. Re-write this sentence correctly: Thomas and Suzanne drank there slowly more by the stream yesterday.

Thomas and Suzanne drank more slowly there by the stream yesterday.

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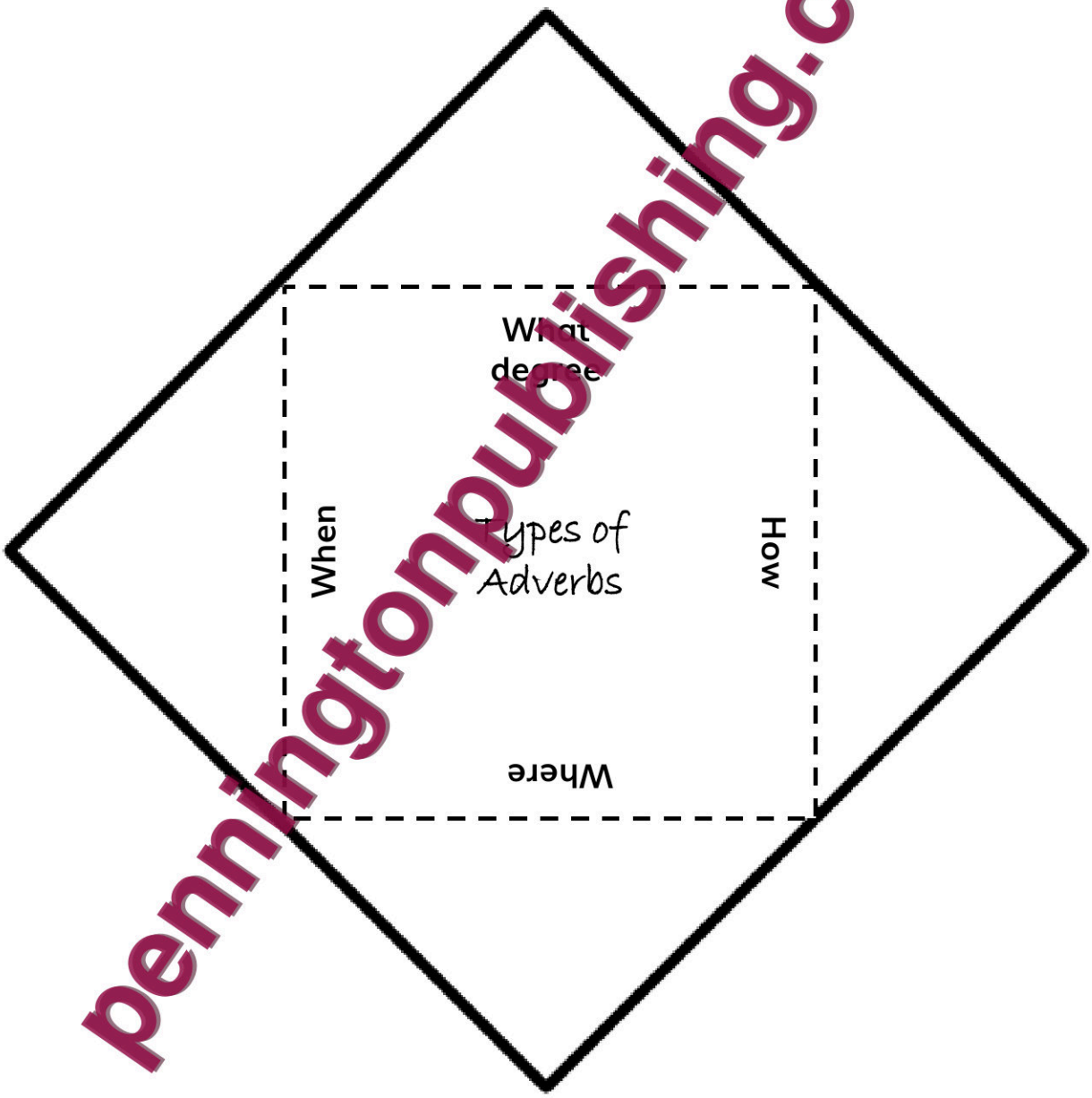
3d Graphic Organizers

Directions

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



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Resources	Mechanics Notes
Don't use contractions in formal essays. Remember that should've, would've, could've, and might've contract have, not of. Therefore, say "should have," not "should of," etc. in the uncontracted form.	These words can be contracted with apostrophes in the middle of words: *not*, *will*, *would*, *have*, *had*, and the forms of the "to be" verb (*is*, *am*, *are*, *was*, *were*, *be*, *being*, *been*). **Examples:** **isn't (is not), she'll (she will), he'd (he had or he would), should've (should have), she'd (she had or she would), they're (they are), o'clock (of the clock)** Words can be contracted at the beginning or ending of words. **Examples:** **'twas (it was), 'til (until), jack-o'-lantern (Jack of the lantern) rock 'n' roll (rock and roll)**

Resources	Grammar and Usage Notes
Always place commas before *but* and *yet* to show clear contrast (the difference) between what is before and what follows in the sentence. However, don't place commas following these conjunctions if they begin sentences. **Examples:** But you did know him. Yet he found a way to visit. Print these colorful posters for each of the three types of conjunctions: https://bit.ly/2VzBjiG	A coordinating conjunction connects words, phrases, or clauses with related meanings. The memory trick FANBOYS (For-And-Nor-But-Or-Yet-So) may help you remember the common coordinating conjunctions. A comma is placed before the conjunction if it joins two or more long independent clauses. A long independent clause would be five or more words. **Examples:** **I walk about two miles, and then I run about a mile every day. I eat bread and I drink only water.**

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: He'd told us the secret, but we should've already known it.

He'd told us the secret, but we shouldv'e already known it.

2. Re-write this sentence correctly: Shel'l do whatever we ask, but she isn't happy.

She'll do whatever we ask, but she isn't happy.

3. Re-write this sentence correctly: Twas the night before Christmas and I tried to stay up 'til the reindeer arrived.

'Twas the night before Christmas and I tried to stay up 'til the reindeer arrived.

4. Re-write this sentence correctly: Iris and Mike like chocolate or vanilla, so they prefer strawberry or orange sherbet.

Iris and Mike like chocolate or vanilla, but they prefer strawberry or orange sherbet.

5. Re-write this sentence correctly: It's late, and the players can't really see the ball very well.

It's late and (or so) the players can't really see the ball very well.

6. Re-write this sentence correctly: They are either ready for the quiz, nor are they ready for the test.

They are neither ready for the quiz, nor are they ready for the test.

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Directions

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3. Write sentences for each type of coordinating conjunction on the back of the flaps.

FOR	Coordinating Conjunctions
AND	
NOR	F
BUT	A
OR	N
YET	B
SO	O
	Y
	S

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Resources	Mechanics Notes
All 22 comma rules in one place: http://bit.ly/2dtfyKH.	Don't use a comma to separate a subject from its verb. **Example:** **Pete in Colorado, is a friend of mine.** **Now X-out the comma.** Also, don't use a comma to separate compound subjects, compound objects, or compound predicates. **Examples:** **Pete in Iowa, and Jim in Ohio went to see Tom, and Ben. I sent a check, and mailed a card to Pete.** **Now X-out the commas.**

Resources	Grammar and Usage Notes
Correlative conjunctions join two parallel words, phrases, or clauses. *Parallel* means that the parts of the sentence are similar in length and grammatical structure. **Example:** Either you like her, or you do not. Note that each independent clause has three words and follows a subject-verb grammatical structure. *Correlative* is pronounced as cor/rél/lə/tive. Print these colorful posters for each of the three types of conjunctions: https://bit.ly/2VzEjiG	Correlative conjunctions are pairs of conjunctions used in the same sentence. **Examples:** **both + and, either + or, whether + or, neither + nor, if + then** If used within the same phrase or clause, don't use a comma to separate the correlative conjunctions. A comma is placed before the second of the paired conjunctions, if that conjunction begins a different independent clause. **Examples:** **Either chocolate or vanilla is fine. Both girls like chocolate, and they also like vanilla.** The verb which follows two subjects joined by "*or*" must agree with the second subject, not the first. **Examples:** **Either Matthew or his mom wins the grand prize.**

SUMMARY/REFLECTION

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Guided Practice
1. Re-write this sentence correctly: Wendy with her long blonde hair, and Sue with her beautiful eyes kept love-struck Rafael, and Miguel's attention. Wendy with her long blonde hair and Sue with her beautiful eyes kept love-struck Rafael and Miguel's attention. 2. Re-write this sentence correctly: Noel and Bill gave Lulu, and Lester a surprise party. Noel and Bill gave Lulu and Lester a surprise party. 3. Re-write this sentence correctly: Marta worked hard, and saved her money to buy Frances and Scott an expensive wedding present Marta worked hard and saved her money to buy Frances and Scott an expensive wedding present. 4. Re-write this sentence correctly: The man with the beard, and the man with the mustache asked Amanda and I to leave. The man with the beard and the man with the mustache asked Amanda and I to leave. 5. Re-write this sentence correctly. Both Julie or Chris want to help plan the party. Options: Both Julie and Chris want to help plan the party. Either Julie or Chris wants to help plan the party. 6. Re-write this sentence correctly: Whether he stays nor he leaves does not matter. Whether he stays or he leaves does not matter.

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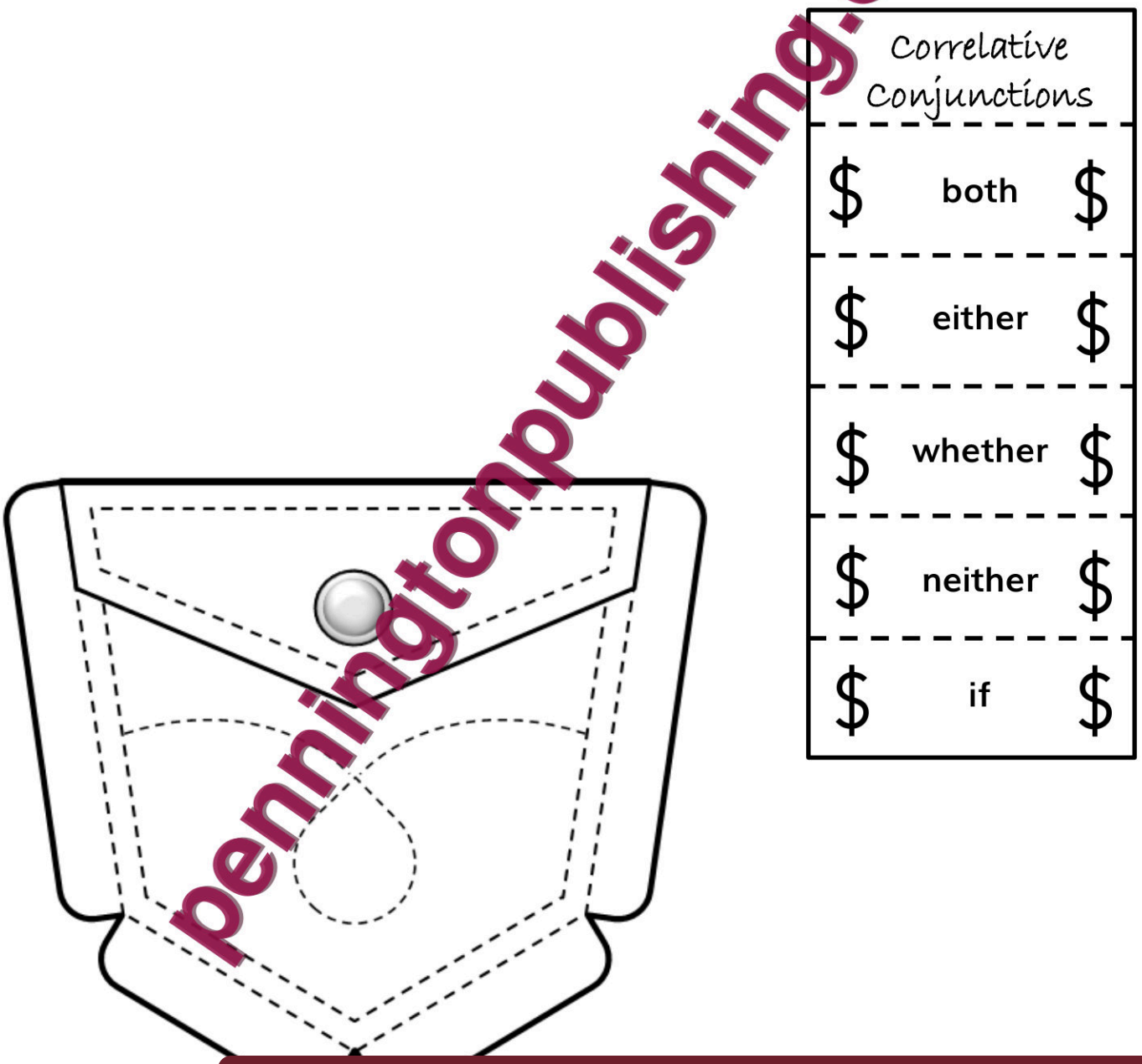
Directions

1. Color or highlight.
2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs.
3. Write the matching pair for each correlative conjunction on the back of the flaps and then put the pack in the pocket.



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Resources	Mechanics Notes
All 22 comma rules in one place: http://bit.ly/2dtfyKH. Pronounce dates ending in "1" as "first"; dates ending in "2" as "second"; dates ending in "3" as "third"; and dates ending in 4 through 9 as the number + "th."	Use a comma to separate the day from the month and the date from the year. Use a comma after the last date or number unless it is placed at the end of the sentence. **Example:** **She said the date was Wednesday, May 14, 2015, and then she left.** If the parts of the date serve as the object of a prepositional phrase, no comma is needed. **Example**: **On May 15 she quit her job.**

Resources	Grammar and Usage Notes
Did you know? An adverbial clause is also known as a dependent clause or a subordinate clause. Most complex senteces include an adverbial clause. Improve your writing by combining two short simple sentences into a complex sentence. **Examples:** I dropped my ice cream. I still ate it. **Revision:** Although I dropped my ice cream, I still ate it. Print these colorful posters for each of the three types of conjunctions: https://bit.ly/2VzBjG1	A subordinating conjunction always introduces an adverbial clause. The subordinating conjunction signals the relationship between the adverbial clause and the independent clause. Use this memory trick to remember the subordinating conjunctions: **Bud is wise, but hot! AAA WWW** **before, unless, despite (in spite of), in order that, so, while, if, since, even though (if), because, until, that, how, once, than, after, although (though), as (as if, as long as, as though), whether, when (whenever), where (wherever)** Use a comma to set off an introductory adverbial clause, but not an adverbial clause that ends a sentence. **Example:** **Although she was ready, Joe wanted to wait until he heard from Peter.**

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: She graduated on Wednesday June 3 2021, after years of study.

She earned graduated on Wednesday, June 3, 2021, after years of study.

2. Re-write this sentence correctly: On March 4, 2017 we left on our vacation.

On March 4, 2017, we left on our vacation.

3. Re-write this sentence correctly: On February 14 we got engaged and were married last May 5 2017.

On February 14 we got engaged and were married last May 5, 2017.

4. Re-write this sentence correctly: Until we finish our tests we can't talk even if we have questions.

Until we finish our tests, we can't talk even if we have questions.

5. Re-write this sentence correctly: Because the principal has an office, we can meet there, whenever we need to do so.

Because the principal has an office, we can meet there whenever we need to do so.

6. Combine these sentences into one by beginning with an adverbial clause: The song had ended. The audience continued to sing.

Even though (Although) the song had ended, the audience continued to sing.

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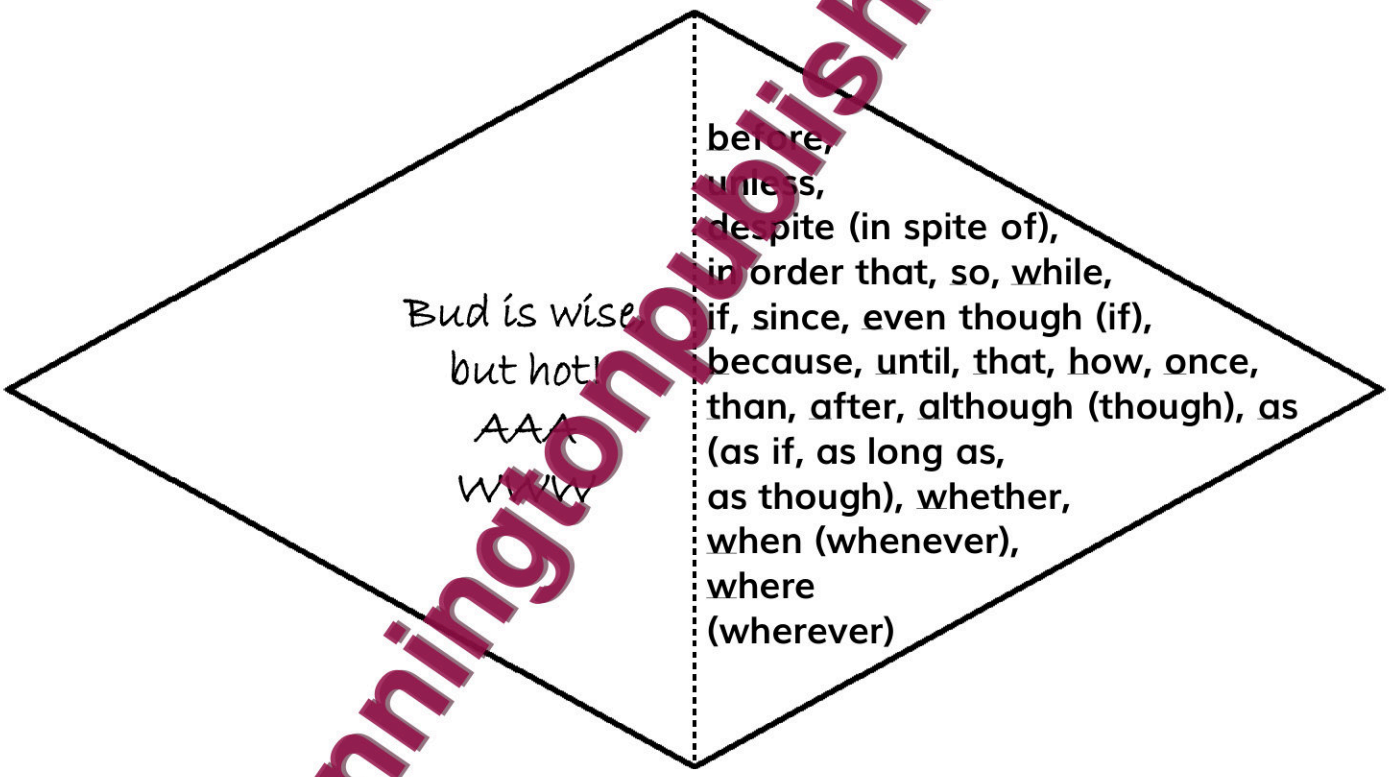
Directions

1. Color or highlight.
2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs.
3. Write a sentence with an introductory adverbial clause and a sentence ending with an adverbial clause.



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Resources	Mechanics Notes
Check out friendly and business letter greetings and closings at http://bit.ly/2qYbKWf.	Each word in a letter greeting is capitalized. Place a comma after the greeting in a friendly letter. Place a colon (:) after the greeting in a business letter. **Examples**: Dear Mom, To Whom It May Concern Only the first word of a letter closing is capitalized. Place a comma after the closing in both friendly and business letters. **Examples:** Hugs and kisses, Sincerely,

Resources	Grammar and Usage Notes
Look how Abraham Lincoln ignored the rule about stringing together prepositional phrases in his "Gettysburg Address": "That we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people shall not perish from the earth."	A preposition shows some relationship, location, time, or position between the preposition and its object. The preposition is always part of a phrase and comes before its object. The preposition asks "What?" or "Whom?" and the object provides the answer. **Examples:** with her, in a cloud, after two, next to him **Following are the most common prepositions:** aboard, about, above, according to, across, after, against, along, among, around, as, as to, at, before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, for, from, in, inside, instead of, into, in place of, in spite of, like, near, next of, off, on, onto, outside, out of, over, past, regardless of, since, than, through, throughout, to, toward, under, underneath, unlike, until, up, upon, with, within, without Place a comma after introductory prepositional phrases with more than four words. **Example:** Into the deep and dark forest, I went. Avoid stringing together too many prepositional phrases. Don't end sentences with prepositions. **Examples:** Under the table, by the chair, to the couch the dog walked in.

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence with the correct types of letters: He signed his friendly letter "Sincerely," and his business letter "Yours truly,".

He signed his friendly letter "Yours truly," and his business letter "Sincerely,".

2. Re-write this sentence correctly: His business letter greeting was "To Whom it may Concern,"

His business letter greeting was "To Whom It May Concern:".

3. Re-write this sentence correctly: Mom's friendly letter greeting was "Dear Ken," and her closing was "Sincerely, Mom".

Mom's friendly letter greeting was "Dear Ken," and her closing was "Love, Mom."

4. Re-write this sentences correctly: Near the light and fluffy cloud, the sun shone brightly. With him, I run every afternoon.

Near the light and fluffy cloud, the sun shone brightly. With him I run every afternoon.

5. Re-write this sentence correctly: After all I don't know where you're going to visit.

After all I don't know where you're going to visit.

6. Re-write this sentence without the prepositional phrase strings: The rabbit in the story, ran under the fence, under the log, into his burrow, and finally in his bed he went to sleep.

The rabbit in the story ran under the fence, under the log, and into his burrow. Finally, he went to sleep in his bed.

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Directions

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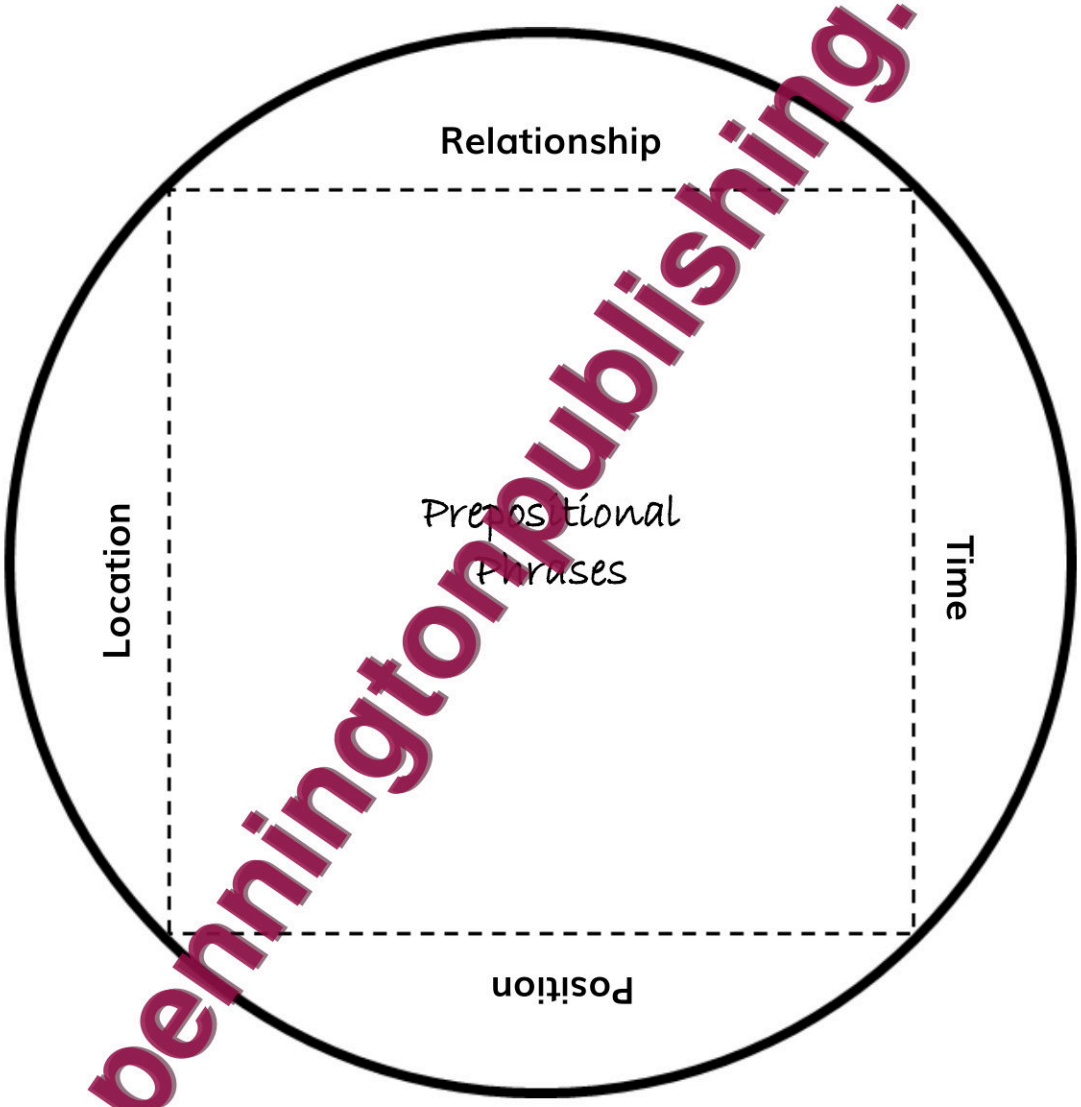
3. Write sentences for each type of prepositional phrase on the back of the flaps.



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Resources	Mechanics Notes
Always place the return address in the upper left corner of the letter or package. The USPS (the United States Postal Service) accepts both upper case (capital) and lower case letters. How to properly address a letter or package to be mailed by USPS (the United States Postal Service): http://bit.ly/2pTm43L (usps.com)	To properly address a letter or package, the top line(s) identifies the name and/or company. The middle line includes the street number and name. The bottom line(s) contains the city, state or province (two-letter abbreviation), zip code, and country (if other than that of the addressee). No punctuation is preferred. **Examples:** **Bluebell Toys Inc** **3712 Ivy Rd. Suite 123** **Baltimore MD 21201** Don't use abbreviations when addresses are listed in formats other than on letters and packages. Commas follow the name and/or company, the street name, the city, and the state or province. Commas are never placed before zip codes. **Examples: She works at Bluebell Toys, Incorporated, 3712 Ivy Road Suite 123, Baltimore, Maryland 21201.**

Resources	Grammar and Usage Notes
Try beginning sentences with other grammatical sentence openers other than the subject for sentence variety. **Example:** I walked through the snowy meadow. **Revision:** Through the snowy meadow I walked. Print off these grammatical sentence openers at http://bit.ly/2pVoXzm.	To identify the subject and predicate in a sentence, first look for the main verb and then ask 'Who?' or 'What?' The answer is the subject and the main verb is the predicate. The subject is never part of a prepositional phrase or dependent clause. Both the subject and predicate must be part of an independent clause. The subject is the "do-er" of the sentence. It tells whom or what the sentence is about. The simple subject is the noun or pronoun that acts or is acted upon. The complete subject includes additional words which describe the simple subject. The compound subject has two or more nouns or pronouns. **Examples: men, the sad men, she and the sad men** The predicate does the work of the "do-er" of the sentence. It shows a physical or mental action or describes a state of being. The simple predicate is the main verb that acts upon the subject. The complete predicate includes additional words which modify the predicate. The compound predicate has two or more verbs. **Examples: danced, had danced skillfully, danced and sang**

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: He sent the letter to Mabel Mosely 124 Post St., Beverly Hills, California, 91201.

He sent the letter to Mabel Mosely 124 Post St., Beverly Hills, California 91201.

2. Write your own mailing address as you would on a letter:

Review the address format as students correct their own addresses.

3. Re-write the sentence and underline the simple subject:

On the lake the boat sailed despite the lack of wind.

4. Re-write the sentence and underline the complete subject:

Across the classroom sat an antagonistic young man.

5. Re-write the sentence and underline the simple predicate:

Racing into the wind, the bikers kept their heads close to the handlebars.

6. Re-write the sentence and underline the compound predicate:

Kendra and Luis whistled and cheered for every contestant.

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Directions

1. Color or highlight.
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3. Write examples for each of these forms of subjects and predicates on the back of each flap.

Subjects: The "do-er" of the sentence... A noun or pronoun that acts or is acted upon.

Predicates: Does the work of the "do-er"... A mental or physical action or state of being verb.

Simple	Complete	Compound	Simple	Complete	Compound

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Resources	Mechanics Notes
Colleges may offer Associate of Arts (A.A. degrees) for a two-year program and Bachelor of Arts or Sciences (B.A. or B.S. degrees) for a four-year program. A university has more than one college. Universities offer B.A. and B.S. degrees, as well as Masters of Arts or Science degrees (M.A. or M.S.). Some universities offer additional advanced doctoral degrees.	Place a comma before and after any educational degrees and special qualifications which follow peoples' last names. Educational degrees and special qualifications are often abbreviated. **Examples:** **M.A. for Master of Arts, M.D. for Medical Doctor** Family titles that follow first names, such as Jr. for Junior or IV for the fourth family member with the same first name, are not set off by commas, but family titles that follow first and last names are set off by commas. **Examples**: **John Jr. and Maurice Small, IV, are here.**

Resources	Parts of Speech Notes
	A direct object tells whom or what receives the action of the verb. **Examples:** **I saw it. I saw her.** A linking verb (a verb that expresses no action) doesn't signal a direct object. **Example:** **He seems nice. The word *nice* is not a direct object.** Also, an object of a preposition or a possessive pronoun isn't a direct object. **Examples:** **He lied to me and said it was his. The words *me* and *his* are not direct objects.** An indirect object answers To whom? For whom? To what? or For what? the action of the verb is completed. A sentence with an indirect object must also have a direct object. Usually, the indirect object is found between a verb and a direct object. **Examples:** **I gave him a gift, We gave it a home.**

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: The dentist's name on the door was Maureen Solom, D.D.S. so I had found the right place.

The dentist's name on the door was Maureen Solom, D.D.S., so I had found the right place.

2. Re-write this sentence correctly: Lucas, Jr. had an appointment with Michael Gadsen, M.D.

Lucas Jr. had an appointment with Michael Gadsen, M.D.

3. Re-write this sentence correctly: If Jonathan Smith, III, had a son with the same first name, he would be Jonathan Smith IV.

If Jonathan Smith, III, had a son with the same first name, he would be Jonathan Smith, IV.

4. Re-write the sentence and underline the direct objects:

I dropped him on the couch and left money for the babysitter to buy pizza for him.

5. Re-write the sentence and underline the direct objects. [Bracket] the indirect object:

I loaned [him] a dollar, but he spent it.

6. Re-write the sentence and underline the direct object. [Bracket] the indirect object:

She told her [mother] a lie.

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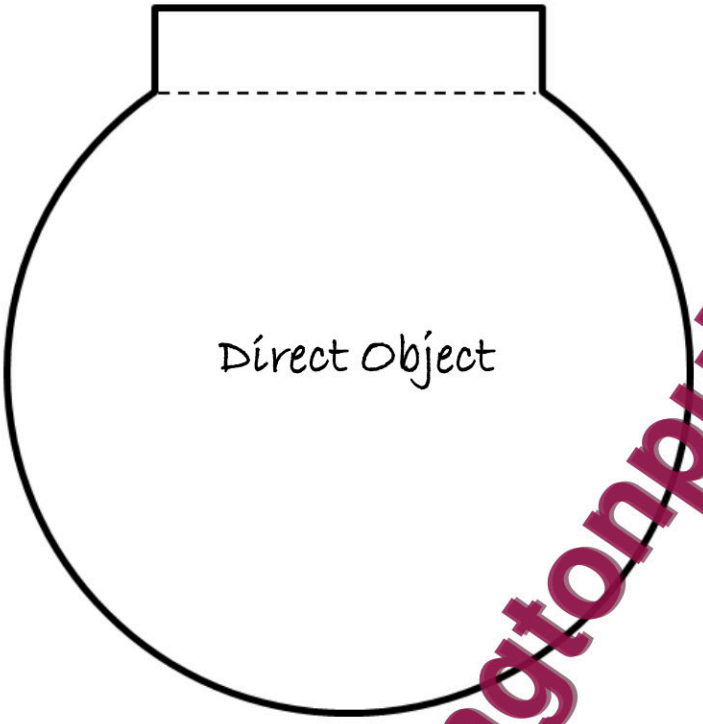
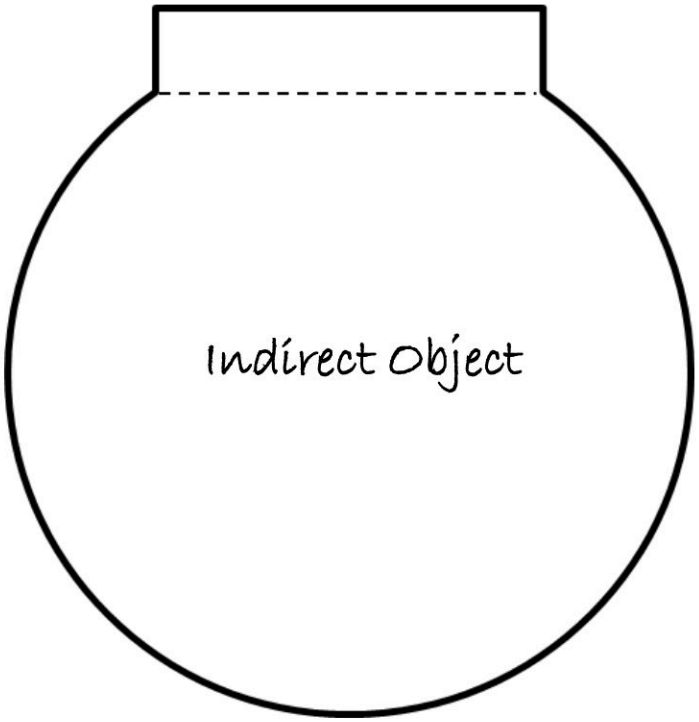
3. 3. Write sentences to show examples of each type of object on the back of the flaps.





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Resources	Mechanics Notes
Add commas to these weird town names and their states. All of them are real names. Dicatate these sentences and have students self-correct for comma usage: On my trip I visited Accident, Maryland, and Embarrass, Minnesota. I stayed with friends in Imalone, Wisconsin, before moving on to Pee Pee, Ohio. Kickapoo, Kansas was a favorite stop, but nothing could beat Nothing, Arizona.	When a geographical reference has two or more places, use a comma after each place (town or city, region, state or province, country) and place a comma after the last place name, unless it is placed at the end of the sentence. **Example:** **I visited Tasco, Mexico, on my last vacation.**

Resources	Grammar and Usage Notes
Idiomatic phrases are commonly used expressions that mean something different when used together than the the dictionary meanings of the individual words. **Examples** We walked *through the door.* They talked *up a storm*. People say things *in the heat of the moment*.	A phrase is a group of related words without a noun and connected verb. **Examples:** **handsome men (adjectival phrase), had always known (verb phrase), before the flood (prepositional phrase)** A noun and connected verb forms a clause. A clause is either *independent* or *dependent*. An independent clause is a sentence or part of a sentence that expresses a complete thought. A dependent clause has a noun and verb, but does not express a complete thought. **Examples**: **Most people enjoy desserts, although not everyone has a sweet tooth.**

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Guided Practice

1. Re-write this sentence correctly: Orlando, Florida is a popular vacation destination.

Orlando, Florida, is a popular vacation destination.

2. Re-write this sentence correctly: Lake Tahoe Nevada, has a number of famous ski resorts and casinos.

Lake Tahoe, Nevada, has a number of famous ski resorts and casinos.

3. Re-write this sentence and underline the phrase.

During the game I munch peanuts and popcorn.

4. Re-write this sentence and underline the phrase.

The detective has been looking everywhere.

5. Re-write the sentence and underline the dependent and [bracket] the independent clause:

Unless you ask politely, [I will not answer you.]

6. Re-write the sentence and underline the dependent and [bracket] the independent clause:

[His reaction was startling,] although she had warned us about his outbursts.

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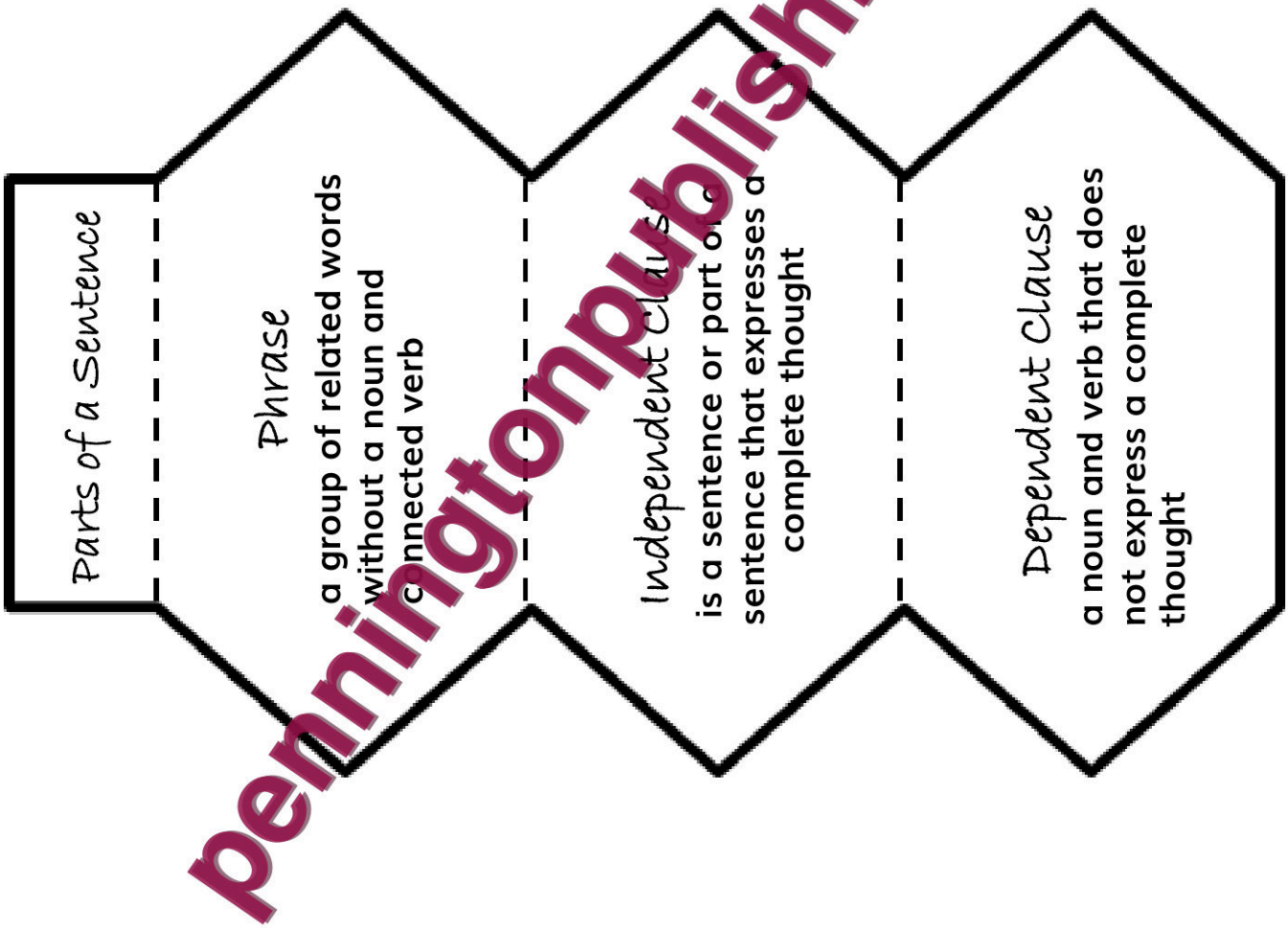
Directions

1. Color or highlight.
2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs.
3. Write sentences in which you underline these parts of sentences on the back of the flaps.



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Resources	Mechanics Notes
Many tag questions can be positive or negative. English uses contractions for negative tag questions. **Positive–Negative Examples:** is he? isn't he? will she? won't she? would they? wouldn't they	A tag question is a brief question added to a declarative sentence. Remember that a declarative sentence makes a statement. Use commas to set off tag questions. Place a question mark at the end of the sentence, even though most of the sentence is a statement. **Example:** **I don't think he will finish, will he?**

Resources	Grammar and Usage Notes
In declarative, imperative, and exclamatory sentences, the voice drops down on the last syllable. Try saying these types of sentences out loud to hear the ending voice drop: She went to the store. Go straight home. That shocked me! In interrogative sentences the voice goes up on the last syllable. Try saying this question out loud: Did you really mean that?	A complete sentence has three characteristics: 1. It tells a complete thought. 2. It has both a subject and a predicate. 3. It makes the voice drop down at the end of a statement or go up at the end of a question. **Example:** **Karen enjoys chocolate.** A fragment is only part of a complete sentence. A sentence fragment is usually a dependent clause (a noun and verb that does not express a complete thought). To fix a sentence fragment, combine the dependent clause with an independent clause to form a complex sentence. **Example:** **If I asked for help.** A run-on connects independent clauses without expressing a complete thought. When the run-on connects the independent clauses with a comma, it is called a *comma splice*. To fix a run-on, join the independent clauses with a comma-conjunction or semicolon or add a dependent clause to form a compound-complex sentence. **Example:** **I asked for help, I really needed it.**

SUMMARY/REFLECTION

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Guided Practice
1. Re-write this sentence correctly: Ian will complete his project won't he? Ian will complete his project, won't he? 2. Re-write this sentence correctly: The fireworks were great. Weren't they! The fireworks were great, weren't they? 3. Identify the following as a complete sentence, a fragment, or a run-on: Even though we tried to pay attention to details. Answer: fragment 4. Identify the following as a complete sentence, a fragment, or a run-on: Ariel left school early, she did not have a note from her parents. Answer: run-on 5. Identify the following as a complete sentence, a fragment, or a run-on: Because the students failed to follow the rules, the dance was cancelled. Answer: complete sentence 6. Revise the sentence fragment by combining the fragment with an independent clause. Since the husband had tried to help with the housework. His wife forgave him. Options: Since the husband had tried to help with the housework, his wife forgave him. His wife forgave him since the husband had tried to help with the housework.

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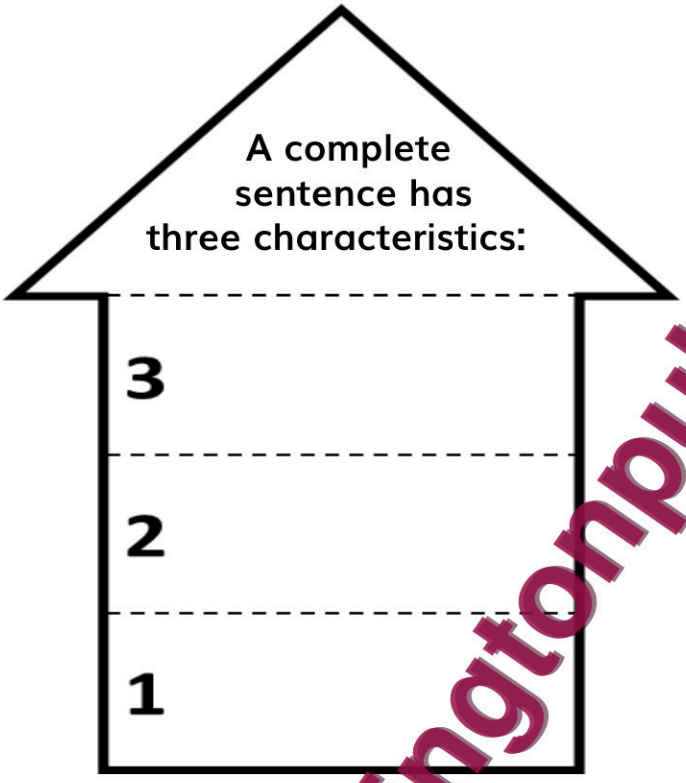
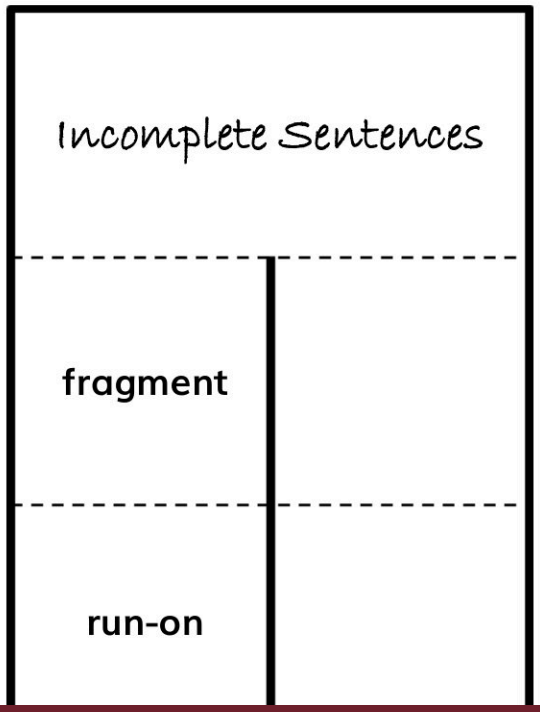
3d Graphic Organizers

Directions

1. Color or highlight.
2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs.
3. List the complete sentence characteristics and write a fragment and a run-on on the back of the flaps.





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Resources	Mechanics Notes
A surname is a person's last name. We often use titles before surnames. **Examples** Mr. Jones (a man) Ms. Jones (a woman) Miss Jones (an unmarried woman) Mrs. Jones (a married woman) Dr. Jones (a medical doctor)	When we talk to a person in our speech or writing, that person is a *noun of direct speech*. The person could be a proper noun or a common noun. Place a comma after nouns of direct speech used at the beginning of a sentence. Place commas before and after nouns of direct speech used in the middle of sentences. Place commas before nouns of direct speech used at the end of sentences. **Examples:** **"Barbara, please listen to me," I said. "Can't you wait, Sandy?" I asked. "Don't cry, Chelsea, you will get your share," the teacher said.**

Resources	Grammar and Usage Notes
	English has four basic types of sentence structures: 1. A simple sentence has one independent clause and no dependent clause. **Example:** **I enjoy baseball.** 2. A compound sentence has two or more independent clauses, but no dependent clauses. **Example:** **I enjoy baseball, but it is boring sometimes. I enjoy baseball; it is boring sometimes.** 3. A complex sentence has an independent clause and at least one dependent clause. **Example:** **Although I enjoy baseball, it is boring sometimes.** 4. A compound-complex sentence has two or more independent clauses, and a dependent clause. **Example:** **I like him and he likes me, even if we don't see each other very much.**

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Guided Practice
1. Re-write these sentences correctly: Pedro you should listen to your mother. She knows what's best for you, son. Pedro, you should listen to your mother. She knows what's best for you, son. 2. Re-write this sentence correctly: If you would pay attention, Camille I'm sure that you would enjoy the performance. If you would pay attention, Camille, I'm sure that you would enjoy the performance. 3. Identify this type of sentence: When I can, I like to help my neighbor with her yard and her shopping. Answer: complex 4. Identify this type of sentence: Despite the fact that it's cold, I walk the dog, and I always take time to play fetch with him. Answer: compound-complex 5. Identify this type of sentence: In the morning my dad plans to cut down the oak tree and chop it up for firewood. Answer: simple 6. Identify this type of sentence: Let's go home and let's build a fire. Answer: compound

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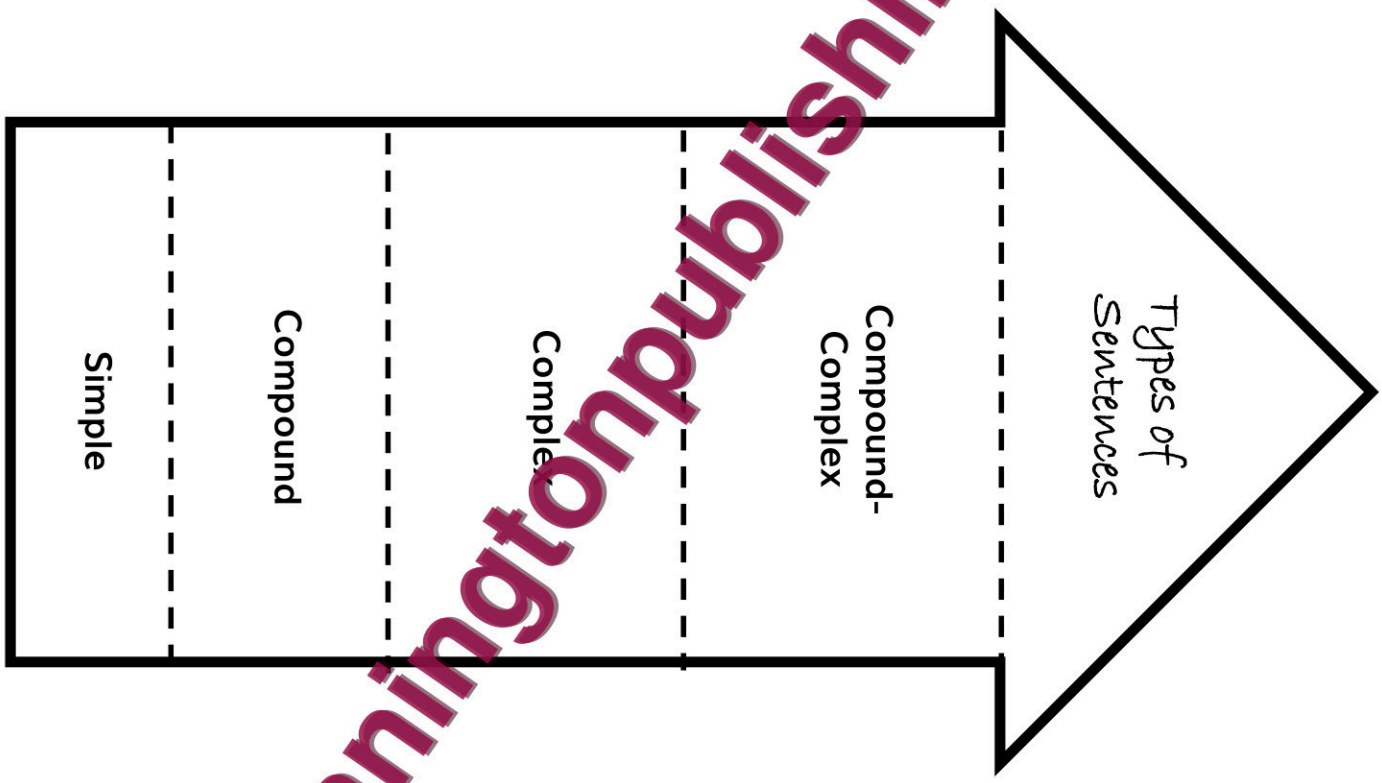
3d Graphic Organizers

Directions

1. Color or highlight.
2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs.
3. Write sentences, using each of these types of sentences, on the back of the flaps.



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Resources	Mechanics Notes
The last comma before a conjuncton in a list of items is known as the serial comma. Although newspapers and magazines generally omit this comma, using it saves confusion. **Example:** *with* the serial comma: I brought my parents, the monkey, and the clown. (He brought all three.) **Example:** *without* the serial comma: I brought my parents, the monkey and the clown. (He brought both of his strange parents.)	Use commas after each item in lists, except the last one. Newspapers, magazines, and documents omit the comma before the coordinating conjunction that joins the last item in the list. **Example:** **My favorite classes are art, Spanish, and computers at this school.**

Resources	Grammar and Usage Notes
We often overuse exclamation points. Use only one exclamation point. To avoid overuse of the exclamation point, use strong, vivid verbs. Check out these strategies to help students revise verbs: Revise with "ify" verbs http://bit.ly/2rCAiEO and verbing at http://bit.ly/2qFaEEn to form strong, vivid verbs.	Sentences can be classified in four ways: 1. A *declarative* is a statement and ends in a period. **Example:** **I am crying.** 2. An *interrogative* is a question and ends in a question mark. **Example:** **Are you crying?** 3. An *imperative* is a command and ends in a period. **Example:** **Stop crying.** 4. An *exclamatory* expresses surprise or strong emotion and ends in an exclamation point. **Example:** **I am shocked!**

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: At the store I bought two liters of soda, a king-size candy bar and a pack of gum.

At the store I bought two liters of soda, a king-size candy bar, and a pack of gum.

2. Re-write this sentence correctly: This year I plan to play baseball soccer, and lacrosse.

This year I plan to play baseball, soccer, and lacrosse.

3. Identify this type of sentence: What should you do if you get lost on a hike?

interrogative

4. Identify this type of sentence: I'm amazed that she doesn't remember!

exclamatory

5. Identify this type of sentence: Please give me more time to complete the project.

imperative

6. Identify this type of sentence: I've heard it said that the apple doesn't fall far from the tree.

declarative

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Directions

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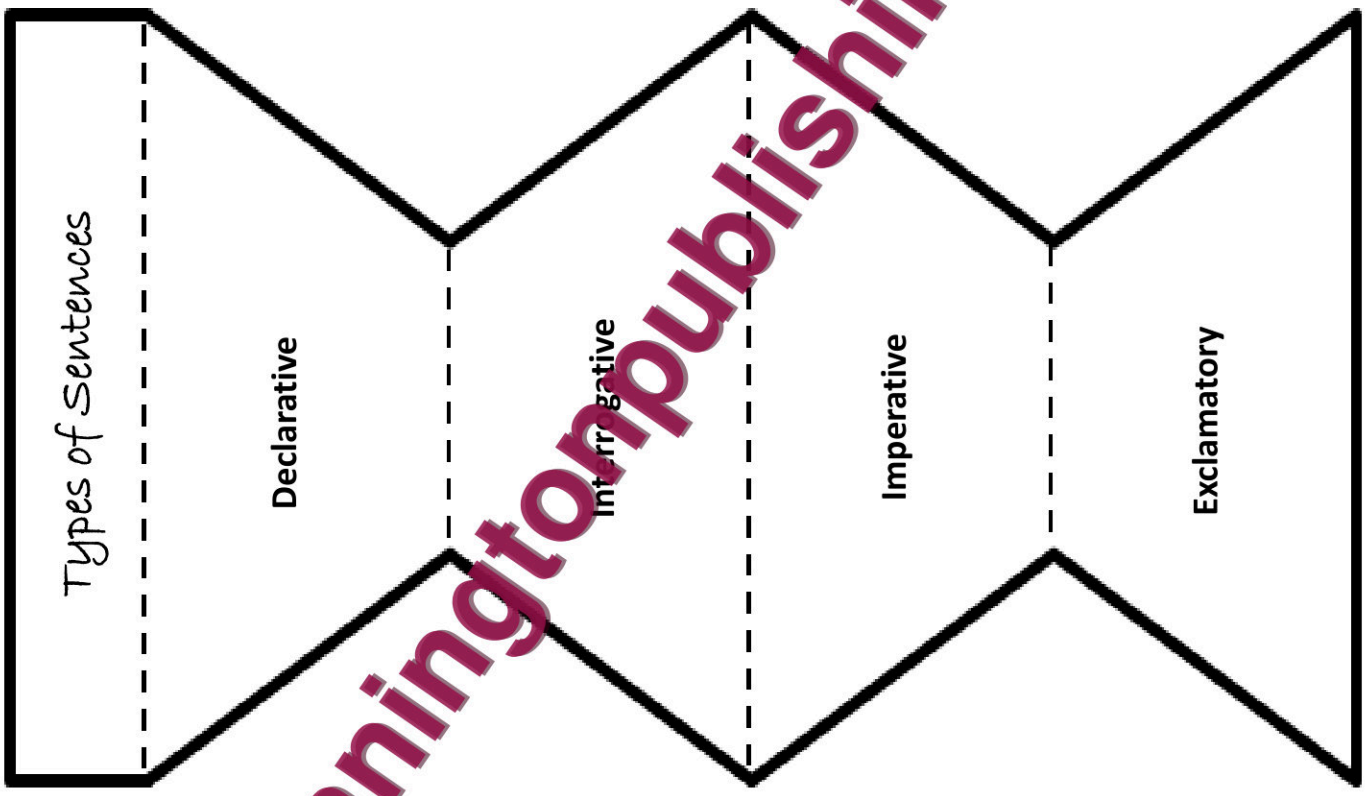

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Resources	Mechanics Notes
In the English language we place the most important part of the sentence at the beginning. This allows us to emphasize certain words more than others. **Examples to Compare:** Slowly, the popular girl walked to the podium. The popular girl walked slowly to the podium.	Use commas after introductory words which receive special emphasis. **Example:** **Happily, I was wrong.** Use comma after introductory words that modify other words in the main clause or to avoid confusion. **Example:** **Smart and funny, the girl was quite popular.** Place a comma after introductory prepositional phrases with more than four words and after each phrase in a prepositional phrase string. **Examples:** **Under the broken garden fence, I escaped. Over the rocks, across the stream, I hiked.**

Resources	Grammar and Usage Notes
	A noun phrase consists of a named or unnamed person, place, thing, or idea and any words which modify or identify the noun. It acts as a single part of speech and can be referred to with a single pronoun. **Examples:** **The tired young man (he) asked all his friends (them) to leave.**

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: Afterwards, we went out for ice cream. Usually I would agree to go.

Afterwards, we went out for ice cream. Usually, I would agree to go.

2. Re-write this sentence correctly: Before the show, I climbed under the ropes beneath the chairs to get a view of the stage.

Before the show I climbed under the ropes, beneath the chairs, to get a view of the stage.

3. Re-write the sentence and underline the noun phrase:

We sat down next to the dog on the couch.

4. Re-write the sentence and underline the noun phrase:

They stayed in the cabin by the lake.

5. Re-write the sentence and underline the noun phrases:

Freedom and liberty are such key rights.

6. Re-write the sentence and underline the noun phrases:

The mine workers hurried to clean up the muddy mess of the landslide.

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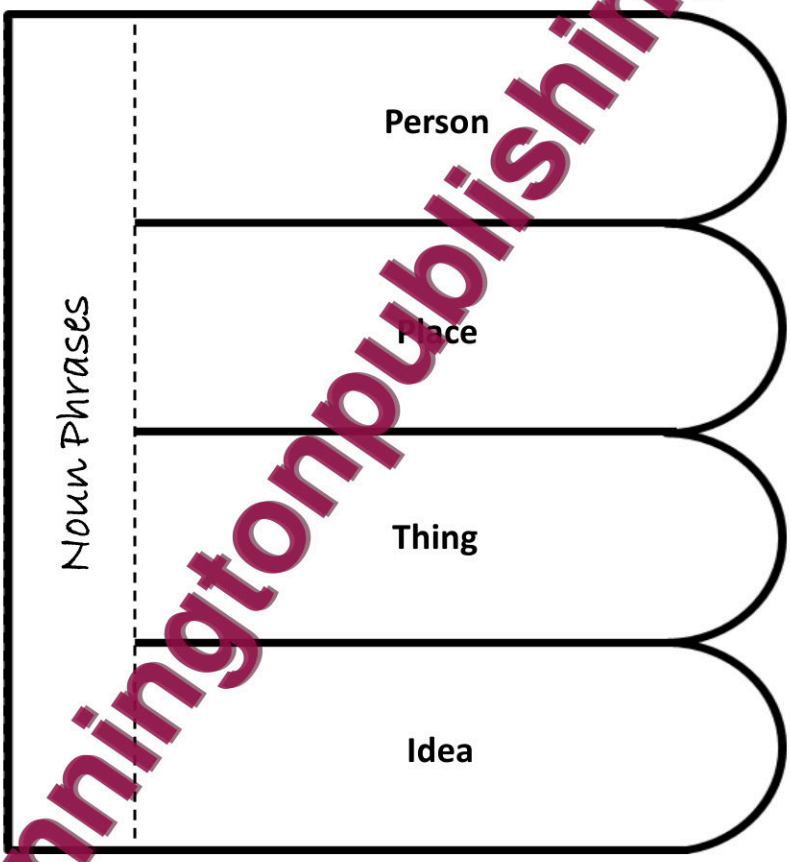
Directions

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



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Resources	Mechanics Notes
The subordinating conjunction signals a dependent clause which *depends upon* a connected independent clause (a noun and a connected verb that expresses a complete thought). The dependent clause makes clear or limits the meaning of the independent clause. Both terms: *subordinate* and *subordinating* conjunctions are proper as are *coordinate* and *coordinating* conjunctions.	Use commas after introductory clauses. An introductory clause is a dependent clause (a noun and connected verb that *does not* express a complete thought). The introductory clause usually begins with a subordinating conjunction and ends with a comma. **Example:** **If I had remembered her name, I would not have had to ask.** **Subordinating Conjunctions** Use this memory trick to remember the subordinating conjunctions: **BUD IS WISE BUT HOT! AAA WWW** **BUD** before, unless, despite (in spite of) **IS** in order that, so **WISE,** while, if, since, even though (if) **BUT** because, until, that **HOT!** how, once, than **AAA** after, although (though), as (as if, as long as, as though) **WWW** whether, when (whenever), where (wherever)

Resources	Parts of Speech Notes
Note: The other two types of clauses are adjectival clauses, also known as relative clauses, and adverbial clauses.	A noun clause is one type of a dependent clause and begins with *if*, *how*, *however*, *that*, the "wh" words: *what*, *when*, *where*, *which*, *who*, *whom*, *whose*, *why*, or the "wh"-ever words: *whatever*, *whenever*, *wherever*, *whichever*, *whoever*, or *whomever*. Place a comma following an introductory noun clause if a noun or pronoun follows. **Examples:** **Whatever you wish, I will do. Whatever you wish seems fine to me.**

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Guided Practice
1. Re-write this sentence correctly: Because the movie has some violence, and foul language, it was rated PG-13. Because the movie has some violence and foul language, it was rated PG-13. 2. Re-write this sentence correctly: After I take a long walk I take an even longer shower. After I take a long walk, I take an even longer shower. 3. Re-write this sentence correctly and underline the noun clause: Where I should go next, I'm not sure. Where I should go next, I'm not sure. 4. Re-write this sentence correctly and underline the noun clause: Whichever way you want to go, seems fine with me. Whichever way you want to go seems fine with me. 5. Re-write this sentence correctly and underline the noun clause: I would be rich if I had a dollar, for every time I told you. I would be rich if I had a dollar for every time I told you. 6. Re-write this sentence correctly and underline the noun clause: Whoever started the fire, will be in some serious trouble. Whoever started the fire will be in some serious trouble.

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Directions

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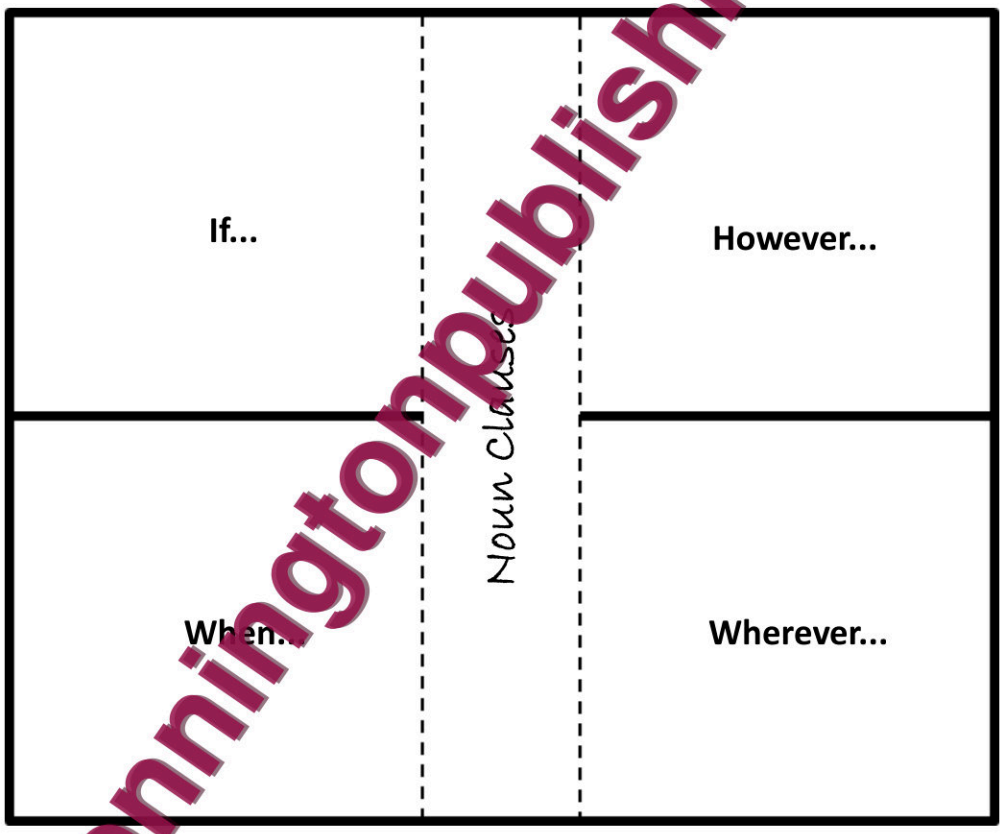
3. Write sentences, using these words to begin noun clauses on the back of the flaps.



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Resources	Mechanics Notes
For each new speaker, begin a new paragraph. **Examples** "Why aren't you helping me more? asked John. Joanna replied, "I didn't think you wanted my help." "Where in the world," yelled John, "did you get that idea?"	In dialogue sentences, place commas: After a beginning speaker tag to the left of the quotation marks. **Example:** I said, "Let's go!" Before and after a middle speaker tag to the left of both quotation marks. **Example:** "We must go," I explained, "before it's too late." Before an ending speaker tag to the left of the quotation marks. **Example:** "They must go," I pleaded.

Resources	Grammar and Usage Notes
Gerunds are types of verbals: other parts of speech masquerading as nouns. Gerunds look like verbs, but act as nouns.	A gerund is an "_ing verb" that is used as a noun. **Examples:** Skiing makes me happy. I enjoy dancing. A possessive pronoun can connect to a gerund. **Example:** His cooking is not the best. A possessive noun can connect to a gerund. **Example:** Joe's cooking is not the best.

SUMMARY/REFLECTION

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Guided Practice

1. Re-write these sentences correctly: Matt replied, "That's really not funny." I responded "I know, but you did laugh."

Matt replied, "That's really not funny." I responded, "I know, but you did laugh."

2. Re-write this sentence correctly: "If you were ready," she whispered "We would be half way there by now."

"If you were ready," she whispered, "We would be half way there by now."

3. Re-write these sentences correctly:
"I wonder why you care" she mumbled.
"She must be hiding something," he added.

"I wonder why you care," she mumbled.
"She must be hiding something," he added.

4. Re-write these sentences and underline the gerunds:

Writing helps me sort out my thoughts.
However, reading gives me new ones.

5. Re-write the sentence and underline the possessive pronoun. [Bracket] the gerund:

I hear their [singing] is simply the best of any junior competitors.

6. Re-write the sentence and underline the possessive noun. [Bracket] the gerunds:

Rafael's [pitching] still keeps those hitless wonders winning.

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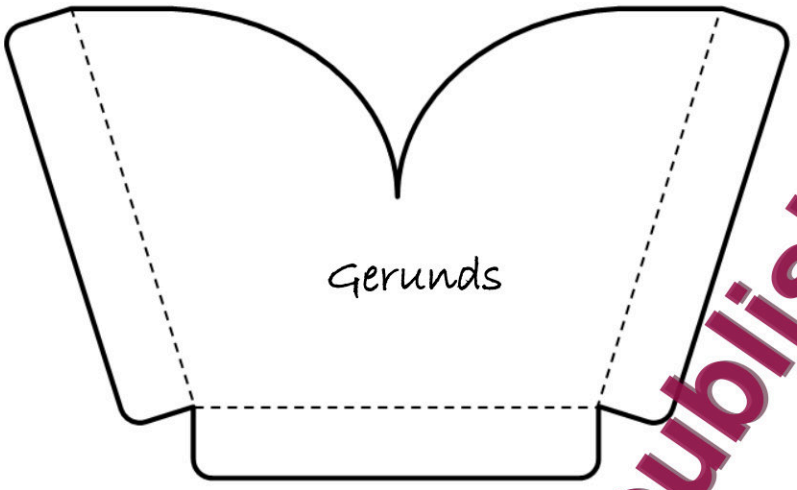
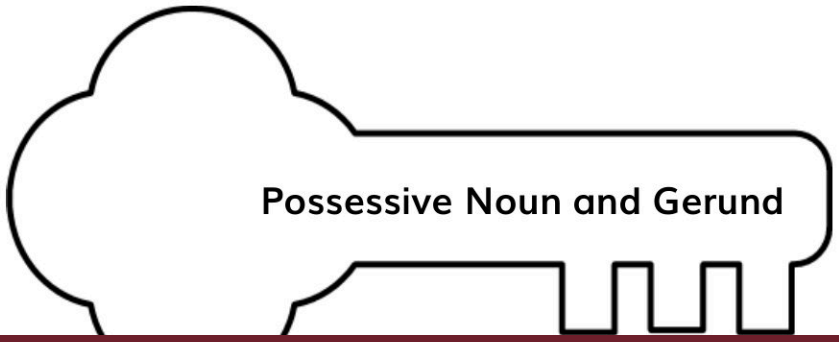
3d Graphic Organizers

Directions

1. Color or highlight.
2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs.
3. Write sentences on the back of the keys, using both types of gerunds, and place them in your pocket.





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Resources	Mechanics Notes
Never use a comma before an *and*, *or*, or *nor* to join two nouns, pronouns, adjectives, verbs, adverbs, or prepositions. **Examples** Josie **and** Pedro love to dance. She **or** her sister will serve. The dog was **neither** mean **nor** vicious. Deb walked **and** ran the mile. They asked politely **or** assertively, depending upon the situation. My parents never went down **nor** up the stairs.	Place a comma before the coordinating conjunction(s) to join independent clauses if one or both of the independent clauses is long and always before *but* or *yet*. If one of the independent clauses has 5 or more words, use the comma. The memory trick **FANBOYS** (For-And-Nor-But-Or-Yet-So) may help you remember the common two or three-letter coordinating conjunctions. **Examples**: **My parents used to eat plenty of fresh fish and they also ate rice. I know my limitations, but I still love to play.**

Resources	Grammar and Usage Notes
Gerund phrases can add parallelism to one's writing.	A gerund phrase is a noun phrase with a gerund serving as the noun. A possessive pronoun can be placed before a gerund phrase. **Example: His playing golf all the time...** A singular possessive noun can connect to a gerund phrase. **Example: That terrific singing of Martha's...**

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Guided Practice

1. Re-write these sentences correctly: He enjoys the blues band, so he always attends the show. I want to go, and she does, too.

He enjoys the blues band, so he always attends the show. I want to go and she does, too.

2. Re-write these sentences correctly: I wish we would attend yet I know we won't go. I shouldn't have left and I knew it.

I wish we would attend, yet I know we won't go.
I shouldn't have left and I knew it.

3. Re-write these sentences correctly: Love is wonderful, but it takes commitment. Love can change people, and often it does.

Love is wonderful, but it takes commitment. Love can change people, and often it does.

4. Re-write these sentences and underline the gerund phrases:

Staying on top of things requires plenty of time and effort.

When walking away from a problem won't work, try running.

5. Re-write the sentence and underline the possessive pronoun. [Bracket] the gerund phrase:

Our [producing the play] turned out to be the wrong decision.

6. Re-write the sentence and underline the singular possessive noun. [Bracket] the gerund phrase:

Bob's [failing to arrive] left us one player short for the game.

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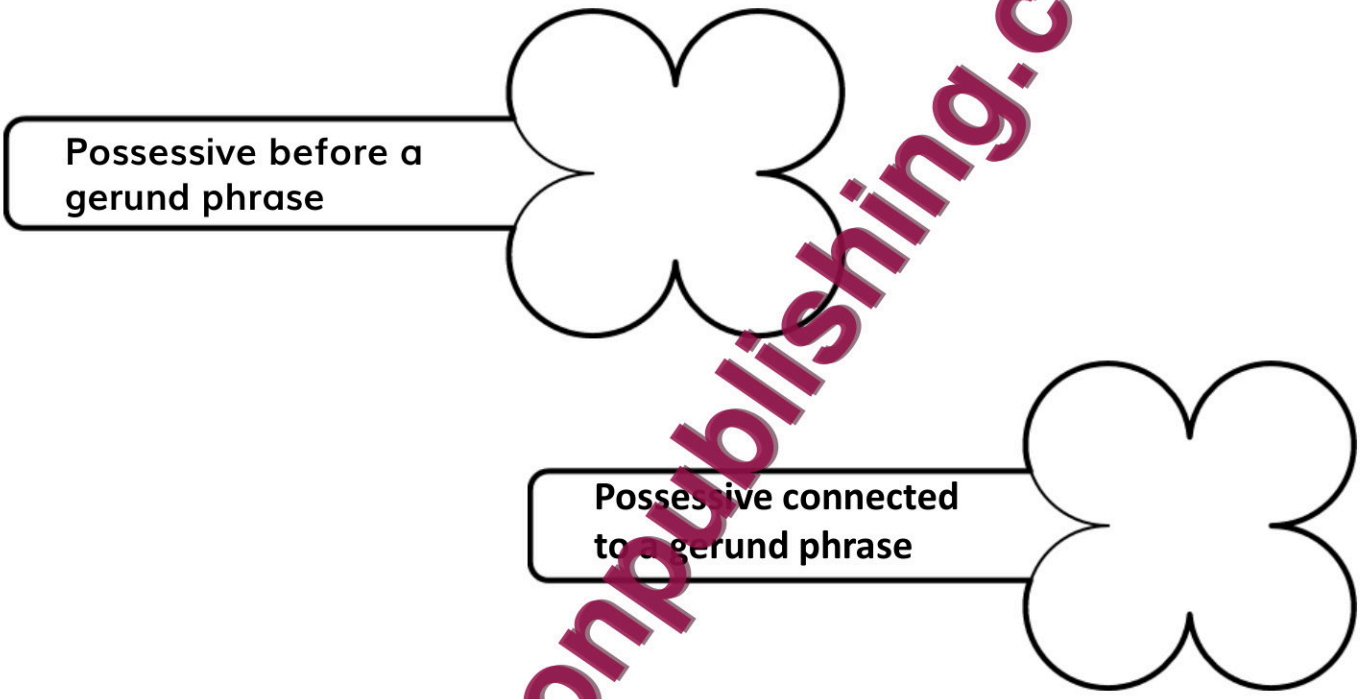
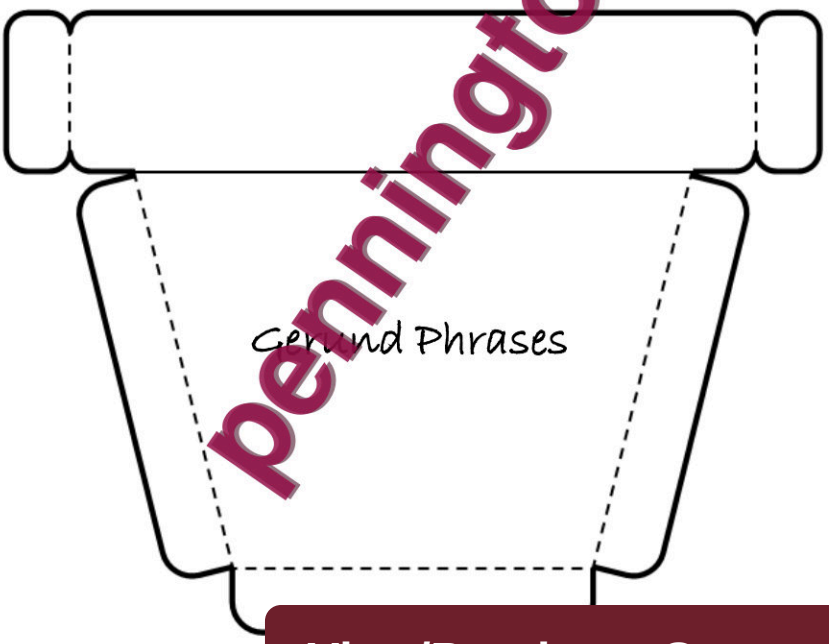
Directions

1. Color or highlight.
2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs.
3. Write sentences on the back of the flowers, using these types of gerund phrases, and plant them in your flower pot.





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Resources	Mechanics Notes
A dependent clause *depends* upon being connected to an independent clause to form a complex sentence. As a matter of writing style, avoid stringing together more than two dependent clauses.	Remember to place a comma after a dependent clause that begins a sentence. Also place commas before and after a dependent clause in the middle of the sentence. Don't place a comma before a dependent clause that ends a sentence. **Examples:** **After I sneeze, I blow my nose.** **I blow my nose, after I sneeze, and then I cough.** **I blow my nose after I sneeze.**

Resources	Grammar and Usage Notes
Use a personal pronoun, not a reflexive pronoun after prepositions which show location or position. **Examples:** I walked beside her. NOT I walked beside herself.	Reflexive pronouns end in "self" or "selves" and refer to the subject of a sentence. The reflexive pronoun cannot serve as the subject of the sentence. Reflexive pronouns are necessary to the meaning of the sentence and usually follow verbs or prepositions. **Examples:** **Pete gave himself a break and grabbed a cookie for himself. These are the reflexive pronouns: myself, ourselves, yourself, yourselves, himself (not hisself), herself, itself, and themselves.** Intensive pronouns are used to emphasize subject or object case nouns or pronouns. Unlike reflexive pronouns, removing the intensive pronoun does not change the meaning of the sentence. Intensive pronouns generally follow nouns or pronouns in the sentence and are not separated by commas. These pronouns take the same form as reflexive pronouns **Example:** **He himself had never studied for a test.** The two reciprocal pronouns, *each other* and *one another*, are used to describe the same action shared by two or more things or people. Usually, *each other* is used to refer to two people; *one another* is used to refer to more than two people. **Examples:** **Jenna, Rosie, and Tanya love one another. Leo and Viktor irritate each other.**

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Guided Practice
1. Re-write these sentences correctly: Before I leave I'll need to eat. Unless Paul releases the rope, you will have to stay where you are. Before I leave, I'll need to eat. Unless Paul releases the rope, you will have to stay where you are. 2. Re-write this sentence correctly: I enjoy playing guitar, even if I don't practice enough and I'm not that talented. I enjoy playing guitar, even if I don't practice enough, and I'm not that talented. 3. Re-write this sentence correctly: The cat crawled away, despite the fact that she was severely injured. The cat crawled away despite the fact that she was severely injured. 4. Re-write the sentence and underline the reflexive pronouns: Alexa asked herself if she were ready to make the commitment for herself. 5. Re-write the sentence and underline the intensive pronouns: They themselves signed up for the class, but she herself did not. 6. Re-write this sentence correctly: Ariel, Misty, and Jillian do enjoy each other's company. Ariel, Misty, and Jillian do enjoy one another's company.

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Directions

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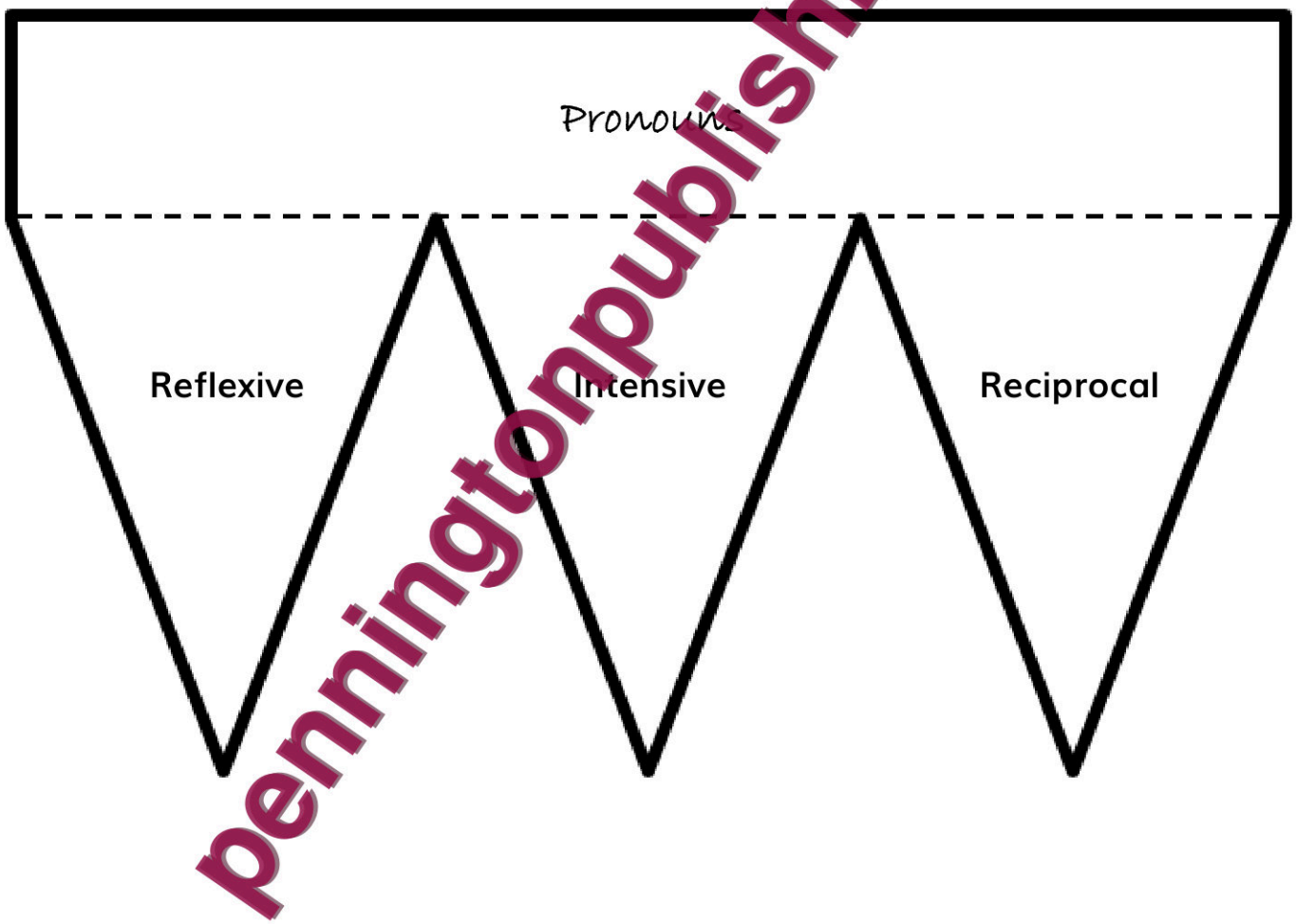
3. Write sentences for each type of pronoun on the back of the flaps.



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Resources	Mechanics Notes
Transition words in writing are followed by commas. Check out this list of writing transition words: http://bit.ly/2q58UgE You may also want to use the transition words lesson plan in this post.	Place commas following transitions or contrasts at the beginning of a sentence. **Examples:** **Additionally, the students cleaned the classroom. However, they did not vacuum.** Place commas before and after parenthetical expressions used in the middle of a sentence or before a parenthetical expression used at the end of a sentence. **Example:** **The dinosaurs, scientists think, died out due to climate change.**

Resources	Grammar and Usage Notes
This is a story about four people named **Everybody**, **Somebody**, **Anybody**, and **Nobody**. An important job needed to be done and Everybody was sure that Somebody would do it. Anybody could do it, but Nobody did it. Somebody was angry about that, because it was Everybody's job. Everybody thinks Anybody could do it, but Nobody realizes that Everybody will not do it. In the end Everybody blames Somebody when Nobody does what Anybody could do.	An indefinite pronoun does not refer to a specific noun. Indefinite pronouns ending in "_body" or "_one" are singular. **Examples**: **Anybody is welcome. Everyone works hard.** These indefinite pronouns are plural: *both*, *few*, *many*, and *several*. Indefinite pronouns that express quantity or measurement may be singular or plural depending upon the surrounding word clues. **Examples**: **all, any, half, more, most, none, other, and some**

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Guided Practice
1. Re-write these sentences correctly: Furthermore, the movie was not over. Although you could have waited for me. Furthermore, the movie was not over although you could have waited for me. 2. Re-write these sentences correctly: Moreover I could have won probably if I wanted to do so. However, I did not. Moreover, I could have won, probably, if I wanted to do so. However, I did not. 3. Re-write the sentence and underline the indefinite pronouns: Everybody is here, but no one is there. 4. Re-write the sentence and underline the indefinite pronouns: All are helping the teacher, but few seems to know what they are doing. All are helping the teacher, but few seem to know what they are doing. 5. Re-write the sentence and underline the indefinite pronouns: Several remains behind the curtain, but everyone takes a bow at the end of the performance. Several remain behind the curtain, but everyone takes a bow at the end of the performance. 6. Re-write these sentences and underline the indefinite pronouns: Half of them show up for all of my parties. None of the class help clean up the mess afterwards. Half of them show up for all of my parties. None of the class helps clean up the mess afterwards.

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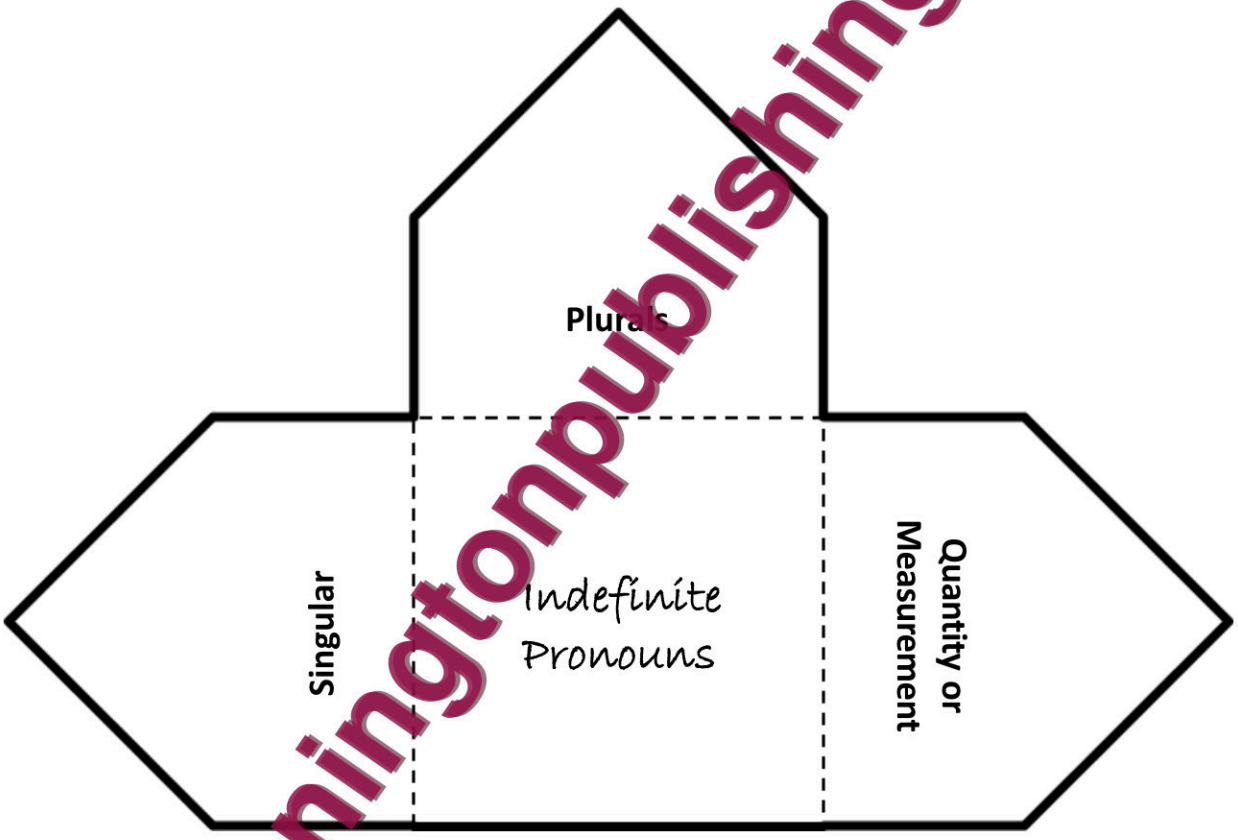
Directions

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



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Resources	Mechanics Notes
Coordinate Adjectives Limerick When writing a series of adjectives, Think *and* between each and reverse The adjective order and if they sound fine, Use commas between every time.	To determine whether adjectives are coordinate adjectives, try placing the word *and* between the adjectives. Second, try reversing them. If, the phrases sound fine both ways, the adjectives are coordinate adjectives and require commas between each. **Example:** **A large, angry dog**

Resources	Grammar and Usage Notes
A phrase or clause between the subject and predicate does not change the number of the antecedent. **Examples** **Correct:** A bowl of peanuts sits by itself on the coffee table. **Incorrect:** A bowl of peanuts sits by themselves on the coffee table. **Explanation:** The *bowl* is a singular subject and antecedent. It is not made plural by adding "of peanuts" between the subject and predicate.	A pronoun must clearly and specifically refer to just one noun or pronoun (the antecedent). Generally, the pronoun refers to the noun or pronoun immediately before the pronoun. **Example:** **I listen to my teacher (the antecedent) and follow her (the pronoun) advice.** To avoid pronoun antecedent problems: 1. Keep pronouns close to their references or use synonyms. 2. Don't have a pronoun refer to the object of a prepositional phrase. **Example:** **The box *of pencils* was found in *their* place.** **Revision:** **The *box* of pencils was found in *its* place.** 3. Don't have a pronoun refer to a possessive antecedent. **Example**: **Are *theirs* the best cookies? They certainly are.** **Revision:** **Are their *cookies* the best? They certainly are.**

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: Bill jumped into the large, deep, swimming pool.

Bill jumped into the large, deep swimming pool.

2. Re-write this sentence correctly: She wore a green silk scarf over her black, v-neck sweater.

She wore a green silk scarf over her black v-neck sweater.

3. Re-write this sentence correctly: Let's order a pizza with red peppers, black olives and ranch dressing.

Let's order a pizza with red peppers, black olives, and ranch dressing.

4. Re-write this sentence correctly: The company of soldiers was lined up in their proper position.

The company of soldiers was lined up in its proper position.

5. Re-write these sentences correctly: Are theirs the dark chocolate bars? They might be.

Options: Are the dark chocolate bars theirs? The chocolate bars might be theirs. They might be their dark chocolate bars.

6. Re-write this sentence correctly: The ants' hill was next to the fence post, but I still had to paint it.

The ants' hill was next to the fence post, but I still had to paint the fence.

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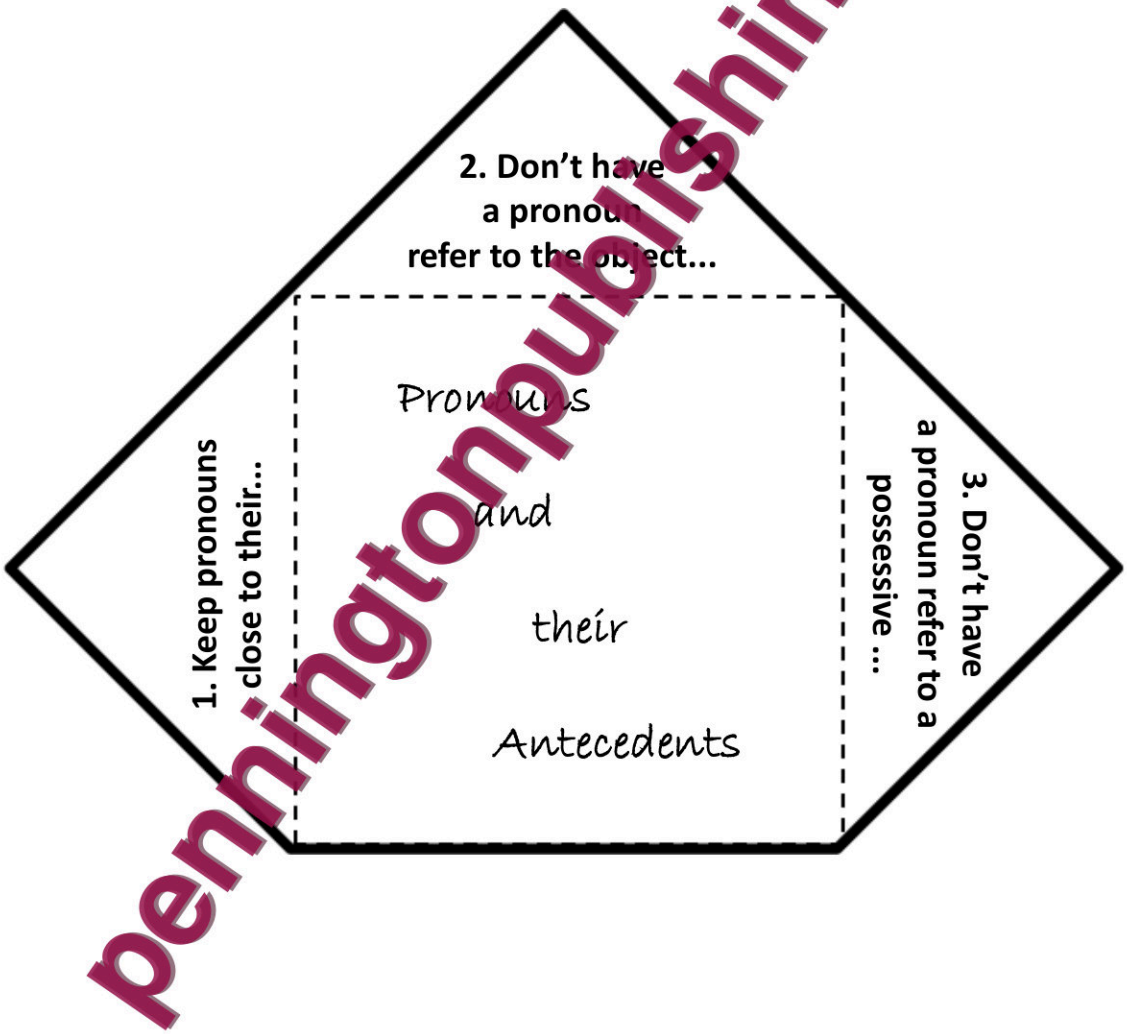
3. Finish the sentences on the back of each flap.



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Resources	Mechanics Notes
Hierarchical Adjectives Limerick When writing a series of adjectives, Think *and* between each and reverse The adjective order and if they sound bad, Commas you should never add.	Hierarchical adjectives build upon each other with different levels or degrees to modify the same noun. Hierarchical adjectives are not separated by commas. If the adjectives make no sense when placing the word *and* between them or reversing their order, the adjectives are hierarchical. **Example:** Let's order a hot thick-crust sausage pizza.

Resources	Grammar and Usage Notes
Grammarians have two basic views about language. The traditional view is that grammar consists of a set of consistent rules. The other view is that grammar is flexible and changeable. These views of grammar differ regarding usage of the *their* possessive. The traditional grammarian would argue that because *their* is a plural possessive, it can only refer to or replace plural nouns. Those grammarians holding the other view would argue that because there is no singular possessive pronoun which isn't gender specific, the *their* is permissible to refer to or replace singular nouns.	A personal pronoun must match singular pronouns to singular nouns or pronouns and plural pronouns to plural nouns or pronouns. **Example**: Julie (She) has ~~their~~ own style. **Revision:** Julie (She) has her own style. Often number errors are made when trying to avoid gender-specific pronouns. Revise by making the antecedent nouns plural. **Example**: ~~The student~~ ate their lunch. **Revision:** The students ate their lunches. Or revise the sentence without the pronouns. **Revision:** The students ate lunch. A personal pronoun must also be in the same person as its antecedent. Pronouns are in the first, second, or third person. Revise pronoun person problems by matching the pronoun person to its antecedent. **Example**: Julie (She) has ~~your~~ own style. **Revision:** Julie (She) has her own style.

SUMMARY/REFLECTION

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Guided Practice
1. Re-write this sentence correctly: Lois was a smart, happy woman, but she was the worst dressed, employee at her workplace. Lois was a smart, happy woman, but she was the worst dressed employee at her workplace. 2. Re-write this sentence correctly: The band concert was well-attended, crowd-pleasing, fun and as good as the last, spring concert. The band concert was well-attended, crowd-pleasing, fun, and just as good as the last spring concert. 3. Re-write this sentence to avoid using the gender pronoun by changing the singular pronoun antecedent to a plural noun: Everybody in class has his own ideas about the party. Students have their own ideas about the party. 4. Re-write this sentence correctly by removing the pronoun reference: Parents should pick up her fundraising packets after school. Parents should pick up fundraising packets after school. 5. Re-write this sentence correctly: Anyone should know your solo part by now. Options: Everyone should know (his, her, his or her) part by now. All should know their parts by now. You should know your part by now. 6. Re-write this sentence correctly: Robert has their own ideas about decorating his room. Robert has his own ideas about decorating his room.

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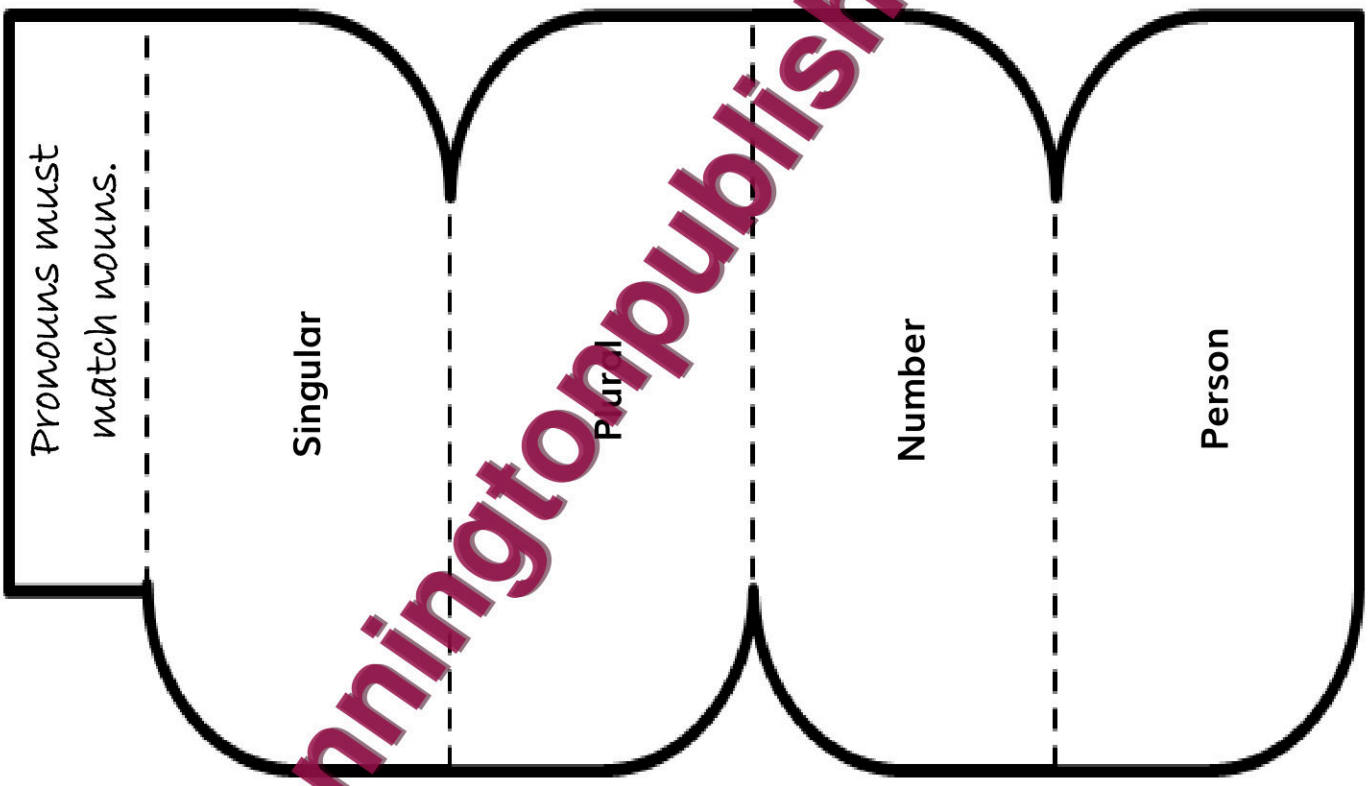

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Resources	Mechanics Notes
Most writers use commas for appositives in formal writing, such as in essays.	An appositive is a noun, pronoun, or noun phrase that identifies or explains another noun or pronoun before or after it. If the appositive is non-essential to the meaning of the sentence, commas, parentheses, or dashes are used to signal and separate this identification or explanation. **Examples:** **An actress, Marta, knew how to cry. June (the girl with red hair) acted childishly.** If the appositive is essential to the meaning of the sentence, no punctuation is used. **Example:** **The U.S. president Ronald Reagan died in 1989.**

Resources	Grammar and Usage Notes
The *this* and *these* demonstrative pronouns refer to an object within an arm's reach. The *that* and *those* demonstrative pronouns refer to an object beyond an arm's reach.	Four types of vague pronoun references have pronouns which do *not* clearly identify their antecedents: 1. Demonstrative pronouns (*this*, *that*, *these*, or *those*) are used on their own without a clear location. Revise by adding a noun following the pronoun. **Example**: ~~**That is beautiful.**~~ **That painting is beautiful.** 2. More than one antecedent could match the pronoun. Revise by repeating the noun. **Example**: ~~**Dishes were on the tables, but we didn't need them.**~~ **Dishes were on the tables, but we didn't need the dishes.** 3. The antecedent is an adjective. Revise by changing the antecedent from an adjective to a noun. **Example**: ~~**I called Jesse's office but no one answered.**~~ **I called Jesse at his office, but he did not answer.** 4. The pronoun has no antecedent. Revise by adding the antecedent. **Example**: ~~**Although he was extremely rich, he didn't spend it.**~~ **Although he had money, he didn't spend it.**

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Guided Practice

1. Re-write this sentence correctly: The gentleman the one in the black raincoat, waited outside of the store.
The gentleman, the one in the black raincoat, waited outside of the store.
2. Re-write this sentence correctly: Myra Bannecker (the famous) English ballerina performed for the queen.
Myra Bannecker (the famous English ballerina) performed for the queen.
3. Re-write this sentence correctly: The rock star, Bruce Springsteen sold out three concerts.
The rock star, Bruce Springsteen, sold out three concerts.
4. Re-write this sentence correctly: I love art galleries, especially paintings. This seems to be from the Italian artists.
I love art galleries, especially paintings. These paintings seem (or This painting seems) to be from the Italian artists.
5. Re-write this sentence correctly: The books were already on the students' desks, but we didn't need them.
The books were already on the students' desks, but we didn't need the books.
6. Re-write this sentence correctly: I asked to speak to Maribel's father, but she would not talk to me.
I asked to speak to Maribel's father, but he would not talk to me.

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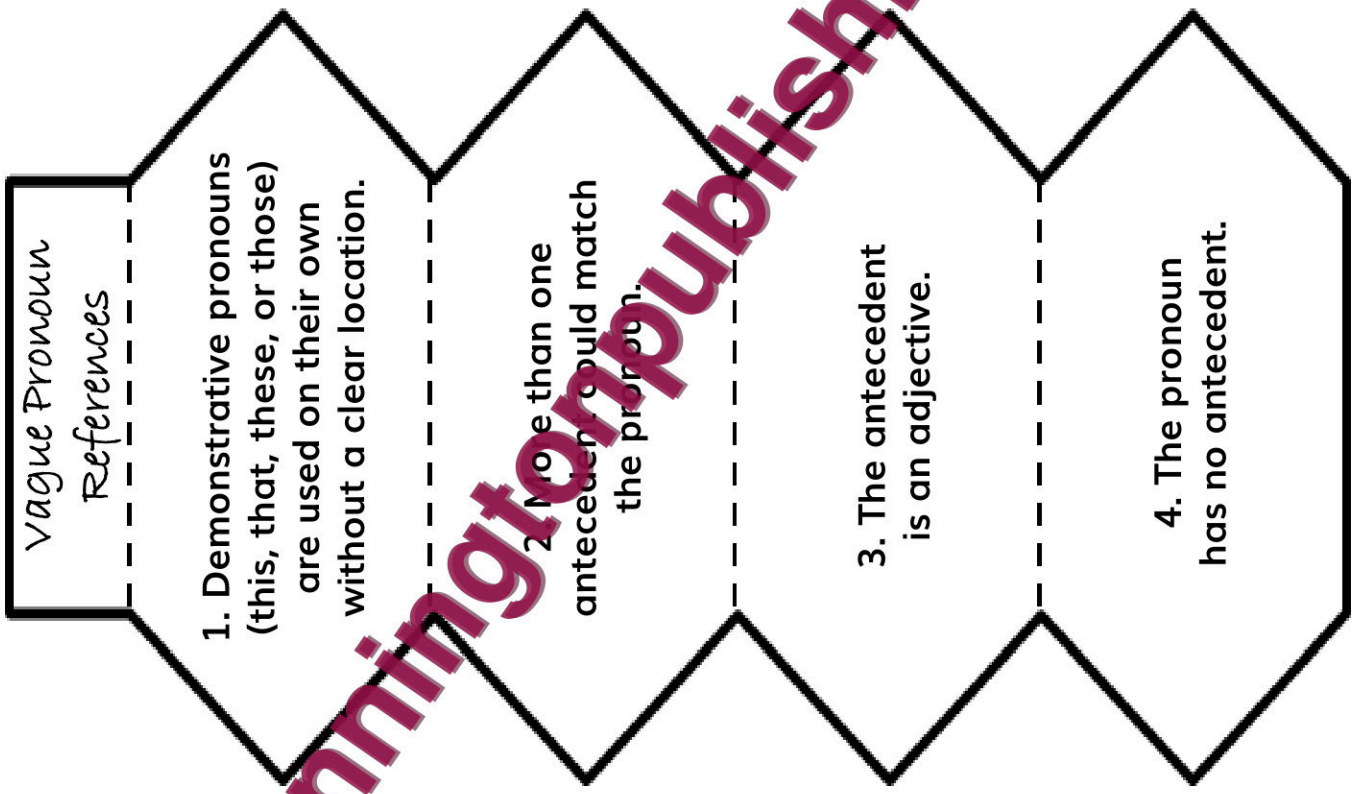

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Resources	**Mechanics Notes**
	The relative pronouns *who*, *whom*, *whose*, and *which*, but not *that*, begin nonrestrictive relative clauses. Use commas to set off nonrestrictive relative clauses from the noun or pronoun before the clause. **Example:** **The girl, who sits in the corner, is sleepy.**
Resources	**Grammar and Usage Notes**
The resource above has additional examples of nonrestrictive relative clauses.	Nonrestrictive relative clauses serve as adjectives to modify the preceding noun or pronoun, but they do *not* limit, restrict, or define the meaning of that noun or pronoun. The clause could be removed without changing the basic meaning of the sentence. The relative pronouns *who*, *whom*, *whose*, and *which*, but not *that*, begin nonrestrictive relative clauses. The *who* is a subject case pronoun and refers to a specific person. **Example**: **The girl, who works here, is helpful.** The *whom* is an object case pronoun and also refers to a specific person. **Example**: **The baby, whom I take care of, acts so cute.** The *whose* is a possessive case pronoun. **Example**: **The man, whose watch is gold, asked me for.** The *which* pronoun refers to a specific thing. **Example**: **The chair, which reclines, is comfortable.**
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Guided Practice

1. Re-write this sentence correctly: The teacher whose article was published in the New York Times, was thrilled.

The teacher, whose article was published in the New York Times, was thrilled.

2. Re-write this sentence correctly: That chocolate layer cake, which I want to order is delicious.

That chocolate layer cake, which I want to order, is delicious.

3. Re-write this sentence correctly: Joshua and Curtis whom we know, plan on leaving as soon as the show is over.

Joshua and Curtis, whom we know, plan on leaving as soon as the show is over.

4. Re-write this sentence correctly: The girl, whose would not stop talking, sat down right behind us in the movie theater.

The girl, who would not stop talking, sat down right behind us in the movie theater.

5. Re-write this sentence correctly: The boy, which liked the red-haired girl, was the one who arrived early but left late.

The boy, who liked the red-haired girl, was the one who arrived early but left late.

6. Re-write this sentence correctly: That man, who left town, who went to Chile, and which disappeared, is back.

That man, who left town, who went to Chile, and who disappeared, is back.

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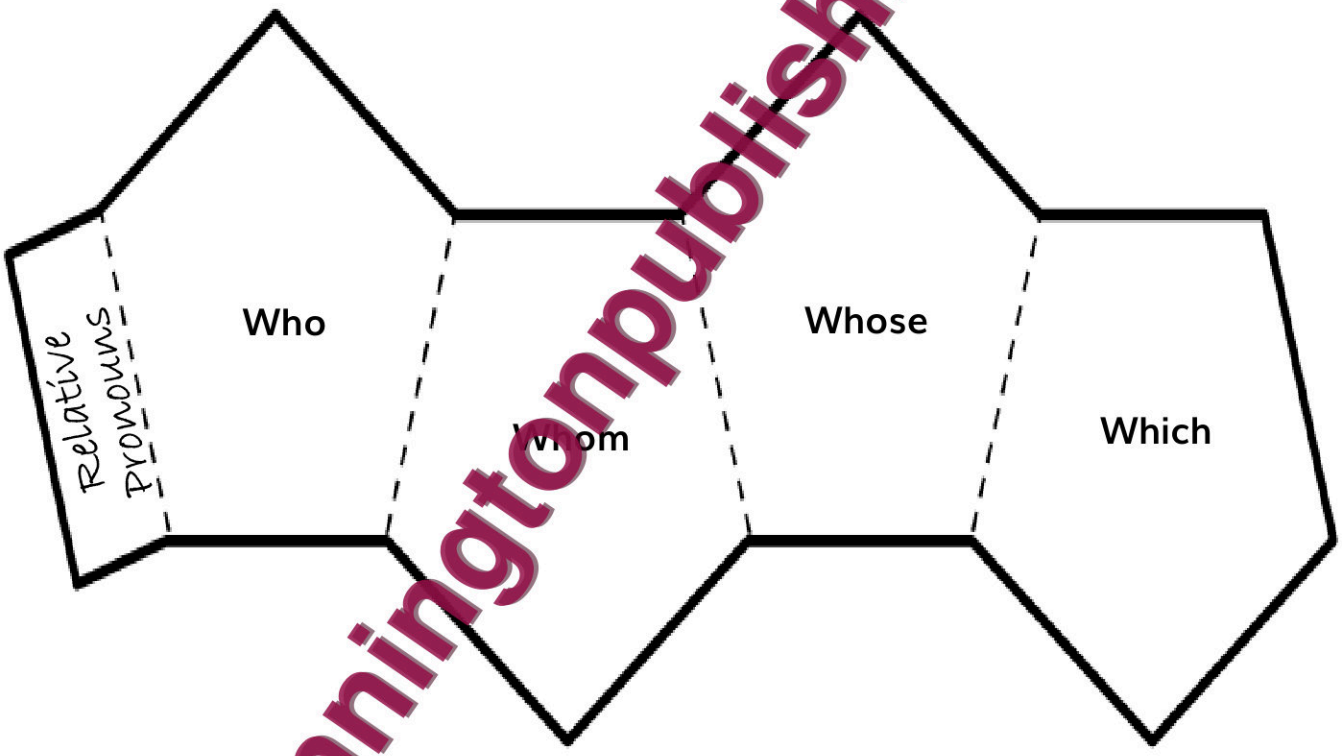
3. Write an example sentence, using nonrestrictive clauses for each relative pronoun, on the back of the flaps.



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Resources	Mechanics Notes
	The relative pronouns *who*, *whom*, *whose*, and *that*, but not *which* introduce restrictive clauses. Do *not* use commas, dashes, or parentheses between nouns and relative pronouns. **Examples:** **The girl that dropped the dollar is looking for it.**

Resources	Grammar and Usage Notes
The resource above has additional examples of restrictive relative clauses. The *who* is a subject case pronoun and acts upon a verb. The *whom* is an object case pronoun and receives the action of the verb.	Restrictive relative clauses serve as adjectives following a noun to limit, restrict, or define the meaning of that noun. The clause could *not* be removed without affecting the basic meaning of the sentence. A restrictive relative clause begins with the relative pronouns *who*, *whom*, *whose*, and *that*, but not *which*. The *who* refers to a specific person or group of people. **Example**: **Students who study will pass the test.** The *whom* is an object case pronoun and also refers to a specific person. **Example**: **The girl whom I like sits next to me.** The *whose* is a possessive case pronoun. **Example**: **People whose jobs are boring have my sympathies.** The *that* refers to things or people in general. **Example**: **I like a lemonade that is not too sweet.**

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Guided Practice

1. Re-write this sentence correctly: The child, who sits up front needs your help.

The child who sits up front needs your help.

2. Re-write this sentence correctly: A medal that I won in second grade, was for second place.

A medal that I won in second grade was for second place.

3. Re-write this sentence correctly: The student who's house was destroyed in the flood came back to school today.

The student whose house was destroyed in the flood came back to school today.

4. Re-write this sentence correctly: The mean waiter which served us was also rude.

The mean waiter who served us was also rude.

5. Re-write this sentence correctly: My friend who we all know is ill.

My friend whom we all know is ill.

6. Re-write this sentence correctly: No team which I like is playing tonight.

No team that I like is playing tonight.

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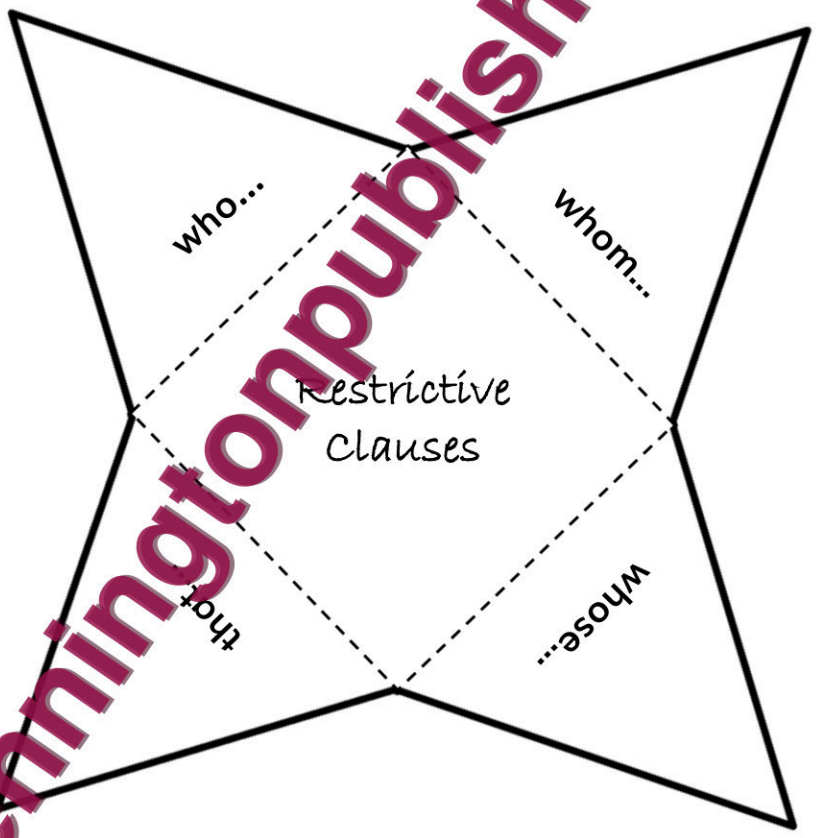

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Resources	Mechanics Notes
When one person's speech continues for more than one paragraph, place quotation marks to begin the dialogue at the beginning of each paragraph. However, do not use closing quotation marks until the end of the final paragraph in which that person is speaking. "---------- ---------- ---------- "---------- ---------- ---------- "---------- ---------- ---------- ---"	When using dialogue or a direct quotation, the first word of a complete sentence must be capitalized, even if it is in the middle of a sentence. **Example:** Ray did say, "We saw it." Dialogue and direct quotations are not capitalized if they are only part of a sentence. **Example:** I do believe him that it "was the best solution to our problems." Both parts of a divided quotation are enclosed within quotation marks. The first word of the second part is not capitalized unless it begins a new sentence. **Example:** "This book," my mother said, "is good."

Resources	Parts of Speech Notes
A predicate adjective is not a direct object because it does not answer For what? of For whom? of the verb. A predicate nominative re-names the sentence subject. **Example:** He is James.	An adjective that follows a linking verb to describe a preceding noun or pronoun is called a *predicate adjective*. **Example:** Mark is nice and he looks good. Because predicate adjectives serve as objects, they often include modifiers to form adjectival phrases. An adjectival phrase consists of more than one adjective and a connected noun or pronoun that acts as a single part of speech. **Example:** He is energetic like the Engergizer Bunny™.

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1. Re-write this sentence correctly: Ray did say, "they left early."

Ray did say, "They left early."

2. Re-write this sentence correctly: I should have guessed that it "Had to happen that way."

I should have guessed that it "had to happen that way."

3. Re-write this sentence correctly: "That movie, my aunt said, was really scary."

"That movie," my aunt said, "was really scary."

4. Re-write the sentence and underline the predicate adjectives in these sentences:

Suzanne is beautiful and she is kind-hearted. Tom, however, seems mean and self-centered.

5. Re-write the sentence and underline the predicate adjectives in these sentences:

Something smells funny and it's not my cooking. He appears qualified, but I have my doubts.

6. Re-write the sentence and underline the adjectival phrases in these sentences:

Our teacher was a perfect role model. She was a true mentor to her students.

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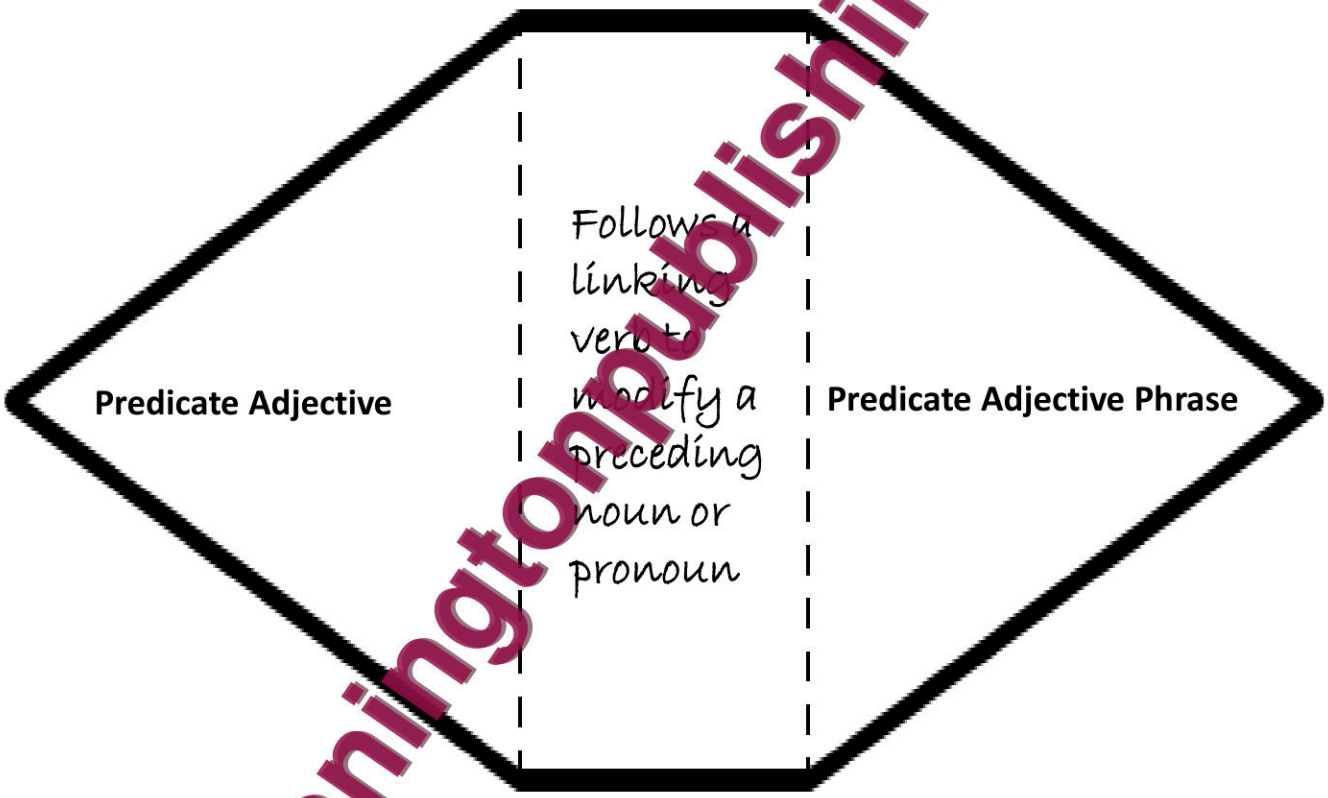

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Resources	Mechanics Notes
	Question marks go inside (to the left of) the quotation marks if they are part of the quoted sentence, but outside (to the right of) the quotation marks if you, the writer, ask a question about the quotation. **Examples:** **Did the writer say, "No, I won't"?** **"Is it mine?" she asked.**

Resources	Grammar and Usage Notes
English has many irregular past participles. Print off this resource for students who struggle with these irregular past participles: http://bit.ly/2pXinvq.	When used as a verb form, a regular past participle consists of a linking or helping verb, which determines the verb tense, + the base form of a verb + an "__ed" ending. The past participle indicates a completed action. **Examples:** **had formed, is formed** However, many past participles end in "__d," "__t," or "__en." **Examples:** **has said, were built, have given** A past participle can also function as an adjective to indicate a condition with or without a linking or helping verb. **Example:** **Interested, the boy paid close attention.**

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1. Re-write these sentences correctly: Did he say, "Global warming will continue." Did she say, "Humans caused these problems"?

Did he say, "Global warming will continue"? Did she say, "Humans caused these problems"?

2. Re-write these sentences correctly: "Why should we wait"? she asked. His mom complained, "How can we help her"?

"Why should we wait?" she asked. His mom complained, "How can we help her?"

3. Re-write the sentence and underline the past participles:

My dad had swept all the floors and had dusted each of the lampshades.

4. Re-write the sentence and underline the past participles:

Has Aunt Jane spoken to you about what the girls have planned to do for her party?

5. Re-write the sentence and underline the past participles:

Proven wrong, he still had insisted on continuing the discussion.

6. Re-write the sentence and underline the past participles:

Abandoned, the poor little puppy had slept under the dumpster in the alley.

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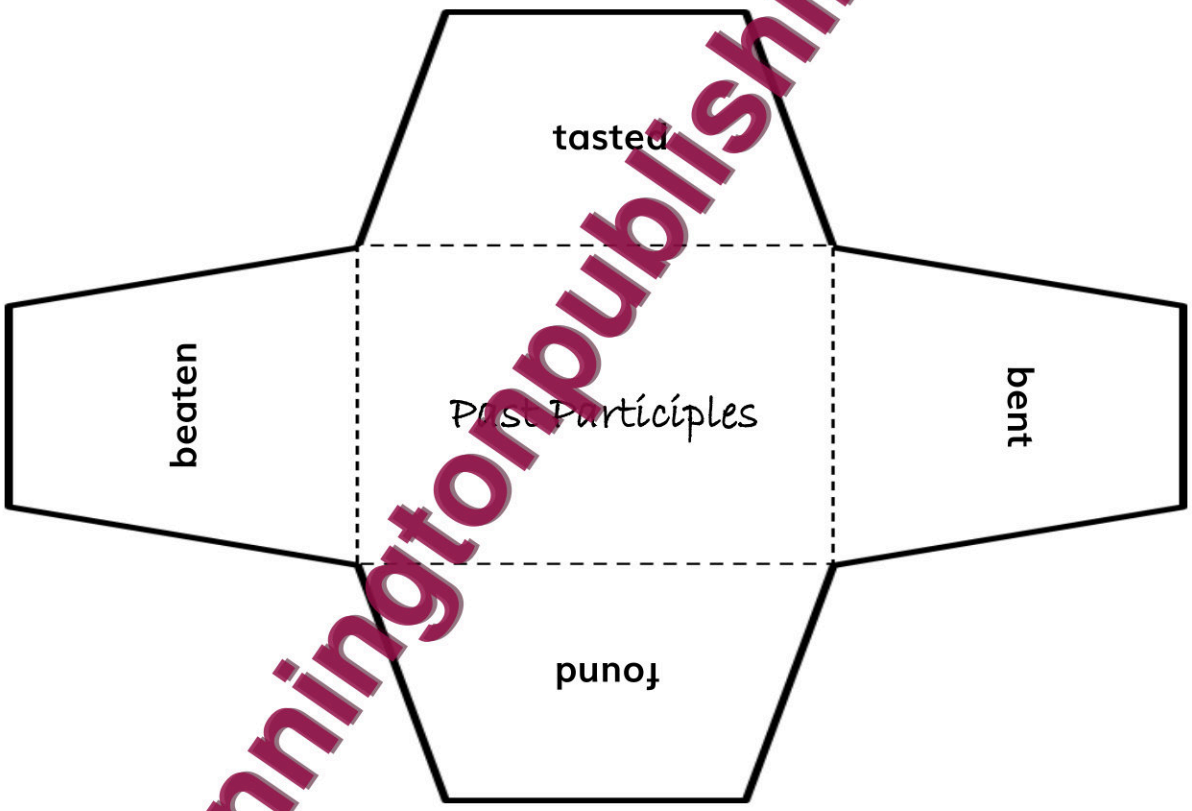
3. Write sentences, using each of these past participles, on the back of the flaps



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Resources	Mechanics Notes
Don't use ellipses if the shortened version changes the meaning of the quotation. **Examples** **Correct :** "We the people... do ordain and establish this Constitution for the United States of America." **Incorrect:** "We the people... do ordain and establish... the United States of America."	An ellipsis is punctuated as three periods (...) and is used in direct quotations to delete unnecessary parts of the quotation. The ellipsis is also used as a "thinking pause" in stories. When ending a sentence, don't add on the additional period. Also, add on a space after the ellipsis before the next word or punctuation. **Example:** **I gave some thought to this idea... but I never did anything.**

Resources	Grammar and Usage Notes
Past participial phrases ("_d," "_ed," "_en," and "_t" words) can serve as verbs, but also do double-duty as adjectives. **Examples** Surprised by her brilliant speech, the judges found her talented and accomplished as well.	When used as a verb form, a regular past participial phrase consists of a linking or helping verb + the base form of a verb + and "__ed" ending + related words to indicate a completed action. **Examples:** **The dress was artfully designed by her sister.** The architect had carefully designed the home. However, many past participles end in "__d," "__t," or "__en." **Examples:** **I had finally heard from her friend.** **He had always spent too much.** **It was secretly taken by her.** A past participial phrase can also function as an adjective to indicate a condition with or without a linking or helping verb. **Example:** **Developed by the team, the new idea was a hit.**

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1. Re-write this sentence correctly: The author claims that "...Over 2,300 refugees died at sea ... " (Crain 23).

The author claims that "...over 2,300 refugees died at sea..." (Crain 23).

2. Re-write this sentence correctly: "I've been thinking- We shouldn't judge her too harshly," she said.

"I've been thinking... We shouldn't judge her too harshly," she said.

3. Re-write the sentence and underline the past participial phrase:

The workers had carelessly chosen the wrong building materials.

4. Re-write the sentence and underline the past participial phrase:

All three children had barely lost in the final round of the spelling bee.

5. Re-write the sentence and underline the past participial phrase:

Harry has already said that he doesn't expect to return to school.

6. Re-write the sentence and underline the past participial phrase:

Beaten by a lesser team, the Los Angeles Dodgers changed their management.

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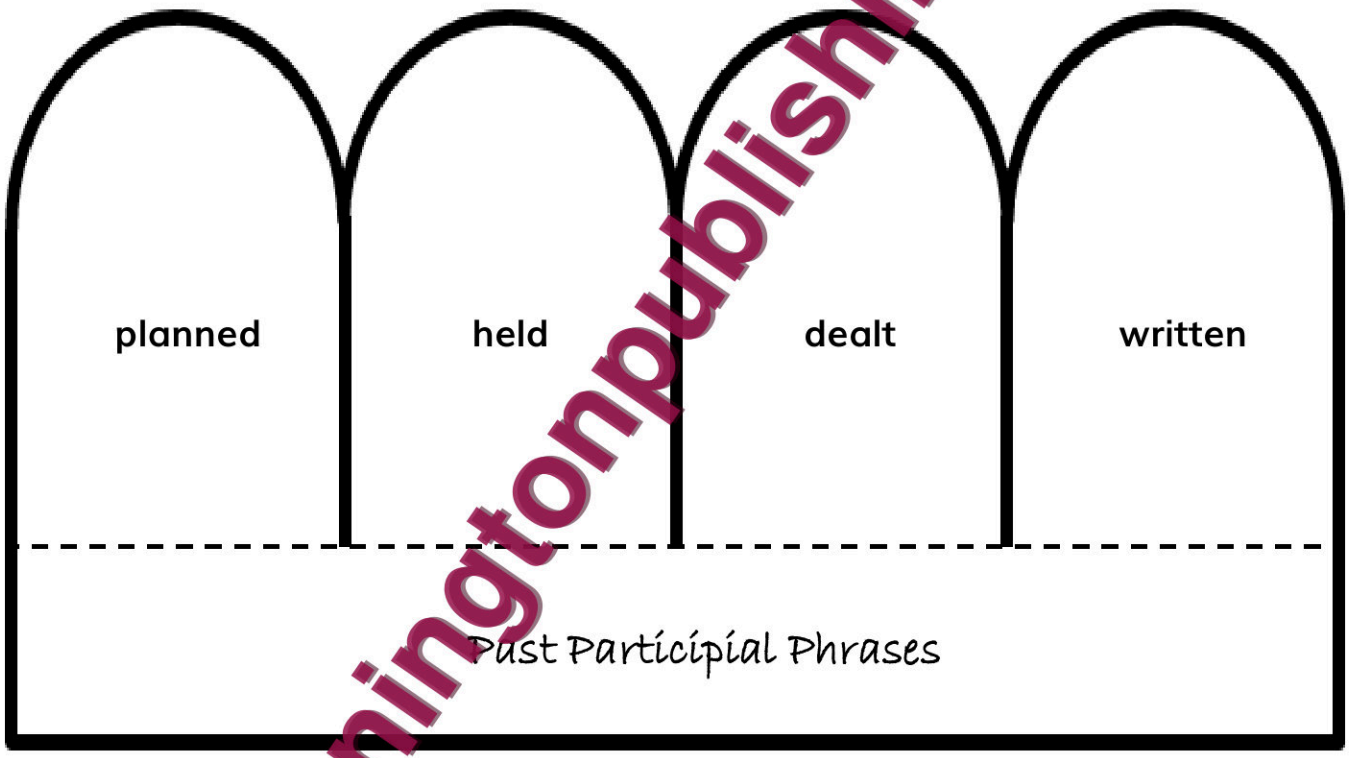

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Resources	Mechanics Notes
According to the Oxford Guide to Style, the British place direct quotations within single quotation marks and before commas or periods. **Example:** 'One in ten survived', according to the London Times. The British use double quotation marks for a quotation within a quotation. **Example:** The journal stated, 'The poet's "Sonnet XX" was beloved by all'.	When quotations or quoted titles are placed within quoted speech, use single quotation marks ('__') at the beginning and end of the inside quotations. Use double quotation marks ("__") at the beginning and end of the entire quotation. **Example**: **Bob said, "Do you agree with Beth's statement that 'the case is closed?'"**

Resources	Grammar and Usage Notes
Present participles ("_ing words") can serve as verbs, but also do double-duty as adjectives. **Participles Used as Verbs** The helicopter is just sitting on its pad, but its blades will be whirring into action very soon. **Participles Used as Adjectives** Stunning and captivating, the super model turned every head at the movie premiere.	A present participle adds an "__ing" onto the base form of a verb to indicate a continuous action or condition. A present participle is preceded by a linking verb when used as a verb form. The linking verbs indicate past, present, or future tense. **Examples: *was* watching, *is* watching, or *will be* watching.** A present participle can also function as an adjective with or without a linking verb. **Examples: The puzzling mystery confused us completely.**

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1. Re-write this sentence correctly: The Pledge of Allegiance states, "Our country is "indivisible, with liberty and justice for all.'"

The "Pledge of Allegiance" states, "Our country is 'indivisible, with liberty and justice for all.'"

2. Re-write this sentence correctly: "We closed the ceremony by singing 'America the Beautiful,' reported the business owner.

"We closed the ceremony by singing 'America the Beautiful,'" reported the business owner.

3. Re-write this sentence correctly, using the present participle: My mom and dad were listened to every word that my brother said.

My mom and dad were listening to every word that my brother said.

4. Re-write this sentence correctly, using the present participle: The parents is waiting in the parking lot for the bus to arrive.

The parents are waiting in the parking lot for the bus to arrive.

5. Re-write this sentence correctly, using the present participle: We will be asking you earlier for your help.

Options: We will be asking you later for your help. We were asking you earlier for your help.

6. Re-write this sentence correctly, using the present participle: Trotted, the horse and rider came into view.

Trotting, the horse and rider came into view.

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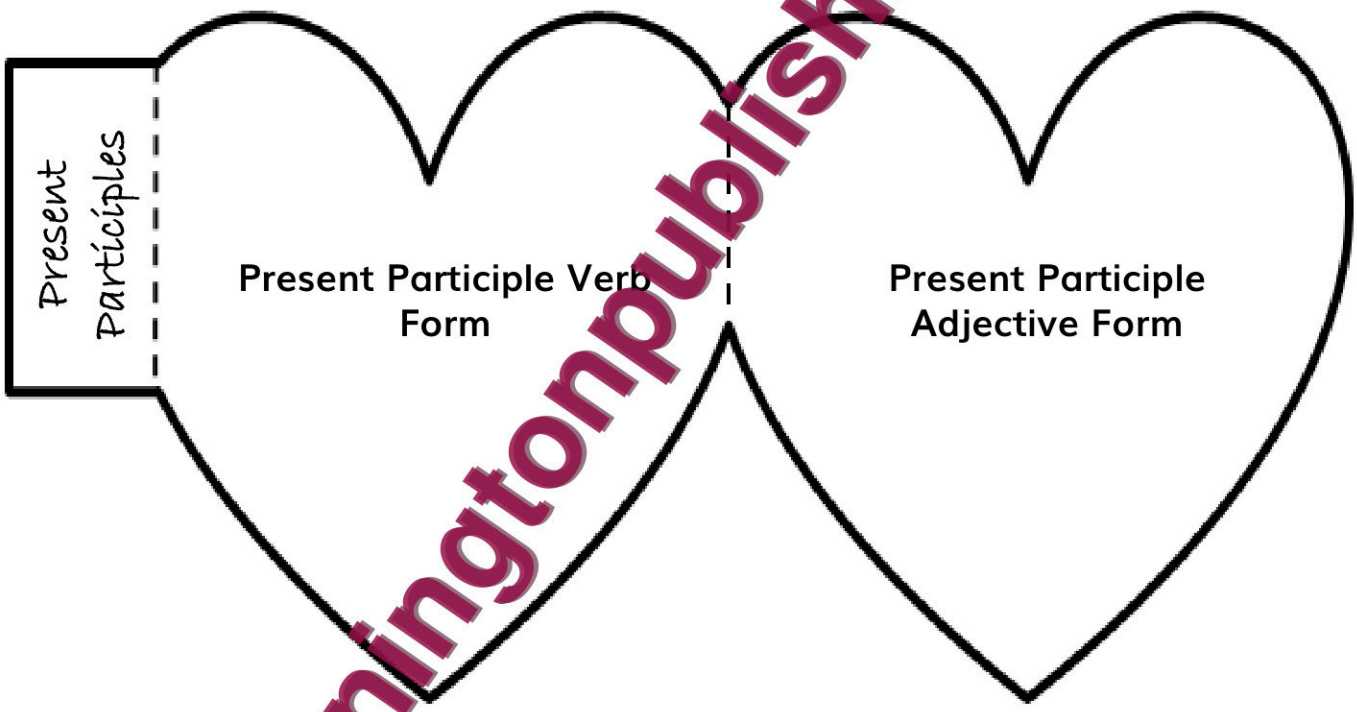
3. Write sentences, using these present participles, on the back of each flap.



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Resources	Mechanics Notes
The Latin word, *sic*, means "so," or "such." Other than using the [sic] to *blame* the author of a quoted source for a mistake, the most famous use of the word *sic* occurred when John Wilkes Booth shot President Abraham Lincoln. Wilkes shouted, "Sic semper tyrannis!" Translated, this would mean "Such always happens to dictators."	Direct quotations which include incorrect or non-standard spelling, word usage, mechanics, and grammar must include the bracketed *sic* [sic] after any grammar, usage, mechanics, word choice, or spelling mistake. The [sic] means "as the original said." **Examples: "It seemed sily [sic], but that's how she orientated [sic] her thinking. Sad! [sic] She been feeling [sic] that way for a long time."**

Resources	Grammar and Usage Notes
Both present participles and gerunds use the base form of the verb plus "__ing." While the present participle serves as a verb or adjective, the gerund acts as a noun. **Examples** Studying (gerund) was ruining (present participle) my social life. Interesting as always (present participle), the professor spoke about panning for gold (gerund).	A present participial phrase adds an "__ing" onto the base form of a verb to indicate a continuous action or condition. A present participial phrase is preceded by a linking verb when used as a verb form and adds on related words to form the phrase. The linking verbs: *is, am, are, was, were, be, being, been* indicate past, present, or future tense. **Examples: Melinda was running quickly on the beach.** **I am always trying to learn from my mistakes.** **Bobby soon will be applying for the special award.** A present participial phrase can also function as an adjective with or without a linking verb. **Example: Running on the beach, Melinda found a beached whale.**

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Guided Practice

1. Re-write this sentence correctly: "I've always wonderred [sic] why the cure are worse than the disease" (Bonnin 23).

"I've always wonderred [sic] why the cure are [sic] worse than the disease" (Bonnin 23).

2. Re-write this sentence correctly: The author stated, "Finally I want to ask you a question very difficult [sic]" (Langston 110).

The author stated, "Finally [sic] I want to ask you a question very difficult [sic]" (Langston 110).

3. Re-write this sentence correctly with the present participle: My brothers were frequently arrived late for our Sunday family dinners.

My brothers were frequently arriving late for our Sunday family dinners.

4. Re-write this sentence correctly with the present participle: Lauren will be wanted to know the facts before she decides.

Lauren will be wanting to know the facts before she decides.

5. Re-write the sentence and underline the present participial phrase:

We will be watching carefully to see if her promises made will be kept.

6. Re-write the sentence and underline the present participial phrase:

Skating on thin ice, the boys and girls played their first hockey game of the winter season.

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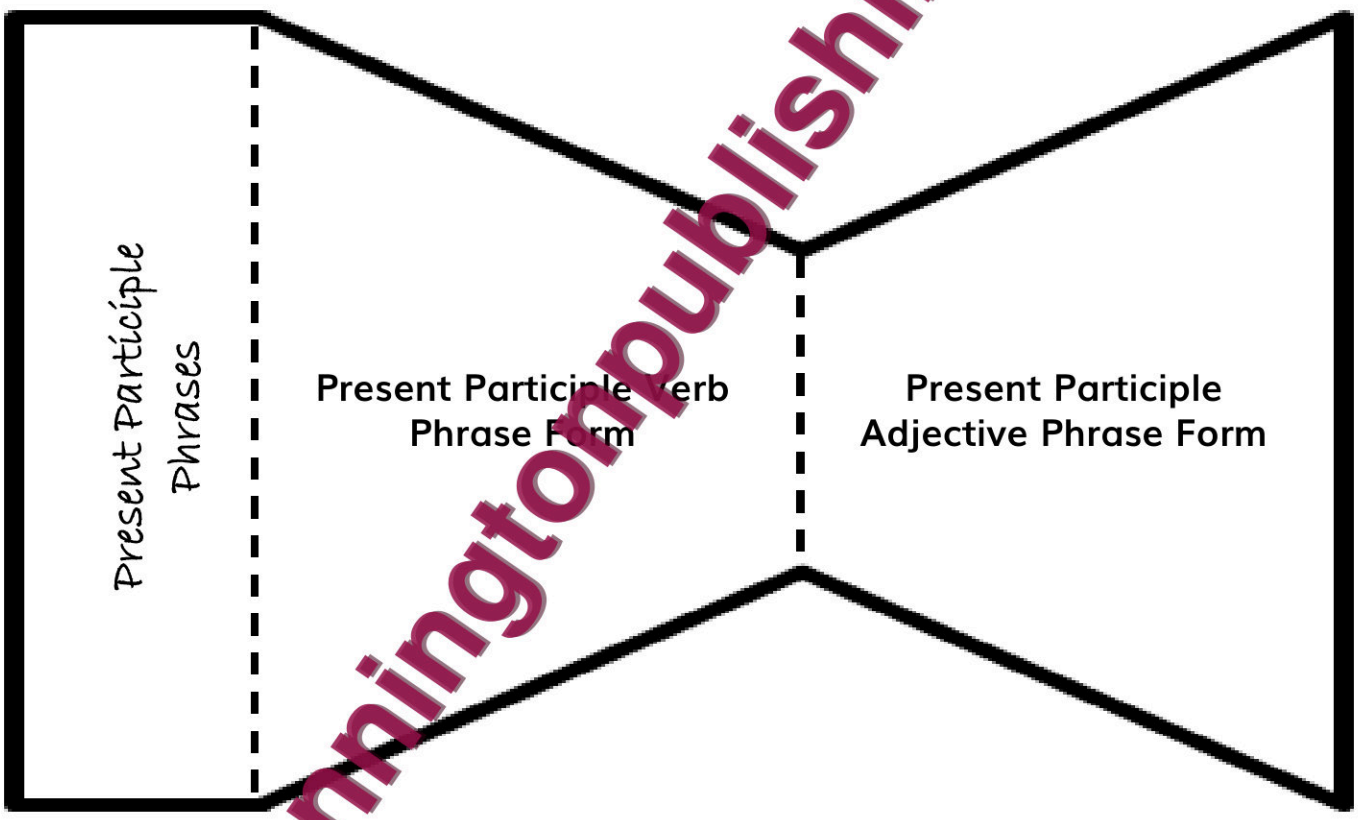
3. Write sentences, using these present participle phrases, on the back of each flap.



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Resources	Mechanics Notes
Citations within the text are called *parenthetical citations*. Some writing style guides require footnotes at the bottom of each page. **Footnote Examples** Annie Addams, *The Ambassadors* (Rockville: Serenity, 2009), 34-40. Bob Saeturn, "Clowns" http://www.circum.com, (June 15, 2017).	A citation is the author's last name and the page number where the author's words are found. If no author is listed, list the title of the source of information and page number. The citation is placed within parentheses after the quotation. Place a period after the citation, but include question marks and exclamation points within the quotation marks if they are part of the quote. An indirect quotation reports someone else's ideas without quoting each word. Indirect quotations still need proper citations, but not quotation marks. **Examples: "Cheetahs are fast!" (Lee 5). Over 30% of scientists agree ("Energy Concerns" 4).**

Resources	Grammar and Usage Notes
Modifiers can be words, phrases, or clauses. An adjective modifies a noun or pronoun and answers three questions: Which one? How many? and What kind? An adverb modifies an adjective, adverb, or verb and answers four questions: What degree? How? Where? and When?	A modifier is an adjective or adverb that defines, changes, describes, or limits the meaning of a word or words. **Examples: Sean is a mean boy. Sean behaves badly.** Use the suffix "_er" for a one-syllable modifier to compare two things. **Example: fewer than five** Use "_er" or *more (less)* for a two-syllable modifier to compare two things. **Example**: **prettier, more often** Use *more* or *less* for adverb comparative modifiers ending in "__ly." **Example: less carefully.**

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Guided Practice

1. Re-write these sentence correctly: “Over 75% of voters approve“ (Pan 4).” However, “… will they vote for it” (“The Final List” 3)?

“Over 75% of voters approve“ (Pan 4).
However, “… will they vote for it?” (“The Final List” 3).

2. Re-write this sentence correctly: Mr. Lansing said “that she would be ready (Jolly 8)."

Mr. Lansing said that she would be ready (Jolly 8).

3. Re-write these sentences correctly: I said, “The story is false (‘Fake News’ 2). He thought “that the facts will come out (Stems) 3.”

I said, “The story is false” (“Fake News”).
He thought that the facts will come out (Stems 3).

4. Re-write this sentence correctly: Her sisters are more happier than ever, yet they haven’t faced up to all of their problems.

Her sisters are happier than ever, yet they haven’t faced up to all of their problems.

5. Re-write this sentence correctly: Samuel is less handsome than Luke, however, he is considerably more politer.

Samuel is less handsome than Luke; however, he is considerably more polite.

6. Re-write this sentence correctly: Lacy was more surprising ready to give her speech although Bill was less prepared than ever.

Lacy was more surprisingly ready to give her speech although Bill was less prepared than ever.

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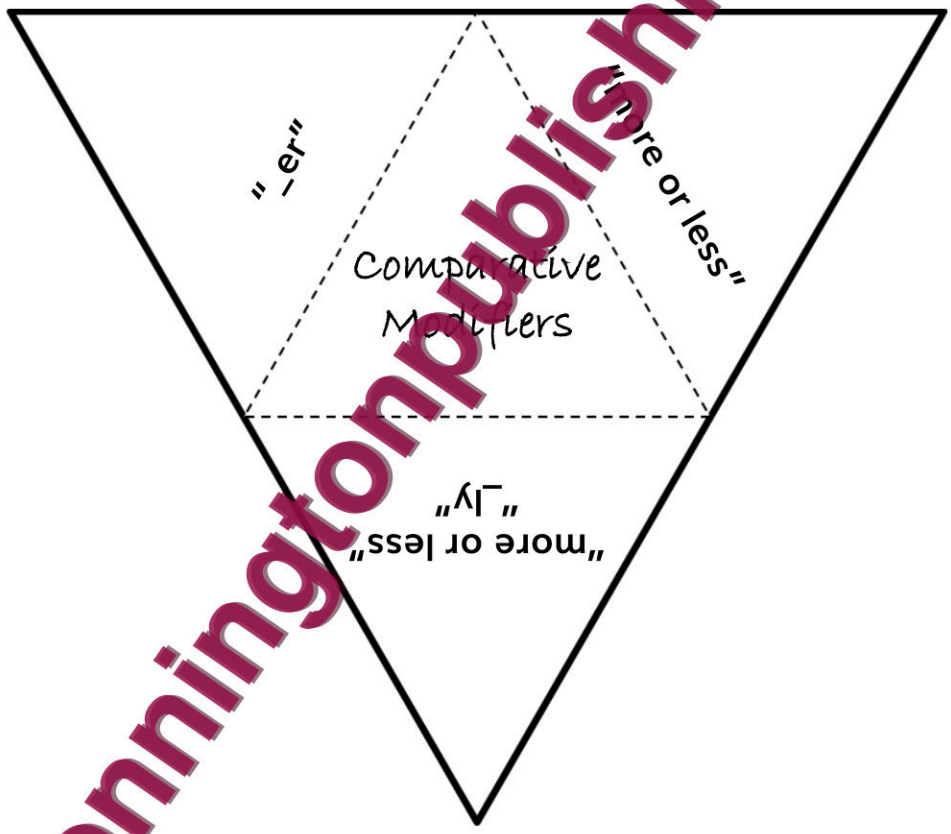
3. Write examples of each of the comparative modifiers on the back of the flaps.



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Resources	Mechanics Notes
Prior to the Internet, the Works Cited page was called a *Bibliography*, because it listed only printed sources.	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: Fill in the punctuation in the 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.

Resources	Grammar and Usage Notes
An adjective modifies a noun or pronoun and answers three questions: Which one? How many? and What kind? An adverb modifies an adjective, adverb, or verb and answers four questions: What degree? How? Where? and When? Never use *more*, *less*, *most*, *or least* with the suffix "_est." **Incorrect Usage Examples:** more best, less fastest, most carefulest, least slowest	A modifier is an adjective or adverb that defines, changes, describes, or limits the meaning of a word or words. **Examples: Sean is a mean boy. Sean behaves badly.** 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: meanest** Use "_est," *most*, or *least* for a two-syllable or longer superlative modifier to compare three or more things. **Example: most interesting** Use *most* or *least* for adverb superlative modifiers ending in "__ly." **Example: least carefully.**

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

Johnson, Stuart. 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.

Weston, Dylan. Under My Thumb. New York City: Barney Publishing, 2017. Print.

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

"Teach Today." Bee Online Encyclopedia. 4th ed. 2017. Web.

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.

Of the watch, belt, and pants, the belt was the nicest 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.

Compared to Julia, Sammi, and me, Linda is the 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.

Of the three brothers I worked most consistently to ensure that Mom did not have to struggle.

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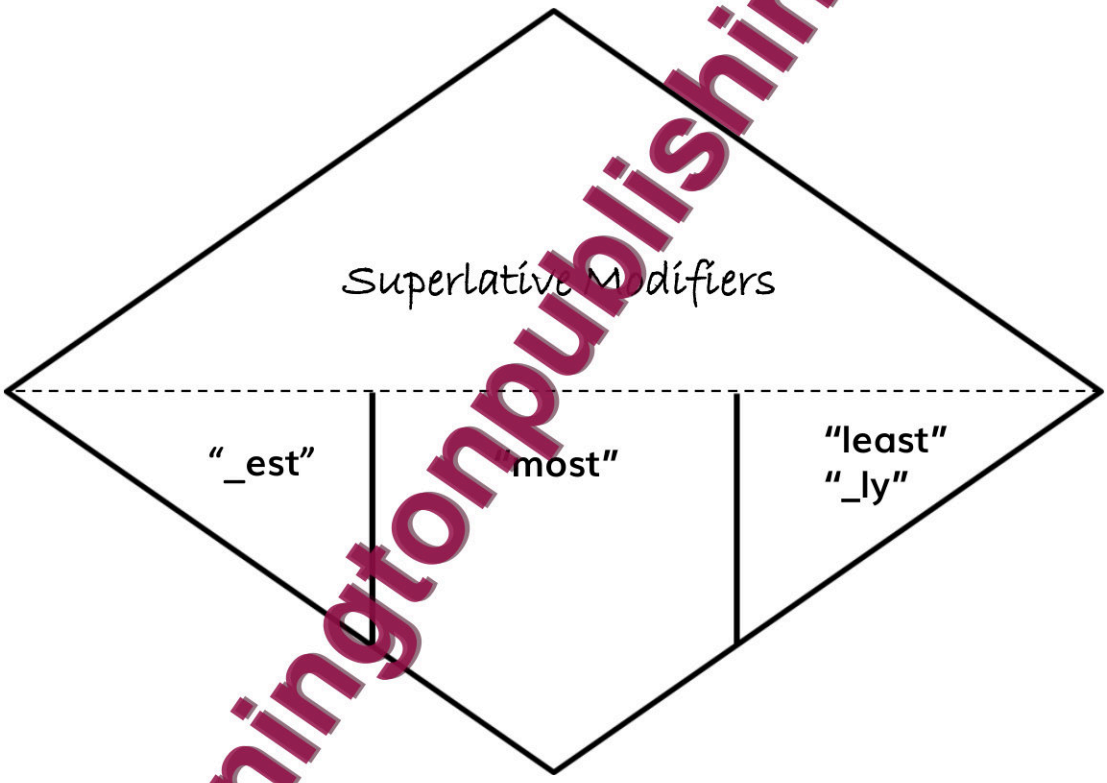
1. Color or highlight.
2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs.
3. Write examples of each of the superlative modifiers on the back of the flaps.



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Resources	Mechanics Notes
Always italicize when word processing on the computer. Save underlining for writing on paper.	Underline or italicize the titles of books, newspapers, websites, and magazines. As a general rule, we underline or italicize *whole things*, *big things*, or *things that can be picked up from a table*. Never underline and italicize. **Examples:** War and Peace, New York Times, YouTube, Tiger Beat

Resources	Parts of Speech Notes
	A modifier is an adjective or adverb that defines, changes, describes, or limits the meaning of a word or words. A misplaced modifier modifies something that the writer does not intend to modify because of its placement in the sentence. Place modifiers close to the words that they modify. **Examples:** I drank only water; I only drank water. In these sentences only is the modifier. These sentences have two different meanings. The first means that I drank nothing but water. The second means that all I did with the water was to drink it.

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Guided Practice

1. Re-write this sentence correctly: Our English teacher made us read "Pride and Prejudice."
Our English teacher made us read Pride and Prejudice.

2. Re-write this sentence correctly: Jonathan has a subscription to "The Washington Post."
Jonathan has a subscription to The Washington Post.

3. Re-write this sentence correctly: Manuel left enough food usually on his plate to feed his dog.
Options: Manuel usually left enough food on his plate to feed his dog. Usually, Manuel left enough food on his plate to feed his dog.

4. Re-write this sentence correctly: The girl before she was ready finished the project.
Options: The girl finished the project before she was ready. Before she was ready, the girl finished the project.

5. Re-write these sentences correctly: We found the phone she lost yesterday by the trash can. We gave it to her this morning.
We found the phone she lost yesterday by the trash can. We gave the phone to her this morning.

6. Re-write this sentence correctly: The singer was asked by an enthusiastic fan for his autograph after the song.
After the song the singer was asked for his autograph by an enthusiastic fan.

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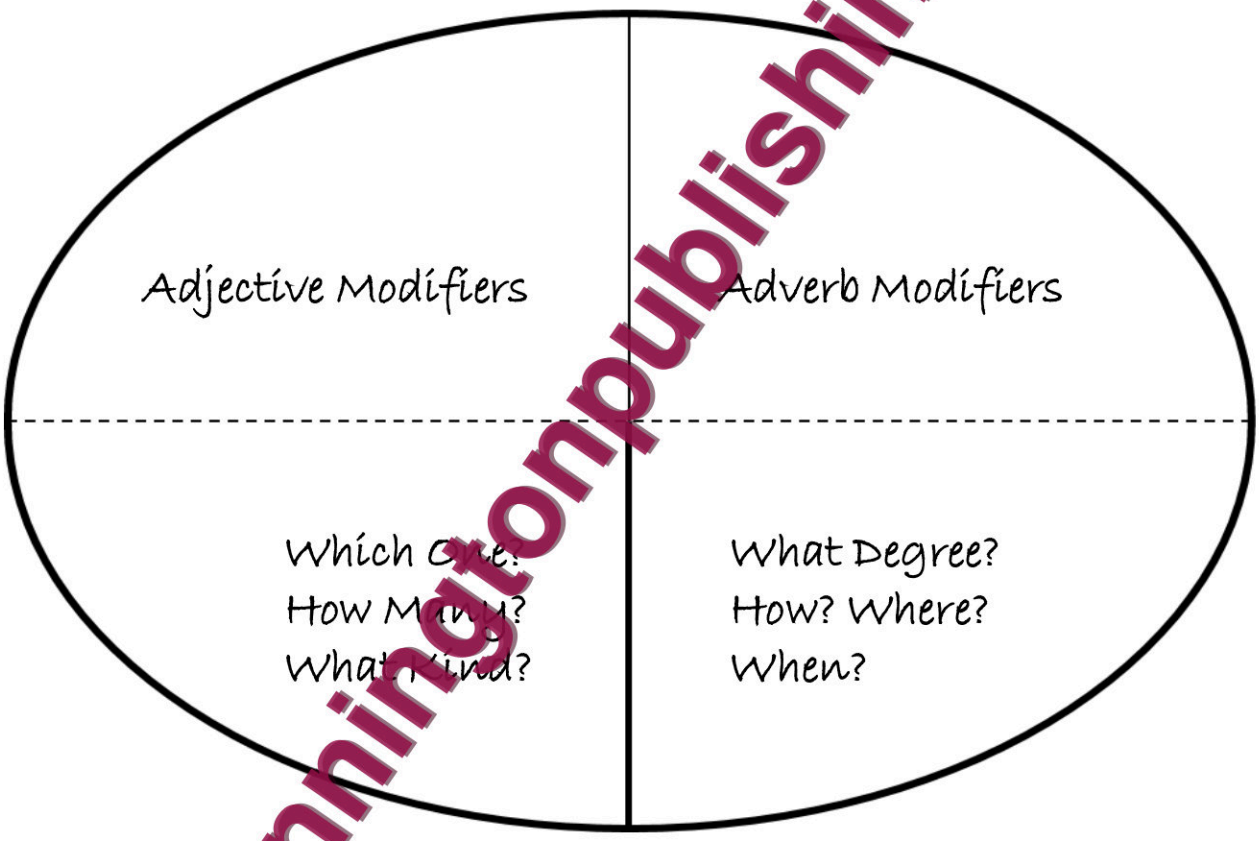
Directions

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 adjective and adverb modifier question on the back of the two flaps.



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Resources	Mechanics Notes
A work of art may be a painting, a sculpture, a drawing, etc.	Underline or italicize the titles of plays, television shows, movies, and works of art. As a general rule, we underline or italicize *whole things*, *big things*, or *things that can be picked up from a table*. **Examples:** Hamlet, The Tonight Show, Star Wars, Pieta

Resources	Parts of Speech Notes
Dangling modifiers provide quite a bit of humor for your English-language arts teachers. To understand the humor in a dangling modifier, you have to be able to recognize and explain one when you see it. Now, not every dangling modifier is laugh-out-loud funny, but each of them creates misunderstanding for the reader. **Example** Reading a newspaper, my cat crawled up into my lap.	A modifier is an adjective or adverb that limits the meaning of a word or words. A dangling modifier is an adjective or adverb that does not have a clear connection to the word, phrase, or clause to which it refers. A dangling modifier usually takes the form of a present participle ("__ing"), a past participle ("__d," "__t," "__ed," "__ en"), or an infinitive (*to* + the base form of a verb). To eliminate the dangling modifier, place it close to the word or words the adjective or adverb modifies. **Example:** Fired from your job, your car became your home. (Your car was not fired; *you* were).

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1. Re-write this sentence correctly: The audience applauded at the close of the curtain on our last performance of "Mulan."

The audience applauded at the close of the curtain on our last performance of Mulan.

2. Re-write these sentences correctly: "St. George and the Dragon" is a painting by Raphael. It hangs in the Louvre in Paris.

St. George and the Dragon is a painting by Raphael. It hangs in the Louvre in Paris.

3. Re-write this sentence correctly: "One morning I shot an elephant in my pajamas" (Groucho Marx).

One morning I shot an elephant in my pajamas (Groucho Marx).

4. Re-write this classified ad correctly: FOR SALE. Walnut table by original owner. Has decorative legs.

FOR SALE by owner. Walnut table with decorative legs.

5. Re-write this sentence correctly: Abe Lincoln wrote the Gettysburg Address while riding on a train on the back of an envelope.

Abe Lincoln wrote the Gettysburg Address on the back of an envelope while riding on a train.

6. Re-write this sentence correctly: Kept safe in a box for 9 years, the owner of the gold coins came forward to announce their sale.

The gold coins were kept safe in a box for 9 years, and the owner came forward to announce their sale.

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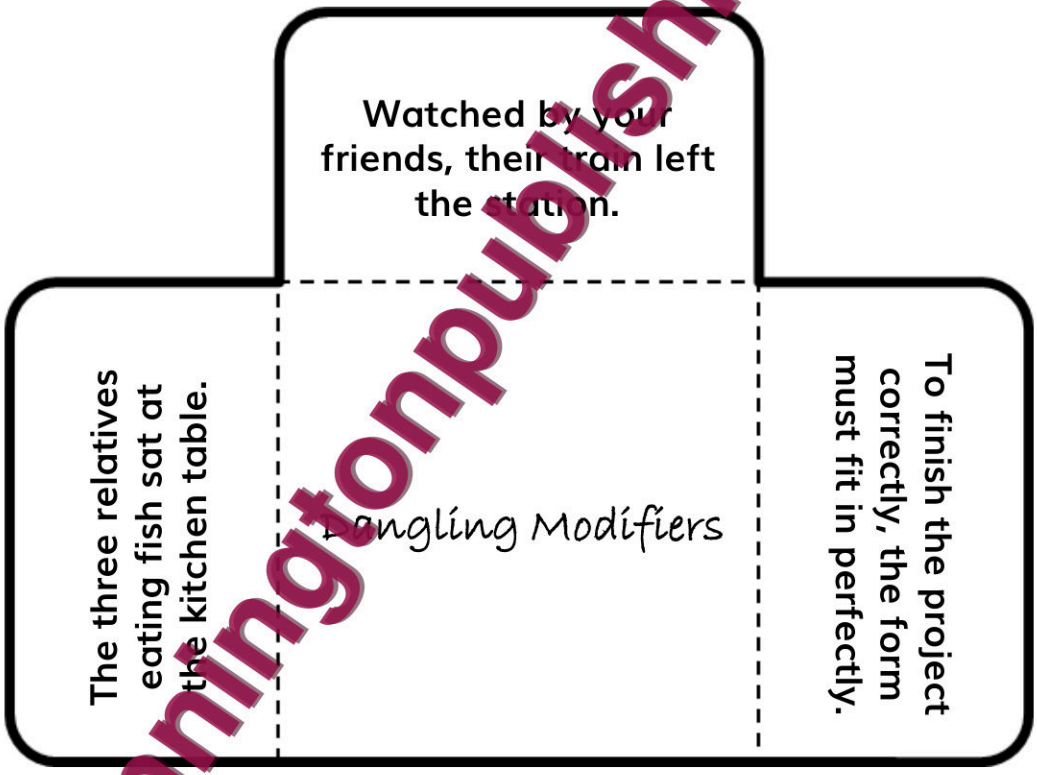
Directions

1. Color or highlight.
2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs.
3. Revise the dangling modifiers on the back of each flap.



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Resources	Mechanics Notes
Some long poems, such as narratives, funeral elegies,and epic historical poems are underlined or italicized.	Place quotation marks before and after the titles of songs and poems. Think of songs and poems as *parts of whole things*, *small things*, *or things that can't be picked up from a table*. **Examples:** **"Jingle Bells" "This Little Piggy"** Also place quotation marks before and after the titles of book chapters. Think of book chapter titles as *parts of whole things*, *small things*, *or things that can't be picked up from a table*. **Example:** **"Last Time" is the best chapter in Along the Shore.**

Resources	Grammar and Usage Notes
More Squinting Modifier Examples We tried *during our first game* to concentrate on our defense. I told her *when the show was finished* I would drive take her home. There are a few things *you might not know* I would like share.	A modifier is an adjective or adverb that defines, changes, describes, or limits the meaning of a word or words. A squinting modifier is a word or phrase placed between two words so that it could be misunderstood to describe either word. Revise by placing the modifier before or after the word, phrase, or clause that it modifies. **Squinting Modifier Example:** **Walking up hills quickly strengthens your legs.** **Explanation:** **"Quickly" could modify "Walking up hills" or "strengthens."**

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1. Re-write this sentence correctly: I asked if "Wheels on the Bus" appears on 100 Favorite Children's Songs.

I asked if "Wheels on the Bus" appears on 100 Favorite Children's Songs.

2. Re-write this sentence correctly: The best chapter in Great Americans was titled The Railsplitter and discussed Abraham Lincoln.

The best chapter in Great *Americans* was titled "The Railsplitter" and discussed Abraham Lincoln.

3. Re-write this sentence correctly: I said we had to meet before lunch today at five o'clock.

Before lunch I said we had to meet today at five o'clock. (Students may have other revisions.)

4. Re-write this sentence correctly: Waiting awhile to think things over clearly improves your decisions.

To improve your decisions, wait awhile to think things over clearly. (Students may have other revisions.)

5. Re-write this sentence correctly: Listening to loud music slowly brings on a migraine.

Listening to loud music can (will, could) slowly bring on a migraine. (Students may have other revisions.)

6. Re-write this sentence correctly: John promised never to listen to her advice.

John never promised to listen to her advice.

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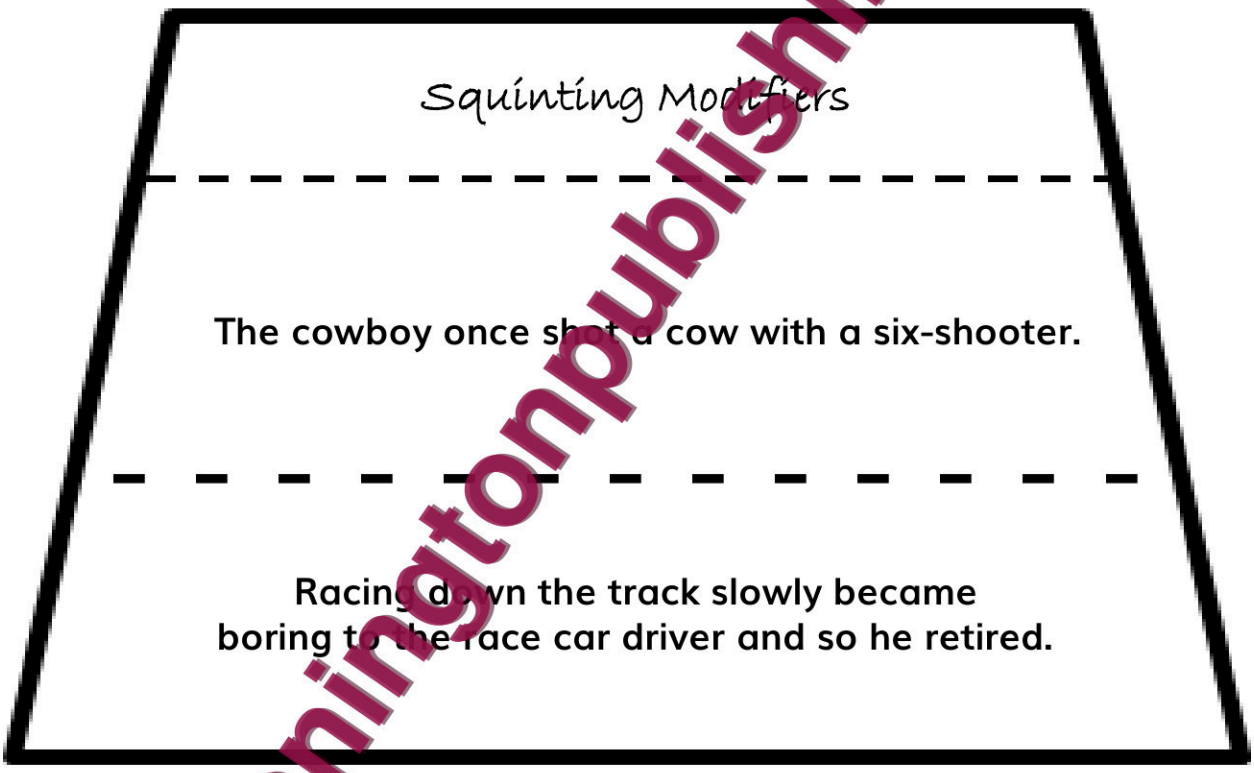
3. Revise the squinting modifiers on the back of each flap.



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Resources	**Mechanics Notes**
	Place quotation marks before and after the titles of articles. An article is a short written work such as a newspaper article, magazine article, or blog article that is part of the larger publication. Think of articles as *parts of whole things*, *small things*, *or things that can't be picked up from a table* in order to remember that they are punctuated with quotation marks. **Example: "The President's Greatest Challenge"**
Resources	**Grammar and Usage Notes**
The verb phrase does not include adverbs, such as *always, never,* and *not*. Here the verb phrase is underlined, not the adverb: My friend is always helping in the classroom.	A verb phrase consists of the main verb with a linking verb, helping verb, adverb, and/or prepositional phrase. **Examples: The candidate was defeated after she had been serving for only two years. She quickly demanded a re-count of the votes, and the Election Commission voted on her request.**
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1. Re-write this sentence correctly: The article, The First 100 Days, was written by Jim Marshall and appears in Atlantic Weekly magazine.
The "First 100 Days" was written by Jim Marshall and appears in Atlantic Weekly magazine.
2. Re-write this sentence correctly: I wrote "Verb Phrases as the first in a series of articles for the Pennington Publishing Blog.
I wrote "Verb Phrases" as the first in a series of articles for the Pennington Publishing Blog.
3. Re-write the sentence and underline the verb phrases: Thomas is excited and happy, and will be pleased with his gift.
Thomas is excited and happy, and will be pleased with his gift.
4. Re-write the sentence and underline the verb phrases: My mom was willing to help on the condition that she could present my project at her meeting.
My mom was willing to help on the condition that she could present my project at her meeting.
5. Re-write the sentence and underline the verb phrases: The contagious disease rapidly spread and quickly caused the school to close its doors.
The contagious disease rapidly spread and quickly caused the school to close its doors.
6. Re-write the sentence and underline the verb phrase: The pre-schoolers learned to draw between the lines in their coloring books.
The pre-schoolers learned to draw between the lines in their colo

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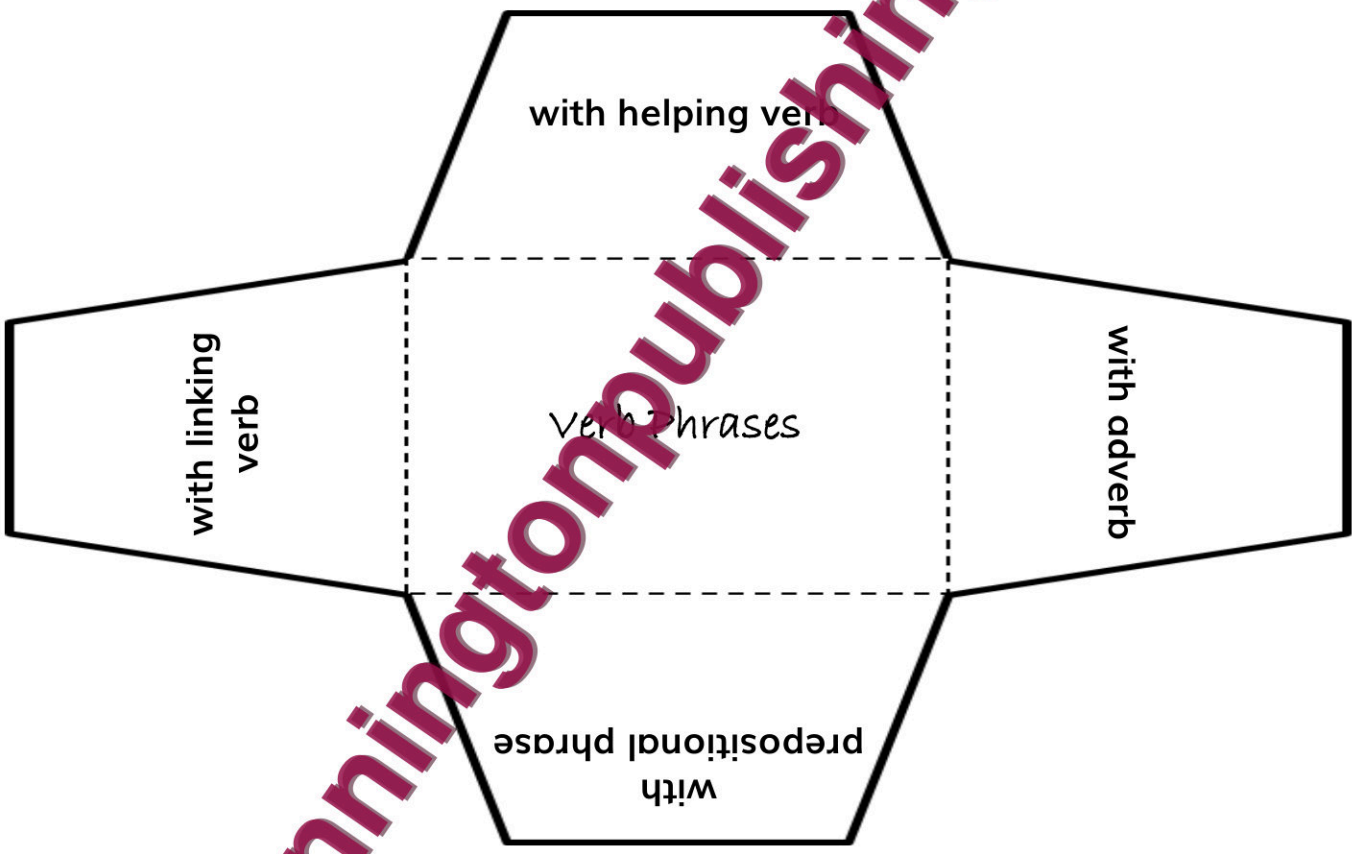
Directions

1. Color or highlight.
2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs.
3. Write sentences with these verb phrases on the back of each flap.



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Resources	Mechanics Notes
Some long documents are underlined or italicized.	Place quotation marks before and after the titles of short stories and documents. A document is a written record that provides official information or evidence. Think of short stories and documents as *parts of whole things, small things, or things that can't be picked up from a table* in order to remember that they are punctuated with quotation marks. **Examples: Short Story: "An Account of the Battle" Document: "Consumer Rights with the Tax Code"**

Resources	Grammar and Usage Notes
English has many irregular past tense verbs. Print this resource for students who struggle with these irregular verbs: http://bit.ly/2pXinvq.	*Verb tense* is the form of the verb that indicates time. There are three basic verb tenses: the past, present, and future. The past tense adds "_ed" onto the end of the base form of the verb; the present tense is the base form of the verb; and the future tense adds "will" before the base form of the verb. **Examples**: **Mykah jumped (past), Mykah jumps (present), Mykah will jump (future).** Many past tense verbs are irregular. Either the ending of the past tense is not "_ed" or the base form of the verb is spelled differently than that of the base form of the verb. Generally keep the same verb tense within sentences unless a shift is necessary. **Examples:** I **hear** (present tense/base form of the verb) the man. I **heard** (past tense with irregular verb ending) the man. She **begins** (present tense/base form of the verb) the test. They **began** (past tense with different base form spelling) the test.

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1. Re-write this sentence correctly: Nathaniel Hawthorne's Twice Told Tales includes this short story: the "Village Uncle."

Nathaniel Hawthorne's Twice Told Tales includes this short story: "The Village Uncle."

2. Re-write this sentence correctly: The best two short stories are "A Day for Use" and The Snows of Winter.

The best two short stories are "A Day for Use" and The Snows of Winter.

3. Re-write the sentence and underline the past tense verbs:

Jamie left last Tuesday and arrived early Wednesday morning.

4. Re-write the sentence and underline the present tense verbs:

Pedro enjoys the fresh vegetables from his garden and hopes that the watermelon will be bigger than last year.

5. Re-write the sentence and underline the future tense verbs:

Gabriella will search for her missing phone later, but she will need my help.

6. Re-write the sentence and underline the verbs. Identify the tense of each verb in parentheses, following the verbs: He took his time, but now hurries to finish.

He took (past) his time, but now hurries (present) to finish.

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Directions

1. Color or highlight.
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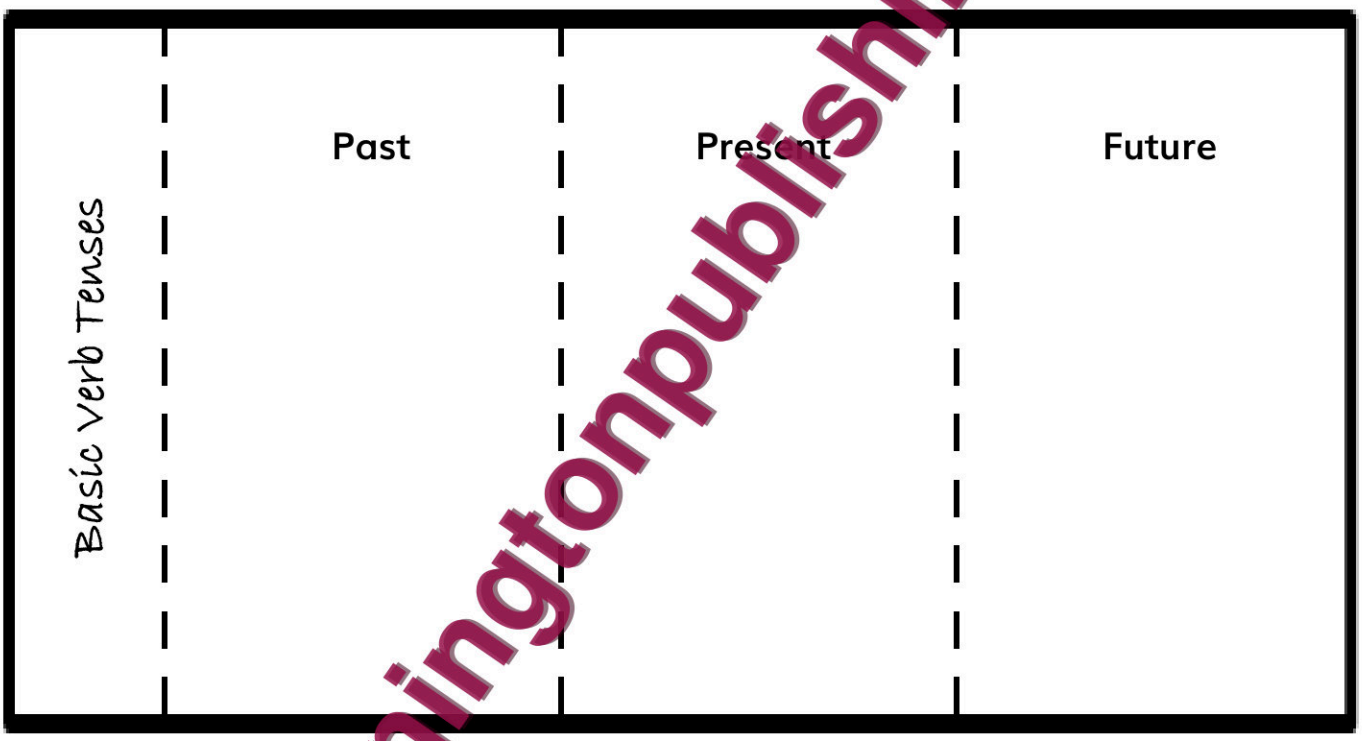
3. Write examples, using each of these basic verb tenses, on the back of each flap.



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Resources	Mechanics Notes
	Capitalize people's and characters' names, but not the articles, conjunctions, and prepositions in the middle of any names. **Example**: **Bo the Dog, Punch and Judy, St. Francis of Assisi** Also capitalize family names and nicknames. **Examples: I know that Mom and Buddy are here.** Don't capitalize family names when a possessive pronoun (*my*, *our*, *your*, *his*, *her*, *their*), a possessive noun, or an adjective is before the family names. **Examples: My dog, Jim's grandpa, and our mean aunt are here.**

Resources	Grammar and Usage Notes
The past progressive can interrupt a past action, describe a parallel or repeated action. **Examples:** I was turning the corner when I hit the bump. I was laughing while my brother was crying. The present progressive can describe a plan in the near future. **Example:** We are arriving in a few minutes. The future progressive can describe an interrupted action in the future. **Example:** When they get to our house, we will be eating dinner.	The past progressive verb tense shows an action that took place over a period of time in the past or a past action which was happening when another action took place. The past progressive uses *was* + the base form of the verb + "__ing" and *were* + the base form of the verb + "__ing." **Examples: I was waiting for him at home. John and Rob were eating lunch when Lee arrived.** The present progressive verb tense shows an action that takes place over a period of time in the present or an action taking place at the same time the statement is written. The present progressive uses *I am* + the base form of the verb + "__ing," *is* + the base form of the verb + "__ing" and *are* + the base form of the verb + "__ing." **Examples: I am walking to school each day. Sara and Rosalyn are talking about the new girl at school.** The future progressive verb tense shows an ongoing action that will be completed over a period of time or a continuous action that will be repeated and not completed. The future progressive uses *will be* + the base form of the verb + "__ing." **Examples: We will be going on the field trip tomorrow. Patrick and I will be spending lots of time together.**

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Guided Practice

1. Re-write this sentence correctly: Michael, Chuckerino the clown, and pepper arrived late to the party.

Michael, Chuckerino the Clown, and Pepper arrived late to the party.

2. Re-write this sentence correctly: Both dad and Grammy tried to cheer my sister up, but nothing seemed to work.

Both Dad and Grammy tried to cheer my sister up, but nothing seemed to work.

3. Re-write this sentence correctly: His uncle and all three of their Cousins attended our family dinner.

His uncle and all three of their cousins attended our family dinner.

4. Re-write the sentence and underline the verb formed with the past progressive verb tense: We were hoping that you would be able to stay, but we understand why you have to leave so early.

We were hoping that you would be able to stay, but we understand why you have to leave so early.

5. Re-write the sentence and underline the verb formed with the present progressive verb tense: I'm pretty sure that your parents are inviting all of your friends over for dessert following the ceremony.

I'm pretty sure that your parents are inviting all of your friends over for dessert following the ceremony.

6. Re-write the sentence and underline the verb formed with the future progressive verb tense: Taylor and Camille will be visiting three colleges on their spring road trip after they spend two days in Santa Cruz.

Taylor and Camille will be visiting three colleges on their spring road

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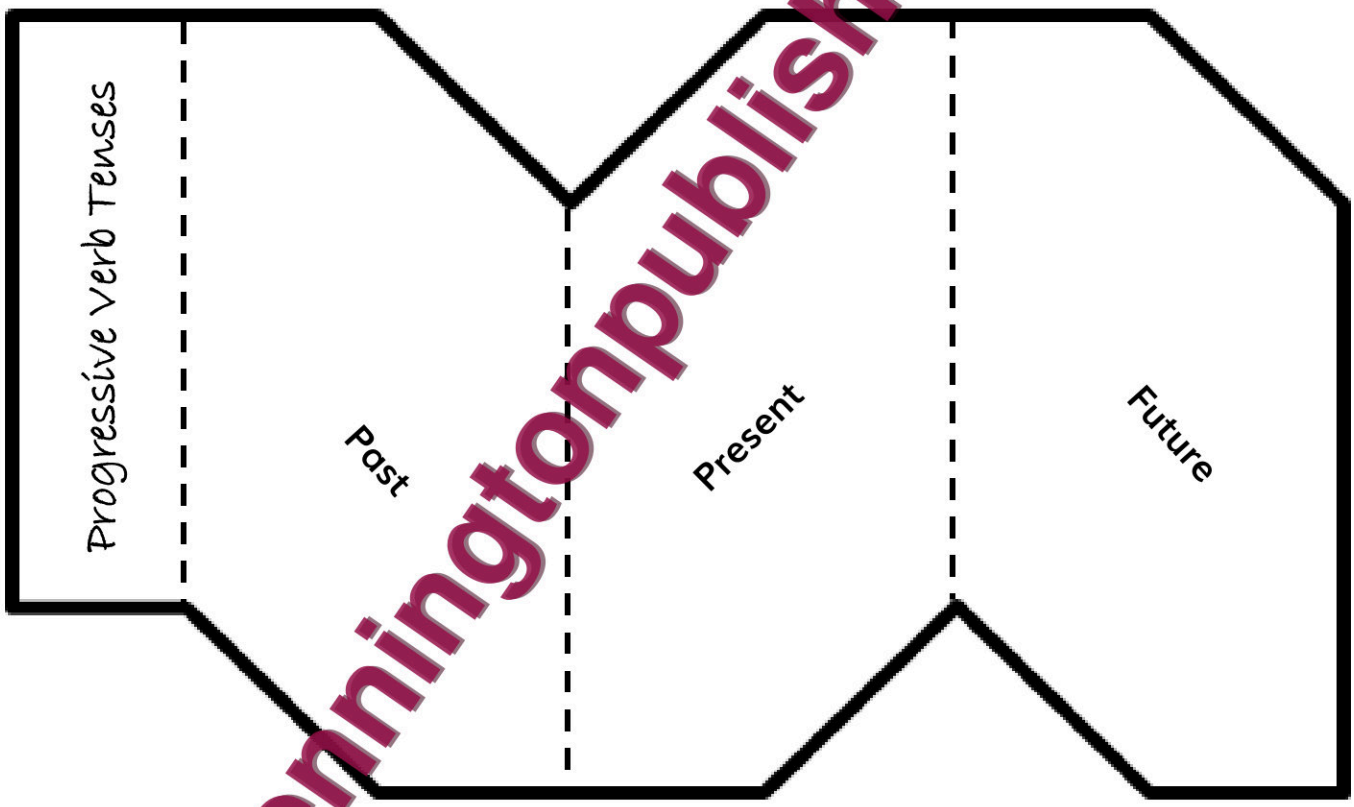
3. Write examples for each of these progressive verb tenses on the back of each flap.



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Resources	Mechanics Notes
Copyright ©: This indicates that you are the owner of the written or artistic work. Regestered ®: This indicates that others may not use your registered name, title, logo, expression, invention, etc. without your permission.	Capitalize named things and products. Don't capitalize articles, conjunctions, and prepositions in the middle of named things and products. **Examples**: **Tilt a Whirl, Run for the Cure®**

Resources	Grammar and Usage Notes
Check out this perfect verb tense poster at http://bit.ly/2rrs7Og. Check out this "Verb Tents (Tense)" poster, which includes all 12 verb tenses (including the past, present, and future perfect progressive verb forms) at http://bit.ly/2r4MDFe.	The past perfect verb tense is used for a physical or mental action or state of being that refers to something that has already been completed or something that happened before another action or a specific time in the past. The past perfect is formed with *had* + the past participle. The past perfect verb tense is formed with the past, present, or future tenses of the "to have" verb (had, has or have, will have) and a past participle (the base form of a verb and a verb ending in "__ed," "__d," "__t," or "__en" for regular verbs). **Example**: **They had waited 'til dawn.** The present perfect refers to something that happened at an unnamed time before the present. The present perfect verb is formed with *has* or *have* + the past participle. **Examples**: **She has waited since dawn. The women have waited every morning.** The future perfect refers to something that will happen before another action in the future or something that will happen before a specific time in the future. The future perfect is formed with *will have* + the past participle. **Example**: **He will have waited every morning.**

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1. Re-write this sentence correctly: The Liberty bell is one of the popular historical attractions in the City Of Brotherly Love.

The Liberty Bell is one of the popular historical attractions in the City of Brotherly Love.

2. Re-write this sentence correctly: Our family has taken our Two a Day vitamins for the last ten years.

Our family has taken our Two a Day Vitamins for the last ten years.

3. Re-write the sentence and underline the verb formed with the past perfect verb tense:

Timmy had practiced his trombone for two hours every day before his mother got home from work.

4. Re-write the sentence and underline the verb formed with the present perfect verb tense:

The principal has expected the fire department to issue a warning since 2012.

5. Re-write the sentence and underline the verb formed with the future perfect verb tense:

The town will have had more than its fair share of celebrity visitors by next summer.

6. Re-write the sentence and underline the verbs formed with the perfect verb tense:

Grandad has promised since I was a child that we would one day hike to the top of Mt. Snowden, and we will have climbed it by this time next year.

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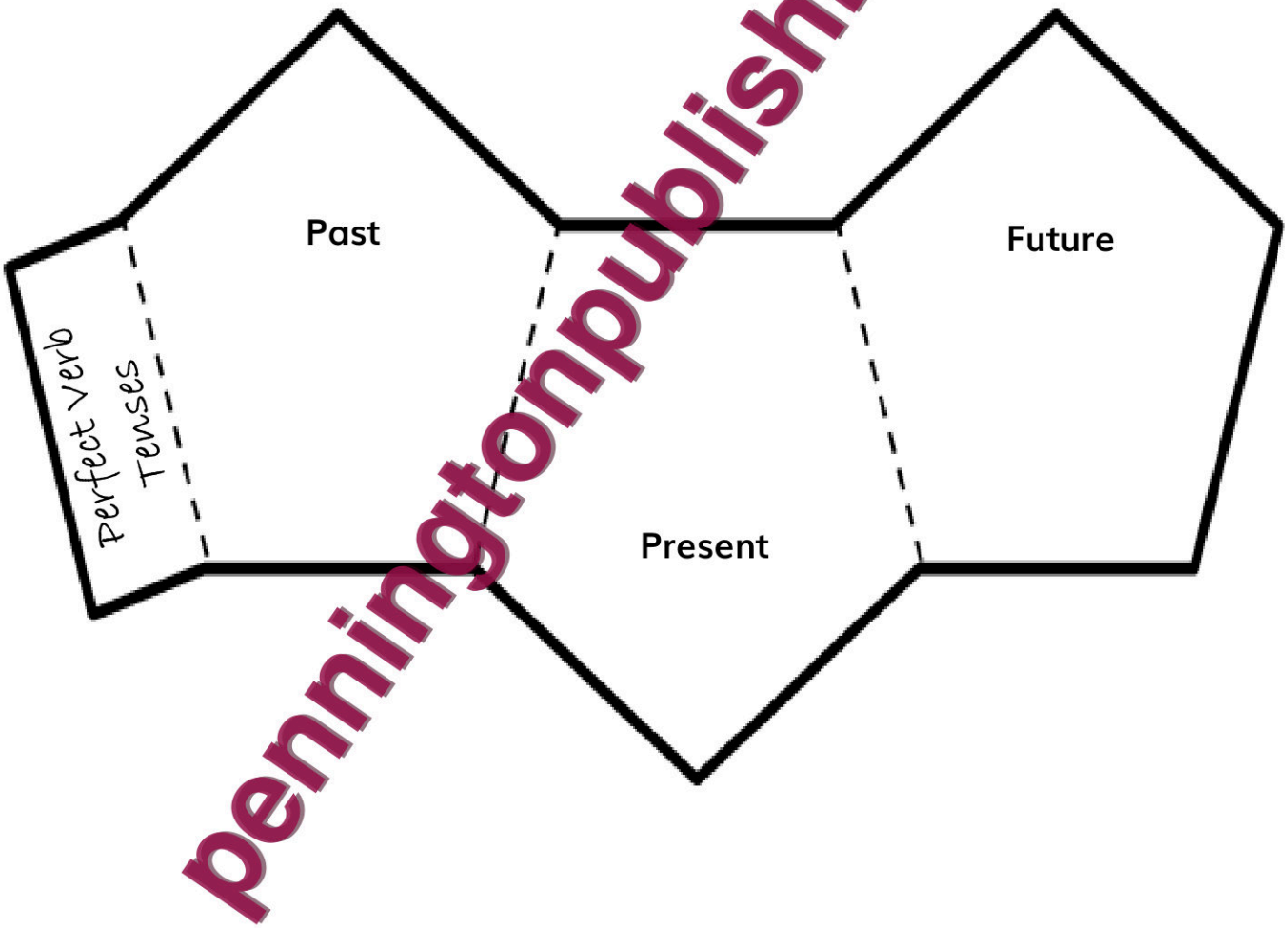

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Resources	Mechanics Notes
The U.S. recognizes 10 national holidays.	Capitalize the names of holidays and dates. Don't capitalize articles, conjunctions, and prepositions in the middle of a holiday. **Examples:** **Flag Day, The Fourth of July**

Resources	Grammar and Usage Notes
"Split infinitives occur When additional words are included between the "to" and the verb, this is known as a *split infinitive*. Avoid splitting infinitives in formal writing. **Examples** **Avoid:** I like to on a summer day hike slowly through here. **Revision for Formal Writing:** On a summer day I like to hike slowly through here. **Revision for Informal Writing:** On a summer day I like to slowly hike through here.	The infinitive uses "to" + the base form of a verb. The present infinitive uses "to" + the base form of a verb. **Example:** **To watch them might prove interesting.** The past participle infinitive uses "to be" + the past participle. **Example:** **To be watched by millions would be scary.** The present perfect infinitive uses "to have" + the past participle. **Example:** **To have watched her dance was pure magic.** The past perfect participle uses "to have been" + the past participle. **Example:** **It is a serious matter to have been watched.** The continuous infinitive uses "to be" + the present participle. **Example:** **To be watching a mother bird feed its babies is to see life in action.** The perfect continuous infinitive uses "to have been" + the present participle. **Example:** **To have been watching baseball for so many years has been the joy of my life.**

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1. Re-write this sentence correctly: Groundhog day is in February and May Day is on May 1.

Groundhog Day is in February and May Day is on May 1.

2. Re-write this sentence correctly: Juneteenth is celebrated as African-American emancipation Day on June 19.

Juneteenth is celebrated as African-American Emancipation Day on June 19.

3. Re-write the sentence and underline the infinitive verb form:

To be listed by the talent agency was quite an achievement.

4. Re-write the sentence and underline the infinitive verb form:

They were to have waited until we arrived before eating lunch.

5. Re-write the sentence and underline the infinitive verb form:

The songwriters' songs were to have been recorded by the jazz band.

6. Re-write the sentence and underline the infinitive verb form:

The masterpiece is believed to have been painted over several years.

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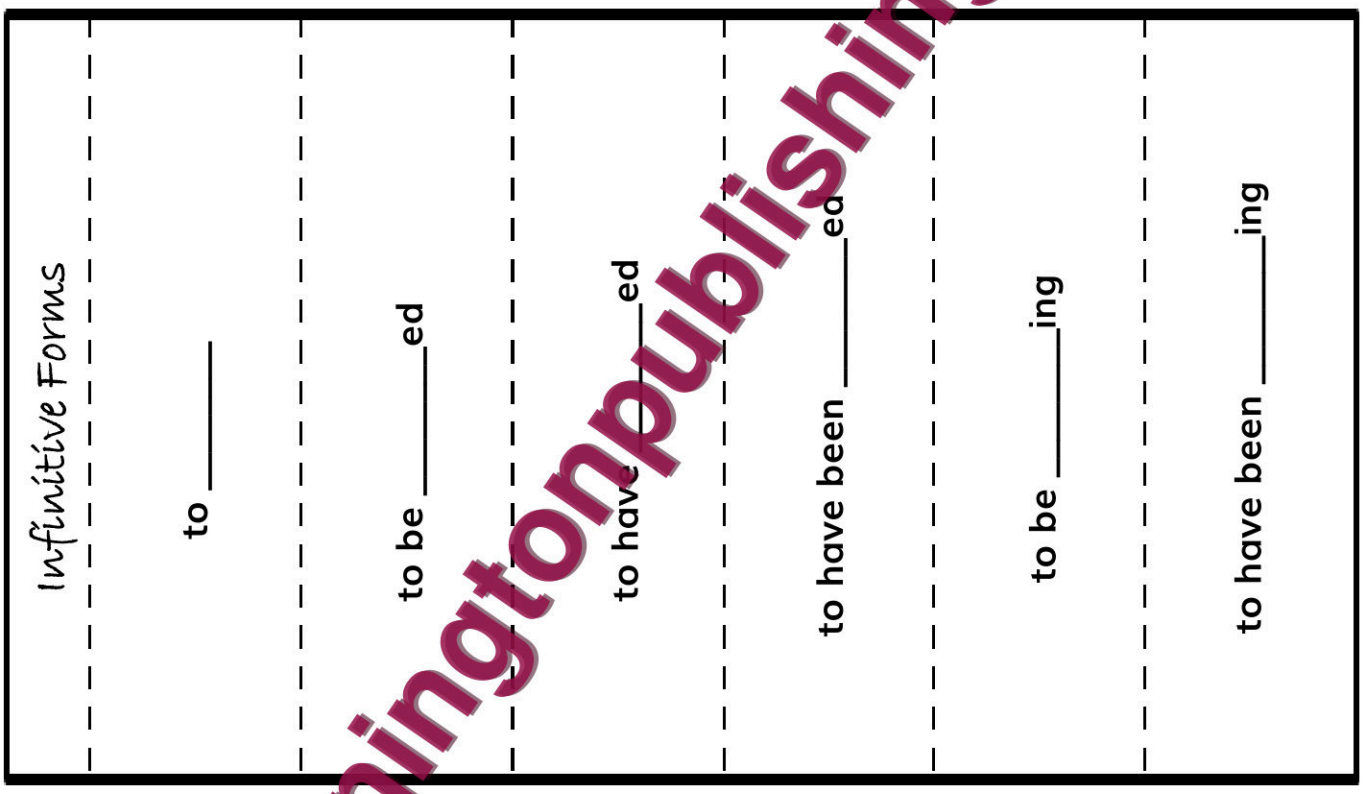

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Resources	Mechanics Notes
	Capitalize the names of special events and historical periods. Don't capitalize articles, conjunctions, and prepositions in the middle of a special event or historical period. **Examples:** The Boston Marathon, Age of Enlightenment

Resources	Grammar and Usage Notes
Fact, Belief, or Neither? 1. The "Pledge of Allegiance" says that our nation is "indivisible, with liberty and justice for all." Fact: Something was said. 2. 2 + 2 = 4 Neither: This is a definition: One equals the other. 3. The major cause of the Civil War was the issue of slavery. Belief: This statement is a conclusion. 4. I walked into the room at 5:00 p.m. Fact: Something was done. 5. She thinks chocolate ice cream is better. Neither: This is an opinion. 6. My mom said, "The moon is made out of cheese." Fact: Something was said. (Although it is not the accepted science.) 7. If I sit in that chair, it won't break. Belief: Something is accepted to be true.	The mood of a verb refers to how the writer chooses to express the physical action, mental action, or state of being. Other words within the sentence or related sentences need to be consistent with that mood. The indicative (declarative) mood is used to share facts and beliefs. A *fact* is something that has been said or done. Note the underlined verbs and surrounding words in the examples which are consistent with the indicative mood. **Examples:** President Kennedy stated, "And so my fellow Americans: Ask not what your country can do for you; ask what you can do for your country." Neil Armstrong was the first human to walk on the moon on July 20, 1969. A *belief* is an acceptance or conclusion that something exists or is true. Note the underlined verb and surrounding words in the examples which are consistent with the indicative mood. **Example:** Some scientists have concluded that dinosaurs died out because of climate change.

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1. Re-write this sentence correctly: We looked forward to watching the next Games Of the Olympiad this summer.

We looked forward to watching the next Games of the Olympiad this summer.

2. Re-write this sentence correctly: During the Middle ages in Europe, vassals served their lords and the lords served their kings.

During the Middle Ages in Europe, vassals served their lords and the lords served their kings.

3. Re-write the sentence and underline the words which show the indicative mood in these sentences:

She will move to Los Angeles on June 13 before she begins the movie. The movie will be a hit, but I think she should move first.

4. Re-write the sentence and underline the words which show the indicative mood:

Jenny plays guitar every Friday night from 8:00 p.m. to 10:00 p.m. and makes money from tips.

5. Re-write the sentence and underline the words which show the indicative mood in these sentences:

That Mexican food is tasty. Is it really that spicy? The menu warns about the spices and the waiters all remind their customers before they order.

6. Re-write the sentence and underline the words which show the indicative mood in these sentences:

The band will be unable to perform, but the musicians will sit in the audience. I wonder why they can't play. The promoters sold 2,115 tickets to the concert

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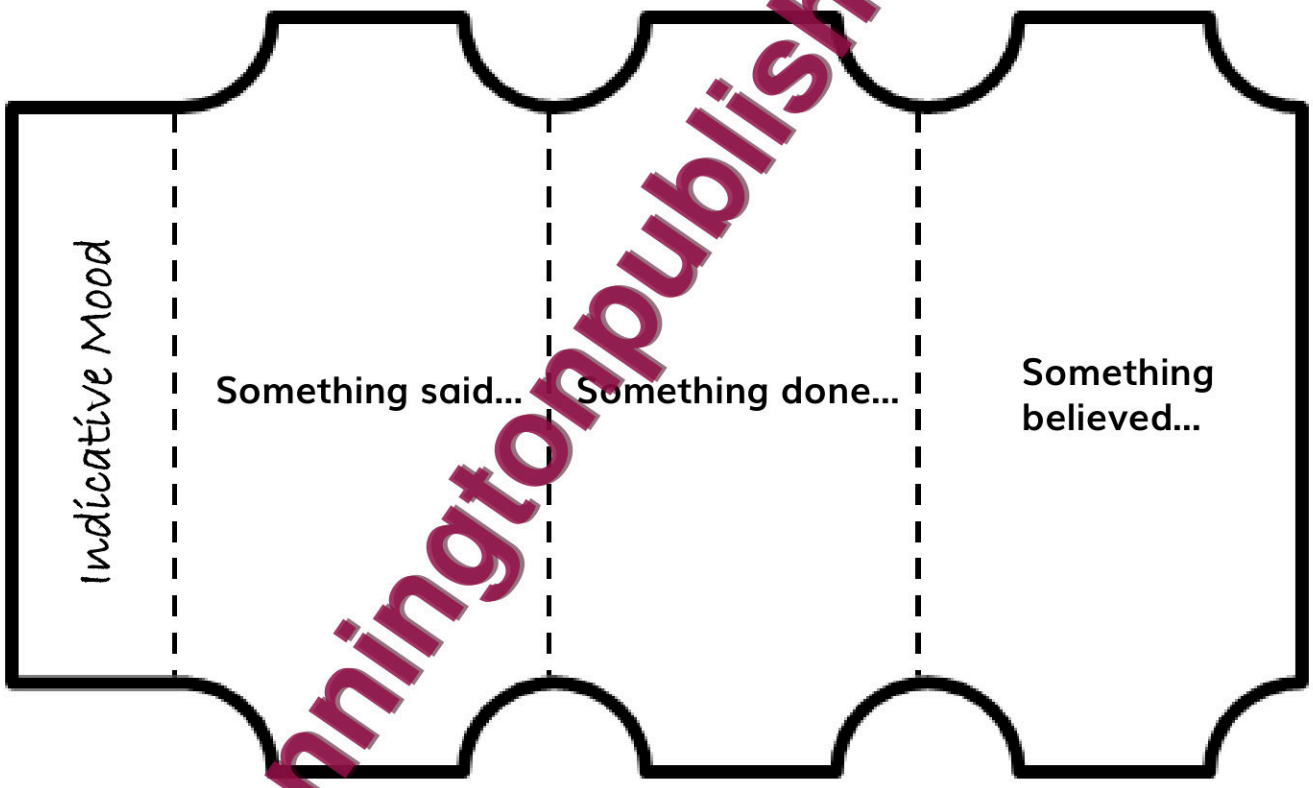
3. Write sentences, using these examples of the indicative mood on the back of each flap



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Resources	Mechanics Notes
Corporations are owned by their stockholders (shareholders) who share in profits and losses of the business. Businesses which are incorporated follow the title of their company as follows: Peabody and Mainz, Inc.	Capitalize the names of organizations and businesses. Don't capitalize articles, conjunctions, and prepositions in the middle of the named organization or business. **Examples**: **Helping with Hands Association, Durability for Life, Inc.**

Resources	Grammar and Usage Notes
Imperative Word Clues Command: demand, do, don't, require, insist, order, direct, need to, must, have to, insist Request: ask, invite, appeal, desire, offer, beg, solicit Prohibit: don't, ban, veto, disallow, restrict, stop, halt	The mood of a verb refers to how the writer chooses to express the physical action, mental action, or state of being. The imperative mood is used to command, request, or prohibit. Other words within the sentence or related sentences need to be consistent with that mood. Often, the subject is implied (suggested, but not stated). Note the underlined verbs and surrounding words in the examples which are consistent with the Imperative mood. **Examples**: **Don't ever do that again.** **I wish you would listen more to my advice.** **We can't play basketball anymore on the blacktop.**

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1. Re-write this sentence correctly: My mom and I joined We do Care last May and volunteered one afternoon per week for the organization.

My mom and I joined We Do Care last May and volunteered one afternoon per week for the organization.

2. Re-write this sentence correctly: My friends work for Roddy Keel and sons Plumbing.

My friends work for Roddy Keel and Sons Plumbing.

3. Re-write the sentence and underline the words which show the imperative mood:

Knock it off! That wasn't funny at all.

4. Re-write the sentence and underline the words which show the imperative mood:

I want Robert to be more kind to his parents.

5. Re-write the sentence and underline the words which show the imperative mood:

Will your family be attending my graduation in June?

6. Re-write the sentence and underline the words which show the imperative mood:

"You may never wear my skirt," her sister ordered.

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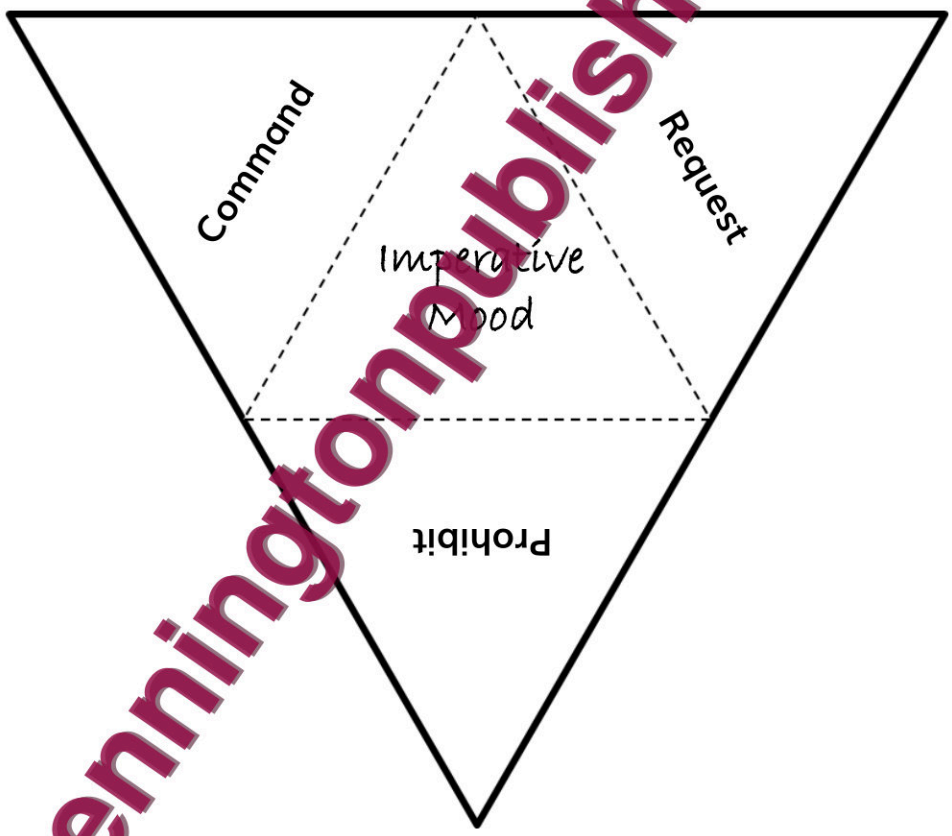
3. Write sentences, using these examples of the imperative mood, on the back of each flap.



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Resources	Mechanics Notes
Word usage is one characteristic of dialect. For example, in the Western U.S. we say *bathroom* or *restroom*, in the Southern U.S. we say *commode*. The British tend to say *water closet* (or *W.C.*). Check out the famous W.C. Wayside Chapel Joke at http://blog.penningtonpublishing.com/reading/the-w-c-wayside-chapel-joke/.	Capitalize the names of languages, dialects, and people groups. *Dialect* refers to a variety of a language that is different in pronunciation, grammar, and vocabulary than other varieties of that language. **Examples:** Spanish, Creole, Roma

Resources	Grammar and Usage Notes
Interrogative Word Clues ask, invite, inquire, request, question, wonder, curious, doubt, marvel	The mood of a verb refers to how the writer chooses to express the physical action, mental action, or state of being. The interrogative mood is used to ask questions. Other words within the sentence or related sentences need to be consistent with that mood. In interrogative sentences, the verb usually is placed before the subject or between the linking or helping verb and its connected verb. Only five pronouns are interrogative pronouns: *who*, *whom*, *whose*, *what*, and *which*. Use *what* to refer to a general thing and *which* to refer to a specific thing. Note the underlined verbs and surrounding words in the examples which are consistent with the interrogative mood. **Examples:** Who asked you to be the boss? For whom is the party? Whose advice has been requested? I wonder what they want. I'm curious; which do you prefer?

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1. Re-write this sentence correctly: His cockney English accent made him difficult to be understood by anyone in San Francisco.

His Cockney English accent made him difficult to be understood by anyone outside of London.

2. Re-write this sentence correctly: I heard that afrikaans is a language of south Africa which was derived from the Dutch colonists.

I heard that Afrikaans is a language of South Africa which was derived from the Dutch colonists.

3. Re-write the sentence and underline the interrogative pronouns:

Who wrote this letter and to whom was it addressed?

4. Re-write the sentence and underline the interrogative pronoun:

Whose is this jacket with the fur collar?

5. Re-write the sentence and underline the interrogative pronoun:

Well, what will happen to the puppies if no one adopts them?

6. Re-write the sentence and underline the interrogative pronoun:

I'd like to know which one of you will pick me up in the morning?

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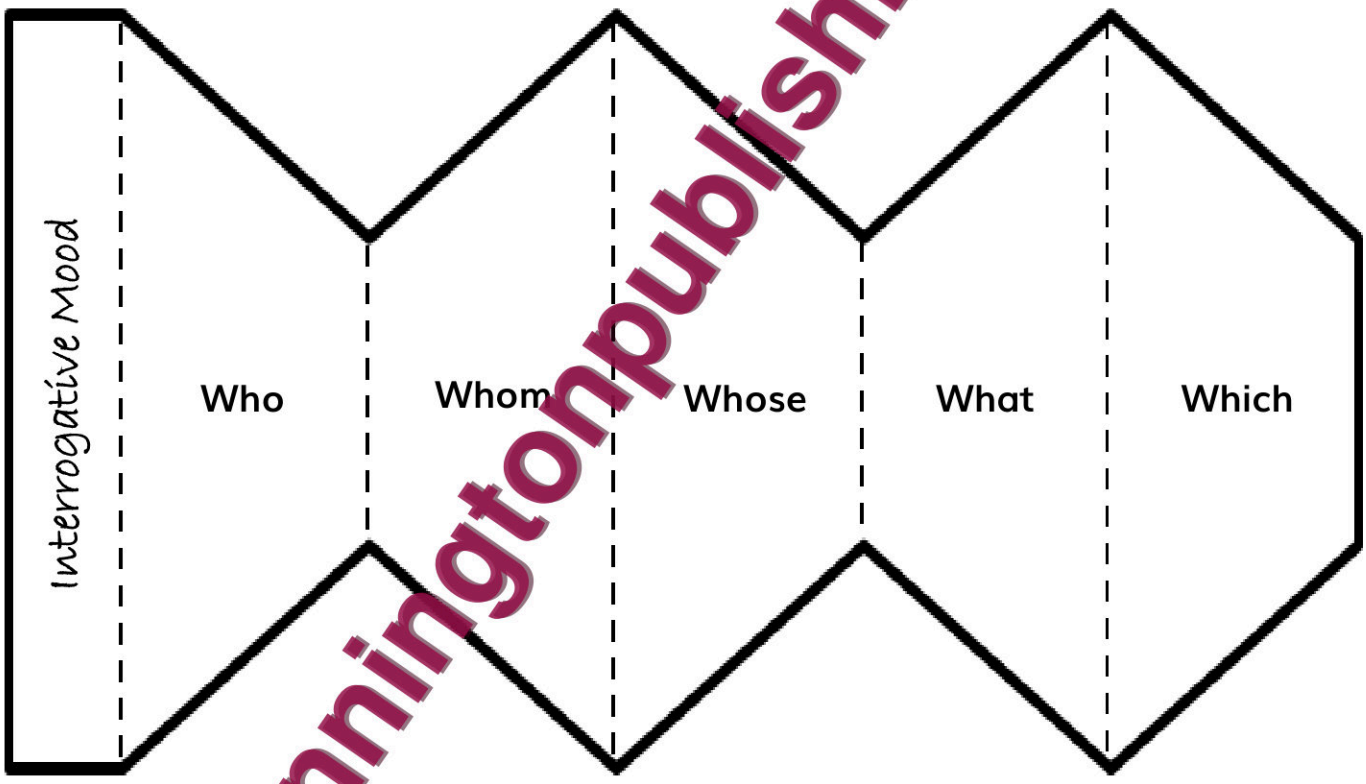
3. Write sentences, using examples of the interrogative mood pronouns, on the back of each flap.



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Resources	Mechanics Notes
In addition to the common punctuation marks for formal writing, we use emojis in texts or emails to clarify meaning of or to comment on text.	Use question marks for all direct questions. Place a question mark inside (to the left of) ending quotation marks (?") when the writer is quoting a question that was asked. **Example:** He asked, "Are you going, too?" Place a question mark outside (to the right of) ending quotation marks ("?) when you, the writer, ask a question about a quotation made in the form of a statement or a command. **Example:** Why did he say, "That's not funny"?

Resources	Grammar and Usage Notes
Conditional Word and Phrase Clues if, I should, we should, assuming that, in case, supposing that, whenever, wherever, estimate, speculate, imagine, suppose, theorize, conclude, infer, ascertain, interpret, judge, reason	The mood of a verb refers to how the writer chooses to express the physical action, mental action, or state of being. The conditional mood is used to discuss something that is possible, but that which can only take place if certain conditions are met. Other words within the sentence or related sentences need to be consistent with that mood. Conditional sentences often use the modal helping verbs *could*, *would*, *may* or *might*. Note the underlined verbs and surrounding words in the examples which are consistent with the conditional mood. **Examples:** If they want, I could help. We should have known better. They would be able to visit. He may attend the wedding, but he might have asked first.

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1. Re-write these sentences correctly: I asked my friend, "How come you simply never told me that story? Were you afraid of my reaction?

I asked my friend, "How come you simply never told me that story? Were you afraid of my reaction?"

2. Re-write this sentence correctly: Why did Mr. Jamison reply, "You're just too young for this"?"

Why did Mr. Jamison reply, "You're just too young for this"?

3. Re-write the sentence and underline the words which show the conditional mood:

If Dad had only been here, he might have rescued that drowning man.

4. Re-write the sentence and underline the words which show the conditional mood:

"John, could you possibly wait just one more minute for us to get ready?"

5. Re-write the sentence and underline the words which show the conditional mood:

When would you be available if you could help us?

6. Re-write the sentence and underline the words which show the conditional mood:

Perhaps Tammy and I may let you share a bit of her fresh boysenberry pie.

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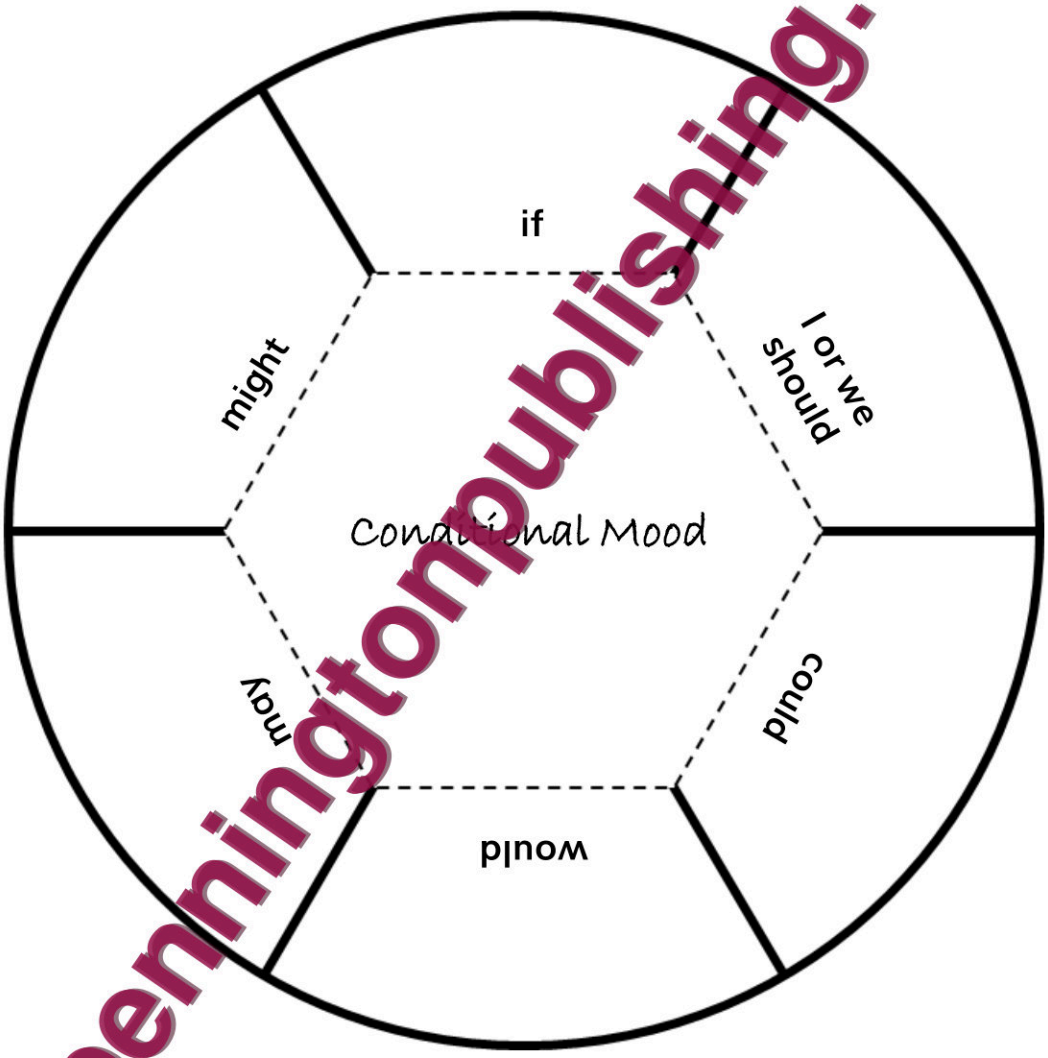

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Resources	Mechanics Notes
	Use one exclamation point to show surprise or strong emotion in an exclamatory sentence or following an interjection. An interjection is a short sentence fragment used to show extreme emotion and is often used within dialogue. **Examples:** That is amazing! Wow!

Resources	Grammar and Usage Notes
One way to determine whether to use the verb, *was* or *were*, is to think if the statement is true or not true. If the statement is true, use the verb, *was*. If the statement is *not ture*, use the verb, *were*, because the statement is in the subjunctive mood. **Examples** True: I *was* a rich man. Not True: If I *were* a rich man. Not True: I wish I *were* a rich man. Not True: As though I *were* a rich man.	The mood of a verb refers to how the writer chooses to express the physical action, mental action, or state of being. The subjunctive mood is used to express a doubt, demand, regret, guess, wish, or a hypothetical situation. Other words within the sentence or related sentences need to be consistent with that mood. Often, the subjunctive mood is signaled with these words: *if*, *that*, *as though*, or *unless* and may include these modal helping verbs: *can*, *could*, *may*, *might*, *will*, *would*, *shall*, *should*, and *must*. When the subjunctive mood uses the "to be" verb, use *were or be*, no matter what the tense or subject happens to be. Note the underlined verbs and surrounding words in the examples which are consistent with the subjunctive mood. **Examples:** Doubt– I'm not sure if that will work. Demand– They insisted he be ready by six o'clock. Regret– I'm sorry that happened. Guess– I suppose you could stay. Wish– I wish you were here. Hypothetical– If they stay, they might perform.

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1. Re-write these sentences correctly: How surprising! I had no idea she would be here.

How surprising! I had no idea she would be here!

2. Re-write these sentences correctly: I can't believe that you said that to your mother. She must have been scared to death!

I can't believe that you said that to your mother! She must have been scared to death!

3. Re-write the sentence and underline the words which show the subjunctive mood:

I really doubt if she were the only one who knew.

4. Re-write the sentence and underline the words which show the subjunctive mood:

If I were the only one to accuse you, I might be regretting my decision to speak up.

5. Re-write the sentence and underline the words which show the subjunctive mood:

I guess you could say that things would never be the same.

6. Re-write the sentence and underline the words which show the subjunctive mood:

I wish we were able to spend more time with her before she had to leave.

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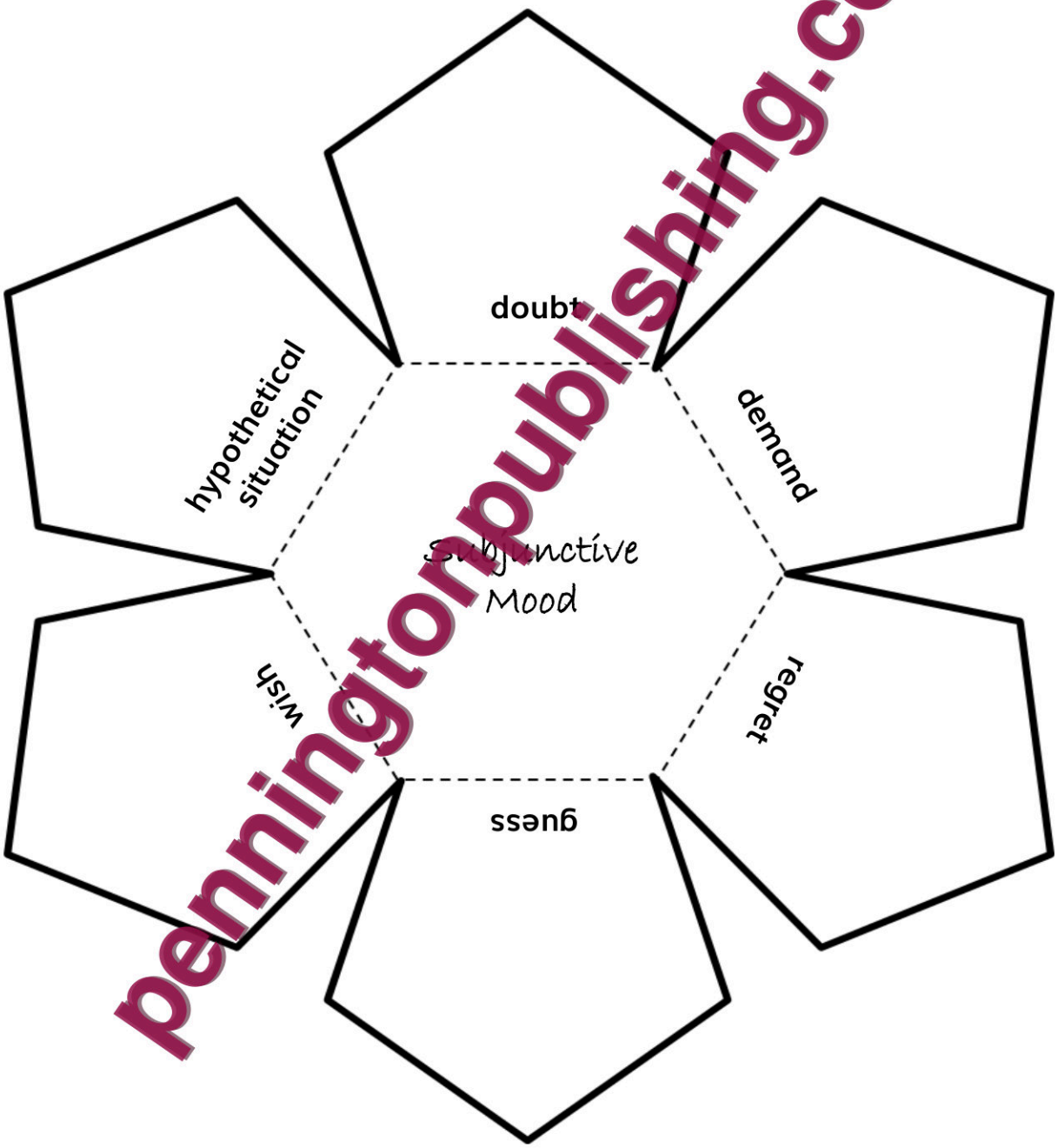

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Cues	**Mechanics Notes**
	Colons serve as ending punctuation, so the following letter is capitalized. Colons are used to show relationships within titles. **Example:** **"The Great Adventure: Landing on the Moon"** Colons are used to show relationships within numbers. **Example:** **He ran the two miles in 14:25:34.** Colons are used to show relationships within ratios. **Example:** **The girls out-number boys 3:1.** Colons are used at the end of speaker tags to introduce long quotations. If a quotation consists of more than four lines, begin a new paragraph after the introductory speaker tag that ends in the colon. Indent each line of the quotation to form a *block quotation*.
Cues	**Grammar and Usage Notes**
	The voice of a verb refers to the relationship between the subject and the action of the sentence: The active voice is used when the subject performs the action. **Example:** **Mai *uses* the notes.** The passive voice is used when the subject receives the action. **Example:** **The notes *are used* by Mai.** Don't shift from the active to the passive verb voice. **Example:** **He excelled in his studies and was given a scholarship by the university.** **Revision:** **He excelled in his studies and the university gave him a scholarship.**
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1. Re-write this sentence correctly: Eric wrote "Facts We Should Know; Ten Surprising Issues." Eric wrote "Facts We Should Know: Ten Surprising Issues." 2. Re-write this sentence correctly: Daniel walked the mile in 12:42.40. Daniel walked the mile in 12:42:40. 3. Re-write this sentence correctly: The girls outnumbered the boys 4:1, but the mosquitoes outnumbered them all 4,000;1. The girls outnumbered the boys 4:1, but the mosquitoes outnumbered them all 4,000:1. 4. Re-write the sentence and underline the words which show the passive voice: I decided to leave because it had all happened to me before. 5. Re-write the sentence and underline the words which show the active voice. Jaime walked into the restaurant and talked to the head waiter. 6. Revise this sentence into the active voice: The money was handed to me by my cousin and I spent it all on candy. My cousin handed the money to me and I spent it all on candy.

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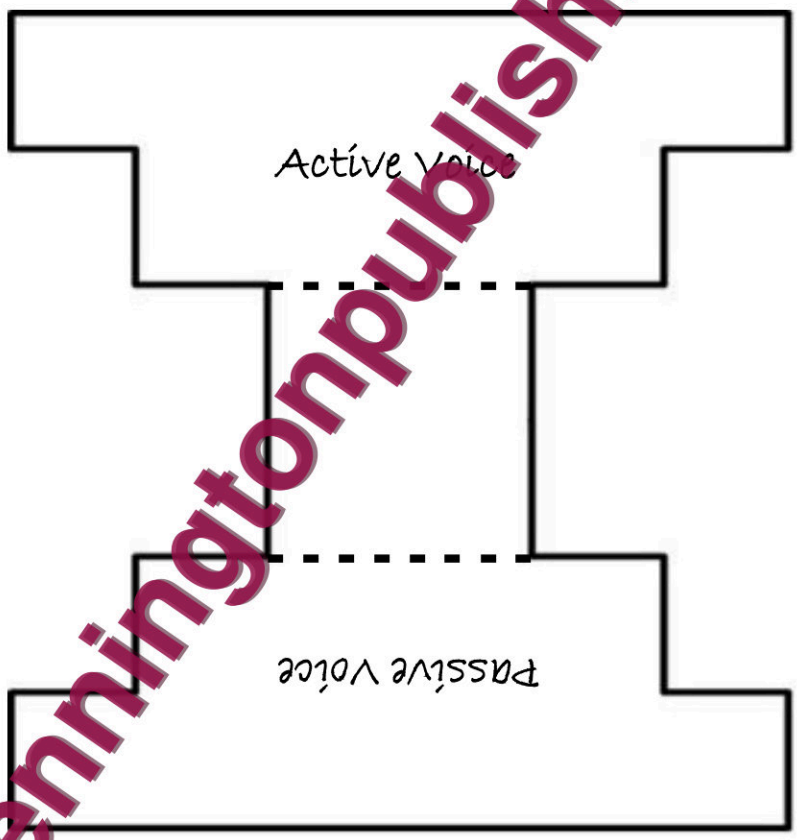

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Resources	Mechanics Notes
If the related information is especially relevant to the previous statement, commas are preferred over parentheses. Long dashes, known as *em dashes*, may be used instead of parentheses in informal writing. **Examples** The man (the one in the old coat) was interesting. or The man——the one in the old coat——was interesting.	Parentheses can be used in a variety of ways: As an aside. **Example**: **John responded (quickly).** As an appositive. **Example**: **Sue (the girl in red)** With numbers to clarify what has been said in the sentence. **Examples**: **He ran a marathon (26.2 miles).** To punctuate letters which list key points within the sentence. **Examples**: **She had a choice of (a) apple or (b) cherry pie.** As a separate sentence to comment on a preceding sentence. Place the period, question mark, or exclamation point inside the closing parenthesis. **Example**: **I wasn't hungry. (I had already eaten lunch.)**

Resources	Grammar and Usage Notes
A few subordinating conjunctions, such as *before*, *after*, and *until*, are also prepositions. If one of these words is followed by a noun or noun phrase, it's a preposition. **Example:** before noon If it follows with a noun and connected verb, it's an adverbial clause. **Example:** Before I leave, I want to say goodbye.	An adverbial clause is a dependent clause that begins with a subordinating conjunction and modifies an adjective, adverb, or verb. Adverbial clauses can be placed at the beginning, in the middle, or at the end of a sentence. **Examples:** **Unless you practice, you will never succeed. It was worse, when he left, than it was before.He should try even though he will lose.** **Subordinating Conjunctions: Bud is wise, but hot! AAA WWW** before, unless, despite (in spite of), in order that, so, while, if, since, even though (if), because, until, that, how, once, than, after, although (though), as (as if, as long as, as though), whether, when (whenever), where (wherever)

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: The comedian closed her show with her best joke—by far—and the audience laughed (heartily).

The comedian closed her show with her best joke (by far) and the audience laughed (heartily).

2. Re-write this sentence correctly: Juan the businessman (in the dark suit) asked me about the manufacturing plant (the one in China).

Juan (the businessman in the dark suit) asked me about the manufacturing plant (the one in China).

3. Re-write this sentence correctly:

She listed four reasons as to why attendance at school is so important: (a) grades (b) money (c) pride and (d) learning.

4. Grammar and Usage– Re-write this sentence and underline the subordinating conjunction. [Bracket] the adverbial clause.

[While no one was looking,] she jumped off the ten-foot diving board.

5. Grammar and Usage– Re-write this sentence and underline the subordinating conjunction. [Bracket] the adverbial clause.

They left for their week-long vacation, [even though their was no gas in the tank,] and started down the long highway.

6. Grammar and Usage– Re-write this sentence and underline the subordinating conjunction. [Bracket] the adverbial clause.

I usually am the one to decide [where we will go for dinner.]

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Directions

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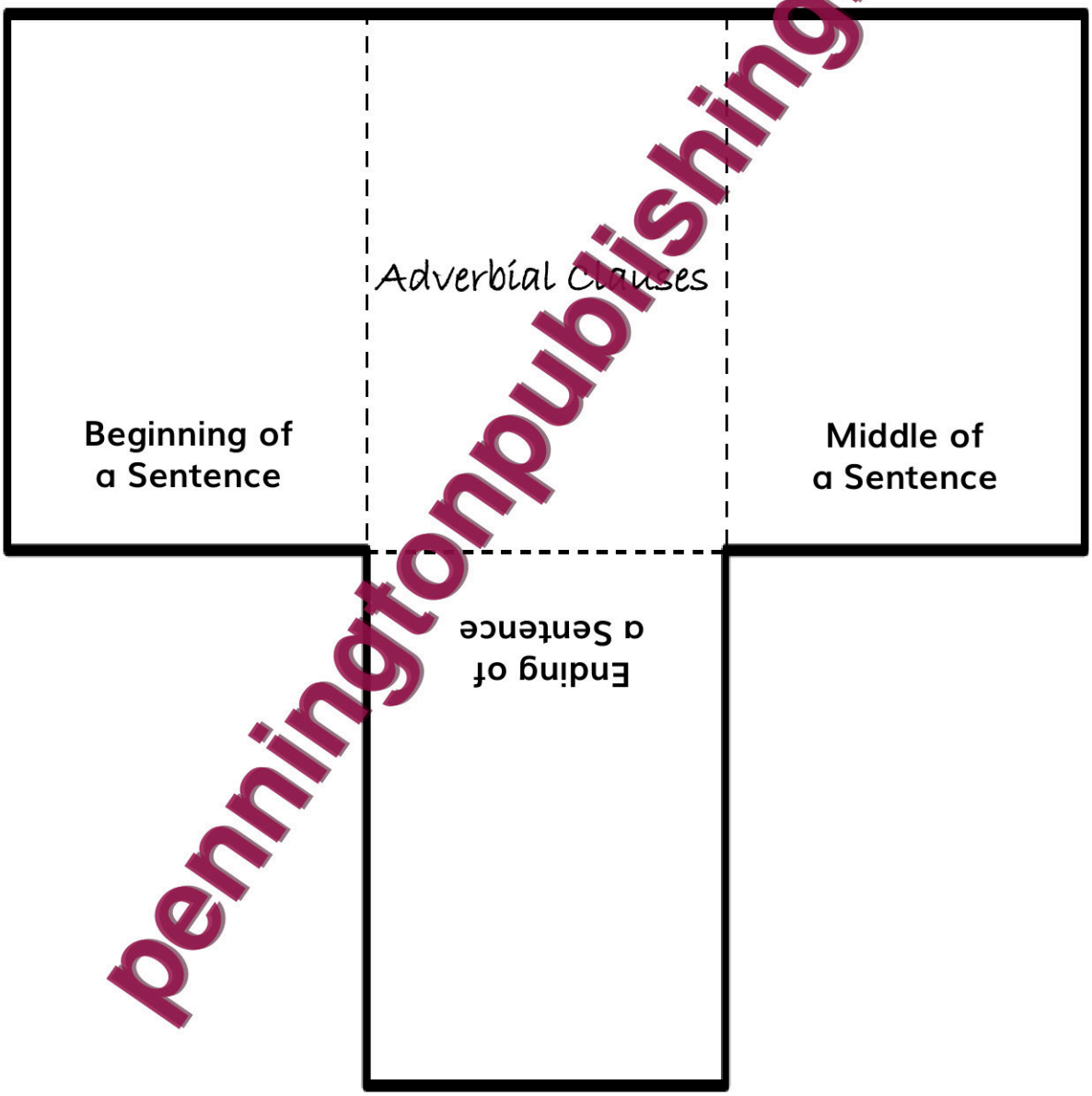
2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs.
3. Write sentences, using examples of the adverbial clauses, on the back of each flap.



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Resources	Mechanics Notes
Hyphens are used for compound adjectives. **Examples** Compound Adjective: The well-known celebrity was friendly to the press.	Dashes come in three sizes and serve different purposes. These are the three sizes: hyphen (-), en dash (–), and em dash (—). The hyphen (-) is used for a compound word or for a close connection between words. **Examples: Jerry Garcia-Johnson, two-thirds** The en dash (–) is used to show a range of values between dates, times, and numbers. **Examples: From July 6–9 between the hours of 7:00–9:00 a.m., a crowd of 80–90 will protest at the Smith–Jones factory.** The em dash (—) is used to show a pause in thought or for appositives instead of parentheses or commas. **Examples: I don't know—Troy he did it. The man—the one in the baseball cap—is her dad.**

Resources	Grammar and Usage Notes
The relative adverb *when* can mean "in which" or "at which" if used as a time expression. **Example:** Six o'clock is the hour when we sit down to dinner. The relative adverb *why* can mean "for which" if used to tell a reason. **Example:** The issue why he must stay is debatable.	These relative adverbs are used as transition words at the beginning of a sentence or following a semicolon: *however, also, furthermore, otherwise, then, besides, similarly, therefore, consequently, moreover, still, thus, finally, nevertheless, supposedly, on the other hand*. Place commas after relative adverbs, not before. **Examples: Therefore, he lied. He lied; therefore, he was punished.** The *when*, *where*, and *why* relative adverbs are used to begin certain adverbial clauses. **Examples: When you lied and where you did it, will never explain why you didn't tell the truth.**

SUMMARY/REFLECTION

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Guided Practice
1. Re-write this sentence correctly: From 1:00–3:00 p.m. she loaded the truck and Frances Jones—Diaz ready took off on her September 9-12 trip. From 1:00–3:00 p.m. she loaded the truck and Frances Jones-Diaz ready took off on her September 9–12 trip. 2. Re-write this sentence correctly: Wait—I heard that 40–50 soldiers were stationed on the French to Spanish border. Wait—I heard that 40–50 soldiers were stationed on the French–Spanish border. 3. Re-write the sentence, [bracket] the relative adverbs, and correct the punctuation. Similarly, the boys were dressed in blue; otherwise, they were quite different. 4. Re-write this sentence, underline the relative adverb, and [bracket] the adverbial clause. [When I threw the baseballs,] the fans went wild. 5. Re-write this sentence, underline the relative adverb, and [bracket] the adverbial clause. I don't know [where they went,] but they took forever to return. 6. Re-write this sentence, underline the relative adverb, and [bracket] the adverbial clause. The neighbors never realized [why you asked to borrow the lawnmower.]

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Resources	**Mechanics Notes**
The British use brackets in the same way that Americans use parentheses.	Use brackets to provide missing or explanatory information within direct quotations. **Example:** **The author stated, "You found it [the missing coat] on the table" (Klyburn 24).** In scripts and plays, brackets are also used as stage directions both inside and outside of dialogue. **Examples:** **Grace: [Nervously] I don't know what you mean.** **Mr. Johnson: [Pacing back and forth] Oh, you know!**
Resources	**Grammar and Usage Notes**
	As a matter of good writing style, place shorter adverbial phrases in front of longer ones. **Example:** **We ran more slowly, yet more purposefully.** Also, place specific adverbs before general ones. **Example:** **We ran to the corner, then everywhere.** When using more than one adverb in a sentence, follow this order of adverbial functions: What Degree-How-Where-When. **Example:** **She sings more enthusiastically on the stage each night.**
SUMMARY/REFLECTION	

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Guided Practice

1. Add brackets to this direct quotation: "Why would the Franks leave them their phones in the locker room?" the author asked.

"Why would the Franks leave them [their phones] in the locker room?" the author asked.

2. Add brackets to this dialogue:

Omri: [Excitedly] Oh I hope my mom and dad will attend! Edward: If they do [pausing to think] they may not like what they see.

3. Re-write this sentence correctly: Halley after dinner walked into her room carefully.

Halley walked carefully into her room after dinner.

4. Re-write this sentence correctly: Sue spoke with a much more determined voice and loudly.

Sue spoke loudly with a much more determined voice.

5. Re-write this sentence correctly: Clark apologized generally to the whole family and specifically to me.

Clark apologized specifically to me and generally to the whole family.

6. Re-write this sentence correctly: Mary pedals strenuously less since her knee surgery up hill on her bike.

Mary pedals less strenuously up hill on her bike since her knee surgery.

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Directions

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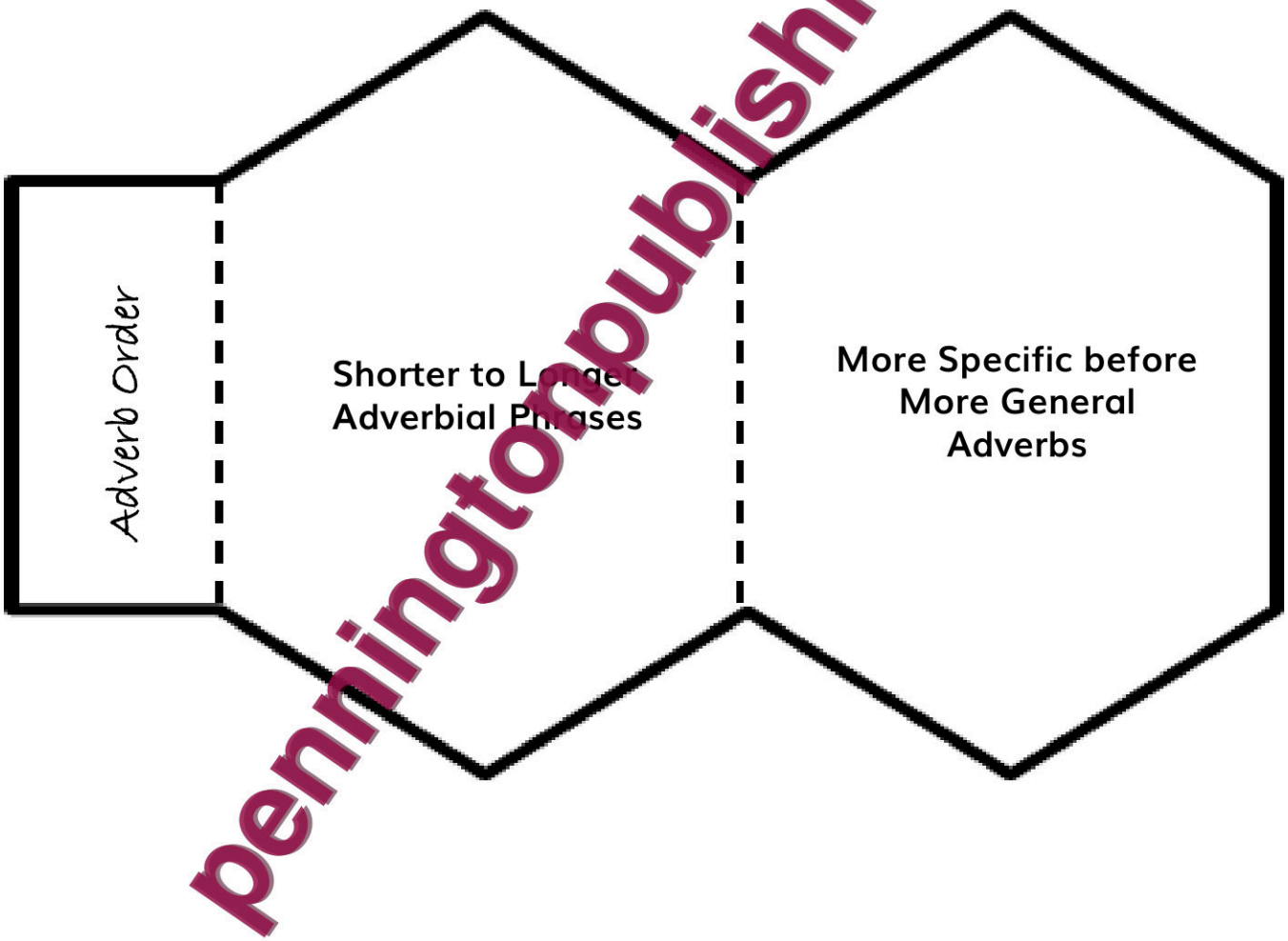
3. Write sentences, using examples of adverbial phrases and adverbs, on the back of each flap.



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Resources	Mechanics Notes
Compound adverbs can also be written as one word... **Examples:** somewhere, everywhere, anywhere ...or as two words. **Examples:** inside out, round about, fully employed	Use hyphens for compound adverbs that don't end in "_ly," when used before nouns. A compound adverb is two connected adverbs. **Example**: **The much-requested song** When the compound adverb is after the noun, don't hyphenate. **Example**: **Her wishes were always well known.**

Resources	Grammar and Usage Notes
Non-standard English is informal, conversational English that does not follow the rules of English. Students using non-standard English need the skills to be able to use standard English in formal speech and writing in school and in the workplace.	When writing in Standard English, don't drop verbs or parts of verbs. **Examples: She ~~nice~~ (is nice), but I ~~been~~ (had been) nice to her first. Where ~~you~~ (are you) at? Who ~~she~~ (is she)?**

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1. Re-write this sentence correctly: The least interested student woke up when the teacher began his story.
The least-interested student woke up when the teacher began his story.
2. Re-write this sentence correctly: Margie was well prepared for her camping trip, but she avoided taking the well worn family tent.
Margie was well prepared for her camping trip, but she avoided taking the well-worn family tent.
3. Write this sentence correctly in Standard English:Harold sweet, but he been acting that way to all the girls.
Harold is sweet, but he has (had) been acting that way to all the girls.
4. Write these sentences correctly in Standard English: Why you always do too much? You try too hard to get noticed.
Why are you always doing too much? or Why do you always do too much? You try too hard to get noticed.
5. Write this sentence correctly in Standard English: My parents been helpful to both my sister and me, but it time we made it on our own.
My parents have (had) been helpful to both my sister and me, but it is (was) time (that) we made it on our own.
6. Write this sentence correctly in Standard English:How you do what you do without any plan?
How do you do what you do without any plan?

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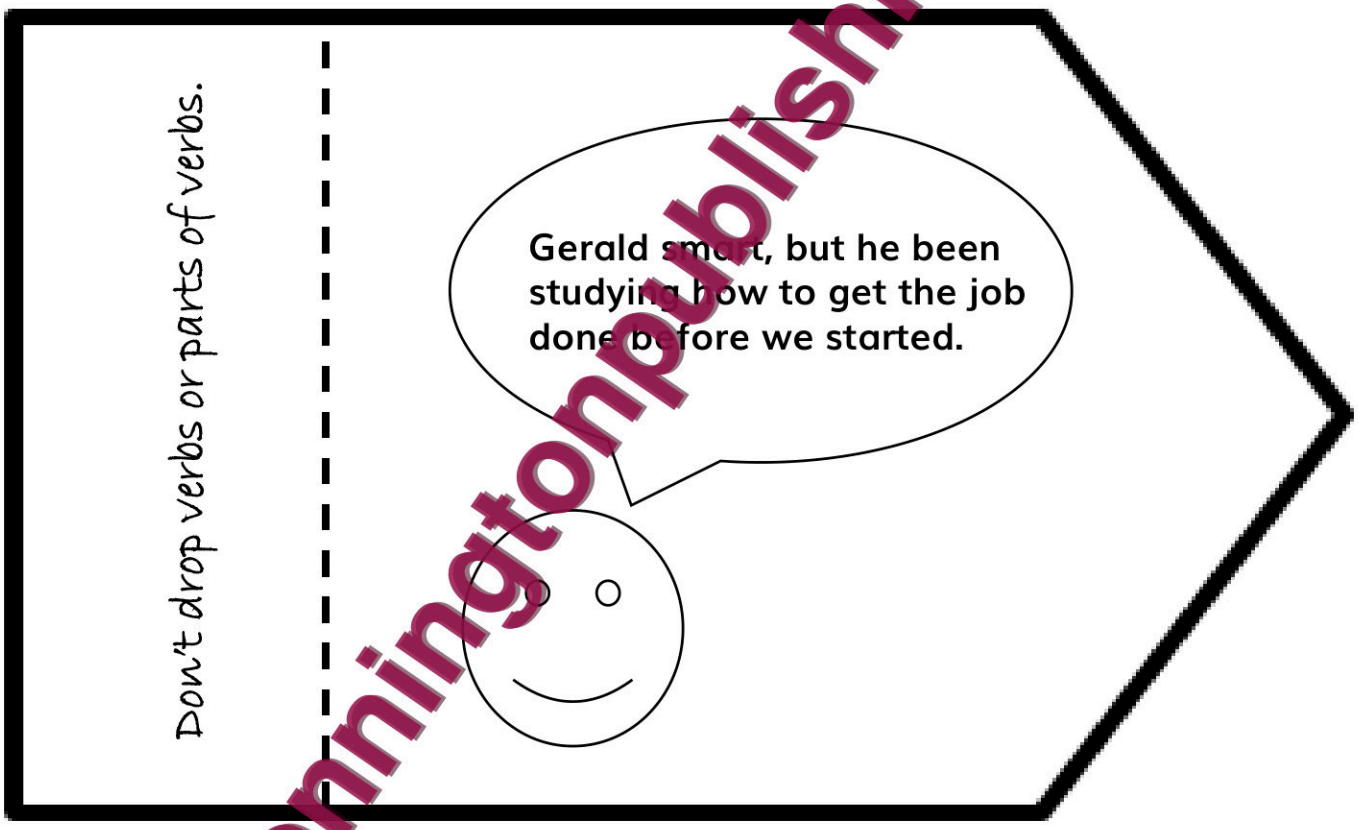

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Resources	Mechanics Notes
Following are the most common slashed abbreviations: c/o for *care of* l/c for *lower case*. N/A for *not* w/ for *with* w/o for *without* b/c for *because* w/e for *whatever* j/k for *just kidding*	In informal writing, use a slash to separate dates, abbreviate, or to mean *or*. **Examples: The dinner is scheduled on 3/11/2013 as a b/w (black or white tie) event.**

Resources	Grammar and Usage Notes
We speak differently in different social situations. Hopefully, you talk to your mom and teacher differently than the way you talk to your friends. Most of us text differently than the way we write an essay. After all, beginning an essay with "BTW some so reb ldrs thot they really would win the civil war LOL" will probably not impress your history teacher. Students definitely need to learn the fine art of "code switching." To code switch means to consider your audience and adjust what you say or write and how you do so. Using non-standard English in the wrong setting, such as in the classroom, is important to recognize and avoid.	Avoid using non-standard usage additions. Don't add the *of* or *on* preposition when unnecessary. **Example: Get off ~~of~~ my couch. Don't hate ~~on~~ me. I'm just doing my job.** When writing in Standard English, do *not* use double negatives. **Example: Don't use ~~no~~ notes on the test.** Also, don't use an intensive pronoun without a noun or pronoun reference. **Example: Dress ~~yourself~~ up for the party.**

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Guided Practice

1. Re-write this sentence correctly: We celebrated our best family Christmas ever on 12/25-2017 w/o any presents whatsoever.

We celebrated our best family Christmas ever on 12/25/2017 w/o any presents whatsoever.

2. Re-write this sentence correctly: My mom filled out most of my application for me b/cause it was in Spanish though I had to explain what N/A means to her.

My mom filled out most of my application for me b/c it was in Spanish though I had to explain what N/A means to her.

3. Re-write this sentence correctly in Standard English: It's time you got off of his back and got your life together yourself.

It's time you got off his back and got your life together.

4. Re-write this sentence correctly in Standard English: On which television show are you appearing on and when?

On which television show are you appearing and when?

5. Re-write this sentence correctly in Standard English: Believe on me when I tell you... She was never not going to come to your birthday party.

Believe me when I tell you... She was always going to come to your birthday party.

6. Re-write this sentence correctly in Standard English: Why won't he get himself ready to go before you leave yourself?

Why won't he get ready to go before you leave?

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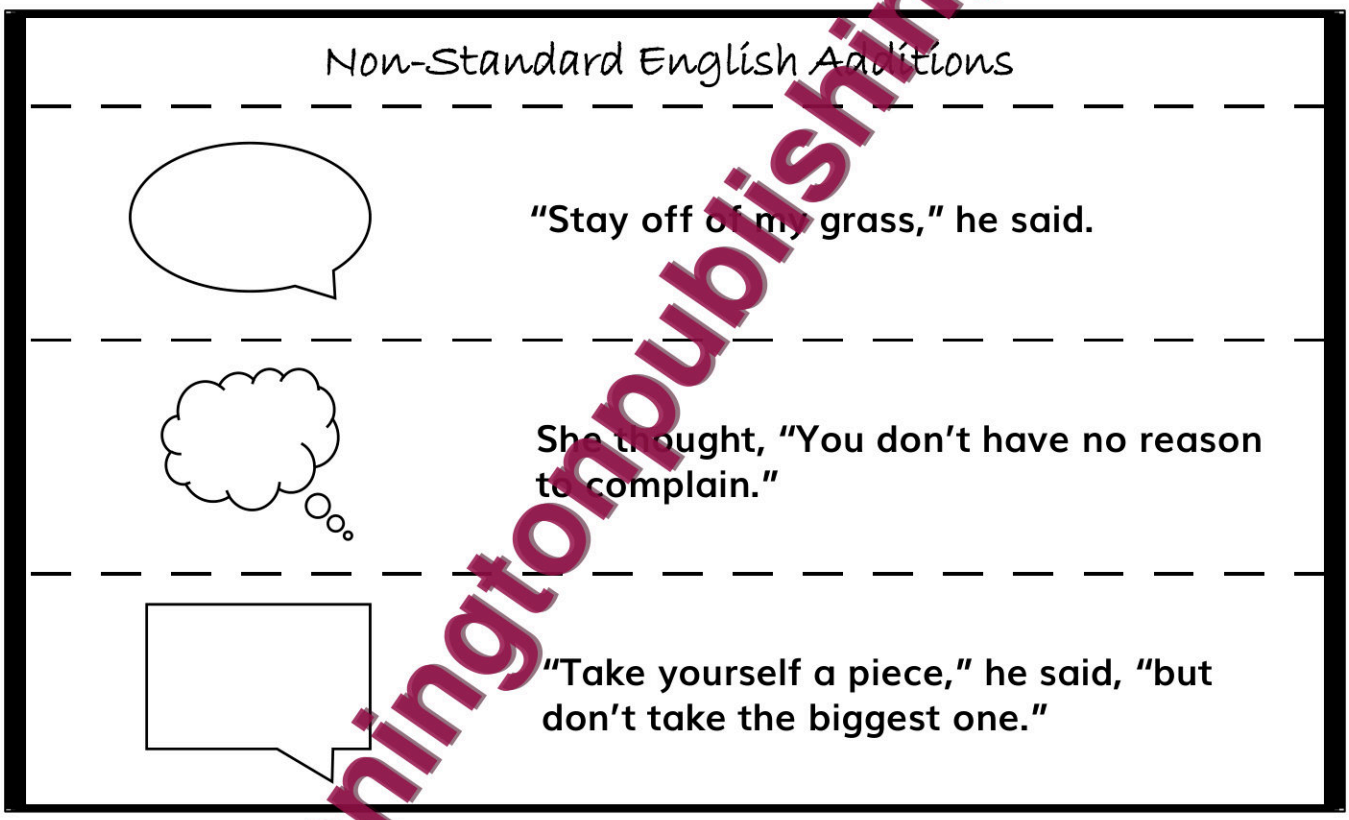

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Resources	**Mechanics Notes**
	Spell out numbers from one to nine, but use Arabic numerals for #s 10 and larger. However, spell out the number if used at the beginning of a sentence. **Examples:** **five, 24, Six is a lot of donuts.** If a sentence has one number from one to nine and others larger, use Arabic numerals for all. **Examples:** **Both numbers 2 and 12 were selected.** If numbers are next to each other, use the Arabic numeral for one and spell out the other. **Example:** **We ate 3 six-inch sandwiches.**
Resources	**Grammar and Usage Notes**
Most teachers accept the view that non-standard English is permissible and a form of dialect in informal means of communication, such as non-academic discussion, texting, tweeting, and playground language.	Don't substitute *be* for *am*, *are*, or *is* to create an ongoing action in Standard English. **Example:** **He be so funny. Instead, use the present progressive verb tense to connect *am*, *are*, or *is* to a present participle (a verb with an "__ing" ending).** **Revisions:** **He is so funny; He is being so funny.** Also, use the proper form of the "to be" verb to match its subject. **Example:** **He were so funny.** **Revision:** **He was so funny.**
SUMMARY/REFLECTION	

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Guided Practice

1. Re-write this sentence correctly: Seven slices of pizza were eaten by each of the twenty-two members of the squad in the record time of 5 minutes.

Seven slices of pizza were eaten by each of the 22 members of the squad in the record time of 5 minutes.

2. Re-write this sentence correctly: Their ages ranged between 8 to eighteen, but the average age was eleven.

Their ages ranged between 8–18, but the average age was 11.

3. Re-write this sentence correctly: The carpenter needs to saw 9 5-foot boards for the bookcase.

The carpenter needs to saw 9 five-foot boards for the bookcase.

4. Write this sentence correctly in Standard English: Mike and Amelia was able to complete the work all by themselves, but I was always available to help.

Mike and Amelia were able to complete the work all by themselves, but I was always available to help.

5. Write this sentence correctly in Standard English: Sheila been thinking that she be the only one to understand the problem.

Sheila had been (was) thinking that she was the only one to understand the problem.

6. Write these sentences correctly in Standard English: His mom be so anxious to retire. She be counting the days.

His mom was so anxious to retire. She was counting the days.

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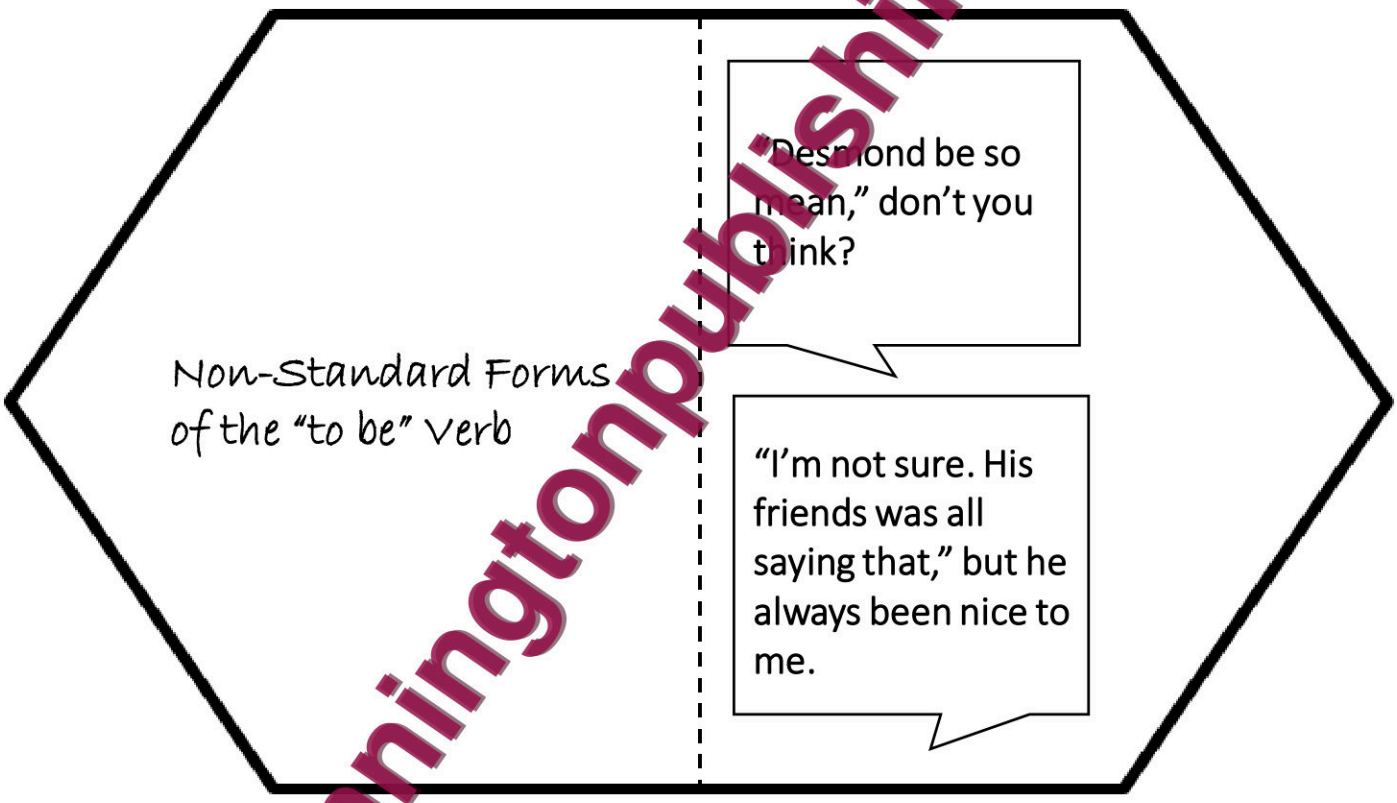

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Grammar Cartoon Response Answers

1. Proper Nouns: Katie, Deb Common Nouns: canoe, stream, peace, quiet
2. Common nouns are more general; they aren't capitalized; and they include ideas.
3. John: He, him Katie: She, she John and Katie: their
4. Which One? clumsy, dance How Many? several What Kind? graceful, horrible
5. Mental Action: enjoys Physical Action: exercises, might have run State of Being: is
6. What Degree? very How? carefully, nervously Where? on a branch When? soon
7. and, but, so
8. In, down, through, over
9. group, few
10. First Person–I Second Person–you Third Person–they
11. Chuck's brother
12. Chuck went to the doctor. The doctor gave it to him (or Chuck).
13. Before the noun–My Without a noun–mine
14. This one handsome prince lives in that tower.
15. Physical Action–set Mental Action–is
16. It was very cold, so the lake froze quickly there yesterday.
17. and, but, so
18. The "if" means that Chuck must make enough money before he can buy a bike.
19. When? After How? how
20. During the summer on vacation at Lake Titus near the Adirondack Park
21. The football player
22. The "dog" receives the action of the verb "walked."
23. It does not express a complete thought. It is a sentence fragment.
24. The cartoonist added a comma and a conjunction (and).
25. Katie reads a book and Kiana listens. After the girls eat their lunch, Katie reads a book.
26. Declarative: I'm too full. Interrogative: Can you eat the rest? Imperative: Give it a try.
    Exclamatory: It's way too much pizza!
27. All of Chuck's friends
28. A noun or pronoun does not follow the introductory noun clause.
29. Singing *Singing* is a verb.
30. making pancakes
31. "Himself" refers to the subject of the sentence, "Wayne."
32. The two science students
33. milk, bird
34. Wayne, Valerie, and (perhaps) the cat
35. This, That This is close to the speaker. That is away from the speaker.
36. "which I built" The clause does not change the meaning of the sentence.
37. "who played piano" Only Chuck is talented.
38. The "is" is the linking verb and "talented" is the predicate adjective describing the subject.
39. The past tense verb, "snowed," does not have a helping or linking verb.
40. Used as a verb–was designed Used as an adjective–Inspired by the possibilities
41. The participles show a continuous action, not an event just once in time.
42. Used as a verb–is playing Used as an adjective–Jumping off the sand
43. hungrier, more quickly
44. fastest, most athletic
45. The "our" and "that" should be switched. The "that" is within arm's reach and so should be "this."
46. "Late for the bus" seems to modify "his friend, Wayne."

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Grammar Cartoon Response Answers

47. always, giving
48. likes to try
49. Past–broke Present–trim Future–will visit
50. Past–was hiking Present–are coming Future–will be expecting
51. Past–had researched Present–has chiseled Future–will have worked
52. to study
53. The bubble comment expresses something said, and the caption expresses a belief.
54. Both "Watch this next move, Kiana" and "look out for that tear in the carpet" are commands.
55. The first ends in a period; the second ends with a question mark.
56. if, could have
57. if, were, would
58. The subject, "mess," receives the action of the verb, "was made."
59. If his friend had warned him about the banana peel, Since Chuck had dropped that banana peel earlier,
60. Finally, however
61. less skillfully, incredibly well
62. The cartoonist added "will have" to the dropped verb, "been."
63. yourself, of, on
64. be watching, be scared

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Grammar, Usage, and Mechanics Unit Tests

The biweekly Grammar, Usage, and Mechanics Unit Test is designed to assess student mastery of the content, skills, or rules after teaching four mechanics and four grammar and usage 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, Usage, 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. Teachers may choose to give the printable version or the Google forms test format.

Some teachers choose to allow students to use their notes 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, Usage, and Mechanics Unit Test has eight matching questions: two from each mechanics and two from each grammar and usage lesson. Students are required to match definitions and examples. The sentence application section also has eight test problems: two from each mechanics and two from each grammar and usage lesson. Students are required to apply their understanding of the mechanics and grammar and usage 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 review key grammar, usage, and mechanics content, skills, and rules the day before the unit test. Students should review their Cornell notes.

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, and Mechanics Worksheets or slides 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, usage, and mechanics standards is recursive in nature and requires cyclical instruction as is provided throughout the program.

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Grammar, Usage, and Mechanics Unit Test: Lessons 1–4

Matching Directions: Place the matching capital letter(s) to the left of the numbers.

____1. i before e Rule	A. Change to i if root ends in consonant then y.
____2. Proper nouns	B. Keep with a soft /c/ or /g/ then "able" or "ible."
____3. Final y Rule	C. Idea, person, place or thing.
____4. Common nouns	D. Subjective, possessive, or object case.
____5. Silent final e Rule	E. "ei" after c or sounding like long /a/
____6. Pronouns	AB. Yes, if all three agree. No, if they don't.
____7. Consonant Doubling Rule	AC. Capitalized to name a person, place, or thing.
____8. Adjectives	AD. Which one? How many? What kind?

Sentence Application Directions: Please respond in complete sentences.

9. Write a sentence including two of your own "ei" spellings. _____

_____

10. Write a sentence including two types of proper nouns. _____

_____

11. Write a sentence, using two words with suffixes which change and keep the final y.

_____

_____

12. Write a sentence including two types of common nouns. _____

_____

13. Write a sentence, using two words with suffixes which drop and keep the final e.

_____

_____

14. Write a sentence including two types of pronouns. _____

_____

15. Write a sentence, using two words with suffixes which double and don't double the final consonant. _____

_____

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

_____

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

Matching Directions: Place the matching capital letter(s) to the left of the numbers.

____1. "an_" or "en_" Rule	A. Show a relationship to an object.
____2. Verbs	B. What degree? How? Where? When?
____3. "able" or "ible" Rule	C. "cian" for a person.
____4. Adverbs	D. Change f to "ves".
____5. /ion/ Rule	E. Mental or physical action or state of being.
____6. Conjunctions	AB. Coordinate, correlate, subordinate.
____7. Plurals Rule	AC. One spelling if root ends in "ear" or "ure" and the other if root ends in "id" or "ere."
____8. Prepositions	AD. Depends upon whether root is complete or incomplete.

Sentence Application Directions: Please respond in complete sentences.

9. Write a sentence, using two words with "an_" and "en_" suffixes. _____

_____

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

_____

11. Write a sentence, using two words with "able" and "ible" suffixes. _____

_____

12. Write a sentence including two types of adverbs. _____

_____

13. Write a sentence, using three words with "sion," "cian," and "tion" suffixes. _____

_____

14. Write a sentence including two types of conjunctions. _____

_____

15. Write a sentence, using plural spellings for two nouns ending in o and y. _____

_____

16. Write a sentence with a prepositional phrase at the beginning. _____

_____

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Grammar, Usage, and Mechanics Unit Test: Lessons 9–12

Matching Directions: Place the matching capital letter(s) to the left of the numbers.

____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 or refer to a subject
____8. Object case pronoun	AD. Receives the action of the verb

Sentence Application Directions: Please respond 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*. _____

_____

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Grammar, Usage, and Mechanics Unit Test: Lessons 13–16

Matching Directions: Place the matching capital letter(s) to the left of the numbers.

____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: Please respond 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. _____

_____

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Grammar, Usage, and Mechanics Unit Test: Lessons 17–20

Matching Directions: Place the matching capital letter(s) to the left of the numbers.

____1. Contractions	A. Asks "What?" or "Whom?" of the object
____2. Coordinating conjunctions	B. After the last date unless at the end of a sentence.
____3. Don't use a comma	C. Colon
____4. Correlative conjunctions	D. to separate parts of a compound predicate
____5. Use a comma	E. Introduces an adverbial clause
____6. Subordinating conjunction	AB. would've, o'clock, she'd
____7. To Whom It May Concern	AC. FANBOYS
____8. Prepositions	AD. Paired conjunctions

Sentence Application Directions: Please respond in complete sentences.

9. Write a sentence including contractions of *would* and *have*. _____

_____

10. Write a sentence including a coordinating conjunction to join two phrases. _____

_____

11. Revise this sentence: Tim, and Rob moved to, and settled in Atlanta. _____

_____

12. Write a sentence including correlative conjunctions in separate clauses. _____

_____

13. Revise this sentence: On May 18, I graduated, and then I began my job the next Monday, May 27, 2013. _____

_____

14. Write a sentence beginning with a subordinating conjunction. _____

_____

15. Write a greeting and a closing for both a friendly and a business letter. _____

_____

16. Write a sentence beginning with a prepositional phrase. _____

_____

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Grammar, Usage, and Mechanics Unit Test: Lessons 21–24

Matching Directions: Place the matching capital letter(s) to the left of the numbers.

____1. Don't use commas	A. Saskatchewan, Canada
____2. Compound predicate	B. You'll visit him, won't you?
____3. Use commas	C. before and after any educational degrees.
____4. Direct and indirect object	D. Two or more verbs doing the work of the "do-er"
____5. Geographical reference	E. Receive the action of the verb
____6. Phrase	AB. Dependent clause on its own
____7. Tag question	AC. Without a noun and connected verb.
____8. Fragment	AD. before zip codes.

Sentence Application Directions: Please respond in complete sentences.

9. Revise this sentence: Mail the package to 126 Main Street Folsom California 95630.

_____

_____

10. Write a sentence with a compound subject. _____

_____

11. Write a sentence in which you mention a family title and an educational degree.

_____

_____

12. Write a sentence with both a direct and indirect object. _____

_____

13. Write a sentence including your city, state, and country. _____

_____

14. Write a sentence with a phrase connected to an independent clause. _____

_____

15. Write a sentence with a tag question. _____

_____

16. Revise this fragment: Because I gave him candy.

_____

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Grammar, Usage, and Mechanics Unit Test: Lessons 25–28

Matching Directions: Place the matching capital letter(s) to the left of the numbers.

____1. Ending noun of direct speech	A. An unexpected surprise
____2. Complex sentence	B. "Please stop talking, Luis and Ariana."
____3. Commas in lists	C. "How can that be my fault?"
____4. Interrogative	D. I'll leave whenever you do.
____5. Emphasized introductory words	E. One independent and one dependent clause
____6. Noun phrase	AB. If you go, I will go.
____7. Introductory clause	AC. However, he did bring me the shovel.
____8. Noun clause	AD. "I bought oranges, apples, and bananas."

Sentence Application Directions: Please respond in complete sentences.

9. Write a sentence with an ending noun of direct speech. _____

_____

10. Write a sentence including a complex sentence. _____

_____

11. Write a sentence listing three items found in a teacher's desk. _____

_____

12. Write an exclamatory sentence. Respond with an imperative sentence. _____

_____

_____

13. Write an introductory prepositional phrase of more than four words. _____

_____

14. Write a sentence ending in a noun phrase. _____

_____

15. Write a sentence beginning with an introductory clause. _____

_____

16. Write a sentence ending with a noun clause. _____

_____

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Grammar, Usage, and Mechanics Unit Test: Lessons 29–32

Matching Directions: Place the matching capital letter(s) to the left of the numbers.

____1. Speaker tag commas	A. Does not refer to a specific noun
____2. Gerund	B. Although, he says, if we believe him, he's done.
____3. Comma–coordinating conjunction	C. Joins independent clauses
____4. Gerund phrase	D. I can't help unless you ask me.
____5. Ending dependent clause	E. He said, "No," but continues, "Not right now."
____6. Reflexive pronoun	AB. Running the marathon exhausted her.
____7. Commas with parenthetical words	AC. An "__ing" verb that is used as a noun
____8. Indefinite pronoun	AD. Ends in "self" or "selves"

Sentence Application Directions: Please respond in complete sentences.

9. Write a dialogue sentence with a ending speaker tag. _____

_____

10. Write a sentence beginning with a gerund. _____

_____

11. Write a long compound sentence. _____

_____

12. Write a sentence ending in a gerund phrase. _____

_____

13. Write a sentence with a dependent clause in the middle. _____

_____

14. Write a sentence with reflexive pronoun. _____

_____

15. Write a sentence including a parenthetical expression set off by commas. _____

_____

_____

16. Write a sentence with singular and plural indefinite pronouns. _____

_____

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Grammar, Usage, and Mechanics Unit Test: Lessons 33–36

Matching Directions: Place the matching capital letter(s) to the left of the numbers.

____1. Coordinate adjectives	A. who, whom, whose, and which, but *not* that
____2. Pronoun antecedent problem	B. Pronoun refers to a possessive antecedent
____3. Hierarchical adjectives	C. She was a short, pretty girl in a red dress.
____4. Gender-specific pronouns	D. I wore a dark blue sweater.
____5. Appositive	E. Get the hammer, which is on the workbench.
____6. Vague pronoun references	AB. Do not clearly match antecedents
____7. Nonrestrictive relative clause pronouns	AC. The woman, whom I know, will assist.
____8. Nonrestrictive relative clause	AD. he, him, his, himself, she, her, hers, herself

Sentence Application Directions: Please respond in complete sentences.

9. Write a sentence with a series of coordinate adjectives. _____

_____

10. Revise this sentence: The glasses of milk were left in its place. _____

_____

11. Write a sentence with a series of hierarchical adjectives. _____

_____

12. Revise this sentence: A man must learn when to speak and when to listen. _____

_____

13. Write a sentence including a restrictive clause describing a person. _____

_____

14. Revise these sentences: Those bunches are terrific. I have the roses in my hands.

_____

_____

15. Write a sentence using the relative pronoun *which*. _____

_____

16. Write a sentence with a nonrestrictive relative clause. _____

_____

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Grammar, Usage, and Mechanics Unit Test: Lessons 37–40

Matching Directions: Place the matching capital letter(s) to the left of the numbers.

____1. Restrictive clause relative pronouns

____2. Restrictive relative clause

____3. Divided quotation

____4. Predicate adjective

____5. A question asked about a quotation

____6. Past participle

____7. Ellipsis

____8. Past participial phrase

A. Place outside closing quotation marks

B. ...

C. Follows a linking verb

D. A completed action verb form or an adjective

E. Limits, restricts, or defines a noun's meaning

AB. Don't capitalize the second section.

AC. Who, whom, whose, that

AD. He had not yet heard.

Sentence Application Directions: Please respond in complete sentences.

9. Write a sentence including a restrictive relative clause beginning with *whose*.

_____

_____

10. Write a sentence including a restrictive relative clause beginning with *that*.

_____

_____

11. Write a sentence with a divided quotation. _____

_____

12. Write a sentence with a predicate adjective. _____

_____

13. Write a sentence asking a question about a direct quotation. _____

_____

14. Write a sentence beginning with a past participle which serves as an adjective. _____

_____

15. Write a direct quotation including an ellipsis. _____

_____

16. Begin a sentence with a past participial phrase which functions as an adjective.

_____

_____

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Grammar, Usage, and Mechanics Unit Test: Lessons 41–44

Matching Directions: Place the matching capital letter(s) to the left of the numbers.

____1. Quotation within a quotation

____2. Present participle

____3. Non-standard quoted language

____4. Present participial phrase

____5. Indirect quotation

____6. Modifier comparing two things

____7. MLA Works Cited page

____8. Superlative modifier

A. "_er," more or less

B. A continuous action or condition

C. Dad said that we must finish our chores.

D. Racing down the track, the car zoomed.

E. "_est," most, or least

AB. Double-spaced with ½ inch hanging indents

AC. [sic]

AD. She said, "Let's sing 'Happy Birthday.'"

Sentence Application Directions: Please respond in complete sentences.

9. Write a sentence with a quoted title within a direct quotation. _____

_____

10. Write a sentence with a present participle which functions as an adjective. _____

_____

11. Write a direct quotation with a spelling error. _____

_____

12. Write a sentence including a present participial phrase with a linking verb. _____

_____

13. Write a sentence with an indirect quotation. _____

_____

14. Write a sentence including a modifier to compare two desserts. _____

_____

_____

15. List the information needed to write a full citation for a book on a Works Cited page.

_____

_____

16. Write a sentence with a superlative modifier.

_____

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Grammar, Usage, and Mechanics Unit Test: Lessons 45–48

Matching Directions: Place the matching capital letter(s) to the left of the numbers.

____1. Books, newspapers, magazines

____2. Misplaced modifier

____3. *Mona Lisa*

____4. Dangling modifier

____5. "My Country 'Tis of Thee"

____6. Squinting modifier

____7. I read "Boy Bands" in *Tiger Beat*

____8. Verb phrase

A. had been arriving early

B. A confusing word or phrase between words

C. Underlined or italicized

D. To run a 10K, good shoes help a woman's feet.

E. I ate one scoop just of the ice cream.

AB. Song

AC. Work of art

AD. Magazine article

Sentence Application Directions: Please respond in complete sentences.

9. Write a sentence including the title of a website. _____

_____

10. Revise this sentence: I sell often chocolates to that old lady nice. _____

_____

11. Write a sentence including the title of a television show. _____

_____

12. Revise this sentence: Having seen Mt. Everest, Mt. Fuji was not as impressive. _____

_____

_____

13. Write a sentence including the title of a poem. _____

_____

14. Revise this sentence: We decided at our first meeting to stop taking notes. _____

_____

15. Write a sentence including the title of a Blog article. _____

_____

16. Write a sentence with a verb phrase. _____

_____

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Grammar, Usage, and Mechanics Unit Test: Lessons 49–52

Matching Directions: Place the matching capital letter(s) to the left of the numbers.

____1. Quotation marks

____2. Verb tense

____3. Articles

____4. Progressive verb tense

____5. Preposition capitalization error

____6. Perfect verb tense

____7. Conjunction capitalization error

____8. Infinitive

A. I celebrate National Peas And Carrots Day.

B. An object that can't be picked up from a table.

C. "a," "an," "the"

D. "to" + the base form of a verb

E. "have" + "__d," "__ed," or "__en"

AB. I read "Playing Through the Course" twice.

AC. Past, present, and future

AD. An ongoing action

Sentence Application Directions: Please respond in complete sentences.

9. Write a sentence including the title of a document. _____

_____

10. Write a sentence that changes verb tense. _____

_____

11. Revise this sentence: The Prince of Monaco visited the President of The United States.

_____

_____

12. Revise this sentence into the future progressive tense: We tried to watch the show.

_____

_____

13. Revise this sentence: I met the Lieutenant Governor Of New York. _____

_____

14. Write a sentence including the present perfect verb tense. _____

_____

15. Write a sentence including a holiday. _____

_____

16. Write a sentence with continuous infinitive.

_____

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Grammar, Usage, and Mechanics Unit Test: Lessons 53–56

Matching Directions: Place the matching capital letter(s) to the left of the numbers.

____1. Event capitalization error
____2. The indicative (declarative) mood
____3. Organization capitalization error
____4. Imperative mood
____5. Language capitalization error
____6. Interrogative mood
____7. Direct quotation question
____8. Conditional mood

A. She was in a girl Scouts sailing troop.
B. Did I really say, "I won't go"?
C. Many in South Africa speak Zulu and Afrikaan.
D. shares facts and evidence.
E. Usually places the verb before the subject
AB. could, would
AC. Do you have tickets to the State fair?
AD. I would never have listened to that man.

Sentence Application Directions: Please respond in complete sentences.

9. Write a sentence including an historical period. _____

_____

10. Revise this sentence into the indicative (declarative) mood: I think that June 21 may be the longest day of the year in the Northern Hemisphere. _____

_____

11. Write a sentence including the name of a business. _____

_____

12. Write a sentence in the imperative mood to inform a friend about a party. _____

_____

_____

13. Write a sentence including a people group and dialect. _____

_____

14. Revise this sentence into the interrogative mood: Come to the dance with me. _____

_____

_____

15. Ask a question about a statement that your teacher made in class. _____

_____

16. Write a sentence in the conditional mood.

_____

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Grammar, Usage, and Mechanics Unit Test: Lessons 57–60

Matching Directions: Place the matching capital letter(s) to the left of the numbers.

____1. Exclamatory sentence
____2. Subjunctive mood
____3. Colon
____4. Voice of a verb
____5. Parentheses
____6. Adverbial clause
____7. Dash
____8. Relative adverb

A. A prediction, doubt, regret, guess, or wish
B. Finally, he took the stand; however, he lied.
C. Introduces long quotations
D. Used to identify, explain, or comment upon
E. Begins with a subordinating conjunction
AB. Active and passive
AC. Shows a range of values
AD. Shows surprise or strong emotion

Sentence Application Directions: Please respond in complete sentences.

9. Write a sentence including an interjection. _____

_____

10. Write a sentence in the subjunctive mood to express a wish. _____

_____

_____

11. Write a sentence in which you include your best time in the mile run. _____

_____

12. Revise this sentence into active voice: The television show was watched by me. _____

_____

13. Write a sentence with parentheses to comment on the preceding sentence. _____

_____

_____

14. Write a sentence ending with an adverbial clause. _____

_____

15. Write a sentence with a dash. _____

_____

16. Write a sentence beginning with a relative adverb and with a relative adverb following a semicolon. _____

_____

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Grammar, Usage, and Mechanics Unit Test: Lessons 61–64

Matching Directions: Place the matching capital letter(s) to the left of the numbers.

____1.Bracket

____2.Adverb order

____3. Compound adverb

____4.They be waiting a long time.

____5. Slash

____6. Non-standard use additions

____7. Spell one but not the other

____8. A *be* for *is* substitution

A. Two Arabic numerals next to each other

B. What Degree-How-Where-When

C. Provides missing or explanatory information

D. I wish you would get off of my seat.

E. Revise with the progressive verb tense.

AB. The most-watched movie of the year

AC. Separates dates, abbreviates, or means *or*

AD. My mom be shopping all the time for us.

Sentence Application Directions: Please respond in complete sentences.

9. Write a sentence including a bracket. _____

_____

10. Revise this sentence with proper adverb order: In the afternoons here mostly she walked.

_____

_____

11. Write a sentence with a compound adverb. _____

_____

12. Revise this sentence: He and she be so sad. _____

_____

13. Write a sentence with a slash. _____

_____

14. Revise these sentences: Why are you hating on me? Get off of my case. _____

_____

15. Write a sentence including two numbers: one below and one above ten. _____

_____

16. Revise these sentences: She be so rude. She be treating everybody so mean. _____

_____

_____

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Grammar, Usage, and Mechanics Unit Tests Answers

Lessons 1–4

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

Lessons 5–8

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

Lessons 9–12

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

Lessons 13–16

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

Lessons 17–20

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

Lessons 21–24

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

Lessons 25–28

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

Lessons 29–32

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

Lessons 33–36

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

Lessons 37–40

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

Lessons 41–44

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

Lessons 45–48

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

Lessons 49–52

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

Lessons 53–56

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

Lessons 57–60

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

Lessons 61–64

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

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Common Core State Standards Alignment

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Lesson #
Review Standards: Conventions of Standard English:	
CCSS.ELA-LITERACY.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	1–5, 9, 10, 14–16
CCSS.ELA-LITERACY.L.3.1.B Form and use regular and irregular plural nouns.	9, 15
CCSS.ELA-LITERACY.L.3.1.C Use abstract nouns (e.g., *childhood*).	2
CCSS.ELA-LITERACY.L.3.1.D Form and use regular and irregular verbs.	15, 39
CCSS.ELA-LITERACY.L.3.1.E Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.	15
CCSS.ELA-LITERACY.L.3.1.F Ensure subject-verb and pronoun-antecedent agreement.*	15, 33
CCSS.ELA-LITERACY.L.3.1.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	16, 43, 44
CCSS.ELA-LITERACY.L.3.1.H Use coordinating and subordinating conjunctions.	7, 17, 19
CCSS.ELA-LITERACY.L.3.1.I Produce simple, compound, and complex sentences.	25
CCSS.ELA-LITERACY.L.3.2.A Capitalize appropriate words in titles.	50–55
CCSS.ELA-LITERACY.L.3.2.B Use commas in addresses.	21
CCSS.ELA-LITERACY.L.3.2.C Use commas and quotation marks in dialogue.	38, 39
CCSS.ELA-LITERACY.L.3.2.D Form and use possessives.	13
CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).	1–8
CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.	1–8

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Common Core State Standards Alignment

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Lesson #
Conventions of Standard English:	
CCSS.ELA-LITERACY.L.4.1.A Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).	36, 37
CCSS.ELA-LITERACY.L.4.1.B Form and use the progressive (*I was walking; I am walking; I will be walking*) verb tenses.	50
CCSS.ELA-LITERACY.L.4.1.C Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.	56, 57
CCSS.ELA-LITERACY.L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).	14, 33, 34
CCSS.ELA-LITERACY.L.4.1.E Form and use prepositional phrases.	8, 20
CCSS.ELA-LITERACY.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	21, 24, 25
CCSS.ELA-LITERACY.L.4.2.A Use correct capitalization.	50–55
CCSS.ELA-LITERACY.L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.	25, 29, 38–41
CCSS.ELA-LITERACY.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.	30
CCSS.ELA-LITERACY.L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	7, 8, 11
CCSS.ELA-LITERACY.L.5.1.B Form and use the perfect (*I had walked; I have walked; I will have walked*) verb tenses.	
CCSS.ELA-LITERACY.L.5.1.C Use verb tense to convey various times, sequences, states, and conditions.	51
CCSS.ELA-LITERACY.L.5.1.D Recognize and correct inappropriate shifts in verb tense.*	
CCSS.ELA-LITERACY.L.5.1.E Use correlative conjunctions (e.g., *either/or, neither/nor*).	16, 51
CCSS.ELA-LITERACY.L.5.2.A Use punctuation to separate items in a series.*	49
CCSS.ELA-LITERACY.L.5.2.B Use a comma to separate an introductory element from the rest of the sentence..	18
	26

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Common Core State Standards Alignment

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Lesson #
Conventions of Standard English:	
CCSS.ELA-LITERACY.L.5.2.C Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).	24, 27
CCSS.ELA-LITERACY.L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works	45–49
CCSS.ELA-LITERACY.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).	3, 10–13
CCSS.ELA-LITERACY.L.6.1.B Use intensive pronouns (e.g., *myself, ourselves*).	31
CCSS.ELA-LITERACY.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*	34
CCSS.ELA-LITERACY.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	35
CCSS.ELA-LITERACY.L.6.1.E Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	62–64
CCSS.ELA-LITERACY.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1–64
CCSS.ELA-LITERACY.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	35, 36, 60
CCSS.ELA-LITERACY.L.6.2.B Spell correctly.	1–8
Knowledge of Language:	
CCSS.ELA-LITERACY.L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.*	5, 21, 25, 26
CCSS.ELA-LITERACY.L.6.3.B Maintain consistency in style and tone.*	53–58

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Common Core State Standards Alignment

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Lesson #
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.	15, 23, 30, 36–42, 50–59
CCSS.ELA-LITERACY.L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	25
CCSS.ELA-LITERACY.L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	45–47
CCSS.ELA-LITERACY.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1–64
CCSS.ELA-LITERACY.L.7.2.A Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).	33
CCSS.ELA-LITERACY.L.7.2.B Spell correctly.	1–8
Knowledge of Language:	
CCSS.ELA-LITERACY.L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	5, 21

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Common Core State Standards Alignment

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Lesson #
Conventions of Standard English:	
CCSS.ELA-LITERACY.L.8.1.A Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	29–30, 39–42, 52
CCSS.ELA-LITERACY.L.8.1.B Form and use verbs in the active and passive voice.	58
CCSS.ELA-LITERACY.L.8.1.C Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	53–59
CCSS.ELA-LITERACY.L.8.1.D Recognize and correct inappropriate shifts in verb voice and mood.*	53–59
CCSS.ELA-LITERACY.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1–64
CCSS.ELA-LITERACY.L.8.2.A Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	42, 43, 60
CCSS.ELA-LITERACY.L.8.2.B Use an ellipsis to indicate an omission.	40
CCSS.ELA-LITERACY.L.8.2.C Spell correctly.	1–8
Knowledge of Language:	
CCSS.ELA-LITERACY.L.8.3.A 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).	56–59

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Common Core State Standards Alignment Grades 4–8

Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Lesson #
*Language Progressive Skills	
CCSS.ELA-LITERACY.L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	11, 16, 33–37
CCSS.ELA-LITERACY.L.3.3a. Choose words and phrases for effect.	15, 23, 30, 36–42, 50–59
CCSS.ELA-LITERACY.L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	21, 24–26
CCSS.ELA-LITERACY.L.4.3b. Choose punctuation for effect.	9–64
CCSS.ELA-LITERACY.L.5.1d. Recognize and correct inappropriate shifts in verb tense.	49
CCSS.ELA-LITERACY.L.5.2a. Use punctuation to separate items in a series.[2]	26
CCSS.ELA-LITERACY.L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.	34
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	35
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	62–64
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	32, 35, 36, 60
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.[3]	5, 21, 25, 26
L.6.3b. Maintain consistency in style and tone.	53–58
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	23, 46, 47
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	5, 21
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.	53–58
L.9–10.1A Use parallel structure.	
Plus, all *Grammar, Usage, and Mechanics Worksheets*	#s1 –77
College and Career Readiness Anchor Standards for Language	
CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1–64
CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1–64
Knowledge of Language:	
CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully	1–64

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Cues	Mechanics Notes
Check out the article and listen to the **i before e song at** http://bit.ly/2c8afAb. More practice? Check out these spelling worksheets at http://bit.ly/2qRNpkl.	**i before e Song** (to the tune of "Rig 'a Jig Jig") **Spell i before e 'cause that's the rule** *Rig-a-jig-jig and away we go,* **that we learned back in school.** *Away we go, away we go!* **Examples:** _____ **But e before i comes after c,** *Rig-a-jig-jig and away we go,* **Examples:** _____ **and when you hear long /a/. Hey!** *Hi-ho, hi-ho, hi-ho.* **Examples:** _____

Cues	Parts of Speech Notes
Check out the **Parts of Speech Song** to practice the definition of a proper noun at http://bit.ly/29aK4EV.	A proper noun is the name of a person, place, or thing and must be capitalized. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word. Don't capitalize articles a, an, the, coordinating conjunctions for, and, or, and prepositions such as in, by, of, on, to, and with in the middle of titles. **Examples:** **Person:** _____ **Person:** _____ **Person:** _____ **Place:** _____ **Thing:** _____

SUMMARY/REFLECTION

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Guided Practice

1. Re-write these sentences correctly: I yeild to the researcher's conclusion that the supposed ancient documents were a hoax.

_____

_____

_____

2. Re-write this sentence correctly: The concieted young man failed to keep his receipt.

_____

_____

_____

3. Re-write this sentence correctly: Our teacher tried to fiegn surprise, because her friend accidentally told her about the party.

_____

_____

_____

4. Re-write this sentence correctly: Let's have lunch at Eat An Apple in the food court at the Sunrise Mall.

_____

_____

_____

5. Re-write the sentence and underline the proper nouns: The family visited Cardiff by the Sea on their vacation to see Uncle J. P. at his ranch.

_____

_____

_____

6. Re-write this sentence correctly: We saw the Statue Of Liberty and toured Ellis Island in New York city.

_____

_____

_____

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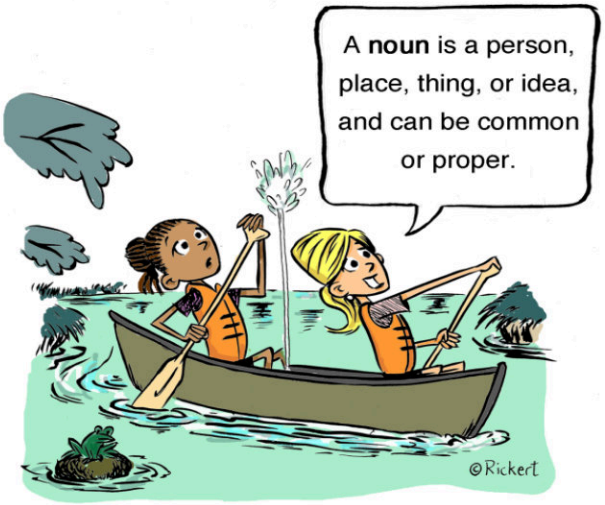
nouns

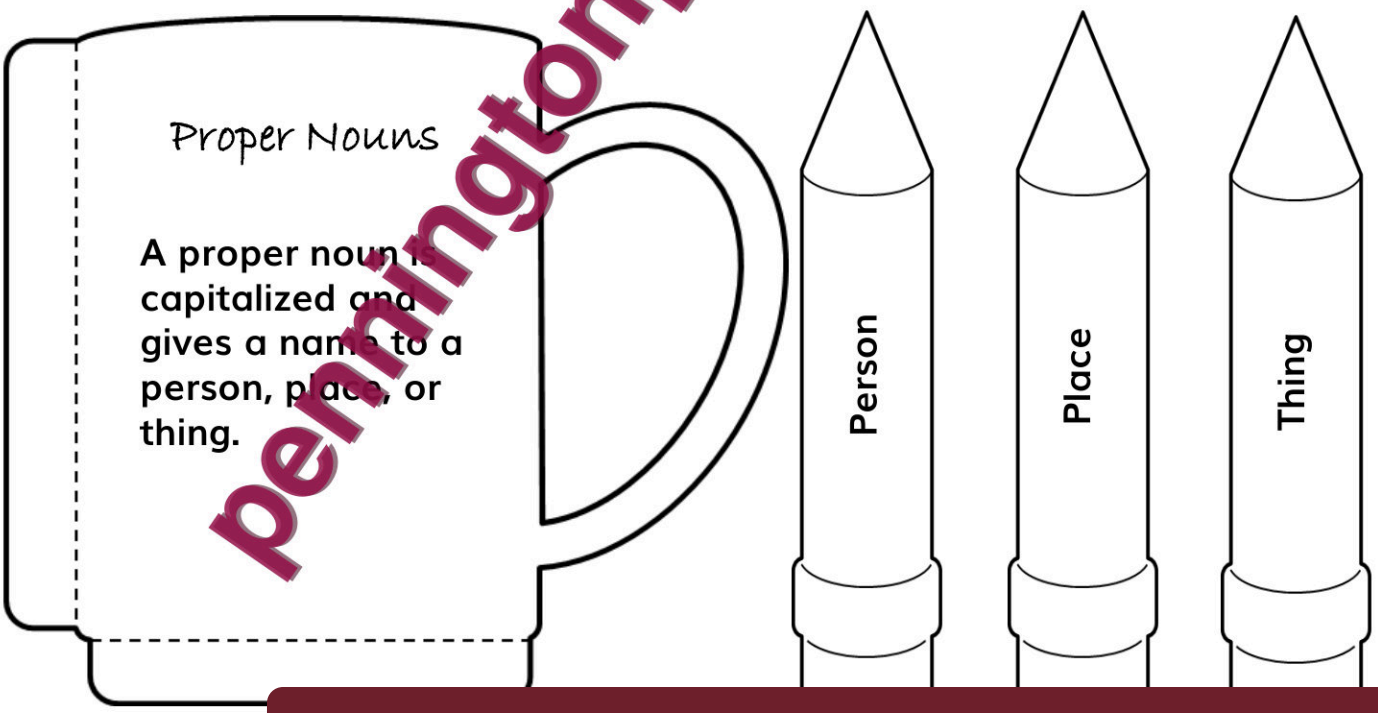


Katie and Deb paddled their canoe down the stream while enjoying the peace and quiet.

http://davidrickert.com

Cartoon Response
Identify the proper nouns in the caption.
Proper Nouns:
Common Nouns:
Writing Application
Write a sentence or two, using all three
types of proper nouns.

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 proper noun on the back of the pencils and place the pencils in the mug.



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Cues	Mechanics Notes
Check out the article and listen to the **Hickory Dickory Y** song at http://bit.ly/2cvcZWl. More practice? Check out these spelling worksheets at http://bit.ly/2rYjKL0.	**Hickory Dickory Y** (to the tune of "Hickory Dickory Dock") **If a root ends in a vowel and after that a y,** *Hickory, dickory dock. The mouse ran up the clock.* **just keep the *y*—and then said I, "Add on the suffix to end."** *The clock struck one–the mouse ran down.* *Hickory dickory dock.* **Examples:** _____ **But if a consonant then a *y* should end a word,** *Hickory, dickory dock. The mouse ran up the clock.* **just change the *y* into an *i*** *The clock struck two—the mouse ran down,* **except if the suffix has *i*.** *Hickory dickory dock.* **Examples:** _____

Cues	Parts of Speech Notes
Check out the **Parts of Speech Song** to practice the definition of a common noun at http://bit.ly/29aK4EV.	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** **Idea:** _____ **Person:** _____ **Place:** _____ **Thing:** _____ Some common nouns are *collective nouns* and refer to a group of people, animals, or things. Collective nouns act as one unit and so match with singular verbs, such as "That class *is noisy.*" **Examples:** _____

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: The employees obeyed their emploiers' work safety rules.

_____

_____

_____

2. Re-write these sentences correctly: I hurryed to the art show. I was horrified to see her painting displayed next to the garbage can.

_____

_____

_____

3. Re-write these sentences correctly: The special needs child had a helper, who carried supplys and pushed her wheelchair.

_____

_____

_____

4. Re-write this sentence correctly: The Math was due on Friday, so their Teacher could grade it during a holiday vacation.

_____

_____

_____

5. Re-write the sentence and underline the common nouns: Her bravery and self-awareness make her a wonderful member of our team.

_____

_____

_____

6. Re-write the sentence and underline the common nouns. [Bracket] the collective common noun: The flock of Canadian geese remained in the park despite efforts to remove the birds.

_____

_____

_____

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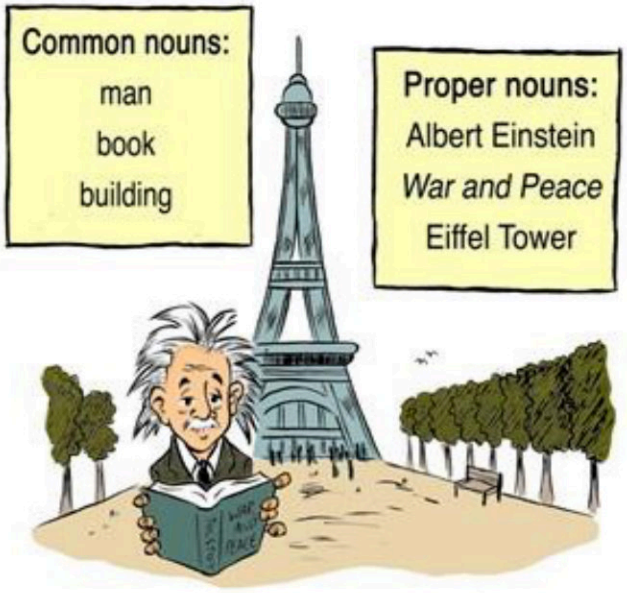
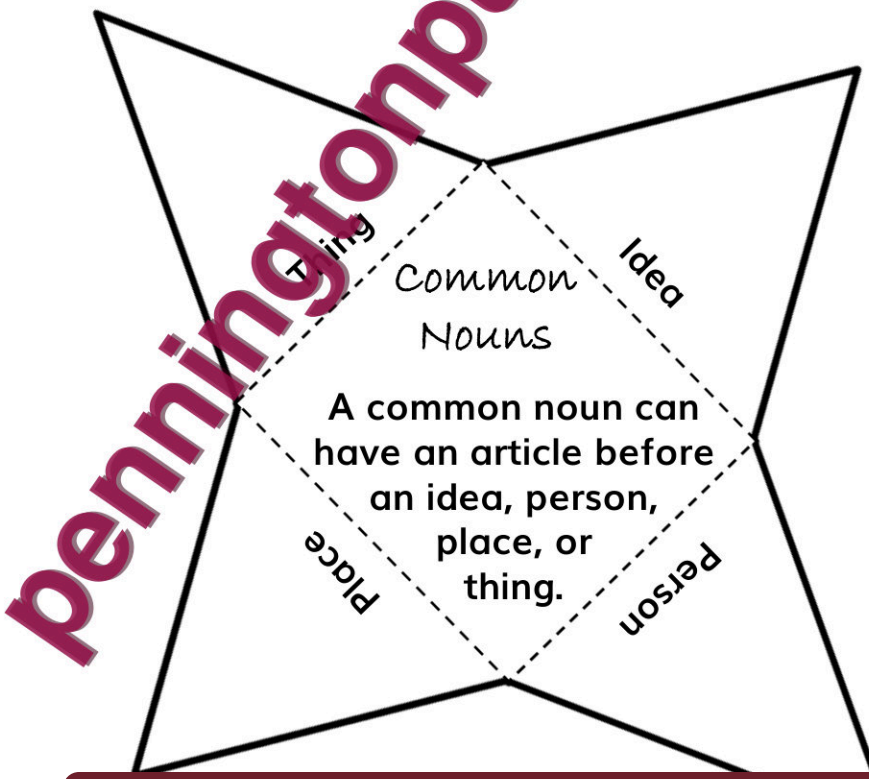


PROPER NOUN:
SPECIFIC THING, CAPITALIZED
COMMON NOUN:
GENERAL THING, NOT CAPITALIZED

Cartoon Response
Explain how common nouns are
different than proper nouns.
Writing Application
Write a sentence or two, using all four
types of common nouns.

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 common noun on the back of the flaps.



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Cues	Mechanics Notes
Check out the article and listen to the **Final e Memory Rap** at http://bit.ly/2cuR5Fy. More practice? Check out these spelling worksheets at http://bit.ly/2qVq8Cs.	**Final e Memory Rap** Drop the final *e* when adding on an ending if it starts with a vowel up front. Keep the final *e* when adding on an ending if it starts with a consonant. **Examples:** _____ Also keep the *e* when you hear soft /*c*/ or /*g*/ before "able" or "o-u-s." **Examples:** _____ Mostly keep the *e* when the ending is "y-e", "e-e", or even "o-e". YEO! **Examples:** _____

Cues	Parts of Speech Notes
Check out the **Parts of Speech Song** to practice the definition of a pronoun at http://bit.ly/29aK4EV.	A pronoun is used to take a noun's place. Singular or plural pronouns are classified as first, second, or third person. A *subject case pronoun* acts as the subject of a sentence. **Examples:** _____ An *object case pronoun* receives the action of the verb. **Examples:** _____ A *possessive case pronoun* shows ownership and may be used before a noun or without a noun. **Examples:** _____ When a possessive pronoun is used without a noun, the verb must match the noun which the pronoun represents. **Examples:** _____

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: Is she agreable to letting me publish some of her writing in my journal?

_____

_____

_____

2. Re-write this sentence correctly: Tom was pursuing his goals, but he could not hide his discouragment sometimes.

_____

_____

_____

3. Re-write these sentences correctly: She texts him, but he won't respond. It bothered hers, but she was quite used to them by now.

_____

_____

_____

4. Re-write this sentence correctly: They enjoyed yours book report, but you should let they revise its more.

_____

_____

_____

5. Re-write these sentences and underline the pronouns: He doesn't understand whom you mean. Is it he or is it Pedro?

_____

_____

_____

6. Re-write the sentence and underline the pronouns: Who stole them and where did they hide the candy bars?

_____

_____

_____

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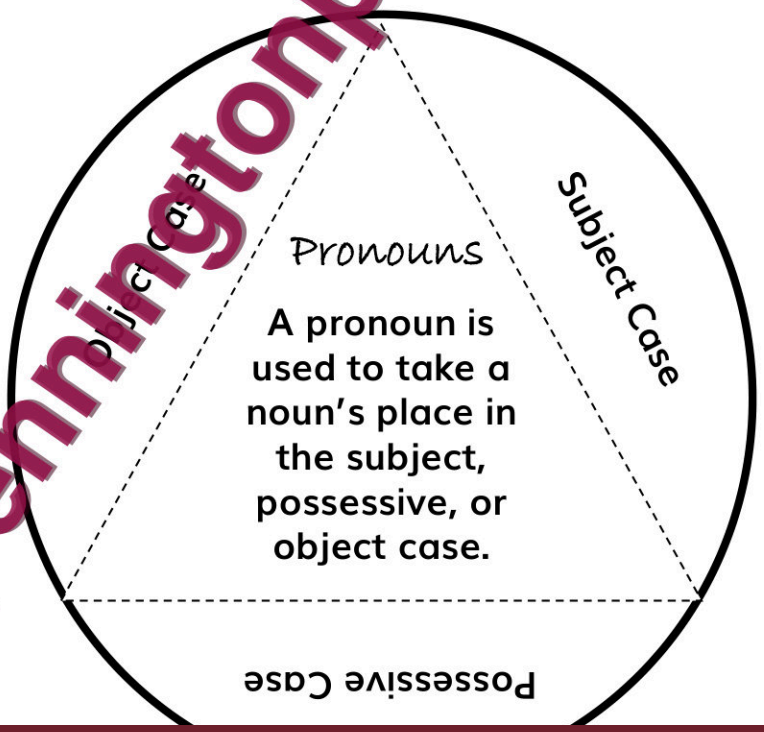
PRONOUNS

John and Katie went to their school's dance. She knew how to waltz. He didn't. Katie wished she had not agreed to go with him.

http://davidrickert.com

Cartoon Response
From the sentences in the caption, list
the pronouns which take the place of
these nouns. John:
Katie:
John and Katie:
Writing Application
Write a sentence or two, using all three
types of pronouns. 15

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 pronoun case on the back of the flaps.



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Cues	Mechanics Notes
Check out the article and listen to the **Consonant Doubling Doodle** song at http://bit.ly/2bP2tHm. More practice? Check out these spelling worksheets at http://bit.ly/2qZZ0xp.	**Consonant Doubling Doodle** (to the tune of "Yankee Doodle") **Double the last consonant when adding on an ending** *Yankee Doodle went to town 'a riding on a pony* **if these three do all agree (on this you'll be depending):** *Stuck a feather in his cap and called it macaroni* **Is the accent at the end?** *Yankee Doodle keep it up!* **With a vowel then consonant?** *Yankee Doodle da-an-dy* **Does the ending you must add begin with a vowel?** *Mind the music and the step and with the girls be handy.* **Examples:** _____

Cues	Parts of Speech Notes
Check out the **Parts of Speech Song** to practice the definition of an adjective at http://bit.ly/29aK4EV.	An adjective modifies a noun with Which one? How many? or What kind? When using more than one adjective to modify the same noun in a sentence, follow this order of adjectival functions: Which One-How Many-What Kind. **Examples** **Which One:** _____ **How Many:** _____ **What Kind:** _____ 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:** _____ Don't use redundant adjectives. Redundant means something that is unnecessary or repetitive. **Examples:** _____

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Guided Practice

1. Re-write this sentence correctly: The students rejected the new cafeteria menu and stoped buying the school lunches.

_____

_____

_____

2. Re-write this sentence correctly: Mr. Jones permited 30 minutes for the test, but accidentally allowed us 40 minutes to finish.

_____

_____

_____

3. Re-write this sentence correctly: It was at night late when I lay my head down on the soft two pillows.

_____

_____

_____

4. Re-write this sentence correctly: I don't want to go until I get my prize well-deserved, but we have to leave in five short minutes.

_____

_____

_____

5. Re-write the sentence and underline the adjectives: It's a crazy idea, but it's the only real approach that just might work.

_____

_____

_____

6. Re-write the sentence and underline the adjectives: After ten weeks we were frustrated that we hadn't improved, but now we see that it takes more time than we thought to get better.

_____

_____

_____

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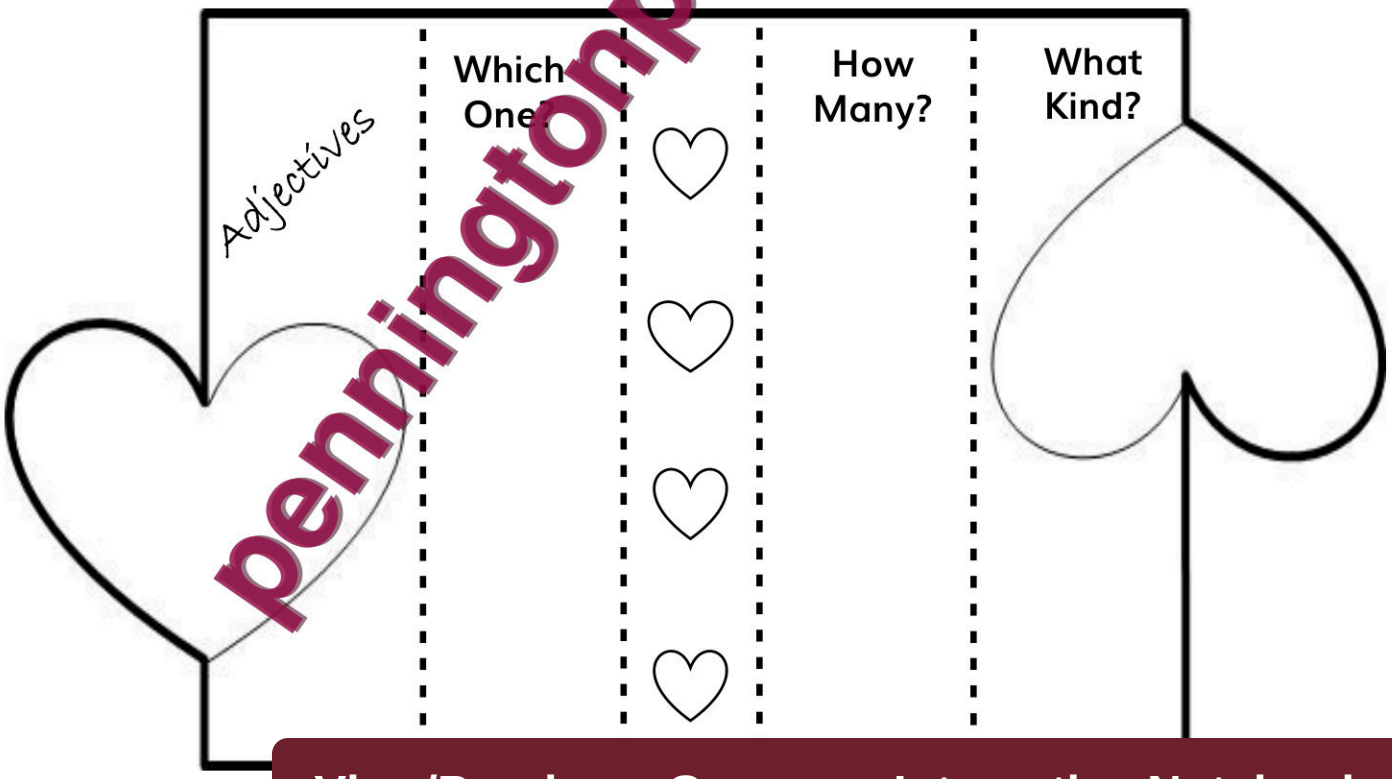
Cartoon Response
From the sentences in the caption, list the
different types of adjectives.
Which One?
How Many?
What Kind?
Writing Application
From the sentences in the caption, list the
different types of adjectives.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. **3.** Write sentences for each type of adjective on the back of the flaps.



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Cues	Mechanics Notes
Check out the article and listen to to the **This Old "an" and "en"** song at http://bit.ly/2bP2JWN. More practice? Check out these spelling worksheets at http://bit.ly/2sLthRR and http://bit.ly/2sxlere.	**This Old "an" or "en"** (to the tune of "This Old Man") **If you see, "e-a-r", or there is a "u-r-e",** *This old man, he played one, he played nick-nack on my thumb* **in the root, or if you hear hard /*c*/ or /*g*/,** *With a nick-nack paddy-whack, give a dog a bone,* **then spell "ant", "ance", or "ancy".** **Examples:** _____ *This old man came rolling home.* **If you see, "id" like "fid", or there is an "e-r-e"** *This old man, he played two, he played nick-nack on my shoe* **in the root, or if you hear soft /*c*/ or /*g*/,** *With a nick-nack paddy-whack, give a dog a bone,* **then spell "ent", "ence", or "ency"** *This old man came rolling home.* **Examples:** _____

Cues	Parts of Speech Notes
Check out the three types of verbs and practice the **Parts of Speech Song** at http://bit.ly/29aK4EV.	A verb can mentally or physically act or states what a subject is to be. **Examples** **Mental:** _____ **Physical:** _____ **State of Being Verbs:** _____ When a "to be" verb or other verb links a noun to something else in the sentence to rename or describe it, it is called a *linking verb*. **Linking Verbs:** _____ The "to be" verb, the "to have" verb (have, has, had), and the "to do" verb (do, does, did, done) can be placed before a main verb as a *helping verb* to show verb tense (past, present, future). The *conditional* helping verbs (could, should, would, can, shall, will, may, might, must) show possibility. **Helping Verbs:** _____

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: The young girl's appearence was different than that of her friends.

_____

_____

_____

2. Re-write this sentence correctly: It may be significant to note that the detergant he used included bleach.

_____

_____

_____

3. Re-write the sentence and underline the mental verbs. [Bracket] the physical verbs: I can't conceive of a different way to communicate our company's vision.

_____

_____

_____

4. Re-write the sentence and underline the "to be" verbs. [Bracket] the physical verbs: Being twelve years old means that you are in seventh grade and attend middle or junior high school.

_____

_____

_____

5. Re-write the sentence and underline the linking verbs: It sounds like he is willing to taste her appetizers.

_____

_____

_____

6. Re-write the sentence and underline the helping verbs: My friends did ask if they could come to the party.

_____

_____

_____

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verbs

Deb enjoys running and exercises every day. She is very fit. However, today she might have run too long.

Cartoon Response
From the sentences in the caption, list the
different types of verbs.
Mental Action:
Physical Action:
State of Being:
Writing Application
Write a sentence or two, using all three
types of verbs.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. **3.** Write sentences for each type of verb on the back of the test tubes and place them in the beaker..

Mental Action

Physical Action

State of Being

Verbs

A verb can mentally or physically act or states what a subject is to be.

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

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

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Guided Practice

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

_____

_____

_____

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

_____

_____

_____

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adverbs

Sam and Nicole very carefully climbed the tree. Nicole nervously sat on a branch and hoped they wouldn't fall soon.

Cartoon Response
Identify the adverbs found in the caption.
What Degree?
How?
Where?
When?
Writing Application
Write a sentence or two, using all four
types of adverbs.

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

What Degree?	Adverbs	**How?**
	An adverb modifies an adjective, adverb, or verb with What Degree? How? Where? or When?	
Where?	Adverbs	**When?**

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Cues	Mechanics Notes
Check out the article and listen to the **Ending "ion" Twinkle** song at http://bit.ly/2c1tAjd. More practice? Check out these spelling worksheets at http://bit.ly/2sbfxmR.	**Ending "ion" Twinkle** (to the tune of "Twinkle Twinkle Little Star") **1. If the *[shun]* sound you do hear and it follows *[t]* or *[s]*,** *Twinkle, twinkle little star, How I wonder what you are.* **or if you hear a *[zyun]* –for both spell "s-i-o-n".** *Up above the world so high, Like a diamond in the sky.* **Both these rules will serve you well, learning all the ways to spell.** *Twinkle, twinkle little star, How I wonder what you are.* **Examples:** _____ **2. When a person you describe, you should spell "c-i-a-n".** *Twinkle, twinkle little star, How I wonder what you are.* **In most every other case, simply spell "t-i-o-n".** *Up above the world so high, Like a diamond in the sky.* **Both these rules will serve you well, learning all the ways to spell.** *Twinkle, twinkle little star, How I wonder what you are.* **Examples:** _____

Cues	Parts of Speech Notes
Check out the three types of conjunctions in the **Parts of Speech Song** at http://bit.ly/29aK4EV.	A conjunction joins words, phrases, or clauses to coordinate, correlate, or subordinate. The common coordinate conjunctions are F.A.N.B.O.Y.S. _____ Correlative conjunctions are paired conjunctions. _____ Subordinating conjunctions begin adverbial clauses. The **BUD IS WISE, BUT HOT AAA WWW** memory trick will help you memorize the subordinating conjunctions. A clause has a noun and a connected verb. _____ before, unless, despite (in spite of) _____ in order that, so _____, while, if, since, even though (if) _____ because, until, that _____ how, once, than _____ after, although (though), as (as if, as long as, as though) _____ whether, when (whenever), where (wherever)

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: The mathematician earned a commission on every sale of his long division product.

_____

_____

_____

2. Re-write this sentence correctly: Some compulsion drove her to respond in silence to his frequent aggression.

_____

_____

_____

3. Re-write the sentence and underline the coordinating conjunctions: We ate breakfast and lunch together, not lunch, so we all planned on gathering for dinner.

_____

_____

_____

4. Re-write the sentence and underline the correlative conjunctions: Both Mr. Lewis and Ms. Kinney's classes donated to the canned food drive.

_____

_____

_____

5. Re-write the sentence and underline the subordinating conjunctions: As long as you practice daily, you will continue to improve despite what you may think.

_____

_____

_____

6. Re-write the sentence and underline the subordinating conjunctions: So we could get along, we tried to keep quiet while they talked in spite of their attempts to engage us in their conversation.

_____

_____

_____

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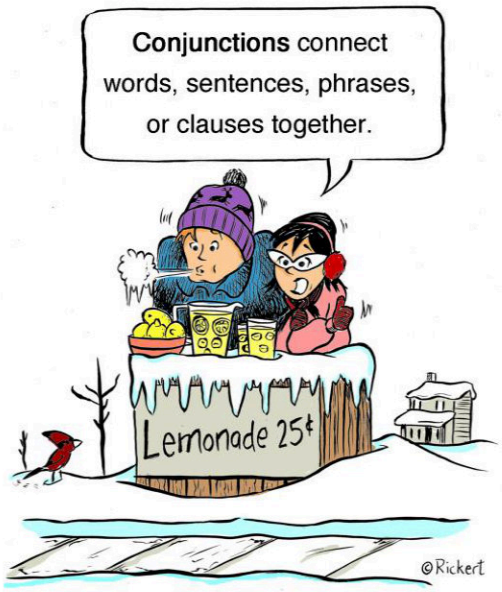
Conjunctions



Wayne and Valerie opened a lemonade stand, but it was too cold so they didn't make any money.

http://davidrickert.com

Cartoon Response
Identify the conjunctions in the caption.
Writing Application
Write a sentence or two, using all three
types of conjunctions.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. **3.** Write sentences for each type of conjunction on the back of the flaps.

Conjunctions

A conjunction joins words, phrases, or clauses to coordinate, correlate, or subordinate.

coordinate

correlate

subordinate

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Cues	Mechanics Notes
Check out the article and listen to the **Plurals Had a Little Lamb** song at http://bit.ly/2caBN9u. More practice? Check out these spelling worksheets at http://bit.ly/2saVqFj.	**Plurals Had a Little Lamb** (to the tune of "Mary Had a Little Lamb") **1. If there is a vowel before the letters *o* or *y*,** Mary *had a little lamb, little lamb, little lamb.* **"Add an *s* onto the end and to most nouns," said I.** *Mary had a little lamb. Its fleece was white as snow.* **2. If there is a consonant before the *o* or *y*,** *And everywhere that Mary went, Mary went, Mary went.* **"Add "e-s" onto the end, but change the *y* to *i*."** *Everywhere that Mary went the lamb was sure to go.* **Examples:** _____ **3. "Add "e-s" onto an *x*, *to /ch/, /sh/, /s/, or z*.** *It followed her to school one day, school one day, school one day.* **Also add onto an *f*, but change the *f* to *v*."** *It followed her to school one day, which was against the rules.* **Examples:** _____
Cues	**Parts of Speech Notes**
Check out the definition of a prepositional phrase in the **Parts of Speech Song** at http://bit.ly/29aK4EV.	A preposition shows some relationship, location, time, or position between the preposition and its object. The preposition is always part of a phrase and comes before its object. The preposition asks "What?" or "Whom?" and the object provides the answer. **Examples:** **Relationship:** _____ **Location:** _____ **Time:** _____ **Position:** _____ aboard, about, above, according to, across, after, against, along, among, around, as, as to, at, before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, for, from, in, inside, instead of, into, in place of, in spite of, like, near, next, of, off, on, onto, outside, out of, over, past, since, than, through, throughout, to, toward, under, underneath, unlike, until, up, upon, with, within, without

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Guided Practice

1. Re-write this sentence correctly: The house painters uses the same paintbrushs for each room to get perfect matches.

_____

_____

_____

2. Re-write these sentences correctly: Their work portfolioes went to the wrong addresses. Fortunately, the security videos located them.

_____

_____

_____

3. Re-write this sentence and underline the *location* prepositions: Beyond the river and over the mountains, we traveled throughout the countryside.

_____

_____

_____

4. Re-write this sentence and underline the *position* prepositions: Above the clouds the birds flew in their v-formation past hills and valleys.

_____

_____

_____

5. Re-write this sentence and underline the *time* prepositions: Since the last game we always cheered during the National Anthem.

_____

_____

_____

6. Re-write these sentences and underline the prepositions: Everyone stays until the final out. During the earlier part of the season this was not the case.

_____

_____

_____

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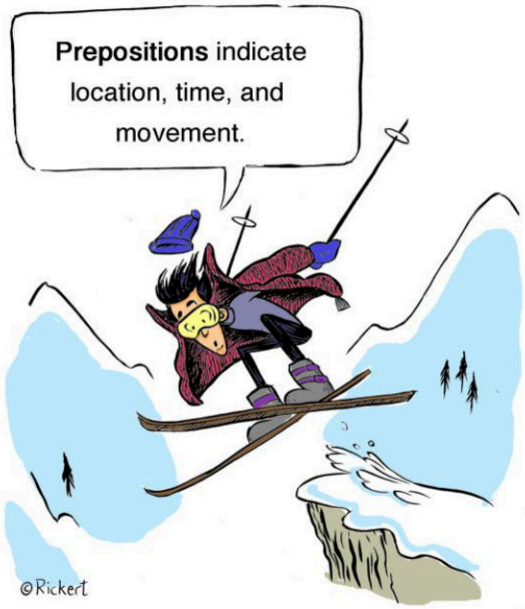
PREPOSITIONS



In the afternoon Norman skied down the mountain through the trees and over the cliff.

Cartoon Response
Identify the prepositions in the caption.

Writing Application
Write a sentence or two, using all three
types of prepositions.

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 prepositional phrase on the back of the flaps.

Prepositional Phrases

A preposition shows a relationship to an object at the end of a phrase.

relationship	location	time	position

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Cues	Mechanics Notes
	Use periods following the first letter of each key word in an abbreviated title or expression, and pronounce each of these letters when saying the abbreviation. Latin abbreviations are set off from the rest of the sentence by commas or parentheses. ▪ etc. (*et cetera*), which means and so on. **Examples:** _____ ▪ et al. (*et alii*), which means and others. **Examples:** _____ ▪ e.g. (*exempli gratia*), which means for example. **Examples:** _____ ▪ 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. **Examples:** _____

Cues	Grammar and Usage Notes
	A proper noun is the name of a person, place, or thing and must be capitalized. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word. **Examples:** _____ 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:** _____ Some common nouns are *collective nouns* and refer to a group of people, animals, or things. Collective nouns act as one unit and so match with singular verbs, such as "That class *is noisy.*" **Examples:** _____

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Guided Practice

1. Re-write these sentences correctly: I eat green vegetables, i.e., kale, beans, and peas. I also exercise, drink plenty of water, etc.

_____

_____

_____

2. Re-write this sentence correctly: Tom read the research study by Dupont, Jones, et al., and responded with emails, texts, et al.

_____

_____

_____

3. Re-write this sentence correctly: I offered them drinks, e.g. sodas, and desserts, e.g., cake, pie, and cookies.

_____

_____

_____

4. Re-write this sentence correctly: Washington d.c. is our nation's capital, and Ms. Gibson-Lee lived there for two years.

_____

_____

_____

5. Re-write the sentence and underline the proper nouns: I attended school at Balboa Elementary School where Ms. Lee-Smith was principal.

_____

_____

_____

6. Re-write the sentence and underline the common noun. [Bracket] the collective noun: The [class] got to hear the vice-president.

_____

_____

_____

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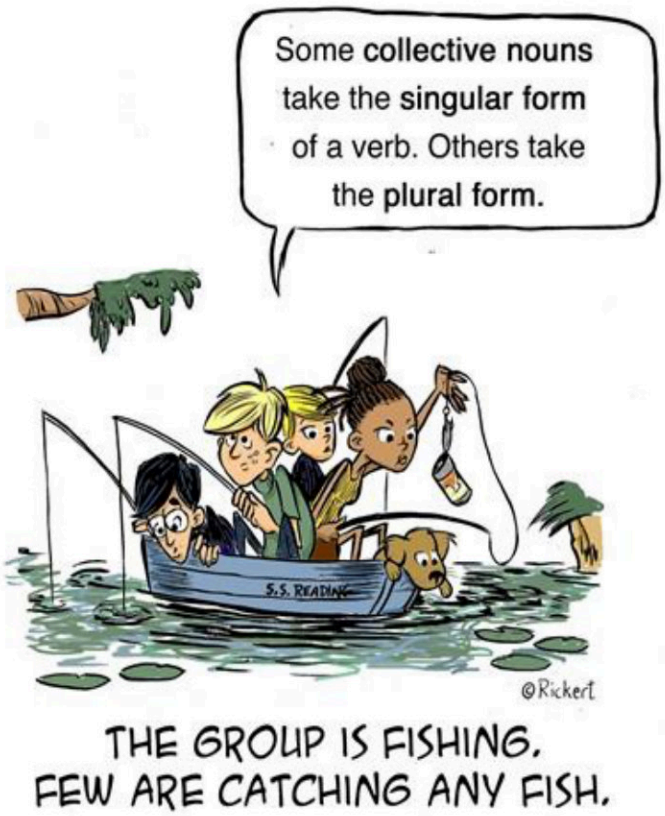
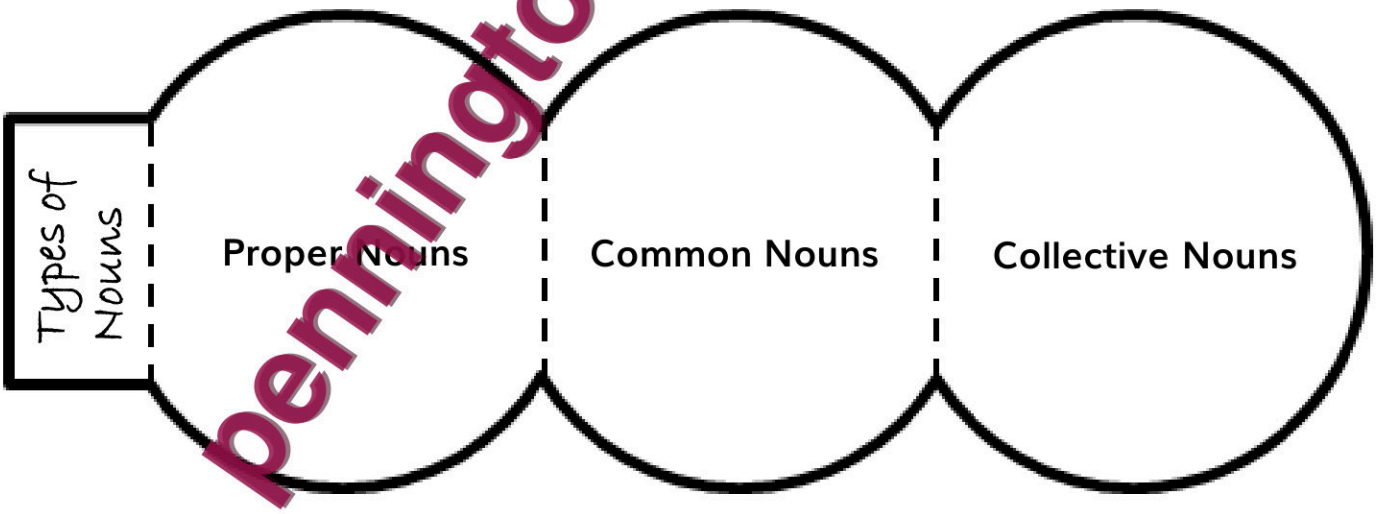


Cartoon Response
Identify the collective nouns in the caption.

Writing Application
Write a sentence or two, using a proper
noun, a common noun, and a collective
noun.

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 noun on the back of the flaps.



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Cues	Mechanics Notes
	Place periods following shortened words. Pronounce these abbreviations as words, not as letters. **Examples:** _____ Place periods following the first letter of each key word in most abbreviated titles or expressions, and pronounce each of these letters when saying the abbreviations. **Examples:** _____ Don't use periods after some very common abbreviations known as *initialisms*. **Examples:** _____ 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. **Examples:** _____

Cues	Grammar and Usage Notes
	A personal pronoun is a word used in place of a proper or common noun. The *first person* personal pronouns are different in the singular and plural forms. **Examples:** _____ The *second person* personal pronouns are the same in the singular and plural forms. **Example:** _____ The *third person* personal pronouns are different in the singular and plural forms. Avoid using gender-specific singular third-person pronouns to refer to males and females. Use plural third-person pronouns instead. **Examples:** _____

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Guided Practice

1. Re-write this sentence correctly: Doct. Perez wrote me a prescription to take with me to W. Virginia.

_____

_____

_____

2. Re-write this sentence correctly: Tim B Lee learned about UNICEF on CBS News.

_____

_____

_____

3. Re-write these sentences correctly: I visited U.C.L.A. and on my trip to So. Cal. I tried surfing lol.

_____

_____

_____

4. Re-write this sentence and underline the first person pronouns: I want to know if you would like to see it with us.

_____

_____

_____

5. Re-write this sentence and underline the second person pronouns: You should let me help you help while you and I have the time.

_____

_____

_____

6. Re-write these sentences and underline the third person pronouns in these sentences: They left her to explain to him how we gave away their bikes. She liked our answer, but he didn't.

_____

_____

_____

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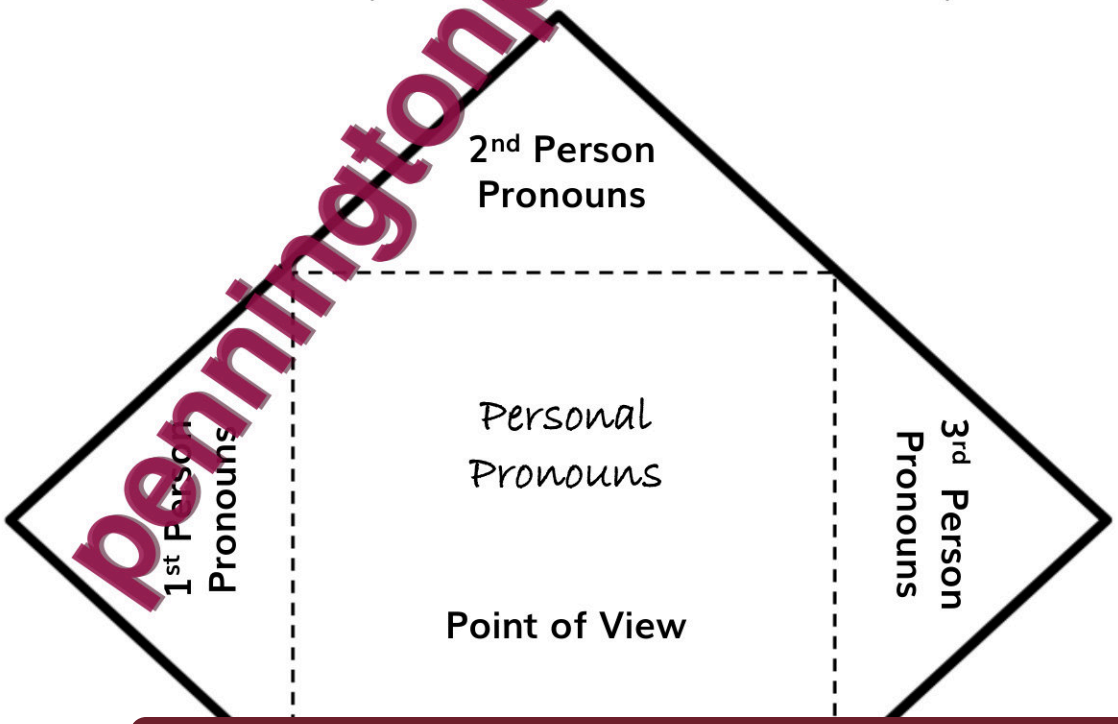
Cartoon Response
Identify the personal pronouns in the
bubble comment:
First Person–
Second Person–
Third Person–
Writing Application
Write your own sentence or two, using
first, second, and third person pronouns.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. **3.** Write each of the personal pronouns on the back of the flaps..



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Cues	Mechanics Notes
	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. **Examples:** _____ Intentional fragments also end with periods. An intentional fragment is part of a sentence that is treated as a complete thought for literary effect. **Examples:** _____ An unintentional sentence fragment has a noun and connected verb, but does not express a complete thought. One way to correct a sentence fragment is to combine it with the sentence before or sentence after it. **Fragment Examples:** If you showed me. I could learn it. **Revision:** _____

Cues	Grammar and Usage Notes
	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. If unsure whether a pronoun should be in the subject case, rephrase the sentence with the pronoun at the start of the sentence. **Examples:** _____ Use singular (*I, you, he, she, it, who*) or plural (*we, you, they, who*) subject case pronouns: ▪ As the subject of a sentence. ▪ As the last subject in compound subjects. ▪ After *than* or *as* (the rest of the thought is suggested). ▪ After a "to be" verb: (*is*, *am*, *are*, *was*, *were*, *be*, *being*, *been*) to identify or refer to the subject as a *predicate nominative*. ▪ *Who* (not *whom*). Check whether who is correct by substituting he in place of who. Rephrase, if necessary. The first person *I* and second person *you* pronouns do *not* match verbs ending in an *s*. **Examples:** _____

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Guided Practice

1. Re-write these sentences correctly: I said, "John asked if you were leaving? "Certainly," he replied.

_____

_____

_____

2. Re-write these sentences and underline the intentional sentence fragment. [Bracket] the indirect question: Nice. I wonder if you knew. You don't have to tell me though.

_____

_____

_____

3. Revise the sentence fragment by combining with the other sentence: He was able. Because he listened to complete the work.

_____

_____

_____

4. Re-write these sentences correctly: I wonder if them would like to see that movie. Whom is the one who wants to go?

_____

_____

_____

5. Re-write this sentence correctly: John, I, and Martha like to visit whom we want even though they are more insistent than me.

_____

_____

_____

6. Re-write this sentence correctly: Them left our books next to the library; it wasn't I, but her and Mary remember it that way.

_____

_____

_____

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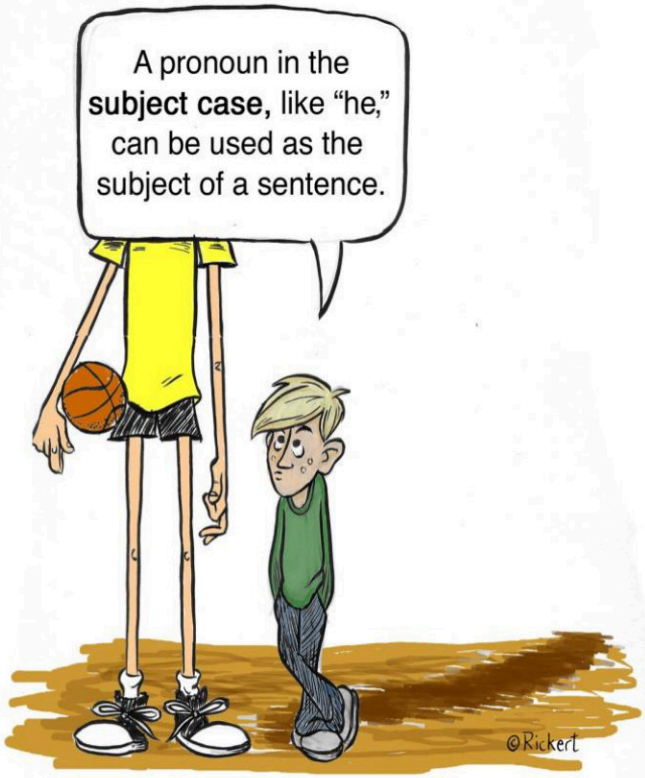

THIS IS CHUCK'S BROTHER.
HE IS TALLER THAN CHUCK.

Cartoon Response
To whom does the "He" pronoun refer in the
caption?
Writing Application
Write your own sentence with a pronoun
following a "to be" verb.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write sentences for each type of subject case pronoun on the back of the flaps.

Pronoun as the subject of a sentence.

Subject case pronoun after a "to be" verb.

Subject Case Pronouns

The I as the last subject in a compound subject.

Subject case pronoun after "than" or "as."

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Cues	Mechanics Notes
	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:** _____

Cues	Grammar and Usage Notes
	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:** _____ ▪ As objects of prepositions. **Examples:** _____ ▪ *Me* and *us* last in compound objects. **Examples:** _____ ▪ *Whom* (not *who*). Check whether *whom* is correct by substituting *him* in place of *whom*. Rephrase, if necessary. **Examples:** _____

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: The sixth main idea, fourth major detail. and second minor detail would be listed as 6.2.4.

_____

_____

_____

2. Re-write this sentence correctly: The third main idea and third major detail were listed as 3.0 and its first minor detail was 3.3.1.

_____

_____

_____

3. Re-write these sentences correctly: These were the main ideas: 1.0, 2.0, and 3.0. His fourth main idea was 4.0, 4.1, 4.2, 4.22.

_____

_____

_____

4. Re-write these sentences correctly: I sure would like he to help us. Who helped you, and who did you help?

_____

_____

_____

5. Re-write these sentences correctly: Did he let you copy they? They gave it to me.

_____

_____

_____

6. Re-write these sentences correctly: Whom does Lacy like best: you or I? Me and Joanie let her watch we practice.

_____

_____

_____

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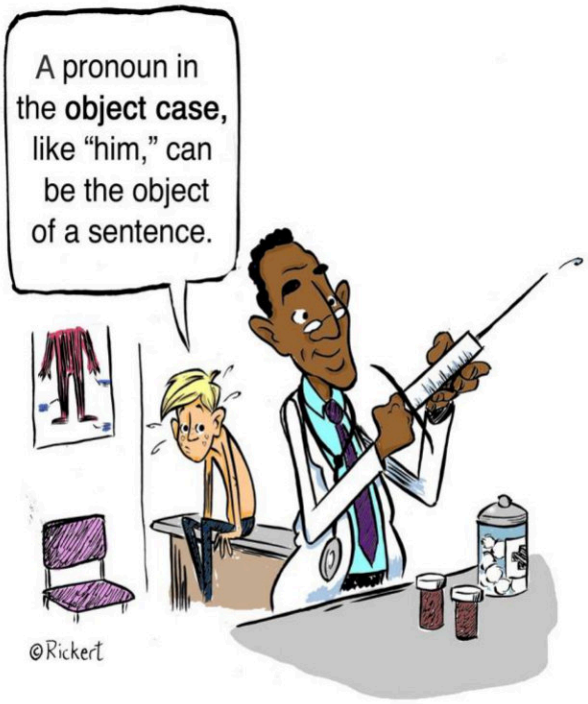
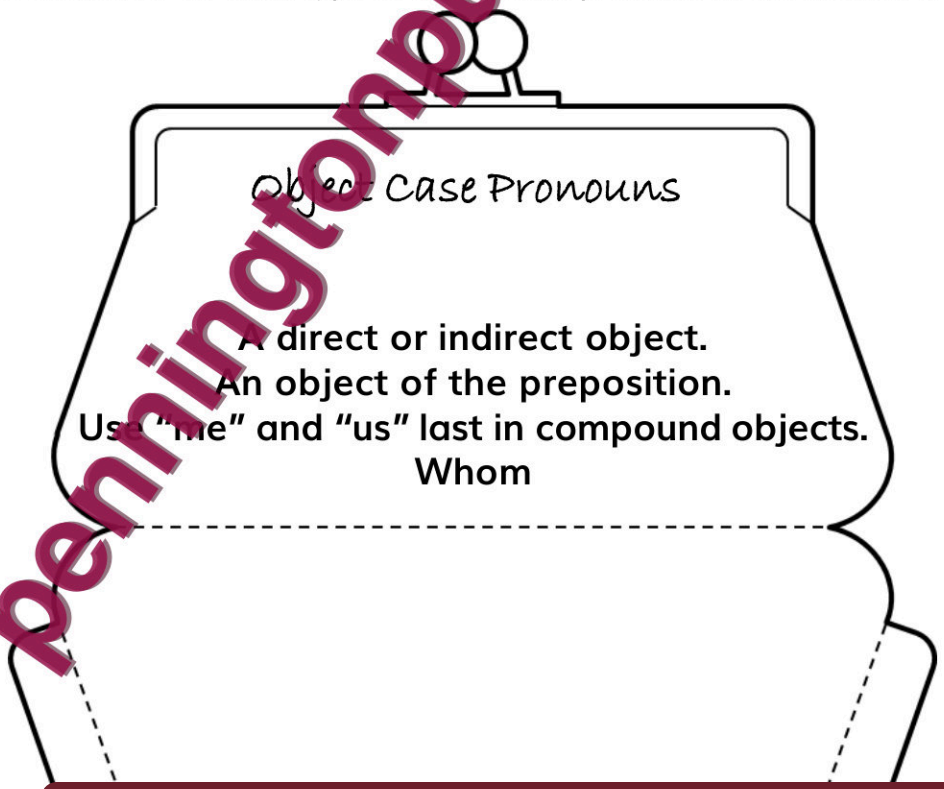


CHUCK WENT TO THE DOCTOR.
THE DOCTOR GAVE HIM A SHOT.

Cartoon Response
Re-write the caption, using the object case
pronoun "it."
Writing Application
Write a sentence or two with singular and
plural object case pronouns.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. **3.** Write sentences for each type of object case pronoun on the back of the flaps.



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Cues	Mechanics Notes
	Use the semicolon between two sentences joined by a coordinating conjunction. **Example:** _____ _____ _____ A semicolon (;) can be used to join a string of phrases. **Examples:** _____ _____ _____ _____

Cues	Grammar and Usage Notes
	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. **Examples:** _____ **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. **Examples:** _____

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this correctly: Anna studied hard for her exam, Bob didn't study at all. Anna passed; Bob didn't.

_____

_____

_____

2. Re-write this sentence correctly: Chocolate, strawberry, ice cream; cherry, berry, and lemon pies and cookies are my favorites.

_____

_____

_____

3. Re-write this sentence correctly: Both boys love music they love sports even more.

_____

_____

_____

4. Re-write this sentence correctly: Mine basket had sunflowers; her basket was filled with his roses; theirs had daisies.

_____

_____

_____

5. Re-write these sentences correctly: That rose is your, not hers. Please give Bobby the jacket; it's his, not their.

_____

_____

_____

6. Re-write these sentences correctly: Sue's jewelry was her, not Amanda's. Ours was a reminder of what her could have been.

_____

_____

_____

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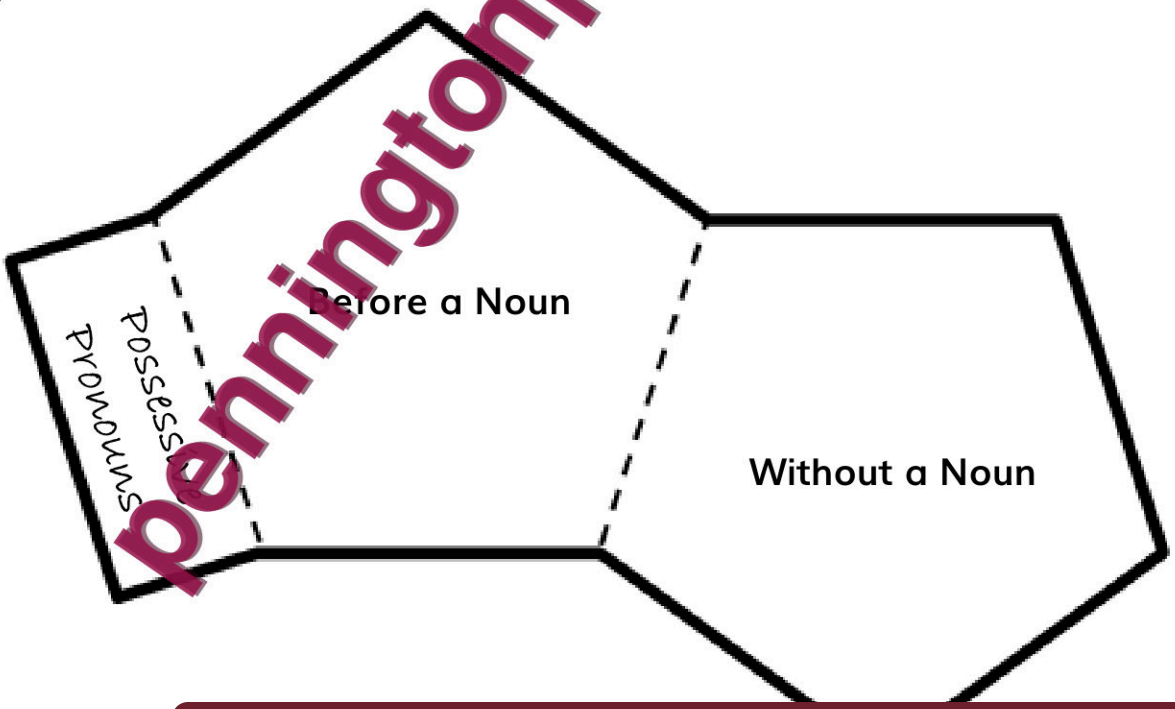
MY ICE CREAM CONE IS SMALLER THAN KIANA'S.

KIANA'S ICE CREAM CONE IS LARGER THAN MINE.

Cartoon Response
Identify the possessive pronouns used in the
caption:
Before the noun–
Without a noun–
Writing Application
Write your own sentence, using a
possessive pronoun before a noun and one
without a noun.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. **3.** Write sentences for both types of possessive pronouns on the back of the flaps.



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Cues	Mechanics Notes
	A possessive noun shows ownership. To form a singular possessive noun, add an apostrophe then an *s* ('s) to the end of the noun. **Examples:** _____ For nouns ending in *s*, it is not necessary to add another *s* after the apostrophe. **Examples:** _____ A singular possessive noun can also modify a ***gerund*** (a verb form ending in "ing" that serves as a noun). **Examples:** _____

Cues	Grammar and Usage Notes
	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:** _____ _____ 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:** _____ _____

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: Chriss' coat was black and so was Mike's.

_____

_____

_____

2. Re-write this sentence correctly: Gus'es commitment and Kyle's training made them a dynamic duo.

_____

_____

_____

3. Re-write this sentence correctly: Karlas' wedding was wonderful, but Bess' wedding was incredible.

_____

_____

_____

4. Re-write this sentence correctly: The four friendly students drove this car to the park beautiful.

_____

_____

_____

5. Re-write this sentence correctly: He ate two those crunchy cookies.

_____

_____

_____

6. Re-write the sentence and underline the adjectives: This email that you already sent was mean, thoughtless, and unnecessary.

_____

_____

_____

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ONE HANDSOME PRINCE LIVES IN THAT TOWER.

Cartoon Response
Add "this" to the caption and re-write in
proper adjective order.
Writing Application
Write a sentence or two, using all three
types of adjectives in proper order.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. **3.** Write sentences for each type of adjective on the back of the flaps.

Adjectives	Which One?	How Many?	What Kind?

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Cues	Mechanics Notes
	To form a plural possessive noun, place an apostrophe after the plural ending (usually "_s," "_es," or "_ves"). **Examples:** _____ Add an apostrophe then an *s* to an irregular plural noun. **Examples:** _____ 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. **Examples:** _____

Cues	Grammar and Usage Notes
	A *transitive* verb is a mental or physical action that acts upon a direct object. The direct object answers *Whom*? or *What*? from the verb. **Examples:** _____ An *intransitive verb* acts without an object. Linking verbs are all intransitive verbs. Linking verbs include the "to be" verbs: *is*, *am*, *are*, *was*, *were*, *be*, *being*, *been*, and others such as *become*, *seem*, *look*, *feel*, *smell*, and *appear*. **Examples:** _____ A verb can be singular or plural and must match the noun or pronoun that the verb acts upon in the sentence. In other words, the action or state of being must agree with the subject. Singular verbs usually end in s and match singular nouns and third person singular subject case pronouns (he, she, it and who). **Examples:** _____ 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:** _____

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Guided Practice

1. Re-write this sentence correctly: The girls' shoe colors match their dresses for the Gomez' wedding at the Jone's.

_____

_____

_____

2. Re-write this sentence correctly: Is this the children's or your wive's cookies?

_____

_____

_____

3. Re-write this sentence correctly: I could see Liz' cats and Jimmy's dogs walk past the two church'es windows.

_____

_____

_____

4. Identify the types of verbs in this sentence: They are ready if they leave now, but they seem uncertain.

are: _____

leave: _____

seem: _____

5. Re-write these sentences correctly: Joan play basketball every day at lunch. He are trying out for the school team.

_____

_____

_____

6. Re-write this sentence correctly: They always complains that the dogs gets more attention than the cats.

_____

_____

_____

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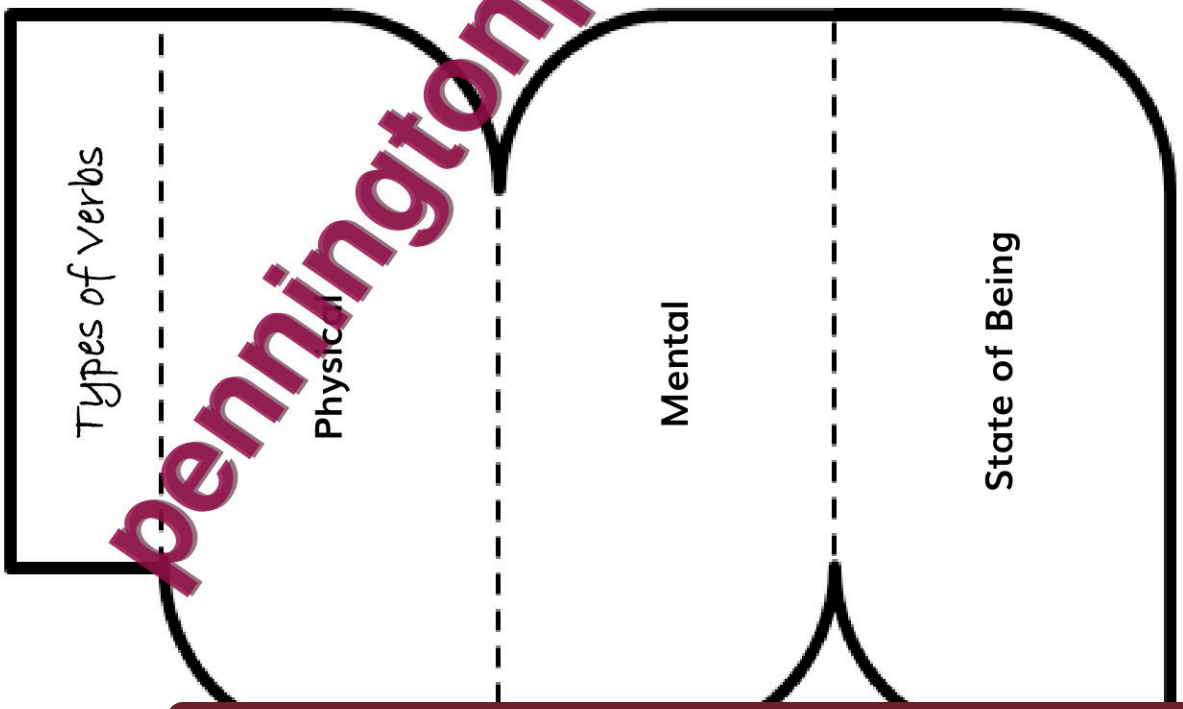
CHUCK SET HIS ALARM FOR THE WRONG TIME. HE IS LATE FOR SCHOOL.

Cartoon Response
Which verb in the caption shows a physical
action? Which shows a mental action?
Writing Application
Write a sentence or two, using both
transitive and intransitive verbs.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. **3.** Write sentences, using each type of verb, on the back of the flaps..



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Cues	Mechanics Notes
	The word compound means two or more. For example, a compound word combines two words, such as in baseball, fireworks, and peppermint. With compound subjects or objects, if each of the nouns possesses the same type of item, use an apostrophe then an *s* at the end of each possessive noun. **Examples:** _____ If both or all of the nouns share ownership of the same item, place an apostrophe then an *s* at the end of the last noun listed. **Examples:** _____

Cues	Grammar and Usage Notes
	An adverb modifies a verb, an adjective, or an adverb and answers What degree? How? Where? When? **Examples:** _____ Many adverbs end in "_ly." **Examples:** _____ 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:** _____ Adverbs are flexible in English. The adverb may be placed most anywhere in a sentence; however, most professional writers suggest using specific, vivid verbs rather than weak verbs supported with adverbs.

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Guided Practice

1. Re-write this sentence correctly: My father-in-laws' golf clubs and my two sister-in-law's golf bags were at Tom and Sherry's house.

_____

_____

_____

2. Re-write this sentence correctly: Les's and Holly's hobbies were cooking and needlepoint.

_____

_____

_____

3. Re-write this sentence correctly: Her mother-in-law's house was always Linda, Bert, and Todds last stop.

_____

_____

_____

4. Re-write this sentence correctly: I drove quickly, but got very late there.

_____

_____

_____

5. Re-order these adverbs as they should appear in a sentence: earlier, there, hopefully, less

_____

_____

_____

6. Re-write this sentence correctly: Thomas and Suzanne drank there slowly more by the stream yesterday.

_____

_____

_____

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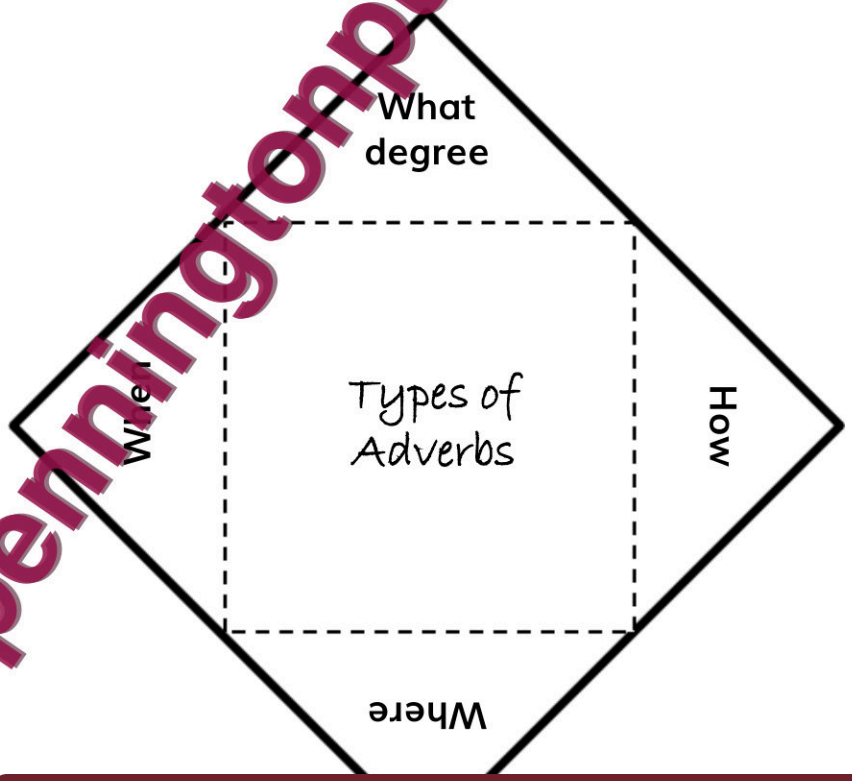
Cartoon Response
The caption reads awkwardly because of the
adverb order. Re-write it in proper adverb
order. It was very cold, so the lake froze
Writing Application
Write your own sentence or two, using at
least two types of adverbs in proper order.

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.



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Cues	Mechanics Notes
	These words can be contracted with apostrophes in the middle of words: *not*, *will*, *would*, *have*, *had*, and the forms of the "to be" verb (*is*, *am*, *are*, *was*, *were*, *be*, *being*, *been*). **Examples:** _____ _____ _____ _____ Words can be contracted at the beginning or ending of words. **Examples:** _____

Cues	Grammar and Usage Notes
	A coordinating conjunction connects words, phrases, or clauses with related meanings. The memory trick FANBOYS (For-And-Nor-But-Or-Yet-So) may help you remember the common coordinating conjunctions. A comma is placed before the conjunction if it joins two or more long independent clauses. A long independent clause would be five or more words. **Example:** _____ _____ _____

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Guided Practice

1. Re-write this sentence correctly: He'd told us the secret, but we should've already known it.

2. Re-write this sentence correctly: Shel'l do whatever we ask, but she isn't happy.

3. Re-write this sentence correctly: Twas the night before Christmas and I tried to stay up 'til the reindeer arrived.

4. Re-write this sentence correctly: Iris and Mike like chocolate or vanilla, so they prefer strawberry or orange sherbet.

5. Re-write this sentence correctly: It's late, and the players can't really see the ball very well.

6. Re-write this sentence correctly: They are either ready for the quiz, nor are they ready for the test.

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KATIE PAINTS MORE REALISTICALLY THAN KIANA.

Cartoon Response
Identify the coordinating conjunctions used
in the comment bubble.
Writing Application
Write your own sentence or two, using at
least two types of coordinating conjunctions.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. **3.** Write sentences for each type of coordinating conjunction on the back of the flaps..

FOR	Coordinating Conjunctions
AND	
NOR	F
BUT	A
OR	N
YET	B
SO	O
	Y
	S

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Cues	Mechanics Notes
All 22 comma rules in one place: http://bit.ly/2dtfyKH.	Don't use a comma to separate a subject from its verb. **Example:** _____ Also, don't use a comma to separate compound subjects, compound objects, or compound predicates. **Examples:** _____ _____ _____

Cues	Grammar and Usage Notes
	Correlative conjunctions are pairs of conjunctions used in the same sentence. **Examples:** _____ _____ If used within the same phrase or clause, don't use a comma to separate the correlative conjunctions. A comma is placed before the second of the paired conjunctions, if that conjunction begins a different independent clause. **Examples:** _____ _____ The verb which follows two subjects joined by "*or*" must agree with the second subject, not the first. **Examples:** _____ _____

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Guided Practice

1. Re-write this sentence correctly: Wendy with her long blonde hair, and Sue with her beautiful eyes kept love-struck Rafael, and Miguel's attention.

_____

_____

_____

2. Re-write this sentence correctly: Noel and Bill gave Lulu, and Lester a surprise party.

_____

_____

_____

3. Re-write this sentence correctly: Marta worked hard, and saved her money to buy Frances and Scott an expensive wedding present

_____

_____

_____

4. Re-write this sentence correctly: The man with the beard, and the man with the mustache asked Amanda and I to leave.

_____

_____

_____

5. Re-write this sentence correctly: Both Julie or Chris want to help plan the party.

_____

_____

_____

6. Re-write this sentence correctly: Whether he stays nor he leaves does not matter.

_____

_____

_____

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Cartoon Response
How does the first correlative conjunction
provide a condition for the second?
Writing Application
Write your own sentence, using a pair of
correlative conjunctions.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. **3.** Write the matching pair for each correlative conjunction on the back of the flaps and then put the pack in the pocket.

Correlative Conjunctions

$ both $

$ either $

$ whether $

$ neither $

$ if $

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Cues	Mechanics Notes
	Use a comma to separate the day from the month and the date from the year. Use a comma after the last date or number unless it is placed at the end of the sentence. **Examples:** _____ If the parts of the date serve as the object of a prepositional phrase, no comma is needed. **Example**: _____

Cues	Grammar and Usage Notes
	A subordinating conjunction always introduces an adverbial clause. The subordinating conjunction signals the relationship between the adverbial clause and the independent clause. Use this memory trick to remember the subordinating conjunctions: **Bud is wise, but hot! AAA WWW** _____ _____ _____ _____ _____ _____ _____ Use a comma to set off an introductory adverbial clause, but not an adverbial clause that ends a sentence. **Examples:** _____ _____

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Guided Practice

1. Re-write this sentence correctly: She graduated on Wednesday June 3 2021, after years of study.

_____

_____

_____

2. Re-write this sentence correctly: On March 4, 2017 we left on our vacation.

_____

_____

_____

3. Re-write this sentence correctly: On February 14 we got engaged and were married last May 5 2017.

_____

_____

_____

4. Re-write this sentence correctly: Until we finish our tests we can't talk even if we have questions.

_____

_____

_____

5. Re-write this sentence correctly: Because the principal has an office, we can meet there, whenever we need to do so.

_____

_____

_____

6. Combine these sentences into one by beginning with an adverbial clause: The song had ended. The audience continued to sing.

_____

_____

_____

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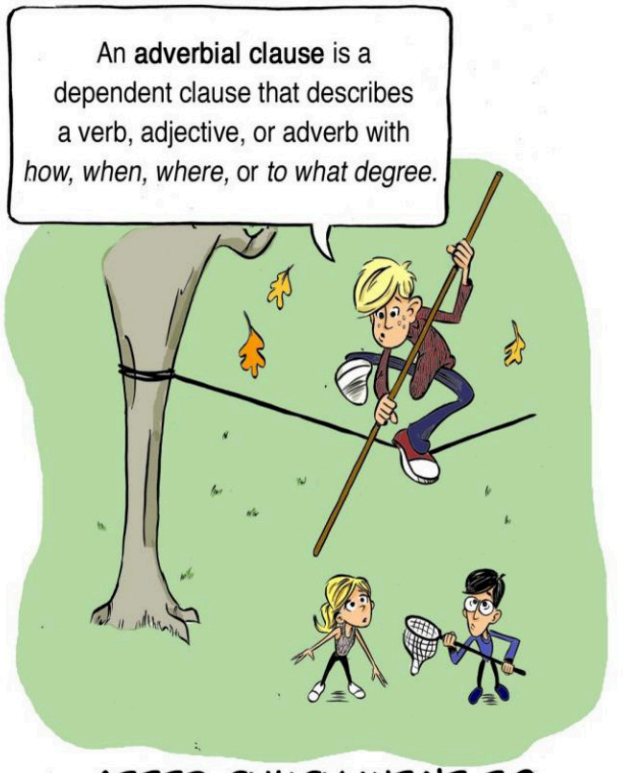

AFTER CHUCK WENT TO THE CIRCUS, HE LEARNED HOW TO WALK ON A TIGHTROPE.

Cartoon Response
Identify the types of adverbs in the caption.

Writing Application
Write your own sentence or two, using an
adverbial clause at the beginning and end
of a sentence.

Directions: 1. Color or highlight the first letter of each subordinating conjunction. **2.** Cut at the solid lines, fold at the dotted line, and glue or tape the tab. **3.** Write a sentence with an introductory adverbial clause and a sentence ending with an adverbial clause.

Bud is wise,
but hot!
AAA
WWW

before,
unless,
despite (in spite of),
in order that, so, while,
if, since, even though (if),
because, until, that, how, once,
than, after, although (though), as
(as if, as long as,
as though), whether,
when (whenever),
where
(wherever)

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Cues	Mechanics Notes
Check out friendly and business letter greetings and closings at http://bit.ly/2qYbKWf.	Each word in a letter greeting is capitalized. Place a comma after the greeting in a friendly letter. Place a colon (:) after the greeting in a business letter. **Examples:** _____ Only the first word of a letter closing is capitalized. Place a comma after the closing in both friendly and business letters. **Examples:** _____

Cues	Grammar and Usage Notes
	A preposition shows some relationship, location, time, or position between the preposition and its object. The preposition is always part of a phrase and comes before its object. The preposition asks "What?" or "Whom?" and the object provides the answer. **Examples:** _____ _____ **Following are the most common prepositions:** aboard, about, above, according to, across, after, against, along, among, around, as, as to, at, before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, for, from, in, inside, instead of, into, in place of, in spite of, like, near, next, of, off, on, onto, outside, out of, over, past, regardless of, since, than, through, throughout, to, toward, under, underneath, unlike, until, up, upon, with, within, without Place a comma after introductory prepositional phrases with more than four words. **Examples:** _____ Avoid stringing together too many prepositional phrases. Don't end sentences with prepositions. **Examples:** _____ _____

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Guided Practice

1. Re-write this sentence with the correct types of letters: He signed his friendly letter "Sincerely," and his business letter "Yours truly,".

_____

_____

_____

2. Re-write this sentence correctly: His business letter greeting was "To Whom it may Concern,"

_____

_____

_____

3. Re-write this sentence correctly: Mom's friendly letter greeting was "Dear Ken," and her closing was "Sincerely, Mom".

_____

_____

_____

4. Re-write this sentences correctly: Near the light and fluffy cloud, the sun shone brightly. With him, I run every afternoon.

_____

_____

_____

5. Re-write this sentence correctly: After all I don't know where you're going to visit.

_____

_____

_____

6. Re-write this sentence without the prepositional phrase strings: The rabbit in the story, ran under the fence, under the log, into his burrow, and finally in his bed he went to sleep.

_____

_____

_____

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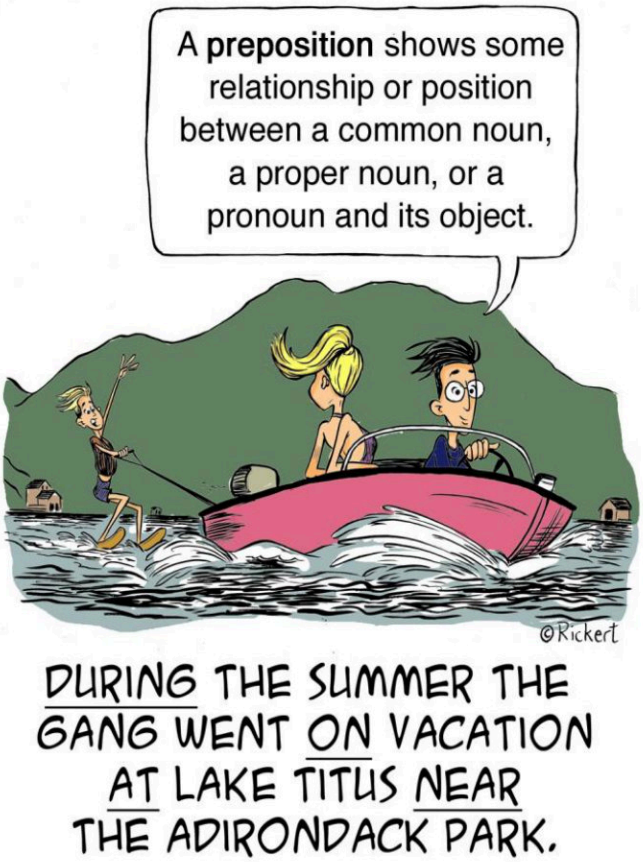
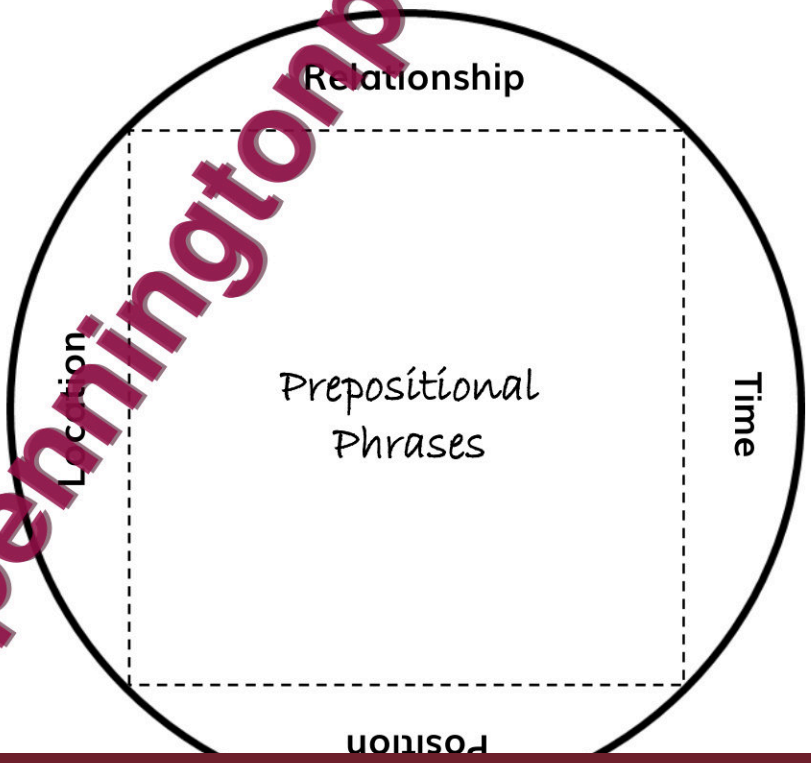


Cartoon Response
List the prepositional phrases in the caption.
Writing Application
List the prepositional phrases in the caption.
List the prepositional phrases in the caption.
List the prepositional phrases in the caption.

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 prepositional phrase on the back of the flaps.



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Cues	Mechanics Notes
	To properly address a letter or package, the top line(s) identifies the name and/or company. The middle line includes the street number and name. The bottom line(s) contains the city, state or province (two-letter capitalized abbreviation), zip code, and country (if other than that of the addressee). **Examples:** _____ _____ _____ Don't use abbreviations when addresses are listed in formats other than on letters and packages. Commas follow the name and/or company, the street name, the city, and the state or province. Commas are never placed before zip codes. **Examples:** _____

Cues	Grammar and Usage Notes
	To identify the subject and predicate in a sentence, first look for the main verb and then ask 'Who?' or 'What?' The answer is the subject and the main verb is the predicate. The subject is never part of a prepositional phrase or dependent clause. Both the subject and predicate must be part of an independent clause. The subject is the "do-er" of the sentence. It tells whom or what the sentence is about. The simple subject is the noun or pronoun that acts or is acted upon. The complete subject includes additional words which describe the simple subject. The compound subject has two or more nouns or pronouns. **Examples:** _____ The predicate does the work of the "do-er" of the sentence. It shows a physical or mental action or describes a state of being. The simple predicate is the main verb that acts upon the subject. The complete predicate includes additional words which modify the predicate. The compound predicate has two or more verbs. **Examples:** _____

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Guided Practice

1. Re-write this sentence correctly: He sent the letter to Mabel Mosely 124 Post St., Beverly Hills, California, 91201.

_____

_____

_____

2. Write your own mailing address as you would on a letter:

_____

_____

_____

3. Re-write the sentence and underline the simple subject: On the lake the boat sailed despite the lack of wind.

_____

_____

_____

4. Re-write the sentence and underline the complete subject: Across the classroom sat an antagonistic young man.

_____

_____

_____

5. Re-write the sentence and underline the simple predicate: Racing into the wind, the bikers kept their heads close to the handlebars.

_____

_____

_____

6. Re-write the sentence and underline the compound predicate: Kendra and Luis whistled and cheered for every contestant.

_____

_____

_____

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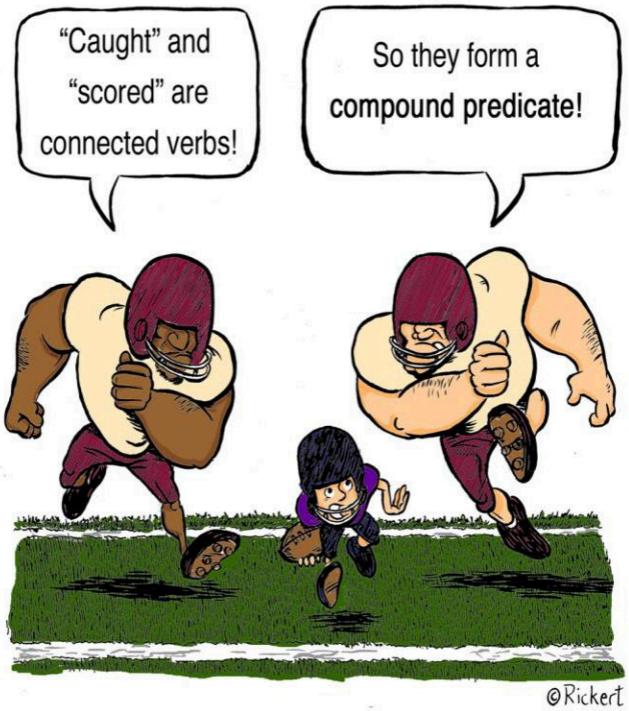

THE FOOTBALL PLAYER CAUGHT THE BALL AND SCORED A TOUCHDOWN.

Cartoon Response
Identify the complete subject in the caption.
Writing Application
Write a sentence, using a compound subject
and a second sentence, using a compound
predicate.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write examples for each of these forms of subjects and predicates on the back of each flap.

Subjects: The "do-er" of the sentence... A noun or pronoun that acts or is acted upon.

Predicates: Does the work of the "do-er"... A mental or physical action or state of being verb.

Simple	Complete	Compound	Simple	Complete	Compound

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Cues	**Mechanics Notes**
	Place a comma before and after any educational degrees and special qualifications which follow peoples' last names. Educational degrees and special qualifications are often abbreviated. **Examples:** _____ Family titles that follow first names, such as Jr. for Junior or IV for the fourth family member with the same first name, are not set off by commas, but family titles that follow first and last names are set off by commas. **Examples:** _____
Cues	**Grammar and Usage Notes**
	A direct object tells whom or what receives the action of the verb. **Examples:** _____ A linking verb (a verb that expresses no action) doesn't signal a direct object. **Examples:** _____ Also, an object of a preposition or a possessive pronoun isn't a direct object. **Examples:** _____ An indirect object answers To whom? For whom? To what? or For what? the action of the verb is completed. A sentence with an indirect object must also have a direct object. Usually, the indirect object is found between a verb and a direct object. **Examples:** _____
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Guided Practice

1. Re-write this sentence correctly: The dentist's name on the door was Maureen Solom, D.D.S. so I had found the right place.

_____

_____

_____

2. Re-write this sentence correctly: Lucas, Jr., had an appointment with Michael Gadsen, M.D.

_____

_____

_____

3. Re-write this sentence correctly: If Jonathan Smith, III, had a son with the same first name, he would be Jonathan Smith IV.

_____

_____

_____

4. Re-write the sentence and underline the direct objects: I dropped him on the couch and left money for the babysitter to buy pizza for him.

_____

_____

_____

5. Re-write the sentence and underline the direct objects. [Bracket] the indirect object: I loaned him a dollar, but he spent it.

_____

_____

_____

6. Re-write the sentence and underline the direct object. [Bracket] the indirect object: She told her mother a lie.

_____

_____

_____

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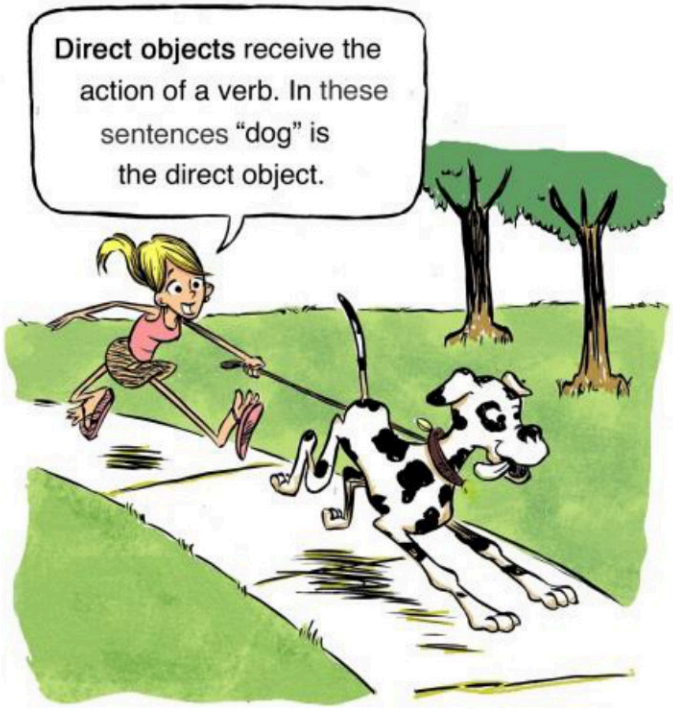
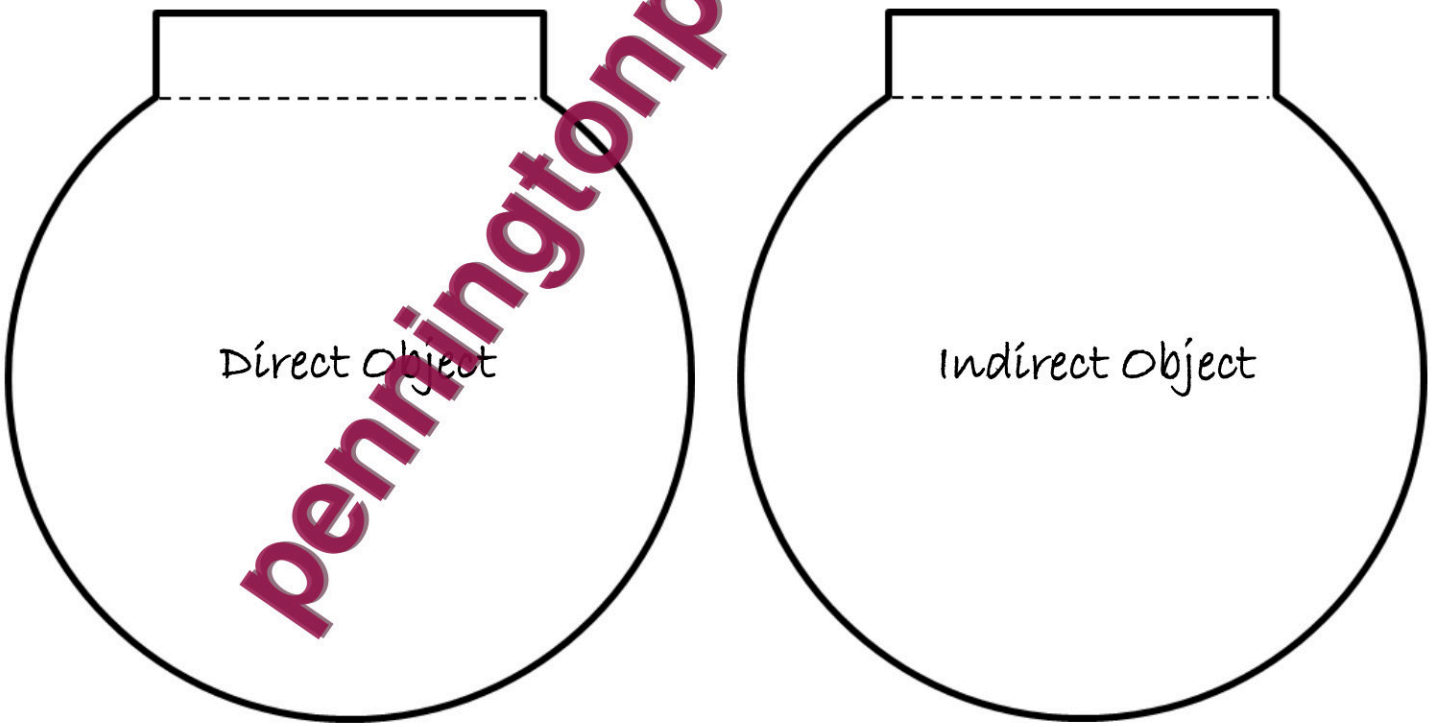


KATIE WALKED THE DOG.
THE DOG WAS WALKED BY KATIE.

Cartoon Response
Explain why "dog" is the direct object in the
caption.
Writing Application
Write a sentence or two, using both a direct
and indirect object.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. **3.** Write sentences to show examples of each type of object on the back of the flaps.



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Cues	Mechanics Notes
	When a geographical reference has two or more places, use a comma after each place (town or city, region, state or province, country) and place a comma after the last place name, unless it is placed at the end of the sentence. **Examples:** _____ _____

Cues	Grammar and Usage Notes
	A phrase is a group of related words without a noun and connected verb. **Examples:** _____ _____ _____ _____ A noun and connected verb forms a clause. A clause is either *independent* or *dependent*. An independent clause is a sentence or part of a sentence that expresses a complete thought. A dependent clause has a noun and verb, but does not express a complete thought. **Examples:** _____ _____ _____

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Guided Practice

1. Re-write this sentence correctly: Orlando, Florida is a popular vacation destination.

_____

_____

_____

2. Re-write this sentence correctly: Lake Tahoe Nevada, has a number of famous ski resorts and casinos.

_____

_____

_____

3. Re-write this sentence and underline the phrase. During the game I munch peanuts and popcorn.

_____

_____

_____

4. Re-write this sentence and underline the phrase. The detective has been looking everywhere.

_____

_____

_____

5. Re-write the sentence and underline the dependent and [bracket] the independent clause: Unless you ask politely, I will not answer you.

_____

_____

_____

6. Re-write the sentence and underline the dependent and [bracket] the independent clause: His reaction was stratling, although she had warned us about his outbursts.

_____

_____

_____

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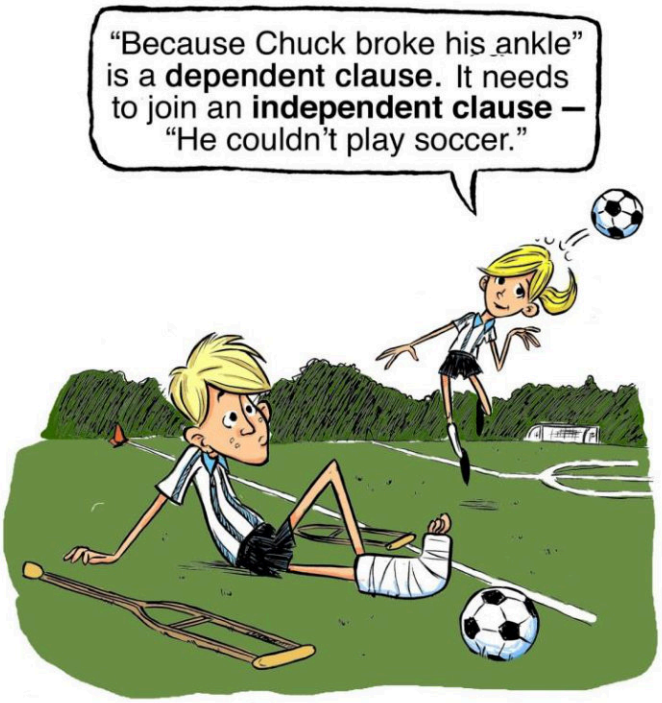

INCORRECT: BECAUSE CHUCK BROKE HIS ANKLE. HE COULDN'T PLAY SOCCER.
CORRECT: BECAUSE CHUCK BROKE HIS ANKLE, HE COULDN'T PLAY SOCCER.

Cartoon Response
Why isn't the dependent clause, "Because
Chuck broke his ankle," a complete
sentence?
Writing Application
Write a complete sentence, using both a
dependent and an independent clause.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write sentences in which you underline these parts of sentences on the back of the flaps.

Parts of a Sentence

Phrase
a group of related words without a noun and connected verb

Independent Clause
is a sentence or part of a sentence that expresses a complete thought

Dependent Clause
a noun and verb that does not express a complete thought

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Cues	Mechanics Notes
	A tag question is a brief question added to a declarative sentence. Remember that a declarative sentence makes a statement. Use commas to set off tag questions. Place a question mark at the end of the sentence, even though most of the sentence is a statement. **Examples:** _____ _____

Cues	Grammar and Usage Notes
	A complete sentence has three characteristics: 1. It tells a complete thought. 2. It has both a subject and a predicate. 3. It makes the voice drop down at the end of a statement or go up at the end of a question. **Examples:** _____ _____ A fragment is only part of a complete sentence. A sentence fragment is usually a dependent clause (a noun and verb that does not express a complete thought). To fix a sentence fragment, combine the dependent clause with an independent clause to form a complex sentence. **Examples:** _____ _____ A run-on connects independent clauses without expressing a complete thought. When the run-on connects the independent clauses with a comma, it is called a *comma splice*. To fix a run-on, join the independent clauses with a comma-conjunction or semicolon or add a dependent clause to form a compound-complex sentence. **Examples:** _____ _____

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Guided Practice

1. Re-write this sentence correctly: Ian will complete his project won't he?

_____

_____

_____

2. Re-write this sentence correctly: The fireworks were great. Weren't they?

_____

_____

_____

3. Identify the following as a complete sentence, a fragment, or a run-on: Even though we tried to pay attention to details.

Answer: _____

4. Identify the following as a complete sentence, a fragment, or a run-on: Ariel left school early, she did not have a note from her parents.

Answer: _____

5. Identify the following as a complete sentence, a fragment, or a run-on: Because the students failed to follow the rules, the dance was cancelled.

Answer: _____

6. Revise the sentence fragment by combining the fragment with an independent clause. Since the husband had tried to help with the housework. His wife forgave him.

_____

_____

_____

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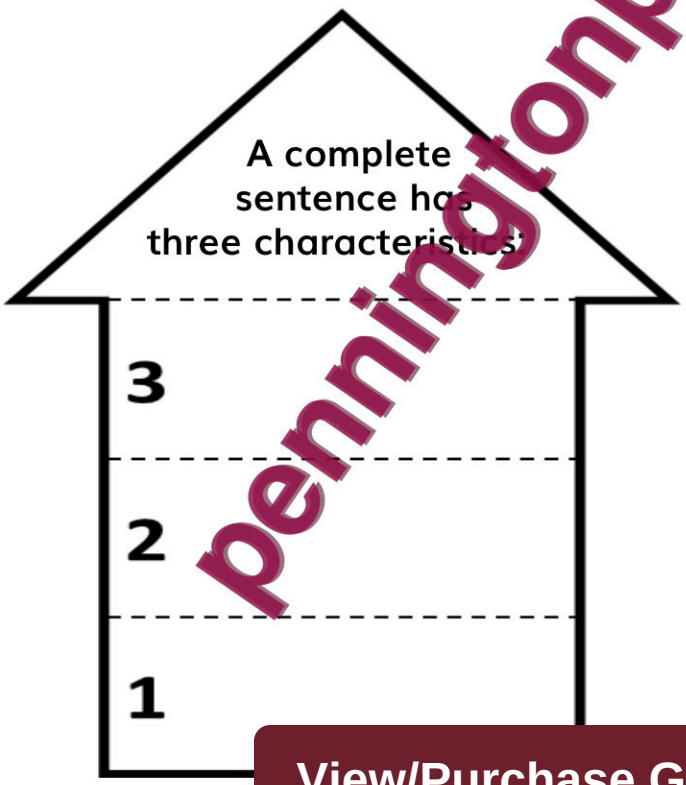
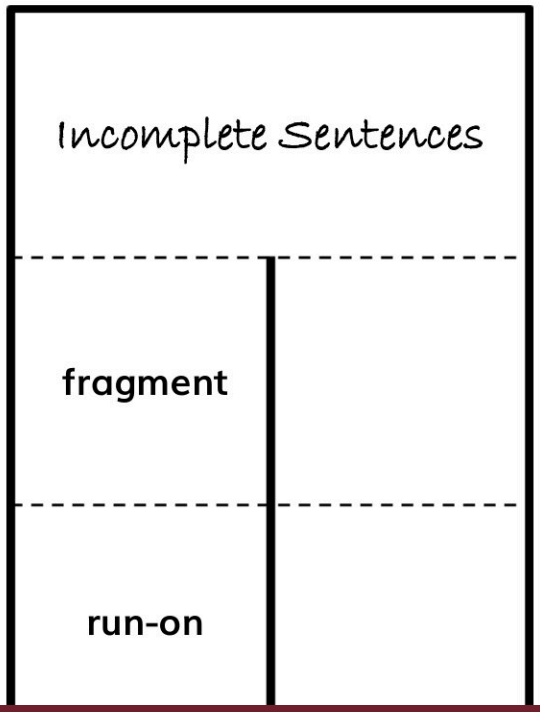
INCORRECT: NORMAN PLAYS THE BANJO HE'S REALLY TALENTED.
CORRECT: NORMAN PLAYS THE BANJO, AND HE'S REALLY TALENTED.

Cartoon Response
How did the cartoonist fix the run-on to form
a complete sentence in the caption?

Writing Application
Write a sentence run-on and then revise it to
form a complete sentence.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. **3.** List the complete sentence characteristics and write a fragment and a run-on on the back of the flaps.





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Cues	Mechanics Notes
	When we talk to a person in our speech or writing, that person is a *noun of direct speech*. The person could be a proper noun or a common noun. Place a comma after nouns of direct speech used at the beginning of a sentence. Place commas before and after nouns of direct speech used in the middle of sentences. Place commas before nouns of direct speech used at the end of sentences. **Examples:** _____ _____ _____

Cues	Grammar and Usage Notes
	English has four basic types of sentence structures: 1. A simple sentence has one independent clause and no dependent clause. **Example:** _____ 2. A compound sentence has two or more independent clauses, but no dependent clauses. **Example:** _____ _____ 3. A complex sentence has an independent clause and at least one dependent clause. **Example:** _____ _____ 4. A compound-complex sentence has two or more independent clauses, and a dependent clause. **Example:** _____ _____

SUMMARY/REFLECTION

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Guided Practice

1. Re-write these sentences correctly: Pedro you should listen to your mother. She knows what's best for you, son.

_____

_____

_____

2. Re-write this sentence correctly: If you would pay attention, Camille I'm sure that you would enjoy the performance.

_____

_____

_____

3. Identify this type of sentence: When I can, I like to help my neighbor with her yard and her shopping.

Answer: _____

4. Identify this type of sentence: Despite the fact that it's cold, I walk the dog, and I always take time to play fetch with him.

Answer: _____

5. Identify this type of sentence: In the morning my dad plans to cut down the oak tree and chop it up for firewood.

Answer: _____

6. Identify this type of sentence: Let's go home and let's build a fire.

Answer: _____

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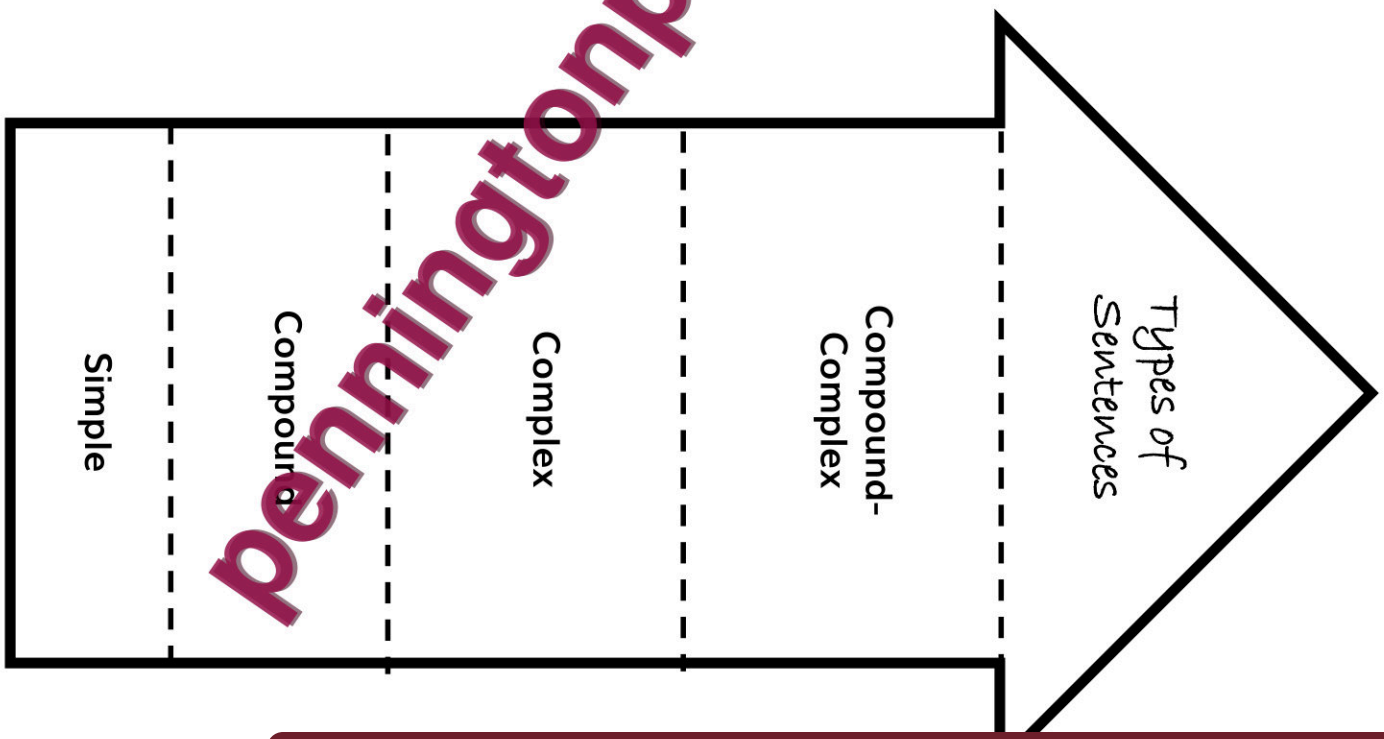
Cartoon Response
Add “and Kiana listens” to the caption to
form a compound sentence.
Add “After the girls eat their lunch” to the
caption to form a complex sentence.
Writing Application
Write your own compound-complex
sentence.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write sentences, using each of these types of sentences, on the back of the flaps.



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Cues	Mechanics Notes
	Use commas after each item in lists, except the last one. Newspapers, magazines, and documents omit the comma before the coordinating conjunction that joins the last item in the list. **Example:** _____ _____

Cues	Grammar and Usage Notes
	Sentences can be classified in four ways: 1. A *declarative* is a statement and ends in a period. **Example:** _____ 2. An *interrogative* is a question and ends in a question mark. **Example:** _____ 3. An *imperative* is a command and ends in a period. **Example:** _____ 4. An *exclamatory* expresses surprise or strong emotion and ends in an exclamation point. **Example:** _____

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Guided Practice

1. Re-write this sentence correctly: At the store I bought two liters of soda, a king-size candy bar and a pack of gum.

_____

_____

_____

2. Re-write this sentence correctly: This year I plan to play baseball soccer, and lacrosse.

_____

_____

_____

3. Identify this type of sentence: What should you do if you get lost on a hike?

Answer: _____

4. Identify this type of sentence: I'm amazed that she doesn't remember!

Answer: _____

5. Identify this type of sentence: Please give me more time to complete the project.

Answer: _____

6. Identify this type of sentence: I've heard it said that the apple doesn't fall far from the tree.

Answer: _____

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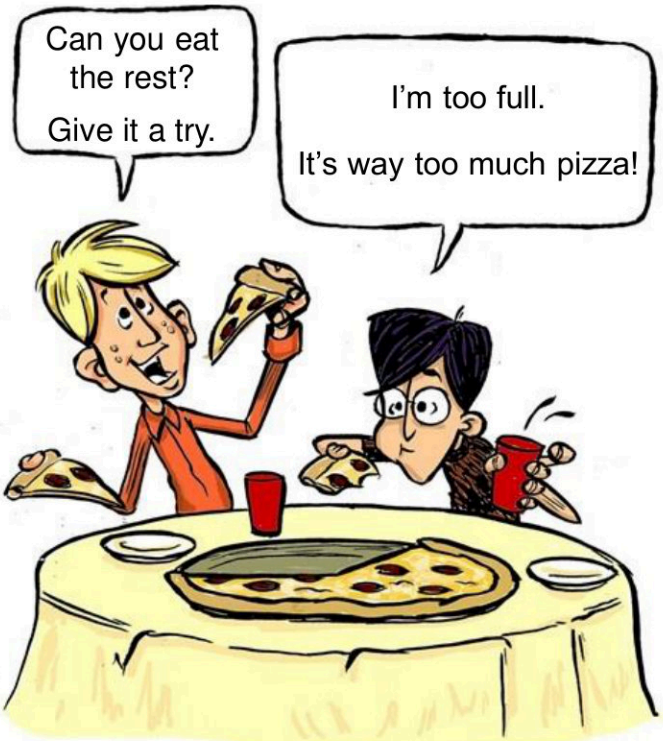
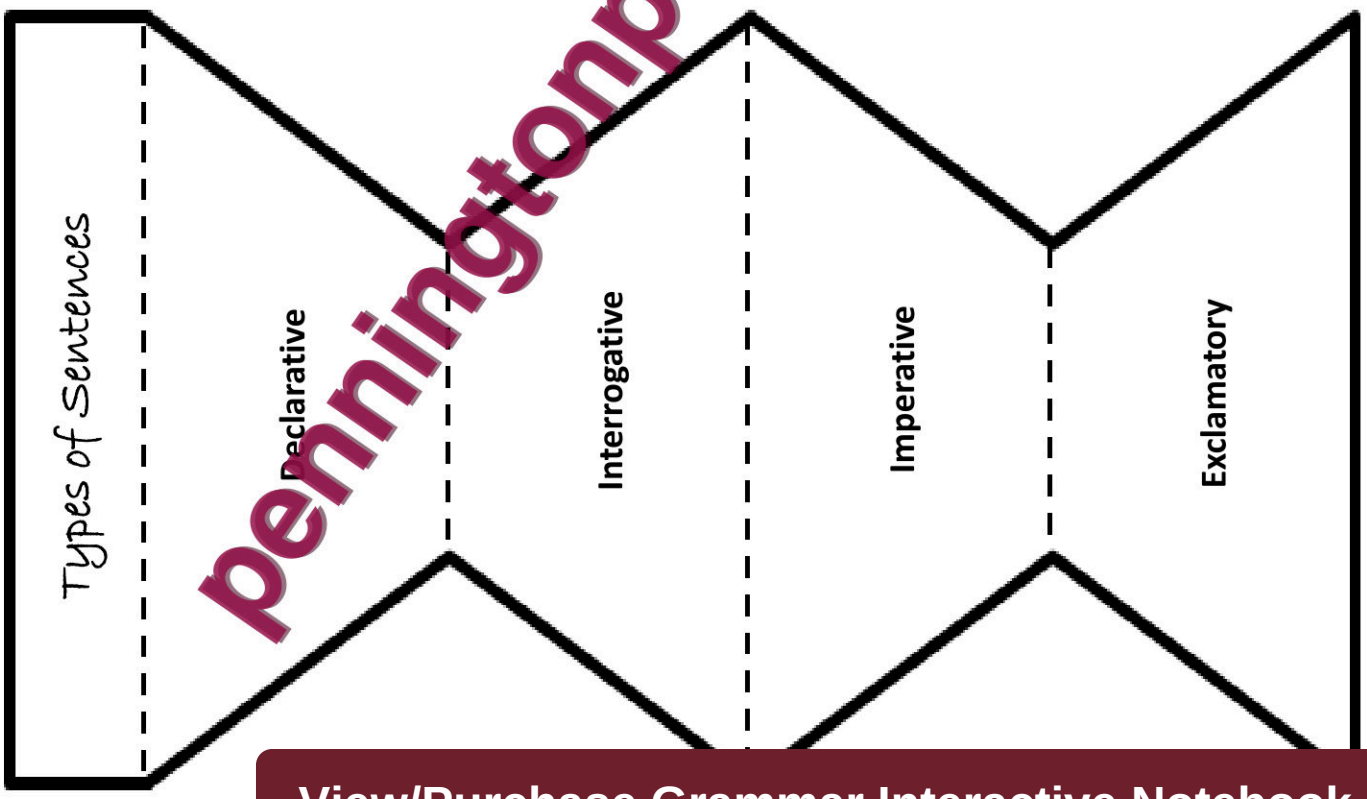


CHUCK AND NORMAN ATE THE PIZZA.

Cartoon Response
Write matching bubble comment sentences:
Declarative:
Interrogative:
Imperative:
Exclamatory:
Writing Application
Write one interrogative sentence and
answer with an exclamatory sentence.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write sentences, using each of these types of sentences, on the back of the flaps.



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Cues	Mechanics Notes
	Use commas after introductory words which receive special emphasis. **Example:** _____ Use comma after introductory words that modify other words in the main clause or to avoid confusion. **Example:** _____ _____ Place a comma after introductory prepositional phrases with more than four words and after each phrase in a prepositional phrase string. **Examples:** _____ _____ _____

Cues	Grammar and Usage Notes
	A noun phrase consists of a named or unnamed person, place, thing, or idea and any words which modify or identify the noun. It acts as a single part of speech and can be referred to with a single pronoun. **Examples:** _____ _____ _____

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Guided Practice

1. Re-write this sentence correctly: Afterwards, we went out for ice cream. Usually I would agree to go.

_____

_____

_____

2. Re-write this sentence correctly: Before the show, I climbed under the ropes beneath the chairs, to get a view of the stage.

_____

_____

_____

3. Re-write the sentence and underline the noun phrase: We sat down next to the dog on the couch.

_____

_____

_____

4. Re-write the sentence and underline the noun phrase: They stayed in the cabin by the lake.

_____

_____

_____

5. Re-write the sentence and underline the noun phrases: Freedom and liberty are such key rights.

_____

_____

_____

6. Re-write the sentence and underline the noun phrases: The mine workers hurried to clean up the muddy mess of the landslide.

_____

_____

_____

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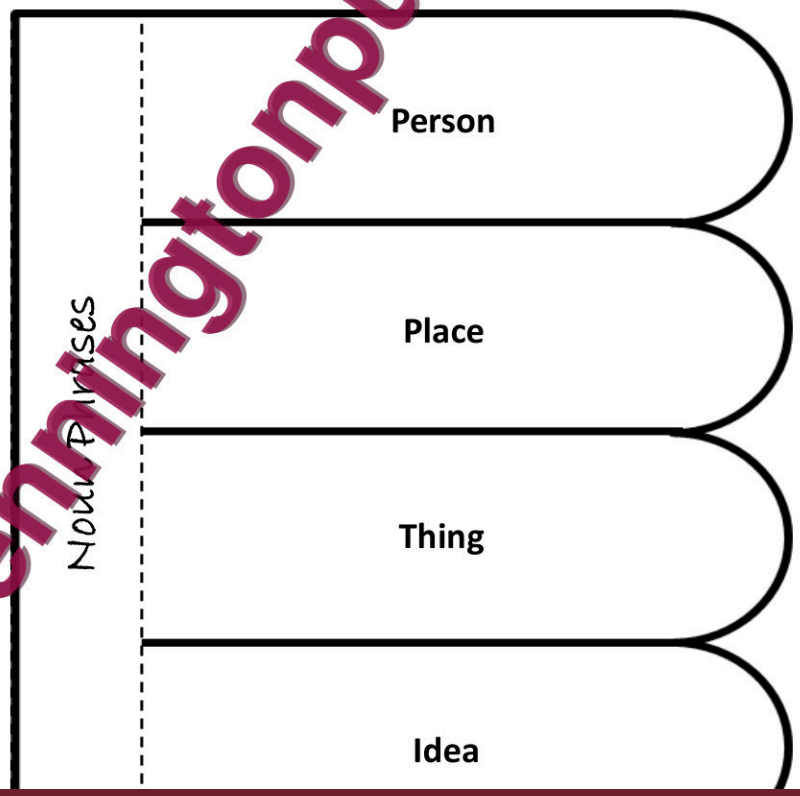
ALL OF CHUCK'S FRIENDS WERE INVITED TO THE PARTY. NONE CAME.

Cartoon Response
Identify the noun phrase in the caption.
Writing Application
Write your own sentence with a noun
phrase.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write sentences, using these types of noun phrases, on the back of the flaps.



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Cues	Mechanics Notes
	Use commas after introductory clauses. An introductory clause is a dependent clause (a noun and connected verb that *does not* express a complete thought). The introductory clause usually begins with a subordinating conjunction and ends with a comma. **Example:** _____ _____ **Subordinating Conjunctions** **BUD IS WISE BUT HOT! AAA WWW** before, unless, despite (in spite of), in order that, so, while, if, since, even though (if), because, until, that, how, once, than, after, although (though), as (as if, as long as, as though), whether, when (whenever), where (wherever)

Cues	Parts of Speech Notes
	A noun clause is one type of a dependent clause and begins with *if*, *how*, *however*, *that*, the "wh" words: *what*, *when*, *where*, *which*, *who*, *whom*, *whose*, *why*, or the "wh"-ever words: *whatever*, *whenever*, *wherever*, *whichever*, *whoever*, or *whomever*. Place a comma following an introductory noun clause if a noun or pronoun follows. **Example:** _____ _____ _____

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Guided Practice

1. Re-write this sentence correctly: Because the movie has some violence, and foul language, it was rated PG-13.

_____

_____

_____

2. Re-write this sentence correctly: After I take a long walk I take an even longer shower.

_____

_____

_____

3. Re-write this sentence correctly and underline the noun clause: Where I should go next, I'm not sure.

_____

_____

_____

4. Re-write this sentence correctly and underline the noun clause: Whichever way you want to go, seems fine with me.

_____

_____

_____

5. Re-write this sentence correctly and underline the noun clause: I would be rich if I had a dollar, for every time I told you.

_____

_____

_____

6. Re-write this sentence correctly and underline the noun clause: Whoever started the fire, will be in some serious trouble.

_____

_____

_____

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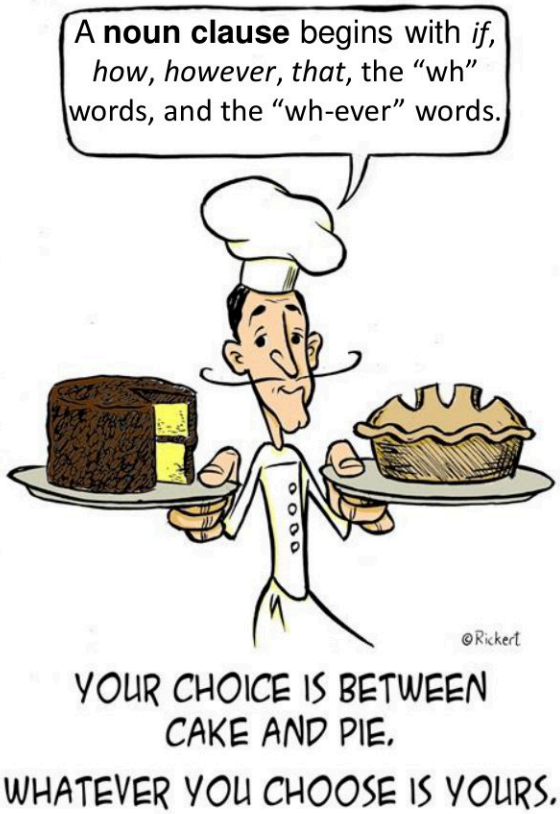
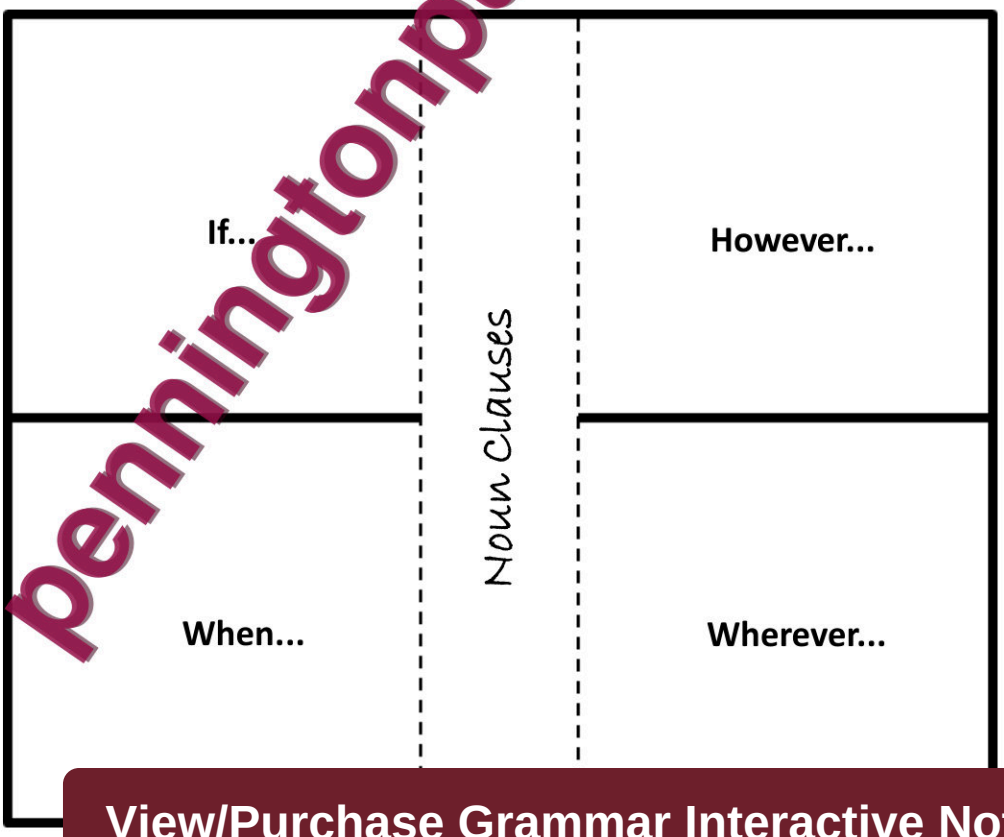


Cartoon Response
Why is there no comma following the noun
clause in the caption?
Writing Application
Write your own sentence beginning with a
noun clause.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write sentences, using these words to begin noun clauses, on the back of the flaps.



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Cues	**Mechanics Notes**
	In dialogue sentences, place commas: After a beginning speaker tag to the left of the quotation marks. **Example:** _____ Before and after a middle speaker tag to the left of both quotation marks. **Example:** _____ _____ Before an ending speaker tag to the left of the quotation marks. **Example:** _____
Cues	**Grammar and Usage Notes**
	A gerund is an "_ing verb" that is used as a noun. **Examples:** _____ _____ A possessive pronoun can connect to a gerund. **Example:** _____ A possessive noun can connect to a gerund. **Example:** _____
SUMMARY/REFLECTION	

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Guided Practice

1. Re-write these sentences correctly: Matt replied, "That's really not funny." I responded "I know, but you did laugh."

_____

_____

_____

2. Re-write this sentence correctly: "If you were ready," she whispered. "We would be half way there by now."

_____

_____

_____

3. Re-write these sentences correctly:
"I wonder why you care" she mumbled.
"She must be hiding something," he added.

_____

_____

_____

4. Re-write these sentences and underline the gerunds:
Writing helps me sort out my thoughts.
However, reading gives me new ones.

_____

_____

_____

5. Re-write the sentence and underline the possessive pronoun. [Bracket] the gerund:
I hear their singing is simply the best of any junior competitors.

_____

_____

_____

6. Re-write the sentence and underline the possessive noun. [Bracket] the gerunds:
Rafael's pitching still keeps those hitless wonders winning.

_____

_____

_____

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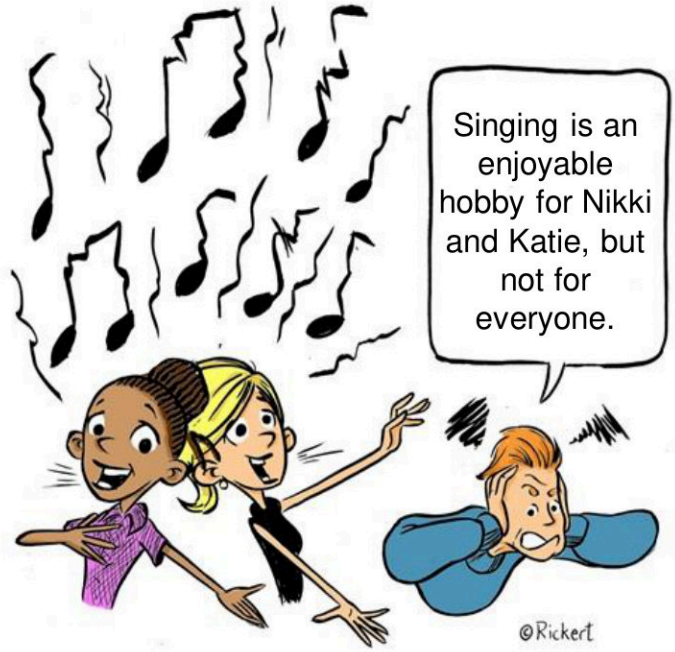
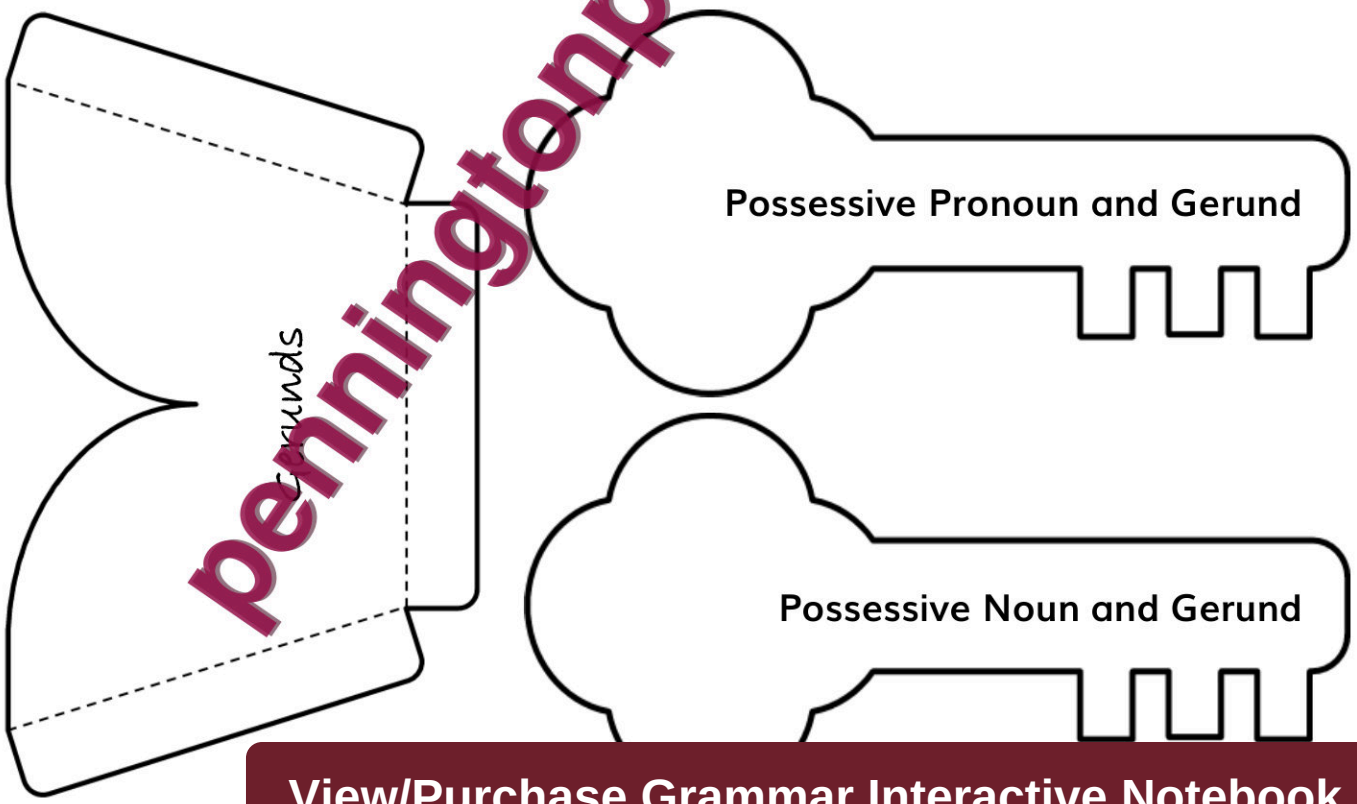


NIKKI AND KATIE ARE SINGING SONGS FROM OPERAS.

Cartoon Response
Identify the gerund in the bubble
comments.
Why isn't "singing" a gerund in the caption?
Writing Application
Write a sentence with a gerund serving as
the subject of the sentence.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. **3.** Write sentences on the back of the keys, using these types of gerunds, and place them in your pocket.



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Cues	Mechanics Notes
	Place a comma before the coordinating conjunction(s) to join independent clauses if one or both of the independent clauses is long and always before *but* or *yet*. If one of the independent clauses has 5 or more words, use the comma. The memory trick **FANBOYS** (For-And-Nor-But-Or-Yet-So) may help you remember the common two or three-letter coordinating conjunctions. **Examples:** _____ _____ _____ _____ _____

Cues	Grammar and Usage Notes
	A gerund phrase is a noun phrase with a gerund serving as the noun. A possessive pronoun can be placed before a gerund phrase. **Example:** _____ _____ A singular possessive noun can connect to a gerund phrase. **Example:** _____ _____

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Guided Practice

1. Re-write these sentences correctly: He enjoys the blues band, so he always attends the show. I want to go, and she does, too.

_____

_____

_____

2. Re-write these sentences correctly: I wish we would attend yet I know we won't go. I shouldn't have left and I knew it.

_____

_____

_____

3. Re-write these sentences correctly: Love is wonderful, but it takes commitment. Love can change people, and often it does.

_____

_____

_____

4. Re-write these sentences and underline the gerund phrases: Staying on top of things requires plenty of time and effort. When walking away from a problem won't work, try running.

_____

_____

_____

5. Re-write the sentence and underline the possessive pronoun. [Bracket] the gerund phrase: Our producing the play turned out to be the wrong decision.

_____

_____

_____

6. Re-write the sentence and underline the singular possessive noun. [Bracket] the gerund phrase: Bob's failing to arrive left us one player short for the game.

_____

_____

_____

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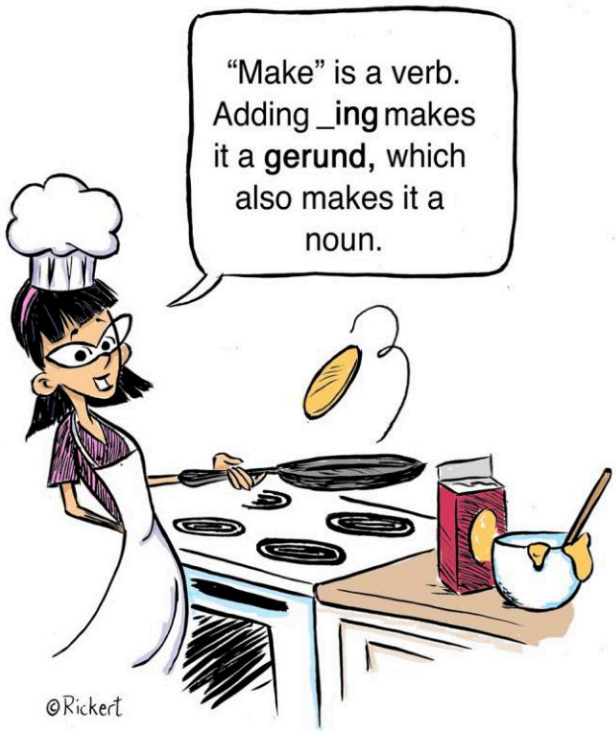
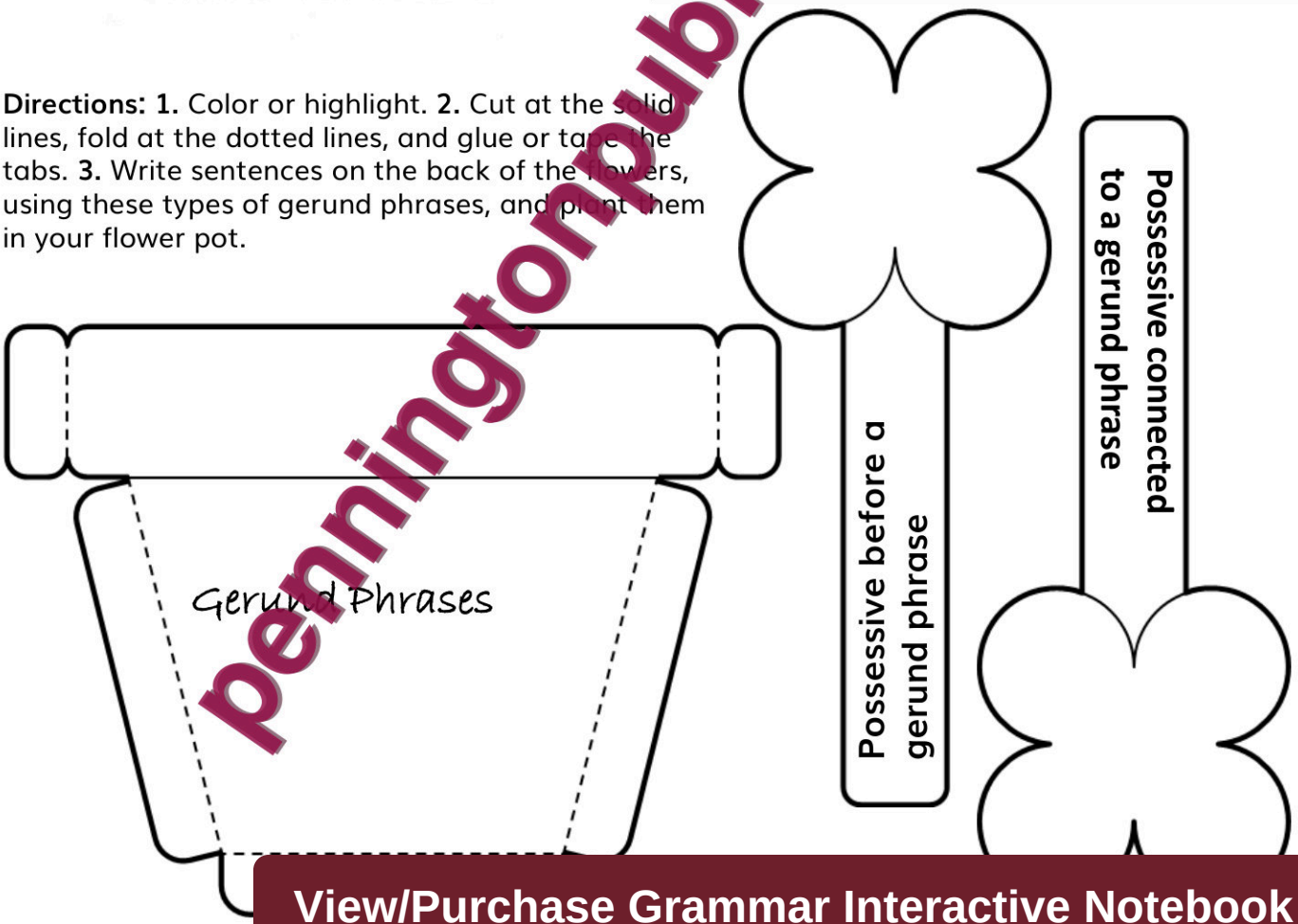


VALERIE ENJOYS MAKING PANCAKES.

Cartoon Response
Identify the gerund phrase in the caption.
Writing Application
Write your own sentence, using a gerund
phrase.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. **3.** Write sentences on the back of the flowers, using these types of gerund phrases, and plant them in your flower pot.



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Cues	Mechanics Notes
	Remember to place a comma after a dependent clause that begins a sentence. Also place commas before and after a dependent clause in the middle of the sentence. Don't place a comma before a dependent clause that ends a sentence. **Examples:** _____ _____

Cues	Grammar and Usage Notes
	Reflexive pronouns end in "self" or "selves" and refer to the subject of a sentence. The reflexive pronoun cannot serve as the subject of the sentence. Reflexive pronouns are necessary to the meaning of the sentence and usually follow verbs or prepositions. **Examples:** _____ _____ _____ _____ _____ Intensive pronouns are used to emphasize subject or object case nouns or pronouns. Unlike reflexive pronouns, removing the intensive pronoun does not change the meaning of the sentence. Intensive pronouns generally follow nouns or pronouns in the sentence and are not separated by commas. These pronouns take the same form as reflexive pronouns **Example:** _____ The two reciprocal pronouns, *each other* and *one another*, are used to describe the same action shared by two or more things or people. Usually, *each other* is used to refer to two people; *one another* is used to refer to more than two people. **Examples:** _____ _____

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Guided Practice

1. Re-write these sentences correctly: Before I leave I'll need to eat. Unless Paul releases the rope, you will have to stay where you are.

_____

_____

_____

2. Re-write this sentence correctly: I enjoy playing guitar, even if I don't practice enough and I'm not that talented.

_____

_____

_____

3. Re-write this sentence correctly: The cat crawled away, despite the fact that she was severely injured.

_____

_____

_____

4. Re-write the sentence and underline the reflexive pronouns:

_____

_____

_____

5. Re-write the sentence and underline the intensive pronouns:

_____

_____

_____

6. Re-write this sentence correctly: Ariel, Misty, and Jillian do enjoy each other's company.

_____

_____

_____

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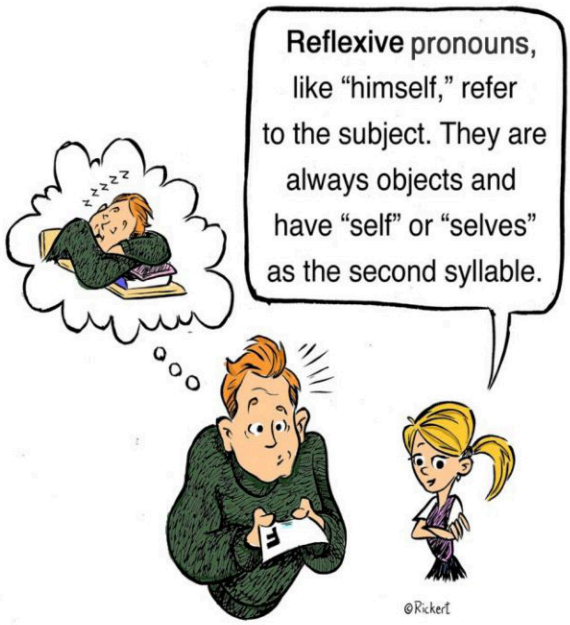
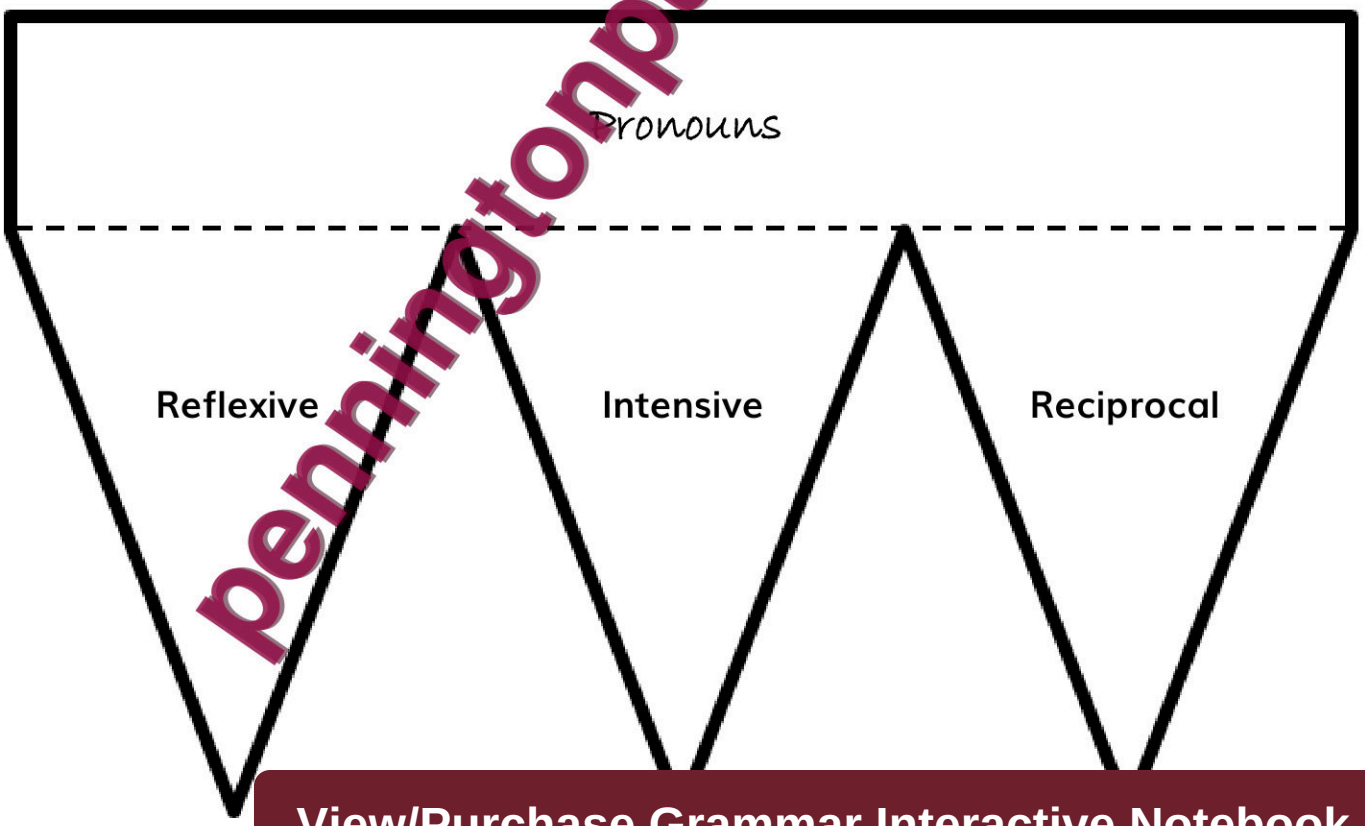


WAYNE BLAMED HIMSELF FOR HIS POOR TEST GRADE.

Cartoon Response
How does the reflexive pronoun refer to the
subject in the caption?
Writing Application
Write a sentence or two with a reflexive and
an intensive pronoun.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write a sentence, using each type of pronoun, on the back of the flaps.



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Cues	Mechanics Notes
Transition words in writing are followed by commas. Check out this list of writing transition words: http://bit.ly/2q58UgE	Place commas following transitions or contrasts at the beginning of a sentence. **Examples:** _____ _____ Place commas before and after parenthetical expressions used in the middle of a sentence or before a parenthetical expression used at the end of a sentence. **Example:** _____ _____

Cues	Grammar and Usage Notes
	An indefinite pronoun does not refer to a specific noun. Indefinite pronouns ending in "_body" or "_one" are singular. **Examples**: _____ _____ These indefinite pronouns are plural: *both*, *few*, *many*, and *several*. Indefinite pronouns that express quantity or measurement may be singular or plural depending upon the surrounding word clues. **Examples**: _____ _____

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Guided Practice

1. Re-write these sentences correctly: Furthermore, the movie was not over. Although you could have waited for me.

_____

_____

_____

2. Re-write these sentences correctly: Moreover I could have won probably if I wanted to do so. However, I did not.

_____

_____

_____

3. Re-write the sentence and underline the indefinite pronouns: Everybody is here, but no one is there.

_____

_____

_____

4. Re-write the sentence and underline the indefinite pronouns: All are helping the teacher, but few seems to know what they are doing.

_____

_____

_____

5. Re-write the sentence and underline the indefinite pronouns: Several remains behind the curtain, but everyone takes a bow at the end of the performance.

_____

_____

_____

6. Re-write these sentences and underline the indefinite pronouns: Half of them show up for all of my parties. None of the class help clean up the mess afterwards.

_____

_____

_____

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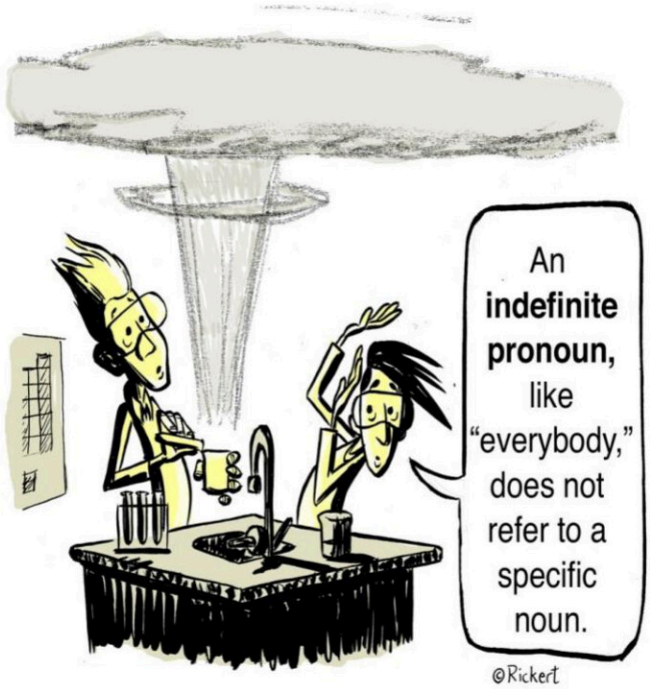
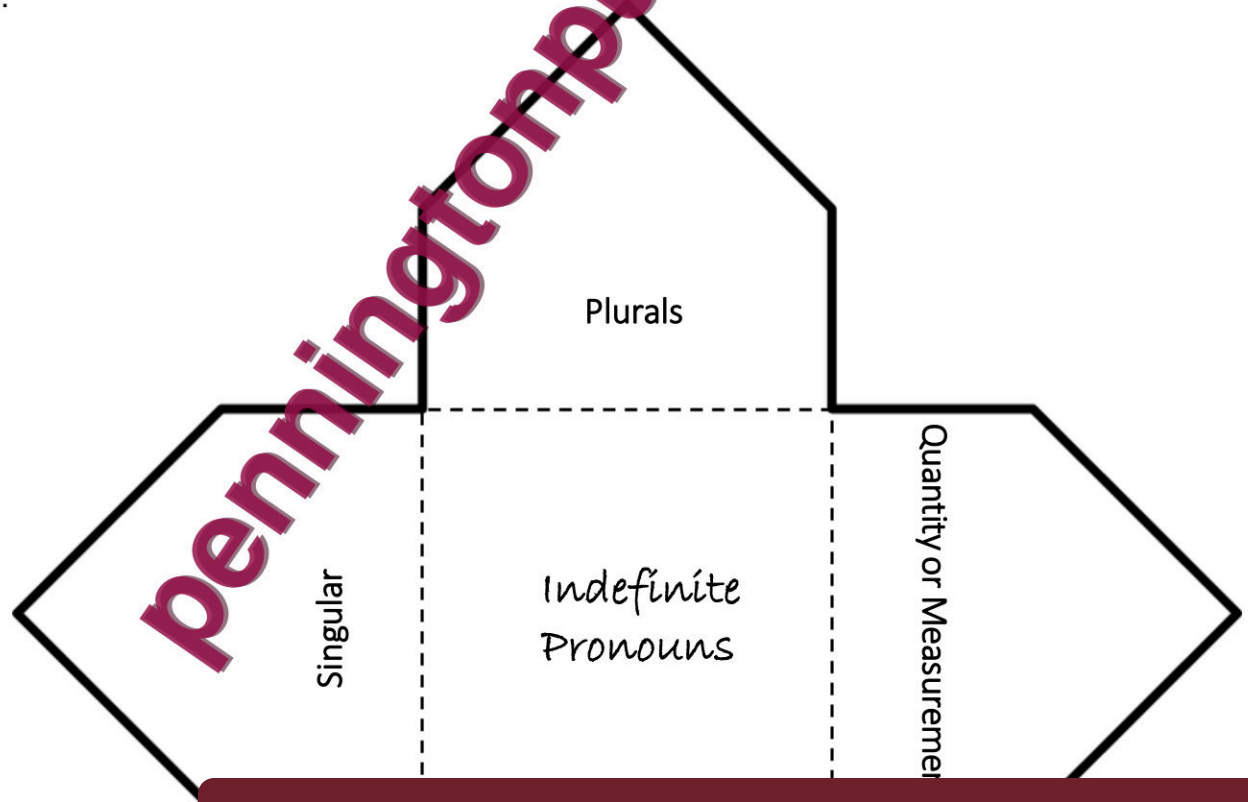


EVERYBODY SHOULD WEAR GOGGLES IN THE SCIENCE LAB.

Cartoon Response
To whom does the indefinite pronoun refer?
Writing Application
Write a sentence with a singular indefinite
pronoun and a plural indefinite pronoun.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write three examples for each type of indefinite pronoun on the back of the flaps.



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Cues	Mechanics Notes
	To determine whether adjectives are coordinate adjectives, try placing the word *and* between the adjectives. Second, try reversing them. If, the phrases sound fine both ways, the adjectives are coordinate adjectives and require commas between each. **Examples:** _____ _____

Cues	Grammar and Usage Notes
	A pronoun must clearly and specifically refer to just one noun or pronoun (the antecedent). Generally, the pronoun refers to the noun or pronoun immediately before the pronoun. **Examples:** _____ _____ To avoid pronoun antecedent problems: 1. Keep pronouns close to their references or use synonyms. 2. Don't have a pronoun refer to the object of a prepositional phrase. **Examples:** _____ _____ **Revision:** _____ _____ 3. Don't have a pronoun refer to a possessive antecedent. **Examples:** _____ _____ **Revision:** _____ _____

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Guided Practice

1. Re-write this sentence correctly: Bill jumped into the large, deep, swimming pool.

_____

_____

_____

2. Re-write this sentence correctly: She wore a green silk scarf over her black, v-neck sweater.

_____

_____

_____

3. Re-write this sentence correctly: Let's order a pizza with red peppers, black olives and ranch dressing.

_____

_____

_____

4. Re-write this sentence correctly: The company of soldiers was lined up in their proper position.

_____

_____

_____

5. Re-write these sentences correctly: Are theirs the dark chocolate bars? They might be.

_____

_____

_____

6. Re-write this sentence correctly: The ants' hill was next to the fence post, but I still had to paint it.

_____

_____

_____

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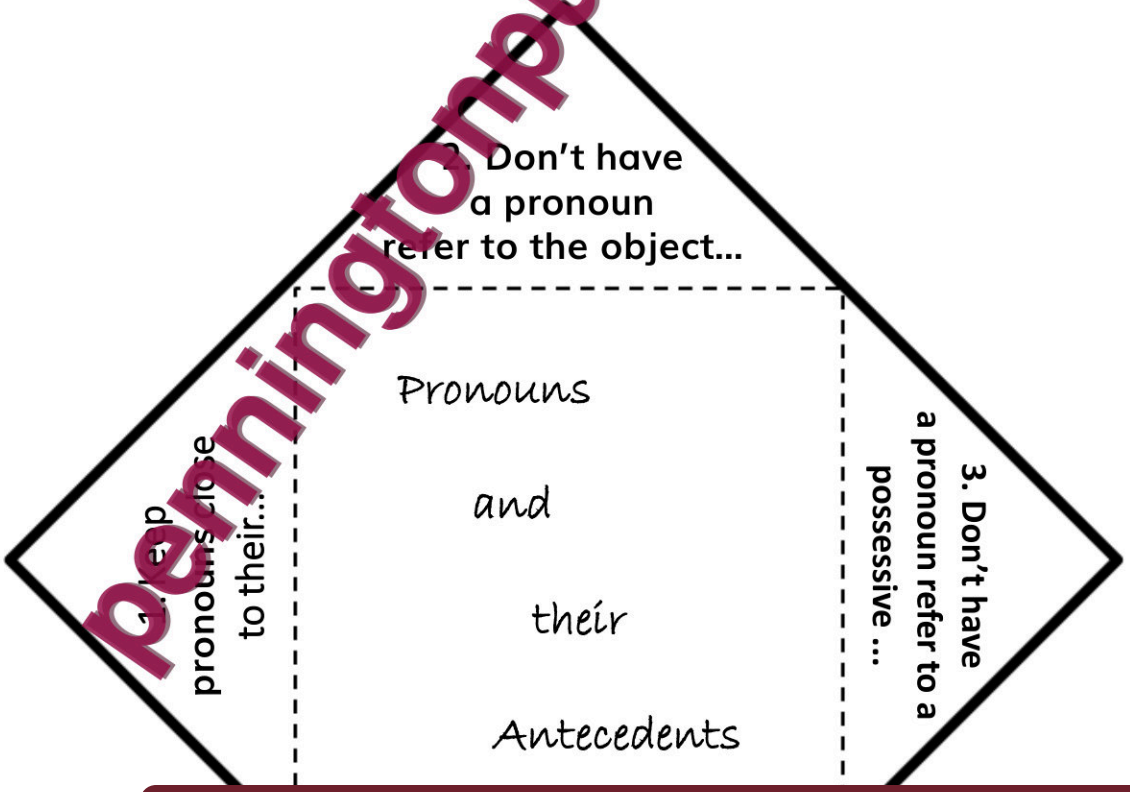
Cartoon Response
To which word does the cartoonist intend to
reference with the "it" pronoun in the
caption? To which word might "it" also
refer?
Writing Application
Write a sentence with a clear pronoun
antecedent relationship.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Finish the sentences on the back of each flap.



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Cues	Mechanics Notes
	Hierarchical adjectives build upon each other with different levels or degrees to modify the same noun. Hierarchical adjectives are not separated by commas. If the adjectives make no sense when placing the word *and* between them or reversing their order, the adjectives are hierarchical. **Example:** _____ _____

Cues	Grammar and Usage Notes
	A personal pronoun must match singular pronouns to singular nouns or pronouns and plural pronouns to plural nouns or pronouns. **Example:** _____ **Revision:** _____ Often number errors are made when trying to avoid gender-specific pronouns. Revise by making the antecedent nouns plural. **Example:** _____ **Revision:** _____ Or revise the sentence without the pronouns. **Revision:** _____ A personal pronoun must also be in the same person as its antecedent. Pronouns are in the first, second, or third person. Revise pronoun person problems by matching the pronoun person to its antecedent. **Example:** _____ **Revision:** _____

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: Lois was a smart, happy woman, but she was the worst dressed, employee at her workplace.

_____

_____

_____

2. Re-write this sentence correctly: The band concert was well-attended, crowd-pleasing, fun and as good as the last, spring concert.

_____

_____

_____

3. Re-write this sentence to avoid using the gender pronoun by changing the singular pronoun antecedent to a plural noun: Everybody in class has his own ideas about the party.

_____

_____

_____

4. Re-write this sentence correctly by removing the pronoun reference: Parents should pick up her fundraising packets after school.

_____

_____

_____

5. Re-write this sentence correctly: Anyone should know your solo part by now.

_____

_____

_____

6. Re-write this sentence correctly: Robert has their own ideas about decorating his room.

_____

_____

_____

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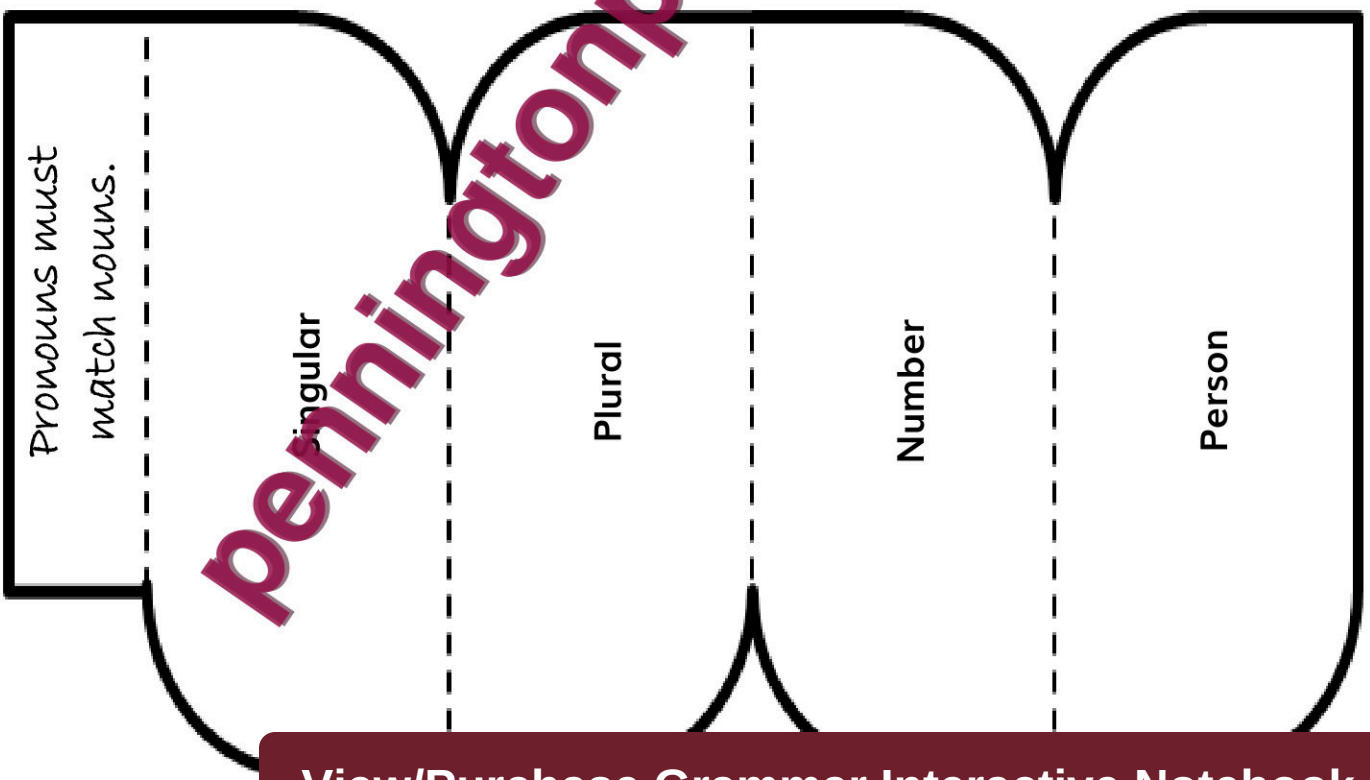
Cartoon Response
To whom does the "their" refer to in the
bubble comments?

Writing Application
Revise this sentence by making the subject
and pronoun plural: Everyone has his own
ideas.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write sentences, using the following types of pronouns, on the back of each flap.



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Cues	Mechanics Notes
	An appositive is a noun, pronoun, or noun phrase that identifies or explains another noun or pronoun before or after it. If the appositive is non-essential to the meaning of the sentence, commas, parentheses, or dashes are used to signal and separate this identification or explanation. **Examples:** _____ _____ If the appositive is essential to the meaning of the sentence, no punctuation is used. **Example:** _____

Cues	Grammar and Usage Notes
	Four types of vague pronoun references have pronouns which do *not* clearly identify their antecedents: 1. Demonstrative pronouns (*this*, *that*, *these*, or *those*) are used on their own without a clear location. Revise by adding a noun following the pronoun. **Example:** _____ 2. More than one antecedent could match the pronoun. Revise by repeating the noun. **Example:** _____ _____ _____ 3. The antecedent is an adjective. Revise by changing the antecedent from an adjective to a noun. **Example:** _____ _____ 4. The pronoun has no antecedent. Revise by adding the antecedent. **Example:** _____ _____

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: The gentleman the one in the black raincoat, waited outside of the store.

_____

_____

_____

2. Re-write this sentence correctly: Myra Bannecker (the famous) English ballerina performed for the queen.

_____

_____

_____

3. Re-write this sentence correctly: The rock star, Bruce Springsteen sold out three concerts.

_____

_____

_____

4. Re-write this sentence correctly: I love art galleries, especially paintings. This seems to be from the Italian artists.

_____

_____

_____

5. Re-write this sentence correctly: The books were already on the students' desks, but we didn't need them.

_____

_____

_____

6. Re-write this sentence correctly: I asked to speak to Maribel's father, but she would not talk to me.

_____

_____

_____

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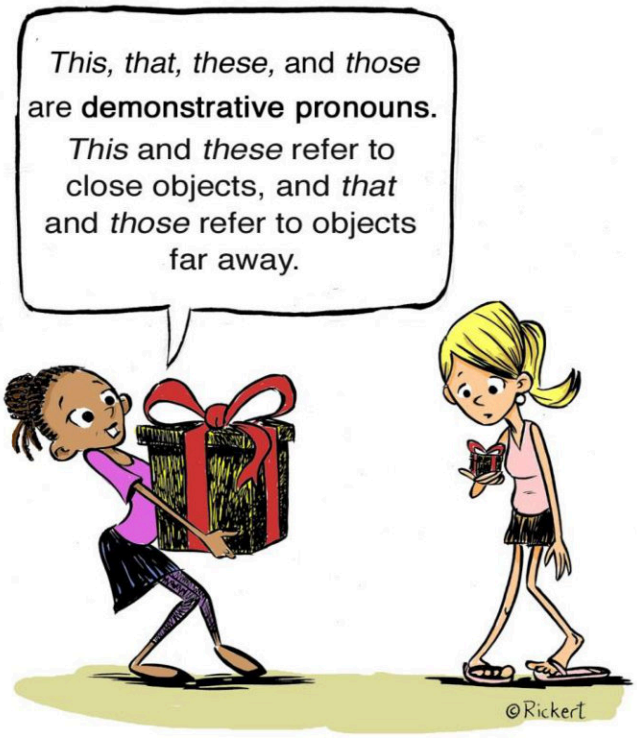

THIS IS MY PRESENT.
THAT IS YOURS.

Cartoon Response
Identify the demonstrative pronouns in the
caption. Why does each clearly reference the
different presents?
Writing Application
Write your own sentence with two
demonstrative pronouns.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write sentences, using these types of vague pronoun references, on the back of the flaps.

Vague Pronoun References

1. Demonstrative pronouns (this, that, these, or those) are used on their own without a clear location.

2. More than one antecedent could match the pronoun.

3. The antecedent is an adjective.

4. The pronoun has no antecedent.

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Cues	Mechanics Notes
	The relative pronouns *who*, *whom*, *whose*, and *which*, but not *that*, begin nonrestrictive relative clauses. Use commas to set off nonrestrictive relative clauses from the noun or pronoun before the clause. **Example:** _____ _____

Cues	Grammar and Usage Notes
	Nonrestrictive relative clauses serve as adjectives to modify the preceding noun or pronoun, but they do *not* limit, restrict, or define the meaning of that noun or pronoun. The clause could be removed without changing the basic meaning of the sentence. The relative pronouns *who*, *whom*, *whose*, and *which*, but not *that*, begin nonrestrictive relative clauses. The *who* is a subject case pronoun and refers to a specific person. **Example**: _____ _____ The *whom* is an object case pronoun and also refers to a specific person. **Example**: _____ _____ The *whose* is a possessive case pronoun. **Example**: _____ _____ The *which* pronoun refers to a specific thing. **Example**: _____ _____

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Guided Practice

1. Re-write this sentence correctly: The teacher whose article was published in the New York Times, was thrilled.

_____

_____

_____

2. Re-write this sentence correctly: That chocolate layer cake, which I want to order is delicious.

_____

_____

_____

3. Re-write this sentence correctly: Joshua and Curtis whom we know, plan on leaving as soon as the show is over.

_____

_____

_____

4. Re-write this sentence correctly: The girl, whose would not stop talking, sat down right behind us in the movie theater.

_____

_____

_____

5. Re-write this sentence correctly: The boy, which liked the red-haired girl, was the one who arrived early but left late.

_____

_____

_____

6. Re-write this sentence correctly: That man, who left town, who went to Chile, and which disappeared, is back.

_____

_____

_____

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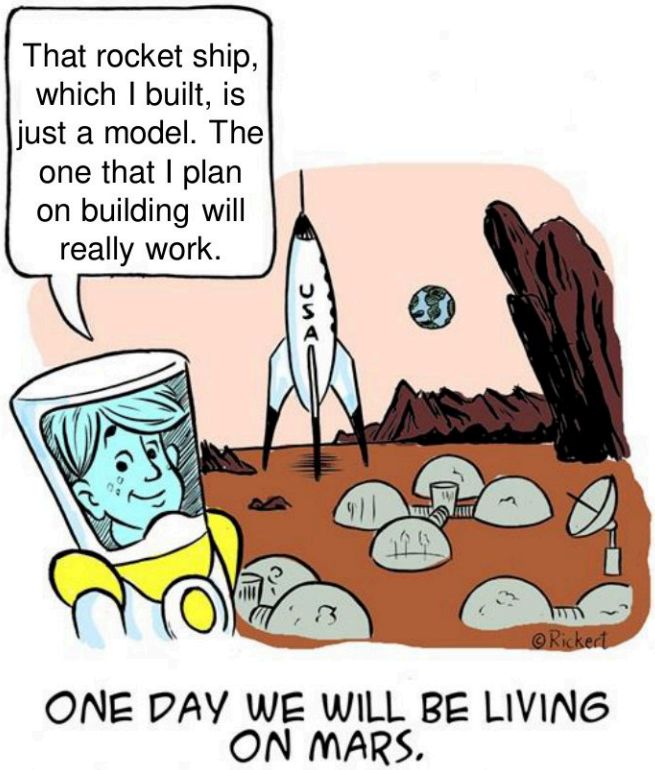
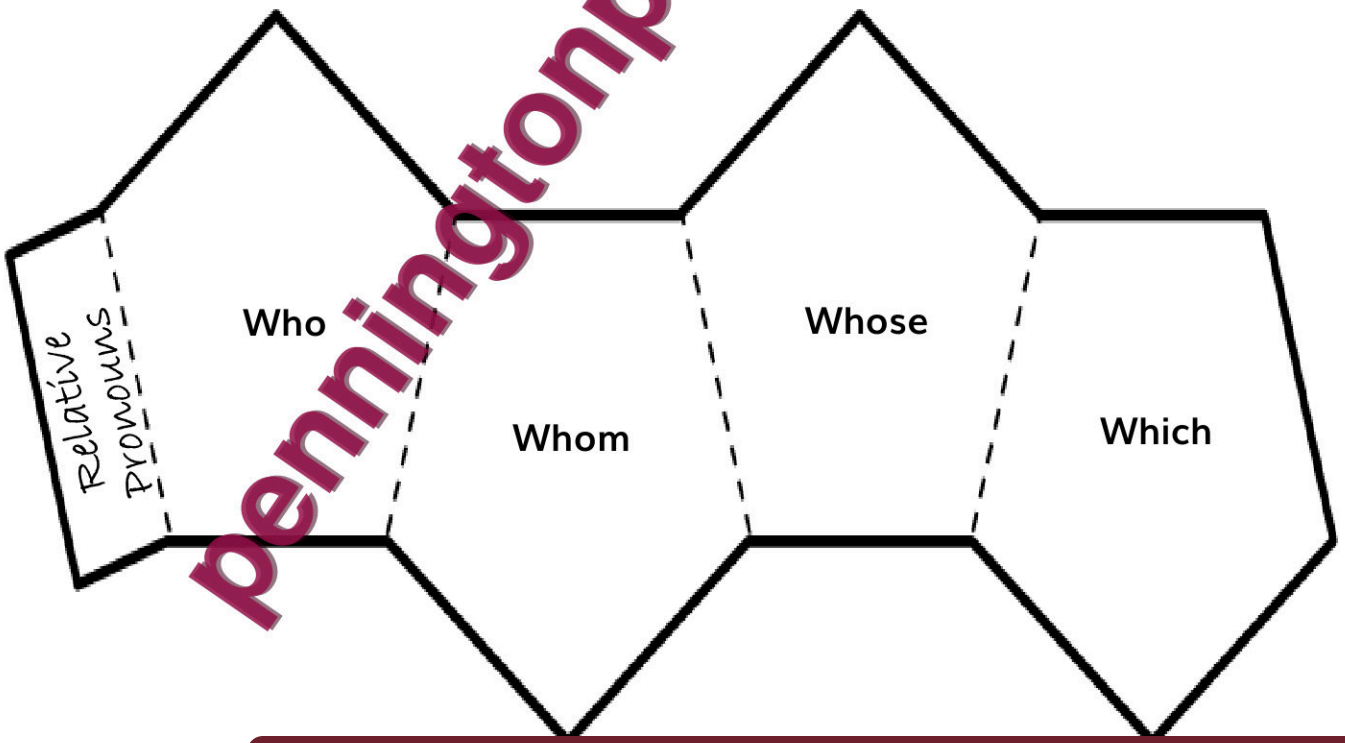


Cartoon Response
Identify the nonrestrictive relative clause in
the caption. Explain why the relative clause
does *not* limit, restrict, or define the meaning
of the noun.
Writing Application
Write your own sentence with a different
relative pronoun beginning a nonrestrictive
clause.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write an example sentence, using nonrestrictive clauses for each relative pronoun, on the back of the flaps.



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Cues	Mechanics Notes
	The relative pronouns *who*, *whom*, *whose*, and *that*, but not *which* introduce restrictive clauses. Do *not* use commas, dashes, or parentheses to set off restrictive relative clauses from the noun or pronoun before the clause. **Examples:** _____ _____

Cues	Grammar and Usage Notes
	Restrictive relative clauses serve as adjectives following a noun to limit, restrict, or define the meaning of that noun. The clause could *not* be removed without affecting the basic meaning of the sentence. A restrictive relative clause begins with the relative pronouns *who*, *whom*, *whose*, and *that*, but not *which*. The *who* refers to a specific person or group of people. **Example**_____ The *whom* is an object case pronoun and also refers to a specific person. **Example**_____ The *whose* is a possessive case pronoun. Be careful not to confuse *whose* with the contraction *who's*. **Example**_____ The *that* refers to things or people in general. **Example**_____

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: The child, who sits up front needs your help.

_____

_____

_____

2. Re-write this sentence correctly: A medal that I won in second grade, was for second place.

_____

_____

_____

3. Re-write this sentence correctly: The student who's house was destroyed in the flood came back to school today.

_____

_____

_____

4. Re-write this sentence correctly: The mean waiter which served us was also rude.

_____

_____

_____

5. Re-write this sentence correctly: My friend who we all know is ill.

_____

_____

_____

6. Re-write this sentence correctly: No team which I like is playing tonight.

_____

_____

_____

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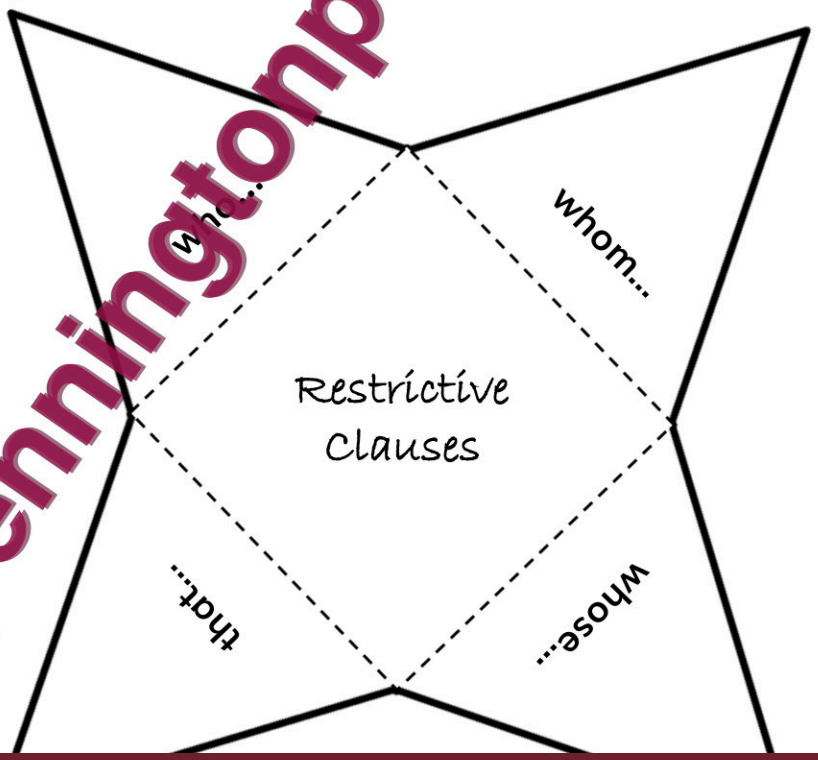
Cartoon Response
Identify the restrictive relative clause in the
comment bubble. How does the relative
clause limit, restrict, or define the meaning
of the noun?
Writing Application
Write your own sentence with a different
relative pronoun beginning a restrictive
clause.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write an example sentence, using restrictive clauses for each relative pronoun, on the back of the flaps.



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Cues	Mechanics Notes
	When using dialogue or a direct quotation, the first word of a complete sentence must be capitalized, even if it is in the middle of a sentence. **Example:** _____ Dialogue and direct quotations are not capitalized if they are only part of a sentence. **Example:** _____ _____ Both parts of a divided quotation are enclosed within quotation marks. The first word of the second part is not capitalized unless it begins a new sentence. **Example:** _____

Cues	Grammar and Usage Notes
	An adjective that follows a linking verb to describe a preceding noun or pronoun is called a *predicate adjective*. **Example:** _____ Because predicate adjectives serve as objects, they often include modifiers to form adjectival phrases. An adjectival phrase consists of more than one adjective and a connected noun or pronoun that acts as a single part of speech. **Example:** _____

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: Ray did say, "they left early."

_____

_____

_____

2. Re-write this sentence correctly: I should have guessed that it "Had to happen that way."

_____

_____

_____

3. Re-write this sentence correctly: "That movie, my aunt said, was really scary."

_____

_____

_____

4. Re-write the sentence and underline the predicate adjectives in these sentences: Suzanne is beautiful and she is kind-hearted. Tom, however, seems mean and self-centered.

_____

_____

_____

5. Re-write the sentence and underline the predicate adjectives in these sentences: Something smells funny and it's not my cooking. He appears qualified, but I have my doubts.

_____

_____

_____

6. Re-write the sentence and underline the adjectival phrases in these sentences: Our teacher was a perfect role model. She was a true mentor to her students.

_____

_____

_____

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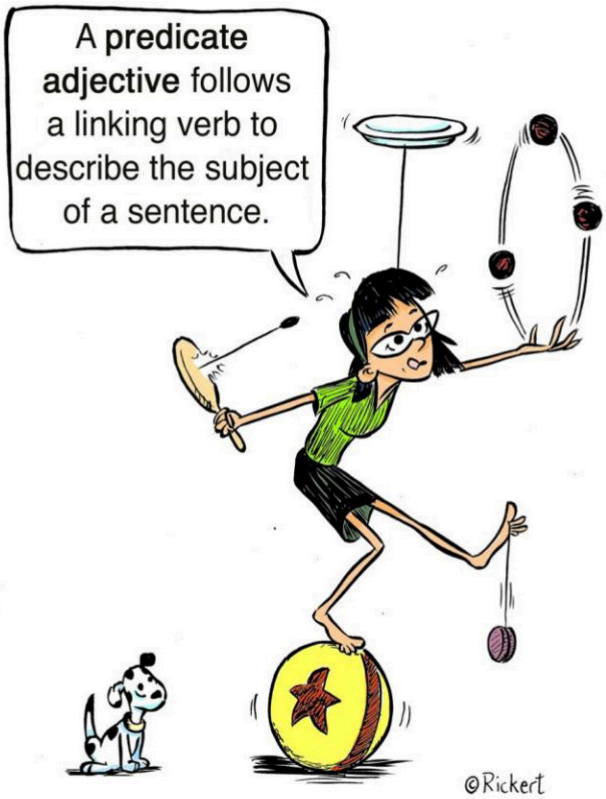
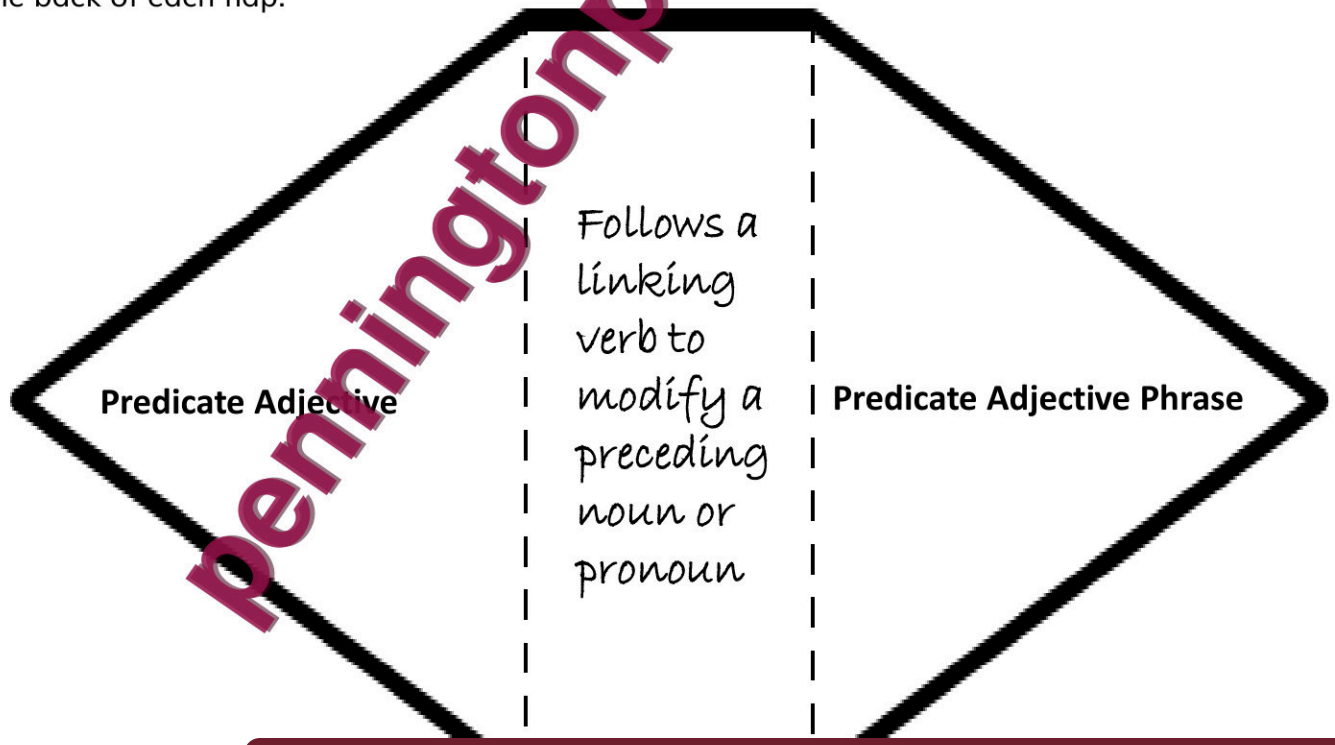


VALERIE IS TALENTED.

Cartoon Response
Identify the linking verb and the predicate
adjective in the caption.

Writing Application
Identify the linking verb and the predicate
adjective in the caption.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write examples of the predicate adjective and predicate adjective phrase on the back of each flap.



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Cues	Mechanics Notes
	Question marks go inside (to the left of) the quotation marks if they are part of the quoted sentence, but outside (to the right of) the quotation marks if you, the writer, ask a question about the quotation. **Example:** _____ _____

Cues	Grammar and Usage Notes
	When used as a verb form, a regular past participle consists of a linking or helping verb, which determines the verb tense, + the base form of a verb + an "__ed" ending. The past participle indicates a completed action. **Examples:** _____ However, many past participles end in "__d," "__t," or "__en." **Examples:** _____ A past participle can also function as an adjective to indicate a condition with or without a linking or helping verb. **Example:** _____

SUMMARY/REFLECTION

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Guided Practice

1. Re-write these sentences correctly: Did he say, "Global warming will continue." Did she say, "Humans caused these problems"?

_____

_____

_____

2. Re-write these sentences correctly: "Why should we wait"? she asked. His mom complained, "How can we help her"?

_____

_____

_____

3. Re-write the sentence and underline the past participles: My dad had swept all the floors and had dusted each of the lampshades.

_____

_____

_____

4. Re-write the sentence and underline the past participles: Has Aunt Jane spoken to you about what the girls have planned to do for her party?

_____

_____

_____

5. Re-write the sentence and underline the past participles: Proven wrong, he still had insisted on continuing the discussion.

_____

_____

_____

6. Re-write the sentence and underline the past participles: Abandoned, the poor little puppy had slept under the dumpster in the alley.

_____

_____

_____

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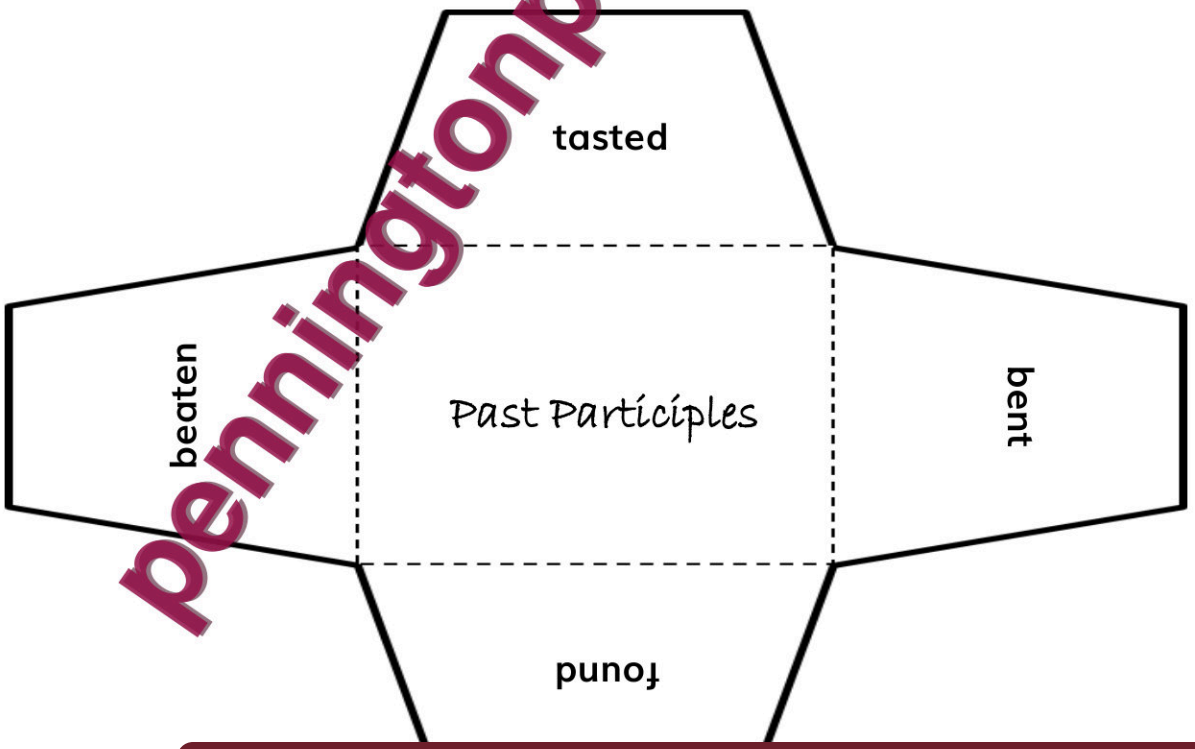
IT SNOWED FOR THREE DAYS. EXCITED, WE BUILT SNOW FORTS AND BEGAN OUR SNOWBALL FIGHT.

Cartoon Response
Why is "snowed" a simple past tense verb
not a past participle?
Writing Application
Write your own sentence or two with one
past participle serving as an adjective and
one past participle serving as a verb.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write sentences, using each of these past participles, on the back of the flaps.



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Cues	Mechanics Notes
	An ellipsis is punctuated as three periods (...) and is used in direct quotations to delete unnecessary parts of the quotation. The ellipsis is also used as a "thinking pause" in stories. When ending a sentence, don't add on the additional period. Also, add on a space after the ellipsis before the next word or punctuation. **Example:** _____ _____

Cues	Grammar and Usage Notes
	When used as a verb form, a regular past participial phrase consists of a linking or helping verb + the base form of a verb + and "__ed" ending + related words to indicate a completed action. **Examples:** _____ _____ The architect had carefully designed the home. However, many past participles end in "__d," "__t," or "__en." **Examples:** _____ _____ _____ A past participial phrase can also function as an adjective to indicate a condition with or without a linking or helping verb. **Example:** _____ _____

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: The author claims that "...Over 2,300 refugees died at sea ... " (Crain 23).

_____

_____

_____

2. Re-write this sentence correctly: "I've been thinking-We shouldn't judge her too harshly," she said.

_____

_____

_____

3. Re-write the sentence and underline the past participial phrase: The workers had carelessly chosen the wrong building materials.

_____

_____

_____

4. Re-write the sentence and underline the past participial phrase: All three children had barely lost in the final round of the spelling bee.

_____

_____

_____

5. Re-write the sentence and underline the past participial phrase: Harry has already said that he doesn't expect to return to school.

_____

_____

_____

6. Re-write the sentence and underline the past participial phrase: Beaten by a lesser team, the Los Angeles Dodgers changed their management.

_____

_____

_____

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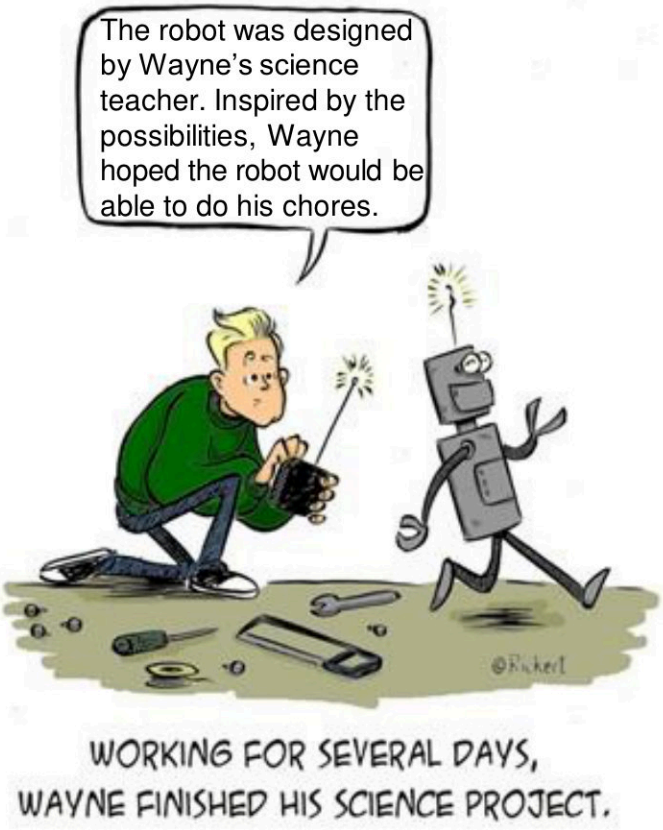
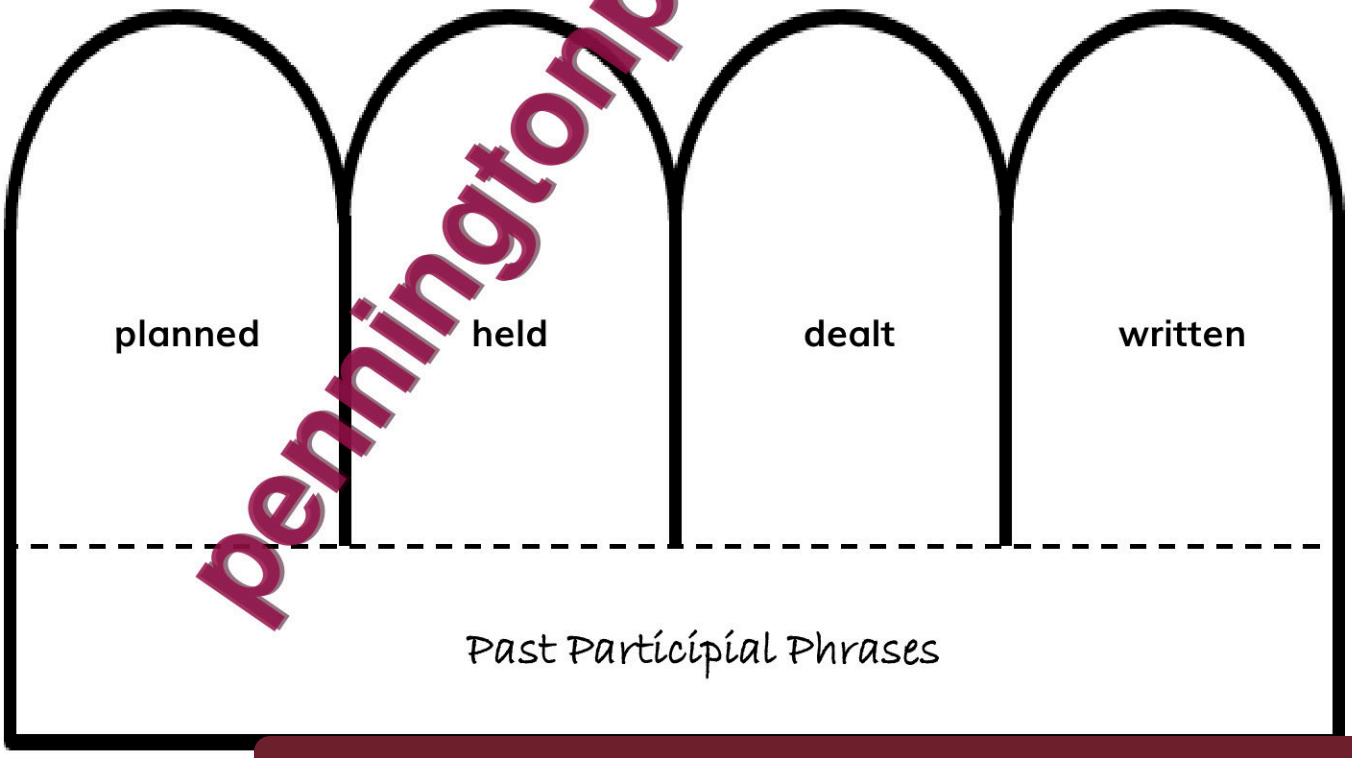


Cartoon Response
Identify the past participial phrases in the
comment bubble:
Used as a verb–
Used as an adjective–
Writing Application
Write one sentence with a past participial
phrase as a verb form and another with the
past participial phrase serving as an
adjective.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted line, and glue or tape the tab. **3.** Write sentences, using these past participles, on the back of each flap.



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Cues	Mechanics Notes
	When quotations or quoted titles are placed within quoted speech, use single quotation marks ('__') at the beginning and end of the inside quotations. Use double quotation marks ("__") at the beginning and end of the entire quotation. **Example:** _____ _____ _____

Cues	Grammar and Usage Notes
	A present participle adds an "__ing" onto the base form of a verb to indicate a continuous action or condition. A present participle is preceded by a linking verb when used as a verb form. The linking verbs indicate past, present, or future tense. **Examples:** _____ _____ A present participle can also function as an adjective with or without a linking verb. **Example:** _____ _____

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: The Pledge of Allegiance states, "Our country is "indivisible, with liberty and justice for all.'"

_____

_____

_____

2. Re-write this sentence correctly: "We closed the ceremony by singing 'America the Beautiful,' reported the business owner.

_____

_____

_____

3. Re-write this sentence correctly, using the present participle: My mom and dad were listened to every word that my brother said.

_____

_____

_____

4. Re-write this sentence correctly, using the present participle: The parents is waiting in the parking lot for the bus to arrive.

_____

_____

_____

5. Re-write this sentence correctly, using the present participle: We will be asking you earlier for your help.

_____

_____

_____

6. Re-write this sentence correctly, using the present participle: Trotted, the horse and rider came into view.

_____

_____

_____

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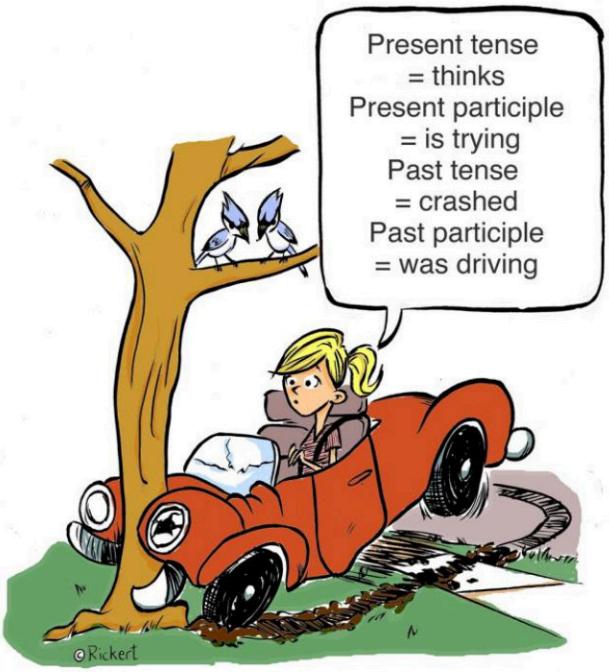
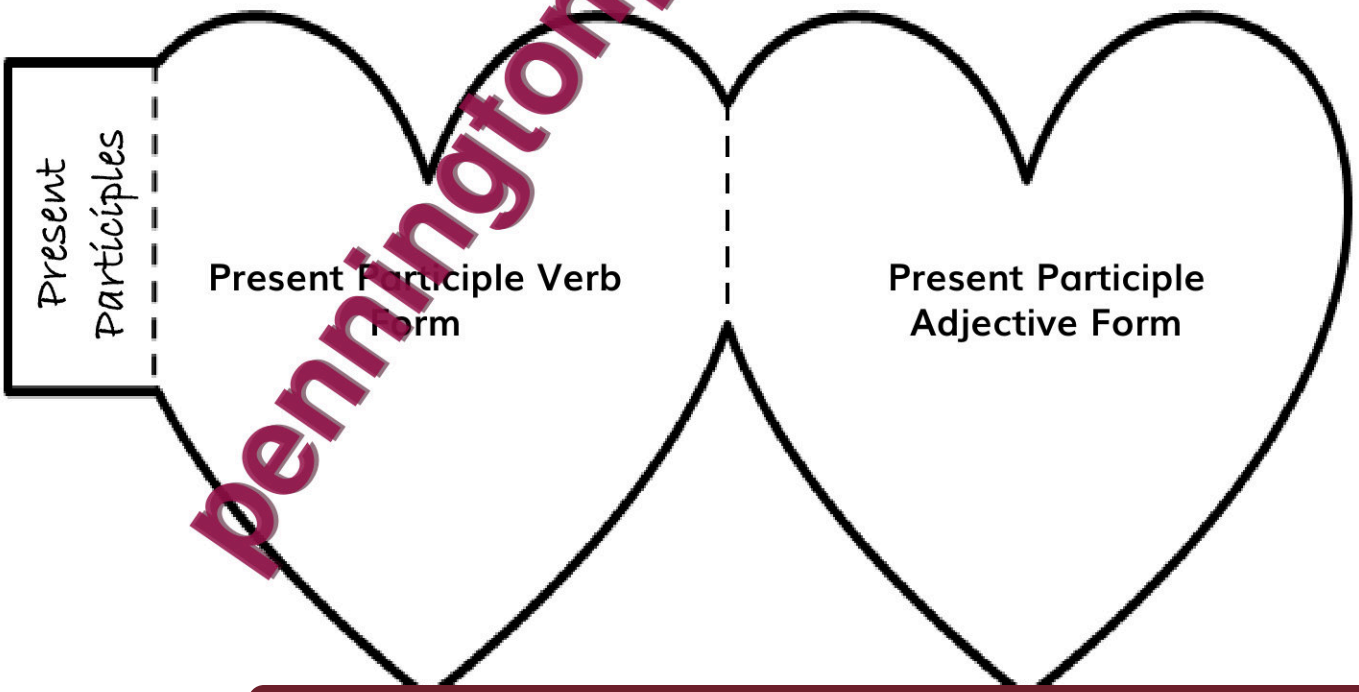


KATIE THINKS SHE IS IN TROUBLE AND IS TRYING NOT TO CRY. SHE CRASHED HER CAR BECAUSE SHE WAS DRIVING TOO FAST.

Cartoon Response
How are the present and past participles in
the bubble comment different than the
presente and past verb tenses?
Writing Application
Write one sentence with a present participle
as a verb form and another with the present
presente participle serving as an adjective.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write sentences, using these present participles, on the back of each flap.



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Cues	Mechanics Notes
	Direct quotations which include incorrect or non-standard spelling, word usage, mechanics, and grammar must include the bracketed *sic* [sic] after any grammar, usage, mechanics, word choice, or spelling mistake. The [sic] means "as the original said." **Examples:** _____ _____ _____ _____ _____

Cues	Grammar and Usage Notes
	A present participial phrase adds an "__ing" onto the base form of a verb to indicate a continuous action or condition. A present participial phrase is preceded by a linking verb when used as a verb form and adds on related words to form the phrase. The linking verbs: *is, am, are, was, were, be, being, been* indicate past, present, or future tense. **Example:** _____ _____ _____ _____ A present participial phrase can also function as an adjective with or without a linking verb. **Example:** _____ _____

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Guided Practice

1. Re-write this sentence correctly: "I've always wonderred [sic] why the cure are worse than the disease" (Bonnin 23).

_____

_____

_____

2. Re-write this sentence correctly: The author stated, "Finally I want to ask you a question very difficult [sic]" (Langston 110).

_____

_____

_____

3. Re-write this sentence correctly with the present participle: My brothers were frequently arrived late for our Sunday family dinners.

_____

_____

_____

4. Re-write this sentence correctly with the present participle: Lauren will be wanted to know the facts before she decides.

_____

_____

_____

5. Re-write the sentence and underline the present participial phrase: We will be watching carefully to see if her promises made will be kept.

_____

_____

_____

6. Re-write the sentence and underline the present participial phrase: Skating on thin ice, the boys and girls played their first hockey game of the winter season.

_____

_____

_____

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WE ARE PLAYING VOLLEYBALL.
WE DID PLAY VOLLEYBALL.
WE HAVE PLAYED VOLLEYBALL.
WE COULD PLAY VOLLEYBALL.

Cartoon Response
Identify the present participial phrases in
the comment bubble:
Used as a verb–
Used as an adjective–
Writing Application
Write one sentence with a present
participial phrase as a verb form and
another with the past participial phrase
serving as an adjective.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write sentences, using these present participle phrases, on the back of each flap.

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Cues	Mechanics Notes
Some writing style guides require footnotes at the bottom of each page. **Footnote Examples** Annie Addams, *The Ambassadors* (Rockville: Serenity, 2009), 34-40. Bob Saeturn, "Clowns" http://www.circum.com, (June 15, 2017).	A citation is the author's last name and the page number where the author's words are found. If no author is listed, list the title of the source of information and page number. The citation is placed within parentheses after the quotation. Place a period after the citation, but include question marks and exclamation points within the quotation marks if they are part of the quote. An indirect quotation reports someone else's ideas without quoting each word. Indirect quotations still need proper citations, but not quotation marks. **Examples:** _____ _____ _____

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:** _____ Use the suffix "_er" for a one-syllable modifier to compare two things. **Example:** _____ Use "_er" or *more (less)* for a two-syllable modifier to compare two things. **Example:** _____ Use *more* or *less* for adverb comparative modifiers ending in "__ly." **Example:** _____

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Guided Practice

1. Re-write these sentence correctly: “Over 75% of voters approve“ (Pan 4).” However, “… will they vote for it” (“The Final List” 3)?

_____

_____

_____

2. Re-write this sentence correctly: Mr. Lansing said “that she would be ready (Jolly 8)."

_____

_____

_____

3. Re-write these sentences correctly: I said, “The story is false (‘Fake News’ 2). He thought “that the facts will come out (Stems) 3.”

_____

_____

_____

4. Re-write this sentence correctly: Her sisters are more happier than ever, yet they haven’t faced up to all of their problems.

_____

_____

_____

5. Re-write this sentence correctly: Samuel is less handsome than Luke; however, he is considerably more politer.

_____

_____

_____

6. Re-write this sentence correctly: Lacy was more surprising ready to give her speech although Bill was less prepared than ever.

_____

_____

_____

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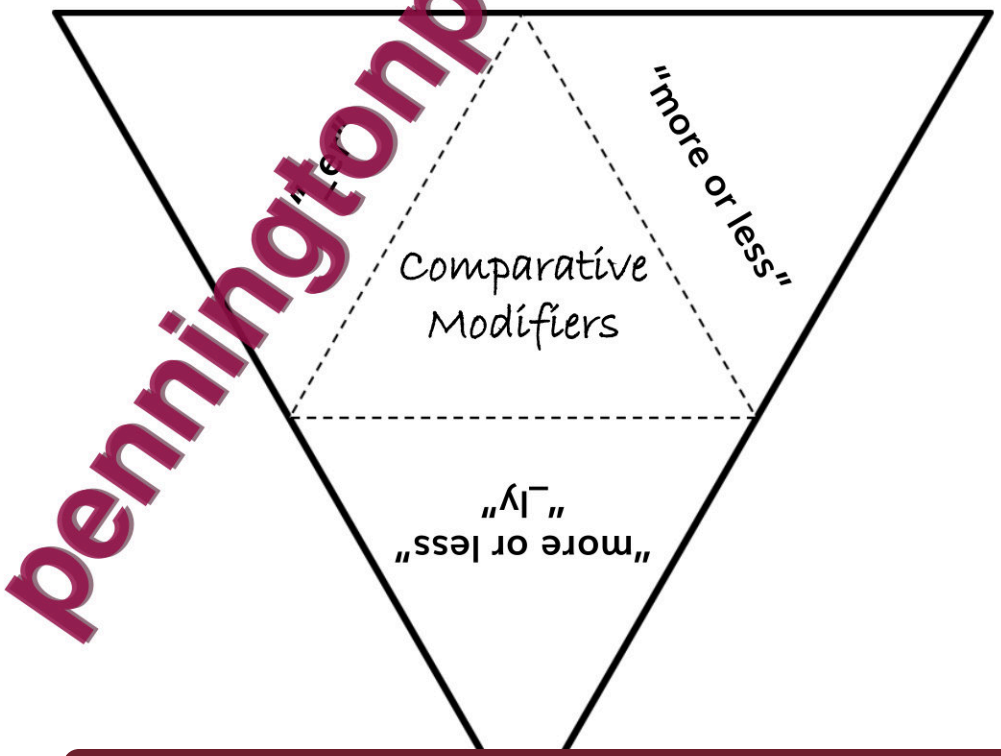
CHUCK IS HUNGRIER THAN NORMAN, BUT NORMAN EATS MORE QUICKLY.

Cartoon Response
Identify the adjective and adverb modifiers
in the caption.
Writing Application
Write your own sentence with a more or less
comparative modifier.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write examples of each of the comparative modifiers on the back of the flaps.



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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:** Fill in the punctuation in the 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.

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:** _____

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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: "Teach 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.

_____

_____

_____

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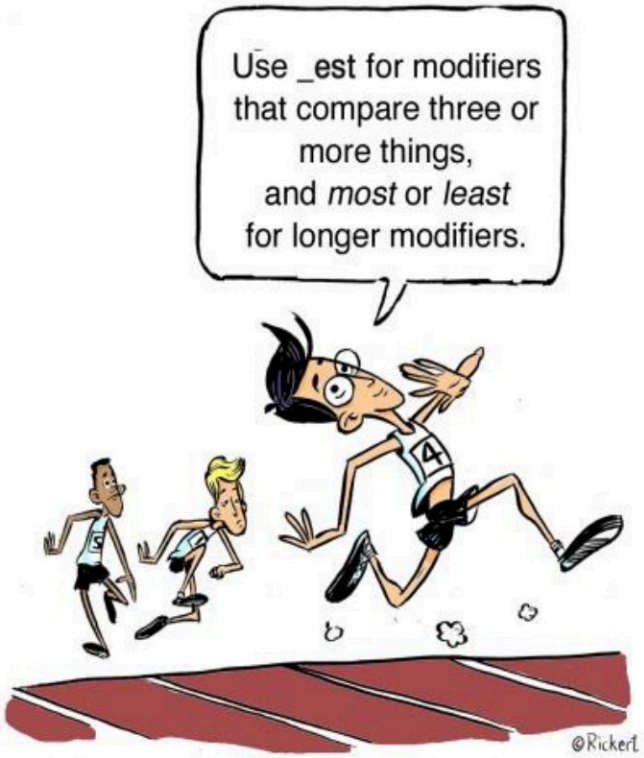
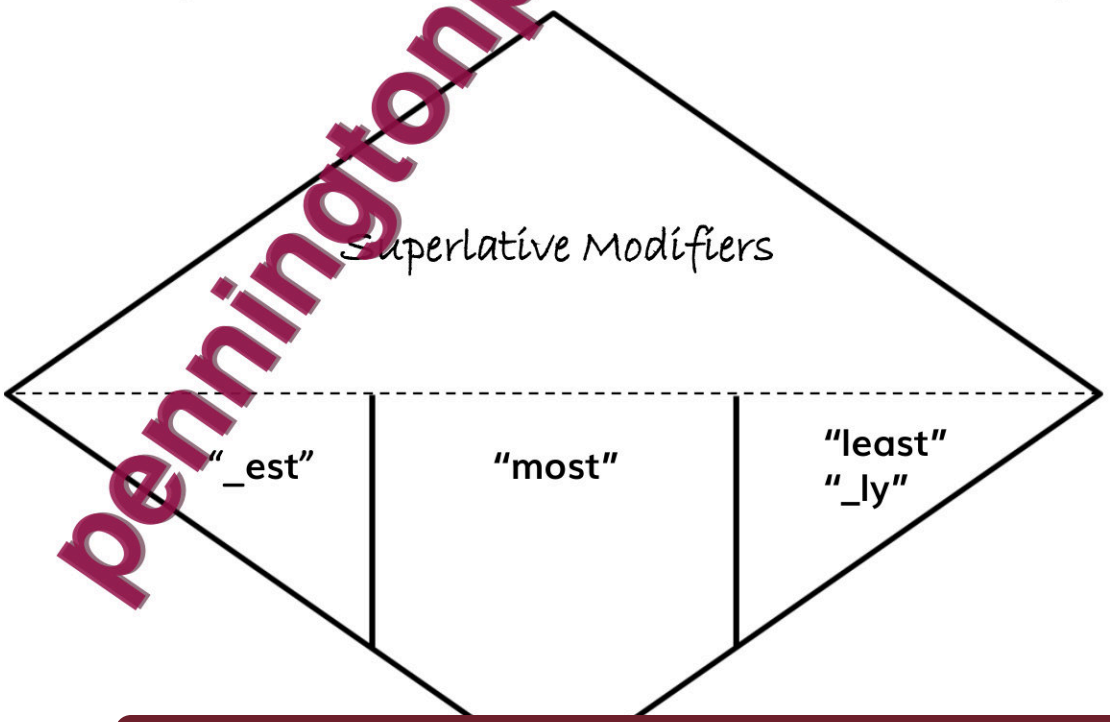


NORMAN IS THE FASTEST AND MOST ATHLETIC MEMBER OF THE TRACK TEAM.

Cartoon Response
Identify the superlative modifiers in the
caption.
Writing Application
Write two of your own sentences with the
"est" and "most" or "least" superlative
modifiers

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted line, and glue or tape the tab. **3.** Write examples of each of the superlative modifiers on the back of the flaps.



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Cues	Mechanics Notes
	Underline or italicize the titles of books, newspapers, websites, and magazines. As a general rule, we underline or italicize *whole things*, *big things*, or *things that can be picked up from a table*. Never underline and italicize. **Examples:** _____ _____

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. A misplaced modifier modifies something that the writer does not intend to modify because of its placement in the sentence. Place modifiers close to the words that they modify. **Examples:** _____ _____ These sentences have two different meanings. The first means that I drank nothing but water. The second means that all I did with the water was to drink it.

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Guided Practice

1. Re-write this sentence correctly: Our English teacher made us read "Pride and Prejudice."

_____

_____

_____

2. Re-write this sentence correctly: Jonathan has a subscription to "The Washington Post."

_____

_____

_____

3. Re-write this sentence correctly: Manuel left enough food usually on his plate to feed his dog.

_____

_____

_____

4. Re-write this sentence correctly: The girl before she was ready finished the project.

_____

_____

_____

5. Re-write these sentences correctly: We found the phone she lost yesterday by the trash can. We gave it to her this morning.

_____

_____

_____

6. Re-write this sentence correctly: The singer was asked by an enthusiastic fan for his autograph after the song.

_____

_____

_____

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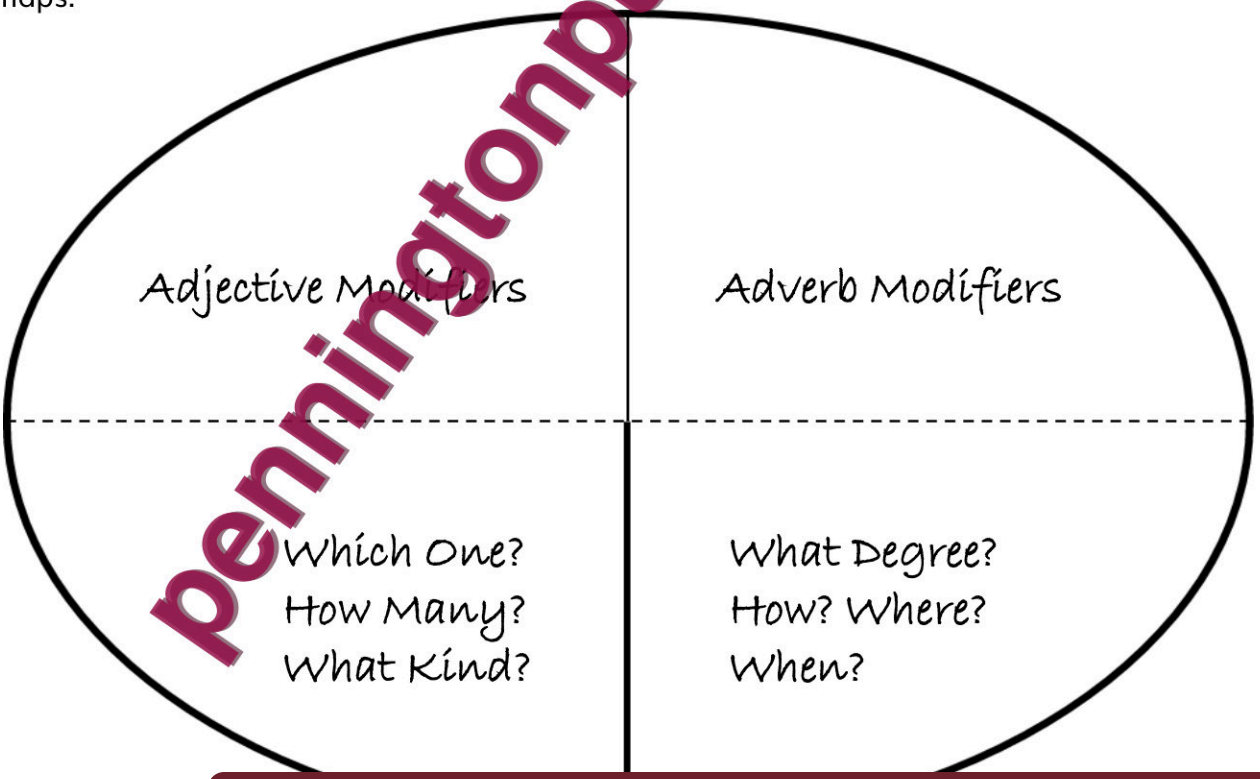
WHO STOLE THE NECKLACE?

TO WHOM WAS IT GIVEN AFTER THAT?

Cartoon Response
How do the misplaced modifiers in the
comment bubble confuse the cartoonist's
readers?
Writing Application
Revise the misplaced modifiers in the
comment bubble.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted line, and glue or tape the tab. **3.** Write examples for each adjective and adverb modifier question on the back of the two flaps.



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Cues	Mechanics Notes
	Underline or italicize the titles of plays, television shows, movies, and works of art. As a general rule, we underline or italicize *whole things*, *big things*, or *things that can be picked up from a table*. **Examples:** _____ _____

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. A dangling modifier is an adjective or adverb that does not have a clear connection to the word, phrase, or clause to which it refers. A dangling modifier usually takes the form of a present participle ("__ing"), a past participle ("__d," "__t," "__ed," "__ en"), or an infinitive (*to* + the base form of a verb). To eliminate the dangling modifier, place it close to the word or words the adjective or adverb modifies. **Example:** _____ _____ _____

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Guided Practice

1. Re-write this sentence correctly: The audience applauded at the close of the curtain on our last performance of "Mulan."

_____

_____

_____

2. Re-write these sentences correctly: "St. George and the Dragon" is a painting by Raphael. It hangs in the Louvre in Paris.

_____

_____

_____

3. Re-write this sentence correctly: "One morning I shot an elephant in my pajamas" (Groucho Marx).

_____

_____

_____

4. Re-write this classified ad correctly: FOR SALE. Walnut table by original owner. Has decorative legs.

_____

_____

_____

5. Re-write this sentence correctly: Abe Lincoln wrote the Gettysburg Address while riding on a train on the back of an envelope.

_____

_____

_____

6. Re-write this sentence correctly: Kept safe in a box for 9 years, the owner of the gold coins came forward to announce their sale.

_____

_____

_____

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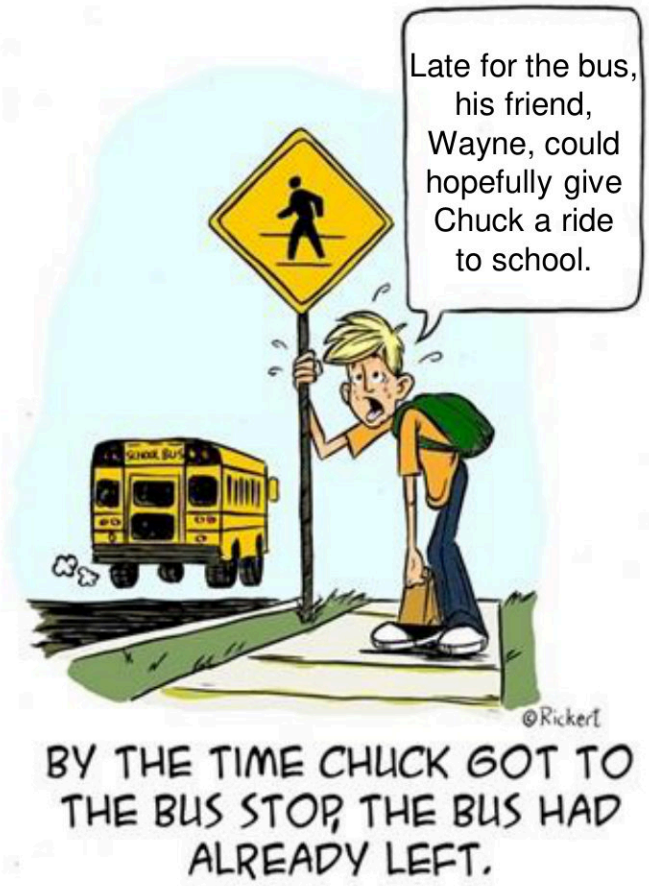
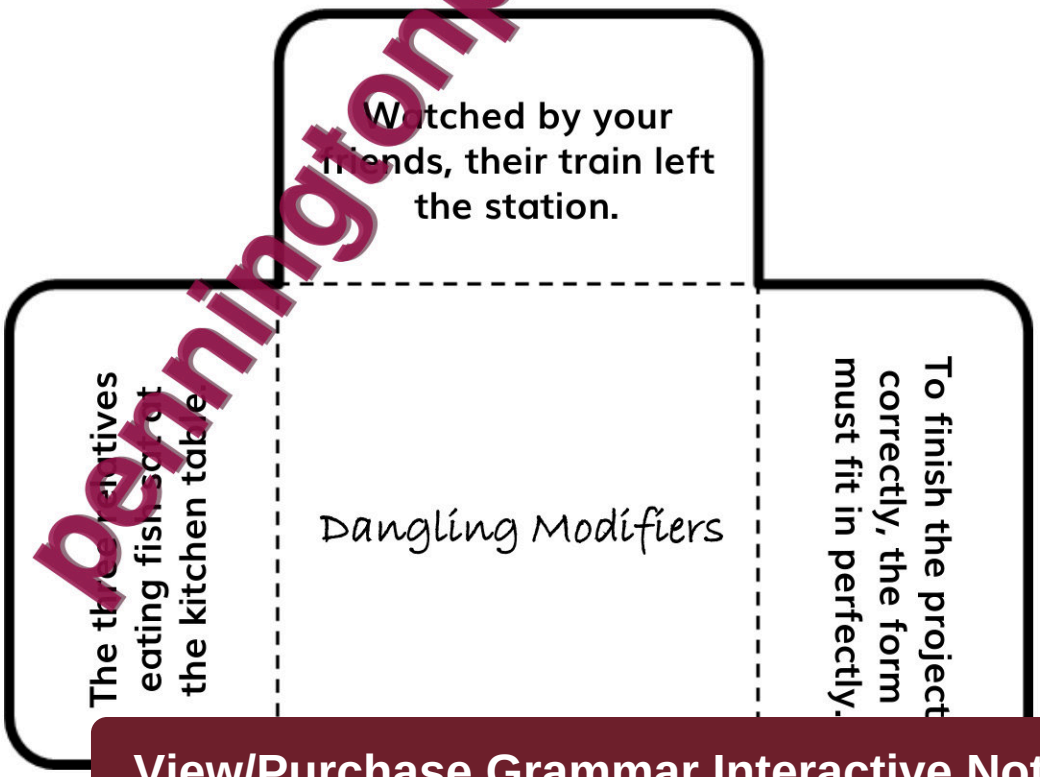


Cartoon Response
Identify the dangling modifier in the
comment bubble. How does the dangling
modifier confuse the cartoonist's readers?
Writing Application
Revise the comment bubble to make the
sentence more clear.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Revise the dangling modifiers on the back of each flap.



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Cues	Mechanics Notes
	Place quotation marks before and after the titles of songs and poems. Think of songs and poems as *parts of whole things*, *small things*, *or things that can't be picked up from a table*. **Examples:** _____ Also place quotation marks before and after the titles of book chapters. Think of book chapter titles as *parts of whole things*, *small things*, *or things that can't be picked up from a table*. **Example:** _____ _____

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. A squinting modifier is a word or phrase placed between two words so that it could be misunderstood to describe either word. Revise by placing the modifier before or after the word, phrase, or clause that it modifies. **Squinting Modifier Example:** _____ _____ _____ **Explanation:** _____ _____

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Guided Practice

1. Re-write this sentence correctly: I asked if "Wheels on the Bus" appears on 100 Favorite Children's Songs.

_____

_____

_____

2. Re-write this sentence correctly: The best chapter in Great Americans was titled The Railsplitter and discussed Abraham Lincoln.

_____

_____

_____

3. Re-write this sentence correctly: I said we had to meet before lunch today at five o'clock.

_____

_____

_____

4. Re-write this sentence correctly: Waiting awhile to think things over clearly improves your decisions.

_____

_____

_____

5. Re-write this sentence correctly: Listening to loud music slowly brings on a migraine.

_____

_____

_____

6. Re-write this sentence correctly: John promised never to listen to her advice.

_____

_____

_____

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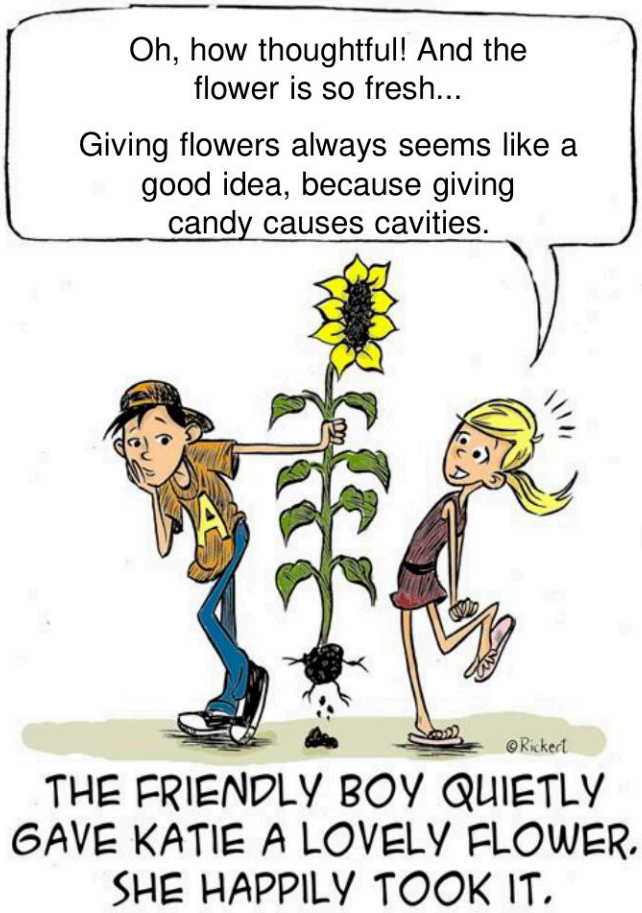

Cartoon Response
Identify the squinting modifiers in the
comment bubble.

Writing Application
Revise the last sentence in the comment
bubble to avoid the squinting modifiers.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Revise the squinting modifiers on the back of each flap.

Squinting Modifiers

The cowboy once shot a cow with a six-shooter.

Racing down the track slowly became boring to the race car driver and so he retired.

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Cues	Mechanics Notes
	Place quotation marks before and after the titles of articles. An article is a short written work such as a newspaper article, magazine article, or blog article that is part of the larger publication. Think of articles as *parts of whole things*, *small things*, *or things that can't be picked up from a table* in order to remember that they are punctuated with quotation marks. **Example:** _____

Cues	Grammar and Usage Notes
	A verb phrase consists of the main verb with a linking verb, helping verb, adverb, and/or prepositional phrase. **Example:** _____ _____ _____ _____ _____ _____

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: The article, The First 100 Days, was written by Jim Marshall and appears in Atlantic Weekly magazine.

_____

_____

_____

2. Re-write this sentence correctly: I wrote "Verb Phrases as the first in a series of articles for the Pennington Publishing Blog.

_____

_____

_____

3. Re-write the sentence and underline the verb phrases: Thomas is excited and happy, and will be pleased with his gift.

_____

_____

_____

4. Re-write the sentence and underline the verb phrases: My mom was willing to help on the condition that she could present my project at her meeting.

_____

_____

_____

5. Re-write the sentence and underline the verb phrases: The contagious disease rapidly spread and quickly caused the school to close its doors.

_____

_____

_____

6. Re-write the sentence and underline the verb phrase: The pre-schoolers learned to draw between the lines in their coloring books.

_____

_____

_____

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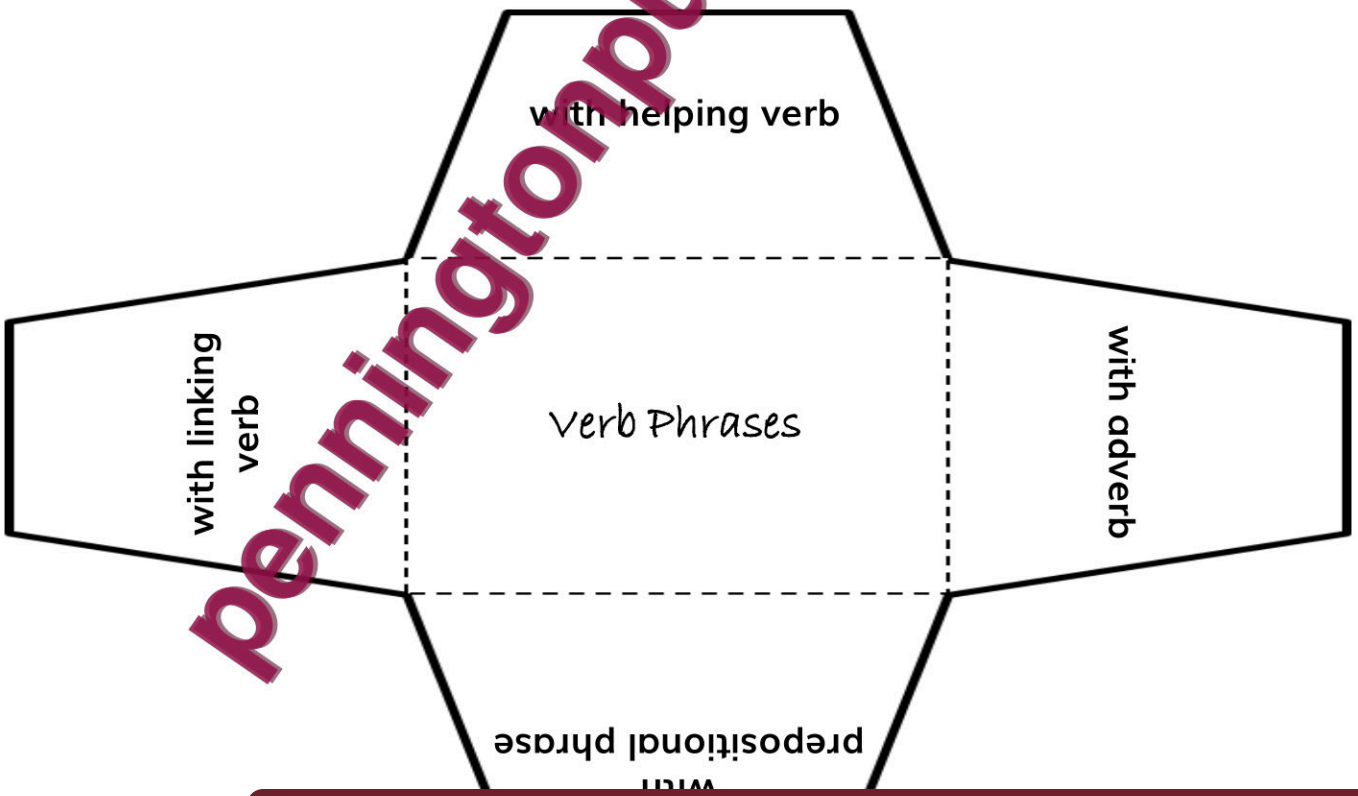
Cartoon Response
Identify the verb phrase in the caption.
Writing Application
Write your own sentence with a verb phrase.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write sentences with these verb phrases on the back of each flap.



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Cues	Mechanics Notes
	Place quotation marks before and after the titles of short stories and documents. A document is a written record that provides official information or evidence. Think of short stories and documents as *parts of whole things, small things, or things that can't be picked up from a table* in order to remember that they are punctuated with quotation marks. **Examples:** _____ _____

Cues	Grammar and Usage Notes
	Verb tense is the form of the verb that indicates time. There are three basic verb tenses: the past, present, and future. The past tense adds "_ed" onto the end of the base form of the verb; the present tense is the base form of the verb; and the future tense adds "will" before the base form of the verb. **Examples**: _____ _____ Many past tense verbs are irregular. Either the ending of the past tense is not "_ed" or the base form of the verb is spelled differently than that of the base form of the verb. Generally keep the same verb tense within sentences unless a shift is necessary. **Examples:** I _____ (present tense/base form of the verb) the man. I _____ (past tense with irregular verb ending) the man. She _____ (present tense/base form of the verb) the test. They _____ (past tense with different base form spelling) the test.

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1. Re-write this sentence correctly: Nathaniel Hawthorne's Twice Told Tales includes this short story: the "Village Uncle."

_____

_____

_____

2. Re-write this sentence correctly: The best two short stories are "A Day for Use" and The Snows of Winter.

_____

_____

_____

3. Re-write the sentence and underline the past tense verbs: Jamie left last Tuesday and arrived early Wednesday morning.

_____

_____

_____

4. Re-write the sentence and underline the present tense verbs: Pedro enjoys the fresh vegetables from his garden and hopes that the watermelon will be bigger than last year.

_____

_____

_____

5. Re-write the sentence and underline the future tense verbs: Gabriella will search for her missing phone later, but she will need my help.

_____

_____

_____

6. Re-write the sentence and underline the verbs. Identify the tense of each verb in parentheses, following the verbs: He took his time, but now hurries to finish.

_____

_____

_____

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Cartoon Response
Identify the past, present, and future verb
tenses in the comment bubble and caption:
Past—
Present—
Future—
Writing Application
Write your own three sentences using each
verb tense.
Past–
Present–
Future–

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write examples, using each of these basic verb tenses, on the back of each flap.

Basic Verb Tenses	Past	Present	Future

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Cues	Mechanics Notes
	Capitalize people's and characters' names, but not the articles, conjunctions, and prepositions in the middle of any names. **Example:** _____ Also capitalize family names and nicknames. **Examples:** _____ Don't capitalize family names when a possessive pronoun (*my*, *our*, *your*, *his*, *her*, *their*), a possessive noun, or an adjective is before the family names. **Examples:** _____

Cues	Grammar and Usage Notes
	The past progressive verb tense shows an action that took place over a period of time in the past or a past action which was happening when another action took place. The past progressive uses *was* + the base form of the verb + "__ing" and *were* + the base form of the verb + "__ing." **Examples:** _____ _____ The present progressive verb tense shows an action that takes place over a period of time in the present or an action taking place at the same time the statement is written. The present progressive uses *I am* + the base form of the verb + "__ing," *is* + the base form of the verb + "__ing" and *are* + the base form of the verb + "__ing." **Examples:** _____ _____ The future progressive verb tense shows an ongoing action that will be completed over a period of time or a continuous action that will be repeated and not completed. The future progressive uses *will be* + the base form of the verb + "__ing." **Examples:** _____ _____

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Guided Practice

1. Re-write this sentence correctly: Michael, Chuckerino the clown, and pepper arrived late to the party.

_____

_____

_____

2. Re-write this sentence correctly: Both dad and Grammy tried to cheer my sister up, but nothing seemed to work.

_____

_____

_____

3. Re-write this sentence correctly: His uncle and all three of their Cousins attended our family dinner.

_____

_____

_____

4. Re-write the sentence and underline the verb formed with the past progressive verb tense: We were hoping that you would be able to stay, but we understand why you have to leave so early.

_____

_____

_____

5. Re-write the sentence and underline the verb formed with the present progressive verb tense: I'm pretty sure that your parents are inviting all of your friends over for dessert following the ceremony.

_____

_____

_____

6. Re-write the sentence and underline the verb formed with the future progressive verb tense: Taylor and Camille will be visiting three colleges on their spring road trip after they spend two days in Santa Cruz.

_____

_____

_____

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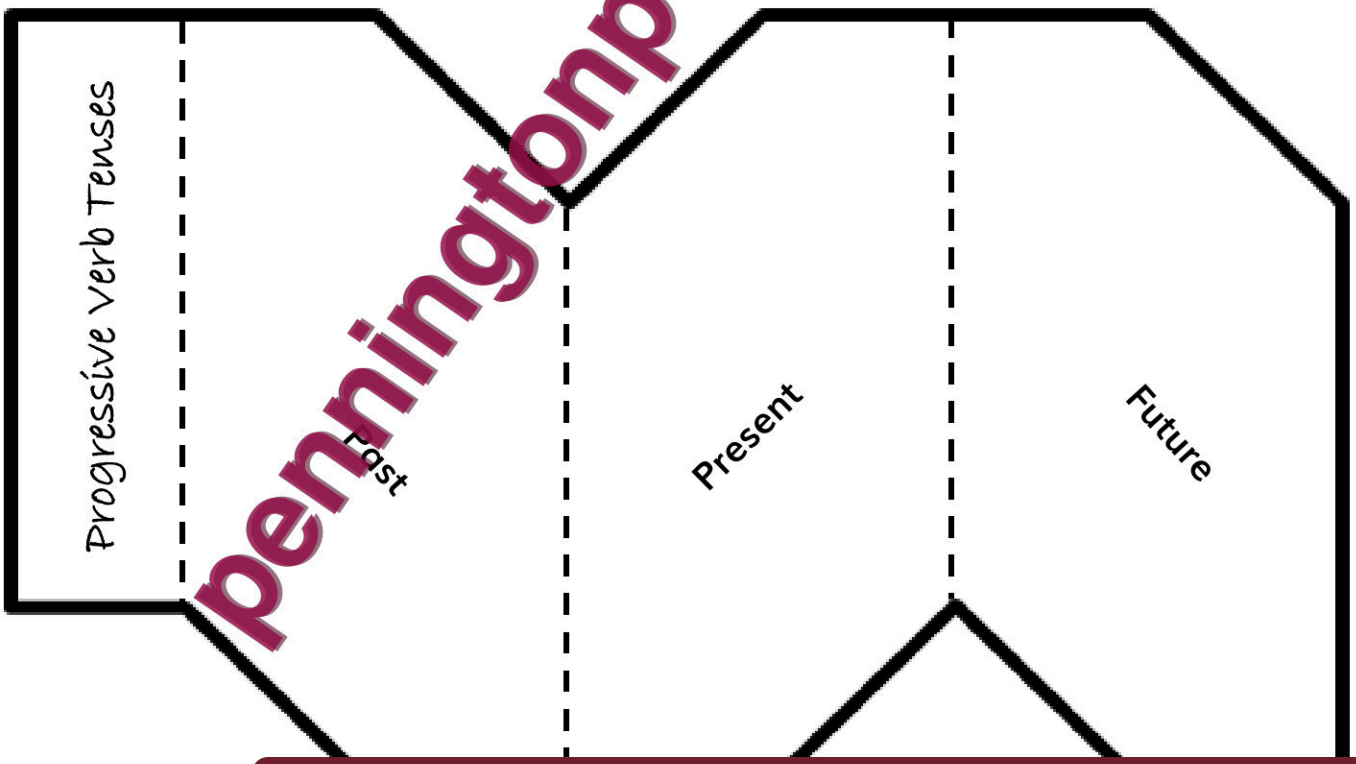
NORMAN WAS HIKING WHEN HE SAW THE RATTLESNAKE.

Cartoon Response
Identify the past, present, and future
progressive tense in the captions.
Past—
Present—
Future—
Writing Application
Write your own three sentences with past,
present, and future progressive verb tenses.
Past–
Present–
Future–

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write examples of each of these progressive verb tenses on the back of each flap.



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Cues	**Mechanics Notes**
	Capitalize named things and products. Don't capitalize articles, conjunctions, and prepositions in the middle of named things and products. **Examples**: _____
Cues	**Grammar and Usage Notes**
	The perfect verb tense is used for a physical or mental action or state of being that refers to something that has already been completed or something that happened before another action or a specific time in the past. The past perfect is formed with *had* + the past participle. The past perfect verb tense is formed with the past, present, or future tenses of the "to have" verb (had, has or have, will have) and a past participle (the base form of a verb and a verb ending in "__ed," "__d," "__t," or "__en" for regular verbs). **Example:** _____ The present perfect refers to something that happened at an unnamed time before the present. The present perfect verb is formed with *has* or *have* + the past participle. **Examples:** _____ _____ The future perfect refers to something that will happen before another action in the future or something that will happen before a specific time in the future. The future perfect is formed with *will have* + the past participle. **Example:** _____
SUMMARY/REFLECTION	

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1. Re-write this sentence correctly: The Liberty bell is one of the popular historical attractions in the City Of Brotherly Love.

_____

_____

_____

2. Re-write this sentence correctly: Our family has taken our Two a Day vitamins for the last ten years.

_____

_____

_____

3. Re-write the sentence and underline the verb formed with the past perfect verb tense: Timmy had practiced his trombone for two hours every day before his mother got home from work.

_____

_____

_____

4. Re-write the sentence and underline the verb formed with the present perfect verb tense: The principal has expected the fire department to issue a warning since 2012.

_____

_____

_____

5. Re-write the sentence and underline the verb formed with the future perfect verb tense: The town will have had more than its fair share of celebrity visitors by next summer.

_____

_____

_____

6. Re-write the sentence and underline the verbs formed with the perfect verb tense: Grandad has promised since I was a child that we would one day hike to the top of Mt. Snowden, and we will have climbed it by this time next year.

_____

_____

_____

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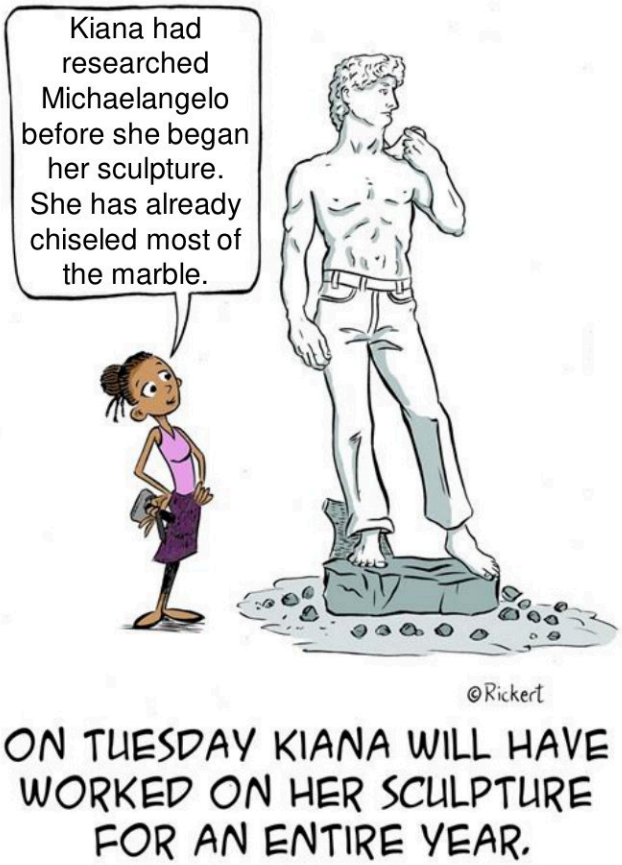
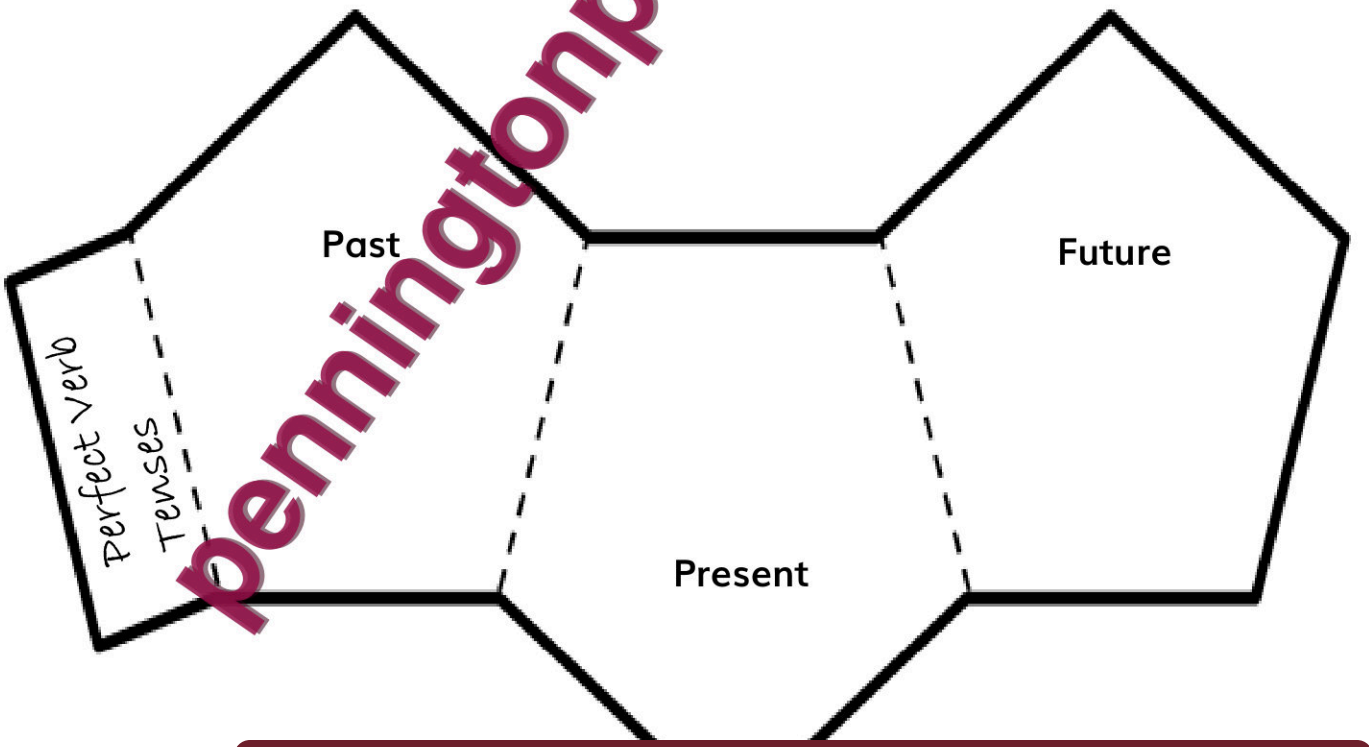


Cartoon Response
Identify the past, present, and future perfect
tense in the comment bubble and caption.
Past—
Present—
Future—
Writing Application
Write your own three sentences with past,
present, and future perfect verb tenses.
Past–
Present–
Future–

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write examples of these perfect verb tenses on the back of each flap.



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Cues	Mechanics Notes
	Capitalize the names of holidays and dates. Don't capitalize articles, conjunctions, and prepositions in the middle of a holiday. **Examples:** _____

Cues	Grammar and Usage Notes
	The infinitive uses "to" + the base form of a verb. The present infinitive uses "to" + the base form of a verb. **Example:** _____ The past participle infinitive uses "to be" + the past participle. **Example:** _____ The present perfect infinitive uses "to have" + the past participle. **Example:** _____ The past perfect participle uses "to have been" + the past participle. **Example:** _____ The continuous infinitive uses "to be" + the present participle. **Example:** _____ _____ The perfect continuous infinitive uses "to have been" + the present participle. **Example:** _____ _____

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Guided Practice

1. Re-write this sentence correctly: Groundhog day is in February and May Day is on May 1.

_____

_____

_____

2. Re-write this sentence correctly: Juneteenth is celebrated as African-American emancipation Day on June 19.

_____

_____

_____

3. Re-write the sentence and underline the infinitive verb form: To be listed by the talent agency was quite an achievement.

_____

_____

_____

4. Re-write the sentence and underline the infinitive verb form: They were to have waited until we arrived before eating lunch.

_____

_____

_____

5. Re-write the sentence and underline the infinitive verb form: The songwriters' songs were to have been recorded by the jazz band.

_____

_____

_____

6. Re-write the sentence and underline the infinitive verb form: The masterpiece is believed to have been painted over several years.

_____

_____

_____

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KATIE NEEDS TO STUDY FOR HER GEOGRAPHY TEST.

Cartoon Response
Identify the infinitive in the caption.

Writing Application
Write two of your own sentences with two
different types of infinitives.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write examples for these infinitive forms on the back of each flap.

Infinitive Forms

to ____

to be ____

to have ____ed

to have been ____ed

to be ____ing

to have been ____ing

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FOCUS

Cues	Mechanics Notes
	Capitalize the names of special events and historical periods. Don't capitalize articles, conjunctions, and prepositions in the middle of a special event or historical period. **Examples:** _____ _____

Cues	Grammar and Usage Notes
Fact, Belief, or Neither? **1. The "Pledge of Allegiance" says that our nation is "indivisible, with liberty and justice for all."** **2. 2 + 2 = 4** **3. The major cause of the Civil War was the issue of slavery.** **4. I walked into the room at 5:00 p.m.** **5. She thinks chocolate ice cream is better.** **6. My mom said, "The moon is made out of cheese."** **7. If I sit in that chair, it won't break.**	The mood of a verb refers to how the writer chooses to express the physical action, mental action, or state of being. Other words within the sentence or related sentences need to be consistent with that mood. The indicative (declarative) mood is used to share facts and beliefs. A *fact* is something that has been said or done. Note the underlined verbs and surrounding words in the examples which are consistent with the indicative mood. **Examples:** _____ _____ _____ _____ _____ _____ A *belief* is an acceptance or conclusion that something exists or is true. **Examples:** _____ _____ _____

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: We looked forward to watching the next Games Of the Olympiad this summer.

_____

_____

_____

2. Re-write this sentence correctly: During the Middle ages in Europe, vassals served their lords and the lords served their kings.

_____

_____

_____

3. Re-write the sentence and underline the words which show the indicative mood in these sentences: She will move to Los Angeles on June 13 before she begins the movie. The movie will be a hit, but I think she should move first.

_____

_____

_____

4. Re-write the sentence and underline the words which show the indicative mood: Jenny plays guitar every Friday night from 8:00 p.m. to 10:00 p.m. and makes money from tips.

_____

_____

_____

5. Re-write the sentence and underline the words which show the indicative mood in these sentences: That Mexican food is tasty. Is it really that spicy? The menu warns about the spices and the waiters all remind their customers before they order.

_____

_____

_____

6. Re-write the sentence and underline the words which show the indicative mood in these sentences: The band will be unable to perform, but the musicians will sit in the audience. I wonder why they can't play. The promoters sold 2,115 tickets to the concert.

_____

_____

_____

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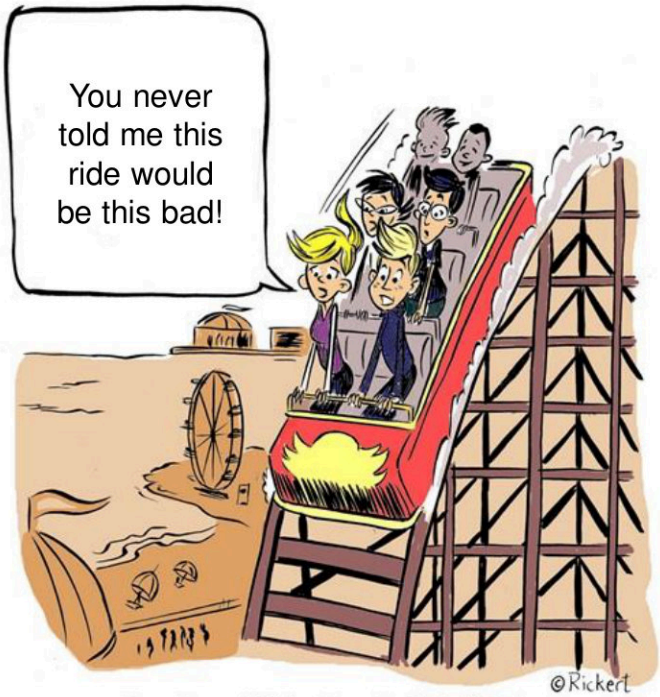
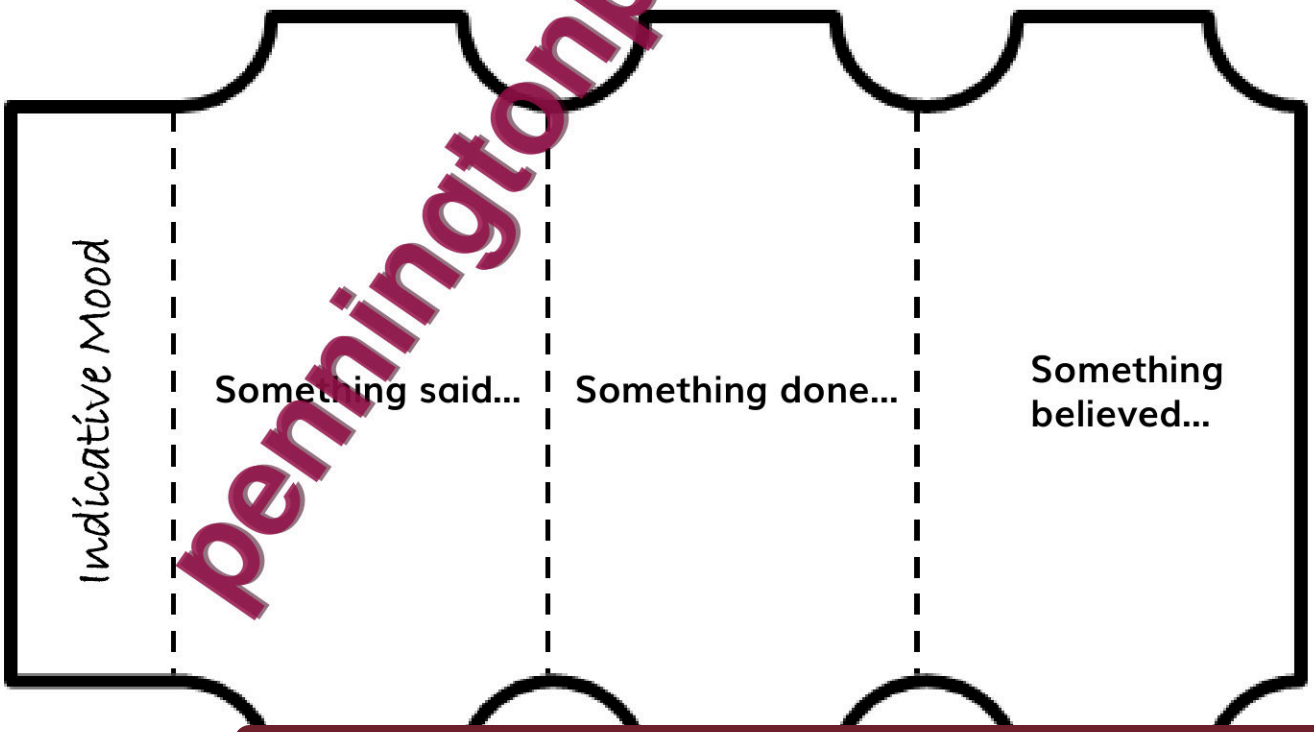


THE ROLLERCOASTER WAS SCARY.
THE ROLLERCOASTER LOOKED SCARY.

Cartoon Response
Explain how the bubble comment and
caption are examples of the indicative
mood.
Writing Application
Write your own sentence which expresses
the indicative mood to respond to the
comment bubble.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write sentences, using these examples of the indicative mood, on the back of each flap.



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Cues	Mechanics Notes
	Capitalize the names of organizations and businesses. Don't capitalize articles, conjunctions, and prepositions in the middle of the named organization or business. **Examples**: _____ _____

Cues	Grammar and Usage Notes
	The mood of a verb refers to how the writer chooses to express the physical action, mental action, or state of being. The imperative mood is used to command, request, or prohibit. Other words within the sentence or related sentences need to be consistent with that mood. Often, the subject is implied (suggested, but not stated). Note the underlined verbs and surrounding words in the examples which are consistent with the Imperative mood. **Examples:** _____ _____ _____ _____ _____ _____

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: My mom and I joined We do Care last May and volunteered one afternoon per week for the organization.

_____

_____

_____

2. Re-write this sentence correctly: My friends work for Roddy Keel and sons Plumbing.

_____

_____

_____

3. Re-write the sentence and underline the words which show the imperative mood: Knock it off! That wasn't funny at all.

_____

_____

_____

4. Re-write the sentence and underline the words which show the imperative mood: I want Robert to be more kind to his parents.

_____

_____

_____

5. Re-write the sentence and underline the words which show the imperative mood: Will your family be attending my graduation in June?

_____

_____

_____

6. Re-write the sentence and underline the words which show the imperative mood: "You may never wear my skirt," her sister ordered.

_____

_____

_____

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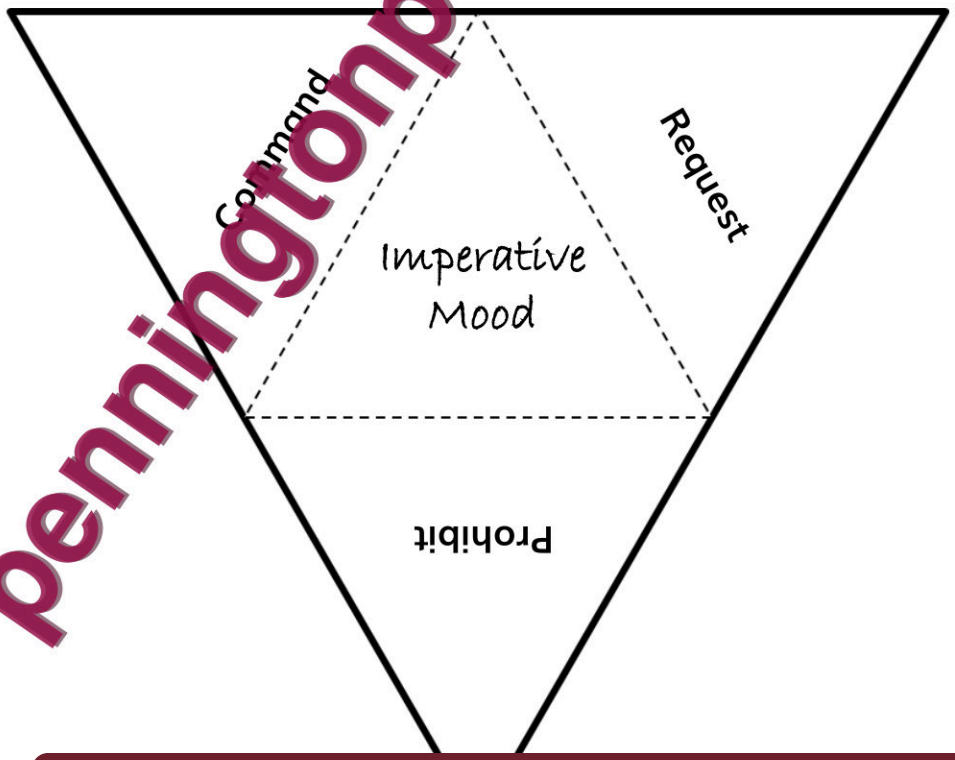
KATIE LIKED DANCING, BUT KIANA PREFERRED TO WATCH.

Cartoon Response
How do the comment bubbles express the
imperative mood?
Writing Application
Write your own sentence expressing the
imperative mood.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write sentences, using these examples of the imperative mood, on the back of each flap.



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Cues	Mechanics Notes
	Capitalize the names of languages, dialects, and people groups. *Dialect* refers to a variety of a language that is different in pronunciation, grammar, and vocabulary than other varieties of that language. **Examples:** _____

Cues	Grammar and Usage Notes
	The mood of a verb refers to how the writer chooses to express the physical action, mental action, or state of being. The interrogative mood is used to ask questions. Other words within the sentence or related sentences need to be consistent with that mood. In interrogative sentences, the verb usually is placed before the subject or between the linking or helping verb and its connected verb. Only five pronouns are interrogative pronouns: *who*, *whom*, *whose*, *what*, and *which*. Use *what* to refer to a general thing and *which* to refer to a specific thing. Note the underlined verbs and surrounding words in the examples which are consistent with the interrogative mood. **Examples:** _____ _____ _____ _____ _____

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Guided Practice

1. Re-write this sentence correctly: His cockney English accent made him difficult to be understood by anyone in San Francisco.

_____

_____

_____

2. Re-write this sentence correctly: I heard that afrikaans is a language of south Africa which was derived from the Dutch colonists.

_____

_____

_____

3. Re-write the sentence and underline the interrogative pronouns: Who wrote this letter and to whom was it addressed?

_____

_____

_____

4. Re-write the sentence and underline the interrogative pronoun: Whose is this jacket with the fur collar?

_____

_____

_____

5. Re-write the sentence and underline the interrogative pronoun: Well, what will happen to the puppies if no one adopts them?

_____

_____

_____

6. Re-write the sentence and underline the interrogative pronoun: I'd like to know which one of you will pick me up in the morning?

_____

_____

_____

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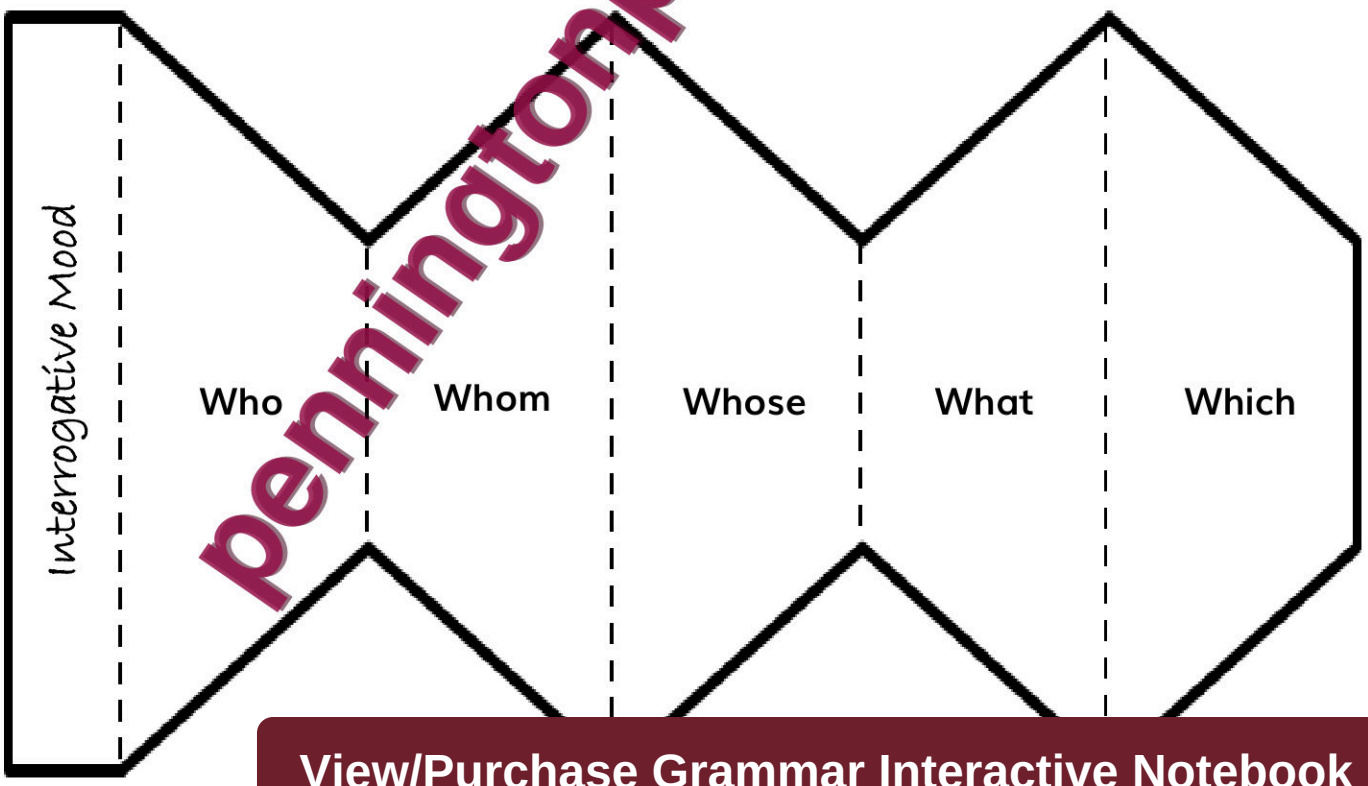
Cartoon Response
How is the interrogative mood in the first
sentence of the comment bubble different
than that of the second?
Writing Application
Write your own sentence expressing the
interrogative mood.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write sentences, using examples of the interrogative mood pronouns, on the back of each flap.



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Cues	Mechanics Notes
.	Use question marks for all direct questions. Place a question mark inside (to the left of) ending quotation marks (?") when the writer is quoting a question that was asked. **Example:** _____ Place a question mark outside (to the right of) ending quotation marks ("?) when you, the writer, ask a question about a quotation made in the form of a statement or a command. **Example:** _____ _____

Cues	Grammar and Usage Notes
	The mood of a verb refers to how the writer chooses to express the physical action, mental action, or state of being. The conditional mood is used to discuss something that is possible, but that which can only take place if certain conditions are met. Other words within the sentence or related sentences need to be consistent with that mood. Conditional sentences often use the modal helping verbs *could*, *would*, *may* or *might*. Note the underlined verbs and surrounding words in the examples which are consistent with the conditional mood. **Examples:** _____ _____ _____ _____ _____

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1. Re-write these sentences correctly: I asked my friend, "How come you simply never told me that story? Were you afraid of my reaction?

_____

_____

_____

2. Re-write this sentence correctly: Why did Mr. Jamison reply, "You're just too young for this"?"

_____

_____

_____

3. Re-write the sentence and underline the words which show the conditional mood: If Dad had only been here, he might have rescued that drowning man.

_____

_____

_____

4. Re-write the sentence and underline the words which show the conditional mood: "John, could you possibly wait just one more minute for us to get ready?"

_____

_____

_____

5. Re-write the sentence and underline the words which show the conditional mood: When would you be available if you could help us?

_____

_____

_____

6. Re-write the sentence and underline the words which show the conditional mood: Perhaps Tammy and I may let you share a bit of her fresh boysenberry pie.

_____

_____

_____

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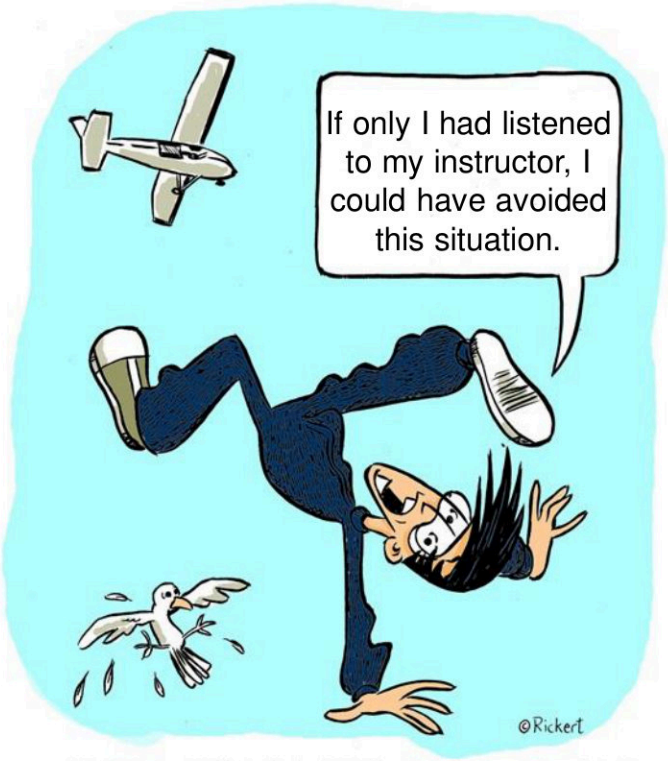
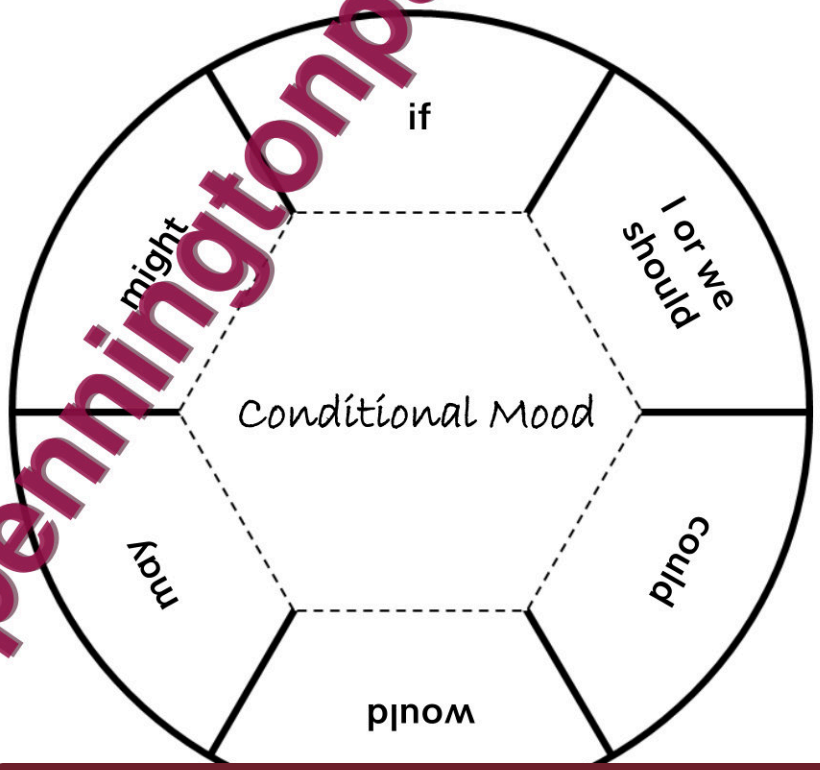


NORMAN WISHED THAT HE HAD PUT ON HIS PARACHUTE.

Cartoon Response
Identify the words which signal the
conditional mood in the bubble comments.

Writing Application
Write your own sentence, using the
conditional mood.

Directions: 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. 3. Write examples of sentence beginnings for the conditional forms on the back of each flap.



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Cues	**Mechanics Notes**
	Use one exclamation point to show surprise or strong emotion in an exclamatory sentence or following an interjection. An interjection is a short sentence fragment used to show extreme emotion and is often used within dialogue. **Examples:** _____
Cues	**Grammar and Usage Notes**
	The mood of a verb refers to how the writer chooses to express the physical action, mental action, or state of being. The subjunctive mood is used to express a doubt, demand, regret, guess, wish, or a hypothetical situation. Other words within the sentence or related sentences need to be consistent with that mood. Often, the subjunctive mood is signaled with these words: *if*, *that*, *as though*, or *unless* and may include these modal helping verbs: *can*, *could*, *may*, *might*, *will*, *would*, *shall*, *should*, and *must*. When the subjunctive mood uses the "to be" verb, use *were or be*, no matter what the tense or subject happens to be. Note the underlined verbs and surrounding words in the examples which are consistent with the subjunctive mood. **Examples: Doubt**– _____ **Demand**– _____ **Regret**– _____ **Guess**– _____ **Wish**– _____ **Hypothetical**– _____
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Guided Practice

1. Re-write these sentences correctly: How surprising! I had no idea she would be here.

_____

_____

_____

2. Re-write these sentences correctly: I can't believe that you said that to your mother. She must have been scared to death!

_____

_____

_____

3. Re-write the sentence and underline the words which show the subjunctive mood: I really doubt if she were the only one who knew.

_____

_____

_____

4. Re-write the sentence and underline the words which show the subjunctive mood: If I were the only one to accuse you, I might be regretting my decision to speak up.

_____

_____

_____

5. Re-write the sentence and underline the words which show the subjunctive mood: I guess you could say that things would never be the same.

_____

_____

_____

6. Re-write the sentence and underline the words which show the subjunctive mood: I wish we were able to spend more time with her before she had to leave.

_____

_____

_____

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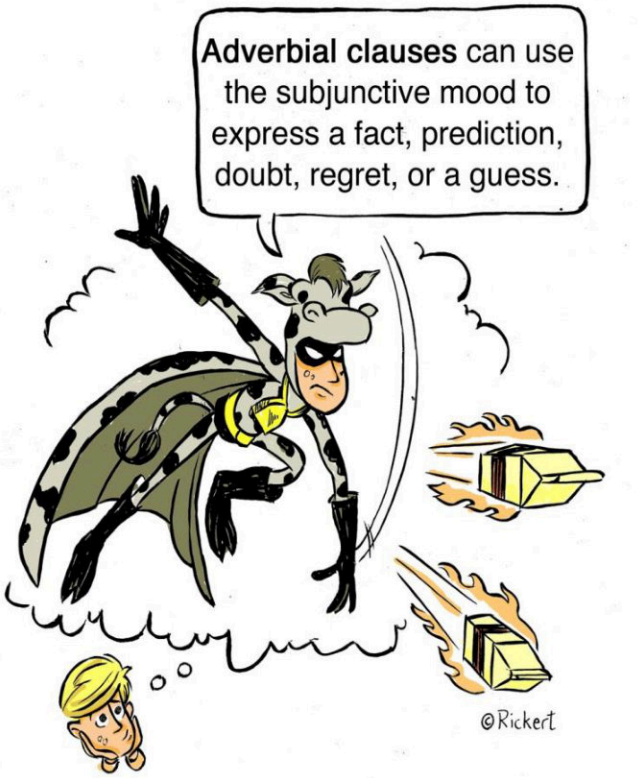
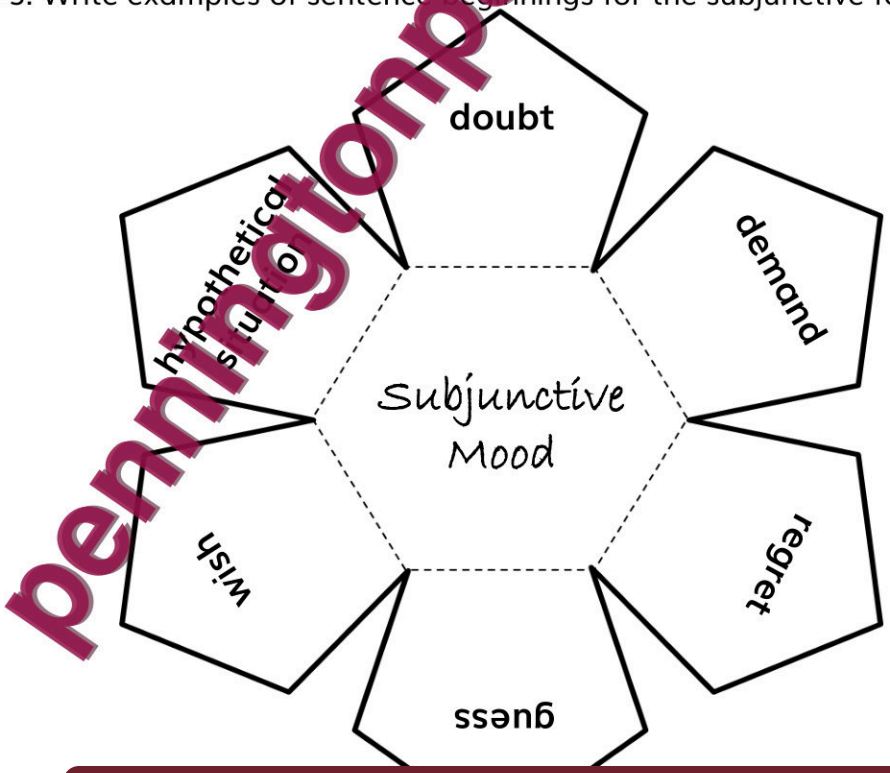


IF CHUCK WERE A SUPERHERO, HE WOULD BE "THE MAD COW."

Cartoon Response
Which words indicate the subjunctive mood
in the caption?

Writing Application
Write your own sentence expressing the
subjunctive mood.

Directions: 1. Color or highlight. 2. Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. 3. Write examples of sentence beginnings for the subjunctive forms on the back of each flap.



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Resources	Mechanics Notes
	Colons serve as ending punctuation, so the following letter is capitalized. Colons are used to show relationships within titles. **Example:** _____ Colons are used to show relationships within numbers. **Example:** _____ Colons are used to show relationships within ratios. **Example:** _____ Colons are used at the end of speaker tags to introduce long quotations. If a quotation consists of more than four lines, begin a new paragraph after the introductory speaker tag that ends in the colon. Indent each line of the quotation to form a *block quotation*.

Resources	Grammar and Usage Notes
	The voice of a verb refers to the relationship between the subject and the action of the sentence: The active voice is used when the subject performs the action. **Example:** _____ The passive voice is used when the subject receives the action. **Example:** _____ Don't shift from the active to the passive verb voice. **Example:** _____ _____ **Revision:** _____ _____

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: Eric wrote "Facts We Should Know; Ten Surprising Issues."

_____

_____

_____

2. Re-write this sentence correctly: Daniel walked the mile in 12:42.40.

_____

_____

_____

3. Re-write this sentence correctly: The girls outnumbered the boys 4:1, but the mosquitoes outnumbered them all 4,000;1.

_____

_____

_____

4. Re-write the sentence and underline the words which show the passive voice: I decided to leave because it had all happened to me before.

_____

_____

_____

5. Re-write the sentence and underline the words which show the active voice: Jaime walked into the restaurant and talked to the head waiter.

_____

_____

_____

6. Revise this sentence into the active voice: The money was handed to me by my cousin and I spent it all on candy.

_____

_____

_____

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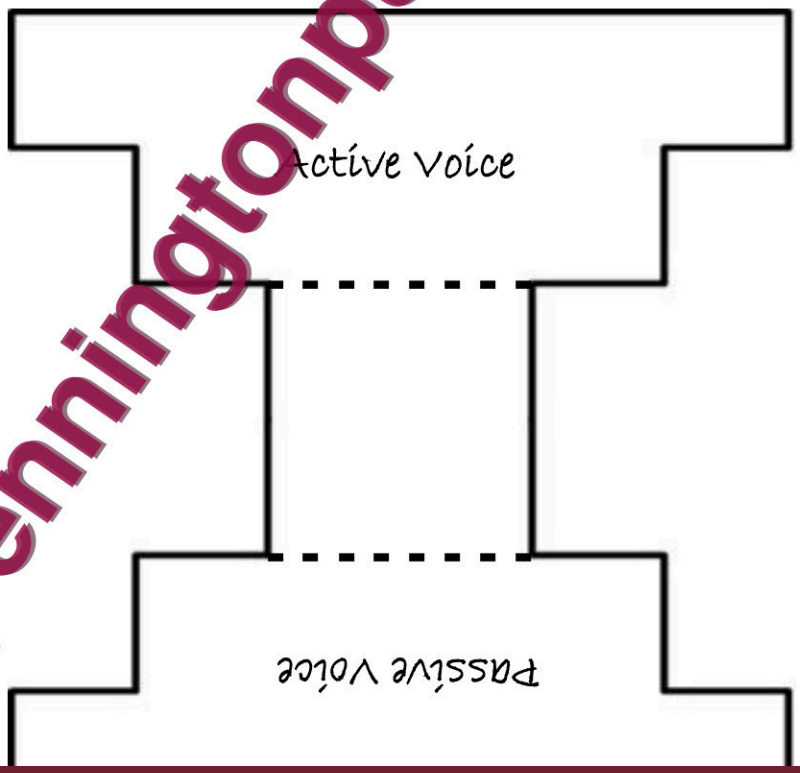
A MESS WAS MADE IN THE KITCHEN.

Cartoon Response
Explain why the caption is in the passive
voice.
Writing Application
Revise the caption into the active voice,
beginning with "The boy."

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write sentences, using examples of active and passive voice, on the back of each flap.



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Cues	Mechanics Notes
	Parentheses can be used in a variety of ways: As an aside. **Example:** _____ As an appositive. **Example:** _____ With numbers to clarify what has been said in the sentence. **Examples**: _____ _____ To punctuate letters which list key points within the sentence. **Examples**: _____ _____ As a separate sentence to comment on a preceding sentence. Place the period, question mark, or exclamation point inside the closing parenthesis. **Example:** _____

Cues	Grammar and Usage Notes
	An adverbial clause is a dependent clause that begins with a subordinating conjunction and modifies an adjective, adverb, or verb. Adverbial clauses can be placed at the beginning, in the middle, or at the end of a sentence. **Examples:** _____ _____ **Subordinating Conjunctions: Bud is wise, but hot! AAA WWW** before, unless, despite (in spite of), in order that, so, while, if, since, even though (if), because, until, that, how, once, than, after, although (though), as (as if, as long as, as though), whether, when (whenever), where (wherever)

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Guided Practice

1. Re-write this sentence correctly: The comedian closed her show with her best joke—by far—and the audience laughed (heartily).

_____

_____

_____

2. Re-write this sentence correctly: Juan the businessman (in the dark suit) asked me about the manufacturing plant (the one in China).

_____

_____

_____

3. Re-write this sentence correctly: She listed four reasons as to why attendance at school is so important: (a) grades (b) money (c) pride and (d) learning.

_____

_____

_____

4. Grammar and Usage– Re-write this sentence and underline the subordinating conjunction. [Bracket] the adverbial clause. While no one was looking, she jumped off the ten-foot diving board.

_____

_____

_____

5. Grammar and Usage– Re-write this sentence and underline the subordinating conjunction. [Bracket] the adverbial clause. They left for their week-long vacation, even though their was no gas in the tank, and started down the long highway.

_____

_____

_____

6. Grammar and Usage– Re-write this sentence and underline the subordinating conjunction. [Bracket] the adverbial clause. I usually am the one to decide where we will go for dinner.

_____

_____

_____

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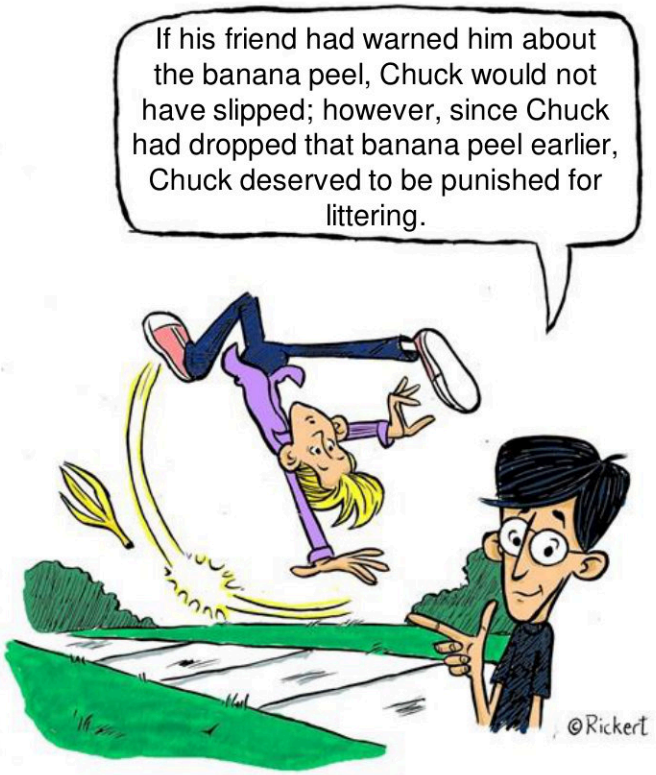
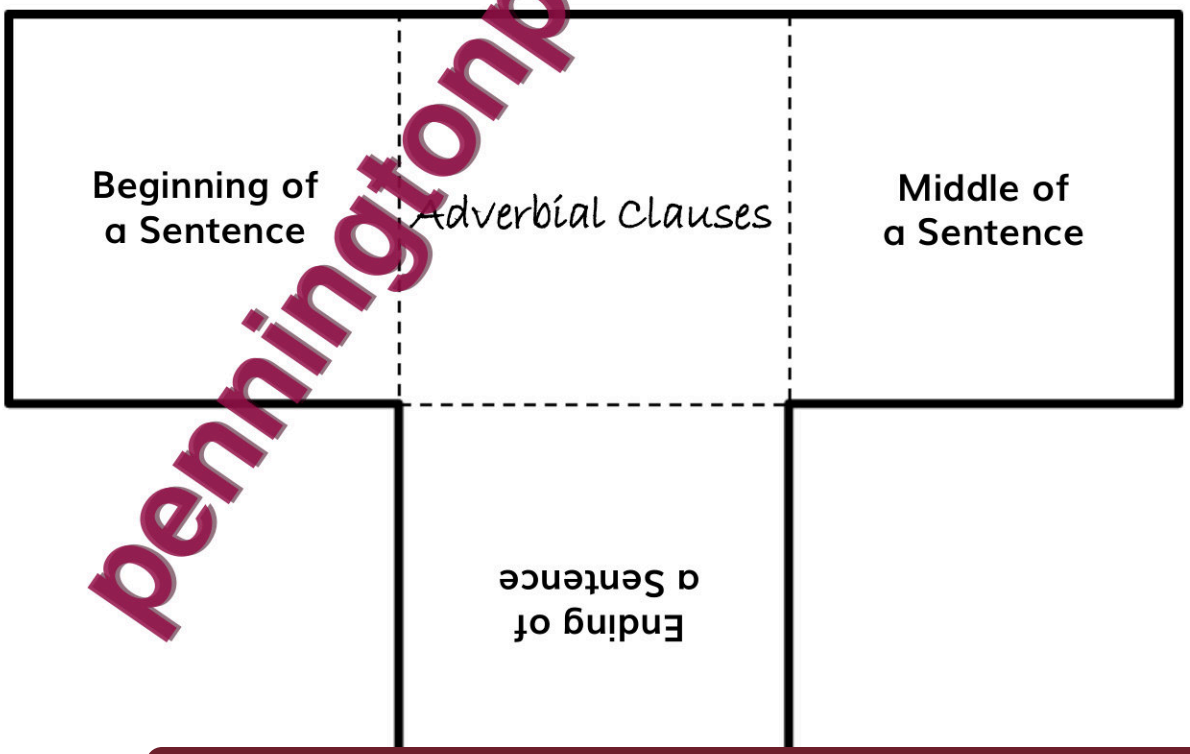


CLUMSY CHUCK SLIPPED ON A BANANA PEEL.

Cartoon Response
Identify the adverbial clauses in the
comment bubble.
Writing Application
Write your own sentence with an adverbial
clause.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write sentences, using examples of the adverbial clauses, on the back of each flap.



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Cues	Mechanics Notes
	Dashes come in three sizes and serve different purposes. These are the three sizes: hyphen (-), en dash (–), and em dash (—). The hyphen (-) is used for a compound word or for a close connection between words. **Examples:** _____ The en dash (–) is used to show a range of values between dates, times, and numbers. **Examples:** _____ _____ _____ The em dash (—) is used to show a pause in thought or for appositives instead of parentheses or commas. **Examples:** _____ _____

Cues	Grammar and Usage Notes
	These relative adverbs are used as transition words at the beginning of a sentence or following a semicolon: *however, also, furthermore, otherwise, then, besides, similarly, therefore, consequently, moreover, still, thus, finally, nevertheless, supposedly, on the other hand*. Place commas after relative adverbs, not before. **Examples:** _____ _____ The *when*, *where*, and *why* relative adverbs are used to begin certain adverbial clauses. These relative adverbs replace the formal preposition + *which* grammar construction. **Examples:** _____ _____

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Guided Practice

1. Re-write this sentence correctly: From 1:00–3:00 p.m. she loaded the truck and Frances Jones—Diaz ready took off on her September 9-12 trip.

_____

_____

_____

2. Re-write this sentence correctly: Wait—I heard that 40–50 soldiers were stationed on the French to Spanish border.

_____

_____

_____

3. Re-write the sentence, [bracket] the relative adverbs, and correct the punctuation. Similarly, the boys were dressed in blue; otherwise, they were quite different.

_____

_____

_____

4. Re-write this sentence, underline the relative adverb, and [bracket] the adverbial clause. When I threw the baseballs, the fans went wild.

_____

_____

_____

5. Re-write this sentence, underline the relative adverb, and [bracket] the adverbial clause. I don't know where they went, but they took forever to return.

_____

_____

_____

6. Re-write this sentence, underline the relative adverb, and [bracket] the adverbial clause. The neighbors never realized why you asked to borrow the lawnmower.

_____

_____

_____

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NORMAN MADE A MESS IN THE KITCHEN.

Cartoon Response
Identify the relative adverbs in the bubble
comment.
Writing Application
Write your own sentence with two relative
adverbs.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. **3.** Write sentences, using examples of the relative adverbs, on the back of each flap. Then put the arrows in the folder.

Where Relative Adverb

When Relative Adverb

Why Relative Adverb

Relative Adverbs

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Cues	Mechanics Notes
The British use brackets like Americans use parentheses.	Use brackets to provide missing or explanatory information within direct quotations. **Example:** _____ _____ _____ In scripts and plays, brackets are also used as stage directions both inside and outside of dialogue. **Examples:** _____ _____ _____ _____

Cues	Grammar and Usage Notes
	As a matter of good writing style, place shorter adverbial phrases in front of longer ones. **Example:** _____ _____ Also, place specific adverbs before general ones. **Example:** _____ _____ When using more than one adverb in a sentence, follow this order of adverbial functions: What Degree-How-Where-When. **Example:** _____ _____

SUMMARY/REFLECTION

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Guided Practice

1. Add brackets to this direct quotation: "Why would the Franks leave them their phones in the locker room?" the author asked.

_____

_____

_____

2. Add brackets to this dialogue:

Omri: Excitedly Oh I hope my mom and dad will attend! Edward: If they do [pausing to think] they may not like what they see.

_____

_____

_____

3. Re-write this sentence correctly: Halley after dinner walked into her room carefully.

_____

_____

_____

4. Re-write this sentence correctly: Sue spoke with a much more determined voice and loudly.

_____

_____

_____

5. Re-write this sentence correctly: Clark apologized generally to the whole family and specifically to me.

_____

_____

_____

6. Re-write this sentence correctly: Mary pedals strenuously less since her knee surgery up hill on her bike.

_____

_____

_____

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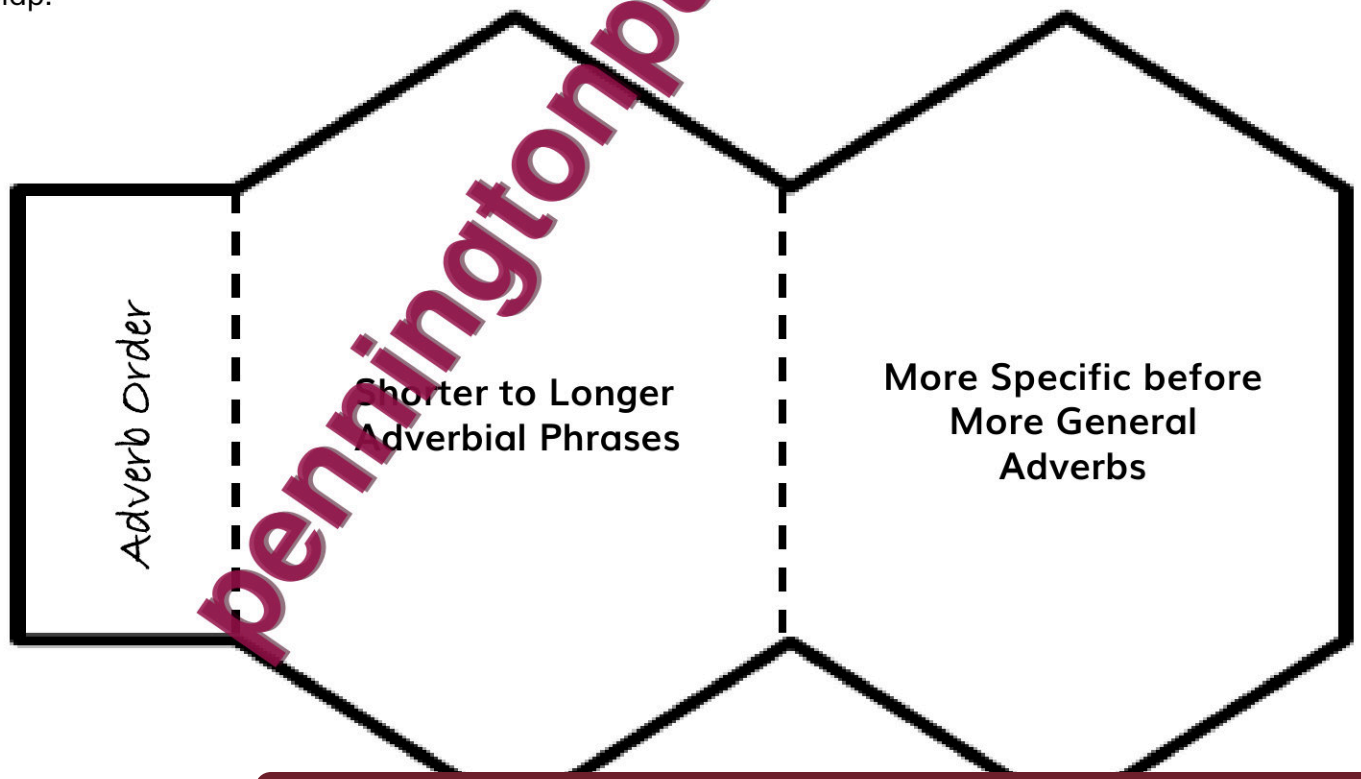
Cartoon Response
Identify the adverbial phrase in the caption.
Writing Application
Write your own sentence with an adverbial
phrase.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Write sentences, using examples of adverbial phrases and adverbs, on the back of each flap.



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FOCUS 🔎	
Cues	**Mechanics Notes**
	Use hyphens for compound adverbs that don't end in "_ly," when used before nouns. A compound adverb is two connected adverbs. **Example:** _____ When the compound adverb is after the noun, don't hyphenate. **Example:** _____ _____
Cues	**Grammar and Usage Notes**
	When writing in Standard English, don't drop verbs or parts of verbs. **Examples:** _____ _____ _____
SUMMARY/REFLECTION	

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Guided Practice

1. Re-write this sentence correctly: The least interested student woke up when the teacher began his story.

_____

_____

_____

2. Re-write this sentence correctly: Margie was well prepared for her camping trip, but she avoided taking the well worn family tent.

_____

_____

_____

3. Write this sentence correctly in Standard English:Harold sweet, but he been acting that way to all the girls.

_____

_____

_____

4. Write these sentences correctly in Standard English: Why you always do too much? You try too hard to get noticed.

_____

_____

_____

5. Write this sentence correctly in Standard English: My parents been helpful to both my sister and me, but it time we made it on our own.

_____

_____

_____

6. Write this sentence correctly in Standard English:How you do what you do without any plan? How do you do what you do without any plan?

_____

_____

_____

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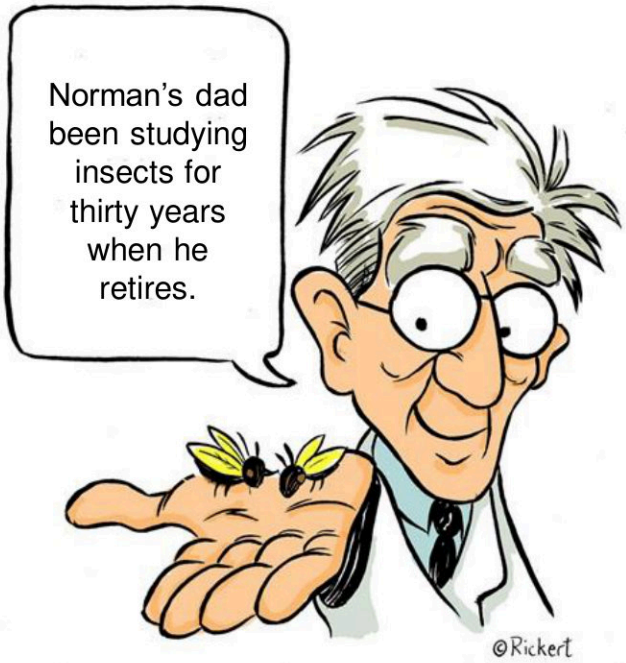

NORMAN'S DAD WILL HAVE BEEN STUDYING INSECTS FOR THIRTY YEARS WHEN HE RETIRES.

Cartoon Response
How did the cartoonist fix the dropped verb
form in the caption?
Writing Application
Revise the dropped verb forms in these
sentences: "You good? Or you need some
help?"

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted line, and glue or tape the tab. **3.** Revise the non-standard English on the back of the flap.

Don't drop verbs or parts of verbs.

Gerald smart, but he been studying how to get the job done before we started.

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FOCUS 🔎

Cues	Mechanics Notes
	In informal writing, use a slash to separate dates, abbreviate, or to mean *or*. **Examples:** _____ _____

Cues	Grammar and Usage Notes
	Avoid using non-standard use additions. Don't add the *of* or *on* preposition when unnecessary. **Example:** _____ _____ When writing in Standard English, do *not* use double negatives. **Example:** _____ Also, don't use an intensive pronoun without a noun or pronoun reference. **Example:** _____

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: We celebrated our best family Christmas ever on 12/25-2017 w/o any presents whatsoever.

_____

_____

_____

2. Re-write this sentence correctly: My mom filled out most of my application for me b/cause it was in Spanish though I had to explain what N/A means to her.

_____

_____

_____

3. Re-write this sentence correctly in Standard English: It's time you got off of his back and got your life together yourself.

_____

_____

_____

4. Re-write this sentence correctly in Standard English: On which television show are you appearing on and when?

_____

_____

_____

5. Re-write this sentence correctly in Standard English: Believe on me when I tell you... She was never not going to come to your birthday party.

_____

_____

_____

6. Re-write this sentence correctly in Standard English: Why won't he get himself ready to go before you leave yourself?

_____

_____

_____

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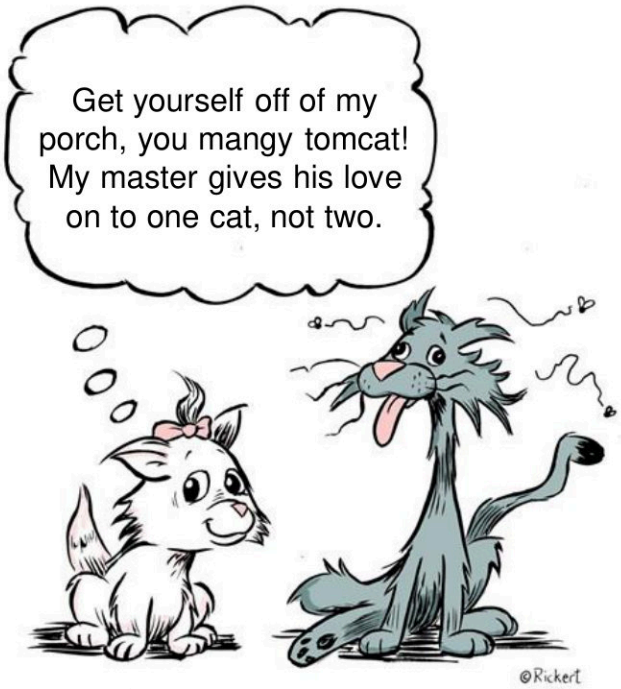
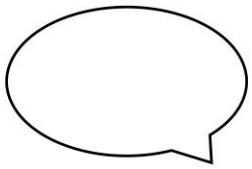


HIS CAT IS CUTER THAN HERS.
HER CAT IS UGLIER THAN HIS.

Cartoon Response
Identify the non-Standard English additions
in the caption.
Writing Application
Revise the caption into Standard English.

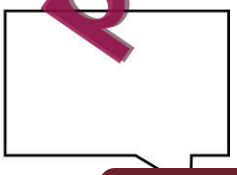
Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tab. **3.** Revise the non-standard English on the back of the flaps.

Non-Standard English Additions



"Stay off of my grass," he said.

She thought, "You don't have no reason to complain."



"Take yourself a piece," he said, "but don't take the biggest one."

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FOCUS 🔎

Cues	Mechanics Notes
	Spell out numbers from one to nine, but use Arabic numerals for #s 10 and larger. However, spell out the number if used at the beginning of a sentence. **Examples:** _____ _____ If a sentence has one number from one to nine and others larger, use Arabic numerals for all. **Examples:** _____ _____ If numbers are next to each other, use the Arabic numeral for one and spell out the other. **Example:** _____

Cues	Grammar and Usage Notes
	Don't substitute *be* for *am*, *are*, or *is* to create an ongoing action in Standard English. **Example:** _____ _____ **Revision:** _____ _____ Also, use the proper form of the "to be" verb to match its subject. **Example:** _____ **Revision:** _____

SUMMARY/REFLECTION

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Guided Practice

1. Re-write this sentence correctly: Seven slices of pizza were eaten by each of the twenty-two members of the squad in the record time of 5 minutes.

_____

_____

_____

2. Re-write this sentence correctly: Their ages ranged between 8 to eighteen, but the average age was eleven.

_____

_____

_____

3. Re-write this sentence correctly: The carpenter needs to saw 9 5-foot boards for the bookcase.

_____

_____

_____

4. Write this sentence correctly in Standard English: Mike and Amelia was able to complete the work all by themselves, but I was always available to help.

_____

_____

_____

5. Write this sentence correctly in Standard English: Sheila been thinking that she be the only one to understand the problem.

_____

_____

_____

6. Write these sentences correctly in Standard English: His mom be so anxious to retire. She be counting the days.

_____

_____

_____

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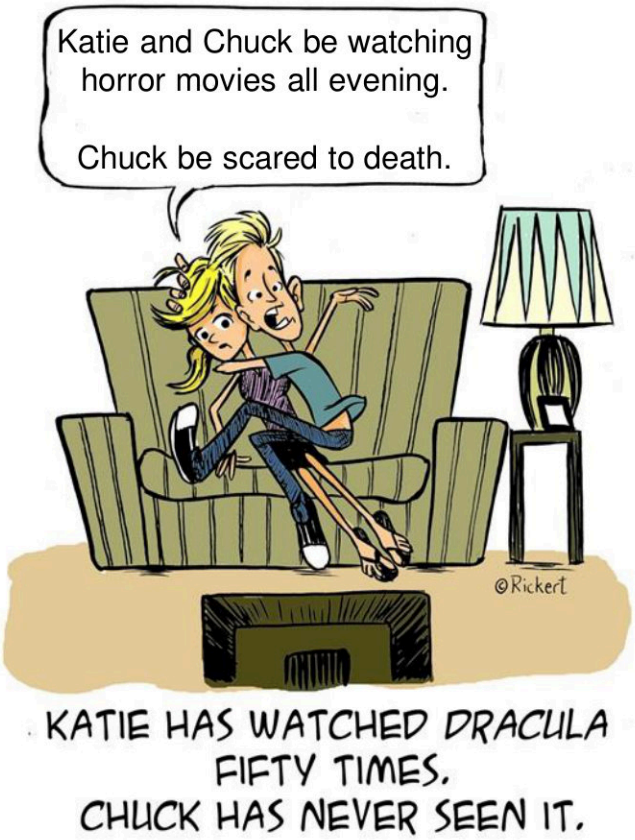

Cartoon Response
Identify the non-Standard usage in both
sentences in the bubble comments.
Writing Application
Revise the non-Standard usage in the
bubble comments with the present
progressive verb tense.

Directions: 1. Color or highlight. **2.** Cut at the solid lines, fold at the dotted line, and glue or tape the tab. **3.** Revise the non-standard English on the back of the flap.

Non-Standard Forms of the "to be" Verb

"Desmond be so mean," don't you think?

"I'm not sure. His friends was all saying that," but he always been nice to me.

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Diagnostic Grammar and Usage Assessment

Directions for Preparation, Administration, Correction, and Recording the Data

The purpose of this whole class assessment is to determine which of the previous grade-level Common Core grammar and usage Standards have and have not been mastered.

Preparation

This four-page assessment should be copied back-to-back for each student. The test may be administered and corrected on Scantrons® or GradeCam.

Administration

Inform students that this is a test on grammar and usage. Tell them to read each set of directions as they take the test. Read the first set of directions aloud to get them started. The assessment is given "whole class" and is un-timed. Most students finish in 20−25 minutes.

Correction

Grade the assessment, marking errors.

Recording the Data

Write the names of your students in alphabetical order on the recording matrix or copy and paste your class rosters. Record the grammar and usage deficits for each student in numerical order on the Diagnostic Grammar and Usage Assessment Mastery Matrix (pages 472−473). Mark a / for each error in the student's row on the matrix and assign that Grammar, Usage, and Mechanics Worksheet for remediation.

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Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that identifies the parts of speech in the sentence below.

Although she apologized, Kim was always arriving late for her team practices and league games.

___1. The proper nouns in the sentence are _____ and _____.
A. practices, games B. always, late C. Kim, Tom
D. they, their E. Tom, games

___2. The common nouns in the sentence are _____ and _____.
A. team, practices B. practices, games C. Kim, Tom
D. they, their E. Kim, games

___3. The pronouns in the sentence are _____ and _____.
A. she, her B. Although, her C. team, league
D. apologized, arriving E. always, late

___4. The adjectives in the sentence are _____ and _____.
A. apologized, arriving B. either, or C. practices, games
D. always, late E. team, league

___5. The verbs in the sentence are _____ and _____.
A. arriving, practices B. always, late C. apologized, was arriving
D. practices, games E. apologized, practices

___6. The adverbs in the sentence are _____ and _____.
A. Although, always B. always, late C. team, league
D. arriving, practices E. either, late

___7. The preposition in the sentence is _____.
A. for B. and C. or
D. either E. her

___8. The coordinating conjunction in the sentence is _____.
A. late B. or C. either
D. for E. and

___9. The subordinating conjunction in the sentence is _____.
A. either B. for C. Although
D. or E. and

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Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

___10. Identify the plurals of these nouns: life, woman, bush, baby, radio, monkey.
A. lifes, women, bushes, babies, radios, monkeys
B. lives, women, bushes, babys, radios, monkeys
C. lives, women, bushes, babies, radios, monkeys
D. lives, women, bushes, babies, radios, monkies
E. lives, womans, bushes, babies, radioes, monkeys

___11. Identify the simple subject in this sentence: She watched the movie three times.
A. She B. watched C. movie
D. three E. times

___12. Identify the compound subjects in this sentence: The train and ship arrived at noon.
A. The train B. ship C. noon
D. at noon E. train and ship

___13. Identify the simple predicate in this sentence: The clown was smiling at the children.
A. was B. clown was C. children
D. smiling E. was smiling

___14. Identify the compound predicates in this sentence: Mariel sat down and crossed her legs.
A. sat down B. crossed C. sat, crossed
D. sat, and E. down and crossed

___15. Mr. Nelson looked at the photograph. This is a _____ sentence.
A. simple declarative B. compound interrogative C. simple imperative
D. complex imperative E. compound-complex exclamatory

___16. She failed the test twice, but she passed it the third time. This is a _____ sentence.
A. simple B. complex C. compound
D. run-on E. compound-complex

___17. Carla went to the store after she watched the television show. This is a _____ sentence.
A. simple B. complex C. compound
D. run-on E. compound-complex

___18. While we waited for the jet to land. This is a _____.
A. sentence fragment B. run-on sentence C. compound sentence
D. complex sentence E. simple sentence

___19. Identify the best way to fix this sentence problem: While we waited in line for our lunch and the principal spoke to us.
A. While we waited in line the principal spoke to us for our lunch.
B. The principal speaking to us while we waited in line for our lunch.
C. While the principal spoke to us and we waited in line for our lunch.
D. The principal spoke to us while we waited in line for our lunch.
E. While we waited for our lunch our principal spoke in line to us.

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Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

___20. Mark plays football he is captain of the team. This is a _____.
A. simple sentence B. run-on sentence C. complex sentence
D. compound sentence D. sentence fragment

___21. Identify the best way to fix this sentence problem: That was a great movie, I really enjoyed the popcorn.
A. That was a great movie I really enjoyed the popcorn.
B. A great movie that was, I really enjoyed the popcorn.
C. That was a great movie, and I really enjoyed the popcorn.
D. That was a great movie, because I really enjoyed the popcorn.
E. I really enjoyed the popcorn, that was a great movie.

___22. The students who got into trouble are _____.
A. them B. those C. I and he
D. they E. me and she

___23. The teacher yelled at two students, Rachel and _____.
A. I B. me C. it
D. he E. us

___24. He stirred the sauce, and then let John taste _____.
A. them B. this C. it
D. these E. that

___25. That movie _____we watched was entertaining.
A. who B. whose C. it
D. which E. that

___26. _____who wants to try out for the team can do so, but not _____ is chosen.
A. Anyone; everybody B. Everyone; both C. Someone; one
D. Everyone; others E. Others; neither

___27. _____of the candy is on the counter, though _____ is free.
A. Some; fewer B. Plenty; little C. Many; nothing
D. All; none E. A large amount; few

___28. She should _____ for her school pictures.
A. have smiled B. is smiling C. had smiled
D. smiled E. has smiled

___29. Jamie _____ three miles around the track for the fundraiser.
A. walk B. has walk C. is walking
D. walking E. had walking

___30. Compared to her happy sister, she is _____.
A. happier B. most happy C. happiest
D. more happier E. most happiest

___31. Of all the happy people, he was _____.
A. happier B. most happy C. happiest
D. more happier E. most happiest

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Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

___32. Compared to last time, this work is definitely _____.
A. most difficult B. more difficulter C. difficultest
D. more difficult E. difficulter

___33. He is the _____ student in his class.
A. most intelligent B. more intelligent C. intelligentest
D. more intelligent E. intelligenter

___34. Dennis _____ ready and he _____ prepared well.
A. seem; has B. seems; have C. seems; has
D. seems; was E. seem; is

___35. She _____ passed the test, but she didn't study.
A. did have B. could have C. should of
D. did might E. would of

___36. She _____ hard for the test last night.
A. studied B. did studied C. study
D. had studying E. have studied

___37. She _____ hard for the test last night when she fell asleep.
A. studied B. was studied C. was studying
D. studying E. have studied

___38. She always _____ hard for tests.
A. study B. will studied C. studies
D. are studied E. will be studied

___39. Today she _____ hard for the test
A. will have been studying B. had studied C. study
D. is studied E. is studying

___40. We _____ more later this afternoon.
A. will have been studying B. will study C. study
D. are studied E. have studied

___41. She _____ for the test the whole night.
A. will have studying B. will be studying C. have studied
D. are studied E. have studying

___42. The boy claimed he _____ the lost watch under the bush.
A. founded B. finded C. found
D. founding E. find

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Diagnostic Grammar and Usage Assessment Answers

Directions: If the student misses an item, mark a / in the same number column on the Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix.

1. C	16. C	31. C
2. B	17. B	32. D
3. A	18. A	33. A
4. E	19. D	34. C
5. C	20. B	35. B
6. B	21. C	36. A
7. A	22. D	37. C
8. E	23. B	38. C
9. C	24. C	39. E
10. C	25. D	40. B
11. A	26. A	41. B
12. E	27. D	42. C
13. E	28. A	
14. C	29. C	
15. A	30. A	

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Diagnostic Mechanics Assessment

Directions for Preparation, Administration, Correction, and Recording the Data

The purpose of this whole class assessment is to determine which of the previous Common Core grade-level mechanics Standards have and have not been mastered.

Preparation

This two-page assessment should be copied back-to-back for each student.

Administration

Inform students that this is a test on punctuation and capitalization. Tell them to read each set of directions as they take the test—especially the boldface directions. Read the first set of directions aloud to get them started. Remind students to print neatly.

The assessment is given "whole class" and is un-timed. Most students finish in 10–15 minutes.

Correction

Grade the assessment according to the directions on the Diagnostic Mechanics Assessment Answers page.

Recording the Data

Write the names of your students in alphabetical order on the recording matrix or copy and paste your class rosters. Record the grammar and usage deficits for each student in numerical order on the Diagnostic Mechanics Assessment Mastery Matrix (pages 474–475). Mark a / for each error in the student's row on the matrix and assign that Grammar, Usage, and Mechanics Worksheet for remediation. Ignore errors unrelated to the targeted assessment items.

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Diagnostic Mechanics Assessment

Directions: Rewrite each of the following with correct punctuation and capitalization. Do not add, remove, or switch around any words. Carefully proofread your work when finished.

1. a friend named john said I am glad I dont need any help on my homework

_____

_____

2. she saw pictures in the newsweek article the one that featured space camp

_____

_____

3. bring both girls costume dresses to atlanta georgia in time for halloween

_____

_____

4. joe please read the chapters on knots and cooking to prepare for the boy scouts meeting tonight

_____

_____

5. mr wong is from south africa but he spoke perfect english

_____

_____

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Diagnostic Mechanics Assessment

Directions: Rewrite each of the following with correct punctuation and capitalization. Do not add, remove, or switch around any words. Carefully proofread your work when finished.

6. dear mary

what a complete surprise our teachers short story titled yankees and rebels was a huge success

yours truly

amy

_____

_____

_____

_____

_____

_____

_____

_____

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Diagnostic Mechanics Assessment Answers

Directions: Each problem has the numbered diagnostic items in enlarged **boldface**. If the student misses an item, mark a / in the same number column on the Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix.

48 **43** **57 (needs both)** **58**

1. a friend named **J**ohn said**,** **"**I am glad I don**'**t need any help on my homework**.**

54 **59 (needs both)** **50 (needs both)**

2. she saw pictures in the <u>newsweek</u> article **(**the one that featured **S**pace **C**amp**)**

61 **44** **51**

3. bring both girls**'** costume dresses to atlanta**,** georgia in time for **H**alloween

45 **55 (needs both sets)** **52 (needs both)**

4. joe**,** please read the chapters on **"**knots**"** and **"**cooking**"** to prepare for the **B**oy **S**couts meeting tonight

62 **49 (needs both)** **46** **53**

5. mr**.** wong is from **S**outh **A**frica**,** but he spoke perfect **E**nglish

47 (needs both greeting and closing)

6. dear mary**,**

63 **60** **56 (needs both)**

what a complete surprise**!** our teacher**'**s short story titled **"**yankees and rebels**"** was a huge success

yours truly**,**

amy

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Grammar, Usage, and Mechanics Worksheets

The Grammar, Usage, and Mechanics Worksheets are designed to help students learn previous grade-level Language Conventions Standards. Worksheets focus on the Common Core Language Strand L.1, L.2, and the Language Progressive Skills Standards. Each worksheet includes concise definitions of the rule, skill, or concept with examples, a writing application, a practice section, and a brief formative assessment. Grammar, usage, and mechanics definitions, rules, and skills complement those found in the Language Conventions lessons.

Preparation

1. Administer both the Diagnostic Mechanics Assessment and the Diagnostic Grammar and Usage Assessment, correct, and chart the individual skills that your students have not yet mastered on the recording matrices. Record a slash (/) for un-mastered skills, and leave the box blank for mastered skills.

2. Count and total the slashes (/) for each of the 63 grammar, usage, and mechanics components to determine how many of each Grammar, Usage, and Mechanics Worksheet you will need to copy. Group the worksheets in separate file folders for students to access. Also copy some sets of the Grammar, Usage, and Mechanics Worksheet Answers and place these in three-ring binders labeled "Grammar, Usage, and Mechanics Worksheet Answers."

3. Display one of the Grammar, Usage, and Mechanics Worksheets to introduce the instructional components and explain the directions to your students. Students first read the **FOCUS** and **CONNECT TO WRITING** sections and then complete the **PRACTICE** section. Tell them *not* to complete the **WRITE** section (the formative assessment) until they have self-corrected the **PRACTICE** section in a colored pencil or pen, so that they can learn from their mistakes before completing the last section. The formative assessment determines whether the student has or has not mastered the grammar, usage, or mechanics content, rule, or skill.

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Step by Step Directions

1. Tell students to begin with the lower numbered worksheets on the recording matrices and to complete only those worksheets indicated by slashes (/). Tell them that they have already mastered those language convention components.

2. When a student has completed all sections of the Grammar, Usage, and Mechanics Worksheet, except for the ending **WRITE** section (the formative assessment), the student uses the "Grammar, Usage, and Mechanics Worksheet Answers" binder to self-correct and self-edit in a colored pencil or pen. Tell students that you do not award a grade for this practice, so there would be no benefit from looking at the answers first. Remind students that they will often learn from their mistakes, especially when they identify and correct them.

3. Next, the student completes the **WRITE** section and comes up to your desk to mini-conference with you for thirty seconds to review the worksheet.

4. If the student has self-corrected and self-edited the **PRACTICE** section and "passed" the **WRITE** formative assessment, change the slash (/) into an "**X**" for mastery on the appropriate box on the matrix and record an A on the student's worksheet. Convert the A to points if you use a point system for grading.

5. If the student did not master the rule, skill, or concept on the formative assessment, re-teach during the mini-conference. Then direct the student to re-do the formative assessments and return for re-correction.

Helpful Hints

- Mastery criteria on the **WRITE** formative assessment are decided by the teacher. If the student has followed directions and correctly applied the rule, skill, or concept, the student has certainly mastered the Grammar, Usage, and Mechanics Worksheet. Make sure to ignore irrelevant errors, such as spelling mistakes, in determining mastery; however, do mark and point these out to the student.
- Remember that a student can miss items within the **PRACTICE** section and still master the grammar or usage skill or concept if the student has self-corrected and self-edited and the criteria have been met on the formative assessment.
- Limit the length of your mini-conference line to three students. Waiting students can sign up for their places in line on the board and then work on their next worksheet until their turn arrives to conference.
- Post the recording matrices on the wall with data listed by student names or student identification numbers. Allow students to use pencil to change the slash (/) into an **"X"** for mastery on the appropriate box on the matrix.
- Set an expectation as to how many Grammar, Usage, and Mechanics Worksheets must be completed [illegible]

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Grammar, Usage, and Mechanics Worksheets

Parts of Speech	#1	Proper Nouns
	#2	Common Nouns
	#3	Pronouns
	#4	Adjectives
	#5	Verbs
	#6	Adverbs
	#7	Prepositional Phrases
	#8	Coordinating Conjunctions
	#9	Subordinating Conjunctions
	#10	Correlative Conjunctions
Sentence Structure	#11	Simple and Complete Subjects
	#12	Compound Subjects
	#13	Simple and Complete Predicates
	#14	Compound Predicates
	#15	Simple Sentences / Types of Sentences
	#16	Compound Sentences
	#17	Complex Sentences
	#18	Compound-Complex Sentences
	#19	Fragments
	#20	Run-Ons
Pronouns	#21	Subject Case Pronouns
	#22	Object Case Pronouns
	#23	Intensive and Reflexive Pronouns
	#24	Pronoun Antecedents
	#25	Who, Whose, Whom, That, Which
	#26	Indefinite People Pronouns
	#27	Indefinite Size or Amount Pronouns
Modifiers	#28	Past Participles
	#29	Present Participles
	#30	Dangling / Misplaced Modifiers
	#31	Short Comparative Modifiers
	#32	Short Superlative Modifiers
	#33	Long and "__ly" Comparative Modifiers
	#34	Long and "__ly" Superlative Modifiers

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Grammar, Usage, and Mechanics Worksheets

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Grammar, Usage, and Mechanics Worksheet #1

FOCUS Proper Nouns

A **proper noun** is the name of a person, place, or thing. It can be acted upon and is capitalized.

CONNECT TO WRITING

Whenever possible, use specific proper nouns rather than common nouns. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word. Capitalize all words that make up proper nouns, except articles (*a*, *an*, and *the*), prepositions, such as *of*, *to*, and *from*, and conjunctions, such as *and*, *or*, and *but*.

Examples:	*Josh* was honored	person
	at *U.S. Memorial Auditorium*	place
	with the *Smith-Lee Award*.	thing

PRACTICE

Circle or highlight the proper nouns in the following story.

John Francis left his home in Beatrice, Nebraska in 1941, shortly before the start of World War II. Traveling first by bus to Chicago, he then boarded the *Southwestern Chief* to ride to Los Angeles. At Grand Central Station, John met his sister, Jane, and immediately began looking for part-time work and an apartment. He found employment at Blix Hardware on Western Avenue and a room to rent in nearby South Hollywood.

When war was declared, John enlisted in the army and was stationed at Fort Ord. He played trumpet in the Army Band and was promoted to the rank of Staff Sergeant. The United States was fortunate to have so many young men, like John, serving their country.

After the war in 1945, John enrolled in the University of Southern California, paying his tuition with money from the G.I. Bill. Graduating Cum Laude with degrees in Business and Social Science, he continued to play trumpet in clubs all over Southern California. Upon marrying Janice Jones, he took a job at California Federal Savings and Loan and was promoted to Senior Vice-President. He and his wife raised two children, Mark and Robin.

WRITE

Compose your own sentence with person, place, and thing proper nouns.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #2

FOCUS Common Nouns

A **common noun** is an idea, person, place, or thing.

CONNECT TO WRITING

Whenever possible, use specific common nouns rather than general common nouns. A common noun can be a single word, a group of words, or a hyphenated word and is capitalized only at the start of a sentence.

Examples:	It takes *self-control*	idea
	for a *teenager*	person
	to drive to *school*	place
	in a *sports car*.	thing

PRACTICE

Sort the following common nouns as an idea, person, place, or thing in the correct columns:

mountain, friendship, teacher, neighborhood, food, self-image, freedom, toy, fire-fighter, cousin, rock, country, lamp stand, football stadium, police officer, self-confidence, grandfather clock, family room, brother-in-law, world peace

IDEA	PERSON	PLACE	THING
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

WRITE

Compose four sentences, using a common noun from each category. Use none of the common nouns listed on this worksheet. Be as specific as possible.

idea _____

person _____

place _____

thing _____

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Grammar, Usage, and Mechanics Worksheet #3

FOCUS Pronouns

A **pronoun** is a word used in place of a proper noun or common noun.
Examples: *Ted* is ready. *He* is never late.
The *game* has already started. Ted will watch *it* at home.

CONNECT TO WRITING

Pronouns are used to avoid repeating the same noun over and over again. Pronouns are used in the *first person*, *second person*, or *third person* points of view. Avoid *first* and *second person* pronouns in essays designed to inform or convince your reader.

The *first person* pronoun stands for the one speaking.

Examples:	Singular	I, me, my, mine, myself
	Plural	we, us, our, ours, ourselves

The *second person* pronoun stands for the person to whom one is speaking.

Examples:	Singular	you, your, yours, yourself
	Plural	you, your, yours, yourselves

The *third person* pronoun stands for the one spoken about.

Examples:	Singular	he, she, it, him, her, its, his, hers, himself, herself, itself
	Plural	they, them, their, theirs, themselves

PRACTICE

Underline the pronouns in this phone conversation.

"Hello," said Susan.

"Is this the owner of the car for sale?" the caller asks.

"It, is I," replies Susan. "Who is calling?"

"The one paying you full price for your car. My name is Marcy. What's yours?"

"Susan," she says. "But let me get my husband. Actually, he is selling his car, not mine.

"Suit yourself, says Marcy. Put him on the phone."

WRITE

Finish the rest of this phone conversation, using at least two different pronouns.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #4

FOCUS Adjectives

An **adjective** modifies a proper noun, a common noun, or a pronoun and answers Which one? How many? or What kind?

CONNECT TO WRITING

Adjectives usually are placed before nouns and pronouns. Whenever possible, use specific, rather than general adjectives. For example, adjectives such as *interesting*, *nice*, and *exciting* are general adjectives.

Examples:	**Type of Adjective**	**Too General**	**Specific**
	Which One?	*That* park	*That city* park
	How Many?	had *some* playgrounds	had *two* playgrounds
	What Kind?	*swimming* pools	*huge swimming* pools.

PRACTICE

Sort the following *italicized* adjectives into the correct columns:

twenty-story building, *most* sports, *juicier* hamburgers, *these* games, *that* bright color, a *dozen* flowers, the *muddy* Missouri River, *few* announcements, *this* idea, *those* desserts, *navel* orange, *thousands* of islands, *spicy* pizza, *certain* groups, *loud* rap music

Which One?	**How Many?**	**What Kind?**
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

WRITE

Compose three sentences, using an adjective from each category. Use none of the adjectives listed on this worksheet. Be as specific as possible.

Which One? _____

How Many? _____

What Kind? _____

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Grammar, Usage, and Mechanics Worksheet #5

FOCUS Verbs

A **verb** completes three types of actions:

- A verb can mentally act. **Examples**: think, like, wonder, know
- A verb can physically act. **Examples**: run, talk, eat
- A verb can also link a noun or pronoun to another word or words in the sentence. These are knows as *state of being* verbs.
  Examples: is, am, are, was, were, be, being, been, appear, become, feel, grow, keep, look, remain, seem, smell, sound, seem, stay, taste

CONNECT TO WRITING

A verb can be singular or plural and must match the noun or pronoun it acts upon or modifies. Singular nouns often match verbs ending in *s*. Plural nouns often use verbs that don't end in *s*. **Examples**: Amanda walks. They walk.

Some verbs add a helping verb in front of the verb. Helping verbs include the "to be" verbs: *is*, *am*, *are*, *was*, *were*, *be*, *being*, *been*; the "to do" verbs: *do, does, did;* the "to have" verbs: *has*, *have*, *had*; and the modals: *can*, *could*, *may*, *might*, *must*, *shall*, *should*, *will*, and *would*. **Examples**: Tim <u>was</u> thinking. He <u>did</u> not need her help, but she <u>had</u> offered, and he <u>might</u> need assistance later.

PRACTICE

Identify each type of verb action in the parentheses following each verb (mental, physical, state of being). Then underline each of the helping verbs.

I know (_____) that he had run (_____)

a full mile before, but he might be (_____) too tired right now. He

did walk (_____) a mile yesterday.

WRITE

Compose three of your own sentences with the three types of verb actions. Include at least one singular and plural verb plus at least one helping verb.

_____

_____

_____

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Grammar, Usage, and Mechanics Worksheet #6

FOCUS Adverbs

An **adverb** describes a verb, an adjective, or an adverb and answers What degree? How? Where? or When? The adverb may be found before or after the word that it modifies.

Examples:	Trey walked *more*	What degree?
	carefully	How?
	late at night	When?
	there at the docks.	Where?

CONNECT TO WRITING

As a matter of good writing style, place shorter adverbial phrases in front of longer ones.
Example: The family walks *around the block after every Thanksgiving Dinner*.
Explanation: The shorter adverbial phrase *around the block* is properly placed before the longer *after every Thanksgiving Dinner*.

As a matter of good writing style, place specific adverbs before general ones.
Example: It should be *exactly where* I said, *next to her*, or *somewhere over there*.
Explanation: The more specific adverbs *exactly where* and *next* are properly placed before the more general *somewhere over there*.

PRACTICE

Sort these adverbs into the following categories: often, everywhere, slowly, one o'clock, mostly, carefully, nearby, later, here, less, easily, mainly

What Degree	How	Where	When
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

WRITE

Compose four sentences with adverbs from each category. Use none of the adverbs listed on this worksheet.

What Degree _____

How _____

Where _____

When _____

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Grammar, Usage, and Mechanics Worksheet #7

FOCUS Prepositional Phrases

A **preposition** is a word that shows some relationship to an object (a proper noun, a common noun, or a pronoun). The preposition is always part of a phrase. A phrase is a group of related words without a noun and connected verb. The preposition asks "What?" and the object follows with the answer. A preposition tells *when*, *where*, or *how* something happens.

Examples:

When it happens:	Our teacher leaned *against* the wall.	*against* what?	…the wall
Where it happens:	*Under* the bed the cat hid.	*Under* what?	…the bed
How it happens:	We travelled *by* bus.	*by* what?	…bus

CONNECT TO WRITING

We often end spoken sentences with a preposition, but avoid this in your writing.
Example: Spoken sentence–"Who will you go *to*?" Written sentence–"*To whom* will you go?"

Here is a list of commonly-used prepositions. Memorizing this list will help you notice prepositions in your reading and use them in your writing.

aboard, *about*, *above*, *according to*, *across*, *after*, *against*, *along*, *among*, *around*, *as*, *as to*, *at*, *before*, *behind*, *below*, *beneath*, *beside*, *between*, *beyond*, *but*, *by*, *despite*, *down*, *during*, *except*, *for*, *from*, *in*, *inside*, *instead of*, *into*, *in place of*, *in spite of*, *like*, *near*, *next*, *of*, *off*, *on*, *onto*, *outside*, *out of*, *over*, *past*, *regardless of*, *since*, *than*, *through*, *throughout*, *to*, *toward*, *under*, *underneath*, *unlike*, *until*, *up*, *upon*, *with*, *within*, *without*

PRACTICE

<u>Underline</u> the prepositions, and [bracket] their objects. Then draw an arrow from each preposition to its object.

"I pledge allegiance to the flag of the United States of America and to the republic for which it stands: one nation under God, indivisible, with liberty and justice for all." These words are spoken in schools throughout America each day. The right hand is placed over the heart and eyes are focused on the flag. Children stand to say the pledge and give respect to our country.

WRITE

Compose your own sentence or two with three different prepositional phrases.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #8

FOCUS Coordinating Conjunctions

A **conjunction** joins words, phrases, or clauses together.

CONNECT TO WRITING

A **coordinating conjunction** connects words, phrases, or clauses with related meanings. The memory trick FANBOYS (For-And-Nor-But-Or-Yet-So) may help you remember the common two or three-letter coordinating conjunctions.
Example: Two desserts are fine, *but* three are better.

PRACTICE

Read the following short story and fill in the blanks with the correct coordinating conjunctions.

Liz _____ Pam both wanted to see the new scary movie, _____ they were afraid. The friends did not want to go alone, _____ did they want to go with their parents. The girls decided to get more friends to go, _____ they bought a dozen tickets _____ treated ten of their friends to a free movie. Liz planned on buying popcorn, _____ not drinks for her friends. Pam did not have much money, _____ she decided to buy candy for all of her friends.

The movie was scary, _____ it was fun to see it with lots of friends. Both Liz _____ Pam say that their friends will have to pay their own way the next time. They would like to always treat their friends but they can't, _____ it would just be too expensive.

WRITE

Compose your own sentence or two using two or more coordinating conjunctions.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #9

FOCUS Subordinating Conjunctions

A **subordinating conjunction** begins a dependent clause.

CONNECT TO WRITING

A **subordinating conjunction** begins a dependent clause. A dependent clause is a noun and connected verb that does not express a complete thought. It *depends* upon connecting to a complete thought to form a sentence.
Example: Although my friends had already seen it, they saw the show a second time.

This memory trick will help you remember the common subordinating conjunctions:
Bud is wise, but hot! AAA WWW

Bud: Before, **u**nless, **d**espite (in spite of); **is: i**n order that, since,
wise: while, **i**f, **s**ince, **e**ven though (if); **but: b**ecause, **u**ntil, **t**hat; **hot**: **h**ow, **o**nce, **t**han!
AAA: After; **A**lthough (though); **A**s (As if, As long as, As much as, As soon as, As though)
WWW: Whether; **W**hen (Whenever); **W**here (Wherever)

PRACTICE

Read the following short story and fill in the blanks with the correct subordinating conjunctions.

_____ Salma went to bed, she set her alarm to wake up early. The next day was going to be an important one for Salma _____ she was meeting with the principal to receive a special citizenship award. She woke up _____ she heard the alarm and crept downstairs to make her breakfast. _____ she was up early, her father had already eaten his breakfast and had left for work. _____ her father knew that Salma would be short on time that morning, he packed a lunch for his daughter and put it on the table _____ she would be sure to see it. _____ her father's help, Salma did leave the house a bit late.

WRITE

Compose your own sentence beginning with a subordinating conjunction.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #10

FOCUS **Correlative Conjunctions**

C**orrelative conjunctions** join words, phrases, or clauses together.

CONNECT TO WRITING

Correlative conjunctions are pairs of conjunctions used in the same sentence that indicate a certain relationship. Common correlative conjunctions include the following:
both…and either…or whether…or neither…nor
Example: *Either* we work together, *or* we will fail together.

PRACTICE

Read the following short story and fill in the blanks with the correct correlative conjunctions.

Both Taylor _____ I love to play basketball. After school we are _____ playing one-on-one out on the playground _____ talking about our next league game. It's great to be on the same team as my best friend, even though our team has only won one game this season. Our coach always tells us, "It's not _____ you win _____ lose that matters; it's how you play the game." _____ Taylor _____ I are the best players on our team, but we are getting better with each game. _____ Taylor and I plan to practice a lot over the summer. Hopefully, we will be on the same team again next year.

WRITE

Compose your own sentence or two with two pairs of correlative conjunctions.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #11

FOCUS Simple and Complete Subjects

The **simple subject** is the common noun, proper noun, or pronoun that the verb acts upon. The subject is the "do-er" of the sentence.

CONNECT TO WRITING

The simple subject tells whom or what the sentence is about. When additional words help name or describe the simple subject, this is known as a **complete subject**.

Examples: A *nurse* assisted the patient. Simple Subject
The police officer helped prevent the accident. Complete Subject

The simple subject is usually found at the start of a declarative sentence. To find the simple subject of the sentence, look for the main verb and the common noun, proper noun, or pronoun that the verb acts upon. The simple subject is never part of a prepositional phrase.

PRACTICE

Circle or highlight the simple subjects found in the story below.

Vacationing in Mexico, an experienced traveler will visit three famous cities. Tasco, known as the "Silver City" because of its rich silver mines, welcomes thousands of tourists each summer to see its timeless architecture. The cathedral impresses visitors from around the world. A second city, Guadalajara, shows off its rich colonial heritage. Having one of the most beautiful town squares, this city gives any traveler a complete history of Mexico. If given the opportunity, no one should hesitate to visit the capital. Mexico City has many sites of archeological importance, including pyramids of the Aztec Empire. A trip to Mexico connects the traveler with his or her historical roots.

What is the complete subject in the first sentence of the above story?

_____

WRITE

Compose a sentence with a simple subject and then one with a complete subject.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #12

FOCUS Compound Subjects

The **compound subject** has two or more connected common nouns, proper nouns, or pronouns that one verb acts upon. The words "and," "or," or "nor" connect them. The compound subject is the "do-er" of the sentence. It tells whom or what the sentence is about.

Examples: The *girl* and her *mother* walked to the store.
Running quickly down the slope were *Suzanne*, *Becky*, and *Carson*.

When additional words help name or describe the compound subject, this is known as a **complete compound subject**.

CONNECT TO WRITING

The compound subject is usually found at the start of a declarative sentence. To find the compound subject of the sentence, first identify any prepositional. The compound subject is not part of a prepositional phrase.

PRACTICE

Circle or highlight the complete compound subjects in the article below.

In terms of difficulty, running 28 miles is quite an accomplishment, and the marathon always fills the stadium or arena with an eager audience. Track fans and casual spectators enjoy the competition of this oldest Olympic event. Basketball and ice-hockey also get high television ratings. The "Dream Team," composed of the best National Basketball Association players, or the United States hockey team, composed of professional hockey all-stars, always entertains the Olympic audience. These two popular events, as well as the track-and-field contests, highlight the Winter or Summer Olympics for most sports fans.

WRITE

Compose your own sentence with a compound subject.

_____

_____

_____

In the sentence above, identify the complete compound subject.

_____

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Grammar, Usage, and Mechanics Worksheet #13

FOCUS Simple and Complete Predicates

The **simple predicate** is the verb that acts upon the subject of the sentence. It does the work of the "do-er" of the sentence. When additional words help describe the simple predicate, this is known as a **complete predicate**. The complete predicate consists of the rest of the sentence other than the subject.

Examples: Michael *hurt* his hand. Simple Predicates
She *had become* a young lady.
They *should have listened* to me.
An angry man *tried to run me off the road*. Complete Predicate

CONNECT TO WRITING

To find the simple predicate, first identify the subject and ask "What?" The answer to this question should be the predicate. The simple predicate usually follows the subject in a sentence. However, it can be placed before the subject in a question *(Was it your mother's purse?)*. The subject can also be suggested, but not stated in the sentence *(Look out!)*. Often, the suggested subject is *you*.

PRACTICE

Underline the simple subjects and [bracket] the simple predicates found in the story below.

Ice cream always has pleased young and old alike as a favorite summertime dessert. One ice cream that pleases many is Neapolitan. This treat has chocolate, strawberry, and vanilla all in one. Rocky Road delights children of all ages with small bits of marshmallows and nuts in a rich chocolate ice cream. For some, the nuts or marshmallows may cause an allergic reaction. A creamy double scoop on a sugar or waffle cone tastes great. Eating too much ice cream can be an addictive behavior.

WRITE

Compose a sentence with a simple predicate and then one with a complete predicate. Underline the subjects and bracket the simple and complete predicates.

_____

_____

_____

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Grammar, Usage, and Mechanics Worksheet #14

FOCUS Compound Predicates

The **compound predicate** has two or more connected verbs that act upon the same subject of the sentence. These verbs do the work of the "do-er" of the sentence.
Examples: Michael *fell* and *hurt* his hand. She *had become* and still *remained* a young lady.

CONNECT TO WRITING

To find the compound predicate, first identify the subject and ask "What?" The answer to this question should be the predicate. A connecting word such as "and," "or," or "but" is usually placed between the verbs. When additional words help describe the compound predicate, this is known as a **complete compound predicate**.

Use compound predicates to make your writing more concise (brief), clear, and readable.
Examples: Instead of the following: Rob studied the textbook for the test. Then, he practiced the vocabulary for the test. After practicing the vocabulary, he memorized the poem–all to prepare for the test. Try a compound predicate such as in this sentence: Rob studied the textbook, practiced the vocabulary, and memorized the poem to prepare for the test.

PRACTICE

<u>Underline</u> the simple subjects and [bracket] the compound predicates in the story below.

Of all the books by Mark Twain, two works stand out and are remembered as his best. Twain's description of life as a riverboat captain in *Life on the Mississippi* both entertains and informs. After reading this book, one will learn and will understand what the phrase "Mark Twain" means. A second novel, *Huckleberry Finn*, teaches and preaches about how badly people can treat each other. Huck Finn struggles with and triumphs over the evils of slavery.

Re-write the following sentences into one sentence with a compound predicate:
Debbie walked into the room. Next, she sat down in the chair. And, she heaved a sigh of relief.

_____

_____

WRITE

Compose your own sentence with a compound predicate.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #15

FOCUS Simple Sentences / Types of Sentences

A **simple sentence** has one independent clause, but no dependent clause. An independent clause has a noun connected to a verb that expresses a complete thought. A dependent clause has a noun connected to a verb that does not express a complete thought.
Examples: Jim left class (independent clause) before he finished the project (dependent clause).

CONNECT TO WRITING

Complete sentences can be identified by their purposes.
A **declarative** sentence makes a statement and has a period as ending punctuation.
Example: Joanna went shopping at the mall.
An **interrogative** sentence asks a question and has a question mark as ending punctuation.
Example: Would you mind cooking your own dinner tonight?
An **imperative** sentence gives a command or makes a request and has a period as ending punctuation. Frequently, the *you* is implied (suggested, but not stated).
Examples: Don't tell me what to do (command). Mother, sing a song for us (request).
An **exclamatory** sentence expresses surprise or strong emotions and has an exclamation point as ending punctuation.
Example: I can't believe you said that!

Remember: A complete sentence–
1. Tells a complete thought.
2. Has both a subject and a predicate.
3. Has the voice drop down at the end of a statement and the voice go up at the end of a question.

PRACTICE

Identify the following simple sentences as declarative, interrogative, imperative, or exclamatory in the space provided. The ending punctuation has been omitted.

1. Look at me when I talk to you _____

2. That answer really shocked me _____

3. Why should I have to wait _____

4. Tom asked me a question _____

WRITE

Compose an interrogative sentence. Then answer with a simple declarative sentence.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #16

FOCUS Compound Sentences

A **compound sentence** has two or more independent clauses but no dependent clauses. An independent clause has a noun connected to a verb that tells a complete thought. A dependent clause has a noun connected to a verb that does not tell a complete thought.
Example: Ken asked his teacher for his homework, but he didn't follow her advice.

CONNECT TO WRITING

The independent clauses are joined by a semicolon or a comma followed by a coordinating conjunction (FANBOYS: *for, and, nor, but, or, yet, so*).

Compound sentences must have a clear relationship between the independent clauses. Having a variety of sentence lengths is a mark of good writing. Avoid placing two compound sentences next to each other in the same paragraph.

PRACTICE

Use the coordinating conjunctions (FANBOYS) to join the following independent clauses in the spaces provided. The ending punctuation has been omitted.

1. I enjoy watching old television shows the new ones are better

_____

2. Do you want vanilla do you want strawberry

_____

Use a semicolon to join the following independent clauses in the spaces provided below each pair. The ending punctuation has been omitted.

3. No one really wants to go they just feel like they must attend

_____

4. This route takes too long there must be another way

_____

WRITE

Write your own compound sentence.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #17

FOCUS Complex Sentences

A **complex sentence** has an independent clause and at least one dependent clause. An independent clause has a noun connected to a verb that expresses a complete thought. A dependent clause has a noun connected to a verb that does not express a complete thought.
Example: Ty finished his work (independent clause) + before he ate lunch (dependent clause) = Ty finished his work before he ate lunch. (complex sentence)

CONNECT TO WRITING

Complex sentences can help explain the relationship between complicated ideas. If starting a sentence with one of these dependent clauses, follow the clause with a comma:

Adjectival Clauses modify nouns or pronouns. These pronouns begin many adjectival clauses: *who, whose, on (for, of) whom* to refer to people; *that* refers to people or things; and *which* refers only to things.
Example: John, <u>whose work is well-known</u>, won the prize.

Adverbial Clauses modify a verb or another adverb. Subordinating conjunctions begin adverbial clauses. This memory trick will help you remember the common subordinating conjunctions:
Bud is wise, but hot! AAA WWW

Bud: Before, **u**nless, **d**espite (in spite of); **is: i**n order that, **s**ince;
wise: while, **i**f, **s**ince, **e**ven though (if); **but:** because, **u**ntil, **t**hat; **hot**: **h**ow, **o**nce, **t**han!
AAA: After; **A**lthough (though); **A**s (As if, As long as, As much as, As soon as, As though)
WWW: Whether; **W**hen (Whenever); **W**here (Wherever)
Example: <u>As long as she can wait</u>, they will wait.

PRACTICE

Re-write the following simple sentences into complex sentences in the spaces below.

1. he will be able to go outside to play the boy practices his trombone as soon as

_____

2. whose tonight we celebrate a special young lady, achievement is special

_____

WRITE

Write your own complex sentence.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #18

FOCUS Compound-Complex Sentences

A **compound-complex sentence** has two or more independent clauses and at least one dependent (subordinate) clause. An independent clause has a noun connected to a verb that expresses a complete thought. A dependent clause has a noun connected to a verb that does not express a complete thought.
Example: Before he ate his lunch (dependent clause) +
Ty completed all his chores (independent clause) +
and he read the newspaper (independent clause) =
Before he ate his lunch, Ty completed all his chores and he read the newspaper.

CONNECT TO WRITING

Dependent clauses can be placed at the start, in the middle, or at the end of sentences.

PRACTICE

Rearrange the following independent clauses and dependent clauses into compound-complex sentences in the spaces below. You may need to switch around the order, add, or delete words.

and then John told a campfire story the campers roasted marshmallows after the sun set

_____

_____

he knew the sailor but the sailor did not recognize him since the captain had a beard

_____

_____

although he knew better she just would not listen because he could not teach her

_____

_____

WRITE

Compose your own compound-complex sentence.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #19

FOCUS Fixing Fragments

A **sentence fragment** is only part of a complete sentence. It does not tell a complete thought. The fragment may be a dependent clause (a noun and a connected verb that does not tell a complete thought) or a phrase (a group of related words without a noun and connected verb).

CONNECT TO WRITING

To change sentence fragments into complete sentences, try the following:

- Connect the fragment to the sentence before or after the fragment.
  Example: On the icy roads. The cars skidded. Fragment
  On the icy roads the cars skidded. Complete
- Change the fragment into a complete thought.
  Example: Eaten by the monkey the banana. Fragment
  The banana was eaten by the monkey. Complete
- Remove subordinating conjunctions.
  Example: Although she found out where the boys were. Fragment
  She found out where the boys were. Complete

Remember: A complete sentence–
1. Tells a complete thought.
2. Has both a subject and a predicate.
3. Has the voice drop down at the end of a statement and the voice go up at the end of a question.

PRACTICE

Change the following sentence fragments into complete sentences in the spaces provided.

Running down the hill to my friend. I saw her.

_____

Finally, the reason he left.

_____

Because the playground seems wet with ice.

_____

WRITE

Add to this dependent clause to form a complete sentence: Whenever I need help in math

_____

_____

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Grammar, Usage, and Mechanics Worksheet #20

FOCUS Fixing Run-Ons

A **sentence run-on** has two independent clauses connected together as if they were one sentence. An independent clause has a noun connected to a verb that tells a complete thought.

CONNECT TO WRITING

To change sentence run-ons into complete sentences, try the following:

- Separate the run-on into two or more sentences.
  Example: Luis told his brother he told his sister, too. — Run-On
  Luis told his brother. He told his sister, too. — Complete
- Add a semicolon between the clauses.
  Example: Mary let him have it, she knew what she was doing. — Run-On
  Mary let him have it; she knew what she was doing. — Complete
- Add a comma and then a conjunction after the first sentence.
  Example: I like her, she doesn't like me. — Run-On
  I like her, <u>but</u> she doesn't like me. — Complete
- Add a subordinating conjunction to one of the clauses.
  Example: Max was injured, he was still the best. — Run-On
  <u>Even though</u> Max was injured, he was still the best. — Complete
- Change the second clause to a phrase starting with an "__ing" word.
  Example: They went to school, they looked for him. — Run-On
  They went to school, <u>looking</u> for him. — Complete

PRACTICE

Change the following sentence run-ons into complete sentences.

Separate the run-on into two or more sentences:
Jonathan seemed very selfish he never shared with the other children.

_____

Use a comma and then a coordinating conjunction after the first sentence or a semicolon:
Ms. Clements always prepared well for her lesson plans the results paid off.

_____

Change the second clause to a phrase starting with an "__ing" word:
Nicco enjoyed video games, he played only after completing his chores.

_____

WRITE

Revise the first **PRACTICE** sentence, using the subordinating conjunction *because*.

_____

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Grammar, Usage, and Mechanics Worksheet #21

FOCUS Subject Case Pronouns

Pronouns are in the **subject case** when they are used as the sentence subject or when they identify or refer to the subject. These are the subject case pronouns:
Singular–*I, you, he, she, it* Plural–*we, you, they*

CONNECT TO WRITING

Pronouns take the subject case in three grammatical forms:

- If the pronoun is the sentence subject. The sentence subject is the "do-er" of the sentence.
  Example: *She* and *I* attended the concert.
- If the pronoun is a predicate nominative. A predicate nominative follows a "to be" verb (*is, am, are, was, were, be, being, been)* and identifies or refers to the subject.
  Example: The students who got into trouble are *they*.
- If the pronoun is part of an appositive, such as after *than* or *as*. An appositive is a noun or pronoun placed next to another noun or pronoun to identify or explain it.
  Example: Marty is smarter than *I*.

To test whether the pronoun is in the subject case, try these tricks:

- Rephrase to check if the pronoun sounds right.
  Example: The last one to arrive was *he*. Rephrase–*He* was the last one to arrive.
- Drop other nouns or pronouns in a compound subject or object to check if the remaining pronoun sounds right. Remember that English is a polite language; the first person pronouns *(I, me, ours, mine)* are placed last in compound subjects or objects.
  Example: John and *I* play video games. Drop and check–*I* play video games.

PRACTICE

Fill in the blanks to identify the subject case pronouns: S for a sentence subject, PN for a predicate nominative, or an A for an appositive.

The women in the clown costumes must be she ___ and her mother. We ___ didn't recognize

them at first, but at least I ___ asked, "Who were they ___?" Sue and he ___ arrived at the party

earlier than I ___, but no one came as early as she ___.

WRITE

Compose your own sentences, using a pronoun as a sentence subject, a pronoun as a predicate nominative, and a pronoun as an appositive.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #22

FOCUS Object Case Pronouns

Pronouns are in the **object case** when they are used as direct objects, indirect objects of verbs, and as objects of prepositions. These are the object case pronouns:
Singular–*me, you, him, her, it* Plural–*us, you, them*

CONNECT TO WRITING

Pronouns take the object case in three grammatical forms:

- If the pronoun is the direct object. The direct object receives the action of the verb.
  Example: The challenge excited *him*.
- If the pronoun is an indirect object of a verb. The indirect object is placed between a verb and its direct object. It tells to what, to whom, for what, or for whom.
  Example: Robert gave *him* a king-size candy bar.
- If the pronoun is an object of a preposition. A preposition shows some relationship or position between a proper noun, a common noun, or a pronoun and its object. The preposition asks "What?" and the object provides the answer.
  Example: The fly buzzed around *her* and past *them* by *me*.
- If the pronoun connects to an infinitive. An infinitive has a *to* + the base form of a verb.
  Example: I want *him* to give the speech.

To test whether the pronoun is in the object case, try these tricks:

- Rephrase to check if the pronoun sounds right.
  Example: Joe smiled at all of *them*. Rephrase–At all of *them* Joe smiled.
- Drop other nouns or pronouns when there is a compound subject and check if the remaining pronoun sounds right. Remember that English is a polite language; the first person pronouns *(I, me, ours, mine)* are placed last in compound subjects or objects.
  Example: She gave Kathy and *me* a gift. Drop and check–She gave *me* a gift.

PRACTICE

Identify which grammatical form the objective case pronouns take in the following sentences. Fill in the blanks with a DO for a direct object, an IO for an indirect object, an OP for an object of the preposition, or an I for a pronoun connected to an infinitive.

He told them ___ after him ___. He had wanted to tell us ___ first, but when came to see me ___,

I said that he should tell him ___ the news before me ___. He had not given it ___ much thought.

WRITE

Compose your own sentence with two types of object case pronouns.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #23

FOCUS Intensive and Reflexive Pronouns

Pronouns ending in "self" or "selves" are called **intensive** or **reflexive pronouns**. These are the intensive and reflexive pronouns: *myself*, *ourselves*, *yourself*, *yourselves*, *himself* (*not hisself*), *herself*, *itself*, and *themselves*.

CONNECT TO WRITING

Intensive pronouns end in "self" (singular) or "selves" (plural) and are used to emphasize other nouns or pronouns in the sentence. Removing the intensive pronoun does not change the meaning of the sentence. Intensive pronouns generally follow nouns or pronouns in the sentence and are not separated by commas.
Examples: I myself thought that they themselves would have been more honest.

Reflexive pronouns also end in "self" or "selves," but are necessary to the meaning of the sentence and usually follow verbs or prepositions.
Examples: Lynn gave herself a compliment and took an extra piece of pie for herself.

PRACTICE

Write IP to identify intensive pronouns and RP to identify reflexive pronouns in the spaces provided.

I told them myself ___ because Patty would not tell them herself ___. Patty never thought of anyone but herself ___. When Patty first asked me herself ___, I said, "You should tell them what you did before they find out themselves ___." Patty never apologized herself ___ for what she did.

WRITE

Compose your own sentence or two with an intensive pronoun and a reflexive pronoun.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #24

FOCUS Pronoun–Antecedents

A pronoun usually refers to an antecedent. An antecedent is a common noun, proper noun, or pronoun that comes before it. The antecedent can be a word, phrase, or a clause. The pronoun which refers to the antecedent must clearly match to avoid **pronoun–antecedent** confusion.

CONNECT TO WRITING

- Make sure a singular pronoun matches a singular antecedent and a plural pronoun matches a plural antecedent.
  Example: When Bob asked for help, they did help.
  Problem–Who is *they*? Fix–When Bob asked his teachers for help, they did help.
- Make sure that the pronoun does *not* refer to the object in a prepositional phrase.
  Example: In Twain's *The Celebrated Frog of Calaveras County*, he uses political humor.
  Problem–Who, or what, is *he*? Fix– In Twain's *The Celebrated Frog of Calaveras County*, the author uses political humor.
- Make sure that the singular pronouns *this* and *that* and the plural pronouns *these* and *those* clearly refer to specific nouns or pronouns.
  Example: He made an egg, put the dog food in a bowl, and put this on his toast to eat.
  Problem–What is *this*? Fix–He made an egg and put it on his toast to eat. Then he put the dog food in its bowl.

PRACTICE

Write the capital letter in the space provided that best describes these pronoun–antecedent errors: PN for a pronoun–antecedent number problem; OP for a pronoun using the object of the preposition as its antecedent; and T for an unclear *this*, *that*, *these*, or *those* antecedent.

___1. She ate a cookie and took an apple, and I want it back.

___2. Around Yolanda and her, she always acts strangely.

___3. There are lots of ribbons and bows. Do we need all of those?

___4. If they leave sooner than Don, he should phone his parents.

___5. The girls tried on hats and new shoes and asked the boys if they liked these.

WRITE

Re-write one of the sentences in the PRACTICE section with clear pronoun antecedents.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #25

FOCUS Who, Whose, Whom, That, Which

When to use **who**, **whose**, **whom**, **what**, and **which** can be tricky in a sentence.

CONNECT TO WRITING

Is it *who*, *whose*, or *whom*?
The pronoun *who* is a subject case pronoun. The pronoun *who* refers to a "do-er" in the sentence.
Example: *Who* is the best teacher?
Trick–Try substituting *he* for *who* and rephrase, if necessary. If it sounds right, use *who*.
The pronoun *whose* is a possessive case pronoun. The pronoun *whose* shows ownership and refers to a noun or pronoun before it.
Example: The teacher, whose classroom is at the back of the school, always locks her door.
The pronoun *whom* is an object case pronoun. It receives the action of a "do-er" in the sentence.
Examples: *Whom* did Joan love?
I like *whom* you gave the award. To *whom* does this letter concern?
Trick–Try substituting *him* for *whom* and rephrase, if necessary. If it sounds right, use *whom*.

Is it *that* or *which*?
The pronoun *that* can refer to people or things; the pronoun *which* can only refer to things.
Use the pronoun *that* when the clause is needed to understand the rest of the sentence.
Example: The movie *that* we watched was entertaining.
Use the pronoun *which* in clauses that provide additional, but not necessary information.
Example: That dog, which is friendly, was easy to train.

PRACTICE

Fill in the blanks with the following pronouns: *who, whose*, *whom, that,* or *which*

1. Joni Eareckson Tata, _____ is both an artist and singer, has no use of her hands nor legs.

2. Bobby and James, _____ family lives next door to me, are twins.

3. Josh showed her some pants _____ she purchased at the store.

4. "Blowin' in the Wind," _____ is a protest song, has been recorded frequently.

5. _____ did his sister meet at the party?

WRITE

Compose your own sentence with a *who* or *whom*, a *whose*, and a *that* or a *which.*

_____

_____

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Grammar, Usage, and Mechanics Worksheet #26

FOCUS Indefinite People Pronouns

An **indefinite people pronoun** does not refer to a specific noun.

CONNECT TO WRITING

Remember that a pronoun takes the place of a noun. Pronouns must match their verbs. Singular pronouns often use verbs ending in *s*. Plural pronouns often use verbs that don't end in *s*. An indefinite people pronoun does not identify a specific person.

- Some indefinite people pronouns take singular verbs.
  Examples: *anybody, anyone, everybody, everyone, nobody, no one, one, someone,* and *somebody*.
- Other indefinite people pronouns take plural verbs.
  Examples: *both* and *others*
- Some indefinite people pronouns may be singular or plural depending upon the surrounding word clues.
  Examples: *either* and *neither*

PRACTICE

Cross out the verb errors and write the correct verb forms in the space above to match the indefinite people pronouns.

1. Each watch her own television show.

2. Everyone except James and Pete help me on the work project.

3. Both of them is ready for a vacation.

4. After they go to the movies, several goes out for dessert.

5. Neither give us much hope that our team will win the league this year.

6. I know others wants to be involved in this decision.

WRITE

Write your own sentence with indefinite singular and indefinite plural people pronouns.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #27

FOCUS Indefinite Size or Amount Pronouns

An **indefinite amount or measurement pronoun** does not refer to a specific noun.

CONNECT TO WRITING

Remember that a pronoun takes the place of a noun. Pronouns must match their verbs. Singular pronouns often use verbs ending in *s*. Plural pronouns often use verbs that don't end in *s*. An indefinite amount or measurement pronoun does not identify a specific place or thing.

- Some indefinite amount or measurement pronouns take singular verbs.
  Examples: *a great deal*, *a large amount*, *a lot*, *nothing*, *little*, *less*, *much*, *enough*, *every*, and *each*
- Other indefinite amount or measurement pronouns take plural verbs.
  Examples: *a large number*, *few*, *fewer*, *many*, *several*, *lots*, and *plenty*
- Some indefinite amount or measurement pronouns may be singular or plural depending upon the surrounding word clues.
  Examples: *all*, *any*, *half*, *more*, *most*, *none*, *other*, and *some*

PRACTICE

Cross out the verb errors and write the correct verb forms in the space above to match the indefinite size or amount pronouns.

1. Few of the actors remembers their lines.

2. A great deal are known about television actors.

3. Fewer vegetables is better than many.

4. Some of candies tastes like they are stale.

WRITE

Write your own sentence with indefinite singular and indefinite plural size or amount pronouns.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #28

FOCUS Past Participles

A **past participle** is a modifier that defines, describes, or limits another word or words.

CONNECT TO WRITING

A past participle uses a helping verb (be– *is, am, are, was, were*), or (have– *has, have, had*) + a "__ed," "__d," "__t," or "__en" added onto the base form of a verb to describe an action that happened in the past before another action. To avoid confusion, don't put too many words between a past participle and the word or words it modifies. The helping verb shows past, present, or future actions.
Examples: I *was defeated* by a stronger opponent. I *have defeated* my opponent.

When used as an adjective, the past participle describes a condition in the past.
Example: *Depressed*, the child needed someone to listen to him.

Many of the common past participle forms are irregular and don't use the "__ed," "__d," "__t," or "__en" ending.
Example: The cat *had caught* a mouse (not *catched* or *caughten*).

PRACTICE

Underline the past participles and their helping verbs in the sentences below.

1. He has carefully listed his reasons for the purchase.

2. Paid a large amount for her services, the woman was happy to help.

3. Built by Native Americans, the caves were interesting.

4. They have never tried to sell any of their artwork.

WRITE

Write a sentence with a present participle acting as a verb and another sentence with a present participle acting as an adjective.

_____

_____

_____

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Grammar, Usage, and Mechanics Worksheet #29

FOCUS Present Participles

A **present participle** is a modifier that defines, describes, or limits another word or words.

CONNECT TO WRITING

A present participle adds an "__ing" onto the base form of a verb. To avoid confusion, don't put too many words between a present participle and the word or words it modifies.

When used as a verb, the present participle shows a continuous action and begins with a linking verb. Linking verbs include the "to be" verbs: *is, am, are, was, were, be, being, been*. The linking verb shows past, present, or future actions.

Examples: She *was* watching the show.
She *is* watching the show.
She *will be* watching the show.

When used as an adjective, the present participle shows a continuous condition, but does not usually begin with a linking verb.
Example: Walking, the boy caught up with his friend.

PRACTICE

Underline the present participles and their linking verbs in the sentences below.

1. Waiting for the train, the young man paced impatiently.

2. He was expecting the train to arrive on time.

3. After calling his parents, the boy decided to cancel the ticket and come home.

4. He will be mostly, but not always travelling by jet from now on.

WRITE

Compose a sentence with a present participle serving as a verb and another sentence with a present participle serving as an adjective.

_____

_____

_____

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Grammar, Usage, and Mechanics Worksheet #30

FOCUS Dangling / Misplaced Modifiers

A **dangling modifier** or a **misplaced modifier** does not clearly modify what the writer intends to modify.

CONNECT TO WRITING

A dangling modifier is an adjective or adverb that does not have a clear connection to the word, phrase, or clause to which it refers. A dangling modifier usually takes the form of a present participle ("__ing"), a past participle ("__d," "__t," "__ed," "__ en"), or an infinitive (*to* + the base form of a verb). To eliminate the dangling modifier, place the "do-er" of the sentence as the subject of the independent clause or combine the phrase and independent clause.
Example: Removed from her desk, Paula put the backpack on the floor. (Her backpack was removed from the desk; not *Paula*.)

A misplaced modifier does not modify what the writer intends because of where it is placed in the sentence. To eliminate misplaced modifiers, place them close to the words that they modify.
Examples: I <u>only</u> ate the fresh vegetables. In this sentence <u>only</u> is the modifier. (The writer does not mean that the *only* thing she does with fresh vegetables is to eat them.)

PRACTICE

Re-write the two example sentences above by revising the dangling or misplaced modifiers.

_____

_____

_____

_____

WRITE

Re-write these sentences by revising the dangling or misplaced modifiers.

After reading the comic book, the movie was not nearly as exciting as I had hoped.

_____

_____

Debra almost spent $100 for that new pair of shoes. In fact, she spent exactly $99.99.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #31

FOCUS Short Comparative Modifiers

A **short comparative modifier** uses "__er" for a one-syllable modifier to compare two things.
Example: big–bigg*er*

CONNECT TO WRITING

A modifier describes the meaning of another word or words and makes it more specific or limits its meaning or meanings.
Example: I ate the *big* piece. The word *big* is a modifier, making *piece* more specific.

Some two-syllable comparative modifiers use "__er" and some use *more (less)*. If adding "__er" sounds strange, use *more (less)* instead.

These comparative modifiers are irregular.

Single Modifier	Comparative
good/well	better
bad/badly	worse (not *worser*)
much/many	more

PRACTICE

Cross out any misused comparative modifiers, and write the correct word above each error.

1. Earth is close to the sun than is Mars.

2. Sammy works more hard than any club member.

3. He dresses in his uniform most often than the members of his troop.

4. Of my brother and my sister, my brother acts worser.

5. She is sadder than I, but she is happier than my brother.

WRITE

Write your own sentence with a one-syllable "__er" comparative modifier and a second sentence with a two-syllable *more* comparative modifier. Don't use any modifiers from this worksheet.

_____

_____

_____

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Grammar, Usage, and Mechanics Worksheet #32

FOCUS Short Superlative Modifiers

A **short superlative modifier** uses "__est" for a one-syllable modifier to compare three or more things.
Example: big–bigg*est*

CONNECT TO WRITING

A modifier describes the meaning of another word or words and makes it more specific or limits its meaning or meanings.
Example: I ate the *big* piece. The word *big* is a modifier, making *piece* more specific.
Use "__est" for a one-syllable modifier to compare three or more things.

Some two-syllable superlative modifiers use "__est" and some use *most (least)*. If adding "__est" sounds strange, use *most (least)* instead.
Examples: easy–easi*est* or gracious–*most* or *least* gracious

Avoid the common mistake of using superlative adjectives to compare only two things.
Example: Problem–Of the two basketball players, James is the *most* improved.
Solution–Of the two basketball players, James is the *more* improved

These superlative modifiers are irregular.

Single Modifier	Comparative	Superlative
good/well	better	best
bad/badly	worse	worst (not *worstest*)
much/many	more	most

PRACTICE

Cross out any misused superlative modifiers, and write the correct word above each error.

1. The quicker sprinter of the three was Carl Lewis.

2. Comparing the red and green apples, the red ones are the most desired.

3. He chose the bigger piece of the whole cherry pie.

4. Among Reba, Jim, and Antoinette, Reba is the better student.

WRITE

Write your own sentence with an "__est" modifier. Use no modifiers found on this worksheet.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #33

FOCUS Long and "__ly" Comparative Modifiers

Both **long** and **"__ly" comparative modifiers** use *more (less)* for a three-syllable or longer modifier to compare two things.
Example: delicious–*more* or *less* delicious

CONNECT TO WRITING

A modifier describes the meaning of another word or words and makes it more specific or limits its meaning or meanings.
Example: I ate the *delicious* cake. The word *delicious* is a modifier, making *cake* more specific.

Some long comparative modifiers are adjectives. Adjectives modify a proper noun, a common noun, or a pronoun and answer Which one? How many? or What kind?
Example: intelligent–The *intelligent* man was *more intelligent* than his father.

Some long comparative modifiers are adverbs. Adverbs modify a verb or another adverb and answer What degree? How? Where? or When? Use *more* or *less* for adverbs ending in "__ly."
Example: angrily–She argued *angrily*–even *more angrily* than her mother.

PRACTICE

Cross out any misused comparative modifiers and write the correct form above each error.

1. Geometry seems difficulter than algebra.

2. Tina did an outstandinger job than she had predicted.

3. Saying which one was the most incredible of the two was hard.

4. That behavior is most ridiculous than ever.

5. Of the two girls who are not here, the first one is least suspiciously absent.

6. The detective most suspected the blonde, rather than the brunette woman.

7. She acted least nervously than the other athlete.

WRITE

Write your own sentence with a three-syllable *more* modifier. Don't use any modifiers found on this worksheet.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #34

FOCUS Long and "__ly" Superlative Modifiers

Both **long** and **"__ly" superlative modifiers** use *most (least)* for a three-syllable or longer modifier to compare three or more things.
Example: wonderful–*most* or *least* wonderful

CONNECT TO WRITING

A modifier describes the meaning of another word or words and makes it more specific or limits its meaning or meanings.
Example: I ate the *delicious* cake. The word *delicious* is a modifier, making *cake* more specific.

Some long superlative modifiers are adjectives. Some long comparative modifiers are adjectives. Adjectives modify a proper noun, a common noun, or a pronoun and answer Which one? How many? or What kind?
Example: intelligent–Of the many *intelligent* men in the group, he was the *most intelligent*.

Some long comparative modifiers are adverbs. Adverbs modify a verb or another adverb and answer What degree? How? Where? or When? Use *more* or *less* for adverbs ending in "__ly."
Example: angrily–Of the three arguing *angrily*–she argued *most angrily*.

PRACTICE

Cross out any misused superlative modifiers, and write the correct form above each error. If the sentence is correctly written, leave as is.

1. This boy is the more considerate one in the group.

2. That is the less specifically planned stop of our whole vacation.

3. Of all the pilots, he more carefully practiced his take-offs.

4. You more understood the problem than any student in the class.

5. Of the four possible backpack treks, this is the simpliest planned hike.

6. That airline is the less frequently on-time airline of all United States airlines.

WRITE

Write your own sentence with a three-syllable *most* modifier. Use no modifiers found on this worksheet.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #35

FOCUS Linking and Helping Verbs

A **linking verb** is a mental action or state of being. A **helping verb** shows time, number, or modifies the meaning of a verb.

CONNECT TO WRITING

A linking verb renames or describes the subject of the sentence with another word or words.
Each "to be" verb can be a linking verb: *is*, *am*, *are*, *was*, *were*, *be*, *being*, *been*
Examples: Mrs. Patterson <u>was</u> here. My friends <u>are</u> so nice.
Verbs that use the five senses: *look, sound, smell, feel, taste* and others: *appear, seem, become, grow, turn, prove, remain* can also be used as linking verbs.
Examples: Charlie <u>feels</u> awful. The children <u>became</u> tired.

Helping verbs are placed before the base form of the verb and any verb endings. More than one helping verb can be used in a sentence. Sometimes a word such as *not* separates the helping verb from the base form of the verb. A helping verb can also be placed before a linking verb to modify its meaning. English has 23 helping verbs:

is, *am*, *are*, *was*, *were*, *be*, *being*, *been*, *has*, *have*, *had*, *do*, *does*, *did*, *will*, *shall*, *should*, *would*, *can*, *could*, *may*, *might*, *must*

PRACTICE

Write LV to identify linking verbs and HV to identify helping verbs in the spaces provided.

Lydia was ___ sure that she saw both of her friends at the mall. Her friends had ___ told her that they were ___ going to the library to study, but that did ___ not turn ___ out to be ___ true. Good friends would not have ___ lied to her. Why they felt ___ like they had ___ to lie to Lydia would ___ be ___ anyone's guess. It seems ___ like Lydia should ___ find some new friends.

WRITE

Write a sentence with both linking and helping verbs.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #36

FOCUS Modals

Modals are helping verbs that describe different conditional states of a verb.

CONNECT TO WRITING

Modals show these conditions for their verbs: need, advice, ability, expectation, requirement, permission, or possibility. Modals are placed before verbs to form verb phrases. English regularly uses eight modals: *can*, *could*, *may*, *might*, *must*, *should*, *will*, and *would*; two are rarely used: *ought to* and *shall*.
Examples: Dennis can eat a lot of pie. (ability) Shelly might become a doctor. (possibility) Toby could use some exercise. (need)

Never use the word *of* after a modal.
Example: Use "must have," not "must of."

PRACTICE

In the spaces provided following each sentence, list which of these conditions best matches the modals: need, advice, ability, expectation, requirement, permission, or possibility

1. Yes, you may go to the restroom. _____

2. I could have tried harder on my science project. _____

3. If we decide to go, we will have to leave by three o'clock. _____

4. We would have to use more glue to make it stick. _____

5. You definitely should have written a thank-you card. _____

6. Melvin can help you if you want. _____

7. Students must learn to use modals properly. _____

WRITE

Write a sentence or two, using two modal helping verbs to describe two different conditions.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #37

FOCUS Past Tense Verbs

The **past verb tense** is a physical or mental action or a state of being that took place at a specific time. For the past verb tense, add an "__ed" onto the base form of regular verbs.
Examples: Ismelda *wasted* a lot of my time yesterday.

CONNECT TO WRITING

Usually use the past verb tense when the words *before* or *after* appear in a sentence.
Example: She *attended* St. John's Academy *after* third grade.

Another way to state the past tense is to place *did* before the base form of the word.
Example: work–did work

About 50 of the most common verbs have irregular past tenses, including these: do–did, go–went, have–had, see–saw, run–ran, and be–was, were.

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the past tense.

1. Penny helps at the senior center after school.

_____

2. Cowboys rope and brand their cattle.

_____

3. That radio station will play all of my favorite songs.

_____

4. Tamesia touches her left cheek every time she raises her hand in class.

_____

WRITE

Compose your own sentence with two past tense verbs.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #38

FOCUS Past Progressive Verbs

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

CONNECT TO WRITING

The past progressive verb tense shows an action that took place over a period of time in the past or a past action which was happening when another action took place. The past progressive uses *was* + the base form of the verb + "__ing" to match singular nouns and pronouns and *were* + the base form of the verb + "__ing" to match plural nouns and pronouns.
Examples: She *was hoping* I would change my mind. Prudence and Leanne *were cooking* brownies when their friend, Marci, knocked on the door.

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the past progressive tense.

1. Larry enjoyed the beautiful sunsets at the beach.

_____

2. They expect a lot of money for their used car.

_____

3. Her friends slept in the living room when the fire alarm sounded.

_____

4. Rosie will go to the movies.

_____

WRITE

Compose your own sentence with the past progressive verb tense.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #39

FOCUS Past Perfect Verbs

The **past perfect verb tense** is a physical or mental action or a state of being that happened before another action or a specific time in the past.

CONNECT TO WRITING

The past perfect verb tense is formed with *had* + the past participle (a verb ending in "__ed," "__d," "__t," or "__en" for regular verbs).

Examples:

I had promised her that I would visit before I learned about the accident.
She had already found her watch when I started looking for it.
Timothy had built another fort by the time I came out to help.
They had given me another chance when they saw how hard I tried.

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the past perfect tense.

1. The class was already started when the student walked in tardy.

_____

2. I knew by Tuesday that last weekend's game would be canceled.

_____

3. They had been sharing their feelings about riding skateboards without helmets.

_____

4. By the time I arrived, Louis had already begun painting the back of the house.

_____

WRITE

Compose your own sentence with the past perfect verb tense.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #40

FOCUS Present Tense Verbs

The **present tense verb** is a physical or mental action or a state of being happening or existing now.

Examples: Matthew *walks* slowly around the block. Singular Subject
Oralia and Rosa *walk* slowly around the block. Plural Subject

CONNECT TO WRITING

The present verb tense can describe a physical or mental action that happens over and over again
Example: He *plays* the game like it is a matter of life or death.

The present verb tense is used to discuss literature, art, movies, theater, and music–even if the content is set in the past
Example: Thomas Jefferson *states* that "all men are created equal."

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the present tense.

1. We tried to find the best deals on the Internet.

_____

2. He should have listened to what his parents have to say.

_____

3. Carl Sandberg said, "Fog creeps in on little cat feet, and then slowly moves on."

_____

4. I always wanted my own personal size pizza.

_____

WRITE

Write a sentence to discuss a movie with two or more present tense verbs.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #41

FOCUS Present Progressive Verbs

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

CONNECT TO WRITING

The present progressive verb tense shows an action that takes place over a period of time in the present or an action taking place at the same time the statement is written. The present progressive uses *I am* + the base form of the verb + "__ing," *is* + the base form of the verb + "__ing" to match singular nouns and pronouns and *are* + the base form of the verb + "__ing" to match plural nouns and pronouns.
Examples: I *am swimming* every morning this summer. Our teachers *are starting* a new reading program at school.

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the present progressive tense.

1. Phoebe listened to the teacher as she works.

_____

2. I run down the street to the end of the block when I see my friend.

_____

3. Nina and Berta give money to help those in need during the holiday season.

_____

4. Our teammates practice a lot for the first game of our season.

_____

WRITE

Write your own sentence with the present progressive verb tense.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #42

FOCUS Present Perfect Verbs

The **present perfect verb tense** is a physical or mental action or a state of being happening or existing before the present. The present perfect is formed with *has* or *have* + the past participle (a verb ending in "__ed," "__d," "__t," or "__en" for regular verbs).
Example: He *has* already *started* his science project.

CONNECT TO WRITING

The present perfect verb tense has the following uses:

- To describe an action that took place at some unidentified time in the past that relates to the present
  Example: The students *have studied* hard for today's test.
- To describe an action that began in the past but continues to the present
  Example: The teachers *have taught* these standards for five years.
- To describe the length of time an action has been in progress up to the present time
  This verb form is known as the present perfect progressive tense. It is formed with *has* or *have been* and the *_ing* form of the verb.
  Example: The students *have been writing* for over an hour.

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the present perfect tense.

1. Esmerelda developed a fantastic web site.

_____

2. The ladies have been reuniting in the same place to continue their friendship once every year.

_____

3. The storm was threatening to strike since last night.

_____

WRITE

Compose your own sentence with the present perfect verb tense.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #43

FOCUS Future Tense Verbs

The **future verb tense** is an action or state of being that will take place in the future. To form the future verb tense, use *will* + the base form of the verb.
Example: Mr. Thomas *will go* to the meeting tomorrow.

CONNECT TO WRITING

Some teachers still require students to use *shall* + the base form of the verb to form the future tense for the first person singular *I* and plural *we*.
Examples: I *shall visit* you tomorrow. We *shall enjoy* each other's company.

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the future tense.

1. I leave school at two o'clock for a dentist appointment.

_____

2. I talked to my friends, but they just won't listen.

_____

3. You had been asking for the movie star's autograph.

_____

4. Computer games grow more and more important to kids.

_____

5. We had been hoping that the vacation can continue.

_____

WRITE

Write your own sentence with two or more future tense verbs.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #44

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 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

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

Cross out the verbs in these sentences and substitute each with the future perfect tense.

-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. They had seen three busses pass their house in ten more minutes.

3. You will tell three stories in front of 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. Mother and father 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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Grammar, Usage, and Mechanics Worksheet #46

FOCUS Commas with Speaker Tags

Speaker tags are the words used to identify the speaker in dialogue and describe exactly how the speaker communicates that dialogue.
Example: Tom (the speaker) shouted (how communicated), "Watch out!"

CONNECT TO WRITING

In dialogue sentences, place commas 1. After a beginning speaker tag to the left of the quotation marks 2. Before and after a middle speaker tag to the left of both quotation marks
3. Before an ending speaker tag to the left of the quotation marks.
Examples:

Beginning	She said, "Leave home at once."	Note capitalization of the sentence quotation in the middle of the sentence.
Middle	"Leave home," she said, "at once."	Note placement of the quotation marks outside of the punctuation.
End	"Leave home at once," she said.	Note how speaker tag placement changes the meaning of the sentence.

Use a variety of speaker tags such as *said*, *replied*, *shouted*, and *explained* in dialogue to show the speaker's exact meaning and tone of voice. Avoid over-using *said*.

When writing dialogue, begin a new paragraph each time you change speakers. Don't start a new paragraph to continue dialogue by the same speaker.

PRACTICE

Re-write the following quotation sentences with proper punctuation:

1. She said I usually do chores after school

2. They left town I said in a shiny new car

3. I can't believe it he exclaimed

WRITE

Write a three sentence dialogue with three different placements of speaker tags.

_____

_____

_____

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Grammar, Usage, and Mechanics Worksheet #47

FOCUS Commas with Appositives

Use commas to set apart appositives and appositive phrases that are not necessary to understand the sentence. Don't use commas when the appositive or appositive phrase is essential.

CONNECT TO WRITING

An appositive is a noun, pronoun, or noun phrase that identifies or explains another noun or pronoun before or after it.

Examples: The man, the one with the hat, ordered two desserts.
My friend, Laura, left the show early.

PRACTICE

Place commas in the following sentences to set apart appositives.

1. Joe and Mandy our debate leaders thought we had a good chance.

2. Johnny Mingo the Australian cowboy rode his horse off into the sunset.

3. Searching for answers, Louis Pasteur the famous scientist carried on.

4. Jim the butler served their last meal.

Fill in the blanks with appositives from the list below and properly punctuate.

5. _____ our two friends left the concert early.

6. The wonderful teacher _____ shared the slides with her students.

7. The author has just completed his latest book _____.

8. That song _____ lasts six minutes.

Ms. So "The Swan" The End Kim and Tom

WRITE

Compose your own sentence with an appositive word and an appositive phrase.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #48

FOCUS **Commas within Series**

Use commas after each item, phrase, or clause in a series (except the last). A series is a list.

CONNECT TO WRITING

Newspapers and some magazines delete the last comma; however, most style manuals still require the last comma.

Examples: John, Jan, and Jose left early.
If crazy Mary, unpredictable Bobby, or silly Joe were up to something, I would know about it.
The crowd hushed, the lights dimmed, and the fireworks began.

PRACTICE

Place commas where needed in the following sentences.

1. Jane Mike and Ray pulled the car off to the side.

2. Along the road an old car two broomsticks and a funny green-eyed monster stood guard.

3. Take a hike smell the flowers and enjoy life for the rest of the afternoon.

4. Joan counted one two three four five.

Fill in the blanks with the word groups listed below and properly punctuate.

5. _____ are my favorite colors.

6. They ordered _____ for breakfast.

7. Mr. Burt called on one of the following students: _____.

Jaime Marta or Frank blue green and yellow eggs bacon and wheat toast

WRITE

Compose your own sentence with commas after each phrase in a list (except the last).

_____

_____

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Grammar, Usage, and Mechanics Worksheet #49

FOCUS Commas with Introductions

Generally, use commas after introductory words, phrases, and clauses if they are emphasized or longer than four words.

CONNECT TO WRITING

Introductory Words
Commas are not needed after an introductory word in short sentences unless it is emphasized.
Examples: Now go home. However, they were wrong.

Introductory Phrases
Don't use a comma after short introductory prepositional phrases of four words or less.
Example: Under the table the dog hid.
Use a comma after long introductory prepositional phrases of five words or more.
Example: Behind the dining room cabinet, he found the missing watch.
Use a comma following an introductory participial phrase which modifies a noun or pronoun following the phrase.
Example: Disguised as an old man, the burglar gained entry into the warehouse.

Introductory Clauses
Use comma following an introductory dependent clause. A dependent clause has a noun connected to a verb that does not express a complete thought.
Example: Even though the temperatures rose, the snow continued to fall.

PRACTICE

Place commas after introductory words, phrases, and clauses when appropriate.

1. Whenever the girls called he went outside to see what they wanted.
2. Then go to bed.
3. Around the block she rode the bicycle.
4. Next ask about the directions to the factory.
5. Interested they called the player to check his availability.

WRITE

Compose three of your own sentences with an introductory word, phrase, and clause.

_____

_____

_____

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Grammar, Usage, and Mechanics Worksheet #50

FOCUS Commas with Geography

Use commas between geographical place names.

CONNECT TO WRITING

Use commas between the name of a city or town and the name of its state or country.

Examples: It all happened May 3, 1999 in Tampa, Florida.
On April 13th of 2000, the wind was blown out of his sails upon arriving in Virginia Beach, Virginia.

PRACTICE

Place commas in the appropriate places in the following sentences.

1. Lawton Nevada is my hometown.

2. Olympia Washington is a beautiful capital.

3. Bogota Colombia seems like a fascinating city.

4. Glendale Texas is a nice place to visit, but I wouldn't want to live there.

5. I live at 3442 Spring Street in Irvine South Carolina.

6. I wrote a letter addressed to: Mo Lawson 34 North Main St. Columbus Ohio.

7. Amador City California has post office boxes for its residents.

8. St. Petersburg Russia used to be the capital of that country.

9. When did Juneau Alaska reach a population of 10,000?

WRITE

Compose your own sentence with geographical places and commas between them. Use none of the geographical place names on this worksheet.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #51

FOCUS Commas with Nouns of Direct Speech

Use commas before or after nouns of direct speech.

CONNECT TO WRITING

Nouns of direct speech refer to special persons who are spoken to in a sentence. They can be placed at the start of the sentence, in the middle of the sentence, or at the end of the sentence.

Examples:

Sentence Beginning	Kristen, leave some for your sister.
Sentence Middle	If you do that, James and Myra, you will be playing with fire.
	Commas come before and after the noun or nouns of direct speech.
Sentence End	Don't ever listen to him, brother.

PRACTICE

Place commas in the appropriate places for nouns of direct speech.

1. Listen to me Barbara and then make up your own mind.

2. That's a dangerous thought you've shared Bud.

3. Look Jane it's going to be hard at first.

4. Sitting by the sofa, she said, "Henry get over here."

5. I just don't know Bobby.

6. Tawny watch where you're going.

7. If you notice Peter and Kris none of that will be on the test.

8. Look Paul and see here Julie you both have missed the main point.

WRITE

Compose your own three-sentence dialogue with nouns of direct speech placed at the beginning, middle, and end.

_____

_____

_____

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Grammar, Usage, and Mechanics Worksheet #52

FOCUS Commas with Conjunctions

Use commas before conjunctions to join two clauses.

CONNECT TO WRITING

A comma is placed before the **coordinating conjunction** if it joins two or more independent clauses unless one or both of the clauses are short. The acronym, FANBOYS (For-And-Nor-But-Or-Yet-So), may help you remember the common two or three-letter coordinating conjunctions.
Examples: I liked everything about her, and she also liked me. I liked her and she liked me.

A comma is placed before the second of paired **correlative conjunctions**, if the conjunction begins an independent clause. Don't use a comma to separate correlative conjunctions if they are used within the same phrase or clause. Correlative conjunctions include the following:
both…and either…or whether…or neither…nor
Example: Either she should ask for help, or she should read the directions again.

A comma is placed after the adverbial clause, which begins with a subordinating conjunction, if the clause does not end the sentence. This memory trick may help you remember the common subordinating conjunctions: **Bud is wise, but hot! AAA WWW**

Before **u**nless **d**espite (in spite of) **i**n order that **s**ince **w**hile **i**f **s**ince **e**ven though (if), **b**ecause **u**ntil **t**hat **h**ow **o**nce **t**han! **A**fter **A**lthough (though) **A**s (As if, As long as, As much as, As soon as, As though) **W**hether **W**hen (Whenever) **W**here (Wherever)
Example: As much as I liked her company, she eventually became tiresome.

PRACTICE

Place commas where they belong in the following sentences.

1. Neither he wanted to face the problem nor did she want to deal with that challenge.
2. In order that all people would have the same chance they decided to draw numbers.
3. Raymond sent a message to his cousin but the message was returned unopened.

WRITE

Compose three of your own sentences: a compound sentence with a coordinating conjunction; a sentence with a pair of correlative conjunctions; and a sentence with a subordinating conjunction.

_____

_____

_____

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Grammar, Usage, and Mechanics Worksheet #53

FOCUS Commas in Letters

Use commas after greetings in personal letters and closings in personal and business letters.

CONNECT TO WRITING

In a personal letter or note, place a comma following the greeting.
Example: Dear Tracy,
Also place a comma following the closing.
Examples: Yours truly, Love,

In a business letter or memo, place a colon following the greeting.
Example: To Whom It May Concern:
Place a comma following the closing.
Examples: Sincerely, Thank you for your consideration,

PRACTICE

Add proper punctuation to these letters:

Dear Ralph

Let's meet on Friday.
It will be fun as always.

Yours truly

Mark

To Whom It May Concern

Please cancel my order and refund
my credit card on file.

Sincerely

Jaime Sanchez

WRITE

Write your own brief personal note with a greeting and closing.

_____

_____

_____

_____

_____

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Grammar, Usage, and Mechanics Worksheet #54

FOCUS Commas with Coordinate Adjectives

Use commas between coordinate adjectives.

CONNECT TO WRITING

Coordinate adjectives work equally to modify a noun. Unlike hierarchical adjectives, which build upon each other with different levels or degrees to modify the same noun, coordinate adjectives must be separated with commas.

To determine if adjectives are coordinate adjectives, try placing the word *and* between the adjectives. Second, try reversing them. If, the phrases sound fine both ways, the adjectives are coordinate adjectives and require commas between each. **Example**: A tall, scary man

PRACTICE

Place commas where they belong in the following sentences.

1. Around the corner she ran into a large angry dog.

2. If I didn't know better, I would guess that the tired old woman was not going to leave her house.

3. The funny green character said, "I'm crazy silly and full of energy."

4. Unless I'm mistaken, the usual cloudy gray morning will change to afternoon sun and wind.

5. The book is creative surprising delightful and completely entertaining.

6. The girls are cheerful helpful and careful to mind their manners.

7. I left the yucky blue and white board in the stinky dirty garage.

WRITE

Compose your own sentence with three coordinate adjectives.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #55

FOCUS **Capitalization of People / Characters**

Capitalize the names of people or characters.

CONNECT TO WRITING

A named person or character is a proper noun and must be capitalized. Initials, abbreviations, titles, nicknames, and proper adjectives that are attached to the named person are also capitalized. Adjectives answer Which one? How many? or What Kind? However, don't capitalize articles (*a*, *an*, or *the*) in the middle of names.

Examples: E.B. White was a great poet.
Rev. Dr. Martin Luther King, Jr. helped lead the Civil Rights Movement.
I've read some of the work by Justice Oliver Wendall Holmes.
Mrs. *Janet Nelson* is a kind woman.
George Herman "Babe" Ruth was the homerun king of baseball.
The magician, Miraculous Merlin, would have admired Peter the Great.
I know that Mother loved to watch Donald Duck cartoons.

PRACTICE

Capitalize any proper nouns in the following sentences.

1. she told uncle charles that I went to see dr. j. l. thompson.

2. Will mrs. james come to visit aunt robin and "bubba" peterson?

3. The army's captain schneider reviewed the rules with p.f.c. johnson.

4. roy told dad that sis and i would get together at mom's work.

5. officer bob benton issued a speed citation to louis and his brother.

WRITE

Write your own sentence with an adjective that is attached to a named person and another sentence with a named character.

_____

_____

_____

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Grammar, Usage, and Mechanics Worksheet #56

FOCUS Capitalization of Places

Capitalize named places.

CONNECT TO WRITING

A named placed is a proper noun and must be capitalized. The complete name of a geographical location is capitalized, including proper adjectives that are attached to the named place. Adjectives answer Which one? How many? or What Kind? However, don't capitalize the compass directions unless they are part of a place name.

Examples: The state of North Dakota is west of Minnesota.
Ryan headed north to Los Angeles to see the Holocaust Museum.
The Sierra Nevada Mountains are in Nevada and California.

PRACTICE

Capitalize any named places in the following sentences.

1. I love to go see Broadway plays in new york city.

2. Some of the most beautiful scenery is found in douglas county in nevada.

3. The girls said they lived at 123 oak avenue in paris, north carolina.

4. In southern mississippi they still grow cotton.

5. The borough of long island has millions of people.

6. The Spanish own the canary islands off the coast of portugal.

7. I have heard that there is an American naval base on diego garcia in the indian ocean.

8. Her house is located at 342 twenty-seventh street.

9. For years, voters in the deep south solidly supported the Democratic Party.

WRITE

Write your own sentence with two named places that have a relationship to each other.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #57

FOCUS Capitalization of Things

Capitalize named things.

CONNECT TO WRITING

A named thing is a proper noun and must be capitalized, including proper adjectives that are attached to the named thing. Adjectives answer Which one? How many? or What Kind? Words like *building*, *church*, *club*, *company*, *corporation*, *hall*, *hotel*, *middle school*, *motel*, *theater*, *university* are capitalized when part of the title of a special thing. Don't capitalize articles (*a*, *an*, or *the*) in the middle of named things.

Examples: The *Liberty Bell* is well-worth seeing.
The Greatest Show on Earth is a circus.
The *University of Southern California* is one of the finest universities.

PRACTICE

Capitalize any named things in the following sentences.

1. I hear that the alex theater has been completely remodeled.

2. Bill Gates helped invent the windows operating system.

3. Ryan once climbed the stairs to the top of the sears tower.

4. Have you vacationed in yosemite national park?

5. Mr. Newton was appointed sponsor of the spanish club.

6. I attended first presbyterian church for three years.

7. Did you kiss the blarney stone when you went to Ireland?

8. Kenny walked across the golden gate bridge.

WRITE

Write your own sentence with an adjective as part of a title of a special thing.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #58

FOCUS Capitalization of Holidays and Dates

Capitalize names of holidays and names of dates.

CONNECT TO WRITING

Names of holidays and dates, including the names of months and days of the week are capitalized. Names of the seasons are not capitalized.
Examples: Last Easter on March 27, 2005 my dad gave up smoking. Unfortunately, this fall he began the habit once again.

PRACTICE

Capitalize names of holidays and names of dates in the following sentences.

1. On the first thanksgiving day, Pilgrims and Native Americans shared a feast.

2. I'm sure that february 19th is presidents day this year.

3. Will we have cherry pie at the 4th of july party?

4. The rose parade is the granddaddy of all new year's day parades.

5. She knows that martin luther king, jr. holiday is celebrated only in the United States.

6. If thursday will not work for you, how about wednesday?

7. I got married on flag day, which is on june 14th.

8. The Chinese say that this is the year of the dog.

9. The feast of unleavened bread is a Jewish holiday.

10. Does Santa really come down the chimney on christmas eve?

WRITE

Compose your own sentence with a holiday name not listed on this worksheet. Include the day of the week and month of the holiday.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #59

FOCUS Capitalization of Organizations and Businesses

Capitalize the names of organizations and businesses.

CONNECT TO WRITING

An organization is any group of people established for a special purpose. A business is the name of a company that provides products or services and also employment for its employees. Don't capitalize articles (*a*, *an*, or *the*) in the middle of named things.

Examples: The school P.T.A. and McDonald's helped sponsor the community event.
Campfire Girls of America is a great organization.

PRACTICE

Capitalize the names of organizations and businesses in the following sentences.

1. I know that microsoft corporation is one of the most successful businesses in the world.

2. Watching the sacramento kings win the game was exciting.

3. Members of the daughters of the american revolution do important historical research.

4. I have heard that general motors corporation makes more money in a year than most countries.

5. Does the atlas window company donate money to the community?

6. In the boy scouts of america, young men learn basic outdoor skills.

7. In urban areas, the boys and girls clubs of america serve youth after school.

8. The organization, big brothers and big sisters, is well-worth your support.

9. The teachers belong to the national educational association.

10. As one of the best baseball teams, the los angeles dodgers, draws millions.

WRITE

Write your own sentence in which you mention both an organization and a business not listed on this worksheet.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #60

FOCUS Capitalization of Languages and People Groups

Capitalize the names of languages and people groups.

CONNECT TO WRITING

Many names of peoples and languages are one in the same.
Examples: The English and Spanish are separated by the Bay of Biscay.

People groups and languages include those belonging to a certain country or region and those belonging to a certain ethnic group.
Examples: The Egyptians met with a group of Native-Americans.
That terrific Chinese restaurant specialized in Cantonese cooking, even though the employees all spoke Mandarin.

PRACTICE

Capitalize the languages and peoples in the following sentences.

1. Many asians live in urban areas of the United States.

2. The americans from the United States are proud of their form of government.

3. Many brazilians have never seen the Amazon River.

4. I think that she speaks portuguese.

5. The afrikaner language is a mix of many languages, including dutch and english.

6. The swedish language has similarities to the german language.

7. Many swiss speak three or four languages.

8. When french is spoken well, it is a very romantic language.

9. Can Matt speak and write japanese?

WRITE

Compose your own sentence, naming a language and people group not listed on this worksheet.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #61

FOCUS **Capitalization of Events and Historical Periods**

Capitalize named events and historical periods.

CONNECT TO WRITING

An event can be a show, a program, a fair, a concert, a fundraiser, a natural disaster, a natural display, a game, or something similar. An historical period refers to the name given to a certain period of time. Don't capitalize articles (*a*, *an*, or *the*) in the middle of named events and historical periods.

Examples: My favorite period of history has to be the Middle Ages.
Each year we celebrate the American Revolution with a fireworks display.

PRACTICE

Capitalize the special events and historical periods in the following sentences.

1. The recreational vehicle show will take place at the fairgrounds this weekend.

2. Many say that the wounds of the civil war have never healed.

3. The amador county fair draws thousands of families each year.

4. My favorite period of history has to be the renaissance.

5. If the palm springs desert classic gets Tiger Woods, the tournament will be judged a success.

6. President Monroe's era of good feelings was a period of rapid industrial growth.

7. I have heard that the folsom rodeo is world-famous.

8. The end of world war II brought about an expansion of communism.

WRITE

Write your own sentence with named event.

_____

_____

Write your own sentence with an historical period.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #62

FOCUS Punctuation of Movie and Television Shows

Underline or italicize movie and television shows.

CONNECT TO WRITING

We underline titles when we write, but italicize titles when we type. Although television shows are underlined or italicized, specific episodes of the shows are placed in quotation marks.
Example: The television show, MASH, was based upon the movie titled MASH.

PRACTICE

Underline the movie and television shows in the following sentences and place quotation marks before and after television episodes.

1. My favorite episode from Little House on the Prairie is when Laura befriends the Indians.

2. Jaws III was not as good as the original Jaws.

3. Clint Eastwood's Hang 'Em High is a perfect example of a "Spaghetti Western."

4. The episode of Bonanza featuring the pancake-eating contest was titled The Flapjack Contest.

5. The repeats of Everybody Loves Raymond now run twice nightly on the local cable station.

6. Did Terminator II sell more movie tickets than Terminator III?

7. I'm pretty sure that The Late Show will be renewed for another year.

8. The episode of I Love Lucy titled Lucy Goes to the Hospital was the highest rated show of the year.

WRITE

Compose your own sentence in which you mention both a movie and television show. Do not use any of the movies or television shows mentioned on this worksheet.

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Grammar, Usage, and Mechanics Worksheet #63

FOCUS **Punctuation of Book / Magazine / Newspaper / Website Titles**

Underline or italicize book, magazine, newspaper, and website titles.

CONNECT TO WRITING

We underline titles when we write, but italicize titles when we type. Sometimes the word *magazine* is part of the magazine's name. Names of journals, newsletters, and newspapers are all underlined.

Examples: I read about the book, titled Islands in Paradise, in Newsweek magazine.
The author wrote an article about The New England Journal of Medicine in the *Los Angeles Times* and on his website, *Medical News in Review*.

PRACTICE

Underline books and magazine titles in the following sentences.

1. The new book by J.K. Rowling was reviewed in the recent edition of Weekly Reader magazine.
2. Did The Adventures of Tom Sawyer sell more copies than The Adventures of Huckleberry Finn?
3. My children look forward to receiving their copies of Highlights every month.
4. Some parents in this class have a subscription to The Wall Street Journal.
5. The New York Times crossword is one of the most challenging crosswords in America.
6. If you read Time for Kids regularly, you will notice how the articles have changed over time.
7. Are children still reading Roll of Thunder, Hear My Cry?
8. I looked everywhere, but could not find that quote in the The Last Dance.
9. Tolkien's classics, The Fellowship of the Ring, The Two Towers, The Return of the King, and The Hobbit have been made into Academy Award-winning movies.

WRITE

Write your own sentence in which you mention both a book and magazine title. Do not use any of the books or magazines mentioned on this worksheet.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #64

FOCUS **Punctuation of Song / Poem Titles**

Use quotation marks before and after song and poem titles.

CONNECT TO WRITING

Place quotation marks before and after the titles of songs and poems.
Example: The television show, MASH, was based upon the movie titled MASH.

Song medleys (collections of songs combined) and long poems, such as odes, are underlined.
Examples: I think that Paul Simon's song, "America," was influenced by the poem "Leaves of Grass."
Homer's long poem, The Illiad, is one that everyone should read.

PRACTICE

Place quotation marks before and after song and poem titles in the following sentences.

1. My great-grandfather wrote In the Shade of the Old Apple Tree for his wife.
2. I know I have heard Dance of the Sugarplum Fairies before.
3. Beyoncé once recorded a cover-version of America the Beautiful.
4. Joyce Kilmer's Trees still delights and inspires young poets.
5. Did Elvis record Heartbreak Hotel when he was signed with Sun Records?
6. Madonna hasn't had a good song since True Colors went platinum.
7. The scariest poem I know is Edgar Allan Poe's The Raven.
8. Lewis Carroll wrote Jabberwocky to play with the sounds of the English language.

WRITE

Compose your own sentence in which you mention both a song and poem title. Do not use any of the songs or poems mentioned on this worksheet.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #65

FOCUS Punctuation of Play / Work of Art Titles

Underline or italicize plays and works of art titles.

CONNECT TO WRITING

Title of plays, musicals, operas, sculptures, photographs, paintings, and other works of art are underlined when written and italicized when typed.

Examples: The wonderful play, Oklahoma, had the painting Oklahoma Skies in the first scene.

I recently read the play, Romeo and Juliet, and I just found the artist Jo Mar's painting titled Two Children on the Internet.

PRACTICE

Underline the plays and works of art titles in the following sentences.

1. William Shakespeare wrote many comedies, including The Tempest, Twelfth Night, A Midsummer-Night's Dream, and As You Like It.
2. He also wrote tragedies, including the famous Julius Caesar.
3. Tennessee William's play, The Death of a Salesman, is still read by many high schoolers.
4. "Of all of Michelangelo's great sculptures, The Pieta stands out as his best," claimed Bunny.
5. "Oh no!" exclaimed Sam. His David, standing in the Academia in Florence, was sculpted from lesser quality marble.
6. Have you ever seen a photograph of Whistler's Mother?
7. "The photograph, Sunrise, Sunset, is one of the most memorable examples of time-lapse photography," said Melvin.
8. Did his Breakfast of Champions sell at the art exhibit?

WRITE

Compose your own sentence in which you mention both a play and work of art title. Do not use any of the plays or works of art mentioned on this worksheet.

_____

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Grammar, Usage, and Mechanics Worksheet #66

FOCUS **Punctuation of Book Chapter Titles**

Use quotation marks before and after book chapter titles.

CONNECT TO WRITING

Remember that books titles are underlined when written and italicized when typed, but book chapters have quotation marks before and after the chapter titles.

Examples: The best chapter in the book was titled "The Final Act."
The book, Black Beauty, is an American classic–especially the chapter titled "An Old War Horse."

PRACTICE

Place quotation marks before and after book chapter titles and underline the titles of books in the following sentences.

1. Rudyard Kipling's Captains Courageous tells the tale of a bored and lonely son a of a millionaire who is rescued on the high seas by a small fishing boat. The most exciting chapter has to the first one, Boy Overboard.
2. The chapter titled A Changed Toad ends Kenneth Grahame's The Wind in the Willows.
3. "One for All and All for One" is the battle cry of the three French musketeers in Alexandre Dumas's classic, The Three Musketeers. In the chapter titled Three Duels, three exciting sword fights are described in detail.
4. The Merry Adventures of Robin Hood, by Howard Pyle, tells the tales of Robin Hood, Maid Marion, the Sheriff of Nottingham, Little John, Will Stutely, and the delightful Friar Tuck. These memorable characters are introduced in the chapter, Robin Hood Meets Little John.

WRITE

Compose your own sentence with a book name and chapter title. Do not use any of the books or book chapters mentioned on this worksheet.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #67

FOCUS **Punctuation of Article Titles**

Use quotation marks before and after magazine, newspaper, or Internet article titles.

CONNECT TO WRITING

Remember that magazine, newspaper, and website titles are underlined when written and italicized when typed, but articles have quotation marks before and after the article titles.

Examples: Did you read the article, "Why We Continue," in The New Yorker?
I read her *Education Weekly* blog most every week. The recent article titled "Children in Crisis" was well-researched.

PRACTICE

Place quotation marks before and after magazine, newspaper, and Internet article titles and underline titles of the magazines in the following sentences.

1. My wife read Why Getting Hitched Is Healthy in last month's Ladies Home Journal.
2. I love reading Humor in Uniform every month in Reader's Digest.
3. This month's issue of California Educator features an article titled Tuning up the Idea.
4. Last week's Time magazine had an article about Bruce Springsteen titled Still the Boss.
5. In the latest edition of Science, an interesting article titled Underneath the World of Atlantis caught my eye.

WRITE

Compose your own sentence, listing a magazine name and article in that magazine. Do not use any of the magazines or articles mentioned on this worksheet.

_____

_____

_____

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Grammar, Usage, and Mechanics Worksheet #68

FOCUS **Punctuation of Short Story / Document Titles**

Use quotation marks before and after short story, document, and report titles.

CONNECT TO WRITING

Very familiar documents such as the Declaration of Independence and the Constitution require no punctuation.

Examples: I think that his short story, "He Never Lies," may have been based on the secret government document known as "The Pentagon Papers."
The short story, "Flowers," is one of the best. I read about it in the report titled "Best Short Stories of 2004."

PRACTICE

Place quotation marks before and after short story, document, and report titles in the following sentences.

1. In *Twice-Told Tales*, Nathaniel Hawthorne tells many short stories such as The Great Carbuncle, The Gray Champion, The Wedding Knell and The May-Pole of Merry Mount.
2. Richard Adams has a wonderful collection of his favorite animal stories including his own The Rabbit's Ghost Story.
3. James Herriot's short story Monty the Bull tells the entertaining story of a bull that gets the best of a veterinarian.
4. Doris Summers finished her Lake Tahoe Water Conditions report last week.
5. The school board prepared a document titled State of the District and printed 200 copies.

WRITE

Compose your own sentence with a short story title or a document title. Do not use any of the short stories or documents mentioned on this worksheet.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #69

FOCUS Punctuation of Direct Quotations

Use quotation marks before and after direct quotations.

CONNECT TO WRITING

A direct quotation includes the spoken or written words exactly as they appear in speech or text.

- Place double quotation marks around speech or text that belong to someone else. If the speaker changes, begin a new paragraph. Always place quotation marks outside periods.
- Use single quotation marks for a quotation inside a quotation. Put a question mark, exclamation point, semicolon, or colon that belongs to your writing, not the quote, outside the closing quotation marks.
  Example: He said, "I agree with Lincoln. However, was our nation really 'dedicated to the proposition that all men are created equal'"?
- Do not use quotation marks for indirect quotations. An indirect quotation summarizes what someone has said.
  Example: He said that she had never seen Thomas before.
- When a quoted sentence is interrupted by comments, and is then continued in the same sentence, begin the rest of the quotation with a lower case letter.
  Example: "When," asked Mavis, "will you finish your lunch?"

PRACTICE

Place quotation marks and punctuation in the following sentences.

1. I'm anxious to leave commented Zelda

2. What just took place asked Robert

3. What a terrific ending to that story exclaimed Anthony

4. Did you hear the speaker say things will never be the same asked Billy

5. I know replied Max but do you really want to make a big deal out of this

WRITE

Write your own sentence with a quotation within a quotation.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #70

FOCUS **Apostrophes (Contractions)**

A **contraction** is a shortened form of one or two words (one of which is usually a verb). In a contraction, the apostrophe takes the place of the missing letter or letters.

CONNECT TO WRITING+

Contractions may be used in informal writing; however, avoid using contractions in formal essay writing. These are the most common contractions:

is (she's, it's, there's, where's, here's)
had (I'd, he'd, they'd, we'd)
will (I'll, they'll, we'll, she'll, it'll)
are (they're, we're, you're)
am (I'm)
us (let's)
have (could've, they've, might've, should've)
not (isn't, can't, shouldn't, wouldn't, hasn't, doesn't, aren't, won't)

Examples: They could've asked, but they've always wondered if they'll find out anyway. They should've known that they didn't have a chance.

PRACTICE

Place apostrophes in the appropriate places in the following story.

For all of their talk, theyve rarely come to see whos playing at the club. They havent shown up in over three weeks, and so they cant really comment on what they dont know. I will say theyre in for a treat when they do come. Theres a band that isnt afraid to let loose. They didnt hold back during their set Friday night and they wont tonight.

Change each of the underlined words to contractions in the parentheses which follow.

1. <u>It is</u> (_____) a shame that they never listen to their parents.

2. <u>You are</u> (_____) sure that <u>you have</u> (_____) never seen them?

3. <u>Where is</u> (_____) she going? <u>They are</u> (_____) not exactly saying.

4. <u>She is</u> (_____) happy that <u>they had</u> (_____) left directions.

WRITE

Compose your own sentence or two with at least two contractions.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #71

FOCUS Semicolons

Use **semicolons** to join phrases and clauses without conjunctions.

CONNECT TO WRITING

Semicolons can be used instead of commas to combine phrases or dependent clauses that have commas in very long sentences. The best way to think about a **s**emi**c**olon is that it **s**ubstitutes for a **c**omma-conjunction. Make sure that the semicolon connects phrases or clauses that have some relationship. For example, *He went to town; she ran a barbershop* has no relationship between the clauses.

Examples: Anna showed up late; Louise didn't at all.
His disguise was picture-perfect; no one could recognize him.

PRACTICE

Place semicolons in the appropriate places between phrases and clauses.

1. Samuel went shopping then he went out to dinner.
2. The album includes: the heart-throbbing rhythm, rock, and blues "Sawmill" the surprisingly speedy, yet soulful "Ol' Dog Blues" and the highlight of the CD, "Mama's Return."
3. I was taught Spanish at home by a tutor that's how I learned the language.
4. The Revolutionary War was fought against the British the War of 1812 was also fought against them.
5. Many died in the Civil War it was a horrible tragedy.
6. Ellen did not prepare at all she appeared not to care what would happen as a result.
7. Through many long days of looking after many attempts and failures despite many questions left unanswered, they finally decided to buy a home of their own.

WRITE

Compose your own sentence with a semicolon.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #72

FOCUS Parentheses / Dashes

Use **parentheses or dashes** before and after words or ideas to explain or define the words or ideas.

CONNECT TO WRITING

Information within a set of parentheses or dashes gives explanation or definition, but is not needed to understand the sentence. The information within the parentheses or dashes can be a word or a phrase.

Examples:	Explanation	The colors (green and blue) seemed perfect.
	Definition	The protocol–rules to be followed–was to save such tricks only for a real dog fight.

If the added information is a complete thought, it should be written as a sentence with the period outside of an ending parenthesis.

Example:	Sentence	Their plan was incomplete (They really did not think it through.)

PRACTICE

Place parentheses in the appropriate places in the following sentences. Don't add in commas or dashes.

1. Jackie Smith 1845-1910 worked in the women's rights movement. You should read some of her descriptive letters the ones to Charlene.
2. That new Bed and Breakfast it was once a barn is a popular rental with out-of-town visitors.
3. The Nile River the longest river in the world flows 4,000 miles through Egypt and the Sudan.
4. The common daisy *Chrysanthemum leucanthemum* can make a beautiful spring bouquet.
5. Thomas Jefferson the author of the Declaration of Independence seemed confused: he spoke out against the evils of slavery, but he himself owned slaves.
6. As you turn right you will notice a large yellow house the one with a white picket fence and its remarkable front porch.

WRITE

Write your own sentence with parentheses.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #73

FOCUS Apostrophes (Singular Possessives)

Use **apostrophes for singular possessives**.

CONNECT TO WRITING

For a singular possessive noun (a noun showing ownership), place an apostrophe at the end of the noun and add an *s*.

- If the noun ends in an *s* and the *s* has a *z* sound, you may choose to make it a possessive by adding an apostrophe, then an *s*, or simply end with an apostrophe.
  Example: Charles's friend or Charles' friend
- Do not use an apostrophe before the *s* in a simple plural noun.
- Do not use an apostrophe with a possessive pronoun (*yours*, *his*, *hers*, *ours*, *yours*, *its*, *theirs*)
  Examples: Joe's skill is amazing, and so is Chris's. But Miles' (or Miles's) skill is tops.

PRACTICE

Place apostrophes in the proper places for singular possessives in the following limericks.

There once was a childs horse named Skittish

Its upbringing definitely British.

The poor horses tail was once yanked by a male

from Londons own Twickingdelfittish.

There once was a roses bright bloom

Whose fragrance invaded Moms room

Natures petals will fall, and at the end of it all,

Lifes beauty swept out by a broom.

WRITE

Write two sentences with two singular possessives.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #74

FOCUS Apostrophes (Plural Possessives)

Use **apostrophes for plural possessives**.

CONNECT TO WRITING

For most plural possessive nouns (a noun showing ownership), place the comma after the *s*.
Example: boys' cups

Some plural possessives place the apostrophe before the *s*, if the plural is spelled differently than the singular.

Examples:	**Singular**	**Singular Possessive**	**Plural**	**Plural Possessive**
	woman	woman's	women	women's
	child	child's	children	children's

PRACTICE

Place apostrophes in the proper places for plural possessives in the following sentences.

1. Will the Firemens Ball be held on the same weekend as last year?
2. The Smiths house is perfect for our graduation party.
3. Will the puppies food change over the next month?
4. I think that the womens group meets every other Tuesday at the clubhouse.
5. The Childrens Crusade was led by Nicholas in response to a dream.
6. Let's watch the girls basketball game before we go miniature golfing.
7. Have the boys asked to borrow their parents cars for the night?
8. The county restaurants plans to offer any left-over food to the homeless were ambitious.
9. There is no doubt that workers rights to health have not been fulfilled.
10. That Thompsons front yard needs some major clean-up, if you ask me.

WRITE

Compose your own sentence with a plural possessive.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #75

FOCUS Colons

Use **colons** to show a relationship between numbers. Also use a colon to show a relationship of ideas within titles or between sentences. Colons are also used at the end of an independent clause to introduce information to explain the clause. An independent clause has a noun connected to a verb that tells a complete thought.

CONNECT TO WRITING

Colons have the following uses:

- Relationship between Numbers
  Examples: Time (8:02 P.M.), Ratio (3:1), Chapter-Verse (Genesis 32:1-13)
- Relationship between Ideas
  Example: *Teaching: The Lost Art*
- Explanation of the Independent Clause (Don't place colons after verbs.)

-List	**Example:**	Order this food: bananas, potato chips, and hamburgers.
-Quotation	**Example:**	The teacher offered this advice: Work smarter, not harder.
-Explanation	**Example:**	She did a wonderful thing: She let him do what he wanted.
-Rule	**Example:**	This is the most important rule: Keep your hands to yourself.

PRACTICE

Place colons in the appropriate places in the following sentences.

1. I need the following items toothpaste, a toothbrush, a comb, and soap.
2. The magician performed a trick It was more of a miracle.
3. The philosopher Santayana commented upon the value of history Those who fail to learn from history are doomed to repeat it.
4. Please play these pieces "Aria and Fugue," "Suite in D Major," and "The 3rd Symphony."
5. Only one fact remains true Things never happen as planned.
6. She knew the Golden Rule Do unto others as you would have them do unto you.
7. The principal's rules were posted Be Kind, Share with Others, Don't Touch.

WRITE

Compose your own sentence with a colon to introduce a list.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #76

FOCUS Periods with Abbreviations / Initials / Acronyms

Use **periods for abbreviations, initials, and acronyms**.

CONNECT TO WRITING

Periods have a variety of uses other than ending sentences.

- Use periods in abbreviations. Avoid using abbreviations in formal essay writing.
  Examples: The U.S. Constitution, 300 B.C.
- Use periods for initials, names, and titles
  Example: Mr. R.J. Jenkins, Jr.
- Use periods in most acronyms. Acronyms are words formed from the first letters or groups of letters of words. Acronyms are pronounced as words. It is becoming common practice to drop periods in well-known acronyms.
  Examples: Do you know your Z.I.P. code? ZIP code

PRACTICE

Fill in the blanks with the correct initials, abbreviations, or acronyms.

1. The abbreviation for time Before Christ is written as _____.

2. The time after noon is called Post Meridian and is written as _____.

3. Additional information at a letter's end is called a postscript and is written as _____.

4. The National Aeronautics and Space Administration is an acronym known as _____.

5. _____ divers use a **s**elf-**c**ontained **u**nderwater **b**reathing **a**pparatus.

6. When Ms. Bean married Mr. Jones, she took on his last name and became _____ Jones.

7. The abbreviation for *exempli gratia* is _____, which means *for example*.

8. The abbreviation for *et cetera* is _____, which means *and so forth*.

9. Five and one-half written as a decimal would be _____.

WRITE

Write your own sentence with an abbreviation, initials, and an acronym.

_____

_____

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Grammar, Usage, and Mechanics Worksheet #77

FOCUS Exclamation Points

Use exclamation points to show strong emotion or surprise.

CONNECT TO WRITING

Exclamation points should be used sparingly, especially in formal essay writing. Use specific nouns and vivid verbs to build emotion or surprise. Only use one exclamation point. They may be placed at the end of exclamatory sentences or after words, phrases, or clauses.

Examples:	Exclamatory Sentence	The decision really shocked me!
	Word / Phrase / Clause	Wow! How amazing! If she only knew!

PRACTICE

Add correct ending punctuation, including exclamation points where appropriate.

1. Run Don't walk
2. She helps a lot What a treasure
3. He is very talented Such amazing creativity
4. How shocked he was I guess he didn't know
5. What excitement If you don't like that you don't like N.B.A. basketball
6. Did he do it I can't believe it
7. How surprising When did Tom find out
8. And no one knew about it How crazy
9. Stop in the name of the law You have the right to remain silent
10. How awful No one has the right to act that way
11. He came out of retirement to play one more year Imagine that

WRITE

Compose your own sentence with an exclamation point.

_____

_____

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #1 Practice Answers

John Francis, Beatrice, Nebraska, World War II, Chicago, *Southwestern Chief*, Los Angeles, Grand Central Station, John, Jane, Blix Hardware, Western Avenue, South Hollywood, John, Fort Ord, Army Band, Staff Sergeant, United States, John, John, University of Southern California, G.I. Bill, Cum Laude, Business, Social Science, Southern California, Janice Jones, California Federal Savings and Loan, Senior Vice-President, Mark, Robin

Grammar, Usage, and Mechanics Worksheet #2 Practice Answers

idea: friendship, self-image, freedom, self-confidence, world peace
person: teacher, fire-fighter, cousin, police officer, brother-in-law
place: mountain, neighborhood, country, football stadium, family room
thing: food, toy, rock, lamp stand, grandfather clock

Grammar, Usage, and Mechanics Worksheet #3 Practice Answers

"Hello," said Susan.
"Is <u>this</u> the owner of the car for sale?" the caller asks.
"<u>It</u>, is <u>I</u>," replies Susan. "<u>Who</u> is calling?"
"The <u>one</u> paying <u>you</u> full price for <u>your</u> car. <u>My</u> name is Marcy. What's <u>yours</u>?"
"Susan," <u>she</u> says. "But let <u>me</u> get my husband. Actually, <u>he</u> is selling <u>his</u> car, not <u>mine</u>.
"Suit <u>yourself</u>, says Marcy. Put <u>him</u> on the phone."

Grammar, Usage, and Mechanics Worksheet #4 Practice Answers

Which One? these, that, this, those, certain
How Many? twenty-story, most, dozen, few, thousands
What Kind? juicier, muddy, navel, spicy, loud

Grammar, Usage, and Mechanics Worksheet #5 Practice Answers

I know (mental) that he <u>had</u> run (physical) a full mile before, but he <u>might</u> be (state of being) too tired right now. He <u>did</u> walk (physical) a mile yesterday.

Grammar, Usage, and Mechanics Worksheet #6 Practice Answers

What Degree: mostly, less, mainly
How: slowly, carefully, easily
Where: everywhere, nearby, here
When: often, one o'clock, later

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #7 Practice Answers

to [flag], of [United States], of [America], to [republic], for [which], under [God], with [liberty], for [all], in [schools], throughout [America], over [heart], on [flag], to [country]

Grammar, Usage, and Mechanics Worksheet #8 Practice Answers

and, but, yet, so, and, but, yet, but (yet), and, for

Grammar, Usage, and Mechanics Worksheet #9 Practice Answers

Before, because (since, as), when, Although (Even though), Since (Because), where, Despite (In spite of)

Grammar, Usage, and Mechanics Worksheet #10 Practice Answers

and, either, or, whether, or, Neither, nor, Both

Grammar, Usage, and Mechanics Worksheet #11 Practice Answers

traveler, Tasco, cathedral, Guadalajara, city, one, Mexico City, trip, an experienced traveler

Grammar, Usage, and Mechanics Worksheet #12 Practice Answers

running 28 miles + the marathon, Track fans + casual spectators, Basketball + ice-hockey, The "Dream Team" + the United States hockey team, These two popular events + the track-and-field contests

Grammar, Usage, and Mechanics Worksheet #13 Practice Answers

Ice cream + [has pleased], ice cream + [is], treat + [has], Rocky Road + [delights], nuts + marshmallows +[may cause], double-scoop +[tastes], Eating ice cream + [can be]

Grammar, Usage, and Mechanics Worksheet #14 Practice Answers

works +[stand] + [are remembered], description + [entertains] + [informs], one + [will learn] + [will understand], novel +[teaches] + [preaches], hero + [struggles] + [triumphs], Debbie walked into the room, sat down in the chair, and heaved a sigh of relief.

Grammar, Usage, and Mechanics Worksheet #15 Practice Answers
1. imperative 2. exclamatory 3. interrogative 4. declarative

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #16 Practice Answers

1. I enjoy watching old television shows, but (yet) the new ones are better.
2. Do you want vanilla, or (and) do you want strawberry?
3. No one really wants to go; they just feel like they must attend.
4. This route takes too long; there must be another way.

Grammar, Usage, and Mechanics Worksheet #17 Practice Answers

1. As soon as the boy practices his trombone, he will be able to go outside to play.
2. Tonight we celebrate a special young lady, whose achievement is special.

Grammar, Usage, and Mechanics Worksheet #18 Practice Answers

After the sun set, the campers roasted marshmallows, and John then told a campfire story.
Since the captain had a beard, he knew the sailor, and the sailor did not recognize him.
Although he knew better, he could not teach her, because she just would not listen.

Grammar, Usage, and Mechanics Worksheet #19 Practice Answers

Options: Running down the hill, I saw her. I saw her running down the hill.
Finally, (any subject then predicate) the reason he left.
The playground seems to be covered with ice.

Grammar, Usage, and Mechanics Worksheet #20 Practice Answers

1. Jonathan seemed very selfish. He never shared with the other children.
2. Ms. Clements always prepared well for her lesson plans, and (so) the results paid off.
Option: Ms. Clements always prepared well for her lesson plans; the results paid off.
3. Nicco enjoyed video games, playing only after completing his chores.

Grammar, Usage, and Mechanics Worksheet #21 Practice Answers

The women in the clown costumes must be she <u>PN</u> and her mother. We <u>S</u> didn't recognize them at first, but at least I <u>S</u> asked, "Who were they <u>PN</u>?" Sue and he <u>S</u> arrived at the party earlier than I <u>A</u>, but no one came as early as she <u>A</u>.

Grammar, Usage, and Mechanics Worksheet #22 Practice Answers

He told them <u>DO</u> after him <u>OP</u>. He had wanted to tell us <u>I</u> first, but when came to see me <u>I</u>, I said that he should tell him <u>IO</u> the news before me <u>OP</u>. He had not given it <u>IO</u> much thought.

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #23 Practice Answers

I told them myself IP because Patty would not tell them herself IP. Patty never thought of anyone but herself RP. When Patty first asked me herself IP, I said, "You should tell them what you did before they find out themselves RP." Patty never apologized herself IP for what she did.

Grammar, Usage, and Mechanics Worksheet #24 Practice Answers

1. PN 2. OP 3. T 4. PN 5. T

Grammar, Usage, and Mechanics Worksheet #25 Practice Answers

1. who 2. whose 3. that 4. which 5. Whom

Grammar, Usage, and Mechanics Worksheet #26 Practice Answers

1. Each watches her own television show. 2. Everyone except James and Pete helps me on the work project. 3. Both of them are ready for a vacation. 4. After they go to the movies, several go out for dessert. 5. Neither gives us much hope that our team will win the league this year. 6. I know others want to be involved in this decision.

Grammar, Usage, and Mechanics Worksheet #27 Practice Answers

1. Few of the actors remember their lines. 2. A great deal is known about television actors. 3. Fewer vegetables are better than many. 4. Some of candies taste like they are stale.

Grammar, Usage, and Mechanics Worksheet #28 Practice Answers

1. He has carefully listed his reasons for the purchase. 2. Paid a large amount for her services, the woman was happy to help. 3. Built by Native Americans, the caves were interesting. 4. They have never tried to sell any of their artwork.

Grammar, Usage, and Mechanics Worksheet #29 Practice Answers

1. Waiting for the train, the young man paced impatiently. 2. He was expecting the train to arrive on time. 3. After calling his parents, the boy decided to cancel the ticket and come home. 4. Mostly, but not always, he will be travelling by jet from now on.

Grammar, Usage, and Mechanics Worksheet #30 Practice Answers

1. Paula removed the backpack from her desk. She placed the backpack on the floor. (From her desk Paula removed the backpack and placed it on the floor.) 2. I ate only the fresh vegetables.

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #31 Practice Answers

1. closer 2. harder 3. more 4. worse 5. happier

Grammar, Usage, and Mechanics Worksheet #32 Practice Answers

1. quickest 2. more 3. biggest 4. best

Grammar, Usage, and Mechanics Worksheet #33 Practice Answers

1. more (less) difficult 2. more outstanding 3. more (less) incredible
4. more ridiculous 5. more (less) suspiciously 6. more (less) suspected 7. more (less) nervously

Grammar, Usage, and Mechanics Worksheet #34 Practice Answers

1. most considerate 2. least specifically 3. most carefully 4. most understood
5. most simply 6. least frequently

Grammar, Usage, and Mechanics Worksheet #35 Practice Answers

was LV; had HV told; were HV going; did HV not turn LV; to be LV; would HV not have HV lied; felt LV; had HV; would HV be LV; seems LV; should HV find

Grammar, Usage, and Mechanics Worksheet #36 Practice Answers

1. permission 2. possibility 3. requirement 4. need 5. expectation 6. ability
7. advice

Grammar, Usage, and Mechanics Worksheet #37 Practice Answers

1. Penny helped at the senior center after school. 2. Cowboys roped and branded their cattle.
3. That radio station played all of my favorite songs. 4. Tamesia touched her left cheek every time she raised her hand in class.

Grammar, Usage, and Mechanics Worksheet #38 Practice Answers

1. Larry was enjoying the beautiful sunsets at the beach. 2. They were expecting a lot of money for their used car. 3. Her friends were sleeping in the living room when the fire alarm sounded.
4. Rosie was going to the movies.

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #39 Practice Answers

1. The class had already started when the student walked in tardy.
2. I had known by Tuesday that last weekend's game would be canceled.
3. They had shared their feelings about riding skateboards without helmets.
4. By the time I had arrived, Louis had already begun painting the back of the house.

Grammar, Usage, and Mechanics Worksheet #40 Practice Answers

1. We try to find the best deals on the Internet.
2. He should listen to what his parents have to say.
3. Carl Sandberg says, "Fog creeps in on little cat feet, and then slowly moves on."
4. I always want my own personal size pizza.

Grammar, Usage, and Mechanics Worksheet #41 Practice Answers

1. Phoebe is listening to the teacher as she works.
2. I am running down the street to the end of the block when I see my friend.
3. Nina and Berta are giving money to help those in need during the holiday season.
4. Our teammates are practicing a lot for the first game of our season.

Grammar, Usage, and Mechanics Worksheet #42 Practice Answers

1. Esmerelda has developed a fantastic web site.
2. The ladies have reunited in the same place to continue their friendship once every year.
3. *The storm has threatened to strike since last night.*

Grammar, Usage, and Mechanics Worksheet #43 Practice Answers

1. I will leave school at two o'clock for a dentist appointment.
2. I will talk to my friends, but they just won't listen.
3. You will ask for the movie star's autograph.
4. Computer games will grow more and more important to kids.
5. We will hope that the vacation can continue.

Grammar, Usage, and Mechanics Worksheet #44 Practice Answers

1. We will be running the mile in P.E. today.
2. I will be thinking of you as you celebrate your birthday.
3. Danya and Darla will be watching the movie tonight.
4. They will be volunteering every weekend at the shelter.

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #45 Practice Answers

1. will have ridden 2. will have seen 3. will have told 4. will have slept
5. will have given 6. will have performed

Grammar, Usage, and Mechanics Worksheet #46 Practice Answers

1. She said, "I usually do chores after school."
2. "They left town," I said, "in a shiny new car."
3. "I can't believe it!" he exclaimed.

Grammar, Usage, and Mechanics Worksheet #47 Practice Answers

1. Joe and Mandy, our debate leaders, thought we had a good chance.
2. Johnny Mingo, the Australian cowboy, rode his horse off into the sunset.
3. Searching for answers, Louis Pasteur, the famous scientist, carried on.
4. Jim, the butler, served their last meal.
5. Kim and Tom, our two friends, left the concert early.
6. The wonderful teacher, Ms. So, shared the slides with her students.
7. The author has just completed his latest book, The Find.
8. That song, "The Swan," lasts six minutes.

Grammar, Usage, and Mechanics Worksheet #48 Practice Answers

1. Jane, Mike, and Ray pulled the car off to the side.
2. Along the road an old car, two broomsticks, and a funny green-eyed monster stood guard.
3. Take a hike, smell the flowers, and enjoy life for the rest of the afternoon.
4. Joan counted one, two, three, four, five.
5. Blue, green, and yellow are my favorite colors.
6. They ordered eggs, bacon, and wheat toast for breakfast.
7. Mr. Burt called on one of the following students: Jaime, Marta, or Frank.

Grammar, Usage, and Mechanics Worksheet #49 Practice Answers

1. Whenever the girls called, he went outside to see what they wanted.
2. Then go to bed.
3. Around the block she rode the bicycle.
4. Next, ask about the directions to the factory.
5. Interested, they called the player to check his availability.

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #50 Practice Answers

1. Lawton, Nevada is my hometown.
2. Olympia, Washington is a beautiful capital.
3. Bogota, Colombia seems like a fascinating city.
4. Glendale, Texas is a nice place to visit, but I wouldn't want to live there.
5. I live at 3442 Spring Street in Irvine, South Carolina.
6. I wrote a letter addressed to: Mo Lawson, 34 North Main St., Columbus, Ohio.
7. Amador City, California has post office boxes for its residents.
8. St. Petersburg, Russia used to be the capital of that country.
9. When did Juneau, Alaska reach a population of 10,000?

Grammar, Usage, and Mechanics Worksheet #51 Practice Answers

1. Listen to me, Barbara, and then make up your own mind.
2. That's a dangerous thought you've shared, Bud.
3. Look, Jane, it's going to be hard at first.
4. Sitting by the sofa, she said, "Henry, get over here."
5. I just don't know, Bobby.
6. Tawny, watch where you're going.
7. If you notice, Peter and Kris, none of that will be on the test.
8. Look, Paul, and see here, Julie, you both have missed the main point.

Grammar, Usage, and Mechanics Worksheet #52 Practice Answers

1. Neither he wanted to face the problem, nor did she want to deal with that challenge.
2. In order that all people would have the same chance, they decided to draw numbers.
3. Raymond sent a message to his cousin, but the message was returned unopened.

Grammar, Usage, and Mechanics Worksheet #53 Practice Answers

Left Letter–Dear Ralph, …Yours truly
Right Letter–To Whom It May Concern, …Sincerely,

Grammar, Usage, and Mechanics Worksheet #54 Practice Answers

1. Around the corner she ran into a large, angry dog.
2. If I didn't know better, I would guess that the tired, old woman was not going to leave her house.
3. The funny green character said, "I'm crazy, silly, and full of energy."
4. Unless I'm mistaken, the usual cloudy, gray morning will change to afternoon sun and wind.
5. The book is creative, surprising, delightful, and completely entertaining.
6. The girls are cheerful, helpful, and careful to mind their manners.
7. I left the yuck

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #55 Practice Answers

1. She told Uncle Charles that I went to see Dr. S. L. Thompson.
2. Will Mrs. James come to visit Aunt Robin and "Bubba" Peterson?
3. The army's Captain Schneider reviewed the rules with P.F.C. Johnson.
4. Roy told Dad that Sis and I would get together at Mom's work.
5. Officer Bob Benton issued a speed citation to Louis and his brother.

Grammar, Usage, and Mechanics Worksheet #56 Practice Answers

1. I love to go see Broadway plays in New York City.
2. Some of the most beautiful scenery is found in Douglas County in Nevada.
3. The girls said they lived at 123 Oak Avenue in Paris, North Carolina.
4. In Southern Mississippi they still grow cotton.
5. The borough of Long Island has millions of people.
6. The Spanish own the Canary Islands off the coast of Portugal.
7. I have heard that there is an American naval base on Diego Garcia in the Indian Ocean.
8. Her house is located at 342 Twenty-seventh Street.
9. For years, voters in the Deep South solidly supported the Democratic Party.

Grammar, Usage, and Mechanics Worksheet #57 Practice Answers

1. I hear that the Alex Theater has been completely remodeled.
2. Bill Gates helped invent the Windows Operating System.
3. Ryan once climbed the stairs to the top of the Sears Tower.
4. Have you vacationed in Yosemite National Park?
5. Mr. Newton was appointed sponsor of the Spanish Club.
6. I attended first Presbyterian Church for three years.
7. Did you kiss the Blarney Stone when you went to Ireland?
8. Kenny walked across the Golden Gate Bridge.

Grammar, Usage, and Mechanics Worksheet #58 Practice Answers

1. On the first Thanksgiving Day, Pilgrims and Native Americans shared a feast.
2. I'm sure that February 19th is Presidents Day this year.
3. Will we have cherry pie at the 4th of July party?
4. The Rose Parade is the granddaddy of all New Year's Day parades.
5. She knows that Martin Luther King, Jr. holiday is celebrated only in the United States.
6. If Thursday will not work for you, how about Wednesday?
7. I got married on Flag Day, which is on June 14th.
8. The Chinese say that this is the Year of the Dog.
9. The Feast of Unleavened Bread is a Jewish holiday.
10. Does Santa really come down the chimney on Christmas Eve?

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #59 Practice Answers

1. I know that Microsoft Corporation is one of the most successful businesses in the world.
2. Watching the Sacramento Kings win the game was exciting.
3. Members of the Daughters of the American Revolution do important historical research.
4. I have heard that General Motors Corporation makes more money in a year than most countries.
5. Does the Atlas Window Company donate money to the community?
6. In the Boy Scouts of America, young men learn basic outdoor skills.
7. In urban areas, the Boys and Girls Clubs of America serve youth after school.
8. The organization, Big Brothers and Big Sisters, is well-worth your support.
9. The teachers belong to the National Educational Association.
10. As one of the best baseball teams, the Los Angeles Dodgers, draws millions.

Grammar, Usage, and Mechanics Worksheet #60 Practice Answers

1. Many Asians live in urban areas of the United States.
2. The Americans from the United States are proud of their form of government.
3. Many Brazilians have never seen the Amazon River.
4. I think that she speaks Portuguese.
5. The Afrikaner language is a mix of many languages, including Dutch and English.
6. The Swedish language has similarities to the German language.
7. Many Swiss speak three or four languages.
8. When French is spoken well, it is a very romantic language.
9. Can Matt speak and write Japanese?

Grammar, Usage, and Mechanics Worksheet #61 Practice Answers

1. The Recreational Vehicle Show will take place at the fairgrounds this weekend.
2. Many say that the wounds of the Civil War have never healed.
3. The Amador County fair draws thousands of families each year.
4. My favorite period of history has to be the Renaissance.
5. If the Palm Springs Desert classic gets Tiger Woods, the tournament will be judged a success.
6. President Monroe's Era of Good Feelings was a period of rapid industrial growth.
7. I have heard that the Folsom Rodeo is world-famous.
8. The end of World War II brought about an expansion of communism.

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #62 Practice Answers

1. My favorite episode from "Little House on the Prairie" is when Laura befriends the Indians.
2. Jaws III was not as good as the original Jaws.
3. Clint Eastwood's Hang 'Em High is a perfect example of a "Spaghetti Western."
4. The episode of Bonanza featuring the pancake-eating contest was titled "The Flapjack Contest."
5. The repeats of Everybody Loves Raymond now run twice nightly on the local cable station.
6. Did Terminator II sell more movie tickets than Terminator III?
7. I'm pretty sure that The Late Show will be renewed for another year.
8. The episode of I Love Lucy titled "Lucy Goes to the Hospital" was the highest rated show of the year.

Grammar, Usage, and Mechanics Worksheet #63 Practice Answers

1. The new book by J.K. Rowling was reviewed in the recent edition of Weekly Reader magazine.
2. Did The Adventures of Tom Sawyer sell more copies than The Adventures of Huckleberry Finn?
3. My children look forward to receiving their copies of Highlights every month.
4. Some parents in this class have a subscription to The Wall Street Journal.
5. The New York Times crossword is one of the most challenging crosswords in America.
6. If you read Time for Kids regularly, you will notice how the articles have changed over time.
7. Are children still reading Roll of Thunder, Hear My Cry?
8. I looked everywhere, but could not find that quote in the The Last Dance.
9. Tolkien's classics, The Fellowship of the Ring, The Two Towers, The Return of the King, and The Hobbit have been made into Academy Award-winning movies.

Grammar, Usage, and Mechanics Worksheet #64 Practice Answers

1. My great-grandfather wrote "In the Shade of the Old Apple Tree" for his wife.
2. I know I have heard "Dance of the Sugarplum Fairies" before.
3. Beyoncé once recorded a cover-version of "America the Beautiful."
4. Joyce Kilmer's "Trees" still delights and inspires young poets.
5. Did Elvis record "Heartbreak Hotel" when he was signed with Sun Records?
6. Madonna hasn't had a good song since "True Colors" went platinum.
7. The scariest poem I know is Edgar Allan Poe's "The Raven."
8. Lewis Carroll wrote "Jabberwocky" to play with the sounds of the English language.

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #65 Practice Answers

1. William Shakespeare wrote many comedies, including: The Tempest, Twelfth Night, A Midsummer-Night's Dream, and As You Like It.
2. He also wrote tragedies, including the famous Julius Caesar.
3. Tennessee William's play, The Death of a Salesman, is still read by many high schoolers.
4. "Of all of Michelangelo's great sculptures, The Pieta stands out as his best," claimed Bunny.
5. "Oh no!" exclaimed Sam. His David, standing in the Academia in Florence, was sculpted from lesser quality marble.
6. Have you ever seen a photograph of Whistler's Mother?
7. "The photograph, Sunrise, Sunset, is one of the most memorable examples of time-lapse photography," said Melvin.
8. Did his Breakfast of Champions sell at the art exhibit?

Grammar, Usage, and Mechanics Worksheet #66 Practice Answers

1. Rudyard Kipling's Captains Courageous tells the tale of a bored and lonely son a of a millionaire who is rescued on the high seas by a small fishing boat. The most exciting chapter has to the first one, "Boy Overboard."
2. The chapter titled "A Changed Toad" ends Kenneth Grahame's The Wind in the Willows.
3. "One for All and All for One" is the battle cry of the three French musketeers in Alexandre Dumas's classic, The Three Musketeers. In the chapter titled "Three Duels," three exciting sword fights are described in detail.
4. The Merry Adventures of Robin Hood, by Howard Pyle, tells the tales of Robin Hood, Maid Marion, the Sheriff of Nottingham, Little John, Will Stutely, and the delightful Friar Tuck. These memorable characters are introduced in the chapter, "Robin Hood Meets Little John."

Grammar, Usage, and Mechanics Worksheet #67 Practice Answers

1. My wife read "Why Getting Hitched Is Healthy" in last month's Ladies Home Journal.
2. I love reading "Humor in Uniform" every month in Reader's Digest.
3. This month's issue of California Educator features an article titled "Tuning up the Idea."
4. Last week's Time magazine had an article about Bruce Springsteen titled "Still the Boss."
5. In the latest edition of Science, an interesting article titled "Underneath the World of Atlantis" caught my eye.

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #68 Practice Answers

1. In *Twice-Told Tales*, Nathaniel Hawthorne tells many short stories such as "The Great Carbuncle," "The Gray Champion," "The Wedding Knell," and "The May-Pole of Merry Mount."
2. Richard Adams has a wonderful collection of his favorite animal stories including his own "The Rabbit's Ghost Story."
3. James Herriot's short story, "Monty the Bull," tells the entertaining story of a bull that gets the best of a veterinarian.
4. Doris Summers finished her "Lake Tahoe Water Conditions" report last week.
5. The school board prepared a document titled "State of the District" and printed 200 copies.

Grammar, Usage, and Mechanics Worksheet #69 Practice Answers

1. "I'm anxious to leave," commented Zelda.
2. "What just took place?" asked Robert.
3. "What a terrific ending to that story!" exclaimed Anthony.
4. "Did you hear the speaker say, 'things will never be the same?'" asked Billy.
5. "I know," replied Max, "but do you really want to make a big deal out of this?"

Grammar, Usage, and Mechanics Worksheet #70 Practice Answers

For all of their talk, they've rarely come to see who's playing at the club. They haven't shown up in over three weeks, and so they can't really comment on what they don't know. I will say they're in for a treat when they do come. There's a band that isn't afraid to let loose. They didn't hold back during their set Friday night and they won't tonight.

1. It is (It's) a shame that they never listen to their parents.
2. You are (You're) sure that you have (you've) never seen them?
3. Where is (Where's) she going? They are not (They're) not exactly saying.
4. She is (she's) happy that they had (they'd) left directions.

Grammar, Usage, and Mechanics Worksheet #71 Practice Answers

1. Samuel went shopping; then he went out to dinner.
2. The album includes: the heart-throbbing rhythm, rock, and blues "Sawmill"; the surprisingly speedy, yet soulful "Ol' Dog Blues"; and the highlight of the CD, "Mama's Return."
3. I was taught Spanish at home by a tutor; that's how I learned the language.
4. The Revolutionary War was fought against the British; the War of 1812 was also fought against them.
5. Many died in the Civil War; it was a horrible tragedy.
6. Ellen did not prepare at all; she appeared not to care what would happen as a result.
7. Through many long days of looking; after many attempts and failures; despite many questions left unanswered, they finally decided to buy a home of their own.

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #72 Practice Answers

1. Jackie Smith (1845-1910) worked in the women's rights movement. You should read some of her descriptive letters (the ones to Charlene).
2. That new Bed and Breakfast (it was once a barn) is a popular rental with out-of-town visitors.
3. The Nile River (the longest river in the world) flows 4,000 miles through Egypt and the Sudan.
4. The common daisy (*Chrysanthemum leucanthemum*) can make a beautiful spring bouquet.
5. Thomas Jefferson (the author of the Declaration of Independence) seemed confused: he spoke out against the evils of slavery, but he himself owned slaves.
6. As you turn right, you will notice a large yellow house (the one with a white picket fence) and its remarkable front porch.

Grammar, Usage, and Mechanics Worksheet #73 Practice Answers

child's, horse's London's, rose's, Mom's Nature's, Life's

Grammar, Usage, and Mechanics Worksheet #74 Practice Answers

1. Will the Firemen's Ball be held on the same weekend as last year?
2. The Smiths' house is perfect for our graduation party.
3. Will the puppies' food change over the next month?
4. I think that the women's group meets every other Tuesday at the clubhouse.
5. The Children's Crusade was led by Nicholas in response to a dream.
6. Let's watch the girls' basketball game before we go miniature golfing.
7. Have the boys asked to borrow their parents' cars for the night?
8. The county restaurants' plans to offer any left-over food to the homeless were ambitious.
9. There is no doubt that workers' rights to health have not been fulfilled.
10. That Thompsons' front yard needs some major clean-up, if you ask me.

Grammar, Usage, and Mechanics Worksheet #75 Practice Answers

1. I need the following items: toothpaste, a toothbrush, a comb, and soap.
2. The magician performed a trick: It was more of a miracle.
3. The philosopher Santayana commented upon the value of history: Those who fail to learn from history are doomed to repeat it.
4. Please play these pieces: "Aria and Fugue," "Suite in D Major," and "The 3rd Symphony."
5. Only one fact remains true: Things never happen as planned.
6. She knew the Golden Rule: Do unto others as you would have them do unto you.
7. The principal's rules were posted: Be Kind, Share with Others, Don't Touch.

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #76 Practice Answers

1. B.C.
2. p.m.
3. P.S.
4. N.A.S.A.
5. S.C.U.B.A.
6. Mrs.
7. e.g.
8. etc.
9. 5.5

Grammar, Usage, and Mechanics Worksheet #77 Practice Answers

1. Run! Don't walk.
2. She helps a lot. What a treasure!
3. He is very talented. Such amazing creativity!
4. How shocked he was! I guess he didn't know.
5. What excitement! If you don't like that, you don't like N.B.A. basketball.
6. Did he do it? I can't believe it!
7. How surprising! When did Tom find out?
8. And no one knew about it. How crazy!
9. Stop in the name of the law! You have the right to remain silent.
10. How awful! No one has the right to act that way.
11. He came out of retirement to play one more year. Imagine that!

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Diagnostic Grammar and Usage Assessment Mastery Matrix

Categories:	Parts of Speech										Sentence Structure										Pronouns		
Worksheet #s	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Teacher _____ Class _____ Student Names	Proper Nouns	Common Nouns	Pronouns	Adjectives	Verbs	Adverbs	Prepositional Phrases	Coordinating Conjunctions	Subordinating Conjunctions	Correlative Conjunctions	Simple and Complete Subjects	Compound Subjects	Simple and Complete Predicates	Compound Predicates	Simple Sentences / Types of Sentences	Compound Sentences	Complex Sentences	Compound-Complex Sentences	Fixing Fragments	Fixing Run-Ons	Subject Case Pronouns	Object Case Pronouns	Intensive and Reflexive Pronouns
Totals																							

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Diagnostic Grammar and Usage Assessment Mastery Matrix

Categories:	Pronouns						Modifiers							Verb Tenses and Forms								
Worksheet #s	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
Teacher _____ Class _____ Student Names	Pronoun–Antecedents	Who, Whose, Whom, That, Which	Indefinite People Pronouns	Indefinite Size or Amount Pronouns	Past Participles	Present Participles	Dangling / Misplaced Modifiers	Short Comparative Modifiers	Short Superlative Modifiers	Long Comparative Modifiers	Long Superlative Modifiers	Linking and Helping Verbs	Modals	Past Tense Verbs	Past Progressive Verbs	Past Perfect Verbs	Present Tense Verbs	Present Progressive Verbs	Present Perfect Verbs	Future Tense Verbs	Future Progressive Verbs	Future Perfect Verbs
Totals																						

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Diagnostic Mechanics Assessment Mastery Matrix

Categories:	Commas									Capitalization						
Worksheet #s	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61
Teacher _____ Class _____ Student Names	Speaker Tags	Appositives	Series	Introductions	Geography	Nouns of Direct Address	Conjunctions	Letters	Coordinate Adjectives	People / Characters	Places	Things	Holidays/Dates	Organizations / Businesses	Languages / People Groups	Events / Historical Periods
Totals																

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Diagnostic Mechanics Assessment Mastery Matrix

Categories: Underlining (Italics) / Quotation Marks — Other Punctuation

Worksheet #s	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77
Teacher _____ Class _____ Student Names	Movie / Television Titles	Magazine / Website / Book / Newspaper Titles	Play / Work of Art Titles	Song / Poem Titles	Book Chapter Titles	Article Titles	Short Story / Document Titles	Direct Quotations	Apostrophes (Contractions)	Semicolons	Parentheses / Dashes	Apostrophes (Singular Possessives)	Apostrophes (Plural Possessives)	Colons	Periods (Abbreviations / Initials / Acronyms)	Exclamation Points
Totals																

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Assessment Notes

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