



- ✓ Reading Comprehension
- ✓ Spelling
- ✓ Literacy Skills
- ✓ Study Skills
- ✓ Phonics
- ✓ Essay Skills
- ✓ Reading Fluency
- ✓ **Grammar and Mechanics**
- ✓ Syllabication and Morphology



**Targeted
Independent
Practice:
Grammar, Usage,
and Mechanics**

Mark Pennington

**Pennington Publishing
El Dorado Hills, CA**

Congratulations on your purchase of *Targeted Independent Practice: Grammar, Usage, and Mechanics*.

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Targeted Independent Practice

Grammar, Usage, and Mechanics

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Introduction

Grammar, usage, and mechanics are essential tools for success in school, work, and life. Teachers use a variety of instructional means to teach these skills, some more successful than others. Irrespective of the instructional methodology, teachers invariably wind up teaching these same skills, such as the eight parts of speech, subjects and predicates, and comma rules, year after year. Teachers repeat this instruction, because *most* of their students have not yet mastered the basics.

The consequences are three-fold. First, time is reductive. The amount of time needed to re-teach the basics takes away from more advanced grammar, usage, and mechanics instruction. Second, *some* students have mastered *some* skills, but not others. Teachers wind up teaching what *some* students already know and not targeting what they do not yet know. Third, the objective of grammar, usage, and mechanics instruction is to equip students to apply these basic and advanced skills to their writing and speaking. However, this objective can't be fully achieved without having mastered the requisite concepts and skills.

The **Targeted Independent Practice: Grammar, Usage, and Mechanics** program has been designed to diagnostically target and help students learn what they have not yet mastered, so they can move on to this objective of applying these concepts and skills to evidence-based writing and speaking practices, such as sentence combining, sentence expansion, and sentence revision.

The program is simple to implement and features independent work.

- ✓ The teacher administers, grades, and records the whole-class diagnostic assessments. Each assessment item corresponds to a well-crafted worksheet, each with a formative assessment.
- ✓ Students complete these targeted worksheets, indicated as concept and skill deficits, according to the assessment data.
- ✓ Students self-correct each assigned worksheet to learn from their mistakes and use this knowledge to complete the written formative assessment.
- ✓ The teacher grades the formative assessment and records mastery on the progress monitoring matrix.

Efficient and effective **differentiated instruction** that fills instructional gaps, accelerates learning, and equips students to master the requisite grammar, usage, and mechanics skills to improve their writing and speaking sophistication. **Ideal independent work.**

Now, why do conscientious teachers need the **Targeted Independent Practice: Grammar, Usage, and Mechanics** program to differentiate instruction, so that all students acquire the concepts and skills they need? Why do teachers need to teach the same basics year after year?

Lack of program quality and time for explicit, grade-level instruction. For grammar, usage, and mechanics to stick, teachers and students need more than bellringers, DOL, DLR, or mini-lessons.

The research over the last half-century is clear that isolated *explicit* grammar instruction is ineffective. However, the late William Van Cleave was certainly correct that *implicit* grammar instruction in the context of reading and writing provides no overarching framework, no consistent language of instruction, and not enough practice for students when taught only as problems arise. Bottom line? Neither explicit, nor implicit grammar camps link reading, writing, and speaking instruction.

However, Pennington Publishing's programs make those links, combining traditional and function-based approaches to create a new camp that helps students apply the building blocks of our language to better understand complex reading and improve writing and speaking sophistication.

Check out the following comprehensive programs. The first two include the full contents of the **Targeted Independent Practice: Grammar, Usage, and Mechanics** program.

[Teaching Grammar, Usage, and Mechanics \(Grades 4, 5, 6, 7, 8, and High School\)](#) are full-year, traditional, grade-level grammar, usage, and mechanics programs with plenty of remedial practice to help students *catch up* while they *keep up* with grade-level standards. Twice-per-week, 30-minute, no prep lessons in print or interactive Google slides with a fun secret agent theme. Simple sentence diagrams, mentor texts, video lessons, sentence dictations. Plenty of practice in the writing context. Includes biweekly tests and a final exam.

[Grammar, Usage, and Mechanics Interactive Notebook \(Grades 4–8\)](#) is a full-year, no prep interactive notebook without all the mess. Twice-per-week, 30-minute, no prep grammar, usage, and mechanics lessons, formatted in Cornell Notes with cartoon response, writing application, 3D graphic organizers (easy cut and paste foldable), and great resource links. No need to create a teacher INB for student make-up work—it's done for you! Plus, get remedial worksheets, biweekly tests, and a final exam.

[Syntax in Reading and Writing](#) is a function-based, sentence-level syntax program, designed to build reading comprehension and increase writing sophistication. The 18 parts of speech, phrases, and clauses lessons are each leveled from basic (elementary) to advanced (middle and high school) and feature 5 lesson components (10–15 minutes each): 1. Learn It! 2. Identify It! 3. Explain It! (analysis of challenging sentences) 4. Revise It! (kernel sentences, sentence expansion, syntactic manipulation) 5. Create It! (Short writing application with the syntactic focus in different genre)



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 grammar and usage Standards have and have not been mastered.

Preparation

This two-page assessment should be copied back-to-back for each student. The test may be administered and corrected on Scantrons®.

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 15–20 minutes.

Correction

Grade the assessment, marking errors.

Recording the Data

Write the names of your students in alphabetical order on the recording matrix. Record the grammar and usage deficits for each student in numerical order on the Diagnostic Grammar and Usage Assessment Mastery Matrix. Mark a / in the corresponding space for each error and assign that Grammar, Usage, and Mechanics Worksheet for remediation. Ignore errors unrelated to the targeted assessment items.

Diagnostic Grammar and Usage Assessment

Directions: Place the letter of the word from this sentence that best matches the part of speech:
A strange man saw her run quickly down the road to the Red River and then dive in.

- ___1. common noun A. strange B. man C. her D. the E. Red River
___2. proper noun A. man B. her C. road D. to E. Red River
___3. pronoun A. man B. her C. the D. and E. in
___4. adjective A. strange B. saw C. quickly D. then E. in
___5. verb A. saw B. quickly C. down D. to E. then
___6. adverb A. run B. quickly C. down D. road E. to
___7. preposition A. run B. road C. the D. to E. and
___8. conjunction A. strange B. quickly C. down D. to E. and

Directions: Place the letter that best matches in the space to the left of the number.

- ___9. Identify the simple subject in this sentence: She watched the movie three times.
A. She B. watched C. movie D. three E. times
___10. Identify the compound subject in this sentence: The train and ship arrived at noon.
A. The train B. ship C. train, ship D. The train and ship E. noon
___11. Identify the simple predicate in this sentence: The clown was smiling at the children.
A. was B. was smiling C. The clown was smiling D. smiling E. children
___12. Identify the compound predicate in this sentence: Mariel sat down and crossed her legs.
A. sat down B. crossed her legs C. sat down and crossed D. sat, and E. sat, crossed

Directions: Place the letter that identifies the sentence type in the space to the left of the number.

- ___13. Mr. Nelson looked at the photograph. This is a _____ sentence.
A. simple B. compound C. complex D. compound-complex
___14. She failed the test twice, but she passed it the third time. This is a _____ sentence.
A. simple B. compound C. complex D. compound-complex
___15. Carla went to the store after she watched the television show. This is a _____ sentence.
A. simple B. compound C. complex D. compound-complex
___16. Although it may be dated, *Tom Sawyer* is still an enjoyable book, and its humor stands the test of time. This is a _____ sentence.
A. simple B. compound C. complex D. compound-complex

Directions: Place the letter that best identifies the problem in the space to the left of the number.

- ___17. While we waited for the jet to land. This is a _____.
A. sentence fragment B. run-on sentence C. compound sentence D. complex sentence
___18. Jeremy and Emily walking. This is a _____.
A. sentence fragment B. run-on sentence C. compound sentence D. complex sentence
___19. That was a great movie, I really enjoyed the ending. This is a _____.
A. sentence fragment B. run-on sentence C. compound sentence D. complex sentence
___20. Mark plays football he is captain of the team. This is a _____.
A. sentence fragment B. run-on sentence C. compound sentence D. complex sentence

Diagnostic Grammar and Usage Assessment

Directions: Place the letter that best matches in the space to the left of the number.

- ___ 21. The students who got into trouble are _____.
A. them B. me and she C. I and he D. they E. those
- ___ 22. The teacher yelled at two students, Rachel and _____.
A. I B. me C. it D. he E. us
- ___ 23. He stirred the sauce, and then let John taste _____.
A. them B. this C. it D. these E. that
- ___ 24. That movie _____ we watched was entertaining.
A. this B. those C. it D. which E. that
- ___ 25. She should _____ whenever she has her picture taken.
A. smile B. have smiling C. have had smiled D. smiled E. have smiled
- ___ 26. Ismelda _____ three miles to her school today.
A. had been walking B. has walking C. is walking D. will walked E. walk
- ___ 27. John and Jean _____ their father on his lunch hour.
A. visits B. been visiting C. were visited D. have been visited E. visited
- ___ 28. Both Annie and Debra _____ their opponents.
A. has defeated B. had defeated C. had been defeated D. defeats E. had defeating
- ___ 29. Compared to her happy sister, she is _____.
A. happier B. most happy C. happiest D. more happier E. most happiest
- ___ 30. Of all the happy people, he was _____.
A. happier B. most happy C. happiest D. more happier E. most happiest
- ___ 31. Compared to last time, this work is definitely _____.
A. most difficult B. more difficult C. difficultest D. more difficult E. difficulter
- ___ 32. He is the _____ of the students in his class.
A. most intelligent B. more intelligent C. intelligentest D. more intelligent
E. intelligenter
- ___ 33. Please _____ as much as possible.
A. will have been studied B. will study C. study D. are studied E. studied
- ___ 34. Yesterday, she must _____ more than he did.
A. will have been studying B. had studied C. study D. were studied E. have studied
- ___ 35. After she planned for two hours, she then _____ even harder.
A. studied B. will study C. study D. had studied E. have studied
- ___ 36. I _____ for two hours when she called.
A. will have been studying B. will study C. study D. had studied E. studied
- ___ 37. We _____ more later this afternoon.
A. will have been studying B. will study C. study D. are studied E. have studied
- ___ 38. By the time the clock strikes three, we _____ for four long hours.
A. will have been studying B. will study C. study D. are studied E. have studied
- ___ 39. If he _____, he might have a better chance at passing the test.
A. will have been studying B. will be studying C. study D. are studied
E. were studying
- ___ 40. The chapter notes _____ by the whole class.
A. will have been studying B. will study C. have studied D. are studied

Diagnostic Grammar and Usage Assessment Answers

Directions: If the student misses an item, mark a / in the same number column on the **Diagnostic Grammar and Usage Assessment Mastery Matrix**.

1. B
2. E
3. B
4. A
5. A
6. B
7. D
8. E
9. A
10. C
11. B
12. E
13. A
14. B
15. C
16. D
17. A
18. A
19. B
20. B
21. D
22. B
23. C
24. D
25. A
26. C
27. E
28. B
29. A
30. C
31. D
32. A
33. C
34. E
35. A
36. D
37. B
38. A
39. E
40. D

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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 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 matrix. Record the mechanics deficits for each student in numerical order on the Diagnostic Mechanics Assessment Mastery Matrix. 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.

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. that new student paula is from south africa she told me she had never seen the star wars movie in that country

Note: Don't place a comma or a period after "africa."

3. she saw pictures of the costumes robots and ship models in the newsweek article the one that featured space camp **Note: Don't place a comma or colon after "article."**

4. yes you should listen to that song called the one monsters howl sometime before halloween

5. bring both girls best dresses to atlanta georgia to see the play titled fiddler on the roof

Diagnostic Mechanics Assessment

6. joe please read these chapters knots and cooking to prepare for the boy scouts meeting tonight

7. mr wong put on his glasses and then he read the magazine article titled my dog spoke english

8. dear mary

what a complete surprise no one had read the short story titled yankees and rebels
about the civil war

yours truly

amy

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Diagnostic Mechanics Assessment Answers

Directions: Each problem has four targeted diagnostic items in enlarged **boldface**. The numbers above each item represent the corresponding skill number on the **Diagnostic Mechanics Assessment Mastery Matrix**. To correct, write the number of each error on the assessments or record the errors directly on the **Diagnostic Mechanics Assessment Mastery Matrix**.

- 49 41 57 (needs both) 65
1. a friend named **J**ohn said, "I am glad I don't need any help on my homework"
- 42 (needs both) 50 (needs both) 66 58
2. that new student, paula, is from **S**outh **A**frica; she told me she had never seen the star wars movie in that country
- 43 (needs both) 50
3. she saw pictures of the costumes, robots, and ship models in the newsweek article
- 67 (needs both) 51 (needs both)
- (the one that featured **S**pace **C**amp)
- 44 61 (needs both) 68 52
4. yes, you should listen to that song called "the one monster's howl" before **H**alloween
- 69 45 53 (needs both) 60
5. bring both girls' best dresses to atlanta, georgia to see the play titled Fiddler on the Roof
- 46 70 62 (needs both sets) 54 (needs both)
6. joe, please read these chapters. "arts" and "cooking" to prepare for the **B**oy **S**couts meeting tonight
- 71 47 63 (needs both)
7. mr. wong put on his glasses, and then he read the magazine article titled "my dog spoke **E**nglish"
- 48 (needs both salutation and closing)
8. dear mary, 72 64 (needs both)
- what a complete surprise! no one had read the short story titled "yankees and rebels" about the **C**ivil **W**ar
- 56 (needs both)
- yours truly,
- amy

Diagnostic Grammar and Usage Assessment Mastery Matrix

Directions: Record any un-mastered grammar skills with a / in the appropriate column for each student.

Assessment Categories →	Parts of Speech								Subject – Predicate				Sentence Structure			Fragments – Run-ons				
GUM Worksheets	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Teacher _____	Common Nouns	Proper Nouns	Pronouns	Adjectives	Verbs	Adverbs	Prepositions	Conjunctions	Simple Subject	Compound Subject	Simple Predicate	Compound Predicate	Simple Sentences	Compound Sentences	Complex Sentences	Compound-Complex Sentences	Identifying Fragments	Revising Fragments	Identifying Run-ons	Revising Run-ons
Class _____																				
Student Names																				
Totals →																				

Diagnostic Grammar and Usage Assessment Mastery Matrix

Directions: Record any un-mastered grammar skills with a / in the appropriate column for each student.

Assessment Categories → Pronouns Subject-Verb Agreement Comparative Modifiers Verb Tense/Mood/Voice

GUM Worksheets	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Teacher _____	Subject (Nominative) Case	Object Case	Pronoun-Antecedents	Pronoun Pests	Pronoun-Base Form Verb Agreement	Pronoun-Present Participle Agreement	Pronoun-Past Tense Verb Agreement	Pronoun-Past Participle Agreement	Short Comparative Modifiers	Short Superlative Modifiers	Long Comparative Modifiers	Long Superlative Modifiers	Present Tense Verbs	Present Perfect Tense Verbs	Past Tense Verbs	Past Perfect Tense Verbs	Future Tense Verbs	Future Perfect Verbs	Mood	Voice
Class _____																				
Student Names																				
Totals →																				

Diagnostic Mechanics Assessment Mastery Matrix

Directions: Record any un-mastered mechanics skills with a / in the appropriate column for each student.

Assessment Categories →

Commas

Capitalization

GUM Worksheets	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56
Teacher _____	Speaker Tags	Appositives	Lists	Introductions	Geography	Direct Address	Conjunctions	Letters	People	Places	Things	Holidays/Dates	Titles	Organizations/ Businesses	Languages/People Groups	Events/Historical Periods
Class _____																
Student Names																
Totals →																

Diagnostic Mechanics Assessment Mastery Matrix

Directions: Record any un-mastered mechanics skills with a / in the appropriate column for each student.

Assessment Categories →

Quotation Marks and Underlining

Other Punctuation

GUM Worksheets	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72
Teacher _____	Direct Quotations (Quotation Marks)	Movie / Television Titles	Books / Magazine Titles	Plays / Works of Art Titles (Underline)	Song / Poem Titles (Quotation Marks)	Chapter Titles (Quotation Marks)	Article Titles (Quotation Marks)	Short Story / Document Titles	Apostrophes (Contraction)	Semicolons	Parentheses	Apostrophes (Singular Possessives)	Apostrophes (Plural Possessives)	Colons	Periods	Exclamation Points
Class _____																
Student Names																
Totals →																

Grammar, Usage, and Mechanics Worksheets Introduction

The Grammar, Usage, and Mechanics targeted 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 or skill with examples, writing hints or models, a practice section, and a brief formative assessment.

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 72 grammar, usage, and mechanics components to determine how many of each Grammar, Usage, and Mechanics worksheets 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 “GUM Answer Binders.”
3. Display one of the Grammar, Usage, and Mechanics worksheets for your students. Read and explain the instructional components on the worksheet and emphasize that students must read all the definition and writing hints (or models) sections before they begin the practice section. Tell them *not* to complete the formative assessment until the practice section has been graded, 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 concepts or skills.



Independent Practice

1. Tell students to begin with the lower numbered worksheets and to complete only those worksheets indicated by slashes (/). Tell them that they won't receive credit for completing worksheets without slashes because they have already mastered those language convention components.
2. When a student completes all sections of the Grammar, Usage, and Mechanics worksheet, except for the ending formative assessment, the student self-corrects and self-edits (in a colored pencil or pen) the Practice section from one of the "GUM Answer Binders." After students grade the worksheet, they complete the formative assessment. The teacher grades the formative assessment and records mastery on the matrix.
3. If the student has self-corrected and self-edited the practice section and "passed" the 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. For example, 10 points for an A.
4. If the student has not yet mastered the skill, you have two instructional options: 1. If the student understands the content, rule, or skill after the mini-conference, direct the student to re-do the formative assessment and return for re-correction. 2. Record a ✓ and direct the student to move on to the next worksheet. The student will have the chance to re-do the worksheet after completing the rest of their assigned worksheets. Award half-credit, say 5 points, for a ✓.

Helpful Hints

- Post the Grammar, Usage, and Mechanics Mastery Matrices on the wall by student name or student identification number and 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 per week.

Grammar, Usage, and Mechanics Worksheets

Parts of Speech	#1	Common Nouns
	#2	Proper Nouns
	#3	Pronouns
	#4	Adjectives
	#5	Verbs
	#6	Adverbs
	#7	Prepositions
	#8	Conjunctions
Subject / Predicate	#9	Simple Subjects
	#10	Compound Subjects
	#11	Simple Predicates
Sentence Structure	#12	Compound Predicates
	#13	Simple Sentences
	#14	Compound Sentences
	#15	Complex Sentences
Fragments / Run-ons	#16	Compound-Complex Sentences
	#17	Identifying Fragments
	#18	Revising Fragments
	#19	Identifying Run-Ons
Pronouns	#20	Revising Run-Ons
	#21	Subject (Nominative) Case Pronouns
	#22	Object Case Pronouns
	#23	Pronoun Antecedents
Subject-Verb Agreement	#24	Pronoun Pests
	#25	Indefinite Pronoun-Base Form Verb Agreement
	#26	Amount or Measurement Pronoun-Verb Agreement
	#27	Pronoun-Past Tense Verb Agreement
	#28	Pronoun-Past Participle Verb Agreement
Comparative Modifiers	#29	Short Comparative Modifiers
	#30	Short Superlative Modifiers
	#31	Long and <i>__ly</i> Comparative Modifiers
	#32	Long and <i>__ly</i> Superlative Modifiers
Verb Tense / Mood / Voice	#33	Present Tense Verbs
	#34	Present Perfect Tense Verbs
	#35	Past Tense Verbs
	#36	Past Perfect Tense Verbs
	#37	Future Tense Verbs
	#38	Future Perfect Tense Verbs
	#39	Mood
	#40	Voice



Grammar, Usage, and Mechanics Worksheets

Commas	#41	Commas with Speaker Tags
	#42	Commas with Appositives
	#43	Commas with Series
	#44	Commas with Introductions
	#45	Commas with Geography
	#46	Commas with Direct Address
	#47	Commas with Conjunctions
	#48	Commas in Letters
Capitalization	#49	Capitalization of People and Characters
	#50	Capitalization of Places
	#51	Capitalization of Things
	#52	Capitalization of Holidays and Dates
	#53	Capitalization of Titles
	#54	Capitalization of Organizations and Businesses
	#55	Capitalization of Language and People Groups
	#56	Capitalization of Events and Historical Periods
Quotation Marks / Underlining	#57	Direct Quotations
	#58	Movies and Television Shows
	#59	Books and Magazines
	#60	Plays and Works of Art
	#61	Songs and Poems
	#62	Book Chapters
	#63	Magazine Articles
	#64	Short Stories, Documents, and Reports
Additional Punctuation	#65	Contractions
	#66	Semicolons
	#67	Parentheses
	#68	Singular Possessive Apostrophes
	#69	Plural Possessive Apostrophes
	#70	Colons
	#71	Periods
	#72	Exclamation Points



Grammar, Usage, and Mechanics Worksheet #1

Common Nouns

Definition: A **common noun** is an idea, person, place, or thing. It can be acted upon and is capitalized only at the start of a sentence. A common noun can be a single word, a group of words, or a hyphenated word.

Examples: It takes *self-control* idea
 for a *teenager* person
 to drive to *school* place
 in a *sports car*. thing

Writing Hints

Whenever possible, use specific common nouns rather than general common nouns.

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
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Formative Assessment

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 _____

Grammar, Usage, and Mechanics Worksheet #2

Proper Nouns

Definition: A **proper noun** is the name of a person, place, or thing. It can be acted upon and is capitalized. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word.

Examples: *Josh* was honored person
 at *U.S. Memorial Auditorium* place
 with the *Smith-Lee Award*. thing

Writing Hints

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*.

Practice

Circle the proper nouns in the following story. Make sure to circle all words belonging to each proper noun.

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, who both graduated from the University of California at Los Angeles. John retired in 1980 to travel and play his trumpet.

Formative Assessment

Compose your own sentence with person, place, and thing proper nouns.

Grammar, Usage, and Mechanics Worksheet #3

Pronouns

Definition: A **pronoun** is a word used in place of a proper noun or common noun.

Examples: Hello. This is *she*.

Is it *her* basket?

Writing Hints

Pronouns are used in the *first person*, *second person*, or *third person* points of view. The *first person* pronoun stands for the one speaking; the *second person* pronoun stands for the one spoken to, and the *third person* pronoun stands for the one spoken about. Avoid *first* and *second person* pronouns in essays designed to inform or convince your reader.

The following chart shows how pronouns are grammatically organized:

Number/ Point of View	Subject	Object	Possessive (before a noun)	Possessive (with a noun)	Reflexive and Intensive
SINGULAR					
First Person	I	me	my	mine	myself
Second Person	you	you	your	yours	yourself
Third Person	he, she, it	him, her, it	his, her, its	his, hers	himself, herself, itself
PLURAL					
First Person	we	us	our	ours	ourselves
Second Person	you	you	your	yours	yourselves
Third Person	they	them	their	theirs	themselves

Practice

Circle the pronouns in the following spooky story.

I woke up in the middle of the night to find you standing by my bed, shining your flashlight. It shone down on me, illuminating faces full of fear, both mine and yours. We clearly heard their voices downstairs. They had come for us and what was rightfully ours.

John, himself, had seen them yesterday, down by the river. She was creeping along with him, wearing that black hat of hers to hide her stringy, long hair, while he hid his hideous face with a scarf. John saw a campsite of theirs, its campfire still smoldering. Suddenly...

Formative Assessment

Finish the rest of this spooky story, using pronouns from each category in the chart above.

Grammar, Usage, and Mechanics Worksheet #5

Verbs

Definition: A **verb** shows a physical or mental action or it describes a state of being.

Examples: She *works* long hours, physical action
 but *knows* that mental action
 there *is* more to life than work. state of being

-Linking verbs connect a subject with a noun (He *looks* like the man), pronoun (She *is* the one), or predicate adjective (They *are* nice). Those that show either physical or mental actions include the following: *appear, become, feel, grow, keep, look, remain, seem, smell, sound, seem, stay, and taste*. Other linking verbs that describe a state of being include the “to be” verbs: *is, am, are, was, were, be, being, and been*.

-Helping verbs help a verb and are placed in front of the verb (*I had heard it*). Helping verbs include the “to be” verbs, the “to do” verbs: *do, does, did*, the “to have” verbs: *has, have, had*, as well as *can, could, may, might, must, shall, should, will, and would*.

Writing Hints

The four verb forms are the *base form*, the *present participle*, the *past*, and the *past participle*. Regular verbs form a present participle by placing a “to be” helping verb before the base form, then adding on an *_ing* ending for the present participle. Regular verbs form a past participle by placing a “to have” helping verb before the base form, then adding on an “_ed,” “_d,” “_t,” or “_en” ending. The past tense simply adds on a *_d* or *_ed* ending to the base form.

BASE	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
help(s)	helping	helped	helped
want(s)	wanting	wanted	wanted

An irregular verb does not form its past and past participle by adding on an “_ed,” “_d,” “_t,” or “_en” ending. Instead, both the past and past participle change the base form vowel and/or consonant spellings or else they use the base form. The appendix lists the irregular verb forms.

Practice

Match the four verb forms to the examples by placing the capital letters in the spaces provided.

- A. base ___ need ___ was needing ___ needed ___ had helped
- B. present participle ___
- C. past ___ had eaten ___ watches ___ am looking ___ touched
- D. past participle ___ loved ___ were talking ___ had asked ___ believe

Formative Assessment

Compose your own sentence with at least two different verb forms.

Grammar, Usage, and Mechanics Worksheet #6

Adverbs

Directions: 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: They walked <i>more</i>	What degree?
<i>carefully</i>	How?
<i>late</i> at night	When?
<i>there</i> at the docks.	Where?

Writing Hints

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 described, *next* to the desk, or *somewhere over there*.

Explanation: The more specific adverbs *exactly where* and *next* are properly placed before the more general *somewhere over there*.

Often adverbs have an *ly* suffix, but not always. Avoid overusing the adverb, *very*; it usually does not add much meaning to a sentence.

Practice

Sort the adverbs listed below into these categories:

What Degree	How	Where	When
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

often, everywhere, slowly, one o'clock, mostly, carefully, nearby, later, here, less, easily, mainly

Formative Assessment

Compose four sentences, using an adverb from each category. Use none of the adverbs listed on this worksheet.

What Degree _____

How _____

Where _____

When _____

Grammar, Usage, and Mechanics Worksheet #7

Prepositions

Definition: A **preposition** is a word that shows some relationship or position between the preposition and its object (a proper noun, a common noun, or a pronoun). The preposition is always part of a phrase and comes before its object. The preposition asks “What?” and the object provides the answer.

Examples: The politician voted *against* the law. *against* what? ...the law
through the secret ballot. *through* what? ...the secret ballot

Writing Hints

Prepositional phrases make up at least one-third of our writing, so they are important to master. You may place a prepositional phrase at the beginning, middle, or end of a sentence, but make sure to place it close to the word it describes.

Examples: Clear—The lady *in a blue dress* found my dog. Unclear—The lady found my dog *in a blue dress*.

We often end spoken sentences with a preposition, but avoid this usage 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 recognize prepositions and use them in your writing. Remember that these words can be used as other parts of speech.

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

Underline 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 recite the pledge and give respect to our country.

Formative Assessment

Compose your own sentence or two with three different prepositional phrases. Don't use any from the Practice section.

Grammar, Usage, and Mechanics Worksheet #8

Conjunctions

Definition: A **conjunction** joins words, phrases, or clauses together.

Writing Hints

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.

Avoid overuse of the conjunction *so*. Also, do not use the words *then* and *now* as coordinating conjunctions. Place a comma before the conjunction if it joins two or more independent clauses.

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.

If used within the same phrase or clause, don't use a comma to separate them. A comma is placed before the second of the paired conjunctions, if it begins an independent clause.

A **subordinating conjunction** always introduces an adverbial clause. The subordinating conjunction signals the relationship between the adverbial clause and the independent clause (a noun and a verb standing alone as a complete thought). Because the adverbial clause is always a dependent clause, it is less important than the independent clause. This memory trick may help you remember the common subordinating conjunctions: **Bud is wise, but hot! AAA WWW**

Before **unless** **despite** (in spite of) **in order that** **since** **while** **if** **since** **even though** (if),
because **until** **that** **how** **once** **than!** **After** **Although** (though) **As** (As if, As long as, As much as, As soon as, As though) **Whether** **When** (Whenever) **Where** (Wherever)

Example: Although my friend had already seen it, they saw the show a second time.

Adding a subordinating conjunction to one of the clauses can revise a run-on sentence. A comma is placed after the adverbial clause, if it begins a sentence.

Practice

Label the following italicized conjunctions A. coordinating conjunction, B. correlative conjunction, or C. subordinating conjunction in the space provided after each conjunction.

Whenever ___ he walks *or* ___ runs, Mike *either* ___ brings water, *or* ___ he brings a sports drink. *If* ___ he will be gone a long time, Mike carries *both* ___ a nutritious snack *and* ___ an energy bar. He enjoys the exercise *and* ___ nature, *so* ___ he tries to go three times each week.

Formative Assessment

Compose your own sentence or two with a coordinating conjunction, a pair of correlative conjunctions, and a subordinating conjunction.

Grammar, Usage, and Mechanics Worksheet Answers: Parts of Speech

#1 Parts of Speech Common Nouns

Practice: 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

#2 Parts of Speech Proper Nouns

Practice: 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, University of California at Los Angeles, John

#3 Parts of Speech Pronouns

Practice: I, you, my, your, It, me, mine, yours, We their, They, us, ours, himself, them, She, him, hers, her, he, his, theirs, its

#4 Parts of Speech Adjectives

Practice: Which One? these, that, this, those, certain
How Many? twenty-story, most, dozen, few, thousands
What Kind? juicier, muddy, navel, spicy, loud

#5 Parts of Speech Verbs

Practice: A, B, C, D, D, A, B, C, C, B, D, A

#6 Parts of Speech Adverbs

Practice: What Degree: mostly, less, mainly How: slowly, carefully, easily
Where: everywhere, nearby, here When: often, one o'clock, later

#7 Parts of Speech Prepositions

Practice: 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]

#8 Parts of Speech Conjunctions

Practice: Whenever C he walks or A runs, Mike either B brings water, or B he brings a sports drink. If C he will be gone a long time, Mike carries both B a nutritious snack and B an energy bar. He enjoys the exercise and A Nature, so A he tries to go three times each week.

Grammar, Usage, and Mechanics Worksheet #9

Simple Subjects

Definition: 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. It tells whom or what the sentence is about.

Examples: *A nurse* assisted the patient. Simple Subject

The police officer helped prevent the accident. Complete Subject

When additional words help name or describe the simple subject, this is known as a complete subject.

Writing Hints

The simple subject is usually found at the start of a declarative sentence. To find the simple subject of the sentence, first identify any prepositional phrases and eliminate the nouns and pronouns found in these phrases from consideration. The simple subject of the sentence is not part of a prepositional phrase. Frequently, in imperative sentences the simple subject *you* is implied (suggested, not stated).

Practice

Circle the simple subjects found in the story below. Add in any implied subjects.

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, do not 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, as a North American.

What is the complete subject in the first sentence of the above story?

Formative Assessment

Compose two sentences. In the first, circle the simple subject; in the second, circle the complete subject.



Grammar, Usage, and Mechanics Worksheet #10

Compound Subjects

Definition: 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 subject.

Writing Hints

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 phrases and eliminate the nouns and pronouns found in these phrases from consideration. The compound subject of the sentence is not part of a prepositional phrase.

Practice

Circle the complete compound subjects and connect each pair with an arrow in the story 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.

Formative Assessment

Compose your own sentence with a compound subject.

In the sentence above, identify the complete compound subject.



Grammar, Usage, and Mechanics Worksheet #11

Simple Predicates

Definition: 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. The simple predicate shows a physical or mental action or it describes a state of being. 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

Writing Hints

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?*), in an implied (suggested, not stated) sentence (*Look out!*), or in a phrase or clause at the beginning of a sentence to add special emphasis (*Even more interesting was the fact that she knew it would probably rain*).

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. Watch out! Eating too much ice cream can be an addictive behavior.

Formative Assessment

Compose your own sentence with a simple predicate. Underline the subject and bracket the simple predicate.

Compose your own sentence with a complete predicate. Underline the subject and bracket the complete predicate.

Grammar, Usage, and Mechanics Worksheet #12

Compound Predicates

Definition: The compound predicate consists of 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. The compound predicate shows a physical or mental action or it describes a state of being.

Examples: Michael *fell* and *hurt* his hand.

She *had become* and still *remained* a young lady.

They *should have asked* but then *listened* to me.

Writing Hints

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.

Using compound predicates can help your writing become more concise (brief), clear, and readable.

Example: Instead of the following: *Rob studied the textbook for the exam. Then, he practiced the vocabulary for the exam. After practicing the vocabulary, he memorized the poem—all to prepare for the exam.* Try a compound predicate such as this: *Rob studied the textbook, practiced the vocabulary, and memorized the poem to prepare for the exam.*

Practice

Underline 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. Written after the Civil War, the book’s hero, Huck Finn, wrestles with and eventually triumphs over the evils of slavery.

Revise the following sentences into one sentence with a compound predicate.

Debbie walked into the room. Next, she sat down in the chair. Then, she heaved a sigh of relief.

Formative Assessment

Compose your own sentence with a compound predicate.

Grammar, Usage, and Mechanics Worksheet Answers: Subjects–Predicates

Grammar Worksheet #9 Answers

Practice: traveler, Tasco, cathedral, Guadalajara, city, you (implied), Mexico City, trip, an experienced traveler

Grammar Worksheet #10 Answers

Practice: 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 Worksheet #11 Answers

Practice: Ice cream+ [has pleased], ice cream+ [is], treat+ [has], Rocky Road+ [delights], nuts+marshmallows+ [may cause], double-scoop+ [tastes], You (implied)+ [watch], Eating ice cream+ [can be]

Grammar Worksheet #12 Answers

Practice: works+ [stand]+ [are remembered], description+ [entertains]+ [informs], one+ [will learn]+ [will understand], novel+ [teaches]+ [preaches], Lox+ [wrestles]+ [triumphs], Debbie walked into the room, sat down in the chair, then heaved a sigh of relief.



Grammar, Usage, and Mechanics Worksheet #13

Simple Sentences

Definition: A simple sentence has one independent clause and no dependent clause. An independent clause simply means that there is a noun and a verb that expresses a complete thought. A dependent clause means that there is a noun and a verb that does not express a complete thought. See how the dependent clause is crossed-out in the example below.

Example: Janie and George left class, ~~before copying down their homework.~~

Writing Hints

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.

Look at me when I talk to you.

That answer really shocked me

Why should I have to wait

Tom asked me a question

Formative Assessment

Compose an interrogative sentence. Then answer with a simple declarative sentence.

Grammar, Usage, and Mechanics Worksheet #14

Compound Sentences

Definition: A compound sentence has two or more independent clauses but no dependent clauses. An independent clause simply means that there is a subject and a predicate that expresses a complete thought. A dependent clause means that there is a noun and a verb that does not express a complete thought.

Example: Ken asked his teacher for his homework, but he didn't follow her advice.

Writing Hints

The independent clauses are joined by either a semicolon or a comma, then a coordinating conjunction (FANBOYS: *for, and, nor, but, or, yet, so*).

Compound sentences help clarify the relationship between 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 below each pair. The ending punctuation has been omitted.

I enjoy watching old television shows _____ the new ones are better

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.

No one really wants to go _____ they just feel like they must attend

This route takes too long _____ there must be another way

Formative Assessment

Compose your own compound sentence.



Grammar, Usage, and Mechanics Worksheet #15

Complex Sentences

Definition: A complex sentence has an independent clause and at least one dependent clause. An independent clause means that there is a noun and a verb that expresses a complete thought. A dependent (subordinate) clause means that there is a noun and a verb that does not express a complete thought.

Example: Ty completed all his chores (independent clause) + before he ate his lunch (dependent clause) = Ty completed all his chores before he ate his lunch.

Writing Hints

Using different sentence structures makes your writing more interesting to read. Complex sentences can help define the relationship between complicated ideas. If starting a sentence with a dependent clause, follow the clause with a comma.

Practice recognizing these dependent clauses in reading and add them to your writing:

Adjectival Clauses describe nouns or pronouns. Signal words beginning adjectival clauses include the relative pronouns *who*, *whose*, *on (for, of) whom*, to refer to people, *that* to refer to people or things, and *which* to refer only to things.

Example: ...whose work is well-known

Adverbial Clauses describe an adjective, adverb, or verb. Signal words beginning adverbial clauses include *after*, *as*, *as long as*, *as much as*, *as soon as*, *because*, *before*, *even if*, *how*, *if*, *in order that*, *once*, *since*, *so that*, *than*, *unless*, *until*, *when*, *whenever*, *where*, *wherever*, and *while*.

Example: ...as long as she can wait

Noun Clauses are used as a subject, a complement (the rest of the sentence besides the subject and predicate), or as the object of a preposition. Signal words beginning noun clauses include *that*, *what*, *whatever*, *which*, *whichever*, *who*, *whoever*, *whom*, and *whomever*.

Example: ...whatever he demands

Practice

Revise the following simple sentences into complex sentences in the spaces below. Use the signal words found in the above lists of dependent clauses.

Kenny will be able to go outside to play he practices his trombone

Tonight we celebrate a special young lady, achievement is, indeed, remarkable.

Formative Assessment

Compose your own complex sentence.

Grammar, Usage, and Mechanics Worksheet #16

Compound-Complex Sentences

Definition: A compound-complex sentence has two or more independent clauses and at least one dependent (subordinate) clause. An independent clause means that there is a subject and a predicate that expresses a complete thought. A dependent (subordinate) clause means that there is a subject and 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.

Writing Hints

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.

John told a campfire story the campers roasted marshmallows after the sun set

the captain knew the sailor the sailor did not recognize him since the captain had a beard

although he knew better she just would not listen he could not teach her

Formative Assessment

Compose your own compound-complex sentence.



Grammar, Usage, and Mechanics Worksheet Answers: Sentence Structure

Grammar Worksheet #13 Answers

Practice: imperative, exclamatory, interrogative, declarative

Grammar Worksheet #14 Answers

Practice: I enjoy watching old television shows, but (yet) the new ones are better.

Do you want vanilla, or (and) do you want strawberry?

No one really wants to go; they just feel like they must attend.

This route takes too long; there must be another way.

Grammar Worksheet #15 Answers

Practice: Any of the following adverbs: after, as long as, as soon as, before, if, once, when, or whenever

whose

Grammar Worksheet #16 Answers

Practice: The order may vary in the following:

After the sun set, John told a campfire story, and the campers roasted marshmallows.

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 #17

Identifying Fragments

Definition: A sentence fragment is only part of a complete sentence. It does not express a complete thought. The fragment may be a dependent (subordinate) clause (a subject and a verb that does not express a complete thought), a phrase (a group of related words without a noun and verb), or a list of related words.

Writing Hints

Learn to recognize sentence fragments as you proofread your own writing. Often, sentence fragments are found in three grammatical forms:

- Connected prepositional phrases
Example: In Mexico, during the reign of the Aztecs and before Cortez.
- Adverbial phrases
Example: Looking for someone to share her life.
- Dependent (subordinate) clauses
Example: Even though their friends had witnessed the entire accident.

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

Mark “CS” if the sentence is complete or “F” if the sentence is a fragment.

- _____ 1. Because he left school early.
- _____ 2. She went to the store after finishing her homework.
- _____ 3. After losing his homework on the bus and arriving to school late.
- _____ 4. Whenever they need to know the reason for something.
- _____ 5. Taking tests always makes some students uncomfortable.

Formative Assessment

Revise the fragments from the **Practice** section above into complete sentences.

Grammar, Usage, and Mechanics Worksheet #19

Identifying Run-Ons

Definition: A sentence run-on has two independent clauses connected together as if they were one sentence. An independent clause means that there is a noun and a verb that expresses a complete thought.

Writing Hints

Learn to recognize sentence run-ons to be able to effectively proofread your own writing. A comma combining two independent clauses is called a comma splice.

Practice

In the paragraph below, underline the sentence run-ons.

Mohandis K. Gandhi has been called the most important Indian leader of this century, his ideas about non-violent protesting helped unite the entire nation of India against the British Empire. Because millions of Indians refused to cooperate with the British government. Gandhi demanded independence from foreign rule. Gandhi's ideas also influenced the Reverend Martin Luther King, Jr. in the United States both men were murdered for their views. Non-violent protests and boycotts (to refuse to participate) against businesses and government agencies that practiced segregation (to separate the races) in the 1950's and 1960's. King learned much from Mohandis K. Gandhi so did many Americans.

Formative Assessment

Now, revise any of the above sentence run-ons as complete sentences in the spaces below.



Grammar, Usage, and Mechanics Worksheet #20

Revising Run-Ons

Definition: A sentence run-on has two independent clauses connected together as if they were one sentence. An independent clause has a noun and verb that expresses a complete thought.

Writing Hints

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, then a conjunction after the first sentence.
Example: I like her, she doesn't like me. Run-On
I like her, but 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
Even though 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, looking for him. Complete

Practice

Change the following sentence run-ons into complete sentences.

Use a comma and then a coordinating conjunction (FANBOYS)—

Ms. Clements always prepared well for her lesson plans the results paid off.

Use a semicolon—

Jonathan seemed very selfish he never shared with the other children.

Change the second clause to a phrase starting with an *_ing* word—

Nicco enjoyed video games, he played only after completing his chores.

Formative Assessment

Revise the first **Practice** sentence, using the subordinating conjunction *because*.

Grammar, Usage, and Mechanics Worksheet Answers: Sentence Fragments–Run-ons

Grammar Worksheet #17 Answers

Practice: 1. F 2. CS 3. F 4. F 5. CS

Grammar Worksheet #18 Answers

Practice: 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 wet with ice.

Grammar Worksheet #19 Answers

Practice: Mohandis K. Gandhi has been called the most important Indian leader of this century, his ideas about non-violent protesting helped unite the entire nation of India against the British Empire.

Gandhi's ideas also influenced the Reverend Martin Luther King, Jr. in the United States both men were murdered for their views.

King learned much from Mohandis K. Gandhi so did many Americans.

Grammar Worksheet #20 Answers

Practice: Ms. Clements always prepared well for her lesson plans, and (so) the results paid off.
Jonathan seemed very selfish; he never shared with the other children.
Nicco enjoyed video games, playing only after completing his chores.



Grammar, Usage, and Mechanics Worksheet #21

Subject (Nominative) Case Pronouns

Definition: Pronouns are in the subject (nominative) case when they are used as the subject of a verb or when they identify or refer to the subject. These are the subject (nominative) case pronouns:

Singular—*I, you, he, she, it* Plural—*we, you, they*

Writing Hints

Pronouns take the subject (nominative) 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 *that* 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 (nominative) 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 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 always placed last when combined with other nouns or pronouns. Example: John and *I* play video games. Drop and check—*I* play video games.

Practice

Fill in the blanks to identify the subject (nominative) 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 ___.

Formative Assessment

Compose your own sentences, using a pronoun as a sentence subject, a pronoun as a predicate nominative, and a pronoun as an appositive.

Grammar, Usage, and Mechanics Worksheet #22

Object Case Pronouns

Definition: 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*

Writing Hints

Pronouns take the object case in four 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 direct object is described by an appositive phrase (a phrase that identifies or explains another noun or pronoun placed next to it).
Example: The teacher yelled at two students, Rachel and *me*.
- 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 always placed last when combined with other nouns or pronouns.
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, “You should tell him ___ the news before me ___. He had not given it ___ much thought.

Formative Assessment

Compose your own sentence with an object case pronoun serving as an indirect object.

Grammar, Usage, and Mechanics Worksheet #23

Pronoun Antecedents

Definition: An antecedent is the common noun, proper noun, or pronoun to which a pronoun refers. The antecedent may be a word, phrase, or a clause.

Writing Hints

- Make sure antecedents are specific. Otherwise, the pronoun reference may be confusing. Example: When Bobby asked for help, they asked why. Problem—Who is *they*? Get more specific—When Bobby asked for help from his teachers, they asked why.
- Don't have a pronoun 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*?
- Make sure that the singular pronouns *this* and *that* and the plural pronouns *these* and *those* specifically refer to what is intended. Keep these pronouns close to their references. Example: He made an egg, put the dog food in its bowl, and put this on his toast to eat. Problem—What is *this*?
- Don't have a pronoun refer to a possessive antecedent. A possessive is a common noun, proper noun, or pronoun that shows ownership. Example: In San Diego's famous zoo, they treat *their* zoo-keepers well. Problem—Who are the *they* and *their*?

Practice

Write the capital letter in the space provided that best describes these pronoun-antecedent errors:

- | | |
|---|---|
| ___ 1. She ate a cookie and took an apple, and I want it back. | A. pronoun reference is not specific |
| ___ 2. When we leave Karen's, she will follow us. | B. pronoun refers to the object of the preposition |
| ___ 3. Around Yolanda and her, she always acts strangely. | C. unclear <i>this, that, these, those</i> references |
| ___ 4. There are lots of ribbons and bows. Do we need all of those? | D. pronoun refers to a possessive |
| ___ 5. If Matt leaves sooner than Don, he should phone his parents. | |
| ___ 6. When Matt takes Mike's car, he will get angry. | |
| ___ 7. The girls asked the boys if you liked their shoes. | |

Formative Assessment

Revise one of the sentences in the Practice section with clear pronoun antecedents.

Grammar, Usage, and Mechanics Worksheet #24

Pronoun Pests

Writing Hints

- Is it *who* or *whom*?

The pronoun *who* is in the subject (nominative) case. The *who* takes the role of the subject.

Example: *Who* is the best teacher?

Trick—Try substituting *he* for *who* and rephrase, if necessary. If it sounds right, use the *who*.

The pronoun *whom* is in the objective case. In other words, it takes the place of the direct object, the indirect object of the verb, or the object of the preposition.

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*, *whom*, *that*, and *which*

1. _____ purchased that race car?
2. Joni Erickson Tata, _____ is both an artist and singer, has no use of her hands nor legs.
3. Josh showed her the pants _____ she purchased at the store.
4. With _____ do you work on this project?
5. I know _____ you love.
6. "Blowin' in the Wind," _____ is a protest song, has been recorded frequently.
7. _____ did his sister meet at the party?
8. Everything _____ needed to be completed, has been completed.

Formative Assessment

Compose your own sentence with a *who* or *whom* and a *that* or a *which*.

Grammar, Usage, and Mechanics Worksheet Answers: Pronouns

Grammar Worksheet #21 Answers

Practice: PN, S, S, PN, S, A, A

Grammar Worksheet #22 Answers

Practice: DO, OP, I, I, IO, OP, IO

Grammar Worksheet #23 Answers

Practice: A, D, B, C, A, D, A

Grammar Worksheet #24 Answers

Practice: Who, who, that, whom, whom, which, Whom, that

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Grammar, Usage, and Mechanics Worksheet #25

Indefinite Pronoun-Base Form Verb Agreement

Definition: The base form of a verb is used in the present tense (something happening or being now), adding an *s* for the third person singular. The base form is used after the “do” verbs: *do, does, did*, and after the modal verbs: *can, could, shall, should, may, might, must, will, and would*. The base form is also used as an infinitive in the “to + base form” construction.

Examples: *run* is the base form I *smile* often. First person singular
She *smiles* often. Third person singular (adds *s*)
She should *smile* more often. After “do” and modals
To *smile* often is preferred. Infinitive

Writing Hints

The base forms of verbs can be found in the dictionary. When writing about literature, always write in present tense. Make sure to keep the verb tense consistent throughout the writing.

These indefinite pronouns take singular verbs: *anybody, anyone, anything, each, either, everybody, everyone, neither, nobody, no one, nothing, one, someone, somebody, and something*. These indefinite pronouns take plural verbs: *both, few, many, others, and several*.

Practice

Fill in the blanks in the following sentences with the correct base form of the verb *taste*.

Tom likes _____ what his mom is cooking. Her food always _____ terrific, but his mom _____ her own cooking more often. In fact, when she and Tom both _____ the cooking, they usually agree about the flavor.

Cross out the verb errors and write the correct forms in the space above.

1. Each student ~~can~~ watches his or her own television program.
2. Everyone except James ~~did~~ watched his or her own movie
3. Someone ~~said~~ to watches what he or she wanted.

Formative Assessment

Compose your own sentence with an indefinite singular pronoun and a present tense verb.



Grammar, Usage, and Mechanics Worksheet #26

Amount or Measurement Pronoun-Verb Agreement

Definition: The present participle adds a “to be” verb *is, am, are, was, were, be, being, been* + *__ing*. The present participle takes the present progressive form to show continuous action.

Example: *is + __ing* is hiking Matt is hiking the Appalachian Trail.

Writing Hints

Avoid over-using the “to be” verbs + *__ing* in expository writing. Usually use the base forms of verbs to write in present tense. Instead of *The author is illustrating the character’s anger*, use *The author illustrates the character’s anger*.

Matching the agreement of present participles or any other verb forms to pronouns that express amount or measurement can be singular or plural depending upon the surrounding words.

SINGULAR	PLURAL	SINGULAR OR PLURAL	
A great deal, a large amount, a lot, cents, dollars, feet, inches, little, less, miles, much, pounds, yards	a large number, both, few, fewer, many, several	Singular all the food any of this half of it more of that most of it none of that other one some child	Plural all girls any of these half of those more boys most friends none of those other friends some of them

Practice

Cross out the pronoun or verb errors and write the correct forms in the space above.

1. Few of the actors remembering his lines.
2. A great deal are known about television actors.
3. Fewer vegetables is better than many.
4. Some of candies tasting like it is stale.

Formative Assessment

Compose your own sentence using a present participle verb form and a pronoun expressing an amount or measurement that could be either singular or plural.



Grammar, Usage, and Mechanics Worksheet #27

Pronoun-Past Tense Verb Agreement

Definition: For the past tense verb form, add a *__d* or *__ed* to the base form for regular verbs. The past tense is used for an action that took place at a specific time or times.

Example: Ismelda *wasted* a lot of my time yesterday.

Writing Hints

Irregular verbs don't use *__d* or *__ed* to form past tense and past participle verbs. Sometimes modifiers will get between a subject and its verb, but these modifiers must not confuse the agreement between the subject and its verb.

Usually write in past tense for historically-based essays; however, use the exact tense found in quotations, even if this seems to make the verb tense inconsistent.

Practice

Change each verb to past tense and make each agree with the pronouns.

I hike in the mountains with Wanda and Jerry. Us will enjoy the fresh air and beauty of nature. We wade in clear and cold streams. Jerry bring a harmonica and entertains we. Wanda and I are less adventurous than he. We take naps under tall pine trees and pick wildflowers for he. When we will leave, Jerry says, "The mountains are a second home for me."

Make the verb tenses consistent in this historical passage:

Columbus sailed his three ships and finds what he thinks is India in 1492. This explorer will return on three more voyages. Eventually, Columbus had believed that what he discovered is a new land. He will not have found the gold for which he searches, but he did claim huge amounts of land for the king and queen of Spain.

Formative Assessment

Compose your own sentences with a subject (nominative) case and an object case pronoun, using a past tense verb.

Grammar, Usage, and Mechanics Worksheet #28

Pronoun-Past Participle Verb Agreement

Definition: The past participle uses a helping verb (be— *is, am, are, was, were*), or (have—*has, have, had*) + a *__d, __ed, or __en* added to the base form for regular verbs to indicate that something happened in the past before another action.

Examples: I *was defeated* by a stronger opponent. I *had eaten* the food.
I *had defeated* my opponent. The food *was eaten* by me.

Writing Hints

Be careful to match subject (nominative) case pronouns to their proper helping verbs: Singular *I* matches *am, was, have, and had*. Plural *We* matches *are, were, and had*. *You* matches *are, were, have, and had*. Singular *He, She, and It* match *is, was, has, and had*. Plural *They* matches *are, were, have, and had*. Usually avoid using the past participle in place of the past tense. Using the past participle forces a passive voice form. In the past participle verb form, irregular verbs don't use the an "*_ed, _d, _t, or _en*" ending.

Example: The cat *had caught* a mouse (not *catched* or *caughten*).

Avoid putting too many words and phrases between the subject and its past participle. These additional words can make identifying the subject difficult for your readers.

Example: Confusing—John *had, especially before holidays, started* to shop online.
Clear—John *had started shopping online, especially before holidays.*

Practice

Revise the following past participle sentences, removing words that can make identifying the subject a difficult task.

I was planning on, but then you know what they say about the "best laid plans," eating when the phone call interrupted what I was, at that point in time, going to do.

Martha had, before she asked me about it, called the auto mechanic.

Our state's ideas were usually, but not always, copied by other states.

Formative Assessment

Compose your own sentence with a subject (nominative) case and an object case pronoun. Use a past participle verb in the sentence.

Grammar, Usage, and Mechanics Worksheet Answers: Subject-Verb Agreement

Grammar Worksheet #25 Answers

Practice: to taste, tastes, any of these modals: *can, could, shall, should, may, might, must, will, would*

taste, taste, watch, watch, watch

Grammar Worksheet #26 Answers

Practice: remember their, is, are, taste like they are

Grammar Worksheet #27 Answers

Practice: hiked, We, enjoyed, waded, brought, entertained, us, were, took, picked, him, left, said
found, thought, returned, believed, was, did (not) find, searched

Grammar Worksheet #28 Answers

Practice: I was planning on eating when the phone call interrupted what I was going to do.
Martha had called the auto mechanic.
Our state's ideas were usually copied by other states.

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Grammar, Usage, and Mechanics Worksheet #29

Short Comparative Modifiers

Definition: A modifier describes the meaning of another word or words and makes it more specific or limits its meaning(s).

Example: I ate the *big* piece. The word *big* is a modifier, making *piece* more specific.

Use *er* for a one-syllable modifier to compare two things.

Example: big—*bigger*

Use *er* or *more (less)* for a two-syllable modifier to compare two things.

Examples: easy—*easier* or gracious—*more* gracious

Writing Hints

- Some two-syllable comparative modifiers use *er* and some use *more (less)*. If adding *er* sounds strange, use *more (less)* instead.
- Use the words *else* or *other* to compare a member of a group with the rest of the group.
Examples: Problem—Barry Bonds hit more homers than any baseball player.
Solution—Barry Bonds hit more homers than any *other* baseball player.
- These comparative modifiers are irregular.

Single Modifier	Comparative
good/well	better
bad/badly	worse (not <i>worser</i>)
much/many	more

Practice

Cross out any misused comparative modifiers, and write the correct words above the errors.

- Earth is close to the sun than is Mars.
- Sammy works more hard than any club member.
- He dresses in his uniform most often than the members of his troop.
- Of my brother and my sister, my brother acts worser.
- She is sadder than I, but she is happier than my brother.

Formative Assessment

Compose 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.

Grammar, Usage, and Mechanics Worksheet #30

Short Superlative Modifiers

Definition: A modifier describes the meaning of another word or words and makes it more specific or limits its meaning(s).

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.

Example: big—*biggest*

Use *est* or *most* for a two-syllable modifier to compare three or more things.

Examples: easy—*easiest* or gracious—*most* gracious

Writing Hints

- Some two-syllable superlative modifiers use *est*, while some two-syllable superlative adjectives use *most* (*least*). If adding *est* sounds strange, use *most* (*least*) instead.
- 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 <i>worstest</i>)
much/many	more	most

Practice

Cross out any misused superlative modifiers and write the correct form above each error.

- The quicker sprinter of the three was Carl Lewis.
- Comparing the red and green apples, the red ones are the most desired.
- He chose the bigger piece of the whole cherry pie.
- Among Reba, Jim, and Antoinette, Reba is the better student.
- They want the more value for all of their money.
- That was the worstest movie I have ever seen.

Formative Assessment

Compose your own sentence with an *est* modifier. Use no modifiers found on this worksheet.



Grammar, Usage, and Mechanics Worksheet #31

Long and *_ly* Comparative Modifiers

Definition: A modifier describes the meaning of another word or words and makes it more specific or limits its meaning(s).

Example: I ate the *wonderful* pizza. The word *wonderful* is a modifier, making *pizza* more specific.

Use *more* (*less*) for a three-syllable or longer modifier to compare two things.

Example: wonderful—*more* wonderful

Always use *more* or *less* for adverbs ending in *_ly*.

Example: quickly—*less* quickly

Writing Hints

- Some long comparative modifiers are adjectives. Adjectives describe a proper noun, a common noun, or a pronoun with 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 describe an adjective, adverb, or verb with What degree? How? Where? or When?
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.

- Geometry seems *difficulter* than algebra.
- Tina did an *outstandinger* job than she had predicted.
- Saying which one was the most *incredible* of the two was hard.
- That behavior is most *ridiculous* than ever.
- Of the two girls who are not here, the first one is *least suspiciously* absent.
- The detective most *suspected* the blonde, rather than the brunette woman.
- She acted *least nervously* than the other athlete.

Formative Assessment

Compose your own sentence with a three-syllable *more* modifier. Don't use any modifiers found on this worksheet.

Grammar, Usage, and Mechanics Worksheet #32

Long and *_ly* Superlative Modifiers

Definition: A modifier describes the meaning of another word or words and makes it more specific or limits its meaning(s).

Example: I ate the *wonderful* pizza. The word *wonderful* is a modifier, making *pizza* more specific.

Use *most* (*least*) for a three-syllable or longer modifier to compare three or more things.

Example: wonderful—*most* wonderful

Always use *most* or *least* for adverbs ending in *_ly*.

Example: quickly—*most* quickly

Writing Hints

- Some long superlative modifiers are adjectives. Adjectives describe a proper noun, a common noun, or a pronoun with Which one? How many? or What kind?
Example: intelligent—Of the many *intelligent* men in the group, he was the *most intelligent*.
- Some long superlative modifiers are adverbs. Adverbs describe an adjective, adverb, or verb with How? When? Where? or What Degree?
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.

- This boy is the more considerate one in the group.
- That is the less specifically planned stop of our whole vacation.
- Of all the pilots, he more carefully practiced his take-offs.
- You more understood the problem than any student in the class.
- Of the four possible backpack treks, this is the simplest planned hike.
- That airline is the less frequently on-time airline of all United States airlines.

Formative Assessment

Compose your own sentence with a three-syllable *most* modifier. Use no modifiers found on this worksheet.



Grammar, Usage, and Mechanics Worksheet Answers: Comparative Modifiers

Grammar Worksheet #29 Answers

Practice: 1. closer 2. harder 3. more 4. worse 5. happier

Grammar Worksheet #30 Answers

Practice: 1. quickest 2. more 3. biggest 4. best 5. most 6. worst

Grammar Worksheet #31 Answers

Practice: 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 Worksheet #32 Answers

Practice: 1. most considerate 2. least specifically 3. most carefully 4. most understood
5. most simply 6. least frequently

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Grammar, Usage, and Mechanics Worksheet #33

Present Tense Verbs

Definition: The present tense verb refers to 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

Writing Hints

Tense shows the time of a verb's action or state of being. The present verb tense has the following uses:

- To generalize about a physical or mental action or a state of being
Example: We *look* for the best candidates for this office.
- To 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.
- To refer to a future time in dependent clauses (clauses beginning with *after, as soon as, before, if, until, when*), when *will* is used in the independent clause
Example: After she *leaves* for school, we will turn her bedroom into a guestroom.
- To discuss literature, art, movies, theater, and music—even if the content is set in the past or the creator is no longer alive
Example: Thomas Jefferson *states* that “all men are created equal.”

Another form of the present verb tense is the present progressive. The present progressive describes an ongoing action happening or existing now.

Example: She *is walking* faster than her friend.

Practice

Cross out the verbs in the following sentences and substitute each with a present tense verb above each cross-out.

1. We tried to find the best deals on the Internet.
2. He should have listened to what his parents have to say.
3. When they will give her credit, she will again volunteer her time.
4. Carl Sandberg said, “Fog creeps in on little cat feet, and then slowly moves on.”

Cross out the verb in the following sentence and substitute it with a present progressive form.

5. I run to the corner and back.

Formative Assessment

Compose a sentence with both a present tense and a present progressive verb.

Grammar, Usage, and Mechanics Worksheet #34

Present Perfect Tense Verbs

Definition: The present perfect verb tense refers to 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 *d*, *ed*, or *en* for regular verbs).

Example: He *has* already *started* his science project.

Writing Hints

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.

Another form of the present perfect verb tense is the present perfect progressive. The present perfect progressive describes the length of time an action has been in progress up to the present time. 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

Cross out the verbs in the following sentences and substitute each with a present perfect tense verb above each cross-out.

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.

Cross out the verbs in the following sentences and substitute each with a present perfect progressive.

4. I had been running for thirty minutes.
5. Coach Temmer coached the varsity team for three years.

Formative Assessment

Compose your own sentence or two with a present perfect tense and a present perfect progressive verb.

Grammar, Usage, and Mechanics Worksheet #35

Past Tense Verbs

Definition: The past verb tense refers to a physical or mental action or a state of being that took place at a specific time or times. For the past verb tense, add a *__d* or *__ed* to the base form for regular verbs.

Example: Ismelda *wasted* a lot of my time yesterday.

Writing Hints

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 form of the past verb tense is the past progressive. The past progressive describes an action that took place over a period of time in the past.

Example: Amanda *was entertaining* her guests when her grandmother arrived.

Practice

Cross out the verbs in the following sentences and substitute each with a past tense verb above each cross-out.

- To describe a physical or mental action or a state of being that took place at a specific time or times (past tense)

After the Civil War, many former slaves were found moving to the North.

In the 1980's, disco music was ruling the radio station playlists.

Ptolemy used to think that the world was the center of the universe.

The parents had been understanding that children must have limits to their free time.

- To describe an action that took place over a period of time in the past (past progressive)

It is entertaining to watch the family home videos.

Randy sang to himself in the shower most every day.

They watched the show each week with increasing interest.

You tried to prove that you were responsible enough to own a dog.

Formative Assessment

Compose your own sentence or two with both a past tense and past progressive verb.



Grammar, Usage, and Mechanics Worksheet #36

Past Perfect Tense Verbs

Definition: The past perfect verb tense refers to a physical or mental action or a state of being that was completed before a specific time in the past. The past perfect is formed with *had* + the past participle (a verb ending in *d*, *ed*, or *en* for regular verbs).

Example: Cecil and Rae *had finished* their study by the time that the teacher passed out the test study guide.

Writing Hints

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

Another form of the past perfect verb tense is the past perfect progressive. The past perfect progressive describes a past action that was interrupted by another past event. It is formed with *had been* and the *_ing* form of the verb.

Example: My dad *had been driving* for two hours in the snowstorm when the Highway Patrol put up the “Chains Required” sign.

Practice

Cross out the verbs in the following sentences and substitute each with a past perfect tense verb above each cross-out.

- To describe a physical or mental action or a state of being that was completed before a specific time in the past (past perfect tense)

The class was started when the student walked in tardy.

I knew by Tuesday that last weekend’s game would be canceled.

They had been sharing their feelings about riding skateboards without helmets.

- To describe past action that was interrupted by another past event (past perfect progressive)

We just walked outside when the phone rang.

It rained some when a cloudburst flooded the field.

I was listening to the game on the radio, but the battery went dead.

Formative Assessment

Compose your own sentence with both a past perfect tense and a past perfect progressive verb.

Grammar, Usage, and Mechanics Worksheet #37

Future Tense Verbs

Definition: The future verb tense is used for an action or state of being that will take place in the future. For the future verb tense, add a helping verb in front of the base verb form.

Example: Mr. Thomas *will go* to the meeting tomorrow.

Writing Hints

English does not have endings for the future verb tense. Instead, use the helping verbs such as the modals: *can, could, may, might, must, shall, should, will, and would* + the base verb form.

Example: I *should visit* my sick friend later this week.

Another form of the future verb tense is the future progressive. The future progressive describes an ongoing action that will take place over a period of time in the future.

Example: Amanda *will be taking* reservations over the holidays.

Practice

Cross out the verbs in the following sentences and substitute each with a future tense verb above each cross-out.

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.
6. He looks for that gold nugget whenever he has time.
7. Jeremiah knew a good book when he finds one.

Cross out the verbs in the following sentences and substitute each with a future progressive.

8. The library will have been closed for extensive remodeling.
9. You listen to me this over the next few days.

Formative Assessment

Compose your own sentence or two with both a future tense and future progressive verb.



Grammar, Usage, and Mechanics Worksheet #38

Future Perfect Tense Verbs

Definition: 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* + the present participle (a verb ending in *d, ed, or en* for regular verbs).

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

Writing Hints

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

Another form of the future perfect verb tense is the future perfect progressive. The future perfect progressive describes the length of time an action will be in progress up to a specific time in the future. It is formed with *will have been* and the *_ing* form of the verb.

Example: The students *will have been playing* the same video game for two hours by the time their friends arrive.

Practice

Cross out and substitute the verbs in the following sentences with the future progressive tense as explained below.

- To describe a physical or mental action or a state of being that will be completed before a specific time in the future (future perfect tense)

We ride bikes until our legs begin to ache.

They had seen three busses pass their house in ten more minutes.

You will do thirty push-ups by the end of this year.

- To describe the length of time an action will be in progress up to a specific time in the future (future perfect progressive)

They are sleeping for ten hours by this noon.

Mother and father have been married for twenty years this October 24th.

Not one animal will perform by the time we get to the circus.

Formative Assessment

Compose your own sentence with both a future perfect tense and future perfect progressive verb.

Grammar, Usage, and Mechanics Worksheet #39

Mood

Definition: There are three basic moods to express the writer's attitude: the **indicative** states a fact (*He drove to the beach*); the **imperative** gives a command (*Leave this place*); the **subjunctive** expresses a condition, wish, or request (*I wish that were true*).

Writing Hints

- The indicative states a fact. A fact is something said or done.
Example: He writes in pen.
- The imperative gives a command. Frequently, the subject is implied (suggested, not stated).
Example: Please, throw this trash in the garbage. The *you* is implied.
- The subjunctive serves three purposes. It expresses the following:
 1. conditions of fact, prediction, or guess beginning with *if* or *unless* in a dependent clause
Examples: Fact—*Unless she passes this class, she will not graduate.*
Prediction—*If we learn more, we will earn more.*
Guess—*If he were* (notice...not was) *happy, he might not have left.*
 2. a wish
For a wish about something that has not yet happened, use the past tense or *were*.
Examples: I wish I *had* her ability. I wish that *were* true.
For a wish about something that happened in the past, use the past perfect verb tense (*had* + the past participle (the base verb form ending in *d* or *ed* for regular verbs)).
Example: She wishes that the season *had not started*.
 3. a request
A request can be in the form of a favor, proposal, or demand. Use the base form of the verb, whether the subject is singular or plural.
Example: I recommend that he *give* the note back to the girl.

Practice

Match the purposes of the subjunctive to the following examples:

- | | |
|---|---------------|
| ___1. I suggest that you finish your dessert now. | A. fact |
| ___2. I wish that the movie had never ended. | B. prediction |
| ___3. If we try our best, our efforts will be rewarded. | C. guess |
| ___4. Unless we make lunch, we won't eat. | D. wish |
| ___5. If they were here on time, she could have helped. | E. request |

Formative Assessment

Compose your own sentence with the subjunctive mood.

Grammar, Usage, and Mechanics Worksheet #40

Voice

Definition: The voice reflects the relationship between the subject and the action of the sentence.

Writing Hints

The **active voice** is used when the subject performs the action.

Example: Johnny *uses* the notes to prepare for the test.

The **passive voice** is used when the subject receives the action.

Example: The notes *are used* by Johnny to prepare for the test.

Write in the active voice, not the passive, whenever possible. Use the passive voice only when the “do-er” is unknown or unimportant.

Practice

Revise each of the sentences from passive to active voice in the space provided .

Mickey was given another chance by his friends.

Lucy has been elected by the students to serve as our Student Council Treasurer.

Those who visited Mrs. McCarthy were warmly greeted.

Chores must always be completed before watching television.

I have been asked by Mr. Pickett to make a speech in front of the student body.

Formative Assessment

Compose two sentences—one with the active voice...

and one with the passive voice.



Grammar, Usage, and Mechanics Worksheet Answers: Verb Tense, Mood, and Voice

Grammar Worksheet #33 Answers

Practice: try, should listen, give, says, am running

Grammar Worksheet #34 Answers

Practice: 1. has developed 2. have reunited 3. has been threatening 4. have been running
5. has been coaching

Grammar Worksheet #35 Answers

Practice: moved, ruled, thought, understood, was entertaining, was singing, were watching, were trying

Grammar Worksheet #36 Answers

Practice: had started, had known, had shared, had been walking, had been raining, had been listening

Grammar Worksheet #37 Answers

Practice: 1. will leave 2. will talk 3. will ask 4. will grow 5. will hope 6. will look
7. will know 8. will be closing 9. will be listening
Students may use *can, could, may, might, must, shall, should, or would* in place of *will*.

Grammar Worksheet #38 Answers

Practice: will have ridden, will have seen, will have done, will have been sleeping,
will have been married, will have been performing

Grammar Worksheet #39 Answers

Practice: 1. E 2. D 3. B 4. A 5. C

Grammar Worksheet #40 Answers

Practice: His friends gave Mickey another chance,
The students elected Lucy to serve as our Student Council Treasurer,
Mrs. McCarthy warmly greeted her visitors,
Always complete chores before watching television,
I have been asked by Mr. Pickett to make a speech in front of the student body



Grammar, Usage, and Mechanics Worksheet #41

Commas with Speaker Tags

Skill: 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.

Writing Hints

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!”

- Use a variety of speaker tags such as *said*, *replied*, *shouted*, *called*, *offered*, 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.
- Speaker tags can be placed at the beginning, middle, or at the end of a sentence that has dialogue to emphasize (focus upon) a certain meaning, word, or words.

Writing Models

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 emphasis of the sentence.

Practice

Complete the following quotation sentences with proper punctuation.

She said I usually do chores after school

They left town I said in a shiny new car

You walked home after that I asked

I can’t believe it he exclaimed

John replied She won’t say much

Formative Assessment

Compose a three sentence dialogue with three different placements of speaker tags.



Grammar, Usage, and Mechanics Worksheet #42

Commas with Appositives

Skill: 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.

Writing Hints

An appositive is a noun, pronoun, or noun phrase that identifies or explains another noun or pronoun before or after it.

Writing Models

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.

Joe and Mandy our debate leaders thought we had a good chance.

Johnny Mingo the Australian cowboy rode his horse off into the sunset.

Searching for answers, Louis Pasteur the famous scientist carried on.

Under the parachute, Amanda and Margie our cheerleaders giggled.

Silently, Jim the butler served their first meal.

Fill in the blanks with appositives from the list below and properly punctuate.

_____ our two friends left the concert early.

The wonderful teacher _____ shared the slides with her students.

The author has just completed his latest book _____.

Jack and Jill _____ fell down the hill.

That song _____ lasts six minutes.

Ms. So the two children "The Swan" The End Kim and Tom

Formative Assessment

Compose your own sentence with an appositive.



Grammar, Usage, and Mechanics Worksheet #43

Commas with a Series

Skill: Use commas after each item, phrase, or clause in lists (except the last).

Writing Hints

Newspapers and some magazines eliminate the last comma; however, most style manuals still require the last comma.

Writing Models

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.

Frightened, Jane Mike and Ray pulled the car off to the side.

Along the road, an old car two broomsticks and a funny green-eyed monster stood guard.

She said, "Give me five cups of sugar two pounds of pepper one pinch of salt and four gallons of maple syrup.

Take a hike smell the flowers and enjoy life for the rest of the afternoon.

Joan counted one two three four five.

Fill in the blanks with the word groups listed below and properly punctuate.

_____ are my favorite colors.

They ordered _____ for breakfast.

The teacher called out the following students: _____.

Jaime Marta Frank blue green yellow eggs bacon wheat toast

Formative Assessment

Compose your own sentence with commas after each phrase in a list (except the last).



Grammar, Usage, and Mechanics Worksheet #44

Commas with Introductions

Skill: Generally, use commas after introductory words, phrases, and clauses if they are emphasized or longer than four words.

Writing Hints

Commas are not needed after an introductory word in short sentences.

Example: Now go home.

Don't use commas after introductory adverbs, when the adverb is not emphasized.

Examples: Often we walked to school together.

Writing Models

Word-*First*, the custodian asked for help.

Phrase-*Behind the dining room cabinet*, he found the missing watch.

Clause-*However the students answered*, the scores were marked wrong.

Practice

Place commas after introductory words, phrases, and clauses when appropriate.

Whenever the girls called he went outside to see what they wanted.

Elsewhere the music was much louder.

Then go to bed.

Around the block she rode the bicycle.

Next ask about the directions to the factory.

When you have finished work on the odd problems.

Usually the woman wears the engagement ring on her left hand.

Interested they called the player to check his availability.

Formative Assessment

Compose three of your own sentences with an introductory word, phrase, and clause.



Grammar, Usage, and Mechanics Worksheet #45

Commas with Geography

Skill: Use commas between geographical place names.

Writing Hints

Use commas between the name of a city or town and the name of its state or country.

Writing Models

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 Topeka, Kansas.

Practice

Place commas in the appropriate places in the following sentences.

Lawton Nevada is my hometown.

Olympia Washington is a beautiful capital.

Bogota Colombia seems like a fascinating city.

Glendale Texas is a nice place to visit, but I wouldn't want to live there.

I live at 3442 Spring Street in Irvine South Carolina.

I wrote a letter addressed to: Mo Lawson 34 North Main St. Columbus Ohio.

Amador City California has post office boxes for its inhabitants.

St. Petersburg Russia is the capital of that country.

When did Juneau Alaska reach a population of 10,000?

Formative Assessment

Compose your own sentence with geographical places and commas between them. Use none of the geographical place names in the Practice section.



Grammar, Usage, and Mechanics Worksheet #46

Commas with Direct Address

Skill: Use commas before or after nouns of direct address.

Writing Hints

Nouns of direct address 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.

Writing Models

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 address.

Sentence End Don't ever listen to him, Charlie.

Practice

Place commas in the appropriate places for nouns of direct address.

Listen to me Barbara and then make up your own mind.

That's a dangerous thought you've shared Bud.

Look Jane it's going to be hard at first.

Sitting by the sofa, she said, "Henry get over here."

I just don't know Bobby.

Tawny watch where you're going.

If you notice Peter and Kris none of that will be on the test.

Look Paul and see here Julie you both have missed the main point.

Formative Assessment

Compose your own three-sentence dialogue with nouns of direct address placed at the beginning, middle, and end.



Grammar, Usage, and Mechanics Worksheet #47

Commas with Conjunctions

Skill: Use commas before conjunctions to join two independent clauses.

Writing Hints

A comma is placed before the **coordinating conjunction** if it joins two or more independent clauses. The acronym, FANBOYS (For-And-Nor-But-Or-Yet-So), may help you remember the common two or three-letter coordinating conjunctions. Avoid overuse of the conjunction *so*.

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

A comma is placed after the adverbial clause, which begins with a subordinating conjunction, if the clause does not end the sentence. Using subordinating conjunctions at the beginning of sentences is a great way to add sentence variety. This memory trick may help you remember the common subordinating conjunctions: **Bud is wise, but hot. AAA WWW**

Before **unless despite** (in spite of) **in order that since while if since even though** (if), **because until that how once than! After Although** (though) **As** (As if, As long as, As much as, As soon as, As though) **Whether When** (Whenever) **Where** (Wherever)

Writing Models

Coordinating conjunction—I liked her, and she liked me.

Correlative conjunction—Either she should ask for help, or she should read the directions again.

Subordinating conjunction—As much as I liked her company, she eventually became tiresome.

Practice

Place commas where they belong in the following sentences.

Neither he wanted to face the problem nor did she want to deal with that challenge.

In order that all people would have the same chance to buy tickets they decided to draw numbers.

Raymond sent a message to his cousin but the message was returned unopened.

Formative Assessment

Compose three of your own sentences: the first a compound sentence with a coordinating conjunction; the second a sentence with a pair of correlative conjunctions; the third a sentence with a subordinating conjunction.

Grammar, Usage, and Mechanics Worksheet #48

Commas in Letters

Skill: Use commas after greetings in personal letters and closings in both personal and business letters.

Writing Hints

Personal letter or note closing examples: Yours truly, Love,
Business letter closing or memo examples: Sincerely, Thank you for your consideration,
Business letter or memo closings should be more formal than personal closings.

Writing Models

Personal Letter or Note

Dear Ralph,
 Let's meet on Friday.
It will be fun as always.

Yours truly,
Mark

Business Letter or Memo

To Whom It May Concern:

Please cancel my order.

Sincerely,
Jaime Sanchez

Practice

Compose your own brief personal note with a greeting and closing.

Formative Assessment

Compose your own brief memo with a greeting and closing.

Grammar, Usage, and Mechanics Worksheet Answers: Commas

Mechanics Worksheet #41 Answers

Practice: She said, “I usually do chores after school.” “They left town,” I said, “in a shiny new car.” “You walked home after that?” I asked. “I can’t believe it!” he exclaimed.

John replied, “She won’t say much.”

Mechanics Worksheet #42 Answers

Practice: ...Mandy, our debate leaders, ...Mingo, the Australian cowboy, ...Pasteur, the famous scientist, ...Margie, our cheerleaders, ...Jim, the butler, ...

Practice: Kim and Tom, ...our two friends, ...teacher, Ms. So, ...book, The End, ...Jill, the two children, ...song, “The Swan,” ...

Mechanics Worksheet #43 Answers

Practice: ...Jane, Mike, ...car, broomsticks, ...sugar, pepper, salt, ...hike, flowers, ...one, two, three, four, ...

Blue, green, and yellow...eggs, bacon, and wheat toast...Jaime, Marta, and Frank

Mechanics Worksheet #44 Answers

Practice: ...called, ...Elsewhere, ...Then (no comma). ...Around the block, ...Next, ...

When you have finished, ...Usually (no comma)...Interested, ...

Mechanics Worksheet #45 Answers

Practice: Lawton, Nevada... Olympia, Washington... Bogota, Colombia... Glendale, Texas... Irvine, South Carolina... Columbus, Ohio... Amador City, California... St. Petersburg, Russia... Juneau, Alaska...

Mechanics Worksheet #46 Answers

Practice: ...me, Barbara, ...shared, Bud...Look, Jane, ... Henry, get... know, Bobby... Tawny, watch... notice, Peter and Kris, ...Look, Paul, and see here, Julie, ...

Mechanics Worksheet #47 Answers

Practice: ...problem, nor ...tickets, they...first, her...cousin, but...

Mechanics Worksheet #48 Answers

Practice: Comma after greeting and closing in personal note.



Grammar, Usage, and Mechanics Worksheet #49

Capitalization of People and Characters

Skill: Capitalize special people and characters.

Writing Hints

A special person has a name and so is a proper noun. Adjectives that are part of the title of a special person are capitalized as are characters, nicknames, and initials. Don't capitalize titles when an article (*a*, *an*, or *the*), pronoun, or possessive noun comes before the title.

Writing Models

Mrs. Janet Nelson is a gracious woman.

The magician, *Miraculous Merlin*, also worked as the church librarian.

She has met Donald Duck, George Herman "Babe" Ruth, and T.J., the scout leader.

I'm sure that *Mother*, *our dad*, and the *girls' dads* came to the dinner.

Practice

Capitalize any proper nouns in the following sentences.

she told uncle charles that I went to see dr. s. l. thompson

Will mrs. james come to visit aunt robin and "bubba" peterson?

The army's captain schneider reviewed the rules with p.f.c. johnson.

roy told dad that sis and i would get together at mom's work.

officer bob benton issued a speed citation to louis and his brother.

Formative Assessment

Compose your own sentence with an adjective that is part of a title.

Compose your own sentence with a character, nickname or initials as a special person.

Compose your own sentence with an article, a pronoun, or a possessive noun before a title.



Grammar, Usage, and Mechanics Worksheet #50

Capitalization of Places

Skill: Capitalize special places.

Writing Hints

A special place has a name and so is a proper noun. The complete name of a geographical location is capitalized. Do not capitalize the compass directions unless they are part of a place name.

Example: The state of North Dakota is west of Minnesota.

Writing Models

Ryan visited Los Angeles to see the Holocaust Museum.

The Sierra Nevada Mountains are in Nevada and California.

Practice

Capitalize any special places in the following sentences.

I love to go see Broadway plays in new york city.

Some of the most beautiful scenery is found in douglas county in nevada.

The girls said they lived at 123 oak avenue in paris, north carolina.

In southern mississippi they still grow cotton.

The borough of long island has millions of people.

The Spanish own the canary islands off the coast of portugal.

I have heard that there is an American naval base on diego garcia in the indian ocean.

Her house is located at 342 twenty-seventh street.

For years, voters in the deep south solidly supported the Democratic Party.

Formative Assessment

Compose your own sentence with two special places that have a relationship to each other.



Grammar, Usage, and Mechanics Worksheet #51

Capitalization of Things

Skill: Capitalize special things.

Writing Hints

A special thing has a name and so is a proper noun. Adjectives that are part of the title of a special thing are capitalized. 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.

Writing Models

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 special things in the following sentences.

I hear that the alex theater has been completely remodeled.

Bill Gates helped invent the windows operating system.

Ryan once climbed the stairs to the top of the sears tower.

Have you vacationed in yosemite national park?

Mr. Newton was appointed sponsor of the spanish club.

I attended first presbyterian church for three years.

Did you kiss the blarney stone when you went to Ireland?

Kenny walked across the golden gate bridge.

Formative Assessment

First compose your own sentence with a special thing. Then compose your own sentence with an adjective as part of a title of a special thing.



Grammar, Usage, and Mechanics Worksheet #52

Capitalization of Holidays and Dates

Skill: Capitalize names of holidays and names of dates.

Writing Hints

Names of holidays and dates, including the names of months and days of the week are capitalized. Names of the seasons are not capitalized.

Writing Models

Last Easter on March 27, 2005 my dad gave up smoking.

Practice

Capitalize any holidays and names of dates in the following sentences.

On the first thanksgiving day, Pilgrims and Native Americans shared a feast.

I'm sure that february 19th is presidents day this year.

Will we have cherry pie at the 4th of july party?

The rose parade is the granddaddy of all new years day parades.

She knows that martin luther king, jr. holiday is celebrated only in the United States.

If thursday will not work for you, how about wednesday?

I got married on flag day, which is on june 14th.

The Chinese say that this is the year of the dog.

The feast of unleavened bread is a Jewish holiday.

Does Santa really come down the chimney on christmas eve?

Formative Assessment

Compose your own sentence with a holiday name. Include the day of the week and month of the holiday.



Grammar, Usage, and Mechanics Worksheet #53

Capitalization of Titles

Skill: Capitalize the first, last, and any important words in titles.

Writing Hints

Do not capitalize the little connecting words in titles such as the following: *the, a, an, with, of, for, from, through, and, or, and but.*

Writing Models

I once met President Barack Obama while visiting the United States of America.

Practice

Capitalize the titles in the following sentences.

Some viewers like watching the simpsons, but I find the show distasteful.

It is amazing that the play, a chorus line, is still running after all these years.

Charles Dickens wrote a tale of two cities about the French Revolution.

Harrison Ford starred in raiders of the lost ark.

Da Vinci's mona lisa is a masterpiece of Renaissance art.

Francis Scott Key wrote "the star-spangled banner" in the midst of battle.

Jules Verne's exciting chapter titled "lost and found!" is from his book, journey to the center of the earth.

Byron's "she walks in beauty" is one of the greatest poems in the English language.

I read "the american century" article in new republic magazine.

The short story, "the prisoner of africa," helps the reader understand more about Africa.

Formative Assessment

Compose your own sentence with a title that includes at least two words.



Grammar, Usage, and Mechanics Worksheet #54

Capitalization of Organizations and Businesses

Skill: Capitalize the names of organizations and businesses.

Writing Hints

Do not capitalize the little connecting words in titles such as the following: *the, a, an, with, of, for, from, and, through*.

Writing Models

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.

I know that microsoft corporation is one of the most successful businesses in the world.

Watching the sacramento kings win the Pacific Division was exciting.

Members of the daughters of the american revolution do important historical research.

I have heard that general motors corporation makes more money in a year than most countries.

Does the atlas window company donate money to the community?

In the boy scouts of america, young men learn basic outdoor skills.

In urban areas, the boys and girls clubs of america serve youth after school.

The organization, big brothers and big sisters, is well-worth your support.

The teachers belong to the national educational association.

As one of the best baseball teams, the los angeles dodgers, draws millions.

Your minnesota vikings football team has won many championships.

Our rotary club serves this community in many ways.

Formative Assessment

Compose your own sentence in which you mention both an organization and a business.

Grammar, Usage, and Mechanics Worksheet #55

Capitalization of Languages and People Groups

Skill: Capitalize the names of languages and people groups.

Writing Hints

Many names of peoples and languages are one in the same.

Writing Models

He spoke Spanish to the Indians.

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.

Many asians live in urban areas in the United States.

The americans from the United States are proud of their form of government.

Many brazilians have never seen the Amazon River.

I think that she speaks portuguese.

The afrikaner language in South Africa is a mix of many languages, including dutch and english.

The swedish language has similarities to the german language.

Many swiss speak three or four languages.

When french is spoken well, it is a very romantic language.

Can Matt speak and write japanese?

If the saudis use up all of their oil resources, their economy will be jeopardized.

I know several irae is who live on communal farms.

The canadians have two official languages.

Formative Assessment

Compose your own sentence, naming a language and people group.



Grammar, Usage, and Mechanics Worksheet #56

Capitalization of Events and Historical Periods

Skill: Capitalize special events and historical periods.

Writing Hints

Do not capitalize the little connecting words in titles such as the following: *and, the, a, an, with, of, for, and from.*

Writing Models

My favorite period of history has to be the Middle Ages.

Each year we celebrate the American Revolution with an all-out fireworks display.

Practice

Capitalize the special events and historical periods in the following sentences.

The recreational vehicle show will take place at the fairgrounds this weekend.

Many say that the wounds of the civil war have never healed.

The amador county fair draws thousands of families each year.

My favorite period of history has to be the renaissance.

If the palm springs desert classic gets Tiger Woods, the tournament will be judged a success.

President Monroe's era of good feelings was a period of rapid industrial growth.

I have heard that the folsom rodeo is world-famous.

The end of world war II brought about an expansion of communism.

Everyone has heard of Parkview Elementary's future scientists science fair.

Formative Assessment

Compose your own sentence with special event.

Compose your own sentence with an historical period.



Grammar, Usage, and Mechanics Worksheet Answers: Capitalization

Mechanics Worksheet #49 Answers

Practice: ...Uncle Charles, Dr. S. L. Thompson...Mrs, James, Aunt Robin...
“Bubba” Peterson... Captain Schneider, P.F.C. Johnson...Roy, Dad, Sis, I Mom’s...
Officer Bob Benton, Louis

Mechanics Worksheet #50 Answers

Practice: New York City...Douglas County, Nevada...Oak Avenue, Paris, North Carolina...
...Southern Mississippi... Long Island... Canary Islands, Portugal...
...Diego Garcia, Indian Ocean...Twenty...Deep South

Mechanics Worksheet #51 Answers

Practice: Alex Theater, Windows Operating System, Sears Tower, Yosemite National Park,
Spanish Club, First Presbyterian Church, Blarney Stone, Golden Gate Bridge

Mechanics Worksheet #52 Answers

Practice: Thanksgiving Day...February, Presidents Day... July
...Rose Parade, New Year’s Day... Martin Luther King, Jr... Thursday, Wednesday
...Flag Day, June... Year of the Dog...Feast of Unleavened Bread...Christmas Eve

Mechanics Worksheet #53 Answers

Practice: The Simpsons, A Chorus Line, A Tale of Two Cities, Raiders of the Lost Ark, Mona Lisa,
“The Star Spangled Banner”, “Alone and Lost!”, A Journey to the Center of the Earth,
“She Walks in Beauty”, “The American Century”, New Republic, “The Prisoner of Africa”

Mechanics Worksheet #54 Answers

Practice: Microsoft Corporation, Sacramento Kings, Daughters of the American Revolution,
General Motors Corporation, Atlas Window Company, Boy Scouts of America, Boys and Girls
Clubs of America, Big Brothers and Big Sisters, National Educational Association, Los Angeles
Dodgers, Minnesota Vikings, Rotary Club

Mechanics Worksheet #55 Answers

Practice: Asians...Americans...Brazilians...Portuguese...Afrikaner, Dutch, English
...Swedish, German...Swiss...French...Japanese...Saudis...Israelis...Canadians

Mechanics Worksheet #56 Answers

Practice: Recreational Vehicle Show, Civil War, Amador County Fair, Renaissance, Palm
Springs Desert Classic, Era of Good Feelings, Folsom Rodeo, World War II, Future Scientists
Science Fair

Grammar, Usage, and Mechanics Worksheet #57

Direct Quotations

Skill: Use quotation marks before and after direct quotations.

Writing Hints

- Do not use quotation marks for specially referenced words; instead, italicize if typed, or underline, if handwritten.
- 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?"

Writing Models

Beginning of the Sentence Quotation

"Why?" asked James.

Middle of the Sentence Quotation

When he said, "I won't leave," he didn't mean it.

End of the Sentence Quotation

John said, "I enjoy listening to 'America the Beautiful.'" (quotation within a quotation)

Practice

Place quotation marks and punctuation in the appropriate places in the following sentences.

I'm anxious to leave commented Zelda

What just took place asked Robert

What a terrific ending to that story exclaimed Anthony

Did you hear the speaker say things will never be the same asked Billy

I know replied Max but do you really want to make a big deal out of this

Formative Assessment

Compose your own sentence with a quotation within a quotation.



Grammar, Usage, and Mechanics Worksheet #58

Movies and Television Shows

Skill: Underline and capitalize movies and television shows.

Writing Hints

Although television shows are underlined, specific episodes of the shows are placed in quotation marks.

Writing Model

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.

My favorite episode from Little House on the Prairie is the one in which Laura befriends the Indians.

Jaws III was not as good as the original Jaws.

Clint Eastwood's Hang 'Em High is a perfect example of what was called a "Spaghetti Western."

The episode of Bonanza in which Hoss and Little Joe compete in a pie-eating contest was titled Too Little, Too Late, I think.

The repeats of Everybody Loves Rayne and now run twice nightly on the local cable station.

Did Terminator II sell more movie tickets than Terminator III?

I'm pretty sure that Sesame Street will be renewed for another year.

The episode of I Love Lucy that featured the birth of Little Ricky was among the highest rated shows of all time.

Formative Assessment

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.



Grammar, Usage, and Mechanics Worksheet #59

Books and Magazines

Skill: Underline and capitalize book and magazine titles.

Writing Hints

Sometimes the word *magazine* is part of the magazine's name. Names of journals, newsletters, and newspapers are all underlined. Titles in italics, when type-written are the same as underlines.

Writing Models

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.

Practice

Underline books and magazine titles in the following sentences.

The new book by J.K. Rowling was reviewed in the recent edition of Weekly Reader magazine by a class of sixth-grade children.

Did The Adventures of Tom Sawyer sell more copies than The Adventures of Huckleberry Finn?

My children look forward to receiving their copies of Highlights every month.

Some parents in this class have a subscription to The Wall Street Journal.

The New York Times crossword is one of the most challenging crosswords in America.

If you read Time for Kids regularly, you will notice how the articles have changed over time.

Are children still reading Roll of Thunder, Hear My Cry?

I looked everywhere, but could not find that quote in the Bible.

Tolkien's classics, The Fellowship of the Ring, The Two Towers, and The Return of the King have been made into Academy Award-winning movies.

Formative Assessment

Compose 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.



Grammar, Usage, and Mechanics Worksheet #60

Plays and Works of Art

Skill: Underline and capitalize plays and works of art titles.

Writing Hints

Title of operas, sculptures, photographs, and the like are underlined.

Writing Models

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 Mair's painting titled Two Children on the Internet.

Practice

Underline the plays and works of art titles in the following sentences.

William Shakespeare wrote many comedies, including: The Tempest, Twelfth Night, A Midsummer-Night's Dream, and As You Like It

He also wrote tragedies, including the famous Julius Caesar.

Tennessee William's play, The Death of a Salesman, is still read by many high schoolers.

"Of all of Michaelangelo's great sculptures, The Pieta stands out as his best," claimed Bunny.

"Oh no!" exclaimed Sam. His David, standing in the Academia in Florence, is superior.

Have you ever seen a photograph of Whistler's Mother?

"The photograph, Sunrise, Sunset, is one of the most memorable examples of time-lapse photography," said Melvin.

Did his Breakfast of Champions sell at the art exhibit?

Formative Assessment

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.



Grammar, Usage, and Mechanics Worksheet #61

Books and Magazines

Skill: Capitalize and use quotation marks before and after song and poem titles.

Writing Hints

Song medleys (collections of songs combined) and long poems, such as odes, are underlined.

Writing Models

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.

My great-grandfather wrote In the Shade of the Old Apple Tree for his wife, my great-grandmother.

I know I have heard Dance of the Sugarplum Fairies before.

Beyoncé recorded a cover-version of America the Beautiful that nearly brought me to tears.

Joyce Kilmer's Trees still delights and inspires young poets who think that they "shall never see a poem lovely as a tree."

Did Elvis record Heartbreak Hotel when he was signed with Sun Records?

Madonna hasn't had a good song since True Colors went platinum.

The scariest poem I know is Edgar Allan Poe's The Raven.

Lewis Carroll wrote Jabberwocky to play with the sounds of the English language, and many students perform this piece to practice reading fluency.

Formative Assessment

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.



Grammar, Usage, and Mechanics Worksheet #62

Book Chapters

Skill: Capitalize and use quotation marks before and after book chapter titles.

Writing Hints

Remember that books titles are underline, or italicized when type-written, but book chapters have quotation marks before and after.

Writing Models

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.

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.

The chapter titled A Changed Toad ends Kenneth Grahame’s The Wind in the Willows.

“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.

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.

Formative Assessment

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.



Grammar, Usage, and Mechanics Worksheet #63

Magazine Articles

Skill: Capitalize and use quotation marks before and after magazine article titles.

Writing Hints

Remember that magazine articles have quotation marks before and after, while magazine titles are underlined.

Writing Model

Did you read the article, “Why We Continue,” in New Yorker magazine?

Practice

Place quotation marks before and after magazine article titles and underline titles of the magazines in the following sentences.

In the latest edition of Science, an interesting article titled Underneath the World of Atlantis caught my eye.

My wife read Why Getting Hitched Is Healthy in last month’s Ladies Home Journal.

I love reading Humor in Uniform every month in Reader’s Digest.

This month’s issue of California Educator’s feature article is Tuning Up the Idea.

Last week’s Time magazine had an article about Bruce Springsteen titled Still the Boss.

Formative Assessment

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.



Grammar, Usage, and Mechanics Worksheet #64

Short Stories, Documents, and Reports

Skill: Capitalize and use quotation marks before and after short story, document, and report titles.

Writing Hints

Very familiar documents such as the Declaration of Independence and the Constitution require no punctuation.

Writing Models

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 and document titles in the following sentences.

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.

Richard Adams has a wonderful collection of his favorite animal stories including his own The Rabbit’s Ghost Story.

James Herriot’s short story Monty the Bull tells the entertaining story of a bull that gets the best of a veterinarian.

Doris Brett has written a beautiful collection of stories in the book *Annie Stories*. My favorite has to be First Days at Nursery School.

The short stories Murder on the Nile, The Secret of the Claw, Maybelle’s Dream, and the fascinating A Prize Pearl interest many young readers.

Formative Assessment

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.



Grammar, Usage, and Mechanics Worksheet Answers: Quotation Marks and Underlining

Mechanics Worksheet #57 Answers

Practice: “I’m anxious to leave,” commented Zelda.

“What just took place?” asked Robert.

“What a terrific ending to that story!” exclaimed Anthony.

“Did you hear the speaker say, ‘things will never be the same?’” asked Billy.

“I know,” replied Max, “but do you really want to make a big deal out of this?”

Mechanics Worksheet #58 Answer

Practice: Little House on the Prairie...Jaws III, Jaws...Hang “Em High...Bonanza, “Too Little, Too Late,”...Everybody Loves Raymond...Terminator II, Terminator III...Seventh Heaven...I Love Lucy

Mechanics Worksheet #59 Answers

Practice: Weekly Reader...The Adventures of Tom Sawyer, The Adventures of Huckleberry Finn...Highlights...The Wall Street Journal...The New York Times...Time for Kids...Roll of Thunder, Hear My Cry?...Bible...The Fellowship of the Ring, Two Towers, The Return of the King

Mechanics Worksheet #60 Answers

Practice: “In the Shade of the Old Apple Tree”, “Dance of the Sugarplum Fairies”, “America the Beautiful”, “Trees”, “Heartbreak Hotel”, “True Colors”, “The Raven.”, “Jabberwocky”

Mechanics Worksheet #61 Answers

Practice: The Tempest, Twelfth Night, A Midsummer-Night’s Dream, As You Like It...Julius Caesar...The Death of a Salesman...The Pieta, David...Whistler’s Mother...Sunrise, Sunset...Breakfast of Champions

Mechanics Worksheet #62 Answers

Practice: Captains Courageous, “Boy Overboard”...“A Changed Toad”, The Wind in the Willows...The Three Musketeers, “Three Duels,”...The Merry Adventures of Robin Hood, “Robin Hood Meets Little John.”

Mechanics Worksheet #63 Answers

Practice: Science, “Underneath the World of Atlantis”...“Why Getting Hitched Is Healthy” Ladies Home Journal...“Humor in Uniform” Readers Digest...California Educator’s, “Tuning Up the Idea.”...Time, “Still the Boss.”

Mechanics Worksheet #64 Answers

Practice: “The Great Carbuncle,” “The Gray Champion,” “The Wedding Knell,” “The May-Pole of Merry Mount.”

“The Rabbit’s Ghost Story”... “Monty the Bull”... “First Days at Nursery School.”

...“Murder on the Nile,” “The Secret of the Claw,” “Maybelle’s Dream,” “A Prize Pearl”

Grammar, Usage, and Mechanics Worksheet #65

Contractions

Skill: 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.

Writing Hints

These are the most common contractions:

<i>is</i> (she's, it's, there's, where's, here's)	<i>are</i> (they're, we're, you're)	<i>am</i> (I'm)	<i>us</i> (let's)
<i>had</i> (I'd, he'd, they'd, we'd)	<i>have</i> (could've, they've, might've, should've)		
<i>will</i> (I'll, they'll, we'll, she'll, it'll)	<i>not</i> (isn't, can't, shouldn't, wouldn't, hasn't, doesn't, aren't, won't)		

Avoid using contractions in formal essay writing.

Writing Models

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 at all during their last set Friday night and they wont hold back any time soon.

Change each of the underlined words in the following sentences to contractions. Write the contraction above each underlined word.

Its a shame that they never listen to their parents.

Youre sure that youve never seen them before?

Wheres she going? They arent exactly saying, but shes happy that theyd left directions.

Formative Assessment

Compose your own sentence or two with at least two contractions.

Grammar, Usage, and Mechanics Worksheet #66

Semicolons

Skill: Use semicolons to join independent clauses without conjunctions.

Writing Hints

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 **SemiColon** is that it **Substitutes** for a **Comma-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.

Writing Models

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.

Samuel went shopping then he went out to dinner.

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."

I was taught Spanish at home by a tutor that's how I learned the language.

The Revolutionary War was fought against the British the War of 1812 was also fought against them.

Many died in the Civil War; it was a horrible tragedy.

Ellen did not prepare at all she appeared not to care what happened as a result.

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.

Formative Assessment

Compose your own compound sentence with a semicolon.

Grammar, Usage, and Mechanics Worksheet #67

Parentheses

Skill: Use parentheses following words or ideas to explain or define.

Writing Hints

Information in a parenthesis is not considered of major importance. Using too many parentheses can be annoying and make a reading unclear. Information in a parenthesis can be a word or a phrase and, thus, is placed within the sentence. Or the information in a parenthesis can express a complete thought and, thus, should be written as a sentence with the period outside of the ending parenthesis.

Writing Models

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.

Parenthetical They contrasted the two types of skiing (snow versus water).

Practice

Place parentheses in the appropriate places in the following story.

Jackie Smith 1845-1910 worked in the women's rights movement.

You should read some of her descriptive letters the ones to Charlene.

That new Bed and Breakfast it was once a barn is a popular rental with out-of-town visitors.

The Nile River the longest river in the world flows 4,000 miles through Egypt and the Sudan.

The common daisy *Chrysanthemum leucanthemum* can make a beautiful spring bouquet.

Thomas Jefferson the author of the Declaration of Independence was himself a contradiction: he spoke out against the evils of slavery, but he himself owned slaves.

As you turn right, you will notice a large yellow house the one with a white picket fence and its remarkable front porch.

Formative Assessment

Compose your own sentence with parentheses.



Grammar, Usage, and Mechanics Worksheet #68

Singular Possessive Apostrophes

Skill: Use apostrophes for singular possessives.

Writing Hints

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*)
- Use apostrophes for numbers (9's and 10's, 1830's), letters (*t's* and *u's*), and words (use *to's*)

Writing Model

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 child's horse named Skittish,

Its upbringing definitely British.

The poor horse's tail was once yanked by a mare

from London's own Twickingdelfittish.

There once was a rose's bright bloom

Whose fragrance invaded Mom's room

Nature's petals will fall, and at the end of it all,

Life's beauty swept out by a broom.

Formative Assessment

Compose two sentences with two singular possessives.



Grammar, Usage, and Mechanics Worksheet #69

Plural Possessive Apostrophes

Skill: Use apostrophes for plural possessives.

Writing Hints

Most plural possessives 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

Writing Model

I like the boys' chances, if they play together as a team.

Practice

Place apostrophes in the proper places for plural possessives in the following sentences.

Will the firemens ball be held on the same weekend as last year?

The Smiths house is perfect for our graduation party.

Will the puppies food change over the next month?

I think that the womens group meets every other Tuesday at the clubhouse.

The Childrens Crusade was led by Nicholas in response to a dream.

Let's watch the girls basketball game before we go miniature golfing.

Have the boys asked to borrow their parents cars for the night?

The county restaurant plans to offer any left-over food to the homeless were ambitious.

There is no doubt that workers rights to health care have been challenged.

That Thompsons front yard needs some major clean-up, if you ask me.

Formative Assessment

Compose your own sentence with a plural possessive.

Grammar, Usage, and Mechanics Worksheet #70

Colons

Skill: Use colons to show a relationship between numbers, in titles, after business letter salutations (openings) and at the end of an independent clause to introduce information to explain the clause.

Writing Hints and Models

Colons have the following uses:

- Numbers in relationship
Examples: Time (8:02 P.M.), Ratio (3:1), Chapter-Verse (Genesis 32:1-12)
- Titles
Example: *Teaching: The Lost Art*
- Business Letters
To Whom It May Concern:
- 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.

I need the following items toothpaste, a toothbrush, a comb, and soap.

Dear Sirs Please see the attached resume.

The philosopher Santayana commented upon the value of history Those who fail to learn from history are doomed to repeat it.

Please play these pieces "Aria and Fugue," "Suite in D Major," and "The 3rd Symphony."

Only one fact remains true Things never happen as planned.

She knew the Golden Rule Do unto others as you would have them do unto you.

The principal's rules were posted Be Kind, Share with Others, Don't Touch.

Formative Assessment

Compose your own sentence with a colon to introduce a list.

Grammar, Usage, and Mechanics Worksheet #71

Periods

Skill: Use periods for initials, abbreviations, or acronyms.

Writing Hints and Models

- Use periods for initials that stand for a name and for name titles.
Example: Mr. R.J. Jenkins, Jr.
- Use periods in abbreviations. Avoid using abbreviations in formal essay writing.
Example: The U.S. Constitution was approved by the states in A.D. 1787.
- Use periods in acronyms. Acronyms are words formed from the first letters of name words.
Example: Do you know your Z.I.P. code?

It is becoming common practice to drop periods in well-known acronyms.

Practice

Fill in the blanks with the correct initials, abbreviations, or acronyms.

The abbreviation for time Before Christ is written as _____.

The time after noon is called Post Meridian and is written as _____.

Additional information at a letter's end is called a postscript and is written as _____.

The National Football League is abbreviated as _____.

The National Aeronautics and Space Administration is an acronym known as _____.

To go _____ diving means to use a self-contained underwater breathing apparatus.

When Ms. Bean married Mr. Jones, she took on his last name and became _____ Jones.

Bruce Springsteen's song "Born in the _____" talks about life in the United States.

The abbreviation for *exempli gratia* is _____, which means *for example*.

The abbreviation for *et cetera* is _____, which means *and so forth*.

Five and one-half written as a decimal would be _____.

Formative Assessment

Compose your own sentence with an abbreviation, initials, and an acronym.

Grammar, Usage, and Mechanics Worksheet #72

Exclamation Points

Skill: Use exclamation points to show strong emotion or surprise.

Writing Hints

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. Phrases or clauses beginning with *What* and *How* and do not ask questions are exclamations and should be ended with exclamation points.

Writing Models

Exclamatory Sentence	The decision really shocked me!
Word/Phrase	Wow! How amazing!

Practice

Add correct ending punctuation, including exclamation points where appropriate.

Run Don't walk

She helps a lot What a treasure

He is very talented Such amazing creativity

How shocked he was I guess he didn't know

What excitement If you don't like that you don't like N.B.A. basketball

Did he do it I can't believe it

How surprising When did Tom find out

And no one knew about it That is unheard of

Stop in the name of the law You have the right to remain silent

How awful No one has the right to act that way

He came out of retirement to play one more year Imagine that

Formative Assessment

Compose your own sentence with an exclamation point.



Grammar, Usage, and Mechanics Worksheet Answers: Other Punctuation

Mechanics Worksheet #65 Answers

Practice: they've, who's, haven't, can't, don't, they're, There's, isn't, didn't, won't
It's, You're, you've, Where's, aren't, she's, they'd

Mechanics Worksheet #66 Answers

Practice: shopping; "Sawmill;" Blues;" tutor; British; War; all; looking; failures;

Mechanics Worksheet #67 Answers

Practice: (1845-1910) (the ones to Charlene) (it was once a barn) (the longest river in the world)
(*Chrysanthemum leucanthemum*) (the author of the Declaration of Independence) (the one with a
white picket fence)

Mechanics Worksheet #68 Answers

Practice: child's, horse's London's, rose's, Mom's Nature's, Life's

Mechanics Worksheet #69 Answers

Practice: firemen's, Smiths', puppies', women's, Children's, girls' parents', restaurants',
workers', Thompsons'

Mechanics Worksheet #70 Answers

Practice: items: Sirs: history: pieces: true: Rule: posted:

Mechanics Worksheet #71 Answers

Practice: B.C., p.m., P.S., N.F.L., N.A.S.A., S.C.U.B.A., Mrs., U.S.A., e.g., etc., 5.5

Mechanics Worksheet #72 Answers

Practice: Run! Walk. lot. treasure! talented. creativity! was! know. excitement! basketball. it? it!
surprising! out? it. or ? of! lay! silent. awful! way. year. that!



Language Worksheets Introduction

The Language Worksheets are designed to help students practice key Common Core Language Standards. Each worksheet includes concise definitions of the content or skill with examples, writing hints, a practice section, and a brief formative assessment.

Preparation

1. Determine which students require remedial writing practice to master the CCSS L.1, 2 Standards.
2. Copy the Language Worksheets and file in folders.
3. Set an expectation as to how many Grammar, Usage, and Mechanics Worksheets must be completed per week.

Independent Practice

1. Pass out the appropriate Language Worksheets to your students. Direct students to read all definitions and writing hints sections before they complete the practice sections.
2. When finished with a worksheet the student comes up to the teacher's desk to have the worksheet graded. Assign credit for completion, not correctness.
3. If the student has not yet mastered the skill, direct the student to re-read the definitions and writing hints sections and revise the practice sections.

Subjects and Predicates Simple Subjects

Definition: The simple subject is the common noun, proper noun, or pronoun that the verb acts upon. The subject is the “do-er” or the “be-er” of the sentence. It 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

Writing Hints

The simple subject is usually found at the start of a declarative sentence. To find the simple subject of the sentence, first identify any prepositional phrases and eliminate the nouns and pronouns found in these phrases from consideration. The simple subject of the sentence is not part of a prepositional phrase. Frequently, in imperative sentences, the simple subject, “you,” is implied (suggested, not stated).

Practice

Directions: Circle the simple subjects found in the story below. Add in any implied subjects.

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, do not 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, as a North American.

Directions: What is the complete subject in the first sentence of the above story?

Formative Assessment

Compose your own sentence with a simple subject.

Subjects and Predicates Compound Subjects

Definition: 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” or the “be-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*.

Writing Hints

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 phrases and eliminate the nouns and pronouns found in these phrases from consideration. The compound subject of the sentence is not part of a prepositional phrase.

Practice

Directions: Circle the compound subjects found in the story 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.

Formative Assessment

Compose your own sentence with a compound subject.

Subjects and Predicates Simple Predicates

Definition: The simple predicate is the verb that acts upon the subject of the sentence. It does the work of the “do-er” or the “be-er” of the sentence. The simple predicate shows a physical or mental action or it describes a state of being. 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 Predicate
 She *had become* a young lady.
 They *should have listened* to me.
 An angry man *tried to run me off the road*. Complete Predicate

Writing Hints

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?*), in an implied (suggested, not stated) sentence (*Look out!*), or in a phrase or clause at the beginning of a sentence to add special emphasis (*Even more interesting was the fact that she knew it would probably rain*).

Practice

Directions: Underline the subjects and circle 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 ice-cream 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. Is anything better than a creamy double-scoop on a sugar or waffle cone? Watch out! Eating too much ice-cream can be an addictive behavior.

Formative Assessment

Compose your own sentence with a simple predicate. Underline the subject and circle the simple predicate.

Subjects and Predicates Compound Predicates

Definition: The compound predicate consists of two or more connected verbs that act upon the same subject of the sentence. These verbs do the work of the “do-er” or the “be-er” of the sentence. The compound predicate shows a physical or mental action or it describes a state of being.

Examples: Michael *fell* and *hurt* his hand.

She *had become* and still *remained* a young lady.

They *should have asked* but then *listened* to me.

Writing Hints

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.

Using compound predicates can help your writing become more concise (to express much in a few words), clear, and readable.

Example: Instead of the following: *Rob studied the textbook for the exam. Then, he practiced the vocabulary for the exam. After practicing the vocabulary, he memorized the poem—all to prepare for the exam.* Try a compound predicate such as this: *Rob studied the textbook, practiced the vocabulary, and memorized the poem to prepare for the exam.*

Practice

Directions: Underline the subjects and circle the compound predicates found 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 what the phrase “Mark Twain” means. A second novel, *Huckleberry Finn*, teaches and preaches about how badly people can treat each other. The book’s hero, Huck Finn, wrestles with and eventually triumphs over the evils of slavery.

Directions: Re-Write the following sentences into one sentence with a compound predicate. Debbie walked into the room. Next, she sat down in the chair. Then, she heaved a sigh of relief.

Formative Assessment

Compose your own sentence with a compound predicate.

Sentence Types Compound Sentences

Definition: A compound sentence has two or more independent clauses but no dependent clauses. An independent clause simply means that there is a subject and a predicate that expresses a complete thought. A dependent clause means that there is a subject and a verb that does not express a complete thought.

Example: Ken asked his teacher for his homework, but he didn't follow her advice.

Writing Hints

The independent clauses are joined by either a semi-colon or a comma, then a coordinating conjunction (FANBOYS: *for, and, nor, but, or, yet, so*).

Having a variety of sentence lengths is a mark of good writing. Compound sentences help clarify the relationship between independent clauses.

Remember, compound subjects or predicates are not the same as compound sentences. A compound sentence certainly can have compound subjects or predicates.

Practice

Directions: Use the coordinating conjunctions (FANBOYS) to join together the following independent clauses in the spaces provided below each pair. The ending punctuation has been omitted.

I enjoy watching old television shows the new ones are better

Do you want vanilla do you want strawberry

Directions: Use a semi-colon to join together the following independent clauses in the spaces provided below each pair. The ending punctuation has been omitted.

No one really wants to go they just feel like they must attend

This route takes too long there must be another way

Formative Assessment

Compose your own compound sentence.

Sentence Types Complex Sentences

Definition: A complex sentence has an independent clause and at least one dependent clause. An independent clause means that there is a subject and a predicate that expresses a complete thought. A dependent (subordinate) clause means that there is a subject and a verb that does not express a complete thought.

Example: Ty completed all his chores (independent clause) + after eating his lunch (dependent clause) = Ty completed all his chores after eating his lunch.

Writing Hints

Using different sentence structures makes your writing more interesting to read. Complex sentences can help define the relationship between complicated ideas. If starting a sentence with a dependent clause, follow the clause with a comma.

Practice recognizing these dependent clauses in reading and add them to your writing:

Adjective Clauses describe nouns or pronouns. Transitions beginning adjective clauses include *who*, *whose*, *on (for, of) whom* to refer to people, *that* to refer to people or things, and *which* to refer only to things.

Example: whose work is well-known

Adverb Clauses modify an adjective, an adverb, or verb. Transitions beginning adverb clauses include *after*, *although*, *as*, *as if*, *as long as*, *as much as*, *as soon as*, *as though*, *because*, *before*, *even if*, *how*, *if*, *in order that*, *once*, *since*, *so that*, *than*, *though*, *unless*, *until*, *when*, *whenever*, *where*, *wherever*, *whether*, and *while*.

Example: as long as she can wait

Noun Clauses are used as a subject, a complement (the rest of the sentence besides the subject and predicate), or as the object of a preposition. Transitions beginning noun clauses include *that*, *what*, *whatever*, *which*, *whichever*, *who*, *whoever*, *whom*, and *whomever*.

Example: whatever he demands

Practice

Directions: Re-write the following simple sentences into complex sentences in the spaces below. Use the Transitions found in the above lists of dependent clauses.

Kenny will be able to go outside to play he practices his trombone

the team advances to the second round the *Kings* won the first round of the play-offs

Formative Assessment

Compose your own complex sentence.

Sentence Types Compound-Complex Sentences

Definition: A compound-complex sentence has two or more independent clauses and at least one dependent (subordinate) clause. An independent clause means that there is a subject and a predicate that expresses a complete thought. A dependent (subordinate) clause means that there is a subject and a verb that does not express a complete thought.

Writing Hints

Dependent clauses can be placed at the start, in the middle, or at the end of sentences.

Practice

Directions: Re-write the following independent clauses and dependent clauses into compound-complex sentences in the spaces below. You may need to switch around the order.

John told a campfire story the campers roasted marshmallows after the sun set

the captain knew the sailor the sailor did not recognize him since the captain had a beard

although he knew better she just would not listen he could not teach her

wherever he went he had to carry it in his hands The pack's strap was broken

Formative Assessment

Compose your own compound-complex sentence.

Sentence Structure Sentence Fragments #1

Definition: A sentence fragment is only part of a complete sentence. It does not express a complete thought. The fragment may be a dependent (subordinate) clause (a subject and a verb that does not express a complete thought), a phrase (a group of related words with no subject and verb), or a list of related words.

Writing Hints

Learn to recognize sentence fragments as you proofread your own writing. Often, sentence fragments are found in three grammatical constructions:

- Connected prepositional phrases
Example: In Mexico, during the reign of the Aztecs and before Cortez.
- Adverbial phrases
Example: Looking for someone to share her life.
- Subordinate clauses
Example: Even though their friends had witnessed the entire accident.

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

Directions: Mark “CS” if the sentence is complete or “F” if the sentence is a fragment.

- _____ 1. Because he left school early.
- _____ 2. She went to the store after finishing her homework.
- _____ 3. After losing his homework on the bus and arriving to school late.
- _____ 4. Whenever they need to know the reason for something.
- _____ 5. If they think that the government taxes too much and does not spend its money wisely.
- _____ 6. Taking tests always makes some students uncomfortable.
- _____ 7. Having left her lunch and homework at home.
- _____ 8. Unless the laws change about skateboarding.
- _____ 9. Although Tom and Jose have seen the band in concert.
- _____ 10. Even though the first person in line usually can get the best concert seats.

Sentence Structure Sentence Fragments #2

Definition: A sentence fragment is only part of a complete sentence. It does not express a complete thought. The fragment may be a dependent (subordinate) clause (a subject and a verb that does not express a complete thought), a phrase (a group of related words with no subject and verb), or a list of related words.

Writing Hints

To change sentence fragments into complete sentences, try the following:

- Connect the fragment to the sentence before or after the fragment.
Example: Because of the ice. The roads were a slippery hazard. Fragment
 The roads were a slippery hazard because of the ice. Complete
- Change the fragment into a complete thought.
Example: Mainly, the passage of time. Fragment
 Mainly, she felt the passage of time. Complete
- Remove Transitions (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

Directions: Change the following sentence fragments into complete thoughts in the space provided below. Underline the subject and circle the predicate for each sentence that you write. Finally, read each of your sentences out loud to make sure that your voice drops down at the end of each sentence.

Running down the hill to my friend.

When the class goes to lunch after the bell and the students walk to the gym.

Because the playground seems wet with ice.

Mrs. Gonzales, the wonderful principal of our school and friend to all students.

Sentence Structure Run-On Sentences #1

Definition: A sentence run-on has two independent clauses connected together as if they were one sentence. An independent clause means that there is a subject and a predicate that expresses a complete thought.

Writing Hints

Learn to recognize sentence run-ons to be able to effectively proofread your own writing. A comma combining two sentences is called a comma splice.

Practice

Directions: In the paragraph below, underline the sentence run-ons.

Mohandis K. Gandhi has been called the most important Indian leader of this century, his ideas about non-violent protesting helped unite the entire nation of India against the British Empire. Because millions of Indians refused to cooperate with the British government. Gandhi demanded independence from foreign rule. Gandhi's ideas also influenced the Reverend Martin Luther King, Jr. in the United States both men were murdered for their views. Non-violent protests and boycotts (to refuse to participate) against businesses and government agencies that practiced segregation (to separate the races) in the 1950's and 1960's. King learned much from Mohandis K. Gandhi so did many Americans.

Formative Assessment

Directions: Re-write any of the sentence run-ons as complete sentences in the spaces below.

Sentence Structure Run-On Sentences #2

Definition: A sentence run-on has two independent clauses connected together as if they were one sentence. An independent clause means that there is a subject and a predicate that expresses a complete thought.

Writing Hints

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 semi-colon 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, then a conjunction after the first sentence.
Example: I like her, she doesn't like me. Run-On
 I like her, but 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
 Even though 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, looking for him. Complete

Practice

Directions: Change these sentence run-ons into complete sentences in the spaces provided.

Ms. Clements always prepared well for her lesson plans she worked hard.

Jonathan seemed very selfish he never shared with the other children.

Nicco did his chores before playing video games his brothers never did.

Writing Domains (Genre) and Forms #1

Sensory/Descriptive

Definition: The sensory/descriptive writing domain explores and describes ideas and feelings.

Writing Hints

Poetry does not have to rhyme, but must be descriptive, using some of the five senses: taste, touch, smell, sound, or sight.

Practice

Directions: Change the form of the following historical text to a poem in the spaces provided.

For ten long years the Greeks had tried to conquer the city of Troy without success. The

city walls were so thick and high that the Greeks could not enter the Trojan fortress through

force. Then one day the Greeks thought of a clever plan. They built a giant, wooden horse with a

hollow belly. A small group of Greek soldiers climbed into the hollow opening, and sealed it up.

The wooden horse was then wheeled to the front of the city gates. Meanwhile, the rest of the

Greeks went back to their ships and appeared to sail away.

Thinking that the horse was a gift left to honor the brave people of Troy, the Trojans

brought the horse into their city and began to celebrate. In the early hours of the morning, while

everyone was asleep, the Greeks unsealed the belly of the horse, and climbed down from it.

Silently, they killed the Trojan guards at all the city gates. The gates were then opened and the

Greeks, who had only pretended to sail for home, captured the city and won the Trojan War.

Writing Domains (Genre) and Forms #2

Imaginative/Narrative

Definition: The imaginative/narrative writing domain tells what happened in either a fictional or non-fictional form.

Writing Hints

A diary is used to record someone's personal and private thoughts, feelings, or actions. Diaries use the first person *I, me, we, us, my, mine, our, ours* pronouns.

Practice

Directions: Change the form of the following historical text to a first person diary account in the spaces provided.

For ten long years the Greeks had tried to conquer the city of Troy without success. The

city walls were so thick and high that the Greeks could not enter the Trojan fortress through

force. Then one day the Greeks thought of a clever plan. They built a giant, wooden horse with a

hollow belly. A small group of Greek soldiers climbed into the hollow opening, and sealed it up.

The wooden horse was then wheeled to the front of the city gates. Meanwhile, the rest of the

Greeks went back to their ships and appeared to sail away.

Thinking that the horse was a gift left to honor the brave people of Troy, the Trojans

brought the horse into their city and began to celebrate. In the early hours of the morning, while

everyone was asleep, the Greeks unsealed the belly of the horse, and climbed down from it.

Silently, they killed the Trojan guards at all the city gates. The gates were then opened and the

Greeks, who had only pretended to sail for home, captured the city and won the Trojan War.

Writing Domains (Genre) and Forms #3

Informative/Practical

Definition: The practical/informative writing domain explains and interprets factual information.

Writing Hints

A police report details the facts of a crime. No opinions or judgments are made.

Practice

Directions: Change the form of the history text to a current police report in the spaces provided.

For ten long years the Greeks had tried to conquer the city of Troy without success. The

city walls were so thick and high that the Greeks could not enter the Trojan fortress through

force. Then one day the Greeks thought of a clever plan. They built a giant, wooden horse with a

hollow belly. A small group of Greek soldiers climbed into the hollow opening, and sealed it up.

The wooden horse was then wheeled to the front of the city gates. Meanwhile, the rest of the

Greeks went back to their ships and appeared to sail away.

Thinking that the horse was a gift left to honor the brave people of Troy, the Trojans

brought the horse into their city and began to celebrate. In the early hours of the morning, while

everyone was asleep, the Greeks unsealed the belly of the horse, and climbed down from it.

Silently, they killed the Trojan guards at all the city gates. The gates were then opened and the

Greeks, who had only pretended to sail for home, captured the city and won the Trojan War.

Coherence #1

Definition: Writing coherence refers to how well sentences and paragraphs are organized into an understandable whole. From the reader's point of view, the train of thought must be connected, easy to follow, and make sense.

Writing Hints

- Reorder words and/or sentences and repeat key words to make better connections.
- Use transitions to connect together thoughts that do not directly flow together.

What You Need to Signal

Transitions

definition

- refers to, in other words, consists of, is equal to, means

example

- for example, for instance, such as, is like, including, to illustrate

addition

- also, another, in addition, furthermore, moreover

sequence

- first, second, later, next, before, for one, for another, previously, then, finally, following,

analysis

- consider, this means, examine, look at

comparison

- similarly, in the same way, just like, likewise, in comparison

contrast

- in contrast, on the other hand, however, whereas, but, yet, nevertheless, instead, as opposed to, otherwise, on the contrary, regardless

cause-effect

- because, for, therefore, hence, as a result, consequently, due to, thus, so, this led to

conclusion

- in conclusion, to conclude, as one can see, as a result, in summary, for these reasons

Incoherent Paragraph Writing Model

Snow creates problem. Streets need shoveling. Snowplows cannot always access streets. Driveways are hard to clear. Many communities leave the expense of clearing snow up to the homeowner. Building up dangerously high on a roof, it can break roof framing. Snow may seem harmless. It can damage houses. Snow is always potentially hazardous. It can endanger people.

Practice

Directions: Add transitions in the spaces provided to add coherence to the above paragraph.

Snow creates _____ problems for homeowners. _____, it requires shoveling to keep driveways and streets clear, _____ snowplows cannot always access them. _____, many communities leave the expense of clearing snow up to the homeowner; _____ some homeowners cannot afford the expense of hiring a snowplow. _____, snow may seem harmless, _____ it is not. Snow can build up dangerously high on a roof _____ break roof framing. Always potentially hazardous, snow can damage houses _____ endanger those who live in them.

Coherence #2

Definition: Writing coherence refers to how well sentences and paragraphs are organized into an understandable whole. From the reader's point of view, the train of thought must be connected, easy to follow, and make sense.

Writing Hints

- Reorder words and/or sentences and repeat key words to make better connections.
- Use transitions to connect together thoughts that do not directly flow together.

Practice

Directions: Revise each incoherent paragraph by reordering and including transitions.

Incoherent Paragraph

Football has become America's largest spectator sport. Each week millions of fans enjoy their favorite teams competing against other National Football League teams. They fill stadiums throughout the country. Many sit at home on couches and cheer the players on television. Following football on the Internet has become popular.

Coherent Revision Formative Assessment

Incoherent Paragraph

Gardening has grown into a favorite American hobby. Successful gardeners all do certain things in common. The soil must be frequently mixed to allow roots to expand. Gardeners know how much to water and when to water. If natural or chemical pesticides are applied, pests and bugs will not damage flowers or vegetables. It takes time to garden well. Gardening requires knowledge.

Coherent Revision Formative Assessment

Unity #1

Definition: Writing unity refers to how well sentences and paragraphs stay focused on the topic sentences and thesis statement (or claim). From the reader's point of view, writing unity means that there are no irrelevant (off the point) details and that the tone of the writing remains consistent.

Writing Hints

All good writing is structured. The structure changes according to the domain of the writing, but when an author consistently follows a plan, the reader can clearly follow what the author intends to share or to prove. Avoid including details that take the reader away from this plan and lead to confusion.

Practice

Directions: Revise each paragraph by reordering and including transitions.

Paragraph without Unity Writing Model

It has been said that history repeats itself. Who first said this quote is not important. Although circumstances may change, and they frequently do, and the cast of characters will differ, human response to crisis situations remains consistent over time. The lessons gained from past events should affect present decisions. People rarely change their behaviors based upon past experience. Sometimes they do, but not often do they change their actions. Indeed, it sometimes seems as if people are willing to challenge the influence of the past when they repeat mistakes or misjudgments. Why people would want to challenge the influence of the past remains unknown.

Paragraph with Unity Writing Model

It has been said that history repeats itself. Although circumstances may change, and the cast of characters will differ, human response to crisis situations remains consistent over time. The lessons gained from past events should affect present decisions, but people rarely change their behaviors based upon past experience. Indeed, it sometimes seems as if people are willing to challenge the influence of the past when they repeat mistakes or misjudgments.

Directions: Revise the following paragraph by eliminating irrelevant details. Maintain a consistent writing tone.

Paragraph without Unity

Snowboarding has quickly grown into a popular sport. Many skiers have traded in their skis for boards. It costs a lot for a one-day pass. At many resorts, snowboarders outnumber skiers. The National Snowboarding Institute, located in beautiful Aspen, Colorado, estimates that the number of snowboarders will double within the next decade.

Paragraph with Unity Revision Formative Assessment

Unity #2

Definition: Writing unity refers to how well sentences and paragraphs stay focused on the topic sentences and thesis statement (or claim). From the reader's point of view, writing unity means that there are no irrelevant (off the point) details and that the tone of the writing remains consistent.

Writing Hints

All good writing is structured. The structure changes according to the domain of the writing, but when an author consistently follows a plan, the reader can clearly follow what the author intends to share or to prove. Avoid including details that take the reader away from this plan and lead to confusion.

Practice

Directions: Revise each **Paragraph without Unity** by eliminating irrelevant details. Maintain a consistent writing tone.

Paragraph without Unity

Elementary students should have at least one recess. Young children need physical activity and a time to socialize with friends. Recess is an important part of learning. Do not confuse recess with physical education. Often, adults think that school should only focus on reading, writing, and arithmetic. Recess teaches students how to share, compete fairly, and cooperate with each other. Climbing structures are children favorites.

Paragraph with Unity Revision Formative Assessment

Paragraph without Unity

The television show, *Candid Camera*, surprises older and younger Americans by setting up humorous situations and filming with a hidden camera. Sometimes actors help set up the scene. In one scene, an actor asks elderly seniors to tell their favorite jokes. Many of these actors have gone on to star in movies. Other times, props provide the humor. A twenty-dollar bill, pasted to a telephone pole, caused hilarious reactions. Two hosts introduce each filmed scene.

Paragraph with Unity Revision Formative Assessment

Parallelism

Definition: Parallelism in writing refers to the repeated usage of words and grammatical structures in a well-designed pattern. Parallel structures assist the comprehension of the reader and provide a memorable rhythm to the writing.

Writing Hints

Repeat key words throughout an essay to help the reader maintain focus. Use the same grammatical structures for phrases within lists. Repeated **Transitions** can produce interesting parallelism.

Practice

Directions: Identify the words and phrases that are part of parallel structures in Abraham Lincoln's Gettysburg Address in the spaces provided. Hints are provided in **bold** for each structure to get you started.

Four score and seven years ago, our fathers brought forth upon this continent a new nation: conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war. . . testing whether that nation, or any nation so conceived and so dedicated. . . can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate. . . we cannot consecrate. . . we cannot hallow this ground.

a new **nation** _____, _____, _____

conceived **in liberty** _____

we are engaged _____

so conceived _____

we cannot dedicate _____

Parallelism (continued)

The brave men, living and dead, who struggled here have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us. . . that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion. . . 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.

who struggled **here** _____,

that these dead _____

shall not have died in vain _____

of **the people** _____,

Language Worksheet Answers

Simple Subject

traveler, Tasco, cathedral, Guadalajara, city, you (implied), Mexico City, trip, an experienced traveler

Compound Subject

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

Simple Predicate

Ice cream+ [has pleased], ice cream+ [is], treat+ [has], Rocky Road+ [delights], nuts+marshmallows+ [may cause], double-scoop+ [tastes], You (implied)+ [watch], Eating ice cream+ [can be]

Compound Predicate

works+ [stand]+ [are remembered], description+ [contains]+ [informs], one+ [will learn]+ [will understand], novel+ [teaches]+ [preaches], hero+ [wrestles]+ [triumphs], Debbie walked into the room, sat down in the chair, then heaved a sigh of relief.

Simple Sentence

imperative, exclamatory, interrogative, declarative

Compound Sentence

I enjoy watching old television shows, but (yet) the new ones are better.
Do you want vanilla, or (and) do you want strawberry?
No one really wants to go; they just feel like they must attend.
This route takes too long; there must be another way.

Complex Sentence

Any of the following adverbs: after, as long as, as soon as, before, if, once, when, or whenever
whose

Language Worksheet Answers (continued)

Compound-Complex Sentence

The order may vary in the following:

After the sun set, John told a campfire story, and the campers roasted marshmallows. 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. The pack's strap was broken, so he had to carry it in his hands wherever he went.

Sentence Fragments

#1 1. F 2. CS 3. F 4. F 5. CS

#2 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 wet with ice.

Run-On Sentences

- #1 Mohandis K. Gandhi has been called the most important Indian leader of this century, his ideas about non-violent protesting helped unite the entire nation of India against the British Empire. Gandhi's ideas also influenced the Reverend Martin Luther King, Jr. in the United States both men were murdered for their views. King learned much from Mohandis K. Gandhi so did many Americans.
- #2 Ms. Clements always prepared well for her lesson plans, and (so) the results paid off. Jonathan seemed very selfish; he never shared with the other children. Nicco enjoyed video games, playing only after completing his chores.

Parallelism

a new nation	that nation, any nation, that nation
conceived in liberty	dedicated to the proposition
we are engaged	We are met
so conceived	so dedicated
we cannot dedicate	we cannot consecrate, we cannot hollow

who struggled here	what we say here, what they did here, to be dedicated here, they who fought here
that these dead	that this nation
shall not have died in vain	shall have a new birth of freedom, shall not perish from the earth
of the people	by the people, for the people

Common Core State Standards Alignment

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand **Grammar, Usage, and Mechanics Worksheet #**

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.	1–4, 6
CCSS.ELA-LITERACY.L.3.1.B Form and use regular and irregular plural nouns.	10
CCSS.ELA-LITERACY.L.3.1.C Use abstract nouns (e.g., <i>childhood</i>).	2
CCSS.ELA-LITERACY.L.3.1.D Form and use regular and irregular verbs.	42
CCSS.ELA-LITERACY.L.3.1.E Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.	5
CCSS.ELA-LITERACY.L.3.1.F Ensure subject-verb and pronoun-antecedent agreement.*	24, 26, 27
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.	30–33
CCSS.ELA-LITERACY.L.3.1.H Use coordinating and subordinating conjunctions.	8, 9
CCSS.ELA-LITERACY.L.3.1.I Produce simple, compound, and complex sentences.	15–17
CCSS.ELA-LITERACY.L.3.2.A Capitalize appropriate words in titles.	48–53
CCSS.ELA-LITERACY.L.3.2.B Use commas in addresses.	47
CCSS.ELA-LITERACY.L.3.2.C Use commas and quotation marks in dialogue.	43, 45, 57
CCSS.ELA-LITERACY.L.3.2.D Form and use possessives.	60, 61
CCSS.ELA-LITERACY.L.4.1.A Use relative pronouns (<i>who</i> , <i>whose</i> , <i>whom</i> , <i>which</i> , <i>that</i>) and relative adverbs (<i>where</i> , <i>when</i> , <i>why</i>).	25
CCSS.ELA-LITERACY.L.4.1.B Form and use the progressive (<i>I was walking</i> ; <i>I am walking</i> ; <i>I will be walking</i>) verb tenses.	37, 39, 41
CCSS.ELA-LITERACY.L.4.1.C Use modal auxiliaries (e.g., <i>can</i> , <i>may</i> , <i>must</i>) to convey various conditions.	35

*Language Progressive Skills

Common Core State Standards Alignment

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

CCSS.ELA-LITERACY.L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	4
CCSS.ELA-LITERACY.L.4.1.E Form and use prepositional phrases.	7
CCSS.ELA-LITERACY.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	15–21
CCSS.ELA-LITERACY.L.4.2.A Use correct capitalization.	48–53
CCSS.ELA-LITERACY.L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.	41, 56, 57
CCSS.ELA-LITERACY.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.	16, 46
CCSS.ELA-LITERACY.L.4.3.B Choose punctuation for effect.*	43–63
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, 15, 39, 47
CCSS.ELA-LITERACY.L.5.1.B Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.	34, 36, 38
CCSS.ELA-LITERACY.L.5.1.C Use verb tense to convey various times, sequences, states, and conditions.	33–40
CCSS.ELA-LITERACY.L.5.1.D Recognize and correct inappropriate shifts in verb tense.*	33–40
CCSS.ELA-LITERACY.L.5.2.A Use punctuation to separate items in a series.*	43, 45, 48, 66
CCSS.ELA-LITERACY.L.5.2.B Use a comma to separate an introductory element from the rest of the sentence.	44, 46
CCSS.ELA-LITERACY.L.5.2.C Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	46

*Language Progressive Skills

Common Core State Standards Alignment

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

CCSS.ELA-LITERACY.L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works.	58–64
CCSS.ELA-LITERACY.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).	3, 21, 22, 23, 24
CCSS.ELA-LITERACY.L.6.1.B Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	3
CCSS.ELA-LITERACY.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*	23
CCSS.ELA-LITERACY.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	23
CCSS.ELA-LITERACY.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	42
CCSS.ELA-LITERACY.L.7.1.A Explain the function of phrases and clauses in general and their function in specific sentences.	15, 16
CCSS.ELA-LITERACY.L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	13–16
CCSS.ELA-LITERACY.L.8.1.A Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	26
CCSS.ELA-LITERACY.L.8.1.B Form and use verbs in the active and passive voice.	40
CCSS.ELA-LITERACY.L.8.1.C Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	39
CCSS.ELA-LITERACY.L.8.2.A Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	41–48, 66
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).	40

*Language Progressive Skills