

TEACHING GRAMMAR, USAGE, & MECHANICS



GRADE 4



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Grade 4

Mark Pennington

**Pennington Publishing
El Dorado Hills, CA**

Congratulations on your purchase of ***Teaching Grammar, Usage, and Mechanics Grade 4***.
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Teaching Grammar, Usage, and Mechanics Grade 4 is a full-year, grade-level program with plenty of remedial practice to help your students *catch up* while they *keep up* with grade-level standards. The resources feature 56, twice-per-week, 25-minute lessons to help you teach both mechanics (punctuation, capitalization, quotations, etc.) and grammar and usage skills and concepts.

This no-prep and minimal-correction program has been designed for **both in-class and distance learning** with Google slides, forms, and sheets or printable PDFs. If you prefer teaching with PowerPoint, simply download the slides into that format. As the Burger King commercial says, “Have it your way.”

Directions

How to teach the *Teaching Grammar, Usage, and Mechanics* program:

1. **Diagnostic Grammar, Usage, and Mechanics Assessment** (Google forms or printable PDF): Administer the assessment, correct (the Google Forms test self-corrects), and upload or record deficits on the **Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix** (Google sheets or printable PDF).
2. **Teacher’s Guide**: Display the scripted lessons found in the teacher’s guide (PDFs) to teach the paired mechanics and grammar lessons in-class or via Zoom, etc.
3. **Student Lessons**: Students complete and self-correct the guided practice, slide activities, simple sentence diagram, mentor text, writing applications, and sentence dictation formative assessments (Google slides or printable PDFs).
4. **Unit Tests**: After completing each set of four lessons, administer the biweekly unit test (Google forms or printable PDF). Answers and CCSS alignment documents follow the tests.
5. **Independent Practice**: Assign independent practice (Google slides or printable PDFs) to help students master deficits recorded on the Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix. Teachers may choose to assign independent practice for previous grade-level standards, grade-level standards, and/or accelerated standards. Standards are listed on the matrix.
6. **Final Exam**: Administer the final exam at the end of the year (Google forms with Google sheets recording matrix).

The *Teaching Grammar, Usage, and Mechanics* program features a secret agent theme in the Google slides with drag and drop activities, type-in-the-box practice, audio files, and problem-solving (secret codes and such). The theme is fun, but the learning tasks are rigorous.



Program Resources: Printable PDFs and Google App Links

These files are included in the program. Access the Google slides, forms, and sheets via the links. Please do not share these links, nor post them online.

- Teacher's guide (PDF) of the 56 lessons, 14 biweekly unit tests, and standards alignment document.
- 56 guided practice lessons with answers (PDF)
- 16 biweekly unit tests and answers (Google forms)
 - [Lessons 1-4](#)
 - [Lessons 5-8](#)
 - [Lessons 9-12](#)
 - [Lessons 13-16](#)
 - [Lessons 17-20](#)
 - [Lessons 21-24](#)
 - [Lessons 25-28](#)
 - [Lessons 29-32](#)
 - [Lessons 33-36](#)
 - [Lessons 37-40](#)
 - [Lessons 41-44](#)
 - [Lessons 45-48](#)
 - [Lessons 49-52](#)
 - [Lessons 53-56](#)
- Diagnostic Grammar, Usage, and Mechanics Assessment (PDF)
- Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix (PDF)
- [Diagnostic Grammar, Usage, and Mechanics Assessment](#) (Google forms)
- [Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix](#) (Google sheets)
- [Grammar, Usage, and Mechanics Final Exam](#) (Google forms)
- [Grammar, Usage, and Mechanics Final Exam Mastery Matrix](#) (Google sheets)
- 56 student lessons (PDF)
- 56 guided practice student lessons (PDF)
- [56 student lessons with digital activities](#) (Google slides)
 - [Lessons 1-4](#)
 - [Lessons 5-8](#)
 - [Lessons 9-12](#)
 - [Lessons 13-16](#)
 - [Lessons 17-20](#)
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 - [Lessons 37-40](#)
 - [Lessons 41-44](#)
 - [Lessons 45-48](#)
 - [Lessons 49-52](#)
 - [Lessons 53-56](#)
- 77 Grammar, Usage, and Mechanics worksheets for independent practice (PDF)
- [77 Grammar, Usage, and Mechanics slides for independent practice](#) (Google slides)

New to using Google slides and forms? These directions will get you up and running:

[Google Slides](#)

[Google Forms](#)

[Google Classroom](#) (not needed to use the program)

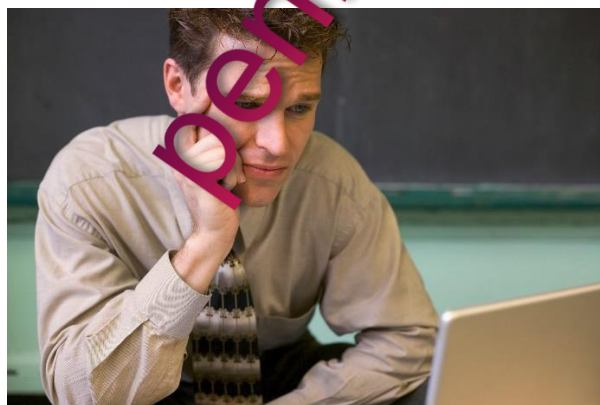
TOP SECRET
DO NOT SHARE
WITH OTHER AGENTS



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Teacher's Guide

- ✓ **Scripted Directions and Table of Contents**
- ✓ **Grammar, Usage, and Mechanics Lessons with Answers**
- ✓ **Unit Tests with Answers and Alignment Documents**



Language Conventions Lessons

Language Conventions consists of fifty-six lessons, designed to teach the College and Career Readiness Anchor Standards for Language, the grade level Conventions of Standard English (L. 1, 2), Knowledge of Language (L. 3), and Language Progressive Skills found in the Common Core Language Strand. Each interactive lesson is scripted with definitions, explanations, examples, guided practice, sentence diagrams, and answers. Teachers use mentor texts and writing applications to help students apply the lessons in the writing context. Sentence dictations are included in each lesson as formative assessments, and each lesson includes additional independent practice if necessary.

How to Teach the Language Conventions Lessons

1. Print the PDF or share the language conventions lesson slides and display the mechanics lesson in the teacher file. Introduce the mechanics lesson by reading the scripted first paragraph.
2. Ask students to read the mechanics lesson quietly as you read the scripted lesson out loud. Re-read the lesson and highlight the key points on the board or display. Direct students to do the same on their lessons (if a notes tool is available for slides). Read and explain the example(s).
3. Tell students to read the guided practice sentence(s) and apply the mechanics rule(s) to re-write the sentence correctly. Ask students what is right in the sentence and what needed revision.
4. Follow the same procedures for the scripted grammar and usage lesson.
5. Ask students to read the sentence diagram directions quietly as you read them out loud. Direct students to Complete the sentence diagram. When students have finished, display the sentence diagram answers. Explain answers and tell students to revise any errors. (See “How to Diagram Sentences” on the following page to introduce this instructional component.)
6. Display the mentor text and read the mentor text lesson script out loud to discuss how the text serves as an exemplary application of the grammar and usage lesson.
7. Read the writing application lesson script and direct students to apply what they have learned to complete the writing task. When students have finished, ask students to share their writing. Write one of the student compositions on the board, and discuss what makes it exemplary.
8. Turn off the display to read the mechanics and grammar and usage directions and dictations. Remind your students to apply the lessons and examples as they write the sentence dictations.
9. When students have finished, display the dictations, one at a time. Tell students to compare their sentences to those on the display. Students revise any errors.
10. If more practice is required, assign the corresponding Grammar, Usage, and Mechanics slides or worksheet for independent practice. Teachers may decide to allow students to self-grade and self-correct these slides or worksheets. The teacher evaluates the formative assessment.



How to Diagram Sentences

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

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

Instructional Objectives

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

Preparation and Materials

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

Procedures

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

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



Sentence Diagramming Lesson #1

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

Mark

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

Mark

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

Mark

 gives

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

Mark

 gives

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

Mark

 gives

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

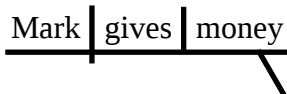


Sentence Diagramming Lesson #2

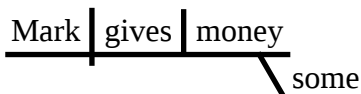
“Let’s review the basics of sentence diagrams. Look at our first sentence diagram.

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

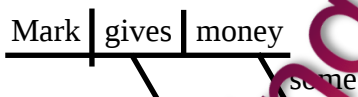
1. “Add onto our first sentence diagram. Anything below the horizontal line modifies the word it connects to above the horizontal line. *Modifies* means to describe, talk about, add to, limit, or make more specific. Draw a slanted line down from the horizontal line below the direct object ‘money.’”



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



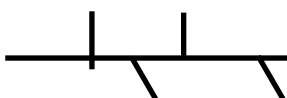
3. “Now draw a slanted line down from the horizontal line below the predicate ‘gives.’”



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



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



Sentence Diagramming Teacher Tips

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

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

On the Horizontal Baseline

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

Expanding the Baseline

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

Below the Baseline

–Modifiers

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

–Prepositional Phrases

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



(Below the Baseline)

–Compound Sentences

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

–Subordinate (Dependent) Clauses

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

–Participles and Participial Phrases

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

–Relative Clauses

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

Above the Baseline

–Gerunds and Gerund Phrases

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

–Interjections

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



(Above the Baseline)

–Noun Clauses

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

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

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

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

Training Modules

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

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

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

Module 2: Language Conventions Lessons

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

Module 6: Remedial Grammar, Usage, and Mechanics Instruction

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



Language Conventions Lessons

- 1 Proper Nouns and Periods in Proper Nouns Titles
- 2 Common Nouns and Periods to End Statements and Commands
- 3 Plural Nouns and Irregular Plurals and Periods for Abbreviations
- 4 Verbs and Periods for Acronyms
- 5 Verb Tense and Periods in Roman Numeral Outlines
- 6 Simple Subjects and Apostrophes for Singular Possessive Proper Nouns
- 7 Simple Predicates and Apostrophes for Singular Possessive Common Nouns
- 8 **Direct Objects** and Apostrophes for Plural Possessive Proper Nouns
- 9 ***Complete Sentences** and Apostrophes for Plural Possessive Common Nouns
- 10 ***Fragments, Phrases, and Dependent Clauses** and Comma Misuse
- 11 ***Run-ons and Independent Clauses** and Apostrophes for Middle Contractions
- 12 Types of Sentences and Apostrophes for Beginning Contractions
- 13 Collective Nouns and Apostrophes for Ending Contractions
- 14 Personal Pronouns and Commas for Dates
- 15 Possessive Case Pronouns and Commas for Geographical Places
- 16 Indefinite Singular Pronouns and Commas for Letters
- 17 Indefinite Plural Pronouns and Commas in Addresses
- 18 Reflexive Pronouns and Commas for Names
- 19 ***Pronoun Antecedents** and Comma between Adjectives
- 20 Articles and Commas and Quotation Marks with Beginning Speaker Tags and Dialogue
- 21 Which One? Adjectives and Commas and Quotation Marks with Middle Speaker Tags and Dialogue
- 22 How Many? Adjectives and Commas and Quotation Marks with Ending Speaker Tags and Dialogue
- 23 What Kind? Adjectives and Punctuation in Dialogue
- 24 **Adjective Order** and **Punctuation in Direct Quotations: Statements**
- 25 Short Comparative Modifiers and **Punctuation in Direct Quotations: Questions**
- 26 Long Comparative Modifiers and **Indirect Quotations**
- 27 Short Superlative Modifiers and Capitalization of Named People
- 28 Long Superlative Modifiers and Capitalization of Named Places
- 29 Past Verb Tense and Capitalization of Named Things

Boldface denotes Introductory Standard for Fourth Grade Level.

***Denotes Progressive Language Skill.**



Language Conventions Lessons

- 30 Long Superlative Modifiers and Capitalization of Products
- 31 Future Verb Tense and Capitalization of Holidays
- 32 Helping Verbs and Capitalization of Dates and Special Days
- 33 Past Participle Verbs and Capitalization of Titles
- 34 Irregular Past Participles and Capitalization of Organizations
- 35 Linking Verbs and Capitalization of Businesses
- 36 **Modals** and Capitalization of Languages
- 37 *Singular Subject-Verb Agreement and Capitalization of People Groups
- 38 *Plural Subject-Verb Agreement and Capitalization of Quotations
- 39 Past Progressive Verb Tense and Capitalization of Independent Clauses
- 40 Present Progressive Verb Tense and Capitalization of Special Events
- 41 Future Progressive Verb Tense and Capitalization of Historical Periods
- 42 What Degree? Adverbs and Question Marks
- 43 How? Adverbs and Exclamation Points
- 44 When? Adverbs and Colons with Business Salutations
- 45 Where? Adverbs and Commas with Beginning Phrases
- 46 **Adverb Order** and Commas with Ending Phrases
- 47 **Complex Sentences/Dependent Clauses** and Commas with Beginning
Dependent Clauses
- 48 **Subordinating Conjunctions** and Commas with Middle and Ending
Dependent Clauses
- 49 Coordinating Conjunctions as Joining Words and Hyphens with
Compound Words
- 50 Coordinating Conjunctions with Compound Subjects and Predicates and
Dashes
- 51 **Coordinating Conjunctions with Compound Sentences** and Brackets
- 52 Prepositional Phrases: Relationships and Commas before Conjunctions
in Compound Sentences
- 53 Prepositional Phrases: Location and Parentheses as Comments
- 54 Prepositional Phrases: Time and Parentheses as Appositives
- 55 **Relative Pronouns** and Slashes
- 56 **Relative Adverbs** and Numbers

Boldface denotes Introductory Standard for Fourth Grade Level.

***Denotes Progressive Language Skill.**



Language Conventions Lesson #1

Mechanics Lesson

“Today we are studying how to use **periods in proper noun titles**. Remember that a title added to a name helps identify the person. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Capitalize and use periods to abbreviate proper noun titles. Never end a sentence with two periods.

Proper noun titles can be placed before a proper noun. **Examples:** Dr., Mr., Mrs., Ms. Smith

Proper noun titles can be placed after a proper noun. **Examples:** James Smith, Sr., Jr., M.D.

Guided Practice: Dr. Smith and Mrs Johnson sat on the plane with John Jackson jr..

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: Dr. Smith and Mrs. Johnson sat on the plane with John Jr.

Grammar and Usage Lesson

“Today we are studying **proper nouns**. Remember that there are two kinds of nouns: proper nouns and common nouns. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A proper noun is the name of a person, place, or thing and must be capitalized. A proper noun may be a single word or a group of words. **Examples:** John, President of the United States

“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Sam Lewis worked as a cowboy on the Old West Dude Ranch near Dodge City, Kansas.

Language Conventions Lesson #1

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Add these proper nouns to the sentence diagram in the space to the left of the main vertical line: “Yosemite National Park.”’” [Allow time.]

_____ | **has** | **waterfalls**

“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from former Senator Hillary Clinton uses specific proper nouns. Let’s read it carefully: ‘Children today will grow up taking for granted that an African-American or a woman can, yes, become the President of the United States.’ Which is the proper noun in this sentence?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence using a variety of proper nouns on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly: ‘Ms. Cobb left Mr. Tim Benson, Jr., in the office of Susan Stark, M.D.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly: ‘I watched Captain Gomez steer the Star Chaser safely into port in San Francisco.’”

“Now compare your sentences to those on the display and revise any errors.”



Language Conventions Lesson #1

Mechanics

Capitalize and use periods to abbreviate proper noun titles.
Never end a sentence with two periods.

Proper noun titles can be placed before a proper noun.

Examples: Dr., Mr., Mrs., Ms. Smith

Proper noun titles can be placed after a proper noun.

Examples: James Smith, Sr., Jr., M.D.

Guided Practice: Dr. Smith and Mrs. Johnson sat on the plane with John jr..

Grammar and Usage

A proper noun is the name of a person, place, or thing and must be capitalized. A proper noun may be a single word or a group of words. A proper noun can also be abbreviated.

Examples: John, President of the U.S.

Guided Practice: Sam Lewis worked as a cowboy on the Old west Dude Ranch near Dodge city, Kansas.



Language Conventions Lesson #1

Sentence Diagram Answers

Yosemite National Park | has | waterfalls

Mentor Text

“Children today will grow up taking for granted that an African-American or a woman can, yes, become the President of the United States.”

Hillary Clinton (1947–)

Writing Application Lesson

Mechanics Dictation

Ms. Cobb left Mr. Tim Benson, Jr., in the office of Susan Stark, M.D.

Grammar and Usage Dictation

I watched Captain Gomez steer the Star Chaser safely into port in San Francisco.



Language Conventions Lesson #2

Mechanics Lesson

“Today we are studying periods as ending punctuation. Remember that periods are also used with abbreviations. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Use periods to end declarative sentences. A declarative is a sentence that does not ask a question, show strong emotion or surprise, or give a command. **Example:** I like hamburgers.

Also use periods to end imperative sentences. An imperative is a command. **Example:** Please don’t do that.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: Bobby always bothers you. Don’t listen to him.

Grammar and Usage Lesson

“Today we are studying **common nouns**. Remember that there are two kinds of nouns: proper nouns and common nouns. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

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

Examples: love (idea), man (person), hill (place), lamp shade (thing)

“Now read the guided practice sentence on your lesson. Then identify each common noun as an idea, person, place, or thing in the following parentheses. [Allow time.] ‘Can anyone identify the common noun idea? The common noun person? The common noun place? The common noun thing? [Highlight the common nouns on the display].’”

Grammar and Usage Guided Practice Answers: My friend (person) at school (place) says our friendship (idea) began when I loaned her a pencil (thing).

Language Conventions Lesson #2

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Both proper and common nouns can be placed to the left of the main vertical line and to the right of the second vertical line in sentence diagrams. Add these words to the sentence diagram: “computers” and “Mr. Payton.”’”



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from *Harry Potter and the Sorcerer’s Stone* uses common nouns to generalize ideas. Let’s read it carefully: “It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends.” What are the common nouns in this quote?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence using a variety of common nouns on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson. Then identify the declarative and imperative sentences: ‘Please stop talking. I am trying to hear the teacher.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson. Then underline the common nouns: ‘Last Wednesday the child spoke to her class with pride.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #2

Mechanics

Use periods to end declarative sentences. A declarative is a sentence that does not ask a question, show strong emotion or surprise, or give a command.

Example: I like hamburgers.

Also use periods to end imperative sentences. An imperative is a command.

Example: Please don't do that.

Guided Practice: Bobby always bothers you. Don't listen to him?

Grammar and Usage

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

Examples: love (idea), man (person), hill (place), lamp shade (thing)

Guided Practice: My friend (_____) at school

(_____) says our friendship

(_____) began when I loaned her a

pencil (_____).



Language Conventions Lesson #2

Sentence Diagram Answers

Mr. Payton | teaches | computers

Mentor Text

“It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends.”

J.K. Rowling (1965–)

Writing Application Lesson

Mechanics Dictation

Please stop talking. (Imperative)

I am trying to hear the teacher. (Declarative)

Grammar and Usage Dictation

Last Wednesday the child spoke to her class with pride.



Language Conventions Lesson #3

Mechanics Lesson

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

Capitalize the letters in an abbreviated title and use periods following the first letter of each key word. Pronounce each of letters when saying the abbreviation. **Example:** U.S.A.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: J.C. Penney donated money to the U.N. to help starving children in Africa.

Grammar and Usage Lesson

“Today we are studying **regular and irregular plural nouns**. Remember that there are two kinds of nouns: a proper noun names a person, place, or thing and a common noun is an idea, person, place, or thing. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Spell most plural nouns with an ending **s**. **Example:** dog-dogs

Spell “es” to form plurals after the ending sounds of /s/, /x/, /z/, /ch/, or /sh/.

Example: box-boxes

Also spell “es” to form plurals after a consonant, then an **o**. **Example:** potato-potatoes

Spell “ves” to form plurals after the “fe” or “lf” endings. **Examples:** knife-knives, shelf-shelves

Some plural nouns are irregular. **Examples:** child-children, man-men, person-people

“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

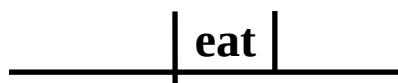
Grammar and Usage Guided Practice Answers: Teachers give quizzes to children because they themselves once took them.



Language Conventions Lesson #3

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Plural nouns can be placed to the left of the main vertical line and to the right of the second vertical line in sentence diagrams. Write the plurals of these nouns in the Sentence Diagram: “wolf” and “fox.”’



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from the 2006 movie *Amazing Grace* uses three irregular plural nouns. Let’s read it carefully: ‘This is a slave ship: *The Madagascar*. It has just returned from the Indies where it delivered 200 men, women, and children to Jamaica. When it left Africa, there were 600 on board. The rest died of disease or despair.’ Which irregular plural nouns can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence using an irregular plural noun on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Time is usually divided into A.D. and B.C. here in the U.S.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Peoples use forks and knives to cut their tomatoes.’”

“Now compare your sentences to those on the display and revise any errors.”



Language Conventions Lesson #3

Mechanics

Capitalize the letters in an abbreviated title and use periods following the first letter of each key word. Pronounce each of letters when saying the abbreviation.

Example: U.S.A.

Guided Practice: J.C. Penney donated money to the U.N. to help starving children in Africa.

Grammar and Usage

Spell most plural nouns with an ending s.

Example: dog-dogs

Spell “es” to form plurals after the ending sounds of /s/, /x/, /z/, /ch/, or /sh/.

Example: box-boxes

Also spell “es” to form plurals after a consonant, then an o.

Example: potato-potatoes

Spell “ves” to form plurals after the “fe” or “lf” endings.

Examples: knife-knives, shelf-shelves

Some plural nouns are irregular.

Examples: child-children, man-men, person-people

Guided Practice: Teachers give quizzes to children because they themselves once took them.



Language Conventions Lesson #3

Sentence Diagram Answers

Wolves | eat | foxes

Mentor Text

“This is a slave ship: *The Madagascar*. It has just returned from the Indies where it delivered 200 men, women, and children to Jamaica. When it left Africa, there were 600 on board. The rest died of disease or despair.”

from *Amazing Grace* (2006)

Writing Application Lesson

Mechanics Dictation

Time is usually divided into A.D. and B.C. here in the U.S.

Grammar and Usage Dictation

People use forks and knives to cut their tomatoes.



Language Conventions Lesson #4

Mechanics Lesson

“Today we are studying how to write special abbreviations known as **acronyms**. Remember to use periods for most all abbreviations. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Acronyms are special abbreviated titles or sayings which are pronounced as words. Acronyms do not use periods following the letters. Most all acronyms are capitalized. **Example:** NATO

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: The website’s FAQs (Frequently Asked Questions) had instructions for setting your PIN (Personal Identification Number).

Grammar and Usage Lesson

“Today we are studying **verbs**. Remember that verbs must always match their nouns. A verb can be singular or plural and must match the noun or pronoun it acts upon or describes. Singular nouns often use verbs ending in s. Plural nouns often use verbs that don’t end in s. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

English has three types of verbs:

- A verb can mentally act. **Examples:** think, like, wonder
- A verb can physically act. **Examples:** run, talk, eat
- A verb can also link a noun or pronoun to another word or words in the sentence.
Examples: is, am, are, was, were, be, being, been

Singular verbs usually end in s and match singular nouns or pronouns while plural verbs don’t end in s and match plural nouns and pronouns. **Examples:** Sam walks. The trains whistle.

“Now read the guided practice sentence on your lesson. Identify each type of verb as mental, physical, or linking in the following parentheses. [Allow time.] ‘Can anyone share a verb and its type? [Highlight the sentence on the display].’”

Grammar and Usage Guided Practice Answers: I hope (mental) you are (linking) right that he had finished (physical) his chores.

Language Conventions Lesson #4

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Verbs are placed to the right of the main vertical line and to the left of the second vertical line in sentence diagrams. Add these verbs to the sentence diagrams: “need” and “wants.”’” [Allow time.]

Sandy | | water

They | | food

“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from *Matilda* by Roald Dahl uses a variety of verbs. Let’s read it carefully: ‘Matilda said, “Never do anything by halves if you want to get away with it. Be outrageous. Go the whole hog. Make sure everything you do is so completely crazy it’s unbelievable...”’ Which types of verbs: mental, physical, or linking can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned and write a sentence to respond to Matilda’s advice with a variety of verbs on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘She asked me if I watched NASCAR, which is the National Association for Stock Car Auto Racing.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson: ‘He told me, “I wish you were older.” Then highlight the verbs and identify each type of verb in these sentences.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #4

Mechanics

Don't use periods or pronounce the letters in an acronym. Acronyms are special abbreviated titles or sayings that are pronounced as words. Most all acronyms are capitalized.

Example: NATO

Guided Practice: The website's FAQs (Frequently Asked Questions) had instructions for setting your P.I.N. (Personal Identification Number).

Grammar and Usage

English has three types of verbs.

- A verb can mentally act.
Examples: think, like, wonder
- A verb can physically act.
Examples: run, talk, eat
- A verb can also link a noun or pronoun to another word or words in the sentence.
Examples: is, am, are, was, were, be, being, been

Singular verbs usually end in s and match singular nouns or pronouns while plural verbs don't end in s and match plural nouns and pronouns. **Examples:** Sam walks. The trains whistle.

Guided Practice: Mom hopes (_____)

you are (_____) right that he

had finished (_____) his chores.



Language Conventions Lesson #4

Sentence Diagram Answers

Sandy | wants | water

They | need | food

Mentor Text

“Matilda said, "Never do anything by halves if you want to get away with it. Be outrageous. Go the whole hog. Make sure everything you do is so completely crazy it's unbelievable...”

Roald Dahl (1916–1919)

Writing Application Lesson

Mechanics Dictation

She asked me if I watched NASCAR, which is the National Association for Stock Car Auto Racing,

Grammar and Usage Dictation

He told (physical) me, “I wish (mental) you were (linking) older.



Language Conventions Lesson #5

Mechanics Lesson

“Today we are studying how to use **periods in Roman numeral outlines**. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Roman numeral outlines use numbers and letters to organize information. The first letter of the word, group of words, or sentence which follows each symbol is capitalized.

- Main ideas are listed as Roman numerals on the left margin and are followed by periods. **Examples:** I. II. III. IV. V. VI. VII. VIII. IX. X.
- Major details are listed as capital letters and are indented on the lines below the main ideas. Major details *modify* the main ideas. *Modify* means to describe, change, or limit. The capital letters are followed by periods. **Examples:** A. B. C.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to circle the correct symbols for a Roman numeral outline. [Allow time.] Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].”

Mechanics Guided Practice Answers: The third main idea is listed as III. The third major detail is listed as C.

Grammar and Usage Lesson

“Today we are studying **verb tense**. Remember that verbs can mentally or physically act or link a noun or pronoun to something else. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

English uses three simple *verb tenses* to show time: the present, past, and future.

- Regular past tense verbs add “ed” onto the base form of the verb to match both singular and plural nouns or pronouns. **Examples:** jump-Mike jumped; They jumped.
- Present tense verbs add an s onto the base form of the verb to match singular nouns or pronouns. Don’t add an s to match plural nouns. **Examples:** Al jumps; We jump.
- Future tense verbs add will onto the base form of the verb to match both singular and plural nouns or pronouns. **Examples:** Tom will jump. Tom and she will jump.

“Now read the guided practice sentences on your lesson. Identify each verb tense in the following parentheses. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Highlight the sentence on the display].”

Grammar and Usage Guided Practice Answers: I like (present tense) the fact that you waited (past tense) your turn. You will begin (future tense) in a few minutes.

Language Conventions Lesson #5

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Complete these sentence diagrams, using the three tenses of this verb: “play.”’” [Allow time.]

Past Tense

Present Tense

Future Tense

Children

Children

Children

“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from *The Lightning Thief* by Rick Riordan uses different verb tenses within the same sentence. Let’s read it carefully:

‘What if it lines up like it did in the Trojan War? Athena versus Poseidon?’

‘I don’t know. But I just know that I’ll be fighting next to you.’

Which verb tenses can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to label the correct symbols for a Roman numeral outline on the Mechanics Dictation lines on your lesson: ‘The seventh main idea; the first three major details.’”

“Apply the grammar and usage lesson to write the verbs found in this Sentence Dictation on your lesson: ‘She gave me a box of apples. They look great. They will make a delicious apple pie.’ Then identify the verb tense of each in a set of parentheses following each verb.”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #5

Mechanics

Roman numeral outlines use numbers and letters to organize information. The first letter of the word, group of words, or sentence which follows each symbol is capitalized.

- Main ideas are listed as Roman numerals on the left margin and are followed by periods.

Examples: I. II. III. IV. V. VI. VII. VIII. IX. X.

- Major details are listed as capital letters and are indented on the lines below the main ideas. Major details *modify* the main ideas. *Modify* means to describe, change, or limit. The capital letters are followed by periods.

Examples: A. B. C.

Guided Practice: The third main idea is listed as III. The third major detail is listed as c.



Language Conventions Lesson #5

Grammar and Usage

English uses three simple *verb tenses* to show time: the present, past, and future.

- Regular past tense verbs add “_ed” onto the base form of the verb to match both singular and plural nouns or pronouns.

Examples: jump-Mike jumped; They jumped.

- Present tense verbs add an s onto the base form of the verb to match singular nouns or pronouns. Don’t add an s to match plural nouns.

Examples: Al jumps; We jump.

- Future tense verbs add *will* onto the base form of the verb to match both singular and plural nouns or pronouns.

Examples: Tom will jump. Tom and she will jump.

Guided Practice: I like the fact that you waited your turn. You will begin in a few minutes.



Language Conventions Lesson #5

Sentence Diagram Answers

Past Tense	Present Tense	Future Tense
<u>Children played</u>	<u>Children play</u>	<u>Children will play</u>

Mentor Text

“What if it lines up like it did in the Trojan War ... Athena versus Poseidon?”

“I don't know. But I just know that I'll be fighting next to you.”

Rick Riordan (1964–)

Writing Application Lesson

Mechanics Dictation

VII.

A. B. C.

Grammar and Usage Dictation

gave (past tense) look (present tense) will make (future tense)



Language Conventions Lesson #6

Mechanics Lesson

“Today we are studying how to use **apostrophes** with singular possessive proper nouns. Remember that a possessive noun or pronoun shows ownership. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

A possessive noun shows ownership. To form a singular possessive proper noun, add on an apostrophe then an s (’s) to the end of the word. **Example:** Tim’s wallet

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: Chelsea borrowed Barry’s paper and Amelia’s pen.

Grammar and Usage Lesson

“Today we are studying **simple subjects**. Remember that every sentence must have at least one subject and predicate. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

The subject is the “do-er” of the sentence. It tells whom or what the sentence is about. The simple subject is the person, place, thing, or idea that the verb acts upon.

The simple subject is just one noun or pronoun and is usually found near the beginning of the sentence.

Examples: Sara knows me. It was perfect.

“Now read the guided practice sentences on your lesson. Then highlight the simple subjects. [Allow time.] Can anyone identify a simple subject? [Highlight the sentences on the display].”

Grammar and Usage Guided Practice Answers: Paul asked for help. Even during the earthquake, the painting did not move. Peace will come someday.



Language Conventions Lesson #6

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Subjects are placed to the left of the main vertical line in sentence diagrams. Complete the sentence diagram: ‘Teachers help students.’ ” [Allow time.]



Mentor Text Lesson

“This mentor text, written by philosopher John Dewey, repeats the simple subject to make the reader focus on its importance. Let’s read it carefully: ‘Education is growth. Education is, not a preparation for life; education is life itself.’ How does repeating the simple subject help make his point?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write two sentences with repeated simple subjects on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Lisa’s grandmother and Richard’s aunt were the best of friends.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘They usually asked for chocolate. From the many choices my parents picked lemon this time.’ Then underline the simple subjects in these sentences.”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #6

Mechanics

A possessive noun shows ownership. To form a singular possessive proper noun, add on an apostrophe then an s ('s) to the end of the word.

Example: Tim's wallet

Guided Practice: Chelsea borrowed Barry's paper and Amelias pen.

Grammar and Usage

The subject is the "do-er" of the sentence. It tells whom or what the sentence is about. The simple subject is the person, place, thing, or idea that the verb acts upon.

The simple subject is just one noun or pronoun and is usually found near the beginning of the sentence.

Examples: Sara knows me It was perfect.

Guided Practice: Paul asked for help. Even during the earthquake, the painting did not move. Peace will come someday.

Language Conventions Lesson #6

Sentence Diagram Answers

Teachers | help | students

Mentor Text

“Education is growth. Education is, not a preparation for life; education is life itself.”

John Dewey (1859–1952)

Writing Application Lesson

Mechanics Dictation

Lisa’s grandmother and Richard’s aunt were the best of friends.

Grammar and Usage Dictation

They usually asked for chocolate. From the many choices my parents picked lemon this time.



Language Conventions Lesson #7

Mechanics Lesson

“Today we are studying how to use **apostrophes** with singular possessive common nouns. Remember that a possessive shows ownership. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

To form a singular possessive common noun, add on an apostrophe then an s (’s) to the end of the word. **Example:** A shirt’s sleeves

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: I sent the child’s pictures to my aunt’s address.

Grammar and Usage Lesson

“Today we are studying **simple predicates**. Remember that every sentence must have at least one subject and predicate. Also remember that the subject is the ‘do-er’ of the sentence. It tells whom or what the sentence is about. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

The predicate does the work of the “do-er” of the sentence. The predicate shows a physical or mental action or it links a noun or pronoun to another word or words in the sentence. The simple predicate is the verb that acts upon the sentence subject. **Examples:** Paul danced, They dance, Paul dances, Paul will dance

To identify the subject and predicate in a sentence, first look for the main verb and then ask “Who?” or “What?” The answer is the subject and the main verb is the predicate.

Example: Paul danced to the music. Who or what danced? Paul is the subject and danced is the predicate.

“Now read the guided practice sentences on your lesson. Then highlight the simple predicates. [Allow time.] ‘Can anyone identify a simple predicate? [Highlight the sentences on the display].’”

Grammar and Usage Guided Practice Answers: She told me what happened. I believed her.

Language Conventions Lesson #7

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagrams on your lesson: ‘Subjects are placed to the left of the main vertical line, and predicates are placed to the right. Write these two-word sentences where they belong: “Students will talk. Students talked. Students talk.”’ [Allow time.]

Past Tense

Present Tense

Future Tense

Students |

Students |

Students |

“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text, written by Dr. Seuss, uses good ‘show me,’ not ‘tell me’ simple predicates. Let’s read it carefully: ‘Don’t cry because it’s over. Smile because it happened.’ Why are these predicates well-chosen?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a good “show me” predicate on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘The forest’s trees were healthy once again after the fire’s damage.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson: ‘You know better. I trained you well.’ Then underline the simple predicates in these sentences.”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #7

Mechanics

To form a singular possessive common noun, add on an apostrophe then an s ('s) to the end of the word.

Example: A shirt's sleeves

Guided Practice: I sent the child's pictures to my aunts' address.

Grammar and Usage

The predicate does the work of the “do-er” of the sentence. The predicate shows a physical or mental action or it links a noun or pronoun to another word or words in the sentence. The simple predicate is the verb that acts upon the sentence subject.

Examples: Paul danced, They dance, Paul dances, Paul will dance

To identify the subject and predicate in a sentence, first look for the main verb and then ask “Who?” or “What?” The answer is the subject and the main verb is the predicate.

Example: Paul danced to the music. Who or what danced? Paul is the subject and danced is the predicate.

Guided Practice: She told me what happened. I believed her.



Language Conventions Lesson #7

Sentence Diagram Answers

Past Tense

Students | talked

Present Tense

Students | talk

Future Tense

Students | will talk

Mentor Text

“Don’t cry because it’s over. Smile because it happened.”

Theodor Seuss Geisel (1904–1991)

Writing Application Lesson

Mechanics Dictation

The forest’s trees were healthy once again after the fire’s damage.

Grammar and Usage Dictation

You know better. I trained you well.



Language Conventions Lesson #8

Mechanics Lesson

“Today we are studying how to use **apostrophes** with plural possessive proper nouns. Remember that a possessive shows ownership. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

To form a plural possessive proper noun, place an apostrophe after the plural ending (usually “_s” or “_es”) of the noun. **Examples:** the Smiths’ children, the Birches’ cars

“Now read the guided practice sentences on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: The Johnsons’ dogs are mean, but the Telles’ dogs are meaner.

Grammar and Usage Lesson

“Today we are studying **direct objects**. Remember that an object receives the action of a verb. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A direct object tells whom or what receives the action of the verb. For example, I asked him, and he brought cookies. The direct objects are *him* (the *whom*) and *cookies* (the *what*).

“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to underline the direct objects. [Allow time.] ‘Can anyone identify the direct objects? [Highlight the sentence on the display].’”

Grammar and Usage Guided Practice Answers: I helped Joe while Cherry ate snacks.

Language Conventions Lesson #8

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Direct objects are placed to the right of the predicates in sentence diagrams. Complete these sentence diagrams: ‘Mice enjoy cheese. John watches Pete.’” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text, written by William Feather, uses two direct objects. Let’s read it carefully: ‘Plenty of people miss their share of happiness, not because they never found it, but because they didn’t stop to enjoy it.’ Can anyone identify the direct objects?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to the quote and write a sentence with two or more direct objects on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘I hear that the Lanes’ flowers are beautiful. The Peters’ flowers are also nice.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘I hear you, but you must pay attention.’ Then underline the direct objects in this sentence.”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #8

Mechanics

To form a plural possessive proper noun, place an apostrophe after the plural ending (usually “_s” or “_es”) of the noun.

Examples: the Smiths’ children, the Birches’ cars

Guided Practice: The Johnsons’ dogs are mean, but the Tell’s dogs are meaner.

Grammar and Usage

A direct object tells whom or what receives the action of the verb. For example, I asked him, and he brought cookies. The direct objects are *him* (the *whom*) and *cookies* (the *what*).

Guided Practice: I helped Joe while Cherry ate snacks.



Language Conventions Lesson #8

Sentence Diagram Answers

Mice | enjoy | cheese

John | watches | Pete

Mentor Text

“Plenty of people miss their share of happiness, not because they never found it, but because they didn’t stop to enjoy it.”

William Feather (1889–1981)

Writing Application Lesson

Mechanics Dictation

I hear that the Lanes’ flowers are beautiful. The Peters’ flowers are also nice.

Grammar and Usage Dictation

I hear you, but you must pay attention.

Language Conventions Lesson #9

Mechanics Lesson

“Today we are studying how to use **apostrophes** with plural possessive common nouns. Remember that a possessive shows ownership. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

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

“Now read the guided practice sentences on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: The students’ backpacks were heavy. Their backpacks’ zippers always got stuck.

Grammar and Usage Lesson

“Today we are studying **complete sentences**. Remember that we always use complete sentences in formal writing. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A complete sentence 1. tells a complete thought, 2. has both a subject and a predicate, and 3. makes the voice drop down at the end of a statement or go up at the end of a question.

Example: If I only had those sneakers, I would be happy.

“Now read the guided practice sentences on your lesson. ‘Can anyone share why the first sentence is incomplete? Can anyone share how to combine the sentences to form one complete sentence? [Write the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Option 1: Since (Because) I’ve brushed my teeth regularly, I’ve had fewer cavities. Option 2: I’ve had fewer cavities since (because) I’ve brushed my teeth regularly.

Language Conventions Lesson #9

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Subjects are placed to the left of the main vertical line, and direct objects are placed to the right of the predicates in sentence diagrams. Diagram these sentences: “Frogs croak. Birds eat worms.”’” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text, written by the Roman poet Quintus Ennius, is a good complete sentence. Let’s read it carefully: ‘A friend in need is a friend indeed.’ What makes this complete sentence so interesting?”

Writing Application Lesson

“Now let’s apply what we’ve learned and respond to the quote with a good complete sentence on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘The boxes’ shipping labels were neatly printed.’

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘I would have studied. If I had known about the test.’”

“Now compare your sentences to those on the display and revise any errors.”



Language Conventions Lesson #9

Mechanics

To form a plural possessive common noun, place an apostrophe after the plural ending (usually “_s,” “_es,” or “_ves”).

Examples: kids’ hobbies, churches’ windows, wives’ addresses

Guided Practice: The students’ backpacks were heavy. Their backpack’s zippers always got stuck.

Grammar and Usage

A complete sentence

1. Tells a complete thought
2. Has both a subject and a predicate
3. Makes the voice drop down at the end of a statement or go up at the end of a question.

Example: If I only had those sneakers, I would be happy.

Guided Practice: I’ve brushed my teeth regularly. I’ve had fewer cavities.



Language Conventions Lesson #9

Sentence Diagram Answers

Birds | eat | worms

Frogs | croak

Mentor Text

“A friend in need is a friend indeed.”

Quintus Ennius (239 BC–169 BC)

Writing Application Lesson

Mechanics Dictation

The boxes’ shipping labels were neatly printed.

Grammar and Usage Dictation

If I had known about the test, I would have studied.



Language Conventions Lesson #10

Mechanics Lesson

“Today we are studying when *not* to use **commas**. Remember that knowing when or where *not* to use punctuation is just as important as knowing when or where to use punctuation. Most writers overuse commas. Commas used in the wrong places can create confusion for the reader. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Don’t use a comma to separate a subject from its predicate. **Example:** Pete in Colorado, is a friend of mine. Now X-out the comma.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: Louis is a good friend, but friends don’t always eat lunch together.

Grammar and Usage Lesson

“Today we are studying **sentence fragments, phrases, and dependent clauses**. Remember that a complete sentence 1. tells a complete thought, 2. has both a subject and a predicate, and 3. makes the voice drop down at the end of a statement or go up at the end of a question. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A sentence fragment is only part of a complete sentence. A sentence fragment can be a phrase. A phrase is a group of words without a noun and a matching verb. **Example:** The new student.

A sentence fragment can also be a dependent clause. A dependent clause has a noun and a matching verb but does not tell a complete thought. **Example:** If the new student raises his hand.

To fix a sentence fragment, finish the complete thought. **Example:** If the new student raises his hand, the teacher will call on him.

Guided Practice: Because I ran in the hall. I missed recess.

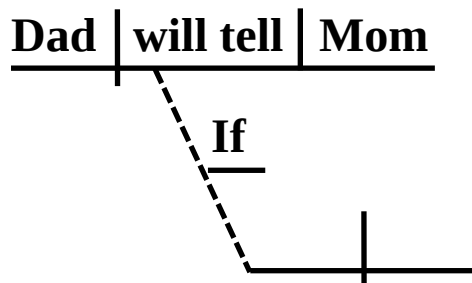
“Now read the guided practice sentence on your lesson. Then write the sentence fragment and finish the complete thought. [Allow time.] ‘Can anyone share a complete sentence? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Option 1: Because I ran in the hall, I missed recess. Option 2: I missed recess because I ran in the hall.

Language Conventions Lesson #10

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Dependent clauses are placed below the main horizontal line and connect to predicates with a dotted and slanted line. Add these words to the sentence diagram: “Lou” and “asks.”’” [Allow time.]



“Compare your diagram to that on the display and revise any errors. Notice that the dependent clause begins the sentence, but can’t be a complete sentence on its own.”

Mentor Text Lesson

“This mentor text, written by Mel Tillis and Fred Eurch, uses fragments in these song lyrics. Let’s read it carefully: ‘Strange, you’ve changed like night and day. Just up and walked away. When she came along, oh how strange.’ Which sentence fragments can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to the quote and write a sentence with both a phrase and a dependent clause in the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘All the girls tried out for the team.’”

“Apply the grammar and usage lesson in this sentence dictation to correct the sentence fragment on your lesson: ‘Now I did that. I’m not sure.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #10

Mechanics

Don't use a comma to separate a subject from its predicate.

Example: Pete in Colorado, is a friend of mine. Now X-out the comma.

Guided Practice: Louis is a good friend, but friends, don't always eat lunch together.

Grammar and Usage

A sentence fragment is only part of a complete sentence. A sentence fragment can be a phrase. A phrase is a group of words without a noun and a matching verb.

Example: The new student.

A sentence fragment can also be a dependent clause. A dependent clause has a noun and a matching verb but does not tell a complete thought.

Example: If the new student raises his hand.

To fix a sentence fragment, finish the complete thought.

Example: If the new student raises his hand, the teacher will call on him.

Guided Practice: Because I ran in the hall. I missed recess.



Language Conventions Lesson #11

Mechanics Lesson

“Today we are studying how to use **apostrophes** in contractions found in the middle of words. A contraction is a shortened form of a word or words. Remember that the apostrophe takes the place of the missing letter or letters in a contraction. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

These words are most frequently contracted: *not, will, would, have, had*, and the forms of the “to be” verb (*is, am, are, was, were, be, being, been*). Use apostrophes to show where the missing letter or letters have been removed in the contraction. **Examples:** isn’t (for *is not*), she’ll (for *she will*), he’d (for *he had* or *he would*), should’ve (for *should have*), she’d (for *she had* or *she would*), they’re (for *they are*)

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: Nancy should’ve known that we can’t attend.

Grammar and Usage Lesson

“Today we are studying **independent clauses** and **sentence run-ons**. Remember that a complete sentence 1. tells a complete thought, 2. has both a subject and a predicate, and 3. makes the voice drop down at the end of a statement or group at the end of a question. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

An independent clause is a simple sentence. The independent clause can join another independent clause, phrase, or dependent clause to form other types of sentences.

A sentence run-on joins two or more independent clauses without connecting words. Example: I asked for help, I really needed it. One way to fix a run-on is to make each independent clause its own complete sentence. Example: I asked for help. I really needed it.

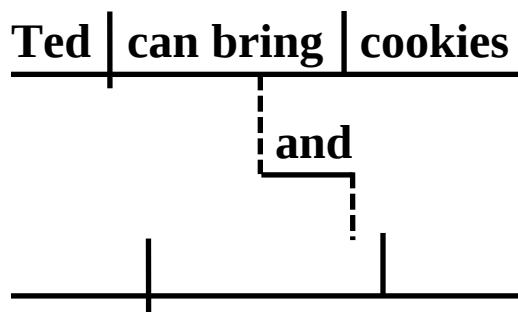
“Now read the guided practice sentences on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: The teacher took us to the library. We checked out books.

Language Conventions Lesson #11

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘If a sentence has just one independent clause, it is placed on the top horizontal line in sentence diagrams. If a sentence has two independent clauses, the second independent clause is placed below the horizontal line and connects to the independent clause with a dotted vertical line. Add this independent clause to the Sentence Diagram: “Pedro can bring cake.”’” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text, written by Harlan Ellison, uses a long sentence run-on in his short story “Jelly Beans.” Let’s read it carefully: ‘Jelly beans! Millions and billions of purples and yellows and greens and licorice and grape and raspberry and mint and round and smooth and crunchy outside...’” Why is this a sentence run-on, and how is it an example of wonderful writing?

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to the quote and write a sentence run-on to describe a favorite candy on the writing application section of your lesson. [Allow time. Ask a few students to share, correct, and then write one exemplary run-on with the corrected sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘They’ll show up late, but they shouldn’t show up at all.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Movie stars can’t be shy, they are frequently interviewed.’”

“Compare your diagram to that on the display and revise any errors.”



Language Conventions Lesson #11

Mechanics

These words are most frequently contracted: *not*, *will*, *would*, *have*, *had*, and the forms of the “to be” verb (*is*, *am*, *are*, *was*, *were*, *be*, *being*, *been*). Use apostrophes to show where the missing letter or letters have been removed in the contraction.

Examples: isn’t (for *is not*), she’ll (for *she will*), he’d (for *he had* or *he would*), should’ve (for *should have*), she’d (for *she had* or *she would*), they’re (for *they are*)

Guided Practice: Nancy should’ve know that we can’t attend.

Grammar and Usage

An independent clause is a simple sentence. The independent clause can join another independent clause, phrase, or dependent clause to form other types of sentences.

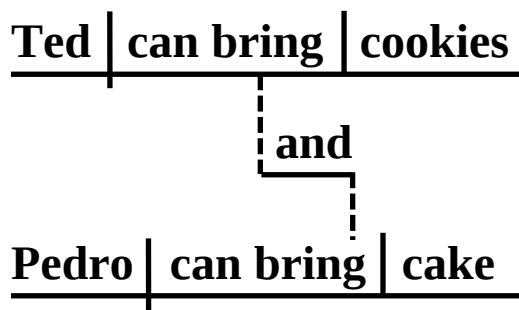
A sentence run-on joins two or more independent clauses without connecting words. Example: I asked for help, I really needed it. One way to fix a run-on is to make each independent clause its own complete sentence.

Example: I asked for help. I really needed it.

Guided Practice: The teacher took us to the library, we checked out books.

Language Conventions Lesson #11

Sentence Diagram Answers



Mentor Text

“Jelly beans! Millions and billions of purples and yellows and greens and licorice and grape and raspberry and mint and round and smooth and crunchy outside...”

Harlan Ellison (1834–)

Writing Application Lesson

Mechanics Dictation

They’ll show up late, but they shouldn’t show up at all.

Grammar and Usage Dictation

Movie stars can’t be shy. They are frequently interviewed.



Language Conventions Lesson #12

Mechanics Lesson

“Today we are studying how to use **apostrophes** in contractions found at the beginning of words. Remember that the apostrophe takes the place of the missing letter or letters in a contraction and is most often found in the middle of a word. A contraction is a shortened form of a word or words. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Some old words are contracted at the beginning of the words. This means that the missing letter or letters come before the apostrophe. **Examples:** ‘tis (for *it is*), ‘twas (for *it was*), ‘til (for *until*), o’clock (for *of the clock*)

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].”

Mechanics Guided Practice Answers: ‘Twas the night before Christmas, just two hours ‘til dawn.

Grammar and Usage Lesson

“Today we are studying **types of sentences**. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Sentences can be described in four ways.

1. A *declarative* is a statement and ends in a period. **Example:** I am crying.
2. An *interrogative* is a question and ends in a question mark. **Example:** Are you crying?
3. An *imperative* is a command and ends in a period. **Example:** Stop crying.
4. An *exclamatory* expresses surprise or strong emotion and ends in an exclamation point. **Example:** I am shocked!

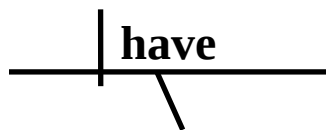
“Now read the guided practice sentences on your lesson. Then identify each type of sentence in the space provided. [Allow time.] ‘Can anyone identify a type of sentence? [Identify the sentences on the display].”

Grammar and Usage Guided Practice Answers: How did you know? (Interrogative) Stop arguing. (Imperative) That is amazing! (Exclamatory) You are right. (Declarative)

Language Conventions Lesson #12

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Question starters such as *who*, *what*, *where*, *when*, *why*, and *how* are placed below the predicates to form interrogative sentences in sentence diagrams. Remember that sentence diagrams do not include punctuation.’ Complete the sentence diagram: “How have you been?”” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from Judy Blume’s *Tales of a Fourth Grade Nothing* combines the imperative and exclamatory types of sentences. Let’s read it carefully: ‘Eat it, or wear it!’ Why is this sentence imperative? Why is this sentence exclamatory?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write two types of sentences on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Tis the season to be jolly, but not at six o’clock in the morning.’”

“Apply the grammar and usage lesson to label the types of sentences on your lesson. For each sentence, first listen and then list the type of sentence, separated by commas. ‘I’m completely shocked. Why didn’t she say anything. I could have helped. Please tell me what to do.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #12

Mechanics

Some old words are contracted at the beginning of the words. This means that the missing letter or letters come before the apostrophe.

Examples: ‘tis (for *it is*), ‘twas (for *it was*), ‘til (for *until*), o’clock (for *of the clock*)

Guided Practice: “Twas the night before Christmas, just two hours ‘ntil dawn.

Grammar and Usage

1. A *declarative* is a statement and ends in a period.

Example: I am crying.

2. An *interrogative* is a question and ends in a question mark.

Example: Are you crying?

3. An *imperative* is a command and ends in a period.

Example: Stop crying.

4. An *exclamatory* expresses surprise or strong emotion and ends in an exclamation point.

Example: I am shocked!

Guided Practice:

How did he know? _____

Stop it. _____

That is amazing! _____

You are right. _____

Language Conventions Lesson #12

Sentence Diagram Answers

you | have been
 \ How

Mentor Text

“Eat it, or wear it!”

Judy Blume (1938–)

Writing Application Lesson

Mechanics Dictation

‘Tis the season to be jolly, but not at six o’clock in the morning.

Grammar and Usage Dictation

I’m completely shocked! (Exclamatory)

Why didn’t she say anything? (Interrogative)

I could have helped. (Declarative)

Please tell me what to do. (Imperative)



Language Conventions Lesson #13

Mechanics Lesson

“Today we are studying how to use **apostrophes** in contractions found at the ending of words. Remember that the apostrophe takes the place of the missing letter or letters in a contraction and is most often found in the middle of a word, but it can also be found at the beginning of old words. A contraction is a shortened form of a word or words. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Some words are contracted at the end. Many of these contractions are found in poems or songs.

Example: “Rockin’ Robin” (for “*Rocking Robin*”)

Some words have more than one contraction. **Example:** rock ‘n’ roll (for *rock and roll*)

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: After we’re done playin’ soccer, our team goes to In ‘n’ Out Burger.

Grammar and Usage Lesson

“Today we are studying **collective nouns**. Remember that there are two kinds of nouns: a proper noun names a person, place, or thing and a common noun is an idea, person, place, or thing. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Some common nouns are called *collective nouns* and refer to a group of people, animals, or things. Collective nouns match with singular verbs if the members act as one group.

Examples: class, group

“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: The class knows how to behave, but this group doesn’t.

Language Conventions Lesson #13

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Complete the Sentence Diagrams by using the correct singular or plural form of these base verbs: “pass” and “want.”’”
[Allow time.]

<u>Congress</u>		<u>laws</u>	<u>Cattle</u>		<u>water</u>
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“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text, written by blogger Dan Bennett, uses a collective noun to describe a group of people and a group of birds. Let’s read it carefully: ‘Over the last month, Steve and a giant flock of some pretty amazing people took flight and just like a flock of geese flying in a V, they accomplished more than Steve could have done alone.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to the quote and write a sentence with your own collective noun on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘My Irish friend always says “Top o’ the mornin’ to you.”’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘The flock of geese land on the lawn.’”

“Now compare your sentences to those on the display and revise any errors.”



Language Conventions Lesson #13

Mechanics

Some words are contracted at the end. Many of these contractions are found in poems or songs.

Example: “Rockin’ Robin” (for “*Rocking Robin*”).

Some words have more than one contraction.

Example: rock ‘n’ roll (for *rock and roll*)

Guided Practice: After we’re done playin’ soccer, our team goes to In ‘n Out Burger.

Grammar and Usage

Some common nouns are called *collective nouns* and refer to a group of people, animals, or things. Collective nouns match with singular verbs if the members act as one group.

Examples: class, group

Guided Practice: The class know how to behave, but this group doesn’t.



Language Conventions Lesson #13

Sentence Diagram Answers

Congress | passes | laws

Cattle | want | water

Mentor Text

“Over the last month, Steve and a giant flock of some pretty amazing people took flight and just like a flock of geese flying in a V, they accomplished more than Steve could have done alone.”

Dan Bennett

Writing Application Lesson

Mechanics Dictation

My Irish friend always says “Top ‘o the mornin’ to you.”

Grammar and Usage Dictation

The flock of geese lands on the lawn.



Language Conventions Lesson #14

Mechanics Lesson

“Today we are studying how to use **commas** with dates. Remember to place a comma between the day of the week and its month, but not between the month and the year. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

When a date has two or more numerical parts, use a comma to separate those parts. Use a comma after the last date or number unless it is placed at the end of the sentence. **Example:** She will arrive on Monday, May 14, 2015, in the afternoon.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: Tuesday, June 13, 2014, was the last day of school.

Grammar and Usage Lesson

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

These pronouns take the place of nouns and act upon a verb: Singular—*I, you, he, she, it, who* Plural—*we, you, they, who* **Examples:** She answered the phone. They fly kites.

He, she, it, and who match singular verbs, which usually end in s. **Examples:** He knows, she thinks, it lasts, who appears

I, you, we, they, and who, match plural verbs and don’t end in s. **Examples:** I, you, they, who eat.

These pronouns take the place of nouns and receive the action of the verb:

Singular—*me, you, him, her, it, whom* Plural—*us, you, them, whom* **Examples:** Mary likes him. Todd asked them to laugh.

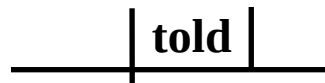
“Now read the guided practice sentences on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: I gave him and her plenty of time on the computer.

Language Conventions Lesson #14

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Personal pronouns can act upon a verb or receive the action of a verb. A subject is placed to the left of the main vertical line, and an object is placed to the right of the predicate in sentence diagram. Add these personal pronouns to the sentence diagram: “they” and “us.”’” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from *Little House in the Big Woods* by Laura Ingalls Wilder uses a variety of personal pronouns. Let’s read it carefully: ‘She thought to herself, “This is now.” She was glad that the cozy house, and Pa and Ma and the firelight and the music, were now. They could not be forgotten, she thought, because now is now. It can never be a long time ago.’ Identify the personal pronouns in this quote.”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to the quote and write a sentence using a pronoun that acts upon a verb and a pronoun that receives the action of the verb in the Writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘After she moved on Friday, March 3, 2014, her parents wrote her every week.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Me and Sue made the peach cobbler for her.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #14

Mechanics

When a date has two or more numerical parts, use a comma to separate those parts. Use a comma after the last date or number unless it is placed at the end of the sentence.

Example: She will arrive on Monday, May 14, 2015, in the afternoon.

Guided Practice: Tuesday, June, 13 2014 was the last day of school.

Grammar and Usage

These pronouns take the place of nouns and act upon a verb: Singular—*I, you, he, she, it, who* Plural—*we, you, they, who*

Examples: She answered the phone. They fly kites.

He, she, it, and who match singular verbs, which usually end in *s*. **Examples:** He knows, she thinks, it lasts, who appears

I, you, we, they, and who, match plural verbs and don't end in *s*. **Examples:** I, you, they, who eat.

These pronouns take the place of nouns and receive the action of the verb: Singular—*me, you, him, her, it, whom* Plural—*us, you, them, whom*

Examples: Mary likes him. Todd asked them to laugh.

Guided Practice: I gave his and her plenty of time on the computer.



Language Conventions Lesson #14

Sentence Diagram Answers

They | told | us

Mentor Text

“She thought to herself, ‘This is now.’ She was glad that the cozy house, and Pa and Ma and the firelight and the music, were now. They could not be forgotten, she thought, because now is now. It can never be a long time ago.”

Laura Ingalls Wilder (1867–1957)

Writing Application Lesson

Mechanics Dictation

After she moved on Friday, March 3, 2014, her parents wrote her every week.

Grammar and Usage Dictation

Sue and I made the peach cobbler for her.



Language Conventions Lesson #15

Mechanics Lesson

“Today we are studying how to use **commas** with geographical place names. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

When a sentence lists two or more places next to each other, place a comma after each place (town or city, region, state or province, country), unless the place appears at the end of the sentence. **Example:** I visited Tasco, Mexico, on my last vacation.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Practice Answers On our way to Reno, Nevada, we stopped off at Truckee, California.

Grammar and Usage Lesson

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

Possessive pronouns show ownership and may be used before a noun or without a noun.”

Before a noun—*my, your, his, her, its, our, your, their*

When a possessive pronoun is used before a noun, it modifies the noun. The verb matches the noun, not the pronoun. **Example:** Our house seems small.

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

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

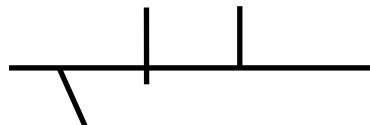
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: His poem was funny though hers won the award.

Language Conventions Lesson #15

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Possessive pronouns are placed below the noun they modify in sentence diagrams. Complete the sentence diagram: “My kitten bit yours.”’” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from *Bunnica* by James Howe uses a possessive pronoun to make his writing very personal. Let’s read it carefully: “As tears started running out of my eyes, I thought, what is wrong with my mouth?! It’s turning inside out!” Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a possessive pronoun on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘St. Paul, Minnesota, is one of the twin cities.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson: ‘Your bike is big but theirs is most bigger.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #15

Mechanics

When a sentence lists two or more places next to each other, place a comma after each place (town or city, region, state or province, country), unless the place appears at the end of the sentence.

Example: I visited Tasco, Mexico, on my last vacation.

Guided Practice: On our way to Reno, Nevada we stopped off at Truckee, California.

Grammar and Usage

Possessive pronouns show ownership and may be used before a noun or without a noun.

Before a noun—*my, your, his, her, its, our, your, their*

When a possessive pronoun is used before a noun, it modifies the noun. The verb matches the noun, not the pronoun.

Example: Our house seems small.

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

When a possessive pronoun is used without a noun, the verb must match the noun which the pronoun represents.

Example: Mary said that my jacket is nice, but hers is nicer.

Guided Practice: His poem was funny though her won the award.



Language Conventions Lesson #15

Sentence Diagram Answers

kitten | bit | yours
 \My

Mentor Text

“As tears started running out of my eyes, I thought, what is wrong with my mouth?! It’s turning inside out!”

James Howe (1946–)

Writing Application Lesson

Mechanics Dictation

St. Paul, Minnesota, is one of the twin cities.

Grammar and Usage Dictation

Your bike is big but theirs is bigger.



Language Conventions Lesson #16

Mechanics Lesson

“Today we are studying how to use **commas** in letter greetings and closings. Remember that there are two basic kinds of letters: friendly and business. Also remember to capitalize all words in letter greetings, but only the first word in letter closings. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Place a comma after the greeting in a friendly letter, but a colon after the greeting in a business letter. Place a comma after the closings in both friendly and business letters.

Examples: Friendly

Dear Mom,

Thank you for my gift.

Love,

Bobby

Business

To Whom It May Concern:

Thank you for the package.

Sincerely,

Robert Espinosa

“Now read the guided practice sentences on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: Friendly– Dear Tommy, I love the doll. Your friend, Mandy

Business– Dear Sirs: Thank you for your attention to this problem. Sincerely: Tom Green

Grammar and Usage Lesson

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

Indefinite pronouns do not refer to or take the place of specific nouns.

These indefinite pronouns are singular: Indefinite pronouns ending in “_body” or “_one” are singular. **Examples:** anybody, anyone

“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Everybody says it’s easy, but somebody has to try it.

Language Conventions Lesson #16

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Correct and Complete the sentence diagram: “Everyone like candy.”’” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text, written by Anne Frank, uses an indefinite pronoun to generalize her thought. Let’s read them carefully: ‘No one has ever become poor by giving.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with an indefinite singular pronoun on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write these Sentence Dictation short letters correctly on your lesson: ‘Dear Pam, Thanks for your help. Yours truly, Mindy; Ladies and Gentlemen: I wait for your response. Sincerely, Lou Brown.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson: ‘Everyone seem to talk, but nobody seems to listen.’”

“Now compare your sentences to those on the display and revise any errors.”



Language Conventions Lesson #16

Mechanics

Place a comma after the greeting in a friendly letter, but a colon after the greeting in a business letter. Place a comma after the closings in both friendly and business letters.

Examples:

Friendly

Dear Mom,

Thank you for my gift.

Love,

Bobby

Business

To Whom It May Concern:

Thank you for the package.

Sincerely,

Robert Espinosa

Guided Practice:

Friendly— Dear Tommy, I love the doll. Your friend, Mandy

Business— Dear Sirs: Thank you for your attention to this problem. Sincerely: Tom Green

Grammar and Usage

Indefinite pronouns do not refer to or take the place of specific nouns.

These indefinite pronouns are singular: Indefinite pronouns ending in “_body” or “_one” are singular. **Examples:** anybody, anyone

Guided Practice: Everybody say it’s easy, but somebody has to try it.

Language Conventions Lesson #16

Sentence Diagram Answers

Everyone | likes | candy

Mentor Text

“No one has ever become poor by giving.”

Anne Frank (1929–1944)

Writing Application Lesson

Mechanics Dictation

Dear Pam: Thanks for your help. Yours truly, Mindy; Ladies and Gentlemen: I wait for your response. Sincerely. Lou Brown

Grammar and Usage Dictation

Everyone seems to talk, but nobody seems to listen.



Language Conventions Lesson #17

Mechanics Lesson

“Today we are studying how to use **commas** in addresses. Remember that on a letter or package the top line(s) lists the name and/or company. The middle line lists the street number and name. The bottom line(s) lists the city, state or province as a two-letter abbreviation, the zip code, and the country (if different than that of the sender). Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Commas are placed after the street name and city on letters and packages. Commas are never placed before zip codes. **Examples:** Send the package to Smith Publishing, 123 Main Street, Anytown, South Carolina 29804.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: Please address letters to Ajax Company, 459 Oak St. San Juan, Puerto Rico 00901

Grammar and Usage Lesson

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

Indefinite pronouns do not refer to or take the place of specific nouns.

These indefinite pronouns are plural: *both, few, many, and several*. **Example:** Both are great.

Indefinite pronouns that express amount or measurement such as *all, any, half, more, most, none, other, and some* may be singular or plural depending upon the surrounding word clues.

Examples: All of the balloons are red. Half of the candy bar is missing.

“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Some of them say the peak might be conquered, but few are willing to climb it.

Language Conventions Lesson #17

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. Correct and Complete the sentence diagram: ‘Few watches television.’” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text, written by French author Francois de La Rochefoucauld, uses an indefinite plural pronoun and an indefinite singular pronoun. Let’s read it carefully: ‘True love is like ghosts, which everyone talks about and few have seen.’ Identify the singular and plural indefinite pronouns.”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a different indefinite plural pronoun on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘I live at 320 N. Elm, Trenton, New Jersey 08601.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Many wants to see a U.F.O. Several have reported a sighting.’”

“Now compare your sentences to those on the display and revise any errors.”



Language Conventions Lesson #17

Mechanics

Commas are placed after the street name and city on letters and packages. Commas are never placed before zip codes.

Examples: Send the package to Smith Publishing, 123 Main Street, Anytown, South Carolina 29804.

Guided Practice: Please address letters to Ajax Company, 459 Oak St. San Juan Puerto Rico, 00901

Grammar and Usage

Indefinite pronouns do not refer to or take the place of specific nouns.

These indefinite pronouns are plural: *both, few, many, and several*.

Example: Both are great.

Indefinite pronouns that express amount or measurement such as *all, any, half, more, most, none, other, and some* may be singular or plural depending upon the surrounding word clues.

Examples: All of the balloons are red. Half of the candy bar is missing.

Guided Practice: Some of them say the peak might be conquered, but few is willing to climb it.



Language Conventions Lesson #17

Sentence Diagram Answers

Few | watch | television

Mentor Text

“True love is like ghosts, which everyone talks about and few have seen.”

Francois de La Rochefoucauld (1613–1680)

Writing Application Lesson

Mechanics Dictation

I live at 320 N. Elm, Trenton, New Jersey 08601.

Grammar and Usage Dictation

Many want to see a U.F.O. Several have reported a sighting.



Language Conventions Lesson #18

Mechanics Lesson

“Today we are studying how to use **commas** with titles that are parts of names. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Family titles that follow first names are not set off by commas, but family titles that follow first and last names are set off by commas. **Examples:** John Jr. and Maurice Smith IV

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: Bob Jr. gave the keys to Bob Jones, Sr.

Grammar and Usage Lesson

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

Reflexive pronouns end in “self” or “selves” and refer to the subject of a sentence. The reflexive pronoun cannot serve as the subject of the sentence.

These are the reflexive pronouns:

myself, ourselves, yourself, yourselves, himself (not hisself), herself, itself, and themselves.

Reflexive pronouns are necessary to the meaning of the sentence and usually follow verbs.

Examples: Pete gave himself an apple.

“Now read the guided practice sentences on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Lisa watched herself in the mirror. She smiled and went out to play.

Language Conventions Lesson #18

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘In sentence diagrams reflexive pronouns are placed to the right of predicates after the vertical line in the object place. Complete the sentence diagram: “We saw ourselves.”’” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from *Diary of a Wimpy Kid* by Jeff Kinney uses a reflexive pronoun to identify the double meaning of the verb *know*. Let’s read it carefully: ‘The best person I know is Myself.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a reflexive pronoun on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘James Garcia, III helped out Charles Jr.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘John did it for himself.’”

“Now compare your sentences to those on the display and revise any errors.”



Language Conventions Lesson #18

Mechanics

Family titles that follow first names are not set off by commas, but family titles that follow first and last names are set off by commas.

Examples: John Jr. and Maurice Small, IV

Guided Practice: Bob Jr. gave the keys to Bob Jones Sr.

Grammar and Usage

Reflexive pronouns end in “self” or “selves” and refer to the subject of a sentence. The reflexive pronoun cannot serve as the subject of the sentence.

These are the reflexive pronouns.

myself, ourselves, yourself, yourselves, himself (not hisself), herself, itself, and themselves.

Reflexive pronouns are necessary to the meaning of the sentence and usually follow verbs.

Examples: Pete gave himself an apple.

Guided Practice. Lisa watched herself in the mirror. Herself smiled and went out to play.

Language Conventions Lesson #18

Sentence Diagram Answers

We | saw | ourselves

Mentor Text

“The best person I know is Myself.”

Jeff Kinney (1971–)

Writing Application Lesson

Mechanics Dictation

James Garcia, III helped out Charles Jr.

Grammar and Usage Dictation

John did it for himself.



Language Conventions Lesson #19

Mechanics Lesson

“Today we are studying how to use **commas** with adjectives. Remember that adjectives are placed before the nouns and pronouns that they modify. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Don’t place a comma between an adjective and the noun or pronoun that it modifies. If more than one adjective is used before the noun and pronoun, place a comma between the adjectives if the word *and* could be used between the adjectives and if the adjectives could be reversed and still make sense. **Example:** A large, angry dog; A large *and* angry dog and an angry, large dog both make sense, so the comma belongs between *large* and *angry*.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. Then cross out and revise what is wrong. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: He was a mean, cruel, and sad man.

Grammar and Usage Lesson

“Today we are studying **pronoun antecedents**. Remember that a pronoun takes the place of a noun. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Pronouns must clearly refer to or take the place of just one noun (the antecedent). Usually, the pronoun refers to or takes the place of the noun right before the pronoun. **Example:** I listen to my teacher (the antecedent) and follow her (the pronoun) advice.

To avoid pronoun antecedent problems:

Keep the pronoun close to the noun to which it refers. **Example:** Juan gave Dan his picture.
Solves the problem: Juan gave his picture to Dan.

Use a synonym instead of a pronoun to refer to the noun or simply repeat the noun.

Example: She picked up the baseball and put down the bat. Then she gave it to me.

Revision: She picked up the baseball and put down the bat. Then she gave the ball to me.

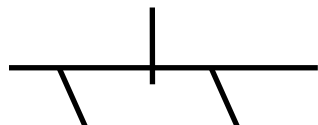
“Now read the guided practice sentence on your lesson. Then change the sentence to fix the pronoun antecedent problems. [Allow time.] ‘Can anyone share how to fix the problems? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: The boys took our jump ropes and left the cones on the playground. They gave the cones to the teacher.

Language Conventions Lesson #19

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. Revise the second sentence of this sentence diagram, solving the pronoun antecedent problem by repeating the noun: ‘I had my phone on the bus. Now it is gone.’” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from *The One and Only Ivan* by Katherine Applegate uses two pronoun antecedents. Let’s read it carefully: ‘Memories are precious... they help tell us who we are.’ Can anyone identify the pronouns and their antecedents?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a pronoun antecedent on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘She was a friendly, cute, silly, and strange little girl.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, correcting the pronoun antecedent problem: ‘Sue loaned May her ruler.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #19

Mechanics

Don't place a comma between an adjective and the noun or pronoun that it modifies. If more than one adjective is used before the noun and pronoun, place a comma between the adjectives if the word *and* could be used between the adjectives and if the adjectives could be reversed and still make sense.

Example: A large, angry dog; A large *and* angry dog and an angry, large dog both make sense, so the comma belongs between *large* and *angry*.

Guided Practice: He was a dark spotted, and fluffy bunny.

Grammar and Usage

Pronouns must clearly refer to or take the place of just one noun (the antecedent). Usually, the pronoun refers to or takes the place of the noun right before the pronoun.

Example: I listen to my teacher (the antecedent) and follow her (the pronoun) advice.

To avoid pronoun antecedent problems:

Keep the pronoun close to the noun to which it refers.

Example: Juan gave Dan his picture. Solves the problem: Juan gave his picture to Dan.

Use a synonym instead of a pronoun to refer to the noun.

Example: She picked up the baseball and put down the bat. Then she gave it to me. Revision: She picked up the baseball and put down the bat. Then she gave the ball to me.

Guided Practice: The boys took our jump ropes and left the cones on the playground. They gave them to the teacher.



Language Conventions Lesson #19

Sentence Diagram Answers

phone | is gone
 \ the \ Now

Mentor Text

“Memories are precious... they help tell us who we are.”

Katherine Applegate (1956–)

Writing Application Lesson

Mechanics Dictation

She was a friendly, cute, silly, and strange little girl.

Grammar and Usage Dictation

Option 1: Sue had a ruler that she loaned May.

Option 2: Sue loaned May a ruler.



Language Conventions Lesson #20

Mechanics Lesson

“Today we are studying how to use **commas** with quotation marks and speaker tags at the beginning of dialogue. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

A dialogue is a conversation between two or more people. A speaker tag is the person speaking and the connected verb. In dialogue sentences, if the speaker tag is at the beginning of the sentence, place the comma after the speaker tag to the left of the quotation marks. **Example:** I asked, “Why did you go to dinner without me?”

Always begin a new paragraph whenever the speaker changes in dialogue.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].”

Mechanics Guided Practice Answers:

She said, “Don’t leave me.”
I replied, “I would never do that!”

Grammar and Usage Lesson

“Today we are studying **articles**. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.

English has three articles (“a,” “an,” and “the”) which serve as adjectives to modify common nouns. The article “the” is called a *definite* article because it modifies a specific common noun. **Example:** the pencil in your hand

The articles “a” and “an” are called *indefinite* articles because they modify general common nouns. The “a” comes before any word that begins with a consonant. The “an” comes before any word that begins with a vowel. **Examples:** a crocodile, an alligator, a huge orca

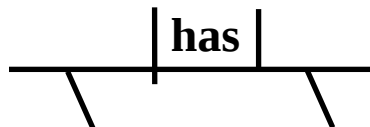
“Now read the guided practice sentence on your lesson. Then change to form a complete sentence. [Allow time.] ‘Can anyone share a complete sentence? [Correct the sentence on the display].”

Grammar and Usage Guided Practice Answers: I sat in the front desk. James sat in a desk in the back. We both watched the teacher draw an elephant on the board.

Language Conventions Lesson #20

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Articles are placed to the right of the slanted lines, below the words they modify. Complete the sentence diagram: “A friend has the note.”’” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from Marcus Aurelius, the Roman Emperor, uses all three articles. Let’s read it carefully: ‘Everything we hear is an opinion, not a fact. Everything we see is a point of view, not the truth.’ Let’s identify each of the articles.”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence using two or three articles on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘We asked, “Why did you pretend?”’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘I bought a apple, a banana, and the soap in the green box.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #20

Mechanics

A dialogue is a conversation between two or more people. A speaker tag is the person speaking and the connected verb. In dialogue sentences, if the speaker tag is at the beginning of the sentence, place the comma after the speaker tag to the left of the quotation marks.

Example: I asked, “Why did you go to dinner without me?”

Always begin a new paragraph whenever the speaker changes in dialogue.

Guided Practice: She said “, Don’t leave me.” I replied, I would never do that”!

Grammar and Usage

English has three articles (“a,” “an,” and “the”) which serve as adjectives to modify common nouns. The article “the” is called a *definite* article because it modifies a specific common noun.

Example: the pencil in your hand

The articles “a” and “an” are called *indefinite* articles because they modify general common nouns. The “a” comes before any word that begins with a consonant. The “an” comes before any word that begins with a vowel.

Examples: a crocodile, an alligator, a huge orca

Guided Practice: I sat in the front desk. James sat in a desk in the back. We both watched an teacher draw an elephant on the board.



Language Conventions Lesson #20

Sentence Diagram Answers

friend | has | note
 \ A \ the

Mentor Text

“Everything we hear is an opinion, not a fact. Everything we see is a point of view, not the truth.”

Marcus Aurelius (121–180)

Writing Application Lesson

Mechanics Dictation

We asked, “Why did you pretend?”

Grammar and Usage Dictation

I bought an apple, a banana, and the soap in the green box.



Language Conventions Lesson #21

Mechanics Lesson

“Today we are studying how to use **commas** with quotation marks and speaker tags in the middle of dialogue. Remember that dialogue is a conversation between two or more people, and a speaker tag is the person speaking and the connected verb. Also remember to begin a new paragraph whenever the speaker changes in dialogue. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

If the speaker tag is in the middle of the sentence, place commas before and after the middle speaker tag to the left of both quotation marks. **Examples:** “Well, we ate popcorn at the movies,” Bob explained, “but we were still hungry.”

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: “We stopped working,” they said, “and then we went out to play.”

Grammar and Usage Lesson

“Today we are studying **adjectives**. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

An adjective modifies a noun or pronoun and can answer Which one? Always place adjectives before nouns. **Example:** these men, two men, handsome men

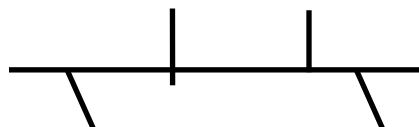
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: That girl likes this dress.

Language Conventions Lesson #21

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Adjectives are placed to the right of the slanted lines and below the nouns or pronouns which they modify. Complete the sentence diagram: “Those women walk this way.”’” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text, written by baseball legend Babe Ruth, uses two Which one? adjectives. Let’s read it carefully: ‘Every strike brings me closer to the next home run.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence using a Which one? adjective on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: “Stop it!” he yelled, “and don’t do that again.”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: “Roses those are more red than these crayons.”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #21

Mechanics

If the speaker tag is in the middle of the sentence, place commas before and after the middle speaker tag to the left of both quotation marks.

Examples: “Well, we ate popcorn at the movies,” Bob explained, “but we were still hungry.”

Guided Practice: “We stopped working,” they said”, and then we went out to play.”

Grammar and Usage

An adjective modifies a noun or pronoun and can answer Which one? Always place adjectives before nouns.

Example: these men, two men, handsome men

Guided Practice: That girl likes dress this.



Language Conventions Lesson #21

Sentence Diagram Answers

women | walk | way
 \ /
 Those this

Mentor Text

“Every strike brings me closer to the next home run.”

George Herman “Babe” Ruth (1895–1945)

Writing Application Lesson

Mechanics Dictation

“Stop it!” he yelled, “and don’t do that again.

Grammar and Usage Dictation

Those roses are more red than these crayons.



Language Conventions Lesson #22

Mechanics Lesson

“Today we are studying how to use **commas** with quotation marks and speaker tags at the end of dialogue. Remember that dialogue is a conversation between two or more people and a speaker tag is the person speaking and the connected verb. Also remember to begin a new paragraph whenever the speaker changes in dialogue. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

If the speaker tag is at the end of the sentence, place the comma before the ending speaker tag to the left of the quotation marks. **Example:** “You should have called me,” I replied.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: “I never meant to hurt you,” I explained. “It was all a mistake,” I said.

Grammar and Usage Lesson

“Today we are studying **adjectives**. Remember that an adjective modifies a noun or pronoun and can answer Which one? Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

An adjective modifies a noun or pronoun and can answer How many? Always place adjectives before nouns. **Example:** two men

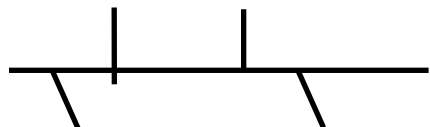
“Now read the guided practice sentence on your lesson. Then highlight the How many? adjectives and change what’s wrong. [Allow time.] ‘Can anyone share a How many? adjective? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Fourteen students were working in the library while children ~~some~~ stayed on the playground.

Language Conventions Lesson #22

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Adjectives are placed to the right of the slanted lines and below the nouns or pronouns which they modify. Complete the sentence diagram: “Few men earn many awards.”’ [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from *The Lion, the Witch, and the Wardrobe* by C.S. Lewis uses How many? adjectives in this quotation. Let’s read it carefully: ‘If you’ve been up all night and cried till you have no more tears left in you—you will know that there comes in the end a sort of quietness. You feel as if nothing was ever going to happen again.’ Let’s identify the How many? adjectives.”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence using a How many? adjective on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘One sister baked chocolate four cakes,’ Amanda claimed.”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Even more firefighters were needed to fight the fires three.’ Highlight the How many? adjectives.”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #22

Mechanics

If the speaker tag is at the end of the sentence, place the comma before the ending speaker tag to the left of the quotation marks.

Example: “You should have called me,” I replied.”

Guided Practice: “I never meant to hurt you,” I explained. “It was all a mistake,” I said.

Grammar and Usage

An adjective modifies a noun or pronoun and can answer How many? Always place adjectives before nouns.

Example: two men

Guided Practice: Fourteen students were working in the library while children some stayed on the playground.

Language Conventions Lesson #22

Sentence Diagram Answers

men | earn | awards
 \Few \many

Mentor Text

“If you've been up all night and cried till you have no more tears left in you—you will know that there comes in the end a sort of quietness. You feel as if nothing was ever going to happen again.”

C.S. Lewis (1898–1963)

Writing Application Lesson

Mechanics Dictation

“One sister baked chocolate four cakes,” Amanda claimed.

Grammar and Usage Dictation

Even more firefighters were needed to fight the three fires.

Language Conventions Lesson #23

Mechanics Lesson

“Today we are studying how to punctuate **dialogue**. Remember that dialogue is a conversation in a story, play, television show, or movie. Start new paragraphs for each new speaker. Using speaker tags will help you identify who said those words and how those words were said. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Beginning and ending quotation marks are used for dialogue. Ending punctuation is placed inside the closing quotation marks. **Examples:** Pedro said, “It’s dangerous area.” “That’s crazy!” she shouted.

When following a speaker tag, the first word of dialogue is capitalized if it begins a complete sentence. **Example:** Ray did say, “We saw it.”

Both parts of a divided quotation are enclosed within quotation marks. The first word of the second part is not capitalized unless it begins a new sentence. **Example:** “This book,” my mother said, “is good.”

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: My Dad said, “The weather is changing,” and then he whispered, “from good to bad.”

Grammar and Usage Lesson

“Today we are studying **adjectives**. Remember that an adjective modifies a noun or pronoun and can answer Which one? or How Many? Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

An adjective modifies a noun or pronoun and can answer What kind? Always place adjectives before nouns. **Example:** handsome men

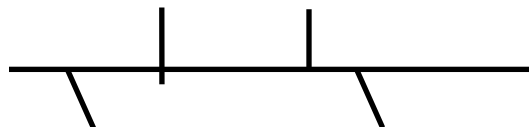
“Now read the guided practice sentence on your lesson. Then highlight the What kind? adjectives and change what is wrong. [Allow time.] ‘Can anyone share a What kind? adjective? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: The principal gave an entertaining speech to an audience interested.

Language Conventions Lesson #23

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Adjectives are placed to the right of the slanted lines and below the nouns or pronouns which they modify. Complete the sentence diagram: “Nice people make good neighbors.”’” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from *Charlie and the Chocolate Factory* by Roald Dahl uses a What kind? adjective in this quotation. Let’s read it carefully: ‘In the end, Charlie Bucket won a chocolate factory. But Willy Wonka had something even better, a family.’ Let’s identify the How many? adjective.”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence using a What kind? adjective on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation dialogue correctly on your lesson”:

“Why did you say that?” asked John. “That was mean.”

Nancy replied, “I don’t know.”

“Apply the grammar and usage lesson to write this sentence dictation. Then underline the adjectives that answer What kind? ‘The tall, dark, and handsome man walked into the room.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #23

Mechanics

Beginning and ending quotation marks are used for dialogue. Ending punctuation is placed inside the closing quotation marks.

Examples: Pedro said, “It’s dangerous area.” “That’s crazy!” she shouted.

When following a speaker tag, the first word of dialogue is capitalized if it begins a complete sentence.

Example: Ray did say, “We saw it.”

Both parts of a divided quotation are enclosed within quotation marks. The first word of the second part is not capitalized unless it begins a new sentence.

Example: “This book,” my mother said, “is good.”

Guided Practice: My Dad said, “The weather is changing,” and then he whispered, “From good to bad.”

Grammar and Usage

An adjective modifies a noun or pronoun and can answer What kind? Always place adjectives before nouns.

Example: handsome men

Guided Practice: The principal gave an entertaining speech to an audience interested.

Language Conventions Lesson #23

Sentence Diagram Answers

people | make | neighbors
 \ / \
 Nice good

Mentor Text

“In the end, Charlie Bucket won a chocolate factory. But Willy Wonka had something even better, a family.”

Roald Dahl (1916–1990)

Writing Application Lesson

Mechanics Dictation

“Why did you say that?” asked John. “That was mean.”
Nancy replied, “I don’t know.”

Grammar and Usage Dictation

The tall, dark, and handsome man walked into the room.

Language Conventions Lesson #24

Mechanics Lesson

“Today we are studying how to **punctuate direct quotations**. In writing we often use the words of someone else. To show who said these words, where they were said, and exactly what the words are, we use direct quotations. Using speaker tags will help you introduce direct quotations. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Direct quotations are the words of someone else used in your own writing. Quotation marks are placed at the beginning and ending of the exact words and punctuation used by the author.

Place the author’s last name and the page number where the words are found within parentheses following a direct quotation. Follow the closing parenthesis with a period if the words are a statement. **Example:** The author said, “Cheetahs are the fastest land animals” (Jones 34).

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: The author said, “The moon orbits around the earth” (Lee 12).

Grammar and Usage Lesson

“Today we are studying **adjective order**. Remember that an adjective modifies a noun or pronoun and answers Which one? How Many? or What kind? and that adjectives are placed before nouns. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

When using more than one adjective to modify the same noun or pronoun in a sentence, place adjectives in this order: Which one? How many? What kind? **Examples:** these (Which one?) two (How many?) handsome (What kind?) men

“Now read the guided practice sentence on your lesson. Then highlight the adjectives and change what is wrong. [Allow time.] ‘Can anyone share the correct adjective order? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: “I’ve kept this single old desk in the corner for years,” said the teacher.

Language Conventions Lesson #24

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Adjectives are placed to the right of the slanted lines and below the nouns or pronouns which they modify. Complete the sentence diagram with these adjectives in proper order: “heavy,” “two,” “three.”’ [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text, written by MusicforLife16 on the ‘Miss Literati’ blog, uses proper adjective order. Let’s read it carefully: ‘I listened to “That One Strange Night, That Changed Everything” at full volume.’ Identify which type of adjectives are used.”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence using three different types of adjectives in proper adjective order on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this direct quotation correctly: ‘The author said, “Over 70% of the earth’s surface is water” (Smith 45).’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘That kind one friend of yours is coming over to play.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #24

Mechanics

Direct quotations are the words of someone else used in your own writing. Quotation marks are placed at the beginning and ending of the exact words and punctuation used by the author.

Place the author's last name and the page number where the words are found within parentheses following a direct quotation. Follow the closing parenthesis with a period if the words are a statement.

Example: The author said, "Cheetahs are the fastest land animals" (Jones 34).

Guided Practice: The author said, "The moon orbits around the earth." (Lee 12)

Grammar and Usage

When using more than one adjective to modify the same noun or pronoun in a sentence, place adjectives in this order: Which one? How many? What kind?

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

Guided Practice: "I've kept this old single desk in the corner for years," said the teacher.

Language Conventions Lesson #24

Sentence Diagram Answers

tables | match | chairs
| | |
\ Those \ two \ heavy \ the

Mentor Text

“I listened to ‘That One Strange Night That Changed Everything’ at full volume.”

MusicforLife16
“Miss Literati” 2011

Writing Application Lesson

Mechanics Dictation

The author said, “Over 70% of the earth’s surface is water”
(Smith 45).

Grammar and Usage Dictation

That one kind friend of yours is coming over to play.

Language Conventions Lesson #25

Mechanics Lesson

“Today we are studying how to **punctuate direct quotations**. Remember that quotation marks are placed at the beginning and ending of the exact words and punctuation used by the author and that the author’s last name and the page number where the words are found are placed within parentheses following the direct quotation. A period is placed after the closing parenthesis if the words of the direct quotation are a statement. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

If the author’s words end in a question mark, place the question mark *inside* the ending quotation marks. **Example:** The author asked, “Are the polar ice caps melting?” (Smith 44)

If you ask a question about the author’s statement, put the question mark *outside* the ending quotation marks. **Example:** Did the author say, “The polar ice caps are melting”? (Smith 44)

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: “Why are students having reading problems?” the author asked. (Taylor 8) Did the author mean spelling or “reading problems”? (Taylor 8)

Grammar and Usage Lesson

“Today we are studying **short comparative modifiers**. Remember that an adjective modifies a noun or pronoun and answers Which one? How many? or What kind? Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A comparative modifier limits the meaning of a word or words. Use the suffix “_er” for a one-syllable modifier to compare two persons, places, or things. **Example:** fewer than five

Use “_er” or *more (less)* for a two-syllable comparative modifier. **Examples:** prettier, more money

“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: My dad was funnier than his friends in college, but he was also smarter.

Language Conventions Lesson #25

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Comparative modifiers are placed to the right of predicates after a back slash slanted line in sentence diagrams. Now let’s complete this sentence diagram on your lesson: “Anthony was sweeter.”’” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text uses a one-syllable modifier to make an important point: ‘If at first you don’t succeed, try, try again. If at first you do succeed, try something harder.’ Let’s identify the one-syllable comparative modifier.”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with both one and two-syllable modifiers on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Did the author ask, “Why are the levels of the ocean rising?” (Lewis 43)’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Roberto is more short than Zowie, and he is much nicer.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #25

Mechanics

When using direction quotations, you must quote exactly *what* was said and *how* it was said.

If the author's words end in a question mark, place the question mark *inside* the ending quotation marks.

Example: The author asked, "Are the polar ice caps melting?" (Smith 44)

If you ask a question about the author's statement, put the question mark *outside* the ending quotation marks.

Example: Did the author say, "The polar ice caps are melting"? (Smith 44)

Guided Practice: "Why are students having reading problems," the author asked. (Taylor 8) Did the author mean spelling or "reading problems"? (Taylor 8)

Grammar and Usage

A comparative modifier limits the meaning of a word or words. Use the suffix "er" for a one-syllable modifier to compare two persons, places, or things.

Example: fewer than five

Use "er" or *more (less)* for a two-syllable comparative modifier.

Examples: prettier, more money

Guided Practice: My dad was more funnier than his friends in college, but he was also smarter.



Language Conventions Lesson #25

Sentence Diagram Answers

Anthony | was \ sweeter

Mentor Text

If at first you don't succeed, try, try again. If at first you do succeed, try something harder.

Author Unknown

Writing Application Lesson

Mechanics Dictation

Did the author ask, "Why are the levels of the ocean rising?"
(Lewis 43)

Grammar and Usage Dictation

Roberto is shorter than James, and he is much more handsome.

Language Conventions Lesson #26

Mechanics Lesson

“Today we are studying **indirect quotations**. Remember that citations must be used in essays and research reports to tell *who* said the ideas and information and *where* they were said.”

Even if you put an author’s words into your own words, you still need to tell *whose* ideas they are and *where* they are found in a citation. An indirect quotation reports someone else’s ideas without quoting each word. Indirect quotations still need proper citations, but not quotation marks. **Example:** The author stated that cheetahs are the fastest animals (Perkins 52).

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: The author said that blue whales swim thousands of miles each year (Penmark 43).

Grammar and Usage Lesson

“Today we are studying **long comparative modifiers**. Remember that a modifier can be an adjective that compares two persons, places or things. Use the suffix ‘_er’ for a one-syllable modifier to compare two nouns. Use ‘_er or more (less)’ for a two-syllable modifier to compare two nouns. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A long comparative modifier uses *more* or *less* for three-syllable (or longer) adjective modifiers to compare two persons, places or things. **Examples:** more humorous, less surprising

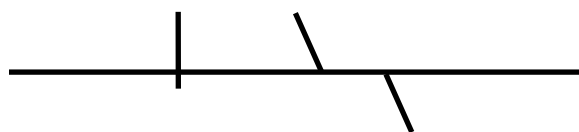
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: He is more talkative, but less interesting than she.

Language Conventions Lesson #26

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Comparative modifiers are placed to the right of predicates after a backslash slanted line in sentence diagrams. Now let’s complete this sentence diagram on your lesson: “Movies were less interesting.”’ [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text, written by the Irish author George Bernard Shaw, uses a three-syllable comparative modifier and a two-syllable comparative modifier: ‘A life spent in making mistakes is not only more honorable but more useful than a life spent doing nothing.’ Let’s identify each modifier.”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a three-syllable comparative modifier on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘The author said that Spanish explorers looked for the seven cities of gold (Mason 148).’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Turnips are less appealing, but more nutritious than brownies.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #26

Mechanics

Even if you put an author's words into your own words, you still need to tell *whose* ideas they are and *where* they are found in a citation. An indirect quotation reports someone else's ideas without quoting each word. Indirect quotations still need proper citations, but not quotation marks.

Example: The author stated that cheetahs are the fastest animals (Perkins 52).

Guided Practice: The author said that "blue whales swim thousands of miles each year (Penmark 43).

Grammar and Usage

A long comparative modifier uses *more* or *less* for three-syllable (or longer) adjective modifiers to compare two persons, places, or things.

Examples: more humorous, less surprising

Guided Practice: He is more talkative, but less interesting than she.

Language Conventions Lesson #27

Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize proper nouns. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Capitalize people’s and characters’ names. Don’t capitalize articles (*a, an, or the*) when found in the middle of people’s or characters’ names. **Examples:** Alexander the Great, Courage the Crazy

Capitalize family names and nicknames when they are used on their own. **Examples:** I know that Mom and Buddy are waiting for me.

Don’t capitalize family names when a possessive pronoun (*my, our, your, his, her, their*), a possessive noun, or an adjective is placed before the family names. **Examples:** My grandma, Jim’s grandpa, and that mean aunt of ours are coming to dinner.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: My dad and I saw Fido sniff the picture of Chucko the Clown.

Grammar and Usage Lesson

“Today we are studying **short superlative modifiers**. Remember that a comparative modifier can be an adjective that compares two nouns, using the suffix ‘_er’ for a one-syllable modifier, *more (less)* or ‘_er’ for a two-syllable modifier, and *more* or *less* for a three-syllable (or longer) modifier. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Use the suffix “_est” for a one-syllable superlative modifier to compare three or more persons, places, or things. The superlative modifier tells which is the *most* or *least*. **Example:** greatest

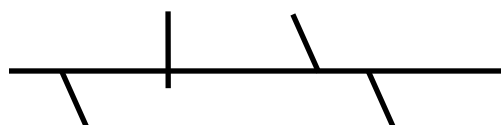
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Who is tallest should be the least of your worries.

Language Conventions Lesson #27

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Superlative modifiers are placed to the right of predicates after a backward slash slanted line in sentence diagrams. Complete the sentence diagram: “Those pencils seem the sharpest.”’”
[Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from *Shiloh* by Phyllis Reynolds Naylor uses a one-syllable superlative modifier. Let’s read it carefully: ‘You see, sometimes the greatest tests of love are how much you’re willing to fight for it.’ Let’s identify the superlative modifier.”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a one-syllable superlative modifier on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘When Boris the Bear goes back into his cage, the lion tamer team named Smith and Ross come out.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘The smallest packages have the better gifts.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #27

Mechanics

Capitalize people's and characters' names. Don't capitalize articles (*a*, *an*, or *the*) when found in the middle of people's or character's names.

Examples: Alexander the Great, Courage the Crazy

Capitalize family names and nicknames when they are used on their own.

Examples: I know that Mom and Buddy are waiting for me.

Don't capitalize family names when a possessive pronoun (*my*, *our*, *your*, *his*, *her*, *their*), a possessive noun, or an adjective is placed before the family names.

Examples: My grandma, Jim's grandpa, and that mean aunt of ours are coming to dinner.

Guided Practice: My dad and I saw Fido sniff the picture of Chucko The Clown.

Grammar and Usage

Use the suffix “-est” for a one-syllable superlative modifier to compare three or more persons, places, or things. The superlative modifier tells which is the *most* or *least*.

Example: greatest

Guided Practice: Who is tallest should be the less of your worries.

Language Conventions Lesson #27

Sentence Diagram Answers

pencils | seem \ sharpest
 \ Those \ the

Mentor Text

“You see, sometimes the greatest tests of love are how much you're willing to fight for it.”

Phyllis Reynolds Naylor (1933–)

Writing Application Lesson

Mechanics Dictation

When Boris the Bear goes back into his cage, the lion tamer team named Smith and Ross come out.

Grammar and Usage Dictation

The smallest packages have the best gifts

Language Conventions Lesson #28

Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize proper nouns, people and characters. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Capitalize named places, including abbreviated words that are a part of the name.

Examples: New York City, Mt. Everest

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: A rock named Gibraltar guards the entrance to the Mediterranean Sea.

Grammar and Usage Lesson

“Today we are studying **long superlative modifiers**. Remember that a comparative modifier can be an adjective that compares two persons, places, or things. A superlative modifier compares three or more nouns. Use the suffix ‘_est’ for a one-syllable modifier to compare three or more nouns. Let’s read the guided practice sentence and identify what is right and what is wrong according to the rule. Write a few examples to help you remember the superlative modifier.”

Use “_est,” *most*, or *least* for a two-syllable or longer superlative modifier to compare three or more things. There is no rule that tells us when to use “_est” and when to use *most* or *least*. We just say what most people say. **Examples:** mightiest, most interesting, least carefully

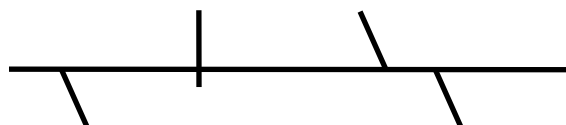
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Of all the engineers she was prettiest and the most intelligent.

Language Conventions Lesson #28

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Superlative modifiers are placed to the right of predicates after a backward slash slanted line in sentence diagrams. Complete the sentence diagram: “His painting looked most realistic.”’” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text, written by actor Martin Sheen, uses a two-syllable or longer superlative modifier to compare three or more things. Let’s read it carefully: ‘I think being a parent is the most challenging thing you do. That’s why we’re here. It’s at the heart of what it is to be a human being.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a two-syllable or longer superlative modifier to compare three or more things on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Thunder on the Mountains is a beautiful place to visit.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘He was the more craziest and least understood of the three comics.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #28

Mechanics

Capitalize named places, including abbreviated words that are a part of the name.

Examples: New York City, Mt. Everest

Guided Practice: A rock named gibraltar guards the entrance to the Mediterranean Sea.

Grammar and Usage

Use “_est,” *most*, or *least* for a two-syllable or longer superlative modifier to compare three or more persons, places, or things. The superlative modifier tells which is the *most* or *least*.

Examples: mightiest, most interesting, least careful

Guided Practice: Of all the engineers she was prettier and the most intelligent.



Language Conventions Lesson #28

Sentence Diagram Answers

painting | looked \ realistic
 \ His \ most

Mentor Text

“I think being a parent is the most challenging thing you do. That's why we're here. It's at the heart of what it is to be a human being.”

Martin Sheen (1940—)

Writing Application Lesson

Mechanics Dictation

Thunder on the Mountains is a beautiful place to visit.

Grammar and Usage Dictation

He was the craziest and least understood of the three comics.

Language Conventions Lesson #29

Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize proper noun people, characters, and places. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Capitalize named things. Don’t capitalize articles (*a*, *an*, or *the*) when found in the middle of named things. **Example:** Tilt a Wheel

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: We went to see the Grendale Orchestra perform on the Rock the House Stage.

Grammar and Usage Lesson

“Today we are studying **past tense verbs**. Remember that a verb can mentally or physically act or link a noun or pronoun to something else. The base form of the verb is the simple verb without helping verbs or verb endings. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

The *tense* of a verb shows the time of a verb’s action. The past tense means that something happened in the past. The past tense for regular verbs adds “_ed” to the base form of the verb to match both singular and plural subjects. **Example:** work–worked

Another way to state the past tense is to place *did* before the base form of the word.

Example: work–did work

About 50 of the most common verbs have irregular past tenses, including these: do–did, go–went, have–had, see–saw, run–ran, and be–was, were

“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: My mom talked to my teacher yesterday. My teacher did give my mom some flashcards for extra practice at home.

Language Conventions Lesson #29

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Verbs are placed to the right of subjects after the main vertical line. Change these sentences into the past tense on the sentence diagrams: “I walk. She skips. He runs.”” [Allow time.]

I | _____ She | **did** _____ He | _____

“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from President Abraham Lincoln uses several past tense verbs. Let’s read it carefully: ‘Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.’ Let’s identify the past tense verbs in this quotation.”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a past tense verb beginning with ‘did’ on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘My older brother and his girlfriend went on the Tunnel of Love ride at Fairyland.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Last night we cook some of the new cookies, and they did tasted delicious.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #29

Mechanics

Capitalize named things. Don't capitalize articles (*a*, *an*, or *the*) when found in the middle of named things.

Example: Tilt a Wheel

Guided Practice: We went to see the Glendale orchestra perform on the Rock the House Stage.

Grammar and Usage

The *tense* of a verb shows the time of a verb's action. The past tense means that something happened in the past. The past tense for regular verbs adds “_ed” to the base form of the verb to match both singular and plural subjects.

Example: work–workeded

Another way to state the past tense is to place *did* before the base form of the word.

Example: work–did work

About 50 of the most common verbs have irregular past tenses, including these: do–did, go–went, have–had, see–saw, run–ran, and be–was, were

Guided Practice: My mom talk to my teacher yesterday. My teacher did give my mom some flashcards for extra practice at home.



Language Conventions Lesson #29

Sentence Diagram Answers

I | walked

She | did skip

He | ran

Mentor Text

“Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.”

Abraham Lincoln (1809–1865)

Writing Application Lesson

Mechanics Dictation

My older brother and his girlfriend went on the Tunnel of Love ride at Fairyland.

Grammar and Usage Dictation

Last night we cooked some of the new cookies, and they did taste delicious.

Language Conventions Lesson #30

Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize names, people, characters, places, and things. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Capitalize named products. A product is something made that has value. Don’t capitalize articles (*a*, *an*, or *the*) when found in the middle of a product name. **Example:** Last an Hour Breath Mints

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: My dad takes Two a Day Vitamins and drinks only Mountain Spring Water.

Grammar and Usage Lesson

“Today we are studying **present tense verbs**. Remember that a verb can mentally or physically act or link a noun or pronoun to something else. The base form of the verb is the simple verb without helping verbs or verb endings. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

The *tense* of a verb shows the time of a verb’s action. The present tense for plural verbs is the same as the base form of the verb. We use the present tense to describe these conditions:

- The action happens now.
- The action happens all the time.
- The statement is always true.

For singular verbs matching *he*, *she*, and *it*, the present tense adds an “s” or “es.”

Examples: look–looks watch–watches

“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: The cat is in the house right now. The dog always stays outside. The early bird catches the worm.

Language Conventions Lesson #30

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Verbs are placed to the right of subjects after the main vertical line. Revise these sentences into the present tense on the sentence diagrams: “We listened. He listened. They listened.”’” [Allow time.]

We | _____

He | _____

They | _____

“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text, written by Henry David Thoreau, uses present tense verbs. Let’s read it carefully: ‘What people say you cannot do, you try and find that you can.’ Let’s identify the present tense verbs.”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a present tense verb on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘My mom wears Just an Orange perfume.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘She listens to me while I finishes my speech.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #30

Mechanics

Capitalize named products. A product is something made that has value. Don't capitalize articles (*a*, *an*, or *the*) when found in the middle of a product name.

Example: Last an Hour Breath Mints

Guided Practice: My dad takes Two a Day Vitamins and drinks only Mountain spring Water.

Grammar and Usage

The *tense* of a verb shows the time of a verb's action. The present tense for plural verbs is the same as the base form of the verb. We use the present tense to describe these conditions:

- The action happens now.
- The action happens all the time.
- The statement is always true.

For singular verbs matching *he*, *she*, and *it*, the present tense adds an "s" or "es."

Examples: look–looks, watch–watches

Guided Practice: The cat is in the house right now. The dog always stays outside. The early bird catch the worm.

Language Conventions Lesson #30

Sentence Diagram Answers

We | listen

He | listens

They | listen

Mentor Text

“What people say you cannot do, you try and find that you can.”

Henry David Thoreau (1817–1862)

Writing Application Lesson

Mechanics Dictation

My mom wears Just an Orange perfume.

Grammar and Usage Dictation

She listens to me while I finish my speech.

Language Conventions Lesson #31

Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize names of people, characters, places, things, and products, but not articles, conjunctions, or prepositions in the middle of these proper nouns. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Capitalize the names of holidays. **Examples:** New Year’s Day, Halloween

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: We always wear green on St. Patrick’s Day.

Grammar and Usage Lesson

“Today we are studying **future tense verbs**. Remember that a verb can mentally or physically act or link a noun or pronoun to something else. The base form of the verb is the simple verb without helping verbs or verb endings. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

The *tense* of a verb shows the time of a verb’s action. We use the future tense to show a future action.

The future tense adds *will* to the base form of the verb to match both singular and plural subjects.

Example: work–will work

“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Johnna will write us when she has time and will let us know her plans.

Note: The archaic *shall* is introduced as a helping verb in the next lesson, but is not included in the future tense lesson. The archaic *ought* is not taught at this grade level.

Language Conventions Lesson #31

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Verbs are placed to the right of subjects after the main vertical line. Change these sentences into the future tense on the sentence diagrams: “It went.” “You saw.”’” [Allow time.]

It | _____ **You** | _____

“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text written by Mahatma Gandhi, the founder of modern day India, uses a future tense verb in this quotation. Let’s read it carefully: ‘The future will depend on what we do in the present.’ How does this author’s use of the future tense contrast (to show a difference) with his use of the present tense?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a future tense verb on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘My favorite holiday has to be Valentine’s Day.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘My dad tell me tomorrow and I call you.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #31

Mechanics

Capitalize the names of holidays.

Examples: New Year's Day, Halloween

Guided Practice: We always wear green on St. Patrick's day.

Grammar and Usage

The *tense* of a verb shows the time of a verb's action. We use the future tense to show a future action.

The future tense adds *will* to the base form of the verb to match both singular and plural subjects.

Example: work—will work

Guided Practice: Johnna will write us when she has time and will let us know her plans.

Language Conventions Lesson #31

Sentence Diagram Answers

It | will go

You | will see

Mentor Text

“The future will depend on what we do in the present.”

Mahatma Gandhi (1869–1948)

Writing Application Lesson

Mechanics Dictation

My favorite holiday has to be Valentine’s Day.

Grammar and Usage Dictation

My dad will tell me tomorrow and I will call you.



Language Conventions Lesson #32

Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize names of people, characters, places, things, products, and holidays, but not articles, conjunctions, or prepositions in the middle of these proper nouns. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Capitalize the names of dates and special days. **Examples:** The Fourth of July, Wednesday, Leap Year

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: On Tuesdays and Saturdays we water the lawn.

Grammar and Usage Lesson

“Today we are studying **helping verbs**. Remember that the base form of the verb is the simple verb without helping verbs or verb endings. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Helping verbs are placed before the base form of the verb and any verb endings to show time, number, and different meanings. More than one helping verb can be used in a sentence. English has 23 helping verbs:

is, am, are, was, were, be, being, been, has, have, had, do, does, did, will, shall, should, would, can, could, may, might, must

Sometimes a word such as *not* separates the helping verb from the base form of the verb.

Example: I had not thought about that.

“Now read the guided practice sentence on your lesson. Then underline each of the helping verbs. [Allow time.] ‘Can anyone share a helping verb? [Highlight the sentence on the display].’”

Grammar and Usage Guided Practice Answers: If I had finished the project, I would have sent it to you.

Language Conventions Lesson #32

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Verbs are placed to the right of subjects after the main vertical line. Verbs may include helping verbs and form verb phrases. Complete these sentence diagrams: “I would help. Tom does help. They have helped.”’” [Allow time.]

I | help Tom | help They |

“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text, written by Dr. Martin Luther King, Jr., uses a helping verb in this quotation. Let’s read it carefully: ‘I have decided to stick with love.’ Can anyone identify the helping verb in this quotation?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a helping verb on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘In 2020 the Chinese will celebrate the Year of the Rat on their calendar.’”

“Apply the grammar and usage lesson to change this Sentence Dictation on your lesson to the present tense: ‘They had completed their tests and the students were ready to play.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #32

Mechanics

Capitalize the names of dates and special days.

Examples: The Fourth of July, Wednesday, Leap Year

Guided Practice: On Tuesdays and Saturdays we water the lawn.

Grammar and Usage

Helping verbs are placed before the base form of the verb and any verb endings to show time, number, and different meanings. More than one helping verb can be used in a sentence. English has 23 helping verbs:

is, am, are, was, were, be, being, been, has, have, had, do, does, did, will, shall, should, would, can, could, may, might, must

Sometimes a word such as *not* separates the helping verb from the base form of the verb.

Example: I had not thought about that.

Guided Practice: If I had finished the project, I would have sent it to you.

Language Conventions Lesson #32

Sentence Diagram Answers

I | would help

Tom | does help

They | have helped

Mentor Text

“I have decided to stick with love. Hate is too great a burden to bear.”

Dr. Martin Luther King, Jr. (1929–1968)

Writing Application Lesson

Mechanics Dictation

In 2020 the Chinese will celebrate the Year of the Rat on their calendar.

Grammar and Usage Dictation

They have completed their tests and the students are ready to play.

Language Conventions Lesson #33

Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize names of people, characters, places, things, products, holidays, and special dates or days, but not articles, conjunctions, or prepositions in the middle of these proper nouns. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Capitalize all titles. **Example:** World History and Geography with Professor Jasper is my brother’s favorite class in college.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: We’ve decided to call our holiday concert Winter Wonderland.

Grammar and Usage Lesson

“Today we are studying **past participles**. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A past participle ends in “_ed,” “_d,” “_t,” or “_en” for regular verbs and is part of a verb phrase, beginning with “has,” “have,” or “had.” **Examples:** The skier has warmed his hands. The hens have laid their eggs. Amelia had burnt the toast. Dexter has proven me right.

“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to highlight what is right. [Allow time.] Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].”

Grammar and Usage Guided Practice Answers: His dad had heated his chocolate milk and had given him the mug.

Language Conventions Lesson #33

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Verbs are placed to the right of subjects after the main vertical line. Verbs may include helping verbs to form verb phrases. Complete these sentence diagrams: ‘He has asked. We have stopped. They had chosen.’”
[Allow time.]

He | _____ We | _____ They | _____

“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text, written by President John Kennedy, uses a past participle verb phrase. Let’s read it carefully: ‘The cost of freedom is always high, but Americans have always paid it.’ Can anyone identify the helping verb? The past participle? Why did President Kennedy place the adverb in the middle of the past participle verb phrase?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a past participle verb phrase. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘This month’s character focus is Being True to Myself.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson, underlining the past participle phrases in this sentence: ‘Her mom had taken her temperature and had decide to keep her home from school.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #33

Mechanics

Capitalize all titles.

Example: World History and Geography with Professor Jasper is my brother's favorite class in college

Guided Practice: We've decided to call our holiday concert winter Wonderland.

Grammar and Usage

A past participle ends in “__ed,” “__en,” “__t,” or “__en” for regular verbs and is part of a verb phrase, beginning with “has,” “have,” or “had.”

Examples: The skier has warmed his hands. The hens have laid their eggs. Amelia had burnt the toast. Dexter has proven me right.

Guided Practice: His dad had heat his chocolate milk and had given him the mug.



Language Conventions Lesson #33

Sentence Diagram Answers

He | has asked We | have stopped They | had chosen

Mentor Text

“The cost of freedom is always high, but Americans have always paid it.”

John Kennedy (1917–1963)

Writing Application Lesson

Mechanics Dictation

This month’s character focus is Being True to Myself.

Grammar and Usage Dictation

Her mom had taken her temperature and had decided to keep her home from school.



Language Conventions Lesson #34

Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize names of people, characters, places, things, products, holidays, special dates or days, and titles, but not articles, conjunctions, or prepositions in the middle of these proper nouns. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Capitalize the names of organizations. **Examples:** Helping with Hands Association, The African Red Cross

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: My parents joined The American Green Cross to help save our rivers.

Grammar and Usage Lesson

“Today we are studying **irregular past participles**. Remember that a regular past participle ends in “_ed,” “_d,” “_t,” or “_en” for regular verbs and is part of a verb phrase, beginning with “has,” “have,” or “had.” Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Base forms of verbs ending in “_ing” or “_ink” often have irregular past participles ending in “_ung” or “_unk.” Irregular past participles follow these helping verbs: “has,” “have,” or “had.”
Examples: drink–have drunk; sink–had sunk

Many of the most common past participles are irregular, including these: buy–bought, do–done, get–got, go–gone, hold–held, make–made, say–said, sit–sat, stand–stood, teach–taught, win–won

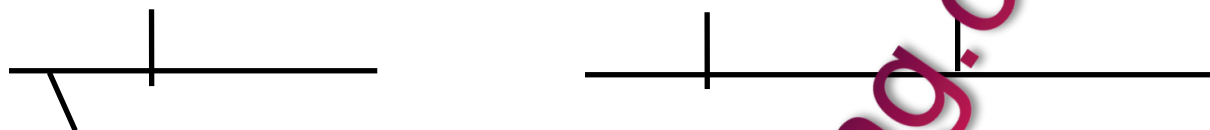
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: I had thought that you had drunk plenty of water.

Language Conventions Lesson #34

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Verbs are placed to the right of subjects after the main vertical line. Change these present tense verbs into irregular past participles. Complete these sentence diagrams: “That skunk stinks. They spend everything.”” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text, written by musician Quincy Jones, uses two irregular past participles. Both of the past participles drop the “has,” “have,” or “had” and act as adjectives to modify the noun “task.” Let’s read it carefully: ‘Every day, my daddy told me the same thing. “Once a task is just begun, never leave it till it’s done. Be the labor great or small, do it well or not at all.”’ Which irregular past participles can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with an irregular past participle with or without the “has,” “have,” or “had” on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘The Girl Scouts of America is a fun organization.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘I had crept in to watch her sing. She had singed here before.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #34

Mechanics

Capitalize the names of organizations.

Examples: Helping with Hands Association, The African Red Cross

Guided Practice: My parents joined The American green Cross to help save our rivers.

Grammar and Usage

Base forms of verbs ending in “_ing” or “_ink” often have irregular past participles ending in “_ung” or “_unk.” Irregular past participles follow these helping verbs: “has,” “have,” or “had.”

Examples: drink—have drunk; sink—had sunk

Many of the most common past participles are irregular, including these: buy—bought, do—done, get—got, go—gone, hold—held, make—made, say—said, sit—sat, stand—stood, teach—taught, win—won

Guided Practice: I had thinked that you had drunk plenty of water.

Language Conventions Lesson #34

Sentence Diagram Answers

skunk | had stunk
 \ That

They | have spent | everything

Mentor Text

Every day, my daddy told me the same thing. "Once a task is just begun, never leave it till it's done. Be the labor great or small, do it well or not at all."

Quincy Jones (1933–)

Writing Application Lesson

Mechanics Dictation

The Girl Scouts of America is a fun organization.

Grammar and Usage Dictation

I had crept in to watch her sing. She had sung here before.

Language Conventions Lesson #35

Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize names of people, characters, places, things, products, holidays, special dates or days, titles, and organizations, but not articles, conjunctions, or prepositions in the middle of these proper nouns. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Capitalize the names of businesses. **Examples:** Casa Ramos, Durability for Life, Inc.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: We love the tacos and burgers at Jack in the Box.

Grammar and Usage Lesson

“Today we are studying **linking verbs**. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A linking verb renames or describes the subject of the sentence with another word or words. Each “to be” verb can be a linking verb: *is, am, are, was, were, be, being, been*

Verbs that use the five senses: *look, sound, smell, feel, taste* and others: *appear, seem, become, grow, turn, prove, remain* can also be used as linking verbs. **Examples:** Lisa and Beth are students (noun); Paul hears her (pronoun); They remain calm (adjective).

“Now read the guided practice sentence on your lesson. Then highlight the linking verbs. [Allow time.] ‘Can anyone share a linking verb? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: She is sweet and seems helpful.

Language Conventions Lesson #35

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Verbs are placed to the right of subjects after the main vertical line. Verbs may include helping verbs to form verb phrases. Complete these sentence diagrams: “We are children. They smell nice.”’” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from *Tuck Everlasting* by Natalie Babbitt uses a linking verb to rename or describe the subject of the sentence. Let’s read it carefully: ‘I like all magnificent things, it’s very simple.’ Let’s identify the linking verb in this sentence and tell the subject it renames.”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a linking verb to rename or describe the subject of the sentence on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘My mom and I buy all our groceries at Shop for Less.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson. Then underline the linking verbs. ‘The students appear worried. They could have been better prepared for their speeches.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #35

Mechanics

Capitalize the names of businesses.

Examples: Casa Ramos, Durability for Life, Inc.

Guided Practice: We love the tacos and burgers at Jack In the Box.

Grammar and Usage

A linking verb renames or describes the subject of the sentence with another word or words. Each “to be” verb can be a linking verb: *is, am, are, was, were, be, being, been*

Verbs that use the five senses: *look, sound, smell, feel, taste* and others: *appear, seem, become, grow, turn, prove, remain* can also be used as linking verbs.

Examples: Lisa and Beth are students (noun); Paul hears her (pronoun); They remain calm (adjective).

Guided Practice: She is sweet and seems helpful.

Language Conventions Lesson #35

Sentence Diagram Answers

We | are \ children They | smell \ nice

Mentor Text

“Like all magnificent things, it’s very simple.”

Natalie Babbitt (1932–)

Writing Application Lesson

Mechanics Dictation

My mom and I buy all our groceries at Shop for Less.

Grammar and Usage Dictation

The students appear worried. They could have been better prepared for their speeches.



Language Conventions Lesson #36

Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize names of people, characters, places, things, products, holidays, special dates or days, titles, organizations, and businesses, but not articles, conjunctions, or prepositions in the middle of those proper nouns. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Capitalize the names of languages. **Examples:** Spanish, Italian

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: I speak Vietnamese at home but also learned English in school.

Grammar and Usage Lesson

“Today we are studying **modals**. Remember that helping verbs are placed before the base form of the verb and any verb endings to show time, number, and different meanings. More than one helping verb can be used in a sentence. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Modals are special helping verbs which show need, advice, ability, expectation, requirement (what must be done), permission, or possibility. Modals follow with verbs or verb phrases. English regularly uses eight modals: *can, could, may, might, must, should, will, and would*; two are rarely used: *ought to* and *shall*. **Examples:** Danny can sing well. (ability) Those girls might become professional basketball players. (possibility) My friend could use a breath mint. (need)

Never use the word *of* after a modal. **Example:** Use “must have,” not “must of.”

“Now read the guided practice sentence on your lesson. Then highlight the modals. [Allow time.] ‘Can anyone share a modal and tell whether it shows an ability? A possibility? A need? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Those girls may grow up to be famous movie stars. (possibility) He must get some help. (need) Michael can sure dance. (ability)

Language Conventions Lesson #36

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Verbs are placed to the right of subjects after the main vertical line. Modals may include helping verbs and form verb phrases. Complete the sentence diagram: “George should eat dinner.”’” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text is a classic tongue twister and uses the modal verb forms. Let’s read it carefully: ‘How much wood would a woodchuck chuck if a woodchuck could chuck wood?’ Let’s identify the modals.”

Writing Application Lesson

Now let’s apply what we’ve learned to respond to this quote and write a sentence with a modal verb form on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Our teacher speaks French and little German.’”

“Apply the grammar and usage lesson to write the modals found in this Sentence Dictation on your lesson. Then identify the type of modal in a set of parentheses following each modal: ‘He should record his jokes. Then he might hear how funny he is. Tom sure can entertain an audience.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #36

Mechanics

Capitalize the names of languages.

Examples: Spanish, Italian

Guided Practice: I speak vietnamese at home but also learned English in school.

Grammar and Usage

Modals are special helping verbs which show need, advice, ability, expectation, requirement (what must be done), permission, or possibility. Modals follow with verbs or verb phrases. English regularly uses eight modals: *can*, *could*, *may*, *might*, *must*, *should*, *will*, and *would*; two are rarely used: *ought to* and *shall*.

Examples: Danny can sing well. (ability) Those girls might become professional basketball players. (possibility) My friend could use a breath mint. (need)

Never use the word *of* after a modal.

Example: Use “must have,” not “must of.”

Guided Practice: Those girls may grow up to be famous movie stars. He must get some help. Michael can sure dance.

Language Conventions Lesson #36

Sentence Diagram Answers

George | should eat | dinner

Mentor Text

“How much wood would a woodchuck chuck if a woodchuck could chuck wood?”

Author Unknown

Writing Application Lesson

Mechanics Dictation

Our teacher speaks French and little German.

Grammar and Usage Dictation

should (need) might (possibility) can (ability)



Language Conventions Lesson #37

Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize names of people, characters, places, things, products, holidays, special dates or days, titles, organizations, businesses, and languages, but not articles, conjunctions, or prepositions in the middle of these proper nouns. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Capitalize the names of people groups. **Examples:** African-Americans, Donald Duck

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: The Aborigines live in the Australian Outback.

Grammar and Usage Lesson

“Today we are studying **singular subject-verb agreement**. Remember that the subject is the ‘do-er’ of the sentence.”

A singular subject noun matches a singular verb, which usually adds an ending *s* onto the base form of the verb. **Example:** That dog looks nice.

Singular pronouns must match their helping verbs: *I* matches *am*, *was*, *have*, and *had*; *You* matches *are*, *were*, *have*, and *had*; *He*, *she*, and *it* match *is*, *was*, *has*, and *had*; **Examples:** I am, you are, she is

The singular pronouns *I* and *you* match plural verb forms not ending in *s*. **Examples:** I like it. You know better.

In sentences beginning with *There is (are)* or *was (were)*, the subject follows the *is*, *are*, *was*, or *were* and must agree (match) with the singular *is* or *was* or the plural *are* or *were*.

Examples: There is a dog; There are dogs. There was a dog. There were dogs.

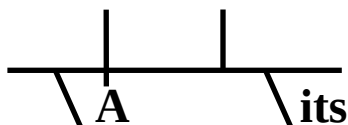
“Now read the guided practice sentences on your lesson. Apply the grammar and usage lesson to write the sentences correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Practice Possible Answer: I do have a few suggestions. There are too many blankets on her bed. Susan seems too warm to me.

Language Conventions Lesson #37

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Verbs must match the number and person of their matching subjects. Change the verb forms to correctly match their subjects in these sentence diagrams: “A dog wag its tail. He have had help.”’ [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text, written by Roman Catholic nun Mother Teresa, uses a singular pronoun subject. Let’s read it carefully: ‘If we want a love message to be heard, it has got to be sent out.’ Identify the singular pronoun subject and its matching verb.”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a singular pronoun subject on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘The Canadians have such a beautiful country with so many natural resources.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘You were right. There were only one banana left and Barbara has it.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #37

Mechanics

Capitalize the names of people groups.

Examples: African-Americans, Donald Duck

Guided Practice: The aborigines live in the Australian Outback.

Grammar and Usage

A singular subject noun matches a singular verb, which usually adds an ending s onto the base form of the verb.

Example: That dog looks nice.

Singular pronouns must match these helping verbs: *I* matches *am, was, have, and had*; *You* matches *are, were, have, and had*; *He, she, and it* match *is, was, has, and had*;

Examples: I am, you are, she is

The singular pronouns *I* and *you* match plural verb forms not ending in s.

Examples: I like it. You know better.

In sentences beginning with *There is (are)* or *was (were)*, the subject follows the *is, are, was, or were* and must agree (match) with the singular *is* or *was* or the plural *are* or *were*.

Examples: There is a dog; There are dogs. There was a dog. There were dogs.

Guided Practice: I do have a few suggestions. There is too many blankets on her bed. Susan seem too warm to me.

Language Conventions Lesson #37

Sentence Diagram Answers

dog | wag | tail
 \ / \
 A its

He | has had | help

Mentor Text

“If we want a love message to be heard, it has got to be sent out.”

Mother Teresa (1910–1997)

Writing Application Lesson

Mechanics Dictation

The Canadians have such a beautiful country with so many natural resources.

Grammar and Usage Dictation

You were right. There was only one banana left and Barbara has it.

Language Conventions Lesson #38

Mechanics Lesson

“Today we are studying how to punctuate **dialogue and direct quotations**. Remember that quotation marks are used for both dialogue and for direction quotations. Dialogue is a conversation in a book, short story, play, or movie. A direct quotation reports the exact words of an author or speaker. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

When using dialogue or a direct quotation, the first word of a complete sentence must be capitalized, even if it is in the middle of a sentence. **Example:** Ray did say “We saw it.”

Dialogue and direct quotations are not capitalized if they are only part of a sentence. **Example:** I do believe him that it “was the best solution to our problems.”

Both parts of a divided quotation are enclosed within quotation marks. The first word of the second part is not capitalized unless it begins a new sentence. **Example:** “This book,” my mother said, “is good.”

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: Ms. Loy said, “pack up for lunch,” and then she said, “You are slow as turtles.”

Grammar and Usage Lesson

“Today we are studying **plural subject-verb agreement**. Remember that the subject is the ‘do-er’ of the sentence.”

A plural subject agrees with (matches) a plural verb and has more than one person, place, or thing. In present tense the plural nouns do not end in s. **Example:** Birds chirp.

A compound subject joined by *and* is plural and takes a plural verb. **Example:** Pam and I walk.

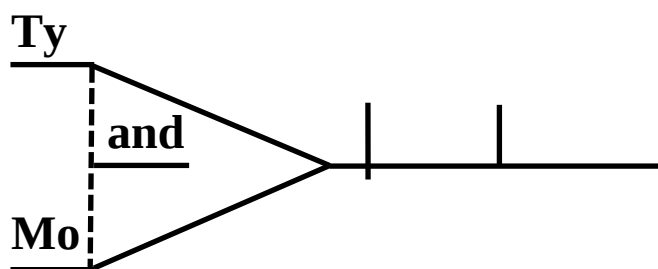
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: The girls like cheerleading, but Mel and Richard prefer soccer.

Language Conventions Lesson #38

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Compound subjects are drawn as horizontal lines stacked on top of each other and must match plural verbs. Change the verb form to correctly match its subjects in this sentence diagram: “Ty and Mo plays soccer.”’”
[Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor, text written by the ancient Greek storyteller Aesop, uses interesting compound subjects. Let’s read it carefully: ‘Slow and steady wins the race.’ How are these two subjects used as nouns?” (Modifiers can be used as subjects when the subject is implied. The implied subject could be *running*.)

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a compound subject on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: “What was he thinking when he told us, “The ice cream is free” and it is “going fast.”?””

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Vacationers loves European cities. Paris are two European capitals and Rome.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #38

Mechanics

When using dialogue or a direct quotation, the first word of a complete sentence must be capitalized, even if it is in the middle of a sentence.

Example: Ray did say, “We saw it.”

Dialogue and direct quotations are not capitalized if they are only part of a sentence.

Example: I do believe him that it “was the best solution to our problems.”

Both parts of a divided quotation are enclosed within quotation marks. The first word of the second part is not capitalized unless it begins a new sentence.

Example: “This book,” my mother said, “is good.”

Guided Practice: Ms. Loy said, “pack up for lunch,” and then she said, “you are slow as turtles.”

Grammar and Usage

A plural subject agrees with (matches) a plural verb and has more than one person, place, or thing. In present tense the plural nouns do not end in s.

Example: Birds chirp.

A compound subject joined by *and* is plural and takes a plural verb.

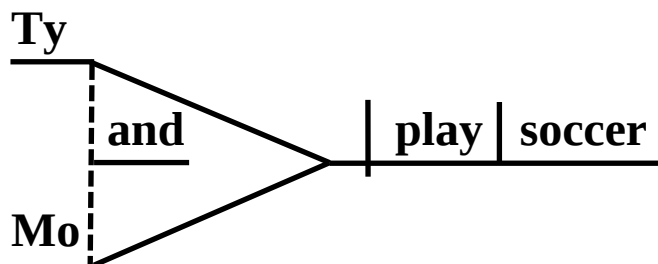
Example: Pam and I walk.

Guided Practice: The girls like cheerleading, but Mel and Richard prefers soccer.



Language Conventions Lesson #38

Sentence Diagram Answers



Mentor Text

“Slow and steady wins the race.”

Aesop (620 BC? –564 BC?)

Writing Application Lesson

Mechanics Dictation

What was he thinking when he told us, “The ice cream is free” and it is “going fast”?

Grammar and Usage Dictation

Vacationers loves European cities. Paris and Rome are two European capitals.



Language Conventions Lesson #39

Mechanics Lesson

“Today we are studying capitalization of independent clauses. Remember that an independent clause is a sentence. The independent clause connects with phrases, dependent clauses, or other independent clauses to form other types of complete sentence. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Capitalize the first letter of an independent clause when it begins a sentence.

Example: Darla asked me to visit.

Don’t capitalize an independent clause following a dependent clause. **Example:** Although Ralph is tired, he will help you.

Don’t capitalize an independent clause following another independent clause. **Example:** The firefighter rescued the dog from the fire, and she also saved our two cats.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: Unless I’m wrong, school will be out in five minutes, and then we can go home.

Grammar and Usage Lesson

“Today we are studying the **past progressive verb tense**. Remember that *verb tense* is the form of the verb that tells whether it is past, present, or future. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

The past progressive verb tense shows an action that took place over a period of time in the past or a past action which was happening when another action took place. The past progressive uses *was* + the base form of the verb + “ing” to match singular nouns and pronouns and *were* + the base form of the verb + “ing” to match plural nouns and pronouns. **Examples:** *I was waiting* for him at home. John and Rob *were eating* lunch when Lee arrived.

“Now read the guided practice sentence on your lesson. Then change the verb to the past progressive verb tense. ‘Can anyone identify the past progressive verb tense? [Highlight the verb tense on the display].’”

Grammar and Usage Guided Practice Answers: Linda was swimming by herself.

Language Conventions Lesson #39

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Verbs are placed to the right of subjects after the main vertical line. Change the verbs in these sentences into the past progressive tense on the sentence diagrams: “We hoped. He wishes.”” [Allow time.]

We | _____ **He** | _____

“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text, written by the British author Neil Gaiman, uses the past progressive verb tense to make it seem as if the characters, ideas, and printed words in a book are actually alive. Let’s read it carefully: ‘They were waiting for me in the books and in stories, after all, hiding inside the twenty six characters and a handful of punctuation marks.’ Let’s describe the action of the past progressive verb tense in this sentence.”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with the past progressive verb tense on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘The document was titled “If Sue is left off the team, she will be upset but she will get over it.”’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘She and Ferdinand was learning how to play hopscotch.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #39

Mechanics

Capitalize the first letter of an independent clause when it begins a sentence.

Example: Darla asked me to visit.

Don't capitalize an independent clause following a dependent clause.

Example: Although Ralph is tired, he will help you.

Don't capitalize an independent clause following another independent clause.

Example: The firefighter rescued the dog from the fire, and she also saved our two cats.

Guided Practice: Unless I'm wrong, school will be out in five minutes, and then we can go home.

Grammar and Usage

The past progressive verb tense shows an action that took place over a period of time in the past or a past action which was happening when another action took place. The past progressive uses *was* + the base form of the verb + “__ing” to match singular nouns and pronouns and *were* + the base form of the verb + “__ing” to match plural nouns and pronouns.

Examples. *I was waiting* for him at home. John and Rob *were eating* lunch when Lee arrived.

Guided Practice: Linda *was swim* by herself.

Language Conventions Lesson #39

Sentence Diagram Answers

We | were hoping

He | was wishing

Mentor Text

“They were waiting for me in the books and in stories, after all, hiding inside the twenty six characters and a handful of punctuation marks.”

Neil Gaiman (1960—)

Writing Application Lesson

Mechanics Dictation

If Sue is left off the team, she will be upset but she will get over it.

Grammar and Usage Dictation

She and Ferdinand were learning how to play hopscotch.

Language Conventions Lesson #40

Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize names of people, characters, places, things, products, holidays, special dates or days, titles, organizations, businesses, languages, and people groups, but not articles, conjunctions, or prepositions in the middle of these proper nouns. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Capitalize the names of special events. **Examples:** The Boston Marathon, The Read-a-Thon

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: Her band played at the yearly Rock the Vote event.

Grammar and Usage Lesson

“Today we are studying the **present progressive verb tense**. Remember that the progressive verb tense is used to show an action that happens over a period of time. The past progressive connects *was* or *were* to a verb with an ‘ing’ ending, such as *were running*. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

The present progressive verb tense shows an action that takes place over a period of time in the present or an action taking place at the same time the statement is written. The present progressive uses *I am* + the base form of the verb + “ing,” *is* + the base form of the verb + “ing” to match singular nouns and pronouns, and *are* + the base form of the verb + “ing” to match plural nouns and pronouns. **Examples:** *I am walking* to school each day. Sara and Rosalyn *are talking* about the new girl at school.

“Now read the guided practice sentence on your lesson. Then change the verb to the present progressive verb tense. ‘Can anyone identify the present progressive verb tense? [Highlight the verb tense on the display].’”

Grammar and Usage Guided Practice Answers: My dad is hoping for more vacation.

Language Conventions Lesson #40

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Verbs are placed to the right of subjects after the main vertical line. Change the verbs in these sentences into the present progressive tense on the sentence diagrams: “I visited. They will rest.”’”
[Allow time.]

I | _____

They | _____

“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text, written by Michael Josephson, uses the present progressive verb tense. Let’s read it carefully: ‘Character is doing the right thing even when it costs more than you want to pay.’ How does the present progressive verb tense describe an action that is going on over a period of time?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with the present progressive verb tense on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘My mom came in second place in the Race for the Cure last year.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘I is expecting to get an A on this test.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #40

Mechanics

Capitalize the names of special events.

Examples: The Boston Marathon, The Read-a-Thon

Guided Practice: Her band played at the yearly Rock the vote event.

Grammar and Usage

The present progressive verb tense shows an action that takes place over a period of time in the present or an action taking place at the same time the statement is written. The present progressive uses *I am* + the base form of the verb + “__ing,” *is* + the base form of the verb + “__ing” to match singular nouns and pronouns, and *are* + the base form of the verb + “__ing” to match plural nouns and pronouns.

Examples: *I am walking* to school each day. Sara and Rosalyn *are talking* about the new girl at school.

Guided Practice: My dad *is hoping* for more vacation.

Language Conventions Lesson #40

Sentence Diagram Answers

I | am visiting

They | are resting

Mentor Text

“Character is doing the right thing even when it costs more than you want to pay.”

Michael Josephson (1942–)

Writing Application Lesson

Mechanics Dictation

My mom came in second place in the Race for the Cure last year.

Grammar and Usage Dictation

I am expecting to get an A on this test.



Language Conventions Lesson #41

Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize names of people, characters, places, things, products, holidays, special dates or days, titles, organizations, businesses, languages, people groups, and special events, but not articles, conjunctions, or prepositions in the middle of these proper nouns. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Capitalize the names of historical periods. **Examples:** The Gold Rush, Middle Ages

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: The Thirty Years war was a horrible time in history.

Grammar and Usage Lesson

“Today we are studying the **future progressive verb tense**. Remember that the progressive verb tense is used to show an action that happens over a period of time. The past progressive connects *was* or *were* to a verb with an ‘__ing’ ending, such as *were running*. The present progressive connects *am*, *is*, or *are* to a verb with an ‘__ing’ ending, such as *is running*. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

The future progressive verb tense shows an ongoing action that will be completed over a period of time or a continuous action that will be repeated and not completed. The future progressive uses *will be* + the base form of the verb + “__ing” to match both singular and plural nouns and pronouns. **Examples:** We *will be going* on the field trip tomorrow. Patrick and I *will be spending* lots of time together.

“Now read the guided practice sentence on your lesson. Then change the verb to the future progressive verb tense. ‘Can anyone identify the future progressive verb tense? [Highlight the verb tense on the display].’”

Grammar and Usage Guided Practice Answers: After Selma hits the ball, she will be racing to first base.

Language Conventions Lesson #41

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Verbs are placed to the right of subjects after the main vertical line. Change the verb in this sentence into the future progressive tense on the sentence diagram: “Tommy called.”’” [Allow time.]

Tommy | _____

“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text comes from an old American folksong. It includes the future progressive verb tense in many of its verses. The word “She’ll” is the contraction of “She will.” The word “comin’” is the contraction of “coming.” Let’s read one of these verses carefully:

‘She’ll be comin’ ‘round the mountain when she comes.

She’ll be comin’ ‘round the mountain when she comes.

She’ll be comin’ ‘round the mountain; She’ll be comin’ ‘round the mountain;

She’ll be comin’ ‘round the mountain when she comes.’

How does the future progressive verb tense describe an action that will be going on over a period of time?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with the future progressive verb tense on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘The Civil War lasted five years.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, changing each of the verbs in these sentences to the correct forms of the future progressive verb tense:

‘They will have been sensed his presence by now. She had touched his arm. Lola has tried to visit.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #41

Mechanics

Capitalize the names of historical periods.

Examples: The Gold Rush, Middle Ages

Guided Practice: The Thirty Years' war was a horrible time in history.

Grammar and Usage

The future progressive verb tense shows an ongoing action that will be completed over a period of time or a continuous action that will be repeated and not completed. The future progressive uses *will be* + the base form of the verb + “__ing” to match both singular and plural nouns and pronouns.

Examples: We *will be going* on the field trip tomorrow. Patrick and I *will be spending* lots of time together.

Guided Practice: After Se ma hits the ball, she *be racing* to first base.

Language Conventions Lesson #41

Sentence Diagram Answers

Tommy | will be calling

Mentor Text

She'll be comin' 'round the mountain when she comes.

She'll be comin' 'round the mountain when she comes.

She'll be comin' 'round the mountain; She'll be comin' 'round the mountain;

She'll be comin' 'round the mountain when she comes.

American Folksong
Author Unknown

Writing Application Lesson

Mechanics Dictation

The Civil War lasted five years.

Grammar and Usage Dictation

They will be sensing his presence by now. She will be touching his arm. Lola will be trying to visit.

Language Conventions Lesson #42

Mechanics Lesson

“Today we are studying **question marks**. Remember that we use a question mark to end an interrogative sentence. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Use a question mark to end a direct question. **Example:** Are we late?

Don’t use a question mark to end an indirect question. **Examples:** I wonder if she knew. The teacher asked us to finish.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: Why did he stop running? I wonder if he would have won.

Grammar and Usage Lesson

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

An adverb can modify a verb or another adverb and answer What degree? A degree is how much of something. The adverb may be found before or after the verb that it modifies.

Examples: More did James work than anyone else. She baked less than her mother.

Adverbs are very flexible in English. They can be used in all parts of the sentence.

Examples: Quickly, the man climbed the stairs. The man quickly climbed the stairs.

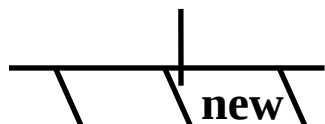
“Now read the guided practice sentence on your lesson. Then underline the What degree? adverbs. [Allow time.] ‘Can anyone share the What degree? adverbs? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: I’ve been a little less interested in sports this year.

Language Conventions Lesson #42

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson ‘Adverbs are placed below the verbs they modify on a sentence diagram. Complete the sentence diagram: “The new student spoke softly.”” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from *Harry Potter and the Chamber of Secrets* uses a What degree? adverb to contrast two actions. Let’s read it carefully: ‘It is our choices that show what we truly are, far more than our abilities.’ Let’s identify the What degree? adverbs (‘far more’ modifying the verb ‘show.’)”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence using a What degree? adverb. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘He asked if he should wait a bit longer. I answered, “Why would you?”’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘You should more practice and patiently wait for success.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #42

Mechanics

Use a question mark to end a direct question.

Example: Are we late?

Don't use a question mark to end an indirect question.

Examples: I wonder if she knew. The teacher asked us to finish.

Guided Practice: Why did he stop running? I wonder if he would have won?

Grammar and Usage

An adverb can modify a verb or another adverb and answer What degree? A degree is how much of something. The adverb may be found before or after the verb that it modifies.

Examples: More did James work than anyone else. She baked less than her mother.

Adverbs are very flexible in English. They can be used in all parts of the sentence.

Examples: Quickly, the man climbed the stairs. The man quickly climbed the stairs.

Guided Practice: I've been a less little interested in sports this year.

Language Conventions Lesson #42

Sentence Diagram Answers

student | spoke
 \ The \ new \ softly

Mentor Text

“It is our choices that show what we truly are, far more than our abilities.”

J.K. Rowling (1965–)

Writing Application Lesson

Mechanics Dictation

He asked if he should wait a bit longer. I answered, “Why would you?”

Grammar and Usage Dictation

You should practice more and wait patiently for success.



Language Conventions Lesson #43

Mechanics Lesson

“Today we are studying how to use **exclamation points**. Remember that sentences which ask questions are called *interrogative* sentences. Sentences that end in exclamation points are called *exclamatory* sentences. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

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

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: Hey! Knock it off!

Grammar and Usage Lesson

“Today we are studying **adverbs**. Remember that words that end in ‘_ly’ are often adverbs and that an adverb can modify a verb or another adverb and answer What degree? Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

An adverb can modify a verb or another adverb and answer How? The adverb may be found before or after the verb that it modifies. **Examples:** Carefully she answered. He walked slowly.

Adverbs are very flexible in English. They can be used in all parts of the sentence.

Examples: The child sweetly answered. The child answered sweetly.

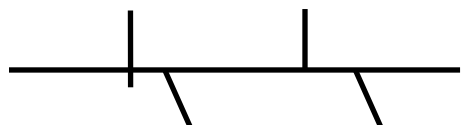
“Now read the guided practice sentence on your lesson. Then highlight the How? adverbs. [Allow time.] ‘Can anyone share the How? adverbs? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: We walked slowly, yet directly, to the gym.

Language Conventions Lesson #43

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson ‘Adverbs are placed below the verbs they modify on a sentence diagram. Complete the sentence diagram: “They happily played video games.”” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from *The Little Prince* uses two How? adverbs. Let’s read it carefully: ‘It is only with the heart that one can see rightly.’ Now identify the two How? adverbs.”

Writing Application Lesson

“Now let’s apply what we’ve learned and respond to this quote and write a sentence using a How? adverb on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Oh no! That scared me to death.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson: ‘I feel great and I look better than I should.’ Then underline each of the adverbs.”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #43

Mechanics

Use one exclamation point to show surprise or strong emotion in an exclamatory sentence or following an interjection. An interjection is a short sentence fragment used to show extreme emotion and is often used within dialogue.

Examples: That is amazing! Wow!

Guided Practice: Hey! Knock it off!!!

Grammar and Usage

An adverb can modify a verb or another adverb and answer How? The adverb may be found before or after the verb that it modifies.

Examples: Carefully she answered. He walked slowly.

Adverbs are very flexible in English. They can be used in all parts of the sentence.

Examples: The child sweetly answered. The child answered sweetly.

Guided Practice: We walked slowly, yet directly, to the gym.



Language Conventions Lesson #43

Sentence Diagram Answers

They | played | games
 \ happily \ video

Mentor Text

“It is only with the heart that one can see rightly.”

Antoine de Saint-Exupéry (1900–1944)

Writing Application Lesson

Mechanics Dictation

Oh no! That scared me to death.

Grammar and Usage Dictation

I feel great and I look better than I should.



Language Conventions Lesson #44

Mechanics Lesson

“Today we are studying how to use **colons in business letters**. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Colons (:) follow nouns and are used after business letter greetings. **Example:** Dear Sirs:

“Now read the guided practice sentence on your lesson. Block paragraphs may be used for business letters and do not require indentations. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers:

To Whom It May Concern:

Thank you for your help.

Sincerely,

Thomas Jones

Grammar and Usage Lesson

“Today we are studying **adverbs**. Remember that words that end in ‘_ly’ are often adverbs and that an adverb can modify a verb or another adverb and answer What degree? or How? Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

An adverb can modify a verb or another adverb and answer Where? The adverb may be found before or after the verb that it modifies. **Examples:** Here she scratched the table. He put it there next to the chair.

Adverbs are very flexible in English. They can be used in all parts of the sentence.

Examples: Nearby, the bees buzzed around the honeycomb. The bees buzzed nearby around the honeycomb.

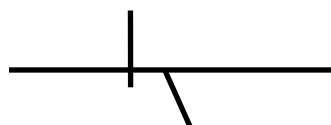
“Now read the guided practice sentences on your lesson. Then highlight the Where? adverbs. [Allow time.] ‘Can anyone share the Where? adverbs? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Did your parents drive you here? Did you walk there?

Language Conventions Lesson #44

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson ‘Adverbs are placed below the verbs they modify on a sentence diagram. Complete the sentence diagram: “Lucy traveled there.”” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text, written by songwriters John Lennon and Paul McCartney, uses several Where? adverbs. Let’s read it carefully:

‘I want her everywhere, and if she’s beside me I know I need never care.

But to love her is to need her everywhere, knowing that love is to share.

Each one believing that love never dies, watching her eyes, and hoping I’m always there,

I will be there and everywhere—Here, there, and everywhere.’

Can anyone identify a Where? adverb?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a Where? adverb on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: “Dear Sirs: Please cancel my order. Sincerely, Mary Todd”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson: ‘I see them everywhere but not here.’ Then underline the adverbs.”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #44

Mechanics

Colons (:) follow nouns and are used after business letter greetings. **Example:** Dear Sirs:

Guided Practice:

To Whom It May Concern,

Thank you for your help:

Sincerely,

Thomas Jones

Grammar and Usage

An adverb can modify a verb or another adverb and answer Where? The adverb may be found before or after the word that it describes.

Examples: Here she scratched the table. He put it there next to the chair.

Adverbs are very flexible in English. They can be used in all parts of the sentence.

Examples: Nearby, the bees buzzed around the honeycomb. The bees buzzed nearby around the honeycomb.

Guided Practice: Did your parents drive you here? Did you walk there?

Language Conventions Lesson #44

Sentence Diagram Answers

Lucy | traveled
 \ there

Mentor Text

“I want her everywhere, and if she’s beside me I know I need never care.

But to love her is to need her everywhere. Knowing that love is to share.

Each one believing that love never dies, watching her eyes, and hoping I’m always there,

I will be there and everywhere—Here there, and everywhere.”

John Lennon (1940–1980) and Paul McCartney (1942–

Writing Application Lesson

Mechanics Dictation

Dear Sirs:

Please cancel my order.

Sincerely,
Mary Todd

Grammar and Usage Dictation

I see them everywhere but not here.

Language Conventions Lesson #45

Mechanics Lesson

“Today we are studying when to use **commas with beginning phrases**. Remember that a phrase is a group of related words without a noun and connected verb and the subject of a sentence acts as the ‘do-er’ of the sentence. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Place a comma after a phrase at the beginning of a sentence which modifies the subject of that sentence. **Examples:** Damaged beyond repair, the computer could not be saved. Complete with tools, her tool chest had what we needed to fix the lawnmower. Running the mile, I got tired at the end.

“Now read the guided practice sentences on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].”

Mechanics Guided Practice Answers: Always cheerful, Mary was a great friend. Given a cookie, the child stopped crying.

Grammar and Usage Lesson

“Today we are studying **adverbs**. Remember that words that end in ‘_ly’ are often adverbs and that an adverb can modify a verb or another adverb and answer What degree? How? or Where? Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

An adverb can modify a verb or another adverb and answer When? The adverb may be found before or after the verb that it modifies. **Examples:** Soon we will know our secret helpers. Give first and then you will receive.

Adverbs are very flexible in English. They can be used in all parts of the sentence.

Examples: Sometime in the night the alarm sounded. The alarm sounded sometime in the night.

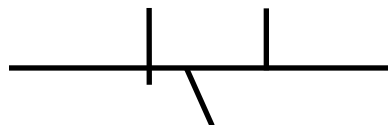
“Now read the guided practice sentence on your lesson. Then highlight the When? adverbs. [Allow time.] ‘Can anyone share the When? adverbs? [Correct the sentence on the display].”

Grammar and Usage Guided Practice Answers: I hear school will start earlier next year.

Language Conventions Lesson #45

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson ‘Adverbs are placed below the verbs they modify on a sentence diagram. Complete the sentence diagram: “Roger saw them later.”” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from *Alice’s Adventures in Wonderland* uses two When? adverbs. Let’s read it carefully: ‘I knew who I was this morning, but I’ve changed a few times since then.’ Can anyone identify a When? adverb?”

Note: The adverb “morning” also serves as a common noun.

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence using a When? adverb on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Beating the third level, the girl achieved her goal.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson: ‘I’ll see you later and then we’ll talk.’ Then underline the adverbs.”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #45

Mechanics

Place a comma after a phrase at the beginning of a sentence which modifies the subject of the sentence.

Examples: Damaged beyond repair, the computer could not be saved. Complete with tools, her tool chest had what we needed to fix the lawnmower. Running the mile, I got tired at the end.

Guided Practice: Always cheerful, Mary was a great friend. Given a cookie the child stopped crying.

Grammar and Usage

An adverb can modify a verb or another adverb and answer When? The adverb may be found before or after the word that it describes.

Examples: Soon we will know our secret helpers. Give first and then you will receive.

Adverbs are very flexible in English. They can be used in all parts of the sentence.

Examples: Sometime in the night the alarm sounded. The alarm sounded sometime in the night.

Guided Practice: I hear school will start earlier next year.

Language Conventions Lesson #45

Sentence Diagram Answers

Roger | saw | them
 \ later

Mentor Text

“I knew who I was this morning, but I’ve changed a few times since then.”

Lewis Carroll (1832–1898)

Writing Application Lesson

Mechanics Dictation

Beating the third level, the girl achieved her goal.

Grammar and Usage Dictation

I’ll see you later and then we’ll talk.

Language Conventions Lesson #46

Mechanics Lesson

“Today we are studying when to use **commas with ending phrases**. Remember that a phrase is a group of related words without a noun and connected verb and the subject of a sentence acts as the ‘do-er’ of the sentence. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Place a comma before a phrase at the end of a sentence which modifies the subject of that sentence. **Examples:** He was right, not wrong. Todd is going to tell the teacher, isn’t he? Mike got angry quickly, just like his dad.

“Now read the guided practice sentences on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: The boy was anxious, even ready to go first. You’re up to bat next, aren’t you?

Grammar and Usage Lesson

“Today we are studying **adverb order**. Remember that words that end in ‘_ly’ are often adverbs and that an adverb can modify a verb or another adverb and answer What degree? How? Where? or When? Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

When using more than one adverb in a sentence, adverbs are usually placed in this order: What degree? How? Where? or When? **Examples:** She dresses less warmly here now.

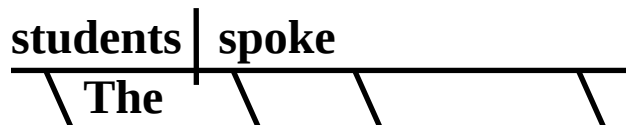
“Now read the guided practice sentence on your lesson. Then fix the sentence with proper adverb order. [Allow time.] ‘Can anyone share the proper adverb order? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: They walked more carefully everywhere.

Language Conventions Lesson #46

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson ‘Adverbs are placed below the verbs they modify on a sentence diagram. Complete the sentence diagram with these adverbs in proper order: “carefully,” “less,” here.”” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from an unknown author uses all four types of adverbs in proper adverb order. Let’s read it carefully: ‘You’ve got to walk more quickly to get there every day on time.’ Now identify each type of adverb in this sentence.”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence using proper adverb order on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Completely confused, the girl asked for help.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘They often went there less than they had planned.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #46

Mechanics

Place a comma before a phrase at the end of a sentence which modifies the subject of that sentence.

Examples: He was right, not wrong. Todd is going to tell the teacher, isn't he? Mike got angry quickly, just like his dad.

Guided Practice: The boy was anxious, even ready to go first. You're up to bat next aren't you?

Grammar and Usage

When using more than one adverb in a sentence, adverbs are usually placed in this order: What degree? How? Where? or When? **Examples:** She dresses less warmly here now.

Guided Practice: They walked everywhere more carefully.

Language Conventions Lesson #46

Sentence Diagram Answers

students | spoke
The less carefully here

Mentor Text

“You’ve got to walk more quickly to get there every day on time.”

Author Unknown

Writing Application Lesson

Mechanics Dictation

Completely confused, the girl asked for help.

Grammar and Usage Dictation

They went less often there than they had planned.

Language Conventions Lesson #47

Mechanics Lesson

“Today we are studying when to use **commas with beginning dependent clauses**. Remember that a dependent clause is a noun and connected verb that does not tell a complete thought. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Place a comma after a dependent clause that begins a sentence. **Example** Unless you approve, I won’t volunteer.

“Now read the guided practice sentences on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: After she left, we stopped playing video games. Even if she had stayed, we would have quit.

Grammar and Usage Lesson

“Today we are studying **dependent clauses and complex sentences**. Remember that a simple sentence has one independent clause with a noun and a connected verb that tells a complete thought. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A dependent clause has a noun and verb, but does not tell a complete thought. A complex sentence has an independent clause and at least one dependent clause. **Example:** I like him (independent clause) even if he doesn’t like me (dependent clause).

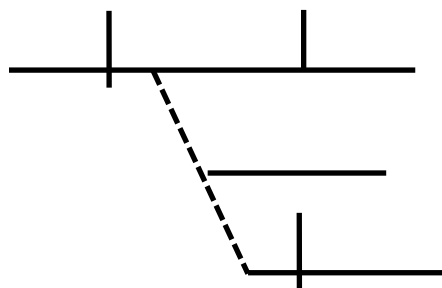
“Now read the guided practice sentences on your lesson. Then highlight the dependent clauses. [Allow time.] ‘Can anyone identify the dependent clauses? [Highlight the sentences on the display].’”

Grammar and Usage Guided Practice Answers: If I had three wishes, my first wish would be for a million more wishes. But since I don’t believe in genies, I won’t get any wishes.

Language Conventions Lesson #47

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Dependent clauses are placed below the main horizontal line and connect with a dotted and slanted line to the predicates they modify. Complete the sentence diagram: “You can ask Dad because I won’t.” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text, written by Jesse Jackson, is a complex sentence. Let’s read it carefully: ‘Never look down on people unless you’re helping them up.’ Can anyone identify the independent clause? the dependent clause?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote with a complex sentence on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Since you asked politely, I will share some.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson: ‘If I have to do it for you, you will never learn.’ Then underline the dependent clause.”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #47

Mechanics

Place a comma after a dependent clause that begins a sentence.

Example: Unless you approve, I won't volunteer.

Guided Practice: After she left, we stopped playing video games. Even if she had stayed we would have quit.

Grammar and Usage

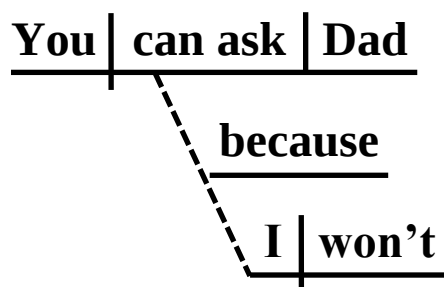
A dependent clause has a noun and verb, but does not tell a complete thought. A complex sentence has an independent clause and at least one dependent clause.

Example: I like him (independent clause) even if he doesn't like me (dependent clause).

Guided Practice: If I had three wishes, my first wish would be for a million more wishes. But since I don't believe in genies, I won't get any wishes.

Language Conventions Lesson #47

Sentence Diagram Answers



Mentor Text

“Never look down on people unless you’re helping them up.”

Reverend Jesse Jackson (1941–)

Writing Application Lesson

Mechanics Dictation

Since you asked politely, I will share some.

Grammar and Usage Dictation

If I have to do it for you, you will never learn.



Language Conventions Lesson #48

Mechanics Lesson

“Today we are studying when to use **commas with dependent clauses in the middle and end of sentences**. Remember that a dependent clause is a noun and connected verb that does not tell a complete thought. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Place a comma before and after a dependent clause in the middle of a sentence. **Example:** She studied, before she went to the game, and so she was prepared for the test.

Do *not* place a comma before a dependent clause that ends a sentence. **Example:** We have ice cream if you want it.

“Now read the guided practice sentences on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: She never asked for food, unless I’m mistaken, but she really want to do so.

Grammar and Usage Lesson

Today we are studying **subordinating conjunctions**. Remember that an independent clause has a noun and a connected verb that tells a complete thought, such as a sentence. A dependent clause has a noun and a connected verb that does not tell a complete thought. A dependent clause and an independent clause form a complex sentence. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.

A subordinating conjunction starts a dependent clause and signals how the dependent clause relates to an independent clause. Use this memory trick to begin dependent clauses with subordinating conjunctions.

AAAWWUBBIS: After, Although, As, When, While, Until, Because, Before, If, Since

Guided Practice: Although she used my password, I don't know how she did so if I've never told it to anyone.

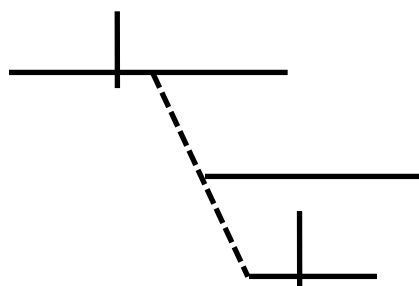
“Now read the guided practice sentence on your lesson. Then underline the dependent clause and [bracket] the subordinating conjunction. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: [Although] she used my password, I don't know how she did so since (or because) I've never told it to anyone.

Language Conventions Lesson #48

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Dependent clauses are placed below the main horizontal line and connect with a dotted and slanted line to the predicates they modify. Subordinating conjunctions are placed in the middle of that dotted slanted line. Complete the sentence diagram: “Wherever I go, Fido follows.”’” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from *The Hobbit* begins a complex sentence with a subordinating conjunction. Let’s read it carefully: ‘If more of us valued food and cheer and song above hoarded gold, it would be a merrier world.’ Who can how the conjunction “If” relates to the independent clause?”

Writing Application Lesson

“Now let’s apply what we’ve learned and respond to this quote, beginning with a subordinating conjunction, on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘She came to dinner because I invited her. She ate, even more than I did, and then asked for seconds.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson: ‘Even though I’m hungry, I will still have a slice of his pie. Then underline the dependent clause and [bracket] the subordinating conjunction.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #48

Mechanics

Place a comma before and after a dependent clause in the middle of a sentence.

Example: She studied, before she went to the game, and so she was prepared for the test.

Do *not* place a comma before a dependent clause that ends a sentence.

Example: We have ice cream if you want it.

Guided Practice: She never asked for food, unless I'm mistaken but she really want to do so

Grammar and Usage

A subordinating conjunction starts a dependent clause and signals how the dependent clause relates to an independent clause. Use this memory trick to begin dependent clauses with subordinating conjunctions:

AAAWWUBBIS

After	Although	As	When	While	Until
Because	Before	If	Since		

Guided Practice: Although she used my password, I don't know how she did so if I've never told it to anyone.



Sentence Diagram Answers

Fido | follows
Wherever
I | go

“If more of us valued food and cheer and song above hoarded gold, it would be a merrier world.”

J.R.R. Tolkien (1892–1973)

Writing Application Lesson

She came to dinner because I invited her. She ate, even more than I did, and then asked for seconds.

Grammar and Usage Dictation

[Even] though I'm hungry, I will still have a slice of his pie.

Language Conventions Lesson #49

Mechanics Lesson

“Today we are studying how to use **hyphens with compound words**. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

A hyphen is a short dash (-) used to combine words. Hyphens are used to join base words to form compound words. **Example:** one-of-a-kind

Hyphens are also used for spelled-out fractions. **Example:** one-half

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: I’m looking forward to the two-for-one sale.

Grammar and Usage Lesson

“Today we are studying **coordinating conjunctions as joining words**. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A coordinating conjunction can join two or more words or phrases. The memory trick FANBOYS (For-And-Nor-But-Or-Yet-So) may help you remember the common coordinating conjunctions. **Examples:** I watched and waited for the boars to eat or climb a tree, but they did neither. They were not hungry, nor active, so I left. Yet I would like to see them sometime.

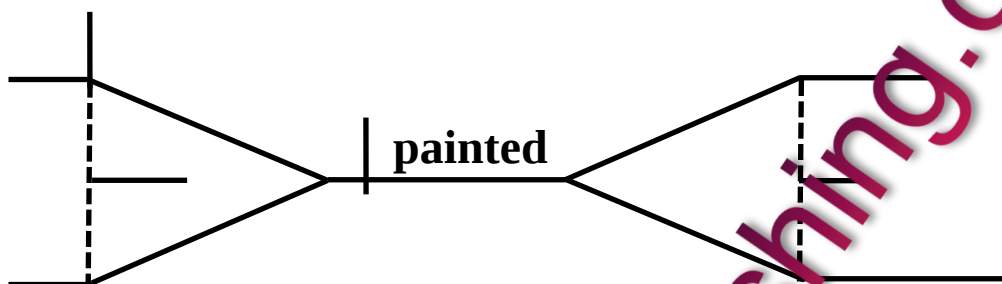
“Now read the guided practice sentence on your lesson. Then highlight the coordinating conjunctions. [Allow time.] ‘Can anyone share a coordinating conjunction? [Highlight the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Byron and Jake were late, not Pedro or Tamara.

Language Conventions Lesson #49

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Coordinating conjunctions are placed in the middle of a dotted vertical line to join words, phrases, and clauses. Complete the sentence diagram: “Sy and Ian painted tigers or elephants.”’” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from *Winnie-the-Pooh* uses a coordinating conjunction to join three phrases. Let’s read it carefully: ‘You’re braver than you believe, stronger than you seem, and smarter than you think.’ Can anyone identify the coordinating conjunction?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence using a coordinating conjunction to join two phrases on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘I’ll save one-third on my purchase.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson: ‘They want cake and pie, but not ice cream or cookies.’ Then underline the coordinating conjunctions.”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #49

Mechanics

A hyphen is a short dash (-) used to combine words. Hyphens are used to join base words to form compound words.

Example: one-of-a-kind

Hyphens are also used for spelled-out fractions.

Example: one-half

Guided Practice: I'm looking forward to the two-for one sale.

Grammar and Usage

A coordinating conjunction can join two or more words or phrases. The memory trick FANBOYS (For-And-Nor-But-Or-Yet-So) may help you remember the common coordinating conjunctions.

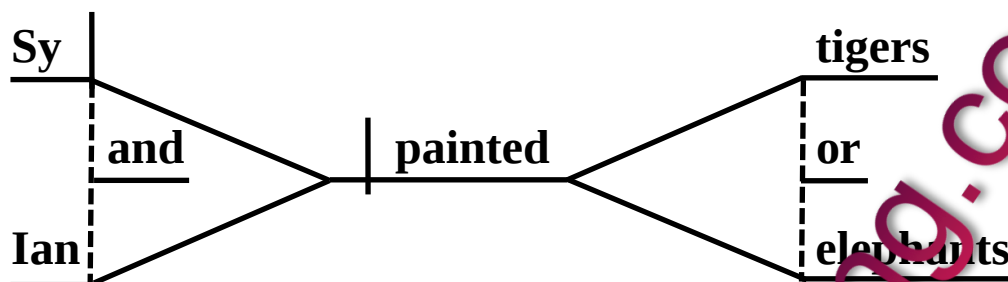
Examples: I watched and waited for the boas to eat or climb a tree, but they did neither. They were not hungry, nor active, so I left. Yet I would like to see them sometime.

Guided Practice: Byron and Jake were late, not Pedro or Tamara.



Language Conventions Lesson #49

Sentence Diagram Answers



Mentor Text

“You’re braver than you believe, stronger than you seem, and smarter than you think.”

A.A. Milne (1882–1856)

Writing Application Lesson

Mechanics Dictation

I’ll save one-third on my purchase.

Grammar and Usage Dictation

They want cake and pie, but not ice cream or cookies.



Language Conventions Lesson #50

Mechanics Lesson

“Today we are studying how to use **dashes**. Remember that dashes serve a different purpose than hyphens and are usually longer. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Dashes are used to show a range of values between dates, times, and numbers. A dash (–) is slightly longer than a hyphen (-). **Examples:** From July 6–9 between the hours of 7:00–10:00 a.m., a crowd of 200–225 protesters will be in the park.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: Roughly 15–20 will attend our dinner on 10–2–2014.

Grammar and Usage Lesson

“Today we are studying **coordinating conjunctions** as used with **compound subjects and complete predicates**. Remember that a conjunction can join two or more words or phrases. The memory trick FANBOYS (For-And-Nor-But-Or-Yet-So) may help you remember the common coordinating conjunctions. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

The compound subject has two or more nouns or pronouns joined by coordinating conjunctions. If one of the subjects is *I*, place it last in compound subjects. **Example:** Tom and I left school. The complete subject includes all words which describe the simple subject. **Example:** My brother James and I play baseball.

The compound predicate has two or more verbs joined by coordinating conjunctions. **Example:** They tried and failed. The complete predicate includes all words which modify the simple predicate. **Example:** She did not like, nor want any candy.

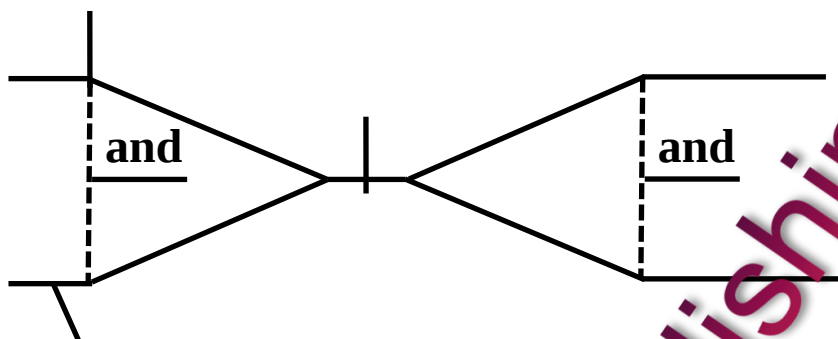
“Now read the guided practice sentences on your lesson. Then highlight the coordinating conjunctions. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Angel and Bonnie both play or watch volleyball.

Language Conventions Lesson #50

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘In sentence diagrams two or more separate horizontal lines are stacked upon each other for each independent clause. A coordinating conjunction joins the predicates to form a compound sentence. Complete the sentence diagram: “Al and crazy Ed jumped and bounced.”’” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text was spoken by the Jedi master, Yoda, in *Star Wars Episode V: The Empire Strikes Back*. Let’s read it carefully: ‘Do or do not. There is no try.’ Can anyone identify the compound predicate and the coordinating conjunction which joins the verbs?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with both a compound subject and a compound predicate on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Read pages 147–162 for homework between 4–6:00 p.m.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson: ‘Ben and Cousin Jim prepare, cook, and eat dinner.’ Then underline the coordinating conjunctions.”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #50

Mechanics

Dashes are used to show a range of values between dates, times, and numbers. A dash (–) is slightly longer than a hyphen (-).

Examples: From July 6–9 between the hours of 7:00–10:00 a.m., a crowd of 200–225 protesters will be in the park.

Guided Practice: Roughly 15–20 will attend our dinner on 10-2-2014.

Grammar and Usage

The compound subject has two or more nouns or pronouns joined by coordinating conjunctions. If one of the subjects is *I*, place it last in compound subjects.

Example: Tom and I left school.

The complete subject includes all words which describe the simple subject.

Example: My brother James and I play baseball.

The compound predicate has two or more verbs joined by coordinating conjunctions.

Example: They tried and failed.

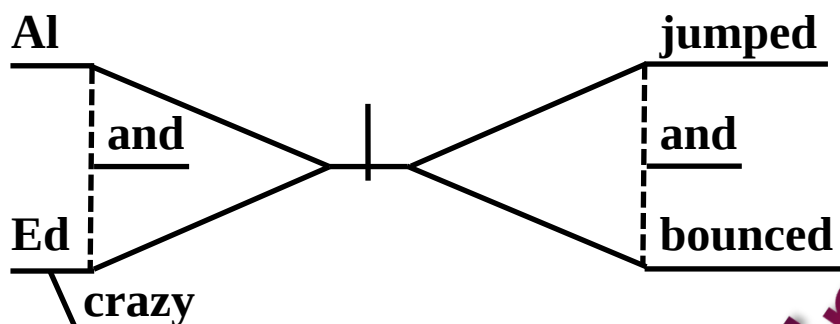
The complete predicate includes all words which modify the simple predicate.

Example: She did not like, nor want any candy.

Guided Practice: Angel and Bonnie both play or watch volleyball.

Language Conventions Lesson #50

Sentence Diagram Answers



Mentor Text

“Do or do not. There is no try.”

George Lucas (1944–)

Writing Application Lesson

Mechanics Dictation

Read pages 147–162 for homework between 4–6:00 p.m.

Grammar and Usage Dictation

Ben and Cousin Jim prepare, cook, and eat dinner.

Language Conventions Lesson #51

Mechanics Lesson

“Today we are studying how to use **brackets**. Now let’s read the mechanics lesson. highlight the key points of the text, and study the examples.”

Use brackets ([]) to provide missing or explanatory information within direct quotations.

Example: “You found it [the missing coat] on the table.”

In scripts and plays, brackets are also used as stage directions both inside and outside of dialogue. **Example:** [Nervously] I don’t know what you mean.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: I did like it [the silver ring], but I had my eye on the bracelet.

Grammar and Usage Lesson

“Today we are studying **coordinating conjunctions in compound sentences**. Remember that a conjunction joins words and phrases with related meanings. The memory trick FANBOYS may help you remember the common coordinating conjunctions. **Examples:** FANBOYS (For-And-Nor-But-Or-Yet-So).”

A coordinating conjunction joins two or more independent clauses to form a compound sentence.

A comma is placed before the conjunction if it joins two or more long independent clauses.

Examples: I walk down to the car wash, but I never take my car to get washed. I walk and I run.

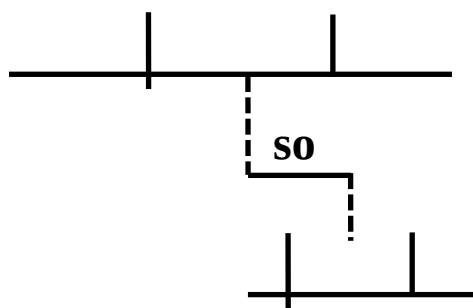
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: It was fun and it was cheap, but it was hardly ever something I would expect.

Language Conventions Lesson #51

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. In sentence diagrams two or more separate horizontal lines are stacked upon each other for each independent clause. A coordinating conjunction joins the predicates to form a compound sentence. Complete the sentence diagram: “Terry wanted help so I gave it.”” [Allow time.]



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

Mentor Text Lesson

“This mentor text from *Little Women* uses a coordinating conjunction to signal a contrast (to show a difference). Let’s read it carefully: ‘Women have been called queens for a long time, but the kingdom given them isn’t worth ruling.’ Can anyone explain how the coordinating conjunction signals the contrasting idea which follows?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote with a compound sentence on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this this Sentence Dictation correctly on your lesson without using parentheses or commas: ‘I pointed out the man [the one with the tie].’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘My teacher told me to try harder, but I decided to do my best.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #51

Mechanics

Use brackets ([]) to provide missing or explanatory information within direct quotations.

Example: “You found it [the missing coat] on the table.”

In scripts and plays, brackets are also used as stage directions both inside and outside of dialogue.

Example: [Nervously] I don’t know what you mean.

Guided Practice: I did like it [the silver ring, but I had my eye on the bracelet.

Grammar and Usage

A coordinating conjunction joins two or more independent clauses to form a compound sentence.

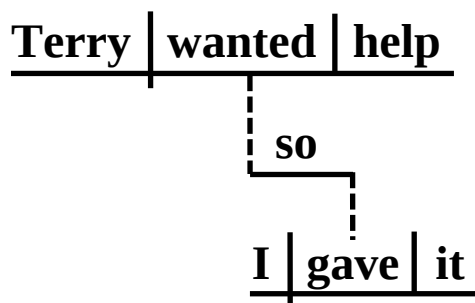
A comma is placed before the conjunction if it joins two or more long independent clauses.

Examples: I walk down to the car wash, but I never take my car to get washed. I walk and I run.

Guided Practice. It was fun, and it was cheap, but it was hardly ever something I would expect.

Language Conventions Lesson #51

Sentence Diagram Answers



Mentor Text

“Women have been called queens for a long time, but the kingdom given them isn’t worth ruling.”

Louisa May Alcott (1832–1888)

Writing Application Lesson

Mechanics Dictation

I pointed out the man [the one with the tie].

Grammar and Usage Dictation

My teacher told me to try harder, so (and) I decided to do my best.



Language Conventions Lesson #52

Mechanics Lesson

“Today we are studying how to use **commas before conjunctions in compound sentences**. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Place a comma before the coordinating conjunction(s) to join independent clauses if one or both of the independent clauses is long and always before *but* or *yet*. The memory trick FANBOYS (For-And-Nor-But-Or-Yet-So) may help you remember the common coordinating conjunctions.

Example: My parents used to eat plenty of fresh fish, and they also ate rice.

“Now read the guided practice sentences on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: I wanted a phone and I hoped for a tablet, yet I didn’t expect to get them.

Grammar and Usage Lesson

“Today we are studying **prepositional phrases**. Remember that a phrase is a group of related words without a noun and connected verb. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A preposition can show a relationship between the preposition and its object. An object receives an action. The preposition is always part of a phrase and comes before its object. The preposition asks “What?” or “Whom?” and the object provides the answer.

Examples: Following is a list of common prepositions which show a relationship to an object.

according to, among, as, as to, at, but, despite, except, for, instead of, into, in place of, in spite of, like, regardless of, since, than, to, unlike, with

Place a comma after introductory prepositional phrases with more than four words.

Example: Instead of the deep and dark forest, we walked along the beach.

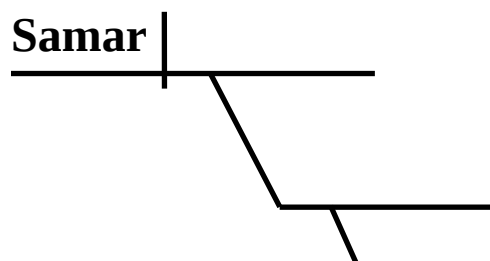
“Now read the guided practice sentence on your lesson and underline the prepositional phrases. [Allow time.] ‘Can anyone share a prepositional phrase, naming the preposition and its object? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: According to Facebook she was in love with him.

Language Conventions Lesson #52

Sentence Diagram Lesson and Corrections

“Now read the directions and complete this sentence diagram on your lesson. ‘Prepositions are placed to the right of slanted vertical lines and connect the predicate to the object of the preposition. Complete the sentence diagram: “Samar returned from the sleepover.”’”
[Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from *Spider-Man* uses a beginning prepositional phrase. Let’s read it carefully: ‘With great power comes great responsibility.’ Can anyone identify the preposition and its object?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote with a sentence beginning with a prepositional phrase on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘I never understood what she meant, though it never really mattered.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson: ‘Instead of Rose they chose Beth.’ Then underline the preposition and bracket ([]) its object.”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #52

Mechanics

Place a comma before the coordinating conjunction(s) to join independent clauses if one or both of the independent clauses is long and always before *but* or *yet*. The memory trick FANBOYS (For-And-Nor-But-Or-Yet-So) may help you remember the common coordinating conjunctions.

Example: My parents used to eat plenty of fresh fish, and they also ate rice.

Guided Practice: I wanted a phone, and I hoped for a tablet, yet I didn't expect to get them.

Grammar and Usage

A preposition can show a relationship between the preposition and its object. An object receives an action. The preposition is always part of a phrase and comes before its object. The preposition asks "What?" or "Whom?" and the object provides the answer.

Examples: Following is a list of common prepositions which show a relationship to an object.

according to, among, as, as to, at, but, despite, except, for, instead of, into, in place of, in spite of, like, regardless of, since, than, through, throughout, to, unlike, with

Place a comma after introductory prepositional phrases with more than four words.

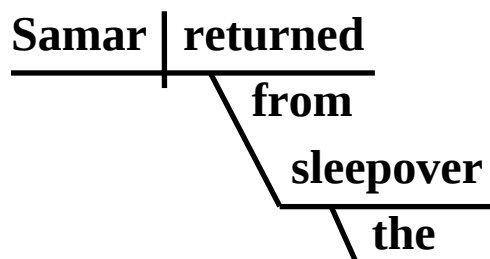
Example: Instead of the deep and dark forest, we walked along the beach.

Guided Practice: According to Facebook, she was in love with him.



Language Conventions Lesson #52

Sentence Diagram Answers



Mentor Text

“With great power comes great responsibility.”

from the 2002 *Spider-Man*

Writing Application Lesson

Mechanics Dictation

I never understood what she meant, though it never really mattered.

Grammar and Usage Dictation

Instead of [Rose] they chose Beth.



Language Conventions Lesson #53

Mechanics Lesson

“Today we are studying how to use **parentheses as comments**. Words placed within parentheses are not necessary to the meaning of the sentence, but they do provide additional information. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Parentheses () can be used to make something more clear or talk about what has been said in the sentence. **Example:** The scrawny (skinny) black dog was the neighborhood pet.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: The carnitas (pork) tacos and pollo (chicken) were delicious.

Grammar and Usage Lesson

“Today we are studying **prepositional phrases**. Remember that a preposition can show a relationship with its object and forms a prepositional phrase. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A preposition can show the location or position between the preposition and its object. The preposition begins a prepositional phrase and asks “What?” or “Whom?” The object provides the answer. **Examples:** Following is a list of common location or position prepositions.

aboard, about, above, across, against, along, around, at, behind, below, beneath, beside, between, beyond, by, down, from, in, inside, instead of, near, next, off, on, onto, outside, out of, over, past, through, to, toward, under, underneath, up, upon, within, without

Prepositional phrases in the middle of a sentence are not set off by commas.

Example: His mom chose the red dress next to the blue one and bought shoes to match.”

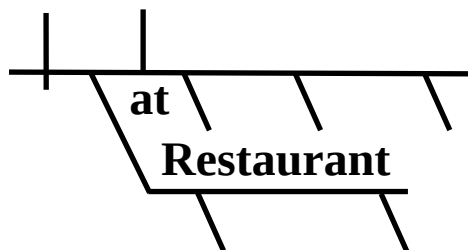
“Now read the guided practice sentence on your lesson and underline the prepositional phrases. [Allow time.] ‘Can anyone share a prepositional phrase, naming the preposition and its object? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Nora stayed behind the fence and next to the field to watch.

Language Conventions Lesson #53

Sentence Diagram Lesson and Corrections

“Now read the directions and complete this sentence diagram on your lesson. ‘Prepositions are placed to the right of slanted vertical lines and connect the predicate to the object of the preposition. Complete the sentence diagram: “I ate my first jalapeño pepper at Paco’s Mexican Restaurant.”’”



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text, written by Judith Viorst, uses several middle prepositional phrases. Let’s read it carefully: ‘I went to sleep with gum in my mouth and now there’s gum in my hair and when I got out of bed this morning I tripped on the skateboard and by mistake I dropped my sweater in the sink while the water was running and I could tell it was going to be a terrible, horrible, no good, very bad day.’ Can anyone identify one of the middle prepositional phrases?”

Writing Application Lesson

“Now let’s apply what we’ve learned and respond to this quote with a prepositional phrase in the middle of your sentence on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly without using commas or brackets: I liked it (the book).”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Nora stayed behind the fence and next to the field to watch.’ Then underline the prepositions and bracket ([]) their objects.”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #53

Mechanics

Parentheses () can be used to make something more clear or talk about what has been said in the sentence.

Example: The scrawny (skinny) black dog was the neighborhood pet.

Guided Practice: The carnitas (pork) tacos and pollo (chicken) were delicious.

Grammar and Usage

A preposition can show the location or position between the preposition and its object. The preposition begins a prepositional phrase and asks “What?” or “Whom?” The object provides the answer.

Examples: Following is a list of common location or position prepositions.

aboard, about, above, across, against, along, around, at, behind, below, beneath, beside, between, beyond, by, down, from, in, inside, instead of, near, next, off, on, onto, outside, out of, over, past, through, to, toward, under, underneath, up, upon, within, without

Prepositional phrases in the middle of a sentence are not set off by commas.

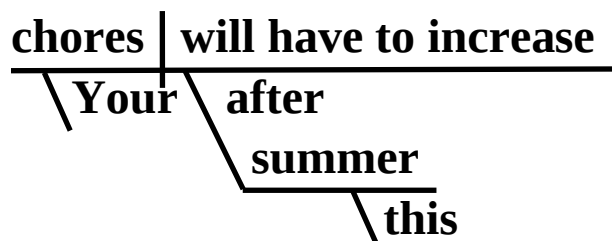
Example: His mom chose the red dress next to the blue one and bought shoes to match.

Guided Practice: Nora stayed behind the fence and next to the field to watch.



Language Conventions Lesson #53

Sentence Diagram Answers



Mentor Text

“I went to sleep with gum in my mouth and now there's gum in my hair and when I got out of bed this morning I tripped on the skateboard and by mistake I dropped my sweater in the sink while the water was running and I could tell it was going to be a terrible, horrible, no good, very bad day.”

Judith Viorst (1931–)

Writing Application Lesson

Mechanics Dictation

I liked it (the book).

Grammar and Usage Dictation

Nora stayed behind the [fence] and next to the [field] to watch.

Language Conventions Lesson #54

Mechanics Lesson

“Today we are studying how to use **parentheses as appositives**. Words placed within parentheses are not necessary to the meaning of the sentence, but they do provide additional information. Parentheses are used more often than brackets ([]) in stories, essays, and research reports. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Parentheses () can be used for appositives. An appositive is a noun or noun phrase placed next to another word or phrase to identify it. **Example:** The man (the one in the red hat) was a security guard at the mall.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: Jamie (the girl in the blue sweater) was a good friend.

Grammar and Usage Lesson

“Today we are studying **prepositional phrases**. Remember that a preposition can show a relationship or location, or position with its object and forms a prepositional phrase. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A preposition can show the time between the preposition and its object. The preposition is always part of a phrase and comes before its object. The preposition asks “What?” or “Whom?” and the object provides the answer. **Examples:** Following is a list of common prepositions.

about, during, past, since, throughout, until

Prepositional phrases at the end of a sentence are not set off by commas. **Example:** Last night we played until midnight.

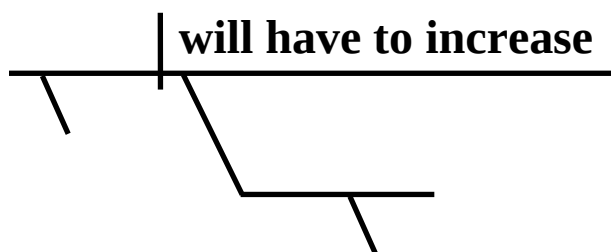
“Now read the guided practice sentence on your lesson and underline the prepositional phrase. [Allow time.] ‘Can anyone share a prepositional phrase, naming the preposition and its object? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: The band rarely gave interviews since their break-up.

Language Conventions Lesson #54

Sentence Diagram Lesson and Corrections

“Now read the directions and complete this sentence diagram on your lesson. ‘Prepositions are placed to the right of slanted vertical lines and connect the predicate to the object of the preposition. Complete the sentence diagram: “Your chores will have to increase after this summer.”’ [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text from *Ramona the Pest* ends the sentence with a prepositional phrase.” Let’s read it carefully: ‘Words were so puzzling. *Present* should mean a present just as *attack* should mean to stick tacks in [people].’ Can anyone identify the preposition and its object?”

Writing Application Lesson

“Now let’s apply what we’ve learned and respond to this quote with a prepositional phrase at the end of your sentence on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this this Sentence Dictation correctly on your lesson: ‘I watched the girl (the one with the black sneakers).’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson: ‘After noon the orchestra began performing during our lunch time.’ Then underline the prepositions and bracket ([]) their objects.”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #54

Mechanics

Parentheses () can be used for appositives. An appositive is a noun or noun phrase placed next to another word or phrase to identify it.

Example: The man (the one in the red hat) was a security guard at the mall.

Guided Practice: Jamie (the girl in the blue sweater) was a good friend.

Grammar and Usage

A preposition can show the time between the preposition and its object. The preposition is always part of a phrase and comes before its object. The preposition asks “What?” or “Whom?” and the object provides the answer.

Examples: Following is a list of common prepositions.

about, during, past, since, until

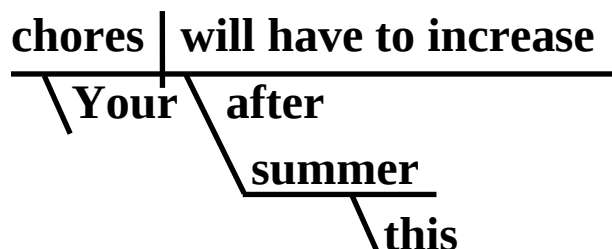
A prepositional phrase at the end of a sentence does not have a comma before it.

Example: Last night we played until midnight.

Guided Practice: The band rarely gave interviews since their break-up.

Language Conventions Lesson #54

Sentence Diagram Answers



Mentor Text

“Words were so puzzling. *Present* should mean a present just as *attack* should mean to stick tacks in people.”

Beverly Cleary (1916–)

Writing Application Lesson

Mechanics Dictation

I watched the girl (the one with the black sneakers).

Grammar and Usage Dictation

After [noon] the orchestra began performing during our lunch [time].

Language Conventions Lesson #55

Mechanics Lesson

“Today we are studying how to use **slashes**. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

In informal writing, use a slash to separate dates, abbreviate, and to mean or. **Examples:** The dinner is scheduled on 3/11/2013 as a b/w (black and white tie) event for him/her.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: Give the tickets to him/her on 4/12/2014.

Grammar and Usage Lesson

“Today we are studying **relative pronouns**. Remember that a pronoun takes the place of a noun and that a dependent clause has a noun and a matching verb but does not tell a complete thought. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

The relative pronouns are *who*, *whom*, *that*, or *which*. Each begins a dependent clause that modifies the meaning of a noun or pronoun. The *who* or *whom* modifies a specific person or people. The *that* modifies things or people in general. The *which* modifies specific things.

If the adjectival clause is not necessary to understand the sentence, commas are required to separate the clause from the rest of the sentence. If the clause is necessary, use no commas.

Examples: The woman, whose name I forget, was quite helpful. The girl that I know is kind.

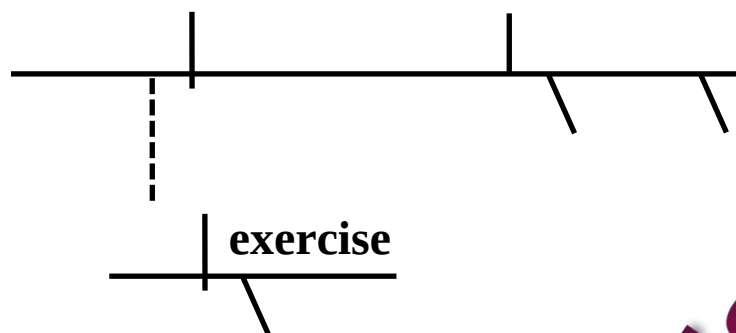
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: The boy whom I know tried out for the team. The chocolate chip cookie, which I want, is within my reach.

Language Conventions Lesson #55

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Relative pronouns begin dependent clauses and are placed below the independent clauses they modify. A dotted vertical line connects the relative pronoun to the noun it modifies. Complete the sentence diagram: “Children who exercise daily are beginning good lifelong habits.”” [Allow time]



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

Mentor Text Lesson

“This mentor text written Benjamin Franklin uses a relative pronoun to begin a dependent clause. Let’s read it carefully: ‘The man who does things makes mistakes, but he never makes the biggest mistake of all—doing nothing.’ Can anyone identify the relative pronoun and the dependent clause it begins?”

Writing Application Lesson

“Now let’s apply what we’ve learned and respond to this quote using a relative pronoun to begin a dependent clause on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘He/She can ask for his/her tickets at the box office.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘The part who I don’t understand is at the beginning.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #55

Mechanics

In informal writing, use a slash to separate dates, abbreviate, and to mean *or*.

Examples: The dinner is scheduled on 3/11/2017 as a b/w (black and white tie) event for him/her.

Guided Practice: Give the tickets to him/her on 4-12/2014.

Grammar and Usage

The relative pronouns are *who*, *whom*, *that*, or *which*. Each begins a dependent clause that modifies the meaning of a noun or pronoun. The *who* or *whom* modifies a specific person or people. The *that* modifies things or people in general. The *which* modifies specific things.

If the adjectival clause is not necessary to understand the sentence, commas are needed to separate the clause from the rest of the sentence. If the clause is necessary, use no commas.

Examples: The woman, whose name I forget, was quite helpful. The girl that I know is kind.

Guided Practice: The boy which I know tried out for the team. The chocolate chip cookie, which I want, is within my reach.

Language Conventions Lesson #56

Mechanics Lesson

“Today we are studying how to write **numbers** within text. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Spell out numbers from one to nine, but use Arabic numerals for #s10 and larger. However, spell out the number if it is used at the beginning of a sentence, including hyphens before the ones digits from 1–9. **Examples:** Thirty-eight, five, 24, Six is a lot of donuts. If a sentence has one number from one to nine and others larger, use Arabic numerals for all. **Examples:** Both numbers 2 and 12 were selected.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: I think six helpings of ice cream was just too much, but five was just right.

Grammar and Usage Lesson

“Today we are studying **relative adverbs**. Remember that an adverb can modify a verb or another adverb and answers What degree? How? Where? or When? and that a dependent clause has a noun and a matching verb but does not tell a complete thought. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

These relative adverbs are used at the beginning of dependent clauses: *where*, *when*, and *why*.

Examples: I don’t know where she went, when she left, or why she won’t return.

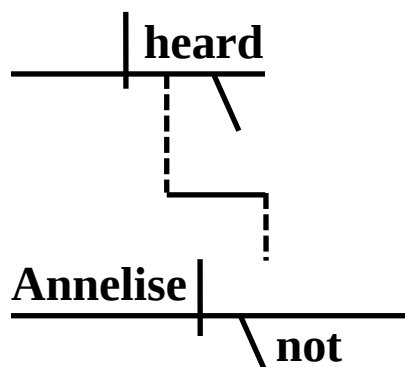
“Now read the guided practice sentence on your lesson. Then highlight the relative adverbs. [Allow time.] ‘Can anyone share the relative adverbs? Revise your answer if you made any mistakes. [Highlight the sentence on the display].’”

Grammar and Usage Guided Practice Answers: You never could explain why it happened or when it stopped.

Language Conventions Lesson #56

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Relative adverbs are placed in the middle of a dotted and slanted line below the predicate and connect to a noun and verb. Complete the sentence diagram: “Tom never heard why Annelise should not go.”’ [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

Mentor Text Lesson

“This mentor text written poet Henry Wadsworth Longfellow uses a relative adverb to begin a dependent clause. Let’s read it carefully: ‘It takes less time to do a thing right than to explain why you did it wrong.’ Can anyone identify the relative adverb and the dependent clause it begins?”

Writing Application Lesson

“Now let’s apply what we’ve learned and respond to this quote using a relative adverb to begin a dependent clause on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Thirty-one students was a lot for that class.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘If I told you the treasure was buried where and when the pirates will return, you might steal it.’”

“Now compare your sentences to those on the display and revise any errors.”

Language Conventions Lesson #56

Mechanics

Spell out numbers from one to nine, but use Arabic numerals for #s10 and larger. However, spell out the number if it is used at the beginning of a sentence.

Examples: five, 24, Six is a lot of donuts.

If a sentence has one number from one to nine and others larger, use Arabic numerals for all.

Examples: Both numbers 2 and 12 were selected.

Guided Practice: I think six helpings of ice cream was just too much, but 5 was just right.

Grammar and Usage

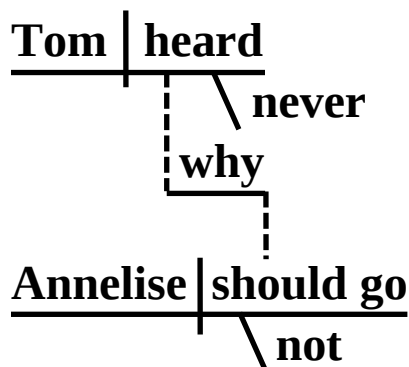
These relative adverbs are used at the beginning of dependent clauses: *where*, *when*, and *why*.

Examples: I don't know where she went, when she left, or why she won't return.

Guided Practice: You never could explain why it happened or when it stopped.

Language Conventions Lesson #56

Sentence Diagram Answers



Mentor Text

“It takes less time to do a thing right than to explain why you did it wrong.”

Henry Wadsworth Longfellow (1807–1882)

Writing Application Lesson

Mechanics Dictation

Thirty-one students was a lot for that class.

Grammar and Usage Dictation

If I told you where the treasure was buried and when the pirates will return, you might steal it.

Grammar, Usage, and Mechanics Unit Tests Directions

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

Administrative Options

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

Test Structure and Grading

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

Test Review Options

Pretest

Teachers may choose to review key grammar, usage, and mechanics content, skills, and rules the day before the unit test.

Posttest

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

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



Grammar, Usage, and Mechanics Test: Lessons 1-4

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

- | | |
|--|--|
| ____ 1. Mr., Mrs., Ms., Dr. Sr., Jr., M.D. | A. Capitalized person, place, or thing |
| ____ 2. Proper noun | B. Abbreviated proper noun |
| ____ 3. Imperative | C. Irregular plural nouns |
| ____ 4. Common noun | D. Idea, person, place, or thing |
| ____ 5. U.S. | E. Mental, physical, linking |
| ____ 6. Child, man, person | AB. Proper noun titles |
| ____ 7. NASA | AC. Command |
| ____ 8. Verbs | AD. Acronym |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence using a title following a proper noun. _____

10. Write a sentence with a proper noun person and thing. _____

11. Write a declarative sentence. _____

12. Write a sentence including a common noun person. _____

13. Write a sentence with a proper noun place abbreviation. _____

14. Write sentence with an irregular plural. _____

15. Write a sentence including an acronym. _____

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



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

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

- | | |
|---|--|
| ____ 1. Roman numeral | A. Leon's jacket |
| ____ 2. Verb tense | B. Acts upon the subject of the sentence |
| ____ 3. Singular possessive proper noun | C. Time |
| ____ 4. Simple subject | D. Letter's stamps |
| ____ 5. Singular possessive common noun | E. Main idea |
| ____ 6. Simple predicate | AB. Sanchez' |
| ____ 7. Plural possessive proper noun | AC. The "do-er" of the sentence |
| ____ 8. Direct object | AD. Whom or what receives the action of the verb |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. List the first ten Roman numerals. _____
10. Change this sentence to past verb tense: I will stop chewing gum. _____
11. Change this sentence to include a singular possessive proper noun: Anne had her horse tied to the post. _____
12. Change this sentence to begin with the simple subject: The gift was wrapped by Louis. _____
13. Change this sentence to include a singular possessive common noun: The buttons on the jacket were large and shiny. _____
14. Change this sentence to begin with the simple predicate. They walk through the door. _____
15. Change this sentence to include a plural possessive proper noun: We ate dinner with the Perez family. _____
16. Change this sentence to follow the verb with the direct object: Flowers we gave. _____



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

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

- | | |
|---------------------------------------|---|
| ____ 1. Plural possessive common noun | A. not, will, would, have, had, “to be” verbs |
| ____ 2. Complete sentence | B. Voice goes down at end |
| ____ 3. Don’t use commas | C. Independent clauses without connecting words |
| ____ 4. Sentence fragment | D. It |
| ____ 5. Contractions | E. Question |
| ____ 6. Sentence run-on | AB. Dependent clause on its own |
| ____ 7. ‘twas | AC. The schools’ playgrounds |
| ____ 8. Interrogative | AD. Between subjects and predicates |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence using a plural possessive common noun. _____
10. List the three tests of a complete sentence. _____
11. Re-write this sentence: John and Paul, wrote most of the Beatles’ songs. _____
12. Change this fragment into a complete sentence: If I did come to the wedding. _____
13. Write a sentence with two different types of contractions. _____
14. Change this run-on into a complete sentence. I love ice cream, it’s tasty and sweet. _____
15. Write a sentence using these phrases as contractions: It is; It was; until, one of the clock: _____
16. Change this sentence to an interrogative: Come hear quickly. _____



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

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

- | | |
|--------------------------------------|--|
| ____ 1. Contractions | A. Between cities and states |
| ____ 2. Collective nouns | B. Not before zip codes |
| ____ 3. Commas with dates | C. Between separate numbers |
| ____ 4. Personal pronouns | D. group, people, army |
| ____ 5. Commas with place names | E. I, we, you, he, she, it, they, me, us, him, her, them |
| ____ 6. Possessive case pronouns | AB. anyone, anybody |
| ____ 7. Commas with letters | AC. mine, yours, his, hers, ours, their |
| ____ 8. Indefinite singular pronouns | AD. The tag reads “Don’t Open ‘til Christmas” |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence with a beginning or middle contraction. _____
10. Write a sentence using a collective noun. _____
11. Write a sentence with the month, day, and year of your birth. _____
12. Write a sentence with a pronoun that acts upon a verb and a pronoun that receives the action of the verb. _____
13. Write a sentence including the town or city, state, and country in which you live. _____
14. Write a sentence with a possessive case pronoun. _____
15. Write a friendly letter greeting and closing. _____
16. Write a sentence including an indefinite singular pronoun. _____



Grammar, Usage, and Mechanics Test: Lessons 17–20

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

- | | |
|------------------------------------|--|
| ____ 1. Commas in addresses | A. I like chocolate, but I gave it to my cousin. |
| ____ 2. Indefinite plural pronouns | B. After the street name and city |
| ____ 3. Commas with family titles | C. myself, yourself, themselves |
| ____ 4. Reflexive pronouns | D. a, an, the |
| ____ 5. Commas with adjectives | E. both, several, many |
| ____ 6. Pronoun antecedents | AB. “That will not work,” she sighed. |
| ____ 7. Commas with dialogue | AC. She had big, beautiful, blue eyes. |
| ____ 8. Articles | AD. John Jr. and John Maxwell, Sr. |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Re-write this sentence with correct punctuation: Mail the package to 334 Bird St., Pueblo Colorado, 81001. _____

10. Write a sentence including an indefinite plural pronoun. _____

11. Peter’s father and grandfather are also named Peter. Write a sentence including Peter’s family title. _____

12. Write a sentence with a reflexive pronoun. _____

13. Write a sentence a list of three adjectives. _____

14. Write a sentence with a proper pronoun antecedent. _____

15. Write a sentence beginning with a speaker tag. _____

16. Write a sentence including all three articles. _____



Grammar, Usage, and Mechanics Test: Lessons 21–24

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

- | | |
|---|---|
| ____ 1. Commas with middle speaker tags | A. Which one? How many? What kind? |
| ____ 2. Which one? Adjective | B. Outside quotation marks if not part of quotation |
| ____ 3. Commas with ending speaker tags | C. “I can’t let you sleep anymore,” he replied. |
| ____ 4. How many? Adjective | D. Inside quotation marks |
| ____ 5. Direct quotation periods | E. “Let me sleep,” she begged, “just a bit more.” |
| ____ 6. What kind? Adjective | AB. Please lend me one dollar. |
| ____ 7. Direct quotation questions | AC. I want this one. |
| ____ 8. Adjective order | AD. She chose the green dress. |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence using dialogue with a middle speaker tag. _____
- _____
10. Write a sentence using a Which one? Adjective. _____
- _____
11. Write a sentence using dialogue with an ending speaker tag. _____
- _____
12. Write a sentence using a How many? Adjective. _____
- _____
13. Write a sentence using a direct quotation that ends in a period. _____
- _____
14. Write a sentence using a What kind? Adjective. _____
- _____
15. Write a sentence using a direct quotation that ends in a question. _____
- _____
16. Change this sentence into proper adjective order: Someone should congratulate those nice two boys. _____
- _____



Grammar, Usage, and Mechanics Test: Lessons 25–28

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

- | | |
|------------------------------------|--|
| ____ 1. Indirect quotation | A. I went to the top of the Empire State Building. |
| ____ 2. Short comparative modifier | B. I'm taller than John. |
| ____ 3. Citation | C. The author said that she was tired. |
| ____ 4. Long comparative modifier | D. Whose ideas they are and where they are found |
| ____ 5. Capitalize people's names | E. Mrs. Pearson told me not to yell. |
| ____ 6. Short superlative modifier | AB. That pea soup was the worst! |
| ____ 7. Capitalize named places | AC. Linda is the most frightened child I know. |
| ____ 8. Long superlative modifier | AD. Tammy has more interesting experiences. |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence including an indirect quotation. _____

10. Write a sentence using a short comparative modifier. _____

11. Write a sentence including a make-believe indirect quotation with a citation. _____

12. Write a sentence using a long comparative modifier. _____

13. Write a sentence with the title of a make-believe proper noun character. _____

14. Write a sentence using a short superlative modifier. _____

15. Write a sentence with a proper noun place. _____

16. Write a sentence using a long superlative modifier. _____



Grammar, Usage, and Mechanics Test: Lessons 29–32

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

- | | |
|--|---|
| ____ 1. Capitalized things | A. We have sweet potato pie on Thanksgiving. |
| ____ 2. Past tense verbs | B. Everyone loves fireworks on the 4 th of July. |
| ____ 3. Capitalized products | C. The base form of the verb |
| ____ 4. Present tense verbs | D. Uses “will” before the base form of the verb |
| ____ 5. Capitalized holidays | E. Adds “_ed” onto the base form of the verb. |
| ____ 6. Future tense verbs | AB. They bought Converse All-Stars |
| ____ 7. Capitalized dates and special days | AC. The class visited the Statue of Liberty. |
| ____ 8. Helping verbs | AD. had, could |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence with a proper noun thing. _____

10. Change both verbs in this sentence into the past tense: I love it when she tries to whistle.

11. Write a sentence with a proper noun product. _____

12. Change both verbs in this sentence into the present tense: She watched me when I practiced.

13. Write a sentence including a holiday. _____

14. Change both verbs in this sentence into the future tense: She liked my plan, but wants to change it a bit. _____

15. Write a sentence including a special date or day. _____

16. Write a sentence including two different types of helping verbs. _____



Grammar, Usage, and Mechanics Test: Lessons 33–36

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

- | | |
|------------------------------------|---|
| ____ 1. Capitalized titles | A. appears, were, thinks |
| ____ 2. Past participles | B. “_ed,” “_en” |
| ____ 3. Capitalized organizations | C. His dad worked for Ford Motor Company. |
| ____ 4. Irregular past participles | D. went, took, bought |
| ____ 5. Capitalized businesses | E. would, can, might |
| ____ 6. Linking verbs | AB. She spoke both Spanish and English. |
| ____ 7. Capitalized languages | AC. My mom is a leader in the Girl Scouts of America. |
| ____ 8. Modals | AD. The Greatest Show on Earth |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence including the title of a science project. _____
10. Write a sentence ending with a past participle. _____
11. Write a sentence including an organization. _____
12. Re-write this sentence with the correct past participles: Buyed for my birthday, the toy had broken within the month. _____
13. Write a sentence including a named business. _____
14. Write a sentence including two different types of linking verbs. _____
15. Write a sentence including a language other than English. _____
16. Write a sentence using a modal verb form. _____

Grammar, Usage, and Mechanics Test: Lessons 37–40

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

- | | |
|---|--|
| ____ 1. Capitalized people groups | A. Your friends are talking too much. |
| ____ 2. Singular subject-verb agreement | B. Things were happening so fast. |
| ____ 3. Direct quotations | C. Many Eskimos live in Alaska. |
| ____ 4. Plural subject-verb agreement | D. They listen well and learn the song. |
| ____ 5. Independent clauses | E. He tries his best although Jane does better. |
| ____ 6. Past progressive verb tense | AB. Don't capitalized after dependent clauses. |
| ____ 7. Capitalized special events | AC. "Diamonds are forever" said the salesperson. |
| ____ 8. Present progressive verb tense | AD. Our family walked in the March for Life. |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence including a people group. _____

10. Re-write this sentence without including "Sue". Sue and Joey visit me when they come here.

11. Write a sentence including a direct quotation. _____

12. Re-write this sentence by adding "Bob". Ty eats a lot for his age, but he is a growing boy.

13. Combine these independent clauses into one sentence: Luis is playing kickball. Wendy is climbing the play structure.

14. Change this sentence into the past progressive verb tense: I go to the movies. _____

15. Write a sentence including a special event. _____

16. Change this sentence into the present progressive verb tense: She and Lucy will listen to you.

Grammar, Usage, and Mechanics Test: Lessons 41–44

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

- | | |
|--|---|
| ____ 1. Capitalized historical periods | A. Follow nouns and business greetings |
| ____ 2. Future progressive verb tense | B. We studied the Age of Exploration last year. |
| ____ 3. Question marks | C. Don't use following an indirect quotation. |
| ____ 4. What degree? adverb | D. Lewis and Charlotte waited nearby. |
| ____ 5. Exclamation point | E. Sandy played hard. |
| ____ 6. How? adverb | AB. Strong emotion or surprise |
| ____ 7. Colons | AC. Bess will be singing tonight at the party. |
| ____ 8. Where? adverb | AD. They ate more than I did. |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence including an historical period. _____

10. Write a sentence using the future progressive verb tense. _____

11. Write a sentence including an indirect question. _____

12. Write a sentence with a What degree? adverb. _____

13. Write a sentence showing surprise or strong emotion. _____

14. Write a sentence with a How? adverb. _____

15. Write a business letter greeting. _____

16. Write a sentence with a Where? adverb. _____



Grammar, Usage, and Mechanics Test: Lessons 45–48

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

- | | |
|--|--|
| ____ 1. Commas after beginning phrases | A. She was right, wasn't she? |
| ____ 2. When? adverb | B. I'll go, even though I shouldn't, but I promised. |
| ____ 3. Commas before ending phrases | C. Before you accuse me, stop and think it through. |
| ____ 4. Adverb order | D. Try to call later if you can. |
| ____ 5. Commas after dependent clauses | E. Dependent clause and an independent clause |
| ____ 6. Complex sentence | AB. Bud is wise, but hot! AAA WWW |
| ____ 7. Middle dependent clauses | AC. Defeated by the red team, they lost confidence. |
| ____ 8. Subordinating conjunctions | AD. What degree? How? Where? When? |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence beginning with a phrase that modifies the subject of the sentence.

10. Write a sentence with a When? adverb. _____

11. Write a sentence ending with a phrase that modifies the subject of the sentence.

12. Change this sentence into proper adverb order: After surgery, Grandpa was able to walk more quickly to the park every day.

13. Write a sentence beginning with a dependent clause. _____

14. Write a complex sentence ending in a dependent clause. _____

15. Write a sentence with a dependent clause in the middle. _____

16. Write a sentence beginning with a subordinating conjunction. _____



Grammar, Usage, and Mechanics Test: Lessons 49–52

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

- | | |
|--|--|
| ____ 1. Hyphens | A. Join words and phrases with related meanings |
| ____ 2. Coordinating conjunctions | B. Show a relationship to an object |
| ____ 3. Dashes | C. I don't know what to say—it's so bad. |
| ____ 4. Compound subjects and predicates | D. [] |
| ____ 5. Brackets | E. Charlie enjoys baseball and he plays on a team. |
| ____ 6. Compound sentences | AB. Tim and Jen swam and rowed every Tuesday. |
| ____ 7. FANBOYS | AC. for, and, nor, but, or, yet, so |
| ____ 8. Prepositional phrases | AD. odd-looking |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence using a hyphen for a compound word and a spelled-out fraction. _____

10. Write a sentence with two different coordinating conjunctions. _____

11. Write a sentence using a dash to show a range of values between dates, times, or numbers. _____

12. Write a sentence with a compound subject and a compound predicate. _____

13. Write a sentence including a bracket. _____

14. Write a compound sentence with two independent clauses. _____

15. Write a sentence using a “yet” coordinating conjunction. _____

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



Grammar, Usage, and Mechanics Test: Lessons 53–56

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

- | | |
|-----------------------------------|--|
| ____ 1. Parentheses | A. 1, 2, 3 |
| ____ 2. Prepositional phrases | B. Show time, location, position, relationship |
| ____ 3. Appositives | C. () |
| ____ 4. Object of the preposition | D. Who, whom, that, or which |
| ____ 5. Slashes | E. Noun or pronoun |
| ____ 6. Relative pronouns | AB. The boy (the one in the jacket) |
| ____ 7. Arabic numerals | AC. / |
| ____ 8. Relative adverbs | AD. Where, when, and why |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence using parentheses. _____
- _____
10. Write a sentence using two types of prepositional phrases. _____
- _____
11. Write a sentence using an appositive. _____
- _____
12. Write a sentence using a pronoun as the object of a preposition. _____
- _____
13. Write a sentence including a slash. _____
- _____
14. Write a sentence using a relative pronoun. _____
- _____
15. List the first ten Arabic numerals. _____
- _____
16. Write a sentence using a relative adverb. _____
- _____



Grammar and Mechanics Unit Test Answers

Lessons 1–4

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

Lessons 5–8

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

Lessons 9–12

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

Lessons 13–16

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

Lessons 17–20

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

Lessons 21–24

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

Lessons 25–28

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

Lessons 29–32

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

Lessons 33–36

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

Lessons 37–40

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

Lessons 41–44

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

Lessons 45–48

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

Grammar and Mechanics Unit Test Answers

Lessons 49–52

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

Lessons 53–56

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



Common Core State Standards Alignment Grade 4

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Lesson #
Review Standards: Conventions of Standard English:	
CCSS.ELA-LITERACY.L.4.1.A Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	LC/SW 55 GUM 25
CCSS.ELA-LITERACY.L.4.1.B Form and use the progressive (<i>I was walking; I am walking; I will be walking</i>) verb tenses.	LC/SW 39,40,41 GUM 37, 39, 41
CCSS.ELA-LITERACY.L.4.1.C Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	LC/SW 36 GUM 35
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>).	LC/SW 21–24 GUM 4
CCSS.ELA-LITERACY.L.4.1.E Form and use prepositional phrases.	LC/SW 52–54 GUM 7
CCSS.ELA-LITERACY.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	LC/SW 9–11 GUM 15–21
CCSS.ELA-LITERACY.L.4.2.A Use correct capitalization.	LC/SW 27–41 GUM 48–53
CCSS.ELA-LITERACY.L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.	LC/SW 20–24 GUM 41, 46, 57
CCSS.ELA-LITERACY.L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.	LC/SW 52 GUM 16, 46
CCSS.ELA-LITERACY.L.4.2.B Choose punctuation for effect.*	LC/SW 1–56 GUM 43–63

LC = Language Conventions; SW = Student Worksheets;

GUM = Grammar, Usage, and Mechanics Worksheets

*Language Progressive Skills

Student Lessons

- ✓ **Print Version**
- ✓ **Google Slides Version**



Language Conventions Lesson #1

Mechanics

Capitalize and use periods to abbreviate proper noun titles. Never end a sentence with two periods.

Proper noun titles can be placed before a proper noun.

Examples: Dr., Mr., Mrs., Ms. Smith

Proper noun titles can be placed after a proper noun.

Examples: James Smith, Sr., Jr., M.D.

Guided Practice: Dr. Smith and Mrs Johnson sat on the plane with John Jackson jr..

Grammar and Usage

A proper noun is the name of a person, place, or thing and must be capitalized. A proper noun may be a single word or a group of words.

Examples: John, President of the United States

Guided Practice: Sam Lewis worked as a cowboy on the Old west Dude Ranch near Dodge city, Kansas.



Language Conventions Lesson #1

Sentence Diagram

Add these proper nouns to the sentence diagram in the space to the left of the main vertical line:
“Yosemite National Park.”

_____ | has | waterfalls

Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #2

Mechanics

Use periods to end declarative sentences. A declarative is a sentence that does not ask a question, show strong emotion or surprise, or give a command.

Example: I like hamburgers.

Also use periods to end imperative sentences. An imperative is a command.

Example: Please don't do that.

Guided Practice: Bobby always bothers you. Don't listen to him?

Grammar and Usage

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

Examples: love (idea), man (person), hill (place), lamp shade (thing)

Guided Practice: Identify the types of common noun in the spaces provided.

My friend () at school () says

our friendship () began when I loaned her a pencil

().



Language Conventions Lesson #2

Sentence Diagram

Both proper and common nouns can be placed to the left of the main vertical line and to the right of the second vertical line in sentence diagrams. Add these words to the sentence diagram: “computers” and “Mr. Payton.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #3

Mechanics

Capitalize the letters in an abbreviated title and use periods following the first letter of each key word. Pronounce each of letters when saying the abbreviation.

Example: U.S.A.

Guided Practice: JC. Penney donated money to the U.N. to help starving children in Africa.

Grammar and Usage

Spell most plural nouns with an ending s.

Example: dog-dogs

Spell “es” to form plurals after the ending sounds of /s/, /x/, /z/, /ch/, or /sh/.

Example: box-boxes

Also spell “es” to form plurals after a consonant then an o.

Example: potato-potatoes

Spell “ves” to form plurals after the “fe” or “lf” endings.

Examples: knife-knives, shelf-shelves

Some plural nouns are irregular.

Examples: child-children, man-men, person-people

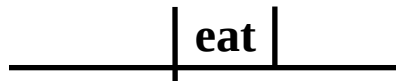
Guided Practice: Teachers give quizzes to childs because they themselves once took them.



Language Conventions Lesson #3

Sentence Diagram

Plural nouns can be placed to the left of the main vertical line and to the right of the second vertical line in sentence diagrams. Write the plurals of these nouns in the sentence diagram: “wolf” and “fox.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #4

Mechanics

Acronyms are special abbreviated titles or sayings which are pronounced as words. Acronyms do not use periods following the letters. Most all acronyms are capitalized.

Example: NATO

Guided Practice: The website's FAQs (Frequently Asked Questions) had instructions for setting your P.I.N. (Personal Identification Number).

Grammar and Usage

English has three types of verbs:

- A verb can mentally act.
Examples: think, like, wonder
- A verb can physically act.
Examples: run, talk, eat
- A verb can also link a noun or pronoun to another word or words in the sentence.
Examples: is, am, are, was, were, be, being, been

Singular verbs usually end in s and match singular nouns or pronouns while plural verbs don't end in s and match plural nouns and pronouns.

Examples: Sam walks. The trains whistle.

Guided Practice: Identify each type of verb as mental, physical, or linking in the following parentheses.

Mom hopes () you are ()

right that he had finished () his chores.



Language Conventions Lesson #4

Sentence Diagram

Verbs are placed to the right of the main vertical line and to the left of the second vertical line in sentence diagrams. Add these verbs to the sentence diagrams: “need” and “wants.”

Sandy | | water

They | | food

Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #5

Mechanics

Roman numeral outlines use numbers and letters to organize information. The first letter of the word, group of words, or sentence which follows each symbol is capitalized.

- Main ideas are listed as Roman numerals on the left margin and are followed by periods.
Examples: I. II. III. IV. V. VI. VII. VIII. IX. X.
- Major details are listed as capital letters and are indented on the lines below the main ideas. Major details *modify* the main ideas. *Modify* means to describe, change, or limit. The capital letters are followed by periods.
Examples: A. B. C.

Guided Practice: The third main idea is listed as III. The third major detail is listed as c.

Grammar and Usage

English uses three simple *verb tenses* to show time: the present, past, and future.

- Regular past tense verbs add “_ed” onto the base form of the verb to match both singular and plural nouns or pronouns.
Examples: jump-Mike jumped; They jumped.
- Present tense verbs add an s onto the base form of the verb to match singular nouns or pronouns. Don’t add an s to match plural nouns.
Examples: Al jumps; We jump.
- Future tense verbs add will onto the base form of the verb to match both singular and plural nouns or pronouns.
Examples: Tom will jump. Tom and she will jump.

Guided Practice: Identify each verb tense in the following parentheses.

I like (_____ tense) that you waited (_____ tense)
your turn. You will begin (_____ tense) in a few minutes.



Language Conventions Lesson #5

Sentence Diagram

Complete these sentence diagrams, using the three tenses of this verb: “play.”

Past Tense

Children | _____

Present Tense

Children | _____

Future Tense

Children | _____

Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #6

Mechanics

A possessive noun shows ownership. To form a singular possessive proper noun, add an apostrophe then an s ('s) to the end of the word.

Example: Tim's wallet

Guided Practice: Chelsea borrowed Barry's paper and Amelias pen.

Grammar and Usage

The subject is the "do-er" of the sentence. It tells whom or what the sentence is about. The simple subject is the person, place, thing, or idea that the verb acts upon.

The simple subject is just one noun or pronoun and is usually found near the beginning of the sentence.

Examples: Sara knows me. It was perfect.

Guided Practice: Paul asked for help. It is a beautiful city. Even during the earthquake, the painting did not move. Peace will come someday.



Language Conventions Lesson #6

Sentence Diagram

Subjects are placed to the left of the main vertical line in sentence diagrams. Complete the sentence diagram: “Teachers help students.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #7

Mechanics

To form a singular possessive common noun, add on an apostrophe then an s ('s) to the end of the word.

Example: A shirt's sleeves

Guided Practice: I sent the child's pictures to my aunts' address.

Grammar and Usage

The predicate does the work of the “do-er” of the sentence. The predicate shows a physical or mental action or it links a noun or pronoun to another word or words in the sentence. The simple predicate is the verb that acts upon the sentence subject.

Examples: Paul danced, They dance, Paul dances, Paul will dance

To identify the subject and predicate in a sentence, first look for the main verb and then ask “Who?” or “What?” The answer is the subject and the main verb is the predicate. **Example:** Paul danced to the music. Who or what danced? Paul is the subject and danced is the predicate.

Guided Practice: She told me what happened. I believed her.



Language Conventions Lesson #7

Sentence Diagram

Subjects are placed to the left of the main vertical line, and predicates are placed to the right. Complete the sentence diagrams, matching these sentences to their verb tenses: "Students will talk. Students talked. Students talk."

Past Tense

Students |

Present Tense

Students |

Future Tense

Students |

Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #8

Mechanics

To form a plural possessive proper noun, place an apostrophe after the plural ending (usually “_s” or “_es”) of the noun.

Examples: the Smiths’ children, the Birches’ cars

Guided Practice: The Johnsons’ dogs are mean, but the Tell’es dogs are meaner.

Grammar and Usage

A direct object tells whom or what receives the action of the verb. For example, I asked him, and he brought cookies. The direct objects are *him* (the *whom*) and *cookies* (the *what*).

Guided Practice: I helped Joe while Cherry ate snacks.



Language Conventions Lesson #8

Sentence Diagram

Direct objects are placed to the right of the predicates in sentence diagrams. Complete these sentence diagrams: "Mice enjoy cheese. John watches Pete."



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #9

Mechanics

To form a plural possessive common noun, place an apostrophe after the plural ending (usually “_s,” “_es,” or “_ves”).

Examples: kids’ hobbies, churches’ windows, wives’ addresses

Guided Practice: The students’ backpacks were heavy. Their backpack’s zippers always got stuck.

Grammar and Usage

A complete sentence

1. Tells a complete thought
2. Has both a subject and a predicate
3. Makes the voice drop down at the end of a statement or go up at the end of a question.

Example: If I only had those sneakers, I would be happy.

Guided Practice: I’ve brushed my teeth regularly. I’ve had fewer cavities.

Language Conventions Lesson #9

Sentence Diagram

Subjects are placed to the left of the main vertical line, and objects are placed to the right of the predicate in sentence diagrams. Diagram these complete sentences: "Frogs croak. Birds eat worms."



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #10

Mechanics

Don't use a comma to separate a subject from its predicate.

Example: Pete in Colorado, is a friend of mine. Now X-out the comma.

Guided Practice: Louis is a good friend, but friends, don't always eat lunch together.

Grammar and Usage

A sentence fragment is only part of a complete sentence. A sentence fragment can be a phrase. A phrase is a group of words without a noun and a matching verb.

Example: The new student.

A sentence fragment can also be a dependent clause. A dependent clause has a noun and a matching verb but does not tell a complete thought.

Example: If the new student raises his hand.

To fix a sentence fragment, finish the complete thought.

Example: If the new student raises his hand, the teacher will call on him.

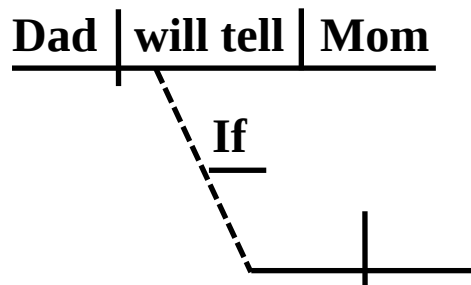
Guided Practice: Because I ran in the hall, I missed recess.



Language Conventions Lesson #10

Sentence Diagram

Dependent clauses are placed below the main horizontal line and connect to predicates with a dotted and slanted line. Add these words to the sentence diagram: “Lou” and “asks.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #11

Mechanics

These words are most frequently contracted: *not*, *will*, *would*, *have*, *had*, and the forms of the “to be” verb (*is*, *am*, *are*, *was*, *were*, *be*, *being*, *been*). Use apostrophes to show where the missing letter or letters have been removed in the contraction.

Examples: isn’t (for *is not*), she’ll (for *she will*), he’d (for *he had* or *he would*), should’ve (for *should have*), she’d (for *she had* or *she would*), they’re (for *they are*)

Guided Practice: Nancy should’ve known that we can’t attend.

Grammar and Usage

An independent clause is a simple sentence. The independent clause can join another independent clause, phrase, or dependent clause to form other types of sentences.

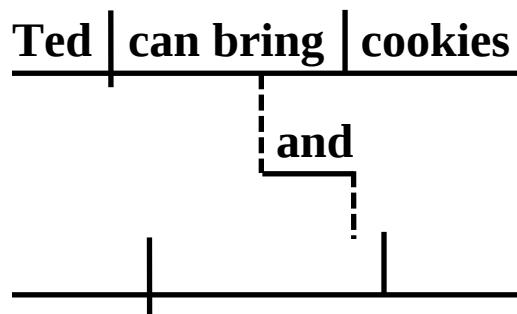
A sentence run-on joins two or more independent clauses without connecting words. **Example:** I asked for help, I really needed it. One way to fix a run-on is to make each independent clause its own complete sentence. **Example:** I asked for help. I really needed it.

Guided Practice: The teacher took us to the library, we checked out books.

Language Conventions Lesson #11

Sentence Diagram

If a sentence has two independent clauses, the second independent clause is placed below the main horizontal line and connects to the independent clause with a dotted vertical line. Add this independent clause to the sentence diagram: “Pedro can bring cake.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #12

Mechanics

Some old words are contracted at the beginning of the words. This means that the missing letter or letters come before the apostrophe.

Examples: 'tis (for *it is*), 'twas (for *it was*), 'til (for *until*), o'clock (for *of the clock*)

Guided Practice: "Twas the night before Christmas, just two hours 'ntil dawn.

Grammar and Usage

Sentences can be described in four ways:

1. A *declarative* is a statement and ends in a period.

Example: I am crying.

2. An *interrogative* is a question and ends in a question mark.

Example: Are you crying?

3. An *imperative* is a command and ends in a period.

Example: Stop crying.

4. An *exclamatory* expresses surprise or strong emotion and ends in an exclamation point.

Example: I am shocked!"

Guided Practice: List the types of sentences in the spaces provided.

How did he know? _____ Stop it. _____

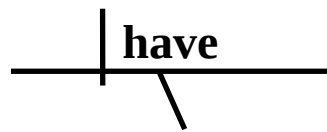
That is amazing! _____

You are right. _____

Language Conventions Lesson #12

Sentence Diagram

Question starters such as *who*, *what*, *where*, *when*, *why*, and *how* are placed below the predicates to form interrogative sentences in sentence diagrams. Remember that sentence diagrams do not include punctuation. Complete the sentence diagram: “How have you been?”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #13

Mechanics

Some words are contracted at the end. Many of these contractions are found in poems or songs.

Example: “Rockin’ Robin” (for “*Rocking Robin*”)

Some words have more than one contraction.

Example: rock ‘n’ roll (for *rock and roll*)

Guided Practice: After we’re done playin’ soccer, our team goes to In ‘n Out Burger.

Grammar and Usage

Some common nouns are called *collective nouns* and refer to a group of people, animals, or things. Collective nouns match with singular verbs if the members act as one group.

Examples: class, group

Guided Practice: The class know how to behave, but this group doesn’t.



Language Conventions Lesson #13

Sentence Diagram

Complete these sentence diagrams by using the correct singular or plural form of these base verbs: “pass” and “want.”

Congress | | laws Cattle | | water

Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #14

Mechanics

When a date has two or more numerical parts, use a comma to separate those parts. Use a comma after the last date or number unless it is placed at the end of the sentence. **Example:** She will arrive on Monday, May 14, 2015, in the afternoon.

Guided Practice: Tuesday, June, 13 2014 was the last day of school.

Grammar and Usage

These pronouns take the place of nouns and act upon a verb. Singular—*I, you, he, she, it, who* Plural—*we, you, they, who* **Examples:** She answered the phone. They fly kites.

He, she, it, and *who* match singular verbs, which usually end in s. **Examples:** He knows, she thinks, it lasts, who appears

I, you, we, they, and *who*, match plural verbs and don't end in s. **Examples:** I, you, they, who eat.

These pronouns take the place of nouns and receive the action of the verb:

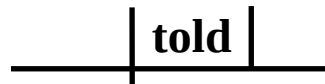
Singular—*me, you, him, her, it, whom* Plural—*us, you, them, whom* **Examples:** Mary likes him. Todd asked them to laugh.

Guided Practice: I gave his and her plenty of time on the computer.

Language Conventions Lesson #14

Sentence Diagram

Personal pronouns can act upon a verb or receive the action of a verb. A subject is placed to the left of the main vertical line, and an object is placed to the right of the predicate in sentence diagrams. Add these personal pronouns to the sentence diagram: “they” and “me”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #15

Mechanics

When a sentence lists two or more places next to each other, place a comma after each place (town or city, region, state or province, country), unless the place appears at the end of the sentence.

Example: I visited Tasco, Mexico, on my last vacation.

Guided Practice: On our way to Reno, Nevada we stopped off at Truckee, California.

Grammar and Usage

Possessive pronouns show ownership and may be used before a noun or without a noun.

Before a noun—*my, your, his, her, its, our, your, their*

When a possessive pronoun is used before a noun, it modifies the noun. The verb matches the noun, not the pronoun.

Example: Our house seems small.

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

When a possessive pronoun is used without a noun, the verb must match the noun which the pronoun represents.

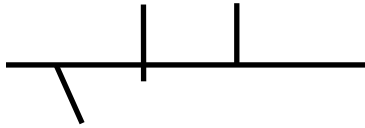
Example: Mary said that my jacket is nice, but hers is nicer.

Guided Practice: His poem was funny though her won the award.

Language Conventions Lesson #15

Sentence Diagram

Possessive pronouns are placed below the noun they modify in sentence diagrams. Complete the sentence diagram: "My kitten bit yours."



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #16

Mechanics

Place a comma after the greeting in a friendly letter, but a colon after the greeting in a business letter. Place a comma after the closings in both friendly and business letters.

Examples: Friendly

Dear Mom,

Thank you for my gift.

Love,

Bobby

Business

To Whom It May Concern:

Thank you for the package.

Sincerely,

Robert Espinosa

Guided Practice: Friendly– Dear Tommy, I love the doll. Your friend, Mandy

Business– Dear Sirs: Thank you for your attention to this problem. Sincerely: Tom Green

Grammar and Usage

Indefinite pronouns do not refer to or take the place of specific nouns.

These indefinite pronouns are singular. Indefinite pronouns ending in “_body” or “_one” are singular. **Examples:** anybody, anyone

Guided Practice: Everybody says it’s easy, but somebody has to try it.

Language Conventions Lesson #16

Sentence Diagram

Correct and complete the sentence diagram: “Everyone like candy.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #17

Mechanics

Commas are placed after the street name and city on letters and packages. Commas are never placed before zip codes.

Examples: Send the package to Smith Publishing, 123 Main Street, Anytown, South Carolina 29804.

Guided Practice: Please address letters to Ajax Company, 459 Oak St. San Juan Puerto Rico, 00901

Grammar and Usage

Indefinite pronouns do not refer to or take the place of specific nouns.

These indefinite pronouns are plural: *both, few, many, and several*.

Example: Both are great.

Indefinite pronouns that express amount or measurement such as *all, any, half, more, most, none, other, and some* may be singular or plural depending upon the surrounding word clues.

Examples: All of the balloons are red. Half of the candy bar is missing.

Guided Practice: Some of them say the peak might be conquered, but few is willing to climb it.



Language Conventions Lesson #17

Sentence Diagram

Correct and complete the sentence diagram: “Few watches television.”



Writing Application

Apply what you have learned to respond to this quote

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #18

Mechanics

Family titles that follow first names are not set off by commas, but family titles that follow first and last names are set off by commas.

Examples: John Jr. and Maurice Small, IV

Guided Practice: Bob Jr. gave the keys to Bob Jones Sr.

Grammar and Usage

Reflexive pronouns end in “self” or “selves” and refer to the subject of a sentence. The reflexive pronoun cannot serve as the subject of the sentence.

These are the reflexive pronouns:

myself, ourselves, yourself, yourselves, himself (not his elf), herself, itself, and themselves.

Reflexive pronouns are necessary to the meaning of the sentence and usually follow verbs.

Examples: Pete gave himself an apple.

Guided Practice: Lisa watched herself in the mirror. Herself smiled and went out to play.



Language Conventions Lesson #18

Sentence Diagram

In sentence diagrams reflexive pronouns are placed to the right of predicates after the vertical line in the object place. Complete the sentence diagram: "We saw ourselves."



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #19

Mechanics

Don't place a comma between an adjective and the noun or pronoun that it modifies. If more than one adjective is used before the noun and pronoun, place a comma between the adjectives if the word *and* could be used between the adjectives and if the adjectives could be reversed and still make sense.

Example: A large, angry dog; A large *and* angry dog and an angry, large dog both make sense, so the comma belongs between *large* and *angry*.

Guided Practice: He was a mean cruel, and sad man.

Grammar and Usage

Pronouns must clearly refer to or take the place of just one noun (the antecedent). Usually, the pronoun refers to or takes the place of the noun right before the pronoun.

Example: I listen to my teacher (the antecedent) and follow her (the pronoun) advice.

To avoid pronoun antecedent problems:

Keep the pronoun close to the noun to which it refers.

Example: Juan gave Dan his picture. Solves the problem: Juan gave his picture to Dan.

Use a synonym instead of a pronoun to refer to the noun or simply repeat the noun.

Example: She picked up the baseball and put down the bat. Then she gave it to me.

Revision: She picked up the baseball and put down the bat. Then she gave the ball to me.

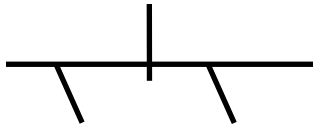
Guided Practice: The boys took our jump ropes and left the cones on the playground. They gave them to the teacher.



Language Conventions Lesson #19

Sentence Diagram

Revise the second sentence of this Sentence Diagram, solving the pronoun antecedent problem by repeating the noun: "I had my phone on the bus. Now it is gone."



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #20

Mechanics

A dialogue is a conversation between two or more people. A speaker tag is the person speaking and the connected verb. In dialogue sentences, if the speaker tag is at the beginning of the sentence, place the comma after the speaker tag to the left of the quotation marks.

Example: I asked, “Why did you go to dinner without me?”

Always begin a new paragraph whenever the speaker changes in dialogue.

Guided Practice: She said “, Don’t leave me.” I replied, I would never do that”!

Grammar and Usage

English has three articles (“a,” “an,” and “the”) which serve as adjectives to modify common nouns. The article “the” is called a *definite* article because it modifies a specific common noun.

Example: the pencil in your hand

The articles “a” and “an” are called *indefinite* articles because they modify general common nouns. The “a” comes before any word that begins with a consonant. The “an” comes before any word that begins with a vowel.

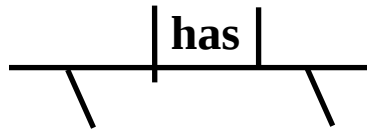
Examples: a crocodile, an alligator, a huge orca

Guided Practice: I sat in the front desk. James sat in a desk in the back. We both watched an teacher draw an elephant on the board.

Language Conventions Lesson #20

Sentence Diagram

Articles are placed to the right of the slanted lines and below the words they modify. Complete the sentence diagram: “A friend has the note.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #21

Mechanics

If the speaker tag is in the middle of the sentence, place commas before and after the middle speaker tag to the left of both quotation marks.

Examples: “Well, we ate popcorn at the movies,” Bob explained, “but we were still hungry.”

Guided Practice: “We stopped working,” they said”, and then we went out to play.”

Grammar and Usage

An adjective modifies a noun or pronoun and can answer Which one? Always place adjectives before nouns.

Example: these men, two men, handsome men

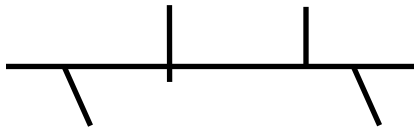
Guided Practice: That girl likes dress this.



Language Conventions Lesson #21

Sentence Diagram

Adjectives are placed to the right of the slanted lines and below the nouns or pronouns which they modify. Complete the sentence diagram: “Those women walk this way.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #22

Mechanics

If the speaker tag is at the end of the sentence, place the comma before the ending speaker tag to the left of the quotation marks.

Example: “You should have called me,” I replied.

Guided Practice: “I never meant to hurt you.” I explained. “It was all a mistake,” I said.

Grammar and Usage

An adjective modifies a noun or pronoun and can answer How many? Always place adjectives before nouns.

Example: two men

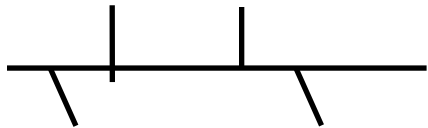
Guided Practice: Fourteen students were working in the library while children some stayed on the playground.



Language Conventions Lesson #22

Sentence Diagram

Adjectives are placed to the right of the slanted lines and below the nouns or pronouns which they modify. Complete the sentence diagram: “Few men earn many awards.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #23

Mechanics

Beginning and ending quotation marks are used for dialogue. Ending punctuation is placed inside the closing quotation marks.

Examples: Pedro said, "It's dangerous area." "That's crazy!" she shouted.

When following a speaker tag, the first word of dialogue is capitalized if it begins a complete sentence.

Example: Ray did say, "We saw it."

Both parts of a divided quotation are enclosed within quotation marks. The first word of the second part is not capitalized unless it begins a new sentence.

Example: "This book," my mother said, "is good."

Guided Practice: My dad said, "The weather is changing," and then he whispered, "From good to bad."

Grammar and Usage

An adjective modifies a noun or pronoun and can answer What kind? Always place adjectives before nouns.

Example: handsome men

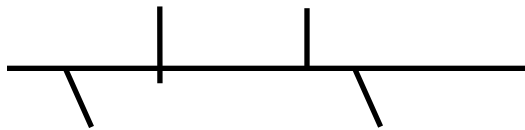
Guided Practice: The principal gave an entertaining speech to an audience interested.



Language Conventions Lesson #23

Sentence Diagram

Adjectives are placed to the right of the slanted lines and below the nouns or pronouns which they modify. Complete the sentence diagram: “Nice people make good neighbors.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #24

Mechanics

Direct quotations are the words of someone else used in your own writing. Quotation marks are placed at the beginning and ending of the exact words and punctuation used by the author.

Place the author's last name and the page number where the words are found within parentheses following a direct quotation. Follow the closing parenthesis with a period if the words are a statement.

Example: The author said, "Cheetahs are the fastest land animals" (Jones 34).

Guided Practice: The author said, "The moon orbits around the earth." (Lee 12)

Grammar and Usage

When using more than one adjective to modify the same noun or pronoun in a sentence, place adjectives in this order: Which one? How many? What kind?

Examples: these (Which one?)

two (How many?) handsome (What kind?) men

Guided Practice: "I've kept this old single desk in the corner for years," said the teacher.



Language Conventions Lesson #24

Sentence Diagram

Adjectives are placed to the right of the slanted lines and below the nouns or pronouns which they modify. Complete this sentence diagram with these adjectives in proper order: “heavy,” “two,” “those.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #25

Mechanics

When using direct quotations, you must quote exactly *what* was said and *how* it was said.

If the author's words end in a question mark, place the question mark *inside* the ending quotation marks.

Example: The author asked, "Are the polar ice caps melting?" (Smith 44)

If you ask a question about the author's statement, put the question mark *outside* the ending quotation marks.

Example: Did the author say, "The polar ice caps are melting"? (Smith 44)

Guided Practice: "Why are students having reading problems," the author asked. (Taylor 8) Did the author mean spelling or "reading problems"? (Taylor 8)

Grammar and Usage

A comparative modifier limits the meaning of a word or words. Use the suffix "_er" for a one-syllable modifier to compare two persons, places, or things.

Example: fewerer than five

Use "_er" or *more (less)* for a two-syllable comparative modifier.

Examples: prettier, more money

Guided Practice: My dad was more funnier than his friends in college, but he was also smarter.



Language Conventions Lesson #25

Sentence Diagram

Comparative modifiers are placed to the right of predicates after a back slash slanted line in sentence diagrams. Complete the sentence diagram: “Anthony was sweeter.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #26

Mechanics

Even if you put an author's words into your own words, you still need to tell *whose* ideas they are and *where* they are found. An indirect quotation reports someone else's ideas without quoting each word. Indirect quotations still need proper citations, but not quotation marks.

Example: The author stated that cheetahs are the fastest animals (Perkins 52).

Guided Practice: The author said that "blue whales swim thousands of miles each year (Penmark 43).

Grammar and Usage

A long comparative modifier uses *more* or *less* for three-syllable (or longer) adjective modifiers to compare two persons, places, or things.

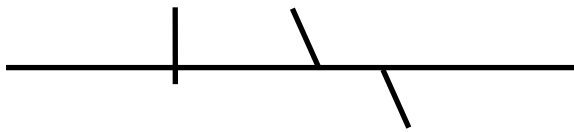
Examples: more humorous, less surprising

Guided Practice: He is more talkative, but less entertaining than she.

Language Conventions Lesson #26

Sentence Diagram

Comparative modifiers are placed to the right of predicates after a backward slash slanted line in sentence diagrams. Complete this sentence diagram in your workbook: “Movies were less interesting.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #27

Mechanics

Capitalize people's and characters' names. Don't capitalize articles (*a*, *an*, or *the*) when found in the middle of people's or characters' names.

Examples: Alexander the Great, Courage the Crazy

Guided Practice: I saw Fido sniff the picture of Chucko the Clown.

Grammar and Usage

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

Example: greatest

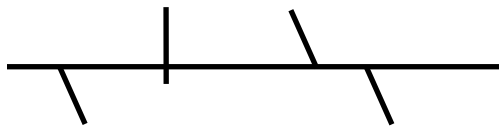
Guided Practice: Who is tallest should be the *least* of your worries.



Language Conventions Lesson #27

Sentence Diagram

Superlative modifiers are placed to the right of predicates after a backward slash slanted line in sentence diagrams. Complete the sentence diagram: “Those pencils seem the sharpest.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #28

Mechanics

Capitalize named places, including abbreviated words that are a part of the name.

Examples: New York City, Mt. Everest

Guided Practice: A rock named gibraltar guards the entrance to the Medite ranean Sea.

Grammar and Usage

Use “_est,” *most*, or *least* for a two-syllable or longer superlative modifier to compare three or more things. There is no rule that tells us when to use “_est” and when to use *most* or *least*. We just say what most people say.

Examples: mightiest, most interesting, least carefully

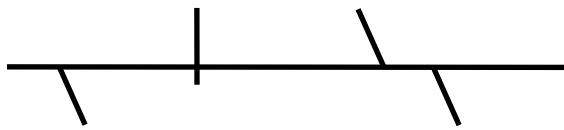
Guided Practice: Of all the engineers she was prettier and the most intelligent.



Language Conventions Lesson #28

Sentence Diagram

Superlative modifiers are placed to the right of predicates after a backward slash and a line in sentence diagrams. Complete the sentence diagram: “His painting looked most realistic.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #29

Mechanics

Capitalize named things. Don't capitalize articles (*a*, *an*, or *the*) when found in the middle of named things.

Example: Tilt a Wheel

Guided Practice: We went to see the Glendale orchestra perform on the Rock the House Stage.

Grammar and Usage

The *tense* of a verb shows the time of a verb's action. The past tense means that something happened in the past. The past tense for regular verbs add "ed" to the base form of the verb to match both singular and plural subjects.

Example: work–worked

Another way to state the past tense is to place *did* before the base form of the word.

Example: work–did work

About 50 of the most common verbs have irregular past tenses, including these: do–did, go–went, have–had, see–saw, run–ran, and be–was, were

Guided Practice: My mom talk to my teacher yesterday. My teacher did give my mom some flashcards for extra practice at home.



Language Conventions Lesson #29

Sentence Diagram

Verbs are placed to the right of subjects after the main vertical line. Change these sentences into the past tense on the sentence diagrams: "I walk. She skips. He runs."

I | _____

She | did _____

He | _____

Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #30

Mechanics

Capitalize named products. A product is something made that has value. Don't capitalize articles (*a*, *an*, or *the*) when found in the middle of a product name.

Example: Last an Hour Breath Mints

Guided Practice: My dad takes Two a Day Vitamins and drinks only Mountain spring Water.

Grammar and Usage

The *tense* of a verb shows the time of a verb's action. The present tense for plural verbs is the same as the base form of the verb. We use the present tense to describe these conditions:

- The action happens now.
- The action happens all the time.
- The statement is always true.

For singular verbs matching *he*, *she*, and *it*, the present tense adds an "s" or "es."

Examples: look–looks, watch–watches

Guided Practice: The cat is in the house right now. The dog always stays outside. The early bird catch the worm.

Language Conventions Lesson #30

Sentence Diagram

Verbs are placed to the right of subjects after the main vertical line. Change these sentences into the present tense on the sentence diagrams: “We listened. He listened. They listened.”

We | _____

He | _____

_____ | _____

Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #31

Mechanics

Capitalize the names of holidays. **Examples:** New Year's Day, Halloween

Guided Practice: We always wear green on St. Patrick's day.

Grammar and Usage

The *tense* of a verb shows the time of a verb's action. We use the future tense to show a future action.

The future tense adds *will* to the base form of the verb to match both singular and plural subjects.

Example: work—will work

Guided Practice: Johnna will write us when she has time and will let us know her plans.



Language Conventions Lesson #31

Sentence Diagram

Verbs are placed to the right of subjects after the main vertical line. Change these sentences into the future tense on the sentence diagrams: "It went. You saw."

It | _____

You | _____

Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #32

Mechanics

Capitalize the names of dates and special days.

Examples: The Fourth of July, Wednesday, Leap Year

Guided Practice: On Tuesdays and Saturdays we water the lawn.

Grammar and Usage

Helping verbs are placed before the base form of the verb and any verb endings to show time, number, and different meanings. More than one helping verb can be used in a sentence. English has 23 helping verbs:

is, am, are, was, were, be, being, been, has, have, had, do, does, did, will, shall, should, would, can, could, may, might, must

Sometimes a word such as *not* separates the helping verb from the base form of the verb.

Example: I had not thought about that.

Guided Practice: If I had finished the project, I would have sent it to you.



Language Conventions Lesson #32

Sentence Diagram

Verbs are placed to the right of subjects after the main vertical line. Verbs may include helping verbs and form verb phrases. Complete these sentence diagrams: “I would help. Tom does help. They have helped.”

I | help Tom | help They | _____

Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #33

Mechanics

Capitalize all titles.

Example: World History and Geography with Professor Jasper is my brother's favorite class in college.

Guided Practice: We've decided to call our holiday concert winter Wonderland.

Grammar and Usage

A past participle ends in “_ed,” “_d,” “_t,” or “_en” for regular verbs and is part of a verb phrase, beginning with “has,” “have,” or “had.”

Examples: The skier has warmed his hands. The hens have laid their eggs. Amelia had burnt the toast. Dexter has proven me right.

Guided Practice: His dad had heat his chocolate milk and had given him the mug.

Language Conventions Lesson #33

Sentence Diagram

Verbs are placed to the right of subjects after the main vertical line. Verbs may include helping verbs to form verb phrases. Complete these sentence diagrams: “He has asked. We have stopped. They had chosen.”

He | _____ We | _____ They | _____

Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #34

Mechanics

Capitalize the names of organizations.

Examples: Helping with Hands Association, The African Red Cross

Guided Practice: My parents joined The American green Cross to help save our rivers.

Grammar and Usage

Base forms of verbs ending in “_ing” or “_ink” often have irregular past participles ending in “_ung” or “_unk.” Irregular past participles follow these helping verbs: “has,” “have,” or “had.”

Examples: drink–have drunk; sink–had sunk

Many of the most common past participles are irregular, including these: buy–bought, do–done, get–got, go–gone, hold–held, make–made, say–said, sit–sat, stand–stood, teach–taught, win–won

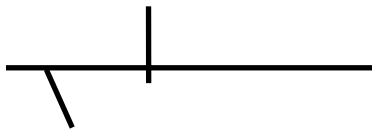
Guided Practice: I had thought that you had drunk plenty of water.



Language Conventions Lesson #34

Sentence Diagram

Verbs are placed to the right of subjects after the main vertical line. Change these present tense verbs into irregular past participles. Complete these sentence diagrams: “That skunk stinks. They spend everything.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #35

Mechanics

Capitalize the names of businesses.

Examples: Casa Ramos, Durability for Life, Inc

Guided Practice: We love the tacos and burgers at Jack In the Box.

Grammar and Usage

A linking verb renames or describes the subject of the sentence with another word or words. Each “to be” verb can be a linking verb: *is, am, are, was, were, be, being, been*

Verbs that use the five senses: *look, sound, smell, feel, taste* and others: *appear, seem, become, grow, turn, prove, remain* can also be used as linking verbs.

Examples: Lisa and Beth are students (noun); Paul hears her (pronoun); They remain calm (adjective).

Guided Practice: She is sweet and seems helpful.



Language Conventions Lesson #35

Sentence Diagram

Linking verbs are placed to the right of the main vertical line and connect to nouns, pronouns, or adjectives after a backward slash slanted line. The noun, pronoun, or adjective renames or describes the subject of the sentence. Complete these sentence diagrams: “We are children. They smell nice.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #36

Mechanics

Capitalize the names of languages.

Examples: Spanish, Italian

Guided Practice: I speak vietnamese at home but also learned English in school

Grammar and Usage

Modals are special helping verbs which show need, advice, ability, expectation, requirement (what must be done), permission, or possibility. Modals follow with verbs or verb phrases. English regularly uses eight modals: *can*, *could*, *may*, *might*, *must*, *should*, *will*, and *would*; two are rarely used: *ought to* and *shall*.

Examples: Danny can sing well. (ability) Those girls might become professional basketball players. (possibility) My friend could use a breath min. (need)

Never use the word *of* after a modal.

Example: Use “must have,” not “must of.”

Guided Practice: Those girls may grow up to be famous movie stars. He must get some help. Michael can sure dance.



Language Conventions Lesson #36

Sentence Diagram

Verbs are placed to the right of subjects after the main vertical line. Modals may include helping verbs and form verb phrases. Complete the sentence diagram: “George should eat dinner.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #37

Mechanics

Capitalize the names of people groups.

Examples: African-Americans, Donald Duck

Guided Practice: The aborigines live in the Australian Outback.

Grammar and Usage

A singular subject noun matches a singular verb, which usually adds an ending *s* onto the base form of the verb.

Example: That dog looks nice.

Singular pronouns must match these helping verbs: *I* matches *am, was, have, and had*; *You* matches *are, were, have, and had*; *He, she, and it* match *is, was, has, and had*;

Examples: I am, you are, she is

The singular pronouns *I* and *you* match plural verb forms not ending in *s*.

Examples: I like it. You know better.

In sentences beginning with *There is (are)* or *was (were)*, the subject follows the *is, are, was, or were* and must agree (match) with the singular *is* or *was* or the plural *are* or *were*.

Examples: There is a dog; There are dogs. There was a dog. There were dogs.

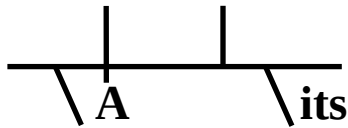
Guided Practice: I do have a few suggestions. There is too many blankets on her bed. Susan seem too warm to me.



Language Conventions Lesson #37

Sentence Diagram

Verbs must match the number and person of their matching subjects. Change the verb forms to match their subjects in these sentence diagrams: “A dog wag its tail. He have had help.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #38

Mechanics

When using dialogue or a direct quotation, the first word of a complete sentence must be capitalized, even if it is in the middle of a sentence.

Example: Ray did say, “We saw it.”

Dialogue and direct quotations are not capitalized if they are only part of a sentence.

Example: I do believe him that it “was the best solution to our problems.”

Both parts of a divided quotation are enclosed within quotation marks. The first word of the second part is not capitalized unless it begins a new sentence.

Example: “This book,” my mother said, “is good.”

Guided Practice: Ms. Loy said, “pack up for lunch,” and then she said, “you are slow as turtles.”

Grammar and Usage

A plural subject agrees with (matches) a plural verb and has more than one person, place, or thing. In present tense the plural nouns do not end in s.

Example: Birds chirp.

A compound subject joined by *and* is plural and takes a plural verb.

Example: Pam and I walk.

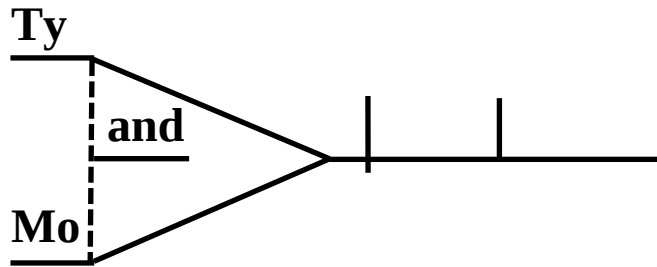
Guided Practice: The girls like cheerleading, but Mel and Richard prefers soccer.



Language Conventions Lesson #38

Sentence Diagram

Compound subjects are drawn as horizontal lines stacked on top of each other and must match plural verbs. Change the verb form to correctly match its subjects in this sentence diagram: “Ty and Mo plays soccer.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.

Language Conventions Lesson #39

Mechanics

Capitalize the first letter of an independent clause when it begins a sentence.

Example: Darla asked me to visit.

Don't capitalize an independent clause following a dependent clause.

Example: Although Ralph is tired, he will help you.

Don't capitalize an independent clause following another independent clause.

Example: The firefighter rescued the dog from the fire, and she also saved our two cats.

Guided Practice: Unless I'm wrong, school will be out in five minutes, and Then we can go home.

Grammar and Usage

The past progressive verb tense shows an action that took place over a period of time in the past or a past action which was happening when another action took place. The past progressive uses *was* + the base form of the verb + “ing” to match singular nouns and pronouns and *were* + the base form of the verb + “ing” to match plural nouns and pronouns.

Examples: I *was waiting* for him at home. John and Rob *were eating* lunch when Lee arrived.

Guided Practice: Linda was swim by herself.



Language Conventions Lesson #39

Sentence Diagram

Verbs are placed to the right of subjects after the main vertical line. Change the verbs in these sentences into the past progressive tense on the sentence diagrams: “We hoped. He wishes.”

We | _____

He | _____

Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #40

Mechanics

Capitalize the names of special events.

Examples: The Boston Marathon, The Read-a-Thon

Guided Practice: Her band played at the yearly Rock the vote event.

Grammar and Usage

The present progressive verb tense shows an action that takes place over a period of time in the present or an action taking place at the same time the statement is written. The present progressive uses *I am* + the base form of the verb + “__ing,” *s* + the base form of the verb + “__ing” to match singular nouns and pronouns, and *are* + the base form of the verb + “__ing” to match plural nouns and pronouns.

Examples: *I am walking* to school each day. Sara and Rosalyn *are talking* about the new girl at school.

Guided Practice: My dad *hoping* for more vacation.

Language Conventions Lesson #40

Sentence Diagram

Verbs are placed to the right of subjects after the main vertical line. Change the verbs in these sentences into the present progressive tense on the sentence diagrams: "I visited. They will rest."

I | _____

They | _____

Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #41

Mechanics

Capitalize the names of historical periods.

Examples: The Gold Rush, Middle Ages

Guided Practice: The Thirty Years' war was a horrible time in history.

Grammar and Usage

The future progressive verb tense shows an ongoing action that will be completed over a period of time or a continuous action that will be repeated and not completed. The future progressive uses *will be* + the base form of the verb + “ing” to match both singular and plural nouns and pronouns.

Examples: We *will be going* on the field trip tomorrow. Patrick and I *will be spending* lots of time together.

Guided Practice: After Selma hits the ball, she *be racing* to first base.



Language Conventions Lesson #41

Sentence Diagram

Verbs are placed to the right of subjects after the main vertical line. Change the verb in this sentence into the future progressive tense on the sentence diagram: “Tommy called.”

Tommy | _____

Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #42

Mechanics

Use a question mark to end a direct question.

Example: Are we late?

Don't use a question mark to end an indirect question.

Examples: I wonder if she knew. The teacher asked us to finish.

Guided Practice: Why did he stop running? I wonder if he would have won?

Grammar and Usage

An adverb can modify a verb or another adverb and answer What degree? A degree is how much of something. The adverb may be found before or after the verb that it modifies.

Examples: More did James work than anyone else. She baked less than her mother.

Adverbs are very flexible in English. They can be used in all parts of the sentence.

Examples: Quickly, the man climbed the stairs. The man quickly climbed the stairs.

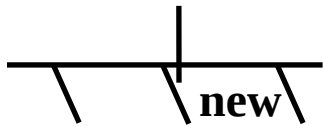
Guided Practice: I've been a less little interested in sports this year.



Language Conventions Lesson #42

Sentence Diagram

Adverbs are placed below the verb they modify on a sentence diagram. Complete the sentence diagram: “The new student spoke softly.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #43

Mechanics

Use one exclamation point to show surprise or strong emotion in an exclamatory sentence or following an interjection. An interjection is a short sentence fragment used to show extreme emotion and is often used within dialogue.

Examples: That is amazing! Wow!

Guided Practice: Hey! Knock it off!!!

Grammar and Usage

An adverb can modify a verb or another adverb and answer How. The adverb may be found before or after the verb that it modifies.

Examples: Carefully she answered. He walked slowly.

Adverbs are very flexible in English. They can be used in all parts of the sentence.

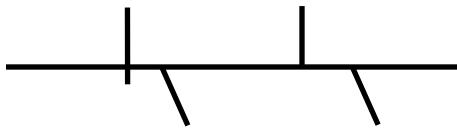
Examples: The child sweetly answered. The child answered sweetly.

Guided Practice: We walked slowly, yet directly, to the gym.

Language Conventions Lesson #43

Sentence Diagram

Adverbs are placed below the verbs they modify on a sentence diagram. Complete the sentence diagram: "They happily played video games."



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #44

Mechanics

Colons (:) follow nouns and are used after business letter greetings.

Example: Dear Sirs:

Guided Practice: Re-write this letter correctly in block paragraph style. Block paragraphs may be used for business letters and do not require indentations.

To Whom It May Concern,

Thank you for your help:

Sincerely,

Thomas Jones

Grammar and Usage

An adverb can modify a verb or another adverb and answer Where? The adverb may be found before or after the verb that it modifies.

Examples: Here she scratched the table. He put it there next to the chair.

Adverbs are very flexible in English. They can be used in all parts of the sentence.

Examples: Nearby, the bees buzzed around the honeycomb. The bees buzzed nearby around the honeycomb.

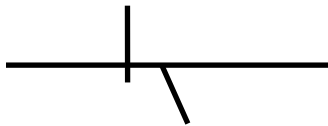
Guided Practice: Did your parents drive you here? Did you walk there?



Language Conventions Lesson #44

Sentence Diagram

Adverbs are placed below the verbs they modify on a sentence diagram. Complete the sentence diagram: "Lucy traveled there."



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #45

Mechanics

Place a comma after a phrase at the beginning of a sentence which modifies the subject of that sentence.

Examples: Damaged beyond repair, the computer could not be saved. Complete with tools, her tool chest had what we needed to fix the lawnmower. Running the mile, I got tired at the end.

Guided Practice: Always cheerful, Mary was a great friend. Given a cookie the child stopped crying.

Grammar and Usage

An adverb can modify a verb or another adverb and answer When? The adverb may be found before or after the verb that it modifies.

Examples: Soon we will know our secret helpers. Give first and then you will receive.

Adverbs are very flexible in English. They can be used in all parts of the sentence.

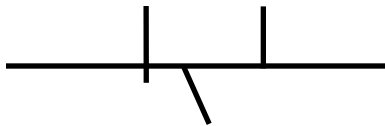
Examples: Sometime in the night the alarm sounded. The alarm sounded sometime in the night.

Guided Practice: I hear school will start earlier next year.

Language Conventions Lesson #45

Sentence Diagram

Adverbs are placed below the verbs they modify on a sentence diagram. Complete the sentence diagram: "Roger saw them later."



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #46

Mechanics

Place a comma before a phrase at the end of a sentence which modifies the subject of that sentence.

Examples: He was right, not wrong. Todd is going to tell the teacher, isn't he? Mike got angry quickly, just like his dad.

Guided Practice: The boy was anxious, even ready to go first. You're up to bat next aren't you?

Grammar and Usage

When using more than one adverb in a sentence, adverbs are usually placed in this order: What degree? How? Where? or When?

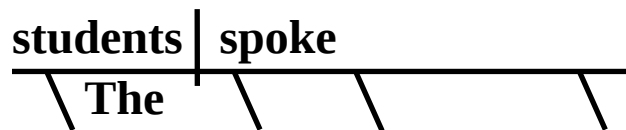
Examples: She dresses less warmly here now.

Guided Practice: They walked everywhere more carefully.

Language Conventions Lesson #46

Sentence Diagram

Adverbs are placed below the verbs they modify on a sentence diagram. Complete this sentence diagram with these adverbs in proper order: “carefully,” “less,” here.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #47

Mechanics

Place a comma after a dependent clause that begins a sentence.

Example: Unless you approve, I won't volunteer.

Guided Practice: After she left, we stopped playing video games. Even if she had stayed we would have quit.

Grammar and Usage

A dependent clause has a noun and verb, but does not tell a complete thought. A complex sentence has an independent clause and at least one dependent clause.

Example: I like him (independent clause) even if he doesn't like me (dependent clause).

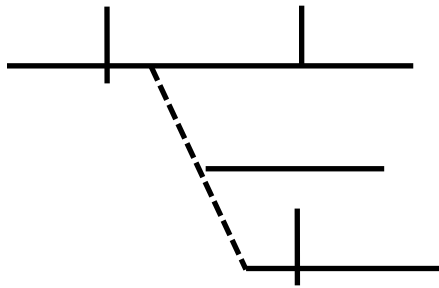
Guided Practice: If I had three wishes, my first wish would be for a million more wishes. But since I don't believe in genies, I won't get any wishes.



Language Conventions Lesson #47

Sentence Diagram

Dependent clauses are placed below the main horizontal line and connect with a dotted and slanted line to the predicates they modify. Complete the sentence diagram: “You can ask Dad because I won’t.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #48

Mechanics

Place a comma before and after a dependent clause in the middle of a sentence.

Example: She studied, before she went to the game, and so she was prepared for the test.

Do *not* place a comma before a dependent clause that ends a sentence.

Example: We have ice cream if you want it.

Guided Practice: She never asked for food, unless I'm mistaken but she really want to do so.

Grammar and Usage

A subordinating conjunction starts a dependent clause and signals how the dependent clause relates to an independent clause. Use this memory trick to begin dependent clauses with subordinating conjunctions:

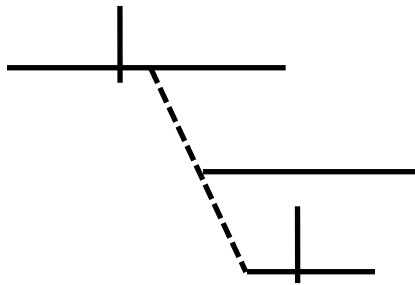
AAAWWUBBIS: After, Although, As, When, While, Until, Because, Before, If, Since

Guided Practice: Although she used my password, I don't know how she did so if I've never told it to anyone.

Language Conventions Lesson #48

Sentence Diagram

Dependent clauses are placed below the main horizontal line and connect with a dotted and slanted line to the predicates they modify. Subordinating conjunctions are placed in the middle of that dotted slanted line. Complete the sentence diagram: “Wherever I go, Fido follows.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #49

Mechanics

A hyphen is a short dash (-) used to combine words. Hyphens are used to join base words to form compound words.

Example: one-of-a-kind

Hyphens are also used for spelled-out fractions.

Example: one-half

Guided Practice: I'm looking forward to the two-for one sale.

Grammar and Usage

A coordinating conjunction can join two or more words or phrases. The memory trick FANBOYS (For-And-Nor-But-Or-Yet-So) may help you remember the common coordinating conjunctions.

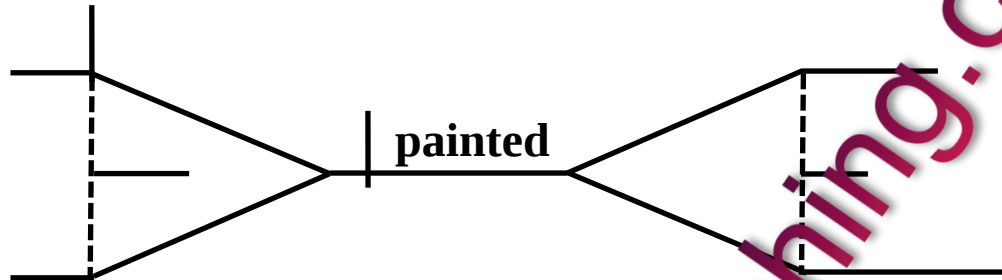
Examples: Jack and Jill; thinking quickly, but acting slowly

Guided Practice: Byron and Jake were late, not Pedro or Tamara.

Language Conventions Lesson #49

Sentence Diagram

Coordinating conjunctions are placed in the middle of a dotted vertical line to join words, phrases, and clauses. Complete the sentence diagram: “Sy and Ian painted tigers or elephants.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #50

Mechanics

Dashes are used to show a range of values between dates, times, and numbers. A dash (–) is slightly longer than a hyphen (-).

Examples: From July 6–9 between the hours of 7:00–10:00 a.m., a crowd of 200–225 protesters will be in the park.

Guided Practice: Roughly 15–20 will attend our dinner on 10-2-2014.

Grammar and Usage

The compound subject has two or more nouns or pronouns joined by coordinating conjunctions. If one of the subjects is *I*, place it last in compound subjects.

Example: Tom and I left school.

The complete subject includes all words which describe the simple subject.

Example: My brother James and I play baseball.

The compound predicate has two or more verbs joined by coordinating conjunctions.

Example: They tried and failed.

The complete predicate includes all words which modify the simple predicate.

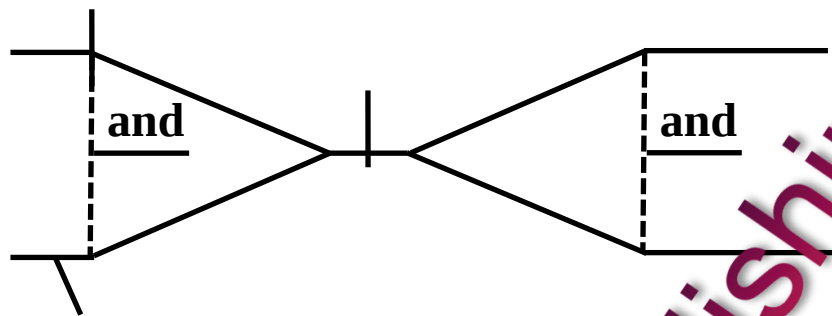
Example: She did not like, nor want any candy.

Guided Practice: Angel and Bonnie both play or watch volleyball.

Language Conventions Lesson #50

Sentence Diagram

Compound subjects are drawn as horizontal lines stacked on top of each other and must match a plural verb. Compound predicates are drawn as horizontal lines stacked on top of each other. Complete the sentence diagram: “Al and crazy Ed jumped and bounced.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #51

Mechanics

Use brackets ([]) to provide missing or explanatory information within direct quotations.

Example: “You found it [the missing coat] on the table.”

In scripts and plays, brackets are also used as stage directions both inside and outside of dialogue.

Example: [Nervously] I don’t know what you mean.

Guided Practice: I did like it [the silver ring, but I had my eye on the bracelet.

Grammar and Usage

A coordinating conjunction joins two or more independent clauses to form a compound sentence.

A comma is placed before the conjunction if it joins two or more long independent clauses.

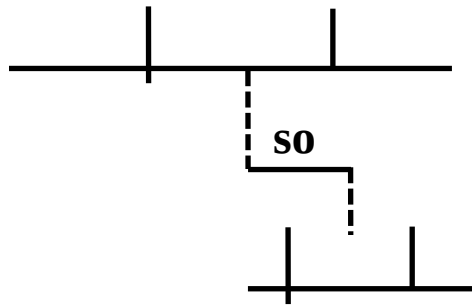
Examples: I walk down to the car wash, but I never take my car to get washed. I walk and I run.

Guided Practice: It was fun, and it was cheap, but it was hardly ever something I would expect.

Language Conventions Lesson #51

Sentence Diagram

In sentence diagrams two or more separate horizontal lines are stacked upon each other for each independent clause. A coordinating conjunction joins the predicates to form a compound sentence. Complete the sentence diagram: “Terry wanted help so I gave it.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #52

Mechanics

Place a comma before the coordinating conjunction(s) to join independent clauses if one or both of the independent clauses is long and always before *but* or *yet*. The memory trick FANBOYS (For-And-Nor-But-Or-Yet-So) may help you remember the common coordinating conjunctions.

Example: My parents used to eat plenty of fresh fish, and they also ate rice.

Guided Practice: I wanted a phone, and I hoped for a tablet, yet I didn't expect to get them.

Grammar and Usage

A preposition can show a relationship between the preposition and its object. An object receives an action. The preposition is always part of a phrase and comes before its object. The preposition asks "What?" or "Whom?" and the object provides the answer.

Examples: Following is a list of common prepositions which show a relationship to an object.

according to, among, as, as to, at, but, despite, except, for, instead of, into, in place of, in spite of, like, regardless of, since, than, to, unlike, with

Place a comma after introductory prepositional phrases with more than four words.

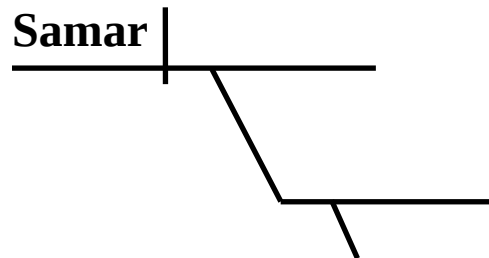
Example: Instead of the deep and dark forest, we walked along the beach.

Guided Practice: According to Facebook, she was in love with him.

Language Conventions Lesson #52

Sentence Diagram

Prepositions are placed to the right of slanted vertical lines and connect the predicate to the object of the preposition. Complete the sentence diagram: “Samar returned from the sleepover.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #53

Mechanics

Parentheses () can be used to make something more clear or talk about what has been said in the sentence.

Example: The scrawny (skinny) black dog was the neighborhood pet.

Guided Practice: The carnitas (pork) tacos and pollo (chicken) were delicious.

Grammar and Usage

A preposition can show the location or position between the preposition and its object. The preposition begins a prepositional phrase and asks “What?” or “Whom?” The object provides the answer.

Examples: Following is a list of common location or position prepositions.

aboard, about, above, across, against, along, around, at, behind, below, beneath, beside, between, beyond, by, down, from, in, inside, instead of, near, next, off, on, onto, outside, out of, over, past, through, to, toward, under, underneath, up, upon, within, without

Prepositional phrases in the middle of a sentence are not set off by commas.

Example: His mom chose the red dress next to the blue one and bought shoes to match.

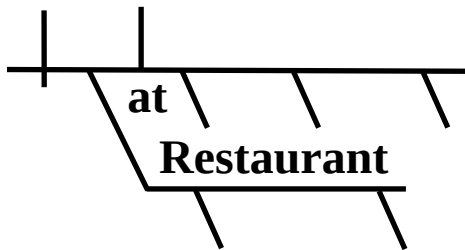
Guided Practice: Nora stayed behind the fence and next to the field to watch.



Language Conventions Lesson #53

Sentence Diagram

Prepositions are placed to the right of slanted vertical lines and connect the predicate to the object of the preposition. Complete the sentence diagram: “I ate my first jalapeño pepper at Paco’s Mexican Restaurant.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #54

Mechanics

Parentheses () can be used for appositives. An appositive is a noun or noun phrase placed next to another word or phrase to identify it. **Example:** The man (the one in the red hat) was a security guard at the mall.

Guided Practice: Jamie (the girl in the blue sweater) was a good friend.

Grammar and Usage

A preposition can show the time between the preposition and its object. The preposition is always part of a phrase and comes before its object. The preposition asks “What?” or “Whom?” and the object provides the answer. **Examples:** Following is a list of common prepositions.

about, during, past, since, throughout, until

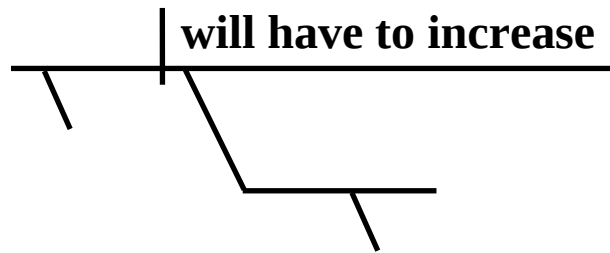
A prepositional phrase at the end of a sentence does not have a comma before it. **Example:** Last night we played until midnight.

Guided Practice: The band rarely gave interviews since their break-up.

Language Conventions Lesson #54

Sentence Diagram

Prepositions are placed to the right of slanted vertical lines and connect the predicate to the object of the preposition. Complete the sentence diagram: “Your chores will have to increase after this summer.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #55

Mechanics

In informal writing, use a slash to separate dates, abbreviate, and to mean *or*.

Examples: The dinner is scheduled on 3/11/2013 as a b/w (black and white tie) event for him/her.

Guided Practice: Give the tickets to him/her on 4-12/2014.

Grammar and Usage

The relative pronouns are *who*, *whom*, *that*, or *which*. Each begins a dependent clause that modifies the meaning of a noun or pronoun. The *who* or *whom* modifies a specific person or people. The *that* modifies things or people in general. The *which* modifies specific things.

If the adjectival clause is not necessary to understand the sentence, commas are needed to separate the clause from the rest of the sentence. If the clause is necessary, use no commas.

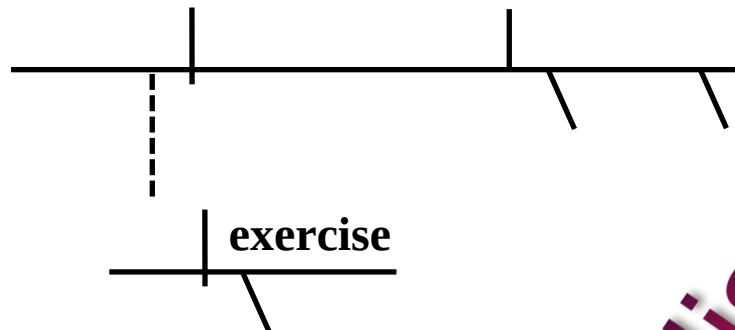
Examples: The woman, whose name I forget, was quite helpful. The girl that I know is kind.

Guided Practice: The boy which I know tried out for the team. The chocolate chip cookie, which I want, is within my reach.

Language Conventions Lesson #55

Sentence Diagram

Relative pronouns begin dependent clauses and are placed below the independent clauses they modify. A dotted vertical line connects the relative pronoun to the noun it modifies. Complete the sentence diagram: “Children who exercise daily are beginning good lifelong habits.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.



Language Conventions Lesson #56

Mechanics

Spell out numbers from one to nine, but use Arabic numerals for #s10 and larger. However, spell out the number if it is used at the beginning of a sentence, including hyphens before the ones digits from 1–9.

Examples: Thirty-eight, five, 24, Six is a lot of donuts.

If a sentence has one number from one to nine and others larger, use Arabic numerals for all.

Examples: Both numbers 2 and 12 were selected.

Guided Practice: I think six helpings of ice cream was just too much, but 5 was just right.

Grammar and Usage

These relative adverbs are used at the beginning of dependent clauses: *where*, *when*, and *why*.

Examples: I don't know where she went, when she left, or why she won't return.

Guided Practice: You never could explain why it happened or when it stopped.

- ✓ **Diagnostic Grammar, Usage, and Mechanics Assessments with Answers (Print and Google Forms Versions)**
- ✓ **Mastery Matrix**
- ✓ **Corresponding Independent Practice Remedial Worksheets (Print and Google Slides Versions)**

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Diagnostic Grammar, Usage, and Mechanics Assessments and Final Exam

The purpose of these assessments is to determine which of the previous grade-level grammar, usage, and mechanics CCSS L.1,2,3 standards have and have not been mastered.

Assessment Formats and Preparation

Choose the assessment format which best suits your needs. Each assessment includes 45 grammar and usage test items and 32 mechanics test items.

1. The Google forms format consists of one [Diagnostic Grammar, Usage, and Mechanics Assessment](#). All test items are multiple-choice.
2. The printable PDF format consists of two tests: the Diagnostic Grammar and Usage Assessment (multiple-choice) and the Diagnostic Mechanics Assessment (sentence re-writes).

Administration

Say—“These test items will help me learn which concepts and skills have and have not yet been mastered. If unsure of the answer, please don’t guess. Read each set of directions before reading the test items.”

The assessments are given “whole class” and are untimed. Most students finish in 30–45 minutes.

Correction

The Google forms format auto-corrects the Diagnostic Grammar, Usage, and Mechanics Assessment. Or grade the paper copies of the Diagnostic Grammar and Usage Assessment and the Diagnostic Mechanics Assessment (answers follow), marking errors.

Recording the Data

Upload the tests to the [Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix](#) Google sheets. Or if using the printable PDF, write the names of your students in alphabetical order on the recording matrix. Record the grammar and usage deficits for each student on the Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix. Mark a / for each error in the student’s row on the matrix. Grade-level CCSS Standards are listed on the matrix.

Final Exam

Administer the [Grammar, Usage, and Mechanics Final Exam](#) Google forms and upload to the [Grammar, Usage, and Mechanics Final Exam Mastery Matrix](#) Google sheets.

Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that identifies the parts of speech in the sentence below.

Although they apologized, either Kim or Tom was always arriving late for their team practices and league games.

- ___1. The proper nouns in the sentence are ____ and ____.
A. practices, games B. always, late C. Kim, Tom
D. they, their E. Tom, games
- ___2. The common nouns in the sentence are ____ and ____.
A. team, practices B. practices, games C. Kim, Tom
D. they, their E. Kim, games
- ___3. The pronouns in the sentence are ____ and ____.
A. they, their B. Kim, Tom C. team, league
D. apologized, arriving E. always, late
- ___4. The adjectives in the sentence are ____ and ____.
A. apologized, arriving B. either, or C. practices, games
D. always, late E. team, league
- ___5. The verbs in the sentence are ____ and ____.
A. arriving, practices B. always, late C. apologized, was arriving
D. practices, games E. apologized, practices
- ___6. The adverbs in the sentence are ____ and ____.
A. Although, always B. always, late C. team, league
D. arriving, practices E. either, late
- ___7. The preposition in the sentence is ____.
A. for B. and C. or
D. either E. their
- ___8. The coordinating conjunction in the sentence is ____.
A. late B. or C. either
D. for E. and
- ___9. The subordinating conjunction in the sentence is ____.
A. either B. for C. Although
D. or E. and
- ___10. The correlative conjunctions in the sentence ____ and ____.
A. Although, either B. either, for C. or, for
D. either, or E. for, and



Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

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Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

21. The students who got into trouble are _____.
A. them B. those C. I and he
D. they E. me and she
22. The teacher yelled at two students, Rachel and _____.
A. I B. me C. it
D. he E. us
23. They _____ had never sailed a boat by _____.
A. themself; them B. themselves; themselves C. theirselves; theirselves
D. them; theirself E. theirselves; theirselves
24. He stirred the sauce, and then let John taste _____.
A. them B. this C. it
D. these E. that
25. That movie _____ we watched was entertaining.
A. who B. whose C. it
D. which E. that
26. _____ who wants to try out for the team can do so, but not _____ is chosen.
A. Anyone; everybody B. Everyone; both C. Someone; one
D. Everyone; others E. Others; neither
27. _____ of the candy is on the counter, though _____ is free.
A. Some; fewer B. Plenty; little C. Many; nothing
D. All; none E. A large amount; few
28. She should _____ for her school pictures.
A. have smiled B. is smiling C. had smiled
D. smiled E. has smiled
29. Jamie _____ three miles around the track for the fundraiser.
A. walk B. has walk C. is walking
D. walking E. had walking
30. The cat played with its stuffed mouse, and _____ went outside to chase birds.
A. it B. then it C. then they
D. it then E. then the cat
31. Compared to her happy sister, she is _____.
A. happier B. most happy C. happiest
D. more happier E. most happiest
32. Of all the happy people, he was _____.
A. happier B. most happy C. happiest
D. more happier E. most happiest
33. Compared to last time, this work is definitely _____.
A. most difficult B. more difficulter C. difficultest
D. more difficult E. difficulter

Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

- ___34. He is the _____ student in his class.
A. most intelligent B. more intelligent C. intelligentest
D. more intelligent E. intelligenster
- ___35. Dennis _____ ready and he _____ prepared well.
A. seem; has B. seems; have C. seems; has
D. seems; was E. seem; is
- ___36. She _____ passed the test, but she didn't study.
A. did have B. could have C. should of
D. did might E. would of
- ___37. She _____ hard for the test last night.
A. studied B. did studied C. study
D. had studying E. have studied
- ___38. She _____ hard for the test last night when she fell asleep.
A. studied B. was studied C. was studying
D. studying E. have studied
- ___39. She _____ for two hours when I called.
A. will have been studying B. will study C. study
D. had studied E. studied
- ___40. She always _____ hard for tests.
A. study B. will studied C. studies
D. are studied E. will be studied
- ___41. Today she _____ hard for the test.
A. will have been studying B. had studied C. study
D. is studied E. is studying
- ___42. This whole morning she _____ hard for the test.
A. will have studied B. has studied C. had studied
D. is studied E. have studying
- ___43. We _____ more later this afternoon.
A. will have been studying B. will study C. study
D. are studied E. have studied
- ___44. She _____ for the test the whole night.
A. will have studying B. will be studying C. have studied
D. are studied E. have studying
- ___45. By the time the clock strikes three, we _____ for four long hours.
A. have studied B. will study C. study
D. are studied E. will have 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, Usage, and Mechanics Assessment Mastery Matrix.

- | | | |
|-------|-------|-------|
| 1. C | 16. C | 31. A |
| 2. B | 17. B | 32. C |
| 3. A | 18. E | 33. D |
| 4. E | 19. D | 34. A |
| 5. C | 20. C | 35. C |
| 6. B | 21. D | 36. B |
| 7. A | 22. B | 37. A |
| 8. E | 23. B | 38. C |
| 9. C | 24. C | 39. D |
| 10. D | 25. D | 40. C |
| 11. A | 26. A | 41. E |
| 12. E | 27. D | 42. B |
| 13. E | 28. A | 43. E |
| 14. C | 29. C | 44. B |
| 15. A | 30. E | 45. E |



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

Directions: Rewrite each of the following with correct punctuation and capitalization. Do not add, remove, or switch around any words. Carefully proofread your work when finished.

6. 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 the whole messy story was sad depressing and true

yours truly

amy



Diagnostic Mechanics Assessment Answers

Directions: Each problem has the numbered diagnostic items in enlarged **boldface**. If the student misses an item, mark a / in the same number column on the TLS Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix.

- 55 46 69 (needs both) 70
1. a friend named **J**ohn said, “I am glad I don’t need any help on my homework.”
- 47 (needs both) 56 (needs both) 71 62
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
- 48 (needs both) 63
3. she saw pictures of the costumes, robots, and ship models in the newsweek article
- 72 (needs both) 57 (needs both)
- (the one that featured **S**pace **C**amp)
- 49 64 (needs both) 73 58
4. yes, you should listen to that song called “the one monster’s howl” before **H**alloween
- 74 50 65
5. bring both girls’ best dresses to atlanta, georgia to see the play titled fiddler on the roof
- 51 75 66 (needs both sets) 59 (needs both)
6. joe, please read these chapters: “**h**unts” and “**c**ooking” to prepare for the **B**oy **S**couts meeting tonight
- 76 52 67 (needs both)
7. mr. wong put on his glasses, and then he read the magazine article titled “my dog spoke **E**nglish”
- 53 (needs both greeting and closing)
8. dear mary 77 68 (needs both)
- what a complete surprise! no one had read the short story titled “yankees and
- 54 (no commas with whole messy story; needs both commas)
- 61 (needs both) with sad, depressing,)
- rebels” about the **C**ivil **W**ar the whole messy story was sad, depressing, and true
- yours truly,
- amy



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Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix

Categories:		Pronouns						Modifiers						Verb Tenses and Forms											
Worksheet #s		24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45		
Teacher		Pronoun-Antecedents CCSS 4	Who, Whose, Whom, That, Which	Indefinite People Pronouns	Indefinite Size or Amount Pronouns	Past Participles	Present Participles	Dangling / Misplaced Modifiers	Short Comparative Modifiers	Short Superlative Modifiers	Long Comparative Modifiers	Long Superlative Modifiers	Linking and Helping Verbs	Modals	Past Tense Verbs	Past Progressive Verbs	Past Perfect Verbs CCSS 5	Present Tense Verbs	Present Progressive Verbs	Present Perfect Verbs CCSS 5	Future Tense Verbs	Future Progressive Verbs	Future Perfect Verbs CCSS 5		
Class																									
Student Names																									

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Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix

Categories:		Underlining (Italics) / Quotation Marks								Other Punctuation							
Worksheet #s		62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77
Teacher		Movie / Television Titles CCSS 4	Magazine / Website / Book / Newspaper Titles	Play / Work of Art Titles CCSS 4	Song / Poem Titles CCSS 4	Book Chapter Titles	Article Titles CCSS 4	Short Story / Document Titles	Direct Quotations	Apostrophes (Contractions)	Semicolons CCSS 4	Parentheses / Dashes	Apostrophes (Singular Possessives)	Apostrophes (Plural Possessives)	Colons	Periods (Abbreviations / Initials / Acronyms)	Exclamation Points
Class																	
Student Names																	
Totals																	

NOTES

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Grammar, Usage, and Mechanics Worksheets

The Grammar, Usage, and Mechanics Worksheets are designed for independent practice of the Language Conventions Standards found in the Common Core Language Strand L.1, L.2, and the Language Progressive Skills Standards. Each worksheet includes concise definitions of the rule, skill, or concept with examples, a writing application, a practice section, and a brief formative assessment. Grammar, usage, and mechanics definitions, rules, and skills complement those found in the Language Conventions lessons.

Preparation

Display one of the Grammar, Usage, and Mechanics Worksheets to introduce the instructional components and explain the directions to your students. Students first read the **FOCUS** and **CONNECT TO WRITING** sections and then complete the **PRACTICE** section. Tell them *not* to complete the **WRITE** section (the formative assessment) until they have self-corrected and revised the **PRACTICE** section, so that they can learn from their mistakes before completing the last section. The formative assessment determines whether the student has or has not mastered the grammar, usage, or mechanics content, rule, or skill.

Step by Step Directions

1. When a student has completed all sections of the Grammar, Usage, and Mechanics Worksheet, except for the ending **WRITE** section (the formative assessment), the student uses the “Grammar, Usage, and Mechanics Worksheet Answers” to self-correct and revise. Tell students that you do not award a grade for this practice, so there would be no benefit from looking at the answers first. Remind students that they will often learn from their mistakes, especially when they identify and correct them.
2. Next, the student completes the **WRITE** section and shares the worksheet with you or comes up to your desk to mini-conference with you for thirty seconds to review the worksheet.
3. If the student did not master the rule, skill, or concept on the formative assessment, re-teach during the mini-conference.



Grammar, Usage, and Mechanics Worksheets

Parts of Speech	#1	Proper Nouns
	#2	Common Nouns
	#3	Pronouns
	#4	Adjectives
	#5	Verbs
	#6	Adverbs
	#7	Prepositional Phrases
Sentence Structure	#8	Coordinating Conjunctions
	#9	Subordinating Conjunctions
	#10	Correlative Conjunctions
	#11	Simple and Complete Subjects
	#12	Compound Subjects
	#13	Simple and Complete Predicates
	#14	Compound Predicates
	#15	Simple Sentences / Types of Sentences
	#16	Compound Sentences
	#17	Complex Sentences
	#18	Compound-Complex Sentences
	#19	Fragments
Pronouns	#20	Run-Ons
	#21	Subject Case Pronouns
	#22	Object Case Pronouns
	#23	Intensive and Reflexive Pronouns
	#24	Pronoun-Antecedents
	#25	Who, Whose, Whom, That, Which
	#26	Indefinite People Pronouns
Modifiers	#27	Indefinite Size or Amount Pronouns
	#28	Past Participles
	#29	Present Participles
	#30	Dangling / Misplaced Modifiers
	#31	Short Comparative Modifiers
	#32	Short Superlative Modifiers
	#33	Long and “__ly” Comparative Modifiers
	#34	Long and “__ly” Superlative Modifiers



Grammar, Usage, and Mechanics Worksheets

Verb Tenses and Forms	#35	Linking and Helping Verbs	
	#36	Modals	
	#37	Past Tense Verbs	
	#38	Past Progressive Verbs	
	#39	Past Perfect Verbs	
	#40	Present Tense Verbs	
	#41	Present Progressive Verbs	
	#42	Present Perfect Verbs	
	#43	Future Tense Verbs	
	#44	Future Progressive Verbs	
	#45	Future Perfect Verbs	
	Commas	#46	Commas with Speaker Tags
		#47	Commas with Appositives
		#48	Commas within Series
		#49	Commas with Introductions
#50		Commas with Geography	
#51		Commas with Nouns of Direct Speech	
#52		Commas with Conjunctions	
#53		Commas in Letters	
#54		Commas with Coordinate Adjectives	
Capitalization		#55	Capitalization of People / Characters
	#56	Capitalization of Places	
	#57	Capitalization of Things	
	#58	Capitalization of Holidays and Dates	
	#59	Capitalization of Organizations and Businesses	
	#60	Capitalization of Language and People Groups	
	#61	Capitalization of Events and Historical Periods	
	Quotation Marks / Underlining (Italics)	#62	Movie and Television Show Titles
		#63	Book / Magazine / Newspaper / Website Titles
		#64	Song / Poem Titles
#65		Play / Work of Art Titles	
#66		Book Chapter Titles	
Additional Punctuation	#67	Article Titles	
	#68	Short Story / Document Titles	
	#69	Direct Quotations	
	#70	Apostrophes (Contractions)	
	#71	Semicolons	
	#72	Parentheses / Dashes	
	#73	Apostrophes (Singular Possessives)	
	#74	Apostrophes (Plural Possessives)	
	#75	Colons	
	#76	Periods with Abbreviations / Initials / Acronyms	
	#77	Exclamation Points	

Grammar, Usage, and Mechanics Worksheet #1

FOCUS Proper Nouns

A **proper noun** is the name of a person, place, or thing. It can be acted upon and is capitalized.

CONNECT TO WRITING

Whenever possible, use specific proper nouns rather than common nouns. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word. Capitalize all words that make up proper nouns, except articles (*a*, *an*, and *the*), prepositions, such as *of*, *to*, and *from*, and conjunctions, such as *and*, *or*, and *but*.

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

PRACTICE

Highlight the proper nouns in the following story.

John Francis left his home in Beatrice, Nebraska in 1941, shortly before the start of World War II. Traveling first by bus to Chicago, he then boarded the *Southwestern Chief* to ride to Los Angeles. At Grand Central Station, John met his sister, Jane, and immediately began looking for part-time work and an apartment. He found employment at Blix Hardware on Western Avenue and a room to rent in nearby South Hollywood.

When war was declared, John enlisted in the army and was stationed at Fort Ord. He played trumpet in the Army Band and was promoted to the rank of Staff Sergeant. The United States was fortunate to have so many young men, like John, serving their country.

After the war in 1945, John enrolled in the University of Southern California, paying his tuition with money from the G.I. Bill. Graduating Cum Laude with degrees in Business and Social Science, he continued to play trumpet in clubs all over Southern California. Upon marrying Janice Jones, he took a job at California Federal Savings and Loan and was promoted to Senior Vice-President. He and his wife raised two children, Mark and Robin.

WRITE

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



Grammar, Usage, and Mechanics Worksheet #2

FOCUS Common Nouns

A **common noun** is an idea, person, place, or thing.

CONNECT TO WRITING

Whenever possible, use specific common nouns rather than general common nouns. A common noun can be a single word, a group of words, or a hyphenated word and is capitalized only at the start of a sentence.

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

PRACTICE

Sort the following common nouns as an idea, person, place, or thing in the correct columns:

mountain, friendship, teacher, neighborhood, food, self-image, freedom, toy, fire-fighter, cousin, rock, country, lamp stand, football stadium, police officer, self-confidence, grandfather clock, family room, brother-in-law, world peace

IDEA	PERSON	PLACE	THING
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

WRITE

Compose four sentences, using a common noun from each category. Use none of the common nouns listed on this worksheet. Be as specific as possible.

idea _____

person _____

place _____

thing _____



Grammar, Usage, and Mechanics Worksheet #3

FOCUS Pronouns

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

Examples: *Ted* is ready. *He* is never late.

The *game* has already started. Ted will watch *it* at home.

CONNECT TO WRITING

Pronouns are used to avoid repeating the same noun over and over again. Pronouns are used in the *first person*, *second person*, or *third person* points of view. Avoid *first* and *second person* pronouns in essays designed to inform or convince your reader.

The *first person* pronoun stands for the one speaking.

Examples: Singular I, me, my, mine, myself
Plural we, us, our, ours, ourselves

The *second person* pronoun stands for the person to whom one is speaking.

Examples: Singular you, your, yours, yourself
Plural you, your, yours, yourselves

The *third person* pronoun stands for the one spoken about.

Examples: Singular he, she, it, him, her, its, his, hers, himself, herself, itself
Plural they, them, their, theirs, themselves

PRACTICE

Highlight the pronouns in this phone conversation.

“Hello,” said Susan.

“Is this the owner of the car for sale?” the caller asks.

“It, is I,” replies Susan. “Who is calling?”

“The one paying you full price for your car. My name is Marcy. What’s yours?”

“Susan,” she says. “But let me get my husband. Actually, he is selling his car, not mine.

“Suit yourself, says Marcy. Put him on the phone.”

WRITE

Finish the rest of this phone conversation, using at least two different pronouns.



Grammar, Usage, and Mechanics Worksheet #4

FOCUS Adjectives

An **adjective** modifies a proper noun, a common noun, or a pronoun and answers *Which one?* *How many?* or *What kind?*

CONNECT TO WRITING

Adjectives usually are placed before nouns and pronouns. Whenever possible, use specific, rather than general adjectives. For example, adjectives such as *interesting*, *nice*, and *exciting* are general adjectives.

Examples:	Type of Adjective	Too General	Specific
	Which One?	<i>That</i> park	<i>That city</i> park
	How Many?	had <i>some</i> playgrounds	had <i>two</i> playgrounds
	What Kind?	<i>swimming</i> pools	<i>huge swimming</i> pools.

PRACTICE

Sort the following *italicized* adjectives into the correct columns:

twenty-story building, *most* sports, *juicier* hamburgers, *these* games, *that* bright color, a *dozen* flowers, the *muddy* Missouri River, *few* announcements, *this* idea, *those* desserts, *navel* orange, *thousands* of islands, *spicy* pizza, *certain* groups, *loud* rap music

Which One?	How Many?	What Kind?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

WRITE

Compose three sentences, using an adjective from each category. Use none of the adjectives listed on this worksheet. Be as specific as possible.

Which One? _____

How Many? _____

What Kind? _____

Grammar, Usage, and Mechanics Worksheet #5

FOCUS Verbs

A **verb** completes three types of actions:

- A verb can mentally act. **Examples:** think, like, wonder, know
- A verb can physically act. **Examples:** run, talk, eat
- A verb can also link a noun or pronoun to another word or words in the sentence. These are known as *state of being* verbs.

Examples: is, am, are, was, were, be, being, been, appear, become, feel, grow, keep, look, remain, seem, smell, sound, stay, taste

CONNECT TO WRITING

A verb can be singular or plural and must match the noun or pronoun it acts upon or modifies. Singular nouns often match verbs ending in s. Plural nouns often use verbs that don't end in s.

Examples: Amanda walks. They walk.

Some verbs add a helping verb in front of the verb. Helping verbs include the “to be” verbs: *is, am, are, was, were, be, being, been*; the “to do” verbs: *do, does, did*; the “to have” verbs: *has, have, had*; and the modals: *can, could, may, might, must, shall, should, will, and would*.

Examples: Tim was thinking. He did not need her help, but she had offered, and he might need assistance later.

PRACTICE

Identify each type of verb action in the parentheses following each verb (mental, physical, state of being). Then underline each of the helping verbs.

I know () that he had run ()

a full mile before, but he might be () too tired right now. He

did walk () a mile yesterday.

WRITE

Compose three of your own sentences with the three types of verb actions. Include at least one singular and plural verb plus at least one helping verb.



Grammar, Usage, and Mechanics Worksheet #6

FOCUS Adverbs

An **adverb** describes a verb, an adjective, or an adverb and answers What degree? How? Where? or When? The adverb may be found before or after the word that it modifies.

Examples: Trey walked *more* What degree?
carefully How?
late at night When?
there at the docks. Where?

CONNECT TO WRITING

As a matter of good writing style, place shorter adverbial phrases in front of longer ones.

Example: The family walks *around the block after every Thanksgiving Dinner*.

Explanation: The shorter adverbial phrase *around the block* is properly placed before the longer *after every Thanksgiving Dinner*.

As a matter of good writing style, place specific adverbs before general ones.

Example: It should be *exactly where* I said, *next* to her, or *somewhere over there*.

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

PRACTICE

Sort these adverbs into the following categories: often, everywhere, slowly, one o'clock, mostly, carefully, nearby, later, here, less, easily, mainly.

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

WRITE

Compose four sentences with adverbs from each category. Use none of the adverbs listed on this worksheet.

What Degree _____

How _____

Where _____

When _____



Grammar, Usage, and Mechanics Worksheet #7

FOCUS Prepositional Phrases

A **preposition** is a word that shows some relationship to an object (a proper noun, a common noun, or a pronoun). The preposition is always part of a phrase. A phrase is a group of related words without a noun and connected verb. The preposition asks “What?” and the object follows with the answer. A preposition tells *when*, *where*, or *how* something happens.

Examples:

When it happens:	Our teacher reviewed <i>before</i> the test.	<i>before</i> what?	...the test
Where it happens:	<i>Under</i> the bed the cat hid.	<i>Under</i> what?	...the bed
How it happens:	We travelled <i>by</i> bus.	<i>by</i> what?	...bus

CONNECT TO WRITING

We often end spoken sentences with a preposition, but avoid this in your writing.

Example: Spoken sentence—“Who will you go *to*?” Written sentence—“*To whom* will you go?”

Here is a list of commonly-used prepositions. Memorizing this list will help you notice prepositions in your reading and use them in your writing.

aboard, about, above, according to, across, after, against, along, among, around, as, as to, at, before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, for, from, in, inside, instead of, into, in place of, in spite of, like, near, next, of, off, on, onto, outside, out of, over, past, regardless of, since, than, through, throughout, to, toward, under, underneath, unlike, until, up, upon, with, within, without

PRACTICE

Highlight the prepositional phrases in “The Pledge of Allegiance.”

“I pledge allegiance to the flag of the United States of America and to the republic for which it stands: one nation under God, indivisible, with liberty and justice for all.” These words are spoken in schools throughout America each day. The right hand is placed over the heart and eyes are focused on the flag. Children stand to say the pledge and give respect to our country.

WRITE

Compose your own sentence or two with three different prepositional phrases.



Grammar, Usage, and Mechanics Worksheet #8

FOCUS Coordinating Conjunctions

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

CONNECT TO WRITING

A **coordinating conjunction** connects words, phrases, or clauses with related meanings. The memory trick FANBOYS (For-And-Nor-But-Or-Yet-So) may help you remember the common two or three-letter coordinating conjunctions.

Example: Two desserts are fine, *but* three are better.

PRACTICE

Read the following short story and fill in the blanks with the correct coordinating conjunctions.

Liz _____ Pam both wanted to see the new scary movie, _____ they were afraid. The friends did not want to go alone, _____ did they want to go with their parents. The girls decided to get more friends to go, _____ they bought a dozen tickets _____ treated ten of their friends to a free movie. Liz planned on buying popcorn, _____ not drinks for her friends. Pam did not have much money, _____ she decided to buy candy for all of her friends.

The movie was scary, _____ it was fun to see it with lots of friends. Both Liz _____ Pam say that their friends will have to pay their own way the next time. They would like to always treat their friends but they can't, _____ it would just be too expensive.

WRITE

Compose your own sentence or two using two or more coordinating conjunctions.



Grammar, Usage, and Mechanics Worksheet #9

FOCUS Subordinating Conjunctions

A **subordinating conjunction** begins a dependent clause.

CONNECT TO WRITING

A **subordinating conjunction** begins a dependent clause. A dependent clause is a noun and connected verb that does not express a complete thought. It *depends* upon connecting to a complete thought to form a sentence.

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

This memory trick will help you remember the common subordinating conjunctions:

Bud is wise, but hot! AAA WWW

Bud: Before, unless, despite (in spite of); **is:** in order that, since,

wise: while, if, since, even though (if); **but:** because, until, that; **hot:** how, once, than!

AAA: After; Although (though); As (As if, As long as, As much as, As soon as, As though)

WWW: Whether; When (Whenever); Where (Wherever)

PRACTICE

Read the following short story and fill in the blanks with the correct subordinating conjunctions.

_____ Salma went to bed, she set her alarm to wake up early. The next day was going to be an important one for Salma. _____ she was meeting with the principal to receive a special citizenship award. She woke up _____ she heard the alarm and crept downstairs to make her breakfast. _____ she was up early, her dad had already eaten his breakfast and had left for work. _____ her dad knew that Salma would be short on time that morning, he packed a lunch for his daughter and put it on the table. _____ she would be sure to see it. _____ her father's help, Salma did leave the house a bit late.

WRITE

Compose your own sentence beginning with a subordinating conjunction.



Grammar, Usage, and Mechanics Worksheet #10

FOCUS Correlative Conjunctions

Correlative conjunctions join words, phrases, or clauses together.

CONNECT TO WRITING

Correlative conjunctions are pairs of conjunctions used in the same sentence that indicate a certain relationship. Common correlative conjunctions include the following:

both...and either...or whether...or neither...nor

Example: *Either* we work together, *or* we will fail together.

PRACTICE

Read the following short story and fill in the blanks with the correct correlative conjunctions.

Both Taylor _____ I love to play basketball. After school we are _____ playing one-on-one out on the playground _____ talking about our next league game. It's great to be on the same team as my best friend, even though our team has only won one game this season. Our coach always tells us, "It is not _____ you win _____ lose that matters; it's how you play the game." _____ Taylor _____ I are the best players on our team, but we are getting better with each game. _____ Taylor and I plan to practice a lot over the summer. Hopefully, we will be on the same team again next year.

WRITE

Compose your own sentence or two with two pairs of correlative conjunctions.

Grammar, Usage, and Mechanics Worksheet #11

FOCUS Simple and Complete Subjects

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

CONNECT TO WRITING

The simple subject tells whom or what the sentence is about. When additional words help name or describe the simple subject, this is known as a **complete subject**.

Examples: *A nurse* assisted the patient.

The police officer helped prevent the accident.

Simple Subject

Complete Subject

The simple subject is usually found at the start of a declarative sentence. To find the simple subject of the sentence, look for the main verb and the common noun, proper noun, or pronoun that the verb acts upon. The simple subject is never part of a prepositional phrase.

PRACTICE

Highlight the simple subjects found in the story below.

Vacationing in Mexico, an experienced traveler will visit three famous cities. Tasco, known as the “Silver City” because of its rich silver mines, welcomes thousands of tourists each summer to see its timeless architecture. The cathedral impresses visitors from around the world. A second city, Guadalajara, shows off its rich colonial heritage. Having one of the most beautiful town squares, this city gives any traveler a complete history of Mexico. If given the opportunity, no one should hesitate to visit the capital. Mexico City has many sites of archeological importance, including pyramids of the Aztec Empire. A trip to Mexico connects the traveler with his or her historical roots.

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

WRITE

Compose a sentence with a simple subject and then one with a complete subject.



Grammar, Usage, and Mechanics Worksheet #12

FOCUS Compound Subjects

The **compound subject** has two or more connected common nouns, proper nouns, or pronouns that one verb acts upon. The words “and,” “or,” or “nor” connect them. The compound subject is the “do-er” of the sentence. It tells whom or what the sentence is about.

Examples: The *girl* and her *mother* walked to the store.

 Running quickly down the slope were *Suzanne, Becky, and Carson*.

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

CONNECT TO WRITING

The compound subject is usually found at the start of a declarative sentence. To find the compound subject of the sentence, first identify any prepositional phrase. The compound subject is not part of a prepositional phrase.

PRACTICE

Highlight the complete compound subjects in the article below.

In terms of difficulty, running 28 miles is quite an accomplishment, and the marathon always fills the stadium or arena with an eager audience. Track fans and casual spectators enjoy the competition of this oldest Olympic event. Basketball and ice-hockey also get high television ratings. The “Dream Team,” composed of the best National Basketball Association players, or the United States hockey team, composed of professional hockey all-stars, always entertains the Olympic audience. These two popular events, as well as the track-and-field contests, highlight the Winter or Summer Olympics for most sports fans.

WRITE

Compose your own sentence with a compound subject.

In the sentence above, identify the complete compound subject.



Grammar, Usage, and Mechanics Worksheet #13

FOCUS Simple and Complete Predicates

The **simple predicate** is the verb that acts upon the subject of the sentence. It does the work of the “do-er” of the sentence. When additional words help describe the simple predicate, this is known as a **complete predicate**. The complete predicate consists of the rest of the sentence other than the subject.

Examples: Michael *hurt* his hand. Simple 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

CONNECT TO WRITING

To find the simple predicate, first identify the subject and ask “What?” The answer to this question should be the predicate. The simple predicate usually follows the subject in a sentence. However, it can be placed before the subject in a question (*Was it your mother’s purse?*). The subject can also be suggested, but not stated in the sentence (*Look out!*). Often, the suggested subject is *you*.

PRACTICE

Highlight 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 waffle cone tastes great. Eating too much ice cream can be an addictive behavior.

WRITE

Compose a sentence with a simple predicate and then one with a complete predicate. Underline the subjects and bracket the simple and complete predicates.



Grammar, Usage, and Mechanics Worksheet #14

FOCUS Compound Predicates

The **compound predicate** has two or more connected verbs that act upon the same subject of the sentence. These verbs do the work of the “do-er” of the sentence.

Examples: Michael *fell* and *hurt* his hand. She *had become* and still *remained* a young lady.

CONNECT TO WRITING

To find the compound predicate, first identify the subject and ask “What?” The answer to this question should be the predicate. A connecting word such as “and,” “or,” or “but” is usually placed between the verbs. When additional words help describe the compound predicate, this is known as a **complete compound predicate**.

Use compound predicates to make your writing more concise (brief), clear, and readable.

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

PRACTICE

Use two colors to highlight the simple subjects and the compound predicates in the story below.

Of all the books by Mark Twain, two works stand out and are remembered as his best. Twain’s description of life as a riverboat captain in *Life on the Mississippi* both entertains and informs. After reading this book, one will learn and will understand what the phrase “Mark Twain” means. A second novel, *Huckleberry Finn*, teaches and preaches about how badly people can treat each other. Huck Finn, struggles with and triumphs over the evils of slavery.

Re-write the following sentences into one sentence with a compound predicate:

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

WRITE

Compose your own sentence with a compound predicate.



Grammar, Usage, and Mechanics Worksheet #15

FOCUS Simple Sentences / Types of Sentences

A **simple sentence** has one independent clause, but no dependent clause. An independent clause has a noun connected to a verb that expresses a complete thought. A dependent clause has a noun connected to a verb that does not express a complete thought.

Examples: Jim left class (independent clause) before he finished the project (dependent clause).

CONNECT TO WRITING

Complete sentences can be identified by their purposes.

A **declarative** sentence makes a statement and has a period as ending punctuation.

Example: Joanna went shopping at the mall.

An **interrogative** sentence asks a question and has a question mark as ending punctuation.

Example: Would you mind cooking your own dinner tonight?

An **imperative** sentence gives a command or makes a request and has a period as ending punctuation. Frequently, the *you* is implied (suggested, but not stated).

Examples: Don't tell me what to do (command). Mother sing a song for us (request).

An **exclamatory** sentence expresses surprise or strong emotions and has an exclamation point as ending punctuation.

Example: I can't believe you said that!

Remember: A complete sentence—

1. Tells a complete thought.
2. Has both a subject and a predicate.
3. Has the voice drop down at the end of a statement and the voice go up at the end of a question.

PRACTICE

Identify the following simple sentences as declarative, interrogative, imperative, or exclamatory in the space provided. The ending punctuation has been omitted.

1. Look at me when I talk to you _____
2. That answer really shocked me _____
3. Why should I have to wait _____
4. Tom asked me a question _____

WRITE

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



Grammar, Usage, and Mechanics Worksheet #16

FOCUS Compound Sentences

A **compound sentence** has two or more independent clauses but no dependent clauses. An independent clause has a noun connected to a verb that tells a complete thought. A dependent clause has a noun connected to a verb that does not tell a complete thought.

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

CONNECT TO WRITING

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

Compound sentences must have a clear relationship between the independent clauses. Having a variety of sentence lengths is a mark of good writing. Avoid placing two compound sentences next to each other in the same paragraph.

PRACTICE

Use the coordinating conjunctions (FANBOYS) to join the following independent clauses in the spaces provided. The ending punctuation has been omitted.

1. I enjoy watching old television shows the new ones are better

2. Do you want vanilla do you want strawberry

Use a semicolon to join the following independent clauses in the spaces provided below each pair. The ending punctuation has been omitted.

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

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

WRITE

Write your own compound sentence.



Grammar, Usage, and Mechanics Worksheet #17

FOCUS Complex Sentences

A **complex sentence** has an independent clause and at least one dependent clause. An independent clause has a noun connected to a verb that expresses a complete thought. A dependent clause has a noun connected to a verb that does not express a complete thought.

Example: Ty finished his work (independent clause) + before he ate lunch (dependent clause) = Ty finished his work before he ate lunch. (complex sentence)

CONNECT TO WRITING

Complex sentences can help explain the relationship between complicated ideas. If starting a sentence with one of these dependent clauses, follow the clause with a comma:

Adjectival Clauses modify nouns or pronouns. These pronouns begin many adjectival clauses: *who*, *whose*, *on (for, of) whom* to refer to people; *that* refers to people or things; and *which* refers only to things.

Example: John, whose work is well-known, won the prize.

Adverbial Clauses modify a verb or another adverb. Subordinating conjunctions begin adverbial clauses. This memory trick will help you remember the common subordinating conjunctions:

Bud is wise, but hot! AAA WWW

Bud: Before, unless, despite (in spite of); **is:** in order that, since;

wise: while, if, since, even though (if); **but:** because, until, that; **hot:** how, once, than!

AAA: After; Although (though); As (As if, As long as, As much as, As soon as, As though)

WWW: Whether; When (Whenever); Where (Wherever)

Example: As long as she can wait, they will wait.

PRACTICE

Re-write the following simple sentences into complex sentences in the spaces below.

1. he will be able to go outside to play the boy practices his trombone as soon as

2. whose tonight we celebrate a special young lady, achievement is special

WRITE

Write your own complex sentence.

Grammar, Usage, and Mechanics Worksheet #18

FOCUS Compound-Complex Sentences

A **compound-complex sentence** has two or more independent clauses and at least one dependent (subordinate) clause. An independent clause has a noun connected to a verb that expresses a complete thought. A dependent clause has a noun connected to a verb that does not express a complete thought.

Example: Before he ate his lunch (dependent clause) +
Ty completed all his chores (independent clause) +
and he read the newspaper (independent clause) =
Before he ate his lunch, Ty completed all his chores and he read the newspaper.

CONNECT TO WRITING

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

PRACTICE

Rearrange the following independent clauses and dependent clauses into compound-complex sentences in the spaces below. You may need to switch around the order, add, or delete words.

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

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

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

WRITE

Compose your own compound-complex sentence.



FOCUS Fixing Fragments

CONNECT TO WRITING

- Connect the fragment to the sentence before or after the fragment.
Example: On the icy roads. The cars skidded.
On the icy roads the cars skidded. Fragment Complete
- Change the fragment into a complete thought.
Example: Eaten by the monkey the banana.
The banana was eaten by the monkey. Fragment Complete
- Remove subordinating conjunctions.
Example: Although she found out where the boys were.
She found out where the boys were. Fragment Complete

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.

Running down the hill to my friend, I saw her.

Because the playground seems wet with ice.

Add to this dependent clause to form a complete sentence: Whenever I need help in math

Grammar, Usage, and Mechanics Worksheet #20

FOCUS Fixing Run-Ons

A **sentence run-on** has two independent clauses connected together as if they were one sentence. An independent clause has a noun connected to a verb that tells a complete thought.

CONNECT TO WRITING

To change sentence run-ons into complete sentences, try the following:

- Separate the run-on into two or more sentences.
Example: Luis told his brother he told his sister, too. Run-On
Luis told his brother. He told his sister, too. Complete
- Add a semicolon between the clauses.
Example: Mary let him have it, she knew what she was doing. Run-On
Mary let him have it; she knew what she was doing. Complete
- Add a comma and then a conjunction after the first sentence.
Example: I like her, she doesn't like me. Run-On
I like her, 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

Revise the following sentence run-ons into complete sentences.

Separate the run-on into two or more sentences:

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

Use a comma and then a coordinating conjunction after the first sentence or a semicolon:

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

Change the second clause to a phrase starting with an “_ing” word:

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

WRITE

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

Grammar, Usage, and Mechanics Worksheet #21

FOCUS Subject Case Pronouns

Pronouns are in the **subject case** when they are used as the sentence subject or when they identify or refer to the subject. These are the subject case pronouns:

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

CONNECT TO WRITING

Pronouns take the subject case in three grammatical forms:

- If the pronoun is the sentence subject. The sentence subject is the “do-er” of the sentence.
Example: *She* and *I* attended the concert.
- If the pronoun is a predicate nominative. A predicate nominative follows a “to be” verb (*is, am, are, was, were, be, being, been*) and identifies or refers to the subject.
Example: The students who got into trouble are *they*.
- If the pronoun is part of an appositive, such as after *than* or *as*. An appositive is a noun or pronoun placed next to another noun or pronoun to identify or explain it.
Example: Marty is smarter than *I*.

To test whether the pronoun is in the subject case, try these tricks:

- Rephrase to check if the pronoun sounds right.
Example: The last one to arrive was *he*. Rephrase—*He* was the last one to arrive.
- Drop other nouns or pronouns in a compound subject or object to check if the remaining pronoun sounds right. Remember that English is a polite language; the first person pronouns (*I, me, ours, mine*) are placed last in compound subjects or objects.
Example: John and *I* play video games. Drop and check—*I* play video games.

PRACTICE

Fill in the blanks to identify the subject case pronouns: S for a sentence subject, PN for a predicate nominative, or an A for an appositive.

The women in the clown costumes must be she ____ and her mother. We ____ didn't recognize them at first, but I ____ asked, “Who were they ____?” Sue and he ____ arrived at the party earlier than I ____, but no one came as early as she ____.

WRITE

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

Grammar, Usage, and Mechanics Worksheet #22

FOCUS Object Case Pronouns

Pronouns are in the **object case** when they are used as direct objects, indirect objects of verbs, and as objects of prepositions. These are the object case pronouns:

Singular—*me, you, him, her, it* Plural—*us, you, them*

CONNECT TO WRITING

Pronouns take the object case in three grammatical forms:

- If the pronoun is the direct object. The direct object receives the action of the verb.
Example: The challenge excited *him*.
- If the pronoun is an indirect object of a verb. The indirect object is placed between a verb and its direct object. It tells to what, to whom, for what, or for whom.
Example: Robert gave *him* a king-size candy bar.
- If the pronoun is an object of a preposition. A preposition shows some relationship or position between a proper noun, a common noun, or a pronoun and its object. The preposition asks “What?” and the object provides the answer.
Example: The fly buzzed around *her* and past *them* by *me*.
- If the pronoun connects to an infinitive. An infinitive has a *to* + the base form of a verb.
Example: I want *him* to give the speech.

To test whether the pronoun is in the object case, try these tricks:

- Rephrase to check if the pronoun sounds right.
Example: Joe smiled at all of *them*. Rephrase—At all of *them* Joe smiled.
- Drop other nouns or pronouns when there is a compound subject and check if the remaining pronoun sounds right. Remember that English is a polite language; the first person pronouns (*I, me, ours, mine*) are placed last in compound subjects or objects.
Example: She gave Kathy and *me* a gift. Drop and check—She gave *me* a gift.

PRACTICE

Identify which grammatical form the objective case pronouns take in the following sentences. Fill in the blanks with a DO for a direct object, an IO for an indirect object, an OP for an object of the preposition, or an I for a pronoun connected to an infinitive.

He told them _____, after him _____. He wanted him _____ to tell us _____, but when he came to see me _____, I said he should tell him _____ the news before me _____. He gave it _____ some thought.

WRITE

Compose your own sentence with two types of object case pronouns.



Grammar, Usage, and Mechanics Worksheet #23

FOCUS Intensive and Reflexive Pronouns

Pronouns ending in “self” or “selves” are called **intensive** or **reflexive pronouns**. These are the intensive and reflexive pronouns: *myself, ourselves, yourself, yourselves, himself (not hisself), herself, itself, and themselves*.

CONNECT TO WRITING

Intensive pronouns end in “self” (singular) or “selves” (plural) and are used to emphasize other nouns or pronouns in the sentence. Removing the intensive pronoun does not change the meaning of the sentence. Intensive pronouns generally follow nouns or pronouns in the sentence and are not separated by commas.

Examples: I myself thought that they themselves would have been more honest.

Reflexive pronouns also end in “self” or “selves,” but are necessary to the meaning of the sentence and usually follow verbs or prepositions.

Examples: Lynn gave herself a compliment and took an extra piece of pie for herself.

PRACTICE

Write IP to identify intensive pronouns and RP to identify reflexive pronouns in the spaces provided.

I told them myself ____ because Patty would not tell them herself _____. Patty never thought of anyone but herself _____. When Patty first asked me herself _____, I said, “You should tell them what you did before they find out themselves _____.” Patty never apologized herself _____ for what she did.

WRITE

Compose your own sentence or two with an intensive pronoun and a reflexive pronoun.



Grammar, Usage, and Mechanics Worksheet #24

FOCUS Pronoun–Antecedents

A pronoun usually refers to an antecedent. An antecedent is a common noun, proper noun, or pronoun that comes before it. The antecedent can be a word, phrase, or a clause. The pronoun which refers to the antecedent must clearly match to avoid **pronoun–antecedent** confusion.

CONNECT TO WRITING

- Make sure a singular pronoun matches a singular antecedent and a plural pronoun matches a plural antecedent.
Example: When Bob asked for help, they did help.
Problem—Who is *they*? Fix—When Bob asked his teachers for help, they did help.
- Make sure that the pronoun does *not* refer to the object in a prepositional phrase.
Example: In Twain’s *The Celebrated Frog of Calaveras County*, he uses political humor.
Problem—Who, or what, is *he*? Fix—In Twain’s *The Celebrated Frog of Calaveras County*, the author uses political humor.
- Make sure that the singular pronouns *this* and *that* and the plural pronouns *these* and *those* clearly refer to specific nouns or pronouns.
Example: He made an egg, put the dog food in a bowl, and put this on his toast to eat.
Problem—What is *this*? Fix—He made an egg and put it on his toast to eat. Then he put the dog food in its bowl.

PRACTICE

Write the capital letter in the space provided that best describes these pronoun–antecedent errors: PN for a pronoun–antecedent number problem; OP for a pronoun using the object of the preposition as its antecedent; and T for an unclear *this*, *that*, *these*, or *those* antecedent.

- ____ 1. She ate a cookie and took an apple, and I want it back.
- ____ 2. Around Yolanda and her she always acts strangely.
- ____ 3. There are lots of ribbons and bows. Do we need all of those?
- ____ 4. If they leave sooner than Don, he should phone his parents.
- ____ 5. The girls tried on hats and new shoes and asked the boys if they liked these.

WRITE

Re-write one of the sentences in the PRACTICE section with clear pronoun antecedents.

Grammar, Usage, and Mechanics Worksheet #25

FOCUS Who, Whose, Whom, That, Which

When to use **who**, **whose**, **whom**, **what**, and **which** can be tricky in a sentence.

CONNECT TO WRITING

Is it *who*, *whose*, or *whom*?

The pronoun *who* is a subject case pronoun. The pronoun *who* refers to a “do-er” in the sentence.

Example: *Who* is the best teacher?

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

The pronoun *whose* is a possessive case pronoun. The pronoun *whose* shows ownership and refers to a noun or pronoun before it.

Example: The teacher, *whose* classroom is at the back of the school, always locks her door.

The pronoun *whom* is an object case pronoun. It receives the action of a “do-er” in the sentence.

Examples: *Whom* did Joan love?

I like *whom* you gave the award. To *whom* does this letter concern?

Trick–Try substituting *him* for *whom* and rephrase, if necessary. If it sounds right, use *whom*.

Is it *that* or *which*?

The pronoun *that* can refer to people or things; the pronoun *which* can only refer to things.

Use the pronoun *that* when the clause is needed to understand the rest of the sentence.

Example: The movie *that* we watched was entertaining.

Use the pronoun *which* in clauses that provide additional, but not necessary information.

Example: That dog, *which* is friendly, was easy to train.

PRACTICE

Fill in the blanks with the following pronouns: *who*, *whose*, *whom*, *that*, or *which*

1. Joni Eareckson Tata, _____ is both an artist and singer, can’t use her hands nor legs.
2. Bobby and James, _____ family lives next door to me, are twins.
3. Josh showed her some pants _____ she purchased at the store.
4. “Blowin’ in the Wind,” _____ is a protest song, has been recorded frequently.
5. _____ and his sister meet at the party?

WRITE

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

Grammar, Usage, and Mechanics Worksheet #26

FOCUS Indefinite People Pronouns

An **indefinite people pronoun** does not refer to a specific noun.

CONNECT TO WRITING

Remember that a pronoun takes the place of a noun. Pronouns must match their verbs. Singular pronouns often use verbs ending in *s*. Plural pronouns often use verbs that don't end in *s*. An indefinite people pronoun does not identify a specific person.

- Some indefinite people pronouns take singular verbs.
Examples: *anybody, anyone, everybody, everyone, nobody, no one, one, someone, and somebody.*
- Other indefinite people pronouns take plural verbs.
Examples: *both* and *others*
- Some indefinite people pronouns may be singular or plural depending upon the surrounding word clues.
Examples: *either* and *neither*

PRACTICE

Write the correct verb forms to match the indefinite people pronouns in the spaces provided.

1. Each watch her own television show. _____
2. Everyone except James and Pete help me on the work project. _____
3. Both of them is ready for a vacation. _____
4. After they go to the movies, several goes out for dessert. _____
5. Neither give us much hope that our team will win the league this year. _____
6. I know others wants to be involved in this decision. _____

WRITE

Write your own sentence with indefinite singular and indefinite plural people pronouns.



Grammar, Usage, and Mechanics Worksheet #27

FOCUS Indefinite Size or Amount Pronouns

An **indefinite amount or measurement pronoun** does not refer to a specific noun.

CONNECT TO WRITING

Remember that a pronoun takes the place of a noun. Pronouns must match their verbs. Singular pronouns often use verbs ending in *s*. Plural pronouns often use verbs that don't end in *s*. An indefinite amount or measurement pronoun does not identify a specific place or thing.

- Some indefinite amount or measurement pronouns take singular verbs.
Examples: *a great deal, a large amount, a lot, nothing, little, less, much, enough, every, and each*
- Other indefinite amount or measurement pronouns take plural verbs.
Examples: *a large number, few, fewer, many, several, lots, and plenty*
- Some indefinite amount or measurement pronouns may be singular or plural depending upon the surrounding word clues.
Examples: *all, any, half, more, most, none, other, and some*

PRACTICE

Write the correct verb forms to match the indefinite size or amount pronouns in the spaces provided.

1. Few of the actors remembers their lines. _____
2. A great deal are known about television actors. _____
3. Fewer vegetables is better than many. _____
4. Some of candies tastes like they are stale. _____

WRITE

Write your own sentence with indefinite singular and indefinite plural size or amount pronouns.



Grammar, Usage, and Mechanics Worksheet #28

FOCUS Past Participles

A **past participle** is a modifier that defines, describes, or limits another word or words.

CONNECT TO WRITING

A past participle uses a helping verb (be— *is, am, are, was, were*), or (have— *has, have, had*) + a “__ed,” “__d,” “__t,” or “__en” added onto the base form of a verb to describe an action that happened in the past before another action. To avoid confusion, don’t put too many words between a past participle and the word or words it modifies. The helping verb shows past, present, or future actions.

Examples: I *was defeated* by a stronger opponent. I *have defeated* my opponent.

When used as an adjective, the past participle describes a condition in the past.

Example: *Depressed*, the child needed someone to listen to him.

Many of the common past participle forms are irregular and don’t use the “__ed,” “__d,” “__t,” or “__en” ending.

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

PRACTICE

Highlight the helping verbs and past participles in the sentences below.

1. He has carefully listed his reasons for the purchase.
2. Paid a large amount for her services, the woman was happy to help.
3. Built by Native Americans, the caves were interesting.
4. They have never tried to sell any of their artwork.

WRITE

Write a sentence with a past participle acting as a verb and another sentence with a past participle acting as an adjective.



Grammar, Usage, and Mechanics Worksheet #29

FOCUS Present Participles

A **present participle** is a modifier that defines, describes, or limits another word or words.

CONNECT TO WRITING

A present participle adds an “__ing” onto the base form of a verb. To avoid confusion, don’t put too many words between a present participle and the word or words it modifies.

When used as a verb, the present participle shows a continuous action and begins with a linking verb. Linking verbs include the “to be” verbs: *is, am, are, was, were, be, being, been*. The linking verb shows past, present, or future actions.

Examples: She *was* watching the show.
She *is* watching the show.
She *will be* watching the show.

When used as an adjective, the present participle shows a continuous condition, but does not usually begin with a linking verb.

Example: Walking, the boy caught up with his friend.

PRACTICE

Highlight the linking verbs and present participles in the sentences below.

1. Waiting for the train, the young man paced impatiently.
2. He was expecting the train to arrive on time.
3. After calling his parents, the boy decided to cancel the ticket and come home.
4. He will be mostly, but not always travelling by jet from now on.

WRITE

Compose a sentence with a present participle serving as a verb and another sentence with a present participle serving as an adjective.



Grammar, Usage, and Mechanics Worksheet #30

FOCUS Dangling / Misplaced Modifiers

A **dangling modifier** or a **misplaced modifier** does not clearly modify what the writer intends to modify.

CONNECT TO WRITING

A dangling modifier is an adjective or adverb that does not have a clear connection to the word, phrase, or clause to which it refers. A dangling modifier usually takes the form of a present participle (“__ing”), a past participle (“__d,” “__t,” “__ed,” “__en”) or an infinitive (*to* + the base form of a verb). To eliminate the dangling modifier, place the “do-er” of the sentence as the subject of the independent clause or combine the phrase and independent clause.

Example: Removed from her desk, Paula put the backpack on the floor. (Her backpack was removed from the desk; not *Paula*.)

A misplaced modifier does not modify what the writer intends because of where it is placed in the sentence. To eliminate misplaced modifiers, place them close to the words that they modify.

Examples: I only ate the fresh vegetables. In this sentence only is the modifier. (The writer does not mean that the *only* thing she does with fresh vegetables is to eat them.)

PRACTICE

Re-write the two example sentences above by revising the dangling or misplaced modifiers.

WRITE

Re-write these sentences by revising the dangling or misplaced modifiers.

After reading the comic book, the movie was not nearly as exciting as I had hoped.

Debra almost spent \$100 for that new pair of shoes. In fact, she spent exactly \$99.99.



Grammar, Usage, and Mechanics Worksheet #31

FOCUS Short Comparative Modifiers

A **short comparative modifier** uses “__er” for a one-syllable modifier to compare two things.

Example: big–bigger

CONNECT TO WRITING

A modifier describes the meaning of another word or words and makes it more specific or limits its meaning or meanings.

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

Some two-syllable comparative modifiers use “__er” and some use *more (less)*. If adding “__er” sounds strange, use *more (less)* instead.

These comparative modifiers are irregular.

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

PRACTICE

Write the correct comparative modifiers in the spaces provided.

1. Earth is close to the sun than is Mars. _____
2. Sammy works more hard than my club member. _____
3. He dresses in his uniform most often than the members of his troop. _____
4. Of my brother and my sister, my brother acts worser. _____
5. She is sadder than I, but she is happiest than my brother. _____

WRITE

Write your own sentence with a one-syllable “__er” comparative modifier and a second sentence with a two-syllable *more* comparative modifier. Don’t use any modifiers from this worksheet.



Grammar, Usage, and Mechanics Worksheet #32

FOCUS Short Superlative Modifiers

A **short superlative modifier** uses “__est” for a one-syllable modifier to compare three or more things.

Example: big–biggest

CONNECT TO WRITING

A modifier describes the meaning of another word or words and makes it more specific or limits its meaning or meanings.

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

Use “__est” for a one-syllable modifier to compare three or more things.

Some two-syllable superlative modifiers use “__est” and some use *most (least)*. If adding “__est” sounds strange, use *most (least)* instead.

Examples: easy–easiest or gracious–*most* or *least* gracious

Avoid the common mistake of using superlative adjectives to compare only two things.

Example: Problem–Of the two basketball players, James is the *most* improved.

Solution–Of the two basketball players, James is the *more* improved

These superlative modifiers are irregular.

Single Modifier	Comparative	Superlative
good/well	better	best
bad/badly	worse	worst (not <i>worstest</i>)
much/many	more	most

PRACTICE

Write the correct superlative modifier in the spaces provided.

1. The quicker sprinter of the three was Carl Lewis. _____
2. Comparing the red and green apples, the red ones are the most desired. _____
3. He chose the bigger piece of the whole cherry pie. _____
4. Among Reba, Jim, and Antoinette, Reba is the better student. _____

WRITE

Write your own sentence with an “__est” modifier. Use no modifiers found on this worksheet.



Grammar, Usage, and Mechanics Worksheet #33

FOCUS Long and “__ly” Comparative Modifiers

Both **long** and “__ly” **comparative modifiers** use *more* (*less*) for a three-syllable or longer modifier to compare two things.

Example: delicious—*more* or *less* delicious

CONNECT TO WRITING

A modifier describes the meaning of another word or words and makes it more specific or limits its meaning or meanings.

Example: I ate the *delicious* cake. The word *delicious* is a modifier making *cake* more specific.

Some long comparative modifiers are adjectives. Adjectives modify a proper noun, a common noun, or a pronoun and answer Which one? How many? or What kind?

Example: intelligent—The *intelligent* man was *more intelligent* than his father.

Some long comparative modifiers are adverbs. Adverbs modify a verb or another adverb and answer What degree? How? Where? or When? Use *more* or *less* for adverbs ending in “__ly.”

Example: angrily—She argued *angrily*—even *more angrily* than her mother.

PRACTICE

Write the correct comparative modifiers in the spaces provided.

1. Geometry seems *difficult* than algebra. _____
2. Tina did an *outstanding* job than she had predicted. _____
3. Saying which one was the *most incredible* of the two was hard. _____
4. That behavior is *most ridiculous* than ever. _____
5. Of the two girls not here, the *first* one is *least suspiciously* absent. _____
6. The detective *most suspected* the man, rather than the woman. _____
7. She acted *least nervously* than the other athlete. _____

WRITE

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



Grammar, Usage, and Mechanics Worksheet #34

FOCUS Long and “__ly” Superlative Modifiers

Both **long** and “__ly” **superlative modifiers** use *most* (*least*) for a three-syllable or longer modifier to compare three or more things.

Example: wonderful—*most* or *least* wonderful

CONNECT TO WRITING

A modifier describes the meaning of another word or words and makes it more specific or limits its meaning or meanings.

Example: I ate the *delicious* cake. The word *delicious* is a modifier making *cake* more specific.

Some long superlative modifiers are adjectives. Some long comparative modifiers are adjectives. Adjectives modify a proper noun, a common noun, or a pronoun and answer Which one? How many? or What kind?

Example: intelligent—Of the many *intelligent* men in the group, he was the *most intelligent*.

Some long comparative modifiers are adverbs. Adverbs modify a verb or another adverb and answer What degree? How? Where? or When? Use *more* or *less* for adverbs ending in “__ly.”

Example: angrily—Of the three arguing *angrily*, she argued *most angrily*.

PRACTICE

Write the correct comparative modifiers in the spaces provided.

If the sentence is correctly written, leave as is.

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

WRITE

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



Grammar, Usage, and Mechanics Worksheet #35

FOCUS Linking and Helping Verbs

A **linking verb** is a mental action or state of being. A **helping verb** shows time, number, or modifies the meaning of a verb.

CONNECT TO WRITING

A linking verb renames or describes the subject of the sentence with another word or words. Each “to be” verb can be a linking verb: *is, am, are, was, were, be, being, been*

Examples: Mrs. Patterson was here. My friends are so nice.

Verbs that use the five senses: *look, sound, smell, feel, taste* and others: *appear, seem, become, grow, turn, prove, remain* can also be used as linking verbs.

Examples: Charlie feels awful. The children became tired.

Helping verbs are placed before the base form of the verb and any verb endings. More than one helping verb can be used in a sentence. Sometimes a word such as *not* separates the helping verb from the base form of the verb. A helping verb can also be placed before a linking verb to modify its meaning. English has 23 helping verbs:

is, am, are, was, were, be, being, been, has, have, had, do, does, did, will, shall, should, would, can, could, may, might, must

PRACTICE

Write LV to identify linking verbs and HV to identify helping verbs in the spaces provided.

Lydia was ____ sure that she saw both friends at the mall. Her friends had ____ told her that they were ____ going to the library but that did ____ not turn ____ out to be ____ true.

Good friends would not have ____ lied to her. Why they felt ____ like they had ____ to lie would ____ be ____ anyone's guess. It seems ____ like Lydia should ____ find new friends.

WRITE

Write a sentence with both linking and helping verbs.



Grammar, Usage, and Mechanics Worksheet #36

FOCUS Modals

Modals are helping verbs that describe different conditional states of a verb.

CONNECT TO WRITING

Modals show these conditions for their verbs: need, advice, ability, expectation, requirement, permission, or possibility. Modals are placed before verbs to form verb phrases. English regularly uses eight modals: *can*, *could*, *may*, *might*, *must*, *should*, *will*, and *would*; two are rarely used: *ought to* and *shall*.

Examples: Dennis *can* eat a lot of pie. (ability) Shelly *might* become a doctor. (possibility)
Toby *could* use some exercise. (need)

Never use the word *of* after a modal.

Example: Use “must have,” not “must of.”

PRACTICE

In the spaces provided following each sentence, list which of these conditions best matches the modals: need, advice, ability, expectation, requirement, permission, or possibility

1. Yes, you may go to the restroom. _____
2. I could have tried harder on my science project. _____
3. If we decide to go, we must leave by three o'clock. _____
4. We would have to use more glue to make it stick. _____
5. You definitely should have written a thank-you card. _____
6. Melvin can help you if you want. _____
7. Students must learn to use modals properly. _____

WRITE

Write a sentence or two, using two modal helping verbs to describe two different conditions.



Grammar, Usage, and Mechanics Worksheet #37

FOCUS Past Tense Verbs

The **past verb tense** is a physical or mental action or a state of being that took place at a specific time. For the past verb tense, add an “_ed” onto the base form of regular verbs.

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

CONNECT TO WRITING

Usually use the past verb tense when the words *before* or *after* appear in a sentence.

Example: She *attended* St. John’s Academy *after* third grade.

Another way to state the past tense is to place *did* before the base form of the word.

Example: work–did work

About 50 of the most common verbs have irregular past tenses, including these: do–did, go–went, have–had, see–saw, run–ran, and be–was, were.

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the past tense.

1. Penny helps at the senior center after school.

2. Cowboys rope and brand their cattle.

3. That radio station will play all of my favorite songs.

4. Tamesia touches her left cheek every time she raises her hand in class.

WRITE

Compose your own sentence with two past tense verbs.



Grammar, Usage, and Mechanics Worksheet #38

FOCUS Past Progressive Verbs

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

CONNECT TO WRITING

The past progressive verb tense shows an action that took place over a period of time in the past or a past action which was happening when another action took place. The past progressive uses *was* + the base form of the verb + “*ing*” to match singular nouns and pronouns and *were* + the base form of the verb + “*ing*” to match plural nouns and pronouns.

Examples: She *was hoping* I would change my mind. Prudence and Leanne *were cooking* brownies when their friend, Marci, knocked on the door.

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the past progressive tense.

1. Larry enjoyed the beautiful sunsets at the beach.

2. They expect a lot of money for their used car.

3. Her friends slept in the living room when the fire alarm sounded.

4. Rosie will go to the movies.

WRITE

Compose your own sentence with the past progressive verb tense.



Grammar, Usage, and Mechanics Worksheet #39

FOCUS Past Perfect Verbs

The **past perfect verb tense** is a physical or mental action or a state of being that happened before another action or a specific time in the past.

CONNECT TO WRITING

The past perfect verb tense is formed with *had* + the past participle (a verb ending in “__ed,” “__d,” “__t,” or “__en” for regular verbs).

Examples:

I had promised her that I would visit before I learned about the accident.
She had already found her watch when I started looking for it.
Timothy had built another fort by the time I came out to help.
They had given me another chance when they saw how hard I tried.

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the past perfect tense.

1. The class was already started when the student walked in tardy.

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

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

4. By the time I arrived, Louis had already begun painting the back of the house.

WRITE

Compose your own sentence with the past perfect verb tense.



Grammar, Usage, and Mechanics Worksheet #40

FOCUS Present Tense Verbs

The **present tense verb** is a physical or mental action or a state of being happening or existing now.

Examples: Matthew walks slowly around the block. Singular Subject
Oralia and Rosa walk slowly around the block. Plural Subject

CONNECT TO WRITING

The present verb tense can describe a physical or mental action that happens over and over again

Example: He *plays* the game like it is a matter of life or death.

The present verb tense is used to discuss literature, art, movies, theater, and music—even if the content is set in the past

Example: Thomas Jefferson *states* that “all men are created equal.”

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the present tense.

1. We tried to find the best deals on the Internet.

2. He should have listened to what his parents have to say.

3. Carl Sandberg said, “Fog creeps in on little cat feet, and then slowly moves on.”

4. I always wanted my own personal size pizza.

WRITE

Write a sentence to discuss a movie with two or more present tense verbs.



Grammar, Usage, and Mechanics Worksheet #41

FOCUS Present Progressive Verbs

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

CONNECT TO WRITING

The present progressive verb tense shows an action that takes place over a period of time in the present or an action taking place at the same time the statement is written. The present progressive uses *I am* + the base form of the verb + “ ing,” *is* + the base form of the verb + “ ing” to match singular nouns and pronouns and *are* + the base form of the verb + “ ing” to match plural nouns and pronouns.

Examples: *I am swimming* every morning this summer. Our teachers *are starting* a new reading program at school.

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the present progressive tense.

1. Phoebe listened to the teacher as she works.

2. I run down the street to the end of the block when I see my friend.

3. Nina and Berta give money to help those in need during the holiday season.

4. Our teammates practice a lot for the first game of our season.

WRITE

Write your own sentence with the present progressive verb tense.



Grammar, Usage, and Mechanics Worksheet #42

FOCUS Present Perfect Verbs

The **present perfect verb tense** is a physical or mental action or a state of being happening or existing before the present. The present perfect is formed with *has* or *have* + the past participle (a verb ending in “_ed,” “_d,” “_t,” or “_en” for regular verbs).

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

CONNECT TO WRITING

The present perfect verb tense has the following uses:

- To describe an action that took place at some unidentified time in the past that relates to the present
Example: The students *have studied* hard for today’s test.
- To describe an action that began in the past but continues to the present
Example: The teachers *have taught* these standards for five years.
- To describe the length of time an action has been in progress up to the present time
This verb form is known as the present perfect progressive tense. It is formed with *has* or *have been* and the *_ing* form of the verb.
Example: The students *have been writing* for over an hour.

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the present perfect tense.

1. Esmerelda developed a fantastic web site.

2. The ladies have been reuniting in the same place to continue their friendship once every year.

3. The storm was threatening to strike since last night.

WRITE

Compose your own sentence with the present perfect verb tense.



Grammar, Usage, and Mechanics Worksheet #43

FOCUS Future Tense Verbs

The **future verb tense** is an action or state of being that will take place in the future. To form the future verb tense, use *will* + the base form of the verb.

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

CONNECT TO WRITING

Some teachers still require students to use *shall* + the base form of the verb to form the future tense for the first person singular *I* and plural *we*.

Examples: *I shall visit* you tomorrow. *We shall enjoy* each other's company.

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the future tense.

1. I leave school at two o'clock for a dentist appointment.

2. I talked to my friends, but they just won't listen.

3. You had been asking for the movie star's autograph.

4. Computer games grow more and more important to kids.

5. We had been hoping that the vacation can continue.

WRITE

Write your own sentence with two or more future tense verbs.



Grammar, Usage, and Mechanics Worksheet #44

FOCUS Future Progressive Verbs

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

CONNECT TO WRITING

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

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

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

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

PRACTICE

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

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

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

3. Danya and Darla have watched the movie tonight.

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

WRITE

Write your own sentence with the future progressive verb tense.



Grammar, Usage, and Mechanics Worksheet #45

FOCUS Future Perfect Verbs

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

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

CONNECT TO WRITING

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

PRACTICE

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

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

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

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

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

WRITE

Compose your own sentence with the future perfect verb tense.



Grammar, Usage, and Mechanics Worksheet #46

FOCUS Commas with Speaker Tags

Speaker tags are the words used to identify the speaker in dialogue and describe exactly how the speaker communicates that dialogue.

Example: Tom (the speaker) shouted (how communicated), “Watch out!”

CONNECT TO WRITING

In dialogue sentences, place commas 1. After a beginning speaker tag to the left of the quotation marks 2. Before and after a middle speaker tag to the left of both quotation marks 3. Before an ending speaker tag to the left of the quotation marks

Examples:

Beginning	She said, “Leave home at once.”	Note capitalization of the sentence quotation in the middle of the sentence.
Middle	“Leave home,” she said, “at once.”	Note placement of the quotation marks outside of the punctuation.
End	“Leave home at once,” she said.	Note how speaker tag placement changes the meaning of the sentence.

Use a variety of speaker tags such as *said*, *replied*, *shouted*, and *explained* in dialogue to show the speaker’s exact meaning and tone of voice. Avoid over-using *said*.

When writing dialogue, begin a new paragraph each time you change speakers. Don’t start a new paragraph to continue dialogue by the same speaker.

PRACTICE

Re-write the following quotation sentences with proper punctuation in the spaces provided:

1. She said I usually do chores after school _____
2. They left town I said in a shiny new car _____
3. I can’t believe it he exclaimed _____

WRITE

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



Grammar, Usage, and Mechanics Worksheet #47

FOCUS Commas with Appositives

Use commas to set apart appositives and appositive phrases that are not necessary to understand the sentence. Don't use commas when the appositive or appositive phrase is essential.

CONNECT TO WRITING

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

Examples: The man, the one with the hat, ordered dessert. My friend, Sam, left early.

PRACTICE

Re-write these sentences with correct comma placement in the spaces provided.

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

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

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

4. Jim the butler served their last meal.

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

5. _____ our two friends left the concert early.

6. The wonderful teacher _____ shared the slides with her students.

7. The author has just completed his latest book _____.

8. That song _____ lasts six minutes.

Ms. So "The Swan" The End Kim and Tom

WRITE

Compose your own sentence with an appositive word and an appositive phrase.



Grammar, Usage, and Mechanics Worksheet #48

FOCUS Commas within Series

Use commas after each item, phrase, or clause in a series (except the last). A series is a list.

CONNECT TO WRITING

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

Examples: John, Jan, and Jose arrived 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

Re-write these sentences with correct comma placement in the spaces provided.

1. Jane Mike and Ray pulled the car off to the side.

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

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

4. Joan counted one two three four five

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

5. _____ are my favorite colors.

6. They ordered _____ for breakfast.

7. Mr. Burt called on one of the following students: _____.

Jaime Marta or Frank blue green and yellow eggs bacon and wheat toast

WRITE

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



Grammar, Usage, and Mechanics Worksheet #49

FOCUS Commas with Introductions

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

CONNECT TO WRITING

Introductory Words

Commas are not needed after an introductory word in short sentences unless it is emphasized.

Examples: Now go home. However, they were wrong.

Introductory Phrases

Don't use a comma after short introductory prepositional phrases of four words or less.

Example: Under the table the dog hid.

Use a comma after long introductory prepositional phrases of five words or more.

Example: Behind the dining room cabinet, he found the missing watch.

Use a comma following an introductory participial phrase which modifies a noun or pronoun following the phrase.

Example: Disguised as an old man, the burglar gained entry into the warehouse.

Introductory Clauses

Use comma following an introductory dependent clause. A dependent clause has a noun connected to a verb that does not express a complete thought.

Example: Even though the temperatures rose, the snow continued to fall.

PRACTICE

Re-write these sentences with correct comma placement in the spaces provided.

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

2. Around the block she rode the bicycle.

3. Next ask about the directions to the factory.

4. Interested they called the player to check his availability.

WRITE

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



Grammar, Usage, and Mechanics Worksheet #50

FOCUS Commas with Geography

Use commas between geographical place names.

CONNECT TO WRITING

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

Examples: It all happened May 3, 1999 in Tampa, Florida.

On April 13th of 2000, the wind was blown out of his sails upon arriving in Virginia Beach, Virginia.

PRACTICE

Re-write these sentences with correct comma placement in the spaces provided.

1. Lawton Nevada is my hometown.

2. Olympia Washington is a beautiful capital.

3. Bogota Colombia seems like a fascinating city.

4. I live at 3442 Spring Street in Irvine South Carolina.

5. Amador City California has post office boxes for its residents.

6. St. Petersburg Russia used to be the capital of that country.

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

WRITE

Compose your own sentence with geographical places and commas between them. Use none of the geographical place names on this worksheet.



Grammar, Usage, and Mechanics Worksheet #51

FOCUS Commas with Nouns of Direct Speech

Use commas before or after nouns of direct speech.

CONNECT TO WRITING

Nouns of direct speech refer to special persons who are spoken to in a sentence. They can be placed at the start of the sentence, in the middle of the sentence, or at the end of the sentence.

Examples:

Sentence Beginning Kristen, leave some for your sister.

Sentence Middle If you do that, James and Myra, you will be playing with fire.

Commas come before and after the noun or nouns of direct speech.

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

PRACTICE

Re-write these sentences with correct comma placement in the spaces provided.

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

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

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

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

5. I just don't know Bobby.

WRITE

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



Grammar, Usage, and Mechanics Worksheet #52

FOCUS Commas with Conjunctions

Use commas before conjunctions to join two clauses.

CONNECT TO WRITING

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

Examples: I liked everything about her, and she also liked me. I liked her and she liked me.

A comma is placed before the second of paired **correlative conjunctions**, if the conjunction begins an independent clause. Don't use a comma to separate correlative conjunctions if they are used within the same phrase or clause. Correlative conjunctions include the following:

both...and either...or whether...or neither...nor

Example: Either she should ask for help, or she should read the directions again.

A comma is placed after the adverbial clause, which begins with a subordinating conjunction, if the clause does not end the sentence. This memory trick may help you remember the common subordinating conjunctions: **Bud is wise, but hot. AAA WWW**

Before **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: As much as I liked her company, she eventually became tiresome.

PRACTICE

Re-write these sentences with correct comma placement in the spaces provided.

1. Neither he wanted to face the problem nor did she want to deal with that challenge.
2. In order that all people would have the same chance they decided to draw numbers.
3. Raymond sent a message to his cousin but the message was returned unopened.

WRITE

Compose three of your own sentences: a compound sentence with a coordinating conjunction; a sentence with a pair of correlative conjunctions; and a sentence with a subordinating conjunction.



Grammar, Usage, and Mechanics Worksheet #53

FOCUS Commas in Letters

Use commas after greetings in personal letters and closings in personal and business letters.

CONNECT TO WRITING

In a personal letter or note, place a comma following the greeting.

Example: Dear Tracy,

Also place a comma following the closing.

Examples: Yours truly, Love,

In a business letter or memo, place a colon following the greeting.

Example: To Whom It May Concern:

Place a comma following the closing.

Examples: Sincerely, Thank you for your consideration,

PRACTICE

Re-write these sentences with correct punctuation.

Dear Ralph

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

Yours truly

Mark

To Whom It May Concern

Please cancel my order and refund
my credit card on file.

Sincerely

Jaime Sanchez

WRITE

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



Grammar, Usage, and Mechanics Worksheet #54

FOCUS Commas with Coordinate Adjectives

Use commas between coordinate adjectives.

CONNECT TO WRITING

Coordinate adjectives work equally to modify a noun. Unlike hierarchical adjectives, which build upon each other with different levels or degrees to modify the same noun, coordinate adjectives must be separated with commas.

To determine if adjectives are coordinate adjectives, try placing the word *and* between the adjectives. Second, try reversing them. If, the phrases sound fine both ways, the adjectives are coordinate adjectives and require commas between each.

Example: A tall, scary man

PRACTICE

Re-write these sentences with correct comma placement in the spaces provided.

1. Around the corner she ran into a large angry dog.

2. If I didn't know better, I would guess that the tired old woman was not going to leave her house.

3. The funny green character said, "I'm crazy silly and full of energy."

4. Unless I'm mistaken, the usual cloudy gray morning will change to afternoon sun and wind.

5. The book is creative surprising delightful and completely entertaining.

WRITE

Compose your own sentence with three coordinate adjectives.



Grammar, Usage, and Mechanics Worksheet #55

FOCUS Capitalization of People / Characters

Capitalize the names of people or characters.

CONNECT TO WRITING

A named person or character is a proper noun and must be capitalized. Initials, abbreviations, titles, nicknames, and proper adjectives that are attached to the named person are also capitalized. Adjectives answer Which one? How many? or What Kind? However, don't capitalize articles (*a*, *an*, or *the*) in the middle of names.

Examples: E.B. White was a great poet.
Rev. Dr. Martin Luther King, Jr. helped lead the Civil Rights Movement.
I've read some of the work by Justice Oliver Wendell Holmes.
Mrs. *Janet Nelson* is a kind woman.
George Herman "Babe" Ruth was the home run king of baseball.
The magician, Miraculous Merlin, would have admired Peter the Great.
I know that Mother loved to watch Donald Duck cartoons.

PRACTICE

Write the proper nouns which should be capitalized in the spaces provided.

1. She told Uncle Charles that I went to see Mrs. L. Thoms. _____
2. Will Mrs. James come to visit Aunt Robin and "bubba" Peterson? _____
3. The army's captain Schneider reviewed the rules with P.F.C. Johns. _____
4. Roy told my dad that sis and I would get together at Mom's work. _____
5. Officer Bob Benton issued a speed citation to mom and her brother. _____

WRITE

Write your own sentence with an adjective that is attached to a named person and another sentence with a named character.



Grammar, Usage, and Mechanics Worksheet #56

FOCUS Capitalization of Places

Capitalize named places.

CONNECT TO WRITING

A named place is a proper noun and must be capitalized. The complete name of a geographical location is capitalized, including proper adjectives that are attached to the named place.

Adjectives answer Which one? How many? or What Kind? However, don't capitalize the compass directions unless they are part of a place name.

Examples: The state of North Dakota is west of Minnesota.
Ryan headed north to Los Angeles to see the Holocaust Museum.
The Sierra Nevada Mountains are in Nevada and California.

PRACTICE

Write the proper nouns which should be capitalized in the spaces provided.

1. I love to go see Broadway plays in New York city. _____
2. Some beautiful scenery is found in Douglas county in Nevada. _____
3. The girls said they lived at 123 Oak avenue in Paris, North Carolina. _____
4. In southern Mississippi they still grow cotton. _____
5. The borough of long island has millions of people. _____
6. The Spanish often vacation at Santiago lake in Portugal. _____
7. They travelled out west to see the Grand canyon. _____

WRITE

Write your own sentence with two named places that have a relationship to each other.



Grammar, Usage, and Mechanics Worksheet #57

FOCUS Capitalization of Things

Capitalize named things.

CONNECT TO WRITING

A named thing is a proper noun and must be capitalized, including proper adjectives that are attached to the named thing. Adjectives answer Which one? How many? or What Kind? Words like *building, church, club, company, corporation, hall, hotel, middle school, motel, theater, university* are capitalized when part of the title of a special thing. Don't capitalize articles (*a, an, or the*) in the middle of named things.

Examples: The *Liberty Bell* is well-worth seeing.
The *Greatest Show on Earth* is a circus.
The *University of Southern California* is one of the finest universities.

PRACTICE

Write the proper nouns which should be capitalized in the spaces provided.

1. I hear that the Alex theater has been completely remodeled. _____
2. Bill Gates helped invent the windows Operating System. _____
3. Ryan once climbed the stairs to the top of the sears tower. _____
4. Have you vacationed in Yosemite National park? _____
5. Mr. Newton was appointed sponsor of the french club. _____
6. I attended first Presbyterian church for three years. _____
7. Did you kiss the Blarney stone when you went to Ireland? _____
8. Kenny walked across the Golden Gate bridge. _____

WRITE

Write your own sentence with an adjective as part of a title of a special thing.



Grammar, Usage, and Mechanics Worksheet #58

FOCUS Capitalization of Holidays and Dates

Capitalize names of holidays and names of dates.

CONNECT TO WRITING

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

Examples: Last Easter on March 27, 2005 my dad gave up smoking. Unfortunately, this fall he began the habit once again.

PRACTICE

Write the proper nouns which should be capitalized in the spaces provided.

1. On the first thanksgiving, Pilgrims and Native Americans had a feast. _____
2. I'm sure that February 19th is Presidents day this year. _____
3. Will we have cherry pie at the 4th of july party? _____
4. The Rose parade is the granddaddy of all New Year's Day parades. _____
5. She knows that Martin Luther king, jr Holiday is a vacation day. _____
6. If thursday will not work for you, how about Wednesday? _____
7. I got married on flag day, which is on June 14th. _____
8. The Chinese say that this is the Year of the dog. _____
9. The feast of Unleavened Bread is a Jewish holiday. _____
10. Does Santa really come down the chimney on Christmas eve? _____

WRITE

Compose your own sentence with a holiday name not listed on this worksheet. Include the day of the week and month of the holiday.



Grammar, Usage, and Mechanics Worksheet #59

FOCUS Capitalization of Organizations and Businesses

Capitalize the names of organizations and businesses.

CONNECT TO WRITING

An organization is any group of people established for a special purpose. A business is the name of a company that provides products or services and also employment for its employees. Don't capitalize articles (*a*, *an*, or *the*) in the middle of named things.

Examples: The school P.T.A. and McDonald's helped sponsor the community event.
Campfire Girls of America is a great organization.

PRACTICE

Write the proper nouns which should be capitalized in the spaces provided.

1. I know that Microsoft corporation is a profitable business. _____
2. Watching the Sacramento kings win was exciting. _____
3. She was a member of the daughters of the American Revolution. _____
4. I heard that general Motors is headquartered in Detroit. _____
5. Does the Atlas Window company donate money? _____
6. In the boy scouts of America, I learned outdoor skills. _____
7. The Boys and Girls clubs of America serve youth. _____
8. The organization, big Brothers, helps many. _____
9. The teachers belong to the national Educational Association. _____
10. The Los Angeles dodgers draws millions of fans. _____

WRITE

Write your own sentence in which you mention both an organization and a business not listed on this worksheet.



Grammar, Usage, and Mechanics Worksheet #60

FOCUS Capitalization of Languages and People Groups

Capitalize the names of languages and people groups.

CONNECT TO WRITING

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

Examples: The English and Spanish are separated by the Bay of Biscay.

People groups and languages include those belonging to a certain country or region and those belonging to a certain ethnic group.

Examples: The Egyptians met with a group of Native-Americans.
That terrific Chinese restaurant specialized in Cantonese cooking, even though the employees all spoke Mandarin.

PRACTICE

Write the proper nouns which should be capitalized in the spaces provided.

1. Many asians live in urban areas of the United States. _____
2. The african-American women attended church. _____
3. Many brazilians have never seen the Amazon River. _____
4. I think that she speaks portuguese. _____
5. The Afrikaner language is based on dutch and English. _____
6. The Swedish language has similarities to the german language. _____
7. Many swiss speak three or four languages. _____
8. When french is spoken well, it is a very romantic language. _____
9. Can Matt speak and write japanese? _____

WRITE

Compose your own sentence, naming a language and people group not listed on this worksheet.



Grammar, Usage, and Mechanics Worksheet #61

FOCUS Capitalization of Events and Historical Periods

Capitalize named events and historical periods.

CONNECT TO WRITING

An event can be a show, a program, a fair, a concert, a fundraiser, a natural disaster, a natural display, a game, or something similar. An historical period refers to the name given to a certain period of time. Don't capitalize articles (*a*, *an*, or *the*) in the middle of named events and historical periods.

Examples: My favorite period of history has to be the Middle Ages.
Each year we celebrate the American Revolution with a fireworks display.

PRACTICE

Write the proper nouns which should be capitalized in the spaces provided.

1. The **recreational vehicle show** will take place _____
at the fairgrounds this weekend.
2. Many say that the wounds of the Civil war have never healed. _____
3. The Amador County fair draws thousands of families each year. _____
4. My favorite period of history has to be the renaissance. _____
5. If the Palm Springs Desert classic is a golf tournament. _____
6. President Monroe's era of Good Feelings was in the early 1800s. _____
7. I have heard that the Folsom rodeo is world-famous. _____
8. The end of world war II in 1945 created different alliances. _____

WRITE

Write your own sentence with named event.

Write your own sentence with an historical period.



Grammar, Usage, and Mechanics Worksheet #62

FOCUS Punctuation of Movie and Television Shows

Underline or italicize movie and television shows.

CONNECT TO WRITING

We underline titles when we write, but italicize titles when we type. Although television shows are underlined or italicized, specific episodes of the shows are placed in quotation marks.

Example: The television show, MASH, was based upon the movie titled MASH.

PRACTICE

For the movie and television titles which are *not* properly punctuated, write UI if they should be *underlined* or *italicized* and QM if they should be in *quotation marks* in the spaces provided.

1. My favorite episode from Little House on the Prairie is when Laura befriends the Indians. _____
2. Jaws III was not as good as the original Jaws. _____
3. Clint Eastwood's Hang 'Em High is a perfect example of a "Spaghetti Western." _____
4. The Bonanza episode with the pancake-eating contest was titled The Flapjack Contest. _____
5. The repeats of Everybody Loves Raymond now twice nightly on the local station. _____
6. How many years did Modern Family run in prime time? _____
7. I'm pretty sure that The Late Show will be renewed for another year. _____
8. The episode of I Love Lucy titled Lucy Goes to the Hospital was highly rated. _____

WRITE

Compose your own sentence in which you mention both a movie and television show. Do not use any of the movies or television shows mentioned on this worksheet.



Grammar, Usage, and Mechanics Worksheet #63

FOCUS Punctuation of Book / Magazine / Newspaper / Website Titles

Underline or italicize book, magazine, newspaper, and website titles.

CONNECT TO WRITING

We underline titles when we write, but italicize titles when we type. Sometimes the word *magazine* is part of the magazine's name. Names of journals, newsletters, and newspapers are all underlined.

Examples: I read about the book, titled Islands in Paradise, in Newsweek magazine.
The author wrote an article about The New England Journal of Medicine in the *Los Angeles Times* and on his website, *Medical News in Review*.

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. The new book by J.K. Rowling was reviewed in Weekly Reader magazine. _____
2. Was *The Adventures of Tom Sawyer* a best seller? _____
3. My children look forward to receiving their copies of *Highlights* every month. _____
4. Some parents in this class have a subscription to "The Wall Street Journal." _____
5. The New York Times crossword is one of most challenging crosswords. _____
6. If you read the Newsela magazine regularly, you will notice the change in its format. _____
7. Are children still reading *Roll of Thunder, Hear My Cry*? _____
8. I looked everywhere, but could not find that quote in the "The Last Dance." _____
9. Tolkien's classic, The Fellowship of the Ring won an Academy Award. _____

WRITE

Write your own sentence in which you mention both a book and magazine title. Do not use any of the books or magazines mentioned on this worksheet.



Grammar, Usage, and Mechanics Worksheet #64

FOCUS Punctuation of Song / Poem Titles

Use quotation marks before and after song and poem titles.

CONNECT TO WRITING

Place quotation marks before and after the titles of songs and poems.

Examples: Billie Eilish won Best Song for “Bad Guy” in 2020. She claims that the poet Richard Blanco’s “My Father in English” inspired her writing.

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

Examples: I think that Paul Simon’s song, “America,” was influenced by the poem “Leaves of Grass.”

Homer’s long poem, The Iliad, is one that everyone should read.

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. My great-grandfather wrote “In the Shade of the Old Apple Tree” for his wife. _____
2. I know I have heard “Dance” of the “Sugarplum Fairies” before. _____
3. Beyoncé once recorded a cover-version of “America the Beautiful.” _____
4. “Joyce Kilmer’s Trees” still delights and inspires young poets. _____
5. Did Elvis record “Heartbreak Hotel” when he was signed with “Sun Records?” _____
6. Madonna hasn’t had a good song since “True Colors” went platinum. _____
7. The scariest poem I know is Edgar Allan Poe’s The “Raven.” _____
8. Lewis Carroll wrote “Jabberwocky” to play with the sounds of the English language. _____

WRITE

Compose your own sentence in which you mention both a song and poem title. Do not use any of the songs or poems mentioned on this worksheet.



Grammar, Usage, and Mechanics Worksheet #65

FOCUS Punctuation of Play / Work of Art Titles

Underline or italicize plays and works of art titles.

CONNECT TO WRITING

Title of plays, musicals, operas, sculptures, photographs, paintings, and other works of art are underlined when written and italicized when typed.

Examples: The wonderful play, Oklahoma, had the painting Oklahoma Skies in the first scene.
I recently read the play, Romeo and Juliet, and I just found the artist Jo Mar's painting titled Two Children on the Internet.

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. William Shakespeare wrote many comedies, including, The Tempest, Twelfth Night, A Midsummer-Night's Dream, and As You Like It. _____
2. He also wrote tragedies, including the famous Julius Caesar. _____
3. Tennessee William's play, The Death of a Salesman, is still widely read. _____
4. "Of Michelangelo's sculptures, The Pieta stands out as his best," claimed Bunny. _____
5. His David was sculpted from lesser quality marble. _____
6. Have you ever seen a photograph of Whistler's Mother? _____
7. "The photograph, Sunrise, Sunset, is one of the most memorable examples of time-lapse photography," said Melvin. _____
8. Did his Breakfast of Champions sell at the art exhibit? _____

WRITE

Compose your own sentence in which you mention both a play and work of art title. Do not use any of the plays or works of art mentioned on this worksheet.



Grammar, Usage, and Mechanics Worksheet #66

FOCUS Punctuation of Book Chapter Titles

Use quotation marks before and after book chapter titles.

CONNECT TO WRITING

Remember that books titles are underlined when written and italicized when typed, but book chapters have quotation marks before and after the chapter titles.

Examples: The best chapter in the book was titled "The Final Act."
The book, Black Beauty, is an American classic—especially the chapter titled "An Old War Horse."

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. Rudyard Kipling's "Captains Courageous" tells the tale of a bored and lonely son a of a _____
millionaire who is rescued on the high seas by a small fishing boat.
2. The most exciting chapter has to the first one, "Boy Overboard." _____
3. The chapter titled A Changed Toad ends Kenneth Grahame's *The Wind in the Willows*. _____
4. "One for All and All for One" is the battle cry of the three French musketeers in _____
Alexandre Dumas's classic, "The Three Musketeers."
5. In the chapter titled "Three Duels," three exciting sword fights are described in detail. _____
6. *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 Friar Tuck. _____
7. These characters are introduced in the chapter, "*Robin Hood Meets Little John*." _____

WRITE

Compose your own sentence with a book name and chapter title. Do not use any of the books or book chapters mentioned on this worksheet.



Grammar, Usage, and Mechanics Worksheet #67

FOCUS Punctuation of Article Titles

Use quotation marks before and after magazine, newspaper, or Internet article titles.

CONNECT TO WRITING

Remember that magazine, newspaper, and website titles are underlined when written and italicized when typed, but articles have quotation marks before and after the article titles.

Examples: Did you read the article, “Why We Continue,” in The New Yorker?
I read her *Education Weekly* blog most every week. The recent article titled “Children in Crisis” was well-researched.

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. My wife read “Why Getting Hitched Is Healthy” in last month’s Ladies Home Journal. _____
2. I loved reading “Humor in Uniform” every month in Reader’s Digest. _____
3. This month’s issue of California Educator featured an article titled Tuning up the Idea. _____
4. Last week’s *Time* had an article about Lady Gaga titled “Gaga on Top of the World.” _____
5. In the latest edition of *Science*, I read an article titled *Underneath the World*. _____
6. Her blog had a fascinating article titled “A Dime a Dozen.” _____
7. Putnam’s research article was featured in the “Wall Street Journal.” _____
8. On her most recent podcast, “Three Blind Mice,” Miley talks about three friends. _____

WRITE

Compose your own sentence, listing a magazine name and article in that magazine. Do not use any of the magazines or articles mentioned on this worksheet.



Grammar, Usage, and Mechanics Worksheet #68

FOCUS Punctuation of Short Story / Document Titles

Use quotation marks before and after short story, document, and report titles.

CONNECT TO WRITING

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

Examples: I think that his short story, “He Never Lies,” may have been based on the secret government document known as “The Pentagon Papers.”
The short story, “Flowers,” is one of the best. I read about it in the report titled “Best Short Stories of 2004.”

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. In *Twice-Told Tales*, Nathaniel Hawthorne tells many short stories such as “The Great Carbuncle,” “The Gray Champion,” “The Wedding Kneel,” and “The May-Pole of Merry Mount.” _____
2. Richard Adams has a wonderful collection of his favorite animal stories including his own “The Rabbit’s Ghost Story.” _____
3. James Herriot’s short story *Monty the Bull* tells the entertaining story of a bull that gets the best of a veterinarian. _____
4. Doris Summers finished her “Lake Tahoe Water Conditions” report last week. _____
5. The school board prepared a document titled “State of the District” and printed 200 copies. _____

WRITE

Compose your own sentence with a short story title or a document title. Do not use any of the short stories or documents mentioned on this worksheet.



Grammar, Usage, and Mechanics Worksheet #69

FOCUS Punctuation of Direct Quotations

Use quotation marks before and after direct quotations.

CONNECT TO WRITING

A direct quotation includes the spoken or written words exactly as they appear in speech or text.

- Place double quotation marks around speech or text that belong to someone else. If the speaker changes, begin a new paragraph. Always place quotation marks outside periods.
- Use single quotation marks for a quotation inside a quotation. Put a question mark, exclamation point, semicolon, or colon that belongs to your writing, not the quote, outside the closing quotation marks.

Example: He said, "I agree with Lincoln. However, was our nation really 'dedicated to the proposition that all men are created equal'?"

- Do not use quotation marks for indirect quotations. An indirect quotation summarizes what someone has said.

Example: He said that she had never seen Thomas before.

- When a quoted sentence is interrupted by comments, and is then continued in the same sentence, begin the rest of the quotation with a lower case letter.

Example: "When," asked Mavis, "will you finish your lunch?"

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

- "I'm anxious to leave, commented Zerla." _____
- "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?" _____

WRITE

Write your own sentence with a quotation within a quotation.



Grammar, Usage, and Mechanics Worksheet #70

FOCUS Apostrophes (Contractions)

A **contraction** is a shortened form of one or two words (one of which is usually a verb). In a contraction, the apostrophe takes the place of the missing letter or letters.

CONNECT TO WRITING+

Contractions may be used in informal writing; however, avoid using contractions in formal essay writing. These are the most common contractions:

<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)		

Examples: They could've asked, but they've always wondered if they'll find out anyway.
They should've known that they didn't have a chance.

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

- For all of their talk, they've rarely come to see who's playing at the club. _____
- They havent shown up in weeks, and so they can really comment on what they dont know. _____
- I will say they're in for a treat when they do come. There's a band that isn't half-bad. _____
- They didn't hold back during their set Friday night and they wont tonight. _____

Change each of the underlined words to contractions in the parentheses which follow.

1. It is () a shame that they never listen to their parents.
2. You are () sure that you have () never seen them?
3. Where is () she going? They are () not exactly saying.
4. She is () happy that they had () left directions.

WRITE

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



Grammar, Usage, and Mechanics Worksheet #71

FOCUS Semicolons

Use **semicolons** to join phrases and clauses without conjunctions.

CONNECT TO WRITING

Semicolons can be used instead of commas to combine phrases or dependent clauses that have commas in very long sentences. The best way to think about a **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.

Examples: Anna showed up late; Louise didn't at all.

His disguise was picture-perfect; no one could recognize him.

Semicolons are placed to the left of (inside) ending quotation marks.

Example: Three poems amaze me: the crazy "Bloom;" the mournful "Left;" and "No."

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. Samuel went shopping; then he went out to dinner. _____
2. The album includes these songs: the heart-throbbing rhythm and blues "Sawmill"; the surprisingly speedy, yet soulful "Ol' Dog Blues," and "Mama's Return." _____
3. I was taught Spanish at home; by a tutor that's how I learned the language. _____
4. The Revolutionary War was fought against the British; the War of 1812 was also fought against them. _____
5. Many died in the Civil War, it was a horrible tragedy. _____
6. Ellen did not prepare at all; she appeared not to care what would happen as a result. _____
7. Through many long days of looking; after many attempts and failures; despite many questions left unanswered, they finally decided to buy a home of their own. _____

WRITE

Compose your own sentence with a semicolon.



Grammar, Usage, and Mechanics Worksheet #72

FOCUS Parentheses / Dashes

Use **parentheses or dashes** before and after words or ideas to explain or define the words or ideas. A dash (–) is longer than a hyphen (-).

CONNECT TO WRITING

Information within a set of parentheses or dashes gives explanation or definition, but is not needed to understand the sentence. The information within the parentheses or dashes can be a word or a phrase.

Examples: Explanation The colors (green and blue) seemed perfect.
Definition The protocol—rules to be followed—was to save such tricks only for a real dog fight.

If the added information is a complete thought, it should be written as a sentence with the period inside of an ending parenthesis.

Example: Sentence Their plan was incomplete (They really did not think it through.)

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. Jackie Smith 1845-1910 worked in the women's rights movement. You should read some of her descriptive letters the ones to Charlene. _____
2. That new Bed and Breakfast (it was once a barn) is a popular rental with visitors. _____
3. The Nile River—the longest river in the world flows 4,000 miles in Africa. _____
4. The daisy *Chrysanthemum leucanthemum* can make a beautiful spring bouquet. _____
5. Thomas Jefferson (author of the Declaration of Independence) seemed confused: he spoke out against the evils of slavery, but he himself owned slaves. _____
6. As you turn right, you will notice a yellow house—the one with a picket fence—and and its remarkable front porch. _____

WRITE

Write your own sentence with parentheses.



Grammar, Usage, and Mechanics Worksheet #73

FOCUS Apostrophes (Singular Possessives)

Use **apostrophes** for **singular possessives**.

CONNECT TO WRITING

For a singular possessive noun (a noun showing ownership), place an apostrophe at the end of the noun and add an *s*.

- If the noun ends in an *s* and the *s* has a *z* sound, you may choose to make it a possessive by adding an apostrophe, then an *s*, or simply end with an apostrophe.
Example: Charles's friend or Charles' friend
- Do not use an apostrophe before the *s* in a simple plural noun.
- Do not use an apostrophe with a possessive pronoun (*yours, his, hers, ours, yours, its, theirs*)

Examples: Joe's skill is amazing, and so is Chris's (or Miles') skill is tops.

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each line.

There once was a child's horse named Skittish, _____

Its upbringing definitely British. _____

The poor horses' tail was once yanked by some male _____

from London's own Twickenham fiddish. _____

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. _____

WRITE

Write two sentences with two singular possessives.



Grammar, Usage, and Mechanics Worksheet #74

FOCUS Apostrophes (Plural Possessives)

Use **apostrophes** for **plural possessives**.

CONNECT TO WRITING

For most plural possessive nouns (a noun showing ownership), place the **comma** after the **s**.

Example: boys' cups

Some plural possessives place the apostrophe before the **s**, if the plural is spelled differently than the singular.

Examples:	Singular	Singular Possessive	Plural	Plural Possessive
	woman	woman's	women	women's
	child	child's	children	children's

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. Will the Firemens' Ball be held on the same weekend as last year? _____
2. The Smith's house is perfect for our graduation party. _____
3. Will the puppie's food change over the next month? _____
4. I think that the women's group meets every other Tuesday at the clubhouse. _____
5. The Children's Crusade was led by Nicholas in response to a dream. _____
6. Let's watch the girls' basketball game before we go miniature golfing. _____
7. Have the boys' asked to borrow their parents cars for the night? _____
8. The county restaurants' plans to offer left-over food to the homeless were ambitious. _____
9. There is no doubt that worker's rights to health have not been fulfilled. _____
10. That Thompsons' front yard needs some major clean-up if you ask me. _____

WRITE

Compose your own sentence with a plural possessive.



Grammar, Usage, and Mechanics Worksheet #75

FOCUS Colons

Use **colons** to show a relationship between numbers. Also use a colon to show a relationship of ideas within titles or between sentences. Colons are also used at the end of an independent clause to introduce information to explain the clause. An independent clause has a noun connected to a verb that tells a complete thought.

CONNECT TO WRITING

Colons have the following uses:

- Relationship between Numbers
Examples: Time (8:02 P.M.), Ratio (3:1), Chapter-Verse (Genesis 32:1-13)
- Relationship between Ideas
Example: *Teaching: The Lost Art*
- Explanation of the Independent Clause (Don't place colons after verbs.)
 - List **Example:** Order this food: bananas, potato chips, and hamburgers.
 - Quotation **Example:** The teacher offered this advice: Work smarter, not harder.
 - Explanation **Example:** She did a wonderful thing: She let him do what he wanted.
 - Rule **Example:** This is the most important rule: Keep your hands to yourself.

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. I need the following items: toothpaste, a toothbrush, a comb, and soap. _____
2. The magician performed a trick; It was more of a miracle. _____
3. The philosopher Santayana commented upon the value of history, Those who fail to learn from history: are doomed to repeat it. _____
4. I play these works: "Aria and Fugue," "Suite in D Major," and "The 3rd Symphony." _____
5. Only one fact remains true: things never happen as planned. _____
6. She knew the Golden Rule; Do unto others as you would have them do unto you. _____
7. The principal's rules were posted: Be Kind, Share with Others, Don't Touch. _____

WRITE

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



Grammar, Usage, and Mechanics Worksheet #76

FOCUS Periods with Abbreviations / Initials / Acronyms

Use **periods** for abbreviations, initials, and acronyms.

CONNECT TO WRITING

Periods have a variety of uses other than ending sentences.

- Use periods in abbreviations. Avoid using abbreviations in formal essay writing.
Examples: The U.S. Constitution, 300 B.C.
- Use periods for initials, names, and titles
Example: Mr. R.J. Jenkins, Jr.
- Use periods in most acronyms. Acronyms are words formed from the first letters or groups of letters of words. Acronyms are pronounced as words. It is becoming common practice to drop periods in well-known acronyms.
Examples: Do you know your Z.I.P. code? ZIP code

PRACTICE

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

1. The abbreviation for time Before Christ is written as _____.
2. The time after noon is called Post Meridian and is written as _____.
3. Additional information at a letter's end is called a postscript and is written as _____.
4. The National Aeronautics and Space Administration is an acronym known as _____.
5. _____ divers use a self-contained underwater breathing apparatus.
6. When Ms. Bean married Mr. Jones, she took on his last name and became _____ Jones.
7. The abbreviation for *exempli gratia* is _____, which means *for example*.
8. The abbreviation for *et cetera* is _____, which means *and so forth*.
9. Five and one-half written as a decimal would be _____.

WRITE

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



Grammar, Usage, and Mechanics Worksheet #77

FOCUS Exclamation Points

Use exclamation points to show strong emotion or surprise.

CONNECT TO WRITING

Exclamation points should be used sparingly, especially in formal essay writing. Use specific nouns and vivid verbs to build emotion or surprise. Only use one exclamation point. They may be placed at the end of exclamatory sentences or after words, phrases, or clauses.

Examples: Exclamatory Sentence The decision really shocked me!
Word / Phrase / Clause Wow! How amazing! I should only know!

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. Run some. Don't walk! _____
2. She helps a lot! What a treasure! _____
3. He is very talented. Such amazing creativity! _____
4. How shocked he was! I guess he didn't know. _____
5. What excitement! If you don't like that, you don't like N.B.A. basketball! _____
6. Did he do it? I can't believe it!!! _____
7. How surprising! When did Tom find out? _____
8. And no one knew about it? How crazy! _____
9. Stop in the name of the law. You have the right to remain silent! _____
10. How awful! No one has the right to act that way. _____
11. He came out of retirement to play one more year! Imagine that. _____

WRITE

Compose your own sentence with an exclamation point.



Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #1 Practice Answers

John Francis, Beatrice, Nebraska, World War II, Chicago, *Southwestern Chief*, Los Angeles, Grand Central Station, John, Jane, Blix Hardware, Western Avenue, South Hollywood, John, Fort Ord, Army Band, Staff Sergeant, United States, John, John, University of Southern California, G.I. Bill, Cum Laude, Business, Social Science, Southern California, Janice Jones, California Federal Savings and Loan, Senior Vice-President, Mark, Robin

Grammar, Usage, and Mechanics Worksheet #2 Practice Answers

idea: friendship, self-image, freedom, self-confidence, world peace
person: teacher, fire-fighter, cousin, police officer, brother-in-law
place: mountain, neighborhood, country, football stadium, family room
thing: food, toy, rock, lamp stand, grandfather clock

Grammar, Usage, and Mechanics Worksheet #3 Practice Answers

“Hello,” said Susan.
“Is this the owner of the car for sale?” the caller asks.
“It, is I,” replies Susan. “Who is calling?”
“The one paying you full price for your car. My name is Marcy. What’s yours?”
“Susan,” she says. “But let me get my husband. Actually, he is selling his car, not mine.
“Suit yourself, says Marcy. Put him on the phone.”

Grammar, Usage, and Mechanics Worksheet #4 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet #5 Practice Answers

I know (mental) that he had run (physical) a full mile before, but he might be (state of being) too tired right now. He did walk (physical) a mile yesterday.

Grammar, Usage, and Mechanics Worksheet #6 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #7 Practice Answers

to [flag], of [United States], of [America], to [republic], for [which], under [God],
with [liberty], for [all], in [schools], throughout [America], over [heart], on [flag], to [country]

Grammar, Usage, and Mechanics Worksheet #8 Practice Answers

and, but, yet, so, and, but, yet, but (yet), and, for

Grammar, Usage, and Mechanics Worksheet #9 Practice Answers

Before, because (since, as), when, Although (Even though), Since (Because), where, Despite (In spite of)

Grammar, Usage, and Mechanics Worksheet #10 Practice Answers

and, either, or, whether, or, Neither, nor, Both

Grammar, Usage, and Mechanics Worksheet #11 Practice Answers

traveler, Tasco, cathedral, Guadalajara, city, one Mexico City, trip, an experienced traveler

Grammar, Usage, and Mechanics Worksheet #12 Practice Answers

running 28 miles + the marathon, Track fans + casual spectators, Basketball + ice-hockey, The “Dream Team” + the United States hockey team, These two popular events + the track-and-field contests

Grammar, Usage, and Mechanics Worksheet #13 Practice Answers

Ice cream + [has pleased], ice cream + [is], treat + [has], Rocky Road + [delights],
nuts + marshmallows + [may cause], double-scoop + [tastes], Eating ice cream + [can be]

Grammar, Usage, and Mechanics Worksheet #14 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet #15 Practice Answers

1. imperative 2. exclamatory 3. interrogative 4. declarative

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #16 Practice Answers

1. I enjoy watching old television shows, but (yet) the new ones are better.
2. Do you want vanilla, or (and) do you want strawberry?
3. No one really wants to go; they just feel like they must attend.
4. This route takes too long; there must be another way.

Grammar, Usage, and Mechanics Worksheet #17 Practice Answers

1. As soon as the boy practices his trombone, he will be able to go outside to play.
2. Tonight we celebrate a special young lady, whose achievement is special.

Grammar, Usage, and Mechanics Worksheet #18 Practice Answers

After the sun set, the campers roasted marshmallows, and John then told a campfire story. Since the captain had a beard, he knew the sailor, and the sailor did not recognize him. Although he knew better, he could not teach her, because she just would not listen.

Grammar, Usage, and Mechanics Worksheet #19 Practice Answers

Options: Running down the hill, I saw her. I saw her running down the hill.
Finally, (any subject then predicate) the reason he left.
The playground seems to be covered with ice.

Grammar, Usage, and Mechanics Worksheet #20 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet #21 Practice Answers

The women in the clown costumes must be she PN and her mother. We S didn't recognize them at first, but at least I S asked, "Who were they PN?" Sue and he S arrived at the party earlier than I A, but no one came as early as she A.

Grammar, Usage, and Mechanics Worksheet #22 Practice Answers

He told them DO after him OP. He wanted him DO to tell us I, but when he came to see me I, I said he should tell him IO the news before me OP. He gave it IO some thought.



Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #23 Practice Answers

I told them myself IP because Patty would not tell them herself IP. Patty never thought of anyone but herself RP. When Patty first asked me herself IP, I said, “You should tell them what you did before they find out themselves RP.” Patty never apologized herself IP for what she did.

Grammar, Usage, and Mechanics Worksheet #24 Practice Answers

1. PN 2. OP 3. T 4. PN 5. T

Grammar, Usage, and Mechanics Worksheet #25 Practice Answers

1. who 2. whose 3. that 4. which 5. Whom

Grammar, Usage, and Mechanics Worksheet #26 Practice Answers

1. Each watches her own television show. 2. Everyone except James and Pete helps me on the work project. 3. Both of them are ready for a vacation. 4. After they go to the movies, several go out for dessert. 5. Neither gives us much hope that our team will win the league this year. 6. I know others want to be involved in this decision.

Grammar, Usage, and Mechanics Worksheet #27 Practice Answers

1. Few of the actors remember their lines. 2. A great deal is known about television actors. 3. Fewer vegetables are better than many. 4. Some of candies taste like they are stale.

Grammar, Usage, and Mechanics Worksheet #28 Practice Answers

1. He has carefully listed his reasons for the purchase. 2. Paid a large amount for her services, the woman was happy to help. 3. Built by Native Americans, the caves were interesting. 4. They have never tried to sell any of their artwork.

Grammar, Usage, and Mechanics Worksheet #29 Practice Answers

1. Waiting for the train, the young man paced impatiently. 2. He was expecting the train to arrive on time. 3. After calling his parents, the boy decided to cancel the ticket and come home. 4. Mostly, but not always, he will be travelling by jet from now on.

Grammar, Usage, and Mechanics Worksheet #30 Practice Answers

1. Paula removed the backpack from her desk. She placed the backpack on the floor. (From her desk Paula removed the backpack and placed it on the floor.) 2. I ate only the fresh vegetables.

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #31 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet #32 Practice Answers

1. quickest 2. more 3. biggest 4. best

Grammar, Usage, and Mechanics Worksheet #33 Practice Answers

1. more (less) difficult 2. more outstanding 3. more (less) incredible
4. more ridiculous 5. more (less) suspiciously 6. more (less) suspected 7. more (less) nervously

Grammar, Usage, and Mechanics Worksheet #34 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet #35 Practice Answers

was LV; had HV told; were HV going; did HV not turn LV; to be LV; would HV not have HV lied; felt LV; had HV; would HV be LV; seems LV; should HV find

Grammar, Usage, and Mechanics Worksheet #36 Practice Answers

1. permission 2. possibility 3. requirement 4. need 5. expectation 6. ability
7. advice

Grammar, Usage, and Mechanics Worksheet #37 Practice Answers

1. Penny helped at the senior center after school. 2. Cowboys roped and branded their cattle.
3. That radio station played all of my favorite songs. 4. Tamesia touched her left cheek every time she raised her hand in class.

Grammar, Usage, and Mechanics Worksheet #38 Practice Answers

1. Larry was enjoying the beautiful sunsets at the beach. 2. They were expecting a lot of money for their used car. 3. Her friends were sleeping in the living room when the fire alarm sounded.
4. Rosie was going to the movies.



Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #39 Practice Answers

1. The class had already started when the student walked in tardy.
2. I had known by Tuesday that last weekend's game would be canceled.
3. They had shared their feelings about riding skateboards without helmets.
4. By the time I had arrived, Louis had already begun painting the back of the house.

Grammar, Usage, and Mechanics Worksheet #40 Practice Answers

1. We try to find the best deals on the Internet.
2. He should listen to what his parents have to say.
3. Carl Sandberg says, "Fog creeps in on little cat feet, and then slowly moves on."
4. I always want my own personal size pizza.

Grammar, Usage, and Mechanics Worksheet #41 Practice Answers

1. Phoebe is listening to the teacher as she works.
2. I am running down the street to the end of the block when I see my friend.
3. Nina and Berta are giving money to help those in need during the holiday season.
4. Our teammates are practicing a lot for the first game of our season.

Grammar, Usage, and Mechanics Worksheet #42 Practice Answers

1. Esmerelda has developed a fantastic web site.
2. The ladies have reunited in the same place to continue their friendship once every year.
3. *The storm has threatened to strike since last night.*

Grammar, Usage, and Mechanics Worksheet #43 Practice Answers

1. I will leave school at two o'clock for a dentist appointment.
2. I will talk to my friends, but they just won't listen.
3. You will ask for the movie star's autograph.
4. Computer games will grow more and more important to kids.
5. We will hope that the vacation can continue.

Grammar, Usage, and Mechanics Worksheet #44 Practice Answers

1. We will be running the mile in P.E. today.
2. I will be thinking of you as you celebrate your birthday.
3. Danya and Darla will be watching the movie tonight.
4. They will be volunteering every weekend at the shelter.



Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #45 Practice Answers

1. will have ridden
2. will have seen
3. will have told
4. will have slept
5. will have given
6. will have performed

Grammar, Usage, and Mechanics Worksheet #46 Practice Answers

1. She said, "I usually do chores after school."
2. "They left town," I said, "in a shiny new car."
3. "I can't believe it!" he exclaimed.

Grammar, Usage, and Mechanics Worksheet #47 Practice Answers

1. Joe and Mandy, our debate leaders, thought we had a good chance.
2. Johnny Mingo, the Australian cowboy, rode his horse off into the sunset.
3. Searching for answers, Louis Pasteur, the famous scientist, carried on.
4. Jim, the butler, served their last meal.
5. Kim and Tom, our two friends, left the concert early.
6. The wonderful teacher, Ms. So, shared the slides with her students.
7. The author has just completed his latest book, The End.
8. That song, "The Swan," lasts six minutes.

Grammar, Usage, and Mechanics Worksheet #48 Practice Answers

1. Jane, Mike, and Ray pulled the car off to the side.
2. Along the road an old car, two broomsticks, and a funny green-eyed monster stood guard.
3. Take a hike, smell the flowers, and enjoy life for the rest of the afternoon.
4. Joan counted one, two, three, four, five.
5. Blue, green, and yellow are my favorite colors.
6. They ordered eggs, bacon, and wheat toast for breakfast.
7. Mr. Burt called on one of the following students: Jaime, Marta, or Frank.

Grammar, Usage, and Mechanics Worksheet #49 Practice Answers

1. Whenever the girls called, he went outside to see what they wanted.
2. Around the block, she rode the bicycle.
3. Next, ask about the directions to the factory.
4. Interested, they called the player to check his availability.



Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #50 Practice Answers

1. Lawton, Nevada is my hometown.
2. Olympia, Washington is a beautiful capital.
3. Bogota, Colombia seems like a fascinating city.
4. I live at 3442 Spring Street in Irvine, South Carolina.
5. Amador City, California has post office boxes for its residents.
6. St. Petersburg, Russia used to be the capital of that country.
7. When did Juneau, Alaska reach a population of 10,000?

Slides Only:

4. Glendale, Texas is a nice place to visit, but I wouldn't want to live there.
6. I wrote a letter addressed to: Mo Lawson 34 North Main St., Columbus Ohio.

Grammar, Usage, and Mechanics Worksheet #51 Practice Answers

1. Listen to me, Barbara, and then make up your own mind.
2. That's a dangerous thought you've shared, Bud.
3. Look, Jane, it's going to be hard at first.
4. Sitting by the sofa, she said, "Henry, get over here."
5. I just don't know, Bobby.

Slides Only:

6. Tawny, watch where you're going.
7. If you notice, Peter and Kris, none of that will be on the test.
8. Look, Paul, and see here, Julie, you both have missed the main point.

Grammar, Usage, and Mechanics Worksheet #52 Practice Answers

1. Neither he wanted to face the problem, nor did she want to deal with that challenge.
2. In order that all people would have the same chance, they decided to draw numbers.
3. Raymond sent a message to his cousin, but the message was returned unopened.

Grammar, Usage, and Mechanics Worksheet #53 Practice Answers

Left Letter—Dear Ralph ... Yours truly

Right Letter—To Whom It May Concern: ...Sincerely,

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #54 Practice Answers

1. Around the corner she ran into a large, angry dog.
2. If I didn't know better, I would guess that the tired, old woman was not going to leave her house.
3. The funny green character said, "I'm crazy, silly, and full of energy."
4. Unless I'm mistaken, the usual cloudy, gray morning will change to afternoon sun and wind.
5. The book is creative, surprising, delightful, and completely entertaining.

Google Slides:

6. The girls are cheerful, helpful, and careful to mind their manners.
7. I left the yucky blue and white board in the stinky dirty garage. (No commas required.)

Grammar, Usage, and Mechanics Worksheet #55 Practice Answers

1. She told Uncle Charles that I went to see **Dr. S. L. Thomas**.

Google Slide: **She** told **Uncle Charles** that I went to see **Dr. S. L. Thompson**.

2. Will Mrs. James come to visit Aunt Robin and "**Bubba**" Peterson?

Google Slide: Will **Mrs. James** come to visit **Aunt Robin** and "**Bubba**" Peterson?

3. The army's **Captain** Schneider reviewed the rules with P.F.C. Johns.

Google Slide: The army's **Captain Schneider** reviewed the rules with **P.F.C. Johns**.

4. Roy told my dad that **Sis** and I would get together at **Mom's** work.

Google Slide: **Roy** told my dad that **Sis** and I would get together at **Mom's** work.

5. Officer Bob Benton issued a speed citation to **Mom** and her brother.

Google Slide: **Officer Bob Benton** issued a speed citation to **Mom** and her brother.

Grammar, Usage, and Mechanics Worksheet #56 Practice Answers

1. I love to go see Broadway plays in New York **City**.
2. Some beautiful scenery is found in Douglas **County** in Nevada.
3. The girls said they lived at 123 Oak **Avenue** in Paris, North Carolina.
4. In **Southern** Mississippi, they still grow cotton.
5. The borough of **Long Island** has millions of people.
6. The Spanish often vacation at Santiago **Lake** in Portugal.

Google Slide: The Spanish own the **Canary Islands** off the coast of **Portugal**.

7. They travelled out west to see the Grand **Canyon**.

Google Slide: I have heard that there is an **American** naval base on **Diego Garcia** in the **Indian Ocean**.

Google Slides:

8. Her house is located at 342 **Twenty-Seventh Street**.

9. For years, voters in the **Deep South** solidly supported the **Democratic Party**.

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #57 Practice Answers

1. I hear that the Alex **Theater** has been completely remodeled.
2. Bill Gates helped invent the **Windows** Operating System.
3. Ryan once climbed the stairs to the top of the **Sears Tower**.
4. Have you vacationed in Yosemite National **Park**?
5. Mr. Newton was appointed sponsor of the **French Club**.
6. I attended first Presbyterian **Church** for three years.
7. Did you kiss the Blarney **Stone** when you went to Ireland?
8. Kenny walked across the Golden Gate **Bridge**.

Grammar, Usage, and Mechanics Worksheet #58 Practice Answers

1. On the first **Thanksgiving**, Pilgrims and Native Americans had a feast.
Google Slide: On the first **Thanksgiving Day**, Pilgrims and Native Americans shared a feast.
2. I'm sure that February 19th is Presidents **Day** this year.
3. Will we have cherry pie at the 4th of **July** party?
4. The Rose **Parade** is the granddaddy of all New Year's Day parades.
5. She knows that Martin Luther **King, Jr.** holiday is celebrated only in the United States.
6. If **Thursday** will not work for you, how about Wednesday?
7. I got married on **Flag Day**, which is on June 14th.
8. The Chinese say that this is the Year of the **Dog**.
9. The **Feast** of Unleavened Bread is a Jewish holiday.
10. Does Santa really come down the chimney on Christmas **Eve**?



Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #59 Practice Answers

1. I know that Microsoft **Corporation** is a profitable business.
Google Slide: I know that **Microsoft Corporation** is one of the most successful businesses in the world.
2. Watching the Sacramento **Kings** win was exciting.
Google Slide: Watching the **Sacramento Kings** win the game was exciting.
3. She was a member of the **Daughters** of the American Revolution.
Google Slide: Members of the **Daughters of the American Revolution** do important historical research.
4. I heard that General **Motors** is headquartered in Detroit.
Google Slide: I heard that **General Motors Corporation** makes more money in a year than most countries.
5. Does the Atlas Window **Company** donate money?
Google Slide: Does the **Atlas Window Company** donate money to the community?
6. In the **Boy Scouts** of America, I learned outdoor skills.
Google Slide: In the **Boy Scouts of America**, young men learn outdoor skills.
7. The Boys and Girls **Clubs** of America serve youth.
Google Slide: In urban areas, the **Boys and Girls Club of America** serve youth after school.
8. The organization, **Big Brothers**, helps many.
Google Slide: The organization, **Big Brothers and Big Sisters**, is well-worth your support.
9. The teachers belong to the **National Educational Association**.
Google Slide: The teachers belong to the **National Educational Association**.
10. The Los Angeles **Dodgers** draws millions of fans.
Google Slide: As one of the best baseball teams, the **Los Angeles Dodgers**, draws millions.

Grammar, Usage, and Mechanics Worksheet #60 Practice Answers

1. Many **Asians** live in urban areas of the United States.
2. The **African-American** women attended church.
3. Many **Brazilians** have never seen the Amazon River.
4. I think that she speaks **Portuguese**.
5. The Afrikaner language is based on **Dutch** and English.
6. The Swedish language has similarities to the **German** language.
7. Many **Swiss** speak three or four languages.
8. When **French** is spoken well, it is a very romantic language.
9. Can Matt speak and write **Japanese**?



Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #61 Practice Answers

1. The **Recreational Vehicle Show** will take place at the fairgrounds this weekend.
2. Many say that the wounds of the Civil **War** have never healed.
3. The Amador County **Fair** draws thousands of families each year.
4. My favorite period of history has to be the **Renaissance**.
5. If the Palm Springs Desert **Classic** is a golf tournament.
6. President Monroe's **Era** of Good Feelings was in the early 1800s.
7. I have heard that the Folsom **Rodeo** is world-famous.
8. The end of **World War II** in 1945 created different alliances.

Grammar, Usage, and Mechanics Worksheet #62 Practice Answers

1. My favorite episode from "Little House on the Prairie" is when Laura befriends the Indians. **QM**
2. Jaws III was not as good as the original Jaws. **UI**
3. Clint Eastwood's Hang 'Em High is a perfect example of a "Spaghetti Western." **UI**
4. The Bonanza episode with the pancake-eating contest was titled "The Flapjack Contest." **QM**
5. The repeats of Everybody Loves Raymond now run twice nightly on the local station. **UI**
6. How many years did Modern Family run in prime time? **UI**
7. I'm pretty sure that The Late Show will be renewed for another year. **UI**
8. The episode of I Love Lucy titled "Lucy Goes to the Hospital" was highly rated. **QM**

Grammar, Usage, and Mechanics Worksheet #63 Practice Answers

1. The new book by J.K. Rowling was reviewed in Weekly Reader Magazine. **W**
2. Was *The Adventures of Tom Sawyer* a best seller? **C**
3. My children look forward to receiving their copies of *Highlights* every month. **C**
4. Some parents in this class have a subscription to The Wall Street Journal. **W**
5. The New York Times crossword is one of the most challenging crosswords. **C**
6. If you read the Newsela magazine regularly, you will notice the change in its format. **W**
7. Are children still reading *Roll of Thunder, Hear My Cry*? **C**
8. I looked everywhere, but could not find that quote in the The Last Dance. **W**
9. Tolkien's classic, The Fellowship of the Ring, won an Academy Award. **W**

Grammar, Usage, and Mechanics Worksheet #64 Practice Answers

1. My great-grandfather wrote "In the Shade of the Old Apple Tree" for his wife. **C**
2. I know I have heard "Dance of the Sugarplum Fairies" before. **W**
3. Beyoncé once recorded a cover-version of "America the Beautiful." **C**
4. Joyce Kilmer's "Trees" still delights and inspires young poets. **W**
5. Did Elvis record "Heartbreak Hotel" when he was signed with Sun Records? **C**
6. Madonna hasn't had a good song since "True Colors" went platinum. **C**
7. The scariest poem I know is Edgar Allan Poe's "The Raven." **W**
8. Lewis Carroll wrote "Jabberwocky" to play with the sounds of the English language. **W**

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #65 Practice Answers

1. William Shakespeare wrote many comedies, including: The Tempest, Twelfth Night, A Midsummer-Night's Dream, and As You Like It. **W**
2. He also wrote tragedies, including the famous *Julius Caesar*. **W**
3. Tennessee Williams's play, The Death of a Salesman, is still widely read. **W**
4. "Of Michelangelo's sculptures, *The Pieta* stands out as his best," claimed Bunty. **W**
5. His David was sculpted from lesser quality marble. **C**
6. Have you ever seen a photograph of *Whistler's Mother*? **C**
7. "The photograph, Sunrise, Sunset, is one of the most memorable examples of time-lapse **W** photography," said Melvin.
8. Did his *Breakfast of Champions* sell at the art exhibit? **W**

Grammar, Usage, and Mechanics Worksheet #66 Practice Answers

1. Rudyard Kipling's *Captains Courageous* tells the tale of a bored and lonely son a of a **W** millionaire who is rescued on the high seas by a small fishing boat.
2. The most exciting chapter has to be the first one, "Boy Overboard." **C**
3. The chapter titled "A Changed Toad" ends Kenneth Grahame's *The Wind in the Willows*. **W**
4. "One for All and All for One" is the battle cry of the three French musketeers in **W** Alexandre Dumas's classic, *The Three Musketeers*.
5. In the chapter titled "Three Duels," three exciting sword fights are described in detail. **C**
6. *The Merry Adventures of Robin Hood*, by Howard Pyle, tells the tales of Robin Hood, **C** Maid Marion, the Sheriff of Nottingham, Little John, Will Stutely, and Friar Tuck.
7. These characters are introduced in the chapter, "Robin Hood Meets Little John." **W**

Grammar, Usage, and Mechanics Worksheet #67 Practice Answers

1. My wife read "Why Getting Fished Is Healthy" in last month's *Ladies Home Journal*. **W**
2. I love reading "Humor in Uniform" every month in Reader's Digest. **C**
3. This month's issue of California Educator features an article titled "Tuning up the Idea." **W**
4. Last week's *Time* had an article about Lady Gaga titled "Gaga on Top of the World." **C**
5. In the latest edition of *Science*, I read an article titled *Underneath the World*. **C**
6. Her blog had a fascinating article titled "A Dime a Dozen." **C**
7. Putnam's research article was featured in the *Wall Street Journal*. **W**
8. On her most recent podcast, "Three Blind Mice," Miley talks about three friends. **C**

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #68 Practice Answers

1. In *Twice-Told Tales*, Nathaniel Hawthorne tells many short stories such as “The Great C Carbuncle,” “The Gray Champion,” “The Wedding Knell,” and “The May-Pole of Merry Mount.”
2. Richard Adams has a wonderful collection of his favorite animal stories including his C own “The Rabbit’s Ghost Story.”
3. James Herriot’s short story, “Monty the Bull,” tells the entertaining story of a bull that gets W the best of a veterinarian.
4. Doris Summers finished her “Lake Tahoe Water Conditions” report last week. W
5. The school board prepared a document titled “State of the District” and printed 200 copies. C

Grammar, Usage, and Mechanics Worksheet #69 Practice Answers

1. “I’m anxious to leave,” commented Zelda. W
2. “What just took place?” asked Robert. W
3. “What a terrific ending to that story!” exclaimed Anthony. C
4. “Did you hear the speaker say, ‘things will never be the same?’” asked Billy. W
5. “I know,” replied Max, “but do you really want to make a big deal out of this?” C

Grammar, Usage, and Mechanics Worksheet #70 Practice Answers

For all of their talk, they’ve rarely come to see who’s playing at the club. C
They haven’t shown up in weeks, and so they can’t really comment on what they don’t know. W
I will say they’re in for a treat when they do come. There’s a band that isn’t half-bad. C
They didn’t hold back during their set Friday night and they won’t tonight. W

1. It is (It’s) a shame that they never listen to their parents.
2. You are (You’re) sure that you have (you’ve) never seen them?
3. Where is (Where’s) she going? They are not (They’re) not exactly saying.
4. She is (she’s) happy that they had (they’d) left directions.

Grammar, Usage, and Mechanics Worksheet #71 Practice Answers

1. Samuel went shopping; then he went out to dinner. C
2. The album includes these songs: the heart-throbbing rhythm and blues “Sawmill;” the W surprisingly speedy, yet soulful “Ol’ Dog Blues;” and “Mama’s Return.”
3. I was taught Spanish at home by a tutor; that’s how I learned the language. W
4. The Revolutionary War was fought against the British; the War of 1812 was also fought C against them.
5. Many died in the Civil War; it was a horrible tragedy. W
6. Ellen did not prepare at all; she appeared not to care what would happen as a result. C
7. Through many long days of looking; after many attempts and failures; despite many C questions left unanswered, they finally decided to buy a home of their own.

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #72 Practice Answers

1. Jackie Smith (1845–1910) worked in the women’s rights movement. You should read **W** some of her descriptive letters (the ones to Charlene).
2. That new Bed and Breakfast (it was once a barn) is a popular rental with visitors. **C**
3. The Nile River—the longest river in the world—flows 4,000 miles through Africa. **W**
4. The daisy (*Chrysanthemum leucanthemum*) can make a beautiful spring bouquet. **C**
5. Thomas Jefferson (author of the Declaration of Independence) seemed confused: **C** he spoke out against the evils of slavery, but he himself owned slaves.
6. As you turn right, you will notice a yellow house—the one with a picket fence—and **C** its remarkable front porch.

Grammar, Usage, and Mechanics Worksheet #73 Practice Answers

There once was a child’s horse named Skittish, **C**

Its upbringing definitely British. **C**

The poor horse’s tail was once yanked by some male **W**
from London’s own Twickingdelfittish. **W**

There once was a rose’s bright bloom **C**

Whose fragrance invaded Mom’s room **C**

Nature’s petals will fall, and at the end of it all, **W**

Life’s beauty swept out by a broom. **W**

Grammar, Usage, and Mechanics Worksheet #74 Practice Answers

1. Will the Firemen’s Ball be held on the same weekend as last year? **W**
2. The Smiths’ house is perfect for our graduation party. **W**
3. Will the puppies’ food change over the next month? **W**
4. I think that the women’s group meets every other Tuesday at the clubhouse. **C**
5. The Children’s Crusade was led by Nicholas in response to a dream. **C**
6. Let’s watch the girls’ basketball game before we go miniature golfing. **C**
7. Have the boys asked to borrow their parents’ cars for the night? **W**
8. The county restaurant’s plans to offer left-over food to the homeless were ambitious. **C**
9. There is no doubt that workers’ rights to health have not been fulfilled. **W**
10. That Thompsons’ front yard needs some major clean-up if you ask me. **C**

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #75 Practice Answers

1. I need the following items: toothpaste, a toothbrush, a comb, and soap. **C**
2. The magician performed a trick: It was more of a miracle. **C**
3. The philosopher Santayana commented upon the value of history: Those who fail **W** to learn from history are doomed to repeat it.
4. I play these works: "Aria and Fugue," "Suite in D Major," and "The 3rd Symphony." **C**
5. Only one fact remains true: Things never happen as planned. **W**
6. She knew the Golden Rule: Do unto others as you would have them do unto you. **W**
7. The principal's rules were posted: Be Kind, Share with Others, Don't Touch. **C**

Grammar, Usage, and Mechanics Worksheet #76 Practice Answers

1. B.C.
2. p.m.
3. P.S.
4. N.A.S.A.
5. S.C.U.B.A.
6. Mrs.
7. e.g.
8. etc.
9. 5.5

Grammar, Usage, and Mechanics Worksheet #77 Practice Answers

1. Run! Don't walk. **W**
2. She helps a lot. What a treasure! **W**
3. He is very talented. Such amazing creativity! **C**
4. How shocked he was! I guess he didn't know. **C**
5. What excitement! If you don't like that, you don't like N.B.A. basketball! **C**
6. Did he do it? I can't believe it! **W**
7. How surprising! When did Tom find out? **C**
8. And no one knew about it. How crazy! **C**
9. Stop in the name of the law! You have the right to remain silent. **W**
10. How awful! No one has the right to act that way. **C**
11. He came out of retirement to play one more year. Imagine that! **W**

