

TEACHING GRAMMAR, USAGE, & MECHANICS



GRADE 5



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Grade 5

Mark Pennington

**Pennington Publishing
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Teaching the Language Strand Grade 5 © 2014 Pennington Publishing.

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Teaching Grammar, Usage, and Mechanics Grade 5 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 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 33-36](#)
 - [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)

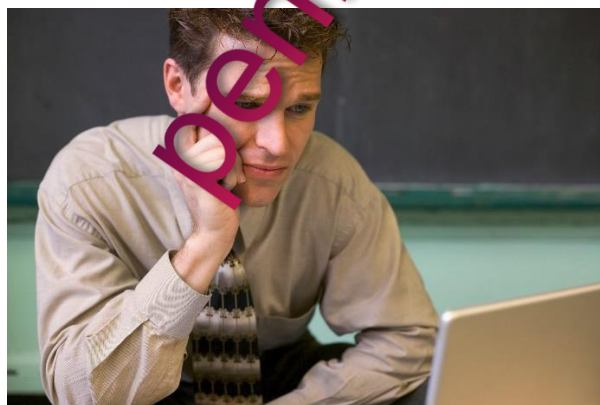
TOP SECRET
DO NOT SHARE
WITH OTHER AGENTS



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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.”

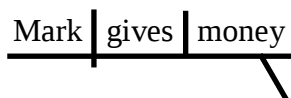


Sentence Diagramming Lesson #2

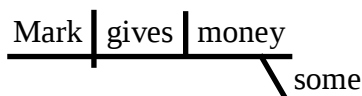
“Let’s review the basics of sentence diagrams. Look at our first sentence diagram.

- 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.’”

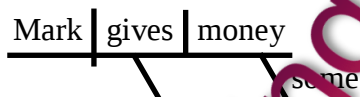
1. “Add onto our first sentence diagram. Anything below the horizontal line modifies the word it connects to above the horizontal line. *Modifies* means to describe, talk about, add to, limit, or make more specific. Draw a slanted line down from the horizontal line below the direct object ‘money.’”



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 in Abbreviations and Acronyms
- 3 Plural Nouns and Irregular Plurals and **Periods in Indirect Quotations**
- 4 Verbs and Periods in Alphanumeric Outlines
- 5 Verb Tense and **Semicolons in Compound Sentences**
- 6 Simple and Compound Subjects and Apostrophes for Singular Possessive Proper Nouns
- 7 Simple Predicates and Apostrophes for Plural Possessive Proper Nouns
- 8 Direct Objects and Apostrophes for Possessive Proper Nouns
- 9 *Complete Sentences and Apostrophes in Contractions
- 10 *Fragments, Phrases, and Dependent Clauses and Comma Misuse
- 11 *Run-ons and and Commas for Dates
- 12 Types of Sentences and Commas for Letters
- 13 Collective Nouns and Commas in Addresses
- 14 Possessive Nouns and Commas for Names
- 15 Personal Pronouns and Commas for Geographical Place
- 16 Possessive Case Pronouns and **Commas for Tag Questions**
- 17 Indefinite Pronouns and **Commas for Beginning Direct Speech**
- 18 Reflexive Pronouns and **Commas for Ending Direct Speech**
- 19 **Intensive Pronouns** and **Commas for Middle Direct Speech**
- 20 *Pronoun Antecedents and **Commas in a Series**
- 21 Articles and **Commas after Introductory Words and Phrases**
- 22 Adjectives and **Commas after Clauses**
- 23 Adjective Order and **Commas to Set off “Yes” and “No”**
- 24 **Demonstrative Adjectives** and Commas before Conjunctions in Compound Sentences
- 25 **Past Participle Adjectives** and Commas with Phrases
- 26 Short Comparative Modifiers and **Commas with Dependent Clauses**
- 27 Long Comparative Modifiers and Commas with Quotation Marks with Speaker Tags
- 28 Short Comparative Modifiers and Punctuation in Dialogue
- 29 Short Superlative Modifiers and Punctuation of Direct Quotations: Statements
- 30 Past, Present, and Future Verb Tense and Punctuation of Direct Quotations: Questions
- 31 **Verb Tense and Time** and **Indirect Quotations**
- 32 **Verb Tense and Sequence** and **Italics and Underlining: Book, Newspaper, Website, and Magazine Titles**

Boldface denotes Introductory Standard for Fifth Grade Level.

***Denotes Progressive Language Skill.**



Language Conventions Lessons

- 33 **Verb Tense and State of Being** and **Italics and Underlining: Television Show, Movie, and Works of Art Titles**
- 34 **Verb Tense and Condition** and **Quotation Marks: Song and Poem Titles**
- 35 **Shifts in Verb Tense** and **Quotation Marks: Book Chapter and Article Titles**
- 36 **Helping Verbs** and **Quotation Marks: Short Story and Document Titles**
- 37 **Past Participle Verbs** and **Capitalization of Named People and Places**
- 38 **Irregular Past Participles** and **Capitalization of Named Things and Products**
- 39 **Linking Verbs** and **Capitalization of Holidays**
- 40 **Modals** and **Capitalization of Dates and Special Days**
- 41 ***Singular Subject-Verb Agreement** and **Capitalization of Titles**
- 42 ***Plural Subject-Verb Agreement** and **Capitalization of Organizations and Businesses**
- 43 **Progressive Verb Tense** and **Capitalization of Languages and People Groups**
- 44 **Past Perfect Verb Forms** and **Capitalization of Quotations**
- 45 **Present Perfect Verb Forms** and **Capitalization of Independent Clauses**
- 46 **Future Perfect Verb Forms** and **Capitalization of Special Events and Historical Periods**
- 47 **Adverbs** and **Question Marks**
- 48 **Adverb Order** and **Exclamation Points**
- 49 **Coordinating Conjunctions and Their Functions** and **Colons to Introduce Long Lists**
- 50 **Correlative Conjunctions and Their Functions** and **Parentheses as Comments and Appositives**
- 51 **Prepositional Phrases and Dashes**
- 52 **Complex Sentences/Dependent Clauses** and **Brackets**
- 53 **Subordinating Conjunctions** and **Hyphens with Compound Words**
- 54 **Relative Pronouns** and **Hyphens with Numbers and Fractions**
- 55 **Relative Adverbs** and **Slashes**
- 56 **Interjections and Their Functions** and **Numbers**

Boldface denotes Introductory Standard for Fifth 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.

“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. Brown told Louis Jr. to make an appointment with James Worthy, M.D.

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, a group of words (with or without abbreviations), or a hyphenated word. **Examples:** John, President of the U.S.

Sometimes the same word can name or not name a person, place, or thing. Capitalize the word only if it names or is part of a name. **Example:** They attended church at the First Baptist Church.

“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 engineer from the Dallas-Fort Worth area who worked on the Baltimore Railroad was Louis Jones, Sr.

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: “Yellowstone National Park.”’” [Allow time.]

_____ | **has** | **buffalo**

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

Mentor Text Lesson

“This mentor text from *The Secret Garden* by Frances Hodgson Burnett uses a variety of proper nouns. Let’s read it carefully: ‘The Secret Garden was what Mary called it when she was thinking of it. The few books she had read and liked had been fairy-story books, and she had read of secret gardens in some of the stories. Sometimes people went to sleep in them for a hundred years, which she had thought must be rather stupid. She had no intention of going to sleep, and, in fact, she was becoming wider awake every day which passed at Misselthwaite.’ Let’s identify the three types of proper nouns.”

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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly with properly abbreviated titles: ‘Dr. Smith hired Henry Jr. as her office manager.’”

“Apply the grammar and usage lesson to write these Sentence Dictations correctly: ‘The Rose Parade is held in Pasadena, California. This year Princess Mary may ride on a float.’”

“Now compare your sentences to those on the display.” Use a different color pen or pencil to place a ✓ above correct answers or revisions. Correct errors with editing marks.”

“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: Ms Brown told Louis Jr. to make an appointment with James Worthy, M.D..

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, a group of words (with or without abbreviations), or a hyphenated word.

Examples: John, President of the U.S.

Sometimes the same word can name or not name a person, place, or thing. Capitalize the word only if it names or is part of a name.

Example: They attended church at the First Baptist Church.

Guided Practice: The Engineer from the Dallas-fort Worth area who worked on the Baltimore Railroad was Louis Jones, Sr.

Language Conventions Lesson #1

Sentence Diagram Answers

Yellowstone National Park | has | buffalo

Mentor Text

“The Secret Garden was what Mary called it when she was thinking of it...The few books she had read and liked had been fairy-story books, and she had read of secret gardens in some of the stories. Sometimes people went to sleep in them for a hundred years, which she had thought must be rather stupid. She had no intention of going to sleep, and, in fact, she was becoming wider awake every day which passed at Misselthwaite.”

Frances Hodgson Burnett (1849–1924)

Writing Application Lesson

Mechanics Dictation

Dr. Smith hired Henry Jr. as her office manager.

Grammar and Usage Dictation

The Rose Parade is held in Pasadena, California. This year Princess Mary may ride on a float.



Language Conventions Lesson #2

Mechanics Lesson

“Today we are studying **periods in abbreviations and acronyms**. Remember that an abbreviation is a shortened form of a word or a group of words such as with proper noun titles. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Use periods following the first letter of each key word in an abbreviated title or expression, and pronounce each of these letters when saying the abbreviation. **Examples:** U.S.A., a.m., p.m.

But, don’t use periods or pronounce the letters in an acronym. Acronyms are special abbreviated titles or expressions that are pronounced as words. 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: At 10:00 a.m. the billionaire J.P. Johnson gave a speech at the U.N.

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)

Use specific common nouns instead of general common nouns. The word *specific* means exact or special. Especially, avoid using these general words: *thing, stuff, junk, something*.

“Now read the guided practice sentence on your lesson. Then identify each type of common noun in the 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 cousin (person) at school (place) says our freedom (idea) is protected by our laws (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: “students” and “math.”’”



“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* by J.K. Rowling uses common nouns to make specific nouns more general. Let’s read it carefully: “It was one of those rare occasions when the true story is even more strange and exciting than the wild rumors.” Let’s identify the common nouns in this quotation and explain how each is general and not specific.”

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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘The NATO troops protected the Red Pyramid which was built around 2600 B.C.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson. Then underline the common nouns: ‘On Monday our teacher talked to the class about friendship.’”

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

Language Conventions Lesson #2

Mechanics

Use periods following the first letter of each key word in an abbreviated title or expression, and pronounce each of these letters when saying the abbreviation.

Examples: U.S.A., a.m., p.m.

But, don't use periods or pronounce the letters in an acronym. Acronyms are special abbreviated titles or expressions that are pronounced as words.

Example: NATO

Guided Practice: At 10:00 am. the billionaire JP Johnson gave a speech at the U.N.

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)

Use specific common nouns instead of general common nouns. The word *specific* means exact or special. Especially avoid using these general words: *thing, stuff, junk, something*.

Guided Practice: My cousin (_____) at school (_____) says our freedom (_____) is protected by our laws (_____).

Language Conventions Lesson #2

Sentence Diagram Answers

Students | learn | math

Mentor Text

“It was one of those rare occasions when the true story is even more strange and exciting than the wild rumors.”

J.K. Rowling (1965–)

Writing Application Lesson

Mechanics Dictation

The NATO troops protected the Red Pyramid which was built around 2600 B.C.

Grammar and Usage Dictation

On Monday our teacher talked to the class about friendship.



Language Conventions Lesson #3

Mechanics Lesson

“Today we are studying when and when not to use **periods in indirect questions**. Remember to use periods at the end of statements or commands. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

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

Example: Everyone asks if you are new.

“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: Everyone wants to know if this weather will last. And we wonder how it might damage our crops.

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 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: We are all so busy with our own lives. Women, men, and children don’t have time for each other.

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: “dress” and “woman.”’



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

Mentor Text Lesson

“This mentor text from *The Bad Beginning* by Lemony Snicket uses both regular and irregular plural nouns. Let’s read it carefully: ‘There are many, many types of books in the world, which makes good sense, because there are many, many types of people, and everybody wants to read something different. For instance, people who hate stories in which terrible things happen to small children should put this book down immediately.’ Let’s identify the regular plural nouns and the irregular plural nouns.”

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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Friends ask me if I can read to them.’”

“Apply the grammar and usage lesson to write the plural forms of the nouns in this Sentence Dictation correctly on your lesson: ‘A child should not use a knife without the help of a parent.’”

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

Language Conventions Lesson #3

Mechanics

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

Example: Everyone asks if you are new.

Guided Practice: Everyone wants to know if this weather will last. And we wonder how it might damage our crops?

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: We are all so busy with our own lives.

Women, men, and children don’t have time for each other.



Language Conventions Lesson #3

Sentence Diagram Answers

Women | wear | dresses

Mentor Text

“There are many, many types of books in the world, which makes good sense, because there are many, many types of people, and everybody wants to read something different. For instance, people who hate stories in which terrible things happen to small children should put this book down immediately. ”

Daniel Handler writing as Lemony Snicket (1970—)

Writing Application Lesson

Mechanics Dictation

Friends ask me if I can read to them.

Grammar and Usage Dictation

Children should not use knives without the help of parents.



Language Conventions Lesson #4

Mechanics Lesson

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

Alphanumeric Outlines use numbers, letters, and periods to organize information. The first letter of the word, group of words, or sentence that 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. **Examples:** A., B., C.
- The first minor detail modifies the major detail and is double indented on the next line. It begins with the Arabic numeral 1 followed by a period.
- The second minor detail is double indented on the next line and listed as 2.

“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 fourth main idea would be listed as IV. The second major detail would be listed as B.

Grammar and Usage Lesson

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

Three types of verbs act upon singular or plural nouns or pronouns. Singular verbs usually end in s. Plural verbs do not.

- 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 something else. **Examples:** is, am, are, was, were, be, being, been

“Now read the guided practice sentence on your lesson. Then identify the action for each type of verb in the parentheses: mental, physical, or link. [Allow time.] ‘Can anyone share the action of the first verb? The second? The third? [Highlight the sentence on the display].”

Grammar and Usage Guided Practice Answers: do (physically act) be (link) know (mentally act)

Language Conventions Lesson #4

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Remember that sentence diagrams show the parts of a sentence and may not be written in the same word order as the sentence. Add these verbs to the Sentence Diagrams on your lesson: “need” and “wants.”’”
[Allow time.]

Harry | | candy

They | | me

“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 different types of verbs within the same sentence. Let’s read it carefully: ‘For some, time passes slowly. An hour can seem like an eternity. For others, there was never enough. For Jesse Tuck, it didn’t exist.’ 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 this quote with at two or three types 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 on the display].”

Dictations and Corrections

“Apply the mechanics and grammar and usage lessons to take alphanumeric outline notes on this first main idea of a lecture.”

“Apply the mechanics rules to write the words and symbols for this alphanumeric outline on the Sentence Dictation lines on your lesson: ‘Ice cream; Chocolate; Rocky Road; Nuts; Marshmallows.’”

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

“Now compare your sentences to the dictations on the display. Use a different color pen or pencil to mark a check mark ✓ above correct answers or revisions. Correct errors with editing marks.”

Language Conventions Lesson #4

Mechanics

Alphanumeric Outlines use numbers, letters, and periods to organize information. The first letter of the word, group of words, or sentence that 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.
Examples: A., B., C.
- The first minor detail modifies the major detail and is double indented on the next line. It begins with the Arabic numeral 1 followed by a period.
- The second minor detail is double indented on the next line and listed as 2.

Guided Practice: The fourth main idea is IV. The second major detail would be b.

Grammar and Usage

Three types of verbs act upon singular or plural nouns or pronouns. Singular verbs usually end in s. Plural verbs do not.

- 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 something else.
Examples: is, am, are, was, were, be, being, been

Guided Practice: do (_____) be (_____) know (_____)



Language Conventions Lesson #4

Sentence Diagram Answers

Harry | likes | candy

They | told | me

Mentor Text

“For some, time passes slowly. An hour can seem like an eternity. For others, there was never enough. For Jesse Tuck, it didn't exist.”

Natalie Babbitt (1932–)

Writing Application Lesson

Mechanics Dictation

- I. Ice cream A. Chocolate B. Rocky Road 1. Nuts
2. Marshmallows.

Grammar and Usage Dictation

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

Language Conventions Lesson #5

Mechanics Lesson

“Today we are studying how to use **semicolons in compound sentences**. Remember that a compound sentence has two or more complete thoughts. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

A semicolon (;) can be used to join two simple sentences in a compound sentence. The semicolon replaces a comma-conjunction. A conjunction is a word which joins words, groups of words, or sentences. **Examples:** Joe is a real leader, and he is class president. (comma-conjunction) Joe is a real leader; he is class president. (semi-colon)

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to highlight or circle 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].’”

Mechanics Guided Practice Answers: That is horrible; you should have tried harder; you could have asked for help.

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. Usually keep the same verb tense in a sentence or paragraph. This is especially important with the past tense.

- 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 sentence on your lesson. Then identify each verb tense in the 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 dropped (past) my son off after school, but will get (future) him after I finish (present) some errands.

Language Conventions Lesson #5

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Complete these sentence diagrams on your lesson, using the past, present, and future tense of this base form of the verb: “giggle.”’” [Allow time.]

Past Tense	Present Tense	Future Tense
<u>Babies</u> _____	<u>Babies</u> _____	<u>Babies</u> _____

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

Mentor Text Lesson

“This mentor text from *Charlotte’s Web* by E.B. White uses all three different verb tenses within the same sentence. Let’s read it carefully: ‘In the hard-packed dirt of the midway, after the glaring lights are out and the people have gone home to bed, you will find a veritable treasure of popcorn fragments, frozen custard dribblings, candied apples abandoned by tired children, sugar fluff crystals, salted almonds, popsicles, partially gnawed ice cream cones, and the wooden sticks of lollipops.’ Let’s identify the past, present, and future tense verbs.”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote using two or three different 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to properly label the semicolon for this Mechanics Dictation on your lesson: ‘I brought cake, cookies, and fruit; he did not bring anything.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson and label each verb tense in the parentheses which follow each verb: ‘I will look (_____) for the pen that I lost (_____) when I take (_____) out more paper from my backpack.’”

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

Language Conventions Lesson #5

Mechanics

A semicolon (;) can be used to join two simple sentences in a compound sentence. The semicolon replaces a comma-conjunction. A conjunction is a word which joins words, groups of words, or sentences.

Examples: Joe is a real leader, and he is class president.
(comma-conjunction) Joe is a real leader; he is class president.
(semi-colon)

Guided Practice: That is horrible; you should have tried harder, you could have asked for help.

Grammar and Usage

- 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 dropped (_____) my son off after school, but will get (_____) him after I finish (_____) some errands.

Language Conventions Lesson #5

Sentence Diagram Answers

Past Tense	Present Tense	Future Tense
<u>Babies giggled</u>	<u>Babies giggle</u>	<u>Babies will giggle</u>

Mentor Text

“In the hard-packed dirt of the midway, after the glaring lights are out and the people have gone home to bed, you will find a veritable treasure of popcorn fragments, frozen custard dribblings, candied apples abandoned by tired children, sugar fluff crystals, salted almonds, popsicles, partially gnawed ice cream cones, and the wooden sticks of lollipops.”

E.B.White (1899–1985)

Writing Application Lesson

Mechanics Dictation

I brought cake, cookies, and fruit; he did not bring anything.

Grammar and Usage Dictation

I will look () for the pen that I lost () when I take () out more paper from my backpack.

Language Conventions Lesson #6

Mechanics Lesson

“Today we are studying how to use **apostrophes** with singular possessive 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.”

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: Samantha’s sister asked to borrow Lisa’s mittens.

Grammar and Usage Lesson

“Today we are studying **simple and compound 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 a sentence.

Examples: Sara knows me. It was perfect.

The compound subject matches a plural verb when it includes two or more subjects joined by “and.” **Example:** Alberta and I left town. When the compound subject is joined by “or,” it matches a singular verb. **Example:** He or Michael is ready to help.

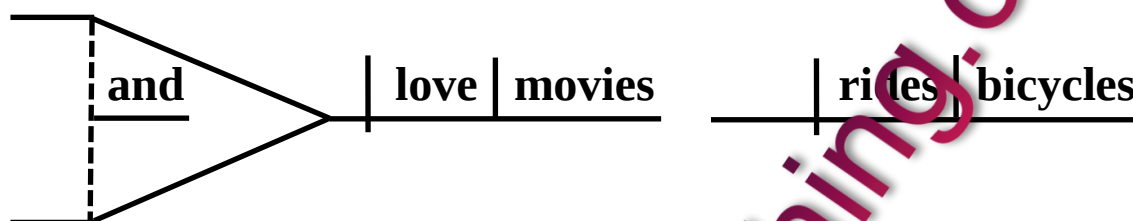
“Now read the guided practice sentences on your lesson. Then highlight the simple and compound subjects. [Allow time.] Can anyone identify a simple subject? Can anyone identify a compound subject? [Highlight the sentences on the display].”

Grammar and Usage Guided Practice Answers: Priscilla gave me a compliment. She and Dennis are always so kind.

Language Conventions Lesson #6

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. Complete these sentence diagrams: “Ty and I love movies. Bob rides bicycles.”’” [Allow time.]



Mentor Text Lesson

“This mentor text written from *Diary of a Wimpy Kid* by Jeff Kinney use a compound subject. Let’s read it carefully: ‘I’m not really sure what makes a book a ‘classic’ to begin with, but I think it has to be at least fifty years old and some person or animal has to die at the end.’ Let’s identify the simple and compound subjects.”

Writing Application Lesson

“Now let’s apply what we’ve learned and write two sentences to respond to the quote: one with a simple subject and one 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Mary’s grandfather and Mike’s grandmother were good friends.’”

“Apply the grammar and usage lesson and combine these two sentences to form a compound subject: ‘Harry wants our attention. Max wants our attention, too.’ Write this sentence dictation correctly on your lesson.”

“Now compare your sentences to the dictations 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: Samanthas' sister asked to borrow Lisa's mittens.

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 a sentence.

Examples: Sara knows me. It was perfect.

The compound subject matches a plural verb when it includes two or more subjects joined by “and.”

Example: Alberta and I left town.

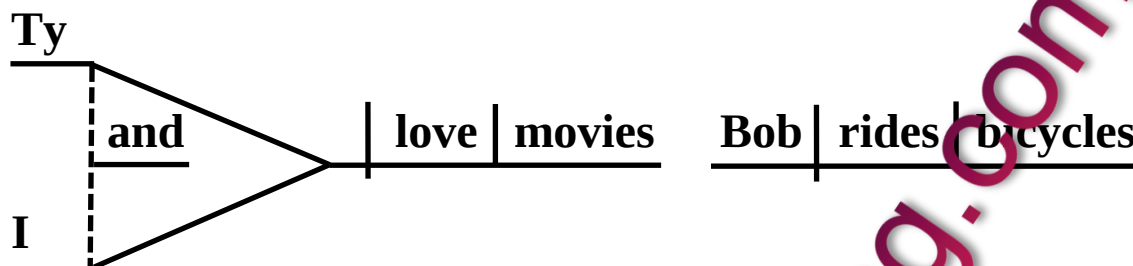
When the compound subject is joined by “or,” it matches a singular verb.

Example: He or Michael is ready to help.

Guided Practice: Priscilla gave me a compliment. She and Dennis are always so kind.

Language Conventions Lesson #6

Sentence Diagram Answers



Mentor Text

“I’m not really sure what makes a book a ‘classic’ to begin with, but I think it has to be at least fifty years old and some person or animal has to die at the end.”

Jeff Kinney (1971–)

Writing Application Lesson

Mechanics Dictation

Mary’s grandfather and Mike’s grandmother were good friends.

Grammar and Usage Dictation

Harry and Max want our attention.

Language Conventions Lesson #7

Mechanics Lesson

“Today we are studying how to use **apostrophes** with plural possessive 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 noun, place an apostrophe after the plural ending (usually “_s,” “_es,” or “_ves”). **Examples:** the Lees’ dog, kids’ hobbies, churches’ windows, wives’ addresses

“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 taped on the boxes’ labels and we mailed them to the Martins’ house.

Grammar and Usage Lesson

“Today we are studying **simple and compound 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

The compound predicate is two or more verbs joined by “and” or “or.” **Examples:** The baby walks and talks. Grandpas hug or kiss.

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.

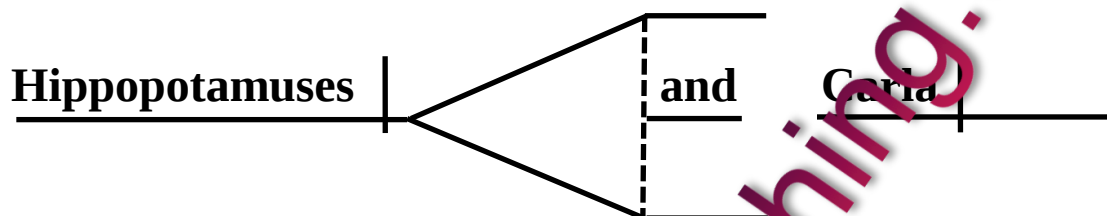
“Now read the guided practice sentences on your lesson. Then highlight the simple predicates and bracket the compound predicates. [Allow time.] ‘Can anyone identify the simple predicate? Can anyone identify the compound predicate? [Highlight the sentences on the display].’”

Grammar and Usage Guided Practice Answers: Benny told us what happened. We [believed and trusted] him.

Language Conventions Lesson #7

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 a plural verb. Compound predicates are drawn as horizontal lines stacked on top of each. Complete these sentence diagrams: “Hippopotamuses run and walk. Carla laughs.”’ [Allow time.]”



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

Mentor Text Lesson Hippopotamuses

“This mentor text from *Bud, Not Buddy* by Christopher Paul Curtis uses a compound predicate. Let’s read it carefully: ‘As soon as I got into the library I closed my eyes and took a deep breath.’ Let’s identify the compound predicate.”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘The leaves’ colors were bright yellow and they clung to the gardeners’ rakes.’”

“Apply the grammar and usage lesson and combine these two sentences to form a compound predicate: ‘Laura swept the sidewalks. She also took out the garbage.’ Write this sentence dictation correctly on your lesson.”

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

Language Conventions Lesson #7

Mechanics

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

Examples: the Lees’ dog, kids’ hobbies, churches’ windows, wives’ addresses

Guided Practice: I taped on the boxes’ labels and we mailed them to the Martins’ house.

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

The compound predicate is two or more verbs joined by “and” or “or.”

Examples: The baby walks and talks. Grandmas hug or kiss.

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.

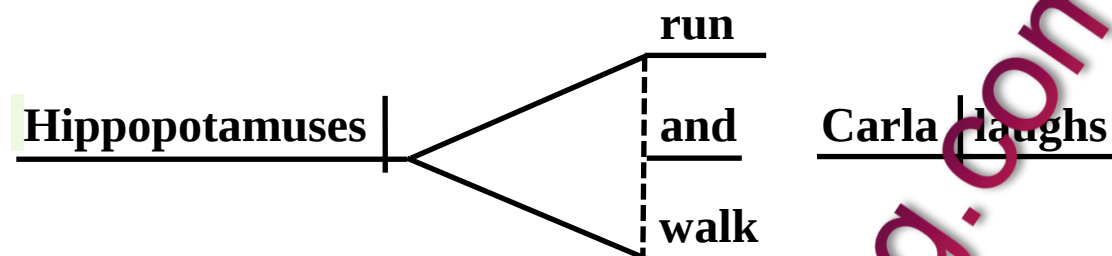
Example: Paul danced to the music. Who or what danced? Paul is the subject and danced is the predicate.

Guided Practice: Benny told us what happened. We believed and trusted him.



Language Conventions Lesson #7

Sentence Diagram Answers



Mentor Text

“As soon as I got into the library I closed my eyes and took a deep breath.”

Christopher Paul Curtis (1953–)

Writing Application Lesson

Mechanics Dictation

The leaves' colors were bright yellow and they clung to the gardeners' rakes.

Grammar and Usage Dictation

Laura swept off the sidewalks and took out the garbage.

Language Conventions Lesson #8

Mechanics Lesson

“Today we are studying how to use **apostrophes** with possessive compound 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.”

If each noun in a compound noun has individual possession, place an apostrophe then an s at the end of each noun. If both or all of the nouns share ownership of the item, place an apostrophe then an s at the end of the last noun listed. **Examples:** Eric’s and Victor’s backpacks (individual possession), Kayla and Emma’s pizza (shared ownership)

“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: Marla’s and John’s candles sold in Bill and Seth’s store.

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: Manuel brought flowers and Tanya arranged them.

Language Conventions Lesson #8

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘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. Diagram these sentences: “They chew gum. Joanna sees them.”’” [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 direct object to answer *Whom?* and a direct object to answer *What?* of the verbs. Let’s read it carefully: ‘...I’m thinking how nothing is as simple as you guess-not right or wrong, not Judd Travers, not even me or this dog I got here. But the good part is I saved Shiloh and opened my eyes some. Now that ain’t bad for eleven.’ Can anyone identify the direct object which answers *Whom?* The direct object which answers *What?*”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to the quote and write a sentence or two using both the *Whom?* and *What?* direct objects on the writing application section of your lesson. [Allow time. Ask a few students to share and then write the exemplary sentence(s) on the on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Cathy’s and Bob’s cookies were tasty, but Linda and Tom’s cake was delicious.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘She watched them while he gave advice.’ Then highlight the direct objects in this sentence.”

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

Language Conventions Lesson #8

Mechanics

If each noun in a compound noun has individual possession, place an apostrophe then an s at the end of each noun. If both or all of the nouns share ownership of the item, place an apostrophe then an s at the end of the last noun listed.

Examples: Eric's and Victor's backpacks (individual possession), Kayla and Emma's pizza (shared ownership)

Guided Practice: Marla's and John's candles sold in Bill's and Seth's store.

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: Manuel brought flowers and Tanya arranged them.



Language Conventions Lesson #8

Sentence Diagram Answers

They | chew | gum

Joanna | sees | them

Mentor Text

“...I’m thinking how nothing is as simple as you guess-not right or wrong, not Judd Travers, not even me or this dog I got here. But the good part is I saved Shiloh and opened my eyes some. Now that ain’t bad for eleven.”

Phyllis Reynolds Naylor (1933–)

Writing Application Lesson

Mechanics Dictation

Cathy’s and Bob’s cookies were tasty, but Linda and Tom’s cake was delicious.

Grammar and Usage Dictation

She watched them while he gave advice.

Language Conventions Lesson #9

Mechanics Lesson

“Today we are studying how to use **apostrophes** in contractions. 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*). With these words the apostrophes are found in the middle of words. **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*), o’clock (for *of the clock*)

Some old words are contracted not in the middle, but 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*) A few old words are contracted not in the middle or beginning, but at the ending of the words. This means that the missing letter or letters come after the apostrophe found at the end of the word. **Example:** jack-o’-lantern (for *Jack of the lantern*) Some words even 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: Paula doesn’t know it’s already past twelve o’clock.

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 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. Then combine them to form one complete sentence. [Allow time.] ‘Can anyone share why the first sentence is incomplete? How can they be combined to form a complete sentence? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Option 1: If I tried, I could win. Option 2: I could win if I tried.

Language Conventions Lesson #9

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘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. Diagram these sentences: “Dogs chase cats. I smiled.”’ [Allow time.]”



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

Mentor Text Lesson

“This mentor text, written by Marian Wright Edelman, is a brief complete sentence and offers important advice. Let’s read it carefully: ‘You really can change the world if you care enough.’ What makes this quotation a complete sentence? Can anyone identify the subject? The predicate?”

Writing Application Lesson

“Now let’s apply what we’ve learned and respond to the quote with a good brief 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to form contractions in this sentence: ‘I would not open the gift until your birthday.’ Write the Sentence Dictation correctly on your lesson.”

“Apply the grammar and usage lesson to combine the following to form a complete sentence: ‘On the table. Because I asked her. She folded the napkins.’ Write this sentence dictation correctly on your lesson.”

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

Language Conventions Lesson #9

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*). With these words the apostrophes are found in the middle of words.

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*), o’clock (for *of the clock*)

Some old words are contracted not in the middle, but 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*) A few old words are contracted not in the middle or beginning, but at the ending of the words. This means that the missing letter or letters come after the apostrophe found at the end of the word.

Example: ‘jack-o’-lantern (for *Jack of the lantern*) Some words even have more than one contraction.

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

Guided Practice: Paula doesn’t know it’s already past twelve o’clock.

Grammar and Usage

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.

Guided Practice: If I tried. I could win.

Language Conventions Lesson #9

Sentence Diagram Answers

Dogs | chase | cats

I | smiled

Mentor Text

“You really can change the world if you care enough.”

Marian Wright Edelman (1939–)

Writing Application Lesson

Mechanics Dictation

I wouldn't open the gift 'til your birthday.

Grammar and Usage Dictation

She folded the napkins on the table because I asked her.

or

Because I asked her, she folded the napkins on the table.

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.

Also, don’t use a comma to separate a compound subject or compound object. **Examples:** Pete in Iowa, and Jim in Ohio went to see Tom, and Ben. Now X-out the commas.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to highlight what is wrong. [Allow time.] ‘Can anyone share what is wrong? [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: Janet in Texas, called earlier, but she, and her sister will call back later.

Grammar and Usage Lesson

“Today we are studying **sentence fragments**, **phrases** or **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 includes 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.

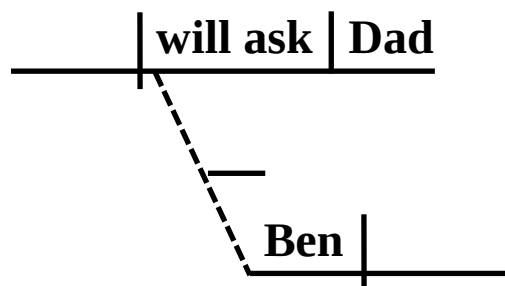
“Now read the guided practice sentence on your lesson. Then change these words to form one complete sentence. [Allow time.] ‘Can anyone share a complete sentence? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Option 1: The old man helped me out when you were busy. Option 2: When you were busy, the old man helped me out.

Language Conventions Lesson #10

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘A dependent clause is placed below the sentence it modifies in sentence diagrams. The dependent clause connects to the sentence with a dotted slanted line. Add these words to the dependent clause in the Sentence Diagram: “If,” “Mom,” and “wants.””



“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 English poet Samuel Johnson, uses a mixture of phrases and clauses. Let’s read it carefully: ‘The chains of habit are too weak to be felt until they are too strong to be broken’ Can anyone identify the phrases? Can anyone identify the clauses?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘My cousin in New York and my aunt in Boston send me presents.’”

“Apply the grammar and usage lesson in this Sentence Dictation to combine these sentence fragments into one complete sentence on your lesson: ‘Wherever you go. And I will go.’”

“Now compare your sentences to the dictations 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.

Also, don't use a comma to separate a compound subject or compound object.

Examples: Pete in Iowa, and Jim in Ohio went to see Tom, and Ben. Now X-out the commas.

Guided Practice: Janet in Texas, called earlier, but she, and her sister will call back later.

Grammar and Usage

A 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: Helped me out. When you were busy. The old man.



Language Conventions Lesson #11

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 said the date was Wednesday, May 14, 2015, and then she left.

“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 asked him for a decision on Friday, May 14, and we told him we would wait until Sunday, May 16.

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 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.”

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 connects 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.

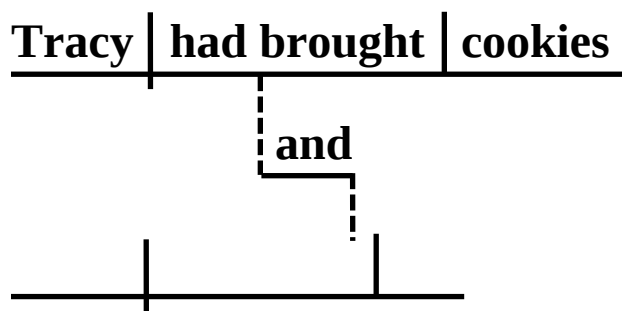
“Now read the guided practice sentences on your lesson. Then highlight the subjects, [bracket] the predicates, and change what is wrong according to grammar and usage lesson. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Tim [knew] what was happening, but (yet, though, although) he [was] not sure why.

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: “Louis will bring tea.”’”



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

Mentor Text Lesson

“This mentor text from *For Whom the Bell Tolls* by Ernest Hemingway uses a long sentence run-on. Let’s read it carefully: ‘The horse plunged and though he had been spurred and the young man, still tugging at the scabbard, slid over toward the ground.’ A scabbard is a sword and this quotation describes a battle scene. Can anyone explain why this is a sentence run-on? Why might the author choose to write a sentence that doesn’t follow the rules?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to the quote and correct the sentence run-on. [Allow time. Ask a few students to share and then write one exemplary sentence(s) on the on the display. Discuss whether the author’s decision to write a sentence run-on was a wise one].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘They left on June 19, 2013, and on June 19, 2014.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘It’s so sad, it’s so unexpected.’”

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

Language Conventions Lesson #11

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 said the date was Wednesday, May 14, 2015, and then she left.

Guided Practice: We asked him for a decision on Friday May, 14 and we told him we would wait until Sunday, May 16.

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 connects two or more independent clauses without connecting words.

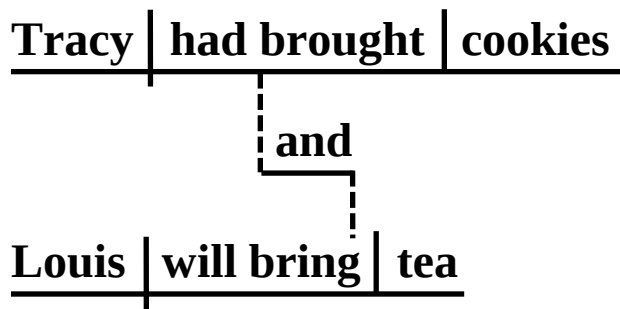
Example: I asked for help, I really needed it. One way to fix a run-on is to make each independent clause its own complete sentence.

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

Guided Practice: Tim knew what was happening, he was not sure why.

Language Conventions Lesson #11

Sentence Diagram Answers



Mentor Text

“The horse plunged as though he had been spurred and the young man, still tugging at the scabbard, slid over toward the ground.”

Ernest Hemingway (1899–1961)

Writing Application Lesson

Mechanics Dictation

They left on June 19, 2013, not on June 19, 2014.

Grammar and Usage Dictation

It’s so sad, and it’s so unexpected.



Language Conventions Lesson #12

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: Dear Mom, _____

Thank you for my gift.

Love,

Bobby

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 Jamisha, Thank you for your kind note. Your friend, Zhamara. Business– Dear Sirs, Please refund my purchase. Sincerely, Emily Matthews

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!

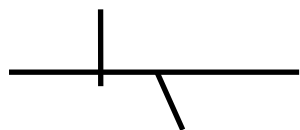
“Now read the guided practice sentence on your lesson. Then identify each type of sentence. Tell which sentences are punctuated properly and which must be changed and how. [Allow time.] ‘Can anyone identify each type of sentence and change the punctuation if needed? [Identify and correct the sentences on the display].’”

Grammar and Usage Guided Practice Answers: How did you find out? (Interrogative) Stop complaining. (Imperative) That is shocking! (Exclamatory) You know better (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 predicate to form interrogative sentences in sentence diagrams. Remember that sentence diagrams do not include punctuation. Complete this sentence diagram: “Why did she cheat?”” [Allow time.]



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

Mentor Text Lesson

“This mentor text from legendary basketball coach John Wooden uses the imperative to offer advice. Let’s read it carefully: ‘Do not let what you cannot do interfere with what you can do.’ Why is this sentence an imperative?”

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 these Sentence Dictations correctly on your lesson: She began the business letter with To Whom It May Concern: She closed the letter with Sincerely, Sally Peters”

“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 totally amazed. Why didn’t he say something. I might have helped. Please make me understand.’”

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

Language Conventions Lesson #12

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:

Dear Mom,

Thank you for my gift.

Love,

Bobby

To Whom It May Concern:

Thank you for the package.

Sincerely,

Robert Espinosa

Guided Practice: Friendly– Dear Jamisha, Thank you for your kind note. Your friend, Zhamara. Business– Dear Sirs, Please refund my purchase. Sincerely: Emily Matthews

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 you find out! Stop complaining. That is shocking. You know better?

Language Conventions Lesson #12

Sentence Diagram Answers

she | did cheat
 \ Why

Mentor Text

“Do not let what you cannot do interfere with what you can do.”

John Wooden (1910–2010)

Writing Application Lesson

Mechanics Dictation

She began the business letter with To Whom It May Concern:
She closed the letter with Sincerely, Sally Peters

Grammar and Usage Dictation

I’m totally amazed! (Exclamatory)

Why didn’t he say something? (Interrogative)

I might have helped. (Declarative)

Please make me understand. (Imperative)



Language Conventions Lesson #13

Mechanics Lesson

“Today we are studying how to use **commas** in addresses. Remember that on a letter or package the top line(s) identifies the name and/or company. The middle line includes the street number and name. The bottom line(s) states the city, state or province (two-letter abbreviation), zip code, and 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 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 lived at 1412 Western Avenue. She was born in Glendale, California.

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 take singular verbs if the members act as one group. They take plural verbs if the members act as individuals. The “the” before a collective noun usually refers to a singular noun; the “a” usually refers to a plural noun. **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 team is thrilled by its victory. The team jump into their parents’ cars and head to the pizza parlor to celebrate.

Language Conventions Lesson #13

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Collective nouns can be sentence subjects or objects. Complete these sentence diagrams: “Fish ate flies” and “Deer drink water.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text from *Holes* by Louis Sachar uses a collective noun to describe a group of people. Let’s read it carefully: ‘I prefer to use the names their parents gave them -- the names that society will recognize them by when they return to become useful and hardworking members of society.’ Let’s identify the collective noun. How does *society* describe a group of people?”

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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Please address this letter to New York, New York 10001.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘A herd of cattle move together.’”

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

Language Conventions Lesson #13

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: I lived at 1412, Western Avenue. She was born in Glendale, California.

Grammar and Usage

Some common nouns are called *collective nouns* and refer to a group of people, animals, or things. Collective nouns take singular verbs if the members act as one group. They take plural verbs if the members act as individuals. The “the” before a collective noun usually refers to a singular noun; the “a” usually refers to a plural noun.

Examples: class, group

Guided Practice: The team are thrilled by its victory. The team jump into their parents’ cars and head to the pizza parlor to celebrate.

Language Conventions Lesson #13

Sentence Diagram Answers

Fish | ate | flies

Deer | drink | water

Mentor Text

“I prefer to use the names their parents gave them—the names that society will recognize them by when they return to become useful and hardworking members of society.”

Louis Sachar (1954—)

Writing Application Lesson

Mechanics Dictation

Please address this letter to New York, New York 10001.

Grammar and Usage Dictation

A herd of cattle moves together.

Language Conventions Lesson #14

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 Small, 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: Lance Jr. gave the message to David Bassett, Sr.

Grammar and Usage Lesson

“Today we are studying **subject case pronouns**. 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 mechanics lesson, highlight the key points of the text, and study the examples.”

Pronouns take the place of nouns. One type of pronoun is called a *subject case pronoun* because it acts as the subject of a sentence. The subject is the “do-er” of the sentence.

These are the subject case pronouns: Singular—*I, you, he, she, it, who* Plural—*we, you, they, who*

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

Both the singular subject case pronouns, *I* and *you*, and the plural subject case pronouns, *we, you, they*, and *who*, match plural verbs and don’t end in *s*. **Examples:** I, you, they, who eat.

Place the first person singular pronoun (*I*) last in compound subjects. **Example:** Paul and I left.

“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 teacher and I cleaned up the room. It was a mess.

Language Conventions Lesson #14

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Complete this sentence diagram: “They help Ty.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text from “Billie Jean” by Michael Jackson uses subject case pronouns. Let’s read it carefully:

“She was more like a beauty queen from a movie scene.
I said don’t mind, but what do you mean I am the one
who will dance on the floor in the round?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Thomas Hardy, III formed a partnership with Samuel Paul, Sr.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Me and my friends don’t play that kind of music.’”

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

Language Conventions Lesson #14

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: Lance Jr., gave the message to David Bassett, Sr.

Grammar and Usage

Pronouns take the place of nouns. One type of pronoun is called a *subject case pronoun* because it acts as the subject of a sentence. The subject is the “do-er” of the sentence.

These are the subject case pronouns:

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

The singular subject case pronouns, *he, she, it*, and *who* match singular verbs, which usually end in *s*.

Examples: He knows, she thinks, it lasts, who appears

Both the singular subject case pronouns, *I* and *you*, and the plural subject case pronouns, *we, you, they*, and *who*, match plural verbs and don’t end in *s*.

Examples: I, you, they, who eat.

Place the first person singular pronoun (*I*) last in compound subjects.

Example: Paul and I left.

Guided Practice: I and the teacher cleaned up the room. It was a mess.

Language Conventions Lesson #14

Sentence Diagram Answers

They | help | Ty

Mentor Text

“She was more like a beauty queen from a movie scene.
I said don’t mind, but what do you mean I am the one
who will dance on the floor in the round?”

Michael Jackson (1958–2009)

Writing Application Lesson

Mechanics Dictation

Thomas Hardy, III formed a partnership with Samuel Paul, Sr.

Grammar and Usage Dictation

My friends and I don’t play that kind of music.

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 Guided Practice Answers: He moved from Warsaw, Indiana to Paris, France.

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.”

Writers use pronouns to take the place of nouns. One type of pronoun is called an *object case pronoun*. The object case pronoun tells whom or what receives the action of the verb.

These are the object case pronouns.

Singular—*me, you, him, her, it, whom* Plural—*us, you, them, whom*

Always place the *me* and *us* pronouns last in compound objects.

Example: Please text Robin and us.

“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: Juan helped him. Tom thanked both Juan and me.

Language Conventions Lesson #15

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Complete this sentence diagram, using a pronoun that acts upon the verb and a pronoun that receives the action of the verb: “You called them.”’” [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 a variety of personal pronouns. 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 personal pronouns 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 pronoun which acts upon a verb and a pronoun that receives the action of the 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘They rode their bicycles from Victoria British Columbia, Canada to Portland, Oregon.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson: ‘Us went to the park with them before he took him home.’”

“Now compare your sentences to the dictations 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: He moved from Warsaw, Indiana to Paris France.

Grammar and Usage

Writers use pronouns to take the place of nouns. One type of pronoun is called an *object case pronoun*. The object case pronoun tells whom or what receives the action of the verb.

These are the object case pronouns: Singular—*me, you, him, her, it, whom* Plural—*us, you, them, whom*

Always place the *me* and *us* pronouns last in compound objects.

Example: Please text Robin and us.

Pronoun Tricks: If unsure whether a pronoun should be in the subject or object case, rephrase the sentence with the pronoun at the start of the sentence.

Example: The winner was me. Rephrase: I was the winner. To check whether *whom* is correct, try substituting *him* in place of *whom* and rephrase, if necessary.

Example: *Whom* did Joan love? Rephrase: Did Joan love *him*?

Guided Practice: Juan helped him. Tom thanked both Juan and I.



Language Conventions Lesson #15

Sentence Diagram Answers

You | called | them

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

They rode their bicycles from Victoria, British Colombia, Canada to Portland, Oregon.

Grammar and Usage Dictation

We went to the park with them before he took him home.



Language Conventions Lesson #16

Mechanics Lesson

“Today we are studying how to use **commas** before tag questions. Remember that a declarative sentence makes a statement and an imperative sentence gives a command. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.

A tag question is a brief question added to a declarative or imperative sentence. Use commas to set off tag questions. Place a question mark at the end of the sentence, even though most of the sentence is a statement or a command. **Examples:** I don’t think he will finish, will he? Please stop, won’t you?

“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’s fine, isn’t he? I don’t know, does he always look so pale?

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.

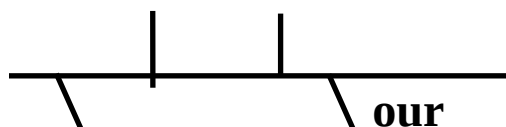
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].”

Grammar and Usage Guided Practice Answers: My answer has always been the same. His changes all the time.

Language Conventions Lesson #16

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Possessive pronouns are placed below the subjects or objects that they modify. Complete this sentence diagram: “Your father fixed our plumbing.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Albert Einstein, uses possessive pronoun connected to a noun. Let’s read it carefully: ‘Life is like riding a bicycle. To keep your balance, you must keep moving.’ 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 without a 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write these Sentence Dictations correctly on your lesson: ‘It wasn’t much fun, was it?’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson: ‘Your car is nice, but I want theirs.’”

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

Language Conventions Lesson #16

Mechanics

A tag question is a brief question added to a declarative or imperative sentence. Use commas to set off tag questions. Place a question mark at the end of the sentence, even though most of the sentence is a statement or a command.

Examples: I don't think he will finish, will he? Please stop, won't you?

Guided Practice: He's fine, isn't he. I like to know, does he always look so pale?

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: Mine answer has always been the same. His changes all the time.

Language Conventions Lesson #16

Sentence Diagram Answers

father | fixed | plumbing
 \ \ \
 Your our

Mentor Text

“Life is like riding a bicycle. To keep your balance, you must keep moving.”

Albert Einstein (1879–1955)

Writing Application Lesson

Mechanics Dictation

It wasn't much fun, was it?

Grammar and Usage Dictation

Your car is nice, but I want theirs.

Language Conventions Lesson #17

Mechanics Lesson

“Today we are studying how to use **commas** with beginning nouns of direct speech. Remember that a noun can be named as in a proper noun or unnamed as in a common noun. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

When we talk to a person in our speech or writing, that person is a *noun of direct speech*. Place a comma after nouns of direct speech used at the beginning of a sentence. **Example:** “Barbara, please listen to me,” I said.

“Now read the guided practice sentences 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: Suzanne and Ryan, please put the markers back. Kenny, you can use them now.

Grammar and Usage Lesson

“Today we are studying **indefinite 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.”

An indefinite pronoun does not refer to a specific noun.

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

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

Indefinite pronouns that express quantity 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: Many have asked me that question, but few are willing to hear my answer.

Language Conventions Lesson #17

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Complete this sentence diagram: “Both quit karate.”’



“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 a different 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Nancy and Dan, please sit up straight.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Everybody wants her autograph and half of the crowd want her picture.’”

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

Language Conventions Lesson #17

Mechanics

When we talk to a person in our speech or writing, that person is a *noun of direct speech*. Place a comma after nouns of direct speech used at the beginning of a sentence.

Example: “Barbara, please listen to me,” I said.

Guided Practice: Suzanne and Ryan, please put the markers back. Kenny you can use them now.

Grammar and Usage

An indefinite pronoun does not refer to a specific noun.

These indefinite pronouns are singular: Indefinite pronouns ending in “_body” or “_one” are singular.

Examples: anybody, anyone

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

Example: Both are great.

Indefinite pronouns that express quantity 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: Many have asked me that question, but few is willing to hear my answer.

Language Conventions Lesson #17

Sentence Diagram Answers

Both | quit | karate

Mentor Text

“No one has ever become poor by giving.”

Anne Frank (1929–1944)

Writing Application Lesson

Mechanics Dictation

Nancy and Dan, please sit up straight.

Grammar and Usage Dictation

Everybody wants her autograph and half of the crowd wants her picture.



Language Conventions Lesson #18

Mechanics Lesson

“Today we are studying how to use **commas** with ending nouns of direct speech. Remember that a noun can be named as in a proper noun or unnamed as in a common noun. When we talk to a person in our speech or writing, that person is a *noun of direct speech*. We place commas after nouns of direct speech used at the beginning of a sentence. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Place commas before nouns of direct speech used at the end of sentences. **Example:** “Why aren’t you helping, Sandy?” I asked.

“Now read the guided practice sentences 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: It will take all of your courage, Ron. You do need to fix that, friend.

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 or prepositions. A preposition shows a relationship between the preposition and its object. The relationship may be that of location, position, or time. 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. A reflexive pronoun may be used as the object at the end of a prepositional phrase.

Examples: Pete gave himself a break and grabbed a cookie for himself. (prepositional phrase)

“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: Mona gave herself the sweater and also kept the pants for herself. She got some great bargains.

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 this sentence diagram: “She helped herself.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Marva Collins, uses the same reflexive pronoun to refer to the same subject. Let’s read it carefully: ‘Trust yourself. Think for yourself. Act for yourself. Speak for yourself. Be yourself.’ Let’s identify the reflexive pronoun and the sentence subject.”

*Note: The subject is the implied (suggested) *you* and is often used in imperatives.

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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson: ‘I wish you didn’t have to go there, Ella and Oscar.’”

“Apply the grammar and usage lesson to write these Sentence Dictations correctly on your lesson: ‘Len finished the project for himself. He worked very hard.’”

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

Language Conventions Lesson #18

Mechanics

Place commas before nouns of direct speech used at the end of sentences.

Example: “Why aren’t you helping, Sandy?” I asked.

Guided Practice: It will take all of your courage Ron. You do need to fix that, friend.

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 or prepositions. A preposition shows a relationship between the preposition and its object. The relationship may be that of location, position, or time. 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. A reflexive pronoun may be used as the object at the end of a prepositional phrase.

Examples: Pete gave himself a break and grabbed a cookie for himself. (prepositional phrase)

Guided Practice: Mona gave herself the sweater and also kept the pants for herself. Herself got some great bargains.



Language Conventions Lesson #18

Sentence Diagram Answers

She | helped | herself

Mentor Text

“Trust yourself. Think for yourself. Act for yourself. Speak for yourself. Be yourself.”

Marva Collins (1936–)

Writing Application Lesson

Mechanics Dictation

I wish you didn't have to go there, Ella and Oscar.

Grammar and Usage Dictation

Len finished the project for himself. He worked very hard.

Language Conventions Lesson #19

Mechanics Lesson

“Today we are studying how to use **commas** with middle nouns of direct speech. Remember that a noun can be named as in a proper noun or unnamed as in a common noun. When we talk to a person in our speech or writing, that person is a *noun of direct speech*. We place commas after nouns of direct speech used at the beginning of a sentence and before nouns of direct speech used at the end of sentences. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Place commas before and after nouns of direct speech used in the middle of sentences.

Example: “If you wait your turn, Chelsea, you will get your fair share,” the teacher said.

“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: You should wait, Tommy, until the pizza cools down a bit.

Grammar and Usage Lesson

“Today we are studying **intensive 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.”

Intensive pronouns are used to emphasize subject or object case nouns or pronouns. These pronouns take the same form as reflexive pronouns and end in “self” or “selves”: *myself, ourselves, yourself, yourselves, himself, herself, itself, and themselves*.

Unlike reflexive pronouns, removing the intensive pronoun does not change the meaning of the sentence. Intensive pronouns generally follow nouns or pronouns in the sentence and are not separated by commas. **Examples:** you yourself, he himself

“Now read the guided practice sentences on your lesson. Then highlight what is right and revise what is wrong according to grammar and usage lesson. [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: The toddler cried, “I do it myself!” We ourselves wish she could.

Language Conventions Lesson #19

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Intensive pronouns are placed within parentheses following the subject or object. Complete this sentence diagram: “They (themselves) love shopping.”’” [Allow time.]

_____ (themselves) | | _____

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

Mentor Text Lesson

“This mentor text from *Nineteen Eighty-Four* by George Orwell uses an intensive pronoun. Let’s read it carefully: ‘He wondered, as he had many times wondered before, whether he himself was a lunatic.’ Let’s 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 and 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson: ‘You are so funny, Carol, but I wish you would be serious sometimes.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson, correcting the pronoun antecedent problem: ‘You itself knew how much she cared.’”

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

Language Conventions Lesson #19

Mechanics

Place commas before and after nouns of direct speech used in the middle of sentences.

Example: “If you wait your turn, Chelsea, you will get your fair share,” the teacher said.

Guided Practice: You should wait, Tommy, until the pizza cools down a bit.

Grammar and Usage

Intensive pronouns are used to emphasize subject or object case nouns or pronouns. These pronouns take the same form as reflexive pronouns and end in “self” or “selves”: *myself*, *ourselves*, *yourself*, *yourselves*, *himself*, *herself*, *itself*, and *themselves*.

Unlike reflexive pronouns, removing the intensive pronoun does not change the meaning of the sentence. Intensive pronouns generally follow nouns or pronouns in the sentence and are not separated by commas.

Examples: you yourself, he himself

Guided Practice: The toddler cried, “I do it myself!” We, ourselves, wish she could.

Language Conventions Lesson #19

Sentence Diagram Answers

They (themselves) | love | shopping

Mentor Text

“He wondered, as he had many times wondered before, whether he himself was a lunatic.”

George Orwell (1903–1950)

Writing Application Lesson

Mechanics Dictation

You are so funny, Carl, but I wish you would be serious sometimes.

Grammar and Usage Dictation

You yourself knew how much she cared.



Language Conventions Lesson #20

Mechanics Lesson

“Today we are studying how to use **commas** with items in a list. Remember that lists of items written in sentence form end with a coordinating conjunction before the last item. A coordinating conjunction connects words, phrases, or clauses with related meanings. The memory trick FANBOYS (For-And-Nor-But-Or-Yet-So) may help you remember the common coordinating conjunctions. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Use commas after each item in lists except the last one. The item can be a word or a phrase.

Example: My favorite classes are art, Spanish, and computers.

“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: Do you want chocolate, strawberry, or vanilla?

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.”

A pronoun must clearly refer to just one noun (the antecedent). Usually, the pronoun refers to 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.

Revision: 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.

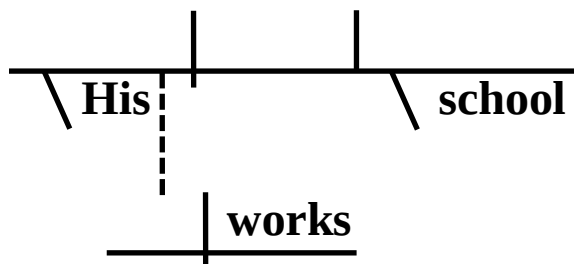
“Now read the guided practice sentences on your lesson. Then change what is wrong according to grammar and usage lesson. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Bo picked up the stone, and he took a bite out of his sandwich. He threw the stone (rock) in the river.

Language Conventions Lesson #20

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Pronouns are placed below their antecedents and connected with a dotted vertical line. Complete this sentence diagram: “His brother who works designs school buildings.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by former Texas governor Ann Richards, uses confusing pronoun antecedents. Let’s read it carefully: ‘The here and now is all we have, and if we play it right it’s all we’ll need.’ Can anyone identify the pronouns, their antecedents, and what creates confusion for the reader?”

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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson: ‘The girls chose red, black, and white for their dresses.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Is his the only one we can chose? It’s not a very good picture.’”

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

Language Conventions Lesson #20

Mechanics

Use commas after each item in lists except the last one. The item can be a word or a phrase.

Example: My favorite classes are art, Spanish, and computers.

Guided Practice: Do you want chocolate, strawberry or vanilla?

Grammar and Usage

A pronoun must clearly refer to just one noun (the antecedent). Usually, the pronoun refers to 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. Revision: Juan gave his picture to Dan.

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

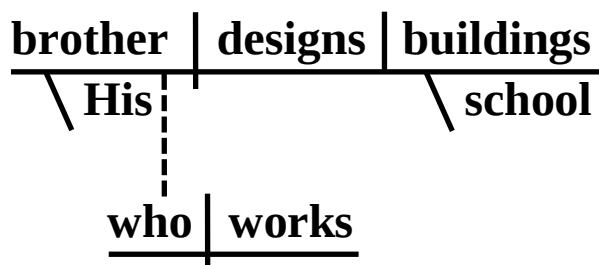
Example: She picked up the baseball and put down the bat. Then she gave it to me. Revision: She picked up the baseball and put down the bat. Then she gave the ball to me.

Guided Practice: Bo picked up the stone, and he took a bite out of his sandwich. He threw it in the river.



Language Conventions Lesson #20

Sentence Diagram Answers



Mentor Text

“The here and now is all we have, and if we play it right it’s all we’ll need.”

Ann Richards (1933–)

Writing Application Lesson

Mechanics Dictation

The girls chose red, black, and white for their dresses.

Grammar and Usage Dictation

Is his picture the only one we can chose? It’s not a very good picture. (It’s not very good.)

Language Conventions Lesson #21

Mechanics Lesson

“Today we are studying how to use **commas** after introductory words and phrases. Remember that a phrase is a group of related words without a noun and connected verb. Now let's read the mechanics lesson, highlight the key points of the text, and study the examples.”

Follow these comma rules after introductory words:

- Use commas after introductory words that receive special emphasis. **Example:** Happily, I was wrong.
- Use comma after introductory words that modify other words in the main clause or to avoid confusion. **Example:** Smart and funny, the girl was quite popular.
- Place a comma after introductory prepositional phrases with more than four words and after each phrase in a prepositional phrase string. **Examples:** Under the broken garden fence, I escaped. Over the rocks, across the stream, I hiked.

“Now read the guided practice sentences 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: Beneath the layers of dirt, John was handsome. However, he did need to bathe more often.

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

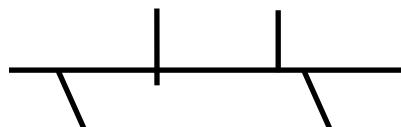
“Now read the guided practice sentences on your lesson. Then highlight what is right and revise what is wrong according to grammar and usage lesson. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: She chose an orange and a banana.

Language Conventions Lesson #21

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Articles are placed below the horizontal line to modify nouns. Complete this sentence diagram: “The gorilla eats an apple.”’”
[Allow time.]



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

Mentor Text Lesson

“This mentor text from *The Titan’s Curse* by Rick Riordan uses two different types of articles. Let’s read it carefully: ‘The Friday before winter break, my mom packed me an overnight bag and a few deadly weapons and took me to a new boarding school.’ Let’s identify the articles.”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence using two different types of 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson: “Above all of those fluffy clouds, the jet flew. Under those clouds my kite flew.”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘A man walked through a open door.’”

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

Language Conventions Lesson #21

Mechanics

Follow these comma rules after introductory words:

- Use commas after introductory words that receive special emphasis.

Example: Happily, I was wrong.

- Use comma after introductory words that modify other words in the main clause or to avoid confusion.

Example: Smart and funny, the girl was quite popular.

- Place a comma after introductory prepositional phrases with more than four words and after each phrase in a prepositional phrase string.

Examples: Under the broken garden fence, I escaped. Over the rocks, across the stream, I hiked.

Guided Practice: Beneath the layers of dirt, John was handsome. However he did need to bathe more often.

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: She chose an orange and an banana.

Language Conventions Lesson #21

Sentence Diagram Answers

gorilla | eats | apple
 \ /
 The an

Mentor Text

“The Friday before winter break, my mom packed me an overnight bag and a few deadly weapons and took me to a new boarding school.”

Rick Riordan (1964–)

Writing Application Lesson

Mechanics Dictation

Above all of those fluff clouds, the jet flew. Under those clouds my kite flew.

Grammar and Usage Dictation

A man walked through an open door.

Language Conventions Lesson #22

Mechanics Lesson

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

Sometimes a list of adjectives is used to modify a noun. If the adjectives equally modify the noun, place commas after each adjective except the last. **Examples:** She chose a ripe, juicy apple.

If the adjectives don’t equally modify the noun, no commas are used between them.

Examples: Let’s order a hot thick-crust sausage pizza.

To check whether to use commas between adjectives, place the word *and* between the adjectives or reverse their order. If the adjectives still *sound right*, use commas. **Examples:** ripe and juicy apple; juicy, ripe apple. If the adjectives don’t *sound right*, don’t use commas. **Examples:** thick-crust and hot; sausage and thick-crust; a sausage, thick-crust, hot pizza.

“To check whether to use commas, place the word *and* between the adjectives or reverse their order. If the adjectives still *sound right*, use commas. **Examples:** ripe and juicy apple; juicy, ripe apple. If the adjectives don’t *sound right*, don’t use commas. **Examples:** thick-crust and hot; sausage and thick-crust; a sausage, thick-crust, hot pizza.”

“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: That tasty apple pie goes well with a cold, delicious glass of milk.

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 Which one? How many? or What kind? Place adjectives before nouns. **Examples:** these men, two men, handsome men

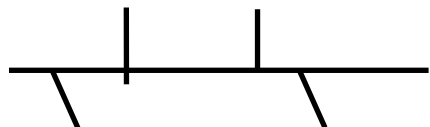
“Now read the guided practice sentence on your lesson. Then highlight the How many? adjectives and change what is wrong. [Allow time.] ‘Can anyone share a How many? adjective? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: The mean and cruel boy bullied that sweet little girl.

Language Conventions Lesson #22

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Adjectives are placed below the horizontal line to modify nouns. Complete this sentence diagram: “Bright stars light dark nights.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text from Stephen King uses a variety of adjectives. Let’s read it carefully: ‘What separates the talented individual from the successful one is a lot of hard work and study.’ Can anyone identify the adjectives, the types of adjectives, and the adjective order?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence using two or three 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson: “She wants a big, bright, and beautiful diamond.””

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘It was a day sunny and the ice cream truck was parked outside.’”

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

Language Conventions Lesson #22

Mechanics

Sometimes a list of adjectives is used to modify a noun. If the adjectives equally modify the noun, place commas after each adjective except the last.

Examples: She chose a ripe, juicy apple.

If the adjectives don't equally modify the noun, no commas are used between them.

Examples: Let's order a hot thick-crust sausage pizza.

To check whether to use commas between adjectives, place the word *and* between the adjectives or reverse their order. If the adjectives still *sound right*, use commas.

Examples: ripe and juicy apple; juicy, ripe apple. If the adjectives don't *sound right*, don't use commas.

Examples: thick-crust and hot; sausage and thick-crust; a sausage, thick-crust, hot pizza.

Guided Practice: That tasty apple pie goes well with a cold delicious glass of milk.

Grammar and Usage

An adjective modifies a noun or pronoun and can answer Which one? How many? or What kind? Place adjectives before nouns.

Examples: these men, two men, handsome men

Guided Practice: The mean and cruel boy bullied that sweet girl little.

Language Conventions Lesson #22

Sentence Diagram Answers

stars | light | nights
 \ / \
 Bright dark

Mentor Text

“What separates the talented individual from the successful one is a lot of hard work and study.”

Stephen King (1947–)

Writing Application Lesson

Mechanics Dictation

She wants a big, bright, and beautiful diamond.

Grammar and Usage Dictation

It was a sunny day and the ice cream truck was parked outside.

Language Conventions Lesson #23

Mechanics Lesson

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

An interjection is a word or phrase used in informal writing that provides an unnecessary, but interesting interruption. Usually found at the beginning of a sentence, these interjections can also be used in both the middle and end of a sentence. The most common introductory interjections are *Yes* and *No*. Some interjections express sounds such as *Ah!* or *Phew!*

A comma follows an interjection that begins a sentence; a comma is placed before and after the interjection when used in the middle of a sentence; a comma is placed before the interjection that ends the sentence. **Examples:** *Yes*, I like you. If I didn’t, *well*, would I ask you to my party? *No*, that would not work, *indeed*.

“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: “Yes, that was what she said.” “Um, did she really, uh, mean that?”

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 adjective order? [Correct the sentence on the display].’”

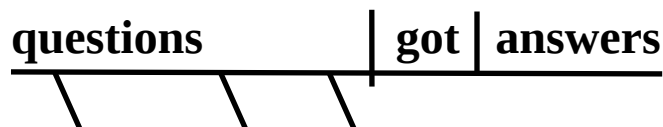
Grammar and Usage Guided Practice Answers: Options: That one red truck in the sand box was rusty.

That one rusty red truck was in the sand box.

Language Conventions Lesson #23

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Place the adjectives in proper order below the horizontal line. Complete this sentence diagram: “These surprising two questions got answers.”’ [Allow time.]



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

Mentor Text Lesson

“This mentor text from *Number the Stars* by Lois Lowry uses proper adjective order in this quotation. Let’s read it carefully: ‘And they are beginning to realize that the world they live in is a place where the right thing is often hard, sometimes dangerous, and frequently unpopular.’ Let’s identify the adjectives and the questions each ask to modify their nouns.”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence using at least two kinds 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson: ‘No, she never meant to be mean.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘This pretty tulip single was in her vase.’”

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

Language Conventions Lesson #23

Mechanics

An interjection is a word or phrase used in informal writing that provides an unnecessary, but interesting interruption. Usually found at the beginning of a sentence, these interjections can also be used in both the middle and end of a sentence. The most common introductory interjections are *Yes* and *No*. Some interjections express sounds such as *Ah!* or *Phew!*

A comma follows an interjection that begins a sentence; a comma is placed before and after the interjection when used in the middle of a sentence; a comma is placed before the interjection that ends the sentence.

Examples: *Yes*, I like you. If I didn't, *well*, would I ask you to my party? *No*, that would not work, *indeed*.

Guided Practice:

“Yes, that was what she said.”

“Um, did she really, uh mean that?”

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: That red one truck in the sand box was rusty.

Language Conventions Lesson #23

Sentence Diagram Answers

questions | got | answers
These two surprising

Mentor Text

“And they are beginning to realize that the world they live in is a place where the right thing is often hard, sometimes dangerous, and frequently unpopular.”

Lois Lowry (1937–)

Writing Application Lesson

Mechanics Dictation

No, she never meant to be mean.

Grammar and Usage Dictation

This single pretty tulip was in her vase.

Language Conventions Lesson #24

Mechanics Lesson

“Today we are studying how to use **commas before conjunctions in compound sentences**. Remember that a compound sentence has two or more independent clauses. 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: It was cute and it was cheap. The man had always wanted children, yet he never found the right woman to marry.

Grammar and Usage Lesson

“Today we are studying **demonstrative adjectives**. 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.”

The demonstrative adjectives *this* (singular) and *these* (plural) are close to the writer (speaker); *that* (singular) and *those* (plural) are away from the writer (speaker). Revise by adding the noun after the pronoun. **Example:** That painting is beautiful.

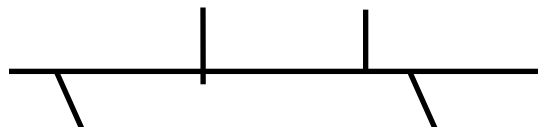
“Now read the guided practice sentence on your lesson. Then highlight the adjectives and change what is wrong. [Allow time.] ‘Can anyone share the adjective order? [Correct the sentence on the display].”

Grammar and Usage Guided Practice Answers: These apples right here are ripe, but those over there are still green.

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, below the nouns or pronouns which they modify. Complete this sentence diagram: “Those sweaters match these scarves.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text from *This Lullaby* by Sarah Dessen uses a demonstrative adjective. Let’s read it carefully: ‘The love we have for each other is bigger than these small differences. And that’s the key. It’s like a big pie chart, and the love in a relationship has to be the biggest piece. Love can make up for a lot.’ Can anyone identify the demonstrative adjective?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence including a demonstrative 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson: ‘The play had already begun, so I asked her to wait to be seated.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘That popsicle I am eating leaked outside on this table.’”

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

Language Conventions Lesson #24

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: It was cute, and it was cheap. The man had always wanted children, yet he never found the right woman to marry.

Grammar and Usage

The demonstrative adjectives *this* (singular) and *these* (plural) are close to the writer (speaker); *that* (singular) and *those* (plural) are away from the writer (speaker). Revise by adding the noun after the pronoun.

Example: That painting is beautiful.

Guided Practice: These apples right there are ripe, but these over there are still green.

Language Conventions Lesson #24

Sentence Diagram Answers

sweaters | match | scarves
 \ \
 Those these

Mentor Text

“The love we have for each other is bigger than these small differences. And that's the key. It's like a big pie chart, and the love in a relationship has to be the biggest piece. Love can make up for a lot.”

Sarah Dessen (1970–)

Writing Application Lesson

Mechanics Dictation

The play had already begun, so I asked her to wait to be seated.

Grammar and Usage Dictation

This popsicle I am eating leaked outside on that table.

Language Conventions Lesson #25

Mechanics Lesson

“Today we are studying how to use **commas with phrases**. Remember that a phrase is a group of related words without a noun and connected verb. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Use commas to set off phrases that are separate from or interrupt the main clause of the sentence.

Example: She drove the sleigh over the river, through the woods, and back to our house.

If an introductory phrase is four words or less, don’t use a comma unless the phrase is given special emphasis. **Examples:** Over there I put the food; Hurt by his own friends, Julian left the party. Under the bright morning sky, I hiked.

Mechanics Guided Practice Answers: Near the fence was hidden a five dollar gold piece. In comparison, her writing seemed clear and neat.

Grammar and Usage Lesson

“Today we are studying **past participle adjectives**. Remember that an adjective modifies a noun or a pronoun and asks 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.”

The base form of a verb ending in “_d”, “_ed”, “_t,” or “_en” forms the past participle. The past participle adjective can modify a noun or a pronoun on its own or be part of a phrase.

Examples: Defeated, the team had hoped for a victory. Given a stamp, Mom put it on the envelope.

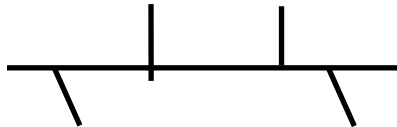
“Now read the guided practice sentence on your lesson. Then identify the past participle verb forms. [Allow time.] ‘Can anyone identify a past participle adjective? [Highlight the past participle adjectives on the display].’”

Grammar and Usage Guided Practice Answers: Shaken, his mother was never the same after the accident. Worried about her, the children talked to their father.

Language Conventions Lesson #25

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Past participles used as adjectives are placed below the horizontal line to modify nouns or pronouns. Now let’s Complete this sentence diagram: “Tired Mitch tried his best.”” [Allow time.]



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

Mentor Text Lesson

“This mentor text is a song lyric by Kenneth “Babyface” Edmonds. The lyric uses a past participle adjective. Let’s read it carefully:

‘Given a chance

I’d give my all to you

I’d teach this world a lesson

And I’d never let you fall

Given a chance’

Can anyone identify the past participle adjective?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a past participle 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson: ‘Across the old wooden bridge, the wagon rolled.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson: ‘Left by his mother, the child began playing with the children at the preschool.’”

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

Language Conventions Lesson #25

Mechanics

Use commas to set off phrases that are separate from or interrupt the main clause of the sentence.

Example: She drove the sleigh over the river, through the woods, and back to our house.

If an introductory phrase is four words or less, don't use a comma unless the phrase is given special emphasis.

Examples: Over there I put the food; Hurt by his own friends, Julian left the party. Under the bright morning sky, I hiked.

Guided Practice: Near the fence, was hidden a five dollar gold piece. In comparison, her writing seemed clear and neat.

Grammar and Usage

The base form of a verb ending in “_d”, “_ed,” “t,” or “_en” forms the past participle. The past participle adjective can modify a noun or a pronoun on its own or be part of a phrase.

Examples: Defeated, the team had hoped for a victory. Given a stamp, Mom put it on the envelope.

Guided Practice: Shaken, his mother was never the same after the accident. Worried about her the children talked to their father.

Language Conventions Lesson #25

Sentence Diagram Answers

Mitch | tried | best
 \ Tired \ his

Mentor Text

Given a chance
I'd give my all to you
I'd teach this world a lesson
And I'd never let you fall
Given a chance"

Kenneth "Babyface" Edmonds (1959—)

Writing Application Lesson

Mechanics Dictation

Across the old wooden bridge, the wagon rolled.

Grammar and Usage Dictation

Left by his mother, the child began playing with the children at the preschool.



Language Conventions Lesson #26

Mechanics Lesson

“Today we are studying when to use **commas with dependent clauses**. Remember that a dependent clause is a noun and connected verb that does not tell a complete thought. A dependent clause and an independent clause forms a complex sentence. Now let’s read the mechanics lesson, highlight the key points of the text, and study the example.”

Place a comma after a dependent clause that begins a sentence. **Example:** Unless you approve, I won’t volunteer.

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: Brandon quit the team, unless I’m mistaken, but he still went to the games because he was still friends with all of his teammates.

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 modifier to compare two persons, places, or things. **Examples:** prettier, more money

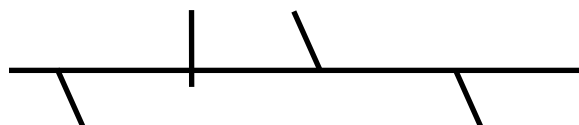
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Lou looked taller, though he was actually shorter than his brother.

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. Complete this sentence diagram: “Their knitting was less perfect.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text from *Winnie the Pooh*, written by A.A. Milne, uses a short comparative modifier. Let’s read it carefully: “‘We’ll be Friends Forever, won’t we, Pooh?’ asked Piglet. ‘Even longer,’ Pooh answered.’ Can anyone identify the short comparative modifier?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a short 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson: ‘If I had never tried them, I would never know that I like green beans.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Tony was more wise after learning from his mistakes.’”

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



Language Conventions Lesson #26

Mechanics

Place a comma after a dependent clause that begins a sentence.

Example: Unless you approve, I won't volunteer.

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: Brandon quit the team, unless I'm mistaken but he still went to the games, because he was still friends with all of his teammates.

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 modifier to compare two persons, places, or things.

Examples: prettier, more money

Guided Practice: Lou looked taller, though he was actually more shorter than his brother.

Language Conventions Lesson #26

Sentence Diagram Answers

knitting | was \ perfect
 \ Their \ less

Mentor Text

“We’ll be Friends Forever, won’t we, Pooh?” asked Piglet.
“Even longer,” Pooh answered.”

A.A. Milne (1882–1956)

Writing Application Lesson

Mechanics Dictation

If I had never tried them, I would never know that I like green beans.

Grammar and Usage Dictation

Tony was wiser after learning from his mistakes.



Language Conventions Lesson #27

Mechanics Lesson

“Today we are studying how to use **commas** with quotation marks and speaker tags in dialogue sentences. 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?”

If the speaker tag is in the middle of the sentence, place commas before and after 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.”

If the speaker tag is at the end of the sentence, place the comma before an 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: She said, “I’m not sure it will work.” “The answer,” I explained, “is simple and clear.”

Grammar and Usage Lesson

“Today we are studying **long comparative modifiers**. Remember a modifier can be an adjective that limits the meaning of a word or words. Use the suffix ‘_er’ for a one-syllable modifier to compare two things. Use ‘_er’ or *more (less)* for a two-syllable modifier to compare two things. 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

Guided Practice: Ted is responsibler, yet he is also less committed.

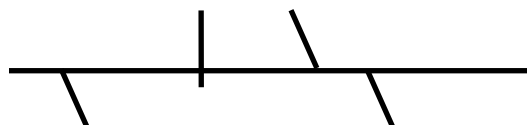
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Ted is more responsible, yet he is also less committed.

Language Conventions Lesson #27

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 backward slash slanted line in sentence diagrams. Complete this sentence diagram: “Our students are more intelligent.”’” [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.”

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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson: ““That wasn’t the only reason the program failed,” he said.””

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Susan is more dangerous than I thought.’”

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

Language Conventions Lesson #27

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?”

If the speaker tag is in the middle of the sentence, place commas before and after 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!”

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

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

With dialogue, begin a new paragraph when the speaker changes.

Guided Practice: She said, “I’m not sure it will work.” “The answer,” I explained “is simple and clear.”

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: Ted is responsibler, yet he is also less committed.

Language Conventions Lesson #27

Sentence Diagram Answers

students | are \ intelligent
 \ Our \ more

Mentor Text

“A life spent in making mistakes is not only more honorable but more useful than a life spent doing nothing.”

George Bernard Shaw (1856–1950)

Writing Application Lesson

Mechanics Dictation

“That wasn’t the only reason the program failed,” he said.

Grammar and Usage Dictation

Susan is more dangerous than I thought.



Language Conventions Lesson #28

Mechanics Lesson

“Today we are studying how to punctuate **dialogue**. Remember that the speaker’s words must be placed within quotation marks. A new speaker begins a new paragraph. 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 example.”

Beginning and ending quotation marks are used for dialogue. Ending punctuation is placed inside the closing quotation marks. **Examples:** Pedro said, “It’s a 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 mom replied, “We need a back-up plan,” and then she said, “just in case.”

Grammar and Usage Lesson

“Today we are studying **short superlative modifiers**. Remember that a comparative modifier compares two things. 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

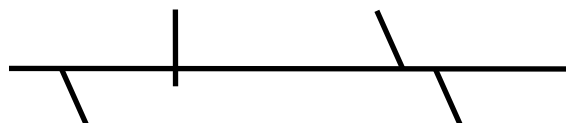
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Of all of the classrooms, ours is the cleanest and best.

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 this sentence diagram: “That Amelia has to be the tallest.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text from *A Wrinkle in Time* by Madeleine L’Engle uses a short superlative modifier. Let’s read it carefully: ‘A straight line is not the shortest distance between two points.’ Can anyone 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 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson: ‘Linda said, “Bob was right,” but then she added, “and he usually is.”’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘That star was the most brightest in the sky.’”

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

Language Conventions Lesson #28

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 mom replied, “We need a back-up plan,” and then she said, “Just in case.”

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: Of all of the classrooms, ours is the cleanest and the ~~most~~ best.

Language Conventions Lesson #28

Sentence Diagram Answers

Amelia | has to be \ tallest
 \ That \ the

Mentor Text

“A straight line is not the shortest distance between two points.”

Madeleine L’Engle (1918–2007)

Writing Application Lesson

Mechanics Dictation

Linda said, “Bob was right.” but then she added, “and he usually is.”

Grammar and Usage Dictation

That star was the brightest in the sky.



Language Conventions Lesson #29

Mechanics Lesson

“Today we are studying how to **punctuate direct quotations**. Remember that direct quotations must use the exact words of the speaker or writer. 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).

If the author’s name is not listed, use the title of the source instead. “Over 50% remain homeless” (“The Forgotten Few” 3).

“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 **long superlative modifiers**. Remember that a modifier can be an adjective that limits the meaning of a word or words. A superlative modifier compares three or more things. Use the suffix ‘-est’ for a one-syllable modifier to compare three or more things. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

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

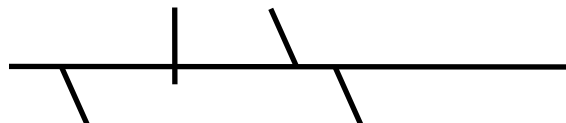
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Of all the dancers she was the most entertaining and the most beautiful.

Language Conventions Lesson #29

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 this sentence diagram: “Their dessert was most creative.”’ [Allow time.]



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

Mentor Text Lesson

“This mentor text from fashion designer Christian Dior uses a long superlative modifier. Let’s read it carefully: ‘Women are most fascinating between the ages of 35 and 40 after they have won a few races and know how to pace themselves.’ Identify the long superlative modifier 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 long 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘The author said, “More than 200 died in the storm” (*The New York Times* 16).’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Tammy is the more jealous of her sisters, yet the happiest.’”

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



Language Conventions Lesson #29

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).

If the author's name is not listed, use the title of the source instead. "Over 50% remain homeless" ("The Forgotten Few" 3).

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

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 dancers she was the most entertaining and the beautifulest.

Language Conventions Lesson #29

Sentence Diagram Answers

dessert | was \ creative
 \ Their \ most

Mentor Text

“Women are most fascinating between the ages of 35 and 40 after they have won a few races and know how to pace themselves.”

Christian Dior (1905–1957)

Writing Application Lesson

Mechanics Dictation

The author said, “More than 200 died in the storm” (*The New York Times* 16).

Grammar and Usage Dictation

Tammy is the most jealous of her sisters, yet the happiest.



Language Conventions Lesson #30

Mechanics Lesson

“Today we are studying how to use **punctuate direct quotations**. Remember that when you use author’s words, you must quote exactly *what* was said and *how* it was said. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.

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)

“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: “Why are people so quick to judge others?” the author asked. (Thomas 8) Did the author think that all judgments are wrong in all cases”? (Thomas 8)

Grammar and Usage Lesson

“Today we are studying **verb tenses**. Remember that a verb 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.”

The *tense* of a verb shows the time of a verb’s action. The past tense adds *did* before the base form of the verb or “*ed*” after the base form of the verb to match both singular and plural subjects. Many common verbs do have irregular past tenses. **Examples:** She did try and she worked all morning. I have money but he had none. I see success while he saw failure.

The present tense adds “*s*” or “*es*” after the base form of the verb to match both singular subjects, but keeps the base form of the verb to match the *I* and plural subjects. The present tense shows an action happening now or all the time. **Example:** He works as she watches and I take notes.

The future tense adds *will* to the base form of the verb to match both singular and plural subjects. **Examples:** John will work and they will play.

“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: Francis will do the dishes after I cook or Francis did the dishes after I cooked.

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. Complete these sentence diagrams with the verb “to talk” to write past, present, and future verb.’” [Allow time.]

Past Tense

I | _____

Present Tense

She | _____

Future Tense

They | _____

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

Mentor Text Lesson

“This mentor text is an old Vietnamese proverb. A proverb is a wise saying or piece of advice. This proverb uses verb tenses to describe different senses of time. Let’s read it carefully: ‘When eating a fruit, think of the person who planted the tree. Can anyone identify the verb tenses and how each describes time?’”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘What did he mean when he said, “My answer is final?”’”

“Apply the grammar and usage lesson to write this sentence dictation in the past tense correctly on your lesson: ‘Dad arrived early and he talks to my teacher for a while.’”

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

Language Conventions Lesson #30

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 people so quick to judge others," the author asked. (Thomas 8) Did the author think that all judgments are wrong in all cases? (Thomas 8)

Language Conventions Lesson #30

Grammar and Usage

The *tense* of a verb shows the time of a verb's action. The past tense adds *did* before the base form of the verb or “*ed*” after the base form of the verb to match both singular and plural subjects. Many common verbs do have irregular past tenses.

Examples: She did try and she worked all morning. I have money but he had none. I see success while he saw failure.

The present tense adds “s” or “es” after the base form of the verb to match both singular subjects, but keeps the base form of the verb to match the *I* and plural subjects. The present tense shows an action happening now or all the time.

Example: He works as she watches and I take notes.

The future tense adds *will* to the base form of the verb to match both singular and plural subjects.

Examples: John will work and they will play.

Guided Practice: Francis will do the dishes after I cooked.



Language Conventions Lesson #30

Sentence Diagram Answers

Past Tense

I | talked

Present Tense

She | talks

Future Tense

They | will talk

Mentor Text

“When eating a fruit, think of the person who planted the tree.”

Vietnamese proverb

Writing Application Lesson

Mechanics Dictation

What did he mean when he said, “My answer is final?”

Grammar and Usage Dictation

Dad arrived early and he talked to my teacher for a while.



Language Conventions Lesson #31

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 said 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. 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: The writer said that he is not sure what happened (Moat 5).

Grammar and Usage Lesson

“Today we are studying the relationships between **verb tense and time**. Remember that a verb 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.”

Different types of time are described with different forms of verbs.

- The past tense describes an idea or action started and completed at one time in the past. **Example:** He walked home.
- The present tense describes an idea or action that is repeated, usual, or taking place now. **Example:** He walks home.
- The future tense describes an idea or action that will take place. **Example:** He will walk home.

“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: Kenny usually walks home but earlier he got a ride.

Language Conventions Lesson #31

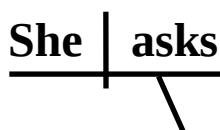
Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Verbs are placed to the right of subjects after the main vertical line. When? adverbs are placed below the horizontal line to modify the verbs above to make the verb tenses more specific. Complete these sentence diagrams: ‘I asked yesterday. She asks now. They will ask later.’” [Allow time.]

Past Tense



Present Tense



Future Tense



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

Mentor Text Lesson

“This mentor text, written by Henry David Thoreau, uses verb tense to describe different senses of time. Let’s read it carefully: ‘What people say you cannot do, you try and find that you can.’ How does this author’s use of the future tense contrast 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write the indirect quotation and citation for this Sentence Dictation on your lesson. Here’s the indirect quotation: ‘The author said that the winner was a South African. Here’s the citation information: ‘The author’s name is Sally Johnson and the information for the indirect quotation is on page 12 in her book.’”

“Apply the grammar and usage lesson to write this sentence dictation in the future tense correctly on your lesson: ‘When will you visit, and did you bring your baseball glove?’”

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

Language Conventions Lesson #31

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 said that cheetahs are the fastest animals (Perkins 52).

Guided Practice: The writer said that he is not sure what happened" (Moat 5).

Grammar and Usage

Different types of time are described with different forms of verbs.

- The past tense describes an idea or action started and completed at one time in the past.

Example: He walked home.

- The present tense describes an idea or action that is repeated, usual, or taking place now.

Example: He walks home.

- The future tense describes an idea or action that will take place

Example: He will walk home.

Guided Practice: Kenny usually walks home but earlier he gets a ride.

Language Conventions Lesson #31

Sentence Diagram Answers

Past Tense

I | asked
 \ yesterday

Present Tense

She | asks
 \ now

Future Tense

They | will ask
 \ later

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

The author said that the winner was a South African (Johnson 12).

Grammar and Usage Dictation

When will you visit, and will you bring your baseball glove?



Language Conventions Lesson #32

Mechanics Lesson

“Today we are studying how to punctuate **book, newspaper, website, and magazine titles**. Remember that we underline when writing, but italicize when word processing. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Underline or italicize the titles of books, newspapers, websites, and magazines. As a general rule, we underline or italicize *whole things, big things, or things that can be picked up from a table*.

Examples: *War and Peace*, *New York Times*, *YouTube*, *Tiger Beat*

“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: C.S. Lewis’ *The Silver Chair* is a suspenseful novel. *Time* magazine called it “one of the best books in the *Norma* series.”

Grammar and Usage Lesson

“Today we are studying **verb tense and sequence**. Remember that time is determined by verb tense. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

The past tense is used for a physical or mental action happening just once in the past, but it may comment on or relate to another verb tense in the same sentence. **Example:** She said that he wanted more sugar in his lemonade.

The past tense can comment on the present tense, which is used for a physical or mental action that is always happening or should always be happening. **Example:** She said that he wants more sugar in his lemonade.

The past and present tenses can comment on or relate to the future tense, which is used for a physical or mental action that will happen in the future. **Examples:** She said that he will want more sugar in his lemonade. He hopes that she will not use up all of the sugar.

“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 told him I wanted to watch him if he got in the game or I told him I want to watch him if he gets in the game.

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. The helping verb “did” is often combined with the base form of a verb to form the past tense. Complete this sentence diagram: “I did not expect flowers.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Olympic gold medalist Mia Hamm, uses different verb tenses to show a sequence of events in this quotation. Let’s read it carefully: ‘Celebrate what you’ve accomplished, but raise the bar a little higher each time you succeed.’ Can anyone identify the tenses of each verb and explain how these are used to show sequence?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence using one verb tense to comment on another 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘The author of a new book titled A Fresh Start was interviewed in the July edition of Popstar!’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Richard knew that he wants to be a sports reporter when he was older.’”

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

Language Conventions Lesson #32

Mechanics

Underline or italicize the titles of books, newspapers, websites, and magazines. As a general rule, we underline or italicize *whole things, big things, or things that can be picked up from a table.*

Examples: *War and Peace*, *New York Times*, *YouTube*, *Tiger Beat*

Guided Practice: C.S. Lewis' The Silver Chair is a suspenseful novel. "Time" magazine called it "one of the best books in the Narnia series."

Grammar and Usage

The past tense is used for a physical or mental action happening just once in the past, but it may comment on or relate to another verb tense in the same sentence.

Example: She said that he wanted more sugar in his lemonade.

The past tense can comment on the present tense, which is used for a physical or mental action that is always happening or should always be happening.

Example: She said that he wants more sugar in his lemonade.

The past and present tenses can comment on or relate to the future tense, which is used for a physical or mental action that will happen in the future.

Examples: She said that he will want more sugar in his lemonade. He hopes that she will not use up all of the sugar.

Guided Practice: I told him I want to watch him if he got in the game.



Language Conventions Lesson #32

Sentence Diagram Answers

I | did expect | flowers
 \ not

Mentor Text

“Celebrate what you’ve accomplished, but raise the bar a little higher each time you succeed.”

Mia Hamm (1972–)

Writing Application Lesson

Mechanics Dictation

The author of a new book titled A Fresh Start was interviewed in the July edition of Popstar!

Grammar and Usage Dictation

Richard knew that he wanted to be a sports reporter when he was older.

Language Conventions Lesson #33

Mechanics Lesson

“Today we are studying how to punctuate **the titles of plays, television shows, movies, and works of art**. Remember that we underline when writing, but italicize when word processing. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

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

“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: *The Mona Lisa* is a wonderful portrait, while *Julius Caesar* is a great play. I watched *Nova* and learned about how artists restored Da Vinci’s *The Last Supper*.

Grammar and Usage Lesson

“Today we are studying **verb tense and state of being**. Remember that a verb 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.”

When a form of the “to be” verb links to its subject with *where* or *when*, we call it a *state of being verb*. The forms of the “to be” verb include the following: *is, am, are, was, were, be, being, been*. **Examples:** *Where?* The girls are [at the back of the classroom]. *When?* The concert is [today].

“Now read the guided practice sentence on your lesson. Then underline the words which show *Where?* and bracket the word which shows *When?* [Allow time.] ‘Can anyone identify the *Where?* and *When?* words? [Highlight the adjective phrases on the display].’”

Grammar and Usage Guided Practice Answers: His children are on the playground and will be [late] to dinner.

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. State of being verbs do not connect to direct objects, but do connect to *when* and *where* adverbs, which are placed below the horizontal line. Complete these sentence diagrams: ‘He was there. Our field trip is today.’” [Allow time.]



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

Mentor Text Lesson

“This mentor text is an old Dutch proverb. A proverb is a wise saying or piece of advice. Let’s read it carefully: ‘What is wrong today won’t be right tomorrow.’ Can anyone identify the ‘to be’ verbs and the question each asks of their subjects?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a state of being verb. [Allow time. Ask a few students to share and then write one exemplary sentence on the on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson: ‘We saw my uncle in his school play titled Cowboy’s Dream, and then we went to see the new movie titled Ghosts.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, underlining the “to be” verbs in the sentence: ‘The former football star was not what he used to be, but he still is pretty good for his age.’”

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

Language Conventions Lesson #33

Mechanics

Underline or italicize the titles of plays, television shows, movies, and works of art. As a general rule, we underline or italicize *whole things, big things, or things that can be picked up from a table*.

Examples: *Hamlet*, *The Tonight Show*, *Star Wars*, *Pieta*

Guided Practice: *The Mona Lisa* is a wonderful portrait, while Julius Caesar is a great play. I watched *Nova* and learned about how artists restored Da Vinci's *The Last Supper*.

Grammar and Usage

When a form of the “to be” verb links to its subject with *where* or *when*, we call it a *state of being verb*. The forms of the “to be” verb include the following: *is, am, are, was, were, be, being, been*.

Examples: *Where?* The girls are [at the back of the classroom].
When? The concert is [today].

Guided Practice: His children are on the playground and will be late to dinner.



Language Conventions Lesson #33

Sentence Diagram Answers

He | was |
|
| there

field trip | is
|
| Our | today

“What is wrong today won’t be right tomorrow.”

Dutch proverb

Writing Application Lesson

Mechanics Dictation

We saw my uncle in his school play titled Cowboy’s Dream, and then we went to see the new movie titled Ghosts.

Grammar and Usage Dictation

The former football star was not what he used to be, but he still is pretty good for his age.



Language Conventions Lesson #34

Mechanics Lesson

“Today we are studying how to punctuate **song and poem titles**. Remember that commas, periods, semicolons, and question marks are placed to the left of ending quotation marks when punctuating titles. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Place quotation marks before and after the titles of songs and poems. As a general rule, place quotation marks before and after *parts of whole things, small things, or things that can’t be picked up from a table*. **Examples:** “Jingle Bells” “This Little Piggy”

“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: The lyrics to “Bluebird” and words in the poem, “Jabberwocky,” are strange.

Grammar and Usage Lesson

“Today we are studying **verb tense and condition**. Remember that a phrase consists of 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 *When? Where? How? or Why?* situation that *must* or *could* happen to make something else happen is known as a *condition*. Different verb tenses are used to describe these situations:

1. A situation that is not yet real, but probably will be. For the conditional part of the sentence which begins with *if*, use a present tense verb. For the main part of the sentence, use a future tense verb (*will* + the base form of the verb). **Example:** If it rains today, the river will flood.
2. A situation that is not real, and probably never will be real. For the conditional part of the sentence which begins with *if*, use a past tense verb (the base form of the verb + “_ed” for regular past tense verb). For the main part of the sentence, use *would* + the base form of the verb. **Example:** You would break your neck if you jumped off the top of that cliff.

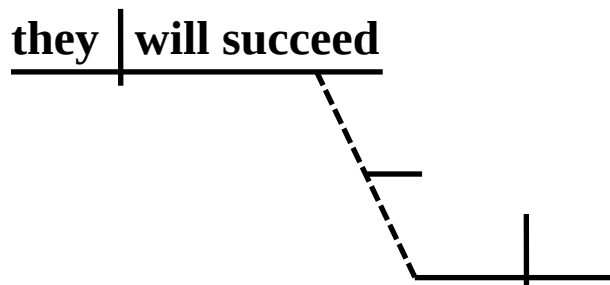
“Now read the guided practice sentence on your lesson. Then highlight the two conditional verbs in this sentence. [Allow time.] ‘Can anyone share the conditional verbs and tell which condition each describes? [Correct the sentence on the display].”

Grammar and Usage Guided Practice Answers: If it snows, school will close. That wouldn’t matter if the world ended today.

Language Conventions Lesson #34

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘In sentence diagrams a dependent clause is placed below the main horizontal line and connects to the predicate with a dotted slanted line. Add these words to the sentence diagram: “If they try.”’ [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by civil rights leader Rosa Parks, uses verb tenses to describe different conditions. Let’s read it carefully: ‘There is a world of experiences awaiting us if we take the time to take part in them... Age does not determine what we know.’ Let’s identify the conditional verb and how it influences the meaning of the sentence.”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘The Raven’ is his favorite poem and ‘School’s Out’ is his favorite song.”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Tom will attend the dance if the prettiest girl in the school asked him.’”

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

Language Conventions Lesson #34

Mechanics

Place quotation marks before and after the titles of songs and poems. As a general rule, place quotation marks before and after *parts of whole things, small things, or things that can't be picked up from a table.*

Examples: “Jingle Bells” “This Little Piggy”

Guided Practice: The lyrics to “Bluebird” and the words in the poem, Jabberwocky, are strange.

Grammar and Usage

A *When? Where? How? or Why?* situation that *must* or *could* happen to make something else happen is known as a *condition*. Different verb tenses are used to describe these situations:

1. A situation that is not yet real, but probably will be. For the conditional part of the sentence which begins with *if*, use a present tense verb. For the main part of the sentence, use a future tense verb (*will* + the base form of the verb).

Example: If it rains today, the river will flood.

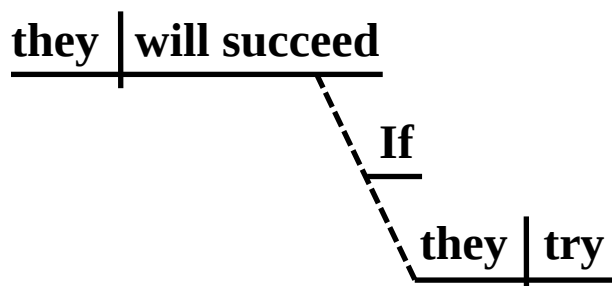
2. A situation that is not real, and probably never will be real. For the conditional part of the sentence which begins with *if*, use a past tense verb (the base form of the verb + “_ed” for regular past tense verbs). For the main part of the sentence, use *would* + the base form of the verb.

Example: You would break your neck if you jumped off the top of that cliff.

Guided Practice: If it snows, school will close. That wouldn't matter if the world ends today.

Language Conventions Lesson #34

Sentence Diagram Answers



Mentor Text

“There is a world of experiences awaiting us if we take the time to take part in them... Age does not determine what we know.”

Rosa Parks (1913–2005)

Writing Application Lesson

Mechanics Dictation

“The Raven” is his favorite poem and “School’s Out” is his favorite song.

Grammar and Usage Dictation

Tom would attend the dance if the prettiest girl in the school asked him.

Language Conventions Lesson #35

Mechanics Lesson

“Today we are studying when to use **quotation marks for book chapter and article titles**. Remember that commas, periods, semicolons, and question marks are placed to the left of ending quotation marks when punctuating titles. Now let’s read the mechanics lesson, mark the key points of the text, and write down the examples on your lesson.”

Place quotation marks before and after the titles of book chapters and articles. An article is a short written work such as a newspaper article, magazine article, or blog article that is part of the larger publication. As a general rule, place quotation marks before and after *parts of whole things, small things, or things that can’t be picked up from a table*. **Example:** “The Big Test”

“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: Her favorite articles in the magazine are “What’s Hot?” and “What’s Not?” His favorite chapter in the book was “Until We Meet Again.”

Grammar and Usage Lesson

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

Verb tense shows the time when an action takes place. If that time changes within a sentence or a paragraph, it creates confusion for the reader. Unless it is absolutely necessary, don’t change verb tenses within a section of writing.

One exception is literature. We use the present tense to talk about stories or other forms of writing. **Example:** Shakespeare’s *Romeo and Juliet* is a classic play. Shakespeare uses realistic dialogue in many of the scenes.

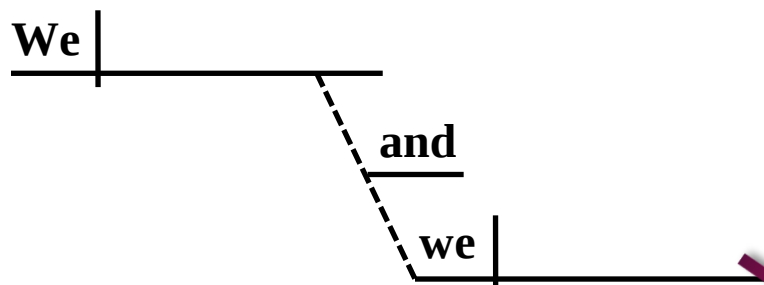
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to highlight what is right. Then cross out and revise what is wrong. [Allow time.] ‘Can anyone share a linking verb? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Dr. Seuss uses a lot of rhyme in *The Cat in the Hat*; he also uses a lot of humor.

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 lines. Complete these sentence diagrams: “We were looking and we will continue.”’ [Allow time.]



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

Mentor Text Lesson

“This mentor text, by John Green, changes verb tense in the same sentence. Let’s read it carefully: ‘As he read, I fell in love the way you fell asleep: slowly, and then all at once.’ Can anyone identify and explain the shifts in verb tense?”

Writing Application Lesson

“Now let’s apply what we’ve learned and change the sentence to correct the shift in 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 on the display. Discuss whether the shift in verb tense is good writing or not].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Lee Brown wrote “Boy Bands and Their Fans” in the magazine.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘The author wants the reader to figure out if the butler was the murderer at the end of the book.’”

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

Language Conventions Lesson #35

Mechanics

Place quotation marks before and after the titles of books, chapters and articles. An article is a short written work such as a newspaper article, magazine article, or blog article that is part of the larger publication. As a general rule, place quotation marks before and after *parts of whole things, small things, or things that can't be picked up from a table.*

Example: “The Big Test”

Guided Practice: Her favorite articles in the magazine are What’s Hot? and “What’s Not?” His favorite chapter in the book was “Until We Meet Again.”

Grammar and Usage

Verb tense shows the time when an action takes place. If that time changes within a sentence or a paragraph, it creates confusion for the reader. Unless it is absolutely necessary, don’t change verb tenses within a section of writing.

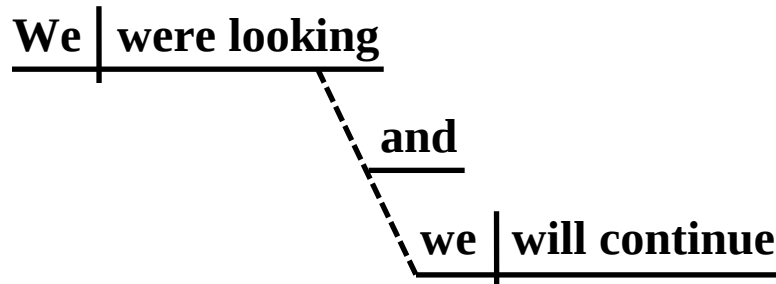
One exception is literature. We use the present tense to talk about stories or other forms of writing.

Example: Shakespeare’s *Romeo and Juliet* is a classic play. Shakespeare uses realistic dialogue in many of the scenes.

Guided Practice: Dr. Seuss uses a lot of rhyme in *The Cat in the Hat*; he also used a lot of humor.

Language Conventions Lesson #35

Sentence Diagram Answers



Mentor Text

“As he read, I fell in love the way you fall asleep: slowly, and then all at once.”

John Green (1977–)

Writing Application Lesson

Mechanics Dictation

Lee Brown wrote “Boy Bands and Their Fans” in the magazine.

Grammar and Usage Dictation

The author wants the reader to figure out if the butler is the murderer at the end of the book.



Language Conventions Lesson #36

Mechanics Lesson

“Today we are studying when to use **quotation marks for titles of short stories and documents**. Remember that commas, periods, semicolons, and question marks are placed to the left of ending quotation marks when punctuating titles. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Place quotation marks before and after the titles of short stories and documents. Short stories and documents are *parts of whole things, small things, or things that can't be picked up from a table*. A document is a written record that provides official information or evidence.

Examples: “The Most Dangerous Game” “Your Rights as a Consumer”

“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: Her short story was titled “Love to You.” I found the document titled “Final Will and Testament of Robert Murphy.”

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 meaning. 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 highlight each helping verb. [Allow time.] ‘Can anyone share a helping verb? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: I would have to say that she is good and she will get better.

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. Verbs may include helping verbs to form verb phrases. Complete this sentence diagram: “Marty would have wanted to know.”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Mother Teresa, uses the ‘to be’ helping verbs. Let’s read it carefully: ‘If we want a love message to be heard, it has got to be sent out.’ Can anyone explain the difference between the two uses of the ‘to be’ 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 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 in the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson: ‘My teacher says “Don’t Let Go” is a funny short story.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson. ‘Jerry asked if he must get a drink of water, and his teacher told him that she will have already said that it were permitted.’”

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

Language Conventions Lesson #36

Mechanics

Place quotation marks before and after the titles of short stories and documents. Short stories and documents are *parts of whole things, small things, or things that can't be picked up from a table*. A document is a written record that provides official information or evidence.

Examples: “The Most Dangerous Game” “Your Rights as a Consumer”

Guided Practice: Her short story was titled “Love to You.” I found the document titled “Final Will and Testament of Robert Murphy.”

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: I would have to say that she is good and she will get better.

Language Conventions Lesson #36

Sentence Diagram Answers

Marty | would have wanted to know

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

My teacher says “Don’t Let Go” is a funny short story.

Grammar and Usage Dictation

Jerry asked if he may get a drink of water, and his teacher told him that she had already said that it was permitted.

Language Conventions Lesson #37

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. **Examples:** African-Americans, Donald Duck

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.

Also capitalize the names of places. **Examples:** Antarctica, Hollywood

“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 mom was a Native-American and lived near Sioux City, South Dakota.

Grammar and Usage Lesson

“Today we are studying **past participle 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.”

When used as a verb form, the past participle shows a completed action. The past participle adds “_ed,” “_d,” “_t,” or “_en” onto the base form of the verb and is part of a verb phrase, beginning with one of these helping verbs: (*has, had, have, is, am, are, was, were, be, being, been*) The helping verb shows the past, present, or future tense. **Examples:** The skier has warmed his hands. I have started the project. Amelia had given me a letter.

“Now read the guided practice sentences on your lesson. Then highlight the past participle verb forms. [Allow time.]”

Grammar and Usage Guided Practice Answers: Oscar had left his wallet on the train. It was given to him by his brother and had served him well.

Language Conventions Lesson #37

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: “Charles has started work. Pete had given money.”” [Allow time.]

Charles | |
|-----|
Pete | |
|-----|

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

Mentor Text Lesson

“This mentor text, written by inventor Thomas A. Edison, uses a past participle verb form. Let’s read it carefully: ‘I have not failed. I’ve just found 10,000 ways that won’t work.’ Can anyone identify the past participle verb form?”

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 on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson: ‘The French-Canadians lived in Eastern Canada.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘You has watched me on television yesterday after I was gave two minutes for my news story.’”

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

Language Conventions Lesson #37

Mechanics

Capitalize people's and characters' names.

Examples: African-Americans, Donald Duck

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.

Also capitalize the names of places.

Examples: Antarctica, Hollywood

Guided Practice: My mom was a Native-american and lived near Sioux city, South Dakota.

Grammar and Usage

When used as a verb form, the past participle shows a completed action. The past participle adds “__ed,” “__d,” “__t,” or “__en” onto the base form of the verb and is part of a verb phrase, beginning with one of these helping verbs: (*has, had, have, is, am, are, was, were, be, being, been*) The helping verb shows the past, present, or future tense.

Examples: The skier has warmed his hands. I have started the project. Amelia had given me a letter.

Guided Practice: Oscar had left his wallet on the train. It was given to him by his brother and had served him well.



Language Conventions Lesson #37

Sentence Diagram Answers

Charles | has started | work

Pete | had given | money

Mentor Text

“I have not failed. I've just found 10,000 ways that won't work.”

Thomas A. Edison (1847–1931)

Writing Application Lesson

Mechanics Dictation

The French-Canadians lived in Eastern Canada.

Grammar and Usage Dictation

You had watched me on television yesterday after I was given (or had been given) two minutes for my news story.



Language Conventions Lesson #38

Mechanics Lesson

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

Capitalize named things and products. A product is something made that has value. Don’t capitalize these parts of speech when found in the middle of named things or products:

- Articles (*a, an, the*) **Example:** Two a Day Vitamins
- Conjunctions (*and, but, or*) **Example:** Statue of Liberty
- Prepositions (*at, for, from, in, to, with*) **Example:** Toys for Tots

“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: We rode the elevator to the top of the Washington Monument. Then we donated cans to the Firefighters for Kids program at the Lincoln Memorial.

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 example.”

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: The boy had brought the chemical and it had stunk.

Language Conventions Lesson #38

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: “Phil has sung that song before. Bart will have crept downstairs.”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Sir Winston Churchill, uses an irregular past participle. Let’s read it carefully: ‘You have enemies? Good. That means you’ve stood up for something, sometime in your life.’ Can anyone identify the irregular past participles?”

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 on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: “The doctor told her to take just one of the Escape from Pain pills after breakfast.””

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘He had lended me a dollar and I bought a soda. I had drunk it down in one big gulp.’”

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

Language Conventions Lesson #38

Mechanics

Capitalize named things and products. A product is something made that has value. Don't capitalize these parts of speech when found in the middle of named things or products:

- Articles (*a, an, the*)
Example: Two a Day Vitamins
- Conjunctions (*and, but, or*)
Example: Statue of Liberty
- Prepositions (*at, for, from, in, to, with*)
Example: Toys for Tots

Guided Practice: We rode the elevator to the top of the Washington monument. Then we donated cans to the Firefighters For Kids program at the Lincoln Memorial.

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: The boy had brought the chemical and it had stinked.

Language Conventions Lesson #38

Sentence Diagram Answers

Phil | has sung | song
 \ before \ that

Bart | will have crept
 \ downstairs

Mentor Text

“You have enemies? Good. That means you’ve stood up for something, sometime in your life.”

Sir Winston Churchill (1874–1965)

Writing Application Lesson

Mechanics Dictation

The doctor told her to take just one of the Escape from Pain pills after breakfast.

Grammar and Usage Dictation

He had lent me a dollar and I bought a soda. I had drunk it down in one big gulp.

Language Conventions Lesson #39

Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize names, people, places, things, and products. 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: Both Groundhog Day and Valentine’s Day are in February.

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); They remain calm (adjective).

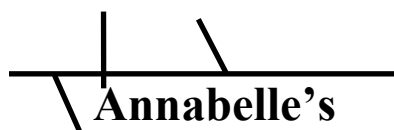
“Now read the guided practice sentence on your lesson. Then highlight the linking verbs. [Allow time.] ‘Can anyone share a linking verb? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Sally is sweet and she seems ready to practice with you.

Language Conventions Lesson #39

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘In sentence diagrams, linking verbs are placed to the right of the main vertical line and connect to a noun, pronoun, or adjective after a backslash slanted line (\). The noun, pronoun, or adjective renames or describes the subject of the sentence. Complete this sentence diagram: “Annabelle’s dog was friendly.””
[Allow time.]



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

Mentor Text Lesson

“This mentor text, written by film director and actor Ossie Davis, uses the linking verb in this quotation. Let’s read it carefully: ‘The best advice is a good example.’ Can anyone identify the linking verb and explain why it is used 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 linking 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson: ‘On Memorial Day we have a huge bar-be-que.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson. Then highlight the linking verbs: ‘Pam is my sister and she became my best friend.’”

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

Language Conventions Lesson #39

Mechanics

Capitalize the names of holidays.

Examples: New Year's Day, Halloween

Guided Practice: Both Groundhog Day and Valentine's day are in February.

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); They remain calm (adjective).

Guided Practice: Sally is sweet and she seems ready to practice with you.

Language Conventions Lesson #39

Sentence Diagram Answers

dog | was \ friendly
 \ Annabelle's

Mentor Text

“The best advice is a good example.”

Ossie Davis (1917–2005)

Writing Application Lesson

Mechanics Dictation

On Memorial Day we have a huge bar-be-cue.

Grammar and Usage Dictation

Pam is my sister and she became my best friend.



Language Conventions Lesson #40

Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize names, people, places, things, products, and holidays. 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:** September 15 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: Last Wednesday on September 21 we celebrated the Summer Solstice.

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 helping verbs which show need, advice, ability, expectation, requirement, 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 sentences on your lesson. Then identify what each modal shows in the parentheses. [Allow time.] ‘Can anyone share a modal and identify whether it shows an ability? A possibility? A need? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: We might think about writing a new book, (possibility) but they have to find an illustrator. (need) I know they could get it done. (ability)

Language Conventions Lesson #40

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Modals are placed to the right of subjects after the main vertical line. Modals may include helping verbs and form verb phrases. Complete this sentence diagram: “Matthew needs to wait.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Joel Barker, uses several of the modal forms. Let’s read it carefully: ‘You can and should shape your own future; because if you don’t someone else surely will.’ Let’s identify each modal helping verb and which condition each describes.”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a modal 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Bring napkins and soda on Thursday, July 3, and we will get ready for the Fourth of July celebration.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘I’m sure he would come tomorrow. He must have come today if he could have.’”

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

Language Conventions Lesson #40

Mechanics

Capitalize the names of dates and special days.

Examples: September 15, Wednesday, Leap Year

Guided Practice: Last Wednesday on September 21 we celebrated the Summer solstice.

Grammar and Usage

Modals are helping verbs which show need, advice, ability, expectation, requirement, 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:

We might think about writing a new book, (_____)

but they have to find an illustrator. (_____)

I know they could get it done. (_____)

Language Conventions Lesson #40

Sentence Diagram Answers

Matthew | needs to wait

Mentor Text

“You can and should shape your own future; because if you don’t someone else surely will.”

Joel Barker

Writing Application Lesson

Mechanics Dictation

Bring napkins and soda on Thursday, July 3, and we will get ready for the Fourth of July celebration.

Grammar and Usage Dictation

I’m sure he will come tomorrow. He would have come today if he could have.



Language Conventions Lesson #41

Mechanics Lesson

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

Capitalize all titles, including titles used as a direct address. **Examples:** You teach World History, don’t you, Professor? Don’t capitalize these parts of speech in the middle of titles:

- Articles (*a, an, the*) **Example:** Milton the Monster
- Conjunctions (*and, but, or*) **Example:** Black and White
- Prepositions (*for, in, of, with*) **Example:** Minister of Magic

“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 took the Test for Life and got the results.

Grammar and Usage Lesson

“Today we are studying **singular subject-verb agreement**. Remember that the subject is the ‘do-er’ of the sentence. The verb acts upon or modifies its subject.”

A singular subject noun matches a singular verb, which adds an ending “s,” “es,” or “ves” onto the base form of the verb. **Examples:** Tom walks, Manny wishes, A girl shelves dishes.

Singular pronouns 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 were dogs.

“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 Practice Possible Answer: Lily asks for more time because she has worked on the project since yesterday.

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. Helping verbs are placed before the base form of the verb. Complete these sentence diagrams: “I dream. You have tried. She shelves plates.”’ [Allow time.]

I | _____ You | _____ She | _____

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

Mentor Text Lesson

“This mentor text, written by Benjamin Franklin, provides an example of singular subject-verb agreement. Let’s read it carefully. “The sleeping fox catches no poultry.” Let’s identify the subject and verb.

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson: ‘Will you be attending the soccer match, Prince Harry? I know the Minister of Sports will be there.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘I hears there is ribbons to wrap those presents.’”

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

Language Conventions Lesson #41

Mechanics

Capitalize all titles, including titles used as a direct address.

Examples: You teach World History, don't you, Professor?

Don't capitalize these parts of speech in the middle of titles:

- Articles (*a, an, the*) **Example:** Milton the Monster
- Conjunctions (*and, but, or*) **Example:** Black and White
- Prepositions (*for, in, of, with*) **Example:** Minister of Magic

Guided Practice: I took the Test For Life and got the results.

Grammar and Usage

A singular subject noun matches a singular verb, which adds an ending "s," "es," or "ves" onto the base form of the verb.

Examples: Tom walks, Manny wishes, A girl shelves dishes.

Singular pronouns 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. We see him. 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 were dogs.

Guided Practice: Lily asks for more time because she have worked on the project since yesterday.



Language Conventions Lesson #41

Sentence Diagram Answers

I | dream

You | have tried

She | shelves | plates

Mentor Text

“The sleeping fox catches no poultry.”

Benjamin Franklin (1706–1790)

Writing Application Lesson

Mechanics Dictation

Will you be attending the soccer match, Prince Harry? I know the Minister of Sports will be there.

Grammar and Usage Dictation

I hear there are ribbons to wrap those presents.



Language Conventions Lesson #42

Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize names, people, places, things, products, holidays, dates, special days, and titles. Don’t capitalize 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 and businesses. **Examples:** The African Red Cross, Green Shield Health Care

“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: My parents joined The Partners for Life to strengthen their marriage. Their Smith and Sons Grocery is a family business.

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 involves more than one person, place, or thing. In present tense the plural verbs do not end in s. **Example:** Birds chirp.

Plural subject pronouns must match their proper helping verbs: *We* matches *have*, and *had*; *you* and *they* match *are*, *were*, *have* and *had*. **Examples:** We had, you were, they have

A compound subject joined by *and* is plural and takes a plural verb. **Example:** Pam and Tom walk. A compound subject joined by *or* is singular and takes a singular verb. **Example:** Timothy or Rob walks.

“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: John or Jan listens to us and we take the time to respond.

Language Conventions Lesson #42

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. Helping verbs are placed to the right of plural subjects after the main vertical line, but before the base forms of the verbs. Complete these sentence diagrams: “We have talked. You are waiting. They whistle.”’” [Allow time.]

We | _____ **You** | _____ **They** | _____

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

Mentor Text Lesson

“This mentor text, written by philosopher George Santayana, provides an example of plural subject-verb agreement. Let’s read it carefully: ‘Those who cannot remember the past are condemned to repeat it.’ Let’s identify the plural subject and matching verb.”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence using correct plural subject-verb agreement. [Allow time. Ask a few students to share and then write one exemplary sentence on the on the display]”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson: ‘The United Fund for Children began a business known as Children for the World.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Pam and I watches there on the playground, and the children have played on the swings while we talk.’”

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

Language Conventions Lesson #42

Mechanics

Capitalize the names of organizations and businesses

Examples: The African Red Cross, Green Shield Health Care

Guided Practice: My parents joined Partners for Life to strengthen their marriage. Their Smith And sons Grocery is a family business.

Grammar and Usage

A plural subject agrees with (matches) a plural verb and involves more than one person, place, or thing. In present tense the plural verbs do not end in s.

Example: Birds chirp.

Plural subject pronouns must match their proper helping verbs: *We* matches *have*, and *had*; *you* and *they* match *are*, *were*, *have* and *had*.

Examples: We had, you were, they have

A compound subject joined by *and* is plural and takes a plural verb. **Example:** Pam and Tom walk. A compound subject joined by *or* is singular and takes a singular verb.

Example: Timothy or Rob walks.

Guided Practice: John or Jan listen to us and we take the time to respond.

Language Conventions Lesson #42

Sentence Diagram Answers

We | have talked You | are waiting They | whistle

Mentor Text

“Those who cannot remember the past are condemned to repeat it.”

George Santayana (1863–1952)

Writing Application Lesson

Mechanics Dictation

The United Fund for Children began a business known as Children for the World.

Grammar and Usage Dictation

Pam and I watch them on the playground, and the children have played on the swings while we talk.



Language Conventions Lesson #43

Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize named people, places, things, products, holidays, dates, special days, titles, organizations, and businesses. 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 spanish and English, but I would like to learn Hawaiian.

Grammar and Usage Lesson

“Today we are studying the **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” and *were* + the base form of the verb + “ing.”

Examples: I *was waiting* for him at home. John and Rob *were eating* lunch when Lee arrived.

The present progressive verb tense shows an action that takes place over a period of time in the present or an action taking place at the same time the statement is written. The present progressive uses *I am* + the base form of the verb + “ing,” *is* + the base form of the verb + “ing” and *are* + the base form of the verb + “ing.” **Examples:** I *am walking* to school each day. Sara and Rosalyn *are talking* about the new girl at school.

The future progressive verb tense shows an ongoing action that will be completed over a period of time or a continuous action that will be repeated and not completed. The future progressive uses *will be* + the base form of the verb + “ing.” **Examples:** We *will be going* on the field trip tomorrow. Patrick and I *will be spending* lots of time together.

“Now read the guided practice sentence on your lesson. Then highlight each progressive verb tense and identify each as past, present, or future within the parentheses. ‘Can anyone identify the past progressive verb tense? The present progressive verb tense? The future progressive verb tense? [Highlight the verb tenses and write each on the display].’”

Grammar and Usage Guided Practice Answers: Our friends were waiting (past progressive) for us, but we are talking (present progressive) and will be coming (future progressive) late.

Language Conventions Lesson #43

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise this sentence into past, present, and future progressive verb tenses: “Lou dances.”’” [Allow time.]

Past Tense

Present Tense

Future Tense



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

Mentor Text Lesson

“This mentor text, written by Dr. Seuss, uses a progressive verb tense. Let’s read it carefully: ‘Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.’ Can anyone identify the progressive verb tense?”

Writing Application Lesson

“Now let’s apply what we’ve learned and respond to this quote and write a sentence using a 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson: ‘In France they speak French, and in Italy they speak Italian.’”

“Apply the grammar and usage lesson to correct the errors found in this Sentence Dictation on your lesson: ‘Mick is asking me if I will have waiting for him when his train arrives.’”

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

Language Conventions Lesson #43

Mechanics

Capitalize the names of languages.

Examples: Spanish, Italian

Guided Practice: I speak spanish and English, but I would like to learn Hawaiian.

Language Conventions Lesson #43

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” and *were* + the base form of the verb + “__ing.”

Examples: *I was waiting* for him at home. John and Rob *were eating* lunch when Lee arrived.

The present progressive verb tense shows an action that takes place over a period of time in the present or an action taking place at the same time the statement is written. The present progressive uses *I am* + the base form of the verb + “__ing,” *is* + the base form of the verb + “__ing” and *are* + the base form of the verb + “__ing.”

Examples: *I am walking* to school each day. Sara and Rosalyn *are talking* about the new girl at school.

The future progressive verb tense shows an ongoing action that will be completed over a period of time or a continuous action that will be repeated and not completed. The future progressive uses *will be* + the base form of the verb + “__ing.”

Examples: *We will be going* on the field trip tomorrow. Patrick and I *will be spending* lots of time together.

Guided Practice: Our friends were waiting (_____) for us, but we are talking (_____) and will be coming (_____) late.

Language Conventions Lesson #43

Sentence Diagram Answers

Past Tense

Present Tense

Future Tense

Lou | was dancing

Lou | is dancing

Lou | will be dancing

Mentor Text

“Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.”

Theodor Geisel writing as Dr. Seuss (1904–1991)

Writing Application Lesson

Mechanics Dictation

In France they speak French, and in Italy they speak Italian.

Grammar and Usage Dictation

Mick is asking me if I will be waiting for him when his train arrives.



Language Conventions Lesson #44

Mechanics Lesson

Today we are studying **capitalization** rules. Remember that we capitalize languages. 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, Irish

"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: I have friends from many different countries. Fumiko is Japanese and Chun is from China.

Grammar and Usage Lesson

"Today we are studying the **past perfect verb tense**. Remember that *verb tense* is the form of the verb that indicates time. Now let's read the grammar and usage lesson, highlight the key points of the text, and study the examples."

The past perfect refers to something that happened before another action or a specific time in the past. The past perfect is formed with *had* + the past participle. **Example:** had waited since dawn

"Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to change all of the verbs to the past perfect verb tense. [Allow time.] 'Can anyone share the past perfect verb tenses? [Correct the sentence on the display].'"

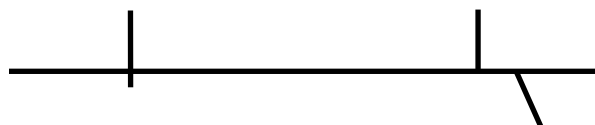
Grammar and Usage Guided Practice Answers: Ty and Bob had given their best effort for a week, and they had achieved great success.



Language Conventions Lesson #44

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson ‘Helping verbs are placed before past participles to the right of the main vertical line in sentence diagrams. Complete this sentence diagram: “Lucy had performed the song.”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Lone Man of the Teton-Sioux tribe, uses the past perfect tense. Let’s read it carefully: ‘I have seen that in any great undertaking it is not enough for a man to depend simply upon himself.’ Can anyone identify the past perfect tense?

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a past perfect 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘The Native-Americans were placed on reservations.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, using the past perfect verb tense: ‘They has doubted their own stories by the time the problem had been solved.’”

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



Language Conventions Lesson #44

Mechanics

Capitalize the names of people groups.

Examples: African-Americans, Irish

Guided Practice: I have friends from many different countries. Fumiko is Japanese and Chun is from China.

Grammar and Usage

The past perfect refers to something that happened before another action or a specific time in the past. The past perfect is formed with *had* + the past participle.

Example: had waited since dawn

Guided Practice: Ty and Bob had given their best effort for a week, and they had achieved great success.

Language Conventions Lesson #45

Mechanics Lesson

“Today we are studying when the **capitalization of independent clauses**. Remember that an independent clause has a noun and a connected verb that expresses a complete thought. Independent clauses can be joined with a semicolon or a comma then a conjunction to form compound sentences. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Capitalize the first letter in an independent clause which begins a sentence. Don’t capitalize the first letter of any following independent clauses within the sentence unless the first letter begins a proper noun. **Examples:** The desk was a mess, but that was nothing compared to her backpack. The backpack was a disaster; it should just be thrown in the dumpster.

“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: Despite her problems, Joan was always kind; she never said a mean word in her life.

Grammar and Usage Lesson

“Today we are studying the **present perfect verb tense**. Remember that *verb tense* is the form of the verb that indicates time. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

The present perfect refers to something that happened at an unnamed time before the present. The *has* or *have* helping verbs connect to a past participle, which ends in “_d,” “_ed,” or “_en” for regular verbs. **Example:** has waited before this, have walked every morning

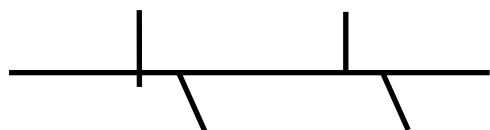
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to change all of the verbs to the present perfect verb tense. [Allow time.] ‘Can anyone share the present perfect verb tenses? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Ron and Freddy have taken you out for ice cream, but Cathy has never been invited.

Language Conventions Lesson #45

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson ‘The helping verbs *has* or *have* are placed before the past participle to the right of the main vertical line. Complete this sentence diagram: “Mark has never seen this movie.”” [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* by Lewis Carroll uses the present perfect verb tense. Let’s read it carefully: ‘I knew who I was this morning, but I’ve changed a few times since then.’ Can anyone identify the present perfect verb tense?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence using a present perfect 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson. Use a semicolon to join the independent clauses: ‘The students had practiced; it was now time to perform.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, using the present perfect verb tense: ‘Why hasn’t he given you an answer, and why hasn’t you asked for one?’”

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



Language Conventions Lesson #45

Mechanics

Capitalize the first letter in an independent clause which begins a sentence. Don't capitalize the first letter of any following independent clauses within the sentence unless the first letter begins a proper noun.

Examples: The desk was a mess, but that was nothing compared to her backpack. The backpack was a disaster, it should just be thrown in the dumpster.

Guided Practice: Despite her problems, Joan was always kind; She never said a mean word in her life.

Grammar and Usage

The present perfect refers to something that happened at an unnamed time before the present. The *has* or *have* helping verbs connect to a past participle, which ends in “__d,” “__ed,” or “__en” for regular verbs.

Example: has waited before this, have walked every morning

Guided Practice: Ron and Freddy have taken you out for ice cream, but Cathy have never been invited.



Language Conventions Lesson #45

Sentence Diagram Answers

Mark | has seen | movie
 \ never \ this

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

The students had practised; it was now time to perform.

Grammar and Usage Dictation

Why hasn’t he given you an answer, and why haven’t you asked for one?



Language Conventions Lesson #46

Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize names, people, places, things, products, holidays, dates, special days, titles, organizations, and businesses. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Capitalize the names of special events and historical periods. **Examples:** The Boston Marathon, Middle Ages

“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: Did they have Winter Olympics in Ancient Greece?

Grammar and Usage Lesson

“Today we are studying the **future perfect verb tense**. Remember that *verb tense* is the form of the verb that indicates time. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

The future perfect refers to something that will happen before another action in the future or something that will happen before a specific time in the future. The *will have* helping verb connects to a past participle, which ends in “_d,” “_ed,” or “_en” for regular verbs.

Example: will have walked every morning

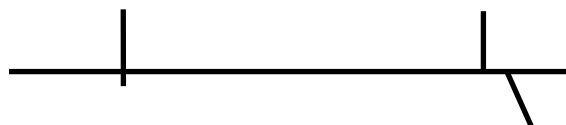
“Now read the guided practice sentences on your lesson. Apply the grammar and usage lesson to change all of the verbs to the future perfect verb tense. [Allow time.] ‘Can anyone share the future perfect verb tense? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: We will have taken pictures of everyone, and we will have posted them on Facebook by then.

Language Conventions Lesson #46

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson ‘The helping verb *will have* are placed before the past participle to the right of the main vertical line. Complete the sentence diagram: “Curt will have taken his nap.”” [Allow time.]



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

Mentor Text Lesson

“This mentor text from *Nemesis* by science fiction writer Isaac Asimov uses the future perfect verb tense. Let’s read it carefully: ‘If it turns out that the Solar System is not in danger, we will have gained nothing.’ 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 the future perfect 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘My Persian friend spoke both Arabic and Farsi.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, using the future perfect verb tense: ‘They usually went less than they had planned.’”

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



Language Conventions Lesson #46

Mechanics

Capitalize the names of special events and historical periods.

Examples: The Boston Marathon, Middle Ages

Guided Practice: Did they have winter olympics in Ancient Greece?

Grammar and Usage

The future perfect refers to something that will happen before another action in the future or something that will happen before a specific time in the future. The *will have* helping verb connects to a past participle, which ends in “__d,” “__ed,” or “__en” for regular verbs. **Example:** will have walked every morning

Guided Practice: We will have taken pictures of everyone, and we posted them on Facebook by then.



Language Conventions Lesson #47

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 if he kept going.

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

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

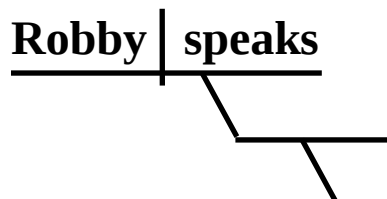
“Now read the guided practice sentences on your lesson. Then highlight the adverbs and identify which adverbs answer What degree? How? Where? or When? on top of each word. [Allow time.] ‘Can anyone identify an adverb and the question it asks? [Highlight the sentence on the display and identify each question].’”

Grammar and Usage Guided Practice Answers: I quickly (How?) ran outside (Where?) before (When?) the arguments began. I always argued less (What Degree?) than the rest of my family.

Language Conventions Lesson #47

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Adverbs are placed below the parts of speech they modify in sentence diagrams. Add these words to the sentence diagram: “very” and “loudly.”’”



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

Mentor Text Lesson

“This mentor text, written by American poet Henry Wadsworth Longfellow, uses a variety of adverbs both before and after the verbs which they modify. 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 adverbs and which question each asks of the verbs?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rule to write this sentence dictation on your lesson: ‘I guess he asked first. Is this true?’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson. Then highlight each adverb: ‘I never knew more than anyone else, but I listened carefully everywhere I went.’ Then highlight the dependent clause.”

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

Language Conventions Lesson #47

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 if he kept going?

Grammar and Usage

An adverb modifies a verb or another adverb and answers What degree? How? Where? or When?

Examples: carefully, later, there, less

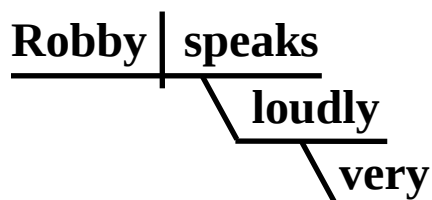
Adverbs are very flexible in English. Adverbs may be found before or after the words they modify to make verbs, adjectives, or other adverbs more specific.

Examples: Slowly, the man climbed the stairs. The man slowly climbed the stairs.

Guided Practice: I quickly ran outside before the arguments began. I always argued less than the rest of my family.

Language Conventions Lesson #47

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

I guess he asked first. Is this true?

Grammar and Usage Dictation

I never knew more than anyone else, but I listened carefully everywhere I went.



Language Conventions Lesson #48

Mechanics Lesson

“Today we are studying how to use **exclamation points**. Remember that sentences which include exclamation 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: Ouch! That really hurt!

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 more warmly here now.

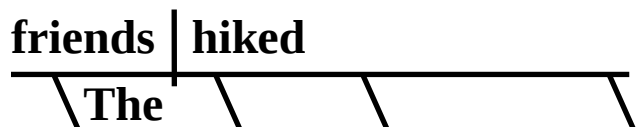
“Now read the guided practice sentence on your lesson. Then revise the sentence with proper adverb order. [Allow time.] ‘Can anyone share the proper adverb order? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: You should run more quickly there before they pass you.

Language Conventions Lesson #48

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson ‘Adverbs are placed below the parts of speech they modify in sentence diagrams. Complete this sentence diagram with these adverbs in proper order: “cautiously,” “then,” more.”” [Allow time.]



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

Mentor Text Lesson

“This mentor text is an old American proverb. A proverb is a wise saying or piece of advice. Let’s read it carefully: ‘The grass is always greener on the other side of the fence.’ Can anyone identify the adverbs and the question each asks of their verbs? Can anyone explain the adverb order?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson: ‘Wow! I’m shocked to see you here!’”

“Apply the grammar and usage lesson to write this sentence dictation in proper adverb order on your lesson: ‘Those who slowly work less soon will finish their work.’”

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

Language Conventions Lesson #48

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: Ouch? That really hurt!

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?

Guided Practice: You should run there more before quickly they pass you.



Language Conventions Lesson #48

Sentence Diagram Answers

friends | hiked
|
| \ The | \ more | \ cautiously | \ then

Mentor Text

“The grass is always greener on the other side of the fence.”

American proverb

Writing Application Lesson

Mechanics Dictation

Hey! I’m shocked to see you here!

Grammar and Usage Dictation

Those who work less slowly soon will finish their work.



Language Conventions Lesson #49

Mechanics Lesson

“Today we are studying how to use **colons with lists**. Remember that colons are used to show relationships between numbers, as business letter salutations (openings), and in titles. Colons are only placed after nouns. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Use a colon to introduce a list of words or phrases. The colon must follow a complete sentence ending in a noun or pronoun. **Example:** George left these items: his wallet, comb, and his keys.

“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: For the camping trip you will need to bring these supplies: a tent, two sleeping bags, and a stove. You must carry this equipment for the hike: two water bottles, sunscreen, and boots.

Grammar and Usage Lesson

“Today we are studying **coordinating conjunctions**. Remember that a conjunction joins words, phrases, and clauses. A phrase is a group of related words without a noun and connected verb. A clause is a part of a sentence that has a noun and a connected verb. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A coordinating conjunction connects words, phrases, or clauses with related meanings. The memory trick FANBOYS may help you remember the common coordinating conjunctions.

Examples: FANBOYS (For-And-Nor-But-Or-Yet-So).

Never use the words *then* and *now* as coordinating conjunctions. For example, “I walk, then I run” and “I walk, now I run” are incorrect because *then* and *now* don’t join “I walk” and “I run.”

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.

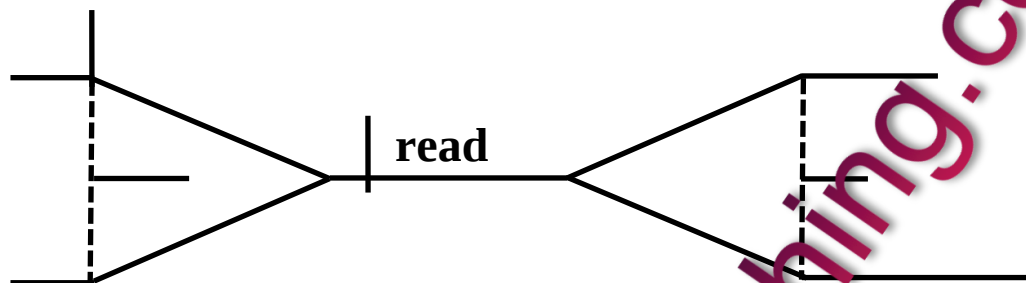
“Now read the guided practice sentence on your lesson. Then highlight what is right and revise what is wrong according to grammar and usage lesson. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct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

Grammar and Usage Guided Practice Answers: First, I eat. Then I sleep. It’s not one or the other, yet the order is important.

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 this sentence diagram: “Bo and I read books or magazines.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by the poet Maya Angelou, uses a coordinating conjunction to join two independent clauses. Let’s read it carefully. ‘I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.’ 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson: ‘Take the following: crayons, glue sticks, and construction paper.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson. Then highlight the coordinating conjunctions: ‘All I want is cake and ice cream, so you can have the rest.’”

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

Language Conventions Lesson #49

Mechanics

Use a colon to introduce a list of words or phrases. The colon must follow a complete sentence ending in a noun or pronoun.

Example: George left these items: his wallet, comb, and his keys.

Guided Practice: For the camping trip you will need to bring these supplies: a tent, two sleeping bags, and a stove. You must carry this equipment for the hike, two water bottles, sunscreen, and boots.

Grammar and Usage

A coordinating conjunction connects words, phrases, or clauses with related meanings. The memory trick FANBOYS may help you remember the common coordinating conjunctions.

Examples: FANBOYS (For-And-Nor-But-Or-Yet-So).

Never use the words *then* and *now* as coordinating conjunctions. For example, “I walk, then I run” and “I walk, now I run” are incorrect because *then* and *now* don’t join “I walk” and “I run.”

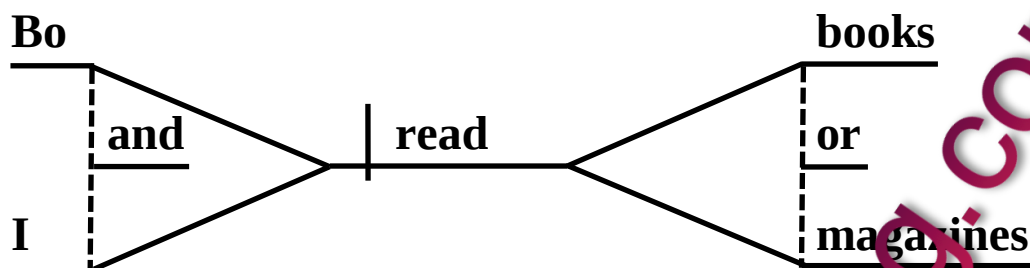
A comma is placed before the conjunction if it joins two or more long independent clauses.

Examples: I walk down to the car wash, but I never take my car to get washed. I walk and I run.

Guided Practice: First, I eat, then I sleep. It’s not one for the other, yet the order is important.

Language Conventions Lesson #49

Sentence Diagram Answers



Mentor Text

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

Maya Angelou (1928–)

Writing Application Lesson

Mechanics Dictation

Take the following: crayons, glue sticks, and construction paper.

Grammar and Usage Dictation

All I want is cake and ice cream, so you can have the rest.



Language Conventions Lesson #50

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. 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 pronoun or a phrase placed next to another word or phrase to identify or define 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: Pablo (the boy in the black jacket) was quite handsome.

Grammar and Usage Lesson

“Today we are studying **correlative conjunctions**. Remember that a conjunction joins words, phrases, and clauses. A phrase is a group of related words without a noun and connected verb. A clause is a part of a sentence that has a noun and a connected verb. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Correlative conjunctions are pairs of conjunctions used in the same sentence.

Examples: both...and, either...or, whether...or, neither...nor

A comma is placed before the second of the paired conjunctions, if that conjunction begins a different independent clause. **Example:** Both girls like chocolate, and they also like vanilla.

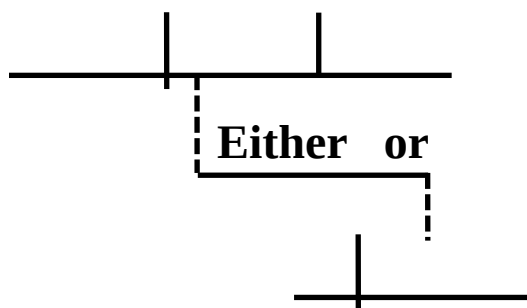
“Now read the guided practice sentence on your lesson. Then highlight the correlative conjunctions and revise what is wrong according to grammar and usage lesson. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Whether or not you like it, you have to eat it. Neither you nor your sister gets to pick your own food.

Language Conventions Lesson #50

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Place correlative conjunctions to the right of a dotted vertical line to connect the predicates in a compound sentence. Complete this sentence diagram: “Either Chuck wants some or he doesn’t.””
[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 correlative conjunctions. Let’s read it carefully: ‘If there’s anyone who can appear before Aslan without their knees knocking, they’re either braver than most, or else just silly.’ Let’s identify the correlative conjunctions.”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson: ‘I enjoyed the novel (the one about the moon), but let’s read a mystery for our next book.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson. Then highlight the correlative conjunctions: ‘Both you and your friend are welcome, but neither you nor she can decide which games we will play.’”

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

Language Conventions Lesson #50

Mechanics

Parentheses () can be used for appositives. An appositive is a noun or pronoun or a phrase placed next to another word or phrase to identify or define it. **Example:** The man (the one in the red hat) was a security guard at the mall.

Guided Practice: Pablo (the boy in the black jacket) was quite handsome.

Grammar and Usage

Correlative conjunctions are pairs of conjunctions used in the same sentence.

Examples: both...and, either...or, whether...or, neither...nor

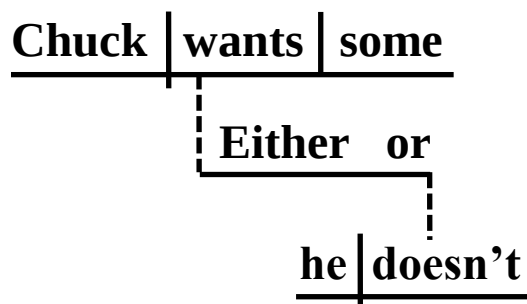
A comma is placed before the second of the paired conjunctions, if that conjunction begins a different independent clause.

Example: Both girls like chocolate, and they also like vanilla.

Guided Practice: Whether or not you like it, you have to eat it. Nor you neither your sister gets to pick your own food.

Language Conventions Lesson #50

Sentence Diagram Answers



Mentor Text

“If there’s anyone who can appear before Aslan without their knees knocking, they’re either braver than most, or else just silly.”

C.S. Lewis (1898–1963)

Writing Application Lesson

Mechanics Dictation

I enjoyed the novel (the one about the moon), but let’s read a mystery for our next book.

Grammar and Usage Dictation

Both you and your friend are welcome, but neither you nor she can decide which games we will play.

Language Conventions Lesson #51

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: About 25–30 classmates left for Branch-Lawson Science Camp on 11-5-2014.

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 shows a relationship between the preposition and its object. The relationship may be that of location, position, or time. 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: past the cloud, next to her, over there Following are the most common prepositions:

aboard, about, above, according to, across, after, against, along, among, around, as, as to, at, before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, for, from, in, inside, instead of, into, in place of, in spite of, like, near, next, of, off, on, onto, outside, out of, over, past, regardless of, since, than, through, throughout, to, toward, under, underneath, unlike, until, up, upon, with, within, without

Place a comma after introductory prepositional phrases with more than four words.

Example: Through the deep and dark forest, I followed the breadcrumbs.

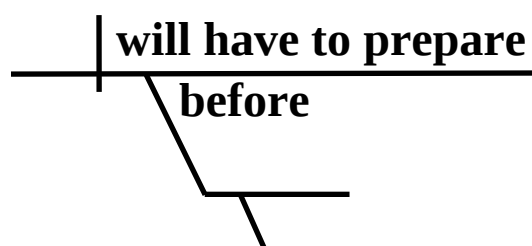
“Now read the guided practice sentence on your lesson and highlight the prepositions. Then bracket the objects of those prepositions. [Allow time.] ‘Can anyone share a prepositional phrase, naming the preposition and its object? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: I ran around the [block] and past the [school].

Language Conventions Lesson #51

Sentence Diagram Lesson and Corrections

“Now read the directions and complete this sentence diagram on your lesson. ‘Prepositions are placed to the right of backslash slanted lines (\), below the words they modify. The backslashes are connected to the horizontal lines on which the objects of the prepositions are placed. Complete this sentence diagram: “We will have to prepare before the storm.”’



“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 by the journalist Sydney J. Harris, uses two prepositional phrases. Let’s read it carefully: ‘The whole purpose of education is to turn mirrors into windows.’ Can anyone identify the prepositional phrases?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this this Sentence Dictation on your lesson: ‘The concert goes from 6:30–9:00.’”

“Apply the grammar and usage lesson to revise this Sentence Dictation on your lesson, beginning the sentence with a prepositional phrase: ‘We waited under the bridge during the storm.’”

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

Language Conventions Lesson #51

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: About 25–30 classmates left for Branch–Lawson Science Camp on 11-5–2014.

Grammar and Usage

A preposition shows a relationship between the preposition and its object. The relationship may be that of location, position, or time. 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: past the cloud, next to him, over there Following are the most common prepositions:

aboard, about, above, according to, across, after, against, along, among, around, as, as to, at, before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, for, from, in, inside, instead of, into, in place of, in spite of, like, near, next, of, off, on, onto, outside, out of, over, past, regardless of, since, than, through, throughout, to, toward, under, underneath, unlike, until, up, upon, with, within, without

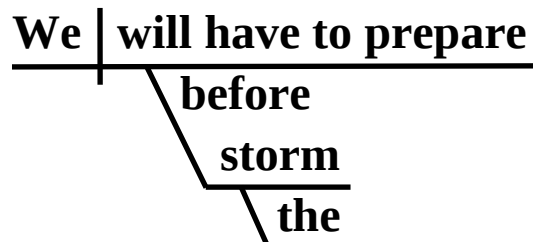
Place a comma after introductory prepositional phrases with more than four words.

Example: Through the deep and dark forest, I followed the breadcrumbs.

Guided Practice: I ran around the block and past the school.

Language Conventions Lesson #51

Sentence Diagram Answers



Mentor Text

“The whole purpose of education is to turn mirrors into windows.”

Sydney J. Harris (1817–1886)

Writing Application Lesson

Mechanics Dictation

The concert goes from 6:30–9:00.

Grammar and Usage Dictation Answer Options

Under the bridge we waited during the storm.

During the storm we waited under the bridge.



Language Conventions Lesson #52

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,” she said.

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: [Sighing] “I admit I wanted it [the gold watch], but I didn’t need it.”

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 includes 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 even if he doesn’t like me.

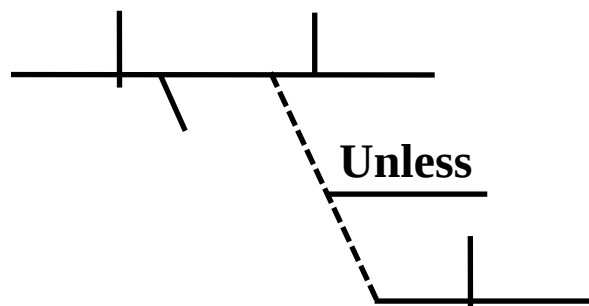
“Now read the guided practice sentences on your lesson. Then highlight the dependent clause. [Allow time.] ‘Can anyone identify the dependent clause? [Highlight the sentence on the display].’”

Grammar and Usage Guided Practice Answers: We asked to hear the news again even though Marci had already told us.

Language Conventions Lesson #52

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘A dependent clause is placed below the main horizontal line and connects with a dotted and slanted line to the predicate. Complete this sentence diagram: “Unless Joe asks they will not give help.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text from the Arab story-teller Aesop is a complex sentence ending in a dependent clause. Let’s read it carefully: ‘Don’t count your chickens before they’re hatched.’ 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 on the display].”

Dictations and Corrections

“Apply the mechanics rule to write this sentence dictation on your lesson: ‘[Pausing] “Why didn’t you ask him [the neighbor] for some help?”’”

“Apply the grammar and usage lesson to revise this Sentence Dictation on your lesson, beginning the sentence with the dependent clause: ‘The car still had some problems although it was new.’”

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

Language Conventions Lesson #52

Mechanics

Use brackets to provide missing or explanatory information within direct quotations.

Example: “You found it [the missing coat] on the table,” she said.

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: [Sighing] “I admit I wanted it [the gold watch, but I didn’t need it.”

Grammar and Usage

A dependent clause includes a noun and verb, but does not tell a complete thought. A complex sentence has an independent clause and at least one dependent clause.

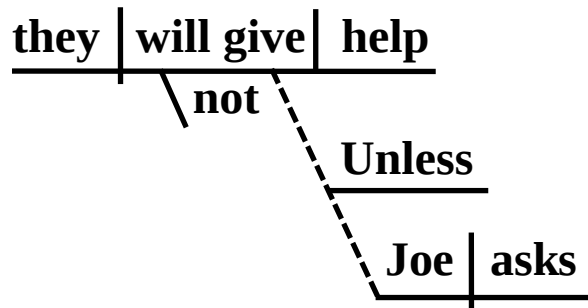
Example: I like him even if he doesn’t like me.

Guided Practice: We asked to hear the news again even though Marci had already told us.



Language Conventions Lesson #52

Sentence Diagram Answers



Mentor Text

“Don’t count your chickens before they’re hatched.”

Aesop (620 BC? –564 BC?)

Writing Application Lesson

Mechanics Dictation

[Pausing] “Why didn’t you ask him [the neighbor] for some help?”

Grammar and Usage Dictation

Although it (the car) was new, the car (it) still had some problems.



Language Conventions Lesson #53

Mechanics Lesson

“Today we are studying how to use **hyphens with compound words**. Remember that hyphens are used to join base words to form compound words as in *one-of-a-kind*. Remember that an adjective modifies a noun or pronoun and answers Which one? How many? or What kind? 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. Use hyphens for compound adjectives. A compound adjective is two or more connected adjectives which answers Which one? How many? or What kind? **Example:** good-looking

“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: They made a nice-looking couple as they waltzed in a non-stop dance marathon.

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

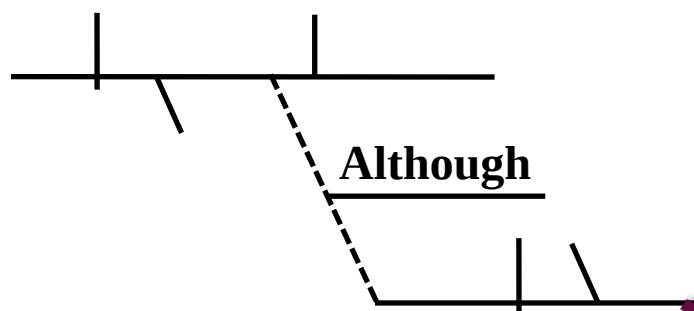
“Now read the guided practice sentence on your lesson. Then highlight what the dependent clause and [bracket] the subordinating conjunction. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: [Although] she used my password, I don’t know how she did so if I’ve never told it to anyone.

Language Conventions Lesson #53

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Dependent clauses begin with subordinate conjunctions and are placed below the main horizontal line. The dependent clauses connect to the predicate with a dotted and slanted line. Complete this sentence diagram: ‘Although Elena is nice, she did not make friends.’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Chief Shingwaukense of the Ojibway tribe, uses a subordinating conjunction to join two conditional clauses. Let’s read it carefully: ‘I would have been better pleased if you had never made such promises than that you should have made them and not performed them.’ Can anyone identify the subordinating conjunction?”

Writing Application Lesson

“Now let’s apply what we’ve learned and respond to this quote with a sentence 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson. ‘Mandy was the best-mannered student in the class.’”

“Apply the grammar and usage lesson to revise this Sentence Dictation on your lesson, beginning with the subordinating conjunction: ‘Mrs. Peters continued to teach despite the fact that the rain pounded loudly on the roof.’”

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

Language Conventions Lesson #53

Mechanics

A hyphen is a short dash (-) used to combine words. Use hyphens for compound adjectives. A compound adjective is two or more connected adjectives which answers Which one? How many? or What kind?

Example: good-looking

Guided Practice: They made a nice-looking couple as they waltzed in a non stop dance marathon.

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:

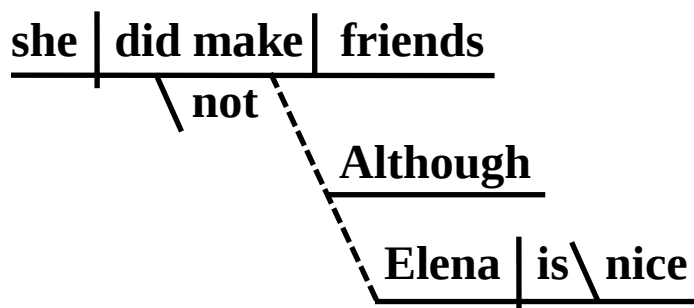
AAAWWUBBIS

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 #53

Sentence Diagram Answers



Mentor Text

“I would have been better pleased if you had never made such promises than that you should have made them and not performed them.”

Chief Shingwaukonse (1790–1854)

Writing Application Lesson

Mechanics Dictation

Mandy was the best-mannered student in the class.

Grammar and Usage Dictation

Despite the fact that the rain pounded loudly on the roof, Mrs. Peters continued to teach.

Language Conventions Lesson #54

Mechanics Lesson

“Today we are studying how to use **hyphens with numbers and spelled-out fractions**. Remember that hyphens are used to join base words to form compound words as in *one-of-a-kind*. Remember that an adjective modifies a noun or pronoun and answers Which one? How many? or What kind? 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. Use hyphens to combine the numbers between 20 and 30, 30 and 40, 40 and 50, 50 and 60, 60 and 70, 70 and 80, 80 and 90, and 90 and 100 if numbers one through nine are used within the same sentence or paragraph.

Example: I took seven copies, but she took twenty-eight.

Hyphens are also used for spelled-out fractions. **Examples:** one-half, five and two-thirds

“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: More than three-fourths of the class had turned in their twenty-four letters.

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 volunteers is kind.

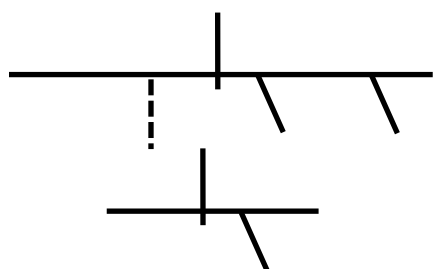
“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: The girl whom you know has the one that I want.

Language Conventions Lesson #54

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘A relative pronoun begins a dependent clause and is placed below the independent clause it modifies on a sentence diagram. A dotted vertical line connects the relative pronoun to the noun it modifies. Complete this sentence diagram: “Children who talk often will not listen well.”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Sir John Templeton, uses a relative pronoun.” Let’s read it carefully: ‘You find what you look for: good or evil, problems or solutions.’ Let’s identify the relative pronoun.”

Writing Application Lesson

“Now let’s apply what we’ve learned and respond to this quote with a sentence using a relative 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this this Sentence Dictation on your lesson: ‘Less than two-thirds of the parents brought in more than thirty-five cans for the canned food drive.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Our teacher which we love gives us the time that we need.’”

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

Language Conventions Lesson #54

Mechanics

A hyphen is a short dash (-) used to combine words. Use hyphens to combine the numbers between 20 and 30, 30 and 40, 40 and 50, 50 and 60, 60 and 70, 70 and 80, 80 and 90, and 90 and 100 if numbers one through nine are used within the same sentence or paragraph.

Example: I took seven copies, but she took twenty-eight.

Hyphens are also used for spelled-out fractions.

Examples: one-half, five and two-thirds

Guided Practice: More than three-fourths of the class had turned in their twenty-four letters.

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.

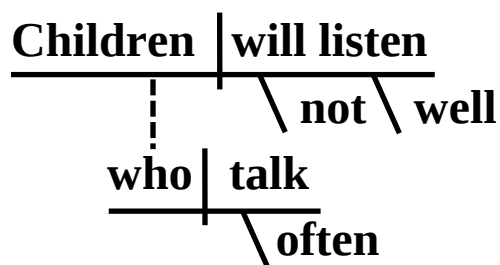
If the adjectival clause is not necessary to understand the sentence, commas are required to separate the clause from the rest of the sentence. If the clause is necessary, use no commas.

Examples: The woman, whose name I forget, was quite helpful.
The girl that volunteers is kind.

Guided Practice: The girl whom you know has the one who I want.

Language Conventions Lesson #54

Sentence Diagram Answers



Mentor Text

“You find what you look for: good or evil, problems or solutions.”

Sir John Templeton (1912–2008)

Writing Application Lesson

Mechanics Dictation

Less than two-thirds of the parents brought in more than thirty-five cans for the canned food drive.

Grammar and Usage Dictation

Our teacher, whom we love gives us the time that we need.

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: Please bring the contract and/or money on 6/19/2014.

Grammar and Usage Lesson

“Today we are studying **relative adverbs**. Remember that An adverb modifies 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? [Highlight the sentence on the display].’”

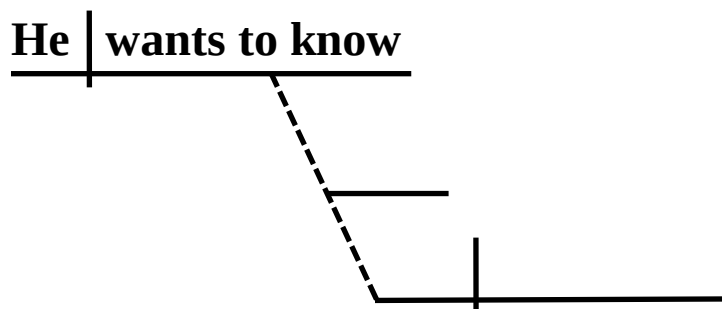
Grammar and Usage Guided Practice Answers: How my parents found me and when they did remains a mystery to this day.



Language Conventions Lesson #55

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 this sentence diagram: “He wants to know why you are waiting.”’ [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 *Ramona*, by Beverly Cleary uses relative adverbs. Let’s read it carefully: ‘She was a girl who could not wait. Life was so interesting she had to find out what happened next.’ Can anyone identify the relative adverbs?”

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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation on your lesson. Use slashes to abbreviate the pronouns, adverbs, and date: ‘He/She will be called when his/her order is ready on/before 9/19.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson. Then highlight the relative adverbs: ‘Where my grandmother was born and when she died, no one knows for sure.’”

“Now compare your sentences to the dictations 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 3/11/2013 as a b/w (black and white tie) event for him/her.

Guided Practice: Please bring the contract and/or money on 6/19/2014.

Grammar and Usage

These relative adverbs are used at the beginning of dependent clauses: *where*, *when*, and *why*.

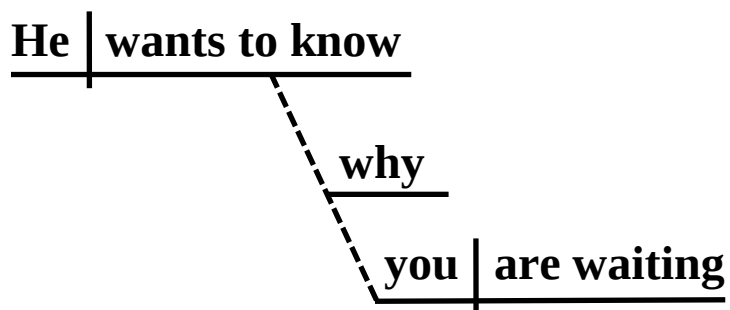
Examples: I don't know where she went, when she left, or why she won't return.

Guided Practice: How my parents found me and when they did remains a mystery to this day.



Language Conventions Lesson #55

Sentence Diagram Answers



Mentor Text

“She was a girl who could not wait. Life was so interesting she had to find out what happened next.”

Beverly Cleary (1916–)

Writing Application Lesson

Mechanics Dictation

He/She will be called when his/her order is ready on/before 9/19.

Grammar and Usage Dictation

Where my grandmother was born and when she died, no one knows for sure.

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 large, round numbers. **Example:** five hundred thousand to one million dollars

Write decimals as numbers, but percentages may be written as words or numbers.

Examples: She received a score of 0.56, but that was a .07 increase. Sixteen and one-fourth percent of the profits is exceptional. She earned 16 $\frac{1}{4}$ % of the profit.

“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: Patsy improved her grade by twenty percent (or 20%). John had a normal temperature of 98.6.

Grammar and Usage Lesson

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

An interjection is a word in a sentence that is an unnecessary, but interesting interruption. Usually found at the beginning of a sentence, these interjections can also be used in both the middle and end of a sentence. The most common introductory interjections are *Yes* and *No*.

A comma follows an interjection that begins a sentence; a comma is placed before and after the interjection when used in the middle of a sentence; a comma is placed before the interjection that ends the sentence. **Examples.** Yes, I want it. If I didn’t, *well*, would you? *No*, that would not work, *indeed*.

“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to highlight what is right. 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: How interesting. I’m not sure when, but, yes, I want it.

Language Conventions Lesson #56

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘An interjection is written on an unconnected line above the sentence diagram. Complete this sentence diagram: “Yes, Don might help us.”’” [Allow time.]

Yes

Don

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

Mentor Text Lesson

“This mentor text, from *Football and Philosophy* by Dr. Michael W. Austin, uses an introductory interjection. Let’s read it carefully: ‘We know that we too are capable of fumbling the ball. *Indeed, we have all fumbled the ball,* and we have faced the sometimes painful, sometimes comical consequences.’ 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 an introductory interjection to begin a 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 on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘The gas prices were \$3.66 per gallon and that was a 10% increase over last month’s prices.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘No, I really couldn’t use another lawnmower.’”

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

Language Conventions Lesson #56

Mechanics

Spell out large, round numbers.

Example: five hundred thousand to one million dollars

Write decimals as numbers, but percentages may be written as words or numbers.

Examples: She received a score of 0.56, but that was a .07 increase. Sixteen and one-fourth percent of the profits is exceptional. She earned 16 $\frac{1}{4}$ % of the profits.

Guided Practice: Patsy improved her grade by 20 percent. John had a normal temperature of 98.6.

Grammar and Usage

An interjection is a word in a sentence that is an unnecessary, but interesting interruption. Usually found at the beginning of a sentence, these interjections can also be used in both the middle and end of a sentence. The most common introductory interjections are *Yes* and *No*.

A comma follows an interjection that begins a sentence; a comma is placed before and after the interjection when used in the middle of a sentence; a comma is placed before the interjection that ends the sentence.

Examples. *Yes*, I want it. If I didn't, *well*, would you? *No*, that would not work, *indeed*.

Guided Practice: How interesting. I'm not sure when, but, yes I want it.

Language Conventions Lesson #56

Sentence Diagram Answers

Yes

Don | might help | us

Mentor Text

“We know that we too are capable of fumbling the ball. *Indeed, we have all fumbled the ball*, and we have faced the sometimes painful, sometimes comical consequences.”

edited by Michael W. Austin

Writing Application Lesson

Mechanics Dictation

The gas prices were \$3.66 per gallon and that was a 10% (or ten percent) increase over last month's prices.

Grammar and Usage Dictation

No, I really couldn't use another lawnmower.



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, 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 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. We all want to know if you are ready. |
| ____ 3. UNICEF | C. Irregular plural nouns |
| ____ 4. Common noun | D. Idea, person, place, or thing |
| ____ 5. Indirect question | E. Mental, physical, linking |
| ____ 6. Woman, child, person | AB. Abbreviated proper noun titles |
| ____ 7. Roman numerals | AC. Acronym |
| ____ 8. Verbs | AD. Main ideas |

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 an proper noun place and thing. _____

11. Write a sentence with an acronym. _____

12. Write a sentence including a common noun thing. _____

13. Write a sentence with an indirect question. _____

14. Write sentence with an irregular plural. _____

15. List the first ten Roman numerals. _____

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



Grammar and Mechanics Test: Lessons 5–8

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|---|--|
| ____ 1. Semicolon | A. Maggie's dance |
| ____ 2. Verb tense | B. Acts upon the subject of the sentence |
| ____ 3. Singular possessive proper noun | C. Past, present, future |
| ____ 4. Compound subject | D. The Johnsons' jobs |
| ____ 5. Plural possessive | E. Joins two independent clauses |
| ____ 6. Compound predicate | AB. Leo and Jane's project |
| ____ 7. Shared possession compound noun | AC. The "do-ers" of the sentence joined by "and" |
| ____ 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. Write a compound sentence with a semicolon. _____
10. Change this sentence to future verb tense: Malachi walked to the mall. _____
11. Change this sentence to include a singular possessive proper noun: Mykah had his papers ready to sign. _____
12. Write a sentence with a compound subject. _____
13. Change this sentence to include a plural possessive common noun: They went to Breanna Tucker's house and ate dinner with her family. _____
14. Write a sentence with a compound predicate. _____
15. Change this sentence to show individual possession: Susie and Maria's lunch was delicious. _____
16. Change this sentence to follow the verb with the direct object: Toys he wanted for Christmas. _____



Grammar and Mechanics Test: Lessons 9–12

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|---------------------------|---|
| ____ 1. Contractions | A. Between days and years |
| ____ 2. Complete sentence | B. Voice goes down at end |
| ____ 3. Don't use commas | C. Independent clauses without connecting words |
| ____ 4. Sentence fragment | D. Between street name and city |
| ____ 5. Commas with dates | E. Command |
| ____ 6. Sentence run-on | AB. Dependent clause |
| ____ 7. Commas in letters | AC. not, will, would, have, had, "to be" verbs |
| ____ 8. Imperative | AD. Between subjects and predicates |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence including two different types of contractions. _____

10. List the three tests of a complete sentence. _____

11. Re-write this sentence: Louis or Miles, did not finish the art project. _____

12. Change this fragment into a complete sentence: Where she sent the package. _____

13. Write a sentence with two different types of contractions. _____

14. Write a sentence including this date in the middle of sentence: Sunday May 10 _____

15. Add a friendly letter greeting and closing to this letter:

Thank you so much for the gift. I look forward to seeing you during the holidays.

16. Change this sentence to an imperative: Would you please stop what you are doing and listen?



Grammar and Mechanics Test: Lessons 13–16

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|-----------------------------------|--|
| ____ 1. No commas | A. Between cities and states |
| ____ 2. Collective nouns | B. That would be sad, wouldn't it? |
| ____ 3. Commas with family titles | C. Following first and last names |
| ____ 4. Subject case pronouns | D. group, people, army |
| ____ 5. Commas with place names | E. <u>My</u> friend is nicer than <u>yours</u> . |
| ____ 6. Object case pronouns | AB. me, yours, his, hers, ours, their |
| ____ 7. Tag question | AC. I, you, he, she, it, who, we, they |
| ____ 8. Possessive pronouns | AD. Before zip codes |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write your own address as it would appear on a package. _____

10. Write a sentence using a collective noun as the subject. _____

11. Mr. Smith's first name is Robert. He has a son with the same name. Write a sentence in which you include the full names of both father and son. _____

12. Write a sentence with a possessive noun. _____

13. Write a sentence including a city and state in the middle of the sentence. _____

14. Write a sentence with a compound object. _____

15. Write a sentence with a tag question. _____

16. Write a sentence with two possessive pronouns: one before a noun and one without a noun. _____



Grammar and Mechanics Test: Lessons 17–20

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|---|---|
| ____ 1. Beginning noun of direct speech | A. She, herself, had never seen the movie. |
| ____ 2. Indefinite singular pronouns | B. Ian, don't do that. |
| ____ 3. Ending noun of direct speech | C. They gave the money to themselves. |
| ____ 4. Reflexive pronouns | D. I gave him the <u>ball</u> and then took <u>it</u> back. |
| ____ 5. Middle noun of direct speech | E. anybody, anyone |
| ____ 6. Intensive pronouns | AB. I'd like cherries, grapes, and an orange. |
| ____ 7. Commas with items in a list | AC. Listen, Mark, this just won't work. |
| ____ 8. Pronoun antecedents | AD. I wouldn't look there, Jamie. |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence with a beginning noun of direct speech. _____

10. Write a sentence including an indefinite plural pronoun. _____

11. Write a sentence with an ending noun of direct speech. _____
12. Write a sentence with a reflexive pronoun. _____

13. Write a sentence with a middle noun of direct speech. _____

14. Write a sentence with an intensive pronoun. _____

15. Write a sentence with items in a list. _____

16. Write a sentence including a pronoun and its antecedent. _____



Grammar and Mechanics Test: Lessons 21–24

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|---|---|
| ____ 1. Commas after introductory words | A. this, that, these, those |
| ____ 2. Articles | B. Before FANBOYS |
| ____ 3. Commas with adjectives | C. The tall young man brought an old, dusty book. |
| ____ 4. How many? adjective | D. No, I didn't answer. |
| ____ 5. Commas with interjections | E. Sadly, she left her purse at home. |
| ____ 6. Adjective order | AB. Please lend me one dollar. |
| ____ 7. Commas in compound sentences | AC. a, an, the |
| ____ 8. Demonstrative adjectives | AD. Which one? How many? What kind? |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence using an introductory word. _____

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

11. Write a sentence using a list of three adjectives. _____

12. Write a sentence using a Which one? Adjective. _____

13. Write a sentence with an interjection. _____

14. Change this sentence to proper adjective order: I have met young three those men. _____

15. Write a compound sentence. _____

16. Write a sentence including both singular and plural demonstrative adjectives. _____



Grammar and Mechanics Test: Lessons 25–28

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|--|--|
| ____ 1. Commas with phrases | A. Did he say, “I am hungry”? |
| ____ 2. Past participle adjective | B. Tired, the boys went off to bed. |
| ____ 3. Commas after dependent clauses | C. Sue walks up the hill, across the bridge, to Joe’s. |
| ____ 4. Short comparative modifier | D. When they left, no one remembered. |
| ____ 5. Ending speaker tag | E. “Let’s watch television,” Zoe said. |
| ____ 6. Long comparative modifier | AB. That story is more interesting. |
| ____ 7. Capitalization with quotations | AC. The smallest piece remained. |
| ____ 8. Short superlative modifier | AD. Her piece was bigger than mine. |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence including a phrase set off by commas. _____

10. Write a sentence beginning with a past participle adjective. _____

11. Write a sentence beginning with a dependent clause. _____

12. Write a sentence using a short comparative modifier. _____

13. Write a sentence with an ending speaker tag. _____

14. Write a sentence using a long comparative modifier. _____

15. Write a sentence in which you quote something that your teacher says, using the exact words.

16. Write a sentence using a short superlative modifier. _____



Grammar and Mechanics Test: Lessons 29–32

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|--|--|
| ____ 1. Divided quotations | A. The doctor said that the tests were positive. |
| ____ 2. Long superlative modifier | B. I read the article in <i>Newsweek</i> . |
| ____ 3. In-text citation | C. Past, present, and future |
| ____ 4. Verb tense | D. Repeated, usual, or taking place now. |
| ____ 5. Indirect quotation | E. His was the greatest prize |
| ____ 6. Present tense | AB. (Smith 434). |
| ____ 7. Books, newspapers, and magazines | AC. “He tried his best,” she said, “but it failed.” |
| ____ 8. Verb relationships | AD. Past and present can comment or relate to the future |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence with a divided quotation. _____
10. Write a sentence using a long superlative modifier. _____
11. Write a citation for an author named Samuel Diego and page 32 from his blog article. _____
12. Write a sentence using the past verb tense. _____
13. Write a sentence in which you quote something that your teacher says, without using the exact words. _____
14. Complete this sentence: In the future we _____
15. Write a sentence including the name of a website and a newspaper. _____
16. Complete this sentence: Yesterday you _____,
but now you _____



Grammar and Mechanics Test: Lessons 33–36

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|--|---|
| ____ 1. Movies, television shows, plays, art | A. Changing can create confusion. |
| ____ 2. State of being verb | B. The game was yesterday. |
| ____ 3. Songs and poems | C. The 23 rd was titled “How We Did It.” |
| ____ 4. Verbs and condition | D. If you haven’t given your speech you will. |
| ____ 5. Book chapters | E. I had never visited the museum. |
| ____ 6. Consistent verb tense | AB. The state printed the “Marriage Certificate.” |
| ____ 7. Short stories and documents | AC. “I Believe It” plays all the time on the radio. |
| ____ 8. Helping verbs | AD. We saw <u>The Nutcracker</u> at the theater. |

Sentence Application Directions: Answer in complete sentences using your own words.

9. Write a sentence including the title of a television show and a movie. _____
- _____
10. Write a sentence including a state of being verb. _____
- _____
11. Write a sentence including the title of a song or poem. _____
- _____
12. Write a sentence to describe a situation that is not real, and probably never will be real.
- _____
13. Write a sentence including the title of a book chapter. _____
- _____
14. Change this sentence to keep the consistent past tense: Since you finished your homework, you will know how long it took to complete. _____
- _____
15. Write a sentence including the title of a short story. _____
- _____
16. Write a sentence using a helping verb. _____
- _____



Grammar 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. They could have done a better job. |
| ____ 2. Past participle verbs | B. Renames or describes the subject of the sentence. |
| ____ 3. Capitalized things and products | C. Many French Canadians live in Quebec. |
| ____ 4. Irregular past participles | D. He had sunk his ship. |
| ____ 5. Capitalized holidays | E. She had given me a dessert. |
| ____ 6. Linking verbs | AB. We celebrate Presidents' Day in February. |
| ____ 7. Capitalized dates and special days | AC. The Statue of Liberty is beautiful. |
| ____ 8. Modals | AD. We watch fireworks on the Fourth of July. |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence including a people group. _____

10. Write a sentence including a regular past participle verb. _____

11. Write a sentence including the name of a product. _____

12. Write a sentence including an irregular past participle verb. _____

13. Write a sentence including a holiday. _____

14. Write a sentence including a linking verb. _____

15. Write a sentence including the name of a special day. _____

16. Change this sentence using a modal verb. _____



Grammar and Mechanics Test: Lessons 41–44

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|--|--|
| ___ 1. Capitalized titles | A. “Over fifty dentists agree,” said Margot. |
| ___ 2. Singular subject-verb match | B. We go to Doctor Pendleton. |
| ___ 3. Capitalize organizations/businesses | C. The United Food Bank |
| ___ 4. Plural subject-verb match | D. Yesterday, they had asked for my time. |
| ___ 5. Capitalize languages | E. I am trying my best. |
| ___ 6. Progressive verb tense | AB. She speaks both Russian and Japanese. |
| ___ 7. Direct quotations | AC. He goes to watch and she leaves before him. |
| ___ 8. Past perfect verb tense | AD. They go to watch and they leave before them. |

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 beginning with a singular subject. _____

11. Write a sentence with the name of a business. _____

12. Write a sentence beginning with a plural subject. _____

13. Write a sentence including the name of a language. _____

14. Write a sentence using the progressive verb tense. _____

15. Write a sentence in which you introduce a direct quotation from something your friend told you. _____

16. Write a sentence using the past perfect verb tense. _____



Grammar and Mechanics Test: Lessons 45–48

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|---|--|
| ____ 1. Capitalized independent clauses | A. They studied the Gold Rush last year. |
| ____ 2. Present perfect verb tense | B. Surprise or strong emotion |
| ____ 3. Special events and historical periods | C. We wonder if Bernie finished his poem. |
| ____ 4. Future perfect verb tense | D. They have helped us every morning. |
| ____ 5. Indirect question | E. Modify verbs |
| ____ 6. Adverbs | AB. What degree? How? Where? When? |
| ____ 7. Exclamation point | AC. At the beginning of the sentence |
| ____ 8. Adverb order | AD. We will have folded one hundred envelopes. |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Complete this sentence with an independent clause: I always wanted to ask you both, but

10. Write a sentence using the present perfect verb tense. _____

11. Write a sentence including the name of an historical period. _____

12. Write a sentence using the present perfect verb tense. _____

13. Write an indirect question. _____

14. Write a sentence including a How? adverb. _____

15. Write a sentence showing surprise. _____

16. Change this sentence to proper adverb order: After he fell from his horse, the cowboy afterwards carefully rode more. _____



Grammar and Mechanics Test: Lessons 49–52

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|-----------------------------------|--|
| ____ 1. Colons | A. Join words and phrases with related meanings |
| ____ 2. Coordinating conjunctions | B. A dependent clause and an independent clause |
| ____ 3. Parentheses | C. Can be used as an appositive |
| ____ 4. Correlative conjunctions | D. A range of values |
| ____ 5. Dashes | E. Asks “What?” or “Whom?” and begins a phrase. |
| ____ 6. Prepositions | AB. both-and, either-or, whether-or, neither-nor |
| ____ 7. Brackets | AC. Used in plays for stage directions |
| ____ 8. Complex sentence | AD. Introduce a list of words or phrases |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence including a colon used to introduce a list of words. _____

10. Write a sentence beginning with a coordinating conjunction. _____

11. Write a sentence including an appositive in parentheses. _____

12. Write a sentence including a pair of correlative conjunctions. _____

13. Write a sentence using a dash to show a range of values between dates, times, or numbers. _____

14. Write a sentence beginning with a prepositional phrase. _____

15. Write a sentence using a pair of brackets. _____

16. Write a complex sentence. _____



Grammar and Mechanics Test: Lessons 53–56

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|---|--|
| ____ 1. Hyphens and compound adjectives | A. He won six hundred thousand dollars. |
| ____ 2. Subordinating conjunctions | B. Bud is wise, but hot! AAA WWW |
| ____ 3. Hyphens used to combine words | C. She was a well-behaved little girl. |
| ____ 4. Relative pronouns | D. <i>where, when, and why</i> |
| ____ 5. Slashes | E. <i>who, whom, that, or which</i> |
| ____ 6. Relative adverbs | AB. Two-thirds of the children bring their lunch. |
| ____ 7. Numbers | AC. Separate dates, abbreviate, or to mean <i>or</i> |
| ____ 8. Interjections | AD. An unnecessary, but interesting interruption |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence using a compound adjective. _____

10. Write a sentence beginning with a subordinating conjunction. _____

11. Write a sentence including a relative pronoun. _____

12. Write a sentence including a slash. _____

13. Write a sentence including a hyphenated word. _____

14. Write a sentence using a relative adverb. _____

15. Write a sentence in which you spell out a large, round number. _____

16. Write a sentence including an interjection. _____



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. AC
5. A
6. AB
7. B
8. E

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 5

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.4.3.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

Common Core State Standards Alignment Grade 5

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Lesson #
Grade Level Standards: Conventions of Standard English:	
CCSS.ELA-LITERACY.L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	LC/SW 49–51, 53, 56 GUM 7, 8, 15, 39, 47
CCSS.ELA-LITERACY.L.5.1.B Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.	LC/SW 44–46 GUM 34, 36, 38
CCSS.ELA-LITERACY.L.5.1.C Use verb tense to convey various times, sequences, states, and conditions.	LC/SW 30–35 GUM 33–40
CCSS.ELA-LITERACY.L.5.1.D Recognize and correct inappropriate shifts in verb tense.*	LC/SW 35 GUM 33–40
CCSS.ELA-LITERACY.L.5.1.E Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).	LC/SW 50
CCSS.ELA-LITERACY.L.5.2.A Use punctuation to separate items in a series.*	LC/SW 10–15, 20, 49 GUM 43, 45, 48, 66
CCSS.ELA-LITERACY.L.5.2.B Use a comma to separate an introductory element from the rest of the sentence.	LC/SW 21, 22, 24, 25 GUM 44, 46
CCSS.ELA-LITERACY.L.5.2.C Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	LC/SW 23 GUM 46
CCSS.ELA-LITERACY.L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works.	LC/SW 30–36 GUM 58–64

LC = Language Conventions; SW = Student Worksheets;

GUM = Grammar, Usage, and Mechanics Worksheets

*Language Progressive Skills



Student Lessons

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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: Ms Brown told Louis Jr. to make an appointment with James Worthy, M.D..

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, a group of words (with or without abbreviations), or a hyphenated word.

Examples: John, President of the U.S.

Sometimes the same word can name or not name a person, place, or thing. Capitalize the word only if it names or is part of a name.

Example: They attended church at the First Baptist Church.

Guided Practice: The Engineer from the Dallas-fort Worth area who worked on the Baltimore Railroad was Louis Jones, Sr.



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:
“Yellowstone National Park.”

_____ | has | buffalo

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 following the first letter of each key word in an abbreviated title or expression, and pronounce each of these letters when saying the abbreviation.

Examples: U.S.A., a.m., p.m.

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

Example: NATO

Guided Practice: At 10:00 am. the billionaire JP Johnson gave a speech at the U.N.

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)

Use specific common nouns instead of general common nouns. The word *specific* means exact or special. Especially avoid using these general words: *thing, stuff, junk, something*.

Guided Practice: Identify the types of common nouns in the spaces provided.

My cousin () at school () says

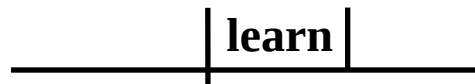
our freedom () is protected by our laws ().



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: “students” and “math.”



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

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

Example: Everyone asks if you are new.

Guided Practice: Everyone wants to know if this weather will last. And we wonder how it might damage our crops?

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: We are all so busy with our own lives. Women, mans, and children don’t have time for each other.



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: “dress” and “woman.”

_____ | wear | _____

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

Alphanumeric Outlines use numbers, letters, and periods to organize information. The first letter of the word, group of words, or sentence that 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.
Examples: A., B., C.
- The first minor detail modifies the major detail and is double indented on the next line. It begins with the Arabic numeral 1 followed by a period.
- The second minor detail is double indented on the next line and listed as 2.

Guided Practice: The fourth main idea is listed as IV. The second major detail is listed as b.

Grammar and Usage

Three types of verbs act upon singular or plural nouns or pronouns. Singular verbs usually end in s. Plural verbs do not.

- 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 something else.
Examples: is, am, are, was, were, be, being, been

Guided Practice: Identify whether these verbs are mental, physical, or linking.

do () be () know ()

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.”

Harry | | candy

They | | 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 #5

Mechanics

A semicolon (;) can be used to join two simple sentences in a compound sentence. The semicolon replaces a comma-conjunction. A conjunction is a word which joins words, groups of words, or sentences.

Examples: Joe is a real leader, and he is class president. (comma-conjunction) Joe is a real leader; he is class president. (semi-colon)

Guided Practice: That is horrible; you should have tried harder, you could have asked for help.

Grammar and Usage

English uses three simple *verb tenses* to show time: the present, past, and future. Usually keep the same verb tense in a sentence or paragraph. This is especially important with the past tense.

- 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 the verb tenses in the spaces provided.

I dropped (_____ tense) my son off after school, but will get

(_____ tense) him after I finish (_____ tense) some errands.



Language Conventions Lesson #5

Sentence Diagram

Complete these sentence diagrams, using the past, present, and future tenses of the base form of the verb: “giggle.”

Past Tense

Babies

Present Tense

Babies

Future Tense

Babies

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: Samanthas' sister asked to borrow Lisa's mittens.

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 a sentence.

Examples: Sara knows me. It was perfect.

The compound subject matches a plural verb when it includes two or more subjects joined by "and."

Example: Alberta and I left town.

When the compound subject is joined by "or," it matches a singular verb.

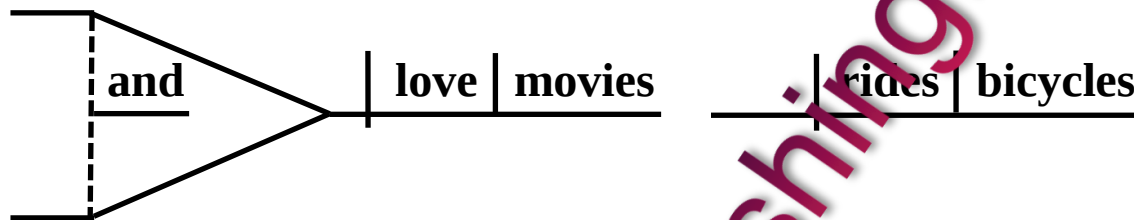
Example: He or Michael is ready to help.

Guided Practice: Priscilla gave me a compliment. She and Dennis are always so kind.

Language Conventions Lesson #6

Sentence Diagram

Compound subjects are drawn as horizontal lines stacked on top of each other and must match plural verbs. Complete these sentence diagrams: “Ty and I love movies. Bob rides bicycles.”



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

Examples: the Lees’ dog, kids’ hobbies, churches’ windows, wives’ addresses

Guided Practice: I taped on the boxe’s labels and we mailed them to the Martins’ house.

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

The compound predicate is two or more verbs joined by “and” or “or.”

Examples: The baby walks and talks. Grandmas hug or kiss.

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.

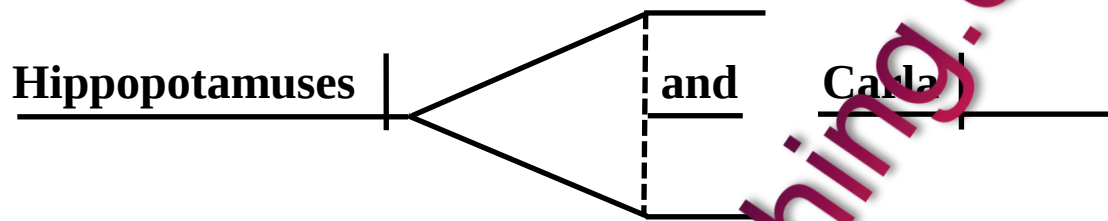
Guided Practice: Benny told us what happened. We believed and trusted him.



Language Conventions Lesson #7

Sentence Diagram

Compound predicates are drawn as horizontal lines stacked on top of each other. Complete these sentence diagrams: “Hippopotamuses run and walk. Carla laughs.”



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

If each noun in a compound noun has individual possession, place an apostrophe then an s at the end of each noun. If both or all of the nouns share ownership of the item, place an apostrophe then an s at the end of the last noun listed.

Examples: Eric's and Victor's backpacks (individual possession), Kayla and Emma's pizza (shared ownership)

Guided Practice: Marla's and John's candles sold in Bill's and Seth's store.

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: Manuel brought flowers and Tonya arranged them.



Language Conventions Lesson #8

Sentence Diagram

A subject is placed to the left of the main vertical line, and the direct object is placed to the right of the predicate in sentence diagrams. Complete these sentence diagrams: “They chew gum. Joanna sees them.”

_____ | chew | _____

_____ | sees | _____

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

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*). With these words the apostrophes are found in the middle of words.

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*), o’clock (for *of the clock*)

Some old words are contracted not in the middle, but 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*) A few old words are contracted not in the middle or beginning, but at the ending of the words. This means that the missing letter or letters come after the apostrophe found at the end of the word.

Example: jack-o’-lantern (for *Jack of the lantern*) Some words even have more than one contraction.

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

Guided Practice: Paula doesn’t know it’s already past twelve o’clock.

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.

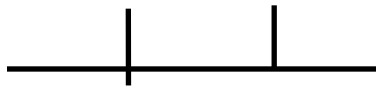
Example: If I only had those sneakers, I would be happy.

Guided Practice: If I tried, I could win.

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: “Dogs chase cats. I smiled”



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.

Also, don't use a comma to separate a compound subject or compound object.

Examples: Pete in Iowa, and Jim in Ohio went to see Tom, and Ben. Now X-out the commas.

Guided Practice: Janet in Texas, called earlier, but she, and her sister will call back later.

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.

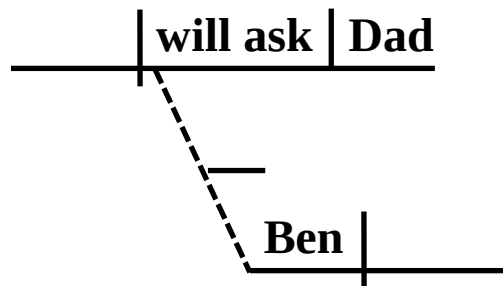
Example: If the new student raises his hand, the teacher will call on him.

Guided Practice: Helped me out when you were busy. The old man.

Language Conventions Lesson #10

Sentence Diagram

Dependent clauses are placed below the main horizontal line and connect to predicates with a dotted slanted line. Add these words to the sentence diagram: “If,” “Mom,” and “wants.”



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

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 said the date was Wednesday, May 14, 2015, and then she left.

Guided Practice: We asked him for a decision on Friday May, 14 and we told him we would wait until Sunday, May 16.

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 connects 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.

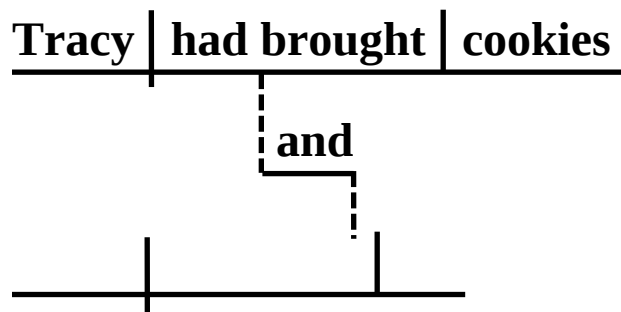
Guided Practice: Tim knew what was happening, he was not sure why.



Language Conventions Lesson #11

Sentence Diagram

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: “Louis will bring tea.”



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

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: Dear Mom,

To Whom It May Concern:

Thank you for my gift.

Thank you for the package.

Love,

Sincerely,

Bobby

Robert Espinoza

Guided Practice: Friendly– Dear Jamisha, Thank you for your kind note. Your friend, Zhamara.
Business– Dear Sirs, Please refund my purchase. Sincerely: Emily Matthews

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!

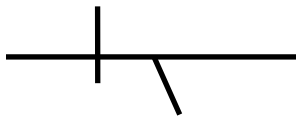
Guided Practice: How did you find out! Stop complaining. That is shocking. You know better?



Language Conventions Lesson #12

Sentence Diagram

Question starters such as *who*, *what*, *where*, *when*, *why*, and *how* are placed below the predicate to form interrogative sentences in sentence diagrams. Remember that sentence diagrams do not include punctuation. Complete this sentence diagram: “Why did she cheat?”



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

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: I lived at 1412, Western Avenue. She was born in Glendale, California.

Grammar and Usage

Some common nouns are called *collective nouns* and refer to a group of people, animals, or things. Collective nouns take singular verbs if the members act as one group. They take plural verbs if the members act as individuals. The “the” before a collective noun usually refers to a singular noun; the “a” usually refers to a plural noun.

Examples: class, group

Guided Practice: The team are thrilled by its victory. The team jump into their parents’ cars and head to the pizza parlor to celebrate.



Language Conventions Lesson #13

Sentence Diagram

Collective nouns can be sentence subjects or objects. Complete these sentence diagrams: “Fish ate flies” and “Deer drink 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

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: Lance Jr., gave the message to David Bassett, Sr.

Grammar and Usage

Pronouns take the place of nouns. One type of pronoun is called a *subject case pronoun* because it acts as the subject of a sentence. The subject is the “do-er” of the sentence.

These are the subject case pronouns: Singular—*I, you, he, she, it, who* Plural—*we, you, they, who*

The singular subject case pronouns, *he, she, it, and who* match singular verbs, which usually end in *s*.

Examples: He knows, she thinks, it lasts, who appears

Both the singular subject case pronouns, *I and you*, and the plural subject case pronouns, *we, you, they, and who*, match plural verbs and don't end in *s*.

Examples: I, you, they, who eat.

Place the first person singular pronoun (*I*) last in compound subjects.

Example: Paul and I left.

Guided Practice: I and the teacher cleaned up the room. It was a mess.

Language Conventions Lesson #14

Sentence Diagram

Complete this sentence diagram: "They help Ty."



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: He moved from Warsaw, Indiana to Paris France.

Grammar and Usage

Writers use pronouns to take the place of nouns. One type of pronoun is called an *object case pronoun*. The object case pronoun tells whom or what receives the action of the verb.

These are the object case pronouns: Singular—*me, you, him, her, it, whom*

Plural—*us, you, them, whom*

Always place the *me* and *us* pronouns last in compound objects.

Example: Please text Robin and us.

Pronoun Tricks: If unsure whether a pronoun should be in the subject or object case, rephrase the sentence with the pronoun at the start of the sentence.

Example: The winner was me. Rephrase: I was the winner. To check whether *whom* is correct, try substituting *him* in place of *whom* and rephrase, if necessary.

Example: *Whom* did Joan love? Rephrase: Did Joan love *him*?

Guided Practice: Juan helped him. Tom thanked both Juan and I.



Language Conventions Lesson #15

Sentence Diagram

Complete this sentence diagram, using a pronoun that acts upon the verb and a pronoun that receives the action of the verb: "You called them."



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

A tag question is a brief question added to a declarative or imperative sentence. Use commas to set off tag questions. Place a question mark at the end of the sentence, even though most of the sentence is a statement or a command.

Examples: I don't think he will finish, will he? Please stop, won't you?

Guided Practice: He's fine, isn't he. I'd like to know, does he always look so pale?

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.

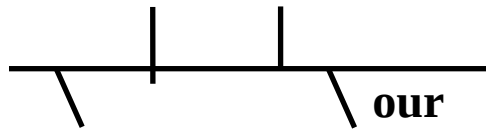
Example: Mary said that my jacket is nice, but hers is nicer.

Guided Practice: Mine answer has always been the same. His changes all the time.

Language Conventions Lesson #16

Sentence Diagram

Possessive pronouns are placed below the subjects or objects that they modify. Complete this sentence diagram: “Your father fixed our plumbing.”



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

When we talk to a person in our speech or writing, that person is a *noun of direct speech*. Place a comma after nouns of direct speech used at the beginning of a sentence.

Example: “Barbara, please listen to me,” I said.

Guided Practice: Suzanne and Ryan, please put the markers back. Kenny, you can use them now.

Grammar and Usage

An indefinite pronoun does not refer to a specific noun.

These indefinite pronouns are singular: Indefinite pronouns ending in “_body” or “_one” are singular.

Examples: anybody, anyone

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

Example: Both are great.

Indefinite pronouns that express quantity 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: Many have asked me that question, but few is willing to hear my answer.

Language Conventions Lesson #17

Sentence Diagram

Complete this sentence diagram: "Both quit karate."



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

Place commas before nouns of direct speech used at the end of sentences.

Example: “Why aren’t you helping, Sandy?” I asked.

Guided Practice: It will take all of your courage Ron. You do need to fix that, friend.

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 or prepositions. A preposition shows a relationship between the preposition and its object. The relationship may be that of location, position, or time. 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. A reflexive pronoun may be used as the object at the end of a prepositional phrase.

Examples: Pete gave himself a break and grabbed a cookie for himself. (prepositional phrase)

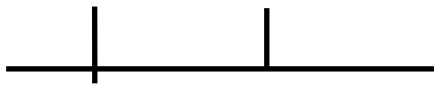
Guided Practice: Mona gave herself the sweater and also kept the pants for herself. Herself got some great bargains.



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 this sentence diagram: “She helped herself.”



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

Place commas before and after nouns of direct speech used in the middle of sentences.

Example: “If you wait your turn, Chelsea, you will get your fair share,” the teacher said.

Guided Practice: You should wait, Tommy until the pizza cools down a bit.

Grammar and Usage

Intensive pronouns are used to emphasize subject or object case nouns or pronouns. These pronouns take the same form as reflexive pronouns and end in “self” or “selves”: *myself, ourselves, yourself, yourselves, himself, herself, itself, and themselves*.

Unlike reflexive pronouns, removing the intensive pronoun does not change the meaning of the sentence. Intensive pronouns generally follow nouns or pronouns in the sentence and are not separated by commas.

Examples: you yourself, he himself

Guided Practice: The toddler cried, “I do it myself!” We, *ourselves*, wish she could.

Language Conventions Lesson #19

Sentence Diagram

Intensive pronouns are placed within parentheses following the subject or object. Complete this sentence diagram: “They (themselves) love shopping.”

_____ (themselves) | _____ | _____

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

Use commas after each item in lists except the last one. The item can be a word or a phrase.

Example: My favorite classes are art, Spanish, and computers.

Guided Practice: Do you want chocolate, strawberry or vanilla?

Grammar and Usage

A pronoun must clearly refer to just one noun (the antecedent). Usually, the pronoun refers to 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. Revision: Juan gave his picture to Dan.

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

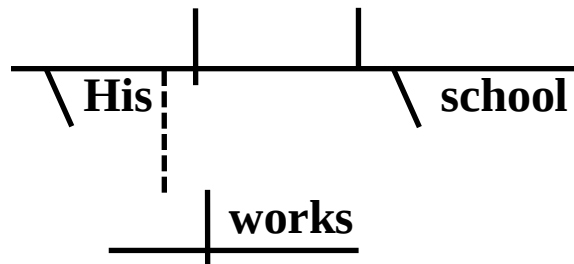
Example: She picked up the baseball and put down the bat, then gave it to me. Revision: She picked up the baseball and put down the bat. Then he gave the ball to me.

Guided Practice: Bo picked up the stone, and he took a bite out of his sandwich. He threw it in the river.

Language Conventions Lesson #20

Sentence Diagram

Pronouns are placed below their antecedents and connected with a dotted vertical line. Complete this sentence diagram: “His brother who works designs school buildings.”



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

Follow these comma rules after introductory words:

- Use commas after introductory words that receive special emphasis.
Example: Happily, I was wrong.
- Use comma after introductory words that modify other words in the main clause or to avoid confusion.
Example: Smart and funny, the girl was quite popular.
- Place a comma after introductory prepositional phrases with more than four words and after each phrase in a prepositional phrase string.
Examples: Under the broken garden fence, I escaped. Over the rocks, across the stream, I hiked.

Guided Practice: Beneath the layers of dirt, John was handsome. However he did need to bathe more.

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.

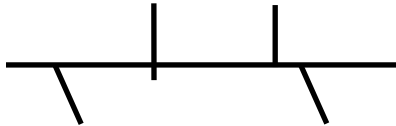
Examples: a crocodile, an alligator, a huge orca

Guided Practice: She chose an orange and a banana.

Language Conventions Lesson #21

Sentence Diagram

Articles are placed below the horizontal line to modify nouns. Complete this sentence diagram:
“The gorilla eats an apple.”



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

Sometimes a list of adjectives is used to modify a noun. If the adjectives equally modify the noun, place commas after each adjective except the last.

Examples: She chose a ripe, juicy apple.

If the adjectives don't equally modify the noun, no commas are used between them.

Examples: Let's order a hot thick-crust sausage pizza.

To check whether to use commas between adjectives, place the word *and* between the adjectives or reverse their order. If the adjectives still *sound right*, use commas.

Examples: ripe and juicy apple; juicy, ripe apple. If the adjectives don't *sound right*, don't use commas.

Examples: thick-crust and hot; sausage and thick-crust; a sausage, thick-crust, hot pizza.

Guided Practice: That tasty apple pie goes well with a cold delicious glass of milk.

Grammar and Usage

An adjective modifies a noun or pronoun and can answer Which one? How many? or What kind? Place adjectives before nouns.

Examples: these men, two men, handsome men

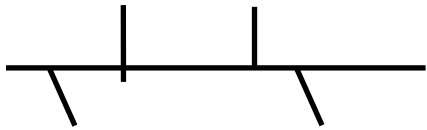
Guided Practice: The mean and cruel boy bullied that sweet girl little.



Language Conventions Lesson #22

Sentence Diagram

Adjectives are placed below the horizontal line to modify nouns. Complete this sentence diagram: “Bright stars light dark nights.”



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

An interjection is a word or phrase used in informal writing that provides an unnecessary, but interesting interruption. Usually found at the beginning of a sentence, these interjections can also be used in both the middle and end of a sentence. The most common introductory interjections are *Yes* and *No*. Some interjections express sounds such as *Ah!* or *Phew!*

A comma follows an interjection that begins a sentence; a comma is placed before and after the interjection when used in the middle of a sentence; a comma is placed before the interjection that ends the sentence.

Examples: *Yes*, I like you. If I didn't, *well*, would I ask you to my party? *No*, that would not work, *indeed*.

Guided Practice:

"Yes, that was what she said."

"Um, did she really, uh mean that?"

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?

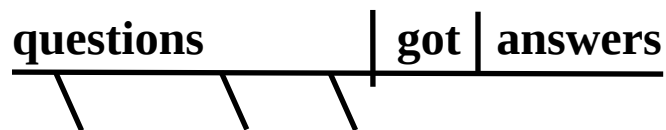
Examples: these (Which one?) two (How many?) handsome (What kind?) men

Guided Practice: That red one truck in the sand box was rusty.

Language Conventions Lesson #23

Sentence Diagram

Complete this sentence diagram, placing the adjectives in proper order below the horizontal line:
“These surprising two questions got answers.”



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

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: It was cute, and it was cheap. The man had always wanted children, yet he never found the right woman to marry.

Grammar and Usage

The demonstrative adjectives *this* (singular) and *these* (plural) are close to the writer (speaker); *that* (singular) and *those* (plural) are away from the writer (speaker). Revise by adding the noun after the pronoun.

Example: That painting is beautiful.

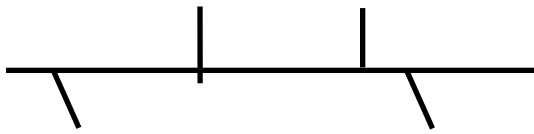
Guided Practice: These apples right here are ripe, but these over there are still green.



Language Conventions Lesson #24

Sentence Diagram

Adjectives are placed to the right of the slanted lines, below the nouns or pronouns which they modify. Complete this sentence diagram: “Those sweaters match these scarves.”



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

Use commas to set off phrases that are separate from or interrupt the main clause of the sentence.

Example: She drove the sleigh over the river, through the woods, and back to our house.

If an introductory phrase is four words or less, don't use a comma unless the phrase is given special emphasis.

Examples: Over there I put the food; Hurt by his own friends, Julian left the party. Under the bright morning sky, I hiked.

Guided Practice: Near the fence, was hidden a five dollar gold piece. In comparison, her writing seemed clear and neat.

Grammar and Usage

The base form of a verb ending in “_d”, “_ed,” “_t” or “_en” forms the past participle. The past participle adjective can modify a noun or a pronoun on its own or be part of a phrase.

Examples: Defeated, the team had hoped for a victory. Given a stamp, Mom put it on the envelope.

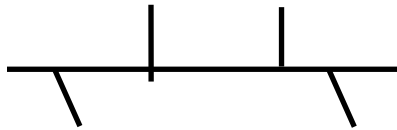
Guided Practice: Shaken, his mother was never the same after the accident. Worried about her, the children talked to their father.



Language Conventions Lesson #25

Sentence Diagram

Past participles used as adjectives are placed below the horizontal line to modify nouns or pronouns. Complete this sentence diagram: “Tired Mitch tried his best.”



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

Place a comma after a dependent clause that begins a sentence.

Example: Unless you approve, I won't volunteer.

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: Brandon quit the team, unless I'm mistaken but he still went to the games, because he was still friends with all of his teammates.

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 modifier to compare two persons, places, or things.

Examples: prettier, more money

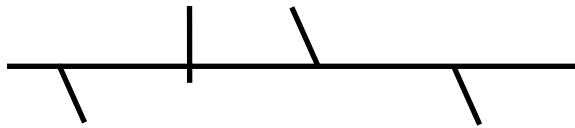
Guided Practice: Lou looked shorter, though he was actually more shorter than his brother.



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: “Their knitting was less perfect.”



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

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?”

If the speaker tag is in the middle of the sentence, place commas before and after 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.”

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

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

Guided Practice: She said, “I’m not sure it will work.” “The answer,” I explained “is simple and clear.”

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

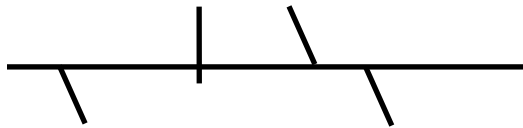
Guided Practice: Ted is responsible, yet he is also less committed.



Language Conventions Lesson #27

Sentence Diagram

Comparative modifiers are placed to the right of predicates after a backward slash slanted line in sentence diagrams. Complete this sentence diagram: “Our students are more intelligent.”



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

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

Examples: Pedro said, “It’s a 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 mom replied, “We need a back-up plan.” and then she said, “Just in case.”

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*.

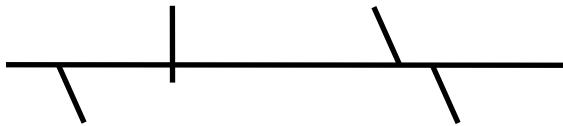
Example: greatest

Guided Practice: Of all of the classrooms, ours is the cleanest and the most best.

Language Conventions Lesson #28

Sentence Diagram

Superlative modifiers are placed to the right of predicates after a backward slash slanted line in sentence diagrams. Complete this sentence diagram: “That Amelia has to be the tallest.”



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

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).

If the author's name is not listed, use the title of the source instead. "Over 50% remain homeless" ("The Forgotten Few" 3).

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

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.

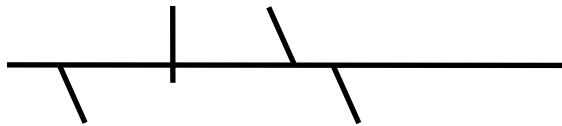
Examples: mightiest, most interesting, least carefully

Guided Practice: Of all the dancers she was the most entertaining and the beautifulest.

Language Conventions Lesson #29

Sentence Diagram

Superlative modifiers are placed to the right of predicates after a backward slash slanted line in sentence diagrams. Complete this sentence diagram: “Their dessert was most creative.”



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

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 people so quick to judge others," the author asked. (Thomas 8) Did the author think that all judgments are wrong in all cases"? (Thomas ?)

Grammar and Usage

The *tense* of a verb shows the time of a verb's action. The past tense adds *did* before the base form of the verb or "ed" after the base form of the verb to match both singular and plural subjects. Many common verbs do have irregular past tenses.

Examples: She did try and she worked all morning. I have money but he had none. I see success while he saw failure.

The present tense adds "s" or "es" after the base form of the verb to match both singular subjects, but keeps the base form of the verb to match the *I* and plural subjects. The present tense shows an action happening now or all the time.

Example: He works as she watches and I take notes.

The future tense adds *will* to the base form of the verb to match both singular and plural subjects.

Examples: John will work and they will play.

Guided Practice: Francis will do the dishes after I cooked.

Language Conventions Lesson #30

Sentence Diagram

Verbs are placed to the right of subjects after the main vertical line. Complete these sentence diagrams, using the verb “to talk” in the past, present, and future tenses of that verb.

Past Tense

I | _____

Present Tense

She | _____

Future Tense

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 #31

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 said that cheetahs are the fastest animals (Perkins 52).

Guided Practice: The writer said that he is not sure what happened" (Moat 5).

Grammar and Usage

Different types of time are described with different forms of verbs.

- The past tense describes an idea or action started and completed at one time in the past.
Example: He walked home.
- The present tense describes an idea or action that is repeated, usual, or taking place now.
Example: He walks home.
- The future tense describes an idea or action that will take place.
Example: He will walk home.

Guided Practice: Kenny usually walks home but earlier he gets a ride.

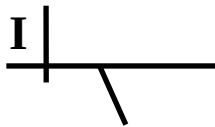


Language Conventions Lesson #31

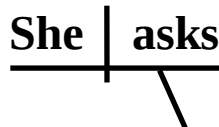
Sentence Diagram

Verbs are placed to the right of subjects after the main vertical line. When? adverbs are placed below the horizontal line to modify the verbs. Complete these sentence diagrams: "I asked yesterday. She asks now. They will ask later."

Past Tense



Present Tense



Future Tense



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

Underline or italicize the titles of books, newspapers, websites, and magazines. As a general rule, we underline or italicize *whole things, big things, or things that can be picked up from a table*.

Examples: *War and Peace*, *New York Times*, YouTube, Tiger Beat

Guided Practice: C.S. Lewis' The Silver Chair is a suspenseful novel. "Time" magazine called it "one of the best books in the Narnia series."

Grammar and Usage

The past tense is used for a physical or mental action happening just once in the past, but it may comment on or relate to another verb tense in the same sentence.

Example: She said that he wanted more sugar in his lemonade.

The past tense can comment on the present tense, which is used for a physical or mental action that is always happening or should always be happening.

Example: She said that he wants more sugar in his lemonade.

The past and present tenses can comment on or relate to the future tense, which is used for a physical or mental action that will happen in the future.

Examples: She said that he will want more sugar in his lemonade. He hopes that she will not use up all of the sugar.

Guided Practice: I told him I want to watch him if he got in the game.



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. The helping verb “did” is often combined with the base form of a verb to form the past tense. Complete this sentence diagram: “I did not expect flowers.”



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

Underline or italicize the titles of plays, television shows, movies, and works of art. As a general rule, we underline or italicize *whole things, big things, or things that can be picked up from a table*.

Examples: *Hamlet*, *The Tonight Show*, *Star Wars*, *Pieta*

Guided Practice: The Mona Lisa is a wonderful portrait, while Julius Caesar is a great play. I watched Nova and learned about how artists restored Da Vinci's The Last Supper.

Grammar and Usage

When a form of the “to be” verb links to its subject with *where* or *when*, we call it a *state of being verb*. The forms of the “to be” verb include the following: *is, am, are, was, were, be, being, been*.

Examples: *Where?* The girls are [at the back of the classroom]. *When?* The concert is [today].

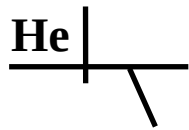
Guided Practice: His children are on the playground and will be late to dinner.



Language Conventions Lesson #33

Sentence Diagram

Verbs are placed to the right of subjects after the main vertical line. State of being verbs do not connect to direct objects, but do connect to *when* and *where* adverbs, which are placed below the horizontal line. Complete these sentence diagrams: “He was there. Our field trip is today.”



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

Place quotation marks before and after the titles of songs and poems. As a general rule, place quotation marks before and after *parts of whole things, small things, or things that can't be picked up from a table.*

Examples: "Jingle Bells" "This Little Piggy"

Guided Practice: The lyrics to "Bluebird" and the words in the poem, Jabberwocky, are strange.

Grammar and Usage

A *When? Where? How? or Why?* situation that *must* or *could* happen to make something else happen is known as a *condition*. Different verb tenses are used to describe these situations:

1. A situation that is not yet real, but probably *will* be. For the conditional part of the sentence which begins with *if*, use a present tense verb. For the main part of the sentence, use a future tense verb (*will* + the base form of the verb).

Example: If it rains today, the river will flood.

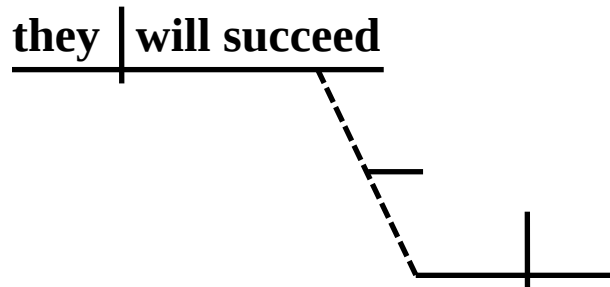
2. A situation that is not real, and probably *never* will be real. For the conditional part of the sentence which begins with *if*, use a past tense verb (the base form of the verb + "_ed" for regular past tense verbs). For the main part of the sentence, use *would* + the base form of the verb. **Example:** You would break your neck if you jumped off the top of that cliff.

Guided Practice: If it snows, school will close. That wouldn't matter if the world ends today.

Language Conventions Lesson #34

Sentence Diagram

Dependent clauses are placed below the main horizontal line and connect to predicates with a dotted slanted line. Add these words to the sentence diagram: “If they try.”



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

Place quotation marks before and after the titles of book chapters and articles. An article is a short written work such as a newspaper article, magazine article, or blog article that is part of the larger publication. As a general rule, place quotation marks before and after *parts of whole things, small things, or things that can't be picked up from a table*.

Example: "The Big Test"

Guided Practice: Her favorite articles in the magazine are What's Hot? and "What's Not?" His favorite chapter in the book was "Until We Meet Again."

Grammar and Usage

Verb tense shows the time when an action takes place. If that time changes within a sentence or a paragraph, it creates confusion for the reader. Unless it is absolutely necessary, don't change verb tenses within a section of writing.

One exception is literature. We use the present tense to talk about stories or other forms of writing.

Example: Shakespeare's *Romeo and Juliet* is a classic play. Shakespeare uses realistic dialogue in many of the scenes.

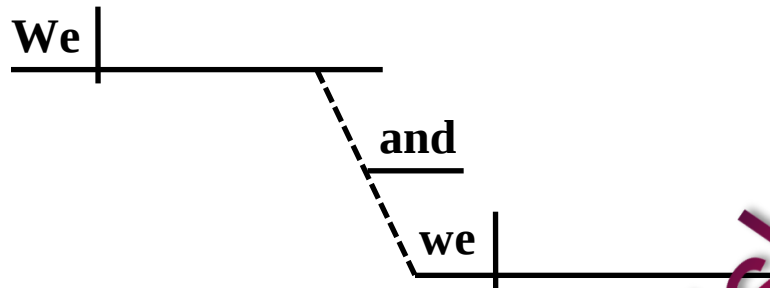
Guided Practice: Dr. Seuss uses a lot of rhyme in *The Cat in the Hat*; he also used a lot of humor.



Language Conventions Lesson #35

Sentence Diagram

Verbs are placed to the right of subjects after the main vertical lines. Complete these sentence diagrams: “We were looking and we will continue.”



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

Place quotation marks before and after the titles of short stories and documents. Short stories and documents are *parts of whole things, small things, or things that can't be picked up from a table*. A document is a written record that provides official information or evidence.

Examples: “The Most Dangerous Game” “Your Rights as a Consumer”

Guided Practice: Her short story was titled “Love to You.” I found the document titled “Final Will and Testament of Robert Murphy.”

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: I would have to say that she is good and she will get better.

Language Conventions Lesson #36

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 this sentence diagram: “Marty would have wanted to know.”



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 people's and characters' names.

Examples: African-Americans, Donald Duck

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.

Also capitalize the names of places.

Examples: Antarctica, Hollywood

Guided Practice: My mom was a Native-american and lived near Sioux city, South Dakota.

Grammar and Usage

When used as a verb form, the past participle shows a completed action. The past participle adds “ed,” “d,” “t,” or “en” onto the base form of the verb and is part of a verb phrase, beginning with one of these helping verbs (*has, had, have, is, am, are, was, were, be, being, been*). The helping verb shows the past, present, or future tense.

Examples: The skier has warmed his hands. I have started the project. Amelia had given me a letter.

Guided Practice: Oscar had left his wallet on the train. It was given to him by his brother and had served him well.

Language Conventions Lesson #37

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: “Charles has started work. Pete had given money.”

Charles | _____ | _____ 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 #38

Mechanics

Capitalize named things and products. A product is something made that has value. Don't capitalize these parts of speech when found in the middle of named things or products:

- Articles (*a, an, the*)
Example: Two a Day Vitamins
- Conjunctions (*and, but, or*)
Example: Statue of Liberty
- Prepositions (*at, for, from, in, to, with*)
Example: Toys for Tots

Guided Practice: We rode the elevator to the top of the Washington monument. Then we donated cans to the Firefighters For Kids program at the Lincoln Memorial.

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: The boy had brought the chemical and it had stinked.

Language Conventions Lesson #38

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: “Phil has sung that song before. Bart will have crept downstairs.”

Phil | _____
 \ before \ that

Bart | _____
 \ downstairs

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 names of holidays.

Examples: New Year's Day, Halloween

Guided Practice: Both Groundhog Day and Valentine's day are in February.

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); They remain calm (adjective).

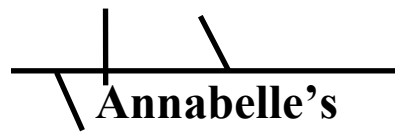
Guided Practice: Sally is sweet and she seems ready to practice with you.



Language Conventions Lesson #39

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 this sentence diagram: “Annabelle’s dog was friendly.”



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 dates and special days.

Examples: September 15, Wednesday, Leap Year

Guided Practice: Last Wednesday on September 21 we celebrated the Summer solstice.

Grammar and Usage

Modals are helping verbs which show need, advice, ability, expectation, requirement, 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: Identify what each modal shows in the parentheses: ability or possibility.

We might think about writing a new book, ()

but they have to find an illustrator. ()

I know they could get it done. ()

Language Conventions Lesson #40

Sentence Diagram

Modals are placed to the right of subjects after the main vertical line. Modals may include helping verbs and form verb phrases. Complete this sentence diagram: “Matthey needs to wait.”



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 all titles, including titles used as a direct address.

Examples: You teach World History, don't you, Professor? Don't capitalize these parts of speech in the middle of titles:

- Articles (*a, an, the*)
Example: Milton the Monster
- Conjunctions (*and, but, or*)
Example: Black and White
- Prepositions (*for, in, of, with*)
Example: Minister of Magic

Guided Practice: I took the Test For Life and got the results.

Grammar and Usage

A singular subject noun matches a singular verb, which adds an ending "s," "es," or "ves" onto the base form of the verb.

Examples: Tom walks, Manny wishes, A girl shelves dishes.

Singular pronouns 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 were, she had

The singular pronouns *I* and *you* match plural verb forms not ending in s.

Examples: I like it. We see him. You know better.

In sentences beginning with *There is (are)*, the subject follows the *is (are)* must agree (match).

Examples: There is a dog. There are dogs.

Guided Practice: Lily asks for more time because she have worked on the project since yesterday.



Language Conventions Lesson #41

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: “I dreams. You has tried. She shelve plates.”

I | _____ You | _____ She | _____

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

Capitalize the names of organizations and businesses.

Examples: The African Red Cross, Green Shield Health Care

Guided Practice: My parents joined Partners for Life to strengthen their marriage. Their Smith And sons Grocery is a family business.

Grammar and Usage

A plural subject agrees with (matches) a plural verb and involves more than one person, place, or thing. In present tense the plural verbs do not end in s.

Example: Birds chirp.

Plural subject pronouns must match their proper helping verbs: *We* matches *have*, and *had*; *you* and *they* match *are*, *were*, *have* and *had*.

Examples: We had, you were, they have

A compound subject joined by *and* is plural and takes a plural verb.

Example: Pam and Tom walk. A compound subject joined by *or* is singular and takes a singular verb.

Example: Timothy or Rob walks.

Guided Practice: John or Jan listen to us and we take the time to respond.



Language Conventions Lesson #42

Sentence Diagram

Helping verbs are placed to the right of plural subjects after the main vertical line, but before the base forms of the verbs. Complete these sentence diagrams: “We have talked. You are waiting. They whistle.”

We | _____ You | _____ 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 #43

Sentence Diagram

Change this sentence into past, present, and future progressive verb tenses: “Lou dances.”

Past Tense

Present Tense

Future Tense

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

Capitalize the names of people groups.

Examples: African-Americans, Irish

Guided Practice: I have friends from many different countries. Fumiko is j apanese and Chun is from China.

Grammar and Usage

The past perfect refers to something that happened before another action or a specific time in the past. The past perfect is formed with *had* + the past participle.

Example: had waited since dawn

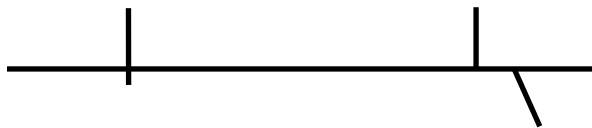
Guided Practice: Ty and Bob has given their best effort for a week, and they had achieved great success.



Language Conventions Lesson #44

Sentence Diagram

Helping verbs are placed before past participles to the right of the main vertical line in sentence diagrams. Complete this sentence diagram: “Lucy had performed the song.”



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

Capitalize the first letter in an independent clause which begins a sentence. Don't capitalize the first letter of any following independent clauses within the sentence unless the first letter begins a proper noun.

Examples: The desk was a mess, but that was nothing compared to her backpack. The backpack was a disaster; it should just be thrown in the dumpster.

Guided Practice: Despite her problems, Joan was always kind; She never said a mean word in her life.

Grammar and Usage

The present perfect refers to something that happened at an unnamed time before the present. The *has* or *have* helping verbs connect to a past participle, which ends in “ed,” “ed,” or “en” for regular verbs.

Example: has waited before this, have walked every morning

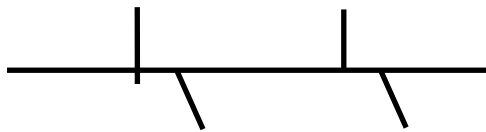
Guided Practice: Ron and Freddy have taken you out for ice cream, but Cathy have never been invited.



Language Conventions Lesson #45

Sentence Diagram

The helping verbs *has* or *have* are placed before the past participle to the right of the main vertical line. Complete this sentence diagram: “Mark has never seen this movie.”



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

Capitalize the names of special events and historical periods.

Examples: The Boston Marathon, Middle Ages

Guided Practice: Did they have winter olympics in Ancient Greece?

Grammar and Usage

The future perfect refers to something that will happen before another action in the future or something that will happen before a specific time in the future. The *will have* helping verb connects to a past participle, which ends in “_d,” “_ed,” or “_en” for regular verbs.

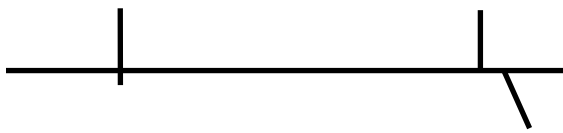
Example: will have walked every morning

Guided Practice: We will have taken pictures of everyone, and we posted them on Facebook by then.

Language Conventions Lesson #46

Sentence Diagram

The helping verb *will have* is placed before the past participle to the right of the main vertical line. Complete this sentence diagram: “Curt will have taken his nap.”



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

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 if he kept going?

Grammar and Usage

An adverb modifies a verb or another adverb and answers what degree? How? Where? or When?

Examples: carefully, later, there, less

Adverbs are very flexible in English. Adverbs may be found before or after the words they modify to make verbs, adjectives, or other adverbs more specific.

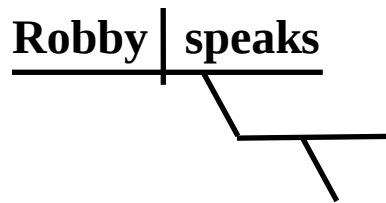
Examples: Slowly, the man climbed the stairs. The man slowly climbed the stairs.

Guided Practice: I quickly ran outside before the arguments began. I always argued less than the rest of my family.

Language Conventions Lesson #47

Sentence Diagram

Adverbs are placed below the parts of speech they modify in sentence diagrams. Add these words to the sentence diagram: “very” and “loudly.”



Writing Application

Apply what you have learned to respond to the 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

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: Ouch? That really hurt!

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?

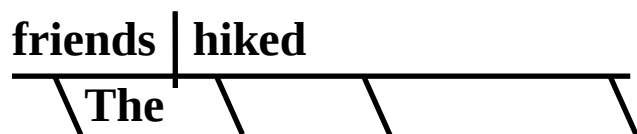
Examples: She dresses more warmly here now.

Guided Practice: You should run there more before quickly they pass you.

Language Conventions Lesson #48

Sentence Diagram

Adverbs are placed below the parts of speech they modify in sentence diagrams. Complete this sentence diagram with these adverbs in proper order: “cautiously,” “then,” more.”



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

Use a colon to introduce a list of words or phrases. The colon must follow a complete sentence ending in a noun or pronoun.

Example: George left these items: his wallet, comb, and his keys.

Guided Practice: For the camping trip you will need to bring these supplies: a tent, two sleeping bags, and a stove. You must carry this equipment for the hike, two water bottles, sunscreen, and boots.

Grammar and Usage

A coordinating conjunction connects words, phrases, or clauses with related meanings. The memory trick FANBOYS may help you remember the common coordinating conjunctions.

Examples: FANBOYS (For-And-Nor-But-Or-Yet-So)

Never use the words *then* and *now* as coordinating conjunctions. For example, “I walk, then I run” and “I walk, now I run” are incorrect because *then* and *now* don’t join “I walk” and “I run.”

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.

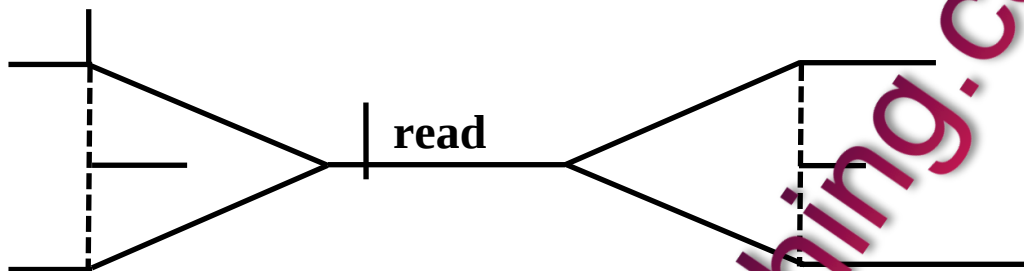
Guided Practice: First, I eat, then I sleep. It’s not one for the other, yet the order is important.



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 this sentence diagram: “Bo and I read books or magazines.”



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

Parentheses () can be used for appositives. An appositive is a noun or pronoun or a phrase placed next to another word or phrase to identify or define it.

Example: The man (the one in the red hat) was a security guard at the mall.

Guided Practice: Pablo the boy in the black jacket) was quite handsome

Grammar and Usage

Correlative conjunctions are pairs of conjunctions used in the same sentence.

Examples: both...and, such...that, whether...or, as...as, not...but, neither...nor, no sooner...than, either...or, as many...as, rather...than

A comma is placed before the second of the paired conjunctions, if that conjunction begins a different independent clause.

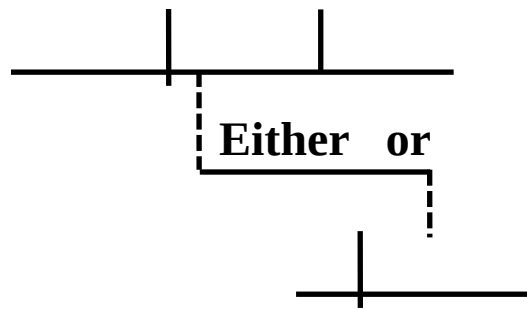
Example: Both girls like chocolate, and they also like vanilla.

Guided Practice: Whether or not you like it, you have to eat it. Nor you neither your sister gets to pick your own food.

Language Conventions Lesson #50

Sentence Diagram

Place correlative conjunctions to the right of a dotted vertical line to connect the predicates in a compound sentence. Complete this sentence diagram: “Either Chuck wants some or he doesn’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 #51

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: About 25–30 classmates left for Branch–Lawson Science Camp on 11–5–2014.

Grammar and Usage

A preposition shows a relationship between the preposition and its object. The relationship may be that of location, position, or time. 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: past the cloud, next to him, over there. Following are the most common prepositions:

aboard, about, above, according to, across, after, against, along, among, around, as, as to, at, before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, for, from, in, inside, instead of, into, in place of, in spite of, like, near, next, of, off, on, onto, outside, out of, over, past, regardless of, since, than, through, throughout, to, toward, under, underneath, unlike, until, up, upon, with, within, without

Place a comma after introductory prepositional phrases with more than four words.

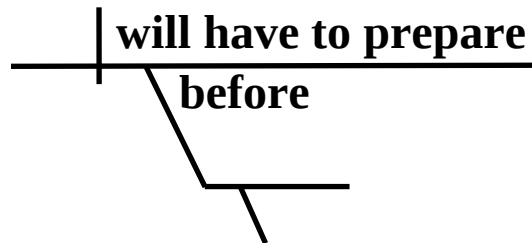
Example: Through the deep and dark forest, I followed the breadcrumbs.

Guided Practice: I ran around the block and past the school.

Language Conventions Lesson #51

Sentence Diagram

Prepositions are placed to the right of slanted vertical lines and connect the predicate to the object of the preposition. Complete this sentence diagram: “We will have to prepare before the storm.”



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

Use brackets to provide missing or explanatory information within direct quotations.

Example: “You found it [the missing coat] on the table,” she said.

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: [Sighing] “I admit I wanted it [the gold watch, but I didn’t need it.”

Grammar and Usage

A dependent clause includes a noun and verb, but does not tell a complete thought. A complex sentence has an independent clause and at least one dependent clause.

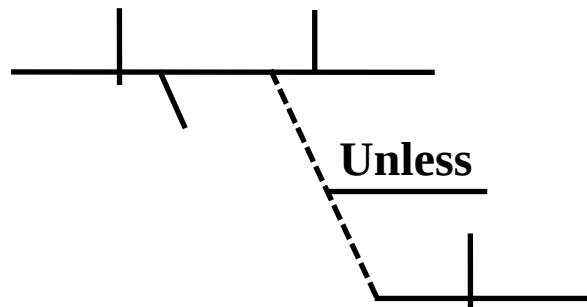
Example: I like him even if he doesn’t like me.

Guided Practice: We asked to hear the news again even though Marci had already told us.

Language Conventions Lesson #52

Sentence Diagram

Dependent clauses are placed below the main horizontal line and connect to predicates with a dotted slanted line. Complete this sentence diagram: “Unless Joe asks they will not give 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 #53

Mechanics

A hyphen is a short dash (-) used to combine words. Use hyphens for compound adjectives. A compound adjective is two or more connected adjectives which answers Which one? How many? or What kind?

Example: good-looking

Guided Practice: They made a nice-looking couple as they waltzed in a nonstop dance marathon.

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

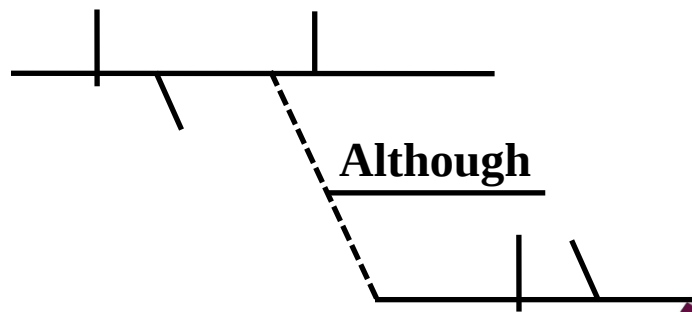
After Although As When While Until Because Before If Since

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 #53

Sentence Diagram

Dependent clauses begin with subordinate conjunctions and are placed below the main horizontal line. The dependent clauses connect to the predicate with a dotted and slanted line. Complete this sentence diagram: “Although Elena is nice, she did not make friends.”



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

A hyphen is a short dash (-) used to combine words. Use hyphens to combine the numbers between 20 and 30, 30 and 40, 40 and 50, 50 and 60, 60 and 70, 70 and 80, 80 and 90, and 90 and 100 if numbers one through nine are used within the same sentence or paragraph.

Example: I took seven copies, but she took twenty-eight.

Hyphens are also used for spelled-out fractions.

Examples: one-half, five and two-thirds

Guided Practice: More than three-fourths of the class had turned in their twenty-four letters.

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 required to separate the clause from the rest of the sentence. If the clause is necessary, use no commas.

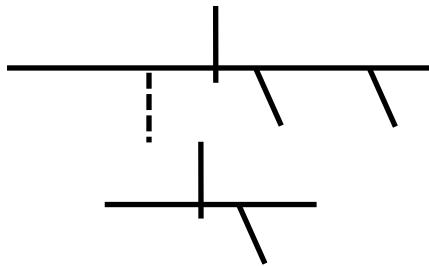
Examples: The woman, whose name I forget, was quite helpful. The girl that volunteers is kind.

Guided Practice: The girl whom you know has the one who I want.

Language Conventions Lesson #54

Sentence Diagram

Relative pronouns begin dependent clauses and are placed below the independent clauses they modify on a sentence diagram. A dotted vertical line connects the relative pronoun to the noun it modifies. Complete this sentence diagram: “Children who talk often will not listen well.”



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: Please bring the contract and-or money on 6/19/2014.

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: How my parents found me and when they did remains a mystery to this day.

Language Conventions Lesson #55

Sentence Diagram

Relative adverbs are placed in the middle of a dotted and slanted line below the predicate and connect to a noun and verb. Complete this sentence diagram: “He wants to know why you are waiting.”

He | wants to know

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 large, round numbers.

Example: five hundred thousand to one million dollars

Write decimals as numbers, but percentages may be written as words or numbers.

Examples: She received a score of 0.56, but that was a .07 increase. Sixteen and one-fourth percent of the profits is exceptional. She earned 16 ¼% of the profits.

Guided Practice: Patsy improved her grade by 20 percent. John had a normal temperature of 98.6.

Grammar and Usage

An interjection is a word in a sentence that is an unnecessary, but interesting interruption. Usually found at the beginning of a sentence, these interjections can also be used in both the middle and end of a sentence. The most common introductory interjections are *Yes* and *No*.

A comma follows an interjection that begins a sentence; a comma is placed before and after the interjection when used in the middle of a sentence; a comma is placed before the interjection that ends the sentence.

Examples: Yes, I want it. If I didn't, well, would you? No, that would not work, *indeed*.

Guided Practice: How interesting. I'm not sure when, but, yes I want it.

Language Conventions Lesson #56

Sentence Diagram

Interjections are written on an unconnected line above the sentence diagram. Complete this sentence diagram: “Yes, Don might help us.”

Yes

Don | |
|_____||

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.



- ✓ **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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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.

- ___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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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
Pronouns	#19	Fragments
	#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. Fragment
On the icy roads the cars skidded. Complete
- Change the fragment into a complete thought.
Example: Eaten by the monkey the banana. Fragment
The banana was eaten by the monkey. Complete
- Remove subordinating conjunctions.
Example: Although she found out where the boys were. Fragment
She found out where the boys were. Complete

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.

Finally, the reason he left.

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.

- Few of the actors remembers their lines. _____
- A great deal are known about television actors. _____
- Fewer vegetables is better than many. _____
- 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 worstest)
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, but Miles' (or Miles's) 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, once 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 photography," said Melvin. **W**
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 of a millionaire who is rescued on the high seas by a small fishing boat. **W**
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 Alexandre Dumas's classic, *The Three Musketeers*. **W**
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, Maid Marion, the Sheriff of Nottingham, Little John, Will Stutely, and Friar Tuck. **C**
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**

