

TEACHING GRAMMAR, USAGE, & MECHANICS



GRADE 6



[View/Purchase Grade 6 Grammar](#)

Teaching Grammar, Usage, and Mechanics Grade 6

Mark Pennington

Pennington Publishing
El Dorado Hills, CA

[View/Purchase Grade 6 Grammar](#)

Teaching Grammar, Usage, and Mechanics Grade 6

Following are the separate PDF program files:

Teacher's Guide Components	Pages
How to Teach the Language Conventions Lessons.....	1
How to Diagram Sentences.....	2-7
Language Conventions Table of Contents.....	8-9
Language Conventions Lessons.....	10-239

Student Lesson Components

Focus Mechanics and Grammar and Usage Lessons with Examples.....	1-112
Guided Practice, Simple Sentence Diagram, Writing Application, Mechanics Dictation, Grammar and Usage Dictation	

Diagnostic Grammar, Usage, and Mechanics Assessment

Print Version (Separate Program File)

Self-Correcting Google Forms: [Diagnostic Grammar, Usage, and Mechanics Assessment](#)

Diagnostic Grammar, Usage, and Mechanics Assessment Recording Matrix

Independent Practice

Grammar, Usage, and Mechanics (GUM) Worksheets. The 77 worksheets correspond with the test items from the **Diagnostic Grammar, Usage, and Mechanics Assessment**.
Answers included.

Unit Tests and Alignment Documents

View/Purchase Grade 6 Grammar

Terms of Use

Thank you for purchasing the **Teaching Grammar, Usage, and Mechanics Grade 6** program. Your purchase entitles you to single teacher use only. Please be respectful of my work and don't share with colleagues. We do offer multiple user licenses at discounted prices.

All rights reserved Pennington Publishing © 2019, 2026. Permission is hereby granted to the individual purchaser to reproduce student materials in this book for noncommercial use only. Other than the heretofore specified limited permission for reproduction, the text of this publication, or any part thereof, may not be reproduced or transmitted in any form or by any means, electronics or mechanical, including photocopying, recording, storage in an information retrieval system, or otherwise, without prior written permission of the publisher.

Permission is hereby granted to the individual purchaser to reproduce or digitally share (on password protected sites) components of this book for noncommercial educational use only. Google Classroom is fine. Book and accompanying resources are not for resale. License for use is limited to one teacher only and is non-transferrable.

The Publisher makes no representation or warranties of any kind, including but not limited to, the warranties of fitness for particular purpose or merchantability, nor are any such representations implied with respect to the material set forth herein, and the publisher takes no responsibility with respect to such material. The publisher shall not be liable for any special, consequential, or exemplary damages resulting, in whole or part, for the readers' or students' reliance upon, this material.

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

Mark Pennington

[View/Purchase Grade 6 Grammar](#)

Teacher's Guide: 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 student lesson and display the mechanics lesson in the Teacher's Guide. 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. 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 required 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 pages 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.

View/Purchase Grade 6 Grammar

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.”

[View/Purchase Grade 6 Grammar](#)

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 | money

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

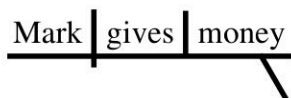
View/Purchase Grade 6 Grammar

Sentence Diagramming Lesson #2

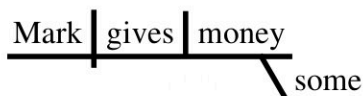
“Let’s review the basics of sentence diagrams. Look at our first sentence diagram.

- 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.’”

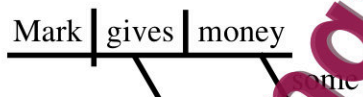
1. “Add onto our first sentence diagram. Anything below the horizontal line modifies the word it connects to above the horizontal line. *Modifies* means to describe, talk about, add to, limit, or make more specific. Draw a slanted line down from the horizontal line below the direct object ‘money.’”



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.”



View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

(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 soccer).

–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.

–Interjection

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

View/Purchase Grade 6 Grammar

(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>

View/Purchase Grade 6 Grammar

Language Conventions Lessons

- 1 Proper Nouns and Periods in Proper Nouns Titles
- 2 Common Nouns and Periods in Names, Abbreviations, and Acronyms
- 3 Types of Verbs and Periods in Indirect Questions and Intentional Fragments
- 4 Verb Tenses and Numbers, Letter, and Periods in Alphanumeric Outlines
- 5 Subject (Nominative) Case Pronouns and Semicolons in Compound Sentences
- 6 Object Case Pronouns and Apostrophes for Singular Possessive Nouns
- 7 Possessive Case Pronouns and Apostrophes for Plural Possessive Nouns
- 8 Adjectives and Apostrophes for Apostrophes for Possessive Compound Nouns and Possessive Subjects and Objects
- 9 Demonstrative Adjectives and Apostrophes in Contractions
- 10 Adverbs and Comma Misuse
- 11 Coordinating Conjunctions and Commas for Dates
- 12 Correlative Conjunctions and Commas for Letters
- 13 **Subordinating Conjunctions** and Commas in Addresses
- 14 *Prepositional Phrases and Commas for Names
- 15 Subjects and Commas for Geographical Places
- 16 Predicates and Commas for Tag Questions
- 17 Direct Objects and Commas for Beginning Direct Speech
- 18 Phrases and Clauses and Commas for Ending Direct Speech
- 19 *Fragments and Complete Sentences and Commas for Middle Direct Speech
- 20 *Run-ons and Complete Sentences and Commas in a Series
- 21 Sentence Forms: Simple, Compound, Complex and Commas after Introductory Words and Phrases
- 22 Types of Sentences and Commas after Introductory Clauses
- 23 ***Noun Phrases** and Commas to Set off Interjections
- 24 Indefinite Pronouns and Commas and Quotation Marks with Speaker Tags
- 25 **Interrogative Pronouns** and Commas before Conjunctions in Compound Sentences
- 26 **Reciprocal Pronouns** and Commas with Phrases in a Series
- 27 **Demonstrative Pronouns** and **Commas in Complex Sentences**
- 28 **Reflexive Pronouns** and **Commas with Hierarchical Adjectives**
- 29 **Intensive Pronouns** and **Punctuation in Nonrestrictive Clauses**

Boldface denotes Introductory Standard for Sixth Grade Level.

***Denotes Progressive Language Skill.**

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lessons

- 30 *Pronoun Antecedents and **Punctuation in Restrictive Clauses**
- 31 ***Pronoun Number and Person Shifts** and Dialogue and Direct Quotations
- 32 ***Vague Pronoun References** and Punctuation of Direct Quotations
- 33 *Adjectival Phrases and In-text Citations and Indirect Quotations
- 34 *Adjectival Clauses and **Relative Pronouns** and Italics and Underlining: Book, Website, Newspaper, and Magazine Titles
- 35 **Short Comparative Modifiers** and Italics and Underlining: Play, Television Show, Movie, and Works of Art Titles
- 36 **Long Comparative Modifiers** and Quotation Marks: Song and Poem Titles
- 37 **Short Superlative Modifiers** and Quotation Marks: Chapter Titles
- 38 **Long Superlative Modifiers** and Quotation Marks: Newspaper, Magazine, and Blog Article Titles
- 39 *Verb Phrases and Quotation Marks: Short Story and Document Titles
- 40 Progressive Verb Tense and Capitalization of Names of People and Characters
- 41 Perfect Verb Tense and Capitalization of Named Places
- 42 *Adverbial Clauses and Capitalization of Names of Things and Products
- 43 *Singular Subject-Verb Agreement and Capitalization of Holidays and Dates
- 44 *Plural Subject-Verb Agreement and Capitalization of Titles
- 45 *Shifts in Verb Tense and Capitalization of Organizations and Businesses
- 46 ***Non-standard English Contractions: ain't and han't** and Capitalization of Languages and People Groups
- 47 ***Non-standard English Negation** and Capitalization Special Events and Historical Periods
- 48 ***Non-standard English for the Continuous "to be" and "do or don't be"** and Question Marks
- 49 ***Non-standard English Was and Were-Leveling** and Exclamation Points

Capitalization Special Events and Historical Periods

Boldface denotes Introductory Standard for Sixth Grade Level.

***Denotes Progressive Language Skill.**

View/Purchase Grade 6 Grammar

Language Conventions Lessons

- 50 ***Non-standard English Pronoun Usage** and **Colons in Titles, Numbers, and Ratios**
- 51 ***Non-standard English Third Person Subject-Verb Agreement** and **Parentheses with Numbers and Letters**
- 52 ***Non-standard English Deletions** and **Dashes with Dates, Times, and Numbers**
- 53 ***Non-standard English Substitutions and Additions** and **Bracket**
- 54 ***Non-standard English Substitutions of the Past Participle Verb Form** and **Hyphens and Compound Adjectives**
- 55 ***Non-standard English Misuse of the Past Progressive Verb Tense** and **Slashes**
- 56 ***Non-standard English Common Misused Words** and **Numbers**

Boldface denotes Introductory Standard for Sixth Grade Level.

***Denotes Progressive Language Skill.**

[View/Purchase Grade 6 Grammar](#)

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

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

Abbreviate proper noun titles placed before a proper noun. **Examples:** Dr., Mr., Mrs., Ms. Smith
Also abbreviate proper noun titles placed after a proper noun. **Examples:** Ty Jones, Sr., Jr., M.D.

“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: Ms. Winton gave my sister a prescription by Nora Benton, 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., African-American

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:** I 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: I asked Private Ky if he had shown Mrs. Smith-Erickson the Hudson Memorial Bridge.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #1

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Proper nouns can serve as subjects or objects. A subject is placed to the left of the main vertical line, and an object is placed to the right of the predicate in sentence diagrams. Add this word to the sentence diagram: “Lester.”’” [Allow time.]

Mr. | married | Ms. Trout

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

Mentor Text Lesson

“This mentor text from *The Lion, Witch and the Wardrobe* by C.S. Lewis uses specific proper nouns. Let’s read it carefully: ‘Aslan a man!’ said Mr. Beaver sternly. ‘Certainly not. I tell you he is the King of the wood and the son of the great Emperor-Beyond-the-Sea. Don’t you know who is the King of Beasts? Aslan is a lion—the Lion, the great Lion.’ Which proper nouns are used to identify special meanings?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly: ‘Mrs. Samson waited for Mr. Jim Smith, Jr., and his friend.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly: ‘I heard that Principal Parker was the first Native-American to work at Lincoln High School.’”

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

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #1

Mechanics

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

Examples: I know that Mom and Buddy are here.

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

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

Abbreviate proper noun titles placed before a proper noun.

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

Also abbreviate proper noun titles placed after a proper noun.

Examples: Ty Jones, Sr., Jr., M.D.

Guided Practice: Ms. Minton gave my Sister a prescription by Nora Benton, MD.

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., African-American

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: I attended church at the First Baptist Church.

Guided Practice: I asked Private Ky if he had shown Mrs. Smith-erickson the Hudson

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #1

Sentence Diagram Answers

Mr. Lester | married | Ms. Trout

Mentor Text

“Aslan a man!” said Mr. Beaver sternly. “Certainly not. I tell you he is the King of the wood and the son of the great Emperor-Beyond-the-Sea. Don’t you know who is the King of Beasts? Aslan is a lion—the Lion, the great Lion.”

C.S. Lewis (1898–1963)

Writing Application Lesson

Mechanics Dictation

Mrs. Samson waited for Mr. Jim Smith, Jr., and his friend.

Grammar and Usage Dictation

I heard that Principal Parker was the first Native-American to work at Lincoln High School.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #2

Mechanics Lesson

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

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: The U.N. Secretary General will speak to the NASA astronauts at 6:00 p.m.

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, a group of words, or a hyphenated word. Use common nouns to generalize ideas, persons, places, or things.

Examples: love (idea), man (person), hill (place), eye-opener (thing)

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 article “the” before a collective noun usually indicates a singular noun; the article “a” usually indicates a plural noun. **Examples:** class, group

“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to identify the common nouns in the spaces provided. [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: Every leader (person) in the government (thing) hopes that peace (idea) will come.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #2

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘A common noun can serve as a subject or object. A subject is placed to the left of the main vertical line, and an object is placed to the right of the predicate in sentence diagrams. Add these words to the Sentence Diagram: “bees” and “honey.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Abraham Herschel (a rabbi and author), uses common nouns to generalize ideas. Let’s read it carefully: ‘Self-respect is the fruit of discipline; the sense of dignity grows with the ability to say no to oneself.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Mr. and Mrs. Franklin and their partner, Tom Arnold, Jr., appeared last night on CBS Evening News.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson. Then underline the common nouns: ‘The young woman never asked for a job promotion at her work because of her poor self-esteem.’”

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

View/Purchase Grade 6 Grammar

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: The UN Secretary General will speak to the NASA astronauts at 6:00 pm.

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, a group of words, or a hyphenated word. Use common nouns to generalize ideas, persons, places, or things.

Examples: love (idea), man (person), hill (place), eye-opener (thing)

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 article "the" before a collective noun usually indicates a singular noun; the article "a" usually indicates a plural noun. **Examples:** class, group

Guided Practice: Every leader in the government hopes that peace will come to their town.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #2

Sentence Diagram Answers

Bees | make | honey

Mentor Text

“Self-respect is the fruit of discipline; the sense of dignity grows with the ability to say no to oneself.”

Abraham Herschel (1907–1972)

Writing Application Lesson

Mechanics Dictation

Mr. and Mrs. Franklin and their partner, Tom Arnold, Jr., appeared last night on CBS Evening News.

Grammar and Usage Dictation

The young woman never asked for a job promotion at her work because of her poor self-esteem.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #3

Mechanics Lesson

“Today we are studying how to use **periods to end indirect questions** and **intentional fragments**. Remember that periods are used to end declarative statements and imperative 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.

Also, intentional fragments end with periods. An intentional fragment is part of a sentence that is treated as a complete thought for literary effect. **Example:** How crazy.

“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: True. Sandra did ask me if you are going with somebody.

Grammar and Usage Lesson

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

English has three types of verbs:

- A verb can mentally act. **Examples:** think, like, wonder
- A verb can physically act. **Examples:** run, talk, eat
- A verb can also link a noun or pronoun to something else as a state of being.
Examples: is, am, are, was, were, be, being, been

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

Guided Practice: A mother knows () best. He is () happy.
They enjoy () desserts.

“Now read the guided practice sentences on your lesson. Then identify the types of verbs (mental action, physical action, and state of being) in the parentheses which follow according to grammar and usage lesson. [Allow time.] ‘Can anyone identify the type of verbs? [Label the sentences on the display].’”

Grammar and Usage Guided Practice Answers: He runs (physical action) fast. She is (state of being) happy. They seem (mental action) happy.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #3

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Verbs are placed to the right of the main vertical line in sentence diagrams. Complete this sentence diagram. “He likes me.”’”
[Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Bob Kinford (a cattle rancher and author) uses many types of verbs. Let’s read it carefully: ‘When you move cattle, you find that they act as a herd, and you will discover that each group of cattle follows its own lead animal. This is because each herd will establish its own “pecking” order.’ Can anyone identify the collective common nouns? [cattle], [herd], and [group] Can anyone identify the type of verbs? move (physical action), act (physical action), will discover (mental action), follows (physical action), is (state of being), will establish (mental action).”

Writing Application Lesson

“Now let’s apply what we’ve learned and respond to this quote with a few sentences using each of the 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 display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘So weird. I wonder how that could happen.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson: ‘I know the class watched a movie because we were there.’ Underline and label the three types of verbs as ‘P’ for physical action, ‘M’ for mental action, and ‘S’ for state of being.”

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

View/Purchase Grade 6 Grammar

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.

An intentional fragment is part of a sentence that is treated as a complete thought for literary effect. **Example:** How crazy.

Guided Practice: True. Sandra did ask me if you are going with somebody?

Grammar and Usage

English has three types of verbs:

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

Singular verbs usually end in *s* and match singular nouns or pronouns while plural verbs don't end in *s* and match plural nouns and pronouns.

Examples: Sam walks. The trains whistle.

Guided Practice: A mother knows ()
best. He is () happy.

They enjoy () desserts.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #3

Sentence Diagram Answers

He | likes | me

Mentor Text

“When you move cattle, you find that they act as a herd, and you will discover that each group of cattle follows its own lead animal. This is because each herd will establish its own ‘pecking’ order.”

Bob Kinford (1954–)

Writing Application Lesson

Mechanics Dictation

So weird. I wonder how that could happen.

Grammar and Usage Dictation

I ^Mknow the class ^Pwatched a movie because we ^Swere there.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #4

Mechanics Lesson

“Today we are studying how to use **numbers, letters, and periods in alphanumeric outlines** to help organize information. 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 practice outline 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 fifth main idea is listed as V. The third major detail is listed as C.

Grammar and Usage Lesson

“Today we are studying **verb tenses**. Remember that verbs can mentally act, as in *think*; physically act, as in *run*; or link to something else as a state of being, as in the ‘to be’ verbs. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

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

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

“Now read the guided practice 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 picked up my daughter after school, and I will drop her off after we shop.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #4

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Complete the sentence diagrams, using the base form of the verb: “gurgle.”’” [Allow time.]

Past Tense

Babies

Present Tense

Babies

Future Tense

Babies

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

Mentor Text Lesson

“This mentor text, written by Thomas H. Huxley (an 19th Century English biologist), uses different types of verbs. Let’s read it carefully: “Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not.” Which types of verbs can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned and respond to the quote, using a sentence with different 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 display].”

Dictations and Corrections

“Apply the mechanics rules to label the correct symbols for an Alphanumeric Outline on the Mechanics Dictation lines on your lesson: ‘The sixth main idea; the first three major details; and the first three minor details.’

“Apply the grammar and usage lesson to write this sentence correctly: ‘Yesterday, Bob help his sister because he will love her.’”

“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.”

View/Purchase Grade 6 Grammar

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 fifth main idea is listed as IV. The third major detail is listed as C.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #4

Grammar and Usage

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

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

Examples: jump-Mike jumped; They jumped.

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

Examples: Al jumps; We jump.

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

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

Guided Practice: I picked up my daughter after school, and I will drop her off after we shopped.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #4

Sentence Diagram Answers

Past Tense

Babies | gurgle

Present Tense

Babies | gurgle

Future Tense

I Babies | will gurgle

Mentor Text

“Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not.”

Thomas H. Huxley (1825–1895)

Writing Application Lesson

Mechanics Dictation

VI. A. B. C. 1. 2. 3.

Grammar and Usage Dictation

Yesterday, Bob helped his sister because he loves her.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #5

Mechanics Lesson

“Today we are studying how to use **semicolons** to join independent clauses. Remember that an independent clause is a noun and a connected verb expressing a complete thought. Two or more independent clauses form a compound sentence. 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 sentences. The semicolon replaces a comma-conjunction. A conjunction is a word, such as *and*, *or*, *but*, or *so*, which joins two 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 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: There might be some reason; she just hasn’t told me.

Grammar and Usage Lesson

“Today we are studying **subject case 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.”

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

Grammar and Usage Guided Practice Answers: It wasn’t they who called. It was Tom and me.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #5

Sentence Diagram Lesson and Corrections

“Now read the directions on your lesson: ‘Personal pronouns can serve as subject or objects. 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. Complete this sentence diagram: “They help me.”’ [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Dale Carnegie (an American author and motivational speaker), uses second person subject case pronouns to both personalize and generalize. Let’s read it carefully: ‘You can make more friends in two months by becoming interested in other people than you can in two years by trying to get other people interested in you.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned and respond to this quote with a sentence using a variety of 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 display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘That is silly; he should know better.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘I and he thought that it was me who knew more than he.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #5

Mechanics

A semicolon (;) can join two sentences. The semicolon replaces a comma-conjunction. A conjunction is a word, such as *and*, *or*, *but*, or *so*, which joins two 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: There might be some reason; she; just hasn't told me.

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 "doer" 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: It wasn't them who called. It was Tom and I.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #5

Sentence Diagram Answers

They | help | her

Mentor Text

“You can make more friends in two months by becoming interested in other people than you can in two years by trying to get other people interested in you.”

Dale Carnegie (1888–1955)

Writing Application Lesson

Mechanics Dictation

That is silly; he should know better.

Grammar and Usage Dictation

He and I thought that it was I who knew more than he.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #6

Mechanics Lesson

“Today we are studying how to use **apostrophes** with singular possessives. Remember that a possessive shows ownership. Usually, the singular possessive is placed before another noun to modify that noun, but sometimes the possessive is used on its own. 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 noun, add on an apostrophe then an *s* (*’s*) to the end of the word. For words ending in *s*, it is not necessary to add on another *s* after the apostrophe. **Examples:** Tim’s wallet, Doris’ purse

“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 liked Lou’s suggestion, but Mark’s was also good. Tess’ idea just made no sense.

Grammar and Usage Lesson

“Today we are studying **object case 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.

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*?

“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 cook left before her, but kindly left Heidi and me a sandwich to share.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #6

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Personal pronouns can serve as subjects or objects. 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. Complete this sentence diagram:

“Teachers inspire him. ”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by author Jim Butcher, cleverly uses the *it* object case pronouns to contrast with the *it* subject case pronoun. Let’s read it carefully: ‘It isn’t enough to stand up and fight darkness. You’ve got to stand apart from it, too. You’ve got to be different from it.’ How does his use of language make his point?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘At Martha’s, Bess’ grandmother waited for Jim’s mother to visit.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘The candy was meant for them, but the ladies gave it to us and Mike.’”

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

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #6

Mechanics

A possessive noun shows ownership. To form a singular possessive noun, add on an apostrophe then an *s* ('s) to the end of the word. For words ending in *s*, it is not necessary to add on another *s* after the apostrophe.

Examples: Tim's wallet, Doris' purse

Guided Practice: I liked Lou's suggestion, but Marks was also good. Tess'es idea just made no sense.

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: The cook left before her, but kindly left I and Heidi a sandwich to share.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #6

Sentence Diagram Answers

Teachers | inspire | him

Mentor Text

“It isn't enough to stand up and fight darkness. You've got to stand apart from it, too. You've got to be different from it.”

Jim Butcher (1971–)

Writing Application Lesson

Mechanics Dictation

At Martha's, Bess' grandmother waited for Jim's mother to visit.

Grammar and Usage Dictation

The candy was meant for them, but the ladies gave it to Mike and us.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #7

Mechanics Lesson

“Today we are studying how to use **apostrophes** with plural possessives. 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 sentences on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: The students’ study sessions are at the Clives’ house.

Grammar and Usage Lesson

“Today we are studying **possessive 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].’”

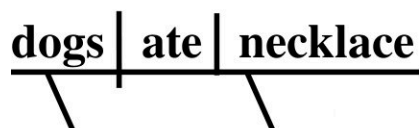
Grammar and Usage Guided Practice Answers: Pablo asked himself if it was his jacket or was it hers?

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #7

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Possessive pronouns are placed below the nouns they modify in sentence diagrams. Add these words to the sentence diagram: “her” and “their.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text from *The Hobbit*, by J.R.R. Tolkien, skillfully uses possessive pronouns. Let’s read it carefully: “‘What has it got in its pockets?’” he heard the hiss loud behind him, and the splash as Gollum leapt from his boat.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘All of the teachers’ concerns were about the two school buses’ worn out tires.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘They asked to borrow our towels because they had already used their.’”

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

View/Purchase Grade 6 Grammar

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: The students’ study sessions are at the Clives house.

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: Pablo asked himself if it was his jacket or was it her?

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #7

Sentence Diagram Answers

dogs | ate | necklace
 \ \ /
 Their her

Mentor Text

““What has it got in its pocketises?” he heard the hiss loud behind him, and the splash as Gollum leapt from his boat.”

J.R.R. Tolkien (1892–1973)

Writing Application Lesson

Mechanics Dictation

All of the teachers’ concerns were about the two school buses’ worn out tires.

Grammar and Usage Dictation

They asked to borrow our towels because they had already used theirs.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #8

Mechanics Lesson

“Today we are studying how to use **apostrophes** with compound subject or object possessives. A compound subject consists of two or more nouns and any connected words that serve as the *do-ers* of the predicate. A compound object consists of two or more nouns and any connected words that receive the action of the verb. 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 sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: Bob and Zoe’s project benefitted from Bob’s organizational skills and Zoe’s ideas.

Grammar and Usage Lesson

“Today we are studying **adjectives**. Remember that the three articles: *a*, *an*, and *the* are the most common adjectives and are placed before common nouns. The *a* is used before a word beginning with a consonant, as in “a mouse,” while the *an* is used before a word beginning with a vowel, as in “an apple.” 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 answers Which one? How many? or What kind? When using more than one adjective to modify the same noun or pronoun in a sentence, follow this order of adjectival functions: Which One-How Many-What Kind.

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

A compound adjective joins two or more adjectives with a hyphen (-) to modify a single noun or pronoun. Don’t use a hyphen if you can use the word *and* between the two adjectives.

Examples: world-famous soda dogs; warm, comfortable coat (warm and comfortable)

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

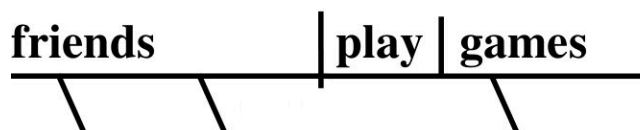
Grammar and Usage Guided Practice Answers: That record-breaking single race has gone viral on YouTube.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #8

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Adjectives are placed below the parts of speech they modify in sentence diagrams. Add these words to the sentence diagram: “video,” “four,” and “close. ”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by the Greek philosopher Aristotle, uses the same four words as both nouns and adjectives. Let’s read it carefully: ‘Men acquire a particular quality by constantly acting a particular way... you become just by performing just actions, temperate by performing temperate actions, brave by performing brave actions.’ How does his use of these four adjectives help prove his point?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Jim and Elsa’s science experiment was a success due to Jim’s writing and Elsa’s artistic abilities.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Brian interviewed those interesting young three women in the studio.’”

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

View/Purchase Grade 6 Grammar

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: Bob's and Zoe's project benefitted from Bob's organizational skills and Zoe's ideas.

Grammar and Usage

An adjective modifies a noun or pronoun and answers Which one? How many? or What kind? When using more than one adjective to modify the same noun or pronoun in a sentence, follow this order of adjectival functions: Which One-How Many-What Kind.

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

A compound adjective joins two or more adjectives with a hyphen (-) to modify a single noun or pronoun. Don't use a hyphen if you can use the word *and* between the two adjectives.

Examples: world-famous soda dogs; warm, comfortable coat (warm and comfortable)

Guided Practice: That record breaking single race has gone viral on YouTube.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #8

Sentence Diagram Answers

friends | play | games
 \Close\ four \video

Mentor Text

“Men acquire a particular quality by constantly acting a particular way... you become just by performing just actions, temperate by performing temperate actions, brave by performing brave actions.”

Aristotle (384 BC–322 BC)

Writing Application Lesson

Mechanics Dictation

Jim and Elsa’s science experiment was a success due to Jim’s writing and Elsa’s artistic abilities.

Grammar and Usage Dictation

Brian interviewed those three interesting young women in the studio.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #9

Mechanics Lesson

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

These words are most frequently contracted with apostrophes in the middle of words: *not, will, would, have, had*, and the forms of the “to be” verb (*is, am, are, was, were, be, being, been*)

Examples: isn’t (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*) Also, never use *of* in place of *have* **Example:** Use *would have*, not *would of*.

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

A few old words are contracted 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. Many of these contractions are found in poems or songs. **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: We would have noticed if the party was changed to nine o’clock.

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? Also remember that adjectives are placed before nouns, even when they are compound adjectives or hyphenated adjectives.”

When the words *this, that, these*, and *those* are placed before nouns, they are called demonstrative adjectives. The words *this* (singular) and *these* (plural) are close to the writer (speaker). The words *that* (singular) and *those* (plural) are away from the writer (speaker).

Examples: Here is this jacket and these shoes, but there is that hat and those pants.

“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].”

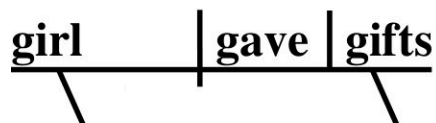
Grammar and Usage Guided Practice

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #9

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Adjectives are placed below the nouns they modify in sentence diagrams. Add these words to the sentence diagram: “that” and “those.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by the Greek philosopher Plato, uses *these* as both a demonstrative adjective and a pronoun in this selection. Let’s read it carefully: ‘All these people, who have tried to set you against me out of envy and love of slander--and some too merely passing on what they have been told by others--all these are very difficult to deal with.’ How does his use of *these* affect the meaning of the sentence?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘I should have remembered that the store stays open ‘til eight o’clock.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Do you mean those girls here or those gifts by the door?’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #9

Mechanics

These words are most frequently contracted with apostrophes in the middle of words: *not*, *will*, *would*, *have*, *had*, and the forms of the “to be” verb (*is*, *am*, *are*, *was*, *were*, *be*, *being*, *been*)

Examples: isn’t (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*) Also, never use *of* in place of *have*

Example: Use *would have*, not *would of*

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

Examples: ‘tis (for *it is*), ‘twas (for *it was*), ‘til (for *until*)

A few old words are contracted 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. Many of these contractions are found in poems or songs.

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: We would of noticed if the party was changed to nine o’clock.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #9

Grammar and Usage

When the words *this*, *that*, *these*, and *those* are placed before nouns, they are called demonstrative adjectives. The words *this* (singular) and *these* (plural) are close to the writer (speaker). The words *that* (singular) and *those* (plural) are away from the writer (speaker).

Examples: Here is this jacket and these shoes, but there is that hat and those pants.

Guided Practice: I want this one here and that one here.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #9

Sentence Diagram Answers

girl | gave | gifts
 \ / \
 That those

Mentor Text

“All these people, who have tried to set you against me out of envy and love of slander--and some too merely passing on what they have been told by others--all these are very difficult to deal with.”

Plato (427 BC–327 BC)

Writing Application Lesson

Mechanics Dictation

I should have remembered that the store stays open ‘til eight o’clock.

Grammar and Usage Dictation

Do you mean these gifts here or those gifts by the door?

[View/Purchase Grade 6 Grammar](#)

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

Also, don’t use a comma to separate a compound subjects, compound objects, or compound predicates. **Examples:** Pete in Iowa, and Jim in Ohio went to see Tom, and Ben. I sent a check, and mailed a card to Pete. Now X-out the commas.

Guided Practice: John in Baton Rouge, and Larry in Atlanta are good friends, but Marci in Oakland and Amanda in Boston argue and fight like sisters or cousins.

“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: John in Baton Rouge, and Larry in Atlanta are good friends, but Marci in Oakland and Amanda in Boston argue and fight like sisters or cousins.

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? When?

Examples: less, carefully, there, later

Adverbs are very flexible in English. The adverb may be found before or after the words they modify to make verbs or other adverbs more specific. **Examples:** Slowly, the man climbed the stairs. The man slowly climbed the stairs.

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. 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].”

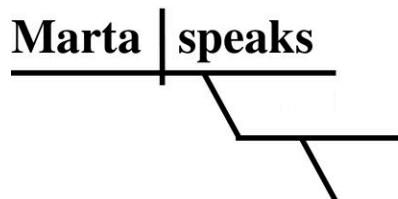
Grammar and Usage Guided Practice

View/Purchase Grade 6 Grammar

Language Conventions Lesson #10

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 “slowly”’ [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Morton Kondracke (a journalist and author), uses *cruelly* and *away* as effective adverbs to make her point. Let’s read it carefully: ‘One’s dignity may be assaulted, vandalized and cruelly mocked, but cannot be taken away unless it is surrendered.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘She tells me and also tells her father.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, moving the adverb to the beginning of the sentence: ‘She feels better now that she has stopped coughing so much.’”

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

[View/Purchase Grade 6 Grammar](#)

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 subjects, compound objects, or compound predicates.

Examples: Pete in Iowa, and Jim in Ohio went to see Tom, and Ben. I sent a check, and mailed a card to Pete. Now X-out the commas.

Guided Practice: John in Baton Rouge, and Larry in Atlanta are good friends, but Marci in Oakland and Amanda in Boston argue and fight like sisters, or cousins.

Grammar and Usage

An adverb modifies a verb or another adverb and answers What degree? How? Where? When?

Examples: less, carefully, there, later

Adverbs are very flexible in English. The adverb may be found before or after the words they modify to make verbs or other adverbs more specific.

Examples: Slowly, the man climbed the stairs. The man slowly climbed the stairs.

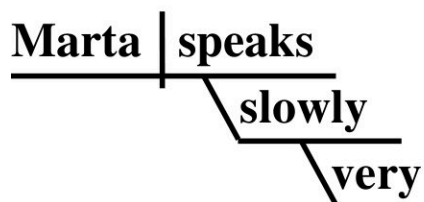
When using more than one adverb in a sentence, adverbs are usually placed in this order: What degree? How? Where? or When? **Examples:** She dresses more warmly here now.

Guided Practice: She talks

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #10

Sentence Diagram Answers



Mentor Text

“One's dignity may be assaulted, vandalized and cruelly mocked, but cannot be taken away unless it is surrendered.”

Morton Kondracke (1939–)

Writing Application Lesson

Mechanics Dictation

She tells me and also tells her father.

Grammar and Usage Dictation

Now that she has stopped coughing so much, she feels better.
Better she feels now that she has stopped coughing so much.

[View/Purchase Grade 6 Grammar](#)

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 example.”

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: On Sunday, February 14, 2000, Jacob proposed to Maddy.

Grammar and Usage Lesson

“Today we are studying **coordinating conjunctions**. Remember that a conjunction joins parts of a sentence. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A coordinating conjunction connects parts of a sentence. 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 complete thoughts unless the sentence is very short. **Examples:** I walk by the store every day, but I never go shopping there.

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

Grammar and Usage Guided Practice Answers: Jeff [and] she are engaged, [yet] or [but] they still talk to their old girlfriends and boyfriends.

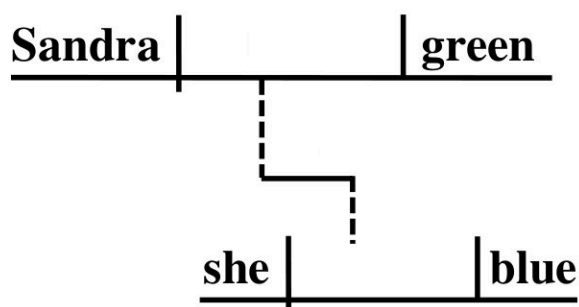
[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #11

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Coordinating conjunctions are placed on a vertical line that connects the parts of speech they join in sentence diagrams. Add these words to the sentence diagram: “will wear,” “but,” and “prefers.”’”

[Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Joseph Le Conte (a physician and geologist), uses a coordinating conjunction to connect contrasting thoughts. Let’s read it carefully: ‘The essential thing is not knowledge, but character.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘June 16, 2013, was her graduation date.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘I ate pizza for lunch, then I don’t want any for dinner, nor any for breakfast tomorrow.’”

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

View/Purchase Grade 6 Grammar

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 May 14, 2015, and then she left.

Guided Practice: On Sunday February 14, 2000 Jacob proposed to Maddy.

Grammar and Usage

A coordinating conjunction connects parts of a sentence. 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 complete thoughts unless the sentence is very short.

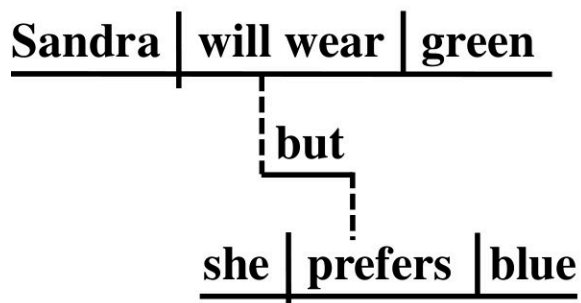
Examples: I walk by the store every day, but I never go shopping there.

Guided Practice: Jeff and she are engaged, now they still talk to their old girlfriends and boyfriends yet.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #11

Sentence Diagram Answers



Mentor Text

“The essential thing is not knowledge, but character.”

Joseph Le Conte (1823–1901)

Writing Application Lesson

Mechanics Dictation

June 16, 2013, was her graduation date.

Grammar and Usage Dictation

I ate pizza for lunch, so I don't want any for dinner, nor any for breakfast tomorrow.

[View/Purchase Grade 6 Grammar](#)

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 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: For letters close with “Sincerely, Pam” or “Yours truly, Pam.”

Grammar and Usage Lesson

“Today we are studying **correlative conjunctions**. Remember that a conjunction joins parts of a sentence. 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, 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 complete thought. **Example:** Both girls like chocolate, and they also like vanilla.

“Now read the guided practice sentence on your lesson. Then bracket ([]) the correlative conjunctions. [Allow time.] ‘Can anyone share the correlative conjunctions? [Bracket the correlative conjunctions on the display].”

Grammar and Usage Guided Practice Answers: [Both] Larry [and] Phil participated in the drama club.

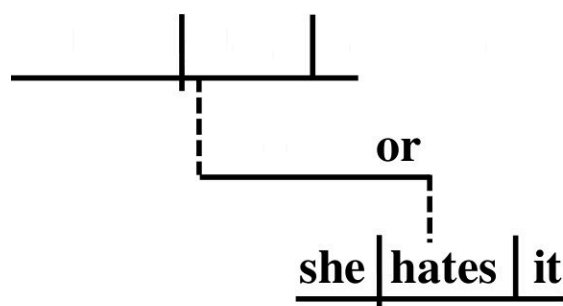
View/Purchase Grade 6 Grammar

Language Conventions Lesson #12

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Correlative conjunctions are placed to the right of a dotted vertical line that connects the predicates of a compound sentence. Complete this sentence diagram: “Valerie either likes it or she hates it.””

[Allow time.]



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

Mentor Text Lesson

“This mentor text from George Lucas’ *Star Wars* quotes Hans Solo talking about Princess Leia. Let’s read it carefully: ‘Wonderful girl. Either I’m going to kill her or I’m beginning to like her.’ How does the pairing of correlative conjunctions make this writing entertaining?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘He ends his letters with either “Love, Tim” or “Until then, Tim.”’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson. Then underline the correlative conjunctions: ‘Either follow me or get out of the way,’ she said.”

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

[View/Purchase Grade 6 Grammar](#)

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: Her letters close with “Sincerely, Pam” or “Yours truly Pam.”

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 complete thought.

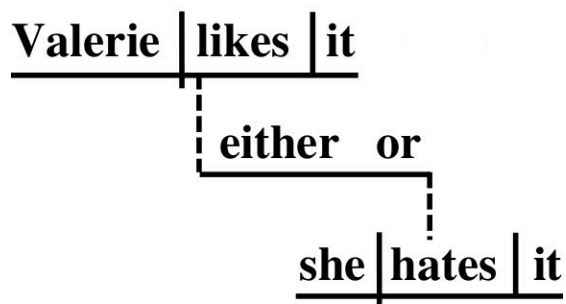
Example: Both girls like chocolate, and they also like vanilla.

Guided Practice: Both Larry and Phil participated in the drama club.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #12

Sentence Diagram Answers



Mentor Text

“Wonderful girl. Either I’m going to kill her or I’m beginning to like her.”

George Lucas (1944–)

Writing Application Lesson

Mechanics Dictation

He ends his letters with either “Love, Tim” or “Until then, Tim.”

Grammar and Usage Dictation

“Either follow me or get out of the way,” she said.

[View/Purchase Grade 6 Grammar](#)

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) contains 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.”

Don’t use abbreviations when addresses are listed in formats other than on letters and packages. Commas follow the name and/or company, the street name, the city, and the state or province. Commas are never placed before zip codes. **Examples:** Send the package to Smith Publishing, 123 Main Street, Anytown, South Carolina 29804.

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

Mechanics Guided Practice Answers: The house was at 23 Ivy Street, Akron, Iowa 50001.

Grammar and Usage Lesson

“Today we are studying **subordinating conjunctions**. Remember that a conjunction joins parts of a sentence. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A subordinating conjunction begins part of a sentence that has a noun and connected verb but does not express a complete thought. This part of a sentence is joined to a complete thought to form a complete sentence. The subordinating conjunction signals the relationship between these two parts of the sentence. Use this memory trick to remember the common subordinating conjunctions:

Bud is wise, but hot! AAA WWW

Before, unless, despite (in spite of), in order that, so, while, if, since, even though (if),
because, until, that, how, ence, than,
After, Although (though), As (as if, as long as, as though),
Whether, When (whenever), Where (wherever)

Examples: Unless I’m wrong, the show airs today. The show airs today unless I’m wrong.

“Now read the guided practice sentence on your lesson. Then bracket ([]) the subordinating conjunctions. [Allow time.] ‘Can anyone share the subordinating conjunctions? [Bracket the subordinating conjunctions on the display].’”

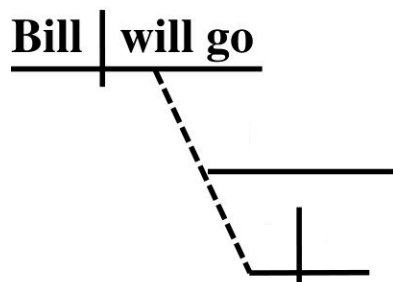
Grammar and Usage Guided Practice Answers: [Despite] how much I try, I’ll never know how she did it [unless] she tells me.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #13

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Subordinating conjunctions are placed to the right of a dotted slanted line that connects the verbs of a complex sentence. Complete this sentence diagram: “Bill will go wherever I go.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Jack London (author of *Call of the Wild*), uses the subordinating conjunction to add to his definition stated in the main clause. Let’s read it carefully: ‘A bone to the dog is not charity. Charity is the bone shared with the dog, when you are just as hungry as the dog.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Their store was located at 1500 Vermont Avenue, Burbank, Nevada 89502.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, moving the subordinating conjunction to the beginning of the sentence: ‘We always leave something behind whenever we visit.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #13

Mechanics

Don't use abbreviations when addresses are listed in formats other than on letters and packages. Commas follow the name and/or company, the street name, the city, and the state or province. Commas are never placed before zip codes.

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

Guided Practice: The house was at 23 Ivy Street, Akron, Iowa, 50001.

Grammar and Usage

A subordinating conjunction begins part of a sentence that has a noun and connected verb but does not express a complete thought. This part of a sentence is joined to a complete thought to form a complete sentence. The subordinating conjunction signals the relationship between these two parts of the sentence. Use this memory trick to remember the common subordinating conjunctions:

Bud is wise, but hot! AAA WWW

Before, unless, despite (in spite of), in order that, so, while, if, since, even though (if),
because, until, that, how, once, than,

After, Although (though), As (as if, as long as, as though),

Whether, When (whenever), Where (wherever)

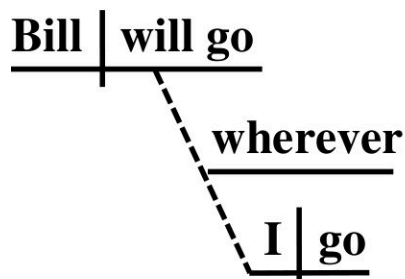
Examples: Unless I'm wrong, the show airs today. The show airs today unless I'm wrong.

Guided Practice: Despite how much I try, I'll never know how she did it unless she tells me.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #13

Sentence Diagram Answers



Mentor Text

“A bone to the dog is not charity. Charity is the bone shared with the dog, when you are just as hungry as the dog.”

Jack London (1876–1916)

Writing Application Lesson

Mechanics Dictation

Their store was located at 1500 Vermont Avenue, Burbank, Nevada 89502.

Grammar and Usage Dictation

Whenever we visit, we always leave something behind.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #14

Mechanics Lesson

“Today we are studying how to use **commas** with surname titles. Remember that a surname is a family’s last name. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Place a comma before and after any educational degrees and special qualifications which follow peoples’ last names. Educational degrees and special qualifications are often abbreviated.

Examples: M.A. for Master of Arts, M.D. for Medical Doctor

Family titles that follow first names 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: Ray Sr. wrote an article about his favorite professor, John Barrow P.H.D. History.

Grammar and Usage Lesson

“Today we are studying **prepositional phrases**. Remember that an object receives an action in a sentence. 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. A phrase is a group of related words without a noun and connected verb. The preposition asks “What?” or “Whom?” and the object provides the answer.

Examples: past the cloud, next to him

Following are the most common prepositions:

aboard, about, above, according to, across, after, against, along, among, around, as, as to, at, before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, for, from, in, inside, instead of, into, in place of, in spite of, like, near, next, of, off, on, onto, outside, out of, over, past, regardless of, since, than, through, through out, to, toward, under, underneath, unlike, until, up, upon, with, within, without

“Now read the guided practice sentence on your lesson and underline the prepositional phrases. Then bracket ([]) their objects. [Allow time.] ‘Can anyone share a prepositional phrase, naming the preposition and its object? [Correct the sentence on the display].’”

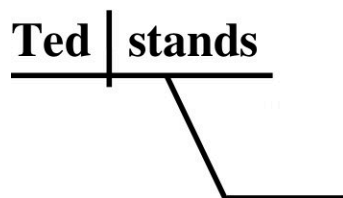
Grammar and Usage Guided Practice Answers: Through [clouds] the birds fly over the [mountain] to the [rain forest].

View/Purchase Grade 6 Grammar

Language Conventions Lesson #14

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Prepositions are placed to the right of slanted vertical lines and connect the predicate to the object of the preposition. Complete this sentence diagram: “Ted stands near Kate. .”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by the 18th Century French philosopher and playwright, uses prepositional phrases to create rhythm in this sentence. Let’s read it carefully: ‘Every man, as to character, is the creature of the age in which he lives. Very few are able to raise themselves above the ideas of their times.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘The card was signed “Wilma Jensen, M.D. and Paul Jr.”’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, moving the prepositional phrase to the beginning of the sentence: ‘The game continued in the rain.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #14

Mechanics

Place a comma before and after any educational degrees and special qualifications which follow peoples' last names. Educational degrees and special qualifications are often abbreviated.

Examples: M.A. for Master of Arts, M.D. for Medical Doctor

Family titles that follow first names 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: Ray Sr. wrote an article about his favorite professor, John Barrow P.H.D. History.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #14

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. A phrase is a group of related words without a noun and connected verb. The preposition asks “What?” or “Whom?” and the object provides the answer.

Examples: past the cloud, next to him

Following are the most common prepositions:

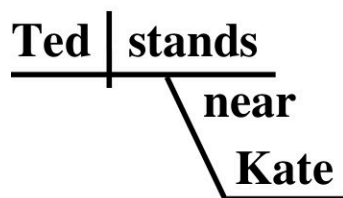
aboard, about, above, according to, across, after, against, along, among, around, as, as to, at, before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, for, from, in, inside, instead of, into, in place of, in spite of, like, near, next, of, off, on, onto, outside, out of, over, past, regardless of, since, then, through, throughout, to, toward, under, underneath, unlike, until, up, upon, with, within, without

Guided Practice: Through clouds the birds fly over the mountain to the rain forest.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #14

Sentence Diagram Answers



Mentor Text

“Every man, as to character, is the creature of the age in which he lives. Very few are able to raise themselves above the ideas of their times.”

Voltaire (1694–1778)

Writing Application Lesson

Mechanics Dictation

The card was signed “Wilma Jensen, M.D. and Paul Jr.”

Grammar and Usage Dictation

In the rain the game continued.

[View/Purchase Grade 6 Grammar](#)

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 geographical reference has two or more places, use a comma after each place (town or city, region, state or province, country) and place a comma after the last place name, unless it is placed at the end of the sentence. **Example:** I visited Tasco, Mexico, on my last vacation.

“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 winters get cold in Alberta, Canada, as I remember.

Grammar and Usage Lesson

“Today we are studying **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 and is usually found near the beginning of a sentence.

The simple subject is the common noun, proper noun, or pronoun that the verb acts upon. The complete subject includes additional words that describe the simple subject. The compound subject describes a subject with two or more nouns or pronouns. **Examples:** women (simple), the older women (complete), she and the older women (compound)

“Now read the guided practice sentence on your lesson. Then highlight the complete subject and underline the compound subject. [Allow time.] ‘Can anyone identify the complete subject and compound subject? [Highlight the sentence on the display].’”

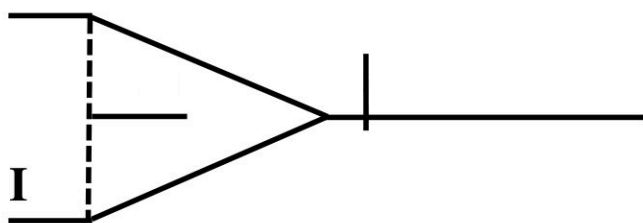
Grammar and Usage Guided Practice Answers: Complete Subject: her mom; Compound Subject: She and her mom

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #15

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Compound subjects are connected by coordinating conjunctions and a dotted vertical line. Complete this sentence diagram: “Kay and I are sleeping.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by author Cherie Carter Scott, uses contrasting common noun subjects to make her point. Let’s read it carefully: ‘Anger makes you smaller, while forgiveness forces you to grow beyond what you were.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘I visited Santo Domingo, Dominican Republic, last year.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson. Then underline the complete subject: ‘That older gentleman needed help.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #15

Mechanics

When a geographical reference has two or more places, use a comma after each place (town or city, region, state or province, country) and place a comma after the last place name, unless it is placed at the end of the sentence.

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

Guided Practice: The winters get cold in Alberta Canada, as I remember.

Grammar and Usage

The subject is the “do-er” of the sentence. It tells whom or what the sentence is about and is usually found near the beginning of a sentence.

The simple subject is the common noun, proper noun, or pronoun that the verb acts upon. The complete subject includes additional words that describe the simple subject. The compound subject describes a subject with two or more nouns or pronouns.

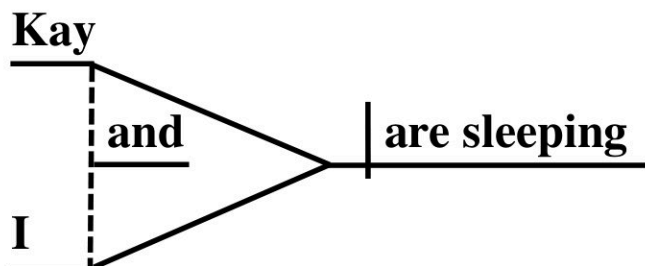
Examples: women (simple), the older women (complete), she and the older women (compound)

Guided Practice: She and her mom went shopping.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #15

Sentence Diagram Answers



Mentor Text

“Anger makes you smaller, while forgiveness forces you to grow beyond what you were.”

Cherie Carter-Scott (1949–)

Writing Application Lesson

Mechanics Dictation

I visited Santo Domingo, Dominican Republic, last year.

Grammar and Usage Dictation

That older gentleman needed help.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #16

Mechanics Lesson

“Today we are studying how to use **commas** before tag questions. Remember that a declarative makes a statement and an imperative 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. [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 never got the message, did he?

Grammar and Usage Lesson

“Today we are studying **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 something else. The simple predicate is the verb that acts upon the subject of the sentence. The complete predicate includes additional words that modify the predicate. The compound predicate describes a predicate with two or more verbs. **Examples:** danced (simple) had danced skillfully (complete), danced and sang (compound)

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 sentence on your lesson. Then highlight the complete predicates and underline the compound predicate. [Allow time.] ‘Can anyone identify the complete predicate? The compound predicate? [Correct the sentence on the display].’”

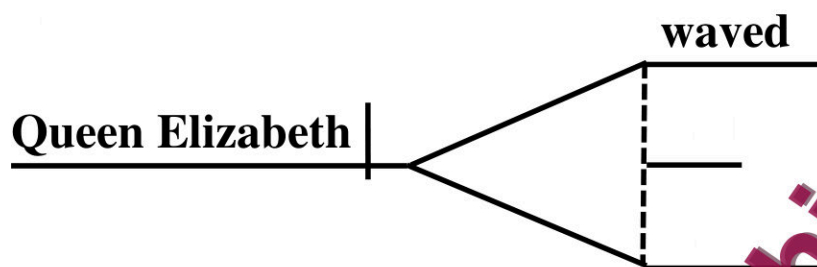
Grammar and Usage Guided Practice Answers: Complete Predicate: walked quickly but ran slowly for the rest of the race; Compound Predicate: walked quickly, ran slowly

View/Purchase Grade 6 Grammar

Language Conventions Lesson #16

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Compound predicates connect predicates with a coordinating conjunction and a dotted vertical line. Complete this sentence diagram: “Queen Elizabeth waved and smiled.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Roman historian and politician Sallust, uses different verb forms in the predicates to contrast ideas. Let’s read them carefully: ‘A good man would prefer to be defeated than to defeat injustice by evil means.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘He will visit, won’t he?’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson. Then underline the compound predicate in this sentence: ‘The basketball star jumped high. He grabbed the rebound.’”

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

[View/Purchase Grade 6 Grammar](#)

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 never got the message, did he.

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 something else. The simple predicate is the verb that acts upon the subject of the sentence. The complete predicate includes additional words that modify the predicate. The compound predicate describes a predicate with two or more verbs.

Examples: danced (simple), had danced skillfully (complete), danced and sang (compound)

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.

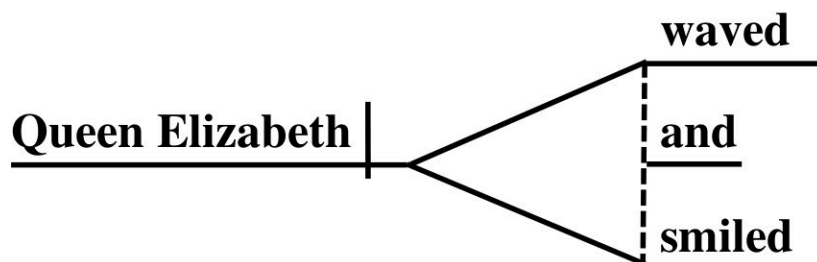
Example: Paul danced to the music. Who or what danced? Paul is the subject and danced is the predicate.

Guided Practice: At first, Joanne walked quickly, but then she ran slowly for the rest of the

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #16

Sentence Diagram Answers



Mentor Text

“A good man would prefer to be defeated than to defeat injustice by evil means.”

Sallust (86 BC–34 BC)

Writing Application Lesson

Mechanics Dictation

He will visit, won't he?

Grammar and Usage Dictation

The basketball star jumped high and grabbed the rebound.

[View/Purchase Grade 6 Grammar](#)

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 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: Debbie and Amanda, don’t spend any more of your hard-earned money.

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 appetizers. The direct objects are *him* (the *whom*) and *appetizers* (the *what*).

The simple direct object consists of the single word object; the complete direct object consists of the complete object within a phrase or clause. **Examples:** I saw *it*. It destroyed *the whole city*.

A linking verb (a verb that expresses no action) does not signal a direct object. **Example:** He seems nice. The word *nice* is not a direct object.

Also, an object of a preposition or a possessive pronoun is not a direct object. **Examples:** He lied to me and said it was *his*. The words *me* and *his* are not direct objects.

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

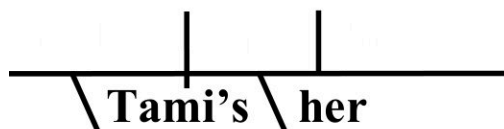
Grammar and Usage Guided Practice Answers: I do like that, but I chose the red one instead.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #17

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Direct objects are placed after the second vertical line. Complete this sentence diagram: “Tami’s brother gave her flowers.”’”
[Allow time.]



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

Mentor Text Lesson

“This mentor text, written by British politician Sir Winston Churchill uses direct objects to contrast ideas. Let’s read it carefully: ‘It’s not enough that we do our best; sometimes we have to do what’s required.’”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Elston, you need to talk less and listen more. Tad and James, the same goes for you.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson. Then underline the complete direct object in this sentence: ‘I gave him hot chocolate with marshmallows.’”

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

[View/Purchase Grade 6 Grammar](#)

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: Debbie, and Amanda, don’t spend any more of your hard-earned money.

Grammar and Usage

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

The simple direct object consists of the single word object; the complete direct object consists of the complete object within a phrase or clause.

Example: I saw *it*. It destroyed *the whole city*.

A linking verb (a verb that express no action) does not signal a direct object.

Example: He seems nice. The word *nice* is not a direct object.

An object of a preposition or a possessive pronoun is not a direct object.

Example: He lied to me and said it was his. The words *me* and *his* are not direct objects.

Guided Practice: I do like that, but I chose the red one instead.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #17

Sentence Diagram Answers

brother | gave | flowers
 \ Tami's \ her

Mentor Text

“It's not enough that we do our best; sometimes we have to do what's required.”

Sir Winston Churchill (1874–1965)

Writing Application Lesson

Mechanics Dictation

Elston, you need to talk less and listen more. Tad and James, the same goes for you.

Grammar and Usage Dictation

I gave him hot chocolate with marshmallows.

[View/Purchase Grade 6 Grammar](#)

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 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: Are you willing to practice, Rob and Isaiah?

Grammar and Usage Lesson

“Today we are studying **phrases** and **clauses**. Remember that 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 phrase is a group of related words without a noun and connected verb. **Examples:** handsome men (adjective), had always known (verb), before the flood (preposition)

A noun and connected verb form a clause. A clause is either *independent* or *dependent*. An independent clause is a sentence or part of a sentence that expresses a complete thought. A dependent clause has a noun and verb, but does not express a complete thought. **Examples:** Most people enjoy desserts (independent), although not everyone has a sweet tooth (dependent).

“Now read the guided practice sentences on your lesson and highlight the independent and dependent clauses. Bracket the phrase. [Allow time.] ‘Can anyone share the dependent clause? The phrase? The independent clause? [Mark the sentence on the display].’”

Grammar and Usage Guided Practice Answers:

Although they don’t sleep in tents,
[under my bed]
a thousand dust bunnies camp.

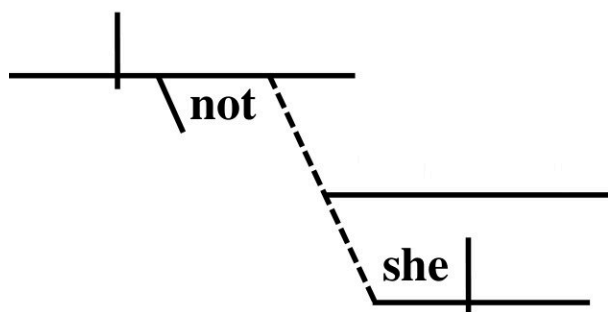
Dependent Clause
Prepositional Phrase
Independent Clause

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #18

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Dependent clauses are placed below the main horizontal line and connect with a dotted and slanted line to the predicates they modify. Complete this sentence diagram: “Even though she begs, they will not agree.”’ [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Vernon Law (a 1960 pitcher for the Pittsburgh Pirates), uses an independent clause, then a dependent clause, then a phrase in this sentence. Let’s read how he puts them together: ‘Experience is a hard teacher because she gives the test first, the lesson afterwards.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Please take out the dinner rolls, Mom.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson. Then underline the dependent clause and bracket ([]) the independent clause in this sentence: ‘As much as I practice, I should be a whole lot better than I am.’”

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

View/Purchase Grade 6 Grammar

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: Are you willing to practice, Bob, and Isaiah?

Grammar and Usage

A phrase is a group of related words without a noun and connected verb.

Examples: handsome men (adjective), had always known (verb), before the flood (preposition)

A noun and connected verb forms a clause. A clause is either *independent* or *dependent*. An independent clause is a sentence or part of a sentence that expresses a complete thought. A dependent clause has a noun and verb, but does not express a complete thought.

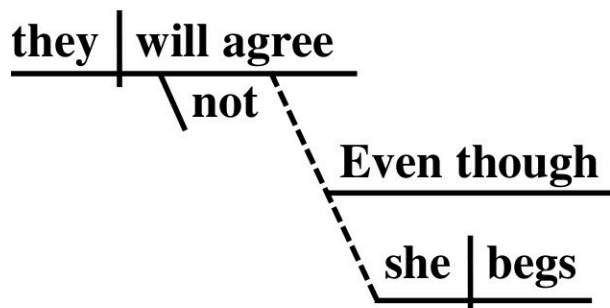
Examples: Most people enjoy desserts (independent), although not everyone has a sweet tooth (dependent).

Guided Practice. Although they don’t sleep in tents, under my bed a thousand dust bunnies camp.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #18

Sentence Diagram Answers



Mentor Text

“Experience is a hard teacher because she gives the test first, the lesson afterwards.”

Vernon Sanders Law (1930—)

Writing Application Lesson

Mechanics Dictation

Please take out the dinner rolls, Mom.

Grammar and Usage Dictation

As much as I practice, [I should be a whole lot better than I am].

[View/Purchase Grade 6 Grammar](#)

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 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 don’t know why, John, but you are always so patient with me.

Grammar and Usage Lesson

“Today we are studying **fragments** and **complete sentences**. Remember that we always use complete sentences in formal writing. In informal writing, authors sometimes use intentional fragments for literary effect. 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 or a dependent clause (a noun and verb that does not express a complete thought).

Examples: About ten miles (phrase). If I had those sneakers (dependent clause).

To fix a sentence fragment, combine the phrase or dependent clause with an independent clause to form a complete sentence.

A complete sentence has three characteristics:

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

Example: If I only had those sneakers, I could run about ten miles.

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

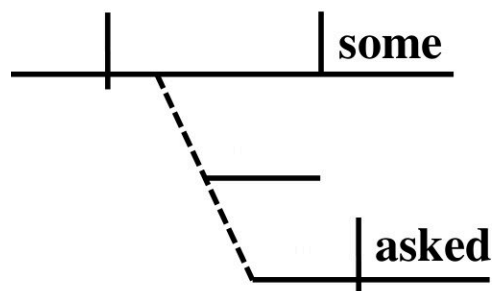
Grammar and Usage Guided Practice Answers: I’ve learned a lot about bait since I first went fishing.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #19

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Complete this sentence diagram: “Since you asked, you can have some.”’ [Allow time.]



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

Mentor Text Lesson

“This mentor text, from *The Wind in the Willows* by Kenneth Grahame, uses intentional fragments in dialogue. Let’s read it carefully: “Police station? Complaint?” murmured Toad dreamily. “Why would I *complain* about that beautiful, heavenly car? And repair the *wagon*? Heavens, no!” Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘If you would get started, Brenda, you would soon finish.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, forming a complex sentence to fix the sentence fragment: ‘Mom gave me some good advice. After I listened to her.’”

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

View/Purchase Grade 6 Grammar

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: I don’t know why John, but you are always so patient with me.

Grammar and Usage

A sentence fragment is only part of a complete sentence. A sentence fragment can be a phrase or a dependent clause (a noun and verb that does not express a complete thought).

Examples: About ten miles (phrase). If I had those sneakers (dependent clause).

To fix a sentence fragment, combine the phrase or dependent clause with an independent clause to form a complete sentence. A complete sentence has three characteristics:

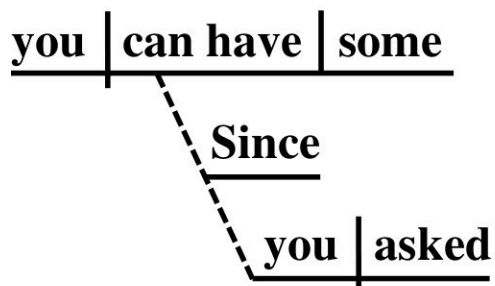
1. It tells a complete thought.
2. It has both a subject and a predicate.
3. It makes the voice drop down at the end of a statement or go up at the end of a question. **Example:** If I only had those sneakers, I could run about ten miles.

Guided Practice: I’ve learned a lot about bait. Since I first went fishing.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #19

Sentence Diagram Answers



Mentor Text

“Police station? Complaint?” murmured Toad dreamily. ‘Why would I *complain* about that beautiful, heavenly car? And repair the *wagon*? Heavens, no!’”

Kenneth Grahame (1859–1932)

Writing Application Lesson

Mechanics Dictation

If you would get started, Brenda, you would soon finish.

Grammar and Usage Dictation

Mom gave me some good advice after I listened to her.

[View/Purchase Grade 6 Grammar](#)

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. [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 delightful cousins, sweet friends, and kind parents all visited.

Grammar and Usage Lesson

“Today we are studying **run-ons** and **complete sentences**. Remember that we always use complete sentences in formal writing.”

A run-on joins two independent clauses without a conjunction or a semicolon. **Example:** She is pretty, she is also smart.

To fix a run-on, join the independent clauses with a comma-conjunction or semicolon or change one of the independent clauses into a dependent clause. **Examples:** She is pretty, and she is also smart. Although she is pretty, she is also smart.

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

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

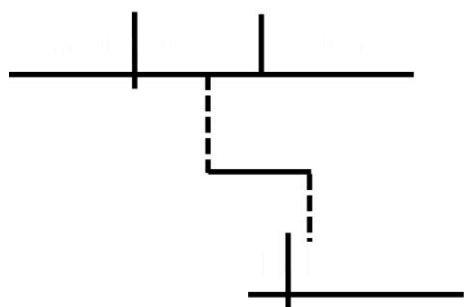
Grammar and Usage Guided Practice Answers: She did leave, but (though, so, yet, since, because) I didn’t. I’m glad.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #20

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Two or more separate horizontal lines are stacked upon each other to join independent clauses. A coordinating conjunction joins the predicates. Complete this sentence diagram: “Mom gave advice and I listened.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, from H. G. Wells’ *The Sleeper Awakes* (the English science fiction writer), intentionally uses a run-on sentence to join thoughts. Let’s read it carefully: ‘He saw no individuals, he was conscious of a froth of pink faces, of waving arms and garments, he felt the occult influence of a vast crowd pouring over him, buoying him up.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘I bought cupcakes, cookies, and candy to the meeting.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, combining these run-on sentences into a compound sentence. ‘All the boys play basketball, the girls play volleyball.’”

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

View/Purchase Grade 6 Grammar

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: Her delightful cousins, sweet friends, and kind parents, all visited.

Grammar and Usage

A run-on joins two independent clauses without a conjunction or a semicolon.

Example: She is pretty, she is also smart.

To fix a run-on, join the independent clauses with a comma-conjunction or semicolon or change one of the independent clauses into a dependent clause.

Examples: She is pretty and she is also smart. Although she is pretty, she is also smart.

A complete sentence has three characteristics:

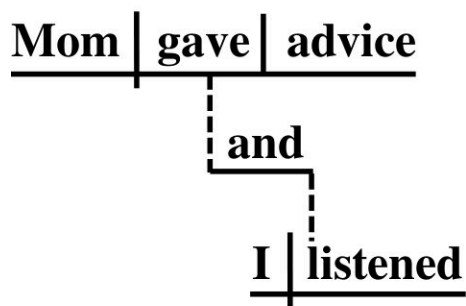
1. It tells a complete thought.
2. It has both a subject and a predicate.
3. It makes the voice drop down at the end of a statement or go up at the end of a question.

Guided Practice: She did leave, I didn't. I'm glad.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #20

Sentence Diagram Answers



Mentor Text

“He saw no individuals, he was conscious of a froth of pink faces, of waving arms and garments, he felt the occult influence of a vast crowd pouring over him, buoying him up.”

H. G. Wells (1866–1946)

Writing Application Lesson

Mechanics Dictation

I bought cupcakes, cookies, and candy to the meeting.

Grammar and Usage Dictation

All the boys play basketball, and (but) the girls play volleyball.

[View/Purchase Grade 6 Grammar](#)

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.”

Use commas after introductory words that modify other words in the main clause or receive special emphasis. The main clause consists of the subject, predicate, and any connected words. Place a comma after introductory prepositional phrases with more than four words and after each phrase in a prepositional phrase string. **Examples:** Smart and fun, the girl was popular. Happily, I was wrong. Under the broken garden fence, I escaped. Over rocks, across the stream, I hiked.

“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: Fortunately, she remained positive. Through all the problems and pain, she survived.

Grammar and Usage Lesson

“Today we are studying **sentence forms**. Remember that a simple sentence has one independent clause and no dependent clause. Every clause has a noun and a connected verb. An independent clause is part of a sentence that has a noun and verb expressing a complete thought. A dependent clause has a noun and verb, but does not express a complete thought.”

A compound sentence has two or more independent clauses, but no dependent clauses.

Example: I like him and he likes me. 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 identify each sentence form. [Allow time.] ‘Can anyone identify these sentence forms? [Highlight the sentences on the display].’”

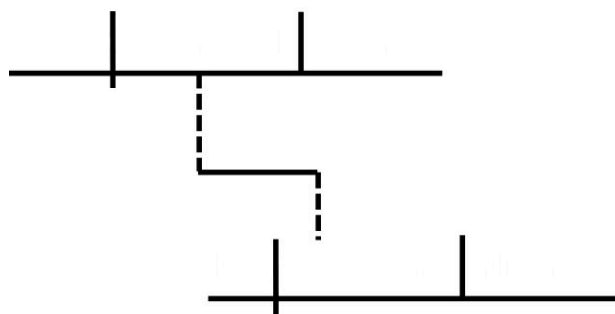
Grammar and Usage Guided Practice Answers: Compound Sentence: She races home and she opens the front door. Complex Sentence: She opens the front door although the back door is already open.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #21

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Two or more separate horizontal lines are stacked upon each other for each independent clause in a compound sentence. A coordinating conjunction joins the predicates. Complete this sentence diagram: “Dad arrived home and he started dinner.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by author Kirby Larson, uses a complex sentence to share his point of view. Let’s read it carefully: ‘The worst thing of all is standing by when folks are doing something wrong.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Up to the broken and rusty gate, I ran. However, it was closed.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, combining these sentences into a compound sentence. ‘He is smart. He still has self-doubts.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #21

Mechanics

Use commas after introductory words that modify other words in the main clause or receive special emphasis. The main clause consists of the subject, predicate, and any connected words. Place a comma after introductory prepositional phrases with more than four words and after each phrase in a prepositional phrase string.

Examples: Smart and fun, the girl was popular. Happily, I was wrong. Under the broken garden fence, I escaped. Over rocks, across the stream, I hiked.

Guided Practice: Fortunately, she remained positive. Through all the problems and pain she survived.

Grammar and Usage

A compound sentence has two or more independent clauses, but no dependent clauses.

Example: I like him and he likes me. A complex sentence has an independent clause and at least one dependent clause.

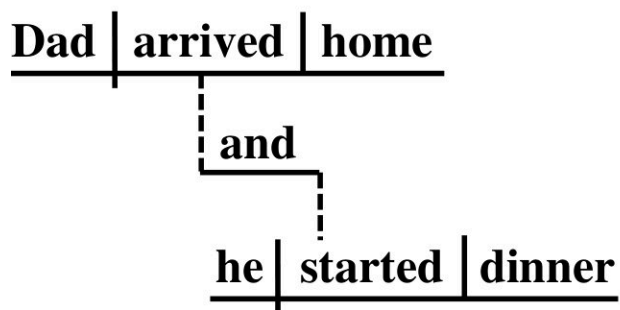
Example: I like him even if he doesn't like me.

Guided Practice: She races home and she opens the front door. She opens the front door although the back door is already open.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #21

Sentence Diagram Answers



Mentor Text

“The worst thing of all is standing by when folks are doing something wrong.”

Kirby Larson (1954—)

Writing Application Lesson

Mechanics Dictation

Up to the broken and rusty gate, I ran. However, it was closed.

Grammar and Usage Dictation

He is smart, but (yet) he still has self-doubts.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #22

Mechanics Lesson

“Today we are studying how to use **commas** with introductory clauses. Remember that a clause has a noun and a connected verb. An independent clause is part of a sentence that has a noun and verb expressing a complete thought. A dependent clause has a noun and verb but does not express a complete thought. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Because an introductory clause is always a dependent clause, it must follow with a comma and connect to an independent clause to form a complex sentence. **Example:** If I had remembered her name, I would not have had to ask.

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

Mechanics Guided Practice Answers: After she took so much time, we had to leave. Because you asked, I will help.

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 classified in four ways.

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

Example: I am shocked.

“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 revised and how. [Allow time.] ‘Can anyone identify these types of sentences and revise the punctuation? [Correct the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Why does it have to be so tough? (interrogative) Stop complaining. (imperative) Your life rocks! (exclamatory) Life is hard. (declarative)

View/Purchase Grade 6 Grammar

Language Conventions Lesson #22

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Interrogative pronouns such as *who*, *what*, *where*, *when*, *why*, and *how* are placed below the predicate to form interrogative sentences in sentence diagrams. Complete this sentence diagram: “When did he call?”’ [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Norman Vincent Peale (the minister, motivational speaker, and author), uses imperative sentences to motivate his readers and build into his declarative sentence. Let’s read it carefully: ‘Believe in yourself! Have faith in your abilities! Without a humble but reasonable confidence in your own powers you cannot be successful or happy.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Despite all her efforts, Mike remained unconvinced.’”

“Apply the grammar and usage lesson to write this sentence dictation, rearranging these sentences into this order: interrogative, exclamatory, declarative, and imperative: ‘How does she sleep at night? She drives me crazy! I couldn’t live like her. Stop trying to be like her.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #22

Mechanics

Because an introductory clause is always a dependent clause, it must follow with a comma and connect to an independent clause to form a complex sentence.

Example: If I had remembered her name, I would not have had to ask.

Guided Practice: After she took so much time we had to leave. Because you asked, I will help.

Grammar and Usage

Sentences can be classified in four ways:

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

Example: I am crying.

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

Example: Are you crying?

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

Example: Stop crying.

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

Example: I am shocked!

Guided Practice: Why does it have to be so tough. Stop complaining! Your life rocks! Life is hard?

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #22

Sentence Diagram Answers

he | did call
└─┬─
 \ When

Mentor Text

“Believe in yourself! Have faith in your abilities! Without a humble but reasonable confidence in your own powers you cannot be successful or happy.”

Norman Vincent Peale (1898–1993)

Writing Application Lesson

Mechanics Dictation

Despite all her efforts, Mike remained unconvinced.

Grammar and Usage Dictation

She drives me crazy! I couldn't live like her. How does she sleep at night? Stop trying to be like her.

[View/Purchase Grade 6 Grammar](#)

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 not, *well*, would I stay? *No*, I wouldn’t, *indeed*.

If an interjection at the beginning of a sentence shows surprise or strong emotion, use an exclamation point, not a comma. **Example:** Wow! Did she really say that?

“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: Well, she should know better, of course, but she will learn someday. Hey! Stop that.

Grammar and Usage Lesson

“Today we are studying **noun phrases**. Remember that a noun is an idea, person, place, or thing. 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 noun phrase consists of a named or unnamed person, place, thing, or idea and any words which modify or identify the noun. It acts as a single part of speech and can be referred to with a single pronoun. **Examples:** The tired young man (he) asked all his friends (them) to leave.

“Now read the guided practice sentence on your lesson. Then identify the noun phrases. [Allow time.] ‘Can anyone identify a noun phrase? [Highlight the noun phrases on the display].’”

Grammar and Usage Guided Practice Answers: The argumentative young lady would not stop shouting about the horrible, unappetizing food.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #23

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Modifying adjectives are placed under the nouns in sentence diagrams. Complete this sentence diagram: ‘The brilliant speaker thrilled his huge audience.’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Edmund Burke (the British politician and philosopher), strings together noun phrases for effect. Let’s read it carefully: ‘All that is necessary for the triumph of evil is that good men do nothing.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘No, that does not seem right, indeed, it seems completely wrong.’”

“Apply the grammar and usage lesson to write this sentence dictation, placing the noun phrase at the beginning of the sentence: ‘We should stop the entire protest movement until the violence ends.’”

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

View/Purchase Grade 6 Grammar

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 not *well*, would I stay? *No*, I wouldn't, *indeed*.

If an interjection at the beginning of a sentence shows surprise or strong emotion, use an exclamation point, not a comma.

Example: Wow! Did she really say that?

Guided Practice: Well, she should know better of course, but she will learn someday. Hey. Stop that.

Grammar and Usage

A noun phrase consists of a named or unnamed person, place, thing, or idea and any words which modify or identify the noun. It acts as a single part of speech and can be referred to with a single pronoun.

Example: The tired young man (he) asked all his friends (them) to leave.

Guided Practice: The argumentative young lady would not stop shouting about the horrible

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #23

Sentence Diagram Answers

speaker		thrilled		audience
\ The \		brilliant		\ his \ huge

Mentor Text

“All that is necessary for the triumph of evil is that good men do nothing.”

Edmund Burke (1729–1797)

Writing Application Lesson

Mechanics Dictation

No, that does not seem right, indeed, it seems completely wrong.

Grammar and Usage Dictation

The entire protest movement we should stop until the violence ends.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #24

Mechanics Lesson

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

In dialogue sentences, place commas:

- After a beginning speaker tag to the left of the quotation marks. **Example:** I said, “No.”
- Before and after a middle speaker tag to the left of both quotation marks. **Example:** “We must go,” I explained, “before it’s too late.”
- Before an ending speaker tag to the left of the quotation marks. **Example:** “Go,” I plead.

“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: “When you look at me,” she said, “I can’t help but laugh.”

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].’”

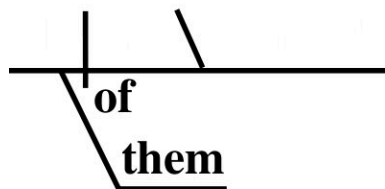
Grammar and Usage Guided Practice Answers: It’s been said that “many are called, but few are chosen.”

View/Purchase Grade 6 Grammar

Language Conventions Lesson #24

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Indefinite pronouns may be used as subjects, objects, or modifiers. Revise and complete this sentence diagram: ‘All of them is available.’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Abraham Lincoln (the 16th President of the United States), uses indefinite pronouns in a humorous way to prove his point. Let’s read it carefully: ‘You can fool some of the people all of the time, and all of the people some of the time, but you cannot fool all of the people all of the time.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this dialogue correctly:

“Sue said, “No, I didn’t bring my coat.”

“It’s not that cold outside,” I responded.”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Several students asks for both chocolate and vanilla ice cream.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #24

Mechanics

In dialogue sentences, place commas:

- After a beginning speaker tag to the left of the quotation marks. **Example:** I said, “No.”
- Before and after a middle speaker tag to the left of both quotation marks. **Example:** “We must go,” I explained, “before it’s too late.”
- Before an ending speaker tag to the left of the quotation marks. **Example:** “Go,” I plead.

Guided Practice: “When you look at me,” she said “I can’t help but laugh.”

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: It’s been said that “many are called, but few is chosen.”

View/Purchase Grade 6 Grammar

Language Conventions Lesson #24

Sentence Diagram Answers

All | are \ available
 |
 of
 |
 them

Mentor Text

“You can fool some of the people all of the time, and all of the people some of the time, but you cannot fool all of the people all of the time.”

Abraham Lincoln (1809–1865)

Writing Application Lesson

Mechanics Dictation

Sue said, “No, I didn’t bring my coat.”

“It’s not that cold outside,” I responded.

Grammar and Usage Dictation

Several students ask for both chocolate and vanilla ice cream.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #25

Mechanics Lesson

“Today we are studying how to use **commas** in compound sentences. Remember that a compound sentence has two or more independent clauses. An independent clause is part of a sentence that has a noun and verb expressing a complete thought. Coordinating conjunctions can be used to join the 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: I want to help and she needs me. That’s not the first time that I’ve tried, and I promise that it won’t be the last.

Grammar and Usage Lesson

“Today we are studying **interrogative pronouns**. Remember that an interrogative is a question and 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 interrogative pronoun is used to ask a question. Only five pronouns are interrogative pronouns: *who*, *whom*, *whose*, *what*, and *which*. Use *what* to refer to a general thing and *which* to refer to a specific thing. **Examples:** *What* do you want? *Which* do you prefer?

“Now read the guided practice sentence on your lesson and highlight each of interrogative pronouns. [Allow time.] ‘Can anyone share an interrogative pronoun? [Mark the sentence on the display].’”

Grammar and Usage Guided Practice Answers: Why are you asking me questions? Who knows if my answers are correct? What if I were wrong? Which would you choose? Whom do you believe?

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #25

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Interrogative pronouns modify predicates and are placed below the predicates in sentence diagrams. Complete this sentence diagram: “Where should we meet?”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by George Harrison (the English composer and guitarist of The Beatles), uses interrogative pronouns in his song “What is Life?” Let’s read it carefully:

‘Tell me, what is my life without your love?

Tell me, who am I without you, by my side?’

Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘He cooked a fantastic four-course dinner, yet he forgot that his guests had already eaten. He was upset so he left.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence with the correct interrogative pronoun: ‘What one is the cheapest?’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #25

Mechanics

Place a comma before the coordinating conjunction(s) to join independent clauses if one or both of the independent clauses is long and always before *but* or *yet*. The memory trick FANBOYS (For-And-Nor-But-Or-Yet-So) may help you remember the common coordinating conjunctions. **Example:** My parents used to eat plenty of fresh fish, and they also ate rice.

Guided Practice: I want to help and she needs me. That's not the first time that I've tried and I promise that it won't be the last.

Grammar and Usage

An interrogative pronoun is used to ask a question. Only five pronouns are interrogative pronouns: *who*, *whom*, *whose*, *what*, and *which*. Use *what* to refer to a general thing and *which* to refer to a specific thing. **Examples:** *What* do you want? *Which* do you prefer?

Guided Practice: Why are you asking me questions? Who knows if my answers are correct? What if I were wrong? Which would you choose? Whom do you believe?

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #25

Sentence Diagram Answers

we | should meet
 \ Where

Mentor Text

Tell me, what is my life without your love?
Tell me, who am I without you, by my side?

George Harrison (1943–2001)

Writing Application Lesson

Mechanics Dictation

He cooked a fantastic four-course dinner, yet he forgot that his guests had already eaten. He was upset so he left.

Grammar and Usage Dictation

Which one is the cheapest?

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #26

Mechanics Lesson

“Today we are studying how to use **commas with phrases which interrupt the main clause**. 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 a list of phrases that interrupt or are separate from the main clause of the sentence. The main clause consists of the subject, predicate, and any connected words.

Example: Jim ran past the truck, not the red one, but the blue one, and jumped up on the bench.

“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 walked a long way, about a mile, to deliver the note.

Grammar and Usage Lesson

“Today we are studying **reciprocal 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.”

The two reciprocal pronouns, *each other* and *one another*, are used to describe the same action shared by two or more things or people. Usually, *each other* is used to refer to two people; *one another* is used to refer to more than two people. **Examples:** Jenna, Rosie, and Tanya love one another. Leo and Viktor irritate each other.

“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].’”

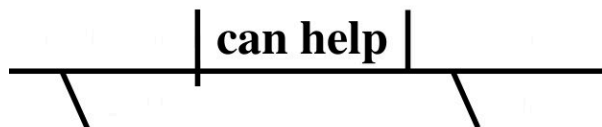
Grammar and Usage Guided Practice Answers: The two players have to like each other. All the players and their coach must listen to one another.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #26

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Reciprocal pronouns are placed to the right of predicates after the vertical line in the object place. Complete this sentence diagram on your lesson: “Our students can help one another.”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by American composer and folk singer Chet Powers, uses a reciprocal pronoun in his 1960s anthem “Get Together.” Let’s read it carefully:

‘Come on people now
Smile on your brother
Everybody get together
Try to love one another right now’
Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘In my heart, in my soul, and in my plans, you will always be my first priority.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Those two need to treat each another fairly.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #26

Mechanics

Use commas to set off a list of phrases that interrupt or are separate from the main clause of the sentence. The main clause consists of the subject, predicate, and any connected words.

Example: Jim ran past the truck, not the red one, but the blue one, and jumped up on the bench.

Guided Practice: I walked past the house next to the shed, and then I found the rake.

Grammar and Usage

The two reciprocal pronouns, *each other* and *one another*, are used to describe the same action shared by two or more things or people. Usually, *each other* is used to refer to two people; *one another* is used to refer to more than two people.

Examples: Jenna, Rosie, and Tanya love another other. Leo and Viktor irritate each other.

Guided Practice: The players have to like one other. Additionally, the players and their coach must listen to one another.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #26

Sentence Diagram Answers

students | can help | another
 \ Our \ one

Mentor Text

Come on people now
Smile on your brother
Everybody get together
Try to love one another right now

Chet Powers (1937–1994)

Writing Application Lesson

Mechanics Dictation

In my heart, in my soul, and in my plans, you will always be my first priority.

Grammar and Usage Dictation

Those two need to treat each other fairly.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #27

Mechanics Lesson

“Today we are studying how to use **commas with complex sentences**. Remember that a complex sentence connects a dependent clause to an independent clause. A dependent clause is a noun and connected verb that does not express a complete thought, while the independent clause is a noun and connected verb that does express a complete thought. A subordinating conjunction begins a dependent clause. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Place a comma after a dependent clause that begins a sentence. Place commas before and after a dependent clause in the middle of the sentence. Don’t place a comma before a dependent clause that ends a sentence. **Examples:** After I sneeze, I always blow my nose. That’s nice to say, even if it’s not true, but I want to know the truth. I stop when he asks me.

“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: Although his car is fast, that one is faster. I like salsa, if it’s spicy, and I love chips.

Grammar and Usage Lesson

“Today we are studying **demonstrative 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.”

When the words *this*, *that*, *these*, and *those* take the place of nouns, they are called demonstrative pronouns. The words *this* (singular) and *these* (plural) are close to the writer (speaker). The words *that* (singular) and *those* (plural) are away from the writer (speaker). If the demonstrative pronoun has a vague (unclear) reference to its noun, add the noun after the pronoun.

Examples: this right here, that over there, these up close, those far away

“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].’”

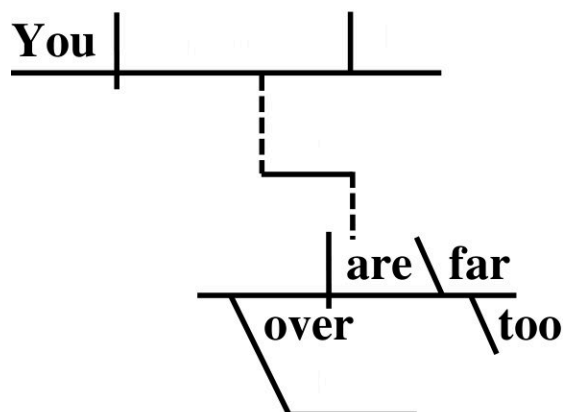
Grammar and Usage Guided Practice Answers: Next to this one here I put those other ones.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #27

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Demonstrative pronouns are in the subject or object place in sentence diagrams. “You can touch this, but those over there are too far .”’ [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Ralph Waldo Emerson (the 19th Century American author), uses a demonstrative pronoun to begin this sentence. Let’s read it carefully: ‘That which we persist in doing becomes easier, not that the task itself has become easier, but that our ability to perform it has improved.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Those apples in your neighbor’s orchard are ready to be picked even if they aren’t yet ripe.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence with proper demonstrative pronouns: ‘Those outside were better than this by the stove in the kitchen over there.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #27

Mechanics

Place a comma after a dependent clause that begins a sentence. Place commas before and after a dependent clause in the middle of the sentence. Don't place a comma before a dependent clause that ends a sentence.

Example: After I sneeze, I always blow my nose. I stop when he asks me.

Guided Practice: Although his car is fast that one is faster. I like salsa, if it's spicy and I love chips.

Grammar and Usage

When the words *this*, *that*, *these*, and *those* take the place of nouns, they are called demonstrative pronouns. The words *this* (singular) and *these* (plural) are close to the writer (speaker). The words *that* (singular) and *those* (plural) are away from the writer (speaker). If the demonstrative pronoun has a vague (unclear) reference to its noun, add the noun after the pronoun.

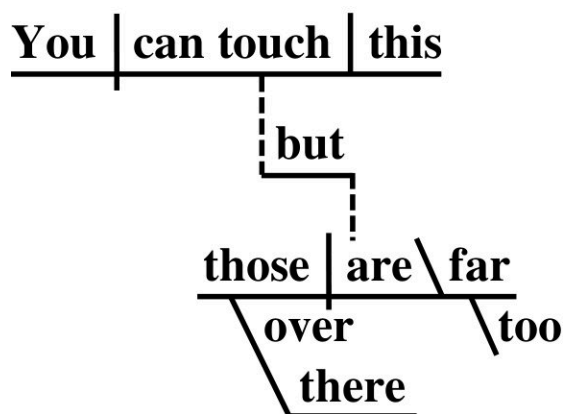
Examples: this right here, that over there, these up close, those far away

Guided Practice: Next to that one here I put these other ones.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #27

Sentence Diagram Answers



Mentor Text

“That which we persist in doing becomes easier, not that the task itself has become easier, but that our ability to perform it has improved.”

Ralph Waldo Emerson (1803–1882)

Writing Application Lesson

Mechanics Dictation

Even if they aren't yet ripe, those apples in your neighbor's orchard are ready to be picked.

Grammar and Usage Dictation

Those outside were better than that by the stove in the kitchen over there.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #28

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.”

Hierarchical adjectives build upon each other with different levels or degrees to modify the same noun. Hierarchical adjectives are not separated by commas. If the adjectives make no sense when placing the word *and* between them or reversing their order, the adjectives are hierarchical.

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

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

Mechanics Guided Practice Answers: Her delicious chocolate cake has a sweet, tasty icing.

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. **Example:** Pete gave himself a break and grabbed a cookie for himself.

“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 wonder if you might have been wrong yourself.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #28

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Reflexive pronouns are placed to the right of predicates after the vertical line in the object place. Complete this sentence diagram: “He spoke himself.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Dolores Huerta (the civil rights activist), uses a reflexive pronoun to emphasize her point. Let’s read it carefully: ‘If you haven’t forgiven yourself something, how can you forgive others?’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘It was a cold winter day in February when my strange, old friend showed up at my door.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence with the appropriate reflexive pronouns: ‘He should have left some for himself.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #28

Mechanics

Hierarchical adjectives build upon each other with different levels or degrees to modify the same noun. Hierarchical adjectives are not separated by commas. If the adjectives make no sense when placing the word *and* between them or reversing their order, the adjectives are hierarchical.

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

Guided Practice: That was a tasty, apple pie that you made, Bart.

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.

Examples: Pete gave himself a break and grabbed a cookie for himself.

Guided Practice: Myself wonder if you were wrong yourself.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #28

Sentence Diagram Answers

He | spoke | himself

Mentor Text

“If you haven't forgiven yourself something, how can you forgive others?”

Dolores Huerta (1930–)

Writing Application Lesson

Mechanics Dictation

It was a cold winter day in February when my strange, old friend showed up at my door.

Grammar and Usage Dictation

He should have left some for himself.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #29

Mechanics Lesson

“Today we are studying how to use **commas** with nonrestrictive clauses. Remember that a nonrestrictive clause begins with the relative pronouns *who* or *which* and tells you something about a preceding noun or pronoun, but they do *not* limit, restrict, or define the meaning of that noun or pronoun. The clause could be removed without affecting the basic meaning of the sentence. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

The relative pronouns *who*, *whom*, *whose*, and *which*, but not *that*, begin nonrestrictive relative clauses. Use commas to set off nonrestrictive relative clauses from the noun or pronoun before the clause. **Example:** The girl, who sits in the corner, is sleepy.

Also use commas to separate a series of nonrestrictive clauses. **Example:** The children, who cooperate, who try their best, and who always listen to the teacher, will succeed in this class.

“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 sweater, which had been dyed green, is nice and warm. It fit my grandpa, who was grateful for the gift.

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 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: They themselves feel better about the situation than he himself did.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #29

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: ‘She herself paid attention.’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Gautama Siddharta (the founder of Buddhism), uses an intensive pronoun to emphasize his point in this sentence. Let’s read it carefully: ‘You yourself, as much as anybody in the entire universe, deserve your love and affection.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘My friend, whom you know, never thanked my wife, whose hospitality he enjoyed for over two weeks.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence with appropriate intensive pronoun usage: ‘We ourself did it.’”

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

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #29

Mechanics

The relative pronouns *who*, *whom*, *whose*, and *which* but not *that*, begin nonrestrictive relative clauses. Use commas to set off nonrestrictive relative clauses from the noun or pronoun before the clause.

Example: The girl, who sits in the corner, is sleepy.

Also use commas to separate a series of nonrestrictive clauses.

Example: The children, who cooperate, who try their best, and who always listen to the teacher, will succeed in this class.

Guided Practice: The sweater, which had been dyed green, is nice and warm. It fit my grandpa who was grateful for the gift.

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: They, themselves, feel better about the situation than he himself did.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #29

Sentence Diagram Answers

She (herself) | paid | attention

Mentor Text

“You yourself, as much as anybody in the entire universe, deserve your love and affection.”

Gautama Siddharta (563–483)

Writing Application Lesson

Mechanics Dictation

My friend, whom you know, never thanked my wife, whose hospitality he enjoyed for over two weeks.

Grammar and Usage Dictation

We ourselves did it.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #30

Mechanics Lesson

“Today we are studying how to punctuate **restrictive relative clauses**. Remember that a restrictive clause can’t be removed from a sentence without changing the meaning of the sentence. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

The relative pronouns *who*, *whom*, *whose*, and *that*, but not *which* introduce restrictive clauses. Do *not* use commas, dashes, or parentheses between nouns and relative pronouns.

Examples: The girl *who* lives here is kind. The boy *whom* I just met and *whose* food we are eating is extremely generous.

“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 girl *whom* we saw yesterday is here again.

Grammar and Usage Lesson

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

A pronoun must clearly and specifically refer to just one noun or pronoun (the antecedent). Generally, the pronoun refers to the noun or pronoun immediately before the pronoun.

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

To avoid pronoun antecedent problems:

1. Keep pronouns close to their references or use synonyms.
2. Don’t have a pronoun refer to the object of a prepositional phrase. **Example:** The box *of pencils* was found in *there* place. **Revision:** The *box* of pencils was found in *its* place.
3. Don’t have a pronoun refer to a possessive antecedent. **Example:** Are *theirs* the best cookies? They certainly are. **Revision:** Are their *cookies* the best? They certainly are.

“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].’”

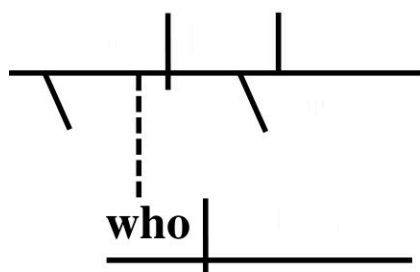
Grammar and Usage Guided Practice Answers: Julian has his own car and she has her own bicycle.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #30

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Complete this sentence diagram: “My friends who volunteer left school early.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by American movie producer Cecil B. DeMille, uses restrictive clauses in this quotation. Let’s read it carefully: ‘The person who makes a success of living is the one who see his goal steadily and aims for it unswervingly. That is dedication.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘The cat that lives there shares its home with the dog whose bark is worse than his bite.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, combining these sentences into one to avoid the pronoun antecedent problem: ‘The room had a desk, chair, and a table. It was twelve feet wide and ten feet long.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #30

Mechanics

The relative pronouns *who*, *whom*, *whose*, and *that*, but not *which* introduce restrictive clauses. Do *not* use commas, dashes, or parentheses between nouns and relative pronouns.

Examples: The girl who lives here is kind. The boy whom I just met and whose food we are eating is extremely generous.

Guided Practice: The girl, whom we saw yesterday is here again.

Grammar and Usage

A pronoun must clearly and specifically refer to just one noun or pronoun (the antecedent). Generally, the pronoun refers to the noun or pronoun immediately before the pronoun.

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

To avoid pronoun antecedent problems:

1. Keep pronouns close to their references or use synonyms.
2. Don't have a pronoun refer to the object of a prepositional phrase. **Example:** The box *of pencils* was found in *their* place.

Revision: The *box* of pencils was found in *its* place.

3. Don't have a pronoun refer to a possessive antecedent.

Example: Are *theirs* the best cookies? They certainly are.

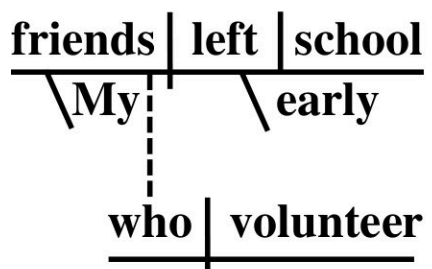
Revision: Are *their cookies* the best? They certainly are.

Guided Practice: Julian has his own car and she has their own bicycle.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #30

Sentence Diagram Answers



Mentor Text

“The person who makes a success of living is the one who sees his goal steadily and aims for it unswervingly. That is dedication.”

Cecil B. DeMille (1881–1959)

Writing Application Lesson

Mechanics Dictation

The cat that lives there shares its home with the dog whose bark is worse than his bite.

Grammar and Usage Dictation

The room was twelve feet wide and ten feet long and had a desk, chair, and a table.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #31

Mechanics Lesson

“Today we are studying how to punctuate **dialogue and direct quotations**. Remember that quotation marks are used for both dialogue and for direct quotations. Dialogue is a conversation in a book, short story, play, or movie. A direct quotation reports the exact words of an author or speaker.”

When using dialogue or a direct quotation, the first word of a complete sentence must be capitalized, even if it is in the middle of a sentence. **Example:** Ray did say, “We saw it.” Dialogue and direct quotations are not capitalized if they are only part of a sentence. **Example:** I do believe him that it “was the best solution to our problems.”

Both parts of a divided quotation are enclosed within quotation marks. The first word of the second part is not capitalized unless it begins a new sentence. **Example:** “This,” I 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: “I know.” Ty said, “but I won’t tell.”

Grammar and Usage Lesson

“Today we are studying **pronoun number and person shifts**. Remember that an *antecedent* is the noun or pronoun that a pronoun refers to or re-names. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A personal pronoun must match singular pronouns to singular nouns or pronouns and plural pronouns to plural nouns or pronouns. **Example:** Julie has ~~their~~ her own style.

Often number errors are made with gender-specific pronouns. Revise by making the antecedent nouns plural. **Example:** ~~The student~~ students ate their ~~lunch~~ lunches. Or revise the sentence without the pronoun. **Example:** The student ate ~~their~~ lunch.

A personal pronoun must also be in the same person as its antecedent. Pronouns are in the first, second, or third person. Revise pronoun person problems by matching the pronoun person to its antecedent. **Example:** Julie has ~~your~~ her own style.

“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].’”

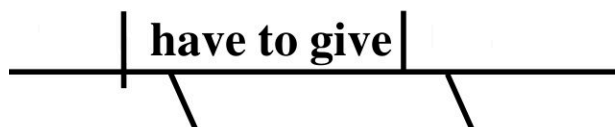
Grammar and Usage Guided Practice

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #31

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Personal pronouns can serve as subjects or objects. Add these words to the sentence diagram: “They have to give us our lunch.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Sir Francis Bacon (the English scientist), uses effective pronoun antecedents. Let’s read it carefully: ‘In taking revenge, a man is but even with his enemy; but in passing it over, he is superior.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

The author said, “Tami seemed fine,” and then he added, “but she really wasn’t.””

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence with proper pronoun antecedents: ‘Teachers work constantly during his summer vacations.’”

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

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #31

Mechanics

When using dialogue or a direct quotation, the first word of a complete sentence must be capitalized, even if it is in the middle of a sentence. **Example:** Ray did say, “We saw it.”

Dialogue and direct quotations are not capitalized if they are only part of a sentence. **Example:** I do believe him that it “was the best solution to our problems.”

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

Guided Practice: “I know,” Ty said, “But I won’t tell.”

Grammar and Usage

A personal pronoun must match singular pronouns to singular nouns or pronouns and plural pronouns to plural nouns or pronouns. **Example:** Julie has ~~their~~ her own style.

Often number errors are made with gender-specific pronouns. Revise by making the antecedent nouns plural.

Example: The ~~student~~ students ate their ~~lunch~~ lunches.

Or revise the sentence without the pronouns.

Example: The student ate ~~their~~ lunch.

A personal pronoun must also be in the same person as its antecedent. Pronouns are in the first, second, or third person. Revise pronoun person problems by matching the pronoun person to its antecedent. **Example:** Julie has ~~your~~ her own style.

Guided Practice: I do

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #31

Sentence Diagram Answers

They | have to give | lunch
 \ \
 us our

Mentor Text

“In taking revenge, a man is but even with his enemy; but in passing it over, he is superior.”

Sir Francis Bacon (1561–1626)

Writing Application Lesson

Mechanics Dictation

“Tami seemed fine,” and then he added, “but she really wasn’t.”

Grammar and Usage Dictation

Teachers work constantly during their summer vacations.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #32

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 must include original capitalization and punctuation. Periods, commas, and exclamation points go inside the closing quotation marks. **Example:** Lee said, “It’s dangerous.”

Question marks go inside the quotation marks if they are part of the quoted sentence, but outside if they are not. In other words, if you quote a question, put the question mark *inside* the quotation marks. If you ask a question about a quotation, put the question mark *outside* the quotation marks. **Examples:** Did he say, “No, I won’t”? “Is it mine?” she asked.

“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: Wanda said, “I’m coming to the party.” “Did she ask if I would be there?”

Grammar and Usage Lesson

“Today we are studying **vague pronoun references**. Remember that a pronoun takes the place of a noun and identifies its antecedent. An *antecedent* is the noun or pronoun that the pronoun refers to or re-names. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A vague pronoun reference is a pronoun that does *not* clearly identify its antecedent. Two types of vague pronoun antecedents are common:

1. Demonstrative pronouns (*this, that, these, or those*) are used on their own. Revise by adding a noun following the pronoun. **Example:** ~~That is beautiful.~~ That painting is beautiful.
2. Plural antecedents match one pronoun. Revise by repeating the noun. **Example:** ~~He had pens and pencils but we didn’t need any.~~ He had pens and pencils but we didn’t need any pens.

“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].’”

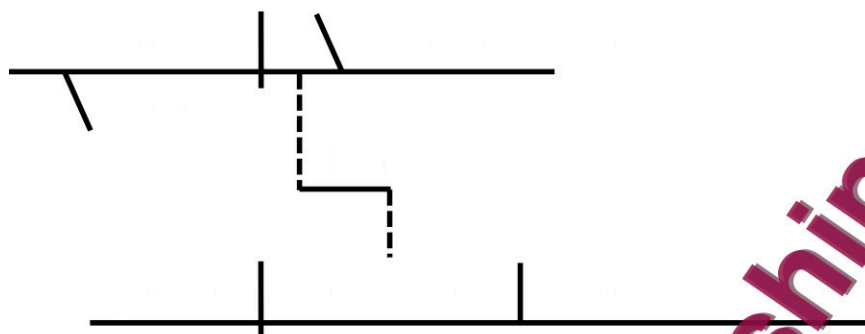
Grammar and Usage Guided Practice Answers: I put the napkin here, and I put the cup where it should be so we could find the cup later.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #32

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise the vague pronoun references in this sentence diagram: “That is terrifying, but no one can escape it.”’ [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Confucius (the Chinese philosopher), uses vague pronoun references to make his point. Let’s read it carefully: ‘When you know a thing, to hold that you know it; and when you do not know a thing, to allow that you do not know it—this is knowledge.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned and respond to this quote with a sentence using a vague pronoun reference. [Allow a brief time for composition.] Does anyone have sentence with a good example of a vague pronoun reference to share? [Have students share a few, correct each, and then write one of the sentences with its revision on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Did she say, “I’ll be home by noon”? Did she ask, “Where is he?”’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, eliminating vague pronoun references: ‘I put the ice cream back in the freezer and closed the door, but I didn’t eat it.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #32

Mechanics

Direct quotations must include original capitalization and punctuation. Periods, commas, and exclamation points go inside the closing quotation marks.

Example: Lee said, “It’s dangerous.”

Question marks go inside the quotation marks if they are part of the quoted sentence, but outside if they are not. In other words, if you quote a question, put the question mark *inside* the quotation marks. If you ask a question about a quotation, put the question mark *outside* the quotation marks.

Examples: Did he say, “No, I won’t”? “Is it mine?” she asked.

Guided Practice: Wanda said, “I’m coming to the party”. “Did she ask if I would be there?”

Grammar and Usage

A vague pronoun reference is a pronoun that does *not* clearly identify its antecedent. Two types of vague pronoun antecedents are common:

1. Demonstrative pronouns (*this, that, these, or those*) are used on their own. Revise by adding a noun following the pronoun.

Example: That is beautiful. That painting is beautiful.

2. Plural antecedents match one pronoun. Revise by repeating the noun.

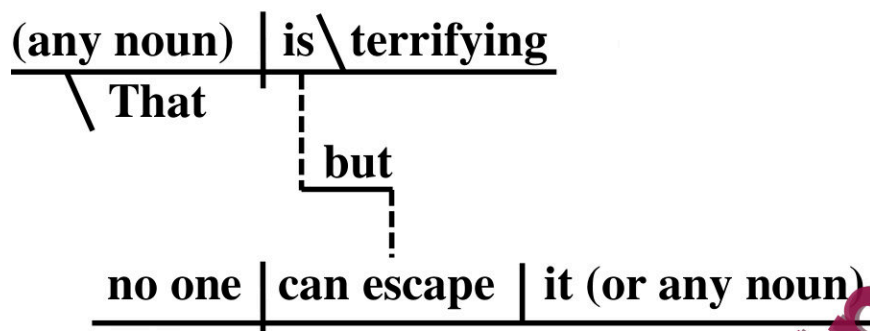
Example: He had pens and pencils but we didn’t need any. He had pens and pencils but we didn’t need any pens.

Guided Practice: I put the napkin here, and I put the cup where it should be so we could find it later

View/Purchase Grade 6 Grammar

Language Conventions Lesson #32

Sentence Diagram Answers



Mentor Text

“When you know a thing, to hold that you know it; and when you do not know a thing, to allow that you do not know it - this is knowledge.”

Confucius (551 B.C.–479 B.C.)

Writing Application Lesson

Mechanics Dictation

Did she say, “I’ll be home by noon”? Did she ask, “Where is he?”

Grammar and Usage Dictation

I put the ice cream back in the freezer and closed the door, but I didn’t eat the ice cream.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #33

Mechanics Lesson

“Today we are studying how to use **in-text citations and indirect quotations**. Remember that a direct quotation includes 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 you use someone else’s idea or information in an essay or research report, you must tell *who* said it and *where* you found it in a citation. A citation is the author’s last name and the page number where the author’s words are found. If no author is listed, list the title of the source of information and page number. The citation is placed within parentheses after the quotation. Place a period after the citation, but include question marks and exclamation points within the quotation marks if they are part of the quote. **Examples:** “Cheetahs are extremely fast!” (Lee 5). “Over 30% of scientists agree” (“Energy Concerns” 4).

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. [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: “Over 30% of students admit that they have cheated on tests” (Larson 16). Another author suggests that the percentage may actually be higher (Neely 3).

Grammar and Usage Lesson

“Today we are studying **adjectival phrases**. Remember that an adjective modifies a noun or pronoun and answers Which one? How many? or What kind? 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.”

An adjectival phrase consists of more than one adjective and a connected noun or pronoun that acts as a single part of speech. **Example:** sweet and talented Paula

“Now read the guided practice sentence on your lesson. Then identify the adjectival phrases. [Allow time.] ‘Can anyone identify an adjectival phrase? [Highlight the adjective phrases on the display].’”

Grammar and Usage Guided Practice Answers: Beautiful Mrs. Sturgeon walked into the dark and dirty room.

[View/Purchase Grade 6 Grammar](#)

Sentence Diagram Lesson and Corrections

Mentor Text Lesson

Writing Application Lesson

Dictations and Corrections

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, underlining the adjectival phrases in this sentence: ‘**Bold and courageous** adventurers explored the icy North Pole.’”

View/Purchase Grade 6 Grammar

Language Conventions Lesson #33

Mechanics

When you use someone else's idea or information in an essay or research report, you must tell *who* said it and *where* you found it in a citation. A citation is the author's last name and the page number where the author's words are found. If no author is listed, list the title of the source of information and page number. The citation is placed within parentheses after the quotation. Place a period after the citation, but include question marks and exclamation points within the quotation marks if they are part of the quote. **Examples:** "Cheetahs are extremely fast!" (Lee 5). "Over 30% of scientists agree" ("Energy Concerns" 4).

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: "Over 30% of students admit that they have cheated on tests." (Larson 16). Another author suggests that the percentage may actually be higher (Neely 3).

Grammar and Usage

An adjectival phrase consists of more than one adjective and a connected noun or pronoun that acts as a single part of speech.

Example: Sweet and talented Paula

Guided Practice: Beautiful Mrs. Sturgeon walked into the dark and dirty room.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #33

Sentence Diagram Answers

watermelon | needs | water
 └─┬─┘
 green
 └─┘
 Her

Mentor Text

“Our lives improve only when we take chances—and the first and most difficult risk we can take is to be honest with ourselves.”

Walter Anderson (1901–1978)

Writing Application Lesson

Mechanics Dictation

“Mary has a thousand followers on Facebook” (12).

Grammar and Usage Dictation

Bold and courageous adventurers explored the icy North Pole.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #34

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. [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: Gone with the Wind was a huge-selling novel in the 1930s. I read a review of it in the fiftieth anniversary issue of Look Magazine.

Grammar and Usage Lesson

“Today we are studying **adjectival clauses** and **relative pronouns**. Remember that an adjective modifies a noun or pronoun and answers Which one? How many? or What kind? 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.”

An adjectival clause begins with the relative pronouns *who*, *whom*, *that*, or *which* and modifies a noun or pronoun. The *who* or *whom* refers to a specific person or group of people. The *that* refers to things or people in general. The *which* refers to specific things.

An adjectival clause is not set off by commas if it is restrictive and limits, restricts, or defines the meaning of the noun or pronoun it modifies. If the adjectival clause is nonrestrictive, commas are required. **Examples:** The pool that fits is best. The man, whose name I forget, was helpful.

“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].’”

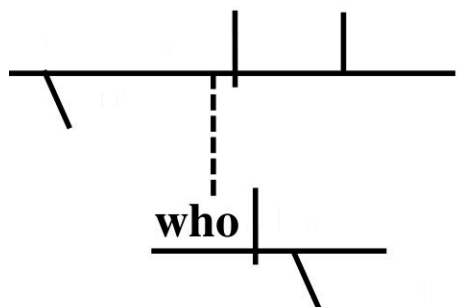
Grammar and Usage Guided Practice Answers: A few of the cars that I drive need work.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #34

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Adjectival clauses are placed below the nouns they modify in sentence diagrams. Complete this sentence diagram. ‘Those children who never laugh are here.’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by William J. H. Boetger (the minister and author), uses adjective clauses at the beginning and end of this sentence. Let’s read it carefully: ‘That you may retain your self-respect, it is better to displease the people by doing what you know is right, than to temporarily please them by doing what you know is wrong.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Featured in this month’s New week, the star of the hottest new movie, Later Days, complained about his director.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘The woman which knows herself is happy.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #34

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: Gone with the Wind was a huge-selling novel in the 1930s. I read a review of it in the fiftieth anniversary issue of “Look Magazine.”

Grammar and Usage

An adjectival clause begins with the relative pronouns *who*, *whom*, *that*, or *which* and modifies a noun or pronoun. The *who* or *whom* refers to a specific person or group of people. The *that* refers to things or people in general. The *which* refers to specific things.

An adjectival clause is not set off by commas if it is restrictive and limits, restricts, or defines the meaning of the noun or pronoun it modifies. If the adjectival clause is nonrestrictive, commas are required.

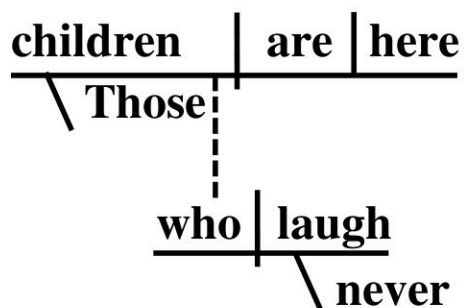
Examples: The tool that fits is best. The man, whose name I forget, was helpful.

Guided Practice: A few of the cars which I drive need work.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #34

Sentence Diagram Answers



Mentor Text

“That you may retain your self-respect, it is better to displease the people by doing what you know is right, than to temporarily please them by doing what you know is wrong.”

William J. H. Boetcker (1873–1962)

Writing Application Lesson

Mechanics Dictation

Featured in this month’s Newsweek, the star of the hottest new movie, Later Days, complained about his director.

Grammar and Usage Dictation

The woman who (that) knows herself is happy.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #35

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. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: I never understood the second act of The Tempest. I also have no idea as to how to interpret Dali’s famous painting The Persistence of Memory. I did love watching the television western Gunsmoke starring James Arnett and the movie Tombstone.

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? An adverb modifies a verb or another adverb and answers 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.”

A modifier is an adjective or adverb that limits the meaning of a word or words. Use the suffix “_er” for a one-syllable modifier to compare two things. **Example:** fewerer than five

Use “_er” or *more (less)* for a two-syllable modifier to compare two things. **Examples:** prettier, more (less) often

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

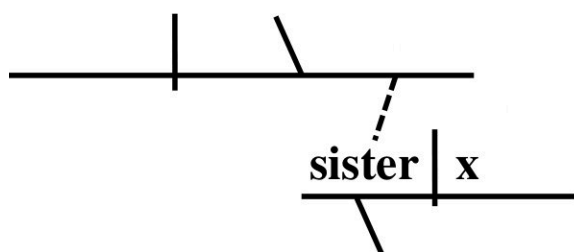
Grammar and Usage Guided Practice Answers: He was taller, but he was also more slender than Charles was.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #35

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. The object of comparison is placed under the comparative modifier and is connected with a dotted, back-slanted line. The implied (not stated) verb is marked as an “X” to the right of the vertical line. Complete this sentence diagram: “Rosalie was taller than her sister.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Alfred Lord Tennyson (the 19th Century English poet), uses a simple short comparative modifier. Let’s read it carefully:

“Tis better to have loved and lost
Than never to have loved at all.”

Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘My favorite musical happens to be *The King and I*. My favorite work of art is Michelangelo’s *David*.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘The book was more better than the movie, but the book received fewer positive reviews.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #35

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: I never understood the second act of The Tempest. I also have no idea as to how to interpret Dali's famous painting The Persistence of Memory. I did love watching the television western "Gumshoe" starring James Arnett and the movie Tombstone.

Grammar and Usage

A modifier is an adjective or adverb that limits the meaning of a word or words. Use the suffix “_er” for a one-syllable modifier to compare two things.

Example: fewerer than five

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

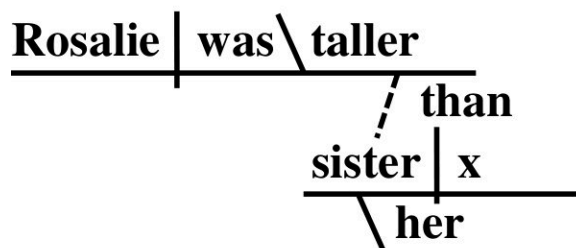
Examples: prettier, more (less) often

Guided Practice: He was taller, but he was also more slenderer than Charles was.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #35

Sentence Diagram Answers



Mentor Text

“‘Tis better to have loved and lost
Than never to have loved at all.”

Alfred Lord Tennyson (1809–1892)

Writing Application Lesson

Mechanics Dictation

My favorite musical happens to be The King and I. My favorite work of art is Michelangelo's David.

Grammar and Usage Dictation

The book was better than the movie, but the book received fewer positive reviews.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #36

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. Songs and poems are *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. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

Mechanics Guided Practice Answers: I think “America the Beautiful” should be our national anthem.

Grammar and Usage Lesson

“Today we are studying **long comparative modifiers**. Remember a modifier is an adjective or adverb 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 a three-syllable (or longer) adjective modifiers and for all adverbs ending in “_ly” to compare two things. **Examples:** more humorous, less surprisingly

“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: More fascinating than that event was what took place next.

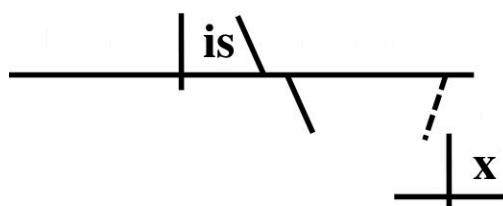
[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #36

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. The object of comparison is placed under the comparative modifier and is connected with a dotted, back-slanted line. The implied (not stated) verb is marked as an “X” to the right of the vertical line. Complete this sentence diagram:

“Alberto is less humorous than I.”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Jerry Siegel (the original writer for the Superman character in DC Comics), uses both a short and a long comparative modifier to describe Superman. Let’s read the description carefully:

‘Faster than a speeding bullet.

More powerful than a locomotive.

Able to leap tall buildings in a single bound.

Look! Up in the sky!

It’s a bird. It’s a plane. It’s Superman.” Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: “‘The Star-Spangled Banner’ is our national anthem and was written by Francis Scott Key.””

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Least noticeable than the carpet stain was the mark on the wall.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #36

Mechanics

Place quotation marks before and after the titles of songs and poems. Songs and poems are *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: I think “America the Beautiful” should be our national anthem.

Grammar and Usage

A long comparative modifier uses *more* or *less* for a three-syllable (or longer) adjective modifiers and for all adverbs ending in “__ly” to compare two things.

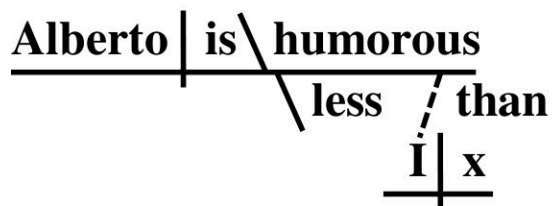
Examples: more humorous, less surprisingly

Guided Practice: Most fascinating than that event was what took place next.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #36

Sentence Diagram Answers



Mentor Text

“Faster than a speeding bullet.
More powerful than a locomotive.
Able to leap tall buildings in a single bound.
Look! Up in the sky!
It’s a bird. It’s a plane. It’s Superman!”

Jerry Siegel (1931–1996)

Writing Application Lesson

Mechanics Dictation

“The Star-Spangled Banner” is our national anthem and was written by Francis Scott Key.

Grammar and Usage Dictation

Less noticeable than the carpet stain was the mark on the wall.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #37

Mechanics Lesson

“Today we are studying how to punctuate **book chapter 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 book chapters. Book chapter titles are *parts of whole things, small things, or things that can’t be picked up from a table*. **Example:** “Last Time” is the best chapter in *Along the Shore*.

“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 Boy Who Lived” is the title of the first chapter in Harry Potter and the Sorcerer’s Stone.

Grammar and Usage Lesson

“Today we are studying **short superlative modifiers**. Remember that a modifier is an adjective or adverb that limits the meaning of a word or words. A comparative modifier compares two things, using the suffix ‘_er’ for a one-syllable modifier, *more (less)* or ‘_er’ for a two-syllable modifier, and *more or less* for a three-syllable (or longer) adjective modifiers and all adverbs ending in ‘_ly.’ 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 things. The superlative modifier indicates 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].’”

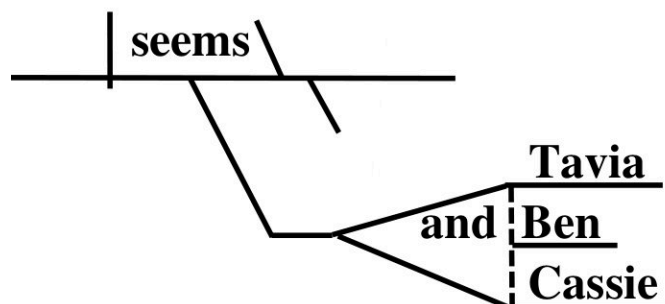
Grammar and Usage Guided Practice Answers: Our longest rope could barely reach.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #37

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 slanted line in sentence diagrams. Complete this sentence diagram: “Among Tavia, Ben, and Cassie, Ben seems the shortest.”’ [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Thomas Carlyle (the Scottish writer and historian), uses a simple superlative modifier in this sentence. Let’s read it carefully: ‘The greatest of faults, I should say, is to be conscious of none.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Marley & Me ends with a chapter titled “The Bad Dog Club.”’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘The least smallest ant can carry many times its weight.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #37

Mechanics

Place quotation marks before and after the titles of book chapters. Book chapter titles are *parts of whole things, small things, or things that can't be picked up from a table*.

Example: “Last Time” is the best chapter in *Along the Shore*.

Guided Practice: “The Boy Who Lived” is the title of the first chapter in Harry Potter and the Sorcerer’s Stone.

Grammar and Usage

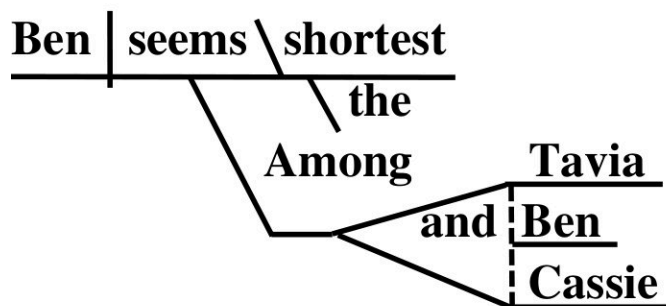
Use the suffix “_est” for a one-syllable superlative modifier to compare three or more things. The superlative modifier indicates which is the *most* or *least*. **Example:** greatest

Guided Practice: Our most longest rope could barely reach.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #37

Sentence Diagram Answers



Mentor Text

“The greatest of faults, I should say, is to be conscious of none.”

Thomas Carlyle (1795–1881)

Writing Application Lesson

Mechanics Dictation

Marley & Me ends with a chapter titled “The Bad Dog Club.”

Grammar and Usage Dictation

The smallest ant can carry many times its weight.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #38

Mechanics Lesson

“Today we are studying when to use **quotation marks for 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 articles. Articles are *parts of whole things, small things, or things that can’t be picked up from a table*. An article is a short written work such as a newspaper article, magazine article, or blog article that is part of the larger publication.

Example: “The President’s Greatest Challenge”

“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: His article titled “Not in My House” was published on her widely-read blog.

Grammar and Usage Lesson

“Today we are studying **long superlative modifiers**. Remember that a modifier is an adjective or adverb 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. Let’s read the guided practice sentence and identify what is right and what is wrong according to the rule. Write a few examples to help you remember the superlative modifier.”

Use “_est,” *most*, or *least* for a two-syllable or longer superlative modifier to compare three or more things. The superlative modifier indicates which is the *most* or *least*. When to use “_est” and when to use *most* or *least* is simply a matter of usage. **Examples:** mightiest, most interesting

Always use *most* or *least* for adverbs ending in “_ly.” **Example:** She waited least patiently.

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

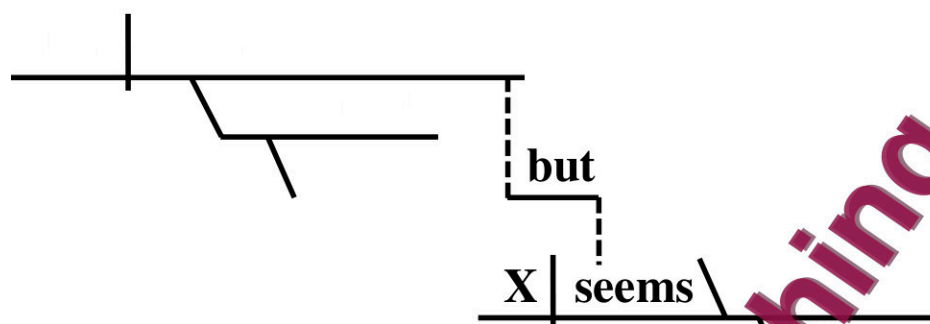
Grammar and Usage Guided Practice Answers: It was more unusual to see them together than not. More curiously, they were friends.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #38

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Complete this sentence diagram: “Chin listens most attentively, but seems least interested.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by J.K. Rowling (the author of the Harry Potter series), uses a long superlative modifier in the following sentence. Let’s read it carefully: ‘When Abenzra started her first year at Hogwarts, the sorting hat had a most interesting predicament.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: “Fire in the House” was the lead article in the Tucson Times.”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘That one in the case seems to be the less expensive.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #38

Mechanics

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

Example: “The President’s Greatest Challenge”

Guided Practice: His article titled “Not in My House” was published on her widely-read blog.

Grammar and Usage

Use “_est,” *most*, or *least* for a two-syllable or longer superlative modifier to compare three or more things. The superlative modifier indicates which is the *most* or *least*. When to use “_est” and when to use *most* or *least* is simply a matter of usage.

Examples: mightiest, most interesting

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

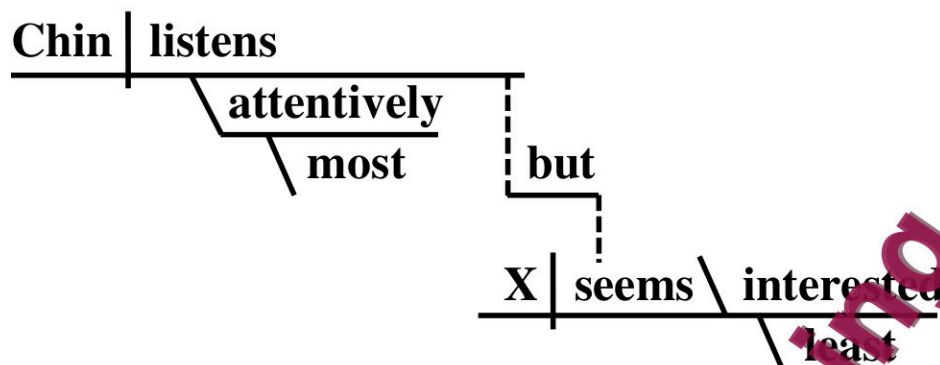
Example: She waited least patiently.

Guided Practice: It was most unusually to see them together than not. More curiously, they were friends.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #38

Sentence Diagram Answers



Mentor Text

"When Abenzra started her first year at Hogwarts, the sorting hat had a most interesting predicament."

J.K. Rowling (1965–)

Writing Application Lesson

Mechanics Dictation

"Fire in the House" was the lead article in the Tucson Times.

Grammar and Usage Dictation

That one in the case seems to be the least expensive.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #39

Mechanics Lesson

“Today we are studying how to punctuate **short story and document 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 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 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: “How to Play Nice Guy” is a popular short story. The public document was titled “Parking Regulations.”

Grammar and Usage Lesson

“Today we are studying **verb phrases**. Remember that a verb can mentally or physically act or serve as a state of being. 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 verb phrase consists of the main verb with a linking verb, helping verb, adverb, and/or prepositional phrase. **Examples:** The candidate was defeated after she had been serving for only two years. She quickly demanded a re-count of the votes, and the Election Commission voted on her request.

“Now read the guided practice sentence on your lesson. Then underline the verb phrase. Can anyone identify the verb phrase? [Highlight the verb phrase on the display].”

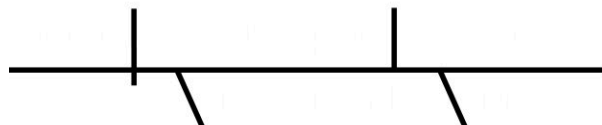
Grammar and Usage Guided Practice Answers: George could have been playing the whole time.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #39

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Modifiers are placed under the verbs to form verb phrases. Complete this sentence diagram: “Peter had frequently helped the teacher.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by William Shakespeare (the English playwright and poet), uses a series of verb phrases in this line from Othello. Let’s read it carefully: ‘Had it pleas’d heaven to try me with affliction... I should have found in some place of my soul a drop of patience.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘The document was titled “50 Things You Should Know about Your Government.”’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson, underlining the verb phrases in this sentence: ‘Paul was seldom in the same city as John, but they had gotten together twice last year.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #39

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: How to Play Nice Guy is a popular short story. The public document was titled “Parking Regulations.”

Grammar and Usage

A verb phrase consists of the main verb with a linking verb, helping verb, adverb, and/or prepositional phrase.

Examples: The candidate was defeated after she had been serving for only two years. She quickly demanded a re-count of the votes, and the Election Commission voted on her request.

Guided Practice: George could have been playing the whole time.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #39

Sentence Diagram Answers

Peter | had helped | teacher
 \ frequently \ the

Mentor Text

“Had it pleas'd heaven to try me with affliction... I should have found in some place of my soul a drop of patience.”

William Shakespeare (1564?–1616)

Writing Application Lesson

Mechanics Dictation

The document was titled “50 Things You Should Know about Your Government.”

Grammar and Usage Dictation

Paul was seldom in the same city as John, but they had gotten together twice last year.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #40

Mechanics Lesson

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

Capitalize people’s and characters’ names. Don’t capitalize words representing these parts of speech when found in the middle of people’s or character names:

- Articles (*a, an, the*) **Example:** Courage the Crazy Cat
- Conjunctions **Example:** Punch and Judy
- Prepositions **Example:** St. Francis of Assisi

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

Mechanics Guided Practice Answers: Her name was Cleo the Cowardly Lion.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #40

Grammar and Usage Lesson

“Today we are studying the **progressive 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 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 sentences on your lesson. Then identify past, present, and future progressive verb tenses. ‘Can anyone identify the past progressive verb tense? The present progressive verb tense? The future progressive verb tense? [Highlight the verb tenses on the display].’”

Grammar and Usage Guided Practice Answers: Past Progressive: Rayna was whispering. Present Progressive: I am crying. Future Progressive: We will be appearing at the concert together.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #40

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: “Lee walked.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by 17th Century English poet Robert Herrick uses both present and future progressive tenses in this stanza. Let’s read it carefully.

‘Gather ye rose-buds while ye may,
Old Time is still a-flying;
And this same flower that smiles today,
Tomorrow will be dying.’

Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘The statue is dedicated to St. Rose of Mount Akam.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising these sentences with the correct forms of the progressive verb tenses: ‘Will you attending the meeting alone? Paul was attending. Darla be thinking about it.’”

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

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #40

Mechanics

Capitalize people's and characters' names. Don't capitalize words representing these parts of speech when found in the middle of people's or character names:

- Articles (*a, an, the*)
Example: Courage the Crazy Cat
- Conjunctions
Example: Punch and Judy
- Prepositions
Example: St. Francis of Assisi

Guided Practice: Her name was Cleo the Cowardly lion.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #40

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: I am crying. Rayna was whispering. We will be appearing at the concert together.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #40

Sentence Diagram Answers

Lee | was walking Lee | is walking Lee | will be walking

Mentor Text

“Gather ye rose-buds while ye may,
Old Time is still a-flying;
And this same flower that smiles today,
Tomorrow will be dying.”

Robert Herrick (1561–1674)

Writing Application Lesson

Mechanics Dictation

The statue is dedicated to St. Rose of Mount Akam.

Grammar and Usage Dictation

Will you be attending the meeting alone? Raul was attending.
Darla is thinking about it.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #41

Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize proper nouns. Don’t capitalize articles, conjunctions, or prepositions in the middle of named people, places, and things. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Capitalize place names. Don’t capitalize prepositions found in the middle of the names.

Example: Stratford upon Avon

“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 took a vacation to the Gulf of Mexico.

Grammar and Usage Lesson

“Today we are studying the **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 perfect verb tense refers to something that has already been completed with a physical action, mental action, or link from a noun or pronoun to something else. The helping verbs connect to a past participle (a verb ending in “_ed,” “_d,” “_t,” or “_en” for regular verbs).

- 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 ‘til dawn
- The present perfect refers to something that happened at an unnamed time before the present. The present perfect verb is formed with *has* or *have* + the past participle. **Example:** has waited since dawn, have walked every day
- The future perfect refers to something that will happen before another action in the future or something that will happen before a specific time in the future. The future perfect is formed with *will have* + the past participle. **Example:** will have walked every morning

“Now read the guided practice sentences on your lesson. Then identify past, present, and future perfect verb tenses. [Allow time.] ‘Can anyone identify the past perfect tense?’ The present perfect? The future perfect? [Highlight the verb tenses on the display].’”

Grammar and Usage Guided Practice Answers: Past Perfect: Dad had wanted to see.

Present Perfect: I have given you my phone number. Future Perfect: We will have taken pictures of everyone by then.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #41

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise this sentence into past, present, and future perfect verb tenses: “Lee talks.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Professor Annette Vee (an Assistant Professor in English Composition at the University of Pittsburgh) uses the future perfect verb tense for her course syllabus. Let’s read it carefully:

‘Someone with an excellent participation grade:

- will have attended class and appeared engaged without fail;
- will have offered timely, insightful comments to his peers;
- will have always brought her readings or other materials to class;
- will have contributed regularly and thoughtfully to class discussions both online and offline.’

Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Cardiff by the Sea is a beautiful resort.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising these sentences with the correct forms of the perfect verb tenses: ‘They will have been sensed his presence by now. I had touched his arm. Lola has tried to visit.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #41

Mechanics

Capitalize place names. Don't capitalize prepositions found in the middle of the names.

Example: Stratford upon Avon

Guided Practice: We took a vacation to the Gulf Of Mexico.

Grammar and Usage

The perfect verb tense refers to something that has already been completed with a physical action, mental action, or link from a noun or pronoun to something else. The helping verbs connect to a past participle (a verb ending in ed, “d,” “t,” or “en” for regular verbs).

- 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 til dawn
- The present perfect refers to something that happened at an unnamed time before the present. The present perfect verb is formed with *has* or *have* + the past participle.

Example: has waited since dawn, have walked every day

- The future perfect refers to something that will happen before another action in the future or something that will happen before a specific time in the future. The future perfect is formed with *will have* + the past participle.

Example: will have walked every morning

Guided Practice: I have given you my phone number. Dad had wanted to see. We will have taken pictures of everyone by then.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #41

Sentence Diagram Answers

Lee | has talked Lee | had talked Lee | will have talked

Mentor Text

“Someone with an excellent participation grade.

- will have attended class and appeared engaged without fail;
- will have offered timely, insightful comments to his peers;
- will have always brought her readings or other materials to class;
- will have contributed regularly and thoughtfully to class discussions both online and offline.”

Professor Annette Vee (1977–)
Course Syllabus

Writing Application Lesson

Mechanics Dictation

Cardiff by the Sea is a beautiful resort.

Grammar and Usage Dictation

They will have sensed his presence by now. I had touched his arm. Lola has tried to visit.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #42

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 named things and products. Don’t capitalize words representing these parts of speech when found in the middle of named things and products:

- Articles (*a, an, the*) **Example:** Two a Day Vitamins
- Conjunctions **Example:** Arm and Hammer Baking Soda
- Prepositions **Example:** Race for Life

“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 ran a 10K for the Run for Fun charity.

Grammar and Usage Lesson

“Today we are studying **adverbial clauses**. Remember that a dependent clause has a noun and verb, but does not express a complete thought. An adverb modifies a verb or another adverb and answers 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.”

An adverbial clause is a dependent clause that begins with a subordinating conjunction. Place a comma following an adverbial clause that begins a sentence, but no comma is used before an adverbial clause that ends a sentence. Use the following memory trick to prompt your use of these dependent (subordinate) clauses:

Bud is wise, but hot! AAA w VW

Before, unless, despite (in spite of), in order that, so, while, if, since, even though (if),
because, until, that, how, once, than,
After, Although (though), As (as if, as long as, as though),
Whether, When (whenever), Where (wherever)

Examples: Unless you practice, you will never win. They do try, even though they often lose.

“Now read the guided practice sentence on your lesson. Then underline the subordinating conjunction and bracket ([]) the adverbial clause. ‘Can anyone identify the subordinating conjunction and adverbial clause? [Highlight the subordinating conjunction and adverbial clause on the display].’”

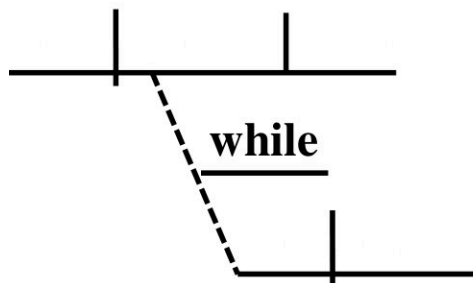
Grammar and Usage Guided Practice Answers: [After they had listened to the song], they offered their opinions.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #42

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Adverbial clauses are placed below the main horizontal line and connect to the predicate with a dotted slanted line. Complete this sentence diagram: “Didi drinks soda while she paints.”’ [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Sir Walter Scott (the author of *Ivanhoe* and *Rob Roy*), uses an adverbial clause in this famous quotation. Let’s read it carefully: ‘Oh what a tangled web we weave when first we practice to deceive!’ Which exceptional writing features can you identify and why did the author use the misplaced modifier *first*?”

Writing Application Lesson

“Now let’s apply what we’ve learned and respond to this quote with a sentence using an adverbial clause. [Allow a brief time for composition.] Does anyone have a sentence with a good example of a misplaced modifier to share? [Have students share a few and then write one exemplary sentence on the display]. Lay and ask students to revise it.]”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Why not try some Swipe and Clean on that spill?’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, placing the adverbial clause at the beginning of the sentence: ‘He gave an interview although everyone knew how he felt.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #42

Mechanics

Capitalize named things and products. Don't capitalize words representing these parts of speech when found in the middle of named things and products:

- Articles (*a, an, the*) **Example:** Two a Day Vitamins
- Conjunctions **Example:** Arm and Hammer Baking Soda
- Prepositions **Example:** Race for Life

Guided Practice: He ran a 10K for the Run for fun charity.

Grammar and Usage

An adverbial clause is a dependent clause that begins with a subordinating conjunction. Place a comma following an adverbial clause that begins a sentence, but no comma is used before an adverbial clause that ends a sentence. Use the following memory trick to prompt your use of these dependent (subordinate) clauses:

Bud is wise, but hot. AAA WWW

Before, unless, despite (in spite of), in order that, so, while, if, since, even though (if),
because, until, that, how, once, than,
After, Although (though), As (as if, as long as, as though),
Whether, When (whenever), Where (wherever)

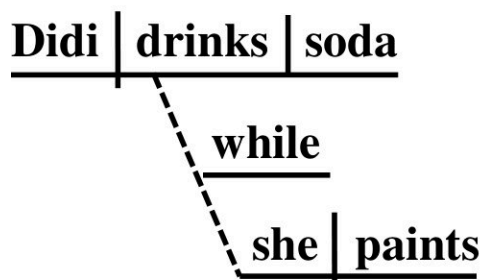
Example: Unless you practice, you will never win. They do try, even though they often lose.

Guided Practice: After they had listened to the song, they offered their opinions.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #42

Sentence Diagram Answers



Mentor Text

“Oh what a tangled web we weave when first we practice to deceive!”

Sir Walter Scott (1771–1832)

Writing Application Lesson

Mechanics Dictation

Why not try some Swipe and Clean on that spill?

Grammar and Usage Dictation

Although everyone knew how he felt, he gave an interview.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #43

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 the names of holidays and dates. Don’t capitalize articles, conjunctions, and prepositions in the middle of a holiday. **Examples:** New Year’s Day, The Fourth of July

“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: Every February we celebrate Groundhog Day.

Grammar and Usage Lesson

“Today we are studying **singular subject-verb agreement**. Remember that a singular subject noun usually adds an ending *s* to agree with (match) a singular verb. However, collective nouns which refer to a group, such as *herd*, and indefinite pronouns which end in ‘_body’ or ‘_one,’ such as *anybody* or *everyone* also match singular verbs.”

Some singular subject subject-verb agreements are tricky:

- Subject case pronouns must match these helping verbs: *I* matches *am, was, have, and had*; *You* matches *are, were, have, and had*; *He, she, and it* match *is, was, has, and had*; **Examples:** I am, you are, she is.
- The subject case pronouns *I* and *you* match plural verb forms not ending in *s*. **Examples:** I like it. You know him.
- Some words end in *s* but are still singular. **Example:** The news is bad.
- Some words seem to be plural but act as one unit and match singular verbs. **Examples:** The group waits. My team wins.
- When a compound subject is joined by *or* or *nor*, the verb matches the noun or pronoun which is closer to the verb. **Examples:** Joe or Pam eats first; Joe or they eat first.
- In clauses beginning with *there is (are)*, the subject follows and the *is (are)* must agree (match) with that subject. **Examples:** There is a dog; There are dogs.

“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].’”

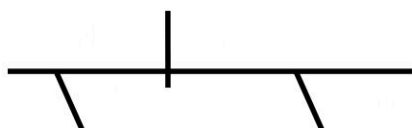
Grammar and Usage Practice Possible Answer: My class likes recess best, although no one thinks any girl or boy likes recess more than I do.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #43

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Complete this sentence diagram: “The herd moves slowly.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Pablo Picasso (Spanish artist), effectively matches singular subjects and their verbs. Let’s read it carefully: ‘I am always doing that which I cannot do, in order that I may learn how to do it.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned and respond to this quote with a compound sentence on the writing application section of your lesson. In the first clause begin with a plural subject. In the second clause begin with ‘there are.’ [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘The shopping season extends from Thanksgiving Day to Christmas.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘I enjoys the show and you does as well, but there is always someone who does not.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #43

Mechanics

Capitalize the names of holidays and dates. Don't capitalize articles, conjunctions, and prepositions in the middle of a holiday. **Examples:** New Year's Day, The Fourth of July

Guided Practice: Every February we celebrate Groundhog day.

Grammar and Usage

Some singular subject subject-verb agreements are tricky:

- Subject case pronouns must match these helping verbs: *I* matches *am*, *was*, *have*, and *had*; *You* matches *are*, *were*, *have*, and *had*; *He*, *she*, and *it* match *is*, *was*, *has*, and *had*;
Examples: I am, you are, she is
- The subject case pronouns *I* and *you* match plural verb forms not ending in *s*. **Examples:** I like it. You know him.
- Some words end in *s* but are still singular.
Example: The news is bad.
- Some words seem to be plural but act as one unit and match singular verbs. **Examples:** The group waits. My team wins.
- When a compound subject is joined by *or* or *nor*, the verb matches the noun or pronoun which is closer to the verb.
Example: Joe or Pam eats first; Joe or they eat first.
- In clauses beginning with *there is* (*are*), the subject follows and the *is* (*are*) must agree (match) with that subject.
Examples: There is a dog; There are dogs.

Guided Practice: My class like recess best, although no one thinks any girl or boy like recess more than a class party.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #43

Sentence Diagram Answers

herd | moves
— \ The / — \ slowly / —

Mentor Text

“I am always doing that which I cannot do, in order that I may learn how to do it.”

Pablo Picasso (1881–1973)

Writing Application Lesson

Mechanics Dictation

The shopping season extends from Thanksgiving Day to Christmas.

Grammar and Usage Dictation

I enjoy the show and you do as well, but there is always someone who does not.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #44

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 all titles. Don’t capitalize articles, conjunctions, and prepositions in the middle of a title. **Example:** World History and Geography with Professor Jasper is my favorite class.

“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 President of Mexico led the famous El Grito (The Shout) in Mexico City’s Zocalo.

Grammar and Usage Lesson

“Today we are studying **plural subject-verb agreement**. A plural subject agrees with (matches) a plural verb and involves more than one person, place, or thing. In present tense the plural nouns do not end in *s*. For example, Birds chirp.”

Some plural subject subject-verb agreements are tricky:

- Some words seem to be singular, but are actually plural because they each have two parts: *scissors*, *tweezers*, *pants*, and *shears*. **Example:** Her pants are too short.
- Sports teams not ending in *s* are plural and require plural verbs. **Example:** The Orlando Magic have been looking for a point guard.
- A compound subject joined by *and* is plural and takes a plural verb. **Example:** Bob and Pam are friends.
- These indefinite pronouns take plural verbs: *both*, *few*, *many*, *others*, and *several*. **Example:** Both are wonderful.

“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: Their shorts are too long, but the Miami Heat play solid team basketball.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #44

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise this sentence, using proper subject-verb agreement. Complete this sentence diagram: “Her scissors ~~has~~ just been sharpened.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Jane Austen (the author of *Pride and Prejudice*), effectively matches plural subjects with their verbs. Let’s read it carefully: ‘Vanity and pride are different things, though the words are often used synonymously . . . Pride relates more to our opinion of ourselves, vanity to what we would have others think of us.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘My older brother is majoring in Molecular Biology at Southern University.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Julian and Sean look pleased. This pair of tweezers have been useful.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #44

Mechanics

Capitalize all titles. Don't capitalize articles, conjunctions, and prepositions in the middle of a title.

Example: World History and Geography with Professor Jasper is my favorite class.

Guided Practice: The President of Mexico led the famous El Grito (The shout) in Mexico City's *zocalo*.

Grammar and Usage

Some plural subject subject-verb agreements are tricky:

- Some words seem to be singular, but are actually plural because they each have two parts: *scissors*, *tweezers*, *pants*, and *shears*.

Example: Her pants are too short.

- Sports teams not ending in *s* are plural and require plural verbs.

Example: The Orlando Magic have been looking for a point guard.

- A compound subject joined by *and* is plural and takes a plural verb.

Example: Bob and Pam are friends.

- These indefinite pronouns take plural verbs: *both*, *few*, *many*, *others*, and *several*.

Example: Both seem wonderful.

Guided Practice: Their shorts are too long, but the Miami Heat plays solid team basketball.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #44

Sentence Diagram Answers

scissors | have been sharpened
 \ Her \ just

Mentor Text

“Vanity and pride are different things, though the words are often used synonymously... Pride relates more to our opinion of ourselves, vanity to what we would have others think of us.”

Jane Austen (1775–1817)

Writing Application Lesson

Mechanics Dictation

My older brother is majoring in Molecular Biology at Southern University.

Grammar and Usage Dictation

Julian and Sean look pleased. This pair of tweezers has been useful.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #45

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 the names of organizations and businesses. Don’t capitalize articles, conjunctions, and prepositions in the middle of the named organization or business. **Examples:** Helping with Hands Association, Durability for Life, Inc.

“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 volunteer work on Saturdays with Soldiers for Peace.

Grammar and Usage Lesson

“Today we are studying **shifts in verb tense**. Remember that a verb can mentally or physically act or serve as a state of being. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Verb tense is the form of the verb that indicates time. There are three simple verb tenses: the present, past, and future. Generally, keep the same verb tense in a sentence or group of related sentences. This is especially important with the past tense. However, when a change in time is necessary, it is certainly appropriate to change tenses, even in the same sentence.

Example: I was at the concert and saw the band.

“Now read the guided practice sentence on your lesson. Then identify the verb tenses. [Allow time.] ‘Can anyone share the past verb tense? The present verb tense? The future verb tense? [Highlight the verb tenses on the display].’”

Grammar and Usage Guided Practice Answers: Past Verb Tense: I ate one banana;

Present Verb Tense: now I’m eating two apples;

Future Verb Tense: and later I will eat two oranges.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #45

Mechanics

Capitalize the names of organizations and businesses. Don't capitalize articles, conjunctions, and prepositions in the middle of the named organization or business.

Examples: Helping with Hands Association, Durability for Life, Inc.

Guided Practice: I volunteer work on Saturdays with Soldiers for Peace.

Grammar and Usage

Verb tense is the form of the verb that indicates time. There are three simple verb tenses: the present, past, and future. Generally, keep the same verb tense in a sentence or group of related sentences. This is especially important with the past tense. However, when a change in time is necessary, it is certainly appropriate to change tenses, even in the same sentence.

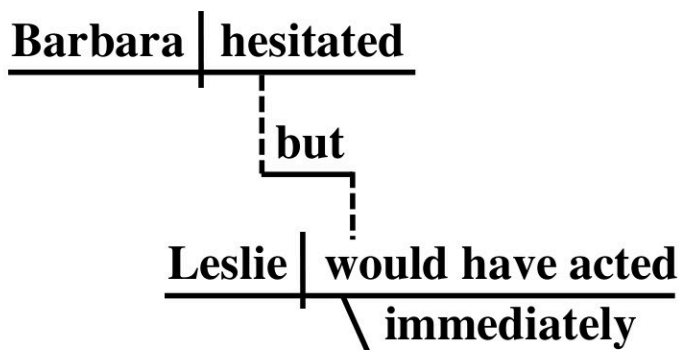
Example: I was at the concert and saw the band.

Guided Practice: I ate one banana; now I'm eaten two apples; and later I will ate two oranges.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #45

Sentence Diagram Answers



Mentor Text

“The greatest mistake you can make in life is to be continually afraid you will make one.”

Elbert Hubbard (1856–1915)

Writing Application Lesson

Mechanics Dictation

Proctor and Gamble is a huge business.

Grammar and Usage Dictation

I’m eating some squash, but later I will eat the green and red peppers we cooked on the grill.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #46

Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize proper nouns. Don’t capitalize articles, conjunctions, or prepositions in the middle of proper noun titles. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Capitalize the names of languages and people groups. **Examples:** Spanish, Roma

“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 Hopi Indians spoke English to the tourists.

Grammar and Usage Lesson

“Today we are studying **Non-standard English contractions**. Non-standard English often differs from Standard English because of regional or cultural dialects. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

When writing in Standard English, don’t use improper contractions. **Examples:** I ain’t (am not) bad, but you han’t (hadn’t) best push me too hard. I din’t (didn’t) know that. Dat’s (That’s) true.

“Now read the guided practice sentence on your lesson. Then identify the Non-standard English and revise into Standard English. Can anyone share the Non-standard English and revision? [Revise the Non-standard English on the display].”

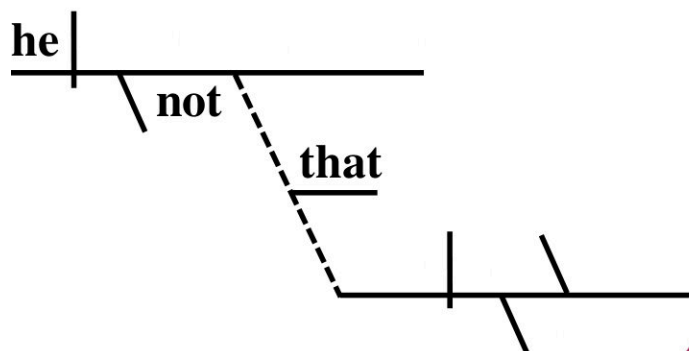
Grammar and Usage Guided Practice Answers: We hadn’t been ready, but we didn’t worry too much.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #46

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise this sentence into Standard English: “Han’t he been saying you ain’t ready?”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, by French author Andre Gide, correctly uses a contraction to make his point. Let’s read it carefully: ‘One doesn’t discover new lands without consenting to lose sight of the shore for a very long time.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘My Persian friend spoke both Arabic and Farsi.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘Dat’s right. I ain’t happy about it, though it din’t really matter in the end.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #46

Mechanics

Capitalize the names of languages and people groups.

Examples: Spanish, Roma

Guided Practice: The Hopi indians spoke English to the tourists.

Grammar and Usage

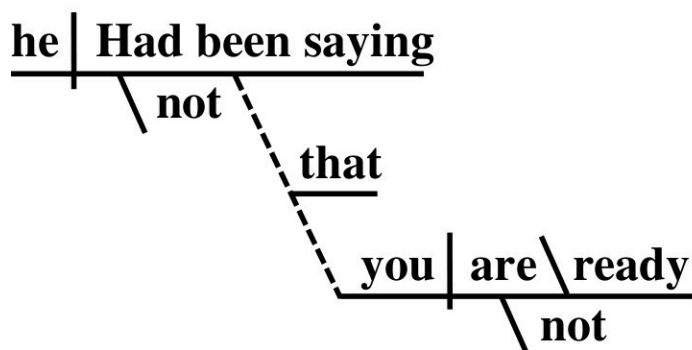
When writing in Standard English, don't use improper contractions. **Examples:** I ain't (am not) bad, but you han't (hadn't) best push me too hard. I di'n't (didn't) know that. Dat's (That's) true.

Guided Practice: We hadn't been ready, but we din't worry too much.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #46

Sentence Diagram Answers



Mentor Text

“One doesn't discover new lands without consenting to lose sight of the shore for a very long time.”

Andre Gide (1869–1951)

Writing Application Lesson

Mechanics Dictation

My Persian friend spoke both Arabic and Farsi.

Grammar and Usage Dictation

That's right. I'm not happy about it, though it didn't really matter in the end.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #47

Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize proper nouns. Don’t capitalize articles, conjunctions, or prepositions in the middle of proper noun titles. 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. Don’t capitalize articles, conjunctions, and prepositions in the middle of a special event or historical period.

Examples: The Boston Marathon, Middle Ages

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

Mechanics Guided Practice Answers: Did you attend the Summer Olympics in London?

Grammar and Usage Lesson

“Today we are studying **Non-standard English negation**. Non-standard English often differs from Standard English because of regional or cultural dialects. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

When writing in Standard English, don’t use improper negation. One form of improper negation in Non-standard English involves using double negatives. **Example:** I don’t have no excuses.

Revision: I don’t have any excuses.

“Now read the guided practice sentence on your lesson. Then identify the Non-standard English and revise into Standard English. Can anyone share the Non-standard English and revision? [Revise the Non-standard English on the display].”

Grammar and Usage Guided Practice Answers: I can’t have any help on this exam.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #47

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise this sentence into Standard English: “We don’t want no work.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by 19th Century minister, abolitionist, and author Henry Ward Beecher, uses proper negation in these two sentences. Let’s read them carefully: ‘Do not be afraid of defeat. You are never so near victory as when defeated in a good cause.’ Which exceptional writing features can you identify? What Non-standard English can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘During the Age of Reason many philosophers questioned religious faith.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising the Non-standard English in this sentence: ‘Don’t give me no silly answers.’”

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

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #47

Mechanics

Capitalize the names of special events and historical periods. Don't capitalize articles, conjunctions, and prepositions in the middle of a special event or historical period.

Examples: The Boston Marathon, Middle Ages

Guided Practice: Did you attend the summer Olympics in London?

Grammar and Usage

When writing in Standard English, don't use improper negation. One form of improper negation in Non-standard English involves using double negatives.

Example: I don't have no excuses.

Revision: I don't have any excuses.

Guided Practice: I can't have no help on this exam.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #47

Sentence Diagram Answers

We | do want | work
 \ \
 not any

Mentor Text

“Do not be afraid of defeat. You are never so near victory as when defeated in a good cause.”

Henry Ward Beecher (1813–1887)

Writing Application Lesson

Mechanics Dictation

During the Age Of Reason many philosophers questioned religious faith.

Grammar and Usage Dictation

Don't give me any silly answers.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #48

Mechanics Lesson

“Today we are studying how to use **question marks** with dialogue. Remember that sentences which form questions are called *interrogatives* and use beginning and ending quotation marks when citing exactly what someone has written or said. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Place a question mark inside (to the left of) ending quotation marks (”) when you, the writer, are quoting a question that was asked. **Example:** He asked, “Are you going, too?”

Place a question mark outside (to the right of) ending quotation marks (”) when you, the writer, ask a question about a quotation made in the form of a statement or a command.

Example: Why did he say, “That’s not funny”?

“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: Are you sure he said, “No, I can’t attend”? “Does it really matter?” she asked.

Grammar and Usage Lesson

“Today we are studying the **continuous “to be”** and the **“do or don’t be” pattern**. Non-standard English often differs from standard English because of regional or cultural dialects. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Don’t substitute *be* for *is* to create an ongoing action in Standard English. For example, She be fine... Instead, use the present progressive verb tense to connect *am*, *are*, or *is* to a present participle (a verb with an “-ing” ending). Also, use the proper form of the “to be” verb to match its subject. **Example:** He be really nice. **Revision:** He is (being) really nice.

Avoid the non-standard use of the “do be” or “don’t be” pattern. **Example:** Do be listening, and don’t be talking.

“Now read the guided practice sentence on your lesson. Then identify the Non-standard English and revise into standard English. Can anyone share the Non-standard English and revision? [Revise the Non-standard English on the display].”

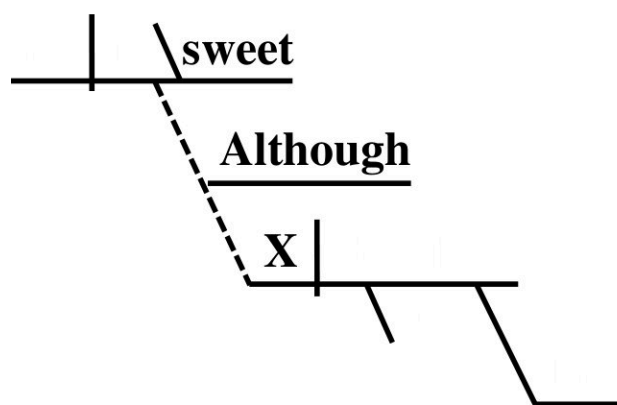
Grammar and Usage Guided Practice Answers: Don’t think that you know everything.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #48

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise this sentence into Standard English: “Although she be sweet, don’t be talking to her.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Eddie Rickenbacker (the famous WWI aviator), uses the present progressive tense in this sentence. Let’s read it carefully: ‘Courage is doing what you’re afraid to do. There can be no courage unless you’re scared.’ Which exceptional writing features can you identify? What Non-standard English can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: “Do you like him?” I asked. Did Mitch ask “Why”?”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising the Non-standard English in this sentence: ‘She be real tired.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #48

Mechanics

Place a question mark inside (to the left of) ending quotation marks (") when you, the writer, are quoting a question that was asked. **Example:** He asked, "Are you going, too?"

Place a question mark outside (to the right of) ending quotation marks (") when you, the writer, ask a question about a quotation made in the form of a statement or a command.

Example: Why did he say, "That's not funny"?

Guided Practice: Are you sure he said "No, I can't attend"?
"Does it really matter"? she asked.

Grammar and Usage

Don't substitute *be* for *is* to create an ongoing action in Standard English. For example, She *be* fine... Instead, use the present progressive verb tense to connect *am*, *are*, or *is* to a present participle (a verb with an '___ing' ending). Also, use the proper form of the 'to be' verb to match its subject. **Example:** He *be* real nice. **Revision:** He *is* (being) really nice.

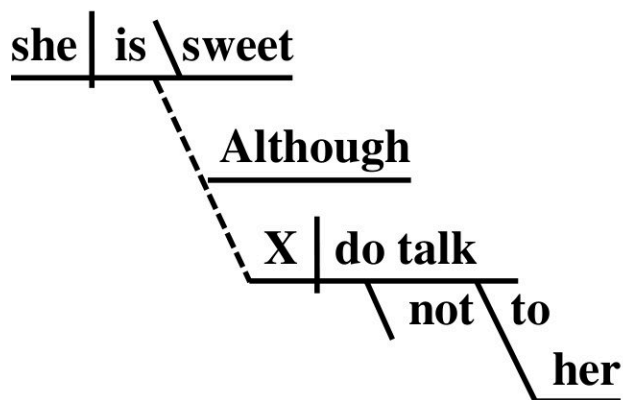
Avoid the non-standard use of the "do be" or "don't be" pattern. **Example:** Do *be* listening, and don't *be* talking.

Guided Practice: Don't *be* thinking that you know everything.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #48

Sentence Diagram Answers



Mentor Text

“Courage is doing what you're afraid to do. There can be no courage unless you're scared.”

Eddie Rickenbacker (1890–1973)

Writing Application Lesson

Mechanics Dictation

“Do you like him?” I asked. Did Mitch ask “Why”?

Grammar and Usage Dictation

She is really tired.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #49

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: My goodness! That is so strange.

Grammar and Usage Lesson

“Today we are studying the **non-standard *was* and *were*-leveling**. Non-standard English often differs from Standard English because of regional or cultural dialects. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Avoid the non-standard use of *was* and *were*. **Examples:** We was at our old school. It were built in 1935. **Revisions:** We were at our old school. It was built in 1935.

“Now read the guided practice sentence on your lesson. Then identify the Non-standard English and revise into Standard English. Can anyone share the Non-standard English and revision? [Revise the Non-standard English on the display].”

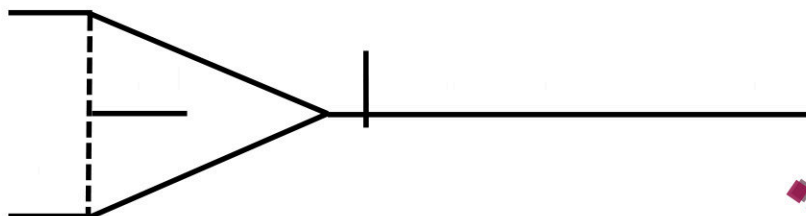
Grammar and Usage Guided Practice Answers: Those girls were just crazy.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #49

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise this sentence into Standard English: “Lou and Ty was snowboarding.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Corey Woods (the rapper better known as Raekwon), uses *was-leveling* in this sentence to explain his roots. Let’s read it carefully: ‘At that time we was real rebellious, we was coming up from Staten Island, the long forgotten borough and we didn’t really care about nobody.’ Which exceptional writing features can you identify? What Non-standard English can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned and respond to this quote by writing a complex sentence on the writing application section of your lesson. Use ‘were’ in the dependent clause and ‘was’ in the independent clause. [Allow time.] Ask a few students to share and then write one exemplary sentence on the display.”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: “‘The news was unexpected. I just can’t believe it!’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising the Non-standard English in this sentence: ‘He were hoping that you would stop by.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #49

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.

Example: That is amazing! Wow!

Guided Practice: My goodness! That is so strange!

Grammar and Usage

Avoid the non-standard use of *was* and *were*.

Examples: We *was* at our old school. It *were* built in 1935.

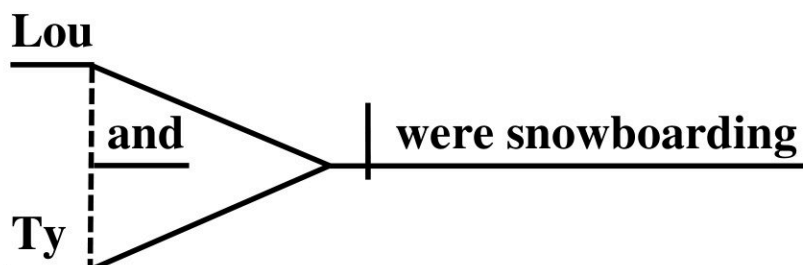
Revisions: We *were* at our old school. It *was* built in 1935.

Guided Practice: Those girls *was* just crazy.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #49

Sentence Diagram Answers



Mentor Text

“At that time we was real rebellious, we was coming up from Staten Island, the long forgotten borough and we didn’t really care about nobody.”

Corey Woods (1970—)

Writing Application Lesson

Mechanics Dictation

The news was unexpected. I just can’t believe it!

Grammar and Usage Dictation

He was hoping that you would stop by.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #50

Mechanics Lesson

“Today we are studying how to use **colons**. Remember that colons follow nouns and are used to introduce lists and after business letter salutations (greetings or openings). Now let’s read the mechanics lesson, highlight the key points of the text, and study the example.”

Colons are used to show relationships within titles. **Example:** “The Great Adventure: Landing on the Moon”

Colons are used to show relationships within numbers. **Example:** He ran the two miles in 14:25:34.

Colons are used to show relationships within ratios. **Example:** The girls out-number boys 3:1. “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 read the article titled “The Longest Day: The Attack on Normandy.”

Grammar and Usage Lesson

“Today we are studying the **Non-standard English pronoun usage**. Remember that an object case pronoun receives the action of the verb. Object case pronouns include *me, you, him, her, it, whom, us, and them*. A reflexive pronoun refers to the subject. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Avoid the non-standard use of the object case pronoun as a reflexive pronoun. **Example:** I got me a sandwich.

Revisions: I got myself a sandwich.

or

I got a sandwich.

“Now read the guided practice sentence on your lesson. Then identify the Non-standard English and revise into standard English. Can anyone share the Non-standard English and revision? [Revise the Non-standard English on the display].”

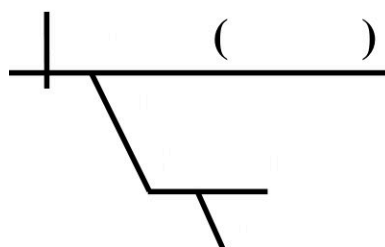
Grammar and Usage Guided Practice Answers: They got their dinner.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #50

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise this sentence into Standard English: “I helped me to a burger.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Angaleena Presley (singer and guitarist of the Pistol Annies) uses an object case pronoun as a reflexive pronoun. Let’s read it carefully:

‘I got dirty shirts and worn-out jeans

I owe two dozen quarters to a washing machine

Before these clothes will ever really shine

But I got me a man that just don’t care’

Which exceptional writing features can you identify? What Non-standard English can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write these sentences correctly, using colons between the clauses: ‘In the jump rope contest the girls out-number the boys 5:1, but a boy won the endurance contest with a time of 4:23.12.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising the Non-standard English in this sentence: ‘We got us some postcards to mail.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #50

Mechanics

Colons are used to show relationships within titles.

Example: “The Great Adventure: Landing on the Moon”

Colons are used to show relationships within numbers.

Example: He ran the two miles in 14:25:34.

Colons are used to show relationships within ratios.

Example: The girls out-number boys 3:1

Guided Practice: I read the article titled “The Longest Day.
The Attack on Normandy.”

Grammar and Usage

Avoid the non-standard use of the object case pronoun as a reflexive pronoun.

Example: I got me a sandwich.

Revisions: I got myself a sandwich.

or

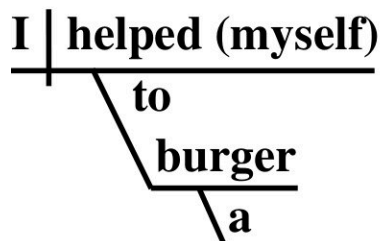
I got a sandwich.

Guided Practice: They got them their dinner.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #50

Sentence Diagram Answers



Mentor Text

I got dirty shirts and worn-out jeans
I owe two dozen quarters to a washing machine
Before these clothes will ever really shine
But I got me a man that just don't care

Angaleena Presley (1880–1968)

Writing Application Lesson

Mechanics Dictation

In the jump rope contest the girls out-number the boys 5:1, but a boy won the endurance contest with a time of 42:23:12.

Grammar and Usage Dictation

We got some postcards to mail.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #51

Mechanics Lesson

“Today we are studying how to use **parentheses** to set off parenthetical information. Remember that parenthetical information adds non-essential information to comment on the preceding noun or nouns. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Parentheses can be used to punctuate numbers which comment on or make clear what has been said in the sentence. **Example:** He ran a marathon (26.2 miles) in 4:25:20 (four hours, twenty two minutes, twenty seconds).

Parentheses can be used to punctuate letters which list key points within the sentence.

Example: She had a choice of (a) apple (b) cherry or (c) lemon pie.

Guided Practice: After winning the mile (5,280 feet), you can order two of the (a) tacos (b) burritos or tamales to celebrate.

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

Mechanics Guided Practice Answers: After winning the mile (5,280 feet), you can order two of the
(a) tacos (b) burritos or (c) tamales.

Grammar and Usage Lesson

“Today we are studying **Non-standard English third person subject-verb agreement**. Remember that verbs have both singular and plural endings to match their subjects. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Avoid the non-standard use of third person verb forms. Verbs usually end in “s” or “es” to match singular subjects and don’t end in “s” or “es” to match plural subjects. Third person verb tenses much match the surrounding words in the sentence or paragraph. **Example:** My friend know what they does. **Revisions:** My friend knows what he does. or My friend knows what they do.

“Now read the guided practice sentence on your lesson. Then identify the Non-standard English and revise into Standard English. Can anyone share the Non-standard English and revision? [Revise the Non-standard English on the display].”

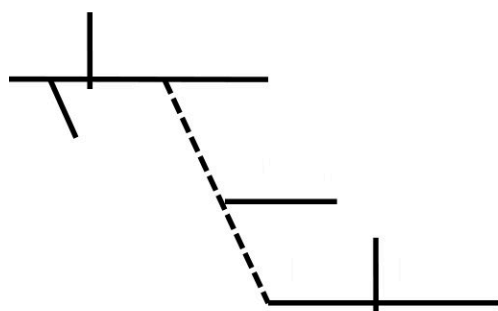
Grammar and Usage Guided Practice Answers: His brother gave up his own ticket but he has an extra.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #51

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise this sentence into Standard English: “My cat watch when they leaves.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Adge Cutler (a British folk musician), mixes third person subject-verb agreement.” Let’s read the lyric carefully:

‘Praise the City Fathers, ‘cos they knows what they m doin’,

Don’t listen to they moaners, they says we’re gon’ to ruin.

Which exceptional writing features can you identify? What Non-standard English can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence correctly with parentheses: ‘I really like the oil painting (the one in the gold frame) more than any other.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising the Non-standard English in this sentence: ‘Their daughters sings in the church choir.’”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #51

Mechanics

Parentheses can be used to punctuate numbers which comment on or make clear what has been said in the sentence.

Example: He ran a marathon (26.2 miles) in 4:22:20 (four hours, twenty two minutes, twenty seconds).

Parentheses can be used to punctuate letters which list key points within the sentence.

Example: She had a choice of (a) apple (b) cherry or (c) lemon pie.

Guided Practice: After winning the mile (5,280 feet), you can order two of the (a) tacos (b) burritos or tamales to celebrate.

Grammar and Usage

Avoid the non-standard use of third person verb forms. Verbs usually end in “s” or “es” to match singular subjects and don’t end in “s” or “es” to match plural subjects. Third person verb tenses much match the surrounding words in the sentence or paragraph.

Example: My friend know what they does.

Revisions: My friend knows what he does.

or

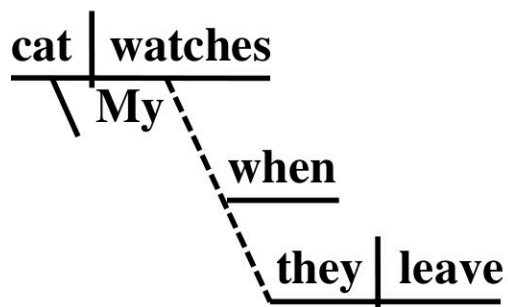
My friend knows what they do.

Guided Practice: His brother give up his own ticket, but he has an extra.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #51

Sentence Diagram Answers



Mentor Text

Praise the City Fathers, 'cos they knows what they'm doin',
Don't listen to they moaners, they says we'm goin' to ruin.

Adge Cutler (1931–1974)

Writing Application Lesson

Mechanics Dictation

I really like the oil painting (the one in the gold frame) more
than any other.

Grammar and Usage Dictation

Their daughters sing in the church choir.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #52

Mechanics Lesson

“Today we are studying how to use **dashes**. Remember that dashes serve a different purpose than hyphens and are usually longer. Avoid using beginning and ending dashes for apposition (to define or modify what comes before) or parenthetical expressions (to comment on what comes before). Use commas or parentheses instead. 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 occupy the park.

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

Mechanics Guided Practice Answers: Roughly 15–20 will attend our dinner on 10–2–2014.

Grammar and Usage Lesson

“Today we are studying **Non-standard English deletions**. Remember that a verb shows a physical or mental action or it describes a state of being. Conversational English often differs from Standard English. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

When writing in Standard English, don’t drop verbs or parts of verbs. **Examples:** She nice, but I been nice to her first. **Revision:** She is (was) nice, but I had been nice to her first. Where you at and who she? **Revisions:** Where are you at and who is she?

“Now read the guided practice sentence on your lesson. Then identify the Non-standard English and revise into Standard English. Can anyone share the Non-standard English and revision? [Revise the Non-standard English on the display].”

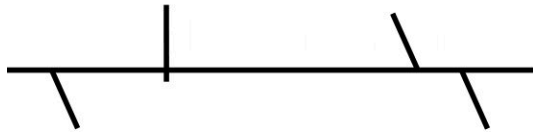
Grammar and Usage Guided Practice Answers: She is (was) late, but she has never been on time.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #52

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise this sentence into Standard English: “My friends been real mean.”’” [Allow time.]



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

Mentor Text Lesson

“Imani Coppola (the hip hop artist), drops verbs in this lyric. Let’s read it carefully:

‘What you want? What you need?

What I gotta say? Give me your hand, and let me take you away.’

Which exceptional writing features can you identify? What Non-standard English can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned and change a line of the mentor text into Standard English on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Read pages 47–62 for homework from 4–5:00 p.m.’”

‘My cousin been asking if I would visit her. She real anxious to see me.’”

Note: Make sure to pronounce words exactly as written.

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #52

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 occupy the park.

Guided Practice: Roughly 15–20 will attend our dinner on 10-2-2014.

Grammar and Usage

When writing in Standard English, don't drop verbs or parts of verbs. **Examples:** She nice, but I been nice to her first.

Revisions: She is (was) nice, but I had been nice to her first.

Where you at and who she? **Revisions:** Where are you at and who is she?

Guided Practice: She late, but she never been on time.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #52

Sentence Diagram Answers

friends | have been | mean
 \ My \ really

Mentor Text

“What you want? What you need?
What I gotta say? Give me your hand, and let me take you
away.”

Imani Coppola (1978–)

Writing Application Lesson

Mechanics Dictation

Read pages 47–62 for homework from 4–5:00 p.m.

Grammar and Usage Dictation

My cousin has been asking if I would visit her. She is really
anxious to see me.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #53

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: “They found it [the missing coat] on the table,” he said.

In scripts and plays, brackets are also used as stage directions both inside and outside of dialogue. **Example:** Annabelle: [Nervously] I don’t know what you mean.

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

Mechanics Guided Practice Answers: “I’m never quite certain [he paused] that you hear me,” he complained.

Grammar and Usage Lesson

“Today we are studying **Non-standard English substitutions and additions**. Non-standard English often differs from Standard English because of regional or cultural dialects. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Avoid substituting the *of* for the *have* following these modals *should, would, could, may, might, must, ought to, will, had better, have to, have got to*. **Example:** They should ~~of~~ have helped.

Don’t add the *of* preposition when it is unnecessary. **Example:** Get off ~~of~~ my couch.

“Now read the guided practice sentence on your lesson. Then identify the Non-standard English and revise into Standard English. Can anyone share the Non-standard English and revision? [Revise the Non-standard English on the display].”

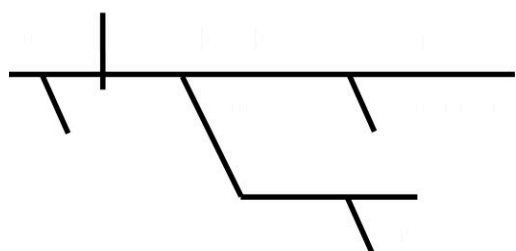
Grammar and Usage Guided Practice Answers: We would have invited you, if we could have done so.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #53

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise this sentence into Standard English: “Your dog might of learned better off of the leash.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Steve Freeman (the guitarist of The Real Placebos), uses non-Standard substitutions in this song lyric. Let’s read it carefully:

‘Could of, should of, would of

Excuses just don’t sell.

Could have, should have, would have

No one talk that well.’

Which exceptional writing features can you identify? What Non-standard English can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned and revise the Non-standard English mentor text into Standard English on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘I installed the operating system [Linux] on the new computer.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising the Non-standard English in this sentence: ‘They might of thought of that sooner, but they ought to have planned more.’” **Note:** Make sure to pronounce words exactly as written.

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #53

Mechanics

Use brackets to provide missing or explanatory information within direct quotations.

Example: “They found it [the missing coat] on the table,” he said.

In scripts and plays, brackets are also used as stage directions both inside and outside of dialogue.

Example: Annabelle: [Nervously] I don’t know what you mean.

Guided Practice: “I’m never quite certain [he paused that you hear me,” he complained.

Grammar and Usage

Avoid substituting the *of* for the *have* following these modals *should, would, could, may, might, must, ought to, will, had better, have to, have got to*.

Example: They should *of* helped.

Revision: They should have helped.

Don’t add the *of* preposition when it is unnecessary.

Example: Get *off of* my couch.

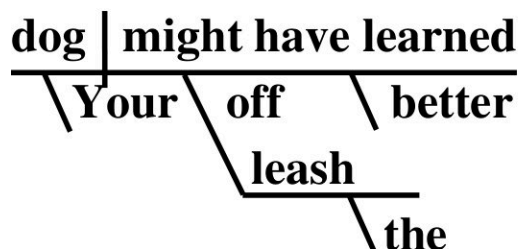
Revision: Get *off* my couch.

Guided Practice: We would *of* invited you, if we could have done so.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #53

Sentence Diagram Answers



Mentor Text

Could of, should of, would of

Excuses just don't sell.

Could have, should have, would have

No one talk that well.

Steve Freeman (1957–)

Writing Application Lesson

Mechanics Dictation

I installed the operating system [Linux] on the new computer.

Grammar and Usage Dictation

They might have thought of that sooner, but they ought to have planned more.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #54

Mechanics Lesson

“Today we are studying how to use **hyphens**. Remember that hyphens are used to join base words to form compound words as in *one-of-a-kind*. Hyphens are also used for spelled-out fractions as in one-half. Additionally, hyphens join compound adjectives. 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.”

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. [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: Bert was a well-intentioned ringmaster who led a strange-looking audience of clowns in the three-ring circus.

Grammar and Usage Lesson

“Today we are studying **Non-standard English substitutions of the Past Participle Verb Form**. Remember that Non-standard English often differs from Standard English because of regional or cultural dialects. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Non-standard English often confuses verb forms. Don’t substitute a past participle (a verb ending in “_ed,” “_d,” “_t,” or “_n” for regular verbs) for the simple past tense. **Example:** He given his best effort. **Revision:** He gave his best effort.

English often has irregular past participle verb forms and these can be confused with the simple past tense in Non-standard English. **Example:** She gone went crazy.

“Now read the guided practice sentence on your lesson. Then identify the Non-standard English and revise into Standard English. Can anyone share the Non-standard English and revision? [Revise the Non-standard English on the display].”

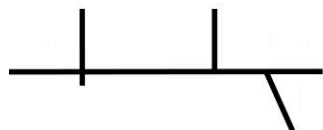
Grammar and Usage Guided Practice Answers: She said (had spoken) her own vows at her wedding. She also bought her own ring.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #54

Sentence Diagram Lesson and Corrections

Revise this sentence into Standard English: “He taken his time.”



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

Mentor Text Lesson

“This mentor text, written by country artist Alan Jackson, uses the irregular past participle verb instead of the subject and past tense verb in his song “Gone Crazy.” Let’s read it carefully:

‘Don’t be telling me I owe you something
Don’t be making something out of nothing
First of all it’s one thing then another thing
So you won’t get a place in my heart’

Which exceptional writing features can you identify? What Non-standard English can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned and change one of the first two lines of this song into Standard English on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘His juvenile-acting parents were told to sit down by the referee. ’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising the Non-standard English in this sentence: “That child gone wild.””

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #54

Mechanics

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: Bert was a well-intentioned ringmaster who led a strange looking audience of clowns in the three-ring circus.

Grammar and Usage

Non-standard English often confuses verb forms. Don't substitute a past participle (a verb ending in “__ed,” “__d,” “__t,” or “__en” for regular verbs) for the simple past tense.

Example: He given his best effort.

Revision: He gave his best effort.

English often has irregular past participle verb forms and these can be confused with the simple past tense in Non-standard English. **Example:** She gone went crazy.

Guided Practice: She spoken her own vows at her wedding. She also buyed her own ring.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #54

Sentence Diagram Answers

He | took | time
 \
 his

Mentor Text

“Gone crazy
Going out of my mind
I've asked myself the reasons
at least a thousand times”

Alan Jackson (1958–)

Writing Application Lesson

Mechanics Dictation

His juvenile-acting parents were told to sit down by the referee.

Grammar and Usage Dictation

That child was going (or had gone) wild.

[View/Purchase Grade 6 Grammar](#)

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, or 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: He/she should know that the lunch is not just for him/her.

Grammar and Usage Lesson

“Today we are studying **Non-standard English misuse of the past progressive verb form**. Remember that Non-standard English often differs from Standard English because of regional or cultural dialects. The past progressive connects *was* or *were* to a present participle (a verb with an ‘*ing*’ ending). The progressive verb tense is used to indicate an ongoing physical or mental action or state of being. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Verb tenses are often misused in Non-standard English. Don’t misuse the past progressive verb tense. **Examples:** They been watching cartoons. She been playing around in class.

Revisions: They were watching cartoons. She was playing around in class.

“Now read the guided practice sentence on your lesson. Then identify the Non-standard English and revise into Standard English. Can anyone share the Non-standard English and revision? [Revise the Non-standard English on the display].”

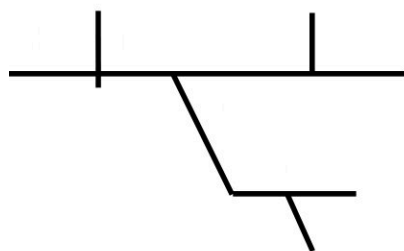
Grammar and Usage Guided Practice Answers: They have (or had) been asking so many questions.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #55

Sentence Diagram Lesson and Corrections

Revise this sentence into Standard English: “She asking me for a favor.”



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

Mentor Text Lesson

“This mentor text, written by Zeke Goudee (the Haitian reggae artist), misuses the past progressive verb tense in his lyric. Let’s read it carefully.”

‘She been playing hard to find
She been playing with my mind
She been flashing them eyes
Got me all hypnotized.’

Which exceptional writing features can you identify? What Non-standard English can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned and change one of the lines of the mentor text into Standard English on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘I would like chocolate and/or butterscotch.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising the Non-standard English in this sentence: ‘Anna been reading for hours.’ Keep the past progressive verb tense.”

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #55

Mechanics

In informal writing, use a slash to separate dates, abbreviate, or to mean *or*.

Examples: The dinner is scheduled on 3/11/2012 as a b/w (black and white tie) event for him/her.

Guided Practice: He/she should know that the lunch is not just for him her.

Grammar and Usage

Verb tenses are often misused in Non-standard English. Don't misuse the past progressive verb tense.

Examples: They been watching cartoons. She been playing around in class.

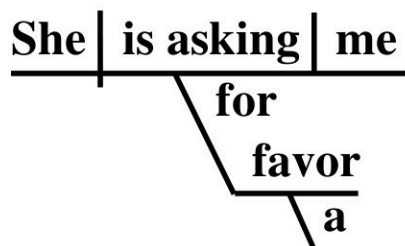
Revisions: They were watching cartoons. She was playing around in class.

Guided Practice: They been asking so many questions.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #55

Sentence Diagram Answers



Mentor Text

She been playing hard to find
She been playing with my mind
She been flashing them eyes
Got me all hypnotized.

Zeke Goudee (1995–)

Writing Application Lesson

Mechanics Dictation

I would like chocolate and/or butterscotch.

Grammar and Usage Dictation

Anna had been reading for hours.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #56

Mechanics Lesson

“Today we are studying how to write **numbers** within text. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Spell out numbers from one to nine, but use Arabic numerals for #s10 and larger. However, spell out the number if it is used at the beginning of a sentence. **Examples:** one (24) Six seemed a lot.

If a sentence has one number from one to nine and others larger, use Arabic numerals for all.

Examples: Both numbers 2 and 12 were selected.

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

Mechanics Guided Practice Answers: “Seven is a lucky number. Many think 13 is bad, but 41 is bad for me.”

Grammar and Usage Lesson

“Today we are studying **Non-standard English commonly misused words**. Remember that Non-standard English often differs from Standard English because of regional or cultural dialects. Often we are used to hearing and saying words or expressions that are not Standard English. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Following are commonly misused words:

Don’t is a standard English contraction of *do not*; however, *don’t* is often misused in Non-standard English as a contraction of *does not*. **Example:** He don’t teach here anymore.

Revision: He doesn’t teach here anymore.

Didn’t is a standard English contraction of *did not*; however, *din’t* is often misused in Non-standard English as a contraction of *did not*. **Example:** Mr. Phan did not answer his phone.

Revision: Mr. Phan didn’t not answer his phone.

“Now read the guided practice sentence on your lesson. Then identify the Non-standard English and revise into Standard English. Can anyone share the Non-standard English and revision? [Revise the Non-standard English on the display].”

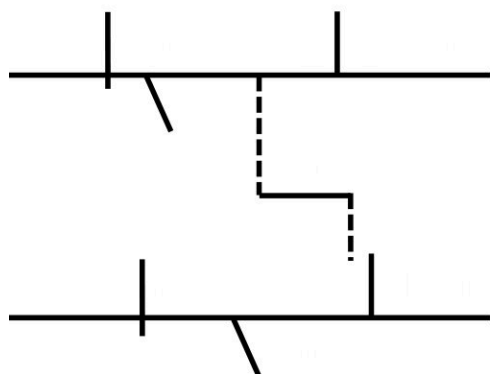
Grammar and Usage Guided Practice Answers: Sister doesn’t buy me gifts, and I didn’t buy her any either.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #56

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise this sentence into Standard English: “Abe din’t bring gloves, but Dusty don’t need them.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by blues artist Jimmy Smith, uses commonly-misused words in his song lyrics. Let’s read it carefully:

‘Josie don’t do much but talk; She cain’t do what she should.
But Josie din’t rightly need to do what she done to me when she could.’
Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned and change one of the lines with commonly-misused words into Standard English on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Thirty-two years old is not too late to go back to college.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising the Non-standard English in this sentence: ‘They cain’t and din’t do more. He don’t really want to help.’” **Note:** Make sure to pronounce words exactly as written.

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

View/Purchase Grade 6 Grammar

Language Conventions Lesson #56

Mechanics

Spell out numbers from one to nine, but use Arabic numerals for #s10 and larger. However, spell out the number if it is used at the beginning of a sentence. **Examples:** one, 24, Six seemed a lot.

If a sentence has one number from one to nine and others larger, use Arabic numerals for all. **Examples:** Both numbers 2 and 12 were selected.

Guided Practice: “Seven is a lucky number. Many think 13 is bad, but forty-one is bad for me.”

Grammar and Usage

Following are commonly misused words:

Don't is a standard English contraction of *do not*; however, *don't* is often misused in Non-standard English as a contraction of *does not*. **Example:** He don't teach here anymore.

Revision: He doesn't teach here anymore.

Didn't is a standard English contraction of *did not*; however, *din't* is often misused in Non-standard English as a contraction of *did not*. **Example:** Mr. Phan did not answer his phone.

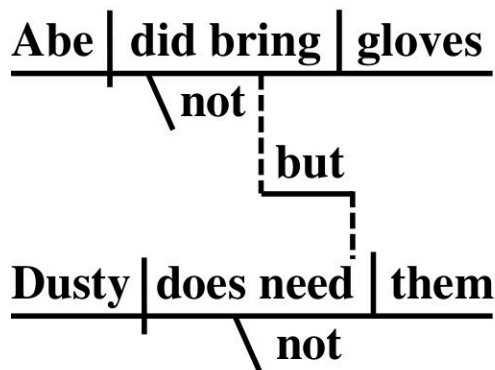
Revision: Mr. Phan didn't not answer his phone.

Guided Practice: Sister don't buy me gifts, and I din't buy her any either.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #56

Sentence Diagram Answers



Mentor Text

Josie don't do much but talk
She cain't do what she should
But Josie din't rightly need to do
what she done to me when she could.

Jimmy Smith (1988—)

Writing Application Lesson

Mechanics Dictation

Thirty-two years old is not too late to go back to college.

Grammar and Usage Dictation

They can't and didn't do more. He doesn't really want to help.

[View/Purchase Grade 6 Grammar](#)

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.

View/Purchase Grade 6 Grammar

Grammar and Mechanics Test: Lessons 1-4

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|----------------------------------|---|
| ___ 1. Title after a proper noun | A. UNICEF |
| ___ 2. Hyphenated proper noun | B. Wow! |
| ___ 3. Acronym | C. will + the base form of the verb |
| ___ 4. Common noun | D. Native-American |
| ___ 5. Intentional fragment | E. A., B., C. |
| ___ 6. Type of verb | AB. Don Pearson, M.D. |
| ___ 7. Major details | AC. Idea, person, place, or thing |
| ___ 8. Future tense | AD. Links a noun or pronoun to something else |

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 using a group of words used as a proper noun. _____

11. Write a sentence using an abbreviation. _____

12. Write a sentence with a common noun idea. _____

13. Write a sentence with an indirect question. _____

14. Write a sentence using both mental and physical actions. _____

15. List the first ten Roman numerals. _____

16. Write a sentence using first and second person personal pronouns. _____

View/Purchase Grade 6 Grammar

Grammar, Usage, and Mechanics Test: Lessons 5-8

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|---|---|
| ___ 1. Semicolon | A. I, we, you, he, she, it, who, they |
| ___ 2. Subject (nominative) case pronouns | B. Men's, children's |
| ___ 3. Apostrophe | C. Tommy and Marla's dinner |
| ___ 4. Object case pronouns | D. My, your, his, her, its, our, your, their |
| ___ 5. Irregular possessives | E. Answers Which one? How many? or What kind? |
| ___ 6. Possessive pronouns | AB. Replaces a comma-conjunction |
| ___ 7. Compound noun possessive | AC. Shows ownership in nouns and pronouns |
| ___ 8. Adjective | AD. Me, us, you, him, her, it, whom, them |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a compound sentence using a semicolon to join the independent clauses. _____

10. Write a sentence using a subject case singular and plural pronoun. _____

11. Write a sentence using a singular possessive noun ending in an *s*. _____

12. Write a sentence using an object case singular and plural pronoun. _____

13. Write a sentence using the plural possessive of a family name. _____

14. Write a sentence using a possessive pronoun without a noun. _____

15. Write a sentence using a compound noun showing individual possession. _____

16. Write a sentence using the Which one? How many? or What kind? adjectives. _____

View/Purchase Grade 6 Grammar

Grammar, Usage, and Mechanics Test: Lessons 9-12

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|----------------------------------|--|
| ___ 1. Apostrophes | A. To separate dates |
| ___ 2. Demonstrative adjectives | B. This, that, these, those |
| ___ 3. Don't use commas | C. FANBOYS |
| ___ 4. Adverbs | D. To Whom It May Concern: |
| ___ 5. Use commas | E. Either... or |
| ___ 6. Coordinating conjunctions | AB. Answers How? When? Where? What degree? |
| ___ 7. Business letter | AC. Takes the place of missing letters |
| ___ 8. Correlative conjunctions | AD. Between subjects and predicates |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence using two contractions. _____

10. Write a sentence using the two plural demonstrative adjectives. _____

11. Write a sentence misusing a comma with a compound object. _____

12. Write a sentence beginning with an adverb. _____

13. Write a sentence using a date at the end of a sentence. _____

14. Write a sentence with a coordinating conjunction. _____

15. Write a greeting and closing to a personal letter. _____

16. Write a sentence with a correlative conjunction used in the same phrase or clause. _____

View/Purchase Grade 6 Grammar

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

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|-----------------------------------|--|
| ____ 1. No commas | A. Saskatchewan, Canada |
| ____ 2. Subordinating conjunction | B. Added to a declarative or imperative sentence |
| ____ 3. Use commas | C. Before and after educational degrees |
| ____ 4. Preposition | D. Introduces an adverbial clause |
| ____ 5. Geographical references | E. Shows a relationship or position |
| ____ 6. Subject | AB. Verb that acts upon the subject |
| ____ 7. Tag question | AC. The “do-er” of the sentence |
| ____ 8. Predicate | AD. Before zip codes |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write out your home address. _____

10. Write a sentence beginning with a subordinating conjunction. _____

11. Write a sentence including someone with a family title and someone who is a medical doctor.

12. Write a sentence beginning with a prepositional phrase. _____

13. Write a sentence in which you mention and city and country you would like to visit.

14. Write a sentence with a compound subject. _____

15. Write a sentence ending with a tag question. _____

16. Write a sentence with a compound predicate. _____

View/Purchase Grade 6 Grammar

Grammar, Usage, and Mechanics Test: Lessons 17–20

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|--|---|
| ___ 1. Beginning noun of direct speech | A. Part of a complete sentence |
| ___ 2. Direct object | B. “Ms. Johnson, would you repeat that answer?” |
| ___ 3. Ending noun of direct speech | C. Noun and a verb expressing a complete thought |
| ___ 4. Independent clause | D. Form a compound or complex sentence to fix. |
| ___ 5. Middle noun of direct speech | E. Whom or what receives the action of the verb |
| ___ 6. Fragment | AB. I also like the blue, green, red and pink ones. |
| ___ 7. Comma error | AC. “If you wait a minute, Amanda, we will help.” |
| ___ 8. Run-on | AD. “Have you finished, Mario?” |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence using a noun of direct speech at the beginning. _____

10. Write a sentence with a complete direct object. _____

11. Write a sentence using a noun of direct speech at the end. _____

12. Write a beginning with a dependent clause. _____

13. Write a sentence using a noun of direct speech in the middle. _____

14. Fix this sentence fragment: After I left you. _____

15. Write a sentence listing your three favorite desserts. _____

16. Fix this run-on: She never stays, she always has to leave. _____

View/Purchase Grade 6 Grammar

Grammar, Usage, and Mechanics Test: Lessons 21–24

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|-------------------------------------|--|
| ___ 1. Comma with introductory word | A. Anybody would love that music. |
| ___ 2. Compound sentence | B. Paula said, “Those problems are tough.” |
| ___ 3. Comma with dependent clause | C. Even though I saw it, I kept quiet. |
| ___ 4. Imperative | D. No, I didn’t take out the trash. |
| ___ 5. Comma with interjection | E. “Next, we should learn how to revise.” |
| ___ 6. Noun phrase | AB. A command ending in a period |
| ___ 7. Comma with speaker tag | AC. Two or more independent clauses |
| ___ 8. Indefinite pronoun | AD. A delightful young man |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence using an introductory word which receives special emphasis. _____
- _____
10. Write a compound sentence. _____
- _____
11. Write a sentence beginning with an introductory dependent clause. _____
- _____
12. Write an exclamatory sentence. _____
- _____
13. Write a sentence ending with an interjection. _____
- _____
14. Revise this sentence with a noun phrase: Teachers try their best. _____
- _____
15. Write a dialogue sentence with a middle speaker tag. _____
- _____
16. Revise this sentence: Both is useful, but some are more helpful than others. _____
- _____

View/Purchase Grade 6 Grammar

Grammar, Usage, and Mechanics Test: Lessons 25–28

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|---|---|
| ___ 1. Coordinating conjunction-comma | A. Different levels or degrees to modify nouns |
| ___ 2. Interrogative pronouns | B. <i>Who, whom, whose, what, and which</i> |
| ___ 3. Introductory phrase | C. Joins long independent clauses |
| ___ 4. Reciprocal pronouns | D. Under the table was a large box. |
| ___ 5. Dependent clause ending sentence | E. I gave a wave after I saw him |
| ___ 6. Demonstrative pronouns | AB. <i>This, that, these, and those</i> |
| ___ 7. Hierarchical adjectives | AC. End in “self” or “selves” |
| ___ 8. Reflexive pronouns | AD. Describe the same action shared by two or more things or people |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a compound sentence with two long independent clauses. _____

10. Write a sentence beginning with an interrogative pronoun. _____

11. Write a sentence using a short introductory phrase. _____

12. Write a sentence with a reciprocal pronoun. _____

13. Write a sentence using a dependent clause in the middle. _____

14. Write a sentence beginning with a demonstrative pronoun. _____

15. Write a sentence with a series of hierarchical adjectives. _____

16. Write a sentence with a reflexive pronoun. _____

View/Purchase Grade 6 Grammar

Grammar, Usage, and Mechanics Test: Lessons 29–32

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|--|--|
| ____ 1. Nonrestrictive relative clauses | A. Don't capitalize the second part of quotation. |
| ____ 2. Intensive pronouns | B. Inside “ ” if part of the quoted sentence. |
| ____ 3. Restrictive clauses | C. A noun or pronoun to which a pronoun refers |
| ____ 4. Pronoun antecedent | D. Revise by making antecedent nouns into plurals |
| ____ 5. Divided quotation | E. End in “self” or “selves” |
| ____ 6. Gender-specific pronouns | AB. Will not begin with <i>which</i> |
| ____ 7. Question marks, exclamation points | AC. Will not begin with <i>that</i> |
| ____ 8. Vague pronoun reference | AD. The fork is here on the table but I can't find it. |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence using a nonrestrictive relative clause. _____

10. Write a sentence with an intensive pronoun. _____

11. Write a sentence using a restrictive clause. _____

12. Write a sentence using a pronoun antecedent. _____

13. Write a sentence including a question as part of a direct quotation. _____

14. Revise this sentence to eliminate the gender-specific pronoun: The student has his binder.

15. Write a sentence with a divided quotation. _____

16. Correct this vague pronoun reference: The ghost floats on the wind and it scares me.

View/Purchase Grade 6 Grammar

Grammar, Usage, and Mechanics Test: Lessons 33–36

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|--|---|
| ___ 1. Indirect quotation | A. Uses “_er” |
| ___ 2. Adjective phrase | B. Connects to a noun or pronoun |
| ___ 3. Books and magazines | C. <i>Fiddler on the Roof</i> , <i>Mona Lisa</i> |
| ___ 4. Relative pronouns | D. <i>Who</i> , <i>whom</i> , <i>that</i> , or <i>which</i> |
| ___ 5. Plays and works of art | E. Uses <i>more</i> or <i>less</i> |
| ___ 6. One-syllable comparative modifier | AB. “America, the Beautiful” |
| ___ 7. Songs and poems | AC. <i>Where the Red Fern Grows</i> , <i>Newsweek</i> |
| ___ 8. Three-syllable comparative modifier | AD. The author said that 20% would fail. |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence with an indirect quotation. _____

10. Write a sentence including an adjective phrase. _____

11. Write a sentence in which you mention a website and a newspaper. _____

12. Write a sentence ending with an adjectival clause. _____

13. Write a sentence in which you mention a play or a work of art. _____

14. Write a sentence using a comparative adjective modifier. _____

15. Write a sentence in which you mention a song or poem. _____

16. Write a sentence using a comparative adverb modifier. _____

View/Purchase Grade 6 Grammar

Grammar, Usage, and Mechanics Test: Lessons 37–40

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|--|--|
| ___ 1. Book chapter titles | A. Zelda was singing. |
| ___ 2. One-syllable superlative modifier | B. He has always been ready. |
| ___ 3. Articles | C. “First Things First” |
| ___ 4. Two-syllable superlative modifier | D. Uses <i>most</i> or <i>least</i> |
| ___ 5. Short stories and documents | E. Uses “_est” |
| ___ 6. Verb phrase | AB. “The Gettysburg Address” |
| ___ 7. People’s and character’s names | AC. Short work in newspaper, magazine, or blog |
| ___ 8. Past progressive verb tense | AD. George Washington, Woody the Clown |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence in which you mention the title of a book chapter. _____

10. Write a sentence using a superlative adjective modifier. _____

11. Write a sentence in which you mention the title of an article. _____

12. Write a sentence using a superlative adverb modifier. _____

13. Write a sentence in which you mention the title of a short story. _____

14. Write a sentence using a verb phrase. _____

15. Write a sentence including a named person and character. _____

16. Write a sentence using the future progressive verb tense. _____

View/Purchase Grade 6 Grammar

Grammar, Usage, and Mechanics Test: Lessons 41–44

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|-----------------------------------|---|
| ____ 1. Place names | A. <i>both, few, many, others, and several</i> |
| ____ 2. Past perfect verb tense | B. The Rock of Gibraltar |
| ____ 3. Named things and products | C. The Statue of Liberty |
| ____ 4. Adverbial clause | D. American Literature and Composition |
| ____ 5. Named holidays and dates | E. singular nouns or pronouns joined by <i>or</i> or <i>nor</i> |
| ____ 6. Singular verbs | AB. St. Patrick's Day |
| ____ 7. Plural verbs | AC. had given |
| ____ 8. Title names | AD. Bud is wise, but not AAA WWW |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence in which you mention a place name. _____

10. Write a sentence using the present perfect verb tense. _____

11. Write a sentence in which you mention a named thing or product. _____

12. Write a sentence including an ending adverbial clause. _____

13. Write a sentence in which you mention a holiday. _____

14. Write a sentence using an indefinite pronoun as the subject of the sentence. _____

15. Write a sentence in which you mention the title of a governmental leader. _____

16. Write a sentence using a compound subject joined by *and*. _____

View/Purchase Grade 6 Grammar

Grammar, Usage, and Mechanics Test: Lessons 45–48

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|--|---|
| ___ 1. Organizations and businesses | A. French, Cherokee |
| ___ 2. Verb tense | B. Outside “ ” if not part of the quoted sentence |
| ___ 3. Languages and people groups | C. The Bronze Age |
| ___ 4. Improper contractions | D. Past, present, and future |
| ___ 5. Special events and historical periods | E. He don’t need no money. |
| ___ 6. Improper negation | AB. Don’t be saying that |
| ___ 7. Question marks | AC. The American Cancer Society |
| ___ 8. Non-standard “to be” | AD. ain’t, han’t, din’t |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence in which you mention an organization or business. _____

10. Revise the following sentence: She gave me a pen and lets me borrow a piece of paper. _____

11. Write a sentence in which you mention a language. _____

12. Revise the following sentence: I din’t know you han’t been here before. _____

13. Write a sentence in which you mention a special event. _____

14. Revise the following sentence: He really doesn’t want no tickets. _____

15. Write a direct quotation of a statement about which the writer asks a question. _____

16. Revise the following sentence: Do be thinking, and don’t be reacting. _____

View/Purchase Grade 6 Grammar

Grammar, Usage, and Mechanics Test: Lessons 49–52

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|---|---|
| ____ 1. Exclamation point | A. They was real happy. |
| ____ 2. Non-standard <i>was</i> and <i>were</i> | B. They always early to class. |
| ____ 3. Colons | C. Relationships within titles, numbers, and ratios |
| ____ 4. Non-standard pronouns | D. Clarify or comment on what has been said |
| ____ 5. Parentheses | E. I goes when and where I wants to. |
| ____ 6. Non-standard third person | AB. We got us some hamburgers. |
| ____ 7. Dashes | AC. Relationships between dates, times, and numbers |
| ____ 8. Non-standard dropped verbs | AD. Surprise or strong emotion |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence using an exclamation point. _____

10. Revise the following sentence: He were my best friend for years. _____

11. Write a sentence using a colon. _____

12. Revise the following sentence: I got me a great job after high school. _____

13. Write a sentence using parentheses. _____

14. Revise the following sentence: My sister make my sandwich. _____

15. Write a sentence using a dash. _____

16. Revise the following sentence: We been waiting a long time. _____

View/Purchase Grade 6 Grammar

Grammar, Usage, and Mechanics Test: Lessons 53–56

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|---|--|
| ____ 1. Brackets | A. 1–10 |
| ____ 2. Non-standard <i>of</i> | B. Replacing <i>have</i> following modals |
| ____ 3. Hyphens | C. Missing or explanatory information |
| ____ 4. Non-standard verb confusion | D. You been giving me problems. |
| ____ 5. Slashes | E. They gone to school for too long. |
| ____ 6. Non-standard past progressive tense | AB. Compound adjectives |
| ____ 7. Arabic numerals | AC. Separate dates, abbreviate, or to mean <i>or</i> |
| ____ 8. Non-standard contractions | AD. Din't, cain't |

Sentence Application Directions: Answer in complete sentences, using your own words.

9. Write a sentence using a bracket. _____

10. Revise the following sentence: I should of known he could of helped me. _____

11. Write a sentence with a compound adjective. _____

12. Revise the following sentence: I waken up early but she gone to work already. _____

13. Write a sentence using a slash. _____

14. Revise the following sentence: We been listening to the band for a long time. _____

15. Write out numbers 20–29. _____

16. Revise the following sentence: They din't think that we cain't practice. _____

View/Purchase Grade 6 Grammar

Grammar and Mechanics Unit Test Answers

Lessons 1–4

1. AB
2. D
3. A
4. AC
5. B
6. AD
7. E
8. C

Lessons 5–8

1. AB
2. A
3. AC
4. AD
5. B
6. D
7. C
8. E

Lessons 9–12

1. AC
2. B
3. AD
4. AB
5. A
6. C
7. D
8. E

Lessons 13–16

1. AD
2. D
3. C
4. E
5. A
6. AC
7. B
8. AB

Lessons 17–20

1. B
2. E
3. AD
4. C
5. AC
6. A
7. AB
8. D

Lessons 21–24

1. E
2. AC
3. C
4. AB
5. D
6. AD
7. B
8. A

Lessons 25–28

1. C
2. B
3. D
4. A
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

[View/Purchase Grade 6 Grammar](#)

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

penningtonpublishing.com

[View/Purchase Grade 6 Grammar](#)

Common Core State Standards Alignment Grade 6

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand

Review 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 had walked*; *I have walked*; *I will have walked*) 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., *either/or*, *neither/nor*).

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 *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

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

View/Purchase Grade 6 Grammar

Common Core State Standards Alignment Grade 6

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.6.1.A](#)

Ensure that pronouns are in the proper case (subjective, objective, possessive).

LC/SW 4–7
GUM 3, 21, 22,
23, 24

[CCSS.ELA-LITERACY.L.6.1.B](#)

Use intensive pronouns (e.g., *myself*, *ourselves*).

LC/SW 29
GUM 3

[CCSS.ELA-LITERACY.L.6.1.C](#)

Recognize and correct inappropriate shifts in pronoun number and person.*

LC/SW 31
GUM 23

[CCSS.ELA-LITERACY.L.6.1.D](#)

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

LC/SW 24–32
GUM 23

[CCSS.ELA-LITERACY.L.6.1.E](#)

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

LC/SW 46–52

[CCSS.ELA-LITERACY.L.6.2.A](#)

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

LC/SW 29, 30,
51–53
GUM 42

LC = Language Conventions; SW = Student Worksheets;

GUM = Grammar, Usage, and Mechanics Worksheets

*Language Progressive Skills

View/Purchase Grade 6 Grammar

Student Lessons

- ✓ **Print Version**
- ✓ **Google Slides Version**



[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #1

Mechanics

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

Examples: I know that Mom and Buddy are here.

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

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

Abbreviate proper noun titles placed before a proper noun.

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

Also abbreviate proper noun titles placed after a proper noun.

Examples: Ty Jones, Sr., Jr., M.D.

Guided Practice: Ms. Minton gave my Sister a prescription by Nora Benton, MD.

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., African-American

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: I attended church at the First Baptist Church.

Guided Practice: I asked Private Ky if he had shown Mrs. Smith-erickson the Hudson Memorial bridge.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #1

Sentence Diagram

Proper nouns can serve as subjects or objects. A subject is placed to the left of the main vertical line, and an object is placed to the right of the predicate in sentence diagrams. Add this word to the sentence diagram: “Lester.”

Mr. | married | Ms. Trout

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.

[View/Purchase Grade 6 Grammar](#)

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: The UN Secretary General will speak to the NASA astronauts at 6:00 pm.

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, a group of words, or a hyphenated word. Use common nouns to generalize ideas, persons, places, or things.

Examples: love (idea), man (person), hill (place), eye-opener (thing)

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 article "the" before a collective noun usually indicates a singular noun; the article "a" usually indicates a plural noun.

Examples: class, group

Guided Practice: Identify the common nouns in the follow sentence and their types in the spaces provided.

Every leader in the government hopes that peace will come to their tribe or country.

_____ (_____)

_____ (_____)

_____ (_____)

_____ (_____)

_____ (_____)

View/Purchase Grade 6 Grammar

Language Conventions Lesson #2

Sentence Diagram

Common nouns can serve as subjects or objects. A subject is placed to the left of the main vertical line, and an object is placed to the right of the predicate in sentence diagrams. Add these words to the sentence diagram: “bees” and “honey.”



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.

[View/Purchase Grade 6 Grammar](#)

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.

Also, intentional fragments end with periods. An intentional fragment is part of a sentence that is treated as a complete thought for literary effect.

Example: How crazy.

Guided Practice: True. Sandra did ask me if you are going with somebody?

Grammar and Usage

English has three types of verbs:

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

Singular verbs usually end in *s* and match singular nouns or pronouns while plural verbs don't end in *s* and match plural nouns and pronouns.

Examples: Sam walks. The girls whistle.

Guided Practice: Identify whether the following verbs are mental, physical, or linking:

A mother knows () best. He is ()

happy. They enjoy () desserts.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #3

Sentence Diagram

Verbs are placed to the right of the main vertical line in sentence diagrams. Complete this sentence diagram: "He likes 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.

[View/Purchase Grade 6 Grammar](#)

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 fifth main idea is listed as IV. The third major detail is listed as C.

Grammar and Usage

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

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

Guided Practice: I picked up my daughter after school, and I will drop her off after we shopped.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #4

Sentence Diagram

Complete these sentence diagrams, using the base form of the verb: “gurgle.”

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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #5

Mechanics

A semicolon (;) can join two sentences. The semicolon replaces a comma-conjunction. A conjunction is a word, such as *and*, *or*, *but*, or *so*, which joins two 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: There might be some reason; she; just hasn't told me.

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: It wasn't them who called. It was Tom and I.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #5

Sentence Diagram

Personal pronouns can serve as subjects or objects. 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. Complete this sentence diagram: “They help her.”

_____ | 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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #6

Mechanics

A possessive noun shows ownership. To form a singular possessive noun, add on an apostrophe then an *s* ('s) to the end of the word. For words ending in *s*, it is not necessary to add on another *s* after the apostrophe.

Examples: Tim's wallet, Doris' purse

Guided Practice: I liked Lou's suggestion, but Marks was also good. Tess's idea just made no sense.

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: The cook left before her, but kindly left I and Heidi a sandwich to share.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #6

Sentence Diagram

Personal pronouns can serve as subjects or objects. 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. Complete this sentence diagram: "Teachers inspire him."



Writing Application

Apply what you have learned to respond to this question.

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.

[View/Purchase Grade 6 Grammar](#)

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: The students’ study sessions are at the Clives house.

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: Pablo asked himself if it was his jacket or was it her?

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #7

Sentence Diagram

Possessive pronouns are placed below the nouns they modify in sentence diagram. Add these words to the sentence diagram: “her” and “their.”

dogs | ate | necklace

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.

[View/Purchase Grade 6 Grammar](#)

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: Bob's and Zoe's project benefitted from Bob's organizational skills and Zoe's ideas.

Grammar and Usage

An adjective modifies a noun or pronoun and answers Which one? How many? or What kind? When using more than one adjective to modify the same noun or pronoun in a sentence, follow this order of adjectival functions: Which One-How Many-What Kind.

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

A compound adjective joins two or more adjectives with a hyphen (-) to modify a single noun or pronoun. Don't use a hyphen if you can use the word *and* between the two adjectives.

Examples: world-famous soda dogs; warm, comfortable coat (warm and comfortable)

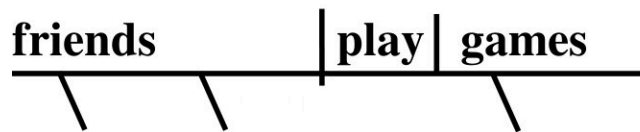
Guided Practice: That record breaking single race has gone viral on YouTube.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #8

Sentence Diagram

Adjectives are placed below the parts of speech they modify in sentence diagrams. Add these words to the sentence diagram: “video,” “four,” and “close.”



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #9

Mechanics

These words are most frequently contracted with apostrophes in the middle of words: *not, will, would, have, had*, and the forms of the “to be” verb (*is, am, are, was, were, be, been, been*)

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*)
Also, never use *of* in place of *have*

Example: Use *would have*, not *would of*.

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

Examples: ‘tis (for *it is*), ‘twas (for *it was*), ‘til (for *until*)

A few old words are contracted 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. Many of these contractions are found in poems or songs.

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: We would of noticed if the party was changed to nine o’clock.

Grammar and Usage

When the words *this, that, these*, and *those* are placed before nouns, they are called demonstrative adjectives. The words *this* (singular) and *these* (plural) are close to the writer (speaker). The words *that* (singular) and *those* (plural) are away from the writer (speaker).

Examples: Here is *this* jacket and *these* shoes, but there is *that* hat and *those* pants.

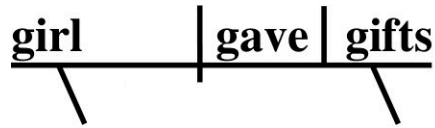
Guided Practice: I want *this* one here and *that* one here.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #9

Sentence Diagram

Adjectives are placed below the nouns they modify in sentence diagrams. Add the words to the sentence diagram: “that” and “those.”



Writing Application

Apply what you have learned to respond to this note.

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.

[View/Purchase Grade 6 Grammar](#)

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 subjects, compound objects, or compound predicates.

Examples: Pete in Iowa, and Jim in Ohio went to see Tom, and Ben. I sent a check, and mailed a card to Pete. Now X-out the commas.

Guided Practice: John in Baton Rouge, and Larry in Atlanta are good friends, but Marci in Oakland and Amanda in Boston, argue and fight like sisters, or cousins.

Grammar and Usage

An adverb modifies a verb or an adjective and answers what degree? How? Where? When?

Examples: less, carefully, there, later

Adverbs are very flexible in English. The adverb may be found before or after the words they modify to make verbs, adjectives, or other adverbs more specific.

Examples: Slowly, the man climbed the stairs. The man slowly climbed the stairs.

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.

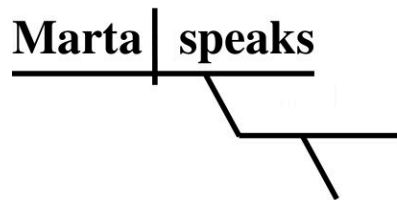
Guided Practice: She talked sweet, but she also talked too much.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #10

Sentence Diagram

Adverbs are placed below the parts of speech they modify in sentence diagrams. Add these words to the sentence diagram: “very” and “slowly.”



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.

[View/Purchase Grade 6 Grammar](#)

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: On Sunday February 14, 2000 Jacob proposed to Maddy.

Grammar and Usage

A coordinating conjunction connects parts of a sentence. 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 complete thoughts unless the sentence is very short.

Examples: I walk by the store every day, but I never go shopping there.

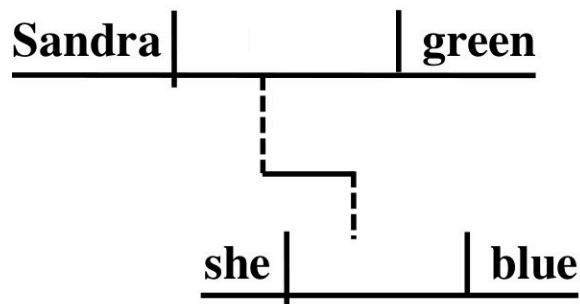
Guided Practice: Jeff and she are engaged, now they still talk to their old girlfriends and boyfriends yet.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #11

Sentence Diagram

Coordinating conjunctions are placed on a vertical line that connects the parts of speech they join in sentence diagrams. Add these words to the sentence diagram: “will wear,” “but,” and “prefers.”



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.

[View/Purchase Grade 6 Grammar](#)

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: Her letters close with “Sincerely, Pam” or “Yours truly Pam.”

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 complete thought.

Example: Both girls like chocolate, and they also like vanilla.

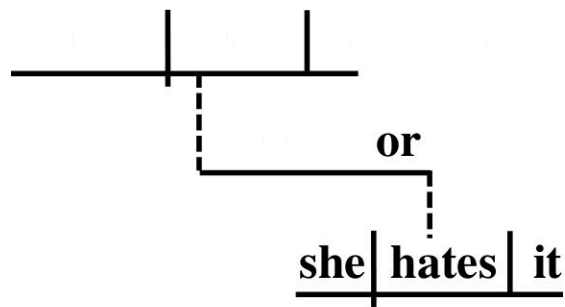
Guided Practice: Both Larry and Phil participated in the drama club.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #12

Sentence Diagram

Correlative conjunctions are placed to the right of a dotted vertical line that connects the predicates of a compound sentence. Complete this sentence diagram: “Valerie either likes it or she hates it.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #13

Mechanics

Don't use abbreviations when addresses are listed in formats other than on letters and packages. Commas follow the name and/or company, the street name, the city, and the state or province. Commas are never placed before zip codes. **Examples:** Send the package to Smith Publishing, 123 Main Street, Anytown, South Carolina 29804.

Guided Practice: The house was at 23, Ivy Street, Akron, Iowa, 50001.

Grammar and Usage

A subordinating conjunction begins part of a sentence that has a noun and connected verb but does not express a complete thought. This part of a sentence is joined to a complete thought to form a complete sentence. The subordinating conjunction signals the relationship between these two parts of the sentence. Use this memory trick to remember the common subordinating conjunctions:

Bud is wise, but hot! AAA WWW

Before, unless, despite (in spite of), in order that, so, while, if, since, even though (if),
because, until, that, how, once, than,
After, Although (though), As (as if, as long as, as though),
Whether, When (whenever), Where (wherever)

Examples: Unless I'm wrong, the show airs today. The show airs today unless I'm wrong.

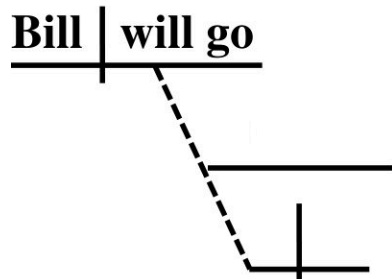
Guided Practice: Despite how much I try, I'll never know how she did it unless she tells me.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #13

Sentence Diagram

Subordinating conjunctions are placed to the right of a dotted slanted line that connects the verbs of a complex sentence. Complete this sentence diagram: “Bill will go wherever I go.”



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #14

Mechanics

Place a comma before and after any educational degrees and special qualifications which follow peoples' last names. Educational degrees and special qualifications are often abbreviated.

Examples: M.A. for Master of Arts, M.D. for Medical Doctor

Family titles that follow first names 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: Ray Sr. wrote an article about his favorite professor, John Barrow P.H.D. History.

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. A phrase is a group of related words without a noun and connected verb. The preposition asks "What?" or "Whom?" and the object provides the answer.

Examples: past the cloud, next to him

Following are the most common prepositions:

aboard, about, above, according to, across, after, against, along, among, around, as, as to, at, before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, for, from, in, inside, instead of, into, in place of, in spite of, like, near, next, of, off, on, onto, outside, out of, over, past, regardless of, since, than, through, throughout, to, toward, under, underneath, unlike, until, up, upon, with, within, without

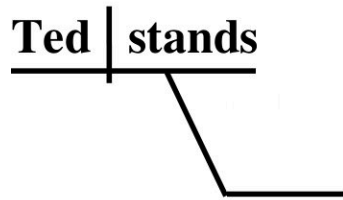
Guided Practice: Through clouds the birds fly over the mountain to the rain forest.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #14

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: “Ted stands near Kate.”



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #15

Mechanics

When a geographical reference has two or more places, use a comma after each place (town or city, region, state or province, country) and place a comma after the last place name unless it is placed at the end of the sentence.

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

Guided Practice: The winters get cold in Alberta Canada, as I remember

Grammar and Usage

The subject is the “do-er” of the sentence. It tells whom or what the sentence is about and is usually found near the beginning of a sentence.

The simple subject is the common noun, proper noun, or pronoun that the verb acts upon. The complete subject includes additional words that describe the simple subject. The compound subject describes a subject with two or more nouns or pronouns.

Examples: women (simple), the older women (complete), she and the older women (compound)

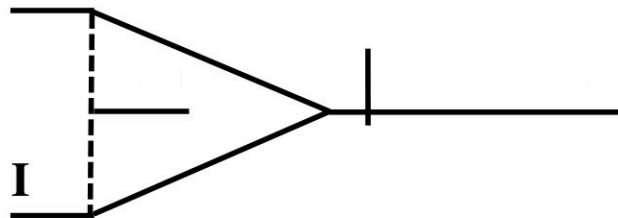
Guided Practice: She and her mom went shopping.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #15

Sentence Diagram

Compound subjects are connected by coordinating conjunctions and a dotted vertical line. Complete this sentence diagram: “Kay and I are sleeping.”



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.

[View/Purchase Grade 6 Grammar](#)

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.

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

Guided Practice: He never got the message, did he.

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 something else. The simple predicate is the verb that acts upon the subject of the sentence. The complete predicate includes additional words that modify the predicate. The compound predicate describes a predicate with two or more verbs.

Examples: danced (simple), had danced skillfully (complete), danced and sang (compound)

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.

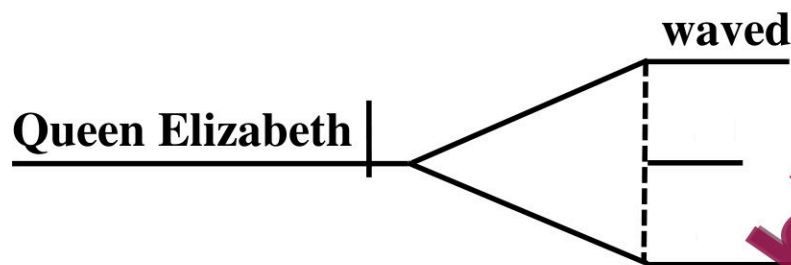
Guided Practice: At first, Joanne walked quickly, but then she ran slowly for the rest of the race.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #16

Sentence Diagram

Compound predicates connect predicates with a coordinating conjunction and a dotted vertical line. Complete this sentence diagram: “Queen Elizabeth waved and 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.

[View/Purchase Grade 6 Grammar](#)

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: “Debbie, and Amanda, don’t spend any more of your hard-earned money.”

Grammar and Usage

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

The simple direct object consists of the single word object; the complete direct object consists of the complete object within a phrase or clause.

Examples: I saw *it*. It destroyed *the whole city*.

A linking verb (a verb that expresses no action) does not signal a direct object.

Example: He seems nice. The word *nice* is not a direct object.

Also, an object of a preposition or a possessive pronoun is not a direct object.

Examples: He lied to me and said it was his. The words *me* and *his* are not direct objects.

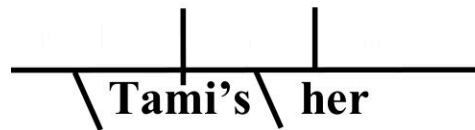
Guided Practice: I do like that, but I chose the red one instead.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #17

Sentence Diagram

Direct objects are placed after the second vertical line. Complete this sentence diagram: “Tami’s brother gave her 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.

[View/Purchase Grade 6 Grammar](#)

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: “Are you willing to practice, Rob, and Isaiah?”

Grammar and Usage

A phrase is a group of related words without a noun and connected verb.

Examples: handsome men (adjective), had always known (verb), before the flood (preposition)

A noun and connected verb forms a clause. A clause is either *independent* or *dependent*. An independent clause is a sentence or part of a sentence that expresses a complete thought. A dependent clause has a noun and verb, but does not express a complete thought.

Examples: Most people enjoy desserts (independent), although not everyone has a sweet tooth (dependent).

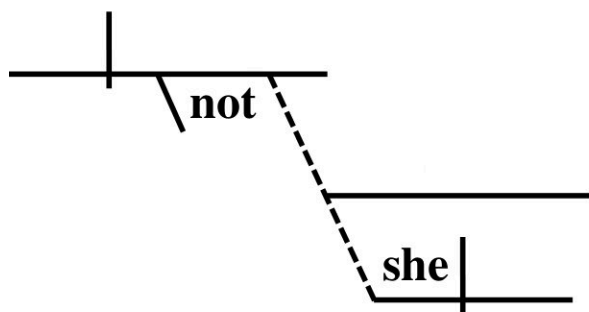
Guided Practice: Although they don’t sleep in tents, under my bed a thousand dust bunnies camp.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #18

Sentence Diagram

Dependent clauses are placed below the main horizontal line and connect with a dotted and slanted line to the predicates they modify. Complete this sentence diagram: “Even though she begs, they will not agree.”



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.

[View/Purchase Grade 6 Grammar](#)

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: “I don’t know why John, but you are always so patient with me.”

Grammar and Usage

A sentence fragment is only part of a complete sentence. A sentence fragment can be a phrase or a dependent clause (a noun and verb that does not express a complete thought).

Examples: About ten miles (phrase). If I had those sneakers (dependent clause).

To fix a sentence fragment, combine the phrase or dependent clause with an independent clause to form a complete sentence.

A complete sentence has three characteristics:

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

Example: If I only had those sneakers, I could run about ten miles.

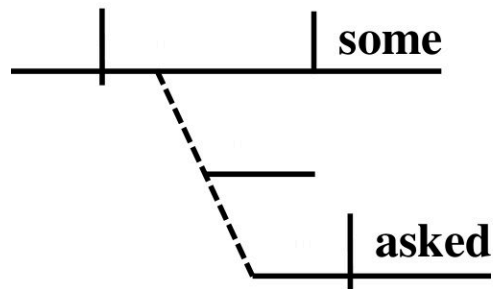
Guided Practice: I’ve learned a lot about bait. Since I first went fishing.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #19

Sentence Diagram

Complete this sentence diagram: "Since you asked, you can have some."



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.

[View/Purchase Grade 6 Grammar](#)

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: Her delightful cousins, sweet friends, and kind parents, all visited.

Grammar and Usage

A run-on joins two independent clauses without a conjunction or a semicolon.

Example: She is pretty, she is also smart.

To fix a run-on, join the independent clauses with a comma-conjunction or semicolon or change one of the independent clauses into a dependent clause.

Examples: She is pretty, and she is also smart. Although she is pretty, she is also smart.

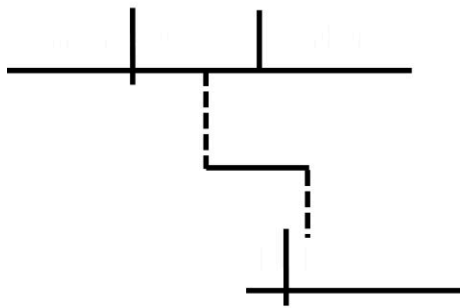
Guided Practice: She did leave, I didn't. I'm glad.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #20

Sentence Diagram

Two or more separate horizontal lines are stacked upon each other for each independent clause in a compound sentence. A coordinating conjunction joins the predicates. Complete this sentence diagram: “Mom gave advice and I listened.”



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #21

Mechanics

Use commas after introductory words that modify other words in the main clause or receive special emphasis. The main clause consists of the subject, predicate, and any connected words. Place a comma after introductory prepositional phrases with more than four words and after each phrase in a prepositional phrase string.

Examples: Smart and fun, the girl was popular. Happily, I was wrong. Under the broken garden fence, I escaped. Over rocks, across the stream, I hiked.

Guided Practice: Fortunately, she remained positive. Through all the problems and pain she survived.

Grammar and Usage

A compound sentence has two or more independent clauses, but no dependent clauses.

Example: I like him and he likes me. A complex sentence has an independent clause and at least one dependent clause.

Example: I like him even if he doesn't like me.

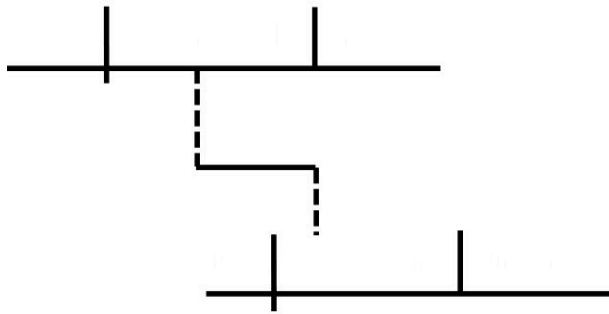
Guided Practice: She races home and she opens the front door. She opens the front door although the back door is already open.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #21

Sentence Diagram

Two or more separate horizontal lines are stacked upon each other for each independent clause in a compound sentence. A coordinating conjunction joins the predicates. Complete this sentence diagram: “Dad arrived home and he started dinner.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #22

Mechanics

Because an introductory clause is always a dependent clause, it must follow with a comma and connect to an independent clause to form a complex sentence.

Example: If I had remembered her name, I would not have had to ask.

Guided Practice: After she took so much time we had to leave. Because you asked, I will help.

Grammar and Usage

Sentences can be classified in four ways:

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

Example: I am crying.

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

Example: Are you crying?

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

Example: Stop crying.

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

Example: I am shocked!

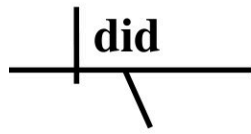
Guided Practice: Write the following sentences, identifying the types of sentences in parentheses following each: Why does it have to be so tough. Stop complaining! Your life rocks! Life is hard?

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #22

Sentence Diagram

Interrogative pronouns such as *who*, *what*, *where*, *when*, *why*, and *how* are placed below the predicate to form interrogative sentences in sentence diagrams. Complete this sentence diagram:
“When did he call?”



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.

[View/Purchase Grade 6 Grammar](#)

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 not, *well*, would I stay? *No*, I wouldn't, *indeed*.

If an interjection at the beginning of a sentence shows surprise or strong emotion, use an exclamation point, not a comma.

Example: Wow! Did she really say that?

Guided Practice: Well, she should know better of course, but she will learn someday. Hey. Stop that.

Grammar and Usage

A noun phrase consists of a named or unnamed person, place, thing, or idea and any words which modify or identify the noun. It acts as a single part of speech and can be referred to with a single pronoun.

Examples: The tired young man (he) asked all his friends (them) to leave.

Guided Practice: The argumentative young lady would not stop shouting about the horrible, unappetizing food.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #23

Sentence Diagram

Modifying adjectives are placed under the nouns in sentence diagrams. Complete the sentence diagram: “The brilliant speaker thrilled his huge audience.”



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.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #24

Mechanics

In dialogue sentences, place commas:

- After a beginning speaker tag to the left of the quotation marks.
Example: I said, “No.”
- Before and after a middle speaker tag to the left of both quotation marks.
Example: “We must go,” I explained, “before it’s too late.”
- Before an ending speaker tag to the left of the quotation marks.
Example: “Go,” I plead.

Guided Practice: “When you look at me,” she said “I can’t help but laugh.”

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.

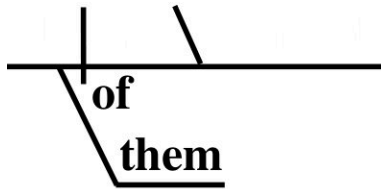
Guided Practice: It’s been said that “many are called, but few is chosen.”

View/Purchase Grade 6 Grammar

Language Conventions Lesson #24

Sentence Diagram

Indefinite pronouns may be used as subjects, objects, or modifiers. Revise and complete this sentence diagram: "All of them is available."



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #25

Mechanics

Place a comma before the coordinating conjunction(s) to join independent clauses if one or both of the independent clauses is long and always before *but* or *yet*. The memory trick FANBOYS (For-And-Nor-But-Or-Yet-So) may help you remember the common coordinating conjunctions.

Example: My parents used to eat plenty of fresh fish, and they also ate rice.

Guided Practice: I want to help and she needs me. That's not the first time that I've tried and I promise that it won't be the last.

Grammar and Usage

An interrogative pronoun is used to ask a question. Only five pronouns are interrogative pronouns: *who*, *whom*, *whose*, *what*, and *which*. Use *what* to refer to a general thing and *which* to refer to a specific thing.

Examples: *What* do you want? *Which* do you prefer?

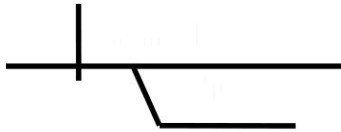
Guided Practice: Why are you asking me questions? Who knows if my answers are correct? What if I were wrong? Which would you choose? Whom do you believe?

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #25

Sentence Diagram

Interrogative pronouns modify predicates and are placed below the predicates in sentence diagrams. Complete this sentence diagram: “Where should we meet?”



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #26

Mechanics

Use commas to set off a list of phrases that interrupt or are separate from the main clause of the sentence. The main clause consists of the subject, predicate, and any connected words.

Example: Jim ran past the truck, not the red one, but the blue one, and jumped up on the bench.

Guided Practice: I walked a long way, about a mile to deliver the note.

Grammar and Usage

The two reciprocal pronouns, *each other* and *one another*, are used to describe the same action shared by two or more things or people. Usually, *each other* is used to refer to two people; *one another* is used to refer to more than two people.

Examples: Jenna, Rosie, and Tanya love one another. Leo and Viktor irritate each other.

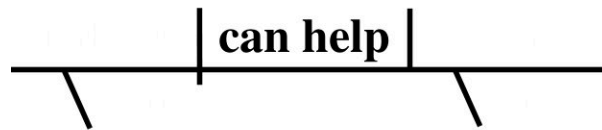
Guided Practice: The two players have to like each other. All the players and their coach must listen to each other.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #26

Sentence Diagram

Reciprocal pronouns are placed to the right of predicates after the vertical line in the object place. Complete this sentence diagram on your worksheet: "Our students can help one another."



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #27

Mechanics

Place a comma after a dependent clause that begins a sentence. Place commas before and after a dependent clause in the middle of the sentence. Don't place a comma before a dependent clause that ends a sentence. **Examples:** After I sneeze, I always blow my nose. That's nice to say, even if it's not true, but I want to know the truth. I stop when he asks me.

Guided Practice: Although his car is fast that one is faster. I like salsa, if it's spicy and I love chips.

Grammar and Usage

When the words *this*, *that*, *these*, and *those* take the place of nouns, they are called demonstrative pronouns. The words *this* (singular) and *these* (plural) are close to the writer (speaker). The words *that* (singular) and *those* (plural) are away from the writer (speaker). If the demonstrative pronoun has a vague (unclear) reference to its noun, add the noun after the pronoun.

Examples: this right here, that over there, these up close, those far away

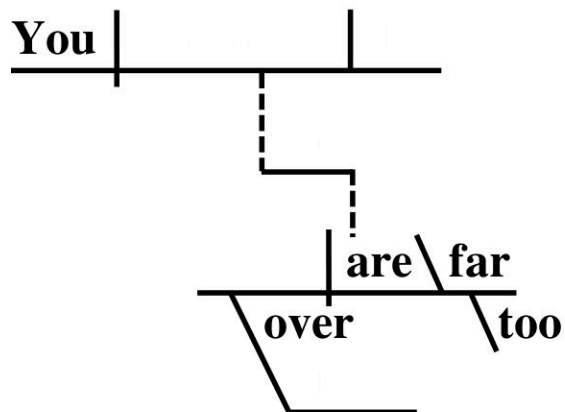
Guided Practice: Next to this one here I put these other ones.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #27

Sentence Diagram

Demonstrative pronouns are in the subject or object place in sentence diagrams. “You can touch this, but those over there are too far.”



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #28

Mechanics

Hierarchical adjectives build upon each other with different levels or degrees to modify the same noun. Hierarchical adjectives are not separated by commas. If the adjectives make no sense when placing the word *and* between them or reversing their order, the adjectives are hierarchical.

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

Guided Practice: That was a tasty, apple pie that you made, Bart.

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.

Examples: Pete gave himself a break and grabbed a cookie for himself.

Guided Practice: Myself wonder if you were wrong yourself.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #28

Sentence Diagram

Reflexive pronouns are placed to the right of predicates after the vertical line in the object place. Complete this sentence diagram: "He spoke himself."



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #29

Mechanics

The relative pronouns *who*, *whom*, *whose*, and *which*, but not *that*, begin nonrestrictive relative clauses. Use commas to set off nonrestrictive relative clauses from the noun or pronoun before the clause.

Example: The girl, who sits in the corner, is sleepy.

Also use commas to separate a series of nonrestrictive clauses.

Example: The children, who cooperate, who try their best, and who always listen to the teacher, will succeed in this class.

Guided Practice: The sweater, which had been dyed green, is nice and warm. It fit my grandpa who was grateful for the gift.

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: They, themselves, feel better about the situation than he himself did.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #29

Sentence Diagram

Intensive pronouns are placed within parentheses following the subject or object. Complete this sentence diagram: “She herself paid attention.”

_____ (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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #30

Mechanics

The relative pronouns *who*, *whom*, *whose*, and *that*, but not *which* introduce restrictive clauses. Do *not* use commas, dashes, or parentheses between nouns and relative pronouns.

Examples: The girl who lives here is kind. The boy whom I just met and whose food we are eating is extremely generous.

Guided Practice: The girl, whom we saw yesterday is here again.

Grammar and Usage

A pronoun must clearly and specifically refer to just one noun or pronoun (the antecedent). Generally, the pronoun refers to the noun or pronoun immediately before the pronoun.

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

To avoid pronoun antecedent problems:

1. Keep pronouns close to their references or use synonyms.
2. Don't have a pronoun refer to the object of a prepositional phrase.

Example: The box *of pencils* was found *in their* place.

Revision: The *box* of pencils was found *in its* place.

3. Don't have a pronoun refer to a possessive antecedent.

Example: Are *theirs* the best cookies? They certainly are.

Revision: Are *their cookies* the best? They certainly are.

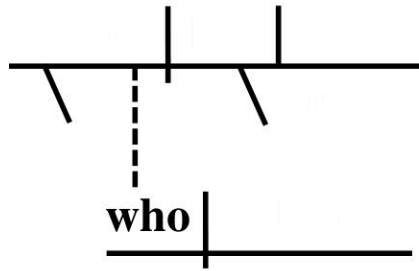
Guided Practice: Julian has his own car and she has their own bicycle.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #30

Sentence Diagram

Complete this sentence diagram: "My friends who volunteer left school early."



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #31

Mechanics

When using dialogue or a direct quotation, the first word of a complete sentence must be capitalized, even if it is in the middle of a sentence.

Example: Ray did say, “We saw it.”

Dialogue and direct quotations are not capitalized if they are only part of a sentence.

Example: I do believe him that it “was the best solution to our problems.”

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

Example: “This,” I said, “is good.”

Guided Practice: “I know,” Ty said, “But I won’t tell.”

Grammar and Usage

A personal pronoun must match singular pronouns to singular nouns or pronouns and plural pronouns to plural nouns or pronouns.

Example: Julie has ~~their~~ her own style.

Often number errors are made with gender-specific pronouns. Revise by making the antecedent nouns plural.

Example: The ~~student~~ students ate ~~their lunch~~ lunches. Or revise the sentence without the pronouns.

Example: The student ate ~~their~~ lunch.

A personal pronoun must also be in the same person as its antecedent. Pronouns are in the first, second, or third person. Revise pronoun person problems by matching the pronoun person to its antecedent.

Example: Julie has ~~you~~ her own style.

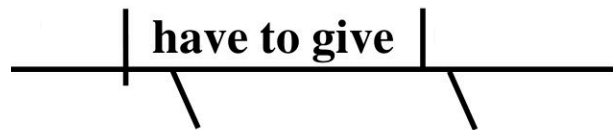
Guided Practice: I ~~do~~ their own work; Bob does his art.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #31

Sentence Diagram

Personal pronouns can serve as subjects or objects. Add these words to the sentence diagram:
“They have to give us our lunch.”



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #32

Mechanics

Direct quotations must include original capitalization and punctuation. Periods, commas, and exclamation points go inside the closing quotation marks.

Example: Lee said, “It’s dangerous.”

Question marks go inside the quotation marks if they are part of the quoted sentence, but outside if they are not. In other words, if you quote a question, put the question mark *inside* the quotation marks. If you ask a question about a quotation, put the question mark *outside* the quotation marks.

Examples: Did he say, “No, I won’t”? “Is it mine?” she asked.

Guided Practice: Wanda said, “I’m coming to the party”. “Did she ask if I would be there?”

Grammar and Usage

A vague pronoun reference is a pronoun that does *not* clearly identify its antecedent. Two types of vague pronoun antecedents are common:

1. Demonstrative pronouns (*this, that, these, or those*) are used on their own. Revise by adding a noun following the pronoun.

Example: ~~That is beautiful.~~ That painting is beautiful.

2. Plural antecedents match one pronoun. Revise by repeating the noun.

Example: ~~They had pens and pencils but we didn’t need any.~~ He had pens and pencils but we didn’t need any pens.

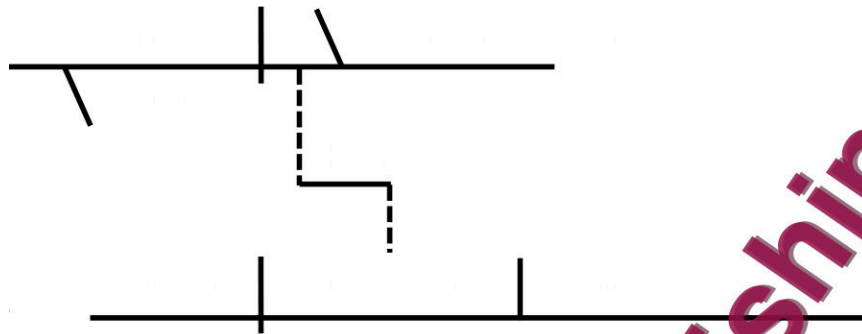
Guided Practice: I put the napkin here, and I put the cup where it should be so we could find it later.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #32

Sentence Diagram

Revise the vague pronoun references in this sentence diagram: “That is terrifying, but no one can escape it.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #33

Mechanics

When you use someone else's idea or information in an essay or research report, you must tell *who* said it and *where* you found it in a citation. A citation is the author's last name and the page number where the author's words are found. If no author is listed, list the title of the source of information and page number. The citation is placed within parentheses after the quotation. Place a period after the citation, but include question marks and exclamation points within the quotation marks if they are part of the quote.

Examples: "Cheetahs are extremely fast!" (Lee 5). "Over 30% of scientists agree" ("Energy Concerns" 4).

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: "Over 30% of students admit that they have cheated on tests." (Larson 16). Another author suggests that the percentage may actually be higher (Neely 3).

Grammar and Usage

An adjectival phrase consists of more than one adjective and a connected noun or pronoun that acts as a single part of speech.

Example: sweet and talented Paula

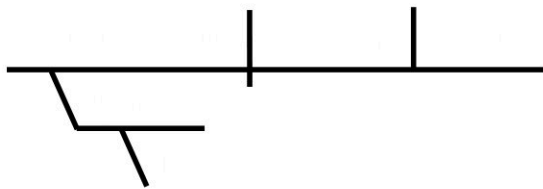
Guided Practice: Beautiful Mrs. Sturgeon walked into the dark and dirty room.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #33

Sentence Diagram

Adjectival phrases are placed below the nouns they modify in sentence diagrams. Complete this sentence diagram: "Her green watermelon needs 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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #34

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: Gone with the Wind was a huge-selling novel in the 1920s. I read a review of it in the fiftieth anniversary issue of "Look Magazine."

Grammar and Usage

An adjectival clause begins with the relative pronouns *who*, *whom*, *that*, or *which* and modifies a noun or pronoun. The *who* or *whom* refers to a specific person or group of people. The *that* refers to things or people in general. The *which* refers to specific things.

An adjectival clause is not set off by commas if it is restrictive and limits, restricts, or defines the meaning of the noun or pronoun it modifies. If the adjectival clause is nonrestrictive, commas are required.

Examples: The tool that fits is best. The man whose name I forget, was helpful.

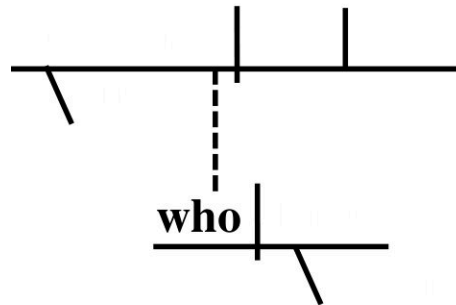
Guided Practice: A few of the cars which I drive need work.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #34

Sentence Diagram

Adjectival clauses are placed below the nouns they modify in sentence diagrams. Complete this sentence diagram: “Those children who never laugh are here.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #35

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: I never understood the second act of The Tempest. I also have no idea as to how to interpret Dali's famous painting The Persistence of Memory. I did love watching the television western "Gunsmoke" starring James Arnett and the movie Tombstone.

Grammar and Usage

A modifier is an adjective or adverb that limits the meaning of a word or words. Use the suffix “_er” for a one-syllable modifier to compare two things.

Example: fewerer than five

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

Examples: prettier, more (less) often

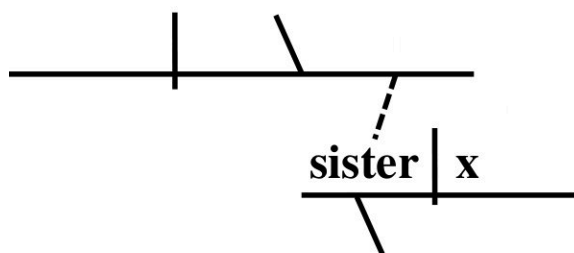
Guided Practice: He was taller, but he was also more slenderer than Charles was.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #35

Sentence Diagram

Comparative modifiers are placed to the right of predicates after a backslash. The object of comparison is placed under the comparative modifier and is connected with a dotted, back-slanted line. The implied (not stated) verb is marked as an “X” to the right of the vertical line. Complete this sentence diagram: “Rosalie was taller than her sister.”



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #36

Mechanics

Place quotation marks before and after the titles of songs and poems. Songs and poems are *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: I think “America the Beautiful” should be our national anthem.

Grammar and Usage

A long comparative modifier uses *more* or *less* for a three-syllable (or longer) adjective modifiers and for all adverbs ending in “_ly” to compare two things.

Examples: more humorous, less surprisingly

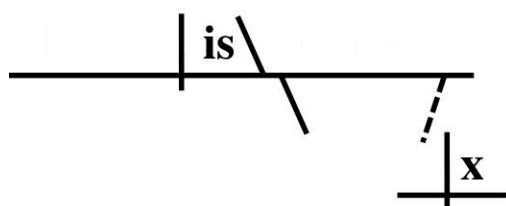
Guided Practice: Most fascinating than that even was what took place next.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #36

Sentence Diagram

Comparative modifiers are placed to the right of predicates after a backslash. The object of comparison is placed under the comparative modifier and is connected with a dotted, back-slanted line. The implied (not stated) verb is marked as an “X” to the right of the vertical line. Complete this sentence diagram: “Alberto is less humorous than I.”



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #37

Mechanics

Place quotation marks before and after the titles of book chapters. Book chapter titles are *parts of whole things, small things, or things that can't be picked up from a table*.

Example: “Last Time” is the best chapter in *Along the Shore*.

Guided Practice: “The Boy Who Lived is the title of the first chapter in Harry Potter and the Sorcerer’s Stone.”

Grammar and Usage

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

Example: greatest

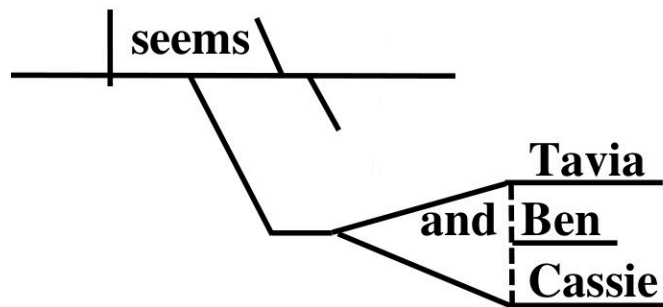
Guided Practice: Our most longest rope could barely reach.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #37

Sentence Diagram

Superlative modifiers are placed to the right of predicates after a backward slanted line in sentence diagrams. Complete this sentence diagram: “Among Tavia, Ben, and Cassie, Ben seems the shortest.”



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #38

Mechanics

Place quotation marks before and after the titles of articles. Articles are *parts of whole things, small things, or things that can't be picked up from a table*. An article is a short written work such as a newspaper article, magazine article, or blog article that is part of the larger publication.
Example: “The President’s Greatest Challenge”

Guided Practice: His article titled “Not in My House” was published on her widely-read blog.

Grammar and Usage

Use “_est,” *most*, or *least* for a two-syllable or longer superlative modifier to compare three or more things. The superlative modifier indicates which is the *most* or *least*. When to use “_est” and when to use *most* or *least* is simply a matter of usage.

Examples: mightiest, most interesting

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

Example: She waited least patiently.

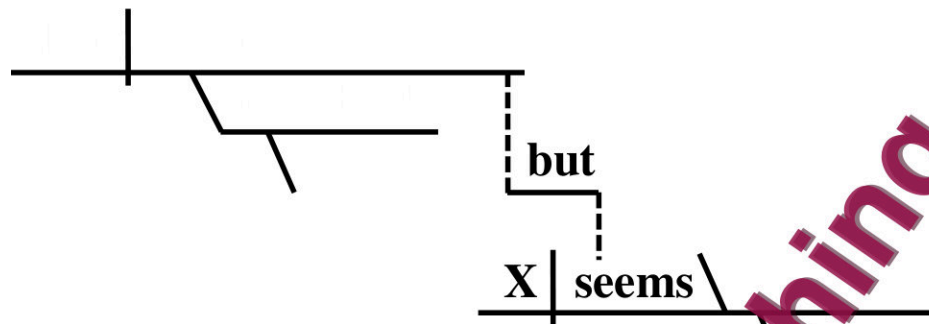
Guided Practice: It was most unusually to see them together than not. More curiously, they were friends.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #38

Sentence Diagram

Complete this sentence diagram: “Chin listens most attentively, but seems least interested.”



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #39

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: How to Play Nice Guy is a popular short story. The public document was titled “Parking Regulations.”

Grammar and Usage

A verb phrase consists of the main verb with a linking verb, helping verb, adverb, and/or prepositional phrase.

Example: She had been serving faithfully for two years.

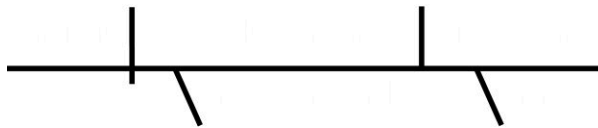
Guided Practice: George could have been playing the whole time.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #39

Sentence Diagram

Modifiers are placed under the verbs to form verb phrases. Complete this sentence diagram:
“Peter had frequently helped the teacher.”



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #40

Mechanics

Capitalize people's and characters' names. Don't capitalize words representing the parts of speech when found in the middle of people's or character names:

- Articles (*a, an, the*)
Example: Courage the Crazy Cat
- Conjunctions
Example: Punch and Judy
- Prepositions
Example: St. Francis of Assisi

Guided Practice: Her name was Cleo the Cowardly lion.

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: I am crying. Rayna was whispering. We will be appearing at the concert together.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #40

Sentence Diagram

Revise this sentence into past, present, and future progressive verb tenses: "Lee walked."

Past

Present

Future

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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #41

Mechanics

Capitalize place names. Don't capitalize prepositions found in the middle of the names.

Example: Stratford upon Avon

Guided Practice: We took a vacation to the Gulf Of Mexico.

Grammar and Usage

The perfect verb tense refers to something that has already been completed with a physical action, mental action, or link from a noun or pronoun to something else. The helping verbs connect to a past participle (a verb ending in “__ed,” “__t,” or “__en” for regular verbs).

- 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 ‘til dawn
- The present perfect refers to something that happened at an unnamed time before the present. The present perfect verb is formed with *has* or *have* + the past participle.
Example: has waited since dawn, have walked every day
- The future perfect refers to something that will happen before another action in the future or something that will happen before a specific time in the future. The future perfect is formed with *will have* + the past participle.
Example: will have walked every morning

Guided Practice: I have given you my phone number. Dad had wanted to see. We will have taken pictures of everyone by then.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #41

Sentence Diagram

Revise this sentence into past, present, and future perfect verb tenses: "Lee talks."

Past

Present

Future



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #42

Mechanics

Capitalize named things and products. Don't capitalize words representing these parts of speech when found in the middle of named things and products:

- Articles (*a, an, the*)
Example: Two a Day Vitamins
- Conjunctions
Example: Arm and Hammer Baking Soda
- Prepositions
Example: Race for Life

Guided Practice: He ran a 10K for the Run for fun charity.

Grammar and Usage

An adverbial clause is a dependent clause that begins with a subordinating conjunction. Place a comma following an adverbial clause that begins a sentence, but no comma is used before an adverbial clause that ends a sentence. Use the following memory trick to prompt your use of these dependent (subordinate) clauses:

Bud is wise, but hot! AAA WWW

Before, unless, despite (in spite of), in order that, so, while, if, since, even though (if),
because, until, that, how, once, however,
After, Although (though), As (as if, as long as, as though),
Whether, When (whenever), Where (wherever)

Examples: Unless you practice, you will never win. They do try, even though they often lose.

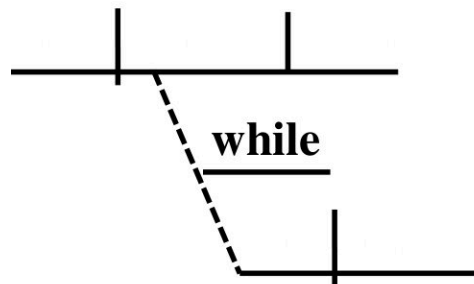
Guided Practice: After they had listened to the song, they offered their opinions.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #42

Sentence Diagram

Adverbial clauses are placed below the main horizontal line and connect to the predicate with a dotted slanted line. Complete this sentence diagram: “Didi drinks soda while she paints.”



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #43

Mechanics

Capitalize the names of holidays and dates. Don't capitalize articles, conjunctions, and prepositions in the middle of a holiday.

Examples: New Year's Day, The Fourth of July

Guided Practice: Every February we celebrate Groundhog day.

Grammar and Usage

Some singular subject subject-verb agreements are tricky:

- Subject case pronouns must match these helping verbs: *I* matches *am, was, have, and had*; *You* matches *are, were, have, and had*; *He, she, and it* match *is, was, has, and had*;
Examples: I am, you are, she is
- The subject case pronouns *I* and *you* match plural verb forms not ending in *s*.
Examples: I like it. You know him.
- Some words end in *s*, but are still singular.
Example: The news is bad.
- Some words seem to be plural but act as one unit and match singular verbs.
Examples: The group waits. My team wins.
- When a compound subject is joined by *or* or *nor*, the verb matches the noun or pronoun which is closer to the verb.
Examples: Joe or Pam eats first; Joe or they eat first.
- In clauses beginning with *there is (are)*, the subject follows and the *is (are)* must agree (match) with that subject.
Examples: There is a dog; There are dogs.

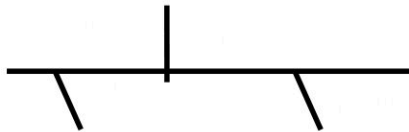
Guided Practice: My class like recess best, although no one thinks any girl or boy likes recess more than a class party.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #43

Sentence Diagram

Complete this sentence diagram: “The herd moves slowly.”



Writing Application

Apply what you have learned to respond to this note.

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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #44

Mechanics

Capitalize all titles. Don't capitalize articles, conjunctions, and prepositions in the middle of a title.

Example: World History and Geography with Professor Jasper is my favorite class.

Guided Practice: The president of Mexico led the famous El Grito (The shout) in Mexico City's Zocalo.

Grammar and Usage

Some plural subject subject-verb agreements are tricky:

- Some words seem to be singular, but are actually plural because they each have two parts: *scissors*, *tweezers*, *pants*, and *shears*.
Example: Her pants are too short.
- Sports teams not ending in *s* are plural and require plural verbs.
Example: The Orlando Magic have been looking for a point guard.
- A compound subject joined by *and* is plural and takes a plural verb.
Example: Bob and Pam are friends.
- These indefinite pronouns take plural verbs: *both*, *few*, *many*, *others*, and *several*.
Example: Both seem wonderful.

Guided Practice: Their shorts are too long, but the Miami Heat plays solid team basketball.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #44

Sentence Diagram

Revise this sentence, using proper subject-verb agreement. Complete this sentence diagram:
“Her scissors has just been sharpened.”



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #45

Mechanics

Capitalize the names of organizations and businesses. Don't capitalize articles, conjunctions, and prepositions in the middle of the named organization or business.

Examples: Helping with Hands Association, Durability for Life, Inc.

Guided Practice: I volunteer work on Saturdays with Soldiers for Peace.

Grammar and Usage

Verb tense is the form of the verb that indicates time. There are three simple verb tenses: the present, past, and future. Generally, keep the same verb tense in a sentence or group of related sentences. This is especially important with the past tense. However, when a change in time is necessary, it is certainly appropriate to change tenses, even in the same sentence.

Example: I was at the concert and saw the band.

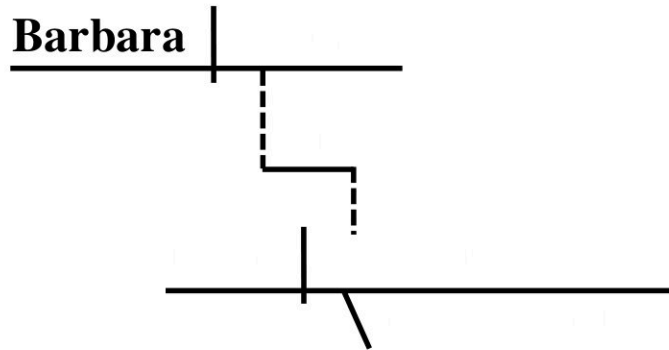
Guided Practice: I ate one banana; now I'm eaten two apples; and later I will ate two oranges.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #45

Sentence Diagram

Revise the verb tenses and complete this sentence diagram: “Barbara will hesitate, but Leslie would have acted immediately.”



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #46

Mechanics

Capitalize the names of languages and people groups.

Examples: Spanish, Roma

Guided Practice: The Hopi indians spoke English to the tourists.

Grammar and Usage

When writing in Standard English, don't use improper contractions.

Examples: I ain't (am not) bad, but you han't (hadn't) best push me too hard. I din't (didn't) know that. Dat's (That's) true.

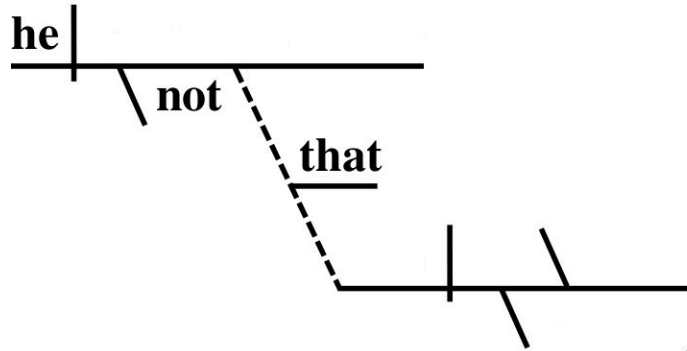
Guided Practice: We hadn't been ready, but we din't worry too much.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #46

Sentence Diagram

Revise this sentence into Standard English: “Han’t he been saying you ain’t ready?”



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #47

Mechanics

Capitalize the names of special events and historical periods. Don't capitalize articles, conjunctions, and prepositions in the middle of a special event or historical period.

Examples: The Boston Marathon, Middle Ages

Guided Practice: Did you attend the summer Olympics in London?

Grammar and Usage

When writing in Standard English, don't use improper negation. One form of improper negation in Non-standard English involves using double negatives.

Example: I don't have no excuses.

Revision: I don't have any excuses.

Guided Practice: I can't have no help on this exam.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #47

Sentence Diagram

Revise this sentence into Standard English: “We don’t want no work.”



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #48

Mechanics

Place a question mark inside (to the left of) ending quotation marks (") when you, the writer, are quoting a question that was asked.

Example: He asked, "Are you going, too?"

Place a question mark outside (to the right of) ending quotation marks (") when you, the writer, ask a question about a quotation made in the form of a statement or a command.

Example: Why did he say, "That's not funny"?

Guided Practice: Are you sure he said "No, I can't attend"? "Does it really matter"? she asked.

Grammar and Usage

Don't substitute *be* for *is* to create an ongoing action in Standard English. For example, She be fine... Instead, use the present progressive verb tense to connect *am*, *are*, or *is* to a present participle (a verb with an "___ing" ending). Also, use the proper form of the "to be" verb to match its subject.

Example: He be really nice. **Revision:** He is (being) really nice.

Avoid the non-standard use of the "do be" or "don't be" pattern.

Example: Do be listening, and don't be talking.

Guided Practice: Don't be thinking that you know everything.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #49

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: My goodness! That was so strange!

Grammar and Usage

Avoid the non-standard use of *was* and *were*.

Examples: We was at our old school. It were built in 1935.

Revisions: We were at our old school. It was built in 1935.

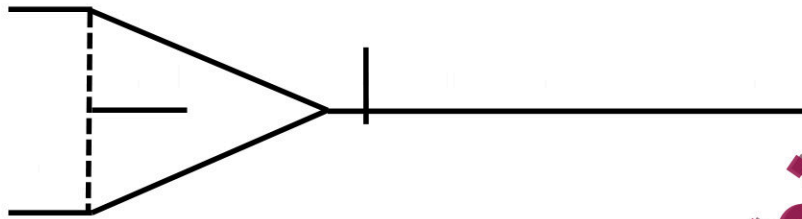
Guided Practice: Those girls was just crazy.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #49

Sentence Diagram

Revise this sentence into Standard English: “Lou and Ty was snowboarding.”



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #50

Mechanics

Colons are used to show relationships within titles.

Example: “The Great Adventure: Landing on the Moon”

Colons are used to show relationships within numbers.

Example: He ran the two miles in 14:25:34.

Colons are used to show relationships within ratios.

Example: The girls out-number boys 3:1.

Guided Practice: I read the article titled “The Longest Day. The Attack on Normandy.”

Grammar and Usage

Avoid the non-standard use of the object case pronoun as a reflexive pronoun.

Example: I got me a sandwich. **Revisions:** I got myself a sandwich. or I got a sandwich.

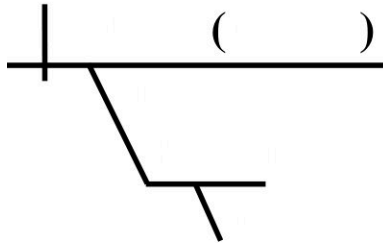
Guided Practice: They got them their dinner.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #50

Sentence Diagram

Revise this sentence into Standard English: "I helped me to a burger."



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.

View/Purchase Grade 6 Grammar

Language Conventions Lesson #51

Mechanics

Parentheses can be used to punctuate numbers which comment on or make clear what has been said in the sentence.

Example: He ran a marathon (26.2 miles) in 4:22:20 (four hours, twenty two minutes, twenty seconds).

Parentheses can be used to punctuate letters which list key points within the sentence.

Example: She had a choice of (a) apple (b) cherry or (c) lemon pie.

Guided Practice: After winning the mile (5,280 feet), you can order two of the (a) tacos (b) burritos or tamales to celebrate.

Grammar and Usage

Avoid the non-standard use of verb forms which match third person nouns and pronouns. Verbs usually end in “s” or “es” to match singular subjects, but don’t end in “s” or “es” to match plural subjects. Third person pronouns include *he, she, it, they*, and *them*.

Examples: My friend know what they does.

Revisions: My friend knows what he does. or My friend knows what they do.

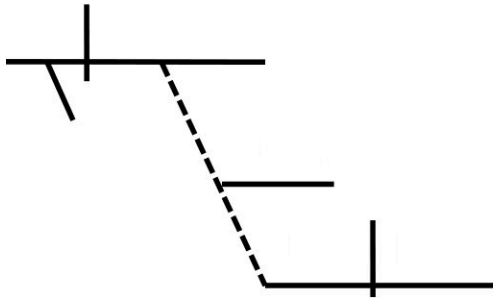
Guided Practice: His brother give up his own ticket, but he has an extra.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #51

Sentence Diagram

Revise this sentence into Standard English: “My cat watch when they leaves.”



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #52

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 occupy the park.

Guided Practice: Roughly 15–20 will attend our dinner on 10-2-2014.

Grammar and Usage

When writing in Standard English, don't drop verbs or parts of verbs.

Examples: She nice, but I been nice to her first.

Revisions: She is (was) nice, but I had been nice to her first. Where you at and who she?

Revisions: Where are you at and who is she?

Guided Practice: She late, but she never been on time.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #52

Sentence Diagram

Revise this sentence into Standard English: “My friends been real mean.”



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #53

Mechanics

Use brackets to provide missing or explanatory information within direct quotations.

Example: “They found it [the missing coat] on the table,” he said.

In scripts and plays, brackets are also used as stage directions both inside and outside of dialogue.

Example: Annabelle: [Nervously] I don’t know what you mean.

Guided Practice: “I’m never quite certain [he paused that you hear me],” he complained.

Grammar and Usage

Avoid substituting the *of* for the *have* following these modals *should*, *would*, *could*, *may*, *might*, *must*, *ought to*, *will*, *had better*, *have to*, *have got to*.

Example: They should of helped.

Revision: They should have helped.

Don’t add the *of* preposition when it is unnecessary.

Example: Get off of my couch.

Revision: Get off my couch.

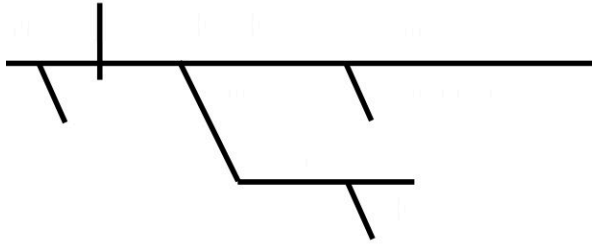
Guided Practice: We would of invited you, if we could have done so.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #53

Sentence Diagram

Revise this sentence into Standard English: “Your dog might of learned better off on the leash.”



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #54

Mechanics

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: Bert was a well-intentioned ringmaster who led a strange-looking audience of clowns in the three-ring circus.

Grammar and Usage

Non-standard English often confuses verb forms. Don't substitute a past participle (a verb ending in "__ed," "__d," "__t," or "__en" for regular verbs) for the simple past tense.

Example: He given his best effort. **Revision:** He gave his best effort.

English often has irregular past participle verb forms and these can be confused with the simple past tense in Non-standard English.

Example: She gone went crazy.

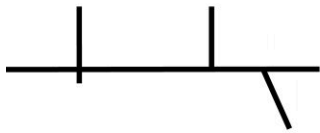
Guided Practice: She spoken her own vows at her wedding.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #54

Sentence Diagram

Revise this sentence into Standard English: “He taken his time.”



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #55

Mechanics

In informal writing, use a slash to separate dates, abbreviate, or to mean *or*.

Examples: The dinner is scheduled on 3/11/2013 as a b/w (black and white tie) event for him/her.

Guided Practice: He/she should know that the lunch is not just for him/her.

Grammar and Usage

Verb tenses are often misused in Non-standard English. Don't misuse the past progressive verb tense.

Examples: They been watching cartoons. She been playing around in class.

Revisions: They were watching cartoons. She was playing around in class.

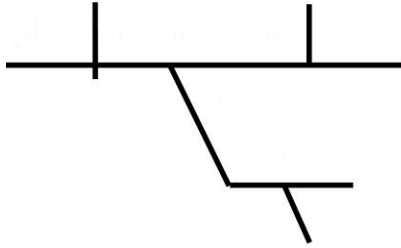
Guided Practice: They been asking so many questions.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #55

Sentence Diagram

Revise this sentence into Standard English: “She asking me for a favor.”



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.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #56

Mechanics

Spell out numbers from one to nine, but use Arabic numerals for #s10 and larger. However, spell out the number if it is used at the beginning of a sentence.

Examples: one, 24, Six seemed a lot.

If a sentence has one number from one to nine and others larger, use Arabic numerals for all.

Examples: Both numbers 2 and 12 were selected.

Guided Practice: “Seven is a lucky number. Many think 13 is bad, but forty-one is bad for me.”

Grammar and Usage

Following are commonly misused words:

Don't is a standard English contraction of *do not*; however, *don't* is often misused in Non-standard English as a contraction of *does not*.

Example: He don't teach here anymore.

Revision: He doesn't teach here anymore.

Didn't is a standard English contraction of *did not*; however, *din't* is often misused in Non-standard English as a contraction of *did not*.

Example: Mr. Phan did not answer his phone.

Revision: Mr. Phan didn't not answer his phone.

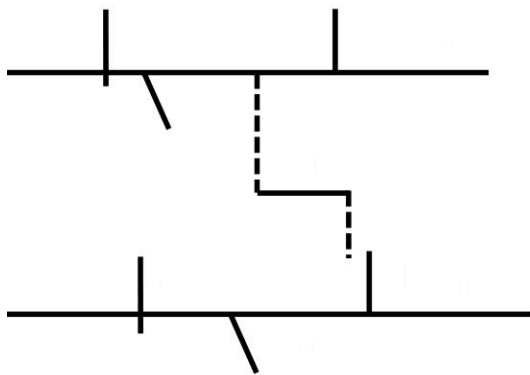
Guided Practice: Sister don't buy me gifts, and I din't buy her any either.

[View/Purchase Grade 6 Grammar](#)

Language Conventions Lesson #56

Sentence Diagram

Revise this sentence into Standard English: “Abe din’t bring gloves, but Dusty don’t need 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.

[View/Purchase Grade 6 Grammar](#)

- ✓ **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)**

Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix

[illegible]

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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

View/Purchase Grade 6 Grammar

Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

- ## View/Purchase Grade 6 Grammar

Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

- ___21. The students who got into trouble are _____.
A. them B. those C. I and he
D. they E. me and she
- ___22. The teacher yelled at two students, Rachel and _____.
A. I B. me C. it
D. he E. us
- ___23. They _____ had never sailed a boat by _____.
A. themselves; them B. themselves; themselves C. themselves; theirself
D. them; theirself E. theirselves; theirselves
- ___24. He stirred the sauce, and then let John taste _____.
A. them B. this C. it
D. these E. that
- ___25. That movie _____ we watched was entertaining.
A. who B. whose C. it
D. which E. that
- ___26. _____ who wants to try out for the team can do so, but not _____ is chosen.
A. Anyone; everybody B. Everyone; both C. Someone; one
D. Everyone; others E. Others; neither
- ___27. _____ of the candy is on the counter, though _____ is free.
A. Some; fewer B. Plenty; little C. Many; nothing
D. All; none E. A large amount; few
- ___28. She should _____ for her school picture.
A. have smiled B. is smiling C. had smiled
D. smiled E. has smiled
- ___29. Jamie _____ three miles around the track for the fundraiser.
A. walk B. has walk C. is walking
D. walking E. had walking
- ___30. The cat played with its stuffed mouse, and _____ went outside to chase birds.
A. it B. then it C. then they
D. it then E. then the cat
- ___31. Compared to her happy sister, she is _____.
A. happier B. most happy C. happiest
D. more happier E. most happiest
- ___32. Of all the happy people, he was _____.
A. happier B. most happy C. happiest
D. more happier E. most happiest
- ___33. Compared to last time, this work is definitely _____.
A. most difficult B. more difficulter C. difficultest
D. more difficult E. difficulter

View/Purchase Grade 6 Grammar

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

View/Purchase Grade 6 Grammar

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

[View/Purchase Grade 6 Grammar](#)

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

[View/Purchase Grade 6 Grammar](#)

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

[View/Purchase Grade 6 Grammar](#)

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: "knots" and "cooking" 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

View/Purchase Grade 6 Grammar

Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix

[illegible]

View/Purchase Grade 6 Grammar

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																							

Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix

Categories:		Commas										Capitalization									
Worksheet #s		46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61				
Teacher																					
Class																					
Student Names																					
Totals																					

View/Purchase Grade 6 Grammar

Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix

Categories:		Underlining (Italics) / Quotation Marks								Other Punctuation							
Worksheet #s		62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77
Teacher		Movie / Television Titles CCSS 4	Magazine / Website / Book / Newspaper Titles	Play / Work of Art Titles CCSS 4	Song / Poem Titles CCSS 4	Book Chapter Titles	Article Titles CCSS 4	Short Story / Document Titles	Direct Quotations	Apostrophes (Contractions)	Semicolons CCSS 4	Parentheses / Dashes	Apostrophes (Singular Possessives)	Apostrophes (Plural Possessives)	Colons	Periods (Abbreviations / Initials / Acronyms)	Exclamation Points
Class																	
Student Names																	
Totals																	

View/Purchase Grade 6 Grammar

NOTES

penningtonpublishing.com

[View/Purchase Grade 6 Grammar](#)

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.

[View/Purchase Grade 6 Grammar](#)

Grammar, Usage, and Mechanics Worksheets

Parts of Speech	#1	Proper Nouns
	#2	Common Nouns
	#3	Pronouns
	#4	Adjectives
	#5	Verbs
	#6	Adverbs
	#7	Prepositional Phrases
	#8	Coordinating Conjunctions
	#9	Subordinating Conjunctions
	#10	Correlative Conjunctions
Sentence Structure	#11	Simple and Complete Subjects
	#12	Compound Subjects
	#13	Simple and Complete Predicates
	#14	Compound Predicates
	#15	Simple Sentences / Types of Sentences
	#16	Compound Sentences
	#17	Complex Sentences
	#18	Compound-Complex Sentences
	#19	Fragments
	#20	Run-Ons
Pronouns	#21	Subject Case Pronouns
	#22	Object Case Pronouns
	#23	Intensive and Reflexive Pronouns
	#24	Pronoun Antecedents
	#25	Who, Whose, Whom, That, Which
	#26	Indefinite People Pronouns
	#27	Indefinite Size or Amount Pronouns
	Modifiers	#28
#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

View/Purchase Grade 6 Grammar

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	

View/Purchase Grade 6 Grammar

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 _____

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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> playground	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? _____

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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 _____

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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's not _____ you win _____ lose that matters; it's how you play the game." _____ Taylor _____ I are the best players on our team, but we are getting better with each game. _____ Taylor and I plan to practice a lot over the summer. Hopefully, we will be on the same team again next year.

WRITE

Compose your own sentence or two with two pairs of correlative conjunctions.

[View/Purchase Grade 6 Grammar](#)

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.

View/Purchase Grade 6 Grammar

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.

[View/Purchase Grade 6 Grammar](#)

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

FOCUS Fixing Fragments

CONNECT TO WRITING

- Connect the fragment to the sentence before or after the fragment.
Example: On the icy roads. The cars skidded.
On the icy roads the cars skidded.
- Change the fragment into a complete thought.
Example: Eaten by the monkey the banana.
The banana was eaten by the monkey.
- Remove subordinating conjunctions.
Example: Although she found out where the boys were.
She found out where the boys were.

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

View/Purchase Grade 6 Grammar

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*.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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. _____ did his sister meet at the party?

WRITE

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

[View/Purchase Grade 6 Grammar](#)

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.

View/Purchase Grade 6 Grammar

Grammar, Usage, and Mechanics Worksheet #27

FOCUS Indefinite Size or Amount Pronouns

An **indefinite amount or measurement pronoun** does not refer to a specific noun.

CONNECT TO WRITING

Remember that a pronoun takes the place of a noun. Pronouns must match their verbs. Singular pronouns often use verbs ending in *s*. Plural pronouns often use verbs that don't end in *s*. An indefinite amount or measurement pronoun does not identify a specific place or thing.

- Some indefinite amount or measurement pronouns take singular verbs.
Examples: *a great deal, a large amount, a lot, nothing, little, less, much, enough, every, and each*
- Other indefinite amount or measurement pronouns take plural verbs.
Examples: *a large number, few, fewer, many, several, lots, and plenty*
- Some indefinite amount or measurement pronouns may be singular or plural depending upon the surrounding word clues.
Examples: *all, any, half, more, most, none, other, and some*

PRACTICE

Write the correct verb forms to match the indefinite size or amount pronouns in the spaces provided.

1. Few of the actors remembers their lines. _____
2. A great deal are known about television actors. _____
3. Fewer vegetables is better than many. _____
4. Some of candies tastes like they are stale. _____

WRITE

Write your own sentence with indefinite singular and indefinite plural size or amount pronouns.

View/Purchase Grade 6 Grammar

Grammar, Usage, and Mechanics Worksheet #28

FOCUS Past Participles

A **past participle** is a modifier that defines, describes, or limits another word or words.

CONNECT TO WRITING

A past participle uses a helping verb (be— *is, am, are, was, were*), or (have— *has, have, had*) + a “__ed,” “__d,” “__t,” or “__en” added onto the base form of a verb to describe an action that happened in the past before another action. To avoid confusion, don’t put too many words between a past participle and the word or words it modifies. The helping verb shows past, present, or future actions.

Examples: I *was defeated* by a stronger opponent. I *have defeated* my opponent.

When used as an adjective, the past participle describes a condition in the past.

Example: *Depressed*, the child needed someone to listen to him.

Many of the common past participle forms are irregular and don’t use the “__ed,” “__d,” “__t,” or “__en” ending.

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

PRACTICE

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.

View/Purchase Grade 6 Grammar

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.

[View/Purchase Grade 6 Grammar](#)

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.

View/Purchase Grade 6 Grammar

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 any club member. _____
3. He dresses in his uniform most often than the members of his troop. _____
4. Of my brother and my sister, my brother acts worser. _____
5. She is sadder than I, but she is 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.

[View/Purchase Grade 6 Grammar](#)

Grammar, Usage, and Mechanics Worksheet #32

FOCUS Short Superlative Modifiers

A **short superlative modifier** uses “__est” for a one-syllable modifier to compare three or more things.

Example: big–biggest

CONNECT TO WRITING

A modifier describes the meaning of another word or words and makes it more specific or limits its meaning or meanings.

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

Use “__est” for a one-syllable modifier to compare three or more things.

Some two-syllable superlative modifiers use “__est” and some use *most (least)*. If adding “__est” sounds strange, use *most (least)* instead.

Examples: easy–easiest or gracious–*most* or *least* gracious

Avoid the common mistake of using superlative adjectives to compare only two things.

Example: Problem–Of the two basketball players, James is the *most* improved.

Solution–Of the two basketball players, James is the *more* improved

These superlative modifiers are irregular.

Single Modifier	Comparative	Superlative
good/well	better	best
bad/badly	worse	worst (not <i>worstest</i>)
much/many	more	most

PRACTICE

Write the correct superlative modifiers 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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

[View/Purchase Grade 6 Grammar](#)

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.
Oralia and Rosa *walk* slowly around the block.

Singular Subject
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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

[View/Purchase Grade 6 Grammar](#)

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.

View/Purchase Grade 6 Grammar

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).

View/Purchase Grade 6 Grammar

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 direction 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.

View/Purchase Grade 6 Grammar

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.

[View/Purchase Grade 6 Grammar](#)

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.

[View/Purchase Grade 6 Grammar](#)

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 how AAA WWW**

Before **unless** **despite** (in spite of) **in order that** **since** **while** **if** **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.

View/Purchase Grade 6 Grammar

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

Janne Sanchez

WRITE

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

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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 homerun king of baseball.
The magician, Miraculous Merlin, would have admired Peter the Great.
I know that Mother loved to watch Donald Duck cartoons.

PRACTICE

Write the proper nouns which should be capitalized in the spaces provided.

1. She told Uncle Charles that I went to see dr. S. I. 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.

[View/Purchase Grade 6 Grammar](#)

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.

[View/Purchase Grade 6 Grammar](#)

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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 Folio 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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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 epics, are underlined.

Examples: I think that Paul Simon’s song, “America,” was influenced by the poem “Leaves of Grass.”

Homer’s long poem, The Illiad, is one that everyone should read.

PRACTICE

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

Grammar, Usage, and Mechanics Worksheet #67

FOCUS Punctuation of Article Titles

Use quotation marks before and after magazine, newspaper, or Internet article title.

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 features 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 Dine 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.

View/Purchase Grade 6 Grammar

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 Knell,” and “The May-Pole of Merry Mount.” _____
2. Richard Adams has a wonderful collection of his favorite animal stories including his own “The Rabbit’s Ghost Story.” _____
3. James Herriot’s short story *Monty the Bull* tells the entertaining story of a bull that gets the best of a veterinarian. _____
4. Doris Summers finished her “Lake Tahoe Water Conditions” report last week. _____
5. The school board prepared a document titled “State of the District” and printed 200 copies. _____

WRITE

Compose your own sentence with a short story title or a document title. Do not use any of the short stories or documents mentioned on this worksheet.

View/Purchase Grade 6 Grammar

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 Zeda." _____
- "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.

View/Purchase Grade 6 Grammar

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 cant 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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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 petal's 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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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, 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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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 had only knew!

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.

View/Purchase Grade 6 Grammar

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, contain
How Many? twenty-story, most, dozen, few, thousands
What Kind? juicier, muddy, navel, spicy, loud

Grammar, Usage, and Mechanics Worksheet #5 Practice Answers

I know (mental) that he had run (physical) a full mile before, but he might be (state of being) too tired right now. He did walk (physical) a mile yesterday.

Grammar, Usage, and Mechanics Worksheet #6 Practice Answers

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

View/Purchase Grade 6 Grammar

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 + [struggle] + [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

View/Purchase Grade 6 Grammar

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 Tom 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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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 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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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.

View/Purchase Grade 6 Grammar

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,

View/Purchase Grade 6 Grammar

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. Thompson**.
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 103 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**.

View/Purchase Grade 6 Grammar

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**?

[View/Purchase Grade 6 Grammar](#)

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 Clubs 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**?

View/Purchase Grade 6 Grammar

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 *tell 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"

View/Purchase Grade 6 Grammar

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, C
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 Bunly. W
5. His David was sculpted from lesser quality marble. C
6. Have you ever seen a photograph of *Whistler's Mother*? C
7. "The photograph, Sunrise, Sunset, is one of the most memorable examples of time-lapse W
photography," said Melvin.
8. Did his *Breakfast of Champions* sell at the art exhibit? W

Grammar, Usage, and Mechanics Worksheet #66 Practice Answers

1. Rudyard Kipling's *Captains Courageous* tells the tale of a bored and lonely son a of a W
millionaire who is rescued on the high seas by a small fishing boat.
2. The most exciting chapter has to be the first one, "Boy Overboard." C
3. The chapter titled "A Changed Toad" ends Kenneth Grahame's *The Wind in the Willows*. W
4. "One for All and All for One" is the battle cry of the three French musketeers in W
Alexandre Dumas's classic, *The Three Musketeers*.
5. In the chapter titled "Three Duels," three exciting sword fights are described in detail. C
6. *The Merry Adventures of Robin Hood*, by Howard Pyle, tells the tales of Robin Hood, C
Maid Marion, the Sheriff of Nottingham, Little John, Will Stutely, and Friar Tuck.
7. These characters are introduced in the chapter, "Robin Hood Meets Little John." W

Grammar, Usage, and Mechanics Worksheet #67 Practice Answers

1. My wife read "Why Getting Kitch'd 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

View/Purchase Grade 6 Grammar

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

View/Purchase Grade 6 Grammar

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 restaurants’ 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**

View/Purchase Grade 6 Grammar

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 to learn from history are doomed to repeat it. **W**
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**

View/Purchase Grade 6 Grammar