

TEACHING GRAMMAR, USAGE, & MECHANICS



GRADE 7



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Teaching Grammar, Usage, and Mechanics Grade 7

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Teaching Grammar, Usage, and Mechanics Grade 7

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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

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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.

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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, pencil, 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.”

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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."

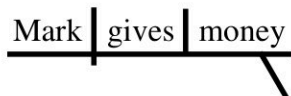
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Sentence Diagramming Lesson #2

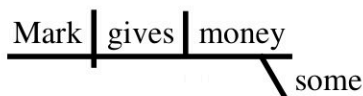
“Let’s review the basics of sentence diagrams. Look at our first sentence diagram.

- 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.’”

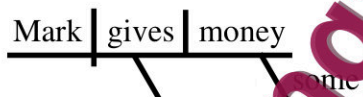
1. “Add onto our first sentence diagram. Anything below the horizontal line modifies the word it connects to above the horizontal line. *Modifies* means to describe, talk about, add to, limit, or make more specific. Draw a slanted line down from the horizontal line below the direct object ‘money.’”



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 ‘always’ 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.”



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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.

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(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.

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(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>

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Language Conventions Lessons

- 1 Proper Nouns and Periods in Time
- 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 Periods in Alphanumeric Outlines
- 5 Subject (Nominative) Case Pronouns and **Semicolons with Phrases**
- 6 Object Case Pronouns and Apostrophes for Singular Possessive Nouns
- 7 Possessive Case Pronouns and Apostrophes for Plural Possessive Nouns
- 8 Adjectives and for Apostrophes for Possessive Compound Nouns and Possessive Subjects and Objects
- 9 Verbs 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 Predicates and Commas for Geographical Places
- 16 Direct Objects and Commas for Tag Questions
- 17 **Indirect Objects** and Commas for Beginning Direct Speech
- 18 Phrases and Clauses and Commas for Ending Direct Speech
- 19 *Complete Sentences, Fragments, and Run-ons and Commas for Middle Direct Speech
- 20 Simple, Compound, and Complex Sentences and Commas in a Series
- 21 **Compound-Complex Sentences** and Commas after Introductory Words and Phrases
- 22 Types of Sentences and Commas after Introductory Clauses
- 23 *Noun Phrases and Commas to Set off “Yes” and “No”
- 24 ***Noun Clauses** and Commas and Quotation Marks with Speaker Tags
- 25 Indefinite Pronouns and Commas before Conjunctions in Compound Sentences
- 26 Interrogative Pronouns and Commas with Phrases in a Series
- 27 Demonstrative Pronouns and Commas in Complex Sentences
- 28 Reflexive Pronouns and Commas with Coordinate Adjectives
- 29 Intensive Pronouns and Commas with Hierarchical Adjectives

Boldface denotes Introductory Standard for Seventh Grade Level.

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Language Conventions Lessons

- 30 **Nonrestrictive Relative Clauses** and Punctuation in Nonrestrictive Relative Clauses
- 31 **Restrictive Clauses** and Punctuation in Restrictive Clauses
- 32 **Reciprocal Pronouns** and Dialogue and Direct Quotations
- 33 **Pronoun Antecedents** and Punctuation of Direct Quotations
- 34 ***Pronoun Number and Person Shifts** and In-text Citations and Indirect Quotations
- 35 **Vague Pronoun References** and Quotations within Quotations
- 36 ***Adjectival Clauses and Relative Pronouns** and MLA Works Cited Page
- 37 **Predicate Adjectives and *Adjectival Phrases** and Italics and Underlining: Book, Website, Newspaper, and Magazine Titles
- 38 **Short Comparative Modifiers** and Italics and Underlining: Play, Television Show, Movie, and Works of Art Titles
- 39 **Long Comparative Modifiers** and Quotation Marks: Song, Poem, and Book Titles
- 40 **Short Superlative Modifiers** and Quotation Marks: Newspaper, Magazine, and Blog Article Titles
- 41 **Long Superlative Modifiers** and Quotation Marks: Short Story and Document Titles
- 42 ***Misplaced Modifiers** and Capitalization of Named People, Places, and Things
- 43 ***Dangling Modifiers** and Capitalization of Titles
- 44 ***Verb Phrases** and Capitalization of Holidays and Dates
- 45 ***Singular Subject-Verb Agreement** and Capitalization Special Events and Historical Periods
- 46 ***Plural Subject-Verb Agreement** and Capitalization Organizations and Businesses
- 47 ***Shifts in Verb Tense** and Capitalization of Languages and People Groups
- 48 ***Progressive Verb Tense** and Question Marks
- 49 **Perfect Verb Tense** and Exclamation Points
- 50 ***Adverbial Clauses** and Colons to Introduce Long Direct Quotations
- 51 **Adverb Order and Parentheses** with Complete Sentences
- 52 ***Non-standard English Deletions** and Dashes
- 53 ***Non-standard English Additions** and Brackets
- 54 ***Non-standard English Substitutions** and Hyphens and Compound Adverbs
- 55 ***Non-standard English Commonly Misused Words** and Slashes
- 56 ***Non-standard English Commonly Misused Words** and Numbers

Boldface denotes Introductory Standard for Seventh Grade Level.

***Denotes Progressive Language Skill**

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Language Conventions Lesson #1

Mechanics Lesson

“Today we are studying how to use **periods in time**. Remember that periods end declarative statements, such as ‘That is my pen’ and imperative commands, such as ‘Give me my pen.’ Periods are used to abbreviate words and phrases. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Use periods to abbreviate the Latin expressions we use to indicate *before noon* and *after noon*. *Antemeridian* is the time from midnight until noon and is abbreviated as “a.m.” *Postmeridian* is the time from noon until midnight and is abbreviated as “p.m.” **Examples:** 7:30 a.m., 12:00 p.m.

“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 woke up this morning at 7:30 a.m. because I fell asleep last night at 10:00 p.m.

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. It can act or be acted upon and is capitalized. A proper noun can be a single word or a group of words and can be abbreviated or hyphenated. **Examples:** Pedro, Mr. Chang, P.S., Stratford-upon-Avon

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

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

Grammar and Usage Guided Practice Answers: At the ceremony held in the State Rotunda, Principal Taylor accepted the Blue Ribbon Award on behalf of his students, parents, and teachers at Pinewood Middle School.

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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 these words to the sentence diagram: “Elizabeth” and “Windsor Palace.”’” [Allow time.]

Queen | **loved** |

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

Mentor Text Lesson

“This mentor text, written by J. K. Rowling, uses clever proper nouns. Let’s read it carefully: ‘His parents had known Bathilda Bagshot; had Dumbledore introduced them? *Dumbledore’s still got his Invisibility Cloak...*’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose 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 on your lesson: ‘I set my alarm for two o’clock a.m., but it rang at two o’clock p.m.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence with more specific proper nouns: ‘People who live north of the U.S. border love to watch our final game of the pro football season.’”

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

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Language Conventions Lesson #1

Mechanics

Use periods to abbreviate the Latin expressions we use to indicate *before noon* and *after noon*. *Antemeridian* is the time from midnight until noon and is abbreviated as “a.m.” *Postmeridian* is the time from noon until midnight and is abbreviated as “p.m.”

Examples: 7:30 a.m., 12:00 p.m.

Guided Practice: I woke up this morning at 7:30 AM. because I fell asleep last night at 10:00 p.m.

Grammar and Usage

A proper noun is the name of a person, place, or thing. It can act or be acted upon and is capitalized. A proper noun can be a single word or a group of words and can be abbreviated or hyphenated.

Examples: Pedro, Mrs. Chang, P.S., Stratford-upon-Avon

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

Example: They attended church at the First Baptist Church.

Guided Practice: At the ceremony held in the State Rotunda, principal Taylor accepted the Blue Ribbon award on behalf of his students, parents, and teachers at Pinewood Middle School.

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Language Conventions Lesson #1

Sentence Diagram Answers

Queen Elizabeth | loved | Windsor Palace

Mentor Text

“His parents had known Bathilda Bagshot; had Dumbledore introduced them? *Dumbledore’s still got his Invisibility Cloak...*”

J. K. Rowling (1965–)

Writing Application Lesson

Mechanics Dictation

I set my alarm for two o’clock a.m., but it rang at two o’clock p.m.

Grammar and Usage Dictation

Canadians love to watch our Super Bowl.

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Language Conventions Lesson #2

Mechanics Lesson

“Today we are studying where 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.”

Place periods following the first letter of each key word in most abbreviated titles or expressions, and pronounce each of these letters when saying the abbreviations. **Examples:** U.S., p.m.

Don’t use periods after some very common abbreviations known as *initialisms*. **Examples:** FBI, CIA, UCLA, NBC

Also don’t use periods or pronounce the letters in acronyms. Acronyms are special abbreviated titles or expressions that are pronounced as words. Most all acronyms are capitalized.

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: David has worked outside of the U.S. in many foreign countries, but he now works for NASA.

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: liberty (idea), human (person), capital (place), eye-opener (thing)

“Now read the guided practice sentence on your lesson and highlight each common noun. Then list each type of common noun in the parentheses. [Allow time.] ‘Can anyone share the common noun idea? person? place? thing?’”

Grammar and Usage Guided Practice Answers: We Americans sometimes forget that peace (idea) has been achieved by brave men and women (person) who left their country (thing) to fight in distant lands (place).

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Language Conventions Lesson #2

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘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: “milk” and “cows.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Alfred Tennyson (a 19th Century British poet), uses common nouns to generalize ideas. Let’s read it carefully: ‘Knowledge comes, but wisdom lingers.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose 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: ‘The Johnsons wrote letters to the FBI and all members of the N.A.A.C.P. who live in their ZIP Code.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, underlining the common nouns. ‘Some people say that freedom is a dinosaur in this country.’”

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

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Language Conventions Lesson #2

Mechanics

Place periods following the first letter of each key word in most abbreviated titles or expressions, and pronounce each of these letters when saying the abbreviations. **Examples:** U.S., p.m.

Don't use periods after some very common abbreviations known as *initialisms*. **Examples:** FBI, CIA, UCLA, NBC

Also don't use periods or pronounce the letters in acronyms. Acronyms are special abbreviated titles or expressions that are pronounced as words. Most all acronyms are capitalized.

Example: NATO

Guided Practice: David has worked outside of the U.S. in many foreign countries, but he now works for N.A.S.A.

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:** liberty (idea), human (person), capital (place), eye-opener (thing)

Guided Practice: We Americans sometimes forget that peace (_____) has been achieved by brave men and women (_____) who left their country (_____) to fight in distant lands (_____).

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Language Conventions Lesson #2

Sentence Diagram Answers

Cows | give | milk

Mentor Text

“Knowledge comes, but wisdom lingers.”

Alfred Tennyson (1809–1892)

Writing Application Lesson

Mechanics Dictation

The Johnsons wrote letters to the FBI and all members of the N.A.A.C.P. who live in their ZIP Code.

Grammar and Usage Dictation

Some people say that freedom is a dinosaur in this country.

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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. Both statements and commands are usually expressed as complete thoughts. 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 with ending periods. **Example:** Everyone asks if you are new.

Intentional fragments also end with periods. An intentional fragment is part of a sentence that is treated as a complete thought for literary effect. **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: How surprising. Everyone wants to know how I am.

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.

“Now read the guided practice sentences on your lesson. Then identify each type of verb in the parentheses which follow as *mental action*, *physical action*, or *state of being*. [Identify each on the display].”

Grammar and Usage Guided Practice Answers: A baby cries (physical action) a lot. She is (state of being) excited. They hate (mental action) waiting.

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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. Add these words to the sentence diagram: “deer” and either “eat” or “eats.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Henry David Thoreau (a 19th century American author) uses strong verbs to make his point. Let’s read it carefully: ‘If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence using at least two strong 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 lesson to write these sentences correctly: ‘How predictable. Everybody would like to ask if you are willing to attend.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, underlining each of the verbs: ‘Being no older than ten, the youth knew his limitations, but tried harder than his companions.’”

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

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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 with ending periods. **Example:** Everyone asks if you are new.

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

Guided Practice: How surprising. Everyone wants to know how I am?

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 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 baby cries () a lot.

She is () excited. They hate () waiting.

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Language Conventions Lesson #3

Sentence Diagram Answers

Deer | eat | grass

Mentor Text

“If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away.”

Henry David Thoreau (1817–1862)

Writing Application Lesson

Mechanics Dictation

How predictable. Everybody would like to ask if you are willing to attend.

Grammar and Usage Dictation

Being no older than ten, the youth knew his limitations, but tried harder than his companions.

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Language Conventions Lesson #4

Mechanics Lesson

“Today we are studying how to use **periods in alphanumeric outlines** to indicate levels of ideas. 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, followed by periods, 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 and is 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: VI. D. 3.

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. Then highlight the verbs and identify the verb tenses in the parentheses which follow. [Allow time.] ‘Can anyone share a personal pronoun? [Mark the sentence on the display].”

Grammar and Usage Guided Practice Answers: I picked (past) up my daughter after school, and I will drop (future) her off after we

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Language Conventions Lesson #4

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson: ‘Verbs are placed to the right of the main vertical line in sentence diagrams. Complete these sentence diagrams in past, present, and future tense, using the verb: “howl.”’” [Allow time.]

Past Tense

Wolves |

Present Tense

Wolves |

Future Tense

I Wolves |

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

Mentor Text Lesson

“This mentor text, written by Malcolm X (a 1960s African American activist) uses two verb tenses within one sentence. Let’s read it carefully: ‘If you don’t stand for something, you will fall for anything.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics and grammar and usage lesson to list the names of each symbol in an alphanumeric outline and what each represents.”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, underlining each of the verbs and identifying each verb tense in parentheses after each verb: ‘Mitch climbed the peak and will finish his hike after he takes a rest.’”

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

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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, followed by periods, 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 and is followed by a period.
- The second minor detail is double indented on the next line and listed as 2.

Guided Practice: The sixth main idea is IV; the fourth major detail is d; the third minor detail is 3.

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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 shop (_____).

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Language Conventions Lesson #4

Sentence Diagram Answers

Past Tense

Wolves | howled

Present Tense

Wolves | howl

Future Tense

Wolves | will howl

Mentor Text

“If you don't stand for something, you will fall for anything.”

Malcolm X (1925–1965)

Mechanics Dictation

Roman Numerals (main ideas)

Capital Letters (major details)

Arabic Numerals (minor details)

Grammar and Usage Dictation

Mitch climbed (past) the peak and will finish (future) his hike after he takes (present) a rest.

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Language Conventions Lesson #5

Mechanics Lesson

“Today we are studying how to use **semicolons** to separate 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.”

A semicolon (;) can be used to join a string of long phrases. **Examples:** Ohio and Illinois in the Midwest; Idaho and Oregon in the West; and Florida and Georgia in the South all have lakes.

“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: Ty, Luis, and I on the left; Lou and Bob in the center; and Bo and Lu on the right of the stage stood to applaud.

Grammar and Usage Lesson

“Today we are studying **subject case pronouns**. Remember that a pronoun takes the place of a noun and can be singular or plural. 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, which don’t end in *s*. **Examples:** I, you, they, who eat.

Use subject case pronouns following “to be” verbs (*is, am, are, was, were, be, being, been*) to identify or refer to the subject as *predicate nominatives*. **Example:** It is I.

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].’”

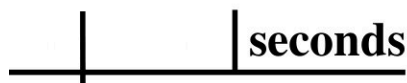
Grammar and Usage Guided Practice

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Language Conventions Lesson #5

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Subject case pronouns are placed to the left of the main vertical line in sentence diagrams. Complete the sentence diagram: ‘He wants seconds.’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Zig Ziglar (an American author and motivational speaker), uses the subject case pronouns to both personalize and generalize. Let’s read it carefully: ‘You can have everything in life that you want if you just give enough other people what they want.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with a subject 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: ‘My friends all had their favorite cookies: chocolate chip for Lee and Sissy; oatmeal for Mandy; peanut butter for Mark.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence with appropriate subject case pronouns: ‘Me and John think him would help her a lot.’”

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

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Language Conventions Lesson #5

Mechanics

A semicolon (;) can be used to join a string of long phrases.

Examples: Ohio and Illinois in the Midwest; Idaho and Oregon in the West; and Florida and Georgia in the South all have lakes.

Guided Practice: Ty, Luis, and I on the left; Lou and Bob in the center, and Bo and Lu on the right of the stage stood to applaud.

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.

Use subject case pronouns following “to be” verbs (*is, am, are, was, were, be, being, been*) to identify or refer to the subject as *predicate nominatives*. **Example:** It is I.

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

Guided Practice: Me and

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Language Conventions Lesson #5

Sentence Diagram Answers

He | wants | seconds

Mentor Text

“You can have everything in life that you want if you just give enough other people what they want.”

Zig Ziglar (1926–)

Writing Application Lesson

Mechanics Dictation

My friends all had their favorite cookies: chocolate chip for Lee and Sissy; oatmeal for Mandy; peanut butter for Mark.

Grammar and Usage Dictation

John and I think he would help her a lot.

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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.”

To form a singular possessive noun, add on an apostrophe then an *s* (*’s*) to the end of the noun. For nouns ending in *s*, it is not necessary to add on another *s* after the apostrophe.

Examples: Tim’s wallet, Doris’ purse

A singular possessive noun can also modify a *gerund* (a verb form ending in “ing” that serves as a noun). **Example:** Len’s training

“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: Emma’s smiling and Charles’ hospitality made the barbecue a success.

Grammar and Usage Lesson

“Today we are studying **object case pronouns**. Remember that a pronoun takes the place of a noun. Using object case pronouns avoids using repetitious nouns. 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 Bo 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: Whom did you expect to see at the concert? I know you looked for Amalia and me.

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Language Conventions Lesson #6

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Object case pronouns are placed to the right of the predicate in sentence diagrams. Complete the sentence diagram: “Teachers inspire her.”” [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 (a 19th Century American author), uses the object case pronoun effectively in this sentence. Let’s read it carefully: ‘A friend is one before whom I may think aloud.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Tom’s carpentry skills are terrific, but Chris’ painting is better.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence with appropriate object case pronouns: ‘Who did I like? I liked both Sergio and him.’”

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

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Language Conventions Lesson #6

Mechanics

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

Examples: Tim's wallet, Doris' purse

A singular possessive noun can also modify a *gerund* (a verb form ending in "ing" that serves as a noun).

Example: Len's training

Guided Practice: Emma's grilling and Charle's hospitality made the barbecue a success.

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Language Conventions Lesson #6

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 Bo 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: Who did you expect to see at the concert? I know you looked for me and Amalia.

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Language Conventions Lesson #6

Sentence Diagram Answers

Teachers | inspire | her

Mentor Text

“A friend is one before whom I may think aloud.”

Ralph Waldo Emerson (1803–1882)

Writing Application Lesson

Mechanics Dictation

Tom’s carpentry skills are terrific, but Chris’ painting is better.

Grammar and Usage Dictation

Whom did I like? I liked both Sergio and him.

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Language Conventions Lesson #7

Mechanics Lesson

“Today we are studying how to use **apostrophes** with plural possessive nouns. Remember that a possessive shows ownership and that a noun is a person, place, thing, or idea. 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. Add an apostrophe then an *s* to an irregular plural noun. **Examples:** women’s, children’s

When family names ending in a /z/ sound are used as plural possessives, just add on the apostrophe at the end of the plural name and pronounce as /zəz/. Don’t use an apostrophe when the family name is simply used as a plural. **Example:** The Feliz cars are at the Sanchezes.

“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 wives’ dinner at the Jones’ place, followed by dessert at the Martins, showed off the women’s best recipes.

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].’”

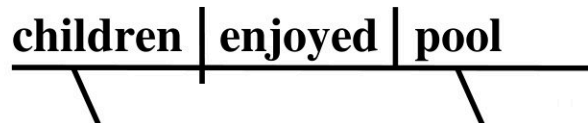
Grammar and Usage Guided Practice Answers: We took our donations to the shelter. Their clothes were brand new, but mine were

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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 pronouns to the sentence diagram: “your” and “My”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Mike Masnick (a blogger), uses possessive pronouns to create a play on words in the title of one of his articles describing how writers borrow from other writers. Let’s read it carefully: ‘What’s Yours is Mine, and What’s Mine is Mine, Too.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Wolves’ hunting techniques are certainly not appropriate subjects for children’s books in the Juarez’ home.”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising these sentences with appropriate possessive pronouns: ‘I wouldn’t use his playing cards. I prefer our because ours is plastic.’”

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

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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

Add an apostrophe then an *s* to an irregular plural noun.

Examples: women’s, children’s

When family names ending in a /z/ sound are used as plural possessives, just add on the apostrophe at the end of the plural name and pronounce as /zes/. Don’t use an apostrophe when the family name is simply used as a plural.

Example: The Feliz’ cars are at the Sanchezes.

Guided Practice: The wife’s dinner at the Jones’ place, followed by dessert at the Martins, showed off the women’s best recipes.

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Language Conventions Lesson #7

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: We took our donations to the shelter. Their clothes were brand new, but my were used.

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Language Conventions Lesson #7

Sentence Diagram Answers

children | enjoyed | pool
 \ My \ your

Mentor Text

“What’s Yours is Mine, and What’s Mine is Mine, Too”

Mike Masnick (1974–)

Writing Application Lesson

Mechanics Dictation

Wolves’ hunting techniques are certainly not appropriate subjects for children’s books in the Juarez’ home.

Grammar and Usage Dictation

I wouldn’t use his playing cards. I prefer ours because ours are plastic.

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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.”

With compound subjects or objects, if each of the nouns possesses the same item, use an apostrophe then an *s* at the end of each noun. **Example:** Eric’s and Victor’s backpacks.

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. **Example:** Kayla and Emma’s 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: We discussed the plan at Ethan and Mary’s apartment. Ethan’s and Mary’s reactions to the business proposal were quite different.

Grammar and Usage Lesson

“Today we are studying **adjectives**. Remember that an adjective modifies a noun or a pronoun. Also 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

Place adjectives before nouns, even when they are compound adjectives. A compound adjective joins two or more adjectives with a hyphen (-) to modify a single noun or pronoun. Don’t use a hyphen if you can use the word *and* between the two adjectives. **Examples:** world-famous hot dogs; warm, comfortable coat (warm and comfortable)

“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].’”

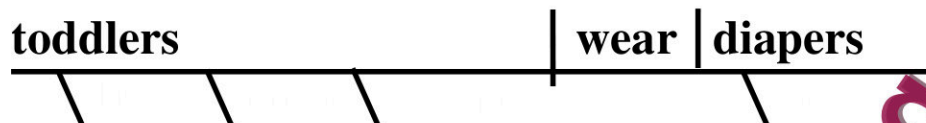
Grammar and Usage Guided Practice Answers: Last weekend just three students went to the horrible and boring party.

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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 adjectives to the sentence diagram: “pull-up,” “three,” “these,” and “playful.”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by F. Scott Fitzgerald (author of *The Great Gatsby*), uses contrasting adjectives. Let’s read it carefully: ‘The cleverly expressed opposite of any generally accepted idea is worth a fortune to somebody.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with 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 lesson to write these sentences correctly: ‘We reviewed my two son-in-laws’ partnership at my daughter-in-law’s house. My wife’s and daughter’s questions were each answered.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence by placing adjectives appropriately: ‘Not many stayed to watch those interesting two documentaries on wild horses.’”

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

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Language Conventions Lesson #8

Mechanics

With compound subjects or objects, if each of the nouns possesses the same item, use an apostrophe then an *s* at the end of each noun. **Example:** Eric's and Victor's backpacks

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.

Example: Kayla and Emma's pizza

Guided Practice: We discussed the plan at Ethan's and Mary's apartment. Ethan's and Mary's reactions to the business proposal were quite different.

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

Place adjectives before nouns, even when they are compound adjectives. A compound adjective joins two or more adjectives with a hyphen (-) to modify a single noun or pronoun. Don't use a hyphen if you can use the word *and* between the two adjectives. **Examples:** world-famous hot dogs; warm, comfortable coat (warm and comfortable)

Guided Practice: Just three students went to horrible and boring the party weekend last

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Language Conventions Lesson #8

Sentence Diagram Answers

toddlers | wear | diapers
└─ These ─┘ └─ three ─┘ └─ playful ─┘ | └─ pull-up ─┘

Mentor Text

“The cleverly expressed opposite of any generally accepted idea is worth a fortune to somebody.”

F. Scott Fitzgerald (1896–1940)

Writing Application Lesson

Mechanics Dictation

We reviewed my two son-in-laws’ partnership at my daughter-in-law’s house. My wife’s and daughter’s questions were each answered.

Grammar and Usage Dictation

Not many stayed to watch those two interesting documentaries on wild horses.

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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 can be contracted with apostrophes in the middle of words: *not, will, would, have, had*, and the forms of the “to be” verb (*is, am, are, was, were, be, being, been*) **Examples:** isn’t (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*.

Words can be contracted at the beginning or ending of words. **Examples:** ‘twas (for *it was*), ‘til (for *until*), jack-o’-lantern (for *Jack of the lantern*) 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: I should’ve gone to her party, but she’ll have to plan better. ‘Twas late to invite guests at two o’clock for dinner.

Grammar and Usage Lesson

“Today we are studying **verbs**. Remember that verbs must match their nouns. Remember that a verb can be singular or plural and must match the noun or pronoun it acts upon or modifies. Also remember that a verb shows past, present, or future 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.”

A verb shows a physical or mental action or it links to something else as a state of being.

Examples: He ran, He thinks, He will be

A *transitive* verb is a mental or physical action that acts upon a direct object. The direct object answers *Whom?* or *What?* from the verb. **Example:** Teachers give homework. An *intransitive verb* acts without an object. Linking verbs are all intransitive verbs. Linking verbs include the “to be” verbs: *is, am, are, was, were, be, being, been*, and others such as *become, seem, look, feel, smell*, and *appear*. **Example:** They know.

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

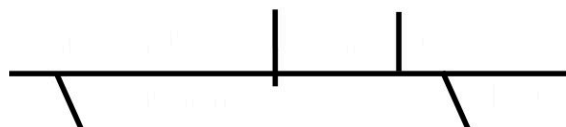
Grammar and Usage Guided Practice

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Language Conventions Lesson #9

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Both transitive and intransitive verbs are placed to the right of the main vertical line. Complete the sentence diagrams: ‘Athletic Samantha runs 10K races.’ ‘Mary watches.’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Will Rogers (a 20th Century American humorist), uses a transitive “to be” linking verb to contrast with a “to be” helping verb. Let’s read it carefully: ‘Everything is funny as long as it is happening to somebody else.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with transitive and intransitive 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: ‘The gift tag said, “Don’t open ‘til Christmas.” You should’ve followed directions.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence with appropriate verb forms: ‘Neither Joe nor Marie pay much attention. Either Ray or Grace was sleeping up a storm.’”

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

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Language Conventions Lesson #9

Mechanics

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

Words can be contracted at the beginning or ending of words. **Examples:** ‘twas (for *it was*), ‘til (for *until*), jack-o’-lantern (for *Jack of the lantern*) rock ‘n’ roll (for *rock and roll*)

Guided Practice: I should of gone to her party, but she’ll have to plan better. ‘Twas late to invite guests at two oclock for dinner.

Grammar and Usage

A verb shows a physical or mental action or links to something else as a state of being. **Examples:** He ran, He thinks, He will be

A *transitive* verb is a mental or physical action that acts upon a direct object. The direct object answers *Whom?* or *What?* from the verb. **Example:** Teachers give homework. An *intransitive verb* acts without an object. Linking verbs are all intransitive verbs. Linking verbs include the “to be” verbs: *is*, *am*, *are*, *was*, *were*, *be*, *being*, *been*, and others such as *become*, *seem*, *look*, *feel*, *smell*, and *appear*. **Example:** They know.

Guided Practice: It appears that Matt hurt his mother’s feelings.

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Language Conventions Lesson #9

Sentence Diagram Answers

Samantha | runs | races
 \ Athletic \ 10K

Mary | watches

Mentor Text

“Everything is funny as long as it is happening to somebody else.”

Will Rogers (1879–1935)

Writing Application Lesson

Mechanics Dictation

The gift tag said, “Don’t open ‘til Christmas.” You should have followed directions.

Grammar and Usage Dictation

Neither Joe nor Marie paid much attention. Either Ray or Grace was sleeping up a storm.

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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 verb. **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.

“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: Toby with his quick reflexes and Bryan with his quick, powerful kick gave their smart fullbacks and talented goal-keeper quite a match.

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, an adjective, or an 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, 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.

“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].’”

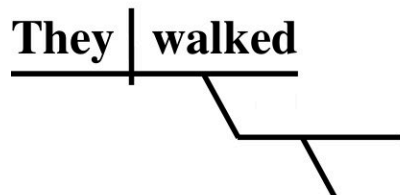
Grammar and Usage Guided Practice Answers: Walk there slowly, but more cautiously.

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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 adverbs to the sentence diagram: “very” and “quietly.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Mae West (an American actress), uses contrasting adverbs to make her point. Let’s read it carefully: ‘You only live once, but if you do it right, once is enough.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with 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 lesson to write these sentences correctly on your lesson: ‘Josh in Fort Worth hit the lottery. His friends and his family are already asking for loans and hoping they’ll get their share.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence by placing the adverb at the beginning of the sentence: ‘The woman steadily climbed the stairs.’”

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

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Language Conventions Lesson #10

Mechanics

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: Toby with his quick reflexes, and Bryan with his quick, powerful kick gave their smart fullbacks and talented, goal-keeper quite a match.

Grammar and Usage

An adverb modifies a verb, an adjective, or an 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, 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?

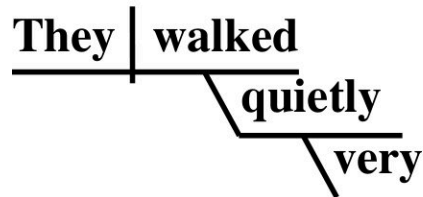
Examples: She dresses more warmly here now.

Guided Practice: Walk there slowly, but more cautious.

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Language Conventions Lesson #10

Sentence Diagram Answers



Mentor Text

“You only live once, but if you do it right, once is enough.”

Mae West (1893–1980)

Writing Application Lesson

Mechanics Dictation

Josh in Fort Worth hit the lottery. His friends and his family are already asking for loans and hoping they’ll get their share.

Grammar and Usage Dictation

Steadily the woman climbed the stairs.

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Language Conventions Lesson #11

Mechanics Lesson

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

When a date has two or more numerical parts, use a comma to separate those parts. Use a comma after the last date or number unless it is placed at the end of the sentence. **Example:** She said the date was Wednesday, May 14, 2015, and then she left.

If the parts of the date serve as the object of a prepositional phrase, no comma is needed.

Example: On May 15 she quit her job.

“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: Tonya is scheduled to graduate from high school on Friday, May 29, 2015.

Grammar and Usage Lesson

“Today we are studying **coordinating conjunctions**. Remember that a conjunction joins words, phrases, and clauses. A phrase is a group of related words without a noun and connected verb. A clause is a part of a sentence that has a noun and a connected verb. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A coordinating conjunction connects words, phrases, or clauses with related meanings. The memory trick FANBOYS (For-And-Not-But-Or-Yet-So) may help you remember the common coordinating conjunctions. A comma is placed before the conjunction if it joins two or more long independent clauses. **Example:** I walk about two miles, and then I run about a mile every day.

“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].’”

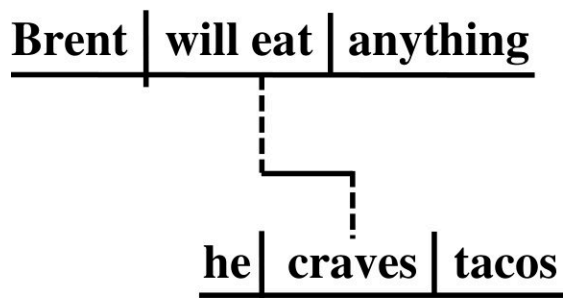
Grammar and Usage Guided Practice Answers: The actor likes the stage, but he prefers movies. He is successful in both, yet he makes more money on the silver screen.

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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 dotted vertical line connecting parts of speech in sentence diagrams. Add this coordinating conjunction to the sentence diagram: “but.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Joni Mitchell (an American singer-songwriter), uses a coordinating conjunction to connect contrasting thoughts that include adverbs normally used as coordinating conjunctions. Let’s read it carefully: ‘Sorrow is so easy to express and yet so hard to tell.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with 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: ‘In early July 2012 my dad made a decision. Last Thursday, July 12, 2012, he gave up smoking. He gave it up again on July 13.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising these sentences: ‘I enjoy the lemonade, yet it is too sour. I do like soda, but I do like iced tea, as well.’”

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

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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.

If the parts of the date serve as the object of a prepositional phrase, no comma is needed. **Example:** On May 15 she quit her job.

Guided Practice: Tonya is scheduled to graduate from high school on Friday May 29, 2015.

Grammar and Usage

A coordinating conjunction connects words, phrases, or clauses with related meanings. The memory trick FANBOYS (For-And-Nor-But-Or-Yet-So) may help you remember the common coordinating conjunctions. A comma is placed before the conjunction if it joins two or more independent clauses.

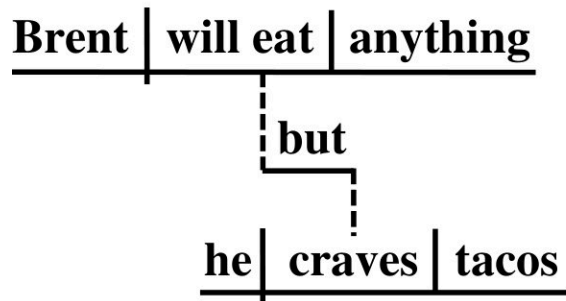
Example: I walk about two miles, and then I run about a mile every day.

Guided Practice: The actor likes the stage, and he prefers movies. He is successful in both yet he makes more money on the silver screen.

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Language Conventions Lesson #11

Sentence Diagram Answers



Mentor Text

“Sorrow is so easy to express and yet so hard to tell.”

Joni Mitchell (1943–)

Writing Application Lesson

Mechanics Dictation

In early July 2012 my dad made a decision. Last Thursday, July 12, 2012, he gave up smoking. He gave it up again on July 13.

Grammar and Usage Dictation

I enjoy the lemonade, but it is too sour. I do like soda, and I do like iced tea, as well.

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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. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Place a comma after the greeting and after the closing in a friendly letter. **Examples:** Dear Mom, and Love, Place a colon after the greeting and a comma after the closing in a business letter.

Examples: To Whom It May Concern: and Sincerely,

“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 signed his business letter “Sincerely,” and his friendly letter “Yours truly,”. His business letter greeting was “To Whom It May Concern:” and his friendly letter was just “Hello,”.

Grammar and Usage Lesson

“Today we are studying **correlative conjunctions**. Remember that a conjunction joins words, phrases, and clauses. A phrase is a group of related words without a noun and connected verb. A clause is a part of a sentence that has a noun and a connected verb. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Correlative conjunctions are pairs of conjunctions used in the same sentence.

Examples: both...and, such...that, whether...or, as...as, not...but, neither...nor, no sooner...than, either...or, as many...as, rather...than

If used within the same phrase or clause, don’t use a comma to separate the correlative conjunctions. A comma is placed before the second of the paired conjunctions if that conjunction begins a different independent clause. **Examples:** Either chocolate or vanilla is fine. Both girls like chocolate, and they also like vanilla.

“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].’”

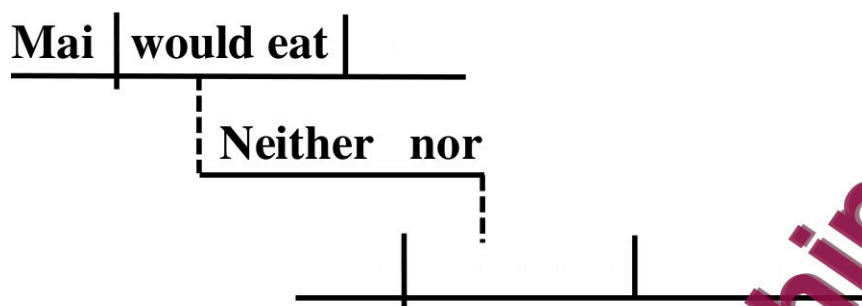
Grammar and Usage Practice Answers Both men and women were spies. Either they were successful, or they were not.

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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: ‘Neither Mai would eat meat, nor Bob would eat vegetables.’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Benjamin Franklin (American scientist, author, and diplomat), uses correlative conjunctions in this piece of writing advice. Let’s read it carefully: ‘Either write something worth reading or do something worth writing.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with 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 lesson to write this business letter correctly: ‘To Whom It May Concern: Thank you for your help. Sincerely, Bob Johnson’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising the correlative conjunctions: ‘Neither Pam or Tammy will finish the race.’”

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

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Language Conventions Lesson #12

Mechanics

Place a comma after the greeting and after the closing in a friendly letter.

Examples: Dear Mom, and Love, Place a colon after the greeting and a comma after the closing in a business letter.

Examples: To Whom It May Concern: and Sincerely,

Guided Practice: He signed his business letter “Sincerely,” and his friendly letter “Yours truly,”. His business letter greeting was “To Whom It May Concern:” and his friendly letter was just “Hello”.

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

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

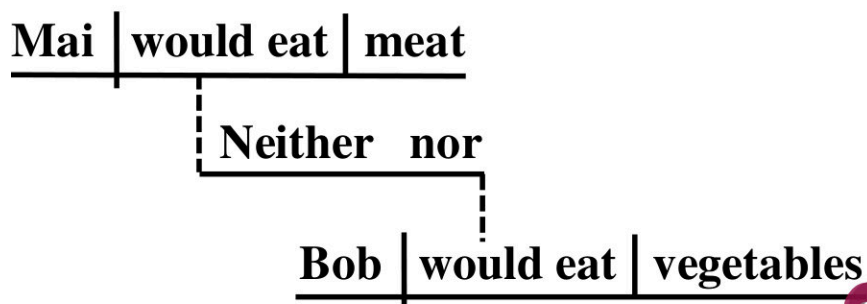
Examples Either chocolate or vanilla is fine. Both girls like chocolate, and they also like vanilla.

Guided Practice: Both men, and women were spies. Either they were successful, nor they were not.

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Language Conventions Lesson #12

Sentence Diagram Answers



Mentor Text

“Either write something worth reading or do something worth writing.”

Benjamin Franklin (1706–1790)

Writing Application Lesson

Mechanics Dictation

To Whom It May Concern:

Thank you for your help.

Sincerely,

Bob Johnson

Grammar and Usage Dictation

Neither Pam nor Tammy will finish the race first.
or Either Pam or Tammy will

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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: Amanda sent the letter to 425 Post Avenue, Park City, New York 10001.

Grammar and Usage Lesson

“Today we are studying **subordinating conjunctions**. Remember that a conjunction joins words, phrases, and clauses. A phrase is a group of related words without a noun and connected verb. A clause 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 subordinating conjunction always introduces an adverbial clause. The subordinating conjunction signals the relationship between the adverbial clause and the independent clause. Use a comma to set off an introductory adverbial clause, but not an adverbial clause that ends a sentence. Use this memory trick to remember the subordinating conjunctions:

Bud is wise, but hot! AAAWWWW

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 is on tonight. The show is on tonight unless I’m wrong.

“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].’”

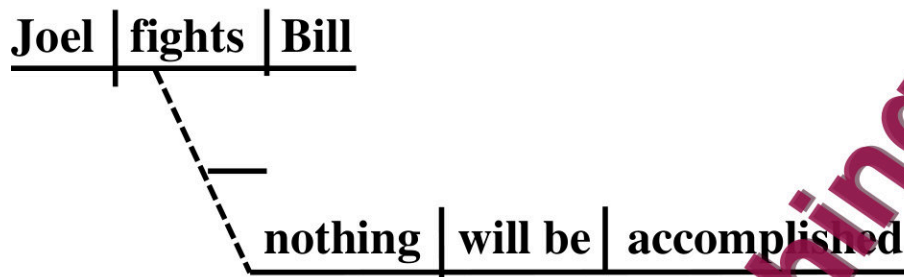
Grammar and Usage Guided Practice Answers: If things don’t improve, it’s going to be a long time before you get off restriction.

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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. Add this subordinating conjunction to the sentence diagram: “if.”’ [Allow time.]”



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

Mentor Text Lesson

“This mentor text, written by Isak Dinesen (a Danish author), uses the subordinating conjunction to express a condition modifying her main clause. Let’s read it carefully: ‘All sorrows can be borne if you put them into a story or tell a story about them.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Rosa addressed her postcard to 225 Ivy Lane, Danbury, New York 10001, from her hotel in Alberta, Canada.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence by placing the subordinating conjunction at the beginning of the sentence: ‘Ginny dots the *i* with a heart whenever she signs her name.’”

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

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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: Amanda sent the letter to 425 Post Avenue, Park City, New York, 10001.

Grammar and Usage

A subordinating conjunction always introduces an adverbial clause. The subordinating conjunction signals the relationship between the adverbial clause and the independent clause.

Use a comma to set off an introductory adverbial clause, but not an adverbial clause that ends a sentence. Use this memory trick to remember the subordinating conjunctions:

Bud is wise, but hot AAA WWW

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

Examples: Unless I'm wrong, the show is on tonight. The show is on tonight unless I'm wrong.

Guided Practice: If things don't improve, it's going to be a long time, before you get off restriction.

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Language Conventions Lesson #13

Sentence Diagram Answers

Joel | fights | Bill

If

nothing | will be | accomplished

Mentor Text

“All sorrows can be borne if you put them into a story or tell a story about them.”

Isak Dinesen (1885–1962)

Writing Application Lesson

Mechanics Dictation

Rosa addressed her postcard to 225 Ivy Lane, Danbury, New York 10001 from her hotel in Alberta, Canada.

Grammar and Usage Dictation

Whenever Ginny signs her name, she dots the *i* with a heart.

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Language Conventions Lesson #14

Mechanics Lesson

“Today we are studying how to use **commas** with titles. 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, such as Jr. for Junior or IV for the fourth family member with the same first name, are not set off by commas, but family titles that follow first and last names are set off by commas. **Examples:** John Jr. and Maurice Small, IV

“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: Sam Jones, Sr. met with Sam Jr. to discuss hiring Kim Singh, M.A. English.

Grammar and Usage Lesson

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

A preposition shows a relationship between the preposition and its object. The relationship may be that of location, position, or time. The preposition is always part of a phrase and comes before its object. The preposition asks “What?” or “Whom?” and the object provides the answer.

Examples: past the cloud, next to him, over there Following are the most common prepositions:

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

Place a comma after introductory prepositional phrases with more than four words.

Example: Through the deep and dark forest, I followed the breadcrumbs.

“Now read the guided practice sentence on your lesson. Then highlight the prepositions and bracket the objects. [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].’”

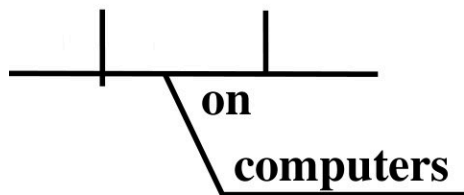
Grammar and Usage Guided Practice Answers: Around the [house] ran the dog. It ran past the [gate], and jumped over the [fence]

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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 the sentence diagram: “Jim enters data on computers.”’ [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Eleanor Roosevelt (First Lady and Committee Chair of the United Nations committee which authored the *Universal Declaration of Human Rights*), uses prepositional phrases to create rhythm in this sentence. Let’s read it carefully: ‘The future belongs to those who believe in the beauty of their dreams.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose 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: ‘Bobby Jr. worked with his dad, Bobby Jones, Sr. and with Phillip Johnson, M.D.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence by placing the prepositional phrase at the beginning of the sentence: ‘Marla drew a circle around the tree.’”

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

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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, such as Jr. for Junior or IV for the fourth family member with the same first name, are not set off by commas, but family titles that follow first and last names are set off by commas.

Examples: John Jr. and Maurice Small, IV

Guided Practice: Sam Jones Sr. met with Sam Jr. to discuss hiring Kim Singh, M.A. English.

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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. The preposition asks “What?” or “Whom?” and the object provides the answer.

Examples: past the cloud, next to him, over there Following are the most common prepositions:

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

Place a comma after introductory prepositional phrases with more than four words.

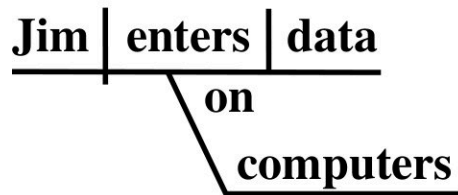
Example: Through the deep and dark forest, I followed the breadcrumbs.

Guided Practice: Around the house, ran the dog. It ran past the gate and jumped over the fence.

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Language Conventions Lesson #14

Sentence Diagram Answers



Mentor Text

“The future belongs to those who believe in the beauty of their dreams.”

Eleanor Roosevelt (1884–1962)

Writing Application Lesson

Mechanics Dictation

Bobby Jr. worked with his dad, Bobby Jones, Sr. and with Phillip Johnson, M.D.

Grammar and Usage Dictation

Marla drew a circle around the tree.

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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: I saw her home in Phoenix, Arizona, and her vacation condo in Loreto, Mexico.

Grammar and Usage Lesson

“Today we are studying **subjects** and **predicates**. Remember that every sentence must have a subject and predicate. To identify the subject and predicate in a sentence, first look for the main verb and then ask ‘Who?’ or ‘What?’ The answer to the subject and the main verb is the predicate. Check to make sure that the subject is not part of a prepositional phrase or dependent clause. The subject and predicate must be part of an independent clause. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

The subject is the “do-er” of the sentence. It tells whom or what the sentence is about. The simple subject is the 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, the older women, she and the older women

The predicate does the work of the “do-er” of the sentence. The predicate shows a physical or mental action or it describes a state of being. 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, had danced skillfully, danced and sang

“Now read the guided practice sentences on your lesson. Underline the simple and compound subjects and bracket the simple and compound predicates.” [Allow time.] ‘Can anyone share the simple predicates? The complete predicates? [Mark the sentence on the display].”

Grammar and Usage Guided Practice Answers: Subjects are underlined. Predicates are bracketed.

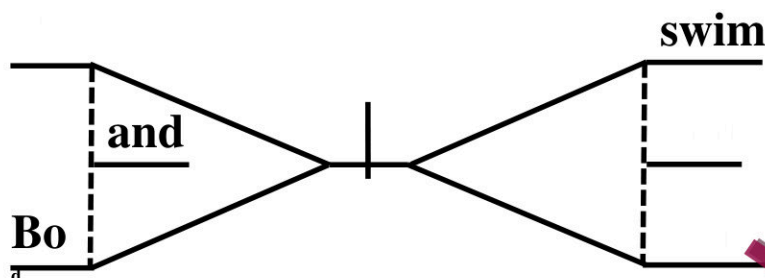
He and Sue [came]. My aunt [had] just [left]. We [had asked to come] but [couldn’t go].

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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. Compound predicates connect predicates with a coordinating conjunction and a dotted vertical line. Complete the sentence diagram: “Ty and Bo swim and skate”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Oscar Wilde (an Irish writer and poet), uses three subjects to build his thoughts in this sentence. Let’s read it carefully: ‘The old believe everything; the middle-aged suspect everything; the young know everything.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘I traveled to the games in Tempe, Arizona, and to her timeshare in Baja, Mexico.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, combining these two sentences into one by using compound subjects and predicates: ‘Barbara recorded and photographed each party. Len did, too.’”

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

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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: I saw her home in Phoenix, Arizona and her vacation condo in Loreto, Mexico.

Grammar and Usage

The subject is the “do-er” of the sentence. It tells whom or what the sentence is about. The simple subject is the 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, the older women, she and the older women

The predicate does the work of the “do-er” of the sentence. The predicate shows a physical or mental action or it describes a state of being. 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.

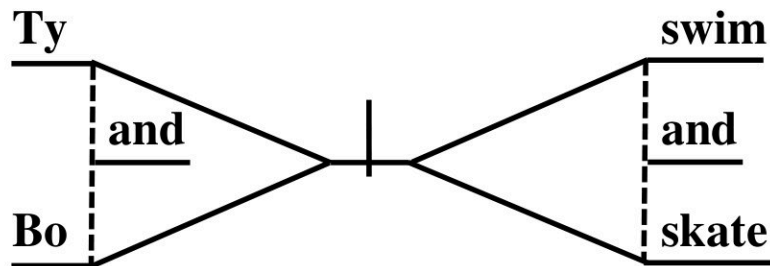
Examples: danced, had danced skillfully, danced and sang

Guided Practice: He and Sue came. My aunt had just left. We had asked to come, but couldn’t go.

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Language Conventions Lesson #15

Sentence Diagram Answers



Mentor Text

“The old believe everything; the middle-aged suspect everything; the young know everything.”

Oscar Wilde (1854–1900)

Writing Application Lesson

Mechanics Dictation

I traveled to the games in Tempe, Arizona, and to her timeshare in Baja, Mexico.

Grammar and Usage Dictation

Barbara and Len recorded and photographed each party.

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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 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. **Example:** I don’t think he will finish, will he?

“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 will give it my best effort, won’t you?

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 and highlight the simple direct objects. [Allow time.] ‘Can anyone share a direct object? [Mark the sentence on the display].’”

Grammar and Usage Guided Practice Answers:

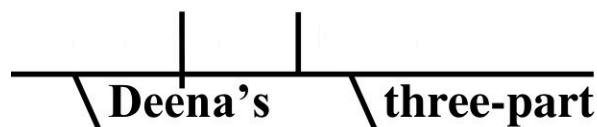
Direct Objects: them letters

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Language Conventions Lesson #16

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 the sentence diagram: “Deena’s cousins sing three-part harmony”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, spoken by Master Yoda in *Episode V The Empire Strikes Back* uses direct objects at the beginning of sentences for emphasis. Let’s read them carefully: ‘Ready are you? What know you of ready? For eight hundred years have I trained Jedi. My own counsel will I keep on who is to be trained.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence beginning with 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: ‘I tried my best, didn’t you?’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising Master Yoda’s sentence to place the direct object following the predicate: ‘Good relations with the Wookiees, I have.’”

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

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Language Conventions Lesson #16

Mechanics

A tag question is a brief question added to a declarative 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.

Example: I don't think he will finish, will he?

Guided Practice: I will give it my best effort, won't you?

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 helped them and they sent letters.

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Language Conventions Lesson #16

Sentence Diagram Answers

cousins | sing | harmony
 \ Deena's \ three-part

Mentor Text

“Ready are you? What know you of ready? For eight hundred years have I trained Jedi. My own counsel will I keep on who is to be trained.”

Yoda (from *Episode V The Empire Strikes Back* 1980)

Writing Application Lesson

Mechanics Dictation

I tried my best, didn't you?

Grammar and Usage Dictation

I have good relations with the Wookiees.

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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: Marsha and Susan, I really wish you would visit. Tim, you should come, too.

Grammar and Usage Lesson

“Today we are studying **indirect 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.”

An indirect object answers To whom? For whom? To what? or For what? is the action of the verb completed. A sentence with an indirect object must also have a direct object. Usually, the indirect object is found between a verb and a direct object. **Examples:** I gave him a gift, We gave it a home.

“Now read the guided practice sentence on your lesson and highlight the indirect objects. [Allow time.] ‘Can anyone share an indirect object? [Mark the sentence on the display].’”

Grammar and Usage Guided Practice Answers:

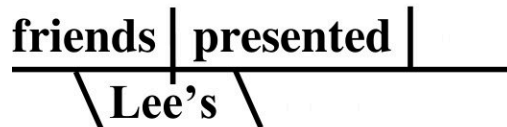
Indirect Objects: sister her

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Language Conventions Lesson #17

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Indirect objects are placed below the predicates they modify. Add these words to the sentence diagram: “them” and “gifts.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Archimedes (Greek scientist and inventor of the lever) uses an indirect object in this famous quotation. Let’s read it carefully: ‘Give me a place to stand, and I will move the Earth.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with an indirect 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. Ian and James, the same goes for you.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence by placing the indirect object in its normal position between the verb and direct object: ‘Him I gave hot chocolate with marshmallows.’”

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

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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: Marsha and Susan, I really wish you would visit. Tim you should come, too.

Grammar and Usage

An indirect object answers To whom? For whom? To what? or For what? is the action of the verb completed. A sentence with an indirect object must also have a direct object. Usually, the indirect object is found between a verb and a direct object.

Examples: I gave him a gift. We gave it a home.

Guided Practice: Leticia gave her sister the necklace. She always gave her gifts.

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Language Conventions Lesson #17

Sentence Diagram Answers

friends | presented | gifts
 \ Lee's \ them

Mentor Text

“Give me a place to stand, and I will move the Earth.”

Archimedes (287 BC–212 BC)

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.

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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: I really wish you would, Rob. You do need a job, son.

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 (adjectival phrase), had always known (verb phrase), before the flood (prepositional phrase)

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

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

Grammar and Usage Guided Practice Answers: Prepositional Phrase: On the road

Independent Clause: [the truck rambled to a stop]

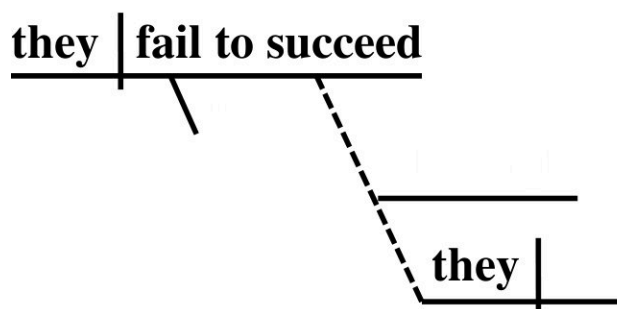
Dependent Clause: because the ambulance had arrived.

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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. Add these words to the sentence diagram: “often,” “try,” and “although.”’
[Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Amy Tan (an American author), uses a variety of phrases and clauses in this sentence. Let’s read how she puts them together: ‘I am like a falling star who has finally found her place next to another in a lovely constellation, where we will sparkle in the heavens forever.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with a phrase and dependent clause. [Allow a brief time for composition.] Does anyone have an exceptional sentence to share? [Have students share a few and then write down one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Stop it, Thomas,’ I said. ‘You really need to think before you act, son.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence by placing the dependent clause at the beginning of the sentence: ‘Under the boardwalk the children played until their parents signaled them to leave.’”

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

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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: I really wish you would, Rob. You do need a job son.

Grammar and Usage

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

Examples: handsome men (adjectival phrase), had always known (verb phrase), before the flood (prepositional phrase)

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

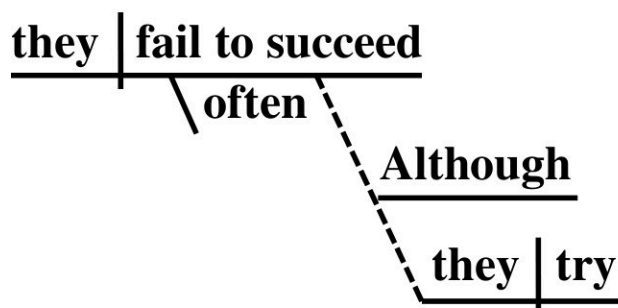
Examples: Most people enjoy desserts, although not everyone has a sweet tooth.

Guided Practice: On the road the truck rambled to a stop because the ambulance had arrived.

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Language Conventions Lesson #18

Sentence Diagram Answers



Mentor Text

“I am like a falling star who has finally found her place next to another in a lovely constellation, where we will sparkle in the heavens forever.”

Amy Tan (1952–)

Writing Application Lesson

Mechanics Dictation

“Stop it, Thomas,” I said. “You really need to think before you act, son.”

Grammar and Usage Dictation

Until their parents signaled them to leave, the children played under the boardwalk.

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Language Conventions Lesson #19

Mechanics Lesson

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

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

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

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [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: Jake, you really are a handful. If you would stop messing around, Jake, you could make something of yourself. It’s just that easy, brother, but you’ve got to try.

Grammar and Usage Lesson

“Today we are studying **complete sentences**, **fragments**, and **run-ons**. 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 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.

A fragment is only part of a complete sentence. A sentence fragment is usually a dependent clause (a noun and verb that does not express a complete thought). **Example:** Once I find out. To fix a sentence fragment, combine the dependent clause with an independent clause.

A run-on joins two independent clauses without a conjunction or a semicolon. **Example:** She is pretty, she is also an artist. To fix a run-on, join the independent clauses with a comma-conjunction or semicolon, or change one of the independent clauses to a dependent clause.

“Now read the guided practice sentences on your lesson and revise to form one complete sentence. [Allow time.] ‘Can anyone share the complete sentence? [Mark the sentence on the display].’”

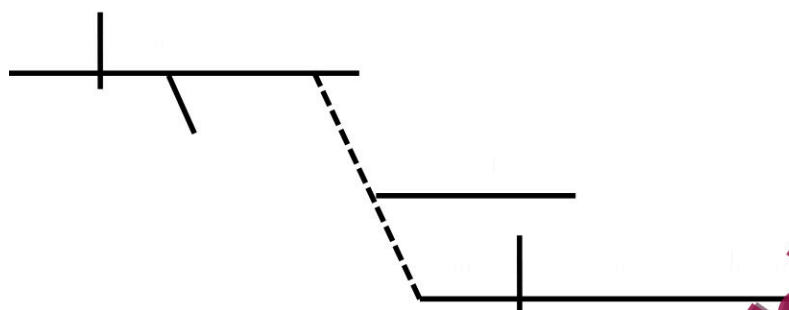
Grammar and Usage Guided Practice Answers: Options: The man was sad, and he was hungry. The man was sad; he was hungry.

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Language Conventions Lesson #19

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Complete the sentence diagram: “Because you have worked, now you can play.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by C. S. Lewis (author of *The Chronicles of Narnia*), uses intentional fragments to respond to a complete thought. Let’s read it carefully: ‘Friendship is born at that moment when one person says to another: “What! You, too? Thought I was the only one.”’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence 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: ‘When you try your best, Jill, you always succeed.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence to combine the fragment and run-on into one sentence: ‘The grass was muddy, I didn’t cut it. Because of the rain.’”

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

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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: Jake, you really are a handful. If you would stop messing around, Jake you could make something of yourself. It’s just that easy brother, but you’ve got to try.

Grammar and Usage

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.

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

Example: Once I find out. To fix a sentence fragment, combine the dependent clause with an independent clause.

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

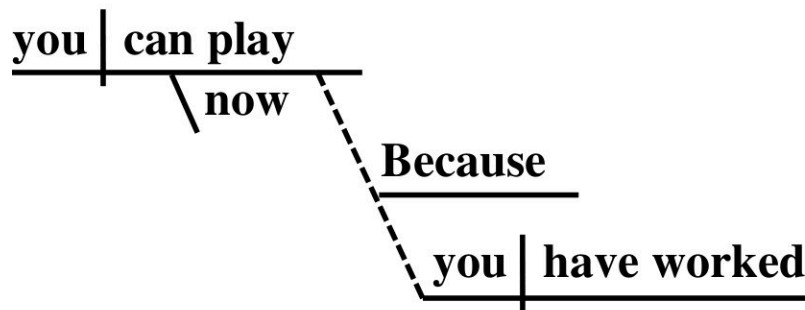
Example: She is pretty, she is also smart. To fix a run-on, join the independent clauses with a comma-conjunction or semicolon, or change one of the independent clauses to a dependent clause.

Guided Practice: The man was sad, he was hungry.

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Language Conventions Lesson #19

Sentence Diagram Answers



Mentor Text

“Friendship is born at that moment when one person says to another: "What! You, too? Thought I was the only one.”

C. S. Lewis (1898–1963)

Writing Application Lesson

Mechanics Dictation

When you try your best, Jill, you always succeed.

Grammar and Usage Dictation

Because of the rain, the grass was muddy, and I didn't cut it.

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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: I would like to order the steak, potatoes, and string beans, but could I substitute fruit, bread, or a roll for the salad?

Grammar and Usage Lesson

“Today we are studying **simple, compound, and complex sentences**. Remember that a sentence must have a subject and predicate, but there are many forms of sentence construction. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A simple sentence has one independent clause and no dependent clause. A compound sentence has two or more independent clauses. A complex sentence has an independent clause and at least one dependent clause. **Examples:** I enjoy baseball (simple). I enjoy baseball, but it is boring sometimes (compound). Although I enjoy baseball, it is boring sometimes (complex).

“Now read the guided practice sentence on your lesson and highlight each of the following: First, a simple sentence. Second, a compound sentence. Third, a complex sentence. [Allow time.] ‘Can anyone share the simple sentences? The compound sentences? The complex sentences? [Mark the sentence on the display].’”

Grammar and Usage Guided Practice Answers:

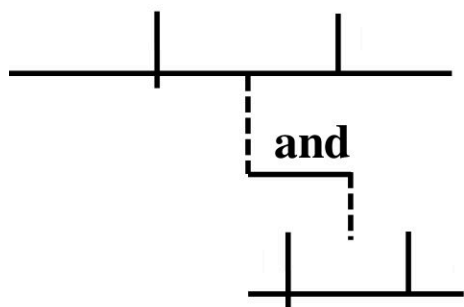
Simple Sentence:	My friends and I went to the mall. Then we drove around.
Compound Sentence:	My friends and I went to the mall, and then we drove around.
Complex Sentence:	After I took her home, my friends and I went to the mall.

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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 for each independent clause. A coordinating conjunction joins the predicates. Complete the sentence diagram: “Astrid offered help and I took it”” [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 simple sentence to offer sound writing advice. Let’s read it carefully: ‘Brevity is the soul of wit.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a short 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: ‘Lions, tigers, bears, and monkeys are zoo favorites.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, combining these sentences into a complex sentence. ‘You exercise an hour. The benefits begin to decrease.’”

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

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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: I would like to order the steak, potatoes, and string beans, but could I substitute fruit, bread or a roll for the salad?

Grammar and Usage

A simple sentence has one independent clause and no dependent clause. A compound sentence has two or more independent clauses. A complex sentence has an independent clause and at least one dependent clause.

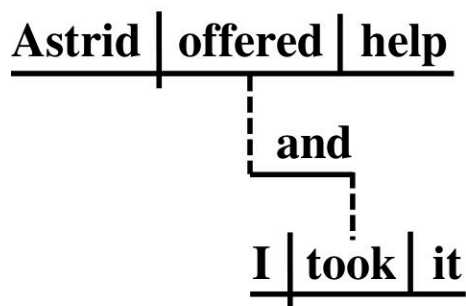
Examples: I enjoy baseball (simple). I enjoy baseball, but it is boring sometimes (compound). Although I enjoy baseball, it is boring sometimes (complex).

Guided Practice: After I took her home, my friends and I went to the mall, and then we drove around.

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Language Conventions Lesson #20

Sentence Diagram Answers



Mentor Text

“Brevity is the soul of wit.”

William Shakespeare (1564?–1616)

Writing Application Lesson

Mechanics Dictation

Lions, tigers, bears, and monkeys are zoo favorites.

Grammar and Usage Dictation

After (If, When, Even though) you exercise an hour, the benefits begin to decrease.

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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 an introductory word or phrase that modifies a word in the main clause or if receives special emphasis. The main clause is 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: In the late afternoon the bees come out. However, they usually just buzz around.

Grammar and Usage Lesson

“Today we are studying **compound-complex sentences**. Remember that a simple sentence has one independent clause and no dependent clause. A compound sentence has two or more independent clauses, but no dependent clauses. A complex sentence has an independent clause and at least one dependent clause. Now let's read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A compound-complex sentence has two or more independent clauses and at least one dependent clause. **Example:** I like him and he likes me, even if we don't see each other very much.

“Now read the guided practice sentence on your lesson and label the C.S. for the compound sentence and D.C. for the dependent clause. [Allow time.] ‘Can anyone share the compound sentence? The dependent clause? [Mark the sentence on the display].’”

Grammar and Usage Guided Practice Answers:

D.C.

C.S.

Since I had already spent time with her, I let them talk and I loaded the car.

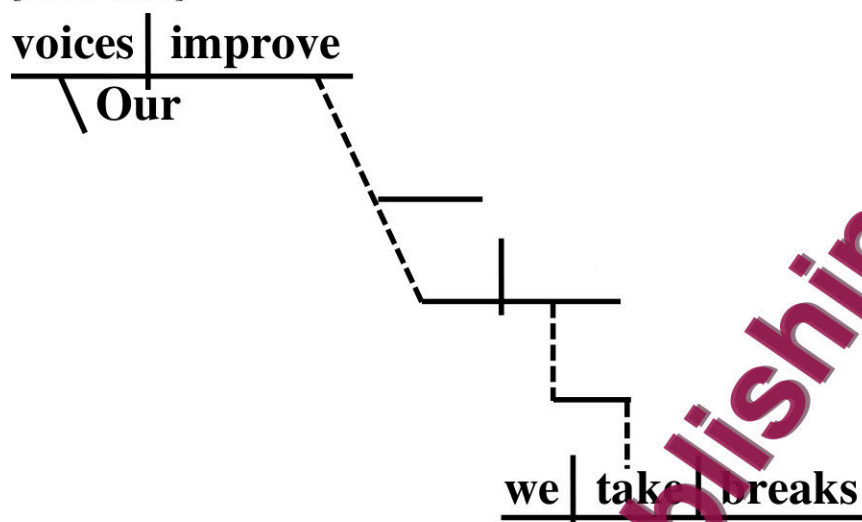
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Language Conventions Lesson #21

Sentence Diagram Lesson and Corrections

“For compound-complex sentences, join two or more horizontal lines with a slanted and dotted line. Complete the sentence diagram: ‘Our voices improve after we rest, so we take breaks.’”

[Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Dave Hood (a Canadian blogger), uses an artful compound-complex sentence. Let’s read it carefully: ‘When the winter months arrived, he wrote in his study and he read the great masters.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with a compound-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 lesson to write these sentences correctly: ‘After a rain delay the tarps were removed. More importantly, the game continued.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, combining these sentences into a compound-complex sentence. ‘Before you judge what I do, learn exactly why I do it, and learn why it is necessary.’”

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

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Language Conventions Lesson #21

Mechanics

Use commas after an introductory word or phrase that modifies a word in the main clause or if receives special emphasis. The main clause is 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: In the late afternoon, the bees come out. However, they usually just buzz around.

Grammar and Usage

A compound-complex sentence has two or more independent clauses and at least one dependent clause.

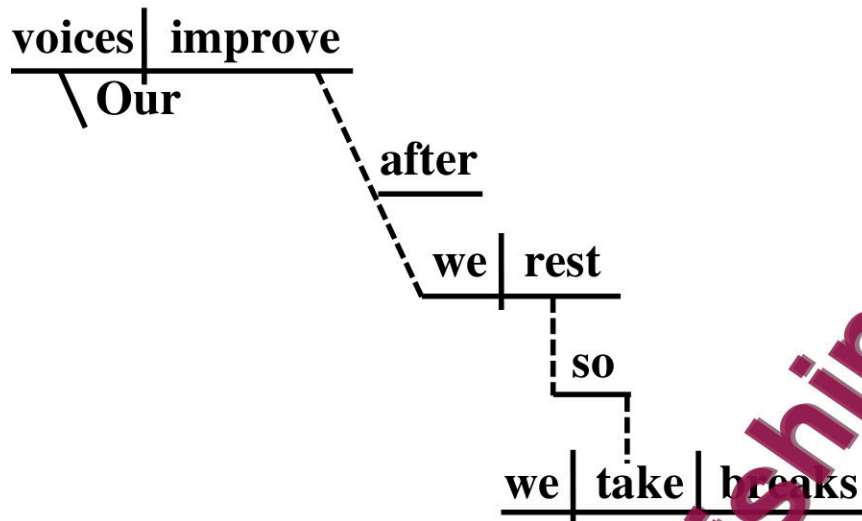
Example: I like him and he likes me, even if we don't see each other very much.

Guided Practice: Since I had already spent time with her, I let them talk and I loaded the car.

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Language Conventions Lesson #21

Sentence Diagram Answers



Mentor Text

"When the winter months arrived, he wrote in his study, and he read the works of the great masters."

Dave Hood (1965—)

Writing Application Lesson

Mechanics Dictation

After a rain delay the tarps were removed. More importantly, the game continued.

Grammar and Usage Dictation

Before you judge what I do, learn exactly why I do it, and learn why it is necessary.

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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.”

Use commas after introductory clauses. **Example:** If I had remembered her name, I would not have had to ask.

“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: However much they pretend, they can’t convince me. If Frank and Anna were really serious, they would prepare a better plan.

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: What is that smell? (interrogative) I’m not sure. (declarative) It’s horrible! (exclamatory) Take it out of here, please. (imperative)

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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 predicates to form interrogative sentences in sentence diagrams. Remember that sentence diagrams do not include punctuation. Complete the sentence diagram: “Why are you helping?”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Blaise Pascal (the French mathematician, scientist, and philosopher), uses a declarative sentence to teach us how to write concisely (briefly). Let’s read it carefully: ‘I made this letter longer than usual because I lack the time to make it short.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a concise 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: When the hay is stacked in the barn, tell me so I can move the horses.”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, rearranging these sentences in this order: exclamatory, interrogative, declarative, and imperative: Why are we still going here? It’s not the food. Don’t ever make reservations here again. That poor service shocked me!”

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

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Language Conventions Lesson #22

Mechanics

Use commas after introductory clauses.

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

Guided Practice: However much they pretend, they can't convince me. If Frank and Anna were really serious they would prepare a better plan.

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: What is that smell! I'm not sure. It's horrible. Take it out of here, please.

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Language Conventions Lesson #22

Sentence Diagram Answers

you | are helping
 \ Why

Mentor Text

“I made this letter longer than usual because I lack the time to make it short.”

Blaise Pascal (1623–1662)

Writing Application Lesson

Mechanics Dictation

When the hay is stacked in the barn, tell me so I can move the horses.

Grammar and Usage Dictation

That poor service shocked me! Why are we still going here? It's not the food. Don't ever make reservations here again.

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Language Conventions Lesson #23

Mechanics Lesson

“Today we are studying how to use **commas** with interjections. Remember that an interjection is a sentence fragment. 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?

If the sentence makes sense without the word, it is not an interjection and requires no commas.”

“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: No, I don’t want it. I never did, actually. If you want it, well, go ahead and take it.

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 and highlight the noun phrases. [Allow time.] ‘Can anyone share a noun phrase? [Mark the sentence on the display].”

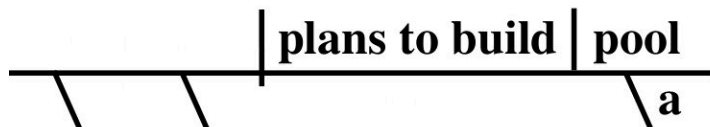
Grammar and Usage Guided Practice Answers: The lazy young men sitting in their plastic lawn chairs did nothing all day.

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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 noun or pronouns in sentence diagrams. Add this noun phrase to the sentence diagram: “The sports-centered community.”’ [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Mohandas Gandhi (the founder of Indian independence), ends this sentence with a noun phrase. Let’s read it carefully: ‘Freedom is not worth having if it does not include the freedom to make mistakes.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose 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: ‘Yes, you can have it, well, most of it.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising these sentences by placing the subject noun phrase at the beginning of the sentence: ‘Relaxing by the side of the pool, the chatty young children did nothing to help prepare for their party.’”

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

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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 *chew!*

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: No, I don't want it. I never did actually. If you want it, well, go ahead and take it.

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 lazy young men sitting in their plastic lawn chairs did nothing all

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Language Conventions Lesson #23

Sentence Diagram Answers

community | plans to build | pool
 \ The \ sports-centered \ a

Mentor Text

“Freedom is not worth having if it does not include the freedom to make mistakes.”

Mohandas Gandhi (1869–1948)

Writing Application Lesson

Mechanics Dictation

Yes, you can have it, well, most of it.

Grammar and Usage Dictation

The chatty young children relaxing by the side of the pool did nothing to help prepare for their party.

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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:

I said, “Text me when you can.”

“If I do have time to text,” he explained, “it will have to be late tonight.”

“I’ll still be awake,” she replied.

Grammar and Usage Lesson

“Today we are studying **noun clauses**. Remember that a noun is an idea, person, place, or thing. A dependent clause has a noun and verb, but does not express a complete thought. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

A noun clause is a dependent clause (subordinate clause) that usually begins with *if*, *how*, *however*, *that*, the ‘wh’ words: *what*, *when*, *where*, *which*, *who*, *whom*, *whose*, *why*, or the ‘wh’-ever words: *whatever*, *whenever*, *wherever*, *whichever*, *whoever*, or *whomever*. Place a comma following an introductory noun clause. **Example:** Whatever you wish, I will do.

“Now read the guided practice sentence on your lesson and highlight the noun clauses. [Allow time.] ‘Can anyone share a noun clause? [Mark the sentence on the display].”

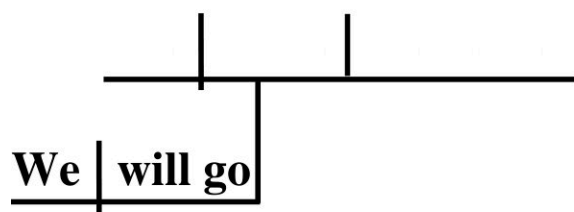
Grammar and Usage Guided Practice Answers: We will go wherever you want to go and stay however long you wish.

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Language Conventions Lesson #24

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Noun clauses are placed above the main horizontal line and the verb connects to the predicate of the independent clause. Remember that words in a sentence diagram are not always in the order of the sentence. Add this noun clause to Complete the sentence diagram: “wherever you want.”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Aristotle (Greek philosopher and scientist), uses a noun clause. Let’s read it carefully: ‘All would live long, but none would be old.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with a noun 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 lesson to write this dialogue correctly: ‘I asked, “Why did you pay?” “Someone had to,” he explained, “and I had the cash.” “That was generous,” he replied.”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence by placing the noun clause at the beginning of the sentence: ‘You must have an on-ramp and an off-ramp for whichever road you choose,’ she advised.”

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

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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:

I said, “Text me when you can.”
“If I do have time to text,” he explained “it will have to be late tonight.”
“I’ll still be awake” she replied.

Grammar and Usage

A noun clause is a dependent clause (subordinate clause) that usually begins with *if, now, however, that*, the “wh” words: *what, when, where, which, who, whom, whose, why*, or the “wh”-ever words: *whatever, whenever, wherever, whichever, whoever*, or *whomever*. Place a comma following an introductory noun clause.

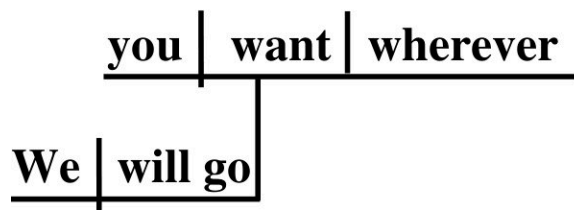
Example: Whatever you wish, I will do.

Guided Practice: We will go wherever you want to go and stay however long you wish.

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Language Conventions Lesson #24

Sentence Diagram Answers



Mentor Text

“We are what we repeatedly do; excellence, then, is not an act but a habit.”

Aristotle (384 BC–322 BC)

Writing Application Lesson

Mechanics Dictation

I asked, “Why did you pay?”

“Someone had to,” he explained, “and I had the cash.”

“That was generous,” he replied.

Grammar and Usage Dictation

“Whichever road you choose must have an on-ramp and an off-ramp,” she advised.

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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 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 sang my loudest, yet the huge crowd still couldn’t hear me or my music. They were screaming so they couldn’t listen.

Grammar and Usage Lesson

“Today we are studying **indefinite 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.”

An indefinite pronoun does not refer to a specific noun. Indefinite pronouns ending in “_body” or “_one” are singular. **Example:** anybody, anyone

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

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

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

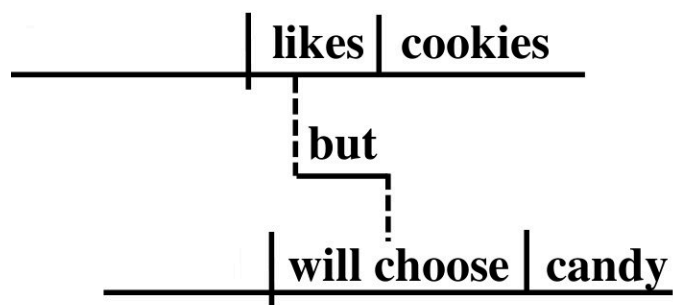
Grammar and Usage Guided Practice Answers: Everybody was prepared, but only a few players on the team were willing to play the champions again.

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Language Conventions Lesson #25

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Indefinite pronouns can serve as subjects and objects in sentences. In sentence diagrams subjects are placed to the left of the main vertical line, and objects are placed to the right of predicate. Add these indefinite pronouns to the sentence diagram: ‘everybody’ and ‘several.’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by David Allen (the motivational speaker and author), uses indefinite pronouns. Let’s read it carefully: ‘You can do anything, but not everything.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with 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 sentence dictation correctly on your lesson: ‘We’ve traveled the globe together, yet I still don’t know you.’”

“Apply the grammar and usage lesson to revise this Sentence Dictation on your lesson: ‘Most of the participants are seniors. Everyone walk, but a few runs some of the race.’”

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

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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 sang my loudest, yet the huge crowd still couldn't hear me or my music. They were screaming, so they couldn't listen.

Grammar and Usage

An indefinite pronoun does not refer to a specific noun. Indefinite pronouns ending in “_body” or “one_” are singular.

Examples: anybody, anyone

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

Indefinite pronouns that express quantity or measurement may be singular or plural depending upon the surrounding word clues.

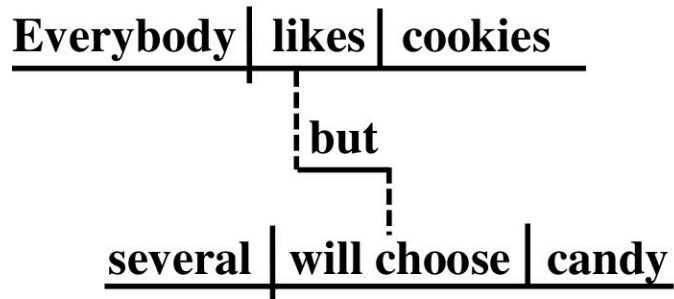
Examples: all, any, half, more, most, none, other, and some

Guided Practice: Everybody was prepared, but only a few players on the team was willing to play the champions again.

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Language Conventions Lesson #25

Sentence Diagram Answers



Mentor Text

“You can do anything, but not everything.”

David Allen (1945–)

Writing Application Lesson

Mechanics Dictation

We’ve traveled the globe together, yet I still don’t know you.

Grammar and Usage Dictation

Most of the participants are seniors. Everyone walks, but a few run some of the race.

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Language Conventions Lesson #26

Mechanics Lesson

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

Use commas to set off phrases or clauses that are separate from or interrupt the main clause of the sentence. **Example:** She has, if I’m not mistaken, been here before.

If an introductory phrase is four words or less, don’t follow with a comma unless the phrase is given special emphasis. **Examples:** Over there I waited; Beneath the fluffy white clouds, 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: Under the covers she crawled after the ghost story was finished. She was scared, but not terrified by the spiders.

Grammar and Usage Lesson

“Today we are studying **interrogative pronouns**. Remember that a pronoun takes the place of a noun. An interrogative is a question. 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?

Each of the pronouns can add the “_ever” and “_soever” suffixes to refer to *any* person, place, thing, or idea. **Examples:** *Whoever* or *Whosoever* leaves last should lock the door.

“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 aren’t you working? Who knows if your job will last? What if you didn’t work? Whom did you ask for help? Which one would you choose?

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Language Conventions Lesson #26

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 predicates to form interrogative sentences in sentence diagrams. Complete the sentence diagram: “Why did you want to leave?”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Herman Melville (the author of *Moby Dick*), uses a interrogative pronouns in these sentences. Let’s read them carefully. “What became of the White Whale?” now cried Ahab, who thus far had been impatiently listening to this by-play between the two Englishmen.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose 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 on your lesson: ‘Above the clouds the jet soared. The passengers settled in, as much as they could, and began to relax.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘What candy did you choose from the box? What did you think of it?’”

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

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Language Conventions Lesson #26

Mechanics

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

Example: She has, if I'm not mistaken, been here before.

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

Examples: Over there I waited; Beneath the fluffy white clouds, I hiked.

Guided Practice: Under the covers, she crawled after the ghost story was finished. She was scared, but not terrified by the spiders.

Grammar and Usage

An interrogative pronoun is used to ask a question. 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?

Each of the pronouns can add the “_ever” and “_soever” suffixes to refer to *any* person, place, thing, or idea.

Examples: *Whoever* or *Whosoever* leaves last should lock the door.

Guided Practice: Why aren't you working? Who knows if your job will last? What if you didn't work? Whom did you ask for help? Which one would you choose?

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Language Conventions Lesson #26

Sentence Diagram Answers

you | did want to leave
 \ Why

Mentor Text

““What became of the White Whale?”” now cried Ahab, who thus far had been impatiently listening to this by-play between the two Englishmen.”

Herman Melville (1919–1891)

Writing Application Lesson

Mechanics Dictation

Above the clouds the jet soared. The passengers settled in, as much as they could, and began to relax.

Grammar and Usage Dictation

Which candy did you choose from the box? What did you think of it?

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

“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: Even though you disobeyed me, I know why you did it although I don’t approve.

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].’”

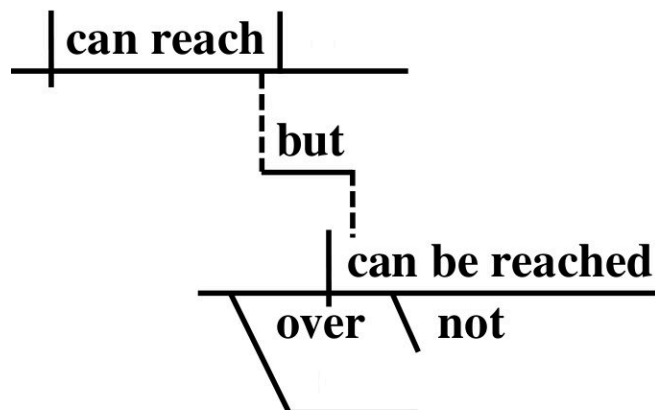
Grammar and Usage Guided Practice Answers: That right there is heavier than these over here. This is lighter than that other car.

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Language Conventions Lesson #27

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Demonstrative pronouns are placed in the subject or object place. Complete the sentence diagram: “I can reach this, but those over there cannot be reached.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Michael Jordan (the famous basketball star for the Chicago Bulls), uses a demonstrative pronoun in this sentence. Let’s read it carefully: ‘I’ve failed over and over and over again in my life and that is why I succeed.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with 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: ‘After all I did for you, most would think that you’d appreciate my help.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence with proper demonstrative pronouns: ‘These toys out in the yard are more fun than these inside.’”

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

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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: Even though you disobeyed me, I know why you did it, although I don't approve.

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.

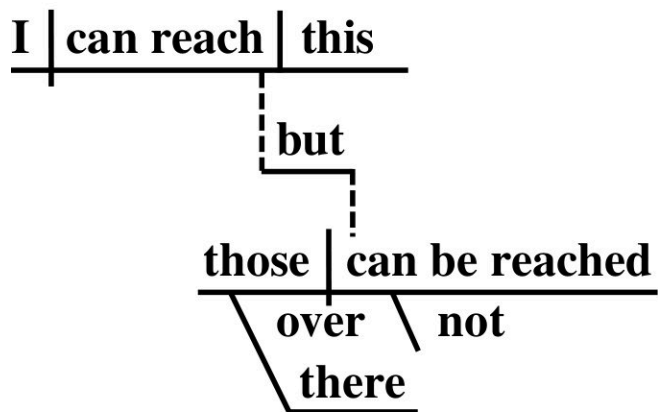
Examples: this right here, that over there, these up close, those far away

Guided Practice: This right there is heavier than these over here. This is lighter than this other car.

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Language Conventions Lesson #27

Sentence Diagram Answers



Mentor Text

“I’ve failed over and over and over again in my life and that is why I succeed.”

Michael Jordan (1963–)

Writing Application Lesson

Mechanics Dictation

After all I did for you, most would think that you’d appreciate my help.

Grammar and Usage Dictation

These toys out in the yard are more fun than these inside.

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Language Conventions Lesson #28

Mechanics Lesson

“Today we are studying how to use **commas** with coordinate adjectives. Remember that coordinate adjectives work equally to modify a noun. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

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 large, angry dog

“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: Their back yard has a high stone fence patrolled by a mean, angry watchdog.

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:** Leta 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: Leta hurt herself on the hike. You helped her. It was good to see that for ourselves.

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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 the predicate after the second vertical line in the object place. Complete the sentence diagram: “They saw themselves.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Shirley MacLaine (the American actor and actress), uses a reflexive pronoun. Let’s read it carefully: ‘A person who knows how to laugh at himself will never cease to be amused.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Her long, filthy, and stringy hair was fine for a mangy dog, but not for a beautiful young lady.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence with the appropriate reflexive pronouns: ‘I usually find it’s better to think for yourself. Yourself watch in a mirror sometime.’”

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

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Language Conventions Lesson #28

Mechanics

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 large, angry dog

Guided Practice: Their back yard has a high, stone fence patrolled by a mean, angry watchdog.

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: Leta hurt herself on the hike. Yourself helped her. It was good to see that for ourselves.

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Language Conventions Lesson #28

Sentence Diagram Answers

They | saw | themselves

Mentor Text

“A person who knows how to laugh at himself will never cease to be amused.”

Shirley MacLaine (1934–)

Writing Application Lesson

Mechanics Dictation

Her long, filthy, and stringy hair was fine for a mangy dog, but not for a beautiful young lady.

Grammar and Usage Dictation

I usually find it's better to think for yourself. Watch yourself in a mirror sometime.

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Language Conventions Lesson #29

Mechanics Lesson

“Today we are studying how to punctuate **hierarchical 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, mark the key points of the text, and write down the examples on your lesson.”

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: The traditional reading tests do not always lead to the best educational placements.

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 cooked that meal. Let him do it 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 have always said it is better to read the summary written by the author herself.

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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 subjects or objects. Add these words to the sentence diagram: “I myself like peaches.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Augusten Burroughs (the American author), uses an intensive pronoun in this sentence. Let’s read it carefully: ‘I myself am made entirely of flaws, stitched together with good intentions.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with 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: ‘Every summer we made a pilgrimage to the old drive-in movie theater.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence with appropriate intensive pronoun usage: ‘Myself I don’t mind that he, himself, had seen my report, but he should not have told anyone.’”

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

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Language Conventions Lesson #29

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: The traditional reading tests do not always lead to the best, educational, placements.

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 cooked that meal. Let him do it himself.

Guided Practice: They themselves have always said it is better to read the summary written by the author her ownself.

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Language Conventions Lesson #29

Sentence Diagram Answers

I (myself) | like | peaches

Mentor Text

“I myself am made entirely of flaws, stitched together with good intentions.”

Augusten Burroughs (1965–)

Writing Application Lesson

Mechanics Dictation

Every summer we made a pilgrimage to the old drive-in movie theater.

Grammar and Usage Dictation

I myself don't mind that he himself had seen my report, but he should not have told anyone.

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Language Conventions Lesson #30

Mechanics Lesson

“Today we are studying how to use commas with **nonrestrictive relative clauses**. Remember that a clause has a noun and a connected verb. 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.

“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 politician, who promised to fix the economy, who pledged to lower taxes, and who swore to protect the environment, was defeated soundly at the polls.

Grammar and Usage Lesson

“Today we are studying **nonrestrictive relative clauses**. Remember to use commas to set off nonrestrictive relative clauses from the noun or pronoun before the clause. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Nonrestrictive relative clauses serve as adjectives to modify the preceding noun or pronoun, but they do *not* limit, restrict, or define the meaning of that noun or pronoun. The clause could be removed without changing the basic meaning of the sentence. The relative pronouns *who*, *whom*, *whose*, and *which*, but not *that*, begin nonrestrictive relative clauses. The *who* refers to people and *which* refers to specific things. **Example:** The man, whose watch is gold, asked me for help.

“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].’”

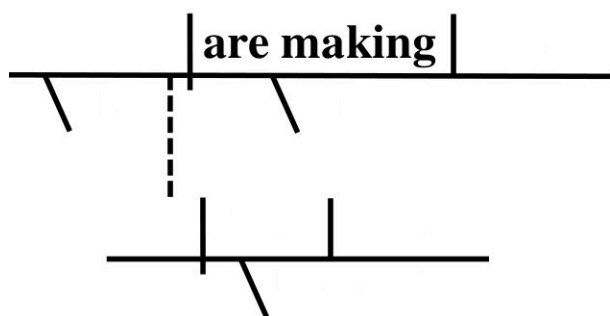
Grammar and Usage Guided Practice Answers: The woman, who never told the truth, claimed to have seen the huge spaceship, which no one else happened to see.

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Language Conventions Lesson #30

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Complete the sentence diagram: “The people who lend him money are making him money.”’ [Allow time.]”



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

Mentor Text Lesson

“This mentor text, written by Ring Lardner (the American sports columnist), uses a nonrestrictive relative clause in this sentence. Let’s read it carefully: ‘The friends, who hadn’t seen each other in a year, gave each other a smile with a future in it.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with a nonrestrictive relative 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: ‘That song, which has a great beat, got stuck in my head.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence with appropriate relative pronouns: ‘The boy, which was late, took the special seat, that I had already claimed.’”

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

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Language Conventions Lesson #30

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.

Guided Practice: The politician, who promised to fix the economy, who pledged to lower taxes and who swore to protect the environment, was defeated soundly at the polls.

Grammar and Usage

Nonrestrictive relative clauses serve as adjectives to modify the preceding noun or pronoun, but they do *not* limit, restrict, or define the meaning of that noun or pronoun. The clause could be removed without changing the basic meaning of the sentence. The relative pronouns *who*, *whom*, *whose*, and *which*, but not *that*, begin nonrestrictive relative clauses. The *who* refers to people and *which* refers to specific things.

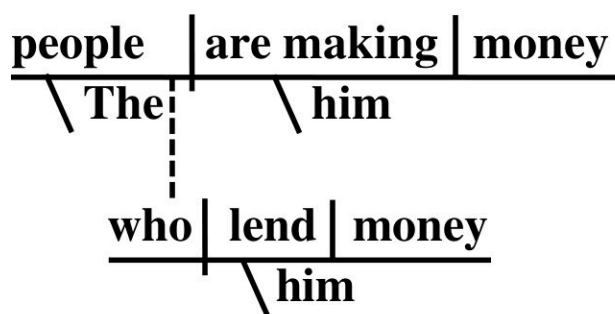
Example: The man, whose watch is gold, asked me for help.

Guided Practice: The woman, which never told the truth, claimed to have seen the huge spaceship, which no one else happened to see.

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Language Conventions Lesson #30

Sentence Diagram Answers



Mentor Text

“The friends, who hadn’t seen each other in a year, gave each other a smile with a future in it.”

Ring Lardner (1885–1933)

Writing Application Lesson

Mechanics Dictation

That song, which has a great beat, got stuck in my head.

Grammar and Usage Dictation

The boy who was late, took the special seat, which I had already claimed.

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Language Conventions Lesson #31

Mechanics Lesson

“Today we are studying how to punctuate **restrictive clauses**. Remember that a nonrestrictive clause can 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: He made me an offer that I can’t refuse. My friend, whose name is Art, is crazy.

Grammar and Usage Lesson

“Today we are studying **restrictive clauses**. Remember that a nonrestrictive clause begins with the relative pronouns *who*, *whom*, *whose*, and *which*, but not *that*. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Restrictive relative clauses serve as adjectives following a noun to limit, restrict, or define the meaning of that noun. The clause could *not* be removed without affecting the basic meaning of the sentence. A restrictive relative clause begins with the relative pronouns *who*, *whom*, *whose*, and *that*, but not *which*. The *who* refers to a specific person or group of people. The *that* refers to things or people in general. Restrictive relative clauses are not set off by commas. **Example:** The boy who gave me water left the book that I needed for class.

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

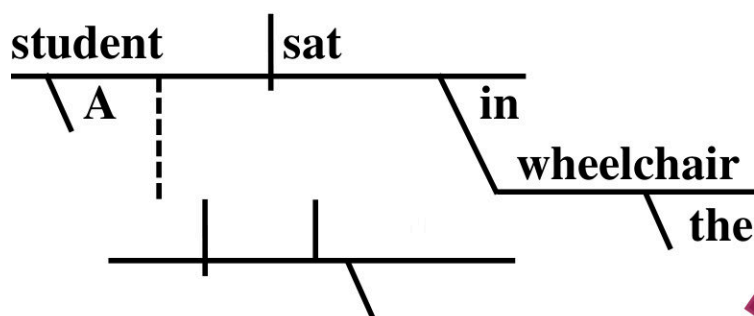
Grammar and Usage Guided Practice Answers: The man who is working outside keeps a garden that feeds the entire neighborhood.

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Language Conventions Lesson #31

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Complete the sentence diagram: “A student who has special needs sat in the wheelchair.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by John Milton (English poet and novelist), uses a restrictive relative clause to provide definition. Let’s read it carefully: ‘the most tolerable sort of revenge is for those wrongs which there is no law to remedy.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with restrictive 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: ‘The girl that I love gave me a ring which I always wear.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence with proper relative pronouns: ‘Manny saw the girl which helped me and the gift that I gave her.’”

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

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Language Conventions Lesson #31

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: He made me an offer, that I can't refuse. My friend, whose name is Art, is crazy.

Grammar and Usage

Restrictive relative clauses serve as adjectives following a noun to limit, restrict, or define the meaning of that noun. The clause could *not* be removed without affecting the basic meaning of the sentence. A restrictive relative clause begins with the relative pronouns *who*, *whom*, *whose*, and *that*, but not *which*. The *who* refers to a specific person or group of people. The *that* refers to things or people in general. Restrictive relative clauses are not set off by commas.

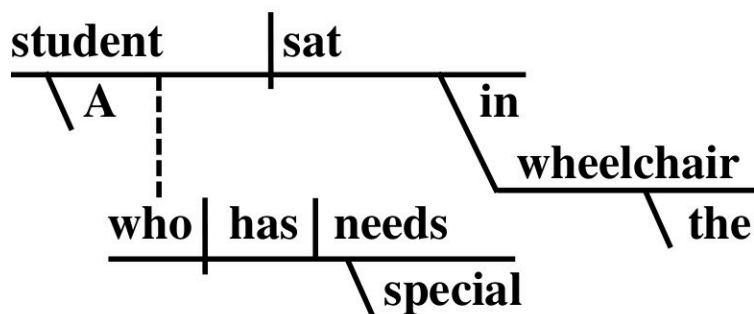
Example: The boy who gave me water left the book that I needed for class.

Guided Practice: The man which is working outside keeps a garden, that feeds the entire neighborhood.

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Language Conventions Lesson #31

Sentence Diagram Answers



Mentor Text

“The most tolerable sort of revenge is for those wrongs which there is no law to remedy.”

John Milton (1608–1674)

Writing Application Lesson

Mechanics Dictation

The girl that I love gave me a ring which I always wear.

Grammar and Usage Dictation

Manny saw the girl who helped me and the gift that I gave her.

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Language Conventions Lesson #32

Mechanics Lesson

“Today we are studying how to punctuate **dialogue and direct quotations**. Remember that when saying someone else’s words, you must place these words within quotation marks. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

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

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

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

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

Mechanics Guided Practice Answers: My coach whispered, “This game is over.” He continued, “before it has even started.”

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].’”

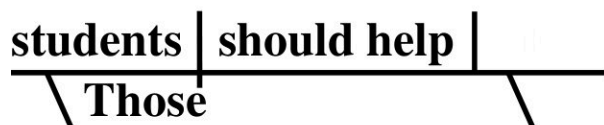
Grammar and Usage Guided Practice Answers: The teammates gave one another praise for their victory. They had to depend upon one another to pull out the win.

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Language Conventions Lesson #32

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Reciprocal pronouns are placed to the right of the predicate after the second vertical line in the object place. Add this reciprocal pronoun to the sentence diagram: “each other.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Chet Powers (an American composer), uses a reciprocal pronoun in this song lyric. 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 in this song lyric?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘The author said, “It wasn’t fair,” and then she added, “but that was his decision.”’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising as needed: ‘The students at this school really liked each other. Two students even married one another.’”

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

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Language Conventions Lesson #32

Mechanics

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

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

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

Guided Practice: My coach whispered, “This game is over.” He continued, “Before it has even started.”

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 teammates gave one another praise for their victory. They had to depend upon each other to pull out the win.

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Language Conventions Lesson #32

Sentence Diagram Answers

students | should help | other
 \ Those \ each

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

The author said, “It wasn’t fair,” and then she added, “but that was his decision.”

Grammar and Usage Dictation

The students at this school really liked one another. Two students even married each other.

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Language Conventions Lesson #33

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 scary.”

Question marks go inside the quotation marks if they are part of the quoted sentence, but outside if you, the writer, ask a question about the quotation. **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: Tommy asked, “May I have some?” “Did he have to ask that question?” “Wow!”

Grammar and Usage Lesson

“Today we are studying **pronoun antecedents**. 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 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.

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

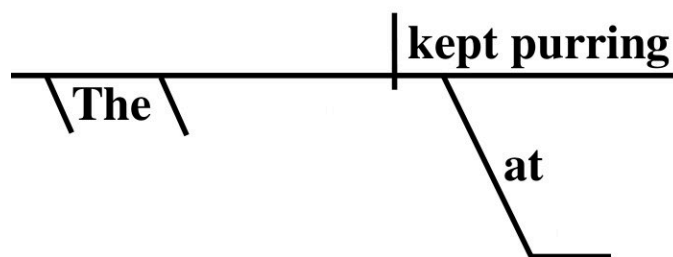
Grammar and Usage Guided Practice Answers: Eido’s food was in the bag. The food was expensive.

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Language Conventions Lesson #33

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Diagram this sentence with the pronoun antecedent problem: “The woman’s kept purring at her.”’” [Allow time.]



“Compare your diagram to that on the display and revise any errors. In what ways could you revise the sentence to eliminate the pronoun antecedent problem?”

Mentor Text Lesson

“This mentor text, written by John Greenleaf Whittier (the 19th Century American poet), has a pronoun antecedent problem. Let’s read it carefully: ‘For of all sad words of tongue or pen, the saddest are these: “It might have been!”’ Which exceptional writing features can you identify and why might the poet have misused the pronoun antecedent intentionally?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with 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 and then write down one of the sentences on the display and ask for revisions.]”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: “‘How surprising!’ he shouted. ‘Did I know about this?’ she asked.””

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence by fixing the pronoun antecedent problem: ‘Though Sue was a good cook, she never gave me any of it. I asked her secret to good cooking, but she wouldn’t share them.’”

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

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Language Conventions Lesson #33

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 scary.”

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

Guided Practice: Tommy asked, “May I have some?” “Did he have to ask that question?” “Wow!”

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.

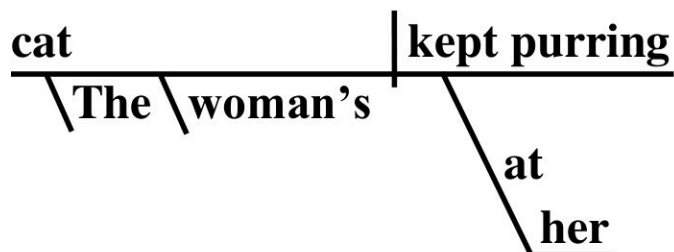
Revision: Are their *cookies* the best? They certainly are.

Guided Practice: Fido’s

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Language Conventions Lesson #33

Sentence Diagram Answers



Mentor Text

“For of all sad words of tongue or pen, the saddest are these: ‘It might have been!’”

John Greenleaf Whittier (1807–1892)

Writing Application Lesson

Mechanics Dictation

“How surprising!” he shouted. “Did I know about this?” she asked.

Grammar and Usage Dictation

Though Susan was a good cook, she never gave me any food. I asked her secret to good cooking, but she wouldn’t share it.

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Language Conventions Lesson #34

Mechanics Lesson

“Today we are studying how to use **in-text citations and indirect quotations**. 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).

An indirect quotation reports someone else’s ideas without quoting each word. Indirect quotations still need proper citations, but not quotation marks. **Example:** The author stated that cheetahs are the fastest animals (Perkins 52).

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

Mechanics Guided Practice Answers: Experts say “Just 9% of adults drink milk” (Dent 8). Others say it’s 8% (Lind 2).

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 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.

“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].’”

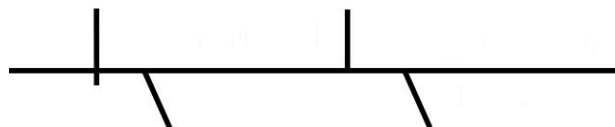
Grammar and Usage Guided Practice Answers: Tom and Sue like their school a lot. Both say you have to try your best or Both say the school is great.

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Language Conventions Lesson #34

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Complete the sentence diagram: “We should tell them their assignments”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Randy Bachmann (an American composer), uses pronoun number and person shifts in this song lyric. Let’s read it carefully.

‘Everybody’s got to pay their dues. One half are wrong; one half are right. Sometimes you win; sometimes you lose.’

Which exceptional writing features can you identify and how might you revise this song lyric?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with a pronoun number or person shift. [Allow time. Ask a few students to share and then write one exemplary sentence on the display and ask students to revise the sentence].”

Dictations and Corrections

“Apply the mechanics rules to write the direct quotation and citation for this Sentence Dictation on your lesson. Here’s the direct quotation: ‘Tony never should have stopped working.’ Here’s the citation information: The author’s name is Marsha Hunt and the information for the direct quotation is on page 18 in his article.”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence to match the pronoun antecedent: ‘The student wanted their own book to read.’”

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

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Language Conventions Lesson #34

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).

An indirect quotation reports someone else's ideas without quoting each word. Indirect quotations still need proper citations, but not quotation marks.

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

Guided Practice: Experts say, "Just 9% of adults drink milk (Dent 8)." Others say it's 8%. (Lind 2)

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Language Conventions Lesson #34

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: Tom and Sue like his or her school a lot. Both say you have to try ~~their~~ best.

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Language Conventions Lesson #34

Sentence Diagram Answers

We | should tell | assignments
 \ them \ their

Mentor Text

“Everybody's got to pay their dues.
One half are wrong; one half are right.
Sometimes you win; sometimes you lose.”

Kandy Bachman (1943–)

Writing Application Lesson

Mechanics Dictation

The doctor argued that “Tony should have stopped working at that point” (Hunt 18).

Grammar and Usage Dictation

The student wanted their own book to read.

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Language Conventions Lesson #35

Mechanics Lesson

“Today we are studying how to punctuate **quotations within quotations**. Remember that both direct quotations and many titles are placed within quotation marks. Now let’s read the mechanics lesson, highlight the key points of the text, and study the example.”

When quotations or quoted titles are placed within quoted speech, use single quotation marks (‘ ’) at the beginning and end of the inside quotations. Use double quotation marks (“ ”) at the beginning and end of the entire quotation. **Example:** Beth said, “I agree with Tom’s statement that ‘the case is closed.’”

“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 replied, “Lincoln referred to all people when he said ‘dedicated to the proposition that all men are created equal’ in his famous ‘Gettysburg Address.’”

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.”

Avoid using these two vague pronoun references:

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. The antecedent is an adjective. Revise by changing the pronoun reference from an adjective to a noun. **Example:** I called ~~Jesse’s work~~ Jesse at his work, but he never answered.

“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].’”

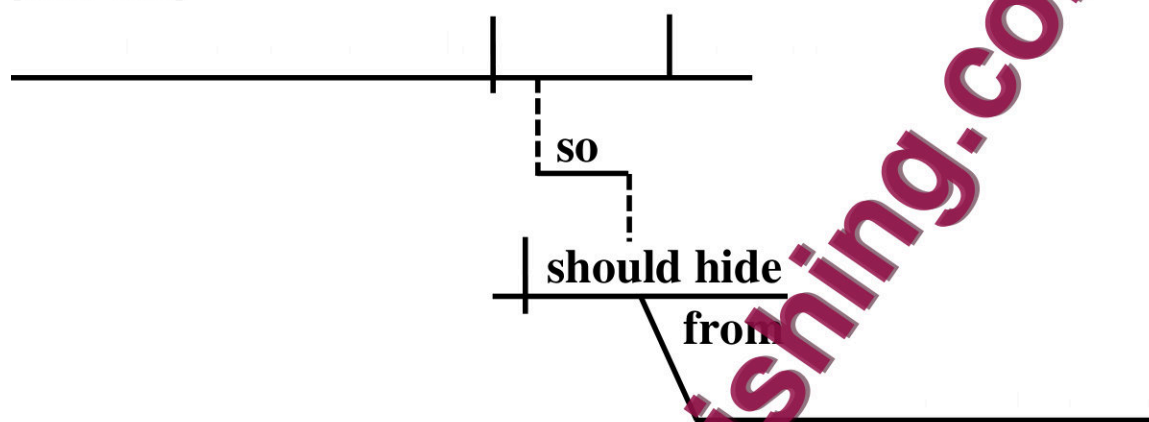
Grammar and Usage Guided Practice Answers: Get paper from your binder and write on the paper. I like Amy’s friend, but Amy doesn’t.

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Language Conventions Lesson #35

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise the vague pronoun reference in this sentence diagram: “It can see me, so I should hide from it””
[Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Clarence Darrow (the famous American attorney), uses a vague pronoun reference to create humor in this sentence. Let’s read it carefully: ‘When I was a boy I was told that anybody could become President. Now I’m beginning to believe it.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘He said, “I believe in ‘...one nation under God, indivisible, with liberty and justice for all’” (*Pledge of Allegiance*).’”

“Apply the grammar and usage lesson to revise this Sentence Dictation on your lesson: ‘I listened to my parents’ advice, but they did not help.’”

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

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Language Conventions Lesson #35

Mechanics

When quotations or quoted titles are placed within quoted speech, use single quotation marks (‘ ’) at the beginning and end of the inside quotations. Use double quotation marks (‘ ’) at the beginning and end of the entire quotation.

Example: Beth said, “I agree with Tom’s statement that ‘the case is closed.’”

Guided Practice: I replied, “Lincoln referred to all people when he said dedicated to the proposition that all men are created equal in his famous ‘Gettysburg Address.’”

Grammar and Usage

Avoid using these two vague pronoun references:

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. The antecedent is an adjective. Revise by changing the pronoun reference from an adjective to a noun.

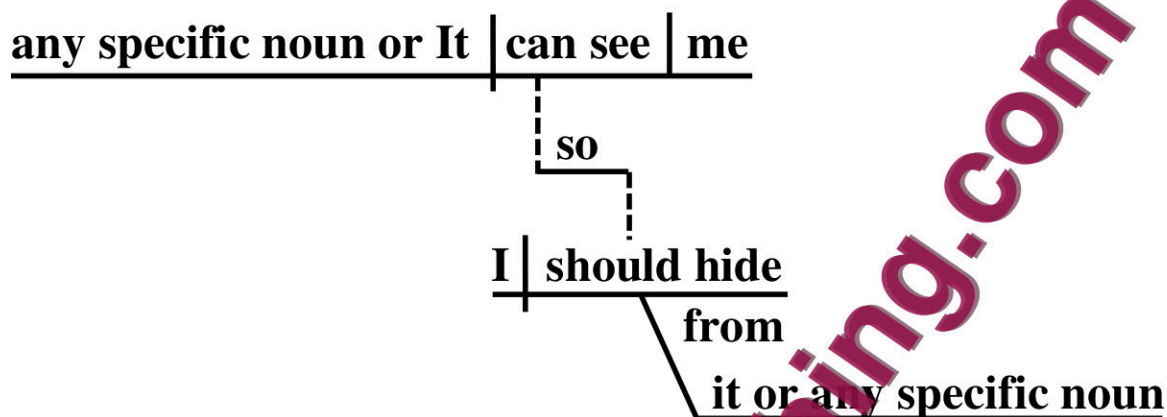
Example: ~~I called Jesse’s work.~~ Jesse at his work, but he never answered.

Guided Practice: Get paper from your binder and write on it. I like Amy’s friend, but she doesn’t.

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Language Conventions Lesson #35

Sentence Diagram Answers



Mentor Text

“When I was a boy I was told that anybody could become President. Now I’m beginning to believe it.”

Clarence Darrow (1857–1938)

Writing Application Lesson

Mechanics Dictation

He said, “I believe in ‘...one nation under God, indivisible, with liberty and justice for all’” (*Pledge of Allegiance*).

Grammar and Usage Dictation

I listened to my parents’ advice, but their advice did not help.

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Language Conventions Lesson #36

Mechanics Lesson

“Today we are studying the format of the **MLA Works Cited Page**. MLA (Modern Language Association) is the citation style most commonly used in English classes to tell *where* and *from whom* you used quotations and information for essays and research reports. MLA also provides the rules for formatting printed essays and research reports. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

The Works Cited page is placed at the end of an essay or research report and lists all of the sources you used in alphabetical order. Center the Works Cited title, and double-space all citations with hanging .5 inch indents for lines which continue after the first line of each citation.

Examples:

Works Cited

Baker, John. *How to Use MLA*. El Dorado Hills: Pennington Publishing, 2015. Print.

"Citations." *The American Encyclopedia*. 3rd ed. 2015. Web.

Jones, Amanda, and King, Melissa. "Using MLA." *mla.org*. 2 May 2015. Web. 24 May 2015.

“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: Jones, Joe. Eat for Fun. Azusa: Lee Publishing, 2014. Print

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 is a group of related words without a connected noun and verb. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

An adjectival phrase has more than one adjective and modifies a noun or pronoun. The phrase answers Which one? How many? or What kind? of the noun or pronoun.

Examples: The handsome and entertaining speaker received thunderous applause from an appreciative, welcoming, and receptive audience.

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

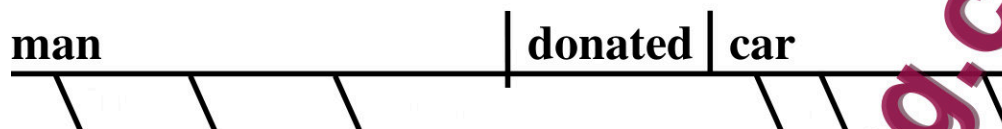
Grammar and Usage Guided Practice Answers: A terrific young man left me in the capable, kind, and caring hands of my doctor.

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Language Conventions Lesson #36

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘The adjectives in adjectival phrases are placed below the noun or pronoun they modify. Complete the sentence diagram: “That sweet young man donated a brand new car”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Voltaire (the Eighteenth Century French author), uses an adjective phrase in the second sentence. Let’s read it carefully: ‘Originality is nothing but judicious imitation. The most original writers borrowed one from another.’ [Ask a few students to share and then write one exemplary sentence on the display].”

Writing Application Lesson

Now let’s apply what we’ve learned to respond to this quote and compose a sentence with an 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: ‘Write the full citation for this page of your student workbook as it would appear on a Works Cited page.’”

“Apply the grammar and usage lesson and underline the adjectival phrases found in this Sentence Dictation on your lesson: ‘That new student can be a demanding little brat.’”

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

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Language Conventions Lesson #36

Mechanics

The Works Cited page is placed at the end of an essay or research report and lists all of the sources you used in alphabetical order. Center the Works Cited title, and double-space all citations with hanging .5 inch indents for lines which continue after the first line of each citation.

Examples:

Works Cited

Baker, John. *How to Use MLA*. El Dorado Hills: Pennington Publishing, 2015. Print.

"Citations." *The American Encyclopedia*. 3rd ed. 2015. Web.

Jones, Amanda, and King, Melissa. "Using MLA." *mla.org*. 2 May 2015. Web. 24 May 2015.

Guided Practice: Joe, Jones. Eat for Fun. Azusa: Lee Publishing, 2014. Print.

Grammar and Usage

An adjectival phrase has more than one adjective and modifies a noun or pronoun. The phrase answers Which one? How many? or What kind? of the noun or pronoun.

Examples The handsome and entertaining speaker received thunderous applause from an appreciative, welcoming, and receptive audience.

Guided Practice: A terrific young man met me at the door and left me in the capable, kind

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Language Conventions Lesson #36

Sentence Diagram Answers

man | donated | car
 \ That \ sweet \ young \ a \ brand \ new

Mentor Text

“Originality is nothing but judicious imitation. The most original writers borrowed one from another.”

Voltaire (1694–1778)

Writing Application Lesson

Mechanics Dictation

Pennington, Mark. Teaching the Language Strand.

El Dorado Hills: Pennington Publishing, 2013. Print.

Grammar and Usage Dictation

That new student can be a demanding little brat.

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Language Conventions Lesson #37

Mechanics Lesson

“Today we are studying how to punctuate the titles of **books, newspapers, websites, and magazines**. 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: I read about that book, titled The Lincoln Conspiracy. The article appeared in both *Seventeen* and The Los Angeles Times.

Grammar and Usage Lesson

“Today we are studying **predicate adjectives and adjectival phrases**. Remember that an adjective modifies a noun or pronoun and answers Which one? How many? or What kind? A linking verb describes or renames the subject. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

An adjective that follows a linking verb to describe a preceding noun or pronoun is called a *predicate adjective*. **Example:** Mark is nice and he looks good. Because the predicate adjective serves as an object, it often has modifiers and forms an adjectival phrase. **Example:** Joe was very cool.

“Now read the guided practice sentence on your lesson and highlight the predicate adjectives. [Allow time.] ‘Can anyone share a verb phrase? [Mark the sentence on the display].’”

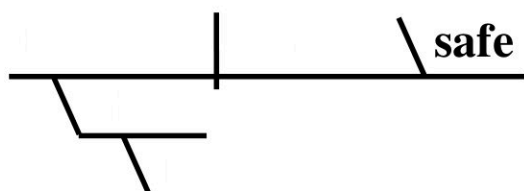
Grammar and Usage Guided Practice Answers: Their year-end final exams were difficult, but most proved manageable.

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Language Conventions Lesson #37

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Predicate adjectives are placed in the object position after the second vertical line. Complete this sentence diagram. Complete the sentence diagram: “His black dog appears safe”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Lucius Annaeus Seneca (the Roman philosopher), uses predicate adjectives to describe his subject. Let’s read it carefully: ‘He who is brave is free.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘I enjoyed her new novel titled Afternoons, but it got terrible reviews in the San Francisco Chronicle.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, underlining the adjective phrase and bracketing the predicate adjectives in this sentence: ‘The always cheerful Juan seems relaxed and I know he is prepared.’”

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

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Language Conventions Lesson #37

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: I read about that book, titled The Lincoln Conspiracy. The article appeared in both Seventeen and “The Los Angeles Times.”

Grammar and Usage

An adjective that follows a linking verb to describe a preceding noun or pronoun is called a *predicate adjective*.

Example: Mark is nice and he looks good. Because the predicate adjective serves as an object, it often has modifiers and forms an adjectival phrase.

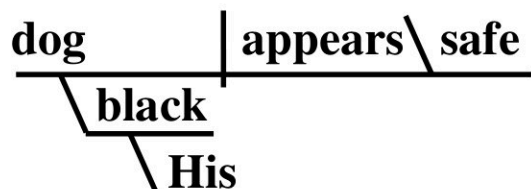
Example: Joe was very cool.

Guided Practice: Their year-end final exams were difficult, but most were manageable.

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Language Conventions Lesson #37

Sentence Diagram Answers



Mentor Text

“He who is brave is free.”

Lucius Annaeus Seneca (4 BC–AD 65)

Writing Application Lesson

Mechanics Dictation

I enjoyed her new novel titled Afternoons, but it got terrible reviews in the San Francisco Chronicle.

Grammar and Usage Dictation

The always cheerful Juan seems [relaxed] and I know he is [prepared]

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Language Conventions Lesson #38

Mechanics Lesson

“Today we are studying how to punctuate **plays, television shows, movies, and works of art titles**. 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: The Creation of Adam is Michelangelo’s most famous painting. The artist’s genius inspired the Broadway play titled The Touch of Heaven, the movie titled The Sistine Chapel, and the television show titled Artists and Art.

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, an adjective, or an 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. **Example:** prettier, more 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].’”

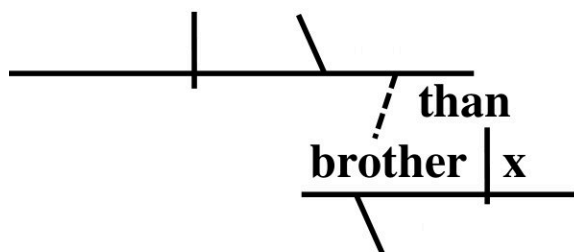
Grammar and Usage Guided Practice Answers: Mike appears smarter than Ken, but Mike is really just more careful with his work.

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Language Conventions Lesson #38

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Comparative modifiers are placed to the right of the predicate after a backward slanted line in sentence diagrams. 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 the sentence diagram: “Zachary was neater than his brother”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Thomas Jefferson (President of the United States, scientist, and author), uses a short comparative modifier in this sentence. Let’s read it carefully: ‘I find that the harder I work, the more luck I seem to have.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics lesson to write these sentences correctly: ‘Sunflowers by Vincent van Gogh is the painting stolen by art thieves in the hit play Catching Flower Thieves.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence to use the correct forms of short comparative modifiers: ‘Charles is more better looking than Ken, but Mo is more muscular.’”

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

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Language Conventions Lesson #38

Mechanics

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

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

Guided Practice: “The Creation of Adam” is Michelangelo’s most famous painting. The artist’s genius inspired the Broadway play titled The Touch of Heaven, the movie titled The Sistine Chapel, and the television show titled *Artists and Art*.

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.

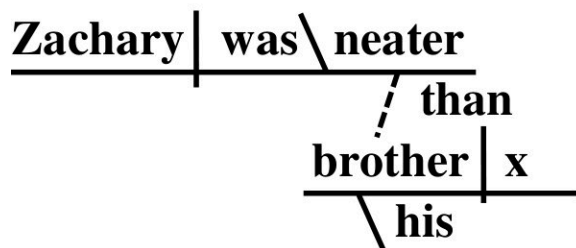
Example: prettierer more often

Guided Practice: Mike appears more smart than Ken, but Mike is really just more careful with his work.

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Language Conventions Lesson #38

Sentence Diagram Answers



Mentor Text

“I find that the harder I work, the more luck I seem to have.”

Thomas Jefferson (1743–1826)

Writing Application Lesson

Mechanics Dictation

Sunflowers by Vincent van Gogh is the painting stolen by art thieves in the hit play Catching Flower Thieves.

Grammar and Usage Dictation

Charles is better looking than Ken, but Mo is more muscular.

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Language Conventions Lesson #39

Mechanics Lesson

“Today we are studying how to punctuate **song, poem, and 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 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”

Also 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 lyrics to “The Star-Spangled Banner” were taken from Francis Scott Key’s poem titled “Defence of Fort McHenry.” I just read the last chapter in the book titled “A Fitting End,” which is about our national anthem. Note: “Defence” [sic].

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 three-syllable (or longer) adjective modifiers and for all adverbs ending in “_ly” to compare two things. **Example:** 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].’”

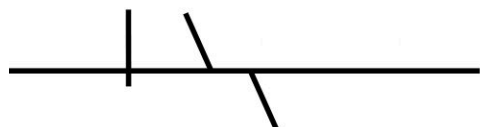
Grammar and Usage Guided Practice Answers: Maggie was more attractive than Frances, but Maggie was less interesting.

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Language Conventions Lesson #39

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Comparative modifiers are placed to the right of the predicate after a backward slanted line in sentence diagrams. Complete the sentence diagram: “Leah is more entertaining”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Bono (the singer, composer, and philanthropist), uses a long comparative modifier in this sentence. Let’s read it carefully: ‘The world is more malleable than you think and it’s waiting for you to hammer it into shape.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘In the chapter, “Bankrupt,” the author shares the brief poem titled “Happiness” and also talks about the writing of the “Alphabet Song.”’

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence with the appropriate forms of long comparative modifiers: ‘Mrs. Bassett seemed attentiver than Mr. Reynolds, though Mrs. Bassett was less practical.’”

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

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Language Conventions Lesson #39

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”

Also 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 lyrics to “The Star-Spangled Banner” were taken from Francis Scott Key’s poem titled Defence of Fort McHenry. I just read the last chapter in the book titled “A Fitting End,” which is about our national anthem.

Grammar and Usage

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

Examples: more humorous, less surprisingly

Guided Practice: Maggie was more attractiver than Frances, but Maggie was less interesting.

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Language Conventions Lesson #40

Mechanics Lesson

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

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: She went to the store to buy the Popstar! magazine, so she could read the article titled “Don’t Marry in Hollywood.”

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 one-syllable modifier, *more (less)* or ‘_er’ for a two-syllable modifier, and *more or less* for 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].’”

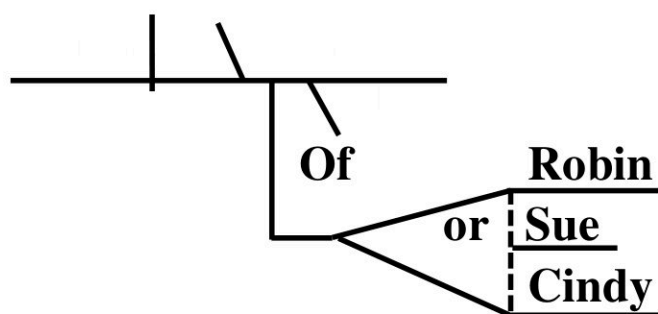
Grammar and Usage Guided Practice Answers: Of the three swimmers, Jonna was best, Rose was second best, while Yolanda had the least amount of skill.

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Language Conventions Lesson #40

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Superlative modifiers are placed to the right of the predicate after a backward slanted line in sentence diagrams. The object of comparison is placed under the superlative modifier. Complete the sentence diagram: “Of Robin, Sue or Cindy, Robin is the meanest”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Muhammad Ali (the three-time heavyweight boxing champ), uses a short superlative modifier in this sentence. Let’s read it carefully: ‘I’m the greatest thing that ever lived. I’m so great I don’t have a mark on my face. I shook up the world.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with 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: ‘The article in this month’s magazine was titled “Getting Your Money’s Worth.”’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising the superlative modifier: ‘She is the most sweet little girl. She definitely has the more best personality in the class.’”

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

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Language Conventions Lesson #40

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: She went to the store to buy the Popstar! magazine, so she could read the article titled “Don’t Marry in Hollywood.”

Grammar and Usage

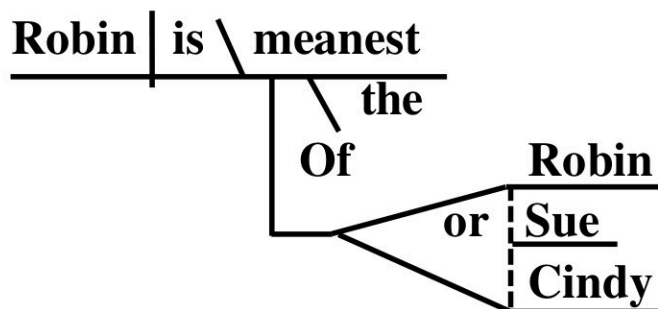
Use the suffix “_est” for a one-syllable superlative modifier to compare three or more things. The superlative modifier indicates which is the *most* or *least*. **Example:** greatest

Guided Practice: Of the three swimmers, Jonna was most best, Rose was second best, while Yolanda had the least amount of skill.

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Language Conventions Lesson #40

Sentence Diagram Answers



Mentor Text

“I’m the greatest thing that ever lived. I’m so great I don’t have a mark on my face. I shook up the world.”

Muhammad Ali (1942–)

Writing Application Lesson

Mechanics Dictation

The article in this month’s magazine was titled “Getting Your Money’s Worth.”

Grammar and Usage Dictation Answer Options

She is the sweetest little girl. She definitely has the best personality in the class.

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Language Conventions Lesson #41

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 be picked up from a table*. A document is a written record that provides official information or evidence.

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

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

Mechanics Guided Practice Answers: Her short story was titled “Into My Arms.” The main character finds the lost document titled “Birth Certificate of Tim Martin.”

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. Also remember that a comparative modifier compares two things and a superlative modifier compares three or more things. Use the suffix ‘_est’ for a one-syllable modifier to compare three or more things. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Use “_est,” *most*, or *least* for a two-syllable or longer superlative modifier to compare three or more things. 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].’”

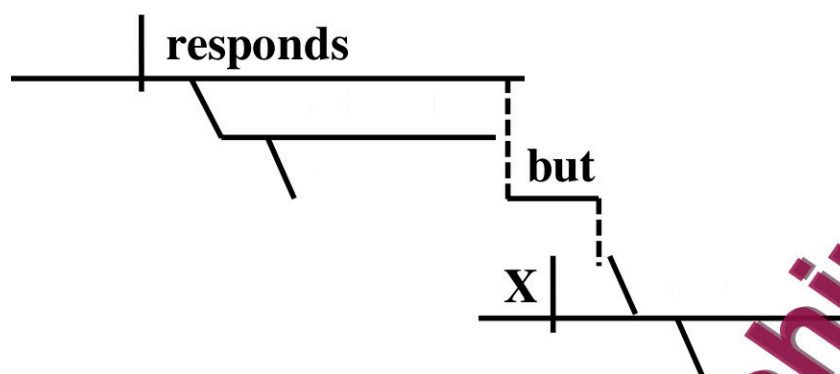
Grammar and Usage Guided Practice Answers: Compared to the other two artists, Linda was the happiest, but she also had the least financial sense. Of the three artist friends, Linda did work the most conscientiously.

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Language Conventions Lesson #41

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Complete the sentence diagram: “Carly responds most thoughtfully but is most impulsive”’ [Allow time.]”



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

Mentor Text Lesson

“This mentor text, written by Thomas H. Huxley (the 19th Century British biologist) uses a long superlative modifier in this piece of advice. 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 exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics lesson to write these sentences correctly: ‘Her short story “Walking through Georgia” won many prizes. The touching scene in which the main character finds her mother’s “Last Will and Testament” made me cry.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence to use the correct forms of long superlative modifiers: ‘Compared to the other three shows, *Morey* is funnier, but it has the least favorable reviews.’”

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

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Language Conventions Lesson #41

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” “Four Rights as a Consumer”

Guided Practice: Her short story was titled “Into My Arms.” The main character finds the lost document titled “Birth Certificate of Tim Martin.”

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.”

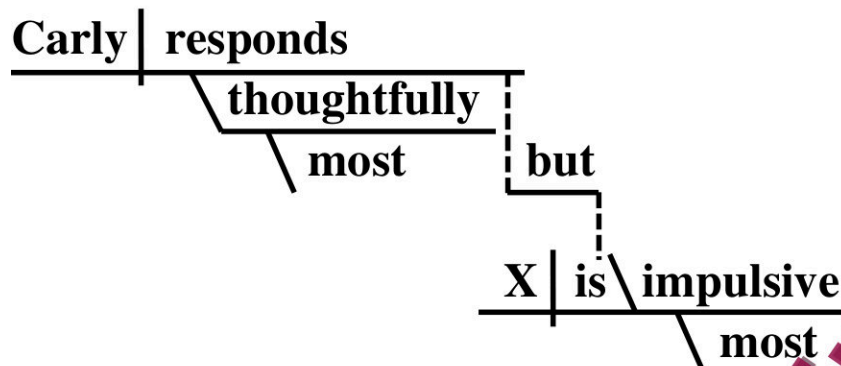
Example: She waited least patiently.

Guided Practice: Compared to the other two artists, Linda was the most happy, but she also had the least financial sense. Of the three artist friends, Linda did work the most conscientiously.

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Language Conventions Lesson #41

Sentence Diagram Answers



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 no.”

Thomas H. Huxley (1825–1895)

Writing Application Lesson

Mechanics Dictation

Her short story “Walking through Georgia” won many prizes. The touching scene in which the main character finds her mother’s “Last Will and Testament” made me cry.

Grammar and Usage Dictation

Compared to the other three shows, *Morey* is funniest, but it has the least favorable reviews.

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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 people’s and characters’ names. Don’t capitalize articles, conjunctions, and prepositions in the middle of the names. **Example:** Courage the Cowardly Dog, Punch and Judy, St. Francis of Assisi

Also 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 our mean aunt are coming to dinner.

Also capitalize the names of places. **Examples:** Asia, Blue Lake

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

Mechanics Guided Practice Answers: My dad was a Native-American and his favorite superhero was Batman.

Grammar and Usage Lesson

“Today we are studying **misplaced modifiers**. Remember that an adjective modifies a noun or pronoun and answers Which one? How many? or What kind? An adverb modifies a verb, an adjective, or an 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 *misplaced modifier* modifies something that the writer does not intend to modify because of its placement in the sentence. Place modifiers close to the words that they modify. **Examples:** I drank only water; I only drank water. In these sentences only is the modifier. These sentences have two different meanings. The first means that I drank nothing but water. The second means that all I did with the water was to drink it.

“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].’”

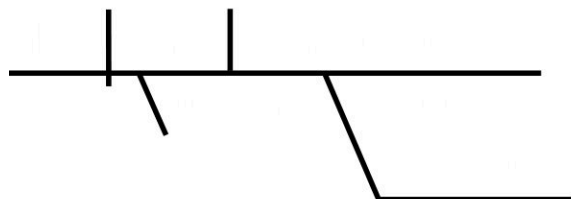
Grammar and Usage Guided Practice Answers: I always dusted on Tuesdays. No one else did that chore.

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Language Conventions Lesson #42

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Modifiers are placed under the parts of speech that they modify. Revise this sentence and Complete the sentence diagram: “She often eats peanut butter, but she eats it often with crackers”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Fyodor Dostoevsky (the 19th Century Russian author), uses misplaced modifiers in this section of dialogue. Let’s read it carefully: ‘I am surprised not to see the porter, but it is a holiday ... and the man has gone off ... Drunken fool! Why have they not got rid of him?’ Which exceptional writing features can you identify and why did the author use the misplaced modifiers?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with a misplaced modifier. [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 down one exemplary sentence on the display and ask students to revise it.]”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘My mom thinks she’s Supernova, volunteering at both Oak Creek and the First Baptist Church in Baker City.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising the misplaced modifiers: ‘I give only money when I attend their church services. I don’t give any donations other.’”

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

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Language Conventions Lesson #42

Mechanics

Capitalize people's and characters' names. Don't capitalize articles, conjunctions, and prepositions in the middle of the names. **Example:** Courage the Cowardly Dog, Punch and Judy, St. Francis of Assisi

Also 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 our mean aunt are coming to dinner.

Also capitalize the names of places. **Examples:** Asia, Blue Lake

Guided Practice: My dad was a Native-american and his favorite superhero was Batman.

Grammar and Usage

A *misplaced modifier* modifies something that the writer does not intend to modify because of its placement in the sentence. Place modifiers close to the words that they modify.

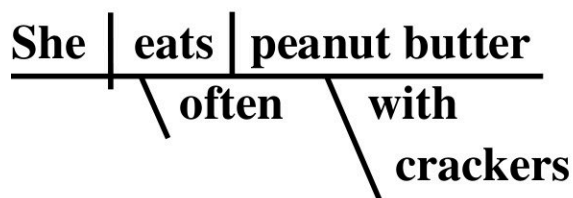
Examples: I drink only water; I only drank water. In these sentences only is the modifier. These sentences have two different meanings. The first means that I drank nothing but water. The second means that all I did with the water was to drink it.

Guided Practice: I dusted always on Tuesdays. No one else did that chore.

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Language Conventions Lesson #42

Sentence Diagram Answers



Mentor Text

"I am surprised not to see the porter, but... it is a holiday ... and the man has gone off ... Drunken fool! Why have they not got rid of him?"

Fyodor Dostoevsky (1821–1881)

Writing Application Lesson

Mechanics Dictation

My mom thinks she's Supermom, volunteering at both Oak Creek and the First Baptist Church in Baker City.

Grammar and Usage Dictation

I only give money when I attend their church services. I don't give any other donations.

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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 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:** World History and Geography
- 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: *Two Kites in the Sky* must be the most popular play to hit town in recent years.

Grammar and Usage Lesson

“Today we are studying **dangling modifiers**. Remember that an adjective modifies a noun or pronoun and answers Which one? How many? or What kind? An adverb modifies a verb, an adjective, or an adverb and answers What degree? How? Where? or When? A modifier is a word, phrase, or clause that serves as an adjective or adverb to describe, limit, or add to another word, phrase, or clause. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

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 doer of the sentence as the subject of the independent clause or combine the phrase and independent clause. **Example:** Fired from your job, your car became your home. (Your car was not fired; you were.)

“Now read the guided practice sentence on your lesson and revise the dangling modifier. [Allow time.] ‘Can anyone share a revision? [Mark the sentence on the display].’”

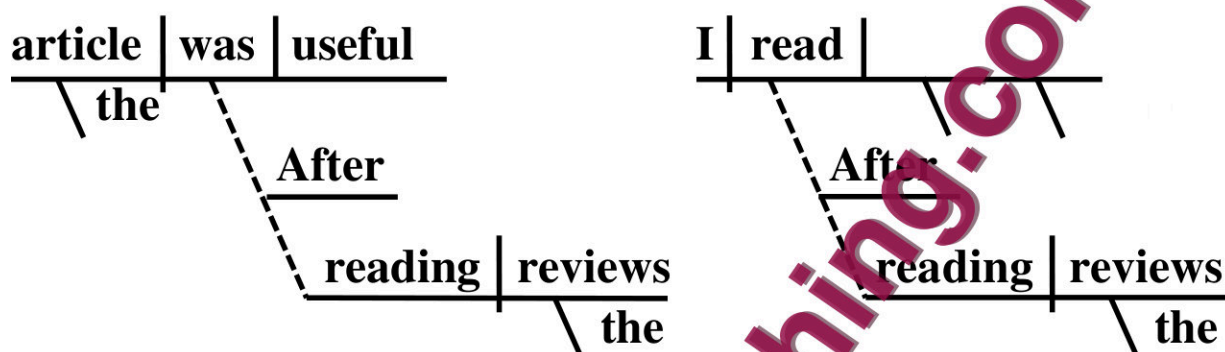
Grammar and Usage Guided Practice Answers: Possible Answer: Having finished her homework, the television show was turned on by her. Revision: Having finished her homework, she turned on the television show.

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Language Conventions Lesson #43

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise the dangling modifier found in the left sentence diagram to complete the right one.’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Aaron Sorkin (television writer and producer), uses a dangling modifier in dialogue from his television drama *West Wing*. Let’s read it carefully:

“Women talk about their husbands overshadowing their careers. Mine got eaten!”

“Your husband got eaten?”

“My CAREER.”

Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and revise the first sentence of this dialogue without the dangling 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 online video game titled *Mortal Combat in the Fourth Dimension* has become quite popular.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence to correct the dangling modifier: ‘While driving my car, a branch fell and broke my window.’”

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

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Language Conventions Lesson #43

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: World History and Geography
- Prepositions
Example: Race for Life

Guided Practice: *Two Kites In The Sky* must be the most popular play to hit town in recent years.

Grammar and Usage

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.

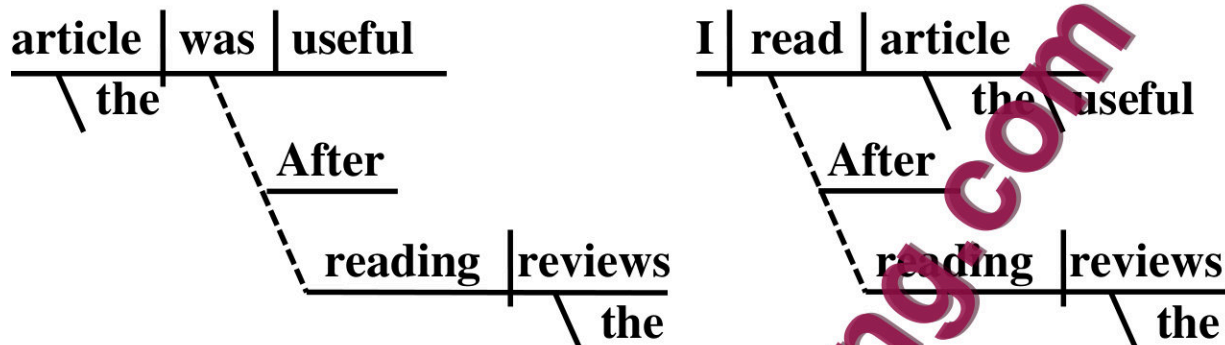
Example: Fired from your job, your car became your home.
(Your car was not fired; you were.)

Guided Practice: Having finished her homework, the television show was turned on by her.

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Language Conventions Lesson #43

Sentence Diagram Answers



Mentor Text

“Women talk about their husbands overshadowing their careers. Mine got eaten!”

“Your husband got eaten?”

“My CAREER.”

Aaron Sorkin (1961–)

Writing Application Lesson

Mechanics Dictation

The online video game titled Mortal Combat in the Fourth Dimension has become quite popular.

Grammar and Usage Dictation

As I was driving, a branch fell and broke my window.

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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 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: When Memorial Day is celebrated on March 29, 2017, I will just be graduating from high school.

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 recount of the votes, and the Election Commission voted on her request.

“Now read the guided practice sentence on your lesson. Then highlight the verb phrases in this sentence. [Allow time.] ‘Can anyone share a verb phrase? [Mark the sentence on the display].’”

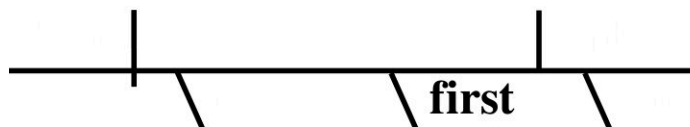
Grammar and Usage Guided Practice Answers: The teachers will really be watching carefully to make absolutely sure that none of the students has any cheat notes.

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Language Conventions Lesson #44

Sentence Diagram Lesson and Corrections

‘Now read the directions for the sentence diagram on your lesson. ‘Modifiers are placed under the verb in a sentence diagram to form a verb phrase. Complete the sentence diagram: “Todd has usually asked your father first”’ [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Groucho Marx (the American comedian), uses verb phrases for comedic effect. Let’s read it carefully: ‘I never forget a face, but in your case I’ll be glad to make an exception.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with 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 Year of the Rat was celebrated throughout China and by Chinese living in many other countries.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, underlining the verb phrases: ‘Though Michelle and Lee had frequently questioned the need for so many safety rules, they were more than happy to obey.’”

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

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Language Conventions Lesson #44

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: When memorial day is celebrated on March 29, 2017, I will just be graduating from high school.

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: The teachers will really be watching carefully to make absolutely sure that none of the students has any cheat notes.

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Language Conventions Lesson #44

Sentence Diagram Answers

Todd | has asked | father
| \ usually \ first \ your

Mentor Text

“I never forget a face, but in your case I’ll be glad to make an exception.”

Groucho Marx (1890–1977)

Writing Application Lesson

Mechanics Dictation

The Year of the Rat was celebrated throughout China and by Chinese living in many other countries.

Grammar and Usage Dictation

Though Michelle and Lee had frequently questioned the need for so many safety rules, they were more than happy to obey.

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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 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: The Bastille Festival celebrates The French revolution and The Age of Reason.

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. 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. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

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
- When two or more nouns or pronouns are joined by *or* or *nor*, use the verb that agrees with (matches) the noun or pronoun closest to the verb. **Example:** Joe or the kids sleep.
- 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].’”

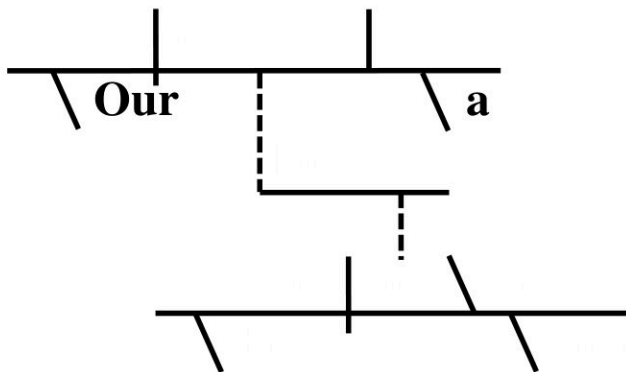
Grammar and Usage Guided Practice Answers: He or Joe don’t seem ready. Their success depends on this. There is little time.

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Language Conventions Lesson #45

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise this sentence and Complete the sentence diagram: “Our class deserve a party, however the teacher is somewhat unsure”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by William James (an American philosopher), correctly matches the compound subject to its verb. Let’s read it carefully: ‘Success or failure depends more upon attitude than capacity...’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence using two or more nouns or pronouns are joined by *or* or *nor* as the subject of a sentence on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display.]”

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘Many astrologers believed that the Age of Aquarius in The Sixties was an important astrological period.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence with appropriate subject-verb agreement: ‘The choir are huge and nothing stops the choir from performing. There are an unspoken agreement that “the show must go on.””

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

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Language Conventions Lesson #45

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: The Bastille festival celebrates The French revolution and The Age of Reason.

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

- When two or more nouns or pronouns are joined by *or* or *nor*, use the verb that agrees with (matches) the noun or pronoun closest to the verb.

Example: Joe or the kids sleep.

- In clauses beginning with *there is (are)*, the subject follows and the *is (are)* must agree (match) with that subject.

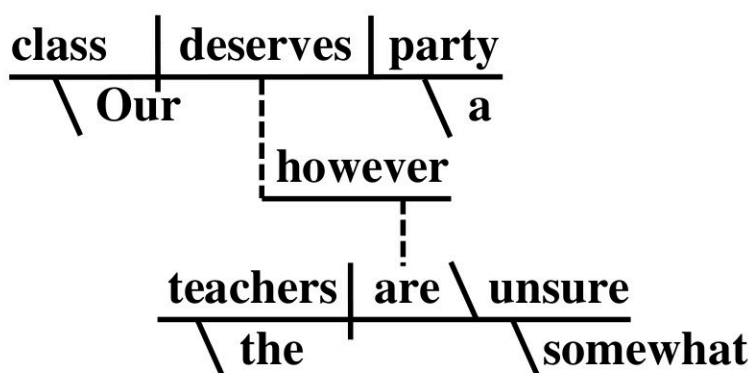
Examples: There is a dog; There are dogs.

Guided Practice: He or Joe doesn't seem ready. Their success depend on this. There is little time.

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Language Conventions Lesson #45

Sentence Diagram Answers



Mentor Text

“Success or failure depends more upon attitude than capacity...”

William James (1842–1910)

Writing Application Lesson

Mechanics Dictation

Many astrologers believed that the Age of Aquarius in The Sixties was an important astrological period.

Grammar and Usage Dictation

The choir is huge and nothing stops the choir from performing. There is an unspoken agreement that “the show must go on.”

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Language Conventions Lesson #46

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: The Girl Scouts of America is over 100-years-old. The United Way of America and Pizza to Go® help fund that organization.

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, we say ‘Birds chirp,’ not ‘Birds chirps.’ Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Following are the key rules of plural subject-verb agreement:

- Some words seem to be singular, but are actually plural because they each have two parts: *scissors*, *tweezers*, *pants*, and *shears*. **Example:** Those scissors are sharp.
- 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.

“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: We have plenty of supplies for the project. Scissors are required to cut out the sports pictures from magazines. The Miami Heat are the students’ favorite team. There are plenty of their pictures. Most of the students finish quickly, but a few need more time. Bob and Joe always ask for more time.

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Language Conventions Lesson #46

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise this sentence and Complete the sentence diagram: “His pants has already been ironed.”’” [Allow time.]



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

Mentor Text Lesson

“This mentor text by Hippocrates, the originator of the Hippocratic Oath (taken by all physicians) uses two indefinite plural pronouns with properly matched predicates. Let’s read it carefully: ‘Many admire; few know.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘The Boys and Girls Clubs of America is an important youth organization and has many sponsors including the Community and Southern Bank.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence with proper subject-verb agreement: ‘This scissors has been sharpened. Others are ready to use. There is five pairs on the desk.’”

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

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Language Conventions Lesson #46

Mechanics

Capitalize the names of organizations and businesses. Don't capitalize articles, conjunctions, and prepositions in the middle of the named organization or business. **Example:** Helping with Hands Association, Durability for Life, Inc.

Guided Practice: The Girl Scouts of America is over 100-years-old. The United Way of America and Pizza to Go® help fund that organization.

Grammar and Usage

Following are the key rules of plural subject-verb agreement:

- Some words seem to be singular, but are actually plural because they each have two parts: *scissors*, *tweezers*, *pants*, and *shears*. **Example:** Those scissors are sharp.
- 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: We have plenty of supplies for the project. Scissors are required to cut out the sports pictures from magazines. The Miami Heat is the students' favorite team. There is plenty of their pictures. Most of the students finish quickly, but a few needs more time.

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Language Conventions Lesson #46

Sentence Diagram Answers

pants | have been ironed
 \ His \ already

Mentor Text

“Many admire; few know.”

Hippocrates (460 BC–377 BC)

Writing Application Lesson

Mechanics Dictation

The Boys and Girls Clubs of America is an important youth organization and has many sponsors including the Community and Southern Bank.

Grammar and Usage Dictation

These scissors have been sharpened. Others are ready to use.
There are five pairs on the desk.

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Language Conventions Lesson #47

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 languages, dialects, and people groups. *Dialect* refers to a variety of a language that is different in pronunciation, grammar, and vocabulary than other varieties of that language. **Examples:** Spanish, Creole, Roma

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

Mechanics Guided Practice Answers: Both Canadians spoke Swahili fluently to the Africans.

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 basic verb tenses: the past, present, and future. The past tense adds “ed” onto the end of the base form of the verb; the present tense is the base form of the verb; and the future tense adds “will” before the base form of the verb. **Examples:** Mykah jumped (past), Mykah jumps (present), Mykah will jump (future).

Generally keep the same verb tense within sentences unless a shift is necessary.

Guided Practice: Michael Jackson’s *Thriller* amazed () audiences in 1987, and is () an album that still gets plenty of radio play. Undoubtedly that will continue () for many years.

“Now read the guided practice sentences on your lesson. Then identify the past, present, or future tense following each verb in the parentheses according to grammar and usage lesson. [Allow time.] ‘Can anyone share an answer? [Mark the sentence on the display].’”

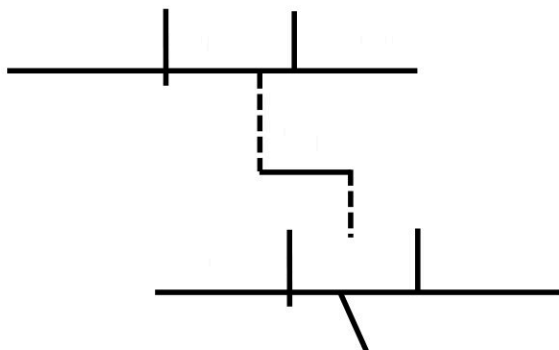
Grammar and Usage Guided Practice Answers: amazed (past) is (present) will continue (future)

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Language Conventions Lesson #47

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise the shift in verb tense to keep the actions consistent in the past tense and Complete the sentence diagram: ‘Louise gave hugs, but Susie gives me kisses.’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by W. C. Fields (the American humorist), uses the shift in verb tense for comedic effect. Let’s read it carefully: ‘I used to be indecisive, now I’m not so sure.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: ‘The Australians spoke English, but their Aborigines did not.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, underlining the past, present, and future tense verbs. Identify the verb tense of each in parentheses following each verb: ‘He impressed me with his first novel, and his current work gets good reviews. His writing will entertain us for years.’”

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

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Language Conventions Lesson #47

Mechanics

Capitalize the names of languages, dialects, and people groups. *Dialect* refers to a variety of a language that is different in pronunciation, grammar, and vocabulary than other varieties of that language. **Examples:** Spanish, Creole, Roma.

Guided Practice: Both Canadians spoke swahili fluently to the Africans.

Grammar and Usage

Verb tense is the form of the verb that indicates time. There are three basic verb tenses: the past, present, and future. The past tense adds “_ed” onto the end of the base form of the verb; the present tense is the base form of the verb; and the future tense adds “will” before the base form of the verb.

Examples: Mykah jumped (past), Mykah jumps (present), Mykah will jump (future).

Generally keep the same verb tense within sentences unless a shift is necessary.

Guided Practice: Michael Jackson’s *Thriller* amazed

(_____) audiences in 1987, and is

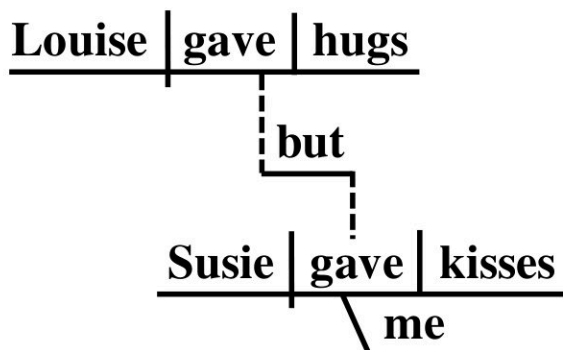
(_____) an album that still gets plenty of radio play. Undoubtedly that will continue (_____)

for many years.

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Language Conventions Lesson #47

Sentence Diagram Answers



Mentor Text

“I used to be indecisive, now I'm not so sure.”

W.C. Fields (1880–1946)

Writing Application Lesson

Mechanics Dictation

The Australians spoke English, but their Aborigines did not.

Grammar and Usage Dictation

He impressed (past) me with his first novel, and his current work gets (present) good reviews. His writing will entertain (future) us for years.

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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*. 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. **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: Did she say “I didn’t do it”? Or did she ask “Who did it?”

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Language Conventions Lesson #48

Grammar and Usage Lesson

“Today we are studying the **progressive verb tense**. Remember that a verb can mentally or physically act or serve as a state of being. *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 and write the progressive verb tenses in the parentheses. [Allow time.] Can anyone share the past progressive verb tense? The present progressive? The future progressive? [Mark the sentence on the display].”

Grammar and Usage Guided Practice Answers: He is thinking (present progressive). Ben will be asking (future progressive). They were racing (past progressive).

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Language Conventions Lesson #48

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise this sentence into progressive verb tenses to Complete the sentence diagrams: “Jim slept.”’ [Allow time.]

Past Progressive

Present Progressive

Future Progressive

Past Progressive	Present Progressive	Future Progressive

Sentence Diagram Answers: “Now compare your answers to the sentence diagrams on the display and revise any of your mistakes. Make sure to ask questions about anything you don’t understand.”

Mentor Text Lesson

“This mentor text, written by Abraham Lincoln (President of the United States and author of *The Gettysburg Address*), uses the present progressive tense in this sentence. Let’s read it carefully: ‘Am I not destroying my enemies when I make friends of them?’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence in past, present, or future progressive 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 dialogue correctly on your lesson:

“‘Who went there?’ the speaker asked.

“Why did she say that?” I asked.”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising the verbs into the past present, and future progressive verb tenses: ‘Leslie plans on your help, but she tries to work with your schedule. Leslie calls you later to talk.’”

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

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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: Did she say, “I didn’t do it”? Or did she ask “Who did it”?

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Language Conventions Lesson #48

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: He is thinking (_____).

Ben will be asking (_____).

They were racing (_____).

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Language Conventions Lesson #48

Sentence Diagram Answers

Past Progressive Present Progressive Future Progressive

Jim | was sleeping Jim | is sleeping Jim | will be sleeping

Mentor Text

“Am I not destroying my enemies when I make friends of them?”

Abraham Lincoln (1809–1865)

Writing Application Lesson

Mechanics Dictation

“Who went there?” the speaker asked.

“Why did she say that?” I asked.

Grammar and Usage Dictation

Leslie was planning (past progressive) on your help, but she is trying (present progressive) to work with your schedule. Leslie will be calling (future progressive) you later to talk.

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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: Oh my gosh! I can’t believe she said that! That whole scene was disturbing.

Grammar and Usage Lesson

“Today we are studying the **perfect verb tense**. Remember that a verb can mentally or physically act or serve as a state of being. *Verb tense* 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 is used for a physical or mental action or state of being that refers to something that has already been completed. The perfect verb tense is formed with the past, present, or future tenses of the “to have” verb, the base form of a verb, and a past participle (a verb ending in “_d,” “_ed,” “_en”) for regular verbs.

- The past perfect refers to something that happened before another action in the past or something that happened before 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. **Examples:** has waited since dawn, have waited every morning
- The future perfect refers to something that will happen before another action in the future or something that will happen before a specific time in the future. The future perfect is formed with *will have* + the past participle. **Example:** will have waited every morning

“Now read the guided practice sentences on your lesson and write the perfect verb tenses in the parentheses. [Allow time.] ‘Can anyone share the past perfect verb tense? The present perfect? The future perfect? [Mark the sentence on the display].’”

Grammar and Usage Guided Practice Answers: The teacher had started (past perfect) the unit last week. We have continued (present perfect) the lessons this week and we will have completed (future perfect) the unit by next Friday.

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Language Conventions Lesson #49

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise this sentence into perfect verb tenses to Complete the sentence diagrams: “Joe will snore.”’” [Allow time.]

Past Perfect



Present Perfect



Future Perfect



Sentence Diagram Answers: “Now compare your answers to the sentence diagrams on the display and revise any of your mistakes. Make sure to ask questions about anything you don’t understand.”

Mentor Text Lesson

“This mentor text, written by Ernest Hemmingway (the American author), uses the past perfect verb tense in this sentence. Let’s read it carefully: ‘Better to have loved and lost than to have never loved at all.’ Which exceptional writing features can you identify?”

Writing Application Lesson

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

Dictations and Corrections

“Apply the mechanics rules to write this sentence dictation correctly on your lesson: “Wow! I am shocked that he said that in front of his mom!” That did not make sense.””

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising the verbs in this sentence into the past, present, and future perfect verb tenses: ‘The employer asks her employees to work late. The employees try their best and will improve the company’s profits by the end of the year.’”

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

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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: Oh my gosh! I can't believe she said that!
That whole scene was disturbing!

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Language Conventions Lesson #49

Grammar and Usage

The perfect verb tense is used for a physical or mental action or state of being that refers to something that has already been completed. The perfect verb tense is formed with the past, present, or future tenses of the “to have” verb, the base form of a verb, and a past participle (“__d,” “__t,” “__ed,” “__en”) ending.

- The past perfect refers to something that happened before another action in the past or something that happened before 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.

Examples: has waited since dawn, have waited every morning

- The future perfect refers to something that will happen before another action in the future or something that will happen before a specific time in the future. The future perfect is formed with *will have* + the past participle.

Example: will have waited every morning

Guided Practice: The teacher had started (_____) the unit last week. We have continued (_____) the lessons this week and we will have completed (_____) the unit by _____.

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Language Conventions Lesson #49

Sentence Diagram Answers

Past Perfect

Joe | had snored

Present Perfect

Joe | has snored

Future Perfect

Joe | will have snored

Mentor Text

“Better to have loved and lost than never loved at all.”

Ernest Hemmingway (1899–1961)

Writing Application Lesson

Mechanics Dictation

“Wow! I’m shocked he said that to his mom!” That was bad.

Grammar and Usage Dictation

The employer had asked (past perfect) her employees to work late. The employees have tried (present perfect) their best and will have improved (future perfect) the company’s profits by the end of the year.

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Language Conventions Lesson #50

Mechanics Lesson

“Today we are studying how to use **colons**. Remember that colons are used to begin lists, to show relationships between numbers, following business letter salutations (openings), and in titles. Colons are only placed after nouns or pronouns. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Use a colon after an independent clause if the following independent clause comments upon or explains the first. If only one clause follows a colon, don’t capitalize the first letter of that clause.

Example: Jenny got in trouble: she cheated on the test.

“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: “Just don’t say anything: it’s not your business,” she replied. “It’s been going on for days: now it’s reached a crisis point.”

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, an adjective, or an 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. **Examples:** Unless you practice, you will never succeed.

Use this memory trick to remember the subordinating conjunctions which begin adverbial clauses:

Bud is wise, but hot! AAA VWW

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

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

Whether, When (whenever), Where (wherever)

“Now read the guided practice sentences on your lesson. Bracket the subordinating conjunctions, underline the adverbial clauses, and revise the punctuation in these guided practice sentences. [Allow time.] ‘Can anyone share the subordinating conjunctions? The adverbial clauses? [Mark the sentence on the display].”

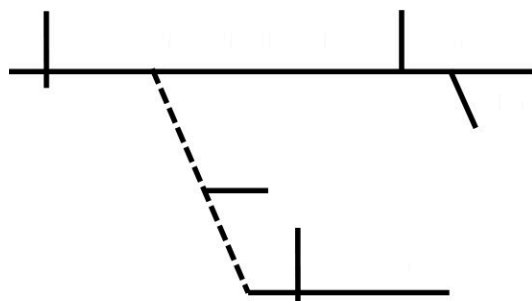
Grammar and Usage Guided Practice Answers: [Even though] you beg me, I still won’t help. I’m not the kind of person who will res

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Language Conventions Lesson #50

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 the sentence diagram: “As I listen, I am memorizing the song”’ [Allow time.]”



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

Mentor Text Lesson

“This mentor text, written by Vidal Sassoon (the British hairdresser) uses an adverbial clause to help describe his work ethic. Let’s read it carefully. ‘The only place where success comes before work is in the dictionary.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with an adverbial 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 lesson to write these sentences correctly, using colons between the clauses: “Please stop and consider alternatives: you do have choices,” he assured his friend. “It’s been a problem: now you must decide.””

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence by placing the adverbial clause at the beginning of the sentence: ‘I want to know when you plan to leave, so I can get ready.’”

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

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Language Conventions Lesson #50

Mechanics

Use a colon after an independent clause if the following independent clause comments upon or explains the first. If only one clause follows a colon, don't capitalize the first letter of that clause.

Example: Jenny got in trouble: she cheated on the test.

Guided Practice: “Just don't say anything, it's not your business,” she replied. “Now it's reached a crisis point: It's been going on for days.”

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.

Examples: Unless you practice, you will never succeed.

Use this memory trick to remember the subordinating conjunctions which begin adverbial clauses:

Bud is wise, but not! AAA WWW

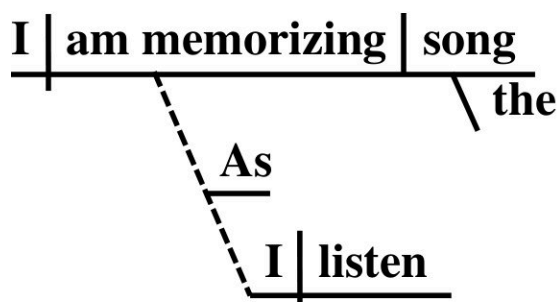
Before, unless, de spite (in spite of), in order that, so, while, if, since, even though (if),
because, until, until, now, once, than,
After, Although (though), As (as if, as long as, as though),
Whether, When (whenever), Where (wherever)

Guided Practice: Even though you beg me, I still won't help. I'm not the kind of person who will rescue people, whenever they start crying.

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Language Conventions Lesson #50

Sentence Diagram Answers



Mentor Text

“The only place where success comes before work is in the dictionary.”

Vidal Sassoon (1928–2012)

Writing Application Lesson

Mechanics Dictation

“Please stop and consider alternatives: you do have choices,” he assured his friend. “It’s been a problem: now you must decide.”

Grammar and Usage Dictation

When you plan to leave, I want to know so I can get ready.

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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 following a noun or pronoun. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

If the words inside the parentheses form a complete sentence, place the period, question mark, or exclamation point inside the closing parenthesis. **Example:** (I had eaten lunch.)

Parentheses can be used in a variety of ways:

- As added information. This is known as an *aside*. **Example:** John responded (quickly).
- As an appositive. An appositive is a noun, pronoun, or noun phrase that identifies or explains another noun or pronoun before or after it. **Example:** Sue (the girl in red)
- With numbers to make clear what has been said in the sentence. **Examples:** He ran a marathon (26.2 miles) in 4:20:10 (four hours, twenty minutes, ten seconds).
- To punctuate letters which list key points within the sentence. **Examples:** She had a choice of (a) apple (b) cherry or (c) lemon pie.

“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: They do eat fried toast (especially in England). (The U.S. Surgeon General specifically frowns on this food.)

Grammar and Usage Lesson

“Today we are studying **adverb order**. Remember that an adverb modifies a verb, an adjective, or an adverb and answers What degree? How? Where? or When? Any part of speech can serve as an adverb. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

As a matter of good writing style, place shorter adverbial phrases in front of longer ones.

Example: We ran more slowly, yet more purposefully. Also, place specific adverbs before general ones. **Example:** We ran to the corner, then everywhere.

When using more than one adverb in a sentence, follow this order of adverbial functions: What Degree-How-Where-When. **Example:** She dresses more warmly here now.

“Now read the guided practice sentence on your lesson and revise the order of the adverbs and adverbial phrases according to the rules of adverb order.”

Grammar and Usage Guided Practice Answers: He simply acted less nervous there at night.

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Language Conventions Lesson #51

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Multiple adverbs are placed under the verbs they modify in proper adverb order. Revise this sentence and Complete the sentence diagram: “The climber will proceed more carefully then”” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Geoffrey Nunberg (American author and professor), comments on the use of adverbs in these sentences” Let’s read the sentences carefully: ‘Adverbs tend to show people at their worst--posturing, embellishing, apologizing, or just being mealy-mouthed. Adverbs may be a relatively small portion of the English vocabulary, but they account for about half the words on my personal enemies list.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with an adverbial 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 lesson to write this sentence correctly with parentheses: ‘This place does get crowded (usually at night). (The local police have issued warnings about pickpockets.) ’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence by placing the adverbs in proper order: ‘The street performer juggles flaming bowling pins here on the corner quite dangerously most days.’”

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

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Language Conventions Lesson #51

Mechanics

If the words inside the parentheses form a complete sentence, place the period, question mark, or exclamation point inside the closing parenthesis.

Example: (I had eaten lunch.)

Parentheses can be used in a variety of ways:

- As added information.

Example: John responded (quickly).

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

Example: Sue (the girl in red)

- With numbers to make clear what has been said in the sentence.

Examples: He ran a marathon (26.2 miles) in 4:20:10 (four hours, twenty minutes, ten seconds).

- To punctuate letters which list key points within the sentence.

Examples: She had a choice of (a) apple (b) cherry or (c) lemon pie.

Guided Practice: They do eat fried toast especially in England. (The U.S. Surgeon General specifically frowns on this food).

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Language Conventions Lesson #51

Grammar and Usage

As a matter of good writing style, place shorter adverbial phrases in front of longer ones.

Example: We ran more slowly, yet more purposefully. Also, place specific adverbs before general ones.

Example: We ran to the corner, then everywhere.

When using more than one adverb in a sentence, follow this order of adverbial functions: What Degree-How-Where-When.

Example: She dresses more warmly here now.

Guided Practice: He acted less simply nervous at night there.

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Language Conventions Lesson #51

Sentence Diagram Answers

climber | will proceed
The more carefully then

Mentor Text

“Adverbs tend to show people at their worst--posturing, embellishing, apologizing, or just being mealy-mouthed. Adverbs may be a relatively small portion of the English vocabulary, but they account for about half the words on my personal enemies list.”

Geoffrey Nunberg (1945–)

Writing Application Lesson

Mechanics Dictation

This place does get crowded (usually at night). (The local police have issued warnings about pickpockets.)

Grammar and Usage Dictation

The street performer juggles flaming bowling pins quite dangerously here on the corner most days.

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Language Conventions Lesson #52

Mechanics Lesson

“Today we are studying how to use **dashes**. Dashes serve a different purpose than hyphens and are usually longer. Avoid using beginning and ending dashes for apposition (to identify or explain a noun or pronoun before it) 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. Dashes also indicate relationships. **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: Marta and Zowie worked from 3–5:00 p.m. after working a night shift, proving that the Johnson-Jones partnership would work any day. The young ladies, who had worked together for years, or (who had worked together for years) ran a successful housekeeping business.

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 example.”

When writing in Standard English, don’t drop verbs or parts of verbs. **Examples:** She (is) nice, but I been (had been) nice to her first. Where (are) you at? Who (is) she?

“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: She is (She’s) pretty smart, but I have (I’ve) been smart for a long time.

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Language Conventions Lesson #52

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise this sentence in Standard English and Complete the sentence diagram: “Those children believing anything today”” [Allow time.]



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

Mentor Text Lesson

“Tupac Shakur (the rapper and actor), drops verbs in this lyric. Let’s read it carefully:

‘Wisdom hard to swallow tomorrow expect apology

You probably panic, stranded in search of a better planet

Realism hard to understand, we stand slanted

And still stranded, merciless thieves stole the best of me’

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 to respond to this quote 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: ‘Lola worked from 2–8:00 p.m. at the Smith-Rutter plumbing company.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising these sentences into Standard English: ‘Why she doing that? I been nothing but kind to her.’”

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

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Language Conventions Lesson #52

Mechanics

Dashes are used to show a range of values between dates, times, and numbers. Dashes also indicate relationships.

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: Marta and Zowie worked from 3–5:00 p.m. after working a night shift, proving that the Johnson-Jones partnership would work any day. The young ladies—who had worked together for years—ran a successful housekeeping business.

Grammar and Usage

When writing in Standard English, don't drop verbs or parts of verbs. **Examples:** She (is) nice, but I been (had been) nice to her first. Where (are) you at? Who (is) she?

Guided Practice: She pretty smart, but I been smart for a long time.

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Language Conventions Lesson #52

Sentence Diagram Answers

children | are believing | anything
 \ Those \ today

Mentor Text

“Wisdom hard to swallow tomorrow expect apologies
You probably panic, stranded in search of a better planet
Realism hard to understand, we stand slanted
And still stranded, merciless thieves stole the best of me’

Tupac Shakur (1971–1996)

Writing Application Lesson

Mechanics Dictation

Lola worked from 2–3:00 p.m. at the Smith–Rutter plumbing company. She was an apprentice (which means one who is learning a craft or skill).

Grammar and Usage Dictation

Why is she doing that? I have been nothing but kind to her.

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Language Conventions Lesson #53

Mechanics Lesson

“Today we are studying how to use **brackets**. Brackets can serve the same purpose as parentheses. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Use brackets to provide missing or explanatory information within direct quotations.

Example: “You found it [the missing coat] on the table.”

In scripts and plays, brackets are also used as stage directions both inside and outside of dialogue. **Example:** [Nervously] “I don’t know what you mean.”

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

Mechanics Guided Practice Answers: “Please refer to the Addendum [page 71] to review the violations [of the city ordinances],” the attorney counseled.

Grammar and Usage Lesson

“Today we are studying **Non-standard English 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 using non-standard use additions. Don’t add the *of* or *on* prepositions when unnecessary.

Examples: Get off ~~of~~ my couch. Don’t blame ~~on~~ me for that.

When writing in Standard English, do *not* use double negatives. **Example:** Don’t use ~~no~~ notes on the test.

“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].’”

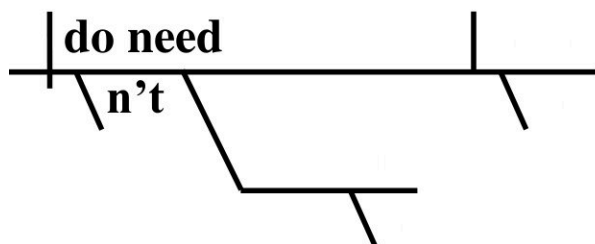
Grammar and Usage Guided Practice Answers: Suddenly, she changed her mind. She said she did it accidentally. She never did anything like that before now.

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Language Conventions Lesson #53

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise this sentence in Standard English and Complete the sentence diagram: “I don’t need no help from that teacher””’ [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Mark Twain (the American author and humorist), uses non-Standard additions in *Huckleberry Finn*. Let’s read it carefully: ‘Jim was most ruined for a servant, because he got stuck up on account of having seen the devil and been rode by witches.’ 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 to respond to this quote and revise Twain’s sentence 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: “Please turn to the beginning of Chapter 4 [page 142] and read the first paragraph [the one offset in red],” the teacher instructed.”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence into Standard English: ‘I got off of the team. I didn’t do nothing. Why do they have to hate on me?’

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

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Language Conventions Lesson #53

Mechanics

Use brackets to provide missing or explanatory information within direct quotations.

Example: “You found it [the missing coat] on the table.”

In scripts and plays, brackets are also used as stage directions both inside and outside of dialogue.

Example: [Nervously] “I don’t know what you mean.”

Guided Practice: “Please refer to the Addendum-page 71-to review the violations [of the city ordinances],” the attorney counseled.

Grammar and Usage

Avoid using non-standard use additions. Don’t add the *of* or *on* prepositions when unnecessary.

Examples: Get off ~~of~~ my couch. Don’t blame ~~on~~ me for that.

When writing in Standard English, do not use double negatives.

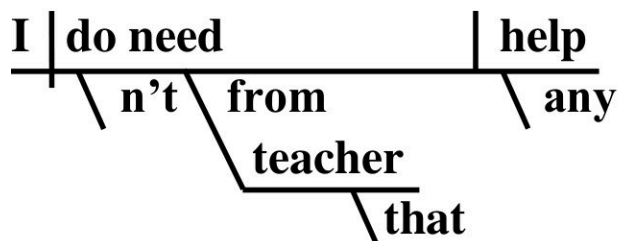
Example: Don’t use ~~no~~ notes on the test.

Guided Practice: All of a sudden, she changed her mind. She said she did it ~~on~~ accident. She never did nothing like that before now.

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Language Conventions Lesson #53

Sentence Diagram Answers



Mentor Text

“Jim was most ruined for a servant, because he got stuck up on account of having seen the devil and been rode by witches.”

Mark Twain (1835–1910)

Writing Application Lesson

Mechanics Dictation

“Please turn to the beginning of Chapter 4 [page 142] and read the first paragraph [the one offset in red],” the teacher instructed.

Grammar and Usage Dictation

I got off the team. I didn’t do anything. Why do they have to hate me?

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Language Conventions Lesson #54

Mechanics Lesson

“Today we are studying how to use **hyphens**. A hyphen is a short dash (-) used to combine words. Hyphens join base words to form compound words. Hyphens are also used for numbers and spelled-out fractions. Additionally, hyphens join compound adjectives. Now let’s read the mechanics lesson, highlight the key points of the text, and study the example.” [Allow time.]

Use hyphens for compound adverbs that don’t end in “_ly,” when used before nouns. Compound adverbs have two connected adverbs. **Example:** The much-requested song.

When the compound adverb is after the noun, don’t hyphenate. **Example:** Her wishes were always well known.

“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 much anticipated announcement was well-received by the audience.

Grammar and Usage Lesson

“Today we are studying **Non-standard English Substitutions**. Remember that Non-standard English often differs from Standard English because of regional or cultural dialects. The progressive verb tense is used to indicate an ongoing physical or mental action or state of being. The present progressive connects *am*, *is*, or *are* to a present participle (a verb with an ‘_ing’ ending). The forms of the ‘to be’ verb are *is*, *am*, *are*, *was*, *were*, *be*, *being*, *been*. 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. **Example:** He be so funny. Instead, use the present progressive verb tense to connect *am*, *are*, or *is* to a present participle (a verb with an “_ing” ending). **Revision:** He is being so funny.

Also, use the proper form of the “to be” verb to match its subject. **Example:** She were late. **Revision:** She was late.

“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].’”

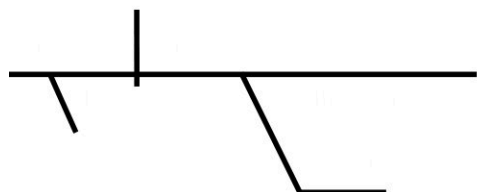
Grammar and Usage Guided Practice Answers: They are (have been) given plenty of money. They are lying (have been) lying if they say they don’t have enough.

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Language Conventions Lesson #54

Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Revise this sentence in Standard English and Complete the sentence diagram: “His mom been asking about you””’ [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by David Jordan (an English singer-songwriter), uses the present progressive *be*, then present participles *telling* and *making* to add stress to his imperative sentence. 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 to respond to this quote 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: ‘The well-respected couple told us their long-expected decision.’”

“Apply the grammar and usage lesson to write this sentence dictation on your lesson, revising this sentence into Standard English: ‘That man been looking at me for a while, and I be wondering what he doing.’”

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

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Language Conventions Lesson #54

Mechanics

Use hyphens for compound adverbs that don't end in *ly*," when used before nouns. Compound adverbs have two connected adverbs.

Example: The much-requested song

When the compound adverb is after the noun, don't hyphenate.

Example: Her wishes were always well known.

Guided Practice: The much-anticipated announcement was well received by the audience.

Grammar and Usage

Don't substitute *be* for *is* to create an ongoing action in Standard English. Instead, use the present progressive verb tense to connect *am*, *are*, or *is* to a present participle (a verb with an "*__ing*" ending).

Example: He be so funny. **Revision:** He is being so funny.

Also, use the proper form of the "to be" verb to match its subject.

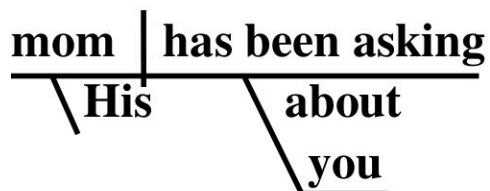
Example: She were late. **Revision:** She was late.

Guided Practice: They be given plenty of money. They is lying if they say they don't have enough.

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Language Conventions Lesson #54

Sentence Diagram Answers



Mentor Text

“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”

David Jordan (1985—)

Writing Application Lesson

Mechanics Dictation

The well-respected couple told us their long-expected decision.

Grammar and Usage Dictation

That man has been looking at me for a while, and I have been
wondering what he is doing.

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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 or 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: You could give it to either him/her and/or the letter any day after 11/24.

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 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:

- *Farther* refers to a physical distance. **Example:** How much farther is the next restaurant? *Further* refers to a degree or more time. **Example:** Further your knowledge by reading.
- *Beside* means “next to.” **Examples:** She sits beside me. *Besides* means “except” or “furthermore.” **Example:** No one is having fun besides him. I am tired, besides I am sick.
- *Less* deals with an amount, but can’t be counted. **Example:** I want less food. *Fewer* deals with an amount you can count. **Example:** I want fewer apples, not more.
- *Disinterested* describes a person who is neutral or fair. **Example:** The disinterested referee made the call. *Uninterested* describes a person who is not interested. **Example:** The uninterested girl paid no attention to the flirtatious boy.
- *Allowed* means permitted. **Example:** Parking is allowed on this street. *Aloud* means heard by others. **Example:** He spoke aloud to the class.

“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’m really disinterested about the season. I’ll watch fewer games than ever. Plus, the stadium is farther than I thought and tailgating isn’t allowed. And I have to sit beside a stranger.

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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 2/11/2013 as a b/w (black or white tie) event for him/her.

Guided Practice: You could give the present to either him-her and (or) the letter any day after 11/24.

Grammar and Usage

Following are commonly misused words.

- *Farther* refers to a physical distance. **Example:** How much farther is the next restaurant? *Further* refers to a degree or more time. **Example:** Further your knowledge by reading.
- *Beside* means “next to.” **Examples:** She sits beside me. *Besides* means “except” or “furthermore.” **Example:** No one is having fun besides him. I am tired, besides I am sick.
- *Less* deals with an amount, but can’t be counted. **Example:** I want less food. *Fewer* deals with an amount you can count. **Example:** I want fewer apples, not more.
- *Disinterested* describes a person who is neutral or fair. **Example:** The disinterested referee made the call. *Uninterested* describes a person who is not interested. **Example:** The uninterested girl paid no attention to the flirtatious boy.
- *Allowed* means permitted. **Example:** Parking is allowed on this street. *Aloud* means heard by others. **Example:** He spoke aloud to the class.

Guided Practice: I’m really disinterested about the season. I’ll watch less games than ever. Plus, the stadium is further than I thought and tailgating isn’t aloud. And I have to sit beside a stranger.

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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 used at the beginning of a sentence. **Examples:** five, 24. Six is a lot of donuts.

If a sentence has one number from one to nine and others larger, use Arabic numerals for all. **Examples:** Both numbers 2 and 12 were selected. If numbers are next to each other, use the Arabic numeral for one and spell out the other. **Examples:** We ate six-inch sandwiches.

“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: “Twelve is a dozen. However, we say that 13 is a baker’s dozen and 2 is a pair.”

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:

- Additions: We should say *anyway*, not *anyways*. We should say *toward*, not *towards*.
- Deletions: We should say *used to*, not *use to*. We should say *nothing*, not *nothin’*. *something*, not *somethin’*, and *anything*, not *anythin’*. **Example:** I used to play guitar.
- Misused Phrases: We should say *I couldn’t care less*, not *I could care less*. We should say *once in a while*, not *once and a while*. We should say *any more*, not *no more*. We should say *would have*, not *could of*. Also don’t use *would of*, *should of*, or *might of*.

“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 couldn’t care less if you put something toward the balance of the loan. That amount doesn’t matter much anyway.

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Language Conventions Lesson #56

Mechanics

Spell out numbers from one to nine, but use Arabic numerals for #s 10 and larger. However, spell out the number if used at the beginning of a sentence. **Examples:** five, 24, Six is a lot of donuts.

If a sentence has one number from one to nine and others larger, use Arabic numerals for all. **Examples:** Both numbers 2 and 12 were selected. If numbers are next to each other, use the Arabic numeral for one and spell out the other. **Example:** We ate 3 six-inch sandwiches.

Guided Practice: “Twelve is a dozen. However, we say that 13 is a baker’s dozen and two is a pair.”

Grammar and Usage

Following are commonly misused words:

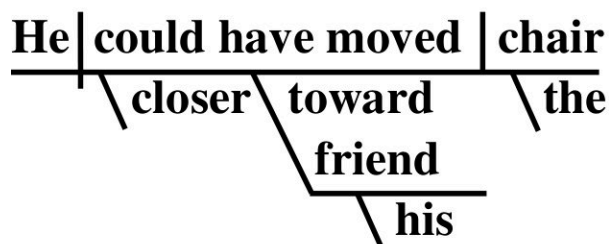
- Additions: We should say *anyway*, not *anyways*. We should say *toward*, not *towards*.
- Deletions: We should say *used to*, not *use to*. We should say *nothing*, not *nothin’*. *something*, not *somethin’*, and *anything*, not *anythin’*. **Example:** I used to play guitar.
- Misused Phrases: We should say *I couldn’t care less*, not *I could care less*. We should say *once in a while*, not *once and a while*. We should say *any more*, not *no more*. We should say *could have*, not *could of*. Also don’t use *would of*, *should of*, or *might of*.

Guided Practice: I could care less if you put somethin towards the balance of the loan. That amount doesn’t matter much anyways.

[View/Purchase Grade 7 Grammar](#)

Language Conventions Lesson #56

Sentence Diagram Answers



Mentor Text

“But you couldn't care less, could you
Your face don't look like before
It's really not like yours anymore
Your eyes don't like me no more”

Nina Persson (1974—)

Writing Application Lesson

Mechanics Dictation

I'll need 2 dispensers and 36 tissue boxes.

Grammar and Usage Dictation

I shouldn't have said anything to you anyway. I should stay out of trouble once in a while.

[View/Purchase Grade 7 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 7 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. Before noon; after noon | A. African-American |
| ____ 2. Proper noun | B. a.m.; p.m. |
| ____ 3. Abbreviation; acronym | C. Idea, person, place, thing |
| ____ 4. Common noun | D. I wonder why she did that. |
| ____ 5. Indirect question | E. U.S.A.; NASA |
| ____ 6. State of being verb | AB. 1, 2, 3 |
| ____ 7. Arabic numerals | AC. is, am, are, was, were, be, being, been |
| ____ 8. Past tense verb | AD. Add “_ed” |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence in which you mention a morning and evening time. _____

10. Write a sentence including a hyphenated proper noun. _____

11. Write a sentence including an abbreviation and an acronym. _____

12. Write a sentence in which you mention a common noun idea. _____

13. Write an indirect question. Then answer with an intentional fragment. _____

14. Write a sentence including a collective noun. _____

15. List the first ten Roman numerals. _____

16. Write a sentence using both a mental and physical action. _____

View/Purchase Grade 7 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. she, they, who |
| ____ 2. Subject case pronouns | B. churches' windows |
| ____ 3. Singular possessive noun | C. thirty-five students |
| ____ 4. Object case pronouns | D. him, whom, them |
| ____ 5. Plural possessive proper nouns | E. Bob's running |
| ____ 6. Possessive pronouns | AB. Joins a string of phrases |
| ____ 7. Compound subject possessive | AC. his, its, their |
| ____ 8. Compound adjective | AD. Sue's and John's decks |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including two semicolons to join a string of long phrases. _____

10. Write a sentence including a subject case pronoun. _____

11. Write a sentence with a compound noun possessive. _____

12. Write a sentence with a compound noun object. _____

13. Write a sentence with a plural possessive proper noun. _____

14. Write a sentence with two possessive pronouns: one before a noun and one without a noun.

15. Write a sentence with compound subjects possessing the same item. _____

16. Revise this sentence in proper adjective order: Lucky that one student won the prize.

View/Purchase Grade 7 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. Contractions | A. Both, and; either, or |
| ____ 2. Transitive verb; intransitive verb | B. after the last date unless at the end of a sentence. |
| ____ 3. Don't use a comma | C. Friendly letter |
| ____ 4. Adverbs | D. to separate a subject from its verb. |
| ____ 5. Use a comma | E. FANBOYS |
| ____ 6. Coordinating conjunction | AB. should've, o'clock, they're |
| ____ 7. Dear Mom, Love, | AC. Students take notes. That seems funny. |
| ____ 8. Correlative conjunctions | AD. What degree? How? Where? When? |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including contractions of *not* and *will*. _____
10. Write a sentence including both transitive and intransitive verbs. _____
11. Revise this sentence: I wrote Jim, and Bob in Denver, but Ty in Chicago, won't come. _____
12. Revise this sentence in proper adverb order: Come right now here quickly more to me. _____
13. Revise this sentence: On June 16 we married, and then we left on our honeymoon on Saturday, June 18 1997. _____
14. Write a greeting and a closing to a business letter. _____
15. Revise this sentence: He closed his friendly letter with "Sincerely, Joel. _____
16. Write a sentence with a pair of correlative conjunctions. _____

View/Purchase Grade 7 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. Don't use commas | A. Cheyenne, Wyoming |
| ___ 2. Subordinating conjunction | B. He doesn't work, does he? |
| ___ 3. Use commas | C. before and after any educational degrees. |
| ___ 4. Preposition | D. Introduces an adverbial clause |
| ___ 5. Geographical reference | E. Shows a relationship or a position to an object |
| ___ 6. Subject and predicate | AB. Whom or what receives the action of the verb |
| ___ 7. Tag question | AC. "Do-er"; does the work of the "do-er" |
| ___ 8. Direct object | AD. before zip codes. |

Sentence Application Directions: Answer in complete sentences.

9. Revise this sentence: Mail the letter to 16 Oak Lane Beverly Hills 90210. _____

10. Write a sentence beginning with a subordinating conjunction. _____

11. Write a sentence in which you mention a family title and an educational degree. _____

12. Write a sentence ending with a prepositional phrase. _____

13. Write a sentence including your city, state, and country. _____

14. Write a sentence with a complete subject and a compound predicate. _____

15. Write a sentence with a tag question. _____

16. Write a sentence with a direct object. _____

View/Purchase Grade 7 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. Comma splice |
| ___ 2. Indirect object | B. “Leah, don’t talk like that.” |
| ___ 3. Middle noun of direct speech | C. Independent or dependent |
| ___ 4. Clause | D. Two independent clauses |
| ___ 5. Ending noun of direct speech | E. They gave <u>her</u> a present. |
| ___ 6. Run-on | AB. “I bought peas, carrots, and cucumbers.” |
| ___ 7. Commas in lists | AC. “That’s just the way it is, Rafael.” |
| ___ 8. Compound sentence | AD. “You should think, Darla, before you speak.” |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence beginning with a noun of direct speech. _____

10. Write a sentence including an indirect object. _____

11. Write a sentence ending with a noun of direct speech. _____

12. Write a sentence with a phrase connected to an independent clause. _____

13. Write a sentence with a noun of direct speech in the middle. _____

14. Revise this run-on: I don’t quite know what to do, I’ll do my best. _____

15. Write a sentence listing three items found in a student’s backpack. _____

16. Write a complex sentence. _____

View/Purchase Grade 7 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. Commas after introductory words | A. Whichever you choose is fine with me. |
| ____ 2. Compound-complex sentence | B. She says, “he’s okay,” but explains, “he’s tired.” |
| ____ 3. Commas after introductory clauses | C. Even after everything I did, she still left. |
| ____ 4. Imperative | D. Indeed, you should pay more attention. |
| ____ 5. Introductory interjection | E. Young and restless, the boy set off for home. |
| ____ 6. Noun phrase | AB. “Get home before dark.” |
| ____ 7. Speaker tag commas | AC. Two independent and one dependent clause |
| ____ 8. Noun clause | AD. They slept for the rest of the afternoon. |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence beginning with a prepositional phrase of more than four words. _____
- _____
10. Write a compound-complex sentence. _____
- _____
11. Write a sentence with an introductory clause. _____
- _____
12. Write an interrogative and then answer with an imperative. _____
- _____
13. Write a sentence with an introductory interjection. _____
- _____
14. Write a sentence with a noun phrase. _____
- _____
15. Write a dialogue sentence with a middle speaker tag. _____
- _____
16. Write a sentence with a noun clause. _____
- _____

View/Purchase Grade 7 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 commas | A. He was a tall, handsome man in a dark, gray suit. |
| ____ 2. Indefinite pronoun | B. Both are interesting, even though none is rich. |
| ____ 3. Comma to set off phrase | C. Boys laugh the most, but they also cry too much. |
| ____ 4. Interrogative pronoun | D. We arrived, later than I thought, but we made it. |
| ____ 5. Dependent clause commas | E. If you cough, cover your mouth until you stop. |
| ____ 6. Demonstrative pronouns | AB. This right here is nicer than those over there. |
| ____ 7. Coordinate adjectives | AC. They told him themselves. |
| ____ 8. Reflexive pronoun | AD. Who asked for the map? |

Sentence Application Directions: Answer in complete sentences.

9. Write a long compound sentence. _____

10. Write a sentence including both singular and plural indefinite pronouns. _____

11. Write a sentence ending with a phrase that is separate from the main clause. _____

12. Write a sentence with an interrogative pronoun ending in “_ever.” _____

13. Write a sentence beginning with a dependent clause. _____

14. Write a sentence with two demonstrative pronouns. _____

15. Write a sentence with a series of three coordinate adjectives. _____

16. Write a sentence with a reflexive pronoun. _____

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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. Hierarchical adjectives | A. who, whom, whose, and that, but <i>not</i> which |
| ____ 2. Intensive pronouns | B. Don't capitalize the second part of quotation. |
| ____ 3. Nonrestrictive relative clause pronouns | C. Pedro, whose house is green, lives there. |
| ____ 4. Nonrestrictive relative clause | D. No one can find the part that I need. |
| ____ 5. Restrictive clause relative pronouns | E. You yourself know the answer. |
| ____ 6. Restrictive relative clause | AB. who, whom, whose, and which, but <i>not</i> that |
| ____ 7. Divided quotation | AC. An old thin-skinned yellow peach |
| ____ 8. Reciprocal pronouns | AD. each other, one another |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including hierarchical adjectives. _____

10. Write a sentence including an intensive pronoun. _____

11. Write a sentence including a nonrestrictive relative clause beginning with *which*. _____

12. Write a sentence including a nonrestrictive relative clause modifying a person. _____

13. Write a sentence including a restrictive clause beginning with *whose*. _____

14. Write a sentence including a restrictive relative clause modifying a thing. _____

15. Write a sentence with a divided quotation. _____

16. Write a sentence including a reciprocal pronoun. _____

View/Purchase Grade 7 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. Question marks, exclamation points | A. this, that, these, those |
| ___ 2. Pronoun antecedent problem | B. Spoons were next to the forks. We need them. |
| ___ 3. Indirect quotation | C. Joe said, “I sang ‘America’ with pride.” |
| ___ 4. Personal pronouns | D. I, me, we, us, you, he, she, it, they, them |
| ___ 5. Quotations within quotations | E. The interesting and humorous teacher |
| ___ 6. Demonstrative pronouns | AB. Double-space with 5 hanging indents |
| ___ 7. Works Cited page | AC. Mom said that we should be home by nine. |
| ___ 8. Adjectival Phrase | AD. Go inside quotation marks if part of quotation |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence that asks a question about a direct quotation. _____
10. Revise these sentences: Is his the best batch of cookies? They certainly are. _____
11. Write a sentence with an indirect quotation. _____
12. Revise this sentence: The friend gave the team their best effort. _____
13. Write a sentence including a quoted title within a direct quotation. _____
14. Revise these sentences: That is great. It looks just like him. _____
15. List which information is needed to include an encyclopedia on a Works Cited page. _____
16. Write a sentence with an adjectival phrase. _____

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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. Italicize or underline for websites | A. “_est” |
| ___ 2. Predicate adjective | B. She danced <u>more gracefully</u> than my. |
| ___ 3. Television show | C. An object that can be picked up from a table. |
| ___ 4. One-syllable comparative modifier | D. “_er” |
| ___ 5. “The Plot Thickens” | E. Your painting looks <u>great</u> |
| ___ 6. Long comparative modifier | AB. Book chapter |
| ___ 7. I read “At Last” in <i>Newsweek</i> | AC. <i>The Late Show</i> |
| ___ 8. One-syllable superlative modifier | AD. Magazine article |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence with the name of a newspaper. _____

10. Write a sentence with a predicate adjective. _____

11. Write a sentence including the title of a work of art. _____

12. Write a sentence with one-syllable modifier to compare two things. _____

13. Write a sentence including the title of a book chapter. _____

14. Write a sentence with a long comparative modifier. _____

15. Write a sentence including the title of a magazine article. _____

16. Write a sentence with a one-syllable superlative modifier. _____

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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. Titles with quotation marks | A. I celebrate National Tea And Coffee Day. |
| ___ 2. Two-syllable or longer modifier | B. An object that can't be picked up from a table. |
| ___ 3. Articles | C. "a," "an," "the" |
| ___ 4. Misplaced modifier | D. I <u>have always been known</u> as fearless. |
| ___ 5. Preposition capitalization error | E. Starving, the last piece was given to him. |
| ___ 6. Dangling modifier | AB. I read "Playing Through the Course" twice. |
| ___ 7. Conjunction capitalization error | AC. least entertained |
| ___ 8. Verb phrase | AD. I most want the cookies of all. |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including the title of a short story. _____

10. Write a sentence with a two-syllable or longer superlative modifier. _____

11. Write a sentence including your favorite cartoon character. _____

12. Revise this sentence: We worked in the evenings mostly. _____

13. Revise this sentence: The Duke Of York met the President of The United States. _____

14. Revise this sentence: Having stopped her whispering, the class went back to its work. _____

15. Write a sentence including a holiday. _____

16. Write a sentence with a verb phrase. _____

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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. Event capitalization error | A. He completed merit badges in the boy Scouts. |
| ____ 2. Single subject-verb agreement error | B. Punctuation placed outside of quotation marks |
| ____ 3. Organization capitalization error | C. Canadians speak french and English. |
| ____ 4. Plural subject-verb agreement error | D. Joe or Tom are ready. |
| ____ 5. Language capitalization error | E. Past, present, future |
| ____ 6. Verb tenses | AB. Connects “to be” verb to a participle |
| ____ 7. Question including direct quotation | AC. Are you going to the County fair? |
| ____ 8. Progressive Verb | AD. Joan, Tim, and Sandra is friends. |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including an historical period. _____

10. Revise this sentence: There is two dogs dead and the news get worse. _____

11. Write a sentence including the name of a business. _____

12. Revise this sentence: Her pants is too big, and several of her girlfriends agrees. _____

13. Write a sentence including a people group and dialect. _____

14. Revise this sentence: He left his job because he is paid poorly. _____

15. Revise this sentence into a direct question: I hope she didn't say she was sorry. _____

16. Revise this sentence into the present progressive: She exercises four days per week. _____

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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. Exclamatory sentence | A. “to have” and a past participle |
| ____ 2. Perfect verb tense | B. Who that? I don’t know, but she is highly sweet. |
| ____ 3. Colon | C. One independent clause comments on another |
| ____ 4. Adverbial clause | D. Used for appositives to identify or explain |
| ____ 5. Parentheses | E. Place shorter ones before longer ones. |
| ____ 6. Adverbial phrases | AB. Begins with a subordinating conjunction |
| ____ 7. Dash | AC. Shows a range of values |
| ____ 8. Don’t drop verbs or parts of verbs. | AD. Shows surprise or strong emotion |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including an interjection. _____

10. Revise this sentence into the future perfect tense: She asked him to go to the prom. _____

11. Write two independent clauses, using a colon at the end of the first to signal an explanation in the second clause. _____

12. Write a sentence ending with an adverbial clause. _____

13. Write a sentence with parentheses used as an aside. _____

14. Revise this sentence in proper adverb order: He ate every Tuesday night sooner than expected here at the ranch quicker than lightning. _____

15. Write a sentence with a dash. _____
16. Revise this sentence: She thinking she knows everything. _____

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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. Bracket | A. Two Arabic numerals next to each other |
| ____ 2. Double negative | B. Don't do none of that. |
| ____ 3. Compound adverb | C. Provides missing or explanatory information |
| ____ 4. They be waiting a long time. | D. I farther my education but take less classes. |
| ____ 5. Slash | E. Revise with the progressive verb tense. |
| ____ 6. Commonly misused words | AB. The most-anticipated movie of the year |
| ____ 7. Spell one but not the other | AC. Separates dates, abbreviates, or means <i>or</i> |
| ____ 8. Commonly misused phrases | AD. I use to think monsters were in my closet. |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including a bracket. _____
10. Revise this sentence: Would you please get off of my back? I dropped it on accident. _____
11. Write a sentence with a compound adverb. _____
12. Revise this sentence: They be so silly. _____
13. Write a sentence with a slash. _____
14. Revise this sentence: Beside me everyone else is totally disinterested in what she has to say. _____
15. Write a sentence including two numbers: one below and one above ten. _____
16. Revise this sentence: Anyways, she has nothin' to say and I could care less. _____

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Grammar and Mechanics Unit Test Answers

Lessons 1–4

1. B
2. A
3. E
4. C
5. D
6. AC
7. AB
8. AD

Lessons 5–8

1. AB
2. A
3. E
4. D
5. B
6. AC
7. AD
8. C

Lessons 9–12

1. AB
2. AC
3. D
4. AD
5. B
6. E
7. C
8. A

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

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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

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Common Core State Standards Alignment Grade 7

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.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

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Common Core State Standards Alignment Grade 7

Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Lesson #
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Grade Level Standards: Conventions of Standard English:

[CCSS.ELA-LITERACY.L.7.1.A](#)

Explain the function of phrases and clauses in general and their function in specific sentences.

LC/SW 14, 18,
20, 21, 23, 24,
35–37, 44, 50
GUM 15, 16
LC/SW 50
GUM 13–16

[CCSS.ELA-LITERACY.L.7.1.B](#)

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

[CCSS.ELA-LITERACY.L.7.1.C](#)

Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

LC/SW 45–50

[CCSS.ELA-LITERACY.L.7.2.A](#)

Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

LC/SW 28

[CCSS.ELA-LITERACY.L.7.3.A](#)

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

LC/SW 39, 40

LC = Language Conventions; SW = Student Worksheets;

GUM = Grammar, Usage, and Mechanics Worksheets

*Language Progressive Skills

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Student Lessons

- ✓ **Print Version**
- ✓ **Google Slides Version**



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Language Conventions Lesson #1

Mechanics

Use periods to abbreviate the Latin expressions we use to indicate *before noon* and *after noon*. *Antemeridian* is the time from midnight until noon and is abbreviated as “a.m.” *Postmeridian* is the time from noon until midnight and is abbreviated as “p.m.”

Examples: 7:30 a.m., 12:00 p.m.

Guided Practice: I woke up this morning at 7:30 AM. because I fell asleep last night at 10:00 p.m.

Grammar and Usage

A proper noun is the name of a person, place, or thing. It can act or be acted upon and is capitalized. A proper noun can be a single word or a group of words and can be abbreviated or hyphenated.

Examples: Pedro, Mrs. Chang, P.S., Stratford-upon-Avon

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

Example: They attended church at the First Baptist Church.

Guided Practice: At the ceremony held in the State Rotunda, principal Taylor accepted the Blue Ribbon award on behalf of his students, parents, and teachers at Pinewood Middle School.

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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 these words to the sentence diagram: “Elizabeth” and “Windsor Palace.”

Queen	loved
-------	-------

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.

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Language Conventions Lesson #2

Mechanics

Place periods following the first letter of each key word in most abbreviated titles or expressions, and pronounce each of these letters when saying the abbreviations.

Examples: U.S., p.m.

Don't use periods after some very common abbreviations known as *initials*.

Examples: FBI, CIA, UCLA, NBC

Also don't use periods or pronounce the letters in acronyms. Acronyms are special abbreviated titles or expressions that are pronounced as words. Most all acronyms are capitalized.

Example: NATO

Guided Practice: David has worked outside of the U.S. in many foreign countries, but he now works for N.A.S.A.

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: liberty (idea), human (person), capital (place), eye-opener (thing)

Guided Practice: Identify the types of common nouns in the spaces provided.

We Americans sometimes forget that peace () has been achieved by brave men and women () who left their country () to fight in distant lands ().

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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: “milk” and “cows.”



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.

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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 with ending periods.

Example: Everyone asks if you are new.

Intentional fragments also end with periods. An intentional fragment is part of a sentence that is treated as a complete thought for literary effect.

Example: How crazy.

Guided Practice: How surprising. Everyone wants to know how I am?

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 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: Identify the types of verbs in the spaces provided.

A baby cries () a lot. She is ()

excited. They have () waiting.

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Language Conventions Lesson #3

Sentence Diagram

Verbs are placed to the right of the main vertical line in sentence diagrams. Add these words to the sentence diagram: “deer” and either “eat” or “eats.”



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.

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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, followed by periods, 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 and is followed by a period.
- The second minor detail is double indented on the next line and listed as 2.

Guided Practice: The sixth main idea is IV; the fourth major detail is d; the third minor detail is 3.

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 *-s* onto the base form of the verb to match singular nouns or pronouns. Don't add *-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 kicked () up my daughter after school, and I
will drop () her off after we shop ().

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Language Conventions Lesson #4

Sentence Diagram

Verbs are placed to the right of the main vertical line in sentence diagrams. Complete these sentence diagrams in past, present, and future tense, using the verb: “howl.”

Past Tense

Wolves

Present Tense

Wolves

Future Tense

Wolves

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.

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Language Conventions Lesson #5

Mechanics

A semicolon (;) can be used to join a string of long phrases.

Examples: Ohio and Illinois in the Midwest; Idaho and Oregon in the West; and Florida and Georgia in the South all have lakes.

Guided Practice: Ty, Luis, and I on the left; Lou and Bob in the center, and Lu and Lu on the right of the stage stood to applaud.

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: Me and Pedro knows the poem better than she.

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Language Conventions Lesson #5

Sentence Diagram

Subject case pronouns are placed to the left of the main vertical line in sentence diagrams. Complete the sentence diagram: “He wants seconds.”



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.

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Language Conventions Lesson #6

Mechanics

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

Examples: Tim's wallet, Doris' purse

A singular possessive noun can also modify a *gerund* (a verb form ending in "ing" that serves as a noun).

Example: Len's training

Guided Practice: Emma's grilling and Charle's hospitality made the barbecue a success.

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 Bo 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*?

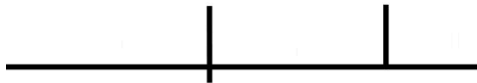
Guided Practice: Who did you expect to see at the concert? I know you looked for me and Amalia.

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Language Conventions Lesson #6

Sentence Diagram

Object case pronouns are placed to the right of the predicate in sentence diagrams. Complete the sentence diagram: "Teachers inspire her."



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.

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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

Add an apostrophe then an *s* to an irregular plural noun.

Examples: women’s, children’s

When family names ending in a /z/ sound are used as plural possessives, just add on the apostrophe at the end of the plural name and pronounce as /zes/. Don’t use an apostrophe when the family name is simply used as a plural.

Example: The Feliz’ cars are at the Sanchezes.

Guided Practice: The wive’s dinner at the Jones’ place, followed by dessert at the Martins, showed off the women’s best recipes.

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, its, 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.

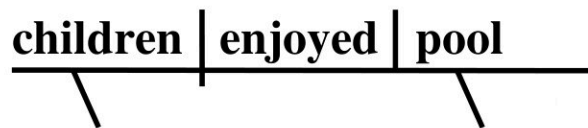
Guided Practice: We took our donations to the shelter. Their clothes were brand new, but my were used.

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Language Conventions Lesson #7

Sentence Diagram

Possessive pronouns are placed below the nouns they modify in sentence diagram. Add these pronouns to the sentence diagram: “your” and “My.”



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.

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Language Conventions Lesson #8

Mechanics

With compound subjects or objects, if each of the nouns possesses the same item, use an apostrophe then an *s* at the end of each noun.

Example: Eric's and Victor's backpacks.

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.

Example: Kayla and Emma's pizza

Guided Practice: We discussed the plan at Ethan's and Mary's apartment. Ethan's and Mary's reactions to the business proposal were quite different.

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

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

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

Guided Practice: Just three students went to horrible and boring the party weekend last.

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Language Conventions Lesson #8

Sentence Diagram

Adjectives are placed below the parts of speech they modify in sentence diagrams. Add these adjectives to the sentence diagram: “pull-up,” “three,” “these,” and “playful.”



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.

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Language Conventions Lesson #9

Mechanics

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

Examples: isn’t (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*.

Words can be contracted at the beginning or ending of words.

Examples: ‘twas (for *it was*), ‘til (for *until*), jack-o’-lantern (for *Jack of the lantern*), rock ‘n’ roll (for *rock and roll*).

Guided Practice: I should of gone to her party, but she’ll have to plan better. ‘Twas late to invite guests at two oclock for dinner.

Grammar and Usage

A verb shows a physical or mental action or links to something else as a state of being.

Examples: He ran, He thinks, He will be.

A *transitive* verb is a mental or physical action that acts upon a direct object. The direct object answers *Whom?* or *What?* from the verb.

Example: Teachers give homework. An *intransitive verb* acts without an object. Linking verbs are all intransitive verbs.

Linking verbs include the “to be” verbs: *is*, *am*, *are*, *was*, *were*, *be*, *being*, *been*, and others such as *become*, *seem*, *look*, *feel*, *smell*, and *appear*.

Example: They know.

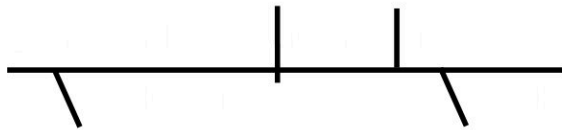
Guided Practice: It appears that Matt hurt his mother’s feelings.

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Language Conventions Lesson #9

Sentence Diagram

Both transitive and intransitive verbs are placed to the right of the main vertical line. Complete the sentence diagrams: Athletic Samantha runs 10K races. Mary watches.



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.

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Language Conventions Lesson #10

Mechanics

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

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

Also, don't use a comma to separate 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: Toby with his quick reflexes, and Bryan with his quick, powerful kick gave their smart fullbacks and talented, goal-keeper quite a match.

Grammar and Usage

An adverb modifies a verb, an adjective, or an 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, 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.

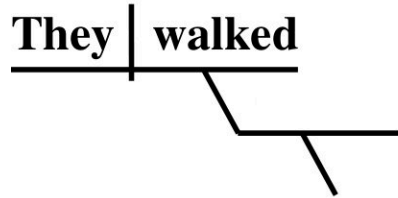
Guided Practice: Walk there slowly, but more cautious.

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Language Conventions Lesson #10

Sentence Diagram

Adverbs are placed below the parts of speech they modify in sentence diagrams. Add these adverbs to the sentence diagram: “very” and “quietly.”



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.

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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.

If the parts of the date serve as the object of a prepositional phrase, no comma is needed.

Example: On May 15 she quit her job.

Guided Practice: Tonya is scheduled to graduate from high school on Friday May 29, 2015.

Grammar and Usage

A coordinating conjunction connects words, phrases, or clauses with related meanings. The memory trick FANBOYS (For-And-Nor-But-Or-Yet-so) may help you remember the common coordinating conjunctions. A comma is placed before the conjunction if it joins two or more long independent clauses. **Example:** I walk about two miles, and then I run about a mile every day.

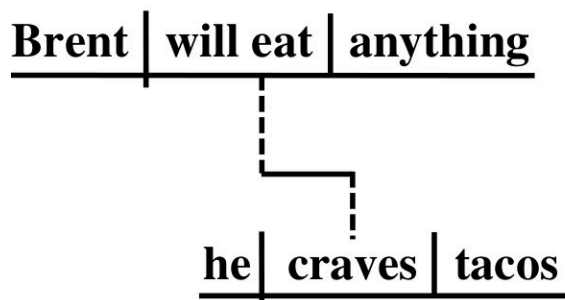
Guided Practice: The actor likes the stage, and he prefers movies. He is successful in both yet he makes more money on the silver screen.

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Language Conventions Lesson #11

Sentence Diagram

Coordinating conjunctions are placed on a dotted vertical line connecting parts of speech in sentence diagrams. Add this coordinating conjunction to the sentence diagram: "but."



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.

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Language Conventions Lesson #12

Mechanics

Place a comma after the greeting and after the closing in a friendly letter.

Examples: Dear Mom, and Love, Place a colon after the greeting and a comma after the closing in a business letter.

Examples: To Whom It May Concern: and Sincerely,

Guided Practice: He signed his business letter “Sincerely,” and his friendly letter “Yours truly,”. His business letter greeting was “To Whom It May Concern:” and his friendly letter was just “Hello”.

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

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

Examples: Either chocolate or vanilla is fine. Both girls like chocolate, and they also like vanilla.

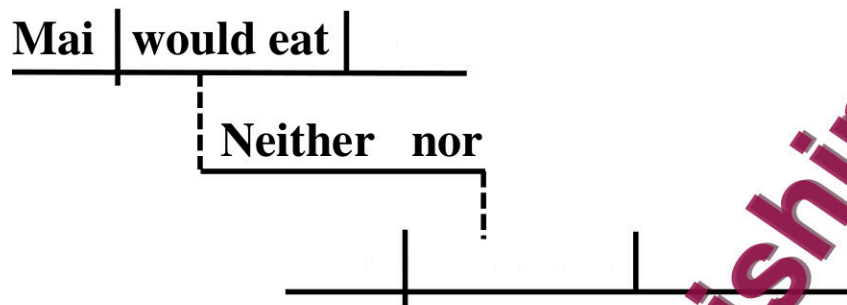
Guided Practice: Both men, and women were spies. Either they were successful, nor they were not.

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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: “Neither Mai would eat meat, nor Bob would eat vegetables.”



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.

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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: Amanda sent the letter to 425 Post Avenue, Park City, New York, 10001.

Grammar and Usage

A subordinating conjunction always introduces an adverbial clause. The subordinating conjunction signals the relationship between the adverbial clause and the independent clause. Use a comma to set off an introductory adverbial clause, but not an adverbial clause that ends a sentence. Use this memory trick to remember the subordinating conjunctions:

Bud is wise, but hot! AAA WWW

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

Examples: Unless I'm wrong, the show is on tonight. The show is on tonight unless I'm wrong.

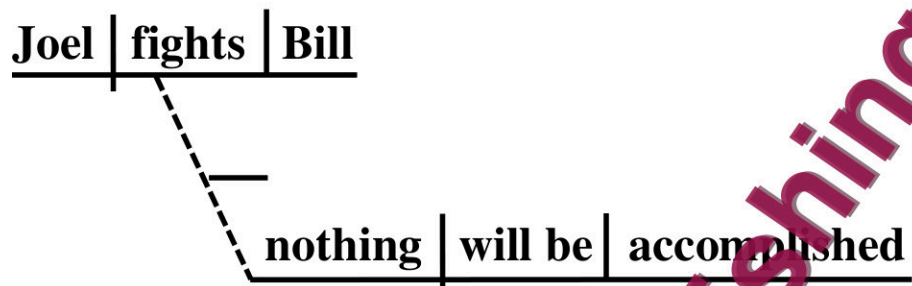
Guided Practice: If things don't improve, it's going to be a long time, before you get off restriction.

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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. Add this subordinating conjunction to the sentence diagram “11.”



Writing Application

Apply what you have learned to respond to his 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.

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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, such as Jr. for Junior or IV for the fourth family member with the same first name, are not set off by commas, but family titles that follow first and last names are set off by commas.

Examples: John Jr. and Maurice Small, IV

Guided Practice: Sam Jones Sr. met with Sam Jr. to discuss hiring Kim Singh, M.A. English.

Grammar and Usage

A preposition shows a relationship between the preposition and its object. The relationship may be that of location, position, or time. The preposition is always part of a phrase and comes before its object. The preposition asks "What?" or "Whom?" and the object provides the answer.

Examples: past the cloud, next to him, over there Following are the most common prepositions:

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

Place a comma after introductory prepositional phrases with more than four words.

Example: Through the deep and dark forest, I followed the breadcrumbs.

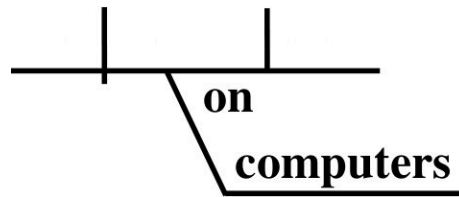
Guided Practice: Around the house, ran the dog. It ran past the gate and jumped over the fence.

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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 the sentence diagram: “Jim enters data on computers.”



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.

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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: I saw her home in Phoenix, Arizona and her vacation condo in Loreto, Mexico.

Grammar and Usage

The subject is the “do-er” of the sentence. It tells whom or what the sentence is about. The simple subject is the 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, the older women, she and the older women

The predicate does the work of the “do-er” of the sentence. The predicate shows a physical or mental action or it describes a state of being. 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, had danced skillfully, danced and sang

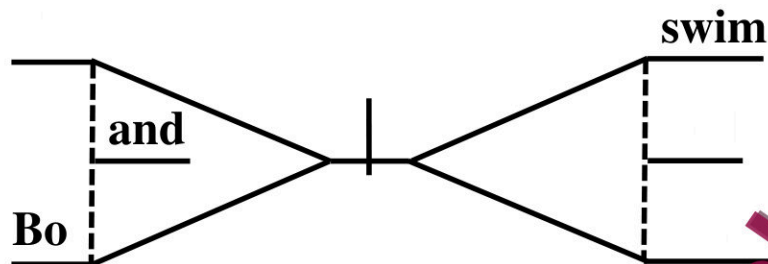
Guided Practice: He and Sue came. My aunt had just left. We had asked to come, but couldn't go.

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Language Conventions Lesson #15

Sentence Diagram

Compound subjects are connected by coordinating conjunctions and a dotted vertical line. Compound predicates connect predicates with a coordinating conjunction and a dotted vertical line. Complete the sentence diagram: “Ty and Bo swim and skate.”



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.

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Language Conventions Lesson #16

Mechanics

A tag question is a brief question added to a declarative 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.

Example: I don't think he will finish, will he?

Guided Practice: I will give it my best effort won't you?

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.

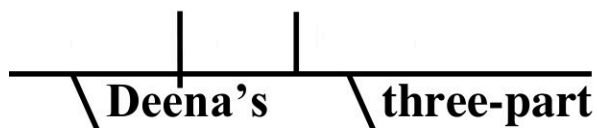
Guided Practice: I helped them and they sent letters.

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Language Conventions Lesson #16

Sentence Diagram

Direct objects are placed after the second vertical line. Complete the sentence diagram: “Deena’s cousins sing three-part harmony.”



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.

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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: Marsha and Susan, I really wish you would visit. Tim you should come, too.

Grammar and Usage

An indirect object answers To whom? For whom? To what? or For what? or the action of the verb is completed. A sentence with an indirect object must also have a direct object. Usually, the indirect object is found between a verb and a direct object.

Examples: I gave him a gift, We gave it a home.

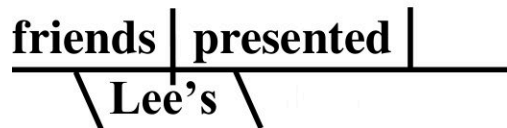
Guided Practice: Leticia gave her sister the necklace. She always gave her gifts.

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Language Conventions Lesson #17

Sentence Diagram

Indirect objects are placed below the predicates they modify. Add these words to the sentence diagram: “them” and “gifts.”



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.

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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: I really wish you would, Rob. You do need a job son.

Grammar and Usage

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

Examples: handsome men (adjectival phrase), had always known (verb phrase), before the flood (prepositional phrase)

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

Examples: Most people enjoy desserts, although not everyone has a sweet tooth.

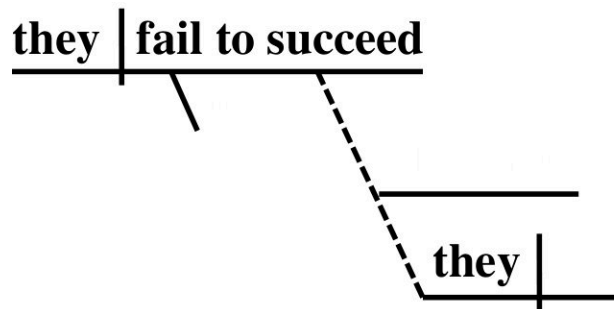
Guided Practice: On the road the truck rambled to a stop because the ambulance had arrived.

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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. Add these words to the sentence diagram: “often,” “try,” and “although.”



Writing Application

Apply what you have learned to respond to his 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.

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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: Jake, you really are a handful. If you would stop messing around, Jake you could make something of yourself. It’s just that easy brother, but you’ve got to try.

Grammar and Usage

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.

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

Example: Once I find out. To fix a sentence fragment, combine the dependent clause with an independent clause.

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 to a dependent clause.

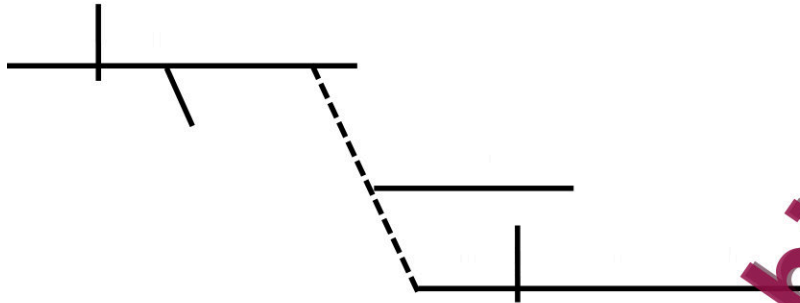
Guided Practice: The man was sad, he was hungry.

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Language Conventions Lesson #19

Sentence Diagram

Complete the sentence diagram: "Because you have worked, now you can play."



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.

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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: I would like to order the steak, potatoes, and string beans, but could I substitute fruit, bread or a roll for the salad?

Grammar and Usage

A simple sentence has one independent clause and no dependent clause. A compound sentence has two or more independent clauses. A complex sentence has an independent clause and at least one dependent clause.

Examples: I enjoy baseball (simple). I enjoy baseball, but it is boring sometimes (compound). Although I enjoy baseball, it is boring sometimes (complex).

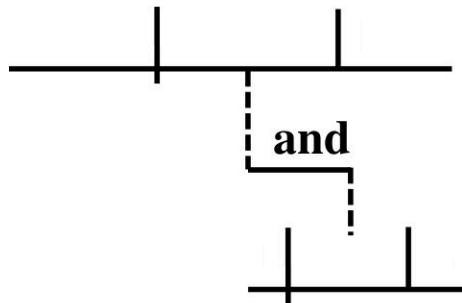
Guided Practice: After I took her home, my friends and I went to the mall, and then we drove around.

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Language Conventions Lesson #20

Sentence Diagram

Two or more separate horizontal lines are stacked upon each other for each independent clause. A coordinating conjunction joins the predicates. Complete the sentence diagram. “Astrid offered help and I took 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.

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Language Conventions Lesson #21

Mechanics

Use commas after an introductory word or phrase that modifies a word in the main clause or if receives special emphasis. The main clause is 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: In the late afternoon, the bees come out. However, they usually just buzz around.

Grammar and Usage

A compound-complex sentence has two or more independent clauses and at least one dependent clause.

Example: I like him and he likes me, even if we don't see each other very much.

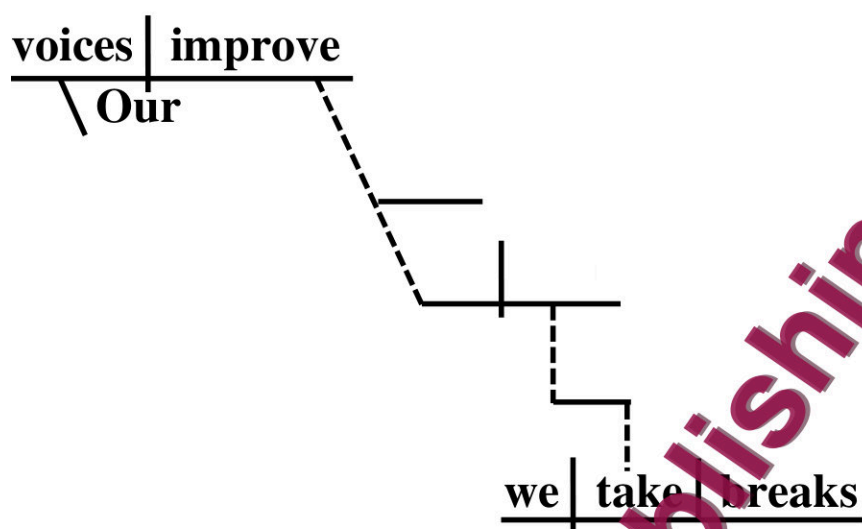
Guided Practice: Since I had already spent time with her, I let them talk and I loaded the car.

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Language Conventions Lesson #21

Sentence Diagram

For compound-complex sentences, join two or more horizontal lines with a slanted and dotted line. Complete the sentence diagram: “Our voices improve after we rest, so we take breaks.”



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.

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Language Conventions Lesson #22

Mechanics

Use commas after introductory clauses.

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

Guided Practice: However much they pretend, they can't convince me. If Frank and Anna were really serious they would prepare a better plan.

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: What is that smell? I'm not sure. It's horrible. Take it out of here, please.

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Language Conventions Lesson #22

Sentence Diagram

Interrogative pronouns, such as *who*, *what*, *where*, *when*, *why*, and *how* are placed below the predicates to form interrogative sentences in sentence diagrams. Remember that sentence diagrams do not include punctuation. Complete the sentence diagram: “Why are you helping?”



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.

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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: No, I don't want it. I never did actually. If you want it, well, go ahead and take it.

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.

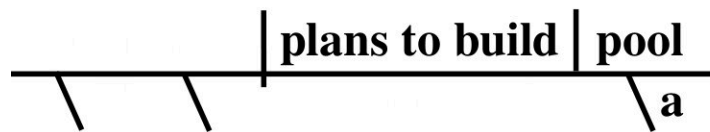
Guided Practice: The lazy young men sitting in their plastic lawn chairs did nothing all day.

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Language Conventions Lesson #23

Sentence Diagram

Modifying adjectives are placed under noun or pronouns in sentence diagrams. Add this noun phrase to the sentence diagram: “The sports-centered community.”



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.

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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: I said, “Text me when you can.”
“If I do have time to text,” he explained, “it will have to be late tonight.”
“I’ll still be awake” she replied.

Grammar and Usage

A noun clause is a dependent clause (subordinate clause) that usually begins with *if*, *how*, *however*, *that*, the “wh” words: *what*, *when*, *where*, *which*, *who*, *whom*, *whose*, *why*, or the “wh”-ever words: *whatever*, *whenever*, *wherever*, *whichever*, *whoever*, or *whomever*. Place a comma following an introductory noun clause.

Example: Whatever you wish, I will do.

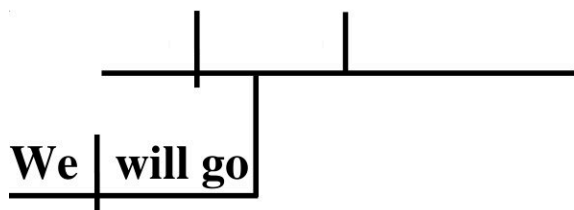
Guided Practice: We will go wherever you want to go and stay however long you wish.

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Language Conventions Lesson #24

Sentence Diagram

Noun clauses are placed above the main horizontal line and the verb connects to the predicate of the independent clause. Remember that words in a sentence diagram are not always in the order of the sentence. Add this noun clause to Complete the sentence diagram: “wherever you want.”



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.

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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 sang my loudest, yet the huge crowd still couldn't hear me or my music. They were screaming, so they couldn't listen.

Grammar and Usage

An indefinite pronoun does not refer to a specific noun. Indefinite pronouns ending in “_body” or “_one” are singular.

Examples: anybody, anyone

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

Indefinite pronouns that express quantity or measurement may be singular or plural depending upon the surrounding word clues.

Examples: all, any, half, more, most, none, other, and some

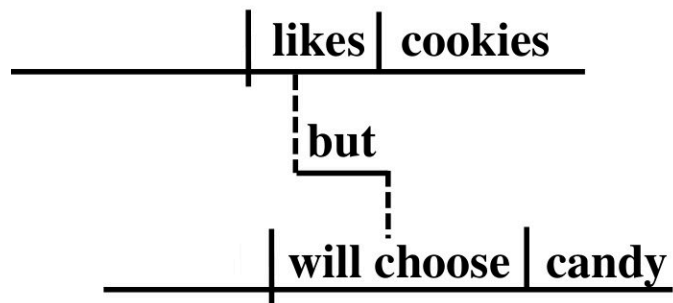
Guided Practice: Everybody was prepared, but only a few players on the team was willing to play the champions again.

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Language Conventions Lesson #25

Sentence Diagram

Indefinite pronouns can serve as subjects and objects in sentences. In sentence diagrams subjects are placed to the left of the main vertical line, and objects are placed to the right of predicate. Add these indefinite pronouns to the sentence diagram: “everybody” and “several”



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.

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Language Conventions Lesson #26

Mechanics

Use commas to set off phrases or clauses that are separate from or interrupt the main clause of the sentence. **Example:** She has, if I'm not mistaken, been here before.

If an introductory phrase is four words or less, don't follow with a comma, unless the phrase is given special emphasis. **Examples:** Over there I waited; Beneath the fluffy white clouds, I hiked.

Guided Practice: Under the covers, she crawled after the ghost story was finished. She was scared, but not terrified by the spiders.

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?

Each of the pronouns can add the “_ever” and “_soever” suffixes to refer to *any* person, place, thing, or idea.

Examples: *Whoever* or *Whosoever* leaves last should lock the door.

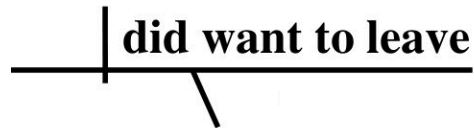
Guided Practice: Why aren't you working? Who knows if your job will last? What if you didn't work? Whom did you ask for help? Which one would you choose?

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Language Conventions Lesson #26

Sentence Diagram

Interrogative pronouns, such as *who*, *what*, *where*, *when*, *why*, and *how* are placed below the predicates to form interrogative sentences in sentence diagrams. Complete the sentence diagram:
“Why did you want to leave?”



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.

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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: Even though you disobeyed me, I know why you did it, although I don't approve.

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

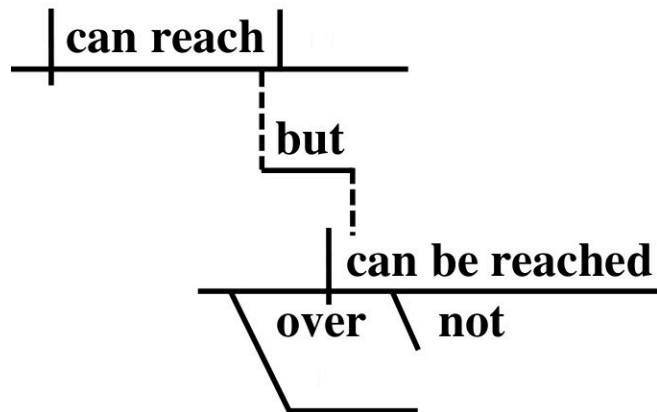
Guided Practice: This right there is heavier than those over here. This is lighter than this other car.

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Language Conventions Lesson #27

Sentence Diagram

Demonstrative pronouns are placed in the subject or object place. Complete the sentence diagram: "I can reach this, but those over there cannot be reached."



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.

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Language Conventions Lesson #28

Mechanics

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 large, angry dog

Guided Practice: Their back yard has a high, stone fence patrolled by a mean, angry watchdog.

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: Leta hurt herself on the hike. Yourself helped her. It was good to see that for ourselves.

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Language Conventions Lesson #28

Sentence Diagram

Reflexive pronouns are placed to the right of the predicate after the second vertical line in the object place. Complete the sentence diagram: "They saw themselves."



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.

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Language Conventions Lesson #29

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: The traditional classroom reading tests do not always lead to the best, educational, placements.

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* cooked that meal. Let him do it *himself*.

Guided Practice: They *themselves* have always said it is better to read the summary written by the author *her ownself*.

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Language Conventions Lesson #29

Sentence Diagram

Intensive pronouns are placed within parentheses following the subjects or objects. Add these words to the sentence diagram: "I myself like peaches."



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.

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Language Conventions Lesson #30

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.

Guided Practice: The politician, who promised to fix the economy, who pledged to lower taxes and who swore to protect the environment, was defeated soundly at the polls.

Grammar and Usage

Nonrestrictive relative clauses serve as adjectives to modify the preceding noun or pronoun, but they do *not* limit, restrict, or define the meaning of that noun or pronoun. The clause could be removed without changing the basic meaning of the sentence. The relative pronouns *who*, *whom*, *whose*, and *which*, but not *that*, begin nonrestrictive relative clauses. The *who* refers to people and *which* refers to specific things.

Example: The man, whose watch is gold, asked me for help.

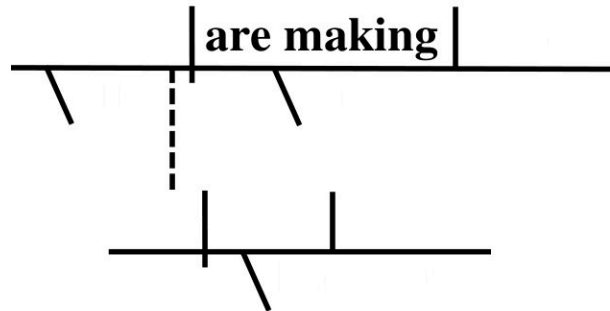
Guided Practice: The woman which never told the truth claimed to have seen the huge spaceship, which no one else happened to see.

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Language Conventions Lesson #30

Sentence Diagram

Complete the sentence diagram: “The people who lend him money are making him money.”



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.

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Language Conventions Lesson #31

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: He made me an offer, that I can't refuse. My friend, whose name is Art, is crazy.

Grammar and Usage

Restrictive relative clauses serve as adjectives following a noun to limit, restrict, or define the meaning of that noun. The clause could *not* be removed without affecting the basic meaning of the sentence. A restrictive relative clause begins with the relative pronouns *who*, *whom*, *whose*, and *that*, but not *which*. The *who* refers to a specific person or group of people. The *that* refers to things or people in general. Restrictive relative clauses are not set off by commas.

Example: The boy who gave me water left the book that I needed for class.

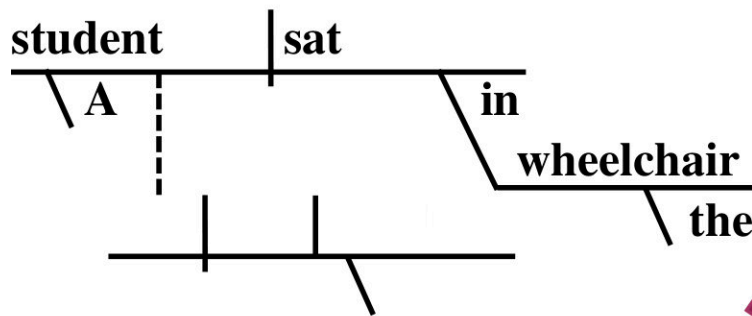
Guided Practice: The man which is working outside keeps a garden, that feeds the entire neighborhood.

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Language Conventions Lesson #31

Sentence Diagram

Complete the sentence diagram: “A student who has special needs sat in the wheelchair.”



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.

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Language Conventions Lesson #32

Mechanics

When using dialogue or a direct quotation, the first word of a complete sentence must be capitalized, even if it is in the middle of a sentence.

Example: Ray did say, “We saw it.”

Dialogue and direct quotations are not capitalized if they are only part of a sentence.

Example: I do believe him that it “was the best solution to our problems.”

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

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

Guided Practice: My coach whispered, “This game is over.” He continued, “Before it has even started.”

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.

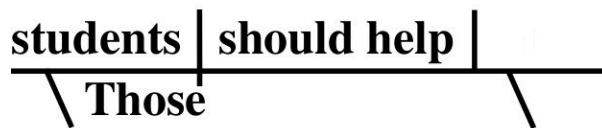
Guided Practice: The teammates gave one another praise for their victory. They had to depend upon each other to pull out the win.

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Language Conventions Lesson #32

Sentence Diagram

Reciprocal pronouns are placed to the right of the predicate after the second vertical line in the object place. Add this reciprocal pronoun to the sentence diagram: “each other.”



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.

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Language Conventions Lesson #33

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 scary."

Question marks go inside the quotation marks if they are part of the quoted sentence, but outside if you, the writer, ask a question about the quotation.

Examples: Did he say, "No, I won't"? "Is it mine?" she asked.

Guided Practice: Tommy asked, "May I have some?" "Did he have to ask that question?" "Wow!"

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.

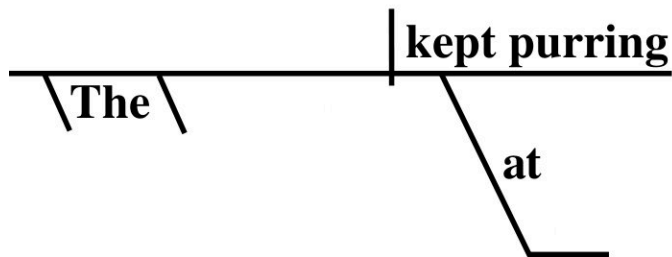
Guided Practice: Fido's food was in the bag. It was expensive.

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Language Conventions Lesson #33

Sentence Diagram

Revise this sentence diagram to eliminate the pronoun antecedent problem: “The woman’s cat kept purring at her.”



In what ways could you revise the sentence to eliminate the pronoun antecedent problem?

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.

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Language Conventions Lesson #34

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).

An indirect quotation reports someone else's ideas without quoting each word. Indirect quotations still need proper citations, but not quotation marks.

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

Guided Practice: Experts say, "Just 9% of adults drink milk (Dent 8)." Others say it's 8%. (Lind 2)

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: Tom and Sue like his or her school a lot. Both say you have to try their best.

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Language Conventions Lesson #34

Sentence Diagram

Complete the sentence diagram: “We should tell them their assignments.”



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.

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Language Conventions Lesson #35

Mechanics

When quotations or quoted titles are placed within quoted speech, use single quotation marks (‘ ’) at the beginning and end of the inside quotations. Use double quotation marks (“ ”) at the beginning and end of the entire quotation.

Example: Beth said, “I agree with Tom’s statement that ‘the case is closed.’”

Guided Practice: I replied, “Lincoln referred to all people when he said ‘dedicated to the proposition that all men are created equal’ in his famous ‘Gettysburg Address.’”

Grammar and Usage

Avoid using these two vague pronoun references:

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. The antecedent is an adjective. Revise by changing the pronoun reference from an adjective to a noun.

Example: I called ~~Jesse’s work~~ Jesse at his work, but he never answered.

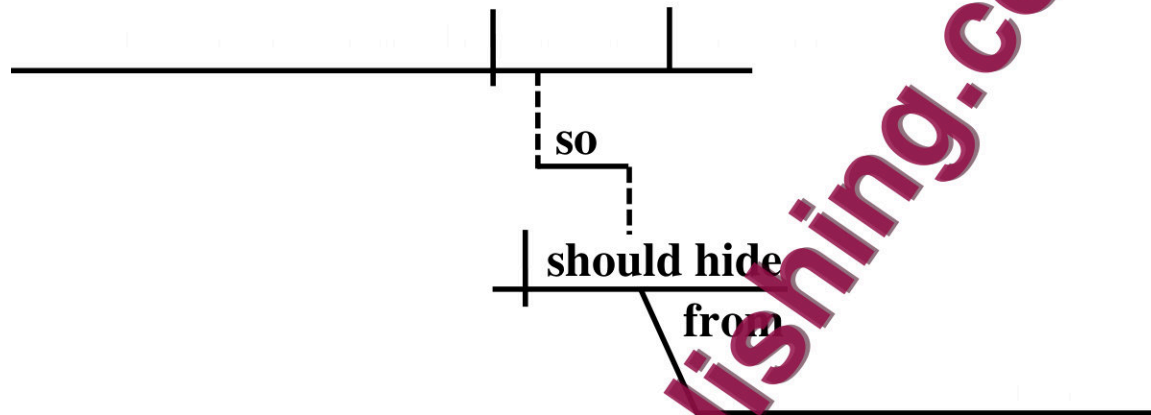
Guided Practice: Get paper from ~~your~~ binder and write on it. I like Amy’s friend, but she doesn’t.

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Language Conventions Lesson #35

Sentence Diagram

Revise the vague pronoun reference in this sentence diagram: "It can see me, so I should hide from 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.

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Language Conventions Lesson #36

Mechanics

The Works Cited page is placed at the end of an essay or research report and lists all of the sources you used in alphabetical order. Center the Works Cited title, and double space all citations with hanging .5 inch indents for lines which continue after the first line of each citation.

Examples:

Works Cited

Baker, John. *How to Use MLA*. El Dorado Hills: Pennington Publishing, 2015. Print.

"Citations." *The American Encyclopedia*. 3rd ed. 2015. Web.

Jones, Amanda, and King, Melissa. "Using MLA." *mla.org*. 2 May 2015. Web. 24 May 2015.

Guided Practice: Joe, Jones. *Eat for Fun*. Azusa: Lee Publishing, 2014. Print

Grammar and Usage

An adjectival phrase has more than one adjective and modifies a noun or pronoun. The phrase answers Which one? How many? or What kind? of the noun or pronoun.

Examples: The handsome and entertaining speaker received thunderous applause from an appreciative, welcoming, and receptive audience.

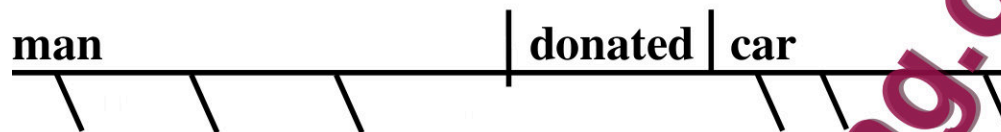
Guided Practice: A terrific young man left me in the capable, kind, and caring hands of my doctor.

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Language Conventions Lesson #36

Sentence Diagram

The adjectives in adjectival phrases are placed below the noun or pronoun they modify. Complete the sentence diagram: "That sweet young man donated a brand new car."



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.

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Language Conventions Lesson #37

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: I read about that book, titled The Lincoln Conspiracy. The article appeared in both Seventeen and “The Los Angeles Times.”

Grammar and Usage

An adjective that follows a linking verb to describe a preceding noun or pronoun is called a *predicate adjective*.

Example: Mark is nice and he looks good. Because the predicate adjective serves as an object, it often has modifiers and forms an adjectival phrase.

Example: Joe was very cool.

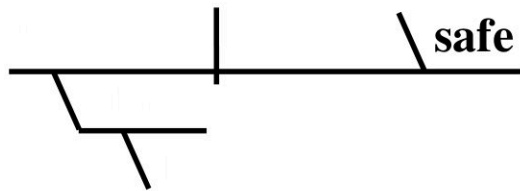
Guided Practice: Their year-end final exams were difficult, but most were manageable.

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Language Conventions Lesson #37

Sentence Diagram

Predicate adjectives are placed in the object position after the second vertical line. Complete this sentence diagram. Complete the sentence diagram: "His black dog appears safe."



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.

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Language Conventions Lesson #38

Mechanics

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

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

Guided Practice: “The Creation of Adam” is Michelangelo’s most famous painting. The artist’s genius inspired the Broadway play titled The Touch of Heaven, the movie titled The Sistine Chapel, and the television show titled Artists and Art.

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: fewer than five

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

Example: prettier, more often

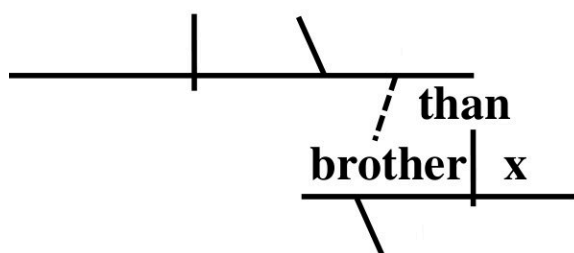
Guided Practice: Mike appears more smart than Ken, but Mike is really just more careful with his work.

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Language Conventions Lesson #38

Sentence Diagram

Comparative modifiers are placed to the right of the predicate after a backward slanted line in sentence diagrams. 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 the sentence diagram: “Zachary was neater than his brother.”



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.

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Language Conventions Lesson #39

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"

Also 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 lyrics to "The Star-Spangled Banner" were taken from Francis Scott Key's poem titled *Defence of Fort McHenry*. I just read the last chapter in the book titled "A Fitting End," which is about our national anthem.

Grammar and Usage

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

Example: more humorous, less surprisingly

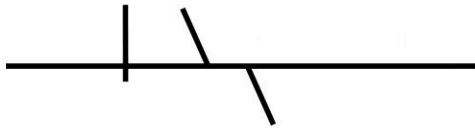
Guided Practice: Maggie was more attractiver than Frances, but Maggie was less interesting.

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Language Conventions Lesson #39

Sentence Diagram

Comparative modifiers are placed to the right of the predicate after a backward slanted line in sentence diagrams. Complete the sentence diagram: “Leah is more entertaining.”



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.

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Language Conventions Lesson #40

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: She went to the store to buy the Popstar! magazine, so she could read the article titled “Don’t Marry in Hollywood.”

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

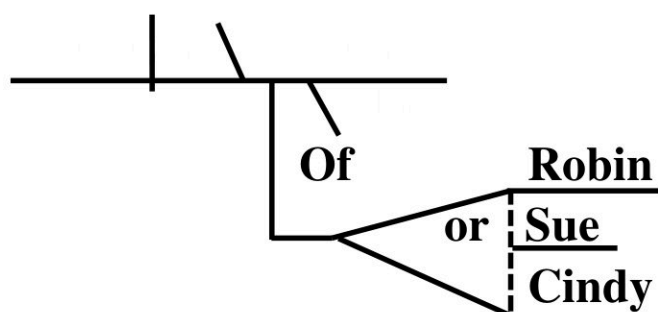
Guided Practice: Of the three swimmers, Jenna was most best, Rose was second best, while Yolanda had the least amount of skill.

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Language Conventions Lesson #40

Sentence Diagram

Superlative modifiers are placed to the right of the predicate after a backward slanted line in sentence diagrams. The object of comparison is placed under the superlative modifier. Complete the sentence diagram: “Of Robin, Sue or Cindy, Robin is the meanest.”



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.

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Language Conventions Lesson #41

Mechanics

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

Examples: "The Most Dangerous Game" "Your Rights as a Consumer"

Guided Practice: Her short story was titled "Into My Arms." The main character finds the lost document titled "Birth Certificate of Tim Martin."

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.

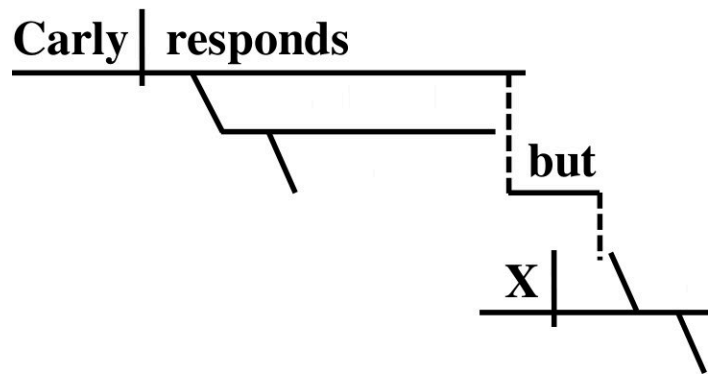
Guided Practice: Compared to the other two artists, Linda was the most happy, but she also had the least financial sense. Of the three artist friends, Linda did work the most conscientiously.

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Language Conventions Lesson #41

Sentence Diagram

Complete the sentence diagram: “Carly responds most thoughtfully but is most impulsive.”



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.

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Language Conventions Lesson #42

Mechanics

Capitalize people's and characters' names. Don't capitalize articles, conjunctions, and prepositions in the middle of the names.

Example: Courage the Cowardly Dog, Punch and Judy, St. Francis of Assisi

Also 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 our mean aunt are coming to dinner.

Also capitalize the names of places.

Examples: Asia, Blue Lake

Guided Practice: My dad was a Native-american and his favorite superhero was Batman.

Grammar and Usage

A *misplaced modifier* modifies something that the writer does not intend to modify because of its placement in the sentence. Place modifiers close to the words that they modify.

Examples: I drank only water; I only drank water. In these sentences only is the modifier. These sentences have two different meanings. The first means that I drank nothing but water. The second means that all I did with the water was to drink it.

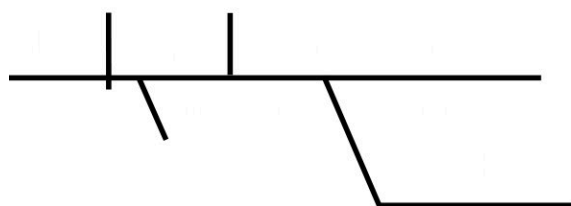
Guided Practice: I dusted always on Tuesdays. No one else did that chore.

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Language Conventions Lesson #42

Sentence Diagram

Modifiers are placed under the parts of speech that they modify. Revise this sentence and complete the sentence diagram: “She often eats peanut butter, but she eats it often with crackers.”



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.

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Language Conventions Lesson #43

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: World History and Geography
- Prepositions
Example: Race for Life

Guided Practice: *Two Kites In The Sky* must be the most popular play to hit town in recent years.

Grammar and Usage

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 doer of the sentence as the subject of the independent clause or combine the phrase and independent clause.

Example: Fired from your job, your car became your home. (Your car was not fired; you were.)

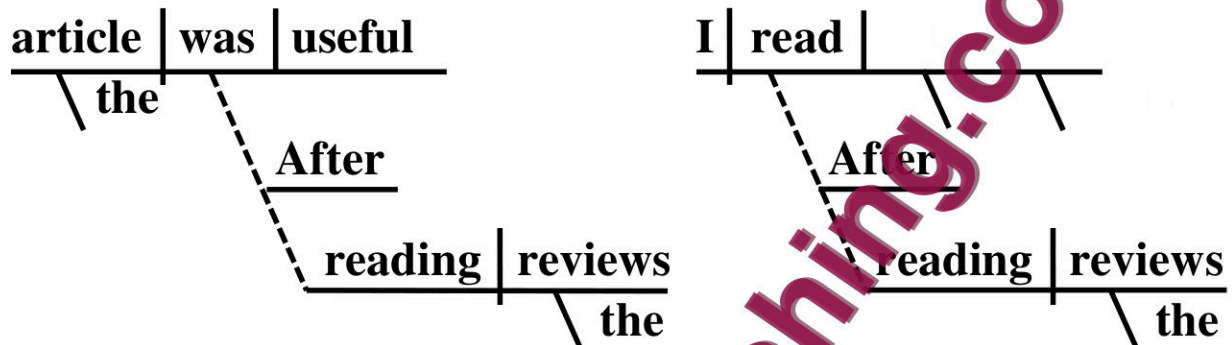
Guided Practice: Having finished her homework, the television show was turned on by her.

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Language Conventions Lesson #43

Sentence Diagram

Revise the dangling modifier found in the left sentence diagram to complete the right one.



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.

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Language Conventions Lesson #44

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: When memorial day is celebrated on March 29, 2017, I will just be graduating from high school.

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.

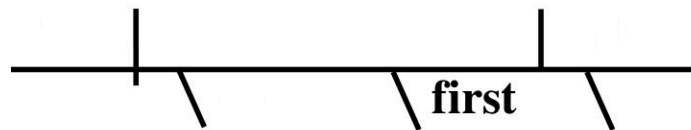
Guided Practice: The teachers will really be watching carefully to make absolutely sure that none of the students has any cheat notes.

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Language Conventions Lesson #44

Sentence Diagram

Modifiers are placed under the verb in a sentence diagram to form a verb phrase. Complete the sentence diagram: “Todd has usually asked your father first.”



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.

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Language Conventions Lesson #45

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: The Bastille festival celebrates The French revolution and The Age of Reason.

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
- When two or more nouns or pronouns are joined by *or* or *nor*, use the verb that agrees with (matches) the noun or pronoun closest to the verb.
Example: Joe or the kids sleep.
- 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.

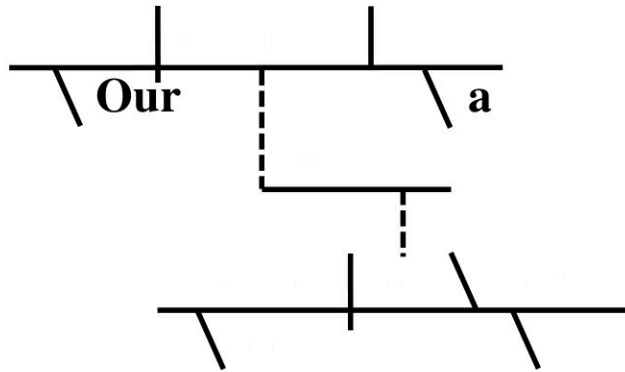
Guided Practice: He or Joe doesn't been ready. Their success depend on this. There is little time.

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Language Conventions Lesson #45

Sentence Diagram

Revise this sentence and Complete the sentence diagram: "Our class deserve a party however the teachers is somewhat unsure."



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.

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Language Conventions Lesson #46

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: The Girl Scouts of America is over 100-years-old. The United Way of America and Pizza to Go® help fund that organization.

Grammar and Usage

Following are the key rules of plural subject-verb agreement:

- Some words seem to be singular, but are actually plural because they each have two parts: *scissors*, *tweezers*, *pants*, and *shears*.
Example: Those scissors are sharp.
- 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: We have plenty of supplies for the project. Scissors are required to cut out the sports pictures from magazines. The Miami Heat is the students' favorite team. There is plenty of their pictures. Most of the students finish quickly, but a few needs more time. Bob and Joe always ask for more time.

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Language Conventions Lesson #46

Sentence Diagram

Revise this sentence and Complete the sentence diagram: "His pants has already been ironed."



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.

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Language Conventions Lesson #47

Mechanics

Capitalize the names of languages, dialects, and people groups. *Dialect* refers to a variety of a language that is different in pronunciation, grammar, and vocabulary than other varieties of that language.

Examples: Spanish, Creole, Roma

Guided Practice: Both Canadians spoke swahili fluently to the Africans

Grammar and Usage

Verb tense is the form of the verb that indicates time. There are three basic verb tenses: the past, present, and future. The past tense adds “_ed” onto the end of the base form of the verb; the present tense is the base form of the verb; and the future tense adds “will” before the base form of the verb.

Examples: Mykah jumped (past), Mykah jumps (present), Mykah will jump (future).

Generally keep the same verb tense within sentences unless a shift is necessary.

Guided Practice: Identify the verb tenses in the spaces provided.

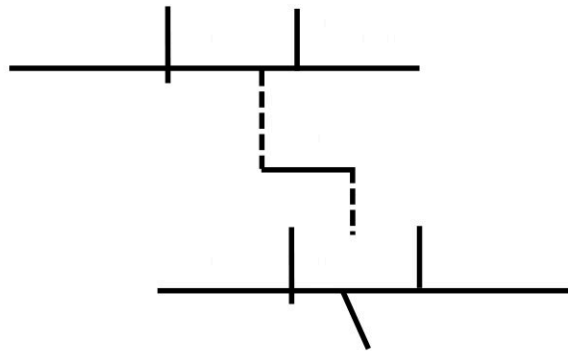
Michael Jackson’s *Thriller* amazed () audiences in 1987,
and is () an album that still gets plenty of radio play. Undoubtedly that
will continue () many years.

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Language Conventions Lesson #47

Sentence Diagram

Revise the shift in verb tense to keep the actions consistent in the past tense and Complete the sentence diagram: “Louise gave hugs, but Susie gives me kisses.”



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.

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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.

Example: Why did he say, “That’s not funny”?

Guided Practice: Did she say, “I didn’t do it”? Or did she ask “Who did it”?

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: Identify the verb tenses in the spaces provided.

He is thinking (_____). Ben will be asking (_____).

They were racing (_____).

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Language Conventions Lesson #48

Sentence Diagram

Revise this sentence into progressive verb tenses to Complete the sentence diagram. “Jim slept.”

Past Progressive

Present Progressive

Future Progressive

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.

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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: Oh my gosh! I can't believe she said that! That whole scene was disturbing!

Grammar and Usage

The perfect verb tense is used for a physical or mental action or state of being that refers to something that has already been completed. The perfect verb tense is formed with the past, present, or future tenses of the “to have” verb and a past participle (a verb ending in “__d,” “__ed,” or “__en” for regular verbs).

- The past perfect refers to something that happened before another action in the past or something that happened before 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.
Examples: has waited since dawn, have waited every morning
- The future perfect refers to something that will happen before another action in the future or something that will happen before a specific time in the future. The future perfect is formed with *will have* + the past participle.
Example: will have waited every morning

Guided Practice: Identify the verb tenses in the spaces provided.

The teacher had started () the unit last week. We have continued () the lessons this week and we will have completed () the unit by next Friday.

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Language Conventions Lesson #49

Sentence Diagram

Revise this sentence into perfect verb tenses to Complete the sentence diagrams: “He will snore.”

Past Perfect



Present Perfect



Future Perfect



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.

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Language Conventions Lesson #50

Mechanics

Use a colon after an independent clause if the following independent clause comments upon or explains the first. If only one clause follows a colon, don't capitalize the first letter of that clause.

Example: Jenny got in trouble: she cheated on the test.

Guided Practice: "Just don't say anything. it's not your business," she replied. Now it's reached a crisis point: It's been going on for days."

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.

Example: Unless you practice, you will never succeed.

Use this memory trick to remember the subordinating conjunctions which begin adverbial 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 long as, as though),

Whether, When (whenever), Where (wherever)

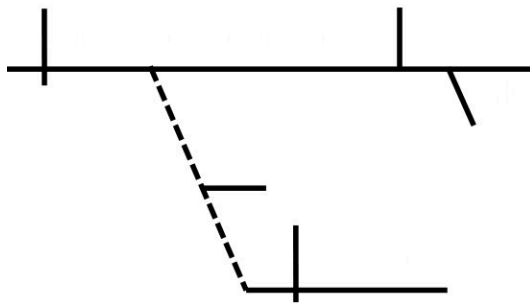
Guided Practice: Even though you beg me, I still won't help. I'm not the kind of person who will rescue people, whenever they start crying.

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Language Conventions Lesson #50

Sentence Diagram

Adverbial clauses are placed below the main horizontal line and connect to the predicate with a dotted slanted line. Complete the sentence diagram: “As I listen, I am memorizing the song.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.

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Language Conventions Lesson #51

Mechanics

If the words inside the parentheses form a complete sentence, place the period, question mark, or exclamation point inside the closing parenthesis.

Example: (I had eaten lunch.)

Parentheses can be used in a variety of ways:

- As added information. This is known as an *aside*.
Example: John responded (quickly).
- As an appositive. An appositive is a noun, pronoun, or noun phrase that identifies or explains another noun or pronoun before or after it.
Example: Sue (the girl in red)
- With numbers to make clear what has been said in the sentence.
Examples: He ran a marathon (26.2 miles) in 4:20:10 (four hours, twenty minutes, ten seconds).
- To punctuate letters which list key points within the sentence.
Examples: She had a choice of (a) apple (b) cherry or (c) lemon pie.

Guided Practice: They do eat fried toast especially in England. (The U.S. Surgeon General specifically frowns on this food).

Grammar and Usage

As a matter of good writing style, place shorter adverbial phrases in front of longer ones.

Example: We ran more slowly, yet more purposefully.

Also, place specific adverbs before general ones.

Example: We ran to the corner, then everywhere.

When using more than one adverb in a sentence, follow this order of adverbial functions: What Degree-How-Where-When.

Example: She dresses more warmly here now.

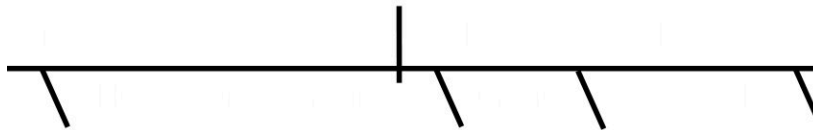
Guided Practice: He acted less simply nervous at night there.

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Language Conventions Lesson #51

Sentence Diagram

Multiple adverbs are placed under the verbs they modify in proper adverb order. Revise this sentence and Complete the sentence diagram: "The climber will proceed more carefully then."



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.

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Language Conventions Lesson #52

Mechanics

Dashes are used to show a range of values between dates, times, and numbers. Dashes also indicate relationships.

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: Marta and Zowie worked from 3–5:00 p.m. after working a night shift, proving that the Johnson-Jones partnership would work any day. The young ladies—who had worked together for years—ran a successful housekeeping business.

Grammar and Usage

When writing in Standard English, don't drop verbs or parts of verbs.

Examples: She (is) nice, but I been (had been) nice to her first. Where (are) you at? Who (is) she?

Guided Practice: She pretty smart, but I been smart for a long time.

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Language Conventions Lesson #52

Sentence Diagram

Revise this sentence in Standard English and Complete the sentence diagram: “Those children believing anything today.”



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.

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Language Conventions Lesson #53

Mechanics

Use brackets to provide missing or explanatory information within direct quotations.

Example: “You found it [the missing coat] on the table.”

In scripts and plays, brackets are also used as stage directions both inside and outside of dialogue.

Example: [Nervously] “I don’t know what you mean.”

Guided Practice: “Please refer to the Addendum-page 71-to review the violations [of the city ordinances],” the attorney counseled.

Grammar and Usage

Avoid using non-standard use additions. Don’t add the *of* or *on* prepositions when unnecessary.

Examples: Get off ~~of~~ my couch. Don’t blame ~~on~~ me for that.

When writing in Standard English, do *not* use double negatives.

Example: Don’t use ~~no~~ notes on the test.

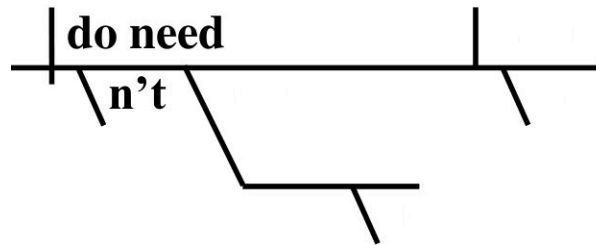
Guided Practice: All of a sudden, she changed her mind. She said she did it ~~on~~ accident. She never did nothing like that before now.

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Language Conventions Lesson #53

Sentence Diagram

Revise this sentence in Standard English and Complete the sentence diagram: "I don't need no help from that 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.

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Language Conventions Lesson #54

Mechanics

Use hyphens for compound adverbs that don't end in “_ly,” when used before nouns. A compound adverb has two connected adverbs.

Example: The much-requested song

When the compound adverb is after the noun, don't hyphenate.

Example: Her wishes were always well known.

Guided Practice: The much-anticipated announcement was well received by the audience.

Grammar and Usage

Don't substitute *be* for *is* to create an ongoing action in Standard English.

Example: He be so funny. Instead, use the present progressive verb tense to connect *am*, *are*, or *is* to a present participle (a verb with an “_ing” ending).

Revision: He is being so funny.

Also, use the proper form of the “to be” verb to match its subject.

Example: She were late. **Revision:** She was late.

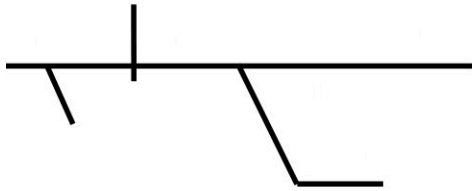
Guided Practice: They be given plenty of money. They is lying if they say they don't have enough.

[View/Purchase Grade 7 Grammar](#)

Language Conventions Lesson #54

Sentence Diagram

Revise this sentence in Standard English and Complete the sentence diagram: "Hi, I've been asking about you."



Writing Application

Apply what you have learned to respond to this quote.

Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.

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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 or white tie) event for him/her.

Guided Practice: You could give it to either him-her and (or) the letter any day after 11/24.

Grammar and Usage

Following are commonly misused words:

- *Farther* refers to a physical distance.
Example: *How much farther is the next restaurant?*
- *Further* refers to a degree or more time.
Example: Further your knowledge by reading.
- *Beside* means “next to.”
Examples: She sits beside me.
- *Besides* means “except” or “furthermore.”
Example: No one is having fun besides him. I am tired, besides I am sick.
- *Less* deals with an amount, but can’t be counted.
Example: I want less food.
- *Fewer* deals with an amount you can count.
Example: I want fewer apples, not more.
- *Disinterested* describes a person who is neutral or fair.
Example: The disinterested referee made the call.
- *Uninterested* describes a person who is not interested.
Example: The uninterested girl paid no attention to the flirtatious boy.
- *Allowed* means permitted.
Example: Parking is allowed on this street.
- *Aloud* means heard by others.
Example: He spoke aloud to the class.

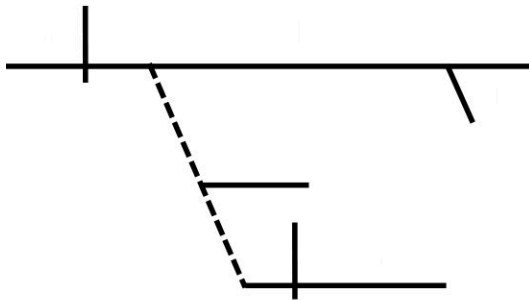
Guided Practice: I’m really disinterested about the season. I’ll watch less games than ever. Plus, the stadium is further than I thought and tailgating isn’t aloud. And I have to sit beside a stranger.

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Language Conventions Lesson #55

Sentence Diagram

Revise this sentence to Complete the sentence diagram: “He is aloud to travel further than I am.”



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.

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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 used at the beginning of a sentence.

Examples: five, 24, Six is a lot of donuts.

If a sentence has one number from one to nine and others larger, use Arabic numerals for all.

Examples: Both numbers 2 and 12 were selected. If numbers are next to each other, use the Arabic numeral for one and spell out the other.

Example: We ate 3 six-inch sandwiches.

Guided Practice: “Twelve is a dozen. However, we say that 13 is a baker’s dozen and two is a pair.”

Grammar and Usage

Following are commonly misused words:

- Additions: We should say *anyway*, not *anyways*. We should say *toward*, not *towards*.
- Deletions: We should say *used to*, not *use to*. We should say *nothing*, not *nothin’*. *something*, not *somethin’*, and *anything*, not *anythin’*.
- Misused Phrases: We should say *I couldn’t care less*, not *I could care less*. We should say *once in a while*, not *once and a while*. We should say *any more*, not *no more*. We should say *could have*, not *could of*. Also don’t use *would of*, *should of*, or *might of*.

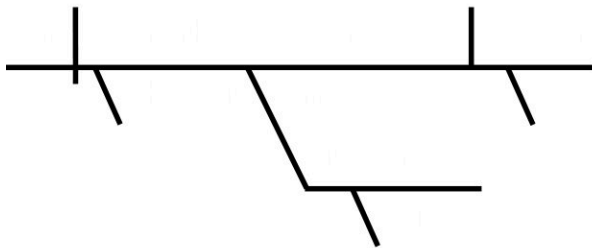
Guided Practice: I could care less if you put somethin towards the balance of the loan. That amount doesn’t matter much anyways.

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Language Conventions Lesson #56

Sentence Diagram

Revise this sentence in Standard English and Complete the sentence diagram: "He could of moved the chair closer towards his friend."



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.

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- ✓ **Diagnostic Grammar, Usage, and Mechanics Assessments with Answers (Print and Google Forms Versions)**
- ✓ **Mastery Matrix**
- ✓ **Corresponding Independent Practice Remedial Worksheets (Print and Google Slides Versions)**

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Diagnostic Grammar, Usage, and Mechanics Assessments and Final Exam

The purpose of these assessments is to determine which of the previous grade-level grammar, usage, and mechanics CCSS L.1,2,3 standards have and have not been mastered.

Assessment Formats and Preparation

Choose the assessment format which best suits your needs. Each assessment includes 45 grammar and usage test items and 32 mechanics test items.

1. The Google forms format consists of one [Diagnostic Grammar, Usage, and Mechanics Assessment](#). All test items are multiple-choice.
2. The printable PDF format consists of two tests: the Diagnostic Grammar and Usage Assessment (multiple-choice) and the Diagnostic Mechanics Assessment (sentence re-writes).

Administration

Say—“These test items will help me learn which concepts and skills have and have not yet been mastered. If unsure of the answer, please don’t guess. Read each set of directions before reading the test items.”

The assessments are given “whole class” and are untimed. Most students finish in 30–45 minutes.

Correction

The Google forms format auto-corrects the Diagnostic Grammar, Usage, and Mechanics Assessment. Or grade the paper copies of the Diagnostic Grammar and Usage Assessment and the Diagnostic Mechanics Assessment (answers follow), marking errors.

Recording the Data

Upload the tests to the [Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix](#) Google sheets. Or if using the printable PDF, write the names of your students in alphabetical order on the recording matrix. Record the grammar and usage deficits for each student on the Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix. Mark a / for each error in the student’s row on the matrix. Grade-level CCSS Standards are listed on the matrix.

Final Exam

Administer the [Grammar, Usage, and Mechanics Final Exam](#) Google forms and upload to the [Grammar, Usage, and Mechanics Final Exam Mastery Matrix](#) Google sheets.

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Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that identifies the parts of speech in the sentence below.

Although 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

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Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

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Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

- ___21. The students who got into trouble are _____.
 A. them B. those C. I and he
 D. they E. me and she
- ___22. The teacher yelled at two students, Rachel and _____.
 A. I B. me C. it
 D. he E. us
- ___23. They _____ had never sailed a boat by _____.
 A. themself; them B. themselves; themselves C. 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

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Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

- ___34. He is the _____ student in his class.
A. most intelligent B. more intelligent C. intelligentest
D. more intelligent E. intelligenster
- ___35. Dennis _____ ready and he _____ prepared well.
A. seem; has B. seems; have C. seems; has
D. seems; was E. seem; is
- ___36. She _____ passed the test, but she didn't study.
A. did have B. could have C. should of
D. did might E. would of
- ___37. She _____ hard for the test last night.
A. studied B. did studied C. study
D. had studying E. have studied
- ___38. She _____ hard for the test last night when she fell asleep.
A. studied B. was studied C. was studying
D. studying E. have studied
- ___39. She _____ for two hours when I called.
A. will have been studying B. will study C. study
D. had studied E. studied
- ___40. She always _____ hard for tests.
A. study B. will studied C. studies
D. are studied E. will be studied
- ___41. Today she _____ hard for the test.
A. will have been studying B. had studied C. study
D. is studied E. is studying
- ___42. This whole morning she _____ hard for the test.
A. will have studied B. has studied C. had studied
D. is studied E. have studying
- ___43. We _____ more later this afternoon.
A. will have been studying B. will study C. study
D. are studied E. have studied
- ___44. She _____ for the test the whole night.
A. will have studying B. will be studying C. have studied
D. are studied E. have studying
- ___45. By the time the clock strikes three, we _____ for four long hours.
A. have studied B. will study C. study
D. are studied E. will have studied

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Diagnostic Grammar and Usage Assessment Answers

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

1. C	16. C	31. 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

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Diagnostic Mechanics Assessment

Directions: Rewrite each of the following with correct punctuation and capitalization. Do not add, remove, or switch around any words. Carefully proofread your work when finished.

1. a friend named john said I am glad I dont need any help on my homework

2. 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

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Diagnostic Mechanics Assessment

Directions: Rewrite each of the following with correct punctuation and capitalization. Do not add, remove, or switch around any words. Carefully proofread your work when finished.

6. 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

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Diagnostic Mechanics Assessment Answers

Directions: Each problem has the numbered diagnostic items in enlarged **boldface**. If the student misses an item, mark a / in the same number column on the 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

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Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix

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Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix

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Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix

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Grammar, Usage, and Mechanics Worksheets

The Grammar, Usage, and Mechanics Worksheets are designed for independent practice of the Language Conventions Standards found in the Common Core Language Strand L.1, L.2, and the Language Progressive Skills Standards. Each worksheet includes concise definitions of the rule, skill, or concept with examples, a writing application, a practice section, and a brief formative assessment. Grammar, usage, and mechanics definitions, rules, and skills complement those found in the Language Conventions lessons.

Preparation

Display one of the Grammar, Usage, and Mechanics Worksheets to introduce the instructional components and explain the directions to your students. Students first read the **FOCUS** and **CONNECT TO WRITING** sections and then complete the **PRACTICE** section. Tell them *not* to complete the **WRITE** section (the formative assessment) until they have self-corrected and revised the **PRACTICE** section, so that they can learn from their mistakes before completing the last section. The formative assessment determines whether the student has or has not mastered the grammar, usage, or mechanics content, rule, or skill.

Step by Step Directions

1. When a student has completed all sections of the Grammar, Usage, and Mechanics Worksheet, except for the ending **WRITE** section (the formative assessment), the student uses the “Grammar, Usage, and Mechanics Worksheet Answers” to self-correct and revise. Tell students that you do not award a grade for this practice, so there would be no benefit from looking at the answers first. Remind students that they will often learn from their mistakes, especially when they identify and correct them.
2. Next, the student completes the **WRITE** section and shares the worksheet with you or comes up to your desk to mini-conference with you for thirty seconds to review the worksheet.
3. If the student did not master the rule, skill, or concept on the formative assessment, re-teach during the mini-conference.

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Grammar, Usage, and Mechanics Worksheets

Parts of Speech	#1	Proper Nouns
	#2	Common Nouns
	#3	Pronouns
	#4	Adjectives
	#5	Verbs
	#6	Adverbs
	#7	Prepositional Phrases
	#8	Coordinating Conjunctions
	#9	Subordinating Conjunctions
	#10	Correlative Conjunctions
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Grammar, Usage, and Mechanics Worksheet #2

FOCUS Common Nouns

A **common noun** is an idea, person, place, or thing.

CONNECT TO WRITING

Whenever possible, use specific common nouns rather than general common nouns. A common noun can be a single word, a group of words, or a hyphenated word and is capitalized only at the start of a sentence.

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

PRACTICE

Sort the following common nouns as an idea, person, place, or thing in the correct columns:

mountain, friendship, teacher, neighborhood, food, self-image, freedom, toy, fire-fighter, cousin, rock, country, lamp stand, football stadium, police officer, self-confidence, grandfather clock, family room, brother-in-law, world peace

IDEA	PERSON	PLACE	THING
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

WRITE

Compose four sentences, using a common noun from each category. Use none of the common nouns listed on this worksheet. Be as specific as possible.

idea _____

person _____

place _____

thing _____

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Grammar, Usage, and Mechanics Worksheet #3

FOCUS Pronouns

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

Examples: *Ted* is ready. *He* is never late.

The *game* has already started. Ted will watch *it* at home.

CONNECT TO WRITING

Pronouns are used to avoid repeating the same noun over and over again. Pronouns are used in the *first person*, *second person*, or *third person* points of view. Avoid *first* and *second person* pronouns in essays designed to inform or convince your reader.

The *first person* pronoun stands for the one speaking.

Examples: Singular I, me, my, mine, myself
Plural we, us, our, ours, ourselves

The *second person* pronoun stands for the person to whom one is speaking.

Examples: Singular you, your, yours, yourself
Plural you, your, yours, yourselves

The *third person* pronoun stands for the one spoken about.

Examples: Singular he, she, it, him, her, its, his, hers, himself, herself, itself
Plural they, them, their, theirs, themselves

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #4

FOCUS Adjectives

An **adjective** modifies a proper noun, a common noun, or a pronoun and answers Which one? How many? or What kind?

CONNECT TO WRITING

Adjectives usually are placed before nouns and pronouns. Whenever possible, use specific, rather than general adjectives. For example, adjectives such as *interesting*, *nice*, and *exciting* are general adjectives.

Examples:	Type of Adjective	Too General	Specific
	Which One?	<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? _____

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Grammar, Usage, and Mechanics Worksheet #5

FOCUS Verbs

A **verb** completes three types of actions:

- A verb can mentally act. **Examples:** think, like, wonder, know
- A verb can physically act. **Examples:** run, talk, eat
- A verb can also link a noun or pronoun to another word or words in the sentence. These are 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.

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Grammar, Usage, and Mechanics Worksheet #6

FOCUS Adverbs

An **adverb** describes a verb, an adjective, or an adverb and answers What degree? How? Where? or When? The adverb may be found before or after the word that it modifies.

Examples: Trey walked *more* What degree?
carefully How?
late at night When?
there at the docks. Where?

CONNECT TO WRITING

As a matter of good writing style, place shorter adverbial phrases in front of longer ones.

Example: The family walks *around the block after every Thanksgiving Dinner*.

Explanation: The shorter adverbial phrase *around the block* is properly placed before the longer *after every Thanksgiving Dinner*.

As a matter of good writing style, place specific adverbs before general ones.

Example: It should be *exactly where* I said, *next to her*, or *somewhere over there*.

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

PRACTICE

Sort these adverbs into the following categories: often, everywhere, slowly, one o'clock, mostly, carefully, nearby, later, here, less, easily, mainly.

What Degree	How	Where	When

WRITE

Compose four sentences with adverbs from each category. Use none of the adverbs listed on this worksheet.

What Degree _____

How _____

Where _____

When _____

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Grammar, Usage, and Mechanics Worksheet #7

FOCUS Prepositional Phrases

A **preposition** is a word that shows some relationship to an object (a proper noun, a common noun, or a pronoun). The preposition is always part of a phrase. A phrase is a group of related words without a noun and connected verb. The preposition asks “What?” and the object follows with the answer. A preposition tells *when*, *where*, or *how* something happens.

Examples:

When it happens:	Our teacher 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.

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Grammar, Usage, and Mechanics Worksheet #8

FOCUS Coordinating Conjunctions

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

CONNECT TO WRITING

A **coordinating conjunction** connects words, phrases, or clauses with related meanings. The memory trick FANBOYS (For-And-Nor-But-Or-Yet-So) may help you remember the common two or three-letter coordinating conjunctions.

Example: Two desserts are fine, *but* three are better.

PRACTICE

Read the following short story and fill in the blanks with the correct coordinating conjunctions.

Liz _____ Pam both wanted to see the new scary movie, _____ they were afraid. The friends did not want to go alone, _____ did they want to go with their parents. The girls decided to get more friends to go _____ they bought a dozen tickets _____ treated ten of their friends to a free movie. Liz planned on buying popcorn, _____ not drinks for her friends. Pam did not have much money, _____ she decided to buy candy for all of her friends.

The movie was scary, _____ it was fun to see it with lots of friends. Both Liz _____ Pam say that their friends will have to pay their own way the next time. They would like to always treat their friends but they can't, _____ it would just be too expensive.

WRITE

Compose your own sentence or two using two or more coordinating conjunctions.

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Grammar, Usage, and Mechanics Worksheet #9

FOCUS Subordinating Conjunctions

A **subordinating conjunction** begins a dependent clause.

CONNECT TO WRITING

A **subordinating conjunction** begins a dependent clause. A dependent clause is a noun and connected verb that does not express a complete thought. It *depends* upon connecting to a complete thought to form a sentence.

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

This memory trick will help you remember the common subordinating conjunctions:

Bud is wise, but hot! AAA WWW

Bud: Before, 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.

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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.

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Grammar, Usage, and Mechanics Worksheet #11

FOCUS Simple and Complete Subjects

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

CONNECT TO WRITING

The simple subject tells whom or what the sentence is about. When additional words help name or describe the simple subject, this is known as a **complete subject**.

Examples: *A nurse* assisted the patient. Simple Subject
 The police officer helped prevent the accident. Complete Subject

The simple subject is usually found at the start of a declarative sentence. To find the simple subject of the sentence, look for the main verb and the common noun, proper noun, or pronoun that the verb acts upon. The simple subject is never part of a prepositional phrase.

PRACTICE

Highlight the simple subjects found in the story below.

Vacationing in Mexico, an experienced traveler will visit three famous cities. Tasco, known as the “Silver City” because of its rich silver mines, welcomes thousands of tourists each summer to see its timeless architecture. The cathedral impresses visitors from around the world. A second city, Guadalajara, shows off its rich colonial heritage. Having one of the most beautiful town squares, this city gives any traveler a complete history of Mexico. If given the opportunity, no one should hesitate to visit the capital. Mexico City has many sites of archeological importance, including pyramids of the Aztec Empire. A trip to Mexico connects the traveler with his or her historical roots.

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

WRITE

Compose a sentence with a simple subject and then one with a complete subject.

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Grammar, Usage, and Mechanics Worksheet #12

FOCUS Compound Subjects

The **compound subject** has two or more connected common nouns, proper nouns, or pronouns that one verb acts upon. The words “and,” “or,” or “nor” connect them. The compound subject is the “do-er” of the sentence. It tells whom or what the sentence is about.

Examples: The *girl* and her *mother* walked to the store.

 Running quickly down the slope were *Suzanne, Becky, and Carson*.

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

CONNECT TO WRITING

The compound subject is usually found at the start of a declarative sentence. To find the compound subject of the sentence, first identify any prepositional 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.

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Grammar, Usage, and Mechanics Worksheet #13

FOCUS Simple and Complete Predicates

The **simple predicate** is the verb that acts upon the subject of the sentence. It does the work of the “do-er” of the sentence. When additional words help describe the simple predicate, this is known as a **complete predicate**. The complete predicate consists of the rest of the sentence other than the subject.

Examples: Michael *hurt* his hand. Simple 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.

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Grammar, Usage, and Mechanics Worksheet #14

FOCUS Compound Predicates

The **compound predicate** has two or more connected verbs that act upon the same subject of the sentence. These verbs do the work of the “do-er” of the sentence.

Examples: Michael *fell* and *hurt* his hand. She *had become* and still *remained* a young lady.

CONNECT TO WRITING

To find the compound predicate, first identify the subject and ask “What?” The answer to this question should be the predicate. A connecting word such as “and,” “or,” or “but” is usually placed between the verbs. When additional words help describe the compound predicate, this is known as a **complete compound predicate**.

Use compound predicates to make your writing more concise (brief), clear, and readable.

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

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #15

FOCUS Simple Sentences / Types of Sentences

A **simple sentence** has one independent clause, but no dependent clause. An independent clause has a noun connected to a verb that expresses a complete thought. A dependent clause has a noun connected to a verb that does not express a complete thought.

Examples: Jim left class (independent clause) before he finished the project (dependent clause).

CONNECT TO WRITING

Complete sentences can be identified by their purposes.

A **declarative** sentence makes a statement and has a period as ending punctuation.

Example: Joanna went shopping at the mall.

An **interrogative** sentence asks a question and has a question mark as ending punctuation.

Example: Would you mind cooking your own dinner tonight?

An **imperative** sentence gives a command or makes a request and has a period as ending punctuation. Frequently, the *you* is implied (suggested, but not stated).

Examples: Don't tell me what to do (command). Mother, sing a song for us (request).

An **exclamatory** sentence expresses surprise or strong emotions and has an exclamation point as ending punctuation.

Example: I can't believe you said that!

Remember: A complete sentence—

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

PRACTICE

Identify the following simple sentences as declarative, interrogative, imperative, or exclamatory in the space provided. The ending punctuation has been omitted.

1. Look at me when I talk to you _____
2. That answer really shocked me _____
3. Why should I have to wait _____
4. Tom asked me a question _____

WRITE

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

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Grammar, Usage, and Mechanics Worksheet #16

FOCUS Compound Sentences

A **compound sentence** has two or more independent clauses but no dependent clauses. An independent clause has a noun connected to a verb that tells a complete thought. A dependent clause has a noun connected to a verb that does not tell a complete thought.

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

CONNECT TO WRITING

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

Compound sentences must have a clear relationship between the independent clauses. Having a variety of sentence lengths is a mark of good writing. Avoid placing two compound sentences next to each other in the same paragraph.

PRACTICE

Use the coordinating conjunctions (FANBOYS) to join the following independent clauses in the spaces provided. The ending punctuation has been omitted.

1. I enjoy watching old television shows the new ones are better

2. Do you want vanilla do you want strawberry

Use a semicolon to join the following independent clauses in the spaces provided below each pair. The ending punctuation has been omitted.

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

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

WRITE

Write your own compound sentence.

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Grammar, Usage, and Mechanics Worksheet #17

FOCUS Complex Sentences

A **complex sentence** has an independent clause and at least one dependent clause. An independent clause has a noun connected to a verb that expresses a complete thought. A dependent clause has a noun connected to a verb that does not express a complete thought.

Example: Ty finished his work (independent clause) + before he ate lunch (dependent clause) = Ty finished his work before he ate lunch. (complex sentence)

CONNECT TO WRITING

Complex sentences can help explain the relationship between complicated ideas. If starting a sentence with one of these dependent clauses, follow the clause with a comma:

Adjectival Clauses modify nouns or pronouns. These pronouns begin many adjectival clauses: *who*, *whose*, *on (for, of) whom* to refer to people; *that* refers to people or things; and *which* refers only to things.

Example: John, 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.

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Grammar, Usage, and Mechanics Worksheet #18

FOCUS Compound-Complex Sentences

A **compound-complex sentence** has two or more independent clauses and at least one dependent (subordinate) clause. An independent clause has a noun connected to a verb that expresses a complete thought. A dependent clause has a noun connected to a verb that does not express a complete thought.

Example: Before he ate his lunch (dependent clause) +
Ty completed all his chores (independent clause) +
and he read the newspaper (independent clause) =
Before he ate his lunch, Ty completed all his chores and he read the newspaper.

CONNECT TO WRITING

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

PRACTICE

Rearrange the following independent clauses and dependent clauses into compound-complex sentences in the spaces below. You may need to switch around the order, add, or delete words.

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

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

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

WRITE

Compose your own compound-complex sentence.

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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.

Because the playground seems wet with ice.

Add to this dependent clause to form a complete sentence: Whenever I need help in math

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Grammar, Usage, and Mechanics Worksheet #20

FOCUS Fixing Run-Ons

A **sentence run-on** has two independent clauses connected together as if they were one sentence. An independent clause has a noun connected to a verb that tells a complete thought.

CONNECT TO WRITING

To change sentence run-ons into complete sentences, try the following:

- Separate the run-on into two or more sentences.
Example: Luis told his brother he told his sister, too. Run-On
Luis told his brother. He told his sister, too. Complete
- Add a semicolon between the clauses.
Example: Mary let him have it, she knew what she was doing. Run-On
Mary let him have it; she knew what she was doing. Complete
- Add a comma and then a conjunction after the first sentence.
Example: I like her, she doesn't like me. Run-On
I like her, 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*.

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Grammar, Usage, and Mechanics Worksheet #21

FOCUS Subject Case Pronouns

Pronouns are in the **subject case** when they are used as the sentence subject or when they identify or refer to the subject. These are the subject case pronouns:

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

CONNECT TO WRITING

Pronouns take the subject case in three grammatical forms:

- If the pronoun is the sentence subject. The sentence subject is the “do-er” of the sentence.
Example: *She* and *I* attended the concert.
- If the pronoun is a predicate nominative. A predicate nominative follows a “to be” verb (*is, am, are, was, were, be, being, been*) and identifies or refers to the subject.
Example: The students who got into trouble are *they*.
- If the pronoun is part of an appositive, such as after *than* or *as*. An appositive is a noun or pronoun placed next to another noun or pronoun to identify or explain it.
Example: Marty is smarter than *I*.

To test whether the pronoun is in the subject case, try these tricks:

- Rephrase to check if the pronoun sounds right.
Example: The last one to arrive was *he*. Rephrase—*He* was the last one to arrive.
- Drop other nouns or pronouns in a compound subject or object to check if the remaining pronoun sounds right. Remember that English is a polite language; the first person pronouns (*I, me, ours, mine*) are placed last in compound subjects or objects.
Example: John and *I* play video games. Drop and check—*I* play video games.

PRACTICE

Fill in the blanks to identify the subject case pronouns: S for a sentence subject, PN for a predicate nominative, or an A for an appositive.

The women in the clown costumes must be she ____ and her mother. We ____ didn't recognize them at first, but I ____ asked, “Who were they ____?” Sue and he ____ arrived at the party earlier than I ____, but no one came as early as she ____.

WRITE

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

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Grammar, Usage, and Mechanics Worksheet #22

FOCUS Object Case Pronouns

Pronouns are in the **object case** when they are used as direct objects, indirect objects of verbs, and as objects of prepositions. These are the object case pronouns:

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

CONNECT TO WRITING

Pronouns take the object case in three grammatical forms:

- If the pronoun is the direct object. The direct object receives the action of the verb.
Example: The challenge excited *him*.
- If the pronoun is an indirect object of a verb. The indirect object is placed between a verb and its direct object. It tells to what, to whom, for what, or for whom.
Example: Robert gave *him* a king-size candy bar.
- If the pronoun is an object of a preposition. A preposition shows some relationship or position between a proper noun, a common noun, or a pronoun and its object. The preposition asks “What?” and the object provides the answer.
Example: The fly buzzed around *her* and past *them* by *me*.
- If the pronoun connects to an infinitive. An infinitive has a *to* + the base form of a verb.
Example: I want *him* to give the speech.

To test whether the pronoun is in the object case, try these tricks:

- Rephrase to check if the pronoun sounds right.
Example: Joe smiled at all of *them*. Rephrase—At all of *them* Joe smiled.
- Drop other nouns or pronouns when there is a compound subject and check if the remaining pronoun sounds right. Remember that English is a polite language; the first person pronouns (*I, me, ours, mine*) are placed last in compound subjects or objects.
Example: She gave Kathy and *me* a gift. Drop and check—She gave *me* a gift.

PRACTICE

Identify which grammatical form the objective case pronouns take in the following sentences. Fill in the blanks with a DO for a direct object, an IO for an indirect object, an OP for an object of the preposition, or an I for a pronoun connected to an infinitive.

He told them ____ after him _____. He 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.

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Grammar, Usage, and Mechanics Worksheet #23

FOCUS Intensive and Reflexive Pronouns

Pronouns ending in “self” or “selves” are called **intensive** or **reflexive pronouns**. These are the intensive and reflexive pronouns: *myself, ourselves, yourself, yourselves, himself (not hisself), herself, itself, and themselves*.

CONNECT TO WRITING

Intensive pronouns end in “self” (singular) or “selves” (plural) and are used to emphasize other nouns or pronouns in the sentence. Removing the intensive pronoun does not change the meaning of the sentence. Intensive pronouns generally follow nouns or pronouns in the sentence and are not separated by commas.

Examples: I myself thought that they themselves would have been more honest.

Reflexive pronouns also end in “self” or “selves,” but are necessary to the meaning of the sentence and usually follow verbs or prepositions.

Examples: Lynn gave herself a compliment and took an extra piece of pie for herself.

PRACTICE

Write IP to identify intensive pronouns and RP to identify reflexive pronouns in the spaces provided.

I told them myself ____ because Patty would not tell them herself _____. Patty never thought of anyone but herself _____. When Patty first asked me herself _____, I said, “You should tell them what you did before they find out themselves _____.” Patty never apologized herself _____ for what she did.

WRITE

Compose your own sentence or two with an intensive pronoun and a reflexive pronoun.

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Grammar, Usage, and Mechanics Worksheet #24

FOCUS Pronoun–Antecedents

A pronoun usually refers to an antecedent. An antecedent is a common noun, proper noun, or pronoun that comes before it. The antecedent can be a word, phrase, or a clause. The pronoun which refers to the antecedent must clearly match to avoid **pronoun–antecedent** confusion.

CONNECT TO WRITING

- Make sure a singular pronoun matches a singular antecedent and a plural pronoun matches a plural antecedent.
Example: When Bob asked for help, they did help.
Problem—Who is *they*? Fix—When Bob asked his teachers for help, they did help.
- Make sure that the pronoun does *not* refer to the object in a prepositional phrase.
Example: In Twain’s *The Celebrated Frog of Calaveras County*, he uses political humor.
Problem—Who, or what, is *he*? Fix—In Twain’s *The Celebrated Frog of Calaveras County*, the author uses political humor.
- Make sure that the singular pronouns *this* and *that* and the plural pronouns *these* and *those* clearly refer to specific nouns or pronouns.
Example: He made an egg, put the dog food in a bowl, and put this on his toast to eat.
Problem—What is *this*? Fix—He made an egg and put it on his toast to eat. Then he put the dog food in its bowl.

PRACTICE

Write the capital letter in the space provided that best describes these pronoun–antecedent errors: PN for a pronoun–antecedent number problem; OP for a pronoun using the object of the preposition as its antecedent; and T for an unclear *this*, *that*, *these*, or *those* antecedent.

- ____ 1. She ate a cookie and took an apple, and I want it back.
- ____ 2. Around Yolanda and her, she always acts strangely.
- ____ 3. There are lots of ribbons and bows. Do we need all of those?
- ____ 4. If they leave sooner than Don, he should phone his parents.
- ____ 5. The girls tried on hats and new shoes and asked the boys if they liked these.

WRITE

Re-write one of the sentences in the PRACTICE section with clear pronoun antecedents.

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Grammar, Usage, and Mechanics Worksheet #25

FOCUS Who, Whose, Whom, That, Which

When to use **who**, **whose**, **whom**, **what**, and **which** can be tricky in a sentence.

CONNECT TO WRITING

Is it *who*, *whose*, or *whom*?

The pronoun *who* is a subject case pronoun. The pronoun *who* refers to a “do-er” in the sentence.

Example: *Who* is the best teacher?

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

The pronoun *whose* is a possessive case pronoun. The pronoun *whose* shows ownership and refers to a noun or pronoun before it.

Example: The teacher, *whose* classroom is at the back of the school, always locks her door.

The pronoun *whom* is an object case pronoun. It receives the action of a “do-er” in the sentence.

Examples: *Whom* did Joan love?

I like *whom* you gave the award. To *whom* does this letter concern?

Trick–Try substituting *him* for *whom* and rephrase, if necessary. If it sounds right, use *whom*.

Is it *that* or *which*?

The pronoun *that* can refer to people or things; the pronoun *which* can only refer to things.

Use the pronoun *that* when the clause is needed to understand the rest of the sentence.

Example: The movie *that* we watched was entertaining.

Use the pronoun *which* in clauses that provide additional, but not necessary information.

Example: That dog, *which* is friendly, was easy to train.

PRACTICE

Fill in the blanks with the following pronouns: *who*, *whose*, *whom*, *that*, or *which*

1. Joni Eareckson Tata, _____ is both an artist and singer, 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*.

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Grammar, Usage, and Mechanics Worksheet #26

FOCUS Indefinite People Pronouns

An **indefinite people pronoun** does not refer to a specific noun.

CONNECT TO WRITING

Remember that a pronoun takes the place of a noun. Pronouns must match their verbs. Singular pronouns often use verbs ending in *s*. Plural pronouns often use verbs that don't end in *s*. An indefinite people pronoun does not identify a specific person.

- Some indefinite people pronouns take singular verbs.
Examples: *anybody, anyone, everybody, everyone, nobody, no one, one, someone, and somebody.*
- Other indefinite people pronouns take plural verbs.
Examples: *both* and *others*
- Some indefinite people pronouns may be singular or plural depending upon the surrounding word clues.
Examples: *either* and *neither*

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #27

FOCUS Indefinite Size or Amount Pronouns

An **indefinite amount or measurement pronoun** does not refer to a specific noun.

CONNECT TO WRITING

Remember that a pronoun takes the place of a noun. Pronouns must match their verbs. Singular pronouns often use verbs ending in *s*. Plural pronouns often use verbs that don't end in *s*. An indefinite amount or measurement pronoun does not identify a specific place or thing.

- Some indefinite amount or measurement pronouns take singular verbs.
Examples: *a great deal, a large amount, a lot, nothing, little, less, much, enough, every, and each*
- Other indefinite amount or measurement pronouns take plural verbs.
Examples: *a large number, few, fewer, many, several, lots, and plenty*
- Some indefinite amount or measurement pronouns may be singular or plural depending upon the surrounding word clues.
Examples: *all, any, half, more, most, none, other, and some*

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #28

FOCUS Past Participles

A **past participle** is a modifier that defines, describes, or limits another word or words.

CONNECT TO WRITING

A past participle uses a helping verb (be— *is, am, are, was, were*), or (have— *has, have, had*) + a “__ed,” “__d,” “__t,” or “__en” added onto the base form of a verb to describe an action that happened in the past before another action. To avoid confusion, don’t put too many words between a past participle and the word or words it modifies. The helping verb shows past, present, or future actions.

Examples: I *was defeated* by a stronger opponent. I *have defeated* my opponent.

When used as an adjective, the past participle describes a condition in the past.

Example: *Depressed*, the child needed someone to listen to him.

Many of the common past participle forms are irregular and don’t use the “__ed,” “__d,” “__t,” or “__en” ending.

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

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #29

FOCUS Present Participles

A **present participle** is a modifier that defines, describes, or limits another word or words.

CONNECT TO WRITING

A present participle adds an “__ing” onto the base form of a verb. To avoid confusion, don’t put too many words between a present participle and the word or words it modifies.

When used as a verb, the present participle shows a continuous action and begins with a linking verb. Linking verbs include the “to be” verbs: *is, am, are, was, were, be, being, been*. The linking verb shows past, present, or future actions.

Examples: She *was* watching the show.
She *is* watching the show.
She *will be* watching the show.

When used as an adjective, the present participle shows a continuous condition, but does not usually begin with a linking verb.

Example: Walking, the boy caught up with his friend.

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #30

FOCUS Dangling / Misplaced Modifiers

A **dangling modifier** or a **misplaced modifier** does not clearly modify what the writer intends to modify.

CONNECT TO WRITING

A dangling modifier is an adjective or adverb that does not have a clear connection to the word, phrase, or clause to which it refers. A dangling modifier usually takes the form of a present participle (“__ing”), a past participle (“__d,” “__t,” “__ed,” “__en”), or an infinitive (*to* + the base form of a verb). To eliminate the dangling modifier, place the “do-er” of the sentence as the subject of the independent clause or combine the phrase and independent clause.

Example: Removed from her desk, Paula put the backpack on the floor. (Her backpack was removed from the desk; not *Paula*.)

A misplaced modifier does not modify what the writer intends because of where it is placed in the sentence. To eliminate misplaced modifiers, place them close to the words that they modify.

Examples: I 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.

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Grammar, Usage, and Mechanics Worksheet #31

FOCUS Short Comparative Modifiers

A **short comparative modifier** uses “__er” for a one-syllable modifier to compare two things.

Example: big–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.

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Grammar, Usage, and Mechanics Worksheet #32

FOCUS Short Superlative Modifiers

A **short superlative modifier** uses “__est” for a one-syllable modifier to compare three or more things.

Example: big–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.

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Grammar, Usage, and Mechanics Worksheet #33

FOCUS Long and “__ly” Comparative Modifiers

Both **long** and “__ly” **comparative modifiers** use *more* (*less*) for a three-syllable or longer modifier to compare two things.

Example: delicious—*more* or *less* delicious

CONNECT TO WRITING

A modifier describes the meaning of another word or words and makes it more specific or limits its meaning or meanings.

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

Some long comparative modifiers are adjectives. Adjectives modify a proper noun, a common noun, or a pronoun and answer Which one? How many? or What kind?

Example: intelligent—The *intelligent* man was *more intelligent* than his father.

Some long comparative modifiers are adverbs. Adverbs modify a verb or another adverb and answer What degree? How? Where? or When? Use *more* or *less* for adverbs ending in “__ly.”

Example: angrily—She argued *angrily*—even *more angrily* than her mother.

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #34

FOCUS Long and “__ly” Superlative Modifiers

Both **long** and “__ly” **superlative modifiers** use *most* (*least*) for a three-syllable or longer modifier to compare three or more things.

Example: wonderful—*most* or *least* wonderful

CONNECT TO WRITING

A modifier describes the meaning of another word or words and makes it more specific or limits its meaning or meanings.

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

Some long superlative modifiers are adjectives. Some long comparative modifiers are adjectives. Adjectives modify a proper noun, a common noun, or a pronoun and answer Which one? How many? or What kind?

Example: intelligent—Of the many *intelligent* men in the group, he was the *most intelligent*.

Some long comparative modifiers are adverbs. Adverbs modify a verb or another adverb and answer What degree? How? Where? or When? Use *more* or *less* for adverbs ending in “__ly.”

Example: angrily—Of the three arguing *angrily*, she argued *most angrily*.

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #35

FOCUS Linking and Helping Verbs

A **linking verb** is a mental action or state of being. A **helping verb** shows time, number, or modifies the meaning of a verb.

CONNECT TO WRITING

A linking verb renames or describes the subject of the sentence with another word or words.

Each “to be” verb can be a linking verb: *is, am, are, was, were, be, being, been*

Examples: Mrs. Patterson 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.

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Grammar, Usage, and Mechanics Worksheet #36

FOCUS Modals

Modals are helping verbs that describe different conditional states of a verb.

CONNECT TO WRITING

Modals show these conditions for their verbs: need, advice, ability, expectation, requirement, permission, or possibility. Modals are placed before verbs to form verb phrases. English regularly uses eight modals: *can*, *could*, *may*, *might*, *must*, *should*, *will*, and *would*; two are rarely used: *ought to* and *shall*.

Examples: Dennis can eat a lot of pie. (ability) Shelly might become a doctor. (possibility)
Toby could use some exercise. (need)

Never use the word *of* after a modal.

Example: Use “must have,” not “must of.”

PRACTICE

In the spaces provided following each sentence, list which of these conditions best matches the modals: need, advice, ability, expectation, requirement, permission, or possibility

1. Yes, you may go to the restroom. _____
2. I could have tried harder on my science project. _____
3. If we decide to go, we 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.

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Grammar, Usage, and Mechanics Worksheet #37

FOCUS Past Tense Verbs

The **past verb tense** is a physical or mental action or a state of being that took place at a specific time. For the past verb tense, add an “_ed” onto the base form of regular verbs.

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

CONNECT TO WRITING

Usually use the past verb tense when the words *before* or *after* appear in a sentence.

Example: She *attended* St. John’s Academy *after* third grade.

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

Example: work–did work

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

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the past tense.

1. Penny helps at the senior center after school.

2. Cowboys rope and brand their cattle.

3. That radio station will play all of my favorite songs.

4. Tamesia touches her left cheek every time she raises her hand in class.

WRITE

Compose your own sentence with two past tense verbs.

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Grammar, Usage, and Mechanics Worksheet #38

FOCUS Past Progressive Verbs

The **past progressive verb tense** is used to show an ongoing action in the past.

CONNECT TO WRITING

The past progressive verb tense shows an action that took place over a period of time in the past or a past action which was happening when another action took place. The past progressive uses *was* + the base form of the verb + “ing” to match singular nouns and pronouns and *were* + the base form of the verb + “ing” to match plural nouns and pronouns.

Examples: She *was hoping* I would change my mind. Prudence and Leanne *were cooking* brownies when their friend, Marci, knocked on the door.

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the past progressive tense.

1. Larry enjoyed the beautiful sunsets at the beach.

2. They expect a lot of money for their used car.

3. Her friends slept in the living room when the fire alarm sounded.

4. Rosie will go to the movies.

WRITE

Compose your own sentence with the past progressive verb tense.

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Grammar, Usage, and Mechanics Worksheet #39

FOCUS Past Perfect Verbs

The **past perfect verb tense** is a physical or mental action or a state of being that happened before another action or a specific time in the past.

CONNECT TO WRITING

The past perfect verb tense is formed with *had* + the past participle (a verb ending in “__ed,” “__d,” “__t,” or “__en” for regular verbs).

Examples:

I had promised her that I would visit before I learned about the accident.

She had already found her watch when I started looking for it.

Timothy had built another fort by the time I came out to help.

They had given me another chance when they saw how hard I tried.

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the past perfect tense.

1. The class was already started when the student walked in tardy.

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

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

4. By the time I arrived, Louis had already begun painting the back of the house.

WRITE

Compose your own sentence with the past perfect verb tense.

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Grammar, Usage, and Mechanics Worksheet #40

FOCUS Present Tense Verbs

The **present tense verb** is a physical or mental action or a state of being happening or existing now.

Examples: Matthew *walks* slowly around the block.
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.

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Grammar, Usage, and Mechanics Worksheet #41

FOCUS Present Progressive Verbs

The **present progressive verb tense** is used to show an ongoing action in the present.

CONNECT TO WRITING

The present progressive verb tense shows an action that takes place over a period of time in the present or an action taking place at the same time the statement is written. The present progressive uses *I am* + the base form of the verb + “ ing,” *is* + the base form of the verb + “ ing” to match singular nouns and pronouns and *are* + the base form of the verb + “ ing” to match plural nouns and pronouns.

Examples: *I am swimming* every morning this summer. Our teachers *are starting* a new reading program at school.

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the present progressive tense.

1. Phoebe listened to the teacher as she works.

2. I run down the street to the end of the block when I see my friend.

3. Nina and Berta give money to help those in need during the holiday season.

4. Our teammates practice a lot for the first game of our season.

WRITE

Write your own sentence with the present progressive verb tense.

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Grammar, Usage, and Mechanics Worksheet #42

FOCUS Present Perfect Verbs

The **present perfect verb tense** is a physical or mental action or a state of being happening or existing before the present. The present perfect is formed with *has* or *have* + the past participle (a verb ending in “_ed,” “_d,” “_t,” or “_en” for regular verbs).

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

CONNECT TO WRITING

The present perfect verb tense has the following uses:

- To describe an action that took place at some unidentified time in the past that relates to the present
Example: The students *have studied* hard for today’s test.
- To describe an action that began in the past but continues to the present
Example: The teachers *have taught* these standards for five years.
- To describe the length of time an action has been in progress up to the present time
This verb form is known as the present perfect progressive tense. It is formed with *has* or *have been* and the *_ing* form of the verb.
Example: The students *have been writing* for over an hour.

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the present perfect tense.

1. Esmerelda developed a fantastic web site.

2. The ladies have been reuniting in the same place to continue their friendship once every year.

3. The storm was threatening to strike since last night.

WRITE

Compose your own sentence with the present perfect verb tense.

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Grammar, Usage, and Mechanics Worksheet #43

FOCUS Future Tense Verbs

The **future verb tense** is an action or state of being that will take place in the future. To form the future verb tense, use *will* + the base form of the verb.

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

CONNECT TO WRITING

Some teachers still require students to use *shall* + the base form of the verb to form the future tense for the first person singular *I* and plural *we*.

Examples: I *shall visit* you tomorrow. We *shall enjoy* each other's company.

PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the future tense.

1. I leave school at two o'clock for a dentist appointment.

2. I talked to my friends, but they just won't listen.

3. You had been asking for the movie star's autograph.

4. Computer games grow more and more important to kids.

5. We had been hoping that the vacation can continue.

WRITE

Write your own sentence with two or more future tense verbs.

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Grammar, Usage, and Mechanics Worksheet #44

FOCUS Future Progressive Verbs

The **future progressive verb tense** is used to show an ongoing action in the future.

CONNECT TO WRITING

The future progressive verb tense shows an ongoing action that will be completed over a period of time.

Example: Dante *will be watching* the playoff game tonight.

The future progressive verb tense can also show a repeated action that will *not* be completed. The future progressive uses *will be* + the base form of the verb + *ing* to match both singular and plural nouns and pronouns.

Example: They *will be trying* some new ideas in the classroom.

PRACTICE

Change the verbs in the following sentences to the future progressive verb tense in the spaces provided.

1. We will run the mile in P.E. today.

2. I thought of you as you celebrate your birthday.

3. Danya and Darla have watched the movie tonight.

4. They had been volunteering every weekend at the shelter.

WRITE

Write your own sentence with the future progressive verb tense.

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Grammar, Usage, and Mechanics Worksheet #45

FOCUS Future Perfect Verbs

The **future perfect verb tense** refers to a physical or mental action or a state of being that will be completed before a specific time in the future. The future perfect is formed with a helping verb such as the modals: *can, could, may, might, must, shall, should, will*, and *would* + *has* or *have* + with *had* + the past participle (a verb ending in “*_ed*,” “*_d*,” “*_t*,” or “*_en*” for regular verbs).

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

CONNECT TO WRITING

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

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #46

FOCUS Commas with Speaker Tags

Speaker tags are the words used to identify the speaker in dialogue and describe exactly how the speaker communicates that dialogue.

Example: Tom (the speaker) shouted (how communicated), “Watch out!”

CONNECT TO WRITING

In dialogue sentences, place commas 1. After a beginning speaker tag to the left of the quotation marks 2. Before and after a middle speaker tag to the left of both quotation marks 3. Before an ending speaker tag to the left of the quotation marks

Examples:

Beginning	She said, “Leave home at once.”	Note capitalization of the sentence quotation in the middle of the sentence.
Middle	“Leave home,” she said, “at once.”	Note placement of the quotation marks outside of the punctuation.
End	“Leave home at once,” she said.	Note how speaker tag placement changes the meaning of the sentence.

Use a variety of speaker tags such as *said*, *replied*, *shouted*, and *explained* in dialogue to show the speaker’s exact meaning and tone of voice. Avoid over-using *said*.

When writing dialogue, begin a new paragraph each time you change speakers. Don’t start a new paragraph to continue dialogue by the same speaker.

PRACTICE

Re-write the following quotation sentences with proper punctuation 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.

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Grammar, Usage, and Mechanics Worksheet #47

FOCUS Commas with Appositives

Use commas to set apart appositives and appositive phrases that are not necessary to understand the sentence. Don't use commas when the appositive or appositive phrase is essential.

CONNECT TO WRITING

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

Examples: The man, the one with the hat, ordered 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.

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Grammar, Usage, and Mechanics Worksheet #48

FOCUS Commas within Series

Use commas after each item, phrase, or clause in a series (except the last). A series is a list.

CONNECT TO WRITING

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

Examples: John, Jan, and Jose 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).

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Grammar, Usage, and Mechanics Worksheet #49

FOCUS Commas with Introductions

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

CONNECT TO WRITING

Introductory Words

Commas are not needed after an introductory word in short sentences unless it is emphasized.

Examples: Now go home. However, they were wrong.

Introductory Phrases

Don't use a comma after short introductory prepositional phrases of four words or less.

Example: Under the table the dog hid.

Use a comma after long introductory prepositional phrases of five words or more.

Example: Behind the dining room cabinet, he found the missing watch.

Use a comma following an introductory participial phrase which modifies a noun or pronoun following the phrase.

Example: Disguised as an old man, the burglar gained entry into the warehouse.

Introductory Clauses

Use comma following an introductory dependent clause. A dependent clause has a noun connected to a verb that does not express a complete thought.

Example: Even though the temperatures rose, the snow continued to fall.

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #50

FOCUS Commas with Geography

Use commas between geographical place names.

CONNECT TO WRITING

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

Examples: It all happened May 3, 1999 in Tampa, Florida.

On April 13th of 2000, the wind was blown out of his sails upon arriving in Virginia Beach, Virginia.

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #51

FOCUS Commas with Nouns of Direct Speech

Use commas before or after nouns of direct speech.

CONNECT TO WRITING

Nouns of direct speech refer to special persons who are spoken to in a sentence. They can be placed at the start of the sentence, in the middle of the sentence, or at the end of the sentence.

Examples:

Sentence Beginning Kristen, leave some for your sister.

Sentence Middle If you do that, James and Myra, you will be playing with fire.

Commas come before and after the noun or nouns of direct speech.

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

PRACTICE

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 Dad.

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.

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Grammar, Usage, and Mechanics Worksheet #52

FOCUS Commas with Conjunctions

Use commas before conjunctions to join two clauses.

CONNECT TO WRITING

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

Examples: I liked everything about her, and she also liked me. I liked her and she liked me.

A comma is placed before the second of paired **correlative conjunctions**, if the conjunction begins an independent clause. Don't use a comma to separate correlative conjunctions if they are used within the same phrase or clause. Correlative conjunctions include the following:

both...and either...or whether...or neither...nor

Example: Either she should ask for help, or she should read the directions again.

A comma is placed after the adverbial clause, which begins with a subordinating conjunction, if the clause does not end the sentence. This memory trick may help you remember the common subordinating conjunctions: **Bud is wise, but how AAA WWW**

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

Example: As much as I liked her company, she eventually became tiresome.

PRACTICE

Re-write these sentences with correct comma placement in the spaces provided.

1. Neither he wanted to face the problem nor did she want to deal with that challenge.
2. In order that all people would have the same chance they decided to draw numbers.
3. Raymond sent a message to his cousin but the message was returned unopened.

WRITE

Compose three of your own sentences: a compound sentence with a coordinating conjunction; a sentence with a pair of correlative conjunctions; and a sentence with a subordinating conjunction.

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Grammar, Usage, and Mechanics Worksheet #53

FOCUS Commas in Letters

Use commas after greetings in personal letters and closings in personal and business letters.

CONNECT TO WRITING

In a personal letter or note, place a comma following the greeting.

Example: Dear Tracy,

Also place a comma following the closing.

Examples: Yours truly, Love,

In a business letter or memo, place a colon following the greeting.

Example: To Whom It May Concern:

Place a comma following the closing.

Examples: Sincerely, Thank you for your consideration,

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #54

FOCUS Commas with Coordinate Adjectives

Use commas between coordinate adjectives.

CONNECT TO WRITING

Coordinate adjectives work equally to modify a noun. Unlike hierarchical adjectives, which build upon each other with different levels or degrees to modify the same noun, coordinate adjectives must be separated with commas.

To determine if adjectives are coordinate adjectives, try placing the word *and* between the adjectives. Second, try reversing them. If, the phrases sound fine both ways, the adjectives are coordinate adjectives and require commas between each.

Example: A tall, scary man

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #55

FOCUS Capitalization of People / Characters

Capitalize the names of people or characters.

CONNECT TO WRITING

A named person or character is a proper noun and must be capitalized. Initials, abbreviations, titles, nicknames, and proper adjectives that are attached to the named person are also capitalized. Adjectives answer Which one? How many? or What Kind? However, don't capitalize articles (*a*, *an*, or *the*) in the middle of names.

Examples: E.B. White was a great poet.
Rev. Dr. Martin Luther King, Jr. helped lead the Civil Rights Movement.
I've read some of the work by Justice Oliver 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.

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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.

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Grammar, Usage, and Mechanics Worksheet #57

FOCUS Capitalization of Things

Capitalize named things.

CONNECT TO WRITING

A named thing is a proper noun and must be capitalized, including proper adjectives that are attached to the named thing. Adjectives answer Which one? How many? or What Kind? Words like *building, church, club, company, corporation, hall, hotel, middle school, motel, theater, university* are capitalized when part of the title of a special thing. Don't capitalize articles (*a, an, or the*) in the middle of named things.

Examples: The *Liberty Bell* is well-worth seeing.
The *Greatest Show on Earth* is a circus.
The *University of Southern California* is one of the finest universities.

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #58

FOCUS Capitalization of Holidays and Dates

Capitalize names of holidays and names of dates.

CONNECT TO WRITING

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

Examples: Last Easter on March 27, 2005 my dad gave up smoking. Unfortunately, this fall he began the habit once again.

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #59

FOCUS Capitalization of Organizations and Businesses

Capitalize the names of organizations and businesses.

CONNECT TO WRITING

An organization is any group of people established for a special purpose. A business is the name of a company that provides products or services and also employment for its employees. Don't capitalize articles (*a*, *an*, or *the*) in the middle of named things.

Examples: The school P.T.A. and McDonald's helped sponsor the community event.
Campfire Girls of America is a great organization.

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #60

FOCUS Capitalization of Languages and People Groups

Capitalize the names of languages and people groups.

CONNECT TO WRITING

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

Examples: The English and Spanish are separated by the Bay of Biscay.

People groups and languages include those belonging to a certain country or region and those belonging to a certain ethnic group.

Examples: The Egyptians met with a group of Native-Americans.
That terrific Chinese restaurant specialized in Cantonese cooking, even though the employees all spoke Mandarin.

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #61

FOCUS Capitalization of Events and Historical Periods

Capitalize named events and historical periods.

CONNECT TO WRITING

An event can be a show, a program, a fair, a concert, a fundraiser, a natural disaster, a natural display, a game, or something similar. An historical period refers to the name given to a certain period of time. Don't capitalize articles (*a*, *an*, or *the*) in the middle of named events and historical periods.

Examples: My favorite period of history has to be the Middle Ages.
Each year we celebrate the American Revolution with a fireworks display.

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #62

FOCUS Punctuation of Movie and Television Shows

Underline or italicize movie and television shows.

CONNECT TO WRITING

We underline titles when we write, but italicize titles when we type. Although television shows are underlined or italicized, specific episodes of the shows are placed in quotation marks.

Example: The television show, MASH, was based upon the movie titled MASH.

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #63

FOCUS Punctuation of Book / Magazine / Newspaper / Website Titles

Underline or italicize book, magazine, newspaper, and website titles.

CONNECT TO WRITING

We underline titles when we write, but italicize titles when we type. Sometimes the word *magazine* is part of the magazine's name. Names of journals, newsletters, and newspapers are all underlined.

Examples: I read about the book, titled Islands in Paradise, in Newsweek magazine.
The author wrote an article about The New England Journal of Medicine in the *Los Angeles Times* and on his website, *Medical News in Review*.

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #64

FOCUS Punctuation of Song / Poem Titles

Use quotation marks before and after song and poem titles.

CONNECT TO WRITING

Place quotation marks before and after the titles of songs and poems.

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.

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Grammar, Usage, and Mechanics Worksheet #65

FOCUS Punctuation of Play / Work of Art Titles

Underline or italicize plays and works of art titles.

CONNECT TO WRITING

Title of plays, musicals, operas, sculptures, photographs, paintings, and other works of art are underlined when written and italicized when typed.

Examples: The wonderful play, Oklahoma, had the painting Oklahoma Skies in the first scene.
I recently read the play, Romeo and Juliet, and I just found the artist Jo Mar's painting titled Two Children on the Internet.

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #66

FOCUS Punctuation of Book Chapter Titles

Use quotation marks before and after book chapter titles.

CONNECT TO WRITING

Remember that books titles are underlined when written and italicized when typed, but book chapters have quotation marks before and after the chapter titles.

Examples: The best chapter in the book was titled “The Final Act.”
The book, Black Beauty, is an American classic—especially the chapter titled “An Old War Horse.”

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #67

FOCUS Punctuation of Article Titles

Use quotation marks before and after magazine, newspaper, or Internet article 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 Dime a Dozen.” _____
7. Putnam’s research article was featured in the “Wall Street Journal.” _____
8. On her most recent podcast, “Three Blind Mice,” Miley talks about three friends. _____

WRITE

Compose your own sentence, listing a magazine name and article in that magazine. Do not use any of the magazines or articles mentioned on this worksheet.

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Grammar, Usage, and Mechanics Worksheet #68

FOCUS Punctuation of Short Story / Document Titles

Use quotation marks before and after short story, document, and report titles.

CONNECT TO WRITING

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.

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Grammar, Usage, and Mechanics Worksheet #69

FOCUS Punctuation of Direct Quotations

Use quotation marks before and after direct quotations.

CONNECT TO WRITING

A direct quotation includes the spoken or written words exactly as they appear in speech or text.

- Place double quotation marks around speech or text that belong to someone else. If the speaker changes, begin a new paragraph. Always place quotation marks outside periods.
- Use single quotation marks for a quotation inside a quotation. Put a question mark, exclamation point, semicolon, or colon that belongs to your writing, not the quote, outside the closing quotation marks.

Example: He said, "I agree with Lincoln. However, was our nation really 'dedicated to the proposition that all men are created equal'?"

- Do not use quotation marks for indirect quotations. An indirect quotation summarizes what someone has said.

Example: He said that she had never seen Thomas before.

- When a quoted sentence is interrupted by comments, and is then continued in the same sentence, begin the rest of the quotation with a lower case letter.

Example: "When," asked Mavis, "will you finish your lunch?"

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #70

FOCUS Apostrophes (Contractions)

A **contraction** is a shortened form of one or two words (one of which is usually a verb). In a contraction, the apostrophe takes the place of the missing letter or letters.

CONNECT TO WRITING+

Contractions may be used in informal writing; however, avoid using contractions in formal essay writing. These are the most common contractions:

<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.

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Grammar, Usage, and Mechanics Worksheet #71

FOCUS Semicolons

Use **semicolons** to join phrases and clauses without conjunctions.

CONNECT TO WRITING

Semicolons can be used instead of commas to combine phrases or dependent clauses that have commas in very long sentences. The best way to think about a **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.

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Grammar, Usage, and Mechanics Worksheet #72

FOCUS Parentheses / Dashes

Use **parentheses or dashes** before and after words or ideas to explain or define the words or ideas. 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.

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Grammar, Usage, and Mechanics Worksheet #73

FOCUS Apostrophes (Singular Possessives)

Use **apostrophes** for **singular possessives**.

CONNECT TO WRITING

For a singular possessive noun (a noun showing ownership), place an apostrophe at the end of the noun and add an *s*.

- If the noun ends in an *s* and the *s* has a *z* sound, you may choose to make it a possessive by adding an apostrophe, then an *s*, or simply end with an apostrophe.
Example: Charles's friend or Charles' friend
- Do not use an apostrophe before the *s* in a simple plural noun.
- Do not use an apostrophe with a possessive pronoun (*yours, his, hers, ours, yours, its, theirs*)

Examples: Joe's skill is amazing, and so is Chris's. But Miles' (or Miles's) skill is tops.

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #74

FOCUS Apostrophes (Plural Possessives)

Use **apostrophes** for **plural possessives**.

CONNECT TO WRITING

For most plural possessive nouns (a noun showing ownership), place the **comma** after the **s**.

Example: boys' cups

Some plural possessives place the apostrophe before the **s**, if the plural is spelled differently than the singular.

Examples:	Singular	Singular Possessive	Plural	Plural Possessive
	woman	woman's	women	women's
	child	child's	children	children's

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #75

FOCUS Colons

Use **colons** to show a relationship between numbers. Also use a colon to show a relationship of ideas within titles or between sentences. Colons are also used at the end of an independent clause to introduce information to explain the clause. An independent clause has a noun connected to a verb that tells a complete thought.

CONNECT TO WRITING

Colons have the following uses:

- Relationship between Numbers
Examples: Time (8:02 P.M.), Ratio (3:1), Chapter-Verse (Genesis 32:1-13)
- Relationship between Ideas
Example: *Teaching: The Lost Art*
- Explanation of the Independent Clause (Don't place colons after verbs.)
 - List **Example:** Order this food: bananas, potato chips, and hamburgers.
 - Quotation **Example:** The teacher offered this advice: Work smarter, not harder.
 - Explanation **Example:** She did a wonderful thing: She let him do what he wanted.
 - Rule **Example:** This is the most important rule: Keep your hands to yourself.

PRACTICE

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.

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Grammar, Usage, and Mechanics Worksheet #76

FOCUS Periods with Abbreviations / Initials / Acronyms

Use **periods** for abbreviations, initials, and acronyms.

CONNECT TO WRITING

Periods have a variety of uses other than ending sentences.

- Use periods in abbreviations. Avoid using abbreviations in formal essay writing.
Examples: The U.S. Constitution, 300 B.C.
- Use periods for initials, names, and titles
Example: Mr. R.J. Jenkins, Jr.
- Use periods in most acronyms. Acronyms are words formed from the first letters or groups of letters of words. Acronyms are pronounced as words. It is becoming common practice to drop periods in well-known acronyms.
Examples: Do you know your Z.I.P. code? ZIP code

PRACTICE

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

1. The abbreviation for time Before Christ is written as _____.
2. The time after noon is called Post Meridian and is written as _____.
3. Additional information at a letter's end is called a postscript and is written as _____.
4. The National Aeronautics and Space Administration is an acronym known as _____.
5. _____ divers use a 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.

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Grammar, Usage, and Mechanics Worksheet #77

FOCUS Exclamation Points

Use exclamation points to show strong emotion or surprise.

CONNECT TO WRITING

Exclamation points should be used sparingly, especially in formal essay writing. Use specific nouns and vivid verbs to build emotion or surprise. Only use one exclamation point. They may be placed at the end of exclamatory sentences or after words, phrases, or clauses.

Examples: Exclamatory Sentence The decision really shocked me!
Word / Phrase / Clause Wow! How amazing! 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.

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #1 Practice Answers

John Francis, Beatrice, Nebraska, World War II, Chicago, *Southwestern Chief*, Los Angeles, Grand Central Station, John, Jane, Blix Hardware, Western Avenue, South Hollywood, John, Fort Ord, Army Band, Staff Sergeant, United States, John, John, University of Southern California, G.I. Bill, Cum Laude, Business, Social Science, Southern California, Janice Jones, California Federal Savings and Loan, Senior Vice-President, Mark, Robin

Grammar, Usage, and Mechanics Worksheet #2 Practice Answers

idea: friendship, self-image, freedom, self-confidence, world peace
person: teacher, fire-fighter, cousin, police officer, brother-in-law
place: mountain, neighborhood, country, football stadium, family room
thing: food, toy, rock, lamp stand, grandfather clock

Grammar, Usage, and Mechanics Worksheet #3 Practice Answers

“Hello,” said Susan.
“Is 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

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #7 Practice Answers

to [flag], of [United States], of [America], to [republic], for [which], under [God],
with [liberty], for [all], in [schools], throughout [America], over [heart], on [flag], to [country]

Grammar, Usage, and Mechanics Worksheet #8 Practice Answers

and, but, yet, so, and, but, yet, but (yet), and, for

Grammar, Usage, and Mechanics Worksheet #9 Practice Answers

Before, because (since, as), when, Although (Even though), Since (Because), where, Despite (In spite of)

Grammar, Usage, and Mechanics Worksheet #10 Practice Answers

and, either, or, whether, or, Neither, nor, Both

Grammar, Usage, and Mechanics Worksheet #11 Practice Answers

traveler, Tasco, cathedral, Guadalajara, city, one, Mexico City, trip, an experienced traveler

Grammar, Usage, and Mechanics Worksheet #12 Practice Answers

running 28 miles + the marathon, Track fans + casual spectators, Basketball + ice-hockey, The “Dream Team” + the United States hockey team, These two popular events + the track-and-field contests

Grammar, Usage, and Mechanics Worksheet #13 Practice Answers

Ice cream + [has pleased], ice cream + [is], treat + [has], Rocky Road + [delights],
nuts + marshmallows + [may cause], double-scoop + [tastes], Eating ice cream + [can be]

Grammar, Usage, and Mechanics Worksheet #14 Practice Answers

works + [stand] + [are remembered], description + [entertains] + [informs],
one + [will learn] + [will understand], novel + [teaches] + [preaches],
hero + [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

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #16 Practice Answers

1. I enjoy watching old television shows, but (yet) the new ones are better.
2. Do you want vanilla, or (and) do you want strawberry?
3. No one really wants to go; they just feel like they must attend.
4. This route takes too long; there must be another way.

Grammar, Usage, and Mechanics Worksheet #17 Practice Answers

1. As soon as the boy practices his trombone, he will be able to go outside to play.
2. Tonight we celebrate a special young lady, whose achievement is special.

Grammar, Usage, and Mechanics Worksheet #18 Practice Answers

After the sun set, the campers roasted marshmallows, and 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.

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #23 Practice Answers

I told them myself IP because Patty would not tell them herself IP. Patty never thought of anyone but herself RP. When Patty first asked me herself IP, I said, “You should tell them what you did before they find out themselves RP.” Patty never apologized herself IP for what she did.

Grammar, Usage, and Mechanics Worksheet #24 Practice Answers

1. PN 2. OP 3. T 4. PN 5. T

Grammar, Usage, and Mechanics Worksheet #25 Practice Answers

1. who 2. whose 3. that 4. which 5. Whom

Grammar, Usage, and Mechanics Worksheet #26 Practice Answers

1. Each watches her own television show. 2. Everyone except James and Pete helps me on the work project. 3. Both of them are ready for a vacation. 4. After they go to the movies, several go out for dessert. 5. Neither gives us much hope that our team will win the league this year. 6. I know others want to be involved in this decision.

Grammar, Usage, and Mechanics Worksheet #27 Practice Answers

1. Few of the actors remember their lines. 2. A great deal is known about television actors. 3. Fewer vegetables are better than many. 4. Some of candies taste like they are stale.

Grammar, Usage, and Mechanics Worksheet #28 Practice Answers

1. He has carefully listed his reasons for the purchase. 2. Paid a large amount for her services, the woman was happy to help. 3. Built by Native Americans, the caves were interesting. 4. They have never tried to sell any of their artwork.

Grammar, Usage, and Mechanics Worksheet #29 Practice Answers

1. Waiting for the train, the young man paced impatiently. 2. He was expecting the train to arrive on time. 3. After calling his parents, the boy decided to cancel the ticket and come home. 4. Mostly, but not always, he will be travelling by jet from now on.

Grammar, Usage, and Mechanics Worksheet #30 Practice Answers

1. Paula removed the backpack from her desk. She placed the backpack on the floor. (From her desk Paula removed the backpack and placed it on the floor.) 2. I ate only the fresh vegetables.

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #31 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet #32 Practice Answers

1. quickest 2. more 3. biggest 4. best

Grammar, Usage, and Mechanics Worksheet #33 Practice Answers

1. more (less) difficult 2. more outstanding 3. more (less) incredible
4. more ridiculous 5. more (less) suspiciously 6. more (less) suspected 7. more (less) nervously

Grammar, Usage, and Mechanics Worksheet #34 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet #35 Practice Answers

was LV; had HV told; were HV going; did HV not LV; to be LV; would HV not have HV
lied; felt LV; had HV; would HV be LV; seems LV; should HV find

Grammar, Usage, and Mechanics Worksheet #36 Practice Answers

1. permission 2. possibility 3. requirement 4. need 5. expectation 6. ability
7. advice

Grammar, Usage, and Mechanics Worksheet #37 Practice Answers

1. Penny helped at the senior center after school. 2. Cowboys roped and branded their cattle.
3. That radio station played all of my favorite songs. 4. Tamesia touched her left cheek every
time she raised her hand in class.

Grammar, Usage, and Mechanics Worksheet #38 Practice Answers

1. Larry was enjoying the beautiful sunsets at the beach. 2. They were expecting a lot of money
for their used car. 3. Her friends were sleeping in the living room when the fire alarm sounded.
4. Rosie was going to the movies.

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #39 Practice Answers

1. The class had already started when the student walked in tardy.
2. I had known by Tuesday that last weekend's game would be canceled.
3. They had shared their feelings about riding skateboards without helmets.
4. By the time I had arrived, Louis had already begun painting the back of the house.

Grammar, Usage, and Mechanics Worksheet #40 Practice Answers

1. We try to find the best deals on the Internet.
2. He should listen to what his parents have to say.
3. Carl Sandberg says, "Fog creeps in on little cat feet, and then slowly moves on."
4. I always want my own personal size pizza.

Grammar, Usage, and Mechanics Worksheet #41 Practice Answers

1. Phoebe is listening to the teacher as she works.
2. I am running down the street to the end of the block when I see my friend.
3. Nina and Berta are giving money to help those in need during the holiday season.
4. Our teammates are practicing a lot for the first game of our season.

Grammar, Usage, and Mechanics Worksheet #42 Practice Answers

1. Esmerelda has developed a fantastic web site.
2. The ladies have reunited in the same place to continue their friendship once every year.
3. *The storm has threatened to strike since last night.*

Grammar, Usage, and Mechanics Worksheet #43 Practice Answers

1. I will leave school at two o'clock for a dentist appointment.
2. I will talk to my friends, but they just won't listen.
3. You will ask for the movie star's autograph.
4. Computer games will grow more and more important to kids.
5. We will hope that the vacation can continue.

Grammar, Usage, and Mechanics Worksheet #44 Practice Answers

1. We will be running the mile in P.E. today.
2. I will be thinking of you as you celebrate your birthday.
3. Danya and Larla will be watching the movie tonight.
4. They will be volunteering every weekend at the shelter.

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #45 Practice Answers

1. will have ridden
2. will have seen
3. will have told
4. will have slept
5. will have given
6. will have performed

Grammar, Usage, and Mechanics Worksheet #46 Practice Answers

1. She said, "I usually do chores after school."
2. "They left town," I said, "in a shiny new car."
3. "I can't believe it!" he exclaimed.

Grammar, Usage, and Mechanics Worksheet #47 Practice Answers

1. Joe and Mandy, our debate leaders, thought we had a good chance.
2. Johnny Mingo, the Australian cowboy, rode his horse off into the sunset.
3. Searching for answers, Louis Pasteur, the famous scientist, carried on.
4. Jim, the butler, served their last meal.
5. Kim and Tom, our two friends, left the concert early.
6. The wonderful teacher, Ms. So, shared the slides with her students.
7. The author has just completed his latest book, The 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.

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #50 Practice Answers

1. Lawton, Nevada is my hometown.
2. Olympia, Washington is a beautiful capital.
3. Bogota, Colombia seems like a fascinating city.
4. 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,

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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**.

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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**?

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #59 Practice Answers

1. I know that Microsoft **Corporation** is 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**?

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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"

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #65 Practice Answers

1. William Shakespeare wrote many comedies, including: The Tempest, Twelfth Night, 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

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #68 Practice Answers

1. In *Twice-Told Tales*, Nathaniel Hawthorne tells many short stories such as “The Great Carbuncle,” “The Gray Champion,” “The Wedding Knell,” and “The May-Pole of Merry Mount.” C
2. Richard Adams has a wonderful collection of his favorite animal stories including his own “The Rabbit’s Ghost Story.” C
3. James Herriot’s short story, “Monty the Bull,” tells the entertaining story of a bull that gets the best of a veterinarian. W
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 surprisingly speedy, yet soulful “Ol’ Dog Blues;” and “Mama’s Return.” W
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 against them. C
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 questions left unanswered, they finally

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Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #72 Practice Answers

1. Jackie Smith (1845–1910) worked in the women’s rights movement. You should read **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**

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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**

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